

ASQ MILESTONES: COMMUNICATION THROUGH PLAY

STORY JAR

1.

Builds listening and
attention skills

2.

Encourages vocabulary
growth

3.

Strengthens memory and
storytelling skills

4.

Sparks imagination and
creativity

5.

Promotes back-and-forth
conversations



TRY THIS!

HAVE YOUR CHILD PICK A PICTURE CARD FROM THE JAR. HAVE THEM DESCRIBE WHAT THEY SEE BY MAKING UP A SHORT STORY. TAKE TURNS ADDING TO THE STORY AND SEE HOW LONG AND CREATIVE YOUR STORY CAN BECOME TOGETHER!

WHAT ARE COMMUNICATION SKILLS?

The ability for a child to understand what others say and express their own thoughts and feelings.



9-12 MONTHS

Child looks when you call their name and recognizes the names of everyday objects and people. Child babbles long strings of sounds and begins to use basic gestures like waving.

15-18 MONTHS

Follows simple, one step directions without gestures ("give me the ball"). Points to show you something interesting. Speaks more words than mama and dada

3 YEARS

Understands basic direction words. Speaks in 3-4 word sentences. Asks "why" questions

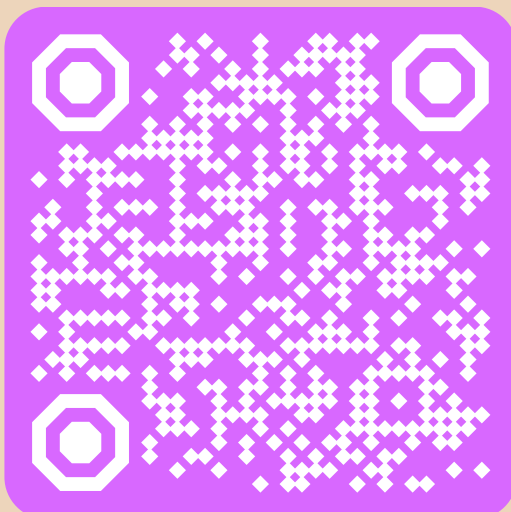
2 YEARS

Points to pictures in books and also body parts when named. Follows simple two step commands. Uses at least two words together ("more milk"). Asks simple "what" and "where" questions.

4-5 YEARS

Understands more complex location words, can follow three unrelated directions. Speaks clearly in complete sentences, uses words indicating time (yesterday, tomorrow).

MAJOR ASQ COMMUNICATION MILESTONES





STAFF GUIDE



DIRECTIONS

Have children pick out a jar to decorate. The child can spend time decorating their jar with our materials.

Have the child think of characters, setting, and other story elements. Write down or have the child write down these things on paper. Fold the paper and place them in the jar for the children to pick out and play the “Storytelling Game”

The Storytelling Game is where a child picks one of each colored paper out of the jar and creates their own story using the elements they pick out

MATERIALS NEEDED FOR ACTIVITY

For decorating jars:

- Stickers
- Markers
- Ribbon
- Glue
- Pom Poms

For the story prompts:

- Red, yellow, green, blue paper
- Scissors
- Markers for writing
- Pencils

ENGAGEMENT PROMPTS

“What is a silly character we can create together?”

“What is your favorite animal? Do you want him to be happy, shy, excited, etc.?”

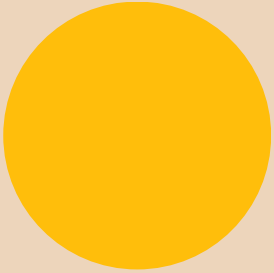
“What is your favorite place to go with your family?”

“What are your three favorite foods to eat?”





DIRECTIONS



Use **YELLOW** paper for character ideas



Use **RED** paper for setting ideas



Use **BLUE** paper for plot ideas



Use **GREEN** paper for other story elements

ASQ MILESTONES: GROSS MOTOR THROUGH PLAY

1.

Builds balance and coordination

2.

Strengthens core muscles

3.

Improves body awareness and control

4.

Encourages focus and confidence

5.

Supports active, healthy play

BALANCE BEAM WALK



TRY THIS!

WALK ACROSS THE BALANCE BEAM HEEL-TO-TOE SLOWLY LIKE YOU'RE ON A BRIDGE. CAN YOU MAKE IT WITHOUT STEPPING OFF? PARENTS CAN CHEER ON OR HOLD HANDS FOR SUPPORT!

WHAT ARE GROSS MOTOR SKILLS?

MOVEMENTS WE MAKE WITH LARGE MUSCLES, LIKE THE TORSO, ARMS, AND LEGS. THEY ARE ESSENTIAL FOR MOBILITY, INDEPENDENCE, AND OVERALL HEALTH.



MAJOR ASQ GROSS MOTOR MILESTONES

12-16 MONTHS

Child pulls to stand up, walks holding onto furniture and/or independently, climbs onto objects like chairs.

9 MONTHS

Child supports their own weight when held by both hands.

18 MONTHS-24 MONTHS

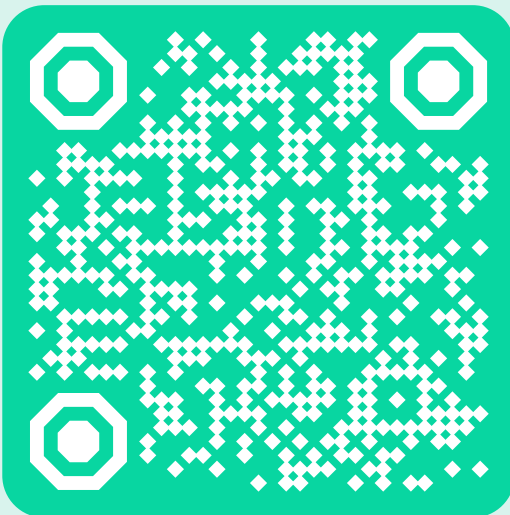
Walks up stairs while holding one hand, kicks a ball forward, walks without falling often.

30-36 MONTHS

Balances on one foot for a few seconds, jumps in place with both feet leaving the ground, walks up and down stairs with alternating feet, runs.

48-60 MONTHS

Hops on one foot, balances for 5+ seconds on one foot, walks forward on a straight line for 10+ feet.



STAFF GUIDE

MODIFICATION FOR AGES

For younger kids use painters tape or ribbon to create a line without the fear of falling.

Or use adult's hands to hold for support on beam. Based on the child's comfort level, offer one or two hands for support.

Potentially demonstrating how to hold arms out to the sides to provide independent support.

MATERIALS NEEDED FOR ACTIVITY

- Balance beam
- Painter's tape for modification
- Events bin



ENGAGEMENT PROMPTS

“Would you like to try the balance beam?”

“We have [giveaway material] if you want to cross the balance beam”

“Do you want [parent or guardian] to hold your hand first?”

“I can go first, watch!”

“You are so strong, I know you can do it!”

ASQ MILESTONES: FINE MOTOR THROUGH PLAY

BEAD STRINGING

1.

Strengthens hand and finger muscles

2.

Improves hand-eye coordination

3.

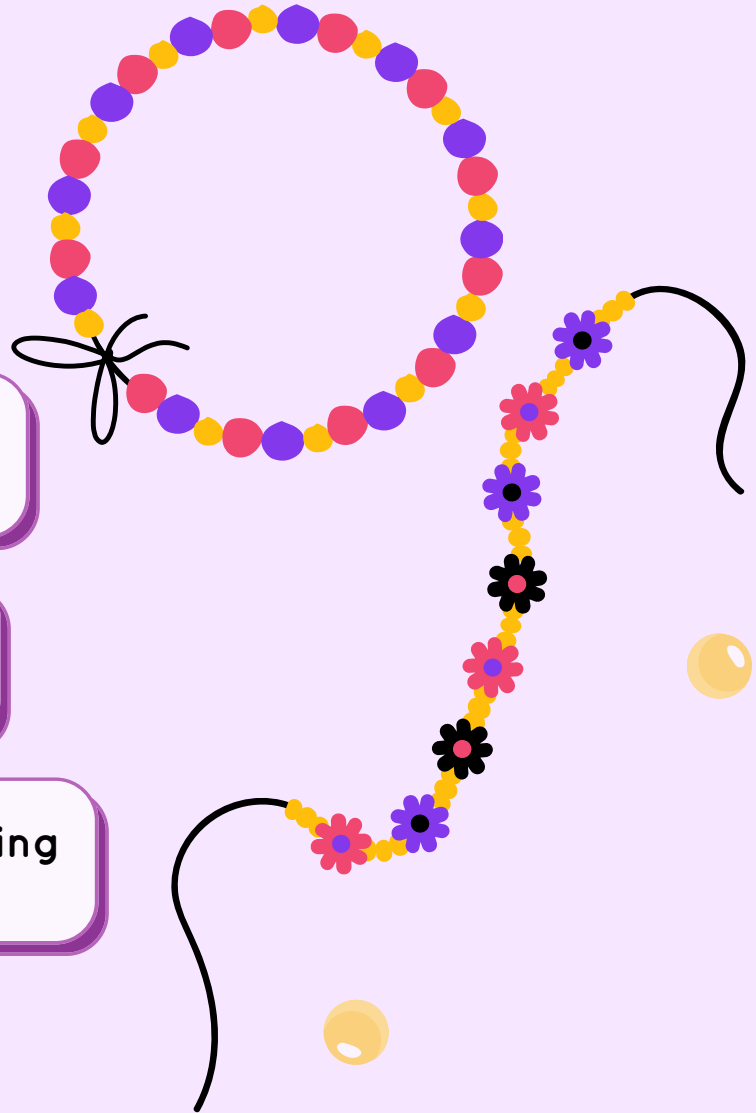
Builds focus and patience

4.

Supports creativity and design skills

5.

Prepares children for writing and daily tasks



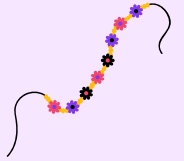
TRY THIS!

WORK TOGETHER TO STRING BEADS OR PASTA PIECES ONTO PIPE CLEANERS. PARENTS OR CHILDREN CAN NAME COLORS AND SHAPES AS CHILDREN ADD EACH BEAD.



WHAT ARE FINE MOTOR SKILLS?

SMALL, PRECISE MOVEMENTS WE MAKE WITH OUR HANDS, FINGERS, FEET, AND TOES THAT INVOLVE COMPLEX COORDINATION BETWEEN MUSCLES, JOINTS, AND NERVES.



MAJOR ASQ FINE MOTOR MILESTONES

9-12 MONTHS

Develops the ability to use thumb and index finger to retrieve objects.

18-24 MONTHS

Children develop hand-eye coordination necessary to connect an object to a string. String 3-4 beads onto pipe cleaner or thick lace.

2-3 YEARS

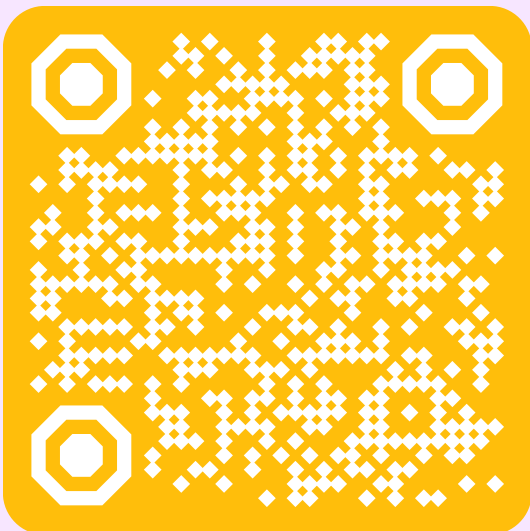
Finger strength improves rapidly at this age, children begin to hold the string in one hand and the bead in the other.

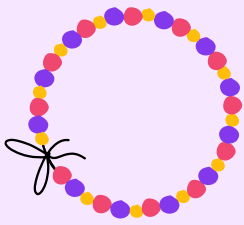
3-4 YEARS

Children continue to strengthen hand muscles, transitioning from bulkier items to smaller ones.

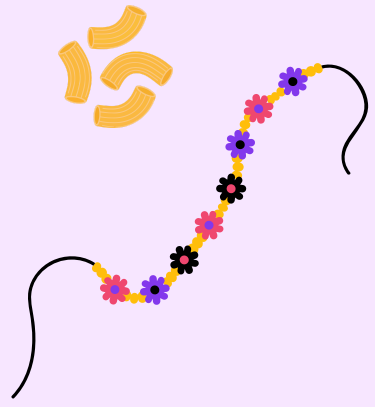
4-5 YEARS

A smaller thread can be used, such as fishing line, pincer grasp is developed





STAFF GUIDE



MODIFICATION FOR AGES

Age 0-2 use dowels to string large beads or pasta

Age 2-3 use pipe cleaner to string beads and pasta

Age 4-5 string pony beads onto smaller string

MATERIALS NEEDED FOR ACTIVITY

- Beading string
- Pipe cleaner
- Dowels
- Pony beads
- Trays for materials
- Larger beads
- Event bin
- Pasta (penne and macaroni, whatever is in the events room)
- Child Scissors
- Adult Scissors
- Tape (just in case)
- Bins to put supplies out, enough for each type of bead and pasta

ENGAGEMENT PROMPTS

“Can you make a snake or worm with this pipe cleaner and some colorful beads?”

“What is your favorite color? Can you find _____ colored beads?”

“Do you want to make a bracelet for someone special? What colors do you think _____ would like on their bracelet?”

“I made a pattern with pink, purple, pink, purple. Can you find more of those beads to continue the pattern?”

ASQ MILESTONES: PROBLEM-SOLVING THROUGH PLAY

1.

Encourages critical thinking

2.

Teaches children how to group and match

3.

Builds early math skills like sorting and counting

4.

Strengthens focus and observation

5.

Supports decision-making

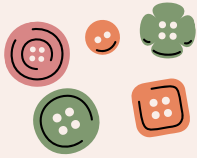
SORTING STATION



TRY THIS!

SORT THE OBJECTS BY COLOR, SIZE, OR SHAPE. PARENTS CAN ASK: "CAN YOU FIND ANOTHER WAY TO SORT THEM?" AND SEE WHAT YOUR CHILD DISCOVERS!

WHAT ARE PROBLEM SOLVING SKILLS?



HOW CHILDREN INTERACT WITH TOYS, USE LOGIC,
THINK CRITICALLY, AND LEARN ABOUT THEIR
ENVIRONMENT



8-10 MONTHS

Exploring toys, banging them together, uncovering a hidden toy or attempting to reach for out of reach items by pulling on a string or blanket

12-15 MONTHS

Dropping small objects into containers and retrieving them, handing a toy back when asked

18 MONTHS

Stacking a small tower of blocks, attempting to use knobs and switches, scribbling purposefully on paper

36-48 MONTHS

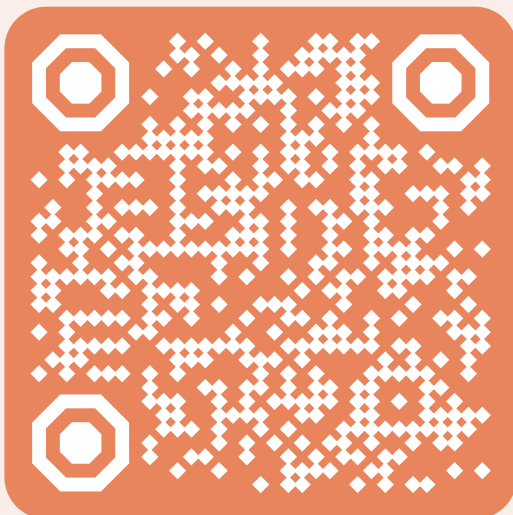
Completing simple puzzles, matching identical shapes, and understanding concepts like "one" or "many"

24-30 MONTHS

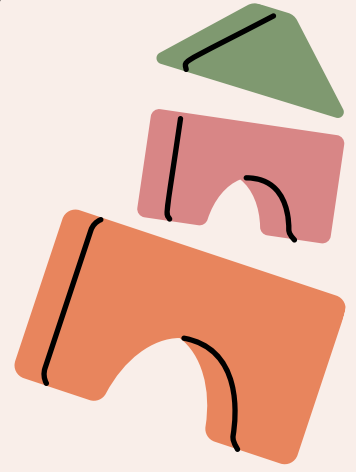
Sorting objects by shape or color, imitating simple pretend play (pretending a block is a car or phone)

54-60 MONTHS

Counting up to 15 with no mistakes, identifying basic printed numbers, and naming shapes or colors



STAFF GUIDE



MODIFICATION FOR AGES

For younger kids, use larger objects such as large blocks and other large objects in Events Room.

Optional: Could make it a sensory activity and use elements like rice or water to make it more of a “digging” for the objects activity

MATERIALS NEEDED FOR ACTIVITY

- Colorful pom poms
- Rainbow colored popsicle sticks
- Toy animals
- Magnetiles
- Shape blocks
- Different shaped objects from around the Events Room
- Event Bin
- Bins for objects
- Trays for kids to collect their objects, sort, and make patterns

ENGAGEMENT PROMPTS

“Can you find [color] object from the bin?”

“See how many [shape] items you can find!”

“I see you’ve collected ____ and _____. How are those things similar? (shape, color, real life implications)

“You’re doing a great job collecting items! Can you sort all of your [color] items by their shape now?”

“See if you can find 5 [shape or color] items in the bin and put them on your own tray”

ASQ MILESTONES: FINE MOTOR THROUGH PLAY

1.

Strengthens bilateral coordination

2.

Improves dexterity and precision

3.

Encourages creativity and planning

4.

Requires hand separation while using scissors

5.

Builds hand strength and muscle development

T-SHIRT DESIGN



TRY THIS!

HAVE YOUR CHILD PICK OUT A T-SHIRT AND CUT THE NECKLINE, SLEEVES, OR BOTTOM TO CREATE THEIR OWN UNIQUE DESIGN. PARENTS CAN HELP THEIR CHILD PLAN OUT THEIR DESIGN BEFORE BEGINNING TO CUT.



WHAT ARE FINE MOTOR SKILLS?

SMALL, PRECISE MOVEMENTS WE MAKE WITH OUR HANDS, FINGERS, FEET, AND TOES THAT INVOLVE COMPLEX COORDINATION BETWEEN MUSCLES, JOINTS, AND NERVES.



MAJOR ASQ FINE MOTOR MILESTONES

9-12 MONTHS

Children develop the ability to use thumb and index finger to retrieve objects.

18-24 MONTHS

Children develop hand-eye coordination. They learn how to hold scissors.

2-3 YEARS

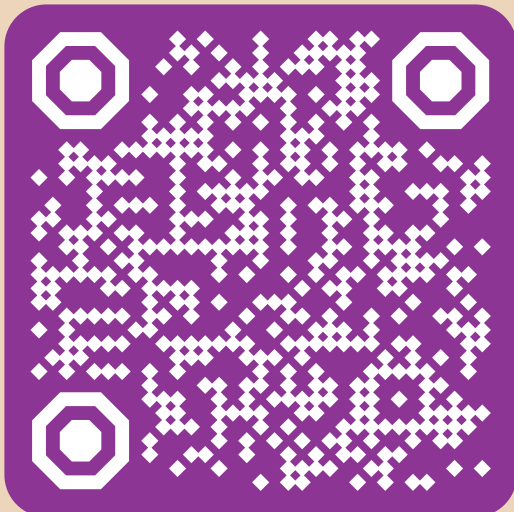
Finger strength improves rapidly at this age. Children can make snips on paper.

3-4 YEARS

Children continue to strengthen hand muscles, they can cut thick paper and objects.

4-5 YEARS

Children can cut basic shapes following shapes and jagged lines.

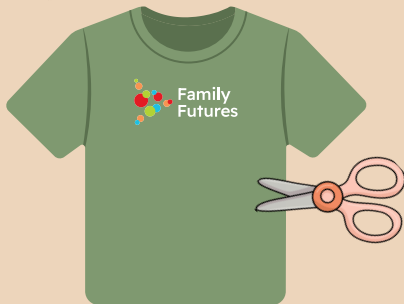


STAFF GUIDE

MODIFICATION FOR AGES

Younger kids may need parental or staff help in using the scissors. Encourage younger children to pick out a design for their shirt even if they need help cutting.

Bring paper materials too for younger kids that may not have the strength for cutting t-shirt material.



MATERIALS NEEDED FOR ACTIVITY

- GRSEPN t-shirts
- Children's scissors
- Some adult scissors
- Paper materials for cutting
- fabric markers for t-shirt decorating (?)
- GRSEPN tote bags for cutting/ decorating (?)

ENGAGEMENT PROMPTS

“Which colored t-shirt is your favorite? Do you want to make it into a tank top or a different fun design?”

“Would you like me to show you how I got my shirt to look like this?” (Works if your shirt has neckline cut or something)

“You can also draw some fun pictures on your shirt if you want!”

“Do you want to draw on some paper and cut it and take a shirt home with you?”

“I think it is so fun to design our own shirts. Can we make a plan together on how you'd like to make your shirt unique?”

ASQ MILESTONES: GROSS MOTOR THROUGH PLAY

RIDING A BIKE



1.

Supports active, healthy play

2.

Improves skills in staying upright on a moving surface

3.

Encourages focus and confidence

4.

Teaches children how to turn, pedal, and stop

5.

Builds the skill to move legs and arms independently

TRY THIS!

WHILE YOUR CHILD IS RIDING THEIR BICYCLE, PARENTS CAN CALL OUT “RED LIGHT!” FOR STOP AND “GREEN LIGHT!” FOR GO. THIS GAME IS A FUN WAY TO PRACTICE THE SKILLS LISTED ABOVE!

WHAT ARE GROSS MOTOR SKILLS?

MOVEMENTS WE MAKE WITH LARGE MUSCLES, LIKE THE TORSO, ARMS, AND LEGS. THEY ARE ESSENTIAL FOR MOBILITY, INDEPENDENCE, AND OVERALL HEALTH.



MAJOR ASQ GROSS MOTOR MILESTONES

12-16 MONTHS

Walking independently and starting to run. These skills build foundation for leg strength and basic dynamic balance.

18 MONTHS

Steering balance bikes without pedals to build muscle strength and improve spatial awareness.

24 MONTHS

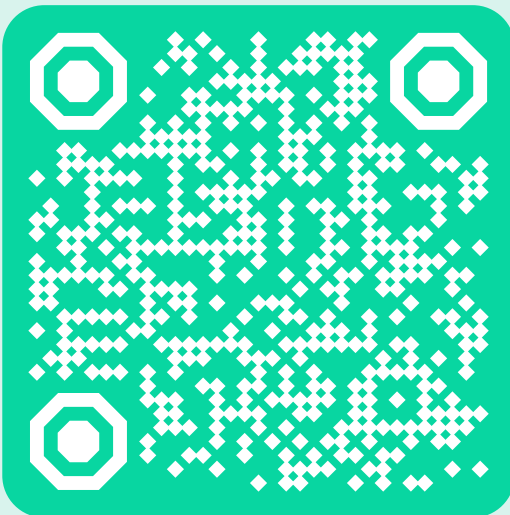
Jumping in place, kicking a ball forward and climbing stairs. These actions develop bilateral leg coordination.

30-36 MONTHS

Balancing on one foot for a few seconds, riding a tricycle. This marks the first time a child learns to pedal and steer a wheeled toy.

48-60 MONTHS

Hopping, skipping, and riding a two-wheeled bicycle with or without training wheels.



STAFF GUIDE

BIKE DECORATING IDEAS

Bringing bike decorating to a community event is a good way to engage because we realistically cannot give away bikes.

For younger kids modify to something they can do with their bike, or let them make an unrelated craft.

MATERIALS NEEDED FOR ACTIVITY:

- pinwheels
- pipe cleaner
- streamers
- tape
- child's scissors
- adult scissors



ENGAGEMENT PROMPT:

“I see you brought your bike with you to _____, would you like to make it fancy with some decorations?”

“Do you have a bike at home? We have lots of materials you can make something for your bike and attach it when you get home!”

“What is your favorite color? I see some _____ pipe cleaners, do you think that you can weave them by your tires to make your tires _____ looking as you ride your bike? I can show you how!”

“I see that you love _____, should we add some more fancy things to your bike to make it even more special?”

“Should we make your bike into a racecar? I can show you how, follow me!”

ASQ MILESTONES: FINE MOTOR THROUGH PLAY

1.

Helps children develop
pincer grasp

2.

Promotes creativity
and design skills

3.

Builds wrist and arm
stability

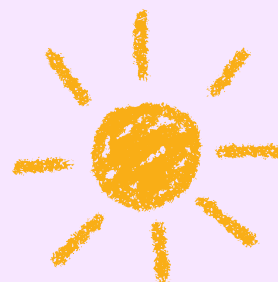
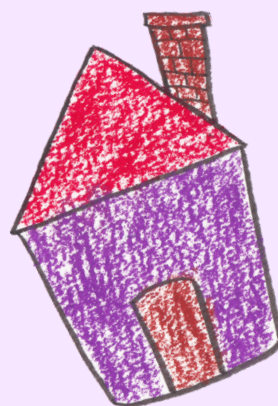
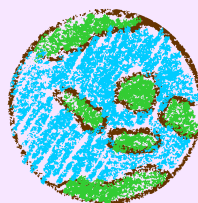
4.

Improves hand-eye
coordination

5.

Boosts motor memory

DRAWING WITH SIDEWALK CHALK



TRY THIS!

TRACE YOUR CHILD'S BODY OR HAND ON THE PAVEMENT
AND ASK THEM TO DRAW IN THE DETAILS (EYES, CLOTHING,
FINGERNAILS). PARENTS CAN INQUIRE ABOUT CLOTHING OR
PHYSICAL FEATURES TO IMPROVE BODY AWARENESS



WHAT ARE FINE MOTOR SKILLS?

SMALL, PRECISE MOVEMENTS WE MAKE WITH OUR HANDS, FINGERS, FEET, AND TOES THAT INVOLVE COMPLEX COORDINATION BETWEEN MUSCLES, JOINTS, AND NERVES.



MAJOR ASQ FINE MOTOR MILESTONES

9-12 MONTHS

Children develop the ability to use thumb and index finger to retrieve objects.

18-24 MONTHS

Children develop hand-eye coordination. Children can make scribbles with chalk.

2-3 YEARS

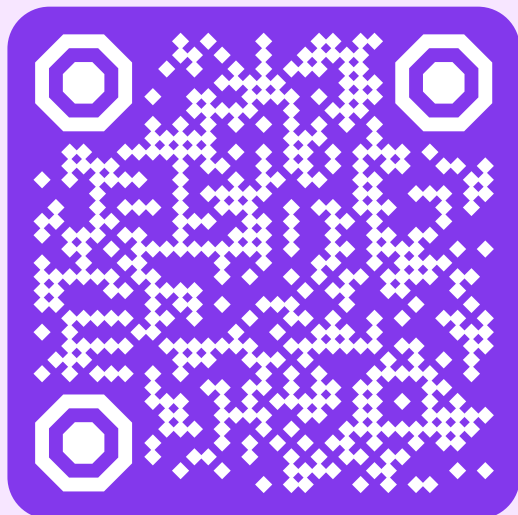
Finger strength improves rapidly at this age. Children can make more intentional drawings, and may want to interact with drawings made by adults such as hopscotch or tracings.

3-4 YEARS

Children refine their precision and grasp. Children enjoy interacting with toys and chalk and tracing objects.

4-5 YEARS

Children have strong hand muscles for writing, they will practice drawing and writing letters with chalk.



STAFF GUIDE

MATERIALS

Bring chalk to give away and to utilize at event

Optional: Bring cars or animals for kids to use with the chalk



ENGAGEMENT PROMPTS

“Would you like to come draw with us?”

“What is your favorite color? Can you find it and we can draw a picture together?”

“What is your name? Can we spell it together using the chalk?”

“I’m drawing a _____, do you want to come draw with me?”

ASQ MILESTONES: GROSS MOTOR THROUGH PLAY

HOPSCOTCH

1.

Supports active, healthy play

2.

Promotes balancing on one foot and builds physical stability

3.

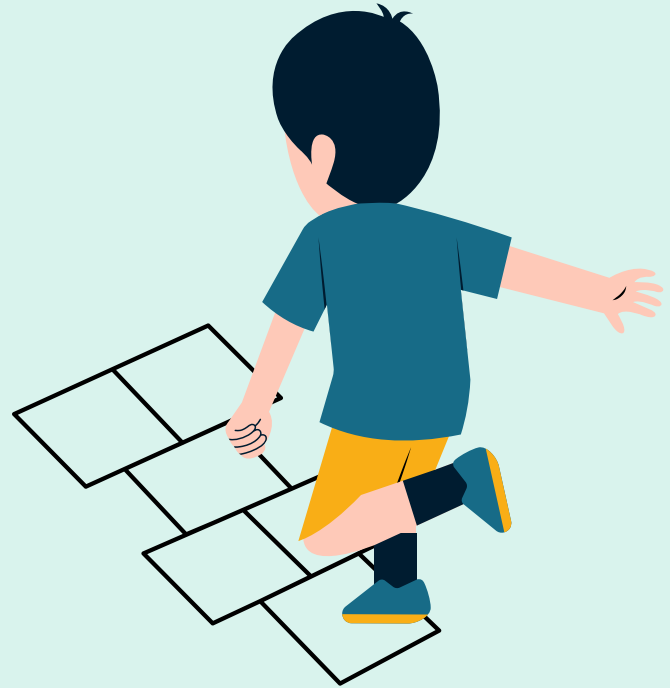
Encourages focus and confidence

4.

Strengthens physical coordination

5.

Teaches children how to navigate their bodies within a space

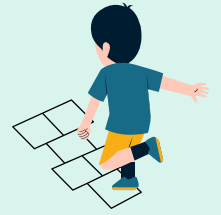


TRY THIS!

USE SIDEWALK CHALK TO DRAW LETTERS OF THE ALPHABET INSIDE OF YOUR HOPSCOTCH GRID INSTEAD OF NUMBERS. ENCOURAGE YOUR CHILD TO HOP AND SPELL DIFFERENT WORDS WITHIN THEIR ABILITY!

WHAT ARE GROSS MOTOR SKILLS?

MOVEMENTS WE MAKE WITH LARGE MUSCLES, LIKE TORSO, ARMS, AND LEGS. THEY ARE ESSENTIAL FOR MOBILITY, INDEPENDENCE, AND OVERALL HEALTH.



MAJOR ASQ GROSS MOTOR MILESTONES

12-16 MONTHS

Walking independently and starting to run. These skills build foundation for leg strength and basic dynamic balance.

18 MONTHS

Steering balance bikes without pedals to build muscle strength and improve spatial awareness.

24 MONTHS

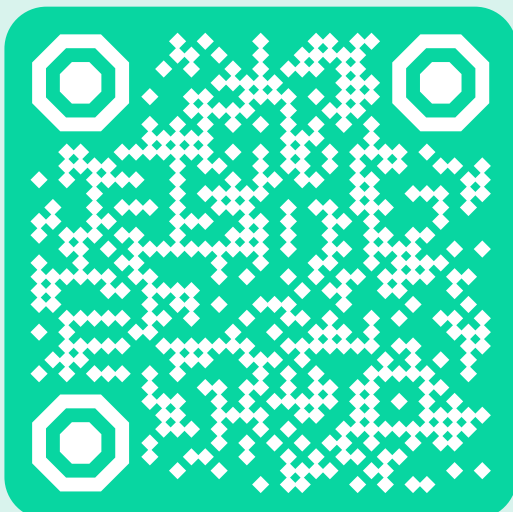
Jumping in place, kicking a ball forward and climbing stairs. These actions develop bilateral leg coordination.

30-36 MONTHS

Balancing on one foot for a few seconds, riding a tricycle. This marks the first time a child learns to pedal and steer a wheeled toy.

48-60 MONTHS

Hopping, skipping, and riding a two-wheeled bicycle with or without training wheels.



STAFF GUIDE

MATERIALS NEEDED FOR ACTIVITY

- Hopscotch bin
- Events bin

ENGAGEMENT PROMPT

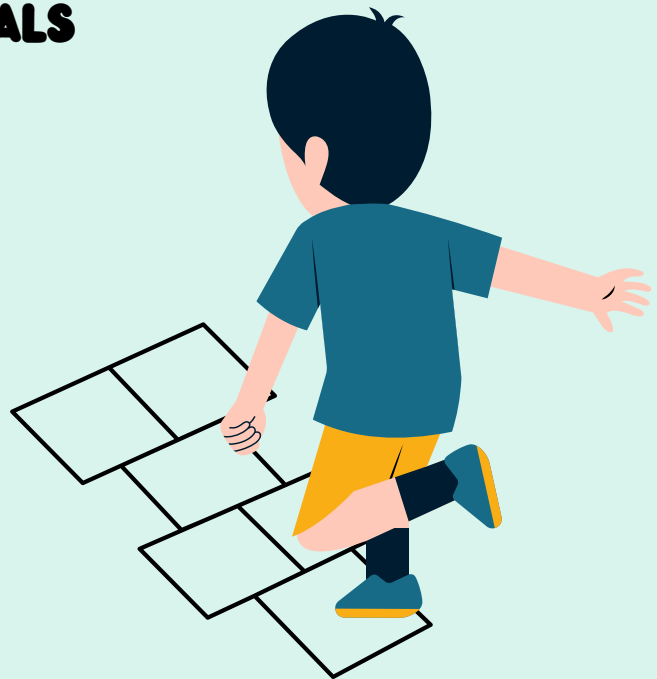
“Would you like to try this game?”

“Do you think you can jump from red to blue? It’s kind of a far jump!”

“The floor is lava, can you get from one end to the other without falling in?”

POTENTIAL GIVEAWAY MATERIALS

- Chalk



ASQ MILESTONES: PROBLEM-SOLVING THROUGH PLAY

1. Encourages children to make predictions and test them
2. Demonstrates cause and effect providing hands-on learning
3. Builds early math skills like sorting and counting
4. Strengthens focus and observation
5. Supports attention to detail (material, shape, weight of objects)

SINK OR FLOAT



TRY THIS!

ENCOURAGE YOUR CHILD TO FIND 8-10 ITEMS FROM AROUND THE HOUSE THAT THEY WOULD LIKE TO TEST. PROVIDE A BIN OR SINK FULL OF WATER AND SORT THE OBJECTS BASED ON THEIR ABILITY TO SINK OR FLOAT! PARENTS CAN ASK: "WHAT DO YOU THINK WILL HAPPEN?" ENCOURAGING CHILDREN TO MAKE A PREDICTION AND TEST IT!

WHAT ARE PROBLEM SOLVING SKILLS?

HOW CHILDREN INTERACT WITH TOYS, USE LOGIC, THINK CRITICALLY, AND LEARN ABOUT THEIR ENVIRONMENT

8-10 MONTHS

exploring toys, banging them together, uncovering a hidden toy or attempting to reach for out of reach items by pulling on a string or blanket

12-15 MONTHS

Dropping small objects into containers and retrieving them, handing a toy back when asked

18 MONTHS

Stacking a small tower of blocks, attempting to use knobs and switches, scribbling purposefully on paper

24-30 MONTHS

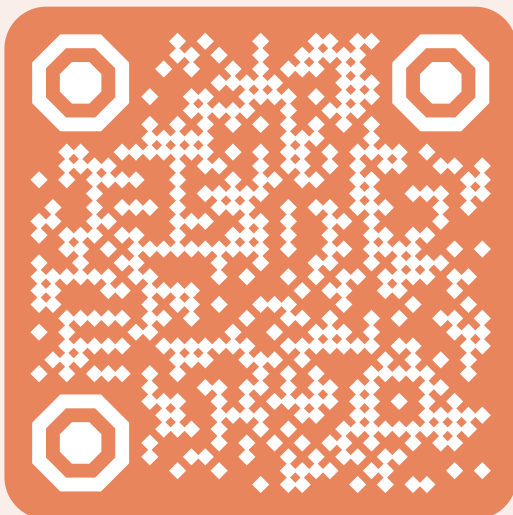
Sorting objects by shape or color, imitating simple pretend play (pretending a block is a car or phone)

36-48 MONTHS

Completing simple puzzles, matching identical shapes, and understanding concepts like "one" or "many"

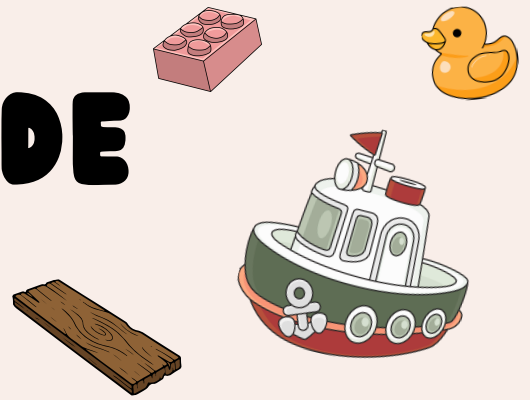
54-60 MONTHS

Counting up to 15 with no mistakes, identifying basic printed numbers, and naming shapes or colors





STAFF GUIDE



MATERIALS NEEDED FOR ACTIVITY

- Large, preferably clear bin for water
- Three smaller bins for sorting, “all objects”, “sink” and “float”
- Labels for “sink” or “float” (in this document)
- 10 “sink” objects
- 10 “float” objects
- Water
- Towel/ Paper towel depending on setting of event

ENGAGEMENT PROMPTS

“Would you like to pick a few objects to test?”

“Do you think ____ will float like a boat?”

“What do you think will happen if you drop ____ in the water?”

“Watch what happens when I do this. Would you like to try?”

“Does ____ feel heavy or light? What do you think will happen if we drop it into the water?”

“That’s a small object, isn’t it? Drop it into the water and see what happens”

POTENTIAL GIVEAWAY ITEMS

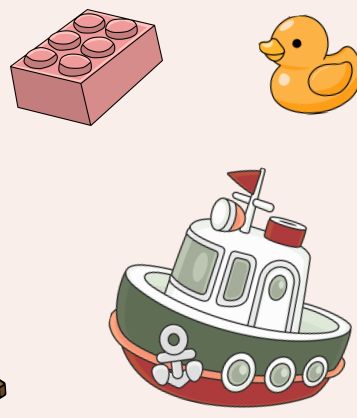
If we have items that could be used as a “sink” or “float” option, we could offer those as a giveaway. Kids can use them for the activity and take them home.



SINK



FLOAT



ASQ MILESTONES: FINE MOTOR THROUGH PLAY

1.

Strengthens hand and finger muscles

2.

Improves hand-eye coordination

3.

Builds focus and patience

4.

Supports creativity and design skills

5.

Prepares children for writing and daily tasks

TOTE BAG DECORATING



TRY THIS!

GRAB A TOTE BAG AND LET YOUR CHILD CREATE THEIR OWN DESIGN ON THE FABRIC! PARENTS CAN ASK: “WHAT IS YOUR FAVORITE SUMMER ACTIVITY?” AND ENCOURAGE THEIR CHILD TO DRAW THAT SCENE!



WHAT ARE FINE MOTOR SKILLS?

SMALL, PRECISE MOVEMENTS WE MAKE WITH OUR HANDS, FINGERS, FEET, AND TOES THAT INVOLVE COMPLEX COORDINATION BETWEEN MUSCLES, JOINTS, AND NERVES.



MAJOR ASQ FINE MOTOR MILESTONES

9-12 MONTHS

Develops pincer grasp, or the ability to use thumb and index finger to retrieve objects

15-18 MONTHS

Scribbles and builds small towers of approximately two blocks.

24 MONTHS

Turns book pages one at a time, stacks six to seven blocks, uses rotating motions to turn doorknobs and lids.

2-3 YEARS

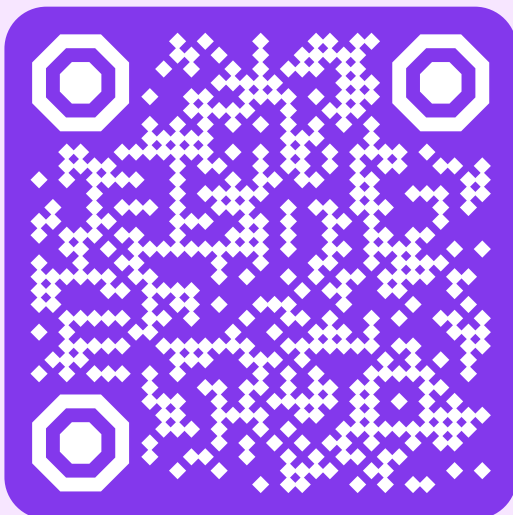
Begins to make purposeful lines and shapes when drawing, strings small items (like beads), uses scissors to make small snips in paper

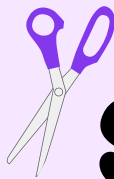
3-4 YEARS

Children refine their precision and grasp, begins to copy and trace letters and shapes

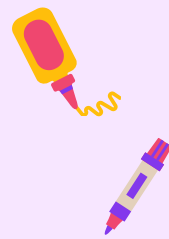
4-5 YEARS

Begins to draw recognizable figures such as people, masters holding a pencil, can use a zipper and buttons, can print some letters





STAFF GUIDE



MODIFICATION FOR AGES

- Younger children might need more guidance, especially with glitter and such (see prompts that feel appropriate for younger kids, such as asking about family and colors)
- Asking about summer plans/ activities for school aged kids
- Older elementary kids might be appropriate to ask them where they want to take their bag, etc. More conversational than guidance with activity

MATERIALS NEEDED FOR ACTIVITY

- GRSEPN tote bags
- Glitter glue
- Fabric Markers
- Stickers
- Item/ GRSEPN merch to put inside bag for giveaway (?)
- Events bin

ENGAGEMENT PROMPTS

“What grade are you in? Are you excited for summer?”

“What do you think you’ll put in your new bag?”

“Would you like to design a new bag for the summer?”

“What is your favorite color? We have ____ markers and glitter glue if you’d like to design a bag!”

“Where do you think you want to take your new, fancy bag?”

“Here, let me give you ____ to put in your new bag!”

“Do you think you can make a fun, summer design for your tote bag?”

“What is your favorite thing to do in the summer? Do you want to design a bag to bring with you when you go to ____?”

“What is your favorite thing to do in the summer? Can you draw a summer scene on your bag to take with you?”

“Who brought you here today? Do you think they’d like a special bag that you design for them while they chat with our friend ____?”

“What is something that ____ (person that brought them) loves? Do you think you can draw a picture on your tote bag for them?”

ASQ MILESTONES: COMMUNICATION THROUGH PLAY

STORYTELLING WITH CLAY

1.

Sparks imagination
and creativity

2.

Strengthens memory and
storytelling skills

3.

Encourages children to
visually communicate their
ideas

4.

Builds an environment for
self-expression

5.

Promotes back-and-forth
conversations



TRY THIS!

PARENTS CAN ASK: “WHAT MAKES YOU THINK OF HOME?” AND ENCOURAGE THEIR CHILD TO MOLD THEIR IDEA WITH CLAY. THEIR IDEA OF “HOME” STRENGTHENS THEIR IMAGE OF WHAT MAKES A STRONG COMMUNITY!

WHAT ARE COMMUNICATION SKILLS?

The ability for a child to understand what others say and express their thoughts and feelings.



9-12 MONTHS

Looks when you call their name and recognizes the names of everyday objects and people
babbles long strings of sounds and begins to use basic gestures like waving

15-18 MONTHS

Follows simple one step directions without gestures (give me the ball)
points to show you something interesting, says more than mama and dada

3 YEARS OLD

Understands basic direction words
Speaks in 3-4 word sentences and asks "why"

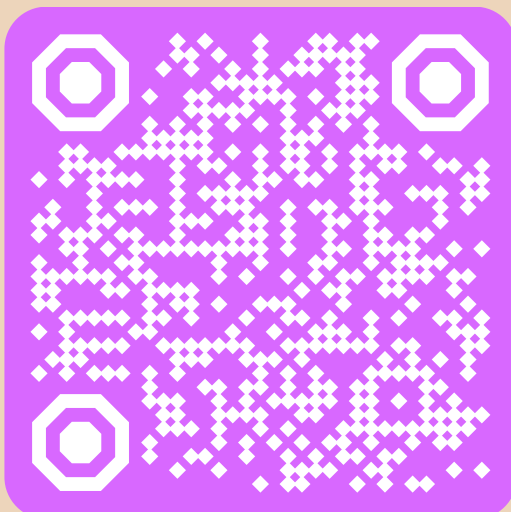
MAJOR ASQ COMMUNICATION MILESTONES

24 MONTHS

points to pictures in books and body parts when named, follows simple two step commands
Uses at least two words together "more milk" and asks simple "what" and "where" questions

4-5 YEARS OLD

Understands more complex location words, can follow three unrelated directions
Speaks clearly in complete sentences, uses words indicating time (yesterday, tomorrow)



STAFF GUIDE

MODIFICATION FOR AGES

For younger kids, modeling might be helpful.

Talking through the activity might be helpful. Have them create a shape and connect that to something in their life.

For example, if the child makes a circle, staff could say, “this looks like a ball, do you like to play outside with your brothers and/or sisters? What games do you play together?”

MATERIALS NEEDED FOR ACTIVITY

- Air dry clay
- Trays
- Garbage bag for trash (under sink in kitchen)
- Events bin



ENGAGEMENT PROMPTS

“What color clay would you like?”

“What is something that reminds you of home?”

“What is your favorite game to play with your family?”

“What is your favorite meal to eat at home?”

With additional prompts: “Can you find that color in the clay tub and make it?”

EXAMPLES:

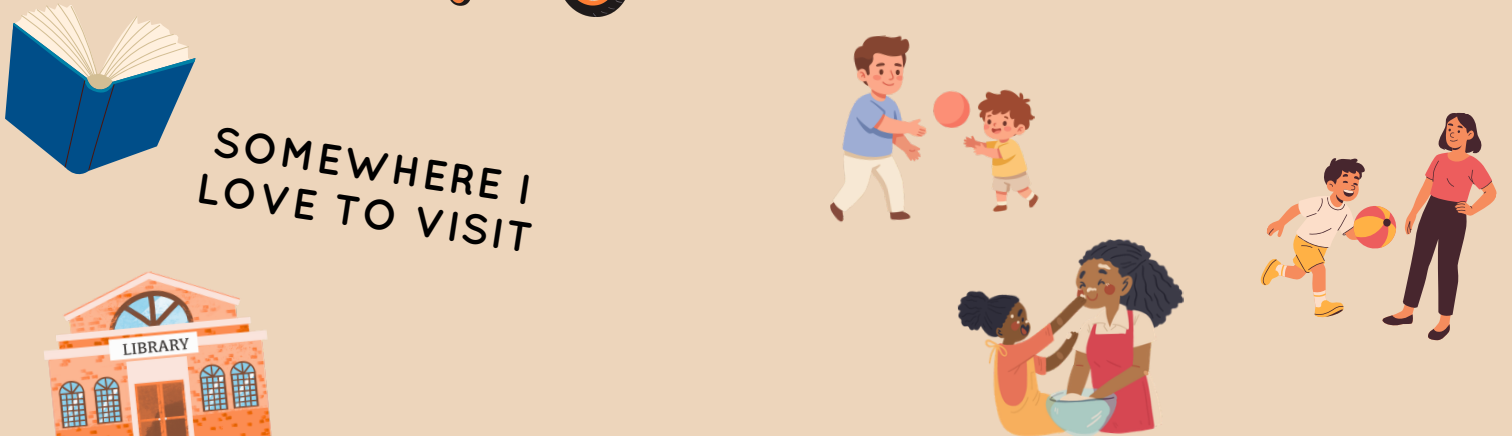
A FAVORITE TOY



SOMEWHERE I FEEL SAFE



A FAVORITE ACTIVITY TO DO WITH A LOVED ONE



SOMEWHERE I LOVE TO VISIT

EMOTIONS I FEEL AND WHAT THAT MAY LOOK LIKE

