

TWO-YEAR-OLD BEHAVIOR PROFILE

PLAY ACTIVITIES

1. Greatly enjoys gross motor activity.
2. Making major advances in motor control:
 - a. Learning to run as flexibility in knees and ankles develops and balance improves.
 - b. Walking up and down stairs without alternating feet.
 - c. Learning to kick a ball.
 - d. Beginning to develop fine motor coordination--can snip with scissors, string beads, hold a glass securely with one hand.
3. Solitary play is dominant; parallel play is developing.
4. Tactile sense is strong; wants to touch everything and enjoys touching variety of materials--fur, silk, angora, etc.
5. Sense of taste is strong; tastes many objects and materials such as clay, paint, etc.; puts tongue against glass, wood, etc.
6. Play is frequently imitative, especially of domestic activities and the mother-baby relationship.

EASEL PAINTING

1. Grasps brush with whole hand.
2. May paint with a brush in each hand.
3. "Scrubs" paper with little regard for color.
4. Paints several colors over each other vigorously.
5. Experimenting with vertical and horizontal lines, dots and circular movements.
6. Goes out of bounds: painting on table, easel, floor, own hands, other children.
7. Process, not end result, important to the child.
8. Easily distracted and does not always watch hand movements.
9. Social enjoyment of painting on same paper with another child.

FINGER PAINTING

1. Initial objection to feeling of paint and getting hands dirty, but enjoyment after a few trials.
2. Rhythmical movements with whole hands.

CLAY

1. Initial objection to feeling of clay, and getting hands dirty, but enjoyment after a few trials.
2. Manipulates--pounding, squeezing and pulling of small pieces; often handing to an adult.
3. Uses other materials in combination with clay, such as tongue depressors.
4. Often experiments with tasting.

SAND

1. Fills pails, dishes, pours and dumps.
2. May taste or throw sand.

WATER PLAY

1. High interest in water play.
2. Enjoys soap bubbles, "painting", sailing boats
3. Washes hands extensively.

MUSIC AND RHYTHMS

1. Sings phrases of songs, generally not on pitch.
2. Recognizes a few melodies.
3. Enjoy rhythmical equipment such as rocking boat, swing, rocking chair. They may stimulate spontaneous singing.
4. Can participate in rhythmical movements such as bending knees in bouncing motion, swaying, swinging arms, nodding head, and tapping feet.

PICTURES, RHYMES, STORIES

1. Enjoys simple pictures with few details and clear color.
2. Likes rhymes.
3. Child's language is often rhythmical and repetitive.
4. Attends to short simple stories with repetition and familiar subjects.

SOCIABILITY

1. Struggling with awareness of self as a separate person rather than an extension of mother. Alternates between strong crude expressions of independence and strong expressions of dependency.
2. Extreme self-centeredness contributes to becoming aware of self as separate person. Holds on to possessions; frequently says "It's mine." Is learning ownership, which must precede learning to share.
3. Choices and transitions are very difficult. Tries to manage impossible opposites simultaneously: yes/no, come/go, run/stop, give/take, grasp/release, push/pull; therefore, oscillates from one extreme to another.
4. Dawdles--his way of assimilating experiences.
5. Prefers to relate with one adult at a time.
6. Likes the familiar; routines are very important.
7. Has a short attention span, moves often from one activity to another.
8. Thinks with his muscles, enacts what he sees and hears.
9. Little interest in what other children do or say, but may hug them or push them out of the way as though they were physical objects.
10. Little social give and take. Grabbing common. Will defend rights by kicking and pulling hair.
11. Does not ask for help; adults must be watchful and ready to help when needed.

COMMUNICATION

1. Communication of language varies widely. Vocabulary varies in size from 6 to 1000 words with an average of 300. Articulation may be very clear or almost incomprehensible.
2. Understands many more words than he uses.
3. Often calls himself by his name.
4. Uses words singly, in phrases, and in combinations of three or four as sentences.
5. Talks as he acts, thereby sorting out which words symbolize various realities.
6. Hearing simple but precise and correct language from adults is important as the two-year-old is sorting out the meaning of pronouns, plurals, prepositions, and past and present tense.

DRESSING

1. Can remove shoes if laces are untied.
2. Helps in getting dressed--finds large armholes and thrusts his arms into them.
3. Helps pull up or push down panties.
4. Washes hands and dries them, but does neither very well.

SLEEPING

1. Demands to take toys to bed with him.
2. Prolongs process of going to bed by setting up a complicated ritual which must be rigidly adhered to.
3. Usually responds, without fussing, to being taken to the toilet in the evening.

EATING

1. Needs help in feeding.
2. Can get spoon into mouth without turning with moderate spilling.
3. Is apt to dawdle and play with food, especially stirring it.
4. Refuses food.
5. Very little conversation with meals.

TOILETING

1. Verbally differentiates bowel and bladder functions.
2. Has to be taken to toilet at special times.