



When I was working on my master's degree in human development, I remember one of my professors telling me, *"You have a strong grasp of human development for an education major."*

I had done a dual elementary education/early childhood education program as my undergraduate at a university with a strong education program ([Go, Aggies!](#)), so his comment struck me as interesting.

Shouldn't all teachers have a strong grasp of human development?

If we want to help kids learn and grow, shouldn't we start by knowing **how** they learn and grow? That's why whole child development is at the root of what I do at [Not Just Cute](#).

Because as Ignacio Estrada said, *"If children don't learn the way we teach, maybe we should teach the way they learn."*

Whether we're teaching in the classroom or in the home, about language and number concepts or about being a good friend, it all starts with understanding what healthy, appropriate development looks like. Today, there is a lot of pressure for kids to move a little faster, grow up a little sooner, and act a little older than they really are. This too much, too soon approach to childhood ignore what we know about how children grow and learn, and it carries a hefty price.

I wrote a series of posts about why developmentally appropriate practice is important, [which you can find here](#), and it's become a signature talk that I love to give. [You can see a clip of that talk on my speaking page](#).

At the end of this document is the developmental "guide-list" I promised you. I hate to use the word "checklist", because the developmental process isn't just something we check off, but it is helpful to have a guide to make us aware of the natural process of development.

Much like a plant develops in a predictable sequence (roots, then stem, then leaves, then bud, then blossom), human development happens in a predictable sequence as well. But while this sequence is predictable, the timetable isn't always firm. Just like a plant wouldn't burst open every one of its blooms on the same day, children don't reach the same milestones at the same exact point in their lives. [Children](#)

[bloom in their own season](#). Similarly, they may be more advanced in one developmental area than in another.

This is all part of normal development.

To help you recognize the normal sequence of development, and be aware of the full scope of whole child development, I've included this curated developmental guide-list.

This spans from the early preschool years into kindergarten (and beyond in some areas). This isn't intended to be a list that you check through as fast as possible. It's purpose is to help you recognize the developmental levels your children have already reached and help you to be aware of the next developmental level where you can begin offering support.

It's meant to help you meet them where they are.

[Find the guide here.](#)

Be sure to download both the Guide List and the Observer's Guide so that you get both the list and the background. If you have any questions, please hit reply and let me know!

Warmly,
Amanda

LINKS

Washington State early learning and development guidelines birth through 3rd grade -

<https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>

What is WAKIDS –

<http://www.k12.wa.us/WaKIDS/pubdocs/WhatIsWaKIDS.pdf>

WAKIDS Family Brochure –

<http://www.k12.wa.us/WaKIDS/pubdocs/WaKIDSFamilyBrochure-ENGLISH.pdf>

WAKIDS Early Math Brochure –

<http://www.k12.wa.us/WaKIDS/pubdocs/EarlyMathBrochure.pdf>

WAKIDS Characteristics of Kids Entering Kindergarten -

<http://www.k12.wa.us/WaKIDS/pubdocs/CharacteristicsofChildrenEnteringKindergarten-English.pdf>

Department of Early Learning Kindergarten Readiness -

<https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/KindergartenReadinessBrochure.pdf>