

Toddler Readiness Assessment

The following are items we look at as guidelines to determine when an infant is possibly ready to move to a toddler class. While this might not be a complete list, or there may be things on this list we don't 'require' for each infant, they are determined to be skills that will help with successful transitions into the toddler community.

Required:

- **Your child can walk independently**
- **Your child is down to one nap a day (preferably within the 12:30 - 2:30 time frame)**
- **Your child does not need a bottle or breastfeeding during the day (you may provide an insulated cup of milk for lunchtime)**
- **Your child can feed themselves by hand and ideally with utensils with minimal assistance (please provide appropriate food for their independence)**
- **Your child explores materials purposefully/intentionally (beyond only mouthing items and throwing them or hitting with them)**
- **Your child can squat to pick up a toy and stand back up with the toy.**

The following list is a guide for ideal readiness markers. Readiness and development may be a slightly different combination of factors for each child. Beyond the essential requirements for readiness, we want the child to succeed in the classroom for their individual well being. If you have concerns about your child's readiness or if a teacher has concerns about your child's readiness, we can talk about how to best support them so they can grow to be fully ready for the Toddler Program.

Daily Routines and Self-Care:

Is the child down to one nap a day?

Is the child off formula/breast milk during the day?

Can the child use a spoon or fork to eat with minimal assistance?

Can the child drink from a cup without a lid?

Does the child sit at a table to eat meals until done?

Can the child wash their hands with soap and water with some guidance?

Does the child use/need a pacifier?

Is the child able to separate from a transition object (blanket, stuffed animal) during the day for periods of time?

Self-Dressing:

Can the child put on and take off simple clothing items, such as pants and underwear, shoes, a jacket or hat?

Toileting:

Does the child show readiness signs for potty training? (e.g., staying dry for longer periods, showing interest in using the toilet)

Has your child shown an interest in sitting on the toilet?

Has your child tried using the toilet?

Has your child used the toilet successfully? How many times?

Is the infant comfortable with being changed standing up and may start helping with the process?

Gross Motor Skills:

Can the child walk independently? Are they wearing hard-soled shoes?

Can the child squat to pick up toys and stand back up?

Fine Motor Skills:

Can the child pick up small objects using a pincer grasp (thumb and forefinger)?

Can the child stack a few blocks or place objects into a container?

Can the child turn pages of a board book?

Focus and Engagement:

Does the child choose activities they are interested in and engage with them for short periods?

Does the child seem curious and willing to explore new activities?

Can the child focus on a single activity for a minute or longer before needing a change?

Can the child follow simple instructions, such as “put the toy in the basket”?

Can the child separate from their caregiver with minimal distress?

If upset, does the child calm down within a few minutes, with support?

Can the child play alongside other children?

Does the child engage in simple social interactions, like playing together with toys?

Does the child express their feelings or needs using basic words or gestures rather than aggressive behaviors?

Communication and Language:

Does your child use 5 words or more?

Can the child use words or simple phrases to communicate their needs or feelings?

Is the child’s speech understandable to familiar adults?

Can the child follow simple, one-step instructions, such as “come here” or “pick up the block”?

Does the child ask for help when they need it?

Self-Control and Adaptability:

Can the child wait briefly for their turn or share toys with guidance?

Can the child follow basic rules and routines with some reminders?

Does the child show awareness of their surroundings, avoiding obstacles while moving around?

Does the child have impulse control to mostly refrain from putting everything in their mouth?