Areas of Development

- **Gross motor**: using large groups of muscles to sit, stand, walk, run, etc., keeping balance, and changing positions.
- **Fine motor**: using hands to be able to eat, draw, dress, play, write, and do many other things.
- **Language**: speaking, using body language and gestures, communicating, and understanding what others say.
- **Cognitive**: Thinking skills: including learning, understanding, problem-solving, reasoning, and remembering.
- **Social**: Interacting with others, having relationships with family, friends, and teachers, cooperating, and responding to the feelings of others.
Each baby develops in his own manner, so it’s impossible to tell exactly when a child will perfect a given skill. Although the developmental milestones listed will give you a general idea of the changes you can expect as your child gets older.
Gross Motor

- Movement Milestones
  - Gets to sitting position without assistance
  - Crawls forward on belly by pulling with arms and pushing with legs
  - Assumes hands-and-knees position
  - Creeps on hands and knees supporting trunk on hands and knees
  - Gets from sitting to crawling or prone (lying on stomach) position
  - Pulls self up to stand
  - Walks holding on to furniture
  - Stands momentarily without support
  - May walk two or three steps without support

Fine Motor

- Uses pincer grasp
- Bangs two cubes together
- Puts objects into container
- Takes objects out of container
- Lets objects go voluntarily
- Pokes with index finger
- Tries to imitate scribbling

Language

- Pays increasing attention to speech
- Responds to simple verbal requests
- Responds to “no”
- Uses simple gestures, such as shaking head for “no”
- Babbles with inflection
- Says “dada” and “mama”
- Uses exclamations, such as “oh-oh!”
- Tries to imitate words
Cognitive
- Explores objects in many different ways (shaking, banging, throwing, dropping)
- Finds hidden objects easily
- Looks at correct picture when the image is named
- Imitates gestures
- Begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)

Social Emotional
- Shy or anxious with strangers
- Cries when mother or father leaves
- Enjoys imitating people in play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings (What do you do when he refuses a food?)
- Tests parental responses to his behavior (What do you do if he cries after you leave the room?)
- May be fearful in some situations
- Prefers mother and/or regular caregiver over all others
- Repeats sounds or gestures for attention
- Finger-feeds himself
- Extends arm or leg to help when being dressed
Red Flags

- Does not crawl
- Drags one side of body while crawling (for over one month)
- Cannot stand when supported
- Does not search for objects that are hidden while he watches
- Says no single words ("mama" or "dada")
- Does not learn to use gestures, such as waving or shaking head
- Does not point to objects or pictures

15-18 month olds

Gross Motor

- **Movement Milestones**
  - Like to pull, push, and dump things
  - Pull off hat, socks, and mittens
  - Turn pages in a book
  - Stack 2 blocks
  - Carry a stuffed animal or doll
  - Scribble with crayons
  - Walk without help
  - Run stiffly, with eyes on the ground
Sensory and Thinking Skills

- Identify an object in a picture book
- Laugh at silly actions (as in wearing a bowl as a hat)
- Look for objects that are out of sight
- Put a round lid on a round pot
- Follow simple 1-step directions
- Solve problems by trial and error

Language and Social Skills

- Say 8-10 words you can understand
- Look at a person who is talking to him
- Ask specifically for her mother or father
- Use "hi," "bye," and "please," with reminders
- Protest when frustrated
- Ask for something by pointing or by using one word
- Direct another's attention to an object or action
- Become anxious when separated from parent(s)
• Seek attention
• Bring toys to share with parent act out a familiar activity in play (as in pretending to take a bath)
• Play alone on the floor with toys
• Compete with other children for toys
• Recognize herself in the mirror or in pictures
• Seem selfish at times
Gross Motor

- Walks alone
- Pulls toys behind her while walking
- Carries large toy or several toys while walking
- Begins to run
- Stands on tiptoe
- Kicks a ball
- Climbs onto and down from furniture unassisted
- Walks up and down stairs holding on to support

Fine Motor

- Scribbles spontaneously
- Turns over container to pour out contents
- Builds tower of four blocks or more
- Might use one hand more frequently than the other

Language

- Points to object or picture when it’s named for him
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by fifteen to eighteen months)
- Uses simple phrases (by eighteen to twenty-four months)
- Uses two- to four-word sentences
- Follows simple instructions
- Repeats words overheard in conversation
Cognitive

• Finds objects even when hidden under two or three covers
• Begins to sort by shapes and colors
• Begins make-believe play

Social Emotional

• Imitates behavior of others, especially adults and older children
• Increasingly aware of herself as separate from others
• Increasingly enthusiastic about company of other children
• Demonstrates increasing independence
• Begins to show defiant behavior
• Increasing episodes of separation anxiety toward midyear, then they fade
Red Flags

- Cannot walk by eighteen months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks exclusively on his toes
- Does not speak at least fifteen words by eighteen months
- Does not use two-word sentences by age two
- Does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon) by fifteen months
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age two
- Cannot push a wheeled toy by age two

3 year olds

- Feed himself (with some spilling)
- Open doors
- Hold a glass in one hand
- Hold a crayon well
- Wash and dry hands by himself
- Fold paper, if shown how
- Throw a ball overhead
- Try to catch a large ball
- Put on shoes (but not tie laces)

Gross Motor

- Dress herself with help
- Use the toilet with some help
- Walk up steps, alternating feet
- Walk on tiptoes if shown how
- Walk in a straight line
- Kick a ball forward
- Jump with both feet
- Pedal a tricycle
Sensory and Thinking Skills

- Recognize sounds in the environment
- Pay attention for about 3 minutes
- Remember what happened yesterday
- Know what is food and what is not food
- Know some numbers (but not always in the right order)
- Know where things usually belong
- Understand what "1" is
- Understand "now," "soon," and "later"
- Substitute one object for another in pretend play (as in pretending a block is a "car")
- Laugh at silly ideas (like "milking" a dog)
- Look through a book alone
- Match circles and squares
- Match an object to a picture of that object
- Match objects that have same function (as in putting a cup and plate together)
- Count 2 to 3 objects
- Avoid some dangers, like a hot stove or a moving car
- Follow simple one-step commands

Language and Social Skills

- Use 3-5 word sentences
- Ask short questions
- Use plurals ("dogs," "cars," "hats")
- Name at least 10 familiar objects
- Repeat simple rhymes
- Name at least one color correctly
- Imitate housework or help with simple tasks
- Ask to use the toilet almost every time
- Enjoy being read to
- Talk about feelings and mental states (e.g., remembering)
• Demonstrate some shame when caught in a wrongdoing
• Try to make others laugh
• Play spontaneously with two or three children in a group
• Assign roles in pretend social play (“You be mommy;” “I be daddy”)
• Know her first and last name
• Understand “I,” “you,” “he,” and “she”
• Believe everything centers around him (“if I hide my eyes, no one will see me”) answer whether she is a boy or girl
Gross Motor
- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility

Fine Motor
- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters

Language
- Understands the concepts of “same” and “different”
- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories
Cognitive

• Correctly names some colors
• Understands the concept of counting and may know a few numbers
• Approaches problems from a single point of view
• Begins to have a clearer sense of time
• Follows three-part commands
• Recalls parts of a story
• Understands the concept of same/different
• Engages in fantasy play

Social Emotional

• Interested in new experiences
• Cooperates with other children
• Plays “Mom” or “Dad”
• Increasingly inventive in fantasy play
• Dresses and undresses
• Negotiates solutions to conflicts
• More independent
• Imagines that many unfamiliar images may be “monsters”
• Views self as a whole person involving body, mind, and feelings
• Often cannot distinguish between fantasy and reality
Red Flags

• Cannot throw a ball overhand
• Cannot jump in place
• Cannot ride a tricycle
• Cannot grasp a crayon between thumb and fingers
• Has difficulty scribbling
• Cannot stack four blocks
• Still clings or cries whenever his parents leave him
• Shows no interest in interactive games
• Ignores other children

5 year olds

• Doesn’t respond to people outside the family
• Doesn’t engage in fantasy play
• Resists dressing, sleeping, using the toilet
• Lashes out without any self-control when angry or upset
• Cannot copy a circle
• Doesn’t use sentences of more than three words
• Doesn’t use “me” and “you” appropriately
**Gross Motor**

- Stands on one foot for ten seconds or longer
- Hops, somersaults
- Swings, climbs
- May be able to skip

**Fine Motor**

- Copies triangle and other geometric patterns
- Draws person with body
- Prints some letters
- Dresses and undresses without assistance
- Uses fork, spoon, and (sometimes) a table knife
- Usually cares for own toilet needs

**Language**

- Recalls part of a story
- Speaks sentences of more than five words
- Uses future tense
- Tells longer stories
- Says name and address
Cognitive

- Can count ten or more objects
- Correctly names at least four colors
- Better understands the concept of time
- Knows about things used every day in the home (money, food, appliances)

Social Emotional

- Wants to please friends
- Wants to be like her friends
- More likely to agree to rules
- Likes to sing, dance, and act
- Shows more independence and may even visit a next-door neighbor by herself
- Aware of sexuality
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes eagerly cooperative

Red Flags

- Exhibits extremely fearful or timid behavior
- Exhibits extremely aggressive behavior
- Is unable to separate from parents without major protest
- Is easily distracted and unable to concentrate on any single activity for more than five minutes
- Shows little interest in playing with other children
- Refuses to respond to people in general, or responds only superficially
- Rarely uses fantasy or imitation in play
- Seems unhappy or sad much of the time
- Doesn’t engage in a variety of activities
- Avoids or seems aloof with other children and adults
• Doesn’t express a wide range of emotions
• Has trouble eating, sleeping, or using the toilet
• Can’t differentiate between fantasy and reality
• Seeks unusually passive
• Cannot understand two-part commands using prepositions (“Put the cup on the table”; “Get the ball under the couch.”)
• Can’t correctly give her first and last name
• Doesn’t use plurals or past tense properly when speaking
• Doesn’t talk about her daily activities and experiences
• Cannot build a tower of six to eight blocks
• Seems uncomfortable holding a crayon
• Has trouble taking off her clothing
• Cannot brush her teeth efficiently
• Cannot wash and dry her hands

IF THERE IS A DELAY OR YOU SEE RED FLAGS
• Referral Process in your area
  – Early Intervention
  – Special Education
  – Medical
• Outside Agencies

Speech and Language Milestones with Checklist
• English
• Spanish

Link to Developmental Milestones in Spanish
• http://www.nacersano.org/centro/9256_10057.asp
• This one is very simple things that parents can do to assist with language development
• http://www.svmh.com/health/content.aspx?chunkid=122131
Stepping Stones to Early Childhood Development

• http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf to download infant/toddler foundations

http://www.cde.ca.gov/sp/cd/re/documents/preschoolif.pdf to download foundations

• October 28, 2011
  Creating the Bridge to Empower Parents

• November 30, 2011
  Setting the Foundations for Communication Opportunities

• January 31, 2012
  Shaping Positive Behaviors

• February 29, 2012
  Building Blocks of Purposeful Play

• April 30, 2012
  Planting the Seeds of Early Literacy: Beyond Books