

# Steps & Stages:

Developmental Skills Checklists for  
Children Birth to Five





## How to Use this Document:

The following milestone checklists are intended to be used as guides to note and mark your child's development. It is important to note that each child develops at his or her own pace. The skills listed are a general idea of the changes you can expect as your child grows.

You may consider consulting with your child's physician OR someone trained in the identification of developmental delays if your child is not demonstrating most of the milestones listed. Included with each age range is a list of "red flags" which indicate areas of possible concern. Should you observe more than one of the red flags, consider discussing them with your child's doctor.

**Begin by clicking on the age of your child  
to view the milestones:**

- ☐ **0-3 months**
- ☐ **3-6 months**
- ☐ **6-9 months**
- ☐ **9-12 months**
- ☐ **12-18 months**
- ☐ **18-24 months**
- ☐ **24-36 months**
- ☐ **3-4 years**
- ☐ **4-5 years**



Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 0-3 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Develops a social smile (smiles in response to caregiver)
- Begins to enjoy playing with a person
- Becomes more expressive with face and body
- Imitates some movements and facial expressions

### Cognitive

- Follows moving objects with eyes
- Focuses on faces
- Looks at a toy in own hand
- Watches and/or notices own hands

### Speech and Language

- Smiles at the sound of a familiar voice
- Babbling begins with vowel sounds (cooing, gooing, and gargle sounds)
- Turns head toward the direction of a sound
- Communicates hunger, fear, discomfort (through crying or facial expression)

### Gross Motor

- Raises head and chest when on stomach
- Stretches legs and kicks when on back or stomach
- Pushes down on legs when on a flat surface
- Kicks feet alternatively (one foot kicks at a time)

### Sensory

- Intently watches faces
- Follows moving object with eyes
- Appears to recognize familiar people from a distance
- Begins using hands and eyes together
- Startles to a loud or new sound

### Fine Motor

- Supports upper body with arms when on stomach
- Opens and shuts hands
- Brings hands to mouth
- Swipes at a dangling object with hands
- Holds and shakes a toy in hand
- Accidentally releases objects
- Watches own hands



Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_

---

---

---

---

---

# By the end of 3 months

Consider discussing with your child's physician if one or more of the following are observed:

Does not respond to loud or new noises  
Does not notice hands  
Does not follow moving objects with eyes  
Does not grasp or hold objects  
Lack of head support; does not hold head up  
Does not push down with legs when feet are on a firm surface  
Does not kick feet alternatively (one foot kicks at a time)  
Crosses eyes most of the time (occasional crossing of the eyes is normal for this age)  
Does not smile  
Does not produce any sound (especially vowel sounds)  
Weak suck when feeding  
Movement is not equal on both sides of the body; one side seems more still or more active  
Seems stiff, with tight muscles  
Seems floppy, with limp muscles  
Does not show moro or startle reflex (in response to the feeling of falling or in response to a loud sound the baby startles, spreads out arms, unspreads arms and usually cries)  
Demonstrates a dramatic loss of skills he/she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5249

**Growing Up Healthy Hotline 1-800-522-5006**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Kresheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Today's Date \_\_\_\_\_

## 3-6 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Enjoys social play (e.g. peek-a-boo)
- Interested in images in a mirror
- Appears to be happy often
- Smiles at self (in mirror) and at others
- Looks at familiar people and appears to recognize parent(s)
- Responds to changes in your tone of voice (e.g. may smile when you speak in a happy voice)

### Cognitive

- Finds a partially hidden object (e.g. finding a toy half covered by a blanket)
- Explores objects with hands and mouth
- Attempts to get objects that are out of reach
- Responds to name by looking when name is heard

### Speech and Language

- May respond to "no" (briefly stops doing something when you say "no" but may continue with activity)
- When a sound is heard, may make a sound in response
- Uses voice to express happiness or frustration
- Produces a chain of babble (ba-ba-ba)
- Expresses happiness/joy and displeasure with voice

### Gross Motor

- Rolls both ways (front to back, back to front)
- Sits; first with support, then without support
- When held in standing position, supports whole weight

### Sensory

- Vision for distance improves
- Better tracking of moving objects
- Notices toys that make noise

### Fine Motor

- Reaches with one hand
- Transfers objects from hand to hand
- Rakes objects with hand (uses all fingers to scoop an object into palm)
- Helps hold bottle

Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_

---

---

---

---



# By the end of 6 months

Consider discussing with your child's physician if one or more of the following are observed:

Seems stiff, with tight muscles  
Seems floppy, with limp muscles  
Lack of head control (unable to keep head up)  
Head flops back when pulled to sitting position  
One or both eyes turn in or out often  
Does not smile  
Does not sit with support by 6 months  
Does not laugh or squeal by 6 months  
Lack of differentiated cry (crying differently for hunger, comfort, diaper change, etc.)  
Little to no babbling  
Does not roll  
Does not engage in simple play with toys  
Does not watch a moving object by turning head to follow it  
Difficult to comfort during the night  
Does not attract attention through actions  
Experiences a dramatic loss of skill he/she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5349

**Growing Up Healthy Hotline 1-800-522-5006**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Krescheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 6-9 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Increased eye contact with people
- Increased attention to toys
- Smiles and laughs to show pleasure
- Responds to "no," but does not necessarily obey (briefly stops activity when "no" is heard, then returns to the activity)

### Cognitive

- Responds to name (looks when hears name)
- Engages and enjoys interactive games (e.g. peek-a-boo)
- Increased attention to a new or preferred toy (3-5 minutes)

### Speech and Language

- Imitates simple gestures
- Uses simple gestures
- Babbles, may produce a string of varied syllables (ba-ba-de-go)

### Gross Motor

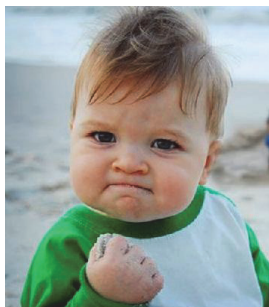
- Sits alone and is able to play while sitting
- Pulls self to standing position
- Crawls forward on stomach
- Walks with 2 hands held
- Gets in a lying down position from sitting position

### Sensory

- Begins to finger-feed self
- Takes bite of a cracker
- Turns head toward direction of sounds

### Fine Motor

- Holds smaller objects with thumb and side of index finger
- Transfers object from hand to hand
- Clasps hands together
- While lying on stomach, bears weight on one arm while reaching with other



Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_

---

---

---

---



# By the end of 9 months

Consider discussing with your child's physician if one or more of the following are observed:

- Does not bear weight on legs when held in standing position
- Does not assist when pulled to standing
- Does not get in and out of sitting position
- Sits in "W" position most of the time (knees in with feet out in the shape of the letter "W")
- Seems stiff with tight muscles
- Seems floppy with limp muscles
- Does not crawl or creep
- Head lags when pulled to sitting
- Does not respond to or turn head to name
- Does not respond to sound
- Does not imitate actions (bye-bye, or peek-a-boo)
- Does not produce strings of babble (ba-ba-ba-ba)
- Does not play or attend to a preferred or new toy for more than 3 minutes
- Does not establish or maintain eye contact with people or toys
- Does not finger-feed self
- Experiences a dramatic loss of skills he or she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5249

**Growing Up Healthy Hotline 1-800-522-5006**

**The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit.**

**Ask your child's doctor about your child's developmental screening.**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Kresheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 9-12 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Shy or anxious around strangers
- Cries when parent(s) leave
- Imitates people while playing
- Develops preferences for toys/people
- Tests responses to behavior (drops cup several times)
- May show fear in some situations
- Repeats sounds or gestures to gain attention

### Cognitive

- Explores objects in different ways (shakes, bangs, throws, drops)
- Finds a hidden object easily
- Looks at the correct picture when named
- Imitates gestures
- Demonstrates understanding of object use (drinks from a cup, talks on phone)

### Speech and Language

- Responds to simple requests (give me the ball)
- Responds to "no"
- Appears to pay more attention to speech
- Jargon appears (babbling which mimics the tone, pitch, and intonation of adult speech)
- Produces 1 or 2 words and/or exclamations (e.g. mama, dada, uh-oh!)
- Tries to imitate sounds or words
- Looks at correct object when named
- Responds to name by looking when his or her name is heard

### Gross Motor

- Able to get into sitting position without help
- Able to get in hands-and-knees position
- Crawls forward on stomach
- Pulls self up to stand
- Walks while holding on to furniture
- Stands without help
- Take two or three steps without help

### Sensory

- Appears to see well
- Appears to hear well
- Drinks from a cup
- Finger-feeds self

### Fine Motor

- Uses pincer grasp (holding object between pointer finger and thumb)
- Bangs two objects together
- Places object in a container with hand resting on the edge
- Takes objects out of a container
- Lets go of objects on purpose
- Pokes/points with index finger
- Begins to copy scribbling



Specific Concerns and/or Questions to be discussed with your health care provider: \_\_\_\_\_

# By the end of 12 months

Consider discussing with your child's physician if one or more of the following are observed:

- Does not crawl or creep on all fours
- Does not babble
- Drags one side of body while crawling for a long period of time (more than 1 month)
- Does not attempt to search for objects that are hidden while he/she watches
- Does not take steps when hands are held
- Does not stand while holding onto furniture and cruise (walk while holding onto furniture)
- Does not use gestures (e.g. pointing, waving bye-bye)
- Does not point to picture/object or follow simple directions
- Lack of self feeding
- Issues with feeding such as trouble or difficulty biting, chewing, or swallowing
- Does not have pincer grasp with both hands (holding object between thumb and pointer finger)
- Does not appear to be able to help with dressing or undressing (e.g. extending arm through shirt)
- Experiences a dramatic loss of skills he/she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5249

**Growing Up Healthy Hotline 1-800-522-5006**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sound (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Kresheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 12-18 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

Repeats sound/actions that made someone laugh

Establishes and maintains eye contact (looks at people)

Removes hat, socks, and gloves

May get upset when parent(s) leave, and may need help to calm down

### Cognitive

Attention to new toys increases to about 5 minutes

Imitates actions of people

Begins to match

### Speech and Language

Understands 50 or more words

Produces/says 20-25 words

Follows simple directions

Points to an object when named

Imitates actions of people

Uses jargon (babble which imitates the tone, pitch, and intonation of adult speech)

Imitates sounds and words

### Gross Motor

Throws ball

Gets into standing position from lying down position

Squats while playing

Creeps up and down stairs using railing

Walks independently

### Sensory

Listens when spoken to

Appears to hear well

Appears to see well

### Fine Motor

Stacks 2-3 small blocks

Holds crayon in fist

Scribbles

Releases of a small object into a container with control



Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# By the end of 18 months

Consider discussing with your child's physician if one or more of the following are observed:

Is not able to reach standing position from lying down position  
Is not able to squat and return to standing position  
Does not creep up and down stairs  
Does not walk well  
Does not use both sides of body equally  
Does not scribble (after exposure to crayons and watching someone else scribble)  
Does not point to common objects and pictures  
Does not use 20 words  
Does not understand 50 words  
Does not follow simple directions without visual cues  
Does not make eye contact with people or toys  
Does not attend to a self-chosen activity for more than 5 minutes  
Does not remove simple clothing items (hats, mittens)  
Does not attempt to self-feed  
Has other feeding issues such as difficulty or trouble biting, chewing, or swallowing  
Experiences a dramatic loss of skills he/she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5249

**Growing Up Healthy Hotline 1-800-522-5006**

**The American Academy of Pediatrics recommends that children be screened for general development and autism at the 18-month visit. Ask your child's doctor about your child's developmental screening.**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early: Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Kresheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 18-24 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Imitates actions/behavior of other children and adults
- Identifies self in a picture or mirror
- Defiant behavior appears
- Actively explores environment (climbing, walking around)
- Plays alone for short periods of time

### Cognitive

- Finds a hidden object under 2 or 3 layers
- Begins to sort by shape and color
- Begins to engage in pretend play (using a banana as a phone)
- Points to 3-5 body parts when asked

### Speech and Language

- Points to a picture when named
- Recognizes names of familiar people, objects, and 3-5 body parts
- Uses phrases of 2-4 words (e.g. "mommy go bye-bye")
- Has a vocabulary of 100 or more words
- Jargon decreases (babble which mimics the tone, pitch, and intonation of adult speech)

### Gross Motor

- Walks independently
- Pulls a toy while walking
- Carries toy while walking
- Begins to run
- Stands on tiptoes
- Kicks ball forward
- Climbs on and off furniture
- Walks up and down stairs while holding railing
- Stands on one foot with hand held

### Sensory

- Listens when spoken to
- Appears to hear well
- Appears to see well
- Begins to use utensils (fork/spoon) to feed self

### Fine Motor

- Scribbles independently with crayon held in fist
- Dumps containers
- Builds a tower of 4 blocks
- May show hand preference
- Helps to dress and undress

Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_



# By the end of 24 months

Consider discussing with your child's physician if one or more of the following are observed:

- Does not walk or run
- Does not balance well when standing
- Walks only on toes
- Says less than 25 words
- Does not combine 2 words (e.g. "go bye-bye," "me eat," "uh-oh mommy")
- Does not show knowledge of the function of common objects (talking on toy phone, drink from cup, read book)
- Does not push a wheeled toy
- Does not attend to an activity for longer than 10 minutes (not T.V.)
- Does not comprehend simple yes/no questions (e.g. "Do you want more juice?")
- Does not stack blocks after a model
- Does not scribble (after exposure to crayons and watching someone else scribble)
- Does not imitate words/actions
- Does not self-feed
- Has feeding issues such as trouble or difficulty biting, chewing, or swallowing
- Experiences a dramatic loss of skills he/she once had

A child in this age range would be referred to the **Early Intervention Program**. For more information contact the Public Health Department in your county:

Herkimer County Public Health Department: 867-1176

Jefferson County Community Services: 786-3720

Lewis County Public Health Agency: 376-5453

Madison County Public Health Department: 366-2361

Oneida County Health Department: 798-5249

**Growing Up Healthy Hotline 1-800-522-5006**

**The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24 month visit. Ask your child's doctor about your child's developmental screening.**



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Krescheck, 1983*



Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 24-36 Months

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Imitates adults and peers
- Expresses affection openly (hugs family members)
- Expresses a wide range of emotions (happy, mad, sad, silly, etc.)
- Takes turns in games
- Understands possession concepts (mine, his/hers)
- Easily separates from parents
- Cooperates with other children
- Has trouble telling the difference between real and imaginary

### Cognitive

- Sorts object by shape, color, and size
- Completes 3-4 pc. puzzles
- Understands concept of "two" (e.g. "get two cookies")
- Pretend plays with dolls, animals, and people
- Names some colors correctly
- Knows own name, age, and gender
- Begins to have a clearer sense of time (e.g. daytime, nighttime)
- Follows 3-part commands
- Understands concepts of "same" and "different"

### Speech and Language

- Follows 3-part commands (go to the cupboard, get your cup and wait for me to give you some milk.)
- Asks questions (who, what, where)
- Answers questions (yes/no, who, what, where)
- Uses 4-5 word sentences
- Understands most requests and most of what is said to him or her
- Able to use a variety of words to name common objects, action words, pronouns (I, me, we) and familiar people (more than 800 words)
- Speech is mostly understood by strangers
- Understands position words in, on, and under

### Gross Motor

- Runs well and is able to change speed
- Kicks a ball
- Able to walk on tiptoes
- Able to walk backward
- Able to balance on one foot
- Walks up stairs one foot at a time
- Jumps with two feet off floor
- Jumps off bottom step

### Sensory

- Self-feeds finger foods
- Appears to hear well
- Appears to see well
- Uses fork and spoon with some spilling and reminders
- Drinks from open cup

### Fine Motor

- Able to place an object in a container with good control and with wrist extended
- Holds crayon in fingers with thumb pointing toward tip
- Copies a side-to-side line and an up-and-down line
- Begins to work fasteners
- Able to copy a tower of 6 blocks
- Cuts with scissors across paper or on a line

Specific concerns and/or questions to be discussed with your health care provider: \_\_\_\_\_





# By the end of 36 months

Consider discussing with your child's physician if one or more of the following are observed:

Unable to kick ball  
Unable to walk on toes  
Unable to copy lines (up/down, side-to-side)  
Unable to name one color  
Does not play for 10-15 minutes at one activity (not T.V.) more than 1 time per day  
Does not understand most requests and most of what is said to him or her (1,000 words)  
Does not use a large variety of words (more than 500)  
Does not use phrases of 3 or more words (e.g. "I go bye-bye," "more cookies please")  
Unable to talk about events of the past  
Unable to ask and answer some 'wh' questions (who, what, where)  
Unable to state whole name  
Unfamiliar people do not understand at least half of what he or she says  
Consistently leaves off the beginning sound of words (e.g. "at" for cat, "oggie" for doggie)  
Unable to put on t-shirt and work on fasteners  
Does not self-feed or has trouble chewing and/or swallowing  
Experiences a dramatic loss of skills he/she once had

A child in this age range would be referred to the **Committee on Preschool Special Education (CPSE)**. For more information contact your school district's special education office.

This information can be found by going to your school district's web site or by calling ECDC.



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sound (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and *Terminology of Communication Disorders Speech-Language-Hearing Second Ed.* Nicolosi, Harryman, Krescheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Today's Date \_\_\_\_\_

## 3-4 years

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Interested in new experiences
- Cooperates with other children
- Plays "Mom" and/or "Dad"
- Becomes more inventive in fantasy play (e.g. having an imaginary friend)
- Dresses and undresses
- Tries to solve conflicts with negotiation (e.g. offers to 'trade' toys during play)
- Follows adult requests (e.g. clean up your blocks)
- Can identify emotions in self (happy, sad, mad, silly)

### Cognitive

- Names some colors
- Understands counting and may know a few numbers
- Follows a 3-part direction
- Recalls parts of stories
- Understands the concepts of "same and different"
- Begins to have a clearer sense of time (e.g. today, tomorrow, now, later)

### Speech and Language

- Answers simple "who," "what," "where," and "why" questions
- Talks about events at school, childcare, or a friend's house
- Unfamiliar people understand speech
- Most utterances have 4 or more words with basic rules of grammar
- Tells stories
- Speech is usually smooth and flows without repeating any syllables or words

### Gross Motor

- Hops on one foot
- Stands on one foot
- Goes up and down stairs without help
- Kicks ball forward
- Throws ball overhand
- Catches ball most of the time
- Easily moves forward and backward

### Sensory

- Hears someone call him or her from another room
- Television and/or radio is able to be heard at the same volume as other family members
- Fork and spoon skills continue to improve; may still need reminders to use utensils to eat
- Drinks from an open cup with almost no spilling

### Fine Motor

- Draws a person with a few body parts
- Uses scissors to cut paper
- Draws circles
- Begins to copy some capital letters
- Zips zipper
- Fastens large button

Specific concerns and/or questions to be discussed with your health care provider:

---

---



# By the end of 4 years

Consider discussing with your child's physician if one or more of the following are observed:

- Unable to throw a ball overhand
- Unable to jump in place
- Unable to ride/pedal a tricycle
- Unable to use a crayon held between thumb and fingers
- Unable to scribble or has difficulty scribbling
- Unable to stack 4 blocks
- Unable to easily separate from parents
- Shows no interest in interactive games (e.g. game of chase, Simon Says)
- Ignores other children and other people outside of their family
- Does not engage in fantasy play
- Difficulty dressing, sleeping, and/or using the toilet
- Unable to copy a circle
- Unable to use sentences/phrases of more than 3 words
- Does not use "me" and "you" correctly
- Experiences a dramatic loss of skill he/she once had

A child in this age range would be referred to the **Committee on Preschool Special Education (CPSE)**. For more information contact your school district's special education office.

This information can be found by going to your school district's web site or by calling ECDC.



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sound (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Harryman, Kresheck, 1983*

Developmental Skills for: Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Today's Date \_\_\_\_\_

## 4-5 years

*Each child develops at his/her own pace. Do not be alarmed if your child does not follow this exact sequence. If you have concerns about your child's development, contact your doctor or ECDC.*

### Social and Emotional

- Wants to please and be like friends
- Follows group rules
- Develops better control over anger and frustration tolerance
- Tantrums are rare
- Likes to sing, dance, and act
- Independence increases

### Cognitive

- Can count 10 or more objects
- Names at least 4 colors
- Understanding of the concept of time improves (e.g. today, tomorrow, yesterday)
- Has an understanding of things used in the home (money, food, appliances)
- Names some letters and numbers

### Speech and Language

- Is able to carry on a conversation by asking and answering questions and staying on topic
- Follows and gives directions
- Speech is understood by people not familiar with the child
- Understands most of what is said at home and at school
- Uses grammatically correct sentences of 4-5 words
- Stories increase in length and detail
- Begins to say rhyming words

### Gross Motor

- Stands on one foot for 10 seconds or longer
- Hops
- Does somersaults
- Swings
- Climbs
- May be able to skip

### Sensory

- Hears someone call him/her from another room
- Television and/or radio is able to be heard at the same volume as other family members
- Uses fork, spoon, and sometimes a table knife during meals
- Drinks from open cup with almost no spilling
- Washes and dries hands
- Independently uses bathroom without help

### Fine Motor

- Copies a triangle
- Draws person with a body
- Prints some letters
- Independently dresses and undresses
- Copies other shapes
- Fastens snaps, buttons, and zippers



Specific concerns and/or questions to be discussed with your health care provider:


# By the end of 5 years

Consider discussing with your child's physician if one or more of the following are observed:

Is extremely fearful or shy  
Is extremely aggressive  
Demonstrates difficulty separating from parents  
Easily distracted; unable to concentrate on any single activity for more than 5 minutes  
Little interest in playing with other children  
Does not engage in or rarely engages in fantasy or pretend play  
Seems sad or unhappy most of the time  
Does not engage in a variety of activities  
Avoids/seems unaware of other children or does not respond to other people  
Has difficulty using the toilet, sleeping, or eating  
Does not follow 2-part commands with spatial concepts (in, on, under)  
Does not use plurals when speaking (dogs, cats, busses)  
Does not use past tense verbs when speaking (jumped, passed, washed)  
Consistently has disfluencies or stutters (repeats syllables or words)  
Does not talk about daily events and experiences  
Seems uncomfortable holding a crayon or pencil  
Unable to brush teeth efficiently  
Does not wash/dry hands  
Experiences a dramatic loss of skill he/she once had

A child in this age range would be referred to the **Committee on Preschool Special Education (CPSE)**. For more information contact your school district's special education office.

This information can be found by going to your school district's web site or by calling ECDC.



*This developmental checklist was compiled and adapted from:*

*The Keeping Infants Developmentally Sounds (K.I.D.S.) Guidelines, The Centers for Disease Control and Prevention's "Learn the Signs. Act Early. Important Milestones" found at [www.cdc.gov/actearly](http://www.cdc.gov/actearly), The American Speech-Language Hearing Association's "How Does Your Child Hear and Talk" developmental checklist found at [www.asha.org/public/speech/development/01.htm](http://www.asha.org/public/speech/development/01.htm), Zero to Three's "Your Baby's Development" found at [www.zerotothree.org](http://www.zerotothree.org), and Terminology of Communication Disorders Speech-Language-Hearing Second Ed. Nicolosi, Haryman, Kresheck, 1983*

For more information contact the Early Intervention  
office of the county in which you reside, your local  
school district, your child's doctor, or the  
**Early Childhood Direction Center**

**ECDC** staff can offer guidance and direction to help  
you find answers regarding your child's development.



**Central Early Childhood Direction Center**

**Phone: (315) 361-5654**

**Email: [ECDC@moboces.org](mailto:ECDC@moboces.org)**

**Web: [www.moboces.org/ecdc](http://www.moboces.org/ecdc)**

**The early years of a child's life are very important for his or her health and development. Parents, health professionals, educators, and others can work together as partners to help children grow up to their full potential.**

