

Developmental Milestones 0-5 Years

0-3 Months

Gross Motor (Describe what you see at each position)

- **Prone:**
 - Extends legs from the hips
 - Elevates head and upper trunk 45 degrees bearing weight on forearms or hands (2m)
- **Supine:**
 - Can lift extremities against gravity for several seconds (1-2m)
- **Head Control:**
 - Head bobs in sitting with support, back is rounded to support neck
 - Can lift and turn head left and right when in supported sitting
- **Movement:**
 - Rolls from prone to either side
 - Can bend and straighten arms

Fine Motor/Visual Motor (Describe the skill that you see)

- **Tracking (use rattles)**
 - Inspects hands at midline
 - Can track side to side
 - Can track up and down
 - Follows objects with head
- **Grasp (use rattles)**
 - Primitive grasp of objects
 - Both hands fist tightly
- **Release**
 - No active release yet, merely “drops”

Combined Skill Development (What can the child do with the gross/fine motor skills developed?)

- Look at caregiver
- Look at hands
- Briefly sustain grasp on toys when placed in hand
- Bat at mobile/objects

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Coordinated suck/swallow/breathe
 - Bottle/breastfed
 - Suck/Swallow Pattern: using fatty suckling pads in cheeks and a reflexive/pumping movement of the jaw, loss of liquids at the lateral borders of mouth is normal due to loose lip closure
- **Self help:**
 - Responds and searches for sounds and voices
 - Enjoys being held and cuddled
 - Can maintain calm, alert state
 - Calms with help from others (being picked up, swaddled, etc)
- **Self care:** dependent in all care

Play

- **Type of play (describe what you see)**
 - **Exploratory (sensorimotor):** an activity is performed simply for the enjoyment of the physical sensation it creates. It includes repetitive movements to create actions in toys for the sensory experiences of hearing, seeing and feeling (i.e. infant places toys in mouth, waves them in air)
 - **Social:** focus is on attachment and bonding
- **Toys (list examples and how they are used)**
 - Rattles
 - Mirrors
 - Hands
- **Activities/Games**
 - Will watch faces and show interest
 - Will look at objects

Speech/Language

- Has different cries for different needs
- Will calm in response to being held, cuddled, when need is met

3-6 Months

Gross Motor (Describe what you see at each position)

- **Prone:**
 - Lifts head to 90 degrees and can raise trunk (4m)
 - Props and bears weight on open palms
 - Extends arms and legs off surface
- **Supine:**
 - Brings feet to mouth by extending elbows and flexing hips
 - Bridges by pushing feet against the surface
- **Supported sitting**
 - Can prop on hands
 - Trunk remains off legs without support (can prop with wide base of support)
- **Head Control**
 - Can hold head in midline when given support at trunk
 - Righting reaction (holds head in alignment while following toy)
 - When pulled to sit will flex neck (3-4m) and tuck chin (4-5m) when body between 45-90 degrees
- **Standing**
 - Plays and bounces when standing with support (however the bounce is without control – releases extension)
 - Weightbears on extended legs (locked knees) with all weight through legs with support at trunk – doesn't use trunk
- **Movement**
 - Rolls from back to front and front to back with opposing arm crossing midline
 - Pivots in prone

Fine Motor/Visual Motor (Describe what you see)

- **Tracking**
 - Examines objects carefully
 - Coordinates movements of both eyes
 - Tracks moving objects with eyes
 - Looks to objects when they fall

- **Reach:**
 - Swipe and reach for objects with good aim
 - Can bring hands to midline and play
 - Reaches for objects at midline with bilateral and symmetrical reach
- **Grasp:**
 - Palmar grasp
 - Can bring objects to mouth
 - Transfers from one hand to the other
 - Sustains grasp on small, lightweight objects
 - Shakes rattle
 - Begins to scratch and rake for small objects

Combined Skill Development (What can the child do with the gross/fine motor skills developed?)

- Can bring hands together at midline to play
- Can look for and explore toys
- Can repeat actions for enjoyment (i.e. batting at toy, grasping and shaking rattle)
- Can pivot to pursue toy when in prone and out of reach
- Beginning to weight shift

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Opens mouth in anticipation of food
 - Recognizes bottle
 - Improved lip closure that creates a true sucking pattern using up and down motion of the jaw with flattening, cupping and elevation of the tongue
- **Self help**
 - Coos and squeals for caregivers
 - Expresses discomfort by crying
 - Simple facial expressions
 -
- **Self care**
 - Dependent for all self care

Play

- **Type of play (describe):**
 - **Sensorimotor:**
 - Explores objects with mouth, hands, and eyes
 - **Social:**
 - Laughs and smiles
 - Attachment and bonding with caregivers “falls in love”
- **Toys (list examples and how they are used):**
 - Rattles
 - Blocks
 - Mirrors
 - Hands
- **Activities/Games:**
 - Secures paper
 - Grasps and holds small objects
 - Raspberries
 - Lots of social play
 - Rattles, blocks

Speech/Language

- Watches eyes and mouth of person
- May respond to name (5-7 months)
- Lifts arms and parents/caregivers (5-9 months)

6-9 months

Gross Motor (Describe what you see at each position)

- **Prone/Quadruped:**
 - Weight shifts over one hand to reach/move other arm (7-8m) bearing weight on radial side of hand
 - Elevates head and stomach, bearing weight on palms
 - Weight bears on arms primarily in quadruped
- **Supine:**
 - Lifts head off ground
 - Weight shifts and crosses midline with arms
- **Sitting**
 - Can pull to sit holding adult's fingers
 - Sustains sitting without support allowing for more mobility during play
- **Standing**
 - Bears weight on legs and bounces with more control when supported
- **Transitions**
 - Moves from sitting to prone
 - Obtains sitting position
- **Movements**
 - Rolls from prone to supine to prone with trunk rotation
 - Scoots and crawls backwards
 - Crawls forward on belly

Fine Motor/Visual Motor (Describe what you see)

- **Reach**
 - Accurate and direct reach for toys (deliberate)
 - Unilateral reaching (extends one arm while the other is stationary)
 - Can reach forward on extended weight bearing arm in quadruped
 - Forward and lateral reach with good trunk control in sitting
 - Brings hands together in midline to secure block while sitting
- **Grasp**
 - Actual transfer with more mature hand placement
 - Radial palmar grasp at 7m
 - Radial digital grasp with complete thumb opposition at 8m
 - Inferior pincer grasp with index finger and extended wrist at 9m
- **Release**
 - By pushing and stabilizing against hand/surface, can actually begin to let go using full extension of fingers

Combined Skill Development (What can the child do with the gross/fine motor skills developed?)

- Waves toys/hands in the air
- Beginning to play, but not quite mobile yet (the magical period)
- Retrieve toys closely out of reach in prone
- Change positions independently
- Pick up objects and play with them

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Mouths toys
 - Attempts to stabilize bottle at 6m, can hold by 9m
 - Can eat from spoon when presented
 - Feeds self finger foods
 - Up and down tongue movement with beginning forward and backward action creates a munching pattern, upper lip participates in clearing food off spoon
- **Self help**
 - Explores body with hands and mouth
 - Localizes to a touched spot on body
 - Beginning to play independently
- **Self care**
 - Beginnings of self feeding

Play

- **Types of play (describe)**
 - **Functional Play:**
 - Uses toys for intended purpose once the purpose is understood
 - Can play for several minutes
- **Toys (list examples and how they are used):**
 - Blocks
 - Simple cause and effect
- **Activities/Games:**
 - Bangs objects
 - Removes pegs and pokes fingers in holes
 - Crumples paper
 - Using raking to pick up small objects
 - Transfers objects from one hand to the other
 - Inspects objects

Speech/Language

- Will wave bye-bye
- Reads facial expressions (happiness, fear)
- Bisyllabic repetitions
- Imitates sounds
- Inflected vocal play

9-12 months

Gross Motor: (Describe what you see at each position)

- **Quadruped:**
 - Quadruped equilibrium reactions (can rock back and forth)
 - Crawls on all fours (creeping)
- **Sitting:**
 - Independently
 - Can scoot forward and pivot
- **Standing:**
 - Can stand with support
 - Briefly stands alone (11m)

- **Walking:**
 - With hands held
 - Cruising on furniture
- **Transitions:**
 - Rolls from place to place
 - Can get into sitting
 - Can lower into sitting from standing
 - Can pull to stand when using stable object

Fine Motor/Visual Motor: (Describe what you see)

- **Reach**
 - Crude tool use (gross grasp)
 - Extends toy to person without dropping or releasing
- **Grasp/Release:**
 - Puts toys into containers
 - Pincer grasp
 - Pointing
 - Grasps crayon with palmar grasp and supinates forearm
 - Purposeful crude release at 10m
 - Controlled release into container by 12m
 - Begins to hold with one hand and manipulate with the other

Combined Skill Development (What can the child do with the gross/fine motor skills developed?)

- Roll a large ball
- Play in standing with support
- Explore the environment and “get into things”
- “Dump and fill”
- Pursue dropped objects

Adaptive Skill Development

- **Feeding/Oral Motor:**
 - Tongue transfers food from center to sides of mouth creating a true biting pattern with up and down jaw movement; stronger lip closure emerges for swallowing of liquids
 - Finger feeding using a variety of grasps
 - Bites cracker
 - Eats mashed foods
 - Drinks from a cup
- **Self help:**
 - Says no to familiar things
 - Can begin babble for wants and needs “baba, mama, dada”
- **Self care:**
 - Lifts arm for shirt
 - Lifts leg for shoe
 - Explores body with hands

Play

- **Type of play (Describe)**
 - **Social:**
 - Patty cake
 - Peek a boo
 - **Functional:**
 - Simple play with two objects for their intended purpose

- Cause and effect
- **Toys (list examples and how they are used):**
 - Simple cause and effect
 - Blocks
 - Cups
 - Balls
- **Activities/Games**
 - Imitates simple gestures
 - Responds with simple gesture
 - Looks at pictures in books
 - Uses toys for intended purpose
 - Unwraps objects
 - Looks at pictures in books
 - Takes out and puts in
 - Bangs two objects together

Speech/Language

- Can follow simple verbal direction that child can motorically do (12m)
- Understands “no” & “bye-bye” (12m)
- Jabbers loudly (12m)
- Imitates CV combinations (12m)
- Imitates non-speech sounds (12m)
- Looks at familiar objects or people when names (12m)

12-18 Months

Gross Motor: (Describe what you see at each position)

- **Standing:**
 - Standing equilibrium reactions
- **Walking:**
 - *First steps are wide-based gait with erratic steps and arms in high guard*
 - Walks well forward
 - Walks backwards
- **Transitions:**
 - Moves from sitting to standing
 - Maintains balance in kneeling when turning head
 - Squats and picks up toys from the floor (stoops and recovers)
 - Climbs into a small chair
 - Creeps up stairs
 - Creeps down backwards
- **Movements:**
 - Beginning to run
 - Walks upstairs marking time with one hand held
 - Pushes and pulls large toys or boxes on floor
 - “Toddles”
- **Skill Development (what can child do with the motor skills developed?):**
 - Sits in small chair
 - Plays in standing
 - Throws a large ball underhand with two hands
 - Throws a small ball forward by extending arm
 - Lifts foot to connect with ball (“walks into it”)
 - Pulls toys when walking
 - Carries large toy when walking

Fine Motor/Visual Motor: (Describe what you see)

- **Grasp/Release**
 - Releases toys, including small ones into container: (i.e. picking up raisin and putting in a bottle)
 - Stacks 2 cubes
 - Holds two toys in hand and toys in both hands
 - Points to pictures with index finger
 - Overhand (pronated) grasp of objects
 - Improved release: mature voluntary release
- **Drawing/Writing:**
 - Holds crayon and makes marks
 - Scribbles
- **Skill Development (what can child do with the motor skills developed?):**
 - Uses two hands in play: 1 to manipulate with 1 and hold with the other switches often which is “doing” and which is “holding”
 - Fits toys into spaces: attempts pieces in puzzle boards (2 shapes)
 - Opens and shuts boxes/containers

Adaptive Skill Development

- **Feeding/Oral Motor:**
 - Tongue is able to transfer food from side to side across midline with stabilizing action using a diagonal rotary chewing pattern; jaw movements are becoming graded as controlled biting develops
 - Chews with lips closed
 - Attempts to dip spoon into food and bring to mouth
 - Stirs spoon in cup
 - Can use cup with lid independently
 - Enjoys messy play
- **Self help**
 - Picks up and puts down cup with minimal spillage
 - Assists with dressing by holding arm/leg for parents
- **Self care**
 - Removes hat and socks
 - Puts comb to hair
 - Cooperates with tooth brushing

Play

- **Type of play:**
 - **Relational and Functional Play**
 - Simple pretend play directed towards self (eating, sleeping)
 - Links two or three schemes in simple combinations
 - Demonstrates imitative play from immediate model
 - **Gross Motor Play**
 - Explores around room
 - Rolls and crawls close to the ground
 - Movement is enjoyed simply as movement: child delights in swinging and attempting to run, moving in water and/or sand
 - **Social Play**
 - Beginnings of peer interactions
 - **Parallel play**
- **Toys (list examples and how they are used):**
 - Puzzles
 - Balls
 - Manipulatives
 - Crayons/Markers
 - *(Anything they can pretend with!)*
- **Activities/Games**
 - *Social games with parents*

Speech/Language

- Points to communicate need or want
- Comprehends 10 words
- Greets others
- Can ID primary caregiver with verbal label (i.e. mama or dada)
- Shows a toy or clothing item when names
- Uses simple exclamations (i.e. uh-oh)
- ID one body part by pointing
- Understands questions
- ID simple animals by pointing
- Some echolalia
- Expresses three words other than mama/dada
- Repeats familiar words
- Gestures “yes”, “no”, “I want”

18-24 Months

Gross Motor: (Describe what you see at each position)

- **Walking**
 - *Preferred method of mobility*
 - Runs
 - Walks sideways
- **Ball Skills**
 - Kicks a ball forward
- **Movement**
 - *Balance immature falls frequently - Difficulty stopping and turning*
 - Climbs on furniture, jungle gyms and slides
 - Throws ball at large target
 - Jumps in place with both feet
 - Walks up and down stairs
- **Skill Development (what can child do with the motor skills developed)**
 - Throws small ball overhand
 - Throws small ball underhand
 - Jumps down 1 step
 - Climbs up/down slide
 - Can sit and move on rideable toy

Fine Motor/Visual Motor: (Describe what you see)

- **Grasp/Release**
 - *Tripod grasp emerging*
 - Completes 4-5 piece puzzles (triangular puzzle piece)
 - Builds towers of 4-6 blocks
 - Strings beads
 - Turns knobs
- **Drawing/Writing**
 - Holds crayon in fingertips and draws simple figures
 - Straight lines: imitates vertical stroke
 - Circular scribble
- **Skill Development (what can child do with the motor skills developed)**
 - Begins to use simple tools
 - Participates in multi-part tasks
 - Turns pages in a book
 - Beginning to snip with scissors after assistance to orient to hand
 - Enjoys finger paint and playdoh
 - Enjoys vestibular and “rough and tumble” play

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Jaw movements are more graded and the lips are closed during circular chewing pattern; tongue sweeps side to side smoothly as it transfers food without pausing in the center
 - Can eat with spoon without too much spillage
 - Begins to use cup without a lid
 - Beginning to use a straw
- **Self help**
 - Undresses completely
 - Removes shoes without laces
 - Unzips large zippers
 - Can help around house to put away toys
- **Self-care**
 - Can wash face and hands
 - Knows when soiled
 - May anticipate need to “go”

Play

- **Type of play:** Play is the central occupation of children at this age
 - **Functional Play:**
 - Multiple related actions together and multiple combinations
 - **Pretend Play:**
 - Self-directed actions, using objects on themselves. (i.e. pretending to drink from a cup).
 - Child knows cause and effect and uses it repeatedly
 - Makes inanimate objects perform actions (i.e. dolls eating, hugging)
 - Pretends that objects are real or symbolizes another object (i.e. block is a telephone)
 - **Social Play:**
 - Parallel play with peers
 - Imitates parents and peers in play
 - Participates in groups
 - Watches other children
 - Begins to take turns
 - **Gross Motor Play:**
 - Enjoys sensory input of gross motor play

Speech/Language

- Can use name to refer to self
- Listens as pictures are names, listens to songs
- ID 3-6 body parts
- Can follow simple 2 step related direction
- ID simple clothing pieces
- Interacts with peer with gestures
- Echoes adults
- Uses 10 words, more words than jargon
- Asks questions by rising intonation
- 65% intelligible
- Combines two words

2 – 2 1/2 years

Gross Motor: (Describe what you see at each position)

- **Stairs**
 - Alternates feet going up stairs
 - Walks down steps without support
 - Jumps down steps
- **Ball Skills**
 - Attempts to catch ball by bending arms toward chest (arms extended in front, palms facing upwards)
 - Initiates overhead throw by moving arm upward and back and keeps balance
 - Underhand throw by moving arm down and back
 - Initiates kick by extending leg back with bent knee

- **Movements**
 - Balances on one foot for one second
 - Walks on tip toes
 - Walks backwards without heels touching toes
 - Beginning to move small ride on toys with feet
- **Skill Development (what can child do with the motor skills developed)**
 - Broad jump
 - Jumps up 2"
 - Jumps down from object 16" without assistance

Fine Motor/Visual Motor: (Describe what you see)

- **Grasp/Release:**
 - Stacks 8-10 cubes
 - Turns door knob
 - Static tripod grasp and uses forearm and wrist movements to draw
- **Drawing/Writing:**
 - Draws horizontal line
 - Attempts to fold paper imitatively
- **Skill Development (what can child do with the motor skills developed)**
 - Unscrews 3" jar lid
 - Snips on paper 1x
 - Turns pages in book one at a time
 - Strings 2-4 beads
 - Makes "train" with blocks (3 on bottom and 1 on top on one end)

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Sucks through straw
 - Begins using fork to stab
 - Beginning to tolerate a variety of textures in mouth
- **Self help**
 - Dressing:
 - Removes clothes
 - Pulls up pants
 - Pulls on socks
 - Can help to push down pants in standing
 - Helps around house
 - Beginning to carry breakables carefully/cautiously
- **Self care**
 - Toileting
 - Begins to toilet train
 - Occasionally indicates toilet needs

Play

- **Type of play**
 - **Symbolic play (beginning) and imaginative play:**
 - Links multiple schemes and combinations
 - pretends that dolls and stuffed animals are real
 - **Gross motor play: *non-competitive and rarely organized***
 - Enjoys rough and tumble
 - Children enjoy activity for the simple movement of it
 - **Social play:**
 - Associative play: plays apart from familiar person, still predominantly parallel play
 - More interested in being with other people than what the activity actually is

Speech/Language

Receptive:

- follows 2/3 directions
- recognizes names of 2-3 familiar objects
- distinguishes 2 colors
- listens to a story x 5 minutes
- distinguishes sizes
- identifies 3 objects by use
- prepositions on, in, under

Expressive:

- names 3 objects on request
- 25 words
- expresses desire
- names 1 picture
- gives first name
- answers questions regarding body part functions
- pronouns I, me, my, mine, you, yours
- 70% intelligible

2 1/2 – 3 years

Gross Motor: (Describe what you see at each position)

- **Stairs:**
 - Alternates feet going down stairs without support
- **Ball Skills**
 - Throws ball overhead
 - Catches large (10") ball against body
 - Catches ball with arms extended
 - Can aim a ball at a target
- **Movement:**
 - Using 2 footed takeoff and landing, jumps forward 24 inches
 - Jumps down from 18" height
 - Jumps over 2" object without tripping
- **Skill Development (what can child do with the motor skills developed)**
 - Pedals tricycle: Rides tricycle but bumps into things
 - Stands on one foot for 3 seconds with hands on hips
 - Walks on balance beam
 - Begins to hop on one foot

Fine Motor/Visual Motor: (Describe what you see)

- **Grasp/Release**
 - Strings 1" beads
 - Holds crayon with fingers (rather than in fist): tripod or quadripod grasp
 - In-hand manipulation: can move objects from palm to fingertip
 - Completes 4-5 piece puzzles
- **Drawing/Writing**
 - Draws vertical and horizontal lines after demonstration
 - Draws circle
 - Imitates a +
- **Skill Development (what can child do with the motor skills developed)**
 - Aligns 3 cubes for train with chimney
 - Builds bridge of 3 blocks
 - Builds wall
 - Plays with toys with moving parts
 - Snips with scissors across 6" paper

Adaptive Skill Development

- **Feeding/Oral Motor**
 - No spilling with spoon
 - Uses fork with mature "stab"
 - Able to pour from small cup

- **Self help:**
 - Puts on some clothes (front buttoning shirt)
 - Can remove elastic waist pants
 - Can unbutton/unsnap
 - Helps with cleaning around the house
- **Self care:**
 - Washes hands independently
 - Assists with bathing

Play

- **Type of play:**
 - **Symbolic/imaginative play continues**
 - with more complex strings of actions
 - **Constructive play:**
 - Draws and completes puzzles
 - imitates actions of adults and peers
 - **Gross motor play:**
 - Rough and tumble
 - Jumping/running around
 - Loves to make a mess

Speech/Language

Receptive:

- identifies actions
- points to 6 body parts
- prepositions: in front of, in back of, beside
- listens to story x 20 minutes
- knows big/little

Expressive:

- transformations
- word tenses
- plurals
- verbalizes toilet needs
- 80% comprehensibility
- 3 word sentences
- sounds: p, b, m
- pronouns: we, us, our, they, them, their
- uses adjectives, prepositions

3 – 4 years

Gross Motor (Describe what skill you see)

- **Stairs**
 - Walks down steps without support with one foot on each step (marking time)
 - Alternates feet walking upstairs
- **Ball skills**
 - Throws ball overhand using upper trunk rotation, arm and leg in opposition
 - Hits target using underhand (3-1/2) and overhand (4) toss from 5 feet away
 - Catches ball with arms bent 45 – 90 degrees at elbows and palms up facing each other, securing to chest if necessary
- **Movement skills**
 - Walks with heel-toe gait
 - Walks with reciprocal arm swing
 - Walks forward 8 feet on 4" line without stepping off
 - Walks backwards 4 feet without stepping off a 4" line
 - Runs 15 yards in 6 seconds or less with arms moving back and forth across body and below waist
 - Runs and stops without falling

- **Skill Development** (what can child do with the motor skills developed)
 - Stands on 1 foot for 5 seconds with hands on hips without swaying more than 20 degrees
 - Jumps with 2 feet 26"-30"
 - Somersaults
 - Skips one foot
 - Hops on one foot
 - Climbs on jungle gym equipment
 - Rides tricycle

Fine Motor/Visual Motor (Describe what skills develop)

- **Grasp/Release**
 - Uses precise tripod grasp
 - Grasps marker with thumb and pad of index and middle fingers: other fingers are secure against palm, upper portion of marker rests between thumb and index finger
 - Builds tower of 10 blocks
 - Imitates bridge with cubes
 - Opposes thumb to each finger
 - Good in hand manipulation
- **Scissors**
 - Cuts paper into 2 pieces within 1/2" of line for the entire line
 - Cuts simple shapes
- **Drawing/Writing**
 - Copies a circle and simple shapes
 - Begins to copy letters
 - Colors within lines
- **Skill Development** (What can child do with the motor skills developed)
 - Laces 3 holes
 - Sorts circles, squares and triangles
 - Opens doors
 - Winds up toys
 - Unscrews 1" lid
 - Strings 1/2" beads

Adaptive Skill Development

- **Feeding/Oral Motor**
 -
- **Dressing**
 - Puts on shoes without fasteners (may be incorrect feet)
 - Dresses with supervision (cannot do buckles/buttons)
 - Needs assistance to remove and put on T-shirt
 - Puts on socks with difficulty turning heel
 - Pulls down pants independently
 - Buttons and unbuttons up to 5 buttons
 - Unbuckles shoes
 - Pulls on boots
- **Self care**
 - Flushes toilet

Play

- **Type of play**
 - **Complex Imaginary Play**
 - Creates scripts for play which pretend objects have actions that reflect roles in real or imaginary life
 - **Construction Play**
 - Creates art projects with adult assistance
 - Works with puzzles and blocks
 - Constructs 3D designs
 - **Rough and Tumble Play**
 - Enjoys physical play, swinging, sliding at playground, jumping and running
 - **Social Play**
 - Participates in circle time, games, drawing and art time
 - Engages in singing and dancing in groups
 - Associative play with other children, sharing and talking about play goal

Speech/Language (3 to 3-1/2 years)

Receptive

- Comprehends cold, hungry, tired
- Comprehends 2 step commands
- Knows fast/slow

Expressive

- Gives full name
- Sounds w.h
- Responds to “how” questions
- Asks “what/who” questions
- Names 8 – 10 pictures
- States actions

Speech/Language (3-1/2 to 4 years)

Receptive

- Recognizes 1-2 colors

Expressive

- Names 8 – 10 objects
- Relates experiences
- Sounds t,d,k,g,n,ng
- Answers “how much/how long”
- Answers “what if”
- Asks “when/why”

4 – 5 years

Gross Motor (Describe what skill you see)

- **Ball skills**
 - Hits target from 12 feet using overhead toss
 - Bounces ball so it bounces once and then hits wall
 - Catches ball with arms bent and using hands only, thrown from 5 feet away
 - Can catch a small ball (such as tennis ball)
- **Movement skills**
 - Gallops 10 feet
 - Runs 10 feet, picks up object and returns without dropping object
 - Walks with adult-like pattern
- **Skill Development** (what can child do with the motor skills developed)
 - Hops on one foot 8 feet
 - Completes forward roll without turning more than 15 degrees to either side
 - Jumps and turns so feet land in opposite direction from starting position
 - Jumps over string 10” off floor without tripping
 - Skips using opposing arm/leg movements/alternating feet –not coordinated until nearly 5 years old
 - Stands on each foot for 10 seconds without swaying more than 20 degrees
 - Completes 3 sit ups
 - Can steer and move tricycle around obstacles

Fine Motor/Visual Motor (Describe what skills develop)

- **Grasp/Release**
 - Screws 1" lid
 - Grasps pencil with fingers: between thumb and pad of index finger with pencil resting on first joint of middle finger
 - Builds steps of 6 blocks
 - Builds pyramid with 6 blocks
 - Has strong manipulator and stabilizer – hand preference
- **Scissors**
 - Cuts out circle, square and other simple shapes within 1/4" of lines
 - Scissors cuts still rough without good grading
- **Drawing/Writing**
 - Dynamic tripod grasp held in tips of fingers
 - Copies simple shapes
 - Draws squares with sharp corners
 - Connects dots by drawing straight lines
 - Colors within lines using change of direction
 - Draws stick figure, or may begin to draw trunk and arms
 - Copies own name
- **Skill Development** (what can child do with the motor skills developed)
 - Folds paper in half lengthwise with parallel edges
 - Touches each finger to thumb smoothly
 - Puts together a 10 piece puzzle

Adaptive Skill Development

- **Feeding/Oral Motor**
 - Appropriate prehension of utensils: Holds spoon and fork with fingers
 - Less messy - approximate cup from drinking further back on table, placing next to objects
- **Self help**
 - Washes face
 - Brushes teeth
 - Cleans up toys
- **Self care**
 - Removes pullover garment
 - Laces shoes
 - Buckles
 - Buttons
 - Puts socks on with correct heel placement
 - Puts on shoes
 - Puts belt in loop
 - Pulls pullover on with correct orientation

Play

- **Type of play**
 - **Games with rules (Predominantly cooperative play in small groups)**
 - Begins group games with simple rules
 - Engages in organized play with prescribed roles
 - Participates in organized games such as kickball, or "duck, duck, goose"

- **Construction Play**
 - Takes pride in final product created and shows interest in the final goal
 - Constructs complex structures with blocks, legos, etc.
- **Social/Dramatic Play**
 - Role play with other children
 - Dress up
 - Tells stories (“How was your day?”)
 - Continues pretend play with scripts with imaginary characters

Speech/Language

Receptive:

- Recognizes 3/4 colors
- differentiates textures
- understands “3”
- Knows: between, above, below, top, bottom

Expressive:

- counts to 3
- simple opposites
- repeats simple sentences
- sentences avg. 4-5 words
- names one color
- says one nursery rhyme
- Sounds: y
- Asks “what do” questions
- Answers “when” questions

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