

# Handout

## Introduction to Developmental Milestones and Delays in Young Children

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**Introduction to  
Developmental Milestones and Delays  
in Young Children**

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**Outline of Seminar**

- **Seminar will cover:**
  - Variation seen in typical development in areas such as cognition, language and social behavior
  - Focus on children birth to five years
  - Resources for monitoring development
  - Steps that can be taken when there is a concern



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**What should my child be doing?**

- **Huge variation in "normal" development**
  - In all skills, but particularly in skills such as language development, motor skills and toilet training
  - Many skill areas to consider, and infants do not progress at all things all at once
- **Areas to consider:**
  - Language, social, fine motor (hand/finger), gross motor, vision, hearing, and cognitive
  - Interactive Milestone Chart:  
[http://www.cdc.gov/ncbddd/actearly/interactive/milestones/social\\_index.html](http://www.cdc.gov/ncbddd/actearly/interactive/milestones/social_index.html)



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### When should my child be doing certain things?

- There are expected "age ranges" for specific milestones
  - Some "big ones" (that are remembered):
    - Motor: *Walking*: -typically by 18 months
    - Language: *First words* – typically by 15-18 months
  - But there are many others to consider....



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### Early Language Development:

The Development of Communicative Intent

- 3 Stages:
  - Perlocutionary stage "*Pre-preverbal*"  
0-9 months
    - Have an effect on partner, without intention to do so
  - Illocutionary stage "*preverbal*"  
9-12 months
    - Use of preverbal (gestures, vocal) signals to affect listeners
  - Locutionary stage "*verbal*"  
12-18 months
    - Begin to use words



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### Language Milestones (18-23 months)

- Enjoys being read to.
- Follows simple commands without gestures.
- Points to simple body parts such as "nose."
- Understands simple verbs such as "eat," "sleep."
- Correctly pronounces most vowels and *n, m, p, h*, especially in the beginning of syllables and short words. Also begins to use other speech sounds.
- Says 8 to 10 words (pronunciation may still be unclear).
- Asks for common foods by name.
- Makes animal sounds such as "moo."
- Starting to combine words such as "more milk."
- Begins to use pronouns such as "mine."



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### Motor Milestones by 24 months

- **Fine Motor (Hand and Finger Skills)**
  - Scribbles on his or her own
  - Turns over container to pour out contents
  - Builds tower of four blocks or more
  - Might use one hand more often than the other
- **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




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### What else should I be considering when observing my child?

- **Language and Motor milestones are often emphasized in baby books, but social and cognitive milestones are also critical.**

– Some important Social Milestones:

- **By 6/7 months:** Responds to other people's expressions of emotion and appears joyful often
- **By 1 year:** Enjoys imitating people in play
- **By 2 years:** excited about company of other children




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### Social Communication Milestones

#### Questions to consider for an 18 month-old:

- Pointing to show things that interest him/her (joint attention),
  - Bringing objects to show you things,
  - Imitating you (e.g., you make a face-will your child),
  - Responding to his/her name when you call,
  - Looking at a toy across the room when you point to it.
- These items are from the M-CHAT, a screener which can be found at: <http://www.firstsigns.org/>




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### Cognitive Milestones by 24 Months

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

### Cognitive Milestones by 3 years

- Makes mechanical toys work
- Matches an object in her hand or room to a picture in a book
- Plays make-believe with dolls, animals, and people
- Sorts objects by shape and color
- Completes puzzles with three or four pieces
- Understands concept of "two"



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### What should I do if I am concerned?

- **Contact your pediatrician**
  - You do not need to wait for your next well check!
- **After discussing with pediatrician, you can call your local early intervention provider:**  
<http://www.nichcy.org/babies/states/Pages/Default.aspx>
  - **State Resources** for your state under the heading "Programs for Infants and Toddlers with Disabilities: Ages Birth through 3"



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### What can I do to be prepared and observant in keeping track?

- Use milestone charts and books
- Make observations, and keep notes!
- Videotape
- Ask your childcare providers



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**Discussing Concerns  
with Pediatricians**

- **Pediatricians can make referrals to specialists, refer for early intervention, or recommend visit sooner than next well-check**
- **Specific questions to ask:**
  - If told “wait and see” – ask how long and what benchmarks to consider
- When is it time to refer to specialist?
- What specialist for which delay? (Speech therapist, OT, PT, Infants and Toddlers,



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**If something is “delayed”,  
what might it be?**

- Language delay (articulation, expressive, receptive-expressive, dyspraxia)
- Motor delays, Cerebral Palsy
- Hearing Loss
- Intellectual Disability
- Vision Impairment
- Autism Spectrum Disorders



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**What help does the “State” offer?**

- **0-3 programs** (Maryland Infants and Toddlers)
- **3-5 programs** (Maryland Childfind)
- **5 and up** – Through Department of Education
- **States provide other specific types of programs** (e.g. Maryland provides autism Medicaid waiver program)



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### What can be done to catch concerns?

- **Developmental Screening**—a brief assessment designed to identify children who should receive more intensive diagnosis or assessment
  - in healthcare, community, or school settings
- **Examples:**
  - Denver Developmental Screening Test
  - PEDS



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### Resources

- **CDC: Child Development:**  
<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- **Specifics about Language Development:**  
<http://www.asha.org/public/speech/development/>
- **First Signs**  
[www.firstsigns.org](http://www.firstsigns.org)
- **National Institutes of Mental Health**  
<http://www.nimh.nih.gov/>
- **Learn the Signs/Act Early**  
<http://www.cdc.gov/ncbddd/autism/ActEarly/>
- **Maryland State Infant and Toddler Program 1-800-535-0182**  
<http://www.umm.edu/pediatrics/pdf/infant-toddler-child-find.pdf>
- **Maryland Childfind**  
[http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant\\_toddlers/directories/child\\_find.htm](http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/infant_toddlers/directories/child_find.htm)



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# Developmental Screening

## FACT SHEET

### What is child development?

A child's growth is more than just physical. Children grow, develop, and learn throughout their lives, starting at birth. A child's development can be followed by how they play, learn, speak, and behave.

### What is a developmental delay? Will my child just grow out of it?

Skills such as taking a first step, smiling for the first time, and waving "bye bye" are called developmental milestones. Children reach milestones in playing, learning, speaking, behaving, and moving (crawling, walking, etc.). A developmental delay is when your child does not reach these milestones at the same time as other children the same age. If your child is not developing properly, there are things you can do that may help. Most of the time, a developmental problem is not something your child will "grow out of" on his or her own. But with help, your child could reach his or her full potential!

### What is developmental screening?

Doctors and nurses use developmental screening to tell if children are learning basic skills when they should, or if they might have problems. Your child's doctor may ask you questions or talk and play with your child during an exam to see how he or she learns, speaks, behaves, and moves. Since there is no lab or blood test to tell if your child may have a delay, the developmental screening will help tell if your child needs to see a specialist.

### Why is developmental screening important?

When a developmental delay is not recognized early, children must wait to get the help they need. This can make it hard for them to learn when they start school. In the United States, 17 percent of children have a developmental or behavioral disability such as autism, mental retardation, or Attention-Deficit/Hyperactivity Disorder (ADHD). In addition, many children have delays

in language or other areas. But, less than half of children with problems are identified before starting school. During this time, the child could have received help for these problems and may even have entered school more ready to learn.

### I have concerns that my child could have a developmental delay. Whom can I contact in my state to get a developmental assessment for my child?

Talk to your child's doctor or nurse if you have concerns about how your child is developing. If you or your doctor think there could be a problem, you can take your child to see a developmental pediatrician or other specialist, and you can contact your local early intervention agency (for children under 3) or public school (for children 3 and older) for help. To find out who to speak to in your area, you can contact the National Dissemination Center for Children with Disabilities by logging on to [www.nichcy.org/states.htm](http://www.nichcy.org/states.htm). In addition, the Centers for Disease Control and Prevention (CDC) has links to information for families at ([www.cdc.gov/actearly](http://www.cdc.gov/actearly)). If there is a problem, it is very important to get your child help as soon as possible.

### How can I help my child's development?

Proper nutrition, exercise, and rest are very important for children's health and development. Providing a safe and loving home and spending time with your child – playing, singing, reading, and even just talking – can also make a big difference in his or her development.

For other ideas of activities to do with your child, and for child safety information, go to [www.cdc.gov/ncbddd/child/](http://www.cdc.gov/ncbddd/child/) and look in the "developmental milestones" section.

1-800-CDC-INFO

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)



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# Vision Loss FACT SHEET

## What is vision loss?

Vision loss means that a person's eyesight cannot be corrected to a "normal" level, making it hard or impossible to do daily tasks without eyeglasses, contact lenses, or other assistance. Vision loss can vary greatly among children and can be caused by many things.

## What causes loss of vision?

Vision loss can be caused by damage to the eye itself, by the eye being shaped incorrectly, or even by a problem in the brain. Babies can be born unable to see, and vision loss can occur anytime during a person's life.

## When should my child be checked?

Your child should be checked for vision problems by an eye doctor (an ophthalmologist), pediatrician, or other trained specialist at:

- newborn to 3 months
- 6 months to 1 year
- about 3 years
- about 5 years

Having your child's vision checked is especially important if someone in your family has had vision problems.

## What are some of the signs of vision loss?

A child with vision loss might:

- close or cover one eye
- squint the eyes or frown
- complain that things are blurry or hard to see
- have trouble reading or doing other close-up work, or hold objects close to eyes in order to see
- blink more than usual or seem cranky when doing close-up work (such as looking at books)

One eye of a child with vision loss could look out or cross. One or both eyes could be watery, and one or both of the child's eyelids could also look red-rimmed, crusted, or swollen.

## What can I do if I think my child may have vision loss?

You are doing the right thing now – talking with your child's doctor or nurse. If you or your doctor think there could be a problem, you can take your child to see a pediatric eye doctor (ophthalmologist) or other specialist, and you can contact your local early intervention agency (for children under 3) or public school (for children 3 and older). To find out who to speak to in your area, you can contact the National Dissemination Center for Children with Disabilities by logging on to [www.nichcy.org/states.htm](http://www.nichcy.org/states.htm). In addition, the Centers for Disease Control and Prevention (CDC) has information about vision loss ([www.cdc.gov/ncbddd](http://www.cdc.gov/ncbddd)).

Treating vision problems early may protect your child's sight, and teaching children with severe vision loss how to function as early as possible can help them reach their full potential.

1-800-CDC-INFO

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)



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# Hearing Loss

## FACT SHEET

### What is hearing loss in children?

Hearing loss can vary greatly among children and can be caused by many things. In the United States, 1 to 3 children per 1,000 are born with hearing loss each year. Most children also experience mild, temporary hearing loss when fluid gets in the middle ear from allergies or colds. Sometimes as a result of an ear infection, fluid stays in the middle ears, which can sometimes cause hearing loss and delays in your child's speech. Some children have permanent hearing loss. This can be from mild (they don't hear as well as you do) to complete (where they can't hear anything at all).

### What are some of the signs of hearing loss?

The signs and symptoms of hearing loss are different for different children. If you see any of these signs call your child's doctor or nurse:

- does not turn to the source of a sound from birth to 3 or 4 months of age
- does not say single words, such as "dada" or "mama" by 1 year of age
- turns head when he or she sees you but not if you only call out his or her name: this usually is mistaken for not paying attention or just ignoring, but could be the result of a partial or complete hearing loss
- hears some sounds but not others

### What causes hearing loss? Can it be prevented?

Hearing loss can happen any time during life – from before birth to adulthood. Babies who are born early, who have low birth weight, or who are exposed to infections in the womb might have hearing loss, but this can happen to full-term, normal weight babies as well. Genetic factors are the cause of hearing loss in about 50% of babies – some of these babies might have family members who are deaf. Illnesses, injuries, certain medicines, and loud noise levels can cause children and adults to lose hearing.

Some causes of hearing loss can be prevented. For example, vaccines can prevent certain infections, such as measles or meningitis (an infection of the fluid around the brain and spinal cord), which can cause hearing loss. Another cause that can be prevented is a kind of brain damage called kernicterus, which is caused by bad jaundice. This can be prevented by using special lights (phototherapy) or other therapies to treat babies with jaundice before they go home from the hospital.

### What can I do if I think my child might have hearing loss?

You are doing the right thing now – talking with your child's doctor or nurse. If you, your doctor, or anyone else who knows your child well, think your child might have hearing loss, ask that a hearing test be given as soon as possible. To have your child's exact levels of hearing measured, see an audiologist or an ear, nose, and throat doctor (ENT, otolaryngologist) who works with infants and children. If your child is under age 2 or does not cooperate for the hearing exam, a test (called brain-stem evoked-response audiometry) could be given. This test allows the doctor to check your child's hearing without having to rely on your child's cooperation. Your child will not be hurt; most babies even sleep through the test. This test is done routinely with newborn babies in all states.

Hearing loss can affect a child's ability to develop speech, language, and social skills. The earlier a child who is deaf or hard-of-hearing starts getting services, the more likely the child's speech, language, and social skills will reach their full potential. Services can be received through your local early intervention agency or public school. To find out who to speak to in your area, contact the National Dissemination Center for Children with Disabilities by logging on to [www.nichcy.org](http://www.nichcy.org). In addition, the Centers for Disease Control and Prevention (CDC) has links to information for families ([www.cdc.gov/ncbddd/ehdi](http://www.cdc.gov/ncbddd/ehdi)).

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# Important Milestones By The End Of 3 Months

Babies develop at their own pace, so it's impossible to tell exactly when your child will learn a given skill. The developmental milestones listed below will give you a general idea of the changes you can expect, but don't be alarmed if your own baby's development takes a slightly different course.

## Social and Emotional

- Begins to develop a social smile
- Enjoys playing with other people and may cry when playing stops
- Becomes more expressive and communicates more with face and body
- Imitates some movements and facial expressions

## Movement

- Raises head and chest when lying on stomach
- Supports upper body with arms when lying on stomach
- Stretches legs out and kicks when lying on stomach or back
- Opens and shuts hands
- Pushes down on legs when feet are placed on a firm surface
- Brings hand to mouth
- Takes swipes at dangling objects with hands
- Grasps and shakes hand toys

## Vision

- Watches faces intently
- Follows moving objects
- Recognizes familiar objects and people at a distance
- Starts using hands and eyes in coordination

## Hearing and Speech

- Smiles at the sound of your voice
- Begins to babble
- Begins to imitate some sounds
- Turns head toward direction of sound

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Does not seem to respond to loud noises
- Does not notice hands by 2 months
- Does not follow moving objects with eyes by 2 to 3 months
- Does not grasp and hold objects by 3 months
- Does not smile at people by 3 months
- Cannot support head well by 3 months
- Does not reach for and grasp toys by 3 to 4 months
- Does not babble by 3 to 4 months
- Does not bring objects to mouth by 4 months
- Begins babbling, but does not try to imitate any of your sounds by 4 months
- Does not push down with legs when feet are placed on a firm surface by 4 months
- Has trouble moving one or both eyes in all directions
- Crosses eyes most of the time (occasional crossing of the eyes is normal in these first months)
- Does not pay attention to new faces, or seems very frightened by new faces or surroundings
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 7 Months

Babies develop at their own pace, so it's impossible to tell exactly when your child will learn a given skill. The developmental milestones listed below will give you a general idea of the changes you can expect, but don't be alarmed if your own baby's development takes a slightly different course.

## Social and Emotional

- Enjoys social play
- Interested in mirror images
- Responds to other people's expressions of emotion and appears joyful often

## Cognitive

- Finds partially hidden object
- Explores with hands and mouth
- Struggles to get objects that are out of reach

## Language

- Responds to own name
- Begins to respond to "no"
- Can tell emotions by tone of voice
- Responds to sound by making sounds
- Uses voice to express joy and displeasure
- Babbles chains of sounds

## Movement

- Rolls both ways (front to back, back to front)
- Sits with, and then without, support on hands
- Supports whole weight on legs
- Reaches with one hand
- Transfers object from hand to hand
- Uses hand to rake objects

## Vision

- Develops full color vision
- Distance vision matures
- Ability to track moving objects improves

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll
- Head still flops back when body is pulled to a sitting position
- Reaches with one hand only
- Refuses to cuddle
- Shows no affection for the person who cares for him or her
- Doesn't seem to enjoy being around people
- One or both eyes consistently turn in or out
- Persistent tearing, eye drainage, or sensitivity to light
- Does not respond to sounds around him or her
- Has difficulty getting objects to mouth
- Does not turn head to locate sounds by 4 months
- Does not roll over in either direction (front to back or back to front) by 5 months
- Seems impossible to comfort at night after 5 months
- Does not smile on his or her own by 5 months
- Cannot sit with help by 6 months
- Does not laugh or make squealing sounds by 6 months
- Does not actively reach for objects by 6 to 7 months
- Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months
- Does not bear weight on legs by 7 months
- Does not try to attract attention through actions by 7 months
- Does not babble by 8 months
- Shows no interest in games of peek-a-boo by 8 months
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 1 Year (12 Months)

Babies develop at their own pace, so it's impossible to tell exactly when your child will learn a given skill. The developmental milestones listed below will give you a general idea of the changes you can expect, but don't be alarmed if your own baby's development takes a slightly different course.

## Social and Emotional

- Shy or anxious with strangers
- Cries when mother or father leaves
- Enjoys imitating people in his play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings
- Tests parental responses to his behavior
- 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

## 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)

## 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 (changes in tone)
- Says "dada" and "mama"
- Uses exclamations, such as "Oh-oh!"
- Tries to imitate words

## Movement

- Reaches sitting position without assistance
- Crawls forward on belly
- Assumes hands-and-knees position
- Creeps 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

## Hand and Finger Skills

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

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- 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 or she 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
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 2 Years (24 Months)

Children develop at their own pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

## Social

- Imitates behavior of others, especially adults and older children
- More aware of herself as separate from others
- More excited about company of other children

## Emotional

- Demonstrates increasing independence
- Begins to show defiant behavior
- Separation anxiety increases toward midyear then fades

## Cognitive

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

## 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 15 to 18 months)
- Uses simple phrases (by 18 to 24 months)
- Uses 2- to 4-word sentences
- Follows simple instructions
- Repeats words overheard in conversation

## Movement

- 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

## Hand and Finger Skills

- Scribbles on his or her own
- Turns over container to pour out contents
- Builds tower of four blocks or more
- Might use one hand more often than the other

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Cannot walk by 18 months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes
- Does not speak at least 15 words
- Does not use two-word sentences by age 2
- By 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon)
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age 2
- Cannot push a wheeled toy by age 2
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 3 Years (36 Months)

Children develop at their own pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

## Social

- Imitates adults and playmates
- Spontaneously shows affection for familiar playmates
- Can take turns in games
- Understands concept of "mine" and "his/hers"

## Emotional

- Expresses affection openly
- Expresses a wide range of emotions
- By 3, separates easily from parents
- Objects to major changes in routine

## Cognitive

- Makes mechanical toys work
- Matches an object in her hand or room to a picture in a book
- Plays make-believe with dolls, animals, and people
- Sorts objects by shape and color
- Completes puzzles with three or four pieces
- Understands concept of "two"

## Language

- Follows a two- or three-part command
- Recognizes and identifies almost all common objects and pictures
- Understands most sentences
- Understands placement in space ("on," "in," "under")
- Uses 4- to 5-word sentences
- Can say name, age, and sex
- Uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats)
- Strangers can understand most of her words

## Movement

- Climbs well
- Walks up and down stairs, alternating feet (one foot per stair step)
- Kicks ball
- Runs easily
- Pedals tricycle
- Bends over easily without falling

## Hand and Finger Skills

- Makes up-and-down, side-to-side, and circular lines with pencil or crayon
- Turns book pages one at a time
- Builds a tower of more than six blocks
- Holds a pencil in writing position
- Screws and unscrews jar lids, nuts, and bolts
- Turns rotating handles

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Frequent falling and difficulty with stairs
- Persistent drooling or very unclear speech
- Cannot build a tower of more than four blocks
- Difficulty manipulating small objects
- Cannot copy a circle by age 3
- Cannot communicate in short phrases
- No involvement in "pretend" play
- Does not understand simple instructions
- Little interest in other children
- Extreme difficulty separating from mother or primary caregiver
- Poor eye contact
- Limited interest in toys
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 4 Years (48 Months)

Children develop at their own pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

## Social

- 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

## Emotional

- Imagines that many unfamiliar images may be "monsters"
- Views self as a whole person involving body, mind, and feelings
- Often cannot tell the difference between fantasy and reality

## Cognitive

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Tries to solve 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 concepts of "same" and "different"
- Engages in fantasy play

## Language

- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand
- Tells stories

## Movement

- 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

## Hand and Finger Skills

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

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- 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 parents leave
- Shows no interest in interactive games
- Ignores other children
- 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" correctly
- Experiences a dramatic loss of skills he or she once had

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# Important Milestones By The End Of 5 Years (60 Months)

Children develop at their own pace, so it's impossible to tell exactly when yours will learn a given skill. The developmental milestones below will give you a general idea of the changes you can expect as your child gets older, but don't be alarmed if your child takes a slightly different course.

## Social

- 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

## Emotional

- Aware of gender
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes eagerly cooperative

## Cognitive

- Can count 10 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)

## Language

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

## Movement

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

## Hand and Finger Skills

- Copies triangle and other shapes
- Draws person with body

- Prints some letters
- Dresses and undresses without help
- Uses fork, spoon, and (sometimes) a table knife
- Usually cares for own toilet needs

## Developmental Health Watch

Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.

- Acts extremely fearful or timid
- Acts extremely aggressively
- 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 tell the difference between fantasy and reality
- Seems unusually passive
- Cannot understand two-part commands using prepositions ("Put the doll on the bed, and 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 clothing
- Cannot brush her teeth efficiently
- Cannot wash and dry her hands
- Experiences a dramatic loss of skills he or she once had

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# Resources

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Web: [www.cdc.gov/actearly](http://www.cdc.gov/actearly)

Phone: 1-800-CDC-INFO

## GOVERNMENT RESOURCES

- Centers for Disease Control and Prevention (CDC)  
National Center on Birth Defects and Developmental Disabilities  
Web: [www.cdc.gov/ncbddd](http://www.cdc.gov/ncbddd)
- National Dissemination Center for Children with Disabilities  
Web: [www.nichcy.org/states.htm](http://www.nichcy.org/states.htm)
- Department of Education  
Web: [www.ed.gov/index.html](http://www.ed.gov/index.html)
- National Institute of Mental Health  
Phone: 1-866-615-6464  
Web: [www.nimh.nih.gov](http://www.nimh.nih.gov)
- State Health Insurance Program (SCHIP)  
Phone: 1-877-KIDS-NOW Web: [www.insurekidsnow.gov](http://www.insurekidsnow.gov)

## SPECIAL RESOURCES

- American Academy of Pediatrics  
Phone: 1-847-434-4000 Web: [www.aap.org](http://www.aap.org)
- Parent to Parent-USA  
Web: [www.p2pusa.org](http://www.p2pusa.org)

## AUTISM SPECTRUM DISORDERS (ASD)

- Autism Society of America (ASA)  
Phone: 1-800-3-AUTISM Web: [www.autism-society.org](http://www.autism-society.org)
- Cure Autism Now  
Phone: 1-888-8-AUTISM Web: [www.cureautismnow.org](http://www.cureautismnow.org)
- National Alliance for Autism Research  
Phone: 1-888-777-NAAR Web: [www.naar.org](http://www.naar.org)
- Organization for Autism Research  
Phone: 1-703-351-5031  
Web: [www.researchautism.org](http://www.researchautism.org)
- Autism Coalition  
Phone: 1-914-935-1462 Web: [www.autismcoalition.org](http://www.autismcoalition.org)
- First Signs  
Phone: 1-978-346-4380 Web: [www.firstsigns.org](http://www.firstsigns.org)
- National Institute of Child Health & Human Development  
Web: [www.nichd.nih.gov/autism](http://www.nichd.nih.gov/autism)
- CDC's National Immunization Program: "Vaccines and Autism" Internet Site  
Web: [www.cdc.gov/nip/vacsafe/concerns/autism/default.htm](http://www.cdc.gov/nip/vacsafe/concerns/autism/default.htm)

## CEREBRAL PALSY

- United Cerebral Palsy  
Phone: 1-800-872-5827 Web: [www.ucpa.org](http://www.ucpa.org)
- National Institute of Neurological Disorders and Stroke (NINDS)  
Web: [www.ninds.nih.gov](http://www.ninds.nih.gov)

## MENTAL RETARDATION

- The Arc of the United States  
Phone: 1-301-565-3842 Web: [www.thearc.org](http://www.thearc.org)
- National Down Syndrome Society  
Phone: 1-212-460-9330 Web: [www.ndss.org](http://www.ndss.org)

## HEARING LOSS

- Centers for Disease Control and Prevention, Early Hearing Detection and Intervention Program  
Web: [www.cdc.gov/ncbddd/ehdi](http://www.cdc.gov/ncbddd/ehdi)
- American Academy of Audiology  
Phone: 1-800-AAA-2336 Web: [www.audiology.org](http://www.audiology.org)
- American Academy of Pediatrics Bright Futures  
Phone: 1-847-434-4223  
Web: [brightfutures.aap.org/web/](http://brightfutures.aap.org/web/)
- American Speech-Language-Hearing Association  
Phone: 1-800-638-8255 Web: [www.asha.org](http://www.asha.org)

## VISION LOSS

- National Federation of the Blind  
Phone: 1-410-659-9314 Web: [www.nfb.org](http://www.nfb.org)
- American Council of the Blind  
Phone: 1-800-424-8666 Web: [www.acb.org](http://www.acb.org)
- American Foundation for the Blind  
Phone: 1-800-232-5463 Web: [www.afb.org](http://www.afb.org)

## ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)  
Phone: 1-800-233-4050 Web: [www.chadd.org](http://www.chadd.org)
- CHADD National Resource Center  
Phone: 1-800-233-4050  
Web: [www.help4adhd.org](http://www.help4adhd.org)
- Attention Deficit Disorder Association (ADDA)  
Phone: 1-484-945-2101 Web: [www.add.org](http://www.add.org)

1-800-CDC-INFO

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)



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