Developmental Milestones

The course of a child’s development is mapped using a chart of developmental milestones. These milestones are behaviors that emerge over time, forming the building blocks for growth and continued learning. Some of the categories within which these behaviors are seen include: Cognition (thinking, reasoning, problem solving, understanding); Language (expressive and receptive abilities); Motor coordination (gross/fine motor, jumping, hopping, throwing/catching, drawing, stacking); Social interaction (initiating peer contact, group play); and Self Help (dressing, eating washing).

Cognitive Milestones

By one:
- follows moving object with eyes
- recognizes differences among people; responds to strangers by crying or staring
- responds to and imitates facial expressions of others
- responds to very simple directions
- imitates gestures and actions
- puts small objects in and out of container with intention

Between one and two:
- imitates actions and words of adults
- understands and follows simple, familiar directions
- responds to words or commands with appropriate action
- is able to match two similar objects
- looks at storybook pictures with an adult, naming or pointing to familiar objects on request
- recognizes difference between you and me
- has very limited attention span
- accomplishes primary learning through own exploration

Between two and three:
- responds to simple directions
- selects and looks at picture books, names pictured objects, and identifies several objects within one picture
- matches and uses associated objects meaningfully
- stacks rings on peg in order of size
- recognized self in mirror, saying baby, or own name
- can talk briefly about what he/she is doing; imitates adult actions
- has limited attention span; learning is through exploration and adult direction
- is beginning to understand functional concepts of familiar objects and part/whole concepts
Between three and four:
- recognizes and matches six colors
- intentionally stacks blocks or rings in order of size
- draws somewhat recognizable picture that is meaningful to child if not to adult; names and briefly explains picture
- asks questions for information: why and how questions requiring simple answers
- knows own age
- knows own name
- has short attention span; learns through observing and imitating adults and by adult instruction and explanation; is very easily distracted
- has increased understanding of concepts of the functions and grouping of objects and part/whole
- begins to be aware of past and present

Between four and five:
- plays with words: creates own rhyming words, says or makes up words having similar sounds
- points and names four to six colors
- matches pictures of familiar objects
- draws a person with two to six recognizable parts, such as head, arms, and legs; can name or match drawn parts to own body
- draws, names, and describes recognizable pictures
- rote counts to five, imitating adult
- knows own street and town
- has more extended attention span; learns through observing and listening to adults, as well as through exploration; is easily distracted
- has increased understanding of concepts of function, time, part/whole relationships; function or use of objects may be stated in addition to names of objects
- time concepts are expanding; can talk about yesterday or last week, about today, and about what will happen tomorrow

Between five and six:
- retells story from picture book with reasonable accuracy
- names some letters and numerals
- rote counts to ten
- sorts objects by single characteristics
- is beginning to use accurately time concepts of tomorrow and yesterday
- uses classroom tools meaningfully and purposefully
- begins to relate clock time to daily schedule
- attention span increases noticeably; learns through adult instruction; when interested, can ignore distractions
- concepts of function increase as well as understanding of why things happen; time concepts are expanding into an understanding of the future in terms of major events
Speech & Language Milestone Chart

By Age One
Milestones
♦ Recognizes name
♦ Says 2-3 words besides "mama" and "dada"
♦ Imitates familiar words
♦ Understands simple instructions
♦ Recognizes words as symbols for objects: Car - points to garage, cat - meows

Activities to Encourage your Child's Language
♦ Respond to your child's coos, gurgles, and babbling
♦ Talk to your child as you care for him or her throughout the day
♦ Read colorful books to your child every day
♦ Tell nursery rhymes and sing songs
♦ Teach your child the names of everyday items and familiar people
♦ Take your child with you to new places and situations

♦ Play simple games with your child such as "peek-a-boo" and "pat-a-cake"

Between One and Two

Milestones
♦ Understands "no"
♦ Uses 10 to 20 words, including names
♦ Combines two words such as "daddy bye-bye"
♦ Waves good-bye and plays pat-a-cake
♦ Makes the "sounds" of familiar animals
♦ Gives a toy when asked
♦ Uses words such as "more" to make wants known
♦ Points to his or her toes, eyes, and nose
♦ Brings object from another room when asked

Activities to Encourage your Child's Language
♦ Reward and encourage early efforts at saying new words
♦ Talk to your baby about everything you're doing while you're with him
♦ Talk simply, clearly, and slowly to your child
♦ Talk about new situations before you go, while you're there, and again when you are home
♦ Look at your child when he or she talks to you
♦ Describe what your child is doing, feeling, hearing
♦ Let your child listen to children's records and tapes
♦ Praise your child's efforts to communicate
Between Two and Three
Milestones
♦ Identifies body parts
♦ Carries on 'conversation' with self and dolls
♦ Asks, "what's that?" And "where's my?"
♦ Uses 2-word negative phrases such as "no want".
♦ Forms some plurals by adding "s"; book, books
♦ Has a 450 word vocabulary
♦ Gives first name, holds up fingers to tell age
♦ Combines nouns and verbs "mommy go"
♦ Understands simple time concepts: "last night", "tomorrow"
♦ Refers to self as "me" rather than by name
♦ Tries to get adult attention: "watch me"
♦ Likes to hear same story repeated
♦ May say "no" when means "yes"
♦ Talks to other children as well as adults
♦ Solves problems by talking instead of hitting or crying
♦ Answers "where" questions
♦ Names common pictures and things
♦ Uses short sentences like "me want more" or "me want cookie"
♦ Matches 3-4 colors, knows big and little

Activities to Encourage your Child's Language
♦ Repeat new words over and over
♦ Help your child listen and follow instructions by playing games: "pick up the ball, "
  "Touch Daddy's s nose"
♦ Take your child on trips and talk about what you see before, during and after the trip
♦ Let your child tell you answers to simple questions
♦ Read books every day, perhaps as part of the bedtime routine
♦ Listen attentively as your child talks to you
♦ Describe what you are doing, planning, thinking
♦ Have the child deliver simple messages for you (Mommy needs you, Daddy )
♦ Carry on conversations with the child, preferably when the two of you have some quiet
  time together
♦ Ask questions to get your child to think and talk
♦ Show the child you understand what he or she says by answering, smiling, and nodding
  your head
♦ Expand what the; child says. If he or she says, "more juice", You say, "Adam wants
  more juice."

Between Three and Four
Milestones
♦ Can tell a story
♦ Has a sentence length of 4-5 words
♦ Has a vocabulary of nearly 1000 words
♦ Names at least one color
♦ Understands "yesterday," "summer", "lunch time", "tonight", "little-big"
♦ Begins to obey requests like "put the block under the chair"
♦ Knows his or her last name, name of street on which he/she lives and several nursery
  rhymes
Activities to Encourage your Child's Language

- Talk about how objects are the same or different
- Help your child to tell stories using books and pictures
- Let your child play with other children
- Read longer stories to your child
- Pay attention to your child when he's talking

- Talk about places you've been or will be going

Between Four and Five

Milestones

- Has sentence length of 4-5 words
- Uses past tense correctly
- Has a vocabulary of nearly 1500 words
- Points to colors red, blue, yellow and green
- Identifies triangles, circles and squares
- Understands "In the morning", "next", "noontime"
- Can speak of imaginary conditions such as "I hope"
- Asks many questions, asks "who?" And "why?"

Activities to Encourage your Child's Language

- Help your child sort objects and things (ex. things you eat, animals...)
- Teach your child how to use the telephone
- Let your child help you plan activities such as what you will make for Thanksgiving dinner
- Continue talking with him about his interests
- Read longer stories to him
- Let her tell and make up stories for you

- Show your pleasure when she comes to talk with you

Between Five and Six

Milestones

- Has a sentence length of 5-6 words
- Has a vocabulary of around 2000 words
- Defines objects by their use (eat with a fork) and can tell what objects are made of
- Knows spatial relations like "on top", "behind", "far" and "near"
- Knows her address
- Identifies a penny, nickel and dime
- Knows common opposites like "big/little"
- Understands "same" and "different"
- Counts ten objects
- Asks questions for information
- Distinguished left and right hand in herself
- Uses all types of sentences, for example "let's go to the store after we eat"

Activities to Encourage your Child's Language

- Praise your child when she talks about her feelings, thoughts, hopes and fears
- Comment on what you did or how you think your child feels
- Sing songs, rhymes with your child
- Continue to read longer stories
- Talk with him as you would an adult
- Look at family photos and talk to him about your family history
- Listen to her when she talks to you
Motor Skills Milestones

There are two categories within the area of motor skills: gross motor and fine motor. Gross motor skills deal with large muscle groups such as walking. Fine motor skills incorporate the small muscles such as writing.

By age one:

Gross Motor
- sits without support
- crawls
- pulls self to standing position and stands unaided
- walks with aid
- rolls a ball in imitation of adult

Fine Motor
- reaches, grasps, puts object in mouth
- picks things up with pincer grasp (thumb and one finger)
- transfers object from one hand to the other
- drops and picks up toy

Between ages one and two:

Gross Motor
- walks alone
- walks backwards
- picks up toys from floor without falling
- pulls toys, pushes toys
- seats self in child size chair
- walks up and down stairs with hand held
- moves to music

Fine Motor
- builds tower of three small blocks
- puts four rings on stick
- places five pegs in pegboard
- turns pages two or three at a time
- scribbles
- turns knobs
- throws small ball
- paints with whole arm
  movement, shifts hands, makes strokes

Between ages two and three:

Gross Motor
- runs forward well
- jumps in place with two feet together
- stands on one foot (with aid)
- walks on tiptoe
- kicks a ball forward

Fine Motor
- strings four large beads
- turns single pages
- snips with scissors
- holds crayon with thumb and fingers (not fist)
- uses one hand consistently in most activities
- imitates circular, vertical, horizontal strokes
- paints with some wrist action; makes dots, lines, circular strokes
- rolls, pounds, squeezes, and pulls clay
**Between ages three and four:**

**Gross Motor**
- runs around obstacles
- walks on a line
- balances on one foot for five to ten seconds
- hops on one foot
- pushes, pulls, steers wheeled toys
- rides tricycle
- uses slide independently
- jumps over six inch high object and lands on both feet together
- throws ball overhead
- catches a bounced ball

**Fine Motor**
- builds tower of nine small blocks
- drives nails and pegs
- copies circle
- imitates cross
- manipulates clay material (rolls balls, snakes, cookies)

**Between ages four and five:**

**Gross Motor**
- walks backward toe-heel
- jumps forward 10 times without falling
- walks up and down stair independently, alternating feet
- turns somersault

**Fine Motor**
- cuts on line continuously
- copies cross
- copies square
- prints a some capital letters

**Between ages five and six:**

**Gross Motor**
- runs lightly on toes
- walks on balance beam
- can cover 2 meters hopping
- skips on alternate feet
- jumps rope
- skates

**Fine Motor**
- cuts out simple shapes
- copies triangle
- traces diamond
- copies first name
- prints numerals 1 to 5
- colors within lines
- has adult grasp of pencil
- has handedness well established
- pastes and glues appropriately
Social Skills Milestones

By one:
- smiles spontaneously
- responds differently to strangers than to familiar people
- pays attention to own name
- responds to no
- copies simple actions of others

Between ages one and two:
- recognizes self in mirror or picture
- refers to self by name
- plays by self; initiates own play
- imitates adult behaviors in play
- helps put things away

Between ages two and three:
- plays near other children
- watches other children; joins briefly in their play
- defends own possessions
- begins to play house
- symbolically uses objects, self in play
- participates in simple group activity
- knows gender identity

Between ages three and four:
- joins in play with other children; begins to interact
- shares toys; takes turns with assistance
- begins dramatic play, acting out whole scenes

Between ages four and five:
- plays and interacts with other children
- dramatic play is closer to reality, with attention paid to detail, time, and space
- plays dress-up
- shows interest in exploring sex differences

Between ages five and six:
- chooses own friends
- plays simple table games
- plays competitive games
- engages in cooperative play with other children involving group decisions, role assignments, fair play
Adaptive Milestones

Adaptive skills incorporate the area of self-help skills such as eating, drinking and dressing

By one:

- feeds self cracker
- holds cup with two hands; drinks with assistance
- holds out arms and legs while being dressed

Between ages one and two:

- uses spoon, spilling little
- drinks form cup with one hand, unassisted
- chews food
- unzips large zipper
- indicates toilet needs

- removes shoes, socks, pants, sweater

Between ages two and three:

- uses spoon; little spilling
- gets drink form fountain or faucet independently
- opens door by turning handle
- takes off coat
- puts on coat with assistance
- washes and dries hands with assistance

Between ages three and four:

- pours well from small pitcher
- spreads soft butter with knife
- buttons and unbuttons large buttons
- washes hands independently
- blows nose when reminded
- uses toilet independently

Between ages four and five:

- cuts easy foods with a knife
- laces shoes

Between ages five and six:

- dresses self completely
- ties bow
- brushes teeth independently
- crosses streets safely

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