

Appendix K

Developmental Checklist

Child's Name: _____

Observer's Name: _____

Observation Date: _____

| PHYSICAL DEVELOPMENT | | OBSERVED | |
|---|------|----------|--|
| Birth to Three Months | Date | Comments | |
| Acts reflexively—sucking, stepping, rooting Swipes at objects in front of body, uncoordinated Holds head erect and steady when lying on stomach Lifts head and shoulders Rolls from side to back Follows moving objects with eyes | | | |
| Four to Six Months | | | |
| Holds cube in hand Reaches for objects with one hand Rolls from back to side Reaches for objects in front of body, coordinated Sits with support Transfers objects from hand to hand Grabs objects with either hand Sits in tripod position using arms for support | | | |
| Seven to Nine Months | | | |
| Sits independently Stepping reflex returns, so that child bounces when held on a surface in a standing position Leans over and reaches when in a sitting position Gets on hands and knees but may fall forward Crawls Pulls to standing position Claps hands together Stands with adult's assistance Learns pincer grasp, using thumb with forefinger to pick up objects Uses finger and thumb to pick up objects Brings objects together with banging noises | | | |

The developmental milestones listed are based on universal patterns of when various traits emerge. Because each child is unique certain traits may develop at an earlier or later age.

| PHYSICAL DEVELOPMENT (continued) | OBSERVED | |
|--|----------|----------|
| Ten to Twelve Months | Date | Comments |
| Supports entire body weight on legs Walks when hands are held Cruises along furniture or steady objects Stands independently Walks independently Crawls up stairs or steps Voluntarily releases objects held in hands Has good balance when sitting; can shift positions without falling Takes off shoes and socks | | |
| Thirteen to Eighteen Months | | |
| Builds tower of two cubes Turns the pages of a cardboard book two or three at a time Scribbles vigorously Walks proficiently Walks while carrying or pulling a toy Walks up stairs with assistance | | |
| Nineteen to Twenty-Four Months | | |
| Walks up stairs independently, one step at a time Jumps in place Kicks a ball Runs in a modified fashion Shows a decided preference for one hand Completes a three-piece puzzle with knobs Builds a tower of six cubes | | |
| Twenty-Five to Thirty-Six Months | | |
| Maneuvers around obstacles in a pathway Runs in a more adult-like fashion; knees are slightly bent, arms move in the opposite direction Walks down stairs independently Marches to music Uses feet to propel wheeled riding toys Rides a tricycle Usually uses whole arm movements to paint or color Throws a ball forward, where intended Builds tower using eight or more blocks Imitates drawing circles and vertical and horizontal lines Turns pages in book one by one Fingers work together to scoop up small objects Strings large beads on a shoelace | | |

Additional Observations for Physical Development

The developmental milestones listed are based on universal patterns of when various traits emerge. Because each child is unique certain traits may develop at an earlier or later age.

| LANGUAGE AND COMMUNICATION DEVELOPMENT | OBSERVED | |
|---|----------|----------|
| Birth to Three Months | Date | Comments |
| <p>Communicates with cries, grunts, and facial expressions</p> <p>Prefers human voices</p> <p>Coos</p> <p>Laughs</p> <p>Smiles and coos to initiate and sustain interactions with caregiver</p> | | |
| Four to Six Months | | |
| <p>Babbles spontaneously</p> <p>Acquires sounds of native language in babble</p> <p>Canonical, systematic consonant-vowel pairings; babbling occurs</p> <p>Participates in interactive games initiated by adults</p> <p>Takes turns while interacting</p> | | |
| Seven to Nine Months | | |
| <p>Varies babble in loudness, pitch, and rhythm</p> <p>Adds <i>d</i>, <i>t</i>, <i>n</i>, and <i>w</i> to repertoire of babbling sounds</p> <p>Produces gestures to communicate often by pointing</p> <p>May say <i>mama</i> or <i>dada</i> but does not connect words with parents</p> | | |
| Ten to Twelve Months | | |
| <p>Uses preverbal gestures to influence the behavior of others</p> <p>Demonstrates word comprehension skills</p> <p>Waves good-bye</p> <p>Speaks recognizable first word</p> <p>Initiates familiar games with adults</p> | | |
| Thirteen to Eighteen Months | | |
| <p>Has expressive vocabulary of 10 to 20 words</p> <p>Engages in “jargon talk”</p> <p>Engages in telegraphic speech by combining two words together</p> <p>Experiences a burst of language development</p> <p>Comprehends approximately 50 words</p> | | |
| Nineteen to Twenty-Four Months | | |
| <p>Continues using telegraphic speech</p> <p>Able to combine three words</p> <p>Talks, 25 percent of words being understandable</p> <p>Refers to self by name</p> | | |

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| LANGUAGE AND COMMUNICATION DEVELOPMENT (continued) | OBSERVED | |
|---|-----------------|-----------------|
| Nineteen to Twenty-Four Months (continued) | Date | Comments |
| Joins three or four words into a sentence Comprehends approximately 300 words Expressive language includes a vocabulary of approximately 250 words | | |
| Twenty-Five to Thirty-Six Months | | |
| Continues using telegraphic speech combining three or four words Speaks in complete sentences following word order of native language Displays effective conversational skills Refers to self as <i>me</i> or <i>I</i> rather than by name Talks about objects and events not immediately present Uses grammatical markers and some plurals Vocabulary increases rapidly, up to 300 words Enjoys being read to if allowed to participate by pointing, talking, and turning pages | | |

Additional Observations for Language and Communication Development

| COGNITIVE DEVELOPMENT | OBSERVED | |
|--|-----------------|-----------------|
| Birth to Three Months | Date | Comments |
| Cries for assistance Acts reflexively Prefers to look at patterned objects, bull's-eye, horizontal stripes, and the human face Imitates adults' facial expressions Searches with eyes for sources of sounds Begins to recognize familiar people at a distance Discovers and repeats bodily actions such as sucking, swiping, and grasping Discovers hands and feet as extension of self | | |

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| Four to Six Months | Date | Comments |
|---|-------------|-----------------|
| <p>Recognizes people by their voice</p> <p>Enjoys repeating acts, such as shaking a rattle, that produce results in the external world</p> <p>Searches with eyes for source of sounds</p> <p>Enjoys watching hands and feet</p> <p>Searches for a partially hidden object</p> <p>Uses toys in a purposeful manner</p> <p>Imitates simple actions</p> <p>Explores toys using existing schemas such as sucking, banging, grasping, shaking, etc.</p> | | |
| Seven to Nine Months | | |
| <p>Enjoys looking at books with familiar objects</p> <p>Distinguishes familiar from unfamiliar faces</p> <p>Engages in goal-directed behavior</p> <p>Anticipates events</p> <p>Finds objects that are totally hidden</p> <p>Imitates behaviors that are slightly different than those usually performed</p> <p>Begins to show interest in filling and dumping containers</p> | | |
| Ten to Twelve Months | | |
| <p>Solves sensorimotor problems by deliberately using schemas, such as shaking a container to empty its contents</p> <p>Points to body parts upon request</p> <p>Drops toys intentionally and repeatedly looks in the direction of the fallen object</p> <p>Waves good-bye</p> <p>Shows evidence of stronger memory capabilities</p> <p>Follows simple, one-step directions</p> <p>Categorizes objects by appearance</p> <p>Looks for objects hidden in a second location</p> | | |
| Thirteen to Eighteen Months | | |
| <p>Explores properties of objects by acting on them in novel ways</p> <p>Solves problems through trial and error</p> <p>Experiments with cause-and-effect relationships such as turning on televisions, banging on drums, etc.</p> <p>Plays body identification games</p> <p>Imitates novel behaviors of others</p> <p>Identifies family members in photographs</p> | | |

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| COGNITIVE DEVELOPMENT (continued) | OBSERVED | |
|--|----------|----------|
| Nineteen to Twenty-Four Months | Date | Comments |
| Points to and identifies objects on request, such as when reading a book, touring, etc. Sorts by shapes and colors Recognizes self in photographs and mirror Demonstrates deferred imitation Engages in functional play Finds objects that have been moved while out of sight Solves problems with internal representation Categorizes self and others by gender, race, hair color, etc. | | |
| Twenty-Five to Thirty-Six Months | | |
| Uses objects for purposes other than intended Uses private speech while working Classifies objects based on one dimension, such as toy cars versus blocks Follows two-step directions Concentrates or attends to self-selected activities for longer periods of time Points to and labels objects spontaneously, such as when reading a book Coordinates pretend play with other children Gains a nominal sense of numbers through counting and labeling objects in a set Begins developing concepts about opposites such as big and small, tall and short, in and out Begins developing concepts about time such as today, tomorrow, and yesterday | | |

Additional Observations for Cognitive Development

The developmental milestones listed are based on universal patterns of when various traits emerge. Because each child is unique certain traits may develop at an earlier or later age.

| SOCIAL DEVELOPMENT | | OBSERVED |
|--|-------------|-----------------|
| Birth to Three Months | Date | Comments |
| Turns head toward a speaking voice Recognizes primary caregiver Bonds to primary caregiver Finds comfort in the human face Displays a social smile Is quieted by a voice Begins to differentiate self from caregiver | | |
| Four to Six Months | | |
| Seeks out adults for play by crying, cooing, or smiling Responds with entire body to familiar face by looking at a person, smiling, kicking legs, and waving arms Participates actively in interactions with others by vocalizing in response to adult speech Smiles at familiar faces and stares solemnly at strangers Distinguishes between familiar and nonfamiliar adults and surroundings | | |
| Seven to Nine Months | | |
| Becomes upset when separated from a favorite adult Acts deliberately to maintain the presence of a favorite adult by clinging or crying Uses adults as a base for exploration, typically Looks to others who are exhibiting signs of distress Enjoys observing and interacting briefly with other children Likes to play and responds to games such as patty-cake and peekaboo Engages in solitary play Develops preferences for particular people and objects Shows distress when in the presence of a stranger | | |
| Ten to Twelve Months | | |
| Shows a decided preference for one or two caregivers Plays parallel to other children Enjoys playing with siblings Begins asserting self Begins developing a sense of humor Develops a sense of self-identity through the identification of body parts Begins distinguishing boys from girls | | |

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| SOCIAL DEVELOPMENT (continued) | | OBSERVED |
|--|-------------|-----------------|
| Thirteen to Eighteen Months | Date | Comments |
| Demands personal attention Imitates behaviors of others Becoming increasingly aware of the self as a separate being Shares affection with people other than primary caregiver Shows ownership of possessions Begins developing a view of self as autonomous when completing tasks independently | | |
| Nineteen to Twenty-Four Months | | |
| Shows enthusiasm for company of others Views the world only from own, egocentric perspective Plays contentedly alone or near adults Engages in functional play Defends possessions Recognizes self in photographs or mirrors Refers to self with pronouns such as <i>I</i> or <i>me</i> Categorizes people by using salient characteristics such as race or hair color Shows less fear of strangers | | |
| Twenty-five to Thirty-Six Months | | |
| Observes others to see how they do things Engages primarily in solitary or parallel play Sometimes offers toys to other children Begins to play cooperatively with other children Engages in sociodramatic play Wants to do things independently Asserts independence by using “no” a lot Develops a rudimentary awareness that others have wants or feelings that may be different than their own Makes demands of or “bosses” parents, guardians, and caregivers Uses physical aggression less and uses words to solve problems Engages in gender stereotypical behavior | | |

Additional Observations for Social Development

The developmental milestones listed are based on universal patterns of when various traits emerge. Because each child is unique certain traits may develop at an earlier or later age.

| EMOTIONAL DEVELOPMENT | | OBSERVED |
|---|-------------|-----------------|
| Birth to Three Months | Date | Comments |
| <p>Feels and expresses three basic emotions: interest, distress, and disgust</p> <p>Cries to signal a need</p> <p>Quiets in response to being held, typically</p> <p>Feels and expresses enjoyment</p> <p>Shares a social smile</p> <p>Reads and distinguishes adults' facial expressions</p> <p>Begins to self-regulate emotional expressions</p> <p>Laughs aloud</p> <p>Quiets self by using techniques such as sucking a thumb or pacifier</p> | | |
| Four to Six Months | | |
| <p>Expresses delight</p> <p>Responds to the emotions of caregivers</p> <p>Begins to distinguish familiar from unfamiliar people</p> <p>Shows a preference for being held by a familiar person</p> <p>Begins to assist with holding a bottle</p> <p>Expresses happiness selectively by laughing and smiling more with familiar people</p> | | |
| Seven to Nine Months | | |
| <p>Responds to social events by using the face, gaze, voice, and posture to form coherent emotional patterns</p> <p>Expresses fear and anger more often</p> <p>Begins to regulate emotions through moving into or out of experiences</p> <p>Begins to detect the meaning of others' emotional expressions</p> <p>Looks to others for clues on how to react</p> <p>Shows fear of strangers</p> | | |
| Ten to Twelve Months | | |
| <p>Continues to exhibit delight, happiness, discomfort, anger, and sadness</p> <p>Expresses anger when goals are blocked</p> <p>Expresses anger at the source of frustration</p> <p>Begins to show compliance to caregivers' requests</p> <p>Often objects to having playtime stopped</p> <p>Begins eating with a spoon</p> <p>Assists in dressing and undressing</p> <p>Acts in loving, caring ways toward dolls or stuffed animals, typically</p> <p>Feeds self a complete meal when served finger foods</p> <p>Claps when successfully completing a task</p> | | |

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| EMOTIONAL DEVELOPMENT (continued) | OBSERVED | |
|--|----------|----------|
| Thirteen to Eighteen Months | Date | Comments |
| Exhibits autonomy by frequently saying “no” Labels several emotions Connects feelings with social behaviors Begins to understand complicated patterns of behavior Demonstrates the ability to communicate needs May say “no” to something they want May lose emotional control and have temper tantrums Shows self-conscious emotions such as shame, guilt, and shyness Becomes frustrated easily | | |
| Nineteen to Twenty-Four Months | | |
| Expresses affection to others spontaneously Acts to comfort others in distress Shows the emotions of pride and embarrassment Uses emotion words spontaneously in conversations or play Begins to show sympathy to another child or adult Becomes easily hurt by criticism Experiences a temper tantrum when goals are blocked, on occasion Associates facial expressions with simple emotional labels | | |
| Twenty-Five to Thirty-Six Months | | |
| Experiences increase in number of fears Begins to understand the consequences of basic emotions Learns skills for coping with strong emotions Seeks to communicate more feelings with specific words Shows signs of empathy and caring Loses control of emotions and throws temper tantrums Able to recover from temper tantrums Enjoys helping with chores such as cleaning up toys or carrying grocery bags Begins to show signs of readiness for toileting Desires that routines be carried out exactly as has been done in the past | | |

Additional Observations for Emotional Development

The developmental milestones listed are based on universal patterns of when various traits emerge. Because each child is unique certain traits may develop at an earlier or later age.