

Child's Name:

Administrator's Name:

Date(s) of Administration:

Tip: If completing multiple times (e.g., once per month), use a different colored pen for each administration.

HEALTH & MOTOR

- Rolls a ball
- Climbs up stairs
- Walks independently
- Squats to pick something up
- Pushes/pulls toys while walking
- Points to things
- Turns board book pages
- Holds crayon in fist and makes marks on paper or surface
- Begins to stack blocks
- Holds and drinks from cup by self
- Begins to eat with a spoon with some spilling
- Begins to help with undressing

SOCIAL-EMOTIONAL

- Shows joint attention (e.g., points to car and looks at caregiver to make sure the caregiver sees it too)
- Brings toy to share with caregiver
- Enjoys praise and clapping to celebrate accomplishments
- Moves toward or away from people or objects to express comfort/discomfort
- Looks to caregiver for reassurance when faced with a new situation
- Often attached to favorite toy or blanket

COGNITIVE

- Shows understanding of how objects go together (e.g., cup on saucer, spoon in bowl)
- Tries to make mechanical objects work after watching someone else do it
- Solves problems by trial and error (e.g., inverts bottle to obtain object)
- Engages in simple pretend play (e.g., pretends to drink from an empty cup, feed a doll/stuffed animal, roll a car, talk on a play phone)

LANGUAGE & LITERACY

- Understands names of many objects
- Points to several body parts
- Follows simple commands with gestures
- Shows early pretend play (e.g., uses spoon as telephone)
- Uses 5 to 50 words, including names
- Points to show something s/he wants
- Shakes head and says "no"
- May start to combine words (e.g., "more cookie," "car go")
- Gives book to caregiver to read aloud
- Holds book with help
- Turns board book pages
- Points to pictures in a book to show interest
- Copies caregiver's reactions to the book
- Begins to name some familiar objects in pictures
- Grasps a crayon and makes marks on paper or surface
- Holds crayon or marker in fist

RED FLAGS

Teachers should talk to parents or guardians if they notice one or more of these signs of possible developmental delay. Parents should discuss red flags with their pediatricians or call Early Childhood Intervention (ECI) to ask for a developmental screening.

- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are for
- Doesn't copy others
- Doesn't gain new words
- Doesn't have at least 6 words
- Doesn't notice or mind when a caregiver leaves or returns
- Loses skills he once had