



CHILDREN'S
LEARNING
INSTITUTE

18-24 months

DEVELOPMENTAL CHECKLIST

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

- Climbs on/off furniture without help
- Walks up and down stairs holding on
- Begins to run
- Throws a ball
- Kicks a ball
- Uses feet to propel riding toys
- Takes linking toys apart and puts them back together (e.g., snap lock beads)
- Pours, fills and digs (e.g. sand, water)
- Scribbles
- Starts to eat with a fork
- Helps with dressing
- Lets caregiver know when diaper is wet or soiled
- Helps pick up and put away toys
- Pays attention to verbal safety warnings (e.g., "That's hot!")

SOCIAL-EMOTIONAL

- Plays near or next to other children ("parallel play")
- Copies others, especially adults and older children
- Shows signs of empathy and caring for others (e.g., comforting another child who is hurt or giving bottle to a crying baby)
- Begins to assert independence ("No!", "Mine!") and own preferences, wants to try doing things without help
- May have temper tantrums and use physical aggression when frustrated

COGNITIVE

- Plays hide-and-find with objects
- Matches two similar objects
- Inserts shapes into matching slots with assistance (e.g., shape sorter)
- Activates mechanical toy without demonstration (e.g., wind-up toys, switches, buttons, knobs)
- Likes to take things apart and experiment with how they work
- Re-enacts familiar daily experiences (e.g., sweeping, covering a doll with blanket, talking on a play phone)
- May pretend an object is something else (e.g., block as a car, banana as a phone)

LANGUAGE & LITERACY

- Begins to understand simple prepositions (e.g., "in" vs. "out," "up" vs. "down")
- Points to things or pictures when they are named
- Follows simple instructions without gestures
- Points to objects in a book
- By 24 months should be regularly combining words
- Uses words like "more" to make wants known
- Makes sounds of familiar animals
- Repeats words overheard
- Produces 25 to 200 words
- Uses one pronoun (e.g., "me," "mine")
- Can name objects common to surroundings
- Uses at least 2 prepositions (e.g., "up," "in")
- Carries book around the room
- May verbally request books
- Follows simple stories
- Especially likes nursery rhymes and books about familiar routines like bedtime or bath time
- Uses a word or two to comment on a favorite picture
- Scribbles and experiments with marks on paper, but no understanding of "writing" yet

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 use two-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had