

## TYPICAL DEVELOPMENT: BIRTH TO 36 MONTHS

### General Information about Child Development

- Every child develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests regardless of family background, culture, special needs, experience, or ability.
- Though children follow general sequences of development, each child will develop in unique ways, depending upon the child's personality, context and experiences.
- There is a wide range for emergence of developmental skills; it is impossible to pin down the exact age at which every child will have achieved a specific milestone. For the purpose of determining a child's developmental status in relation to same age peers, skills are listed according to the latest age they typically emerge for most children.
- Optimal learning occurs when we recognize that all aspects of a child's development (e.g., social and emotional, approaches to learning, language and literacy, cognitive, and physical) are inextricably interrelated and nurtured through a combination of active exploration, play, social interactions, and thoughtfully planned activities that capitalize on children's natural tendency to seek ever higher levels of challenge to master.
- Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is imperative to recognize the interconnectedness of children's early development in all areas.

### Using This Resource

The information in the following pages has been compiled from a variety of books, assessment tools and websites. The information is organized in accordance with the three Office of Special Education Program (OSEP) child outcomes to help practitioners, parents and other family members understand the kinds of functional behaviors displayed by typically developing children at various ages. It is very important to keep in mind there is a wide range for emergence of developmental skills for typically developing children. In order to understand a child's developmental functioning in comparison to same-age peers, evaluators must be familiar with the child's behavior over the variety of settings, situations, and interactions that make up the child's day to day life. The functional outcomes being rated address behaviors that are meaningful and used in the context of children's everyday lives. Evaluators should always be considering how the child is using skills and behaviors to achieve a result or outcome that is meaningful to him/her in his/her daily life.

**These examples should not be considered or used as a checklist.** They are descriptions of the kinds of behaviors that a child of a given age might use in their everyday routines and activities. The behavioral descriptors are to be used as a **supplement to, not a substitute for**, other assessment information gathered through use of validated assessment tools, observation, discussions with families and other caregivers, and review of reports from other individuals regarding the child's developmental. ***In determining the extent to which a child's functioning meets age expectations, the team must look at an overall pattern, rather than specific fragments, of development.***

**Please Note:** A thorough explanation and details of development are beyond the scope of this document. It is incumbent upon early childhood professionals to have a thorough knowledge of development. Resources listed in this manual can be used as one mechanism for professionals to increase their knowledge. Observation of typically developing children and specific coursework are other methods to increase professional competency in child development.

Age	General Impression	Positive Social Emotional Skills	Acquiring Knowledge and Skills	Take Appropriate Actions to Meet Needs
1 Month	<ul style="list-style-type: none"> <li>• Sleeping and eating is a major focus</li> <li>• Baby is comforted by caregiver</li> <li>• Relies on caregiver to meet physical and emotional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Baby responds to the people around him</li> <li>• Stops crying when he sees someone's face, hears a voice or when she is picked up and held.</li> </ul>	<ul style="list-style-type: none"> <li>• Baby looks at colorful toys briefly</li> <li>• Focuses on objects as far away as three feet.</li> <li>• Responds to voices and can already recognize parent's voice.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• In order to look at people or respond to a noise, can slightly lift head off parent's shoulder or floor when on tummy</li> <li>• Can turn head to both sides when lying on back.</li> <li>• Hands are often fisted</li> <li>• Not yet holding onto toys, but may use a reflexive grasp to hold onto a finger.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Coordinates suck/swallow when breast/bottle feeding</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Cries to let caregivers know when hunger or discomfort.</li> <li>• May stop crying when picked up and held.</li> </ul>
2 Months	<ul style="list-style-type: none"> <li>• Sleeping patterns are becoming more predictable.</li> <li>• Baby is more alert and reacts to caregivers by watching them and moving arms/legs in response to caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Baby is responding positively to Mom and Dad.</li> <li>• She gets excited when Mom or Dad comes in the room</li> <li>• May cry when Mother leaves the room.</li> <li>• Beginning to notice other people and shows excitement by smiling and moving arms and legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be able to focus on people and objects further away (2-4 feet).</li> <li>• Visual recognition of parent and stares and gazes at a toy or Mom or Dad.</li> <li>• Beginning to make single vowel sounds.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Increasing ability to move and control body in response to a caregiver (kicking or straightening legs)</li> <li>• Roll to back from side to look for a caregiver.</li> <li>• Use forearms to lift head when lying on tummy, which will begin the ability to explore toys, faces, etc.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Coordinates several sucks before swallowing when nursing or bottle-feeding.</li> <li>• Leakage is minimal.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Begins differentiated cries.</li> </ul>
3 Months	<ul style="list-style-type: none"> <li>• Interest in watching the faces of people talking to baby increases dramatically from the prior month.</li> <li>• Crying diminishes as baby is interested in exploring the room and faces visually.</li> <li>• Starting to roll which allows him to look for toys or faces.</li> <li>• Beginning to look around while on his tummy.</li> <li>• Tolerates being on his tummy without being uncomfortable in the position.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing a greater interest in people than objects by focusing longer on human faces than any objects.</li> <li>• Looks closely at the face and eyes of the person talking to him.</li> <li>• Coo's when talked to and has begun to give a small chuckle or laugh.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about hands by bringing them close to face and watching them, and also by mouthing them.</li> <li>• Recognizes his bottle.</li> <li>• Learning through sense of hearing in addition to vision – looking around the room when hearing a sound and cooing when talked to.</li> <li>• Continues to use vision to learn, looking back and forth between toys, and looking at the face and eyes of the person talking</li> <li>• Still prefers human faces, but will look around the room to others and objects</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Increased control of head - looks around from many positions which allows the opportunity to begin to seek out toys or explore visually.</li> <li>• Tolerate being on tummy</li> <li>• On tummy can lift up on forearms and begin to lift on straight arms to look at caregiver or others in the environment.</li> <li>• Sit upright on someone's lap with support and turn head to look around.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Several sucks before swallowing</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Definite cry for hunger distinguishable by caregivers</li> </ul>

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4 Months	<ul style="list-style-type: none"> <li>• Holds toys and will take some of those toys to mouth for further exploration.</li> <li>• Recognizes familiar people and will get excited, smile, vocalize and reach out for caregiver.</li> <li>• Rolling off of tummy to get a fuller view of the world or communicate with caregiver.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocalizes, smiles, and reaches out to a familiar person and may laugh aloud when playing.</li> <li>• May get upset and cry if play is interrupted.</li> <li>• Vocalizes and jabbers when left alone.</li> <li>• May show distress when hearing an angry voice</li> <li>• Laughs aloud when playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Watches movement of own hands and will follow a dangling toy or object with eyes</li> <li>• Gets excited when seeing bottle prepared</li> <li>• Reaches for toys and is able to grasp a toy for a few seconds.</li> <li>• May bring the toy to mouth.</li> <li>• Turns head toward a voice or the sound of a rattle.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Getting stronger, tolerates being on tummy with head and chest up for longer periods of time.</li> <li>• Discovers noise can be elicited from toys by purposeful shaking - may not have perfect control</li> <li>• Is interested in holding a toy in hand for a few seconds as observed by work to get toy</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• May place both hands on bottle</li> <li>• Pats bottle</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Distinct cries for multiple needs</li> </ul>
5 Months	<ul style="list-style-type: none"> <li>• Increased interest in toys now and has become interactive with caregivers as seen in social interactions, such as giggling and imitating faces.</li> <li>• Can distinguish the difference between happy and angry voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased interest in toys now and has become interactive with caregivers as seen in social interactions, such as giggling and imitating faces.</li> <li>• Can distinguish the difference between happy and angry voices.</li> </ul>	<ul style="list-style-type: none"> <li>• New ways of playing with toys including exploring them with mouth.</li> <li>• Turns head and look when a toy is dropped.</li> <li>• Social skills also impact learning - will imitate a few simple facial expressions and laugh aloud when tickled or talked to.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• More sophisticated grasping can hold a toy in both hands at the same time.</li> <li>• If a toy is dropped, he will look for it, then pick it back up</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• May begin taking food from a spoon.</li> <li>• Places both hands on bottle during feeding</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Continues to cry to get primary needs met, but may also use cooing or smiles to get social needs met.</li> </ul>
6 Months	<ul style="list-style-type: none"> <li>• Much more mobile now - is able to roll and is showing signs of early prop sitting.</li> <li>• Making many sounds and enjoys smiling.</li> <li>• Turns quickly to a caregiver's voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes parent's voice and turns immediately when hears it across the room.</li> <li>• First separation anxiety is beginning as she can now distinguish strangers from those who are in family circle.</li> <li>• Smiles and vocalizes to image in the mirror</li> <li>• Gets excited when hearing someone nearby.</li> <li>• Let's others know she is interested in engaging with them through vocalizing and waving arms.</li> <li>• Coos or babbles when happy and she smiles a lot when playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in toys and actively reaches for them in play.</li> <li>• Consistently puts the toys and other objects into mouth while playing.</li> <li>• Looks for toy when dropped, showing memory that it exists even when out of sight.</li> <li>• Imitating simple sounds as well as facial expressions.</li> <li>• Smiles, vocalizes and pats at own image in a mirror.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Rolling in all directions to get to toys and caregiver.</li> <li>• Can sit in a high chair for mealtime</li> <li>• Discovers feet/toes as toys and enjoys playing with them.</li> <li>• Enjoy standing in parents lap and gets excited to be in this taller posture – she may respond by laughing, smiling, cooing, holding the position to continue to be held in this position.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Holds bottle easily.</li> <li>• Rakes up cheerios with fingers against palm of hand (if opportunity exists).</li> <li>• Able to pick up a sippy cup with a handle, but may not yet have opportunity for this experience.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Distinct cry/behavior for different needs</li> </ul>

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7 Months	<ul style="list-style-type: none"> <li>New view of his toys as he is able to sit by himself and use hands freely to manipulate toys before taking them to mouth.</li> <li>Vocalizations are expanding to include some consonant vowel combinations.</li> <li>Showing signs of wanting to crawl.</li> </ul>	<ul style="list-style-type: none"> <li>Continues to show a strong attachment to primary caregivers.</li> <li>Still enjoys looking at mirror image.</li> <li>Coos and babbling continue to be a response to social stimuli as well as a way to engage others.</li> </ul>	<ul style="list-style-type: none"> <li>Interest in toys and playing expands</li> <li>Plays with paper when it is offered</li> <li>Holds one toy in a hand and picks up another toy with the other hand</li> <li>Reaches persistently for toys, picks up and transfers toy from one hand to another, and bangs and shakes toys to elicit a noise</li> <li>Vocalizations continue with additional vowel sounds being added.</li> <li>May even be able to make consonant vowel combinations as babbles in play.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Eager to move to get to toys</li> <li>Can sit and play with toys, go onto tummy and reach out with one arm</li> <li>Experiments on hands and knees by rocking back of forth most are able to scoot backwards.</li> <li>Uses hands to manipulate toys between them and will reach out fully to get to a toy.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Eats solid foods from a spoon well</li> <li>Can finger-feed dry cereal, small pieces of meat/fruits/vegetables</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Will reach or push away to indicate needs regarding food/drink</li> </ul>
8 Months	<ul style="list-style-type: none"> <li>Exploring more now that sitting, rolling, scooting and maybe crawl forward.</li> <li>Everything seems to be a new adventure.</li> </ul>	<ul style="list-style-type: none"> <li>Continues to increase ability to vocalize in "conversation" to respond to people.</li> <li>First separation anxiety is resolving.</li> </ul>	<ul style="list-style-type: none"> <li>Continues to increase ability to vocalize in "conversation" to respond to people.</li> <li>First separation anxiety is resolving.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>May be scooting forward in a modified crawl to get to toys, caregiver or bottle.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Much more successful in finger feeding</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>May use shouting to get someone's attention (not just whining, crying)</li> </ul>
9 Months	<ul style="list-style-type: none"> <li>Engaged and interactive with others.</li> <li>Early "conversation" is happening with others.</li> <li>New found freedom with crawling, and may explore large areas of a room.</li> <li>More independent in finger feeding.</li> </ul>	<ul style="list-style-type: none"> <li>Turning head if name is called, making eye contact and smiling to acknowledge interaction.</li> <li>Shakes head "no-no" and uses vocalization, turning or pushing away to indicate finished or doesn't like what is being offered.</li> <li>Notifies and vocalizes when Mom is preparing to leave the house.</li> <li>Exchanges smiles, loving faces and other expressions with parents, including back and forth sounds.</li> <li>Plays interactive games such as chase or peek-a-boo</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding of object permanence, as will search for a toy when it is taken away.</li> <li>Purposefully releases a toy from hand and will engage putting things in and out of containers.</li> <li>Shakes his head "no-no" to indicate what he does/doesn't want.</li> <li>Turns to make eye contact and smiles when name is called, showing both an understanding of name and the social interaction.</li> <li>Imitates simple sounds and many consonant vowel combinations can be heard now in play.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Sure in sitting and transitioning into other positions from sitting to play or to get other needs met.</li> <li>May be pulling up to stand using their caregiver or the furniture.</li> <li>Shows excitement and engages in play by clapping hands together.</li> <li>May enjoy banging objects to make very loud noises.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Holds, bites, and chews cracker or cookie</li> <li>Grasps food and small toys/objects with thumb and forefinger (early inferior pincer grasp - more refined/neat pincer grasp is by 12 months)</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Shakes head "no-no"</li> </ul>

Age	General Impression	Positive Social Emotional Skills	Acquiring Knowledge and Skills	Take Appropriate Actions to Meet Needs
10 Months	<ul style="list-style-type: none"> <li>Beginning to respond to social games.</li> <li>Motivated by ability to move as can now pull up to standing from sitting position and crawl on hands and knees to get to toys or caregiver or explore new areas.</li> <li>May "push" boundaries with this new mobility.</li> </ul>	<ul style="list-style-type: none"> <li>Showing early understanding of social games as will respond with an action to a simple request i.e. wave bye-bye, peek-a-boo and so big.</li> <li>Beginning to get an understanding of "no-no" as will stop briefly actions when told no.</li> </ul>	<ul style="list-style-type: none"> <li>Showing interest in books and looking at pictures</li> <li>Likes to imitate caregiver's actions in play by banging, stirring, patting, etc.</li> <li>Exploring toys by poking and touching with index finger.</li> <li>Easily uncovers toys that are hidden and will move other objects in an attempt to find a lost toy.</li> <li>May show a preference for certain toys and routinely seek those toys.</li> <li>Calls "mama" and "dada" although it may not yet be specific</li> <li>Will stop what actions when told "no-no," if only for a brief period.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Crawling now to get needs met (toys, caregivers).</li> <li>Likes standing and will be cruising along the furniture to get to many items – even those that are "off limits" such as a glass with water.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Eating more foods and relying less on bottle and/or breast for nutrition</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>May go to pantry/kitchen looking for food</li> </ul>
11 Months	<ul style="list-style-type: none"> <li>Exerting more independence in mobility and feeding skills.</li> <li>Most will be experimenting with standing alone without support of caregiver or furniture.</li> <li>Repeats actions, such as laughing, to get a response from others in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>Showing an awareness of how actions get a positive response (i.e. laughing) from adults.</li> <li>Will repeat actions to get the desired response.</li> </ul>	<ul style="list-style-type: none"> <li>Understands actions have an effect – will repeat sounds or gestures when they are laughed at.</li> <li>Actively seeking out toys now that motor skills allow</li> <li>Can hold crayons and make marks on the paper but may prefer to put the crayons in mouth.</li> <li>Can make many different vowel consonant combinations.</li> <li>Emerging into language with consistent names for mom and dad in the upcoming month.</li> <li>Babbling may sound more like words.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Most in the walking stage</li> <li>Independence opens up many paths to get entertainment and physical needs met.</li> <li>Begin to have the opportunity to "color" and are successful with making some marks on paper or other surfaces.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Finger feeds</li> <li>Shows early spoon-feeding skills</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>May say "baba" for bottle.</li> <li>Calls "mama" and/or "dada" to get needs met.</li> </ul>
12 Months	<ul style="list-style-type: none"> <li>Getting into everything, becoming very vocal and asserting self in new ways.</li> <li>Many children will be walking at this age, however, if not, then probably enjoying spending a great deal of time in a standing position.</li> <li>Newfound independence brings some separation anxiety when parent attempts to leave.</li> <li>Begins to follow simple directions (i.e. handing his/her parents a toy, waving bye-bye, finding shoes).</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing second separation anxiety as child clings to parent when the parent attempts to leave.</li> <li>Increased dependence on mother/primary caregiver as experiences more independence with emerging walking skills.</li> <li>Likes to be able to hear and see an adult most of the time and may even protest going to bed because of this separation.</li> <li>Begins to hand a toy to her parent when asked.</li> </ul>	<ul style="list-style-type: none"> <li>Increased curiosity about environment.</li> <li>Points to objects with index finger and looks back to caregiver with a questioning look.</li> <li>Connecting words with objects and can follow simple instructions such as "go get the ball."</li> <li>Understands simple directions related to daily routine.</li> <li>Says at least 2 words besides "mama" and "dada."</li> <li>"Sings" (makes sounds) when she hears music.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>More control with toy play</li> <li>Enjoys repeatedly putting things in/out of a container</li> <li>Enjoys shape sorters and cause/effect pop-up toys now that has more control over hand use</li> <li>Walking is emerging or has emerged and enjoys exploring larger areas of the house.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Finger-feeds self for part of a meal</li> <li>Can take off hat and shoes</li> <li>Cooperates with being dressed</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Indicates desire to "get down" or "get out" other than fussing or crying</li> <li>Says "ba-ba" or other word to indicate food desires</li> </ul>

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13 Months	<ul style="list-style-type: none"> <li>• Mobility continuing to open world.</li> <li>• Beginning to communicate using words for Mom, Dad, and simple food items, such as cup, juice, or cracker.</li> <li>• Babbling is very common and child may pretend to imitate parents doing activities such as talking on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in early conversation and follows directions to please adults.</li> <li>• Communicating with babbles and jargon and a few early words.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in receptive language and cognition.</li> <li>• Points and will often point to pictures with the expectation that caregiver will label the picture.</li> <li>• Following more simple one-step directions and will look around to find the object that is named by parent.</li> <li>• Showing better command of expressive language, as repeats simple sounds and words on request.</li> <li>• Early words are emerging.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Moving all over the house, following parent and exploring independently.</li> <li>• If the child is already walking, may resort to crawling if it will get them someplace quicker.</li> <li>• Uses hands in a coordinated manner both in eating and playing.</li> <li>• Cause/effect toys or busy boxes are easier to manipulate now.</li> <li>• Purposefully throws a ball from a sitting or standing position.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Cooperates with dressing and takes a few items off.</li> <li>• Finger feeds a good portion of the meal/snack.</li> <li>• Transitions to an open or sippy cup and reduction/elimination of the bottle should be occurring.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Uses mostly pointing and gesturing to request items, but may have a word or two to request cup, juice, milk or a favorite snack</li> </ul>
14 Months	<ul style="list-style-type: none"> <li>• Begins to initiate games (i.e. peek-a-boo) with caregivers and gives hugs and kisses to Mommy and Daddy.</li> <li>• Parents will have many "tricks" to show off what their child can do (i.e. wave bye-bye, blow kisses, where's your belly, etc.).</li> <li>• Can chew most foods well and is independently eating half of meal.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing affection to Mom and Dad by giving kisses and hugs.</li> <li>• Wants to be near adults and participates in many social games to please those adults.</li> <li>• Initiate games such as peek-a-boo with caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistence and problem solving converge and child is able to unwrap a present to find a hidden treasure.</li> <li>• Wants to imitate siblings and adults by using a crayon to scribble in imitation.</li> <li>• May be able to name a few pictures in a book, but still wants caregiver to name the pictures.</li> <li>• Gaining about one new word each week.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Should be walking steadily and independently</li> <li>• Experienced walkers may attempt to jump.</li> <li>• Able to turn pages in a book and scribble with a crayon when shown what to do.</li> <li>• Able to tear paper and unwrap a present.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Eating a larger variety of foods and is able to chew most foods well without the fear of choking.</li> <li>• Finger feeds approximately half of the meal.</li> <li>• Ability to undress has continued and includes pulling off her socks.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Increasing ability to request drink and food with gestures and 1-2 words</li> <li>• More sounds/word approximations accompany the gestures.</li> </ul>

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15 Months	<ul style="list-style-type: none"> <li>• Generally always on the go and into everything without a sense of danger.</li> <li>• Normal concerns for parents are electrical outlets, climbing furniture or running out into the street.</li> <li>• Beginning to communicate more by pointing and vocalizing wants and needs.</li> <li>• Walking and climbing stairs on hands and knees.</li> </ul>	<ul style="list-style-type: none"> <li>• Anxious around strangers and instead prefers to be near caregiver.</li> <li>• Not yet walking around house independently even though is capable of doing so.</li> <li>• Probably using the word "no" or "stop" to assert self and communicate feelings to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity and learning are driven by motor skills and it may be difficult to slow down to do fine motor tasks or "read" books.</li> <li>• Touches everything and lacks the sense of danger for outlets or climbing to high places.</li> <li>• Beginning to show ability to play with toys - may even be able to play with a single toy in a variety of ways (this should be mastered by 18-20 months).</li> <li>• Using jargon mixed with single words.</li> <li>• Pointing and vocalizing to indicate wants, such as pointing to the pantry or refrigerator when hungry.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Walks alone throughout environment and can easily squat down to pick up a toy without falling.</li> <li>• May spend time playing in a squatting position.</li> <li>• Curiosity has grown with the ability to move about, the child will naturally attempt to go upstairs on hands and knees.</li> <li>• Parents may comment on constant motion.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• More active role in dressing by raising arms/lifting legs to help caregiver with dressing.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• More specificity with pointing and vocalizing to caregiver what he wants (e.g., points to pantry if hungry).</li> <li>• Several words (2-5) to request food items (cup, juice, cookie, eat, milk, cracker, etc.)</li> </ul>
16 Months	<ul style="list-style-type: none"> <li>• Beginning to show early learning skills such as making animal sounds and pointing to a few body parts (usually face parts first).</li> <li>• Imitate grown-up activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitating grown up activities - pretend to talk on the phone or wipe down the table.</li> <li>• Engaging with adults and doing activities to please caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitation drives learning – such as imitating activities that Mom and Dad do (e.g., sweeping).</li> <li>• Using a toy in many different ways and can be seen using a simple block as a telephone or a bowl as a hat.</li> <li>• Makes several animal sounds recalling both the sound and matching it to the appropriate animal.</li> <li>• She can point to all of her facial features upon request.</li> <li>• Child has a vocabulary of 10-25 words.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Gait is narrower now and is able to walk and carry toys from room to room.</li> <li>• Interested in going up stairs by walking with assistance from a caregiver.</li> <li>• Plays with one toy in a variety of ways, as ability to use hands to manipulate small pieces improves.</li> <li>• Tries to figure out what other ways the toy can fit together or work by changing the pieces around.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Beginning signs of independent dressing appear (putting on a hat)</li> <li>• Begin to use a spoon (maximum spilling) and can hold an open cup and drink with moderate spilling.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Vocabulary continues to increase, especially related to wants/needs.</li> </ul>

Age	General Impression	Positive Social Emotional Skills	Acquiring Knowledge and Skills	Take Appropriate Actions to Meet Needs
17 Months	<ul style="list-style-type: none"> <li>• Increased vocabulary</li> <li>• Dexterity with crayons and puzzles</li> <li>• Ability to use a spoon.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to notice other children. This is a critical point for the child to begin understanding that other people exist and there is a whole world to interact with.</li> <li>• Egocentricity will not fully dissipate until nearly middle childhood, but this is an early step in beginning social relationships with other children.</li> <li>• Although parallel play dominates, he may compete for a toy with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand-eye coordination and problem solving skills are working together as observed by completion of simple puzzles and imitating simple lines with a crayon.</li> <li>• Enjoy coloring.</li> <li>• Can pick up and put away toys when asked.</li> <li>• Vocabulary is 10-20 words.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Beginning to do a fast walk or stiff locking run.</li> <li>• Climbs over anything in the house that may block way to getting to toys or other desired objects</li> <li>• Adept at completing puzzles now that the ability to rotate hands/fingers has evolved</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Trying to use a spoon independently still has a significant amount of spilling (50%).</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Has several words, may use motor skills to go and get own food / drink.</li> </ul>
18 Months	<ul style="list-style-type: none"> <li>• Spending a lot of time running, climbing and moving toys around.</li> <li>• Beginning simple pretend play and can follow two-step directions.</li> <li>• Temper tantrums are common.</li> <li>• Eating with a spoon and no longer places toys or objects in mouth (only food).</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel play still dominates.</li> <li>• Temper tantrums are common, especially when communicating feelings or when play is interrupted.</li> <li>• Increasing independence and feels comfortable exploring the house without adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning simple pretend play (i.e. feeding the doll).</li> <li>• Experimenting with unfamiliar objects to determine their purpose</li> <li>• Only puts food items in mouth</li> <li>• Attention and interest in books has increased and listens to Mom or Dad read a modified/shortened version of a story.</li> <li>• Points to pictures when asked, "where's the ...."</li> <li>• Points to body parts beyond facial features,</li> <li>• Names familiar objects when asked, and repeat several words upon request.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>• Very active and running now.</li> <li>• Can move large objects and toys and may be seen pushing a chair up to the kitchen counter to get something higher than can reach.</li> <li>• Walks upstairs with one hand held.</li> <li>• Bets into adult and child sized chairs to sit down</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>• Continues working on taking clothes off and can now unzip zippers, take off shoes, socks, hat and gloves.</li> <li>• Allows teeth to be brushed without excessive fussing.</li> <li>• Independent eating is coming along - can now spoon-feed with little spilling.</li> <li>• Hands empty dish to parent when finished eating.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>• Has several words, however, often uses motor skills to get own needs met</li> </ul>



Age	General Impression	Positive Social Emotional Skills	Acquiring Knowledge and Skills	Take Appropriate Actions to Meet Needs
21 Months	<ul style="list-style-type: none"> <li>Enjoys pretend play with dolls or figurines.</li> <li>Personality shines through all actions</li> <li>Very set in ways, fussing when things aren't "just so."</li> <li>Can now use vocabulary to communicate( 20 + words)</li> <li>Can now follow more complicated/multi-step directions</li> <li>Often helpful to caregiver with daily tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Better understanding of others' feelings, tries to comfort others when noticing they are upset.</li> <li>Independence allows movement away from Mom and sits with other familiar adults</li> <li>Attempts to problem solve independently rather than relying on adults</li> <li>Exhibits varying emotions during play</li> <li>Adults may hear/see verbal or physical scolding of stuffed animals/dolls in play.</li> </ul>	<ul style="list-style-type: none"> <li>Very independent and will attempt to problem solve independent of adults.</li> <li>Attention has increased and will sit and look at a book for several minutes.</li> <li>Can put away some of toys/shoes.</li> <li>May be very interested in small objects - bugs may be fascinating</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Very interested in using body to balance on curbs, playing in a squatting position, crawling backwards down the stairs.</li> <li>Becoming more skilled with coloring and can imitate lines and copy circular scribbles.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Independently feeds with little spilling.</li> <li>Attempt to put on shoes and may be successful with slip-on or sandal type shoes</li> <li>Beginning to notice when diaper is wet or dirty.</li> <li>May separate self to have a BM or pull at diaper when it is not dry.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Language is developed enough to enable requests for food when hungry and may ask for toilet or drink.</li> <li>Many testing tools indicate toilet training beginning at this age; it is more likely to happen after 2 years old.</li> </ul>
24 Months	<ul style="list-style-type: none"> <li>Prefers to be around other children and is very interested in what they are doing.</li> <li>Will defend toys often saying "mine."</li> <li>Showing more awareness of body functions.</li> </ul>	<ul style="list-style-type: none"> <li>Strong sense of "mine" and will claim everything as own.</li> <li>May "hoard" some toys and definitely will protest them being taken</li> <li>Beginning to want to play with other children and may attempt to initiate play activities with them.</li> <li>Sharing isn't expected at this age, however, may be able to hand a toy to another child (assuming the toy isn't holding too much of her interest).</li> <li>Prefers to be around other children, showing an interest in playing with them even if not always able to initiate play activities.</li> <li>Role-play with dolls and figurines expressing a wide variety of emotions, including exploring and testing aggression</li> </ul>	<ul style="list-style-type: none"> <li>Pretends with dolls/figurines, and pretends that other household objects/toys are something other than their ordinary use (i.e. blocks are food; remote control is a telephone, etc.).</li> <li>Attention span has increased dramatically and the intensity makes it difficult to between activities</li> <li>Enjoys books, which is a critical to building vocabulary and exposure to a variety of objects, ideas and experiences.</li> <li>Uses 50 – 100 words and put those words together in 2 word phrases to communicate with others.</li> <li>Strangers should easily understand about 50% of what is said</li> <li>Uses the pronouns "I," "you," and "me", although doesn't always have complete mastery of them.</li> <li>Understands prepositions, such as under, over, in and out.</li> <li>Refers to self by name or as "I."</li> <li>Understanding of language exceeds what able to express</li> <li>Understands and identifies many body parts, even beyond the simplest ones.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>The intense drive for motor activities has weakened some and can now sit to focus on specific toys.</li> <li>Turns pages of a book one page at a time</li> <li>Purposefully controls a crayon when coloring</li> <li>Completes 5-7 piece puzzles</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>May squat, hold self, and/or verbalize toilet needs.</li> <li>May be able to remove most all clothing, but will still need help with buttons.</li> <li>Can take pants/shorts off/on which assists with toilet training.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Uses language to claim ownership of toys and personal belongings, and protests someone taking a toy, says "mine."</li> <li>Asks for snacks or drinks when hungry/thirsty.</li> </ul>

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27 Months	<ul style="list-style-type: none"> <li>Understands early concepts i.e. big/little.</li> <li>Natural curiosity for learning is very strong and asks a lot of questions to learn about new things.</li> <li>May protest change in routine – example: normally reads a book, then brushes teeth – reverse that order and may resist doing it because it's not the "right" way.</li> </ul>	<ul style="list-style-type: none"> <li>Strong sense of independence and becomes very frustrated when unable to complete a task without assistance.</li> <li>Rigidity around schedule and routine</li> <li>Struggles with wanting to be independent, parents may see some instances of separation anxiety</li> <li>Interest in other children is continuing to grow - able to offer toys to others and initiate play activities with those other children. Those play activities may not always be successful, but they are becoming more regular.</li> </ul>	<ul style="list-style-type: none"> <li>Explosion of "school type" learning.</li> <li>Beginning to understand concepts such as big/little.</li> <li>Early counting is emerging and some parents may be working on identifying letters in the child's name (though there is no expectation the child would be able to achieve this yet).</li> <li>Enjoys coloring and wants to imitate "writing" to the extent that can imitate drawing several different types of lines and a circle.</li> <li>Mastered verbal imitation and will imitate words and phrases upon request with ease.</li> <li>Continues acquiring language at a rapid pace. Two word phrases dominate communication and vocabulary is 75+ words.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Builds large towers with wooden and with interlocking blocks - loves to build and knock down.</li> <li>Easily manipulates small toys.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Can undress self almost completely – may change clothes several times a day simply because he can.</li> <li>Begin to follow social/health rules i.e. sneezing into elbow.</li> <li>If snacks are kept in lower cabinets, can go and get own snacks/cereal.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Language skills to request all needs related to hunger and thirst.</li> <li>May opt to just "do it himself" rather than request verbally.</li> </ul>
30 Months	<ul style="list-style-type: none"> <li>Parents may be beginning to look at preschool programs.</li> <li>May name their friends, identify one or two colors correctly, and understand social rules.</li> <li>Loves routines and still becomes upset when they are altered, or when things are not done "correctly" – as perceived by the child.</li> </ul>	<ul style="list-style-type: none"> <li>Very set routine – loves routine and does not have the flexibility to immediately accept changes to this routine (may fuss or protest, but will be able to move beyond the change).</li> <li>Keen on things being done correctly – of course, "correct" is how child defines it and wants it to be.</li> <li>Becoming more social and will even ask for a friend by name.</li> <li>Beginning to understand social rules, i.e. dessert comes after dinner.</li> </ul>	<ul style="list-style-type: none"> <li>Additional preschool skills are emerging - matching primary colors and may be able to name one or two colors correctly</li> <li>States first and last name and also the names of some friends and teachers.</li> <li>Looks at pictures or objects and tell what they are used for – items such as keys, money, and shoes.</li> <li>Tells parents that something is "broken" when it doesn't give the child the expected effects.</li> <li>Language is exploding into simple sentences using 100+ words.</li> <li>Mastery of spoken language includes the ability to make words plural and even using some early action/ –ing words.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Ability to hold crayons and pencils has developed to a more mature grasp and away from holding them in fist.</li> <li>Will help to pick up and carry toys to put them away.</li> <li>May enjoy helping parents unpack groceries or other "heavy" items.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Begin to use a fork, brush teeth and dry hands after washing them.</li> <li>May be able to put on a piece of clothing independently.</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Use two to three word sentences to request food/drink items.</li> <li>May also tell what should be given for specific meals according to regular routine.</li> </ul>

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33 Months	<ul style="list-style-type: none"> <li>Beginning to participate in associative play behaviors (several children playing together, interacting, in a loosely organized manner).</li> <li>Beginning to accept routine changes without the intense resistance.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming truly social now.</li> <li>Has associative play skills with friends and participates in simple conversations with both caregivers and peers.</li> <li>Points self out in pictures along with other close family members and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Easier to assess what a child knows and understands since their language has progressed so dramatically.</li> <li>Tells caregivers about events that have happened in the past, although their concept of time is not yet fully developed.</li> <li>Using 3-4 word sentences with clarity of speech that is about 75% understandable by strangers.</li> <li>Very curious and asks a number of questions each day - questions are becoming more complex and include "why" questions about items in daily life.</li> </ul>	<p><u>Controls Body to Get Wants and Needs Met</u></p> <ul style="list-style-type: none"> <li>Up and down stairs with alternating feet.</li> <li>Controls hands and draws circles and other lines without demonstration.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Increasing independence</li> <li>May be toilet trained during the day;</li> <li>Dresses, with supervision, and can even put on a coat.</li> <li>Follows multi-step directions, which involve self-care (i.e. go to the bathroom, get your toothbrush and bring it to Mommy)</li> </ul> <p><u>Makes Wants and Needs Known</u></p> <ul style="list-style-type: none"> <li>Expresses hunger and thirst verbally with ease.</li> </ul>
36 Months	<ul style="list-style-type: none"> <li>Frequently asking questions such as "why" and "where."</li> <li>Puts on own shoes and feeds without any difficulty</li> <li>Participates in singing songs and nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in simple group games (e.g., "Ring Around the Rosey") with adult help.</li> <li>Joins in nursery rhymes and songs.</li> <li>Talks about own interests and feelings.</li> <li>Has friends and will enjoy playing with them (associative play).</li> </ul>	<ul style="list-style-type: none"> <li>Preschool / school readiness skills are continuing to blossom.</li> <li>Correctly answers "Are you a boy or a girl?"</li> <li>Understands several prepositions.</li> <li>Enjoys pretending to play different characters with a friend or caregiver.</li> <li>Makes dolls or action figures talk and move around.</li> <li>Asks many questions and can correctly answer "what," "where," and "who" questions.</li> </ul>	<p><u>Mobility and Use of Hands to Play</u></p> <ul style="list-style-type: none"> <li>Up/down stairs with alternating feet.</li> <li>Can hop on one foot for a couple of hops.</li> <li>Uses scissors to cut a piece of paper from one side to the other.</li> </ul> <p><u>Self-Care</u></p> <ul style="list-style-type: none"> <li>Can pour a drink from a pitcher into a cup.</li> <li>Puts on shoes (cannot yet tie them);</li> <li>Undresses completely without help and can unbutton front buttons.</li> <li>Feeds self without any difficulty.</li> </ul> <p><u>Expressing Needs (Hunger and Thirst)</u></p> <ul style="list-style-type: none"> <li>Has all the verbal skills necessary to indicate needs related to hunger and thirst.</li> </ul>