



CHILDREN'S
LEARNING
INSTITUTE

24-36 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 well
- Runs easily
- Jumps in place
- Rolls, pounds, squeezes, pulls playdough
- May start to hold a crayon between thumb and fingers
- Scribbling becomes more varied to include vertical lines, horizontal lines, and circles
- Learns to turn paper pages, may turn 2 to 3 pages at a time
- Completes simple puzzles
- Stacks a tower of blocks
- Strings large beads together
- Turns a doorknob
- Screws/unscrews a lid
- Undresses by self, unzips zippers, and takes off shoes
- Shows signs of readiness for toilet training (e.g., stays dry for longer periods of time)
- Washes and dries hands
- Begins to brush teeth with adult assistance
- Enjoys helping with simple household chores (e.g. wiping the table, feeding a pet)
- Tells where it hurts when in pain

SOCIAL-EMOTIONAL

- Says "please" and "thank you" when reminded
- Shows interest in other children and enjoys being around them, even if not playing together yet
- May show preference for certain children, show affection for friends
- Participates in simple group activity or group game like chase
- Begins to take turns with assistance
- Recognizes some emotions in self and others; begins to name feelings
- Takes pride in own accomplishments by smiling, clapping, cheering for self, or saying "I did it!"
- May have increased temper tantrums, physical aggression, or rapid mood shifts

LANGUAGE & LITERACY

- Matches 3 to 4 colors
- Understands "big" and "little"
- Likes to hear same story repeated
- Follows instructions with 2 steps
- Understands words like "in," "on," and "under"
- Begins to understand "what" and "where" questions
- Understands simple questions dealing with his/her environment and activities
- Identifies objects by function (e.g., "Show me what we eat with")
- Names body parts
- Can say between 200 and 900 words
- Uses short sentences
- Asks questions like "What's that?" or "Where's my ___?"
- Uses quantitative words (e.g., "some," "one," "more")
- Says first name, age, and sex
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Carries on a conversation using 2 to 3 sentences
- May carry on pretend conversation between self and dolls/stuffed animals
- Uses two-word negative phrases, such as "no want"
- Talks to other children as well as adults
- Speech is understood by most listeners most of the time
- Loves reading the same book again and again
- Holds book right side up
- Learns to turn paper pages, may turn 2 to 3 pages at a time
- Searches for favorite picture or page
- Tells about pictures in own words
- Repeats some of the words or phrases in a story
- Fills in words or completes the end of sentences/rhymes in familiar stories
- Pretends to read books aloud to self
- Begins to recognize some frequently seen signs and symbols (e.g., stop sign or fast food logo)
- Scribbling becomes more varied to include vertical lines, horizontal lines, and circles
- May start to hold a crayon between thumb and fingers
- May verbally describe own drawings or "writing"

continued on reverse

24-36 months, continued.

COGNITIVE

- Knows where things usually belong
- Uses a chair or stool to reach an object
- Completes simple puzzles
- Strings steps of pretend play together in a sequence (e.g., making crying noise to indicate doll is sad, preparing food for doll, feeding it, and putting it to bed)
- By 36 months, begins to pretend play a greater variety of events (e.g., visiting the doctor, going to the zoo, birthday party)

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.

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had