

Abbreviated Reference Tool For Developmental Milestones

Infants (Birth – 18 months)

NORMATIVE DEVELOPMENTAL GUIDELINES

Physical

- Sucking, grasping reflexes
- Able to follow objects and to focus
- Reaches for objects
- Develops eye-hand coordination
- Achieves mobility, strong urge to climb, crawl
- Learns to grasp with thumb and finger

Emotional, Social, Intellectual and Cognitive

- Tests limits
- Vocalizes sounds (coos)
- Begins to respond selectively to words

MEASURES OF WELL-BEING

- Wants to have needs met
- Develops a sense of security
- Smiles spontaneously and responsively
- Prefers primary caregiver, may cry when strangers approach

SIGNALS OF DISTRESS

- Does not use eyes to follow or focus on an adult's face
- Hand(s) are tightly fist(s); leg(s) are stiff and feet are plantar flexed (toes pointed)
- Does not move both arms and legs actively in play; not walking at 18 months
- Does not sit alone with arms free; does not yet roll from tummy to side at 10 months
- Does not transfer toys from hand to hand at nine months
- Does not respond; seems especially withdrawn

Toddlers (18 months – 36 months)

NORMATIVE DEVELOPMENTAL GUIDELINES

Physical

- Enjoys physical activities: running, kicking, climbing, jumping, etc.
- Beginnings of bladder and bowel control towards latter part of this stage
- Increasingly able to manipulate small objects with hands

Emotional, Social, Intellectual and Cognitive

- Becomes aware of limits; says "no" often
- Establishes a positive, distinct sense of self
- Makes simple choices
- Limited vocabulary of 500 - 3,000 words in three to four word sentences
- Ego-centric and concrete in thinking, believes that adults know everything
- Able to relate their experiences, in detail, when appropriately questioned
- Learning to use memory and acquiring the basics of self-control

MEASURES OF WELL-BEING

- Constantly interacts with surroundings

Sources: National Resource Center for Family-Centered Practice and Permanency Planning. (2007). Hunter College School of Social Work. Retrieved from <http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/worker-child-visiting/ModuleThreeHandouts.pdf> on May 8, 2008.

Whatcom County Health and Human Services. (2003). Red Flags in Motor Development, *Whatcom County Child Health Notes*. Retrieved from <http://www.co.whatcom.wa.us/health/pdf/child/MotorRedFlags9-01.pdf> on May 8, 2008.

Expresses emotion
Responds creatively to caretakers and friends
Starting to develop play-focused social relationships with other children

SIGNALS OF DISTRESS

Does not walk at 18 months or walks exclusively on toes
Does not speak at least 15 words and has not yet begun to use two-word sentences
Does not seem to know the function of common household objects (telephone, dishes, chairs)
Does not imitate actions or words or follow simple instructions
Falls frequently or has trouble using stairs
Has difficulty manipulating small objects or cannot copy a circle
Has extreme difficulty separating from his or her mother

Pre-school Age Children (3 years - 6 years)

NORMATIVE DEVELOPMENTAL GUIDELINES

Physical

Able to dress and undress self
Has refined coordination and is learning many new skills
Very active and likes to do things like climb, hop, skip and do stunts

Emotional, Social, Intellectual and Cognitive

Can use a pencil to draw shapes, and eventually letters and words
Eager to learn
Has a strong desire to please adults
May focus on only one part of a situation (e.g. thinks tall narrow bottle contains more liquid than a short, wide bottle with an equal amount because one is taller)

MEASURES OF WELL-BEING

Curious and inquisitive about surroundings
Active and enjoys play with other young children
Developing physical strength
Developing independence in making small decisions

SIGNALS OF DISTRESS

Withdrawn
Talks excessively about violence or other mature topics
Not interested in "pretend" play or other children

School-Age Children - Early Adolescence (6 years – 12 years)

NORMATIVE DEVELOPMENTAL GUIDELINES

Physical

Able to do a series of motions in a row in order to do a complicated motor activity like pumping on a swing, skipping, jumping rope, or swimming strokes
Begins physical adult development as approaches 12 years

Emotional, Social, Intellectual and Cognitive

Able to follow two-step directions
Knows full name, age and address
Able to answer who, what, when, where, why questions
Learning to use standards like grades or home runs to measure performance
Tends to identify with parent of the same sex
Beginning to compare self against other people's expectations

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MEASURES OF WELL-BEING

Demonstrates social relationships with peers
Feels comfortable in the school setting
Inquisitive, responsive to questions, even if in a reserved manner

SIGNALS OF DISTRESS

Bed-wetting late into childhood
Verbal or outward expression of anxiety about school or home

Middle Adolescence – Adults (13 years – 21 years)

NORMATIVE DEVELOPMENTAL GUIDELINES

Physical

95% of adult height reached
Less concern about physical changes, increased interest in personal attractiveness
Excessive physical activity alternating with lethargy
Secondary sexual characteristics

Emotional, Social, Intellectual and Cognitive

Struggle with sense of identity
Strong peer allegiances; fad behavior
Risk-taking, a sense of invincibility (e.g. "It can't happen to me.")
Testing new values and ideas
Importance of relationships – perhaps invested in single romantic relationship
Growth in abstract thought reverts to concrete thought under stress
Cause-effect relationships better understood
Very self-absorbed

MEASURES OF WELL-BEING

Exercising independence gradually (excited about driving, etc.)
Has established relationships with peers
Participates in at least one hobby or extracurricular activity that brings joy

SIGNALS OF DISTRESS

Persistent misbehavior, especially in the school setting
Aggressive behavior
Impulsivity in actions that may cause harm, impulsivity beyond normal experimentation
Emotional fragility

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Guidelines for Assessing Safety

For all Children and Youth:

- First aid kit
- Use of car seats or seat belts in vehicles
- Use of helmet when riding a bicycle

Infants and Toddlers

CHECK FOR:

- TVs and other pieces of standing furniture secured so that they cannot be pulled over
- Exposed wires or appliance cords out of reach of children
- Safety window guards on all windows above the first floor
- Safety gates installed at the top and bottom of all staircases
- First aid kit
- Appropriate car seat
- Appropriate high chair

SLEEP TIME AND CRIB SAFETY

- Check for window blinds or curtain cords near the baby's crib or other furniture.
- Condition of the crib: missing, loose, improperly installed or broken hardware?
- Is paint cracked or peeling? Are there any splinters or rough edges? Are top rails of crib less than $\frac{3}{4}$ of the child's height?

SAFETY CHECKLIST FOR SCHOOL AGE CHILDREN AND YOUTH (ADOLESCENTS)

- Do you know the address and telephone number at _____ (caregiver's name) house? What is it?
- Who provides supervision for you when _____ (caregiver's name) is not at home? How do you feel about staying with this person? Do you know how to reach _____ (caregiver's name) when they are away from home?
- Do you feel safe living with _____ (caregiver's name)? What are some things that make you feel safe? Are there situations in which you do not feel safe living with _____ (caregiver's name)? What are some of those situations?
- Do you know what to do in case of an emergency, like a fire? Can you tell me?
- Do you know where the first-aid kit is kept? Do you know how to use the different items in it?
- Do you ever stay over at someone else's house? How often do you do this? Do you like this?
- How do you get to and from school?
- Does _____ (caregiver's name) know where you are when you are away from home and not at school?
- Do you know what to do if a stranger talks to you on the street or asks you to go somewhere with him or her?