



# Is Your Child on Track?

*All children develop at individual and different rates, and there is a wide range of “typical” development.*

*If you have any questions about your child’s development, or the rate at which he/she is meeting milestones, call MKSA at 516-731-5588 and our professionals will answer any questions and guide you in your child’s development.*

*Feel free to print this page to share and discuss with your child’s pediatrician.*

## Birth to 3 months

### MILESTONES

Tracks a slowly moving object 8-12” away  
Brings hand to mouth  
Mouths toys  
Turns head toward direction of sound  
Startled by loud noises  
Makes noises other than crying  
Looks at human faces or black and white patterns  
Cries, but is comforted when picked up and held  
Begins to develop a social smile  
Swallows liquids with no difficulty  
Sleeps for 4- to 10-hour intervals  
Enjoys bath time  
Raises head briefly when lying on stomach  
Grasps and shakes hand toys  
Moves arms and legs more smoothly

### SUGGESTED ACTIVITIES

Present colorful objects for baby to look at  
Talk and sing to baby  
Hang mobiles, play music, make animated faces  
Help baby’s motor development by engaging in ‘tummy time’ every day  
Give baby plenty of cuddle time and body massages  
Encourage baby’s responses by presenting objects with bright colors and faces  
Talk to baby every day to show that language is used to communicate

### WHEN TO BE CONCERNED

Doesn’t respond to loud noises  
Cannot support head well  
Has trouble moving one or both eyes in all directions  
Crosses eyes most of the time (occasional crossing is normal in first few months)  
Doesn’t grasp and hold objects  
Doesn’t follow moving objects with eyes  
Doesn’t smile at people  
Doesn’t babble  
Doesn’t push down with legs when feet are placed on firm surface

## 4 to 6 months

### MILESTONES

Plays with rattle placed in hand  
Purposely drops an object to watch it fall  
Pulls a cloth from face  
Smiles a lot; can laugh; coos when caregiver speaks  
Babbles chains of sounds  
Responds to own name  
Enjoys social play  
Expresses desire to be picked up  
Interested in mirror images  
Swallows pureed foods  
Uses tongue to move food in mouth  
Closes lips while swallowing  
Transfers object from hand to hand  
Sits up and stands with support  
Rolls both ways - front to back, back to front

### SUGGESTED ACTIVITIES

Present objects such as rattles, for baby to play with  
Help baby sit up with support during play time and during bath time  
Encourage baby to practice ‘tummy time’, roll over, and reach for objects while playing  
Offer toys that allow two-handed exploration and play  
Talk to baby to encourage language development; baby may begin to babble  
Respond with pleasure to baby’s sounds  
Communicate with baby; imitate baby’s noises and praise him/her when he/she imitates yours

### WHEN TO BE CONCERNED

Refuses to cuddle  
Doesn’t show affection for caregiver  
Seems very stiff, or very floppy  
Head still flops back when body is pulled to a sitting position  
Doesn’t respond to sounds around him/her  
Doesn’t smile, laugh or make squealing sounds  
Has difficulty getting objects to mouth  
Doesn’t roll over in either direction – front to back, or back to front  
Cannot sit with help

## 7 to 12 months

### MILESTONES

Finds hidden objects  
Pokes with index finger  
Looks at pictures in a book  
Says “ma-ma” and “da-da”; waves bye-bye  
Responds to name; follows simple spoken command; uses simple gestures, such as shaking head for “no”  
Points to request something  
Shows specific preferences for certain people and toys  
Plays simple games  
Plays well for short time with two or three children  
Feeds self finger foods; closes mouth on rim of cup; picks up cup and takes 4-5 swallows  
Sleeps through the night; takes 1-2 daytime naps  
Helps with dressing or undressing  
Crawls on belly; pulls self up to standing position; walks while holding onto furniture  
Uses pincer grasp (between thumb and forefinger); scribbles spontaneously  
Moves from back to sitting without help

### SUGGESTED ACTIVITIES

Play “peek-a-boo”, puppets, wave bye-bye; encourage two-way communication by responding to baby’s noises  
Establish a regular bedtime with a calming ritual starting one hour prior  
Help baby stand while holding baby’s hands  
Baby-proof baby’s environment  
Use gestures such as waving goodbye to help convey meaning; name and describe objects during everyday activities  
Use picture books to work on communication and bonding  
While standing at sofa, set a toy slightly out of reach to encourage walking while using furniture as support

### WHEN TO BE CONCERNED

Doesn’t learn to use gestures, such as waving hand or shaking head  
Drags one side of body while crawling (for over one month); asymmetry between the two sides of body; or body too stiff or too floppy  
Doesn’t search for objects baby sees being hidden  
Doesn’t respond to name or say single words; doesn’t babble  
Doesn’t point to objects or pictures  
Can’t stand when supported; can’t sit with help  
Doesn’t actively reach for objects  
Doesn’t follow objects with both eyes at near (one foot) and far (six feet) ranges  
Shows no interest in games of peek-a-boo

# Is Your Child on Track?

## 12 to 18 months

### MILESTONES

Looks at picture book with adult  
Places objects into cups; dumps out contents  
Knows what everyday objects are for (brush, telephone, etc.)  
Points to wanted object  
Can follow 1-step verbal command without gestures (i.e. "sit down"); protests by saying "no," shaking head or frowning  
Uses at least 5 words; points to at least 3 body parts when asked  
Separates easily from caregiver in familiar environment; may cling in new situations; may have tantrums  
Plays alone for short periods; extends toy to show others  
Enjoys simple make-believe play  
Chews textured foods; eats finger foods; stirs with spoon; drinks from cup; sips from straw  
Sleeps through the night; one daytime nap  
Fusses when diaper needs changing  
Walks alone; walks backwards, and down stairs with help  
Enjoys pushing or pulling toys while walking  
Holds crayon with fingers, hand on top, forearm turned so thumb is directed downward

### SUGGESTED ACTIVITIES

Give your child choices whenever possible; ask your child questions to help stimulate decision-making process  
Offer toys such as ride and pull toys, jack-in-the-box, music toys, and balls  
Let your child scribble with thick washable crayons or markers  
Encourage child to stack blocks and then knock them down  
Establish consistency with routines like meal-times and bedtimes  
Sing, play music for, and read to your child regularly  
Teach your baby to imitate your actions, including clapping your hands, blowing kisses, and playing finger games

### WHEN TO BE CONCERNED

Doesn't point to objects that he wants  
Doesn't spoon-feed and drink from cup independently  
Doesn't stack 2-4 objects  
Doesn't make eye contact  
Does not respond to name  
Cannot walk  
Doesn't seem to know function of common household objects  
Doesn't respond to simple verbal requests; doesn't have at least 5 words  
Experiences a dramatic loss of skills he/she once had

## 19 months to 2 years

### MILESTONES

Can name 5 or more objects  
Follows 2-step directions (pick up your toy and put it in the basket)  
Stacks 6-7 blocks  
Has 20-50 words; begins to imitate 2-word sentences  
Points and names objects in a book  
Can point to and name 15 or more pictures of common objects when named  
Sings familiar songs  
Listens quietly to story, music or TV  
Curious; gets into everything; often defiant; has difficulty sharing; wants caregiver nearby if upset  
Verbalizes bowel and bladder needs (50% of the time); tries to wash own hands and face  
Begins using fork; uses spoon independently  
Puts on simple clothing  
Walks well; walks backward  
Dances, jumps, runs and kicks; rides tricycle  
Draws using circular, vertical and horizontal strokes

### SUGGESTED ACTIVITIES

Give your child two choices when possible  
Read to your child; label, describe and talk about pictures in the book  
Color with your child and teach him games  
Teach your child simple clapping games  
Teach your baby what sounds animals make and practice by using an animal picture book  
Teach your child to throw and catch a ball  
Teach your child about dangerous things; consequences should be given for dangerous behavior after warnings  
Let your child make choices about food  
Reduce in-between snacks so he/she will be hungry at mealtimes

### WHEN TO BE CONCERNED

Doesn't point to objects when named  
Doesn't spoon-feed and drink from cup independently  
Doesn't stack 2-4 objects  
Doesn't copy others  
Doesn't gain new words  
Cannot walk  
Doesn't make eye contact  
Doesn't use 2-word sentences  
Experiences a dramatic loss of skills he/she once had

## 2 to 3 years old

### MILESTONES

Can tell his/her own age  
Understands "one," "one more," and "all"  
Imitates behavior of others; especially adults and older children  
Begins to sort by shapes and colors  
Says between 50-200 words; understands between 500-900 words  
Uses 2-3 word sentences  
Knows difference between boys and girls  
Loves picture books  
Begins make-believe play  
Is shy around strangers  
Recognizes when someone else is happy or sad  
Feeds himself with spoon  
Removes shoes, socks, and pants; unzips zipper  
Kicks large ball; jumps in place; stands on tiptoe  
Uses adult grasp when holding a pencil  
Catches ball, trapping against chest

### SUGGESTED ACTIVITIES

Explore the pages in a book each day; point to and label pictures  
Play make-believe and dress up  
Allow toddler to play with spoons, cups, pots pans  
Label items throughout the day especially when out in the community  
Play outdoors with water or sand box; play indoors with arts and crafts such as play-doh and paints  
Sing and dance to music; engage in finger play to rhymes and music  
Practice sorting, matching objects around the home such as socks

### WHEN TO BE CONCERNED

Does not make eye contact; does not respond to name  
Does not use gestures to communicate such as pointing  
Doesn't follow simple instructions; doesn't use two-word sentences; doesn't imitate actions or words  
Can't push a wheeled toy  
Repetitive movements with objects; repetitive movements or posturing of body, arms, hands, or fingers  
Child seems more interested in objects than people; does not show interest in other children  
Resists change in daily routine  
Uses people as "tools" to meet their needs  
Spins objects, has odd play  
Experiences a dramatic loss of skills he/she once had

# Is Your Child on Track?

## 3 to 4 years old

### MILESTONES

Can say name, age and sex  
Stacks 9-10 blocks  
Matches three colors  
Points to pictures of common objects described by their use (e.g. "Show me what you eat with.")  
Understands between 800-1500 words; mean sentence length is 3.4 words  
Understands most sentences  
Follow instructions with 2 or 3 steps  
Starts asking "why"; understands "in," "on," and "under"  
Becomes more social; makes friends easily  
May show more fears (of dark, of monsters)  
Can take turns in games; starts sharing toys  
Changes activities when requested  
Understands concept of "mine" and "his/hers"  
Eats on his own  
Stabs food with fork and brings to mouth  
Daytime control of toileting needs with occasional accidents  
Copies drawing a circle  
Stands on one foot for 3 seconds; kicks a ball at least 6 feet; pedals tricycle  
Threads four small beads on string

### SUGGESTED ACTIVITIES

Help child understand and ask questions  
Ask questions such as "Are you a boy?"  
Expand vocabulary; name body parts, and identify what you do with them-- "This is my nose. I can smell flowers."  
Use photographs of familiar people and places, and retell stories of events  
Let your child help with cooking by pouring ingredients and stirring things together  
Cut and sort pictures from a magazine into categories  
Expand on social communication and storytelling skills and "acting out"

### WHEN TO BE CONCERNED

Frequent falling and difficulty with stairs  
Persistent drooling or very unclear speech; cannot communicate in short phrases  
Cannot build a tower of more than four blocks  
Cannot copy a circle by age 3  
No involvement in pretend play  
Doesn't understand simple directions  
Little interest in other children  
Poor eye contact  
Extreme difficulty separating from mother or primary caregiver  
Limited interest in toys; difficulty manipulating small objects  
Restricted and repetitive patterns of behavior or interests  
Unusual preoccupation with objects such as light switches, fans, spinning objects  
Experiences a dramatic loss of skills he/she once had

## 4 to 5 years old

### MILESTONES

Tells own age and full name  
Interested in new experiences  
Plays "mom" or "dad"  
Produces 4-6 word sentence; has vocabulary of about 2,000 words; speaks clearly  
Asks for assistance when needed  
Sings a song or says a poem from memory, i.e. "Wheels on the Bus"  
Follows directions and obeys authority figure; may increase misbehavior  
Cooperates with other children; waits for turn  
Sits quietly to listen to story/music  
Dresses and undresses; can lace shoes; brushes own teeth  
Wants to be independent  
Is toilet trained and washes hands without help  
Catches ball with hands; rides bicycle with training wheels  
Walks up and down stairs alternating feet, without support  
Holds crayon with thumb and finger; can copy a square

### SUGGESTED ACTIVITIES

Read aloud every day; tell stories that have interesting characters; discuss the stories together  
Draw, finger-paint, cut and paste to help develop motor skills; play with Legos and blocks  
Schedule weekly play dates or activities with other children  
Play with balls to throw, catch and kick  
Encourage development of large muscles by allowing child to run, climb and swing on playground equipment.  
Encourage independence in getting dressed, brushing his teeth and simple household chores  
Encourage your child to use language to express ideas, and feelings  
Recite rhymes, poems and sing songs  
Practice writing letters and numbers  
Use blocks, straws, sticks and other objects to make shape patterns

### WHEN TO BE CONCERNED

Doesn't follow simple instructions  
Doesn't use 2-3 word sentences  
Doesn't imitate actions or words  
Shows no interest in interactive games; does not interact with other children  
Still clings or cries when parents leave him  
Ignores other children or doesn't respond to people outside the family  
Can't retell a favorite story  
Doesn't engage in fantasy or dramatic play  
Appears to ignore speech; hears "only what he wants to"

## 5 to 6 years old

### MILESTONES

Understands a few written words  
Draws a person with 6 recognizable parts  
Understands opposites; understands real and make-believe  
Recites telephone number  
Plays group games following rules  
Participates in conversations  
Understands concepts "yesterday/today" "before/after" "most/least"  
Identifies and counts up to 10  
Starts to print some letters of name  
Shares information about an event or story  
Answers "why" questions by giving reason  
Puts on shirt and pants independently  
Uses toilet independently  
Can take shower or bath independently  
Cuts out shapes with scissors  
Throws ball 10 feet overhead  
Can do a somersault

### SUGGESTED ACTIVITIES

Use descriptive words and complete sentences to express thoughts and ideas  
Sort and count objects and identify written corresponding number  
Practice writing numbers and letters; practice printing name  
Teach personal information such as age, phone number, and address  
Give instructions that involve several simple directions in a row  
Read a story to the child and ask her/him what happened first, next and last  
Give child simple tasks to do daily and praise him/her for completion  
Ask questions and engage child in conversation about daily events  
Have child practice using scissors; cut out shapes and objects in a magazine  
Encourage independence and responsibility: give child jobs like setting table, putting laundry away etc.

### WHEN TO BE CONCERNED

Shows extreme behavior (unusually fearful, aggressive, sad)  
Shows no interest in interactive games; does not interact with other children  
Still clings or cries when parents leave him  
Doesn't respond to people outside the family  
Can't tell what's real and what's make-believe  
Can't give first and last name  
Doesn't draw pictures  
Doesn't engage in fantasy or dramatic play  
Appears to ignore speech; hears "only what he wants to"