

HBSE I

DDST

Developmental
Milestones

DATE

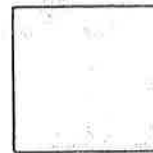
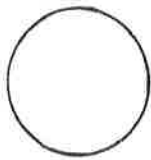
NAME

BIRTHDATE

HOSP. NO.

DIRECTIONS

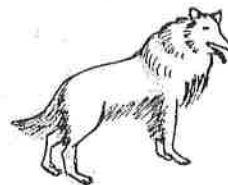
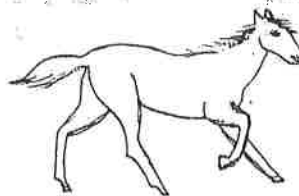
1. Try to get child to smile by smiling, talking or waving to him. Do not touch him.
2. When child is playing with toy, pull it away from him. Pass if he resists.
3. Child does not have to be able to tie shoes or button in the back.
4. Move yarn slowly in an arc from one side to the other, about 6" above child's face. Pass if eyes follow 90° to midline. (Past midline; 180°)
5. Pass if child grasps rattle when it is touched to the backs or tips of fingers.
6. Pass if child continues to look where yarn disappeared or tries to see where it went. Yarn should be dropped quickly from sight from tester's hand without arm movement.
7. Pass if child picks up raisin with any part of thumb and a finger.
8. Pass if child picks up raisin with the ends of thumb and index finger using an over hand approach.





9. Pass any enclosed form. Fail continuous round motions.
10. Which line is longer? (Not bigger.) Turn paper upside down and repeat. (3/3 or 5/6)
11. Pass any crossing lines.
12. Have child copy first. If failed, demonstrate

When giving items 9, 11 and 12, do not name the forms. Do not demonstrate 9 and 11.

13. When scoring, each pair (2 arms, 2 legs, etc.) counts as one part.
14. Point to picture and have child name it. (No credit is given for sounds only.)



15. Tell child to: Give block to Mommie; put block on table; put block on floor. Pass 2 of 3. (Do not help child by pointing, moving head or eyes.)
16. Ask child: What do you do when you are cold? ..hungry? ..tired? Pass 2 of 3.
17. Tell child to: Put block on table; under table; in front of chair, behind chair. Pass 3 of 4. (Do not help child by pointing, moving head or eyes.)
18. Ask child: If fire is hot, ice is ?; Mother is a woman, Dad is a ?; a horse is big, a mouse is ?. Pass 2 of 3.
19. Ask child: What is a ball? ..lake? ..desk? ..house? ..banana? ..curtain? ..ceiling? ..hedge? ..pavement? Pass if defined in terms of use, shape, what it is made of or general category (such as banana is fruit, not just yellow). Pass 6 of 9.
20. Ask child: What is a spoon made of? ..a shoe made of? ..a door made of? (No other objects may be substituted.) Pass 3 of 3.
21. When placed on stomach, child lifts chest off table with support of forearms and/or hands.
22. When child is on back, grasp his hands and pull him to sitting. Pass if head does not hang back.
23. Child may use wall or rail only, not person. May not crawl.
24. Child must throw ball overhand 3 feet to within arm's reach of tester.
25. Child must perform standing broad jump over width of test sheet. (8-1/2 inches)
26. Tell child to walk forward,  heel within 1 inch of toe. Tester may demonstrate. Child must walk 4 consecutive steps, 2 out of 3 trials.
27. Bounce ball to child who should stand 3 feet away from tester. Child must catch ball with hands, not arms, 2 out of 3 trials.
28. Tell child to walk backward,  toe within 1 inch of heel. Tester may demonstrate. Child must walk 4 consecutive steps, 2 out of 3 trials.

DATE AND BEHAVIORAL OBSERVATIONS (how child feels at time of test, relation to tester, attention span, verbal behavior, self-confidence, etc.):

Common Developmental Milestones

Why important?

- Federal law requires professionals to refer child to ECI within 2 working days of suspicion of developmental delays
- Do not have to definitely diagnose delays – ECI program will do that when assess child for eligibility
- Important that children be referred as early as they qualify for maximum potential benefits of the program
- To refer:
 - (Child 0-3) Contact local ECI program (Child Team Early Childhood Intervention via MH-MR)
 - For directory of ECI programs, write ECI at 1100 W. 49th Street, Austin 78756
 - For ages 3 and older, refer to the local school district for early childhood services
 - There is an ECI program in every county in Texas.
 - Services include developmental services, audiology, nursing, nutrition, OT, PT, Speech, Vision, Social Work, family education and counseling, etc. Higher income families will be charged a sliding scale fee for services.

Age 1 month

- Sucking reflex
- Lifts head slightly from prone position
- Rolls eyes, follows briefly
- Noises in throat
- Little/no facial expression
- Stops crying when picked up/fed
- Responds to sound with body movement or reflexes

Age 2 months

- Lifts head when lying on stomach
- Follows moving objects with eyes when within 12-36 inches
- Head erect but bobbing when held in sitting position
- Looks at person talking to them
- Makes sucking noises
- Ceases activity to listen to bell or rattle
- Recognizes mother
- Occasionally smiles

Age 3 months

- Kicks vigorously
- Raises head and chest from stomach position
- Rolls to side to back
- Begins to search for sounds with eyes
- Coos and chuckles
- Looks at hands

Ages Birth-3 months

- Reflexes – sucking, grasping
- Lifts head when held at shoulder
- Arm and leg motions
- Growing ability to follow objects with eyes and to focus
- Smiles spontaneously when sees a face that evokes pleasant memories
- Smiles responsively when enjoys interactions

- Wants to be held/rocked
- Cooing

Age 4 months

- Good head control
- Reaches for familiar people or objects when held near
- Rolls from side to side
- Plays with hands, uses hands in unison
- Responds to name and turns regularly toward source of sound
- Laughs aloud
- Resists when adults try to take something out of hands

Age 5 months

- Lifts head when lying on back
- When supported in sitting position, back is sturdy (but set forward) and steady
- Entertains self when alone by vocalizing, cooing
- Stops activity at least half the time in response to “No”
- Smiles at image in mirror
- Brings everything to mouth

Age 6 months

- Sits with minimal support
- Grasps objects with whole hand voluntarily
- Transfers objects from hand to hand or from hand to mouth
- Drinks from cup with assistance
- Reaches and explores
- Always moving
- Favorite game is dropping and throwing toys
- Puts everything into mouth

Ages 3-6 months

- Rolls over
- Holds head up when in sitting position
- Lifts knees in crawling motions
- Reaches for objects, uses both hands to grasp objects
- More smiling responsively
- Laughs out loud
- Socializes with anyone, but knows mother/primary caregiver
- Responds to tickling
- Very interested in looking at things

Age 7 months

- Sits alone for few seconds on hard surface
- Brings foot to mouth
- Holds rattle 3-5 minutes
- Holds toy in both hands at same time
- Pats and smiles at mirror image
- Responds to gestures with gestures (puts out arms in response to gesture)
- Begins to play simple games (pat-a-cake and peek-a-boo)
- May be shy of strangers

Age 8 months

- Creeps, rolls, or scoots, usually dragging stomach with legs still extended
- Independent sitting
- Will drop one object to pick up a third
- Bangs blocks together deliberately
- Imitates single syllables (da da da)
- Chews and bites on everything
- Tries to reach toys that are out of reach

Age 9 months

- Sits unsupported and can change positions
- Stands when holding hands for several minutes
- Watches adult place toy under box and lifts box to search for toy
- Deliberately shakes box with toy inside to hear the noise
- Imitates sounds such as cough, grunt, smacking lips
- Shakes head for no-no
- Says one word other than mama or dada, meaningfully
- Begins to eat finger foods
- Desires personal attention and may object to disappearance of someone from room
- Pulls up from crawling
- No concept of personal property – everything is a toy
- Still puts everything in mouth

Ages 6-9 months

- Sits unaided
- Spends more time upright
- Learns to crawl
- Climbing stairs
- Better eye-hand coordination
- Preference for primary caregiver; cries when strangers approach, separation anxiety
- Curious, puts everything in mouth
- First signs of problem-solving
 - Transfers objects hand to hand
 - Responds to change in environment, able to repeat action that caused it
- Dropping objects so you will fetch
- Fascinated with small objects
- Begins to respond selectively to words

Age 10 months

- Walks around furniture
- Stands alone temporarily
- Lowers self from standing to sitting or squatting position
- Uses index finger to poke and explore
- Throws toys haphazardly
- Removes lid from box
- Waves bye-bye and does pat-a-cake

Age 11 months

- Has good grasp and release
- Stacks two blocks
- Offers toys to people but will not release them

- Gives affection

Age 12 months

- Obeys simple commands or instructions
- Imitates words
- Makes appropriate gesture when requested (e.g., “Wave bye-bye”)
- Chews food
- Releases toys upon request and sometimes spontaneously
- Likes to dump things out
- Must touch and taste everything that is new
- Likes to tear paper apart and pull plants over to see what will happen
- Enjoys throwing food on floor to see what will happen
- Wants to eat what others are eating

Ages 9-14 months

- More climbing, crawling
- Stands, walks
- Grasps with thumb and finger
- Interested in feeding self
- In love with the world, wants to explore everything
- Intentional behavior emerges
 - Initiates actions
- Object permanence helps resolve separation anxiety
- Friendly, affectionate with caregivers (less so with strangers)
- Curious – explores everything, has to touch and mouth everything, hungry for sensory experiences
- Looks for objects that are missing
- Interested in and understands words
- Starts saying words (mama, dada)

Ages 13 to 15 months

- Bends and regains balance
- Stands alone with good balance, takes a couple of steps
- Walks without support
- Runs with occasional falling
- Imitates scribbling
- Rolls a ball
- Uses 4-5 words meaningfully
- Can't point to eyes, ears, nose, mouth, hair upon request
- Interested in books and pictures 2 minutes or longer
- Imitates adults in simple tasks (shaking something)
- Begins spoon feeding
- Very curious, needs restrictions for safety

Age 15 months

- Likes to put things in and take them out again
- Wants to feed self but can only eat with fingers
- Takes one nap per day, usually in afternoon
- Goes to bed easily
- May start biting because of teething
- Does not understand “don't”

Ages 16-17 months

- Throws ball overhead
- Jumps in place
- Kicks large ball
- Can place lid on box
- Scribbles spontaneously
- Uses 7 words meaningfully
- Identifies 2+ objects from group of 4 familiar objects
- Drinks from cup unassisted
- Easily diverted or entertained

Age 18 months

- Starts climbing
- Needs pull toys, toys to hug/cuddle
- Can drink from cup by self but spills
- Can fill spoon but can't turn handle to get it in mouth
- Refuses to let parents feed
- Easily upset
- Wakes during night
- Can remove clothes and shoes, prefers not to be dressed
- Often disobeys
- Runs away from parents
- Starts sit-down temper tantrums
- Refuses to cooperate either by saying "no" or pulling away

Age 21 months

- Wants to push the stroller
- Can indicate his needs
- Behavior starts to get worse – demands things NOW
- Biting can become a problem

Age 24 months

- Likes to remove everything from drawers and cupboards
- Can hold a glass with one hand, but still has difficulty with spoon
- Not interested in eating
- Dawdles, plays and refuses to eat at meal times
- Can help in getting dressed by putting arms/legs in holes
- Asks "What's that?"
- Refers to self by name
- Loves to say "no"
- Likes to be outdoors, makes a short walk last a long time
- Picks up everything sees
- Under pressure, runs from parents
- May be ready to use toilet, but not ready to have full control for another year
- Out of control temper tantrums when frustrated or tired
- Calls parents back after put to bed
- Needs bedtime rituals in order to go to bed
- Makes rituals out of everything
- Wants to make own decisions

Ages 15-24 months

- Walks forward and backward, runs
- Drinks from cup alone
- Turns pages of book
- Scribbles spontaneously
- Loves to practice new skills
- More skilled in using fingers
- Climbing
- Sliding down
- Stacks 2-3 blocks
- Negativism – “No!” – stage
- Aware of independence and starts asserting it
- Testing behaviors
- Concept of “I” emerges
- Fearful of injury – wants band-aids
- “I want” stage (asserting desires)
- “Mine” stage (possessiveness)
- Special interest in dominant caregiver – e.g., stays near mother, makes regular overtures to her to seek approval
- Uses language for needs (mine, cookie, water)
- Imitates words, understands more than can say
- Increased cognitive abilities – can do actions in head, memory improves, experiments to see what will happen
- Learns to use new means to achieve ends – e.g., tilts objects to get them thru bars of crib

Ages 18-24 months

- Turns pages of book 2-3 at a time
- Can carry out 2 directions – “Give me the book – put the book down”
- Matches 3-5 body parts on self and doll
- Eats with spoon
- May be progressing with toilet training in daytime
- Understands what belongs to different people

Ages 24-29 months

- Walks on tiptoe with demonstration
- Opens doors
- Jumps with both feet
- Pedals small tricycle
- Marches
- Turns single page
- Imitates folding paper
- Imitates drawing vertical and horizontal lines
- Refers to self by name
- Uses some pronouns (this, that, me)
- Understands concept of more
- Responds correctly to 2-3 commands
- Begins interacting with other children
- No longer easily distracted

Age 30 months

- Never sure whether wants to be independent and separate (Me do it, myself, no-no-no) or dependent and treated like baby (Hold me, carry me, help me)
- Parents never know what to expect
- Temper tantrums increase, used for attention and control
- Child wants same foods all the time, refuses any change
- Says no even when means yes
- Starts to stutter or stammer when gets upset or excited
- Masturbates frequently
- Wants to be treated like baby when gets tired
- Just starting to learn rules, tells self “no, no” when breaking them

Ages 30-35 months

- Holds crayons appropriately
- Cuts crudely with scissors
- Uses 3 word sentences
- Knows own gender
- Asks “what” questions
- Identifies objects by use
- Sucks from straw
- Plays dress-up, house, mama and daddy
- Puts on coats, socks, shoes (no tying)

Age 36 months

- Stacks 9 blocks
- Uses 4-6 word sentences
- Repeats 3 digits
- Knows first and last name
- Feeds self with spoon
- Daytime control of bowel and bladder, but still has accidents
- Makes choices when asked
- Likes to do things by self
- Can unbutton and unzip own clothes
- Does not know front from back or which shoe fits which foot, and doesn't care
- Favorite expression is “all by myself,” but cries easily when can't do it
- Wants to help parents do things
- Refuses to hold parent's hand even when must
- Wants to walk in stores instead of riding in stroller
- Develops sudden fears/phobias
- Resists taking naps, but needs one
- Whining frequently
- More frequent nose picking, thumb-sucking, fingernail biting
- Learns to spit
- Likes to tell parents “Don't look,” “Don't laugh,” “Don't talk”
- Peak period for imaginary friends

Ages 2-3 years

- Has enough muscle control now for toilet training, can anticipate need to go to bathroom
- Highly mobile with more refined motor skills
- Uses spoon to feed self
- Throws and kicks ball

- Can walk up stairs without hand held
- Can balance on 1 foot for 1 second
- Can jump in place
- Can walk on tiptoe
- Can jump for the bottom step
- Kicks ball forward, throws ball
- Can tower six 1-inch blocks
- Can dump raisin from bottle without hints
- Can imitate drawing a vertical line, possibly a horizontal line, with pencil
- Takes apart simple objects and puts them back together again
- More refined hand-eye coordination (does simple puzzles, stacks more blocks)
- Difficulty sharing
- Developing ability to show some self-control
- Wants to please parents, but difficulty containing impulses
- Displays affection, especially for caregivers
- Able to occupy self with play
- Able to converse using 2-4 word phrases
- Uses plural words
- Names at least 1 picture
- Talks incessantly
- Vocabulary 100-300 words by 3 years
- Understands more language than can express
- Uses some personal pronouns
- Identifies over 5 parts of own body
- Limited ability to generalize
- Seeks approval from adults
- Imitates other people's language
- Puts on some clothing
- Washes and dries hands
- Has parallel play with peers
- Can pour from pitcher
- Interest in peers beginning
- Capable of thinking before acting
- More verbal – likes to talk to self and others
- Active fantasy and imitation – “let's pretend”
- Creative play with blocks, art
- Thinks thru and solves problems in head before acting

Ages 3-4 years

- Jumps in place, walks down stairs
- Balances on one foot
- Uses toilet consistently
- Beginning to dress self
- Builds with blocks, tinker toys, etc
- Fine muscle development
- Boundless energy
- Knows own name, gender, age
- Sees self as part of family
- Difficulty sharing
- Plays alongside other children, beginning to interact with them
- Helps with small household tasks

- Likes to be “big” and achieve new skills
- “Why” questions
- Symbolic play and peak of fantasy life
- Loves to imitate, role-play
- Understands some number concepts, comparisons, colors
- Converses and reasons
- Interest in letters
- Scribbling is more controlled
- Rides tricycle
- Alternates feet when going up stairs
- Can stand on one foot for 2-5 seconds
- Can broad jump
- Uses scissors
- Swings and climbs
- Can tower 8-10 1-inch blocks
- Says full name
- Can match colors
- Has sense of round, square, and triangular shaped figures, can match them
- Copies circle, line, cross with pencil
- Can repeat 3 numbers
- Can answer some questions
- Knows rhymes and songs
- Asks questions
- Has understanding of “on,” “under,” “behind”
- Unbuttons
- Dresses with supervision

Age 4 years

- Exuberant and rebellious
- Talks well, thinks is a big shot
- Tells outrageous lies
- Very stubborn
- Talks all the time
- Mixes reality and fantasy
- Asks “why” in order to argue
- Bossy and defiant, “I won’t”
- Refuses to nap, but falls asleep at 5:30 and then wakes up ready to stay up all night
- Thinks up ways to avoid getting in bed
- At night likely to have bad dreams
- Can dress and undress with little assistance
- Eats too fast or not at all
- Can wash hands and face, brush teeth without assistance
- Runs ahead of adults, refuses to hold hands
- Plays games involving feeling bodies of other children, needs honest information about bodies and babies
- Needs exercise, then rest
- When excited, needs to urinate
- When stressed, stomach hurts
- Needs props for pretend play, art materials for creative expression

Ages 4-5 years

- Runs well, turns
- Can hop on one foot 1-2 times
- Beginning to skip
- Stands on 1 foot for 10 seconds
- Throws ball well overhand
- Walks down stairs one foot to each step
- Can copy cross, square with pencil
- Can pick the longer of 2 lines
- Vocabulary over 1,000 words
- Can match colors
- By 5 can name 3-4 colors
- Counts 3 objects with pointing
- 90% of speech intelligible
- Can define words in terms of use
- Answers questions
- Can separate from mother easily
- Dresses with little supervision
- Buttons
- Likes to play “dramatic” play and make-believe, limited ability to separate fantasy from reality
- Imaginative play with a doll
- Very talkative
- Can verbalize but may not understand complex questions
- Beginning to know difference between right and wrong
- Responds well to praise and encouragement
- Tends to be protective of parents

Age 5 years

- Wants to tie shoelaces
- Can dress with skill
- Can safely cross streets
- Needs to help with family chores
- Can't be left alone
- Investigates everything, including fire
- Eats more than ever before
- When playing, makes up rules as goes along

Ages 4-6 years

- Muscle development, more coordinated
- Able to learn new skills
- Better finger dexterity – holds/uses pencil, cuts with scissors, catches ball, uses fork and spoon, brushes teeth
- Climbs, hops, skips, likes to do stunts
- Plays cooperatively with peers
- Develops capacity to share and take turns
- Ethnic and sexual identification
- Displays independence
- Protects self and stands up for rights
- Identifies with parents, likes to imitate them
- Often has “best friends”
- Likes to show adults what can do

- Continually forming new self-images based on how others view child
- Attention span increasing
- Understands cause-effect
- Dramatic play is closer to reality, more attention to detail
- Language development more complex and versatile
- Expresses ideas, asks questions, engages in discussions, speaks clearly
- Able to draw representative pictures
- Knows and can name members of family and friends

Ages 5-6 years

- Skips on both feet, alternating
- Can catch bounced ball
- Can walk heel to toe on a line
- Can hop on 1 foot for 10 seconds
- Can copy square, triangle
- Gives own age
- Knows morning from afternoon
- Prints simple words
- Can repeat 4 numbers
- Asks definitions of words
- Counts 10 objects
- Names coins
- Can define some words
- No supervision needed for dressing
- Plays "dress up"
- Elaborate dramatic play
- Does simple chores

Age 6 years

- Fiercely independent, "know it all"
- Obsessed by rules, tattles to parents to show knows the rules
- In perpetual motion, especially at mealtime
- Seldom finishes food, no table manners
- Clumsy, can run into wall
- May have temper tantrums again

Age 7 years

- Complains all the time, mostly about parents
- Decides adopted even if wasn't
- All they think about is playing
- Feels mistreated by everyone
- Cares what other people think about them

Age 8 years

- Demands attention from parents, but wants parents to think way they do
- Overly sensitive to parents' approval or disapproval
- Often fights with mother
- Sees everything as black and white
- Believes all rules are rigid
- Has trouble playing with peers
- Boys want to play with boys, girls want to play with girls

- May cry when tired
- Has stomachaches when worried

Age 9 years

- Fiddles with things
- Increasingly awkward
- Friends more important than mother
- Rebels against too many directions and direct orders
- Thinks all adults stupid

Age 10 years

- Most docile age
- Accepts parents' wishes and usually obeys, though may argue first
- Learns to disobey in small rebellions
- Sees rules as flexible
- Makes excuses for all misbehavior
- Demands that friends keep promises

Ages 11-12 years

- Peer pressure is intense
- Wants guidance, not lectures, from parents
- Body changes cause embarrassment, self-consciousness
- Girls' behavior becomes erratic as hormonal influences take over
- Develops strong friendships
- Often embarrassed to be seen in public with parents
- Begins to understand how other people feel
- Wants to make own decisions, choose own friends

Ages 6-12 years

- Emphasis on developing more gross and fine motor skills
- Emphasis on achieving in sports
- Energetic
- Has a large appetite
- Increases in height/weight at about the same rate each year
- More coordinated, stronger
- Body proportions similar to adult's
- Individual, unique personality emerging more
- Can be very independent and self-assured at times, then childish and silly at other times
- Enjoys working/playing with others and alone
- Success at school has strong impact on self-esteem and self-confidence
- Peer/group identity very important – judges self by peers' view
- Plays almost exclusively with same gender
- Conflicts begin between parents' values and those of peers
- Strong sense of fairness, fair play
- Rules very important, must be followed
- (Especially girls) likes affection from adults
- Independence increasing, but still emotionally dependent on adults
- Able to assume responsibility for self, may help care for younger siblings
- Task-oriented – enjoys projects (sewing, cooking, woodwork)
- Highly verbal – enjoys jokes, puns, creative uses of language
- Questions are fact-oriented – how, why, when

- Likes to make up stories, plays, puppet shows
- Able to deal with abstract ideas
- Success depends on ability to learn to read, write, and do arithmetic
- Can be very independent and self-assured at times
- Family is still very important
- Has strong likes and dislikes
- Forms own opinions and ideas

Ages 12-14

- Spurt in growth accompanied by tremendous appetite
- Growth spurt results in lack of physical coordination until able to handle increased size/length of arms/legs
- Acne common
- Most girls have begun menstruation, hips and breasts developing
- Most girls 1-2 years ahead of boys in physical maturity
- Boys develop secondary sex characteristics – shoulders broader, chest deepens, voice deepens
- Girls often taller and heavier than boys
- Worry/shame about physical development and physical characteristics (big feet, big ears, big nose)
- Growing capacity to think and reason abstractly
- Persistence in doing tasks if wants to be successful
- Avoidance of tasks beyond ability
- Able to take more responsibility for planning and evaluating own work
- Plans/organizes own social, recreational, and organizational activities
- Discusses current events, politics, social issues
- Vocabulary may be equal to adult, but reading interests differ
- Ability to memorize greatly increases
- Can use problem-solving to come up with creative solutions
- Early maturing boys find themselves thrust into positions of leadership and status among peers
- Starts thinking about social gatherings with other gender, dating – develops “crushes”
- Lack of information about sexuality may result in experimentation
- Interest in other gender first shown in contrary behavior (teasing, pulling hair, pushing them, etc)
- Protests parents’ rules, but depends on them for structure
- Acquiring skills in social relationships
- Peer pressure first from same gender and then from other gender
- May develop strong emotional attachment to an older person (mentor)
- Keen interest in body processes, especially regarding sexuality
- Developing occupational interests based on self-concept and gender-roles

Ages 15-18

- Mature height and weight attained (girls before boys)
- Heavy appetite, but concern about body may result in unrealistic attempts to diet
- Masturbation common
- Boys and girls reach same level of physical maturity
- Diverse interests develop
- Reaches adult mental capabilities
- Personal philosophy begins to emerge, expresses personal opinions on controversial subjects
- Abstract thinking and problem-solving reach high development
- Can choose goals, make plans, carry them out, evaluate results
- Strong desire for status in peer group
- Strong desire for conformity with peer norms
- Lifelong friendships develop

- Wants a place to hang out with friends
- High interest in social activities/skills
- Girls more socially advanced than boys, but closing the gap
- Needs more freedom from parental control, to make decisions and accept consequences
- Peer support used while becoming more independent from family, but still needs parental support
- Status associated more with popularity, leadership, athletic ability than intellectual achievement
- Enjoys performing adult roles
- Dating has more stability, trust, depth of feeling, and understanding
- Conflicts when parents focus on behavior and youth focus on ideals
- Behavior problems may result from poor relationships with parents/other adults
- Lives in 2 worlds, adolescent and what adults expect – may become moody as a result
- Desire to achieve sexual adequacy
- Needs to learn to accept body and appearance
- Concerned about school achievement, getting along with parents, status with peers, how far to go sexually, decisions about college, occupation, marriage
- Not having dates can be anxiety-producing (especially for girls)
- May become sexually active as result of ignorance, shame, fear
- Frequent feelings of inferiority, inadequacy
- Exploring different occupations
- Interested in evaluating own abilities

Ages 12-18

- Growth spurt, changes in body proportions
 - Boys: growth in height/weight takes place between 12 and 14
 - Girls: Growth spurt takes place between 10 and 12
- Good nutrition important
- Physical changes produce anxiety over early maturation, worry about deviation from peers
- Sexual maturity achieved, increased sexual drives
- Needs help with all the changes that are happening so can retain strong sense of identity and values
- Expressions of emotions, extreme strong mood swings, not sure how to express anger
- Enjoys social activities at school
- Extensive reliance on peers, struggle to be independent of parents
- Behavior often dictated by peers
- Close friendships, emotional involvements
- Concerned with meaningful interpersonal relationships and personal code of morals
- Depends less on family for affection, emotional support – seeks emotional alliances outside family
- Conflicts with parents re expectations, achievement
- Wants to define self as separate individual – extreme hairstyles, clothing, destructive behavior
- Often feels misunderstood by parents
- If does well in school, increased interest in school; if not, loses interest in studies
- Significant changes in cognitive development – able to reason, generate hypotheses and test them against evidence
- More introspective
- Able to perceive differences between how things are and how they might be
- Vocational choices often made, or at least considered
- Interested in making money via part-time job
- Can often be communicated with as adult
- Doesn't feel understood
- Independent yet dependent
- Often doesn't trust adults
- Often doesn't think of consequences of words or acts

- Often idealistic – compares own life as being unfavorable compared with ideal

Exercises:

Developmental Milestones Case Studies

For each of the following children, decide:

- What is the typical “range” at which each developmental skill would “typically” be seen in children?
- Is the child demonstrating developmental delays?
- If the child is delayed, what agency/program would you refer child to?

- a. Jerry, age 2 years, can walk well but still runs with an awkward gait. He likes to play with and push large objects such as wagons and walkers. He also likes to play alongside other children but is not able to play with them in a cooperative fashion. His vocabulary includes about twenty-five words, but he is not yet very adept at putting two to three words together in order to express an idea.
- b. Madeline, age 4 years, is very active physically. She enjoys running, skipping, jumping, and performing stunts. She can use the bathroom by herself. She has a substantial vocabulary, although she has a tendency to misuse words and use improper grammar.
- c. Burgess, age 1 year, is able to balance his head at a 90-degree angle. He can also lift his head when placed on his stomach in a prone position. He is not yet able to sit alone. He can recognize his bottle and his mother. Verbalizations include gurgling, babbling, and cooing.
- d. Sheridan, age 5 years, can draw simple, although recognizable, pictures. Dominance of her left hand has become well established. She can readily dress and undress herself. She enjoys playing in groups of other children and can cooperate with them quite well. She has a vocabulary of about fifty words. She can use pronouns such as “I” and prepositions such as “on” and “above” appropriately. She can put two or three words together and use them appropriately, although she has difficulty formulating longer phrases and sentences.
- e. Tyler, age 18 months, can crawl well but is unable to stand by himself. He likes to scribble with crayons and build with blocks. However, it is difficult for him to place even three or four blocks on top of each other. He can say a few sounds, including “mama” and “dada,” but cannot yet understand the meaning of words.

Developmental Milestones Quiz

A baby's first words are usually mama and dada. True or False?

At what age can children begin to print letters and write their name?

- A. 3 years
- B. 4 years
- C. 5 years
- D. 6 years
- E. 7 years
- F. None of the above

As a two-year-old begins to talk more, you can expect this child to:

- A. Have a vocabulary of 500 or more words
- B. Begin to put 3 or 4 word sentences together
- C. Begin to use pronouns, such as mine and me
- D. Have speech that is 75% understandable
- E. All of the above

The majority of infants/toddlers usually take their first steps between the ages of:

- A. 8 to 9 months
- B. 10 to 12 months
- C. 11 to 15 months
- D. 15 to 21 months
- E. 18 to 24 months
- F. None of the above

At what age do most babies start to roll over?

- A. 1 to 2 months
- B. 2 to 3 months
- C. 2 to 6 months
- D. 4 to 7 months
- E. 6 to 9 months
- F. None of the above

Your baby can sit up without support, rolls over, laughs, and reaches for things, but still can't pull up on things yet. How old is your baby?

- A. 3 months
- B. 4 months
- C. 6 months
- D. 8 months
- E. 9 months
- F. None of the above

At what age do toddlers begin to feed themselves with a spoon?

- A. 13 months
- B. 15 months
- C. 19 months
- D. 21 months
- E. Any of the above

If a child does not meet a milestone at a very specific time, that usually means that he/she has a developmental delay. True or False?

By the time they are 4 years old, most children should be able to:

- A. Ride a bicycle without training wheels
- B. Stay home alone
- C. Tie their shoes
- D. Dress themselves without help
- E. Print their name
- F. None of the above

By three months of age, a parent should talk to their pediatrician if their baby does not:

- A. Smile
- B. Hold their head up without support
- C. Follow moving objects with their eyes
- D. Respond to some loud noises
- E. All of the above

A child will be ready for toilet training when they are:

- A. 15 months
- B. 18 months
- C. 24 months
- D. 36 months
- E. None of the above

A little girl can sing songs, listen to stories, share things spontaneously, recognize and print letters, and just learned her telephone number and her address. How old is she?

- A. 4 years old
- B. 5 years old
- C. 6 years old
- D. 7 years old
- E. 8 years old
- F. None of the above

Two children are playing next to each other, but they are not sharing their toys or playing together. They are likely:

- A. Newborns
- B. Toddlers
- C. Preschoolers
- D. School age children
- E. Teenagers

A child can only stack 4 blocks on top of each other. This child is probably about age:

- A. 15 months
- B. 17 months
- C. 26 months
- D. 30 months
- E. 36 months
- F. None of the above

By the time a child is 5 years old, they should be able to:

- A. Ride a bicycle without training wheels
- B. Tie their shoes
- C. Ride in a car without a booster seat
- D. Sleep in a bunk bed
- E. All of the above
- F. None of the above

ECI, federally funded state programs that help young children with developmental delays and disabilities get therapy, stands for:

- A. Early Child Involvement
- B. Early Childhood Intervention
- C. Easy Child Integration
- D. Early Childhood Institute
- E. None of the above

Tummy time can:

- A. Reduce a baby's risk of SIDS
- B. Cause babies to get flat heads
- C. Be done for 10 to 20 minutes once or twice a day
- D. Be done even if the baby really hates it and cries the whole time
- E. All of the above
- F. None of the above

How many hours should the typical 8-year-old sleep each night?

- A. 8 to 9 hours
- B. 9 to 10 hours
- C. 10 to 11 hours
- D. 11 to 12 hours
- E. 12 to 13 hours
- F. None of the above

To the left of each of the following, indicate whether:

- (A) The child developed at an age-appropriate time for this milestone ("normal development")
- (B) The child may be developmentally delayed for this milestone

	<i>A 4 month old baby does not have head control</i>
	<i>At 5 months a baby shows stranger anxiety</i>
	<i>A 6 month old baby babbles</i>
	<i>A 6 month old is not yet bearing any weight on his/her legs</i>
	<i>A 6 month old cannot stand up while holding on to furniture</i>
	<i>At 8 months a baby shows separation anxiety</i>

	<i>An 8 month old cannot drink from a cup</i>
	<i>A 9 month old still puts everything into his/her mouth</i>
	<i>A 10 month old baby can roll from stomach to back but not vice versa</i>
	<i>At 12 months a child can not catch a bouncing ball</i>
	<i>At 15 months a child knows no words</i>
	<i>A 15 month old pays no attention to the word "don't"</i>
	<i>An 18 month old cannot get to a sitting position without assistance</i>
	<i>A 2 year old engages in solitary play</i>
	<i>A 2 year old loses interest in food and frequently refuses to eat at mealtimes</i>
	<i>A 2 year old cannot skip</i>
	<i>A 2 year old cannot use a spoon to feed him/herself</i>
	<i>A 3 year old does not label him/herself as male or female.</i>
	<i>A 3 year old can walk up and down stairs</i>
	<i>A 3 year old is not toilet trained</i>
	<i>A 3 year old is learning how to zip up his pants</i>
	<i>A 3 year old has a vocabulary of 50 words</i>
	<i>A 3 year old can talk about a person who is not currently present</i>
	<i>A 4 year old cannot ride a tricycle.</i>
	<i>A 4 year old can not put together a large-piece puzzle</i>
	<i>A 4 year old can draw stick figures</i>
	<i>A 4 year old is able to understand and recognize the feelings of others</i>
	<i>A 5 year old can not jump up and down</i>
	<i>A 5 year old can roller skate</i>
	<i>A 5 year old is afraid of strangers</i>
	<i>A 5 year old cannot dress him/herself</i>
	<i>A 5 year old is learning to write numbers</i>
	<i>A 6 year old cannot print any letters of the alphabet</i>
	<i>A 6 year old cannot control his bladder</i>
	<i>A 7 year old is extremely aggressive with other children</i>
	<i>A 7 year old spends a lot of time playing with an imaginary friend</i>
	<i>An 8 year old girl only wants to play with other girls</i>
	<i>A 9 year old plays soccer</i>
	<i>A 10 year old has no interest or ability for playing sit-down games</i>
	<i>A 10 year old girl begins experiencing a growth spurt</i>
	<i>An 11 year old girl is embarrassed to be seen in public with her parents</i>
	<i>A 12 year old cannot explain the metaphor "people who live in glass houses shouldn't throw stones"</i>
	<i>A 12 year old is suffering from poor self-esteem</i>
	<i>A 15 year old girl has not experienced menarche</i>