

A hand is shown in the upper right corner, placing a wooden block on top of a stack. The blocks are arranged in a staircase pattern, with each step being higher than the previous one. The background is a solid teal color, and the surface the blocks are on is white. The text is overlaid on the teal background.

# Developmental Screening in Arizona

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Developmental Behavioral Pediatrics



*I have no conflict of  
interest disclosures*

# Overview

- Developmental Milestones
- Screening Process and Tools
- AzAAP Developmental Screening Committee
- Review Arizona Screening Data





# AAP Guideline History

- 2006 AAP Policy Statement
  - Surveillance/Screening/Evaluation
  - Discrete ages for testing
  - Valid and reliable screening tools
- National Screening Rates
  - 2002: 23%
  - 2009: 45%
  - 2016: 63%



HISTORY

Council on Children With Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee, Medical Home Initiatives for Children With Special Needs Project Advisory Committee; Identifying Infants and Young Children With Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening. *Pediatrics* July 2006; 118 (1): 405–420.

# Surveillance = Milestones

- CDC and AAP new guidelines
- Published February 2022
- Mixed reception



- Handout in packet

Jennifer M. Zubler, et al; Evidence-Informed Milestones for Developmental Surveillance Tools. *Pediatrics* March 2022; 149 (3): e2021052138. [10.1542/peds.2021-052138](https://doi.org/10.1542/peds.2021-052138)

# CDC's Percentile-Based Guidelines

- In 2019, a team of subject matter experts began examining CDC milestones. (*Pre-pandemic*)
- Previous CDC milestone guidelines were based on **50th percentile**
- 50th percentile was thought to be limiting referrals
- Milestone guidelines were revised and based on **75th percentile** measurements

Jennifer M. Zubler, et al; Evidence-Informed Milestones for Developmental Surveillance Tools. *Pediatrics* March 2022; 149 (3): e2021052138. [10.1542/peds.2021-052138](https://doi.org/10.1542/peds.2021-052138)



# Process

**TABLE 3**

Social-Emotional Milestones With Supporting Normative Data, Evaluation Tools, and Published Clinical Opinion References

Social-Emotional Milestones	Age	CDC or New	Source		
			Normative Data <sup>a</sup>	Developmental Screening and Evaluation Tools <sup>b</sup>	Published Clinical Opinion <sup>c</sup>
Calms down when spoken to or picked up <sup>d</sup>	2 mo	New	Ertem et al (35)	—	ASHA (11), Bright Futures (36), Dosman et al (8), Sharp et al (37)
Looks at your face	2 mo	CDC	Ertem et al (35), Sheldrick and Perrin (38)	—	Bright Futures (36), Dosman et al (8), Scharf et al (18)
Seems happy to see you when you walk up to her	2 mo	New	Ertem et al (35), Sheldrick and Perrin (38), Thalagala (39)	—	—
Smiles when you talk to or smile at her	2 mo	CDC	Bhave et al (40), Ertem et al (35), Lejarraga et al (41), Thalagala (39)	ASQ-3 (22), PEDS-DM (25)	ASHA (11)
Smiles on his own to get your attention	4 mo	CDC	Ertem et al (35)	ASQ-3, PEDS-DM	Bright Futures (36)
Chuckles (not yet a full laugh) when you try to make her laugh	4 mo	New	Accardo and Capute (30), Bhave et al (40), Ertem et al (35), Sheldrick and Perrin (38)	ASQ-3, PEDS-DM	ASHA (11), Bellman et al (42), Bright Futures (36)

# Process

**TABLE 4**

Language and Communication Milestones With Supporting Normative Data, Evaluation Tools, and Published Clinical Opinion References

Language/Communication Milestones	Age	CDC or New	Source		
			Normative Data <sup>a</sup>	Developmental Screening and Evaluation Tools <sup>b</sup>	Published Clinical Opinion <sup>c</sup>
Makes sounds other than crying	2 mo	CDC	Dosman et al (8), <sup>d</sup> Sheldrick and Perrin (38)	ASQ-3 (22), PEDS-DM (25)	Blackwell and Baker (53), Bright Futures (36), Gerber et al (20), Scharf et al (18)
Reacts to loud sounds <sup>e</sup>	2 mo	New	—	—	Accardo and Capute (30), ASHA (11), Bellman et al (42), Bright Futures (36)
Makes sounds like “oooo” and “aahh” (cooing)	4 mo	CDC	Accardo and Capute (30), Ertem et al (35)	ASQ-3	ASHA (11), Bright Futures (36), Dosman et al (8), Gerber et al (20), Scharf et al (18)
Makes sounds back when you talk to him	4 mo	New	Ertem et al (35), Den Ouden et al (54), Kumar et al (44)	ASQ-3	Bellman et al (42)
Turns head toward the sound of your voice	4 mo	CDC	Accardo and Capute (30), Bhave et al (40), Den Ouden et al (54), Sheldrick and Perrin (38)	—	Bellman et al (42), Dosman et al (8), Gerber et al (20), Johnson and Blasco (15), Scharf et al (18)



# Overview of Changes

- Milestone guidelines were added for 15 and 30 months of age
- Average number of milestones per age group **decreased** from 22 to 13
- Wording was changed for accessibility

<https://publications.aap.org/pediatrics/article/149/3/e2021052138/184748/Evidence-Informed-Milestones-for-Developmental>

# 2 Month Checklist

## PREVIOUS

### Social/Emotional

- Begins to smile at people
- Can briefly calm himself  
(may bring hands to mouth and suck on hand)
- Tries to look at parent

### Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

### Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

### Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

## UPDATED

### Social/Emotional Milestones

- Calms down when spoken to or picked up
- Looks at your face
- Seems happy to see you when you walk up to her
- Smiles when you talk to or smile at her

### Language/Communication Milestones

- Makes sounds other than crying
- Reacts to loud sounds

### Cognitive Milestones (learning, thinking, problem-solving)

- Watches you as you move
- Looks at a toy for several seconds

### Movement/Physical Development Milestones

- Holds head up when on tummy
- Moves both arms and both legs
- Opens hands briefly


# 4 Month Checklist

## PREVIOUS


### Social/Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

### Language/Communication

- 
- Begins to babble
  - Babbles with expression and copies sounds he hears
  - Cries in different ways to show hunger, pain, or being tired

### Cognitive (learning, thinking, problem-solving)

- 
- Lets you know if she is happy or sad
  - Responds to affection
  - Reaches for toy with one hand
  - Uses hands and eyes together, such as seeing a toy and reaching for it
  - Follows moving things with eyes from side to side
  - Watches faces closely
  - Recognizes familiar people and things at a distance

### Movement/Physical Development


- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from tummy to back
- Can hold a toy and shake it and swing at dangling toys
- Brings hands to mouth
- When lying on stomach, pushes up to elbows

## UPDATED


### Social/Emotional Milestones

- Smiles on his own to get your attention
- Chuckles (not yet a full laugh) when you try to make her laugh
- Looks at you, moves, or makes sounds to get or keep your attention

### Language/Communication Milestones

- 
- Makes sounds like "oooo", "aahh" (cooing)
  - Makes sounds back when you talk to him
  - Turns head towards the sound of your voice

### Cognitive Milestones (learning, thinking, problem-solving)

- 
- If hungry, opens mouth when she sees breast or bottle
  - Looks at his hands with interest


### Movement/Physical Development Milestones

- Holds head steady without support when you are holding her
- Holds a toy when you put it in his hand
- Uses her arm to swing at toys
- Brings hands to mouth
- Pushes up onto elbows/forearms when on tummy



# 6 Month Checklist

## PREVIOUS

### Social/Emotional

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
-   Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror


### Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
-   Responds to own name
- Makes sounds to show joy and displeasure
-   Begins to say consonant sounds (jabbering with "m," "b")

### Cognitive (learning, thinking, problem-solving)


- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to the other

### Movement/Physical Development


-   Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce
- Rocks back and forth, sometimes crawling backward before moving forward

## UPDATED

### Social/Emotional Milestones

- Knows familiar people
-   Likes to look at himself in a mirror
- Laughs


### Language/Communication Milestones

- Takes turns making sounds with you
-   Blows "raspberries" (sticks tongue out and blows)
- Makes squealing noises

### Cognitive Milestones (learning, thinking, problem-solving)

- Puts things in her mouth to explore them
- Reaches to grab a toy he wants
- Closes lips to show she doesn't want more food

### Movement/Physical Development Milestones

-   Rolls from tummy to back
- Pushes up with straight arms when on tummy
- Leans on hands to support himself when sitting



- Jennifer M. Zubler, MD;
- Lisa D. Wiggins, PhD;
- Michelle M. Macias, MD;
- Toni M. Whitaker, MD;
- Judith S. Shaw, EdD, MPH, RN;
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- Krysta L. Gerndt, MPH;
- Bethany J. Mlodoch;
- Paul H. Lipkin, MD

- General Pediatrics
- Developmental Behavioral Pediatrics
- Special Education
  
- CDC
- AAP
- Public health



# 9 Month Checklist

## PREVIOUS

### Social/Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

### Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "babababab"
- Copies sounds and gestures of others
- Uses fingers to point at things

### Cognitive (learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Puts things in her mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal o's between thumb and index finger

### Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

## UPDATED

### Social/Emotional Milestones

- Is shy, clingy, or fearful around strangers
- Shows several facial expressions, like happy, sad, angry, and surprised
- Looks when you call her name
- Reacts when you leave (looks, reaches for you, or cries)
- Smiles or laughs when you play peek-a-boo

### Language/Communication Milestones

- Makes different sounds like "mamamama" and "babababab"
- Lifts arms up to be picked up

### Cognitive Milestones (learning, thinking, problem-solving)

- Looks for objects when dropped out of sight (like his spoon or toy)
- Bangs two things together

### Movement/Physical Development Milestones

- Gets to a sitting position by herself
- Moves things from one hand to her other hand
- Uses fingers to "rake" food towards himself
- Sits without support



# Handouts

- [https://CDC  
Handouts.cdc.gov/ncbddd/actearly/](https://CDC.Handouts.cdc.gov/ncbddd/actearly/)

- [CDC Handouts](#)

## Checklists

- [2 months](#)
- [4 months](#)
- [6 months](#)
- [9 months](#)
- [1 year](#)
- [15 months](#)
- [18 months](#)
- [2 years](#)
- [30 months](#)
- [3 years](#)
- [4 years](#)
- [5 years](#)

## Checklists with Tips in All Available Languages

- [English](#) 📄 [4 MB, 24 Pages, 508]
- [Spanish](#) 📄 [5.7 MB, 24 Pages, 508]
- [Arabic](#) 📄 [6 MB, 20 Pages, 508]
- [Brazilian Portuguese](#) 📄 [10 MB, 20 Pages, 508]
- [Farsi](#) 📄 [848 KB, 24 Pages, 508]
- [French](#) 📄 [6 MB, 24 Pages, 508]
- [Haitian Creole](#) 📄 [12 MB, 24 Pages, 508]
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- [Simplified Chinese](#) 📄 [7 MB, 24 Pages, Print Only]
- [Somali](#) 📄 [1.65 MB, 24 pages, 508]
- [Vietnamese](#) 📄 [4 MB, 24 Pages, Print Only]

## Seu bebê aos 2 meses



Nome do bebê \_\_\_\_\_

Idade do bebê \_\_\_\_\_

Data de hoje \_\_\_\_\_

Os marcos do desenvolvimento são importantes! A maneira como seu bebê brinca, aprende, fala, age e se move oferece pistas importantes sobre seu desenvolvimento. Verifique os marcos do desenvolvimento que seu bebê atingiu aos 2 meses. Leve isso com você e converse com o médico do seu bebê em todas as consultas pediátricas sobre os marcos do desenvolvimento que seu bebê alcançou e o que esperar a seguir.

### O que a maioria dos bebês faz nessa idade:

#### Marcos Sociais/Emocionais

- Acalma-se quando falam com ele ou quando o pegam no colo
- Olha para o seu rosto
- Parece feliz em ver você quando caminha até ele
- Sorri quando você fala ou sorri para ele

#### Marcos de Linguagem/Comunicação

- Faz outros sons além de chorar
- Reage a sons altos

#### Marcos Cognitivos (aprender, pensar, resolver problemas)

- Observa conforme você se move
- Olha para um brinquedo por vários segundos

#### Marcos de Movimento/Desenvolvimento Físico

- Mantém a cabeça erguida quando está de bruços
- Move os dois braços e as duas pernas
- Abre as mãos brevemente

### Outras coisas importantes para compartilhar com o médico...

- Quais são algumas das coisas que você e seu bebê fazem juntos?
- Quais são algumas das coisas que seu bebê gosta de fazer?
- Há algo que seu bebê faz ou deixa de fazer que o preocupa?
- Seu bebê perdeu alguma habilidade que já teve?
- Seu bebê tem alguma necessidade especial de saúde ou nasceu prematuro?



**Você é quem conhece melhor o seu bebê.** Não espere. Se o seu bebê não está atingindo um ou mais marcos do desenvolvimento, perdeu habilidades que já teve, ou você tem outras preocupações, aja cedo. Converse com o médico do seu bebê, compartilhe suas preocupações e pergunte sobre a triagem do desenvolvimento. Se você ou o médico ainda estiverem preocupados:

1. Peça um encaminhamento para um especialista que possa avaliar mais seu bebê; e
2. Ligue para o programa de intervenção precoce do seu estado ou território para descobrir se seu bebê pode obter serviços de ajuda. Saiba mais e encontre o número em [cdc.gov/FindEI](https://www.cdc.gov/FindEI)

Para saber mais sobre como ajudar seu bebê, acesse [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

# Centers for Disease Control App

## CDC's *Milestone Tracker* App

- Learn more about the *Milestone Tracker* app – now available in [English](#) and [Spanish](#)
- Promote the *Milestone Tracker* app with a promotional toolkit [English](#)  [3 MB, 17 Pages, 508], and [Spanish](#)  [3 MB, 17 Pages, 508]
- [Download the \*Milestone Tracker\* app from the App Store](#)
- [Download the \*Milestone Tracker\* app from Google Play](#)



# Sensitivity and Specificity: Ages and Stages

- **Sensitivity: How accurately does the developmental screener correctly identify children at risk for developmental delays?**
- 83-86%
- **Specificity. How accurately does the developmental screener correctly identify children who are not at risk for developmental delays?**
- 86-92%

<https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/understanding-choosing-assessments-developmental-screeners-young-children-ages-3-5-profiles-selected>



# Sensitivity and Specificity: PEDS

- **Sensitivity: How accurately does the developmental screener correctly identify children at risk for developmental delays?**
- 83-86%
- **Specificity. How accurately does the developmental screener correctly identify children who are not at risk for developmental delays?**
- 86-92%

<https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/understanding-choosing-assessments-developmental-screeners-young-children-ages-3-5-profiles-selected>

# AzAAP Developmental Screening Team

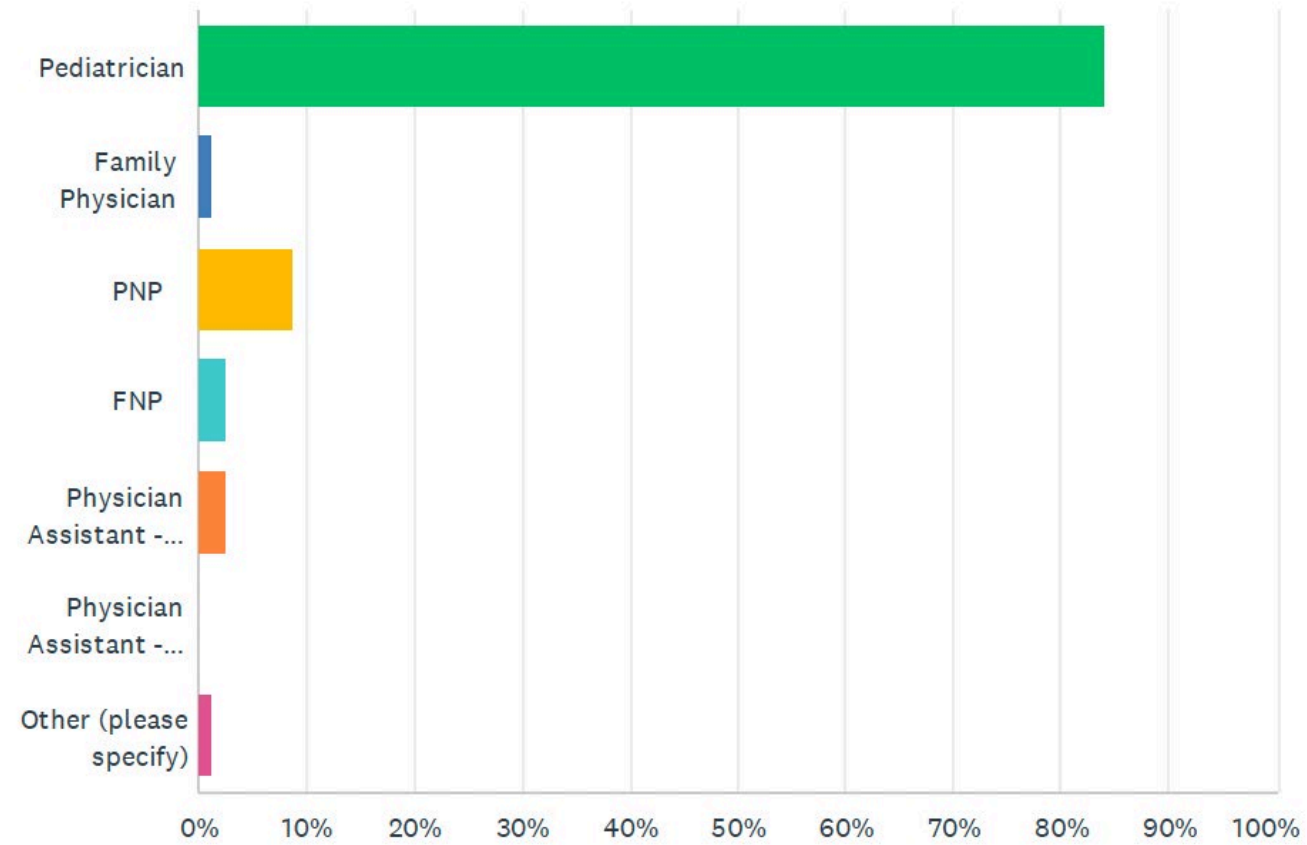
- Catherine Riley MD (lead)
- Sydney Rice, MD
- Dawn Sorenson, MD
- Steven Spiess, MD
- Amy McAuley, MD
- Melanie Martin Senior Manager of Early Brain and Child Development Program
- Morgan Anderson, Director, Prevention Services Division, Senior Manager, Child Injury & Fatality Prevention

*Thank  
you!*

**To the many of you who fill out countless surveys,  
particularly the 81 who filled out this one.**

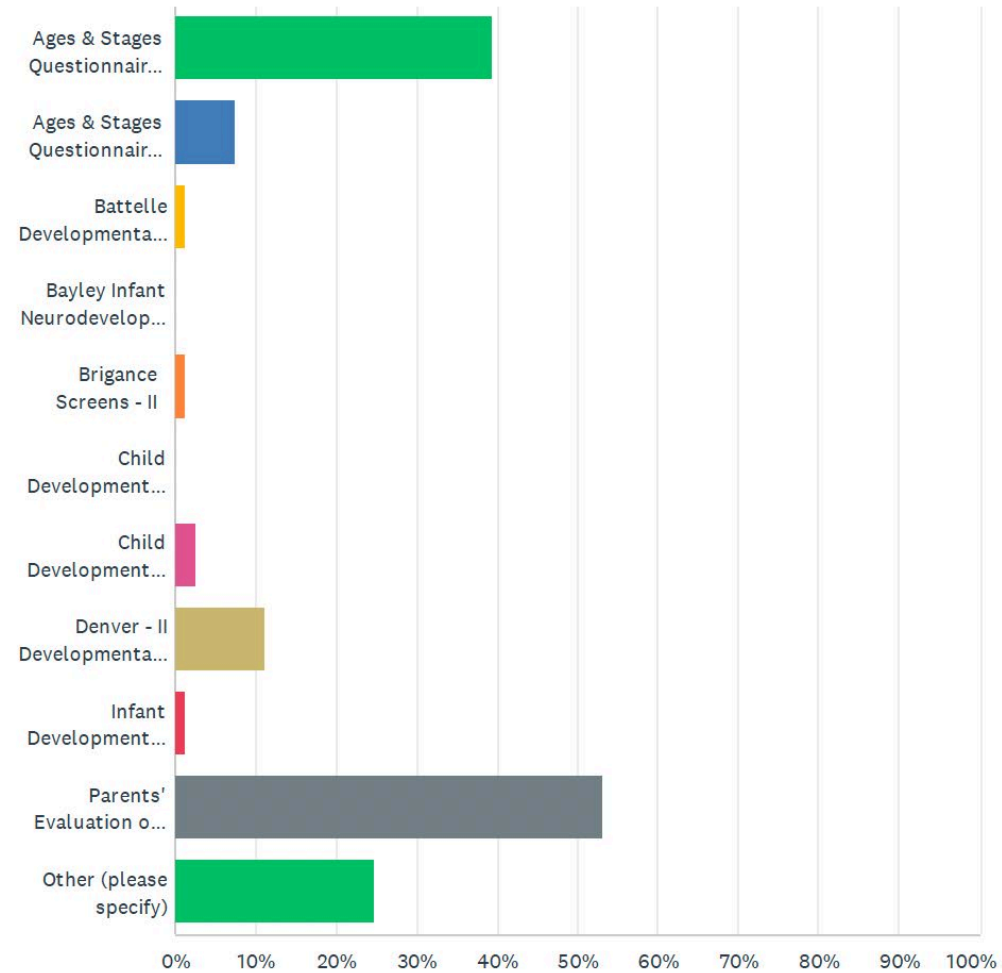
# Q1 Are you a:

Answered: 81 Skipped: 0



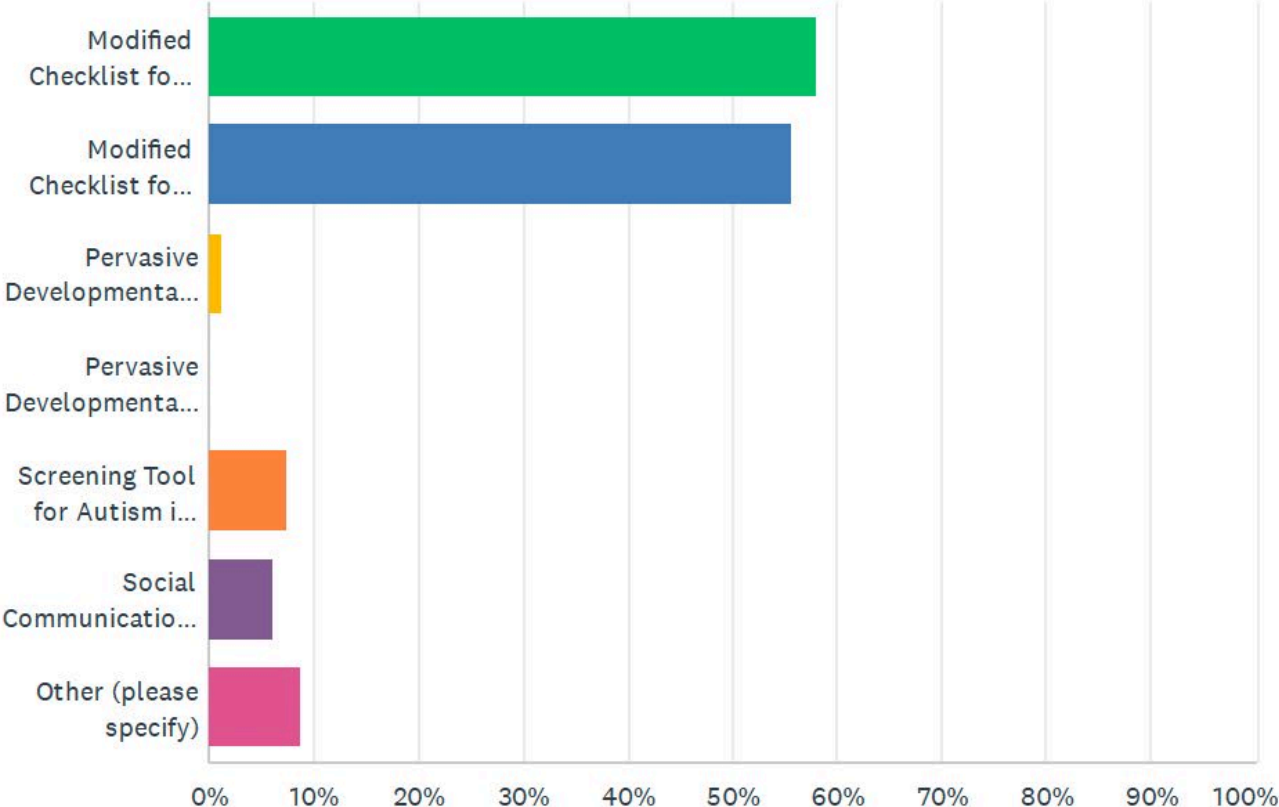
## Q2 What standardized developmental screening tools do you use? (Check all that apply)

Answered: 81 Skipped: 0



# Q4 What standardized autism screening tools do you use? (Check all that apply)

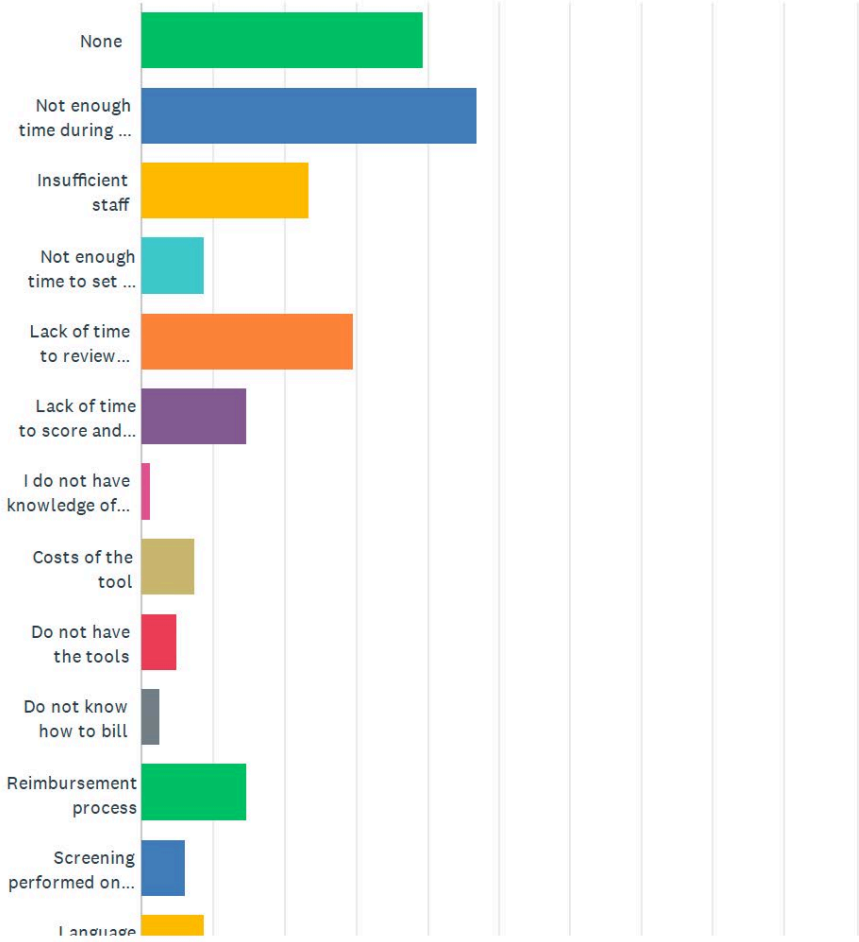
Answered: 81 Skipped: 0





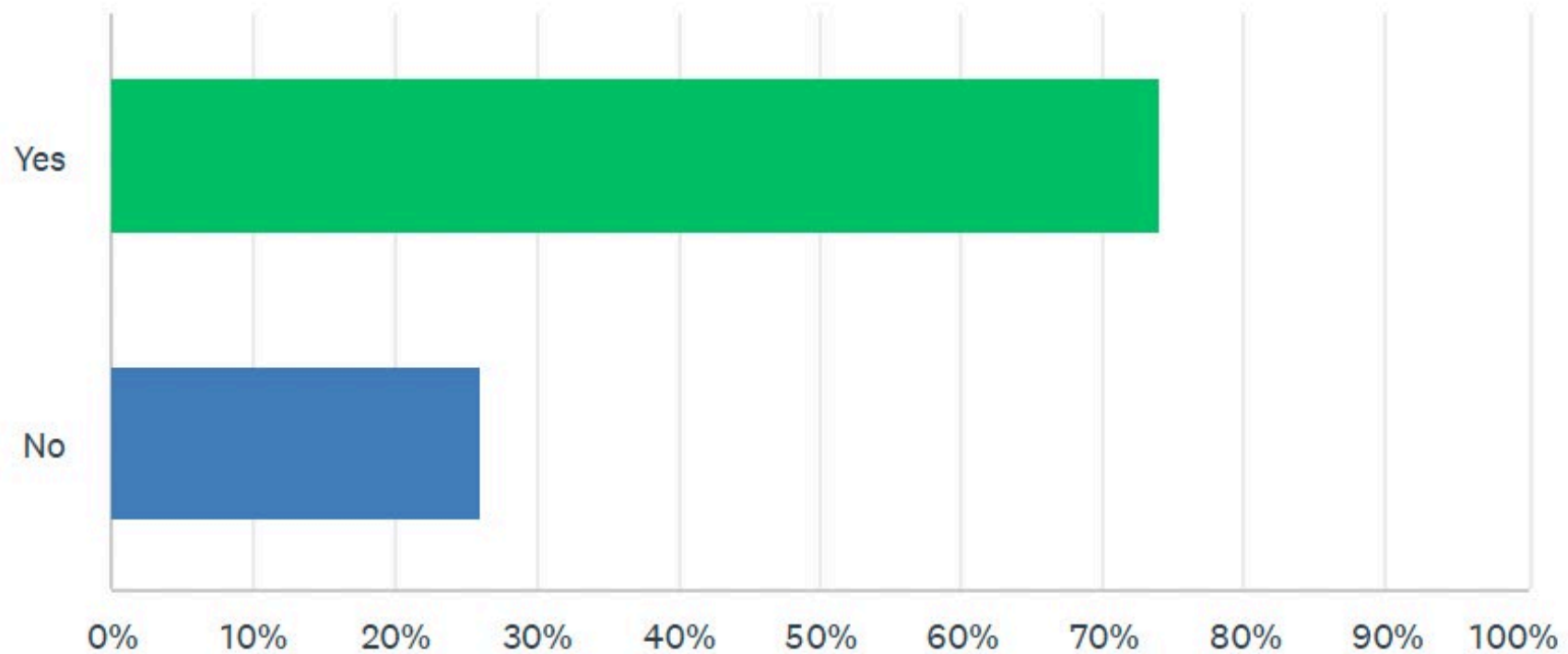
### Q6 Which factors do you feel prevent you from performing routine screening using a standardized tool consistently? (Check all that apply)

Answered: 81 Skipped: 0



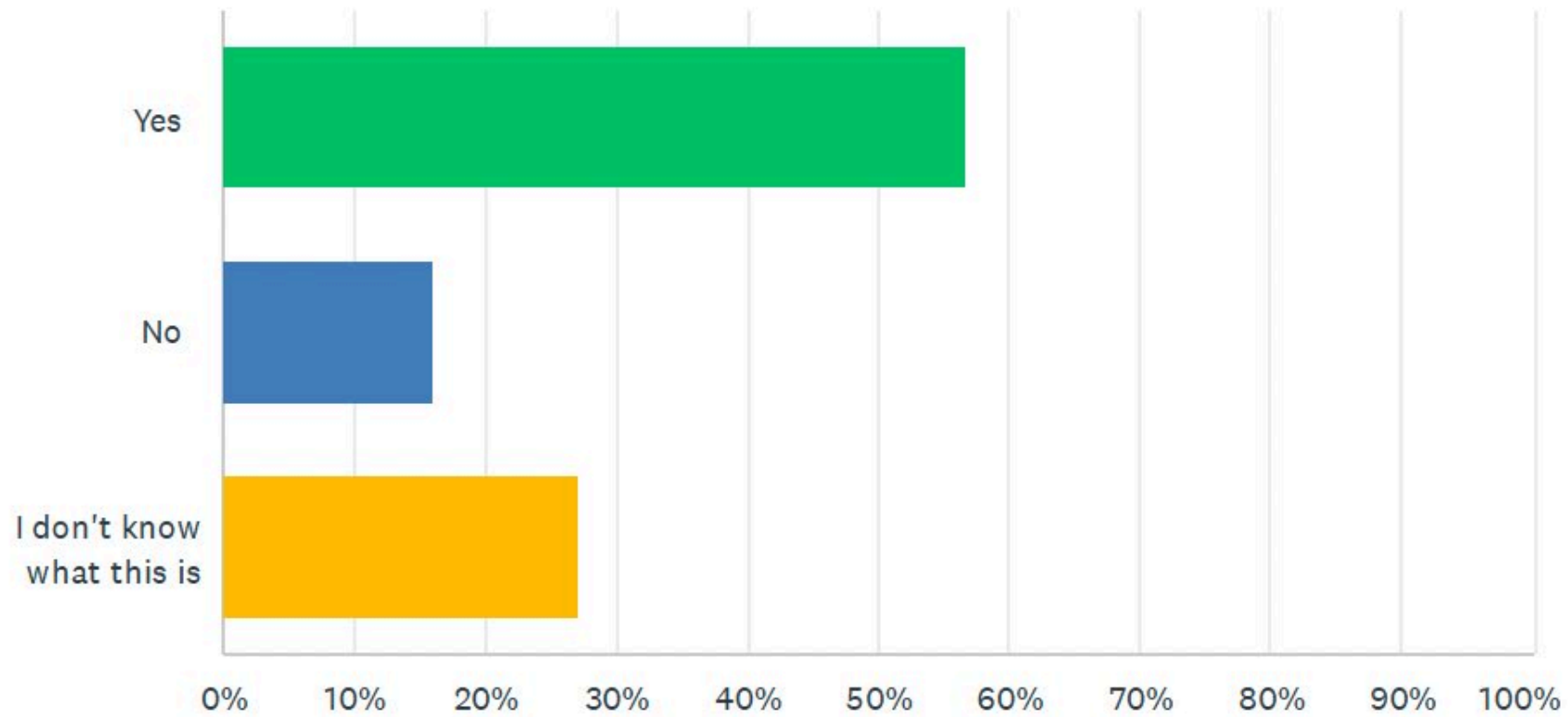
## Q7 Do you bill for developmental/autism screening?

Answered: 81 Skipped: 0



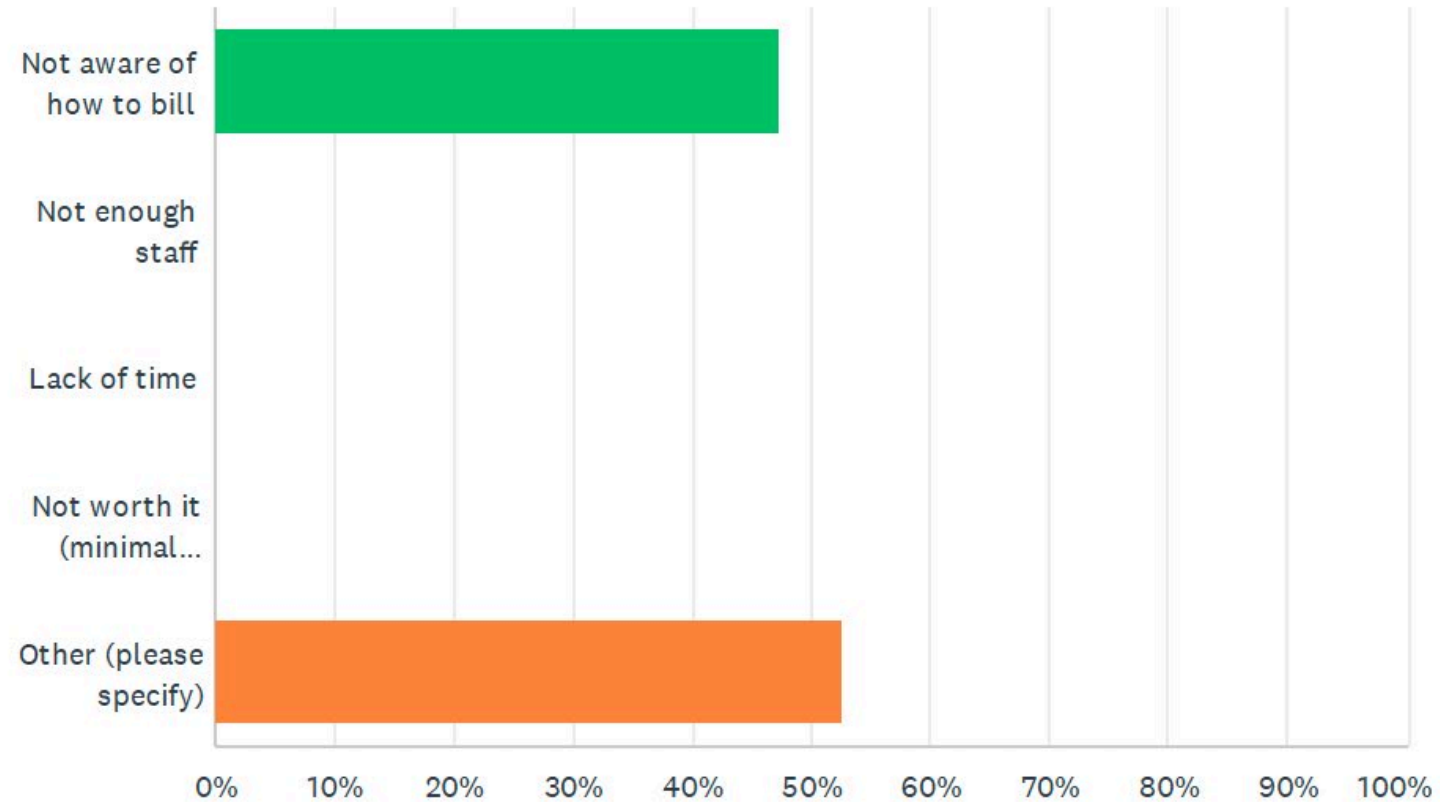
# Q8 Do you use the EP modifier after billing (96110) for screenings?

Answered: 81 Skipped: 0



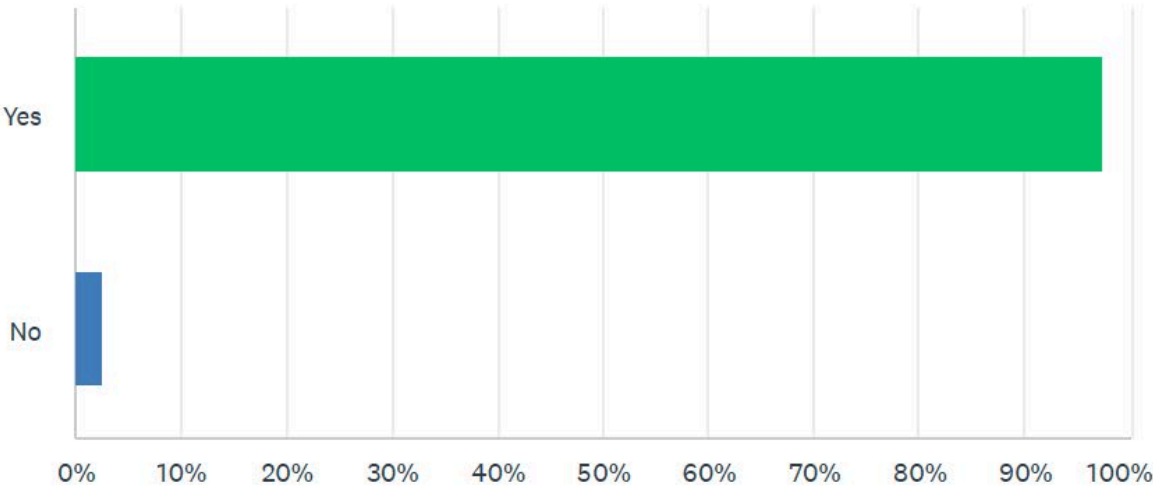
## Q9 Why do you not bill (use 96110) for screening? (Check all that apply)

Answered: 38 Skipped: 43



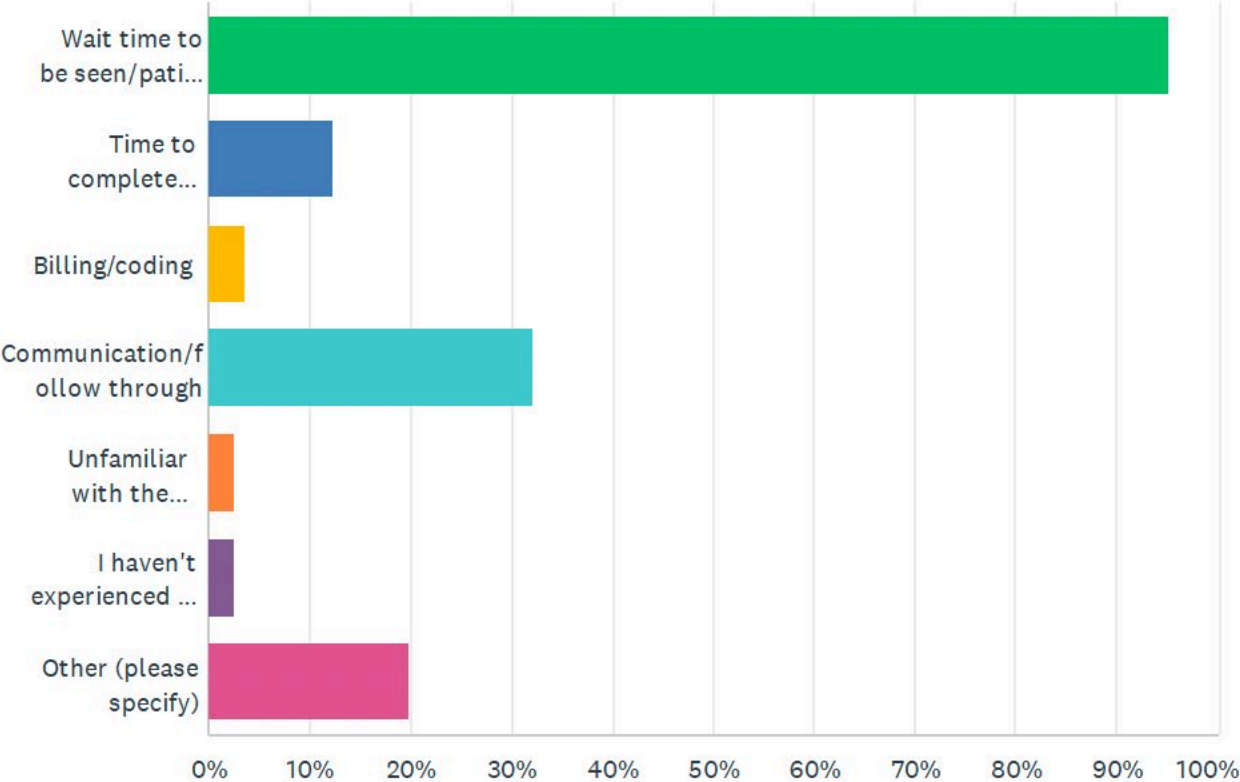
Q20 When making referrals for services once concerns have been identified, have you ever referred a patient to a developmental pediatrician?

Answered: 81 Skipped: 0



# Q21 What, if any, challenges have you encountered when making referrals to a developmental pediatrician? (Select all that apply)

Answered: 81 Skipped: 0



# Summary

- Surveillance: New CDC Milestones
  - 75<sup>th</sup> percentile (don't wait to refer)
- Screening:
  - Validated tools
  - Billing
- Evaluation
  - Early Access to Care
  - DBP Fellowship in Tucson
  - UA Nurse Practitioner Autism Certification





# 1 Year Checklist

## PREVIOUS

### Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

### Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

### Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

### Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

## UPDATED

### Social/Emotional Milestones

- Plays games with you, like pat-a-cake

### Language/Communication Milestones

- Waves "bye-bye"
- Calls a parent "mama" or "dada" or another special name
- Understands "no" (pauses briefly or stops when you say it)

### Cognitive Milestones (learning, thinking, problem-solving)

- Puts something in a container, like a block in a cup
- Looks for things he sees you hide, like a toy under a blanket

### Movement/Physical Development Milestones

- Pulls up to stand
- Walks, holding on to furniture
- Drinks from a cup without a lid, as you hold it
- Picks things up between thumb and pointer finger, like small bits of food

# 15 Month Checklist

## PREVIOUS (12 month)

### Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

### Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

### Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

### Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

## PREVIOUS (18 month)

### Social/Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by

### Language/Communication

- Says several single words
- Says and shakes head "no"
- Points to show someone what he wants

### Cognitive (learning, thinking, problem-solving)




- Knows what ordinary things are for; for example, telephone, brush, spoon
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Points to one body part
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

### Movement/Physical Development



- Walks alone
- May walk up steps and run
- Pulls toys while walking
- Can help undress herself
- Drinks from a cup
- Eats with a spoon

## UPDATED

### Social/Emotional Milestones

-   Copies other children while playing, like taking toys out of a container when another child does
-   Shows you an object she likes
- Claps when excited
- Hugs stuffed doll or other toy
-   Shows you affection (hugs, cuddles, or kisses you)


### Language/Communication Milestones

- Tries to say one or two words besides "mama" or "dada," like "ba" for ball or "da" for dog
- Looks at a familiar object when you name it
-   Follows directions given with both a gesture and words. For example, he gives you a toy when you hold out your hand and say, "Give me the toy."
-   Points to ask for something or to get help

### Cognitive Milestones (learning, thinking, problem-solving)

- Tries to use things the right way, like a phone, cup or book
- Stacks at least two small objects, like blocks



### Movement/Physical Development Milestones

-   Takes a few steps on his own
- Uses fingers to feed herself some food

# 18 Month Checklist

## PREVIOUS (18 month)

### Social/Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
-   Shows affection to familiar people
-   Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by


### Language/Communication

- Says several single words
- Says and shakes head "no"
- Points to show someone what he wants

### Cognitive (learning, thinking, problem-solving)

- Knows what ordinary things are for; for example, telephone, brush, spoon
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Points to one body part
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

### Movement/Physical Development

- Walks alone
- May walk up steps and run
- Pulls toys while walking
-   Can help undress herself
- Drinks from a cup
- Eats with a spoon

## UPDATED


### Social/Emotional Milestones

- Moves away from you, but looks to make sure you are close by
- Points to show you something interesting
- Puts hands out for you to wash them
- Looks at a few pages in a book with you
- Helps you dress him by pushing arm through sleeve or lifting up foot

### Language/Communication Milestones

- Tries to say three or more words besides "mama" or "dada"
- Follows one-step directions without any gestures, like giving you the toy when you say, "Give it to me."

### Cognitive Milestones (learning, thinking, problem-solving)

-   Copies you doing chores, like sweeping with a broom
- Plays with toys in a simple way, like pushing a toy car

### Movement/Physical Development Milestones


- Walks without holding on to anyone or anything
- Scribbles
- Drinks from a cup without a lid and may spill sometimes
- Feeds herself with her fingers
- Tries to use a spoon
- Climbs on and off a couch or chair without help



# 2 Year Checklist

## PREVIOUS




### Social/Emotional

- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
-   Plays mainly beside other children, but is beginning to include other children, such as in chase games



### Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

### Cognitive (learning, thinking, problem-solving)


- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
-   Might use one hand more than the other
-   Follows two-step instructions such as "Pick up your shoes and put them in the closet."
-   Names items in a picture book such as a cat, bird, or dog

### Movement/Physical Development


- Stands on tiptoe
- Kicks a ball
- Begins to run
- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
-   Throws ball overhand
-   Makes or copies straight lines and circles

## UPDATED

### Social/Emotional Milestones

-   Notices when others are hurt or upset, like pausing or looking sad when someone is crying
- Looks at your face to see how to react in a new situation

### Language/Communication Milestones

- Points to things in a book when you ask, like "Where is the bear?"
- Says at least two words together, like "More milk."
- Points to at least two body parts when you ask him to show you
-   Uses more gestures than just waving and pointing, like blowing a kiss or nodding yes

### Cognitive Milestones (learning, thinking, problem-solving)

- Holds something in one hand while using the other hand; for example, holding a container and taking the lid off
- Tries to use switches, knobs, or buttons on a toy
- Plays with more than one toy at the same time, like putting toy food on a toy plate

### Movement/Physical Development Milestones

- Kicks a ball
- Runs
- Walks (not climbs) up a few stairs with or without help
- Eats with a spoon

# 3 Year Checklist

## PREVIOUS

### Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

### Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

### Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

### Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

## UPDATED

### Social/Emotional Milestones

- Calms down within 10 minutes after you leave her, like at a childcare drop off
- Notices other children and joins them to play

### Language/Communication Milestones

- Talks with you in conversation using at least two back-and-forth exchanges
- Asks "who," "what," "where," or "why" questions, like "Where is mommy/daddy?"
- Says what action is happening in a picture or book when asked, like "running," "eating," or "playing"
- Says first name, when asked
- Talks well enough for others to understand, most of the time

### Cognitive Milestones (learning, thinking, problem-solving)

- Draws a circle, when you show him how
- Avoids touching hot objects, like a stove, when you warn her

### Movement/Physical Development Milestones

- Strings items together, like large beads or macaroni
- Puts on some clothes by himself, like loose pants or a jacket
- Uses a fork

# 4 Year Checklist

## PREVIOUS

### Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

### Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

### Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

### Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

## UPDATED

### Social/Emotional Milestones

- Pretends to be something else during play (teacher, superhero, dog)
- Asks to go play with children if none are around, like "Can I play with Alex?"
- Comforts others who are hurt or sad, like hugging a crying friend
- Avoids danger, like not jumping from tall heights at the playground
- Likes to be a "helper"
- Changes behavior based on where she is (place of worship, library, playground)

### Language/Communication Milestones

- Says sentences with four or more words
- Says some words from a song, story, or nursery rhyme
- Talks about at least one thing that happened during his day, like "I played soccer."
- Answers simple questions like "What is a coat for?" or "What is a crayon for?"

### Cognitive Milestones (learning, thinking, problem-solving)

- Names a few colors of items
- Tells what comes next in a well-known story
- Draws a person with three or more body parts

### Movement/Physical Development Milestones




- Catches a large ball most of the time
- Serves himself food or pours water, with adult supervision
- Unbuttons some buttons
- Holds crayon or pencil between fingers and thumb (not a fist)





# 5 Year Checklist

## PREVIOUS


### Social/Emotional

-   Wants to please friends
- Wants to be like friends
- More likely to agree with rules
-   Likes to sing, dance, and act
-   Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative




### Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
-   Uses future tense; for example, "Grandma will be here."
-   Says name and address

### Cognitive (learning, thinking, problem-solving)




- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
-   Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

### Movement/Physical Development




- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
-   Can do a somersault
-   Uses a fork and spoon and sometimes a table knife
-   Can use the toilet on her own
- Swings and climbs

## UPDATED



### Social/Emotional Milestones

-   Follows rules or takes turns when playing games with other children
-   Sings, dances, or acts for you
-   Does simple chores at home, like matching socks or clearing the table after eating


### Language/Communication Milestones

-   Tells a story she heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it
-   Answers simple questions about a book or story after you read or tell it to him
-   Keeps a conversation going with more than three back-and-forth exchanges
- Uses or recognizes simple rhymes (bat-cat, ball-tall)

### Cognitive Milestones (learning, thinking, problem-solving)

- Counts to 10
-   Names some numbers between 1 and 5 when you point to them
- Uses words about time, like "yesterday," "tomorrow," "morning," or "night"
-   Pays attention for 5 to 10 minutes during activities. For example, during story time or making arts and crafts (screen time does not count)
- Writes some letters in her name
- Names some letters when you point to them

### Movement/Physical Development Milestones

-   Buttons some buttons
- Hops on one foot