

Early Childhood Development Chart

THIRD EDITION

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0-3 Months

3-6 Months

6-9 Months

Cognitive

- ◆ Watches an object moved slowly through line of sight
- Moves hand to mouth
- Looks back and forth between two objects
- Inspects own hands
- Mouths toys



- Repeats arm or leg movements to cause an action to occur again
- Explores objects in a variety of ways
- Pulls cloth from face
- Intentionally drops an object and watches it fall
- ◆ Plays with rattle placed in hand



- Imitates familiar actions (e.g., claps hands)
- Finds object that is partially hidden
- Transfers an object from one hand to the other to pick up second object
- Moves to get to toy
- ◆ Persists in effort to obtain object

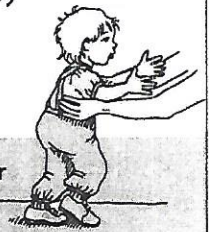


Communication

- Startled by loud noises
- Cries when hungry or uncomfortable
- Turns head toward voice
- Makes noises other than crying
- Differentiated cry for fatigue, hunger, and pain
- Coos when spoken to by caregiver

- Laughs out loud
- Briefly stops activity when name is called
- Vocalizes pleasure and displeasure
- Imitates sounds
- Makes noise when talked to

- Responds with appropriate gestures to "up," "bye-bye," or other routines
- Produces three or more consonants
- Moves body to music
- Uses word for parent or caregiver discriminately
- Pitch and intonation vary



Social-Emotional

- Looks at adult face
- Interacts by smiling and cooing
- Recognizes familiar faces and objects
- Stops crying when talked to, picked up, or comforted
- Expresses feelings such as anger, excitement, or hunger

- Comforts self (e.g., sucks hand or thumb)
- Expresses desire to be picked up
- Smiles at or pats own image in the mirror
- Interacts differently with caregivers and strangers
- Initiates social contact

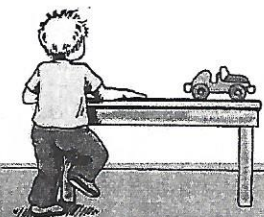
- ◆ Extends arms to familiar persons
- Shows preference for certain toys, activities, or places
- Expresses affection
- Plays simple games (e.g., peek-a-boo)
- Responds differently to children and adults

Adaptive

- Forms a tight seal around nipple when sucking
- Swallows liquids with no difficulty
- Coordinates sucking, swallowing, and breathing
- Enjoys bath
- Sleeps for 4- to 10-hour intervals

- Swallows pureed foods
- Shows definite likes and dislikes of various foods
- Sucks hand or thumb
- Uses tongue to move food around in mouth
- Closes lips when swallowing

- Closes lips to remove food from spoon
- Sleeps through the night
- Holds or supports bottle to drink
- Purposely pulls off socks
- Feeds self finger foods



Physical Development

- ◆ When held upright, will bear some weight on legs
- When lying on back, brings hands together
- When lying on stomach, raises head briefly
- In supported sitting position, reaches for and grasps an object
- Holds a small object in each hand at one time
- Rolls from side to back

- Transfers an object from one hand to the other
- Bangs two objects together
- Sits for at least 5 seconds with hips supported
- Rolls from back to stomach
- ◆ Rolls from back to side



- ◆ Walks sideways while holding on to furniture
- Picks up small object using thumb and forefinger
- Uses arms to move forward on belly
- Pokes with index finger
- Stands alone, holding on to something
- Moves from back to sitting without assistance

9-12 Months

12-18 Months

18-24 Months

24-30 Months

Cognitive

- Looks at pictures in a book
- Rolls wheeled toys
- Touches adult to have that person start or continue interesting game or action
- Removes rings from ring stack toy
- Realizes objects continue to exist even when they cannot be seen

- ◆ Looks at picture book with adult
- Places a small object into small container
- Demonstrates use of everyday items
- Combines two related objects during play (e.g., bowl and spoon)
- Manages three to four toys by setting one aside when given a new toy



- Spontaneously names five or more objects
- Uses a substitute object to represent real one (e.g., uses stick as a brush)
- Can match items to corresponding pictures
- Inserts shapes into matching slots
- Matches animals to sounds each makes
- ◆ Stacks six to seven blocks



- Repeats finger plays with words and actions
- Can tell own age
- Understands "one," "one more," and "all"
- Matches simple shapes such as circle, square, and triangle
- Identifies rooms in own home

Communication

- Follows simple spoken commands (e.g., "Give Daddy the ball.")
- Responds to "where" questions
- Can point to five or more familiar persons, animals, or toys
- Spontaneously says familiar greeting and farewells
- Briefly stops activity when told "no"

- Follows directions about placing an item "in" and "on" another
- Has a word, sound, or sign for drink
- Uses at least five words
- Points to at least three body parts when asked
- Indicates "yes" or "no" in response to questions

- Names familiar characters seen on TV or in the movies
- Uses two-word phrases (e.g., more milk)
- Can point to 15 or more pictures of common objects when they are named
- Knows the names of at least two playmates
- Can point to at least six body parts

- Whispers
- Identifies common objects described by their use (e.g., "Show me what you eat with.")
- Uses sentences of three or more words
- Understands negatives ("Which is not")
- Uses some regular plurals (e.g., boy - boys)

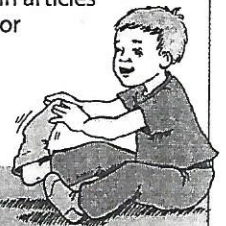
Social-Emotional

- Imitates facial expressions, actions, and sounds
- Repeats activity that elicits positive response from others
- Brings toys to share with caregiver
- Plays well for a brief time in groups of two or three children
- Uses blanket or soft toy for comfort

- Separates from caregiver in familiar setting without crying
- Attempts to comfort others in distress
- Wants to do many things without help
- Enjoys simple make-believe
- When faced with novel situation, looks to caregiver for reassurance

- Shows pride in accomplishments
- Listens quietly to story, music, movie, or TV
- Sings familiar songs
- Uses "please" and "thank you"; may need to be reminded
- Asks for assistance when having difficulty

- Looks at people when speaking with them
- Usually takes turns
- Recognizes when another person is happy or sad
- Avoids common dangers
- Claims certain articles as being his or her own



Adaptive

- Chews textured foods
- Drinks from sippy cup independently
- Cooperates in dressing and undressing
- Drinks from open cup or glass held by adult
- Cooperates with hand-washing

- ◆ Stirs with spoon
- Fusses when diaper needs to be changed
- Helps with simple household tasks
- Tries to wash own hands and face
- Can use a straw

- Removes loose clothing such as a jacket or shirt without assistance
- Uses handle or knob to open doors
- Puts on simple clothing independently
- Uses spoon independently
- Puts familiar objects away

- ◆ Takes off own shoes, socks, and loose pants
- Sits on toilet for at least 1 minute supervised
- Washes and dries hands and face
- Shows care when handling an infant or small animal
- Uses a fork to stab food



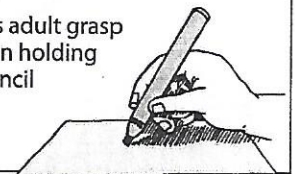
Physical Development

- ◆ Scribbles spontaneously
- Walks three or more steps with assistance
- Holds crayon or pencil in adaptive fashion (i.e., not adult grasp)
- Moves from standing to sitting in coordinated fashion
- Demonstrates controlled starts and stops in walking

- Uses one hand consistently in most activities
- Can squat then stand again maintaining balance
- Creeps backward down steps
- Climbs low play equipment
- Uses hand to hold paper in place when drawing

- ◆ Can walk backward
- Imitates circular, vertical, and horizontal strokes
- Throws a ball overhand with relative accuracy
- Spontaneously uses circular, vertical, and horizontal strokes when drawing
- Walks up stairs, alternating feet

- Walks swinging arms and legs in cross pattern (like adult)
- Catches ball, trapping against chest
- Jumps in place with feet together
- Rolls, pounds, and squeezes clay
- ◆ Uses adult grasp when holding a pencil



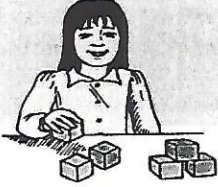
30-36 Months

36-42 Months

42-48 Months

48-54 Months

- States whether boy or girl
- Stacks rings on peg in order of size
- Can count to five
- Completes three- to four-piece puzzle
- Can match objects by color, shape, and size
- ◆ Builds bridge using three blocks (adult models)



- Understands "big" and "little"
- Can describe what he or she is doing
- Responds to "who" and "whose" questions
- Asks "what" or "where" questions
- Understands "beside" and "under"

- Shows affection to younger children by hugging and kissing
- Repeats rhymes, songs, or dances for others
- Changes activities when requested
- Interacts appropriately with others during group activities
- Shows independence (e.g., doesn't want hand held)

- Can pour milk/juice with some assistance
- Daytime control of toileting needs, occasional accidents
- Gets drink of water unassisted
- Brushes teeth independently
- Knows where own possessions are kept



- ◆ Threads small beads on string
- Snips paper with scissors
- Walks forward heel to toe
- Stands on one foot for a few seconds
- Kicks a stationary ball at least 6 feet

- Understands "same" and "different"
- Matches objects that have the same function (e.g., spoon and fork)
- Understands "heavy" and "light"
- Understands "more" and "less"
- Sorts objects by physical characteristics (e.g., color or shape)

- Names primary colors
- Can state full name
- Can answer questions when told a short story
- Uses contractions
- Uses regular past tense forms
- Uses pronouns



- ◆ Shares toys
- Plays group board or card games
- Volunteers for tasks
- Quiets down after active play
- Participates in circle games

- Manipulates large buttons or snaps
- Covers mouth and nose when coughing and sneezing
- Hangs clothes in designated location
- Cleans up spills
- Completes simple errands

- Copies drawing a cross
- Hops forward on one foot
- Hammers pegs
- Runs around objects, turns corners
- ◆ Jumps forward with feet together at least 20 inches



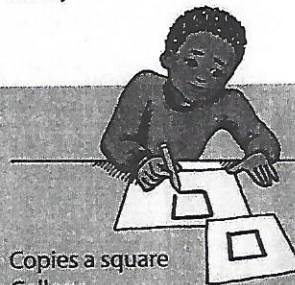
- Retells story from picture book
- Can build pyramid of six blocks
- Draws people
- Can copy own name
- ◆ Draws a face with at least three features



- Uses facial expressions and body language to demonstrate emotions
- Understands passive sentences (e.g., "Show me the car was pushed by the truck.")
- Makes statements about cause and effect
- Can define at least five simple words
- Can tell how simple objects are used

- Returns objects to their appropriate place
- Accepts friendly teasing
- Can explain rules of a game to others
- Expresses anger with words rather than physical action
- Shows empathy for others

- Dresses self completely (may not be able to tie shoelaces)
- Serves self at the table
- Often wants privacy in the bathroom
- Can answer "what to do if" questions
- Fastens seat belt independently



- ◆ Copies a square
- Gallops
- Can jump over low objects
- Glues neatly
- Walks down steps alternating feet
- Can walk on tiptoes

- Identifies "first," "last," and "middle"
- Distinguishes between real and make-believe
- Understands the concept of "zero"
- Identifies "half" and "whole" objects
- Names at least 20 letters

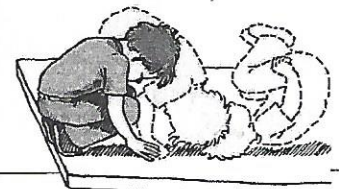
- Identifies rhyming words
- Completes simple verbal analogies (e.g., "Ice is cold; Fire is ____.")
- Can state similarities between objects (e.g., "How are juice and milk alike?")
- Uses possessives
- Uses sentences of five or more words

- Offers item or activity to another in exchange for an item or activity
- Accepts valid criticism
- Asks before using another's belongings
- Talks about own feelings
- ◆ Shows pride in accomplishments



- Crosses street safely
- Requests food to be passed at the table
- Knows which shoe goes on which foot
- Puts dirty dishes in sink or dishwasher
- Adjusts water temperature for bath or shower

- Can cut a straight line
- Balances on one foot
- Swings on swing maintaining own momentum
- Can rapidly touch each finger to thumb
- ◆ Turns a somersault



Cognitive

Communication

Social-Emotional

Adaptive

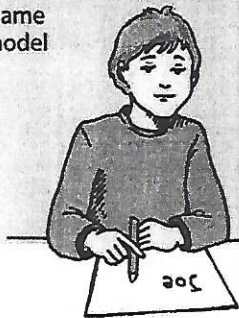
Physical Development

54-60 Months

60-72 Months

Cognitive

- Draws a person with six recognizable parts
- Matches number of items to correct numeral
- Recognizes a few printed words
- Can predict what will happen next
- ◆ Prints first name without a model



- Counts up to 20 objects
- Draws five or more identifiable objects
- Tells month and day of birth
- Writes first and last name from memory
- States use of at least three body parts (e.g., "What do you do with your eyes?")
- Reads 10 or more words

Communication

- Responds to questions involving time concepts (e.g., "When do you eat dinner?")
- Generates complex sentences
- Tells familiar stories without picture cues
- Can give at least three descriptive words that characterize an object
- Participates in group discussion

- Uses irregular plurals
- Knows what you do in each season
- Tells simple jokes
- Identifies left and right on own body
- Uses "yesterday" and "tomorrow"
- Can identify at least three units of currency

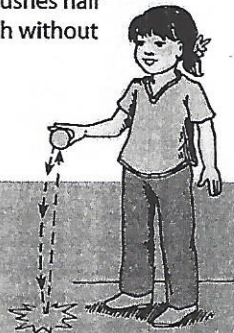
Social-Emotional

- Offers assistance to others
- Helps with group projects
- Says "excuse me" to interrupt politely
- Likes competitive games
- Responds with appropriate affect or action in social situations

- Apologizes if hurts someone's feelings
- Completes pencil/paper games
- Remains calm when small requests are denied
- Answers the phone, remembers a simple message, and delivers it to the correct person
- Works alone on chores for 20 minutes

Adaptive

- Selects clothing appropriate for temperature and occasion
- Makes own bed
- Toilets, wipes self, flushes toilet, and redresses independently
- Combs or brushes hair
- Brushes teeth without assistance



- Makes simple breakfast and lunch
- Sets and clears table without assistance
- Uses table knife for spreading
- Takes shower or bath independently
- Dusts furniture

Physical Development

- ◆ Bounces and catches tennis ball (or ball of similar size)
- Colors within lines
- Can do at least three sit-ups
- Jumps sideways with feet together
- Cuts out a square

- ◆ Skips
- Copies a diamond
- Cuts out simple geometric shapes
- Drops a ball and kicks it forward before it hits the floor
- Can dribble an 8- to 10-inch ball using one hand



Early Childhood Development Chart

THIRD EDITION

This is a chart of select developmental milestones for children from birth through age 5 years. The milestones should not be used as a sole indicator of normal or abnormal development.

References

- Folio, M. R., & Fewell, R. R. (2000). *Peabody developmental motor scales—Second edition*. Austin, TX: PRO-ED.
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