

Seriously Kids™

Supporting, educating, empowering.... Seriously useful

We encourage you to use this checklist as a source of information rather than as a prescriptive checklist. Checklists are great guides to help you determine what you may need, provide a starting point to help in gathering information and take some of the stress out of things such as making a decision or establishing a clear view of the situation on paper.

Please Note: Children's learning is ongoing each child will progress towards the milestones in different ways and at differing paces. This checklist should be used as a guide only.

DEVELOPMENTAL MILESTONES

0 - 12 MONTHS

Everything your baby does as they grow forms part of their development.

How your child plays, learns, speaks and acts offers important clues about your child's development, yet every baby grows and develops in a unique way.

Developmental milestones are things most children can do by a certain age. Your child does not need to be able to do everything at each developmental age as each child develops at an individual rate within the expected age ranges.



It is no use comparing a child to another as in most instances no two children will do things at the same time.

For example a baby may sit up 'first' but then another baby may crawl before the baby who sat up. Development is a progression and is why there are developmental periods.

A child has a guided timeframe to be able to grow and develop and master the milestone. That is why there is a guide as it allows a baby to develop at their own pace within the variation of the timeline for their developmental phase.

It is suggested that you begin by focussing on the developmental areas that slot in with the age range into which the child fits. For example if your child is 3½ years old, start in the 3-5 year checklist age range.



Be mindful that your child may or may not fill everything. The purpose of a checklist is not that a child must check off everything on the list; it is merely a guide of what is the general expectation for the age range. If you do not see the development and/or behaviour then simply leave that area blank.

If you have concerns please seek professional help. You can take the completed checklists with you to discuss with your child's doctor about the milestones your child has reached (or the concerns you have at those they may not have yet reached) and what to expect next.



SOCIAL AND EMOTIONAL

Responds to person for 1 minute with smiles and body movement

___ / ___ / ___

Text box for notes related to the first item.

Socialises with anyone

___ / ___ / ___

Text box for notes related to the second item.

Reacts differently to angry/friendly voices

___ / ___ / ___

Text box for notes related to the third item.

Resists adult who playfully tries to take a toy away

___ / ___ / ___

Text box for notes related to the fourth item.

Holds up out arms to be picked up

___ / ___ / ___

Text box for notes related to the fifth item.

Calms when comforted

___ / ___ / ___

Text box for notes related to the sixth item.

Cry varies in pitch, length & volume to indicate needs

___ / ___ / ___

Text box for notes related to the seventh item.

Occupies self for 10 mins when unattended

___ / ___ / ___

Text box for notes related to the eighth item.

Shows anxiety when stranger is encountered

____ / ____ / ____

Text input box for notes.

Smiles at self in mirror

____ / ____ / ____

Text input box for notes.

Cries to establish contact with a carer by vocalisation

____ / ____ / ____

Text input box for notes.

Responds to game - Peek-a-boo

____ / ____ / ____

Text input box for notes.

Accepts redirection/guidance

____ / ____ / ____

Text input box for notes.

Shows assertiveness by reaching out for a toy that is out of reach

____ / ____ / ____

Text input box for notes.

SELF HELP SKILLS

Directs bottle towards mouth or pushes it away

____ / ____ / ____

Text input box for notes.

Is able to mouth and gum biscuits

____ / ____ / ____

Text input box for notes.

Swallows strained food, beginning to use tongue to move food

____ / ____ / ____

[Empty text box for notes]

Brings food in hand to mouth

____ / ____ / ____

[Empty text box for notes]

Holds food and can feed self - mashed foods using fingers

____ / ____ / ____

[Empty text box for notes]

Takes individual mouthfuls from a cup held by carer

____ / ____ / ____

[Empty text box for notes]

LANGUAGE

Responds differently to noises

____ / ____ / ____

[Empty text box for notes]

Responds differently to show understanding of words

____ / ____ / ____

[Empty text box for notes]

Imitates sounds

____ / ____ / ____

[Empty text box for notes]

Uses voices to gain attention

____ / ____ / ____

[Empty text box for notes]

Anticipates feeding by sight of bottle

____ / ____ / ____

[Empty text box for notes]

Waves bye-bye when requested

____ / ____ / ____

[Empty text box for notes]

Looks at object when adult talks about it

____ / ____ / ____

[Empty text box for notes]

GROSS MOTOR SKILLS

When on tummy lifts up head high & maintains head in midline

____ / ____ / ____

[Empty text box for notes]

On tummy takes weight on forearms with head and shoulders on floor

____ / ____ / ____

[Empty text box for notes]

When pulled to sit, holds head in midline

____ / ____ / ____

[Empty text box for notes]

When sitting supported, brings hands to middle, looks at & plays with toy

____ / ____ / ____

[Empty text box for notes]

When on their back plays with feet

____ / ____ / ____

[Empty text box for notes]

When on their back rolls bottom off floor when playing with toes

____ / ____ / ____

[Empty text box for notes]

When on back attempts to roll turning & lifting head from back to tummy & sides

____ / ____ / ____

[Empty text box for notes]

Beginning to crawl properly on hands & knees

____ / ____ / ____

[Empty text box for notes]

Sits independently with straight back

____ / ____ / ____

[Empty text box for notes]

Independently able to get to kneeling position to play at small table

____ / ____ / ____

[Empty text box for notes]

Able to stand in an erect position with feet flat & legs apart

____ / ____ / ____

[Empty text box for notes]

FINE MOTOR DEVELOPMENT

Holds rattle and looks at it in hand

____ / ____ / ____

[Empty text box for notes]

Whole hand grasps toy and transfers it from one hand to the other

____ / ____ / ____

[Empty text box for notes]

Takes little objects with own fingers

____ / ____ / ____

Pokes at small objects with finger

____ / ____ / ____

Let's go of objects into a container with accuracy

____ / ____ / ____

Transfers small toys hand to hand & turns them around to examine

____ / ____ / ____

COGNITIVE DEVELOPMENT

Shows excitement by kicking & smiling

____ / ____ / ____

Bats a toy that baby knows will make sound or moves

____ / ____ / ____

Uses hands and mouth to explore objects

____ / ____ / ____

Drops a toy then looks for it

____ / ____ / ____

Responds to name by turning head

/ /

Takes objects out of a container

/ /

DEVELOPMENTAL CONCERNS

There is a wide range of what is considered normal development and you probably shouldn't be concerned or worry yourself too much but there are some red flags to keep an eye out for and if you see them then we suggest you have a chat with your Dr.

If at 2 months your child:

- » Feeds slowly or doesn't suck well
- » Doesn't seem to focus her eyes or watch things moving nearby
- » Doesn't react to bright lights
- » Seems especially stiff or floppy
- » Doesn't respond to loud sounds
- » Doesn't watch things as they move
- » Doesn't smile at people or focus on faces
- » Doesn't bring hands to mouth
- » Can't hold head up when pushing up when on their tummy

If at 4 months your child:

- » Can't support their head well or steady
- » Doesn't reach for or isn't able to grasp objects or bring objects to their mouth
- » Can't focus on moving objects
- » Doesn't smile
- » Doesn't react to loud sounds
- » Ignores new faces
- » Seems upset by unfamiliar people or surroundings
- » Doesn't watch things as they move or seem taken in my movements
- » Doesn't coo or make sounds
- » Doesn't push down with legs when feet are placed on a hard surface
- » Has trouble moving one or both eyes in all directions

If at 6 months your child:

- » Can't sit on their own
- » Doesn't respond to noises or smiles
- » Doesn't seem to have bonded with main caregivers and doesn't seem affectionate with those closest
- » Doesn't reach for objects and/or bring things to their mouth
- » Doesn't try to get things that are in reach
- » Doesn't respond to sounds
- » Doesn't make vowel sounds ("ah", "eh", "oh")
- » Doesn't roll over in either direction
- » Doesn't laugh or make squealing sounds
- » Seems very stiff, with tight muscles
- » Seems very floppy, like a rag doll

If at 9 months your child:

- » Doesn't bear weight on legs with support
- » Doesn't sit with help
- » Doesn't babble ("mama", "baba", "dada")
- » Doesn't play any games involving back-and-forth play
- » Doesn't recognise and respond to their own name
- » Doesn't seem to recognize familiar people
- » Doesn't look where you point when pointing to something
- » Not able to transfer toys from one hand to the other

If at 12 months your child:

- » Doesn't crawl (in any way). This also includes if they have started to crawl and then seems to drag one side while he's crawling for a month or more
- » Can't stand when supported
- » Doesn't search for things that are hidden in play with them.
- » Doesn't say any words or single words like "mama" or "dada"
- » Doesn't learn gestures like waving or shaking head, pointing
- » Doesn't point to things or look when things are pointed to
- » Loses skills he once had

NOTES

DISCLAIMER

We have taken a great deal of care in providing the information contained within this checklist, however, it is intended as a guide only.

Any information provided, while given as a broad guide with the best of intentions should not be substituted for professional advice. The information is given with the sole intention to be used as a guide only, and to aid with any concerns or questions you may have and to help you in determining if you require any further assistance or assist you with embarking on subsequent research.



Remember, checklists are really only ever to be used as a guide.