

# 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

### 12 MONTHS - 2 YEARS

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.



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## SOCIAL AND EMOTIONAL

Will show affection on request to familiar people

/ /

Imitates movements of others play e.g. patting doll to sleep

/ /

May prefer one carer to another & may become anxious when separated

/ /

Expresses affection - hugs & kisses easily to primary carers

/ /

Likes to be in sight &/or hearing of carer

/ /

Shows a preference to a toy

/ /

Attempts to comfort others in distress

/ /

Follows traditional roles-domestic duties

/ /

Imitates familiar actions – feeding

/ /

Begins to show sense of humour

/ /

Seeks control over events by becoming independent

/ /

Begins voluntary separation from parents

/ /

Begins to monitor own behaviour and can be easily frustrated

/ /

Has a varied range of emotions

/ /

May try to push other children

/ /

### SELF HELP SKILLS

Can hold & drink from a cup

/ /

Sits without support while being dressed

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Cooperates with dressing by extending arms

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

May refuse food by gesture or words

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

May walk independently

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Lowers self carefully back down to floor by holding on to furniture

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Able to sit on small chair

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Walks carrying or pulling a toy

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Walks backward confidently

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Able to step over objects when walking

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Walks up stairs confidently, unaided

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Rarely falls when running

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

When walking changes direction easily

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

## GROSS MOTOR SKILLS

Crawls on hands & knees for mobility

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Occasionally stands without holding onto aids

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Walks around furniture with flat feet

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Hand preference obvious & lead use is consistent

\_\_\_\_ / \_\_\_\_ / \_\_\_\_


Lines up blocks/objects to make a line i.e. train

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Attempts to manipulate drawing equipment & craft

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



## FINE MOTOR DEVELOPMENT


Imitates banging two objects together

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Can turn palms up to assist holding

\_\_\_\_ / \_\_\_\_ / \_\_\_\_




Picks up tiny objects neatly with thumb & forefinger tips

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Manipulation with hands rather than mouthing objects

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Turns pages of cardboard book & points to objects

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Stacks 2-3 small blocks together

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



Sleeps without fuss (generally)

\_\_\_\_/\_\_\_\_/\_\_\_\_

Sits on potty/toilet with assistance/guidance (toilet training closer to the 18mths-2yrs)

\_\_\_\_/\_\_\_\_/\_\_\_\_

Can put on loose shoes, no regard for correct foot

\_\_\_\_/\_\_\_\_/\_\_\_\_

Remembers where objects are kept & can retrieve

\_\_\_\_/\_\_\_\_/\_\_\_\_

Helps tidy up a few toys when asked/encouraged

\_\_\_\_/\_\_\_\_/\_\_\_\_

Attempts to open door with turning a knob

\_\_\_\_/\_\_\_\_/\_\_\_\_

Uses spoon effectively although sometimes messily

\_\_\_\_/\_\_\_\_/\_\_\_\_

## COGNITIVE DEVELOPMENT

Remembers where familiar things are kept

\_\_\_\_/\_\_\_\_/\_\_\_\_

Can line or 'nest' graded objects such as plastic bowls

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Joins in baby games such as Round & round the garden or other familiar songs

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Can identify one body part by pointing

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Able to identify and match objects

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Places shapes into piece board

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Fetches items for carer on request

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Can solve simple problems by using tools and household objects

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

Manages simple puzzles

\_\_\_\_ / \_\_\_\_ / \_\_\_\_



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## DEVELOPMENTAL CONCERNS

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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 18 months your child:

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- |   |   |
|---|---|
| » Doesn't point to show things to others                      | » Doesn't gain new words                                    |
| » Can't walk  | » Doesn't say at least 6 words                              |
| » Doesn't know or seems confused what familiar things are for | » Doesn't notice or mind when a caregiver leaves or returns |
| » Doesn't copy others   | » Loses skills they once had                                |

### If at 2 years your child:

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- |   |   |
|---|---|
| » Doesn't use 2-word phrases (for example, "drink milk")                      | » Loses skills they once had  |
| » Doesn't copy actions and words  | » Doesn't speak at least six words by 18 months or two-word sentences by 2 years. |
| » Doesn't follow simple instructions such as 'put your hat on'.               | » Doesn't imitate words and actions   |
| » Doesn't walk steadily, they still seem very uneasy on their feet and clumsy | » Doesn't follow simple instructions  |

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## NOTES

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## DISCLAIMER

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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.