

# 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

### 2 - 3 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 achievements 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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## EMOTIONAL

Reduced separation anxiety-separates from parents easily to familiar people/  
carers

/ /



Does not cling to centre staff/carer/family member if being cared for

/ /



Makes eye contact

/ /



Can make own activity choices

/ /



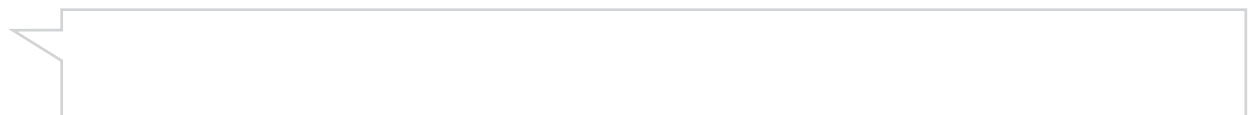
Stands up for own rights

/ /




Allows self to be comforted

/ /



Can accept correction/guidance

/ /



Can cope with disappointments

/ /



Can express emotions verbally

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

Shows interest in activities

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

Smiles, seems happy

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

### SELF HELP SKILLS

Independently can use the toilet/potty

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

Indicates soiled nappy

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

Washes hands and face

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

Attempts to wipe own nose

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

Rinses own mouth with water and spits/ can brush teeth (attempts brushing actions)

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

Takes shoes and socks off

/ /

Uses eating utensils

/ /

Holds cup with one hand while drinking

/ /

Recognises own belongings

/ /

Helps actively in dressing

/ /

## SOCIAL

Is unoccupied during free play

/ /

Spends time watching others play

/ /

Plays by self with/out objects

/ /

Plays parallel to others

/ /

Initiates play/activity with others

/ /

Plays with a group/games

/ /

Shows concern for others

/ /

Shows delight

/ /

Takes turns shares

/ /

## GROSS MOTOR SKILLS

Walks down step alternating feet

/ /

Runs with control over speed and direction

/ /

Jump obstacle landing on two feet

/ /

Climbs up and down on climbing equipment with ease

/ /

Claps hands in rhythm to beat

/ /

Balancing

/ /

Developing control with balls/ skills

/ /

Movement to music

/ /

Shows established hand preference with hand/foot developing

/ /

## FINE MOTOR DEVELOPMENT

Tears paper

/ /

Threads objects (large)

/ /

Use of drawing/painting tools- which ones and how- depends on practise/  
exposure

/ /

Type of Grip- developing a Pincer grip to beginning of Tripod grip

/ /

Use of scissors

/ /

Attempts of success with buttons/zipper

/ /

## COGNITIVE DEVELOPMENT

Sorts/matches like objects

/ /

Assembles puzzles

/ /

Participates in finger plays

/ /

Mixes colours while painting

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



Uses objects to symbolise actions (e.g. block as a car)

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



Uses shapes for construction

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



Uses tactile exploration e.g. slime

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



Counting

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



Shapes

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



Colours (2-3)

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



Can locate an object behind or beside something

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





Knows parts of the day e.g. lunch

/ /

Recalls words to songs/chants

/ /

Recalls words to songs with actions

/ /

Concentration span developing- able to stay at one activity for extended periods

/ /

Can understand and follow directions

/ /

Completes tasks

/ /

Has a knowledge of skills e.g. cutting, pasting, painting

/ /

## SPOKEN LANGUAGE

Stage of spoken language (generally telegraphic)

/ /

Speaks clearly/articulates

/ /



Asks questions/asks for help

/ /



Can listen to a story

/ /



Contributes to discussions/tells of their news

/ /



Uses sufficient volume to be heard

/ /



Talks to others (engages in conversation)

/ /



Able to talk and do something at the same time

/ /



## RECEPTIVE LANGUAGE

Identifies simple tunes

/ /



Responds to change in rhythm

/ /

Is aware of auditory similarities and differences loud/soft

/ /

Identifies a variety of environmental sounds

/ /

## LITERACY

Pretends to write

/ /

Is interested in books

/ /

Retells stories from books

/ /

Recognises the beginning of books

/ /

Turns pages of books one at a time

/ /

## CREATIVITY

Uses playdough/clay creatively

/ /

Participates in painting/drawing/collage

/ /

Makes random marks/scribbles

/ /

Makes basic shapes e.g. circles

/ /

Pretends and repeats routines

/ /

Replays fragments of everyday

/ /

Uses realistic props

/ /

Uses family, dolls, hospital, cars, phones, themes

/ /

Uses language in role play

/ /

Enjoys creating movement to music

/ /

Is able to use construction imaginatively

/ /

## 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 3 years your child:*

- » Struggles with separation anxiety when been left frequently (ie childcare)
- » Doesn't interact with people outside her family
- » Doesn't play with other children
- » Avoids eye contact
- » Can't throw a ball or jump
- » Can't climb stairs using alternating feet
- » Has trouble scribbling or drawing
- » Doesn't use more than three words in a sentence
- » Isn't able to complete a sentence
- » Is often difficult for strangers to understand when they talks as their articulation is unclear
- » Doesn't play make-believe
- » Not wanting to participate in basic self-care, like getting dressed or going to sleep
- » Loses skills previously had
- » Falls down a lot
- » Drools or has very unclear speech
- » Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- » Doesn't speak in sentences
- » Doesn't understand simple instructions
- » Doesn't play pretend or make-believe
- » Doesn't want to play with other children or with toys
- » Doesn't make eye contact
- » Loses skills he once had
- » Favours one side (left or right) more and doesn't cross over their body but rather uses one arm for one side and then uses the other arm for the other side (crossing their midline).
- » Uses only one arm/hand to complete a puzzle.

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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.