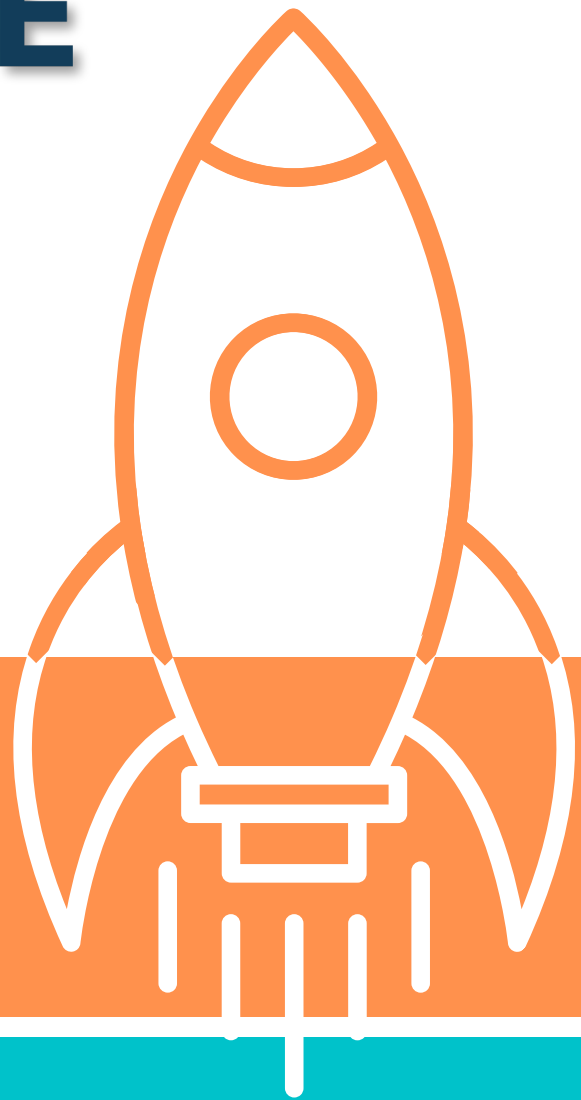


0-5 Year CHILD DEVELOPMENT RESOURCE

Riverside County



Developmental Checklists

- Motor Skills
- Sensory Development
- Communication Skills
- Feeding Skills

Including tips and ideas from pediatric specialists for parents to encourage skills at different ages.

SKYROCKET
Pediatric Therapy Foundation



(909) 475-7002



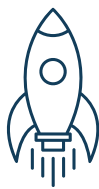
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SKYROCKET

Pediatric Therapy Foundation

Skyrocket is a 501(c)(3) nonprofit organization committed to supporting children with developmental differences and their families to help them gain functional skills to participate in their social, academic, and community environments.



COMMUNITY OUTREACH

We provide outreach to increase the knowledge and resources available to families, caregivers, teachers, and medical professionals regarding pediatric developmental milestones, red flags for delay, developmental services in the community, and how to initiate and fund services.



CASE MANAGEMENT

We foster a network of pediatric therapists, volunteers, and translators to serve as case managers to guide families through the process of finding service providers, obtaining funding for services, as well as providing ongoing care coordination.



FINANCIAL ASSISTANCE

If families cannot afford the level of services recommended by specialists, we provide financial assistance to help cover transportation costs, insurance deductibles and copays, or the entire cost of services for their child.

For more information about how we can help your family, please call, email, or visit our website.



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How to Use This Resource

- 1** Read through the expected skills for your child's age to learn what important skills they should be developing during that time.
- 2** IMPORTANT: Also read through all the age ranges below your child's age to ensure they have also mastered skills that were expected at younger ages. For example, if your child is 7 months old, start with the 6-9 range and then also read through the 0-3 and 3-6 ranges.
- 3** Read through the 'What You Can Do' section to learn about important things you can do to encourage skill development at each age.
- 4** Read through the special tips throughout the booklet for information on important topics, like W-Sitting and the importance of routines. These sections are marked with this: 
- 5** Jot down any notes or questions you may have for your child's pediatrician.
- 6** Take a look at [Pathways.org](https://www.pathways.org) for videos of children completing milestones to learn how to recognize different skills.
- 7** If you are concerned, check out the next page and get services as early as possible.

If You Are Concerned...

If you are concerned about your child's development, act now. Do not "wait and see" if they catch up. Early intervention is extremely important and has been proven to make a huge difference in a child's lifelong progress.

CONTACT YOUR PEDIATRICIAN

If you ever have any concerns about your child's development, contact your pediatrician.



KIDS 0-3-YEARS-OLD CONTACT YOUR LOCAL REGIONAL CENTER

The Inland Regional Center serves Riverside and San Bernardino. They provide FREE assessments and FREE services for those that qualify. You do not need a referral from your doctor.
www.inlandrc.org/eligibility/



KIDS OF ANY AGE MAY RECEIVE SERVICES THROUGH YOUR MEDICAL INSURANCE

Contact a provider that takes your insurance and they can assist you with the process.



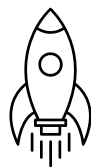
KIDS 3+ MAY RECEIVE SERVICES THROUGH THEIR LOCAL SCHOOL DISTRICT

Request an evaluation in writing to your child's teacher, principal, or special education office.



REACH OUT TO US! SKYROCKET *Pediatric Therapy Foundation*

Visit www.skyrockettherapy.org for more information on developmental milestones, therapeutic services, funding resources, and for help navigating the process.



Sensory Red Flags

Children can be over- or under-responsive to different types of sensory stimulation to different degrees, which may cause them to seek out or avoid different sensations. If you have any sensory concerns for your child it is important to get an assessment from a licensed Occupational Therapist. Sensory processing issues are often difficult to fully identify unless you are trained to do so, and they can impact a child's behavior, learning, and social participation.

The following are some examples of different red flags that suggest possible sensory processing difficulties.

Touch

- avoids OR seeks out messy play like painting and sand play
- seems not to notice when hands get dirty or when there is food around their mouth
- obsesses about clothing or has very particular clothing choices
- has trouble in close group situations like circle time or standing in line

Body Position & Force

- frequently knocks into things and other people
- appears uncoordinated for age
- applies too much or too little force
- breaks toys easily
- plays overly roughly with peers
- breaks toys easily
- appears to tire easy or be lethargic

Movement & Balance

- avoids OR seeks out movement
- loves swings, slides, trampolines, and rough & tumble play
- may appear afraid of heights & of feet leaving the floor
- has poor balance & seems unaware of falling, often failing to catch themselves, and appears clumsy
- often OR never becomes dizzy or ill after playing on swings

Auditory

- covers ears or becomes distressed when hears loud noises or shouts
- has good hearing but often seems to miss what is being said or has "selective hearing"
- craves loud noise
- appears to have difficulty understanding instructions
- tends to repeat instructions to themselves

Vision

- struggles to focus when there is too much to look at
- may seem particularly light sensitive
- appears not to see things, walks into objects in their path, does not notice approaching objects
- becomes fixated on visually stimulating objects, like fans, flickering lights, or screens

Emotional Regulation

- does not accept changes in routine easily
- becomes easily frustrated
- acts out behaviorally and has difficulty getting along with others
- displays marked mood variations
- displays frequent outbursts or tantrums
- tries to control others, activities, or different settings



Toe Walking

Toe walking is when a child walks on the ball of the foot. It is fairly common to see in children just learning to walk, but should typically resolve by the age of three. Identification of the reason for toe walking is not always easy. Toe walking can be related to poor tactile, vestibular, or proprioceptive processing, or, in more rare cases, can be indicative of disorders such as autism, cerebral palsy, or muscular dystrophy.

0-3 Month Development

What You Can Do:

- Start supervised tummy time early and continue it through the first year. It is important for your baby's motor, sensory, and visual development.
- Observe your baby carefully to understand what their cries are telling you and respond to their needs. This builds a positive sense of self and encourages communication development.
- Soothe your baby. When you respond to their cries and meet their needs, you let them know they are loved. You can't spoil a baby. In fact, by responding lovingly to their needs, you are helping them learn new skills that eventually allow them to soothe themselves, while also promoting a strong bond and healthy brain development.
- Give your baby safe objects with different colors and textures to explore.

Motor

While lying on tummy, pushes up on arms

While lying on tummy, lifts & holds up head

Opens and closes hands

Brings hands to mouth

While lying on back, moves legs & arms off surface when excited

Feeding

Latches onto nipple or bottle

Tongue moves forward & backward to suck

Drinks 2-6 oz. of liquid per feeding, 6 times per day

Sucks & swallows well during feeding

Sensory

While lying on back, visually tracks a moving toy side-to-side

While lying on back, attempts to reach for toys held above their chest

While lying on back, keeps head centered to watch faces or toys

Calms with rocking, touching, & gentle sounds

Enjoys a variety of movements, like swinging back & forth, bouncing up & down)

Startles at loud sounds

Communication

Makes eye contact & shows interest in faces

Turns head toward sound or voice

Coos (vowel sounds mostly)

Starts to cry differently for different needs (hungry, tired, distressed, uncomfortable)

Quiets, laughs, or smiles in response to sounds or voices

Starts to imitate some tongue and mouth movements



Tummy Time

Tummy time is crucial for healthy motor, sensory, and visual development. It helps to develop the muscles of the neck, back, and shoulders and can possibly help prevent conditions such as flattening of the head and torticollis. Visit pathways.org/topics-of-development/tummy-time/ for information about tummy time, including how to do it, why it's important, and what tummy time will look like at different ages.



3-6 Month Development

What You Can Do:

- Talk, babble, and gesture back to your baby when they babble to encourage communication and back-and-forth interaction.
- Lay your baby on their back and hold interesting toys over their chest, within reach. This will encourage them to reach up and pull them close.
- Place your baby in different positions- on their back, stomach, sitting with support. Each give your baby a different view and a chance to move and explore in different ways.
- Let your baby handle and explore soft finger foods.

Motor

While lying on tummy, reaches for toys

While lying on back, transfers a toy from one hand to the other

While lying on back, reaches both hands to play with feet

Uses hands to support self while sitting

Rolls from back to tummy & tummy to back

While standing with help, supports entire weight with legs

Feeding

Recognizes nipple or bottle

Holds bottle independently

Mouths & gums solid food

Opens mouth when a spoon is presented

Moves pureed food from front to back of mouth

Sensory

Uses both hands to explore toys

Generally happy when not hungry or tired

Brings hands & objects to mouth

Able to calm with rocking, touching, and gentle sounds

Is not upset by everyday sounds

Enjoys a variety of movements, like swinging back & forth, bouncing up & down)

Communication

Begins to use consonant sounds in babbling

Makes different kinds of sounds to express emotions

Uses sounds to get attention

Listens & responds when spoken to

Notices toys that make sounds

Produces vocal play (squeals, growls, yells, 'raspberries')



Respond to Your Baby

When your baby does something new or makes a sound, respond by making fun sounds, clapping, smiling, making funny faces, imitating what they do, etc. This will encourage them to repeat what they did and will teach them that their actions/sounds can have an impact on you. This understanding of 'cause and effect' is the first step in developing intentional communication.



6-9 Month Development

What You Can Do:

- Show your child how to do something, like pushing a button on a toy, and then wait for them to imitate you.
- Encourage your child to use their body to get what they want to build confidence in their motor skills and communication skills.
- Create an environment that is safe to explore and encourage exploration.

Motor

Sits without support; Sits and reaches for objects without falling

Picks up small objects with thumb & finger

Moves from tummy or back to sitting

Starts to move with alternate leg & arm movement (creeping, crawling)

When on tummy, picks up head & pushes through elbows

Turns head to visually track objects while sitting

Shows more control while rolling & sitting

Feeding

Holds & drinks from bottle

Eats thicker pureed & mashed foods

Enjoys chewing on gum massagers

Stays full longer after eating

Starts to look for & reach for food nearby

Reacts to new smells & tastes

Sensory

- Explores objects with both hands & their mouth
-
- Turns pages of chunky board book
-
- Experiments with amount of force used to pick up objects
-
- Notices and focuses on objects near & far
-
- Explores shape, size, & texture of objects
-
- Enjoys a variety of movement
-
- Observes environment from different positions (lying, sitting, crawling)
-

Communication

- Imitates simple sounds
-
- Produces an increased variety of sounds & combinations
-
- Produces reduplicated babbling ('baba', 'mama')
-
- Participates in two-way, back-and-forth communication
-
- Recognizes the sound of their name
-
- Looks for familiar objects & people when named
-
- Follows some routine commands when paired with gestures
-
- Uses simple gestures (shaking head 'no')
-



9-12 Month Development

What You Can Do:

- Help your child manage strong feelings and self control by comforting them when they cry, acknowledging them when their frustrated, helping them calm down and encouraging them to try again.
- Follow their lead to encourage them to build on their play and other skills.
- Be positive when leaving your child and saying "goodbye" to them.
- Give them different objects, encourage them to use them in different ways.

Motor

Releases objects into container with large opening

Uses thumb & index finger to pick up tiny objects (Pincer grasp)

Pulls to stand & cruises along furniture

Stands alone & takes several independent steps

Moves in & out of different positions to explore & get toys

Keeps balances when sitting & throwing objects

Uses both hands equally to play & explore; Claps hands

Feeding

Finger feeds self; stays fuller longer

Enjoys an increasing variety of food, tastes, & smells

Begins to use an open cup

Tries soft-cooked veggies, soft fruits, & finger food

Chews using emerging rotary jaw action

Sensory

Enjoys listening to songs

Explores toys with fingers & mouth

Crawls toward or away from objects in the distance

Communication

Meaningfully uses "mama" or "dada"

Imitates speech sounds

Babbling has speech-like intonation

Responds to "no" at least temporarily

Follows simple directions

Says one or a few words consistently

Uses gestures to communicate (reaching up to be picked up)

Points to show, direct attention, & request

Uses different consonant and vowels together ('tikati')



Limit Screen Time

More and more research is demonstrating that screen time is associated with attention issues, language delay, overall delayed development, poor academic performance, sleep disturbances, being overweight, and depression. The American Academy of Pediatrics recommends zero screen time under two and less than one hour per day for kids 2-5. Visit <https://journalistsresource.org/education/screen-time-children-health-research/> for more information.



Visit skyrockettherapy.org for more free information and resources.

12-18 Month Development

What You Can Do:

- Encourage your child to use words, sounds, and gestures to communicate, even if you think you know what they want.
- Give your child directions and then help them complete the directions.
- Create low, safe places in your home where your child can crawl under, around, and on different safe objects, like tunnels, pillows, etc.

Motor

Walks independently & rarely falls

Squats to pick up an object

Stacks two objects or blocks

Maintains balance when sitting or standing

Crawls or walks to get desired objects

Feeding

Increases variety of coarsely chopped table foods

Holds with two hands & drinks from a cup

Begins to drink through a straw

Brings full spoon to mouth while turning spoon over

Sensory

Has a regular sleep schedule

Self soothes when upset

Is able to transition to a new environment or activity

Communication (15 Months)

- Uses 5-10 words
-
- Imitates simple words & gestures
-
- Combines sounds & gestures to communicate
-
- Consistently follows simple directions
-
- Shows interest in pictures & books
-
- Identifies some body parts when named
-
- Understands around 50 words
-

Communication (18 Months)

- Responds to simple questions
-
- Repeats words overheard in conversation
-
- Continues to produce more complex babble
-
- Points at familiar objects & people in pictures
-
- Understands "in" & "on"
-
- Responds to YES/NO questions with head shake/nod
-



Read with Your Child

Reading is one of the best ways to expose your child to new ideas, vocabulary, places, cultures, etc. Read them, but also point to the pictures and label objects, verbs, descriptors, emotions, prepositions and other concepts. Talk about the story, summarize it, predict what will happen next. The possibilities are endless!



Visit skyrockettherapy.org for more free information and resources.

18-24 Month Development

What You Can Do:

- Give your child ways to feel in control by giving choices among options that are all acceptable. Let them choose what color shirt when you are trying to get them dressed. Use language that will help them predict what is going to happen, like "In 5 minutes it will be time to go."
- Use consequences directly connected to the behavior of your child. If they pour water on their highchair after being told not to, take them out of the high chair and offer acceptable options, like water play outside.
- Expand what they say. If they say "Doll fall!" you can say "Oh no! The doll fell onto the floor!"

Motor

Coordinates movements needed to play & explore

Usually walks with heel-toe pattern

Can maintain balance when throwing a ball or when gently bumped

Uses both hands equally to play & explore

Uses hands to help move from one position to another

Feeding

Scoops food with spoon & brings to mouth with some spillage

Drinks from cup with little spillage

Swallows with lip closure

Self-feeds frequently

Chews a broad range of food

Has precise up/down tongue movement

Communication

- Uses at least 50 words

- Consistently imitates new words

- Names objects & pictures

- Understands simple pronouns (me, you, my)

- Understands new words quickly

- Identifies several body parts when named

- Uses gestures & words during pretend play

- Begins to use two-word combinations

- Uses simple pronouns (me, you, my)

- Understands verbs

- Follows two-step related directions

- Enjoys listening to stories

- Uses the speech sounds /p,m,h,n,w,b/



Encourage Children to Explore New Foods

Children may become more picky eaters around this time. For extremely picky eaters it is important to not force them to eat new foods. Instead, focus on **EXPLORING** new foods. Let them see you eating and enjoying new foods.

Encourage them to tolerate being near the new food, having it on their plate, smelling the new food, touching it, tasting it, and then eating it. Stop when they demonstrate that they are uncomfortable. Eating should be a positive experience, but it is also important for children to eat a variety of healthy foods.



Visit skyrockettherapy.org for more free information and resources.

24-36 Month Development

What You Can Do:

- Have lots of conversations with your child to improve language skills and make them feel important.
- Encourage pretend play and get involved. If they are "cooking", tell them "Wow that smells amazing! Can I have some?"
- Make time for your child to be around other children to encourage social skills, language skills, play skills, etc.
- Spend lots of time outside to encourage walking, running, jumping, and climbing. This also provides opportunities to talk about new things you observe outside.

Motor

Is able to maintain balance over uneven surfaces

Walks through a new space without bumping into objects

Coordinates both hands together to play or open containers

Puts on some clothes by self, like loose pants

Strings together items, like large beads

Throws a ball in a general desired direction

Feeding

Bites through a variety of food thickness

Self-feeds with little spillage

Holds small, open cup in one hand with little spillage

Chews with closed lips

Chews using rotary (circular) jaw action rather than up and down

Communication (30 Months)

Consistently uses 2-3 word phrases

Uses "in" & "on"

At least 50% of speech is understood by caregivers

Follows two-step unrelated directions

Understands nouns & pronouns

Understands "mine" & "yours"

Communication (36 Months)

Asks "what" & "where" questions

Uses regular plural -s (cats)

At least 75 % of speech is understood by caregivers

Understands most simple sentences

Understands most simple concepts (colors, opposites)

Understands "why" questions

Uses the sounds "k,g,d,f,y"



Why is W-Sitting Discouraged?

W-Sitting is when a child sits on their bottom with their knees bent and feet outside of their hips, forming a W. It becomes a concern when it is a child's regular sitting position because it puts strain on their hips and joints, it impedes the proper development of their core muscles, it limits cross body movements, and others. Encourage children to sit with their legs crossed, legs in front, or both legs to one side instead.



Visit skyrockettherapy.org for more free information and resources.

36-48 Month Development

What You Can Do:

- Read with your child. Ask them about what is happening in the story and what they think will happen next. Talk about and describe the pictures.
- Encourage your child to use words to express themselves and solve problems, for example help them say, "Can I have a turn?" instead of taking something from someone else.
- Eat meals together. Let them see you eating a variety of healthy foods.
- Create a calm, quiet bedtime routine with a consistent bed time.
- Give your child toys that encourage their imagination, like dress-up clothes, cookware, and blocks. Join them in pretend play.

Motor

Catches a large ball most of the time

Runs without falling; jumps with two feet

Unbuttons some buttons

Holds crayon between fingers and thumb (not a fist)

Builds a tower of 8-10 blocks

Enjoys building in a 3-dimensional space

Learns to use scissors for simple cuts



Gross Motor Versus Fine Motor

Gross motor skills include coordinated movements of large muscles groups for things like rolling, sitting, crawling, standing, walking, running, and keeping balance. Fine motor skills include smaller, more precise muscle movements for things like grasping small objects, writing, using a fork, buttoning clothing, speaking, and eating. Delays in fine motor skills become more noticeable around preschool as they are expected to start using writing utensils.

Communication

- Follows two- & three-step unrelated directions

- Understands terms for family relationships (brother, grandma)

- Understands descriptive concepts (hard, soft, rough, smooth)

- Asks "who" questions

- Uses hundreds of words

- Uses "and" & "but" to combine sentences

- Understands time concepts (before, after, yesterday, today)

- Understands "how" & "when" questions

- Uses 4-5 word sentences

- Uses regular past tense verbs (walked, opened)

- Uses irregular past tense verbs (fell, ran, broke)

- Uses articles (a, the)

- Takes 4 turns in a reciprocal conversation (maintains topic)

- 80% of speech is understood

- Uses the sounds "ng, t"



Multilingual Children

Exposing children to multiple languages will not confuse them or cause them to have a language delay. Even for children who have a language delay, or a disorder such as autism, learning multiple languages is beneficial. Providing equal exposure to each language will result in the greatest learning of the languages. Children should always be assessed in their primary language.



Visit skyrockettherapy.org for more free information and resources.

48-60 Month Development

What You Can Do:

- Play with toys that encourage your child to put things together, like puzzles and blocks.
- Play games that encourage memory and attention, like card games, tic-tac-toe, I spy, and hot & cold.
- Teach your child to follow rules in games, like simple board games and Simon Says.
- Let your child help prepare meals with supervision.
- Set timers and limit screen time to no more than one hour per day.
- Let them try to do things for themselves, like making the bed or pouring water into a cup. Celebrate what they do.

Motor

Buttons some buttons

Hops on one foot

Dresses & undresses independently

Balances on a single leg

Copies a triangle, circle, cross, & other shapes

Begins to coordinate jumping jacks

Climbs a variety of surfaces with increased coordination



The Importance of Routines

Routines provide predictable and accessible environments and relationships in early childhood. They support healthy social-emotional development and self-regulation skills, resulting in better mental health and being better able to adapt to everyday challenges, stressors, and new expectations. Find a good schedule that works for your family to help children know what to expect each day at home. Work in time for positive interactions and time where your child knows they will have your attention free from distractions. Even doing just a couple things each day in the same way can provide anchors for your child.

Communication

Retells the sequence of a story

Describes how to do something

Asks questions about how another person feels

Answers "What happens if..." questions

Uses 6-8 word sentences that are grammatically correct

Recites verses, short stories, & songs

Answers questions about a story they are told

Relays experiences with detail independently

Uses: if, because, when, so

Begins perspective shift & understanding others' points of view

Sequences multi-event stories with a meaningful outcome

Uses the sounds "r,l,ch,sh,z,j,v"



Child Development is Not Linear

As your child progresses through the stages of development and completes the milestones for their age group, you may notice their development does not happen in a straight line. It is completely normal for development and growth to have ebbs and flows for any child. For example, once your child begins to walk, that doesn't mean that they are done utilizing the skill of crawling, especially when faced with obstacles or situations where they feel less confident walking. This concept is true for many elements of development and children often develop in a manner that makes the most sense to them. If your child is not meeting all the milestones in one section before progressing to the next level, that isn't necessarily cause for concern. Speak with your pediatrician if you are concerned with your child's overall progress towards meeting milestones, but understand that every child's development is unique and may not always follow the exact order laid out in this booklet.



Visit skyrockettherapy.org for more free information and resources.



For More Information & Resources Visit...



SKYROCKET
Pediatric Therapy Foundation

skyrockettherapy.org

Information about child development and milestones, services available in the community, how to receive and fund services, and how to request assistance.



Pathways.org

<https://pathways.org/videos/>

Pathways.org has videos of children demonstrating milestones and other helpful information for parents.



U.S. Office of Early Childhood Development

<https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive/families>

Information about early childhood and programs available for at-risk children.

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