

Name: _____










































Birth date: _____

Date: _____

EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

Note: Although on these guides physical and mental skills are separated, the two are often closely interrelated.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Head and trunk control	 lifts head part way up	 holds head up briefly	 holds up head and shoulders	 turns head and shifts weight	 holds head up well when lifted	 moves and holds head easily in all directions			Activities to improve head and trunk control (see p. 302).
Rolling		 rolls back to belly	 rolls back to belly	 rolls over and over easily in play					Activities to develop rolling and twisting (see p. 304).
Sitting		 sits only with full support	 sits with some support	 sits with hand support	 begins to sit without support	 sits well without support			Work on sitting. Special seating if needed (p. 308).
Crawling and walking		 begins to creep	 scoots or crawls	 pulls to standing	 takes steps	 walks runs	 can walk on tiptoe and on heels	 walks easily backward hops on one foot	Activities to improve balance (see p. 306).
Arm and hand control	 grips finger put into hand	 begins to reach towards objects	 reaches and grasps with whole hand	 passes object from one hand to other	 grasps with thumb and forefinger	 easily moves fingers back and forth from nose to moving object	 throws and catches ball		Eye-hand activities. Use toys and games to develop hand and finger control (see p. 305).
Seeing	 follows close object with eyes	 enjoys bright colors/shapes	 recognizes different faces	 eyes focus on far object	 looks at small things/pictures	 Sees small shapes clearly at 6 meters (see p. 453 for test).	 Sees board		Have eyes checked (see p. 452). If poor, see Chapter 30.
Hearing	 moves or cries at a loud noise	 turns head to sounds	 responds to mother's voice	 enjoys rhythmic music	 understands simple words	 hears clearly and understands most simple language			Have hearing checked. If poor, see Chapter 31.

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EVALUATION OF A CHILD'S LEVEL OF MENTAL AND SOCIAL DEVELOPMENT

MENTAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Communication and language	cries when wet or hungry	coos when comfortable	makes simple sounds	uses certain sounds for different things	begins to use simple single words	begins to use words together	uses simple sentences		Speak and sing often to child. If needed, develop alternatives to speech (p. 313).
Social behavior		smiles when smiled at		begins to understand and respond to "NO!"	begins to do simple things when asked	likes to be praised after completing simple tasks	interacts with both adults and children		Consider trying behavioral approach to social behavior (see p. 349).
Self-care	sucks breast	takes everything to mouth		chews solid food	begins to feed self	drinks alone from glass	takes off simple clothes	toilet trained	Encourage child to help self if possible. Use behavioral approach to learning (see p. 350).
Attention and interest		smiles when smiled at	brief interest in toys and sounds	develops strong attachments to caretakers	takes longer interest in toys and activities	sorts different objects	builds playthings with several pieces		Early stimulation activities (see Chapter 35). Provide toys and 'fun' objects.
Play	grasps things placed in hand	plays with own body	plays with simple objects	begins to enjoy first social games (peek-a-boo)	imitates and copies people	begins to play with other children	plays independently with children and toys		Guided play, lots of stimulation and interaction with other children.
Intelligence and learning	cries when hungry or uncomfortable	recognizes mother	recognizes several people	looks for toys that fall out of sight	copies simple actions	points to things when asked	follows simple instructions	follows multiple instructions	Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.

Put a **circle** around the level of development that the child is now at in each area.

Put a **square** around the skill to the right of the one you circled, and focus training on that skill.

If the child has reached an age and has not mastered the corresponding level of skill, special training may be needed.

RECORD SHEET 6 (page 2)