



*"Children and Challenging Behavior
Making Inclusion Work."*

www.inclusivechildcare.org

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Developmental Milestones

Birth through 8 months:

- Will show preference for the face, sound and smell of a familiar person
- Will smile and make eye contact during social interactions
- Reaches out arms to familiar person
- May suck hand or observe own hand, clasp own hand
- Reaches for and grasps toys
- Recognizes familiar person from unfamiliar
- Plays with toes
- Explores by mouthing and banging objects
- Rolls over
- Opens mouth for spoon
- Imitates familiar actions and facial expressions (e.g. clapping)
- Babbles
- Smiles at self in mirror
- Begins to distinguish friends from strangers
- Smiles or vocalizes to initiate social contact
- Distinguishes sounds of home language from other speech
- Comforts self by sucking on thumb or finding pacifier or favorite toys/objects
- Looks for dropped toy
- Predicts a sequence of events after seeing the sequence several times
- Hits or kicks an object to make a pleasing sight or sound continue
- Sits well without support

12 months to 18 months:

- Drinks from cup with help
- Feeds self with finger foods
- Uses first finger to poke or point
- Knocks two blocks together
- Cooperates with dressing by offering a foot or an arm
- Stands alone, take steps, walks with one hand held
- Copies sounds and actions
- Plays social games (e.g. peek-a-boo, so big, etc.)
- Responds to music with body motion
- Tries to accomplish simple goals, like seeing a toy and crawling to it
- Uses a few gestures or words to get needs met such as giving, showing, reaching, waving or pointing
- Says first word
- Recognizes primary caregiver's names
- Responds to another's distress by showing distress or crying

- Actively shows affection to familiar adults with hugs, smiles, running toward
- Shows mild to severe anxiety at separation from parent
- Gets others to do things for child's pleasure (wind-up toys, read books)
- Shows interest in peers
- Models adult behaviors like using telephone, rocking/ hugging baby, etc.
- Knows own name
- Identifies one or more body parts
- Sits well in chairs
- Climbs stairs
- Uses marker on paper
- Understands many more words than can say
- Creates long, babbled sentences
- Shakes head *no*
- Begins to use *me, you, I*
- Persists in search for desired toy even when toy is hidden
- Uses a stick as a tool to retrieve a toy
- Pushes away someone or something not wanted
- Handles cup well for minimal spilling
- Shows anger focused on people or objects
- Expresses negative feelings
- Shows pride and pleasure in new accomplishments

18 Months to 3 Years:

- Enjoys being read to
- Enacts simple, dramatic play scenarios with others, like caring for dolls, acting like an animal
- Follows simple commands without gestures
- Points to simple body parts
- Begins to use pronouns such as *mine*
- Speaks in two-to-three word phrases
- Begins to use plurals such as *shoes*
- Begins to realize others have rights and privileges
- Gains greater enjoyment from peer play and joint exploration
- Is more aware of others' feelings
- Enjoys small group activities
- Shows a strong sense of self as an individual, as evidenced by *no* to adult requests
- Uses names of self and others
- Displays imitative play
- Identifies six or more body parts
- Scribbles with marker or crayon
- Kicks a ball, stands on one foot
- Threads beads, draws circles
- Handles scissors
- Speaking vocabulary may reach 200 words
- Uses compound sentences

- Can recount events of the day
- Uses tomorrow and yesterday
- Helps dress and undress self
- Displays defiant behavior
- Shows increased fearfulness (dark, monsters, etc)
- Expresses emotions with increasing control
- Shows compassion and concern for others

3 Year Olds:

- Can walk backwards
- Climbs stairs using alternate feet
- Jumps over low objects
- Tires suddenly and may become irritable if overly tired
- Identifies colors by pointing
- Groups objects like foods, clothes, etc.
- Strangers are able to understand much of what is said
- Repeats sentences
- Expresses ideas and feelings
- Places large pegs into peg boards; strings large beads
- Can build towers with blocks
- Undresses and unbuttons without assistance
- Uses parallel play
- Shows difficulty taking turns or sharing objects initially
- Uses simple sentences of three to four words
- Can tell a simple story
- Objects to major change in routines
- Can take turns in games

4 Year Olds:

- Understands spatial concepts like *behind, next to*
- Understands complex questions
- Says 200-300 different words; understands 4,000-6,000 words
- Usually speaks in five-to-six word sentences
- Answers *why* questions
- Walks heel-to-toe, skips unevenly
- Strings small beads
- Dresses and undresses without assistance
- Brushes teeth and combs hair
- Uses cup and spoon, rarely spilling
- Begins to understand turn taking and plays simple games in small groups
- Begins to learn that negative acts bring negative sanctions; quickly begins to justify an aggressive act (*he did it first*)
- Begins to compliment others on new clothing, shoes, etc.
- Begins to tease others

- Likes to sing simple songs; knows many rhymes
- Increasingly inventive of fantasy play
- Negotiates solutions to conflicts

5 to 7 Year Olds

- Fascinated with super heroes/heroines
- Aware of gender
- Interested in new experiences
- Wants to please friends and be like their friends
- Works and plays with other children; expresses feelings, uses creativity
- Makes up games with rules and routines
- Enjoys being with adults
- Uses 5,000 to 8,000 words
- Understands time sequences (what happened first, second, third)
- Carries out series of three directions
- Understands rhyming
- Uses imagination to create stories
- Walks backward quickly
- Skips and runs quickly and with agility
- Hops
- Climbs well
- Coordinates large muscles well enough to ride bike or swim
- Uses computer keyboard
- Draws people; prints letters crudely; prints first name
- Enjoys dramatic play with other children
- Able to distinguish fantasy from reality
- Forms small groups that may choose to exclude a peer
- May exhibit *bossiness*; may begin to threaten others with exclusion, like “*you can’t come to my birthday.*”
- May lie rather than admit to not following a rule or instruction
- Remembers lines of simple poems

8 to 10 Year Olds:

- Uses reasoning skills to solve problems, negotiate solutions
- Creates own games with complex rules
- Learns to express anger and frustration in acceptable ways
- Accepts responsibility for own actions
- Able to pretend to be a real person
- Often exaggerates, boasts, tells tall tales
- Forms clubs based on shared interests
- Begins to use and develop coded languages and passwords
- Begins to use slang and profanity
- Can be competitive and may find competition overwhelming
- Has difficulty accepting disappointments and losses

11 – 12 Year Olds:

- Gains a sense of who she/he is; develops personal values
- Mimics teen behaviors
- May be uncomfortable or self-conscious of changes in body, etc.
- Can be negatively influenced by peer group
- Shows greater interest in her/his community
- Greater use of profanity with friends
- May question rules and beliefs of family, school, etc.
- Tends to be more self-centered and self-critical
- Begins to use abstract thought processes