

By 4 years

My child...

- ☐ can match some objects / colors, can count up to 10 (may use blocks, spoons), can point to numbers
- ☐ is using past tense (rolled, handed), can speak clearly (be understood by others), knows 4-8 actions
- ☐ will smile/laugh at funny pictures, can play well with other children, realizes when a person is hurt or needs help
- ☐ can lace shoes, can buckle a belt, can use a fork (holds it with her fingers)
- ☐ can run, can balance on 1 foot, can cut along a line

By 4 1/2 years

My child...

- ☐ can repeat 4 numbers, matches things that are related, can pick out which group has "more balls, more cups"
- ☐ can tell you why, or can say what made something happen, is using 5-6 word sentences, can name 4 colors
- ☐ can share, can take turns, calls attention to what he can do
- ☐ can help to serve self, can clean up spills, can dress with no help
- ☐ can swing self on swing, can hop well on each foot, can kick large ball with success, can connect dots on paper

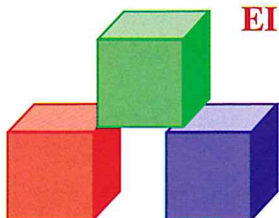
By 5 years

My child...

- ☐ can name 3 coins, can define 5 words, can count 4 or more things and answer "how many?"
- ☐ can talk with others, can match a spoken word to a picture, can tell you what is the same or different (between shapes, toys, pictures on cards)
- ☐ can tell you her birthday, can name 2 feelings (happy, sad), can tell you the difference between "real" and "make-believe"
- ☐ can put on t-shirt, knows front from back of clothing, can brush his teeth
- ☐ can catch a bounced ball, can skip, can march in time to music, can copy a cross (+), can draw a person (stick figure with 3-6 parts such as lines & circles for arms, legs, head, fingers)

If you didn't have a ☒ on each line in your child's age group...or if you have any concerns...call your local

EI programs or CONNECT
1-800-692-7288 and talk
with one of our
child specialists!



Ten Tips

for raising happier, healthier children



Be warm,
loving and
responsive

When children receive warm, loving care, they are more likely to feel safe and secure with the adults who take care of them.

Respond to
the child's
cues and
clues

Recognize and respond to sounds, movements and expressions that your child makes. This will help your child feel secure and attached.

Talk, sing
and read to
your child

All of these things help your child's brain make connections it needs for growing and learning now and for learning later on.

Establish
rituals and
routines

Teach your child to know when it's time for bed by developing routines such as singing a song and pulling the curtains—daily routines and rituals associated with pleasurable feelings are reassuring for children.

Encourage
safe new
experiences
and play

As infants grow, they begin to explore the world beyond their caregivers. Encourage this exploration. While we may think of learning as simply acquiring facts, children actually learn through play.

Make
television
watching
selective

Watch television with your child, and talk about what you are viewing. Don't use TV as a baby-sitter.

Use
discipline
as an
opportunity
to teach

In addition to consistent and loving supervision, teach your child limits. Never hit or shake a child.

Recognize
that each
child is
unique

Children grow at different rates. Their needs and feelings about themselves reflect, in large measure, parents' and caregivers' attitudes toward them.

Choose
quality child
care and stay
involved

Visit your child care provider often, and seek someone who responds warmly and understands your baby's needs.

Take care
of yourself

Parents need care too. When you are exhausted, irritable, depressed or overwhelmed, you may have a harder time meeting the needs of young children.

"Ten Tips" was developed by the national I Am Your Child campaign. Their goal is to make early childhood development a top priority for our nation.

For more information on what parents and caregivers can do to promote young children's healthy development, visit the **I Am Your Child** website (www.iamyourchild.org), or write to: **I Am Your Child**, P.O. 15605, Beverly Hills, CA 90209

"Watch Me Grow" brochure was developed in Philadelphia through the collaboration of: Public Health Management Corporation/ChildLink (PHMC), Philadelphia Mental Retardation Services (MRS), Philadelphia Department of Public Health (PDPH), and the Philadelphia Interagency Coordinating Council (PICC). Milestones for Birth—5 were drawn from a number of standardized developmental tests for infants, toddlers and young children. Graphic design by Trinh Loi.

Look inside and see what your child can do!



Every child grows and learns new things at his or her own pace. Children may vary by as much as 6 months in some of the things that they are able to do. If you have any concerns about your child's development, call Early Intervention (EI).



Serving Children with Developmental Delays

...helping families develop their child's potential.

Funding for Early Intervention is provided through Pennsylvania OCDEL (Office of Child Development and Early Learning), your local county OMR offices of developmental services, Intermediate Units, and state/local contracted EI agencies.

Statewide CONNECT line: 1-800-692-7288

Available in Other Languages – Arabic, French, Portuguese, Spanish, Chinese, Korean, Vietnamese, Khmer-Cambodian, Russian, and Haitian Creole.



1. Look for your child's age group(s).
2. If your child can do at least 2 things listed on a line, put a ☒.
3. Each ☒ means your child is doing things typical of his/her age.
4. If you have box(es) with no ☒ call **CONNECT** or your local **EI program**.

Birth - 3 months

My child...

- ☐ knows my face, can turn her head to watch a toy move, can smile
- ☐ makes cooing sounds (ooo, aah), moves around at the sound of my voice, can chuckle (huh,huh,huh)
- ☐ watches the person talking to him, can follow me with his eyes, can show he is happy or upset
- ☐ can suck her fingers or fist, can hold on to mom's finger when nursing, or pat the bottle during feeding
- ☐ can lift his head, is beginning to roll over (onto his back), will hold a rattle briefly

3 - 6 months

My child...

- ☐ likes to watch her own hands and looks at other things around her, gets quiet when hears a voice, can reach for or bang a toy
- ☐ can babble (da, ba, mmm), can laugh, will look toward a noise
- ☐ can smile if you smile at him, can get upset at the loss of a toy, responds more to me than others
- ☐ wants to try food other than milk, seems excited when about to be fed, can suck or close lips on spoon to get food
- ☐ can bring both hands to center, can play with her toes, can hold head up, can roll (from back to tummy)

6 - 9 months

My child...

- ☐ can roll a ball, will drop a toy and look for it, will repeat actions that make noise
- ☐ will stop briefly if told "no", can imitate sounds, when he hears his name may turn head or look at me or smile
- ☐ likes to play with a toy, can copy me (wave bye-bye, play "so-big"), may want me to stay close by, will pull back from a stranger
- ☐ can use a cup with help, can move things from one hand to other, can feed self (with fingers)
- ☐ can sit up, can creep or crawl on belly, bounces on her legs (not stiff-legged), can pull up to stand

9 - 12 months

My child...

- ☐ can point at things, likes to bang toys on a table, can shake and drop toys, enjoys looking at picture books
- ☐ understands a few words besides "mama, dada," will hand me a toy if asked, can copy sounds (clicking tongue, coughing)
- ☐ will repeat actions to get a laugh, gives a hug, plays near other children, likes peek-a-boo
- ☐ is starting to chew, is starting to push, poke at and pull things, is drooling less (unless teething), is messy and likes fingerfoods
- ☐ is starting to stand alone, can crawl fast, can take a few steps, can throw a ball or bean bag

12 - 15 months

My child...

- ☐ can build a stack of 2-3 blocks or cans, is using more hand motions for what he wants, will pat pictures in books
- ☐ is starting to say several words, makes noises as if she was talking, will try to find things if asked "where's the....?"
- ☐ can roll a ball back to me, can copy things he sees me do, prefers some toys over others
- ☐ can help turn pages, can help when I dress her, can use a spoon (with spilling)
- ☐ can walk, can climb stairs (on hands and knees), can pick up tiny things like Cheerios (using thumb and finger)

15 - 18 months

My child...

- ☐ can name one picture, will find a toy I hid under something, explores drawers/cabinets
- ☐ can say 5-6 words, will point to pictures in a book as I say them, can follow a direction (will point to something, will get a ball)
- ☐ likes to carry/hug a stuffed toy, can ask for help (to wind a toy, open a box), seems proud to do things
- ☐ can take off her shoes and socks, can put things in a box, can dump them out of the box
- ☐ can run (like a toddler, stiff legs), can climb stairs with help, is starting to throw overhand

18 - 21 months

My child...

- ☐ can stack 4-6 blocks, will point to things if asked ("where's your nose? Where are your eyes?"), calls himself by name,
- ☐ can say 6-10 words, is starting to use words like "me, you," can use words to say what he wants
- ☐ can show he likes me, may not share ("mine"), copies what other people do
- ☐ can keep crayon marks on a piece of paper (when I watch), can take off coat, holds cup well
- ☐ can kick at a ball, can jump in place, can walk down stairs holds my hand, holds crayon (in fist)

21 - 24 months

My child...

- ☐ can build a tower of 6 blocks or cans, can help put things away, can match sounds to animals
- ☐ can say several words and be understood, knows more than 20 words, is using 2 words together ("more juice")
- ☐ likes to hear stories, can play by self (for short time), likes things that are funny, can be warm and responsive, shows independence ("me do it," "no")
- ☐ can use a spoon well, can use a cup and set it down with little spilling, tries to put her own shoes on
- ☐ can jump off floor with both feet, can hold a glass in one hand, is beginning to draw (in big circles)

By 2 1/2 years

My child...

- ☐ enjoys pretending (feeding doll, using a block to pretend it is a phone), knows 3 objects ("what do we do with a key, a car?") or 3 body parts by what they do ("what do you see with?")
- ☐ can use 3-word sentences ("me go too"), may get upset if not understood, can ask simple questions
- ☐ can help put toys away, may move slowly to get something done, can find it hard to wait for things
- ☐ can brush teeth with help, can put on simple clothes, pull up pants (with help), can wash and dry own hands
- ☐ can run well, can walk on tiptoes, can hold a crayon with fingers, can turn pages one at a time

By 3 years

My child...

- ☐ can copy what I do (blink eyes, pat cheek), can solve problems (gets chair to reach something), knows some sounds (a bell, a dog barking)
- ☐ can sing, can be talkative, can put 3-4 words together (short sentences) to tell me things
- ☐ can play with and enjoys other children, can be shy with strangers, follows rules, is starting to take turns
- ☐ can put on coat, cap or slippers, can use scissors (if supervised), can use fork (holds in fist)
- ☐ can do broad jumps (both feet at once), can climb up stairs (using one foot, then the other), can copy a circle

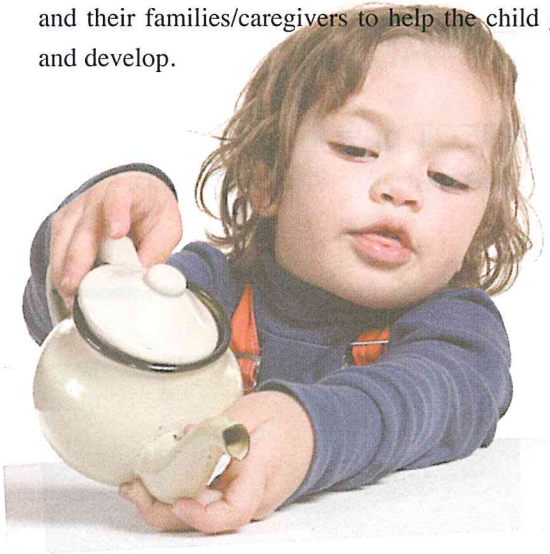
By 3 1/2 years

My child...

- ☐ understands the concept of "two" (2 cookies, 2 trucks), can point to colors, can match shapes
- ☐ understands words like "biggest, smallest, softly, loudly," can answer questions, knows or can use words like "down, up"
- ☐ can point to self in photo, asks to do simple tasks in house (push broom, wipe table), can tell you that she's happy, sad, afraid, etc.
- ☐ can pull on sock, can unbutton small buttons, can unbuckle his belt, can go to toilet alone
- ☐ can balance on 1 foot, can trace a diamond shape, can walk down stairs (using one foot, then other foot)

What is Early Intervention?

Early Intervention (EI) consists of services and supports designed to help families with children who have developmental delays. While all children grow and change at their own rate, some children can experience delays in their development. Sometimes this can be cause for concern. Early Intervention provides supports and services to young children and their families/caregivers to help the child grow and develop.



Who is eligible?

Infants, toddlers, and preschool children who have special needs due to a developmental delay or diagnosis are eligible to receive Early Intervention services.

What are Early Intervention supports and services?

Early Intervention (EI) supports and services are provided at no cost to families. EI services may include: information on how children develop skills and abilities; education and support for the parent/caregiver, and specific developmental therapies designed for their child. Early Intervention provides ideas for how a family can help their child at home as well as in the community, and is individualized to enhance both growth and learning. If a child is attending an early care/education setting, EI teachers/therapists/specialists can assist the early childhood staff with strategies to promote the child's development. Early Intervention can also assist families in finding and linking to a variety of community services and supports.



Where do children/families receive supports and services?

Services may be provided during the child's daily activities at home or in the community, at child care centers, nursery schools, play groups, and Head Start programs.

Who should families contact to see if their child is eligible for Early Intervention?

A first step for any family with a concern about their child's development is to call CONNECT Services (toll free: 1-800-692-7288) or their local EI Program. The Early Intervention program will determine if the child is eligible for Early Intervention.

...Helping families develop their child's potential.



**Questions about
Early Intervention?**

Call CONNECT
1-800-692-7288
(TTY Accessible)

CONNECT puts families in touch
with the people who can help.

PaTTAN website link

<http://www.pattan.net>

PDE website link

<http://www.education.state.pa.us>

DPW website link

<http://www.dpw.state.pa.us>



Your local EI programs



Serving Children with Developmental Delays