



Developmental Milestones from 0 to 4 Years of Age

Name _____ DOB _____ Date _____ Clinician _____

See also, the *Normal Language Assessment Protocol* given under *Language Assessment Protocols*.
 For the behavior exhibited, place a checkmark within the open circle.

<i>SPEECH AND LANGUAGE</i>	<i>MOTOR SKILLS</i>
<p>Birth-3 months</p> <ul style="list-style-type: none"> ○ startles to loud sounds ○ turns head toward direction of sound ○ quiets or smiles when spoken to ○ seems to recognize parent’s voice and quiets if crying ○ makes pleasure sounds (cooing) ○ cries differently for different needs ○ smiles when he sees parents 	<p>Birth-3 months</p> <ul style="list-style-type: none"> ○ opens hands frequently ○ when held upright, supports head for more than a moment ○ raises head and chest when lying on stomach (by the end of the 3rd month). ○ brings hands to mouth ○ takes swipes at dangling objects with hands ○ grasps and shakes hand toys
<p>4 – 6 months</p> <ul style="list-style-type: none"> ○ moves eyes in direction of sounds ○ responds to changes in the tone of the speaker’s voice ○ pays attention to music and notices toys that make sounds ○ babbling sounds are more speech like with many different sounds, including <i>p</i>, <i>b</i>, and <i>m</i> ○ vocalizes excitement and displeasure ○ makes gurgling sounds when left alone or playing with others 	<p>4 – 6 months</p> <ul style="list-style-type: none"> ○ rolls over from front to back and back to front ○ sits while using hands for support ○ reaches for objects with one hand ○ watches own hands ○ visually tracks people and objects

<p>7 – 12 months</p> <ul style="list-style-type: none"> ○ enjoys games like peek-a-boo and pat-a-cake ○ turns and looks in the direction of sound ○ listens when spoken to ○ recognizes words for common items (cup, shoe, juice) ○ understands “no” and “hot” ○ begins to respond to such requests as “come here” ○ babbles both long and short groups of sounds ○ babbles with inflection ○ produces speech or vocalizations other than crying to get and keep attention ○ imitates different speech sounds ○ produces one or two words (e.g. , “mama,” “dada,” “bye,” “uh oh”); may be unclear 	<p>7 – 12 months</p> <ul style="list-style-type: none"> ○ sits without assistance ○ crawls forward on belly ○ assumes hands-and-knees position ○ crawls on hands and knees ○ transitions from sitting to crawling to prone position ○ pulls self up to stand ○ walks with assistance or while holding on to furniture ○ stands momentarily without support ○ may walk 2 or 3 steps without support ○ holds own bottle ○ drinks from a cup ○ explores objects in different ways (shaking, banging, throwing, dropping) ○ imitates gestures
<p>13 - 18 months</p> <ul style="list-style-type: none"> ○ produces at least 3 words ○ uses adultlike intonation patterns ○ combines gestures and vocalization ○ points to a few (1 to 3) body parts when asked ○ points to objects or pictures in a book when named ○ follows simple commands ○ requests “more” of a something 	<p>13 - 18 months</p> <ul style="list-style-type: none"> ○ holds a regular cup or glass without help and drinks without spilling ○ walks without support or help ○ walks across a room without falling ○ takes off shoes without help ○ feeds self
<p>19 – 24 months</p> <ul style="list-style-type: none"> ○ follows simple commands and understands such simple questions as “roll the ball,” or “where’s your shoe?” ○ enjoys listening to stories, songs, and rhymes ○ knows 5 body parts ○ learns to say new words every month ○ has an expressive vocabulary of 50 to 100 words ○ produces some 1-2 word questions (e.g., “what’s that ?” or “where mommy?”) ○ puts 2 words together ○ begins to use pronouns ○ 25-50% intelligible to strangers 	<p>19 – 24 months</p> <ul style="list-style-type: none"> ○ walks sideways and backward ○ uses pull toys ○ can push a wheeled toy ○ walks up and down stairs with help ○ climbs and stands on chair ○ seats self in child seat ○ enjoys playing with clay

<p>2 – 3 years</p> <ul style="list-style-type: none"> ○ follows simple commands and answers simple questions ○ follows 2-part requests (e.g., “Get the ball and put it in the box.”) ○ understands most things said to him or her ○ has an expressive vocabulary of 50-250 or more words; has a word for almost everything in environment ○ understands differences in meaning (e.g., <i>go-stop, in-on,</i> <i>big-little, up-down,</i> and <i>one-all</i>) ○ 50-75% intelligible ○ verbalizes toilet needs ○ asks for or directs attention to objects by naming them ○ combines 2 to 3 words ○ produces some prepositions, articles, present progressive verbs, regular plurals, contractions, irregular past tense forms, and auxiliary <i>is</i> ○ exhibits multiple grammatical errors 	<p>2 – 3 years</p> <ul style="list-style-type: none"> ○ carries a large toy or several toys while walking ○ begins to run ○ stands on tiptoe ○ kicks a ball ○ climbs onto and down from furniture unassisted ○ walks up and down stairs holding on to support ○ holds writing utensil and scribbles spontaneously ○ turns over a container to pour out contents ○ builds a tower of 4 blocks or more ○ uses one hand more frequently than the other ○ jumps off floor with both feet ○ balances on one foot for one second ○ undresses self ○ turns pages in a book several at a time
<p>3 – 4 years</p> <ul style="list-style-type: none"> ○ follows 2- and 3-part commands ○ understands and asks simple <i>who, what, where,</i> and <i>why</i> questions ○ understands the concept of “two” ○ understands prepositions <i>in, on,</i> and <i>under</i> ○ understand expression of <i>past</i> and <i>future</i> ○ 80% intelligible ○ has an expressive vocabulary of 800 – 1500 words or more ○ uses 4-word sentences ○ may use up to 6-word sentences ○ talks about activities at school or at friends’ homes ○ can say name, age, and gender ○ produces <i>is, are,</i> and <i>am</i> in sentences ○ produces pronouns (<i>I, you, me, we,</i> and <i>they</i>) ○ uses some contractions, irregular plurals, future tense verbs, conjunctions, regular plurals, possessives, and simple past tense verbs 	<p>3 – 4 years</p> <ul style="list-style-type: none"> ○ climbs well ○ kicks ball forward ○ runs easily ○ pedals tricycle ○ bends over easily without falling ○ turns pages in a book one at a time ○ builds a tower of more than 6 blocks ○ holds a writing utensil in writing position ○ makes vertical, horizontal, and circular strokes when drawing ○ turns rotating handles ○ screws and unscrews jar lids, and nuts and bolts ○ unbuttons but cannot button ○ uses a spoon well

Source: Adapted from various sources, including the American Speech, Language, and Hearing Association (n.d.) (<http://www.asha.org/public/speech/development/chart.htm>) and the American Academy of Pediatrics (n.d.) <http://www.aap.org/pubed> .

TABLE 1: How well words can be understood by parents

By 18 months a child's speech is normally 25% intelligible

By 24 months a child's speech is normally 50 -75% intelligible

By 36 months a child's speech is normally 75-100% intelligible

Source: Lynch, J.I., Brookshire, B.L., and Fox, D.R. (1980). A Parent - Child Cleft Palate Curriculum: Developing Speech and Language. CC Publications, Oregon. Page 102

Useful sites with Charts

<http://www.kidworkstherapy.com/ArticulationChart.pdf>

http://www.childdevelopmentinfo.com/development/language_development.shtml

Normal Language Assessment Protocol

Child's Name _____ DOB _____ Date _____ Clinician _____

Use the case history information, interview, and your direct observations to fill out the form. Place a check mark to indicate the presence of the skill; begin at a level that is 6 to 12 months below the child's chronological age; move up or down as found necessary.

Birth to 3 Months	
<input type="checkbox"/> Startle responses to loud sound	
<input type="checkbox"/> Visual tracking of the source of sound	<input type="checkbox"/> Turning toward sound source
<input type="checkbox"/> Attending to and turning head toward human voice	
<input type="checkbox"/> Reflexive smiles	<input type="checkbox"/> Quiets when picked up
<input type="checkbox"/> Ceasessation of activity or cooing back when talked to (by 2 months)	
4-6 Months	
<input type="checkbox"/> Beginning of marginal babbling	<input type="checkbox"/> Production of double syllables (e.g., "baba")
<input type="checkbox"/> Putting lips together for /m/	
<input type="checkbox"/> Moving or looking toward family members when they are named (e.g., "Where's Daddy?").	
<input type="checkbox"/> Vocal play (e.g., growling and squealing)	<input type="checkbox"/> Production of adultlike vowels
<input type="checkbox"/> Arm-raising when the caregiver says, "Come here," or reaches toward child (by 6 months)	
7-9 Months	

<input type="checkbox"/> Looking at named common objects	<input type="checkbox"/> Comprehension of “no”	<input type="checkbox"/> Inflected vocal play
<input type="checkbox"/> Beginning of gestures	<input type="checkbox"/> Playing pat-a-cake or peek-a-boo	<input type="checkbox"/> Shaking head for “no”
<input type="checkbox"/> Production of sound combinations	<input type="checkbox"/> Imitation of heard intonation and speech sounds	
<input type="checkbox"/> Variegated babbling (e.g., “mabamaba”)	<input type="checkbox"/> Uncovering hidden toys (object permanence)	
10–12 Months		
<input type="checkbox"/> Comprehension of up to 10 words (e.g., <i>no</i> , <i>bye-bye</i> , <i>pat-a-cake</i> , <i>hot</i>)		
<input type="checkbox"/> Comprehension of one simple direction like “sit down” (accompanied by gesture)		
<input type="checkbox"/> Relating to symbol and object	<input type="checkbox"/> Production of first true word	
<input type="checkbox"/> Response to requests (e.g., giving a toy upon request)	<input type="checkbox"/> Imitation of gestures and actions	
<input type="checkbox"/> Looking in correct place for hidden toys	<input type="checkbox"/> Head turning when name is called	
<input type="checkbox"/> Gesturing or vocalizing to indicate needs	<input type="checkbox"/> Joint reference	<input type="checkbox"/> Loud jabbers
<input type="checkbox"/> Production of a variety of sounds and intonations		<input type="checkbox"/> Vocal pitch variations
<input type="checkbox"/> Consonants and vowel production in vocal play	<input type="checkbox"/> Production of meaningful words	
1–2 Years		
<input type="checkbox"/> One-word sentence productions (e.g., “up” may mean “Pick me up”)		
<input type="checkbox"/> Production of emphatic or imperative statement (e.g., “Car!” may mean “look at the car”)		
<input type="checkbox"/> Rising intonation to signal questions	<input type="checkbox"/> Noun productions (approximately 51%)	
<input type="checkbox"/> Single-word declarative statements (e.g., “Car” may mean <i>it is a car</i>)	<input type="checkbox"/> Asks for “more”	
<input type="checkbox"/> Word combinations (at around 18 months)	<input type="checkbox"/> Three- or four-word responses (at 2 years)	
<input type="checkbox"/> Production of 10–50 words around 18 months	<input type="checkbox"/> Understanding about 200 words	
<input type="checkbox"/> Overextensions (e.g., all women may be “Mommy”)		
<input type="checkbox"/> Correct response to “What’s this?”	<input type="checkbox"/> Nodding or shaking to yes/no questions	
<input type="checkbox"/> Following one-step commands		
<input type="checkbox"/> Following simple directions accompanied by gestures (e.g., “Give Mommy the spoon.”)		
<input type="checkbox"/> Following directions involving one or two prepositions (e.g., <i>in</i> or <i>on</i> between 19–24 months)		
<input type="checkbox"/> Pointing to one to five body parts on command	<input type="checkbox"/> Pointing to recognized objects	
<input type="checkbox"/> Listening to simple stories	<input type="checkbox"/> Listening to repeated stories between 19–24 months	
<input type="checkbox"/> Self-reference with pronoun and name (e.g., “Me Johnny” between 19–24 months)		
<input type="checkbox"/> Verbalizations of immediate experiences (e.g., “Bath hot!”)		
<input type="checkbox"/> Beginning production of verbs and adjectives.	<input type="checkbox"/> Beginning production of presuppositions	
<input type="checkbox"/> Listening when spoken to	<input type="checkbox"/> Beginning of question asking (e.g., “why?” or “what that?”)	
<input type="checkbox"/> Giving directions to others (e.g., “Give me that”)		
<input type="checkbox"/> Production of words that describe experiences (e.g., “yummy” while licking a lollipop)		
<input type="checkbox"/> Expression of wants (e.g., “I want ball.”)	<input type="checkbox"/> Verbal interactions (e.g., “Hi, Daddy.”)	
2–3 Years		
<input type="checkbox"/> Telegraphic speech (e.g., “doggy sit”).	<input type="checkbox"/> Verb-object (e.g., “push Barbie”)	
<input type="checkbox"/> Word combinations (at 36 months)		
<input type="checkbox"/> Sentences with 3–4 words (subject-verb-object format; e.g., “Daddy throw ball”)		

<input type="checkbox"/> Production of <i>wh</i> -questions (e.g., “What’s that?”)	<input type="checkbox"/> <i>Yes-no</i> questions
<input type="checkbox"/> Negation by adding “no” or “not” in front of verbs	
<input type="checkbox"/> Comprehension of up to 2,400 words at 30 months	<input type="checkbox"/> 3,600 words at 36 months
<input type="checkbox"/> Production of 200–600 words (average of 425 words at 30 months)	
<input type="checkbox"/> Production of words related to objects, events, actions, adjectives, adverbs, spatial concepts, and temporal (time)	
<input type="checkbox"/> Production of the first pronouns <i>I</i> and <i>me</i>	
<input type="checkbox"/> Answering simple <i>wh</i> -questions (e.g., “What runs?”)	
<input type="checkbox"/> Understanding most questions	<input type="checkbox"/> Asking <i>wh</i> -questions at 30 months)
<input type="checkbox"/> Identification of body parts	<input type="checkbox"/> Carrying out one- and two-part commands
<input type="checkbox"/> Giving simple account of experiences or brief stories (36 months).	
<input type="checkbox"/> Accelerated morphologic learning	<input type="checkbox"/> Present progressive <i>ing</i> <input type="checkbox"/> Prepositions <i>in</i> and <i>on</i>
<input type="checkbox"/> Regular plurals <input type="checkbox"/> Possessives <input type="checkbox"/> Articles <input type="checkbox"/> Pronouns <input type="checkbox"/> Irregular past	
<input type="checkbox"/> Forms of copula (e.g., <i>is</i> , <i>are</i>)	<input type="checkbox"/> Regular past-tense inflections (e.g., <i>walked</i> , <i>bended</i>)
<input type="checkbox"/> Overgeneralization of past-tense inflections (e.g., <i>goed</i> , <i>throwed</i>)	
<input type="checkbox"/> Overgeneralization of regular plural morphemes (e.g., <i>feets</i> , <i>mousse</i>)	
<input type="checkbox"/> Production of contractions (e.g., <i>don’t</i> , <i>can’t</i> , <i>it’s</i> , <i>that’s</i>)	
<input type="checkbox"/> Topic maintenance in about 20% of the time (age 3)	
<input type="checkbox"/> Making criticism, commands, requests, and threats	<input type="checkbox"/> Asking questions <input type="checkbox"/> Gives answers
3–4 Years	
<input type="checkbox"/> Comprehension of up to 4,200 words (42 months)	<input type="checkbox"/> Up to 5,600 words (48 months)
<input type="checkbox"/> Production of 800-1,500 words	
<input type="checkbox"/> Production of conjunctions <i>and</i> and <i>because</i> in sentences	
<input type="checkbox"/> Beginning production of complex verb phrases (e.g., “I should have been able to do it”)	
<input type="checkbox"/> Modal verbs (e.g., <i>could</i> , <i>should</i> ,)	<input type="checkbox"/> Tag questions (e.g., “You want to go, don’t you?”)
<input type="checkbox"/> Embedded forms	<input type="checkbox"/> Passive voice (e.g., “She’s been bitten by a dog”)
<input type="checkbox"/> Production of sentences averaging 5–5 1/2 words per utterance (48 months)	
<input type="checkbox"/> Beginning production of <i>do</i> -insertions (e.g., “Does the kitty run around?”)	
<input type="checkbox"/> Negation (e.g., “Timmy can’t swim”)	
<input type="checkbox"/> Beginning production of complex and compound sentences	
<input type="checkbox"/> Asking <i>how</i> , <i>why</i> , and <i>when</i> questions	<input type="checkbox"/> Answering questions involving <i>which</i> , <i>where</i> , and <i>what</i> (42 months)
<input type="checkbox"/> Labeling most things in the environment	<input type="checkbox"/> Relating experiences
<input type="checkbox"/> Describing activities in sequential order	<input type="checkbox"/> Understanding preschool stories (48 months)
<input type="checkbox"/> Reciting a poem from memory	<input type="checkbox"/> Singing a song <input type="checkbox"/> Several nursery rhymes
<input type="checkbox"/> knowing one’s own full name, name of street	
<input type="checkbox"/> Understanding some opposites (e.g., <i>day–night</i> , <i>little–big</i>)	
<input type="checkbox"/> Understanding such concepts as <i>heavy–light</i> , <i>empty–full</i> (42 months)	
<input type="checkbox"/> Understanding agent-action (e.g., “Tell me what flies, swims, bites”)	

<input type="checkbox"/> Production of pronouns <i>you, they, us, them, I, and me</i>	
<input type="checkbox"/> Answering “what if” questions (e.g., “What would you do if you fell down?”)	
<input type="checkbox"/> Completion of incomplete sentences (e.g., “The apple is on the ____.”)	
<input type="checkbox"/> Completion of opposite analogies such as “Daddy is a man; Mommy is a _____.”	
<input type="checkbox"/> Production of the irregular plural words (e.g., <i>children</i>)	<input type="checkbox"/> Third-person singular
<input type="checkbox"/> Present tense (e.g., “he runs”)	<input type="checkbox"/> Regular past and present progressives
<input type="checkbox"/> Regular plurals (e.g., <i>boys, houses, lights</i>)	<input type="checkbox"/> Possessive morphemes
<input type="checkbox"/> Contracted forms of modals (e.g., <i>can't, won't</i>)	<input type="checkbox"/> Reflexive pronoun <i>myself</i>
<input type="checkbox"/> Negatives	<input type="checkbox"/> <i>is</i> at beginning of questions
<input type="checkbox"/> <i>is, are, and am</i> in sentences	
<input type="checkbox"/> Topic maintenance	<input type="checkbox"/> Beginning of speech modification speech to suit the age of listener
<input type="checkbox"/> Making requests	<input type="checkbox"/> Expression of agreement
	<input type="checkbox"/> Denial
	<input type="checkbox"/> Compliance
	<input type="checkbox"/> Refusal
<input type="checkbox"/> Early expressions of social conventions or routines (e.g., saying <i>hi, bye</i>)	
<input type="checkbox"/> Calling out (e.g., “Hey, Mommy!”)	<input type="checkbox"/> Saying <i>please</i> and <i>thanks</i>
<input type="checkbox"/> Protesting and objecting	<input type="checkbox"/> Making claims (e.g., as “I’m first!”)
<input type="checkbox"/> Giving warnings (e.g. “Look out or you’ll fall!”)	
<input type="checkbox"/> Teasing others (e.g., “You can’t have this!”)	
4–5 Years	
<input type="checkbox"/> Production of 6–6.5 words per sentence (by 5 years)	<input type="checkbox"/> A range of 1,500 to 2,000 words
<input type="checkbox"/> Speaking mostly in complete sentences	<input type="checkbox"/> Producing complex sentences
<input type="checkbox"/> Future tenses (e.g., “he will do it”)	<input type="checkbox"/> Conjunction <i>if</i> and the adverb
<input type="checkbox"/> Conjunction <i>so</i>	<input type="checkbox"/> Beginning production of passive sentences
<input type="checkbox"/> Production of <i>why</i> - and <i>how</i> -questions	
<input type="checkbox"/> Production of most pronouns including the possessive forms	
<input type="checkbox"/> Category naming (e.g., animals)	<input type="checkbox"/> Asking word meanings
<input type="checkbox"/> Production of comparatives (e.g., <i>bigger, nicer</i>), modal verbs <i>could</i> and <i>would</i> in sentences	
<input type="checkbox"/> Production of some irregular plurals (e.g., <i>mice, teeth</i>)	
<input type="checkbox"/> Comprehension of about 5,600 words (48 months)	
<input type="checkbox"/> Comprehension of about 6, 500 words (54 months)	
<input type="checkbox"/> Comprehension of about 9,600 words (60 months)	
<input type="checkbox"/> Understanding time concepts (<i>morning, tomorrow, before, after</i>)	
<input type="checkbox"/> Answering <i>when</i> -, <i>how often</i> -, and <i>how long</i> -questions	
<input type="checkbox"/> Demanding explanations by asking <i>why</i>	
<input type="checkbox"/> Definition of common words by age 5	<input type="checkbox"/> Pointing to objects by use and function (e.g., “Show me what tells time,” “Show me which one gives us milk”)
<input type="checkbox"/> Picture identification of past and future verbs (“Show me who kicked the ball,” “Who will kick the ball?”)	<input type="checkbox"/> Judging grammatical correctness of sentences