

Reaching Milestones...



## Developmental Guide

A guide for parents, caregivers, and educators aimed at assisting with the identification of early intervention needs among children 0 to 5 years of age.

 Total Education Solutions  
(877) TES-IDEA  
[www.tesidea.com](http://www.tesidea.com)

Total Education Solutions  
Concerned that  
your child may not be  
achieving appropriate  
developmental milestones?



Contact us for low cost, professional screenings in speech and language therapy, occupational therapy, behavior, and/or physical therapy.

[www.tesidea.com](http://www.tesidea.com)

(888) 4TES-KIDS

## Early Intervention Services

Early intervention services are specialized educational and health services for children ages 0 to 5, who may have a developmental delay, a disability, or are at risk of developing one. Child development research has long established that the rate of human learning and development is most rapid in the early stages of life, more specifically, during the infant and toddler years. Thus, early identification leads to early intervention, and for many children, the opportunity to catch-up to their peers and more readily achieve age-appropriate skills. By providing the appropriate remedial or preventative therapies and techniques, a significant and positive difference can be made in the development and growth of a child.

Generally, early intervention services focus on physical and cognitive development as well as communication, social, and self-help skills. A variety of treatment methods can improve a child's ability to perform tasks or achieve milestones that may otherwise prove difficult. Services can be provided in home, hospital, school, or clinical settings. Proper services provide accurate identification, diagnosis, and treatment for a wide variety of delays and/or disabilities and may begin anytime between birth to school age. However, it is widely recognized that early action provides a variety of advantages.

Early intervention services can also be a fundamental source of support for the child's parents or guardians, educators, and extended family. Families of children who may be experiencing a developmental delay or disability may feel frustrated, helpless, or isolated. The repercussions of this added stress may impact the family's well-being and may also impede the child's development. Early intervention services provide families with useful knowledge, skills and a variety of techniques (coping mechanisms) aimed at fostering a supportive and nourishing environment for the child.

## Introduction to our Guidelines

All children develop at slightly different rates and it is ultimately up to the experts to identify, diagnose, and treat any possible delays or disabilities. If you are concerned that your child is not developing at the same rate or in the same manner as most children his or her age, be sure to consult your pediatrician or the appropriate expert specialized in the area of concern. A screening or referral for an evaluation may be necessary to address the nature of the child's delays or difficulties and the types of therapies and/or treatments that may be appropriate. These guidelines are meant to provide parents, caregivers, and educators with information to help identify possible early intervention needs.

## Guidelines for Speech and Language Development

Receiving treatment at an early age can offset the risk of not developing cognitive abilities, language skills, speech production, and behaviors beginning in childhood and progressing throughout adolescence and adulthood. Using these guidelines can highlight any weaknesses a child may have in the areas of language and speech development.

Age	Understanding
<b>6 Months</b>	<ul style="list-style-type: none"><li>• Moves eyes in direction of sounds</li><li>• Responds to changes in tone of your voice</li><li>• Notices toys that make sounds</li><li>• Pays attention to music</li></ul>
<b>1 Year</b>	<ul style="list-style-type: none"><li>• Enjoys games like peek-a-boo and pat-a-cake</li><li>• Listens when spoken to</li><li>• Recognizes words for common items like "cup," "shoe," "juice." Begins to respond to requests ("Come here," "Want more?")</li></ul>
<b>2 Years</b>	<ul style="list-style-type: none"><li>• Points to a few body parts when asked</li><li>• Follows simple directions and understands simple questions ("Roll the ball," "Kiss the baby," "Where's your shoe?")</li><li>• Listens to simple stories, songs, and rhymes</li><li>• Points to pictures in a book when named</li></ul>
<b>3 Years</b>	<ul style="list-style-type: none"><li>• Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down")</li><li>• Follows two directions ("Get the book and put it on the table")</li></ul>
<b>4 Years</b>	<ul style="list-style-type: none"><li>• Answers simple "who?" "what?" "where?" "why" questions</li></ul>
<b>5 Years</b>	<ul style="list-style-type: none"><li>• Pays attention to a short story and answers simple questions about it</li><li>• Understands most of what is said at home and at school</li></ul>

Age	Talking
<b>6 Months</b>	<ul style="list-style-type: none"> <li>Babbling sounds more speech-like with different sounds, such as <i>p</i>, <i>b</i>, and <i>m</i></li> <li>Vocalizes excitement and displeasure</li> <li>Makes gurgling sounds when left alone and when playing with you</li> </ul>
<b>1 Year</b>	<ul style="list-style-type: none"> <li>Babbling has long and short groups of sounds such as <i>"tata upup bibibibi."</i></li> <li>Uses speech or non-crying sounds to get and keep attention</li> <li>Imitates different speech sounds</li> <li>Has 1 or 2 consistent words (<i>"bye-bye," "dada," "mama"</i>) although may not be clear</li> </ul>
<b>2 Years</b>	<ul style="list-style-type: none"> <li>Says more words every month</li> <li>Uses some 2-word questions (<i>"where kitty?" "go bye-bye?" "what's that?"</i>)</li> <li>Puts 2 words together (<i>"more cookie," "no juice," "mommy book"</i>)</li> <li>Uses different consonant sounds at beginning of words</li> </ul>
<b>3 Years</b>	<ul style="list-style-type: none"> <li>Has a word for almost everything</li> <li>Uses 2-3 word sentences to talk about and ask for things</li> <li>Speech is understood by familiar listeners most of the time</li> <li>Often asks for or directs attention to objects by naming them</li> </ul>
<b>4 Years</b>	<ul style="list-style-type: none"> <li>Talks about activities at school or at friends' homes.</li> <li>People outside family usually understand child's speech</li> <li>Uses sentences that have 4 or more words</li> <li>Usually talks easily without repeating syllables or words</li> </ul>
<b>5 Years</b>	<ul style="list-style-type: none"> <li>Uses sentences that give lots of details (e.g., <i>"I like to read my books"</i>)</li> <li>Tells stories that stick to topic</li> <li>Communicates easily with other children and adults.</li> <li>Says most sounds correctly except for a few like <i>"r" "s" "v" "r" "ch" "sh" "th."</i></li> <li>Uses adult-like grammar</li> </ul>

## Guidelines for Physical Development

**Occupational Therapy** services may be beneficial if children are having difficulty performing certain tasks at the appropriate ages. These services are becoming more essential in aiding children who are performing below age level to develop the skills necessary to successfully perform the tasks required in the home, school and community environments.

Age	Gross Motor Skills
<b>6 Months</b>	<ul style="list-style-type: none"> <li>Rolls from place to place</li> <li>Begins to sit independently, but mostly uses their hands to prop them up</li> </ul>
<b>7-9 Months</b>	<ul style="list-style-type: none"> <li>Changes positions between sitting and standing with support</li> <li>Crawls on hands and knees</li> <li>Pulls to stand and cruises along furniture</li> </ul>
<b>10-12 Months</b>	<ul style="list-style-type: none"> <li>Able to change positions into sitting upright</li> <li>Crawls upstairs</li> <li>Walks with hands held</li> </ul>
<b>12-18 Months</b>	<ul style="list-style-type: none"> <li>Plays while standing</li> <li>Walks well, squats and picks up toys from the floor</li> <li>Flings a balls</li> </ul>
<b>18-24 Months</b>	<ul style="list-style-type: none"> <li>Kicks ball forward</li> <li>Throws ball at a large target</li> <li>Jumps with both feet</li> </ul>
<b>24-36 Months</b>	<ul style="list-style-type: none"> <li>Rides tricycle</li> <li>Catches a large ball against chest</li> <li>Begins to hop on one foot</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>Begins to skip and hop</li> <li>Skilled in jumping, climbing and running</li> </ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"> <li>Throws a ball</li> <li>Hops for long sequences</li> <li>Climbs on playground equipment</li> </ul>
<b>5-6 Years</b>	<ul style="list-style-type: none"> <li>Hops well for long distances</li> <li>Skips with good balance</li> <li>Kicks with accuracy</li> </ul>

Age	Fine Motor Skill
<b>6 Months</b>	<ul style="list-style-type: none"> <li>• Holds food with their hand and brings it to mouth</li> <li>• Transfers objects from hand to hand</li> <li>• Plays with toys in the middle of their body</li> </ul>
<b>7-9 Months</b>	<ul style="list-style-type: none"> <li>• Releases objects</li> <li>• Points and is developing finger pinching skills</li> </ul>
<b>10-12 Months</b>	<ul style="list-style-type: none"> <li>• Grasps small objects in fingertips (3 finger grasp)</li> <li>• Bangs objects together to make noise, places toys in containers</li> <li>• Uses the index finger to explore toys</li> </ul>
<b>12-18 Months</b>	<ul style="list-style-type: none"> <li>• Holds onto crayons and makes marks; scribbles</li> <li>• Attempts puzzles</li> <li>• Stacks blocks and begins to construct simple puzzles</li> </ul>
<b>18-24 Months</b>	<ul style="list-style-type: none"> <li>• Completes 4-5 piece puzzle</li> <li>• Builds towers of 4 blocks</li> <li>• Holds crayons in fingertips and draws straight or circular strokes</li> <li>• Strings beads</li> </ul>
<b>24-36 Months</b>	<ul style="list-style-type: none"> <li>• Snips with scissors</li> <li>• Imitates horizontal, vertical, and circular marks on paper</li> <li>• Builds towers and lines up objects</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>• Uses three fingers to grasp pencil or crayon</li> <li>• Copies simple shapes; begins to copy letters</li> <li>• Uses scissors to cut simple shapes</li> <li>• Draws a face</li> </ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"> <li>• Draws with dexterity, using a dynamic tripod grasp</li> <li>• Completes puzzles of up to 10 pieces</li> <li>• Uses scissors to cut out squares and other simple shapes</li> <li>• Colors within the lines</li> </ul>
<b>5-6 Years</b>	<ul style="list-style-type: none"> <li>• Copies own name and some letters</li> <li>• Prints name, copies letters, copies a triangle, begins upper and lowercase letters</li> <li>• Constructs a complex building</li> </ul>

## Guidelines for Physical Development (continued)

**Physical Therapy** services address specific physical developmental needs, particularly as it relates to gross motor skills.

<b>3 Months</b>	<ul style="list-style-type: none"> <li>• On belly, able to hold head up briefly while on forearms</li> <li>• Holds head steady while being held</li> </ul>
<b>4 Months</b>	<ul style="list-style-type: none"> <li>• On belly, able to push on extended arms and hold head up</li> <li>• Beginning to roll from stomach to back</li> <li>• Rolls from side to back</li> </ul>
<b>5 Months</b>	<ul style="list-style-type: none"> <li>• Able to sit with support</li> <li>• Beginning to roll from back to stomach</li> </ul>
<b>6 Months</b>	<ul style="list-style-type: none"> <li>• Begins to sit independently and play with toys</li> <li>• Brings feet to hands and beginning to bring feet to mouth</li> </ul>
<b>7 Months</b>	<ul style="list-style-type: none"> <li>• Belly crawls forward</li> <li>• Pivots on belly to reach for toys</li> <li>• Rolls well from back to stomach and stomach to back</li> </ul>
<b>8 Months</b>	<ul style="list-style-type: none"> <li>• Transitions into hands and knees from stomach</li> <li>• Rocks on hands and knees</li> <li>• Begins to move forward while on hands and knees</li> <li>• Displays protective reactions sideways while in sitting</li> </ul>
<b>9 Months</b>	<ul style="list-style-type: none"> <li>• Pulls to stand at furniture</li> <li>• Able to stand and play at furniture</li> <li>• Crawls on hands and knees well</li> </ul>
<b>10- 16 Months</b>	<ul style="list-style-type: none"> <li>• Cruises around furniture</li> <li>• Ambulates independently</li> <li>• Able to squat in play and return to standing</li> <li>• Crawls up and down stairs</li> </ul>
<b>16-24 Months</b>	<ul style="list-style-type: none"> <li>• Walks fast and begins to run</li> <li>• Able to throw a ball overhand while in standing</li> <li>• Ambulates well: able to stop, turn, and take sideways and backwards steps</li> </ul>



- 24-36 Months**
- Able to jump with two foot landing
  - Jumps forward, down from step, and over small hurdles
  - Able to walk up and down stairs with alternating pattern
  - Kicks a ball to a target

- 36-60 Months**
- Peddles a tricycle
  - Hops on one foot, balances on one foot for 5-10 seconds
  - Skips, gallops, hops well

### Guidelines for Behavioral Development

Listed below are the typical stages of socio-emotional development of a child, as identified by Swiss developmental psychologist, Jean Piaget. Children who are not exhibiting the core characteristics in their age range may benefit from behavioral intervention. Behavioral interventions are tailored to each child to bolster their strengths and build new skills, while minimizing their deficits.

Age	Social and Emotional
<b>6-9 Months</b>	<ul style="list-style-type: none"> <li>• Express several clearly differentiated emotions</li> <li>• Distinguish friends from strangers</li> <li>• Show displeasure at the loss of a toy</li> </ul>
<b>9-12 Months</b>	<ul style="list-style-type: none"> <li>• Feed themselves finger foods</li> <li>• Mimic simple actions</li> <li>• Show anxiety when separated from primary caregiver</li> </ul>
<b>12-24 Months</b>	<ul style="list-style-type: none"> <li>• Recognize themselves in pictures or the mirror and smile or make faces at themselves</li> <li>• Imitate adult behaviors in play</li> <li>• Begin to be helpful, such as by helping to put things away</li> </ul>
<b>2-3 Years</b>	<ul style="list-style-type: none"> <li>• Indicate toileting needs</li> <li>• Use objects symbolically in play</li> <li>• Know gender identity</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>• Follow a series of simple directions</li> <li>• Wash hands independently</li> <li>• Initiate or join in play with other children and make up games</li> </ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"> <li>• Compare themselves with others</li> <li>• Develop friendships</li> <li>• Enjoy imaginative play with other children, like dress up or house</li> </ul>

### Guidelines for Behavioral Development (Continued)

Age	Thinking Skills
<b>6-9 Months</b>	<ul style="list-style-type: none"> <li>• Stare longer at "impossible" events (like ordinary objects suspended in midair)</li> <li>• Use the relative size of objects as a clue to how close or how far away they are</li> </ul>
<b>9-12 Months</b>	<ul style="list-style-type: none"> <li>• Understand that an object still exists even when it's not in view</li> <li>• Imitate gestures and actions</li> <li>• Enjoy looking at picture books</li> </ul>
<b>1-2 Years</b>	<ul style="list-style-type: none"> <li>• Understand words and commands and respond appropriately</li> <li>• Begin to match similar objects</li> <li>• Distinguish between "you" and "me"</li> </ul>
<b>2-3 Years</b>	<ul style="list-style-type: none"> <li>• Group objects by category</li> <li>• Identify themselves in the mirror</li> <li>• Observe and imitate more complex adult actions (e.g., housekeeping play)</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>• Identify parts of a whole</li> <li>• Draw, name, and briefly explain somewhat recognizable pictures that are meaningful to them</li> <li>• Actively seek information through why and how questions</li> </ul>
<b>4-5 Years</b>	<ul style="list-style-type: none"> <li>• Count to 5</li> <li>• Draw a person with detail</li> <li>• Tell you their street and town</li> </ul>

Some of the information used in this Developmental Milestone Guide has been adapted from The National Dissemination Center for Children with Disabilities, the American Speech and Language Association and *Occupational Therapy for Children* by Case-Smith and O'Brien.

## Our Services and Multidisciplinary Approach



Through a comprehensive, multidisciplinary approach, Total Education Solutions' (TES) team of specialists expands and enriches the quality and breadth of services available to children with special needs. We provide an array of services in schools and our state-of-the-art clinics, including one-on-one and small group sessions in speech

and language therapy, occupational therapy, physical therapy, tutoring, behavioral support services, and intensive academic instruction.

### Language and Speech Therapy

Specializing in the areas of bilingual language development, functional communication, and articulation, trained TES providers assess student needs, generate baseline and progress data, establish service plans, and work to achieve pre-determined goals through the reduction of trigger behaviors and the generalization of communication abilities to an unstructured environment.

### Behavioral Support Services

In order to promote positive behavior change, one to one behavior intervention services as well as consultation are provided and grounded in applied behavior analysis methodologies, including Discrete Trial Training (DTT), Picture Exchange Communication Systems (PECS), and Pivotal Response Training (PRT).

### Occupational Therapy

By utilizing various treatment methodologies, including Sensory Integration (SI), Neurodevelopmental Treatment (NDT), Developmental Approach, and Motor Learning, TES provides an array of occupational therapy services that address skills such as motor coordination, visual perception, handwriting, sensory processing and modulation, play, self-care, and neuromuscular function.

### Physical Therapy

Our therapists employ a range of techniques to facilitate enhanced function and independence. Methods are centered on play-based interventions that improve the endurance, balance, motor coordination, and mobility of a child. Assessments cover areas such as adaptive equipment and orthoses.

For more information about our services, please call (888) 4TES-KIDS

Visit us at [www.tesidea.com](http://www.tesidea.com)



### Greater Los Angeles Area:

625 S. Fair Oaks Avenue, Suite 200  
South Pasadena, CA 91030  
Phone: (323) 341-5580  
Fax: (323) 257-3101

*Downtown Los Angeles*  
1111 W. 6th Street, Suite 11  
Los Angeles, CA 90017  
(Entrance on Bixel St.)  
Phone: (213) 607-4400  
Fax: (213) 250-7245

*Alhambra*  
1000 S. Fremont Ave.  
Building A10N, Suite 10100  
Alhambra, CA 91803  
Phone: (626) 289-7472

### Greater San Diego Area:

5151 Murphy Canyon Road, Suite 150  
San Diego, CA 92123  
Phone: (619) 275-4525  
Fax: (619) 275-4526

### Northern California Region:

*Sacramento*  
1337 Howe Avenue, Suite 107  
Sacramento, CA 95825  
Phone: (916) 564-5010  
Fax: (916) 564-5260

*Daly City*  
700 Stewart Avenue  
Daly City, CA 94015  
Phone: (650) 756-3489

### Greater Michigan Area:

2221 Livernois, Suite 101  
Troy, MI 48083  
Phone: (248) 544-0360  
Fax: (248) 333-8255

### Greater Ohio Area:

61 N. Cleveland Massillon Road, Suite B  
Fairlawn, OH 44333  
Phone: (330) 668-4041  
Fax: (330) 666-5626

Connect  
with us!



For more information about our services, please call (888) 4TES-KIDS  
Visit us at [www.TESIDEA.com](http://www.TESIDEA.com)