



DEVELOPMENTAL MILESTONES

A Positive Parenting Tool

Focusing on the Development of children from birth to five years of age.

Each child is unique. Each child develops at their own pace as they learn to react to people and the world each child has his or her own style. However, how do you know if your child is on the right track?

From birth a child goes through many physical and mental changes. Although no two children grow at the same rate, experts agree that there are typical signs of development.

Over the page is a list of important developmental milestones. Watch for these milestones in your child.

Delay in any one of these areas can occur temporarily as a result of illness or environmental factors, or it can be an indication of a long-term developmental problem. If your child is not progressing well through these developmental milestones Conductive Education may be able to help. Conductive Education helps children with developmental delay or with motor disorders that originate from damage to the central nervous system. The programme helps these children to be the very best they can be.


The fundamental theory behind Conductive Education is a holistic learning and educational orientated approach that combines medical knowledge and educational methods to enable individuals to learn (or re-learn) how to gain control of their motor functions. Based on the scientific principles of neuroplasticity, the nervous system possesses the capacity to form new neural connections facilitated through a suitably instructed teaching and learning process. Using a typical age-appropriate education curriculum, Conductive Education uses music, rhythm, and repetition to 'teach' the individual each new skill.

Conductive Education is not a miracle cure. However, it does provide parents with an important option, one that has assisted thousands of children throughout the world to achieve greater independence.

CHILD DEVELOPMENT

WHAT YOU CAN EXPECT

The following expected range of child development is an indication only
Remember to correct your child's age for prematurity

| EXPECTED RANGE OF DEVELOPMENT | DEVELOPMENTAL DELAY |
|---|--|
| 3 MONTHS | |
| <ul style="list-style-type: none"> • Voluntary movements appear. • Limbs move smoothly & symmetrically. • Kick legs alternatively or simultaneously • Lifts head & chest up whilst lying on stomach. • By 5 months, when lying on stomach can swing straight arms out to the side. • Able to put a foot into mouth. • Eye-hand co-ordination preformed. • Hands loose & open • The baby observes and grabs own hands. • Starts to keep hitting a toy but misses target. If given a rattle into his/her hand will shake it. • Whinges, arbitrary cues, laughs, utter cries, chuckles, • Starts to smile at 6 weeks, a month later responds to your smiles or conversation. | <ul style="list-style-type: none"> • Lack of voluntary movements. • Arm & leg movements, stiff, jerky & asymmetrical • Little movement of limbs • Low muscle tone • Unable to lift head & chest up whilst lying on stomach. • Poor head control while pulling up into sitting, head turns to one direction. • Hands are still in fist position, unable to bring hands into midline. • No or little response to sounds, noise, not turning, looking & following objects from one side to the other, • Doesn't smile much appears irritable or very quiet.  |
| EXPECTED RANGE OF DEVELOPMENT | DEVELOPMENTAL DELAY |
| 6 MONTHS | |
| <ul style="list-style-type: none"> • Able to turn anywhere when sitting or lying on stomach. • Creeps & rolls purposely to toys • Is able to pull into sitting position & can save themselves if they fall over. They can sit unaided by 8 months. • Holds head steady in every position. • By 8 months they will be on all fours & can swing backwards & forwards & maybe crawling | <ul style="list-style-type: none"> • Legs are stiff & have a crossing tendency. • Difficult to change nappies or dressing. • Body position is asymmetrical one hand still in fist. • Kicking more obvious on one leg. • Head control is still poor. • Still not able to roll onto stomach. • Significant delay in creeping, rolling, sitting & sits with round back. • Stands assisted only on tiptoe. |

- Weight bears on legs when held at waist.
- Most can pull up into standing position on wide base, but unable to get down again.
- Reach for toys with one hand while looking at it.
- Starts to separate thumb & pointing finger.
- Swaps toys between hands, bangs two toys together & claps hands.
- Says “Ah-goo” or similar vowel consonant combination, tries to copy, observes & mimics your mouth movement.
- Lots of smiles and laughter
- Active for 50% of the daytime, spending lots of time observing moving toys.
- Responds to his/her name & smiles.
- Likes to look at his/her image reflected in the mirror.
- Differentiates strangers & starts to show fear, follows mother more & more everywhere. Presence of mum comforts him/her.
- Differentiates angry talk to kind talk. Sometimes purposely annoys family members.
- Shows more & more interest towards independent eating. Feeds self with cracker by 8 months, picks up food in fists.
- Able to hold a spoon & a cup.
- Some unsettled night sleeps.

- Poor hand-eye control
- Not reaching out easily, lets go of toys.
- Hand cannot go to midline.
- Still startled at sudden noise, cries.
- Not able to independently hold & eat a cracker.
- Appears to be quiet & not very active.





EXPECTED RANGE OF DEVELOPMENT

DEVELOPMENTAL DELAY

9 MONTHS

- Crawls while holding a toy in one hand, turns around, starts to stretch one or both legs while crawls.
- Sits for a long time with a straight back.
- Starts to climb up on furniture, on stairs.
- Pulls up at furniture, side-walks, might be able to stand by himself/herself for a couple of seconds.
- Stands alone longer & longer, crouches down & stands up at about 11 months.

- Stiff limbs, crossing tendency in legs or very placid quiet baby.
- Poor head control & poor ability to use hands.
- Difficult to bring arms forward.
- Lack of eye-hand control.
- Difficult to get he/she to stand. Going forwards one side dominant. Rounded back.
- Fine motor skills not improving lack of interest towards toys. No favourite toy.
- Response to basic instructions is poor.

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| <ul style="list-style-type: none"> Arms and legs are very active in the bath. Points and puts fingers into hole. Put two blocks on top of each other. Starts pulling toy by string takes out small object from the basket, using both hands. Understands basic instruction “no” “yes” & “bye”. Gesturing copies the rhythm of the speech intonation. Repeats words and uses two syllable words such as “ma ma”. Enjoys playing peek-a-boo and playing “give and take.” Plays with stacking blocks, likes pictures in books. Recognises, if object is big and needs two hands to hold. Remembers a toy he/she played with yesterday. Looking for a hidden object at the same place. At 10-11 months points to body parts. Starts to be bossy. Does not like to end playing. He/she annoys parents to see how the react. Helps more & more in dressing, can pull socks off. Picks up food with pincer grip. | <ul style="list-style-type: none"> Difficulty chewing or drinking from a cup.   |
| <p>EXPECTED RANGE OF DEVELOPMENT</p> | <p>DEVELOPMENTAL DELAY</p> |
| <p>12 MONTHS</p> | |
| <ul style="list-style-type: none"> Walking along using a wall for balance or along furniture freely Most of the children are able to take some independent steps by now. Able to crouch down & stand up independently or lean down for a toy. Able to pick up the smallest bits from the floor with proper pincher grasps. Push cars on the floor through rooms. Observes people, animals & traffic with persistent attention. Recognises the noise of Dads/Mum’s car or steps when coming home from work. | <ul style="list-style-type: none"> Not crawling, not pulling up to standing, not walking along furniture. Has a crossing tendency. Not able to weight bear on legs, no strength in arms & legs. Not able to walk sideways or between furniture. Poor head control, poor use of hand, using one side less than the other. No pointing, no pincher grips, awkward movements. Poor eye hand control Does not turn to sounds. Does not listen to name. Does not understand some basic instructions. |

- Babbles, all day, copying adults frequently used words.
- Understands “give it to me”, “come to me”, “say bye”.
- Groups toys by colours & shapes
- Very sensitive with strangers
- Wants to eat independently.
- Can resist against sleeping.
- Can Co-operate in dressing



- Is not interested in toys, concepts.
- Not able to cope with solid food or drink from a cup.



EXPECTED RANGE OF DEVELOPMENT

DEVELOPMENTAL DELAY


15 MONTHS


- Walking more independently, legs are wide apart & a bit unsafe. They may use arms to balance.
- Often falls on obstacles on floor or knocks into furniture. Most of the time lands on his/her bottom for falls forward onto hands.
- Learning to pick up string with pincher grasp.
- Like drawing lines with thick pencil or chalk, recognises some animals, people & objects from picture book.
- Happy chatting all day. Says 2-6 recognisable words but understands much more.
- Usually, curious
- Holds the spoon, brings to mouth, licks it but cannot turn it. Chews well.
- Helping with dressing more frequently.
- likes to throw toys and objects to the floor, either in playing game or out of anger

- can't walk or steps with a tendency to cross legs.
- stands on tiptoe or is still unable to weight bear.
- Fine motor skills poor can't sit on chair, attention span very short.
- Late response when calling, becomes frustrated easily. Expresses wishes or needs just by crying.
- Becomes tired easily and cries a lot.
- Not interested in holding spoon or food, chewing is a problem, only able to cope with mashed food.
- Dribbles a lot.
- Not helping in dressing & is difficult.



| EXPECTED RANGE OF DEVELOPMENT | DEVELOPMENTAL DELAY |
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| 18 MONTHS | |
| <ul style="list-style-type: none"> • Walking becomes safer & smoother, starts to run but not confidently. • Likes to pull & push big objects. • Climbs up onto an adult's chair, turns around and sits. • Needs help stepping up on stairs. • Draws on paper with preferred hand. • Able to turn pages in a normal book. Starting to play with jigsaw puzzles. • Recognises more pictures, vocabulary is 6-20 words. Echoing the first or last word of your sentence • Tries to sing. • Plays for long periods of time with books, toys etc but likes adult around. • Emotional state depends on adult. • Easily able to bring spoonful of food to mouth, can hold up a cup & drink cleanly. • Takes off shoes, hats etc. • Can indicate needs by fidgeting. • Toilet training is often successful. | <ul style="list-style-type: none"> • Not walking or only walking on tiptoes, knees are bent or even hyperextended, not lifting the knee high enough & falls often. • Has difficulty balancing. • One arm is quite obviously bent all the time & hand is in a fist, using other hand to play & reach. • No words & difficult to understand his/her wishes & needs. • Unable to chew well & has problems drinking from a cup. • Unable to climb up on armchair. • Not active <div data-bbox="858 790 1353 1088" style="text-align: center;"> </div> |
| 2 YEARS | |
| <ul style="list-style-type: none"> • Running on flat feet safely • Easily stops & starts. • Able to manoeuvre around obstacles. • Can throw ball above head. • Can unwrap present, sweets, build tower from 6 blocks. • Draws circles spontaneously, can copy vertical lines. • Recognises small objects on the page, familiar people from photos. • Hand preference becomes more obvious. He/she knows 50 or more words and says 2-3-word sentences. • Name him/herself • Talks constantly to himself when playing, asks questions, sings, knows all about body parts. • Constantly requires the attention of a parent. Likes to be with other children but they are not playing together yet. | <ul style="list-style-type: none"> • Poor movement co-ordination • Not walking unassisted, still unsteady on feet. • No motivation to imitate play activity. • Not able to unscrew lid, draw lines or circles and thread beads. • Speech is difficult to understand co-ordination is poor, still dribbles. • Cries & gets frustrated easily. • Can't suck through straw, eating is still very messy, chewing is weak. • Toilet training is not successful. |

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|---|--|
| <ul style="list-style-type: none"> • Has a tantrum if something is not successful. • Asks for a drink, eats & drinks by himself. • Puts on shoes. • Toilet trained during the day. | |
| <p>EXPECTED RANGE OF DEVELOPMENT</p> | <p>DEVELOPMENTAL DELAY</p> |
| <p>3 YEARS</p> | |
| <ul style="list-style-type: none"> • Able to walk up on stairs with alternate legs but cannot alternate legs whilst going down. • Able to stand up straightaway. • Enthusiastically climbs up on big toys, furniture, or playground equipment. • Able to go around any obstacle even when running. • Able to ride a tricycle & steer. • Able to stand on one leg & jump on two legs. • Able to copy a circle, lines & letters. • Draws a man with head & uses scissors with guidance. • Vocabulary has increased a lot, but there are still some infantile elements. • Can carry on a conversation of 2-3 sentences. • Uses plurals, pronouns, prepositions & simple past tense. • Asks lots of questions e.g. Who, where, what does it do? • Know some rhymes & songs. • Starts to love role-play. • More kind & loveable towards family & other people. • Loves to play on the floor with blocks & can build tower with 9 blocks. • Starting to play with other children and keen to help around the house. • Eats with fork & spoon. • Washes hands but drying needs some help. • Able to dress & undress, pulls a zip up & down but needs help with buttons & putting the zip together. | <ul style="list-style-type: none"> • Unbalanced when walking & falling often. • Weight bearing in tiptoe. • Unable to run, jump on both legs has problems stepping up a kerb & stairs. • Asymmetrical posture & poor use of one hand. • Hands are clumsy. • Has problems using a pencil. • Unable to thread beads • Language skills are poor. • Poor eye contact • No self-initiated play  |

| EXPECTED RANGE OF DEVELOPMENT | DEVELOPMENTAL DELAY |
|---|--|
| 4 YEARS | |
| <ul style="list-style-type: none"> • Independently walks up & down on stairs with alternate legs. • Able to run around sharp corners, even with pushing or pulling toys. • Can climb ladders & trees. • Now very skilled on a bike or trike • Can jump on one foot & stands on one leg for 3-5 seconds. • Fine motor skills are developed. • Able to copy more intricate lines & letters, but occasionally mistakes letters. • Draws men with head & features hands, trunk & legs. • Can build intricate castles & towers from different sized blocks. • Knows basic colours. • Knows their full name, address & age. • Listening carefully & able to tell stories, where fantasy & the reality are often mixed. • Plays with other kids but alternates between co-operation & aggression. • Loves to role play, enjoys playing doctors, shop keeper, bus driver, mum & dad, cooking etc. • Eats with a spoon & fork very well. • Able to wash & dry hands as well as clean teeth. • Dresses & undresses still unable to manage tying. • Has favourite outfits & fights to wear them generally stubborn & can behave impertinently. | <ul style="list-style-type: none"> • Child still unable to express himself verbally. • Has problem sitting & playing. • Has very short attention span • Not keen to copy letters, draw pictures, use scissors. • Behaviour problems • Has no motivation to play with other children. • Toilet training is not successful. • Messy eating  |
| EXPECTED RANGE OF DEVELOPMENT | DEVELOPMENTAL DELAY |
| 5 YEARS | |
| <ul style="list-style-type: none"> • Easily runs on forefoot. • Very active, always keen to climb & investigate new things. • Enjoys skipping with alternate legs, dancing & balancing on one leg. • Copying shapes, letters • Draws simple houses. • Can count on one hand using another pointing finger. | <ul style="list-style-type: none"> • If your child has started school, they may have problems with achievements & integration in class. • If the problem is more serious seek help from other professionals |

- Express needs very clearly using varied language. Now able to manage different emotions.
- Wants to play with other children.
- Play make believe games & act out scenes with friends.
- Using fork & knife
- Dress & undress independently



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