If you are concerned that your child may have a disability, contact your local school district or charter school for more information about the Child Find process.

# LOCAL CONTACT INFORMATION:



ATASCOSA-McMULLEN SP. ED. COOPERATIVE

831 Stadium Drive Pleasanton, Texas 78064

830-569-1355

Education Service Center, Region 20 provides technical assistance to families and schools related to CHPLD FPND.

For questions and more information contact a specialist at 210-370-5411.

### CHOLD FOND

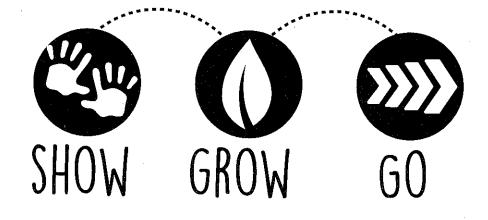


EDUCATION SERVICE CENTER, REGION 20





## DEVELOPMENTAL MILESTONES



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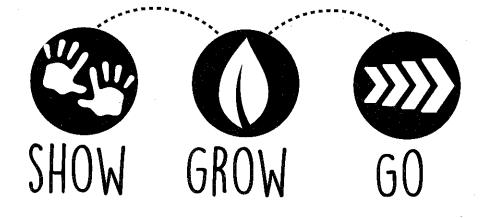
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## DEVELOPMENTAL MILESTONES



This milestone checklist is designed to help parents and educators understand what typical developmental skills can be expected in children by certain ages. If you know a child that has not yet reached these milestones, connect with your local school district for more information. 5 YEARS 2 YEARS 3 YEARS Consistently speaks in 2-3 word phrases (knows at least 100 words) Speaks clearly and is easily understood by people other than family Uses more words than gestures Correctly uses plurals and pronouns (he and she) Begins to use 2-word phrases Tells a story in a general sequence Speaks in full sentences Most speech is easily understood by Uses and understands at least 50 words including some action words Sings songs from memory Speaks about past and future events Asks simple questions starting with using correct tense Uses pronouns such as Me, My, You Uses a variety of words in sentences that "What" and "Where" are easily understood by family Retells stories and events with Understands and follows 2-step sequenced parts and details directions ("Take off your shoes and put them away.") Enjoys the use of toys in pretend play Shows empathy by comforting others Engages in pretend play with roles or Shows a desire to please adults and be (using a phone to talk or feeding a baby when sad, crying, or hurt characters (mom/dad, superhero, liked by peers doctor/policeman) Asks for help when needed and participates in helping when asked Recognizes the feelings and perspective Shows interest and enjoyment when Seeks out and shows preference to play of others. listening to stories with others rather than alone (cleaning up) Easily transitions between tasks and Shows excitement to play alongside other Shows a variety of emotions Shares about areas of interest shows flexibility in play children (may copy the play style of others) Participates in turn taking within a group Plays cooperatively in a group of other Understands the concept of right and Consistently responds (verbally or nonverbally) when someone calls their wrong, rules, and expected behavior Runs smoothly for short distances Hops and stands on one foot without Hops with ease, beginning to skip Throws and kicks a ball a short losing balance distance without losing balance without falling Completely independent with toileting Eats independently with little assistance Begins to run with coordinated Begins to dress and undress articles of movement clothina needed Brushes teeth without assistance Walks up and down stairs while holding Walks up and downs stairs with Shows eye-hand coordination when Fastens and unfastens buttons, zippers, a rail or the hand of an adult afternating foot movement cutting with scissors lids, and other small closures Pedals and rides a tricycle Climbs up and down from a chair or Climbs furniture and playground couch without assistance equipment well Knows and will state first name, last Understands the difference between real Finds things when hidden out of sight Understands opposites, why questions, and concepts such as "Yours" versus name, and age and make-believe Sorts simple items into groups (by "Mine" similar shape or color) Understands the concept of counting Begins to print letters and shapes (names some numbers and shapes) Feeds self with utensils Names common objects in books or the environment around them Counts up to ten items Understands 1:1 number Understands the concept of "same" Shows a general understanding of

versus "different"

primary body parts

Draws a simple image of a person with

everyday concepts like money and time

correspondence (knows when there is

Draws purposeful shapes and images

one or two of something)

(circle)

Shows preference for using one hand

more than the other