

DEVELOPMENTAL "CODE CARD"

KEY:

M: motor (fine and gross) S: social/emotional
 C: cognitive L: language
 B: book use P: parenting

* "red flag": if not present evaluate further

2 WEEKS

M: stares at face and tracks 90° horizontally
 *M: turns to voice
 M: symmetrical movements
 P: normal increase in crying, peaks at 6 weeks

2 MONTHS

*M: lifts head in prone
 S: smiles in response to social overtures
 L: "listens" & responds when speaker quiet
 P: impossible to "spoil" infant by picking up when cries

4 MONTHS

M: pull-to-sit, w/o head lag; *holds rattle, lets go
 S: regards stranger with interest/pleasure
 C: stares at own hands; crumples paper joyfully
 L: recognizes sounds (e.g., excited by parents voices)
 P: put to bed while still drowsy (do not rock to sleep)

6 MONTHS

H: raking grasp, passes cube hand to hand
 *C: looks after fallen object
 L: babbles
 B: excited by picture book, tries to touch, grab, mouth
 P: routines important, e.g. bedtime story; sleep and separation problems often appear around 9 months

9 MONTHS

M: thumb-finger or pincer grasp; grabs crayon efficiently
 *M: sits stably
 C: inspects object, then mouths; bangs cubes
 S: plays peek-a-boo, pat-a-cake
 B: ask "where" questions, then point, "There it is!"
 P: avoid feeding battles: give child spoon, finger foods

12 MONTHS

M: first steps
 S: consolable; explores office from safety of parent's lap
 C: looks for hidden object (object constancy)
 L: first word (not mama/dada); *jargoning
 B: holds book with help, turns pages several at a time
 P: importance of temperament, e.g. activity, intensity

15 MONTHS

M: walks well
 S: "reads" parent's expression to see if to explore
 C: in play, uses objects correctly (e.g. "drives" the car)
 *L: follows single-step command without gesture
 L: has at least one single word
 B: mobile child may not sit long for story
 P: discipline=teaching; praise; choices reduce power struggles

18 MONTHS

M: walks up steps, walks backwards
 C: works wind-up toys, on-off buttons (cause/effect)
 *L: 6 words, not echolalic; indicates desired objects with index finger (not whole hand) ("proto-linguistic labeling")
 B: points to pictures in book; book interaction joyful
 P: use "feeling words" (sad, happy, scared)

24 MONTHS

*M: walks backwards
 C: in play, one thing stands for another (substitution)
 S: may be clingy
 *L: 2-word phrases; *points to at least one body part
 B: carries book around house, "reads" to dolls;
 P: pick "battles" carefully to minimize power struggles

30 MONTHS (2 ½ YEARS)

M: up and down steps independently
 *M: copies O
 *C: combines play actions (rocks doll and puts to bed)
 S: dresses self mostly, with supervision
 S: average age for daytime dryness
 L: names several body parts, follows 2 prepositional commands with block (behind, under, next to, in front)
 B: parent asks "what" questions, relates actions in book to child's life: child wants same story repeatedly

3 YEARS

*M: jumps, both feet off floor; mature crayon grasp
 C: plays out familiar events, and changes outcomes
 S: separates more easily; average age dry at night
 *L: 3-4 word sentences
 L: gives full name, knows "cold", "tired," and "hungry"
 B: holds book without help: gives simple actions; sits for 5-minute story or longer; likes rhymes, nonsense words

4 YEARS

M: balances on 1 foot for 4-5 seconds
 M/C: copies=; 3-part (or more) draw-a-person
 C: in play, talks for doll, assigns roles to other children
 S: understands taking turns; uses words, not hitting
 *L: sentences, mostly correct grammar; asks questions
 B: turns pages one at a time; retells familiar story; Pretends to read & write (e.g., horizontal cribbles), ("writes" own name); makes up "tall tales"

5 YEARS

*M: balances on one foot for 5-10 seconds
 M: copies □, perhaps △
 S: plays well with group of children; dresses, with little help
 C: plays out imaginary scripts (e.g. space voyage)
 C: "If I cut an apple in half, how many pieces will I have?" "What do you do to make water boil?" "Candy and ice cream are both good to ____"
 *L: correct use of "me", "I", past tense and plurals
 B: parent asks "What will happen next;" 10-20min. stories

6 Years

M: walks backward, heel-to-toe; begins sports, dance

M: copies diamond

S: rule-based games; "best" friend

C: "How are a plum and peach alike?"; "Why do we wear shoes?"; repeats 4 digit string; counts 5 items; simple Math (1+3)

L: fluency; names 4-5 things to eat (or wear) in 20 sec.

L: knows names of most letters, recognizes a few words

B: read-aloud books more difficult (and interesting) than child's reading level (e.g. chapter books); library card

7 Years

C: repeats 5 digits forward, 3 digits reverse "How are a cat and mouse alike?"; "How are a penny and nickel like?"; knows left, right, math: 3+4; 6+3; 14+4 (write out vertically)

L: define Polite, Brave, Roar; spell Car, Fat, Big, His; read, and tell what happened: The boy has a dog. The dog wanted to play on the bed. But the boy said "No." Then the dog went away.

P: has responsibilities at home, does homework

8 YEARS

C: "How is a fish like a boat, and how are they different?" (a dime and a nickel? a book and a video?) "What should you do if a kid starts fighting with you?" math: 23+14, 19-10, 39-22 (write out vertically); how many minutes in 1^{1/2} hours?

L: spell Cut, Cook, Night, Dress; read: The elephant's trunk is used like his hand. Have you ever watched an elephant eat peanuts? He picks up the nuts with his trunk and puts them in his mouth. (ask, How do elephants eat peanuts?)

B: ask about favorite books; reading aloud can continue; Child and parents can alternate pages; high-interest books, regular library visits important

P: limit TV and videos, especially violent ones

9-10 YEARS

M: ask about sports (both boys and girls)

C: repeats 4 digits in reverse: 8526, 4937; Gives names of week backwards; What month comes right before May?; point out 3 objects—child recalls 10 minutes later; math: 49+37, 392+719, 283-197, 5x9, (write vertically); how many minutes in 1^{1/2} hours?

L: spell Order, Peach, Watch, Enter; read: The children went to the zoo on Sunday morning. They saw many different kinds of animals. They enjoyed the clever monkeys the most. It was interesting to watch them peel oranges and bananas. They would quickly pop the fruit into their mouths (ask: Where did the children go? What did they see? What did they like most?)

B: ask child about favorite books; family reading

TIPS FOR PARENTS ABOUT READING

- Effective book sharing feels good. Make it fun!
- Work books into daily routine (e.g. bedtime story).
- Read labels and signs wherever you go.
- You don't have to read the words: talking about the pictures, and listening to your child are the most important!
- If your child enjoys the book the doctor gives, how about a trip to the library?
- Let your child tell you when he/she has had enough.
- Not all kids love books at first--give it time.
- Your child will love books because your child loves you.

Medical Provider Developmental Code Card



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