

DEVELOPMENTAL MILESTONES

The changes babies and toddlers go through are made up of different skills, like walking and talking. These skills, or developmental milestones, usually happen by certain ages. Although each child is unique and develops at his or her own pace, watching to see when a child reaches these milestones can help a parent know how their child is developing.

If there are concerns about how a child is growing and learning, consult with the child's doctor or contact the DARS Division for Early Childhood Intervention Services (ECI) by calling the [DARS Inquiries Line](#) at 1-800-628-5115.

To review the developmental milestones for age 3 months to age 36 months, select from the links below

Age in Months: [3-6](#) | [6-9](#) | [9-12](#) | [12-15](#) | [15-18](#) | [18-21](#) | [21-24](#) | [24-30](#) | [30-36](#)

3 – 6 Month Old Babies

- follow moving toys or faces with their eyes
- startle at loud or new sounds
- wiggle and kick with legs and arms
- lift head and shoulders while on stomach
- smile back at parents or other family members
- make sounds, like gurgling, cooing or sucking sounds

6 – 9 Month Old Babies

- explore toys with hands and mouth
- roll over front-to-back and back-to-front
- squeal and babble different sounds
- sit by leaning on their hands
- turn their heads to voices and respond to their names
- know family members and seek their attention
- enjoy playing "peek-a-boo"

9 – 12 Month Old Babies

- copy hand movements like "patty cake," or "bye-bye"
- pick up crumbs or other small things with their thumb and a finger
- move toys from one hand to the other hand
- crawl on hands and knees

- sit without help
- repeat sounds like “baba,” “dada,” “mama”
- cry when mother or father leaves

12 – 15 Month Old Babies

- pull themselves up to a standing position
- walk by holding onto furniture
- drink from a cup with your help
- wave bye-bye
- say “mama” and “dada” and one other word
- point to objects they want
- can find a toy hidden under a cloth

15 – 18 Month Old Babies

- use at least three words besides “mama” and “dada”
- like to look at pictures in a book
- hold a crayon in a fist
- hand toys to you when asked
- point to pictures or objects you name
- walk without help
- dump contents out of a box

18 – 21 Month Old Toddlers

- like to pull and push things while walking
- use pointing and words together to tell what they want
- pull off shoes and socks
- feed themselves with their fingers
- can point to one body part when asked
- use at least 10 words and repeat words you say

21 – 24 Month Old Toddlers

- point and use words to get your attention
- like to pretend-play (talk on toy phone)

- put together a 2 or 3 piece picture puzzle
- like to throw balls
- like to play alone with toys for a short time
- say “No” a lot
- like to copy what others do

24 – 30 Month Old Toddlers

- use 2 to 3 words together, like “No, Mommy” or “More cookies”
- use and understand at least 50 words
- feed themselves with a spoon
- enjoy being around and watching other toddlers
- show affection to family members and pets
- run short distances without falling
- pretend play with more than one step (Feed a doll, then pat and hug it.)
- show lots of feelings (joy, anger, sadness)

30 – 36 Month Old Toddlers

- throw a ball overhand
- comfort another child who is crying
- can walk on tiptoes
- combine 2 ideas in a sentence (“I want an apple and a banana.”)
- help to clean up
- ask for help when needed
- combine 2 toys in pretend play (Uses a stuffed bear as the driver of a toy car.)
- use at least 100 words



Brighton ECI: 210.826.4492
 CHCS ECI: 210.532.5158
 Easter Seals ECI: 210.614.3911

Early Childhood Intervention Checklist

This checklist is used to determine if an infant or toddler, birth to 3 years of age has a condition or concern that may make the child eligible for Early Childhood Intervention (ECI) services.

Child's Name: _____ Date of Birth: _____ Age: _____

This checklist includes some but not all of the conditions or concerns that may make a child eligible for ECI. If a child has any concerns or medical diagnosis that has a high probability of being associated with a developmental delay, the child should be referred for ECI services.

Identified Conditions	<ul style="list-style-type: none"> ○ Child has a known medical diagnosis: _____ <p>For a list of qualifying medical diagnoses, please go to: www.dars.state.tx.us/ecis/resources/diagnoses.asp</p>		
Developmental Concerns	<p>(See Developmental Checklist on Back)</p> <ul style="list-style-type: none"> ○ Cognitive Concerns ○ Fine Motor Concerns ○ Gross Motor Concerns ○ Speech Concerns ○ Social/Emotional Concerns ○ Self-Help Concerns ○ Other (please explain): _____ 		
Red Flags	<table border="0"> <tr> <td> <ul style="list-style-type: none"> ○ Drug Exposure ○ Difficulty/ inability to lift head ○ Fisted hands ○ Stiff body ○ Poor use of arms ○ Arches back ○ Will not put weight on legs ○ Walks on toes ○ Uses only one side of body to move ○ Body rocking </td> <td> <ul style="list-style-type: none"> ○ Poor eye contact ○ Clumsy ○ Aggressive ○ Doesn't seek adult attention ○ Short attention span for interesting activities ○ Doesn't play with other children ○ Difficulty with transitions ○ Excessive Drooling ○ Not babbling </td> </tr> </table>	<ul style="list-style-type: none"> ○ Drug Exposure ○ Difficulty/ inability to lift head ○ Fisted hands ○ Stiff body ○ Poor use of arms ○ Arches back ○ Will not put weight on legs ○ Walks on toes ○ Uses only one side of body to move ○ Body rocking 	<ul style="list-style-type: none"> ○ Poor eye contact ○ Clumsy ○ Aggressive ○ Doesn't seek adult attention ○ Short attention span for interesting activities ○ Doesn't play with other children ○ Difficulty with transitions ○ Excessive Drooling ○ Not babbling
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Other Concerns	<ul style="list-style-type: none"> ○ Behavior concerns (please explain): _____ _____ ○ Feeding concerns (please explain): _____ _____ _____ ○ Parental Concerns (please explain): _____ _____ 		

Developmental Checklist

Developed from Child Development Chart- Harold Ireton, Ph.D. and Texas Child Care/ Summer 1993

Age	Cognition	Fine Motor	Gross Motor	Language	Social	Self-Help
0-6 mo	<ul style="list-style-type: none"> • Pays attention to caregivers face • Eyes locate sound • Recognizes bottle • Searches for objects 	<ul style="list-style-type: none"> • Looks at and reaches for faces and toys • Takes hand to mouth • Picks up toy with one hand • Swipes at toy 	<ul style="list-style-type: none"> • Lifts head and chest when lying on stomach • Takes some weight on legs when sitting • Takes feet to mouth 	<ul style="list-style-type: none"> • Vocalizes, coos • Reacts to sound • Babbles • Vocalizes spontaneously • Recognizes own name 	<ul style="list-style-type: none"> • Smiles and coos • Quiets when picked up • Likes Peek-a-boo • Smiles at self in mirror • Distinguishes mother from others 	<ul style="list-style-type: none"> • Sucks well • Reacts to bottle • Comforts self with thumb or pacifier • Stretches arms to be picked up
6-9 mo	<ul style="list-style-type: none"> • Imitates actions • Will repeat action (will hide for peek-a-boo) • Laughs • Looks at pictures 	<ul style="list-style-type: none"> • Transfers toy from one hand to the other • Picks up small object with several fingers and thumb 	<ul style="list-style-type: none"> • Rolls from back to stomach • Sits by propping forward on arms • Begins to pull to stand at furniture • Sits alone 	<ul style="list-style-type: none"> • Responds to name • Recognizes mama and dada • Waves bye-bye • Complex babbling of many sounds strung together 	<ul style="list-style-type: none"> • Reaches for familiar person • Shows mild to severe separation anxiety • Pushes things away they don't want 	<ul style="list-style-type: none"> • Feeds self cracker • Holds, bites and chews food • Holds bottle
9-12 mo	<ul style="list-style-type: none"> • Laughs aloud in play • Begins to understand "NO" • Finds hidden objects • Puts objects in/out • Gives toys to others 	<ul style="list-style-type: none"> • Picks up small objects- precise thumb and finger grasp • Points with index finger 	<ul style="list-style-type: none"> • Crawls well • Sits well with no support • Moves in and out of sitting position • Walks around furniture while holding on 	<ul style="list-style-type: none"> • Says mama and dada • Imitates speech sounds: tongue clicking, lip smacking, coughing • Says "hi" and "bye" 	<ul style="list-style-type: none"> • Plays social games: peek-a-boo, bye-bye, patty-cake • Reaches for familiar person • Likes an audience 	<ul style="list-style-type: none"> • Picks up spoon by the handle • Cooperates in dressing • Drinks from cup
12-18 mo	<ul style="list-style-type: none"> • Imitates other children • Starts turn-taking • Follows one step requests • Imitates grown-ups actions 	<ul style="list-style-type: none"> • Stacks two or more blocks • Picks up two small toys in one hand • Scribbles with crayon 	<ul style="list-style-type: none"> • Stands without support • Walks without help • Runs 	<ul style="list-style-type: none"> • Talks in single words • Asks for food or drink with words • Names 5-7 objects upon request 	<ul style="list-style-type: none"> • Hugs toys and people • Laughs at things that are different from normal • Greets people with "hi" 	<ul style="list-style-type: none"> • Feeds self with spoon • Insists on doing things by self • Cooperates with hair brushing and tooth brushing
18-24 mo	<ul style="list-style-type: none"> • Puts toys away on request • Interested in manipulative and constructive toys • Enjoys rhymes and singing 	<ul style="list-style-type: none"> • Builds towers of four more blocks • Turns pages of picture books • Snips paper with scissors • Strings two or three beads 	<ul style="list-style-type: none"> • Kicks ball forward • Runs well, seldom falls • Walks up and down stairs • Jumps • Squats in play 	<ul style="list-style-type: none"> • Follows simple directions • Uses at least 10 words • Takes turns talking in conversation • Refers to self by name 	<ul style="list-style-type: none"> • Parallel play • Shows sympathy to other children, comforts them • Shows anger or frustration 	<ul style="list-style-type: none"> • Eats with fork • Eats well with spoon, minimum spill • Takes off open coat or shirt without help • Drinks from straw • Indicates pants are wet
2-3 yrs	<ul style="list-style-type: none"> • Pretends to talk on phone • Understands concept of one • Names one color • Recognizes self in picture 	<ul style="list-style-type: none"> • Scribbles with circular motion • Draws or copies vertical lines • Cuts with small scissors • Builds with blocks 	<ul style="list-style-type: none"> • Climbs on play equipment • Stands on one foot without support • Rides tricycle 	<ul style="list-style-type: none"> • Uses two to three word phrases • Talks clearly, understood 75% of the time • Understands prepositions: in, on, under, beside • Uses no words: no, not, can't • Responds to who, what, where, when and why 	<ul style="list-style-type: none"> • Helps with simple household tasks • Shares toys with other children • Plays well with other children 	<ul style="list-style-type: none"> • Washes and dries hands • Dresses self with help