Using the checklist

- It is suggested that you begin by focussing on items in the age range into which the child fits. For a child of three and a half, for example, start in the three to five year age range. Be mindful that items in the age range below or above might also be scored.

- Refresh your memory before the visit by reading through the relevant overview and division of the checklist.

- If you do not observe a behaviour, leave the box beside the item blank.

At the end, you will have a profile of the child’s development in important areas.

It is important to note that this is not a checklist of items designed to identify problems or behaviours that are a cause for concern.
< birth - 4 months

<table>
<thead>
<tr>
<th>Physical / Motor</th>
<th>Emotional / Social</th>
<th>Cognitive / Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>'startle' reflex when placed unwrapped on a flat surface, when hears a sudden loud noise, etc.</td>
<td>turns head to side when cheek touched, sucking motions with mouth ('searching for nipple')</td>
<td>moves whole body – squirms, arms wave about, legs move up and down</td>
</tr>
<tr>
<td>&gt; holds head steady when being carried</td>
<td>&gt; raises head and chest when lying on stomach</td>
<td>&gt; kicks feet when lying on back</td>
</tr>
<tr>
<td>&gt; sits with support</td>
<td>&gt; can get hand to mouth, sucks</td>
<td>&gt; smiles when held, smiled at and talked to, sometimes making sounds as if in response</td>
</tr>
<tr>
<td>Check list</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>&gt; turns head to side when cheek touched, sucking motions with mouth ('searching for nipple')</td>
<td>&gt; moves whole body – squirms, arms wave about, legs move up and down</td>
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</tr>
<tr>
<td>&gt; cries (peaks about 6 to 8 weeks, levels off round 12 to 14 weeks)</td>
<td>&gt; looks towards direction a sound comes from</td>
<td>&gt; looks at edges, patterns with light-dark contrasts and faces</td>
</tr>
<tr>
<td>&gt; looks towards direction a sound comes from</td>
<td>&gt; eyes 'track' a slow-moving target for a brief period</td>
<td>&gt; makes eye contact when held with face about 20 cms from face of adult looking at them</td>
</tr>
<tr>
<td>&gt; makes eye contact when held with face about 20 cms from face of adult looking at them</td>
<td>&gt; imitates adult's tongue movements when being held and talked to</td>
<td>&gt; imitates adult's tongue movements when being held and talked to</td>
</tr>
<tr>
<td>&gt; lifts head when lying on stomach</td>
<td>&gt; may smile in his/her sleep</td>
<td>&gt; lifts head when lying on stomach</td>
</tr>
<tr>
<td>&gt; pushes against adult's hands</td>
<td>&gt; quietens when picked up while crying</td>
<td>&gt; pushes against adult's hands</td>
</tr>
<tr>
<td>&gt; turns from side to back</td>
<td>&gt; head self-supported when held upright</td>
<td>&gt; turns from side to back</td>
</tr>
<tr>
<td>&gt; grabs object if placed in hand</td>
<td>&gt; visually follows a moving person or object</td>
<td>&gt; grabs object if placed in hand</td>
</tr>
<tr>
<td>&gt; makes a deliberate effort to locate the source of a sound</td>
<td>&gt; begins to swipe at objects, sometimes connecting with them</td>
<td>&gt; makes a deliberate effort to locate the source of a sound</td>
</tr>
<tr>
<td>&gt; looks at hands when they move in front of own face</td>
<td>&gt; smiles when held, smiled at and talked to, sometimes making sounds as if in response</td>
<td>&gt; looks at hands when they move in front of own face</td>
</tr>
<tr>
<td>&gt; smiles and makes cooing sounds at mother when picked up or during feeding</td>
<td>&gt; smiles and 'vocalises' more at mother or other familiar face</td>
<td>&gt; smiles and makes cooing sounds at mother when picked up or during feeding</td>
</tr>
</tbody>
</table>

Comments

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< 4 - 8 months

**Physical / Motor**
- > becoming more settled in eating and sleeping patterns
- > plays with feet and toes
- > makes effort to sit alone, but needs hand support
- > makes crawling movements when lying on stomach
- > swipes at dangling object
- > shakes and stares at toy placed in hand
- > laughs, especially in social interactions
- > becomes bored when left alone for a long period of time
- > may soothe self when tired or upset by sucking thumb, finger or dummy
- > rolls from back to stomach
- > reaches for and grasps objects, using one hand to grasp

**Emotional / Social**
- > eyes smoothly follow a moving object or person
- > reacts with arousal, attention or approach to the presence of another baby or young child
- > notices events which contain a cause-effect relationship (for example, will notice drips falling on the ground, looks up to see where they come from)
- > ‘explores’ objects by looking at them, mouthing them
- > babbles, repeats sounds over and over (for example, ba-ba-ba-ba-ba)
- > makes crawling movements, using both hands and feet
- > begins to show wariness of strangers
- > becomes fretful when mother leaves the room
- > laughs out loud
- > makes ‘talking’ sounds in response to others’ talking
- > may ‘play’ with genitals when hand comes into contact with genital area
- > enjoys games with adults (eg. ‘peek-a-boo’, ‘pat-a-cake’)
- > likes to bang objects
- > likes crumpled paper, squeeze toys in bath

**Cognitive / Language**
- > enjoys games with adults (eg. ‘peek-a-boo’, ‘pat-a-cake’)
- > likes to bang objects
- > likes crumpled paper, squeeze toys in bath

---

**Checklist**

Comments
### Checklist

- **Physical / Motor**
  - ☑️ Pulls self to standing position when hands held
  - ☑️ Raises self to sitting posture
  - ☑️ Sits without support
  - ☑️ Stands by pulling self up using furniture
  - ☑️ Cruises along by holding onto, for example, the top rail of the cot
  - ☑️ Stepping movements around furniture
  - ☑️ Successfully reaches out and grasps toy
  - ☑️ Moves obstacle to get at desired toy
  - ☑️ Transfers object from one hand to the other
  - ☑️ Can pick up small objects with thumb and finger
  - ☑️ Bangs two objects held in hands together
  - ☑️ Can hold a biscuit or a bottle
  - ☑️ Crawls
  - ☑️ Actively seeks to be close to mother or other person to whom they are attached
  - ☑️ Shows definite wariness or anxiety at the appearance of a stranger
  - ☑️ Responds to own name
  - ☑️ Shows signs of anxiety or distress if mother goes away
  - ☑️ Makes gestures to communicate and to symbolise objects, for example, pointing to something s/he wants
  - ☑️ Offers toy to adult, but does not release it
  - ☑️ Shows signs of empathy to the distress of another (but often soothes self)
  - ☑️ Seems to understand some things mother or familiar adults say to her/him
  - ☑️ Drops toy to be retrieved (for example, from high chair), handed back, then dropped again (a game, also learning about the way things move, fall)
  - ☑️ Smiles at image in mirror
  - ☑️ Walks holding onto furniture or adult hand
  - ☑️ ‘Mature’ crawling (that is, quick and fluent – different styles of crawling are common)

- **Emotional / Social**
  - ☑️ Actively explores and plays when the mother is present, returning to her every now and again for assurance and interaction
  - ☑️ Stands alone
  - ☑️ Attempts to crawl up stairs
  - ☑️ Grasps a spoon across palm, but has poor aim of food to mouth
  - ☑️ Uses hands to feed self
  - ☑️ Likes playing with water
  - ☑️ Shows more interest in picture books
  - ☑️ Understands gestures – responds to ‘bye bye’

- **Cognitive / Language**
  - ☑️ Smiles at image in mirror
  - ☑️ Walks holding onto furniture or adult hand
  - ☑️ ‘Mature’ crawling (that is, quick and fluent – different styles of crawling are common)
< 1 - 2 years

**Physical / Motor**
- ☐ ☐ ☐ Takes two or three steps without support, clumsily, with legs widespread and arms held upward for balance
- ☐ ☐ ☐ Crawls up steps
- ☐ ☐ ☐ Rolls a large ball, using both hands and arms
- ☐ ☐ ☐ Finger feeds efficiently
- ☐ ☐ ☐ Begins to walk alone in a ‘tottering’ way, with frequent falls
- ☐ ☐ ☐ Climbs onto a chair
- ☐ ☐ ☐ Squats to pick up an object
- ☐ ☐ ☐ Reverts to crawling when in a hurry rather than attempting to walk
- ☐ ☐ ☐ Can’t make sudden stops or turns
- ☐ ☐ ☐ ‘Dances’ in place to music
- ☐ ☐ ☐ Spends a lot of time exploring and manipulating objects: puts things in mouth, shakes them, bangs them on and/or moves them across the floor
- ☐ ☐ ☐ Likes to repeat actions with objects that lead to interesting and predictable results, for example, banging spoon on bottoms of saucepan
- ☐ ☐ ☐ Loves to repeat actions that make things happen: turns light switches on and off, opens and closes doors
- ☐ ☐ ☐ When upset or frightened, seeks comfort from mother or other person to whom they are attached
- ☐ ☐ ☐ Takes cue from mother regarding attitude to a stranger (friendly if she’s friendly, and so on)
- ☐ ☐ ☐ Can drink from a cup
- ☐ ☐ ☐ Stacks 2 blocks (or tins, whatever can be stacked), then knocks them over ‘tower’ with a brush of the hand
- ☐ ☐ ☐ Puts objects into small containers and tips them out again
- ☐ ☐ ☐ Will try to use a spoon or a fork (awkwardly)
- ☐ ☐ ☐ Assists another in distress by patting, making sympathetic noises, or offering material objects
- ☐ ☐ ☐ Begins to utter one-word ‘sentences’ (for example, ‘milk’ means ‘I want my bottle’)
- ☐ ☐ ☐ Points to nose, eyes and mouth in ‘game’ with adult
- ☐ ☐ ☐ Builds tower of 3 or 4 blocks

**Emotional / Social**
- ☐ ☐ ☐ Points to things
- ☐ ☐ ☐ Recognises self in mirror and photos
- ☐ ☐ ☐ Comprehends simple questions and commands
- ☐ ☐ ☐ May play alongside other toddlers, doing what they do, but without seeming to interact with them (‘parallel play’)
- ☐ ☐ ☐ Begins to run (more of a hurried walk)
- ☐ ☐ ☐ Walks without falling
- ☐ ☐ ☐ Pulls, drags toys along
- ☐ ☐ ☐ Sits self in a child’s chair
- ☐ ☐ ☐ Mimics household activities: bathing baby, sweeping, dusting, talking on telephone
- ☐ ☐ ☐ Turns pages of a book, 2 or 3 pages at a time
- ☐ ☐ ☐ Holds crayon in fist
- ☐ ☐ ☐ ‘Reciprocal imitation’ of another toddler: will imitate each other’s actions
- ☐ ☐ ☐ Calls self by name, uses ‘I’, ‘mine’, ‘I do it myself’
- ☐ ☐ ☐ May ‘lose control’ of self when tired or frustrated: ‘tantrum’
- ☐ ☐ ☐ ‘Reciprocal imitation’ for longer periods with a familiar toddler
- ☐ ☐ ☐ May signal when s/he has done a ‘poo’
- ☐ ☐ ☐ Begins to use 2-word utterances (for example, ‘milk gone’)
- ☐ ☐ ☐ ‘Spurt’ in vocabulary – mostly ‘naming’ words

**Cognitive / Language**
- ☐ ☐ ☐ Points to things
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- ☐ ☐ ☐ Begins to run (more of a hurried walk)
- ☐ ☐ ☐ Walks without falling
- ☐ ☐ ☐ Pulls, + drags toys along
- ☐ ☐ ☐ Seats self in a child’s chair
- ☐ ☐ ☐ Mimics household activities: bathing baby, sweeping, dusting, talking on telephone
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**Comments**
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### < 2 - 3 years

<table>
<thead>
<tr>
<th>Checklist</th>
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</thead>
<tbody>
<tr>
<td><strong>Physical / Motor</strong></td>
<td></td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; jumps in place, using both feet</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; throws ball, but feet remain stationary</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; kicks a large ball</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; runs properly (rather than a hurried walk)</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; catches ball rolled to her/him</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; throws ball overarm</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; loves playing with sand, water, dough, exploring what these materials can do rather than making things with them</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; shows signs of strong attachment to mother, distress and protest when she leaves, wants her to do things for her/him</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; walks up and down stairs with assistance</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; moves about ‘dancing’ to music</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; begins ‘symbolic play’: child uses a block, for example, to represent a car or a train</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; eats with a spoon</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; uses pronouns and prepositions; uses simple sentences and phrases</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; labels own gender</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; ‘explosion’ in vocabulary, use of correct grammatical forms of language</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; rides a tricycle (pushing along with feet rather than pedals at first)</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; walks stairs one step at a time</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; stretches out arms to catch a ball</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; jumps from lowest step</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; attempts to balance standing on one foot</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; builds tower of 5 to 7 objects</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; strings 3 or 4 large beads</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; turns pages one page at a time</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; lines up objects in ‘train’ fashion</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; very unlikely to ‘share’ toys with peers without protest</td>
</tr>
<tr>
<td><strong>Emotional / Social</strong></td>
<td></td>
</tr>
<tr>
<td>[ ] E</td>
<td>&gt; identifies pictures labelled as ‘boy’ or ‘girl’</td>
</tr>
<tr>
<td>[ ] E</td>
<td>&gt; prefers same-sex playmates and toys</td>
</tr>
<tr>
<td>[ ] E</td>
<td>&gt; shows knowledge of gender-role stereotypes</td>
</tr>
<tr>
<td>[ ] E</td>
<td>&gt; begins to show signs of guilt or remorse for misdeeds</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; imitates parent in ‘housework’ activities</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; avoids obstacles</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; stops readily</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; jumps over low objects</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; enjoys simple dances and rhythms</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; imitates rhythms and animal movements, for example, gallops like a horse, waddles like a duck</td>
</tr>
<tr>
<td>[ ] P</td>
<td>&gt; holds crayon with fingers</td>
</tr>
<tr>
<td>[ ] C</td>
<td>&gt; likes storybook with large pictures</td>
</tr>
</tbody>
</table>

### Comments

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< 3 - 5 years

Checklist

Physical / Motor

- uses objects and materials to build or construct things, for example, block tower, puzzle, dough, sand and water
- jointly manipulates objects with one or two other peers
- talks to self during play – helps guide what s/he does
- uses full sentences in conversation
- shares, smiles at and cooperates with peers
- shows bouts of aggression with peers
- engages in cooperative play with 2 or 3 peers
- holds crayon between thumb and first 2 fingers
- cuts paper with scissors
- bends elbows to catch a ball and trap it against chest
- holds crayon between thumb and first 2 fingers
- washes and dries hands
- uses complex sentences
- gives first and last name, home address
- begins to ask ‘why’
- hops, gallops, runs with ease
- climbs stairs alternating feet
- feeds self with minimum spills
- zips, able to use velcro fasteners
- dresses/undresses with assistance
- walks downstairs, alternating feet
- gallops and skips by leading with one foot
- transfers weight forward to throw ball
- climbs playground equipment with increasing agility
- builds tower of 8 to 10 blocks
- imitates variety of shapes in drawings, for example, circle and cross

Emotional / Social

- attempts to catch a ball with hands
- eats with a fork
- brushes teeth
- walks up stairs using one foot per step
- skips on both feet
- exhibits hand preference
- spreads butter/jam on toast
- dresses without help
- attains gender stability (sure s/he is a girl/boy)
- shows even stronger preferences for same-sex playmates and toys
- displays decline in cross-gender behaviour
- enforces gender-role norms in peers
- talks constantly
- uses adult forms of speech
- takes part in conversations
- boasts, tells ‘imaginative’ stories
- may use language aggressively, enjoys using ‘naughty’ words (toilet terrfs, ‘swearwords’)

Cognitive / Language

- attempts to catch a ball with hands
- eats with a fork
- brushes teeth
- walks up stairs using one foot per step
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Comments

__________________________________________________________________________
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< 5 - 8 years

**Checklist**

- **Physical / Motor**
  - P > rides bicycle with training wheels
  - P > threads needle (5-6)
  - P > grasps pencil maturely but writes or draws with stiffness and concentration
  - C > writes some numbers and words
  - C > may reverse letters when writing, or write letters sideways
  - P > descends stairs alternating feet
  - P > balances on one foot to count of 5 to 10
  - P > experiments with abilities on playground climbing equipment
  - C > enjoys learning simple rhythms and movement routines
  - P > two-footed skip
  - P > hops on one foot in place
  - E > enjoys follow-the-leader
  - C > begin to be interested in riddles and jokes
  - C > describes self according to skills being acquired: (‘I can hop!’)
  - E > more associative and cooperative play behaviours
  - E > may have nervous habits, for example, nail-biting
  - P > walks on a balance beam
  - P > jumps about 30 cms vertically, broad jumps about a metre
  - P > adult-like skill in throwing and catching
  - E > participates in group activities
  - C > begins to learn to read
  - E > displays less physical aggression and more prosocial behaviours towards peers
  - E > displays rough-and-tumble play (especially boys)
  - C > selects and picks up small pieces of puzzles
  - P > squeezes glue from a plastic bottle
  - P > uses scissors

- **Emotional / Social**
  - C > assembles models
  - P > shuffles and sorts playing cards
  - C > uses hammer or screwdriver with reasonable efficiency
  - P > unlocks door with key
  - P > folds paper along straight lines
  - C > ties shoes
  - E > improved ability to take turns in conversation
  - E > understands and begins to use sarcasm
  - E > may intentionally annoy parents
  - E > enjoys collecting, swapping and trading things
  - P > rides 2-wheeler bike
  - C > knows right from left
  - E > inflexible ideas about girl/boy expectations
  - E > attain gender constancy (boys are boys even if dressed in girls’ clothes)
  - E > still very attached to and dependent on parents, but less need to be in direct physical contact with them

**Comments**

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< 13+ years

**Checklist**

- **Physical / Motor**
  - Likes to discuss and debate

- **Emotional / Social**
  - Able to classify, arrange ideas, generalise
  - Keen to establish place in peer group
  - ‘Gang’ or group becomes extremely important
  - Increased desire to be independent of parents
  - Developing definite ideas and attitudes, for example, towards religion, politics, race etc
  - Preoccupied with own behaviour, personality, physical appearance
  - Can deal with more abstract concepts
  - Self-concept more tied to abstract traits or ideology
  - Likely to be more interested in politics, religion, sex
  - Creative talents may become evident

- **Cognitive / Language**
  - Tires easily
  - Shows greater tolerance for sex-atypical behaviours
  - Sex differences in relation to aggression diminish
  - Both sexes show gender intensification
  - Begins to think about the world as it might be, not just the way it is
  - Can think systematically about possible solutions to a problem (scientific reasoning)
  - Becomes more interested in peers of the opposite sex
  - May have sexually explicit conversations with peers
  - Utters obscenities and jokes within cultural norms
  - Engages in sexual innuendo, flirting and courtship (hugging, kissing, holding hands)
  - May be interested in erotica
  - May engage in solitary masturbation
  - May revolt against parental authority to conform to peer-group standards
  - Teenage ‘hangouts’ become important centres of activity

**Comments**