

Contact Information

Fairfax County

Early Childhood Identification and services Unit

571-423-4121

Howard County

Infants and Toddlers 410-313-7017

Child Find 410-313-7046

Montgomery County Public School

Infants and Toddlers 240-777-3997

Child Find 301-230-5966

Prince George's County

Infants and Toddlers 301-925-1985

Child Find 301-925-6600

Learn More about Your Child's Development:

Developmental Monitoring and Screening

Taking a first step, waving “bye-bye,” and pointing to something interesting are all developmental milestones, or things most children can do by a certain age. Children reach many milestones in how they play, learn, speak, act, and move. Developmental monitoring and screening are ways to look for your child’s developmental milestones.



Developmental Monitoring

WHO:	You — parents, grandparents, other caregivers
WHAT:	Look for developmental milestones
WHEN:	From birth to 5 years
WHY:	To help you: <ul style="list-style-type: none">↗ celebrate your child’s development↗ talk about your child’s progress with doctors and child care providers↗ learn what to expect next↗ identify any concerns early
HOW:	With easy, free checklists – get yours at www.cdc.gov/Milestones

Developmental Screening

WHO:	Healthcare provider, early childhood teacher, or other trained provider
WHAT:	Look for developmental milestones
WHEN:	At 9, 18, and 24 or 30 months, or whenever there is a concern
WHY:	To find out: <ul style="list-style-type: none">↗ if your child needs more help with development, because it is not always obvious to doctors, child care providers, or parents↗ if a developmental evaluation is recommended
HOW:	With a formal, validated screening tool – learn more at www.hhs.gov/WatchMeThrive

- ↗ All young children need both developmental monitoring and developmental screening.
- ↗ The best person to track your child’s development is you! Use free [milestone checklists](#) and go over them with the doctor at every well-child visit. To see *Milestones in Action* visit www.cdc.gov/Milestones.
- ↗ What if your child is not reaching milestones as expected? You know your child best. If you are concerned about your child’s development, talk with your child’s doctor about your concerns and ask about developmental screening. For more information, go to www.cdc.gov/Concerned. Don’t wait! Acting early can make a real difference.

Your child’s development is a journey.
Monitoring and screening show you the way.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

Aprenda más sobre el desarrollo de su niño:

Control y Evaluación del Desarrollo

Dar un primer paso; decir "adiós" con la mano y señalar algo interesante son todos indicadores del desarrollo o cosas que la mayoría de los niños pueden hacer a cierta edad. Los niños alcanzan los indicadores del desarrollo en la forma en que juegan, aprenden, hablan, actúan y se mueven. El control y la evaluación del desarrollo son maneras de fijarse en los indicadores del desarrollo de su hijo.



Control del Desarrollo

QUIÉN:	Ustedes, los padres, abuelos y otras personas encargadas del cuidado.
QUÉ:	Hacer seguimiento a los indicadores del desarrollo.
CUÁNDO:	Desde el nacimiento hasta los 5 años.
PORQUÉ:	Para ayudarlo... <ul style="list-style-type: none">↗ celebre el desarrollo de su hijo;↗ hable acerca del progreso de su hijo con los médicos y proveedores de cuidados infantiles;↗ sepa lo que se debe esperar después;↗ identifique pronto cualquier preocupación.
CÓMO:	Con listas de verificación gratuitas y fáciles de usar; obtenga la suya en www.cdc.gov/Indicadores

Evaluación del Desarrollo

QUIÉN:	Proveedor de atención médica, profesor de prescolar u otro proveedor capacitado.
QUÉ:	Hacer seguimiento a los indicadores del desarrollo.
CUÁNDO:	A los 9, 18, y 24 o 30 meses, o en cualquier momento en que haya una preocupación.
PORQUÉ:	Porqué: Para saber... <ul style="list-style-type: none">↗ si su niño necesita más ayuda con el desarrollo, porque no siempre es obvio para los médicos, proveedores de cuidados infantiles, o padres;↗ si se recomienda una evaluación del desarrollo.
CÓMO:	Con una herramienta de control formal, validada. Infórmese más en www.hhs.gov/WatchMeThrive

- ↗ Todos los niños pequeños necesitan tanto controles como evaluaciones del desarrollo.
- ↗ ¡Usted es la mejor persona para hacerle seguimiento al desarrollo de su hijo! Use las listas de verificación gratuitas y revíselas con el médico en cada consulta pediátrica de rutina. Para ver los indicadores del desarrollo en acción, visite www.cdc.gov/Indicadores.
- ↗ ¿Qué hacer si su niño no alcanza los indicadores como está previsto? Usted conoce a su hijo mejor que nadie. Si está preocupado acerca del desarrollo de su hijo, consulte a su pediatra y pida que le haga una evaluación del desarrollo. Para obtener más información, visite www.cdc.gov/Preocupado. ¡No esperel! ¡Tomar medidas en las etapas tempranas puede ayudar mucho!

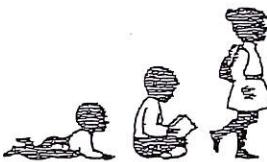
El desarrollo de su niño es una travesía.
El control y la evaluación le muestran el camino.

www.cdc.gov/Pronto | 1-800-CDC-INFO (1-800-232-4636)



Aprenda los signos. Reaccione pronto.

MLS-259769



help me grow

MONTGOMERY COUNTY INFANTS AND TODDLERS PROGRAM

The Montgomery County Infants and Toddlers Program assists families with children between birth and three years of age with their efforts to address their child's developmental and special needs.

What is Early Intervention?

The Infants and Toddlers Program brings together Health and Human Services of the Montgomery County Government, the Montgomery County Public Schools and private providers in the community to create an integrated, coordinated, early intervention system which meets the developmental needs of eligible children and their families. Program staff work with families to assess development, determine eligibility, develop outcomes, provide intervention services, and develop a transition plan to be implemented by age three.

Who is eligible for Early Intervention?

Families with children between birth and three years who have a:

- documented developmental delay of 25% or more in one of five areas of development (cognitive, communication, social/emotional, motor, and self help);
- a diagnosed condition likely to result in a developmental delay;
- atypical development.

If your child is eligible, early Intervention services will be provided to meet the needs of your child and family.

Call the Montgomery County Infants and Toddlers Program
240-777-3997



Montgomery County Infants and Toddlers Program

A Collaboration of Montgomery County Department of Health and Human Services,
Public Schools, Private Community Agencies, and Maryland Infants & Toddlers

51 Monroe Street, Suite 1700 ~ Rockville, Maryland 20850 ~ Fax 240-777-3132



**Montgomery County Infants and
Toddlers Program**
**Programa de Infantes y Niños
del Condado de Montgomery**

El Programa de Infantes y Niños del Condado de Montgomery ayuda a familias con hijos desde el nacimiento hasta los tres años con sus esfuerzos de revisar las necesidades especiales y del desarrollo de sus hijos.

¿Que es Intervención Temprana?

El Programa de Infantes y Niños en conjunto con el Departamento de Salud y Servicios Humanos del Condado de Montgomery, las escuelas publicas del condado de Montgomery, y los proveedores privados de la comunidad han creado un sistema coordinado de intervención temprana para llenar las necesidades de los niños y familias **elegibles**. El programa trabaja con la familia para formar un plan de servicios de asesoramiento, intervención y de transición implementado a la edad de tres años.

¿Quien es elegible para Intervención Temprana?

Familias con niños desde el nacimiento hasta los tres años de edad quien tiene:

- ✓ Un atraso en su desarrollo de más del 25% o más en uno de cinco áreas de desarrollo (cognitiva, lenguaje, social/emocional, físico o autoayuda);
- ✓ Una condición medica que puede resultar en un atraso del desarrollo;
- ✓ Desarrollo no típico para la edad del niño.

Si su niño es elegible, recibirá servicios de intervención temprana para llenar las necesidades de su hijo y su familia.

*Llame al Programa de Infantes y Niños del Condado de Montgomery
Montgomery County Infants and Toddlers Program*

240-777-3997



Montgomery County Infants and Toddlers Program

A Collaboration of Montgomery County Department of Health and Human Services,
Public Schools, Private Community Agencies, and Maryland Infants and Toddlers.

ATTENTION!

Montgomery County Parents of Children

3 to 5 years of age

Do you suspect that your child's development may be delayed and he or she needs special help before beginning school?

Look at your child for early warning signs

- Seems to have difficulty seeing or hearing
- Has difficulty following simple directions
- Has difficulty naming objects or people
- Cannot be understood when speaking
- Compared to others of own age, has difficulty walking, hopping, throwing, feeding themselves
- Learns more slowly than other children the same age



If you have concerns about your child, call the Child Find Office. Child Find provides FREE screening for children (ages 3 to 5 years) in the developmental areas of speech, motor and cognition. Vision and hearing screenings are also available. These clinics are held at various locations in Montgomery County.

In order to complete the Child Find process for children who are 5 years of age, the screening questionnaire must be received in the Child Find office by **MARCH 25th** of the year that your child will be eligible for kindergarten. Following March 25th, parents should contact their elementary school to share concerns.

For further information regarding free Child Find screening clinics, call the **CHILD FIND Office** at:

Intake Line 301-947-6080 or visit our web page at:

<http://www.montgomeryschoolsmd.org/departments/special-education/programs-services/child-find.aspx>

Sponsored by Montgomery County Public Schools, Department of Special Education

Atención!

A los padres de niños de 3 años a 5 años de edad del Condado de Montgomery

Sospecha usted que el desarrollo de su niño está retrasado y que quizás necesite ayuda especial antes de empezar la escuela?

Fíjese si en su niño hay alguna de estas señales de alarma:

- Parece tener dificultad para ver, oír o entender
- Le cuesta seguir instrucciones sencillas
- Le cuesta nombrar objetos y personas
- Habla usando una sola palabra
no se le entiende lo que dice
comparado con otros niños de su edad,
tiene dificultad en caminar, saltar, lanzar
objetos o en alimentarse solo
- Aprende más lento que los demás niños
de su edad



Si tiene alguna preocupación acerca del desarrollo de su niño, llame a la Oficina de **Child Find**. Child find provee una evaluación exploratoria **GRATIS** (para niños de 3 a 5 años) en las áreas de desarrollo del lenguaje, motora y cognición. También se evalúa la visión y la audición. Estas evaluaciones se hacen en diferentes locaciones del Condado de Montgomery.

Para completar el proceso de Child Find para niños de 5 años, el cuestionario preliminar debe recibirse en la Oficina de Child Find a más tardar el **25 de Marzo** del año en que su niño sea elegible para entrar en Kindergarten. Después del **25 de Marzo**, los padres deben de contactar la escuela elementaria según su área de residencia y compartir su preocupación con ellos.

Para más información sobre evaluaciones preliminares gratuitas, llame a la oficina de **Child Find** al teléfono:
Línea de Entrada (Intake Line): 301-947-6080 o vaya al sitio web:

<http://www.montgomeryschoolsmd.org/departments/special-education/programs-services/child-find.aspx>
Sponsored by Montgomery County Public Schools, Department of Special Education



Prekindergarten/Head Start Student Enrollment

MONTGOMERY COUNTY PUBLIC SCHOOLS offers free prekindergarten and Head Start programs in schools throughout the county for income-eligible families. These programs give children the skills and knowledge they need to be ready for kindergarten.

• **Rocking Horse Road Center (Registration Site)**

4910 Macon Road
Rockville, Maryland 20852

Monday–Friday 9:00 a.m.–4:00 p.m.

Walk-ins welcome
Appointments available if preferred

**Do you have a 4-year-old child?
IF YES,
then your family may qualify for
free prekindergarten or Head Start
programs in MCPS.**

CALL 301-230-0676 to begin the enrollment process

Step 1	Step 2	Step 3	Step 4
<p>Admissions</p> <ul style="list-style-type: none">Find out if you meet the income guidelines <p>Call 301-230-0676</p> <p>When you apply, staff will:</p> <ul style="list-style-type: none">Verify student and parent identityVerify county residenceVerify family income <p>Home Visit or Teacher Meeting</p> <ul style="list-style-type: none">Hand in health packetTeacher will provide information about class times and bus transportation. <p>Attend School</p> <ul style="list-style-type: none">Bus transportation will be providedStudent will attend daily classes Monday through Friday.			

Enrollment Information and Most Commonly Used Documents

Age of the Student To be eligible for school: • Students must turn 4 by September 1.	Identity of Person Enrolling Student and Relationship to Student • Identification AND • Proof of relationship to student • Other cases, work with the staff to determine appropriate form and required documentation	Residency in Montgomery County Homeowner • Provide copy of current property tax bill Renter • Provide copy of current lease Shared housing • Provide documentation from homeowner or renter Homeless • Work with homeless liaison	Proof of Family Income • Family must provide proof of current income for all adults
Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> Birth certificate Passport/visa Hospital certificate Physician's certificate Church certificate Parent's notarized affidavit (sworn notarized statement attesting to the accuracy of the date of birth) Other legal or notarized identification 	<ul style="list-style-type: none"> Photo ID driver's license Passport, permanent resident alien card, naturalization papers Court order Separation or divorce decree Parent's notarized affidavit (sworn notarized statement attesting to the relationship) 	<ul style="list-style-type: none"> Medical bill Car registration Car insurance policy/bill Current utility bill Current phone bill Voter registration card USCIS application Government or official correspondence at residential address 	<ul style="list-style-type: none"> Last 3 pay stubs Current income tax form Employment letter Unemployment benefits Notarized letter of financial support Temporary Cash Assistance (TCA)

Your Baby at 2 Months

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 2 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- Begins to smile at people
- Can briefly calm himself
(may bring hands to mouth and suck on hand)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't respond to loud sounds
- Doesn't watch things as they move
- Doesn't smile at people
- Doesn't bring hands to mouth
- Can't hold head up when pushing up when on tummy

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Su Bebé a los 2 Meses

Nombre del niño

Edad del niño

Fecha de hoy



La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo justo antes de cumplir 3 meses. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Bebés a Esta Edad?

En las áreas social y emocional

- Le sonríe a las personas
- Puede calmarse sin ayuda por breves momentos (se pone los dedos en la boca y se chupa la mano)
- Trata de mirar a sus padres

En las áreas del habla y la comunicación

- Hace sonidos como de arrullo o gorjeos
- Mueve la cabeza para buscar los sonidos

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Se interesa en las caras
- Comienza a seguir las cosas con los ojos y reconoce a las personas a la distancia
- Comienza a demostrar aburrimiento si no cambian las actividades (llora, se inquieta)

En las áreas motora y de desarrollo físico

- Puede mantener la cabeza alzada y trata de alzar el cuerpo cuando está boca abajo
- Mueve las piernas y los brazos con mayor suavidad

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No responde ante ruidos fuertes
- No sigue con la vista a las cosas que se mueven
- No le sonríe a las personas
- No se lleva las manos a la boca
- No puede sostener la cabeza en alto cuando empuja el cuerpo hacia arriba estando boca abajo

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Your Baby at 4 Months

Child's Name

Child's Age

Today's Date

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 4 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning

Language/Communication

- Begins to babble
- Babbles with expression and copies sounds he hears
- Cries in different ways to show hunger, pain, or being tired

Cognitive (learning, thinking, problem-solving)

- Lets you know if she is happy or sad
- Responds to affection
- Reaches for toy with one hand
- Uses hands and eyes together, such as seeing a toy and reaching for it
- Follows moving things with eyes from side to side
- Watches faces closely
- Recognizes familiar people and things at a distance

Movement/Physical Development

- Holds head steady, unsupported
- Pushes down on legs when feet are on a hard surface
- May be able to roll over from tummy to back
- Can hold a toy and shake it and swing at dangling toys
- Brings hands to mouth
- When lying on stomach, pushes up to elbows

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't watch things as they move
- Doesn't smile at people
- Can't hold head steady
- Doesn't coo or make sounds
- Doesn't bring things to mouth
- Doesn't push down with legs when feet are placed on a hard surface
- Has trouble moving one or both eyes in all directions

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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www.cdc.gov/actearly | 1-800-CDC-INFO



Learn the Signs. Act Early.

Su Bebé a los 4 Meses

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo justo antes de cumplir 5 meses. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.



¿Qué Hacen los Bebés a Esta Edad?

En las áreas social y emocional

- Sonríe espontáneamente, especialmente con otras personas
- Le gusta jugar con la gente y puede ser que hasta llene cuando se terminan los juegos
- Copia algunos movimientos y gestos faciales, como sonreír o fruncir el ceño

En las áreas del habla y la comunicación

- Empieza a balbucear
- Balbucea con entonación y copia los sonidos que escucha
- Llora de diferentes maneras para mostrar cuando tiene hambre, siente dolor o está cansado

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Le deja saber si está contento o triste
- Responde ante las demostraciones de afecto
- Trata de alcanzar los juguetes con la mano
- Coordina las manos y los ojos, como cuando juega a esconder la cara detrás de sus manos
- Sigue con la vista a las cosas que se mueven, moviendo los ojos de lado a lado
- Observa las caras con atención
- Reconoce objetos y personas conocidas desde lejos

En las áreas motora y de desarrollo físico

- Mantiene la cabeza fija, sin necesidad de soporte
- Se empuja con las piernas cuando tiene los pies sobre una superficie firme
- Cuando está boca abajo puede darse vuelta y quedar boca arriba

- Puede sostener un juguete y sacudirlo y golpear a juguetes que estén colgando
- Se lleva las manos a la boca
- Cuando está boca abajo, levanta el cuerpo hasta apoyarse en los codos

Reaccione pronto y hable con el doctor de su hijo si nota que su bebé:

- No sigue con la vista a las cosas que se mueven
- No le sonríe a las personas
- No puede sostener la cabeza con firmeza
- No gorjea ni hace sonidos con la boca
- No se lleva las cosas a la boca
- No empuja con los pies cuando le apoyan sobre una superficie dura
- Tiene dificultad para mover uno o los dos ojos en todas las direcciones

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Your Baby at 6 Months

Child's Name

Child's Age

Today's Date

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 6 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.



What Most Babies Do at this Age:

Social/Emotional

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror

Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
- Responds to own name
- Makes sounds to show joy and displeasure
- Begins to say consonant sounds (jabbering with "m," "b")

Cognitive (learning, thinking, problem-solving)

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to the other

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce
- Rocks back and forth, sometimes crawling backward before moving forward

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't try to get things that are in reach
- Shows no affection for caregivers
- Doesn't respond to sounds around him
- Has difficulty getting things to mouth
- Doesn't make vowel sounds ("ah", "eh", "oh")
- Doesn't roll over in either direction
- Doesn't laugh or make squealing sounds
- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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Learn the Signs. Act Early.

Su Bebé a los 6 Meses

Nombre del niño

Edad del niño

Fecha de hoy



La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo justo antes de cumplir 7 meses. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Bebés a Esta Edad?

En las áreas social y emocional

- Reconoce las caras familiares y comienza a darse cuenta si alguien es un desconocido
- Le gusta jugar con los demás, especialmente con sus padres
- Responde ante las emociones de otras personas y generalmente se muestra feliz
- Le gusta mirarse en el espejo

En las áreas del habla y la comunicación

- Copia sonidos
- Une varias vocales cuando balbucea ("a", "e", "o") y le gusta hacer sonidos por turno con los padres
- Reacciona cuando se menciona su nombre
- Hace sonidos para demostrar alegría o descontento
- Comienza a emitir sonidos de consonantes (parlotea usando la "m" o la "b")

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Observa a su alrededor las cosas que están cerca
- Se lleva las cosas a la boca
- Demuestra curiosidad sobre las cosas y trata de agarrar las cosas que están fuera de su alcance
- Comienza a pasar cosas de una mano a la otra

En las áreas motora y de desarrollo físico

- Se da vuelta para ambos lados (se pone boca arriba y boca abajo)
- Comienza a sentarse sin apoyo
- Cuando se para, se apoya en sus piernas y hasta puede ser que salte
- Se mece hacia adelante y hacia atrás, a veces gatea primero hacia atrás y luego hacia adelante

Reaccione pronto y hable con el doctor de su hijo si nota que:

- No trata de agarrar cosas que están a su alcance
- No demuestra afecto por quienes le cuidan
- No reacciona ante los sonidos de alrededor
- Tiene dificultad para llevarse cosas a la boca
- No emite sonidos de vocales ("a", "e", "o")
- No rueda en ninguna dirección para darse vuelta
- No se ríe ni hace sonidos de placer
- Se ve rígido y con los músculos tensos
- Se ve sin fuerza como un muñeco de trapo

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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www.cdc.gov/pronto | 1-800-CDC-INFO



Aprenda los signos. Reaccione pronto.

Your Baby at 9 Months

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "bababababa"
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Puts things in her mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal o's between thumb and index finger

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't bear weight on legs with support
- Doesn't sit with help
- Doesn't babble ("mama", "baba", "dada")
- Doesn't play any games involving back-and-forth play
- Doesn't respond to own name
- Doesn't seem to recognize familiar people
- Doesn't look where you point
- Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

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Learn the Signs. Act Early.

Su Bebé a los 9 Meses

Nombre del niño

Edad del niño

Fecha de hoy



La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo justo antes de cumplir 10 meses. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Bebés a Esta Edad?

En las áreas social y emocional

- Puede ser que le tenga miedo a los desconocidos
- Puede ser que se afierre a los adultos conocidos todo el tiempo
- Tiene juguetes preferidos

En las áreas del habla y la comunicación

- Entiende cuando se le dice "no"
- Hace muchos sonidos diferentes como "mamamama" y "dadadadada"
- Copia los sonidos que hacen otras personas
- Señala objetos con los dedos

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Observa el recorrido de las cosas al caer
- Va en busca de las cosas que usted esconde
- Juega a esconder su carita detrás de las manos
- Se pone las cosas en la boca
- Pasa objetos de una mano a la otra con facilidad
- Levanta cosas como cereales en forma de "o" entre el dedo índice y el pulgar

En las áreas motora y de desarrollo físico

- Puede sentarse solo
- Se sienta sin apoyo
- Se parar sosteniéndose de algo
- Gatea

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No se apoya en las piernas con ayuda
- No se sostiene en las piernas con apoyo
- No balbucea ("mama", "baba", "papa")
- No juega a nada que sea por turnos como "me toca a mí, te toca a ti"
- No responde cuando le llaman por su nombre
- No parece reconocer a las personas conocidas
- No mira hacia donde usted señala
- No pasa juguetes de una mano a la otra

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

La Academia Americana de Pediatría recomienda que se evalúe el desarrollo general de los niños a los 9 meses. Pregúntele al médico de su hijo si el niño necesita ser evaluado.

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Aprenda los signos. Reaccione pronto.

Your Child at 1 Year



Child's Name

Child's Age

Today's Date

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 1st birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Makes sounds with changes in tone (sounds more like speech)
- Says "mama" and "dada" and exclamations like "uh-oh!"
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it's named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like "pick up the toy"

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture ("cruising")
- May take a few steps without holding on
- May stand alone

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't crawl
- Can't stand when supported
- Doesn't search for things that she sees you hide.
- Doesn't say single words like "mama" or "dada"
- Doesn't learn gestures like waving or shaking head
- Doesn't point to things
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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Learn the Signs. Act Early.

Su Hijo de 1 Año



Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 1 año de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Actúa con timidez o se pone nervioso en presencia de desconocidos
- Llora cuando la mamá o el papá se aleja
- Tiene cosas y personas preferidas
- Demuestra miedo en algunas situaciones
- Le alcanza un libro cuando quiere escuchar un cuento
- Repite sonidos o acciones para llamar la atención
- Levanta un brazo o una pierna para ayudar a vestirse
- Juega a esconder la cara y a las palmas con las manos

En las áreas del habla y la comunicación

- Entiende cuando se le pide que haga algo sencillo
- Usa gestos simples, como mover la cabeza de lado a lado para decir "no" o mover la mano para decir "adiós"
- Hace sonidos con cambios de entonación (se parece más al lenguaje normal)
- Dice "mamá" y "papá" y exclamaciones como "oh-oh"
- Trata de copiar palabras

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Explora los objetos de diferentes maneras (los sacude, los golpea o los tira)
- Encuentra fácilmente objetos escondidos
- Cuando se nombra algo mira en dirección a la ilustración o cosa que se nombró
- Copia gestos
- Comienza a usar las cosas correctamente, por ejemplo, bebe de una taza, se cepilla el pelo
- Golpea un objeto contra otro
- Mete cosas dentro de un recipiente, las saca del recipiente
- Suelta las cosas sin ayuda
- Pide atención tocando a las personas con el dedo índice
- Sigue instrucciones sencillas como "recoge el juguete"

En las áreas motora y de desarrollo físico

- Se sienta sin ayuda
- Se para sosteniéndose de algo, camina apoyándose en los muebles, la pared, etc.
- Puede ser que hasta dé unos pasos sin apoyarse
- Puede ser que se pare solo

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No gatea
- No puede permanecer de pie con ayuda
- No busca las cosas que la ve esconder
- No dice palabras sencillas como "mamá" o "papá"
- No aprende a usar gestos como saludar con la mano o mover la cabeza
- No señala cosas
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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Aprenda los signos. Reaccione pronto.

Your Child at 18 Months (1½ Yrs)

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 18 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by

Language/Communication

- Says several single words
- Says and shakes head "no"
- Points to show someone what he wants

Cognitive (learning, thinking, problem-solving)

- Knows what ordinary things are for; for example, telephone, brush, spoon
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed
- Points to one body part
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

Movement/Physical Development

- Walks alone
- May walk up steps and run
- Pulls toys while walking
- Can help undress herself
- Drinks from a cup
- Eats with a spoon

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't point to show things to others
- Can't walk
- Doesn't know what familiar things are for
- Doesn't copy others
- Doesn't gain new words
- Doesn't have at least 6 words
- Doesn't notice or mind when a caregiver leaves or returns
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 18-month visit. Ask your child's doctor about your child's developmental screening.

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Learn the Signs. Act Early.

Su Bebé a los 18 Meses (1½ Años)

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo justo antes de cumplir 19 meses. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Le gusta alcanzarle cosas a los demás como un juego
- Puede tener rabietas
- Puede ser que le tenga miedo a los desconocidos
- Le demuestra afecto a las personas conocidas
- Juega a imitar cosas sencillas, como alimentar a una muñeca
- Se aferra a la persona que le cuida en situaciones nuevas
- Señala para mostrarle a otras personas algo interesante
- Explora solo, pero con la presencia cercana de los padres

En las áreas del habla y la comunicación

- Puede decir varias palabras
- Dice "no" y sacude la cabeza como negación
- Señala para mostrarle a otra persona lo que quiere

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Sabe para qué sirven las cosas comunes; por ejemplo, teléfono, cepillo, cuchara
- Señala una parte del cuerpo
- Señala para llamar la atención de otras personas
- Demuestra interés en una muñeca o animal de peluche y hace de cuenta que le da de comer
- Hace garabatos sin ayuda
- Puede seguir instrucciones verbales de un solo paso que no se acompañan de gestos; por ejemplo, se sienta cuando se le dice "síntate"

En las áreas motora y de desarrollo físico

- Camina solo
- Jala juguetes detrás de él mientras camina
- Puede subir las escaleras y correr
- Puede ayudar a desvestirse

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- Bebe de una taza
- Come con cuchara

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No señala cosas para mostrárselas a otras personas
- No puede caminar
- No sabe para qué sirven las cosas familiares
- No copia lo que hacen las demás personas
- No aprende nuevas palabras
- No sabe por lo menos 6 palabras
- No se da cuenta ni parece importarle si la persona que le cuida se va o regresa
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

La Academia Americana de Pediatría recomienda que, a los 18 meses de edad, se evalúe el desarrollo general de los niños y se realicen pruebas de detección del autismo. Pregúntele al médico de su hijo si el niño necesita ser evaluado.

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Aprenda los signos. Reaccione pronto.

Your Child at 2 Years

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior
(doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog

Movement/Physical Development

- Stands on tiptoe
- Kicks a ball
- Begins to run

- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
- Throws ball overhand
- Makes or copies straight lines and circles

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

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Learn the Signs. Act Early.

Su Hijo de 2 Años

Nombre del niño

Edad del niño

Fecha de hoy



La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 2 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Copia a otras personas, especialmente a adultos y niños mayores
- Se entusiasma cuando está con otros niños
- Demuestra ser cada vez más independiente
- Demuestra un comportamiento desafiante (hace lo que se le ha dicho que no haga)
- Comienza a incluir otros niños en sus juegos, como jugar a sentarse a comer con las muñecas o a correr y perseguirse

En las áreas del habla y la comunicación

- Señala a objetos o ilustraciones cuando se los nombra
- Sabe los nombres de personas conocidas y partes del cuerpo
- Dice frases de 2 a 4 palabras
- Sigue instrucciones sencillas
- Repite palabras que escuchó en alguna conversación
- Señala las cosas que aparecen en un libro

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Encuentra cosas aun cuando están escondidas debajo de dos o tres sábanas
- Empieza a clasificar por formas y colores
- Completa las frases y las rimas de los cuentos que conoce
- Juega con su imaginación de manera sencilla
- Construye torres de 4 bloques o más
- Puede que use una mano más que la otra
- Sigue instrucciones para hacer dos cosas como por ejemplo, "levanta tus zapatos y ponlos en su lugar"
- Nombra las ilustraciones de los libros como un gato, pájaro o perro

En las áreas motora y de desarrollo físico

- Se para en las puntas de los dedos
- Patea una pelota
- Empieza a correr

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- Se trepa y baja de muebles sin ayuda
- Sube y baja las escaleras agarrándose
- Tira la pelota por encima de la cabeza
- Dibuja o copia líneas rectas y círculos

Reaccione pronto y hable con el doctor de su hijo se el niño:

- No usa frases de 2 palabras (por ejemplo, "toma leche")
- No sabe cómo utilizar objetos de uso común, como un cepillo, teléfono, tenedor o cuchara
- No copia acciones ni palabras
- No puede seguir instrucciones sencillas
- No camina con estabilidad
- Pierde habilidades que había logrado

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo el programa público de intervención temprana patrocinado por el estado. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

La Academia Americana de Pediatría recomienda que, a los 24 meses de edad, se evalúe el desarrollo general de los niños y se realicen pruebas de detección del autismo. Pregúntele al médico de su hijo si el niño necesita ser evaluado.

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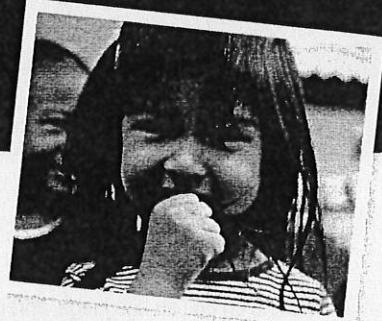
Aprenda los signos. Reaccione pronto.

Your Child at 3 Years

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

Act Early by Talking to Your Child's Doctor if Your Child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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Learn the Signs. Act Early.

Su Hijo de 3 Años

Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 3 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.



¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Copia a los adultos y los amigos
- Demuestra afecto por sus amigos espontáneamente
- Espera su turno en los juegos
- Demuestra su preocupación por un amigo que está llorando
- Entiende la idea de lo que "es mío", "de él" o "de ella"
- Expresa una gran variedad de emociones
- Se separa de su mamá y su papá con facilidad
- Se molesta con los cambios de rutina grandes
- Se viste y desviste

En las áreas del habla y la comunicación

- Sigue instrucciones de 2 o 3 pasos
- Sabe el nombre de la mayoría de las cosas conocidas
- Entiende palabras como "adentro", "arriba" o "debajo"
- Puede decir su nombre, edad y sexo
- Sabe el nombre de un amigo
- Dice palabras como "yo", "mi", "nosotros", "tú" y algunos plurales (autos, perros, gatos)
- Habla bien de manera que los desconocidos pueden entender la mayor parte de lo que dice
- Puede conversar usando 2 o 3 oraciones

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Puede operar juguetes con botones, palancas y piezas móviles
- Juega imaginativamente con muñecas, animales y personas
- Arma rompecabezas de 3 y 4 piezas
- Entiende lo que significa "dos"
- Copia un círculo con lápiz o crayón
- Pasa las hojas de los libros una a la vez
- Arma torres de más de 6 bloquitos
- Enrosca y desenrosca las tapas de jarras o abre la manija de la puerta

En las áreas motora y de desarrollo físico

- Trepa bien
- Corre fácilmente
- Puede pedalear un triciclo (bicicleta de 3 ruedas)
- Sube y baja escaleras, un pie por escalón

Reaccione pronto y hable con el doctor de su hijo si el niño:

- Se cae mucho o tiene problemas para subir y bajar escaleras
- Se babea o no se le entiende cuando habla
- No puede operar juguetes sencillos (tableros de piezas para encajar, rompecabezas sencillos, girar una manija)
- No usa oraciones para hablar
- No entiende instrucciones sencillas
- No imita ni usa la imaginación en sus juegos
- No quiere jugar con otros niños ni con juguetes
- No mira a las personas a los ojos
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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Aprenda los signos. Reaccione pronto.

Your Child at 4 Years

Child's Name

Child's Age

Today's Date



How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

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Act Early by Talking to Your Child's Doctor if Your Child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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Learn the Signs. Act Early.

Su Hijo de 4 Años

Nombre del niño

Edad del niño

Fecha de hoy



La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 4 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Disfruta haciendo cosas nuevas
- Juega a "papá y mamá"
- Cada vez se muestra más creativo en los juegos de imaginación
- Le gusta más jugar con otros niños que solo
- Juega en cooperación con otros
- Generalmente no puede distinguir la fantasía de la realidad
- Describe lo que le gusta y lo que le interesa

En las áreas del habla y la comunicación

- Sabe algunas reglas básicas de gramática, como el uso correcto de "él" y "ella"
- Canta una canción o recita un poema de memoria como "La araña pequeñita" o "Las ruedas de los autobuses"
- Relata cuentos
- Puede decir su nombre y apellido

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Nombra algunos colores y números
- Entiende la idea de contar
- Comienza a entender el concepto de tiempo
- Recuerda partes de un cuento
- Entiende el concepto de "igual" y "diferente"
- Dibuja una persona con 2 o 4 partes del cuerpo
- Sabe usar tijeras
- Empieza a copiar algunas letras mayúsculas
- Juega juegos infantiles de mesa o de cartas
- Le dice lo que le parece que va a suceder en un libro a continuación

En las áreas motora y de desarrollo físico

- Brinca y se sostiene en un pie hasta por 2 segundos

- La mayoría de las veces agarra una pelota que rebota
- Se sirve los alimentos, los hace papilla y los corta (mientras usted lo vigila)

Reaccione pronto y hable con el doctor de su hijo se el niño:

- No puede saltar en el mismo sitio
- Tiene dificultades para hacer garabatos
- No muestra interés en los juegos interactivos o de imaginación
- Ignora a otros niños o no responde a las personas que no son de la familia
- Rehusa vestirse, dormir y usar el baño
- No puede relatar su cuento favorito
- No sigue instrucciones de 3 partes
- No entiende lo que quieren decir "igual" y "diferente"
- No usa correctamente las palabras "yo" y "tú"
- Habla con poca claridad
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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Aprenda los signos. Reaccione pronto.

Your Child at 5 Years

Child's Name

Child's Age

Today's Date

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.



What Most Children Do at this Age:

Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

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Learn the Signs. Act Early.

Su Hijo de 5 Años



Nombre del niño

Edad del niño

Fecha de hoy

La manera en que su hijo juega, aprende, habla y actúa nos ofrece pistas importantes sobre cómo se está desarrollando. Los indicadores del desarrollo son las cosas que la mayoría de los niños pueden hacer a una edad determinada.

Marque los indicadores del desarrollo que puede ver en su hijo cuando cumple 5 años de edad. En cada visita médica de su hijo, lleve esta información y hable con el pediatra sobre los indicadores que su hijo alcanzó y cuáles son los que debería alcanzar a continuación.

¿Qué Hacen los Niños a Esta Edad?

En las áreas social y emocional

- Quiere complacer a los amigos
- Quiere parecerse a los amigos
- Es posible que haga más caso a las reglas
- Le gusta cantar, bailar y actuar
- Está consciente de la diferencia de los sexos
- Puede distinguir la fantasía de la realidad
- Es más independiente (por ejemplo, puede ir solo a visitar a los vecinos de al lado) [para esto todavía necesita la supervisión de un adulto]
- A veces es muy exigente y a veces muy cooperador

En las áreas del habla y la comunicación

- Habla con mucha claridad
- Puede contar una historia sencilla usando oraciones completas
- Puede usar el tiempo futuro; por ejemplo, "la abuelita va a venir"
- Dice su nombre y dirección

En el área cognitiva (aprendizaje, razonamiento, resolución de problemas)

- Cuenta 10 o más cosas
- Puede dibujar una persona con al menos 6 partes del cuerpo
- Puede escribir algunas letras o números
- Puede copiar triángulos y otras figuras geométricas
- Conoce las cosas de uso diario como el dinero y la comida

En las áreas motora y de desarrollo físico

- Se para en un pie por 10 segundos o más
- Brinca y puede ser que dé saltos de lado
- Puede dar volteretas en el aire
- Usa tenedor y cuchara y, a veces, cuchillo
- Puede ir al baño solo
- Se columpia y trepa

Reaccione pronto y hable con el doctor de su hijo si el niño:

- No expresa una gran variedad de emociones
- Tiene comportamientos extremos (demasiado miedo, agresión, timidez o tristeza)
- Es demasiado retraído y pasivo
- Se distrae con facilidad, tiene problemas para concentrarse en una actividad por más de 5 minutos
- No le responde a las personas o lo hace solo superficialmente
- No puede distinguir la fantasía de la realidad
- No juega a una variedad de juegos y actividades
- No puede decir su nombre y apellido
- No usa correctamente los plurales y el tiempo pasado
- No habla de sus actividades o experiencias diarias
- No dibuja
- No puede cepillarse los dientes, lavarse y secarse las manos o desvestirse sin ayuda
- Pierde habilidades que había adquirido

Dígale al médico o a la enfermera de su hijo si nota cualquiera de estos signos de posible retraso del desarrollo para su edad, y converse con alguien de su comunidad que conozca los servicios para niños de su área, como por ejemplo la escuela pública más cercana. Para obtener más información, consulte www.cdc.gov/preocupado o llame 1-800-CDC-INFO.

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Aprenda los signos. Reaccione pronto.

Developmental Evaluation Services for Children



Where is DEESC Located?

850 Hungerford Drive, Room 207
Rockville, MD 20850

301-279-3600 Fax: 301-517-8184

What Services are Available?

- Educational Assessment
- Speech/Language Evaluation
- Motor Evaluation
- Parent Education and Support
- Counseling and Child Guidance
- Psychological Evaluation



- Research indicates that early intervention can make a difference!

This document is available in an alternate format, upon request, under the Americans with Disabilities Act, by contacting the Public Information Office, 850 Hungerford Drive, Room 112, Rockville, MD 20850, 301-279-3391 or 1-800-735-2258



Individuals who need sign language interpretation or cued speech transliteration in communicating with the Montgomery County Public Schools (MCPS) may contact Interpreting Services in Programs for Deaf and Hard of Hearing at 301-517-5539 or 5582



Health and Human Services

of

Montgomery County Department

Montgomery County Public Schools

Montgomery County Public Schools

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An Interagency Program
to Help Young Children

What is DESC?

DESC (Developmental Evaluation Services for Children) is an interagency program. It is a collaboration between the Montgomery County Department of Health and Human Services and Montgomery County Public Schools. DESC evaluates children ages 3 to 5 who are suspected of having an educational disability.



Who is Eligible for DESC Services?

- Preschoolers living in Montgomery County
- Background information is gathered by a DESC team member. A DHHS School Health Nurse may participate in this process.
- A standardized evaluation is conducted in identified areas of concern. Identified areas could include early education skills, speech/ language skills, fine motor and/or gross motor skills.
- On occasion, a psychological consultation or evaluation is recommended. A few sessions of psychological consultation can be provided by the DHHS Psychologist.

What are the DESC Objectives?

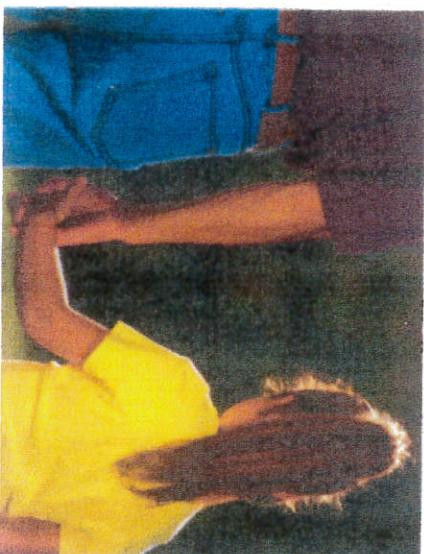
- To conduct comprehensive evaluations to help determine the need for special education services
- To increase parents' understanding of their child's strengths and needs
- To connect parents with linkages in the community
- To increase awareness of early intervention in preparing children with special needs for kindergarten

How Does DESC Operate?

- Your child will be scheduled for an individual evaluation.
- Background information is gathered by a DESC team member. A DHHS School Health Nurse may participate in this process.
- A standardized evaluation is conducted in identified areas of concern. Identified areas could include early education skills, speech/ language skills, fine motor and/or gross motor skills.
- On occasion, a psychological consultation or evaluation is recommended. A few sessions of psychological consultation can be provided by the DHHS Psychologist.

How Is a Child Referred to DESC?

Parents and concerned professionals should contact the Child Find single point of entry, at 301-947-6080, for further information about initiating the screening process for children ages 3 to 5.



When should you call Child Find?

1. No one answer to this question
2. After your child is settled down into their new home and is familiar with the parent or people in the household and the daily routine
3. Sooner if your child's previous caregivers had concerns and you are not observing progress, particularly in the area of comprehension skills, at home
4. Later if you're observing progress and your child seems to be gaining skills but you just want to make sure that the child is on track

What is the first step to begin the process?

1. Call the Child Find office to request a questionnaire (301) 947-6080
2. Look at brochures, web site to begin learning about the programs and process
3. www.montgomeryschoolsmd.org/departments/special-education/programs-services/child-find.aspx
4. Return the questionnaire, schedule an appointment
5. While waiting for your clinic appointment, gather documents

What will happen at the clinic?

1. Your child will be taken to four different stations to be screened in the areas of motor skills, early learning skills, speech-language skills, and vision/hearing. There is a play table of books and toys where the children play in between stations.
2. A screening IEP meeting will be held. At that meeting, you will be asked about your concerns and the results of the screening will be shared.
3. If your child is referred for an in-depth assessment, you will be given a packet and an appointment may be scheduled or you will be called shortly after the clinic to schedule an appointment.

Montgomery County Infants and Toddlers Program (MCITP)

MCITP provides early intervention services to assist families with their efforts to address their children's developmental and special needs. MCITP serves families with children between birth and the beginning of the school year following the fourth birthday.

Families and early intervention providers work as a team to define priorities, learn about available resources and discuss the child's strengths and needs.

Early intervention services are provided in the child's natural environment (home and community settings where a child is during the day). The following may be provided based on each individual child's and family's needs:

- Assistive Technology
- Audiology
- Interpreting
- Family counseling
- Family support
- Family training
- Nursing
- Nutritional counseling
- Occupational therapy
- Physical therapy
- Psychological testing
- Services for visual impairment
- Services for hearing impairment
- Social work
- Special instruction
- Speech/language therapy
- Transportation

Five Regional County Service Sites

Down County Site	Sligo Middle School 1401 Dennis Avenue Silver Spring, MD 20902	Program Coordinator: Ms. Lauren A. Mangrum Program Specialist: Mrs. Marie E. Kroll
	Phone: 301-649-8075 Fax: 301-649-8266	
East County Site	19190 Olney Mill Road Olney, MD 20832	Program Coordinator: Ms. Michelle L. Goldstein Program Specialist: Ms. Kathleen Toscano
	Phone: 301-570-1231 Fax: 301-570-2886	
Emory Grove Site	Shady Grove Middle School 8100 Midcounty Highway Gaithersburg, MD 20877	Program Coordinator: Mrs. Lisa M. Pretzello Program Specialist: Ms. Amy (Tory) Pegram
	Phone: 301-947-6000 Fax: 301-840-4656	
Mid County Site	Children's Resource Center (CRC) 332 West Edmonston Drive Rockville, MD 20852	Program Coordinator: Ms. Teri A. Bell Specialist: Ms. Shelley A. Komisar
	Phone: 240-740-2150 Fax: 301-871-0950	
Up County Site	Neelsville Middle School 11690 Neelsville Church Road Germantown, MD 20876	Program Coordinator: Mrs. Nancy L. Hiltbrand Program Specialist: Mrs. Sara L. Charles
	Phone: 301-353-0972 Fax: 301-601-0386	

Fairfax County Infants and Toddlers Program

<http://www.fairfaxcounty.gov/csb/itc/>

t. 703-246-7121

Prince George's County Infants and Toddlers Program

<http://www1.pgcps.org/contactus/index.aspx?id=170490>

t. 301-925-1985

Early Childhood Development Chart

THIRD EDITION

by Judith K. Voress and Nils A. Pearson

	0–3 Months	3–6 Months	6–9 Months
Cognitive	<ul style="list-style-type: none"> Watches an object moved slowly through line of sight Moves hand to mouth Looks back and forth between two objects Inspects own hands Mouths toys 	<ul style="list-style-type: none"> Repeats arm or leg movements to cause an action to occur again Explores objects in a variety of ways Pulls cloth from face Intentionally drops an object and watches it fall Plays with rattle placed in hand 	<ul style="list-style-type: none"> Imitates familiar actions (e.g., claps hands) Finds object that is partially hidden Transfers an object from one hand to the other to pick up second object Moves to get to toy Persists in effort to obtain object 
Communication	<ul style="list-style-type: none"> Startled by loud noises Cries when hungry or uncomfortable Turns head toward voice Makes noises other than crying Differentiated cry for fatigue, hunger, and pain Coos when spoken to by caregiver 	<ul style="list-style-type: none"> Laughs out loud Briefly stops activity when name is called Vocalizes pleasure and displeasure Imitates sounds Makes noise when talked to 	<ul style="list-style-type: none"> Responds with appropriate gestures to "up," "bye-bye," or other routines Produces three or more consonants Moves body to music Uses word for parent or caregiver discriminately Pitch and intonation vary 
Social-Emotional	<ul style="list-style-type: none"> Looks at adult face Interacts by smiling and cooing Recognizes familiar faces and objects Stops crying when talked to, picked up, or comforted Expresses feelings such as anger, excitement, or hunger 	<ul style="list-style-type: none"> Comforts self (e.g., sucks hand or thumb) Expresses desire to be picked up Smiles at or pats own image in the mirror Interacts differently with caregivers and strangers Initiates social contact 	<ul style="list-style-type: none"> Extends arms to familiar persons Shows preference for certain toys, activities, or places Expresses affection Plays simple games (e.g., peek-a-boo) Responds differently to children and adults
Adaptive	<ul style="list-style-type: none"> Forms a tight seal around nipple when sucking Swallows liquids with no difficulty Coordinates sucking, swallowing, and breathing Enjoys bath Sleeps for 4- to 10-hour intervals 	<ul style="list-style-type: none"> Swallows pureed foods Shows definite likes and dislikes of various foods Sucks hand or thumb Uses tongue to move food around in mouth Closes lips when swallowing 	<ul style="list-style-type: none"> Closes lips to remove food from spoon Sleeps through the night Holds or supports bottle to drink Purposely pulls off socks Feeds self finger foods 
Physical Development	<ul style="list-style-type: none"> When held upright, will bear some weight on legs When lying on back, brings hands together When lying on stomach, raises head briefly In supported sitting position, reaches for and grasps an object Holds a small object in each hand at one time Rolls from side to back 	<ul style="list-style-type: none"> Transfers an object from one hand to the other Bangs two objects together Sits for at least 5 seconds with hips supported Rolls from back to stomach Rolls from back to side 	<ul style="list-style-type: none"> Walks sideways while holding on to furniture Picks up small object using thumb and forefinger Uses arms to move forward on belly Pokes with index finger Stands alone, holding on to something Moves from back to sitting without assistance

Cognitive

Communication

Social-Emotional

Adaptive

Physical Development

9-12 Months

- Looks at pictures in a book
- Rolls wheeled toys
- Touches adult to have that person start or continue interesting game or action
- Removes rings from ring stack toy
- Realizes objects continue to exist even when they cannot be seen



12-18 Months

- ◆ Looks at picture book with adult
- Places a small object into small container
- Demonstrates use of everyday items
- Combines two related objects during play (e.g., bowl and spoon)
- Manages three to four toys by setting one aside when given a new toy



- Follows simple spoken commands (e.g., "Give Daddy the ball.")
- Responds to "where" questions
- Can point to five or more familiar persons, animals, or toys
- Spontaneously says familiar greeting and farewells
- Briefly stops activity when told "no"

- Imitates facial expressions, actions, and sounds
- Repeats activity that elicits positive response from others
- Brings toys to share with caregiver
- Plays well for a brief time in groups of two or three children
- Uses blanket or soft toy for comfort

- Chews textured foods
- Drinks from sippy cup independently
- Cooperates in dressing and undressing
- Drinks from open cup or glass held by adult
- Cooperates with hand-washing

18-24 Months

- Spontaneously names five or more objects
- Uses a substitute object to represent real one (e.g., uses stick as a brush)
- Can match items to corresponding pictures
- Inserts shapes into matching slots
- Matches animals to sounds each makes
- ◆ Stacks six to seven blocks



- Names familiar characters seen on TV or in the movies
- Uses two-word phrases (e.g., more milk)
- Can point to 15 or more pictures of common objects when they are named
- Knows the names of at least two playmates
- Can point to at least six body parts

- Separates from caregiver in familiar setting without crying
- Attempts to comfort others in distress
- Wants to do many things without help
- Enjoys simple make-believe
- When faced with novel situation, looks to caregiver for reassurance



- Shows pride in accomplishments
- Listens quietly to story, music, movie, or TV
- Sings familiar songs
- Uses "please" and "thank you"; may need to be reminded
- Asks for assistance when having difficulty

24-30 Months

- Repeats finger plays with words and actions
- Can tell own age
- Understands "one," "one more," and "all"
- Matches simple shapes such as circle, square, and triangle
- Identifies rooms in own home

- Whispers
- Identifies common objects described by their use (e.g., "Show me what you eat with.")
- Uses sentences of three or more words
- Understands negatives ("Which is not")
- Uses some regular plurals (e.g., boy - boys)

- Looks at people when speaking with them
- Usually takes turns
- Recognizes when another person is happy or sad
- Avoids common dangers
- Claims certain articles as being his or her own



- ◆ Stirs with spoon
- Fusses when diaper needs to be changed
- Helps with simple household tasks
- Tries to wash own hands and face
- Can use a straw

- Uses one hand consistently in most activities
- Can squat then stand again maintaining balance
- Creeps backward down steps
- Climbs low play equipment
- Uses hand to hold paper in place when drawing

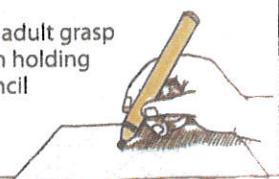
- Removes loose clothing such as a jacket or shirt without assistance
- Uses handle or knob to open doors
- Puts on simple clothing independently
- Uses spoon independently
- Puts familiar objects away



- ◆ Can walk backward
- Imitates circular, vertical, and horizontal strokes
- Throws a ball overhand with relative accuracy
- Spontaneously uses circular, vertical, and horizontal strokes when drawing
- Walks up stairs, alternating feet

- ◆ Takes off own shoes, socks, and loose pants
- Sits on toilet for at least 1 minute supervised
- Washes and dries hands and face
- Shows care when handling an infant or small animal
- Uses a fork to stab food

- Walks swinging arms and legs in cross pattern (like adult)
- Catches ball, trapping against chest
- Jumps in place with feet together
- Rolls, pounds, and squeezes clay
- ◆ Uses adult grasp when holding a pencil



Cognitive

Communication

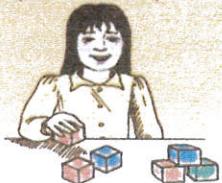
Social-Emotional

Adaptive

Physical Development

30–36 Months

- States whether boy or girl
- Stacks rings on peg in order of size
- Can count to five
- Completes three- to four-piece puzzle
- Can match objects by color, shape, and size
- Builds bridge using three blocks (adult models)



- Understands "big" and "little"
- Can describe what he or she is doing
- Responds to "who" and "whose" questions
- Asks "what" or "where" questions
- Understands "beside" and "under"

- Shows affection to younger children by hugging and kissing
- Repeats rhymes, songs, or dances for others
- Changes activities when requested
- Interacts appropriately with others during group activities
- Shows independence (e.g., doesn't want hand held)

- Can pour milk/juice with some assistance
- Daytime control of toileting needs, occasional accidents
- Gets drink of water unassisted
- Brushes teeth independently
- Knows where own possessions are kept



- Threads small beads on string
- Snips paper with scissors
- Walks forward heel to toe
- Stands on one foot for a few seconds
- Kicks a stationary ball at least 6 feet

36–42 Months

- Understands "same" and "different"
- Matches objects that have the same function (e.g., spoon and fork)
- Understands "heavy" and "light"
- Understands "more" and "less"
- Sorts objects by physical characteristics (e.g., color or shape)

- Names primary colors
- Can state full name
- Can answer questions when told a short story
- Uses contractions
- Uses regular past tense forms
- Uses pronouns



- Shares toys
- Plays group board or card games
- Volunteers for tasks
- Quiets down after active play
- Participates in circle games

- Manipulates large buttons or snaps
- Covers mouth and nose when coughing and sneezing
- Hangs clothes in designated location
- Cleans up spills
- Completes simple errands



- Copies drawing a cross
- Hops forward on one foot
- Hammers pegs
- Runs around objects, turns corners
- Jumps forward with feet together at least 20 inches

42–48 Months

- Retells story from picture book
- Can build pyramid of six blocks
- Draws people
- Can copy own name
- Draws a face with at least three features



- Uses facial expressions and body language to demonstrate emotions
- Understands passive sentences (e.g., "Show me the car was pushed by the truck.")
- Makes statements about cause and effect
- Can define at least five simple words
- Can tell how simple objects are used

- Returns objects to their appropriate place
- Accepts friendly teasing
- Can explain rules of a game to others
- Expresses anger with words rather than physical action
- Shows empathy for others

- Dresses self completely (may not be able to tie shoelaces)
- Serves self at the table
- Often wants privacy in the bathroom
- Can answer "what to do if" questions
- Fastens seat belt independently



- Copies a square
- Gallops
- Can jump over low objects
- Glues neatly
- Walks down steps alternating feet
- Can walk on tiptoes

48–54 Months

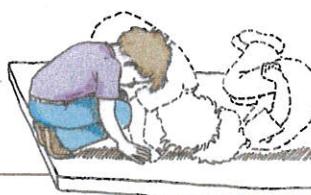
- Identifies "first," "last," and "middle"
- Distinguishes between real and make-believe
- Understands the concept of "zero"
- Identifies "half" and "whole" objects
- Names at least 20 letters

- Identifies rhyming words
- Completes simple verbal analogies (e.g., "Ice is cold; Fire is ____")
- Can state similarities between objects (e.g., "How are juice and milk alike?")
- Uses possessives
- Uses sentences of five or more words



- Crosses street safely
- Requests food to be passed at the table
- Knows which shoe goes on which foot
- Puts dirty dishes in sink or dishwasher
- Adjusts water temperature for bath or shower

- Can cut a straight line
- Balances on one foot
- Swings on swing maintaining own momentum
- Can rapidly touch each finger to thumb
- Turns a somersault



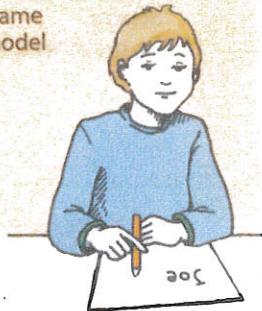
Early Childhood Development Chart

THIRD EDITION

Cognitive

54–60 Months

- Draws a person with six recognizable parts
- Matches number of items to correct numeral
- Recognizes a few printed words
- Can predict what will happen next
- Prints first name without a model



60–72 Months

- Counts up to 20 objects
- Draws five or more identifiable objects
- Tells month and day of birth
- Writes first and last name from memory
- States use of at least three body parts (e.g., "What do you do with your eyes?")
- Reads 10 or more words

Communication

- Responds to questions involving time concepts (e.g., "When do you eat dinner?")
- Generates complex sentences
- Tells familiar stories without picture cues
- Can give at least three descriptive words that characterize an object
- Participates in group discussion

- Uses irregular plurals
- Knows what you do in each season
- Tells simple jokes
- Identifies left and right on own body
- Uses "yesterday" and "tomorrow"
- Can identify at least three units of currency

Social-Emotional

- Offers assistance to others
- Helps with group projects
- Says "excuse me" to interrupt politely
- Likes competitive games
- Responds with appropriate affect or action in social situations

- Apologizes if hurts someone's feelings
- Completes pencil/paper games
- Remains calm when small requests are denied
- Answers the phone, remembers a simple message, and delivers it to the correct person
- Works alone on chores for 20 minutes

Adaptive

- Selects clothing appropriate for temperature and occasion
- Makes own bed
- Toilets, wipes self, flushes toilet, and redresses independently
- Combs or brushes hair
- Brushes teeth without assistance



- Makes simple breakfast and lunch
- Sets and clears table without assistance
- Uses table knife for spreading
- Takes shower or bath independently
- Dusts furniture



Physical Development

- Bounces and catches tennis ball (or ball of similar size)
- Colors within lines
- Can do at least three sit-ups
- Jumps sideways with feet together
- Cuts out a square

- Skips
- Copies a diamond
- Cuts out simple geometric shapes
- Drops a ball and kicks it forward before it hits the floor
- Can dribble an 8- to 10-inch ball using one hand

References

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- Kipping, P., Gard, A., Gilman, L., & Gorman, J. (2012). *Speech and language development* (3rd ed.). Austin, TX: PRO-ED.
- Linder, T. W. (1993). *Transdisciplinary play-based assessment*. Baltimore, MD: Brookes.
- Voress, J., K., & Maddox, T. (2013). *Developmental assessment of young children—Second edition*. Austin, TX: PRO-ED.

Speech and Language Development

Language

Language development begins at birth. Some children develop language faster and some more slowly than others. By five most children have mastered basic elements of adult language.

Birth - 6 months

- Makes different cries to which parents learn to respond appropriately.
- Begins to respond to familiar voices and sounds by turning, looking, and/or smiling.

7 - 12 months

- Begins to understand the meaning of words.
- Learns language of daily routines, such as eating, bedtime.

12 - 24 months

- Produces first words and meaningful sound combinations.
- Follows a variety of basic directions.
- Recognizes common objects and their uses.
- Uses at least 100 words by 24 months.

2 - 3 years

- Begins using more words daily and puts words together to expand on their meaning.
- Uses sentences of 3 - 4 words by age 3.
- Uses 300 to 500 words by age 3.

3 - 5 years

- Follows a series of 2 - 3 directions.
- Uses approximately 600 to 1600 words.
- Talks about recent events and experiences.
- Uses sentences of increasing length and complexity.

Speech

Speech development begins at birth with the baby's first cry. Children also master speech sounds at different rates. By age 8 children should be able to say all speech sounds correctly.

Birth - 3 months

- Uses limited sounds.
- Communicates by crying.
- Varies crying according to needs, such as hunger or pain.

3 - 6 months

- Coos with vowel-like sounds.
- Begins to explore making different sounds; may produce some consonant sounds.

6 - 12 months

- Begins babbling with consonant and vowel combinations.
- Begins imitating sounds made by others.

12 - 18 months

- Begins to use meaningful words.
- Uses pronunciation that is not precise.
- Uses most vowels and some consonants [p, m, h, n]

1½ - 2 years

- Demonstrates rapid speech sound development.
- Tends to simplify difficult words, such as "nana" (banana).

3 - 5 years

- Uses speech that is 80 - 100% understandable.
- Develops more complex speech sounds, such as consonant blends [st, bl, tʃ].

Speech Sound Acquisition Ages

Age	Sound	% Age Intelligible
2	Vowels, m, p, h, n	50% - 70%
3	d, w, b	70% - 80%
4	y, f, k, g, y	90% - 100%
5+	ng, r, l, s, v, z, sh, ch, th, j, zh, blends	100%

DESCRIPTION OF INDIRECT LANGUAGE STIMULATION TECHNIQUES

Indirect language stimulation is a set of language enrichment techniques. The primary goal, for adults, in using these techniques is to help young children learn to talk.

Parallel Talk (child centered) Short phrase (4-5 words) the adult says that describes what the child is doing, seeing, hearing, as he does it e.g., “You’re pushing the car”, “You are digging in the sand”, “You see the red bucket”. Give the child words to describe the action he is involved in.

Self-Talk The adult uses short sentences to describe what he is doing, seeing, hearing, e.g., “I am washing the cups”, “I see the yellow shovel”. Use short, simple sentences to help the child know there are words to describe things people do. Give him words for what he sees you doing.

Description (object centered) Short phrase or sentence that describes objects the child sees or interacts with. “That’s a big brush”, “The toy is broken”, “The water is cold”.

Comments The typical teacher talk that sets the stage for activities and/or provides children with additional information: “We are going to paint after snack”, “The weather man promises snow for us today”, “The aprons are to keep paint off of our clothes”.

Open-ended Questions Questions that are broad in their context; that allow for multiple responses and that do not limit the child to single word responses such as “it’s blue”, “yes” or “no” responses. Good example of open-ended question: “What do you think will happen if?”, or “I wonder what you could use this for?”.

Expansion Repeat the child’s “baby sentences” the way an adult would have said them. You are providing a good model for the child by revising and completing his speech. For example, the child says “Doggy run”, and the adult would say, “Yes, the doggy is running”.

Expansion Plus The adult expands on the child’s short “baby sentences” by adding one more sentence; the adult is adding a little more information: The child says “Yellow puzzle”, and the adult responds “You have a yellow puzzle. It’s a big puzzle”. The underlined phrase is the plus sentence - it adds a little more information to what the child has said.

Repetition Adult repeats exactly what the child says, but uses correct articulation. For example, the child says, “Widdle wed wabbit”, and the adult would say, “Little red rabbit”.

Source: Good Talking With You Series: Oh Say What They See - An Introduction to Indirect Language Stimulation Techniques. Educational Productions, Portland, OR

Resources, Activities

Public library story hours- stop by your local library or look on the internet

Montgomery County Recreation programs: <http://www.montgomerycountymd.gov/rec/> (search by Tiny Tots)

Community Centers Open Gyms (call for hours, may not be open in the summer)

Neighborhood pools, aquatic centers

Hadley's Park/Falls Road Park: 12600 Falls Road, Potomac MD 20854 (fun for any age, has adaptive equipment for children with disabilities)

Turtle Park: 4500 Van Ness Street, Washington DC 20016 (has shade, good for hot summer days)

Wheaton Regional Park: 2000 Shorefield Road, Wheaton Maryland 20902 (playground, train rides)

Raer's Zoofari: 1228 Hunter Mill Road, Vienna VA 22182 (petting zoo, farm, hay rides)

National Building Museum: 401 F Street, Washington DC 20001 (Building Zone for children ages 2-6)

Dynamite Gymnastics: 4956 Boiling Brook Parkway, Rockville MD 20852 (open gym, classes, camps, programs for children with disabilities)

The Hanen Program: Language stimulation workshops for parents, books dvd's

<http://www.hanen.org/Programs/For-Parents/It-Takes-Two-to-Talk.aspx>

Books- all are available on Amazon, most can be borrowed from the library

Your Three Year Old, Your Four Year Old (Louise Bates Ames)

Ages and Stages: A Parent's Guide to Normal Childhood Development (Schaefer and DeGeronimo)

Love That Boy: What Two Presidents, Eight Road Trips, and My Son Taught Me About a Parent's Expectations (Ron Fournier)

Parenting the Strong Willed Child (Forehand and Long)

Raising Your Spirited Child, Third Edition (Mary Sheedy Kurcinka)