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



Education Service Center, Region 20 provides technical assistance to families and schools related to CHOLD FOND.

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

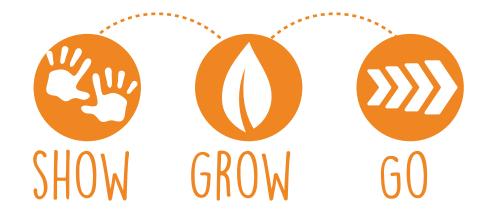








## DEVELOPMENTAL MILESTONES



This milestone checklist is designed to help parents and educators understand what typical developmental skills can be expected in children by certain ages. If you know a child that has not yet reached these milestones, connect with your local school district for more information.

## 2 YEARS 3 YEARS 4 YEARS Uses more words than gestures Correctly uses plurals and pronouns (he Consistently speaks in 2-3 word phrases Speaks clearly and is easily understood (knows at least 100 words) by people other than family and she) Begins to use 2-word phrases Most speech is easily understood by Tells a story in a general sequence Speaks in full sentences Uses and understands at least 50 words including some action words Sings songs from memory Speaks about past and future events Asks simple questions starting with using correct tense Uses pronouns such as Me, My, You Uses a variety of words in sentences that 'What" and "Where" Retells stories and events with are easily understood by family Understands and follows 2-step sequenced parts and details directions ("Take off your shoes and put them away.") Enjoys the use of toys in pretend play Shows empathy by comforting others Engages in pretend play with roles or Shows a desire to please adults and be (using a phone to talk or feeding a baby when sad, crying, or hurt characters (mom/dad, superhero, liked by peers doctor/policeman) Asks for help when needed and Recognizes the feelings and perspective Shows interest and enjoyment when participates in helping when asked Seeks out and shows preference to play of others listening to stories (cleaning up) with others rather than alone Easily transitions between tasks and Shows excitement to play alongside other Shows a variety of emotions Shares about areas of interest shows flexibility in play children (may copy the play style of others) Participates in turn taking within a group Plays cooperatively in a group of other Understands the concept of right and Consistently responds (verbally or wrong, rules, and expected behavior children nonverbally) when someone calls their name Hops and stands on one foot without Throws and kicks a ball a short Runs smoothly for short distances Hops with ease, beginning to skip distance without losing balance without falling losing balance Completely independent with toileting Begins to run with coordinated Begins to dress and undress articles of Eats independently with little assistance Brushes teeth without assistance Walks up and down stairs while holding Walks up and downs stairs with Shows eve-hand coordination when Fastens and unfastens buttons, zippers, a rail or the hand of an adult alternating foot movement cutting with scissors lids, and other small closures Climbs up and down from a chair or Climbs furniture and playground Pedals and rides a tricycle couch without assistance equipment well Finds things when hidden out of sight Understands opposites, why questions, Knows and will state first name, last Understands the difference between real and concepts such as "Yours" versus and make-believe name, and age Sorts simple items into groups (by "Mine" Understands the concept of counting Begins to print letters and shapes similar shape or color) Feeds self with utensils (names some numbers and shapes) Names common objects in books or the Counts up to ten items environment around them Understands 1:1 number Understands the concept of "same" Shows a general understanding of versus "different" correspondence (knows when there is everyday concepts like money and time Shows preference for using one hand one or two of something) Draws a simple image of a person with more than the other Draws purposeful shapes and images primary body parts