Movement	Language
☐ Walks alone	☐ Follows a two-or three-part command
Pulls toys behind her while walking	Recognizes and identifies almost all common objects and
☐ Carries large toy or several toys while walking	pictures
Begins to run	Understands most sentences
Stands on tiptoe	Understands placement in space ("on", "in", "under")
☐ Kicks a ball	☐ Uses 4 to 5 word sentences
☐ Climbs onto and down from furniture unassisted	☐ Can say name, age, sex
	Uses pronouns (I, you, me, we, they) and some plurals (cars,
☐ Walks up and down stairs holding on to support	dogs, cats)
Hand and finger skills	☐ Strangers can understand most of his or her words
☐ Scribbles on his or her own	
☐ Turns over container to pour out contents	Movement
☐ Builds tower of four blocks or more	☐ Climbs well
☐ Might use one hand more often than the other	Walks up and down stairs, alternating feet (one foot per stair
Davidania antal Haalib Watab	step) Kicks ball
<u>Developmental Health Watch</u>	
Alert your child's doctor or nurse if your child displays any of the	I I = ········
following signs of possible developmental delay for this age range.	I I =
☐ Cannot walk by 18 months	☐ Bends over easily without falling
Fails to develop a mature heel-toe walking pattern after several	Hand and Finger Skills
months of walking, or walks only on his toes	☐ Makes up-and-down, side-to-side, and circular lines with
☐ Does not speak at least 15 words	pencil or crayon
☐ Does not use two-word sentences by age 2	☐ Turns book pages one at a time
☐ By 15 months, does not seem to know the function of common	Builds tower of more than six blocks
household objects (brush, telephone, bell, fork, spoon)	☐ Holds pencil in writing position
Does not imitate actions or words by the end of this period	☐ Screws and unscrews jar lids, nuts, and bolts
☐ Does not follow simple instructions by age 2	☐ Turns rotating handles
☐ Cannot push a wheeled toy by age 2	Davalanmantal Haalth Watch
Experiences a dramatic loss of skills he or she once had	Developmental Health Watch
(24 Months—36 Months)	Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.
Social	☐ Frequent falling and difficulty with stairs
☐ Imitates adults and playmates	Persistent drooling or very unclear speech
☐ Spontaneously shows affection for familiar playmates	Cannot build a tower of more than four blocks
☐ Can take turns in games	
Understands concept of "mine" and "his/hers"	
= chacheanas consept or mine and mayners	
Emotional	
☐ Expresses affection openly	No involvement in "pretend" play Does not understand simple instructions
Expresses a wide range of emotions	
☐ By 3, separates easily from parents	Little interest in other children
Objects to major changes in routine	Extreme difficulty separating from mother or primary
	caregiver
Cognitive	☐ Poor eye contact☐ Limited interest in toys
☐ Makes mechanical toys work	l le '
\square Matches an object in her hand or room to picture in a book	Experiences a dramatic loss in skill he or she once had
\square Plays make-believe with dolls, animals, and people	
☐ Sorts objects by shape and color	
☐ Completes puzzles with three or four pieces	
☐ Understands concept of "two"	
	From CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5 by Steven Shelov, M.D. and Robert E. Hannermann, published by Bantam Books, a division of Random House, Inc., and The American Academy of Pediatrics. The appearance of the name American Academy of Pediatrics does not imply endorsement of any product or service.

What will an Early Intervention evaluation tell me about my child?

During an evaluation, the early intervention team will gather information about your child to answer specific questions about your child's development. An early intervention evaluation will give you & the early intervention team information about your child's development & help decide if there is a need for ongoing early intervention services.

The early intervention evaluation will look at gross motor skills, fine motor skills, communication, speech, language, sensory, social & emotional development, cognitive. adaptive, & self-help skills.

Who is eligible for early intervention services?

In New Jersey, infants & toddlers are eligible for early intervention services if they are under 3 years of age. The child must demonstrate delays of at least:

☐ 2.0 standard deviation below the mean in one developmental area

1.5 standard deviation below the mean in two or more of the development areas

Medically diagnosed physical or mental condition that typically results in developmental delay (for example, Down Syndrome, Autism, Cerebral Palsy, etc.)

WE'RE HERE TO HELP

Regional Early Intervention Collaboratives (REIC) are a partnership of families & early intervention providers working together to ensure high quality early intervention services for children with special needs (ages 0-3) and their families living in New Jersey.

The REIC work to assure access to & availability of individualized early intervention services & assists families as they work to meet their children's needs in their home & community.

> "Through our sameness we connect, through our differences, we grow."

--Virginia Satir, World Renowned Family Therapist

If your child should be crawling, walking or talking, but isn't, call for information about resources and services for your child under age 3.

> Statewide, toll-free (888) 653-4463

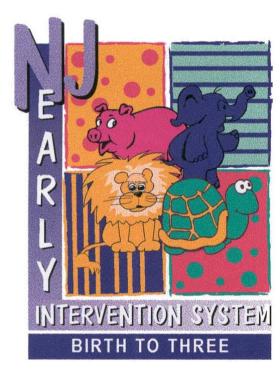
The Regional Early Intervention Collaboratives (REICs) are funded by the New Jersey Department of Health, Early Intervention System with funds from Part C of the Individuals with Disabilities Education Act (IDEA).

7/23/2012

New Jersey's

Early Intervention System

Your Child's Development Important Milestones: (Birth - 36 months)



Regional Early Intervention Collaborative—REIC

> (888) 653-4463 www.njeis.org

http://nj.gov/health/fhs/eis

Babies develop at their own pace, so it's impossible to tell exactly when your child will learn a given skill. The developmental milestones listed below will give you a general idea of the changes you can expect, but don't be alarmed if your own baby's development takes a slightly different course.	 □ Does not pay attention to new faces, or seems frightened by new faces or surroundings □ Experiences a dramatic loss of skills he or she once had (4 Months—8 Months)
(Birth—4 Months)	Social and Emotional
(birdi 4 Fiolidis)	Enjoys social play
Social and Emotional	☐ Interested in mirror images
Begins to develop a social smile	Responds to other people's expressions of emotion & appears
Enjoys playing with other people and may cry when playing stops	joyful often
Becomes more expressive and communicates more with face	Cognitive
and body	Finds partially hidden object
☐ Imitates some movements and facial expressions	Explores with hands and mouth
Movement	☐ Struggles to get objects that are out of reach
Raises head and chest when lying on stomach	Language
☐ Supports upper body with arms when lying on stomach	Responds to own name
☐ Stretches legs out and kicks when lying on stomach or back	Begins to respond to "no"
Opens and shuts hands	Can tell emotions by tone of voice
Pushes down on legs when feet are placed on a firm surface	Responds to sound by making sounds
☐ Brings hand to mouth	Uses voice to express joy and displeasure
☐ Takes swipes at dangling objects with hands	Babbles chains of sounds
Grasps and shakes hand toys	Dabbies chains of sounds
·	Movement
/ision	Rolls both ways (front to back, back to front)
☐ Watches faces intently	Sits with, and then without, support on hands
Follows moving objects	Supports whole weight on legs
Recognizes familiar objects and people at a distance	Reaches with one hand
☐ Starts using hands and eyes in coordination	☐ Transfers object from hand to hand
learing and Speech	☐ Uses hand to rake objects
☐ Smiles at the sound of your voice	Vision
Begins to babble	Develops full color vision
Begins to imitate some sounds	☐ Distance vision matures
☐ Turns head toward direction of sound	☐ Ability to track moving objects improves
Developmental Health Watch	Developmental Health Watch
Alert your child's doctor or nurse if your child displays any of the ollowing signs of possible developmental delay for this age range.	Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.
☐ Does not seem to respond to loud noises	☐ Seems very stiff, with tight muscles
Does not notice hands by 2 months	☐ Seems very floppy, like a rag doll
Does not follow moving objects with eyes by 2 to 3 months	☐ Head still flops back when body is pulled into sitting position
Does not grasp and hold objects by 3 months	Reaches with one hand only
Does not smile at people by 3 months	Refuses to cuddle
☐ Cannot support head well by 3 months	\square Shows no affection for the person who cares for him or her
Does not reach for and grasp toys by 3 to 4 months	☐ Doesn't seem to enjoy being around people
☐ Does not babble by 3 to 4 months	☐ One or both eyes consistently turn in or out
Does not bring objects to mouth by 4 months	Persistent tearing, eye drainage or sensitivity to light
Begins babbling, but does not try to imitate any of your sounds	☐ Does not respond to sounds around him or her
by 4 months	☐ Has difficulty getting objects to mouth
☐ Does not push down with legs when feet are placed on a firm	☐ Does not turn head to locate sounds by 4 months
surface by four months	Does not roll over in either direction (front to back or back to
Has trouble moving one or both eyes in all directions	front) by 5 months
☐ Crosses eyes most of the time (occasional crossing of the eyes	☐ Seems impossible to comfort at night after 5 months
is normal in these first months)	☐ Does not smile on his or her own by 5 months
	☐ Cannot sit up with help by 6 months

	Does not laugh or make squealing sounds by 6 months
	Does not actively reach for objects by 6 to 7 months
	Does not follow objects with both eyes at near (1 foot) and far $% \left(1\right) =\left(1\right) \left(1\right) $
_	(6 feet) ranges by 7 months
_	Does not bear weight on legs by 7 months
_	Does not try to attract attention through actions by 7 months
_	Does not babble by 8 months
_	Shows no interest in games of peek-a-boo by 8 months
Ш	Experiences a dramatic loss of skills he or she once had
(8	Months—12 Months)
Soc	cial and Emotional
	Shy or anxious with strangers
	Cries when mother or father leaves
	Enjoys imitating people in his play
	Shows specific preferences for certain people and toys
	Tests parental responses to his actions during feedings
	Tests parental responses to his behavior
	May be fearful in some situations
	Prefers mother and/or regular caregiver over all others
	Repeats sounds or gestures for attention
	Finger-feeds himself
	Extends arm or leg to help when being dressed
٠.,	nnitivo
	pnitive Explores objects in many different ways (shaking, banging,
_	throwing, dropping)
	Finds hidden objects easily
	Looks at correct picture when the image is named
	Imitates gestures
	Begins to use objects correctly (drinking from cup, brushing
	hair, dialing phone, listening to receiver)
Lar	guage
	Pays increasing attention to speech
	Responds to simple verbal requests
	Responds to "no"
	Uses simple gestures, such as shaking head for "no"
	Babbles with inflection (changes in tone)
_	Says "dada" and "mama"
$\overline{}$	Uses exclamations, such as "Oh-oh!"
$\overline{}$	Tries to imitate words
_	vement
$\overline{}$	Reaches sitting position without assistance
	Crawls forward on belly
_	Assumes hands-and-knees position
	Crane or hands and linear
	Creeps on hands and knees
	Gets from sitting to crawling or prone (lying on stomach)
	Gets from sitting to crawling or prone (lying on stomach) position
	Gets from sitting to crawling or prone (lying on stomach) position Pulls self up to stand
	Gets from sitting to crawling or prone (lying on stomach) position Pulls self up to stand Walks holding on to furniture
	Gets from sitting to crawling or prone (lying on stomach) position Pulls self up to stand

	(Continued on Back)
	Points to object or picture when it's named for him Recognizes names of familiar people, objects and body parts Says several single words (by 15 to 18 months) Uses simple phrases (by 18 to 24 months) Uses 2 to 4 word sentences Follows simple instructions Repeats words overheard in conversation
	gnitive Finds objects even when hidden under two or three covers Begins to sort by shapes and colors Begins make-believe play
	otional Demonstrates increasing independence Begins to show defiant behavior Separation anxiety increases toward midyear then fades
	Imitates behaviors of others, especially adults and older children More aware of herself as separate from others More excited about company of other children
whe belo as y slig	dren develop at their own pace, so it's impossible to tell exacen yours will learn a given skill. The developmental milestones ow will give you a general idea of the changes you can expect your child gets older, but don't be alarmed if your child takes htly different course. 2 Months—24 Months)
	head Does not point to objects or pictures Experiences a dramatic loss of skills he or she once had
	watches Says no single words ("mama" or "dada") Does not learn to use gestures, such as waving or shaking
	Does not crawl Drags one side of body while crawling (for over one month) Cannot stand when supported Does not search for objects that are hidden while he or she
	rt your child's doctor or nurse if your child displays any of the owing signs of possible developmental delay for this age rang
	evelopmental Health Watch
	Pokes with index finger Tries to imitate scribbling
	Takes objects out of container Lets objects go voluntarily
	Puts objects into container
	Uses pincer grasp Bangs two objects together
	nd and Finger Skills