

1 year



2 years

## Welcome Parents . . .

This Map is designed to make it easy to **follow your child's developmental path.**

In addition, it offers important suggestions for **where to turn** if you have questions about your child's development and want to learn more.

When a child is developmentally delayed, **early intervention** makes all the difference! So, use this Map as your guide . . . and if you have any questions at all, talk to your child's doctor and request a developmental screening to rule out conditions such as autism. **Don't wait!**

See Map Inside

## What is Developmental Screening?

Developmental screening is a procedure designed to identify children whose development is delayed or disordered. It allows for earlier detection of delays and can improve child health and well-being.

The Centers for Disease Control and Prevention have an informative fact sheet that answers common questions about developmental screening. Check it out at: [www.cdc.gov/ncbddd/autism/actearly/screening.html](http://www.cdc.gov/ncbddd/autism/actearly/screening.html)

## The Rights of Your Child

If you suspect that your child is developmentally delayed or may be on the autism spectrum, learn about his/her rights! Services can be provided at no cost to you. Check out this important link: [www.autismspeaks.org/howtoCOPE/index.php](http://www.autismspeaks.org/howtoCOPE/index.php)

## Early Intervention:

*What It Is — and Who to Contact*

If a child is showing developmental delays, **early intervention** is important. Early intervention programs aim to help children develop skills that are lagging. If you have concerns about your child's development, **speak up!**

- **Talk to your pediatrician** about having a developmental screening to rule out conditions such as autism.
- Contact your local **early intervention agency** (for children under 3) or **public school** (for children 3 and older).
- If you are not satisfied with the answers you receive from the first professional you speak with, seek out additional opinions.

## Online Resources

### Information:

Check out these important sources of information about typical child development and potential "red flags":

- CDC's "Learn the Signs. Act Early." Campaign: [www.cdc.gov/actearly](http://www.cdc.gov/actearly)
- Autism Speaks: [www.AutismSpeaks.org](http://www.AutismSpeaks.org)

### Services:

- Autism Speaks Family Services: [www.autismspeaks.org/familyresources](http://www.autismspeaks.org/familyresources)
- National Dissemination Center for Children with Disabilities: [www.nichcy.org](http://www.nichcy.org)



**AUTISM SPEAKS™**  
It's time to listen.  
[www.AutismSpeaks.org](http://www.AutismSpeaks.org)



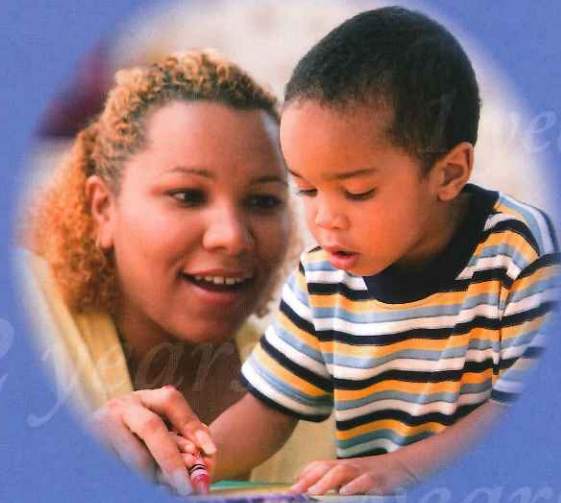
[www.adcouncil.org](http://www.adcouncil.org)



[www.cdc.gov/actearly](http://www.cdc.gov/actearly)

# Early Childhood Milestone Map

3 months



## For Parents of Children ages 0 – 5

Your child is growing and changing every day! As a parent, it's important to keep track of your child's progress and watch for typical developmental milestones along the way.



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[www.cdc.gov/actearly](http://www.cdc.gov/actearly)



# Early Childhood Milestone Map

Each child develops at his/her own pace, so it may be difficult to tell exactly when yours will learn a given skill. These developmental milestones are designed to give you a general idea of the changes you can expect as your child grows.

## By 3 to 4 Months

- Watches faces with interest and follows moving objects
- Recognizes familiar objects and people; smiles at the sound of your voice
- Begins to develop a social smile
- Turns head toward sounds



## By 7 Months

- Responds to other people's emotions
- Enjoys face-to-face play; can find partially hidden objects
- Explores with hands and mouth; struggles for out of reach objects
- Uses voice to express joy and displeasure; babbles chains of sounds

## By 12 Months (1 Year)

- Enjoys imitating people; tries to imitate sounds
- Enjoys simple social games, such as "gonna get you!"
- Explores objects; finds hidden objects
- Responds to "no"; uses simple gestures, such as pointing to an object
- Babbles with changes in tone; may use single words ("dada," "mama," "Uh-oh!")
- Turns to person speaking when his/her name is called

## By 2 Years

- Imitates behavior of others; is excited about company of other children
- Understands several words
- Finds deeply hidden objects; points to named pictures and objects
- Begins to sort by shapes and colors; begins simple make-believe play
- Recognizes names of familiar people and objects; follows simple instructions
- Combines 2 words to communicate with others, such as "more cookie?"

## By 3 Years

- Expresses affection openly and has a wide range of emotions
- Makes mechanical toys work; plays make-believe
- Sorts objects by shape and color; matches objects to pictures
- Follows a 2- or 3-part command; uses simple phrases to communicate with others, such as "go outside, swing?"
- Uses pronouns (I, you, me) and some plurals (cars, dogs)



## By 4 Years

- Cooperates with other children; is increasingly inventive in fantasy play
- Names some colors; understands counting
- Speaks in sentences of 5 to 6 words
- Tells stories; speaks clearly enough for strangers to understand
- Follows 3-part commands; understands "same" and "different"



## By 5 years

- Wants to be like his/her friends; likes to sing, dance, and act
- Is able to distinguish fantasy from reality
- Shows increased independence
- Can count 10 or more objects and correctly name at least 4 colors
- Speaks in sentences of more than 5 words; tells longer stories

