

**RECORD SHEET 6 (page 1)**

























































**EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT**

**Note:** Although on these guides physical and mental skills are separated, the two are often closely interrelated. These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

Name: \_\_\_\_\_

Birth date: \_\_\_\_\_

Date: \_\_\_\_\_

| PHYSICAL DEVELOPMENT   | Average age skills begin  | 3 months   | 6 months  | 9 months   | 1 year   | 2 years  | 3 years   | 5 years  | What to do if a child is behind  |
|------------------------|---|--|---|--|--|--|---|--|--|
| Head and trunk control | <br>lifts head part way up           | <br>holds head up briefly           | <br>holds up head up shoulders         | <br>turns head and shifts weight        | <br>holds head up well when lifted       | <br>moves and holds head easily in all directions | <br>can walk on tiptoe and on heels                                | <br>hops on one foot          | Activities to improve head and trunk control (see p. 302).<br><br>Activities to develop rolling and twisting (see p. 304). |
| Rolling                | <br>rolls belly to back              | <br>rolls back to belly             | <br>rolls over and over easily in play | <br>sits well without support            | <br>twists and moves easily while sitting | <br>walks easily backward                         | <br>walks easily backward  | <br>hops on one foot          | Work on sitting. Special seating if needed (p. 308).   |
| Sitting                | <br>sits only with full support      | <br>sits with some support          | <br>begins to sit without support      | <br>pulls to standing                    | <br>takes steps                           | <br>walks   | <br>walks easily backward  | <br>hops on one foot          | Activities to improve balance (see p. 306).  |
| Crawling and walking   | <br>begins to creep                  | <br>begins to reach towards objects | <br>reaches and grasps with whole hand | <br>passes object from one hand to other | <br>grasps with thumb and forefinger      | <br>grasps with thumb and forefinger              | <br>easily moves fingers back and forth from nose to moving object | <br>throws and catches ball   | Eye-hand activities. Use toys and games to develop hand and finger control (see p. 305).                                   |
| Arm and hand control   | <br>grips finger put into hand      | <br>follows close object with eyes | <br>recognizes different faces        | <br>eyes focus on far object            | <br>looks at small things/pictures       | <br>looks at small things/pictures               | <br>sees small shapes clearly at 6 meters (see p. 453 for test).  | <br>throws and catches ball  | Have eyes checked (see p. 452). If poor, see Chapter 30.   |
| Seeing                 | <br>follows close object with eyes | <br>recognizes different faces    | <br>eyes focus on far object         | <br>grasps with thumb and forefinger   | <br>looks at small things/pictures      | <br>looks at small things/pictures              | <br>sees small shapes clearly at 6 meters (see p. 453 for test). | <br>throws and catches ball | Have eyes checked (see p. 452). If poor, see Chapter 30.   |
| Hearing                | <br>responds to mother's voice     | <br>responds to mother's voice    | <br>recognizes different faces       | <br>eyes focus on far object           | <br>grasps with thumb and forefinger    | <br>looks at small things/pictures              | <br>sees small shapes clearly at 6 meters (see p. 453 for test). | <br>throws and catches ball | Have hearing checked. If poor, see Chapter 31.   |

**RECORD SHEET**  
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**EVALUATION OF A CHILD'S LEVEL OF MENTAL AND SOCIAL DEVELOPMENT**

Name: \_\_\_\_\_  
Birth date: \_\_\_\_\_  
Date: \_\_\_\_\_

| MENTAL DEVELOPMENT         | Average age skills begin           | 3 months                          | 6 months  | 9 months                                     | 1 year                                | 2 years   | 3 years                                    | 5 years                                 | What to do if a child is behind  |
|----------------------------|------------------------------------|-----------------------------------|---|--|---------------------------------------|---|--|---|--|
| Communication and language | cries when wet or hungry           | coos when comfortable             | uses simple sounds                              | uses certain sounds for different things     | begins to use simple words            | likes to be praised after completing simple tasks | uses simple sentences                      | uses simple sentences                   | Speak and sing often to child. If needed, develop alternatives to speech (p. 313).           |
| Social behavior            | smiles when wet                    | smiles when smiled at             | smiles when smiled at                           | begins to understand and respond to "NO!"    | begins to do simple things when asked | likes to be praised after completing simple tasks | interacts with both adults and children    | interacts with both adults and children | Consider trying behavioral approach to social behavior (see p. 349).                         |
| Self-care                  | sucks breast                       | takes everything to mouth         | chews solid food                                | begins to feed self                          | drinks alone from glass               | takes off simple clothes                          | toilet trained                             | bathes and dresses                      | Encourage child to help self, if possible. Use behavioral approach to learning (see p. 350). |
| Attention and interest     | smiles when smiled at              | brief interest in toys and sounds | develops strong attachments to caretakers       | takes longer interest in toys and activities | begins to play with other children    | sorts different objects                           | begins to play with other children         | builds playthings with several pieces   | Early stimulation activities (see Chapter 35). Provide toys and 'fun' objects.               |
| Play                       | grasps things placed in hand       | plays with own body               | begins to enjoy first social games (peek-a-boo) | imitates and copies people                   | begins to play with other children    | begins to play with other children                | plays independently with children and toys | follows multiple instructions           | Guided play, lots of stimulation and interaction with other children.                        |
| Intelligence and learning  | cries when hungry or uncomfortable | recognizes mother                 | recognizes several people                       | looks for toys that fall out of sight        | copies simple actions                 | points to things when asked                       | follows simple instructions                | follows multiple instructions           | Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.                   |

Put a **circle** around the level of development that the child is now at in each area.  
Put a **square** around the skill to the right of the one you circled, and focus training on that skill.  
If the child has reached an age and has not mastered the corresponding level of skill, special training may be needed.