



## Recommended Readings

### For Your Child

**Amigos en Escuela/Friends at School** by Rochelle Bunnett  
*Available in both Spanish and English, Friends at School illustrates how children of different abilities can work and play together at school.*

**A Rainbow of Friends** by P.K. Hallinan  
*This book encourages children to accept one another's differences.*

**Timothy Goes to School** by Rosemary Wells  
*The story centers around a raccoon named Timothy who has to overcome his insecurities.*

**Big Brother Dustin** by Alden R. Carter  
*This book is about a boy named Dustin. Dustin has Down syndrome and is about to become a big brother.*

**Happy Birthday Jason** by Jean Cutbill  
*This book teaches children that even if they have a learning disability, they are not so different from their non-LD friends.*

**Keith Edward's Different Day** by Karin Melberg Schwier  
*The main character, Keith Edward, learns that it is okay to be different.*

### For You

**Teaching the Young Child with Motor Delays: A Guide for Parents and Professionals** by Marci J. Hanson and Susan R. Harris

**When Your Child Has a Disability: The Complete Sourcebook of Daily and Medical Care, Revised Edition** by Mark L. Batshaw

**The Child with Special Needs: Encouraging Intellectual and Emotional Growth** by Stanley I. Greenspan, M.D. and Serena Wieder, PhD

**You Will Dream New Dreams: Inspiring Personal Stories by Parents of Children with Disabilities** by Stanley D. Klein and Kim Schive

**Special Children, Challenged Parents: The Struggles and Rewards of Raising a Child with a Disability** by Robert A. Naseef



## How do I know if my child has a delay?

Each child develops at his or her own pace. An active child will develop physical skills more quickly. A shy child may be slower to develop speech. Both of these situations can be perfectly normal. So instead of asking whether your child is normal, you may find it more helpful to ask whether your child has reached specific developmental milestones. By learning when children usually develop certain abilities, parents and caregivers can understand when a child is doing fine and when a child may need more help.

### What are developmental milestones?

As children grow, they develop specific abilities, like walking up stairs or recognizing colors. These are called developmental milestones. The following pages list several important milestones grouped by the age at which most children reach them.

Not every child follows this timeline. Your child might reach some milestones later and be developing just fine. If your child is having trouble meeting many of the milestones for his or her age or seems really behind in one area, your child may need extra help.

If your child was born premature, it is likely that he or she will reach these milestones later. This gap typically disappears between ages 2 and 3.

### If you think your child may have a developmental delay, please take action!

Don't wait to see if they will grow out of it. The help that children get when they are young has a much bigger impact on them. The right support in the first 5 years of a child's life can sometimes prevent the need for help later in school.

- For children ages 3 through 5, call Early Stages at 202-698-8037 or visit our website at [www.earlystagesdc.org](http://www.earlystagesdc.org).
- For children under age 3, call the DC Early Intervention Program at 202-727-3665.



**By the end of their  
THIRD MONTH,  
most babies:**

- Lift head and chest when lying on stomach
- Hold upper body up with arms when lying on stomach
- Kick legs
- Open and shut hands
- Bring hands to mouth
- Grab and shake toys
- Watch moving objects
- Watch faces closely
- Recognize familiar objects and people
- Start using hands and eyes together
- Begin to babble and to imitate some sounds
- Smile when they hear their parents' voices
- Enjoy playing with other people
- May cry when playing stops<sup>1</sup>

3 months



**By the end of their  
SEVENTH MONTH,  
most babies:**

- Roll over stomach to back and back to stomach
- Sit up
- Reach for objects
- Move objects from one hand to the other
- Support weight on legs when held up
- See in color
- See at a distance
- Use voice to express feelings
- Respond to own name
- Babble
- Understand emotions by tone of voice
- Explore objects with hands and mouth
- Struggle to get objects that are out of reach
- Enjoy playing peek-a-boo
- Show an interest in mirrors<sup>1</sup>

7 months



**By their  
FIRST BIRTHDAY,  
most babies:**

- Crawl
- Pull self up to stand
- Walk holding onto furniture
- May walk few steps without help
- Grasp with fingers
- Say "dada" and "mama"
- Try to imitate words
- Respond to "no" and simple requests
- Use simple gestures, such as shaking head "no" and waving bye-bye
- Explore objects
- Begin to use objects (drinking from cup, brushing hair)
- Find hidden objects easily<sup>1</sup>

1



**By their  
SECOND BIRTHDAY,  
most children:**

- Walk alone
- Jump
- Pull toys behind them while walking
- Carry toys while walking
- Begin to run
- Kick a ball
- Climb on and off furniture
- Walk up and down stairs while holding onto support
- Scribble with crayon
- Build tower of 5 blocks or more
- Recognize names of familiar people, objects and body parts
- Use 2 words together
- Follow simple instructions (1 or 2 steps)
- Begin to sort objects by shapes and colors
- Begin to play make-believe
- Imitate behavior of others
- Want to do things for themselves<sup>1</sup>

2



**By their  
THIRD BIRTHDAY,  
most children:**

- Can do some things for themselves (like putting on clothes and feeding self)
- Enjoy playing imaginatively and with other kids
- Tell stories with 2 to 3 sentences
- Can be understood more than half of the time
- Can name a friend
- Know whether they are a boy or girl
- Build a tower of 6 to 8 cubes
- Throw a ball overhand
- Ride a tricycle
- Walk up stairs alternating feet
- Balance on 1 foot for 1 second
- Copy a circle
- Draw a person with 2 body parts (head and one other part)
- Are toilet trained during the daytime<sup>2</sup>

3



**By their  
FOURTH BIRTHDAY,  
most children:**

- Play with other children
- Can follow family rules
- Play with favorite toys
- Listen to stories
- Engage in fantasy play
- Know first and last name
- Sing a song or say a poem from memory
- Know what to do if cold, tired, or hungry
- Can be understood
- Name 4 colors
- Play board/card games
- Draw a person with 3 parts
- Hop on one foot
- Balance on 1 foot for 2 seconds
- Build a tower of 8 blocks
- Copy a cross
- Can eat by themselves
- Brush their teeth
- Can dress self

4



**By their  
FIFTH BIRTHDAY,  
most children:**

- Are more likely to agree to rules
- Like to sing, dance, and act
- Able to distinguish fantasy from reality
- Recall part of a story
- Speak sentences of more than 5 words
- Know their name and address
- Can count 10 or more objects
- Correctly name at least 4 colors
- Stand on one foot for ten seconds or longer
- Hop, swing, and climb
- Copy a triangle and other geometric patterns
- Print some letters of the alphabet
- Use a fork and spoon
- Dress and undress without assistance<sup>2</sup>

5