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
☐ Walks up and down stairs holding on to support	Uses pronouns (I, you, me, we, they) and some plurals (cars,
Hand and finger skills	dogs, cats) Strangers can understand most of his or her words
Scribbles on his or her own	Strangers can understand most of his of her words
☐ 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
	step) Kicks ball
<u>Developmental Health Watch</u>	I I I I I I I I I I I I I I I I I I I
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.	
☐ 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	Bassalanus antal Haalib Watab
	<u>Developmental Health Watch</u>
☐ Experiences a dramatic loss of skills he or she once had	Alert your child's doctor or nurse if your child displays any of the
	
Experiences a dramatic loss of skills he or she once had	Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range.
☐ Experiences a dramatic loss of skills he or she once had (24 Months—36 Months) Social	Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range. Frequent falling and difficulty with stairs
 □ Experiences a dramatic loss of skills he or she once had (24 Months—36 Months) Social □ Imitates adults and playmates 	Alert your child's doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range. Frequent falling and difficulty with stairs Persistent drooling or very unclear speech
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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 and meet the following criteria:

Developmental delay of 25% or more in two or more areas of development

Developmental delay of 33% or more in one area of development

OR

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

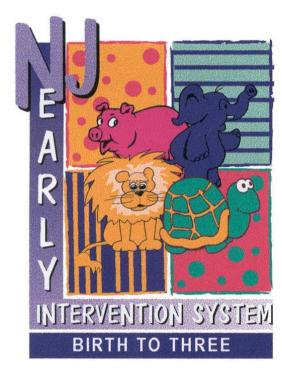
The Regional Early Intervention Collaboratives (REICs) are funded by the New Jersey Department of Health and Senior Services Early Intervention System with funds from Part C of the Individuals with Disabilities Education Act (IDEA).

8/10/2011

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	□ 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	☐ Does not laugh or make squealing sounds by 6 months☐ Does not actively reach for objects by 6 to 7 months☐
you can expect, but don't be alarmed if your own baby's development takes a slightly different course.		Does not follow objects with both eyes at near (1 foot) and far (6 feet) ranges by 7 months
development takes a slightly uniterent course.	(4 Months—8 Months)	☐ Does not bear weight on legs by 7 months
(Birth—4 Months)	Social and Emotional	Does not try to attract attention through actions by 7 months
Social and Emotional	Enjoys social play	Does not babble by 8 months
☐ Begins to develop a social smile	☐ Interested in mirror images	Shows no interest in games of peek-a-boo by 8 months
☐ Enjoys playing with other people and may cry when playing stops	Responds to other people's expressions of emotion & appears joyful often	Experiences a dramatic loss of skills he or she once had (8 Months—12 Months)
☐ Becomes more expressive and communicates more with face	Cognitive	(o Fiolitis 12 Fiolitis)
and body	☐ Finds partially hidden object	Social and Emotional
☐ Imitates some movements and facial expressions	Explores with hands and mouth	Shy or anxious with strangers
Movement	☐ Struggles to get objects that are out of reach	Cries when mother or father leaves
Raises head and chest when lying on stomach	1	Enjoys imitating people in his play
Supports upper body with arms when lying on stomach	Language ☐ Responds to own name	Shows specific preferences for certain people and toys
Stretches legs out and kicks when lying on stomach or back Stretches legs out and kicks when lying on stomach or back	Begins to respond to "no"	☐ Tests parental responses to his actions during feedings
Opens and shuts hands	Can tell emotions by tone of voice	☐ Tests parental responses to his behavior
☐ Pushes down on legs when feet are placed on a firm surface	Responds to sound by making sounds	☐ May be fearful in some situations
☐ Brings hand to mouth	1_ '	☐ Prefers mother and/or regular caregiver over all others
☐ Takes swipes at dangling objects with hands	Uses voice to express joy and displeasure Babbles chains of sounds	Repeats sounds or gestures for attention
Grasps and shakes hand toys	Baddles chains of sounds	☐ Finger-feeds himself
Grasps and snakes name toys	Movement	☐ Extends arm or leg to help when being dressed
Vision	Rolls both ways (front to back, back to front)	Cognitive
Watches faces intently	☐ Sits with, and then without, support on hands	Explores objects in many different ways (shaking, banging,
Follows moving objects	☐ Supports whole weight on legs	throwing, dropping)
Recognizes familiar objects and people at a distance	☐ Reaches with one hand	Finds hidden objects easily
Starts using hands and eyes in coordination	☐ Transfers object from hand to hand	Looks at correct picture when the image is named
Hearing and Speech	☐ Uses hand to rake objects	☐ Imitates gestures
☐ Smiles at the sound of your voice	Vision	Begins to use objects correctly (drinking from cup, brushing
Begins to babble	Develops full color vision	hair, dialing phone, listening to receiver)
☐ Begins to imitate some sounds	☐ Distance vision matures	
☐ Turns head toward direction of sound	Ability to track moving objects improves	Language Pays increasing attention to speech
	Ability to track moving objects improves	
Developmental Health Watch	<u>Developmental Health Watch</u>	
Alert your child's doctor or nurse if your child displays any of the	Alert your child's doctor or nurse if your child displays any of the	Responds to "no"
following signs of possible developmental delay for this age range.	following signs of possible developmental delay for this age range.	Uses simple gestures, such as shaking head for "no"
☐ Does not seem to respond to loud noises	☐ Seems very stiff, with tight muscles	☐ Babbles with inflection (changes in tone) ☐ Says "dada" and "mama"
Does not notice hands by 2 months	Seems very floppy, like a rag doll	☐ Says "dada" and "mama" ☐ Uses exclamations, such as "Oh-oh!"
Does not follow moving objects with eyes by 2 to 3 months	Head still flops back when body is pulled into sitting position	I <u>—</u>
Does not grasp and hold objects by 3 months	Reaches with one hand only	☐ Tries to imitate words
Does not smile at people by 3 months	Refuses to cuddle	Movement
Cannot support head well by 3 months	Shows no affection for the person who cares for him or her	Reaches sitting position without assistance
Does not reach for and grasp toys by 3 to 4 months	Doesn't seem to enjoy being around people	☐ Crawls forward on belly
Does not babble by 3 to 4 months	One or both eyes consistently turn in or out	☐ Assumes hands-and-knees position
	Persistent tearing, eye drainage or sensitivity to light	☐ Creeps on hands and knees
Does not bring objects to mouth by 4 months		Gets from sitting to crawling or prone (lying on stomach)
Begins babbling, but does not try to imitate any of your sounds by 4 months		position
Does not push down with legs when feet are placed on a firm	Has difficulty getting objects to mouth Does not turn head to locate sounds by 4 months	☐ Pulls self up to stand
surface by four months	Does not turn nead to locate sounds by 4 months Does not roll over in either direction (front to back or back to	☐ Walks holding on to furniture
Has trouble moving one or both eyes in all directions	front) by 5 months	☐ Stands momentarily without support
☐ Crosses eyes most of the time (occasional crossing of the eyes	Seems impossible to comfort at night after 5 months	☐ May walk two or three steps without support
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	
l l	_ carnot sit up with neip by o months	1

Hand and Fi	
mana ana m	nger Skills
☐ Uses pind	er grasp
☐ Bangs tw	o objects together
☐ Puts obje	ects into container
☐ Takes ob	jects out of container
☐ Lets obje	cts go voluntarily
	th index finger
	mitate scribbling
Develop	nental Health Watch
	ld's doctor or nurse if your child displays any of the
	is of possible developmental delay for this age range
☐ Does not	crawl
☐ Drags on	e side of body while crawling (for over one month)
☐ Cannot s	tand when supported
☐ Does not watches	search for objects that are hidden while he or she
•	single words ("mama" or "dada")
☐ Does not head	learn to use gestures, such as waving or shaking
	point to objects or pictures
☐ Experien	ces a dramatic loss of skills he or she once had
when yours v below will giv	lop at their own pace, so it's impossible to tell exactivit learn a given skill. The developmental milestones e you a general idea of the changes you can expect gets older, but don't be alarmed if your child takes and course.
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(12 Mon Social Imitates children More awa More exc Emotional Demonst Separation Cognitive Finds obj Begins to Begins to Begins to Begins to Points to	behaviors of others, especially adults and older are of herself as separate from others ited about company of other children arates increasing independence a show defiant behavior on anxiety increases toward midyear then fades ects even when hidden under two or three covers a sort by shapes and colors ake-believe play
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