



# Milestone Checklist

Ages 0 - 18 months



Age	Affective Development	Fine Motor Skills	Gross Motor Skills	Suggested interactions (CARE, RESPONSIVENESS, STIMULATION) Each step is cumulative; continue each step until baby achieves mastery and desires additional challenges
0-4 Months	<ul style="list-style-type: none"> <li>Smiles</li> <li>Responds to the sound of your voice</li> </ul>	<ul style="list-style-type: none"> <li>Looks intently at objects and scenery around him</li> <li>Can see range 8-11 inches; eyes may wander and cross</li> <li>Eyes track moving objects</li> <li>Grasps objects like rattles, teething rings, fingers</li> <li>Coos and babbles</li> <li>Primitive Reflexes: Palmar hand grasping, rooting, sucking</li> <li>Plays with oral air control (lets out air in a "p" or "b" sound)</li> </ul>	<ul style="list-style-type: none"> <li>Lifts head</li> <li>Turns head 45 degrees</li> </ul>	<p><b>CARE:</b> Hold baby skin-to-skin as newborn; guide baby through transitions: sleeping, feeding, playing, diaper changes, bathtime; <b>RESPONSIVENESS:</b> Breastfeed (if bottle fed look at and talk to baby while feeding); cuddle and hold in different positions to help baby develop sense of balance and stability; <b>STIMULATION:</b> Talk to baby; play peek-a-boo; touch and count fingers and toes; sing songs; clap hands together; make faces at baby; provide tummy time: use mirrors during tummy time for baby to look at self</p>
4-8 Months	<ul style="list-style-type: none"> <li>Shows separation anxiety               <ul style="list-style-type: none"> <li>Forms mental representation for objects and begins to strengthen memory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reaches for objects in sight</li> <li>Continues to play with oral air control and adds syllabic rhythm ("b" sound becomes "ba-ba-ba")</li> </ul>	<ul style="list-style-type: none"> <li>Rolls from back to front</li> <li>Rolls from front to back</li> <li>Sit up without assistance</li> </ul>	<p><b>CARE:</b> Be attentive in play with baby; describe day-to-day tasks to baby while completing them; provide predictable schedules for new experiences; create a bedtime routine, allow time for baby to get used to a new caregiver before leaving baby alone with him/her; <b>RESPONSIVENESS:</b> Play with baby on the floor; repeat sounds baby makes <b>STIMULATION:</b> Provide developmentally appropriate toys such as teething rings, balls, and board books; read to baby, pointing at pictures and labeling</p>

<p>8-12 Months</p>	<ul style="list-style-type: none"> <li>• Develops a sense of object permanence (object exists even when out of sight)</li> <li>• Responds to name <ul style="list-style-type: none"> <li>• Babbling</li> </ul> </li> <li>• Pretend plays (pretend drinking from an empty cup, etc.)</li> <li>• Can say 1-4 words (usually nouns and names for primary caregivers)</li> <li>• Experiments with cause-and-effect (i.e. drops something to see you pick it up)</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps objects with thumb and forefinger</li> <li>• Throws things</li> <li>• Waves “bye-bye”</li> </ul>	<ul style="list-style-type: none"> <li>• Pulls self up to standing with furniture</li> <li>• Pushes large toys or objects across the floor</li> <li>• Bangs blocks together</li> </ul>	<p><b>CARE:</b> Use comfort objects to assist in transitions such as to naptime, to bedtime, to be with a babysitter or secondary caregiver; when leaving, say goodbye to baby telling baby that you will be back and when;</p> <p><b>RESPONSIVENESS:</b> Respond to attempts at speech, repeat and interpret “baby talk”; acknowledge feelings baby has and help ease through transitions and new experiences;</p> <p><b>STIMULATION:</b> Read picture books; roll a ball back and forth; provide playdates with child of similar age</p>
<p>12-18 Months</p>	<ul style="list-style-type: none"> <li>• Remembers where objects are (i.e. Can locate where he put his sippy cup)</li> <li>• Develops “holophrases” - single words that have differing meaning for baby and conveyed by changing the intonation and pitch (i.e. “Papa?” to ask “Where is Papa?” vs. “Papa!” to say, “There is Papa!”)</li> <li>• 30-50 word vocabulary</li> <li>• Telegraphic speech – combines words to make sentences but omits articles and prepositions (a, the, an, in, etc.)</li> <li>• Walks away from primary caregiver to explore independently</li> </ul>	<ul style="list-style-type: none"> <li>• Uses eating utensils independently</li> <li>• Drinks from a sippy cup</li> <li>• Opens drawers and cabinets</li> <li>• Turns pages of a book</li> <li>• Begins to use crayons to scribble</li> </ul>	<ul style="list-style-type: none"> <li>• Crawling with hands and knees</li> <li>• Standing with assistance</li> <li>• Walking with assistance</li> <li>• Standing alone</li> <li>• Walking alone</li> </ul>	<p><b>CARE:</b> For at least 2 hours a day, give your child your full attention through play or other one-on-one interactions; Guide baby through new experiences that cause stress; respond to baby’s cries with exaggerated (but not overly dramatic) empathy appropriate to the situation;</p> <p><b>RESPONSIVENESS:</b> Give baby ample opportunities to strengthen legs and sense of balance by holding hands and guiding to upright standing positions; when baby can stand with assistance, walk baby while holding hands; allow baby to learn how to fall on his bottom when practicing standing or walking;</p> <p><b>STIMULATION:</b> Provide new experiences in new places, labeling new vocabulary and sounding out new words</p>

Reference: WHO Multicentre Growth Reference Study Group. WHO Motor Development Study: Windows of achievement for six gross motor development milestones. *Acta Paediatrica Supplement* 2006;450:86-95. [http://www.who.int/childgrowth/standards/mm\\_windows\\_graph.pdf?ua=1](http://www.who.int/childgrowth/standards/mm_windows_graph.pdf?ua=1); [http://www.who.int/mental\\_health/emergencies/ecc\\_note.pdf](http://www.who.int/mental_health/emergencies/ecc_note.pdf); American Optometric Association: <https://www.aoa.org/patients-and-public/good-vision-throughout-life/childrens-vision/infant-vision-birth-to-24-months-of-age>; Medline Plus: <https://medlineplus.gov/ency/article/002456.htm>; Lasley, E., Haas, L., Nabors, D., & Polnick, B. (2014). *Learning through Play*. Dubuque, IA: Kendall Hunt.; *Infancy Physical Development: Fine Motor Skills* by Angela Oswalt, MSW <https://www.gracepointwellness.org/461-child-development-parenting-infants-0-2/article/10110-infancy-physical-development-fine-motor-skills>

Disclaimer: The advice in these tips are not meant to replace medical advice from a physician or pediatrician. Please consult your pediatrician if you suspect any medical or developmental issues with your child. These tips do not replace the relationship between therapist and client in a one on one treatment session with an individualized treatment plan based on professional evaluation. All activities are designed for complete adult supervision. Please use your judgement with your children and do not provide objects that could pose as a choking hazard to young children. Never leave a child unattended during these activities. Lil Mama Bear Blog and contributors are not liable for any injury when replicating any of the described activities found in this blog. This is not an exhaustive list of developmental milestones and lack of achievement of each stage within the given time frame does not necessarily imply a developmental delay. Consult your pediatrician with any concerns.