Developmental Behavioral Pediatrics I

Jill J. Fussell, MD
Associate Professor
University of Arkansas for Medical Sciences
AAP PREP CME course
March 4, 2017
Disclosure Statement

- I have no relevant financial relationships with the manufacturers of any commercial products and/or providers of commercial services discussed in this CME activity.
Learning Objectives

At the conclusion of this activity, the participant should be able to:

- Evaluate differential diagnostic considerations for presenting developmental concerns
- Provide primary care management for autism spectrum disorders
- Recognize age-specific presenting concerns that might suggest hearing loss

ALL assigned Content Specifications are covered:
In slides, * in top right corner
Remaining covered in companion Word document
Developmental Surveillance

“...a flexible, continuous process in which knowledgeable professionals perform skilled observations of children during child health care.”

(P Dworkin)

Components:
- Eliciting and attending to parents’ concerns
- Obtaining relevant developmental history
- Skillfully observing children’s development
- Sharing opinions with other professionals
Developmental Screening

- Brief test to “sort those who probably have problems from those who probably do not”
  - (F. Glascoe, dbpeds.org)
- Use of measures with proven reliability and validity administered in a standardized way
- Part of surveillance
Uses and Limitations of Developmental Screening Tools*

- Limitations: Time, Cost, Reimbursement
- Professionally administered Tools vs. Parent-report Tools
  - Parent-report tools take less time, same or better psychometrics
  - Can train staff to administer parent-report tools
- Can pick up *unsuspected* deviations from the norm
  - Higher prevalence/lower severity conditions
- Provides foundation for counseling, anticipatory guidance
- Reduces those doorknob “Oh, by the way…” parental concerns
- Can “equalize the playing field”
  - Standardized way to bring concerns to the attention of some parents, while reassuring other parents of normal development
Sample Parent-Report Developmental Screening Tools
(Uses and Limitations of Various Developmental Screening Tools)*

<table>
<thead>
<tr>
<th>Tool</th>
<th>Time to Complete/Score</th>
<th>Age range</th>
<th>Sensitivity Specificity</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages and Stages III</td>
<td>15 min/ 3 min</td>
<td>1-66 mo</td>
<td>75-100% 70-100%</td>
<td>6\textsuperscript{th} – 8\textsuperscript{th} grade</td>
</tr>
<tr>
<td>Child Development Inventory</td>
<td>30 min/10 min</td>
<td>18 mo-3 yrs</td>
<td>80% 96%</td>
<td>7\textsuperscript{th}-9\textsuperscript{th} grade</td>
</tr>
<tr>
<td>Infant Development Inventory</td>
<td>5-10 min</td>
<td>0-18mo</td>
<td>85-90% 77-93%</td>
<td></td>
</tr>
<tr>
<td>Child Development Review-Parent Questionnaire</td>
<td>10-20 min</td>
<td>18 mo-5 yrs</td>
<td>68% 88%</td>
<td>6\textsuperscript{th} grade</td>
</tr>
<tr>
<td>PEDS (Parents’ Evaluation of Developmental Status)</td>
<td>5 min/ 2 min</td>
<td>0-8 yrs</td>
<td>74-79% 70-80%</td>
<td>4\textsuperscript{th} – 5\textsuperscript{th} grade</td>
</tr>
</tbody>
</table>
AAP Guideline, Developmental Screening

Specific to age 0-3 years
Perform developmental surveillance each health supervision visit
  - If concerns, administer screening
Perform developmental screening at 9, 18 and 30 month visits
  - Because of EPSDT, may need to do at 24 mo visit instead of 30 month
Concerns/Fails?
  - Refer, follow-up - See algorithm

Reaffirmed August 2014, Pediatrics 134(5):e1520
1. **Pediatric Patient at Preventive Care Visit**

2. Perform Surveillance

3. **Does Surveillance Demonstrate Risk?**
   - Yes: Continue to 5a
   - No: Continue to 4

4. **Is This a 9-, 18-, or 30-mo* Visit?**
   - Yes: Continue to 5b
   - No: Schedule Next Routine Visit

5. **Administer Screening Tool**
   - 5a: Are the Screening Tool Results Positive/Concerning?
     - Yes: Continue to 6b
     - No: Schedule Early Return Visit
   - 5b: Are the Screening Tool Results Positive/Concerning?
     - Yes: Continue to 6b
     - No: Schedule Early Return Visit

6. **Administer Screening Tool**
   - 6a: Are the Screening Tool Results Positive/Concerning?
     - Yes: Make Referrals for: Developmental and Medical Evaluations and Early Developmental Intervention/Early Childhood Services
     - No: Visit Complete
   - 6b: Are the Screening Tool Results Positive/Concerning?
     - Yes: Make Referrals for: Developmental and Medical Evaluations and Early Developmental Intervention/Early Childhood Services
     - No: Visit Complete

7. Related Evaluation and Follow-up Visits

8. Developmental and Medical Evaluations

9. **Is a Developmental Disorder Identified?**
   - Yes: Identify as a Child With Special Health Care Needs
   - No: Schedule Early Return Visit

10. **Identify as a Child With Special Health Care Needs**

http://pediatrics.aappublications.org/content/118/1/405.full.pdf+html
Developmental Milestones*

- Acquisition of developmental milestones
  - Domains:
    - Language (receptive and expressive)
    - Motor (fine and gross)
    - Cognitive
    - Social
    - Play
  - Simultaneous, predictable progression across domains

- Chart in supplementary materials, C Johnson MD et al
Developmental Delay*

**Isolated**
- Delay in one area
- Most often speech-language

**Global**
- Delay in 3 or more areas

**Atypical**
- Asynchronous, or “out of order”
  - Uneven development
  - Advanced in some areas and behind in others
  - “splintering”
- Think autism spectrum disorder, ASD
9-12 month old, for example

- **Cognitive**
  - Object permanence
    - Peek-a-boo
    - Separation anxiety/stranger anxiety

- **Receptive Language**
  - Response to name

- **Red flags for ASD**
  - May look for a favorite toy out of site, but not respond to name, play peek-a-boo
Presenting Parent Concerns with ASD
(http://www.cdc.gov/ncbddd/autism/symptoms.htm)
Learn the signs. Act Early.

- avoiding eye-contact
- not sharing/showing objects or interests with parents
- prefers to play alone
- lives in a world of their own
- not talking
- avoids or resists physical contact
- not comforted by others during distress
- repeats words/phrases of others (echolalia)
- uses own language (jargoning)
- gives unrelated answers to questions
- concern about hearing
  - does not respond to own name
  - does not respond to pointing
- lines up toys
- plays with toys in same manner every time
- is rigid about routines or object placements
- upset by changes
- eat few foods or only certain textures
- Tantrums, may be no apparent reason
- has obsessive interests
- hand flapping/finger flicking/toe walking
- likes spinning objects
- likes parts of objects (e.g., wheels)
- does not use toys appropriately
  (lines up cars by color rather than zooming them)
- special areas of talent or expertise
Differential Diagnoses for ASD*

- Developmental Delay
  - Expressive language, global devt delay/intellectual disability

- Language Disorder
  - Childhood apraxia of speech

- Hearing Impairment

- Behavioral problems
  - Tantrums, oppositionality, ADHD (with developmental delay)

- Psychiatric Diagnoses
  - Social anxiety, Obsessive Compulsive Disorder
Differential Diagnoses for ASD*

- As a communication disorder...
  - ASD can be difficult to differentiate from*
    - Speech/language delay
    - Hearing Impairment/Deafness
    - Intellectual Disability/ global developmental delay

- But as a disorder of social skills...
  - Language delayed children should still make effort to communicate and interact
  - Similarly, children who are deaf typically use gestures, eye gaze, nonverbal efforts
  - Children with intellectual disability typically exhibit social relatedness, although immature

- Discrepancy of skills (“splintering”)
  - Social communication < other developmental skills

- Nonverbal compensation

- Joint attention
Around 15-18 months...

“It seems like my child can’t hear. I call his name, but he just ignores me.”

– (Get Audiologic evaluation)

– In other words,

“My child has poor joint attention”
“Joint Attention”

- Orienting and attending to a social partner
- Coordinating attention between people and objects
- Sharing affect and emotional states with people
- Being able to draw others’ attention to objects or events to indicate need or to share experiences
A bit more about Joint Attention...

- 2 mos….reciprocal smiling
- 6 mos….joyous smiling, known caregiver
- 8 mos….gaze monitoring
  - Loss of caregiver’s eye contact, follow her gaze
- 10 mos….follows a point
- 12 mos ….proto-imperative pointing
  - To request
  - may verbalize, look back and forth
caregiver-object
- 14 mos…. proto-declarative pointing
  - To share
  - Bring to or point out an object of interest (**not “for help”**)
Video: Joint Attention

- Autism Speaks
  - www.autismspeaks.org

- Video glossary
  - Social Communication and Social Interaction
    - Social-Emotional Reciprocity
      - Sharing of interests, emotions, and affect #2
      - http://resources.autismnavigator.com/asdglossary/#/section/10/sharingIEA
Developmental Parameters of ASD:
Impairment in social communication, discrepant from overall developmental level

3-6 MONTHS 12-18 MONTHS 30 MONTHS 4-5 YEARS +

Affective Reciprocity  Joint Attention  Theory of Mind  Intuitive Psychology

(Baron-Cohen et al 2001)

Social Comm graphic courtesy of P Tanguay, MD
DSM-IV Pervasive Developmental Disorders (PDD)

- Rett Syndrome
- Autism Spectrum Disorders (ASD)
- Childhood Disintegrative Disorder
  - Asperger Syndrome
  - Autistic Disorder
  - PDD-Not Otherwise Specified (PDD-NOS)
DSM-5

Autism Spectrum Disorder

Level 1
Requiring support

Level 2
Requiring substantial support

Level 3
Requiring very substantial support

Level assigned based on social communication AND restricted interests, repetitive behaviors
Designated as with or without:
- Language impairment
- Intellectual disability

Symptoms together must limit and impair everyday functioning

Symptoms must be present in early childhood
- But may not become fully manifested until social demands exceed limited capacity

Sensory processing differences included
DSM-5 definition of ASD*

A. Persistent deficits in **social communication** and **social interaction** across contexts, not accounted for by general developmental delays

B. Presence of **restricted, repetitive, stereotyped behavior, interests, activities**
A. Deficits in social communication and social interaction

Manifested by all three of the following:

1. Problems in social-emotional reciprocity
   • ranging from abnormal social approach and failure of normal back and forth conversation through reduced sharing of interests, emotions, and affect and response to total lack of initiation of social interaction

2. Deficits in nonverbal communicative behaviors used for social interaction
   • ranging from poorly integrated verbal and nonverbal communication, through abnormalities in eye contact and body language, or deficits in understanding and use of nonverbal communication, to total lack of facial expression or gestures

3. Deficits in developing and maintaining relationships (beyond those with caregivers), appropriate to developmental level
   • ranging from difficulties adjusting behavior to suit different social contexts through difficulties sharing in imaginative play and in making friends to an apparent absence of interest in people
B. Restricted, repetitive patterns of behavior, interests or activities

Manifested by **at least two** of the following:

1. Stereotyped speech, motor movements or use of objects
   - such as simple motor stereotypies, echolalia, repetitive use of objects, or idiosyncratic phrases

2. Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change
   - such as motoric rituals, insistence on same route or food, repetitive questioning or extreme distress at small changes

3. Highly restricted, fixated interests that are abnormal in intensity or focus
   - such as strong attachment or preoccupation with unusual objects, excessively circumscribed or perseverative interests

4. Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment*
   - such as apparent indifference to pain/heat/cold, adverse response to specific sounds or textures, excessive smelling or touching of objects, fascination with lights or spinning objects
American Academy of Pediatrics (AAP) Guidelines

- **Identification, Evaluation**
  - [http://pediatrics.aappublications.org/content/120/5/1183.full.pdf+html?sid=25ac0d67-ef00-4c67-9373-0b1bc285b6e7](http://pediatrics.aappublications.org/content/120/5/1183.full.pdf+html?sid=25ac0d67-ef00-4c67-9373-0b1bc285b6e7)
  - Geared toward the primary care provider
    - Developmental screening/surveillance
    - Consider further etiologic testing
    - Referral for more comprehensive diagnostic assessment

- **Management**
  - [http://pediatrics.aappublications.org/content/120/5/1162.full.pdf+html?sid=bca2c3aa-4d82-4a52-80fc-ba8cb8079c41](http://pediatrics.aappublications.org/content/120/5/1162.full.pdf+html?sid=bca2c3aa-4d82-4a52-80fc-ba8cb8079c41)

Reaffirmed August 2014,
Pediatrics [134(5):e1520](http://pediatrics.aappublications.org/content/120/5/1162.full.pdf+html?sid=bca2c3aa-4d82-4a52-80fc-ba8cb8079c41)
Age-appropriate Screening for ASD*

- Conduct routine developmental surveillance
  - Risk is scored 0-4
    - Risk factors: child with sibling with ASD, parent concern, other caregiver concern, MD concern
  - Score 2 or more, refer
    - Audiology, Early Intervention/Childhood services, ASD diagnostic evaluation
  - Score 1, and child 18 months or older
    - Administer ASD-specific screening tool

- ASD-specific screening at 18- and 24- month health supervision visits
Management of ASD*

- Referral for services/Medical Home
- Medical Treatment
  - Managing co-morbidities
    - Behavioral (irritability, hyperactivity, etc)
    - Sleep problems (delayed onset, not sleeping long enough, etc)
    - Feeding/GI problems (limited appetite, constipation, other)
  - Usual childhood illnesses can present as behavioral changes
    - otitis media, Strep throat, tooth pain, constipation
Management of ASD*

- Effective nonmedical approaches to maladaptive behavior in persons with developmental disability include:
  - Applied Behavioral Analysis (ABA)
  - Patient and caregiver education
  - Management of the environment

- Specific to ASD:
  - ABA-based intervention programs
    - ABA, provided early and intensely, is associated with gains in IQ, adaptive behavior, language, academic performance, and measures of social behavior
  - Other evidence-based programs designed to enhance communication, teach social skills, and/or reduce interfering maladaptive behaviors for persons with ASD
    - Structured Teaching, Developmental Models, Speech-Language and Occupational Therapies, Social Skills Instruction

Evidence-base for ASD Treatment


- Most treatments are not intended to address every target (e.g., skills to be increased or behaviors to be decreased).

- Therapies are not always delivered in a “pure format.” Some intervention providers who work primarily in one format may use successful techniques from another format.

- Treatments are not effective globally within the ASD population
  – effectiveness may be specific to age, severity of ASD symptoms, and/or cognitive/developmental level

- Categorized treatments into the following, based on evidence:

  Established, Emerging, Unestablished
Established Treatments for ASD

- Antecedent Package
- Behavioral Package
- Comprehensive Behavioral Treatment for Young Children
- Joint Attention Intervention
- Modeling
- Naturalistic Teaching Strategies
- Peer Training Package
- Pivotal Response Treatment
- Schedules
- Self-management
- Story-based Intervention Package
Some NOT ALL Emerging Treatments for ASD

See http://www.nationalautismcenter.org/national-standards-project/phase-2 for complete list

- Augmentative and Alternative Communication Device
- Cognitive Behavioral Intervention Package
- Developmental Relationship-based Treatment
- Social Skills Package
- Imitation-based Interaction
- Initiation Training
- Theory of Mind Training
- Peer-mediated Instructional Arrangement
- Picture Exchange Communication System
Unestablished Treatments

- Academic Interventions
- Auditory Integration Training
- Facilitated Communication
- Gluten- and Casein-Free Diet
- Sensory Integrative Package
A Clinician Guide to ASD Treatments

- Cognitive behavioral therapy reduces anxiety symptoms in school-aged children with ASD and average IQ and language skills.
- Early intensive *child-focused* behavioral and developmental interventions can improve cognitive and language outcomes for some children with ASD.
  - ABA-based, UCLA/Lovaas Model, Early Start Denver Model
- Play- and interaction-based interventions improve joint attention skills in young children with ASD.
  - (who were also typically receiving early intervention)
- *Parent-focused* early intensive behavioral interventions may improve language skills for some children with ASD.
- Social skills interventions may yield short-term improvements in social interactions and emotion recognition for school-aged children with ASD and average reasoning and language skills.

Management of ASD*

- Medication not a primary treatment
  - Will not treat the core deficits of ASD

- Role for psychopharmacologic treatment
  - maladaptive behaviors and/or co-morbid psychiatric comorbidities
    - interfere with maximal progress in the educational or socialization domains
    - lead to safety concerns
    - and/or significantly negatively impact quality of life

- Medication options
  - Atypical antipsychotics for irritability, aggression
    - Risperidone, aripiprazole FDA-approved, ages 6 years and older
  - Treating co-morbid anxiety, inattention, sleep problems, etc
    - Selective serotonin-reuptake inhibitors, stimulants, alpha-adrenergic agonists
What about those other Differential Diagnoses?

- Speech-language delays*
- Hearing impairment/deafness*
- Global developmental* delay/intellectual disability (ID)
  - ID co-morbid in ~40% of ASD population
  - ID covered in next talk
Normal/ Abnormal variations in speech, language*

- **Typical milestones**
  - Language:
    Expressive, receptive milestones
    Chart in supplementary materials C Johnson et al
  - Speech intelligibility:
    50% at 2 years
    75% at 3 years
    100% at 4 years

- **Typical variations**
  - Echolalia ~ 18 months
  - Dysfluency, stuttering in preschoolers
  - Articulation errors ~ 4 years

- **Atypical variations**
  - Delays in meeting milestones
  - Not age-appropriate
    - Jargon after 2 years
  - Not transient
    - Stuttering, echolalia
  - Associated with distress
    - Stuttering
  - Intense or odd
    - Topic perseveration, prosody
Factors that Influence Language Development* 

Reading aloud with children is a very effective way to expose them to a more enriched language environment, and to encourage the development of the early literacy skills needed to promote school readiness. (High P, Klass P, AAP Council on Early Childhood. Literacy Promotion: An Essential Component of Primary Care Pediatric Practice. Pediatrics 2014;134(2):404-409).
Importance of Hearing Screening*

- Reasons to screen:
  - Available methods are valid, cost-effective
  - Identification leads to intervention/treatments
  - Under-identification associated with negative outcomes
    - child’s cognitive, educational and social development
    - broader negative economic effects in society

- Newborn screening
  - Hearing loss is most common developmental disorder identifiable at birth
  - Identification by 6 months with intervention services associated with at or near typical language development

- Screening at other ages
  - Not all cause congenital, loss can be progressive
    - Among 9 year olds with significant hearing loss, up to 50% had passed a newborn hearing screen.

Causes/ Conditions associated with Pediatric Hearing Loss*

**Congenital**
- Genetic
  - Syndromic (Waardenberg, CHARGE, Alport, Usher, others)
  - Nonsyndromic (Connexin 26 defect)
- Intrauterine/perinatal infection
  - Rubella, CMV, herpes
- Inner/outer ear malformations
- Toxin exposure
  - alcohol
- Other pregnancy/birth factors
  - Rh factor, maternal diabetes, prematurity

**Acquired**
- Trauma to hearing structures
- Infection
  - Varicella, measles, mumps, meningitis, influenza
- Chronic otitis media
- Ototoxic medications
  - streptomycin
- Noise exposure
# Age-related Clinical Findings of Hearing Loss*

<table>
<thead>
<tr>
<th>Infancy</th>
<th>Children and adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>- does not startle with loud or sudden noises</td>
<td>- delayed receptive and expressive language milestones</td>
</tr>
<tr>
<td>- does not respond to voice (but does when caregiver is in visual field)</td>
<td>- asks for verbalizations of others to be repeated</td>
</tr>
<tr>
<td>- does not turn head toward sounds by 6 months of age</td>
<td>- turns up the television or radio too loud</td>
</tr>
<tr>
<td>- delayed expressive and receptive language milestones</td>
<td>- does not attend to verbal instruction</td>
</tr>
<tr>
<td></td>
<td>- articulation impairments in speech</td>
</tr>
</tbody>
</table>
Practice Changes

- Implement developmental surveillance and screening in practice, based upon published guidelines

- Counsel parents about degree of evidence-based support for variety of treatments for ASD, relying on available national resources
Questions?

Jill Fussell, MD
University of Arkansas for Medical Sciences
fusselljillj@uams.edu
Table 1. Developmental Milestones

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
<th>Self-Help</th>
<th>Problem-solving</th>
<th>Social/Emotional</th>
<th>Receptive Language</th>
<th>Expressive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 month</td>
<td>Chin up in prone position</td>
<td>Hands fisted near face</td>
<td>Sucks well</td>
<td>Gazes at black-white objects</td>
<td>Discriminates mother's voice</td>
<td>Startles to voice/sound</td>
<td>Throaty noises</td>
</tr>
<tr>
<td></td>
<td>Turns head in supine position</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 months</td>
<td>Chest up in prone position</td>
<td>Hands unfisted 50%</td>
<td>Inspects fingers</td>
<td>Opens mouth at sight of breast or bottle</td>
<td>Visual threat present</td>
<td>Reciprocal smiling: responds to adult voice and smile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>when pulled to sit</td>
<td>Retains rattle if placed in hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head bobs when held in sitting position</td>
<td>Holds hands together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 months</td>
<td>Props on forearms in prone position</td>
<td>Hands unfisted 50%</td>
<td>Fists, wiggles fingers</td>
<td>Briefly holds onto breast or bottle</td>
<td>Reaches for face</td>
<td>Expression of disgust (sour taste, loud sound)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rolls to side</td>
<td>Bats at objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 months</td>
<td>Sits with trunk support</td>
<td>Hands held predominantly open</td>
<td>Gestures at circle</td>
<td>Mouths objects</td>
<td>Smiles spontaneously at pleasurable sight/ sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No head lag when pulled to sit</td>
<td>Clutches at clothes</td>
<td>Reaches persistently</td>
<td>Stares longer at novel faces than familiar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Props on wrists</td>
<td>Plays with rattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 months</td>
<td>Sits with pelvic support</td>
<td>Palmar grasps cube</td>
<td>Gums/mouths pureed food</td>
<td>Turns head to look for dropped spoon</td>
<td>Recognizes caregiver visually</td>
<td></td>
<td>Says &quot;Ah-goo&quot;</td>
</tr>
<tr>
<td></td>
<td>Rolls back to front</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anterior protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sits with arms supporting trunk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 months</td>
<td>Sits momentarily propped on hands</td>
<td>Transfers objects: hand-mouth-hand-hand</td>
<td>Refuses excess food</td>
<td>Touches reflection and vocalizes</td>
<td>Recognizes caregiver visually</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bounces when held</td>
<td>Takes second cube and holds on to first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sits without support steadily</td>
<td>Takes with one hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lateral protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puts arms out to sides for balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 months</td>
<td>Bounces when held</td>
<td>Radial–palmar grasp</td>
<td></td>
<td>Explores different aspects of toy</td>
<td>Stranger anxiety (familiar versus unfamiliar people)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sits without support steadily</td>
<td></td>
<td></td>
<td>Observes cube in each hand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lateral protection</td>
<td></td>
<td></td>
<td>Finds partially hidden object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puts arms out to sides for balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increasing variety of syllables</td>
</tr>
<tr>
<td>8 months</td>
<td>Gets into sitting position</td>
<td>Bangs spoon after demonstration</td>
<td></td>
<td>Seeks object after it falls silently to the floor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commando crawls</td>
<td>Scissor grasp of cube</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pulls to sitting/kneeling position</td>
<td>Takes cube out of cup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pulls out large peg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 months</td>
<td>“Stands” on feet and hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins creeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pulls to stand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bear walks (all four limbs straight)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Table 1. Developmental Milestones—continued

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
<th>Self-Help</th>
<th>Problem-solving</th>
<th>Social/Emotional</th>
<th>Receptive Language</th>
<th>Expressive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 months</td>
<td>Creeps well</td>
<td>Drinks from cup held for child</td>
<td>Uncovers toy under cloth</td>
<td>Experiences fear</td>
<td>Enjoys peek-a-boo</td>
<td>Says “Dada” (specific)</td>
<td>Waves “bye–bye”</td>
</tr>
<tr>
<td></td>
<td>Cruises around furniture using two hands</td>
<td>Clumsy release of cube</td>
<td>Inferior pincer grasp of pellet</td>
<td>Looks preferentially when name is called</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stands with one hand held</td>
<td>Isolates index finger and pokes</td>
<td>Tries to put cube in cup, but may not be able to let go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks with two hands held</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 months</td>
<td>Walks with two hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 months</td>
<td>Stands without pulling up</td>
<td>Drinks from cup with some spilling</td>
<td>Dangles ring by string</td>
<td>Shows desire to please caregiver</td>
<td>Points to the body part</td>
<td>Points at one object of three when named</td>
<td>Uses three to five words</td>
</tr>
<tr>
<td></td>
<td>Falls by collapse</td>
<td></td>
<td>Reaches around clear barrier to obtain object</td>
<td>Shows desire to please caregiver</td>
<td></td>
<td></td>
<td>Mature jargoning with real words</td>
</tr>
<tr>
<td></td>
<td>Walks well</td>
<td></td>
<td>Turns pages in book</td>
<td>Points at object to express interest (proto-declarative pointing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td>Stands with arms high, legs splayed</td>
<td>Scribbles after demonstration</td>
<td>Finger feeds part of meal</td>
<td>Shows objects to parent to share interest</td>
<td>Follows one-step command without gesture</td>
<td>Names one object</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Posterior protection</td>
<td>Fine pincer grasp of pellet</td>
<td>Takes off hat</td>
<td>Points to get desired object (proto-imperative pointing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent steps</td>
<td>Attempts to grasp of cup</td>
<td></td>
<td>Recognizes names of two objects and looks when named</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 months</td>
<td>Stoops to pick up toy</td>
<td>Builds three- to four-cube tower</td>
<td>Uses spoon with some spilling</td>
<td>Shows empathy (someone else cries, child looks sad)</td>
<td>Points to one object body part</td>
<td>Points at one object of three when named</td>
<td>Uses three to five words</td>
</tr>
<tr>
<td></td>
<td>Creeps up stairs</td>
<td>Places 10 cubes in cup</td>
<td>Places circle in single-shape puzzle</td>
<td>Shows empathy (someone else cries, child looks sad)</td>
<td></td>
<td></td>
<td>Mature jargoning with real words</td>
</tr>
<tr>
<td></td>
<td>Runs stiff-legged</td>
<td>Releases pellet out of bottle</td>
<td>Turns pages in book</td>
<td>Shows empathy (someone else cries, child looks sad)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks carrying toy</td>
<td></td>
<td>Ties to one object body part</td>
<td>Shows empathy (someone else cries, child looks sad)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climbs on furniture</td>
<td></td>
<td>scary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 months</td>
<td>Stands on one foot with slight support</td>
<td>Puts several round pegs in board with urgent</td>
<td>Puts up and drinks from cup</td>
<td>Dumps pellet out without demonstration</td>
<td>Shows empathy (someone else cries, child looks sad)</td>
<td>Points to one object body part</td>
<td>Uses 5 to 10 words</td>
</tr>
<tr>
<td></td>
<td>Walks backwards</td>
<td>Scribbles spontaneously</td>
<td>Picks up and drinks from cup</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks up stairs with one hand held</td>
<td>Puts several round pegs in board with urgent</td>
<td>Fetches and carries objects (same room)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Gross Motor</td>
<td>Fine Motor</td>
<td>Self-Help</td>
<td>Problem-solving</td>
<td>Social/Emotional</td>
<td>Receptive Language</td>
<td>Expressive Language</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>18 months</td>
<td>Creeps down stairs</td>
<td>Makes four-cube tower</td>
<td>Removes garment</td>
<td>Matches pairs of objects</td>
<td>Passes M-CHAT</td>
<td>Points to two of three objects when named</td>
<td>Uses 10 to 25 words</td>
</tr>
<tr>
<td></td>
<td>Runs well</td>
<td>Crudely imitates vertical stroke</td>
<td>Gets onto adult chair unaided</td>
<td>Replaces circle in form board after it has been turned around (usually with trial and error)</td>
<td>Engages in pretend play with other people (e.g., tea party, birthday party)</td>
<td>Points to three body parts</td>
<td>Uses giant words (all gone, stop that)</td>
</tr>
<tr>
<td></td>
<td>Seats self in small chair</td>
<td>Moves about house without adult</td>
<td>Begins to show shame (when does wrong) and possessiveness</td>
<td></td>
<td>Begins to show shame (when does wrong) and possessiveness</td>
<td>Points to self</td>
<td>Imitates environmental sounds (e.g., animals)</td>
</tr>
<tr>
<td></td>
<td>Throws ball while standing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Understands &quot;mine&quot;</td>
<td>Names one picture on demand</td>
</tr>
<tr>
<td>22 months</td>
<td>Squats in play</td>
<td>Completes round peg board without urging</td>
<td>Places only edible in mouth</td>
<td>Deduces location of hidden object</td>
<td>Begins to have thoughts about feelings</td>
<td>Points to three pictures</td>
<td>Holophrases (&quot;Mommy?&quot; and related keys, meaning: &quot;These are Mommy's keys.&quot;)</td>
</tr>
<tr>
<td></td>
<td>Carries large objects</td>
<td>Makes five- to six-cube tower</td>
<td>Feeds self with spoon entire meal</td>
<td>Places square in form board</td>
<td>Engages in tea party with stuffed animals</td>
<td>Points to four to five pieces when named</td>
<td>Two-word combinations</td>
</tr>
<tr>
<td></td>
<td>Walks downstairs with one hand held</td>
<td>Completes square peg board</td>
<td></td>
<td></td>
<td>Kisses with pucker</td>
<td>Points to four to six body parts</td>
<td>Answers requests with &quot;no&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Points to pieces of clothing when named</td>
<td>Adds one to two words/week</td>
</tr>
<tr>
<td>24 months</td>
<td>Walks up stairs holding rail, putting both feet on each step</td>
<td>Closes box with lid</td>
<td>Uses spoon well</td>
<td>Completes form board</td>
<td>Watches other children intensely</td>
<td>Points to four to five pictures when named</td>
<td>Uses 25 to 50 words</td>
</tr>
<tr>
<td></td>
<td>Kicks ball with demonstration</td>
<td>Imitates vertical line</td>
<td>Drinks from cup well</td>
<td></td>
<td>Begins to show defiant behavior</td>
<td>Points to four to six body parts</td>
<td>Asks for more</td>
</tr>
<tr>
<td></td>
<td>Walks with one foot on walking board</td>
<td>Imitates circular scribble</td>
<td>Unzips zippers</td>
<td></td>
<td></td>
<td>Points to pieces of clothing when named</td>
<td>Adds one to two words/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Puts shoes on partway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 months</td>
<td>Jumps from bottom step with one foot leading</td>
<td>Makes a single-line &quot;train&quot; of cubes</td>
<td>Opens door using knob</td>
<td>Sorts objects</td>
<td>Parallel play</td>
<td>Points to four to five pictures when named</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks on toes after demonstration</td>
<td>Imitates circle</td>
<td>Sucks through a straw</td>
<td>Matches objects to pictures</td>
<td>Begins to mask emotions for social etiquette</td>
<td>Points to five to 10 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks backward 10 steps</td>
<td>Imitates horizontal line</td>
<td>Takes off clothes without buttons</td>
<td>Shows use of familiar objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pulls off pants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 months</td>
<td>Walks up stairs with rail, alternating feet</td>
<td>Strings large beads awkwardly</td>
<td>Holds self and verbalizes toilet needs</td>
<td>Matches shapes</td>
<td>Reduction in separation anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumps in place</td>
<td>Unscrews jar lid</td>
<td>Pulls pants up with assistance</td>
<td>Matches colors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stands with both feet on balance beam</td>
<td>Turns paper pages (often several at once)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walks with one foot on balance beam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 months</td>
<td>Walks swinging arms opposite of legs (synchronous gait)</td>
<td>Makes eight-cube tower</td>
<td>Washes hands</td>
<td>Replaces circle in form board after it has been turned around (little or no trial and error)</td>
<td>Imitates adult activities (e.g., sweeping, talking on phone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makes a &quot;train&quot; of cubes and includes a stack</td>
<td>Puts things away</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brushes teeth with assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1. Developmental Milestones—continued

<table>
<thead>
<tr>
<th>Age</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
<th>Self-Help</th>
<th>Problem-solving</th>
<th>Social/Emotional</th>
<th>Receptive Language</th>
<th>Expressive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>Balances on one foot for 3 seconds</td>
<td>Copies circle</td>
<td>Independent eating</td>
<td>Draws a two- to three-part person</td>
<td>Starts to share with/without prompt</td>
<td>Points to parts of pictures (nose of cow, door of car)</td>
<td>Uses 200+ words</td>
</tr>
<tr>
<td></td>
<td>Goes up stairs, alternating feet, no rail</td>
<td>Cuts with scissors: side-to-side (awkwardly)</td>
<td>Pours liquid from one container to another</td>
<td>UnderstandsDeception: interested in “tricking” others and concerned about being tricked by others</td>
<td>Feats imaginary things</td>
<td>Names body parts with function</td>
<td>Three-word sentences</td>
</tr>
<tr>
<td></td>
<td>Pedals tricycle</td>
<td>Strings small beads well</td>
<td>Puts on shoes without laces</td>
<td>Knows own gender</td>
<td>Knows imaginary play</td>
<td>Describes negatives</td>
<td>Uses pronouns correctly</td>
</tr>
<tr>
<td></td>
<td>Walks heel to toe</td>
<td>Imitates bridge of cubes</td>
<td>Unbuttons</td>
<td>Knows own age</td>
<td>Imaginative play</td>
<td>Groups objects</td>
<td>75% intelligibility</td>
</tr>
<tr>
<td></td>
<td>Catches ball</td>
<td>Independent</td>
<td>Matches letters/numerals</td>
<td>Draws a four- to six-part person</td>
<td>Uses words to describe what someone else is thinking (&quot;Mom thought I was asleep&quot;)</td>
<td>(foods, toys)</td>
<td>Uses plurals</td>
</tr>
<tr>
<td></td>
<td>Throws ball overhand 10 feet</td>
<td>Catches</td>
<td>Points to five to six colors</td>
<td>Can give amounts (usually less than 5) correctly</td>
<td>Follows threethree-step commands</td>
<td>Names body parts by use</td>
<td>Names days of the week</td>
</tr>
<tr>
<td></td>
<td>Catches bounced ball (4½ yrs)</td>
<td>Tosses ball</td>
<td>Points to letters/numerals when named</td>
<td>Simple analogies: – dad/boy: mother/???, – ice/cold: fire/??, – ceiling/up: floor/???</td>
<td>Points to different</td>
<td>Uses words that tell about time</td>
<td>Uses 300 to 1,000 words</td>
</tr>
<tr>
<td>4 years</td>
<td>Balances on one foot 4 to 8 seconds</td>
<td>Copies square</td>
<td>Goes to toilet alone</td>
<td>Draws a 4- to 6-part person</td>
<td>Deception: Has a preferred friend</td>
<td>Knows right and left on self</td>
<td>Tells stories</td>
</tr>
<tr>
<td></td>
<td>Hops on one foot two to three times</td>
<td>Ties single knot</td>
<td>Wipes after bowel movement</td>
<td>Can give amounts (usually less than 5)</td>
<td>Labels happiness, sadness, fear, and anger in self</td>
<td>Points to different one in a series</td>
<td>100% intelligibility</td>
</tr>
<tr>
<td></td>
<td>Standing broad jump: 1 to 2 feet</td>
<td>Cuts 5-inch circle</td>
<td>Washes face/hands</td>
<td>Simple analogies: – dad/boy: mother/???, – ice/cold: fire/???, – ceiling/up: floor/???</td>
<td>Follows threethree-step commands</td>
<td>Understands adjectives: bushy, long, thin, pointed</td>
<td>Uses &quot;feeling&quot; words</td>
</tr>
<tr>
<td></td>
<td>Gallops</td>
<td>Uses tongs to transfer</td>
<td>Brushes teeth alone</td>
<td>Points to things</td>
<td>Points to things</td>
<td>Uses words that tell about time</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td>Throws ball overhead 10 feet</td>
<td>Writes first name</td>
<td>Buttons</td>
<td>Knows one foot</td>
<td>Points correctly to &quot;side,&quot; &quot;middle,&quot; &quot;corner&quot;</td>
<td>Follows threethree-step commands</td>
<td>Uses words</td>
</tr>
<tr>
<td></td>
<td>Catches</td>
<td>Copies</td>
<td>Matches letters/numerals</td>
<td>Knows two feet</td>
<td>Points correctly to &quot;side,&quot; &quot;middle,&quot; &quot;corner&quot;</td>
<td>Points to different one in a series</td>
<td>Uses words</td>
</tr>
<tr>
<td></td>
<td>bounced ball (4½ yrs)</td>
<td>name</td>
<td>Knows own age</td>
<td>Draws an 8- to 10-part person</td>
<td>Has group of friends</td>
<td>Knows right and left on self</td>
<td>Defines simple words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Draws a 4- to 6-part person</td>
<td>Apologizes for mistakes</td>
<td>Points to different one in a series</td>
<td>Uses 2,000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>knows amounts (&lt;10)</td>
<td>Responds verbally to good fortune of others</td>
<td>Understands “er” endings (eg, batter, skater)</td>
<td>Knows telephone number</td>
</tr>
<tr>
<td>5 years</td>
<td>Walks down stairs with rail, alternating feet</td>
<td>Copies triangle</td>
<td>Spreads with knife</td>
<td>Identifies coins</td>
<td>Knows group of friends</td>
<td>Understands “er” endings (eg, batter, skater)</td>
<td>Responds to &quot;why&quot; questions</td>
</tr>
<tr>
<td></td>
<td>Balances on one foot 8 to 12 seconds</td>
<td>Puts paper clip on paper</td>
<td>Independent dressing</td>
<td>Names letters/numerals out of order</td>
<td>Has group of friends</td>
<td>Understands adjectives: busy, long, thin, pointed</td>
<td>Retells story with clear beginning, middle, end</td>
</tr>
<tr>
<td></td>
<td>Hops on one foot 15 times</td>
<td>Can use clothespins to transfer small objects</td>
<td>Bathes independently</td>
<td>Rote counts to 10</td>
<td>Points to different one in a series</td>
<td>Has a preferred friend</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td>Skips</td>
<td>Cuts with scissors</td>
<td>Draws a 10-part person</td>
<td>Names 10 colors</td>
<td>Has a preferred friend</td>
<td>Labels happiness, sadness, fear, and anger in self</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td>Running broad jump 2 to 3 feet</td>
<td>Writes first name</td>
<td>Uses letters as sounds to invent spelling</td>
<td>Uses letter names as sounds</td>
<td>Follows three-step commands</td>
<td>Follows threethree-step commands</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td>Walks backward</td>
<td>Builds Stairs from model</td>
<td>Knows sounds of consonants and short vowels by end of kindergarten</td>
<td>Knows sounds of consonants and short vowels by end of kindergarten</td>
<td>Follows threethree-step commands</td>
<td>Follows threethree-step commands</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td>Jumps backward</td>
<td></td>
<td></td>
<td></td>
<td>Follows threethree-step commands</td>
<td>Follows threethree-step commands</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Follows threethree-step commands</td>
<td>Follows threethree-step commands</td>
<td>Uses words that tell about time</td>
</tr>
<tr>
<td>6 years</td>
<td>Tandem walks</td>
<td>Builds stairs from memory</td>
<td>Ties shoes</td>
<td>Draws a 12- to 14-part person</td>
<td>Has group of friends</td>
<td>Has group of friends</td>
<td>Repeats six- to eight-word sentence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draws diamond</td>
<td>Comb hair</td>
<td>Number concepts to 20</td>
<td>Has best friend of same sex</td>
<td>Has best friend of same sex</td>
<td>Defines simple words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creates and reads short sentences</td>
<td>Looks both ways at street</td>
<td>Simple addition/subtraction</td>
<td>Plays board games</td>
<td>Plays board games</td>
<td>Uses 2,000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forms letters with down-going and counterclockwise strokes</td>
<td>Remembers to bring belongings</td>
<td>Understands seasons</td>
<td>Distinguishes fantasy from reality</td>
<td>Distinguishes fantasy from reality</td>
<td>Knows telephone number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copies flag</td>
<td></td>
<td>Sounds out regularly spelled words</td>
<td>Wants to be like friends and please them</td>
<td>Wants to be like friends and please them</td>
<td>Responds to &quot;what&quot; questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reads 25 words by end of first grade</td>
<td>Enjoys school</td>
<td>Enjoys school</td>
<td>Describes events in order</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asks what unfamiliar words mean</td>
<td>Asks what unfamiliar words mean</td>
<td>Knows days of the week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asks what unfamiliar words mean</td>
<td>Asks what unfamiliar words mean</td>
<td>Knows days of the week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asks what unfamiliar words mean</td>
<td>Asks what unfamiliar words mean</td>
<td>Knows days of the week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Asks what unfamiliar words mean</td>
<td>Asks what unfamiliar words mean</td>
<td>Knows days of the week</td>
</tr>
</tbody>
</table>