

Milestone Moments

Learn the Signs. Act Early.

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www.cdc.gov/milestones

1-800-CDC-INFO

Welcome to the Milestone Moments training

This information corresponds with content from the Effects of Abuse and Neglect new worker cohort training



Adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

Special acknowledgements to Susan P. Berger, PhD; Jenny Burt, PhD; Margaret Greco, MD; Katie Green, MPH, CHES; Georgina Peacock, MD, MPH; Lara Robinson, PhD, MPH; Camille Smith, MS, EdS; Julia Whitney, BS; and Rebecca Wolf, MA.

You can follow your child's development by watching how he or she plays, learns, speaks, and acts.

Look inside for milestones to watch for in your child and how you can help your child learn and grow.



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Milestone Moments

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.



The lists that follow have milestones to look for when your child is:

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4 Months	page 7–10
6 Months	page 11–14
9 Months	page 15–18
1 Year	page 19–22
18 Months (1½ Years)	page 23–26
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Check the milestones your child has reached at each age.

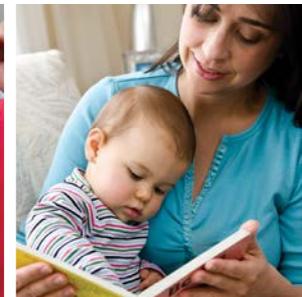
Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

For more information,
go to www.cdc.gov/milestones

Your Baby at 2 Months

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What babies do at this age



Social/Emotional

Can briefly calm himself (may bring hands to mouth and suck on hand)

Begins to smile at people
Tries to look at parent

Language/Communication

Coos, makes gurgling sounds

Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

Pays attention to faces
Begins to follow things with eyes and recognize people at a distance

Begins to act bored (cries, fussy) if activity doesn't change

How you can help your baby's development

- Cuddle, talk, and play with your baby during feeding, dressing, and bathing.
- Help your baby learn to calm herself. It's okay for her to suck on her fingers.
- Begin to help your baby get into a routine, such as sleeping at night more than in the day, and have regular schedules.
- Getting in tune with your baby's likes and dislikes can help you feel more comfortable and confident.
- Act excited and smile when your baby makes sounds.
- Copy your baby's sounds sometimes, but also use clear language.
- Pay attention to your baby's different cries so that you learn to know what he wants.
- Talk, read, and sing to your baby.
- Play peek-a-boo. Help your baby play peek-a-boo, too.
- Place a baby-safe mirror in your baby's crib so she can look at herself.

Movement/Physical Development

Can hold head up and begins to push up when lying on tummy

Makes smoother movements with arms and legs

How you can help your baby's development

- Look at pictures with your baby and talk about them.
- Lay your baby on his tummy when he is awake and put toys near him.
- Encourage your baby to lift his head by holding toys at eye level in front of him.
- Hold a toy or rattle above your baby's head and encourage her to reach for it.
- Hold your baby upright with his feet on the floor. Sing or talk to your baby as he is upright.

Act early by talking to your child's doctor if your child:

Doesn't respond to loud sounds

Doesn't watch things as they move

Doesn't smile at people

Doesn't bring hands to mouth

Can't hold head up when pushing up when on tummy

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

Your Baby at 4 Months

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What babies do at this age



Social/Emotional

Smiles spontaneously, especially at people

Likes to play with people and might cry when playing stops

Copies some movements and facial expressions, like smiling or frowning

Language/Communication

Begins to babble

Cries in different ways to show hunger, pain, or being tired

Babbles with expression and copies sounds he hears

How you can help your baby's development

- Hold and talk to your baby, smile and be cheerful while you do.
- Set steady routines for sleeping and feeding.
- Pay close attention to what your baby likes and doesn't like; you will know how best to meet his needs and what you can do to make your baby happy.
- Copy your baby's sounds.
- Act excited and smile when your baby makes sounds.
- Have quiet play times when you read or sing to your baby.
- Give age-appropriate toys to play with, such as rattles or colorful pictures.
- Play games such as peek-a-boo.
- Provide safe opportunities for your baby to reach for toys and explore his surroundings.
- Put toys near your baby so that she can reach for them or kick her feet.

Cognitive (learning, thinking, problem-solving)

Lets you know if she is happy or sad

Responds to affection

Reaches for toy with one hand

Uses hands and eyes together, such as seeing a toy and reaching for it

Follows moving things with eyes from side to side

Watches faces closely

Recognizes familiar people and things at a distance

Movement/Physical Development

Holds head steady, unsupported
Pushes down on legs when feet are on a hard surface

May be able to roll over from

tummy to back

Can hold a toy and shake it and swing at dangling toys

Brings hands to mouth

When lying on stomach, pushes up to elbows

Act early by talking to your child's doctor if your child:

Doesn't watch things as they move

Doesn't smile at people

Can't hold head steady

Doesn't coo or make sounds

Doesn't bring things to mouth

Doesn't push down with legs when feet are placed on a hard surface

Has trouble moving one or both eyes in all directions

How you can help your baby's development

- Put toys or rattles in your baby's hand and help him to hold them.
- Hold your baby upright with feet on the floor, and sing or talk to your baby as she "stands" with support.

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

Your Baby at 6 Months

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What babies do at this age



Social/Emotional

Knows familiar faces and begins to know if someone is a stranger

Likes to play with others, especially parents

Responds to other people's emotions and often seems happy

Likes to look at self in a mirror

Language/Communication

Responds to sounds by making sounds

Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds

Responds to own name

Makes sounds to show joy and displeasure

Begins to say consonant sounds (jabbering with "m," "b")

How you can help your baby's development

- Play on the floor with your baby every day.
- Learn to read your baby's moods. If he's happy, keep doing what you are doing. If he's upset, take a break and comfort your baby.
- Show your baby how to comfort herself when she's upset. She may suck on her fingers to self soothe.
- Use "reciprocal" play—when he smiles, you smile; when he makes sounds, you copy them.
- Repeat your child's sounds and say simple words with those sounds. For example, if your child says "bah," say "bottle" or "book."
- Read books to your child every day. Praise her when she babbles and "reads" too.
- When your baby looks at something, point to it and talk about it.
- When he drops a toy on the floor, pick it up and give it back. This game helps him learn cause and effect.
- Read colorful picture books to your baby.

Cognitive (learning, thinking, problem-solving)

- | | |
|--|--|
| Looks around at things nearby | Brings things to mouth |
| Shows curiosity about things and tries to get things that are out of reach | Begins to pass things from one hand to the other |

Movement/Physical Development

- | | |
|--|---|
| Rolls over in both directions (front to back, back to front) | Begins to sit without support |
| When standing, supports weight on legs and might bounce | Rocks back and forth, sometimes crawling backward before moving forward |

How you can help your baby's development

- Point out new things to your baby and name them.
- Show your baby bright pictures in a magazine and name them.
- Hold your baby up while she sits or support her with pillows. Let her look around and give her toys to look at while she balances.
- Put your baby on his tummy or back and put toys just out of reach. Encourage him to roll over to reach the toys.

Act early by talking to your child's doctor if your child:

- | | |
|---|--|
| Doesn't try to get things that are in reach | Doesn't make vowel sounds ("ah", "eh", "oh") |
| Shows no affection for caregivers | Doesn't roll over in either direction |
| Doesn't respond to sounds around him | Doesn't laugh or make squealing sounds |
| Has difficulty getting things to mouth | Seems very stiff, with tight muscles |
| Seems very floppy, like a rag doll | |

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

Your Baby at 9 Months

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What babies do at this age



Social/Emotional

May be afraid of strangers

Has favorite toys

May be clingy with familiar adults

Language/Communication

Understands “no”

Copies sounds and gestures of others

Makes a lot of different sounds like “mamamama” and

Uses fingers to point at things

“bababababa”

How you can help your baby's development

- Pay attention to the way he reacts to new situations and people; try to continue to do things that make your baby happy and comfortable.
- As she moves around more, stay close so she knows that you are near.
- Continue with routines; they are especially important now.
- Play games with “my turn, your turn.”
- Say what you think your baby is feeling. For example, say, “You are so sad, let's see if we can make you feel better.”
- Describe what your baby is looking at; for example, “red, round ball.”
- Talk about what your baby wants when he points at something.
- Copy your baby's sounds and words.
- Ask for behaviors that you want. For example, instead of saying “don't stand,” say “time to sit.”
- Teach cause-and-effect by rolling balls back and forth, pushing toy cars and trucks, and putting blocks in and out of a container.

Cognitive (learning, thinking, problem-solving)

- | | |
|---|--|
| Watches the path of something as it falls | Moves things smoothly from one hand to the other |
| Looks for things he sees you hide | Picks up things like cereal o's between thumb and index finger |
| Plays peek-a-boo | |
| Puts things in her mouth | |

Movement/Physical Development

- | | |
|----------------------|-------------------------------|
| Stands, holding on | Can get into sitting position |
| Sits without support | Pulls to stand |
| Crawls | |

How you can help your baby's development

- Play peek-a-boo and hide-and-seek.
- Read and talk to your baby.
- Provide lots of room for your baby to move and explore in a safe area.
- Put your baby close to things that she can pull up on safely.

Act early by talking to your child's doctor if your child:

- | | |
|--|--|
| Doesn't bear weight on legs with support | Doesn't respond to own name |
| Doesn't sit with help | Doesn't seem to recognize familiar people |
| Doesn't babble ("mama", "baba", "dada") | Doesn't look where you point |
| Doesn't play any games involving back-and-forth play | Doesn't transfer toys from one hand to the other |

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

The American Academy of Pediatrics recommends that all children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Your Child at 1 Year

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Is shy or nervous with strangers

Cries when mom or dad leaves

Has favorite things and people

Shows fear in some situations

Hands you a book when he wants to hear a story

Repeats sounds or actions to get attention

Puts out arm or leg to help with dressing

Plays games such as "peek-a-boo" and "pat-a-cake"

Language/Communication

Responds to simple spoken requests

Uses simple gestures, like shaking head "no" or waving "bye-bye"

Makes sounds with changes in tone (sounds more like speech)

Says "mama" and "dada" and exclamations like "uh-oh!"

Tries to say words you say

How you can help your child's development

- Give your child time to get to know a new caregiver. Bring a favorite toy, stuffed animal, or blanket to help comfort your child.
- In response to unwanted behaviors, say "no" firmly. Do not yell, spank, or give long explanations. A time out for 30 seconds to 1 minute might help redirect your child.
- Give your child lots of hugs, kisses, and praise for good behavior.
- Spend a lot more time encouraging wanted behaviors than punishing unwanted behaviors (4 times as much encouragement for wanted behaviors as redirection for unwanted behaviors).
- Talk to your child about what you're doing. For example, "Mommy is washing your hands with a washcloth."
- Read with your child every day. Have your child turn the pages. Take turns labeling pictures with your child.
- Build on what your child says or tries to say, or what he points to. If he points to a truck and says "t" or "truck," say, "Yes, that's a big, blue truck."

Cognitive (learning, thinking, problem-solving)

Explores things in different ways, like shaking, banging, throwing

Finds hidden things easily

Looks at the right picture or thing when it's named

Copies gestures

Puts things in a container, takes things out of a container

Bangs two things together

Starts to use things correctly; for example, drinks from a cup, brushes hair

Lets things go without help
Pokes with index (pointer) finger

Follows simple directions like "pick up the toy"

Movement/Physical Development

Gets to a sitting position without help

Pulls up to stand, walks holding on to furniture ("cruising")

May take a few steps without holding on

May stand alone

Act early by talking to your child's doctor if your child:

Doesn't crawl

Can't stand when supported

Doesn't search for things that she sees you hide

Doesn't point to things

Doesn't learn gestures like waving or shaking head

Doesn't say single words like "mama" or "dada"

Loses skills he once had

How you can help your child's development

- Give your child crayons and paper, and let your child draw freely. Show your child how to draw lines up and down and across the page. Praise your child when she tries to copy them.
- Play with blocks, shape sorters, and other toys that encourage your child to use his hands.
- Hide small toys and other things and have your child find them.
- Ask your child to label body parts or things you see while driving in the car.
- Sing songs with actions, like "The Itsy Bitsy Spider" and "Wheels on the Bus." Help your child do the actions with you.
- Give your child pots and pans or a small musical instrument like a drum or cymbals. Encourage your child to make noise.
- Provide lots of safe places for your toddler to explore. (Toddler-proof your home. Lock away products for cleaning, laundry, lawn care, and car care. Use a safety gate and lock doors to the outside and the basement.)
- Give your child push toys like a wagon or "kiddie push car."

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

Your Child at 18 Months

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Likes to hand things to others as play

May have temper tantrums

May be afraid of strangers

Shows affection to familiar people

Plays simple pretend, such as feeding a doll

May cling to caregivers in new situations

Points to show others something interesting

Explores alone but with parent close by

Language/Communication

Says several single words

Says and shakes head "no"

Points to show someone what he wants

How you can help your child's development

- Provide a safe, loving environment. It's important to be consistent and predictable.
- Praise good behaviors more than you punish bad behaviors (use only very brief time outs).
- Describe her emotions. For example, say, "You are happy when we read this book."
- Encourage pretend play.
- Encourage empathy. For example, when he sees a child who is sad, encourage him to hug or pat the other child.
- Read books and talk about the pictures using simple words.
- Copy your child's words.
- Use words that describe feelings and emotions.
- Use simple, clear phrases.
- Ask simple questions.

Cognitive (learning, thinking, problem-solving)

Knows what ordinary things are for; for example, telephone, brush, spoon	Points to get the attention of others
Points to one body part	Scribbles on his own
Shows interest in a doll or stuffed animal by pretending to feed	Can follow 1-step verbal commands without any gestures; for example, sits when you say "sit down"

Movement/Physical Development

Walks alone	Can help undress herself
May walk up steps and run	Drinks from a cup
Pulls toys while walking	Eats with a spoon

How you can help your child's development

- Hide things under blankets and pillows and encourage him to find them.
- Play with blocks, balls, puzzles, books, and toys that teach cause and effect and problem solving.
- Name pictures in books and body parts.
- Provide toys that encourage pretend play; for example, dolls, play telephones.
- Provide safe areas for your child to walk and move around in.
- Provide toys that she can push or pull safely.
- Provide balls for her to kick, roll, and throw.
- Encourage him to drink from his cup and use a spoon, no matter how messy.
- Blow bubbles and let your child pop them.

Act early by talking to your child's doctor if your child:

Doesn't point to show things to others	Doesn't gain new words
Can't walk	Doesn't have at least 6 words
Doesn't know what familiar things are for	Doesn't notice or mind when a caregiver leaves or returns
Doesn't copy others	Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

The American Academy of Pediatrics recommends that all children be screened for general development and autism at the 18-month visit. Ask your child's doctor about your child's developmental screening.

Your Child at 2 Years

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Copies others, especially adults and older children

Gets excited when with other children

Shows more and more independence

Shows defiant behavior (doing what he has been told not to)

Plays mainly beside other children, but is beginning to include other children, such as in chase games

Language/Communication

Points to things or pictures when they are named

Knows names of familiar people and body parts

Says sentences with 2 to 4 words

Follows simple instructions

Repeats words overheard in conversation

Points to things in a book

How you can help your child's development

- Encourage your child to help with simple chores at home, like sweeping and making dinner. Praise your child for being a good helper.
- At this age, children still play next to (not with) each other and don't share well. For play dates, give the children lots of toys to play with. Watch the children closely and step in if they fight or argue.
- Give your child attention and praise when he follows instructions. Limit attention for defiant behavior. Spend a lot more time praising good behaviors than punishing bad ones.
- Teach your child to identify and say body parts, animals, and other common things.
- Do not correct your child when he says words incorrectly. Rather, say it correctly. For example, "That is a *ball*."
- Encourage your child to say a word instead of pointing. If your child can't say the whole word ("milk"), give her the first sound ("m") to help. Over time, you can prompt your child to say the whole sentence — "I want milk."

Cognitive (learning, thinking, problem-solving)

- | | |
|---|--|
| Finds things even when hidden under two or three covers | Might use one hand more than the other |
| Begins to sort shapes and colors | Follows two-step instructions such as "Pick up your shoes and put them in the closet." |
| Completes sentences and rhymes in familiar books | Names items in a picture book such as a cat, bird, or dog |
| Plays simple make-believe games | |
| Builds towers of 4 or more blocks | |

Movement/Physical Development

- | | |
|-------------------------------------|--|
| Stands on tiptoe | Climbs onto and down from furniture without help |
| Kicks a ball | Throws ball overhand |
| Begins to run | Makes or copies straight lines and circles |
| Walks up and down stairs holding on | |

Act early by talking to your child's doctor if your child:

- | | |
|--|--|
| Doesn't know what to do with common things, like a brush, phone, fork, spoon | Doesn't use 2-word phrases (for example, "drink milk") |
| Doesn't copy actions and words | Doesn't walk steadily |
| Doesn't follow simple instructions | Loses skills she once had |

How you can help your child's development

- Hide your child's toys around the room and let him find them.
- Help your child do puzzles with shapes, colors, or farm animals. Name each piece when your child puts it in place.
- Encourage your child to play with blocks. Take turns building towers and knocking them down.
- Do art projects with your child using crayons, paint, and paper. Describe what your child makes and hang it on the wall or refrigerator.
- Ask your child to help you open doors and drawers and turn pages in a book or magazine.
- Once your child walks well, ask her to carry small things for you.
- Kick a ball back and forth with your child. When your child is good at that, encourage him to run and kick.
- Take your child to the park to run and climb on equipment or walk on nature trails. Watch your child closely.

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned.

The American Academy of Pediatrics recommends that all children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

Your Child at 3 Years

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Copies adults and friends

Shows affection for friends without prompting

Takes turns in games

Shows concern for a crying friend

Dresses and undresses self

Understands the idea of "mine" and "his" or "hers"

Shows a wide range of emotions

Separates easily from mom and dad

May get upset with major changes in routine

Language/Communication

Follows instructions with 2 or 3 steps

Can name most familiar things

Understands words like "in," "on," and "under"

Says first name, age, and

sex Names a friend

Talks well enough for strangers to understand most of the time

Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)

Carries on a conversation using 2 to 3 sentences

How you can help your child's development

- Go to play groups with your child or other places where there are other children, to encourage getting along with others.
- Work with your child to solve the problem when he is upset.
- Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.
- Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.
- Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."
- Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.
- Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.

Cognitive (learning, thinking, problem-solving)

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|--|---|
| Can work toys with buttons, levers, and moving parts | Copies a circle with pencil or crayon |
| Plays make-believe with dolls, animals, and people | Turns book pages one at a time |
| Does puzzles with 3 or 4 pieces | Builds towers of more than 6 blocks |
| Understands what “two” means | Screws and unscrews jar lids or turns door handle |

Movement/Physical Development

- | | |
|----------------------------------|---|
| Climbs well | Walks up and down stairs, one foot on each step |
| Runs easily | |
| Pedals a tricycle (3-wheel bike) | |

How you can help your child's development

- Play matching games. Ask your child to find objects in books or around the house that are the same.
- Play counting games. Count body parts, stairs, and other things you use or see every day.
- Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.
- Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.

Act early by talking to your child's doctor if your child:

- | | |
|---|---|
| Falls down a lot or has trouble with stairs | Doesn't speak in sentences q |
| Drools or has very unclear speech | Doesn't make eye contact q |
| Can't work simple toys (such as peg boards, simple puzzles, turning a handle) | Doesn't play pretend or make-believe |
| Doesn't understand simple instructions | Doesn't want to play with other children or with toys |
| | Loses skills he once had |

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned.

Your Child at 4 Years

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Enjoys doing new things
Is more and more creative with make-believe play
Would rather play with other children than by himself
Cooperates with other children

Plays "Mom" or "Dad"
Often can't tell what's real and what's make-believe
Talks about what she likes and what she is interested in

Language/Communication

Tells stories
Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"

Knows some basic rules of grammar, such as correctly using "he" and "she"
Can say first and last name

How you can help your child's development

- Play make-believe with your child. Let her be the leader and copy what she is doing.
- Suggest your child pretend play an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.
- Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.
- During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.
- Encourage your child to use words, share toys, and take turns playing games of one another's choice.
- Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.
- Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."

Cognitive (learning, thinking, problem-solving)

Names some colors and some numbers	Draws a person with 2 to 4 body parts
Understands the idea of counting	Uses scissors
Starts to understand time	Starts to copy some capital letters
Remembers parts of a story	Plays board or card games
Understands the idea of “same” and “different”	Tells you what he thinks is going to happen next in a book

Movement/Physical Development

Hops and stands on one foot up to 2 seconds	Catches a bounced ball most of the time
Pours, cuts with supervision, and mashes own food	

Act early by talking to your child’s doctor if your child:

Can’t jump in place	Resists dressing, sleeping, and using the toilet
Has trouble scribbling	Doesn’t understand “same” and “different”
Shows no interest in interactive games or make-believe	Doesn’t use “me” and “you” correctly
Ignores other children or doesn’t respond to people outside the family	Doesn’t follow 3-part commands

How you can help your child’s development

- Use words like “first,” “second,” and “finally” when talking about everyday activities. This will help your child learn about sequence of events.
- Take time to answer your child’s “why” questions. If you don’t know the answer, say “I don’t know,” or help your child find the answer in a book, on the Internet, or from another adult.
- When you read with your child, ask him to tell you what happened in the story as you go.
- Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.
- Teach your child to play outdoor games like tag, follow the leader, and duck, duck, goose.
- Play your child’s favorite music and dance with your child. Take turns copying each other’s moves.

Can’t retell a favorite story
Loses skills he once had
Speaks unclearly

Tell your child’s doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned.

Your Child at 5 Years

Talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What children do at this age



Social/Emotional

Wants to please friends
Wants to be like friends
More likely to agree with rules
Likes to sing, dance, and act
Is aware of gender
Can tell what's real and what's make-believe

Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
Is sometimes demanding and sometimes very cooperative

Language/Communication

Speaks very clearly
Tells a simple story using full sentences

Uses future tense; for example, "Grandma will be here."
Says name and address

How you can help your child's development

- Continue to arrange play dates, trips to the park, or play groups. Give your child more freedom to choose activities to play with friends, and let your child work out problems on her own.
- Your child might start to talk back or use profanity (swear words) as a way to feel independent. Do not give a lot of attention to this talk, other than a brief time out. Instead, praise your child when he asks for things nicely and calmly takes "no" for an answer.
- This is a good time to talk to your child about safe touch. No one should touch "private parts" except doctors or nurses during an exam or parents when they are trying to keep the child clean.
- Teach your child her address and phone number.
- When reading to your child, ask him to predict what will happen next in the story.
- Encourage your child to "read" by looking at the pictures and telling the story.

Cognitive (learning, thinking, problem-solving)

- | | |
|--|--|
| Counts 10 or more things | Can print some letters or numbers |
| Can draw a person with at least 6 body parts | Knows about things used every day, like money and food |
| Copies a triangle and other shapes | |

Movement/Physical Development

- | | |
|---|---|
| Stands on one foot for 10 seconds or longer | Uses a fork and spoon and sometimes a table knife |
| Hops; may be able to skip | Can use the toilet on her own |
| Can do a somersault | Swings and climbs |

How you can help your child's development

- Teach your child time concepts like morning, afternoon, evening, today, tomorrow, and yesterday. Start teaching the days of the week.
- Explore your child's interests in your community. For example, if your child loves animals, visit the zoo or petting farm. Go to the library or look on the Internet to learn about these topics.
- Keep a handy box of crayons, paper, paint, child scissors, and paste. Encourage your child to draw and make art projects with different supplies.
- Play with toys that encourage your child to put things together.
- Teach your child how to pump her legs back and forth on a swing.
- Help your child climb on the monkey bars.
- Go on walks with your child, do a scavenger hunt in your neighborhood or park, help him ride a bike with training wheels (wearing a helmet).

Act early by talking to your child's doctor if your child:

- | | | | |
|--|---|--|--|
| Doesn't show a wide range of emotions | Doesn't respond to people, or responds only superficially | Doesn't talk about daily activities or experiences | Can't brush teeth, wash and dry hands, or get undressed without help |
| Shows extreme behavior (unusually fearful, aggressive, shy or sad) | Can't tell what's real and what's make-believe | Doesn't use plurals or past tense properly | Loses skills he once had |
| Unusually withdrawn and not active | Doesn't play a variety of games and activities | Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to www.cdc.gov/concerned. | |
| Is easily distracted, has trouble focusing on one activity for more than 5 minutes | Can't give first and last name | | |
| | Doesn't draw pictures | | |

Match the following Social/Emotional description to the corresponding age

- | | |
|---|-------------|
| 1. Begins to smile at people (2) | |
| 2. Copies some movements and facial expressions, like smiling or frowning (4) | A) 2 months |
| 3. Knows familiar faces and begins to know if someone is a stranger (6) | B) 4 months |
| 4. Likes to look at self in a mirror (6) | C) 6 months |
| 5. Has favorite toys (9) | D) 9 months |
| 6. Repeats sounds or actions to get attention (1 year) | E) 1 year |

Match the following Language/Communication description to the corresponding age

- | | |
|---|----------------------------|
| 1. Coos, makes gurgling sounds (2) | |
| 2. Babbles with expression and copies sounds he hears (4) | |
| 3. Cries in different ways to show hunger, pain, or being tired (4) | A) 2 months
B) 4 months |
| 4. Responds to own name (6) | C) 6 months |
| 5. Copies sounds and gestures of others (9) | D) 9 months |
| 6. Says “mama” and “dada” and exclamations like “uh-oh!” (1 year) | e) 1 year |

Match the following Cognitive description to the corresponding age

- | | |
|---|-------------|
| 1. Begins to follow things with eyes and recognize people at a distance (2) | |
| 2. Follows moving things with eyes from side to side (4) | A) 2 months |
| 3. Recognizes familiar people and things at a distance (4) | B) 4 months |
| 4. Shows curiosity about things and tries to get things that are out of reach (6) | C) 6 months |
| 5. Plays peek-a-boo (9) | D) 9 months |
| 6. Puts things in a container, takes them out of a container (1year) | E) 1 year |

Match the following Movement/Physical Development description to the corresponding age

1. Stands, holding on (9)
 2. Rolls over in both directions (6)
 3. Holds head steady, unsupported (4)
 4. When lying on stomach, pushes up to elbows (4)
 5. Can hold up head and begins to push up when lying on tummy (2)
 6. Gets to a sitting position without help (1 year)
- A) 2 months
B) 4 months
C) 6 months
D) 9 months
E) 1 year

Match the following Social/Emotional description to the corresponding age

1. Plays simple pretend, such as feeding a doll (18)
 2. Explores alone but with parent close by (18)
 3. Gets excited when with other children (2)
 4. Shows concern for a crying friend (3)
 5. Cooperates with other children (4)
 6. Is aware of gender (5)
- A) 18 months
 - B) 2 years
 - C) 3 years
 - D) 4 years
 - E) 5 years

Questions

Match the following Language/Communication description to the corresponding age

1. Tells stories (4)
 2. Follows instructions with 2 or 3 steps (3)
 3. Points to things or pictures when they are named (2)
 4. Repeats words overheard on conversations (2)
 5. Says and shakes head “no” (18)
 6. Uses future tense (5)
- A) 18 months
 - B) 2 years
 - C) 3 years
 - D) 4 years
 - E) 5 years

Questions

Match the following Cognitive description to the corresponding age

1. Knows what ordinary things are for; for example, telephone, brush, spoon (18)
 2. Names items in a picture book such as a cat, bird, or dog (2)
 3. Does puzzles with 3 or 4 pieces (3)
 4. Turns book pages one at a time (3)
 5. Tells you what he thinks is going to happen next in a book (4)
 6. Copies a triangle and other shapes (5)
- A) 1 year
 - B) 18 months
 - C) 2 years
 - D) 3 years
 - E) 4 years
 - F) 5 years

Questions

Match the following Movement/Physical Development description to the corresponding age

1. Hops and stands on one foot up to 2 seconds (4)
 2. Pedals a tricycle (3-wheel bike) (3)
 3. Runs easily (3)
 4. Climbs onto and down from furniture without help (2)
 5. Eats with a spoon (2)
 6. Can use the toilet on their own (5)
- A) 18 months
 - B) 2 years
 - C) 3 years
 - D) 4 years
 - E) 5 years

Milestone Moments

Learn the Signs. Act Early.

Learn the Signs. Act Early.

www.cdc.gov/milestones

1-800-CDC-INFO

Thank you for taking the Milestone Moments training

ELM will reflect your completion within 24-48 hours



Adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

Special acknowledgements to Susan P. Berger, PhD; Jenny Burt, PhD; Margaret Greco, MD; Katie Green, MPH, CHES; Georgina Peacock, MD, MPH; Lara Robinson, PhD, MPH; Camille Smith, MS, EdS; Julia Whitney, BS; and Rebecca Wolf, MA.

You can follow your child's development by watching how he or she plays, learns, speaks, and acts.

Look inside for milestones to watch for in your child and how you can help your child learn and grow.



Centers for Disease
Control and Prevention
www.cdc.gov/milestones
1-800-CDC-INFO

