Welcome Parents . . .

This Map is designed to make it easy to follow your child’s developmental path. In addition, it offers important suggestions for where to turn if you have questions about your child’s development and want to learn more.

When a child is developmentally delayed, early intervention makes all the difference! So, use this Map as your guide . . . and if you have any questions at all, talk to your child’s doctor and request a developmental screening to rule out conditions such as autism. Don’t wait!

What is Developmental Screening?

Developmental screening is a procedure designed to identify children whose development is delayed or disordered. It allows for earlier detection of delays and can improve child health and well-being. The Centers for Disease Control and Prevention have an informative fact sheet that answers common questions about developmental screening. Check it out at: www.cdc.gov/ncbddd/autism/actearly/screening.html

Early Intervention:
What It Is — and Who to Contact

If a child is showing developmental delays, early intervention is important. Early intervention programs aim to help children develop skills that are lagging. If you have concerns about your child’s development, speak up!

- Talk to your pediatrician about having a developmental screening to rule out conditions such as autism.
- Contact your local early intervention agency (for children under 3) or public school (for children 3 and older).
- If you are not satisfied with the answers you receive from the first professional you speak with, seek out additional opinions.

Online Resources

Information:
Check out these important sources of information about typical child development and potential “red flags”:
- CDC’s “Learn the Signs. Act Early.” Campaign: www.cdc.gov/actearly

Services:
- Autism Speaks Family Services: www.autismspeaks.org/familyresources
- National Dissemination Center for Children with Disabilities: www.nichcy.org

The Rights of Your Child

If you suspect that your child is developmentally delayed or may be on the autism spectrum, learn about his/her rights! Services can be provided at no cost to you. Check out this important link: www.autismspeaks.org/howtocope/index.php

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Early Childhood Milestone Map

Each child develops at his/her own pace, so it may be difficult to tell exactly when yours will learn a given skill. These developmental milestones are designed to give you a general idea of the changes you can expect as your child grows.

By 3 to 4 Months
- Watches faces with interest and follows moving objects
- Recognizes familiar objects and people; smiles at the sound of your voice
- Begins to develop a social smile
- Turns head toward sounds

By 7 Months
- Responds to other people’s emotions
- Enjoys face-to-face play; can find partially hidden objects
- Explores with hands and mouth; struggles for out of reach objects
- Uses voice to express joy and displeasure; babbles chains of sounds

By 12 Months (1 Year)
- Enjoys imitating people; tries to imitate sounds
- Enjoys simple social games, such as “gonna get you!”
- Explores objects; finds hidden objects
- Responds to “no”; uses simple gestures, such as pointing to an object
- Babbles with changes in tone; may use single words (“dada,” “mama,” “Uh-oh!”)
- Turns to person speaking when his/her name is called

By 2 Years
- Imitates behavior of others; is excited about company of other children
- Understands several words
- Finds deeply hidden objects; points to named pictures and objects
- Begins to sort by shapes and colors; begins simple make-believe play
- Recognizes names of familiar people and objects; follows simple instructions
- Combines 2 words to communicate with others, such as “more cookie?”

By 3 Years
- Expresses affection openly and has a wide range of emotions
- Makes mechanical toys work; plays make-believe
- Sorts objects by shape and color; matches objects to pictures
- Follows a 2- or 3-part command; uses simple phrases to communicate with others, such as “go outside, swing?”
- Uses pronouns (I, you, me) and some plurals (cars, dogs)

By 4 Years
- Cooperates with other children; is increasingly inventive in fantasy play
- Names some colors; understands counting
- Speaks in sentences of 5 to 6 words
- Tells stories; speaks clearly enough for strangers to understand
- Follows 3-part commands; understands “same” and “different”

By 5 years
- Wants to be like his/her friends; likes to sing, dance, and act
- Is able to distinguish fantasy from reality
- Shows increased independence
- Can count 10 or more objects and correctly name at least 4 colors
- Speaks in sentences of more than 5 words; tells longer stories