

## Using the checklist >



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- It is suggested that you begin by focussing on items in the age range into which the child fits. For a child of three and a half, for example, start in the three to five year age range. Be mindful that items in the age range below or above might also be scored.
- Refresh your memory before the visit by reading through the relevant overview and division of the checklist.
- If you do not observe a behaviour, leave the box beside the item blank.

At the end, you will have a profile of the child's development in important areas.



*It is important to note that this is not a checklist of items designed to identify problems or behaviours that are a cause for concern.*







## &lt; 1 - 2 years

**p** Physical / Motor**e** Emotional / Social**c** Cognitive / Language

## Checklist

- p** > takes two or three steps without support, clumsily, with legs widespread and arms held upward for balance
- p** > crawls up steps
- p** > rolls a large ball, using both hands and arms
- p** > finger feeds efficiently
- p** > begins to walk alone in a 'tottering' way, with frequent falls
- p** > climbs onto a chair
- p** > squats to pick up an object
- p** > reverts to crawling when in a hurry rather than attempting to walk
- p** > can't make sudden stops or turns
- p** > 'dances' in place to music
- c** > spends a lot of time exploring and manipulating objects: puts things in mouth, shakes them, bangs them on and/or moves them across the floor
- c** > likes to repeat actions with objects that lead to interesting and predictable results, for example, banging spoon on bottoms of saucepan
- c** > loves to repeat actions that make things happen: turns light switches on and off, opens and closes doors
- e** > when upset or frightened, seeks comfort from mother or other person to whom they are attached
- e** > takes cue from mother regarding attitude to a stranger (friendly if she's friendly, and so on)
- p** > can drink from a cup
- c** > stacks 2 blocks (or tins, whatever can be stacked), then knocks them over 'tower' with a brush of the hand
- c** > puts objects into small containers and tips them out again
- p** > will try to use a spoon or a fork (awkwardly)
- e** > assists another in distress by patting, making sympathetic noises, or offering material objects
- c** > begins to utter one-word 'sentences' (for example, 'milk' means 'I want my bottle')
- c** > points to nose, eyes and mouth in 'game' with adult
- c** > builds tower of 3 or 4 blocks

- c** > points to things
- c** > recognises self in mirror and photos
- c** > comprehends simple questions and commands
- e** > may play alongside other toddlers, doing what they do, but without seeming to interact with them ('parallel play')
- p** > begins to run (more of a hurried walk)
- p** > walks without falling
- c** > pulls, + drags toys along > **p**
- p** > seats self in a child's chair
- c** > mimics household activities: bathing baby, sweeping, dusting, talking on telephone
- p** > turns pages of a book, 2 or 3 pages at a time
- p** > holds crayon in fist
- c** > 'reciprocal imitation' of another toddler: will imitate each other's actions
- c** > calls self by name, uses 'I', 'mine', 'I do it myself'
- e** > may 'lose control' of self when tired or frustrated: 'tantrum'
- c** > 'reciprocal imitation' for longer periods with a familiar toddler
- c** > may signal when s/he has done a 'poo'
- c** > begins to use 2-word utterances (for example, 'milk gone')
- c** > 'spurt' in vocabulary – mostly 'naming' words

## Comments

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# < 2 - 3 years

- p** Physical / Motor
- e** Emotional / Social
- c** Cognitive / Language

## Checklist

- p** > jumps in place, using both feet
- p** > throws ball, but feet remain stationary
- p** > kicks a large ball
- p** > runs properly (rather than a hurried walk)
- p** > catches ball rolled to her/him
- p** > throws ball overarm
- c** > loves playing with sand, water, dough, exploring what these materials can do rather than making things with them
- e** > shows signs of strong attachment to mother, distress and protest when she leaves, wants her to do things for her/him
- p** > walks up and down stairs with assistance
- p** > moves about 'dancing' to music
- c** > begins 'symbolic play': child uses a block, for example, to represent a car or a train
- p** > eats with a spoon
- c** > uses pronouns and prepositions; uses simple sentences and phrases
- c** > labels own gender
- c** > 'explosion' in vocabulary, use of correct grammatical forms of language
- p** > rides a tricycle (pushing along with feet rather than pedals at first)
- p** > walks stairs one step at a time
- p** > stretches out arms to catch a ball
- p** > jumps from lowest step
- p** > attempts to balance standing on one foot
- c** > builds tower of 5 to 7 objects
- c** > strings 3 or 4 large beads
- p** > turns pages one page at a time
- c** > lines up objects in 'train' fashion
- e** > very unlikely to 'share' toys with peers without protest

- c** > identifies pictures labelled as 'boy' or 'girl'
- e** > prefers same-sex playmates and toys
- e** > shows knowledge of gender-role stereotypes
- e** > begins to show signs of guilt or remorse for misdeeds
- c** > imitates parent in 'housework' activities
- p** > avoids obstacles
- p** > stops readily
- p** > jumps over low objects
- p** > enjoys simple dances and rhythms
- c** > imitates rhythms and animal movements, for example, gallops like a horse, waddles like a duck
- p** > holds crayon with fingers
- c** > likes storybook with large pictures

## Comments

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## &lt; 3 - 5 years

**p** Physical / Motor**e** Emotional / Social**c** Cognitive / Language

## Checklist

- c** > uses objects and materials to build or construct things, for example, block tower, puzzle, dough, sand and water
- e** > jointly manipulates objects with one or two other peers
- c** > talks to self during play – helps guide what s/he does
- c** > uses full sentences in conversation
- e** > shares, smiles at and cooperates with peers
- e** > shows bouts of aggression with peers
- e** > engages in cooperative play with 2 or 3 peers
- c** > engages in dramatic play, taking the roles of 'pretend' characters
- p** > holds crayon between thumb and first 2 fingers
- p** > cuts paper with scissors
- p** > bends elbows to catch a ball and trap it against chest
- p** > hops
- p** > washes and dries hands
- c** > uses complex sentences
- c** > gives first and last name, home address
- c** > begins to ask 'why'
- p** > hops, gallops, runs with ease
- p** > climbs stairs alternating feet
- p** > feeds self with minimum spills
- p** > zips, able to use velcro fasteners
- p** > dresses/undresses with assistance
- p** > walks downstairs, alternating feet
- p** > gallops and skips by leading with one foot
- p** > transfers weight forward to throw ball
- p** > climbs playground equipment with increasing agility
- c** > builds tower of 8 to 10 blocks
- c** > imitates variety of shapes in drawings, for example, circle and cross

- p** > attempts to catch a ball with hands
- p** > eats with a fork
- p** > brushes teeth
- p** > walks up stairs using one foot per step
- p** > skips on both feet
- p** > exhibits hand preference
- p** > spreads butter/jam on toast
- p** > dresses without help >  **e**
- c** > attains gender stability (sure s/he is a girl/boy)
- e** > shows even stronger preferences for same-sex playmates and toys
- e** > displays decline in cross-gender behaviour
- e** > enforces gender-role norms in peers
- c** > talks constantly
- c** > uses adult forms of speech
- c** > takes part in conversations
- c** > boasts, tells 'imaginative' stories
- c** > may use language aggressively, enjoys using 'naughty' words (toilet terms, 'swearwords')

## Comments

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# < 5 - 8 years

- p** Physical / Motor
- e** Emotional / Social
- c** Cognitive / Language

Checklist

- p** > rides bicycle with training wheels
- p** > threads needle (5-6)
- p** > grasps pencil maturely but writes or draws with stiffness and concentration
- c** > writes some numbers and words
- c** > may reverse letters when writing, or write letters sideways
- p** > descends stairs alternating feet
- p** > balances on one foot to count of 5 to 10
- p** > experiments with abilities on playground climbing equipment
- c** > enjoys learning simple rhythms and movement routines
- p** > two-footed skip
- p** > hops on one foot in place
- e** > enjoys follow-the-leader
- c** > begin to be interested in riddles and jokes
- c** > describes self according to skills being acquired: ('I can hop!')
- e** > more associative and cooperative play behaviours
- e** > may have nervous habits, for example, nail-biting
- p** > walks on a balance beam
- p** > jumps about 30 cms vertically, broad jumps about a metre
- p** > adult-like skill in throwing and catching
- e** > participates in group activities
- c** > begins to learn to read
- e** > displays less physical aggression and more prosocial behaviours towards peers
- e** > displays rough-and-tumble play (especially boys)
- c** > selects and picks up small pieces of puzzles
- p** > squeezes glue from a plastic bottle
- p** > uses scissors

- c** > assembles models >  **p**
- p** > shuffles and sorts playing cards >  **c**
- c** > uses hammer or screwdriver with reasonable efficiency >  **p**
- c** > unlocks door with key >  **p**
- c** > folds paper along straight lines >  **p**
- c** > ties shoes >  **p**
- e** > improved ability to take turns in conversation
- e** > understands and begins to use sarcasm
- e** > may intentionally annoy parents
- e** > enjoys collecting, swapping and trading things
- p** > rides 2-wheeler bike
- c** > knows right from left
- e** > inflexible ideas about girl/boy expectations
- e** > attain gender constancy (boys are boys even if dressed in girls' clothes)
- e** > still very attached to and dependent on parents, but less need to be in direct physical contact with them

Comments

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