



Developmental Checklist for Children (Ages 5-12)

FINE MOTOR	
<u>Developing Skills</u>	<u>Warning Signs</u>
<input type="checkbox"/> Hand dominance is firmly established; consistently uses dominant hand	<input type="checkbox"/> Uses too much or too little pressure when coloring/drawing
<input type="checkbox"/> Utilizes a functional pencil grasp (ex. tripod, quadrupod)	<input type="checkbox"/> Accidentally breaks pencils, crayons or toys from pressing too hard or using too much force
<input type="checkbox"/> Draws a person with a least 6 different body parts	<input type="checkbox"/> Frequently switches between hands during art activities or when eating
<input type="checkbox"/> Coordinates hand and finger movements needed to participate in a variety of table top games and activities	<input type="checkbox"/> Poor or awkward grasp on utensils (ex. forks, spoons) or tools (ex. crayons, chalk, pencils, markers, scissors); may frequently reposition fingers
<input type="checkbox"/> Colors within the lines without excessive deviation; refines with age	<input type="checkbox"/> Arms, hands, or fingers fatigue quickly when coloring, writing, or drawing
<input type="checkbox"/> Has skills to actively participate in craft and construction activities	<input type="checkbox"/> Difficulty with dressing, manipulating fasteners, eating
<input type="checkbox"/> Independently ties shoelaces by age 6	
<input type="checkbox"/> Demonstrates increased independence with self-care	

GROSS MOTOR	
<u>Developing Skills</u>	<u>Warning Signs</u>
<input type="checkbox"/> Easily performs basic motor skills with fluidity—hopping on 1 foot, galloping, skipping, etc.	<input type="checkbox"/> Clumsy; falls or trips frequently
<input type="checkbox"/> Rides a bicycle independently	<input type="checkbox"/> Has difficulty with body awareness or personal space
<input type="checkbox"/> Independently pumps a swing	<input type="checkbox"/> Seems overly active; unable to slow down
<input type="checkbox"/> Jumps rope	<input type="checkbox"/> Avoids playground activities or sports
<input type="checkbox"/> Plays ball games with peers (ex. catch, handball, 4-square, etc.)	<input type="checkbox"/> Walks on tiptoes
<input type="checkbox"/> Safely navigates environments without falling or bumping into objects or people	<input type="checkbox"/> Has poor muscle tone; may seem weak or floppy
<input type="checkbox"/> Coordinates movement for playground and sports activities	<input type="checkbox"/> Has difficulty tolerating prone position (lying on stomach)
<input type="checkbox"/> Imitates body movements and hand motions while singing songs or playing Simon Says with relative ease	<input type="checkbox"/> Has difficulty using the appropriate amount of force for using objects, playing with peers, or petting animals
	<input type="checkbox"/> Fatigues quickly; frequently leans on others or furniture for support
	<input type="checkbox"/> Difficulty executing new/novel motor activities/actions

ORAL MOTOR	
<u>Developing Skills</u>	<u>Warning Signs</u>
<input type="checkbox"/> Eats an increasing variety of food	<input type="checkbox"/> Picky eater
<input type="checkbox"/> Is willing to try new foods of various textures, flavors, and temperatures	<input type="checkbox"/> Overstuffs food in mouth
<input type="checkbox"/> Takes appropriately-sized bites of food	<input type="checkbox"/> Gags when eating
<input type="checkbox"/> Independently drinks from an open cup without spilling	<input type="checkbox"/> Mouths non-food items or objects
	<input type="checkbox"/> Drools
	<input type="checkbox"/> Has speech that is difficult to understand

VISUAL	
<u>Developing Skills</u>	<u>Warning Signs</u>
<input type="checkbox"/> Easily sorts objects based on size, shape, or color	<input type="checkbox"/> Easily distracted in busy or cluttered environments
<input type="checkbox"/> Assembles age-appropriate puzzles	<input type="checkbox"/> Seems sensitive to light or prefers dark/dim lighting
<input type="checkbox"/> Visually tracks a moving object (ex. ball)	<input type="checkbox"/> Often tilts head or looks out of corner of eye
<input type="checkbox"/> Enjoys reading books	<input type="checkbox"/> Has difficulty sustaining visual gaze or tracking moving objects
<input type="checkbox"/> Able to maintain place when copying from the board or reading	<input type="checkbox"/> Reverses letter, numbers, or words
<input type="checkbox"/> Able to scan and locate objects in the room	<input type="checkbox"/> Has difficulty with spacing letter or words when writing or with visually organizing information on a page

AUDITORYDeveloping Skills

- Consistently responds to verbal cues without repetition
- Is able to follow 2-3 step commands
- Follows directions/instruction in group settings

Warning Signs

- Overreacts to ordinary household or classroom sounds
- Unable to filter out background noise; easily distracted
- Difficulty understanding language

TACTILEDeveloping Skills

- Identifies shapes and familiar objects by touch
- Enjoys playing with toys/objects with various textures (ex. smooth, bumpy, soft, hard, cotton, felt, rubber, etc.)
- Enjoys playing in environments with various textures (ex. grass, sand, etc.)
- Wears clothing with a variety of textures and materials

Warning Signs

- Under- or over-responsiveness to pain
- Seems overly sensitive to touch; pulls away from touch
- Dislikes self-care activities more than other children (ex. baths, haircuts, teeth brushing, nail trimming, etc.)
- Shows discomfort getting messy
- Appears sensitive to certain textures or fabrics; picky about fit of clothing, shoes
- Seems unaware of being touched or bumped
- Seems unaware of when he/she touches or bumps someone or something else
- Constantly touches things; “learns” through fingers

VESTIBULARDeveloping Skills

- Maintains balance for everyday tasks and activities
- Enjoys swinging, jumping, sliding and other playground activities
- Has a good sense of rhythm and can clap to a beat
- Uses the two sides of the body in a coordinated manner when performing bilateral tasks such as cutting with scissors, opening screw-on lids, skipping, swimming, etc.

Warning Signs

- Dislikes car rides or becomes motion sick easily
- Appears uncomfortable or fearful with swinging
- Dislikes jumping or having feet off floor
- Seeks twirling, spinning, rocking, or swinging more than other children
- Gets dizzy easily or never gets dizzy
- Poor endurance for standing or sitting; easily tires or needs to move/wiggle in order to sustain these positions
- Poor posture; frequently leans on people or objects for support
- Frequently trips, stumbles, or falls

ATTENTION/BEHAVIORDeveloping Skills

- Expresses self and makes needs known in an appropriate manner
- Attends and participates appropriately in school
- Is able to play with one toy or theme for 15 minutes
- Is able to pay attention during games and activities with friends and family

Warning Signs

- Needs more verbal cuing to complete age-appropriate tasks than other children; poor work habits
- Short attention span
- Unable to attend in a busy environment (ex. classroom)
- Aggressive or impulsive behavior
- Seems to be in constant motion; unable to sit still

SOCIAL/EMOTIONALDeveloping Skills

- Works and plays cooperatively with others
- Exhibits good sportsmanship
- Engages in imaginative and pretend play
- Resolves conflicts with peers with some adult guidance (increased independence with age)
- Self-calms when upset
- Is able to cope with unexpected change
- Is able to separate and be away from parents when with familiar persons (ex. babysitter/nanny, teacher, relatives)
- Aware of safety precautions (ex. no talking to strangers, aware of risky/unsafe environments and behaviors)

Warning Signs

- Has difficulty making and keeping friends
- Has difficulty participating in group activities
- Repetitive in play, plays the same things over and over, limited play skills
- Strong need for routine, poor flexibility
- Failure to explore
- Difficulty with transitions—between toys/activities, between environments
- Inability to settle down; sleep difficulties
- Poor emotional regulation—easily upset or frustrated, large fluctuations in emotion, frequent outbursts/tantrums