

Appendix

Developmental Stages of Development (birth to 24 months)

Child aged from birth to 2 months	
<i>Language skills</i>	
1.	Cries
2.	Non-crying vocalizations: grunts, coos, gurgles and squeals
The child who has reached developmental level 1: mental age 3 months:	
1.	Demonstrates good head control when held over an adult's shoulder
2.	Lifts head and upper chest when place on stomach
3.	When lying on back, usually moves both arms together and both legs together
4.	Rolls from back to side and returns, moving to both sides
5.	Usually has hands closed into a fist and does not reach for or grasp objects. When the child's hand is touched with an object, the child's arms wave about and hands open or close. Will not hold rattle placed in hand
The child who has reached developmental level 2: mental age 4 months:	
1.	Lifts head and chest and pushes up on elbows when placed on stomach
2.	Begins to open hands
3.	When lying on back: <ul style="list-style-type: none"> When pulled towards sitting, assists by raising head, but head still lags Observes dangling toy and makes generalized but unsuccessful movements towards reaching it Watches hands. Hands meeting at midline Accepts rattle or ring, looks at it, puts it to mouth, approaches it with free hand but does not change hands
4.	When sitting with support, takes small block from table using a crude grasp. The child scoops block from little finger side of hand. Does not use the thumb
<i>Language development (2–4 months)</i>	
	Attends to other's voices
	Offers consonant-vowel like utterance shapes
	May participate in vocal exchange with caretaker

(continued)

The child who has reached developmental level 3: mental age 5 months:

- | | |
|----|---|
| 1. | Begins to roll from back to stomach |
| 2. | When pulled towards sitting from back lying position, maintains head in alignment with trunk |
| 3. | When lying on stomach: (a) pushes up on hands lifting upper body off floor, head well back, elbows straight, (b) tries to move and get to something, (c) may pivot around middle, moves arms and legs with back arched (swimming), kicks both legs like a frog or uses arms to push self backward |
| 4. | Uses both arms and hands together to pull things towards self |
| 5. | Has begun to use the thumb when trying to hold an object. Uses fingers and thumb to hold object against palm (palmar grasp) |

The child who has reached developmental level 4: mental age 6 months:

- | | |
|----|---|
| 1. | Rolls over from back to stomach in both directions |
| 2. | When pulled to sitting, lifts head and actively cooperates by pulling with arms |
| 3. | Sits well when propped |
| 4. | When placed, sits alone briefly, using hands for balance |
| 5. | Takes some weight on legs when supported at trunk |
| 6. | Approaches and grasps object with one hand. Movement is not smooth or coordinated |

The child who has reached developmental level 5: mental age 7 months:

- | | |
|----|---|
| 1. | Sits alone for longer periods. Back is still rounded but the child no longer uses hands for support |
| 2. | When lying on stomach and propped up on straight arms, child begins to push back onto knees |
| 3. | When held in a standing position, actively bends and straightens knees (stamping) |
| 4. | Begins to crawl on stomach, pulling with arms and pushing with legs. Movements of arms and legs are haphazard. Child later begins to use the right arm and leg together and the left arm and leg together |
| 5. | Reach and grasp are now smooth and coordinated. Objects are held more towards the thumb. Tilts hand over on little finger side to grasp objects, but is unable to use the thumb and forefinger to pick up small objects |
| 6. | Transfers objects from hand to hand, turns them over and puts them to mouth |

Language development (4–7 months)

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|--|---|
| | Responds to human voices by turning the head towards source |
| | May be disturbed by angry voices |
| | Usually stops crying when spoken to |

The child who has reached developmental level 6: mental age 8 months:

- | | |
|----|--|
| 1. | Sits erect, without support and with good balance |
| 2. | From lying on stomach, pushes to the hand-knee creeping position, rocks forward and back in this position, may push self backward |
| 3. | Crawls more efficiently, usually progressing from pulling and pushing with the arm and leg on the same side to pulling and pushing with the opposite arm and leg |
| 4. | Rolls from stomach to back in either direction |

The child who has reached developmental level 7: mental age 9–10 months:

- | | |
|----|---|
| 1. | Begins creeping on hands and knees but with a variable pattern. Often pulls knees under body at once in a kind of 'bunny hop'. Develops a better creeping pattern |
| 2. | Moves from lying to sitting independently |
| 3. | Moves from lying position to the hand-knee position independently |

(continued)

4.	Pulls self to standing, but does not know how to let self down again. Can roll onto stomach, push self up on hands and knees and, from there, pull to stand with support
5.	Has become more skillful in grasping objects. Is capable of placing thumb and forefinger in opposition to form a precise pincer grasp. Picks and plucks and uses forefinger to poke and probe

Language development (9–10 months)

Imitates self-perpetuated sounds that interest him/her
Evidence of comprehension, e.g. a question such as ‘Where is Daddy?’ produces the response of looking towards father, or the child will hand over a toy upon request

The child who has reached developmental level 8: mental age 11–13 months:

Locomotion skills

1.	Creeps on hands and knees. Performance is rapid and efficient
2.	Begins to walk, progressing through the following stages:
	Side steps (cruises) along playpen, rail or furniture
	Attempts to stand alone
	Walks with one hand held, weight evenly distributed on both feet
3.	Rises from hands and knees to hands and feet and from there to standing – without assistance

Hand dexterity and hand-eye coordination

1.	Uses the thumb and forefinger deftly and precisely to pick up small objects, can poke a finger in a small hole
2.	Can drop a small block in a container, has almost acquired the capacity for placement and voluntary release
3.	Takes one block after another and places them repetitively on the table, but without any particular pattern
4.	Holds a toy in one hand while picking up another
5.	‘Throws’ a ball with a pushing movement

Language skills (10 months through 1 year)

Imitates babbling sounds of others
Comprehends ‘bye-bye’ and ‘pat-a-cake’ or similar recurrent routines
Responds to simple commands (e.g. ‘No!’)
First word may appear

The child who has reached developmental level 9: mental age 14–18 months:

Locomotor skills

1.	Walks independently, progressing as follows:
	Takes a few steps at a time with feet wide apart, hands at shoulder height. Falls by collapsing
	Walks flat-footed but with better balance, feet closer together, hands held about waist high
	Achieve a heel-toe gait. Rarely falls. Hands are no longer needed for balance
2.	Begins to negotiate stairs, progressing as follows:
	Creeps up stairs on hands and knees but cannot come down stairs without help
	Walks up stairs, one hand held, bringing both feet to each step, creeps down stairs feet first
3.	Sits on child’s chair with fair accuracy
4.	Climbs into an adult chair unaided

(continued)

Hand dexterity and hand-eye coordination

- | | |
|----|---|
| 1. | Places one block on top of another on the first try
Voluntary release is exaggerated. Takes repeated attempts to build a tower of three blocks |
| 2. | Collects and holds approximately eight blocks handed one at a time |
| 3. | Throws a ball with one or both hands |
| 4. | Turns pages of a book or magazine, usually turning several pages at a time |
| 5. | Holds large crayon in fist and scribbles spontaneously
Imitates a vertical stroke, but without regard for direction |
| 6. | Holds glass of milk in both hands, somewhat precariously |
| 7. | Feeds self with spoon, holding spoon with palm down |

Language skills (1 year to 18 months)

- | | |
|--|--|
| | Responds to a variety of commands |
| | Makes self understood through reporting and requesting |
| | Has about 10–30 single word vocabulary |
| | Identifies familiar objects and some body parts when named |

The child who has reached developmental level 10: mental age 19–24 months:*Locomotion skills:*

- | | |
|----|--|
| 1. | Has learned to run – stiffly at first, then for ten feet or more without falling |
| 2. | Walks up and down stairs alone, still bringing both feet to each step in turn |
| 3. | Squats to play |
| 4. | On command, walks up to a ball and kicks it |
| 5. | Jumps down one stair step, one foot leading. Usually lands on all fours or in a deep squat |
| 6. | Rides a kiddie car |
| 7. | Broad jumps over a line or small object |
| 8. | Climbs into and stands up on an adult chair |

Hand dexterity and hand-eye co-ordination

- | | |
|----|---|
| 1. | <i>Block play</i>
Builds a tower of up to six blocks
Places three blocks in a row to make a train then pushes train |
| 2. | <i>Drawing</i>
Holds crayon in fist
Scribbles more spontaneously
Imitates vertical and circular strokes |
| 3. | <i>Form boards/puzzles</i>
Correctly inserts all large-sized pieces when forms are presented opposite to the correct place |
| 4. | <i>Picture books</i>
Turns the pages of books or magazine one by one. Points to pictures. Names some pictures |
| 5. | <i>Feeding</i>
Holds spoon with thumb and fingers – palms up or with over hand grasp
Holds glass of milk securely, often with one hand, but with the other hand ready to help |

(continued)

6.	<i>Dressing</i>
	Pulls on simple articles of clothing: socks, hat
	Removes shoes but often needs help with laces
	Cooperates well in dressing, standing, turning, putting out arms or legs, etc.
<i>Language skills (18–24 months)</i>	
	Names objects and pictures upon request
	Two-word combinations occur, may be quickly followed by three-, four- and five-word utterances
	Can follow many one- and two-part commands
<i>Social skills (20–24 months)</i>	
	Plays beside other children, but not with them
	Apt to snatch, push and kick, rather than to give and take in a polite fashion
	Imitates domestic events in play (e.g. putting teddy to bed)

Adapted from: Wabash Centre for the Mentally Retarded, Inc. (1977). *A Guide to Early Developmental Training* (p. 40)

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