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NAME:..... DOB: ___/___/___ Date: ___/___/___

Child Development Milestones – 36 Months

The majority of children will achieve the milestones on the left by the time they turn 36 months. All children develop at different rates. Some children are slower than others, but catch up in time. Other children, however, may have an underlying problem that causes their development to be delayed. Some may not catch up. It is important for these children to get as much early intervention (treatment) as possible. If you are concerned about any aspect of your child's health or development (examples in column on right), please discuss this with the Nurse and Doctor. It is better to have your concerns checked than to 'wait and see'. Please place a ✓ in the boxes that represents your child.

Fine Motor

- | | |
|--|---|
| <input type="checkbox"/> Matches 2-3 colours | <input type="checkbox"/> Unable to copy / draw lines, crosses and circles |
| <input type="checkbox"/> Assists with dressing and is able to take off most clothes | <input type="checkbox"/> Unable to use cutlery |
| <input type="checkbox"/> Play involves logical, detailed actions; less frequent events e.g., going to movies/zoo | <input type="checkbox"/> Unable to undo buttons |
| <input type="checkbox"/> Can use an object to represent different things in play e.g. a block for a car | <input type="checkbox"/> No ability with scissors (although ability can depend on experience) |
| <input type="checkbox"/> Hold onto a pencil to draw and imitate simple strokes | <input type="checkbox"/> Sensitive to or avoids certain textures, sounds, or movements |
| | <input type="checkbox"/> Continually seeking out certain textures, sounds, or movements |

Gross Motor

- | | |
|---|--|
| <input type="checkbox"/> Can jump off a step | <input type="checkbox"/> Unsteady balance |
| <input type="checkbox"/> Throw and kick a ball | <input type="checkbox"/> Can't balance on one foot |
| <input type="checkbox"/> Climbs on and off an adult chair | <input type="checkbox"/> Weakness |
| <input type="checkbox"/> Kneels upright without support | <input type="checkbox"/> Poor quality movement |
| <input type="checkbox"/> Walks up and down stairs with two feet to a step (2 years), alternate feet to ascend (3 years) | <input type="checkbox"/> Clumsy |
| <input type="checkbox"/> Tries to stand on one foot (2 years), 3 seconds on preferred leg (3 years) | <input type="checkbox"/> Falls often |
| <input type="checkbox"/> Starting to run (2 years), able to run, change directions, step over obstacles without falling over frequently | |

Language / Feeding

- | | |
|--|--|
| <input type="checkbox"/> Makes these sounds w, p, b, k, g, t, d, n, m, h, y | <input type="checkbox"/> Mostly can't understand |
| <input type="checkbox"/> Uses sentences with more than 4 words | <input type="checkbox"/> Limited grammar and vocabulary |
| <input type="checkbox"/> Uses verbs with '-ing' e.g., jumping | <input type="checkbox"/> Can't follow a 2 to 3 step instruction |
| <input type="checkbox"/> Uses plurals (e.g., dogs) | <input type="checkbox"/> Still understands only simplified baby language |
| <input type="checkbox"/> Asks questions beginning in "wh" e.g., "what's daddy doing" | <input type="checkbox"/> Limited content, interest or variation in the language |
| <input type="checkbox"/> Follows instructions with 2 simple parts e.g., find your shoes and socks, if part of a daily routine. | <input type="checkbox"/> Persistent copying of talking/echolalia e.g., repeating parts of movies, phrases. |

Social / Emotional

- | | |
|--|---|
| <input type="checkbox"/> Looks for a familiar person when in need of attention | <input type="checkbox"/> No interest in learning how to dress self |
| <input type="checkbox"/> Plays beside other children | <input type="checkbox"/> No awareness or response to name |
| <input type="checkbox"/> Dramatic play e.g., feeds doll, talks on pretend phone | <input type="checkbox"/> Unable to name own sex |
| <input type="checkbox"/> Experiencing tantrums but able to be calmed down | <input type="checkbox"/> No apparent awareness of own feeling |
| <input type="checkbox"/> Responds differently to family or other familiar people | <input type="checkbox"/> No interest in helping in social or household activities |
| | <input type="checkbox"/> No interest in learning to feed self |
| | <input type="checkbox"/> Play is mechanical and repetitive with little change, imagination or human content |
| | <input type="checkbox"/> Does not respond to parent's attempts to calm child down |

Intellectual / Cognitive

- | | |
|---|---|
| <input type="checkbox"/> Play includes imaginary objects | <input type="checkbox"/> Play shows little imagination |
| <input type="checkbox"/> Draws face with crude features | <input type="checkbox"/> No understanding of using pen beyond scribble |
| <input type="checkbox"/> Recognises number | <input type="checkbox"/> No awareness of money |
| <input type="checkbox"/> Repeats back 2-3 numbers | <input type="checkbox"/> No understanding of numbers beyond copying, counting |
| <input type="checkbox"/> Understands concepts of bigger and smaller | |
| <input type="checkbox"/> Recognises money | |