

NAME:..... DOB: \_\_\_/\_\_\_/\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

## Child Development Milestones – 12 Years

The majority of children will achieve the milestones on the left by the time they turn 12 years old. 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"/> Writes letters and numbers correctly   | <input type="checkbox"/> Difficulty with construction and fine manipulative work        |
| <input type="checkbox"/> Organises themselves and their belongings                                      | <input type="checkbox"/> Poor legibility and speed of handwriting compared to peers     |
| <input type="checkbox"/> Writes legibly   | <input type="checkbox"/> Gets tired easily when completing a fine motor or writing task |
| <input type="checkbox"/> Copies written work from the blackboard  | <input type="checkbox"/> Continually seeking out certain textures, sounds or movements  |
| <input type="checkbox"/> Organises written work neatly on a page  | <input type="checkbox"/> Sensitive to or avoids certain textures, sounds or movements   |
| <input type="checkbox"/> Completes written work at an appropriate speed                                 |   |
| <input type="checkbox"/> Independent with toileting during the day and night                            |   |
| <input type="checkbox"/> Completes written work without reporting pain in hand or arm                   |   |
| <input type="checkbox"/> Can use adult tools for basic tasks e.g. saws and hammers, sew simple garments |   |

### Gross Motor

- |  |  |
|--|--|
| <input type="checkbox"/> Jumps down 4 or more stairs   | <input type="checkbox"/> Avoidance of sports in general  |
| <input type="checkbox"/> Skips fast with a skipping rope   | <input type="checkbox"/> Avoidance of team sports  |
| <input type="checkbox"/> Rides a bicycle   | <input type="checkbox"/> Decreased levels of endurance and fitness                               |
| <input type="checkbox"/> Able to swim  | <input type="checkbox"/> Frustration and poor self-confidence                                    |
| <input type="checkbox"/> Shows increased awareness of their own physical skills and how they appear to others  | <input type="checkbox"/> Low levels of self-perception regarding physical ability and appearance |
| <input type="checkbox"/> Shows increased body awareness and self-perception                                    | <input type="checkbox"/> Feelings of being 'bad' or 'hopeless' at physical activities            |
| <input type="checkbox"/> Participates appropriately with peers in sporting programs in school or the community |  |

### Language / Feeding

- |   |  |
|---|--|
| <input type="checkbox"/> Uses descriptions when telling or writing stories  | <input type="checkbox"/> Inability to maintain a topic of conversation |
| <input type="checkbox"/> Understands jokes  | <input type="checkbox"/> Inability to follow multi-part instructions   |
| <input type="checkbox"/> Follows all instructions without difficulty  |  |
| <input type="checkbox"/> Understands that words have more than one meaning  |  |
| <input type="checkbox"/> Maintains one topic of conversation for several minutes  |  |
| <input type="checkbox"/> Uses descriptions in other text e.g. reports and procedures to make writing more interesting.                          |  |
| <input type="checkbox"/> Researches simple topics and writes reports, simple essays and arguments   |  |
| <input type="checkbox"/> Read stories and reports, talk about the main ideas, what could happen next and infer meaning from indirect statements |  |

### Social / Emotional

- |  |   |
|--|---|
| <input type="checkbox"/> Shows high independence from parents  | <input type="checkbox"/> Aggressive behaviour   |
| <input type="checkbox"/> Can resolve social problems and conflicts   | <input type="checkbox"/> Lack of compromise and flexibility   |
| <input type="checkbox"/> Understands other people's points of view   | <input type="checkbox"/> Lack of empathy  |
| <input type="checkbox"/> Starts and maintains relationships with family and friendships with peers               | <input type="checkbox"/> Poor ability to see how they can help in a problem situation                   |
| <input type="checkbox"/> Regulates emotions and begins to understand other people's emotions and act accordingly | <input type="checkbox"/> Minimal to no capacity to see things from another's point of view              |
| <input type="checkbox"/> Influenced by school and friends in the sense of what is important                      | <input type="checkbox"/> Poorly developed idea of right and wrong (still self-centred and toddler-like) |
| <input type="checkbox"/> Responds to appropriate behaviour management strategies                                 |   |

### Intellectual / Cognitive

- |  |  |
|--|--|
| <input type="checkbox"/> Sustains attention for long periods of time | <input type="checkbox"/> Not meeting school curriculum expectations      |
| <input type="checkbox"/> Meets school curriculum expectations        | <input type="checkbox"/> Inability to maintain attention                 |
|  | <input type="checkbox"/> Inability to work independently on tasks        |
|  | <input type="checkbox"/> Teacher concerns regarding academic performance |