

baby
monitor
child development calendar

this calendar belongs to:

child's name

date of birth:

weight & height:



if found, please return to:

name:

phone:

disclaimer

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you with an overall idea of when you may expect your child to gain certain skills. If your child does not gain the skill, it does not mean your child has a disorder. If you have concerns, speak with your primary care physician or utilize one of the resources listed at the end of this calendar to allow a professional to help and guide you. References, resources and information listed have been provided with every effort to locate copyright information and/or permission for use.

components of communication

Voice, speech, language and social skills are the tools we use to communicate with each other.

Voice: the actual sound we make by pushing air from our lungs between our vocal folds, in our larynx, which make noise when they vibrate

Speech: the production of sounds utilizing precisely coordinated muscle actions of our tongues, lips, jaw, and vocal tract to produce the recognizable sounds that make up one's native language

Language: a set of shared rules that allow people to exchange their ideas in a meaningful way. Language can be spoken/verbal, written, signed, gestured or expressed within the use of body movements/facial expressions. "Expressive Language" refers to how one uses their spoken language to communicate their ideas. "Receptive Language" refers to how one understands the language spoken around them.

Social Skills: how one uses their language to build relationships, solve problems and interact with others efficiently and appropriately

1 to 2 months

what's happening now

- Watches speaker's mouth
- Reacts to slow disappearing object by following with eyes or a look
- Intently makes eye contact with adults
- Seems to recognize parent voice and, if crying, quiets once hears parents' voices
- Coos and makes pleasure sounds

activities to do with your baby

- Simple 'games' can improve your baby's gaze and coos, such as tickling or 'This Little Piggy'. Lay baby on your lap so you're looking down and loving on them.
- Talk about what you are doing as you run errands, work and play. High-pitched singsong talk called "motherese" helps baby learn words and phrases.

take concern if

- *IF* failed newborn screening(s) - follow up *NOW*
- Does not respond to loud sounds
- Is quiet and does not make cooing or pleasure sounds
- Struggles to get a full feed in less than 45 minutes
- Does not cry when typically expected

2 to 3 months

what's happening now

- Comforts in response to a specific person or object
- Begins to develop a smile in response to people or voices
- Watches faces with purpose and may imitate some expressions
- Turns head towards direction of sound
- May begin some babble sounds: B, P or M with vowels A, E, I, O, U (Ex: "puh", "mah")
- May begin to laugh

activities to do with your baby

- Sleep is becoming more routine, so this is a great time to begin nightly bedtime stories, songs and/or prayers.
- Imitate your baby's babble as a mini-conversation, and even demonstrate new babbles. Use babbles beginning with T and D (Ex: "tee tee, tah, do do...")
- Make faces with your baby by puckering, smacking your lips, or sticking your tongue out. Take time to smile and laugh with your baby.

take concern if

- Does not smile at anyone
- Does not notice hands
- Does not respond to loud noises
- Does not pay attention to or react to new faces
- Seems very upset by new faces or surroundings

3 to 4 months

what's happening now

- Babbling begins to have a rise and fall rhythm to it - changing tone
- Produces P, B, and M sounds consistently in babble (Ex: "ma", "ba")
- Imitates facial expressions: smiles, smacks, blows, etc.
- Develops a laugh in response to other's actions or voice
- Shows excited movements in response to a familiar person or object (Ex: kicks and moves arms)

activities to do with your baby

- Peek-a-boo and finger plays make for fun interactions. Try reciting nursery rhymes such as "Pat-a-Cake", "Itsy Bitsy Spider", or "5 Little Monkeys".
- Practice turn taking by shaking or patting toys and then giving the toys to your child to shake or pat.
- When you are cooking, cleaning or doing daily chores, position baby to see what you're doing and talk to them about it! TALK, TALK, TALK.

take concern if

- Doesn't babble
- Doesn't bring object to mouth
- Never smiles when sees parent or caregiver
- Doesn't respond to familiar voices
- Doesn't comfort in response to familiar person or object

4 to 5 months

what's happening now

- Begins to respond differently to "happy" vs. "angry" voices
- Notices that toys (such as rattles) make sound and becomes excited by the sound
- Vocalizes or babbles to show happiness or displeasure
- Often explores toys or objects by using mouth

activities to do with your baby

- Hold two objects away from your baby, and see which one they reach for to play with.
- Partially hide a toy under a blanket to play "peek-a-boo" with objects.
- Make a babble or cooing sound, and wait for them to make a sound back. If they do, change your sound and wait again. Go back and forth making different sounds such as "ooooo", "aaah", "naanaa" "mmmm".

take concern if

- Doesn't babble
- Doesn't bring object to mouth
- Doesn't turn head to locate sound
- Doesn't watch objects as they move
- Shows little to no affection for caregiver
- Rejects snuggles

5 to 6 months

what's happening now

- Begins to imitate gestures such as patting toys or shaking head
- Initiates "talking" and seeks attention by babbling to caregiver
- Often responds or reacts to a "NO!" by becoming startled or stopping the current action
- Bangs objects during play
- Begins to more skillfully reach for objects during play

activities to do with your baby

- Read books with clear, bright and large pictures. Point to the pictures in the book and name them when possible.
- Be a "sports commentator"- talk about everything you and your little one do! Ex: "Time for lunch. Get the bowl. Get your spoon. I've got applesauce. Let's eat!" The more you say, the more they begin to learn about words, sounds, and conversation skills.

take concern if

- Does not produce vowel sounds, such as "ah", "eh", or "oh", while babbling
- Does not vocalize when happy or upset
- Does not smile at people
- Does not imitate sounds or facial expressions

6 to 7 months

what's happening now

- Smiles and laughs during play times
- Enjoys social games like peek-a-boo and smiling in the mirror
- Begins to recognize family members' names by looking for the person when they hear the name spoken
- Their babbling includes both long and short sounds such as "*bahbah ti mamama*"
- Begins imitating gestures such as waving and blowing kisses

activities to do with your baby

- Read the same books over and over. This helps your child develop their vocabulary and builds future reading skills.
- Make silly faces with your child, and see if they make them back.
- Try to make up a song using their name and fun tidbits just about them.

take concern if

- Does not reach for objects that are near
- Does not respond to sounds around them
- It is difficult to comfort or console
- Has overly floppy or stiff muscles
- Does not laugh or squeal during play

7 to 8 months

what's happening now

- Responds to request “come here” by leaning in, reaching up or seeking help
- Uses gestures and vocalizations to show dislike or refusal (ex: shaking head no)
- Searches for partially hidden objects during play, such as a toy placed under a blanket
- Looks for toys that have fallen
- Increasing attachment to caregiver

activities to do with your baby

- Continue to be a “sports commentator”—talk about everything you and your little one do! Ex: “It’s bath time. Turn on the water and fill up the tub. The water is warm.” Talk about actions, descriptions, functions and uses.
- If your child tries to communicate an idea, such as “no”, give them a new or better way to say their idea. If they push away an item, show them how to shake their head “no”. If they shake their head “no”, try to teach them to say ‘nuh uh’, etc.

take concern if

- Does not roll over in either direction
- Does not babble
- Does not try to gain attention through actions
- Ears are red or child is frequently pulling at their ears with fever (may be a sign of an ear infection)

8 to 9 months

what's happening now

- Shouts or vocalizes to gain an adult's attention
- Touches a toy or an adult to restart an activity during play
- Maintains attention to the speaker
- Responds to "no" most of the time by stopping action
- Uses raised arms to signal "pick me up"

activities to do with your baby

- Play the imitation game! When your baby babbles to you, babble or talk back to them. Take turns going back and forth in a pretend conversation.
- Sing "If you're happy and you know it, clap your hands" with your child. Change the verses to include other emotions (Ex: *mad* - stomp your feet, *sad* - say "boohoo", *tired* - yawn and stretch)

take concern if

- Does not enjoy social or back-and-forth play (peek-a-boo)
- Does not imitate sounds you make
- Does not seem to recognize family members or familiar people
- Does not ever respond to their own name

9 to 10 months

what's happening now

- Stops an activity when their name is called
- Actively looks at pictures in a book
- Babbles along with familiar songs
- Waves in response to "bye-bye"
- Recognizes strangers and may be shy or show some fear at first
- Plays with objects beyond just mouthing or banging them

activities to do with your baby

- Your baby is beginning to recognize him/herself. Support this by playing in the mirror, singing songs, making silly faces, making sounds (silly noises or speech-like sounds)
- Play "Name That Sound". When you hear any sound, name it for them! Ex: "Oh, I hear the phone"; "Listen, a dog!"; "I hear Daddy!" This associates sounds they hear with words to build an understanding of the world around them.

take concern if

- Does not babble or make any sounds
- Does not appear to enjoy being around other people or children
- Does not imitate gestures such as shaking their head or waving
- Avoids eye contact during social play or other interactions
- Often looks down or away from others
- Struggling with transitions into more solid foods

10 to 11 months

what's happening now

- Looks at or moves toward family members, familiar people, pets, or familiar objects when they are named
- Gives an object on request (Ex: When you say "Give me the ball", baby looks at the ball)
- Covers and uncovers their own face during peek-a-boo
- May show some initial fear of separation from parents or care giver

activities to do with your baby

- Encourage social play by playing games such as pat-a-cake, peek-a-boo, tickle, and singing with them.
- Look through pictures of family members or familiar people, and name them.
- Respond to gestures your child uses as communication, such as waving, holding arms up, and pointing. Give the child a word to use with the gesture. Ex: If your child is holding their arms up, say, "Up! You want up!" as you pick them up.

take concern if

- Does not search for hidden objects
- Does not look at or attend to a person speaking
- Shows symptoms of ear infection (signs include: red ears, pulling at ears, fever, increased fussiness, trouble sleeping, and/or a decreased appetite)

11 to 12 months

what's happening now

- Imitates consonant and vowel sounds together (ex: "boo", "papa")
- Consistently waves "hi" & "bye"
- Looks at a person saying their name
- Resists someone taking away a toy
- Can sometimes follow simple commands: stop, go, sit, stand-up, give me
- Extends their arm to show an object

activities to do with your baby

- Your child may use fun "sounds" before using true words. While playing, make fun sounds for them to imitate. For a truck, make a "brrrrm" sound. For a train, "choo-choo", for a fire truck "woo-woo", and for a car "beep-beep".
- When looking at animals, name them and practice making their sounds!
- Get on the floor to play with your child. When you are at their level, they can better hear you, see you, and learn from you!

take concern if

- Does not appear to recognize familiar people or family members
- Does not pay attention to pictures in books
- Does not look at/for familiar people or objects when named
- Does not crawl
- Does not change tone or use an adult like speech pattern when babbling

12 to 13 months

what's happening now

- Vocalizes when another person calls them
- Uses exclamations such as "Oh, no!"
- Spontaneously has use of one or two words meaningfully such as "mama", "dada", "ball", or "dog"
- Tries to get an object that is just out of their reach
- Imitates simple actions in play such as stirring a spoon

activities to do with your baby

- Your child is learning to understand new words almost everyday. You can help them by: speaking slowly in short sentences (1 to 3 words only), holding objects or toys by your face when naming them, and talking often
- Play a word imitation game by pointing to Mom, Dad, and favorite items, name them and encouraging your child to imitate you. Ex: "Mama! That's Mama. You say, Mama!" Praise them for their attempts; the words don't have to be perfect!

take concern if

- Does not use gestures to communicate (ex: holding arms up, pointing, waving)
- Does not have any single words (ex: "mama" or "dada")
- Does not point to objects or pictures
- Loses skills that he/she once had
- Can not stand up when given support (ex: holding their hands)

13 to 14 months

what's happening now

- Vocalizes, gestures or uses a word to change an activity or meet their needs
- Imitates familiar words
- Identifies two basic body parts on another person or on self (ex: head, belly, feet, mouth)
- Shakes head "no" to protest
- Performs for social attention—may blow a kiss or give high-five to make an adult smile

activities to do with your baby

- In the bath sing, "Head, shoulders, knees and toes" while washing up. Name or sing about the body parts as you wash them.
- Bath time is a great time to practice imitating! You can practice imitating actions, sounds and words. Splash the water, clap, pop bubbles, make silly sounds and have fun imitating each other!

take concern if

- Does not imitate sounds or words when they are said by an adult
- Does not have at least one true word (ex: "mama", "dada", "ball", "dog")
- Avoids interactions with adults or children by looking away or moving away
- Struggling to use an open cup, straw or item other than the bottle

14 to 15 months

what's happening now

- Varies their pitch when babbling or vocalizing
- Uses some true words in their babbling (ex: "*Daba ta mama ma*" or "*papapa ball eeheh*")
- Begins to imitate other children's actions
- Responds to other children's vocalizations
- Feeds others in pretend or real food interactions
- Initiates turn taking activities such as rolling a ball

activities to do with your baby

- When reading, have them point to pictures (ex.: "Show me the cat. Where's the car?").
- Sing "Old McDonald", and practice making animal sounds.
- Respond to attempts at new words. They are now starting to use more true words and less babble, so encourage words by responding to their tries, even if they aren't perfect. "Banana" may come out as "nana". After their best attempt, say the real word again so that they can hear the true way to say the word one more time.

take concern if

- Does not use words, sounds or gestures to get adult attention
- Does not babble or have at least one true word
- Does not appear to understand simple directions such as: "up", "give me", "stop", "uh-oh"
- Does not watch other children
- Does not enjoy social play

15 to 16 months

what's happening now

- Says or imitates 5-10 words
- Begins to make a few animal sounds when asked
- Imitates patting or feeding a baby doll during play
- Pays attention to pictures and can point to common pictures when named (ex: "show me dog")

activities to do with your baby

- Sing songs that involve hand motions like "Wheels on the Bus" or 'Itsy-bitsy spider'. Help your child do the motions along with the song! Leave some pauses, and see if they fill it in with either a hand motion or word.
- When at the grocery store, label items you see and buy, encouraging them to imitate you. Naming items your child sees and touches helps build their vocabulary!

take concern if

- Does not appear to know the function of common objects (ex: does not know that you eat with a spoon or brush hair with a brush)
- Does not pay attention to pictures in books
- Cannot point to any basic body parts when named (ex: head, feet, belly, eyes, mouth)

16 to 17 months

what's happening now

- Asks one-word questions such as "Up?", "Go?" or "That?"
- Can point to two common actions in pictures (ex: sleeping, eating, running)
- Enjoys imitating adult's behavior in play—will try to "talk" on a phone, sweep, push a shopping cart, "drive"

activities to do with your baby

- Kids love to be just like mommy and daddy! Encourage them to imitate your "adult" actions in play by giving them a toy phone to talk on, giving them toy tools to help daddy "fix things" or have them brush a baby doll's hair.
- Practice back and forth play by rolling a ball together. Talk about what you are doing, and give them words and gestures to use during play (ex: "My turn", "Your turn", "roll ball", "ready, set, go!").

take concern if

- Does not point or show things to other people
- Is not using single words meaningfully
- Does not imitate an adult or another child
- Child tends to prefer being by themselves away from others and plays in a way that does not have a purpose (Ex.: dumping, spinning or using toys differently than their purpose and doing so over and over)

17 to 18 months

what's happening now

- Uses common action words or directives such as: "up", "down", "go", "jump", "eat", "out", "in"
- Hums or tries to sing along to familiar songs
- Can find a familiar object in another room if asked to get it (ex: "go get the ball" or "go get shoes!")
- Identifies at least five body parts or clothing items by pointing when named

activities to do with your baby

- Put on their favorite music and encourage them to sing and dance along. Dance and sing with them to increase the fun!
- When getting dressed, talk about the clothes they are wearing and their body parts. "Time for pants. Pants go on legs! One leg, two legs!" Using a specific set of phrases consistently will help your child learn (ex: "Put on socks" "Take off socks". Soon they will say it themselves.

take concern if

- Continues to hold onto or bang toys together rather than play with them as intended (ex: bangs blocks instead of building or holds car instead of pushing it)
- Does not notice when caregiver leaves the room
- Cannot identify any objects or actions in pictures
- Not using gestures or words to meet their needs

18 to 19 months

what's happening now

- Begins to use consonants T, D, N, M, P, B in words
- Beginning to put two words together such as "mommy go" or "all gone"
- Frequently uses at least 15 words meaningfully
- Understands at least 50 words
- Brings toys to an adult to initiate play or to ask for help

activities to do with your baby

- While going for a walk, talk about what is going on around you: the people, animals, actions, colors, and objects!
- Now that your little one is beginning to use more single words, delay your responses to gestures or grunting, and model the use of words for them. (ex: Child goes: "eh, eh"(with arms up), and adult says: "Up! Tell me "up!" Wait a moment as the child may imitate. Say it again as you pick them up. Pair the word with the action.

take concern if

- Is not using at least 10 words meaningfully
- Cannot point to 3-4 body parts when named
- Does not attempt to imitate words said by an adult
- Cannot walk independently
- Continues to drool frequently, often seen with an open mouth

19 to 20 months

what's happening now

- Starts to use two-word questions such as "Go out?", "Eat cookie?"
- Makes environmental sounds often such as animal sounds, cars, vehicles and actions (ex: crashing sound)
- Understands "no", "stop", "don't"
- Develops new pretend play ideas such as flying an airplane or cleaning

activities to do with your baby

- This is a time to work on environmental sounds, matching the sound to the object. Choose toys such as cars or animals, and show your child how to make their sounds while you play (ex: "Here comes the truck, bbbrrmmmm, beep-beep! Oh, who goes woo-woo?")
- Play a "Stop and Go" game with actions like: run, dance, march, or jump. You say the action, and let them begin. Then shout "stop", and wait a moment. Then shout "go", and do it again.
- Practice pretending without objects. Hold your arms out, and pretend to be a plane, or crawl and bark to be a dog.

take concern if

- Does not use a variety of vowel sounds in speech (ex: frequently uses a single vowel like 'uh' in most words)
- Does not imitate words or actions when heard or seen
- Losing vocabulary words or play skills once had
- Does not seem to react differently around strangers vs. familiar people, or appears unaware that a person is a stranger

20 to 21 months

what's happening now

- Begins to sing a string of words from familiar songs such as “down the spout” during “Itsy-bitsy spider”
- Uses their own name to talk about themselves (ex: “Paul, cookie!”)
- Points to pictures of nouns, actions (ex: run, jump), and describes words (big, dirty) in a book when asked
- Begins to dance during pretend play

activities to do with your baby

- Sing with your child; you start the song, and let them finish or join in on key phrases (ex: “The wheels on the bus go _____”).
- Make a scrapbook using a variety of pictures of your child. Talk about what they are doing, using their name frequently. “Paul is swimming.” “Paul’s bear”. It would be great to include pictures of their favorite items such as clothes, toys, family members, friends, school or places they visit often.

take concern if

- Show little or no response to their name or simple routine directions (ex: “sit”, “come here”, “stop”)
- Noticeable ongoing hoarse or sore voice sound
- Uses a limited number of sounds in words—attempts at words should contain at least 4 of the following consonant sounds: M, B, P, N, T, D, H, W

21 to 22 months

what's happening now

- Often changes their tone of voice and volume to change the meaning of the phrase (ex: "that MY cookie!" vs. "That my cookie?")
- Uses words to call attention to things that may be far away from them such as an airplane in the sky, a fire truck down the street or a billboard
- Often follows one-step directions ("jump", "clap", "get shoes")

activities to do with your baby

- When going on a walk, point out things you hear or see that are far away, ask your child to look for things, too. "I see truck!" "Can you find a car?"
- During pretend play, use a happy, mad, sad, loud, quiet and questioning voice. Changing your voice helps your child learn about the meanings of tone and emotions.
- Act out events from a simple storybook or song like Going on a Bear Hunt or 5 Little Monkeys Jumping on the Bed.

take concern if

- Does not use two-word phrases
- Does not enjoy playing near other children, may appear to be fearful or avoids other children
- Shows very few play ideas and frequently becomes upset when their play actions are changed or interrupted
- Has difficulties with eating a variety of foods and trouble gaining weight

22 to 23 months

what's happening now

- Strangers are able to understand their speech around 25% to 50% of the time
- Will request common food by name (want banana, want pizza)
- Begins to use "mine" to refer to their own possessions
- Gives or gets items when asked or told (toys, clothes, food)
- Will try to play instruments during play

activities to do with your baby

- Choose a word or topic of the week, such as a color, shape, descriptor or action and talk about it all week long. If red is your theme point out red toys, use red crayons, wear red clothes and eat red foods.
- Play restaurant. You can make a menu, set the table, and wear an apron. Have your child order food off the menu. Take turns being the waiter, chef or diner. Don't forget to pretend to pay the bill and get your take-home bag too.

take concern if

- Appears frustrated when trying to speak and is not understood
- Frequently has ear infections
- Continues to drool frequently and excessively
- Does not learn new words on a regular basis
- Does not make comments or requests on their own
- Only speaking by imitation or when told to say something

23 to 24 months

what's happening now

- Understandable/clear use of at least four of these consonant sounds in words: M, B, P, N, T, D, H, W
- Will begin to have a vocabulary explosion gaining 150-300 words by 24 months of age
- Begins to understand some pronouns like "he", "she", "her" (Ex: "Give the ball to her")
- Will frequently do hand motions with songs or hand games on their own

activities to do with your baby

- Help increase two-word phrases by expanding on what they say. If your child says, "ball", say, "roll ball" if your child says, "cookie" tell them, "Eat cookie. I eat cookie."
- Have your child deliver simple messages for you. "Daddy, dinner time!" "Wake up!" or "Mommy, phone!"
- Guide decisions and requests by giving simple choices. "Do you want pizza or a hot dog?" "Bath or shower?" or "Red shirt or blue shirt?"

take concern if

- Does not ever enjoy or rejects simple games with parents or caregivers (tickling, chase, peek-a-boo)
- Uses a limited number of words (less than 75)
- Only uses phrases learned from TV or books that have no meaning or purpose (Ex: "Can we fix it?" "Miska Moska")
- Appears to talk just to hear preferred items

24 to 25 months

what's happening now

- Recognizes family members' names and looks for them (Ex: "Where's Chad?")
- Repeats or imitates words heard in adult conversation
- Has names or labels for all favorite toys, foods, pets or other objects
- Identifies major body parts and clothes by pointing at them when you name them

activities to do with your baby

- Make a picture book with family and friends' pictures. Ask, "Who's this?", and talk about who they are, what they look like, what they like to do and where they live.
- Play "copycat". You say a phrase and have them repeat it back to you! Even try tricky 'tongue twisters' or tough words (Ex: "See Sue swing" or "helicopter")
- When reading books, ask questions about what they see in the pictures: body parts, clothes, colors and shapes.

take concern if

- Vowels (A, E, I, O, U) sound distorted, unclear or inconsistent in speech
- Uses limited consonants when speaking
- Uses less than 75 words
- Does not consistently turn when their name is called, "Stop, John!" or "Sally, no!"

25 to 26 months

what's happening now

- Carries out simple/routine two-step directions (Ex: "Go to your room and get a diaper.")
- Uses sounds in play to animate objects (Ex: "vroom" for a car, "moo" for a cow)
- Uses noun + verb phrases such as "Daddy, go!" and verb + noun phrases such as "Throw ball!"

activities to do with your baby

- Play *Simon Says*. Tell them one or two actions to do after each command is given (Ex: "Simon says: stomp your feet and touch your nose" or "Simon says: dance")
- Pretend play is important! Get on the floor, and pretend to be animals, cars or in some object in motion (Ex: pretend to swim, drive, or fly). Talk about what you are doing and where you are going.
- Read stories, and take time to ask about objects in the story, like: "What do you do with a shovel, an apple, etc.?"

take concern if

- Still speaking with single sounds or syllables for a majority of words (Ex: "Wa" used to ask for water)
- Continues to frequently drool
- Loss of/not using once used vocabulary words
- No longer appears to understand simple words or concepts
- Does not play with toys in a way most children do (Ex: child is spinning blocks vs. stacking them)

26 to 27 months

what's happening now

- Performs/imitates adult actions during playtime (Ex: cleans baby doll's face, puts hand on hip)
- Points to four different actions when they are named using a picture (Ex: can identify who is sleeping in the picture, who is running in the picture, etc.)
- Uses action words
- Asks questions by changing tone like "My bear?" and simple "Wh-" questions such as "Where ball?"

activities to do with your baby

- Play 'Follow the Leader'. You start an action, and your child will follow along. This is a great time to ask, "What are we doing?" to talk about actions. (Ex: stomp, march, jump, dance and more!)
- Talk to your child about your daily routines so they learn the words and sequences. For example, "This is a can opener. I will open the beans and then pour them into the pot."
- While reading, add more to the story by telling your child details about what you can see in the picture.

take concern if

- Consistently drops consonants or sounds at the end of words (Ex: "Dah" for "Dog")
- Not learning new word(s) each week/month
- Avoids children and prefers to play alone
- Does not make eye contact or look at others when speaking or being spoken to

27 to 28 months

what's happening now

- Uses toys appropriately and with imagination
- Understands simple descriptions like size (big/little) and quality (wet/dry or hot/cold)
- Frequently uses two to three word phrases
- Uses pronouns such as "I", "my", "me", "it"

activities to do with your baby

- Make an "opposites poster". Cut out pictures from old magazines or catalogs and match up images that represent opposites. Use the poster to talk about up/down, hot/cold, big/little, and more.
- When driving or walking outside, play 'I Spy' and say, "I see...", "What do you see?"
- Read and have them tell you something about each page. (Ex: Who is that? Where is he? What is he doing?)

take concern if

- Not using simple two word phrases
- Does not point to objects to draw the adult's attention to an item
- Cannot perform simple actions when told (Ex: "clap", "jump")
- Any loss of once established vocabulary and/or loss of understanding concepts

28 to 29 months

what's happening now

- Will play beside another child, watch their actions and may imitate them or 'show off' to them
- Responds to simple questions such as "Where's the puppy?"
- Understands location concepts like in/out, on/off, up/down
- Says their own name, holds up fingers to show age and/or will say gender

activities to do with your baby

- Play 'Hide and Go Seek' with stuffed animals or toys. One person hides the object and then together work on asking "Is it...?" (Ex: under, on, in, behind)
- Read stories and ask "Where?" questions about them such as "The princess is sleeping. Where do you sleep?"
- Make a picture book or poster all about your child. It will help them learn their name, age and things that are important in their world.

take concern if

- There is limited vocabulary development (less than 100 words)
- Unfamiliar people (not close friends/family) cannot understand child's speech OR speech is often not understood by familiar people
- Poor eye contact when speaking and/or avoids eye contact
- Cries, acts-out or throws tantrums when trying to speak or when they are not understood

29 to 30 months

what's happening now

- Uses two-word phrases using negation (Ex.: "No eat", "Not mine", "Don't go")
- Learning many new words each week, and vocabulary is 'exploding'
- Listens to and enjoys longer stories/books
- Uses words to solve problems instead of physical actions such as pushing, hitting, etc.

activities to do with your baby

- Make a 'NO Bag'. Fill a bag with household item containers that are used up to practice the word "no". Use things like empty toilet paper rolls, tissue boxes, empty cereal boxes, egg cartons, etc. Then practice saying "no eggs" and talk about where you could get more and what you do with the items
- Let your child cut out pictures from old magazines. Then have them tell you about the pictures. Ask lots of questions and give lots details.

take concern if

- Little response to directions, instructions and/or requests
- Does not imitate adult actions in play or has limited pretending skills when playing
- Is not combining nouns and verbs (Ex: "Mommy drive", "I play")
- Shows frustration because child is not understood

30 to 31 months

what's happening now

- Refers to self by pronouns consistently (Ex: "I", "me" and "my")
- Identifies four objects by their use when they see a picture (Ex: "Which one do you eat with?")
- Responds to greetings consistently
- During playtime, has the toys participate in pretend conversations/dialogue

activities to do with your baby

- Make a 'Mystery Bag'. Fill a bag with all different household items. When you pull out an item, ask your child "What do you do with this (name of item)." Talk about the function of objects such as a spoon, tape, shoes, toothpaste, and more.
- Make puppets from old socks or lunch bags, and practice having conversations by having your puppet and your child's puppet talk.

take concern if

- No notable vocabulary growth and/or loss of once used vocabulary
- Does not turn when name is called and/or does not refer to self by name (Ex: "I" or "me")
- Shows little affection or does not relate/engage with familiar playmates or family
- Increasing frustration when trying to state ideas

31 to 32 months

what's happening now

- Talks and verbalizes more in play around other children
- Answers yes/no questions correctly (Ex: "Are you a dog?")
- Uses plurals (Ex: "boxes", "hats")
- Understands quantity concepts (Ex: "one book" and "all the plates")

activities to do with your baby

- Use reading time to work on making plurals of words as well as counting. Ask "How many _____ do you see?" Work together to count from one to five items, and talk about the objects working on plurals (Ex: "One frog, two frogs...")
- During snack or meals, ask your child if they want one, some, few, all or a specific number (one to five) of the food item. This will help them learn the idea of quantities.

take concern if

- No involvement in pretend play (Ex: dolls, imaginary farm, cooking, etc.)
- Will not speak or play with other children
- Limited vocabulary (less than 200 words)
- Does not change tone to ask questions
- Does not use simple what/ where kinds of questions

32 to 33 months

what's happening now

- When playing, stays involved in activity for longer periods of time (six to seven minutes) and is more imaginative
- Understands simple time concepts (Ex: "tomorrow", "last night")
- Uses prepositions about location (Ex: "on", "in", "under")
- Uses words to meet needs and make requests (Ex: "I go potty?" or "I want milk!")

activities to do with your baby

- Use bedtime to talk about what your child did today and what will be expected tomorrow. You can also talk about what book you read last night, and then talk about what book to read tonight. By frequently and strongly emphasizing words like "today", "tomorrow", etc., your child will begin to understand simple time concepts.
- Play 'Hide-and-Seek' with toys or objects. This is a great way to work together to see if the hidden objects are in, on, under, behind, or on top.

take concern if

- Poor eye contact and/or avoids making eye contact when speaking
- Does not use words to take-turns, instead relies on physical actions like grabbing, hitting, pushing).
- Does not use words to make requests, instead relies on gestures or pointing
- Not forming new sentence structures (Ex: verb + noun ("Throw ball"), noun + verb ("Mom dance"), or adjective + noun ("Wet shoe")

33 to 34 months

what's happening now

- More aware of self as separate from others, starts to develop their own personality and likes/dislikes
- Follows two-step unrelated directions (Ex: "Comb your hair, then get your backpack.")
- Counts out loud (Ex: "One, two, three...")
- Makes new phrase combinations such as noun + verb + location or noun + verb + adjective

activities to do with your baby

- Play a 'Simon-Says' type game using two-step directions each time. You tell your child what to do, for example: "Touch your nose and then clap your hands".
- *Spot* books are great for working on noun + verb + location. For example, "Spot hides in the basket," or "Spot jumps on the ball."
- Count out loud as you do everyday activities. For example, "One shoe, two shoes" or "Brush your hair one, two, three, four times."

take concern if

- Shows limited interest in toys, playtime or friends
- Cannot identify simple body parts, clothes or parts of an object when they are named
- Not gaining new word(s) each week
- Cannot participate in finger-plays of songs (Ex: Itsy Bitsy Spider) and/or recite small portions of songs

34 to 35 months

what's happening now

- Shows increasing excitement about the company of other children/playmates
- Uses consonant sounds K, G, F in words and is increasingly understood by most adults
- Understands concepts of smaller body parts (Ex: ankle, eyelash)
- Talks about physical states (Ex: tired, hungry, sad, etc.)

activities to do with your baby

- When reading books with pictures of people, have your child point out smaller body parts such as wrist, eyebrow, chin, neck, or forehead.
- When your child asks for items that relate to a physical state or feelings, talk about how they feel and ask questions about the feelings. For example: "You want cheese. Oh, you feel hungry!" "You want milk because you feel..." (tired, thirsty, etc.)

take concern if

- Does not respond to or play with other children
- No use of "I", "You" or "Me"
- Does not listen to stories or books for more than one minute
- Does not use words to get their daily needs met (Ex: eat, drink, potty)

35 to 36 months

what's happening now

- Takes turns in simple games with adults or peers (Ex: kicking ball back and forth, playing catch, etc.)
- Talks in sentences and connects sentences to same topic (Ex: "I go to the park," "I slide," "I go swing")
- Identifies parts of an object (Ex: "The Car has a door, a wheel, a light")
- Uses new word(s) daily

activities to do with your baby

- This is a great age to play simple games that have turn taking or working together such as kicking a ball back and forth, playing tag, hide and seek, racing, following the leader, treasure hunts, and building forts.
- When reading books, ask your child questions about what they would do if they were the character. For example "Ty is sliding at the park. What do you do at the park?"

take concern if

- Speaking in single words or only uses short/very few phrases
- Only responds to key words of sentences and often needs ideas simplified
- Does not respond to social routines such as "hi", "bye", or responding when asked simple questions like their name/age

36 to 37 months

what's happening now

- Uses doll as playmate
- Pretends that one object is actually many objects (Ex: a bowl could be a hat, a drum, a pool, etc.)
- Answers yes/no questions about others (Ex: "Does Ellie have a brother?", "Did you meet Michael's mom?")
- Relates recent events through words and connecting sentences

activities to do with your baby

- This is the age to support play dates with peers. Parents can create a theme to help with playing together or playing with similar toys near each other. Great themes at this age are dinosaurs in the sandbox or tea parties for stuffed animals
- Use brochures from stores, restaurants or amusement parks to talk about where places are located, how to get there, when to go, what to do there, etc.

take concern if

- Strangers cannot understand child's speaking attempts
- Does not seem interested in others or is not having conversations
- Does not respond to phrases about familiar routines (Ex: "Snack time!")
- Vocabulary less than 200 words

resources and references

for materials within the calendar

Online Milestones/Red Flags Resources:

- National Institute on Deafness and Other Communication Disorders (NICHD)
- American Association of Pediatricians (AAP)
- Columbia University Medical Center, Morgan Stanley Children's Hospital
- LD Online
- Centers for Disease Control and Prevention (CDC)
- American Speech Language and Hearing Association (ASHA)
- The Hanen Centre - Speech and Language Development for Children (www.hanen.org)

Written and Published Materials:

- "Developmental Milestones" a series of Parent Handouts by Pro Ed, Inc.
- "How Does Your Child Hear and Talk" by ASHA
- *Rosseti Infant Toddler Language Scale* published by Lingui Systems
- *The Early Intervention Kit* by Lingui Systems (milestone charts utilized)
- *Receptive Expressive Emerging Language 3rd Edition* published by Pro Ed, Inc.
- *The First Years: A Parent and Caregiver's Guide to Helping Children Learn Forward* by Rob Reiner, DK Publishing, 2001
- *Extending the Dance in Infant and Toddler Caregiving: Enhancing Attachment and Relationships* by Helen H. Raikes and Carolyn Pope Edwards; Paul H. Brookes Publishing Co., 2009

additional resources

Local Resources:

- DelPelchin Children's Center: offers family resources including parenting courses (www.depelchin.org)
- Child Find: process designed to identify, locate and evaluate individuals (birth through 21 years of age) with disabilities who may need special education services. Region 4 Special Education Solutions provides districts, campuses, and families with technical assistance related to Child Find specialeducation@esc4.net, Region 4 (www.esc4.net), 713-744-6868
- Mental Health and Mental Retardation Authority of Harris County (MHMRA): provides services for children 3 to 17 years of age with significant impairments (www.mhmraharris.org), 713-970-7000, or toll free 866-970-4770
- The Center for Hearing and Speech: a resource for families with children who have hearing loss (www.centerhearingandspeech.org), 713-523-3633
- Special School Coalition of Houston (www.sschouston.org)
- Early Child Intervention (ECI): a Texas wide program for children birth to three years of age with disabilities and developmental delays. (www.dars.state.tx.us/ecis), 1-800-628-5115

Online Resources & National Specialists:

- ASHA: American Speech Language and Hearing Association (www.asha.org)
- AAP: American Academy of Pediatricians (www.healthychildren.org)
- CDC: Center for Disease Control (www.cdc.gov)
- NICD: National Institute on Deafness and Other Communication Disorders (www.nidcd.nih.gov)

useful websites/online learning tools

- www.babyeinstein.com Great for children who love music and are visual learners
- www.jimgill.com CD's with lots of fun silly songs that so many children love
- www.drjean.org Has CD's and activities often used by therapists
- www.abcteach.com Pre-k lesson plans and ideas
- www.teachmetotalk.com Parent blogs and information
- www.aslpro.com Video dictionary of signs
- www.starfall.com Phonics based online games
- www.sandbox-learning.com Site for ordering/custom social stories and info
- www.thegraycenter.org Center known for social stories and ASD support
- www.socialthinking.com Michelle Garcia Winner's social skills program and information
- www.floortime.org DIR/Floortime center with information and programming
- www.talktools.net Rosenthal's oral motor approach
- www.kidsspeech.com Kaufman's oral motor approach