MOVEMENT
- Walks alone
- Walks up stairs with two feet per step with hand held
- Pulls toys behind while walking
- Carries toy or several toys while walking
- Begins to run
- Stands on tiptoe
- Climbs onto and down from furniture unassisted
- Walks up and down stairs holding on to support
- Squats to pick up objects
- Sits in small chair

HAND AND FINGER SKILLS
- Scribbles spontaneously
- Turns over container to pour out contents; takes objects in and out of container
- Builds tower of four blocks or more
- Might use one hand more frequently than the other
- Makes mark with crayon
- Throws small ball a few feet while standing

Developmental Health Watch
Alert your child’s doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range:
- Cannot walk by 18 months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks only on his toes
- Does not speak at least 15 words
- Does not use two-word sentences by age 2
- By 15 months, does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon)
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age 2
- Cannot put a wheeled toy by age 2
- Experiences a dramatic loss of skills he or she once had

WHAT WILL AN EARLY INTERVENTION EVALUATION TELL ME ABOUT MY CHILD?
During an evaluation, the early intervention team will gather information to answer specific questions about your child’s development. An early intervention evaluation will give you and the early intervention team information about your child’s strengths and needs. The evaluation results help decide if there is a need for ongoing early intervention services.

The early intervention evaluation will look at all areas of development including communication, cognition, gross motor, fine motor, adaptive/ self-help, and social emotional skills.

WHO IS ELIGIBLE FOR EARLY INTERVENTION SERVICES?
In New Jersey, infants & toddlers under age 3 are eligible for early intervention services if they demonstrate delays of at least:
- 2.0 standard deviation below the mean in one developmental area OR
- 1.5 standard deviation below the mean in two or more of the development areas OR
- Medically diagnosed physical or mental condition that typically results in developmental delay (for example, Down Syndrome, Autism, Cerebral Palsy, etc.)

WE’RE HERE TO HELP
Regional Early Intervention Collaboratives (REICs) are a partnership of families and early intervention providers working together to ensure high quality early intervention services for children with special needs (ages 0-3) and their families living in New Jersey.

The REIC work to assure access to & availability of individualized early intervention services & assists families as they work to meet their children’s needs in their home & community.

“Through our sameness we connect, through our differences, we grow.” —Virginia Satir

If your child should be crawling, walking or talking, but isn’t, call for information about resources and services for your child under age 3.

STAY Tune TOLL-FREE • 1-888-653-4463

Regional Early Intervention Collaborative—REIC
STATEWIDE TOLL-FREE • 1-888-653-4463
Children develop at their own pace, so it is impossible to tell exactly when your child will learn a skill. The developmental milestones listed below will give you a general idea of the changes you can expect, but don’t be alarmed if your own child’s development takes a slightly different course.

**Birth – 4 Months**

**SOCIAL AND EMOTIONAL**
- Develops a social smile
- Plays with other people and may cry when playing stops
- Becomes more expressive and communicates more with face and body
- Imitates some movements and facial expressions

**MOVEMENT**
- Rises head and chest when lying on stomach
- Supports upper body with arms when lying on stomach
- Stretches legs out and kicks when lying on stomach or back
- Opens and shuts hands
- Pushes down on legs when feet are placed on a firm surface
- Brings hand to mouth
- Takes swipes at dangling objects with hands
- Grasps and shakes hand toys

**VISION**
- Watches faces intently
- Follows moving objects
- Recognizes familiar objects and people at a distance
- Starts using hands and eyes in coordination

**HEARING AND SPEECH**
- Smiles at the sound of your voice
- Begins to babble
- Begins to imitate some sounds
- Turns head toward direction of sound

**Developmental Health Watch**
Alert your child’s doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range:
- Does not seem to respond to loud sounds.
- Does not notice hands by 2 months
- Does not follow moving objects with eyes by 2 to 3 months
- Does not grasp and hold objects by 3 months
- Does not smile at people by 3 months
- Cannot support head well by 3 months
- Does not bring objects to mouth by 4 months
- Does not babble by 3 to 4 months
- Cannot support head well by 3 months
- Does not seem to respond to loud sounds.

**4 Months – 8 Months**

**SOCIAL AND EMOTIONAL**
- Enjoys social play
- Interested in mirror images
- Responds to other people’s expressions of emotion & appears joyful often

**COGNITIVE**
- Finds partially hidden object
- Explores with hands and mouth
- Struggles to get objects that are out of reach

**LANGUAGE**
- Responds to own name
- Begins to respond to “no”
- Can tell emotions by tone of voice
- Responds to sound by making sounds
- Uses voice to express joy and displeasure
- Babble sounds of words

**MOVEMENT**
- Rolls both ways (front to back, back to front)
- Sits with, and then without, support on hands
- Supports whole weight on legs
- Reaches with one hand
- Transfers object from hand to hand
- Uses hand to take objects (not pointer)

**VISION**
- Develops full color vision
- Distance vision matures
- Ability to track moving objects improves

**Developmental Health Watch**
Alert your child’s doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range:
- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll
- Head still flops back when body is pulled into sitting position
- Doesn’t seem to enjoy being around people
- One or both eyes consistently turn in or out
- Persistent tearing, eye drainage or sensitivity to light
- Does not respond to sounds around him or her
- Has difficulty getting objects to mouth
- Does not turn head to locate sounds by 4 months
- Does not roll over in either direction (front to back or back to front) by 5–7 months
- Seems impossible to comfort at night after 5 months
- Does not smile on his or her own by 5 months

**4 Months – 12 Months**

**SOCIAL AND EMOTIONAL**
- Shinny or anxious with strangers
- Dies when mother or father leaves
- Enjoys imitating people in his play
- Shows specific preferences for certain people and toys
- Tests parental responses to his actions during feedings
- Tests parental responses to his behavior
- May be fearful in some situations
- Prefers mother and/or regular caregiver over all others
- Responds to other people’s expressions of emotion & appears joyful

**LANGUAGE**
- Explores objects in many different ways (shaking, banging, throwing, dropping)
- Finds hidden objects easily
- Looks at correct picture when the image is named
- Imitates gestures
- Begins to use objects correctly (drinking from cup, brushing hair, dialing phone and (putting it to eat)

**COGNITIVE**
- Uses the names of familiar people, objects, and body parts (“What’s that?”
- Points to object or picture when it’s named for him
- Begins make-believe play
- More aware of self as separate from others
- More excited about company of other children
- Points to ask for something or to get help
- Engages with others for play
- Helps dress and undress self

**EMOTIONAL**
- Reacts to simple verbal requests
- Responds to “no”
- Uses simple gestures, such as shaking head for “no”
- Babble sounds with inflection (changes in tone)
- Says “dada” and “mama”
- Imitates gestures
- Points to ask for something or to get help
- Engages with others for play
- Helps dress and undress self

**HAND AND FINGER SKILLS**
- Uses pincer grasp
- Bangs two objects together
- Puts objects into container
- Takes objects out of container
- Lets objects go voluntarily
- Pokes with index finger
- Tries to imitate scribbling

**Developmental Health Watch**
Alert your child’s doctor or nurse if your child displays any of the following signs of possible developmental delay for this age range:
- Does not crawl/does not sit independently by 6 months of age
- Drinks one side of body while crawling (for over one month)
- Cannot stand when supported by 12 months of age
- Does not search for objects that are hidden while he or she watches
- Does not point to objects or pictures
- Does not respond to name
- Does not make eye contact
- Seeks object or fixation
- Does not seem to enjoy being around people
- Experiences a dramatic loss of skills he or she once had

**8 Months – 12 Months**

**Hearing and Speech**
- Smiles at the sound of your voice
- Begins to babble
- Begins to imitate some sounds
- Turns head toward direction of sound

**7 Months – 12 Months**

**12 Months – 24 Months**

**SOCIAL**
- Imitates behavior of other, especially adults and older children
- More aware of self as separate from others
- More excited about company of other children
- Points to ask for something or to get help
- Engages with others for play
- Helps dress and undress self

**EMOTIONAL**
- Demonstrates increasing independence
- Begins to show defiant behavior particularly with adults with whom they feel comfortable
- Separation anxiety increases toward midyear then fades

**COGNITIVE**
- Finds objects even when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins to make-believe play

**LANGUAGE**
- Points to object or picture when it’s named for him
- Uses the names of familiar people, objects, and body parts (”What’s that?”
- Uses six to ten words other than names (by 15 to 18 months)
- Uses two to four word sentences that code events
- Touches hands and knees position
- Creeps on hands and knees
- Gets from sitting to crawling or prone (lying on stomach) position
- Pulls self up to stand
- Walks holding on to furniture
- Stands momentarily without support
- May walk two or three steps without support