

# RECOGNIZING MILESTONES

School personnel evaluate skills to determine readiness and age appropriate levels in the following areas when processing **CHILD FIND** Referrals: motor skills, cognitive skills, adaptive skills, communications skills, and social-emotional skills. The following are general tasks a child is expected to master at a certain age.

## COMMUNICATION SKILLS

### AGE 3

- Follows familiar verbal commands
- Responds to the prepositions **on** and **out**
- Responds correctly to **who** and **what** questions
- Uses words to get his/her needs met
- Uses words to express what he/she sees and does
- Responds to **yes** and **no** appropriately

### AGE 4

- Follows 2-step verbal commands
- Understands regular plural forms (e.g., *dogs*, *balls*)
- Responds correctly to **where** and **when** questions
- Asks questions that begin with **who** and **where**
- Asks questions that begin with **why** and **how**
- Uses an average of 5-word sentences

### AGE 5

- Understands simple negations (*He is not eating his dinner.*)
- Associates spoken words with pictures
- Recalls major events from a story
- Communicates his or her experiences
- Repeats familiar words with clear articulation

## COGNITIVE SKILLS

### AGE 3

- Attends to one activity for 3 or more minutes
- Finds an object hidden under one of two cups

### AGE 4

- Attends to a learning task in a small group for 5 minutes
- Recites memorized lines from books, songs and nursery rhymes

### AGE 5

- Locates hidden pictures in a picture scene
- Says the alphabet by rote

## GROSS AND FINE MOTOR SKILLS

### AGE 3

- Runs 10 feet without falling
- Walks up and down stairs without assistance
- Scribbles linear and/or circular patterns
- Uses pads of fingers to grasp pencil

### AGE 4

- Walks forward two or more steps on a line on the floor
- Walks down stairs alternating feet
- Stacks 8 cubes
- Holds paper with one hand while drawing with the other hand

### AGE 5

- Walks in a straight line heel to toe for 4 or more steps
- Hops forward on one foot without support
- Traces designs with corners
- Cuts with scissors, following the line

## PERSONAL-SOCIAL SKILLS

### AGE 3

- Greets familiar adults
- Allows others to participate in his/her activities
- Responds differently to familiar and unfamiliar children
- States his or her first name

### AGE 4

- Separates easily from parent
- Plays cooperatively with peers
- States whether he/she is a boy or girl
- States his/her first and last names

### AGE 5

- Asks for adult help when needed
- Follows adult directions with little or no resistance
- Willingly takes turns and shares
- Recognizes the difference between males and females

## ADAPTIVE/SELF-HELP SKILLS

### AGE 3

- Distinguishes between food substances and non-food substances
- Removes clothing unassisted
- Expresses a need to use the toilet
- Understands that "hot" is dangerous

### AGE 4

- Washes his/her hands without assistance
- Chooses the appropriate utensil
- Indicates or describes an illness
- Demonstrates caution and avoids common dangers

### AGE 5

- Dresses and undresses without supervision
- Takes care of his/her own toileting needs
- Cuts soft foods with side of a fork
- Uses appropriate behavior and voice in public settings

*\*Please note that if your child is unable to do some of the tasks listed, it may be due to a lack of exposure versus true delay. Work with your child and if you see minimal to no progress, feel free to call and set-up a CHILD FIND Screening. Please take into consideration if your child's first language is not English or if another language is spoken, this may impact his/her ability to master the milestones.*



## FREQUENTLY ASKED QUESTIONS

*I have some concerns about my child's development ... he/she just doesn't seem to be "keeping up" with his or her peers. Who should I contact?*

Contact your assigned school. If you aren't sure about your assigned school zone, please call the Student Transportation Office at 645-7820.

*What is going to happen after I call my zoned school?*

They will discuss your child's development and ask about your child's speech/language skills, cognitive skills, motor skills, adaptive skills, and social-emotional skills. Based on your input, a screening appointment will be arranged.

*What will happen after the screening is completed?*

Based on the results of the screening, one of the following decisions will be made:

If your child passed the screener, recommendations/suggestions will be made in assisting with improvement.

If you still have concerns 3 to 6 months later, you can bring your child back for another screening.

If your child doesn't pass the screener, a meeting will be held to discuss further screening.

*Please note that there may be some variations in the outcome of a screening based on your child's individual needs.*

**Having a screening does not mean that your child will receive specialized services. It is only the first step in a process of early identification and intervention.**



**CHILD FIND**  
Kadena Elementary School  
Department of Defense Education Activity

**CHILD FIND** is an ongoing process used by the Department of Defense Dependent Schools (DoDDS) and military departments to seek and identify individuals, between birth and 21 years of age, who are eligible to receive special education and related services.

**CHILD FIND** activities include the dissemination of information, screening, and referral procedures.

### Additional Resources:

<http://www.asha.org/public/speech/development/communicationdevelopment.htm>

<http://www.asha.org/public/speech/development/>

<http://www.mayoclinic.com/health/child-development/MY00136>

<http://www.cdc.gov/ncbddd/actearly/milestones/>

**ARE YOU CONCERNED THAT YOUR CHILD IS....**

*considerably delayed in his/her language*

*having difficulty following simple commands?*

*struggles with his/her fine or gross motor*



*lagging significantly behind his/her peers?*

*not giving appropriate answers when asked questions?*



KADENA ELEMENTARY SCHOOL  
Unit 5166  
APO, AP 96368  
<http://www.kadena-es.pac.dodea.edu/>