

WHAT TO LOOK FOR IF YOU ARE CONCERNED ABOUT YOUR CHILD'S DEVELOPMENT

If you suspect that your child may have a developmental delay or special need and would like to set up an appointment for a FREE (no obligation) screening: please call Step-By-Step at (310) 581-0590.

Screenings will consist of:

Parent Interview

Observation of Play

Developmental Checklist

Recommendations for Skill Development

Recommendations and Referrals for further assessment if necessary which may include:

- A Psychosocial Assessment

- Occupational Therapy

- Physical Therapy

- Speech Therapy

Resources will be provided for additional assessments and treatment options upon request. Screenings are held at Step-by- Step on Friday's and Saturdays.

Some of the indicators that a child may need further observation and assessment include:
Issues in association with Pregnancy and Birth

The following occurrences may place children at greater risk for health and developmental difficulties:

- Prenatal Stress
- Birth or Pregnancy Trauma
- Prematurity and/or Low Birth Weight
- Poor Nutrition
- Family Stress

DEVELOPMENTAL CHECKLIST

Play, Engagement and Reciprocity

- By three months, does not coo or smile.
- By age one, does not play games like peek-a-boo, or pat-a-cake or wave bye-bye.
- By age two, does not imitate parent or caregiver doing routine tasks such as washing dishes, cooking, or going to work.
- By age three, tends to play alone more than with other children.
- By age three, does not play purposefully.
- By age three, initiates play through pushing and hitting.
- By age three, does not interact with adults and children outside the family.

- By age four, does not play make-believe games and group games such as hide-and-seek with other children.
- By age five, does not share and take turns.
- By age five, does not express concern or compassion, when appropriate.
- By age five, does not show off occasionally.

Communicating (understanding and expressing)

- By 6 months, rarely make sounds like cooing or gurgling.
- Is unusually quiet.
- Does not shake head no.
- By age one, does not understand first words, such as milk, bottle, or bye-bye.
- By age one, does not say mama or dada.
- By age two, rarely names family members and/or common objects.
- By age two, does not speak in two-word phrases
- By age two, does not point to and express want or need.
- By age three, does not know last name, gender, or common rhymes.
- By age three, does not follow simple directions or speak in three- or four-word sentences.
- By age four, does not tell stories, either real or make-believe, or ask frequent questions.
- By age four, does not speak in four- or five-word sentences and has speech that is not understandable by adults.
- By age five, does not know age and cannot answer who, what, where, when or

why questions or use various types of sentences.

Moving (Gross and fine motor)

- Has stiff arms or legs.
- Has floppy or limp body posture.
- Uses one side of the body more than the other.
- Has poor coordination or moves in a disorganized, clumsy manner as compared with other children of the same age.
- At three months, still has difficulty holding head up.
- By age one, has difficulty sitting without help, standing up, reaching for objects, or picking up objects with thumb and index finger.
- By age two, has difficulty walking without help, kicking a large ball, scribbling, or building a tower with two or three blocks.
- By age three, does not walk up or down stairs, run without falling frequently, or turn pages of a book.
- By age four, has difficulty with activities such as standing on one foot, jumping from a bottom step, pedaling a tricycle, catching a large bounced ball, closing a fist, or wiggling a thumb.
- By age five, has difficulty skipping using alternate feet, pumping self on a swing or cutting with scissors.

Hearing (Sensory)

- Has frequent earaches.
- Has had many ear, nose or throat infections or allergies.

- By four months, does not look at the source of sounds or voices or react to loud noises.
- Talks in a very loud or very soft voice.
- Seems to have difficulty responding when called from across the room, even when it is for something interesting.
- Turns body so that the same ear is always turned toward a sound.
- Breaths through mouth.
- Has difficulty understanding what is said. Seeing (Sensory)
- Seems to have difficulty following objects or people with eyes.
- Rubs eyes frequently.
- Has reddened, watering, or crusty eyelids.
- Holds head in a strained or unusual position.
- Seems to have difficulty finding or picking up small objects dropped on the floor.
- Has difficulty focusing or making eye contact.
- Closes one eye when trying to look at distant objects.

Cognition (figuring out how to make things work-problem solving)

- By age one, has a hard time figuring out simple problems, such as finding an object after seeing it hidden.
- By age two, does not identify simple body parts by pointing, match similar objects, or recognize self in a mirror.
- By age three, does not understand simple stories and ideas.
- By age three, does not understand simple mathematical concepts such as one, more, or less or count 1-2-3.

- By age four, does not give correct answers to questions, such as, “What do you do when you are sleepy or hungry”.
- By age four, cannot tell the difference between different shapes or colors.
- By age five, does not understand the concepts of today, tomorrow, or yesterday.

Sensory Integration and Behavior

Some of the following behaviors are causes for concern in any child. Others may just be part of a particular temperament or personality and should be assessed if you are concerned.

- By six months of age, avoids being held or talked to or resists being soothed and comforted.
- Does not pay attention or stay focused on an activity.
- Avoids or rarely makes eye contact with others.
- Gets unusually frustrated when trying to do simple tasks.
- Often acts out; appears to be very stubborn or aggressive.
- Acts extremely shy or withdrawn.
- Does not like being touched.
- Does not like having certain types of materials or clothing next to body.
- Unusually aggressive or destructive.
- Excessive tantruming.
- Plays inappropriately with toys excessively.
- Often bangs head against an object, floor or wall.
- Does not adhere to safety situations.

- Tends to be sick often and has chronic ear infections.
- Has sleeping, feeding, eating (picky) or toileting problems.
- Is overly impulsive, active or distractible.
- Does not respond to discipline (logical and natural consequences)
- Has difficulty putting thoughts, actions and movements together.
- Does not seek approval from parent or caregiver.
- Overly independent.