

We Skoolhouse

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# Developmental Checklist - Toddlers



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



A developmental checklist can serve as a valuable tool for tracking a child's growth and progress. By outlining specific milestones across various domains such as physical, social-emotional, cognitive, and language development, these checklists provide a general baseline for what is typically expected at different ages. They offer a structured way to observe and document a child's abilities and growth over time.

However, it is crucial to remember that children grow and develop at different rates. While developmental checklists can highlight typical milestones, they are not definitive measures of a child's abilities or potential. Each child is unique, and variability in reaching milestones is normal. Therefore, these checklists should be used as a guide rather than a strict standard.

If concerns arise about a child's development, it is essential to communicate openly with those involved in the child's care and education. Teachers can discuss observations with parents, and parents may consult with their child's pediatrician or an early childhood specialist for further evaluation and guidance. By using developmental checklists thoughtfully and in conjunction with professional advice, caregivers can better support each child's individual growth and development journey.



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (12-18 Months Old)

<b>Name of Child:</b>	
<b>Domains of Development:</b>	<b>Observed (on):</b>
<p><b>Approaches to Learning</b> (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> <li>• Points to objects and people they want</li> <li>• Is capable of shifting focus to something new</li> <li>• Will experiment with a new approach to problem-solve (e.g. trying to bang box to open it if ripping didn't work)</li> <li>• Finds new ways to engage with everyday objects</li> <li>• Will have preferences in particular toys</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Social-Emotional</b> (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> <li>• Begins to embrace independence - wants to do things for themselves</li> <li>• Begins to show empathy (e.g., becomes sad seeing another person sad)</li> <li>• Includes others in play by handing them a toy</li> <li>• May be shy around new/unfamiliar people</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (12-18 Months Old)

Domains of Development:	Observed (on):
<p><b>Cognitive</b> (connection building, creative thinking, comprehension, reasoning, and problem-solving)</p> <ul style="list-style-type: none"> <li>• Understands and follows through with many one-step demands (e.g. "come here," "sit down")</li> <li>• Understands the purpose of everyday items, such as phones, cars, etc.</li> <li>• Can find objects hidden under 2 or 3 layers</li> <li>• Enjoys looking at picture books, independently</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Language &amp; Communication</b> (Receptive and expressive language, physical communication, and print/symbol awareness)</p> <ul style="list-style-type: none"> <li>• Verbalizes many one-word phrases (e.g., ball, milk)</li> <li>• Alternates tone of voice while making sounds</li> <li>• Follows simple, one-step directions</li> <li>• Repeats new words they hear</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Physical</b> (fine and gross motor skills, strength, coordination, and visual perception)</p> <ul style="list-style-type: none"> <li>• Uses a two-finger pincer grasp</li> <li>• Turns pages in a book</li> <li>• Can make marks on paper with writing utensils</li> <li>• Independently takes steps &amp; crawls upstairs</li> <li>• Scoot/move forward on a riding toy</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (18-24 Months Old)

<b>Name of Child:</b>	
<b>Domains of Development:</b>	<b>Observed (on):</b>
<p><b>Approaches to Learning</b> (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> <li>• Begins to take things apart/opens up cabinets</li> <li>• Collects natural materials during walks outside (e.g. rocks, sticks, leaves, etc.)</li> <li>• Engages in repetitive play/requests to hear the same songs and books over and over again</li> <li>• Will explore the surrounding environment by climbing, walking around, crawling under, etc.)</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Social-Emotional</b> (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> <li>• Identifies self in mirror and/or picture</li> <li>• Shows affection by giving hugs and/or kisses</li> <li>• Interested in children but prefers to play alone</li> <li>• May begin to show defiance or "temper tantrums."</li> <li>• May become frustrated if they can't do something independently (e.g., take off their jacket)</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (18-24 Months Old)

Domains of Development:	Observed (on):
<p><b>Cognitive</b> (connection building, creative thinking, comprehension, reasoning, and problem-solving)</p> <ul style="list-style-type: none"> <li>• Enjoys listening to a story being read</li> <li>• Enjoys simple make-believe play such as feeding a toy bottle to a babydoll</li> <li>• Uses imagination to have an object represent something else (e.g., water bottle used as a phone)</li> <li>• Can point to at least three body parts</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Language &amp; Communication</b> (Receptive and expressive language, physical communication, and print/symbol awareness)</p> <ul style="list-style-type: none"> <li>• Using two-word phrases</li> <li>• Name items and characters in a book</li> <li>• Complete parts of songs and/or rhymes</li> <li>• Refers to self in third person/by their name</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Physical</b> (fine and gross motor skills, strength, coordination, and visual perception)</p> <ul style="list-style-type: none"> <li>• Walks well without support, begins to run</li> <li>• Walks up and down stairs with assistance</li> <li>• Independently climbs on and off furniture</li> <li>• May show preference for using one hand (right or left) over the other</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (2 Years Old)

<b>Name of Child:</b>	
<b>Domains of Development:</b>	<b>Observed (on):</b>
<p><b>Approaches to Learning</b> (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> <li>• Will find ways to access materials that are out of reach (e.g. push an ottoman closer to the couch to climb up)</li> <li>• Ask about a person's whereabouts when not present</li> <li>• Explore and be interested in new environments (parks, stores, etc.)</li> <li>• MPrefers to investigate objects and toys primarily with hands, instead of constant "mouthing"</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Social-Emotional</b> (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> <li>• Begins to show more interest in other children</li> <li>• Feels comfortable playing in social settings</li> <li>• Models and mimics the actions of others</li> <li>• Show greater independence as they try to do more for themselves without seeking adult support</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (2 Years Old)

Domains of Development:	Observed (on):
<p><b>Cognition: Mathematics &amp; Scientific Reasoning</b> (Creative thinking, memory, numeracy, grouping, sorting, comparing, measuring, predicting, and conceptual knowledge of the natural/physical world around them)</p> <ul style="list-style-type: none"> <li>• Begins to sort shapes and colors</li> <li>• Completes a puzzle with three to five pieces</li> <li>• Understands the concept of "two."</li> <li>• Can recall/discuss events experienced prior days</li> <li>• Group different toys by size, shape, color, etc.</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Language &amp; Literacy</b> (Receptive and expressive language, print awareness, and early reading skills)</p> <ul style="list-style-type: none"> <li>• At least 50% of speech is intelligible</li> <li>• Uses two-to-three-word phrases</li> <li>• Comprehends basic nouns, pronouns, and plurals (ball/s, cat/s, he, she, etc.)</li> <li>• Follows through with a simple task</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Physical</b> (fine and gross motor skills, strength, coordination, and visual perception)</p> <ul style="list-style-type: none"> <li>• Create scribbles and straight lines with drawing/writing utensils</li> <li>• Walks up and down stairs independently</li> <li>• Builds a tower of four or more blocks</li> <li>• Can pull toys behind them while walking</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (3 Years Old)

<b>Name of Child:</b>	
<b>Domains of Development:</b>	<b>Observed (on):</b>
<p><b>Approaches to Learning</b> (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> <li>• May begin to ask "Why?" more frequently</li> <li>• Begins to form personal interests (e.g., dinosaurs, transportation, princesses, etc.)</li> <li>• Use materials/objects to carry out an idea (e.g., go in a cardboard box and pretend its a car)</li> <li>• Finding new ways to use familiar materials</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Social-Emotional</b> (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> <li>• Begins to imitate parents and peers</li> <li>• Begins to express emotions</li> <li>• Comprehends possessions ("mine" and "theirs")</li> <li>• Uneasy when the daily routine is changed</li> <li>• Will seek out and ask caregivers for help</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



