

We Skoolhouse

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## Developmental Checklist - Infants



# 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 (0-3 Months Old)

<b>Name of Child:</b>	
<b>Domains of Development:</b>	<b>Observed (on):</b>
<p><b>Feeding, Elimination, and Sleep</b></p> <ul style="list-style-type: none"> <li>• Rooting and latching onto nipple (breast or bottle)</li> <li>• Is eating about 16 to 24 ounces a day</li> <li>• 6-8 wet diapers a day.</li> <li>• BM: At least once a week (breastfeeding)</li> <li>• BM: At least once a day (formula feeding)</li> <li>• Sleeps about 14-17 hours a day</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Approaches to Learning</b> (How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> <ul style="list-style-type: none"> <li>• Displays interest in toys, people, and surroundings</li> <li>• Begins to understand simple concepts of cause-and-effect (e.g., crying makes a caregiver come).</li> <li>• Can be soothed by different movements (rocking, patting, car rides, etc.)</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (0-3 Months Old)

Domains of Development:	Observed (on):
<p><b>Social-Emotional</b> (Self-regulation, self-awareness, social awareness, relationship skills)</p> <ul style="list-style-type: none"> <li>• Smiles and makes eye contact with caregivers</li> <li>• Focuses on/prefers to look at people's faces</li> <li>• Relatively happy/content when not hungry or tired</li> <li>• Might cry when playing stops</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p><b>Language &amp; Communication</b> (Receptive and expressive language &amp; physical communication)</p> <ul style="list-style-type: none"> <li>• Turns head towards sounds</li> <li>• Is startled when hearing a loud/sudden sound</li> <li>• Coos, cries, and begins babbling</li> <li>• May have a different cry for different needs (e.g. hungry, tired, wet, etc.)</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>• Holds up head when placed on the belly</li> <li>• Puts hands in mouth</li> <li>• Opens and closes fists</li> <li>• Distinguishes objects less than 13 inches away</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (4- 7 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>• Intently studies/stares at objects</li> <li>• Enjoys exploring toys of different textures</li> <li>• Enjoys exploring musical toys</li> <li>• May become more quiet or loud when engaging with something/someone of interest</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 laugh while entertained by caregivers</li> <li>• Interested in seeing their reflection in the mirror</li> <li>• Mimics facial expressions</li> <li>• Prefers to be held by primary caregiver</li> <li>• Might attach to a particular object/toy</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (4-7 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>• Follows moving objects with their eyes</li> <li>• Begins to understand object permanence (meaning baby understands that something still exists even though they can't see it)</li> <li>• Pushes (toy) buttons to make a sound</li> <li>• May find/uncover partially hidden toys</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>• Recognizes and responds to the name</li> <li>• Begins to use consonant-vowel sounds like "da, ba, ma, etc.)."</li> <li>• Mimics sounds and gestures of others</li> <li>• Will point to objects and people as a form of nonverbal communication</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>• Can roll over on either side</li> <li>• Begins to sit up without support</li> <li>• Extends arms out while lying on stomach</li> <li>• Begins to put most objects in their mouth</li> <li>• Begins to develop and discern depth perception</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (8-12 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>• Puts different objects and toys in mouth</li> <li>• Brings their bodies closer to an object of interest</li> <li>• Enjoys exploring musical toys</li> <li>• Explores toys in different ways, such as tugging, shaking, poking, ripping, and throwing</li> <li>• Attends to an activity/toy for a few minutes</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>• May become upset when separated from parent</li> <li>• Will self soothe (e.g. sucks thumb, twirls hair, etc.)</li> <li>• Mimics facial expressions</li> <li>• Seeks out familiar adults for comfort</li> <li>• Builds independence by feeding self (e.g. holds bottle, uses spoon, etc.)</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>



# WE SKOOLHOUSE DEVELOPMENTAL CHECKLIST



## Developmental Checklist (8-12 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>Engages in peek-a-boo</li> <li>Enjoys simple stories, rhymes, and songs</li> <li>Will look at corresponding images when named</li> <li>Associates particular sounds and their corresponding nouns (e.g. "woof, woof" for dog)</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>Participates in two-way communication</li> <li>Will shake head to communicate "no" or say "no"</li> <li>Identifies common words (e.g. plate, car, dog)</li> <li>May say familiar words such as "mama" &amp; "dada"</li> <li>Recognizes some names of body parts</li> </ul>	<p>-----</p> <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>Bangs two objects/toys together</li> <li>Crawls to get to different objects/places</li> <li>Can self-feed finger foods</li> <li>Cruises across furniture</li> <li>Pulls self up into a standing position</li> </ul>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

