



BEYOND BOUNDARIES THERAPY SERVICES

Occupational and Physical Therapy Milestones

**6
months**

- Use fingers and palm to hold objects
- Reach for toy and bring to midline of body
- Follow objects with eyes in all directions
- Raise head off floor when on stomach
- Bring hands to mouth
- Alternate kicking legs
- Prop on forearms
- Roll from side to side and stomach to back

**12
months**

- Feeds self cracker
- Holds cup with 2 hands, drinks with assistance
- Holds arms/legs out when being dressed
- Transfer objects from one hand to the other
- Pincer grasp (forefinger and thumb)
- Stacks 2-4 objects
- Prop on forearms
- Sit alone independently with trunk rotation
- Crawl independently
- Pulls to stand
- In standing position, cruises along furniture
- Distinguish friends from strangers
- Show displeasure at the loss of a toy

**18
months**

- Holds hands out to be washed
- Dries hands with help
- Tries to put on shoes
- Turns pages of cardboard books
- Uses both hands to play
- Points at object with index finger
- Walk independently without support
- Creep down steps independently
- Walk up steps with support
- Run without falling
- Mimics simple actions
- Shows anxiety when separated from primary caregiver

**2
years**

- Uses spoon, with some spilling
- Drinks from cup, unassisted
- Can undress self
- Scribbles
- Builds tower of 4-6 objects
- Kick a stationary ball
- Throws small ball underhand 3 feet forward before it touches the floor
- Jumps in place, jumps forward 4 inches without falling
- Squat to stand without falling
- Show strong sense of self through assertiveness
- Show pride and pleasure at new accomplishments
- Begin to be helpful, such as by helping to put things away

**3
years**

- Puts on shoes
- Opens door by turning handle
- Takes off coat / puts on coat with assistance
- Washes and dries hands
- Strings 2 to 4 beads
- Removes screw on lip from bottle
- Draws a circle Snips with scissors
- Holds crayon with thumb and fingers (not fist)
- Catches 8" ball with arms extended
- Placing 1 foot on each step, walks up 4 steps without support
- With hands on hips, stand on 1 foot for 3 seconds
- Shares toys, taking turns with assistance
- Initiate or join in play

**4-5
years**

- Buttons and unbuttons 1 button
- Washes and dries hands independently
- Blows nose when reminded
- Uses toilet with minimal assistance
- Able to do simple puzzles (6-10 pieces)
- Begins to draw pictures that represent real things
- Draws a cross
- Cuts on a line continuously
- Prints some capital letters
- Runs and stops without falling
- Hops forward on one foot, then hops forward on other foot
- Using overhand toss, hits target from 5 feet
- Starts to develop friendships
- Enjoys imaginative play with other children

**5+
years**

- Completes 3 sit-ups
- Using overhand toss, hits target from 12 feet
- Able to function in structured group with rules
- Shows concern and sympathy for others
- Initiates sharing and taking turn
- Spreads soft butter with knife
- Snaps fingers
- Copies a square
- Dresses self completely – completes fasteners
- Brushes teeth independently
- Uses toilet independently
- Colors between vertical lines
- Prints own name and simple words
- Can write (letters not uniform, reversals still common)
- With arms bent, using hands only, catches small ball



BEYOND BOUNDARIES THERAPY SERVICES

Speech-Language Development Milestones

**6
months**

- Vocalization with intonation, makes a lot of different, playful sounds (called cooing and babbling)
- Responds to name
- Responds to human voices without visual cues by turning his head and eyes
- Responds appropriately to friendly and angry tones

**12
months**

- Uses one or more words with meaning, besides "mama" and "dada"
- Imitates familiar words
- Recognizes his or her name
- Understands simple instructions, especially if vocal or physical cues are given
- Points to objects for you to get or name
- Is aware of the social value of speech

**18
months**

- Has an expressive vocabulary of approximately 10-30 words
- Comprehension is higher than verbal expression
- Vocabulary made up of primarily nouns
- Imitates familiar words and waves good-bye
- Is able to follow simple commands
- Understands "no"
- Practices words and word combinations
- Points to some body parts

**2
years**

- Can name a number of objects common to his surroundings
- Is able to use at least two prepositions, usually chosen from the following: in, on
- Combines words into a short sentence, consisting mainly of noun-verb combinations
- Approximately 70% of what child says should be intelligible
- Expressive vocabulary of approximately 150-300 words
- Is beginning to use pronouns: (i.e. mine, I, me, & you) although (me and I) are often confused
- Responds to such commands as "show me your eyes (nose, mouth, hair)"
- Listens to stories and points to pictures when asked
- Asks simple questions, ex. "What's this?"

**3
years**

- Correctly uses the pronouns (I, you, me) and is beginning to use (he and she)
- Is using some plurals and past tenses
- Knows at least three prepositions usually (in, on, & under)
- Knows main body parts and should be able to indicate these if not name them
- Handles three word sentences easily
- Uses 900-1000 words
- About 90% of what child says should be intelligible
- Verbs begin to predominate
- Understands most simple questions dealing with his/her environment and activities
- Verbally expresses his/her experiences
- Able to answer questions such as "what must you do when you are sleepy, hungry, cold, or thirsty?"
- Should be able to give his/her sex, name, age
- Should not be expected to answer all questions even though he/she understands what is expected

**4-5
years**

- Names common objects in picture books or magazines
- Can tell how objects are used
- Uses sentences of 4-6 words
- Is correctly using the pronouns (he and she) is beginning to use (they and their)
- Demonstrates understanding of directional concept words (i.e. top, behind, over)
- Has majority of consonants mastered by age of 5
- Speech is 90% intelligible
- Often indulges in make-believe
- Extensive verbalization as he/she carries out activities
- Readily follows simple commands even though the stimulus objects are not in sight
- Asks "who" and "why" questions
- Showing mastery of his/her address.