

DEVELOPMENTAL CHART WITH MILESTONES

For babies and children who are blind or visually impaired

AGE GROUP	Social & Emotional	Communication	Cognitive	Fine Motor	Gross Motor
Birth to 3 months	<ul style="list-style-type: none"> -Recognizes caregivers voice -Can be soothed by voice or touch -Smiles when played with 	<ul style="list-style-type: none"> -Differentiates cries (has different cries for different wants) -Responds to familiar voices -Reacts to sudden sounds -Ignores certain sounds & attends to others 	<ul style="list-style-type: none"> -Recognizes primary caregiver, may be by voice, touch or interaction -Plays with rattles -Cries when hungry or uncomfortable 	<ul style="list-style-type: none"> -Plays with hands -Uses hands for purposeful action -Plays with toys that produce sound 	<ul style="list-style-type: none"> -Holds head steady while being moved -Lifts head up when on belly -Elevates self by arms when on belly (babies who are totally blind or low vision may not do this until after they roll from back to belly)
4 to 6 months	<ul style="list-style-type: none"> -Initiates request for attention 	<ul style="list-style-type: none"> -Turns toward sound -Makes 3 different vowel sounds -Imitates vocalizations 	<ul style="list-style-type: none"> - Turns toward sounds -Places objects in mouth -Shows preference in play materials -Reaches for object in contact with body 	<ul style="list-style-type: none"> -Reaches for object in contact with body with 1 hand (rather than 2) -Places objects in mouth -Uses pads of fingertips to grasp small objects -Transfers object from hand to hand -Brings object to midline -Pulls objects out of container 	<ul style="list-style-type: none"> -Sits with some support -Rolls from belly to back, from back to belly -Sits alone steadily -Pulls to standing (while holding your hands) -Moves forward through crawling, creeping, or any other method
7 to 9 months	<ul style="list-style-type: none"> -Differentiates between familiar & unfamiliar people -Shows stranger anxiety -Shows fear of separation 	<ul style="list-style-type: none"> -Produces vowel-consonant combinations (ex, ga-ga or ba-ba) -Recognizes familiar sounds or phrases 	<ul style="list-style-type: none"> -Explores different textures -Uncovers toy -Pulls string to activate toy -Searches briefly for object lost from grasp but not in contact with body -Reaches for object based only on sound cue -Places object in container upon request 	<ul style="list-style-type: none"> -Explores different textures -Places object in container -Pulls string to activate toy -Plays pat-a-cake 	<ul style="list-style-type: none"> -Pulls self to sitting position -Pulls to standing position (using furniture) -Sits down -Attempts to walk (while holding your hands) -Moves forward through crawling, or any other method
10 to 12 months	<ul style="list-style-type: none"> -Uses gestures -Cries when caregiver leaves -Begins to enjoy social games like peek-a-boo 	<ul style="list-style-type: none"> -Uses gestures -Responds appropriate to familiar requests -Jabbers expressively -Begins to name things 	<ul style="list-style-type: none"> -Moves or gestures toward you when called -Locates fixed (constant) object (ex. Highchair, table, etc) -Puts many objects in container -Learns that an object exists even if out of sight -Works to solve simple problems -Begins to understand cause/effect 	<ul style="list-style-type: none"> -Places peg repeatedly into hole 	<ul style="list-style-type: none"> -Stands alone -Bends down to pick up object -Walks sideways holding on to furniture -Walks alone (3 steps) -Walks alone with good coordination (5 steps) -Pushes small obstacles out of the way -Walks about house or yard independently

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13 to 15 months		-Anticipates routines in response to a familiar request -Uses 21 words appropriately	-Uses 2 related objects (ex. Strikes drum with stick) -Uses object to perform social action (ex. Brushes hair, puts on necklace, etc.)		-Moves around large obstacle -Walks up stairs with help, down stairs with help
16 to 18 months		-Anticipates routines in response to a familiar request -Uses 2 words appropriately			
19 to 21 months		-Uses 8 words appropriately -Strings 2 words together (ex. "mama bye-bye")			
22 to 24 months	-Imitates caregiver -Plays alongside other children -Asks others when needs help	-Uses 2 & 3 word sentences	-Matches objects -Pays attention to activities longer	- Stacks large objects	-Squats
3 years	-Enjoys helping around the house -Likes to be praised after doing simple tasks -Is aware of people's feelings	-Understands most simple language -Communicates clearly	-Fits shapes into matching holes -Sorts objects -Takes things apart & puts them together	-Uses hands for complex tasks -Copies simple shapes	-Runs, jumps, climbs
5 years	-Plays with other children -Understands rules -Expresses many feelings	-Talks about what he or she has done -Asks many questions	-Follows simple directions & does simple puzzles -Understands counting		-Easily walks backwards -Hops on 1 foot

All children reach developmental milestones at their own pace. There will be a wide range of acquisition of milestones, particularly for children who are blind or visually impaired.

"Your child's vision is a learned and developed skill that requires stimulation and experience. Like learning to walk and talk, children may be able to learn to use their remaining vision more effectively. The visual system involves much more than the eyes. The visual system interacts with the muscles of the body to develop reaching, crawling and walking. The theory is that by performing visual stimulation activities the visual areas of the brain are stimulated to maximize the development of vision."*

RESOURCES

Adapted from: WonderBaby.org This website uses three sources (Developmental Guidelines for Infants with Visual Impairment, Helping Children Who are Blind, and Children with Visual Impairments)

*Taken from Developing Your Child's Vision by Dr. Bill Takeshita, Center for the Partially Sighted.

www.low-vision.org