

# **DEVELOPMENT CHECKLIST**

**Smile Train Speech Meeting  
Principles of Speech-Language Pathology  
for Children with Cleft Lip and Palate  
June 7-9, 2002, Qingdao, China**

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**The information presented here represents the expected performance across a population of English-speaking children. An individual child's performance may vary from these populations' norms and yet still be within the range of normal. In addition to individual variability, there may be cultural differences that could affect the relevance of this information.**

**Developmental Checklist  
Motor Development**

Patient Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Informant: \_\_\_\_\_

Age: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

Examiner: \_\_\_\_\_

***0 - 3 months***

- \_\_\_\_\_ Tonic-neck reflex
- \_\_\_\_\_ Lifts head and shoulders
- \_\_\_\_\_ Lifts head and chest when on stomach
- \_\_\_\_\_ Reaches for objects
- \_\_\_\_\_ Hands predominantly closed
- \_\_\_\_\_ Reflex grasp
- \_\_\_\_\_ Visual localization

***3 - 6 months***

- \_\_\_\_\_ Rolls side to side
- \_\_\_\_\_ Bounces in standing
- \_\_\_\_\_ Sits with support
- \_\_\_\_\_ Plays with hands and fingers
- \_\_\_\_\_ Uses hand for support
- \_\_\_\_\_ Grasps and holds two objects
- \_\_\_\_\_ Transfers and manipulates objects

***6 - 9 months***

- \_\_\_\_\_ Rolls from back to stomach
- \_\_\_\_\_ Creeps and crawls
- \_\_\_\_\_ Sits easily without support
- \_\_\_\_\_ Moves from prone to sit
- \_\_\_\_\_ Reaches for toys unilaterally
- \_\_\_\_\_ Grasps with palm of hand
- \_\_\_\_\_ Picks up minute object with several fingers and thumb
- \_\_\_\_\_ Rotates wrist and tries to throw objects

***9 - 12 months***

- \_\_\_\_\_ Moves in and out of sitting into other positions
- \_\_\_\_\_ Creeps well
- \_\_\_\_\_ Stands alone
- \_\_\_\_\_ Walks with one hand held
- \_\_\_\_\_ Takes first independent step
- \_\_\_\_\_ Pokes with index
- \_\_\_\_\_ Grasps with fingers
- \_\_\_\_\_ Begins to drink from cup

***12 - 15 months***

- \_\_\_\_\_ Takes independent steps, falls easily
- \_\_\_\_\_ Able to start and stop in walking
- \_\_\_\_\_ Creeps up stairs
- \_\_\_\_\_ Precisely picks up minute object
- \_\_\_\_\_ Precise controlled release into small container
- \_\_\_\_\_ Builds 2 cube tower

***15 - 18 months***

- \_\_\_\_\_ Seats self in chair
- \_\_\_\_\_ Walks well with feet slightly apart
- \_\_\_\_\_ Walks upstairs and downstairs assisted
- \_\_\_\_\_ Crawls downstairs backwards
- \_\_\_\_\_ Scribbles
- \_\_\_\_\_ Imitates vertical stroke
- \_\_\_\_\_ Builds 3 cube tower
- \_\_\_\_\_ Turns pages of book two or three at a time
- \_\_\_\_\_ Uses push-pull toys

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*18 – 24 months*

- \_\_\_\_\_ Runs stiffly
- \_\_\_\_\_ Jumps in place
- \_\_\_\_\_ Pedals tricycle
- \_\_\_\_\_ Kicks large ball forward
- \_\_\_\_\_ Throws ball overhead
- \_\_\_\_\_ Squats to play
- \_\_\_\_\_ Learns to feed self
- \_\_\_\_\_ Begins to show hand preference
- \_\_\_\_\_ Imitates horizontal stroke
- \_\_\_\_\_ Builds 6 cube tower
- \_\_\_\_\_ Builds 3 blocks horizontal

*2 – 2 ½ years*

- \_\_\_\_\_ Runs on whole foot
- \_\_\_\_\_ Starts and stops running with ease
- \_\_\_\_\_ Climbs on furniture
- \_\_\_\_\_ Walks up and downstairs alone
- \_\_\_\_\_ Walks on tiptoes
- \_\_\_\_\_ Holds crayon with fingers
- \_\_\_\_\_ Strings beads
- \_\_\_\_\_ Turns book pages one at a time
- \_\_\_\_\_ Cuts with scissors
- \_\_\_\_\_ Takes things apart and puts them back together
- \_\_\_\_\_ Builds 8 cube tower

*2 ½ – 3 years*

- \_\_\_\_\_ Runs well straight forward
- \_\_\_\_\_ Jumps from chair
- \_\_\_\_\_ Jumps off floor with both feet
- \_\_\_\_\_ Walks upstairs alternating feet
- \_\_\_\_\_ Hops on one foot, for two or more hops
- \_\_\_\_\_ Catches large ball from straight arm position, trapping ball against chest
- \_\_\_\_\_ Good hand and finger coordination
- \_\_\_\_\_ Folds paper
- \_\_\_\_\_ Copies circle
- \_\_\_\_\_ Imitates cross
- \_\_\_\_\_ Unbuttons large buttons
- \_\_\_\_\_ Builds 9-10 cube tower

**Developmental Checklist  
Social-Cognitive Development**

Patient Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Informant: \_\_\_\_\_

Age: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

Examiner: \_\_\_\_\_

***0 - 3 months***

- \_\_\_\_\_ Maintains brief eye contact during feeding
- \_\_\_\_\_ Shows differing responses to caregiver's vocalization
- \_\_\_\_\_ Crying diminishes with adult eye contact
- \_\_\_\_\_ Smiles purposefully in response to caregiver's face or voice
- \_\_\_\_\_ Shows interest in people, not objects
- \_\_\_\_\_ Cries to get attention
- \_\_\_\_\_ Plays with rattle

***3 - 6 months***

- \_\_\_\_\_ Focus on action performed by objects (banging, shaking)
- \_\_\_\_\_ Shows different responses to family members
- \_\_\_\_\_ Smiles spontaneously to human contact
- \_\_\_\_\_ Smiles when playing alone
- \_\_\_\_\_ Stops crying when spoken to
- \_\_\_\_\_ Produces different cries for different reasons
- \_\_\_\_\_ Imitates facial expressions

***6 - 9 months***

- \_\_\_\_\_ Explores characteristics of objects
- \_\_\_\_\_ Pulls, turns, pokes, tears objects
- \_\_\_\_\_ Finds object after watching it disappear
- \_\_\_\_\_ Participates in game with adults
- \_\_\_\_\_ Reaches for self in a mirror
- \_\_\_\_\_ Shows some initial separation fear
- \_\_\_\_\_ Smiles and laughs during games
- \_\_\_\_\_ Shouts or vocalizes to gain attention

***9 - 12 months***

- \_\_\_\_\_ Imitates vocalizations/actions
- \_\_\_\_\_ Imitates familiar gestures
- \_\_\_\_\_ Shows sensitivity to others' moods
- \_\_\_\_\_ Displays fear of strangers
- \_\_\_\_\_ Vocalizes to call others
- \_\_\_\_\_ Waves bye
- \_\_\_\_\_ Resists removal of a toy
- \_\_\_\_\_ Combines related objects

***12 - 15 months***

- \_\_\_\_\_ Links schemes (put person in car, then push car)
- \_\_\_\_\_ Imitates novel movements
- \_\_\_\_\_ Imitates other children
- \_\_\_\_\_ Demonstrates functional use of objects
- \_\_\_\_\_ Shows symbolic use of objects
- \_\_\_\_\_ Explores toys
- \_\_\_\_\_ Shakes head "no"
- \_\_\_\_\_ Initiates turn-taking routines

***15 - 18 months***

- \_\_\_\_\_ Points to, shows, or gives objects
- \_\_\_\_\_ Plays with a toy in different ways
- \_\_\_\_\_ Places one object inside another
- \_\_\_\_\_ Matches objects with relational parts (round lid on teapot)
- \_\_\_\_\_ Discriminates circle & square
- \_\_\_\_\_ Requests assistance from an adult
- \_\_\_\_\_ Retreats to caregiver when an unfamiliar adult approaches

*18 – 24 months*

- \_\_\_\_\_ Uses nonrealistic (but similar to real) objects in pretending (pretends to pour from a toy cup)
- \_\_\_\_\_ Can have inanimate objects perform actions in pretend (doll eats)
- \_\_\_\_\_ Can activate toy in imitation of an adult (sees how it works from watching)
- \_\_\_\_\_ Matches configurations, such as circle, square, triangle
- \_\_\_\_\_ Imitates housework activities
- \_\_\_\_\_ Attempts to repair broken toys
- \_\_\_\_\_ Stacks and assembles toys and objects
- \_\_\_\_\_ Gestures to request action
- \_\_\_\_\_ Leads caregiver to a desired object

*2 – 2 ½ years*

- \_\_\_\_\_ Discriminates sizes
- \_\_\_\_\_ Matches objects by color, shape, and size
- \_\_\_\_\_ Recognizes part/whole relationships
- \_\_\_\_\_ Can build with blocks horizontally and vertically
- \_\_\_\_\_ Chooses toys selectively
- \_\_\_\_\_ Uses most toys appropriately
- \_\_\_\_\_ Pretends to talk on the telephone
- \_\_\_\_\_ Demonstrates parallel play with other children
- \_\_\_\_\_ Shares toys with other children

*2 ½ – 3 years*

- \_\_\_\_\_ Matches object to picture
- \_\_\_\_\_ Matches picture to picture
- \_\_\_\_\_ Can count to five by rote
- \_\_\_\_\_ Understands concept of one
- \_\_\_\_\_ Matches objects that have same function (toothbrush/toothpaste)
- \_\_\_\_\_ Acts out familiar routines
- \_\_\_\_\_ Uses a doll as a playmate
- \_\_\_\_\_ Uses one object to represent many objects
- \_\_\_\_\_ Relates one experience to another, using knowledge and experience
- \_\_\_\_\_ Plays well with two or three children in a group

**Developmental Checklist  
Speech Development**

Patient Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Informant: \_\_\_\_\_

Age: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

Examiner: \_\_\_\_\_

***0 - 6 months***

- \_\_\_\_\_ Cooing (vowels)
- \_\_\_\_\_ Laughter (with voice)
- \_\_\_\_\_ Yabbling (voicing while opening and closing the mouth – yayayaya)

***6 - 12 months***

- \_\_\_\_\_ Vocal play (single syllables)
- \_\_\_\_\_ Reduplicated babbling (bababa, mamama)
- \_\_\_\_\_ Adult like respiration for vocalization
- \_\_\_\_\_ Variegated babbling with varied consonants (badaga)
- \_\_\_\_\_ Expressive jargon (varied babbling with adult-like intonation)

***12 - 18 months***

- \_\_\_\_\_ Single vowels (a, o, e, i, u, ü)
- \_\_\_\_\_ Four tones

***18 - 24 months***

- Stabilization of syllable-initial consonants (75%) --- (IPA / Pinyin)
- \_\_\_\_\_ [t] / d
  - \_\_\_\_\_ [t<sup>h</sup>] / t
  - \_\_\_\_\_ [m] / m
  - \_\_\_\_\_ [n] / n
  - \_\_\_\_\_ [x] / h

***2 - 2 ½ years***

- Stabilization of syllable-initial consonants (75%) --- (IPA / Pinyin)
- \_\_\_\_\_ [p] / b
  - \_\_\_\_\_ [p<sup>h</sup>] / p
  - \_\_\_\_\_ [k] / g
  - \_\_\_\_\_ [k<sup>h</sup>] / k
  - \_\_\_\_\_ [ç] / x
  - \_\_\_\_\_ [tç] / j
  - \_\_\_\_\_ [tç<sup>h</sup>] / q

***2 ½ - 3 years***

- Stabilization of syllable-initial consonants (75%) --- (IPA / Pinyin)
- \_\_\_\_\_ [f] / f

*3 – 4 ½ years*

*> 4 ½ years*

Stabilization of syllable-initial consonants (75%)

--- (IPA / Pinyin)

\_\_\_\_\_ [l] / l

\_\_\_\_\_ [s] / s

\_\_\_\_\_ [ʃ] / sh

\_\_\_\_\_ [r] / r

Stabilization of syllable-initial consonants

(75%) --- (IPA / Pinyin)

\_\_\_\_\_ [ts] / z

\_\_\_\_\_ [ts<sup>h</sup>] / c

\_\_\_\_\_ [tʃ] / zh

\_\_\_\_\_ [tʃ<sup>h</sup>] / ch

**Developmental Checklist  
Language Development**

Patient Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Informant: \_\_\_\_\_

Age: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

Examiner: \_\_\_\_\_

***0 – 3 months***

**Receptive Language**

- \_\_\_\_\_ Quiets to a familiar voice
- \_\_\_\_\_ Moves in response to a voice
- \_\_\_\_\_ Shows awareness of a speaker
- \_\_\_\_\_ Attends to other voices
- \_\_\_\_\_ Attends to a speaker's mouth
- \_\_\_\_\_ Discriminates between angry and friendly voices

**Expressive Language**

- \_\_\_\_\_ Vocalizes to caregiver's smile and talk
- \_\_\_\_\_ Coos
- \_\_\_\_\_ Vocalizes sounds other than crying or cooing
- \_\_\_\_\_ Produces a hunger cry
- \_\_\_\_\_ Cries to get attention
- \_\_\_\_\_ Makes sounds in the back of the throat

***3 – 6 months***

**Receptive Language**

- \_\_\_\_\_ Turns head toward a voice
- \_\_\_\_\_ Searches for the speaker
- \_\_\_\_\_ Recognizes own name
- \_\_\_\_\_ Stops crying when spoken to
- \_\_\_\_\_ Discriminates between threatening or friendly voices
- \_\_\_\_\_ Anticipates feeding
- \_\_\_\_\_ Cries at an angry tone of voice

**Expressive Language**

- \_\_\_\_\_ Takes turns vocalizing
- \_\_\_\_\_ Vocalizes feelings through intonation
- \_\_\_\_\_ Laughs
- \_\_\_\_\_ Babbles
- \_\_\_\_\_ Demonstrates sound play when alone or with others
- \_\_\_\_\_ Vocalizes to express displeasure
- \_\_\_\_\_ Initiates "talking"

***6 – 9 months***

**Receptive Language**

- \_\_\_\_\_ Recognizes family members' names
- \_\_\_\_\_ Responds with gesture to "come up" or "want up"?
- \_\_\_\_\_ Attends to music or singing
- \_\_\_\_\_ Responds to "no" most of the time
- \_\_\_\_\_ Stops when name is called
- \_\_\_\_\_ Attends to pictures
- \_\_\_\_\_ Waves in response to "bye-bye"

**Expressive Language**

- \_\_\_\_\_ Vocalizes four different syllables
- \_\_\_\_\_ Vocalizes in response to objects that move
- \_\_\_\_\_ Imitates duplicated syllables
- \_\_\_\_\_ Vocalizes during games
- \_\_\_\_\_ Sing along with a familiar song
- \_\_\_\_\_ Shouts or vocalizes to gain attention

*9 - 12 months*

**Receptive Language**

- \_\_\_\_\_ Attends to new words
- \_\_\_\_\_ Gives objects upon verbal request
- \_\_\_\_\_ Performs a routine activity upon verbal request
- \_\_\_\_\_ Looks at familiar objects and people when named
- \_\_\_\_\_ Follows simple commands occasionally
- \_\_\_\_\_ Understand simple questions
- \_\_\_\_\_ Gestures in response to verbal requests

**Expressive Language**

- \_\_\_\_\_ Says "mama" or "dada" meaningfully
- \_\_\_\_\_ Imitates consonant and vowel combinations
- \_\_\_\_\_ Imitates nonspeech sounds
- \_\_\_\_\_ Says one to two words spontaneously
- \_\_\_\_\_ Vocalizes with intent frequently
- \_\_\_\_\_ Imitates the name of familiar objects

*12 - 15 months*

**Receptive Language**

- \_\_\_\_\_ Follows one-step commands during play
- \_\_\_\_\_ Responds to requests to say words
- \_\_\_\_\_ Enjoys rhymes and finger plays
- \_\_\_\_\_ Points to two action words in pictures
- \_\_\_\_\_ Understands some prepositions (e.g., in)
- \_\_\_\_\_ Understand new words

**Expressive Language**

- \_\_\_\_\_ Shakes head "no"
- \_\_\_\_\_ Names one object frequently
- \_\_\_\_\_ Imitates new words spontaneously
- \_\_\_\_\_ Uses true words within jargon-like utterances
- \_\_\_\_\_ Imitates three animal sounds
- \_\_\_\_\_ Sings independently
- \_\_\_\_\_ Asks to have needs met

*15 - 18 months*

**Receptive Language**

- \_\_\_\_\_ Finds familiar objects not in sight
- \_\_\_\_\_ Chooses two familiar objects upon request
- \_\_\_\_\_ Identifies objects by category
- \_\_\_\_\_ Completes two requests with one object
- \_\_\_\_\_ Identifies two body parts

**Expressive Language**

- \_\_\_\_\_ Says ~15 meaningful words
- \_\_\_\_\_ Talks rather than uses gestures
- \_\_\_\_\_ Imitates words overheard in conversation
- \_\_\_\_\_ Asks "What's that?"
- \_\_\_\_\_ Asks for "more"
- \_\_\_\_\_ Names five to seven familiar objects upon request

*18 - 21 months*

**Receptive Language**

- \_\_\_\_\_ Identifies four body parts
- \_\_\_\_\_ Chooses five familiar objects upon request
- \_\_\_\_\_ Understands the meaning of action words
- \_\_\_\_\_ Identifies pictures when named

**Expressive Language**

- \_\_\_\_\_ Uses single words frequently
- \_\_\_\_\_ Imitates two- and three- word phrases
- \_\_\_\_\_ Uses two-word phrases occasionally
- \_\_\_\_\_ Uses sentence-like intonation

**21 - 24 months**

**Receptive Language**

- \_\_\_\_\_ Follows novel commands
- \_\_\_\_\_ Follows a two-step related command
- \_\_\_\_\_ Understands new words rapidly
- \_\_\_\_\_ Chooses one object from a group of five upon verbal request

**Expressive Language**

- \_\_\_\_\_ Uses two-word phrases frequently
- \_\_\_\_\_ Uses new words regularly
- \_\_\_\_\_ Relates personal experiences
- \_\_\_\_\_ Refers to self by name
- \_\_\_\_\_ Uses early pronouns occasionally
- \_\_\_\_\_ Uses three-word phrases occasionally

**2 - 2 ½ years**

**Receptive Language**

- \_\_\_\_\_ Points to four action words in pictures
- \_\_\_\_\_ Recognizes family member names
- \_\_\_\_\_ Understands the concept of one
- \_\_\_\_\_ Understands size concepts
- \_\_\_\_\_ Responds to simple questions (e.g., Yes/No)
- \_\_\_\_\_ Identifies four objects by function
- \_\_\_\_\_ Understands location phrases (e.g., in, on)

**Expressive Language**

- \_\_\_\_\_ Names familiar objects of environment
- \_\_\_\_\_ Asks for assistance with personal needs
- \_\_\_\_\_ Uses action words
- \_\_\_\_\_ Uses negation (e.g., no, don't)
- \_\_\_\_\_ Asks simple questions
- \_\_\_\_\_ Uses three-word phrases frequently

**2 ½ - 3 years**

**Receptive Language**

- \_\_\_\_\_ Rapid increase in comprehension vocabulary
- \_\_\_\_\_ Follow three-step unrelated commands
- \_\_\_\_\_ Understands the concepts of *one* and *all*
- \_\_\_\_\_ Answers yes and no questions correctly
- \_\_\_\_\_ Shows interest in why and how things work
- \_\_\_\_\_ Identifies parts of an objects
- \_\_\_\_\_ Responds to wh- questions (e.g., What, Where)

**Expressive Language**

- \_\_\_\_\_ Answers questions with "yes" or "no"
- \_\_\_\_\_ Rapid vocabulary expansion
- \_\_\_\_\_ Uses simple sentences
- \_\_\_\_\_ 90% of speech readily understood
- \_\_\_\_\_ Talks about immediate experiences
- \_\_\_\_\_ Begins to ask questions (e.g., What)
- \_\_\_\_\_ Uses personal pronouns (e.g., him)
- \_\_\_\_\_ Increase in use of adjectives (e.g, hot)
- \_\_\_\_\_ Knows a few rhymes