

Student Name:

Date Completed:

Child Development Milestones

Review closely the Developmental Milestones Chart located in the resource section of the SR Hub prior to a scheduled visit with a child from one of the cases that you have been assigned to shadow. Make sure that you are well aware of the milestones in child development. This is necessary for you to be able to identify potential development delays or concerns as you interact with the child.

1. Assess the child's achievement of milestones and apparent delays as you interact with the child. When you identify apparent delays or developmental areas that need further assessment, circle those areas on the chart. Also, make notes on your observations that alert you to possible delays or concerns in each area for the child. In your notes, be very behaviorally specific in what you observed that led to your concerns.

For example: When a pre-school child is finished coloring, you tell him to put his crayons in the jar on the table for next time he colors; he smiles broadly, looks at you, and intentionally throws the crayons on the floor. You respond, "You must put the crayons in the jar for next time when you color." The child looks at you again and says, "No," and runs to get a toy.

Look over the social areas of the Developmental Milestones Chart for preschool aged children. The social area included "Wants to please adults". Did this child's behavior indicate a desire to please adults? Provide the specific behaviors (e.g. throws crayons on floor, says "no", etc.) in your notes.

Review each area (Physical, Cognitive, Social, and Emotional) for this child. Is the child apparently on level in some of the areas but below level in others? Make notes of the areas in which the child is on level and a behaviorally specific description of what you observed that makes you believe the child is below level on that developmental area.

2. As a part of this review, consider the question, "Are there any obvious indicators that the child is above level in any area?" Make notes on any area that the child seems to be above level and a behaviorally specific description of what you observed that indicated this to you.

For Example: When presented with the social problem of a friend not having a coat for the winter, a school aged child (10 years) immediately problem solves by suggesting four possible solutions to obtain a coat, and plans a well-defined course of action to obtain a coat.

Review the cognitive areas of the Developmental Milestone Chart for school aged and adolescent children. It is not until adolescence that children typically reach the cognitive capability to engage in "systematic problem solving; can attack a problem, consider multiple solutions, and plan a course of action." Provide the specific behaviors (e.g. quickly comes up with four ideas for obtaining a coat, etc.) in your notes.

3. Have a discussion with your supervisor and/or co-worker (chosen by your supervisor) to describe and discuss what you specifically observed in the physical, cognitive, social, and/or emotional areas that alerted you to possible developmental delays, concerns or indicators that a child being advanced for his/her age.

4. Make a plan of action with your supervisor and/or co-worker (chosen by your supervisor) to ensure that any needed actions are taken to address the concerns that you identified during your interaction and assessment of the child.

I discussed the following about child developmental milestones with my supervisor: