

STRATEGY and PLANNING

ATTENTION



COMMUNICATION



MOTOR SKILLS



MILESTONES MONITOR

This milestones monitor tracker is a resource for parents focusing on important domains of development that facilitate learning, namely, language and communication, executive function and motor skills. This was created in consultation with the specialists in child development and behavior.

Parents may use this tracker to check the development of their children in the various domains and utilize the tips on how to develop these skills. Parents should remember that these domains of development are all important and are closely related to each other.

They usually follow well documented sequences. The abilities and skills usually build on what has already been acquired. These skills and abilities develop and mature as a result of developmentally appropriate activities and experiences and good nutrition.

If your child is not yet exhibiting the skills outlined in this tracker then reinforce the tips for parents for each domain. If the skills are still not manifested in spite of the stimulation provided, then this is red flag and your child may require further evaluation and management.

MEMORY



REGULATED BEHAVIOR



INHIBITORY CONTROL



MILESTONES MONITOR

For ages 3 - 6 years old



Your child's name _____ Age _____

ATTENTION

How your child focuses on a person, object or task

MILESTONES

3 - 4 years old

- Can focus on one activity at a time.
- May focus for 3-8 minutes on a single interesting activity
- With request or bargaining, they can stop and shift to another activity.

4 - 5 years old

- Can continue working while listening to another person without stopping or looking
- May focus for 7-15 minutes on a single interesting activity



ATTENTION

How your child focuses on a person, object or task

5 - 6 years old

- Can easily ignore unnecessary stimuli focus only on the necessary features
- May focus for 10-15 minutes in a single interesting activity and on an assigned task for 4-6 minutes if it's easy and interesting.
- May focus for 10-25 minutes in a small group activity/play.

6 years old and older

- May focus around 12-18 minutes in a single interesting activity.
- Can focus well and at the same time shift attention appropriately to other things even if they are less interesting.





TIPS FOR PARENTS

- Provide a positive environment during play to help stimulate your child's interest or refocus back to the activity.
- Be intentional with early learning activities that centers on ability to focus and listen.
- Open-ended toys (ex. building blocks, magnet tiles) help children build sustain attention as they play with these toys in several ways.




ATTENTION

How your child focuses on a person, object or task

TIPS FOR PARENTS

-  **Games that require attention and quick responses help children practice attention and inhibition. They include freeze dance (musical statues), musical chairs, Red Light, Green Light etc.**
-  **Give the child enough time to work on tasks based on attention span for age.**
-  **Avoid over-indulgent rearing.**
-  **Ensure proper nutrition.**

RED FLAGS:

-  **Cannot sustain attention within the expected range for age.**
-  **For children 4 years and older, cannot complete assigned task**
-  **Often needs maximum assistance from others to attend and listen when doing an activity.**

COMMUNICATION

This involves the ability to produce and understand language to convey ideas, intentions and emotions and to understand what is said by others.

MILESTONES

3 - 4 years old

- Can speak in sentences
- 100% intelligibility with few articulation errors
- Can tell stories
- Understands action words
- Follows three step commands
- Knows same and different



5 - 6 years old

- Defines simple words
- Retell stories with beginning and end
- Describes events in order
- Understands adjectives
- Enjoys rhyming words and produces words that rhyme
- Asks what unfamiliar words mean

COMMUNICATION

This involves the ability to produce and understand language to convey ideas, intentions and emotions and to understand what is said by others.

7 years old and older

- Uses complex and compound sentences
- Talks about a range of topics
- Understand opposites and word analogies
- Answers who, why, when, where and how questions

TIPS FOR PARENTS

- Talk with your child
- Listen and respond to your child
- Read with your child

RED FLAGS

- Unable to use three word sentences by 3 years old
- Unclear speech, does not answer simple questions, inability to use pronouns and tell a simple story by 4 years old
- Inability to rhyme, inability to recognize shapes, letters and colors by 5 years old
- Cannot retell or summarize a story with beginning, middle and end from 6 years old

INHIBITORY CONTROL

How your child holds impulses and avoids distractions that can prevent from completing tasks.

What does inhibitory control look like?

1. Raising hand in class
2. Waiting in line for your turn
3. Doing work undistracted
4. Sharing toys without issue



MILESTONES

3 - 5 years old

- **Learns to inhibit safety-related behaviors like touching a hot stove and street safety**
- **Begins to inhibit behaviors**
- **Reduced perseveration**
- **Maintains focus in the face of distractions**
- **Inhibits responses that are inappropriate even if they are highly desirable or habitual**

5 - 7 years old

- **Follows safety rules and most social norms for behavior**
- **Maintains behavior even when adults are not around**







INHIBITORY CONTROL

How your child holds impulses and avoids distractions that can prevent from completing tasks.





7 years old and older

-  **Able to keep rules in mind**
-  **Better able to control impulses**
-  **Ignores irrelevant stimuli**

TIPS FOR PARENTS

-  **Play a simple game of “Simon Says.” This game trains the child to follow rules**
-  **Provide your child structure and a routine. When children know what to expect, they have better inhibitory control and self-regulation.**
-  **Model good inhibitory control.**
-  **Teach your child to wait or to stop and think before speaking or going through an activity**
-  **Be consistent with rules and limit setting. Reward good behavior.**
-  **Teach turn taking**

RED FLAGS

-  **Poor control in motor behavior which manifests in hyperactivity**
-  **Being distracted easily and difficulty focusing on an activity**
-  **Moving on to another task before one is finished**
-  **Impulsive behavior that cannot be inhibited**

MEMORY

How your child learns and remembers a concept

MILESTONES

3 - 5 years old

- Can do simple errands when asked
- Can remember instructions that were just given
- Can follow a routine with only one prompt per step

6 - 8 years old









- Can do an errand with two to three steps
- Can remember instructions that were given minutes earlier
- Can follow two steps of a routine with one prompt






MEMORY

How your child learns and remembers a concept

TIPS FOR PARENTS

-  **Look at your child in the eye before saying what you want him/her to remember**
-  **Ask your child to repeat the instruction given.**
-  **Teach ways to symbolize information using pictures, letters, and number**
-  **Use multisensory strategies in learning or remembering information.**
-  **Play memory games or card games that help them have fun while remembering.**
-  **Create fun mnemonics to help your child form and retrieve information.**
-  **Build routine, structure and familiarity in what they do**
-  **Provide proper nutrition for brain development**

RED FLAGS

-  **Cannot follow practical instructions**
-  **Trouble using information learned in school**
-  **Remembers information that does not make sense.**

MOTOR SKILLS

How your muscles move in different spaces

MILESTONES

3 - 4 years old

- 🟡 Goes upstairs with alternating feet
- 🟡 Pedals tricycle
- 🟡 Hops on one foot
- 🟡 Can catch a bouncing ball
- 🟡 Copies circle, square
- 🟡 Cuts with scissors
- 🟡 Can use spoon and fork

5 - 7 years old

- 🟡 Balances on one foot
- 🟡 Running broad jump
- 🟡 Tandem walks
- 🟡 Skips
- 🟡 Rides bike independently
- 🟡 Copies triangle, diamond
- 🟡 Writes first and last name
- 🟡 Can color within boundaries
- 🟡 Independent dressing
- 🟡 Ties shoe laces



MOTOR SKILLS

How your muscles move in different spaces

TIPS FOR PARENTS

- ⬡ Parents to encourage physical activity by introducing this with their child at an early age. Do physical activities together.
- ⬡ Engage your child in various sport and outdoor activities to develop balance and coordination
- ⬡ Encourage children to do self-help activities such eating and dressing
- ⬡ To develop writing, may do pre-writing activities such as coloring, tracing

RED FLAGS

- ⬡ Frequent falling or difficulty with stairs at 3 years old
- ⬡ Does not jump in place at 4 years old
- ⬡ Does not draw pictures, square or cross and poor balance at 5 years old
- ⬡ Does not skip or hop on one foot and does not write name from 6 years old

REGULATED BEHAVIOR

How your child manages emotions and behavior with the demands of a situation

What regulated behavior look like?

1. Can regulate reactions to emotions like frustration or excitement
2. Can calm down after something exciting or upsetting
3. Exhibits behavior that helps one to get along with other people

MILESTONES

3 - 4 years old

- Labels own emotions and the emotions of others
- Needs adult to comfort or soothe when upset or frustrated

5 years old

- Learns to control tantrums and frustrations without adult comfort
- Applies rules and strategies in planning for appropriate actions and responses



REGULATED BEHAVIOR

How your child manages emotions and behavior with the demands of a situation

6 years old and older

- Ability to manage emotions
- Can take in the perspective of others and learn to empathize accordingly
- Getting better at controlling their own wants and needs, imagining others people's perspectives and seeing both sides of a situation

TIPS FOR PARENTS

- Talk about emotions. Help children label their emotions.
- Help your child find appropriate ways to react to their emotions (e.g. use their words to express their emotions rather than throwing a tantrum or being aggressive)
- Model good self-regulation (e.g. go through a frustrating task without getting upset)

RED FLAGS

- Is easily upset, explosive; small events trigger a big emotional response.
- Change from impulsive to rigid rapidly, often when there is an increase in anxiety.
- Have difficulty adapting to change.
- Have difficulty overriding an emotion in order to behave appropriately
- Frequent, unexplainable temper tantrums
- Sudden outbursts or explosive emotional reactions

STRATEGY and PLANNING

How your child creates and follows a plan to complete a task

MILESTONES

3 - 5 years old

- Can finish one activity before starting another
- Can follow a brief routine or plan given by someone else
- Can complete a simple art project with more than one step

6 - 8 years old






- Can complete a two- or three-step project using their own design
- Can earn/save money for an inexpensive toy
- Can complete a two- to three-step homework assignment with support







STRATEGY and PLANNING

How your child creates and follows a plan to complete a task

TIPS FOR PARENTS

-  **Model creating a checklist or a “to do” list while they are young**
-  **Use their interests as a starting point for teaching planning skills**
-  **Ask what needs to be done first to help them to prioritize**
-  **Organize workspace and minimize clutter**
-  **Take step-by-step approaches to work**

RED FLAGS

-  **Have trouble starting and/or completing tasks**
-  **Have difficulty prioritizing tasks**
-  **Have trouble following directions or a sequence of steps**
-  **Have trouble organizing their thoughts**

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