



Early-Stage Development Milestones Check List

EARLY-STAGE DEVELOPMENT:

In the first few years of life, children learn constantly from the world around them. Every interaction with a person or object teaches something new, and the child's brain is constantly at work to process all this information.

Typically, the first skills learned are very simple social skills, such as looking towards faces and recognizing caregivers. These are the foundation for all other social, cognitive and language skills that a child learns. Sharing attention and turning towards a parent help a child later when they learn new words by attending to the parent's voice. Watching the parent also helps with learning to imitate, which is again a foundation for learning many other childhood skills.

This is especially important for children with autism because their language and social development may be slower than expected, or they may have very strong skills in one area but be below their age level in other areas.



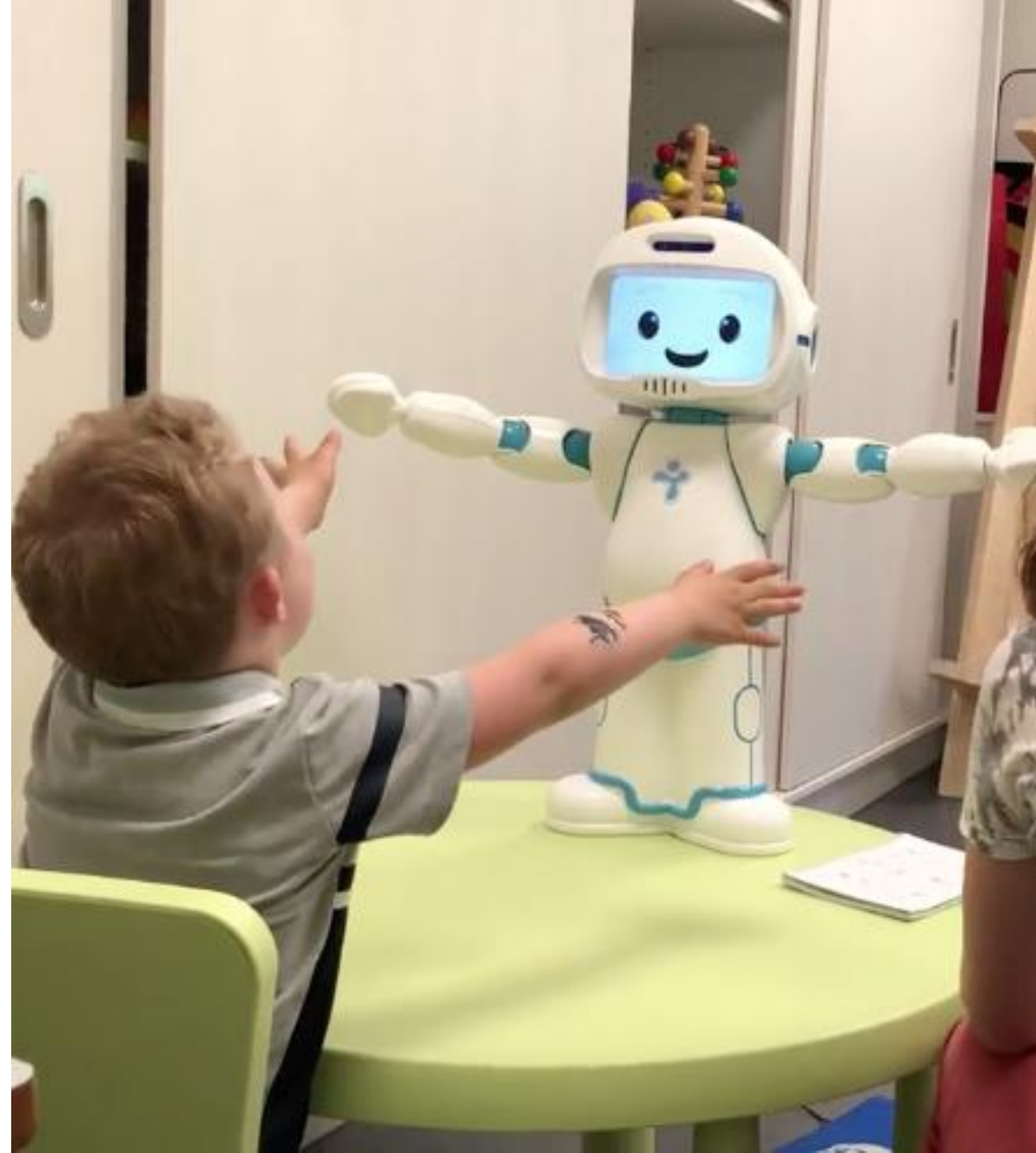
EARLY STAGE DEVELOPMENT PARENT PLACEMENT QUIZ:

Children with autism may be quite advanced in some areas and have needs in other areas, so the QTrobot Special Education Team will help you to choose skills that are most relevant to your child using our Parent Quiz. Choosing skills on the correct level for your child will lead to faster learning, and greater likelihood that they can then learn new skills more independently. On the other hand, choosing skills that are too difficult may lead to frustration and lack of motivation.

The following chart shows the progression of skills in QTrobot's Early-Stage Development Curriculum. QTrobot teaches Social Skills, Expressive Language, Cognitive Skills, and Receptive Language. All the skills chosen are based on the CDC's Developmental Milestones for these skill areas.

Also, they can have an estimation of their child's developmental age in the separate areas of social skills, receptive and expressive skills and cognitive skills. *

***This quiz is not a replacement for the CDC Developmental Milestones Checklist, or a substitute for a professional assessment.**



Developmental Milestones In Early Life – SOCIAL SKILLS

1 year

1

- ❑ My child will look at something when I point to it or when I say "look".
- ❑ My child can imitate a large movement such as waving, stamping foot, putting hands on head.
- ❑ My child can imitate a simple action with an object, such as bounce a ball or bang a drum.
- ❑ My child can imitate a facial expression, such as a smiling or sad face.
- ❑ My child can imitate sounds or noises that they hear.

2 years

2

- ❑ My child can imitate 2-3 movements in a row, for example as part of a dance
- ❑ My child can imitate animal or vehicle sounds as part of a game
- ❑ My child will respond to a wave or hello from another person
- ❑ My child can play pretend, by acting out actions such as flying, driving, cooking etc.
- ❑ My child can pretend with an object, such as by pretending to speak on a toy phone or feeding a doll.
- ❑ My child can take turns as part of a game with an adult or another child.
- ❑ My child will follow a simple direction such as 'touch nose' or 'clap hands'.
- ❑ During a dance or game of musical statues, my child will respond to a 'stop' signal.

3 years

3

- ❑ My child can play extended pretend games such as pretending to cook or be a superhero.
- ❑ When asked, my child can tell their name, age, and where they live.

4 years

4

- ❑ In social situations like greeting and having a conversation, my child keeps an appropriate distance from others.
- ❑ My child can turn their head to look at a person to greet them appropriately.
- ❑ My child can use a variety of gestures such as waving or high five to greet people.
- ❑ When playing with others, my child allows each person to choose a game.
- ❑ My child can answer various social questions, such as 'what is your favorite game?' or 'what's your favorite movie?'.
- ❑ If doing an art activity, my child can follow instructions on how to draw or trace a figure.

Developmental Milestones In Early Life – COGNITIVE SKILLS

1 year

1

- ❑ My child can match common items such as toys, either with images or as part of a game.
- ❑ My child can match identical colors.
- ❑ My child can match identical shapes.
- ❑ My child can match identical animals.

2 years

2

- ❑ If shown several different objects, my child can match the ones that are the same color (blue ball to a blue square).
- ❑ If shown several different objects, my child can match the ones that are the same shape (pizza slice to a triangle).
- ❑ If shown several different objects, my child can match the ones that are the same size (large ball with large box).
- ❑ If shown items from different categories, my child can put similar items together (food, toys, clothes).
- ❑ My child can count from 1-3 accurately.
- ❑ My child can put groups of items together based on their number, up to 3, e.g., put three fruits with three bowls.

3 years

3

- ❑ My child can match the letters of the alphabet.
- ❑ My child can match number signs.
- ❑ My child can count from 1-5 accurately.
- ❑ My child can match by quantity, e.g., putting a picture of 4 birds together with an image of 4 nests.
- ❑ My child can sort items into various categories, such as bathroom items, kitchen tools, etc.
- ❑ If shown a repeating sequence of several images, my child can choose the one that comes next in the sequence.
- ❑ If shown several related images in a story scenario, my child can choose which one came first, second, and so on, to create a story.

4 years

4

- ❑ My child can sort items by their functions and group them in bedroom items, bathroom items, fruits, and drinks.
- ❑ My child can count up to 10.
- ❑ My child can read common signs such as stop, exit, entry, etc.

Developmental Milestones In Early Life – LISTENER SKILLS

1 year

1

- ❑ My child can point out common objects such as toys and simple household items, either with the actual object or if seen in a book.
- ❑ My child can point to a particular color if I name it.
- ❑ My child can point out familiar shapes such as circles, or squares.
- ❑ My child can identify animals such as zoo or farm creatures.

2 years

2

- ❑ My child can point out different parts of the body such as arm, leg, head in pictures or on self.
- ❑ My child can point out known foods, either in the kitchen or when looking at pictures.
- ❑ My child can identify kitchen utensils such as pots, pans, knives, forks.
- ❑ My child is able to show a particular toy when I ask them to.
- ❑ My child understands the idea of 'yes' and 'no'. If shown a picture of a dog, and asked, "Is this a cat?", they would indicate 'no'.
- ❑ My child can identify objects and animals by their sound. If my child hears a car engine, they can tell that the noise is from a car.

3 years

3

- ❑ My child can point out items of clothing, either with real clothing or in books.
- ❑ My child can identify common things seen in the bathroom.
- ❑ If asked, my child can point to various items used at school.
- ❑ My child can follow directions that include, 'in' and 'on', or can point to an object that is in, or on another.
- ❑ If looking at a picture or video, my child can point out actions such as running, eating, swimming.
- ❑ My child knows singular and plural and can tell the difference between a 'bird' and 'birds' in a picture.
- ❑ My child can choose an image of animals such as a dog when they hear 'woof' and are asked, 'what's that'.
- ❑ Child can choose the correct item when asked, 'which one is for eating?' or 'what do you play with?'.
- ❑ My child can choose from a number of similar images or items based on size.
- ❑ My child can select from similar items using two adjectives, such as 'find the blue circle' or 'show me the yellow square'.

Developmental Milestones In Early Life – LISTENER SKILLS

4

4 years

- ❑ My child understands hot and cold, and can tell which items are likely to be hot or cold, e.g., oven or ice cube.
- ❑ My child understands tall and short, and could tell a tall tree from a short tree, if looking at pictures.
- ❑ My child understands wet and dry, and can tell which items are likely to be wet or dry, e.g., water or sand.
- ❑ My child understands long and short, and can tell a long snake from a short snake, if looking at a picture.
- ❑ My child understands heavy and light, and can tell which items are likely to be heavy or light, e.g., bricks or feathers.
- ❑ If looking at images of similar items, my child could choose the correct item if asked to choose based on two attributes, e.g., 'show big blue elephant'
- ❑ My child can tell boys and girls apart.
- ❑ My child can tell the difference between 'few' and 'many'.
- ❑ My child can compare items using words such as bigger or smaller, would choose the correct item if asked to show which boy in a picture was smaller, for example.
- ❑ My child can use negation, they can look at an image and choose which one is not running, not jumping, not eating etc.
- ❑ My child can show which item is in front or behind, either when looking at images or with real objects.
- ❑ After I read a story to them, my child can answer simple 'WHAT' questions by pointing.
- ❑ After I read a story to them, my child can answer simple 'WHO' questions by pointing.
- ❑ My child can look at pairs of images and tell me which ones are the same and which ones are different.
- ❑ If shown several similar images my child can identify the correct one based on a feature, such as wheels, doors, legs etc.
- ❑ If shown several images my child can choose which one is likely to be fast or slow, e.g., bicycle or car, person running or person pushing a shopping trolley.
- ❑ My child can answer 'what' questions that relate to basic needs such as 'what should you do when you are hungry?', or 'what do we do when we feel sick?'.

Developmental Milestones In Early Life – **SPEAKER SKILLS**

2 years

2

- If I show my child a particular color, they can name it.
- My child can name the basic shapes.
- My child can name familiar animals such as sheep, cats, and dogs.

3 years

3

- My child can name body parts such as arm, leg, head.
- My child can name various food items.
- My child can name basic kitchen utensils.
- My child can name several different toys.
- My child can answer accurately using 'yes' or 'no'.
- My child can say 'duck' when they hear a quack, or 'dog' when they hear a bark.

4 years

4

- My child can name various items of clothing
- My child can name various bathroom items
- My child can name various school items
- My child can name various action words
- If my child hears a sound such as a car engine, or a dog barking, they can answer 'what is that?'
- If shown an item, my child can answer a question such as 'what do we do with this?'
- My child can describe similar items using words such as big or small.
- If shown images or objects, my child can verbally say if one item is 'in' another, or if one is 'on' another. E.g., bird in house, ball on box.
- If shown images or objects, my child can verbally say if one item is 'behind' another, or if one is 'in front' another. E.g., the cat is in front of the bed.



QTrobot Early Stage Development curriculum

for autism and special needs education focuses on teaching a variety of critical skills including social, cognitive and language development skills that cover the developmental milestones of the first 48 months of life. The curriculum has 100 units broken into 4 levels, each covering 1 year of development.

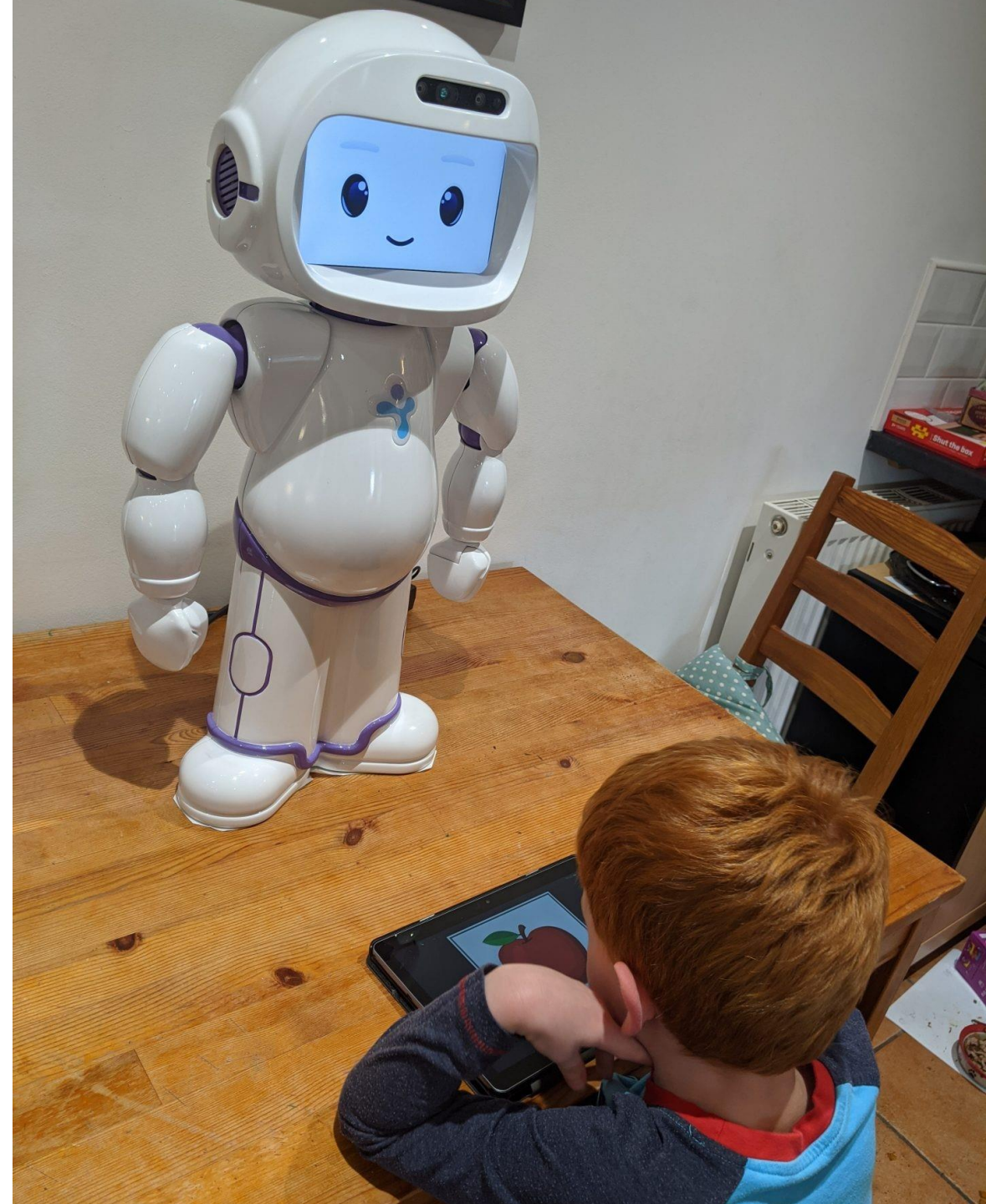
The curriculum is designed to teach new skills step by step and includes a variety of activities designed to support the maintenance and generalization of the learner skills.

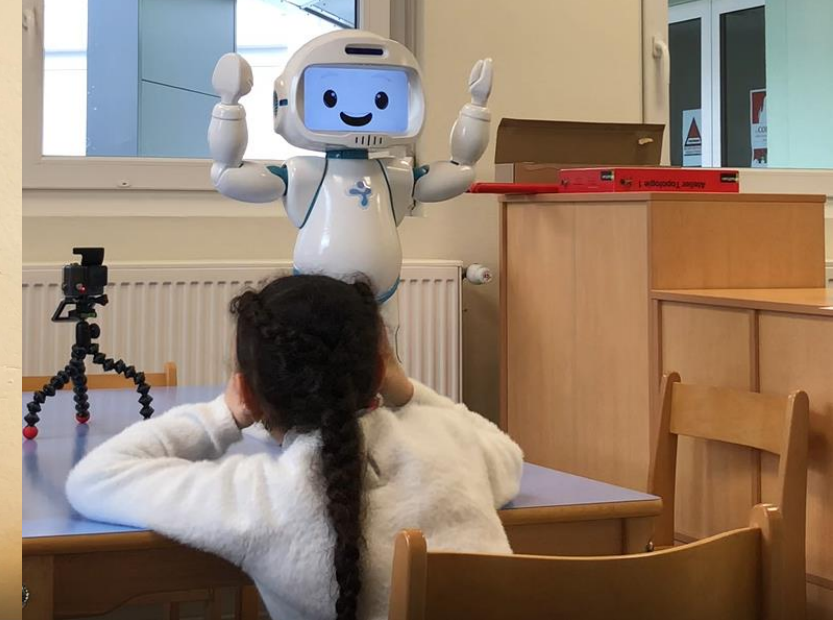
BUILDING A CURRICULUM FOR EARLY-STAGE DEVELOPMENT

Breaking down complex skills into simpler components, and grouping these skills by age and type, allows us to create a coherent curriculum that can be adapted to meet the needs of many children with autism.

By using this skills chart and the Parent Quiz, parents can identify the areas that their child is strong at as well as the areas that require more practice.

The early-stage development curriculum on QRobot is built to match up with a child's current developmental level. The curriculum has 100 separate units that teach some of the key skills learned in the first four years of life.





With time and practice QTrobot will incrementally increase the complexity of your child's skills. If your child can point out a simple animal or shape, then when that skill is fully fluent, QTrobot will begin to use describing words, such as color or size to increase the language your child is using. As an example, the earliest cognitive skills QTrobot teaches involve matching identical shapes or colors. When the child reaches Level 3 in the curriculum, they will learn to match numbers and letters, and able to link similar items by their category.

Learning a skill with QTrobot is the starting point to generalizing the skill to everyday interactions. QTrobot comes with many suggestions to help you take a skill learned with QTrobot and build it into your normal day. If your child can imitate simple actions through play, or can name some simple household objects using QTrobot, then you can bring these skills into your child's everyday life. You could practice playing a pretend game without QTrobot, or teaching your child the vocabulary learned with QTrobot using objects from your home. In this way your child will be able to use their skills fluently.



**To learn more about QTrobot
and the Early-Stage
development curriculum, please
check**

www.luxai.com