

Birth to 3

What Are Milestones?

Milestones, or developmental milestones, are skills (such as walking) that children can do by a certain age. No two children grow, develop or learn in the same way or at the same pace. But children do develop in predictable ways.

Do You Have Concerns About Your Child's Development?

If you have concerns about your child's growth, development or learning we encourage you to call the Polk County Birth to Three Early Intervention Program for a free screening at **715-485-8585**.



Reasons To Call Us Soon

- **No babbling, pointing or other gestures by 12 months**
- **No words by 16 months**
- **Not putting 2 words together by 24 months**
- **Losing a skill (like sitting up) once it has been learned**

Developmental Milestones	3 months	6 months	1 year	1 ½ years	2 years	2 ½ years	3 years
Expressive Language <i>How a child communicates to others.</i>	<ul style="list-style-type: none"> ▪ Coos & gurgles ▪ Cries when hungry or uncomfortable 	<ul style="list-style-type: none"> ▪ Babbles using consonants (ba, da, ga and ka) 	<ul style="list-style-type: none"> ▪ Says 5-6 words ▪ Waves bye-bye ▪ Points to things 	<ul style="list-style-type: none"> ▪ Says 10 - 20 words ▪ Imitates a 2-word sentence (more milk) 	<ul style="list-style-type: none"> ▪ Says 200-300 words ▪ Uses 2 - 3 word sentences 	<ul style="list-style-type: none"> ▪ Says 300-450 words ▪ Uses 2 - 3 word sentences 	<ul style="list-style-type: none"> ▪ Says 800-1000 words ▪ Uses 3-5 word sentences
Receptive Language <i>How a child understands what is being said to him/her.</i>	<ul style="list-style-type: none"> ▪ Responds to loud or sudden sounds ▪ Smiles when spoken to 	<ul style="list-style-type: none"> ▪ Turns towards you when you speak ▪ Turns toward sound source 	<ul style="list-style-type: none"> ▪ Looks at the right thing when you say ball or bottle ▪ Plays nursery games 	<ul style="list-style-type: none"> ▪ Follows simple 1-step directions ▪ Points to pictures in a book 	<ul style="list-style-type: none"> ▪ Listens to simple stories and songs ▪ Understands concepts big/little, up/down 	<ul style="list-style-type: none"> ▪ Follows simple 2-step directions ▪ Understands concepts open/shut, front/back 	<ul style="list-style-type: none"> ▪ Answers and asks simple "who", "what", "where" questions
Gross Motor <i>How a child uses his/her legs and arms to perform tasks.</i>	<ul style="list-style-type: none"> ▪ Wiggles arms and kicks legs ▪ Lifts head and chest when on stomach 	<ul style="list-style-type: none"> ▪ Rolls over both ways ▪ Sits while leaning on hands for support ▪ Stands with assistance 	<ul style="list-style-type: none"> ▪ Sits without support ▪ Crawls ▪ Pulls self up to stand ▪ Walks with assistance 	<ul style="list-style-type: none"> ▪ Walks well and seldom falls ▪ Walks up and down stairs with assistance 	<ul style="list-style-type: none"> ▪ Runs well ▪ Jumps with both feet leaving the floor at the same time 	<ul style="list-style-type: none"> ▪ Walks up and down 2 steps independently ▪ Jumps forward with both feet 	<ul style="list-style-type: none"> ▪ Walks up and down steps, alternating feet ▪ Hops on 1 foot ▪ Throws ball overhand
Fine Motor <i>How a child uses his/her fingers and hands to perform tasks.</i>	<ul style="list-style-type: none"> ▪ Makes fist with hands ▪ Grasps a rattle ▪ Grabs hair, face and clothing 	<ul style="list-style-type: none"> ▪ Picks up objects with one hand ▪ Picks a Cheerio using thumb and fingers 	<ul style="list-style-type: none"> ▪ Picks up a piece of string with first finger and thumb ▪ Throws a ball forward 	<ul style="list-style-type: none"> ▪ Builds a tower with 3 small blocks ▪ Scribbles with crayons 	<ul style="list-style-type: none"> ▪ Builds a tower with 6 small blocks ▪ Turns one page at a time in a book 	<ul style="list-style-type: none"> ▪ Threads beads on a string ▪ Screws lids on and off jars 	<ul style="list-style-type: none"> ▪ Holds pencil or crayon between fingers and thumb ▪ Draws a circle
Cognitive <i>How a child understands and reasons.</i>	<ul style="list-style-type: none"> ▪ Follows moving object with eyes ▪ Turns head towards light 	<ul style="list-style-type: none"> ▪ Transfers toys from one hand to the other ▪ Bangs a toy up and down on a table 	<ul style="list-style-type: none"> ▪ Finds a toy that he/she saw you hide ▪ Drops 2 small toys into a container 	<ul style="list-style-type: none"> ▪ Pulls, pushes and dumps things ▪ Drops 6 small toys into a container 	<ul style="list-style-type: none"> ▪ Points to 4 body parts ▪ Draws a straight line after watching you 	<ul style="list-style-type: none"> ▪ Repeats 2 numbers correctly (5, 2) ▪ Tells you about the picture he/she drew 	<ul style="list-style-type: none"> ▪ Repeats 3 numbers correctly (say 5, 2, 7) ▪ Names at least 1 color ▪ Names 6 body parts
Social <i>How a child interacts with the people around him/her.</i>	<ul style="list-style-type: none"> ▪ Smiles back at people when smiled at ▪ Enjoys being held and cuddled 	<ul style="list-style-type: none"> ▪ Plays with own toes while laying on back ▪ Recognizes familiar faces 	<ul style="list-style-type: none"> ▪ Offers toys or food to others ▪ Rolls or throws a ball back to you 	<ul style="list-style-type: none"> ▪ Plays next to other children ▪ Plays with a stuffed animal by hugging it 	<ul style="list-style-type: none"> ▪ Plays independently ▪ Shows affection towards others ▪ Imitates others 	<ul style="list-style-type: none"> ▪ Identifies his/herself in a mirror by saying "me" or his/her own name 	<ul style="list-style-type: none"> ▪ Takes turns and shares with others ▪ Knows if he/she is a girl or boy
Adaptive <i>How a child performs activities of daily living.</i>	<ul style="list-style-type: none"> ▪ Recognizes breast or bottle ▪ Sleeps on his/her back 	<ul style="list-style-type: none"> ▪ Starts to drink juice from a cup not a bottle ▪ Starts to show an interest in foods 	<ul style="list-style-type: none"> ▪ Feeds self finger foods ▪ Holds arms out while being dressed 	<ul style="list-style-type: none"> ▪ Eats using a spoon with assistance ▪ Drinks from a glass with little spilling 	<ul style="list-style-type: none"> ▪ Eats using a spoon and fork ▪ Drinks from a glass, putting it down again 	<ul style="list-style-type: none"> ▪ Dresses him/herself in loose-fitting pants and coat ▪ Wipes up spills 	<ul style="list-style-type: none"> ▪ Dresses with supervision ▪ Uses the toilet during the day

Sensory and Motor Skills

A child's senses (sensory) and motor skills (moving) are used together to explore the world. For example, when baby sees a cat, he moves around to try to touch it. Sometimes parents become concerned about how their child is moving or behaving. If your child experiences three or more items from the lists below, your child may be having a hard time and you should contact us for a free screening.

Touch

- Dislikes having his/her face or hair washed
- Dislikes being touched, held or cuddled
- Bangs his/her head on purpose
- Overly sensitive to food or water temperature

Vision

- Diagnosed with a visual problem
- Trouble tracking objects with his/her eyes
- Becomes distracted by visual stimulation

Hearing

- Diagnosed with a hearing problem
- Significant history of ear infections
- Sensitive to sounds and startles easily
- Seems to miss sounds

Motor

- Arches his/her back while being held
- Rocks while sitting
- Body tone seems stiff or floppy
- Avoids swings, stairs or rough & tumble play

Feeding

- Spits up a lot as a baby, or has a history of reflux
- Gags or chokes easily while eating
- Picky eater, avoids certain food textures
- Stuffs mouth while eating

Self-Regulation

- Intense, easily frustrated or anxious
- Hyperactive, seems to be in constant motion
- Rigid, set in their ways
- Trouble changing from one activity to another

Social Interactions

- Avoids eye contact with other people
- Anxious or fearful of new people or situations
- Does not respond at all to limit setting
- Pinches, bites or hurts his/herself or others

Are Birth to 3 Services Important?

Young children learn and develop differently. One baby may walk earlier than another, while a different baby might talk first. Often, these differences will even out. However, some children need extra help.

The first years of a child's life are the most important for development. Providing the right early intervention services to infants and toddlers can make a difference that lasts a lifetime.

How Are Families' Rights Protected?

Rights and rules for children and families are included in the Birth to 3 program. These rules are required by law. They are there to make sure the Birth to 3 program staff protects the rights of children and families.

Some of these rights include:

- Parents must give written consent for any services, evaluations or assessments (tests).
- The Birth to 3 program is voluntary, so parents can refuse any services, evaluations or assessments.
- Records are kept private and confidential.
- Parents can see the child's and family's records or ask for corrections to be made.
- Parents have the right to disagree with decisions about the family's or child's services.

Does This Cost Anything?

How much money you make does not affect if you can receive Birth to 3 services; however, families with a higher income may need to pay for part of some services.

Who Can Receive Services?

The Birth to 3 Early Intervention Program is for children ages birth to 36 months. A child can receive services if a doctor says the child has a disability, if the child is moving in ways that are not typical, or if the child shows a big delay in development.

The early intervention team will evaluate the child's:

Cognitive Development

(ability to learn)

Sensorimotor Development

(move, see, hear)

Speech and Language Development

(able to understand others and make own needs known)

Social and Emotional Development

(respond to others and relate to others)

Adaptive Development

(daily tasks such as dressing, playing, brushing teeth)

A Birth to 3 Family Service Coordinator helps the family understand and be part of the evaluation process. The services and support a child and family receive are based on their needs.

What Services And Supports Might Be Available?

If the child is able to receive Birth to 3 services, the Family Service Coordinator generally works with the family once a week to see that the family and their child receive the services and supports they need. These are provided in the family's natural environment (usually in the home or at a child care center). Some of the services and support that might be provided include:

- Speech Therapy/Communication
- Occupational Therapy
- Developmental Education
- Physical Therapy
- Assistive Technology
- Family Education
- Health Services
- Nutrition Services

Birth to 3

The First Three Years Are The Building Blocks For Children's Futures.



Birth to Three Early Intervention Services



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