

**Developmental Readiness Template**

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|   |   |   | **Developmental Stage** |
| **Developmental Area Milestones** |   |   | **Birth to 12 months** | **13-24 months** | **25-36 months** | **37-48 months** |
| **Cognitive** | Typical  |  Able to understand ‘No’ stop activity in response |  Able to draw lines |  Can understand stories  |  Able to remember interesting parts of story  |
| Atypical |  Would not be able to understand ‘No’ |  Not able to draw lines |  Not able to understand stories |  Not able to remember interesting part of story |
| Atypical |  Not able to say mama dada |  Not able to walk up |  Not able to recognize things (Das et al., 2019) |  Not able to write (Foster, 2016) |
| Developmental Strategy: Typical | Call Name  | Walk activity  | Story telling  | Examine stories  |
| Developmental Strategy: Atypical |  Give space for crawling and exploring things  |  Writing practice  |  Create different things to help recognition  |  Writing activities  |
| **Linguistic**  | Typical  |  Able to say mama dada |  Able to say words appropriately  |  Able to say alphabets  |  Able to read poems  |
| Atypical |  Not able to say words  |  Not able to say word appropriately  |  Not able to say alphabets  |  Not able to read poems  |
| Atypical |  Not able to talk  |  Not able to shout and scream (Karim, Scherzer, Muhit, Badawi, & Khandaker, 2018) |  Not able to repeat words and sounds  |  Not able to understand stories and pictures  |
| Developmental Strategy: Typical | Call names  | Repeat sounds (videos) | Engage in responding sounds (Foster, 2016) | Engage in storytelling and poems (use smartphones of iPads) |
| Developmental Strategy: Atypical |  Everyday talking  |  Repeat words and engage in vocal play |  Engage in understanding gestures (Das et al., 2019)  |  Engage in group activities |
| **Physical** | Typical  |  Able to sit without support  |  Able to walk without support  |  Able to run  |  Able to eat without dropping food (Whitaker, Zubler, & Earls, 2019) |
| Atypical |  Not able to sit without support  |  Not able to walk without support  |  Not able to run |  Not able to eat  |
| Atypical |  Not able to crawl  |  Not able to participate in sports activities  |  Not able to hold cup or glass  |  Not able to catch balls  |
| Developmental Strategy: Typical | Practice walk with support  | Practice walk  | Engage in running activities  | Engage in exercises  |
| Developmental Strategy: Atypical |  Feeding with the help of spoon or cups  |  Practice walk, turn and stop walking  |  Engage in exercise and practice holding things  |  Engage in sports  |
| **Social**  | Typical  |  Able to recognize smile  |  Able to understand relations and friends  |  Able to recognized family members  |  Able to attend school |
| Atypical |  Not able to recognize smile  |  Not able to recognize relations  |  Not able to recognize family members  |  Not able to go to school  |
| Atypical |  Not able to display smile  |  Not able to laugh on joking activity  |  Not able to attend school  |  Not able to participate in social activities  |
| Developmental Strategy: Typical | Practice social smile  | Practice social interactions like activity with brother or sister  | Practice playing with neighbors (Das et al., 2019) | Practice teamwork  |
| Developmental Strategy: Atypical |  Practice color recognition activity  |  Engage in understanding emotions, cry, smile  |  Engage in learning making friends  |  Engage in playing cricket with family and friends  |
| **Emotional**  | Typical  |  Able to cry in pain  |  Able to understand anger  |  Able to cry on sad videos  |  Able to understand feelings of others  |
| Atypical |  Not able to cry in pain  |  Not able to understand loud sound (use smart phones) |  Not able to cry on sad videos  |  Not able to understand feelings of others  |
| Atypical |  Not able to display anger  |  Not responding to aggression  |  Show sympathetic behaviors  |  Not able to recognize happy moments (Whitaker, Zubler, & Earls, 2019) |
| Developmental Strategy: Typical | Attention  | Attention  | Sympathetic behaviors  | Display good manners  |
| Developmental Strategy: Atypical |  Display emotions using iPads  |  Practice sad and happy moments  | Practice communication effectively can use videos on smart phones or laptops  |  Practice sympathetic feelings such as helping child to understand pain (Whitaker, Zubler, & Earls, 2019) |

**References:**

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