

**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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