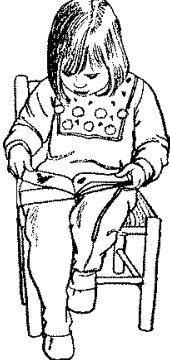






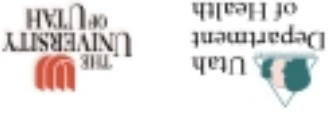


Find Your Child's Developmental Age

Social and Emotional	Feeding and Nutrition	Child's Age	Motor (Movement)	Understanding and Talking
<ul style="list-style-type: none"> • At ease away from home for part of day. • Shows likes and dislikes for friends, TV, activities, etc. • Works together with friends and in groups. • Knows right from wrong. • Can accept short time-outs. • May still be afraid of some things, like the dark. 	<ul style="list-style-type: none"> • Eats a variety of foods. • Needs 3 meals and 1-2 snacks everyday. • Acts appropriately at table; mealtime 15-20 min. 	 <p>5 Years</p>	<ul style="list-style-type: none"> • Stands on 1 foot for 10 secs. • Jumps 10" hurdle. • Bounces and catches a ball. • Skips. • Drop kicks a ball. • Walks on balance beam. • Wants to be like adults; helps with simple kitchen tasks. • Copies four-letter words. • Builds a six-block design. • Buttons, zips, and ties. 	<ul style="list-style-type: none"> • Says all sounds correctly except perhaps r, s, and th. • Hears and understands most speech in the home. • Can answer questions about past, present, and future events.
<ul style="list-style-type: none"> • May not like being away from parents. • Will play side by side with children that are the same age. • Starting to work together during play. • Success in toilet training. • Uses objects for comfort (blanket, teddy bear, etc.) • More dreams and nightmares. • Follows basic rules. 	<ul style="list-style-type: none"> • Able to chew most raw foods; could choke. • Feeds self with fork and spoon. • Growth slows; appetite may decrease. • Drinks from a straw. 	 <p>2 1/2 - 4 Years</p>	<ul style="list-style-type: none"> • Jumps. • Stands on 1 foot. • Hops. • Catches a ball. • Rides a tricycle. • Uses scissors. • Unbuttons. • Likes to use one hand more than the other. • Laces. • Copies shapes in drawing. 	<ul style="list-style-type: none"> • Says most sounds except perhaps r, s, th, l, and blends. • Can repeat sentences made up of 12 syllables. • Uses 200-300 words. • Uses 2-3 word sentences. • Asks lots of "why" and "what" questions. • Uses the sounds p, b, t, d, w, h, n, m, & ya, correctly.
<ul style="list-style-type: none"> • Says "no" and responds to "no." • Plays alone with small objects. • Explores with greater distance from parents. • Requires an adult to watch for safety. 	<ul style="list-style-type: none"> • May show independence through food. • Eats most table foods. • May go through picky stages. • Uses cup; scoops with spoon; begins using fork. • Drinks from cup/glass without help. 	 <p>1 1/2 - 2 Years</p>	<ul style="list-style-type: none"> • Crawls or walks up and down stairs. • Runs. • Kicks and throws ball. • Begins to climb. • Stacks toys or cubes. • Puts shapes in shape sorter. • Scribbles. 	<ul style="list-style-type: none"> • Has 10-15 words at 18 months. • Uses 1-2 word questions ("Where kitty?, Go bye-bye?, More?"). • Puts 2 words together ("more cookie").
<ul style="list-style-type: none"> • Plays peek-a-boo and back and forth games with mother. • Looks for and moves familiar objects. • Explores more. • Pays more attention and interacts with family. • Enjoys parents' voice or reading. 	<ul style="list-style-type: none"> • Uses cup 1-2 sips at a time. • Finger feeds using thumb and forefinger. • Eats more food with texture (chopped foods, mashed table foods). • May prefer to feed self. 	 <p>9 Months - 1 Years</p>	<ul style="list-style-type: none"> • Crawls. • Claps hands. • Takes toys out of a box. • Pulls to stand. • Walks along furniture. • Walks with hands held. • Pokes finger into holes. • Can grab and hold cheerios. • Begins to put toys in or on containers or boxes. 	<ul style="list-style-type: none"> • Says 2-3 words at age 1. • Uses jargon (babbling that sounds like real speech). • Enjoys listening to people talking. • Listens to simple commands. • Stops an activity when "no no" is said. • Waves goodbye. • Points to objects. • Back and forth sharing of sounds.
<ul style="list-style-type: none"> • Begins to tell between mother and strangers. • Becomes upset when separated from mother. • Tries to feed self. • Puts objects in mouth a lot. • Can sit without help. 	<ul style="list-style-type: none"> • Spoon-feeds food that have been put through a blender. • Up and down jaw movement. • Opens mouth to anticipate spoon. • Puts toys in mouth. 	 <p>6 Months</p>	<ul style="list-style-type: none"> • Stands with full weight on feet with hands held. • Belly-crawls. • Sits alone using hands for support. • Transfers toy hand to hand. • Shakes and bangs toys. • Grasps toes. • Rolls. 	<ul style="list-style-type: none"> • Makes lots of different sounds. • Responds to name. • Notices and looks around when hearing new sounds. • Turns head toward the side where the sound is coming from.
<ul style="list-style-type: none"> • Plays and smiles with mother. • Can sleep through night. • Grasps with hands. • Responds to light and sounds. • Can imitate faces. 	<ul style="list-style-type: none"> • Mature sucking pattern. • May bite nipple with gums. • Usually less fussy, intestines going through development. • May be ready for spoon by 4-6 months. 	 <p>3 Months</p>	<ul style="list-style-type: none"> • Pushes upon forearms on tummy. • Rolls from back to side. • Reaches and grasps toys, blanket. • Sits with support. 	<ul style="list-style-type: none"> • Smiles when spoken to. • Seems to know parent's voice. • Cries differently for different needs. • Repeats the same sounds a lot.
<ul style="list-style-type: none"> • Likes to get attention by crying. • Quiets when picked up. • Looks at faces of others. • Begins to wiggle around. 	<ul style="list-style-type: none"> • Instinctive feeding and sucking. • Breast milk (or formula) is total diet. • Needs to feed every 1.5 to 2 hours. • Stomach and intestines immature; can't handle other foods. 	 <p>Birth</p>	<ul style="list-style-type: none"> • Lifts head and turns to both sides laying on tummy. • Can hold head up briefly. • Stiffens legs to stand on feet. • Grasps briefly. • Brings hands to head and face. 	<ul style="list-style-type: none"> • Startles or cries at noises. • Awakens at loud sounds. • Makes cooing and throaty sounds "gu." • Makes sucking sounds. • Makes pleasure sounds which consist of soft vowels.



► *Open this brochure to see more about normal development.*

URADD is part of the Centers for Disease Control and Prevention network of states studying ASDs and other DS. The goal of this network is to better understand how many people have ASDs and other DS in all parts of the country. Understanding ASDs and other DS helps researchers find causes and treatments for these conditions.

URADD is a project to study how many children or people with ASDs and DS are in Utah over time.

URADD is Part of a National Network of Autism and Developmental Disabilities (URADD)?

The way they act is unusual and inflexible. They may become upset if routines change.

Restricted or repetitive behavior
About four out of 10 children who have an ASD do not speak at all. Others only repeat what they hear.

Unusual ways of communicating
"In their own world."

Problems relating to other people
People with an ASD have problems understanding other people's feelings. They may not look you in the eye or they seem to be

Each person who has an ASD is unique. Some have very mild symptoms while others have more severe symptoms. Symptoms include:

They are developmental disabilities that affect the way a person acts.

What are Autism Spectrum Disorders? (ASDs)?

Developmental Disability (DD) means that a child has not learned basic skills or cannot do certain things when they should.

What is a Developmental Disability?

• All information collected by URADD is protected from disclosure as provided in Chapter 3 of the Utah Health Code.

- Find out how many people in Utah have ASDs and other DS.
- Help in the search for possible causes and treatments of ASDs and other DS.
- Help more people know about ASDs and other DS.
- Teach health care providers and teachers how to tell if a child has an ASD.
- Tell parents and families about resources for people who have ASDs.

* What will URADD do?

We want to include anyone in Utah who has been diagnosed with an ASD! To be a part of URADD, you simply fill out and send us the registration form (see back).

Who Should be Part of URADD?

URADD's registration form is available at our website or it can be sent to you.

<http://www.health.utah.gov/autism>

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Utah Department of Health

