



## **Symptoms & Signs for Each Developmental Age**

*(Taken from Richard S. Kavner's Your Child's Vision: A Parent's Guide to Seeing, Growing, Developing)*

### **Symptoms to watch for at the end of the third month**

1. Any mark on the face from delivery instruments.
2. Difficulty opening each eyelid fully.
3. Mucus in either eye that makes the lids stick together.
4. Eyes that do not look clear and bright.
5. Does the infant have difficulty following you in all directions?
6. Pupils that do not seem to respond to light.
7. Failure of your baby to respond to a sound by turning the eyes toward the sound.
8. One eye that does not seem to look at you and that appears to look constantly in one direction.
9. Failure to recognize food when it is brought.
10. Failure to try to maintain eye contact.

### **Developmental signs for between ages four and eight months**

1. Do both your baby's eyes work together all the time? Or is there any appearance of strabismus? (Do they look in different directions?)
2. Does your baby pick up eye contact and show interest in the environment at a distance of two to three feet?
3. Does your baby spend time inspecting the objects in his environment including their position, texture, and size?
4. Does your baby show curiosity about things at a 2-3 foot distance?
5. Is your baby beginning to recognize objects that have been seen and played with before? Can the baby recognize an object if it is partially covered (when asked to find it)?
6. Can your baby visually follow people and events across his entire visual field?
7. Do your baby's face and eyes light up when recognizing an object?

### **Developmental signs for between ages nine and eighteen months**

1. Is your baby interested in exploring his environment?
2. Is she able to move outside of her ability to see you while exploring?
3. Is he interested in exploring objects including appearing to note their size and shape? Does he explore depths such as the inside of containers and boxes?
4. Does she visually judge the size of her body so that she doesn't continually bump her head as she crawls under things or get frustrated by not fitting into too small a space?
5. Do his eyes guide his hands as he places marks on paper?
6. Can she pick up an object she wants and place it where she wants, like one block on another or raisins in a cup?
7. Does he recognize what objects are used for, like containers that can be used to scoop up sand or water?
8. Do people and things 2-4 feet away from her attract and hold her attention?
9. Has he begun to play alongside other children, watching and sometimes imitating their play?

### **Developmental signs for between ages eighteen months and three years**

1. Is your baby able to walk around familiar territory without having to constantly watch what she is doing?
2. Is he interested and skillful with playing with puzzles, pieces, and toys such as Legos?
3. Is she beginning to use and understand spatial words like “under,” “over,” “there?”
4. Can he find a hidden object by following a simple set of spatial directions?
5. Does she demonstrate that she is beginning to think over her actions in advance?
6. Does he demonstrate a growing understanding of words that define attributes (soft, smooth, hard)?
7. Is she beginning to play cooperatively with other children?
8. Is his play imaginative?
9. Does she show an interest in people and things out to 8 feet?

### **Developmental signs for between ages three and four years**

1. Is your child beginning to alternate his feet when walking down the stairs?
2. Is your child able to play with her toys without having to actively look at her hands?
3. Is your child able to hold eye contact at a 10 to 16 foot distance?
4. Does your child's language now include expressions of time such as “next time?”
5. Does your child show an awareness of landmarks that he sees on trips to familiar places?
6. Does your child show the ability to visualize results of her actions before she attempts them?
7. Does your child get involved with small group activities as well as in isolated play?
8. Is your child aware of the facial expressions and body language that reflect a person's mood?

### **Developmental signs for between ages four and five years**

1. Your child should be able to carry a container of contents while walking without spilling.
2. Your child should be able to walk up steps alternating feet (though he may need a little help at the beginning).
3. She should now be able to draw a recognizable circle, a cross, and begin to draw at least three sides of a square.
4. Your child should now be able to hold eye contact out to 16 feet and, by age five, 20 feet.
5. He should be able to accurately judge where things are in space. He can demonstrate this by building a tower of 10 blocks or tossing a ball (underhand) to you anywhere 3 feet to 12 feet.
6. She should be able to identify objects by their color, size, and position, relative to another object.
7. He should be able to tell what street he lives on and be able to describe something about his house.
8. She should be able to play cooperatively with a group of friends and be able to follow the rules of their game.
9. He should be able to understand how others feel in a variety of everyday situations.
10. She should be able to hold eye contact at 20 feet and follow instructions given to her at a distance.

## Is a developmental exam needed?

*Each item is approximately 25% below what is normally expected.*

*If your child demonstrates two or more of these items, then a developmental exam is needed.*



Three Months
<input type="checkbox"/> Still lies on his back in a TNR posture (head facing one side, arm extended on that side as if in a fencing position).
<input type="checkbox"/> Visually follows a moving target downward but not upward.
<input type="checkbox"/> Unable to hold her head erect, even for a moment.
<input type="checkbox"/> Does not follow a moving object past midline.
<input type="checkbox"/> Regards an object moved in front of her eyes only momentarily.
<input type="checkbox"/> Does not hold a rattle.
<input type="checkbox"/> Little/no interest in his own hand.
<input type="checkbox"/> Hands may still be fisted.
Eight Months
<input type="checkbox"/> Unable to hold a truck erect.
<input type="checkbox"/> Has not begun to move using his arms, only attempts supporting his weight in a crawling position.
<input type="checkbox"/> There is not unilateral reaching (all reaching is bilateral)
<input type="checkbox"/> Will not sustain his attention while you scribble on a paper. He's more attentive to his own actions.
<input type="checkbox"/> Convergence ability (the ability to turn both eyes inward) is not sustained.
<input type="checkbox"/> One eye may still cross at times.
<input type="checkbox"/> Does not explore objects that she holds in her hand.
<input type="checkbox"/> Will reach and grasp large objects, but small items only elicit "raking" attempts.
Eighteen Months
<input type="checkbox"/> Unable to walk without holding an adult's hand or furniture.
<input type="checkbox"/> Unable to go up stairs, but is able to stoop and then recover balance.
<input type="checkbox"/> Reaching and manipulating things requires two hands in a task; not able to coordinate activity unilaterally.
<input type="checkbox"/> Not able to hold more than one object at the same time.
<input type="checkbox"/> Does not watch where he is going to go.
<input type="checkbox"/> Does not visually guide her actions.
<input type="checkbox"/> Maintains visual attention on activities occurring 3-5 feet from him, not beyond.

- Still moves his head and body as he visually tracks the movement of an object.
- Unable to place one cube on top of another. The “release” function has only developed to the point that she can release the block in the vicinity of another, not place on top of it.
- Cannot imitate a vertical crayon stroke, only brushes the crayon on the paper.
- Does not fit any shapes correctly on a three-piece form board.
- Uses no spatial words, like *over*, *under*, *around*.
- Unable to consistently put cubes in a cup.
- Unable to respond to the question “where do you want to go?”

### **Two Years**

- Spatial vocabulary is confined to *up* and *down*.
- Answers the question “where do you go with your mother?” only by looking or pointing and not by using words.
- Unable to fit two halves of a sphere together to make a ball.

### **Three Years**

- Unable to stand on one foot.
- Unable to alternate feet going up the stairs, but is able to walk up and down the stairs one step at a time.
- Unable to jump from the bottom step, but is able to kick a large ball.
- Unable to ride a tricycle.
- Is able to attend to a moving visual object without moving his body, but with frequent head movement.
- When she shifts attention from one object to another, tends to support this with head movements.
- Unable to simultaneously walk and observe something happening near her; has to stop walking and look.
- The movement of spinning things still distract him.
- Unable to place at least four blocks on a ten-piece form board, but is able to complete all three pieces of a three-piece form board.
- Does not copy a circle; only makes horizontal strokes.
- Can build a tower of 5-6 blocks but is unable to build a train with a chimney.
- Unable to fold/crease paper.
- Spatial vocabulary does not include words such as *over*, *from*, *by*, *on top of* but does include *there*, *where*, *in*, *out*, *turn around*.
- Unable to place an object, as directed, under or next to a chair, but can place it on the chair.
- When asked where mother is, can only answer “In the house” not specify place (e.g. kitchen).

### Four Years

- Unable to hop on one foot but can balance on one foot for 5 seconds.
- Unable to alternate feet while walking downstairs but can alternate going up stairs.
- Unable to carry a cup of water without spilling.
- Unable to throw a ball overhead.
- Can only follow an object moving in towards his face up to 4-5 inches; then shifts his attention away or moves head.
- As she follows a moving object, large saccades are noted instead of smooth pursuits. Minimal head movement is noted.
- Can shift attention from one object to another without moving head, but tends to lose track of the object momentarily.
- When you ask her to follow a moving target in your hand, she tends to shift attention to your hand.
- Still watches carefully what he does with his hands.
- Can correctly place only 4 blocks on a 10-piece form board.
- Can only copy a circle and approximate a cross.
- Unable to follow directions when told to place a toy *in, on, behind, in front, or beside*.
- Not able to distinguish the front/back of clothing.
- Unable to copy a sequence of four objects (beads, blocks, etc).

### Five Years

- Unable to alternate feet when skipping, although he can hop on one foot.
- Unable to walk backward heel-toe, but can walk forwards.
- Unable to walk on a balance board without stepping off, but can alternate walking down stairs.
- Unable to kick a soccer ball while running, but is able to hop on one foot and throw overhead.
- Can only follow an object moving in towards her face up to 3 inches, then looks away.
- Can follow a moving target without moving his head, but his eyes still move in small saccades.
- Can shift attention from one object to another, but tends to overshoot/undershoot the target.
- Builds a bridge with blocks.
- Can copy a cross or circle; makes a square look like a capital D.
- Unable to copy a triangle.
- Can place only eight pieces on a ten-piece form board.
- Unable to put two triangles together to make a rectangle.
- Does not know his right or left side.
- Unable to put toys away in an orderly fashion.
- Unable to place a mark correctly in a drawing when told to place it *under, above, behind, or in front of* a printed shape. Only gets one placement correct.

