

Accomplishment of goals in this area helps a child develop a sense of independence, and allows them to feel good about themselves. A positive feeling in these areas increases children's self-esteem and ability to interact successfully with their peers.

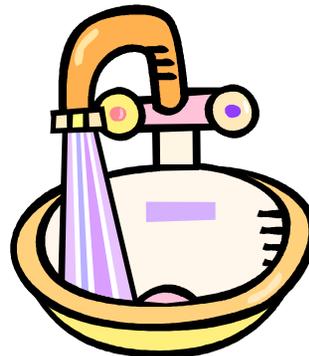
Here is a checklist to see if your child is developing these important skills on track.

Birth to 11 months

1. hand to mouth activity
2. expects feeding at regular intervals
3. enjoys bath; keeps eyes open and indicates pleasure when placed in warm water
4. opens mouth and sticks out tongue in anticipation of feeding (sight of breast or bottle)
5. expresses displeasure when clothes are pulled over head
6. begins finger feeding; plays with spoon (5 to 6 months)
7. sleeps through the night; takes 2 to 3 naps during the day
8. feeds self crackers (7 to 8 months)
9. may hold own bottle
10. uses tongue to reject pureed food
11. closes lips when swallowing
12. brings food to mouth with whole hand

12 months to 23 months

1. drinks from cup held by an adult
2. finger feeds independently
3. shows definite likes and dislikes of various foods
4. pulls off own socks
5. fusses when diaper needs to be changed
6. cooperates in dressing and undressing (e.g. helps put arms in holes)
7. holds and lifts cup, but may have some spilling
8. brings spoon to mouth but inverts spoon prior to putting in mouth
9. drooling is decreased, except when teething
10. willingly allows caregiver to wipe nose
11. brushes teeth with assistance
12. chews food with munching pattern
13. drinks from cup with two hands and replaces cup on table (15 to 18 months)
14. scoops food with spoon
15. brings spoon to mouth without inversion



24 months to 35 months

1. removes pull-down garment with elastic waist
2. sips liquid from glass or cup using a straw
3. helps with simple household tasks (e.g. helps put things away)
4. opens door by turning handle
5. tries to put on socks
6. puts on front-button type coat, shirt or sweater
7. independently eats entire meal with spoon
8. squats, holds self, or verbalizes bowel and bladder needs most of the time
9. sits on toilet for at least 1 minute supervised
10. wipes own nose; may need to be reminded
11. uses utensils effectively
12. zips/unzips large sipper (without separating or inserting shank)
13. puts on t-shirt needing some assistance
14. puts on shoes without fasteners (may be wrong foot)

36 to 47 months

1. fixes simple food, spreading butter on cracker or bread
2. snaps or hooks clothing in front
3. hangs clothing on hook
4. tells adult of toilet needs in time to get to toilet
5. laces
6. washes and dries hands and face without assistance
7. pours milk and juice with some assistance
8. put shoes on correct feet
9. drinks from water fountain independently
10. unzips front of zipper on jacket, separating zipper
11. takes responsibility for toileting; requires assistance in wiping
12. buttons series of three or four buttons
13. cleans up spills, getting own cloth
14. goes to toilet alone

****Red Flags****

4 to 8 months

- Unable to bring hands to middle
- Unable to look at hands in midline
- Unable to form hand to hold objects
- Will not touch finger foods

8 to 12 months

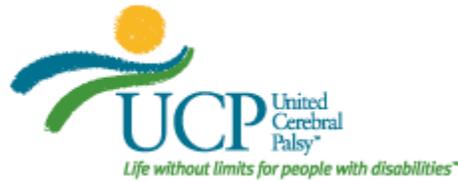
- Does not explore through touch
- Unable to let go of object with intent

12 to 18 months

- Shows no distress or interest in soiled pants

18 to 24 months

- Unable to play with toys using two hands
- Unable to hold crayon in fist with point toward the thumb
- Unable to use thumb and forefinger pinch
- Unable to use one hand to turn toys
- Unable to isolate fingers from thumb
- Crude grasp of crayon
- No clear hand preference
- Only spontaneous scribbling



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**Understanding Disabilities
Creating Opportunities**

Adaptive Skills Development



Adaptive skills are also known as self-care skills and development of fine motor skills plays a crucial role in successful adaptive skills.

These skills include such activities as **eating, dressing, hygiene and toileting.**

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