

Functional Developmental Growth Chart Questionnaire

The purpose of this questionnaire is to assess whether a child has achieved a new functional developmental milestone. The child has mastered a milestone if the answer is “yes” to all the questions under that milestone. If the answer is “no” to even one question, the child has not yet mastered the milestone. Remember, the growth chart is simply a visual tool to draw attention to those developmental areas where a child is progressing as expected and those where he or she may be facing some challenges.

By 3 Months (Stage 1- Focusing and Attention)

- Does your infant usually show an interest in things around him/her by looking at sights and turning towards sounds?

By 5 Months (Stage 2 - Engaging in Relationships)

(Ask the question from the prior category plus the new one from this category.)

- Does your baby seem happy or pleased to see you and/or other favorite people: looking and smiling, making sounds or some other gesture, such as moving arms, that indicates pleasure or delight?

By 9 Months (Stage 3 - Interacts in a Purposeful Manner)

(Ask the questions from all prior categories plus the new ones from this category.)

- Is your baby able to show what he/she wants by reaching for or pointing at something, reaching out to be picked up, or making purposeful special noises?
- Does your baby respond to people talking or playing with him/her by, for example, making sounds, faces, or initiating gestures (reaching)?

By 14 to 18 Months (Stage 4 - Organizes Chains of Interaction; Problem Solving)

(Ask the questions from all prior categories plus the new ones for this category.)

- Is your toddler (by 14 months) able to show what he/she wants or needs by using actions, such as leading you by the hand to open a door or pointing to find a toy?
- Is your toddler (by 18 months) able to orchestrate more complex chains of interaction as he/she solves problems and shows you what he/she wants, including such things as getting food. For example, does he/she take your hand, lead you to the refrigerator, tug on the handle, and point to a particular food or bottle of juice or milk?
- Is your toddler (by 18 months) able to use imitation, such as copying your sounds, words, or motor gestures, as part of a playful, ongoing interaction?

**By 24 to 30 Months (Stage 5 - Uses Ideas—Words or Symbols—
to Convey Intentions or Feelings)**

(Ask the questions from all prior categories plus the new ones for this category.)

- Does your toddler (by 24 months) ever respond to people talking with or playing with him/her by using words or sequences of sounds that are clearly an attempt to convey a word?
- Is your toddler (by 24 months) able to imitate familiar pretend-like actions, such as feeding or hugging a doll?
- Is your toddler (by 24 months) able to meet some basic needs with one or a few words, such as “juice,” “open,” or “kiss”? (A parent may have to say the word first.)
- Is your toddler (by 24 months) able to follow simple one-step directions from a caregiver to meet some basic need, for example, “The toy is there,” or “Come give Mommy a kiss.”
- Is your toddler (by 30 months) able to engage in interactive pretend play with an adult or another child (feeding dollies, tea parties, etc.)?
- Is your toddler (by 30 months) able to use ideas—words or symbols—to share his/her delight or interest (“See truck!”)?
- Is your toddler able to use symbols—words, pictures, organized games—while enjoying and interacting with one or more peers?

By 36 to 48 Months (Stage 6 - Creates Logical Bridges Between Ideas)

(Ask the questions from all prior categories plus the new ones for this category.)

- Is your toddler (by 36 months) able to use words or other symbols (for example, pictures) to convey likes or dislikes, such as “want that” or “no want that”?
- Is your toddler (by 36 months) able to engage in pretend play with another person in which the story or drama makes sense? (e.g., in the story, do the bears go visit grandmother and then have a big lunch)?
- Is your toddler (by 36 months) able to begin to explain wishes or needs. For example, a conversation may contain an exchange such as: “Mommy, go out.” “What are you going to do outside?” “Play.” The child may need multiple choice help from the parent, such as “What will you do, play or sleep?”
- Can your preschooler (by 48 months) explain reasons for wanting something or wanting to do something (e.g., “Why do you want the juice?”...“Because I’m thirsty”)?
- Is your preschooler (by 48 months) occasionally able to use feelings as a reason for a wish or behavior (e.g., “I don’t want to do that because it makes me sad”)?
- Is your preschooler (by 48 months) able to engage in interactive pretend dramas with both peers as well as adults in which there are a number of elements that logically fit together (e.g., the children go to school, do work, have lunch, and meet an elephant on the way home)?
- Is your preschooler (by 48 months) able to engage in a logical conversation with four or more give-and-take sequences about a variety of topics, ranging from negotiating foods and bed-times to talking about friends or school?

Six Developmental Milestones

Milestone 1: Shared Attention and Regulation

Infants try to process what they see, hear and feel, and learn to turn toward a pleasing face or a soothing voice. They learn to enjoy, understand, and use those pleasant sensations to calm themselves. This ability to self-regulate enables us to take in and respond to the world around us.

Milestone 2: Engagement and Relating

In our earliest experiences with our parents we learn to fall in love. We can experience our parents as nurturing and joyful, we reach out for them, we trust them. This ability to be intimate allows us to form warm and trusting relationships with people that grow throughout our lives.

Milestone 3: Purposeful Emotional Interaction

Mommy smiles at me, I smile back. Daddy rolls me the ball, I eagerly roll it back. These early efforts at two-way communication teach us about our own intentions, provide our first sense of causality, of making things happen, and begin to establish our sense of self. As these early interactions become more complex, we learn to communicate with our gestures and understand the intentions and communications of others. We build the foundation for participating in much more sophisticated conversation later on.

Milestone 4: Social Problem Solving

The toddler runs to greet Daddy at the door, holds up her arms for a hug, then teasingly runs away, saying through her behavior, "Daddy, I'm glad you're home. Hug me, now chase me!"

Milestone 5: Creating Ideas

Simple play, such as stacking blocks, transforms into complex fantasy play—the blocks become a fort where good guys and bad guys engage in battle. The child uses these scenes to create with a wide range of feelings and ideas as he discovers his world. He also uses words to indicate wishes and interests: "I want juice."

Milestone 6: Connecting Ideas Together, Thinking Logically

The ability to build bridges between ideas to make them reality-based and logical. The child begins to express more of her ideas in play and in words, to describe her feelings instead of acting them out, and to string ideas together into logical, original thoughts. "I am mad because you took my toy!" This is the beginning of all higher-order thinking.