

MY CHILD IS GROWING!

CHILD PSYCHOMOTOR DEVELOPMENT
CHART FROM AGE 0 TO 6



INTRODUCTION



Dear parents,

Presented psychomotor development chart is designed to assist you in monitoring your child's development in day-to-day situations and activities from their birth to six years old.

Every child has an individual growth and development pace which should be respected. Nevertheless, certain general guidelines related to child development can help you monitor your child and, if a deviation is perceived, seek support and assistance. We tried to point out the issues you should pay attention to, while providing recommendations on ways you can stimulate your child's development yourselves, in everyday activities.

Always bear in mind - a perceived nonconformity does not necessarily mean that something is wrong, but it is advised to seek professional advice in order to timely provide adequate support, if necessary.



PART I

CHILD PSYCHOMOTOR
DEVELOPMENT
FROM 1 TO 12 MONTH OLD



1. MONTH

- ✦ newborn head control is gradually developing, movements are crude and jerky
- ✦ lying on their stomach, newborns turn their head to the side in order to be able to breathe, and when on their back they turn their head to one side. By the end of the month they are able to lift the head off surface for a moment
- ✦ arms and legs are bent at elbows and knees, hands held in clenched fists

2. MONTH

- ✦ when lying on their stomach they lift their head, keeping it up briefly
- ✦ arms and legs are less bent at elbows and knees, hands mainly clenched, but the thumb is outside the fist
- ✦ lying on their back, infants track a moving bright color toy, observe moving faces
- ✦ the sound of human voice and being held can comfort a crying baby



3. MONTH

- ✦ lying on their stomach, infants lift their head and partially their chest off surface, using forearms to lift up, with legs straight at the hips and knees slightly bent
- ✦ lying on their back head is centered, they turn it both ways when observing a toy, reach for toys, begin to keep hands open. When lifted to a sitting position, their head falls back less
- ✦ vocalization begins - gurgling used to express emotions as a reaction to stimuli
- ✦ they briefly hold smaller objects when put in their hands
- ✦ *a "social smile" occurs, infants smile to a human face

4. MONTH

- ✦ lying on their stomach, infants lift their head and chest, pushing up on elbows
- ✦ lying on their back, infants track moving objects grasping for them, holding their arms in the middle
- ✦ infants put toys in their mouth, play with fingers, lift up legs bending them toward the stomach
- ✦ they make eye contact
- ✦ they turn their head toward the source of the sound, look for the parent who's calling them



5. MONTH

- ✦ lying on their stomach infants prop up on semi-extended arms, make arms and legs "swimming" movements
- ✦ they use entire hand to grasp an object, observe it and put everything in their mouth
- ✦ they can sit up briefly with support
- ✦ they recognize familiar objects e.g. a cup
- ✦ they produce sounds using objects

6. MONTH

- ✦ lying on their stomach, infants prop up on fully extended arms, lifting their legs off surface. Roll from stomach to the back
- ✦ lying on the back, infants extend arms and lift their head off surface, catch their feet and put them in their mouth
- ✦ they move toys between hands
- ✦ they can sit for a few minutes, using arms for support
- ✦ they distinguish familiar faces from unfamiliar ones, rejoice familiar people, respond spontaneously and smile



SEEK PROFESSIONAL ADVICE IF:

- ✦ your infant has trouble sucking or feeds slowly, does not react to bright light, arms and legs are too floppy or stiff, child rarely moves limbs
- ✦ your infant does not react to loud sounds, can't hold head steady when held in arms
- ✦ your infant does not smile, does not put objects in the mouth, does not play with hands or reach for objects, can't control head movement, does not babble or observe new faces

HOW TO STIMULATE DEVELOPMENT OF A 0-6 MONTH OLD CHILD:

- ✦ provide plenty of physical contact (touch), cuddle and talk to the child throughout the day, find time to play
- ✦ hold toys above child's head and ask them to reach for it
- ✦ rattle and clank with a toy so that the child can see and track it
- ✦ play with the child daily on the floor, while lying on the back and the stomach, with toys in their sight
- ✦ talk, read, sing to your child every day, react to their babbling
- ✦ play peekaboo within their visual field
- ✦ allow the child to investigate by putting things into the mouth
- ✦ monitor reactions of your child in various situations in order to better recognize their needs
- ✦ understand different emotions of the child



7. MONTH

- ✦ infants roll from stomach to their back and the other way. When lying on the stomach, they use one hand for support freeing the other to reach for objects
- ✦ lying on their back they play with their feet
- ✦ while sitting, their head is steady and back is straight, they move objects between hands
- ✦ they vocalize to express joy and discontent
- ✦ they react to emotions of others, enjoy games for two

8. MONTH

- ✦ infants sit up by themselves. When out of balance, they use arms for support
- ✦ they start crawling, looking for objects they dropped
- ✦ they enjoy watching their reflection in the mirror and observing parents actions
- ✦ they move legs alternately
- ✦ they become aware of strangers



9. MONTH

- ✦ infants rock on their palms and knees, start crawling on all fours
- ✦ they use index finger to point at what they're interested in, take a cube block in each hand, hitting the floor with it
- ✦ when supported, they stand firmly on their feet
- ✦ they are stable in sitting position, support selves with hands to move ahead and sideways
- ✦ react when their name is called
- ✦ look for hidden objects, reach for those they see
- ✦ imitate movements, try to imitate sounds
- ✦ cry when separated from their mother, stranger anxiety occurs
- ✦ they extend arms to be lifted

10. MONTHS

- ✦ infants crawl on their palms and knees, stand holding on to the crib fence
- ✦ intentionally drop objects to the floor waiting for their mother to pick them up
- ✦ they pronounce their first meaningful word
- ✦ drink from a cup with a little help from an adult
- ✦ they hand an object at request



11. MONTHS

- ✦ infants stand on their own, pull up on furniture
- ✦ step alternately in place and sideways with support
- ✦ they hand objects to a familiar person when asked to, put the blocks in a container
- ✦ show affection, clap and wave hands bye-bye
- ✦ clap hands to a familiar tune
- ✦ respond to "no-no" by stopping

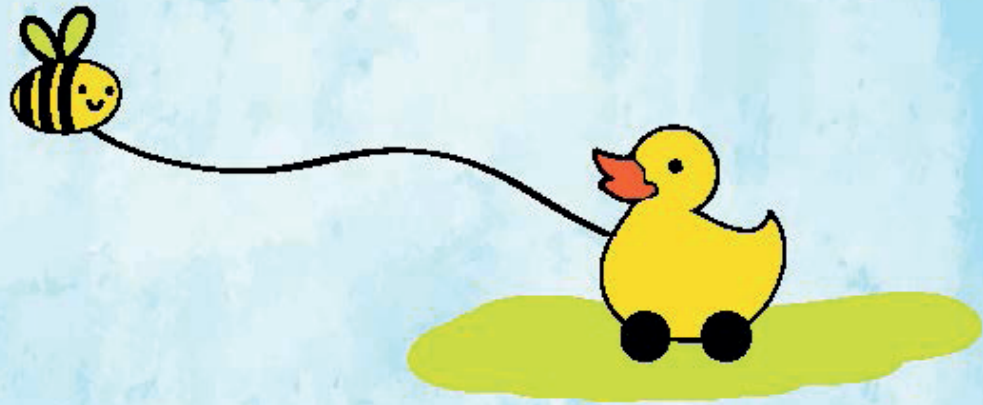
12. MONTHS

- ✦ infants take steps forward while being supported
- ✦ begin picking up smaller objects using index finger and a thumb
- ✦ bring food to their mouth on their own
- ✦ point the finger at a desired direction
- ✦ hand objects to their parent
- ✦ show an interest in children and adults
- ✦ have a favorite toy
- ✦ turn toward a person calling their name



SEEK PROFESSIONAL ADVICE IF:

- + your infant is still floppy or stiff, can't hold head steady, does not respond to sounds and noises, can't roll from stomach to the back and vice versa, uses only one hand, does not reach for objects
- + has uncontrolled eye movements
- + your infant does not smile spontaneously, refuses affection, does not show emotions toward parents, does not laugh out loud, does not show interest in playing, does not put objects in the mouth, does not like being among other people, infant's eyes are often teary or they are oversensitive to light
- + the infant can't crawl, seems to drag one side while crawling, can't stand, does not use gestures, does not point the finger, does not look for hidden objects, does not respond to emotional stimuli from their environment; does not make eye contact



HOW TO STIMULATE DEVELOPMENT OF A 7-12 MONTH OLD CHILD:

- ✦ it is important that an infant has daily routines
- ✦ describe objects of interest to your infant, objects they point their finger at
- ✦ teach your infant the causal consequence by rolling balls, pushing cars, fitting cubes into containers and taking them out
- ✦ encourage your infant when babbling and playing with objects and when investigating objects and surroundings
- ✦ read to your infant every day, look at picture books together while naming and describing objects and colors
- ✦ put a mirror close to your infant so that they can watch their reflection and make a game out of it
- ✦ allow your infant to practice standing up and sitting on their own
- ✦ use short and simple phrases when talking to your infant
- ✦ when your infant behaves improperly say "NO", without physical punishment and raising the voice
- ✦ hide smaller toys and objects and encourage your infant to look for them
- ✦ give your infant a lot of attention, create opportunities for interaction
- ✦ encourage your infant to perform individual actions independently

PART II

CHILD PSYCHOMOTOR
DEVELOPMENT
FROM 2 TO 6 YEARS OLD

2



2nd YEAR

- ✦ toddlers walk independently, climb onto chair and other furniture, run more ably
- ✦ climb stairs, one at a time, while holding the handrail
- ✦ walk forward, backward and sideways
- ✦ stand on one foot when supported, kick the ball, jump up and down from low height
- ✦ take off clothes, help with getting dressed
- ✦ use one hand more than the other, eat with a spoon, drink only from the cup
- ✦ put smaller objects in the bottle and take them out
- ✦ enjoy throwing and catching
- ✦ draw spiral lines, stack 6 blocks
- ✦ imitate other family members
- ✦ find hidden objects
- ✦ recognize names of people and objects, follow simple instructions
- ✦ start showing interest in group activities, can play beside their peers
- ✦ signs of jealousy occur, they express different emotions
- ✦ show fear of separation from people they're close to
- ✦ play simple pretend games (like feeding the baby)



SEEK PROFESSIONAL ADVICE IF:

- ✦ your toddler can't walk by 18 months old, does not imitate activities and words, walks on tiptoes
- ✦ your toddler can't understand the purpose of familiar objects, does not understand simple instructions, speaks less than 10 words at 18 months old, shows unduly anxiety, temper tantrums or laughter, does not show interest in exploring the environment, looks absentminded sometimes

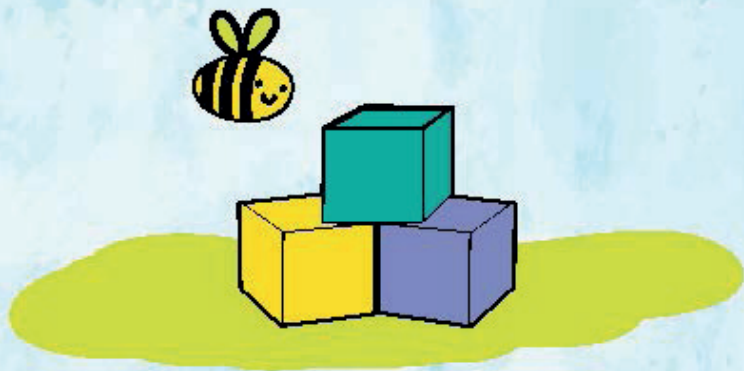
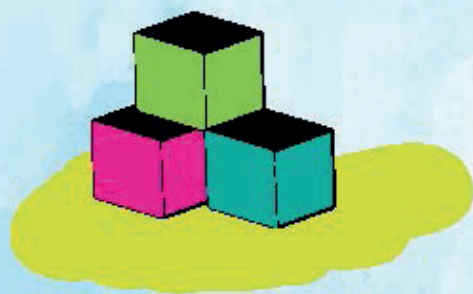


HOW TO STIMULATE DEVELOPMENT OF A 2-YEAR-OLD CHILD:

- ✦ play with blocks, toys that can be fitted through shaped holes, puzzles and other games that require your toddler to use both hands
- ✦ let your toddler color and show them how to draw lines in different directions
- ✦ teach your toddler to point at body parts and name them
- ✦ be patient and encourage your toddler to independently feed, dress, undress, etc.
- ✦ play ball kicking, rolling, throwing, play with blocks
- ✦ play matching games, trying to define various matching methods (identical items, different items of similar purpose, match objects with pictures, etc.)
- ✦ encourage and support your toddler to use a glass to drink and a spoon to independently feed
- ✦ pay more attention to praising good behavior than punishing the inappropriate one
- ✦ explain your actions to your toddler, name the objects as you work together
- ✦ sing songs followed with movements, make these movements together with your toddler
- ✦ create situations that would encourage your toddler to start playing with others
- ✦ acknowledge the right of your toddler to express less pleasant emotions (anger, jealousy)
- ✦ describe expressed emotions to your toddler (e.g. "you are joyful when you're playing in the park")

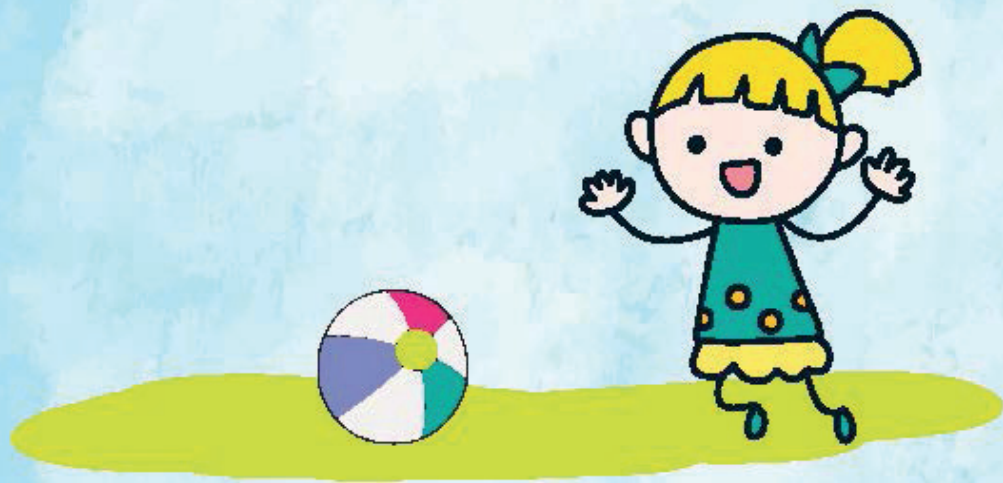
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3rd YEAR

- ✦ ably walk up and down the stairs
- ✦ run with ease, throw the ball
- ✦ briefly stand on one feet, briefly walk on tiptoes
- ✦ put on pieces of clothes
- ✦ put blocks in a row, stack 8 blocks
- ✦ sort objects according to their shape and color
- ✦ draw lines horizontally and vertically
- ✦ make playdough rollers, make paper accordion
- ✦ use a spoon, start using a fork
- ✦ initiate own games, use mechanical toys
- ✦ love role play, copy adults
- ✦ develop a complex game, often follow a game by speech
- ✦ express a wide range of emotions
- ✦ follow two part instructions (e.g. pick up the toys and put them in the box)
- ✦ wash hands independently



SEEK PROFESSIONAL ADVICE IF:

- ✦ your toddler stereotypically repeats certain moves (swinging, object rolling, etc.) or words
- ✦ your toddler can't play with toys, can't focus on activities and games
- ✦ your toddler shows no interest in other kids
- ✦ your toddler expresses unreasonable aggression towards themselves and others
- ✦ your toddler expresses unreasonable fears or does not express fear from real dangers



HOW TO STIMULATE DEVELOPMENT OF A 3-YEAR-OLD CHILD:

- ✦ help your toddler play with simple puzzles with shapes, colors, animals
- ✦ ask your toddler to assist in opening and closing doors, drawers, newspaper
- ✦ take your toddler to a park or out in nature to climb, run, walk
- ✦ play throw and catch ball, play with blocks, stack and break them with your toddler
- ✦ make drawings and objects with your toddler using various materials, then display them in a visible place in your home
- ✦ assist your toddler develop a game using imagination (build a tent or a castle underneath the blanket/table)
- ✦ encourage your toddler every time they successfully express their needs and use the toilet
- ✦ include your toddler in simple house work, such as cleaning, dusting, stacking of toys, etc.
- ✦ play hide and seek
- ✦ sort items according to their size, explain to your toddler the meaning of bigger and smaller
- ✦ play match games with colors and shapes
- ✦ introduce a tooth brushing daily routine

4



4th YEAR

- ✦ ride a tricycle
- ✦ jump and balance on one foot for a few seconds
- ✦ climb up and down the stairs independently, they open and close doors
- ✦ button up a big button independently
- ✦ try to draw a human, can copy a square
- ✦ can copy several block letters
- ✦ speak in 5-6 word sentences, name a few colors
- ✦ independently wash hands and face
- ✦ express urge to use the toilet
- ✦ independently dress and undress
- ✦ start accepting simple game rules, cooperate with peers
- ✦ express emotions: shame, envy, hope, pride
- ✦ self-initiatively greet adults



SEEK PROFESSIONAL ADVICE IF:

- ✦ any deviation in motor development and movement is displayed, compared to peers
- ✦ your child can't walk steady, falls/trips often or seems "clumsy"
- ✦ your child performs daily tasks slowly or with difficulty
- ✦ your child does not show interest for movement like their peers (climbing, jumping, running, etc.)
- ✦ your child does not play and cooperate with peers, does not copy other kids and adults
- ✦ their positions (sitting, standing kneeling, etc.) are not stable and they often fall
- ✦ child's speech is incomprehensible or they can't form sentences, can't name object from their surroundings
- ✦ your child can't verbalize the urge to use the toilet
- ✦ your child is not independent in dressing and undressing
- ✦ your child can't understand simple instructions



HOW TO STIMULATE DEVELOPMENT OF A 4-YEAR-OLD CHILD:

- ✦ enable your child to play with a group of other kids
- ✦ encourage your child to recognize and name emotions in picture books and in real situations
- ✦ set firm rules and limitations for your child and be consistent in applying them
- ✦ in order to boost their memory, practice multi-part instructions with your child (e.g. go to your room and bring your jacket and your hat)
- ✦ read to your child every day and name the objects in the pictures, ask questions
- ✦ draw lines and shapes with your child, simple human figure
- ✦ play memory games, count together
- ✦ encourage your child to independently wash hands and face, brush their teeth, etc.
- ✦ play games of opposites, matching games, counting, finding similarities and spotting differences
- ✦ during your walks encourage the child to describe objects and activities of the surroundings
- ✦ introduce your child to the concept of time: today, tomorrow, morning, evening
- ✦ teach your child to put away their toys, sort their clothes

5





5th YEAR

- ✦ can balance on one foot longer (4-8 seconds)
- ✦ change direction while running, jump ahead with both legs
- ✦ kick a moving ball, catch the ball with extended arms
- ✦ recognize at least 5 colors, count to 10
- ✦ draw a human figure in at least 4 parts, copy holding the pencil independently
- ✦ cut with scissors following a curve line, color drawings, string small beads
- ✦ organize games with peers, like playing with children of the same sex
- ✦ join conversations with adults
- ✦ differ reality from imagination, fear of darkness, imaginary creatures may occur
- ✦ completely master self-hygiene (wash and wipe hands, brush teeth), clean their room



SEEK PROFESSIONAL ADVICE IF:

- ✦ your child displays any sort of deviation in motor development, movement, etc. compared to peers
- ✦ your child can't balance on one foot
- ✦ your child does not understand basic spatial relations (up-down, in front-behind...)
- ✦ your child can't name a color, number, can't tell a short story, recite a song
- ✦ your child can't hold a pencil, scissors, can't copy simplest shapes
- ✦ your child can't perform self-hygiene tasks and use the toilet independently
- ✦ can't postpone an urge
- ✦ avoids playing with peers

A B C D E
1 2 3 5
4

HOW TO STIMULATE DEVELOPMENT OF A 5-YEAR-OLD CHILD:

- ✦ patiently listen to your child, ask questions and encourage your child to ask questions by answering theirs
- ✦ draw a boy/girl together with your child, help add details to their drawings
- ✦ organize activities that include multiple motor skills (jumping over obstacles, jumping on one foot)
- ✦ show numbers and letters to your child and name them when reading a coloring book, write them on paper, encourage the child to repeat after you
- ✦ write down your child's name and teach the child all letters of his/her name
- ✦ string beads and small macaroni
- ✦ cut different shapes, glue them and make collage with your child
- ✦ play buttoning up, practice how to tie shoelaces
- ✦ encourage your child to play with other kids
- ✦ play games with rules (e.g. Memory, Dominoes etc.)
- ✦ teach your child their personal information (name, surname, parent's names, address etc.)

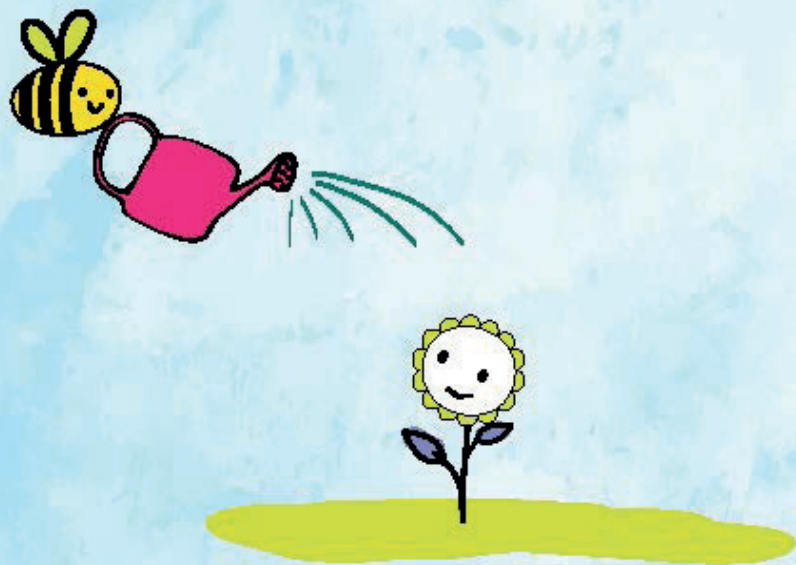
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6th YEAR

- ✦ can jump over obstacles, ride a bicycle, walk on a straight line
- ✦ hit the target with a ball
- ✦ independently rock on a swing
- ✦ name and draw shapes
- ✦ cut and glue simple shapes out of collage paper
- ✦ spot similarities and differences
- ✦ understand the concept of time
- ✦ use full sentences, can clearly recap an event
- ✦ use all cutlery properly
- ✦ have a best friend, are protective of younger children
- ✦ play board games, respect game rules when playing with peers
- ✦ recognize and differ their own emotions and emotions of others



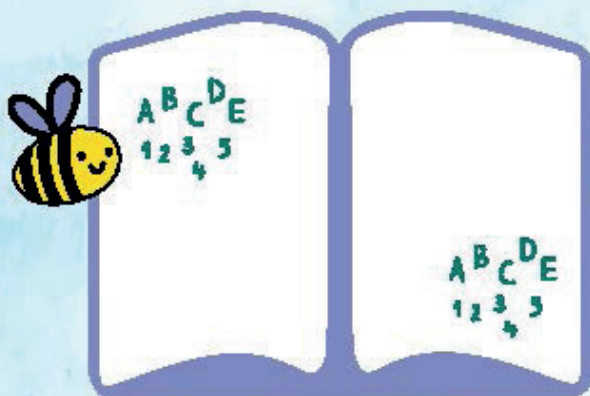
SEEK PROFESSIONAL ADVICE IF:

- ✦ your child displays any sort of deviation in motor development, movement, etc. compared to peers
- ✦ your child can't understand time relations (before-after, day-night), can't spot similarities and differences
- ✦ your child shows no interest for drawing, writing, coloring, can't draw and name basic shapes or their drawings are unrecognizable
- ✦ your child can't clearly retell an event
- ✦ your child doesn't have a favorite friend, shows no interest in joint activities and games, can't follow and respect game rules
- ✦ your child can't recognize and name basic emotions



HOW TO STIMULATE DEVELOPMENT OF A 6-YEAR-OLD CHILD:

- ✦ provide plenty of physical activity for your child that will enable him/her to keep developing their gross and fine motor skills, including games that require a lot of movement, in-hand manipulation skills
- ✦ at this age, the goal is for your child to achieve a certain level of independence and responsibility, so you should consistently praise child's efforts and good behavior
- ✦ encourage independence in daily routines (personal hygiene, feeding, dressing and undressing, cleaning and organizing of personal space, items and toys, shopping, preparing simple meals, etc.)
- ✦ various puzzles, coloring books, spotting similarities and differences, matching, comparing, reading stories, picture based story-telling and similar activities help develop child's imagination, extend vocabulary, practice attention and focus, deductive reasoning, etc.



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