



A* = Always	M = Make	C = Compassion	C = Clinically	S = Significant
*At every age, ask ACADEMICS: Does parent have concern about child's writing, reading, or math?				
Age	Motor	Communication	Cognitive	Social-Emotional
6 years	Balances on 1 foot for 10 seconds Sees to catch tennis ball with 2 hands; buttons & unbuttons Dynamic mature pencil grasp	Makes back & forth conversation on partner's topic Follows detailed 2-step directions (e.g. <i>'With your red crayon draw a line between the boys who are running.'</i>)	Sometimes follows rules without parent present Concentrates for 5-minute chore Does morning routine receiving 1 prompt per task	When calm, with parent help says a solution for problem Guesses friend's feeling Understands right versus wrong with coaching
7 years	Skips forward Uses chopsticks without help Hooks & separates zipper	Follows embedded 2-step directions (e.g. <i>'Before you give me the paper, print your name on it.'</i>) Speaks with mostly correct grammar Hears for speech 90%+ understood	Verbally copies 5 digits forward, 3 digits backward	Draws or visualizes worries Knows how to be a good friend
8 years	Balances on 1 foot for 20 seconds Rides 2-wheel bicycle Uses knife & fork to cut	Shows understanding of familiar story (by pointing to pictures to answer)	Generalizes rules to similar situations Ignores distractions; returns to task spontaneously after interruption	Self-calms using variety of strategies Says >1 solution for problem Guesses other's intention
9 years	Hops forward then stops & balances on 1 foot Sees to throw tennis ball at wall & catch after 1 bounce, with 2 hands (6/10 tries) Copies vertical diamond & 3-dimensional cylinder	Detects implied meaning Describes experiences with main idea, thoughts, & feelings Talks about what they learned in school	With parent help when calm, says successful skill they used in difficult experience	Understands people can have different interpretations of events Responds soothingly to someone's distress
10 years	Walks forward tandem Sees to throw & catch after 1 bounce (8/10)	Talks in group conversation Describes experiences with detail	Does morning routine without prompts	Knows what caused their negative emotion Remains calm when provoked Refrains from rude comments Adjusts quickly to unexpected change
11 years	Sees to throw & catch with no bounce (6/10)	Makes oral presentations interesting by using body language	When studying for tests, determines which information is important	Spontaneously chooses restitution Realistic about their strengths and weaknesses Receptive to coaching from parent and clinician
12 years	Sees to throw & catch with no bounce (7/10) Copies pre-drawn horizontal diamond	Thinks about how other feels from looking & listening during conversation	Sometimes thinks 'what if' when choosing solutions for problem; sometimes generalizes rule to new situations Concentrates for 30-minute homework, 15-minute chore Remembers what to take to and from school	Might challenge their negative thoughts as coping strategy for distress; starts accurate perspective taking; considers intention when judging right from wrong Adjusts actions from seeing impact on other Does routine chores almost equally to parent

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