

# **Developmental Domain 2: Physical Development and Health**

## Gross Motor GM

### Children demonstrate strength, coordination, and controlled use of large muscles .

- 1 Birth to 9 months GM.1
  - 1 Lifts head while on tummy GM.1.1
  - 2 Brings feet to mouth while lying on back GM.1.2
  - 3 Rolls from back to stomach and from stomach to back GM.1.3
  - 4 Brings both hands to midline, i.e., center of the body GM.1.4
  - 5 Begins to gain balance, e.g., sits with and without support GM.1.5
  - 6 Scoots body to attempt to move from one point to another GM.1.6
- 2 7 months to 18 months GM.2
  - 1 Moves from hands and knees to a sitting position GM.2.1
  - 2 Rocks back and forth on knees GM.2.2
  - 3 Crawls from one point to another GM.2.3
  - 4 Pulls to a stand using help from furniture or caregiver GM.2.4
  - 5 Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball GM.2.5
  - 6 Cruises while holding on to furniture, e.g., walks around crib, holding on to railing GM.2.6
  - 7 Briefly maintains balance when placed in a non-supported standing position GM.2.7
  - 8 Takes steps independently GM.2.8
  - 9 Gets into a standing position without support GM.2.9
- 3 16 months to 24 months GM.3
  - 1 Attempts to climb objects, e.g., furniture, steps, simple climbing structures GM.3.1
  - 2 Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room GM.3.2
  - 3 Kicks and attempts to catch a ball GM.3.3
  - 4 Rides a toy by using his or her hands or feet GM.3.4
- 4 21 months to 36 months GM.4
  - 1 Stands on one foot with support and maintains balance for a brief period of time GM.4.1
  - 2 Jumps forward a few inches; jumps from slightly elevated surface onto the ground GM.4.2
  - 3 Walks up and down the stairs by placing both feet on each step GM.4.3
  - 4 Throws a ball GM.4.4
  - 5 Walks on tiptoes, walks backward, and runs GM.4.5



**Children demonstrate the ability to coordinate their small muscles in order to move and control objects.**

- 1 Birth to 9 months FM.1
  - 1 Opens hands when in a relaxed state FM.1.1
  - 2 Reaches for objects FM.1.2
  - 3 Grasps, holds, and shakes objects FM.1.3
  - 4 Transfers an object from one hand to the other FM.1.4
  - 5 Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body FM.1.5
  - 6 Holds a small object in each hand; bangs them together FM.1.6
- 2 7 months to 18 months FM.2
  - 1 Picks up objects FM.2.1
  - 2 Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger FM.2.2
  - 3 Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more FM.2.3
  - 4 Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket FM.2.4
  - 5 Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off FM.2.5
  - 6 Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star" FM.2.6
- 3 16 months to 24 months FM.3
  - 1 Attempts to fold various types of materials, e.g., paper, baby blanket FM.3.1
  - 2 Uses baby sign to communicate various concepts, e.g., "all done," "more," "water" FM.3.2
  - 3 Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling FM.3.3
  - 4 Begins to imitate lines and circles when drawing FM.3.4
  - 5 Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion FM.3.5
- 4 21 months to 36 months FM.4
  - 1 Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks FM.4.1
  - 2 Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on FM.4.2
  - 3 Scribbles with intent and begins to draw circles and lines on own FM.4.3
  - 4 Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together FM.4.4

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## Perceptual P

### Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

#### 1 Birth to 9 months P.1

- 1 Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light P.1.1
- 2 Explores objects through senses, e.g., mouths, touches objects P.1.2
- 3 Attempts to mimic sounds heard in the environment P.1.3
- 4 Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance P.1.4
- 5 Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object P.1.5
- 6 Recognizes familiar objects and begins to demonstrate favoritism for certain toys P.1.6

#### 2 7 months to 18 months P.2

- 1 Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods P.2.1
- 2 Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures P.2.2
- 3 Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball P.2.3
- 4 Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel P.2.4

#### 3 16 months to 24 months P.3

- 1 Plays with water and sand tables; explores by pouring, digging, and filling P.3.1
- 2 Enjoys physical play, e.g., wrestling, tickling P.3.2
- 3 Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate P.3.3
- 4 Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment P.3.4

#### 4 21 months to 36 months P.4

- 1 Imitates familiar adults when coloring; draws lines and/or circles P.4.1
  - 2 Adjusts approach to unknown objects, e.g., presses harder on a lump of clay P.4.2
  - 3 Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup P.4.3
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**Children demonstrate the desire and ability to participate in and practice self-care routines.**

- 1 Birth to 9 months SC.1
  - 1 Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person SC.1.1
  - 2 Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation SC.1.2
  - 3 Attempts to feed self with a bottle SC.1.3
- 2 7 months to 18 months SC.2
  - 1 Grasps and drinks from a cup SC.2.1
  - 2 Shakes head to demonstrate no; pushes objects away SC.2.2
  - 3 Feeds self with foods that he or she can pick up SC.2.3
  - 4 Improves ability to calm self, may fall asleep on own SC.2.4
- 3 16 months to 24 months SC.3
  - 1 Feeds self with assistance SC.3.1
  - 2 Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says “milk” when thirsty SC.3.2
  - 3 Assists in undressing and dressing SC.3.3
  - 4 Attempts to brush teeth with support SC.3.4
- 4 21 months to 36 months SC.4
  - 1 Undresses independently but still needs assistance with dressing SC.4.1
  - 2 Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink SC.4.2
  - 3 Makes choices pertaining to dressing and eating SC.4.3
  - 4 Uses nonverbal and/or verbal communication to specify needs SC.4.4
  - 5 Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty” SC.4.5
  - 6 Attempts to put on shoes and socks without help SC.4.6