

Self care Development Checklist

[< Back to Child Development Checklists](#)

Instructions: Answer all questions up to your child's current age bracket by answering 'Yes' or 'No'.

Interpretation: If you tick 2 or more boxes with a 'Yes' contact Kid Sense Child Development on 1800 KIDSENSE (1800 543 736).

Does your child have difficulty with:

Age	Skill	Ye s	N o
0-6 mont hs	Tracking objects with eyes.		
	Coordinating suck, swallow, breath sequence, tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern.		
	Sleeping for 4-10 hour intervals.		
	Communicating hunger, fear or discomfort through crying.		

6-12 months	Playing for 2-3 minutes with a single toy.		
	Reaching for nearby objects.		
	Tracking objects with eyes.		
	Sleeping 10-12 hours with only 1 awakening.		
	Tolerating a range of different textured foods.		
	Drinking from a cup.		
	Holding bottle or cup independently.		
	Using tongue to move food around mouth.		
	Feeding self small crackers or other small pieces of food.		
1-2 years	Distinguishing between edible and inedible objects (18 months).		
	Looking in the right spot for hidden objects.		
	Playing next to children.		
	Imitating adult behaviour.		
	Engaging in imaginative play.		
	Has an awareness of a parent's approval or disapproval of their actions.		
	Understanding common dangers of hot objects, stairs, glass.		
	Regularly checking in with adults/carers.		
	Tolerating nappy changes.		
	Settling themselves to sleep at night or during the day.		
	Attempting to brush teeth.		
	Knowing where familiar items are kept.		
	Removing their own socks and shoes.		
Cooperating with dressing by extending an arm or leg.			

2-3 years	Using toilet with assistance and having daytime control.		
	Having an awareness of a parent's approval or disapproval of their actions.		
	Understanding common dangers of hot objects, stairs, glass.		
	Settling themselves to sleep at night or during the day.		
	Sitting to look at a book independently.		
	Unbuttoning large buttons.		
	Expressing emotions.		
	Tolerating a range of different textured foods.		
	Engaging in imaginative play.		
	Distinguishing between urination and bowel movements, names correctly.		
	Using a napkin to wipe face and hands.		
	Feeding self simple meals using a fork or spoon.		
	Taking socks and shoes off.		
	Enjoying/tolerating messy play.		
	Knowing where familiar items are kept.		
	Attempting to brush teeth.		

3-4 years	Having an awareness of a parent's approval or disapproval of their actions.		
	Understanding common dangers of hot objects, stairs, glass.		
	Settling themselves to sleep at night or during the day.		
	Taking turns.		
	Brushing teeth independently.		
	Playing with 2 or 3 children in a group.		
	Dressing and undressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places).		
	Knowing where familiar items are kept.		
	Toileting independently.		
	Using a napkin to wipe face and hands.		
	Independently packing items away.		
	Tolerating different clothing textures, seams, tags.		
	Feeding self without difficulty.		
4-5 years	Using a napkin to wipe face and hands.		
	Settling themselves to sleep at night.		
	Independently packing items away.		
	Developing friendships.		
	Expressing emotions.		
	Following rules.		
	Knowing where familiar items are kept.		
	Toileting independently.		
	Choosing weather appropriate clothes.		
	Dressing self independently.		
	Feeding self without difficulty.		
	Taking turns.		
	Playing with 4 or 5 children in a group.		
Tolerating different clothing textures, seams, tags.			

5-6 years	Dressing independently.		
	Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).		
	Feeding self without difficulty.		
	Expressing emotions.		
	Opening lunch boxes, zip lock bags, food packaging.		
	Sitting at a desk, following teacher instructions, and independently doing simple in-class assignments.		
	Tolerating different clothing textures, seams, tags.		
	Coping in busy/noisy environments.		
	Settling independently for sleep.		
	Packing a bag for school or other outings with assistance.		
6-7 years	Opening lunch boxes, zip lock bags, food packaging.		
	Independently getting herself to sleep and sleeping through the night.		
	Eating a range of food and tolerating different textures.		
	Showering independently.		
	Packing a bag for school or other outings with little assistance/prompting.		
	Expressing emotions.		
	Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).		
	Independently toileting during the day and at night.		
	Coping in busy/noisy environments.		
	Feeding self without difficulty.		
	Telling the time.		
	Knowing where their body is in time and space to coordinate body movements for ball skills.		
	Playing with 4 or 5 children in a group.		
Inhibiting the need to talk and ask questions.			
Preparing simple meals (e.g. cereal, sandwich).			

7-8 years	Opening lunch boxes, zip lock bags, food packaging.		
	Packing a bag for school or other outings with little assistance/prompting.		
	Recalling events and describing them.		
	Expressing emotions.		
	Remembering a sentence to write that was just thought about or told.		
	Attending for longer periods of time.		
	Sitting still (e.g. in class, at mealtimes).		
	Coping in busy/noisy environments.		
	Showering independently.		
	Taking on more responsibilities (e.g. chores).		
	Understanding money.		
	Telling the time and displaying time management skills.		
	Inhibiting the need to talk and ask questions.		
	Preparing simple meals (e.g. cereal, sandwich).		

This checklist was designed to serve as a functional *screening* of developmental skills per age group. It does *not* constitute an assessment nor reflect strictly standardised research.

The information in this checklist was compiled over many years from a variety of sources. This information was then further shaped by years of clinical practice as well as therapeutic consultation with child care, kindergarten and school teachers in South Australia about the developmental skills necessary for children to meet the demands of these educational environments. In more recent years, it has been further modified by the need for children and their teachers to meet the functional *Australian Curriculum, Assessment and Reporting Authority (ACARA)* requirements that are not always congruent with standardised research.

Contact us today to make an initial enquiry or book an assessment for your child
on 1800 KID SENSE (1800 543 736)

