








Developmental Checklist 9-15 months

	 9 Months	 12 Months	 15 Months
<p>Posture and Large Movements</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Sits unsupported <input type="checkbox"/> Leans forward to pick up toy without losing balance <input type="checkbox"/> Turns body to look sideways whilst stretching to pick up toy <input type="checkbox"/> Moves by rolling, wriggling or crawling <input type="checkbox"/> Pulls to standing and holds support for few moments <input type="checkbox"/> Cannot lower self – falls backwards with bump <input type="checkbox"/> Held standing: steps purposefully on alternate feet 	<ul style="list-style-type: none"> <input type="checkbox"/> Sits for indefinite times <input type="checkbox"/> Rises to sitting from lying down <input type="checkbox"/> Crawls or bear walks. May crawl upstairs <input type="checkbox"/> Pulls to standing and sits down again holding onto furniture <input type="checkbox"/> Walks forward & sideways with 1 hand held <input type="checkbox"/> Walks around furniture sideways, lifting 1 foot <input type="checkbox"/> May stand alone. <input type="checkbox"/> May walk alone 	<ul style="list-style-type: none"> <input type="checkbox"/> May walk alone with uneven steps, wide gait with raised arms for balance <input type="checkbox"/> Starts walking voluntarily often stopped by falling / bumping <input type="checkbox"/> Sets self down from standing by collapsing with bump or falling forwards onto hands first then sitting <input type="checkbox"/> Can get to feet alone <input type="checkbox"/> Creeps upstairs, may go downstairs backwards <input type="checkbox"/> Kneels unaided or with support
<p>Vision and Fine Movements</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Very attentive to happenings around <input type="checkbox"/> Stretches and grasps offered toy with 1 leading hand <input type="checkbox"/> Passes toy between hands, turns it over <input type="checkbox"/> Pokes with index finger <input type="checkbox"/> Begins pointing <input type="checkbox"/> Grasps string between finger and thumb – inferior pincer grasp <input type="checkbox"/> Releases from grasp by dropping or pressing against surface – cannot yet replace voluntarily 	<ul style="list-style-type: none"> <input type="checkbox"/> Neat pincer grasp using thumb and index/middle fingers to pick objects up <input type="checkbox"/> Deliberately drops and throws objects <input type="checkbox"/> Points <input type="checkbox"/> Watches for longer periods <input type="checkbox"/> Recognises familiar people from a distance <input type="checkbox"/> Uses both hands, may show preference now <input type="checkbox"/> Holds toy with tripod grip in each 	<ul style="list-style-type: none"> <input type="checkbox"/> Picks object up with precise pincer grip with either hand <input type="checkbox"/> Builds tower of 2 blocks after a demonstration <input type="checkbox"/> Crayon held in palmer grasp with either hand <input type="checkbox"/> Imitates to and fro scribbles <input type="checkbox"/> Interested in coloured pictures and pats pages <input type="checkbox"/> Points at items of interest or desire



	<ul style="list-style-type: none"> ❑ Will watch an activity for several minutes 	<ul style="list-style-type: none"> hand and bangs together ❑ Shows interest in pictures 	
Hearing and Speech 	<ul style="list-style-type: none"> ❑ Attentive to sounds, esp. voices ❑ Vocalises deliberately for interpersonal communication ❑ Shouts to attract attention, listens then shouts again ❑ Babbles loudly and tunefully with long repetitive syllable strings ❑ Understands 'no' and 'bye-bye' ❑ Imitates vocal play and other sounds e.g. smacking lips or cough ❑ Searches and finds the source of faint sounds on either side 	<ul style="list-style-type: none"> ❑ Responds to and knows own name ❑ Babbles with conversational cadences ❑ Shows by behaviour that words are understood within their usual context ❑ Understands simple instructions associated with gesture e.g. "give to daddy" ❑ Imitates adult vocalisations with a few words ❑ Hands objects to adult on request ❑ Shows understanding of objects by their use e.g. holds hairbrush to hair 	<ul style="list-style-type: none"> ❑ Makes speech like sounds ❑ 2-6 recognisable words used in context ❑ Understands many more in context ❑ Understands simple instructions "don't touch" etc.
Social Interaction and Play 	<ul style="list-style-type: none"> ❑ Holds, bites and chews pieces of food ❑ Tries to grasp spoon in feeding ❑ Puts hand on cup, bottle, breast ❑ Throws body back & stiffens when annoyed ❑ Distinguishes strangers ❑ Clings to carer and hides face ❑ Mouths toys still ❑ Plays peek-a-boo and imitates clapping ❑ Offers toy to adult but cannot yet give into hand ❑ Finds partially hidden toy ❑ May find wholly hidden toy ❑ Supports self when being carried & looks around 	<ul style="list-style-type: none"> ❑ Drinks from cup with little assistance ❑ Holds spoon and will try to feed but will still be messy ❑ Helps with dressing by holding out arms ❑ Less mouthing of objects now and minimal drooling ❑ Puts objects in and out of box if shown how, shakes toys to make a noise ❑ Gives objects to adult on request, may do so spontaneously (initiating turn taking) ❑ Finds hidden toys ❑ Shows affection to familiar people ❑ Plays 'pat-a-cake' and waves 'bye bye' ❑ Sits or stands without support while being dressed 	<ul style="list-style-type: none"> ❑ Holds cup and drinks with some assistance ❑ Tries to hold spoon and mouth it ❑ Chews well ❑ Helps constructively with dressing ❑ Shows understanding of objects by their use Carries doll by limb, hair or clothing ❑ Intensely curious ❑ Emotionally labile and dependent on an adults reassuring presence ❑ Supervision against dangers needed due to exploratory phase

