

How do I know?

Every parent wants their child to grow up healthy and happy. How do parents know that children are on track with their development?

The first five years of a child's life are very important. It is during this time that a child learns to move about, communicate and interact with his/her environment. Young children develop learning styles and personalities as well as patterns of behavior they will carry into adulthood.

So how does a parent know if their child's development indicates a problem with movement, communication or learning?

Some children have difficulties with learning and development that can be detected early. Observation and developmental models are tools that can help a parent evaluate their child's progress. Early childhood screening can detect problems as well.

Children develop at different rates. The general development checklists for 3-, 4-, and 5-year-olds can help parents determine which skills to watch for. If parent is concerned with his/her child's progress on any of the items listed, a free early childhood screening can determine if the child may need special help.

What if my child is younger than three?

If a child is younger than three and the parent suspects he/she may have a disability, contact: Programs for Infants and Children, **561-8060**, in the Anchorage area, or FOCUS, **694-6002**, in the Chugiak-Eagle River area.

What if I suspect my child may have a problem?

The school district is required by law to identify and screen all children who may need special education services by age five. The Child Check Program provides **free** screening for children ages 3 to 5.

Screening involves checking a child's speech and language skills, social-emotional development, thinking skills, self-help and motor skills. A child check specialist will gather information from parents in the form of a questionnaire and will conference with them to discuss results.

How do I arrange for screening for my child?

To find out more information or to request a screening, call the Early Intervention Services Center at 742-2657, located in the ASD Education Center at 5530 E. Northern Lights Blvd. or visit www.asdk12.org/preschool/earlyintervention.

What if screening indicates my child may have a possible delay?

If the screening results suggest that there might be a delay, parents will be given specific suggestions and recommendations that are individualized for their child.

Children may be referred for further evaluation by the ASD early childhood assessment specialists.

Early Intervention Services Center

Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504
907-742-2657

www.asdk12.org



ASD Statement of Nondiscrimination

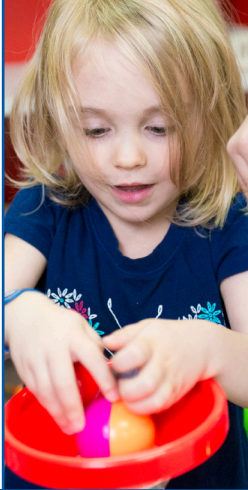
The Board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability, and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity or service offered by the District. The District will comply with the applicable statutes, regulations, and executive orders adopted by Federal, State and Municipal agencies. The District notes the concurrent applicability of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act, and the relevant disability provisions of Alaska law.

Any student or employee who violates this policy will be subject to appropriate disciplinary action.

Inquiries or complaints may be addressed to ASD's Equity/Compliance Director, who also serves as the Title IX and ADA Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132, EEO@asdk12.org, or to any of the following external agencies: **Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Equal Employment Opportunity Commission, or the Office for Civil Rights-U.S. Department of Education.** REVISED: 8/2007, 8/2012, 5/2013, 7/2014, 3/2017, 9/2017, 7/2019

Revised 9/6/19

*All about
developmental
and learning
milestones for
your child*



Child Check



Anchorage School District
Educating All Students for Success in Life

Age 3

Developmental checklist

By the age of three, most children:

- Help with/complete most dressing and undressing
- Copy adults and friends
- Show affection
- Show a wide range of emotions
- Separate easily from mom and dad
- Follow simple directions
- Can name most familiar things
- Say first name and age
- Say words like “I”, “me”, “we”, and “you” and some plurals (cars, dogs, cats)
- Talk well enough for strangers to understand most of the time
- Can work toys with buttons, levers and moving parts
- Play make-believe with dolls, animals and people
- Do puzzles with three or four pieces
- Understand what “two” means
- Copy a circle with a pencil or crayon
- Turn book pages one at a time (board books)
- Build towers of more than six blocks
- Point to body parts
- Climb well
- Run easily
- Pedal a tricycle (3-wheel bike)

Age 4

Developmental checklist

By the age of four, most children:

- Are more and more creative with make-believe play
- Seek to play with other children
- Talk about what they like and what they are interested in
- Know some basic rules of grammar, such as correctly using “he” and “she”
- Sing a song or say a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus”
- Tell stories
- Ask “how” and “why” questions
- Can say first and last name
- Name some colors and some numbers
- Understand the idea of counting
- Remember parts of a story
- Draw a person with two to four body parts
- Use scissors
- Tell you what they think is going to happen next in a book
- Hop and stand on one foot for up to 2 seconds
- Catch a bounced ball most of the time
- Pour, cut with supervision, and mash their own food
- Dress themselves
- Are potty-trained (at least during the day)

Age 5

Developmental checklist

By the age of five, most children:

- Want to be like friends
- Like to sing, dance and act
- Show concern and sympathy for others
- Are aware of gender
- Speak very clearly
- Tell a simple story using full sentences
- Use future tense; for example, “Grandma will be here.”
- Count 10 or more objects
- Can draw a person with at least six body parts
- Can print some letters or numbers
- Copy a triangle and other geometric shapes
- Stand on one foot for 10 seconds or longer
- Hop and may be able to skip
- Can do a somersault
- Use a fork and spoon and sometimes a table knife
- Can use the toilet on their own

The following are signs of possible concerns:

- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning a handle)
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he or she once had
- Rubs eyes or complains eyes hurt
- Turned or tilted head when looking at things
- Crossing one or both eyes
- Purposely hurts self
- Doesn't run and climb easily