

How do I know if my child is making progress?

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, **907-561-8060**, in the Anchorage area, or FOCUS, **907-694-6002**, in the Chugiak-Eagle River area.

What if I suspect my child may have a problem?

From age 3 through 21, Alaska state regulations require ASD to offer a screening at parent request to include screening of any child’s health, vision, hearing, general development and basic skills, primary language and culture, and daily skills in home and community. A screening is not an evaluation for special education services. More information about the screening and special education process is available to parents through Alaska’s Notice of Procedural Safeguards and Stone Soup Group at **stonesoupgroup.org**.

What does a screening involve?

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 907-742-2657, located in the ASD Education Center at 5530 E. Northern Lights Blvd. or visit 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

asdk12.org/preschool/earlyintervention



Anchorage School District
Educating All Students for Success in Life

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Inquiries or complaints may be addressed to ASD’s Office of Diversity, Equity, Inclusion and Community Engagement Senior Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132, Equity@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, 1/2020, 7/2024

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All about developmental and learning milestones for your child



Child Check



Anchorage School District
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Age 3

Developmental Checklist

By the age of three, most children:

- ➡ Notices other children and joins them to play
- ➡ Talks with you in conversation using at least two back-and-forth exchanges
- ➡ Asks “who,” “what,” “where,” or “why” questions
- ➡ Says what action is happening in a picture or book when asked
- ➡ Says first name, when asked
- ➡ Talks well enough for others to understand, most of the time
- ➡ Draws a circle, when you show them how
- ➡ Avoids touching hot objects, like a stove, when you warn them
- ➡ Strings items together, like large beads or macaroni
- ➡ Puts on some clothes by themselves, like loose pants or a jacket
- ➡ Uses a fork

Age 4

Developmental Checklist

By the age of four, most children:

- ➡ Pretends to be something else during play (teacher, superhero, dog)
- ➡ Asks to go play with children if none are around, like “Can I play with Alex?”
- ➡ Comforts others who are hurt or sad, like hugging a crying friend
- ➡ Avoids danger, like not jumping from tall heights at the playground
- ➡ Likes to be a “helper”
- ➡ Changes behavior based on where she is (place of worship, library, playground)
- ➡ Says sentences with four or more words
- ➡ Says some words from a song, story, or nursery rhyme
- ➡ Talks about at least one thing that happened during her day, like “I played soccer.”
- ➡ Answer simple questions like “What is a coat for?” or “What is a crayon for?”
- ➡ Names a few colors of items
- ➡ Tells what comes next in a well-known story
- ➡ Draws a person with three or more body parts
- ➡ Catches a large ball most of the time
- ➡ Serves themselves food or pours water, with adult supervision
- ➡ Unbuttons some buttons
- ➡ Holds crayon or pencil between fingers and thumb (not a fist)

Age 5

Developmental Checklist

By the age of five, most children:

- ➡ Follows rules or takes turns when playing games with other children
- ➡ Sings, dances, or acts for you
- ➡ Does simple chores at home, like matching socks or clearing the table after eating
- ➡ Tells a story they heard or made up with at least two events. For example, a cat was stuck in a tree and a firefighter saved it
- ➡ Answers simple questions about a book or story after you read or tell it to them
- ➡ Keeps a conversation going with more than three back-and-forth exchanges
- ➡ Uses or recognizes simple rhymes (bat-cat, ball-tall)
- ➡ Counts to 10
- ➡ Names some numbers between 1 and 5 when you point to them
- ➡ Uses words about time, like “yesterday,” “tomorrow,” “morning,” or “night”
- ➡ Pay attention for 5 to 10 minutes during activities. For example, during story time or making arts and crafts (screen time does not count)
- ➡ Writes some letters in their name
- ➡ Names some letters when you point to them
- ➡ Buttons some buttons
- ➡ Hops on one foot

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