

# Early Support

Helping every child succeed

## Developmental journal for babies and children with down syndrome

Step 1



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 1

### Learning and communicating

It may seem as if all that newborn babies do is eat, sleep and cry, but they're learning and developing skills from the moment they're born. They communicate as well – they just do it in their own way. They can use different sorts of cries to tell you whether they are hungry, tired or in pain and are likely to be especially interested in your face and your voice – sometimes they'll even copy your facial expressions and mouth shapes.

Babies with Down syndrome are keen to communicate, but may find it more difficult to express themselves using sound, because of the shape and size of their mouth and tongue. It's important to talk with your baby right from the start of life, because they like to watch your face and listen to you. They're likely to pay particular attention to 'baby-talk', that is, when you talk in short simple sentences, using a lively tone of voice and lots of facial expression and gesture. As well as repeating what you say, it's important to allow enough time and space for your baby to join in. It's good to talk to your baby about what they're doing and might be thinking – it helps the two of you develop your relationship and encourages them to communicate.

### Emotional needs

Babies have a basic need for warmth, food and physical care, but close, warm relationships with their parents and other members of the family are just as important. Feeling emotionally secure is crucial for development. Responding to what your child is trying to communicate, helps them to learn to manage and regulate their own emotional state. These 'self-regulation' skills are key, helping children to calm themselves or settle themselves to sleep. Most babies with Down syndrome are emotionally expressive, and sensitive to other people's emotions, but they need you to react in ways that they can understand. Sometimes, you may need to exaggerate your reactions and wait a bit longer for your child to respond than you might do with other children.

### Play and movement

Cuddling, stroking and, for some babies, massage, are all important ways of comforting, soothing, reassuring and showing love. A few babies are very sensitive to touch, so you need to learn from your baby's reactions and use touch in a way that's pleasing for both of you. Touch is another way of communicating, and touch games like 'pat-a-cake' can be a good way of playing with babies. Holding your baby in different positions, while you support their head and neck, can also be a fun way of giving them an early experience of using muscles. Quite early on, babies begin to move their arms to reach out for objects and you can help them to learn by playing games that involve these movements.

### Routines help

Learning about predictable events helps babies feel secure in their world. Established and regular sleeping, feeding and bathing routines help them predict what's going to happen next. To avoid difficulties with settling and sleeping later on, it can be helpful to lay babies down when they are awake at least once a day. You can also help by using simple words to talk about what's happening. This is a good way for babies to begin to learn about communication and what talking is for.

### Each child is unique

Babies with Down syndrome vary a lot in how fast they progress – even when everything is going well. Many children need medical help early on and this may significantly affect their development in the short term. When illness or other setbacks slow progress down and babies seem to forget things they've already learned, it doesn't mean that you're not doing enough to help your baby – you can help them make progress once these other issues have been resolved. In the early days, sorting out medical difficulties is the priority. Every child is an individual, with their own unique set of needs.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 1 *continued*

#### Healthcare

Good hearing and sight are really important for development and it's important that any difficulty in these areas is picked up early. Most babies now have their hearing checked very soon after birth. Look out for signs that your baby is hearing different sounds, but be aware that babies respond to sound in different ways – some get more active, wave their arms about or widen their eyes, while others quieten down and stop what they're doing. Sometimes children turn their head towards a sound to one side of them, but sometimes their response is not so obvious – a change in breathing pattern may be the only sign that your baby has heard something. Babies with Down syndrome are at risk for some hearing and vision problems – for more information about this and other health issues, please look at the [Early Support Information for parents booklet](#) on *Down Syndrome*.

#### Moving on

Babies don't necessarily master all the things in Step 1 before they start doing things in Step 2. All babies are different and some make progress in one area much more quickly than in others. This applies to all the Steps in this Journal, but if you feel that your child is consistently lagging behind in one area, or if you have concerns about any aspect of their development, there is space for you to note it down so that you can discuss it with someone who works with you on a regular basis (for example, your Health Visitor) the next time you see them.

Please use this Journal to record everything your child does that you'd like to remember and celebrate. There are blank pages and spaces to write things down and add photographs if that's what you'd like to do. The material is for you to use in whatever way you find most helpful.

## Engagement and interaction with others



|  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Cries to express needs (e.g. when hungry, angry or in pain)  |   |   |   |   |
| Shows a reaction to sound by behaviour or actions (e.g. startle response to loud noises, eyes widen, limbs move or slow, facial twitch, cry, change in sucking patterns during feeding, stirs from sleep, change in breathing pattern) |   |   |   |   |
| Responds to calming input (e.g. patting, rocking, wrapping, cuddling)  |   |   |   |   |
| Stops crying when picked up  |   |   |   |   |
| Looks intently at faces nearby   |   |   |   |   |
| Attention is attracted and held when you:<br>– use lively facial expressions<br>– use child-directed speech<br>(voice with varied tone and volume)   |   |   |   |   |
| Makes sounds such as gurgles and coos  |   |   |   |   |

## Engagement and interaction with others continued




|  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Holds <b>eye contact</b> with you for 5 seconds or more  |   |   |   |   |
| Copies <b>facial expressions</b> and mouth shapes (e.g. sticking out tongue, opening mouth, widening eyes) |   |   |   |   |
| Smiles in response to touch or sound   |   |   |   |   |
| Smiles or quietens to familiar voice/face  |   |   |   |   |
| Smiles at interesting objects  |   |   |   |   |
| Sucks on hands, clothes, and/or pacifier to calm self  |   |   |   |   |



## Sensory-motor development and play



|  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Looks at pictures and moving objects for more than 5 seconds   |   |   |   |   |
| Interested in new experiences (e.g. shows renewed interest if you present a different toy)   |   |   |   |   |
| Responds to touch 'games' (e.g. stroking tummy/feet, tickling, kissing, blowing on tummy etc.) by stilling, smiling, gazing or waving arms and legs etc. |   |   |   |   |
| Responds positively when face is stroked (e.g. relaxes, smiles, goes to sleep)   |   |   |   |   |
| Can lift head when lying on tummy and move it from side to side  |   |   |   |   |
| Turns head to the side when placed on tummy  |   |   |   |   |
| Moves arms and legs – arms more than legs  |   |   |   |   |

|                                  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Presses down feet/straightens body when held standing on a hard surface  |   |   |   |   |
| Closes hand firmly around objects placed in palm   |   |   |   |   |
| Keeps hands closed with thumbs tucked in against palm most of the time   |   |   |   |   |
| Turns head/eyes towards diffuse light or interesting objects   |   |   |   |   |
| Closes eyes to bright light  |   |   |   |   |
| Can move eyes to look at different parts of objects and pictures   |   |   |   |   |
| When lying on back or propped up, moves eyes to follow face/object moving slowly from side to side close to face |   |   |   |   |

## Self-help

|  <b>Feeding</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Opens mouth for breast or bottle when corner of mouth is touched (reflex rooting response)       |   |   |   |   |
| Sucking is strong and rhythmic with co-ordinated swallow   |   |   |   |   |
| Closes mouth around nipple or teat to achieve seal   |   |   |   |   |
|  <b>Sleeping</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
| Has a predictable sleeping pattern   |   |   |   |   |
| Sleeps for periods of two hours or more  |   |   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:





## Engagement and interaction with others

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Shows a reaction to sound by behaviour or actions (e.g. startle response to loud noises, eyes widen, limbs move or slow, facial twitch, cry, change in sucking patterns during feeding, stirs from sleep, change in breathing pattern)

Attention is attracted and held when you use lively **facial expressions** and/or use **child-directed speech** (voice with varied tone and volume)

Makes sounds such as gurgles and coos

Copies **facial expression** and mouth shapes (e.g. sticking out tongue, opening mouth, widening eyes)

Responds to calming input from parent/carer (e.g. patting, rocking, wrapping, cuddling)



**Sensory-motor development and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**


Interested in new experiences (e.g. shows renewed interest if you present a different toy)

Responds to touch 'games' (e.g. stroking tummy/feet, tickling, kissing, blowing on tummy, etc.) by stilling, smiling, gazing or waving arms and legs etc.

Can lift head when lying on tummy and move it from side to side

Closes hand firmly around objects placed in palm

When lying on back or propped up, moves eyes to follow face/object moving slowly from side to side close to face

|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Opens mouth for breast or bottle when corner of mouth is touched (reflex rooting response)        |   |   |
| Sucking is strong and rhythmic with co-ordinated swallow  |   |   |
| Closes mouth around nipple or teat to achieve seal  |   |   |
| Has a predictable sleeping pattern  |   |   |
| Sleeps for periods of two hours or more   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 2**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 2

### Into Step 2 – Making sounds and taking turns

Babies at this stage of development can 'talk' to you in more ways. They're beginning to control their voice and use different sounds to express different things. They start to blow raspberries, to squeal, squeak and grunt, and to chuckle and laugh. They're often especially interested in watching other people's faces. You can encourage them by imitating and responding to what they do. Most babies love to join in simple 'conversations' – you can help by leaving pauses for your baby to use when they reply to you. Learning about taking turns and responding to what you say is important for later communication. Sometimes babies at this stage start to 'coo' when you're playing and 'talking' together. The most helpful thing that you can do is to talk to your baby about everything you're doing together. Using familiar words for regular routines helps them to understand and anticipate events in their world.

As well as reacting to the different sounds you make, babies are also learning about other sounds and noises. They start to show an interest in familiar sounds in the home and show they're beginning to understand what they mean. For example, they may learn that running water sometimes means a bath is about to happen, and so they get excited when they hear this sound.

### Emotions and feelings

Babies begin to express a wider range of emotions. They find ways to show you they're happy or sad, hungry or tired, excited or bored. You can help by responding to all the emotional signals they give – positive and negative. This helps them learn to trust you as a source of comfort and security and to soothe themselves. Some babies settle to sleep more easily at this stage, but many will still have unsettled sleeping patterns and wake in the

night. If you would like some help with this, ask one of the professionals supporting you, for example, your health visitor. Babies with Down syndrome usually respond to the same ways of encouraging good settling and sleep patterns as other children.

### Moving and reaching

Babies at this stage of development are getting better control over their bodies. One of the first things they can control is their neck muscles, so they begin to hold their head steady and turn it to follow sights and sounds. They can also use their hands and arms more purposefully and will start to reach for objects and grasp them. You can help and encourage development by playing with them using toys, like rattles, that fit their grasp and make interesting sounds when shaken. Toys that light up, move or vibrate are likely to be favourites at this stage and they can help babies begin to learn about cause and effect ('When I touch this, it makes a noise'). Remember that when playing with your baby, it's important to match your pace to theirs – leave them plenty of time to take their turn.

You can help babies strengthen their muscles by holding them while they exercise their arms and legs, or by playing with them on a play-mat so that they can begin to learn how to roll and turn their body. Some babies with Down syndrome benefit from extra help with developing muscle strength and need more practice to learn these sorts of things.

Another way that babies in Step 2 are exploring the world is by holding objects to their mouths. They start to suck their thumbs or fingers and they're likely to start looking around at their surroundings more. You can make what they look at more interesting using brightly coloured pictures, mobiles and other things to catch their attention.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 2 continued

#### Routines and settling

Continue developing regular feeding and sleeping times to give babies a sense of security and help them anticipate what's likely to happen next. Establishing calm routines in the early days, and laying babies to settle themselves to sleep so that they can enjoy their cots or sleeping places, can prevent difficulties later.

#### Moving on

Babies don't necessarily master all the things in Step 2 before they start doing things in Step 3. The Journal simply describes typical patterns of development as new behaviours and skills are learnt. Babies with Down syndrome progress in much the same way as other babies within each developmental area (for example, communication, social-emotional or motor and sensory) but they may not make progress in all areas in the same way as other children do. Remember that all children are individuals and follow their own patterns, but you may find it helpful to know that many children with Down syndrome progress well with social-emotional development, social understanding and non-verbal communication in the first year of life, while motor development is often more delayed.

## Engagement and interaction with others

## Developmental Journal · Step 2



|   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Watches speaker's faces carefully (up to 30 cm away)  |   |   |   |   |
| Recognises and is most responsive to parent/carer's voice (e.g. may become more vocal, active or make more <b>eye contact</b> ) |   |   |   |   |
| Turns eyes and/or head towards voice/sound  |   |   |   |   |
| Maintains eye contact during interactions with a familiar person  |   |   |   |   |
| Responds when talked to (e.g. moves arms and legs, changes <b>facial expression</b> , moves body, makes mouth movements)        |   |   |   |   |
| Smiles or makes sound in response to <b>eye contact</b>   |   |   |   |   |
| Uses different sounds/cries to show hunger, tiredness and pain  |   |   |   |   |



|  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Produces and copies <b>non-speech sounds</b> (e.g. coos, raspberries, effort grunts, shrieks, squeals)                                     |  |  |  |   |
| Makes own sounds when talked to – especially to parent or carer and when a smiling face is used  |  |  |  |   |
| Gurgles to get attention   |  |  |  |   |
| Shows emotional responses to other people's <b>emotions</b> (e.g. smiles when smiled at, becomes distressed if hears another child crying) |  |  |  |   |
| Gazes a long time at parent's face – especially when feeding   |  |  |  |   |
| Smiles at non-moving object or picture   |  |  |  |   |
| Smiles at another person   |  |  |  |   |
| Smiles more often to familiar rather than unfamiliar people  |  |  |  |   |




## Engagement and interaction with others continued



|  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Shows anger if physically restrained (e.g. cries when held still for injection or medication)            |   |   |   |   |
| Laughs to express pleasure   |   |   |   |   |
| Becomes excited in <b>anticipation</b> of play/ <b>interaction</b> (e.g. waves arms and legs, vocalises) |   |   |   |   |
| Shows pleasure at 'peek-a-boo' games (e.g. smiles, waves arms, eyes brighten)                            |   |   |   |   |
| Shows pleasure at return of parent/carer   |   |   |   |   |
| Shows distress at being left alone   |   |   |   |   |
| Likes cuddles and being held (calms, snuggles in, smiles, gazes at carer's face, strokes carer's skin)   |   |   |   |   |

## Sensory-motor development and play

|    | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Brings objects to mouth to explore them  |  |  |  |   |
| Repeats actions that have an effect (e.g. kicking or batting mobile to create movement, banging side of cot to make noise etc.)  |  |  |  |   |
| Likes listening to music, rattles and other sound-making toys  |  |  |  |   |
| Shows <b>anticipation</b> and enjoyment of familiar caring routines (e.g. sucks or licks lips in response to sounds of preparation for feeding, waves arms or vocalises in excitement when undressed for bath) |  |  |  |   |
| Reacts with abrupt behaviour change when a face or object disappears suddenly from view  |  |  |  |   |
| Looks from one object to another and back again. Objects may be moving or still – this is termed ' <b>shifting visual attention</b> '  |  |  |  |   |

## Sensory-motor development and play continued



|  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Reacts to familiar sounds or sights by changes in behaviour (e.g. extends arms/legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps etc.) |   |   |   |   |
| Attempts to imitate face or arm movements  |   |   |   |   |
| Looks toward an object or person that moves nearby   |   |   |   |   |
| Moves arms and legs and chuckles when played with  |   |   |   |   |
| When lying on tummy, lifts head up in the middle and uses forearms to support  |   |   |   |   |
| Holds head in the middle (not to one side or the other) when lying on back   |   |   |   |   |
| Able to control head when supported in an upright position (i.e. head does not flop forwards or backwards)   |   |   |   |   |

## Sensory-motor development and play continued



| <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) |
|--|--|--|
|--|--|--|

**Any notes or queries on how your child does this**

Moves head to look around when lying on back or supported in sitting

Arm and leg movements are smoother and more continuous – no longer so sudden and jerky

Makes crawling movements with arms and legs when lying on tummy

Kicks legs vigorously – one leg then the other

Starts to reach out to toys or objects (this is not yet accurate)

Brings hands to mouth when lying on side or tummy

Rolls from side to back


Holds head and upper body up by him/herself when supported in sitting


## Sensory-motor development and play continued



|   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Holds rattle for a couple of seconds when placed in palm of hand                                  |   |   |   |   |
| Explores hands and fingers (e.g. watches them, presses hands together, clasps and unclasps hands) |   |   |   |   |
| Hands are open most of the time when not holding objects  |   |   |   |   |
| Looks at small objects nearby for one to two seconds  |   |   |   |   |
| Follows movement of a toy close to face   |   |   |   |   |
| Blinks if object is moved sharply towards face  |   |   |   |   |

## Self-help

|  <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Feeds at regular intervals throughout the day   |  |  |  |   |

|  <b>Sleeping</b>            | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Sleeps more at night than during the day  |  |  |  |   |
| Able to settle self back to sleep if wakes during the night   |  |  |  |   |
| Settles to sleep with calming input such as a warm bath, cuddle, being wrapped in a blanket etc. when tired |  |  |  |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

## Summary sheet



### Engagement and interaction with others

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**


Watches the speaker's face carefully (up to 30 cm away)

Responds when talked to (e.g. moves arms and legs, changes facial expression, moves body, makes mouth movements)


Produces and copies **non-speech sounds** (e.g. coos, raspberries, effort grunts, shrieks, squeals)

Smiles or makes sound in response to **eye contact**

Becomes excited in **anticipation** of play/**interaction** (e.g. waves arms and legs, vocalises)

|  <b>Sensory-motor development and play</b>     | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Brings objects to mouth to explore them  |   |   |
| Repeats actions that have an effect (e.g. kicking or batting mobile to create movement, banging side of cot to make noise etc. |   |   |
| Looks from one object to another and back again. Objects may be moving or still – this is termed 'shifting visual attention'   |   |   |
| When lying on tummy, lifts head up in the middle and uses forearms to support  |   |   |
| Starts to reach out to toys or objects (this is not yet accurate)  |   |   |



|  <b>Self-help</b>           | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Feeds at regular intervals throughout the day   |   |   |
| Sleeps more at night than during the day  |   |   |
| Able to settle back to sleep if wakes during the night  |   |   |
| Settles to sleep with calming input such as a warm bath, cuddle, being wrapped in a blanket etc. when tired |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

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# Developmental journal

for babies and children  
with down syndrome

**Step 3**



## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 3

#### Into Step 3 – Learning to understand words and make sounds

Children become more active and begin to explore their world. They're more confident about reaching out and grasping things and take more interest in their surroundings. They also begin to recognise objects and people, and to understand how things go together. For example, they may begin to associate a spoon with feeding. If you talk with your child about the things they're showing an interest in, it helps them to learn that things have names. This builds the foundations for language.

Even though they are not yet speaking, children are learning a lot about language and [communication](#). It's still important to repeat things and to talk in simple, clear ways with your child, and to talk expressively. One of the important things you can do at this stage is to share experiences with your child. Point to things, talk about what they're doing and talk while you play with a toy together – this all helps the two of you focus attention on the same things. Once your child can follow your pointing or look where you're looking, encourage this. Some parents find that using gestures and signs is a good way of communicating. Since children with Down syndrome often have some difficulties with listening and talking, use whatever works well to build two-way conversation with your child. If they imitate you, for example, encourage this in your times together. If you would like more information about using [sign](#), look at the [Early Support Information Booklet for Parents on Down Syndrome](#).

Children have already learnt a lot about the sounds of language by listening to people talking. As they move through Step 3, they begin to use more speech-like sounds themselves. Some children find it hard to remember things from sound alone, so you could start using simple picture books and name the objects, people or animals in the pictures. Children start to [babble](#), linking speech sounds together and saying things like 'ba-ba'. Encourage your child by copying their babble sounds back and then introducing new ones for them to try – for example, copy your baby's 'ba-ba' and then try 'da-da'. It's particularly important to encourage babies with Down syndrome to listen to and copy speech sounds, as this helps them to develop clearer speech later on.

#### Learning more about people and about the world

Children begin to show more signs of picking up on other people's behaviour. They're likely to respond clearly to your facial expressions and how you talk, and also to respond more to other people's emotions. Your child may begin to indicate they recognise you by 'greeting' you and by behaving differently when with strangers. Children at this stage are more active about trying to get your attention and in general they explore the world more actively. They start to find out about objects by banging or shaking things that they're holding.

Children also begin to show more signs of wanting things and express their needs more purposefully. Responding to this and rewarding them is especially important at this time – it encourages your child to communicate with you and with other people. Often, children at this stage begin to use sounds or gestures more consistently to tell you what they want. This is also worth encouraging.

## Developmental Journal for Babies and Children with Down Syndrome


### An overview of development during Step 3 continued


#### Moving, playing and learning

Children at this stage of development are gaining more control over their hands, arms, legs and feet. They're able to hold objects and turn them round while they look at them. They're more precise when they reach for things and grasp them and may be able to start putting pieces of food in their mouth. It's easy for them to get frustrated when their wish to do things is out of step with what they are able to do. You can help by matching the things around them to their ability level, and reassuring them and giving them something easier to do if they do get frustrated. Children at this stage learn a lot when you help them to do things they can't easily do by themselves, but can manage with a little support from you. As well as giving them experience of success, this helps them to prepare for new and different challenges in the future. You may also need to give your child physical support – if they're struggling to stay sitting upright, they won't be able to concentrate on a new activity.

Although children are making sense of the world about them right from the moment they are born, it's more obvious now that they're noticing things and thinking about them. You may see your baby staring intently at something interesting, like a television programme or an unfamiliar person. This provides good opportunities for you to comment on what they're looking at.


## Communication

|  <b>Foundations of communication</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Looks towards place where parent/ carer is looking  |   |   |   |   |
| Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room)  |   |   |   |   |
| Looks puzzled or changes behaviour when hearing something new, different or unexpected  |   |   |   |   |
| Turns quickly to parent/carer's voice across the room   |   |   |   |   |
| Listens to parents' voices even if s/he can't see them  |   |   |   |   |
| Responds differently to different tones of your voice (e.g. sing-song, questioning, soothing, playful) – tone of voice helps a child to understand meaning. |   |   |   |   |
| Uses voice, <b>gesture</b> , <b>eye contact</b> and <b>facial expression</b> to make contact with people and keep their attention                           |   |   |   |   |


|  <b>Foundations of communication</b>                              | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Begins to develop and use the <b>vowel sounds</b> of the language used at home. For example, /ae/ as in hat, /e/ as in pet (for English language) |   |   |   |   |
| <b>Babbles</b> by repeating a series of the same sounds ( <b>reduplicated babble</b> ) e.g. ba-ba-ba, ma-ma-ma.                                   |   |   |   |   |
| Begins to develop and use some <b>consonant sounds</b> : e.g. /g-g/, /mmm/, /h/, /d-d/  |   |   |   |   |
| Makes sounds for pleasure (e.g. <b>vocalises</b> with tuneful voice for minutes at a time to self when lying in cot or at play)                   |   |   |   |   |
| Starts to sound like s/he is 'talking to you' (even if you can't understand him/her yet)  |   |   |   |   |
| Vocalises more when adults use <b>child directed speech</b>   |   |   |   |   |

## Social-emotional


|    | <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|---|---|---|---|
| Is wary of unfamiliar events   |  |   |   |   |   |
| Laughs and squeals when happy or excited   |  |   |   |   |   |
| Gets upset if toy is taken away from him/her   |  |   |   |   |   |
| Responds to <b>facial expressions</b> of happiness and sadness in others (e.g. smiles if adult smiles or frowns if adult frowns) |  |   |   |   |   |


|  <b>Attachment</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Prefers particular people (e.g. is happier and more settled with preferred carers, and unsettled or distressed with less familiar people) |  |  |  |   |
| Shows shyness or anxiety if approached by a stranger (when familiar adult is out of sight)  |  |  |  |   |
| Can tolerate short separations from parent but shows pleasure at return   |  |  |  |   |

## Cognition and play


|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Predicts/anticipates a familiar activity (e.g. gets excited upon seeing spoon, anticipates game from seeing a familiar toy, seems disturbed if familiar game changes) |  |  |  |   |
| Very early <b>imitation</b> of adults (e.g. tries to move hands or object after watching adult)   |  |  |  |   |



|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Repeats action to make sound again (e.g. shaking rattles, squeezing noise makers, kicking at baby gym)  |   |   |   |   |
| Persistently and deliberately reaches out for toys that interest him/her  |   |   |   |   |
| Recognises familiar environmental sounds (e.g. washing machine, microwave, footsteps). This is shown by quietening, consistent reactions, turning to look at source of sound etc. |   |   |   |   |
| Looks around a room with interest   |   |   |   |   |
| Uses feet to help in grasping objects   |   |   |   |   |

|  <b>Play</b>        | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Is interested in small objects or the detail of a toy (e.g. will gaze at small beads in a rattle)   |   |   |   |   |
| Moves limbs, changes facial expression and/or laughs in anticipation of being lifted                |   |   |   |   |
| Smiles at image of self in mirror (but does not yet realise that this is reflection of him/herself) |   |   |   |   |
| Plays with and explores objects by touching them  |   |   |   |   |
| Plays with and explores objects by looking at them  |   |   |   |   |
| Plays with and explores objects by placing them in his/her mouth                                    |   |   |   |   |
| Plays with and explores objects by listening to sounds made   |   |   |   |   |

## Motor and sensory

|  | <b>Large movements</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|---|
|  | Rolls over from front to back   |   |   |   |   |
|  | Rolls over from back to front   |   |   |   |   |
|  | Sits propped up   |   |   |   |   |
|  | When supported in sitting, can turn head from side to side                                      |   |   |   |   |
|  | When lying on tummy, can lift head and chest and support self with straight arms and flat hands |   |   |   |   |
|  | Raises head to look at feet when lying on back  |   |   |   |   |
|  | When lying on back, lifts legs into vertical position and grasps feet                           |   |   |   |   |
|  | Reaches and plays with toes when lying on back or sitting up with support                       |   |   |   |   |
|  | Puts arms up to be lifted   |   |   |   |   |


|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Tries to sit up from lying on back when hands are held  |  |  |  |   |
| Kicks strongly  |  |  |  |   |
| Takes weight through legs and bounces up and down when held in a standing position                      |  |  |  |   |


|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Hands are open most of the time   |  |  |  |   |
| Uses whole hand to hold objects (palmar grasp)  |  |  |  |   |
| Uses two hands to scoop up toys   |  |  |  |   |
| Passes toys from hand to hand   |  |  |  |   |
| Holds two toys – one in each hand   |  |  |  |   |

|  | <b>Fine movements and hand-eye co-ordination</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Reaches out to objects and faces close by with both hands to grasp them  |  |  |  |   |
|  | Plays with objects, by banging, shaking, turning them around in his/her hands                                  |  |  |  |   |
|  | Feels and plays with toys and everyday objects of different textures (e.g. smooth, rough, soft, furry, sticky) |  |  |  |   |

|  | <b>Vision</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|--|--|---|
|  | Fixes gaze on interesting toys/objects at 15–25 cm and watches them for several seconds |  |  |  |   |
|  | Turns to follow a moving toy  |  |  |  |   |
|  | Deliberately turns head/eyes  |  |  |  |   |


## Self-help


|  <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Puts hands on breast or bottle when feeding   |  |  |  |   |
| Tolerates stimulation to gums when adult rubs gums with finger or trainer toothbrush            |  |  |  |   |


|  <b>Sleeping</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Has regular sleeps during the day  |  |  |  |   |
| Able to settle more easily to sleep at night   |  |  |  |   |


Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

## Summary sheet

|  <b>Communication</b>                             | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room)                    |   |   |
| Responds differently to different tones of your voice (e.g. sing-song, questioning, soothing, playful)                            |   |   |
| Uses voice, <b>gesture</b> , <b>eye contact</b> and <b>facial expression</b> to make contact with people and keep their attention |   |   |
| <b>Babbles</b> by repeating a series of the same sounds ( <b>reduplicated babble</b> )<br>e.g. ba-ba-ba, ma-ma-ma                 |   |   |
| Makes sounds for pleasure (e.g. <b>vocalises</b> with tuneful voice for minutes at a time to self when lying in cot or at play)   |   |   |

|  <b>Social-emotional</b>                     | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Wary of unfamiliar events  |   |   |
| Responds to <b>facial expressions</b> of happiness and sadness in others (e.g. smiles if adult smiles, frowns if adult frowns) |   |   |
| Laughs and squeals when happy or excited   |   |   |

|  <b>Social-emotional</b>                                   | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Prefers particular people (e.g. is happier and more settled with preferred carers, and unsettled or distressed with less preferred people) |   |   |
| Can tolerate short separations from parent and show pleasure at return   |   |   |

|  <b>Cognition and play</b>                  | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Predicts/anticipates a familiar activity (e.g. gets excited upon seeing spoon, anticipates game from seeing a familiar toy) |   |   |
| Repeats action to make sound again (e.g. shaking rattles, squeezing noise makers)   |   |   |
| Persistently and deliberately reaches out for toys that interest him/her  |   |   |
| Smiles at image of self in mirror (but does not realise the reflection is him/herself)                                      |   |   |
| Plays with and explores objects by touching them  |   |   |





**Motor and sensory**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

When lying on tummy, can lift head and chest and support self with straight arms and flat hands

Takes weight through legs and bounces up and down when held in a standing position

Plays with objects by banging, shaking, turning them around in his/her hands

Feels and plays with toys/objects of different textures

Deliberately turns head/eyes



**Self-help**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Puts hands on breast or bottle when feeding

Tolerates stimulation to gums when adult rubs gums with finger or trainer toothbrush

Has regular sleeps during the day

Able to settle more easily to sleep at night

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

# Early Support

Helping every child succeed

## Developmental journal

for babies and children  
with down syndrome

Step 4



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 4

### Into Step 4 – Communicating more effectively

Children are keener to communicate and they're on the way to starting to talk. As well as using more recognisable **speech sounds**, they point, nod and shake their heads. They make more effort to communicate and if they're not understood straight away, they repeat what they 'say' to get their message across. For some children, this is a frustrating time. You can help by saying what you think your child is trying to express. Using short, simple sentences shows children how thoughts can be put into words.

If you have not tried it before, now might be a good time to start using a sign system, like Makaton or Signalong. Children with Down syndrome are usually good at learning visually, but find it harder to learn from listening alone. Sign can help them to 'see what you are saying'. Like all children, they understand more than they can say – but it may take longer for words to come. Using signs as you talk helps children to understand what you're saying and it helps them to communicate with you if they use signs before they can manage words.

Children begin to combine sounds, too – they string sounds together and make short 'sentences' of sounds or longer strings of **babble** that begin to sound more like speech. Your child may start to use particular sounds to mean particular things – for example, when they want a drink. These 'sounds for things' are the first steps towards words and should be encouraged. Your child is also likely to start copying sounds and movements that you make and this can be the basis of fun games together. You'll find they enjoy watching your face and can copy lip movements. Remember that any games using **speech sounds** help children to hear all the sounds in words and this in turn helps them to learn to talk.

### Playing games together

One of the reasons why children want to communicate more is that their thinking and understanding have developed. You can help by introducing toys and activities that bring more variety and new challenges, remembering that young children need things that stretch them a bit, but not too much. Plenty of success and praise encourage children to develop their abilities and to be adventurous in tackling new things. Children at this stage of development often benefit from lots of repetition – what seems boring to us is new learning for them, and repetition helps to consolidate learning. Children learn a surprising amount through observation as well, and so give your child plenty of opportunity to watch you and other people going about your everyday lives. You may also notice that your child's memory is improving and that they're recognising people and things for the first time.

### Social games and relationships

Children become more sociable. Your child will join in more with games that you play together, like bouncing on your knees to favourite songs or rhymes. Games like these are good, because they help children learn about routines and to anticipate events. This also helps to build security into your relationship. A key part of building a secure relationship is good emotional communication. Your child needs to learn that you can be relied on for comfort, for sympathy and general understanding of their ups and downs. Being sensitive and responsive to your child's needs and how they express them is important.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 4 continued

#### Paying more attention to people and activities

As well as staying awake for longer periods, children become able to sustain attention on activities for longer. They're able to concentrate on things and are more observant of the people and events around them. Your child will probably start to look at you to see how you react to things like sudden noises, or the things that they do, like banging a toy on a table. As well as responding clearly, it's good to talk about the things that you're both attending to. This helps your child develop an awareness of other people's thoughts and feelings, as well as making connections between events, words and consequences. Because of their new interest in you and what you think, this is an important time to show your child how pleased you are with their new achievements.

#### Learning through play

Children are learning a lot about the wider world and about the things in it. They're beginning to understand that objects exist even when they can't be seen. Before, it was as if 'out of sight' was 'out of mind', but now children start to find objects that are hidden, so you can play peek-a-boo and hiding games, which are especially interesting to children at this stage of development. You can help by introducing them to pretend games, like 'feeding teddy'. Even if they can't do it yet, they're learning more about things that they'll soon be able to do for themselves. As they get better at doing things, children get especially interested in the results of their own actions – for example, they may have fun putting one thing on another and then pushing it over. Choosing appropriate toys, and joining in yourself, helps children get the most out of this sort of game.

#### Moving further

Around about this time, children are likely to get around more efficiently on the floor by crawling and start to pull themselves up to stand. As your child becomes more mobile, making your house 'child-friendly' is a priority. You can help by holding them up and supporting them while they practise moving. Your child will also be getting more skilled at picking up objects and doing new things with them. This is a good opportunity to introduce toys with new features offering new possibilities.

## Communication



### Attention and listening

#### Emerging

Behaviour is seen for the first time  
(date and child's age)

#### Developing

Behaviour occurs sometimes  
(date and child's age)

#### Achieved

Behaviour occurs often/usually  
(date and child's age)

Any notes or queries on how your child does this


Turns immediately to familiar voices across a room

Watches and follows adult movements

Enjoys singing or rhyme games

Anticipates actions, tickles etc. from sounds and tunes of songs and rhymes (e.g. giggles at end of 'round and round the garden' waiting for the tickle to come)

Responds to music by swaying, bouncing etc.

|  <b>Understanding</b><br>(of speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Recognises and responds to own name (e.g. turns or looks up in response to name)  |   |   |   |   |
| Recognises some family names (e.g. mummy, daddy, names of siblings)   |   |   |   |   |
| Regularly stops activity when told 'no'   |   |   |   |   |

|  <b>Expression</b><br>(using speech and/or gesture)   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Uses voice or <b>gesture</b> to: <ul style="list-style-type: none"> <li>– attract attention (e.g. holding up objects, waving arms)</li> <li>– ask for things (e.g. reaching, opening and shutting hands)</li> <li>– refuse (e.g. pushing objects away, shaking head)</li> </ul> |   |   |   |   |
| Uses voice, <b>gestures</b> or actions to join in with a familiar rhyme or game   |   |   |   |   |
| Waves bye-bye through <b>imitation</b> (i.e. copies when others wave to him/her)  |   |   |   |   |



**Speech production**

| <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age)   | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|---|
| Begins to imitate the voices of others, especially the <b>vowels</b> and 'ups and downs' of speech ( <b>intonation</b> )   |  |  |   |
| Begins to <b>imitate</b> sounds – may copy you if you copy the child's sounds first  |  |  |   |
| Communicates friendliness or annoyance through <b>vocalisation</b>   |  |  |   |
| Voice is tuneful and expressive  |  |  |   |
| Voice starts to have the tone and <b>rhythm</b> (patterns and stresses of familiar <b>phrases</b> ) of the language spoken at home (first language)                |  |  |   |
| Vocal <b>babble</b> is increasingly speech-like, containing <b>consonants</b> and <b>vowels</b> such as: /baba/ /gaga/   |  |  |   |
| Tries lots of ways of making <b>consonants</b> in <b>babble</b> :<br>– most common /b/, /p/, /d/, /t/, /g/, /k/ are called stops; /m/, /n/, /ng/ are called nasals |  |  |   |




|  <b>Speech production</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Produces and copies mouth movements for <b>speech sounds</b> (e.g. putting lips together for /m/, rounding lips for /oo/)  |  |  |  |   |
| Begins to use varied double <b>syllable</b> sounds, e.g. 'dadi', 'babu' or uses a variety of syllables in continued babbling, e.g. 'badago' ( <b>variegated babble</b> ) |  |  |  |   |


## Social-emotional


|  <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Reacts to an audience; e.g. repeats an activity/action that is received positively (a smile, laughed at, applauded, cheered)          |  |  |  |   |
| Shows awareness of other children (e.g. watching and smiling or moving closer to them)  |  |  |  |   |
| Shows more differentiated feelings/ <b>emotions</b> (e.g. joy, fear, anger, surprise)   |  |  |  |   |


|   | <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|---|---|---|---|
| Shows delight at active play (e.g. rough and tumble, tickling)                    |  |   |   |   |   |
| Laughs with favourite people  |  |   |   |   |   |
| Laughs during games   |  |   |   |   |   |
| Repeats enjoyable activity  |  |   |   |   |   |
| Demonstrates motivation and curiosity when exploring a new and interesting object |  |   |   |   |   |


|  <b>Attachment</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Likes to be close to adult – may cry and try to follow (by looking, reaching or crawling) when carer leaves the room                           |  |  |  |   |
| Expresses affection to familiar carers   |  |  |  |   |
| Looks back to parent/carer to check if not sure about something (e.g. looks back to check mother's reaction if stranger tries to pick them up) |  |  |  |   |

## Cognition and play

|  <b>Cognition</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Looks towards the floor when object is dropped by others   |  |  |  |   |
| Watches own hand movements intently (for at least 5 seconds)                                       |  |  |  |   |
| Watches toy being partially hidden under cloth or container and then finds it                      |  |  |  |   |

|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Looks for objects that s/he has just dropped   |   |   |   |   |
| Struggles to get objects that are out of reach   |   |   |   |   |
| Anticipates movement of objects/ persons in space (e.g. if ball rolls behind the couch, looks to the other side of the couch, expecting it to re-appear) |   |   |   |   |
| Actively explores objects using all senses – shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, poking                             |   |   |   |   |
| Remembers faces of people seen regularly   |   |   |   |   |
| Begins to understand cause and effect – will repeat actions in order to repeat the effects   |   |   |   |   |


|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Pulls cloth/mat towards him/her to reach a toy (i.e. makes the toy/object come closer by pulling the surface it is lying on)  |   |   |   |   |
| Uses objects to make sounds – bangs them together, hits toys with hammer, shakes rattle etc.  |   |   |   |   |
| Stares with increased interest when a new object is shown to him/her  |   |   |   |   |
| Watches the actions of others for at least 5 seconds  |   |   |   |   |
| Imitates actions s/he sees performed by others that are already in his/her repertoire (e.g. if s/he knows how to bang hands on the table, s/he will copy another person doing this) |   |   |   |   |

|  <b>Play</b>                            | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Enjoys playing peek-a-boo   |   |   |   |   |
| Shows excitement during turn-taking games (e.g. claps hands, giggles as turn gets closer)                               |   |   |   |   |
| Can still be surprised by things disappearing and then reappearing suddenly (e.g. enjoyment of pop-up toys)             |   |   |   |   |
| Reaches out for mirror image, or plays with reflection in mirror. Still doesn't realise this image is of them           |   |   |   |   |
| Mouths books, turns over several pages at once, stops momentarily at page that catches eye because of colour or texture |   |   |   |   |


## Motor and sensory

|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Sits alone without support and with a straight back   |   |   |   |   |
| Sits and manipulates toys with hands  |   |   |   |   |
| When sitting, can pick up a toy without losing balance  |   |   |   |   |
| Can lean forward when sitting   |   |   |   |   |
| Can move from sitting position to hands and knees (crawl position)                                      |   |   |   |   |
| Crawls, bottom shuffles or rolls continuously to move around  |   |   |   |   |
| Pulls self up to standing but cannot lower self down again (falls backward with a bump)                 |   |   |   |   |
| Supports whole weight on legs if holding on to support  |   |   |   |   |

|                                  | <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
| Can release toy from grasp by dropping or pressing against a firm surface, but can't yet place down deliberately |  |  |  |  |   |
| Picks up things between thumb and fingers – <b>immature pincer grasp</b>   |  |  |  |  |   |
| Stretches out with one hand to grasp toy if offered  |  |  |  |  |   |
| Looks at and pokes small objects like crumbs with index finger   |  |  |  |  |   |

|  | <b>Vision</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---------------|--|--|--|---|
| Watches and follows people/objects/ happenings in the environment up to 3m away    |               |  |  |  |   |
| Watches toy/object as it falls down  |               |  |  |  |   |
| Eyes now move together to look at people and objects                               |               |  |  |  |   |




|  <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Grasps finger foods and brings them to mouth  |  |  |  |   |
| Closes mouth on finger foods to suck/break them   |  |  |  |   |
| Opens mouth for spoon   |  |  |  |   |
| Accepts range of tastes   |  |  |  |   |
| Accepts range of consistency (runny, thick, paste)  |  |  |  |   |
| Accepts range of textures (smooth puree, chopped food, small soft lumps)                        |  |  |  |   |
| Locates and squashes or spits out lumps   |  |  |  |   |
| Tries to grasp spoon when being fed   |  |  |  |   |
| Holds own bottle/sipper cup   |  |  |  |   |
| Drinks from cup held by adult   |  |  |  |   |

|   | <b>Sleeping</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|-----------------|--|--|--|---|
| Anticipates bedtime due to routine (e.g. bath, pyjamas, drink, story then expects to be put down) |                 |  |  |  |   |
| No longer requires feeding at night   |                 |  |  |  |   |
| Sleeps consistently for several hours during the night  |                 |  |  |  |   |

|  | <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|----------------|--|--|--|---|
| Tolerates gentle splashing in the bath   |                |  |  |  |   |
| Tolerates face and hair washing  |                |  |  |  |   |
| Tolerates gum stimulation and teeth cleaning routines as teeth emerge (e.g. with finger-brush) |                |  |  |  |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

|  <b>Communication</b>   | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Anticipates actions, tickles etc. from sounds and tunes of songs and rhymes (e.g. giggles at end of 'round and round the garden' waiting for tickles to come) |   |   |
| Recognises own name and some family names (e.g. mummy, daddy, sibling names)  |   |   |
| Uses voice or <b>gesture</b> to attract attention, ask for things or refuse   |   |   |
| Begins to <b>imitate</b> sounds   |   |   |
| Vocal <b>babble</b> is increasingly speech-like, containing <b>consonant</b> and <b>vowel sounds</b>  |   |   |

|  <b>Social-emotional</b>             | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Shows awareness of other children (e.g. watching and smiling or moving closer to them)                               |   |   |
| Shows more differentiated feelings/ <b>emotions</b> (e.g. joy, fear, anger, surprise)                                |   |   |
| Demonstrates motivation and curiosity when exploring a new and interesting object                                    |   |   |
| Likes to be close to adult – may cry and try to follow (by looking, reaching or crawling) when carer leaves the room |   |   |
| Looks back to parent/carers to check if not sure about something   |   |   |



**Cognition and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Watches toy being partially hidden under cloth or container and then finds it

Anticipates movement of objects/persons in space (e.g. if ball rolls behind the couch, looks to the other side of the couch expecting it to re-appear)

Actively explores objects using all senses – shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, poking

Understands cause and effect – will repeat action in order to repeat the effect

Shows excitement during turn-taking games (e.g. claps hands as turn gets closer)



**Motor and sensory**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Sits alone without support and with a straight back

Crawls, bottom shuffles or rolls continuously to move around

Supports whole weight on legs if holding on to support



## Motor and sensory

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Starts to pick up things between thumb and fingers (*immature pincer grasp*)

Watches and follows people, objects and happenings up to 3m away



## Self-help

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Closes mouth on finger foods to suck/break them

Accepts a range of textures (smooth puree, chopped foods, small soft lumps)

Anticipates bedtime due to routine (e.g. bath, pyjamas, drink, story then expects to be put down)

Tolerates gum stimulation and teeth cleaning routines as teeth emerge

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 5**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 5

### Into Step 5 – Talking and communicating

Children now start to use language for all sorts of purposes. They begin to use their own 'sounds/words' for things and clearly understand simple things that you say to them. They can point to pictures of objects when you say their names so this is a good time to introduce simple picture books. Your child will also benefit greatly from hearing you and other people talking about what they're experiencing – that is what they're seeing, hearing, feeling and doing.

As well as starting to use a few recognizable words, children use **gestures** and particular sounds to communicate. Although helping and encouraging them to learn to talk is important, it's **communication** – getting the message across – that's the key thing. Use whatever works best for you and your child – words, **signs** or **gestures** – and continue to praise their efforts and successes. Continue using listening and **speech sound** games for words and sounds – they really do help.

Your child will probably also start to be more expressive, using different tones of voice to call you and to ask, tell or refuse. When your child starts to say 'no', daily life gets more difficult, but it's also a positive sign that they're now ready to take some control of their life. Children at this stage of development can sometimes be 'difficult', and get frustrated by things that they want to do but can't or shouldn't do. Having interesting toys and activities to use as distractions can help to overcome some of these difficulties.

### Visual learners

Picture books are enjoyed by most children at this stage of development, especially when you look at them together. Books can help your child to learn the names for categories of things as well as objects and people, because they can now recognise different groups of things like cars, cats and cushions. Children with Down syndrome usually love to look at books and it's a great way to teach them, as they remember things that they see and hear more easily than things that they just hear.

### Social and emotional progress

Your child's **attachment** to you is likely to move forward. You'll begin to notice that they behave differently towards strangers and may even show anxiety when strangers appear or when you have to leave them for a while. Giving your child comfort and support helps them to cope with these new feelings. It also helps them to learn that you can be relied on to return, even if you're out of sight for a while.

### Understanding more

Children at this stage of development think about more than what's in front of them. They're aware when something is missing or when they want something that's not in sight. Again, this is where **communication** comes in. Responding to what your child is trying to express – for example, when they want something – shows them how useful it is to communicate.



## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 5 continued

All this means that it's a good time to play different hiding games. Children get better at picking things up, removing covers and searching for things. You can encourage them to use these new skills by hiding objects in containers and other similar games. 'Putting in' and 'taking out' games are often very popular, so it helps to have toys that your child can do this with. They also like to stack large rings and to build with bricks.

Children start to enjoy using crayons, felt tips and paint brushes. At first, it will just be scribbling and broad brush strokes, but this lays the basis for learning to draw and write later on. They'll also begin to enjoy finger painting and playing with pastry or 'play dough'.

#### Walking and standing practice

Your child is getting closer to beginning to walk and may be able to stand alone for a short time. They may begin to **cruise** around the furniture holding on to support themselves. You can help them exercise the right muscles by supporting them while they practice these skills.

# Communication



## Attention and listening

### Emerging

Behaviour is seen for the first time (date and child's age)

### Developing

Behaviour occurs sometimes (date and child's age)

### Achieved

Behaviour occurs often/usually (date and child's age)

Any notes or queries on how your child does this

Looks at the person speaking

Follows with gaze when an adult directs attention to near objects by looking and pointing (e.g. adult points to a dog and says 'look at the dog' and the child looks at the dog)


Can get absorbed in an activity and will ignore distractions

Locates the direction sounds come from (e.g. looks appropriately in the direction of the sound)

Recognises the voices of key people in his/her life

Imitates and joins in **babble** of others

Understands the meaning associated with some environmental sounds (e.g. hears a telephone and immediately looks at the telephone)

|  <b>Understanding</b><br>(of speech, sign and/<br>or gesture)   | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Shows understanding of familiar objects by actions (e.g. pretends to drink from an empty cup, uses brush on hair)   |  |  |  |   |
| Initiates give and take games by offering objects   |  |  |  |   |
| Responds to simple familiar language in context (e.g. child moves/looks to door when parent holds keys and says 'It's time to go'.) At this stage, the child is mainly responding to tone of voice and situational clues in a particular, well-known routine. |  |  |  |   |
| Understands names of some common objects (e.g. picks up or points to a toy when it is named and signed)   |  |  |  |   |
| Waves bye-bye when asked  |  |  |  |   |
| Responds to keywords and/or signs in play (e.g. parent asks 'Where's the ball?' and child looks to find the ball)   |  |  |  |   |



**Expression**  
(using speech, sign and/  
or gesture)

**Emerging**  
Behaviour is seen  
for the first time  
(date and child's age)

**Developing**  
Behaviour occurs  
sometimes  
(date and child's age)

**Achieved**  
Behaviour occurs  
often/usually  
(date and child's age)

**Any notes or queries on how your child does this**

Begins to point to objects, self and others close by, using index finger

Uses **gesture** or voice to respond

Uses **gesture** or voice to direct attention to objects and people as well as self

Makes it clear through **gesture** or voice when s/he wants something to happen again (e.g. play a game again or wants more to eat)


Copies **gestures** as part of games and familiar routines (e.g. clapping hands, waving 'bye', blowing kisses, open hands for 'where is it' or 'all gone')


Communicates for a range of different purposes (e.g. to greet, to request, to protest, to label objects and people)

|  <b>Speech production</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Uses sounds like those in the language used in the home  |  |  |  |   |
| Copies and uses voice <b>spontaneously</b> as part of games/familiar routines (e.g. 'bye-bye', 'all gone')   |  |  |  |   |
| Copies <b>symbolic noises</b> and baby words (e.g. 'woof-woof', 'choo-choo')   |  |  |  |   |
| Produces <b>symbolic noises</b> and baby words <b>spontaneously</b> (e.g. 'aaah!' when cuddling toy, 'brmm-brmm' for a car)  |  |  |  |   |
| Uses a range of <b>vowels</b> from the language heard in the home, e.g. /i/ as in bit, /a/ as in bat, /e/ as in bet, /u/ as in but (English language)              |  |  |  |   |
| <b>Vocalises</b> in attempts to copy words   |  |  |  |   |
| Imitates familiar <b>consonants</b> and <b>vowel sounds</b> associated with frequently used toys and/or pictures (e.g. 'baa-baa' for a sheep, 'moo-moo' for a cow) |  |  |  |   |


## Social-emotional


|  | <b>Social-emotional understanding and expression</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Responds differently to children and adults (e.g. may be more interested in watching children than adults, may pay more attention when children talk to him/her) |  |  |  |   |
|  | Is aware of others' feelings (e.g. looks concerned if hears crying, looks excited if hears a familiar happy voice)   |  |  |  |   |
|  | Makes body stiff and vocalises when protesting   |  |  |  |   |

|  | <b>Attachment</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|--|---|
|   | Explores new toys and environments, but looks back to parent regularly to 'check in' |  |  |  |   |
|   | Needs reassurance from parent when in a social situation with strangers              |  |  |  |   |


|  <b>Attachment</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| May become distressed and anxious if left somewhere without parent or carer                        |  |  |  |   |
| Clings to parent and hides face when feeling scared or overwhelmed                                 |  |  |  |   |


## Cognition and play

|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Watches people and events for a long time (several minutes)  |  |  |  |   |
| Gazes at a picture of self   |  |  |  |   |
| Explores new objects systematically (e.g. first banging, then mouthing, then turning over) – helps growing understanding and awareness of cause and effect |  |  |  |   |
| Knows there are different ways to play with different toys (e.g. ball is for rolling or throwing, car is for pushing, blocks are for posting)              |  |  |  |   |


|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Interested in things that go together (e.g. cup and saucer, parts of a puzzle)  |   |   |   |   |
| Realises one object can act as a container for another (e.g. puts smaller objects inside bigger ones)   |   |   |   |   |
| Looks at pictures in books with interest without needing adult input  |   |   |   |   |
| Makes marks on paper using crayon   |   |   |   |   |
| Aware of routines and anticipates what will happen next (e.g. expects to be fed if placed in highchair) – may become distressed if the expected routine doesn't happen  |   |   |   |   |
| Can imitate sounds or <b>gestures</b> that are not part of his/her repertoire (i.e. child watches adult carefully and then imitates something s/he has not done before) |   |   |   |   |





|  <b>Cognition</b>                    | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Can imitate using an object (e.g. holds beater and bangs drum, pushes button on a toy etc. after seeing adult do it) |   |   |   |   |
| Can imitate clapping hands   |   |   |   |   |
| Watches toy being hidden under a cloth or container and finds it immediately   |   |   |   |   |
| Drops toys deliberately and repeatedly and watches them fall to the ground   |   |   |   |   |
| Looks in the right place for toys that fall out of sight   |   |   |   |   |
| Practises new skills repeatedly  |   |   |   |   |

|  <b>Play</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Can play by focusing his/her attention on the same toy as another child at the same time  |   |   |   |   |
| Creates variations on familiar games (e.g. 'hides' in different ways during peek-a-boo games and frequently tries out new ways of 'hiding') |   |   |   |   |
| Rolls ball or toy car to others   |   |   |   |   |
| Anticipates body movements that go with rhymes (e.g. bringing hands together for 'clap hands')  |   |   |   |   |
| Enjoys knocking down towers built by adult  |   |   |   |   |
| Engages in simple pretend play with soft toys (e.g. hugs and kisses teddy)  |   |   |   |   |
| Enjoys putting objects in and out of containers   |   |   |   |   |


## Motor and sensory


|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Can rise to sitting position from lying down  |   |   |   |   |
| Crawls on hands/knees or shuffles on buttocks   |   |   |   |   |
| Kneels up against furniture   |   |   |   |   |
| Pulls self up to standing against furniture and can lower self back down again                          |   |   |   |   |
| Walks around furniture lifting one foot and stepping sideways ( <b>cruising</b> )                       |   |   |   |   |
| Bends to pick up a toy from the floor when standing up holding onto furniture                           |   |   |   |   |
| Walks with one or both hands held by adult  |   |   |   |   |
| Stands by him/herself for a few seconds   |   |   |   |   |
| Throws toys/objects deliberately  |   |   |   |   |


|  | <b>Fine movements and hand-eye co-ordination</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|---|
|  | Holds an object in each hand and brings them together in the middle (e.g. Holds two blocks and bangs them together) |   |   |   |   |
|  | Picks up small objects easily between thumb and index finger ( <b>pincer grasp</b> )                                |   |   |   |   |
|  | Uses index finger to point at objects   |   |   |   |   |
|  | Picks up larger objects (e.g. teddy, ball)  |   |   |   |   |
|  | Drops toys or objects deliberately  |   |   |   |   |
|  | Puts toys or objects into a container   |   |   |   |   |
|  | Takes toys or objects out of a container  |   |   |   |   |
|  | Helps turn pages in a book  |   |   |   |   |
|  | Holds pen using a <b>palmar grasp</b> and tries to imitate scribble   |   |   |   |   |
|  | Removes pieces from inset puzzle and large pegs from pegboard   |   |   |   |   |


|  <b>Vision</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Predicts path of moving object (knows where moving object is likely to go and looks there)     |  |  |  |   |

## Self-help

|  <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Drinks from feeder cup with help  |  |  |  |   |
| Attempts to use spoon – can guide towards mouth but food often falls off                        |  |  |  |   |
| Bites finger foods  |  |  |  |   |
| Eats lumps (e.g. in yoghurt or semi-pureed food)  |  |  |  |   |

|  <b>Sleeping</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Is sleeping through the night consistently   |   |   |   |   |
| Accepting of regular bedtime   |   |   |   |   |

|  <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Plays with a range of bath toys   |   |   |   |   |
| Begins to actively participate in bathing (e.g. offers or lifts body part ready for washing)    |   |   |   |   |

|  <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Actively co-operates with nappy changing (e.g. Lies still, helps hold legs up)                    |   |   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

## Summary sheet



### Communication

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Understands the meaning associated with some environmental sounds (e.g. hears a telephone and looks at telephone)

Understands names of some common objects (e.g. picks up or points to a toy when named)

Uses **gesture** or voice to respond

Communicates for a range of different purposes (e.g. to greet, request, protest, label objects/people)

**Vocalises** in attempts to copy words



### Social-emotional

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Is aware of others feelings (e.g. looks concerned if hears crying)

Makes body stiff and vocalises when protesting

Explores new toys and environments, but looks back to parent regularly to 'check in'





## Social-emotional continued

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

May become distressed and anxious if left somewhere without parent or carer

Clings to parent and hides face when feeling scared or overwhelmed



## Cognition and play

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Knows there are different ways to play with different toys (e.g. roll a ball, push a car, cuddle a teddy)

Aware of routines and anticipates what will happen next (e.g. expects to be fed if placed in highchair)

Imitates new sounds or gestures after observing adult closely

Watches toy being hidden and then finds it immediately

Will focus on an interesting object/toy with another child at the same time

Enjoys play with soft toys (e.g. hugs and kisses teddy) – start of **pretend play**



**Motor and sensory**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Can rise to sitting position from lying down

Walks around furniture holding on for support, lifting one foot and stepping sideways (**cruising**)

Uses index finger to point at objects

Removes pieces from inset puzzle and large pegs from pegboard

Predicts path of moving object (looks where moving object is likely to go)



**Self-help**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Attempts to use spoon – can guide towards mouth but food often falls off

Eats lumps (e.g. yoghurt, semi-pureed food)

Actively co-operates with nappy changing (e.g. lies still, helps hold legs up)

Accepting of regular bedtime

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 6**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 6

### Into Step 6 – A major step forward

Most children are beginning to walk and to talk. Being able to walk gives your child many more opportunities to explore. Being able to talk gives them many more ways to say what they think and feel, and for you to help them use language to learn. It's important to arrange your house so that your child has plenty of opportunities to walk about and explore safely, so they can make the most of their new skills. Time outside to exercise is good, too, and helps children learn more about the world.

### More language

Plenty of talking about things that a child is interested in helps to build their store of words. They're likely to be interested in copying your words, sometimes just to try out new sounds and they're beginning to learn how words can be put together. Soon they're using these new skills to express more complicated ideas and wishes. Generally, children are better at understanding language than speaking it, but you should still try to match what you say to what your child can understand. At this stage, children are still likely to understand simple, short sentences best.

Learning by watching other people is now more important and children learn about language by listening to you talking with other people. Playing with another child who is at a similar level of development and ability can also be very helpful – as can television. Many children's TV programmes have good picture content to help children understand the language being used and these are all good ways of hearing lots of language being used. Reading picture books together, encouraging your child to point to pictures and playing picture-matching games continue to be good ways to teach words.

### More play activities

Lots of new skills emerge as children move through Step 6. 'Reading' a book by turning the pages, building with blocks, putting things together and taking them apart all show your child's growing curiosity and expanding interests. You can help by providing new sets of toys from the kitchen cupboard and elsewhere – pots, pans, empty plastic tubs, wooden spoons. Children have longer attention spans, but there are also likely to be times when they find it hard to maintain their interest. It's important not to push them when they're finding it hard to stay interested in something. Equally, it's important to encourage and praise them when they're doing well. Self-motivation is growing fast and you can help by making sure your child has plenty of experiences of success.

### Pretend play

Children at this stage of development start to understand what it means to pretend. 'Feeding dolly/teddy' together is the sort of game children like and these sorts of games help them to learn more about caring for themselves and other people. Other sorts of [imaginative play](#), like playing with toy farm animals, are good ways to learn about the world.

### Playing with other children

Children become more sociable towards other children and begin to show interest in what they're doing and trying to join in. There's a lot of new learning involved here – how to be gentle with other people, how to take turns and so on. You'll probably need to keep a close eye on your child during first encounters to help them learn the rules of playing together. You may also need to help them learn to communicate with their playmates – for example, by showing them how to ask for things rather than grabbing them.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 6 continued

#### Learning practical skills

Children begin to feed themselves with a spoon – a messy business at first but very important for their self-confidence. It's time, as well, to introduce your child to other practical skills like brushing teeth, washing and dressing.

#### Becoming more independent

Your child's growing independence may also mean they become more wilful. They may 'play up' at mealtimes and this is often a phase when sleeping difficulties become an issue. Regular routines can help your child to continue to learn that life is predictable and that there are particular times when particular things happen. It's important to set clear boundaries and stick to them to help children learn to behave in ways that are socially acceptable and age-appropriate. It's particularly important not to 'baby' children with Down syndrome and, as far as possible, to expect and encourage the behaviour appropriate for children of their age so that they can be ready to play with other children and fit into regular toddler, nursery groups and pre-school.

Some children develop a strong attachment to a particular soft toy or blanket and cuddle it when then they feel tired or unhappy. This is their way of learning to comfort themselves without relying on you to do it. Don't take such signs as rejection – your child will still need you to be there for them when they get really upset!

# Communication



## Attention and listening

### Emerging

Behaviour is seen for the first time (date and child's age)

### Developing

Behaviour occurs sometimes (date and child's age)

### Achieved

Behaviour occurs often/usually (date and child's age)

## Any notes or queries on how your child does this

Waits for speaker/signer to finish before taking his/her turn

Follows with eyes when others point to distant objects – over 3m away

Attends to an object when parent/carer draws his/her attention to it (by looking and pointing) – **joint attention**



Looks at an object and then back to adult to direct adult attention to it

Concentrates intently on an object or activity of own choosing for short periods

Watches and listens to others, copying some behaviours in own play

Attends to pictures for a short time, labeling and making a comment – this could be done with adult guidance or independently

Bounces rhythmically when being sung to or when listening to music

|  <b>Understanding</b><br>(of speech, sign and/<br>or gesture)                         | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Shows understanding of at least<br>15 words/signs: e.g.<br>– looks at named person<br>– points to or finds an object<br>when asked to (e.g. Where are<br>your shoes?) |  |  |  |   |
| Points to named/signed items in<br>picture books  |  |  |  |   |
| Simple conversations take place<br>between adult and child mainly<br>focusing on the here and now   |  |  |  |   |
|  <b>Expression</b><br>(using speech, sign and/<br>or gesture)                        | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
| Points to objects in the environment<br>to direct adult attention and share<br>interest – may vocalise while pointing   |  |  |  |   |
| Points toward desired objects out of<br>reach to request them   |  |  |  |   |





**Expression**  
(using speech, sign and/  
or gesture)


**Emerging**  
Behaviour is seen  
for the first time  
(date and child's age)

**Developing**  
Behaviour occurs  
sometimes  
(date and child's age)

**Achieved**  
Behaviour occurs  
often/usually  
(date and child's age)

Any notes or queries on how your child does this

| Expression<br>(using speech, sign and/<br>or gesture)  | Emerging<br>Behaviour is seen<br>for the first time<br>(date and child's age) |  | Developing<br>Behaviour occurs<br>sometimes<br>(date and child's age) |  | Achieved<br>Behaviour occurs<br>often/usually<br>(date and child's age) |  | Any notes or queries on how your child does this |
|--|---|--|---|--|---|--|--|
| Imitates <b>signs</b> /spoken words  | Sign  |  | Sign  |  | Sign  |  |  |
|  | Spoken  |  | Spoken  |  | Spoken  |  |  |
| Uses approximately five words/ <b>signs</b><br>without prompting   | Sign  |  | Sign  |  | Sign  |  |  |
|  | Spoken  |  | Spoken  |  | Spoken  |  |  |
| Asks for favourite games using<br>words/ <b>signs</b> / <b>gestures</b> (e.g. peek-a-<br>boo by saying 'boo' or hiding face in<br>hands) | Sign  |  | Sign  |  | Sign  |  |  |
|  | Spoken  |  | Spoken  |  | Spoken  |  |  |
| Speaks/ <b>signs</b> to name favourite items<br>(e.g. bubbles, ball, cat)  | Sign  |  | Sign  |  | Sign  |  |  |
|  | Spoken  |  | Spoken  |  | Spoken  |  |  |
| Speaks/ <b>signs</b> to make requests (e.g.<br>drink, more)  | Sign  |  | Sign  |  | Sign  |  |  |
|  | Spoken  |  | Spoken  |  | Spoken  |  |  |
| Waves 'bye-bye' spontaneously  |   |  |   |  |   |  |  |


|  <b>Speech production</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Babbles freely when alone or playing  |   |   |   |   |
| Own <b>vocalisations</b> sound more like speech and are recognised as 'words' – you may say 'That's his word for...'  |   |   |   |   |
| Imitates familiar spoken words  |   |   |   |   |
| Plays vocal games with parent/carer – copying his/her noises  |   |   |   |   |
| Uses a wide range of <b>consonants</b> and <b>vowels</b> in <b>babble/jargon</b> .<br>/p/, /d/, /b/ ( <b>stops</b> ) are the most common sounds used in first words such as 'bibi' for biscuit. |   |   |   |   |


## Social-emotional


|  | <b>Social-emotional understanding and expression</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|---|
|  | Uses other person to help achieve a goal (e.g. get an object out of reach, activate a wind up toy)                        |   |   |   |   |
|  | Laughs at discrepancies (e.g. putting shoe on head)   |   |   |   |   |
|  | Laughs in <b>anticipation</b> (e.g. waiting for tickle in 'round the garden')   |   |   |   |   |
|  | Becomes distressed if intended action is thwarted (e.g. reaches towards an unsafe object which parent/carer then removes) |   |   |   |   |
|  | Shows interest in the activities of others  |   |   |   |   |
|  | Initiates <b>interaction</b> with other children  |   |   |   |   |


|  <b>Attachment</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Uses parent/carer for 'emotional refueling' when feeling tired, stressed or frustrated (e.g. stops playing to have a cuddle, sits quietly snuggled in on carer's lap for a few minutes, asks for favourite story etc.) |  |  |  |   |
| Takes favourite 'comfort' toy or other object to bed   |  |  |  |   |
| Uses 'comfort' toy or object to calm self when in an unfamiliar environment  |  |  |  |   |
| Prefers to be with familiar people   |  |  |  |   |

## Cognition and play

|  <b>Cognition</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Co-operates in everyday routines (e.g. dressing, bathing, singing games, tidying up)                |  |  |  |   |
| Imitates others' use of objects, <b>gesture</b> or voice almost immediately                         |  |  |  |   |

|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Experiments – tries something and then reflects on it, and tries something else (e.g. if a puzzle piece doesn't fit, tries it in the other holes)  |   |   |   |   |
| Intensely curious, exploring objects, rooms and outside areas (NB: If child is not yet mobile, they may show curiosity by pointing or looking at areas/objects they would like to explore) |   |   |   |   |
| Recognises favourite toys, games and activities (e.g. sees character in favourite book and brings same toy for you to play with)   |   |   |   |   |
| Enjoys listening to the same story over and over again   |   |   |   |   |
| Shows problem-solving skills after demonstration by adult or older child (e.g. uses stick to obtain object out of reach, puts toys in bag or pockets if too many to carry etc.)            |   |   |   |   |
| Demonstrates persistent search for objects, even when hidden under 2-3 covers  |   |   |   |   |


|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Enjoys picture books and simple stories  |   |   |   |   |
| Play demonstrates understanding of use of objects – may put telephone to ear, turn the pages of a book, stir a spoon in a cup, attempt to place pieces in a puzzle |   |   |   |   |
| Demonstrates early pretend behaviours (e.g. pretends to be asleep – covers self with a blanket and closes eyes)  |   |   |   |   |
| Copies the actions and activities of others as part of his/her play  |   |   |   |   |
| Links ideas in play in simple combinations (e.g. puts doll in car then pushes car along)   |   |   |   |   |
| Interactive turn-taking games with adult quite often involve toys and other objects (e.g. fetching games, feeding dolly, waving bye-bye to each other)             |   |   |   |   |
| Enjoys teasing games (e.g. 'I'm going to get you' tickling, pretending to give something but then taking it back etc.)   |   |   |   |   |

|  <b>Play</b>     | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Play writes with pencils, chalks and/or crayons  |   |   |   |   |
| Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines |   |   |   |   |
| Uses 'symbolic sounds' for objects and animals (e.g. 'brmm brmm' for car in pretend play)        |   |   |   |   |


Motor and sensory

|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Takes first few steps – feet wide apart, uneven steps, arms raised for balance                           |   |   |   |   |
| Can stand up alone, without holding on to anything   |   |   |   |   |
| Sits down from standing with a bump  |   |   |   |   |
| Crawls upstairs  |   |   |   |   |


|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Comes downstairs backwards on knees (crawling)  |  |  |  |   |
| Carries large toy, or several toys while walking  |  |  |  |   |
| Pulls toy on string along behind while walking  |  |  |  |   |

|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Builds tower of 2 blocks  |  |  |  |   |
| Scribbles with crayon holding it with <b>palmar grasp</b>   |  |  |  |   |
| Turns over container to tip out contents  |  |  |  |   |
| Drops blocks through large round hole in a posting box  |  |  |  |   |



|  | Vision | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|--------|--|--|--|--|
| Watches actions outside and points to show interest                              |        |  |  |  |  |

Self-help

|  | Feeding | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|---------|--|--|--|--|
| Drinks from feeder cup without aid   |         |  |  |  |  |
| Tries to use spoon to feed him/herself   |         |  |  |  |  |
| Chews lumpy food   |         |  |  |  |  |
| Bites pieces of soft biscuit or banana etc.                                      |         |  |  |  |  |


|  | Sleeping | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|----------|--|--|--|--|
| Only having one nap during the day   |          |  |  |  |  |

|  <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Co-operates with teeth brushing   |  |  |  |   |
| Co-operates with drying hands   |  |  |  |   |
| Actively participates in bathing (e.g. uses sponge on arms and legs)                            |  |  |  |   |


|  <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Removes socks  |  |  |  |   |
| Removes unfastened shoes   |  |  |  |   |
| Removes loose hat  |  |  |  |   |
| Co-operates in dressing  |  |  |  |   |


Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

## Summary sheet

|  <b>Communication</b>      | <b>Achieved</b><br>(date and child's age)  | <b>Any notes or queries on how your child does this</b> |      |        |
|--|--|---|------|--------|
| Shows understanding of at least 15 words/ <b>signs</b> (e.g. looks at or points at named object or person) |  |   |      |        |
| Simple conversations take place between adult and child, mainly focusing on the here and now               |  |   |      |        |
| Uses approximately 5 words/ <b>signs</b> without prompting   | <table border="1"> <tr> <td data-bbox="1032 563 1167 659">Sign</td> <td data-bbox="1167 563 1294 659">Spoken</td> </tr> </table> |   | Sign | Spoken |
| Sign   | Spoken   |   |      |        |
| <b>Babbles</b> freely when alone or playing  |  |   |      |        |
| Imitates familiar spoken words   |  |   |      |        |

|  <b>Social-emotional</b>                              | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Laughs at discrepancies (e.g. putting shoe on head)   |   |   |
| Shows interest in the activities of others  |   |   |
| Initiates <b>interaction</b> with other children  |   |   |
| Uses parent/carer for ' <b>emotional refueling</b> ' when feeling tired, stressed or frustrated (e.g. stops playing to have a cuddle) |   |   |
| Uses 'comfort' toy or object to calm self when in an unfamiliar environment   |   |   |

|  <b>Cognition and play</b>                                       | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Experiments – tries something and then reflects on it and tries something else (e.g. if a puzzle piece doesn't fit, tries it in the other holes) |   |   |
| Shows problem-solving skills after demonstration by adult or older child (e.g. uses stick to obtain object out of reach)                         |   |   |
| Play demonstrates understanding of use of objects (e.g. puts telephone to ear, stirs spoon in cup)   |   |   |
| Links ideas in play in simple combinations (e.g. puts doll in car and then pushes car along)   |   |   |
| Interactive turn-taking games with adults involve toys and other objects (e.g. fetching games, feeding dolly)                                    |   |   |

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Takes first few steps – feet wide apart, uneven steps, arms raised for balance                             |   |   |
| Can stand up alone, without holding on   |   |   |
| Scribbles with crayon, holding it with <b>palmar grasp</b>   |   |   |



**Motor and sensory**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Points to desired objects out of reach

Looks with interest at picture books



**Self-help**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Drinks from feeder cup without aid

Chews lumpy food

Bites pieces of soft biscuit or banana etc.

Only having one nap during the day

Actively participates in bathing (e.g. uses sponge on arms and legs)

Co-operates in dressing

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 7**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 7

### Development is often uneven

This Journal presents the behaviours and skills that a typically developing child may be learning for the first time. Children with Down syndrome progress in much the same way as other children within each developmental area (communication, social-emotional or motor and sensory) but they may not make progress across areas in the same way as other children do. They all follow their own pattern, but it can be helpful to know that delay with talking is very characteristic for this group, although some children will begin to use words with their signs as they pass through Step 7. Sometimes, it may seem as if your child has forgotten something they learnt earlier and has taken a step backwards. This may be because they're busy making progress in another area, but sometimes it's just because they need more practice to develop a new skill or ability.

### Into Step 7 – Putting words or signs together

Children have now got the idea that things have names and so this is the time you may begin to see a 'vocabulary spurt' when children want to know the names for everything. Not all children show this sudden interest and for some, it happens a bit later, in Step 8 or 9. As well as learning lots of new names for things, children often also learn a few action words that they combine with names to make simple sentences like 'milk allgone' or 'dolly sleepy'. You can help them develop this ability by expanding what they say and repeating it back to them as part of the conversation. For example, you might say 'Yes, the milk has all gone' or 'That's right, dolly's sleepy and wants to go to bed'. Once your child has learnt a name like 'dog', you may find they start to call all furry, four-legged animals 'dog'. This is a good sign – they're thinking about things that go together, and if you help them, they'll sort out which animals are dogs and which are cats! Children with Down syndrome often find it harder to learn to say words clearly, so any games that help them to practice talking are good.

### Expressing feelings

Children at this stage of development express their emotions and needs more clearly in words. It's important to respond, showing that you understand what they're thinking and feeling, as this helps children manage what are sometimes strong new feelings. You may find your child now understands if you ask when you're not sure what they're trying to say to you. [Gestures](#) and [signs](#) help.

### Developing small sequences of actions

As well as starting to put words together, children are also getting better at putting actions together. For example, they start to learn the order in which to get dressed, or how to put different parts of a toy together. Your child may be able to copy you when you build a tower of two or three blocks. As they get more able to use their hands and fingers, children enjoy playing with toys that have smaller parts, and pieces that fit together – although their mouth is still used sometimes to explore things, so you still need to watch what they're doing carefully. You may notice that your child is beginning to show a preference for one of their hands when doing some things – for example, using a spoon.

Children at this stage of development are interested in objects that make sounds or react in different ways. Books with flaps to lift up and textures to feel as you read them together become particularly interesting. Attention spans are improving, giving more scope for activities that last a bit longer. You may also notice that your child's memory is developing – they recognize things and remember what to do with them.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 7 continued

#### Developing play and learning

Because of all the new things they can do, children's play becomes more complicated and you can introduce new ideas for them to build in. Feeding dolly turns into getting dolly out of bed, getting her washed and dressed, and then giving her breakfast. This is an important way for children to learn more about taking care of themselves. You can begin to use simple instructions to help your child learn. At first, link telling with showing them how to do things – this makes it easier for them to understand.

Children are learning to play games with other people so this is an important time for children to learn about consideration for other people. You can help by encouraging simple co-operative games that involve taking turns. Children with Down syndrome are often good at visual learning – picture card games can be fun and help with learning the names for things as well. You can encourage co-operation with other children by providing plenty of toys and other things to play with. Sharing is a difficult idea for children to learn and having two of a favourite toy helps to avoid squabbles! You can help by showing how to give and take. Relationships with brothers and sisters become more important now, because children learn from and with other children from this point forward.

#### Developing motor skills and being active

When your child has learnt to walk, they can learn new things like climbing stairs, running and kicking a ball. It's worth fitting some 'letting off steam' activities into your child's day. Follow these with 'quietening down' times, like reading a picture book together, because some children need help to calm down after being very active. There are likely to be times when your child is not very co-operative because of their growing independence, or sometimes because they are frustrated. Offering a favourite, familiar activity can be a good way of heading off these difficulties before they become issues.



## Communication



### Attention and listening

#### Emerging

Behaviour is seen for the first time (date and child's age)

#### Developing

Behaviour occurs sometimes (date and child's age)

#### Achieved

Behaviour occurs often/usually (date and child's age)

### Any notes or queries on how your child does this


Looks at adult to gain attention before pointing

Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or **vocalisations**

Understands and follows simple instructions in context such as 'Give me the ball' or 'Kiss Daddy night-night'

Plays 'ready steady go' or '1, 2, 3, go' games, listening and waiting or sometimes **imitating** alongside speaker

Shows **anticipation** in relation to key **phrases** in games (e.g. 'I'm coming' in hide and seek, or chasing games)

|   | <b>Understanding</b><br>(of speech, sign and/<br>or gesture) | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|--|---|
| Understands 1-2 new words<br>each week  |  |  |  |  |   |
| Understands familiar words in new<br>contexts each week (e.g. learns<br>that 'bath' means the bath in other<br>people's houses as well own bath at<br>home) |  |  |  |  |   |
| Selects familiar objects (e.g. will<br>go and find objects when asked or<br>identifies objects from a group)  |  |  |  |  |   |
| Follows simple instructions,<br>particularly if accompanied by<br><b>gestures/signs</b> (e.g. pointing to<br>places, things or people)                      |  |  |  |  |   |
| Identifies simple body parts on self<br>(e.g. hair, eyes, ears, nose)   |  |  |  |  |   |



**Expression**  
(using speech, sign and/  
or gesture)

**Emerging**  
Behaviour is seen  
for the first time  
(date and child's age)

**Developing**  
Behaviour occurs  
sometimes  
(date and child's age)


**Achieved**  
Behaviour occurs  
often/usually  
(date and child's age)


Any notes or queries on how your child does this

|   |        |  |        |  |        |  |  |
|---|--------|--|--------|--|--------|--|--|
| Uses at least 10 words/signs consistently   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses verbs and adjective-type words (e.g. go, sleep, hot, big)  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses words/signs to comment on what's happening (e.g. says/signs bird if sees one in the garden)  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses words/signs to refer to non-present people or objects  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Has favourite 'phrases' or signs that s/he uses often (e.g. 'thatone')  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Sings/signs along with favourite action rhyme (words/signs may be unclear)  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Comments on something that has just happened (e.g. 'doggy' if saw a dog on the way home, 'fall down' if blocks have just crashed over') | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |

|  <b>Speech production</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Uses approximate forms of words to communicate (e.g. 'mu' for more, 'din' for drink)  |  |  |  |   |
| Imitates mouth movements for production of a variety of <b>consonant</b> and <b>vowel</b> combinations e.g. 'mama', 'boo-boo', 'bow-wow'. Child may move mouth but not use voice. |  |  |  |   |
| Uses a wide range of ups and downs ( <b>intonation</b> ) and <b>rhythms</b> to reflect mood, (e.g. excitement, level of interest and involvement)                                 |  |  |  |   |


## Social-emotional


|  <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Shows signs of jealousy  |  |  |  |   |
| Shows defiance   |  |  |  |   |


|                      | <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
| Shows pride and pleasure in new accomplishments  |  |  |  |  |   |
| Is persistent in completing tasks and activities with more than one part (e.g. puzzle, posting etc.) |  |  |  |  |   |

|    | <b>Attachment</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|-------------------|--|--|--|---|
| Plays happily alone but near familiar adult  |                   |  |  |  |   |
| Watches the emotional reactions of parent/carer and uses them as a guide in new situations (e.g. watches parent's face before approaching strange dog, or climbing steps on slide and stops if parent looks anxious) |                   |  |  |  |   |
| Uses parent as secure base from which to explore independently in new environments (e.g. ventures away from parent to play and interact with others, but returns for a cuddle if becomes anxious)                    |                   |  |  |  |   |

## Cognition and play


|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Imitates some everyday routines (e.g. washing clothes, sweeping floor, dusting)  |   |   |   |   |
| Copies things s/he sees and hears others doing around him/her (e.g. <b>phrases</b> , parts of games and actions)   |   |   |   |   |
| Experiments with different objects to look for other new properties – s/he is like a ' <b>little scientist</b> ' (e.g. plays with a plastic bowl by putting it on his/her head, filling it with blocks, banging it, covering toys with it, looking through it) |   |   |   |   |
| Solves simple problems independently (e.g. retrieving out-of-reach toys, carrying toys from one place to another)  |   |   |   |   |
| Matches objects with parts that fit together (e.g. puts lid on teapot)   |   |   |   |   |
| Hands a toy to an adult for assistance, when unable to get it to work and sees adult as someone who can help   |   |   |   |   |


|  <b>Cognition</b>                                     | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| No longer uses mouthing to explore objects  |   |   |   |   |
| Enjoys playing with objects of different sizes that go together (e.g. stacking cups) and learning about the relative sizes of objects |   |   |   |   |
| Finds toy when hidden under one of 2-3 identical covers laid out in a row – uses visual memory to find the right cover                |   |   |   |   |
| Imitates making strokes and dots on paper   |   |   |   |   |
| Joins in simple routines <i>spontaneously</i>   |   |   |   |   |
| Remembers where objects belong (e.g. puts toys away in the right place and knows where to find them later)                            |   |   |   |   |

|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Includes other people and objects in <b>pretend play</b> (e.g. puts doll in bed, makes toy animal/car move, feeds a doll or teddy with a spoon or cup) |   |   |   |   |
| Watches what other children are doing  |   |   |   |   |
| Plays ball co-operatively with an adult (e.g. may kick or roll the ball back and forth)  |   |   |   |   |
| Brings toys to share with parent   |   |   |   |   |
| Enjoys sharing books   |   |   |   |   |
| Loads trolley to move objects around   |   |   |   |   |
| Enjoys 'ready steady go' and '1, 2, 3 go' games  |   |   |   |   |
| Enjoys <b>anticipation</b> games/toys such as 'jack-in-the-box'  |   |   |   |   |
| Understands and follows stories read to him/her. Has favourite stories and characters.   |   |   |   |   |




## Motor and sensory


|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Walks with shorter steps and legs closer together – no longer needs to hold arms up for balance         |   |   |   |   |
| Runs taking care – some difficulty with avoiding obstacles  |   |   |   |   |
| Starts to climb   |   |   |   |   |
| Walks upstairs holding hand of adult  |   |   |   |   |
| Steps backwards downstairs, holding on to each step   |   |   |   |   |
| Bumps down a few steps on bottom  |   |   |   |   |
| Gets onto child's chair without help backwards or sideways  |   |   |   |   |
| Has a wide variety of different ways to sit to play   |   |   |   |   |
| Kneels upright on flat surface without support  |   |   |   |   |


|  <b>Fine movements and Hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Builds a tower with three blocks  |  |  |  |   |
| Shows a preference for one hand or the other (e.g. reaches out with one hand more than the other to pick up toys)                 |  |  |  |   |
| Uses both hands together and in the middle (not to one side or the other) – one holds and the other manipulates                   |  |  |  |   |
| Holds pencil in the middle, using fingers (no longer using <b>palmar grasp</b> )  |  |  |  |   |
| Scribbles <b>spontaneously</b> and makes dots on paper  |  |  |  |   |
| Places large round pegs in pegboard   |  |  |  |   |
| Fits round shapes into puzzle   |  |  |  |   |
| Posts round shape into posting box or shape sorter  |  |  |  |   |


|  | Vision | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|--------|--|--|--|--|
| Recognises familiar people at a distance   |        |  |  |  |  |
| Points to distant interesting objects outside                                    |        |  |  |  |  |
| Watches small moving toy/object at 3m or more away                               |        |  |  |  |  |

Self-help


|  | Feeding | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|---------|--|--|--|--|
| Can locate mouth with empty spoon  |         |  |  |  |  |
| Scoops food onto spoon independently   |         |  |  |  |  |
| Accepts food from a fork   |         |  |  |  |  |
| Combines biting and chewing to eat bread, banana, crisps, biscuits etc.          |         |  |  |  |  |

|  <b>Feeding</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Holds cup with both hands and drinks without much spilling   |   |   |   |   |
| Able to participate in family mealtime routines (e.g. sits in high chair or booster seat at the table, joins in with <a href="#">interaction</a> ) |   |   |   |   |
| Drinks from a straw  |   |   |   |   |

|  <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Tolerates use of toothpaste and brush   |   |   |   |   |
| Co-operates with washing hands  |   |   |   |   |
| Beginning to brush own hair   |   |   |   |   |


|  <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Places hat on head   |   |   |   |   |
| Assists with dressing (e.g. holds out arm for sleeve and foot for shoe)                          |   |   |   |   |
| Aware of where clothes are kept (e.g. outdoor coat and shoes by the door)                        |   |   |   |   |

|  <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Indicates wet or soiled nappy/pants   |   |   |   |   |

|  <b>Independence skills</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Wants to do things independently (e.g. feeding using utensils, undressing self)                               |   |   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

|  <b>Communication</b>                                | <b>Achieved</b><br>(date and child's age) |        | <b>Any notes or queries on how your child does this</b> |
|--|---|--------|---|
| Plays 'ready-steady-go' games, listening and waiting or sometimes <b>imitating</b> alongside speaker                                 |   |        |   |
| Follows simple instructions, particularly if accompanied by <b>gestures/signs</b> (e.g. pointing to people, places, things)          |   |        |   |
| Uses <b>verbs</b> and <b>adjective</b> -type words (e.g. go, sleep, hot, big)  | Sign                                      | Spoken |   |
| Uses words/ <b>signs</b> to comment on what is happening (e.g. says/ <b>signs</b> bird if sees one in the garden)                    | Sign                                      | Spoken |   |
| Imitates mouth movements for production of a variety of <b>consonant</b> and <b>vowel</b> combinations (e.g. mama, boo-boo, bow-wow) |   |        |   |

|  <b>Social-emotional</b> | <b>Achieved</b><br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|--|---|--|---|
| Shows signs of jealousy  |   |  |   |
| Shows pride and pleasure in new accomplishments  |   |  |   |
| Is persistent in completing tasks and activities with more than one part (e.g. puzzle, posting)          |   |  |   |



**Social-emotional**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Plays happily alone, but near familiar adult

Watches emotional reactions of parent/carer and uses them as a guide in new situations (e.g. checks parent's reaction before approaching an unfamiliar dog)



**Cognition and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Imitates some everyday routines (e.g. washing clothes, sweeping floor, dusting)


Solves simple problems independently (e.g. retrieving out of reach toys, carrying toys from one place to another)

Uses visual memory to find a toy when hidden under one of 2-3 covers laid out in a row


Understands and follows stories read to him/her. Has favourite stories and characters

Plays ball co-operatively with adult (i.e. kicks or rolls the ball back and forth)

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Walks with shorter steps and legs closer together – no longer needs to hold arms up for balance           |   |   |
| Has a wide variety of different ways to sit to play   |   |   |
| Builds a tower with three blocks  |   |   |
| Scribbles <b>spontaneously</b> and makes dots on paper  |   |   |
| Fits large round shapes into posting box, puzzle or shape sorter  |   |   |
| Recognises familiar people at a distance  |   |   |

|  <b>Self-help</b>                           | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Scoops food onto spoon independently  |   |   |
| Holds cup with both hands and drinks without much spilling  |   |   |
| Able to participate in family mealtime routines (e.g. sits in highchair or booster seat at the table, joins in interaction) |   |   |
| Tolerates use of toothpaste and brush   |   |   |



|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Assists with dressing (e.g. holds out arm for sleeve and foot for shoe)                           |   |   |
| Indicates wet or soiled nappy/pants   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 8**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 8

### Into Step 8 – Helping sentence learning

Children begin to put words together into short, two word 'sentences', often using **signs** or **gestures** as well. Sometimes it can be hard to understand what they mean, because they're just starting to learn how sentences are built. You can help them learn the rules by repeating back to them what they say in a more 'correct' or complete way. For example, if your child says 'Put dere', you could say 'Yes, put it in there', stressing the different words. Use a positive tone – confirming that you agree with what they've said and are giving them an opportunity to learn from hearing you say it. It helps if you continue to match the level of what you say to what your child can understand and use plenty of **rhythm** and **intonation**. Children learn a lot by listening to and watching other people, so it's important to carry on giving them plenty of experiences that encourage them to do this.

Because children with Down syndrome are visual learners, reading activities can be particularly helpful and enjoyable at this stage of development. 'Home-made', personal books, using family photographs to teach 2 and 3 word 'sentences' are particularly popular. Reading books like this, when read together, help you to help your child join 2 words together – many children learn to read the words quickly.

### Learning to handle emotions

Children at this stage of development have much more of a sense of their own separate identity as people and it is now clearer that they recognize the different people in their life – they recognize familiar faces in photographs and know their own name. They often show a lot more positive affection towards the people they love. However, this goes along with growing independence and so it can be a difficult time. Children sometimes find it very hard to deal with life when they can't do things for themselves, or can't have what they want, and these sorts of frustrations bring strong emotion. Sometimes this may be expressed as hostility towards other people. It's really important that you help your child

to learn how to handle these powerful feelings in an acceptable way. You'll need to give comfort and emotional support at such times, as well as clear messages about what is and what is not acceptable.

### More practice moving

Most children are now very mobile around the house and outdoors, but if your child is still learning, make sure that they can see and get to plenty of interesting toys and activities – this will encourage them to move.

### More challenging play activities

Children's growing understanding and thinking means that play can get more varied and complicated. Your child's attention span is increasing and so they're able to tackle more challenging activities. Simple shape-fitting puzzles with a few large pieces help children to use fingers and hands. Playing with toy plates, cups and pretend food is a fun game at this stage of development and your child can learn a lot from games like this, where daily activities are acted out. These sorts of games are also a good opportunity for your child to learn through play with brothers, sisters and friends.

### Becoming independent

Self-help in daily life (feeding, washing and dressing) is something that can be encouraged and rewarded, one step at a time. For this sort of learning, and for many other areas too, you can help by offering just enough support for them to experience success. Success builds self-confidence and a wish to achieve more and gentle support helps them feel good about doing things for themselves. Children at this stage of development can feed themselves some of the time. You can help motivate them by giving them a lot of variety in their food, while making sure that they can handle it, either with fingers or a spoon.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 8 continued

#### More understanding

Your child's thinking about the world is progressing all the time. One way this shows itself is in putting things into categories and learning the names for groups of things. Sorting games, like putting things into boxes (all the blue ones go here and all the red ones go over here), can be an enjoyable way of encouraging this and talking about how things are the 'same' and 'different' also helps. Use your local library to get new picture books that help you give your child more opportunities to learn.

#### Time for toddler or pre-school group

Your child may now be ready to play with other children in a toddler group or come other kind of pre-school group. This will help them learn social skills and give them more opportunity to learn by watching other children play. Your child may be clingy for the first few times in a new setting, but this is part of learning that you can be trusted to go away and return for them later. If you're considering leaving your child in the care of someone else for the first time, don't rush into leaving them until they're ready. Children need you there at first, for reassurance. Then try leaving for a short time, to get your child used to the idea and to learn that you will come back.

# Communication



## Attention and listening

| <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) |
|--|--|--|
|--|--|--|

## Any notes or queries on how your child does this

Follows directions if they are part of a game and relate to what s/he is doing (e.g. responds to 'Come and sit here' when a snack or drink is on the table)

Shows **sustained interest** in looking at pictures/ books with adult


Goes to get a specific favourite picture or book when requested

Attends to speech directed to him/her and listens with interest to general talk

Learns to wait for others to finish what they are saying – turn-taking better established and fewer **vocal clashes**

Plays simple co-operative listening games (e.g. 'give it to.....')

Waits for 'go' signal in 'ready, steady, go' games

|  <b>Understanding</b><br>(of speech, sign and/<br>or gesture) | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Recognises and will identify many objects and pictures when named/signed  |  |  |  |   |
| Points to body parts on others (e.g. Mummy's nose, Daddy's eyes)  |  |  |  |   |
| Understands approximately 50 words  |  |  |  |   |
| Picks out two or more objects from a group of four (e.g. 'give me the cup and the doll', 'where's the...?')                                   |  |  |  |   |
| Understands familiar action words (e.g. 'sit down', 'come here', 'stop that')   |  |  |  |   |
| Understands simple questions/ directions (e.g. get your shoes, where is your coat?)   |  |  |  |   |
| Follows directions during play (e.g. 'feed teddy')  |  |  |  |   |



**Expression**  
(using speech, sign and/  
or gesture)


**Emerging**  
Behaviour is seen  
for the first time  
(date and child's age)

**Developing**  
Behaviour occurs  
sometimes  
(date and child's age)

**Achieved**  
Behaviour occurs  
often/usually  
(date and child's age)

Any notes or queries on how your child does this

|   |        |  |        |  |        |  |  |
|---|--------|--|--------|--|--------|--|--|
| Joins in nursery rhymes and songs   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Copies familiar expressions such as 'Oh dear', 'all fall down'  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses a mixture of words/<br>vocalisation and/or sign/gesture<br>to accompany play   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses up to 20 words/signs:<br>– names things and people<br>– comments on what's happening<br>– tells someone something<br>– responds to adult's questions<br>or comments<br>– protests<br>– expresses likes and dislikes<br>– describes actions | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Names pictures of common objects<br>when pointed to   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |


|  <b>Expression</b><br>(using speech, sign and/or gesture)   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|--|---|--|---|
| Joins in simple <b>narrative</b> by answering questions about things that are very familiar (e.g. 'What goes on your feet?' Child answers 'Shoes'), or by filling in the gaps – 'Let's put on your...' – child fills in 'shoes' | Sign  |  | Sign  |  | Sign  |  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |  |   |
| Begins to make little sentences by joining two words/ <b>signs</b> together (e.g. daddy gone)   | Sign  |  | Sign  |  | Sign  |  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |  |   |


|  <b>Speech production</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|--|---|--|---|
| Continues to use simplified versions of words (e.g. 'goggy' for 'dog')                                    |   |  |   |  |   |  |   |
| Imitates <b>intonation</b> of what s/he hears   |   |  |   |  |   |  |   |
| Imitates words by copying some <b>speech sounds</b> and the correct number of <b>syllables</b>            |   |  |   |  |   |  |   |




|  | <b>Speech production</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Talks to self continuously when playing, although this may not be readily understood by adults             |  |  |  |   |
|  | Produces several words recognisable to family members  |  |  |  |   |
|  | Uses a wider range of <b>vowel sounds</b> in words: e.g. /ea/ as in beat, /ai/ as in bait, /oo/ as in boot |  |  |  |   |
|  | Uses a range of <b>consonant sounds</b> in 'words' including: /p/, /d/, /b/, /t/, /g/, /n/, /m/, /w/, /h/  |  |  |  |   |

Social-emotional

|  | <b>Social-emotional understanding and expression</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|--|--|---|
|  | Seeks to be the centre of attention   |  |  |  |   |
|  | May intentionally hurt another person if angry (e.g. may hit another child if they take a toy away) |  |  |  |   |

|  <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| May have a tantrum if frustrated or misunderstood   |   |   |   |   |
| Shows embarrassment   |   |   |   |   |


|  <b>Attachment</b>           | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Alternates between clinging and resistance to familiar adult   |   |   |   |   |
| Demonstrates sense of self as an individual (e.g. wants to do things independently, says 'no' to adult etc.) |   |   |   |   |
| Clings for affection when tired or afraid  |   |   |   |   |

# Cognition and play





## Cognition

| <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age)   | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|
| Tries to work out problems by thinking first (e.g. how to switch something on or how to get something out of reach)                     |   |   |   |
| Is able to infer simple causes of happenings (e.g. straightens up a tower of blocks if it starts to wobble)                             |   |   |   |
| Operates mechanical toys (e.g. turns the knob on a wind up toy, pulls back on a friction car)   |   |   |   |
| Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and fits them together correctly) |   |   |   |
| Fits large, simple puzzle pieces into inset puzzles   |   |   |   |
| Recognises familiar adult in picture  |   |   |   |


|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Recognises self in mirror or photo (e.g. if looks in mirror with dirt/food on face, tries to wipe it off or points to self in photo when asked) |  |  |  |   |
| Anticipates what might happen next because of what other people say/sign  |  |  |  |   |

|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Imitates everyday actions in pretend play (e.g. brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping) |  |  |  |   |
| Likes to put objects together (e.g. puts cups on saucers, spoon in a bowl, doll in the bed)  |  |  |  |   |
| Repeats same pretend actions to more than one person (e.g. gives Mum and Grandma 'tea' to drink from an empty cup)                                   |  |  |  |   |


|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Makes a pretend <b>sequence</b> (e.g. pouring pretend tea then drinking; washing then drying a doll; getting in the car and going to work) |   |   |   |   |
| Fills and empties containers   |   |   |   |   |
| Enjoys building with blocks  |   |   |   |   |
| Will pause and wait for turn in play with others with support  |   |   |   |   |
| Spends time in groups of other children engaged in own play, but watching the other children   |   |   |   |   |


Motor and sensory

|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Runs without bumping into obstacles   |   |   |   |   |
| Climbs onto and down from furniture without help  |   |   |   |   |


|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Squats down to pick up toy from floor   |  |  |  |   |
| Walks up and down stairs holding on, putting two feet on each step (with supervision)                   |  |  |  |   |
| Throws small ball overhand  |  |  |  |   |
| 'Walks into' large ball when trying to kick it  |  |  |  |   |
| Sits on small tricycle, moving it with feet pushing on floor  |  |  |  |   |


|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Builds a tower of up to six blocks   |  |  |  |   |
| Holds pencil near point with tripod grip (between thumb and two fingers)   |  |  |  |   |
| Threads large beads onto firm cord, stick or pipe cleaner  |  |  |  |   |


|  | <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Imitates drawing vertical lines                  |  |  |  |   |
|  | Imitates circular scribble                       |  |  |  |   |

|  | <b>Vision</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|--|--|---|
|  | Shows <b>sustained interest</b> in looking at pictures/books with adults        |  |  |  |   |
|  | Can visually scan the environment more quickly so trips over objects less often |  |  |  |   |

## Self-help


|  <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Takes spoon from plate to mouth with some spilling  |  |  |  |   |
| Inserts spoon in mouth without turning it upside down   |  |  |  |   |
| Accepting of new textures and tastes – larger pieces of food and increasing range               |  |  |  |   |

|  <b>Sleeping</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Participates in bedtime routine (e.g. fetching pyjamas, requesting favourite story)              |  |  |  |   |


|  <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Takes part in washing (e.g. rubs hands and body with soap, puts under water to rinse)             |  |  |  |   |




|  | <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|-----------------|---|---|---|---|
| Puts on hat and slip on shoes  |                 |   |   |   |   |
| Plays 'dressing up' games  |                 |   |   |   |   |
| Unzips front zipper on coat/jacket   |                 |   |   |   |   |
| Helps take coat off  |                 |   |   |   |   |

|  | <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|------------------|---|---|---|---|
| Shows awareness of what toilet/potty is used for                                 |                  |   |   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

|  <b>Communication</b>   | <b>Achieved</b><br>(date and child's age) |        | <b>Any notes or queries on how your child does this</b> |
|---|---|--------|---|
| Plays simple co-operative listening games (e.g. 'give it to'...)  |   |        |   |
| Recognises and will identify many objects and pictures when named/ <b>signed</b>  |   |        |   |
| Uses up to 20 words/ <b>signs</b> to name things and people, to comment on what is happening, to tell someone something, to respond to an adult's questions/comments, to protest, to express likes and dislikes, to describe action | Sign                                      | Spoken |   |
| Begins to make little sentences by joining two words/ <b>signs</b> together (e.g. daddy gone)   | Sign                                      | Spoken |   |
| Uses a range of <b>consonant sounds</b> in words including /p/, /d/, /b/, /t/, /g/, /n/, /m/, /w/, /h/  |   |        |   |

|  <b>Social-emotional</b> | <b>Achieved</b><br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|--|---|--|---|
| Seeks to be the centre of attention  |   |  |   |
| May have a tantrum if frustrated/misunderstood   |   |  |   |
| Shows embarrassment  |   |  |   |



**Social-emotional**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Alternates between clinging and resistance to familiar adult

Demonstrates sense of self as an individual (wants to do things independently, says 'no' to adult)



**Cognition and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Tries to work out problems by thinking first (e.g. how to switch something on)


Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and then fits them together correctly)

Recognises self in mirror or photo (e.g. if looks in mirror with dirt/food on face tries to wipe it off or points to self in photo when asked)

Makes a pretend **sequence** (e.g. pouring pretend tea, then stirring and drinking)

Spends time in groups of other children engaged in own play, but watching the other children

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Runs without bumping into obstacles   |   |   |
| Walks up and down stairs holding on, putting two feet on each step  |   |   |
| Holds pencil near point using <b>tripod grip</b> (between thumb and two fingers)                          |   |   |
| Threads large beads onto firm cord, stick or pipe cleaner   |   |   |
| Can visually scan the environment more quickly so trips over objects less often                           |   |   |

|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Takes spoon from plate to mouth with some spilling  |   |   |
| Participates in bedtime routine (e.g. fetching pyjamas, requesting favourite story)               |   |   |
| Takes part in washing (e.g. rubs hands and body with soap, puts under water to rinse)             |   |   |
| Puts on hat and slip-on shoes   |   |   |
| Shows awareness of what toilet/potty is used for  |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 9**



## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 9

#### Into Step 9 – Language learning is still a priority

Children are now learning new words every day and talking much more. They're getting better at putting short sentences together and at putting ideas into words. Your child will pick up new words from what you say, so lots of talk about what you're doing together continues to be important. Reading to your child from picture storybooks helps them understand about words because the pictures provide visual support. By now, your child may be able to point at a picture of a horse when you ask 'Where's the horse?'

Children's early speech is often quite unclear – they find it hard to say some sounds and they get other sounds wrong. You can help your child speak more clearly by getting them to copy how you say words. Try to make sure there's not too much background noise, so that your child can hear what you say easily, without getting distracted. It's good to keep on checking that your child can hear all right. Games that involve picking up differences in speech sounds, like 'Where's the cat', and 'Where's the hat' encourage listening and speaking. Children can usually make sense of a lot more than they can say or sign, so it's important to step up the level of what you say to match their growing understanding.

You can now have real conversations with your child. They find out that 'why' and 'how' are useful words, and if you give them answers at a level they can understand, their curiosity grows. Their memory is improving, as well and this lets them talk about what happened yesterday, or about things that are not in front of them or people in the family that are not at home. It's worth deliberately bringing these sorts of topics into your conversation, so that your child can practice this important aspect of thinking and talking. Children at this stage of development are better at remembering how to do things in daily life – so when you say 'Brush dolly's hair', they're more likely to know what to do. You can encourage this by commenting on things that happen regularly in their life – for

example, 'It'll be time for a bath soon.' Children are also more aware of changes to routine. You can build on these developing abilities by playing hiding games or by putting familiar things in unexpected places in a jokey way – for example, you could put a sock on their hand. Children very much enjoy little homemade books like 'My favourite toys' or 'I went to the zoo'. These don't need to be smart – cutting out pictures from magazines or making drawings, and sticking them into a book that you make by stapling together some sheets of paper works well.

#### Drawing, reading and writing games

Children are getting more interested in simple drawing and enjoy expressing themselves in this way. You can join in by doing simple drawings with them while talking about what you're doing. You could start introducing some letters as well – for example, by printing their name and spelling it out. It's a long time before your child will be writing, but like most other things, you can help to build a foundation, by introducing the idea early on. Learning some reading skills can begin now, too. Cards with words on can be used to show the link to words in the picture books that you're using. Reading, and building skills that lead to reading, can give a real boost to your child's language abilities. It may also help them to improve the clarity of their speech.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 9 continued

#### Social learning and copying

Children become more curious about other people and more sensitive to their feelings. Watching and copying what other people do, is an important way for them to learn. You can encourage this by making opportunities for your child to play with other children. Playing with water and sand are good activities for children playing together and they help young children learn about how to co-operate. Of course, you'll need to keep an eye on this sort of play, so that you can intervene to help sort out any difficulties. Try to do this in a way that helps your child build their social skills. It's also valuable for children to watch you doing things with other adults and, where appropriate, to be included – for example, watching television together. Programmes that engage your child's interest and introduce a range of topics can be an important stimulus for learning.

Going to playgroup or play school with other children of the same age can benefit your child enormously. Children can experience a wider range of play activities in a playgroup than it is easy to provide at home and they learn a great deal from each other. Children with Down syndrome benefit from being with and communicating with children with spoken language that is typical for their age. They also learn a lot about play, about the behaviour that's expected and about self-help skills and toileting.

#### Expressing feelings

Your child will be experiencing a wider range of emotions and will try to express them. Sometimes it's hard to work out what they're feeling from what they say and do, so it's important to show warmth and affection as you encourage them to put their feelings into words. Children typically find out around this time that they can 'pretend' about things that they've done or have not done, just as they can pretend in play. This is another sign of their growing independence, so in some ways it is a positive thing, but you need to help them learn what's right and wrong in this area!

Self-help skills are an important focus as well. Children begin to take part in dressing themselves, washing, drinking and eating. They also begin to join in with simple domestic jobs like tidying toys, setting the table etc. Your child will be becoming more aware of the signals their body gives them about the need to have a drink, to eat and to go to the toilet, so this is a good time to start toilet training.



# Communication




## Attention and listening

| <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) |
|---|---|---|
|---|---|---|

**Any notes or queries on how your child does this**

|   |  |  |  |  |
|---|--|--|--|--|
| Frequently repeats words/signs s/he hears/sees – one or more key words repeated                       |  |  |  |  |
| Listens with interest to the noises adults make when they read stories.                               |  |  |  |  |
| Recognises and joins in with songs and actions, (e.g. Wheels on the bus)                              |  |  |  |  |
| Listens to and carries out simple directions  |  |  |  |  |
| Picks out a familiar sound even when there is background noise (e.g. 'Dinnertime', 'No!', 'Stop now') |  |  |  |  |

|  <b>Understanding</b><br>(of speech, sign and/<br>or gesture) | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Responds appropriately to 'Where's mummy/daddy?' if parents are not present   |  |  |  |   |
| Recognises common objects and pictures  |  |  |  |   |
| Understands more complex sentences (e.g. 'Put your toys away and we'll read a book')  |  |  |  |   |
| Understands 'who, 'what', 'where' in simple questions   |  |  |  |   |

|  <b>Expression</b><br>(using speech, sign and/<br>or gesture)  | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|--|--|--|---|
| Rapid growth in <b>expressive vocabulary</b> – at least 50 words/signs and becoming more difficult for parents to keep track of new words/signs | Sign   |  | Sign   |  | Sign   |  |   |
|   | Spoken   |  | Spoken   |  | Spoken   |  |   |
| Points to and names simple pictures   | Sign   |  | Sign   |  | Sign   |  |   |
|   | Spoken   |  | Spoken   |  | Spoken   |  |   |



**Expression**  
(using speech, sign and/  
or gesture)


**Emerging**  
Behaviour is seen  
for the first time  
(date and child's age)


**Developing**  
Behaviour occurs  
sometimes  
(date and child's age)

**Achieved**  
Behaviour occurs  
often/usually  
(date and child's age)


Any notes or queries on how your child does this

|   |        |  |        |  |        |  |  |
|---|--------|--|--------|--|--------|--|--|
| Combines words/ <b>signs</b> into phrases<br>(e.g. 'daddy come', 'there it is', 'play<br>with car', 'me got one')   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Uses 'me' to refer to self  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Asks simple questions using speech/<br><b>sign</b> with <b>quizzical</b> face   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Starts to know his/her own mind and<br>expresses this through action, <b>gesture</b> ,<br><b>sign</b> or spoken words (e.g. 'no want<br>bath', 'no go bed') | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Talks aloud and/or <b>signs</b> when<br>playing with others   | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |
| Says/ <b>signs</b> please with prompts  | Sign   |  | Sign   |  | Sign   |  |  |
|   | Spoken |  | Spoken |  | Spoken |  |  |

|  <b>Expression</b><br>(using speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|--|---|---|
| Says/signs thank you with prompts   | Sign  |  | Sign  |  | Sign  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |   |
| Uses words/signs to alert adults to needs (hungry, thirsty, tired etc.)   | Sign  |  | Sign  |  | Sign  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |   |


|  <b>Speech production</b>                  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|---|--|---|---|
| Tries to repeat many things adults say either saying the actual word or making a close match (e.g. 'um-beya' for umbrella) |   |  |   |  |   |   |
| Majority of words are intelligible to unfamiliar listeners   |   |  |   |  |   |   |
| Uses a variety of consonant sounds in speech – /p/, /m/, /h/, /n/, /w/, /b/, /k/, /g/, /d/, /t/                            |   |  |   |  |   |   |


## Social-emotional


|  <b>Social-emotional understanding and expression</b>                             | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Defends own possessions   |   |   |   |   |
| Understands causes of some feelings (e.g. feel sad because a toy is broken, feel frustrated because can't go outside to play)                                     |   |   |   |   |
| Conscious of adult approval or disapproval for his/her actions (e.g. checks to see if adult is looking before being naughty, looks guilty if 'caught in the act') |   |   |   |   |
| Knows own mind and expresses it (e.g. objects to having bath, getting dressed, going to bed)  |   |   |   |   |


|  <b>Attachment</b>                    | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Responds positively to a variety of familiar carers   |  |  |  |   |
| Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm or back, offers cuddle etc.) |  |  |  |   |
| Searches out adult when hurt or distressed  |  |  |  |   |

## Cognition and play

|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Recognises and anticipates everyday routines (e.g. looks for coat or gets in buggy when adult is getting ready to go out)                    |  |  |  |   |
| Displays curiosity in the world by asking questions about (using words or <b>signs</b> ), and looking intently at objects, events and people |  |  |  |   |

|  | <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|--|--|---|
|  | Remembers a <b>sequence</b> of activities and events – i.e. 'tells' parents what s/he has done or seen (e.g. 'Mummy train ice-cream') |  |  |  |   |
|  | Matches sets of identical objects – developing understanding of the concept of 'the same'   |  |  |  |   |
|  | Able to imitate actions in play a while after s/he has seen them demonstrated   |  |  |  |   |


|  | <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|--|--|--|---|
|   | Imitates longer <b>sequences</b> in play (e.g. copies adult pouring tea, putting in sugar, stirring, then giving to doll)   |  |  |  |   |
|   | Is more organised, gathering together the toys s/he wants to play with before starting play (e.g. getting the doll and the tea set before s/he starts to play tea-parties; getting the train and tracks and setting them out before playing trains) |  |  |  |   |


|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Uses one object to represent another in <b>pretend play</b> (e.g. uses a lid as a cup, brick as a car, puts block on a plate as if it is a cake) |   |   |   |   |
| Enjoys dressing up (e.g. putting on hats, daddy's shoes, dressing up as favourite character in story or on TV)                                   |   |   |   |   |
| Plays lots of interactive games with adult or older child, often involving running or chasing  |   |   |   |   |
| Plays alongside other children and occasionally allows them into play (e.g. hands toys to them)  |   |   |   |   |
| Copies the actions and <b>sequences</b> of play of other children  |   |   |   |   |
| Plays with play dough and makes different shapes – will tell you what they have made   |   |   |   |   |




## Motor and sensory


|  | <b>Large movements</b>   | <b>Emerging</b>  | <b>Developing</b>                                    | <b>Achieved</b>  | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  |  | Behaviour is seen for the first time<br>(date and child's age) | Behaviour occurs sometimes<br>(date and child's age) | Behaviour occurs often/usually<br>(date and child's age) |   |
|  | Runs safely on whole foot, stopping and starting with ease and avoiding obstacles                    |  |  |  |   |
|  | Squats with steadiness to rest or play with object on the ground – rises to feet without using hands |  |  |  |   |
|  | Stands on one foot while kicking ball with other foot  |  |  |  |   |
|  | Can catch a ball when sitting  |  |  |  |   |


|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Picks up tiny objects accurately/quickly using <b>pincer grip</b>   |   |   |   |   |
| Builds tower of up to seven cubes   |   |   |   |   |
| Places objects down neatly and precisely  |   |   |   |   |
| Turns pages in a book one at a time   |   |   |   |   |
| Scribble writes including 'V' shape and vertical lines  |   |   |   |   |
| Fits square shapes into a formboard   |   |   |   |   |
| Fits smaller shapes and objects into holes during posting activities  |   |   |   |   |
| Threads large beads onto floppier cord (e.g. washing line cord, heavy shoelace)   |   |   |   |   |
| Makes snips in paper with child scissors  |   |   |   |   |

|  | Vision | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|--------|--|--|--|--|
| Scans pages and looks at books studying each picture for details                 |        |  |  |  |  |

Self-help


|  | Feeding | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|---------|--|--|--|--|
| Searches for food when hungry  |         |  |  |  |  |
| Feeds self competently with spoon  |         |  |  |  |  |
| Drinks well without spilling   |         |  |  |  |  |
| Replaces cup on table without difficulty   |         |  |  |  |  |


|  <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Puts on hat independently  |   |   |   |   |
| Puts on shoes independently – may not get the right feet or do them up                           |   |   |   |   |
| Takes off loose coat or shirt when undone  |   |   |   |   |

|  <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Indicates need for toilet by behaviour (e.g. dancing movements, holding self)                     |   |   |   |   |
| Tolerates sitting on potty or toilet  |   |   |   |   |

|            | Independence skills | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | Any notes or queries on how your child does this |
|--|---------------------|--|--|--|--|
| Takes part in familiar routines with help (e.g. dusting, setting table, wiping table etc.) |                     |  |  |  |  |
| Enjoys responsibility of carrying out small tasks (e.g. carrying a bag for Mum)            |                     |  |  |  |  |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

|  <b>Communication</b>   | <b>Achieved</b><br>(date and child's age) |        | <b>Any notes or queries on how your child does this</b> |
|---|---|--------|---|
| Recognises and joins in with songs and actions (e.g. Wheels on the bus)   |   |        |   |
| Understands more complex sentences (e.g. put your toys away and we will read a book)  |   |        |   |
| Rapid growth in <b>expressive vocabulary</b> – at least 50 words/ <b>signs</b> and becoming more difficult for parents to keep track of new words/ <b>signs</b> | Sign                                      | Spoken |   |
| Starts to know his/her own mind and expresses this through actions, <b>gestures, sign</b> or spoken words (e.g. no want bath, no go bed)                        | Sign                                      | Spoken |   |
| Tries to repeat many things adults say either saying the actual word or making a close match (e.g. 'um-beya' for umbrella)                                      |   |        |   |

|  <b>Social-emotional</b>  | <b>Achieved</b><br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|
| Defends own possessions   |   |  |   |
| Understands causes of some feelings (e.g. feeling sad because a toy is broken)                            |   |  |   |
| Conscious of adult approval or disapproval for his/her actions (e.g. looks guilty if 'caught in the act') |   |  |   |



**Social-emotional**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm)

Searches out adult when hurt or distressed



**Cognition and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Displays curiosity about the world by asking questions (spoken or sign), and looking intently at, objects, events and people

Remembers a sequence of activities and events (e.g. 'tells' parents what s/he has seen or done)


Matches sets of identical objects – developing understanding of the concept of 'the same'

Is more organised, gathering together the toys s/he wants before starting play (e.g. getting the dolls and teas set before playing tea parties)

Uses one object to represent another in pretend play (e.g. uses a cup as a car, block as a cake)

Plays alongside other children and occasionally allows them into his/her play (e.g. hands toys to them)

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Runs safely on whole foot, stopping and starting with ease and avoiding obstacles                         |   |   |
| Stands on one foot while kicking ball with other foot   |   |   |
| Picks up tiny objects accurately/quickly (using <b>pincer grasp</b> )                                     |   |   |
| Makes snips in paper with child scissors  |   |   |
| Scans pages and looks at book, studying each picture for details  |   |   |

|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Feeds self competently with spoon   |   |   |
| Drinks well without spilling  |   |   |
| Takes off loose coat or shirt when undone   |   |   |
| Indicates need for toilet by behaviour (e.g. dancing movements, holding self)                     |   |   |
| Tolerates sitting on potty or toilet  |   |   |
| Enjoys responsibility of carrying out small tasks (e.g. carrying a bag for Mum)                   |   |   |



Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 10**



## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 10

#### Into Step 10 – Building sentences and grammar

Children begin to use longer sentences and experiment with putting words together. Sometimes they say things that don't obey the rules, like 'Daddy goed to work' or 'There are lots of sheeps'. This is a good sign, because it shows they're trying to work out what the 'rules' are. So it's not very encouraging to say they're 'wrong' – it's better to repeat back to them what they've just said, but in the 'correct' form – for example 'That's right, Daddy's gone to work' or 'Yes, there are lots of sheep in that field'.

Reading books together helps your child to understand and use words in sentences correctly, over time. 'Personalised' reading activities at this stage of development include homemade books with short sentences that use words and sentences at the right stage for your child's understanding and which match their own use of spoken or signed language.

#### Learning by helping

Children love to join in simple activities like washing up, making sandwiches, helping to mend things and so on. These all provide opportunities for them to listen to other people and learn about how these things are done. You might like to introduce them to visual ways of presenting routines, like charts and timetables. It may also be the time to begin to help them understand ideas about time – for example, by starting to use time words by saying 'Your egg will be done in a minute' or 'It'll be time for bed in half an hour' and showing how clocks are used.

Your child's ability to focus their attention on things for longer periods is increasing. You can help by providing stimulating activities that take more time. However, they may find it hard to shift attention when you want them to. So you may need to be patient when you want them to finish something. Your child may also want routines to always be done in the same order – this expresses a wish to control things around them. Sometimes the world can seem very complicated to a young child and order and predictability help them feel more secure, as well as providing good opportunities to learn. If your child is going to a pre-school group, you may find they want things to be done in the same way there and at home.

#### Exploring the world

The boundaries of your child's world are expanding, although they still appreciate you being there as a source of security – particularly in new situations. They need to be watched carefully, as they can now open doors and wander off. Children are brave explorers and they're often unaware of the dangers around them. They're curious about people as well and will often 'people watch' with real interest and imitate other people's behaviour. They're growing more and more independent, particularly with feeding, dressing and toileting, and will defend their own space and toys, and their right to do things in their own way. This means they may need help and encouragement to adjust their behaviour to fit in with other people -for example, when playing with friends. You may now be able to start to involve your child in learning simple routines out in the wider world like paying for shopping. It's helpful to match such tasks to your child's ability, so that they get plenty of positive rewards when they join in.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 10 continued

#### Managing emotions

Your child may get angry and frustrated if they can't communicate what they want to say. They may also be jealous of your attention when it's not on them. At the same time, they're likely to show more affection and concern for other people – for example, going to get an adult if another child is upset, or offering a cuddle or pat on the back if someone else is crying.

#### Pretend and creative play

Children use daily routines as part of their own play, even when there's no adult around to imitate – for example, they may set up a tea party with teddies and dolls. Your child's imagination and creativity is growing and you can help them to explore these new abilities. Pretend play is encouraged by toys and by props like dressing-up clothes. When your child tries to walk like an elephant, you can join in by becoming an elephant, too. Imagination games and telling stories help, while paints, dough, stickers, drawing and cutting all encourage creative work. 'Messy' play, with water and sand is a good outlet for children's energy and gives them other ways of learning, using different senses. Most pre-school settings provide a wide range of opportunities to explore pretend play, with many other children to copy and learn from.

#### Improving mobility and being active

Mobile children need plenty of exercise and lots of opportunity to develop their bodies and movement skills. Many young children are very energetic and they run around, kick balls and go climbing. This brings new risks, so you will need to help them to stay within their 'safety zone'. Family outings are a good way to provide lots of different learning opportunities.

#### Dealing with difficult behaviour

Your child may be confrontational when what they want isn't the same as what you want. How you handle these small conflicts can stop them turning into big issues. Achieving a balance between your wishes and those of your child is important. Children need to learn self-control and not just to be controlled by you! Learning to wait is often an important issue for young children and you need to be sensitive to how long your child can realistically be expected to wait. Lots of praise for self-discipline is very effective.

## Communication



### Attention and listening

#### Emerging

Behaviour is seen for the first time  
(date and child's age)

#### Developing

Behaviour occurs sometimes  
(date and child's age)

#### Achieved

Behaviour occurs often/usually  
(date and child's age)


### Any notes or queries on how your child does this

Recognises and responds to many familiar sounds, (e.g. child responds to knock on the door by turning/looking at/going to the door)

Listens to music and responds when it's turned off (e.g. stops singing or dancing, turns to look at the stereo)

Fills in the missing word or phrase (using speech or sign) in a known rhyme, story retell or game (e.g. 'Humpty Dumpty sat on a ...')

Notices a deliberate mistake in story telling or a rhyme

|  <b>Understanding</b><br>(of speech, sign and/<br>or gesture)            | <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Responds appropriately to simple two-part instructions or requests (e.g. 'Get your shoes and put on your coat', 'Pick up the ball and give it to mummy') |  |  |  |   |
| Identifies action words by pointing to the right picture (e.g. 'Who's jumping?')   |  |  |  |   |
| Shows understanding of <b>prepositions</b> 'in', and 'on' (e.g. by carrying out action 'Put dolly in the box' or selecting correct picture)              |  |  |  |   |
| Will point to smaller parts of the body (e.g. chin, elbow, eyebrow) when asked to do so  |  |  |  |   |



**Expression**  
(using speech, sign and/or gesture)


**Emerging**  
Behaviour is seen for the first time  
(date and child's age)

**Developing**  
Behaviour occurs sometimes  
(date and child's age)

**Achieved**  
Behaviour occurs often/usually  
(date and child's age)


Any notes or queries on how your child does this

|  |        |  |        |  |        |  |  |
|--|--------|--|--------|--|--------|--|--|
| Uses longer sentences of three to four words/ <b>signs</b> (e.g. 'mummy go shops now') | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Uses words/ <b>signs</b> to ask and find out about things                              | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Uses words/ <b>signs</b> during play and almost all activities                         | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Uses words/ <b>signs</b> to ask for help (e.g. washing hands, going to the toilet)     | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Answers simple questions (e.g. 'where's Mum?')   | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Uses several <b>pronouns</b> correctly – 'I', 'me', 'you'                              | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Indicates 'no' through <b>gestures/signs</b> or speech                                 | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |
| Uses 10-15 action words/ <b>signs</b> (e.g. eat, drink, sleep, wash, play, finish)     | Sign   |  | Sign   |  | Sign   |  |  |
|  | Spoken |  | Spoken |  | Spoken |  |  |

|  <b>Expression</b><br>(using speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|--|---|---|
| Uses words/signs to describe things<br>(e.g. 'it's wet', 'it's too hot')  | Sign  |  | Sign  |  | Sign  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |   |
| Uses over 200 words and/or signs  | Sign  |  | Sign  |  | Sign  |   |
|   | Spoken  |  | Spoken  |  | Spoken  |   |


|  <b>Speech production</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) |  | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) |  | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|--|---|---|
| Uses appropriate intonation to ask questions  |   |  |   |  |   |   |
| Talks aloud to self when playing alone  |   |  |   |  |   |   |
| Speaks with a loud voice  |   |  |   |  |   |   |
| Has a sing-song quality to speech that adds to expression/meaning   |   |  |   |  |   |   |
| Produces 6-8 consonant sounds in words<br>(e.g. /p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /w/)              |   |  |   |  |   |   |



|    | <b>Speech production</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--------------------------|--|--|--|---|
| Produces a wide range of <b>vowels</b> more accurately in words, e.g. /ou/ as in <u>bou</u> t, /ea/ as in <u>bea</u> r, /ou/ as in <u>bou</u> ght, /oa/ as in <u>bo</u> at |                          |  |  |  |   |
| Familiar adults understand speech when words are joined into sentences   |                          |  |  |  |   |


Social-emotional

|   | <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|--|---|
| Is curious about others and will modify behaviour to fit in with what others are doing (e.g. removing shoes and socks before going on slide after seeing others doing this) |  |  |  |  |   |
| Likes to perform for others   |  |  |  |  |   |
| Identifies self with children of same age and sex   |  |  |  |  |   |
| Prefers familiar routines to stay the same. May object to major changes in routine.   |  |  |  |  |   |


|  <b>Attachment</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Is jealous of sharing parents' attention   |  |  |  |   |
| Shows affection and concern for other children and younger <b>siblings</b>                         |  |  |  |   |
| Shy with strangers, especially adults – may hide against parent when introduced                    |  |  |  |   |


## Cognition and play

|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Waits when asked to   |  |  |  |   |
| Will imitate unfamiliar ways of behaving when these seem appropriate to them (e.g. takes off shoes and socks to join in 'feet painting' at nursery if sees other children doing this) |  |  |  |   |
| Begins to develop sense of time (i.e. understands terms such as 'later', 'tomorrow' and 'yesterday')  |  |  |  |   |

|  <b>Cognition</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Uses and understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy; If I eat my sandwich, then I can have some chocolate pudding etc.) |   |   |   |   |
| Understands simple explanations and reasons given by others  |   |   |   |   |
| May invent imaginary person and treat as a friend  |   |   |   |   |
| Demonstrates some understanding of quantity, (e.g. take one biscuit, there are many blocks etc.)   |   |   |   |   |
| Understands size differences – big, small etc. (e.g. selects the big or small object/picture when asked)   |   |   |   |   |
| Matches simple shapes (circle, square, triangle)   |   |   |   |   |
| Matches simple pictures of familiar objects (e.g. spoon, dog, banana, shoes etc.)  |   |   |   |   |


|  <b>Cognition</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Matches objects to pictures (e.g. matches real shoe to a picture of a shoe)   |  |  |  |   |
| Fits 3-4 nesting cups together, showing understanding of size differences and how they fit together   |  |  |  |   |
| Completes a 2-4 piece puzzle  |  |  |  |   |
| Self-corrects during an activity without adult prompting (e.g. tries to fit a puzzle piece in the wrong space, then changes to the right space) |  |  |  |   |

|  <b>Play</b>                                  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Uses other people's belongings in pretend play (e.g. Mum's bag and brush)  |  |  |  |   |
| Creates imaginary objects, characters and scenes in play (e.g. talks to an imaginary shopper as if s/he is the shop assistant) |  |  |  |   |

|  <b>Play</b>  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|---|---|
| Adopts voice or manner of another person or animal in play (e.g. moves like a cat and 'miaows' )  |   |   |   |   |
| Includes another child in their <b>play sequence</b> and may talk to them as does so (e.g. gives child a cup to drink from)                                       |   |   |   |   |
| Shares books with adult or other child, making 'comments' about the events and pictures   |   |   |   |   |
| Builds a simple bridge using blocks   |   |   |   |   |
| Participates in creative activities, telling you what s/he has made (e.g. using dough, paint, blocks, cutting and pasting, cooking, drawing, making music/sounds) |   |   |   |   |

## Motor and sensory

|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Pushes and pulls large toys – has difficulty steering around obstacles                                  |  |  |  |   |
| Jumps with two feet together from floor   |  |  |  |   |
| Can stand on tiptoe when holding onto something   |  |  |  |   |
| Can kick and catch a large ball   |  |  |  |   |
| Climbs confidently – beginning to use nursery play climbing equipment                                   |  |  |  |   |


|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Can build a tower of seven or more cubes   |  |  |  |   |
| Imitates drawing a simple face (circle for head, with eyes, nose and mouth)  |  |  |  |   |
| Folds paper in half  |  |  |  |   |

|  | <b>Fine movements and hand-eye co-ordination</b>                              | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|--|--|--|---|
|  | Uses one hand more than the other (i.e. shows a preference for right or left) |  |  |  |   |
|  | Turns rotating handles  |  |  |  |   |
|  | Screws and unscrews jar lids, nuts and bolts                                  |  |  |  |   |
|  | Fits round, square and triangle shapes into a puzzle and posting box          |  |  |  |   |
|  | Puts tiny objects into small container  |  |  |  |   |

|  | <b>Vision</b>                         | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---------------------------------------|--|--|--|---|
|   | Watches and observes people carefully |  |  |  |   |

## Self-help


|  <b>Feeding</b>          | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Eats more carefully, aware of social expectations at mealtimes (e.g. don't throw food, don't shout etc.) |  |  |  |   |
| Uses fork or other eating utensils where appropriate   |  |  |  |   |
| Eats individual pieces of food from tub or box with lid (e.g. raisins, smarties etc.)                    |  |  |  |   |
| Able to blow (e.g. candles, cooling food, whistle, bubble pipe)  |  |  |  |   |


|  <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Helps to wash own body when in bath  |  |  |  |   |
| Helps with washing own hair  |  |  |  |   |
| Helps to dry self after bathing/<br>hand washing   |  |  |  |   |
| Uses taps on hand basin  |  |  |  |   |



|  | <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|-----------------|--|--|--|---|
| Can undo large buttons and velcro fasteners                                      |                 |  |  |  |   |
| Removes shirt  |                 |  |  |  |   |
| Removes 'pull-down' garments   |                 |  |  |  |   |
| Pulls up own trousers  |                 |  |  |  |   |
| Pulls zipper up once fastened at the bottom                                      |                 |  |  |  |   |

|   | <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|------------------|--|--|--|---|
| Asks for toilet when needed using voice, <b>gesture</b> or action (e.g. leads adult to toilet, makes <b>sign</b> or asks verbally) |                  |  |  |  |   |
| Mostly dry during the day with occasional accidents  |                  |  |  |  |   |

|  <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Usually able to control bowel, occasional accidents   |  |  |  |   |
| Pulls down own pants when using the toilet  |  |  |  |   |

|  <b>Independence skills</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Independently helps adults in everyday tasks (e.g. tidying up toys, putting cup on bench)                   |  |  |  |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:



**Communication**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Fills in the missing word or phrase (using speech or **sign**) in a known rhyme, story retell or game (e.g. 'Humpty Dumpty sat on a ....')

Shows understanding of **prepositions** 'in' and 'on' by carrying out action (e.g. put dolly in the box) or selecting correct picture

Uses longer sentences of three to four words/**signs** (e.g. mummy go shops now)

|      |        |
|------|--------|
| Sign | Spoken |
|------|--------|

Answers simple questions (e.g. 'where's Mummy?')

|      |        |
|------|--------|
| Sign | Spoken |
|------|--------|

Familiar adults understand speech when words are joined into sentences



**Social-emotional**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**


Is curious about others and will modify behaviour to fit in with what others are doing (e.g. taking off shoes and socks for the slide after seeing others doing this)


Prefers familiar routines to stay the same. May object to major changes in routine.


Jealous of sharing parent/carer's attention

Shows affection and concern for other children and younger **siblings**

Shy with strangers, especially adults – may hide against parent when introduced

|  <b>Cognition and play</b>                     | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|
| Waits when asked to  |   |   |
| Understands size differences – big, small etc. (e.g. selects the big or small object/ picture when asked)                      |   |   |
| Matches simple pictures of familiar objects  |   |   |
| Creates imaginary objects, characters and scenes in play (e.g. talks to an imaginary shopper as if s/he is the shop assistant) |   |   |
| Includes another child in his/her play sequence and may talk to them as s/he does so (e.g. gives child a cup to drink from)    |   |   |

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Jumps with two feet together from the floor   |   |   |
| Can kick and catch a large ball   |   |   |
| Can build a tower of seven or more cubes  |   |   |
| Imitates drawing a simple face (circle for head, with eyes, nose and mouth)                               |   |   |
| Fits round, square and triangle shapes into a puzzle and posting box                                      |   |   |

|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Eats individual pieces of food from tub or box with lid (e.g. raisins, smarties etc.)             |   |   |
| Able to blow (e.g. candles, cooling food, bubble pipe)  |   |   |
| Helps to dry self after bathing/hand washing  |   |   |
| Pulls up own trousers   |   |   |
| Will ask for toilet when needed through voice, <b>gesture</b> or action                           |   |   |
| Independently helps adults in everyday tasks (e.g. tidying up toys)                               |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

**Early Support**

Helping every child succeed

# Developmental journal

for babies and children  
with down syndrome

**Step 11**



# Developmental Journal for Babies and Children with Down Syndrome

## An overview of development during Step 11

### Into Step 11 – Building sentences and grammar

Although your child may also still be using **signs** and **gestures**, they're expanding their use of language and talking in longer sentences. They may be using words like 'and' to join ideas together, and words like 'the' and 'he' to mark what they're talking about more clearly. You can continue to foster this with plenty of talk, 'personalized' reading books and games, new storybooks and nursery rhymes. You may still need to help them sometimes, by repeating what they say in the correct form. But in general, your child understands much more of what you and other people say, and you can have longer and more complicated conversations.

Your child is probably also finding out that language can be used to assert independence. 'No' is a useful word when you're a child! Finding ways of talking through differences of opinion is important, because it can help your child to think things through for themselves later on.

### The importance of reading

Reading is a valuable way for children with Down syndrome to improve their language, because it makes use of their visual skills. It's also a way for children to broaden their understanding of how things go together in **sequence**. Learning the right order to do things is important in many areas of life. Stories are one way in which children learn this. You can help by playing games, putting things in the wrong order so that they spot it, or asking them what comes next. Children like to play with toy figures and 'acting-out' everyday sequences of events, such as going out shopping.

### Being happy without you

Children become better able to accept being apart from you for longer periods of time. This is affected by how much experience they have had of other people looking after them, but it's going to be a big part of their life soon. You can help by continuing to build a secure relationship with them. This means expressing your positive feelings for them, praising them for things they do that you value, being consistent in doing what you say you will do, and generally letting them trust you as a reliable and loving person. It also means taking their thoughts and feelings seriously. Children at this stage of development often have fears and worries that seem silly to adults, but are very real for them. If they feel that they can trust you to listen, it helps to give them confidence in you as an ally through all the challenges that lie ahead.

### More social learning

Your child's confidence and ability to play with other children and relate to other adults and strangers is growing. It's an important moment when they begin to work out what other people are thinking and feeling. Talking about your own thoughts and feelings can help with this, and talking about what they may be thinking or feeling is good, too. Your child is likely to develop some close friendships now and this is another valuable way for them to learn social skills. Building good relationships with brothers and sisters continues to be important – creative activities like cutting and sticking, or using clay, allow children of different ages and abilities to have fun together.

## Developmental Journal for Babies and Children with Down Syndrome

### An overview of development during Step 11 continued

#### Preparing for school

Although school is still some way off, you can help to prepare your child for the sorts of things that they will be doing by introducing simple number games and drawing and painting, as well as continuing with activities that involve recognizing sounds, letters and words. Being able to follow instructions is another important skill that they'll need.

Children learn about classroom routines at pre-school or nursery – this is very important preparation for going to school.

#### Extending play

Children's play with things like bricks and other construction toys becomes more elaborate. You can help by joining in and suggesting ways in which the constructions can be extended and played with. Your child can play pretend games now, and hide-and-seek is fun.

#### Increasing independence

Self-help skills should continue to be encouraged. Putting on and taking off shoes and coats, toileting, hand washing and eating all need plenty of practice. As with any skill, rewarding small steps in the right direction is the key to supporting progress.

#### Keep up activity for motor skills

Outdoor activities that develop physical skills in a safe environment can be extended now. Your child will probably be happy for quite long periods using playground equipment, especially if there are other children or adults around, who join in.

#### Moving on

It's important to remember that children with Down syndrome progress at very different rates, so when your child reaches school age, they may be quite delayed in talking and 'behind' in motor and self-help skills, while making steady progress in other areas of development. Some children will have passed through all the Steps described in this Journal before they start school – but many will not. You might like to share your Journal with your child's nursery or reception class teacher. The school will have a set of curriculum targets for learning and development that can help you chart and celebrate your child's progress as they get older. This material provides a starting point to discuss those targets and share information about what your child has already learnt and achieved.



# Communication



## Attention and listening

### Emerging

Behaviour is seen for the first time (date and child's age)

### Developing

Behaviour occurs sometimes (date and child's age)

### Achieved

Behaviour occurs often/usually (date and child's age)

Any notes or queries on how your child does this

Is able to follow directions (if not intently focused on own choice of activity)

Listens eagerly to stories and requests favourites over and over again


Notices if adult uses wrong language in familiar story

Concentrates and listens for more than 10 minutes in adult-lead activities that s/he enjoys


Looks at books independently


Takes part in 'reading' by filling in words and phrases


Recognises the tunes of familiar songs and rhymes and joins in (e.g. 'Happy birthday', 'Baa baa black sheep' ... )

|  <b>Attention and listening</b>   | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Remembers 3-4 items shown on a visually represented list (e.g. picture shopping list of apples, oranges, bananas) |  |  |  |   |
| Remembers a spoken list of three objects or names (no <b>visual clues</b> )                                       |  |  |  |   |

|  <b>Understanding</b><br>(of speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Understands use of objects (e.g. 'What do we use to cut things with?')  |  |  |  |   |
| Can identify picture or object with three <b>critical elements</b> (e.g. big girl jumping)  |  |  |  |   |
| Shows understanding of <b>prepositions</b> 'under', 'on top', 'behind', and 'next to' by carrying out action or selecting correct picture |  |  |  |   |
| Understands objects by description (e.g. 'the wet one', 'the dirty one')  |  |  |  |   |

|    | <b>Understanding</b><br>(of speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|---|---|---|---|
| Understands all <b>pronouns</b><br>(e.g. 'they', 'he/she', 'him/her')              |  |   |   |   |   |
| Knows when to wait while others are talking (i.e. can control the urge to butt in) |  |   |   |   |   |
| Provides appropriate information in response to 'what' and 'where' questions       |  |   |   |   |   |

|  | <b>Expression</b><br>(using speech, sign and/or gesture) | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |  |
|--|--|---|---|---|---|--|
| Retells a simple past event in correct order (e.g. went down slide, hurt finger) | Sign   |   | Sign  |   | Sign  |  |
|  | Spoken   |   | Spoken  |   | Spoken  |  |
| Gives information about own life and favourite things                            | Sign   |   | Sign  |   | Sign  |  |
|  | Spoken   |   | Spoken  |   | Spoken  |  |
| Answers 'yes/no' questions appropriately   | Sign   |   | Sign  |   | Sign  |  |
|  | Spoken   |   | Spoken  |   | Spoken  |  |

|  <b>Expression</b><br>(using speech, sign and/or gesture)                     | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |        |        |  |
|---|---|---|---|---|--------|--------|--|
| Uses a range of <b>verb</b> forms (e.g. 'play', 'playing', 'will play', 'played')   |   |   |   |   |        |        |  |
| Asks increasingly detailed questions to find out information  | Sign  |   | Sign  |   |        | Sign   |  |
|   | Spoken  |   | Spoken  |   |        | Spoken |  |
| Answers questions more fully, providing more than one piece of information  | Sign  |   | Sign  |   |        | Sign   |  |
|   | Spoken  |   | Spoken  |   |        | Spoken |  |
| Uses words/ <b>signs</b> for:<br>– giving reasons<br>– saying what s/he wants<br>– playing with others<br>– directing others<br>– telling others about things | Sign  |   | Sign  |   |        | Sign   |  |
|   | Spoken  |   | Spoken  |   |        | Spoken |  |
| Uses <b>plurals</b> (e.g. 'cats')   |   |   |   |   |        |        |  |
| Uses <b>possessives</b> (e.g. 'the boy's teddy')  |   |   |   |   |        |        |  |
| Retells a simple story – recalling events and characters  | Sign  |   | Sign  |   |        | Sign   |  |
|   | Spoken  |   | Spoken  |   | Spoken |        |  |



**Speech production**

| <b>Emerging</b><br>Behaviour is seen<br>for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs<br>sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs<br>often/usually<br>(date and child's age) |
|--|--|--|
|--|--|--|

**Any notes or queries on how your child does this**

Realises the correct volume to talk at  
(not too loud or quiet)

Likes saying learnt expressions such  
as name and age or address

Sings on own

Routinely uses speech alongside **sign**

Produces more than half of the  
**consonant sounds** accurately

Produces some **consonant blends**  
(e.g. 'tr' in tree, 'bl' in blue)


Produces almost all **vowel sounds**  
accurately

Starting to 'say' or 'sound' 2 and 3  
**syllables** in words

Enjoys using a range of blowing toys  
(whistles, recorder, bubble blowers)


## Social-emotional

|    | <b>Social-emotional understanding and expression</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
| Understands that own actions affect other people (e.g. becomes upset or tries to comfort another child if they realise they've upset them) |  |  |  |  |   |
| Generally more co-operative and amenable to family rules (fewer tantrums)  |  |  |  |  |   |
| Knows s/he cannot always have what s/he wants when s/he wants it   |  |  |  |  |   |
| Is conscious of and curious about sex differences  |  |  |  |  |   |
| Gets satisfaction from doing things with other people  |  |  |  |  |   |
| More confident in new social situations, (e.g. playgroup), but may be anxious at first   |  |  |  |  |   |


|  <b>Attachment</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Likes to sit, have a cuddle and share events of the day with a familiar adult                      |   |   |   |   |
| May form a special friendship with one child   |   |   |   |   |


**Cognition and play**

|  <b>Cognition</b>                                  | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Puts 3 pictures in correct order to represent <b>sequence</b> in familiar activity/story   |   |   |   |   |
| Displays curiosity about the world by looking intently at objects events and people  |   |   |   |   |
| Gives reasons for own actions  |   |   |   |   |
| Understands consequences of own actions (e.g. if cup is knocked over the juice is spilt; if I throw the toys, Mum takes them away) |   |   |   |   |

|  <b>Cognition</b>           | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Shows awareness of danger (e.g. is more careful on playground equipment)                                    |  |  |  |   |
| Drawings are more identifiable (e.g. draws a person with round shape for head and maybe two lines for legs) |  |  |  |   |
| Matches 2-3 primary colours (red, yellow, blue)   |  |  |  |   |
| Matches objects by size   |  |  |  |   |
| Understands concept of 'two' (e.g. can give two blocks when asked)  |  |  |  |   |
| Can rote count to 5 (if not yet speaking, may use finger pointing to indicate counting)                     |  |  |  |   |
| Knows whether someone is a boy or girl – but might still be getting them confused                           |  |  |  |   |




|  <b>Play</b>   | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|---|---|---|---|
| Uses doll, teddy etc. as partner in play, talking to it and telling it what to do next   |   |   |   |   |
| Uses one object to represent many different things (e.g. a scarf could be a blanket, a cloak, and a dress all during the same <b>play sequence</b> )   |   |   |   |   |
| Imaginary play involves lots of detail and several linked actions (e.g. getting undressed, bathed, dressed in nightclothes, having a bedtime drink )   |   |   |   |   |
| Dresses up as different people   |   |   |   |   |
| Builds 'stories' around toys (e.g. farm animals climbing an armchair 'cliff' and having to be rescued)   |   |   |   |   |
| Uses construction materials as a means to an end (e.g. making road or house to be used as part of game) rather than as something simply to be explored |   |   |   |   |



|  <b>Play</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Understands s/he has to share (e.g. toys) but might not always be willing to do so           |  |  |  |   |
| Joins in make-believe play with other children   |  |  |  |   |
| Plays well with 2-3 children in a group  |  |  |  |   |


## Motor and sensory

|  <b>Large movements</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Walks upstairs using alternating feet, one foot per step  |  |  |  |   |
| Walks downstairs two feet to each step while carrying a toy   |  |  |  |   |
| Jumps down a single step  |  |  |  |   |
| Negotiates obstacles when running and pushing toys  |  |  |  |   |


|  | <b>Large movements</b>                       | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Walks backwards, forwards and sideways       |  |  |  |   |
|  | Walks forward on a straight line             |  |  |  |   |
|  | Rides tricycle using pedals                  |  |  |  |   |
|  | Can walk on tiptoe                           |  |  |  |   |
|  | Kicks ball forcibly                          |  |  |  |   |
|  | Can stand momentarily on one foot when shown |  |  |  |   |


|  | <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|--|---|
|  | Can build tower of 10 or more cubes              |  |  |  |   |
|  | Imitates making a train of cubes                 |  |  |  |   |
|  | Threads large beads onto shoelace                |  |  |  |   |

|  <b>Fine movements and hand-eye co-ordination</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Holds pencil near point between first two fingers and thumb and uses it with good control   |  |  |  |   |
| Cuts paper with scissors  |  |  |  |   |
| Writes an 'X' form and a horizontal line  |  |  |  |   |
| Imitates drawing a circle   |  |  |  |   |
| Draws spontaneous and unrecognisable forms  |  |  |  |   |
| Draws person with head and one or two other features/parts  |  |  |  |   |
|  <b>Vision</b>                                  | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
| Compares sizes of objects   |  |  |  |   |

|  | <b>Feeding</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|----------------|--|--|--|---|
| Helps to set the table for family meals  |                |  |  |  |   |
| Pours drink from jug with some spillage  |                |  |  |  |   |
| Eats with a fork and spoon   |                |  |  |  |   |
| Beginning to use a knife for spreading   |                |  |  |  |   |

|  | <b>Washing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|----------------|--|--|--|---|
| Washes and dries own hands   |                |  |  |  |   |
| Dries face with help   |                |  |  |  |   |
| Turns taps on and off  |                |  |  |  |   |
| Brushes teeth with support   |                |  |  |  |   |
| Blows nose when tissue is held up  |                |  |  |  |   |


|  <b>Dressing</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|--|--|--|---|
| Puts arms into open fronted coat or shirt when held up   |  |  |  |   |
| Hangs up own coat  |  |  |  |   |
| Finds items of clothing in the bedroom   |  |  |  |   |

|  <b>Toileting</b> | <b>Emerging</b><br>Behaviour is seen for the first time (date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes (date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually (date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|--|--|--|---|
| Reliably clean and dry during the day   |  |  |  |   |
| Knows difference between bladder and bowel functions and communicates this                        |  |  |  |   |
| Flushes toilet with help  |  |  |  |   |
| Waits to be wiped after using toilet or potty   |  |  |  |   |

|  | <b>Independence skills</b> | <b>Emerging</b><br>Behaviour is seen for the first time<br>(date and child's age) | <b>Developing</b><br>Behaviour occurs sometimes<br>(date and child's age) | <b>Achieved</b><br>Behaviour occurs often/usually<br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|--|----------------------------|---|---|---|---|
| Asks for help/support when needed  |                            |   |   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

|  <b>Communication</b>                                    | <b>Achieved</b><br>(date and child's age) |        | <b>Any notes or queries on how your child does this</b> |
|--|---|--------|---|
| Concentrates and listens for more than 10 minutes in adult-lead activities that he/she enjoys  |   |        |   |
| Can identify picture or object with three <b>critical elements</b> (e.g. big girl jumping)   |   |        |   |
| Uses words/signs for giving reasons, saying what he/she wants, playing with others, directing others, and/or telling others about things | Sign                                      | Spoken |   |
| Produces some <b>consonant blends</b> (e.g. 'tr' in tree, 'bl' in blue)  |   |        |   |
| Starting to mark two and three <b>syllables</b> in words   |   |        |   |

|  <b>Social-emotional</b>  | <b>Achieved</b><br>(date and child's age) |  | <b>Any notes or queries on how your child does this</b> |
|---|---|--|---|
| Understands that his/her actions affect others (e.g. becomes upset or tries to comfort another child when s/he realises that s/he has upset them) |   |  |   |
| Generally more co-operative and amenable to family rules (fewer tantrums)   |   |  |   |
| More confident in new social situations (e.g. play group), but may be anxious at first  |   |  |   |
| Likes to sit, have a cuddle and share events of the day with a familiar adult   |   |  |   |
| May form a special friendship with one child  |   |  |   |





**Cognition and play**

**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Puts 3 pictures in correct order to represent **sequence** in familiar activity/story

Understands consequences of own actions (e.g. if I throw the toys, Mum takes them away)

Matches 2-3 primary colours (red, yellow, blue)

Understands concept of 'two' (e.g. can give two biscuits/objects/toys when asked)

Understands s/he has to share, but may not be willing to do so

Plays well with 2-3 children in a group



**Motor and sensory**


**Achieved**  
(date and child's age)

**Any notes or queries on how your child does this**

Negotiates obstacles when running and pushing toys

Rides tricycle using pedals

Imitates drawing a circle

|  <b>Motor and sensory</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Cuts paper with scissors  |   |   |
| Compares sizes of objects   |   |   |

|  <b>Self-help</b> | <b>Achieved</b><br>(date and child's age) | <b>Any notes or queries on how your child does this</b> |
|---|---|---|
| Eats with a fork and spoon  |   |   |
| Washes and dries own hands  |   |   |
| Puts arms in open fronted coat or shirt when held up  |   |   |
| Reliably clean and dry during the day   |   |   |
| Asks for help/support when needed   |   |   |

Thinking about this Step as a whole, these are the things that I am concerned about and would like to ask questions about:

# Early Support

Helping every child succeed

## Developmental journal for babies and children with down syndrome

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_







### Special achievements and things to celebrate

| <b>Date and child's age</b> | <b>Special achievements and things to celebrate</b><br>Please record anything you are particularly proud of that your child has achieved |
|-----------------------------|--|
|                             |  |
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## Glossary

- **adjective** – a describing word or sign, e.g. big, wet, dirty
- **anticipation** – the feeling of looking forward or expecting that something is going to happen
- **anticipation games** – short sequence games that are played so frequently that a child begins to know what to expect next in the routine, often drawn from daily activities or nursery rhymes, e.g. ‘peek-a-boo’, ‘round and round the garden’
- **attachment** – the bond or relationship developed between parents/carers and their child
- **attend** – to pay attention to someone or something so that one might detect an auditory, visual or tactile stimuli
- **babble** – repetitive sequences of consonant-vowel syllable-like vocalisations, e.g. ‘dadada’
- **child directed speech** – the changes adults make when communicating with babies and small children, e.g. using a higher pitch of voice; using more varied intonation and facial expression; using short, repetitive sentences; using larger, slower and more repetitive signs
- **chronological age** – someone’s real age, beginning at the day they were born
- **cognitive development** – the processes involved in thinking, reasoning, learning, processing and remembering information
- **communication** – the way we tell someone what we mean using language, our voice, our face and our body
- **consonant blends** – sounds made with two or three consonants together e.g. ‘tr’ as in ‘tree’, ‘cl’ as in ‘clear’, ‘str’ as in string
- **consonant sounds** – a speech sound formed by restricting, channelling, or directing air flow with the tongue, teeth, and/or lips, e.g. th, s, f, g, t, p, m etc.
- **critical elements** – essential information-giving parts of a sentence or phrase e.g. in the sentence the teddy is sleeping, the critical elements are ‘teddy’ and ‘sleeping’
- **cruising** – pulling up to standing against a piece of furniture or an object, and lifting one foot walking sideways while holding on
- **emotions** – feelings such as happiness and anger
- **engagement** – a close, emotional form of reciprocal interaction between babies and their carers when the baby is interested, alert and participating in the interaction
- **expressive language** – words or signs that are used by the child and combined into phrases or sentences
- **expressive vocabulary** – single words or signs that are used in the production of language
- **eye contact** – when two people look into each other’s eyes
- **facial expression** – the changes we make to our faces by widening the eyes, opening the mouth, smiling etc.
- **fricatives** – speech sounds that have restricted, channelled and turbulent air flow, such as f and th
- **gesture** – motions of the hands, head or body
- **hand-eye co-ordination** – ability to see a desired object, and then reach out for it, using a grasping movement
- **imaginative play** – where the child creates their own world or game, in isolation or with others using new or familiar actions and roles
- **imitation/imitate** – where children copy the actions of others. Initially this is a reflex, over which the baby has no conscious control. As a baby develops they begin to deliberately imitate
- **immature pincer grasp** – object held between thumb and two fingers



## Glossary continued

- **intelligible** – able to be understood
- **interact** – to be involved in communication or social activity with somebody else
- **interaction** – behaviour which takes place between two people, e.g. a parent and a child
- **intonation** – variations in pitch patterns (melody/rhythm) and emphasis of spoken language that provide important cues for drawing attention to salient words or syllables
- **jargon** – communications that have similar characteristics to spoken or signed language, but that are not understood by other people
- **joint attention** – where two people both share the topic of conversation or focus of attention
- **keyword** – a word in a sentence or phrase that carries the most meaning e.g. in the sentence 'go and get the ball' the keyword is 'ball'
- **little scientist** – behaviours such as experimenting within play and looking for new properties of familiar objects
- **memory** – the ability of the brain to store past knowledge of sounds, words, language, events etc.
- **midline** – the middle of the body, as if a vertical line is running from the top of the head down to the feet
- **motor skills** – gross motor skills: ability to use the body to move around, first by turning, then crawling or rolling, then walking and so on. Fine motor skills: ability to use the body for small, more precise movements, particularly hand movements
- **narrative** – an account of a sequence of events in the order in which they happened
- **nasals** – speech sounds produced with air emitted from the nose, such as m,n,ng
- **non-speech sounds** – any sounds that are not speech sounds such as humming, musical sounds or environmental noises
- **noun** – naming words for objects, places, people etc. e.g. bag, Mummy, banana
- **novelty preference** – the tendency for babies to prefer objects, pictures and experiences that they have not seen or had before
- **object permanence** – recognising that an object that moves in space and over time is still the same object, not a new one and that it continues to exist even when out of sight
- **palmar grasp** – using the whole hand to hold objects
- **parallel play** – a child may be playing alongside and/or with similar materials as an adult or another child, but without any sharing of toys or ideas
- **phrase** – a group of words or signs
- **pincer grasp** – picking up small objects between index finger and thumb
- **play sequence** – when a child does one action to one person and then does it again to another, or does consecutive actions in their play, e.g. pouring pretend tea for a doll and then drinking it
- **plural** – expressing more than one person, thing or item
- **possessives** – showing ownership in grammatical terms e.g. the boy's teddy, Mummy's cup
- **prepositions** – set of words usually used with nouns or pronouns to show their relation to some other part of the clause e.g. in, over, behind, under, beside
- **pretend play** – behaviours such as acting out simple familiar daily routines, often involving an adult partner and toys, e.g. pretending to drink from a toy cup
- **pronoun** – a word or sign which stands in place of a person/object, e.g. i/he/she/it
- **prone** – lying on your tummy
- **quizzical** – questioning, or expressing puzzlement
- **receptive language** – words or signs combined into phrases or sentences that are understood by the child
- **reduplicated babble** – using consonant-vowel syllable-like repetitions such as 'da-da-da-da'

## Glossary continued

- **representational play** – using one object to represent another if the ‘real’ object isn’t there; adopting the characteristics of other people, animals or objects in play; developing imagination, creating imaginary events or friends
- **rhythm** – the pattern formed by stressed and unstressed syllables
- **self-corrects** – when a child realises they have made the wrong choice during an activity and changes to the right solution independently, without adult prompting
- **sensory** – to do with the senses of touch, smell, taste, sight, hearing, movement and balance
- **separation anxiety** – behaviour seen in babies and young children when they are anxious about being separated from their parents/carers and become distressed when left in the care of others
- **sequence** – a number of things, actions, object or pictures that are arranged in a particular order
- **shifting visual attention** – looking briefly from one object to another, the objects may be moving or still
- **sibling** – brother or sister
- **sign** – gestures and symbols made with the hands, body and face that remain constant across contexts (comparable to spoken words in meaning but are combined in their own grammar)
- **situational cues** – things in the environment or behaviour of others that help a child to understand what to expect e.g. if Mum puts the child’s coat on, gets the car keys and walks to the door, the child will understand they are going out in the car.
- **social-emotional development** – how children learn who they are, what feelings they have and how to behave. Learning about what other people are like and how they behave and interact with others, learning to develop relationships
- **social referencing** – watching people to seek out information and use these clues to understand what others are talking about and looking at. Learning that adults get things by looking at them, pointing to them or referring to them
- **speech sounds** – the vowels and consonants of a language
- **spontaneously** – when a child speaks or engages in an activity without any external influence (i.e. without being prompted or asked to by others)
- **stops** – consonant sounds made by blocking the air pressure in the mouth and then suddenly releasing it; the air flow can be blocked momentarily by pressing the lips together or by pressing the tongue against the gums or soft palate e.g. ‘t’, ‘g’, ‘k’
- **sustained interest** – attention to a toy or activity for long(er) periods of time
- **syllable** – a unit of spoken language such as a vowel and consonant combination, e.g. biscuit has two syllables
- **symbolic noises/sounds** – a vocalisation used to represent an object, person or place which is not the name of the object, person or place i.e. Choo-choo for train, brmm-brmm for car
- **supine** – lying on your back
- **turn-taking** – where one person in a conversation talks and the other watches and listens, then they exchange roles so that the listener becomes the speaker. Alternatively, in turn-taking games, when each partner in the interaction has a turn (e.g. rolling a ball back and forth, pulling faces at each other etc.)
- **unintelligible** – unable to be understood
- **variegated babble** – varying use of consonant-vowel syllable-like vocalisations such as ‘da-di-ga’
- **verb** – an action sign or word, e.g. jump, look, sleep

## Glossary continued

- **visual clues** – pictures, objects, or signs the child can see that help them to remember or understand
- **vocabulary** – all of the words and signs a child knows
- **vocal clashes** – occurs when both participants in a conversation speak at the same time
- **vocalisation/vocalises** – the production of sounds using our voice
- **voiced/voiceless/voicing** – the presence or absence of vocal fold vibration during articulation. Voiced/unvoiced pairs include: b/p, t/d, g/k, v/f, j/ch, z/s
- **vowel sounds** – generally this includes the five vowels of the English alphabet a, e, i, o, u. More specifically this refers to any speech sound that is identified by its unrestricted voice flow – when discussing children’s speech a much wider range of sounds is referred to such as ‘ee’ and ‘uh’

### Early support

**Early support** is the central government mechanism for achieving better co-ordinated, family-focused services for young disabled children and their families across England. It is developing at a time of significant change, as part of the restructuring of children’s services in response to Every Child Matters and alongside new integrated assessment, information and inspection frameworks for children’s services.

**Early Support** builds on good practice. It facilitates the achievements of objectives set by broader initiatives to integrate services, in partnership with families who use services and the many agencies that provide services for young children.

To find out more about the Early Support programme, visit [www.earlysupport.org.uk](http://www.earlysupport.org.uk)

If you would like a copy of the [Early Support information for parents booklet](#) on *Down Syndrome*, which is available free of charge, please ring 0845 602 2260, quoting the reference number ESPP13.