

How to use the Journal



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What parents say

'A very good, parent-friendly document.'

'An excellent document for parents to follow as a guide for development of babies and children with Down syndrome. The Steps help parents guide their child in many areas of development.'

'You can immediately see where your child is up to, and what goals to set.'

'I'm presently in the middle of the statement process for my 4 year old son with Down syndrome. I could write the 'Parents written contribution' more confidently and fully as I could see – at a glance – his strengths and weaknesses. I could also evaluate easily his areas of special educational needs and say how I'd like these to be addressed.'

'The Developmental Journal is like a treasure – I'm discovering so much about what my child has achieved (a pleasant surprise) and becoming aware of the many skills emerging that I need to follow through.'

The Early Support *Developmental Journal for babies and children with Down syndrome* has been written to help parents and the professionals who work with them.

We therefore consulted with parents across England and with professionals as the material developed, over a two-year period. This collaborative process was essential to the development of the material and we would like to thank everyone who contributed or made suggestions for how the Journal could be improved.

Welcome

This Journal is to help parents and families record and celebrate children's development, strengths and achievements through the preschool years, and to identify any areas of difficulty that may need closer attention. It's for you and your child.

Celebrating and supporting progress

When a baby is born with Down syndrome, parents often say they don't know what to expect – they're not sure how their baby's progress may be affected, or what to do to help. Keeping this Journal will help you to see how your child is progressing and to understand the patterns of development that professionals are looking for and asking you to encourage through therapy and other activities. We hope it will also help you to see where a child with Down syndrome is likely to have more difficulty than other children and may need some extra help.

Start when you feel ready

The Journal allows you to record your child's development from birth through the preschool years. You can start using it whenever you feel that the material would be helpful to you.

Use it with other materials

The Developmental Journal is designed to be used with the Early Support Information for parents booklet on *Down syndrome*. The content of these two publications has been written to work together. The Journal is designed to help you support and record your child's progress. The Information for parents booklet has additional detail on the development of children with Down syndrome, the professionals who can help you and where you can find extra information and practical resources. Both these publications can be used alongside other Early Support materials.

Read more about other **Early Support** materials and how to get hold of them at the end of the booklet



What is it and what's it for?

The *Developmental Journal for babies and children with Down syndrome* is a tool to help you track and understand development in your child and to share that information with other people.

It:

- helps you record and celebrate change, achievements and progress in the early years
- helps you understand the significance of what your child is doing now, what they will do next and how you can support their progress
- provides an on-going record of your child's achievements, progress and development as they learn to do new things
- recognises the important information about your child that you have and makes it easier for you to share that information with other people
- helps professionals work in partnership with families by providing a shared basis for discussion
- supports effective early intervention services by improving everyone's understanding of the developmental processes involved.

Supporting effective early intervention

Most babies with Down syndrome are identified during pregnancy or soon after birth. This early identification creates opportunity because it enables services and support to be put in place for babies right from the start. Good services from early on benefit babies and families – both at the beginning and in the longer term.

A record of your child's individual progress including strengths, achievements and needs, helps you and those supporting you to devise an individual early intervention programme that works for you and for your child. Small developments happen every day when professionals aren't there to see – but you are! Keeping a record of achievements helps you to discuss them with other people and to understand more about how your child learns.

Using the Journal with other people

The Journal comes alive when you talk about it with other people. You can discuss it with anyone you like – your family, carers, therapists, teachers and other professionals.

One set of material to use with different professionals

Families sometimes say the different words used by different professionals are confusing for them. We hope that the Developmental Journal will help everyone 'talk the same language' by providing a single, shared frame of reference. Families can share progress and concerns with all the professionals they meet and be confident everyone is using the same information. This should make asking questions at appointments easier and ensure that families feel better-informed and that they are listened to. The Journal promotes equal partnership between families and professionals and joint working on behalf of the child.

If you're a parent or carer, the Developmental Journal can help you to:

- celebrate and record the achievements your child makes – large and small
- recognise the importance of what your child is doing and of each new thing they learn to do
- share your observations with other people, including the professionals working with you
- ask questions about progress
- be clear about what sorts of things everyone is expecting your child to do next
- have a clearer idea about what you can do to help
- have an up-to-date, accessible record of your child's development which can be copied, given to professionals and used to support discussion about your child at appointments or when reports need to be written.



If you're a professional, the Developmental Journal is designed to:

- provide a consistent, standard way to record progress that covers all the relevant areas of development
- identify aspects of development which might need to be followed up further
- support your discussions with families and other professionals
- help you work in partnership with families
- help you give better advice.

How should the Journal be used?

Do it your way

There are a number of different ways in which you may decide to use the Developmental Journal. You may want to:

- fill in the record on your own and then share it with professionals later
- ask professionals to discuss the Journal with you every now and again and fill it in together
- use it to talk with professionals about how your child is doing, but not fill it in – some people like to ask someone else to fill it in for them.

The whole Journal can seem a bit overwhelming and families have different ideas about how they want to use it. This is fine – please **use it in whatever way you find most helpful.**

We've provided material at two levels of detail, so you can choose how much information you want to use. You may feel differently about this at different times – sometimes a quicker version will be OK, while at other times you may want to look at things in more detail.

Getting started

If you begin using the Journal early, in the first few months of your baby's life, start at the beginning. You'll soon become familiar with how to record new achievements.

If you start using the Journal when your child is a bit older, you don't have to go back and fill in all the earlier material. For older children, we suggest using the [Summary sheets](#) to help you find a good starting point. Think of the things your child is currently able to do and a few new things they've learnt to do for the first time recently. Flick through the [Summary sheets](#) until you find something that describes what you're thinking about. This should guide you towards the material that's most relevant to your child's current stage of development and indicate the best place to start keeping a record.

You'll probably find that your child is developing skills that fall across several different [Steps](#) at the same time – for example, at any given time a child may be developing [motor](#) skills in [Step 2](#), [communication](#) skills in [Step 3](#) and [self-help](#) skills in [Step 4](#). So flick backwards and forwards to look at the different sections in a number of different [Steps](#) to find your way around and to get a general idea of where you are, before you start to write things down.

How often?

Most parents say they prefer to fill in the Developmental Journal regularly so they don't forget all the different little things that their child has learnt to do. We recommend filling it in every few weeks when your child is very young, and then filling it out on a monthly or two monthly basis, as skills become more complex and take longer to learn.

Filling the Developmental Journal in regularly ensures any areas of difficulty are identified as they emerge and allows everyone involved with your child to target their interventions to provide support in these areas.



Finding your way around the materials

Areas of development

The Developmental Journal describes children's development under five headings:

Communication

Communication describes the many different ways that your child interacts with other people, such as looking, pointing, smiling and talking. It includes how your child pays attention to other people and listens to them, as well as how they understand and use language themselves.

Social-emotional

Social-emotional development focuses on how children learn who they are, what feelings they have, how to behave and how to develop relationships.

Cognition and play

Cognition and play looks at the ways your child develops and learns through playing, how they develop thinking and reasoning skills, and how they process and remember information.

Motor and sensory

Motor and sensory development focuses on how your child develops gross and fine movement abilities and uses senses and movement to explore the world.

Self-help

Self-help looks at how your child develops practical independence and learns skills that help with feeding, sleeping, washing, toileting, and dressing.

While it's helpful to chart progress under these five headings, in real life, progress in one area influences how a child learns everything else, so it's helpful to think about your child's progress across all five areas. We have divided the Journal into [Steps](#) to help you to do this.

Children with Down syndrome often show more variation in their progress in different **areas of development** than other children, so expect to see faster progress in some areas than others. The way the Journal is organised highlights where this is the case and will help you to see more clearly exactly where your child needs extra help.

It's important to realise that these five **areas of development** are what professionals use to describe children's progress. There will be many other things your child is doing and learning that will be equally important for you, if not more so – for example, the types of music or food they like and what makes them laugh. Observations of this kind can also be recorded in the Journal. This information can often be particularly helpful for professionals meeting your child for the first time or as they try to understand your child's particular characteristics.

Developmental steps

The Developmental Journal is presented in the form of 11 **Developmental steps**, beginning in the first weeks of life. The skills and behaviours in each **Step** describe what an average, typically developing child achieves in each of the five **areas of development** at that stage in development. Most babies and young children with Down syndrome can achieve all of these behaviours, but may take longer to do so than other children.

Steps 1 and 2 only have been simplified into three areas of development: **engagement and interaction with others**; **sensory-motor development and play** and **self-help**. When children are very young, behaviours tend to be more integrated and difficult to separate out. For example, a young baby reaching out to grasp a toy is using **sensory, motor and cognitive** skills. The simplified areas of development in the first two **Steps** are designed to reflect the integrated nature of early development.

There are also **Summary sheets**, a **Developmental profile** and a **Glossary**. You can read more about each of these in the next section.

Read more about this in **Age norms and expectations**



Using the Journal

Recording progress using the Developmental steps

Within each of the 11 **Developmental steps** in the Journal you can record your child's progress in the five **areas of development** (communication, social-emotional development, cognition and play, motor and sensory development and self-help).

For each item listed for a **Step**, there are three different columns for you to complete:

- Emerging** Tick and date this column the first time you notice your child beginning to do something that demonstrates this skill or behaviour, even if it's only an attempt.
- Developing** Tick and date this second column when you notice your child using a skill or behaviour more often, as they become more skilful at it.
- Achieved** Tick and date this third column when you see your child doing something often, demonstrating the skill or behaviour independently and with confidence in a number of different situations – for example, in different rooms and different houses, with different toys, in interaction with different people etc.


You do not have to use all three columns, all of the time. For example, you may only notice a new speech and language or motor skill once it's already quite well established – i.e. it's 'developing' or 'achieved', rather than 'emerging'. **Only use all three columns if they're helpful to you as you track your child's progress over time.**

In the **communication** sections, you'll notice there are different boxes for noting down when your child is **signing** a word, and when they **speak** it. This is an important distinction for many children with Down syndrome. If you use signs with your child, they're likely to sign more words than they can say in the early days. It's important to record these differences as your child moves forward.

Notes or queries

There's a column on all the sheets for you to add comments, if you wish to do this. You might want to describe what your child does that demonstrates they're developing the particular behaviour or skill being recorded, for example, or you might want to note down any questions that you have for the professionals about what your child is doing. It could also be a place to record favourite toys, if they seem to encourage the behaviours you're seeing and trying to encourage.

Cognition and play

 Cognition	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
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)		✓ 11/05	✓ 12/05	Recognises bottle. In high chair kicks excitedly before food.
Very early imitation of adults (e.g. tries to move hands or object after watching adult)	✓ 11/05	✓	✓ March 06	
Repeats action to make sound again (e.g. shaking rattles, squeezing noise makers, kicking at baby gym)			✓ 09/05	
Persistently and deliberately reaches out for toys that interest him/her			✓ 10/05	
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.		✓ 12/05	✓	Shower and hairdryer
Looks around a room with interest			✓	
Uses feet to help in grasping objects			✓	



Expression
(using speech and/
or gesture)

Uses voice or **gesture** to:
 – attract attention (e.g. holding up objects, waving arms)
 – ask for things (e.g. reaching, opening and shutting hands)
 – refuse (e.g. pushing objects away, shaking head)

Uses voice, **gestures** or actions to join in with a familiar rhyme or game

Waves bye-bye through **imitation** (i.e. copies when others wave to him/her)

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

✓
11/05

✓ 05/06


✓
May 2006

03/06 ✓

Before ✓
Nov 2005

Clapping, copying actions,
bouncing and nodding

Motor and sensory Mother started keeping Journal November 2005

 <p>Large movements</p>	<p>Emerging Behaviour is seen for the first time (date and child's age)</p>	<p>Developing Behaviour occurs sometimes (date and child's age)</p>	<p>Achieved Behaviour occurs often/usually (date and child's age)</p>	<p>Any notes or queries on how your child does this</p>
<p>Walks with shorter steps and legs closer together – no longer needs to hold arms up for balance</p>			<p>✓ Before November</p>	
<p>Runs taking care – some difficulty with avoiding obstacles</p>		<p>Before November 2005</p>	<p>Before end 03/06</p>	<p>A toddler run - more of a fast walk</p>
<p>Starts to climb</p>			<p>Before Nov. 2005</p>	
<p>Walks upstairs holding hand of adult</p>		<p>✓ Nov 05</p>	<p>✓ 30/04/06</p>	<p>Can walk up several steps, holding adult hand but not whole staircase yet</p>
<p>Steps backwards downstairs, holding on to each step</p>				<p>Not yet - March 2006</p>
<p>Bumps down a few steps on bottom</p>			<p>24/04/06</p>	<p>April 2006 can bump all way down</p>
<p>Gets onto child's chair without help backwards or sideways</p>				<p>Beginning Nov. started to sit on bottom stair and play. Started to back into chair 24 November.</p>
<p>Has a wide variety of different ways to sit to play</p>	<p>✓</p>			<p>Usually sits or squats</p>
<p>Kneels upright on flat surface without support</p>			<p>Before Nov. 2005</p>	

Summary sheets

Each **Developmental step** has a **Summary sheet** that lists the key milestones in each **area of development**. You can complete these at the end of a **Step** as a summary of what has been happening and may want to copy them to share with others. Some people like to fill in the **Summary sheets** with a professional, because they support general discussion about how things are going and what comes next. **If you don't want to use the full set of material for a Step, the Summary sheets also provide a shorter alternative.**

The Developmental profile – getting an overview

At the beginning of the Journal, we have included a **Developmental profile** that helps you to see the pattern of your child's progress over time as they move through **Developmental steps**. It allows you to summarise what's going on, once you have filled out the more detailed tables and it gives you a 'bird's eye' view.

Once you have ticked 'achieved' for more than half of the items for a particular developmental area in a **Step**, enter the date in the corresponding box on the profile sheet. This will help you to record and celebrate progress over time and see at a glance the particular areas of strength and difficulty that your child has.

For example, a child may have moved on to **Step 6** in the **motor and sensory** and **social-emotional** areas, but still be at **Step 4** for **communication**. Within the **communication** area, a child may be up to **Step 8** for **attention, listening and understanding**, but still be at **Step 4** for **expression**.

Child's name: Gemma B

Date of birth: 4/11/04

Enter the date and your child's age in the corresponding box when you have filled out the more detailed material set out in the Journal and have ticked 'Achieved' for nearly all the items in a Step. Children are likely to be achieving new things in different Steps at any one time, so don't forget to check backwards and forwards as well.

Developmental profile

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Communication											
Engagement and interaction with others	✓	✓									
Foundations of communication			✓								
Attention and listening				✓ 12/05	✓ 05/06						
Understanding											
Expression				✓		Sign	Sign	Sign	Sign	Sign	Sign
				05/06		Spoken	Spoken	Spoken	Spoken	Spoken	Spoken
Speech production											

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Social-emotional											
Social-emotional understanding and expression			✓	✓ 10/05	✓ 05/06						
Attachment			✓	✓ 10/06	✓ 05/06						

Developmental profile

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Cognition and play											
Sensory-motor development and play	✓	✓									
Cognition			✓ 10/05	✓ 12/05	✓ May 06						
Play			10/05	✓ 12/05	✓ May 06						

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Motor and sensory											
Large movements			✓ 10/05	✓ 11/05	✓ Feb/March	✓ 04/06					
Fine movements and hand-eye coordination			✓ 10/05	✓ 12/05	✓ 03/06	05/06					
Vision			✓ 10/05	12/05	✓ 03/06						

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Self-help											
Feeding	✓	✓	✓ 09/05	✓ 11/05	✓ 03/06						
Sleeping	✓	✓	09/05	✓ 11/05	12/05						
Washing				11/05							
Toileting											
Dressing											
Independence skills											



This information helps identify areas to target for further learning support and intervention, and particular strengths that can be used to support a child's development in other areas. Some of the professionals working with you may ask to photocopy the **Developmental profile**, as it provides a useful, at-a-glance summary of what is going on for people who are working with you and your child.

Worries or concerns

At times, your child may behave in ways that worry you. We have left a space at the end of each **Step** for you to note down these concerns so that you can discuss them with the professionals you meet. The Journal provides you with lots of opportunities to record all the new positive behaviours and skills your child achieves. However, children very often develop 'difficult behaviours' and it's important to discuss these as well – for example, how to set boundaries and help your child learn to behave in socially appropriate ways for children of their age. Sometimes children show 'different' rather than 'difficult' behaviours such as wanting to play in repetitive ways with toys or objects for longer than is usual for other children and it's important to discuss this as well.

This is an important space in the Journal, as we know that it helps children to move forward if help and support is given early – in other words, as soon as you notice behaviours that worry you.

Special achievements and things to celebrate

As has been explained, the Journal is organised in **areas of development** and **Steps** that reflect the way professionals describe child development. At the back of the Journal, you'll find another page where you can add details of any other special achievements and things you'd like to celebrate that are not covered in the tables. Use this section to identify important personal interests as well, if you'd like to do this. You can make notes about toys that your child enjoys playing with, activities which they particularly like or dislike, or their favourite foods. You could note the TV programmes they choose to watch, the places they enjoy going, or the people they look forward to seeing. The richer the description of

your child, the more chance you and the professionals you meet have to individualise early intervention activities to meet the needs of your child – in other words, to make what they do enjoyable and effective.

Glossary

Throughout the Developmental Journal there are words in blue, like [this](#). Blue text means that terms are explained and defined in the [glossary](#) at the end of the Journal. The idea is to give you access to the terminology or ‘jargon’ that you may hear being used by professionals as they talk about child development that may not be familiar to you.

A final comment

When you’re in the habit of using these records, there’s a danger you may focus on [Developmental steps](#) or [areas of development](#), rather than seeing your child as a whole. It’s important for everyone to keep reminding themselves about all the ways in which you and your child are succeeding and developing, and to celebrate success and progress whenever and however it happens.



Age norms and expectations

Babies and children with Down syndrome

Each child is an individual and it's important to remember this when you compare your child's development with any other child or group of children. Children with Down syndrome vary as much in ability, likes and dislikes, personality, and strengths as any other population. What's important is that your child continues to make progress in different areas at their own pace and in their own way – not how fast or slowly this happens.

For most children with Down syndrome, progress in all **areas of development** is affected in some way, with some aspects of development progressing faster than others – for example, children's social and emotional understanding and their ability to communicate non-verbally is often more advanced than their motor development or progress with talking.

You may also want to find out more about 'typical' patterns of development that emerge when children with Down syndrome are considered as a group. There is a 'developmental profile' with characteristic strengths and characteristic difficulties. You can read more about this in the Early Support Information for parents booklet on **Down syndrome**. You may already have been given this book with this Journal. If not, you can find out more about **Early Support** and about how to get hold of a copy at the back of this publication.

It's also important to remember that children who experience more health difficulties in the early months and years of life are likely to experience more developmental delay than their peers without health difficulties. However, once medical issues have been resolved and are under control, children typically go on to make progress in all areas.

Many children who seem to be making rather slow progress in the early months put on a spurt later. So please keep in mind that experts who have worked for many years with children with Down syndrome are not able to make reliable long-term predictions of what a child will achieve later on in life from their progress from birth to 5 years of age. Guidelines should not

and cannot therefore be used to try to predict the future development of any child with Down syndrome.

Because all children show wide variation in their patterns of development, the guidance on the rates of development that might be expected when a baby has Down syndrome and how this varies from 'typical' development given below must be treated with extreme caution. The tables offer a rough guide only. We have included the information only because some parents asked for it – **if it's not helpful for you, don't use it.**

Guidelines for typically developing children

The following table provides broad guidelines for 'typically developing' children considered as a group rather than for any specific child. For most children without Down syndrome, progress on items in the **Steps** described in this Journal overlap, and children achieve skills in different **Steps** at the same time. Each child moves forward at their own pace and in their own way. Some children make steady progress and some children move forward in spurts, with periods of consolidation in between.

Developmental Step	Approximate age/developmental level for typical developing children
Step 1	0 – 3 months
Step 2	2 – 5 months
Step 3	4 – 7 months
Step 4	6 – 10 months
Step 5	9 – 13 months
Step 6	12 – 16 months
Step 7	15 – 19 months
Step 8	18 – 22 months
Step 9	21 – 25 months
Step 10	24 – 31 months
Step 11	30 – 36 months

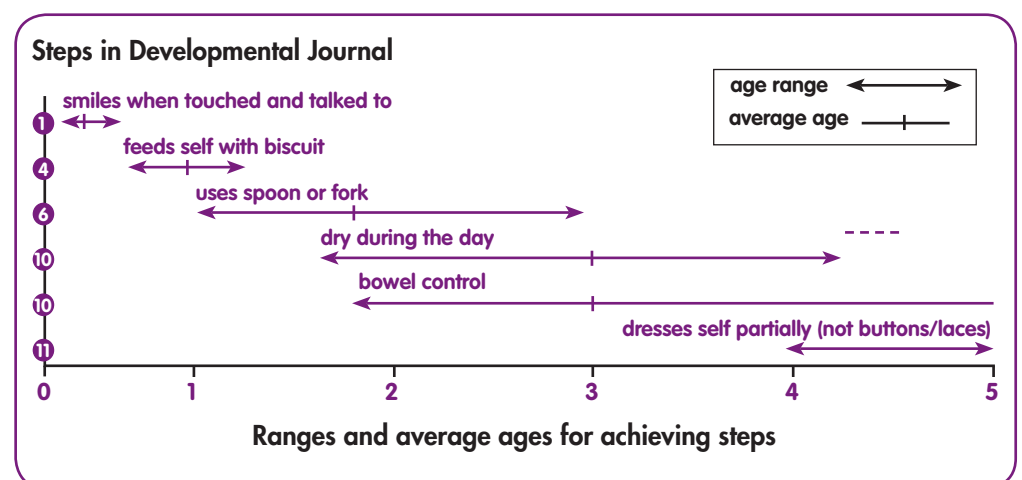


Guidelines for children with Down syndrome

The information about children with Down syndrome presented below is the best that can be provided at present. The figures are based on information in published research studies, but these studies are based on relatively small numbers of children and more research is needed, to provide more reliable norms. The Developmental Journal, when it is in use around the country, may help us to collect some of this information in coming years.

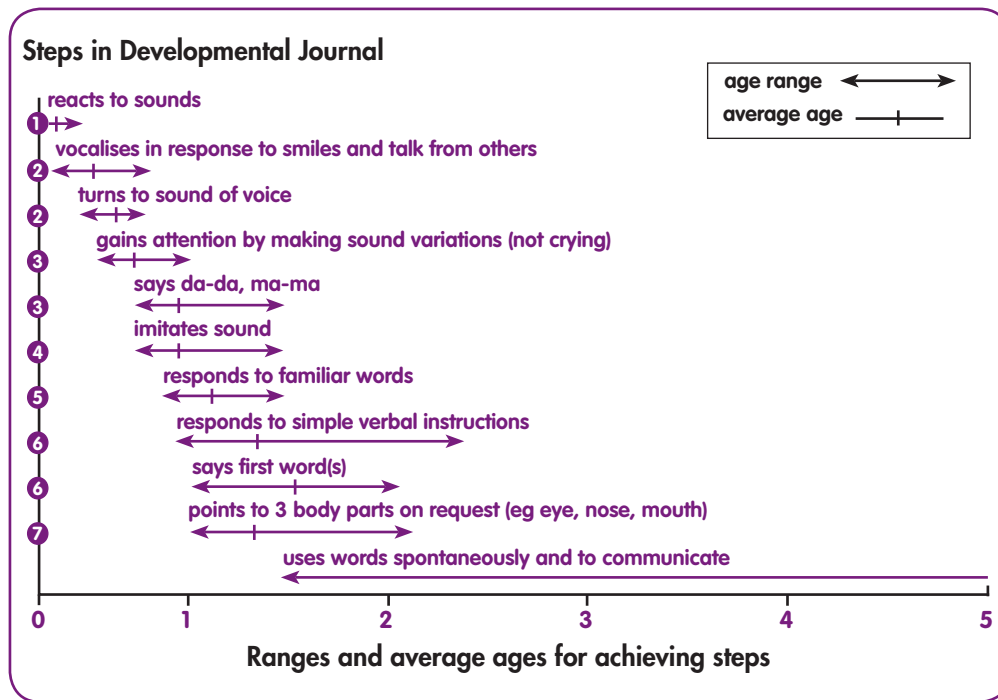
The following charts are based on the best available data¹ for some key milestones identified in the Developmental Journal in each **area of development**. Each chart shows the range of ages at which a child with Down syndrome may achieve each milestone, as well as the average age that the data indicates they might do so. Each chart also shows the **Step** in the Developmental Journal for that milestone. Further detail about expectations for each area of development can be found in the *Down Syndrome Issues and Information* series of publications¹.

Social and self-help skills

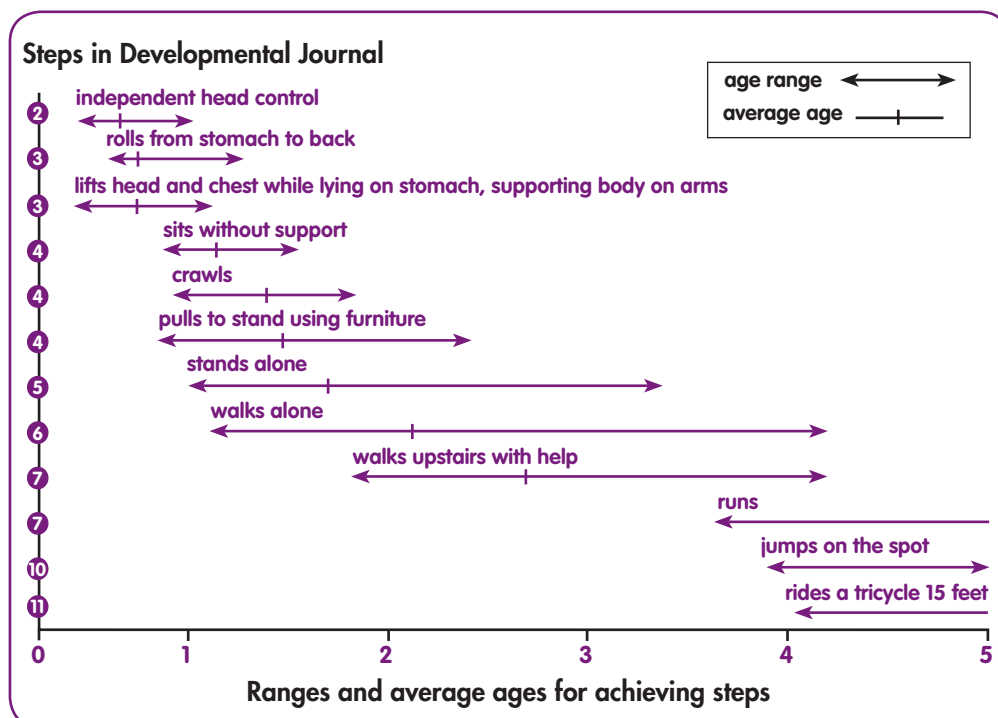


¹ *Down Syndrome Issues and Information* (2000 – 2006) contains up-to-date reviews of the information available on the development of children with Down syndrome and guidance on evidence based practice. Available in print and on-line – see www.downsed.org

Communication

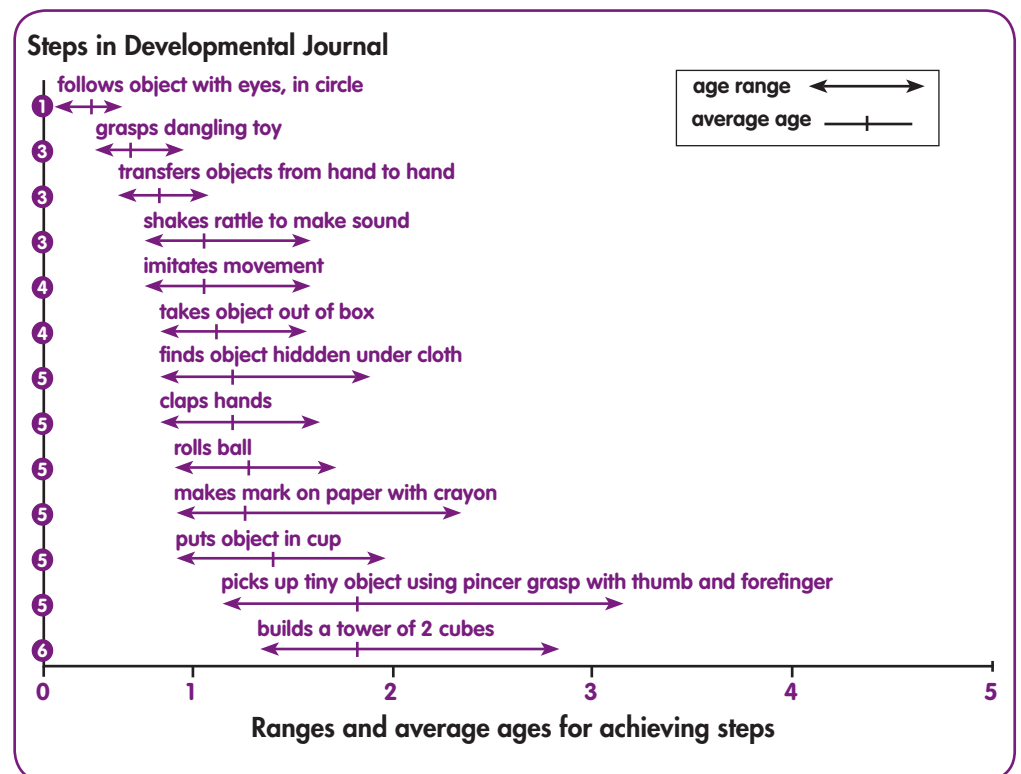


Gross motor skills





Fine motor and cognitive/adaptive skills



These milestones have been drawn from the following sources:

Down's syndrome: an introduction for parents
 Cunningham
 London: Souvenir Press (1987)

Helping your handicapped baby
 Cunningham and Sloper
 London: Souvenir Press (1978)

Language development in children with special needs
 Johansson
 London: Jessica Kingsley Press (1994)

Teaching the infant with Down syndrome

Hanson

Austin, Texas (1987)

Gross motor skills in children with Down syndrome

Winders

Bethesda, MD, Woodbine House (1997)

Other resources for families and professionals working with children with Down syndrome

A wide range of materials are available to parents from the following organisations:

- The Down's Syndrome Association – www.downs-syndrome.org.uk
- The Down Syndrome Educational Trust – www.downsed.org
- Down's Syndrome Medical Interest Group (DSMIG) – www.dsmig.org.uk
- I Can – www.ican.org.uk
- Makaton Vocabulary Development Project – www.makaton.org
- The Signalong Group – www.signalong.org.uk

The Early Support Information for Parents Booklet on *Down syndrome* lists further useful contacts and organisations.



How the material was developed

The material was developed at the Down Syndrome Educational Trust in Portsmouth, with the support of an advisory group.

The development team comprised:

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Gillian Bird

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John Oates

John Clibbens

Gaye Powell

Professor Sue Buckley

Over 70 families with children under 5 attending the Early Development Groups in Portsmouth were involved in commenting on the materials and piloting their use over a two-year period. In 2006, events were held in Plymouth, Bristol, Sheffield, Nottingham and Bradford, involving a further 110 families with young children and professionals. The final consultation events were facilitated by members of the development team and by the Down's Syndrome Association.

Advisory group

Chair

Prof Sue Buckley OBE Director for Research and Training, The Down Syndrome Educational Trust and Emeritus Professor of Developmental Disability, Department of Psychology, University of Portsmouth

Psychologists

John Oates Senior Lecturer in Developmental Psychology, Centre for Childhood, Development and Learning, Open University

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Speech and Language Therapists

Nicola Grove Senior Lecturer, Dept of Language and Communication Science, City University

Gaye Powell Head of Speech and Language Therapy Services, Plymouth, representing the Royal College of Speech and Language

Therapists

Leela Baksi Symbol UK (specialising in services to children with Down syndrome). Symbol UK is advisor to the Down's Syndrome Association



Karen Imrie	Specialist Speech and Language Therapist and Advisor to Down's Syndrome Scotland
Katie Hillier	The Down Syndrome Educational Trust
Teachers/Portage	
Annie McGee	Head of Plymouth Early Years Inclusion Service
Jonty Rix	The Centre for Curriculum and Teaching Studies, Open University and member of the Portage National Committee
Julie Hughes	The Down Syndrome Educational Trust
Sue Lewis	Director for Educational Development and Inclusion, Mary Hare, Newbury and lead for the development of the Early Support Monitoring Protocol for Deaf Babies and Children in 2003/4
Medicine and professions allied to medicine	
Sarah Crombie	Association of Paediatric Chartered Physiotherapists
Dr Liz Marder	Consultant Community Paediatrician, Nottingham and Chair of the Down's Syndrome Medical Interest Group (DSMIG)
Mary Joyce	Clinical Specialist, Paediatric Occupational Therapist, Southend University Hospital NHS Foundation Trust, representing NAPOT
Lorraine Grieve	Specialist Health Visitor, Child Development Centre, Portsmouth and representative from national SIG
Voluntary organisations	
Carol Boys	Chief Executive, Down's Syndrome Association
Julian Hallett	Development Director, Down's Syndrome Association
Cliff Lake	Chair, Down's Heart Group
Leslie Campbell	MENCAP

Down Syndrome Educational Trust

The Down Syndrome Educational Trust (DownsEd) is a leading international charity focused on the education and development of individuals with Down syndrome. Since 1979, researchers at the Trust have undertaken pioneering research into the development and education of individuals with Down syndrome. This research has helped identify a range of practical strategies to promote the development of children with Down syndrome. All of the Trust's services and publications draw on the evidence of this research as well as extensive practical experience.

The Trust:

- publishes a broad range of information and guidance on Down syndrome – in print (including the *Down Syndrome Issues and Information* series of books) and online.
- runs training workshops and lectures for parents and professionals across the UK and throughout the world.
- offers individual advice and support through a free AdviceLine service and consultancy services for families.
- supports inclusion in education by providing expert training, support and consultancy for teaching staff and education authorities.
- provides early intervention services for babies and pre-school children to help parents give their children the best start in life.
- operates a specialist mail order service selling books and teaching resources for children with Down syndrome.

The Down Syndrome Educational Trust

The Sarah Duffen Centre, Belmont Street, Southsea, Hampshire PO5 1NA

Tel: 023 9285 5330

Fax: 023 9285 5320

Email: enquiries@downsed.org

Web: www.downsed.org and www.down-syndrome.info

**the down syndrome
educational trust**

<http://www.downsed.org/>



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 achievement 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

If you would like a copy of the other Early Support publication mentioned in this booklet, which is available free of charge, please ring 0845 602 2260 and ask for the following:

Information for parents booklet on *Down syndrome* ESPP13

The booklet provides general information for families with young children with Down syndrome.

Copies of this publication can be obtained from:
DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 602 2260
Fax: 0845 603 3360
Textphone: 0845 605 5560
Email: dfes@prolog.uk.com

Please quote ref: ES49

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www.earlysupport.org.uk

We acknowledge with thanks the contribution of the
following organisation in the production of this resource.

**the down syndrome
educational trust**
<http://www.downsed.org/>

Early Support

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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



	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
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: – use lively facial expressions – use child-directed speech (voice with varied tone and volume)				
Makes sounds such as gurgles and coos				


Engagement and interaction with others continued

	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
Holds eye contact with you for 5 seconds or more				
Copies facial expressions 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



	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 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				

	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
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

	Feeding	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
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					
	Sleeping	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
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

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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:

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Developmental journal

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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



	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
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 eye contact)				
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 facial expression , moves body, makes mouth movements)				
Smiles or makes sound in response to eye contact				
Uses different sounds/cries to show hunger, tiredness and pain				


	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
Produces and copies non-speech sounds (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 emotions (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



	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
Shows anger if physically restrained (e.g. cries when held still for injection or medication)				
Laughs to express pleasure				
Becomes excited in anticipation of play/ interaction (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

	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
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 anticipation 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 ' shifting visual attention '				

Sensory-motor development and play continued



	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
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



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)
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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



	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
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

 Feeding	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
Feeds at regular intervals throughout the day				

 Sleeping	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
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)

 Sensory-motor development and play	Achieved (date and child's age)	Any notes or queries on how your child does this
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)		



Self-help

Achieved
(date and child's age)

Any notes or queries on how your child does this

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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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



Foundations of communication

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)
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Any notes or queries on how your child does this

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, **gesture**, **eye contact** and **facial expression** to make contact with people and keep their attention


 Foundations of communication	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 develop and use the vowel sounds of the language used at home. For example, /ae/ as in hat, /e/ as in pet (for English language)				
Babbles by repeating a series of the same sounds (reduplicated babble) e.g. ba-ba-ba, ma-ma-ma.				
Begins to develop and use some consonant sounds : e.g. /g-g/, /mmm/, /h/, /d-d/				
Makes sounds for pleasure (e.g. vocalises 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 child directed speech				


Social-emotional


	Social-emotional understanding and expression	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 wary of unfamiliar events				
	Laughs and squeals when happy or excited				
	Gets upset if toy is taken away from him/her				
	Responds to facial expressions of happiness and sadness in others (e.g. smiles if adult smiles or frowns if adult frowns)				

 Attachment	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
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

 Cognition	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
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 imitation of adults (e.g. tries to move hands or object after watching adult)				


 Cognition	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
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				

 Play	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 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

	Large movements	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
	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				


 Large movements	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
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				


 Fine movements and hand-eye co-ordination	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
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				

	Fine movements and hand-eye co-ordination	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
	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)				

	Vision	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
	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

 Feeding	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
Puts hands on breast or bottle when feeding				
Tolerates stimulation to gums when adult rubs gums with finger or trainer toothbrush				

 Sleeping	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
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



Communication

Achieved
(date and child's age)

Any notes or queries on how your child does this

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, **gesture**, **eye contact** and **facial expression** to make contact with people and keep their attention

Babbles by repeating a series of the same sounds (**reduplicated babble**)
e.g. ba-ba-ba, ma-ma-ma

Makes sounds for pleasure (e.g. **vocalises** with tuneful voice for minutes at a time to self when lying in cot or at play)



Social-emotional


Achieved
(date and child's age)


Any notes or queries on how your child does this

Wary of unfamiliar events

Responds to **facial expressions** of happiness and sadness in others
(e.g. smiles if adult smiles, frowns if adult frowns)

Laughs and squeals when happy or excited

 Social-emotional	Achieved (date and child's age)	Any notes or queries on how your child does this
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		

 Cognition and play	Achieved (date and child's age)	Any notes or queries on how your child does this
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.			

 Understanding (of 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
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'				

 Expression (using speech 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 voice or gesture to: <ul style="list-style-type: none"> – attract attention (e.g. holding up objects, waving arms) – ask for things (e.g. reaching, opening and shutting hands) – refuse (e.g. pushing objects away, shaking head) 				
Uses voice, gestures or actions to join in with a familiar rhyme or game				
Waves bye-bye through imitation (i.e. copies when others wave to him/her)				



Speech production

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)
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Any notes or queries on how your child does this

Begins to imitate the voices of others, especially the **vowels** and 'ups and downs' of speech (**intonation**)

Begins to **imitate** sounds – may copy you if you copy the child's sounds first

Communicates friendliness or annoyance through **vocalisation**

Voice is tuneful and expressive

Voice starts to have the tone and **rhythm** (patterns and stresses of familiar **phrases**) of the language spoken at home (first language)

Vocal **babble** is increasingly speech-like, containing **consonants** and **vowels** such as: /baba/ /gaga/

Tries lots of ways of making **consonants** in **babble**:
– most common /b/, /p/, /d/, /t/, /g/, /k/ are called stops; /m/, /n/, /ng/ are called nasals

 Speech production	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
Produces and copies mouth movements for speech sounds (e.g. putting lips together for /m/, rounding lips for /oo/)				
Begins to use varied double syllable sounds, e.g. 'dadi', 'babu' or uses a variety of syllables in continued babbling, e.g. 'badago' (variegated babble)				


Social-emotional


 Social-emotional understanding and expression	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
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/ emotions (e.g. joy, fear, anger, surprise)				

	Social-emotional understanding and expression	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
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					


 Attachment	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
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

 Cognition	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 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				

 Cognition	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 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				


 Cognition	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
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)				


 Play	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
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

 Large movements	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
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				

	Fine movements and hand-eye co-ordination	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
	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 – immature pincer grasp				
	Stretches out with one hand to grasp toy if offered				
	Looks at and pokes small objects like crumbs with index finger				


	Vision	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
	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				

 Feeding	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
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				

	Sleeping	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
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					

	Washing	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
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:

 Communication	Achieved (date and child's age)	Any notes or queries on how your child does this
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 gesture to attract attention, ask for things or refuse		
Begins to imitate sounds		
Vocal babble is increasingly speech-like, containing consonant and vowel sounds		

 Social-emotional	Achieved (date and child's age)	Any notes or queries on how your child does this
Shows awareness of other children (e.g. watching and smiling or moving closer to them)		
Shows more differentiated feelings/ emotions (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)

 Understanding (of 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
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)

 Speech production	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 sounds like those in the language used in the home				
Copies and uses voice spontaneously as part of games/familiar routines (e.g. 'bye-bye', 'all gone')				
Copies symbolic noises and baby words (e.g. 'woof-woof', 'choo-choo')				
Produces symbolic noises and baby words spontaneously (e.g. 'aaah!' when cuddling toy, 'brmm-brmm' for a car)				
Uses a range of vowels 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)				
Vocalises in attempts to copy words				
Imitates familiar consonants and vowel sounds associated with frequently used toys and/or pictures (e.g. 'baa-baa' for a sheep, 'moo-moo' for a cow)				

Social-emotional


	Social-emotional understanding and expression	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
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					

	Attachment	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
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					


 Attachment	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
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


 Cognition	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
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)				


 Cognition	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
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 gestures that are not part of his/her repertoire (i.e. child watches adult carefully and then imitates something s/he has not done before)				


 Cognition	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
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				

 Play	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
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


 Large movements	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
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 (cruising)				
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				


	Fine movements and hand-eye co-ordination	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
	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 (pincer grasp)				
	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 palmar grasp and tries to imitate scribble				
	Removes pieces from inset puzzle and large pegs from pegboard				


 Vision	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
Predicts path of moving object (knows where moving object is likely to go and looks there)				

Self-help

 Feeding	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
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)				

 Sleeping	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 sleeping through the night consistently				
Accepting of regular bedtime				

 Washing	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
Plays with a range of bath toys				
Begins to actively participate in bathing (e.g. offers or lifts body part ready for washing)				

 Toileting	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
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

 Understanding (of 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
Shows understanding of at least 15 words/signs: e.g. – looks at named person – points to or finds an object when asked to (e.g. Where are your shoes?)				
Points to named/signed items in picture books				
Simple conversations take place between adult and child mainly focusing on the here and now				

 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
Points to objects in the environment to direct adult attention and share interest – may vocalise while pointing				
Points toward desired objects out of 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

Imitates signs /spoken words	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses approximately five words/ signs without prompting	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Asks for favourite games using words/ signs / gestures (e.g. peek-a-boo by saying 'boo' or hiding face in hands)	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Speaks/ signs to name favourite items (e.g. bubbles, ball, cat)	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Speaks/ signs to make requests (e.g. drink, more)	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Waves 'bye-bye' spontaneously							


 Speech production	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
Babbles freely when alone or playing				
Own vocalisations 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 consonants and vowels in babble/jargon . /p/, /d/, /b/ (stops) are the most common sounds used in first words such as 'bibi' for biscuit.				


Social-emotional


	Social-emotional understanding and expression	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 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 anticipation (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 interaction with other children				


 Attachment	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 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

 Cognition	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
Co-operates in everyday routines (e.g. dressing, bathing, singing games, tidying up)				
Imitates others' use of objects, gesture or voice almost immediately				

 Cognition	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
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				


 Play	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
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.)				


 Play	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
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


 Large movements	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
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				

 Large movements	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
Comes downstairs backwards on knees (crawling)				
Carries large toy, or several toys while walking				
Pulls toy on string along behind while walking				


 Fine movements and hand-eye co-ordination	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
Builds tower of 2 blocks				
Scribbles with crayon holding it with palmar grasp				
Turns over container to tip out contents				
Drops blocks through large round hole in a posting box				

	Vision	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
Watches actions outside and points to show interest					

Self-help

	Feeding	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
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	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
Only having one nap during the day					

 Washing	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
Co-operates with teeth brushing				
Co-operates with drying hands				
Actively participates in bathing (e.g. uses sponge on arms and legs)				

 Dressing	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
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

 Communication	Achieved (date and child's age)		Any notes or queries on how your child does this
Shows understanding of at least 15 words/ signs (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/ signs without prompting	Sign	Spoken	
Babbles freely when alone or playing			
Imitates familiar spoken words			

 Social-emotional	Achieved (date and child's age)		Any notes or queries on how your child does this
Laughs at discrepancies (e.g. putting shoe on head)			
Shows interest in the activities of others			
Initiates interaction with other children			
Uses parent/carer for ' emotional refueling ' 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			



Cognition and play

Achieved
(date and child's age)

Any notes or queries on how your child does this

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)



Motor and sensory

Achieved
(date and child's age)

Any notes or queries on how your child does this

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 **palmar grasp**



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)			

	Understanding (of 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
Understands 1-2 new words each week					
Understands familiar words in new contexts each week (e.g. learns that 'bath' means the bath in other people's houses as well own bath at home)					
Selects familiar objects (e.g. will go and find objects when asked or identifies objects from a group)					
Follows simple instructions, particularly if accompanied by gestures/signs (e.g. pointing to places, things or people)					
Identifies simple body parts on self (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		

 Speech production	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 approximate forms of words to communicate (e.g. 'mu' for more, 'din' for drink)				
Imitates mouth movements for production of a variety of consonant and vowel combinations e.g. 'mama', 'boo-boo', 'bow-wow'. Child may move mouth but not use voice.				
Uses a wide range of ups and downs (intonation) and rhythms to reflect mood, (e.g. excitement, level of interest and involvement)				


Social-emotional


 Social-emotional understanding and expression	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
Shows signs of jealousy				
Shows defiance				


	Social-emotional understanding and expression	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
	Shows pride and pleasure in new accomplishments				
	Is persistent in completing tasks and activities with more than one part (e.g. puzzle, posting etc.)				

	Attachment	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
	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


 Cognition	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
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. phrases , parts of games and actions)				
Experiments with different objects to look for other new properties – s/he is like a ' little scientist ' (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				

 Cognition	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
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)				

 Play	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
Includes other people and objects in pretend play (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 anticipation games/toys such as 'jack-in-the-box'				
Understands and follows stories read to him/her. Has favourite stories and characters.				


Motor and sensory


 Large movements	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
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				


 Fine movements and Hand-eye co-ordination	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
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 palmar grasp)				
Scribbles spontaneously 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	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 familiar people at a distance					
Points to distant interesting objects outside					
Watches small moving toy/object at 3m or more away					

Self-help


	Feeding	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
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.					

 Feeding	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
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 interaction)				
Drinks from a straw				

 Washing	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
Tolerates use of toothpaste and brush				
Co-operates with washing hands				
Beginning to brush own hair				


	Dressing	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
	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)				

	Toileting	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
	Indicates wet or soiled nappy/pants				

	Independence skills	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
	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:

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

 Social-emotional	Achieved (date and child's age)		Any notes or queries on how your child does this
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)

 Motor and sensory	Achieved (date and child's age)	Any notes or queries on how your child does this
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 spontaneously and makes dots on paper		
Fits large round shapes into posting box, puzzle or shape sorter		
Recognises familiar people at a distance		

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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		



Self-help

Achieved
(date and child's age)

Any notes or queries on how your child does this

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

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)
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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

 Understanding (of 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
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/ vocalisation and/or sign/gesture to accompany play	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses up to 20 words/signs: – names things and people – comments on what's happening – tells someone something – responds to adult's questions or comments – protests – expresses likes and dislikes – describes actions	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Names pictures of common objects when pointed to	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
Joins in simple narrative 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/ signs together (e.g. daddy gone)	Sign		Sign		Sign	
	Spoken		Spoken		Spoken	


 Speech production	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
Continues to use simplified versions of words (e.g. 'goggy' for 'dog')						
Imitates intonation of what s/he hears						
Imitates words by copying some speech sounds and the correct number of syllables						

	Speech production	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
	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 vowel sounds in words: e.g. /ea/ as in beat, /ai/ as in bait, /oo/ as in boot				
	Uses a range of consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/, /n/, /m/, /w/, /h/				


Social-emotional


	Social-emotional understanding and expression	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
	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)				


 Social-emotional understanding and expression	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
May have a tantrum if frustrated or misunderstood				
Shows embarrassment				


 Attachment	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
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	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
	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				

 Cognition	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 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				


 Play	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
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)				


	Play	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
Makes a pretend sequence (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

	Large movements	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
Runs without bumping into obstacles					
Climbs onto and down from furniture without help					


 Large movements	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
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				


 Fine movements and hand-eye co-ordination	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
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				


	Fine movements and hand-eye co-ordination	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
	Imitates drawing vertical lines				
	Imitates circular scribble				


	Vision	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
	Shows sustained interest in looking at pictures/books with adults				
	Can visually scan the environment more quickly so trips over objects less often				


Self-help

 Feeding	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
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				


 Sleeping	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
Participates in bedtime routine (e.g. fetching pyjamas, requesting favourite story)				


 Washing	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
Takes part in washing (e.g. rubs hands and body with soap, puts under water to rinse)				

	Dressing	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
Puts on hat and slip on shoes					
Plays 'dressing up' games					
Unzips front zipper on coat/jacket					
Helps take coat off					

	Toileting	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
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:

 Communication	Achieved (date and child's age)		Any notes or queries on how your child does this
Plays simple co-operative listening games (e.g. 'give it to'...)			
Recognises and will identify many objects and pictures when named/ signed			
Uses up to 20 words/ signs 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/ signs together (e.g. daddy gone)	Sign	Spoken	
Uses a range of consonant sounds in words including /p/, /d/, /b/, /t/, /g/, /n/, /m/, /w/, /h/			

 Social-emotional	Achieved (date and child's age)		Any notes or queries on how your child does this
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

 Motor and sensory	Achieved (date and child's age)	Any notes or queries on how your child does this
Runs without bumping into obstacles		
Walks up and down stairs holding on, putting two feet on each step		
Holds pencil near point using tripod grip (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		

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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

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)
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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')				

 Understanding (of 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
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				

 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
Rapid growth in expressive vocabulary – 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/ signs into phrases (e.g. 'daddy come', 'there it is', 'play 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/ sign with quizzical face	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Starts to know his/her own mind and expresses this through action, gesture , sign or spoken words (e.g. 'no want bath', 'no go bed')	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Talks aloud and/or signs when playing with others	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Says/ signs please with prompts	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
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	

 Speech production	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
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



Social-emotional understanding and expression

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

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)


 Attachment	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
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

 Cognition	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 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 signs), and looking intently at objects, events and people				


	Cognition	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
	Remembers a sequence 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				


	Play	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
	Imitates longer sequences 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)				

 Play	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 one object to represent another in pretend play (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 sequences of play of other children				
Plays with play dough and makes different shapes – will tell you what they have made				


Motor and sensory

	Large movements	Emerging	Developing	Achieved	Any notes or queries on how your child does this
		Behaviour is seen for the first time (date and child's age)	Behaviour occurs sometimes (date and child's age)	Behaviour occurs often/usually (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				


 Fine movements and hand-eye co-ordination	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
Picks up tiny objects accurately/quickly using pincer grip				
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	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
Scans pages and looks at books studying each picture for details					

Self-help


	Feeding	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
Searches for food when hungry					
Feeds self competently with spoon					
Drinks well without spilling					
Replaces cup on table without difficulty					


 Dressing	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
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				

 Toileting	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
Indicates need for toilet by behaviour (e.g. dancing movements, holding self)				
Tolerates sitting on potty or toilet				

	Independence skills	Emerging	Developing	Achieved	Any notes or queries on how your child does this
		Behaviour is seen for the first time (date and child's age)	Behaviour occurs sometimes (date and child's age)	Behaviour occurs often/usually (date and child's age)	
	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:

 Communication	Achieved (date and child's age)		Any notes or queries on how your child does this
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 expressive vocabulary – at least 50 words/ signs and becoming more difficult for parents to keep track of new words/ signs	Sign	Spoken	
Starts to know his/her own mind and expresses this through actions, gestures, sign 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)			

 Social-emotional	Achieved (date and child's age)		Any notes or queries on how your child does this
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)

 Motor and sensory	Achieved (date and child's age)	Any notes or queries on how your child does this
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 pincer grasp)		
Makes snips in paper with child scissors		
Scans pages and looks at book, studying each picture for details		

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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

 Understanding (of 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
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 prepositions '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/ signs (e.g. 'mummy go shops now')	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses words/ signs to ask and find out about things	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses words/ signs during play and almost all activities	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses words/ signs 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 pronouns correctly – 'I', 'me', 'you'	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Indicates 'no' through gestures/signs or speech	Sign		Sign		Sign		
	Spoken		Spoken		Spoken		
Uses 10-15 action words/ signs (e.g. eat, drink, sleep, wash, play, finish)	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
Uses words/signs to describe things (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	

 Speech production	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 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 (e.g. /p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /w/)						

	Speech production	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
Produces a wide range of vowels more accurately in words, e.g. /ou/ as in <u>bo</u> t, /ea/ as in <u>bea</u> r, /ou/ as in <u>bo</u> ught, /oa/ as in <u>bo</u> at					
Familiar adults understand speech when words are joined into sentences					


Social-emotional

	Social-emotional understanding and expression	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 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.					


 Attachment	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 jealous of sharing parents' attention				
Shows affection and concern for other children and younger siblings				
Shy with strangers, especially adults – may hide against parent when introduced				


Cognition and play

 Cognition	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 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')				

 Cognition	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 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.)				


 Cognition	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
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)				

 Play	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 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)				

 Play	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
Adopts voice or manner of another person or animal in play (e.g. moves like a cat and 'miaows')				
Includes another child in their play sequence 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


 Large movements	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
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				


 Fine movements and hand-eye co-ordination	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
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				


	Fine movements and hand-eye co-ordination	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 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					


	Vision	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
Watches and observes people carefully					


Self-help


 Feeding	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
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)				

 Washing	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
Helps to wash own body when in bath				
Helps with washing own hair				
Helps to dry self after bathing/ hand washing				
Uses taps on hand basin				

	Dressing	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
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					

	Toileting	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
Asks for toilet when needed using voice, gesture or action (e.g. leads adult to toilet, makes sign or asks verbally)					
Mostly dry during the day with occasional accidents					

 Toileting	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
Usually able to control bowel, occasional accidents				
Pulls down own pants when using the toilet				

 Independence skills	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
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

 Cognition and play	Achieved (date and child's age)	Any notes or queries on how your child does this
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)		

 Motor and sensory	Achieved (date and child's age)	Any notes or queries on how your child does this
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		

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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, gesture 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' ...)

 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
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 visual clues)				

 Understanding (of 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
Understands use of objects (e.g. 'What do we use to cut things with?')				
Can identify picture or object with three critical elements (e.g. big girl jumping)				
Shows understanding of prepositions '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')				

	Understanding (of 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
Understands all pronouns (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					

	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	
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	

 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 a range of verb 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/ signs for: – giving reasons – saying what s/he wants – playing with others – directing others – telling others about things	Sign		Sign			Sign	
	Spoken		Spoken			Spoken	
Uses plurals (e.g. 'cats')							
Uses possessives (e.g. 'the boy's teddy')							
Retells a simple story – recalling events and characters	Sign		Sign			Sign	
	Spoken		Spoken		Spoken		



Speech production

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

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


	Social-emotional understanding and expression	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
Understands that own actions affect other people (e.g. becomes upset or tries to comfort another child if they realises 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					


	Attachment	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
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

	Cognition	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
Puts 3 pictures in correct order to represent sequence 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)					

 Cognition	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
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				


 Play	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 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 play sequence)				
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				



 Play	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
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

 Large movements	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
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				


	Large movements	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
	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				


	Fine movements and hand-eye co-ordination	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
	Can build tower of 10 or more cubes				
	Imitates making a train of cubes				
	Threads large beads onto shoelace				

 Fine movements and hand-eye co-ordination	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
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				
 Vision	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
Compares sizes of objects				

	Feeding	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
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					

	Washing	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
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					


 Dressing	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
Puts arms into open fronted coat or shirt when held up				
Hangs up own coat				
Finds items of clothing in the bedroom				

 Toileting	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
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				

	Independence skills	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
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:

 Communication	Achieved (date and child's age)		Any notes or queries on how your child does this
Concentrates and listens for more than 10 minutes in adult-lead activities that he/she enjoys			
Can identify picture or object with three critical elements (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 consonant blends (e.g. 'tr' in tree, 'bl' in blue)			
Starting to mark two and three syllables in words			

 Social-emotional	Achieved (date and child's age)		Any notes or queries on how your child does this
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

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

 Self-help	Achieved (date and child's age)	Any notes or queries on how your child does this
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: _____



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

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.