

Infant/Toddler-MELDS

Domain: Physical Development and Health

This document can be used for planning within this Domain. You can type directly into the “My Planning” boxes.

Domain	Goal Topic	Indicators- Birth-8 months	My Planning	Indicators- 6-18 Months	My Planning	Indicators- 16-36 Months	My Planning
Physical Development and Health	Perceptual Development	Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand-to-mouth, and moves arms in swimming motion.		Continue to integrate information gathered from the senses: - shows increased ability to concentrate and begin to show sustained interest in people, objects and activities - shows increased desire to explore sensory information - oral exploration of objects decreases with age - shows increased enjoyment of varieties of sensory information		Sensory thresholds do not interfere with desire to explore surroundings: - continues to show increased ability to concentrate with multiple sensory stimulation present - increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information	
		Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling.		Visual information more refined: - depth perception established; seeks and responds to		Visual discrimination more refined: - ability to discriminate finer detail in tandem with cognitive	



				increased visual stimulation		development (i.e. may notice caregiver's earring)	
		Initially visual system immature (attentive to objects of contrasting colors).		Hearing information more refined: ability to discriminate sounds in a noisy setting.		Hearing discrimination more refined: - ability to isolate familiar sounds in tandem with cognitive development (i.e. hears siren outside, points and says, "Fire truck!")	
		Increased ability to detect detail and coordinate visual information from each eye.					
		Infant may become fixated visually.					
		Preference for slower, high pitched sounds.					
		Can distinguish parents' voice from that of a stranger.					
		Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around.					

Physical Development and Health	Gross Motor (Large Muscle)	Exhibits beginning stages of large muscle control: - head control, lifts chin, lifts head, lifts both head and shoulders, supports self on flexed elbows		Exhibits increasing control of large muscles and body movement: - sits up, crawls or creeps, pulls to stand, cruises while holding on to furniture, stands alone, climbs out of crib, walks alone, runs with a wide stance, walks upstairs holding a hand, stops and walks backwards a few steps, climbs simple structures		Exhibits more control and coordination of large muscle and body movement: - walks fast, walks on tiptoes, walks backwards, walks upstairs holding a railing (or hand), runs with control, climbs well, throws a ball with aim, may jump in place, may balance briefly on 1 foot, rides tricycle	
		Coordination of muscle control: - turns from back to stomach and stomach to back, moves by rolling, inches forward on stomach or back, sits unsupported, begins bouncing when held		Uses arms and legs with increasing purposefulness: throws, carries, pushes, pulls, dumps objects, scoots on or rides wheel toys without pedals		Uses arms and legs with more purposefulness: catches a ball by trapping it with arms and hands, pounds object with intention and precision, creates simple block structures, pushes foot into shoe, takes off shoes	

Begins to use arms and legs purposefully: - claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken of				Engages in creative movement spontaneously and when prompted by music or adult.	
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Physical Development and Health	Fine Motor (Small Muscle)	Stares at objects, especially faces; begins to coordinate eyes.		Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc.		Uses a crayon to imitate marks/scribble.	
		Grasp reflex diminishing.		Brings two blocks together to make noise.		Holds object with one hand and manipulates it with the other: brushes dolls hair, holds and winds a music box	
		Reaches for objects with both arms, but hands are fisted: reaches with one arm and grasps at will, grasps – releases – “re-grasps” and releases again, begins to grasp with thumb and forefinger		Uses thumb and forefinger to pick up small items.		Folds blanket, cloth, paper, etc.	
		Brings objects to mouth.		Handles a cup or spoon for self-feeding.		Pours liquid from small pitcher.	



		Beginning eye hand coordination: Transfers object from one hand to another Follows slow moving object with eyes.		Begins to show preference for one hand.		Shows preference for one hand.	
		Follows slow moving object with eyes.		Undresses self and unties shoes.		Puts on easy clothing. Holds spoon, fork, cup, but may still spill.	
				Can turn pages of a board book		Can use paintbrush but doesn't control drips.	
						Can turn pages of a book.	
Physical Development and Health	Self-Help and Adaptive Skills	Displays signs of self-comforting: Sucks thumb to pacify self		Making progress with self-feeding.		Progressing well with self-feeding and self-serving: - holds spoon, fork, cup - feeds self - pours own water from small container - sets items on table and removes after eating	
		Shows signs of self-feeding, begins to hold own bottle/cup, begins to feed self with fingers		Shows interest in dressing self: pushes arm through sleeve, takes		Continues to show interest in dressing: undresses self, puts on clothes (no	



		clothes off, unties shoes		buttoning), shoes, jacket, hat	
Alerts caregiver in own way when physically uncomfortable: hungry, tired, wet pants, etc.		Shows interest in toileting at end of this stage: - watches others engaged in toileting, - explores sitting on potty chair		Shows increased interest and proficiency with toileting skills: - willing to use toilet - washes hands after toileting	
		Shows interest in helping with chores, mimics adult behavior.		Increased interest in helping with chores and physical care: -attends to blowing nose - cleans tables - picks up toys	
		Makes attempts at self-help: - takes off socks - pulls on bib			