

5 Years of Age- Developmental Expectations

Area of Development	Signs	Behaviors that Trigger a Referral	Social Effects	Learning Effects
Receptive Language	Child may show impaired comprehension	Does not: - Understand complex directions-Know address -Understand common opposites (i.e. big/ little, hard/ soft) - Define objects by their use - Understand spatial concepts (i.e. near, far, on top, behind) - Understand comparisons and make inferences - Understand same and different	-Child may be reluctant to join play and group activities and withdraw from group situations - Child may not be able to explain situations and experiences -Child may have difficulty functioning at a level of independence for their age	Child may have difficulty: -Meeting educational potentials or lose pre-academic status - Following directions and rules - Anticipating consequences of own actions - With problem solving and judgment - With numerical concepts
Expressive Language	Child may show poor verbal expression	Does not: - Use future, past, and present tense - Have a sentence length of 5-6 words - Explain how to do something (i.e. make a sandwich) -Respond to "why" and "how" questions with a logical answer - Speak about hypothetical events	-Appears withdrawn and frustrated -Intent in communication often understood - One-sided conversations with others - Immature or inappropriate language when compared to peers	-Child may have difficulty using appropriate words, grammar, and underlying meaning of words to express ideas and draw conclusions and/or inferences
Social Pragmatic Language	Child may have difficulty: - Noticing, identifying, or communicating needs with peers - Interacting	Does not: - State first and last name, or address - Initiate greetings and social pleasantries -Speak in sentences and take turns talking -Organize or follow sequence of behaviors (i.e., dressing) - Analyze or solve personal or school related problems - Engage in reciprocal play and stay on topic in two-way conversations with peers - Use politeness markers - Engage in role-playing activities	Child may have difficulty: -Changing routine or schedule -Anticipating activities in routine or unknown/ new situations - Engaging in turn-taking or two-way conversations with peers - Initiating greetings or social pleasantries	Child may have difficulty: -Learning new rules -Participating in circle time and independent cooperative play -Managing multiple responsibilities simultaneously -Following rules for age appropriate games and behavior
Hearing	Child does not appear to hear others	Child fails hearing screening	-Child may appear to be isolated - Child may not participate in group activities as a matter of course	-Child may fail to follow directions or fail to get information from instruction
Motor	Child does not have comparable locomotion, object manipulation, grasping,	Child is unable to: - Imitate motions of	-Frustration will be paramount for all	-Difficulty with pre-reading, pre-

<p>and visual motor integration skills similar to same age peers</p>	<p>others</p> <ul style="list-style-type: none"> -Do sit ups or push ups -Hop on 1 foot -Do a forward roll, gallop, turn while jumping, or jump a low hurdle -Catch a bouncing ball - Kick a ball 12-ft or hit a target with a ball, 2 out of 3 trials -Trace and cut-out a square and circle - Connect dots -Fold a paper in half 	<ul style="list-style-type: none"> -Do sitting tasks -Distinct differences between abilities are noticed by peers and will endure social teasing - Catch a ball - Will be the last to be "picked" for all group "ball" games 	<ul style="list-style-type: none"> - writing, and early math concepts - May have speech and language difficulties - Difficulty crossing midline
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Note: These milestones are variable due to individual differences and variance in the amount of exposure to oral and written communication