

the presence of these problems at health supervision visits, particularly in the years before preschool or early childhood learning center enrollment.

**Development surveillance**, done at every office visit, is an informal process comparing skill levels to lists of milestones. If suspicion of developmental or behavioral issues recurs, further evaluation is warranted (Table 8-1). Surveillance does not have a standard, and screening tests are necessary.

**Developmental screening** involves the use of standardized screening tests to identify children who require further diagnostic assessment. The American Academy of Pediatrics recommends the use of validated standardized screening tools at three of the health maintenance visits: 9 months, 18 months, and 30 months. Clinics and offices that serve a higher risk patient population (children living in poverty) often perform a screening test at every health maintenance visit. A child who fails to pass a developmental screening test requires more comprehensive evaluation but does not necessarily have a delay; definitive testing must confirm. Developmental evaluations

for children with suspected delays and intervention services for children with diagnosed disabilities are available free to families. A combination of U.S. state and federal funds provides these services.

Screening tests can be categorized as general screening tests that cover all behavioral domains or as targeted screens that focus on one area of development. Some may be administered in the office by professionals, and others may be completed at home (or in a waiting room) by parents. Good developmental/behavioral screening instruments have a sensitivity of 70% to 80% in detecting suspected problems and a specificity of 70% to 80% in detecting normal development. Although 30% of children screened may be *over-referred* for definitive developmental testing, this group also includes children whose skills are below average and who may benefit from testing that may help address relative developmental deficits. The 20% to 30% of children who have disabilities that are not detected by the single administration of a screening instrument are likely to be identified on repeat screening at subsequent health maintenance visits.

**Table 8-1** Developmental Milestones

AGE	GROSS MOTOR	FINE MOTOR-ADAPTIVE	PERSONAL-SOCIAL	LANGUAGE	OTHER COGNITIVE
2 wk	Moves head side to side		Regards face	Alerts to bell	
2 mo	Lifts shoulder while prone	Tracks past midline	Smiles responsively	Cooing Searches for sound with eyes	
4 mo	Lifts up on hands Rolls front to back If pulled to sit from supine, no head lag	Reaches for object Raking grasp	Looks at hand Begins to work toward toy	Laughs and squeals	
6 mo	Sits alone	Transfers object hand to hand	Feeds self Holds bottle	Babbles	
9 mo	Pulls to stand Gets into sitting position	Starting to pincer grasp Bangs two blocks together	Waves bye-bye Plays pat-a-cake	Says <i>Dada</i> and <i>Mama</i> , but nonspecific Two-syllable sounds	
12 mo	Walks Stoops and stands	Puts block in cup	Drinks from a cup Imitates others	Says <i>Mama</i> and <i>Dada</i> , specific Says one to two other words	
15 mo	Walks backward	Scribbles Stacks two blocks	Uses spoon and fork Helps in housework	Says three to six words Follows commands	
18 mo	Runs	Stacks four blocks Kicks a ball	Removes garment "Feeds" doll	Says at least six words	
2 yr	Walks up and down stairs Throws overhand	Stacks six blocks Copies line	Washes and dries hands Brushes teeth Puts on clothes	Puts two words together Points to pictures Knows body parts	Understands concept of <i>today</i>
3 yr	Walks steps alternating feet Broad jump	Stacks eight blocks Wiggles thumb	Uses spoon well, spilling little Puts on T-shirt	Names pictures Speech understandable to stranger 75% Says three-word sentences	Understands concepts of <i>tomorrow</i> and <i>yesterday</i>
4 yr	Balances well on each foot Hops on one foot	Copies O, maybe + Draws person with three parts	Brushes teeth without help Dresses without help	Names colors Understands adjectives	
5 yr	Skips Heel-to-toe walks	Copies □		Counts Understands opposites	
6 yr	Balances on each foot 6 sec	Copies Δ Draws person with six parts		Defines words	Begins to understand <i>right</i> and <i>left</i>

Mo, Month; sec, second; wk, week; yr, year.