

Developmental Profile of a Three-Year-Old

Here's a ready reference on the range of abilities of a typical four-year-old child.

Social-Emotional

- Has short attention span; easily distracted
- Joins and plays with other children
- Takes turns/shares with encouragement
- Helps with simple chores
- Shows sympathy/concern for others
- Calls attention to own performance
- Shows enthusiasm for work/play
- Uses toys appropriately
- Prefers more challenging tasks
- Finds humor in absurd events/sights/sounds
- Identifies with parents

Cognitive

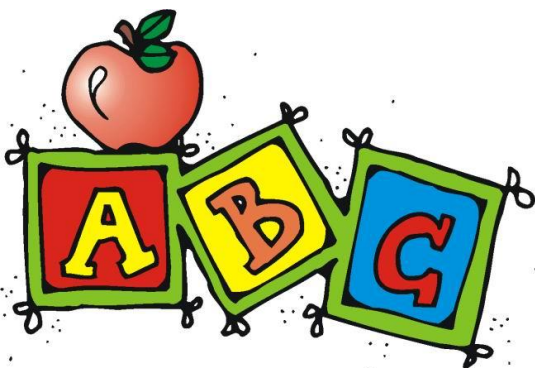
- Orders graduated containers/blocks/rings by size
- Understands simple opposites: big/little, long/short, fast/slow
- Sorts by one attribute (color or size)
- Counts up to five objects
- Matches pictures of like objects
- Recognizes/matches up to six colors
- Understands object function
- Matches simple shapes
- Understand simple time concepts (day/night)
- Groups objects by common attributes
- Understands same/different
- Understands positional concepts (on, in, under)
- Repeats 3-digit and 3-word sequences

Communication/Language

- Knows first/last name, age and sex
- Recites nursery rhymes; sings songs
- Uses 3- to 5-word sentences
- Tells a simple story
- Recalls elements from story just read
- Names pictures of familiar objects/items
- Follows 2- to 3-step sequenced directions
- Relates personal experiences
- Asks questions for information
- Answers simple logic/reasoning questions
- Describes attributes of objects/observations
- Takes turns in conversation

Speech Milestones

- Has vocabulary of almost 1,000 words
- Has 85% speech intelligibility
- Uses the following grammar forms:
 - Pronouns (I, she, they)
 - Auxiliary verbs (am, is, are)
 - Noun and verb plurals
 - *-ing* endings (walking)
 - Prepositions (in, on)
 - Possessives (mommy's shoe)
 - Articles (a, the)
- Produces all vowel sounds
- Consistently produces sounds for *m, p, b, h, w*
- May produce simplified consonant blends (pane for plane)
- May substitute more easily produced sound for another (wing for ring)



Fine Motor

- Builds a 9- to 12-block tower
- Demonstrates hand preference
- Stabilizes paper with one hand; writes with other
- Draws vertical line, circle, and cross
- Draws recognizable picture
- Cuts continuously along a line
- Strings 1/2 - inch beads
- Screws on lids
- Completes 5-piece formboard/puzzle
- Builds 3-block bridge
- Drives nails/pegs into semisoft surface
- Rolls/shapes play-dough forms

Self-Help

- Puts on shoes (may be incorrect feet)
- Undresses, manipulating simple fasteners
- Unzips front zipper
- Fastens snaps
- Buttons/unbuttons large buttons
- Brushes hair independently
- Toilets self (with some help to clean/dress)
- Washes and dries hands
- Brushes teeth (with help)
- Eats independently
- Pours liquid from small pitcher into a cup
- Spreads soft foods with a blunt knife
- Uses napkin to wipe mouth
- Serves self from container (some spilling)

Gross Motor

- Walks up/down stairs alternation feet (without holding rail)
- Walks several steps on tiptoe
- Walks line on floor
- Balances on one foot several seconds
- Throws ball overhead
- Catches bounced ball
- Kicks ball
- Runs around obstacles
- Climbs easy playground ladders/equipment
- Performs consecutive and forward jumps without falling
- Rides tricycle

Play

- Begins cooperative play
- Organizes/engages in pretend play
- Sequences play to tell a story
- Assigns roles to props (dolls/puppets)
- Creates imaginary characters
- Uses different voices for different play characters

