



**Little Land**<sup>®</sup>  
PEDIATRIC THERAPY & PLAY GYM

**DEVELOPMENTAL MILESTONES**







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# OCCUPATIONAL Therapy

Kids have a job – to play and learn! Occupational therapists are looking at how to help your child reach their best potential via occupation. As a child grows and develops, their occupation is play. This can include fine motor skills, sensory processing, self-regulation, and self-help skills.

**Occupational Therapy at Little Land is different from other clinics in that we are the only therapy clinic that addresses development in a more typical and holistic setting with the child's peers, as opposed to a single treatment room. Our play gym's environment gives the opportunity for a child who presents with a specific diagnosis or mild delays to interact, engage, and play in an environment with neurotypical or developing children who can model age-appropriate skills. It also provides an opportunity for family to be more involved and engaged in therapy rather than having to sit in a waiting room.**

If Occupational Therapy would benefit your child, please reach out to our clinic about scheduling an evaluation or fill out an intake form online.





**Zingo!**

tree	cat	free	ghost
goat	dog	sun	ice cream
cake	ball	heart	smile

**Zingo!**

triangle	bird	smile
heart	smile	smile

# SPEECH Therapy

Speech Therapy helps children understand and communicate with the world around them! At Little Land, therapy consists of an individualized treatment plan based on your child's specific strengths and weaknesses. A speech therapist will evaluate, assess, and create goals to help children in the areas of receptive/expressive language, speech, voice, fluency, and auditory processing. At the initial evaluation, the therapist will work with your child to choose functional targets to improve overall communication. Each session is designed to teach, practice, and encourage generalization of these new skills. Sessions are fun and engaging – because that's how kids learn!

**Speech Therapy at little Land is different from other clinics because of our play gym environment – this gives the opportunity for your child to practice skills in a more realistic environment, which aids in generalization. Our therapists also have access to Little Land's class materials from Sensory Art, Music Exploration and Little Learners – all which offer a variety of materials to keep therapy fun and engaging!**

If Speech Therapy would benefit your child, please reach out to our clinic about scheduling an evaluation or fill out an intake form online.





# PHYSICAL Therapy

Physical Therapy helps children improve gross motor skills used to run, jump, and play! It increases their range of motion, muscle strength, builds endurance, and enhances flexibility. Physical therapists help make everyday activities easier for kids and teach them to move their bodies to the best of their abilities in a way that is comfortable to them.

**Physical Therapy sessions will look and feel like play to your child. After all, that's the way kids learn! Like with our other therapy services, physical therapy at Little Land gives your child the unique opportunity to practice what they're learning in a real world environment surrounded by their peers. Physical therapy can be hard work, but kids should have fun while they're doing it – and that's a promise we can make at Little Land.**

If Physical Therapy would benefit your child, please reach out to our clinic about scheduling an evaluation or fill out an intake form online.



# LITTLE ROLLERS

(3-6 MONTHS)

## GROSS MOTOR

- Puts weight on forearms and lifts head and trunk when on tummy
- Rolls to play on their side
- Sits with support only
- Rolls from back to tummy, and tummy to back

## FINE MOTOR

- Voluntary grasp
- Controlled reach
- Holds object with one hand

## SPEECH

- Responds to sounds
- Laughs and vocalizes excitement and displeasure
- Babbling sounds more recognizable, such as “ba”, “pa”, “ma”

## SOCIAL

- Recognizes familiar faces
- Smiles at reflection in mirror
- Cries when upset and seeks comfort
- Social smile (smiles in response to a person's face or voice)

## SENSORY

- Responds to music
- Tracks objects with eyes
- Enjoys bathtime
- Begins to show a preference for certain sounds or voices

## ATTENTION

- Moves eyes in direction of sound
- Briefly stops activity when name is called
- Plays up to a minute with a single toy



# LITTLE CRAWLERS

(7-12 MONTHS)

## GROSS MOTOR

- Moves from lying down to sitting up independently
- Crawls on hands and knees
- Pulls self to stand
- Walks while holding onto furniture
- May take first independent steps by 12 months (upper end of range)

## FINE MOTOR

- Picks up small object with thumb and forefinger
- Reaches, grasps, and puts object in mouth
- Controlled release of objects
- Transfers objects from one hand to another

## SPEECH

- Listens when spoken to
- Responds to own name and simple familiar words (e.g., "no", "bye-bye")
- Begins to respond to requests "Come here", or "Want more?"
- Use speech or no-crying sounds to get and keep attention
- Uses gestures like waving or holding up arms to be picked up
- Imitates different speech sounds
- Has one or two words around first birthday

## SOCIAL

- Play games like Peek-a-boo
- Show displeasure at the loss of a toy
- Express several different clear emotions
- Start to understand your different emotions (frowning or tone of voice)
- Give affection and love

## SENSORY

- Shows interest in table food and begins accepting puréed solids
- Sleeps 10-12 hours with only one awakening
- Tolerates a range of different textured foods
- Drinks from a cup

## ATTENTION

- Responds to their name being called
- Plays more than one minute with a single toy



# LITTLE WALKERS

(13–18 MONTHS)

## GROSS MOTOR

- Goes up and down three steps on all fours
- Throws ball by extending arm
- Walks independently
- Walks backward five steps

## FINE MOTOR

- Self-feeds using fingers
- Builds tower of three small blocks
- Shows preference for one hand over another
- Attempts to use a spoon (with significant spilling)

## SPEECH

- Able to use signing to communicate
- Uses at least five words
- Identifies one to three body parts when asked
- Indicates “yes” or “no” in response to questions

## SOCIAL

- Recognizes self
- Bring things to “show” other people
- Plays simple pretend, such as feeding a doll
- May play next to another child, but will not really share play (parallel play)

## SENSORY

- Enjoys messy play
- Notices and reacts to changes in body comfort (wet diaper, temperature)
- Looks for an object when it falls out of sight, such as a spoon that fell under the table

## ATTENTION

- Looks at picture book with adult
- Sustains attention to one structured activity for 2–3 minutes, easily distracted by verbal or visual interference
- Listens to simple stories, songs, and rhymes



# LITTLE RACCOONS

(19-24 MONTHS)

## GROSS MOTOR

- Walks up and down steps with support
- Jumps forward 4 inches without falling
- Kicks a ball forward 3 feet
- Picks up toys from the floor without losing balance
- Begins running

## FINE MOTOR

- Paints with whole arm movement
- Scribbles
- Turns pages one at a time
- Imitates circular, vertical, and horizontal strokes
- Stacks six to seven blocks

## SPEECH

- Spontaneously names five to ten objects
- Knows names of familiar people and at least six body parts
- Puts two words together
- Follows simple instructions
- Asks for help when needed

## SOCIAL

- Sings familiar songs
- Starts to use “please” and “thank you”
- Shows pride in accomplishments
- Reacts to changes in daily routine
- Begins to include other children in play

## SENSORY

- Distinguishes between edible and inedible objects
- Understands common dangers of hot objects, stairs, and glass
- Matches circles, squares, and other shapes

## ATTENTION

- Solves problems with trial and error
- Demonstrates increased independence
- Sustains attention to one structured activity for 3-6 minutes, easily distracted by sounds



# LITTLE PUPS

(2-3 YEARS)

## GROSS MOTOR

- Walks up and down steps without support
- Jumps in place with feet together
- Walks on tip toes
- Briefly balances on one foot (1-2 seconds); stands on one foot for 3 seconds by age 3
- Catches ball by trapping against body

## FINE MOTOR

- Strings four large beads
- Holds crayon with thumb and fingers
- Rolls, pounds, squeezes, and pulls playdough
- Eats without assistance
- Draws a circle

## SPEECH

- Understands difference in meaning “stop/go”, “in/on”, “big/little”, “up/down”
- Uses two to four word sentences
- Speech is understood by familiar listeners most of the time
- By age 3, speech is understood by unfamiliar listeners most of the time
- Asks “Why?”

## SOCIAL

- Shows a wide range of emotions
- Understands the idea of “mine” and “his/hers”
- Separates easily from parents
- Recognizes emotions in others
- Usually takes turns

## SENSORY

- Uses toilet with assistance and has daytime control
- Explores surroundings
- Categorizes objects using color, shape, and size

## ATTENTION

- Follows two step instructions
- Sits to look at books independently
- Sustained attention to activity for 5-10 minutes
- Shifts attention to an adult speaking and then returns to task



# MONKEYS

(3-4 YEARS)

## GROSS MOTOR

- Walks up and down steps alternating feet
- Walks on a line without stepping off
- Stands on one foot for 5 seconds
- Catches a ball that has been bounced
- Attempts to hop on one foot (sustained hopping expected by age 4)

## FINE MOTOR

- Builds a tower of nine small blocks and a pyramid of six blocks
- Cuts paper into two pieces
- Manipulates large buttons or snaps
- Copies a circle (age 3) and a cross (+) (age 3.5-4)

## SPEECH

- Uses “he” and “she” correctly
- Sings a song from memory
- Talks about what happened during the day and tells stories
- Answers simple questions “who?” “what?” and “where?”
- Asks “when?” and “how?” questions

## SOCIAL

- Cooperates with other children
- Would rather play with other children than themselves
- Role-plays to imitate adults in their life
- Shows empathy
- Talks about own likes and interests

## SENSORY

- Identifies most colors
- Differentiates between real and pretend
- Quiets down after active play
  - Transitions between activities with minimal upset
  - Tolerates light touch from peers during group play

## ATTENTION

- Sustains attention to an activity for 8-10 minutes
- Alternates attention between two activities independently and freely
- Plays group board or card games



# FROGS

(4-5 YEARS)

## GROSS MOTOR

- Turns a somersault
- Jumps forward 3 feet
- Runs around obstacles
- Throws ball using overhand throw

## FINE MOTOR

- Attempts to write name (legible writing of full name expected at age 5)
- Cuts on a printed line
- Dominant hand becomes well established
- Dresses and undresses independently

## SPEECH

- Understands words used for sequencing: first, next, last
- Understands words used for time: yesterday, today, tomorrow
- Maintains a conversation
- Uses sentences of five or more words

## SOCIAL

- Expresses emotions
- Develops friendships
- Follows rules
- Offers assistance to others
- Engages in cooperative play with assigned roles
- Navigates peer conflict with emerging (not yet independent) strategies

## SENSORY

- Participates in crafts and activities involving a variety of textures, such as glue
- Explores common play structures without fear
  - Identifies common smells and relates them to past experiences
  - Copes with unexpected changes

## ATTENTION

- Sits and pays attention in circle time
- Engages in a task for up to 15 minutes
- Cooperates in a group activity



# DOLPHINS

(5-6 YEARS)

## GROSS MOTOR

- Walks upstairs alternating feet without holding a rail
- Walks backwards on a line
- Skips
- Throws a ball with a forward step
- Catches a ball using hands only

## FINE MOTOR

- Cuts out simple shapes
- Uses three-fingered grasp of a pencil using fingers to generate movement
- Draws a person with at least six parts
- Draws five or more identifiable objects

## SPEECH

- Identifies rhyming words
- Listens to and understands stories
- Identifies the first sound in words
- Retells a story with a beginning, middle, and end
- Produces most speech sounds correctly (exception: /r/ may persist)

## SOCIAL

- Takes turns in conversation
- Follows rules in a group
- Contributes to a group plan
- Apologizes for hurting someone's feelings

## SENSORY

- Demonstrates left/right body awareness (move to Attention/Cognitive)
  - Enjoys activities that challenge balance such as spinning, swinging, and hanging upside down
  - Groups objects by category (toys, food, people)

## ATTENTION

- Maintains a topic in conversation without distraction
- Works alone on chores for 20 minutes
- Identifies left and right (moved from Sensory)



# OWLS

(6+ YEARS)

## GROSS MOTOR

- Skips using a jump rope
- Demonstrates mature throwing and catching patterns
- Demonstrates core strength sufficient for basic exercises (e.g., sit-ups, push-ups with instruction)
- Dribbles an 8 to 10-inch ball using one hand

## FINE MOTOR

- Correctly forms letters and numbers
- Demonstrates controlled pencil movement
- Ties shoelaces
- Builds with small manipulatives

## SPEECH

- Follows multi-step directions
- Tells and retells stories
- Asks and answers who, what, where, when, why questions

## SOCIAL

- Starts conversations
- Resolves conflicts with friends without adult intervention
- Tells simple jokes
- Adapts to new social situations

## SENSORY

- Regulates emotions and responses
- Enjoys rough, but safe play with peers and siblings

## ATTENTION

- Maintains focus in a noisy environment
- Transitions between activities comfortably





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