



# **GRIC Protecting Our Communities Addressing Domestic Violence, Child Violence, and Sexual Violence**



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## **ABUSIVE HEAD TRAUMA: THE SCIENCE & THE LAW**

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### EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

Note: Although on these guides physical and mental skills are separated, the two are often closely interrelated.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

RECORD SHEET 6 (page 1)

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Head and trunk control	lifts head part way up	holds head up briefly holds head up high and well	holds up head and shoulders	turns head and shifts weight	holds head up well when lifted moves and holds head easily in all directions				Activities to improve head and trunk control (see p. 302).
Rolling		rolls belly to back	rolls back to belly	rolls over and over easily in play					Activities to develop rolling and twisting (see p. 304).
Sitting		sits only with full support sits with some support	sits with hand support	begins to sit without support	sits well without support	twists and moves easily while sitting			Work on sitting. Special seating if needed (p. 308).
Crawling and walking		begins to creep	scoots or crawls	pulls to standing	takes steps walks runs	can walk on tiptoe and on heels	walks easily backward	hops on one foot	Activities to improve balance (see p. 306).
Arm and hand control	grips finger put into hand	begins to reach towards objects	reaches and grasps with whole hand	passes object from one hand to other	grasps with thumb and forefinger	easily moves fingers back and forth from nose to moving object	throws and catches ball		Eye-hand activities. Use toys and games to develop hand and finger control (see p. 305).
Seeing	follows close object with eyes	enjoys bright colors/shapes	recognizes different faces	eyes focus on far object	looks at small things/pictures	Sees small shapes clearly at 6 meters (see p. 453 for test).			Have eyes checked (see p. 452). If poor, see Chapter 30.
Hearing	moves or cries at a loud noise	turns head to sounds responds to mother's voice	enjoys rhythmic music	understands simple words	hears clearly and understands most simple language				Have hearing checked. If poor, see Chapter 31.

## Child Development Chart—First Five Years

Harold Ireton, PH.D.

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
<b>5 YRS TO 4 YRS</b>	Shows leadership among children. Follows simple game rules in board games or card games.	Goes to the toilet without help. Usually looks both ways before crossing street. Buttons one or more buttons.	Swings on swing, pumping by self. Skips or makes running "broad jumps." Hops around on one foot without support.	Prints first name. Draws a person that has at least three parts-head, eyes, nose, mouth, etc. Draws recognizable pictures.	Tells meaning of familiar words. Reads a few letters (five +). Follows a series of three simple instructions.
<b>4 YRS TO 3 YRS</b>	Protective toward younger children. Plays cooperatively, with minimum conflict and supervision. Gives directions to other children.	Dresses and undresses without help, except for tying shoelaces. Washes face without help. Toilet trained.	Hops on one foot, without support. Rides around on a tricycle, using pedals.	Cuts across paper with small scissors. Draws or copies a complete circle.	Understands concepts—size, number, shape. Counts to five or more objects when asked. "How many?" Identifies four colours correctly. Combines sentences with the words "and," "or," or "but."
<b>3 YRS TO 2 YRS</b>	Plays a role in "pretend" games: mom-dad, teacher, space pilot. Plays with other children—cars, dolls, building. "Helps" with simple household tasks.	Dresses self with help. Washes and dries hands. Opens door by turning knob.	Walks up and down stairs—one foot per step. Stands on one foot without support. Climbs on play equipment—ladders, slides.	Cuts with small scissors. Draws or copies vertical lines. Scribbles with circular motion.	Understands four prepositions—in, on, under, beside. Talks clearly—is understandable most of the time. Talks in two-three word phrases or sentences.
<b>2 YRS TO 18 MOS</b>	Usually responds to correction-stops. Shows sympathy to other children, tries to comfort them. Sometimes says, "No" when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
<b>18 MOS TO 12 MOS</b>	Greets people with "Hi" or similar. Gives hugs or kisses. Wants stuffed animal, doll, or blanket in bed.	Insists on doing things by self such as feeding. Feeds self with a spoon. Lifts cup to mouth and drinks.	Runs. Walks without help. Stands without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Asks for food or drink with words. Talks in single words. Follows simple instructions.
<b>12 MOS TO 9 MOS</b>	Plays patty-cake. Plays social games, peek-a-boo, bye-bye.	Picks up spoon by handle.	Walks around furniture or crib while holding on. Crawls around on hands and knees.	Picks up small object—precise thumb and finger grasp.	Understands words like "No," "Stop," or "All gone." Word sounds—says "ma-ma" or "Da-da."
<b>9 MOS TO 6 MOS</b>	Pushes things away he/she does not want. Reaches for familiar persons.	Feeds cracker to self.	Sits alone . . . steady, without support. Rolls over from back to stomach.	Picks up object with thumb and finger grasp. Transfers toy from one hand to the other.	Wide range of vocalizations ( vowel sounds, consonant-vowel combinations). Responds to name—turns and looks.
<b>6 MOS TO BIRTH</b>	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sight of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks at and reaches for faces and toys.	Vocalizes spontaneously, social. Reacts to voices. Vocalizes, coos, chuckles.

**Remember that children develop at different rates and this is only a general guide. If you have concerns about your child's development contact a professional.**