

## **Anecdotal Records**

06/25/2025

Observation: The child firm smacked the button on the drinking fountain. No water came out. The child walked over to the sink and lifted the faucet handle, and water was released into the sink.

Domain: Cognitive

Objective: The child is displaying an understanding of cause and effect. When the water foundation didn't release any water, the child was able to see how the sink released water.

Observation: The child's caregiver told the child to "turn it off", and the child pulled the handle down to turn off the water.

Domain: Language

Objective: The child responded to the request to turn the water off, displaying an understanding of those words.

Observation: The child walked up and down the stairs while holding onto the railing. The child stepped with one foot at a time (one foot and then together).

Domain: Gross Motor

Objective: The child is displaying gross motor ability. The child is coming close to being able to walk upstairs unassisted.

Observation: The child stood at the edge of the trampoline, looked up at his mother and looked at the floor. The mother picked up the child and placed him on the floor.

Domain: Social

Objective: The child demonstrated nonverbal communication.

## Running Record

Alex asked, "Where is the man?" The woman replied, saying that Josh had two, and she asked Josh if Alex could have one of the people. The caregiver told Alex that he could probably have one when Josh was done playing. Alex said, "But I want one." The caregiver asked Alex how he could get one. She asked him, "What can we say?" The woman showed Josh that the firetruck was missing a person. She told Josh that if he wasn't ready for Alex's turn, he could tell him. Josh said to Alex, "I'm not done yet." The woman asked, "What else can you say?" She then told Josh, "You can use it when I'm done." Josh repeated the phrase back to Alex and walked away. Alex said that he wanted one of the people now. The woman explained that Josh needed two people for what he was playing. She told him that he would give him one when he was done playing. Alex began to cry as he said, "I want one now." The woman told Alex that he had to wait for now and offered to find something different to play with for the time being. Alex continued to cry, but a little louder this time. Alex repeated a couple of times, "I want one now." The woman told Alex that she heard him and that she heard that he wanted one now. She reemphasized that they had to wait and offered to find a different toy again. She asked if they could find another person (toy). Alex said that he didn't want to find another person. The woman told Alex that they had to wait until Josh was finished and that he needed two for his play. Alex told her that he didn't want to. She told him that it was hard to wait, but he would get his turn. She also told him that Josh knew. She asked Alex, "Remember his words?"

## Frequency Sample

Domain: Social

Time during video	0 – 1:30	1:31 – 3:00	3:01 – 4:30	4:31 - 6:00	6:01 - 7:30	7:31 - 9:01
Times children glance up at each other	II	IIII	IIIIII	IIII	I	IIIIII

## Checklist

# Your child at 15 months

Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by 15 months. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.



### What most children do by this age:

#### Social/Emotional Milestones

- ☒ Copies other children while playing, like taking toys out of a container when another child does
- ☒ Shows you an object she likes
- ☐ Claps when excited
- ☒ Hugs stuffed doll or other toy
- ☒ Shows you affection (hugs, cuddles, or kisses you)

#### Language/Communication Milestones

- ☐ Tries to say one or two words besides "mama" or "dada," like "ba" for ball or "da" for dog
- ☐ Looks at a familiar object when you name it
- ☒ Follows directions given with both a gesture and words. For example, he gives you a toy when you hold out your hand and say, "Give me the toy."
- ☒ Points to ask for something or to get help

#### Cognitive Milestones

##### (learning, thinking, problem-solving)

- ☒ Tries to use things the right way, like a phone, cup, or book
- ☐ Stacks at least two small objects, like blocks

#### Movement/Physical Development Milestones

- ☒ Takes a few steps on his own
- ☒ Uses fingers to feed herself some food

### Other important things to share with the doctor...

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills he/she once had?
- Does your child have any special healthcare needs or was he/she born prematurely?

**You know your child best.** Don't wait. If your child is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your child's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

1. Ask for a referral to a specialist who can evaluate your child more; and
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at [cdc.gov/FindEI](https://www.cdc.gov/FindEI).

For more on how to help your child, visit [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

**Don't wait.  
Acting early can make  
a real difference!**



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