

## CHILD DEVELOPMENT

Age	Physical	Socio-Emotional	Intellectual
0-3 months	<ul style="list-style-type: none"> <li>• Birth reflexes - sucking, grasping;</li> <li>• Lifts head when held at shoulder;</li> <li>• Arm and leg motions;</li> <li>• Growing ability to follow objects and to focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned with satisfaction of needs;</li> <li>• Smiles spontaneously and responsively;</li> <li>• Likes movement - to be held and rocked.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocalizes sounds (coos);</li> <li>• Faces evoke memories of pleasure and child smiles.</li> </ul>
3-6 months	<ul style="list-style-type: none"> <li>• Rolls over;</li> <li>• Holds head up when held in sitting position;</li> <li>• Lifts up knees - crawling motions;</li> <li>• Reaches for objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Smiles responsively;</li> <li>• Laughs aloud;</li> <li>• Socializes with anyone but knows mother and other primary caregivers;</li> <li>• Responds to tickling.</li> </ul>	<ul style="list-style-type: none"> <li>• Child recognizes primary caregiver;</li> <li>• Uses both hands to grasp objects;</li> <li>• Extensive visual interests.</li> </ul>
6-9 months	<ul style="list-style-type: none"> <li>• Sits unaided - spends more time in upright position;</li> <li>• Learns to crawl;</li> <li>• Climbs stairs;</li> <li>• Eye-hand coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Preference for primary caregivers;</li> <li>• May cry when strangers approach;</li> <li>• Separation anxiety is common.</li> </ul>	<ul style="list-style-type: none"> <li>• Curious - puts everything in mouth;</li> <li>• First signs of problem solving - child will move obstacles aside to reach object;</li> <li>• Transfers objects from hand to hand;</li> <li>• Responds to changes in environment and is able to repeat action that caused it - e.g., sound of rattle</li> <li>• Dropping objects;</li> <li>• Fascinated with small objects;</li> <li>• Begins to respond selectively to words.</li> </ul>

<p>9-14 months</p>	<ul style="list-style-type: none"> <li>• Achieves mobility - strong urge to climb, crawl;</li> <li>• Stands and walks;</li> <li>• Learns to walk on his own;</li> <li>• Learns to grasp with thumb and finger;</li> <li>• Interest in self-feeding.</li> </ul>	<ul style="list-style-type: none"> <li>• Object permanence - helps child deal with separation anxiety - knows parents exist and will return;</li> <li>• Typically friendly and affectionate with caregivers - less so with new acquaintances.</li> </ul>	<ul style="list-style-type: none"> <li>• Curious about everything around him;</li> <li>• Object permanence - realizes objects exist when out of sight and will look for them;</li> <li>• Staring behavior is common - gaining information through vision;</li> <li>• Interest in and understanding of words;</li> <li>• Says words like "mama," and "dada."</li> </ul>
<p>14-24 months</p>	<ul style="list-style-type: none"> <li>• Walks and runs;</li> <li>• Drinks from a cup alone;</li> <li>• Turns pages of books;</li> <li>• Scribbles spontaneously;</li> <li>• Walks backward;</li> <li>• Loves to practice new skills;</li> <li>• Uses fingers with increasing skill;</li> <li>• Increasing interest in gymnastics and climbing and descending slides;</li> <li>• Stacks two-three blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Negativism - "no" stage;</li> <li>• Child becomes aware he is an independent entity and he starts to assert independence;</li> <li>• Testing behavior;</li> <li>• Concept of "I" emerges, fearful of injury - bandaid stage, "I wanna" stage - wants everything, "mine" - possessiveness;</li> <li>• Special interest in dominant caregiver;</li> <li>• Tends to stay near mother and make regular overtures to her - seeks approval, asks for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Language serves immediate needs - "mine," "cookie";</li> <li>• Imitates words readily and understands a lot more than he can say;</li> <li>• Growth in thinking ability - able to do actions in head - can return images, memory improves, cause and effect - experiments to see what will happen;</li> <li>• Learns to use new means to achieve end - i.e., can tilt objects to get them through bars in crib;</li> <li>• Intense interest in exploring world - can spend long periods of time exploring a single subject and practicing skills on it;</li> <li>• Especially loves to play with balls.</li> </ul>

<p>2-3 years</p>	<ul style="list-style-type: none"> <li>• Muscle control sufficient for toilet training;</li> <li>• Highly mobile - skills are refined;</li> <li>• Uses spoon to feed self;</li> <li>• Eye-hand coordination refined - can do simple puzzles, string beads, stack blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Has great difficulty sharing;</li> <li>• Has strong urges and desires at same time, developing ability to exert self-control. Wants to please parents but sometimes has difficulty containing impulses;</li> <li>• Displays affection - especially for caregiver;</li> <li>• Imitates own play activity and occupies self;</li> <li>• Able to communicate and converse;</li> <li>• Interest in peers beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• Capable of thinking before he acts;</li> <li>• Language ability explores - becomes very verbal;</li> <li>• Enjoys talking to self and others;</li> <li>• Imitation and fantasy - loves to pretend and to imitate people around him/her;</li> <li>• Creative activities - i.e., block play, art;</li> <li>• Thinks through and solves problems in head before acting (has moved beyond action-bound stage.)</li> </ul>
<p>3-4 years</p>	<ul style="list-style-type: none"> <li>• Jumps in place;</li> <li>• Walks down stairs;</li> <li>• Balances on one foot;</li> <li>• Uses toilet consistently;</li> <li>• Beginning to dress self;</li> <li>• Builds with blocks and construction toys;</li> <li>• Fine muscle development;</li> <li>• Boundless energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows name, sex, age, and sees self as part of family unit;</li> <li>• Has difficulty sharing;</li> <li>• Plays alongside other children and begins to interact with them;</li> <li>• Helps with small household tasks;</li> <li>• Likes to be “big” and to achieve new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• “Why” questions - believes there is a purpose for everything and he/she wants to know it;</li> <li>• Symbolic play at a peak - fantasy life is strong, loves to imitate and role-play;</li> <li>• Understands some number concepts, comparisons, colors;</li> <li>• Converses and reasons;</li> <li>• Interest in letters;</li> <li>• Scribbling more controlled - able to draw circles, recognizable objects.</li> </ul>

<p>4-6 years</p>	<ul style="list-style-type: none"> <li>• Muscle development more refined and better coordinated, enabling him/her to learn new skills;</li> <li>• Finger dexterity improved - able to hold and use pencil, cut with scissors, catch a ball, use a fork and spoon, brush his/her teeth;</li> <li>• Climbs, hops, skips, and likes to do stunts.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays cooperatively with peers;</li> <li>• Develops capacity to share and take turns;</li> <li>• Ethnic and sexual identification;</li> <li>• Displays independence;</li> <li>• Protects self and stands up for rights;</li> <li>• Identifies with parents and likes to imitate them;</li> <li>• Often has “best friends;”</li> <li>• Likes to show adults what he/she can do;</li> <li>• Continually forming new images of self based on how others view him/her.</li> </ul>	<ul style="list-style-type: none"> <li>• Attention span increasing;</li> <li>• Understands cause and effect relationships;</li> <li>• Dramatic play expands and is closer to reality, attention to details;</li> <li>• Language development increasingly more complex and versatile;</li> <li>• Expresses ideas, asks questions, engages in discussions;</li> <li>• Speaks clearly;</li> <li>• Able to draw representative pictures;</li> <li>• Knows and can name members of family and friends.</li> </ul>
<p>6-12 years</p>	<ul style="list-style-type: none"> <li>• Emphasis on development of skills - gross motor and fine motor skills;</li> <li>• Emphasis on achieving in sports;</li> <li>• Energetic and tends to have large appetite;</li> <li>• Changes are relatively steady - increases in height and weight about the same each year;</li> <li>• Increased coordination and strength;</li> <li>• Body proportions similar to adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Personality becomes defined - emerges as unique individual;</li> <li>• Can be very independent and self-assured and at times be childish and silly;</li> <li>• Enjoys working/playing with others and alone;</li> <li>• Degree of success at school has strong influence on how he/she views self-competence, is important;</li> <li>• Peer and group identity very important - increasingly judges self by how peers view him/her;</li> </ul>	<ul style="list-style-type: none"> <li>• Task oriented - enjoys projects like sewing, cooking, woodwork;</li> <li>• Highly verbal basic structure has been learned - enjoys jokes and puns, uses language creatively;</li> <li>• Questions are fact oriented - wants to know how, why, and when;</li> <li>• Likes to make up stories, plays, and puppet shows;</li> <li>• Able to deal with abstract ideas;</li> <li>• Success depends on ability to learn to read, write, and do arithmetic.</li> </ul>

<p>6-12 year (cont'd.)</p>		<ul style="list-style-type: none"> <li>• Plays almost exclusively with same sex;</li> <li>• Conflicts may begin between parents' values and those of peers;</li> <li>• Strong sense of fairness and fair play;</li> <li>• Rules are very important and must be followed;</li> <li>• Likes affection from adults 0 especially true of girls;</li> <li>• Independence increasing but still emotionally dependent on adults - wants them to be there to help;</li> <li>• Able to assume responsibility for self and may care for younger siblings.</li> </ul>	
<p>12-18 years (Adolescents)</p>	<ul style="list-style-type: none"> <li>• Growth spurt and changes in body proportions. For boy, growth in height and weight takes place between</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescents need help in dealing with most changes taking place so they can</li> </ul>	<ul style="list-style-type: none"> <li>• Those who do well in school show increased interest in school, others tend to lose interest in academic studies;</li> </ul>

<p>12-18 years (cont'd.)</p>	<p>the 12<sup>th</sup> and 14<sup>th</sup> years; for girls, growth spurt tends to take place between the 10<sup>th</sup> and 12<sup>th</sup> years;</p> <ul style="list-style-type: none"> <li>• Good nutrition is especially important;</li> <li>• Physical changes may produce anxiety over early maturation, worry about deviation from “ideals;”</li> <li>• Sexual maturity achieved - increased sexual drives.</li> </ul>	<p>retain a strong sense of identity and values;</p> <ul style="list-style-type: none"> <li>• Expressions of emotions after extreme strong mood swings - often don't know how to express anger.</li> <li>• Enjoy social activities at school;</li> <li>• Extensive reliance on peers - struggle to be independent of parents;</li> <li>• Behavior often dictated by peer groups;</li> <li>• Close friendships and emotional involvement;</li> <li>• Concerned with meaningful interpersonal relationships and developing personal morality code;</li> <li>• Dependence on family for affection and emotional support lessons - adolescents seek emotional alliances outside family;</li> <li>• Conflicts with parents on expectations; e.g., for achievement;</li> <li>• Effort to define self as separate individual may take form of adapting extreme hair styles, clothing, destructive behavior; often feels misunderstood by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Impressive changes in cognitive development;</li> <li>• Able to reason, to generate hypotheses, and to test them out against evidence;</li> <li>• Capable of introspection and of perceiving differences between how things are and how they might be;</li> <li>• Vocational choices often made, or at least considered;</li> <li>• Interested in making money - part-time jobs.</li> </ul>
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