

Physical development and self-help skills

Birth through 12 months	13 through 24 months	25 through 36 months	3 through 5 years	6 through 8 years	9 through 12 years
<p>Birth-4 months</p> <ul style="list-style-type: none"> • Coordinate sucking, swallowing and breathing • Focus on object about 8 inches from face at birth • Turn head in the direction of sound • Hold up head and chest while on tummy • Movement is reflexive <p>5-8 months</p> <ul style="list-style-type: none"> • Use fingers to feed self • Follow slow moving objects with eyes • Bring hand to mouth holding object or toy • Grasp objects using entire hand (palmer grasp) • Shake, squeeze, throw, drop and bang objects • Transfer an object from hand to hand • Roll from tummy to back and back to tummy • Sit with support • Sit independently • Push up onto hands and knees <p>9-12 months</p> <ul style="list-style-type: none"> • Use thumb and forefinger to pick up objects (pincer grasp) • Stack objects • Crawl and pull self up to standing • Walk with support 	<p>13-18 months</p> <ul style="list-style-type: none"> • Help feed self • Cooperate with dressing by extending arm or leg • Scribble on paper with marker/crayon • Take objects in/out of container • Carry toys • Throw objects forward • Crawl skillfully and quickly • Begin to walk unassisted, yet may not be able to maneuver around obstacles • Attempt to run, but have trouble stopping • Push and pull toys while walking <p>19-24 months</p> <ul style="list-style-type: none"> • Feed self accurately with spoon • Scribble with more control • Manipulate toys and objects that require simple twisting, turning, pulling, sliding and cranking • Pour and fill containers with sand and water • Walk unassisted • Walk up and down stairs with support • Climb on and off furniture 	<ul style="list-style-type: none"> • Zip/unzip large zipper • Assist with brushing teeth • Help dress and undress self • Feed self without assistance • Use toilet with assistance • Wash and dry hands with assistance • Drink from a straw • Make purposeful marks with marker or crayon • String large beads • Turn paper pages in book one at a time • Stack blocks • Roll, pound, squeeze and pull clay • Walk confidently • Walk up and down steps, backwards and on tiptoes • Run well in a forward direction • Jump in place • Push self forward or backwards on "ride-on" toys without pedals • Ride/scoot on a tricycle • Kick ball forward • Throw a ball forward • Catch a large ball 	<ul style="list-style-type: none"> • Brush teeth and hair with assistance • Button/unbutton and zip/unzip clothes, lace shoes, and wash hands and faces • Begin to tie shoes • Pour from a small pitcher • Use toilet independently • Build with blocks, complete puzzles with smaller pieces, string beads, paint, trace and paste • Use scissors • Draw recognizable shape • Use one hand consistently for most activities (left or right handedness) • Bounce and catch a ball • Jump over a low obstacle • Balance on one foot • Do a forward somersault • Pedal a tricycle using alternate feet • Hop, skip, gallop and play chase • Climb jungle gyms and ladders 	<ul style="list-style-type: none"> • Take care of their personal hygiene needs independently (e.g., bathe self, brush hair and teeth, etc.) • Do activities that require specialized hand movement (e.g., jacks, snapping fingers, tying a bow, sewing, weaving, constructing models, operating hand puppets, and braiding), yet may have difficulty holding and manipulating small tools and materials • Make small, controlled marks or movements while drawing or writing • Do activities that require more balance and coordination such as group sports, dance gymnastics, etc. • Ride bicycle • Balance on beam, jump rope and roller skate 	<ul style="list-style-type: none"> • Develop competencies that require fine motor dexterity and control (e.g., crocheting, playing musical instruments, performing magic tricks, using hand looms, building models, and playing computer games) • Have increased body strength • Master complex coordination skills through multiple activities such as gardening, cooking, gymnastics and tennis, and basketball (e.g., running and dribbling at the same time) • May be entering or are already in adolescence – the period of most rapid physical growth since infancy <p><i>NOTE: Girls, on average, reach puberty about two years earlier than boys, and are often taller than boys.</i></p>

Cognitive development and communication skills

Birth through 12 months	13 through 24 months	25 through 36 months	3 through 5 years	6 through 8 years	9 through 12 years
<p>Birth-4 months</p> <ul style="list-style-type: none"> • React to sound; search for sounds with eyes • Babble or coo when spoken to or smiled at • Cry when hungry or uncomfortable • Attracted to bright, colors contrast • Prefer human face to other patterns • Explore with mouth <p>5-8 months</p> <ul style="list-style-type: none"> • Babble and combine sounds • Understand more words than they can say • Interested in pictures that represent familiar people and objects • Respond to simple requests (e.g., “wave bye) • Imitate and repeat simple actions (e.g., pat-a-cake, shaking a rattle, etc.) • Look for a toy when dropped; find a toy when they see it being hidden <p>9-12 months</p> <ul style="list-style-type: none"> • Babble to initiate a social interaction • Shake head “no” • Enjoy rhymes and songs • Watch people, objects and activities • Follow simple instructions • Recognize reversal of an object (e.g., upside down cup) • Search for partially hidden toy 	<p>13-18 months</p> <ul style="list-style-type: none"> • Begin to create long "babble" sentences • Follow simple directions • Point to common objects or pictures when named (e.g., body parts) • Sit for a short while to listen to a story • Search for hidden object • Repeat simple motions and actions (e.g., dump items out of a container, put them back and repeat the process) • Imitate common actions (e.g., talking on phone, drinking from cup, etc.) <p>19-24 months</p> <ul style="list-style-type: none"> • Speak 50-300 words • Label common objects and actions • Use “please” and “thankyou” (if taught) • Sing familiar songs • Try to make mechanical toys work without a demonstration • Begin to understand simple cause and effect relationships • Are curious and explore everything, yet do not understand the concept of "danger" • Begin to understand where ball has gone if it rolls under something; may walk around to get it • Explore cabinets and drawers 	<ul style="list-style-type: none"> • Speak in two-word sentences; create longer and more complex sentences • Match sounds to animals • Say simple phrases, active verbs and directional words such as "up," "down," and "in" • Begin to tell you about what they are doing • Put objects where they belong • Match objects to pictures • Can sort objects into 2 groups (e.g., hard/soft; green/red, etc.) • Can fit simple objects together • Prefer more realistic toys • Begin to count objects • Use self and objects in pretend play • Begin to create representational art (pictures that stands for something) • Begin to use objects that represent something else • Choose between two objects 	<ul style="list-style-type: none"> • Ask questions frequently (e.g., what? when? where? who? why? and how come?) • Increase vocabulary • Create more complex sentences • Understand that words can be spoken, written down, and read again • Easily learn a second language • Copy or write own name, important words, and numerals • Make up their own stories • Follow three unrelated commands in proper order (e.g., pick up toys, wash hands, and come to table) • Identify basic shapes, letters and numbers • Remember and make up simple songs and rhymes • Recognize, name and match colors • Sort objects using more than 2 categories • Curious; experiment with cause and effect; figure out how things work and fit together • Begin to understand concept of time (after lunch, tomorrow, etc.) • Do not understand the difference between fantasy and reality • Choose between more than two objects 	<ul style="list-style-type: none"> • Communicate well with others; express interests, thoughts and feelings • Predicts what will happen next • Read and enjoy being read to • Retell a story with accuracy • Memorize more complex songs; imitate and replay songs using a musical instrument • Interested in "facts" and detail (e.g., types of clouds, cars, dinosaurs, rocks, etc.) • Use logic to solve problems, complete puzzles, organize and make decisions • Use concept of time accurately • Tell time to five minutes • Shift interest from cartoon characters and superheroes to "real life" stars (sports, television, music and movie stars) • Understand simple jokes and riddles • Use imagination in dramatic play, music, dancing, and art • Make up new games with rules; invent new rules for familiar games 	<ul style="list-style-type: none"> • Seek to clarify and express more complex concepts • Follow detailed instructions • Experiment and try out new ideas/activities • Create dance steps and routines • Complete complex tasks and play complicated games without adult assistance • Negotiate with others, solve problems, and exercise good judgment • Think about the future, make plans, reflect on the past, and think about events happening outside their immediate community • Refine ability to think logically, rationally, and mathematically • Use facts and logic to make sense of the world; interested in complex fantasy games that require problem solving and decision making skills • Stretch their creativity (e.g., writing stories, inventing and designing things) • Make up jokes and riddles • Focus on long-term projects and have increased attention spans

Social and emotional development

Birth through 12 months	13 through 24 months	25 through 36 months	3 through 5 years	6 through 8 years	9 through 12 years
<p>Birth-4 months</p> <ul style="list-style-type: none"> Express needs with distinct cries Smile in response to a friendly face or voice Smile or coo to get their caregiver's attention Enjoy physical contact Prefer to be with their primary care giver Watch and respond to image of self in mirror Learn to trust when needs are met (e.g., picked up when crying) <p>5-8 months</p> <ul style="list-style-type: none"> Prefer to play with people more than toys Respond differently to facial expressions such as frowns and smiles Laugh out loud Hesitant with strangers (stranger anxiety) Use body and/or verbalization to get caregiver's attention Enjoy social play ("pat a cake", "this little piggy") <p>9-12 months</p> <ul style="list-style-type: none"> Extend arms upward to be picked up Offer toys/objects to others Repeat behavior that gets attention Want parent or caregiver to stay within sight Form an attachment to a special object (e.g., blanket, pacifier, stuffed animal, etc.) 	<ul style="list-style-type: none"> Friendly toward others; less wary of strangers May express fear of new sounds, people, and situations Play alone for short periods Show interest in children their own age Seek approval Enjoy being held and read to Imitate adult's actions in play Test boundaries and limits May refuse to cooperate with daily routines Easily frustrated Express frustration by crying, hitting, biting or grabbing Enjoy turn-taking games Show a strong sense of self by trying to direct the actions of others Become possessive of toys; claim things as "mine"; have difficulty sharing Express likes and dislikes for certain people, objects, or situations Demonstrate a sense of humor 	<ul style="list-style-type: none"> Tend to play next to (parallel play) rather than with other children Play with 2-3 other children for short periods of time Participate in simple group activities (singing, dancing, clapping, etc.) Begin to "play house" and take on simple roles (e.g., mommy, daddy or baby) Show pride with what they make and do Want to get own way Become aware of others' feelings (empathy) May express a rapid change in mood May express a fear of the dark or monsters for the first time Express a wide range of emotions including jealousy, fear, anger, sympathy, pride, embarrassment, anxiety and joy 	<ul style="list-style-type: none"> Begin to select friends in own age group Begin to prefer some companions over others Begin to understand gender, age, language and culture Become curious about differences and similarities in people and their lifestyles Pretend to be powerful (e.g., parent, doctor, police officer, lion or superhero) May show off and demand attention Independent Have preferences; want to do things that interest them Express feelings with words Learn to resolve differences with words May attempt to comfort people who are upset or uncomfortable (express empathy) May cry, suck their thumb, hit or regress to other toddler-like behaviors when afraid or upset Imitate unacceptable language Take on multiple roles 	<ul style="list-style-type: none"> Interested in making friends and playing with others May pick a "best friend" Prefer being with their own gender Generally prefer cooperative rather than competitive games and sports Begin to respect other's property View self as "big kid"; may try to act like older siblings or children they know Compare self to others; may view themselves in terms of extremes (e.g., good vs. bad, smart vs. stupid, nice vs. mean, etc.) Able to follow a leader or act as a leader Feel independent since they are able to take care of their own personal needs May tease or make fun of others; use words to hurt others' feelings 	<ul style="list-style-type: none"> Desire close friendships and peer acceptance May be attracted to fads or trends in dress, music, behavior and language; tend to experiment with various roles Participate in group activities that focus on a common interest (e.g., sports, clubs, drama, music or gymnastics) May be interested in contests and other competitive activities May begin to show "romantic" interest Begin to set standards for their own behavior Develop increased self control Test opinions and practice social skills with peers Struggle to gain independence, yet seek out adults to provide guidance and encouragement Use words to express feelings; may express feelings by writing stories, letters, or poems Empathize with others; may want to become involved in a community project (e.g., helping the homeless, recycling, visiting the elderly, etc.)

References

- Allen, K.E. & Marotz, L.R. (1989). *Developmental profiles: Birth to six*. Albany, NY: Delmar Publishers, Inc.
- Brunson-Phillips, C. (Ed). (1991). *Essentials for child development associates working with young children* (pp. 40-74). Washington, DC: The Council for Professional Recognition.
- Cook, R.E., Tessier, A., & Klein, M.D. (1996). *Adapting early childhood curricula for children in inclusive settings* (pp. 454-463). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Herr, J. (1994). *Working with young children* (pp. 465-475). South Holland, IL: The Goodheart-Willcox Company, Inc.
- Koralek, D.G., Newman, R.L., & Colker, L.J. (1995). *Caring for children in school-age programs*. Washington, DC: Teaching Strategies.
- Steinberg, L. (1993). *Adolescence*. New York: McGraw-Hill, Inc.
- Therrell, J.A., Brown, P., Sutterby, J.A., & Thornton, C.D. (2002). *Age determination guidelines: Relating children's ages to toy characteristics and play behavior*. Washington, DC: U.S. Consumer Product Safety Commission.