



Child Development Ages and Stages

0-1 year

Physical

- Stretch, turn around, roll, crawl, sit down
- Teeth
- Sleep twelve hours
- Incomplete vision
- Synchronization with mother's heart

Language

- Cry and smile
- Respond to familiar sounds, voices, and faces
- Recognize name and simple words

Cognitive

- Object permanence
- Play and exploration
- Five senses

Emotional

- Recognize familiar faces, voices, and smells
- Physical reactions to home tensions and separation

Social

- Separation anxiety from six-nine months

1-2 years

Physical

- Stand up, walk
- Wrists and fingers
- Beginning to eat
- More independent

Language

- First words
- Mine!
- Word and action together



1-2 years (con't)

Cognitive

- Think aloud
- Learn through trial and error
- Short-term memory
- Cannot tell fantasy from reality • Role play

Emotional

- Want more attention
- Egocentric
- No!
- Individuality
- Stranger anxiety
- Flood of feelings

Social

- Mine!
- Cannot share

2-3 years

Physical

- Explore everything
- Copy adult movements
- Can eat and get dressed by themselves
- Simple art
- Fine motor
- No sleep! No nap!

Language

- Questions!
- Express feelings and emotions
- Hundreds of words
- Mistakes

Cognitive

- Object classification
- Begin to understand time (“in five minutes”)



Emotional

- More independent and more interdependent
- Very active

Social

- Mine!
- Interchange of toys
- Parallel play
- Temporary friendships

3-4 years

Physical

- Good control of their body
- Tricycle
- Daytime control of bladder
- Curious about human body

Language

- Memory
- Why?
- Hear everything
- Bad words
- Three-five word phrases

Cognitive

- Classify and name
- Cause and effect
- Nature and science
- Invention and fantasy • More memory
- More attention span

Language

- Cry and smile
- Respond to familiar sounds, voices, and faces
- Recognize name and simple words

Emotional

- Understand and articulate emotions



Social

- Long-term friends • Sharing

5 years

Physical

- May begin to lose baby teeth
- Able to dress self with little assistance
- Learns to skip
- Throws ball overhead. Catches bounced balls
- Rides a tricycle skillfully, may ride bicycle with training wheels
- Uses a fork and knife well
- Cuts on a line with scissors
- Hand dominance is established
- Jumps over low objects

Cognitive

- Knows basic colors
- Able to memorize address and phone number
- Understands that stories have a beginning, middle, and end
- Enjoys telling her or his own stories
- Understands that books are read from left to right, top to bottom
- Enjoys riddles and jokes
- Draws pictures that represent animals, people, and objects
- Enjoys tracing and copying letters
- Sorts objects by size
- Identifies some letters of the alphabet and a few numbers
- Understands more, less, and same
- Counts up to 10 objects
- Understands before and after, above and below
- Is project minded—plans buildings, play scenarios, and drawings
- Interested in cause and effect

Social/Emotional

- Invents games with simple rules
- Organizes other children and toys for pretend play



- Still confuses fantasy with reality sometimes
- Can take turns and shares, but doesn't always want to
- Often excludes other children in play— best friends only
- Uses swear words and “bathroom words” to get attention or to play
- Likes to tell other people what to do
- Likes to try new things and take risks
- Likes to make own decisions
- Notices when another child is angry or sad— more sensitive to feelings of others
- Likes to feel grown up
- Has a very basic understanding of right and wrong
- Understands and respects rules— often asks permission
- Understands both giving and receiving
- Enjoys collecting things
- Sometimes needs to be alone

6-8 Years

Physical

- Skilled at using scissors and small toys
- Shows development of permanent teeth
- Enjoys testing muscle strength and skills
- Has good sense of balance
- Can tie shoelaces
- Enjoys copying designs and shapes, letters and numbers
- May have gawky awkward appearance from long arms and legs

Cognitive

- May reverse printed letters (b/d)
- Enjoys planning and building
- Doubles speaking and listening vocabularies
- May show a stronger interest in reading
- Increases problem solving ability
- Has longer attention span
- Enjoys creating elaborate collections
- Shows ability to learn difference between left and right
- Can begin to understand time and the days of the week

Social/Emotional

- Being with friends becomes increasingly important, preferably same-sex friends



- Interested in rules and rituals
- May have a best friend and an enemy
- Shows strong desire to perform well, do things right
- Begins to see things from another child's point of view, but still very self-centered
- Finds criticism or failure difficult to handle
- Views things as black and white, right or wrong, wonderful or terrible, with very little middle ground
- Seeks a sense of security in groups, organized play, and clubs
- Generally enjoys caring for and playing with younger children
- May become upset when behavior or schoolwork is ignored

9-11 Years

Physical

Girls:

- Are generally as much as two years ahead of boys in physical maturity
- May begin to menstruate

Boys and girls:

- Have increased body strength and hand dexterity
- Show improved coordination and reaction time
- May begin to grow rapidly at the end of this stage

Cognitive

- Shows interest in reading fictional stories, magazines, and how-to project books
- May develop special interest in collections or hobbies
- Fantasizes and daydreams about the future
- Enjoys planning and organizing tasks
- Becomes more product- and goal-oriented
- Has great ideas and intentions, but difficulty following through
- Enjoys games with more complex rules

Social/Emotional

- Begins to see that parents and authority figures can make mistakes and are not always right
- Often likes rituals, rules, secret codes, and made-up languages
- Enjoys being a member of a club
- Has increased interest in competitive sports
- Has better control of anger



- May belittle or defy adult authority
- Shows interest in opposite sex by teasing, joking, showing off
- Prefers spending more time with friends than with parents
- May sometimes be verbally cruel to classmates with harsh put-downs and snide remarks
- Tends to see things as right or wrong, with no room for difference of opinion
- Outbursts of anger are less frequent

Early Adolescence (10–14 years)

Intellectual/Cognition

- Showing interest mostly in present and near future
- Concrete thinking
- Egocentric
- Daydreaming
- Problems are magnified, feel overwhelming

Autonomy

- Challenge authority, family; anti-parent • Loneliness, “no one understands”
- Wide mood swings
- Things of childhood rejected
- Argumentative
- Desire for privacy

Body image

- Preoccupation with physical changes and critical of appearance
- Anxieties about changes in secondary sexual characteristics
- Peers used as a standard for normal appearance (comparison of self to peers)

Peer Group

- Peers becoming increasingly important Increasingly conforming to group norms
- Intense friendships with same sex
- Beginning of dating, usually in groups
- Imaginary audience



Identity Development

- Struggling with sense of self
- Beginning of self-exploration and evaluation
- Vocational goals change frequently
- Begin to develop own value system
- Emerging sexual feelings and sexual exploration

Middle Adolescence (15-17 years old)

Intellectual/Cognition

- Increase in abstract thought
- Cause-effect relationships better understood
- Self-absorbed
- Can see what they want for the future, but not how to get there

Autonomy

- Conflict with family intensifies due to am- bivalence about emerging independence

Body image

- Less concern about physical changes but increased interest in appearance and attractiveness
- High energy/physical activity alternating with lethargy

Peer Group

- Peer groups are very important
- Fad behaviors
- Sexual interest increases and teens begin to explore ability to date and attract a partner

Identity Development

- Experimentation—sex, drugs, friends, risk- taking behavior



Late Adolescence (18-21 years old)

Intellectual/Cognition

- Abstract thought established
- Future oriented; able to understand, plan and pursue long-range goals
- Philosophical and idealistic
- Gaining the ability to delay pleasure
- Developing the ability to make independent and conscious decisions

Autonomy

- Seeking emancipation
- Vocational, technical, college and/or work • Adult lifestyle
- Relate to family more as an adult

Body image

- Usually comfortable with body image

Peer Group

- Decisions/values less influenced by peers
- Relates to individuals more than larger peer group
- Selection of partner based on individual preference
- Forming stable relationships and romantic attachments to another person
- Fad behaviors
- Sexual interest increases and teens begin to explore ability to date and attract a partner

Identity Development

- Pursue realistic vocational goals with training or career employment
- Recognition of own limitations and mortality
- Establishment of sexual identity, sexual relationships are common
- Establishment of ethical and moral value system
- More capable of intimate, complex relationships