

## Developmental Stages for Children/Youth

Age	Physical Development	Intellectual Development	Emotional Development	Social Development	Moral Development
0 - 6 months	<ul style="list-style-type: none"> <li>needs to be touched and held physically</li> <li>caregiver feeds child</li> <li>feeding pattern is established</li> <li>has sucking and grasping reflexes</li> <li>reaches toward objects and grasps them</li> <li>makes large muscle movements (arms and legs)</li> <li>is able to follow objects and focus</li> <li>rolls over</li> <li>supports head</li> <li>sleeps a lot</li> <li>no bladder or bowel control</li> <li>rapid physical growth and change</li> </ul>	<ul style="list-style-type: none"> <li>vocalizes (makes cooing sounds and chuckles)</li> <li>vocalizes spontaneously</li> <li>discovers s/he has impact on environment (e.g., if s/he cries, caregiver will come)</li> </ul>	<ul style="list-style-type: none"> <li>establishes attachment/bonding with caregivers (caregiver and child get to know each other – learn to read each other's cues and become emotionally attached to one another)</li> <li>crying and smiling</li> <li>comforts self with thumb or pacifier</li> <li>learns to trust that basic needs will be met</li> <li>concerned with satisfaction of needs</li> <li>distinguishes between physical self and physical other</li> </ul>	<ul style="list-style-type: none"> <li>recognizes caregivers</li> <li>very dependent upon caregivers for fulfillment of needs</li> <li>initiates social contact (e.g., smiles when caregiver appears)</li> </ul>	<ul style="list-style-type: none"> <li>sees him/herself as the centre of the world</li> <li>has no sense of right or wrong</li> </ul>

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6 months to 1½ years	<ul style="list-style-type: none"> <li>feeds self with a spoon</li> <li>stands and walks</li> <li>"dances" to music</li> <li>sits by him/herself</li> <li>has precise thumb and finger grasp</li> <li>can stack 2 or more blocks</li> </ul>	<ul style="list-style-type: none"> <li>uses one or two words to name things or actions</li> <li>says words like "Mama" and "Dada"</li> <li>points to familiar things</li> <li>points to at least one body part</li> <li>curious about everything (explores his/her world)</li> <li>realizes an object can exist when out of sight and will look for it (e.g., drops things from high chair and looks for it)</li> </ul>	<ul style="list-style-type: none"> <li>hugs caregiver</li> <li>does not like separation from caregiver</li> <li>expresses several emotions clearly but is unable to identify them</li> <li>trusts caregivers</li> <li>sees him/herself as permanent with enduring qualities (e.g., male versus female)</li> </ul>	<ul style="list-style-type: none"> <li>plays simple games (e.g., peek-a-boo, pat-a-cake)</li> <li>extends attachment to people other than caregivers</li> <li>developing some independence from caregivers (can meet some of his/her own needs e.g., can feed him/herself and reach for objects)</li> </ul>	<ul style="list-style-type: none"> <li>sees him/herself as the centre of the world</li> <li>has no sense of right or wrong</li> </ul>

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1½ years to 3 years	<ul style="list-style-type: none"> <li>• walks up and down stairs (one step at a time)</li> <li>• rides a tricycle</li> <li>• throws and kicks a ball</li> <li>• can put on a simple garment</li> <li>• can hold a crayon with fingers</li> <li>• increased eye-hand coordination (e.g., simple puzzles)</li> <li>• can draw a complete circle</li> <li>• handles small toys skillfully</li> <li>• bladder and bowel control</li> </ul>	<ul style="list-style-type: none"> <li>• child has knowledge of the following:                             <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul> </li> <li>• can draw a partial person (e.g., head and body)</li> <li>• talks in sentences</li> <li>• speech is understandable half of the time</li> <li>• uses pronouns for self and other (e.g., I, you)</li> </ul>	<ul style="list-style-type: none"> <li>• can express feelings verbally</li> <li>• shows sympathy</li> <li>• refers to self as "I" or "me"</li> <li>• can be separate from caregivers</li> <li>• recognizes people outside of immediate environment</li> <li>• role of caregivers is crucial to the development of self (e.g., will imitate adults' behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>• plays with children (e.g., plays cooperatively sometimes)</li> <li>• washes and dries own hands</li> <li>• toilet trained</li> <li>• tests boundaries and limitations (e.g., learns to say "no")</li> <li>• learns to consider needs and feelings of others</li> <li>• world expands beyond home to the "outside world"</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to learn about right and wrong</li> </ul>

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3 years to 6 years	<ul style="list-style-type: none"> <li>• hops on one foot repeatedly</li> <li>• skips and dances well</li> <li>• good balance and coordination</li> <li>• has refined motor skills (e.g., can draw a square with good corners)</li> <li>• prints a few letters</li> </ul>	<ul style="list-style-type: none"> <li>• child knows the following:                             <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul> </li> <li>• can draw a complete person</li> <li>• can complete a puzzle</li> <li>• talks in sentences</li> <li>• is completely understandable</li> <li>• defines familiar words</li> <li>• has developed certain likes and dislikes</li> <li>• understands cause and effect relationships only in relation to his/her own needs, wants or experiences (e.g., hot stove hurts me)</li> <li>• expresses ideas, asks questions, and engages in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• can identify pictures of happy and sad people appropriately</li> <li>• identifies with caregivers and likes to imitate them</li> <li>• forms images of self</li> <li>• can be further away (physically) from caregivers</li> <li>• frequently overwhelmed by feelings (s/he can experience feelings of doubt and shame)</li> </ul>	<ul style="list-style-type: none"> <li>• dresses and undresses without help except for tying shoes</li> <li>• plays role in "make-believe" play</li> <li>• follows simple game rules</li> <li>• needs choices as s/he wants more independence</li> <li>• can share and take turns</li> <li>• often has "best friends"</li> <li>• likes to show off skills to adults</li> <li>• will test authority</li> <li>• can identify differences in self and others (e.g., gender, colour of eyes and hair)</li> </ul>	<ul style="list-style-type: none"> <li>• protects self and stands up for his/her rights</li> <li>• is concerned with what behaviour works to bring about reward or punishment</li> <li>• still needs outside controls as his/her conscience relatively unformed.</li> </ul>

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6 years to 12 years	<ul style="list-style-type: none"> <li>• can play sports and develop new skills</li> <li>• energetic</li> <li>• has a large appetite</li> <li>• height and weight increasing at a steady rate</li> <li>• increased coordination and strength</li> <li>• body proportions becoming similar to an adult's</li> <li>• fine motor coordination well-developed (e.g., writing and drawing skills)</li> </ul>	<ul style="list-style-type: none"> <li>• highly verbal (e.g., tells jokes, makes puns)</li> <li>• asks fact-oriented questions (e.g., wants to know "how," "why" and "when")</li> <li>• can deal with abstract ideas</li> <li>• judges success based on ability to read, write and do arithmetic</li> <li>• wants to develop skills and become competent</li> <li>• enjoys projects that are task-oriented (e.g., sewing, woodwork)</li> <li>• learns to think systematically and generally about concrete objects</li> <li>• learns the concept of "past," "present" and "future"</li> </ul>	<ul style="list-style-type: none"> <li>• acts very independent and self-assured but can be childish and silly at times</li> <li>• self is partly defined by school environment (personality is more defined)</li> <li>• likes affection from adults</li> <li>• more independent but wants caregivers to be present to help</li> <li>• can identify and label what s/he is feeling</li> <li>• can distinguish between wishes, motives and actions</li> </ul>	<ul style="list-style-type: none"> <li>• participates in community activities</li> <li>• enjoys working and playing with others</li> <li>• has friends</li> <li>• plays mostly with same-sex peers</li> <li>• can be alone</li> <li>• strong group identity (e.g., Brownies)</li> <li>• learns to achieve and compete</li> <li>• imitates and identifies with same-sex adult</li> </ul>	<ul style="list-style-type: none"> <li>• begins to experience conflict between parents' values and those of peers</li> <li>• has strong sense of fairness</li> <li>• rules are important and must be followed (i.e., breaking rules is bad)</li> </ul>

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12 years to 18 years	<ul style="list-style-type: none"> <li>• growth spurts</li> <li>• develops sexual characteristics and has sexual drives</li> <li>• new needs in personal hygiene (e.g., menstrual pads, razors)</li> </ul>	<ul style="list-style-type: none"> <li>• achieves impressive changes in cognitive development (i.e., able to think and reason)</li> <li>• able to reason, generate general principles and test them out against evidence</li> <li>• capable of introspection and of perceiving differences between how things are and how they may be</li> <li>• begins to consider and sometimes make career choices</li> <li>• growth in ability to think abstractly and utilize imagination in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• identifies with significant others outside of home</li> <li>• develops sexual identity</li> <li>• part child, part adult (e.g., "Go away, come closer" messages)</li> <li>• develops independence (e.g., "I dare you to tell me what to do!")</li> <li>• likely to show extreme mood swings</li> <li>• less dependent on family for affection and emotional support</li> <li>• strives to define self as separate individual</li> <li>• often feels misunderstood</li> </ul>	<ul style="list-style-type: none"> <li>• many engage in part-time work</li> <li>• enjoys many social activities (e.g., at school)</li> <li>• relies heavily on peers (e.g., tries to conform to peer group norms)</li> <li>• has close friendships and emotional involvements</li> <li>• experiences conflict with parents (e.g., expectations)</li> <li>• experiments with sex-role expectations and standards</li> </ul>	<ul style="list-style-type: none"> <li>• challenges values of home</li> <li>• develops personal morality code</li> <li>• what becomes important is whether the behaviour conforms to the behaviour of others, not its inherent rightness or wrongness</li> <li>• belief that good behaviour is maintained by some presence of authority</li> </ul>