

# ***Ages & Stages:***



## ***Understanding Child and Youth Development***

***by Dave Whitaker***





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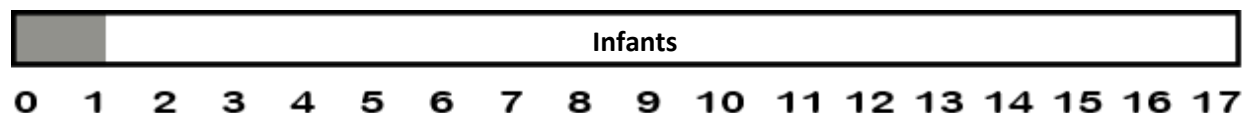
Find activity ideas for supporting each of the domains by accessing these resource lists.

### **Resources ..... 83**

In addition to general resources on child and youth development, there are specific resources for each of the five age groups and each of the five domains.

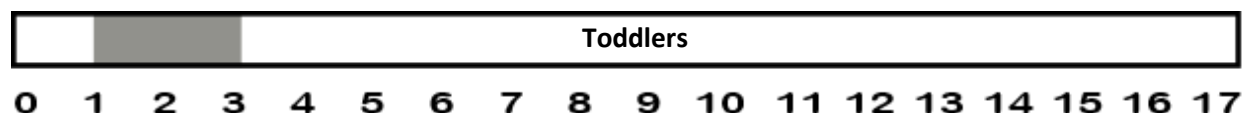


## The Ages



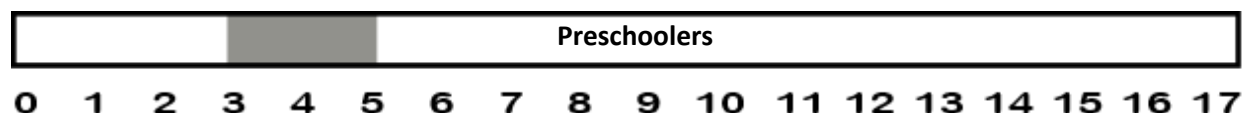
This covers birth to 1 year, divided into four groups:

- 0-3 Months
- 3-6 Months
- 6-9 Months
- 9-12 Months



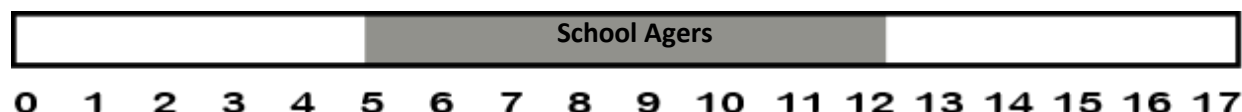
This covers ages 1 to 3 years, divided into three groups:

- 12-18 Months
- 18-24 Months
- 2 Years



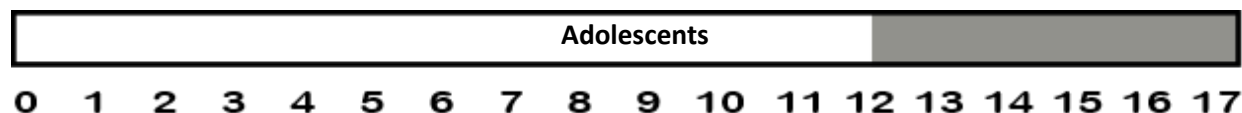
This covers ages 3-5 years, divided into three groups:

- 3 Years
- 4 Years
- 5 Years



This covers ages 5-13 years, divided into three groups:

- 6-8 Years
- 8-10 Years
- 10-12 Years



This covers the teen years, specifically:

- 13-17 Years



## The Stages (or Domains) of Development



### **Physical** – *how we move*

“The process of gaining control of our large and small muscles as well as the use of the senses.”



### **Cognitive** – *how we think*

It is *not* the same as intelligence. It is “the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.” – *Gale Encyclopedia of Children’s Health*



### **Communication and Language** – *how we interact*

Communication is “the expression of ideas, thoughts, and feelings to others.” Language is a system of words and the rules for their use in speaking, listening, reading and writing. – adapted from *Caring for Children in School-Age Programs*



### **Social and Emotional** – *how we feel*

“The capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others.” – Joseph E. Zins and Maurice J. Elias, “Social and Emotional Learning”



### **Self** – *who we are*

“Understanding who you are [and] how you identify yourself in terms of culture, environment, physical attributes, preferences, skills, and experiences.” – from *Caring for Children in School-Age Programs II*



Keep the following in mind when considering development:

- Don't assume everyone has the same skills developed. Everyone develops at their own rate.
- Provide a range of activities which allows everyone to participate at their levels.
- Start activities with practice sessions to help all participants learn the skills needed.
- Observe youth as they participate to see who might need extra practice – maybe privately to help them avoid embarrassment.
- Encourage youth to try new activities. Help everyone understand we all had to learn sometime.

Above information from Francis Institute for Child and Youth Development and Metropolitan Community College (2014). *Professional Development for Afterschool/Youth Workers*. "Module 3: Child and Youth Development." Metropolitan Community College; Kansas City, MO.



### Physical Development



#### **Physical** – *how we move*

“The process of gaining control of our large and small muscles as well as the use of the senses.”

Along with general **physical characteristics**, it is important to understand youth’s development in relation to their increasing abilities to control large and small muscles, also known as gross motor and fine motor skills. Staff needs to understand how youth’s development is very different at different ages. In addition, children within the same age range will have very different abilities and interests.

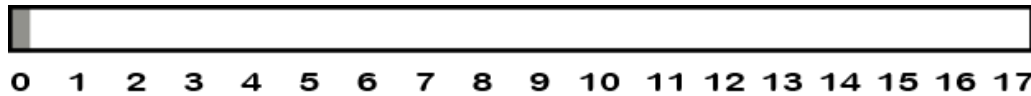
**Gross motor** development refers to a youth’s capacity to manipulate and control large muscle groups. This includes the strengthening and coordination of large motions involving the arms, legs, torso, or whole body. Youth’s capabilities in this area vary greatly depending on their ages and developmental stages. As always, there are no absolute rules when discussing these stages, but the chart below offers some basic ideas for what you might see in each age group.

**Fine motor** development refers to a youth’s capacity to manipulate and control his or her small muscle groups. This includes the ability to coordinate specialized motions using hands, feet, eyes, and mouth. Like gross motor development, these abilities will vary greatly in youth dependent on their ages and developmental stages.



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Infants (0-3 Months): Physical Development



**General Physical Characteristics:**

- Eats 5-8 times a day
- Sleeps 20 hours, at first in short periods of time; later will remain awake for longer periods of sleep at night
- Control of eye muscles
- Improves ability to suck; becomes voluntary
- Overcomes reflexes and makes some voluntary movements
- Reacts to sudden changes with reflexive body movements

**Gross Motor:**

**Lifting:**

- Lifts head and moves it side to side
- Lifts head briefly when on stomach on a flat surface; may be able to lift head 45-90 degrees
- Lifts chin
- Lifts head when held at your shoulder
- May be able to hold head steady when pulled to sitting position
- While on stomach, may be able to raise chest supported by arms

**Moving/Turning:**

- Turns head to side when lying on back or stomach
- Lifts head and turns toward sound
- Wiggles and kicks arms/legs vigorously and efficiently to stretch, kick, and bat at objects
- Move arms and legs on both sides of the body equally well
- Rolls over (one way)

**Fine Motor:**

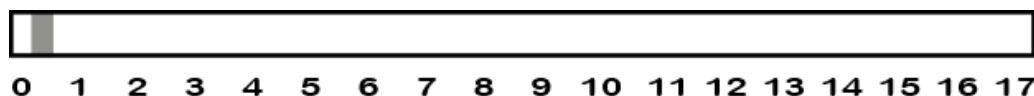
- Reaches for objects but usually misses
- Discovers/waves hands and feet
- Often holds hands open or loosely fisted
- Studies his/her open hand
- Grasps rattle when given to him/her
- Uses both hands independently and purposefully to bat/grasp objects
- Brings objects/fist to mouth; first sign of coordination
- Brings both hands together





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### Infants (3-6 Months): Physical Development



#### ***General Physical Characteristics:***

- Weight: 10-18 pounds
- Length: 23-27 inches
- Averages 14-17 hours of sleep daily; gets most sleep at night with several naps during the day
- Sleeps about 6 hours before waking during the night
- Learns to fall asleep by him/herself in bed
- Eats 3-5 times per day

#### ***Gross Motor:***

##### ***Moving/Turning:***

- Rolls over from stomach to back and back to stomach
- Bounces when held in standing position; might stand holding on to something
- Scoots
- Enjoys wiggling, kicking and stretching arms/legs

##### ***Lifting:***

- Lifts head 90 degrees when lying on stomach, uses arms for support
- Keeps head level with body when pulled to a sitting position
- Holds head steady when sitting with help
- Might pull up to sitting/standing position if you grasp his/her hands

##### ***Coordination:***

- Has control of head and arm movements
- Becomes comfortable with changes in body position and movement
- Bears weight on legs when held upright
- Sits in a high chair
- Sits with minor support (like in a lap or leaning on pillows); holds head steady and may be able to sit without support for a minute

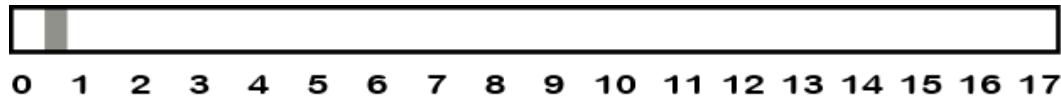
#### ***Fine Motor:***

- Reaches/grasps/bats/bangs at items of interest with hands and feet
- May be able to pick up tiny objects with any part of thumb and finger
- Shakes a rattle
- Explores/plays with hands and feet



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## Infants (6-9 Months): Physical Development



### ***General Physical Characteristics:***

- Weight: 14-23 pounds
- Length: 25-30 inches
- First teeth begin to appear/teeths, mouths, drools on objects
- May sleep 11-13 hours at night although this varies greatly
- Needs 2-3 naps during the day
- Needs at least 3-4 feedings per day
- Hair growth begins to cover head
- True eye color is established

### ***Gross Motor:***

#### ***Movement:***

- Enjoys watching own body movements
- Becomes mobile by turning over, scooting, dragging, and possibly crawling
- Rolls from back to stomach and stomach to back
- Raises up on arms and knees; rocks back and forth, may not move forward
- May be able to get in sitting position from stomach
- May be able to stand up from a sitting position

#### ***Coordination:***

- Has control of trunk and hands
- Bears some weight on legs when held upright
- Sits easily in high chair
- Sits alone without support and holds head erect; eventually sits without help
- May stand while holding on to something; may be able to stand alone briefly
- May begin cruising (walking holding on to furniture)

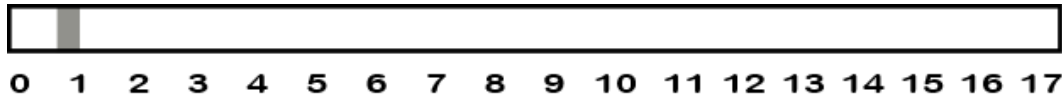
### ***Fine Motor:***

- Grasps dangling objects
- Uses finger and thumb to pick up objects
- Passes objects from one hand to the other
- May be able to roll ball back to you
- Bangs/drops/shakes/throws objects



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Infants (9-12 Months): Physical Development



**General Physical Characteristics:**

- Weight: 17-27 pounds
- Length: 27-32 inches
- Feedings: 3 meals, 2 snacks
- Sleep: 11-13 hours at night; falls asleep without help and sleeps through night without waking for food or interaction
- 2 naps during day; some babies stop taking a morning nap

**Gross Motor:**

**Movement:**

- Crawls (stomach touching floor) and creeps (moving on hands and knees) well
- Cruises (holding on to furniture)
- Walks if both hands are held, maybe when led by one hand
- Stands alone holding onto furniture for support
- Climbs up and down stairs and other low objects (1-2 ft. in height)

**Coordination:**

- Can usually sit without support for 10 minutes or longer
- Gets into a sitting position from stomach
- Pulling up to a standing position while holding on to furniture
- Stands holding furniture; will later be able to stand alone
- Has control of legs and feet
- Throws a ball without control

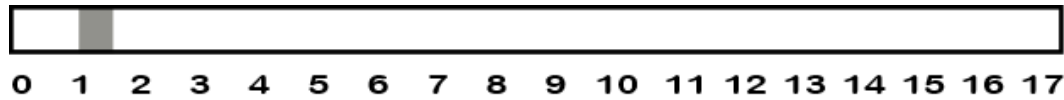
**Fine Motor:**

- Grasps small objects and particles by using her thumb and finger
- Puts small blocks in a container and takes them out
- May be able to build a tower with 2-3 blocks
- Turns pages in a stiff book (like a board book)
- Pushes away something he does not want
- Explores, bangs, shakes objects
- Deliberately lets go of objects
- Makes marks with a pencil or crayon



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Toddlers (12-18 Months): Physical Development



**General Physical Characteristics:**

- Weight: 17-30 pounds
- Height: 27-35 inches

**Gross Motor:**

**Movement:**

- Crawls well
- Cruises (walks holding on to furniture)
- Stands alone
- Walks - first when led by one hand, later without help (10-20 min)
- Creeps upstairs and downstairs
- Runs stiffly, with eyes on the ground

**Coordination:**

- Sits down; gets into a sitting position
- Pulls up to a standing position
- Bends over and picks up objects
- Kicks a ball forward

**Fine Motor:**

**Drawing:**

- Holds crayon and scribbles, but with little control

**Using and Playing with Objects:**

- Turns pages in a book
- Stacks 2-4 blocks; tries to build
- Enjoys carrying small objects while walking, often one in each hand
- Rolls a ball to adult on request
- Throws a ball overhand
- Carries a stuffed animal or doll
- Can put objects into a container

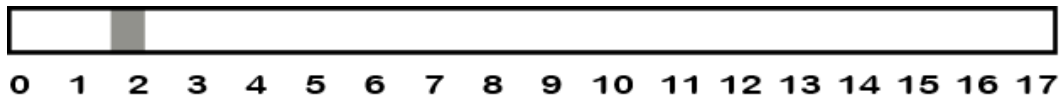
**Exploring:**

- Likes to push, pull, and dump things
- Likes to poke, twist, and squeeze
- Enjoys flushing toilets and closing doors



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Toddlers (18-24 Months): Physical Development



**General Physical Characteristics:**

- Weight: 20-32 pounds
- Height: 30-37 inches
- Sleep: 12 hours at night, 1-2 hr nap
- Gains more control over large muscles
- Capable of bowel and bladder control; complete control may not happen until age 3 (might be 3 ½ for boys).

**Gross Motor**

- Walks well
- Likes running, but can't always stop and turn well
- Walks backward (at least can take some steps backward)
- Can get up and down stairs without help and usually without falling
- Jumps in place
- Enjoys climbing
- Learns to master body movements by stooping, kicking, throwing, climbing
- Can bend over and pick up object from floor without falling down
- Can carry a large object while walking
- Enjoys sitting on and moving small-wheeled riding toys
- Kicks a ball forward
- Rolls a large ball
- Tosses a ball overhand
- Can aim a ball

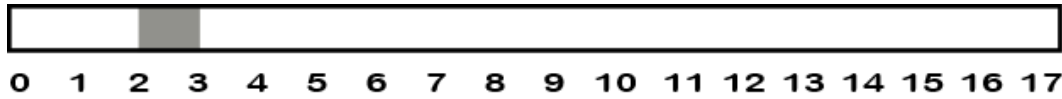
**Fine Motor:**

- Scribbles
- May be able to draw a vertical line in imitation
- Pushes and pulls objects
- Nests objects (putting one object inside another)
- Turns pages of book one by one
- Stacks 2-6 blocks, possibly as many as 8
- Unwraps things
- Uses fingers and thumb, becomes better at using hands and fingers
- Opens cabinets, drawers, and boxes
- Can operate a mechanical toy
- Takes things apart



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**Toddlers (2 Years): Physical Development**



***General Physical Characteristics:***

- Weight: 22-38 pounds
- Height: 32-40 inches
- Has almost a full set of teeth
- Gains control of hands and fingers

***Gross Motor:***

- Always on the go
- Walks well without help
- Walks up and down stairs alone and with alternating feet
- May be able to handle stairs without holding railing
- Walks backwards
- Runs
- Jumps up with both feet off floor
- Jumps off a step
- Stoops or squats
- Rides a tricycle
- Can bend over to pick up toy without falling
- Balance on each foot for 1-3 seconds
- Throws or rolls a ball
- Throws a ball overhand
- Catches a large ball
- Kicks a ball

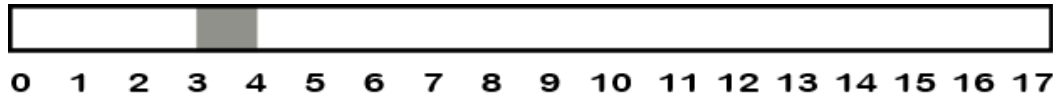
***Fine Motor:***

- Scribbles with crayons or markers
- Makes more purposeful strokes to draw using an adult-like grasp on crayons
- Draws designs and straight lines, may be able to copy a circle
- Uses muscles in hand better to create and construct
- Uses scissors
- Can string and lace objects (like beads)
- Turns pages of a book one at a time
- Stacks 4-8 blocks
- Likes to push, pull, fill, and dump
- Opens cabinets, drawers



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Preschoolers (3 Years): Physical Development



**General Physical Characteristics:**

- Weight: 25-44 pounds
- Height: 34-43 inches tall
- Sleeps 10-12 hours at night, usually without wetting the bed (occasional accidents are still quite common)
- Fatigues suddenly and becomes cranky if overly tired, fatigues easily if much hand coordination is required
- Develops a taller, thinner, adult-like appearance
- Develops full set of baby teeth
- Needs approximately 1,300 calories daily
- Pleasure in genital manipulation

**Gross Motor**

**Movement:**

- Walk without watching feet, walk straight line, walk backwards, walk short distance on tiptoes if shown how
- Runs well at an even pace
- Turns and stops well
- Climbs up and down a small slide by self
- Marches
- Uses hand rail on stairs for balance and climbs stairs by alternating feet
- Jumps up and down with both feet, jumps off low steps or objects, hops on one foot
- Generally does not judge well in jumping over objects but can jump over a six-inch barrier
- Marches
- Balances on one foot unsteadily, balances with difficulty on the low balance beam (four-inch width)
- Shows improved coordination - moving legs/arms in actions such as pumping a swing or pedaling a tricycle
- May forget to watch direction of actions like riding a tricycle and crash into things
- Perceives height and speed of objects like a thrown ball but may be overly fearful or bold
- Plays actively (trying to keep up with older children) and then needs rest
- Tries to catch large ball, throws a ball overhead, kicks a ball forward

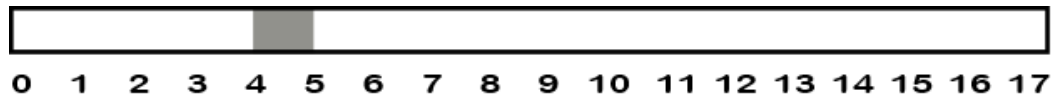
**Fine Motor**

- Holds crayons/markers with fingers instead of fist
- Draws shapes, such as a circle, square, or cross; draws objects in some relation to each other
- Begins to design objects, such as people or houses
- Builds towers of 5-10 blocks
- Enjoys pounding, rolling, and squeezing clay or play dough
- Places large pegs into pegboards, strings large beads
- Can put together a six-piece puzzle with whole objects represented as a piece



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**Preschoolers (4 Years): Physical Development**



***General Physical Characteristics:***

- Height: 37-46 inches
- Weight: 27-50 pounds
- Needs 10-12 hours sleep each night
- Long periods of high energy (needs more liquids and calories)
- Gets overexcited on occasion
- Shows greater perceptual judgment, but limited spatial judgment and tends to knock things over
- Practices an activity many times to gain mastery

***Gross Motor***

***Movement:***

- Walks heel-to-toe, walks a straight line, walks down steps using a handrail and alternating feet
- Runs well, skips unevenly, hops on one foot, likes to gallop
- Runs, jumps, hops, and skips around obstacles with ease
- Jumps over objects 5-6 inches high, can do standing broad jump
- Pedals and steers tricycle skillfully
- Stands on one foot for five seconds or more, masters 4-inch balance beam but watches feet on 2-inch beam
- Develops quick reactions for activities like jump rope
- Judges well in placing feet on climbing structures, can climb ladders and trees or a jungle gym
- Can turn somersaults
- Swings, starting by him/herself and can keep going
- Bounces and throws a ball easily, throws ball overhand, catches a bounced ball

***Fine Motor***

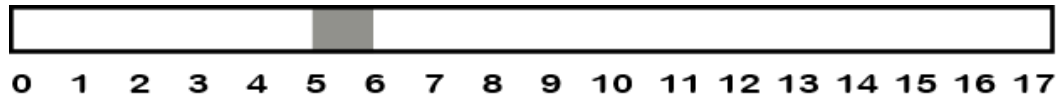
- Holds a pencil, tries to write name
- Draws with arm and not small hand movements
- Draws people with at least four parts and objects that are recognized to adults, can draw faces
- Can draw a circle, can copy a square and a triangle, can draw combinations of simple shapes
- Builds complex block structures that extend vertically
- Stacks 10 or more blocks
- Forms shapes and objects out of clay or play dough, sometimes human and animal figures
- Likes to use scissors, but cannot cut well
- Uses small pegs and board
- Can string small beads and may do so in a pattern
- Pours sand or liquid into small containers
- Enjoys manipulating play objects that have fine parts





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Preschoolers (5 Years): Physical Development



**General Physical Characteristics:**

- Height: 39-48 inches
- Weight: 31-57 pounds
- Requires approximately 1,700 calories daily
- Sleeps 10-11 hours at night
- Left or right-hand dominance is established
- May begin to lose baby teeth
- Shows uneven perceptual judgment
- Girls' small muscle development about 1 year ahead of boys

**Gross Motor:**

- Rarely shows fatigue; has high energy and finds inactivity difficult
- Maintains an even gait in stepping, walks down stairs, alternating feet without using a handrail, walks backward quickly
- Skips and runs with agility and speed, can gallop and tumble, hops well, can run on tiptoe
- Walks a two-inch balance beam well, balances on either foot for 5-10 seconds
- Jumps rope, jumps down several steps and over low objects
- Climbs well
- Rides wagon and scooter
- Capable of learning ice or roller skating, swimming, riding a bike
- Throws ball overhead, catches bounced or tossed balls
- Good balance and smoother muscle action
- Can incorporate motor skills into a game
- Interested in performing tricks like standing on head, performing dance steps

**Fine Motor:**

- Folds paper diagonally if shown how
- Places clips on paper
- Uses scissors without help
- Uses scissors to cut along a line
- Uses computer keyboard
- Hits nails with hammer head
- Uses screwdriver without help
- Builds three-dimensional block structures
- Does 10 to 15-piece puzzles with ease
- Likes to disassemble and reassemble objects and dress and undress dolls



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Schoolagers (6-8 Years): Physical Development



**General Physical Characteristics:**

- Weight: average gain of about 5 to 7 pounds a year from 6 to 12
- Height: average growth of about 2.5 inches per year from 6 to 12
- Period of slow growth
- Long arms and legs may create gawky awkward appearance
- Typical night's sleep is almost 11 hours; waking during night is much less common, perhaps because this age doesn't take naps
- Starting to get permanent teeth
- Vision is as sharp as an adult's vision
- May want to eat the same thing four out of every seven days
- Should not be expected to clean plates or eat adult-size portions

**Gross Motor:**

**Movement:**

- Needs to be active; learn well through active involvement
- Able to hop, skip, and jump, and throw
- Rides a bike

**Coordination:**

- Has good balance
- Increased poise, coordination, and stamina
- Enjoys testing muscle strength and skills (and perfecting recently learned skills)
- Jumps rope

**Games/Balls:**

- Can throw and catch a ball
- Some kids truly skilled at shooting baskets or scoring soccer goals, but skills needed for team sports are not generally mastered; better to do non-competitive activities like swimming, skating or dancing and games such as "Mother May I?," "Statues," "Tag," "Giant Steps," and "Red Light/Green Light"

**Fine Motor:**

- Work to develop eye-hand coordination by practicing cutting, pasting, tearing or drawing
- Learning to print with a pencil
- Skilled at using scissors and small tools
- Can tie shoelaces



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Schoolagers (8-10 Years): Physical Development



***General Physical Characteristics:***

- Weight: average gain of about 5 to 7 pounds a year from 6 to 12
- Height: average growth of about 2.5 inches per year from 6 to 12
- Girls are generally as much as 2 years ahead of boys in physical maturity
- Girls may begin to menstruate
- May begin to grow rapidly at the end of this age period
- More graceful with movements and abilities
- Improves coordination and reaction time

***Gross Motor:***

- Increases body strength
- Jumps, skips, and chases
- Delight in learning more complex skills related to team sports such as baseball, soccer and basketball; this is the time for learning the basic skills and rules of the sport
- Everyone needs an opportunity to play and succeed, so traditional rules may need to be changed or adapted

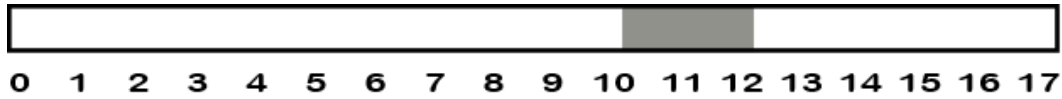
***Fine Motor:***

- Can use tools (i.e., hammer, screwdriver)
- Increased hand dexterity
- Really enjoy sampling a wide variety of arts and crafts activities.
- Visual-motor coordination is good
- Enjoy using real tools and utensils



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Schoolagers (10-12 Years): Physical Development



***General Physical Characteristics:***

- Weight: average gain of about 5 to 7 pounds a year from 6 to 12
- Height: average growth of about 2.5 inches per year from 6 to 12
- Remainder of adult teeth will develop
- Physical growth increases rapidly
- Puberty starting
- Improves coordination, hand dexterity and reaction time

***Gross Motor:***

- Has acquired adult-like abilities in this area
- Likes hands-on involvement with objects
- Ready to engage in activities such as making models, building rockets and woodworking
- Enjoy making works of art - carvings, mobiles and sculptures

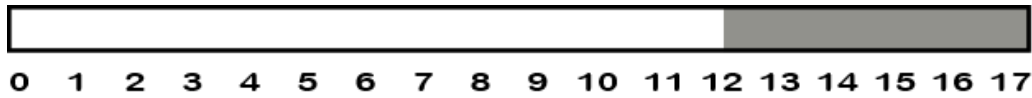
***Fine Motor:***

- Increases body strength
- Likes physical involvement -- the movement of ball games and swimming
- Now in greater control of their body and its movement and are ready to begin more structured and adult-like activities such as dancing, gymnastics, judo and karate
- Ready to learn fine points of team sports
- Will relate to the knowledge and experience of a coach, trainer or instructor



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Adolescents (13-17 Years): Physical Development



***General Physical Characteristics:***

- Rapid increase in height, weight, and strength
- Girls and boys will reach physical and sexual maturity; girls usually 1-2 years earlier than boys
- Acne appears
- Feel awkward about their bodies and concerned with appearance
- Increased interest in sex and more likelihood for acting on sexual desire

***Gross Motor:***

- Center of gravity rises to shoulders for boys and lowers to hips for girls
- Increased balance and coordination skills
- Period of awkwardness for some boys
- Better at physical activities
- Stronger, faster, and increased endurance
- Gross motor skills will start to level off unless specifically trained in a sport or hobby

***Fine Motor:***

- Increased eye-hand coordination
- Greater dexterity in fingers for tasks like knitting, sewing, art, and crafts
- Girls development of fine and gross motor skills is more modest than boys until about age 14
- Development levels off unless youth have specific training in a sport or hobby



## Cognitive Development



### **Cognitive** – *how we think*

It is *not* the same as intelligence. It is “the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.” – *Gale Encyclopedia of Children’s Health*

Cognitive development is the process of how youth acquire knowledge. This encompasses how they learn to think, reason, explore, and problem solve. Youth are naturally curious and have an inborn desire to understand and investigate the world around them. They will do so by using their senses, classifying and sequencing skills, and their understanding of cause and effect.

As youth grow, their capacity for thought increases as do their needs for more challenges. Healthy cognitive development is dependent on youth also growing in other areas such as their physical and emotional growth plus positive social interactions. It is also important for youth workers to understand youth’s thinking will begin to resemble that of adults during the school-age years.

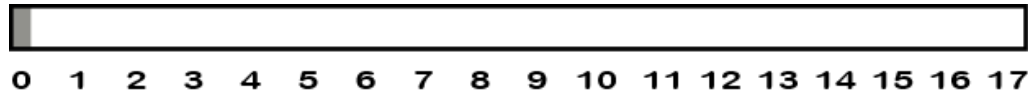
The following charts adapted from Toolbox Training’s *Ages & Stages: Understanding Child Development* (2003) and David Whitaker’s handout on “Adolescent Development (Ages 11-18)” (2013).

To help youth grow cognitively youth workers must understand how youth think and learn – and what they already know. As with all discussions about development, it is important to remember that youth will not fit nicely into little boxes. Each youth is an individual who will develop at his or her own rate. As such, it is crucial that you recognize the information below as general guidelines about the cognitive abilities of that age group. There are no hard and fast rules.



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## Infants (0-3 Months): Cognitive Development



### **Senses:**

- Makes basic distinctions in vision, hearing, smelling, tasting, touch, temperature, and perception of pain
- Oral exploration
- Color perception, visual exploration

### **Observing:**

- Sees most objects clearly placed 8" to 15" from face
- Observes surroundings with interest
- Tracks people
- Focuses on a face
- Follows movement of hands with eyes
- Looks at/studies own hands
- Follows an object moved around in an arch about 6 inches above face to the midline (straight ahead) and possibly past the midline
- May be able to follow an object in an arc about 6 inches above the face for 180 degrees (from one side to the other)
- May be able to pay attention to pebble-sized objects

### **Hearing:**

- Responds to new sounds
- Turns head toward bright colors and lights
- Turns toward the sound of a human voice
- Responds to a rattle or bell by startling, crying, or quieting
- Sensitive to loud sounds and bright lights

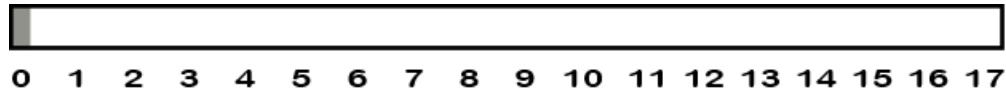
### **Awareness:**

- Recognize bottle or breast
- Focuses attention on black-and-white and other high-contrast patterns
- Anticipates being lifted
- Startles/cries out as a reflex to sudden changes, bright lights, or loud sounds
- Does more than one thing simultaneously (looking and hearing; seeing and sucking)



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### Infants (3-6 Months): Cognitive Development



#### **Observing:**

- Holds both eyes in a fixed position
- Turns head toward bright colors and lights
- Stares at/visually examines person/object at least one minute at a time
- Follows a moving object or person with eyes
- Follows an object in an arc about 6 inches above the face for 180 degrees (from one side to the other)
- Pays attention to pebble-sized objects
- May look for dropped objects

#### **Hearing:**

- Reacts to sound of voice, rattle, or bell
- Listens intently and responds to sounds/voices
- Can tell difference between parents' voices vs. strangers' voices

#### **Exploring:**

- Interested in surroundings
- Repeats actions with interesting results
- Explores by mouthing and banging objects
- Plays with fingers, hands, toes
- Works to get a toy that is out of reach

#### **Awareness:**

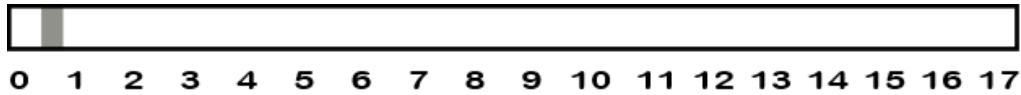
- Watches and stares at movements and changes in scenery
- Smiles at self in a mirror
- Recognizes mother
- Recognizes bottle or breast
- Imitates familiar actions you perform





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Infants (6-9 Months): Cognitive Development



**Exploration:**

- Demonstrates intense curiosity through constant exploration
- Spends a great deal of time watching and observing
- Learns/explores by using senses (sight, hearing, touch, taste, smell)
- Explores objects by touching, shaking, banging, throwing, dropping, and mouthing Investigates small objects/details
- Enjoys listening to sounds he/she makes and listens closely to sounds in environment
- Tries exploring everything with his/her mouth

**Problem Solving:**

- Looks for ball rolled out of sight or objects dropped or partially hidden
- Searches for toys hidden under a blanket, basket, or container
- Enjoys dropping objects over edge of chair or crib
- Reaches into containers to get objects
- Works to get an object that is out of reach
- Anticipates effects of his/her actions

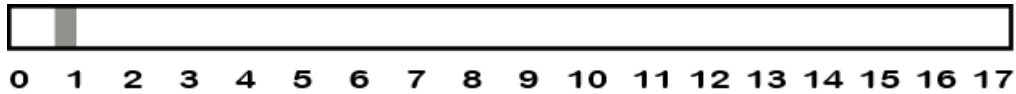
**Self-Awareness:**

- Responds to name
- Smiles at own reflection in mirror
- Recognizes family member names



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Infants (9-12 Months): Cognitive Development



**Exploration:**

- Extremely curious and interested in exploring everything in environment
- Manipulates/experiments/discovers effect that shaking/ pushing/ dropping/ throwing/banging has on objects
- Continues to explore everything by mouth
- Enjoys opening and closing cabinet doors
- Spends time closely studying actions of people and movement of objects
- Closely examines small objects/details

**Problem Solving:**

- Tries accomplishing simple goals (seeing and then crawling to a toy)
- Find hidden objects, put objects in containers
- Looks for objects that fall out of sight (such as a spoon that falls under the table) or taken away; also remembers where he/she hid a toy
- Moves to reach desired objects
- Becomes frustrated/angry with toys and movements difficult to master immediately
- Repeats acts which have previously produced interesting effects
- Places a round shape into a shape sorter

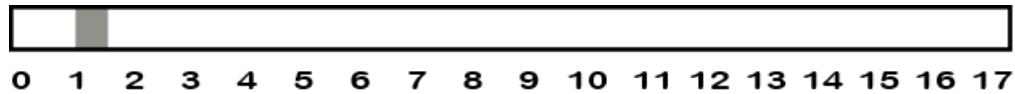
**Self-Awareness:**

- Understands and responds to name
- Likes to watch and talk to self in mirror
- Identify themselves, body parts, familiar voices
- Recognize family members' names
- Remembers simple events



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### Toddlers (12-18 Months): Cognitive Development



#### **Knowledge:**

- Looks for objects that are out of sight
- Points to a body part when asked
- Puts a round lid on a round pot

#### **Exploration/Problem Solving:**

- Solves problems by trial and error
- Starts focusing on cause and effect - studies, tests, manipulates things
- Imitates unfamiliar sounds and gestures
- Likes to take things apart
- Dumps an object in imitation
- May be putting things in mouth still

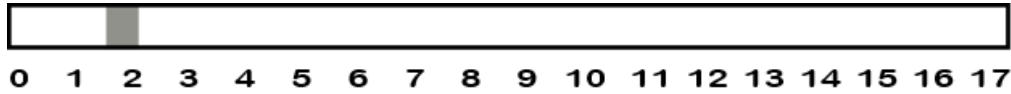
#### **Self-Awareness:**

- Interested in his mirror image
- Recognizes self in the mirror or in pictures



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### Toddlers (18-24 Months): Cognitive Development



#### **Knowledge:**

- Identifies parts of own body, such as eyes, ears, or nose, when asked
- Generally unable to remember rules
- Imitates adult actions
- Points to 5-6 parts of a doll when asked
- Knows sounds that some animals make
- Notices tiny, detailed objects
- Stays with one activity for a short amount of time
- Recognizes ownership of objects

#### **Interests:**

- Shows preferences between toys
- Likes to choose between two objects
- Likes to take things apart; tries to put them together again
- Begins pretend play

#### **Exploration/Problem Solving:**

- Curious about surroundings
- Enjoys exploring, gets into everything, and requires constant supervision
- Enjoys experimenting with objects
- Dumps objects in imitation
- Overcomes simple obstacles, such as reaching a high object by climbing on a chair
- Uses trial and error to solve simple problems
- Solves problems

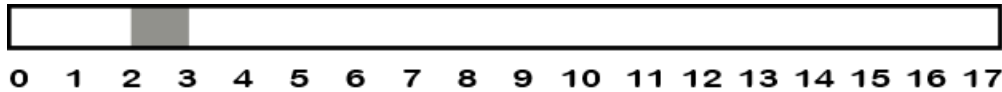
#### **Self-Awareness:**

- Refers to self by name
- Uses words me and mine



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## Toddlers (2 Years): Cognitive Development



### **Knowledge:**

- Enjoy learning new skills
- Interested in learning how to use common items
- Experiments by touching, smelling, and tasting
- Solves problems logically
- Remembers events and places
- Identifies a friend by name
- Names six body parts; points to eyes, ears, or nose when asked
- Responds to such commands as "show me your eyes (nose, mouth, hair)"
- Says names of toys
- Can name a number of objects common to his surroundings
- Describes the use of two objects
- Identifies 1-4 pictures by naming, 4 by pointing
- Identifies 1-4 colors

### **Self-Awareness:**

- Recognizes self in mirror
- Refers to self by name
- Uses "I" "me" "you"

### **Ability to Focus on a Task:**

- Rigid insistence on sameness of routine
- Avoids simple hazards
- Short attention span - cannot sit still or play with a toy for more than a few minutes
- Needs considerable time to change activities
- Concentrates on tasks

### **Sorting/Categories:**

- Matches, sorts, labels, and classifies shapes and objects by groups (hard vs. soft, large vs. small, etc.)
- Understands/notices difference in size, shape, and color
- Begins to understand sequencing (when things happen in a certain order)

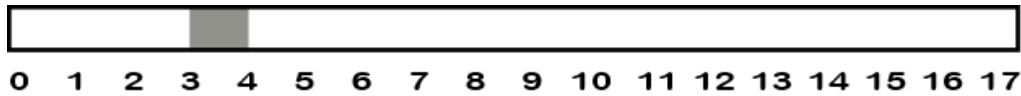
### **Numbers:**

- Counts to ten
- Understands meanings of "one" and "two"
- Counts one block



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Preschoolers (3 Years): Cognitive Development



**Knowledge:**

- Knows first and last name as well as age
- Knows whether he/she is a boy or a girl
- Wants to understand environment
- Can distinguish, match, and name common colors such as red, blue, yellow, green
- Recognizes common everyday sounds in the environment
- Knows chief parts of body and should be able to indicate these if not name
- Interested in ethnic identities of self and others if exposed to a multicultural setting
- Can understand difference between self and younger children, but not between self and older children
- Spends lots of time watching and observing
- Pays attention for about 3 minutes
- Remembers what happened yesterday
- Knows where things usually belong
- Can make simple choices between two things
- Intense curiosity & interest in other children's bodies

**Sorting/Categories:**

- Interested in similarities and differences
- Matches circles and squares
- Matches objects to pictures of that object
- Matches objects that have same function (such as a cup and a plate)
- Interested in features of animals that make them unique
- Knows what is food and what is not food

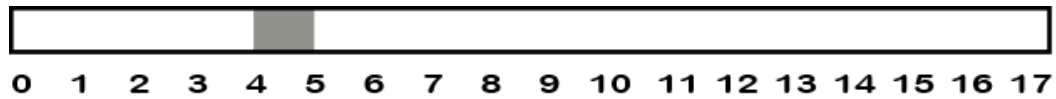
**Numbers:**

- Can count 2-3 objects
- Knows some numbers but not always in the right order
- Understand what "1" is



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Preschoolers (4 Years): Cognitive Development



**Knowledge:**

- Can continue one activity for 10-15 minutes; finishes activities
- Unable to wait very long regardless of the promised outcome
- Knows age and the town where he/she lives
- Learns name, address, and phone number, if taught
- May be able to print own name
- Recognizes some letters if taught
- Recognizes red, yellow, and blue
- Understands order of daily routines (breakfast before lunch, lunch before dinner, dinner before bed time)
- Understands immediate passage of time as in what happened yesterday, but not calendar time
- Understands and remembers own accomplishments
- Wants to know what will happen next
- Distinguishes between the real world and imaginary or pretend world
- Can follow three instructions given at a time ("Put the toys away, wash your hands, and come eat.")
- Follows two unrelated directions ("Put the toys away." and "Get your coat on.")
- Understands "next to"

**Sorting/Categories:**

- Understands size and weight: "big," "little," "tall," "short"
- Can place objects in a line from largest to smallest
- Can sort by shape or color; names 6-8 colors and 3 shapes
- Understands such concepts as longer, larger, when a contrast is presented
- Understands concepts of positions/locations ("on," "in," "over," "under," "above")
- Also understands concepts of numbers, textures, distances, and time
- Understands words like "same," "more"

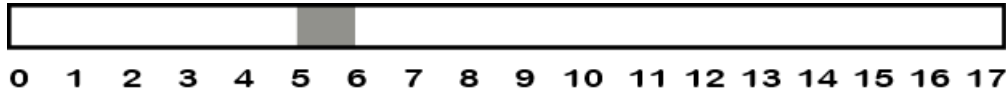
**Numbers:**

- Counts up to 5 objects
- Can repeat four numbers when given slowly
- Counts 1-7 objects out loud - but not always in right order



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Preschoolers (5 Years): Cognitive Development



**Knowledge:**

- Good attention span; can concentrate well
- Knows basic colors (red, yellow, blue, green, orange)
- Can memorize/recite address and phone number
- Should know age
- Carries out direction well
- Should be able to follow three commands given without interruptions
- Can identify common coins
- Understands "first"

**Sorting/Categories:**

- Can place objects in order from shortest to tallest
- Can place objects in order by size
- Can understand/use comparative terms like big, bigger, biggest
- Knows common opposites (big/little; hard/soft; heavy/light)
- Recognizes categories ("These are all animals; these are all toys.")

**Numbers:**

- Can count to 10
- Identify and name numbers
- Has number concepts of 4 or more
- Thinks you have more if you eat two halves of a cookie instead of one whole cookie





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Schoolagers (6-8 Years): Cognitive Development



***How They Think:***

- Hands-on learning is more important than observing
- Thinking is very concrete -- uses the senses
- Thinks logically and has reasoning skills
- More interest in process (how) than product (what)
- Increases problem-solving ability
- Has longer attention span
- Understands concept of cause and effect
- Learning to sort things into categories -- rock collections, bugs, etc.

***What They Know:***

- Knows daytime and nighttime
- Knows right from left hand
- Can explain objects and their use
- Recites days of the week

***Numbers:***

- Can count to 100
- Understands concept of numbers
- Understands concept of time/should be able to tell time to quarter hour
- Can repeat three numbers backwards



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**Schoolagers (8-10 Years): Cognitive Development**



***How They Think:***

- Fantasizes and daydreams about the future
- Has great ideas and intentions, but difficulty following through
- Problem-solving and creative approaches to solving old problems captures attention and interest
- Capable of understanding concepts without having direct hands-on experience
- Like to know the how-to, what and why of everything and everyone

***What They Know:***

- Knows the date
- Can name months and days of week, in order
- Understands concept of space

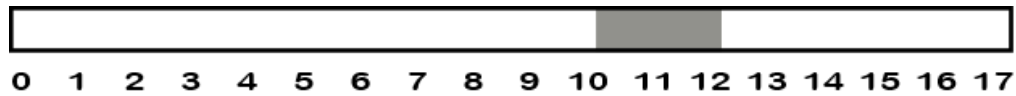
***Numbers:***

- Can count backwards
- Understands fractions



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Schoolagers (10-12 Years): Cognitive Development



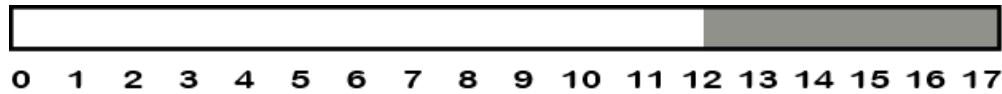
***How They Think:***

- Much more realistic understanding of who they are and what they can do
- Begins to think logically and symbolically
- Still think in terms of concrete objects and can handle ideas better if related to senses
- Comfortable with a problem having lots of possible solutions; like researching all possible sides of an issue and then testing them or putting them to a vote
- Understands most concepts
- Daydreams about future and careers



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Adolescents (13-17 Years): Cognitive Development



- Increased ability and motivation for learning in multiple settings such as school and work
- Increased mastery of critical thinking
- Increased mastery of expressive skills
- Thinking becomes less tied to concrete reality
- Need chances to use abstract thought
- Need time and space for planning how to positively impact their communities



## Communication and Language Development



### **Communication and Language – how we interact**

Communication is “the expression of ideas, thoughts, and feelings to others.”  
Language is a system of words and the rules for their use in speaking, listening, reading and writing. – adapted from *Caring for Children in School-Age Programs*

To properly understand how to build youth’s communication and language abilities it is necessary to know what is meant by the terms. In *Caring for Children in School-Age Programs*, communication is defined as, “the expression of ideas, thoughts, and feelings to others.” To adapt another definition from that same source, we can consider language to be a system of words and the rules for their use in speaking, listening, reading, and writing.

It is important to recognize how technology effects how youth communicate. Emailing, texting, and social media are methods prevalent among youth which didn’t exist a generation ago.

In face-to-face interactions, we must also acknowledge the role of nonverbal communication. This includes facial expressions, gestures, body language, and tone of voice.

Youth programs offer unique opportunities for communication and language development. Successful youth workers actively communicate with youth and provide opportunities and support for youth in understanding, acquiring, and use of verbal and nonverbal means of communicating thoughts and feelings. By creating a warm and safe environment for youth, you give them opportunities to express themselves, develop friendships, and build self-esteem.

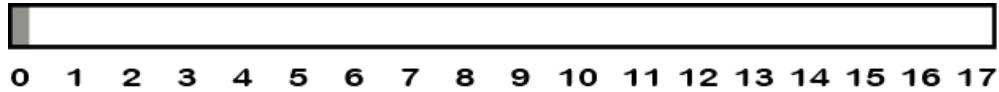
It is magical to understand how in the first few years of life, infants and toddlers transform crying, sounds, and gestures into recognizable words for expressing meaning. As young children expand their understanding of words and concepts, they develop a framework which will help them understand themselves and the world around them. As such, it becomes essential that staff understand the developmental stages of youth in regards to language and communication.

Learning language depends on a child’s ability to understand words and eventually to read and write them. Below are the general traits of ages 3 through 17. The youngest age group is included because your program may have younger children or youth who are developmentally behind.



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Infants (0-3 Months): Communication and Language Development



**Facial Expressions/Gestures:**

- Begins smiling at faces and familiar voices
- Smiles when smiled at
- Communicates hunger, fear, or discomfort through crying or facial expression

**Vocalizing:**

- Makes simple sounds like coos, grunts, gurgles, and other sounds
- Cries, but often soothed when held
- Cries in different ways to express needs
- Makes sounds with saliva
- Laughs out loud
- Squeals in delight
- May be able to say ah-goo or similar vowel-consonant combination
- May "razz" (make a wet razzing sound, sometimes known as a "raspberry")

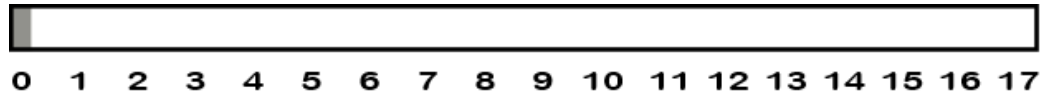
**Listening:**

- Responds to, but cannot yet localize sound initially; later turns to general
- direction of sound
- Differentiates between voices and other sounds
- Recognizes and turns to familiar voices



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Infants (3-6 Months): Communication and Language Development



**Facial Expressions/Gestures:**

- Smiles often; returns a smile

**Vocalizing:**

- Begins babbling; makes almost sing-song sounds
- Imitates sounds
- Laughs out loud, gurgles, coos, and squeals to show pleasure
- Varies cry; cries (with tears) to communicate pain, fear, discomfort, or loneliness
- Uses open vowel sounds (aah, eee, ooo)
- Makes most vowels and about half of the consonants
- Combines vowels and consonants such as ga-ga, ba-ba, ma-ma, da-da
- Practices sounds when alone
- Makes raspberries (wet razzing sound with mouth)

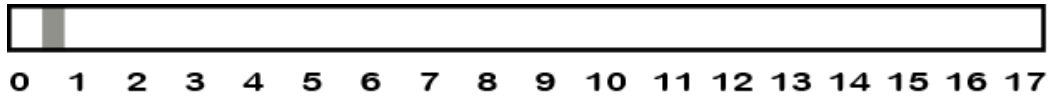
**Listening:**

- Listens/responds to variety of sounds
- Locates sounds in immediate surroundings
- Reacts upon hearing his/her name
- Identifies/responds enthusiastically to parents' voices
- Listens intently to sounds he/she makes with his/her mouth



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**Infants (6-9 Months): Communication and Language Development**



***Listening:***

- Recognizes and looks for familiar voices and sounds
- Responds to voices without visual cues by turning head and eyes
- Associates sounds with objects or people he/she sees
- Listens closely to parent/caregiver's voice
- Understands a few words repeated often (mommy, daddy, baby, etc.)

***Vocalizing:***

- Cries in different ways to say he is hurt, wet, hungry, or lonely
- Squeals, laughs, babbles, smiles in response to people
- Uses voice to get attention and voice displeasure or satisfaction
- Vocalizes with intonation
- Vocalizes using simple repeated syllables such as ba, pa, da, ma, ga, and na
- Babbles expressively as if talking
- Enjoys squealing and making sounds with saliva
- Makes "raspberry" sounds (wet razzing sound with mouth)
- Says mama or dada indiscriminately; may be able to say one other word

***Gesturing:***

- Imitates simple gestures
- Raises arms as a sign to be held

***Response to Other Mediums (Books, Music, Etc.):***

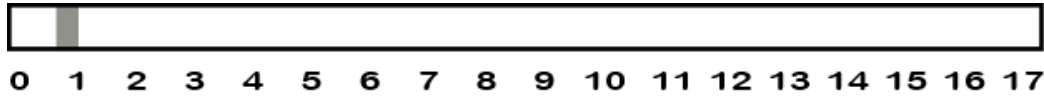
- Briefly looks at pictures in books





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Infants (9-12 Months): Communication and Language Development



**General Communication Abilities:**

- Aware of social value of speech
- May be able to indicate wants in ways other than crying
- Tries to "talk" with you
- Points/gestures/makes sounds to indicate wants/needs
- Raises arms when he/she wants to be picked up
- Babbles expressively, may sound like baby is talking in a made-up foreign language
- Waves bye-bye
- Practices inflection
- Imitates others body actions

**Command of Language:**

- Understands own name and other common words
- Begins to recognize words as symbols for objects
- Understands about 10-15 frequently used words
- Understands "no" and sometimes stops when told "no"
- Imitates new words and sounds
- Says first meaningful words (one or two) or fragments of words with meaning
- May start saying words like "mama" and "dada" for the appropriate people

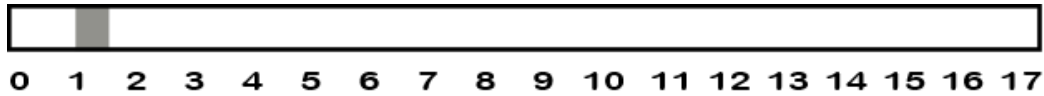
**Response to Other Mediums (Books, Music, Etc.):**

- Looks at pictures in books
- Responds to music with body motion
- Vocalizes to music
- Listens for a few minutes to rhymes, jingles, children's television programs or commercials



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Toddlers (12-18 Months): Communication and Language Development



**General Communication Abilities:**

- Speaks and is understood half the time
- Points to a desired object
- Shakes head to mean "no"
- Looks at person talking to him/her
- Directs other's attention to an object or action
- Indicates wants in ways other than crying
- Waves "bye bye"

**Vocabulary:**

- Begins using words
- Repeats a few words; may repeat a word or phrase over and over
- Asks for something by pointing or using one word
- Combines words
- Has vocabulary of approximately 8-20 words you can understand; possibly up to 50 words
- Vocabulary made up chiefly of nouns
- Uses "mama" and "dada" intentionally
- Says "hi," "bye," and "please" if reminded
- Uses expressions like "uh-oh"

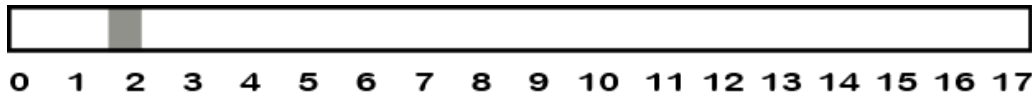
**Reading/Stories/Books:**

- Identifies objects in picture books
- Identifies objects in pictures by pointing



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Toddlers (18-24 Months): Communication and Language Development



**General Communication Abilities:**

- More interested in communication
- Speaks and is understood about half the time
- May be able to carry on conversation of 2-3 sentences
- Verbalizes desires and feelings ("I want cookie")
- Laughs at silly labeling of objects and events (as in calling a nose an ear)

**Vocabulary:**

- Vocabulary of anywhere from 50 to several hundred words
- Understands many words
- Refers to self by name
- Says names of toys
- Uses words with gestures to express wants and needs
- Uses two words to describe actions
- Begins to say simple words and short phrases; uses 2-3 word sentences like "drink juice" or "play ball"
- Talks to self and "jabbers" expressively
- Speaks and understands words and ideas
- Repeats single words spoken by someone else
- May be able to use prepositions

**Curiosity/Questions:**

- Asks for information about an object (asks, "Shoe?" while pointing to shoe box)

**Reading/Stories/Books:**

- Enjoys stories
- Enjoys looking at one book over and over
- Enjoys looking at picture books; recognizes and points to pictures in books
- Identifies 2-4 pictures by pointing; one by naming
- Enjoys repetitive stories

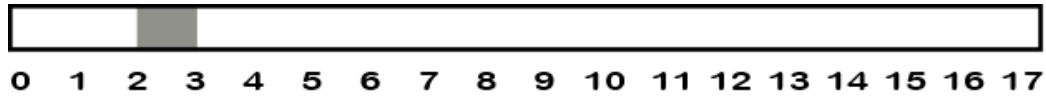
**Music/Poetry/Other Mediums:**

- Enjoys repetitive rhymes, songs, and poetry
- Enjoys singing familiar songs
- Hums or tries to sing
- Attends to nursery rhymes
- Listens to short rhymes or finger plays



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Toddlers (2 Years): Communication and Language Development



**General Communication Abilities:**

- Talks more clearly; approximately 2/3 of what child says is intelligible
- Listens closely to conversation
- Initiates/carries on short conversations with 2-3 sentences
- Repeats words
- Learns language rapidly
- Controls and explores world with language
- Stuttering may appear briefly

**Vocabulary:**

- Uses 150-300 words
- Clearly makes sounds: p, b, m, k, g, w, h, n, t, and d
- Says words, phrases and simple sentences
- Uses three-word phrases
- Starts using short sentences, mostly 2-word noun-verb combinations, but begins using 4-word sentences
- Uses simple pronouns: I, me, you, although me and I are often confused
- My and mine are beginning to emerge
- Understands most verbs and adjectives
- Understands and uses at least two prepositions, usually words like in, on, under
- Begins to use past tense and plurals

**Curiosity/Questions:**

- Asks where, when and why questions
- Answers simple questions

**Reading/Stories/Books:**

- Enjoys looking at books
- Enjoys simple stories
- Identifies simple pictures
- Understands actions/events in simple story books

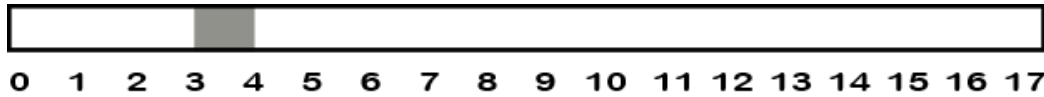
**Music/Poetry/Other Mediums:**

- Enjoys simple rhymes and songs
- Joins in songs and rhythm
- Hums or tries to sing
- Rhythm and fluency often poor
- Volume and pitch of voice not yet well-controlled



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Preschoolers (3 Years): Communication and Language Development



- May have difficulty taking turns in conversation; changes topics quickly
- Relates experiences so that they can be followed with reason
- Responds to verbal guidance
- Names at least 10 familiar objects
- Laughs at silly ideas (like "milking" a dog)

**Vocabulary:**

- About 75-90% of what child says is intelligible
- Shows a steady increase in vocabulary, ranging from 2000 to 4000 words
- Uses simple sentences of 3-5 words to express needs; handles three-word sentences easily
- Enjoys repeating words and sounds
- Sometimes stumbles over words - usually not a sign of stuttering
- Pronounces words with difficulty, often mistakes one word for another
- Verbs become predominate
- Understands and uses pronouns correctly
- Uses some plurals and past tenses
- Knows at least three prepositions, usually "in," "on," and "under;" understands "now," "soon," and "later"
- Overuses some words (but, because, when); rarely uses temporal words (before, until after) correctly
- Tends to over generalize meaning and make up words to fit needs

**Curiosity/Questions:**

- Understands most simple questions dealing with his environment and activities
- Asks who, what, where, and why questions but shows confusion responding to some questions (especially why, how, and when)
- Reasons out questions like "what do you do when you are sleepy, hungry, cool, or thirsty?"
- Should not be expected to answer all questions even though he understands what is expected

**Reading/Stories/Books:**

- Enjoys being read to; listens attentively to short stories and books
- Likes familiar stories told without any changes in words
- Can tell simple stories from pictures or books
- Will look through a book alone
- Often forgets the point of a story and is more likely to focus on favorite parts
- Can tell a simple story but must redo the sequence to put an idea into the order of events
- Enjoys hearing stories about self

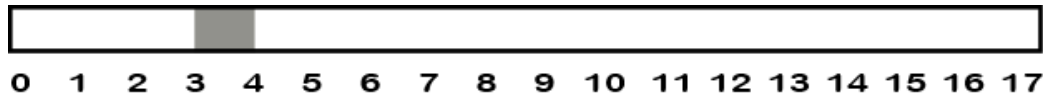
**Music/Poetry/Other Mediums:**

- Likes simple finger plays and rhymes and learns words to songs that have much repetition
- Likes singing and can carry a simple tune, enjoys and may repeat simple rhymes, may recite few nursery rhymes



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Preschoolers (4 Years): Communication and Language Development

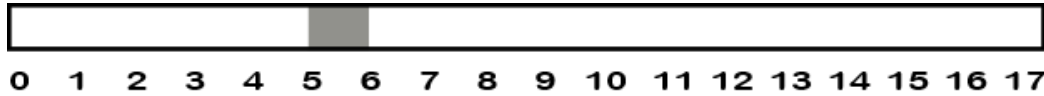


- Talkative, likes to talk and carries on elaborate conversations
- Talks clearly, talks in front of group with some reticence
- Likes talking about family and experiences; can relate a recent simple experience
- Extensive verbalization while carrying out activities
- Uses adult speech sounds
- Uses verbal commands to claim many things
- Frequently talks about action in conversation ("go," "do," "make")
- Expresses emotions through facial gestures
- Reads others' body language and contexts for social cues
- Copies behaviors (such as hand gestures) of older children or adults
- Can control volume of voice for periods of time if reminded
- Names common objects in picture books or magazines
- Knows names of familiar animals
- Learning to generalize
- Has mastered basic grammar
- Expands vocabulary from 4000 to 6000 words; shows more attention to abstract uses
- Uses complete sentences of five to six words
- Uses more advanced sentence structures, such as relative clauses and tag questions ("she's nice, isn't she?")
- Tries saying more than vocabulary allows; borrows/extends words to create meaning
- Learns new vocabulary quickly if related to own experience ("We walk our dog on a belt. Oh yeah, it's a leash. We walk our dog on a leash.")
- Has most vowels and consonants p, b, m, w, n well established
- Can repeat words of four syllables as well as various phrases and sounds
- Can use at least four prepositions or can demonstrate understanding of their meanings
- Adapts language to listener's level of understanding. To baby sister: "Daddy go bye-bye." To Mother: "Daddy went to the store to buy food."
- May add "ed" to words. "I goed to the door and put-ed the cat outdoors. He hurt-ed me."
- Use regular past tenses of verbs ("pulled," "walked")
- Use "a," "an," and "the" when speaking
- Asks endless questions, including ones on birth and death
- Asks and answers who, what, where, when, and why questions
- Wants explanations of "why" and "how"
- Asks direct questions ("May I?" "Would you?")
- Recognizes familiar words in simple books or signs (STOP sign)
- Can retell a four- or five-step directive or the sequence of a story
- Acts out elaborate events which tell a story (as in serving an imaginary dinner or going on "dragon hunt")
- Likes to sing simple songs, knows many rhymes and finger plays
- Enjoys rhyming and nonsense words
- Can draw simple, recognizable objects



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**Preschoolers (5 Years): Communication and Language Development**



- Has vocabulary of 5000 to 8000 words, understands about 13,000 words
- Identifies some letters and a few numbers (if taught)
- Uses frequent play on words
- Pronounces words with little problem except for some sounds (like l and th)
- Forms more complex sentences ("His turn is over, and it's my turn now.") with 5-8 words, can repeat sentences up to 9 words
- Asks meaning of words
- Changes volume of voice by whispering or shouting
- Can use many descriptive words spontaneously - adjectives and adverbs
- Has all vowels and consonants m,p,b,h,w,k,g,t,d,n,ng,y (yellow)
- Can define common objects in terms of use (hat, shoe, chair)
- Uses "and," "but," and "then" to make longer sentences
- Uses past and future tense
- Has simple time concepts: morning, afternoon, night, day, later, before, after, tomorrow, yesterday, today
- Understands terms like "above," "below," and "at the bottom"
- Understands "more," "less," and "same"
- Modifies language when talking to younger children
- Takes turns in conversation, interrupts less frequently; listens to others if information is new and of interest
- Shows egocentrism by assuming listener understands (example - "He told me to do it" without referents for pronouns)
- Shows skill at using conventional modes of communication complete with pitch and inflection
- Uses nonverbal gestures, such as certain facial expressions in teasing peers
- Shows growing speech fluency in expressing ideas
- Speech should be intelligible, although articulation is still a challenge
- Understands that books are read from left to right, top to bottom
- Understands that stories have a beginning, middle, and end
- Enjoys acting out plays or stories, enjoys creating and telling stories, remembers and repeats stories
- Can arrange 3 pictures to tell a story
- Reads own name
- Likes to argue and reason; use words like "because"
- Knows the words to many songs, sings jingles and rhymes, remembers lines of simple poems
- Enjoys riddles and jokes
- Repeats full sentences and expressions from sources such as television shows and commercials
- Has basic grasp of right and left but mixes them up at times
- Prints first name, prints simple letters – may be crudely done but most are recognizable by an adult
- Adds trunk/arms to drawings of people
- May be able to copy simple designs and shapes (square, triangle, etc.), draws animals, people, objects
- Combines more than two geometric forms in drawing and construction
- Includes a context or scene in drawings, draw simple figures of imagined things
- Color pictures more carefully



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Schoolagers (6-8 Years): Communication and Language Development



***Vocabulary/Command of Language:***

- Vocabulary comprehension is about 20,000 words
- All the consonants and vowels should be mastered
- Complex and compound sentences should be used easily
- Should be few lapses in grammatical constrictions-tense, pronouns, plurals
- All speech sounds, including consonant blends should be established

***Comprehension:***

- Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp short-long, sweet-sour, etc
- Understands such terms as: alike, different, beginning, end, etc
- Can relate rather involved accounts of events, many of which occurred in the past

***Conversation:***

- Speech should be completely intelligible and socially useful
- Tendency to dominate meal-time conversation
- Control of rate, pitch, and volume are generally well and appropriately established
- Can carry on conversation at rather adult level

***Writing/Drawing:***

- Show an increasing interest in numbers, letters, reading and writing
- Prints own name
- The alphabet and one-syllable words can be printed
- Commonly reverses printed letters (such as "b" and "d")
- Can write simple compositions
- Likes to paint and draw
- Enjoys copying designs and shapes, letters and numbers
- Can copy complex shapes, such as a diamond

***Reading/Stories/Books:***

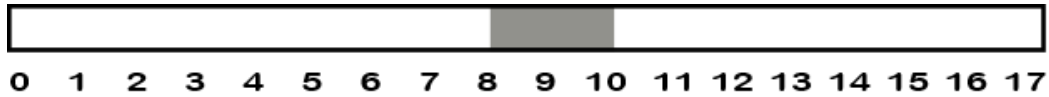
- Most children can read age-appropriate books and/or materials by now
- Can read approximately 10 words
- Reading may become a major interest
- Should be able to tell one a rather connected





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Schoolagers (8-10 Years): Communication and Language Development



**General:**

- Beginning to use words more than actions to express feelings and emotions
- Use analogies or "kinda like" expressions for describing positive emotions

**Writing/Drawing:**

- Draws and paints
- Enjoys writing, as long as it isn't the point of the activity

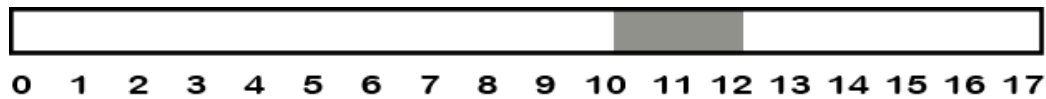
**Reading/Books:**

- Reads more and enjoys reading
- Shows interest in reading fictional stories, magazines, and how-to project books
- Enjoys reading, as long as it isn't the point of the activity



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Schoolagers (10-12 Years): Communication and Language Development



**Expression:**

- Now able to describe themselves using a variety of adjectives
- Are quite able to express themselves with words both verbally and in writing
- Uses voice/facial expressions/body language to accent various degrees of feeling
- Aware of degrees of emotion and spend lots of time finding just the right words to describe feelings
- Can detect and respond to sarcasm

**Talking:**

- Enjoys using the phone and other technology which allows them to communicate
- Enjoys talking to others
- Able to understand figurative language such as metaphors and similies

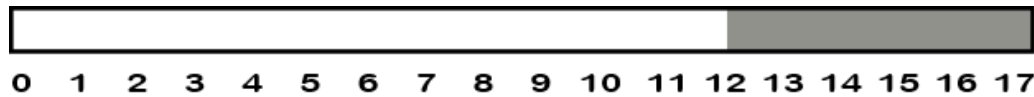
**Reading/Writing:**

- Reading skills will emerge and improve during the early school years
- Writes stories
- Reading vocabulary of about 50,000 words by age 11
- Able to understand descriptive text



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**Adolescents (13-17 Years): Communication and Language Development**



- Learn and practice speaking, listening, and understanding skills
- Better able to express one's self with speech, develop advanced language skills
- Able to use complex sentences – oral and written
- Make correct inferences from written text
- Can produce written stories following grammar rules
- May read a great deal
- Need time for one-on-one conversations
- Need chances to use negotiation as a two-way process which encourages both sides to problem solve and make decisions



## Social and Emotional Development



### **Social and Emotional – *how we feel***

“The capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others.” – Joseph E. Zins and Maurice J. Elias, “Social and Emotional Learning”

Joseph E. Zins and Maurice J. Elias define social and emotional learning is “the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others.”

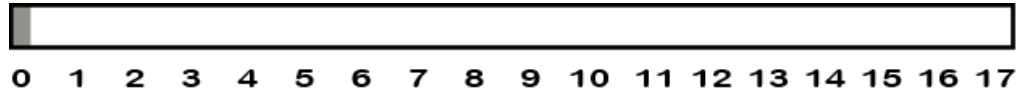
The California Department of Education notes that this development “includes the child’s experiences, expression, and management of emotions” and that it “encompasses both intra- and interpersonal processes.”

As youth move from early childhood through adolescence, they develop more capacity to regulate emotions and navigate social situations. They acquire greater capacity for independence, self-awareness, and their effect on others. Understand that this information is presented simply as guidelines. Youth will move through these stages at different paces.



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Infants (0-3 Months): Social and Emotional Development



***Social:***

- Watches and listens to people and things around him/her
- Becomes familiar with close family members
- Begins to fixate/gaze at faces; prefers faces over all other stimulation
- Observes parents' actions and sensitive to their moods
- Takes turns making sounds with parent/caregiver
- Usually quiets down at the sound of a soothing voice or when held
- Responds by cooing and smiling
- Smiles deliberately at people who smile at him/her
- Responds to touch; enjoys being tickled and held
- Sometimes imitates facial expressions, such as puckering or sticking out tongue
- Makes brief eye contact, most likely during feeding

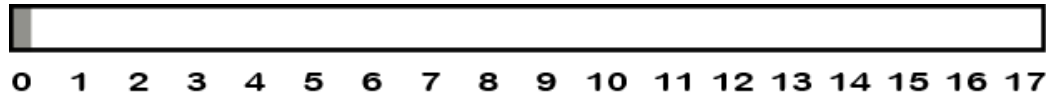
***Emotional:***

- Generalized tension, but trusts new world and that someone will meet his/her needs
- Helpless
- Asocial
- Expresses delight
- Shows distress
- Wants to be comforted by being held and cuddled
- Cries to signal discomfort, hunger, boredom, or simply to release energy or tension
- When overstimulated, responds by averting face, sleeping, fussing, or not responding
- May be soothed by rocking
- Shows excitement upon seeing/hearing caregiver



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Infants (3-6 Months): Social and Emotional Development



***Social***

- Knows familiar faces
- Turns in the direction of familiar voices, particular mother's
- Prefers being held by familiar people
- Notices strangers and new places
- Responds to familiar faces by smiling, vocalizing, and/or vigorously moving arms/legs
- Coos/gurples in response to interactions
- Loves to be touched and held close
- Responds to attention and affection
- Laughs and giggles
- Expresses pleasure or displeasure
- Likes physical play
- Responds to peak-a-boo games

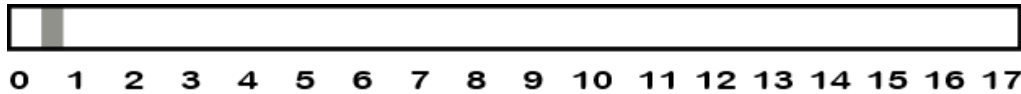
***Emotional***

- Coos/gurples to express feelings
- Appears content and smiles frequently
- Enjoys being held and cuddled
- Laughs and squeals with delight
- Anticipates comfort and stops crying briefly when parent/caregiver approaches
- Screams if annoyed
- Objects if you try to take a toy away



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Infants (6-9 Months): Social and Emotional Development



***Social:***

***Interaction with Others:***

- Responds appropriately to friendly and angry tones
- Enjoys affectionate play; may reach out to touch parent/caregivers' face; wants to do more than just smile at you
- Smiles, giggles, and interacts enthusiastically with familiar people
- Imitates sounds, actions, and facial expressions made by others
- Understands social signals like smiles or harsh tones
- Responds differently to strangers and family members
- Enjoys other children
- Likes to be tickled and touched

***Dramatic Play/Games:***

- Enjoys social interaction/simple games with parents and other familiar people
- Plays peek-a-boo
- May be able to play "patty-cake", clap hands, or wave "bye bye"

***Emotional***

***Feelings:***

- Happy most of the time
- Specific emotional attachment to parent/caregiver
- Has very quick mood changes

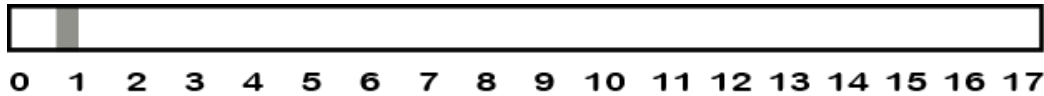
***Expression:***

- Protests separation from mother
- Shows stranger anxiety by being shy around unfamiliar people
- Shows concern when parent/caregiver leaves room
- Shows fear of falling off high places such as table or stairs
- Shows distress if toy is taken away
- Responds to distress of others by showing distress or crying
- Seeks attention from parent/caregiver
- Objects if you take a toy away



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Infants (9-12 Months): Social and Emotional Development



***Social:***

- Enjoys parent/caregiver companionship/interaction
- Observes/imitates actions of people such as drinking from a cup, talking on phone
- Initiates social interaction with family/familiar people
- Laughs aloud during play
- Responds to adult's change in mood
- Shows that he/she knows difference between family and strangers through clinging, fussing, or crying around new person
- Offers toys or objects to others but expects them to be returned
- Claps hands, waves "bye bye"
- May "play ball" by rolling ball back to you
- Plays simple imitative games like "Pat-a-Cake" or "Peek-a-Boo"

***Emotional:***

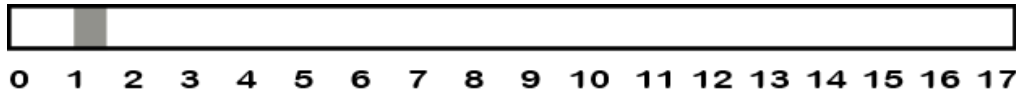
- Fear of strangers (may seem shy or upset around unfamiliar people)
- Wants caregiver or parent to be in constant sight
- Prefers parent/regular caregiver over all others
- Expresses anger/affection to parents/caregivers/close people
- Shows pride in accomplishments
- Shows affection to familiar adults
- Demonstrates annoyance
- May become attached to a favorite toy or blanket
- Responds to other's distress by showing distress or crying
- Objects if someone takes an object away





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Toddlers (12-18 Months): Social and Emotional Development



***Social***

- Imitates others, especially by coughing, sneezing, or making animal sounds
- Imitates activities
- Laughs at silly actions (as in wearing a bowl as a hat)
- Enjoys an audience and applause; repeats a performance laughed at
- Brings toys to share with parent
- Likes to hand objects to others
- Plays alone on floor with toys
- Competes with other children for toys
- Plays peek-a-boo
- Plays "Patty Cake"
- Claps hands
- Plays games with parents
- Act out a familiar activity in play (as in pretending to take a bath)
- "Feeds" a doll

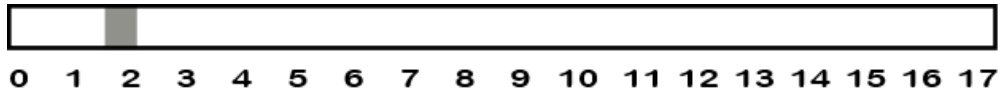
***Emotional***

- Live in the here and now; do not show much imagination or abstract thinking
- Dependent behavior
- Seems selfish at times
- Seeks attention
- Curious
- Assertive
- Shows interest in new experiences
- Upset/anxious when separated from parent; asks specifically for mother or father
- Enjoys parental affection
- Enjoys being held and read to
- May fear bath
- Expresses wide range of moods, feelings and behaviors, including pleasure, anger, warmth, independence, fear, affection, stubbornness, sadness, anxiety, and puzzlement
- Returns a kiss or hug
- Shows emotions like fear or anger
- Protests when frustrated



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Toddlers (18-24 Months): Social and Emotional Development



***Social***

- Talks, plays, and interacts with parents and others
- Imitates adult interactions, behavior, and activity
- Recognizes family members/friends as special people
- Enjoys adult attention
- Cries a bit when parents leave
- Show awareness of parental approval or disapproval for his/her actions
- Interested in being around other children
- Relates to other people only when he/she wants to
- Develops friendships
- Likes to help with tasks
- Takes turns in play with other children
- Has difficulty sharing, can be very possessive
- Uses "please" and "thank you" if prompted
- Enjoys simple pretend play like wearing hats and talking on phone
- Treats a doll or stuffed animal as though it were alive (such as feeding a doll)

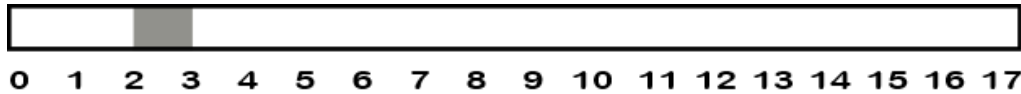
***Emotional***

- Finds it difficult to wait and wants things right now!
- Does opposite of what he/she is told
- Acts shy around strangers
- Displays wide range of emotions including love, pleasure, joy, and anger
- Becomes easily frustrated
- Shows pride in accomplishments
- Resents a new baby
- May become attached to a toy or blanket
- Sometimes gets angry
- Enjoys and responds to affection
- Can be assertive and tends to protest a lot
- Can have frequent temper tantrums (1 to 3 years)
- Comforts a distressed friend or parent
- Often gets physically aggressive when frustrated, slaps and hits
- Shows affection by returning a hug or kiss



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Toddlers (2 Years): Social and Emotional Development



***Social***

- Very self-centered
- Likes to copy parents' actions
- Dependent on adult guidance
- Possesses little concept of others as "people"
- Attempts to take turns
- Enjoys playing with other children
- Plays alongside others more than with them
- Gives orders
- Pretends and plays make believe like talking on phone, putting on hat
- Initiates play
- Plays with dolls

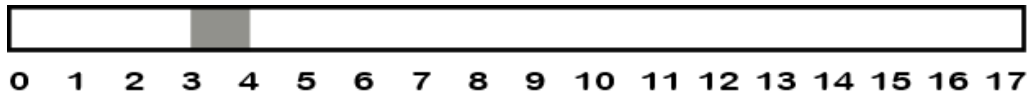
***Emotional***

- Acts more independent, but still dependent
- Just beginning a sense of personal identity and belongings
- Very possessive - offers toys to other children but then wants them back
- Develops sense of humor (plays tricks); capable of laughter
- More responsive to humor and distraction than discipline or reason
- Dependent, clinging, fear of separation and shyness around strangers
- Easily frustrated when not understood
- Can be resistant to change and often negative
- Can be extremely demanding and persistent - insists on doing things his/her way
- Begins showing feelings in socially acceptable ways
- Possessive about caregiver's attention; show feelings of jealousy
- Violent emotions, anger
- Affectionate - hugs and kisses
- Enjoys physical affection
- Is more creative
- Capable of frequent tantrums, which are often a result of his inability to express self
- Differentiates facial expressions of anger, sorrow, and joy
- Can show aggressive behavior and the intent to hurt others
- Destructive to objects around him when frustrated and angry
- Whines
- Has fears and nightmares
- Fearful of loud noises, strange animals, and unfamiliar surroundings
- Avoids dangerous situations



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Preschoolers (3 Years): Social and Emotional Development



***Social***

- Seeks attention and approval of adults
- Imitates parent
- Begins identifying with same-sex parent, practices sex-role activities
- Accepts suggestions and follows simple one-step directions
- Plays well with others, responds positively if materials, space, and supervision are favorable
- Enjoys playing spontaneously with two or three children in a group
- Enjoys playing alone but near others (parallel play)
- Enjoys making others laugh and being silly
- Enjoys imitating other children and adults
- May look on from the sidelines until familiar with other children
- Shows difficulty taking turns and sharing
- Lacks ability to solve problems with peers; usually needs help to resolve conflict
- Enjoys playing "house"
- Assigns roles in pretend social play ("You be mommy;" "I be daddy")
- May have imaginary friends
- Substitutes one object for another in pretend play (as in pretending a block is a "car")
- Enjoys brief group activities requiring no skill
- Changes activity often during a play period

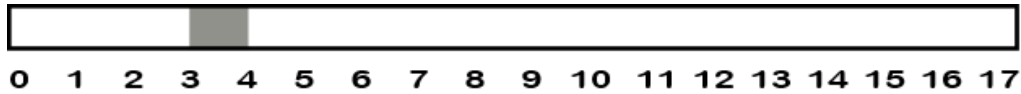
***Emotional***

- Greater sense of personal identity, more secure
- Becoming adventuresome
- Imaginative
- Easy-going attitude, not as resistant to change
- Likes to conform
- May still put objects in mouth that can be dangerous or wander off if not carefully supervised
- Believes everything centers around him ("if I hide my eyes, no one will see me")
- Demonstrates some shame when caught in a wrongdoing
- Tries to make others laugh
- More cooperative, wants to please adults (may revert to thumb sucking, pushing, hitting, crying if unhappy)
- Romantic attachment to parent of opposite sex (3 to 5 years)
- Jealousy of same-sex parent.
- Imaginary fears of dark, injury, etc. (3 to 5 years)
- Expresses intense feelings, such as fear and affection
- Talks about feelings and mental states (e.g., remembering)
- Shows delightful, silly sense of humor
- Affectionate toward parents



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**Preschoolers (4 Years): Social and Emotional Development**



***Social***

- Seeks out approval of adults
- Understands and obeys simple rules most of the time
- May shock others through use of "forbidden" words
- Imitates parent of same gender, particularly in play
- Loves telling jokes that may not make sense to adults
- Prefers playing with other children, shows pleasure in having and being with friends wants to please friends
- Compliments others, such as on new clothing
- Begins to understand taking turns, spontaneously offer things to others, may still have difficulty sharing
- May be bossy, tattler, name call, and tease
- Tries resolving conflict despite lacking some verbal skills for doing so
- Bargains ("I'll give you the red crayon if you give me the green one")
- Often indulges in make-believe and pretending, has vivid imagination and sometimes imaginary playmates
- Enjoys dramatic play and role playing, likes playing "dress up"
- Acts like a doll or stuffed animal thinks and feels on its own, pretends to play with imaginary objects
- Has difficulty separating make-believe from reality
- Plays simple, loosely organized small group games like "Duck Duck Goose" or "Hide and Seek"
- Changes rules of games as they go
- Can be competitive
- Likes some "rough and tumble" play

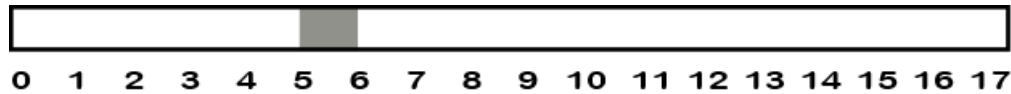
***Emotional***

- Highly imaginative and dramatic
- Seems sure of self, can show off and brag about possessions
- Shows pride in creation, production, and accomplishments
- Defiant at times; may engage in inappropriate behavior as a means of testing
- Capable of jealousy, intense anger, and frustration; may throw tantrums still
- Can anger easily if things don't go his/her way
- Identifies situations that would lead to happiness, sadness, or anger
- Begins to understand danger - at times can become quite fearful, such as of the dark and monsters
- Separates from parent for a short time without crying
- Often negative, but learning that negative acts (like outbursts) bring negative consequences
- Quickly justifies aggressive acts ("He hit me first") but can also feel guilt or responsibility for actions
- Greater ability to control intense feelings like fear or anger, expresses anger verbally rather than physically (most of the time)
- Still needs adults to help express or control feelings at times
- Sometimes lies to protect self and friends; doesn't truly understand lying – imagination often gets in the way



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Preschoolers (5 Years): Social and Emotional Development



***Social***

- Carries on conversations with children and adults, shows off in front of new people or may become very shy
- Seeks adult approval
- Understands/respects rules and limit setting - often asks permission
- May lie rather than admit to not following procedures or rules
- Understands and enjoys giving and receiving
- Show concern for others, enjoys others and can behave in a warm and empathetic manner
- Understands relationships among people and similarities/differences in other families
- Can take turns and share, but doesn't always want to
- Forms small groups to exclude a peer ("best friends only"), may threaten to exclude others ("You can't come to my birthday party!") or become bossy or sulky when others join
- Can be bossy, sometimes making for too many leaders/not enough followers
- Enjoys dramatic play with other children, organizes other children and toys for pretend play
- Likes to act out others' roles, plays "school"
- Enjoys simple table games requiring turns and observing rules, invents games with simple rules
- Plays contentedly and independently without constant supervision
- Sometimes needs to get away and be alone
- Jokes and teases to gain attention
- May use swear words or "bathroom words" to get attention

***Emotional***

- Self-assured, stable, well-adjusted
- Capable of some self-criticism
- Home-centered
- Highly organized
- Likes to feel grown up; boasts about self to younger, less capable children
- Often fears loud noises, the dark, animals, and some people
- May be easily discouraged or encouraged
- Talks about emotions and preferences
- Feels pride in clothes and accomplishments
- Likes to associate with mother
- Reverts easily to younger behaviors when group norms are less than appropriate
- Expresses anger and jealousy physically
- Good sense of humor; enjoys sharing jokes and laughter with adults
- Shows less physical aggression; more often uses verbal insult or threatens to hit someone
- Likes to test muscular strength and motor skills, but is not emotionally ready for competition
- Notices when another child is angry or sad - more sensitive to feelings of others
- Sometimes critical of other children and embarrassed by own mistakes



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Schoolagers (6-8 Years): Social and Emotional Development



***Social:***

- Needs and seeks the approval of adults
- Tend to see all adults as parents
- Transfers dependence needs from parents to teachers
- Likes to copy adults and do grown-up activities
- Learning how to be friends -- may have several "best friends" (and may have an enemy)
- Forms many short-term friendships, often around similar interest
- Chooses same gender friends more often, but boys and girls sometimes enjoy playing together
- Opinion of peers taking on more importance
- Being with friends becomes increasingly important
- Becomes more outgoing, plays cooperatively and shares
- Seeks security in groups, organized play, and clubs
- Generally enjoys caring for and playing with younger children
- Interested in what is happening in the homes of other children. That is the outside world for this age group.
- Becoming aware of importance of manners, taking turns, and following the rules, including at the dinner table
- Social amenities should be present in his speech in appropriate situations
- Likes to play board games and cooperative games, but loss is not well accepted
- Enjoys activities that allow them to play the roles of family members

***Emotional:***

- Wrapped up in themselves
- Curious about people and how the world works
- Doesn't like to have accomplishments ignored; may become upset
- Finds criticism or failure difficult to handle
- May seem grouchier in the morning
- See themselves as no longer being babies
- Exhibits bossy and competitive behavior, fragile sense of power
- Overall, on an even keel emotionally
- May suddenly become moody
- Jealous of others and siblings
- Modest about body
- Take pride in being able to do things for themselves
- Experience feelings but unable to label them
- May have temper tantrums; if they do erupt, it is usually short term
- Still express feelings and emotions behaviorally but can start to use words to express feelings and to cope
- Demonstrative with both positive and negative emotions
- Understands others' views but still very self-centered, unable to clearly imagine what others think and feel



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Schoolagers (8-10 Years): Social and Emotional Development



***Social:***

- A friend is anyone who can meet the peer group's criteria for admittance. As the criteria for admission changes, so does the membership of the group.  
For example, all of the children who like to jump rope or play with action figures become part of "the group"
- Prefers spending more time with friends than with parents
- Can often be found in groups of the same sex peers
- Starts to mix friends and play with children of the opposite gender
- Becoming interested in boy-girl relationships, but does not admit it
- Shows interest in opposite sex by teasing, joking, showing off
- Enjoys clubs and groups, such as Boy Scouts or Girl Scouts
- Often likes rituals, rules, secret codes, and made-up languages
- Intrigued with the community and all the people, businesses and events that occur there
- Enjoy field trips to neighborhood stores, factories and public buildings; interested in finding out what goes on in each of the facilities.
- May sometimes be verbally cruel to classmates with harsh "put downs" and snide remarks
- Has increased interest in competitive sports and games
- Enjoys games with more complex rules

***Emotional:***

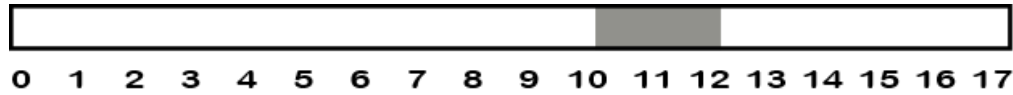
- Think they can do no wrong
- Quite certain that they are the smartest person they know and don't hesitate to let you know
- Any criticism is considered a personal attack or the mutterings of someone who is obviously inferior to themselves.
- Quick to correct others
- Has better control of anger
- Modest about body
- Are beginning to use words more than actions to express feelings and emotions
- Name-calling, teasing and rank-outs become a primary method for response to being upset
- Use analogies or "kinda like" expressions for describing positive emotions.
- Do not want to say or do "yucky" things, like giving their parents a kiss goodbye or saying, "I love you."





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Schoolagers (10-12 Years): Social and Emotional Development



***Social:***

- Likes and respects parents
- Tend to compare selves to the adults they see
- Begins to identify with peers but still will look to an adult for guidance
- Begins to understand meaning of friendship and that qualities such as loyalty, honesty, trustworthiness and being a good listener are the characteristics that make a good friend.
- Friendships become important and long lasting during the school years; may have a best friend
- Being someone's best friend is important
- Friendship groups are often small but intense in their feelings of togetherness.
- Often these groups or cliques serve as a security blanket for the members.
- Bonds with friends by sharing made-up languages, secret codes, etc.
- Enjoys being in clubs
- Increased interest in the opposite gender
- Gender-segregated groups appear
- Interested in the point of view of other people. "What do you think, Mary?" is the type of question that you will frequently hear.
- Horizons are expanding to include the world beyond the neighborhood.
- Interested in cultures, foods, languages and customs of people different from themselves
- Attending or organizing cultural festivals, adopting a child from another country and fundraising events for world hunger appeal to this age child
- Demonstrates interest in competitive sports

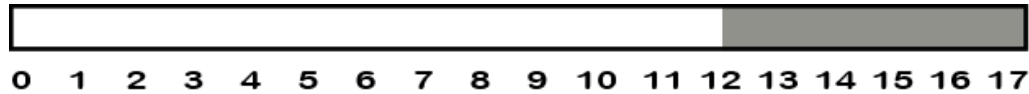
***Emotional:***

- It is not unusual for them to adopt the hairdos, dress and mannerisms of popular sports and music stars.
- Has difficulty understanding the thinking of another, but understands the benefits of making someone happy
- Can label many feelings and see their expression in others, but have problems seeing similar emotions in themselves.
- Aware of degrees of emotion; spends lots of time finding just the right word to describe feelings
- Needs opportunities to share thoughts and reactions
- Are quite able to express themselves with words
- Use voice and facial and body expressions to accent the various degrees of feeling they experience
- Exaggeration and sarcasm are frequently used to describe subtle meanings and nuances



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**Adolescents (13-17 Years): Social and Emotional Development**



- Demonstrates increased ability to meet personal needs
- Can start to make career-related decisions
- Connects more with peers in multiple mediums
- Greater ability at managing changing relationships
- Needs chances to take calculated risks
- Needs time and space to engage peers from other communities, schools, and programs



## Self Development



### **Self** – *who we are*

“Understanding who you are [and] how you identify yourself in terms of culture, environment, physical attributes, preferences, skills, and experiences.”

In *Caring for Children in School-Age Programs Volume II*, sense of self is defined as “understanding who you are [and] how you identify yourself in terms of culture, environment, physical attributes, preferences, skills, and experiences” (p. 119).

There are seven areas integral to how youth shape their identities:

**Autonomy.** Youth need control over their lives and need to know that their actions genuinely impact their lives and those around them.

**Structure.** Youth want consistency, knowing that they can depend on certain routines, expectations, events, and people to regularly be part of their lives.

**Positivity.** Youth need to see the world as interesting and enjoyable and see themselves as having a positive place in it. It is also important that youth feel like they will succeed in the future.

**Esteem.** Youth need to like and believe in themselves. They need to be recognized as good people with good ideas and qualities.

**Community.** Youth need to belong and be valued by their families, peers, cultural groups, and other entities within their social realms.

**Talent.** Youth need to be acknowledged for their special abilities and skills, those areas of their personalities which make them unique individuals.

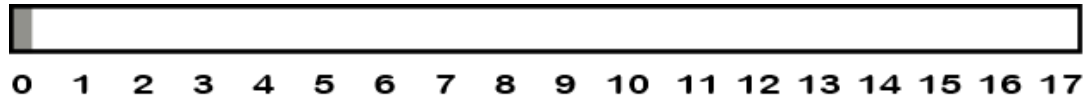
**Significance.** Youth need to feel like they are needed and that their contributions are valued. This may tie into their spirituality, principles, values, and beliefs in higher deities.

Above content adapted from the Search Institute (<http://www.search-institute.org/research/developmentalassets>) and the Center on the Social and Emotional Foundations for Early Learning's *Promoting the Social-Emotional Competence of Young Children: Facilitator's Guide* (2003).



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Infants (0-3 Months): Self Development

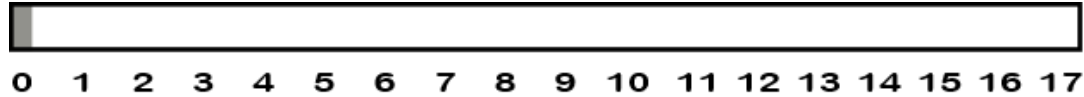


*Self-Sufficiency:*

- Opens mouth to bottle or breast and sucks
- Sucks hand, thumb, or pacifier to calm self

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Infants (3-6 Months): Self Development



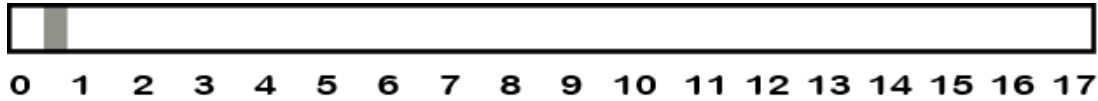
*Self-Sufficiency:*

- Opens mouth for the spoon
- Eats baby food from spoon
- Reaches for and helps hold bottle during feeding
- Expects feeding, dressing, and bathing
- Learns to fall asleep by him/herself in bed
- May be able to feed finger food (like a cracker) to self
- May be able to "rake up" a finger food such as a raisin and pick it up in fist



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Infants (6-9 Months): Self Development

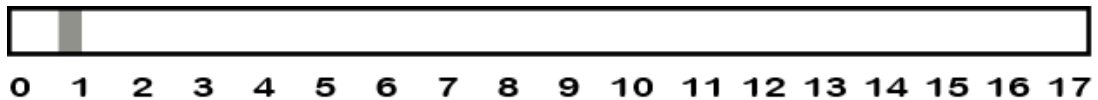


***Self-Sufficiency:***

- Develops a rhythm for feeding, eliminating, sleeping, and being awake
- Sleeps through night without waking for food or social interaction
- May be able to understand word "no" but may not always obey it
- May be able to respond to a one-step command with gestures (example: "give that to me" with hand out)
- Chews
- Reaches for cup or spoon when being fed
- Drinks from a cup with help; may be able to do so without help
- Eats some finely-chopped solid foods
- Feeds self finger foods, such as a cracker
- "Rakes up" a finger food such as a raisin and pick it up in fist
- Closes mouth firmly or turns head when no longer hungry

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Infants (9-12 Months): Self Development



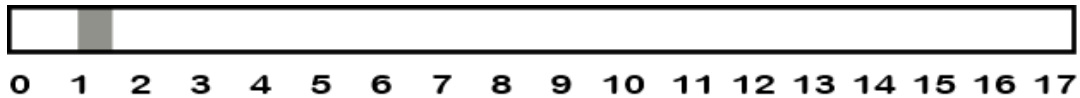
***Self-Sufficiency:***

- Understands and responds to simple directions and requests, especially if vocal or physical cues are given, such as "give that to me" accompanied by adult sticking hand out to baby
- Shows adult when he/she needs help
- May respond to one-step commands without gestures
- Cooperates with dressing by offering a foot or an arm
- Begins to refuse bottle or weans self from breast during day
- Drinks from cup with little or no help
- Feeds self with fingers or spoon



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Toddlers (12-18 Months): Self Development



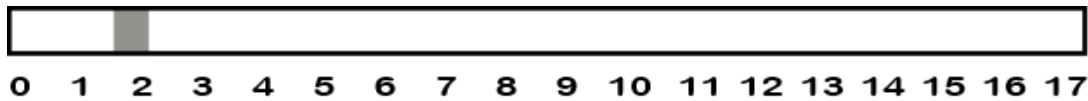
***Self-Sufficiency:***

- Understands and follows simple one-step directions
- Follows one or two-step verbal commands without gestures
- Understands and accepts a few limits
- Able to explore and play away from parents
- Moves to help in dressing
- Removes an article of clothing, such as pulling off hat, socks, and mittens
- Indicates wet diaper
- Brushes teeth, with help
- Feeds self
- Enjoys holding spoon when eating, but has difficulty getting spoon into mouth
- Uses a spoon and/or fork, but not exclusively
- Drinks from a cup



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Toddlers (18-24 Months): Self Development



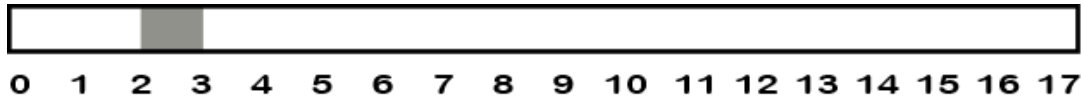
***Self-Sufficiency:***

- Wants and tries to do many things by him/herself
- Can do simple tasks on his/her own
- Is more independent and says "no" often
- Follows simple instructions
- Follows a two-step command without gestures
- Dresses/undresses with less help
- Begins to take off clothing
- May be able to put on an article of clothing
- Puts arms in sleeves with help
- Zips
- Washes and dries hands
- Brushes teeth, with help
- Eats and drinks with less help
- Gives up bottle
- Can hold and drink from a cup without a lid
- Drinks from a straw
- Feeds self with a spoon
- Uses a spoon/fork but not exclusively
- May refuse to eat as way of exerting independence



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Toddlers (2 Years): Self Development



***Self-Sufficiency:***

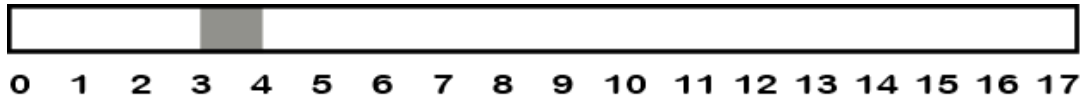
- Becoming independent; begins to take care of personal needs
- Resists parental demands
- Begins to understand and follow simple rules
- Inability to choose between alternatives
- Follows two instructions at a time - without gestures
- May respond to simple direction
- Insists on trying to do several tasks without help
- Attempts to dress self; may be able to dress without help
- Puts on an article of clothing
- Puts on a T-shirt
- Washes and dries hands
- Uses a potty chair or toilet with some help
- Many children (but not all) will learn to use toilet
- Shows interest in brushing hair and teeth
- Brushes teeth, with help
- Feeds self with spoon; also uses fork
- May be able to prepare a bowl of cereal
- Initiates own play activities
- Seats self on chair
- Uses word "mine" often; values personal property
- Desires routine





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Preschoolers (3 Years): Self Development



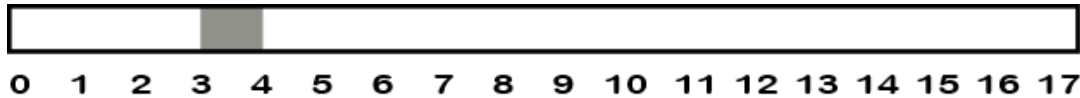
***Self-Sufficiency:***

- Can solve problems if they are simple, concrete, real, and immediate, and if wants to
- Self-sufficient in many routines of home life
- Imitates housework or help with simple tasks
- Avoids some dangers, like a hot stove or a moving car
- Likes to "help" in small ways
- Enjoys helping with simple household tasks
- Opens doors
- Undresses without assistance, dresses with some help (buttons, snaps, zippers)
- Unbuttons skillfully but buttons slowly
- Puts on socks and shoes, but cannot tie laces
- Can use toilet independently; boys may not be ready for toilet learning until during their third year
- Asks to use toilet almost every time
- Can brush teeth
- Wash and dries hands alone
- Feeds self with some spilling
- Can feed self with spoon and small fork; often butters bread with knife
- Can get a drink
- Can pour liquids from a pitcher with some spills
- Interested in handling food and cooking procedures
- Holds a glass in one hand



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Preschoolers (4 Years): Self Development



***Self-Sufficiency***

- Likes to do things for self
- Cleans up toys at home/school without constant supervision
- Needs controlled freedom
- Greater awareness of limitations and/or consequences of unsafe behaviors
- Shows difficulty in following through on tasks, becomes easily sidetracked and forgets what was asked without reminders
- Still needs supervision in certain activities like crossing a street
- Likes to dress him/herself
- Dresses/undresses without assistance (zip, snap, etc.)
- Can completely undress self if wearing clothes with simple fasteners
- May be able to button and unbutton
- Laces shoes but cannot yet tie
- Can hang up clothes
- Uses toilet alone
- Can wash and dry face
- Brushes teeth
- Combs hair
- Can feed self with little spilling
- Uses a spoon, fork, and dinner knife skillfully
- Spills rarely with cup or spoon
- Gets own juice or snack
- Pours from small pitcher

***Interests:***

- Enjoys collecting things
- Likes to try new things and take risks
- Interested in environment, city, stores, etc.
- Block and dramatic play is much more elaborate and complex
- Project minded - plans buildings, play scenarios, and drawings
- Interested in cause and effect

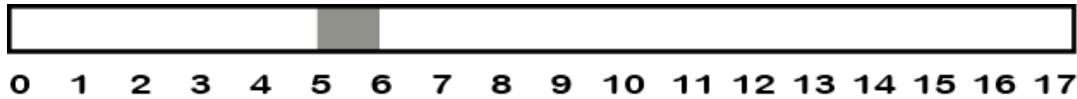
***Values:***

- Beginning to know difference between fact and fiction; still confuses reality and fantasy at times
- Understands lying
- Begins to have a very basic understanding of right and wrong



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Preschoolers (5 Years): Self Development



***Self-Sufficiency:***

- Likes to make own decisions
- Likes to follow the rules
- Eager to carry out some responsibility
- Explores immediate neighborhood unattended
- Dresses/undresses quickly and with little or no supervision
- Can hang up clothes when expected to
- Buttons well
- Zips coat
- May be able to tie shoelaces with some coaching
- Brushes teeth alone
- Washes and dries face by self
- Eats with little or no supervision
- Uses fork and knife well

***Interests:***

- Enjoys collecting things
- Likes to try new things and take risks
- Interested in environment, city, stores, etc.
- Block and dramatic play is much more elaborate and complex
- Project minded - plans buildings, play scenarios, and drawings
- Interested in cause and effect

***Values:***

- Beginning to know difference between fact and fiction; still confuses reality and fantasy at times
- Understands lying
- Begins to have a very basic understanding of right and wrong



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Schoolagers (6-8 Years): Self Development



***Self-Sufficiency:***

- Can usually tie own shoes
- Buttoning own buttons
- Loves to help set the table, choose menu items, serve themselves, and eat and chatter at the same time
- Seems to have less of a need to get up frequently during a meal
- Can understand commands with three separate instructions
- Follows fairly complex directions with little repetition

***Interests:***

- More interested in final products
- Enjoys creating elaborate collections
- Enjoys playing school
- Enjoys practicing new skills
- Not interested in reading, writing and arithmetic drills or tests
- Enjoys testing own strength and skills
- Enjoys planning and building activities
- Interested in magic and tricks
- Want environment structured as home is structured
- Enjoys many activities and stays busy

***Values:***

- Views things as black and white, right or wrong, wonderful or terrible, with very little middle ground
- Interested in performing well and doing things right
- Enjoys rules, rituals and routines
- Still prone to telling tales/doing things they're not supposed to do; will cheat if able



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Schoolagers (8-10 Years): Self Development



***Self-Sufficiency:***

- Dresses and grooms self completely
- Begins to see parents and authority figures as fallible human beings that can make mistakes and are not always right
- May belittle or defy adult authority

***Interests:***

- Process of doing is still more important than perfecting skills and creating products
- Enjoys learning new skills and ideas by getting involved in projects that require thinking and doing
- Enjoys collecting objects
- May develop special interest in collections or hobbies
- Enjoys planning and organizing tasks
- Wants to forget about school as soon as they leave it
- May be very interested in discussing a future career
- Maps, making them as well as using them, are important to this age group.

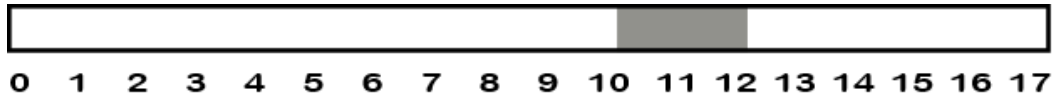
***Values:***

- Becomes more product and goal oriented
- Tends to see things as “black and white” and “yes” or “no”



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Schoolagers (10-12 Years): Self Development



***Self-Sufficiency:***

- Views parents (and authority figures) as fallible
- At the upper end of age range, children display more readiness to take responsibility for their actions
- Independence from family begins around age 10
- Prefers individual evaluation by an adult rather than group competition; wants to know how much they've improved and how they can do better

***Interests:***

- Grades are important and an area of concern
- Appreciate having time and resources (encyclopedia, dictionary or trip to the library) to prepare a school assignment
- Ready to learn good study skills and will benefit from study groups
- Develops special interest in hobbies and collections
- Likes to sew and paint

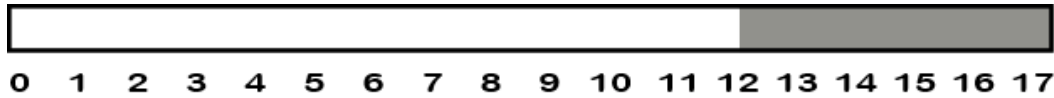
***Values:***

- Tends to think in absolutes – things are good or bad, right or wrong, fun or boring



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### Adolescents (13-17 Years): Self Development



This age group, typically called “middle adolescence,” is very broad and challenging to describe. Curriculum focused on work with adolescence and emerging adults is in development.

#### ***Interests:***

- 
- School and grades increase in importance as relevant to college and career goals
- Exploration of career options as well as the paths involved
- Manifestations of freedom and independence
- Social connections highly regarded, both in-person or virtual; includes romantic ties
- Self-centered in terms of forming a sense of identity distinct from family and peers
- Social and political issues involving justice, global impact and future implications
- Life purpose, meaning, spirituality and existential matters

#### ***Values:***

- Moral and ethical absolutes and passionate expressions thereof
- Having knowledge, skill or possession of popular topics, trends and technologies
- Privacy to such an extent that they may create alternate identities to protect true selves
- Not being tied down by their possessions, other people, ideologies or cultural norms
- Consistency, predictability and reliability of trusted caring adults (anchors)
- Youth want to distinguish themselves from families, but still value those relationships



## Activities Based on Development Domains

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### Physical

- BabyCenter.com (April 2017). “Activities That Boost Physical Development.”  
[https://www.babycenter.com/0\\_activities-that-boost-physical-development\\_3659030.bc](https://www.babycenter.com/0_activities-that-boost-physical-development_3659030.bc)  
Family-oriented suggestions for ages 2 to 4.
- Child Development Institute (1/9/2017). “Get Moving! Toddler Activities to Encourage Physical Development.” By Pam Myers, BSEd. <https://childdevelopmentinfo.com/child-activities/get-moving-toddler-activities-to-encourage-physical-development/#.Whu3rzdrzIU>
- LiveStrong.com (1/12/2014). “What Are Some Physical Development Activities for Preschool Children?” By Judy Bruen. <https://www.livestrong.com/article/245802-what-are-some-physical-development-activities-for-preschool-children/>  
Offers suggestions for coordination games, fine motor skill activities, and large muscle development games.
- Parents.com “Physical Development.” <http://www.parents.com/toddlers-preschoolers/development/physical/>  
Activities targeted to toddlers and preschoolers set up in a Pinterest board-style format.
- Pinterest.com <https://www.pinterest.com/explore/physical-development/?lp=true>  
Board focused on activities for and understanding of physical development for infants, toddlers, and preschoolers.
- RaisingChildren.net.au “Physical Activity for Younger Children.”  
[http://raisingchildren.net.au/articles/activities\\_for\\_younger\\_kids.html](http://raisingchildren.net.au/articles/activities_for_younger_kids.html)  
Ideas for infants, toddlers, and preschoolers.
- RaisingChildren.net.au “Physical Activity for School-Age Children.”  
[http://raisingchildren.net.au/articles/activities\\_for\\_school\\_kids.html](http://raisingchildren.net.au/articles/activities_for_school_kids.html)
- VirtualLabSchool.org “Supporting Physical Development: Environments and Experiences.”  
<https://www.virtuallabschool.org/school-age/physical-development/lesson-3>  
Activities for school-age children focused on motor and sensory development in indoor and outdoor environments.
- West Virginia Department of Education “Developmentally-Appropriate Physical Activity Ideas.”  
<https://wvde.state.wv.us/child-nutrition/leap-of-taste/physical-activity/physical-activity-ideas/>  
Activities for infants, toddlers, preschoolers, and school-agers.

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### Cognitive

- Education.com (7/20/2010). “Activities for Cognitive Development: Three to Four Years” By S. Goldberg.  
<https://www.education.com/reference/article/activities-cognitive-development-three/>
- FriendshipCircle.org (6/9/2014). “10 Ways to Promote Your Child’s Cognitive Development.” By Sara Peronto.  
<http://www.friendshipcircle.org/blog/2014/06/09/10-ways-to-promote-your-childs-cognitive-development/>  
Activities for infants and toddlers.





- Himama.com (6/27/2016). "Activities to Promote Preschool Cognitive Development." By Ron Spreeuwenberg. <https://www.himama.com/blog/activities-to-promote-preschool-cognitive-development>
- Life with Little Children (11/20/2007). "Cognitive Development Activities for 3 to 5 Year Olds." <https://littlechildren.wordpress.com/2007/11/29/cognitive-development-activities-for-3-to-5-year-olds/>
- Parents.com "Activities to Enhance Cognitive Development: 18-24 Months." By Jamie Loehr, M.D. and Jen Meyers. <http://www.parents.com/toddlers-preschoolers/development/activities-for-cognitive-development/>
- Pinterest.com "Cognitive Activities." <https://www.pinterest.com/explore/cognitive-activities/?lp=true>  
Can click on different headings for infants, toddlers, preschoolers, elementary, and more.
- VirtualLabSchool.org "Supporting Cognitive Development: Experiences and Activities." <https://www.virtuallabschool.org/preschool/cognitive/lesson-5>  
Focus on activities for preschoolers.

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### Communication and Language

- American Speech-Language-Hearing Association "Activities to Encourage Speech and Language Development." <https://www.asha.org/public/speech/development/Parent-Stim-Activities.htm>  
Activities for infants, toddlers, and preschoolers.
- Frank Porter Graham Child Development Institute "10 Ways to Promote the Language and Communication Skills of Infants and Toddlers." <http://mtbt.fpg.unc.edu/more-baby-talk/10-ways-promote-language-and-communication-skills-infants-and-toddlers>
- Mamaot.com (6/18/2014). "Activities to Promote Your Child's Communication Development." By Christie Kiley. <http://mamaot.com/activities-to-promote-your-childs-communication-development/>  
Activities for infants, toddlers, and preschoolers.
- MomJunction.com (1/10/2017). "10 Interesting and Fun Communication Games for Kids." [http://www.momjunction.com/articles/communication-games-for-kids\\_00349640/#gref](http://www.momjunction.com/articles/communication-games-for-kids_00349640/#gref)  
Activities targeted to school-agers.

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### Social and Emotional

- BestBeginningsAlaska.org "Early Learning Activities for Preschoolers" <https://www.bestbeginningsalaska.org/activities-resources/early-learning-materials/in-english/preschoolers>
- Centervention.com "Free Social Emotional Learning Activities" <https://www.centervention.com/social-emotional-learning-activities/>  
Activities targeted toward school-agers and adolescents.
- KiddieMatters.com "100+ Social Skills Activities for Preschoolers." <http://www.kiddiematters.com/100-social-skills-activities-preschoolers/>
- Parents.com "How to Encourage Social and Emotional Development: 18-24 Months." By Jamie Loehr, M.D. and Jenn Meyers. <http://www.parents.com/toddlers-preschoolers/development/activities-for-social-development/>



- Pinterest.com “Social and Emotional Learning” <https://www.pinterest.com/toolboxtraining/social-and-emotional-learning/>  
Toolbox Training’s Pinterest board on social and emotional learning. Includes activities targeted primarily toward school-agers and preschoolers.
- Pinterest.com “Social Emotional Activities” <https://www.pinterest.com/explore/social-emotional-activities/?lp=true>  
Activities for infant through adolescence.
- Playworks.org (11/12/2015). “Twelve Games to Teach Students Social-Emotional Learning.” By Beth Kimberly. <https://www.playworks.org/resource/twelve-games-to-teach-students-social-emotional-learning/>  
Activities targeted to school-agers.
- VirtualLabSchool.org “Promoting Social-Emotional Development: Experiences and Activities.” <https://www.virtuallabschool.org/preschool/social-emotional/lesson-4>  
Targeted toward preschool.

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### Self

- CallingDreams.com (4/30/2016). “Top 9 Self-Development Activities.” By Vishnu Verma. <http://callingdreams.com/self-development-activities-kid/>  
Specific ages not cited, but activities seem most appropriate for preschoolers and school-agers.
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No specific age group noted.
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Activities targeted toward building self-esteem in school-agers and adolescents.



## Resources

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### General Resources about Child and Youth Development

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