

# Child Development Chart—0 to 4

| Age/Areas        | 0-1 year   | 1-2 years  | 2-3 years  | 3-4 years  |                                  |
|------------------|--|--|--|--|----------------------------------|
| <b>Physical</b>  | <ul style="list-style-type: none"> <li>• Stretch, turn around, roll, crawl, sit down</li> <li>• Teeth</li> <li>• Sleep twelve hours</li> <li>• Incomplete vision</li> <li>• Synchronization with mother's heart</li> </ul> | <ul style="list-style-type: none"> <li>• Stand up, walk</li> <li>• Wrists and fingers</li> <li>• Beginning to eat</li> <li>• More independent</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore everything</li> <li>• Copy adult movements</li> <li>• Can eat and get dressed by themselves</li> <li>• Simple art</li> <li>• Fine motor</li> <li>• No sleep! No nap!</li> </ul> | <ul style="list-style-type: none"> <li>• Good control of their body</li> <li>• Tricycle</li> <li>• Daytime control of bladder</li> <li>• Curious about human body</li> </ul>   |                                  |
| <b>Language</b>  | <ul style="list-style-type: none"> <li>• Cry and smile</li> <li>• Respond to familiar sounds, voices, and faces</li> <li>• Recognize name and simple words</li> </ul>  | <ul style="list-style-type: none"> <li>• First words</li> <li>• Mine!</li> <li>• Word and action together</li> </ul>   | <ul style="list-style-type: none"> <li>• Questions!</li> <li>• Express feelings and emotions</li> <li>• Hundreds of words</li> <li>• Mistakes</li> </ul>   | <ul style="list-style-type: none"> <li>• Memory</li> <li>• Why?</li> <li>• Hear everything</li> <li>• Bad words</li> <li>• Three-five word phrases</li> </ul>  |                                  |
| <b>Cognitive</b> | <ul style="list-style-type: none"> <li>• Object permanence</li> <li>• Play and exploration</li> <li>• Five senses</li> </ul>   | <ul style="list-style-type: none"> <li>• Think aloud</li> <li>• Learn through trial and error</li> <li>• Short-term memory</li> <li>• Cannot tell fantasy from reality</li> <li>• Role play</li> </ul> | <ul style="list-style-type: none"> <li>• Object classification</li> <li>• Begin to understand time ("in five minutes")</li> </ul>  | <ul style="list-style-type: none"> <li>• Classify and name</li> <li>• Cause and effect</li> <li>• Nature and science</li> <li>• Invention and fantasy</li> <li>• More memory</li> <li>• More attention span</li> </ul> |                                  |
| <b>Emotional</b> | <ul style="list-style-type: none"> <li>• Recognize familiar faces, voices, and smells</li> <li>• Physical reactions to home tensions and separation</li> </ul>   | <ul style="list-style-type: none"> <li>• Want more attention</li> <li>• Egocentric</li> <li>• No!</li> <li>• Individuality</li> <li>• Stranger anxiety</li> <li>• Flood of feelings</li> </ul>         | <ul style="list-style-type: none"> <li>• More independent and more interdependent</li> <li>• Very active</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand and articulate emotions</li> </ul>   |                                  |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>• Separation anxiety from six-nine months</li> </ul>  | <ul style="list-style-type: none"> <li>• Mine!</li> <li>• Cannot share</li> </ul>  | <ul style="list-style-type: none"> <li>• Mine!</li> <li>• Interchange of toys</li> <li>• Parallel play</li> <li>• Temporary friendships</li> </ul>   | <ul style="list-style-type: none"> <li>• Long-term friends</li> <li>• Sharing</li> </ul>   |                                  |
| <b>Erickson</b>  | Trust and Hope, or Mistrust  |  | Autonomy and Will, or Shame and Doubt  |  | Initiative and Purpose, or Guilt |
| <b>Piaget</b>    | Sensory Motor  |  | Preoperational (symbols and words—till 7)  |  |                                  |
| <b>Grille</b>    | The Right To Exist   | The Right To Need  | The Right To Have Support  | The Right To Freedom   | The Right To Love                |
| <b>Brain</b>     | Development Focuses primarily (not exclusively) on Lower Area of the Brain   |  | Development Focuses primarily (not exclusively) on Middle Area of the Brain  |  |                                  |

Adapted from Lesia Oesterreich, extension family specialist at Iowa State University.

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## Child Development Chart—5 to 11

| Age/Areas        | 5 years  | 6-8 years   | 9-11 years   |
|------------------|--|---|--|
| <b>Physical</b>  | <ul style="list-style-type: none"> <li>• May begin to lose baby teeth</li> <li>• Able to dress self with little assistance</li> <li>• Learns to skip</li> <li>• Throws ball overhead. Catches bounced balls</li> <li>• Rides a tricycle skillfully, may ride bicycle with training wheels</li> <li>• Uses a fork and knife well</li> <li>• Cuts on a line with scissors</li> <li>• Hand dominance is established</li> <li>• Jumps over low objects</li> </ul>  | <ul style="list-style-type: none"> <li>• Skilled at using scissors and small toys</li> <li>• Shows development of permanent teeth</li> <li>• Enjoys testing muscle strength and skills</li> <li>• Has good sense of balance</li> <li>• Can tie shoelaces</li> <li>• Enjoys copying designs and shapes, letters and numbers</li> <li>• May have gawky awkward appearance from long arms and legs</li> </ul>  | <p><b>Girls:</b></p> <ul style="list-style-type: none"> <li>• Are generally as much as two years ahead of boys in physical maturity</li> <li>• May begin to menstruate</li> </ul> <p><b>Boys and girls:</b></p> <ul style="list-style-type: none"> <li>• Have increased body strength and hand dexterity</li> <li>• Show improved coordination and reaction time</li> <li>• May begin to grow rapidly at the end of this stage</li> </ul>  |
| <b>Cognitive</b> | <ul style="list-style-type: none"> <li>• Knows basic colors</li> <li>• Able to memorize address and phone number</li> <li>• Understands that stories have a beginning, middle, and end</li> <li>• Enjoys telling her or his own stories</li> <li>• Understands that books are read from left to right, top to bottom</li> <li>• Enjoys riddles and jokes</li> <li>• Draws pictures that represent animals, people, and objects</li> <li>• Enjoys tracing and copying letters</li> <li>• Sorts objects by size</li> <li>• Identifies some letters of the alphabet and a few numbers</li> <li>• Understands more, less, and same</li> <li>• Counts up to 10 objects</li> <li>• Understands before and after, above and below</li> <li>• Is project minded—plans buildings, play scenarios, and drawings</li> <li>• Interested in cause and effect</li> </ul> | <ul style="list-style-type: none"> <li>• May reverse printed letters (b/d)</li> <li>• Enjoys planning and building</li> <li>• Doubles speaking and listening vocabularies</li> <li>• May show a stronger interest in reading</li> <li>• Increases problem solving ability</li> <li>• Has longer attention span</li> <li>• Enjoys creating elaborate collections</li> <li>• Shows ability to learn difference between left and right</li> <li>• Can begin to understand time and the days of the week</li> </ul> | <ul style="list-style-type: none"> <li>• Shows interest in reading fictional stories, magazines, and how-to project books</li> <li>• May develop special interest in collections or hobbies</li> <li>• Fantasizes and daydreams about the future</li> <li>• Enjoys planning and organizing tasks</li> <li>• Becomes more product- and goal-oriented</li> <li>• Has great ideas and intentions, but difficulty following through</li> <li>• Enjoys games with more complex rules</li> </ul> |

Adapted from Lesia Oesterreich, extension family specialist at Iowa State University.

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## Child Development Chart—5 to 11

| Age/Areas               | 5 years   | 6-8 years   | 9-11 years   |
|-------------------------|---|---|--|
| <b>Social-Emotional</b> | <ul style="list-style-type: none"> <li>• Invents games with simple rules</li> <li>• Organizes other children and toys for pretend play</li> <li>• Still confuses fantasy with reality sometimes</li> <li>• Can take turns and shares, but doesn't always want to</li> <li>• Often excludes other children in play—best friends only</li> <li>• Uses swear words and “bathroom words” to get attention or to play</li> <li>• Likes to tell other people what to do</li> <li>• Likes to try new things and take risks</li> <li>• Likes to make own decisions</li> <li>• Notices when another child is angry or sad—more sensitive to feelings of others</li> <li>• Likes to feel grown up</li> <li>• Has a very basic understanding of right and wrong</li> <li>• Understands and respects rules—often asks permission</li> <li>• Understands both giving and receiving</li> <li>• Enjoys collecting things</li> <li>• Sometimes needs to be alone</li> </ul> | <ul style="list-style-type: none"> <li>• Being with friends becomes increasingly important, preferably same-sex friends</li> <li>• Interested in rules and rituals</li> <li>• May have a best friend and an enemy</li> <li>• Shows strong desire to perform well, do things right</li> <li>• Begins to see things from another child's point of view, but still very self-centered</li> <li>• Finds criticism or failure difficult to handle</li> <li>• Views things as black and white, right or wrong, wonderful or terrible, with very little middle ground</li> <li>• Seeks a sense of security in groups, organized play, and clubs</li> <li>• Generally enjoys caring for and playing with younger children</li> <li>• May become upset when behavior or schoolwork is ignored</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to see that parents and authority figures can make mistakes and are not always right</li> <li>• Often likes rituals, rules, secret codes, and made-up languages</li> <li>• Enjoys being a member of a club</li> <li>• Has increased interest in competitive sports</li> <li>• Has better control of anger</li> <li>• May belittle or defy adult authority</li> <li>• Shows interest in opposite sex by teasing, joking, showing off</li> <li>• Prefers spending more time with friends than with parents</li> <li>• May sometimes be verbally cruel to classmates with harsh put-downs and snide remarks</li> <li>• Tends to see things as right or wrong, with no room for difference of opinion</li> <li>• Outbursts of anger are less frequent</li> </ul> |

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# Adolescent Development Chart—10 to 21

| <b>Stage with Age Range (approx)</b> | <b>Early Adolescence (10–14 years)</b>  | <b>Middle Adolescence (15–17 years)</b>  | <b>Late Adolescence (18–21 years)</b>   |
|--------------------------------------|---|--|---|
| <b>Intellectual/ Cognition</b>       | <ul style="list-style-type: none"> <li>• Showing interest mostly in present and near future</li> <li>• Concrete thinking</li> <li>• Egocentric</li> <li>• Daydreaming</li> <li>• Problems are magnified, feel overwhelming</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase in abstract thought</li> <li>• Cause-effect relationships better understood</li> <li>• Self-absorbed</li> <li>• Can see what they want for the future, but not how to get there</li> </ul> | <ul style="list-style-type: none"> <li>• Abstract thought established</li> <li>• Future oriented; able to understand, plan and pursue long-range goals</li> <li>• Philosophical and idealistic</li> <li>• Gaining the ability to delay pleasure</li> <li>• Developing the ability to make independent and conscious decisions</li> </ul>  |
| <b>Autonomy</b>                      | <ul style="list-style-type: none"> <li>• Challenge authority, family; anti-parent</li> <li>• Loneliness, “no one understands”</li> <li>• Wide mood swings</li> <li>• Things of childhood rejected</li> <li>• Argumentative</li> <li>• Desire for privacy</li> </ul>                             | <ul style="list-style-type: none"> <li>• Conflict with family intensifies due to ambivalence about emerging independence</li> </ul>  | <ul style="list-style-type: none"> <li>• Seeking emancipation</li> <li>• Vocational, technical, college and/or work</li> <li>• Adult lifestyle</li> <li>• Relate to family more as an adult</li> </ul>  |
|                                      | <ul style="list-style-type: none"> <li>• Preoccupation with physical changes and critical of appearance</li> <li>• Anxieties about changes in secondary sexual characteristics</li> <li>• Peers used as a standard for normal appearance (comparison of self to peers)</li> </ul>               | <ul style="list-style-type: none"> <li>• Less concern about physical changes but increased interest in appearance and attractiveness</li> <li>• High energy/physical activity alternating with lethargy</li> </ul>                           | <ul style="list-style-type: none"> <li>• Usually comfortable with body image</li> </ul>   |
| <b>Peer Group</b>                    | <ul style="list-style-type: none"> <li>• Peers becoming increasingly important</li> <li>• Increasingly conforming to group norms</li> <li>• Intense friendships with same sex</li> <li>• Beginning of dating, usually in groups</li> <li>• Imaginary audience</li> </ul>                        | <ul style="list-style-type: none"> <li>• Peer groups are very important</li> <li>• Fad behaviors</li> <li>• Sexual interest increases and teens begin to explore ability to date and attract a partner</li> </ul>                            | <ul style="list-style-type: none"> <li>• Decisions/values less influenced by peers</li> <li>• Relates to individuals more than larger peer group</li> <li>• Selection of partner based on individual preference</li> <li>• Forming stable relationships and romantic attachments to another person</li> </ul>   |
| <b>Identity Development</b>          | <ul style="list-style-type: none"> <li>• Struggling with sense of self</li> <li>• Beginning of self-exploration and evaluation</li> <li>• Vocational goals change frequently</li> <li>• Begin to develop own value system</li> <li>• Emerging sexual feelings and sexual exploration</li> </ul> | <ul style="list-style-type: none"> <li>• Experimentation—sex, drugs, friends, risk-taking behavior</li> </ul>  | <ul style="list-style-type: none"> <li>• Pursue realistic vocational goals with training or career employment</li> <li>• Recognition of own limitations and mortality</li> <li>• Establishment of sexual identity, sexual relationships are common</li> <li>• Establishment of ethical and moral value system</li> <li>• More capable of intimate, complex relationships</li> </ul> |

Adapted from *Reducing Teen Pregnancy: Helping Teens Make Healthy Decisions*  
 Department of Adolescent Medicine, Childrens Hospital Los Angeles

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