

# I UNDERSTAND MY CHILD



Child Developmental Stages		
Physical Development	Cognitive/Language Development	Psychological development
<b>0–4 Weeks</b>	<b>0–4 Weeks</b>	<b>0–8 Weeks</b>
<ul style="list-style-type: none"> <li>▪ Proceeds from head to foot and central part to extremities.</li> <li>▪ Sucks reflexively.</li> <li>▪ Lifts head when held upright.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smiles selectively at mother’s voice.</li> <li>▪ Shows startle reflex to sudden noise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gazes at faces (birth).</li> <li>▪ Uses vocalization to interact socially.</li> <li>▪ Smiles responsively.</li> </ul>
<b>3–6 Months</b>	<b>3–4 Months</b>	<b>3–4 Months</b>
<ul style="list-style-type: none"> <li>▪ Prone: lifts head momentarily—rolls from stomach to back.</li> <li>▪ Pulls to sit without head lag.</li> <li>▪ Grasps rattle.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Babbles and coos, squeals and gurgles (by 3months).</li> <li>▪ Anticipates food with vocalization</li> <li>▪ Laughs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distinguishes primary caregivers from others and will react if removed from home.</li> <li>▪ Smiles readily at most people.</li> <li>▪ Plays alone with contentment.</li> </ul>
<b>6–9 Months</b>	<b>6–9 Months</b>	<b>6–9 Months</b>
<ul style="list-style-type: none"> <li>▪ Creeps.</li> <li>▪ Sits without support</li> <li>▪ Pulls to stand to cruise furniture.</li> <li>▪ Transfers objects hand to hand.</li> <li>▪ Bangs with spoon.</li> <li>▪ Finger feeds part of meal.</li> <li>▪ Shakes bell.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smiles and vocalizes to own mirror image.</li> <li>▪ Says “ma-ma,” “da-da” (nonspecific).</li> <li>▪ Shakes head “no-no.”</li> <li>▪ Imitates playful sounds.</li> <li>▪ Responds to name with head turn, eye contact, and smile</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discriminates strangers (e.g., frowns, stares, cries).</li> <li>▪ Stranger/separation anxiety begins.</li> <li>▪ Actively seeks adult attention; wants to be picked up and held.</li> <li>▪ Plays peekaboo</li> <li>▪ Rarely lies down except to sleep.</li> <li>▪ Pats own mirror image.</li> <li>▪ Chews and bites on toys.</li> <li>▪ Begins to respond to own name.</li> </ul>
<b>9–12 Months</b>	<b>9–12 Months</b>	<b>9–12 Months</b>
<ul style="list-style-type: none"> <li>▪ Crawls on all fours.</li> <li>▪ Attains sitting position unaided.</li> <li>▪ Stands momentarily.</li> <li>▪ Takes first steps.</li> <li>▪ Fine Motor</li> <li>▪ Holds, bites, and chews a cracker.</li> <li>▪ Grasps string with thumb and forefinger.</li> <li>▪ Beats two spoons together.</li> <li>▪ Begins to use index finger to point and poke</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes voices of favorite people.</li> <li>▪ Responds to verbal request such as “Wave bye-bye.”</li> <li>▪ Calls parent “Mama” or “Dada.”</li> <li>▪ Repeats performances that are laughed at.</li> <li>▪ Plays peekaboo</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social with family, shy with strangers.</li> <li>▪ Begins to show sense of humor.</li> <li>▪ Becomes aware of emotions of others.</li> </ul>

Physical Development	Cognitive/Language Development	Psychological development
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**12-18 Months**

<ul style="list-style-type: none"> <li>Walks alone.</li> <li>Stoops and stands up again.</li> <li>Climbs up on furniture.</li> <li>Walks up stairs with help.</li> <li>Builds tower of 2 cubes.</li> <li>Scribbles spontaneously or by imitation.</li> <li>Holds cup.</li> <li>Puts raisin or pellet in bottle.</li> <li>Turns book pages, 2–3 at a time.</li> <li>Holds spoon.</li> <li>Feeds self with fingers. <ul style="list-style-type: none"> <li>Removes hat, shoes, and socks.</li> </ul> </li> <li>Inhibits drooling.</li> <li>Chews most foods well.</li> <li>Opens closed doors.</li> <li>Holds cup and drinks with some spilling.</li> <li>Imitates housework.</li> <li>Brings familiar object upon request.</li> </ul>	<ul style="list-style-type: none"> <li>Jabbers expressively.</li> <li>Communicates by gesture.</li> <li>Vocalizes more than cries for attention</li> <li>Understands word “no.”</li> <li>Shakes head to indicate no.</li> <li>Says 2–3 “words” other than “ma-ma” or “da-da.”</li> <li>Looks in appropriate place when asked (e.g., “Where is the book?”).</li> <li>Vocalizes “no.”</li> <li>Has vocabulary of 10–15 words.</li> <li>Fluently uses jargon.</li> <li>Points and vocalizes to indicate wants</li> </ul>	<ul style="list-style-type: none"> <li>Shows strong dependence on primary caregiver with increasing difficulty separating.</li> <li>Shows difficulty quieting and relaxing into sleep.</li> <li>Wants to have caregiver nearby all the time.</li> <li>Gives toy to adult on request.</li> <li>Shows sense of “me” and “mine.”</li> <li>Begins to distinguish “you” and “me.”</li> <li>Imitates adult activities.</li> <li>Interested in strangers, but wary.</li> <li>Does not respond well to sharp discipline.</li> <li>Does not respond to verbal persuasion and scolding.</li> <li>Expressed autonomy through defiance.</li> <li>Plays alone or beside other children.</li> <li>Strongly claims “mine.”</li> <li>Follows simple requests.</li> </ul>
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**18- 24 Months**

<ul style="list-style-type: none"> <li>Runs stiffly.</li> <li>Pushes and pulls large objects.</li> <li>Carries large teddy bear while walking.</li> <li>Comes downstairs on bottom or abdomen.</li> <li>Seats self in small chair.</li> <li>Builds tower of 4–6 cubes.</li> <li>Tries to fold paper imitatively.</li> <li>Wiggles thumb.</li> <li>Places rings on spindle toy.</li> <li>Turns pages singly.</li> <li>Turns knobs (television).</li> <li>Helps dress and undress self.</li> <li>May indicate wet or soiled diapers.</li> <li>Pulls person to show.</li> <li>Asks for food and drink by vocalizing and gesturing.</li> <li>Uses spoon with little spilling.</li> <li>Replaces some objects where they belong.</li> </ul>	<ul style="list-style-type: none"> <li>Understands “yours” versus “mine.”</li> <li>Uses the words “me” and “mine.”</li> <li>Enjoys simple stories.</li> <li>Speaks in 2-word sentences (e.g., “juice gone”).</li> <li>Points to pictures in books.</li> <li>Points to one body part on request.</li> <li>Has vocabulary of 20 words—mostly nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Moves about house without constant supervision.</li> <li>Plays primarily alongside children but not with them.</li> <li>Has temper tantrums in situations of frustration.</li> <li>Is conscious of family as a group.</li> <li>Enjoys role playing.</li> <li>Mimics real-life situations during play.</li> <li>Claims and defends ownership of own things.</li> <li>Begins to call self by name.</li> <li>Discriminates between edible and inedible substances</li> </ul>
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Physical Development	Cognitive/Language Development	Psychological development
<b>24- 30 Months</b>		
<ul style="list-style-type: none"> <li>▪ Jumps in place.</li> <li>▪ Walks on tiptoe (imitation).</li> <li>▪ Walks up and down steps, both feet on each step.</li> <li>▪ Walks backward.</li> <li>▪ Runs headlong.</li> <li>▪ Holds pencil with thumb and forefingers.</li> <li>▪ Zips and unzips.</li> <li>▪ Builds tower of 6–8 cubes.</li> <li>▪ Learning to use buttons, zippers, and buckles.</li> <li>▪ Pulls on socks.</li> <li>▪ Pulls on pants or shorts.</li> <li>▪ Drinks from cup without spilling.</li> <li>▪ Helps put things away.</li> <li>▪ Toilet training in progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Often calls self by first name.</li> <li>▪ Speaks 50 or more words.</li> <li>▪ Has vocabulary of 300 words.</li> <li>▪ Uses phrases and 3- to 4-word sentences.</li> <li>▪ Understands and asks for “another.”</li> <li>▪ Points to 4 body parts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates own play activities.</li> <li>▪ Want routines “just so.”</li> <li>▪ Does not like change in routine.</li> <li>▪ Cannot wait or delay gratification</li> <li>▪ Does not share.</li> <li>▪ Knows identity in terms of sex and place in the family.</li> <li>▪ Observes other children at play and joins in for a few minutes.</li> </ul>
<b>30- 36 Months</b>		
<ul style="list-style-type: none"> <li>▪ Builds tower of 6–8 cubes.</li> <li>▪ Completes 3-piece form board.</li> <li>▪ Turns book pages singly.</li> <li>▪ Holds pencil with thumb and forefingers.</li> <li>▪ Can zip and unzip.</li> <li>▪ Toilet training in progress.</li> <li>▪ Dresses with supervision.</li> <li>▪ Eats with fork and spoon.</li> <li>▪ Pours from one container to another.</li> <li>▪ Gets drink unassisted.</li> <li>▪ Avoids simple hazards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbalizes toilet needs.</li> <li>▪ Uses plural.</li> <li>▪ Increases use of verbs.</li> <li>▪ Begins using adjectives and prepositions.</li> <li>▪ Has vocabulary of 900–1,000 words (36 months).</li> <li>▪ Uses verbal commands.</li> <li>▪ Gives full name when asked.</li> <li>▪ Asks “What’s that?”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins playing “with,” as opposed to “next to,” others.</li> <li>▪ Names or points to self in photos.</li> <li>▪ Joins in nursery rhymes and songs.</li> <li>▪ Likes praise.</li> <li>▪ Dawdles.</li> <li>▪ Has auditory fears (noises).</li> <li>▪ Shows sympathy, pity, modesty, and shame.</li> </ul>

Physical Development	Cognitive/Language Development	Psychological development
<b>3 Years old</b>		
<ul style="list-style-type: none"> <li>▪ Gallops.</li> <li>▪ Balances on one foot (1–5 seconds).</li> <li>▪ Catches large ball, arms flexed.</li> <li>▪ Hops on one foot (3 times).</li> <li>▪ Turns somersaults.</li> <li>▪ Shows lack of coordination (3½ years)—stumbling, falling.</li> <li>▪ Copies circle.</li> <li>▪ Imitates cross.</li> <li>▪ Builds with Legos, bristle blocks, etc.</li> <li>▪ Builds tower of 10 cubes.</li> <li>▪ Spontaneously draws.</li> <li>▪ Handedness may shift.</li> <li>▪ Imitates snipping with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Receptive Language</li> <li>▪ Follows two unrelated commands.</li> <li>▪ Has concept of 2 or 3.</li> <li>▪ Identifies same versus different with pictures.</li> <li>▪ Responds to verbal limits and directions.</li> <li>▪ Identifies 2–3 colors.</li> <li>▪ Listens attentively to short stories.</li> <li>▪ Chooses objects that are hard/soft, heavy/light, big/little.</li> <li>▪ Expressive Language</li> <li>▪ Converses in sentences.</li> <li>▪ Speaks intelligibly.</li> <li>▪ Answers simple yes/no questions.</li> <li>▪ Rote counts to 5.</li> <li>▪ Repeats nursery rhymes.</li> <li>▪ Counts 2–3 items.</li> <li>▪ Has 50–75% articulation of consonants.</li> <li>▪ Has vocabulary of 1,500 words (age 4 years).</li> <li>▪ Tells age using fingers</li> <li>▪ Uses words for ordering perceptions and experiences.</li> <li>▪ Understands past versus present.</li> <li>▪ Shows curiosity; asks endless questions.</li> <li>▪ Matches colors (2 or 3).</li> <li>▪ Completes 6-piece puzzles.</li> <li>▪ Answers sensibly to “Why do we have stoves?” etc.</li> <li>▪ Tells a simple story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is ready to conform to spoken word.</li> <li>▪ Begins to take turns.</li> <li>▪ Plays simple group games.</li> <li>▪ Toilets self during the day.</li> <li>▪ Shows fear (visual fears, heights, loss of parents, nightmares).</li> <li>▪ Uses language to resist.</li> <li>▪ Is able to bargain with adults.</li> <li>▪ Tries to please.</li> <li>▪ May masturbate openly.</li> <li>▪ May have imaginary playmates.</li> <li>▪ Plays most often “with,” as opposed to “next to,” others.</li> <li>▪ Shares upon request</li> </ul>





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<b>Pre School years : 4 years</b>		
<ul style="list-style-type: none"> <li>▪ Runs smoothly, varying speeds.</li> <li>▪ Hops on one foot (4–9 times).</li> <li>▪ Balances on one foot (8–10 seconds).</li> <li>▪ Bounces ball with beginning control.</li> <li>▪ Throws ball overhand.</li> <li>▪ Handles stairs with alternating feet using rail.</li> <li>▪ Copies cross and square.</li> <li>▪ Attempts to cut on straight line.</li> <li>▪ Has established hand dominance.</li> <li>▪ “Writes” on page at random.</li> <li>▪ May try to print own name.</li> <li>▪ Draws person—arms and legs directly from head.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands opposite analogies.</li> <li>▪ Follows 3-stage commands.</li> <li>▪ Listens eagerly to stories.</li> <li>▪ Follows directions with prepositions (e.g., “above,” “under”).</li> <li>▪ Expressive Language</li> <li>▪ Uses all parts of speech correctly.</li> <li>▪ Has vocabulary of 2,000- plus words.</li> <li>▪ Uses color names.</li> <li>▪ Defines words in terms of use (e.g., car, pencil).</li> <li>▪ Asks many questions (e.g., why, what, how).</li> <li>▪ Has 100% production and use of consonants.</li> <li>▪ Corrects own errors in pronunciation of new words</li> <li>▪ Has sense of humor and self-laughing.</li> <li>▪ Loves silly songs, names.</li> <li>▪ Increasing use of imagination.</li> <li>▪ Enjoys dress-up play.</li> <li>▪ Is interested in time concepts (e.g., yesterday, hour, minute).</li> <li>▪ Identifies several capabilities.</li> <li>▪ Rote counts to 10.</li> <li>▪ Counts 4 items.</li> <li>▪ Categorizes animal, food, toys.</li> <li>▪ Matches geometric forms.</li> <li>▪ Identifies missing parts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is dogmatic and dramatic.</li> <li>▪ Shows urge to conform/ please is diminished.</li> <li>▪ May have control issues.</li> <li>▪ May be physically aggressive.</li> <li>▪ Is self-sufficient in own home.</li> <li>▪ Has nightmares.</li> <li>▪ May argue, boast, and make alibis.</li> <li>▪ Calls attention to own performance.</li> <li>▪ Bosses and criticizes others.</li> <li>▪ Rarely sleeps at nap time.</li> <li>▪ Separates from mother easily.</li> <li>▪ Often has “special” friend.</li> <li>▪ Prefers peers to adults.</li> <li>▪ Washes face, brushes teeth, and dresses self.</li> <li>▪ Uses bathroom unassisted.</li> </ul>

## Physical Development

## Cognitive/Language Development

## Psychological development

### 5 years old

- Balances on one foot.
- Skips smoothly.
- Uses roller skates.
- Rides bicycle with training wheels.
- Balances on tiptoes.
- Handedness firmly established.
- Colors within lines.
- Cuts on line.
- Copies circle, square, and triangle.
- Is not adept at pasting or gluing.
- Draws within small areas.
- Ties knot in string after demonstration

- Receptive Language
- Listens briefly to what others say.
- Understands 6,000 words.
- Categories words.
- Guesses object by attribute or use of clues (e.g., "What bounces?").
- Points to first and last in a line-up.
- Expressive Language
- Has vocabulary of 2,500-plus words.
- Repeats days of the week by rote.
- Defines words and asks for word meanings.
- Acts out stories.
- Gives rhyming word after example
- Is often ready to enter kindergarten.
- Appreciates past, present, and future.
- Can count 6 objects when asked, "How many?"
- Begins to enjoy humorous stories and slapstick humor.
- States address, age, name, and ages of siblings.
- Acts out stories.
- Learns left from right.
- Matches 10–12 colors.
- Predicts what will happen next.
- Prints first name and simple words.
- Writing is mostly capital letters.
- Frequently copies left to right.
- Reversals are common (e.g., writes b as d).
- Reads letters in sequence.
- Recognizes first name.
- Recognizes several or all numerals on clock, phone, calendar.
- Counts and points to 13 objects.
- Writes 1–10 poorly—many reversals.
- Adds and subtracts using 5 fingers.
- Is capable of self-criticism.

- Enjoys small group cooperative play—often noisy.
- Listens and participates in 20-minute group activity.
- Knows when certain events occur.
- Accepts adult help and supervision.
- Is serious, businesslike, and self-assured.
- Wants to help and please adults.
- Enjoys competitive exercise games.
- Fears parental loss, thunder, and scary animals.
- More conscious of body, wants.
- Respects peers and their property





Physical Development	Cognitive/Language Development	Psychological development
<b>Elementary School Years: 6 Years Old</b>		
<ul style="list-style-type: none"> <li>▪ Is constantly active.</li> <li>▪ Shows smooth and coordinated movement.</li> <li>▪ Stands on one foot, eyes closed.</li> <li>▪ Has good balance and rhythm.</li> <li>▪ Bounces ball with good control.</li> <li>▪ Hops through hopscotch course.</li> <li>▪ Ties own shoes.</li> <li>▪ Makes simple, recognizable drawings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses picture dictionary.</li> <li>▪ Knows category labels.</li> <li>▪ Defines and explains words.</li> <li>▪ Expressive Language</li> <li>▪ Identifies likeness and differences between objects.</li> <li>▪ Identifies consonant sounds heard at beginning of words.</li> <li>▪ Gives category labels.</li> <li>▪ Likes to use big words.</li> <li>▪ Shows increasingly symbolic language.</li> <li>▪ Names all colors.</li> <li>▪ Knows what number comes after 8.</li> <li>▪ Understands quantity up to 10.</li> <li>▪ Identifies similarities and differences among pictures.</li> <li>▪ Begins to recognize words.</li> <li>▪ Matches words.</li> <li>▪ Identifies words by length or beginning sound/letter.</li> <li>▪ Rereads books many times.</li> <li>▪ Prints first and last name.</li> <li>▪ Invents spelling.</li> <li>▪ Reverses two-digit numbers (e.g., writes "13" as "31").</li> <li>▪ Rote counts to 30 or higher.</li> <li>▪ Adds amounts to 6.</li> <li>▪ Subtracts amounts within 5.</li> <li>▪ Uses simple measurement.</li> <li>▪ Names coins; states values of a penny, dime, and nickel.</li> <li>▪ Writes slowly and with effort with mixed capital and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has poor ability to modulate feelings.</li> <li>▪ Enjoys performing for others.</li> <li>▪ Has difficulty making decisions.</li> <li>▪ Dawdles in daily routines but will work beside adult to complete tasks.</li> <li>▪ Shows jealousy of others; very competitive.</li> <li>▪ Plays simple table games.</li> <li>▪ Often insists on having own way.</li> <li>▪ Is easily excited and silly.</li> <li>▪ Persists with chosen activities.</li> <li>▪ Goes to bed unassisted but enjoys good-night chat.</li> <li>▪ Frequently frustrated— may have tantrums.</li> <li>▪ May return to thumb sucking, baby talk, etc.</li> <li>▪ Responds better to praise of positive behaviors versus focus on negative behaviors.</li> <li>▪ Often takes small things from others and claims they found them.</li> <li>▪ Begins to distinguish right and left on self.</li> </ul>

Physical Development	Cognitive/Language Development	Psychological development
<b>Elementary School Years: 7 Years Old</b>		
<ul style="list-style-type: none"> <li>▪ Gross Motor</li> <li>▪ Shows variability in activity level.</li> <li>▪ Rides bicycle.</li> <li>▪ Runs smoothly on balls of feet.</li> <li>▪ Has well-developed small muscles.</li> <li>▪ Has well-developed hand-eye coordination.</li> <li>▪ Draws triangle in good proportion.</li> <li>▪ Copies vertical and horizontal diamonds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speaks fluently.</li> <li>▪ Uses slang and clichés.</li> <li>▪ Understands cause-effect relationships.</li> <li>▪ Recites days of week and months of year.</li> <li>▪ Talks about own feelings in retrospect.</li> <li>▪ Often seems not to hear when absorbed in own activity.</li> <li>▪ Shows concrete problem solving.</li> <li>▪ Organizes and classifies information.</li> <li>▪ Learns best in concrete terms.</li> <li>▪ Shows interest in issues of luck and fairness.</li> <li>▪ Internal sense of time emerging.</li> <li>▪ School Milestones</li> <li>▪ Shows increasing reading vocabulary.</li> <li>▪ Shows greater speed with writing.</li> <li>▪ Begins to self-monitor reversal errors (e.g., writing b rather than d).</li> <li>▪ Learns to solve addition and subtraction combinations.</li> <li>▪ Learns to tell time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows independence in completion of routines.</li> <li>▪ Is learning to screen out distractions and focus on one task at a time.</li> <li>▪ Becomes quiet and sullen when angry.</li> <li>▪ Has better control of voice and temper.</li> <li>▪ Sets high expectations for self; frequently disappointed by own performance.</li> <li>▪ Is anxious to please others; sensitive to praise and blame.</li> <li>▪ Has not learned to lose games; will cheat or end game abruptly.</li> <li>▪ May have little sense of humor; thinks others are laughing at him/her.</li> <li>▪ Is considerate of others.</li> <li>▪ Is concerned about right and wrong.</li> </ul>







Physical Development	Cognitive/Language Development	Psychological development
<b>Elementary School Years: 8 Years Old</b>		
<ul style="list-style-type: none"> <li>▪ Shows rhythmical and somewhat graceful movement.</li> <li>▪ Has frequent accidents due to misjudging abilities (e.g., broken arm).</li> <li>▪ Holds pencil, toothbrush, and tools less tensely.</li> <li>▪ Enjoys exercise of both large and small muscles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Easily expresses and communicates.</li> <li>▪ Is often out of bounds verbally (e.g., boasting, exaggerating, sharing private information).</li> <li>▪ Likes to use big words</li> <li>▪ Reading</li> <li>▪ Shows variable enjoyment of reading.</li> <li>▪ Likes humor in stories.</li> <li>▪ Reads new words through context and phonics.</li> <li>▪ Stops and talks about what he or she reads.</li> <li>▪ Omits words and reads out of order.</li> <li>▪ Prefers silent reading.</li> <li>▪ Arithmetic</li> <li>▪ Knows addition and subtraction combinations—some by heart.</li> <li>▪ Learning to carry in addition.</li> <li>▪ Learning to borrow in subtraction.</li> <li>▪ Knows a few multiplication facts.</li> <li>▪ Knows <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> <li>▪ Interested in money.</li> <li>▪ Written Language</li> <li>▪ Writes sentences.</li> <li>▪ Begins cursive writing.</li> <li>▪ Shows few reversal errors.</li> <li>▪ Uses capital and lowercase letter forms.</li> <li>▪ Tries to write neatly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ May be selfish and demanding of attention.</li> <li>▪ May be cheerful.</li> <li>▪ Is curious about activity of others.</li> <li>▪ Learning to lose at games.</li> <li>▪ Is sensitive to criticism, especially in front of others.</li> <li>▪ Shows strong interest in own past (e.g., stories, baby books, life books).</li> <li>▪ Begins to have sense of humor for own jokes or riddles.</li> <li>▪ May be snippy and impatient in talk with family members.</li> </ul>



**They grow up so fast.**

**In a few years they'll be driving a real car. This will have to do for now.**

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<ul style="list-style-type: none"> <li>▪ Elementary School Years: 9 Years Old</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Gross Motor</li> <li>▪ Becomes interested in competitive sports— social aspects of sports.</li> <li>▪ Apt to overdo physical activities.</li> <li>▪ Shows poor posture (e.g., slouches, head close to work).</li> <li>▪ Works purposefully to improve physical skills.</li> <li>▪ May have somatic complaints (e.g., stomachache, dizziness, leg pains).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gains proficiency in reading, writing.</li> <li>▪ Works and plays hard.</li> <li>▪ Frequently discusses reproduction with friends.</li> <li>▪ Associates scary daytime events with frightening dreams.</li> <li>▪ Enjoys school; wants to operate at optimal level and may relate fears and failure more strongly to subject than to teacher.</li> <li>▪ Can describe preferred methods of learning.</li> <li>▪ Likes to read for facts and information.</li> <li>▪ Enjoys keeping a diary and making lists.</li> <li>▪ Prefers to read silently.</li> <li>▪ Usually prefers written to mental computation.</li> <li>▪ Worries about doing well in school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appears emotionally more stable.</li> <li>▪ Experiences quick, shortlived emotional extremes.</li> <li>▪ Mostly cooperative, responsible, and dependable</li> <li>▪ . Capable of concentrating for several hours.</li> <li>▪ Likes to plan ahead.</li> <li>▪ Is increasingly attentive to peer pressure.</li> <li>▪ Begins to subordinate own interests to group purpose.</li> <li>▪ May take up collecting hobbies.</li> <li>▪ Learns to lose at games.</li> <li>▪ Begins to be neater about own room.</li> <li>▪ Chooses member of own sex for special friend.</li> <li>▪ Overtly criticizes opposite sex.</li> <li>▪ Makes decisions easily.</li> <li>▪ Responds relatively easily to discipline.</li> </ul>



Physical Development	Cognitive/Language Development	Psychological development
<p>Elementary School Years: 10 Years Old</p> <ul style="list-style-type: none"> <li>▪ Girls and boys tend to be even in size and sexual maturity (early in 10th year).</li> <li>▪ Girls' bodies undergo slight softening and rounding at 10½.</li> <li>▪ Has decreasing somatic complaints.</li> <li>▪ Is increasingly fidgety—more common for girls.</li> <li>▪ Shows little awareness of fatigue.</li> <li>▪ Strongly refuses bathing.</li> <li>▪ Loves outdoor exercise play (e.g., baseball, skating, jumping rope, running).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participates in discussion of social and world problems.</li> <li>▪ Interest in reading varies greatly by child.</li> <li>▪ Shows humor that is broad, labored, and often not funny to adults.</li> <li>▪ Repeats “dirty” jokes to parent, but often does not understand them.</li> <li>▪ Interested in his or her future as a parent and how he or she will treat own child.</li> <li>▪ Rarely interested in keeping a diary.</li> <li>▪ Mostly interested in material possessions, health and happiness for self and others, and personal improvement.</li> <li>▪ Enjoys memorizing.</li> <li>▪ Prefers oral to written work in school.</li> <li>▪ Shows short interest span—needs frequent shift of activity in school.</li> <li>▪ Is decreasingly interested in movies and television</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seems relaxed and casual; describes self as “real happy.”</li> <li>▪ Boys show friendship with physical expression (e.g., punch, shove, wrestle).</li> <li>▪ Girls show friendship with note writing, gossip, and hand-holding.</li> <li>▪ Enjoys sharing secrets and discussing mysteries with friends.</li> <li>▪ Believes friends over parents.</li> <li>▪ Does not respond well when praised or reprimanded in front of friends.</li> <li>▪ Shows infrequent and soon-resolved anger.</li> <li>▪ Yells and calls names.</li> <li>▪ Rarely cries except with hurt feelings.</li> <li>▪ Tends to have sincere, trusting, and physically affectionate relationship with mother.</li> <li>▪ Tends to have positive, adoring, admiring relationship with father.</li> </ul>

Physical Development	Cognitive/Language Development	Psychological development
Early Adolescence: Beginning Age, 11–13 Years Old	▪	▪
<ul style="list-style-type: none"> <li>▪ Females</li> <li>▪ Pubic hair pigmented, curled.</li> <li>▪ Auxiliary hair begins after pubic hair.</li> <li>▪ Height growth spurt.</li> <li>▪ Breast development continues.</li> <li>▪ Labia enlarged.</li> <li>▪ Increase in subcutaneous fat.</li> <li>▪ Menstruation begins.</li> <li>▪ Males</li> <li>▪ Prepubescent physical development.</li> <li>▪ Beginning growth of testes, scrotum, and penis.</li> <li>▪ Downy pubic hair.</li> <li>▪ Consistent height growth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begins to move from concrete toward abstract thinking (reasoning based on hypotheses or propositions rather than only on concrete objects or events).</li> <li>▪ Increasingly interested in ideas, values, social issues; often narrow in understanding and dogmatic.</li> <li>▪ Is very interested in music and personal appearance—especially common for females.</li> <li>▪ Has increasing conflict with family—however, most place strong value on family and involved parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is anxious about peer acceptance.</li> <li>▪ Is concerned with selfidentity.</li> <li>▪ Depends on family but increasingly tests limits.</li> <li>▪ Establishes independence through conflicts with peers and family.*</li> <li>▪ Is egocentric.</li> <li>▪ Has abrupt mood and behavior swings.</li> <li>▪ Females highly concerned with body image, physical changes.</li> <li>▪ Increasingly interested in peers and peer culture.</li> <li>▪ Changes in friends are common.</li> <li>▪ Has same-sex relationships most often, although has concerns, anxiety, and experimentation with opposite sex.</li> <li>▪ Has strong needs for achievement and recognition of accomplishment, although may be masked by feigned indifference.</li> </ul>





Physical Development	Cognitive/Language Development	Psychological development
<p>Midadolescence: Beginning Age, 13–15 Years Old</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<ul style="list-style-type: none"> <li>▪ Females</li> <li>▪ Pubic hair fully developed.</li> <li>▪ Auxiliary hair in moderate quantity.</li> <li>▪ Continued breast growth.</li> <li>▪ Menstruation well established.</li> <li>▪ Decelerating height growth.</li> <li>▪ Ovulation (fertility).</li> <li>▪ Moderate muscle growth and increase in motor skills.</li> <li>▪ Males</li> <li>▪ Pubic hair pigmented, curled.</li> <li>▪ Auxiliary hair begins after pubic hair.</li> <li>▪ Penis, testes, and scrotum continue to grow.</li> <li>▪ Height growth spurt.</li> <li>▪ Seminal emissions but sterile.</li> <li>▪ Voice lowers as larynx enlarges.</li> <li>▪ Mustache hair</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows fully developed abstract thought (usually by age 15) and can apply in more situations.</li> <li>▪ Anxiety, major distractions interfere with abstract thinking</li> <li>▪ Has continued interest in ideas, ideals, values, social issues.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increasingly independent from family; less overt testing.*</li> <li>▪ Females somewhat more comfortable with body image and changes.</li> <li>▪ Males highly concerned with body image and changes as puberty begins.</li> <li>▪ Shows increase in relationships with opposite sex; same-sex relationship continues to dominate.</li> <li>▪ Is reliant on and anxious about peer relationships.</li> <li>▪ May experiment with drugs.</li> <li>▪ Concerned with achievement, experiences, feelings of accomplishment, receiving recognition.*</li> <li>▪ Continues to be interested in appearance, music, and other elements of peer culture.</li> </ul>

Physical Development	Cognitive/Language Development	Psychological development
<ul style="list-style-type: none"> <li>▪ Late Adolescence: Beginning Age, 15–16 Years Old</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Females</li> <li>▪ Full development of breasts and auxiliary hair.</li> <li>▪ Decelerated height growth (ceases at 16 years <math>\pm</math> 13 months).</li> <li>▪ Males</li> <li>▪ Facial and body hair.</li> <li>▪ Pubic and auxiliary hair denser.</li> <li>▪ Voice deepens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows well-established abstract thinking. Makes applications to own current and future situations and to broader issues (e.g., social concerns, academic studies).</li> </ul>	<ul style="list-style-type: none"> <li>▪ May show increase in anxiety and avoidance behaviors as a major emancipation step becomes imminent (e.g., graduation, moving out of the house, going to college, partial or total self-support).*</li> <li>▪ Increasingly concerned and interested in movement towards independence; generally not prepared emotionally or logistically for complete emancipation.*</li> <li>▪ (c</li> </ul>





Physical Development	Cognitive/Language Development	Psychological development
<p>Postadolescence: Beginning Age, 17–18 Years Old</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<ul style="list-style-type: none"> <li>▪ Females</li> <li>▪ Uterus develops fully by age 18–21.</li> <li>▪ Other physical maturation complete.</li> <li>▪ Males</li> <li>▪ Full development of primary and secondary sex characteristics; muscle and hair development may continue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Abilities for abstract thinking and for practical problem-solving skills are increasingly tested by the demands associated with emancipation and/or higher education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is partially or fully emancipated, although often with difficulty.</li> <li>▪ Shows decreased concerns about autonomy and increased concerns about resources.</li> <li>▪ Often has less conflictual relationships with family; existing conflict tends to revolve around emancipation issues.</li> <li>▪ Still directs attention toward peers and self-identity.*</li> </ul>