

Developmental Stages for Children/Youth

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

Developmental Stages for Children/Youth

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

Developmental Stages for Children/Youth

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

Developmental Stages for Children/Youth

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

Developmental Stages for Children/Youth

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

Developmental Stages for Children/Youth

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