

CHILD DEVELOPMENT

Birth to 6 Weeks

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> *Reflexes <ol style="list-style-type: none"> 1. Rooting 2. Sucking 3. Grasping 4. Tonic Neck - Lack of mobility - Needs neck support when held - Eyes do not converge - By 6 weeks can hold head up for few seconds - Attracted to movement and light 	<ul style="list-style-type: none"> - Looks to side not directly at face - Dependent upon others for needs to be met - Bonding / Attachment 	<ul style="list-style-type: none"> - Favorite condition is SLEEP - 3" awake per hour - Crying / irritability is expression of need - Fear of noise/ falling - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Reflexlike behavior is irrelevant to *intelligence/ thought process 	<ul style="list-style-type: none"> - Cannot understand words but enjoys hearing voices - Hears wide range of sounds - Oversensitive to loud noise

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

6 Wks to 3½ Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - Rooting reflex less mechanical - Visual tracking of objects in glances - Gaining control of own behaviors - Can hold head up and look for periods of time - *Visual discovery of hand - Moves head 180° from back position - 80% of time head turned to right - Weight increase - Tonic reflex moves to midline position - Grasp object placed in hand 	<ul style="list-style-type: none"> - Smiling - Strong interest in human face - Looking - Feeling - Gumming - Listening - Begins to sleep through night - Cooing / Babbling - Personality emerging 	<ul style="list-style-type: none"> - Increased "wakefulness" - Rage due to physical discomfort - Concern with hands; studious interest not worry - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Learning process beginning - Link between hearing and looking (turns to sound) 	<ul style="list-style-type: none"> - Not as sensitive to loud noise - Crying expresses many different needs

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

3½ Mos. to 5 Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - New motor skills <ol style="list-style-type: none"> 1. Turning sideways and over 2. Kicking 3. Arm muscle development - Sensory Motor <ol style="list-style-type: none"> 1. Visual directed reaching/ hands as tools up to a yard 2. Eye-ear coordination 3. Touch 	<ul style="list-style-type: none"> - Awake half (½) of day hours - Starting to get used to consequences of crying; care or ignoring 	<ul style="list-style-type: none"> - A delight - Laughter - Excitement and giggling - Tickle response - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Exploration with touch, vision, and sounds - *Coordination of several systems of behavior - Interest in objects 	<ul style="list-style-type: none"> - Gurgling and making sounds with saliva - Association between mother's appearance, sound of her voice and feeling of being comforted

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

6 Mos. to 8 Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - Motor <ol style="list-style-type: none"> 1. Arm/leg exercises 2. Turning over 3. Sitting unaided (7 months) - Begin using both hands in tactile exploration - Reacts to dropping toy; as if lost - Crawling - Begin solid foods/ watch for allergies - Teething 	<ul style="list-style-type: none"> - *Stranger anxiety/separation anxiety - Preferred people in nuclear family 	<ul style="list-style-type: none"> - Contentment and delight - Abrupt mood changes - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Interest in objects - *Beginning of cause and effect awareness - Beginning appreciation of time and sequence of events 	<ul style="list-style-type: none"> - Practicing sounds through babbling - Begin development of constraints

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

8 Mos. to 12 Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - Motor <ul style="list-style-type: none"> *1. Crawling and climbing 2. Pulls up to standing posture 3. Cruising - moving about while holding on - Sensory <ul style="list-style-type: none"> 1. Stares 	<ul style="list-style-type: none"> - Strong interest in primary caretaker who functions as: <ul style="list-style-type: none"> 1. Designer of child's world 2. Consultant <ul style="list-style-type: none"> - advice/assistance giver 3. Disciplinarian <ul style="list-style-type: none"> - limit setting - Emerging social competencies include: <ul style="list-style-type: none"> 1. Using adult as resource 2. Showing pride in achievement 3. Engaging in make believe /role play 	<ul style="list-style-type: none"> - Baby is friendly - Offers gestures of affection mostly smiles and hugs if asked - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - *Curiosity/ explore - Practicing simple skills; repeating activity over and over - Begin music awareness - 20% of time exploring small objects <ul style="list-style-type: none"> 1. Capacity to see detail 2. Capacity to explore detail 	<ul style="list-style-type: none"> - Begins response to directives - Understands language but may not produce it until 2 years

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

13 Mos. to 24 Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - Climbing with supervision - Running - Operating carts and wagons - Feeds self 	<ul style="list-style-type: none"> - Opposes will of primary care-taker with "No" - *General interests: <ol style="list-style-type: none"> 1. Primary caretakers actions 2. Exploration of world 3. Practicing new motor skills - 10-15% of time spent in social interchange - Remainder time nonsocial - Desire to help - Parallel play 	<ul style="list-style-type: none"> - Begins independence training - Transitional period between early infancy and first point where child is going to move from home - Needs routine including healthy eating and sleeping habits √Becomes aware of genitals and touches them 	<ul style="list-style-type: none"> - Using problems to overcome difficulty; problem solving - May pause and think about alternative (consequence) and then act - Cannot understand accident; see it as intended action 	<ul style="list-style-type: none"> - Encourage language through: <ol style="list-style-type: none"> 1. Reading aloud 2. TV-Mister Rogers, Sesame Street - First attempts at speech - Baby talks to adult as peer - Grows aware of self and expresses this with "me" and "mine"

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

24 Mos. to 36 Mos.

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - *Newly emerging creative interest - Pretend activities - Interest in TV 	<ul style="list-style-type: none"> - 30% of time socially oriented - Social interaction with peers emerges - Generally related to mother: <ol style="list-style-type: none"> 1. Desires to maintain social contact 2. Less Clingy 3. Complying with mother increases 4. Attempting requests for help 5. Resisting Suggestions 	<ul style="list-style-type: none"> - Expresses affections and annoyance to adults and peers - Insecurity expressed by fears - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Creative activity including drawing and “constructions” - Pretend activities with self and adult - Genuine interest in TV - *Mind is used to consider alternatives, choose most likely to succeed and act (problem solving) - Egocentric thinking - sees things exclusively from his point of view 	<ul style="list-style-type: none"> - Can understand majority of words and sentences - Speaks in small simple sentences or words and can carry on conversation

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

Age 3

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - Body is delightfully at their command - Locomotion and balance is not effort (3) vs uncoordination (3½) - Watches for change in facial expression - Uses eyes as a judge of how well he's doing - Describes what is being seen - Enjoys sand, mud and water play (manipulative play) - Outdoor play Increases - Sings and dances to music 	<ul style="list-style-type: none"> - Aware of others likes and dislikes - Conforming (3) vs rebellion (3½) - Friends and what they do become important - May have imaginary companion - *Development of cooperative play - Fights with a worthy opponent (mom) - Cooperates 75% of time 	<ul style="list-style-type: none"> - Seem to have established emotions and feelings about self (3) to emotional insecurity (3½) - (3½) tension outlets increase - Attention span 5" when story read - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Mind in action - Interests center in on a few activities - Can copy a circle or imitate a cross - *Imaginary play increases - Understands shapes enough to point at them - Can arrange by shape and color 	<ul style="list-style-type: none"> - Begins using "yes", "we" - Developmental spurt in verbal language - Adores notion of surprise or secret - Change from "me" to "I" - Conversation directed to adults and children equally - Self-initiated responses and commentary much of conversation - Responsive conversation to what other children say begins - Asks questions - when, what, how and why

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

Age 4

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> - High drive, enthusiastic and expansive (could be falsely diagnosed as hyperactive) - Good sense of balance - Demands action and activity - Fluid change from one activity to next - Sensory <ol style="list-style-type: none"> 1. Vision is action oriented - Appetite Fluctuates 	<ul style="list-style-type: none"> - Play activity and conversation with peers - Exclude kids they don't like; verbalize those they do like - Aggressive Outbursts 	<ul style="list-style-type: none"> - Requests assistance - Either loves or hates something - Sensitive to approval/dis-approval - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Increased attention span with single activity (20-30 min) * Imagination leads to dramatic play, i.e., role play; house, store, dolls, dress up - Structure seeking <ul style="list-style-type: none"> - listen to adults, learn rules and make up own rules based on what they've seen - Endless why's and how's - Can carry out some what complex commands (2-3 directives) - Enjoy math/read-ing concepts when incorporated in play 	<ul style="list-style-type: none"> - Spatial language - Noisy and loud - Boast of ability - Love to whisper - Enjoy rhymes and silly language - Self-appointed commentator - Sentence structure is improving - Fascination with toilet words

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

Age 5

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<hr/> <ul style="list-style-type: none">- Increase in sickness; somatic aches and pains due to tension- Eye-hand coordination slows; less control of body- Loss of teeth	<hr/> <ul style="list-style-type: none">- Ready to disobey- Mother either is wonderful or horrible- Gets along best with kids outside of family- Idealizes teachers as "all knowing"	<hr/> <ul style="list-style-type: none">- State of tension; outlets usually are nose picking, nail biting, or thumb sucking- Needs routine including healthy eating and sleeping habits	<hr/> <ul style="list-style-type: none">- Able to memorize address and phone number- Enjoys creating and telling stories- Enjoys riddles and jokes- Has good attention span and can concentrate well	<hr/> <ul style="list-style-type: none">- Regresses, reversing letters and numbers

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development

CHILD DEVELOPMENT

Age 5 ½

Motor/Sensory Motor Skills	Social	Emotional	Intellectual	Language
<ul style="list-style-type: none"> *Motor - Like to work with materials - Body control *Sensory - Visually interested in reality 	<ul style="list-style-type: none"> - Interest in sex, how and where baby gets out rather than how it got in - Not interested in new but prefers “his” things - Strong family feeling - Begins choosing friends 	<ul style="list-style-type: none"> - Wants to be “good” - Looks on sunny side of things - Serious in nature; taking on little responsibilities - Needs routine including healthy eating and sleeping habits 	<ul style="list-style-type: none"> - Difficulty distinguishing between fantasy and reality - Play games that involve intellect - Fantasy stories 65% of time involve violence - Here and now person - Starving for facts - Can judge own abilities - Can memorize short sequences, i.e., name and address - Repetitive learning 	<ul style="list-style-type: none"> - Likes to talk, constantly - Can verbalize how feels about emotional state (sometimes strongly) - Loves big words - Fascination with jokes and joke telling

*Developmental Milestone

Borrowed from: Louise Bates Ames, Ph.D., & Francis L. Ilg, M.D.
Gesell Institute of Human Development