

# HANDOUT

## BROAD DEVELOPMENTAL THEMES FROM BIRTH TO AGE 21 YEARS

All observable developmental steps are linked to growth in the brain (neurobiological changes) that set the stage for the child to reach the next developmental step. With the mastery of a developmental step (a greater capacity), new connections in the brain (synapses, neural networks, neurotransmitters, myelination) and memory allow the new developmental capacity to be incorporated, consistently used, and finally mastered - - thus setting the stage for the next developmental step to happen.

AGE RANGE	PHYSICAL	LANGUAGE	SOCIAL-EMOTIONAL	COGNITIVE
<b>INFANCY/FIRST YEAR (0-12 MOS)</b>	REFLEXES AT BIRTH REACHING, ROLLING OVER, SITTING UP HOLDS ITEMS WITH ONE HAND, THEN BOTH PULLING UP/CRUISING/STANDING, MAY WALK BY 12 MOS WEIGHT 2 ½ TO 3 TIMES BIRTH WEIGHT BY 1 YEAR LENGTH TYPICALLY INCREASES 10" IN FIRST YEAR	EARLY VOCALIZATIONS (COOING, BABBLING) BACK-AND-FORTH VOCAL EXCHANGES CAN MIMIC ADULT CONVERSATIONS WITH VOCALIZATIONS MAY SIGN SIMPLE WORDS AT 1 YEAR, IF TAUGHT SINGLE WORDS MAY COME LATE IN THIS RANGE, OR MAY HAVE SPECIAL SOUNDS FOR CAREGIVER(S), FOOD, PETS, ETC.	BONDING & ATTACHMENT UNDERWAY MUTUAL EYE CONTACT & SMILING RESPONSIVITY TO CAREGIVER(S) GROWS SHOWS JOY & PLEASURE WITH FAVORITE PEOPLE; LAUGHS & SMILES CAN BE SOOTHED/REGULATED BY CAREGIVER SLEEP GRADUALLY ORGANIZES IN FIRST YEAR	IMITATION & TRACKING (AT BIRTH) MOUTHING & VISUAL EXPLORATION RECOGNIZING IMPORTANT PEOPLE; RESPONDS TO NAME 6-9 MOS POINTING & JOINT ATTENTION 6-9 MONTHS STRANGER AWARENESS 6-9 MOS/STRANGER ANXIETY 9-12 MOS
<b>EARLY TODDLER/1 YR (12-24 MOS)</b>	BALANCE IMPROVES AND WIDE GAIT WALKING DISAPPEARS WALKING TO RUNNING IN THIS YEAR WALKING WHILE HOLDING SMALL OBJECTS NOW POSSIBLE WEIGHT & HEIGHT INCREASES SLOW BANGS TWO BLOCKS TOGETHER USES INDEX FINGER TO POINT & POKE	TYPICALLY 50 WORDS BY 18 MONTHS 200 WORDS BY 24 MONTHS LOOKS AT CAREGIVER (SOCIAL REFERENCING) AS A MEANS FOR COMMUNICATING WITH CAREGIVER IN TIMES OF AMBIGUITY OR STRESS CAN UNDERSTAND AND RESPOND TO WORDS CAN SHAKE HEAD "NO" & WAVE "BYE-BYE"	CAN ENGAGE IN SHARED ATTENTION WITH CAREGIVER CRIES WHEN CAREGIVER LEAVES WILL GRAVITATE TOWARD OR WATCH OTHER CHILDREN PLAY SHOWS AFFECTION & PREFERENCE FOR CERTAIN CAREGIVERS BEGINS TO SHOW FEAR OF SOUNDS, SITUATIONS OR STORIES PLAYS "PEEK-A-BOO" OR "PATTY-CAKE"	KNOWS DIFFERENCE BETWEEN "ME" AND "YOU" POINT TO OBJECTS/PEOPLE IN A PICTURE BOOK WILL LOOK OR POINT TO BODY PARTS DURING EXPLORATION, RECOGNIZES DISTANCE FROM CAREGIVER WHEN EXPLORING & MAY RETURN TOWARD CAREGIVER CAN TAKE A BOOK TO PARENT WHEN WANTING A STORY
<b>LATE TODDLER/2 YR (24-36 MOS)</b>	ABLE TO WALK FASTER HAND DOMINANCE CLEAR CAN PULL A TOY WHILE WALKING CAN STAND ON TIPTOE; CAN KICK A BALL CLIMBS ONTO AND DOWN FROM FURNITURE UNASSISTED WALK UP & DOWN STAIRS WHILE HOLDING ON TO SUPPORT	SAYS 200+ WORDS & CAN ANSWER SIMPLE QUESTIONS POINTS TO THINGS WHEN THEY ARE NAMED KNOWS NAMES OF FAMILIAR PEOPLE SAYS SENTENCES WITH 2 TO 4 WORDS CAN FOLLOW 1-2 STEP INSTRUCTIONS KNOWS NAMES OF BODY PARTS	IMITATES BEHAVIOR OF OTHERS, ESPECIALLY ADULTS AND SHOWS BUDDING INDEPENDENCE/AUTONOMY MAY HAVE DEFIANT BEHAVIOR & TANTRUMS SEPARATION ANXIETY CAN OCCUR WILL PLAY ALONGSIDE OTHER CHILDREN MAY REQUIRE EXTRA SUPPORT DURING TRANSITIONS	SORTS SHAPES & COLORS NAMES ITEMS IN A PICTURE BOOK (E.G. CAT, BIRD, DOG) FINISHES SENTENCES & RHYMES IN FAMILIAR BOOKS PLAYS SIMPLE MAKE-BELIEVE GAMES BUILDS TOWERS OF 4 OR MORE BLOCKS FINDS OBJECTS EVEN WHEN HIDDEN
<b>EARLY CHILDHOOD/3 YR (36-48 MOS)</b>	BETTER BLADDER & BOWL CONTROL/FEWER ACCIDENTS FINE MOTOR CONTROL: CAN SCRIBBLE HOLDING CRAYON OR PENCIL, USE A FORK/SPOON WELL, CUT WITH SCISSORS FULL SET OF BABY TEETH IN & FACIAL STRUCTURE CHANGES ABLE TO PEDDLE A TRICYCLE CAN HOP, JUMP & SOMERSAULT	500-1,000 WORDS IN EXPRESSIVE & RECEPTIVE LANGUAGE ABLE TO SAY NAME AND AGE CAN ANSWER SIMPLE QUESTIONS SPEAKS IN 5-6 WORD SENTENCES SPEAKS CLEARLY & CAN BE UNDERSTOOD BY CAREGIVERS UNDERSTANDS "ON", "IN" & "UNDER"	MAY GET ANGRY OR FRUSTRATED WITH DIFFICULT TASKS USES BODY GESTURES TO CONVEY EMOTION (STOMPING FOOT IF ANGRY; JUMPING UP & DOWN IF HAPPY) BEGINS PLAYING WITH OTHERS FOR SHORT PERIODS OF TIME DRESS-UP ENJOYED IN PARENT'S CLOTHES OR COSTUMES MAY GET UPSET WITH CHANGES IN ROUTINES	STACK 6 OR MORE BLOCKS CHOOSE FACES THAT ARE HAPPY & SAD PUT TOGETHER A 3-4 PIECE PUZZLE CAN OPEN DOORS AND OPEN CONTAINERS COPY SIMPLE SHAPES WITH CRAYON (CIRCLE OR SQUARE) WORK TOYS WITH BUTTONS, SWITCHES & MOVING PARTS
<b>MIDDLE CHILDHOOD/4 YR (48-60 MOS)</b>	ABLE TO CLIMB, HOP ON ONE FOOT, KICK, THROW & CATCH CAN STAND ON ONE FOOT FOR 3-5 SECONDS WALKS UP AND DOWN STAIRS WITHOUT HELP FINE MOTOR SKILLS ADVANCE/BUTTON, DRAW, USE A ZIPPER INCREASED HEIGHT & MUSCLE MASS CHANGE BODY SHAPE DAY & NIGHT BLADDER/BOWEL CONTROL ACHIEVED	VOCABULARY IS 2000+ WORDS CAN SPEAK IN FULL SENTENCES & BE UNDERSTOOD EASILY ABLE TO FOLLOW 2-3 PART DIRECTIONS ("TAKE THIS BOOK TO YOUR ROOM, GET YOUR JACKET AND MEET ME IN THE KITCHEN") RECOGNIZES FAMILIAR WORD SIGNS (LIKE "STOP") RECOGNIZES & CAN PRINT SOME LETTERS WORDS & NUMBERS	CAN DRESS/UNDRESS & BRUSH TEETH CAN ASK FOR HELP BEFORE BECOMING FRUSTRATED BETTER AT EXPRESSING ANGER VERBALLY OVER PHYSICALLY ENGAGES IN EXTENDED ASSOCIATIVE PLAY WITH OTHER CHILDREN ENJOYS IMAGINATIVE PLAY AND DRESS UP LIKES PLAYING GAMES BUT RULES MAY BE CHANGED OFTEN	UNDERSTANDS THE ORDER OF DAILY ACTIVITIES (BREAKFAST, LUNCH, DINNER, BEDTIME, ETC.) COUNT TEN OR MORE OBJECTS CORRECTLY NAME AT LEAST FOUR COLORS & 3 SHAPES ABLE TO DRAW A PERSON WITH A BODY & LIMBS CAN COPY A CIRCLE, SQUARE OR OTHER SIMPLE SHAPES
<b>LATE CHILDHOOD/5 YR (60-72 MOS)</b>	SKIP AND RUN WITH AGILITY AND SPEED INCORPORATE MOTOR SKILLS INTO GAMES WALK A 2" BALANCE BEAM EASILY; JUMP OVER OBJECTS JUMP ROPE & RUN UP AND DOWN STAIRS COORDINATE MOVEMENTS FOR SWIMMING OR BIKING SHOW UNEVEN PERCEPTUAL JUDGMENT	EXPRESSIVE VOCABULARY OF 3000+ WORDS ABLE TO CARRY ON AN INTERESTING CONVERSATION CAN ANSWER SIMPLE QUESTIONS EASILY & LOGICALLY ENJOYS SINGING, RHYMING & MAKING UP WORDS CAN RECITE PHONE NUMBER & ADDRESS, IF TAUGHT CAN SPEAK IN FUTURE TENSE ("MY BIRTHDAY IS TOMORROW")	SELF-REGULATION ADVANCES, BETTER ABLE TO CONTROL FRUSTRATION, ANGER, DISAPPOINTMENT, ETC. MORAL REASONING BEGINS WITH A SENSE OF RIGHT & WRONG FAIRNESS, STEALING, CHEATING, TAKING TURNS & SHARING CLOSE FRIENDSHIPS EMERGE ENJOYS PLAYING GAMES, BUT MIGHT CHANGE THE RULES AS	CAN DRAW A PERSON WITH 6 BODY PARTS CAN COUNTS 10 OR MORE ITEMS CAN COUNT TO 100 OUT LOUD UNDERSTANDS CONCEPT OF MONEY, BUT NOT THE VALUE UNDERSTANDS CONCEPT OF GENDER CAN TELL THE DIFFERENCE BETWEEN REAL & MAKE BELIEVE
<b>EARLY LATENCY (6-7 YEARS OLD)</b>	WALK BACKWARD QUICKLY HIGH ENERGY LEVELS IN PLAY & RARELY SHOWS FATIGUE FINE MOTOR SKILLS IMPROVE/CAN WRITE, TIE SHOELACES CAN USE SCISSORS AND CATCH A SMALL BALL MUSCLE STRENGTH IMPROVES GOOD SENSE OF BALANCE.	EXPRESSIVE VOCABULARY OF 5000+ WORDS ENJOYS READING INDEPENDENTLY AND HAS FAVORITES CAN GIVE AN ORAL REPORT IN CLASS EXPRESSES SELF THROUGH ARTS AND CRAFTS CAN TELL COMPLEX STORIES CAN DESCRIBE THE PLOT OF A MOVIE	STRONG DESIRE TO DO THINGS WELL. ACCEPTING CORRECTION OR CRITICISM IS DIFFICULT PLAYS WITH YOUNGER CHILDREN TAKING ON A CAREGIVER OR EDUCATOR ATTITUDE/ROLE EMPATHIZES WITH OTHER CHILDREN'S FEELINGS MAY HAVE TROUBLE GETTING ALONG WITH SOME CHILDREN.	IS ABLE TO PLAN AND BUILD THINGS ATTENTION SPAN IMPROVES WITH SELF-REGULATION STARTS TO UNDERSTAND THE VALUE OF MONEY PROBLEM SOLVING MORE RAPID AND MORE GLOBAL UNDERSTANDS DAYS OF THE WEEK & MONTHS OF THE YEAR ABLE TO TELL TIME

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<p><b>LATE LATENCY (8-10 YEARS OLD)</b></p>	<p>INCREASING COORDINATION &amp; BALANCE IN THROWING, CATCHING, KICKING, RUNNING, ETC. HAND-EYE COORDINATION IMPROVES &amp; REACTION TIME LESSENS SEQUENCED MOTOR ACTIVITIES IMPROVE (E.G. SHOOTING BASKETS, GYMNASTICS, ETC.) EARLY SIGNS OF PUBERTY MAY APPEAR</p>	<p>VOCABULARY GROWS WITH SCHOOL &amp; SOCIAL CONTEXTS EPISODES OF SLANG OR SWEARING MAY OCCUR PHYSICAL WRITING IMPROVES/ABLE TO WRITE IN A STRAIGHT LINE WITH SAME SIZED LETTERS CAN PUT IDEAS INTO WRITING CAN DESCRIBE COMPLEX IDEAS &amp; DEFEND OPINION</p>	<p>BEGINS TO TALK TO PARENT ABOUT FEELINGS &amp; EMOTIONS FRIENDSHIPS &amp; OPINIONS OF FRIENDS IMPORTANT MAY BE MORE INTERNALIZED/QUIET &amp; THINKING SOCIAL AFFILIATION GROWS WITH PARTICIPATION IN ORGANIZED GROUP ACTIVITIES ABLE TO UNDERSTAND PROPER BEHAVIOR IN SETTINGS</p>	<p>ABLE TO PARTICIPATE IN ACTIVE GAMES WITH RULES ABLE TO PARTICIPATE IN TEAM SPORTS MASTERING MORE COMPLEX MATH (DECIMALS, LONG DIVISION) READS CHAPTER BOOKS AND REMEMBERS CONTENT CAN EXPLORE OR RESEARCH A TOPIC OF INTEREST BUILDING CONCEPT OF THE VALUE OF MONEY &amp; SAVINGS</p>
<p><b>EARLY ADOLESCENCE (11-14 YEARS OLD)</b></p>	<p>RAPID HEIGHT &amp; MUSCLE DEVELOPMENT PRE-PUBESCENCE FOLLOWED BY PUBERTY SECONDARY SEX CHARACTERISTICS APPEAR EPIPHYSEAL FUSION STARTING GREATER LEVELS OF COORDINATION AND BALANCE REACHED AS BODY MASS &amp; CENTER OF GRAVITY CHANGE</p>	<p>RAPID VOCABULARY ADVANCEMENT ABILITY TO EXPRESS SELF IN WRITING ADVANCES RAPIDLY COMMUNICATION INCLUDES USE OF EMOTION-BASED LOGIC CAN DEFEND OPINIONS WITH GREATER LOGIC WRITES A 2-3 PAGE REPORT ON A TOPIC ACTIVE ARGUING WITH PARENT</p>	<p>LIMITED JUDGEMENT PEER RELATIONSHIPS &amp; STANDARDS ARE PRIORITY DISTANCING FROM PARENTS SEXUAL INTEREST EMERGING WITH PUBERTY GROUP MEMBERSHIP/ACCEPTANCE IMPORTANT LABILE MOODS AND EMOTIONS</p>	<p>CONCRETE THINKING MOVING TO FORMAL OPERATIONAL REASONING AS METACOGNITION EMERGES SOCIAL INTEREST &amp; EDUCATIONAL PURSUITS COMPLETE COORDINATION OF THEORY WITH EVIDENCE. ARGUES MORE LOGICALLY AND EFFECTIVELY IDEALISTIC AND CRITICAL</p>
<p><b>MIDDLE ADOLESCENCE (15-17 YEARS OLD)</b></p>	<p>SECONDARY SEX CHARACTERISTICS ADVANCE 90-95% OF ADULT HEIGHT REACHED EPIPHYSEAL FUSION COMPLETED IN GIRLS EPIPHYSEAL FUSION MAY FINISH IN BOYS NEARING FULL ADULT PHYSICAL CAPACITIES, REACTION TIME, AND HAND-EYE COORDINATION</p>	<p>ADVANCED VOCABULARY LEVEL COMMUNICATE INCLUDES RATIONAL LOGIC WRITTEN COMMUNICATION LEVELS ADVANCE CAN CONSTRUCT ADVANCED PAPERS &amp; REPORTS CAN DEBATE IDEAS FROM TWO PERSPECTIVES COMPLEXITY IN WRITTEN LANGUAGE EXCEEDS SPOKEN</p>	<p>PEER RELATIONSHIPS DOMINATE SOCIAL &amp; RELATIONAL CAPACITIES STRENGTHEN FORMING 1:1 RELATIONSHIP W/ SAME OR OPPOSITE GENDER SEXUAL EXPLORATION OR EXPERIMENTATION MOOD &amp; EMOTIONAL REGULATION INCREASES VALUES TESTING &amp; DECREASE CONFLICT WITH PARENTS</p>	<p>REASONING SKILLS IMPROVE ABSTRACT THINKING BECOMES MORE ADVANCED FULL GRASP OF CONSTRUCTS (E.G. FREEDOM, TRUST, HONESTY, ETC.) POSSIBLE WHEN REGULATED CONSIDERATION OF EDUCATION OR VOCATIONAL PURSUITS WITH PLANNING FOR POST HIGH SCHOOL DIRECTION</p>
<p><b>LATE ADOLESCENCE (18-21 YEARS OLD)</b></p>	<p>PHYSICAL MATURITY REACHED ADULT PHYSICAL CAPACITIES ACHIEVED EPIPHYSEAL FUSION AND ADULT REPRODUCTIVE MATURITY REACHED IN BOYS GIRLS REPRODUCTIVE MATURITY WILL FINALIZE WITH/IF FIRST PREGNANCY OCCURS</p>	<p>ADULT LEVEL RECEPTIVE, EXPRESSIVE &amp; WRITTEN COMMUNICATION/LANGUAGE CAPACITIES ABLE TO ARTICULATE PERSPECTIVES &amp; LIFE GOALS SOCIAL COMMUNICATION ADVANCES TO ADULT LEVELS SPECIALIZED VOCABULARY DEVELOPMENT WILL OCCUR RELATIVE TO EDUCATION AND WORK CONTEXTS</p>	<p>INFLUENCE OF PEER RELATIONSHIPS LESSENS FUTURE ORIENTED THINKING AUTONOMY &amp; SELF-SUFFICIENCY MOVING TO MATURE LEVELS AFFECT REGULATION &amp; SELF-REGULATION ADVANCE ABLE TO ACT IN CONSORT WITH PERSONAL VALUES RELATIONSHIPS W/ PARENTS/ADULTS RE-EMERGE</p>	<p>GREATER UNDERSTANDING OF CONSEQUENCES OF BEHAVIORS/ACTIONS WITH DECREASE IN RISK TAKING CAPACITY FOR MATURE GRASP OF CONSTRUCTS (E.G. FREEDOM, TRUST, HONESTY, ETC.); REALISTIC VOCATIONAL &amp; EDUCATIONAL DECISIONS FULLY ESTABLISHED PRACTICES FOR STUDYING</p>

Developed by Dr. Kristie Brandt using the following references:

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3. Crowder & Austin, (2005). "Age ranges of epiphyseal fusion in the distal tibia and fibula of contemporary males and females". Journal of Forensic Sciences. 50 (5): 1001-7.
4. Hauser-Cram, Nugent, Thies, Travers. (2013). The Development of Children and Adolescents. Wiley.
5. Kiwi Families <https://www.kiwifamilies.co.nz/articles/child-development/>
6. Rosselli, Ardila, Matute & Vélez-Uribe. (2014). Language Development across the Life Span: A Neuropsychological/Neuroimaging Perspective. Neuroscience Journal; Article ID 585237, 21 pages.
7. Wisconsin Child Welfare Professional Development System – Caseworker Pre-Service Training Document last updated 9/18/2015