

**THE CASA KANE COUNTY
CASA/GAL TRAINING PROGRAM**



CHILD DEVELOPMENT CHART

Child Development Chart (1 of 3)

AGE	COGNITIVE	PSYCHOLOGICAL	MORAL	SEXUAL	MOTOR
0 to 6 Months	Recognizes primary caregiver; no concept of past or future; reaches for familiar people or toys	Attachment to primary caregiver; totally dependent; totally trusting; learns intimacy	None	Erections possible; both sexes can be stimulated	Sucks; hands clench/grip; neck muscles develop; pulls at clothing; laughs/coos; head is unsteady
6 to 12 Months	Can hold objects in memory; learns through routines and rewards; recognizes name; says two to three words besides "Mama" and "Dada"; imitates familiar words	Separates from primary caregiver; begins to develop a sense of self; learns to get needs met; trusts adults; stretches arms to be picked up; likes to look at self in mirror	None	Generalized genital play	Rolls over; stands with support; creeps/crawls; walks with help; rolls a ball in imitation of adult; pulls self to standing position and stands unaided; transfers object from one hand to the other; drops and picks up toy; feeds self cracker; holds cup with two hands; drinks with assistance; holds out arms and legs while being dressed
12 to 18 Months	Experiments with physical environment; understands the word "no"; comes when called to; recognizes words as symbols for objects (cat—meows); uses 10 to 20 words, including names; combines two words such as "Daddy bye-bye"; waves good-bye and plays pat-a-cake; makes the sounds of familiar animals; gives a toy when asked; uses words such as "more" to make wants known; points to his/her toes, eyes, and nose; brings objects from another room when asked	Early social development; egocentric; accepts limits; develops self-esteem (dependent on love from family); plays by self	Fears authority figures	Continued generalized genital play	Creeps up stairs; gets to standing position alone; walks alone; walks backward; picks up toys without falling; pulls and pushes toys; seats self in child-size chair; moves to music; turns pages two or three at a time; scribbles; turns knobs; paints with whole arm movement; shifts hands; makes strokes with writing implement; uses spoon with little spilling; drinks from cup with one hand; chews food; unzips large zipper; indicates toilet needs; removes shoes and clothing
18 to 36 Months	Can conduct experiments inside head but limited to experience; rapid language growth; copies adult chores in play; carries on conversation with self and dolls; asks "What's that?" and "Where's my . . .?"; has 450-word vocabulary; gives first name; holds up fingers to tell age; combines nouns and verbs ("Mommy go"); refers to self as "me" rather than by name; tries to get adult attention, exclaiming "Watch me"; likes to hear same story repeated; may say "No" when meaning "Yes"; talks to other children as well as adults; names common pictures and things	Autonomy struggles; learns system of meeting needs; social development increases; points to things he/she wants; joins in play with other children; shares toys; takes turns with assistance	Knows preferences of authority figures	Continued generalized genital play; early sex-role development	Can run, throw ball, kick ball, jump; goes up stairs with one hand held by adult; turns single pages; snips with scissors; holds crayon with thumb and fingers (not fist); uses one hand consistently in most activities; rolls, pounds, squeezes, and pulls clay; uses spoon with little spilling; gets drink from fountain or faucet independently; opens door by turning handle; takes off and puts on coat with assistance; washes and dries hands with assistance



Child Development Chart (2 of 3)

AGE	COGNITIVE	PSYCHOLOGICAL	MORAL	SEXUAL	MOTOR
3 to 5 Years	Can conduct experiments inside head; cannot sequence; capacity to use language expands; understands some abstract concepts: colors, numbers, shapes, time (hours, days, before/after); understands family relations (baby/parent); can tell a story; has a sentence length of 4 to 5 words; has a vocabulary of nearly 1000 words; names at least one color; understands "tonight," "summer," "lunchtime," "yesterday"; begins to obey requests like "Put the block under the chair"; knows his/her last name, name of street on which he/she lives, and several nursery rhymes; uses past tense correctly; can speak of imaginary conditions "I hope"; identifies shapes	Can cooperate; self-perceptions develop; cannot separate fantasy from reality; has nightmares; models on same-sexed parent; experiences and copes with feelings (sadness, jealousy, embarrassment); plays and interacts with other children; dramatic play is closer to reality, with attention paid to detail, time, and space; plays dress-up	Self-esteem depends on authority figures; follows peers' fads; negotiates to get needs met	Generalized genital play in males; masturbation to orgasm in females is possible; early experimentation; gender identity established	Swings/climbs; uses small scissors; jumps in place; walks on tiptoes; balances on one foot; rides a tricycle; begins to skip; runs well; bathes and dresses; runs around obstacles; walks on a line; pushes, pulls, steers wheeled toys; uses slide independently; throws ball overhead; catches a bounced ball; drives nails and pegs; skates; jumps rope; pastes and glues appropriately; skips on alternating feet; pours well from small pitcher; spreads soft butter with knife; buttons and unbuttons large buttons; washes hands independently; blows nose when reminded; uses toilet independently
6 to 9 Years	Can think using symbols; can recognize differences; makes comparisons; can understand another's perspective; defines objects by their use; knows spatial relationships like "on top," "behind," "far," and "near"; knows address; identifies penny, nickel, dime; knows common opposites like "big/little"; asks questions for information; distinguishes left from right	Early close peer relationships; presence of well-developed defenses; develops identity outside family (school, friends); has likes and dislikes (food, friends, games); chooses own friends; plays simple table games; plays competitive games; engages in cooperative play with other children involving group decisions, role assignments, fair play	Has a conscience; refinements in moral development	Defenses reduce experimentation, but some continues	Increases small muscle motor skills; cuts foods with a knife; laces and ties shoes; dresses self completely; ties bow; brushes independently; crosses streets safely



Child Development Chart (3 of 3)

AGE	COGNITIVE	PSYCHOLOGICAL	MORAL	SEXUAL	MOTOR
10 to 15 Years	Can engage in inductive and deductive logic; understands hypothetical situations	Increased autonomy struggles; increased focus on identity; increased focus on peer relationships; rebellious; often moody; has romantic feelings; struggles with sense of identity; feels awkward or strange about his/her body; worries about being normal; frequently changing relationships; conflicts with parents increase	Moral development is legalistic; recognizes principles (e.g., justice); selects role models	Puberty; sex organs mature; males ejaculate and have wet dreams; both sexes can masturbate to orgasm with fantasies; girls develop physically sooner than boys; may display shyness, blushing, and modesty	Greater body competence (e.g., physical coordination); manual dexterity; growth patterns vary
16 to 21 Years	Uses formal logic (e.g., opposes racism); debates and can change sides of debate; understands probabilities; uses more flexible abstract thinking	Demonstrates interest in relationships; solidifies personal identity; becomes goal directed; is sometimes rebellious; has increased concern for others; has increased concern for future; places more importance on his/her role in life; conflicts with parents begin to decrease	Identifies with moral principles, rules, and limit testing; experiments with sex and drugs; examines inner experiences	Experiences feelings of love and passion; develops more serious relationships; sense of sexual identity established; has increased capacity for tender and sensual love	Heightened physical power, strength, coordination

Chart compiled by Katie Thompson, Elon College student intern, North Carolina Guardian ad Litem Program. Modified for 2007 revision. Sources include "Infant and Toddler Development," Dr. Maureen Vandermaas-Peeler, Elon College; "Child Development," Ray Newnam, PhD; "LD In Depth," LD OnLine, www.ldonline.org; "Growing Up," Pasternak and Kroth; "Your Child's Growth: Developmental Milestones," American Academy of Pediatrics, www.aap.org; and "Normal Adolescent Development," American Academy of Child and Adolescent Psychiatry, www.aacap.org.

