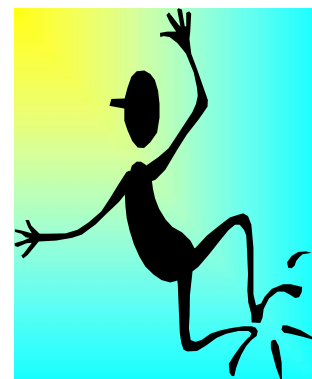


TYPICAL CHILD DEVELOPMENT



ADOLESCENTS

Physical

- Rapid growth, maturity of sexual organs, development of secondary sexual characteristics
- Girls generally physically mature before boys
- Learning to accept changes in their bodies and adapt their behavior based on these changes

Cognitive

- Begin to think hypothetically and see different points of view
- During middle and late adolescents the ability to see multiple perspectives is refined

Social

- Group values guide individual behavior. In early adolescence most peer groups are still same sex
- Become interested in sexual relationships but most contact is through groups. May begin to experiment in sexual behavior
- In early adolescence social roles still largely defined by external sources
- During middle and late adolescence

- Choose friends based on personal characteristics and mutual interest. Peer group declines in interest.
- Experiment with social roles and explore options for career choices

Emotional

- Depend upon peers for emotional stability, support and to help mold their emerging identities
- Self-esteem greatly affected by acceptance of peers
- Early adolescents are moody, dramatic and very vulnerable to emotional stress
- Middle and late adolescence, identity is more individualized and a sense of self develops and stabilizes
- Self-esteem in middle and late adolescence is influenced by his/her ability to live up to internalized standards for behavior

SCHOOL AGE

Physical

- The ability to sit still and attend increases as they move through this stage
- Practice, refine, and master complex motor skills

Cognitive

- Thinking becomes more logical and rational
- Understand cause and effect and begin to understand ramifications of their acts
- Develop the ability to understand other people's perspectives

Social

- Relationships outside the family increase in importance
- Imitate, learn and adopt age appropriate social roles, including those gender specific
- Develop understanding of rules, relied on to dictate proper social behavior

Emotional

- Develop the ability to be self-directed in beginning and finishing projects
- Developing better sense of themselves as individuals, with likes/dislikes and special interest
- Evaluate their self worth by their ability to perform. Derives self-esteem from perceived ability



PRESCHOOL

Physical

- Height & weight gain consistent
- Cannot sit still for long periods of time
- Begin to lose protruding stomach

Cognitive

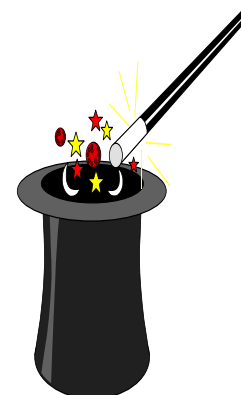
- Receptive & expressive language develops rapidly, Grammar & syntax is refined, Vocabulary increases rapidly
- They may create their own words for objects and events. Use & repeat words they don't understand
- Thinking is concrete, cannot think abstractly, and takes things literally
- Limited understanding of cause and effect, and sequencing events
- Thinking is egocentric
- Have vivid imaginations; engage in magical thinking and fantasy. Difficulty distinguishing between fantasy and reality

Social

- Must learn social rules of sharing and taking turns before they will be able to cooperate with others
- Begin to understand, explore, imitate and practice social roles. Play often reflects experimentation of social roles
- Learns the concepts of right and wrong and understands the nature of rules. Experience guilt when they've done something wrong

Emotional

- Beginning of impulse control and ability to delay gratification
- Self-directed and self-starters. Very curious and willing to try new things
- Understanding of right and wrong leads to self-assessment and effects of development of self-esteem
- Self-esteem largely dependent upon other people's reaction to them



INFANT AND TODDLER

Physical

- Birth to one year of age, development of control and mastery of gross and fine motor skills
- One to two years of age, perfected skills; balance, coordination, stability, ability to manipulate objects
- Two to three years of age, increase in motor skill; master challenges in the environment such as bicycles, stairs, balls, eating utensils, crayons, etc. By the end of this year ready to master toilet training.

Cognitive

- Birth to one year of age, alertness, recognition, and interest in visual, auditory and tactile stimuli. Develop object permanence toward end of year
- One to two years of age, ability to understand and produce language. Acquire understanding skills before spoken skills
- Two to three years of age, language is used to communicate with others. Language skills perfected.

Social

- Birth to one year of age, most important task is development of attachment to primary caretaker. Stranger anxiety develops at about six months of age.
- One to two years of age, affectionate and trusting relationships with other family members and adults outside the family. Engage in simple games and play.
- Two to three years of age, begin to imitate social roles. Playing in the presence of other children but not interacting with them (parallel play). Toilet training represents a significant internalization of social rules.

Emotional

- Birth to one year of age, task is to develop trust through positive attachment with primary caretakers
- One to two years of age, Primary task involves the beginning development of autonomy, understanding that they exist as a separate entity from the caretaker. Begins exploring but often checks back with caregiver.
- Two to three years of age, autonomy is solidified. Experience pride and pleasure at being "good" and embarrassment, shame, and distress at being "bad".

