



Ages and Associated Characteristics

Infants and Toddlers

	Physical	Socio-Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
0-3 months	<ul style="list-style-type: none"> ✓ Rapid height & weight gain ✓ Reflexes: sucking, grasping ✓ Lifts head ✓ Responds to sounds by blinking, startling, crying ✓ Shows growing ability to follow objects and to focus 	<ul style="list-style-type: none"> ✓ Concerned with satisfaction of needs ✓ Smiles in response to caregiver's voice ✓ Prefers primary caregiver to stranger 	<ul style="list-style-type: none"> ✓ From birth, infant begins to "learn" with eyes, ears, hands, etc. ✓ Vocalizes sounds (coos) ✓ Smiles when faces evoke memories of pleasure 	<ul style="list-style-type: none"> • Sucks poorly and feeds slowly • Doesn't follow objects with eyes • Doesn't respond to loud sounds • Doesn't grasp and hold objects • Doesn't smile at the sound of the primary caregiver's voice 	<ul style="list-style-type: none"> ✓ Makes eye contact with infant ✓ Interact with infant by talking, smiling, singing, etc. ✓ Gently rocks/bounces infant ✓ Picks infant up when distressed ✓ Allows for self-soothing (infant sucks fingers/pacifier, etc.)
3-6 months	<ul style="list-style-type: none"> ✓ Rolls over ✓ Holds head up when held in sitting position ✓ Lifts knees, makes crawling motions ✓ Reaches for objects 	<ul style="list-style-type: none"> ✓ Smiles and laughs socially ✓ Responds to tickling ✓ Begins to distinguish own image in mirror from others' images 	<ul style="list-style-type: none"> ✓ Has recognition memory for people, places, and objects ✓ Uses both hands to grasp objects ✓ Exhibits visual interests ✓ Joins with caregiver in paying attention to labeling objects and events (4-6 months) 	<ul style="list-style-type: none"> • Doesn't hold head up • Doesn't coo, make sounds, or smile • Doesn't respond to sounds or turn head to locate sounds • Doesn't roll over in either direction • Not gaining weight 	<ul style="list-style-type: none"> ✓ Helps infant "practice" sitting ✓ Encourages floor time on a blanket for rolling and reaching ✓ Responds to fears, cries by holding, talking, and reassuring ✓ Talks and plays with infant
6-12 months	<ul style="list-style-type: none"> ✓ Sits alone ✓ Feeds self finger foods; holds own bottle (6-9 months) ✓ Crawls, pulls up, and walks with support (9-12 months) ✓ Baby teeth begin to 	<ul style="list-style-type: none"> ✓ Indicates preference for primary caregivers ✓ May cry when strangers approach (stranger 	<ul style="list-style-type: none"> ✓ Finds objects hidden repeatedly in one place, but not when moved ✓ Plays peek-a-boo ✓ Has recall memory for people, places, and objects (9-12 months) ✓ Imitates speech sounds 	<ul style="list-style-type: none"> • Doesn't smile or demonstrate joy • Unable to sit without support • Does not follow objects with both eyes • Does not actively reach for objects 	<ul style="list-style-type: none"> ✓ Discipline consists of redirecting to different activity. Sharp discipline, scolding, and verbal persuasion are not helpful ✓ Holds and cuddles baby ✓ Reads to baby ✓ Names objects when baby

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	emerge	<ul style="list-style-type: none"> ✓ anxiety) ✓ Shows signs of separation anxiety ✓ Repeats performances for attention (9-12 months) ✓ Drops objects on purpose for others to pick up (10-12 months) 	<ul style="list-style-type: none"> ✓ Says da-da and ma-ma and knows who these people are (10-12 months) ✓ Uses preverbal gestures to communicate (by 12 months) 	<ul style="list-style-type: none"> • Doesn't look or react to familiar caregivers • Does not babble • Shows no interest in playing peek-a-boo (by 8 months) 	<ul style="list-style-type: none"> points to something ✓ Maintains consistent bed time routine of cuddling, rocking, and soothing
12-18 months	<ul style="list-style-type: none"> ✓ Walks alone ✓ Manipulates small objects with improved coordination ✓ Drinks from a cup with a lid and uses a spoon ✓ Builds tower of 2 blocks ✓ Removes hat, socks, and shoes 	<ul style="list-style-type: none"> ✓ Extends attachment for primary caregivers to the world; seems in love with the world and wants to explore everything ✓ Recognizes image of self in mirrors ✓ Solitary or parallel play ✓ Fears heights, separation, strangers, and surprises 	<ul style="list-style-type: none"> ✓ Begins to show intentional behavior, initiates actions (drops, throws, shakes, bangs) ✓ Is curious about everything around him or her ✓ Sorts toys and other objects into groups ✓ Understands object permanence - realizes objects exist when out of sight & will look for them ✓ Says first words (mama, dada, doggie, bye-bye) 	<ul style="list-style-type: none"> • Doesn't respond to name • Unable to finger feed • Not gaining weight • Flat affect (no smiling) • Not interested in play such as peek-a-boo • Not taking steps • Cannot hold spoon • Doesn't look at pictures in book 	<ul style="list-style-type: none"> ✓ Encourages exploration ✓ Applauds child's efforts ✓ Interprets new/unfamiliar situations ✓ Talks to child in simple clear language about things going on in the environment

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18-24 months	<ul style="list-style-type: none"> ✓ Runs and walks up steps ✓ Can help get undressed ✓ Drinks from a cup ✓ Eats with a spoon ✓ Scribbles spontaneously ✓ Loves to practice new skills ✓ Makes tower of 4 blocks 	<ul style="list-style-type: none"> ✓ Likes to hand things to others as play ✓ May have temper tantrums ✓ Shows affection to familiar people ✓ Plays simple pretend, such as feeding a doll ✓ Explores alone but with caregiver close by 	<ul style="list-style-type: none"> ✓ Begins to make two-word combinations that mean something ✓ Imitates words readily and understands a lot more than he or she can say ✓ Shows memory improvements, understand cause and effect; experiments to see what will happen ✓ Begins to sort shapes and colors 	<ul style="list-style-type: none"> • Cannot walk • Does not speak at least 6 words • Does not imitate actions or words • Cannot push a wheeled toy • Does not follow simple instructions • Doesn't notice or mind when a caregiver leaves or returns 	<ul style="list-style-type: none"> ✓ Provides opportunities to choose ✓ Sets appropriate limits ✓ Assists child in coping with range of emotions ✓ Support new friendships and experiences ✓ Responds to wanted behaviors more than disciplining unwanted behaviors

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Pre-School

	Physical	Socio-Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
2-3 years	<ul style="list-style-type: none"> ✓ Has developed sufficient muscle control for toilet training ✓ Is highly mobile - skills are refined ✓ Uses spoon to feed self ✓ Throws and kicks a ball ✓ Disassembles simple objects and puts them back together ✓ Has refined eye-hand coordination-can do simple puzzles, string beads, stack blocks 	<ul style="list-style-type: none"> ✓ Has great difficulty sharing ✓ Has strong urges and desires, but is developing ability to exert self-control ✓ Wants to please parents but sometimes has difficulty containing impulses ✓ Displays affection - especially for caregiver ✓ Initiates own play activity and occupies self ✓ Is able to communicate and converse ✓ Begins to show interest In peers 	<ul style="list-style-type: none"> ✓ Is capable of thinking before acting ✓ Explores language ability - becomes very verbal ✓ Enjoys talking to self and others ✓ Loves to pretend and to imitate people around him or her ✓ Enjoys creative activities - i.e., block play, art ✓ Thinks through and solves problems in head before acting (has moved beyond action-bound stage) 	<ul style="list-style-type: none"> • Cannot run, jump, or hop • Cannot feed self with spoon • Does not speak in simple sentences that use normal word order • Does not enjoy make-believe games • Does not spontaneously show affection for familiar playmates • Does not express a wide range of emotions • Does not separate easily from primary caregiver • Does not object to major changes in routine 	<ul style="list-style-type: none"> ✓ Provides opportunities for child to make choices ✓ Encourages independence and provides guidance with self-care (dressing, hand washing, etc.) ✓ Sings, plays, and dances with child ✓ Counts objects and identifies colors with child ✓ Encourages creativity

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3-4 years	<ul style="list-style-type: none"> ✓ Continues to run, jump, throw, and catch with better coordination ✓ Walks up and down stairs, one foot on each step ✓ Rides tricycle ✓ Uses scissors ✓ Can button and lace ✓ Eats and dresses by self with supervision ✓ Uses toilet or potty chair; bladder and bowel control are usually established 	<ul style="list-style-type: none"> ✓ Emotional self-regulation improves ✓ Understands taking turns and sharing ✓ Self-conscious emotions become more common ✓ Forms first friendships ✓ Shows concerns for a crying friend ✓ May get upset with major changes in routine 	<ul style="list-style-type: none"> ✓ Asks "why" questions - believes there is a reason for everything and he or she wants to know it ✓ Engages actively in symbolic play - has strong fantasy life, loves to imitate and role-play ✓ Speech can be understood by others ✓ Should be able to say about 500 to 900 words ✓ Understands some number concepts ✓ Converses and reasons ✓ Is interested in letters ✓ Scribbles in a more controlled way - is able to draw circles, recognizable objects 	<ul style="list-style-type: none"> • Falls down a lot or has trouble with stairs • Drools or has very unclear speech • Doesn't use sentences of more than three words • Can't work simple toys (such as peg boards, simple puzzles, turning handle) • Doesn't make eye contact • Doesn't play pretend or make-believe • Doesn't want to play with other children or with toys • Lashes out without any self-control when angry or upset 	<ul style="list-style-type: none"> ✓ Provides a sense of security by maintaining household routines and schedules ✓ Supports child's need for gradual transitioning. <i>Example:</i> Provides warning of changes so child has time to shift gears: "We're leaving in 10 minutes" ✓ Points out colors and numbers in the course of everyday conversation ✓ Encourages independent activity to build self-reliance. ✓ Provides lots of sensory experiences for learning and developing coordination — sand, mud, finger paints, puzzles ✓ Reads and sings and talks to build vocabulary

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4-6 years	<ul style="list-style-type: none"> ✓ Has refined muscle development and is better coordinated, so that he or she can learn new skills ✓ Has improved finger dexterity - ties shoes; draws more complex picture; writes name ✓ Climbs, hops, skips, and likes to do stunts. Gross motor skills increase in speed and endurance 	<ul style="list-style-type: none"> ✓ Plays cooperatively with peers ✓ Enhanced capacity to share and take turns ✓ Recognizes ethnic and sexual identification ✓ Displays independence ✓ Protects self and stands up for rights ✓ Identifies with parents and likes to imitate them ✓ Often has "best friends" ✓ Likes to show adults what he or she can do ✓ Continually forming new images of self-based on how others view him or her 	<ul style="list-style-type: none"> ✓ Is developing longer attention span ✓ Understands cause and effect relationships ✓ Engages in more dramatic play and is closer to reality, pays attention to details ✓ Is developing increasingly more complex and versatile language skills ✓ Expresses ideas, asks questions, engages in discussions ✓ Speaks clearly ✓ Is able to draw representative pictures ✓ Knows and can name members of family and friends ✓ Increased understanding of time 	<ul style="list-style-type: none"> • Poor muscle tone, motor coordination • Poor pronunciation, incomplete sentences • Cognitive delays; inability to concentrate • Cannot play cooperatively; lack curiosity, absent imaginative and fantasy play • Social immaturity: unable to share or negotiate with peers; overly bossy, aggressive, competitive • Attachment problems: overly clingy, superficial attachments, show little distress or over-react when separated from caregiver • Excessively fearful, anxious, night terrors • Lack impulse control, little ability to delay gratification • Exaggerated response (tantrums, aggression) to even mild stressors • Enuresis, encopresis, self-stimulating behavior - rocking, head-banging 	<ul style="list-style-type: none"> ✓ Encourages exploration ✓ Applauds child's efforts ✓ Interprets new/unfamiliar situations ✓ Reinforces good behavior and achievements ✓ Encourages child to express feelings and emotions ✓ Encourages physical activity with supervision ✓ Gives child chances to make choices ✓ Uses time-out for behavior that is not acceptable

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Early Adolescence

	Physical	Socio-Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
6-9 years	<ul style="list-style-type: none"> ✓ Gradual replacement of primary teeth by permanent teeth throughout middle childhood ✓ Fine motor skills: writing becomes smaller and more legible; drawings become more organized and detailed and start to include some depth ✓ Gross motor skills: can dress and undress alone; Organized games with rough-and-tumble play become more common 	<ul style="list-style-type: none"> ✓ May have a special friend ✓ Likes action on television ✓ Enjoys books and stories ✓ May argue with other children but shows cooperation in play with a particular friend ✓ Self-concept includes identifying own personality traits and comparing self with others ✓ Becomes more responsible and independent ✓ Still obeys adults to avoid trouble ✓ Can adapt ideas about fairness to fit varied situations 	<ul style="list-style-type: none"> ✓ Thought becomes more logical, helping the child categorize objects and ideas ✓ Can focus on more than one characteristic of concrete objects ✓ Attention becomes more selective and adaptable ✓ Can use rehearsal and organization as memory strategies ✓ Emotional intelligence is developing: self-awareness and understanding of own feelings; empathy for the feelings of others; regulation of emotion; delaying gratification ✓ Vocabulary increases rapidly ✓ Makes the transition from "learning to read" to "reading to learn" ✓ Carries on long conversations 	<p>These indicators may be present for any child in the early adolescent range (6-11 years)</p> <ul style="list-style-type: none"> • Low self-esteem • Acts sad much of the time • Acts nervous much of the time • Aggressive much of the time (hits, fights, curses, breaks or throws objects) • Exhibits poor control over impulses • Has difficulty concentrating or sitting still • Scapegoated or ignored by other children • Poor grades • Does not respond to positive attention and praise • Seeks adult approval and attention excessively • does not turn to adults for help or comfort 	<ul style="list-style-type: none"> • Shows affection for child; recognizes accomplishments • Helps child develop a sense of responsibility - asks child to help with household tasks such as setting the table • Talks with child about school, friends, and things to look forward to in the future • Encourages child to think about consequences before acting • Makes clear rules and sticks to them • Engages in fun activities together • Praises child for good behavior • Supports child in taking on new challenges • Gets involved in child's school

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9-11 years	<ul style="list-style-type: none"> ✓ Girls' adolescent growth spurt begins ✓ Gross motor skills are better coordinated (running, jumping, throwing and catching, kicking, batting, and dribbling) ✓ Reaction time improves, which contributes to motor skill development ✓ Fine motor skills improve; depth cues evident in drawings through diagonal placement, overlapping objects, and converging lines 	<ul style="list-style-type: none"> ✓ Self-esteem rises ✓ Distinguishes between effort and luck as causes of successes and failures; can become critical of others quickly ✓ Has adaptive set of strategies for regulating emotion ✓ Peer groups emerge ✓ Friendships are based on the pleasure of sharing through activities or time spent together ✓ Sibling rivalry tends to increase 	<ul style="list-style-type: none"> ✓ Planning improves ✓ Can apply several memory strategies at once ✓ Long-term knowledge base grows in size and organization ✓ Improves in cognitive self-regulation (monitoring and directing progress toward a goal) ✓ Grasps double meanings of words as reflected in comprehension of metaphors and humor ✓ Improved understanding of complex grammatical constructions ✓ Conversational strategies become more refined 	<p>6-11 years, continued</p> <ul style="list-style-type: none"> • Suspicious and mistrustful of adults • Little frustration tolerance; difficult to engage and keep interested in goal directed activity • Cannot adapt behavior to different social settings • Does not understand that a person's identity remains the same regardless of outward changes (e.g., costume) • Cannot understand concepts of space, time, and dimension • Can't differentiate real from pretend • Can't understand the difference between behavior and intent (breaking a lamp is equally bad regardless of whether on purpose or an accident) 	<ul style="list-style-type: none"> • Helps child develop own sense of right and wrong. Talks with child about risky things, peer pressure, etc. • Encourages child to respect other people • Spends quality time listening to child and talking about accomplishments and possible challenges • Talks with child about normal physical and emotional changes of puberty • Is affectionate and honest with child.

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Adolescence/Young Adults

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11-15 years	<ul style="list-style-type: none"> ✓ Period of rapid skeletal and sexual maturation ✓ Preoccupation with body image ✓ Acne may appear ✓ Boys ahead of girls in endurance and muscular strength ✓ Rapid growth may mean large appetite but less energy ✓ There is a wide variation in beginning and completion of puberty (body hair, increased perspiration and oil production in hair and skin. Girls: breast and hip development, onset of menstruation. Boys: growth in testicles and penis, wet dreams, deepening of voice) ✓ Increased possibility 	<ul style="list-style-type: none"> ✓ Critical of adults; annoyed by younger siblings; obnoxious to live with ✓ Wants unreasonable independence ✓ Dramatizes and exaggerates own positions; has many fears, worries, and tears ✓ Resists any show of affection ✓ Often moody; anger is common; resents being told what to do; rebels at routines ✓ Intense interest in teams and organized, competitive games; considers membership in clubs important; 	<ul style="list-style-type: none"> ✓ Thrives on arguments and discussions; challenges adults ✓ Increasingly able to memorize, think logically; engage in introspection ✓ Can plan realistically for the future; may have interest in earning money ✓ Is critical of own artistic products ✓ Interested in world and community; may read a great deal ✓ Needs to feel important and believe in something ✓ Social cognition: <ul style="list-style-type: none"> ○ Belief in an imaginary audience, that others are as preoccupied with one as oneself is (e.g., "everyone is looking at me") ○ Personal fable - belief in personal uniqueness (e.g., 	<ul style="list-style-type: none"> • By end of period, physically immature, small, not showing signs of puberty or secondary sex characteristics (wide range here; girls mature earlier) • Poor motor skills, coordination • Lack of peer group relationships and identification with peers • Can't think hypothetically; doesn't consider consequences of actions • Can't put him/herself in place of another; doesn't consider how behavior affects others • Difficulty problem solving; doesn't work through systematically and weigh solutions • Poor school performance • Doesn't reject or question parental standards and express 	<ul style="list-style-type: none"> • Is tolerant, understanding, and supportive • Accepts youth's feelings but tries to help youth evaluate more objectively • Avoids being defensive; child is not challenging the adult's authority • Sets limits, but gives opportunities for independence whenever possible • Answers questions about bodily changes openly and honestly • Encourages group activities and discourages solo dating • Doesn't nag boys about food intake and seeming "laziness" • Discusses ways to manage and handle stress • Finds ways to spend time together • Provides consistent, loving discipline with limits, restrictions, and rewards

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	<ul style="list-style-type: none"> ✓ of acting on sexual desires 	<ul style="list-style-type: none"> has whole gang of friends ✓ Girls show more interest in opposite sex than boys do ✓ Recognizes that differences exist between and within groups ✓ May experience prejudice, discrimination, or bias due to ethnicity or poverty 	<p>"no one understands me") and belief that self is invulnerable ("I won't get hurt")</p> <p>Able to understand other points of view, but tends to be egocentric</p>	<p>self through clothes, hair, and other lifestyle choices</p> <ul style="list-style-type: none"> • Poor self-esteem • Emotional and behavioral problems (anxiety, depression, withdrawal, aggression, lack of impulse control, anti-social behavior) • Withdrawal from friends and from activities once enjoyed • Changes in eating and sleeping habits • Abuse of alcohol or drugs 	
	Physical	Socio-Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
15-21 years	<ul style="list-style-type: none"> ✓ Preoccupation with body image (continues through adolescence) ✓ Late maturing girls (by 10th grade) are more satisfied with their body image than early maturing girls ✓ Completed physical 	<ul style="list-style-type: none"> ✓ Relationships with parents range from friendly to hostile ✓ Usually has many friends and few confidants ✓ Worries about failure ✓ May appear 	<ul style="list-style-type: none"> ✓ May lack information or self-assurance about personal skills and abilities ✓ Continuing formal operational thought with abstract, idealistic, logical, hypothetical-deductive reasoning, complex problem solving, and critical thinking 	<ul style="list-style-type: none"> • Physically immature, small, not showing signs of puberty or secondary sex characteristics • Unable to form or maintain satisfactory relationships with peers • Can't put him/herself in place of another; doesn't consider how behavior affects others 	<ul style="list-style-type: none"> • Recognizes and compliments physical maturity • Provides accurate information on consequences of sexual activity • Tries not to pry; but is available to talk and listen • Maintains positive relationship by being respectful and friendly • Accepts feelings; doesn't

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	maturation ✓ Physical features are shaped and defined ✓ Probability of acting on sexual desires increases	moody, angry, lonely, impulsive, self-centered, confused, and stubborn ✓ Has conflicting feelings about dependence and independence ✓ Girls may form identity and prepare for adulthood through establishing relationships and emotional bonds ✓ Interest in forming romantic relationships part of separation task; implies separation from family ✓ Cultural differences may cause conflict	✓ May enjoy debating and arguing ✓ Has a strong sense of awareness ✓ May be judgmental of adults or peers if they do not do what is "fair" ✓ Seriously concerned about the future ✓ Beginning to integrate knowledge leading to decisions about future	<ul style="list-style-type: none"> • Poor self-esteem / guilt • Overcompensates for negative self-esteem by being narcissistic, unrealistically self-complimentary; grandiose expectations for self • Engages in self-defeating, testing, and aggressive, antisocial, or impulsive behavior • Lacks capacity to manage intense emotions; moods change frequently and inconsistently • Has emotional disturbances: depression, anxiety, post-traumatic stress disorder, attachment problems, conduct disorders 	overreact and avoids disapproval <ul style="list-style-type: none"> • Recognizes and accepts current level of interest in opposite sex • Encourages experiences with a variety of people (e.g., older, younger, different cultures) • Encourages talking about and planning for future

Adapted from One or More of the Following Sources: Chadwick Trauma-Informed Systems Project. (2013). Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model (1st ed.). San Diego, CA: Chadwick Center for Children and Families; Reducing the Trauma of Investigation, Removal and Initial Out-of-Home Placement Project. (2008-2009). Trauma Informed Practice Strategies for Caseworkers. Portland State University, Center for Improvement of Child and Family Services; Child Welfare Trauma Training Toolkit. (2013). The National Child Traumatic Stress Network; Child and Adolescent Development Resource Book. (2005). The Pennsylvania Child Welfare Training Program.

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University of Pittsburgh, School of Social Work; Florida State University, Center for Prevention and Early Intervention. www.cpeip.fsu.edu; John Hopkins University; http://www.hopkinsmedicine.org/healthlibrary/conditions/pediatrics/your_childs_growth_and_development_85,P01019/; Centers for Disease Control and Prevention. <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>