IDIRECTIONS IN DEVELOPMENT!

Games

0-18 months Makes games out of repeating the same action over and over simply for the pleasure of the action. Plays games with others based on repetition of actions-dropping a ball, having adult pick it up, dropping

Copies adult's actions, simple imitation games-adult puffs out cheeks, child puffs out cheeks, repeat. Begins pretend games by acting out familiar activities-pretending to go to

Responds to adults more than to

Treats other infants much as objects

exploring, looking, grasping, pushing

Begins to respond more and more to

other infant or crawl toward him or her.

cries of other infants; may look at

sleep, pretending to eat.

0-6 months

other infants.

6-15 months

18 months-3 years doll is sleeping, pretend the teddy bear

Plays pretend games-a box is a cup Can imitate familiar actions he or she has seen others do-reading a book, telephoning, sweeping. Can pretend to be another person. Begins to act out a series of related action-preparing to give the doll bottle, pretend to heat the bottle, test it to see if it is too hot, cool it down, feed the doll, wash doll's face. Can join chanting games of older children, like "Ring-around-the-Rosie, 2-3 years

Increasing imagination in games-can Beginnings of cooperation. relationships-goes beyond what has been seen, e.g., doctor examining and advising patient in a way the child has never actually seen. May make up imaginary characters such as monsters or animals. May act out events which have happened in the past, acting out different roles for each of the people involved. Plays side by side in groups; each plays own role without relating to others in their roles. May bring another child into dramatic

game, but treats the other child more

Has preferred friends of similar age, no

Seeks attention and praise from other

sex preference. Friends change

Begins to compete with others.

Plays in groups, doing similar activity

May play with another child. Treats

Less physical fighting, more arguing

Can settle own arguments, especially

Still uses lots of private words-

"sleepies" for a nap, "Baba" for sister,

other child as a doll.

when adults help.

name calling.

but not cooperating or communicating

like a doll than a person.

3-4 years

3-4 years

國 3-5 years In games (checkers, marbles), tries to children use, but changes them from time to time according to own Can learn and enjoy singing or chant4-5 years Dramatic games are more orderly, less fantastic; tries to copy reality. More complicated dramatic games: can coordinate and adjust roles, interacting with others-Mommy takes baby to see the doctor. In group play, children try to make simple rules as they go along-when jumping down steps, whoever loses: balance loses the game. More able to follow the basic rules in

the finer points.

4-6 years

towards others.

Begins to cooperate in play-share,

take turns, work together on projects

Very attached to special friends.

Is more helpful and sympathetic

usually of the same age and sex.

More complex dramatic games; can

take on roles and interact with others-

Competes niore, may grab, insult

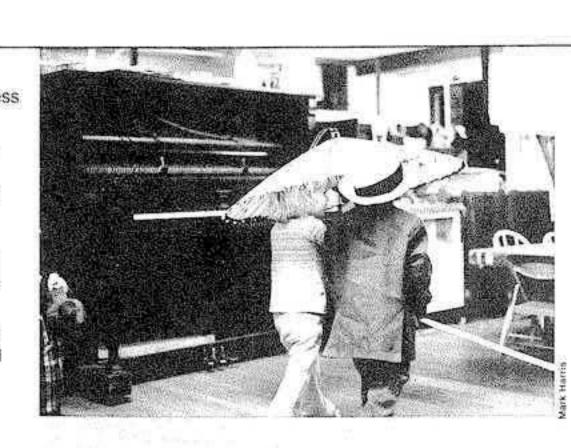
better when competing.

others, praise himself. May perform

Usual group size is still two but also

plays well in larger groups (4-7).

"Mommy" takes "baby" to the "doctor."



5-7 years Can plan roles, make up simple story for dramatic games. Spends less time in dramatic games Growing ability to follow rules in formal games. More awareness of what companions do and how well they do.

5-7 years

meaning as for adults.

Pronunciation good.

Vocabulary grows to over 2600 words,

but often words still do not have same

past events to others; stories lack organization, logical links; explana-

likely to be more complex-sentences

language used at home and with

Speech with friends is repetitive, re

Towards end of period, word play-

Eats great amounts; often asks for

Much motor activity at table-wiggling

Still clumsy in controlling food and

Is tired at bedtime and cooperative about getting ready for bed. Begins to

enjoy going to bed, looks forward to bedtime story. Able to get ready for

Fewer nightmares. Men and women appear in dreams. Monsters become

Often is reluctant to use school bath-

active and attack the dreamer.

more than can eat.

5-7 years

5-7 years

lated to the immediate situation.

Is more aware of how friends think,

Is concerned about making friends,

having friends, having a place in the

Spends more time playing in groups.

Groups tend to make up rules on how

Very competitive in games and play:

to behave, what is "good" and "bad"

Less fantasy play than before.

May try to dominate, boss others

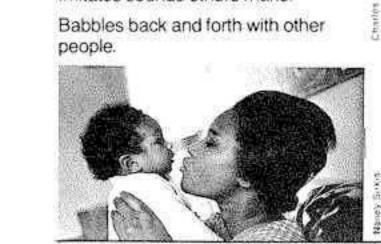
some cannot bear losing.

Relating to Other Children

Language

Activities

0-10 months Goes from cries, throaty noises, to that will eventually be used in lan-Strings sounds together without meaning, playing with sounds-



Hungry every four hours at first, even

Drinks milk from bottle or breast; can

Can adapt to three major meals a day,

Learns to hold cup handle with help

Begins to sleep all night and stay

awake for long periods during day.

Usually takes just one nap, in early

Elimination usually occurs after a

meal, especially after breakfast.

eat soft foods.

4-10 months

Sleeping At first drifts in and out of sleep, wakes

15 months

with snacks between.

from an older person.

Can put spoon into dish.

coos, squeals, m-m-m sounds when crying; cry for hunger differs from the Can make many of the basic sounds Imitates sounds others make.

10 months-11/2 years Says mama, dada, though may or may not use them with meaning. Sounds become related to things. Names two to four important people and objects at first; vocabulary grows to include as many as 150 words. Makes voice go up and down, copying the sound and rhythm of speech; seems to expect to be understood May use one word to stand for an entire sentence. What is meant depends on the situation. "Milk!" may mean, "I want some milk," "I spilled the milk all over myself but please don't be mad, Mommy," or "Look, here's the milk over here." Can understand much more than he or she can say.

by copying their actions. 15 months-2 years Isually plays by self (solitary play). Recognizes a child seen often; may show delight in seeing child or may avoid him or her. May offer or show a toy to another May pull another child to get attention. When playing with other children (e.g., when a group is playing in a sandbox). may copy what others are doing. Tends to be possessive of toys-will often push, shove, or grab to get a toy. Cries if others take toys away.

11/2-21/2 years

up to 500 words.

Most words are names for things.

Likes to name things, can be taught

names of objects by being shown

Practices talking when alone.

how a language works.

Can talk about:

15 months-2 years

Has small appetite.

15 months-2 years

15 months-2 years

asks for a drink of water.

Needs help in eating, may eat part of

Learns to drink from cup or glass and

feed himself with spoon, but spills food.

May have trouble going to sleep alone.

Develops control of bowel movements.

ometimes has accidents or refuses to

Begins to be able to indicate need to

go to toilet to protest toilet training.

Invents ways to demand company-

them and having their names said.

Uses simple sentences of two and

standards but show understanding of

naming, pointing out-"there

truck," "this truck," "it truck"

location-"Daddy at work," "truck

amount of things or actions-"no

water," "more swing"

conjunction-"daddy mommy,"

owning-"daddy chair"

Plays either alone or side by side

Shows no sex preference. Seems to like having other children May choose to join a group of 2-3 children for a short time but may not yet share or cooperate. Much conflict over toys when in groups; sometimes arguing but usually pushing, fighting. Likes to tell others about things he or she has done; calls attention to self-"see this." "Watch me." Uses commands-"Give me that." actions-"mommy back," "build

what things are like-"red truck,"

Can use sentences heard as a model

for making new "sentences" of 2-3

Speech still general-all animals may

2-3 years

2-3 years

the child to sleep.

trip to the bathroom.

Can feed himself without help.

setting table, pouring milk, etc.

May rest or play during nap time.

Elimination is less often and may

Becomes more comfortable with

with clothing and wiping self.

routine toilet times. Can decide to go

May sleep through the night without a

Often gets up from table during meal.

Develops interest in preparing meals-

be "doggie." Some familiar things

Groups often leave out other children who wish to join in. 21/2 years-5 years over 2000 words. Uses complete sentences. Can combine two thoughts, "Johnny hit me and I cried," "When Mommy comes, I'm going home." May get confused if trying to use ser tences which are very long and

Shows knowledge of language rules by using them-showing past by adding ed, forming plurals by adding s. Sometimes misapplies the rules-"I goed to nursery school yesterday. Sometimes in groups, each child may speak in turn, with others seeming to listen, but each child may talk about a different topic. Large part of speech will be uncomprehensible to others.

3-4 years

without help.

3-4 years

3-4 years

want privacy.

Nap time is unpopular, but still needs

Will sleep all night without a trip to the

Dreams may wake child up, but he o

she can usually calm self by talking

Wants to be independent and may

Does not need help with clothing.

May resist going to bed for nap or



■ 3-5 years

图 3-5 years

3-5 years

Develops a big appetite. Can feed self, prefers spoon to fork Very talkative during meals. Follows preferences of siblings and Prefers simple foods.



4-5 years Dislikes taking naps even though they are still necessary. Often tries to delay going to bed at

May need to wake at night to take self to the bathroom or to escape a Dreams are often about anima

Dependable about going to bathroom on own, even at night Able to perform entire toilet function



room and may have "accidents." Many jokes and taunts among friends

Dressing

Toilet

15 months

10-15 months

hands and feet.

Can pull self to knees.

Can stand, holding onto support, then

Prefers sitting or standing to lying

Can sidestep holding onto support.

Can walk while both hands are held

pointing or complaining.

Usually urinates about every two

Can cooperate if placed on toilet on a

regular schedule, especially for bowel

Can indicate that he or she is wet by

15 months-2 years Can move arms and legs to help adult Helps older person dress him by finding armholes and putting arms Can put on and remove simple gar ments-hat, mittens, socks.

15 months-2 years

down stairs holding rail.

Stands alone. Can walk alone now.

Creeps up stairs, later can walk up and

stop and start without support.

Can walk sideways, backward.

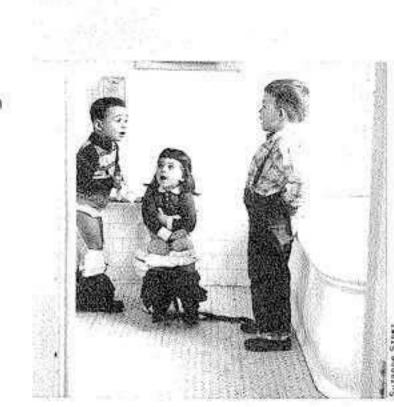


Almost able to dress self. Cannot tell back from front. Can unbutton buttons he or she May put shoes on wrong feet. Tries lacing shoes, but is usually unsuccessful.

Can dress and undress by self. Can tell front from back of shirts, pants, Can lace shoes, but not tie them.

4-5 years Can dress self without adult guidance.

Sense of balance fairly well developed



5-7 years Is more conscious of what clothing he or she is wearing, but still little care for them-throws them down when undressing. Can tie shoelaces, but it is difficult.

Often wants to take shoes off.

Body Skills

Control Newborn 4-10 months

When on back head turns to one side. Can control head, hold it up when

Control

of Arms

and Hands

of Body 4 months
Can hold head straight at midline. sitting, turn it freely from side to side when on back or stomach. Can roll completely over by self, from back to stomach at first, then from Can hold chest and head up when lying on stomach.

stomach to back. Can move to sitting position from lying Can be propped in sitting position Can be pulled to sit, can sit alone with-Can lock knees, stand with adult

Can get onto hands and knees, may creep backward or forward, abdomen 4-10 months Reaches and grasps with spread Arms and legs often flail when awake. Can bat at dangling object with closed

Can grasp small objects using only

Masters ability to willfully let go of

Can transfer object from one hand

thumb and forefinger.

Can wave goodbye Can hold glass in both hands to drink blocks.

15 months-2 years Hurls ball from standing position. Can build block tower of six or seven



圖3-5 years 2-4 years Can walk on tiptoes. Walks up and down stairs, no support Can stand on one foot briefly Can jump with both feet. Runs easily. Can turn somersaults Can ride a tricycle.

Can throw a ball overhand cut along ines.

Can hop on one foot. Can skip. Can make running and standing

醌 3-5 years

with blocks. Can cut along lines.



Can jump a rope.

Climbs very well-does acrobatic tricks.

Can aim a ball where he or she wants Builds towers taller than himself

EXPLORING CHILDHOOD EDC School and Society Programs

Infant

0-4 months

Toddler

Preschool Child

Primary School Child