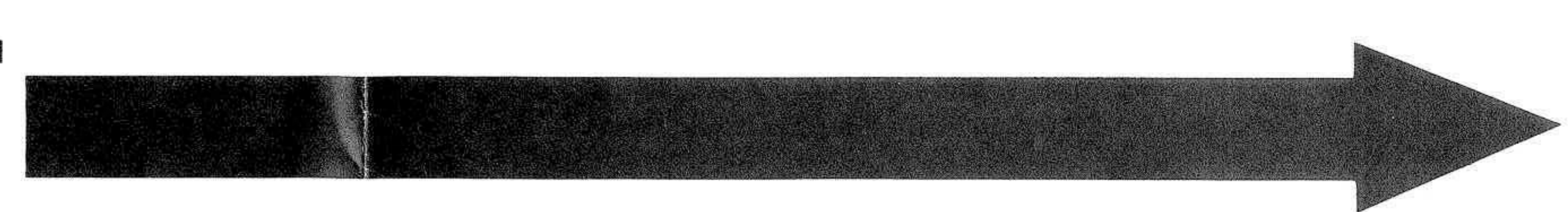


# DIRECTIONS IN DEVELOPMENT



## 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 it again.  
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 sleep, pretending to eat.

**0-6 months**

Responds to adults more than to other infants.  
Treats other infants much as objects—exploring, looking, grasping, pushing, pulling.

**6-15 months**

Begins to respond more and more to cries of other infants; may look at other infant or crawl toward him or her.

**10-10 months**

Goes from cries, throaty noises, to coos, squeals, m-m-m sounds when crying, cry for hunger differs from the cry for pain.  
Can make many of the basic sounds that will eventually be used in language.  
Strings sounds together without meaning, playing with sounds—m-m-m-baaa!

Imitates sounds others make.  
Babbles back and forth with other people.

**10 months-1½ 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.

**11½-21½ years**

Vocabulary grows quickly, can include up to 500 words.  
Most words are names for things.  
Likes to name things, can be taught names of objects by being shown them and having their names said.  
Practices talking when alone.  
Uses simple sentences of two and three words; are incomplete by adult standards but show understanding of how a language works.  
Can talk about:  
owning—"daddy chair"  
naming—"pointing out" there  
"truck," "the truck," "it truck"  
location—"Daddy at work," "back up there"  
amount of things or actions—"no water," "more swing"  
conjunction—"daddy mommy," "milk cookie"

**2-3 years**

Usually 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 child.  
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 toy. Cries if others take toys away.

**2½ years-5 years**

Vocabulary grows from about 500 to 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 sentences which are very long and complex.  
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 incomprehensible to others.

**3-4 years**

Increasing imagination in games—can pretend to feed the doll without using anything as bottle, food, etc.  
Acts out own ideas about roles and 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 like a doll than a person.

**3-4 years**

Has preferred friends of similar age, no sex preference. Friends change frequently.  
Seeks attention and praise from other children.  
Begins to compete with others.  
Plays in groups, doing similar activity but not cooperating or communicating with others.  
Can settle own arguments, especially when adults help.  
Less physical fighting, more arguing, name calling.  
Groups often leave out other children who wish to join in.

**4-5 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 formal games. Does not understand the finer points.

**4-6 years**

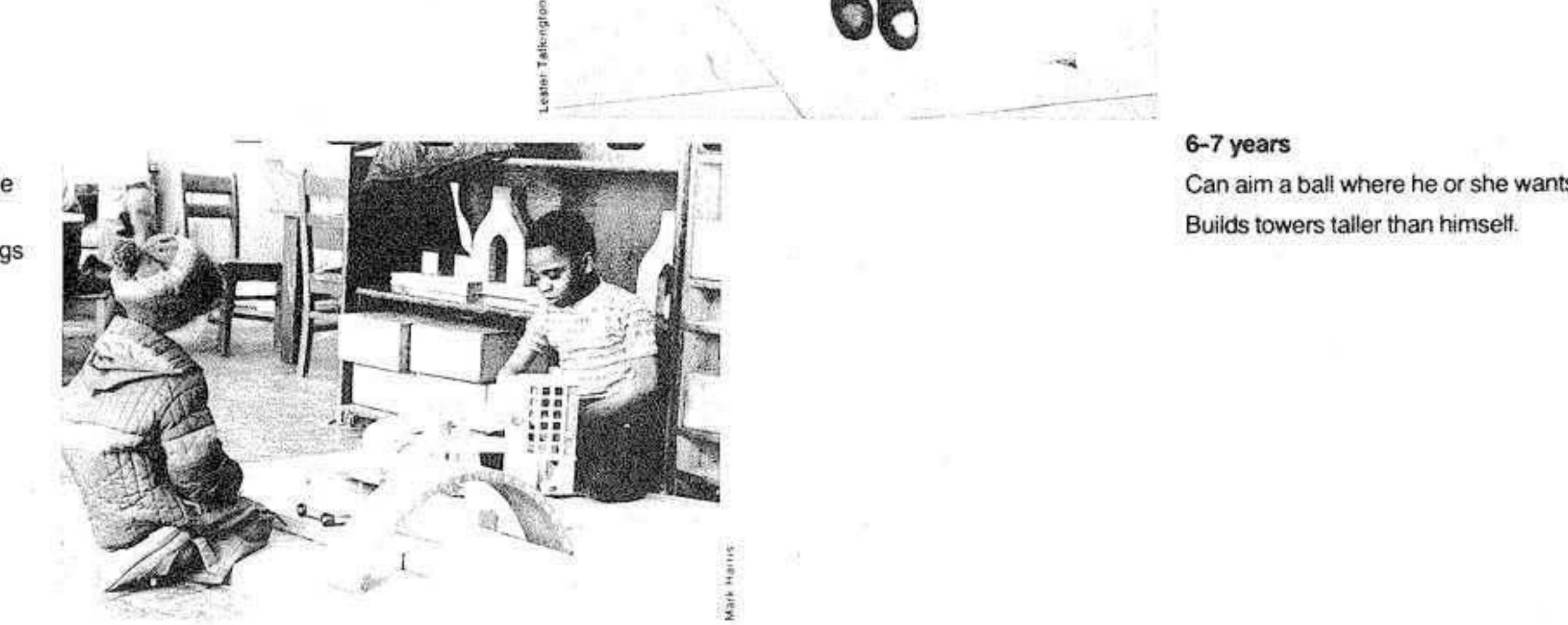
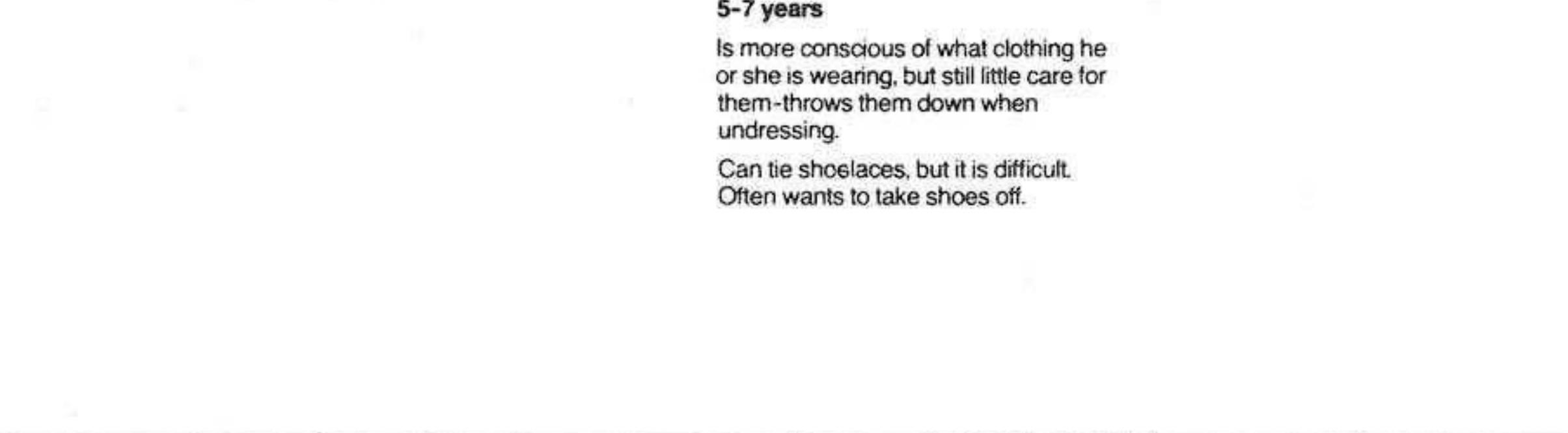
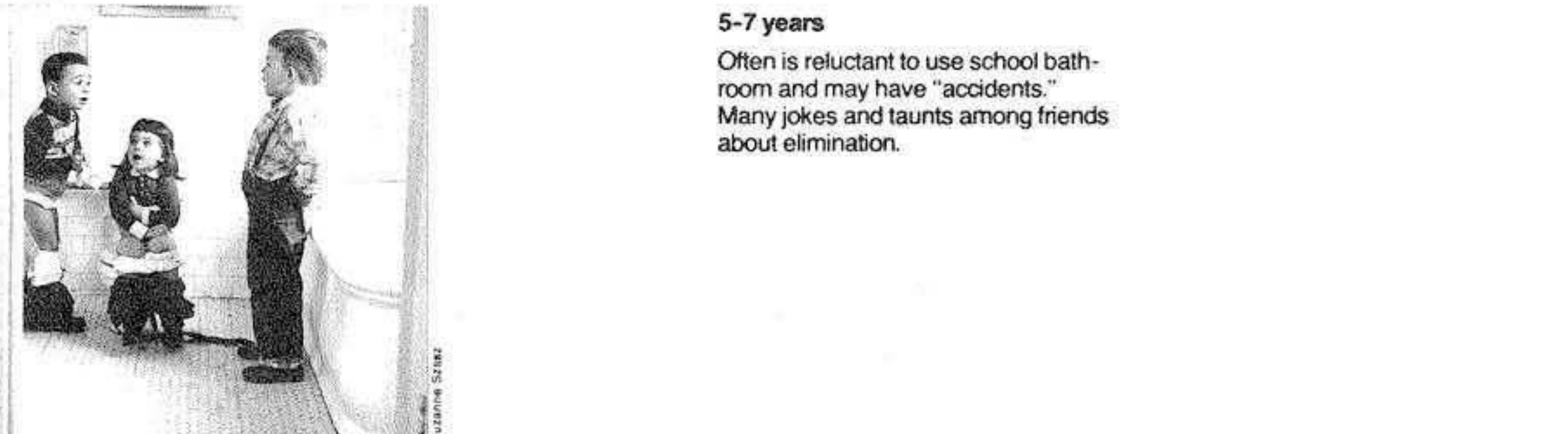
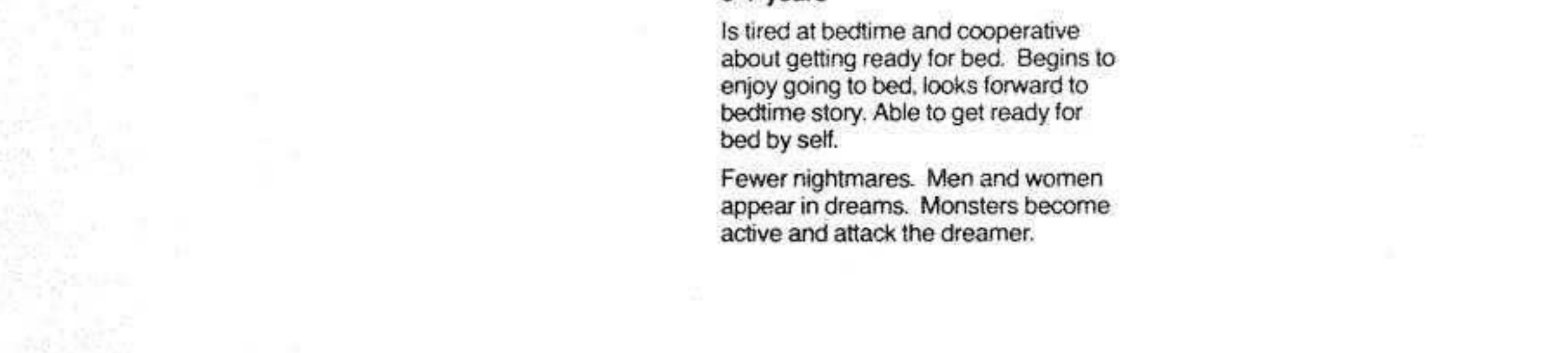
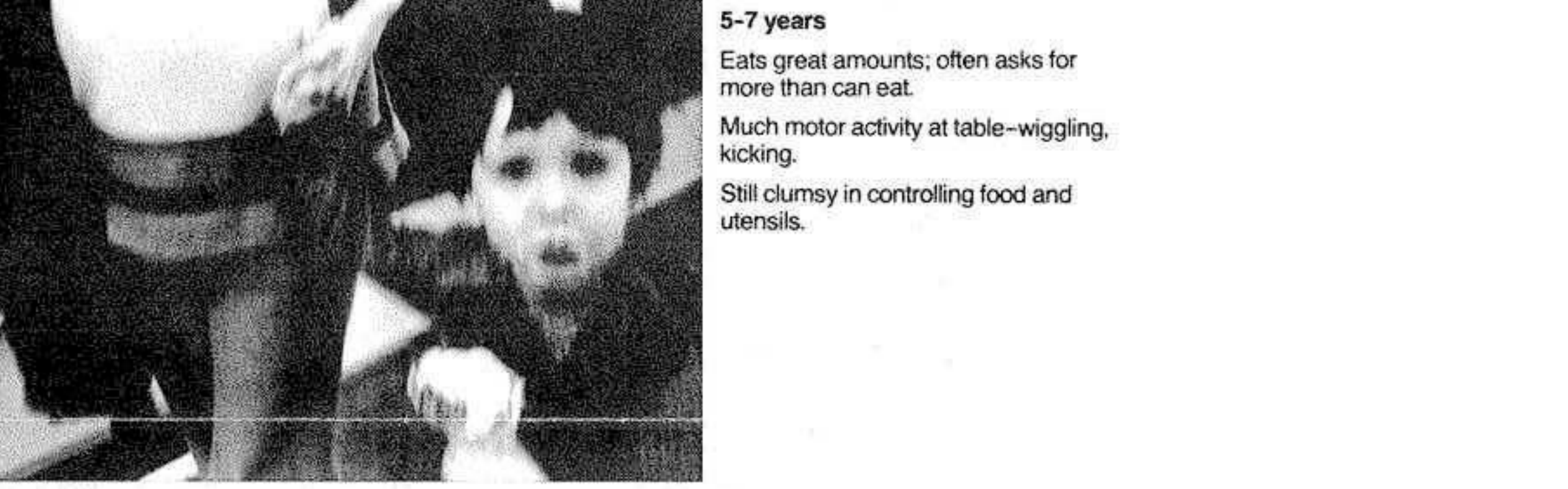
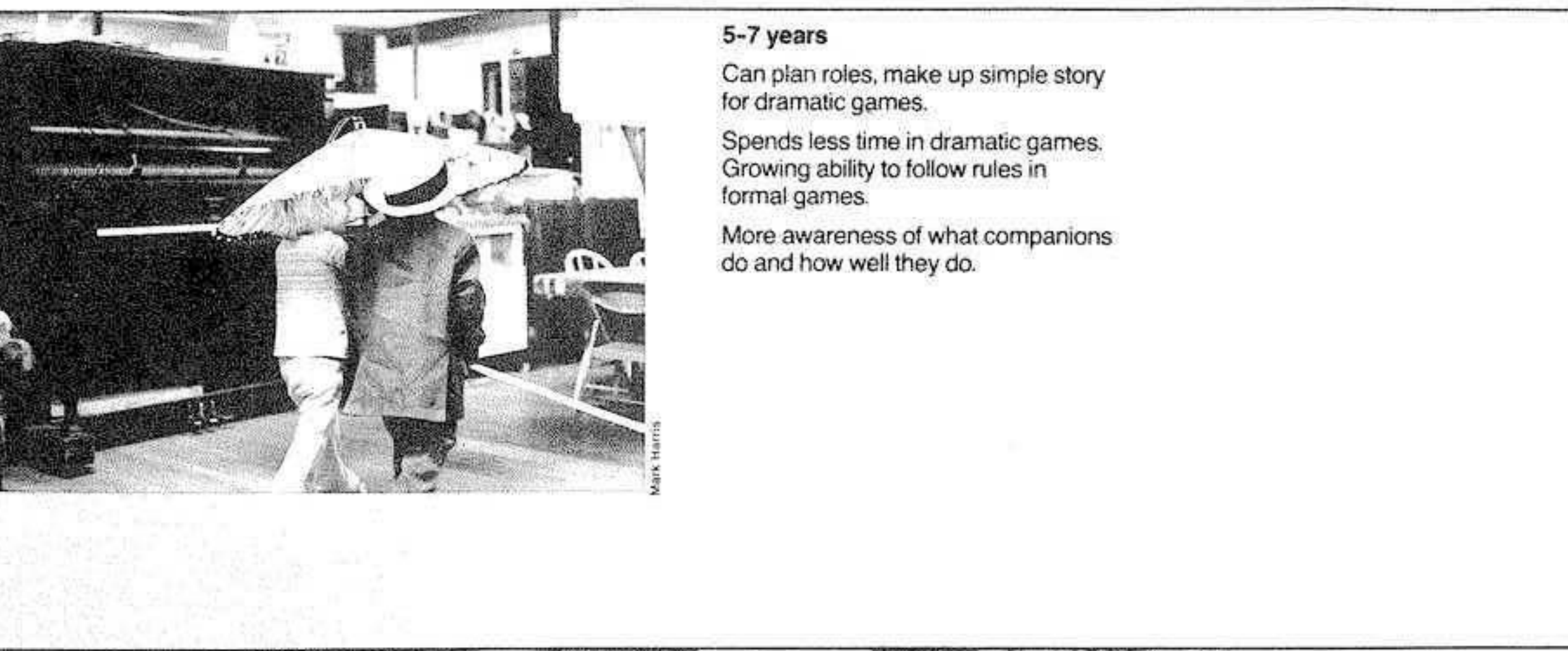
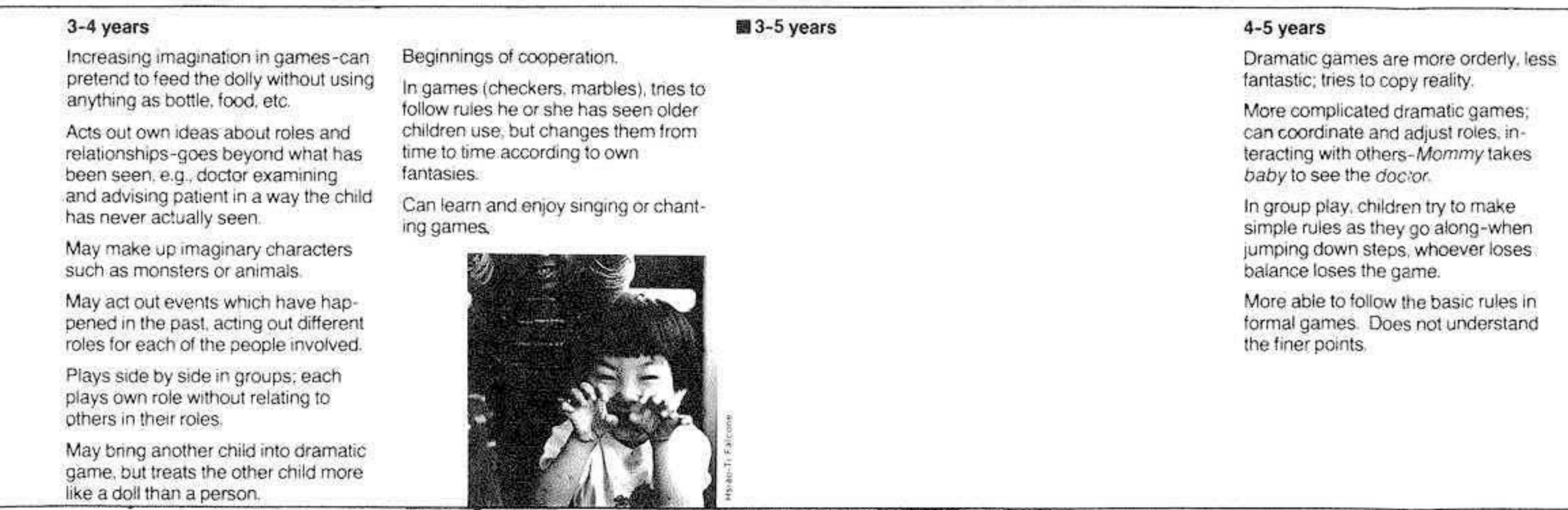
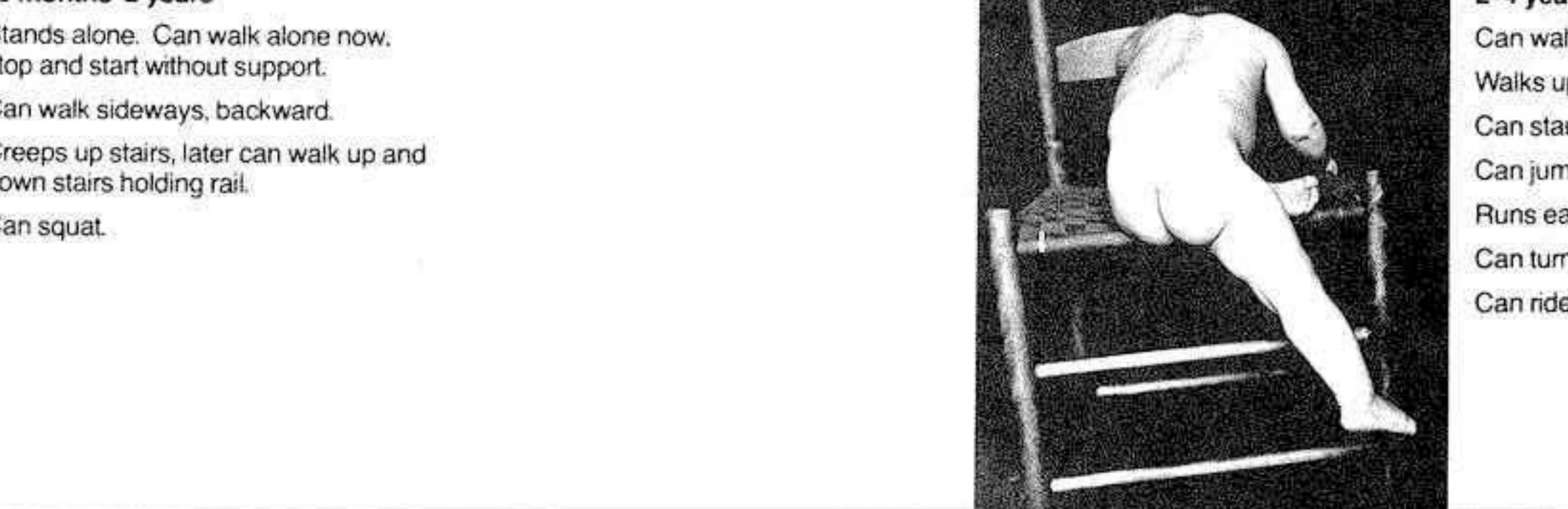
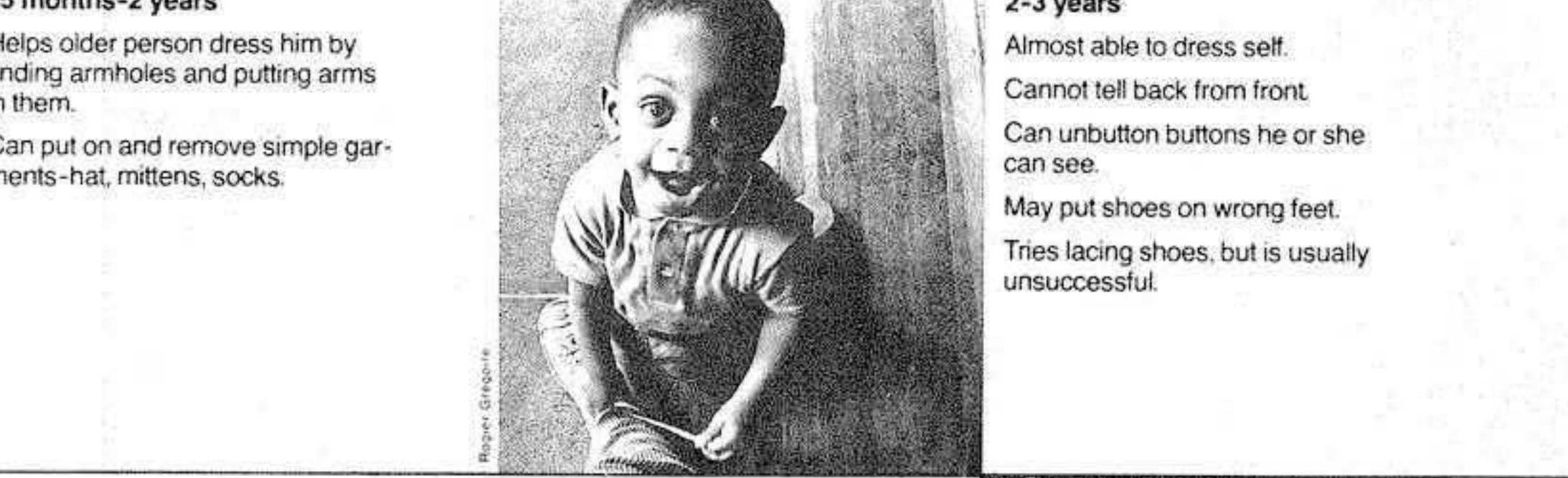
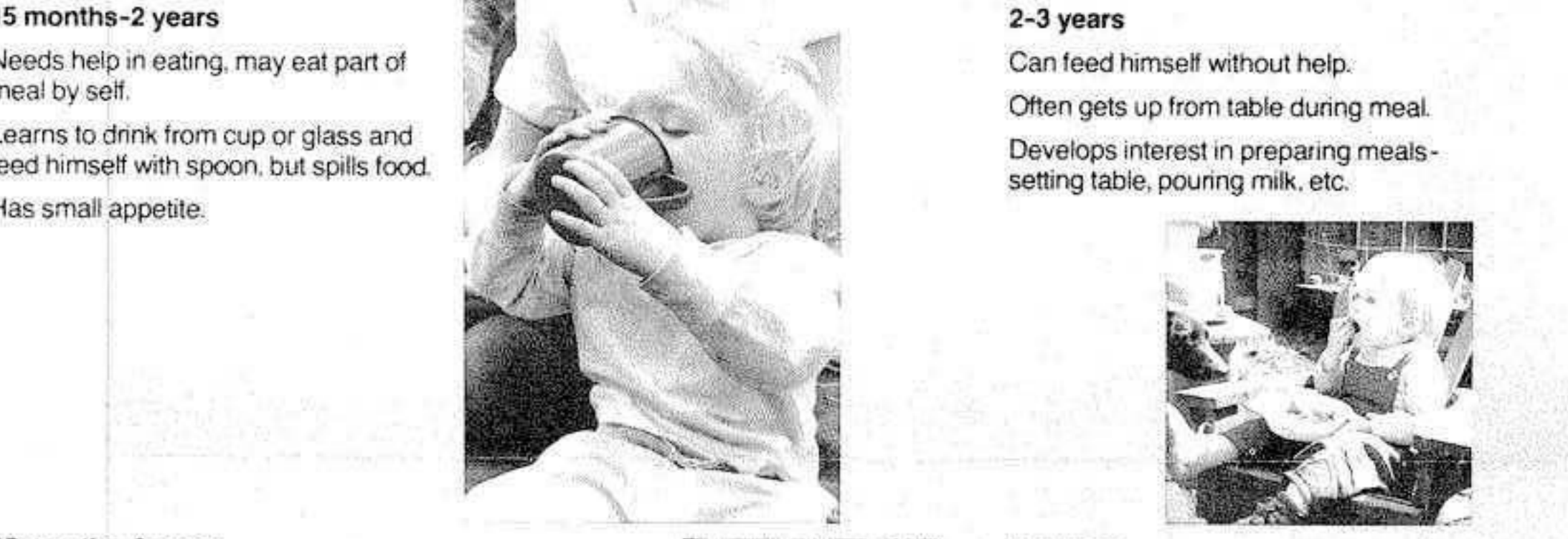
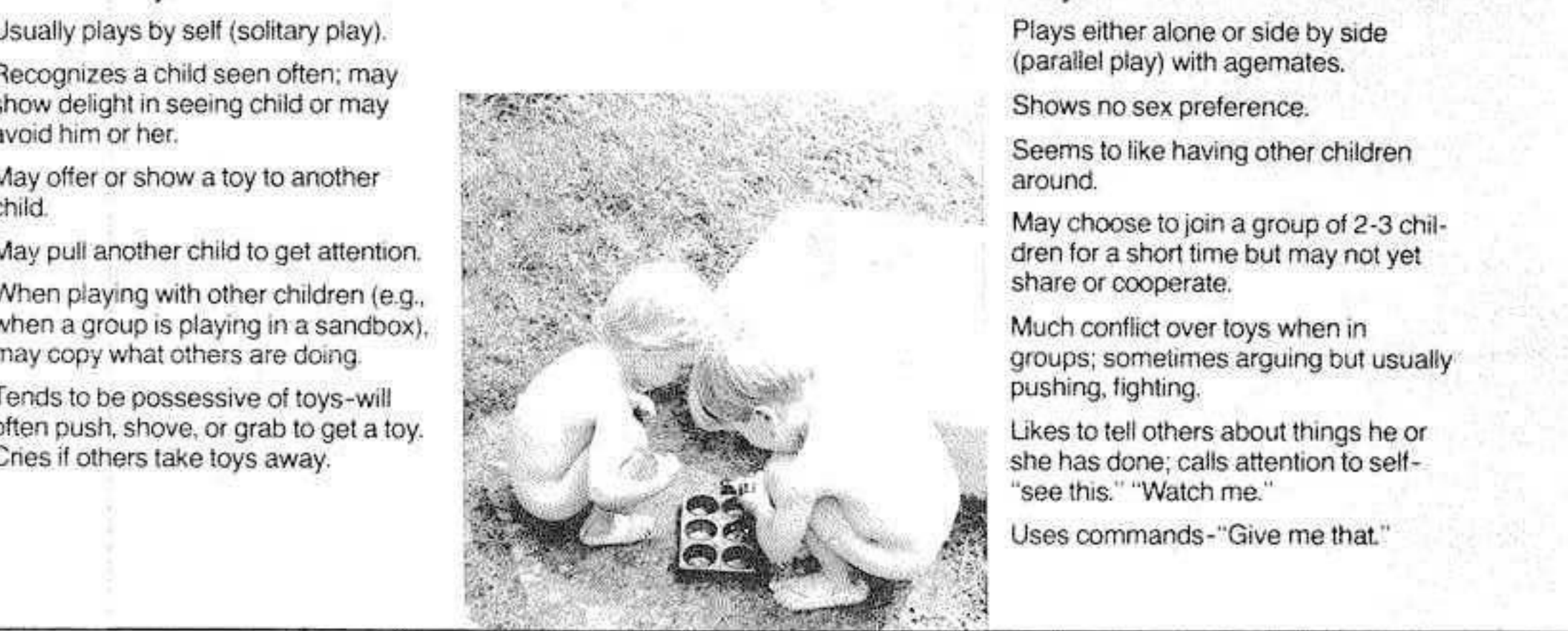
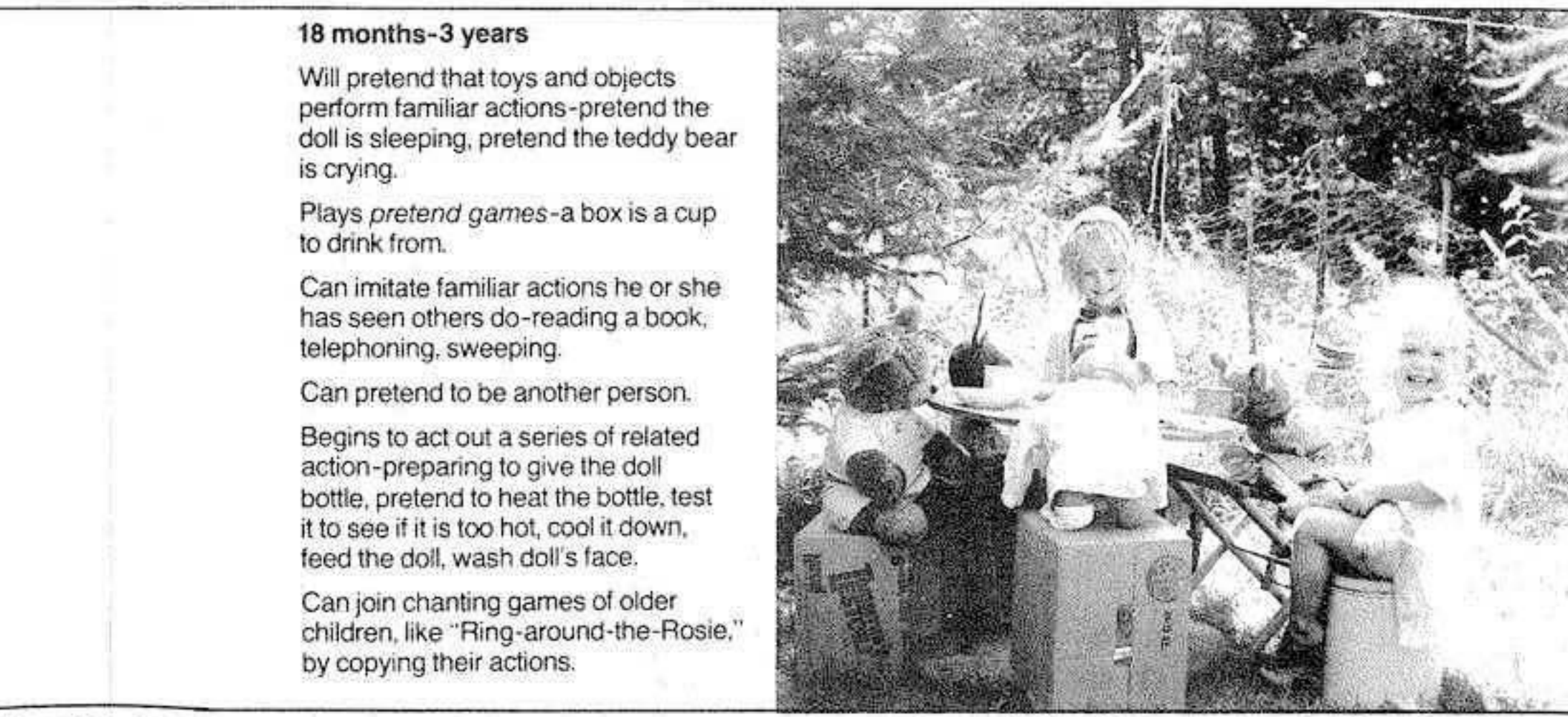
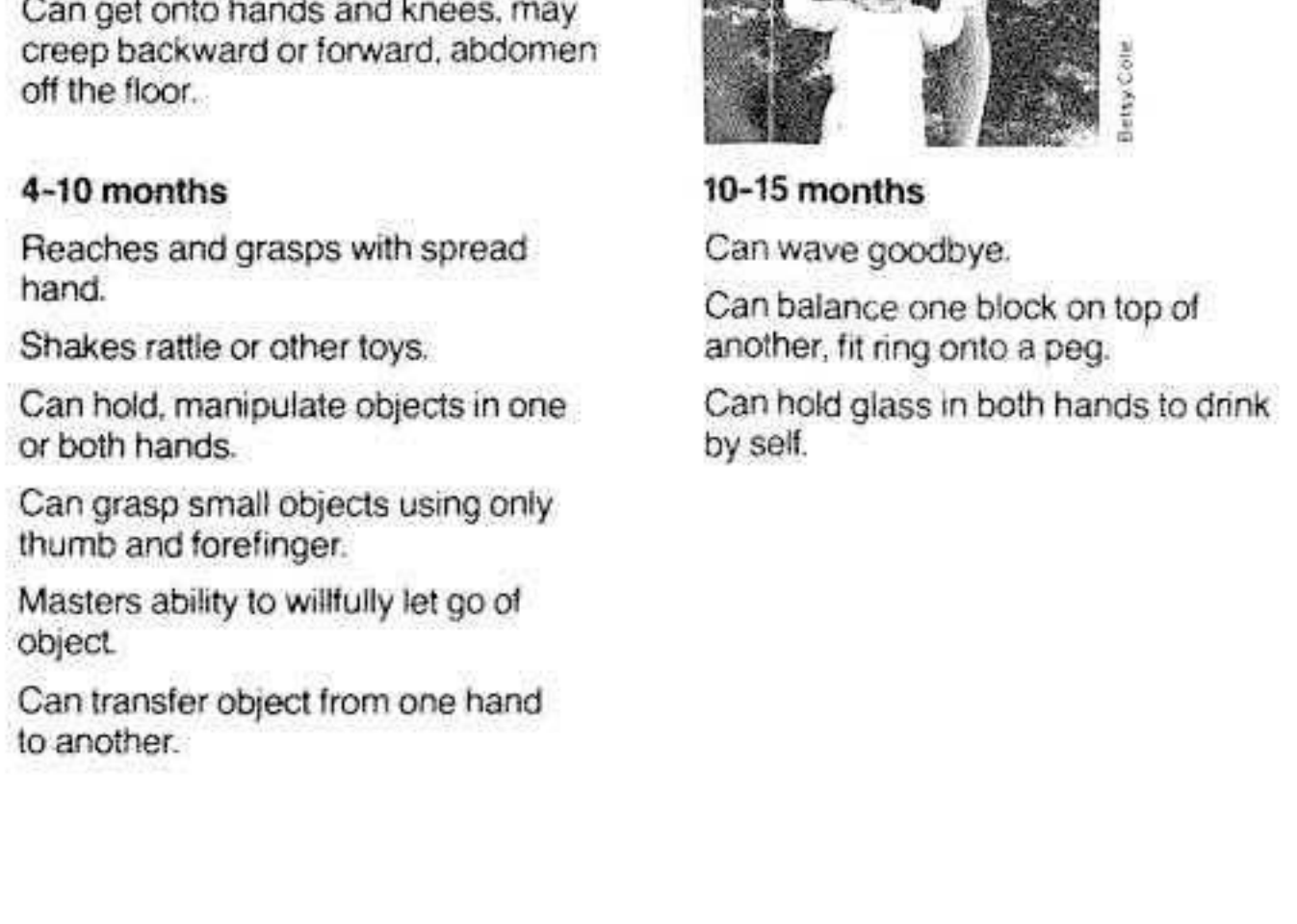
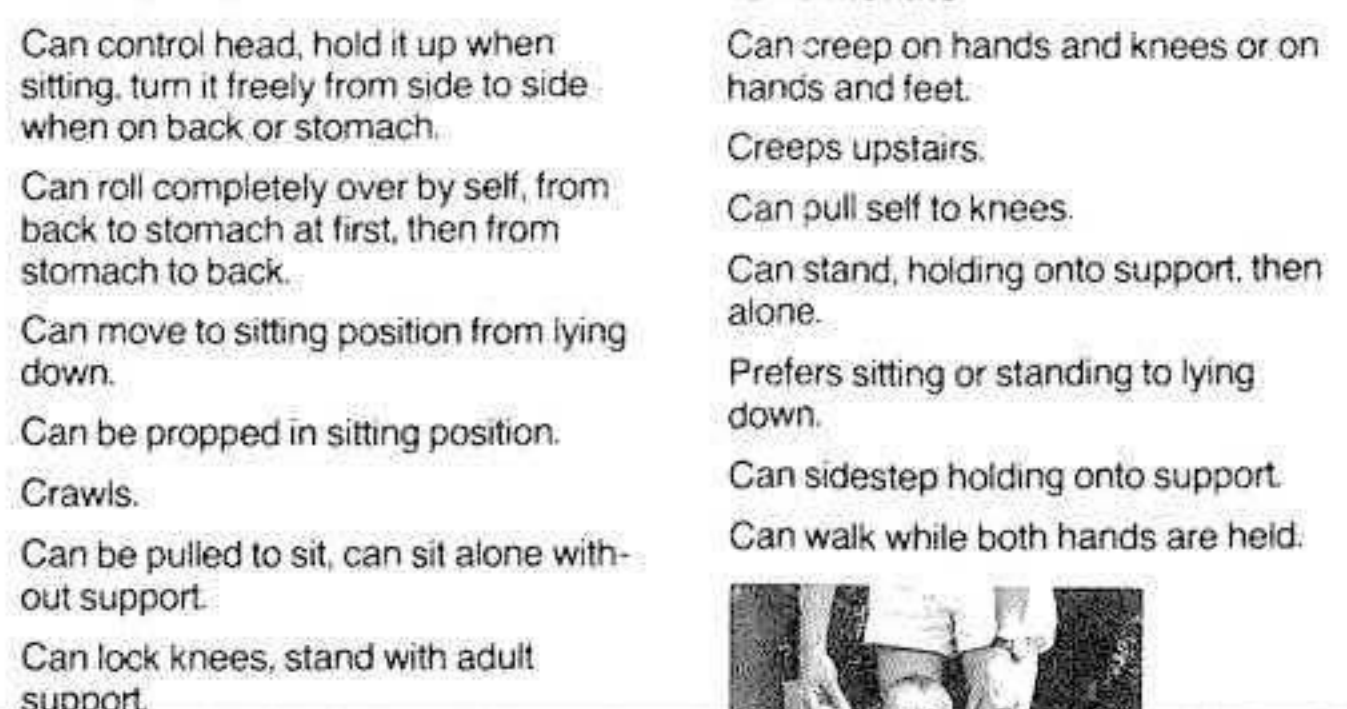
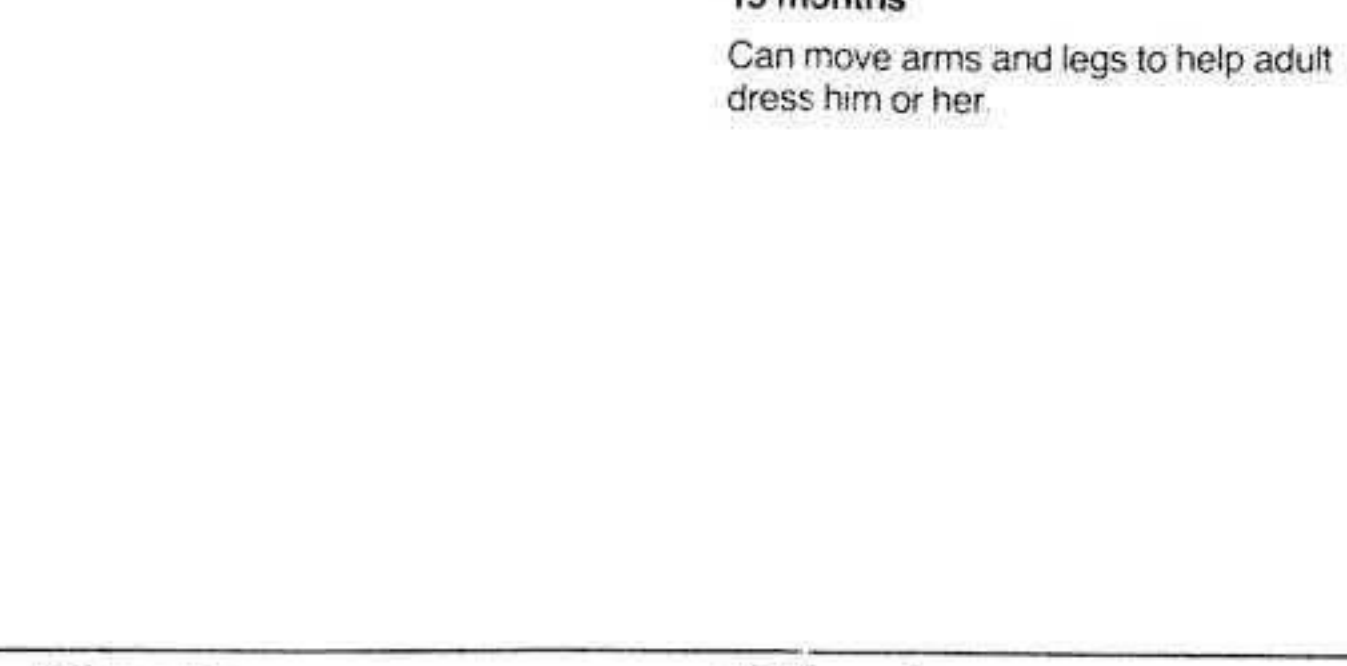
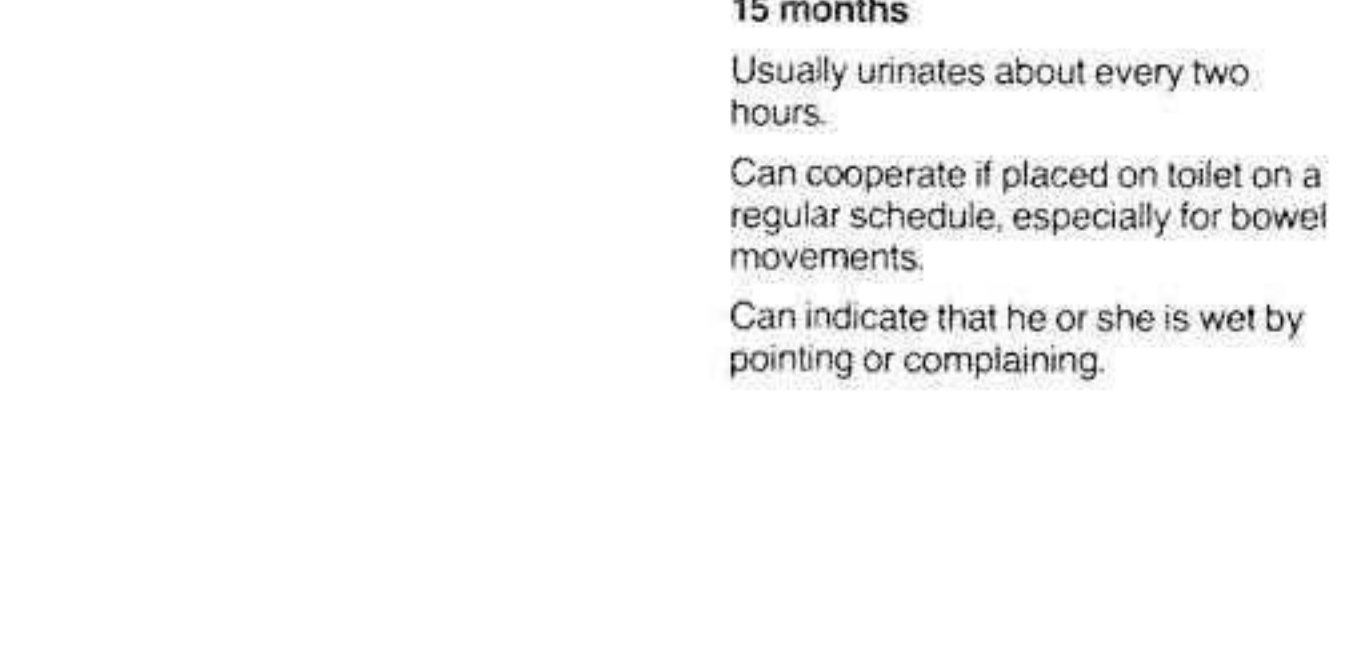
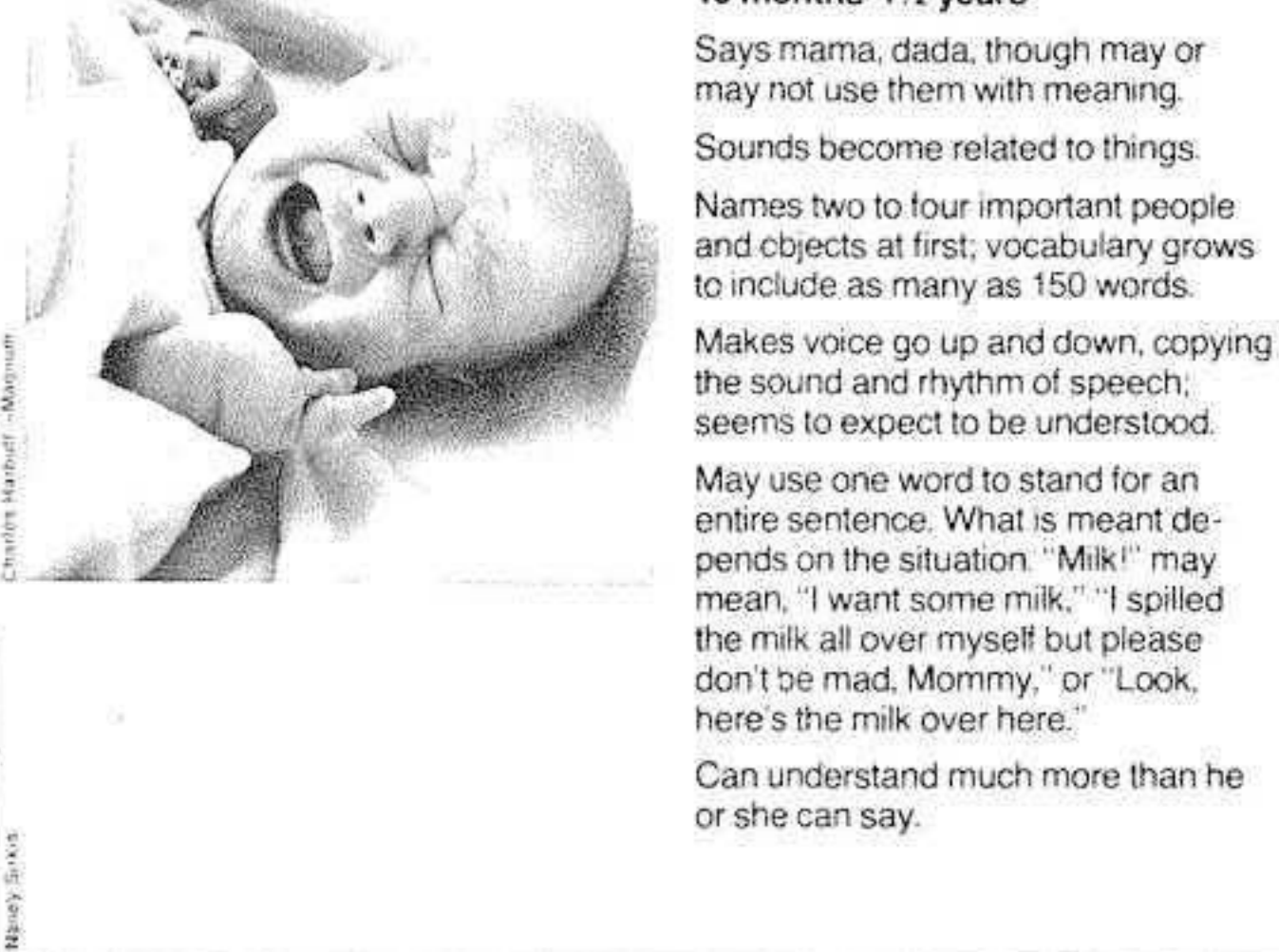
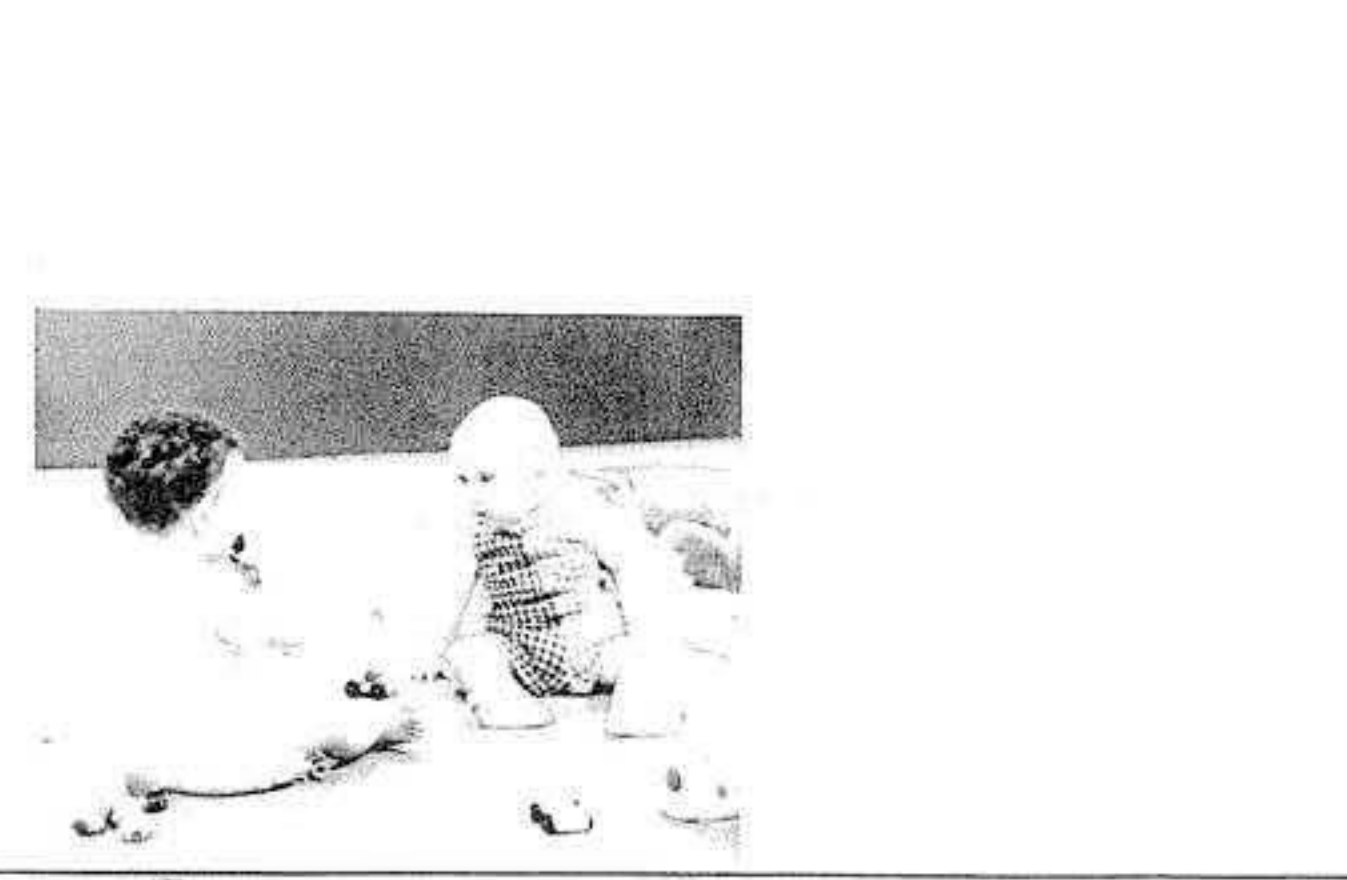
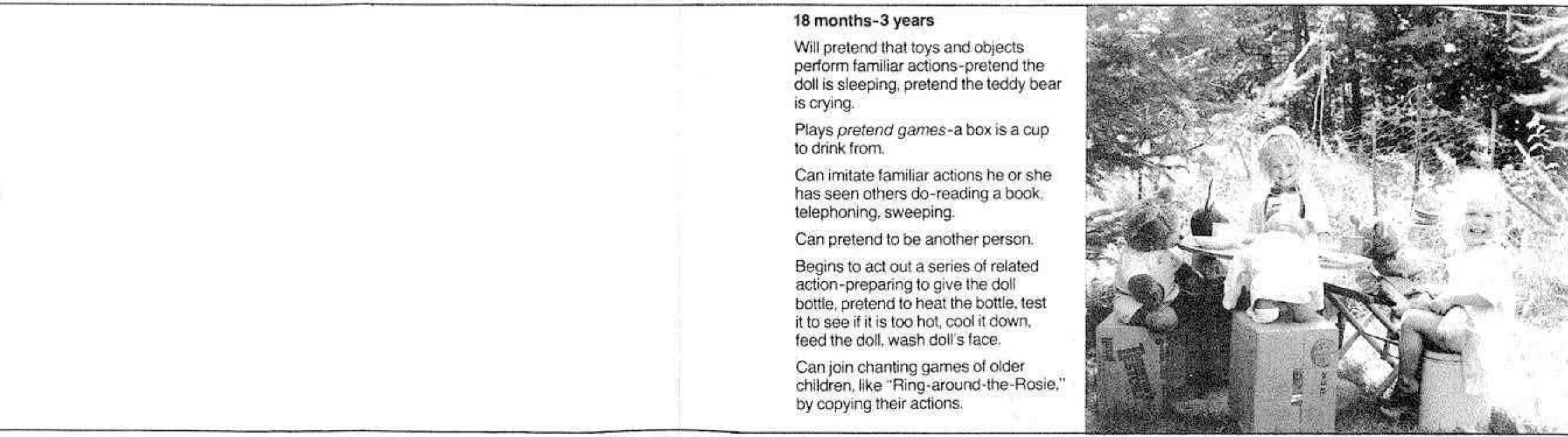
Begins to cooperate in play—share, take turns, work together on projects.  
Very attached to special friends, usually of the same age and sex. Is more helpful and sympathetic towards others.  
More complex dramatic games; can take on roles and interact with others—"Mommy takes baby to the doctor."  
Competes more; may grab, insult others, praise himself. May perform better when competing.  
Usual group size is still two but also plays well in larger groups (4-7).

**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.

**6-7 years**

Special friendships, usually with the same sex, more lasting now. Is more aware of how friends think, feel, act.  
Is concerned about making friends, having friends, having a place in the group.  
Spends more time playing in groups. Groups tend to make up rules on how to behave, what is "good" and "bad" behavior.  
Less fantasy play than before.  
Very competitive in games and play; some cannot bear losing.  
May try to dominate, boss others around.  
Fewer but longer quarrels.



## Relating to Other Children

## Language

## Daily Activities

## Body Skills

### Eating

### Sleeping

### Toilet Training

### Dressing

### Control of Body

### Control of Arms and Hands

**Newborn**  
Hungry every four hours at first, even at night.

**1-4 months**  
Drinks milk from bottle or breast; can eat soft foods.

**4-10 months**  
Can adapt to three major meals a day, with snacks between.  
Begins to learn to drink from a cup.  
Learns to hold cup handle with help from an older person.  
Can put spoon into dish.

**Newborn**  
At first drifts in and out of sleep, wakes only for meals.

**1-15 months**  
Begins to sleep all night and stay awake for long periods during day.

**15 months**  
Usually takes just one nap, in early afternoon.

**0-15 months**  
Elimination usually occurs after a meal, especially after breakfast.  
Unconscious of elimination.

**15 months**  
Can move arms and legs to help adult dress him or her.

**15 months-2 years**  
Helps older person dress him by finding armholes and putting arms in them.  
Can put on and remove simple garments—hat, mittens, socks.

**2-3 years**  
Almost able to dress self.  
Cannot tell back from front.  
Can unbutton buttons he or she can see.  
May put shoes on wrong feet.  
Tries lacing shoes, but is usually unsuccessful.

**3-4 years**  
Can dress and undress by self.  
Can tell front from back of shirts, pants, socks.  
Can lace shoes, but not tie them.

**4-5 years**  
Can dress self without adult guidance.

**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.

**6-7 years**  
Climbs very well—does acrobatic tricks.  
Can jump a rope.

**6-7 years**  
Can aim a ball where he or she wants.  
Builds towers taller than himself.

**4-6 years**  
Sense of balance fairly well developed.  
Can hop on one foot.  
Can skip.  
Can make running and standing jumps.

**4-6 years**  
Can use arms without moving whole body.  
Builds elaborate towers and buildings with blocks.  
Can cut along lines.

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