

EARLY SCHOOL AGE: 4 TO 6 YEARS	
CHILD DEVELOPMENT	
Psychosocial Crisis: Initiative vs. guilt Adaptive Quality: Purpose	Central Process: Identification Core Pathology: Inhibition
MILESTONE	
4 YEARS	DEVELOPMENTAL TASK
M: stands on one foot at least 5 seconds	3. Self concept & self esteem
MPS: draws pictures of people with 3 or more parts	3. Self concept & self esteem
PS: in play talks for dolls, assigns roles to other children; competes with racing cars or action figures	1. Gender identification & roles 4. Group relationships & play
S: understands turn taking & can name 2 playmates	1. Gender identification & roles 2. Early moral development
*C: 100% intelligibility to strangers, asks questions (e.g., "why?")...	3. Self concept & self esteem
B: turns pages one at a time; retells familiar story; pretends to read & write; makes up "tall tales"	3. Self concept & self esteem
5 YEARS	
*M: stands on one foot for 5-10 seconds	3. Self concept & self esteem
M: copies □, perhaps Δ	3. Self concept & self esteem
S: plays well with group of children; dresses independently	1. Gender identification & roles 4. Group play relationships & play
PS: plays out imaginary stories (e.g., superheroes & plays house)	3. Self concept & self esteem 4. Group play relationships & play
PS: "If I cut an apple in half, how many pieces will I have?" "What do you do to make water boil?"	3. Self concept & self esteem
C: correct use of "me", "I", past tense and plurals	3. Self concept & self esteem
B: parent asks, "What will happen next?" sits for 10-20 min. stories	2. Early moral development 3. Self concept & self esteem

Core Pathologies	Withdrawal	Compulsion	Inhibition
Adaptive Quality	Hope	Will	Purpose
Central Process	Mutuality with caregiver	Imitation	Identification
Psychosocial Crisis	Basic trust vs. basic mistrust	Autonomy vs. shame and doubt	Initiative vs. guilt
Developmental Tasks	1. Maturation of sensory, perceptual, and motor functions and sleep patterns 2. Attachment to caregivers and early social relationships 3. Sensorimotor reflex and reaction conditioned by culture 4. Developing object permanence after 7 months 5. Emotional development	1. Elaboration of locomotion 2. Fantasy and pretend play 3. Language development 4. Self regulation and control	1. Gender identification and roles 2. Early moral development 3. Self concept and self-esteem 4. Group relationships and play
Life Stage	Infancy (birth to 2 years)	Toddler-hood (2 and 3)	Early school age (4 to 6)

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MILESTONES AND MEANING: 0-5y/o	
INFANCY: BIRTH TO 2 YEARS	
MILESTONE	CHILD DEVELOPMENT
KEY: * "red flag": if not present evaluate & explore M: motor (fine and gross) PS: problem solving B: book use; S: social/emotional C: communication; P: parenting	Psychosocial Crisis: Basic trust vs. mistrust Process: Mutuality with caregiver Adaptive Quality: Hope Core Pathology: Withdrawal
2 WEEKS	DEVELOPMENTAL TASK
*M: stares at face and tracks 90° horizontally S: alerts to face or voice M: moves all extremities equally P: crying is normal, peaks at 6 weeks	1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships
2 MONTHS	
M: lifts head lying on their stomach *S: smiles back to face or voice C: quiets to holding, voice, or face & makes cooing sounds P: infant cries to get their needs met: impossible to "spoil" by picking up	1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships 2. Attachment to caregivers and early social relationships 2. Attachment to caregivers and early social relationships
4 MONTHS	
*M: pull-to-sit w/o head lag, head steady when held sitting, holds toy, let's go S: initiates vocalizing & smiling PS: discovers hands, crumples paper, vision developing C: alerts or turns to sounds, laughs & squeals P: put to bed while still drowsy (do not rock to sleep)	1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships 3. Sensorimotor reflex & reaction conditioned by culture 1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships 1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships

MILESTONE	
6 MONTHS	DEVELOPMENTAL TASK
M: sits & bears weight with support, raking grasp	1. Maturation of sensory, perceptual and motor functions & sleep patterns
PS: mouths objects	4. Developing object permanence after 7 months
*C: babbles & responds back to sounds & voices	1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships
B: excited by picture book, tries to touch, grab, mouth	4. Developing object permanence after 7 months
P: establish routines: play, bedtime story sleep / separation problems often appear around 9 months-review home safety	5. Emotional development
9 MONTHS	
M: shapes hands to object	1. Maturation of sensory, perceptual and motor functions & sleep patterns
*M: sits without support	
PS: explores dimensions of objects, transfers toy hand to hand, bangs cubes.	3. Sensorimotor reflex & reaction conditioned by culture
B: ask "where?" "questions, then point and say, "There it is!"	4. Developing object permanence after 7 months
P: avoid feeding battles: explores with spoon, finger foods	2. Attachment to caregivers and early social relationships 5. Emotional development
12 MONTHS (1 YEAR)	
M: first steps & throws ball forward	1. Maturation of sensory, perceptual and motor functions & sleep patterns
S: explores while keeping parents in sight	4. Developing object permanence after 7 months 2. Attachment to caregivers and early social relationships
PS: looks for hidden object (object permanence)	4. Developing object permanence after 7 months
C: using jargon, * first words besides mama / dada	3. Sensorimotor reflex & reaction conditioned by culture
B: holds book with help, turns pages several at a time	4. Developing object permanence after 7 months
P: temperament dimensions: activity, adaptability, intensity, mood	5. Emotional development

MILESTONE	
15 MONTHS	DEVELOPMENTAL TASK
*M: walks well, turns pages of book independently	1. Maturation of sensory, perceptual and motor functions & sleep patterns
S: reads parent's cues & is aware when they leave	2. Attachment to caregivers and early social relationships
PS: uses crayon on her own correctly	3. Sensorimotor reflex & reaction conditioned by culture
C: *has at least 1 word, follows simple commands	1. Maturation of sensory, perceptual and motor functions & sleep patterns 3. Sensorimotor reflex & reaction conditioned by culture
B: may be easily distracted when read a story	1. Maturation of sensory, perceptual and motor functions & sleep patterns 2. Attachment to caregivers and early social relationships
P: teach by using redirection, choices, praise & avoid struggles	2. Attachment to caregivers and early social relationships 5. Emotional development
18 MONTHS (1 1/2 YEARS)	
M: walks up or down steps holding hand, can put spoon in mouth	1. Maturation of sensory, perceptual and motor functions & sleep patterns
PS: works wind-up toys, on-off buttons (cause/effect) imitates vertical line drawn on a paper	3. Sensorimotor reflex & reaction conditioned by culture
*C: *at least 6 words, (not echolalic) identifies objects by pointing	1. Maturation of sensory, perceptual and motor functions & sleep patterns 4. Developing object permanence after 7 months
B: has fun pointing & naming pictures in a book	2. Attachment to caregivers and early social relationships 4. Developing object permanence after 7 months
P: teach by using "feeling words" (sad, mad, glad, afraid)	5. Emotional development
<p>KEY: * "red flag": if not present evaluate & explore M: motor (fine and gross) PS: problem solving B: book use; S: social/emotional C: language; P: parenting</p> <p>Psychosocial Crisis: Basic trust vs. mistrust Process: Mutuality with caregiver Adaptive Quality: Hope Core Pathology: Withdrawal</p>	

TODDLERHOOD: 2 AND 3 YEARS	
CHILD DEVELOPMENT	
<p>Psychosocial Crisis: Autonomy vs. shame and doubt Adaptive Quality: Will Central Process: Imitation Core Pathology: Compulsion</p>	
MILESTONE	
24 MONTHS	DEVELOPMENTAL TASK
*M: kicks ball forward when shown how	1. Elaboration of locomotion
PS: pretends objects are something else in play	2. Fantasy and pretend play
S: may be clingy: says "no" often	4. Self regulation and control
*C: can carry out simple directions, use 2 word phrases, & *points to 1 body part	3. Language development
B: reads to dolls & wants to be read to	1. Elaboration of locomotion 2. Fantasy and pretend play
P: set limits & facilitate good choice making	2. Self regulation and control
30 MONTHS (2 1/2 YEARS)	
M: up and down steps independently	1. Elaboration of locomotion
*M: imitates horizontal line drawn on a paper	1. Elaboration of locomotion
*PS: combines play actions (e.g., reads to doll and puts to bed, races then parks toy car)	2. Fantasy and pretend play
S: dresses self mostly, with supervision	1. Elaboration of locomotion 4. Self regulation and control
S: average age for daytime dryness	4. Self regulation and control
C: identifies several body parts, follows 2 prepositional commands using object (behind, under, next to, in front)	3. Language development
B: want same story read & relates it to their life, & interacts with parent about the story	3. Language development
3 YEARS	
*M: jumps with both feet off the floor, uses spoon, fork, cup, & able to pour	1. Elaboration of locomotion
PS: make - believe play	2. Fantasy and pretend play
S: separates more easily; average age for nighttime dryness	4. Self regulation and control
*C: 3-4 word sentences/phrases	3. Language Development
C: knows first name, last name, & age	3. Language Development
B: holds book independently & sits for at least 5 min. story	2. Fantasy and pretend play 4. Self regulation and control