

GROWTH & DEVELOPMENTAL STAGES

12-18 MONTHS

GROSS MOTOR	FINE MOTOR	COGNITIVE LANGUAGE	SOCIALIZATION
May take a few steps (around 12 mo.)	Constantly casting objects to floor	Speaks single word sentences, ie."Go" "Uh, Uh", "Water"	Tolerates some separation from Mother
Walks without help (usually after age 13 months)	Builds tower of two cubes	Develops sentences of 10 words or more	Less likely to fear strangers
Creeps up stairs	Holds two cubes in one hand	"Asks" for objects by pointing	Beginning to imitate parents
Standing position without support	Releases a pellet into a narrow necked bottle	Understands simple commands	Expressive of emotions, has temper tantrums
Cannot throw ball without falling: not much control	Scribbles spontaneously	May use head-shaking gesture to denote "no"	
Moves to music.	Turns pages, several at a time		
Helps put things away	Uses "no" even while agreeing to the request		
	Can point to and identify pictures		

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18-24 MONTHS

GROSS MOTOR	FINE MOTOR	COGNITIVE/LANGUAGE	SOCIALIZATION
Runs clumsily, falls often	Turns pages in book two or three at a time	Points to a common object, such as shoe or ball, and to two or three body parts	Great imitator (“Domestic mimicry”)
Walks up stairs with one hand held	In drawing, makes stroke imitatively	Able to match two similar objects	Takes off gloves, socks and shoes and unzips
Pulls and pushes toys	Manages spoon without rotation		Temper tantrums may be more evident
Jumps in place with both feet			Beginning awareness of ownership (“my toy”)
Seats self on chair			May develop dependency on transitional objects, such as “security blanket”
Throws ball overhand without falling			Plays alone for extended period
			Begins to indicate toilet needs

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24-36 MONTHS

GROSS MOTOR	FINE MOTOR	COGNITIVE/LANGUAGE	SOCIALIZATION
Runs fairly well with wide stance	Builds tower of six to eight cubes	Uses two-to-three word phrases	Stage of parallel play
Jumps with both feet	Aligns two or more cubes like a train	Begins to use pronouns I, me, you	Sustained attention span developing
Stands on one foot momentarily	Turns pages of book one at a time	Understands simple directional commands	Temper tantrums decreasing
Takes a few steps on tiptoe	In drawing, imitates vertical and circular strokes	Gives first name; refers to self by name	Pulls people to show them something
Kicks ball forward	Begins to develop good hand-finger coordination; holds crayon with fingers rather than fist	By 24 mo., verbalizes need for toileting, food, or drink	Increased independence from mother
	Begins to move fingers independently	Names one color	Dresses self in simple clothing
	Snip with scissors	Matches and uses associated objects meaningfully (as cup and saucer)	In play, helps put things away, can carry breakable objects, pushes with good steering
		Stacks rings on pegs in order of size	Begins to notice sex differences; knows own sex body parts
			May attend to toilet needs without help except for wiping

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3 YEARS

GROSS MOTOR	FINE MOTOR	COGNITIVE LANGUAGE	SOCIALIZATION
Rides Tricycle	Builds tower of nine to ten cubes	Uses complete sentences	May have fears, especially of dark and going to bed
Jumps off bottom step	In drawing, copies a circle, imitates a cross, names what he has drawn	Talks incessantly regardless of whether anyone is paying attention	Knows own sex and appropriate sex of other in play, parallel and associative phase
Goes up stairs using alternate feet, may still come down using both feet on the step	Begins to draw stick figures; may include facial features	Constantly asks questions	Begins to learn simple games and meaning of rules, but follows them according to self-interpretation
Broad jumps as child nears 4 years	Manipulates clay material	Begins to understand simple time concepts; as “tomorrow we’re going to the zoo”	Speaks to doll, animal, truck, and so on
Runs around obstacles		Begins to recognize colors	Begins to work out social interaction through play
Walks on a line		Knows age and last name	Able to share toys, although expresses idea of “mine”

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4 YEARS

GROSS MOTOR	FINE MOTOR	COGNITIVE/LANGUAGE	SOCIALIZATION
Skips and hops on one foot	Can lace shoes, but may not be able to tie bow	Has vocabulary of 1500 words or more	Want to be independent
Catches ball reliably	In drawing, copies a square, traces a cross and diamond, adds three parts to stick figure	Uses sentences of four to five words	Tends to be selfish & impatient
Throws ball overhand	Cuts fairly well along a line with scissors	Questioning is at peak	Aggressive physically as well as verbally
Walks down stairs using alternate footing	Can fold paper horizontally, vertically, diagonally	Tells exaggerated stories	Takes pride in accomplishments
Balances for a short period of time on one foot	By 5, can print name if taught how	Knows simple songs	Has mood swings
Enjoys running games	Can button and zip	May be mildly profane if he associates with older children	Boasts and tattles
Able to negotiate climbing equipment effectively		Obeys four prepositional phrases, such as “under”, “on top of”, “beside”, “in back of” or “in front of”	Still has many fears
		Comprehends analogies such as “If ice is cold, fire is ____”	In play, is cooperative and associative; uses dramatic, imaginative and imitative devices
		Repeats 4 digits	Gender awareness curiosity demonstrated through play, such as being “doctor” and “nurse”, “house”
		Uses words liberally but frequently does not comprehend meaning	
		May be able to recite address & phone#	

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5-6 YEARS

GROSS MOTOR	FINE MOTOR	COGNITIVE/LANGUAGE	SOCIALIZATION
Coordinates movement to music, comprehends rhythm	Variable pencil grasp	Speaks fluently & generally correct grammar	Learning to work through unresolved feelings
Catches a bounced ball	Can thread large needle with yarn	May mispronounce words with "s" or "th" sounds	Needs approval from teachers & friends
Gross motor skills improving, has good balance	Hands get tired from firm grip	Tells story using picture book; Will memorize a favorite story	Tests authority, limits
Physically restless	Can cut shapes and figures with control	Loves to answer phone & carry on conversation	Tends to form cliques which change frequently
	Can draw figures more accurately, as including a neck	Asks meaning of new words	Can be insensitive to feelings of others
		May spell simple words such as "dog", "cat", "stop"	Responds positively to praise
		Should recognize upper case & lower case letters	
		Can match quantities to numeral (generally 0-20)	
		Understands concepts of half, whole, larger, more, less	
		Distinguishes right & left hands	
		Can state phone # and address	
		Should be able to sequence up to 5 or 6 sentences	