

This chart is a model of growth and development from 2008, and perhaps even earlier, and gives an example of how to think about evolving development. There are new materials online that are more updated and varied and if you want more details. This was a quick reference to start thinking about developmental stages. This document is an adaptation of the pdf found at the link below:

<http://stepfamily.ca/BSTW/bstw/wk6/Developmental%20Stages%201%20to%2019%20years.pdf>

## Developmental Stages: How Do Children Develop?

(Ages 15 months to 19 years)

*Reprinted with permission from the National Network for Child Care - NNCC. Lagoni, L. S., Martin, D. H., Maslin-Cole, C., Cook, A., MacIsaac, K., Parrill, G., Bigner, J., Coker, E., & Sheie, S. (1989). Good times with toddlers. In \*Good times with child care\* (pp. 14-27). Fort Collins, CO: Colorado State University Cooperative Extension.*

AGE	PHYSICAL	INTELLECT	EMOTIONAL	SOCIAL
<b>15 Months</b>	Walks alone with feet wide apart. Runs on toes. Walks sideways and backwards. Tries to go up and down stairs.	Uses 6 to 20 words. Can stack blocks on top of one another. Can hold pencil and scribble.	Unpredictable. Normal to be fearful, anxious, resentful. Self-centered.	Plays alone. Recognizes other children and tries to get attention. Copies others.
<b>18 Months</b>	Can pull and throw objects. Walks upstairs with hand held. Squats to pick up objects. Can kick, stack and carry toys.	Is curious. Says "NO". Understands words. May say a few words. May put two or three words together.	Shows affection. Selfish. Cries when toys are taken away. Is impatient and can be easily frustrated.	Tends to be rebellious. Points to objects and pictures named. Plays alone. Recognizes other children. Tries to copy other children.
<b>2 Years</b>	Can kick. Stands on tip toes. Jumps with both feet. Walks up and down stairs.	Refers to self by name. Begins to have imagination. Can scribble. Uses simple sentences. May begin to know short rhymes and songs.	Easily frustrated. Strives for independence; uses "NO". Can be stubborn. Needs routines.	Joins in short songs, games, story time. Plays simple "Pretend" games. Learning to share, but still not very cooperative.
<b>3 Years</b>	Runs easily. Feeds self. May ride tricycle and turn somersaults. Can cut with scissors.	Understands simple concepts like hello, goodbye, back, front, up, down. Recognizes letters and numbers, can count. Creates imaginary friends.	Begins to show emotion in more acceptable ways. Is more concerned with pleasing people.	Makes friends of similar ages. Likes to help.
<b>4 Years</b>	Can hop, skip, turn sharp corners, run, roll, climb ladders and trees, and throws balls. Thinks too old to rest or take naps. Can cut on line. Draws pictures of people with head, body, legs and arms. Laces shoes, but cannot tie them.	Longer attention span. Asks questions. Is interested in death. Begins to understand time concept and to know seasons. Likes dress up and dramatic play. Interested in TV. Interested in letters. Can count to 30.	Interested in rules. Acts silly if tired. Understands danger. Shows temper. Beginning awareness of good and bad.	Strong need for friends. Enjoys being silly. Tags along with older children. Likes being in a group. Starts to grasp sharing. Can take turns. May pick up things that do not belong to them. May tell tall tales.

<b>AGE</b>	<b>PHYSICAL</b>	<b>INTELLECT</b>	<b>EMOTIONAL</b>	<b>SOCIAL</b>
<b>5 to 7 Years</b>	High energy level. Attempts all kinds of physical feats. Dances and can keep beat. Permanent teeth coming in. Has physical skills for game playing. Likes to build and create things.	Line between fantasy and reality more clear. Attention span by age 7 shows dramatic increase. Great imagination. Very interested in collecting things. Enjoys jokes, rhymes, riddles and nonsense songs. Begins to see others' point of view. Shows interest in books, and music.	Wants to be treated like an adult. Can accept fair punishment. Feels hurt when called names. Proud and possessive of belongings. Worries about being liked. Enjoys talking. Has 2 or 3 best friends, which change frequently	Can be tattletale. Needs adult supervision. Wants to please adults. Becomes competitive. Doesn't like to lose. Can be bossy. Finds 1 or 2 best friend(s). Needs approval of friends and adults. Wants to do everything right. Asks for lots of directions.
<b>8 to 10 Years</b>	Physical skills are becoming important in status among peers and for self-esteem. High energy level, need opportunities to be active. Some begin adolescent growth spurt. Able to take responsibility for personal hygiene.	Can apply logical thought to practical situations. Beginning to understand cause and effect. Understands concept of money and can make change correctly. Understands concept of time; has ability to plan ahead.	Reacts to feelings of others. Sensitive to criticism and ridicule. Seeks warm and friendly relationship with adults. Worries about personal safety, loss of parents, family finances and personal self-esteem issues.	Parent involvement plays important role in interests and activities outside the home. Parents help child in assuming personal and social responsibility. Peer group and cliques more important.
<b>11 to 13 Years</b>	Begin adolescent growth spurt. Early physical maturing is related to a more positive self-concept. Growth spurt may result in awkwardness.	Begin to think in abstract as well as concrete. Beginning of independent, critical thinking. Can apply logic to solve problems. Can consider alternatives in problem solving.	Tends to lack self-confidence, may be self-conscious, shy, introspective. Worries about other's opinions, especially peers. Sometimes moody and unpredictable.	Needs opportunity to make decisions. Parent influence on behavior outside the home is decreasing. School is major setting for social experiences.
<b>14 to 16 Years</b>	Growth spurt peak. Early or late physical maturing has impact on self-concept.	Concerned with the hypothetical, the future and the remote. Better able to plan for the future. Tests ideas and considers all possible ways a problem can be solved. Goals often exceed capabilities.	Daydreaming is common. May confide more in friends than parents. Acceptance and security from parents is still necessary. Developing socially responsible behavior.	Resents limitations imposed by parents. Expresses need for independence. Preoccupied with acceptance by peers. Groups continue to be same gender but more heterosexual interaction begins.
<b>17 to 19 Years</b>	Full physical development. Most have had physical contact of a sexual nature.	Refining language and thinking skills. Life experiences provide opportunities for further development of reasoning-thinking skills.	Worries about career choice and other future plans. Anxious about meeting and cultivating sexual relationships. Developing personal philosophy including ethical and moral standards to be used in adult life.	Parental advice and support important in transition to adulthood. May be leaving home for extended period; enjoys freedom, but feel doubts. Choice and decisions reflect continuing peer influence