



# EVERY CHILD is UNIQUE!

*“Developmental milestones are a set of functional skills or age-specific tasks that most children can do at a certain age range. Your pediatrician uses milestones to help check how your child is developing. Although each milestone has an age level, the actual age when a normally developing child reaches that milestone can vary quite substantially.”*

## “AMBASSADORS of HOPE”

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## Milestones

social & emotional

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# Milestones

social & emotional

EVERY CHILD is UNIQUE!

## Birth - 6 mos.

- Social smile and laughter emerge.
- Matches caregiver's feeling tone in face-to-face interaction.
- Emotional expressions become well-organized patterns that are meaningfully related to environmental events.
- I-self emerges; increasing awareness of the self as physically distinct and as causing people and objects to react in predictable ways.

## 7 - 12 mos.

- Anger and fear, including stranger anxiety and separation anxiety, increase in frequency and intensity.
- Uses caregiver as a secure base for exploration.
- Regulates emotion by approaching and retreating from stimulation.
- Detects the meaning of others' emotional signals and engages in social referencing.
- Shows "clear-cut" attachment to familiar caregivers.

## 13 - 18 mos.

- Me-self emerges; recognizes image of self in mirrors and photos and on videotape.
- Begins to appreciate that others' emotional reactions may differ from one's own.
- Shows signs of empathy.
- Complies with simple directives.
- Engages in coordinated play with peers, usually in the form of mutual imitation.

## 19 - 24 mos.

- Acquires a vocabulary of emotional terms.
- Begins to use language to assist with emotional self-regulation.
- Self-conscious emotions are evident, but depend on the monitoring and encouragement of adults.
- Begins to tolerate caregiver's absences more easily.
- Uses own name or personal pronoun to label image of self.
- Self-control, or delay of gratification, emerges.
- Shows gender-stereotyped toy choices.
- Starts to use words to influence a playmate's behavior.

## 2 Years

- Begins to use language to regulate emotion.
- Empathy increases.
- Understands causes, consequences, and behavioral signs of basic emotions.
- Categorizes the self and others on the basis of age, gender, physical characteristics, goodness, and badness, and competencies.
- Cooperates with others in playing games and solving problems.
- Engages in instrumental aggression.
- Gender-stereotyped beliefs and behavior increase.

Information obtained from Laura Berk's Child Development, 2006 by Pearson Education, Inc.

## 3 - 4 Years

- Self-conscious emotions are clearly linked to self-evaluation.
- As language improves, uses active strategies to regulate emotion.
- Begins to conform to emotional display rules.
- Forms a belief-desire theory of mind, as indicated by mastery of false belief.
- Forms a self-concept consisting of observable characteristics and typical emotions and attitudes.
- Forms several self-esteems.
- Distinguishes moral imperatives from social conventional and personal matters.
- Instrumental aggression declines; hostile aggression increases.
- Physical aggression declines; verbal aggression increases.
- Relational aggression appears.
- Cooperative play increases, especially sociodramatic play.
- Forms first friendships.

## 5 - 6 Years

- Relies more on language to express empathy.
- Ability to interpret, predict, and influence others' emotional reactions improve.
- Understanding of false belief strengthens.
- Becomes better at social problem solving.
- Has acquired many morally relevant rules and behaviors.
- Bases distributive justice on equality.
- Preference for same-sex playmates strengthens.
- Gender-stereotyped beliefs and behavior continue to increase.
- Understands gender constancy.

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