

Milestones of Social-Emotional Development

Use the following charts as resources for yourself and staff members regarding social-emotional development.

Social Emotional Development for Infants

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones*. Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

<p>By 2 months, babies:</p>	<ul style="list-style-type: none"> • Begin to smile at people • Can briefly calm self (may bring hands to mouth and suck on fingers) • Try to look at parent • Coo, make gurgling sounds • Pay attention to faces • Begin to act bored (cries, fussy) if activity doesn't change
<p>By 4 months, babies:</p>	<ul style="list-style-type: none"> • Smile spontaneously, especially at people • Like to play with people and might cry when playing stops • Copy some movements and facial expressions, like smiling • Begin to babble • Babble with expressions and copy sounds that are heard • Cry in different ways to show hunger, pain, or being tired • Let you know if she or he is happy or sad • Respond to affection • Watch faces closely • Recognize familiar people and things at a distance
<p>By 6 months, babies:</p>	<ul style="list-style-type: none"> • Know familiar faces and begin to know if someone is a stranger • Like to play with others, especially parents • Respond to other people's emotions and often seem happy • Like to look at self in a mirror • Respond to sounds by making sounds • Respond to own name • Make sounds to show joy and displeasure • Show curiosity and try to get things that are out of reach

<p>By 9 months, babies</p>	<ul style="list-style-type: none"> • May be afraid of strangers • May be clingy with familiar adults • Have favorite toys • Understand “no” • Play peek-a-boo • Copy sounds and gestures of others
<p>By 1 year, babies:</p>	<ul style="list-style-type: none"> • Are shy or nervous with strangers • Cry when mom or dad leaves • Have favorite things and people • Show fear in some situations • Hand a book when he or she wants to hear a story • Repeat sounds or actions to get attention • Put out arm or leg to help with dressing • Play games such as “peek-a-boo” and “pat-a-cake” • Respond to simple spoken requests • Use simple gestures, like shaking head “no” or waving “bye bye” • Make sounds with changes in tone (sounds more like speaking) • Say “mama” and “dada” and exclamations like “uh-oh!” • Try to say words you say

Social Emotional Development for Toddlers

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones.*
 Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

<p>By 18 months, toddlers:</p>	<ul style="list-style-type: none"> • Like to hand things to others to play • May have temper tantrums • May be afraid of strangers • Show affection to familiar people • Play simple pretend, such as feeding a doll • May cling to caregivers in new situations • Point to show others something interesting • Explore alone but with parent close by • Say several single words • Say and shake head “no” • Point to show someone what he wants
<p>By 2 years, toddlers:</p>	<ul style="list-style-type: none"> • Copy others, especially adults and older children • Get excited when with other children • Show more and more independence • Show defiant behavior (doing what he has been told not to do) • Play mainly beside other children, but is beginning to include other children like in chase games • Know names of familiar people • Play simple make-believe games

Social Emotional Development for Preschoolers

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones.*
 Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

<p>By 3 years, preschoolers:</p>	<ul style="list-style-type: none"> • Copy adults and friends • Show affection for friends without prompting • Take turns in games • Show concern for crying friends • Understand the idea of “mine” and “his” or “hers” • Show a wide range of emotions • Separate easily from mom and dad • May get upset with major changes in routine • Dress and undress self • Name a friend • Carry on a conversation using 2-3 sentences • Play make-believe with dolls, animals, and people
<p>By 4 years, preschoolers:</p>	<ul style="list-style-type: none"> • Enjoy doing new things • Play “mom” and “dad” • Is more creative with make-believe play • Would rather play with other children than alone • Cooperate with other children • Often can’t tell what’s real and what’s make-believe • Talk about likes and interests • Understand the idea of “same” and “different” • Play board or card games
<p>By 5 years, preschoolers:</p>	<ul style="list-style-type: none"> • Want to please friends • Want to be like friends • More likely to agree with rules • Like to sing, dance, and act • Show concern and sympathy for others • Are aware of gender • Can tell what’s real and what’s make-believe • Show more independence • Is sometimes demanding and sometimes very cooperative

Social-Emotional Development for School-Age Children

From Leyden, R., & Shale, E. (2012). What's happening? Ages, Stages and Milestones in *What Teachers Need to Know about Social and Emotional Development*. Camberwell, Victoria: ACER Press.

<p>Between the ages of 5 and 7, school-agers:</p>	<ul style="list-style-type: none"> • Develop greater empathy • Establish and maintain positive relationships and friendships • Start developing a sense of morality • Control impulsive behavior • Identify and manage emotions • Form a positive self-concept and self-esteem (identity formation has begun) • Become resilient • Begin to function more independently (from looking after person possessions to making decision without needing constant support). • Form opinions about moral values — right and wrong • Be able to express an opinion and negotiate • Develop greater empathy • Begin understanding different viewpoints • Start making more sense of who I am (Who am I like? Who likes me?) • Develop a sense of family history (identity) • Grapple with questions about death • Accept that parents are not all powerful
<p>Between the ages of 8 and 9, school-agers:</p>	<ul style="list-style-type: none"> • Fit in and be accepted by peers (preoccupied with comparisons — do I fit in?) • Have a best friend • Strengthen cooperative skills • Adjust to a sexually developing body and handle the agonies of feeling awkward and self-conscious (What will I look like? Do I look normal?) • Continue refining a sense of self (fluid and constantly changing) • Work out values and beliefs — often passionately adopt an ethical stance • Establish independence and individuality (intensely private, wanting alone time, displays of noncompliance at school and home)

<p>Between the ages of 10 and 11, school-agers:</p>	<ul style="list-style-type: none"> • Behave appropriately in a variety of social situations • Refine communication skills • Resolve interpersonal conflicts — understand the difference between passive, assertive and aggressive responses • Become more independent and responsible for actions • Value and respect rules and authority • Know how to act appropriately and safely in online social world • Manage emotional changes accompanying puberty (torn between needing the security of the familiar and craving the unknown) • Develop more positive self esteem and resilience by building strengths and accepting limitations • Acknowledge “who I am” through an optimistic lens
<p>By the age of 12 and beyond, school-agers:</p>	<ul style="list-style-type: none"> • Adjust to a bigger social world with greater expectations and demands • Overcome the awkward and clumsy stage • Find acceptance within a peer group • Become more self-assured and able to say “No!” • Move further away from family and closer to friends for support • Handle issues and growing concerns about sexuality and relationships • Manage confusing and unexpected feelings, such as anger and rebellion • Move toward self-acceptance