

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

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

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

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

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

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