

# The Developmental Continuum of Social & Emotional Indicators

#### Age Range

# Forming Close & Supportive Relationships

## Developing Self-Awareness & Identity

## Growing Exploration & Independence

### Infant

- Birth to 15 Months
- Recognizes human language/ prefers primary caregiver's voice
- Prefers human faces
- Prefers familiar adults
- Early social interaction is a smile and mutual gaze
- Crawls away but checks back to ensure adult contact
- Stretches arms to be picked up
- Acts anxious around strangers
- Uses stuffed toy for security

- Goes from accidentally sucking own hands to carefully watching them
- Tries to make things happen
- Hits or kicks to make a pleasing sight or sound continue
- Talks to self when alone
- Prefers to be held by familiar people
- Imitates adult behavior
- Knows own name
- Understands simple directions

- Daines along to a long to a second
- ► Brings thumb or hand to mouth
- Tracks primary caregiver's voice
- Observes own hands
- ► Babbles using all types of sounds
- Uses a few words mixed with babbling to form sentences
- Tries to keep a knee ride going by bouncing to get adult started again
- Shows strong feelings (anger, anxiety, affection)

#### Toddler

12 Months to 2.5 Years



- Relates to others by exploring things with them
- Pulls up, stands holding furniture, then walks alone
- Goes through a phase of clinging to primary caregiver
- Experiences period of intense feelings when separating or reuniting with parent
- Knows they can make things happen, but not sure of responsibility for actions
- ► Becomes bossy
- Uses words: Me, You, I
- Says "No" to adults
- Explores everything
- Is sensitive to others' judging behavior

- Keeps looking for a toy that is hidden from view
- Understands many more words than can say
- Has wide mood swings (e.g., stubborn to cooperative)
- Wants to do things by self

### Preschooler 25 V

2.5 to 3.5 Years



- ► Is capable of dramatic play
- Has better control over all aspects of self
- Needs adult coaching to get along well with others
- Shows feelings with words and in symbolic play
- Is more aware that others have feelings
- Can plan ahead

- Is capable of self-evaluation (e.g., good, bad)
- Tries to control self (e.g., emotions, toileting)
- Is learning to take turns in conversation
- Knows a lot about communicating in the style of own culture
- Uses names of self and others
- Can tell others about what happened that day
- Has much larger vocabulary to express
- ► Shows concern for others
- Classifies, labels, sorts objects and experiences into groups

Adapted by CSEFEL with permission from J. Ronald Lally, Abbey Griffin, et al., Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.





#### National Center for Pyramid Model Innovations | ChallengingBehavior.org