

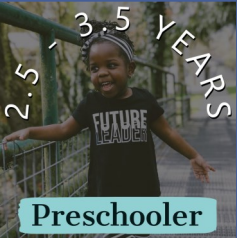


The Developmental Continuum of Social & Emotional Indicators

Age Range	Forming Close & Supportive Relationships	Developing Self-Awareness & Identity	Growing Exploration & Independence
 <p>BIRTH - 15 MONTHS Infant</p>	<ul style="list-style-type: none"> Recognizes human language/ prefers mother'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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Brings thumb or hand to mouth Tracks mother'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)
 <p>12 MONTHS - 2.5 YEARS Toddler</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Knows 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 	<ul style="list-style-type: none"> 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
 <p>2.5 - 3.5 YEARS Preschooler</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.