

# Child Development Matrix

## 0-3 Months

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Rapid height &amp; weight gain</li> <li>✓ Reflexes: sucking, grasping</li> <li>✓ Lifts head</li> <li>✓ Responds to sounds by blinking, startling, crying</li> <li>✓ Shows growing ability to follow objects and to focus</li> </ul>	<ul style="list-style-type: none"> <li>✓ Concerned with satisfaction of needs</li> <li>✓ Smiles in response to caregiver's voice</li> <li>✓ Prefers primary caregiver to stranger</li> </ul>	<ul style="list-style-type: none"> <li>✓ From birth, infant begins to "learn" with eyes, ears, hands, etc.</li> <li>✓ Vocalizes sounds (coos)</li> <li>✓ Smiles when faces evoke memories of pleasure</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sucks poorly and feeds slowly</li> <li>✓ Doesn't follow objects with eyes</li> <li>✓ Doesn't respond to loud sounds</li> <li>✓ Doesn't grasp and hold objects</li> <li>✓ Doesn't smile at the sound of the primary caregiver's voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Makes eye contact with infant</li> <li>✓ Interact with infant by talking, smiling, singing, etc.</li> <li>✓ Gently rocks/bounces infant</li> <li>✓ Picks infant up when distressed</li> <li>✓ Allows for self-soothing (infant sucks fingers/pacifier, etc.)</li> </ul>

## 3-6 Months

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Rolls over</li> <li>✓ Holds head up when held in sitting position</li> <li>✓ Lifts knees, makes crawling motions</li> <li>✓ Reaches for objects</li> </ul>	<ul style="list-style-type: none"> <li>✓ Smiles and laughs socially</li> <li>✓ Responds to tickling</li> <li>✓ Begins to distinguish own image in mirror from others' images</li> </ul>	<ul style="list-style-type: none"> <li>✓ Has recognition memory for people, places, and objects</li> <li>✓ Uses both hands to grasp objects</li> <li>✓ Exhibits visual interests</li> <li>✓ Joins with caregiver in paying attention to labeling objects and events (4-6 months)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Doesn't hold head up</li> <li>✓ Doesn't coo, make sounds, or smile</li> <li>✓ Doesn't respond to sounds or turn head to locate sounds</li> <li>✓ Doesn't roll over in either direction</li> <li>✓ Not gaining weight</li> </ul>	<ul style="list-style-type: none"> <li>✓ Helps infant "practice" sitting</li> <li>✓ Encourages floor time on a blanket for rolling and reaching</li> <li>✓ Responds to fears, cries by holding, talking, and reassuring</li> <li>✓ Talks and plays with infant</li> </ul>

## 6-12 Months

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Sits alone</li> <li>✓ Feeds self-finger foods; holds own bottle (6-9 months)</li> <li>✓ Crawls, pulls up, and walks with support (9-12 months)</li> <li>✓ Baby teeth begin to emerge</li> </ul>	<ul style="list-style-type: none"> <li>✓ Indicates preference for primary caregivers</li> <li>✓ May cry when strangers approach (stranger anxiety)</li> <li>✓ Shows signs of separation anxiety</li> <li>✓ Repeats performances for attention (9-12 months)</li> <li>✓ Drops objects on purpose for others to pick up (10-12 months)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Finds objects hidden repeatedly in one place, but not when moved</li> <li>✓ Plays peek-a-boo</li> <li>✓ Has recall memory for people, places, and objects (9-12 months)</li> <li>✓ Imitates speech sounds</li> <li>✓ Says da-da and ma-ma and knows who these people are (10-12 months)</li> <li>✓ Uses preverbal gestures to communicate (by 12 months)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Doesn't smile or demonstrate joy</li> <li>✓ Unable to sit without support</li> <li>✓ Does not follow objects with both eyes</li> <li>✓ Does not actively reach for objects</li> <li>✓ Doesn't look or react to familiar caregivers</li> <li>✓ Does not babble</li> <li>✓ Shows no interest in playing peek-a-boo (by 8 months)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discipline consists of redirecting to different activity. Sharp discipline, scolding, and verbal persuasion are not helpful</li> <li>✓ Holds and cuddles baby</li> <li>✓ Reads to baby</li> <li>✓ Names objects when baby points to something</li> <li>✓ Maintains consistent bed time routine of cuddling, rocking, and soothing</li> </ul>

### 12-18 Months

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Walks alone</li> <li>✓ Manipulates small objects with improved coordination</li> <li>✓ Drinks from a cup with a lid and uses a spoon</li> <li>✓ Builds tower of 2 blocks</li> <li>✓ Removes hat, socks, and shoes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extends attachment for primary caregivers to the world; seems in love with the world and wants to explore everything</li> <li>✓ Recognizes image of self in mirrors</li> <li>✓ Solitary or parallel play</li> <li>✓ Fears heights, separation, strangers, and surprises</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begins to show intentional behavior, initiates actions (drops, throws, shakes, bangs)</li> <li>✓ Is curious about everything around him or her</li> <li>✓ Sorts toys and other objects into groups</li> <li>✓ Understands object permanence – realizes objects exist when out of sight and will look for them</li> <li>✓ Says first words (mama, dada, doggie, bye-bye)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Doesn't respond to name</li> <li>✓ Unable to finger feed</li> <li>✓ Not gaining weight</li> <li>✓ Flat affect (no smiling)</li> <li>✓ Not interested in play such as peek-a-boo</li> <li>✓ Not taking steps</li> <li>✓ Cannot hold spoon</li> <li>✓ Doesn't look at pictures in book</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourages exploration</li> <li>✓ Applauds child's efforts</li> <li>✓ Interprets new/unfamiliar situations</li> <li>✓ Talks to child in simple clear language about things going on in the environment</li> </ul>

### 18-24 Months

Physical	Socio-Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Runs and walks up steps</li> <li>✓ Can help get undressed</li> <li>✓ Drinks from a cup</li> <li>✓ Eats with a spoon</li> <li>✓ Scribbles spontaneously</li> <li>✓ Loves to practice new skills</li> <li>✓ Makes tower of 4 blocks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Likes to hand things to others as play</li> <li>✓ May have temper tantrums</li> <li>✓ Shows affection to familiar people</li> <li>✓ Plays simple pretend, such as feeding a doll</li> <li>✓ Explores alone but with caregiver close by</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begins to make two-word combinations that mean something</li> <li>✓ Imitates words readily and understands a lot more that he or she can say</li> <li>✓ Shows memory improvements, understand cause and effect; experiments to see what will happen</li> <li>✓ Begins to sort shapes and colors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cannot walk</li> <li>✓ Does not speak at least 6 words</li> <li>✓ Does not imitate actions or words</li> <li>✓ Cannot push a wheeled toy</li> <li>✓ Does not follow simple instructions</li> <li>✓ Doesn't notice or mind when a caregiver leaves or returns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides opportunities to choose</li> <li>✓ Sets appropriate limits</li> <li>✓ Assists child in coping with range of emotions</li> <li>✓ Support new friendships and experiences</li> <li>✓ Responds to wanted behaviors more than disciplining unwanted behaviors</li> </ul>

### 2-3 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Has developed sufficient muscle control for toilet training</li> <li>✓ Is highly mobile – skills are refined</li> <li>✓ Uses spoon to feed self</li> <li>✓ Throws and kicks a ball</li> <li>✓ Disassembles simple objects and puts them back together</li> <li>✓ Has refined eye-hand coordination-can do simple puzzles, string beads, stack blocks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Has great difficulty sharing</li> <li>✓ Has strong urges and desires, but is developing ability to exert self-control</li> <li>✓ Wants to please parents but sometimes has difficulty containing impulses</li> <li>✓ Displays affection – especially for caregiver</li> <li>✓ Initiates own play activity and occupies self</li> <li>✓ Is able to communicate and converse</li> <li>✓ Begins to show interest in peers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is capable of thinking before acting</li> <li>✓ Explores language ability – becomes very verbal</li> <li>✓ Enjoys talking to self and others</li> <li>✓ Loves to pretend and to imitate people around him or her</li> <li>✓ Enjoys creative activities – i.e., block play, art</li> <li>✓ Thinks through and solves problems in head before acting (has moved beyond action-bound stage)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cannot run, jump, or hop</li> <li>✓ Cannot feed self with spoon</li> <li>✓ Does not speak in simple sentences that use normal word order</li> <li>✓ Does not enjoy make-believe games</li> <li>✓ Does not spontaneously show affection for familiar playmates</li> <li>✓ Does not express a wide range of emotions</li> <li>✓ Does not separate easily from primary caregiver</li> <li>✓ Does not object to major changes in routine</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides opportunities for child to make choices</li> <li>✓ Encourages independence and provides guidance with self-care (dressing, hand washing, etc.)</li> <li>✓ Sings, plays, and dances with child</li> <li>✓ Counts objects and identifies colors with child</li> <li>✓ Encourages creativity</li> </ul>

### 3-4 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Continues to run, jump, throw, and catch with better coordination</li> <li>✓ Walks up and down stairs, one foot on each step</li> <li>✓ Rides tricycle</li> <li>✓ Uses scissors</li> <li>✓ Can button and lace</li> <li>✓ Eats and dresses by self with supervision</li> <li>✓ Uses toilet or potty-chair; bladder and bowel control are usually established</li> </ul>	<ul style="list-style-type: none"> <li>✓ Emotional self-regulation improves</li> <li>✓ Understands taking turns and sharing</li> <li>✓ Self-conscious emotions become more common</li> <li>✓ Forms first friendships</li> <li>✓ Shows concerns for a crying friend</li> <li>✓ May get upset with major changes in routine</li> </ul>	<ul style="list-style-type: none"> <li>✓ Asks “why” questions – believes there is a reason for everything and he or she wants to know it</li> <li>✓ Engages actively in symbolic play – has strong fantasy life, loves to imitate and role-play</li> <li>✓ Speech can be understood by others</li> <li>✓ Should be able to say about 500 to 900 words</li> <li>✓ Understands some number concepts</li> <li>✓ Converses and reasons</li> <li>✓ Is interested in letters</li> <li>✓ Scribbles in a more controlled way – is able to draw circles, recognizable objects</li> </ul>	<ul style="list-style-type: none"> <li>✓ Falls down a lot or has trouble with stairs</li> <li>✓ Drools or has very unclear speech</li> <li>✓ Doesn’t use sentences of more than three words</li> <li>✓ Can’t work simple toys (such as peg boards, simple puzzles, turning handle)</li> <li>✓ Doesn’t make eye contact</li> <li>✓ Doesn’t play pretend or make-believe</li> <li>✓ Doesn’t want to play with other children or with toys</li> <li>✓ Lashes out without any self-control when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides a sense of security by maintaining household routines and schedules</li> <li>✓ Supports child’s need for gradual transitioning. <i>Example:</i> Provides warning of changes so child has time to shift gears: “We’re leaving in 10 minutes”</li> <li>✓ Points out colors and numbers in the course of everyday conversation</li> <li>✓ Encourages independent activity to build self-reliance.</li> <li>✓ Provides lots of sensory experiences for learning and developing coordination — sand, mud, finger paints, puzzles</li> <li>✓ Reads and sings and talks to build vocabulary</li> </ul>

## 4-6 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Has refined muscle development and is better coordinated, so that he or she can learn new skills</li> <li>✓ Has improved finger dexterity – ties shoes; draws more complex picture; writes name</li> <li>✓ Climbs, hops, skips, and likes to do stunts. Gross motor skills increase in speed and endurance</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plays cooperatively with peers</li> <li>✓ Enhanced capacity to share and take turns</li> <li>✓ Recognizes ethnic and sexual identification</li> <li>✓ Displays independence</li> <li>✓ Protects self and stands up for rights</li> <li>✓ Identifies with parents and likes to imitate them</li> <li>✓ Often has “best friends”</li> <li>✓ Likes to show adults what he or she can do</li> <li>✓ Continually forming new images of self-based on how others view him or her</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is developing longer attention span</li> <li>✓ Understands cause and effect relationships</li> <li>✓ Engages in more dramatic play and is closer to reality, pays attention to details</li> <li>✓ Is developing increasingly more complex and versatile language skills</li> <li>✓ Expresses ideas, asks questions, engages in discussions</li> <li>✓ Speaks clearly</li> <li>✓ Is able to draw representative pictures</li> <li>✓ Knows and can name members of family and friends</li> <li>✓ Increased understanding of time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Poor muscle tone, motor coordination</li> <li>✓ Poor pronunciation, incomplete sentences</li> <li>✓ Cognitive delays; inability to concentrate</li> <li>✓ Cannot play cooperatively; lack curiosity, absent imaginative and fantasy play</li> <li>✓ Social immaturity: unable to share or negotiate with peers; overly bossy, aggressive, competitive</li> <li>✓ Attachment problems: overly clingy, superficial attachments, show little distress or over-react when separated from caregiver</li> <li>✓ Excessively fearful, anxious, night terrors</li> <li>✓ Lack impulse control, little ability to delay gratification</li> <li>✓ Exaggerated response (tantrums, aggression) to even mild stressors</li> <li>✓ Enuresis, encopresis, self-stimulating behavior – rocking, head-banging</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourages exploration</li> <li>✓ Applauds child's efforts</li> <li>✓ Interprets new/unfamiliar situations</li> <li>✓ Reinforces good behavior and achievements</li> <li>✓ Encourages child to express feelings and emotions</li> <li>✓ Encourages physical activity with supervision</li> <li>✓ Gives child chances to make choices</li> <li>✓ Uses time-out for behavior that is not acceptable</li> </ul>

## 6-9 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Gradual replacement of primary teeth by permanent teeth throughout middle childhood</li> <li>✓ Fine motor skills: writing becomes smaller and more legible; drawings become more organized and detailed and start to include some depth</li> <li>✓ Gross motor skills: can dress and undress alone; Organized games with rough-and-tumble play become more common</li> </ul>	<ul style="list-style-type: none"> <li>✓ May have a special friend</li> <li>✓ Likes action on television</li> <li>✓ Enjoys books and stories</li> <li>✓ May argue with other children but shows cooperation in play with a particular friend</li> <li>✓ Self-concept includes identifying own personality traits and comparing self with others</li> <li>✓ Becomes more responsible and independent</li> <li>✓ Still obeys adults to avoid trouble</li> <li>✓ Can adapt ideas about fairness to fit varied situations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Thought becomes more logical, helping the child categorize objects and ideas</li> <li>✓ Can focus on more than one characteristic of concrete objects</li> <li>✓ Attention becomes more selective and adaptable</li> <li>✓ Can use rehearsal and organization as memory strategies</li> <li>✓ Emotional intelligence is developing: self-awareness and understanding of own feelings; empathy for the feelings of others; regulation of emotion; delaying gratification</li> <li>✓ Vocabulary increases rapidly</li> <li>✓ Makes the transition from “learning to read” to “reading to learn”</li> <li>✓ Carries on long conversation</li> </ul>	<p>These indicators may be present in any child between 6-11 years</p> <ul style="list-style-type: none"> <li>✓ Low self-esteem</li> <li>✓ Acts sad and/or nervous much of the time</li> <li>✓ Aggressive much of the time (hits, fights, curses, breaks or throws objects)</li> <li>✓ Exhibits poor impulse control</li> <li>✓ Has difficulty concentrating or sitting still</li> <li>✓ Scapegoated/ignored by other children</li> <li>✓ Poor grades</li> <li>✓ Doesn't respond to positive attention/praise</li> <li>✓ Seeks adult approval/attention excessively</li> <li>✓ Suspicious/mistrustful of adults; doesn't turn to adults for help/comfort</li> <li>✓ Little frustration tolerance; difficult to engage and keep interested in goal directed activity</li> <li>✓ Cannot adapt behavior to different social settings</li> <li>✓ Doesn't understand a person's identity remains the same regardless of outward changes (e.g., costume)</li> <li>✓ Can't understand concepts of space, time, and dimension</li> <li>✓ Can't differentiate real from pretend</li> <li>✓ Can't understand the difference between behavior and intent (breaking a lamp is equally bad regardless of whether on purpose or an accident)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shows affection for child; recognizes accomplishments</li> <li>✓ Helps child develop a sense of responsibility – asks child to help with household tasks such as setting the table</li> <li>✓ Talks with child about school, friends, and things to look forward to in the future</li> <li>✓ Encourages child to think about consequences before acting</li> <li>✓ Makes clear rules and sticks to them</li> <li>✓ Engages in fun activities together</li> <li>✓ Praises child for good behavior</li> <li>✓ Supports child in taking on new challenges</li> <li>✓ Gets involved in child's school</li> </ul>

## 9-11 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Girls' adolescent growth spurt begins</li> <li>✓ Gross motor skills are better coordinated (running, jumping, throwing and catching, kicking, batting, and dribbling)</li> <li>✓ Reaction time improves, which contributes to motor skill development</li> <li>✓ Fine motor skills improve; depth cues evident in drawings through diagonal placement, overlapping objects, and converging lines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-esteem rises</li> <li>✓ Distinguishes between effort and luck as causes of successes and failures; can become critical of others quickly</li> <li>✓ Has adaptive set of strategies for regulating emotion</li> <li>✓ Peer groups emerge</li> <li>✓ Friendships are based on the pleasure of sharing through activities or time spent together</li> <li>✓ Sibling rivalry tends to increase</li> </ul>	<ul style="list-style-type: none"> <li>✓ Planning improves</li> <li>✓ Can apply several memory strategies at once</li> <li>✓ Long-term knowledge base grows in size and organization</li> <li>✓ Improves in cognitive self-regulation (monitoring and directing progress toward a goal)</li> <li>✓ Grasps double meanings of words as reflected in comprehension of metaphors and humor</li> <li>✓ Improved understanding of complex grammatical constructions</li> <li>✓ Conversational strategies become more refined</li> </ul>	<p>These indicators may be present in any child between 6-11 years</p> <ul style="list-style-type: none"> <li>✓ Low self-esteem</li> <li>✓ Acts sad and/or nervous much of the time</li> <li>✓ Aggressive much of the time (hits, fights, curses, breaks or throws objects)</li> <li>✓ Exhibits poor impulse control</li> <li>✓ Has difficulty concentrating or sitting still</li> <li>✓ Scapegoated/ignored by other children</li> <li>✓ Poor grades</li> <li>✓ Doesn't respond to positive attention/praise</li> <li>✓ Seeks adult approval/attention excessively</li> <li>✓ Suspicious/mistrustful of adults; doesn't turn to adults for help/comfort</li> <li>✓ Little frustration tolerance; difficult to engage and keep interested in goal directed activity</li> <li>✓ Cannot adapt behavior to different social settings</li> <li>✓ Doesn't understand a person's identity remains the same regardless of outward changes (e.g., costume)</li> <li>✓ Can't understand concepts of space, time, and dimension</li> <li>✓ Can't differentiate real from pretend</li> <li>✓ Can't understand the difference between behavior and intent (breaking a lamp is equally bad regardless of whether on purpose or an accident)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Helps child develop own sense of right and wrong. Talks with child about risky things, peer pressure, etc.</li> <li>✓ Encourages child to respect other people</li> <li>✓ Spends quality time listening to child and talking about accomplishments and possible challenges</li> <li>✓ Talks with child about normal physical and emotional changes of puberty</li> <li>✓ Is affectionate and honest with child.</li> </ul>

## 11-15 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ Period of rapid skeletal and sexual maturation</li> <li>✓ Preoccupation with body image</li> <li>✓ Acne may appear</li> <li>✓ Boys ahead of girls in endurance and muscular strength</li> <li>✓ Rapid growth may mean large appetite but less energy</li> <li>✓ There is a wide variation in beginning and completion of puberty (body hair, increased perspiration and oil production in hair and skin. Girls: breast and hip development, onset of menstruation. Boys: growth in testicles and penis, wet dreams, deepening of voice)</li> <li>✓ Increased possibility of acting on sexual desires</li> </ul>	<ul style="list-style-type: none"> <li>✓ Critical of adults; annoyed by younger siblings; obnoxious to live with</li> <li>✓ Wants unreasonable independence</li> <li>✓ Dramatizes and exaggerates own positions; has many fears, worries, and tears</li> <li>✓ Resists any show of affection</li> <li>✓ Often moody; anger is common; resents being told what to do; rebels at routines</li> <li>✓ Intense interest in teams and organized, competitive games; considers membership in clubs important; has whole gang of friends</li> <li>✓ Girls show more interest in opposite sex than boys do</li> <li>✓ Recognizes that differences exist between and within groups</li> <li>✓ May experience prejudice, discrimination, or bias due to ethnicity or poverty</li> </ul>	<ul style="list-style-type: none"> <li>✓ Thrives on arguments and discussions; challenges adults</li> <li>✓ Increasingly able to memorize, think logically; engage in introspection</li> <li>✓ Can plan realistically for the future; may have interest in earning money</li> <li>✓ Is critical of own artistic products</li> <li>✓ Interested in world and community; may read a great deal</li> <li>✓ Needs to feel important and believe in something</li> <li>✓ Social cognition:               <ul style="list-style-type: none"> <li>○ Belief in an imaginary audience, that others are as preoccupied with one as oneself is (e.g., “everyone is looking at me”)</li> <li>○ Personal fable – belief in personal uniqueness (e.g., “no one understands me”) and belief that self is invulnerable (“I won’t get hurt”)</li> </ul> </li> <li>✓ Able to understand other points of view, but tends to be egocentric</li> </ul>	<ul style="list-style-type: none"> <li>✓ By end of period, physically immature, small, not showing signs of puberty or secondary sex characteristics (wide range here; girls mature earlier)</li> <li>✓ Poor motor skills, coordination</li> <li>✓ Lack of peer group relationships and identification with peers</li> <li>✓ Can’t think hypothetically; doesn’t consider consequences of actions</li> <li>✓ Can’t put him/herself in place of another; doesn’t consider how behavior affects others</li> <li>✓ Difficulty problem solving; doesn’t work through systematically and weigh solutions</li> <li>✓ Poor school performance</li> <li>✓ Doesn’t reject or question parental standards and express self through clothes, hair, and other lifestyle choices</li> <li>✓ Poor self-esteem</li> <li>✓ Emotional and behavioral problems (anxiety, depression, withdrawal, aggression, lack of impulse control, anti-social behavior)</li> <li>✓ Withdrawal from friends and from activities once enjoyed</li> <li>✓ Changes in eating and sleeping habits</li> <li>✓ Abuse of alcohol or drugs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is tolerant, understanding, and supportive</li> <li>✓ Accepts youth’s feelings but tries to help youth evaluate more objectively</li> <li>✓ Avoids being defensive; child is not challenging the adult’s authority</li> <li>✓ Sets limits, but gives opportunities for independence whenever possible</li> <li>✓ Answers questions about bodily changes openly and honestly</li> <li>✓ Encourages group activities and discourages solo dating</li> <li>✓ Doesn’t nag boys about food intake and seeming “laziness”</li> <li>✓ Discusses ways to manage and handle stress</li> <li>✓ Finds ways to spend time together</li> <li>✓ Provides consistent, loving discipline with limits, restrictions, and rewards</li> </ul>

## 15-21 Years

Physical	Social & Emotional	Cognitive	Indicators of Developmental Concern	Positive Parenting Characteristics
<ul style="list-style-type: none"> <li>✓ By end of period, physically immature, small, not showing signs of puberty/ secondary sex characteristics (wide range; girls mature earlier)</li> <li>✓ Poor motor skills, coordination</li> <li>✓ Lack of peer group relationship and identification with peers</li> <li>✓ Can't think hypothetically; doesn't consider consequences of actions</li> <li>✓ Can't put him/herself in place of another; doesn't consider how behavior affects others</li> <li>✓ Difficulty problem solving; doesn't work through systematically and weigh solutions</li> <li>✓ Poor school performance</li> <li>✓ Doesn't reject or question parental standards and expresses self through clothes, hair, and other lifestyle choices</li> <li>✓ Poor self-esteem</li> <li>✓ Emotional and behavioral problems (anxiety, depression, withdrawal, aggression, lack of impulse control, anti-social behavior)</li> <li>✓ Withdrawal from friends and from activities once enjoyed</li> <li>✓ Changes in eating</li> <li>Abuse of alcohol or drugs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relationships with parents range from friendly to hostile</li> <li>✓ Usually has many friends and few confidants</li> <li>✓ Worries about failure</li> <li>✓ May appear moody, angry, lonely, impulsive, self-centered, confused, and stubborn</li> <li>✓ Has conflicting feelings about dependence and independence</li> <li>✓ Girls may form identity and prepare for adulthood through establishing relationships and emotional bonds</li> <li>✓ Interest in forming romantic relationships part of separation task; implies separation from family</li> <li>✓ Cultural differences may cause conflict</li> </ul>	<ul style="list-style-type: none"> <li>✓ May lack information or self-assurance about personal skills and abilities</li> <li>✓ Continuing formal operational thought with abstract, idealistic, logical, hypothetical-deductive reasoning, complex problem solving, and critical thinking</li> <li>✓ May enjoy debating and arguing</li> <li>✓ Has a strong sense of awareness</li> <li>✓ May be judgmental of adults or peers if they do not do what is "fair"</li> <li>✓ Seriously concerned about the future</li> <li>✓ Beginning to integrate knowledge leading to decisions about future</li> </ul>	<ul style="list-style-type: none"> <li>✓ Physically immature, small, not showing signs of puberty or secondary sex characteristics</li> <li>✓ Unable to form or maintain satisfactory relationships with peers</li> <li>✓ Can't put him/herself in place of another; doesn't consider how behavior affects others</li> <li>✓ Poor self-esteem / guilt</li> <li>✓ Overcompensates for negative self-esteem by being narcissistic, unrealistically self-complimentary; grandiose expectations for self</li> <li>✓ Engages in self-defeating, testing, and aggressive, antisocial, or impulsive behavior</li> <li>✓ Lacks capacity to manage intense emotions; moods change frequently and inconsistently</li> <li>✓ Has emotional disturbances: depression, anxiety, post-traumatic stress disorder, attachment problems, conduct disorders</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognizes and compliments physical maturity</li> <li>✓ Provides accurate information on consequences of sexual activity</li> <li>✓ Tries not to pry; but is available to talk and listen</li> <li>✓ Maintains positive relationship by being respectful and friendly</li> <li>✓ Accepts feelings; doesn't overreact and avoids disapproval</li> <li>✓ Recognizes and accepts current level of interest in opposite sex</li> <li>✓ Encourages experiences with a variety of people (e.g., older, younger, different cultures)</li> <li>✓ Encourages talking about and planning for future</li> </ul>

### Adapted from One or More of the Following Sources

Chadwick Trauma-Informed Systems Project. (2013). Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model (1st Ed.). San Diego, CA: Chadwick Center for Children and Families.

Reducing the Trauma of Investigation, Removal and Initial Out-of-Home Placement Project. (2008-2009). Trauma Informed Practice Strategies for Caseworkers. Portland State University, Center for Improvement of Child and Family Services.

Child Welfare Trauma Training Toolkit. (2013). The National Child Traumatic Stress Network.

Child and Adolescent Development Resource Book. (2005). The Pennsylvania Child Welfare Training Program. University of Pittsburgh, School of Social Work.

Florida State University, Center for Prevention and Early Intervention. [www.cpeip.fsu.edu](http://www.cpeip.fsu.edu)

John Hopkins University. [http://www.hopkinsmedicine.org/healthlibrary/conditions/pediatrics/your\\_childs\\_growth\\_and\\_development\\_85,P01019/](http://www.hopkinsmedicine.org/healthlibrary/conditions/pediatrics/your_childs_growth_and_development_85,P01019/)

Centers for Disease Control and Prevention. <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>