
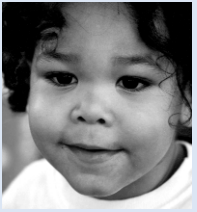



**Developmental Continuum from Birth to Age 3<sup>1/2</sup>:  
Social Emotional Indicators\***

Age Range	Attachment Trust/Security	Self-Awareness Identity/Self Esteem	Exploration Autonomy/Independence
<p><b>INFANT</b> (birth to 15 mos)</p> 	<ul style="list-style-type: none"> <li>• Newborns recognize human language and prefer their own mother's voice</li> <li>• Prefer human faces</li> <li>• Early social interaction is a smile and mutual gazing</li> <li>• Crawls away but checks back visually, calls, and gestures to ensure adult contact</li> <li>• Stretches arms to be taken</li> <li>• Prefers familiar adults</li> <li>• Acts anxious around strangers</li> <li>• Uses a blanket or stuffed toy for security and reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• Goes from accidentally sucking own hands to carefully watching them</li> <li>• Tries to make things happen</li> <li>• Hits or kicks things to make a pleasing sight or sound continue</li> <li>• Talks to self when alone</li> <li>• Prefers to be held by familiar people</li> <li>• Imitates adult behaviors</li> <li>• Knows own name</li> <li>• Understands simple directions</li> </ul>	<ul style="list-style-type: none"> <li>• Brings thumb or hand to mouth</li> <li>• Tracks mother's voice</li> <li>• Observes own hands</li> <li>• Babbles using all types of sounds</li> <li>• Uses a few words mixed with babbling to form sentences</li> <li>• Tries to keep a knee ride going by bouncing to get the adult started again</li> <li>• Shows strong feelings (anger, anxiety, affection)</li> </ul>
<p><b>TODDLER</b> (12 mos- 2<sup>1/2</sup> yrs)</p> 	<ul style="list-style-type: none"> <li>• Relates to others by exploring things with them</li> <li>• Pulls up, stands holding furniture, then walks alone</li> <li>• Goes through a phase of clinging to primary caregiver</li> <li>• Experiences periods of intense feelings when separating or reuniting with a parent</li> <li>• Sees others as a barrier to immediate gratification</li> </ul>	<ul style="list-style-type: none"> <li>• Knows can make things happen but is not sure of responsibility for actions</li> <li>• Becomes bossy</li> <li>• Uses the words Me, You, and I</li> <li>• Says "No" to adults</li> <li>• Explores everything</li> <li>• Is sensitive to others' judging behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps looking for a toy that is hidden from view</li> <li>• Understands many more words than can say</li> <li>• Has wide mood swings (for example, from stubborn to cooperative)</li> <li>• Wants to do things by self</li> </ul>
<p><b>PRESCHOOL</b> (2<sup>1/2</sup>-3<sup>1/2</sup>-yrs)</p> 	<ul style="list-style-type: none"> <li>• Is capable of dramatic play</li> <li>• Has better control over all aspects of self</li> <li>• Needs adult coaching to get along well with others</li> <li>• Shows feelings with words and in symbolic play</li> <li>• Is more aware that others have feelings</li> <li>• Can plan ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Is capable of self-evaluation (for example, good, bad, pretty, ugly)</li> <li>• Tries to control self (for example, emotions and toileting)</li> <li>• Is learning to take turns in conversations</li> <li>• Knows a lot about communicating in the style of own culture</li> </ul>	<ul style="list-style-type: none"> <li>• Uses names of self and others</li> <li>• Can tell others about what happened that day</li> <li>• Has much larger vocabulary to express ideas</li> <li>• Shows concern for others</li> <li>• Classifies, labels, and sorts objects and experiences into groups</li> </ul>

Adapted 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.