

Age Range	Forming Close & Supportive Relationships	Developing Self-Awareness & Identity	Growing Exploration & Independence
Infant Birth to 15 Months 	<ul style="list-style-type: none"> ▶ 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 	<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 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 	<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 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 	<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
Preschooler 2.5 to 3.5 Years 	<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.