



NIDCD Fact Sheet | **Voice, Speech, and Language**

Speech and Language Developmental Milestones

How do speech and language develop?

The first 3 years of life, when the brain is developing and maturing, is the most intensive period for acquiring speech and language skills. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.

There appear to be critical periods for speech and language development in infants and young children when the brain is best able to absorb language. If these critical periods are allowed to pass without exposure to language, it will be more difficult to learn.

What are the milestones for speech and language development?

The first signs of communication occur when an infant learns that a cry will bring food, comfort, and companionship. Newborns also begin to recognize important sounds in their environment, such as the voice of their mother or primary caretaker. As they grow, babies begin to sort out the speech sounds that compose the words of their language. By 6 months of age, most babies recognize the basic sounds of their native language.

Children vary in their development of speech and language skills. However, they follow a natural progression or timetable for mastering the skills of language. A checklist of milestones for the normal development of speech and language skills in children from birth to 5 years of age is included on the following pages. These milestones help doctors and other health professionals determine if a child is on track or if he or she may need extra help. Sometimes a delay may be caused

by hearing loss, while other times it may be due to a speech or language disorder.

What is the difference between a speech disorder and a language disorder?

Children who have trouble understanding what others say (receptive language) or difficulty sharing their thoughts (expressive language) may have a language disorder. Specific language impairment (SLI) is a language disorder that delays the mastery of language skills. Some children with SLI may not begin to talk until their third or fourth year.

Children who have trouble producing speech sounds correctly or who hesitate or stutter when talking may have a speech disorder. Apraxia of speech is a speech disorder that makes it difficult to put sounds and syllables together in the correct order to form words.

What should I do if my child's speech or language appears to be delayed?

Talk to your child's doctor if you have any concerns. Your doctor may refer you to a speech-language pathologist, who is a health professional trained to evaluate and treat people with speech or language disorders. The speech-language pathologist will talk to you about your child's communication and general development. He or she will also use special spoken tests to evaluate your child. A hearing test is often included in the evaluation because a hearing problem can affect speech and language development. Depending on the result of the evaluation, the speech-language pathologist may suggest activities you can do at home to stimulate your

child's development. They might also recommend group or individual therapy or suggest further evaluation by an audiologist (a health care professional trained to identify and measure hearing loss), or a developmental psychologist (a health care professional with special expertise in the psychological development of infants and children).

What research is being conducted on developmental speech and language problems?

The National Institute on Deafness and Other Communication Disorders (NIDCD) sponsors a broad range of research to better understand the development of speech and language disorders, improve diagnostic capabilities, and fine-tune more effective treatments. An ongoing area of study is the search for better ways to diagnose and differentiate among the various types of speech delay. A large study following approximately 4,000 children is gathering data as the children grow to establish reliable signs and symptoms for specific speech disorders, which can then be used to develop accurate diagnostic tests. Additional genetic studies are looking for matches between different genetic variations and specific speech deficits.

Researchers sponsored by the NIDCD have discovered one genetic variant, in particular, that is linked to specific language impairment (SLI), a disorder that delays children's use of words and slows their mastery of language skills throughout their school years. The finding is the first to tie the presence of a distinct genetic mutation to any kind of inherited language impairment. Further research is exploring the role this genetic variant may also play in dyslexia, autism, and speech-sound disorders.

A long-term study looking at how deafness impacts the brain is exploring how the brain "rewires" itself to accommodate deafness. So far, the research has shown that adults who are deaf react faster and more accurately than hearing adults when they observe objects in motion. This ongoing research continues to explore the concept of "brain plasticity"—the ways in which the brain is influenced by health conditions or life experiences—and how it can be used to develop learning strategies that encourage healthy language and speech development in early childhood.

A recent workshop convened by the NIDCD drew together a group of experts to explore issues related to a subgroup of

children with autism spectrum disorders who do not have functional verbal language by the age of 5. Because these children are so different from one another, with no set of defining characteristics or patterns of cognitive strengths or weaknesses, development of standard assessment tests or effective treatments has been difficult. The workshop featured a series of presentations to familiarize participants with the challenges facing these children and helped them to identify a number of research gaps and opportunities that could be addressed in future research studies.

What are voice, speech, and language?

Voice, speech, and language are the tools we use to communicate with each other.

Voice is the sound we make as air from our lungs is pushed between vocal folds in our larynx, causing them to vibrate.

Speech is talking, which is one way to express language. It involves the precisely coordinated muscle actions of the tongue, lips, jaw, and vocal tract to produce the recognizable sounds that make up language.

Language is a set of shared rules that allow people to express their ideas in a meaningful way. Language may be expressed verbally or by writing, signing, or making other gestures, such as eye blinking or mouth movements.

Birth to 3 Months

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Reacts to loud sounds |
| <input type="checkbox"/> | <input type="checkbox"/> | Calms down or smiles when spoken to |
| <input type="checkbox"/> | <input type="checkbox"/> | Recognizes your voice and calms down if crying |
| <input type="checkbox"/> | <input type="checkbox"/> | When feeding, starts or stops sucking in response to sound |
| <input type="checkbox"/> | <input type="checkbox"/> | Coos and makes pleasure sounds |
| <input type="checkbox"/> | <input type="checkbox"/> | Has a special way of crying for different needs |
| <input type="checkbox"/> | <input type="checkbox"/> | Smiles when he or she sees you |

4 to 6 Months

YES NO

- ☐ ☐ Follows sounds with his or her eyes
- ☐ ☐ Responds to changes in the tone of your voice
- ☐ ☐ Notices toys that make sounds
- ☐ ☐ Pays attention to music
- ☐ ☐ Babbles in a speech-like way and uses many different sounds, including sounds that begin with p, b, and m
- ☐ ☐ Laughs
- ☐ ☐ Babbles when excited or unhappy
- ☐ ☐ Makes gurgling sounds when alone or playing with you

7 Months to 1 Year

YES NO

- ☐ ☐ Enjoys playing peek-a-boo and pat-a-cake
- ☐ ☐ Turns and looks in the direction of sounds
- ☐ ☐ Listens when spoken to
- ☐ ☐ Understands words for common items such as "cup," "shoe," or "juice"
- ☐ ☐ Responds to requests ("Come here")
- ☐ ☐ Babbles using long and short groups of sounds ("tata, upup, bibibi")
- ☐ ☐ Babbles to get and keep attention
- ☐ ☐ Communicates using gestures such as waving or holding up arms
- ☐ ☐ Imitates different speech sounds
- ☐ ☐ Has one or two words ("Hi," "dog," "Dada," or "Mama") by first birthday

1 to 2 Years

YES NO

- ☐ ☐ Knows a few parts of the body and can point to them when asked
- ☐ ☐ Follows simple commands ("Roll the ball") and understands simple questions ("Where's your shoe?")
- ☐ ☐ Enjoys simple stories, songs, and rhymes
- ☐ ☐ Points to pictures, when named, in books
- ☐ ☐ Acquires new words on a regular basis
- ☐ ☐ Uses some one- or two-word questions ("Where kitty?" or "Go bye-bye?")

- ☐ ☐ Puts two words together ("More cookie")
- ☐ ☐ Uses many different consonant sounds at the beginning of words

2 to 3 Years

YES NO

- ☐ ☐ Has a word for almost everything
- ☐ ☐ Uses two- or three-word phrases to talk about and ask for things
- ☐ ☐ Uses k, g, f, t, d, and n sounds
- ☐ ☐ Speaks in a way that is understood by family members and friends
- ☐ ☐ Names objects to ask for them or to direct attention to them

3 to 4 Years

YES NO

- ☐ ☐ Hears you when you call from another room
- ☐ ☐ Hears the television or radio at the same sound level as other family members
- ☐ ☐ Answers simple "Who?" "What?" "Where?" and "Why?" questions
- ☐ ☐ Talks about activities at daycare, preschool, or friends' homes
- ☐ ☐ Uses sentences with four or more words
- ☐ ☐ Speaks easily without repeating syllables or words

4 to 5 Years

YES NO

- ☐ ☐ Pays attention to a short story and answers simple questions about it
- ☐ ☐ Hears and understands most of what is said at home and in school
- ☐ ☐ Uses sentences that give many details
- ☐ ☐ Tells stories that stay on topic
- ☐ ☐ Communicates easily with other children and adults
- ☐ ☐ Says most sounds correctly except for a few (l, s, r, v, z, ch, sh, and th)
- ☐ ☐ Uses rhyming words
- ☐ ☐ Names some letters and numbers
- ☐ ☐ Uses adult grammar

This checklist is based upon *How Does Your Child Hear and Talk?*, courtesy of the American Speech-Language-Hearing Association.



National Institute on
Deafness and Other
Communication Disorders

Where can I find additional information about speech and language developmental milestones?

The NIDCD maintains a directory of organizations that provide information on the normal and disordered processes of hearing, balance, taste, smell, voice, speech, and language. Visit the NIDCD website at <http://www.nidcd.nih.gov> to search the directory.

Use the following keywords to help you find organizations that can answer questions and provide printed or electronic information on speech and language developmental milestones:

- ▶ Early identification of hearing loss in children
- ▶ Language
- ▶ Speech-language pathologists

More NIDCD fact sheets on Voice, Speech, and Language:

- ▶ Apraxia of Speech
- ▶ It's Important to Have Your Baby's Hearing Screened
- ▶ Specific Language Impairment
- ▶ Your Baby's Hearing and Communicative Development Checklist

Visit the NIDCD website at <http://www.nidcd.nih.gov> to read, print, or download fact sheets.

For more information, additional addresses and phone numbers, or a printed list of organizations, contact us at:

NIDCD Information Clearinghouse

1 Communication Avenue
Bethesda, MD 20892-3456
Toll-free Voice: (800) 241-1044
Toll-free TTY: (800) 241-1055
Fax: (301) 770-8977
Email: nidcdinfo@nidcd.nih.gov

<http://www.nidcd.nih.gov>

 Follow the NIDCD on Twitter at @NIDCD

The NIDCD supports and conducts research and research training on the normal and disordered processes of hearing, balance, taste, smell, voice, speech, and language and provides health information, based upon scientific discovery, to the public.



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Speech and Language Milestones

What should my child be able to do?	
Hearing and Understanding	Talking
Birth-3 Months <ul style="list-style-type: none"> Startles at loud sounds. Quiets or smiles when you talk. Seems to recognize your voice. Quiets if crying. 	Birth-3 Months <ul style="list-style-type: none"> Makes cooing sounds. Cries change for different needs. Smiles at people.
4-6 Months <ul style="list-style-type: none"> Moves their eyes in the direction of sounds. Responds to changes in your tone of voice. Notices toys that make sounds. Pays attention to music. 	4-6 Months <ul style="list-style-type: none"> Coos and babbles when playing alone or with you. Makes speech-like babbling sounds, like <i>pa</i>, <i>ba</i>, and <i>mi</i>. Giggles and laughs. Makes sounds when happy or upset.
7 Months-1 Year <ul style="list-style-type: none"> Turns and looks in the direction of sounds. Looks when you point. Turn when you call their name. Understands words for common items and people – words like <i>cup</i>, <i>truck</i>, <i>juice</i>, and <i>daddy</i>. Starts to respond to simple words and phrases, like "No," "Come here," and "Want more?" Plays games with you, like peek-a-boo and pat-a-cake. Listens to songs and stories for a short time. 	7 Months-1 Year <ul style="list-style-type: none"> Babbles long strings of sounds, like <i>mimi upup babababa</i>. Uses sounds and gestures to get and keep attention. Points to objects and shows them to others. Uses gestures like waving bye, reaching for "up," and shaking his head no. Imitates different speech sounds. Says 1 or 2 words, like <i>hi</i>, <i>dog</i>, <i>dada</i>, <i>mama</i>, or <i>uh-oh</i>. This will happen around their first birthday, but sounds may not be clear.
One to Two Years <ul style="list-style-type: none"> Points to a few body parts when you ask. Follows 1-part directions, like "Roll the ball" or "Kiss the baby". Responds to simple questions, like "Who's that?" or "Where's your shoe?" Listens to simple stories, songs, and rhymes. Points to pictures in a book when you name them. 	One to Two Years <ul style="list-style-type: none"> Uses a lot of new words. Uses <i>p</i>, <i>b</i>, <i>m</i>, <i>h</i>, and <i>w</i> in words. Starts to name pictures in books. Asks questions, like "What's that?", "Who's that?", and "Where's kitty?" Puts 2 words together, like "more apple," "no bed," and "mommy" book."
Two to Three Years <ul style="list-style-type: none"> Understands opposites, like go-stop, big-little, and up-down. Follows 2-part directions, like "Get the spoon and put it on the table". Understands new words quickly. 	Two to Three Years <ul style="list-style-type: none"> Has a word for almost everything. Talks about things that are not in the room. Uses <i>k</i>, <i>g</i>, <i>f</i>, <i>t</i>, <i>d</i>, and <i>n</i> in words. Uses words like <i>in</i>, <i>on</i>, and <i>under</i>. Uses two- or three- words to talk about and ask for things. People who know your child can understand them. Asks "Why?" Puts 3 words together to talk about things. May repeat some words and sounds.

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What should my child be able to do?

Hearing and Understanding	Talking
Three to Four Years <ul style="list-style-type: none"> • Responds when you call from another room. • Understands words for some colors, like <i>red</i>, <i>blue</i>, and <i>green</i>. • Understands words for some shapes, like <i>circle</i> and <i>square</i>. • Understands words for family, like <i>brother</i>, <i>grandmother</i>, and <i>aunt</i>. 	Three to Four Years <ul style="list-style-type: none"> • Answers simple who, what, and where questions. • Says rhyming words, like <i>hat-cat</i>. • Uses pronouns, like <i>I</i>, <i>you</i>, <i>me</i>, <i>we</i>, and <i>they</i>. • Uses some plural words, like <i>toys</i>, <i>birds</i>, and <i>buses</i>. • Most people understand what your child says. • Asks when and how questions. • Puts 4 words together. May make some mistakes, like "I goed to school." • Talks about what happened during the day. Uses about 4 sentences at a time.
Four to Five Years <ul style="list-style-type: none"> • Understands words for order, like <i>first</i>, <i>next</i>, and <i>last</i>. • Understands words for time, like <i>yesterday</i>, <i>today</i>, and <i>tomorrow</i>. • Follows longer directions, like "Put your pajamas on, brush your teeth, and then pick out a book." • Follows classroom directions, like "Draw a circle on your paper around something you eat." • Hears and understands most of what they hear at home and in school. 	Four to Five Years <ul style="list-style-type: none"> • Says all speech sounds in words. May make mistakes on sounds that are harder to say, like <i>l</i>, <i>s</i>, <i>r</i>, <i>v</i>, <i>z</i>, <i>ch</i>, <i>sh</i>, and <i>th</i>. • Responds to "What did you say?" • Talks without repeating sounds or words most of the time. • Names letters and numbers. • Uses sentences that have more than 1 action word, like <i>jump</i>, <i>play</i>, and <i>get</i>. May make some mistakes, like "Zach gots 2 video games, but I got one." • Tells a short story. • Keeps a conversation going. • Talks in different ways, depending on the listener and place. Your child may use short sentences with younger children. They may talk louder outside than inside.

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PARENT ARTICULATION RESOURCE

Before You Get Started >> [CLICK HERE](#) to learn more about this parent articulation resource

What is typical speech sound development?

Norms for Girls



Norms for Boys



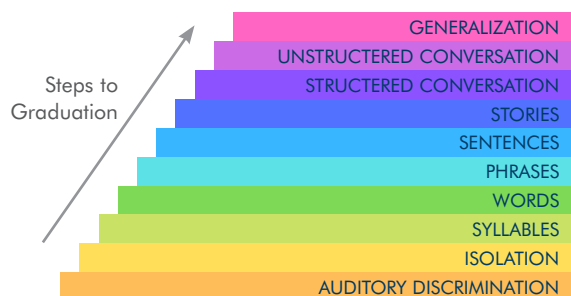
The following chart indicates when your child should start to work on the sound if it is in error:

GRADE	AGE	SOUNDS
Kindergarten	5	/k, g/ /l/
Grade 1	6	/s/, /sh/, /ch/, /v/ plus any of the above
Grade 2+	7+	/r/, /r/ blends, 'th' plus any of the above

The Speech Sound Hierarchy

SLPs typically follow a progression from practicing at the easiest level to the hardest level. It's important to start the level at which your child is most successful, and gradually increase the level of difficulty.

Articulation Therapy



What Does Articulation
Therapy Look Like?



Description of Articulatory Placement

[CLICK HERE](#) for a description of the correct placement of the tongue, lips (e.g. articulators) to make the sound.

Resources by Sound

SH		
ARTICULATION CARDS	WEBSITE	VIDEO 1 VIDEO 2
CH		
ARTICULATION CARDS	WEBSITE	VIDEO
L		
ARTICULATION CARDS	WEBSITE	VIDEO 1 VIDEO 2 VIDEO 3
L BLENDS		
ARTICULATION CARDS	WEBSITE	
R		
ARTICULATION CARDS	WEBSITE 1 WEBSITE 2	VIDEO
R BLENDS		
ARTICULATION CARDS	WEBSITE	
TH		
ARTICULATION CARDS	WEBSITE	VIDEO 1 VIDEO 2



Dentition and Speech

Some children's speech delays are due to structural or anatomical differences in the mouth (e.g. missing teeth, open bite, cross bite, high palate etc.). These differences can also impact a child's articulation delay and would need correction by an orthodontist and/or an SLP that specializes in orofacial myo-functional disorders. Speech therapy alone will not improve speech clarity.

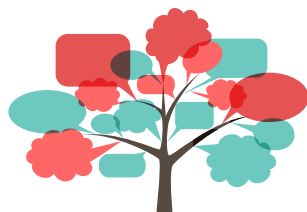
Ideas For Home Practice

Children need a lot of practice before they can be expected to use the sound correctly in everyday speech. It requires work and effort. [CLICK HERE](#) for some ideas for making practice fun and enjoyable for you and your child.

Looking for a private SLP?

If you are looking for an SLP to work directly with you and your child at home, [the ASAPP website](#) provides information on services, fees, and a comprehensive list of SLPs working in private practice.

If you have additional questions, please contact your child's teacher.



PHONOLOGICAL PROCESSES

Phonological processes are patterns of sound errors that typically developing children use to simplify speech as they are learning to talk. A **phonological disorder** occurs when phonological processes persist beyond the age when most typically developing children have stopped using them or when the processes used are much different than what would be expected.

SUBSTITUTION	Definition	Example	Approx. age of elimination
Backing	When alveolar sounds, like /t/ and /d/, are substituted with velar sounds like /k/ and /g/	"gog" for "dog"	Usually seen in more severe phonological delays.
Fronting	When velar or palatal sounds, like /k/, /g/, and sh, are substituted with alveolar sounds like /t/, /d/, and /s/	"tootie" for "cookie"	3.5 yrs.
Gliding	When /r/ becomes a /w/, and /l/ becomes a /w/ or y sound	"wabbit" for "rabbit" or "yeyo" for "yello"	6 yrs.
Stopping	When a fricative (like /f/ or /s/) or affricate (ch,j) is substituted with a stop consonant like /p/ or /d/	"pan" for "fan" or "dump" for "jump"	/f/, /s/ by 3; /v/, /z/ by 3 1/2; sh, ch, j by 4 1/2; th gone by 5
Vowelization	When the /l/ or er sounds are replaced with a vowel	"appo" for "apple" or "papuh" for "paper"	—
Affrication	When a nonaffricate is replaced with an affricate (ch or j)	"joor" for "door"	3 yrs.
Deaffrication	When an affricate, like ch or j, is replaced with a fricative or stop like sh or /d/	"ships" for "chips"	4 yrs.
Alveolarization	When a nonalveolar sound is substituted with an alveolar sound	"tu" for "shoe"	5 yrs.
Depalatalization	When a palatal sound is substituted with a nonpalatal sound	"fit" for "fish"	5 yrs.
Labialization	When a nonlabial sound is replaced with a labial sound	"pie" for "tie"	6 yrs.
ASSIMILATION	Definition	Example	Approx. age of elimination
Assimilation	When a consonant sound starts to sound like another sound in the word	"bub" for "bus"	3 yrs.
Denasalization	When a nasal consonant like /m/ or /n/ changes to a nonnasal consonant like /b/ or /d/	"doze" for "nose"	2.5 yrs.
Final Consonant Devoicing	When a voiced consonant at the end of a word like /b/ or /d/ is substituted with a voiceless consonant like /p/ or /t/	"pick" for "pig"	3 yrs.
Prevocalic Voicing	When a voiceless consonant in the beginning of a word like /k/ or /f/ is substituted with a voiced consonant like /g/ or /v/	"gomb" for "comb"	6 yrs.
Coalescence	When two phonemes are substituted with a different phoneme that still has similar features	"foon" for "spoon"	—
Reduplication	When a complete or incomplete syllable is repeated	"baba" for "bottle"	3 yrs.
SYLLABLE STRUCTURE	Definition	Example	Approx. age of elimination
Cluster Reduction	When a consonant cluster is reduced to a single consonant	"pane" for "plane"	Gone by 4 yrs. without /s/, gone by 5 yrs. with /s/
Final Consonant Deletion	When the final consonant in a word is left off	"toe" for "toad"	3 yrs.
Initial Consonant Deletion	When the initial consonant in a word is left off	"unny" for "bunny"	Usually seen in more severe phonological delays.
Weak Syllable Deletion	When the weak syllable in a word is deleted	"nana" for "banana"	4 yrs.
Epenthesis	When a sound is added between two consonants, typically the uh sound	"bu-lue" for "blue"	8 yrs.

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Linguisticsystems, (2008). Phonological Pattern Suppression by Age. <http://www.linguisticsystems.com>












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www.mommyspeechtherapy.com

www.littlebeespeech.com

Executive Functioning Skill Development by Age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY	 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> • focusing for objects • pointing & grabbing 			<ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills 	<ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games 	<ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge 	
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> • understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset. 	<ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas.
EARLY LEARNER 5-12 YEARS	<ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust. 	<ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes.
TEEN 13-18	<ul style="list-style-type: none"> • able to independently plan out the steps of homework or important project to meet an end goal. • Works in a group of peers to plan social activities and events. 	<ul style="list-style-type: none"> • estimates how long it takes to complete tasks and adjusts working speed to fit. • understands and works to avoid the consequences of ineffective time management. 	<ul style="list-style-type: none"> • able to independently start tasks that take up to 60-90 minutes to complete 	<ul style="list-style-type: none"> • follows complex school schedules combined with home routines. • able to use systems for organizing schoolwork and activities. 	<ul style="list-style-type: none"> • independently identifies problems at home, work, and with friends. • able to sort out many conflicts and make decisions about complex problems independently, make seek adult guidance. 	<ul style="list-style-type: none"> • Able to manage many unpredictable changes to schedules and routines, but may sometimes need adult support to identify strategies to dynamically adjust. 	<ul style="list-style-type: none"> • able to collect information and apply it to new settings. • independent with puzzles, logic games, and coordinated group activities 	<ul style="list-style-type: none"> • greater understanding of others emotions, including empathy and a desire for social change. • may experience 'adult feelings' but not have experience yet in how to manage them. 	<ul style="list-style-type: none"> • greater risk-taking behaviors • may begin to test some adult safety behaviors and social norms • may engage in self-talk to help manage impulses 	<ul style="list-style-type: none"> • able to save money for desired objects as well as creates and executes plans to earn money for desired items. • Beginning mindfulness of distractions, but may need adult support to avoid them. 	<ul style="list-style-type: none"> • able to monitor performance and adjust/improve. • Uses tools to monitor behavior. • May recruit adult feedback or need reminders from coaches, parents, friends, teachers, etc.
YOUNG ADULT 18+	<ul style="list-style-type: none"> • able to develop and maintain multiple different plans at one time to meet many different goals • able to establish and meet long-term goals. 	<ul style="list-style-type: none"> • seeks out and implements tools and systems to manage time more efficiently • uses routines and modifies schedules dynamically to meet changing demands. 	<ul style="list-style-type: none"> • initiates and completes tasks despite adverse conditions and distractions. • prioritizing and planning occurs ahead of beginning most activities 	<ul style="list-style-type: none"> • maintains neat and orderly systems for daily living tasks. • when areas of life like email household chores get out of hand, can re-organize as needed. 	<ul style="list-style-type: none"> • generates solutions to complex problems. • persists in developing new and creative strategies to ongoing problems. 	<ul style="list-style-type: none"> • modifies schedules dynamically to meet changing demands. • Unpredictability causes occasional stress, but able to handle most changes easily. 	<ul style="list-style-type: none"> • greatest working memory capacity in early adulthood. • able to collect, store, and synthesize information from multiple sources to accomplish tasks and goals. 	<ul style="list-style-type: none"> • emotional modulation in most settings including controlling outbursts and managing frustration in healthy ways. 	<ul style="list-style-type: none"> • manages impulsive behaviors across a variety of settings. • Withholds rushing through things • inhibits reckless and dangerous behaviors. 	<ul style="list-style-type: none"> • Able to sustain attention in the face of many distractions • Eliminates or reduces distractions when needed 	<ul style="list-style-type: none"> • checks work for mistakes. • monitors and compares own behavior to others performance.

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Milestones of Social Emotional Development

Use the following charts as resources for yourself and staff members regarding social emotional development.

Social Emotional Development for Infants

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones*. Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

By 2 months, babies:	<ul style="list-style-type: none">• Begin to smile at people• Can briefly calm himself (may bring hands to mouth and suck on fingers)• Try to look at parent• Coo, make gurgling sounds• Pay attention to faces• Begin to act bored (cries, fussy) if activity doesn't change
By 4 months, babies:	<ul style="list-style-type: none">• Smile spontaneously, especially at people• Like to play with people and might cry when playing stops• Copy some movements and facial expressions, like smiling• Begin to babble• Babble with expressions and copy sounds he hears• Cry in different ways to show hunger, pain, or being tired• Let you know if she is happy or sad• Respond to affection• Watch faces closely• Recognize familiar people and things at a distance
By 6 months, babies:	<ul style="list-style-type: none">• Know familiar faces and begin to know if someone is a stranger• Like to play with others, especially parents• Respond to other people's emotions and often seem happy• Like to look at self in a mirror• Respond to sounds by making sounds• Respond to own name• Make sounds to show joy and displeasure• Show curiosity and try to get things that are out of reach

By 9 months, babies	<ul style="list-style-type: none"> • May be afraid of strangers • May be clingy with familiar adults • Have favorite toys • Understand “no” • Play peek-a-boo • Copy sounds and gestures of others
By 1 year, babies:	<ul style="list-style-type: none"> • Are shy or nervous with strangers • Cry when mom or dad leave • Have favorite things and people • Show fear in some situations • Hand a book when he wants to hear a story • Repeat sounds or actions to get attention • Put out arm or leg to help with dressing • Play games such as “peek-a-boo” and “pat-a-cake” • Respond to simple spoken requests • Use simple gestures, like shaking head “no” or waving “bye bye” • Make sounds with changes in tone (sounds more like speaking) • Say “mama” and “dada” and exclamations like “uh-oh!” • Try to say words you say

Social Emotional Development for Toddlers

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones*. Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

By 18 months, toddlers:	<ul style="list-style-type: none"> • Like to hand things to others to play • May have temper tantrums • May be afraid of strangers • Show affection to familiar people • Play simple pretend, such as feeding a doll • May cling to caregivers in new situations • Point to show others something interesting • Explore alone but with parent close by • Say several single words • Say and shake head “no” • Point to show someone what he wants
By 2 years, toddlers:	<ul style="list-style-type: none"> • Copy others, especially adults and older children • Get excited when with other children • Show more and more independence • Show defiant behavior (doing what he has been told not to do) • Play mainly beside other children, but is beginning to include other children like in chase games • Know names of familiar people • Play simple make-believe games

Social Emotional Development for Preschoolers

From U.S. Centers for Disease Control and Prevention. *Learn the Signs. Act Early: Developmental Milestones*. Accessible from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

By 3 years, preschoolers:	<ul style="list-style-type: none"> • Copy adults and friends • Show affection for friends without prompting • Take turns in games • Show concern for crying friend • Understand the idea of “mine” and “his” or “hers” • Show a wide range of emotions • Separate easily from mom and dad • May get upset with major changes in routine • Dress and undress self • Name a friend • Carry on a conversation using 2-3 sentences • Play make-believe with dolls, animals, and people
By 4 years, preschoolers:	<ul style="list-style-type: none"> • Enjoy doing new things • Play “mom” and “dad” • Is more creative with make-believe play • Would rather play with other children than by himself • Cooperate with other children • Often can’t tell what’s real and what’s make-believe • Talk about what she likes and what she is interested in • Understand the idea of “same” and “different” • Play board or card games
By 5 years, preschoolers:	<ul style="list-style-type: none"> • Want to please friends • Want to be like friends • More likely to agree with rules • Like to sing, dance, and act • Show concern and sympathy for others • Are aware of gender • Can tell what’s real and what’s make-believe • Show more independence (for example, may visit a next-door neighbor by himself but adult supervision is still required) • Is sometimes demanding and sometimes very cooperative

Social-Emotional Development for School-Age Children

From Leyden, R., & Shale, E. (2012). What's happening? Ages, Stages and Milestones in *What Teachers Need to Know about Social and Emotional Development*. Camberwell, Victoria: ACER Press.

<p>Between the ages of 5 and 7, school-agers:</p>	<ul style="list-style-type: none"> • Develop greater empathy • Establish and maintain positive relationships and friendships • Start developing a sense of morality • Control impulsive behavior • Identify and manage emotions • Form a positive self-concept and self-esteem (identity formation has begun) • Become resilient • Begin to function more independently (from looking after person possessions to making decision without needing constant support). • Form opinions about moral values — right and wrong • Be able to express an opinion and negotiate • Develop greater empathy • Begin understanding different viewpoints • Start making more sense of who I am (Who am I like? Who likes me?) • Develop a sense of family history (identity) • Grapple with questions about death • Accept that parents are not all powerful
<p>Between the ages of 8 and 9, school-agers:</p>	<ul style="list-style-type: none"> • Fit in and be accepted by peers (preoccupied with comparisons — do I fit in?) • Have a best friend • Strengthen cooperative skills • Adjust to a sexually developing body and handle the agonies of feeling awkward and self-conscious (What will I look like? Do I look normal?) • Continue refining a sense of self (fluid and constantly changing) • Work out values and beliefs — often passionately adopt an ethical stance • Establish independence and individuality (intensely private, wanting alone time, displays of noncompliance at school and home)

<p>Between the ages of 10 and 11, school-agers:</p>	<ul style="list-style-type: none"> • Behave appropriately in a variety of social situations • Refine communication skills • Resolve interpersonal conflicts — understand the difference between passive, assertive and aggressive responses • Become more independent and responsible for actions • Value and respect rules and authority • Know how to act appropriately and safely in online social world • Manage emotional changes accompanying puberty (torn between needing the security of the familiar and craving the unknown) • Develop more positive self esteem and resilience by building strengths and accepting limitations • Acknowledge “who I am” through an optimistic lens
<p>By the age of 12 and beyond, school-agers:</p>	<ul style="list-style-type: none"> • Adjust to a bigger social world with greater expectations and demands • Overcome the awkward and clumsy stage • Find acceptance within a peer group • Becoming more self-assured and able to say “No!” • Move further away from family and closer to friends for support • Handle issues and growing concerns about sexuality and relationships • Manage confusing and unexpected feelings, such as anger and rebellion • Move toward self-acceptance