

Emotional and social development 0-1 year
(Porter 2008)

AGE	EMOTIONAL	SELF CONCEPT	SOCIAL AND FAMILY RELATIONSHIPS	COGNITIVE SKILLS	BEHAVIOUR
0-3 months	Can relate what they feel with what they see. Cry in response to another's cry. By 10 weeks, infants can mirror their mothers' joyous emotions and divert their gaze from her expressions of sadness. Can display sadness, contentment, interest, anger and disgust. Communicate everything they feel.		Give full greeting responses to people but not objects. Engage almost exclusively with adults. Can discriminate the social expressions of others. Social smile develops. Can imitate facial gestures.	Concentration focus and span are fleeting, although early signs of deficits in attention skills can be detectable already.	Eating and sleeping patterns vary considerably between infants and over time.
3-6 months	Can display joy and surprise. Show anticipatory excitement. Smile at people, objects and own actions. Need soothing by a caregiver to learn to manage their emotional arousal. Will self-soothe or use facial expressions, vocalisations and gestures to recruit parents' help when distressed. Their emotional state reflects their parent's mood.		Face-to-face interactions with parents are mutually regulated. Infants respond gaily to social play with caregivers. They cry, smile, kick, coo and laugh to attract attention. Lift arms to primary caregiver.	Focus emerges as infants detect events and are interested in attending to them. They explore objects through mouthing. They have rudimentary goals and will recruit parent help to attain them. Are capable of making predictions. Repeat a familiar activity. Shake or bang toys to make different sounds.	Eating and sleeping patterns vary considerably between infants and over time.
6-9 months	Show fear. Aggression emerges, sometimes in the form of biting when crowded or competing for access to a caregiver or toys. Increasingly shy with strangers. Look to others' emotions before acting (social referencing).	Babies' self-concept is fed by feedback that they are accepted.	Show a strong preference for familiar toys and people, especially their primary caregiver. Imitate others during play. Observe their parents at play.	Cause-and-effect understanding emerges and therefore infants will repeat an action in order to repeat its outcome. Attempt to use objects correctly (e.g. using a phone).	The first signs of following parents' directives appear. Infants test parental responses to their behaviour. May develop strong food preferences. Suspicious of new tastes, with a strong preference for sweet foods.
9-12 months	Emotional state of others affects infant's own emotional state. Demonstrate affection to adults. Separation distress peaks from 10-18 months. Aggression is used by half of all infants.	Perceptual self-recognition emerges, evidenced when babies become interested in the image of themselves in a mirror.	Discern others' emotional expressions and modify their actions accordingly. Can play alongside one other child. Enjoy turn-taking games (e.g. peekaboo). Show but do not yield toys to companions.	Intentionality emerges: infants learn that they can act voluntarily and their actions have an effect. Understand 'no'.	Will protest in an effort to change adults' intent. Sleep for 15 hours, with longest waking period 3.5 to 4 hours.

Emotional and social development 1-2 years
(Porter 2008)

AGE	EMOTIONAL	SELF CONCEPT	SOCIAL AND FAMILY RELATIONSHIPS	COGNITIVE SKILLS	BEHAVIOUR
1 year	Infants can realise that another's distress is not their own, although they are confused about its causes and uncertain how to help. Emotional self-regulation begins to emerge. Angry if interrupted. Hug and kiss adults.	Self-awareness develops: recognise own facial features. Recognise the difference between self and other people. Begin to recognise racial differences.	Peer interactions are minimally coordinated, with infants able to copy each other's actions, take turns and comfort each other. Strong preference for familiar playmates. Ritualistic play (e.g. run-and-chase). Able to share. Half of their interactions are negative.	Infants' developing mobility permits more frequent peer interaction, combined with lack of language proficiency produce high numbers of negative interactions. Easily distracted. Laugh at incongruous events.	Can desist from a desired but forbidden behaviour 40% of the time. Can persist at undesired tasks 14% of the time. Pull adults to show or gain help. Can use a spoon to self-feed, with some spilling.
18 months	Embarrassment, empathy and envy emerge. Sense of ownership emerges and so they will defend their possessions. Show affection to other children. Elevated cortisol (stress hormone) in unfamiliar settings.	Self-description emerges, as children now see themselves as separate individuals with their own desires and the ability to assert and act on these. They see themselves as agents, able to influence events. They can use self-referent pronouns: me mine, and I.	Imitate social partners more creatively. Enthusiastic about the company of peers. Can take turns in simple games. Constructive play emerges. Play comfortably in groups of two children. High rates of both prosocial and antisocial behaviour. Acts of sympathy and sharing first appear. Imitate adult behaviour in play. Fantasy (make-believe) play commences.	Attention span lengthens, but toddlers cannot change the focus of their attention on command.	Cooperation with parents increases, although compliance does not. Toddlers begin to show defiance (as autonomy emerges) and increasing independence. May show an interest in toileting. Can indicate wet pants.
2 years	Separation anxiety diminishes. Show spontaneous affection for familiar playmates. From 30 months, guilt, shame and pride emerge. Physical aggression peaks from 24-42 months, declining thereafter more rapidly for girls than boys.	Self-assertion (sometimes aggressively) occurs as children's sense of agency is threatened by the actions of others. Self-esteem is now being fed by children's competence at tasks as well as their sense of belonging.	Can engage in pretend play. Flexible enough to incorporate and adjust to new and different play partners. Negative interactions decrease; positive interactions increase. Sharing now difficult as they defend their possessions. Can play with three children in a group.	Children's language emerges. Selective attention emerges as children's focus improves and they begin to be able to filter out distracting stimuli. Concentration span for adult-led activities may be only 6 minutes. Planning emerges as children develop means-end analytical skills.	Toddlers object to changes in routines. Tantrums are a common tool to communicate protest. Despite the emergence of language, the children's behaviour is not yet under verbal control. Can pour liquids, with some spilling. Use spoon well. Toilet timed.

Emotional and social development 3-4 years
(Porter 2008)

AGE	EMOTIONAL	SELF CONCEPT	SOCIAL AND FAMILY RELATIONSHIPS	COGNITIVE SKILLS	BEHAVIOUR
3 years	Can now talk about emotions and have a better idea about the likely cause of another's distress. Therefore, their attempts to comfort others are more relevant. Self-regulation begins, focused on attaining self-control and internalising norms for social behaviour.	Gender awareness solidifies, with increased knowledge about gender stereotypes. View self as a whole person with a body, mind and feelings. Their focus on the physical self-concept and limited experience of hurting and healing can lead to panic at physical injury. They are now aware that tasks have standards and want to attain goals by themselves.	Can use language to negotiate solutions to conflict but from a single perspective. Cooperate more with other children. Can function comfortably in groups with four members. True reciprocal friendships develop. Sex-segregated play begins. Fantasy play is increasingly inventive.	Language skills improve. Concentration span is longer, but the object of attention is fixed. Concentration span for adult-led activities is around 9 minutes. Actions are goal-directed.	Advances in language and concentration lead to the emergence of whingeing (whining). Activity levels begin to come under self-control so that they become appropriate for the situation. Increasing independence. Capable of some deception.
3 1/2 years	Children are serial emoters: they feel one thing at a time. This leads to piteous cries of 'You don't love me anymore, do you?' when a parent is angry with them. Aggression starts to decline.	Young children describe themselves in concrete terms of their appearance, what they wear and own, and who is in their family. Self-evaluation arises from achievement standards and lead to shame at or pride in attainments. Self-assertion becomes less strident.	Can plan out pretend play in advance. With assistance, can take turns and share. Have one or two preferred friends. Dominant group members (often boys) use both prosocial and coercive means to gain access to resources and secure status.	Increased use of language for social problem solving, the development of empathy and moral reasoning (conscience) allow aggression to begin to decline. Clearer sense of time. Can follow 3-part routine commands.	Aggression levels remain high if children receive controlling discipline, but decline with parental guidance. Improved concentration span can lead to re-emergence of toileting accidents. Drink securely.
4 years	Children's repertoire of helping behaviours has now expanded from a simple hug or pat to helping, sharing, offering verbal sympathy, protecting and defending victims and expressions of anger towards the source of their distress. Serial emoting leads to declarations in anger that they are not someone's friend.	Emerging ability to scan their memory and monitor their own thinking causes them to be impressed with the power of their mind. Self-esteem is inflated as a result. However, it is binary: they see themselves in terms of good/bad. They are now aware of racial stereotypes.	Desire to be like their friends. Want to please friends. Agree to rules. Play cooperatively to achieve a common goal. Reactive exclusionary manoeuvres emerge in response to real or perceived injustices. Interested in exploring gender differences. 60-90% can judge discrimination to be unfair. Girls' dyadic friendships are fragile; boys congregate in groups, which are more stable.	Concentration span for adult-led activities around 12 minutes. Can distinguish fantasy from reality. Over-reverence for rules but capable of deliberate lying. Increasing awareness of perceptions of others. Increasingly sophisticated understanding of time. Begin to develop metacognitive skills.	Can desist from a desired but forbidden behaviour 85% of the time. Can persist at undesired tasks 30% of the time. May attempt to dictate parents' actions especially about rituals e.g. night time routine. Cooperation and demandingness alternate. Night time toileting is mostly reliable. Use spoon and fork competently. Can cut easy foods with a knife.

Emotional and social development 5-6 years
(Porter 2008)

AGE	EMOTIONAL	SELF CONCEPT	SOCIAL AND FAMILY RELATIONSHIPS	COGNITIVE SKILLS	BEHAVIOUR
5 years	Protect other children and animals. Comfort playmates in distress. 10-15% still show moderate levels of aggression.	More specific feedback to children upon school entry causes a decline in their self-esteem. Children can now distinguish their skill levels in various academic and non-academic domains.	May favour same-sexed parent. Play simple competitive games. Proactive bullying emerges, particularly under controlling disciplinary regimes. Voluntarily offer help to others. Choose own friends.	Judge behaviour as right or wrong. Divided concentration is now possible as children alternate their focus and can withstand distractions.	Self-control of activity levels is now reasonably reliable. Independent at grooming, although may seek support when tired. Can spread soft sandwich toppings with a knife. Can carry liquid without spilling.
6 years	Children are still serial emoters, but may be beginning to understand that they can feel two emotions at once e.g. love and anger.	Sensitive to criticism, perhaps because of recent decline in self-esteem. Can reliably label race.	Increasingly play games with rules. May be sensitive to losing.	Time concepts are more developed and therefore they may begin to feel the imperative to be on time. This leads to less dawdling when dressing, for example.	Dress and groom independently. Tie shoelaces. Tidying up (packing away) is still a challenge for their organisational skills.

Sources: Aguilar et al 2000; Ahnert et al. 2004; Alink et al. 2006; Allen & Cowdery 2005; Alsaker & Valkanover 2001; Auerbach et al. 2005; Baillargeon et al. 2007; Belsky et al. 1998; Birch et al. 1995; Brown & Bigler 2005; Brownell et al. 2006; Campbell 1995; Campbell et al. 2000; Casas et al. 2006; Cook et al. 2004; Côté et al. 2006; Crick et al. 1999; Crittenden & DiLalla 1988; DesRosiers et al. 1999; Deynoot-Schaub & Riksen-Walraven 2006; Fergusson et al. 2005; Furuno et al. 1985; Gilliom et al. 2002; Green & Rechis 2006; Hay et al. 2004; Honig 2002; Howard et al. 2005; Howes 1987; Killen et al. 2001; Kochanska et al. 2001, 2005; Lerner et al. 1998; Loeber & Hay 1997; Miller-Lewis et al. 2006; O'Leary et al. 1999; Parpal & Maccoby 1985; Porter et al. 2002; Raver 1999; Romano et al. 2005; Rubin et al 2003; Schaeffer et al. 2003; Shaw et al. 2000, 2003; Sheridan et al. 1999; Siren-Tiusanen & Robinson 2001; Smith & Farrington 2004; Stayton et al. 1971; Talaris Research Institute 2003; Talay-Ongan 2000; Theimer et al. 2001; Tremblay 2004; Tronick 1989; Vaughn et al. 2003; Vitaro et al. 2002, 2006; Zahn-Waxler & Radke-Yarrow 1990; Zahn-Waxler et al. 1979.

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