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Developmental Stages of Infants and Children

Table 1. Developmental Stages

Infancy: 0–6 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>0–4 Weeks Proceeds from head to foot and central part to extremities. Sucks reflexively. Visually tracks to midline. Lifts head when held upright.</p> <p>3–4 Months Prone: lifts head momentarily—rolls from stomach to back. Pulls to sit without head lag. Grasps rattle.</p> <p>5–6 Months Reaches for objects. Inspects objects with hands, eyes, and mouth.</p>	<p>0–4 Weeks Smiles selectively at mother's voice. Shows startle reflex to sudden noise.</p> <p>3–6 Months Babbles and coos, squeals and gurgles (by 3 months). Anticipates food with vocalization. Laughs.</p>	<p>0–8 Weeks Gazes at faces (birth). Smiles responsively. Uses vocalization to interact socially.</p> <p>3–4 Months Distinguishes primary caregivers from others and will react if removed from home. Smiles readily at most people. Plays alone with contentment.</p>

(continued)

Infancy: 6–12 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Gross Motor</p> <p>6–9 Months</p> <p>Creeps.</p> <p>Sits without support.</p> <p>Pulls to stand to cruise furniture.</p> <p>9–12 Months</p> <p>Crawls on all fours.</p> <p>Attains sitting position unaided.</p> <p>Stands momentarily.</p> <p>Takes first steps.</p> <p>Fine Motor</p> <p>6–9 Months</p> <p>Transfers objects hand to hand.</p> <p>Bangs with spoon.</p> <p>Finger feeds part of meal.</p> <p>Shakes bell.</p> <p>9–12 Months</p> <p>Holds, bites, and chews a cracker.</p> <p>Grasps string with thumb and forefinger.</p> <p>Beats two spoons together.</p> <p>Begins to use index finger to point and poke.</p>	<p>6–9 Months</p> <p>Smiles and vocalizes to own mirror image.</p> <p>Says “ma-ma,” “da-da” (nonspecific).</p> <p>Shakes head “no-no.”</p> <p>Imitates playful sounds.</p> <p>Responds to name with head turn, eye contact, and smile.</p> <p>9–12 Months</p> <p>Recognizes voices of favorite people.</p> <p>Responds to verbal request such as “Wave bye-bye.”</p> <p>Calls parent “Mama” or “Dada.”</p> <p>Repeats performances that are laughed at.</p> <p>Plays peekaboo.</p>	<p>6–9 Months</p> <p>Discriminates strangers (e.g., frowns, stares, cries).</p> <p>Stranger/separation anxiety begins.</p> <p>Actively seeks adult attention; wants to be picked up and held.</p> <p>Plays peekaboo.</p> <p>Rarely lies down except to sleep.</p> <p>Pats own mirror image.</p> <p>Chews and bites on toys.</p> <p>Begins to respond to own name.</p> <p>9–12 Months</p> <p>Social with family, shy with strangers.</p> <p>Begins to show sense of humor.</p> <p>Becomes aware of emotions of others.</p>

Toddler Years: 12-18 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor	12-15 Months	
12-18 Months	Jabbers expressively.	
Walks alone.	Communicates by gesture.	
Stoops and stands up again.	Vocalizes more than cries for attention.	

continued

Developmental Stages of Infants and Children

Toddler Years: 12–18 Months Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
Climbs up on furniture. Walks up stairs with help.	Understands word “no.” Shakes head to indicate <i>no</i> .	12–15 Months Shows strong dependence on primary caregiver with increasing difficulty separating.
Fine Motor 12–18 Months Builds tower of 2 cubes. Scribbles spontaneously or by imitation. Holds cup. Puts raisin or pellet in bottle. Turns book pages, 2–3 at a time. Holds spoon.	Says 2–3 “words” other than “ma-ma” or “da-da.” Looks in appropriate place when asked (e.g., “Where is the book?”). 15–18 Months Vocalizes “no.” Has vocabulary of 10–15 words. Fluently uses jargon. Points and vocalizes to indicate wants.	Shows difficulty quieting and relaxing into sleep. Wants to have caregiver nearby all the time. Gives toy to adult on request. Shows sense of “me” and “mine.”
Self-Help 12–15 Months Feeds self with fingers. Removes hat, shoes, and socks. Inhibits drooling.		15–18 Months Begins to distinguish “you” and “me.” Imitates adult activities. Interested in strangers, but wary. Does not respond well to sharp discipline.
15–18 Months Chews most foods well. Opens closed doors. Holds cup and drinks with some spilling. Imitates housework. Brings familiar object upon request.		Does not respond to verbal persuasion and scolding. Expressed autonomy through defiance. Plays alone or beside other children. Strongly claims “mine.” Follows simple requests.

Toddler Years: 18–24 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor 18–24 Months Runs stiffly. Pushes and pulls large objects. Carries large teddy bear while walking.	18–24 Months Points to pictures in books. Points to one body part on request. Has vocabulary of 20 words—mostly nouns.	18–24 Months Moves about house without constant supervision. Plays primarily alongside children but not with them.

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Toddler Years: 18–24 Months Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
Comes downstairs on bottom or abdomen.	Understands “yours” versus “mine.”	Has temper tantrums in situations of frustration.
Seats self in small chair.	Uses the words “me” and “mine.”	Is conscious of family as a group.
Fine Motor	Enjoys simple stories.	Enjoys role playing.
18–24 Months	Speaks in 2-word sentences (e.g., “juice gone”).	Mimics real-life situations during play.
Builds tower of 4–6 cubes.		Claims and defends ownership of own things.
Tries to fold paper imitatively.		Begins to call self by name.
Wiggles thumb.		Discriminates between edible and inedible substances.
Places rings on spindle toy.		
Turns pages singly.		
Turns knobs (television).		
Self-Help		
18–24 Months		
Helps dress and undress self.		
May indicate wet or soiled diapers.		
Pulls person to show.		
Asks for food and drink by vocalizing and gesturing.		
Uses spoon with little spilling.		
Replaces some objects where they belong.		

Toddler Years: 24–30 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor	24–30 Months	24–30 Months
24–30 Months	Often calls self by first name.	Initiates own play activities.
Jumps in place.	Speaks 50 or more words.	Want routines “just so.”
Walks on tiptoe (imitation).	Has vocabulary of 300 words.	Does not like change in routine.
Walks up and down steps, both feet on each step.	Uses phrases and 3- to 4-word sentences.	Cannot wait or delay gratification.

Developmental Stages of Infants and Children

Toddler Years: 24–30 Months Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
Walks backward. Runs headlong. Fine Motor 24–30 Months Holds pencil with thumb and forefingers. Zips and unzips. Builds tower of 6–8 cubes. Self-Help 24–30 Months Learning to use buttons, zippers, and buckles. Pulls on socks. Pulls on pants or shorts. Drinks from cup without spilling. Helps put things away. Toilet training in progress.	Understands and asks for “another.” Points to 4 body parts.	Does not share. Knows identity in terms of sex and place in the family. Observes other children at play and joins in for a few minutes.

Toddler Years: 30–36 Months Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor 30–36 Months Builds tower of 6–8 cubes. Completes 3-piece form board. Fine Motor 30–36 Months Turns book pages singly. Holds pencil with thumb and forefingers. Can zip and unzip.	30–36 Months Verbalizes toilet needs. Uses plural. Increases use of verbs. Begins using adjectives and prepositions. Has vocabulary of 900–1,000 words (36 months). Uses verbal commands. Gives full name when asked. Asks “What’s that?”	30–36 Months Begins playing “with,” as opposed to “next to,” others. Names or points to self in photos. Joins in nursery rhymes and songs. Likes praise. Dawdles. Has auditory fears (noises). Shows sympathy, pity, modesty, and shame.

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Toddler Years: 30–36 Months Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
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Self-Help

30–36 Months

Toilet training in progress.

Dresses with supervision.

Eats with fork and spoon.

Pours from one container to another.

Gets drink unassisted.

Avoids simple hazards.

Preschool Years: 3 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Gross Motor Gallops. Balances on one foot (1–5 seconds). Catches large ball, arms flexed. Hops on one foot (3 times). Turns somersaults. Shows lack of coordination (3½ years)—stumbling, falling.</p> <p>Fine Motor Copies circle. Imitates cross. Builds with Legos, bristle blocks, etc. Builds tower of 10 cubes. Spontaneously draws. Handedness may shift. Imitates snipping with scissors.</p>	<p>Receptive Language Follows two unrelated commands. Has concept of 2 or 3. Identifies same versus different with pictures. Responds to verbal limits and directions. Identifies 2–3 colors. Listens attentively to short stories. Chooses objects that are hard/soft, heavy/light, big/little.</p> <p>Expressive Language Converses in sentences. Speaks intelligibly. Answers simple yes/no questions. Rote counts to 5. Repeats nursery rhymes. Counts 2–3 items. Has 50–75% articulation of consonants. Has vocabulary of 1,500 words (age 4 years). Tells age using fingers.</p>	<p>Is ready to conform to spoken word. Begins to take turns. Plays simple group games. Toilets self during the day. Shows fear (visual fears, heights, loss of parents, nightmares). Uses language to resist. Is able to bargain with adults. Tries to please. May masturbate openly. May have imaginary playmates. Plays most often “with,” as opposed to “next to,” others. Shares upon request.</p>

Developmental Stages of Infants and Children

Preschool Years: 3 Years Old (*continued*)

Physical Development	Cognitive/Language Development	Psychosocial Development
	Cognitive Uses words for ordering perceptions and experiences. Understands past versus present. Shows curiosity; asks endless questions. Matches colors (2 or 3). Completes 6-piece puzzles. Answers sensibly to "Why do we have stoves?" etc. Tells a simple story.	

Preschool Years: 4 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor Runs smoothly, varying speeds. Hops on one foot (4–9 times). Balances on one foot (8–10 seconds). Bounces ball with beginning control. Throws ball overhand. Handles stairs with alternating feet using rail.	Understands opposite analogies. Follows 3-stage commands. Listens eagerly to stories. Follows directions with prepositions (e.g., "above," "under"). Expressive Language Uses all parts of speech correctly. Has vocabulary of 2,000-plus words.	Is dogmatic and dramatic. Shows urge to conform/please is diminished. May have control issues. May be physically aggressive. Is self-sufficient in own home. Has nightmares. May argue, boast, and make alibis. Calls attention to own performance.
Fine Motor Copies cross and square. Attempts to cut on straight line. Has established hand dominance. "Writes" on page at random. May try to print own name. Draws person—arms and legs directly from head.	Uses color names. Defines words in terms of use (e.g., car, pencil). Asks many questions (e.g., why, what, how). Has 100% production and use of consonants. Corrects own errors in pronunciation of new words.	Bosses and criticizes others. Rarely sleeps at nap time. Separates from mother easily. Often has "special" friend. Prefers peers to adults. Washes face, brushes teeth, and dresses self. Uses bathroom unassisted.

(continued)

Preschool Years: 4 Years Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
	Has sense of humor and self-laughing. Loves silly songs, names. Increasing use of imagination. Enjoys dress-up play. Is interested in time concepts (e.g., yesterday, hour, minute). Identifies several capabilities. Rote counts to 10. Counts 4 items. Categorizes animals, food, toys. Matches geometric forms. Identifies missing part.	

Preschool Years: 5 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor Balances on one foot. Skips smoothly. Uses roller skates. Rides bicycle with training wheels. Balances on tiptoes.	Receptive Language Listens briefly to what others say. Understands 6,000 words. Categories words. Guesses object by attribute or use of clues (e.g., "What bounces?").	Enjoys small group cooperative play—often noisy. Listens and participates in 20-minute group activity. Knows when certain events occur. Accepts adult help and supervision.
Fine Motor Handedness firmly established. Colors within lines. Cuts on line. Copies circle, square, and triangle. Is not adept at pasting or gluing. Draws within small areas. Ties knot in string after demonstration.	Points to first and last in a line-up. Expressive Language Has vocabulary of 2,500-plus words. Repeats days of the week by rote. Defines words and asks for word meanings. Acts out stories. Gives rhyming word after example.	Is serious, businesslike, and self-assured. Wants to help and please adults. Enjoys competitive exercise games. Fears parental loss, thunder, and scary animals. More conscious of body, wants. Respects peers and their property.

Developmental Stages of Infants and Children

Preschool Years: 5 Years Old (*continued*)

Physical Development	Cognitive/Language Development	Psychosocial Development
	<p>Cognitive</p> <p>Is often ready to enter kindergarten.</p> <p>Appreciates past, present, and future.</p> <p>Can count 6 objects when asked, "How many?"</p> <p>Begins to enjoy humorous stories and slapstick humor.</p> <p>States address, age, name, and ages of siblings.</p> <p>Acts out stories.</p> <p>Learns left from right.</p> <p>Matches 10–12 colors.</p> <p>Predicts what will happen next.</p>	
	<p>School Milestones</p> <p>Prints first name and simple words.</p> <p>Writing is mostly capital letters.</p> <p>Frequently copies left to right.</p> <p>Reversals are common (e.g., writes <i>b</i> as <i>d</i>).</p> <p>Reads letters in sequence.</p> <p>Recognizes first name.</p> <p>Recognizes several or all numerals on clock, phone, calendar.</p> <p>Counts and points to 13 objects.</p> <p>Writes 1–10 poorly—many reversals.</p> <p>Adds and subtracts using 5 fingers.</p> <p>Is capable of self-criticism.</p>	

Elementary School Years: 6 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Gross Motor Is constantly active. Shows smooth and coordinated movement. Stands on one foot, eyes closed. Has good balance and rhythm. Bounces ball with good control. Hops through hopscotch course.</p> <p>Fine Motor Ties own shoes. Makes simple, recognizable drawings.</p>	<p>Receptive Language Uses picture dictionary. Knows category labels. Defines and explains words.</p> <p>Expressive Language Identifies likeness and differences between objects. Identifies consonant sounds heard at beginning of words. Gives category labels. Likes to use big words. Shows increasingly symbolic language.</p> <p>Cognitive Development Names all colors. Knows what number comes after 8. Understands quantity up to 10. Identifies similarities and differences among pictures.</p> <p>School Milestones Begins to recognize words. Matches words. Identifies words by length or beginning sound/letter. Rereads books many times. Prints first and last name. Invents spelling. Reverses two-digit numbers (e.g., writes "13" as "31"). Rote counts to 30 or higher. Adds amounts to 6. Subtracts amounts within 5. Uses simple measurement. Names coins; states values of a penny, dime, and nickel. Writes slowly and with effort with mixed capital and lowercase letters.</p>	<p>Has poor ability to modulate feelings. Enjoys performing for others. Has difficulty making decisions. Dawdles in daily routines but will work beside adult to complete tasks. Shows jealousy of others; very competitive. Plays simple table games. Often insists on having own way. Is easily excited and silly. Persists with chosen activities. Goes to bed unassisted but enjoys good-night chat. Frequently frustrated—may have tantrums. May return to thumb sucking, baby talk, etc. Responds better to praise of positive behaviors versus focus on negative behaviors. Often takes small things from others and claims they found them. Begins to distinguish right and left on self.</p>

Developmental Stages of Infants and Children

Elementary School Years: 7 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor Shows variability in activity level. Rides bicycle. Runs smoothly on balls of feet. Fine Motor Has well-developed small muscles. Has well-developed hand-eye coordination. Draws triangle in good proportion. Copies vertical and horizontal diamonds.	Speaks fluently. Uses slang and clichés. Understands cause-effect relationships. Recites days of week and months of year. Talks about own feelings in retrospect. Often seems not to hear when absorbed in own activity. Shows concrete problem solving. Organizes and classifies information. Learns best in concrete terms. Shows interest in issues of luck and fairness. Internal sense of time emerging. School Milestones Shows increasing reading vocabulary. Shows greater speed with writing. Begins to self-monitor reversal errors (e.g., writing <i>b</i> rather than <i>d</i>). Learns to solve addition and subtraction combinations. Learns to tell time.	Shows independence in completion of routines. Is learning to screen out distractions and focus on one task at a time. Becomes quiet and sullen when angry. Has better control of voice and temper. Sets high expectations for self; frequently disappointed by own performance. Is anxious to please others; sensitive to praise and blame. Has not learned to lose games; will cheat or end game abruptly. May have little sense of humor; thinks others are laughing at him/her. Is considerate of others. Is concerned about right and wrong.

Elementary School Years: 8 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
Gross Motor Shows rhythmic and somewhat graceful movement. Has frequent accidents due to misjudging abilities (e.g., broken arm).	Easily expresses and communicates. Is often out of bounds verbally (e.g., boasting, exaggerating, sharing private information). Likes to use big words.	May be selfish and demanding of attention. May be cheerful. Is curious about activity of others. Learning to lose at games.

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Elementary School Years: 8 Years Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Holds pencil, toothbrush, and tools less tensely. Enjoys exercise of both large and small muscles.</p>	<p>Reading Shows variable enjoyment of reading. Likes humor in stories. Reads new words through context and phonics. Stops and talks about what he or she reads. Omits words and reads out of order. Prefers silent reading.</p> <p>Arithmetic Knows addition and subtraction combinations—some by heart. Learning to carry in addition. Learning to borrow in subtraction. Knows a few multiplication facts. Knows ½ and ¼. Interested in money.</p> <p>Written Language Writes sentences. Begins cursive writing. Shows few reversal errors. Uses capital and lower-case letter forms. Tries to write neatly.</p>	<p>Is sensitive to criticism, especially in front of others. Shows strong interest in own past (e.g., stories, baby books, life books). Begins to have sense of humor for own jokes or riddles. May be snippy and impatient in talk with family members.</p>

Elementary School Years: 9 Years Old

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Gross Motor Becomes interested in competitive sports—social aspects of sports. Apt to overdo physical activities. Shows poor posture (e.g., slouches, head close to work).</p>	<p>Gains proficiency in reading, writing. Works and plays hard. Frequently discusses reproduction with friends. Associates scary daytime events with frightening dreams.</p>	<p>Appears emotionally more stable. Experiences quick, short-lived emotional extremes. Mostly cooperative, responsible, and dependable.</p>

Developmental Stages of Infants and Children

Elementary School Years: 9 Years Old (continued)

Physical Development	Cognitive/Language Development	Psychosocial Development
<p>Works purposefully to improve physical skills.</p> <p>May have somatic complaints (e.g., stomachache, dizziness, leg pains).</p>	<p>Enjoys school; wants to operate at optimal level and may relate fears and failure more strongly to subject than to teacher.</p> <p>Can describe preferred methods of learning.</p> <p>Likes to read for facts and information.</p> <p>Enjoys keeping a diary and making lists.</p> <p>Prefers to read silently.</p> <p>Usually prefers written to mental computation.</p> <p>Worries about doing well in school.</p>	<p>Capable of concentrating for several hours.</p> <p>Likes to plan ahead.</p> <p>Is increasingly attentive to peer pressure.</p> <p>Begins to subordinate own interests to group purpose.</p> <p>May take up collecting hobbies.</p> <p>Learns to lose at games.</p> <p>Begins to be neater about own room.</p> <p>Chooses member of own sex for special friend.</p> <p>Overtly criticizes opposite sex.</p> <p>Makes decisions easily.</p> <p>Responds relatively easily to discipline.</p>

Elementary School Years: 10 Years Old

Physical Development	Cognitive Development	Psychosocial Development
<p>Girls and boys tend to be even in size and sexual maturity (early in 10th year).</p> <p>Girls' bodies undergo slight softening and rounding at 10½.</p> <p>Has decreasing somatic complaints.</p> <p>Is increasingly fidgety—more common for girls.</p> <p>Shows little awareness of fatigue.</p> <p>Strongly refuses bathing.</p> <p>Loves outdoor exercise play (e.g., baseball, skating, jumping rope, running).</p>	<p>Participates in discussion of social and world problems.</p> <p>Interest in reading varies greatly by child.</p> <p>Shows humor that is broad, labored, and often not funny to adults.</p> <p>Repeats "dirty" jokes to parent, but often does not understand them.</p> <p>Interested in his or her future as a parent and how he or she will treat own child.</p> <p>Rarely interested in keeping a diary.</p> <p>Mostly interested in material possessions, health and happiness for self and others, and personal improvement.</p>	<p>Seems relaxed and casual; describes self as "real happy."</p> <p>Boys show friendship with physical expression (e.g., punch, shove, wrestle).</p> <p>Girls show friendship with note writing, gossip, and hand-holding.</p> <p>Enjoys sharing secrets and discussing mysteries with friends.</p> <p>Believes friends over parents.</p> <p>Does not respond well when praised or reprimanded in front of friends.</p> <p>Shows infrequent and soon-resolved anger.</p>

(continued)

Elementary School Years: 10 Years Old (*continued*)

Physical Development	Cognitive Development	Psychosocial Development
	Enjoys memorizing. Prefers oral to written work in school. Shows short interest span—needs frequent shift of activity in school. Is decreasingly interested in movies and television.	Yells and calls names. Rarely cries except with hurt feelings. Tends to have sincere, trusting, and physically affectionate relationship with mother. Tends to have positive, adoring, admiring relationship with father.

Early Adolescence: Beginning Age, 11–13 Years Old

Physical Development	Cognitive Development	Psychosocial Development
<p>Females Pubic hair pigmented, curled. Auxiliary hair begins after pubic hair. Height growth spurt. Breast development continues. Labia enlarged. Increase in subcutaneous fat. Menstruation begins.</p>	<p>Begins to move from concrete toward abstract thinking (reasoning based on hypotheses or propositions rather than only on concrete objects or events). Increasingly interested in ideas, values, social issues; often narrow in understanding and dogmatic. Is very interested in music and personal appearance—especially common for females.</p>	<p>Is anxious about peer acceptance. Is concerned with self-identity. Depends on family but increasingly tests limits. Establishes independence through conflicts with peers and family.* Is egocentric. Has abrupt mood and behavior swings. Females highly concerned with body image, physical changes.</p>
<p>Males Prepubescent physical development. Beginning growth of testes, scrotum, and penis. Downy pubic hair. Consistent height growth.</p>	<p>Has increasing conflict with family—however, most place strong value on family and involved parents.</p>	<p>Increasingly interested in peers and peer culture. Changes in friends are common. Has same-sex relationships most often, although has concerns, anxiety, and experimentation with opposite sex. Has strong needs for achievement and recognition of accomplishment, although may be masked by feigned indifference.</p>

Developmental Stages of Infants and Children

Midadolescence: Beginning Age, 13–15 Years Old

Physical Development	Cognitive Development	Psychosocial Development
<p>Females</p> <p>Pubic hair fully developed.</p> <p>Auxiliary hair in moderate quantity.</p> <p>Continued breast growth.</p> <p>Menstruation well established.</p> <p>Decelerating height growth.</p> <p>Ovulation (fertility).</p> <p>Moderate muscle growth and increase in motor skills.</p> <p>Males</p> <p>Pubic hair pigmented, curled.</p> <p>Auxiliary hair begins after pubic hair.</p> <p>Penis, testes, and scrotum continue to grow.</p> <p>Height growth spurt.</p> <p>Seminal emissions but sterile.</p> <p>Voice lowers as larynx enlarges.</p> <p>Mustache hair.</p>	<p>Shows fully developed abstract thought (usually by age 15) and can apply in more situations.</p> <p>Anxiety, major distractions interfere with abstract thinking</p> <p>Has continued interest in ideas, ideals, values, social issues.</p>	<p>Increasingly independent from family; less overt testing.*</p> <p>Females somewhat more comfortable with body image and changes.</p> <p>Males highly concerned with body image and changes as puberty begins.</p> <p>Shows increase in relationships with opposite sex; same-sex relationship continues to dominate.</p> <p>Is reliant on and anxious about peer relationships.</p> <p>May experiment with drugs.</p> <p>Concerned with achievement, experiences, feelings of accomplishment, receiving recognition.*</p> <p>Continues to be interested in appearance, music, and other elements of peer culture.</p>

Late Adolescence: Beginning Age, 15–16 Years Old

Physical Development	Cognitive Development	Psychosocial Development
<p>Females</p> <p>Full development of breasts and auxiliary hair.</p> <p>Decelerated height growth (ceases at 16 years \pm 13 months).</p> <p>Males</p> <p>Facial and body hair.</p> <p>Pubic and auxiliary hair denser.</p> <p>Voice deepens.</p>	<p>Shows well-established abstract thinking. Makes applications to own current and future situations and to broader issues (e.g., social concerns, academic studies).</p>	<p>May show increase in anxiety and avoidance behaviors as a major emancipation step becomes imminent (e.g., graduation, moving out of the house, going to college, partial or total self-support).*</p> <p>Increasingly concerned and interested in movement towards independence; generally not prepared emotionally or logistically for complete emancipation.*</p>

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Late Adolescence: Beginning Age, 15–16 Years Old (continued)

Physical Development	Cognitive Development	Psychosocial Development
<p>Testes, penis, and scrotum continue to grow.</p> <p>Emissions of motile spermatozoa (fertility).</p> <p>Graduated deceleration of height growth (ceases by 17¾ years ± 10 months).</p> <p>Muscle growth and increase in motor skills.</p>		<p>Maintain more stable relationships with peers and adults.</p> <p>Has reasonably well-established body image, especially among girls.</p> <p>Has more realistic and stable view of self and others and nature of problems and is better at problem solving.</p> <p>Has continued need for achievement and recognition for accomplishment.</p>

Postadolescence: Beginning Age, 17–18 Years Old

Physical Development	Cognitive Development	Psychosocial Development
<p>Females</p> <p>Uterus develops fully by age 18–21.</p> <p>Other physical maturation complete.</p> <p>Males</p> <p>Full development of primary and secondary sex characteristics; muscle and hair development may continue.</p>	<p>Abilities for abstract thinking and for practical problem-solving skills are increasingly tested by the demands associated with emancipation and/or higher education.</p>	<p>Is partially or fully emancipated, although often with difficulty.</p> <p>Shows decreased concerns about autonomy and increased concerns about resources.</p> <p>Often has less conflictual relationships with family; existing conflict tends to revolve around emancipation issues.</p> <p>Still directs attention toward peers and self-identity.*</p>

*Given cultural differences in the development of “independence,” it is important not to ascribe pathology to families and youth who may emphasize continuing connection to the family throughout adolescence and adulthood. In such families, rather, the focus may be on increasing responsibility and competence in performing a variety of roles for the benefit of the whole rather than individuation and separation.