



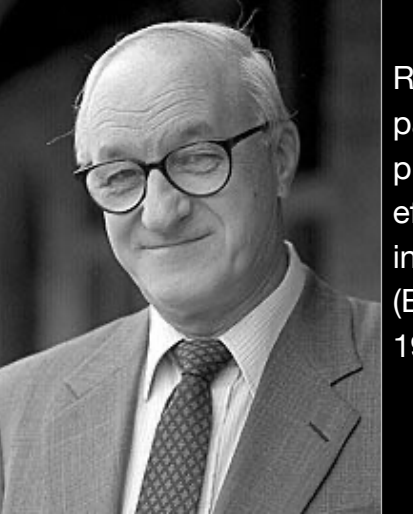
Developmental Milestones Chart Aaron Pogue Grand Canyon University, PSY-650: Human Development May 4, 2022


Author's Note: Not all of the theories presented here span the entire lifetime, as some theorists focused on childhood only. Segmentation by age is approximate, and stages are based on Erikson and Piaget.

	Prenatal 0-9 months	Infancy birth-1 year	Toddlerhood 1-2	Early Childhood 2-6	Middle Childhood 6-12	Adolescence 12-20	Early Adulthood 20-40	Middle Adulthood 40-65	Late Adulthood 65...	Death	
Lifespan Stage Description	Following conception, prenatal development includes the germinal, embryonic, and fetal periods. While the principle bodily structures form, the mother's health is the primary concern, as is teratogenic exposure to the developing child. Nature and nurture alternate and combine in influencing prenatal stages (Belsky, 2019).	Development during the first two years brings dramatic change and growth. The newborn, whose reflexes are mostly involuntary, quickly acquires sensorimotor skills to walk and talk, and cognitive capacities to express personality and communicate needs. Brain development is rapid, as are physical growth and language development. Infants have unique temperaments and styles of play. Interactions with caregivers determine attachment style, or drive to connect with and relate to others. Some controversies exist over superior parenting techniques, including breastfeeding vs. formula-feeding, Ferber crying, sleeping in a crib or with parents, toilet training, circumcision, and vaccinations. Parents must be vigilant prevent infection, injury, and sudden death syndrome.		During the preschool years, the child is busy quickly acquiring vocabulary, a sense of self, and greater independence from caregivers. Conception of time, space, size and distance advance rapidly. A toddler's egocentricity gives way to consideration of the needs of others.		During the the early school years, children test physical, social and cognitive skills in advancing academic with standardized test scores, team sports, test scores, and formal recognition of achievement. The brain may reach its adult size during this stage, but will continue to develop and refine. Gross motor skills become fine. Adrenal glands secrete androgens and children form same-sex friendships and activity interests.	The body undergoes the dramatic growth spurt, sexual maturation, and independent identity formation of puberty, the timing of which is influenced by genetics, cohort, and cultural influences. Cognition also develops dramatically, as the adolescent considers abstract concepts while making concrete decisions. With new abilities, adolescents may feel invincible, and engage in risky behaviors. Adolescents show a strong interest in the opposite sex, so social groups become co-ed.	This stage features the human's physiological peak. There is increased exposure violent crimes and substance abuse as the stressful demands of adulthood meet individuals who leave home to compete in the world. It is a time to focus on the future and apply thought and energy into making good choices. Love and work are the primary concerns at this stage of life (Werbart et al., 2020). Young adults in developed countries may benefit from a stage of emerging adulthood, staying at home longer, spending more time in school, and solidifying identity.	During midlife, signs of physiological aging coincide with peak productivity in work and social life. Expertise in vocation usually occurs in this stage, and socioeconomic status culminates before reaching retirement age. Cognitive and moral development distinguish between what is likely vs. what seems possible. In midlife, one may be simultaneously raising one's own children while caring for one's own parents. While biological development begins to decline, advancement may continue in social, cognitive and moral development.	As life expectancy increases, late adulthood affords a wide range of opportunity to experience the lifespan. Theorists divide this stage into young-old and old-old to distinguish between active living and succumbing to the physical, social, and cognitive rigors of senescence. Normal aging vs. impaired aging is subject to continued exposure and engagement to stimuli in cognition, socialization, and physical activity.	Religion and culture play important roles in attitudes concerning death and dying. The most common causes of mortality vary between, gender, race, and culture, as do the tages of dying and grieving. Palliative care attempts to maintain comfort level for the dying, and hospice care combines professional and volunteer care to maximize dignity in death. Euthanasia and the right to die are a controversial topic relevant to this stage (Belsky, 2019).


Lev Vygotsky 1896 — 1934		Thought and language are separate systems until about 3 years of age, when thought becomes verbal, and speech representational. Internal monolog develops, driving cognitive development.	In the zone of proximal development, role models scaffold the child's self-understanding with social expectation. Language development propels understanding of the world, represented with phonemics, syntax, and semantics. Children over-extend and over-regularize.	Cognitive development runs tandem with enculturation. Language is a social phenomenon and thought is simply internalized speech. Pre-speech, the babbling of an infant, is both interpreted and directed by caregivers.	Children speak aloud to regulate their own behavior, and public speech becomes inner thought (Porter, 2018).
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Margaret Mahler 1897 — 1985		0-1 month	1-5 months	5-24 months
		Normal Autistic Stage	Normal Symbiotic Stage	Separation-Individuation Stage
		The infant focuses on self more than external stimuli. The mother is an intrinsic part of the self, not a separate entity. The primary goal is to achieve equilibrium, without the understanding of external sources of satisfaction (Coates, 2004).	The infant scarcely acknowledges the mother's existence as a unique entity, but more as the main source of provision. Need fulfillment becomes intertwined with desire and forms a the basis for future relationships. The mother's ability to adapt to the infant's needs is crucial for future progression.	In separation, the infant develops self boundaries and the mother is increasingly recognized individually. Individuation develops a sense of the self ("Separation and Individuation," 2021).


Albert Bandura 1925 — 2021		Responsive parents promote self-efficacy in infants (Bandura, 1994).	Through active, verbal, and symbolic observational modeling, children imitate the behavior of others, with sensitivity to gender roles; they develop self-efficacy through social modeling, mastery in managing failure and overcoming obstacles, recognizing physical and emotional states, and social persuasion (Bandura, 1994).	Adolescents in a group tend to model the behavior of other group members, especially the group leader.	In social learning theory, which is a blend of behavioral and cognitive theories, there are four requisites for learning to take place: attention, retention, reproduction, and motivation.
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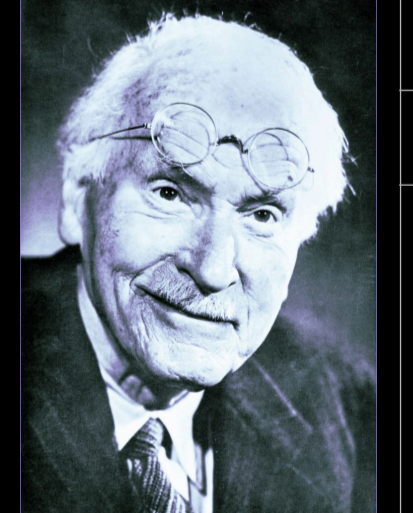
Maria Montessori 1870 — 1952		Plane 1 (0-6)	Plane 2 (6-12)	Plane 3 (12 -18)	Plane 4 (18-24)
		Movement; language, reading, writing; music; building social relationships; learning respect and manners.	Geography; identity and interconnectivity; moral order and fairness; educational and relational problem-solving.	Complex critical thinking; moral and social value sensibilities; unique social identity; independent life decisions (Hainstock, 1997).	Development of spiritual beliefs; solidification of morals; exploration of career paths; creation of life goals; practice of financial independence

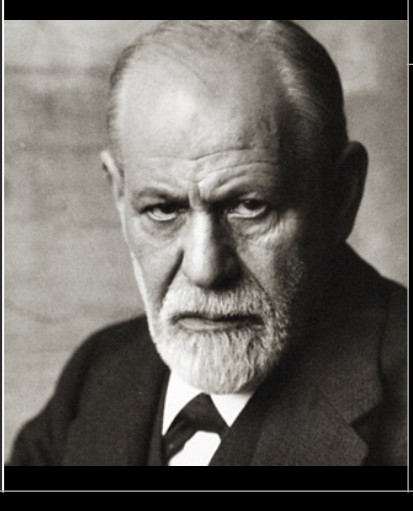
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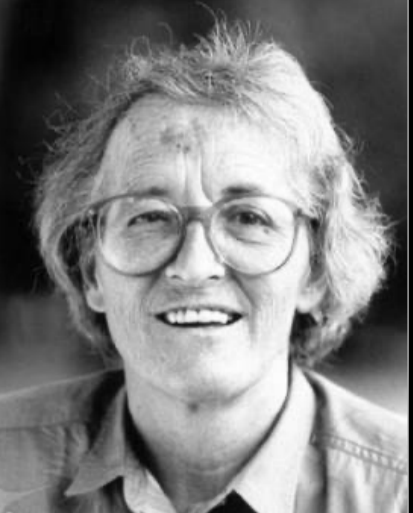
Jean Piaget 1896 — 1980		Sensorimotor	Pre-Operations	Concrete Operations	Formal Operations
		Extending from birth to the acquisition of language, infants coordinate experiences to construct an understanding of the world. Object permanence is perhaps the most importance realization.	Symbolic play and manipulation of symbols define this egocentric stage, progressing to intuitive thought and symbolic function	Through hypothetical thinking, conservation, and inductive and deductive reasoning, children generalize the outcome of events.	Abstract thought, metacognition, and problem-solving enable systematic cognitive and social negotiations. "Research has shown that not all persons in all cultures reach formal operations, and most people do not use formal operations in all aspects of their lives" (Arnett, 2013, p. 91). Assimilation and accommodation, in my view, are qualitative equivalents to quantitative accumulation and distribution, taking place alternately throughout life in negotiation of the needs of self and the needs of others.

Erik Erikson 1902 — 1994		Trust vs. Mistrust	Autonomy vs. Shame & Doubt	Initiative vs. Guilt	Industry vs. Inferiority	Identity vs. Role Confusion	Intimacy Vs. Isolation	Generativity Vs. Stagnation	Integrity Vs. Despair
		Do caregivers regularly satisfy basic needs? If sources of food, comfort, and affection are consistent the infant learns trust. If they are neglectful or abusive, the infant instead learns to mistrust.	Initial interests develop, and self-satisfaction of need is enabled.	The child desires to begin and complete self-chosen tasks for a purpose.	Children work to do good and be right. Sharing, cooperation, and moral values develop.	Socialization takes on more importance, with its success determinant of self-efficacy.	Fear of rejection becomes more critical with lasting consequences. Long-term commitments are made.	A major concern becomes guiding the next generation, expressing love magnanimously, and reversing roles with parents.	Productivity has slowed, so family and leisure activities take the foreground. Contemplation of life accomplishments and retrospection are of great concern.

Lawrence Kohlberg 1927 — 1987		Preconventional		Conventional		Post Conventional	
		Obedience and Punishment	Self-Interest	Interpersonal Accord and Conformity	Authority and Social-Order Maintenance	Social Contract	Universal Ethical Principle
		Focus is on self-interest, with avoidance of punishment. Heinz shouldn't steal the medicine, as he may get caught and go to jail.	Rewards are primarily sought. Heinz should steal the medicine because he wants his wife, who takes care of him, to live.	How do situational outcomes impact others, while pleasing others and gaining acceptance? Heinz should steal the medicine as that is what a good husband would do.	Decisions are based on laws and formalized rules. Heinz should obey the law; stealing is a crime.	Abstract reasoning justifies behavior. Heinz should steal the medicine as laws can be unjust.	Moral behavior reflects individual ethical principles. Heinz should steal the medicine because life is more valuable than property (Tellings & van Haften, 2001).

C.G. Jung 1865 — 1961		First Half of Life — Sunrise				Second Half of Life — Sunset			
		Archetypes (Jung, 1970):		The Athlete	The Warrior	The Statement	The Spirit		
		Childhood	Anarchic or chaotic Monarchic Dualtic	Youth & Puberty	Adolescent Crisis	Young Adulthood	Middle Age	Old Age	Internal Focus Late Crisis

Sigmund Freud 1856 — 1939		Oral (0-1)	Anal (1-3)	Phallic (3-6)	Latency (6-puberty)	Genital (puberty - death)
		Libidinal gratification, focused around the mouth, is derived from the pleasure of breastfeeding and oral exploration of the environment. Actions are based upon the pleasure principle.	The erogenous zone shifts from the mouth to the anus, and toilet training is the key stage experience. Conflict between the id's immediate gratification and the ego's delayed gratification bodily waste elimination.	Genitalia become the primary erogenous zone. Children become aware of their bodies, and the bodies of others. Physical curiosity is gratified through understanding gender differences.	Consolidation of character habits from prior stages of development. The child derives gratification through secondary process-thinking, directing the libidinal drives towards external activities: school, friends, sports, and hobbies.	Independence from the parents is a primary drive, as is the confrontation and resolution of remaining psychosexual conflicts. Primary instinctive drive gratification evolves toward secondary processes to gratify desire symbolically and intellectually through personal relationships and adult responsibility (Tellings & van Haften, 2001; Werbart et al., 2020).

Elisabeth Kubler-Ross 1926 — 2004		Grief stages vary between young children, who are not yet able to understand permanence. By school age, the realities of death are more understood.	Denial	Anger	Bargaining	Depression	Acceptance
			The diagnosis is a mistake. A person clings to a preferable, though false, reality.	Frustration is directed toward proximate individuals as questions of fairness and blame set in.	Hoping to avoid the causes of grief, individuals negotiate extended life for reformed behavior, or to trade one's own life for another's.	Individuals despair in recognition of mortality, and may become silent, refuse visitors, and remain mournful and sullen.	Individuals embrace mortality as inevitable with calm, retrospective view and a stability of emotions.

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