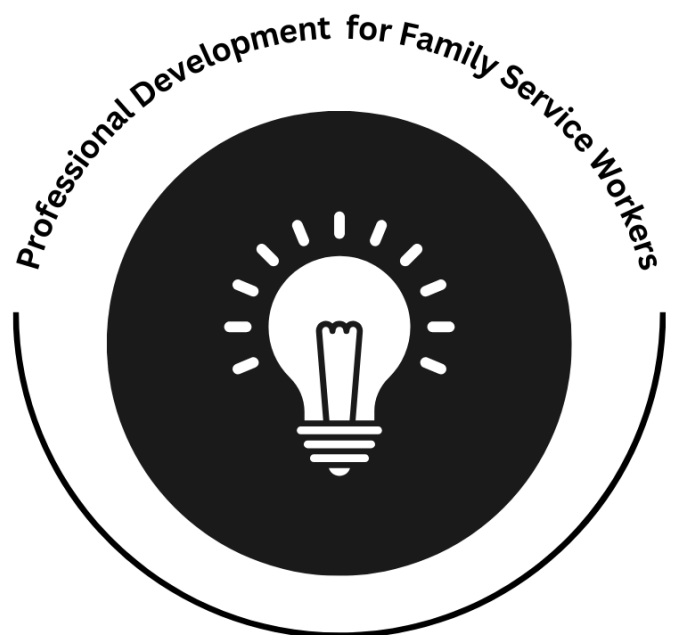


# Program Assistant

*Trainer Resources*

**Week 2**



COLLEGE OF BUSINESS, HEALTH  
AND HUMAN SERVICES  
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

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## Developmental Milestones

This handout lists the skills children develop at different ages as part of typical child development. Each skill is a developmental milestone. For each milestone, there is a typical age range when most children master that skill. For example, a child will typically begin walking between the ages of 9 and 15 months. *Please remember, however, every child is an individual and may develop a skill before or after the typical age range.*

Each of the following tables reviews developmental milestones in different areas of development such as motor skills and communication skills. For example, running and jumping are motor skills, and pointing and using words are communication skills. These areas of development are called developmental domains. Each table lists five developmental domains: motor skills, communication, cognitive skills, social and emotional development, and adaptive skills. There are tables for six age ranges or developmental stages: infants, toddlers, pre-school age children, school-age children, early adolescents and late adolescents.\*

### Infant Developmental Stage (ages birth to 1 year)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Develops head control, rolls, sits independently, crawls on all fours, pulls to stand and then walks by 1 year of age.</li> <li>• Reaches out and grasps a toy with either hand, begins to pick up small objects with the thumb and first finger, puts toys in and takes out of containers, begins to build a stack of blocks by 1 year.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Makes to-and-fro vocalizations, imitates non-speech sounds, babbles da-da and ma-ma, says a few words by 1 year.</li> <li>• Imitates simple gestures, reaches to be picked up, plays pat-a-cake and begins to point to indicate wants.</li> <li>• Responds to familiar voices, turns head when name is called, understands simple commands, looks to find a toy when asked.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Shakes and bangs toys in play, bangs 2 toys together, tries to find a toy that is hidden.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Has warm joyful expressions, follows parent's gaze, plays peek-a-boo, waves bye-bye, shows stranger anxiety.</li> <li>• Is able to accept soothing from attachment figures.</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Holds a bottle, finger feeds, drinks from a cup, lifts legs to help with dressing.</li> </ul>

## Toddler Developmental Stage (ages 1 to 3 years)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Walks, runs, walks up stairs, kicks a ball, does a broad jump, rides a tricycle.</li> <li>• Stacks blocks, uses a spoon and fork, holds a crayon with fingers, begins to use scissors.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Points to indicate wants, uses a variety of gestures, does hand gestures for familiar songs.</li> <li>• Uses single words by 1 year and phrases by 2 years, speaks clearly in sentences by 3 years.</li> <li>• Points to body parts, understands short directions, fills in words in songs.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Has developed object permanency, finds a hidden toy.</li> <li>• Copies simple shapes, such as a circle and a cross.</li> <li>• Imitates care giving, pretend and imaginative play.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Has developed trust and secure attachment to his/her caregiver(s).</li> <li>• Is interested in other children, engages in parallel play, and then learns to take turns in play.</li> <li>• Shows independence, tries to control the environment.</li> <li>• May have difficulty regulating emotions when frustrated.</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Feeds self with spoon, fork and cup without spilling.</li> <li>• Puts on a hat, takes off all clothes.</li> <li>• Uses the toilet independently.</li> </ul>

## Pre-School Developmental Stage (ages 3 to 5 years)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Begins to participate in sports.</li> <li>• Throws a ball overhand, catches a bounced ball.</li> <li>• Does a broad jump, stands on one foot and learns to hop.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Speaks clearly in complex sentences, tells stories.</li> <li>• Gives age, full name and address.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Names colors, understands counting, and can count 10 or more objects.</li> <li>• Recognizes letters, understands concepts like same and different.</li> <li>• By 5 years, begins to understand another person's perspective.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Engages in magical thinking and fantasy play.</li> <li>• Increasingly independent, expands social relationships outside the family.</li> <li>• Talks about friends and begins to be part of a peer group.</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Feeds self with a spoon and fork and learns to spread with a knife.</li> <li>• Dresses self independently except for shoe laces.</li> </ul>



## School-Age Developmental Stage (ages 5 to 11 years)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Masters complex gross and fine motor skills and perceptual-motor skills.</li> <li>• Participates in organized sports, plays a musical instrument.</li> <li>• Drawings are much more sophisticated.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Improving use of grammar and syntax.</li> <li>• Describes experiences in detail.</li> <li>• Talks about thoughts and feelings.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Develops more logical and rational thinking.</li> <li>• Develops the ability to understand another's perspective.</li> <li>• Sustains attention to finish a task.</li> <li>• Is able to plan and organize school work.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Strengthens relationships outside the family.</li> <li>• Increased importance of friends, often same sex peers.</li> <li>• Participates in peer groups, adopts age-appropriate social roles.</li> <li>• Is confident and goal-directed, has special interests.</li> <li>• Self-esteem is based on child's view of his own abilities.</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Understands the function of money.</li> <li>• Uses a phone and develops computer skills.</li> </ul>

## Early Adolescent Developmental Stage (ages 11 to 14 years)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Highly developed gross and fine motor skills.</li> <li>• Special talents with specific sports or musical instruments emerge.</li> <li>• Adept with computer keyboard.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Talks about experiences in detail.</li> <li>• Uses the proper tense of verbs.</li> <li>• Tells basic parts of the plot of story, movie, or TV show.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Explains ideas in more than one way, greater ability for complex thought.</li> <li>• Describes a short-term goal and what he or she needs to do to reach it.</li> <li>• Writes reports or essays at least 1 page long.</li> <li>• The early adolescent begins to question authority and society standards.</li> <li>• Strong sense of right and wrong.</li> <li>• Recognizes the likes and dislikes of others.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Concerned about body image, looks, and the clothes she or he wears.</li> <li>• Acceptance by peers is critical to his or her self-esteem.</li> <li>• Periods of moodiness, may feel sad.</li> <li>• Anxiety related to challenging schoolwork.</li> <li>• Increasing modesty and desire for privacy.</li> <li>• May argue with parents.</li> <li>• Beginning to experiment with different adult roles and identities</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Independent in self-care.</li> <li>• Has basic cooking skills.</li> <li>• Goes to the store, selects and purchases items, and gets correct change.</li> </ul>

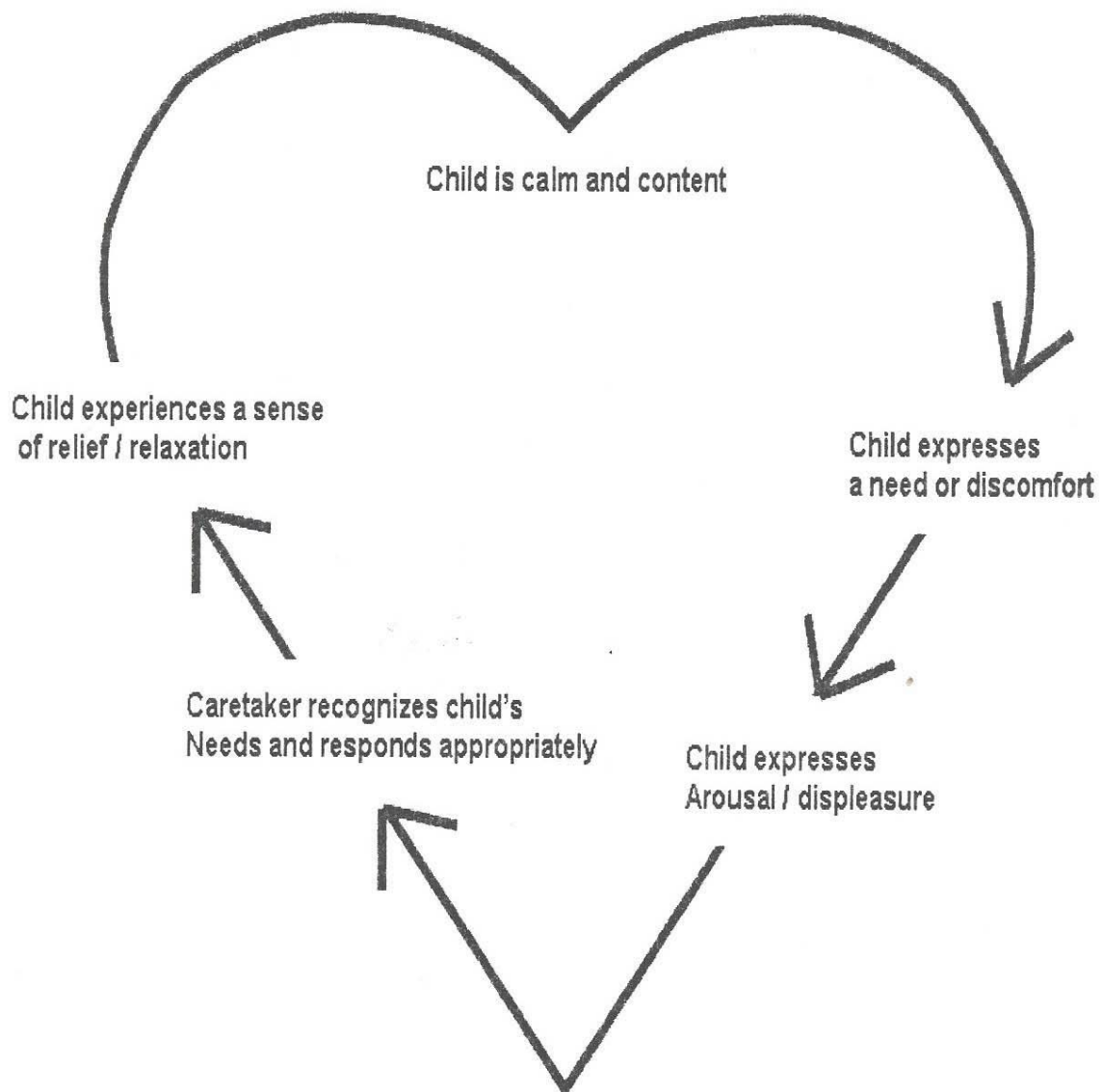
## Middle and Late Adolescent Developmental Stages (14 to 18 years and 18 to 21 years)

Domain	
<b>Motor</b>	<ul style="list-style-type: none"> <li>• Physically mature.</li> <li>• Participates in sports, musical groups, leisure activities based on individual choice.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Gives complex directions, e.g., to a location, for a recipe.</li> <li>• Has detailed conversations on a variety of topics.</li> <li>• Sets a long-term goal, plans and completes the work to achieve it.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Continues to develop own identity, considers different possibilities.</li> <li>• Thinks about global concepts such as justice, politics, and government.</li> <li>• Is idealistic, may be intolerant of opposing views.</li> <li>• Starts to think about career decisions, adult roles.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Understands subtle social cues in a conversation.</li> <li>• Cooperates with peers in planning and participating in a project.</li> <li>• Talks with others in detail about shared interests.</li> <li>• Goes out with friends without adult supervision.</li> <li>• Shares concerns individually with health care provider.</li> <li>• Goes out on dates.</li> <li>• Develops sexual identity and orientation.</li> </ul>
<b>Adaptive Skills</b>	<ul style="list-style-type: none"> <li>• Decides menu and prepares the main meal of the day.</li> <li>• Uses the computer for complex tasks including research on the Internet, word processing.</li> <li>• Earns money at a part-time or full-time job.</li> <li>• Tries to improve work performance after receiving constructive criticism.</li> </ul>

\* The information provided in these tables was adapted in part from the Vineland Adaptive Behavior Scales Second Edition Bright Futures for Families ([www.brightfuturesforfamilies.org](http://www.brightfuturesforfamilies.org)), How Kids Develop, and the website of the Center for Disease Control and Prevention National Center on Birth Defects and Developmental Disability ([www.cdc.gov/ncbddd/actearly/milestones](http://www.cdc.gov/ncbddd/actearly/milestones)).



## HEART OF ATTACHMENT



1 MONTH

2 MONTHS

3 MONTHS

4 MONTHS



6 MONTHS

9 MONTHS

12 MONTHS

15 MONTHS

18 MONTHS



2 YEARS

3 YEARS

4 YEARS

5 YEARS

- **Raises head slightly off floor or bed, when lying on stomach**
- **Holds head up momentarily when supported**
- **Briefly watches and follows objects with eyes**
- **Avoids mildly annoying sensations (placement of cloth on face)**
- **Throaty sounds**



- **Holds head erect, bobbing, when supported in sitting position**
- **Follows moving person with eyes**
- **Imitates or responds to smiling person with occasional smile**
- **Vocalizes**

- **Lifts head and chest when lying on stomach**
- **Vigorous body movement**
- **Head control is improving**
- **Recognizes bottle or breast**
- **Coos**
- **Chuckles**

- **Good head control**
- **Rolls from side to side**
- **Takes small object held near hand**
- **May enjoy reaching**
- **Follows moving object when held in sitting position**
- **Laughs aloud**
- **Enjoys play**

- **Sits with minimal support**
- **Rolls from back to stomach**
- **Transfers object from hand to hand and from hand to mouth**
- **Babbles – more than two sounds**

- **Sits alone**
- **Changes position without falling**
- **Plays with 2 objects at the same time**
- **Unwraps block**
- **Says Mama, Baba**

- **Pulls self to standing**
- **May step with support**
- **Picks things up with thumb and one finger**
- **Stacks two blocks**
- **Gives toy on request**
- **Gives affection**
- **Follows simple directions accompanied by gestures**
- **May say 2 or 3 words**

- **May walk without support**
- **Stacks 3 blocks**
- **Vocalizes with pitch changes as in conversation**
- **May use 4 or 5 words**
- **Some self-feeding**



- **Walks**
- **May run a bit**
- **Climbs up or down one stair**
- **Likes pull toys**
- **Likes being read to**
- **Makes mark with crayon on paper or table**
- **Partially feeds self**
- **May use 5-10 words**

- **Kicks large ball**
- **Turns pages (2 or 3 at a time)**
- **Imitates housework**
- **Recognizes familiar picture**
- **Knows if upside down**
- **Asks for items by name**
- **Uses 2 or 3 words together, such as “more juice”**

- **Walks up stairs**
- **Stands momentarily on one foot**
- **Rides tricycle**
- **Feeds self**
- **Opens door**
- **Verbalizes toilet needs**

- **Hops in place**
- **Throws ball over head, catches ball bounced to him**
- **Copies circle**
- **Points to 6 common colors**
- **Knows own sex, age, last name**
- **Begins to play with other children**
- **Uses sentences such as: “Can I go to the store?” “I want a big cookie.”**
- **Washes hands unassisted**

- **Walks backward heel-toe**
- **Runs on tiptoe**
- **Prints a few capital letters**
- **Recognizes own printed name**
- **Cuts food with knife**
- **Plays with others**
- **Recognizes penny, nickel, and dime**
- **Answers verbally to “Hi” and “How are you?”**
- **Laces shoes**

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HUMAN DEVELOPMENT POSSIBLE ANSWERS

1. Where does a preschooler's self-esteem come from?  
His/her opinion of self is a reflection of the way he/she is treated by caregivers/others.
2. What can be done for this age group to enhance their self-esteem?  
Encourage autonomy in a safe setting and promote successful accomplishments.
3. Why are secure attachments so important for preschool children?  
Helps with the ability to handle stressors. Makes them more confident, secure, and better able to form attachments later in life.
4. What are three (3) things parents can do to reduce sibling rivalry?
  - a. Spend individual time with each child and acknowledge the fact that they are all unique.
  - b. Let older children know they are special and loved.
  - c. Do activities together to appreciate others.

**CHILD DEVELOPMENT SCENARIOS**

1. A client tells you she is very concerned about her 1<sup>st</sup> and 2<sup>nd</sup> graders, who insist on playing “doctor” with the neighborhood children.
2. The parents of a 5<sup>th</sup> grader tell you that his math teacher sent home a note stating that the child rarely does his homework and is easily distracted in class. They ask for your help in dealing with this matter.
3. A father of a 4<sup>th</sup> grader tells you that his son insists on spending most of his time playing Grand Theft Auto on his video gaming system. The father feels that the violence in the video game is affecting his behavior at school. He asks for your thoughts on how to handle his son.
4. The mother you are working with finds out that her 6<sup>th</sup> grader removed a couple of cans of beer from the refrigerator. She asks for your advice.
5. A client tells you that her 3<sup>rd</sup> grade son was caught masturbating at school. She is extremely upset and tells you she’s ready to “beat the kid black and blue!”
6. A mother on your caseload states that she is worried that her 5<sup>th</sup> grader might be involved with a gang. She asks for your help.
7. Your client’s 4<sup>th</sup> grader starts to insist that she wears only expensive brands of jeans, shoes, and tops - - - they are too expensive and your client’s budget can’t afford it. The client asks you to help her handle this situation with her daughter.
8. A single father that you work with said that his 2<sup>nd</sup> grader insists that he doesn’t need a babysitter anymore. He asks you what he should do.



## SEXUAL DEVELOPMENT TEST ANSWER KEY

(Updated 7/2024)



**Note:** T/F answers are in bold and underlined. Trainer notes for each answer are provided below along with the citation of the source.

1. Children do not exhibit sexual play or sexual behavior until they have been sexually abused or inappropriately stimulated. T **F**

This question is ***False*** because children begin to explore their bodies at a very young age. Keep in mind that these behaviors are not always sexually motivated. They are typically driven by curiosity or self-soothing. As they get older, guidance about their body parts, bodily functions, and social boundaries can help regulate these behaviors.

**Source:**

“Sexual Behaviors in Young Children: What’s Normal, What’s Not?” *HealthyChildren.Org*, American Academy of Pediatrics Council on Child Abuse and Neglect (Copyright © 2023), 17 Apr. 2023, [www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx](http://www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx) .

2. Parents should be concerned if baby boys have erections while they are nursing. T **F**

This statement is ***false*** because infant erections are normal in males and females. Male infants can get erections when breastfeeding, during bath time, or during a diaper change. Infant girls also have erections, but their erections aren’t visibly noticeable. A baby’s mind and body cannot distinguish a sexual function from a nonsexual one. For example, when a baby is breastfeeding, this soothing activity can stimulate ~~affect~~ their whole body - including their genitals.

**Source:**

“Is It Normal for Babies to Touch Their Genitals?” *Flo.Health - #1 Mobile Product for Women’s Health*, Flo Health, 13 May 2019, [flo.health/being-a-mom/your-baby/is-it-normal-for-babies-to-touch-their-genitals](http://flo.health/being-a-mom/your-baby/is-it-normal-for-babies-to-touch-their-genitals).



3. Infants (boys and girls) touch their genitals as soon as they develop the necessary motor coordination, but these touches are *less* likely to occur than the infant touching any other body part.

T F

This statement is *false* because it's not less likely that they will touch their genitals. It is normal for babies of either sex to touch parts of their body, including their genitals when they're young. This is a part of the child's sensory exploration and a normal developmental process. It can start as early as 4 to 6 months, as babies gain control of their limbs and hands and explore their bodies. They'll grab at anything they can reach, including their ears, feet, and private parts. This can occur occasionally or quite frequently, but both are a normal part of development.

**Source:**

Donner, Liz, and Colleen De Bellefonds. "Why Do Babies Grab Their Private Parts?" *BabyCenter*, Liz Donner, M.D., pediatric hospitalist, 29 Aug. 2022, [www.babycenter.com/baby/behavior/is-it-normal-for-my-baby-to-tug-on-his-penis\\_3652527](https://www.babycenter.com/baby/behavior/is-it-normal-for-my-baby-to-tug-on-his-penis_3652527).

4. Even though six and seven-year-olds have a strong sense of modesty, the natural curiosity of childhood is likely to emerge in games that permit sexual exploration.

T F

This statement is *True* because as children continue their interest in their bodies, they become increasingly curious about adult sexual behaviors. During the first signs of puberty, their interest in sexuality increases. They also develop a sense of modesty, ~~but~~ because by this age, they are more aware of the social rules for sexual talk, and this influences behavior. As a result, much of this sexual behavior is likely to be hidden from adults. However, around this age, children may tell dirty jokes, say sexual words, or anything of this sort as a source of amusement or sexual exploration.

**Source:**

B, Lucy. "Sexual Behavior and Children: When Is It a Problem and What to Do About It." Harborview CBT, 20 Nov. 2012. <https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/3%20Psychoeducation/Child%20Sexual%20Behaviors/Sexual%20Behavior%20and%20Children.pdf>

5. School-age girls (6 – 12) don't usually masturbate, although school-age boys do. T F

This statement is **false** because most children—both boys and girls—play with their private parts by the age of 5-6 years of age. By the age of 15, nearly 100% of boys and 25% of girls have masturbated. It is important to remember that children do not generally associate this activity with sexuality or adult relationships until they get closer to puberty. Masturbation is often used as a form of self-comfort.

**Source:**

“Masturbation and Young Children | CS Mott Children’s Hospital | Michigan Medicine.”  
*C.S. Mott’s Children’s Hospital- University of Michigan Health*, Sara Laule, MD, Nov. 2020,  
[www.mottchildren.org/posts/your-child/masturbation-and-young-children](http://www.mottchildren.org/posts/your-child/masturbation-and-young-children).

6. The adolescent growth spurt is an old wives’ tale that has no validation through research. T F

This statement is **false** because the adolescent growth cycle is characterized by pubertal growth spurt, a period of rapid growth in weight, height, and reproductive organ development. It is a result of many hormonal changes at the onset of puberty and sexual maturation. Growth spurts vary between individuals and across population groups. The three main stages of the adolescent growth cycle include:

- Early adolescence (11 to 14 years):
- Middle Adolescence (15 to 17 years)
- Late Adolescence (18 to 21 years)

**Source:**

Boyer, Chelsea. “Week 5 Flashcards: The Adolescent Growth Cycle.” *Quizlet*,  
[quizlet.com/au/499493139/week-5-flash-cards](https://quizlet.com/au/499493139/week-5-flash-cards).

7. Adolescents fantasizing while masturbating is a sign of deviant sexual development or sexual abuse.

T F

This statement is *false* because knowledge and understanding of adolescent fantasy are a prerequisite to the comprehension of the meaning of masturbation in human development. Fantasies, if present, can be repressed and possibly remain unconscious. They don't know where these thoughts are coming from, what to make of them, or what to do with them.

**Source:**

Noshpitz, Joseph. "On Masturbation." George Washington University, Children's Hospital National Medical Center.

8. Children or adolescents who engage in same-sex play or exploration usually grow up to be gay, so such behavior should be punished when discovered.

T F

This statement is *false* because sexual exploration and experimentation across all genders, same or different, are common in adolescence. Many heterosexual youths have sexual experiences with persons of the same sex and many homosexual youths with persons of the opposite sex. For straight youth, this may represent curiosity and experimentation, while lesbian and gay youth may be experiencing social or familial pressure to conform to majority behavior. Although it can be challenging for many to navigate their own feelings, it is vital that parents do not shame or physically punish a child who expresses that they are gay.

**Source:**

Rosario, Vernon A. "Gender Identity Development & Gender Atypicality: Parenting." *Psychological Development & Life Cycle*,  
[www.aglp.org/gap/3\\_development/Development.htm](http://www.aglp.org/gap/3_development/Development.htm) .

9. What are some of the reasons parents are uncomfortable with the sexual interest or sexual behavior of their children?

- **Repressed sexual issues**
- **Fear that discussing sex with children will cause them to go out and “do it”**

10. What is the earliest age that males have erections?

- **In the womb**

11. At what age do children establish a sense of being a girl or a boy?

- **Age 2**

12. Which is **NOT** true of four-year-olds?

- a. *They are interested in how babies are made.*
- b. They may believe that mommy has a patch of dirt inside her body if they have been told that babies are made “when daddy plants the seed in mommy.”
- c. **They do not play sex games unless they have been abused. (False)**
- d. They are fascinated with bathroom functions and like to try out “dirty” words.  
\*This age group typically has literal, concrete thoughts.

13. Name two criteria for deciding when sexual contact between siblings is abusive.

- **Coercive**
- **Aggressive**
- **Large age difference**

14. List three physical indicators of puberty.

- 1. **Change of voice**
- 2. **Change of breasts, start of menstruation**
- 3. **Development of pubic hair, etc.**

15. A teenager on your caseload tells you he is gay. What should you do?

16. A 14-year-old female child in out-of-home care on your caseload tells you she’s sexually active. What should you do? Does your answer change if the 14-year-old is a male?