

DEVELOPMENTAL MILESTONES

It is always essential to remember that:

- Every child is unique.
- Every child develops at his/her own pace and reacts to people and the world in his/her own way.
- Every child comes from a different background that influences the rate and manifestation of development
- Every child has his/her own style of communicating with you.

It is important to remember that every child develops in his/her own style and at his/her own pace.

Grade K

- Develop relationships with peers and identify activities friends do together (e.g. recognize what the word friend means and list ways that friends can interact)
- Identify and share feelings in a range of contexts (i.e. identify feelings like happy, surprised, upset as well as naming behavioral expressions)
- Recognize dangerous situations and seek help from adults (e.g. able to recognize dangerous and destructive situations and ask for assistance from adults)
- Make and sort decisions and recognize how decisions and choices are made (e.g. able to list problem solving skills, able to identify examples of good social behavior, decisions and choices that have been successful)
- Identify personal characteristics to foster self understanding and confidence (i.e. identify characteristics that describe self as special and unique)

Grade 1

- Naming identified feelings and emotions (happy, angry, surprised)
- Identify and demonstrate responsible health behavior (i.e. able to define the term "health", identify foods and ways to keep the body healthy and energetic, recognize that sleep and rest are important)
- Identify who to go to for adult help (show knowledge of responsible adults, and recognize situational factors in assessing whom to approach)
- Describe potentially dangerous situations related to childhood activities and develop responsible preventative procedures (no playing outside of playground, cross the street when appropriate, do not play near window or balcony)

Grade 2

- Identify feelings of others (i.e. can describe feelings elicited by hypothetical situations)
- Show appreciation, annoyance and anger in appropriate ways (be able to calm oneself)
- Identify personal skills and talents (can draw a picture of special skills)
- Able to describe and summarize a plan for making friends
- Able to show listening skills and control of strong emotions
- Develop skills to stay safe (e.g. wear safety belts in vehicles, ride bicycle in indicated areas, avoidance of sharp objects, sun exposure, fire, etc)

Grade 3

- Be able to negotiate and accept difference
- Know strategies for resisting peer pressure
- Know behaviors that can communicate care, consideration, and respect for self and others
- Recognize mood changes and strong feelings and is able to manage him/herself
- Expansion in the development of healthy habits (i.e. increased knowledge of different nutrients and food systems, knowledge of the dangers of drugs and alcohol)

Grade 4

- Able to recognize and use communication skills (i.e. able to initiate and carry on conversations, ability to share and reciprocate feelings)
- Able to resolve conflicts effectively (e.g. feel comfortable with sharing feelings, recognize situations that need adult help, be able to solve hypothetical conflict situations)
- Know common causes of stress for children and can successfully resolve them
- Use of attentive listening skills to foster better communications and relationships

Grade 5

- Can effectively work in a group (i.e. good teamwork)
- Recognize the importance of family and peer relationships
- Increased decision making and problem solving skills
- Setting and working towards personal goals
- Know the relationship between physical health and mental health

Grade 6

- Recognize the difference between positive and negative friendships
- Development of anger management skills
- Know strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g. talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings)
- Know appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication)
- Understand the difference between safe and risky behavior in relationships

Grade 7

- Ability to pass on leadership and authority when appropriate
- Recognize contributions of others
- Provide information in a constructive manner
- Communicate in a clear manner
- Understand the benefits of setting limits for self and others

Grade 8

- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- Demonstrate strategies for solving interpersonal problems without harming self or others.

- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- Apply their knowledge and skills to help others and to establish the norm of nonviolence
- Apply the skills and strategies needed to resolve conflicts, manage intimidation, avoid and escape violence, and maintain personal safety

Grade 9

- Analyze how behavior can impact health maintenance and disease prevention.
- Analyze how cultural diversity enriches and challenges health behaviors.
- Evaluate the effect of media and other factors on personal, family, and community health.
- Demonstrate strategies used to prevent violence
- Demonstrate respect to others in working groups and others within the community

Grade 10

- Know strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
- Acknowledge the strengths of others
- Use confrontation when appropriate (to maintain conflict resolution)
- Work well to satisfy the needs of others
- Understand the legal issues related to alcohol, tobacco, and other drug use among adolescents.

Grade 11

- Understand how conflicts can become violent situations.
- Analyze the progression of behaviors which lead to violence
- Understand the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed
- React to the ideas rather than the person presenting the ideas
- Recognize and incorporate differences in individuals from different ethnic groups

Grade 12

- Analyze skills and strategies for dealing with sexual harassment and abusive relationships.
- Adjust information delivery manner to accommodate the likes of others (i.e. adjust tone and structural context of information sharing and communication)
- React according to individuals from different ethnic groups
- Work well with those individuals from different religious orientations

Examples of Barriers to Learning/Development, Protective Buffers, & Promoting Full Development*

ENVIRONMENTAL CONDITIONS**

PERSON FACTORS**

I. Barriers to Development and Learning (Risk producing conditions)

Neighborhood

- >extreme economic deprivation
- >community disorganization, including high levels of mobility
- >violence, drugs, etc.
- >minority and/or immigrant status

Family

- >chronic poverty
- >conflict/disruptions/violence
- >substance abuse
- >models problem behavior
- >abusive caretaking
- >inadequate provision for quality child care

School and Peers

- >poor quality school
- >negative encounters with teachers
- >negative encounters with peers &/or inappropriate peer models

Individual

- >medical problems
- >low birth weight/ neurodevelopmental delay
- >psychophysiological problems
- >difficult temperament & adjustment problems

II. Protective Buffers (Conditions that prevent or counter risk producing conditions – strengths, assets, corrective interventions, coping mechanisms, special assistance and accommodations)

Neighborhood

- >strong economic conditions/emerging economic opportunities
- >safe and stable communities
- >available & accessible services
- >strong bond with positive other(s)
- >appropriate expectations and standards
- >opportunities to successfully participate, contribute, and be recognized

Family

- >adequate financial resources
- >nurturing supportive family members who are positive models
- >safe and stable (organized and predictable) home environment
- >family literacy
- >provision of high quality child care
- >secure attachments – early and ongoing

School and Peers

- >success at school
- >positive relationships with one or more teachers
- >positive relationships with peers and appropriate peer models
- >strong bond with positive other(s)

Individual

- >higher cognitive functioning
- >psychophysiological health
- >easy temperament, outgoing personality, and positive behavior
- >strong abilities for involvement and problem solving
- >sense of purpose and future
- >gender (girls less apt to develop certain problems)

III. Promoting Full Development (Conditions, over and beyond those that create protective buffers, that enhance healthy development, well-being, and a value-based life)

Neighborhood

- >nurturing & supportive conditions
- >policy and practice promotes healthy development & sense of community

Family

- >conditions that foster positive physical & mental health among all family members

School and Peers

- >nurturing & supportive climate school-wide and in classrooms
- >conditions that foster feelings of competence, self-determination, and connectedness

Individual

- >pursues opportunities for personal development and empowerment
- >intrinsically motivated to pursue full development, well-being, and a value-based life

*For more on these matters, see:

- Huffman, L., Mehlinger, S., Kerivan, A. (2000). *Research on the Risk Factors for Early School Problems and Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School*. The Child and Mental Health Foundation and Agencies Network. <http://www.nimh.nih.gov/childp/goodstart.cfm>
- Hawkins, J.D. & Catalano, R.F. (1992). *Communities That Care*. San Francisco: Jossey-Bass.
- Deci, E. & Ryan, R. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.
- Strader, T.N., Collins, D.A., & Noe, T.D. (2000). *Building Healthy Individuals, Families, and Communities: Creating Lasting Connections*. New York: Kluwer Academic/Plenum Publishers
- Adelman, H.S. & Taylor, L. (1994). *On Understanding Intervention in Psychology and Education*. Westport, CT: Praeger.

**A reciprocal determinist view of behavior recognizes the interplay of environment and person variables. See the work of Piaget, Vygotsky, Bruner, Bandura, etc.