

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Infancy (0 - 18m)

Area of Development	
<p><u>Physical</u> (Physical Development in Children and Adolescents, 2019)</p> <ul style="list-style-type: none"> Initially sits with support and grows to sit without support Can pick up small to large objects and throw a ball Develop gross motor skills to walk backward and climb up <p>(Stages of Growth Child Development, n.d.)</p> <ul style="list-style-type: none"> Learns to crawl, stand up, and walk developing hand-eye coordination <p>(Nall, 2018)</p> <ul style="list-style-type: none"> Develops fine motor skills by turning pages of a book, improving pincer grasp, and building a tower of blocks 	<p><u>Social</u> Trust vs. Mistrust (Erikson) (McLeod, 2018)</p> <ul style="list-style-type: none"> Infant care that is consistent, predictable and reliable, carries this trust to other relationships <p>(Sharkey, 1997)</p> <ul style="list-style-type: none"> If needs aren't met, then mistrust develops which can lead to feelings of frustration, suspicion, withdrawal <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> "Development of trust between caregiver and child" (p. 51) <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> Infant's basic needs met by the parents lead to trust
<p><u>Cognitive</u> Sensorimotor Stage (Piaget) (Huitt and Hummel, 2003)</p> <ul style="list-style-type: none"> Intelligence demonstrated through motor activity World knowledge is limited but developing through interactions/experiences <p>(Stanborough, 2019)</p> <ul style="list-style-type: none"> Recognizes familiar faces Learns to use basic things like a spoon Can point to named body parts <p>(McLeod, 2018)</p> <ul style="list-style-type: none"> Understands that an object can exist even if it is hidden, also known as, object permanence <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> Sensorimotor development initially happens without the support of language <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> Infants constantly experiment and learn through trial and error 	<p><u>Moral</u> <i>Kohlberg's theory of moral development begins with the preschool life period (Seifert and Sutton, 2009). However, Hamlin and her colleagues (2013) note some aspects of human morality are innate, which suggests an infant's moral inclinations are consistent with adults' moral inclinations.</i></p>
Educational Implications	
<p>According to Edwards and colleagues (2000), infants should be provided with a rich, stimulating environment where they have access to toys. When given toys that do certain things, the child will be surprised and will want to understand how it happened. This supports Zhou and Brown's (2015) notion that infants experiment and learn through trial and error. After some time the child can learn cause-and-effect relationships such as: If I squeeze a rubber duck, it will squeak. These interactions and experiments shape an infant's world knowledge (Huitt and Hummel, 2003).</p>	

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Preschool (18m - 3y)

Area of Development	
<p><u>Physical</u> (Physical Development in Children and Adolescents, 2019)</p> <ul style="list-style-type: none"> • Can jump off the ground with both feet and run but has difficulty stopping • Begins to walk up and down stairs independently <p>(Stages of Growth Child Development, n.d.)</p> <ul style="list-style-type: none"> • Catches objects, kicks a ball, and throws overhand and overhead • Can zip and snap to dress themselves <p>(Higuera, 2018)</p> <ul style="list-style-type: none"> • Scribbles circles, horizontal, and vertical lines grasping a crayon • Attempts to use a spoon to feed themselves and holds scissors correctly 	<p><u>Social</u> Autonomy vs. Shame (Erikson) (Orenstein and Lewis, 2020)</p> <ul style="list-style-type: none"> • “Caregiver promotes self-sufficiency while maintaining a secure environment” (para. 7) <p>(McLeod, 2018)</p> <ul style="list-style-type: none"> • Children who are restricted may not be given the chance to assert themselves and become dependent on others <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • A child’s development of control over their bodily functions and activities <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Explores their surroundings and constantly curious about their environment • Caregivers encourage self-sufficient behavior to develop a sense of autonomy
<p><u>Cognitive</u> Preoperational Stage (Piaget) (Huitt and Hummel, 2003)</p> <ul style="list-style-type: none"> • Intelligence is observed through symbols, language use, memory, and imagination • Thinking is in a non logical, nonreversible manner • Egocentric thinking predominates <p>(McLeod, 2018)</p> <ul style="list-style-type: none"> • Ability to make one thing (word or object) stand for something other than itself • Has difficulty understanding others’ viewpoints <p>(Stanborough, 2019)</p> <ul style="list-style-type: none"> • Can identify familiar things in picture books • Follows single to two-step instructions • Groups like shape and color together <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Participates in dramatic play, or improvised make-believe, which is an early example of metacognition <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Can understand and express the relationship between the past and the future 	<p><u>Moral</u> Preconventional Stage 1 (Kohlberg) (Moral Development, n.d.)</p> <ul style="list-style-type: none"> • Avoid mete punishment from authority figures like their parents <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Child adopts ethics of obedience and punishment • Rightness and wrongness of actions determined by those in authority <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Focus on direct consequences of actions on themselves
Educational Implications	
<p>Preschoolers should be encouraged to use their imagination to play different roles they observe in their own lives (Seifert and Sutton, 2009). Teachers can implement lots of hands-on activities, which will be beneficial to practicing fine motor skills (Higuera, 2018). Edwards and colleagues (2000) promote that children should play with toys that change shape such as playdough, sand, and clay as they move forward towards the concept of conservation.</p>	

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Elementary (3y - 5y)

Area of Development	
<p><u>Physical</u> (Stanborough, 2019)</p> <ul style="list-style-type: none"> • Can walk up and down stairs confidently with one foot on each stair • Goes to the bathroom in the toilet <p>(Physical Development in Children and Adolescents, 2019)</p> <ul style="list-style-type: none"> • Jumps up and down, and hops several times in a row • Builds straight block towers <p>(Stages of Growth Child Development, n.d.)</p> <ul style="list-style-type: none"> • Skips and balances on one foot • Fairly good control of pencils, crayons, and scissors 	<p><u>Social</u> Initiative vs. Guilt (Erikson) (Bee and Boyd, 2009)</p> <ul style="list-style-type: none"> • Begins to face complexities of planning and developing sense of judgment <p>(McLeod, 2018)</p> <ul style="list-style-type: none"> • Children play more to explore interpersonal skills and allows them to initiate activities • Can develop ability to lead others and make decisions <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Child tests limits of self-assertion and sense of purpose • Realization that acting on impulses can negatively impact others <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Learns to take initiative and prepare for goal achievement roles • May seek out risk-taking behaviors such as riding a bike without a helmet
<p><u>Cognitive</u> <i>See Piaget's Preoperational Stage in Preschool</i> (Stanborough, 2019)</p> <ul style="list-style-type: none"> • Understands the order of simple processes • Plays simple board games • Names colors, numbers, and letters 	<p><u>Moral</u> <i>See Kohlberg's Preconventional Stage 1 in Preschool</i></p>
Educational Implications	
<p>Children at this developmental period benefit from hands-on activities that support the refinement of motor skills (Stages of Growth Child Development, n.d.). As they practice writing through pencil and paper workbooks, it is important to consider more physical and tangible manipulation of facts such as cutting out letters to build words or engaging them with various toys in learning (Edwards et al., 2000). They should be given opportunities to play with their peers that allow them to show initiative and develop interpersonal skills (McLeod, 2018).</p>	

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Middle Years (6y - 12y)

Area of Development	
<p><u>Physical</u> (Stages of Growth Child Development, n.d.)</p> <ul style="list-style-type: none"> • Growth is slow until the onset of puberty, in which girls mature faster than boys (Stanborough, 2019) • May experience signs of early puberty like breast development and facial hair growth • Well developed muscles help in refining drawing and painting skills • Generally more active and increase skill levels in sports and physical abilities (School-age children development, n.d.) • Coordination, endurance, balance, and physical abilities vary 	<p><u>Social</u> Industry vs. Inferiority (Erikson) (Allen and Marotz, 2003)</p> <ul style="list-style-type: none"> • If child cannot develop skills they feel society demands, they may develop sense of inferiority (McLeod, 2018) • Failure may be necessary for the child to develop modesty (Seifert and Sutton, 2009) • Can develop sense of mastery and competence • Wants to be noted as worthy in the eyes of classmates and teachers (Zhou and Brown, 2015) • Become more aware of themselves as ‘individuals’ and work hard to be good and do things right
<p><u>Cognitive</u> Concrete Operational Stage (Piaget) (Huitt and Hummel, 2003)</p> <ul style="list-style-type: none"> • Intelligence is demonstrated as the logical and systematic manipulation of symbols related to concrete objects • Egocentric thought begins to diminish (McLeod, 2018) • Beginning of operational thought where they work things out in their head • Can conserve number, mass, weight, length, liquid, area, and volume (Seifert and Sutton, 2009) • More skilled in reversibility, or ability to think of steps in a process in any order • Has the ability to decenter, or “focus on more than one feature of a problem at a time” (p. 49) (Zhou and Brown, 2015) • Increased awareness of external events involving concrete references 	<p><u>Moral</u> <i>Ages 5 to 7:</i> Preconventional Stage 2 (Kohlberg) (Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Child adopts ethics of market exchange • Perspective of trading that is mutually beneficial introduces a type of fairness for the first time (Zhou and Brown, 2015) • “You scratch my back and I’ll scratch yours” mentality instead of respect or loyalty <p><i>Ages 8 to 12:</i> Conventional Stage 3 (Kohlberg) (Moral Development, n.d.)</p> <ul style="list-style-type: none"> • Feel the need to satisfy other’s expectations in a group. (Seifert and Sutton, 2009) • Child adopts ethics of peer opinion • Takes into account reactions of a large group of people (Zhou and Brown, 2015) • Receptive to approval or disapproval from peers as it reflects society’s demands • May judge morality of an action by evaluating the harm inflicted on others
Educational Implications	
<p>Children benefit from manipulating objects and testing out their ideas as these simple experiments in collaboration with their peers enhance socio-cognitive development (Edwards, Hopgood, Rosenberg, and Rush, 2000). As academic success becomes more complex during this period, it is important to support them in developing the necessary skills to meet academic challenges (Stages of Growth Child Development, n.d.). Peer influence that reflects society’s demands can affect children negatively and therefore, it is important to teach children the social and life skills to help them develop into healthy adolescents (Zhou and Brown, 2015).</p>	

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Adolescence (13y -18y)

Area of Development	
<p><u>Physical</u> (Stages of Growth Child Development, n.d.)</p> <ul style="list-style-type: none"> • Growth spurt in height and weight where females tend to develop earlier than males <p>(Office of Adolescent Health, 2018)</p> <ul style="list-style-type: none"> • Physical changes related to fertility and sexual maturation as females experience of menstruation and males experience erections and ejaculations <p>(Physical Development in Children and Adolescents, 2019)</p> <ul style="list-style-type: none"> • Puberty is completed and 95% reach their final height • Increased interest in personal attractiveness • Excessive physical activity alternating with lethargy 	<p><u>Social</u> Identity vs. Role Confusion (Erikson) (Orenstein and Lewis, 2020)</p> <ul style="list-style-type: none"> • “Individuals weigh out their previous experiences, societal expectations, and their aspirations in establishing values and finding themselves” (para. 10) <p>(McLeod, 2018)</p> <ul style="list-style-type: none"> • Learns what role they will occupy as an adult • Two identity crises: occupational and sexual <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Child develops identity and acknowledgment of identity from others <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Concerned of how they appear to others
<p><u>Cognitive</u> Formal Operational Stage (Piaget) (Huitt and Hummel, 2003)</p> <ul style="list-style-type: none"> • Intelligence is seen through the logical use of symbols in relation to abstract concepts • There is a return to egocentric thought in the early stages <p>(Stanborough, 2019)</p> <ul style="list-style-type: none"> • Can understand figurative language • Develops views that may differ from others <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Starts to use hypothetical reasoning in that they manipulate ideas in various ways entirely in their mind <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Adolescents can think about abstract relationships and concepts 	<p><u>Moral</u> Conventional Stage 4 (Kohlberg) (Moral Development, n.d.)</p> <ul style="list-style-type: none"> • Behavior is dictated by those of the society they live in • Examining justifications against norms and laws of this society <p>(Seifert and Sutton, 2009)</p> <ul style="list-style-type: none"> • Child adopts ethics of law and order • “Frames moral beliefs in terms of what the majority of society believes” (p. 58) <p>(Zhou and Brown, 2015)</p> <ul style="list-style-type: none"> • Moral reasoning beyond the need for individual approval • Morality is mainly imposed by an outside force such as the law
Educational Implications	
<p>Educators should give adolescents the opportunity to work in groups to explain and discuss hypothetical situations (Slavin, 2005). As their moral development is examining justifications around the norms and laws of their society, it is an opportune time to discuss social, political, and cultural issues (Edwards, Hopgood, Rosenberg, and Rush, 2000). Implementing cooperative learning and help-seeking behaviors for students in the classroom can facilitate both student achievement and social competence (Peer Learning, n.d.).</p>	

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

References

- Allen, E., & Marotz, L. (2003). *Developmental profiles pre-Birth through twelve* (4th ed.). Albany, NY: Thomson Delmar Learning.
- Bee, H., & Boyd, D. (2009, March). *The developing child* (12th ed.). Boston, MA: Pearson Education, Inc.
- Edwards, L., Hopgood, J., Rosenberg, K., & Rush, K. (2000). *Mental Development and Education*.
- Hamlin, J. K., Mahajan, N., Liberman, Z., & Wynn, K. (2013). Not Like Me = Bad: Infants Prefer Those Who Harm Dissimilar Others. *Psychological Science*, 24(4), 589–594.
<https://doi.org/10.1177/0956797612457785>
- Higuera, V. (2018, November 30). Fine Motor Skills for Toddlers and Preschoolers: Tips and Activities. Retrieved from
<https://www.healthline.com/health/fine-motor-skills#fine-motor-skills-timeline>
- Huitt, W., & Hummel, J. (2003). Piaget's theory of cognitive development. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from
<http://www.edpsycinteractive.org/topics/cognition/piaget.html>
- McLeod, S. (2018). Erik Erikson's stages of psychosocial development. Retrieved from
<https://www.simplypsychology.org/Erik-Erikson.html>
- McLeod, S. (2018). Jean Piaget's Theory and Stages of Cognitive Development. Retrieved from
<https://www.simplypsychology.org/piaget.html>
- Moral Development (n.d.). Retrieved from
https://thebrain.mcgill.ca/flash/i/i_09/i_09_s/i_09_s_dev/i_09_s_dev.html
- Nall, R. (2018, November 13). Pincer Grasp: Significant Milestone in Child Development. Retrieved from
<https://www.healthline.com/health/pincer-grasp#development>

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Office of Adolescent Health. (2018, July 29). Physical Development. Retrieved from

<https://www.hhs.gov/ash/oah/adolescent-development/explained/physical/index.html>

Orenstein, G.A. & Lewis, L. (2020). Erikson's Stages of Psychosocial Development.

Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK556096/>

Peer Relations and Learning. (n.d.). Retrieved from

<https://education.stateuniversity.com/pages/2315/Peer-Relations-Learning.html#ixzz6>

[SFsUKm5V](#)

Physical Development in Children and Adolescents. (2019, July 23). Retrieved from

<https://childdevelopmentinfo.com/child-development/physical-development-in-children-and-adolescents/#gs.abv731>

[en-and-adolescents/#gs.abv731](#)

School-age children development: MedlinePlus Medical Encyclopedia. (n.d.). Retrieved from

<https://medlineplus.gov/ency/article/002017.htm>

Seifert, K. & Sutton, R. (2009). Educational Psychology. Global Text. The Saylor

Foundation. Retrieved from

<https://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf>

Sharkey, W. (1997, May). Erik Erikson. Retrieved from

<http://www.muskingum.edu/~psych/psycweb/history/erikson.htm>

Slavin, R.E. (2005). Educational psychology: theory and practice. Needham Heights, MA:

Allyn and Bacon.

Stages of Growth Child Development - Early Childhood (Birth to Eight Years), Middle

Childhood (Eight to Twelve Years). (n.d.). Retrieved from

[https://education.stateuniversity.com/pages/1826/Child-Development-Stages-Growth.](https://education.stateuniversity.com/pages/1826/Child-Development-Stages-Growth.html)

[html](#)

DOMAIN CHART ON STAGES OF DEVELOPMENT BY HOKULEA CABRERA

Stanborough, R. J. (2019, December 09). Understanding the Stages of Child Development.

Retrieved from

<https://www.healthline.com/health/childrens-health/stages-of-child-development#3-5-years>

Zhou, M. & Brown, D. (Spring 2015). Educational Learning Theories. Educational

Psychology Commons. Retrieved from

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>