**MILESTONES**

Development in Infancy and Toddlerhood

**LANGUAGE**
- Coos and, by the end of this period, babbles. (235)
- Begins to establish joint attention with caregiver, who labels objects and events. (236)
- "screens out" sounds not used in own language; perceives meaningful speech. (187–189)
- Increasingly uses featural information to detect the identity of an object. (194–195)
- Intermodal perception continues to improve. (196)

**EMOTIONAL/SOCIAL**
- Social smile and laughter emerge. (248)
- Matches feeling tone of caregiver in face-to-face communication; later, expects matched responses. (250)
- Distinguishes positive from negative emotion in voices and facial expressions. (250)
- Emotional expressions become well organized and meaningfully related to environmental events (250)
- Recall memory improves, as indicated by gains in deferred imitation of adults’ actions with objects. (207–208)
- Solves simple problems by analogy to a previous problem. (208)
- Categorizes objects on the basis of subtle sets of features, even when the perceptual contrast between categories is minimal. (219)

**COGNITIVE**
- Engages in intentional, or goal-directed, behavior. (204)
- Finds an object hidden in an initial location. (204)
- Babbling expands to include many sounds of spoken languages and patterns of the child’s language community. (235–236)
- Joint attention with a caregiver becomes more accurate. (236)
- Takes turns in games, such as pat-a-cake and peekaboo. (236)
- Uses preverbal gestures (showing, pointing) to influence others’ goals and behavior and to convey information. (236)
- Comprehends some word meanings. (237)
- Around end of this period, understands displaced reference of words and says first words. (237)

**PHYSICAL**
- Height and weight increase rapidly. (159–160)
- Newborn reflexes decline. (143)
- Distinguishes basic tastes and odors; shows preference for sweet-tasting foods. (148)
- Responses can be classically and operantly conditioned. (176–178)
- Habituates to unchangeable stimuli; recovers to novel stimuli. (178–179)
- Sleep is increasingly organized into a night–day schedule. (169)
- Holds head up, rolls over, and grasps objects. (182)
- Shows sensitivity to motion, then binocular, and finally stereoscopic depth cues. (189–199)
- Recognizes and prefers human facial pattern; recognizes features of mother’s face. (192–193)
- Perceives auditory and visual stimuli as organized patterns. (187, 195)
- Moves from relying on motion and spatial arrangement to using featural information—shape, color, and pattern—to visually detect the identity of an object. (194)
- Masters a wide range of intermodal (visual, auditory, and tactile) relationships. (195–196)
- Reaching and grasping improve in flexibility and accuracy; shows refined pincer grasp. (185–186)
- Uses preverbal gestures (showing, pointing) to influence others’ goals and behavior and to convey information. (236)
- Comprehends some word meanings. (237)
- Around end of this period, understands displaced reference of words and says first words. (237)

**BIRTH–6 MONTHS**

**PHYSICAL**
- Height and weight increase rapidly. (159–160)
- Newborn reflexes decline. (143)
- Distinguishes basic tastes and odors; shows preference for sweet-tasting foods. (148)
- Responses can be classically and operantly conditioned. (176–178)
- Habituates to unchangeable stimuli; recovers to novel stimuli. (178–179)
- Sleep is increasingly organized into a night–day schedule. (169)
- Holds head up, rolls over, and grasps objects. (182)
- Shows sensitivity to motion, then binocular, and finally stereoscopic depth cues. (189–199)
- Recognizes and prefers human facial pattern; recognizes features of mother’s face. (192–193)
- Perceives auditory and visual stimuli as organized patterns. (187, 195)
- Moves from relying on motion and spatial arrangement to using featural information—shape, color, and pattern—to visually detect the identity of an object. (194)
- Masters a wide range of intermodal (visual, auditory, and tactile) relationships. (195–196)

**COGNITIVE**
- Engages in immediate and deferred imitation of adults’ facial expressions. (207)
- Repeats chance behaviors that lead to pleasurable and interesting results. (203–204)
- Has some awareness of many physical properties (including object permanence) and basic numerical knowledge. (205–206)
- Attention becomes more efficient and flexible. (216–217)
- Recognition memory for visual events improves. (217–218)
- Forms categories based on objects’ similar physical properties. (219)

**7–12 MONTHS**

**PHYSICAL**
- Approaches adultlike sleep–wake schedule. (169)
- Sits alone, crawls, and walks. (182)

**Note:** Numbers in parentheses indicate the page or pages on which each milestone is discussed.

EMOTIONAL/SOCIAL
- Smiling and laughter increase in frequency and expressiveness. (249)
- Anger and fear increase in frequency and intensity. (249–250)
- Stranger anxiety and separation anxiety appear. (250, 262)
- Uses caregiver as a secure base for exploration. (250)
- Shows “clear-cut” attachment to a familiar caregiver. (262)
- Increasingly detects the meaning of others’ emotional expressions and engages in social referencing. (250–251)
- Regulates emotion by approaching and retreating from stimulation. (252)

13–18 MONTHS

PHYSICAL
- Height and weight gain are rapid, but not as great as in first year; toddlers slim down. (159–160)
- Walking is better coordinated. (182)
- Manipulates small objects with improved coordination. (186, 204)

COGNITIVE
- Explores the properties of objects by acting on them in novel ways. (203)
- Searches in several locations for a hidden object. (206)
- Engages in deferred imitation of adults’ actions with objects over longer delays and across a change in context—for example, from child care to home. (208)
- Sustained attention improves. (217)
- Recall memory improves further. (219)
- Sorts objects into categories. (221)
- Realizes that pictures can symbolize real objects. (209)

LANGUAGE
- Steadily adds to vocabulary. (237)
- By end of this period, produces 50 words. (235)

19–24 MONTHS

PHYSICAL
- Jumps, walks on tiptoe, runs, and climbs. (182)
- Manipulates small objects with good coordination. (186, 204)

COGNITIVE
- Solves simple problems suddenly, through representation. (205)
- Finds a hidden object that has been moved while out of sight. (205)
- Engages in make-believe play, using simple actions experienced in everyday life. (205)

EMOTIONAL/SOCIAL
- Joins in play with familiar adults, siblings, and peers. (273–274)
- Realizes that others’ emotional reactions may differ from one’s own. (251)
- Complies with simple directives. (278)
- Engages in deferred imitation of actions an adult tries to produce, even if not fully realized. (208)
- Categorizes objects conceptually, on the basis of common function or behavior. (221)
- Begins to use language as a flexible symbolic tool, to modify existing mental representations. (209)

LANGUAGE
- Produces 200 to 250 words. (235)
- Combines two words. (238)

EMOTIONAL/SOCIAL
- Self-conscious emotions (shame, embarrassment, guilt, envy, and pride) emerge. (251)
- Acquires a vocabulary for talking about feelings. (253)
- Begins to use language to assist with emotional self-regulation. (253)
- Begins to tolerate caregiver’s absences more easily; separation anxiety declines. (262)
- Recognizes image of self and, by end of this period, uses own name or personal pronoun to refer to self. (276)

- Less often makes scale errors. (276–277)
- Shows signs of empathy. (278)
- Categorizes self and others on the basis of age, sex, physical characteristics, goodness and badness, and competencies. (278)
- Shows gender-stereotyped toy preferences. (278)
- Self-control, as indicated by delay of gratification, emerges. (279)
- Starts to use words to influence a playmate’s behavior. (274)

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