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**Stages, Milestones, and Domains**

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| **Developmental Stages** | **Domain: Physical** | **Domain: Cognitive** | **Domain: Social/Emotional** |
| **Description** | Anatomical and physical growth of the body and brain, motor skill development, and perceptual development. | Intelligence, thinking, problem-solving skills, language acquisition, bilingualism, information processing, memory, and meta-cognition. | Emotions, morals, temperament, personality traits, self-concept, self-esteem, self-regulation, attachment, and social interactions. |
| **Infancy and Toddlerhood** (Birth - 2 years) | Improves walking coordination.  Walking evolves into jumping, running, and climbing. | Can engage in make-believe play.  Increases recall memory for people, places, and objects. | Begins to show signs of empathy.  Exhibits attachment to caregivers. |
| **Early Childhood** (2–6 years) | Uses scissors.  Can pedal and steer a tricycle.  Can tie shoes. | Can engage in simple addition and subtraction.  Becomes more aware that make-believe play is representational. | Has acquired many morally relevant rules and behaviors.  Increases gender-stereotyped beliefs and behavior. |
| **Middle Childhood** (6–11 years) | Girls and boys: gross motor skills improve.  Girls: Height spurt begins, breasts begin to grow, and pubic hair appears. | Can apply several memory strategies simultaneously.  Further expands knowledge, which becomes more sophisticated and organized. | Distinguishes ability, effort, and external factors in attributions for success and failure.  Becomes more aware of gender stereotypes.  Can view the relationship between self and others from the perspective of a third, impartial party. |
| **Adolescence** (11–18 or 20 years) | Girls: Body fat increases and menstruation begins.  Boys: Growth spurt begins, voice deepens, and fat decreases, while muscle increases. | Becomes more self-conscious and focused.  Improves decision-making strategies. | Increases moodiness.  Begins parent-adolescent conflict.  Spends more time with peers.  Increases conformity to peer pressure.  Begins romantic relationships. |

**Reference:**  
Berk, L. (2005). *Infants, children, and adolescents.* Boston: Allyn & Bacon.

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