

Typical and Atypical Child Development
 Module 2: Early Childhood, Ages 4-8
 Matrices

	Typical Developmental Milestones	Atypical Development (Missing or Not Meeting Milestones)	NOTES
4 YEARS OF AGE (Early Childhood)			
SOCIAL AND EMOTIONAL	Enjoys doing new things.		
	Plays “Mom” and “Dad.”		
	Is more and more creative with make-believe play.		
	Would rather play with other children than by his/herself.		
	Cooperates with other children.	Ignores other children or doesn’t respond to people outside family.	
	Often can’t tell what’s real and what’s make believe.		
	Talks about what he/she likes and what he/she is interested in.		
LANGUAGE AND COMMUNICATION	Knows some basic rules of grammar, such as correctly using “he” and “she”.	Speaks unclearly; doesn’t use “me” and “you” correctly.	
	Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus.”		
	Tells stories.	Can’t retell a favorite story.	
	Can say first and last name.		

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4 YEARS OF AGE (Early Childhood)			
COGNITIVE (learning, thinking, problem-solving)	Names some colors and some numbers.	Generally loses skills once had.	
	Understands the idea of counting.	Doesn't follow three-part commands.	
	Starts to understand time.		
	Remembers parts of a story.	Can't retell a favorite story.	
	Understands the idea of "same" and "different."	Doesn't understand "same" and "different."	
	Draws a person with two to four body parts.		
	Uses scissors.		
	Starts to copy some capital letters.		
	Plays board or card games.	Shows no interest in interactive games or make believe.	
	Tells you what he thinks is going to happen next in a book.		
MOVEMENT AND PHYSICAL DEVELOPMENT	Hops and stands on one foot up to two seconds.	Can't jump in place.	
	Catches a bounced ball most of the time.		
	Pours, cuts with supervision, and mashes own food.	Has trouble scribbling.	

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	Typical Developmental Milestones	Atypical Development (Missing or not Meeting Anticipated Milestones)	NOTES
5 YEARS OF AGE (Early Childhood)			
SOCIAL AND EMOTIONAL	Wants to please friends.	Usually withdrawn and not active.	
	Wants to be like friends.	Doesn't respond to people, or responds only superficially.	
	More likely to agree with rules.		
	Likes to sing, dance, and act.		
	Shows concern and sympathy for others.	Doesn't show wide range emotions.	
	Is aware of gender.		
	Can tell what's real and what's make-believe.	Can't tell what's real and what's make-believe (also Cognitive).	
	Shows more independence (for example, may visit a next-door neighbor by himself, even though adult supervision is still needed).		
	Is sometimes demanding and sometimes very cooperative.	Shows wide range behaviors (usually fearful, aggressive shy, or sad).	
LANGUAGE AND COMMUNICATION	Speaks very clearly.	Doesn't talk about daily activities.	
	Tells a simple story using full sentences.		
	Uses future tense; for example, "Grandma will be here."	Doesn't use plural or past tense properly.	

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5 YEARS OF AGE (Early Childhood)			
	Says name and address.	Can't give first and last name.	
COGNITIVE (learning, thinking, problem-solving)	Counts 10 or more things.	Loses skills once had.	
	Can draw a person with at least six body parts.	Doesn't draw pictures.	
	Can print some letters or numbers.	Is easily distracted, has trouble focusing on one activity for more than 5 minutes.	
	Copies a triangle and other geometric shapes.	Doesn't play a variety of games and activities.	
	Knows about things used every day, like money and food.	Can't tell what's real and what's make believe (also Social and Emotional).	
MOVEMENT AND PHYSICAL DEVELOPMENT	Stands on one foot for 10 seconds or longer.	Can't brush teeth, wash and dry hands, or get undressed without help.	
	Hops and may be able to skip.		
	Can do a somersault.		
	Uses a fork and spoon and sometimes a table knife.		
	Can use the toilet on her own.		
	Swings and climbs.		

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	Typical Developmental Milestones	Atypical Developmental for Tomàs at 6½ Years Old	NOTES
6-8 YEARS OF AGE (Middle Childhood)			
SOCIAL AND EMOTIONAL	Shows more independence from parents and family.	Plays best with younger children.	
	Starts to think about the future.		
	Understands more about his or her place in the world.		
	Pays more attention to friendships and teamwork.		
	Wants to be liked and accepted by friends.		
LANGUAGE AND COMMUNICATION		Speaks only in two- to three-word sentences, even in his native language of Spanish.	
THINKING AND LEARNING	Shows rapid development of cognitive processing (mental) skills.	Can only follow single step directions.	
	Learns better ways to describe experiences and talk about thoughts and feelings.	Can occasionally label what he sees.	
	Has less focus on one's self and more concern for others.		
MOVEMENT AND PHYSICAL DEVELOPMENT		Needs physical help with bathing and brushing teeth.	
		Has physical delays in activities like catching a ball and hopping.	

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	Typical Developmental Milestones	Atypical Developmental for Leev at 8 Years Old	Notes
6-8 YEARS OF AGE (Middle Childhood)			
SOCIAL AND EMOTIONAL	Shows more independence from parents and family.	Is frequently aggressive, including times when there is no apparent provocation.	
	Starts to think about the future.	Has behavioral outbursts that are severe.	
	Understands more about his or her place in the world.	Needs constant supervision.	
	Pays more attention to friendships and teamwork.	Is withdrawn from peers.	
	Wants to be liked and accepted by friends.		
THINKING AND LEARNING	Shows rapid development of cognitive processing (mental) skills.	Needs a modified curriculum at school.	
	Learns better ways to describe experiences and talk about thoughts and feelings.	Has a low IQ. Although the profile does not provide his Full Scale IQ, his subtest IQs are below 70.	
	Has less focus on one's self and more concern for others.	Needs small group or one-on-one instruction at school, as he struggles in larger groups.	