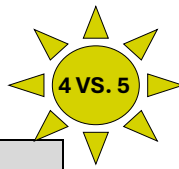


The differences and similarities between the 4 and 5-year-old



At 4 years old	At 5 years old
<ul style="list-style-type: none"> <input type="checkbox"/> Their prefrontal cortex has not yet started to develop – little or no sign of executive function abilities <input type="checkbox"/> Doesn't yet have a well-developed relationship with oneself <input type="checkbox"/> Has big raw emotions (only experience one emotion at a time), unable to regulate emotions, tears are very common, difficulty with verbalizing emotions <input type="checkbox"/> Doesn't yet learn from their mistakes and struggles to adapt in confronting situations <input type="checkbox"/> Their increasing imagination gives them the ability to anticipate bad things happening to self or others (this triggers many fears but struggles to verbalize them) <input type="checkbox"/> Reacts on impulse with little or no filter <input type="checkbox"/> Is egocentric (doesn't yet have the ability to hold two perspectives at once, which impacts their consideration and empathy towards others) <input type="checkbox"/> Has little or no tolerance for separation (especially in a new environment or with new adults) – has not yet developed a good enough ability to hold on when apart <input type="checkbox"/> Has a short attention span (approx. 8-12 min - this depends on the activity at hand and the child's interest), needs to move (high energy) <input type="checkbox"/> Needs to rest (may still be taking naps) <input type="checkbox"/> Mood often shifts when tired and/or hungry <input type="checkbox"/> Needs to play – their job is to play (may still parallel play) <input type="checkbox"/> Displays shyness around new adults and struggles with having to respond to several adults at once (they orient themselves towards one adult at a time) <input type="checkbox"/> Struggles with transitions and unstructured/unsupervised contexts – needs to know what comes next for reassurance 	<ul style="list-style-type: none"> <input type="checkbox"/> Their prefrontal cortex development has barely begun (if the 'right' conditions are in place) – beginning stages of executive function abilities (may be easily eclipsed) <input type="checkbox"/> Still getting to know themselves (likes, dislikes, preferences, etc.) <input type="checkbox"/> Also, big raw emotions (only one at a time) – starting to verbalize emotions <input type="checkbox"/> Still developing the ability for adaptation <input type="checkbox"/> May have a better ability to play out fears and voice concerns <input type="checkbox"/> Has impulses with little filter depending on the day and emotion being triggered <input type="checkbox"/> Is still egocentric, although we may observe at times the beginning stages of consideration for others <input type="checkbox"/> May have some tolerance for separation (this will depend on the child and their ability to attach) – when they feel vulnerable this will be altered <input type="checkbox"/> May have a slight better attention span (but still short - approx. 12-15 min - this depends on the activity at hand and the child's interest), also needs to move <input type="checkbox"/> Needs some respite/downtime <input type="checkbox"/> May be able to name when they are tired/hungry or have other needs that require to be fulfilled. Some seek it intuitively and others need for the adults to orchestrate it <input type="checkbox"/> Needs to play – their job is to play (may have a better ability to play with others) – Learning takes place through play <input type="checkbox"/> May display some shyness around new adults, may have a better ability to respond to a few adults at a time if they have a relationship with them <input type="checkbox"/> May do somewhat better with transitions if they are consistent/predictable and are limited in number; still struggles with unstructured/unsupervised contexts <input type="checkbox"/> May have better fine motor and gross motor abilities <input type="checkbox"/> May have better language development

Please note that the traits listed above are typically observed in children who have been exposed to optimal life conditions (attachment, safety, basic needs met, etc.). Adversity and trauma may have an impact on the development of some of these milestones. Hypersensitivity, sensory overload, and intense/overwhelming emotions may also have an impact on delaying the unfolding of these.

