



Ages and Stages of Development

Dr. Theresa Vadala



Provide the necessary support, encouragement, structure, and interventions to enable a child to progress through each stage of development.



**Applying New Knowledge:
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Child Care Training Consultants, LLC

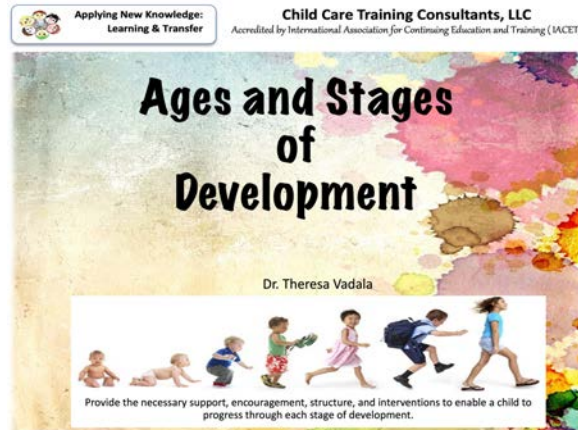
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Ages and Stages of Development

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| <p style="text-align: center;">PRESCHOOL Module 8</p> <p>CDA Subject Area 8: Understanding principles of child development and learning</p> <p>Title: CDA CHDV 8.F The Ages and Stages of Development</p> | <p>2 Hours</p> | <p>0.2 CEUs</p> |
|--|-----------------------|------------------------|



Dr. Theresa Vadala
(Instructor & Curriculum Designer)





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**Thank you for choosing
Child Care Training Consultants, LLC.,
for your CDA Training Needs!**

Learning Assessment

Read the material provided, take the 5-10 quiz questions and
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?

We are happy to help.

Support Services:

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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).



Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

Learning Objectives

By the end of this training, learners will:

- 1) Identify the different developmental theories
- 2) Identify the developmental stages of children birth to 6 years old
- 3) Identify skills using different learning styles
- 4) Identify nine personality traits for a child



Learning Outcomes

By the end of this training, learners will:

- 1) Identify 3 different developmental theories
- 2) Identify 4 developmental stages
- 3) Identify 3-5 different learning styles
- 4) Identify nine personality traits for a child





Agenda

1. Theories
 - Erikson , Piaget and Vygotsky
2. Developmental Stages
 - Social
 - Emotional
 - Cognitive
 - Physical
3. Learning Styles
4. Personality Traits
 - Infant
 - Toddler
 - Preschooler



Part 1: Theories

Erikson



Vygotsky



Piaget





Theories

Definitions of stages of growth in childhood come from many sources. Theorists such as Jean Piaget, Lev Vygotsky and Erik Erikson have provided ways to understand development, and recent research has provided important information regarding the nature of development. Stages of childhood are defined culturally by the social institutions, customs, and laws that make up a society. For example, while researchers and professionals usually define the period of early childhood as birth to eight years of age, others in the United States might consider age five a better end point because it coincides with entry into the cultural practice of formal schooling.

There are three broad stages of development: early childhood, middle childhood, and adolescence. For this training, we will focus on early childhood.

The definitions of these stages are organized around the primary tasks of development in each stage, though the boundaries of these stages are malleable. Society's ideas about childhood shift over time, and research has led to new understandings of the development that takes place in each stage.



What is Psychosocial Development according to Erikson?

-
- Ego Identity
 - Ego Strength
 - Ego Quality





Erik Erickson

- Erik Erikson's theory of psychosocial development is one of the best-known theories of personality in psychology. Erikson believed that personality develops in a series of stages. Erikson's theory describes the impact of social experience across the whole lifespan.
- One of the main elements of Erikson's psychosocial stage theory is the development of **ego identity**. Ego identity is the conscious sense of self that we develop through social interaction. According to Erikson, our ego identity is constantly changing due to new experiences and information we acquire in our daily interactions with others.
- The formation of identity is something that begins in childhood and becomes particularly important during adolescence, but it is a process that continues throughout life. Our personal identity gives each of us an integrated and cohesive sense of self that endures and continues to grow as we age.
- In addition to ego identity, Erikson also believed that a sense of competence motivates behaviors and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which is sometimes referred to as **ego strength** or **ego quality**. If the stage is managed poorly, the person will emerge with a sense of inadequacy. In each stage, Erikson believed people experience a conflict that serves as a turning point in development. In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure.
- <http://www.education.com/reference/article/child-development-changing-theories/>



Erikson's Theory

For the purpose of this course, we will only focus on the first four stages.

| Stage | Psychosocial Crisis | Basic Virtue | Age |
|-------|---------------------------------|--------------|-----------------------------|
| 1 | Trust vs. mistrust | Hope | Infancy (0 to 1 ½) |
| 2 | Autonomy vs. shame | Will | Early Childhood (1 ½ to 3) |
| 3 | Initiative vs. guilt | Purpose | Play Age (3 to 5) |
| 4 | Industry vs. inferiority | Competency | School Age (5 to 12) |
| 5 | Ego identity vs. Role Confusion | Fidelity | Adolescence (12 to 18) |
| 6 | Intimacy vs. isolation | Love | Young Adult (18 to 40) |
| 7 | Generativity vs. stagnation | Care | Adult hood(40 to 65) |
| 8 | Ego integrity vs. despair | Wisdom | Maturity (65+) |



Erikson's Theory

Psychosocial Stage 1 - Trust vs. Mistrust

- The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life.

Psychosocial Stage 2 – Autonomy vs. Shame and Doubt

- The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. Erikson believed that achieving a balance between autonomy and shame and doubt would lead to will, which is the belief that children can act with intention, within reason and limits.



Erikson's Theory continued...

Psychosocial Stage 3 – Initiative vs. Guilt

- During the preschool years, children begin to assert their power and control over the world through directing play and other social interactions.

Psychosocial Stage 4 - Industry vs. Inferiority

- This stage covers the early school years from approximately age 5 to 11.



Piaget's Theory

Piaget's Four Stages of Cognitive Development

| TABLE 2.1 THE FOUR STAGES OF COGNITIVE DEVELOPMENT | | |
|---|-------------------------|---|
| Stage | Approximate Ages | Chief Characteristics |
| Sensorimotor | Birth--2 years | Discovery of relationships between sensation and motor behavior |
| Preoperational | 4--7 years | Use of symbols to represent objects internally, especially through language |
| Concrete operations | 7--11 years | Mastery of logic and development of "rational" thinking |
| Formal operations | 11 years + | Development of abstract and hypothetical reasoning |



Piaget's Theory

Jean Piaget was a biologist and developmental psychologist who studied the cognitive development of children. His theories have been influential within the developmental psychology field, as well as in education. Piaget described four stages of cognitive development from infancy to adulthood, including elements such as language, memory, imagination, and thought. Piaget theorized that children gain specific intellectual abilities and a greater capacity for complex understanding during each stage.

Piaget's four stages of intellectual (or cognitive) development are:

Sensorimotor: Birth through ages 18-24 months.

Preoperational: Toddlerhood (18-24 months) through early childhood (age 7).

Concrete operational: Ages 7 to 12.

Formal operational: Adolescence through adulthood

Piaget acknowledged that some children may pass through the stages at different ages than the averages noted above and that some children may show characteristics of more than one stage at a given time. But he insisted that cognitive development always follows this sequence, that stages cannot be skipped, and that each stage is marked by new intellectual abilities and a more complex understanding of the world.

<http://psych.answers.com/developmental/theories-in-early-childhood-psychology>



- **Sensorimotor Stage**
 - During the early stages, infants are only aware of what is immediately in front of them.
- **Preoperational Stage**
 - During this stage, young children are able to think about things symbolically
- **Concrete Operational Stage**
 - At this time, elementary-age and preadolescent children demonstrate logical, concrete reasoning
- **Formal Operational Stage**
 - Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science.



Sensorimotor Stage

During the early stages, infants are only aware of what is immediately in front of them. They focus on what they see, what they are doing, and physical interactions with their immediate environment. Children don't yet know how things react, they're constantly experimenting with activities such as shaking or throwing things, putting things in their mouths, and learning about the world through trial and error. The later stages include goal-oriented behavior which brings about a desired result.

- At about age 7 to 9 months, infants begin to realize that an object exists even if it can no longer be seen. This important milestone -- known as object permanence -- is a sign that memory is developing.
- After infants start crawling, standing, and walking, their increased physical mobility leads to increased cognitive development. Near the end of the sensorimotor stage, infants reach another important milestone -- early language development, a sign that they are developing some symbolic abilities.

Preoperational Stage

- During this stage, young children are able to think about things symbolically. Their language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future and engage in make-believe.
- But their thinking is based on intuition and still not completely logical. They cannot yet grasp more complex concepts such as cause and effect, time, and comparison.

Concrete Operational Stage

- At this time, elementary-age and preadolescent children demonstrate logical, concrete reasoning.
- Children's thinking becomes less egocentric, and they are increasingly aware of external events. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. Children also develop operational thinking -- the ability to perform reversible mental actions.
- During this stage, however, most children still can't tackle a problem with several variables in a systematic way.

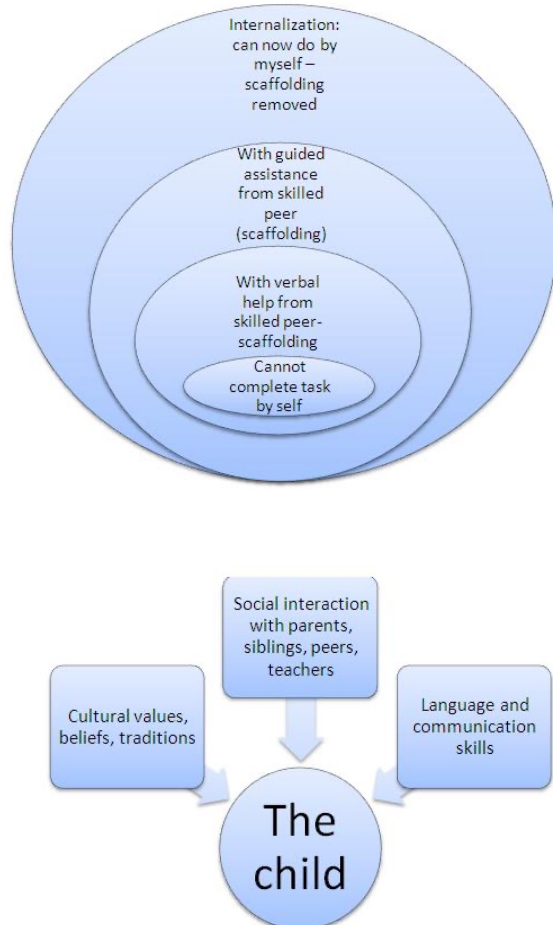
Formal Operational Stage

- Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts such as justice.
- Although Piaget believed in lifelong intellectual development, he insisted that the formal operational stage is the final stage of cognitive development, and that continued intellectual development in adults depends on the accumulation of knowledge.



Vygotsky's theory of cognitive development

► Scaffolding



Vygotsky believed children's thinking is affected by their knowledge of the social community (which is learned from either technical or psychological cultural tools). He also suggested that language is the most important tool for gaining this social knowledge; the child can be taught this from other people via language. He defined intelligence as "the capacity to learn from instruction", which emphasizes the fact there is a requirement for a more knowledgeable other person or 'teacher'. He referred to them as just that: the **More Knowledgeable Other** (MKO). MKO's can be parents, adults, teachers, coaches, experts/professionals – but also things you might not first expect, such as children, friends and computers.



Vygotsky's theory of cognitive development

► Scaffolding

Vygotsky developed a theory known as **scaffolding**. When an adult provides support for a child, they will adjust the amount of help they give depending on their progress. For example, a child learning to walk might at first have both their hands held and pulled upwards. As they learn to support their own weight, the mother might hold both their hands loosely. Then the child might just hold one hand, then eventually nothing. This progression of different levels of help is scaffolding. It draws parallels from real scaffolding for buildings; it is used as a support for construction of new material (the skill/information to be learnt) and then removed once the building is complete (the skill/information has been learned).



Development Stages

- Benchmark:
 - statements that reflect what a child should know or what s/he should be able to do at a certain age
- Milestone:
 - reflect skills that most children within a particular age group have mastered.



Developmental stages

As a child grows, you may find yourself searching for clues to his/her behavior. You may hear the words “developmental stages.” This is just another way of saying a child is moving through a certain time period in the growing-up process. At times, s/he may be fascinated with hands, feet, and mouth. Then there will be an age when independence is all s/he wants. At every stage, what s/he needs is your understanding and time.

The terms **benchmark** and **milestone** are often used interchangeably, depending on who is speaking. While they look the same on the surface, there are some technical differences between benchmarks and milestones.

Benchmarks are statements that reflect what a child should know or what s/he should be able to do at a certain age. Benchmarks are often used in the educational setting to clarify what is expected of a child at each developmental level. Because benchmarks outline the behavior or knowledge a child should be able to demonstrate, they are easy to measure and provide specific guidelines for assessment. Benchmarks typically leave little room for variations in normal child development.

Milestones, on the other hand, reflect skills that most children within a particular age group have mastered. Developmental psychologists, developmental specialists and pediatricians refer to milestones to assess whether a child is developing normally. Although there are ages associated with each milestone, these vary greatly. Normal development occurs along a continuum and does not occur at specific ages.



Part 2: The Four Stages of Development

- Social
- Emotional
- Cognitive
- Physical





The Four Stages of Development

Early childhood **emotional** development and **social** development is the key to a child's overall well-being. It is the ability to learn the difference between right and wrong, and true and false. It is also the ability to become empathetic and take into account the emotions, feelings, and needs of others. A child that has a difficult time socializing and expressing his/her emotions will face a greater challenge when trying to play and connect with peers. As a result, they can suffer from a lower self-esteem and feelings of the excluded 'outsider.'

Cognitive learning development is our ability to think, problem solve, make decisions, and make sense of the world around us. Cognitive development is divided into five main categories:

1. Information processing
2. Intelligence
3. Reasoning
4. Language development
5. Memory

Physical development in children follows a directional pattern:

- Large muscles develop before small muscles. Muscles in the body's core, legs and arms develop before those in the fingers and hands. Children learn how to perform gross (or large) motor skills such as walking before they learn to perform fine (or small) motor skills such as drawing.
- The center of the body develops before the outer regions. Muscles located at the core of the body become stronger and develop sooner than those in the feet and hands.
- Development goes from the top down, from the head to the toes. This is why babies learn to hold their heads up before they learn how to crawl.



Brain Development in the Womb

By the time a baby is born, the brain will have over 100 billion neurons.





Brain Development in the Womb

First Trimester

The brain grows at a remarkably rapid rate. By the end of the third week of gestation, the embryo has formed the three parts of the brain (the forebrain, midbrain and hindbrain). One week later, the brain begins functioning. At this point, the brain busily begins to work on the placement of all the major organs and systems. By the end of the eighth week of pregnancy, all of the major organs are in place.

Second and Third Trimester

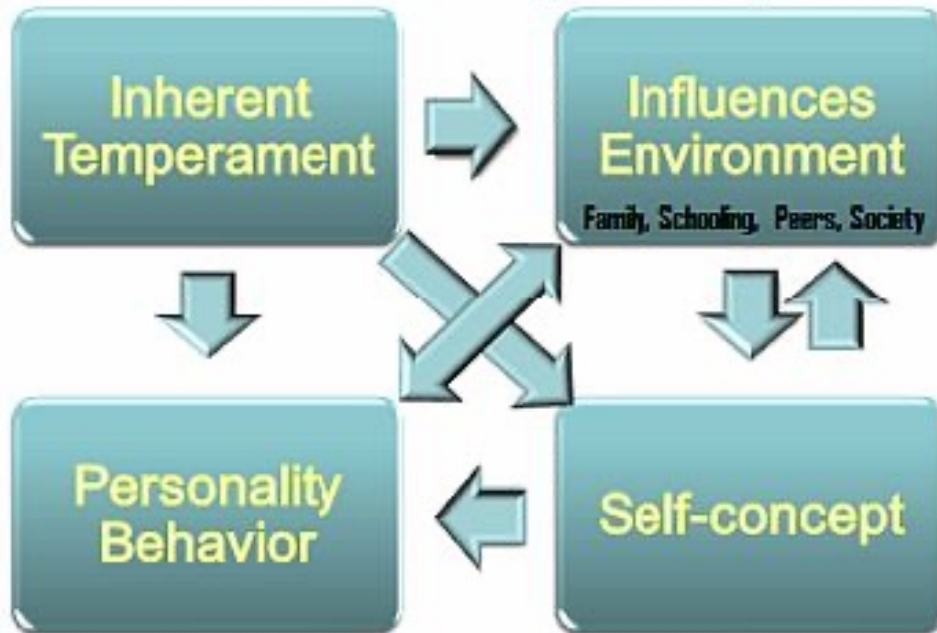
By the start of the second trimester of pregnancy, all of the major structures of the brain are in place and functioning. From this point forward, the brain and major organs continue to develop and mature. The brain connects to all parts of the body during this time, and the connections are complete by the seventh month, in a process known as synaptogenesis. The brain is also making other connections: Rapid brain and head growth occurs during the eighth month. Babies in the womb are known to be able to recognize their mother's voice at this point.

Recent brain research indicates that birth to age three are the most important years in a child's development.



Personality and Temperament

Process of Personality Development



Personality Development in Childhood





Personality and Temperament

Each child has her/his own personality and responds to caregivers or experiences differently. Just like adults, children may have outgoing, shy, or even-tempered natures. As the caregiver, you should be in tune with a child's special personality and treat this child in a positive and caring manner that agrees with his/her special personality. This is crucial to nurturing healthy emotional growth. By understanding a child's personality, you can help her/him succeed by offering care, activities, and discipline that best fit her/his needs.

Temperament has a direct effect on patterns of child behavior and evolution of personality during childhood. Depending on individual temperament children elicit different stimuli from the same environment. For example; a child with inherent "dependent nature" will find concerned parents and teachers comforting, whereas a child with high levels of energy and inherent low capability to adjust will find them intrusive and restrictive.

Understanding children's temperament and providing continuous support can help them grow into confident adults. The confidence children have that they are trusted and accepted for what they are helps them acquire a strong foundation for healthy personality development.

<http://education-portal.com/academy/lesson/human-growth-and-development-theories.html>



Part 3: Learning Styles

- Social Cognition
- Control Theory
- Multiple Intelligence
- Piaget's Developmental Theory
- Montessori Theory





Learning styles

- Children learn in many different ways. Each child has his/her own way of learning—some learn visually, others through touch, taste, and sound. Watch a group of children and you'll understand at once what this means. One child will sit and listen patiently, another cannot wait to move and count beads. Another wants you to show his/her the answer over and over. Children also learn in different ways depending on their developmental stage. One thing we know is all children love to learn new things by exploring and discovering. Children love to solve problems during play and in daily activities. In this training, we are only going to discuss a few learning styles, however, there are many you can learn about.

Social Cognition

- Lev Vygotsky hypothesized that children created schema, or knowledge constructs that incorporated various ideas associated with a particular subject. For example, when learning the concept of “bedroom”, the child might evoke his previous knowledge of his bed, house, parents and pets as a part of his previous “home” schema. However, Vygotsky was mostly concerned with how students preconceived social schemas could attain new information. This is especially important today as classrooms become more diverse and students bring social schemas to school regarding authority, family function and education that may be different than the teachers' personal experiences.



Control Theory

- In this theory, William Glasser predicted that students would not respond as well to outside reward or punishment as they would to a motivational purpose. Glasser claimed that all students were internally motivated, it was just a matter of finding out what the student needed at the time. Current behavior models such as the Positive Behavior and Intervention Support system recognizes the need of individuals to either gain pleasant internal rewards or to avoid unpleasant ones.

Multiple Intelligences

- Howard Gardner developed the theory of multiple intelligences in 1983. This theory broke learning down into specific styles or “intelligences.” The concept was that, although students could learn in almost any way, each child had a specific specialty area in which it was easier for them to learn. For example, students with musical intelligence would learn multiplication faster if they were put to music while students with a kinesthetic (movement-based) intelligence would learn faster when they were choreographed with dance. There are 8 major intelligences in Gardner’s theory including Logical-Mathematical, Musical, Bodily-Kinesthetic, Interpersonal (social learning), Intrapersonal (internal learning), Naturalistic, Spatial and Linguistic. An additional learning style for those religiously or abstractly inclined was proposed, but it was never officially included in the theory.



Piaget's Developmental Theory

Jean Piaget was able to prove that children learn different concepts at a standard rate of progress. He found as he worked that young children moved away from intuitive thoughts and towards rational, socially-accepted ones as adults. The stages of learning break down into the sensorimotor, preoperational, concrete operational and formal operational stages.

Montessori's Theory

- Montessori theory is about how children learn. The theory covers four key development planes as a child moves towards adulthood. The ages of these planes are 0-6 years, 6-12 years, 12-18 years, and 18-24 years. Each plane has a goal, and the early childhood development plane (0-6 years) is the development of the self as an individual being. The planes are considered windows of opportunity to teach a child to learn a human trait like talking. Montessori's theory is commonly used in preschools.

Timeline of a Baby's First Year

| | Newborn | 1 Month | 2 Months | 3 Months | 4 Months | 5 Months | 6 Months | 7 Months | 8 Months | 9 Months | 10 Months | 11 Months | 12 Months |
|----------------------|-----------------|--------------------|----------|------------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| | | Copies Expressions | | | | | | | | | | | |
| | | Test Ideas | | | | | | | | | | | |
| | | Remembers Things | | | | | | | | | | | |
| Knows Mom's Voice | | | | | | | | | | | | | |
| Cries to Communicate | | | | | | | | | | | | | |
| | | Imitates Sounds | | | | | | | | | | | |
| | | Begins Lip Reading | | | | | | | | | | | |
| | Coohs and Aahhs | | | | | | | | | | | | |
| | | | | Responds to "No" | | | | | | | | | |



Part 4: Each child starts life with an inherited set of nine personality traits

- 1) Activity level**
- 2) Regularity**
- 3) Sociability**
- 4) Adaptability**
- 5) Intensity**
- 6) Disposition**
- 7) Distractibility**
- 8) Persistence**
- 9) Sensitivity**





Each child starts life with an inherited set of nine personality traits

Researchers believe that each child starts life with an inherited set of nine personality traits. The specific combo he comes bundled with puts him into one of three categories: easy, slow to warm up, and challenging

1. Activity Level:

What to look for: Does the baby usually seem content to watch the world from a bouncy seat? Or does s/he turn diaper changes into wrestling matches?

How to deal: If s/he has a low activity level, you may not want to overwhelm the baby with too much physical play.

The highly active baby has a high tolerance for stimulation. The baby may reach gross-motor milestones like walking sooner than other babies. Always use the safety belt on the changing pad, and never leave the baby unattended in a bouncy seat. The baby will probably be a good sleeper, since all this action is bound to wear s/he out!

2. Regularity:

What to look for: Does the baby seem to sleep, eat, and even poop like clockwork? Or does s/he defy your every attempt to impose a routine?

How to deal: For a baby who thrives on a schedule, structure your day around the baby's habits as much as possible for now – the baby's sense of security depends on it -- and s/he'll make your life easy. When s/he gets a little bigger, s/ he'll be able to tolerate the occasional missed nap.

If s/he's unpredictable, try not to be too rigid or you'll make yourself crazy. Don't obsess about routine, but do try to keep elements of it the same day to day.



Each child starts life with an inherited set of nine personality traits

3. Sociability:

What to look for: Does the baby smile and coo at just about anyone who scoops it up, no matter how abruptly? Or does s/he seem to have been born with stranger anxiety?

How to deal: If the baby is a social butterfly, give lots of opportunities to interact with others.

Don't force a baby into unfamiliar situations. Keep the baby close until s/he signals that s/he's ready to interact -- by making cooing noises or, if s/he's older, by trying to wriggle off your lap and crawl around.

Even the friendliest baby will go through a clingy stage -- known as stranger anxiety -- somewhere around 9 months, which will gradually taper off around 18 months.

4. Adaptability:

What to look for: Does the baby typically go with the flow? Or does s/he spit new foods back at you?

How to deal: Easygoing babies are adaptable enough to tolerate changes and new people in their lives. If the baby is less flexible, go slow when introducing new things.

5. Intensity:

What to look for: Does the baby make her/his feelings known -- loudly -- with earthshaking cries? Or is s/he more liable to whimper if something is bothering her/him?

How to deal: While you're going to want to soothe the baby's every cry, don't feel guilty when you can't. This is how intense babies show their feelings.

Life may seem easier with a less intense baby, but you have to work harder to understand what the baby thinking. Pay attention (watch for scowls or signs of boredom, like looking away) and talk the baby through feelings -- "Oh, you don't like that noise!" -- so the baby knows you're there and involved.



Each child starts life with an inherited set of nine personality traits (Cont.)





6. Disposition:

What to look for: Does the baby wake up with a smile and keep it almost all day long? Or does s/he tend to start the day with a scowl, whimper, or whine?

How to deal: What's not to like with a happy baby? You can bond by having fun: singing songs, blowing raspberries at each other, and playing silly games.

Some babies frown more than grins -- it doesn't mean the baby doesn't like you. Do your best to make sure s/he isn't uncomfortable or ill, and make sure to provide plenty of smiles and affection to help the baby view the world more optimistically. As s/he gets bigger and learns to express feelings, the crying should diminish. The secret to keeping these children happy is to let them be just who they are.

7. Distractibility:

What to look for: Can you soothe the baby quickly by changing the scenery or offering a new toy? Or is it harder to calm the baby down if s/he's not getting exactly what s/he wants, when s/he wants it?

How to deal: It's a cinch to keep an easily distracted baby out of trouble or avert temper tantrums. Simply steer the baby away from the light socket and s/he'll forget about it. But keep in mind that things may also distract the baby in a negative way -- for example, a noisy room may disrupt feedings -- so when possible, keep such stimulation to a minimum.



8. Persistence:

What to look for: Is the baby the type who doesn't give up easily, whether s/he's trying to reach a toy or resist a diaper change? Or does s/he cry when s/he can't master a toy and tend to flit from activity to activity?

How to deal: Let the tenacious baby take a rattle to the changing table, or change a diaper wherever s/he's playing. Keep the baby engaged by increasing the complexity of toys -- by introducing the shape sorter when the stacking ring is no longer a challenge, for instance.

9. Sensitivity

What to look for: Does the baby fuss at the slightest provocation: too much noise, too many people, a soggy diaper, or cold crib sheets? Or is s/he seldom set off by changes in the environment or routine?

How to deal: Keep the environment soothing whenever possible for the sensitive baby: low lights, soft music, and not too many staff changes. Talk to the baby in a low voice, and avoid too much activity before naptime or s/he may have extra trouble settling down.



The Toddler's Creed

If I want it, it's mine. If I give it to you and change my mind later, it's mine. If I take it away from you, it's mine. If it's mine it will never belong to anybody else, no matter what. If we are building something together, all the pieces are mine. If it looks just like mine, it's mine.





Toddlers/Preschoolers (2-5 years)

- Walks alone
- Pulls toys behind while walking
- Carries large toy or several toys while walking
- Begins to run
- Stands on tiptoe
- Kicks a ball
- Walks up and down stairs holding on to support





Two Year Old Milestones

- Hand and Finger Skills
- Language
- Cognitive
- Social and Emotional





What to Watch For

- Cannot walk by eighteen months
- Fails to develop a mature heel-toe walking pattern after several months of walking, or walks exclusively on toes
- Does not speak at least fifteen words by eighteen months
- Does not use two-word sentences by age two
- Does not seem to know the function of common household objects (brush, telephone, bell, fork, spoon) by fifteen months
- Does not imitate actions or words by the end of this period
- Does not follow simple instructions by age two
- Cannot push a wheeled toy by age two

Developmental health watch

Because each child develops at his/her own particular pace, it's impossible to tell exactly when a toddler will perfect a given skill. The developmental milestones will give you a general idea of the changes you can expect as a child gets older, but don't be alarmed if s/he takes a slightly different course.



Three Years

- Hops and stands on one foot up to five seconds
- Goes upstairs and downstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backward with agility





Three Year Old Milestones

- Movement
- Hand and Finger Skills
- Language
- Cognitive
- Social and Emotional





What to Watch For:

- Cannot throw a ball overhand
- Cannot jump in place
- Cannot ride a tricycle
- Cannot grasp a crayon between thumb and fingers
- Cannot stack four blocks
- Still clings or cries whenever his parents leave him
- Shows no interest in interactive games
- Ignores other children
- Doesn't engage in fantasy play
- Resists dressing, sleeping, using the toilet
- Lashes out without any self-control when angry or upset
- Cannot copy a circle
- Doesn't use sentences of more than three words
- Doesn't use "me" and "you" appropriately





Four and Five Years

- Stands on one foot for ten seconds or longer
- Hops, somersaults
- Swings, climbs
- May be able to skip





Four and Five Year Old Milestones

- Hand and Finger Skills
- Language
- Cognitive
- Social and Emotional





Four and Five Year Old Milestones

Milestones in hand and finger skills

Copies triangle and other geometric patterns

Draws person with body

Prints some letters

Dresses and undresses without assistance

Uses fork, spoon, and (sometimes) a table knife

Usually cares for own toilet needs

Language milestones

Recalls part of a story

Speaks sentences of more than five words

Uses future tense

Tells longer stories

Says name and address

Cognitive milestones

Can count ten or more objects

Correctly names at least four colors

Better understands the concept of time

Knows about things used every day in the home (money, food, appliances)

Social and emotional milestones

Wants to please friends

Wants to be like her friends

More likely to agree to rules

Likes to sing, dance, and act

Shows more independence and may even visit a next-door neighbor by herself

Aware of sexuality

Able to distinguish fantasy from reality

Sometimes demanding, sometimes eagerly cooperative



What to Watch For:

Each child develops in his/her own particular manner, and it's impossible to predict exactly when or how a preschooler will perfect a given skill. The developmental milestones listed here will give you a general idea of the changes you can expect as a child gets older, but don't be alarmed if his/her development takes a slightly different course.

- Exhibits extremely fearful or timid behavior
- Exhibits extremely aggressive behavior
- Is unable to separate from parents without major protest
- Is easily distracted and unable to concentrate on any single activity for more than five minutes
- Shows little interest in playing with other children
- Refuses to respond to people in general, or responds only superficially
- Rarely uses fantasy or imitation in play



The Power of Imaginative Play

- ACTIVE, PHYSICAL PLAY

- DRAMATIC, IMAGINATIVE PLAY
- CREATIVE, EXPRESSIVE PLAY
- SOCIAL PLAY
- MENTAL PLAY

Play in early childhood education is how children learn. In many ways, a child's play *is* his/her work.

It is absolutely essential that children be given opportunities for imaginative play because reading comprehension is rooted in imagination.





A child's early years:

- Be warm, loving, and responsive
- Talk, read, and sing to children

- Establish routines and rituals
- Encourage safe explorations and play
- Use guidance as an opportunity to teach
- Recognize that each child is unique
- **Take care of yourself**



**Preschool
Teachers
ROCK!**





You play such an important part in each child's life. You are a professional who cares and watches over young children while their parents aren't available.

Because you are present during the most impressionable moments of a young person's life, it is possible that you will have a long-term effect on a child, whether it's positive or negative. You are responsible for teaching children basic life skills (such as cleaning up, hygiene, playing with other children and dressing themselves) as well as assisting with the child's education. So, you have a significant impact on how a child learns and develops into adulthood.



**Preschool
Teachers
ROCK!**





Review

1. Theories

- Erikson , Piaget and Vygotsky

2. Four Developmental Stages

- Social
- Emotional
- Cognitive
- Physical

3. Learning Styles

- Social Cognition, Control Theory, Multiple Intelligence, Piaget's Developmental Theory, Montessori Theory

4. Nine Personality Traits

- 1) Activity level
- 2) Regularity
- 3) Sociability
- 4) Adaptability
- 5) Intensity
- 6) Disposition
- 7) Distractibility
- 8) Persistence
- 9) Sensitivity





References

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