



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:
Learning & Transfer**

Child Care Training Consultants, LLC

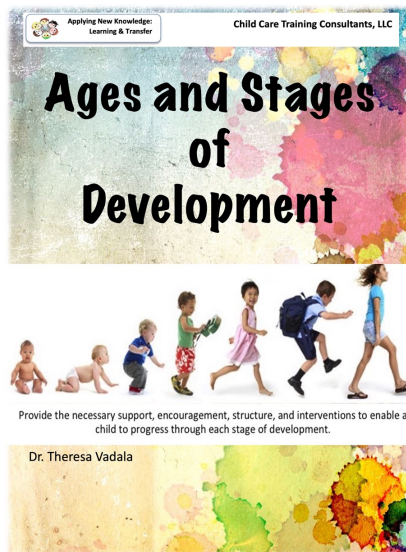
Ages and Stages of Development

by

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Child Care Training Consultants, LLC

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| <p>CKA 3: Child Growth and Development Title: WY 3.C 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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Learning Assessment

Read the material provided, take the 5-10 quiz questions and
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Participants must receive 100% on individual courses to obtain a certificate of completion.

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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.



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 different developmental stages of children birth to 6 years old
- 2) Implement skills using different learning styles
- 3) Organize center environment according to the developmental stages of the children in your care
- 4) Identify the Importance of Inclusion in the classroom
- 5) Develop a lesson plan based on learning styles and imaginative play activities

Children go through distinct periods of development as they move from infants to young adults. During each of these stages' multiple changes in the development of the brain are taking place. What occurs and approximately when these developments take place are genetically determined. However, environmental circumstances and exchanges with key individuals within that environment have significant influence on how each child benefits from each developmental event.



Agenda

- I. Theories
 - Erikson
 - Piaget
 - Vygotsky
- II. Developmental Stages
- III. Brain Development in the Womb
- IV. Personality & Temperament
- V. Learning Style Theory
 - Social Cognition
 - Control Therapy
 - Multiple
 - Intelligence, Piaget's Developmental Theory
 - Montessori Theory
 - Exercise 1.1 Learning Styles
- VI. Nine Personality Traits
- VII. Developmental Stages
 - Infant
 - Toddler
 - Preschooler
- VIII. The Power of Imaginative Play
 - Exercise 1.2 Imaginative Play Activities
 - Exercise 1.3 Lesson Plan Activities
- IX. What does Inclusion and Diversity Mean and Why does it Matter?



I. Theories

Erikson



Vygotsky



Piaget



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 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

| 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+) |

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

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. Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers. If a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable. Of course, no child is going to develop a sense of 100 percent trust or 100 percent doubt. Erikson believed that successful development was all about striking a balance between the two opposing sides. When this happens, children acquire hope, which Erikson described as an openness to experience tempered by some wariness that danger may be present.

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.

Like Freud, Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different than that of Freud's. Erikson believe that learning to control one's bodily functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection. Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

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. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative. When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

Psychosocial Stage 4 – Industry vs. Inferiority

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

Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful. Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence or a belief in our own abilities to handle the tasks set before us.



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 |

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.



Piaget's Theory Continued

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. Because they 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 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

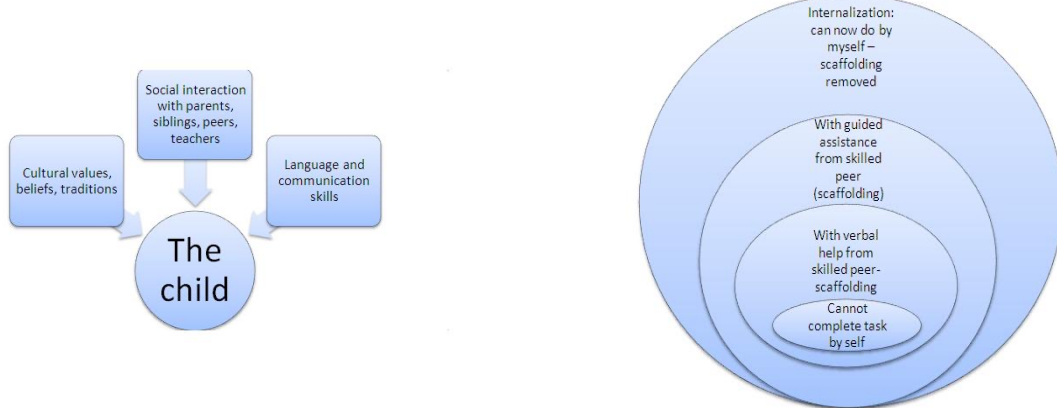
Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract 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 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 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 s/he 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).



II. 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.



The Four Stages of Development

- ◇ Social
- ◇ Emotional
- ◇ Cognitive
- ◇ Physical



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:

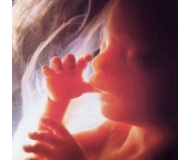
Large muscles develop before small muscles. Muscles in the body's core, legs and arms develop before those in the fingers and hands. Children learn how to perform gross (or large) motor skills such as walking before they learn to perform fine (or small) motor skills such as drawing. The center of the 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. Therefore, babies learn to hold their heads up before they learn how to crawl.



III. Brain Development in the Womb

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



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

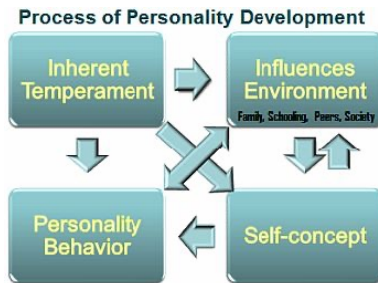
By the start of the second trimester of pregnancy, all of the major structures of the brain are in place and functioning. From this point forward, the brain and major organs continue to develop and mature. The brain connects to all parts of the body during this time, and the connections are complete 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.

When does the brain begin functioning?

When does rapid brain and head growth occur?



IV. Personality and Temperament



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>



V. Learning Styles

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



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.



V. Learning Styles (CONT)

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.



Multiple Intelligences Activities

| | | |
|---|--|---|
| <p>Musical/Rhythmic</p> <p>Sing it Create a beat Rap it Make a cheer Create a jingle Hum it Identify sounds React to sounds Listen to sounds Connect to music Write a poem</p> | <p>Verbal/Linguistic</p> <p>Read it Spell it Write it Listen to it Tell it Recall it Use "you" words Apply it Chunk information Say it Use mnemonics</p> | <p>Logical/Mathematical</p> <p>Make a pattern Chart it Sequence it Create a mnemonic Analyze it Think abstractly Think critically Use numbers Prove it Interpret the data Use the statistics</p> |
| <p>Visual/Spatial</p> <p>Mind maps Graphic organizers Video Color code Highlight Shape a word Interpret a graphic Read a chart Study illustrations Visualize it Make a chart Create a poster</p> |  | <p>Body/Kinesthetic</p> <p>Role play Walkabout Dance Lip sync Skits/charades/mimes Construction Math manipulatives Sign language Sports Activity centers Body language</p> |
| <p>Intrapersonal</p> <p>Metacognition Use self-talk Work independently Solve in your own way Understand self Journal it Rehearse it Use prior knowledge Connect it Have ownership</p> | <p>Interpersonal</p> <p>Think-Pair-Share Jigsaw Cooperative grouping Drama Debates Class meetings Role play Meeting of minds Peer counseling Tutors/buddies Giving feedback Shared Journals</p> | <p>Naturalist</p> <p>Label it Categorize it Identify it Form a hypothesis Do an experiment Adapt it Construct it Classify it Investigate it Discern patterns</p> |



Exercise 1.1 Learning Styles

According to Gardner’s theory of multiple intelligence, list activities to use in the classroom for each of the following 8 major areas of intelligence:

Logical-Mathematical

Musical

Bodily-Kinesthetic

Interpersonal (social learning)

Intrapersonal (internal learning)

Naturalistic

Spatial

Linguistic



VII. Developmental Stages 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" | | | | | | | | | | | |

Infants/Babies (0 – 2 years)

Taking care of a baby is both exciting and challenging. This is a time for developing the bonds that will last a lifetime providing the child with the inner resources to develop self-esteem and the ability to relate positively with others. Each child is unique and it is imperative that caregivers learn to understand, respect, support and encourage the unique characteristics and abilities of each child. Infants in their first month may be able to learn and remember how to do simple things like breastfeeding or bottle feeding and even improve their skills. But these are not considered conscious memories the way adults or older children experience them. Infants are born with the ability to copy basic facial expressions. When a caregiver smiles, a baby may smile back. If a sibling sticks her tongue out, a baby may copy the action and stick his/her tongue out! For the first several months, infants often communicate by crying. Some cries may sound different than others. A "pain cry" tends to start with a sudden loud wail, followed by a long pause, a large inhalation and then another wail. Some infants, around 2-4 months, begin repeating extended vowel sounds like ooh, oh, or aah sounds. Infants coo when they are awake and content. At first, cooing sounds don't seem to be directed towards anyone. By the second or third month of life, babies engage in "smile talk" and gurgle to attract attention and have conversations..



VII. Developmental Stages Timeline of a Baby's First Year

When infants are spoken to, they will often pay special attention to a person's lip movements. Even at 10 to 16 weeks, infants can match certain lip movements to the sounds they hear. Infants in their first month may be able to learn and remember how to do simple things like breastfeeding or bottle feeding and even improve their skills. But these are not considered conscious memories the way adults or older children experience them.

Infants are born active learners and like to test out ideas. Sticking out their tongues or grabbing and banging objects may actually be "tests" intended to provoke a response. Although babies don't yet understand what words mean, they may stop doing something when a parent or caregiver says "No." Even if they stop, this does not mean they understand that what they are doing is unacceptable, and so might they try the behavior again



VII. Nine Personality Traits

- ◇ 1) Activity level
- ◇ 2) Regularity
- ◇ 3) Sociability
- ◇ 4) Adaptability
- ◇ 5) Intensity



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.

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.



VII. Nine Personality Traits

- ◇ 1) Activity level
- ◇ 2) Regularity
- ◇ 3) Sociability
- ◇ 4) Adaptability
- ◇ 5) Intensity



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.

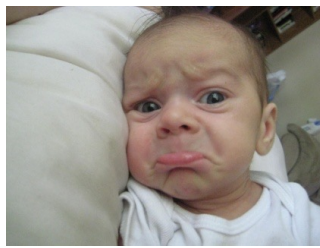
5) Intensity:

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.

- 6) Disposition
- 7) Distractibility
- 8) Persistence
- 9) Sensitivity



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.



Eighteen months through two years

During the next stage of life, the children are beginning to define themselves. Look for childcare activities that spur imagination and vocabulary. During the toddler years, children get into everything, so do your best to keep the children safe from a potential accident. Yet, realize accidents do happen even to the most careful caregivers and children.

Two years

What I'm Like: I am loving, affectionate, and responsive to others. I feel sorry or sad when others my age are upset. I may even like to please you. I don't need you so close for protection, but please don't go too far away. I may do the exact opposite of what you want. I may be rigid, not willing to wait or give in. I may even be bossy. "Me" is one of my favorite words. I may have fears, especially of sounds, separation, moving household objects, or that big dog.

What I Need: I need to continue exploring the world. I like my routines. If you have to change them, do so slowly. I need you to notice what I do well and PRAISE me. Give me two OK choices to distract me when I begin to say "No." I need you to be in control and make decisions when I'm unable to do so. I do better when you plan ahead. Be FIRM with me about the rules, but CALM when I forget or disagree. And please be patient because I am doing my best to please you, even though I may not act that way.



Toddlers/Preschoolers (2-5 years)

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



What are some of the developmental milestones a child should reach by two years of age?

A baby enters the second year and becomes a toddler, crawling vigorously, starting to walk, even talking a little. Exploring the boundaries established by your rules and her/his own physical and developmental limits will occupy much of her time for the next few years.

Toddlers/ (2 – 3 years)

When a child takes the first step on his/her own, a new phase in development begins. At this stage children are now free to roam around their world. It is a time for active exploration of their environment.

Language development takes major leaps which leads to learning the names of objects of interest, the ability to ask for things and as they discover their independent nature, yes, they develop the ability to say “NO!”.

During this developmental stage, a major challenge is developing what psychologists call emotional regulation. “Meltdowns” are common during this period, but caregivers can use the bond they have developed to help the children learn to modulate their emotional expression and begin to grasp the difficult concept of delay of gratification. While they instinctively seem to be able to say “NO” toddlers also need help in learning how to accept “No” from others.

This is also a stage of rapid physical and intellectual development preparing these children for starting school which includes interacting cooperatively with peers while at the same time being able to compete physically and intellectually. A child’s caregiver is in the position to be a coach providing just the right combination of encouragement, support and guidance. Caregivers need to help children with the mastery of basic learning skills and encourage active discussion and experimentation of new concepts and skills.



Two Year Old Milestones

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



Milestones in hand and finger skills

- Scribbles spontaneously
- Turns over container to pour out contents
- Builds tower of four blocks or more
- Might use one hand more frequently than the other

Language milestones

- Points to object or picture when it's named for him/her
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by fifteen to eighteen months)
- Uses simple phrases (by eighteen to twenty-four months)
- Uses two- to four-word sentences
- Follows simple instructions
- Repeats words overheard in conversation

Cognitive milestones

- Finds objects even when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins make-believe play

Social and emotional milestones

- Imitates behavior of others, especially adults and older children
- Increasingly aware of herself as separate from others
- Increasingly enthusiastic about company of other children
- Demonstrates increasing independence
- Begins to show defiant behavior
- Increasing episodes of separation anxiety toward midyear, then they fade



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 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



What are some of the developmental milestones a child should reach by three to four years of age?

With a child's third birthday, the "terrible twos" are officially over and the "magic years" of three and four begin—a time when a child's world will be dominated by fantasy and vivid imagination. During the next two years, s/he'll mature in many areas.

Three years

During the preschool years, children will be incredibly busy. Cutting, pasting, painting, and singing are all daily activities. Make sure child care activities include learning numbers, letters, and simple directions.

What I'm Like: Watch out! I am charged with physical energy. I do things on my own terms. My mind is a sponge. Reading and socializing are essential in getting me ready for school. I like to pretend a lot and enjoy scribbling on everything. I am full of questions, many of which are "Why?" I am becoming fairly reliable about using the potty. Playing and trying new things out are how I learn. Sometimes I like to share. I begin to listen more and begin to understand how to solve problems for myself.

What I Need: I want to know about everything and understand words, and when encouraged, I will use words instead of grabbing, crying, or pushing. Play with me, sing to me, and let's pretend!



Three-Year-Old Milestones

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



Milestones in hand and finger skills

- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy some capital letters

Language milestones

- Understands the concepts of “same” and “different”
- Has mastered some basic rules of grammar
- Speaks in sentences of five to six words
- Speaks clearly enough for strangers to understand

Tells stories

Cognitive milestones

- Correctly names some colors
- Understands the concept of counting and may know a few numbers
- Approaches problems from a single point of view
- Begins to have a clearer sense of time
- Follows three-part commands
- Recalls parts of a story



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

As each child develops in his/her own particular manner, it's impossible to tell exactly when or how s/he'll 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.



Four and Five Years

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



What are some of the developmental milestones a child should reach by four to five years of age?

Before you know it, the somewhat calm child of three becomes a ball of energy, drive, bossiness, belligerence, and generally out-of-bounds behavior. Also obvious during this time is the tremendous spurt of imaginative ideas that spring from children's minds and mouths. All of this behavior and thinking will help the youngster build a secure foundation as s/he emerges into the world of kindergarten.

Four years

What I'm Like: I'm in an active stage, running, hopping, jumping, and climbing. I love to question "Why?" and "How?" I'm interested in numbers and the world around me. I enjoy playing with my friends. I like to be creative with my drawings, and I may like my pictures to be different from everyone else's. I am proud that I am so BIG now!

What I Need: I need to explore, to try out, and to test limits. Giving me room to grow doesn't mean letting me do everything. I need reasonable limits set for my own protection and for others. Let me know clearly what is or isn't to be expected. I need to learn to give and take and play well with others. I need to be read to, talked to, and listened to. I need to be given choices and to learn things in my own way. **Label objects with real pictures, not cartoons** and describe what's happening to me so I can learn new words and things.

Five years

What I'm Like: I'm slowing a little in growth. I have good motor control, but my small muscles aren't as developed as my large muscles for jumping. My activity level is high and my play has direction. I like writing my name, drawing pictures, making projects, and going to the library. I'm more interested now in doing group activities, sharing things and my feelings. I like quiet time away from the other kids from time to time.

What I Need: I need the opportunity for plenty of active play. I need to do things for myself. I like to have choices in how I learn new things. But most of all, assurance that I'm important. I need time, patience, understanding, and genuine attention. I am learning about who I am and how I fit in with others. I need to know how I am doing in a positive way. I understand more about things and how they work, so you can give me a more detailed answer. I have a big imagination and pretend a lot.



Four- and Five-Year-Old Milestones

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



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:

- ◇ 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
-

- Because each child develops in his/her own particular manner, 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.
- Doesn't engage in a variety of activities
- Avoids or seems aloof with other children and adults
- Doesn't express a wide range of emotions
- Has trouble eating, sleeping, or using the toilet
- Can't differentiate between fantasy and reality
- Seems unusually passive
- Cannot understand two-part commands using prepositions ("Put the cup on the table"; "Get the ball under the couch.")
- Can't correctly give her first and last name
- Doesn't use plurals or past tense properly when speaking
- Doesn't talk about her daily activities and experiences
- Cannot build a tower of six to eight blocks
- Seems uncomfortable holding a crayon
- Cannot brush his/her teeth efficiently
- Cannot wash and dry his/her hands



VIII. 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.

In order for children to comprehend what they are reading, they must be able to imagine what the characters are doing, why they are doing it, and what they might do next. If children have never engaged in imaginative play, it is very difficult for them to do this.

So early childcare providers should encourage this sort of play daily. One way to do this is to refrain from buying toys which do all the action for the child. If all s/he has to do is sit and watch a toy truck, for example, there is little opportunity for him/her to use imagination to move the truck along, make the sound of its motor, or dump its load at its destination.

Sometimes it is the simple toys which foster creative and imaginative play better than their more flashy counterparts.

ACTIVE, PHYSICAL PLAY

Children are supposed to be active. They will swing, cut, saw, pound, roll, spin, and run. They will have contests and races. They will form teams and play "red rover" or jump rope alone. Children need lots of space for playing ball, but not much space to play jacks. Children enjoy dancing.

DRAMATIC, IMAGINATIVE PLAY

This kind of play is make-believe play where children can act out their wishes: "I wish I were a princess; let's pretend we're going to the moon; let's play dress-up; I'll be a firefighter."

Children can pretend they are anything - a person, animal, car, or even a banana! Children can act out stories, write a play, or have a circus.



VIII. The Power of Imaginative Play

CREATIVE, EXPRESSIVE PLAY

Children are free to create new things - pictures, designs, ways to do things. They paint, cut, sew, draw, build, twist, and write. They sing, hum, whistle, or beat a drum.

SOCIAL PLAY

Young children like to play alone, but around 3 years they will begin to play with others. Think of all the things two or more children can do together. Social play is interaction between children. Group games, races, talking to each other on toy telephones, and playing house are social activities.

MENTAL PLAY

Mental play is exploring and discovering. Words, numbers, touching, tasting, and seeing are part of mental play. Children use their minds to remember what cards have been played and plan how to win a card game. A baby learns that someone picks up what the baby drops from the highchair. It becomes a "game." Children count and read. They start collections; butterflies, stamps, insects, and coins and learn to classify them. It is fun to find a new thing to add to a collection. Children tell jokes and riddles about flowers on a nature walk and learn colors from balloons.



Exercise 1.2 The Power of Imaginative Play

List additional activities that involve imaginative play.

ACTIVE, PHYSICAL PLAY

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

DRAMATIC, IMAGINATIVE PLAY

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

CREATIVE, EXPRESSIVE PLAY

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

SOCIAL PLAY

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

MENTAL PLAY

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |



Exercise 1.3 Lesson Plan

Use the activities from exercises 1.2 and the power of imaginative play to complete the lesson plan. Incorporate the lesson plan activities in your daily activities for your students.

| | |
|----------------------------|--------------------|
| Date: _____ Teacher: _____ | |
| Topic: _____ | |
| Objective/s: | |
| Guided Center | Circle Time |
| Manipulative Center | |
| Science Center | Afternoon Activity |
| Writing Center | |
| Art Center | |
| | Closing Activity |
| Dramatic Center | |
| Construction Center | |



Overview: 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



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.

IX. What does Inclusion Mean and Why does it Matter?

Inclusion is the process by which we value all individuals, recognizing their unique attributes, qualities and ways of being. In order to ensure inclusive practice classroom environments, need to develop their ethos, policies and practices to include all learners with the aim of meeting their individual needs. Ethos is the characteristic spirit of a culture, era, or community as manifested in its beliefs and aspirations. Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.



Review

- I. Theories
 - Erikson
 - Piaget
 - Vygotsky
- II. Developmental Stages
- III. Brain Development in the Womb
- IV. Personality & Temperament
- V. Learning Style Theory
 - Social Cognition
 - Control Therapy
 - Multiple
 - Intelligence, Piaget's Developmental Theory
 - Montessori Theory
 - Exercise 1.1 Learning Styles
- VI. Nine Personality Traits
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 - Infant
 - Toddler
 - Preschooler
- VIII. The Power of Imaginative Play
 - Exercise 1.2 Imaginative Play Activities
 - Exercise 1.3 Lesson Plan Activities
- IX. What does Inclusion and Diversity Mean and Why does it Matter?



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GLOSSARY

Concrete Stage - At this time, elementary-age and preadolescent children demonstrate logical, concrete reasoning. Children thinking becomes less egocentric and they are increasingly aware of external events.

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.

Ego Strength/Quality - We all have an ego. Your ego can deal with reality and stress differently than my ego, your mother's ego, or anyone else's ego. To that extent your ego is able to do all of this, maintain emotional stability, and deal with stress is your "ego strength". In a clinical setting (when dealing with psychological disorders) we can say that ego-strength is a person's capacity to maintain his/her own identity despite psychological pain, distress, turmoil and conflict between internal forces as well as the demands of reality.

Formal 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.

Multiple Intelligence - The Theory of Multiple Intelligences states that intelligence exists in a number of sensory modalities (styles and abilities), rather than as a single ability. Originally proposed by Howard Gardner in 1983, this theory included eight "modalities" that he identified as musical - rhythmic, visual - spatial, verbal - linguistic, logical - mathematical, bodily - kinesthetic, interpersonal, intrapersonal, and naturalistic.

Social Play - Social Play is any play in which children of the same age interact with each other. The play is structured (meaning there are rules to follow) and it may incorporate elements of pretend or imagination. For example, two children playing house or a group of children playing a game of tag are both examples of social play.



GLOSSARY

Piaget's Developmental Theory - 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

Preoperational Stage - The preoperational stage is the second stage in Piaget's theory of cognitive development. This stage begins around age two as children start to talk and last until approximately age seven. During this stage, children begin to engage in symbolic play and learn to manipulate symbols.

Sensory-motor Stage - The sensorimotor stage is the first of the four stages Piaget uses to define cognitive development. Piaget designated the first two years of an infant's life as the sensorimotor stage. During this period, infants are busy discovering relationships between their bodies and the environment.

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.

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.



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