

# Child Growth and Development



## CGDR

# Icons

Several icons are used throughout this course as a visual reference.



This icon represents a new topic in the text. This is a visual cue for you to answer any questions about the previous section before moving along to the next one.



This icon is used to identify a specially designed activity that requires active class participation.



This icon is used to identify a section that is accompanied by a video.



This icon is used to identify a key point in the material.



This icon is used to identify an online resource. You will need a computer with an internet connection to view these resources.

# **Child Growth and Development**

## **Module 1: Principles of Child Growth and Development**

# Module Goal and Learning Objectives

## Goal

Participants will understand the basic principles of child growth and development and how these principles apply to children's learning.

## Learning Objectives

After successfully completing this module, you will be able to:

- Explain the difference between growth and development
- Describe each of the basic principles of child growth and development
- Provide at least one implication of a development principle as it relates to child learning



# Activity: Sharing Questions

Write at least two goals or expectations for this course.

What is one question you have about the content of this course on child growth and development?

# Basics of Child Growth

- **Growth** refers to specific body changes and increases in the child's size.
- **Development** typically refers to an increase in complexity, a change from relatively simple to more complicated.

# Principles Child Growth

- Define growth as specific **body** changes and increases in the child's size.

Similarities in growth:

- Growth proceeds from the **head** downward and from the center of the body outward.

Differences in growth:

- Differences are completely typical. Typical growth is supported by good nutrition, adequate sleep, and regular exercise.

# Principles Child Growth

- It is important to help the children in your care understand that differences in growth patterns are **typical**.
- If you detect that a child is self-conscious about her size, how would you help her work on increasing her self-acceptance?
- If you have some concern about a growth-related issue about a child, how would you approach this issue with the parent(s)?

# Key Point



Growth is defined as specific body changes and increases in the child's size, proceeding from the head downward and from the center of the body outward.

# Key Point



Development refers to an increase in complexity; a change from relatively simple to more complicated.

# Key Point



Development usually involves a progression along a continuous sequential pathway on which the child acquires more refined knowledge, behaviors, and skills.

# Key Point



The developmental sequence is basically the same for all children; however, the rate of development varies from child to child.

# Principles of Child Development

## **Principle 1 – Developmental Sequence is Similar for All**

- Children develop in relatively the same ways.
- There is a typical sequence of development that occurs as a child grows.
- While the sequence is similar, and the behaviors or skills emerge in the same order, children can take more or less time with each behavior or skill.

# Principles of Child Development

## **Principle 2 – Development Proceeds from General to Specific**

- Development progresses from a beginning point moving in a forward direction.
- Just as growth of an infant proceeds from the top down and from the center of the body to the limbs, development of behaviors and skills moves from general to specific.
- Development continues in the smaller muscles in the fingers and toes, and results in the ability of the fingers to grasp objects and the toes to help with balance when standing and walking.

# Principles of Child Development

## Principle 3 – Development is Continuous

- In children who develop typically, behaviors and skills they have already acquired become the basis for new behaviors and skills.
- Children continue to add new behaviors and skills as they perfect their abilities to walk, to write or draw, and to speak.
- The continuation of development can easily be seen in children as they mature from age two to age twelve.

# Principles of Child Development

## **Principle 4 – Development Proceeds at Different Rates**

- Each child is different and the rates at which individual children develop are different.
- Although the sequences for development are usually the same for all children, the rates at which individual children reach each stage will be different.
- Development is never uniform, but it is constant.

# Principles of Child Development

## **Principal 5 – All Areas of Development are Interrelated**

- Development in children is interrelated.
- There are several examples in Principles 1 through 4 that show how the body has to grow and develop before new behaviors and skills can occur.
- These five domains of development influences development in other areas.



# Activity: Identifying Examples of Principles

Create one example that demonstrates one of the five principles.

# Implications for Child Care Professionals

- Think about . . . .
  - What time does a child wake up in the morning?
  - What time is a child driven to their child care program?
  - What time does a parent pick their child up from the child care program?
  - What time is a child fed dinner?
  - What time is a child given a bath?
  - What time is a child put to bed?
- How much time does this child spend in interaction with a parent?
- How much opportunity does the parent get to observe the child's growing repertoire of skills?

# Key Point



Child care professionals may spot developmental issues before the parents do, which is why it is important to understand the basic child growth and development principles.

# Implications for Learning

- Why should child care professionals learn about principles of child development?
  - Care and the environment can support or hinder development.
  - The knowledgeable caregiver can support a child in learning new skills.
  - When a child is struggling with a new skill, timely intervention can help him overcome a problem and “catch back up.”
  - The knowledgeable caregiver can “detect” indicators of possible delays, and can help get the child the assistance he needs.

# Key Point



All of your interactions with a child have an effect on the child's development and learning, which means it is important to be aware of what the child is learning while in your care.

# Conclusion

You have achieved this module's learning objectives if you can:

- Explain the difference between growth and development
- Describe each of the basic principles of child growth and development
- Provide at least one implication of a developmental principle as it relates to child learning

# **Child Growth and Development**

## **Module 2: Child Development Theories**

# Module Goal and Learning Objectives

## Goal

Participants will understand the main ideas from the child development theories of Maslow, Erikson, Piaget, Vygotsky, and Montessori; and will understand the implications of these theories for children's learning.

## Learning Objectives

After successfully completing this module, you will be able to:

- Identify the theorist associated with each child development theory
- Summarize the main ideas of each child development theory
- Explain at least one implication of each child development theory as it relates to children's learning

# What is a theory?

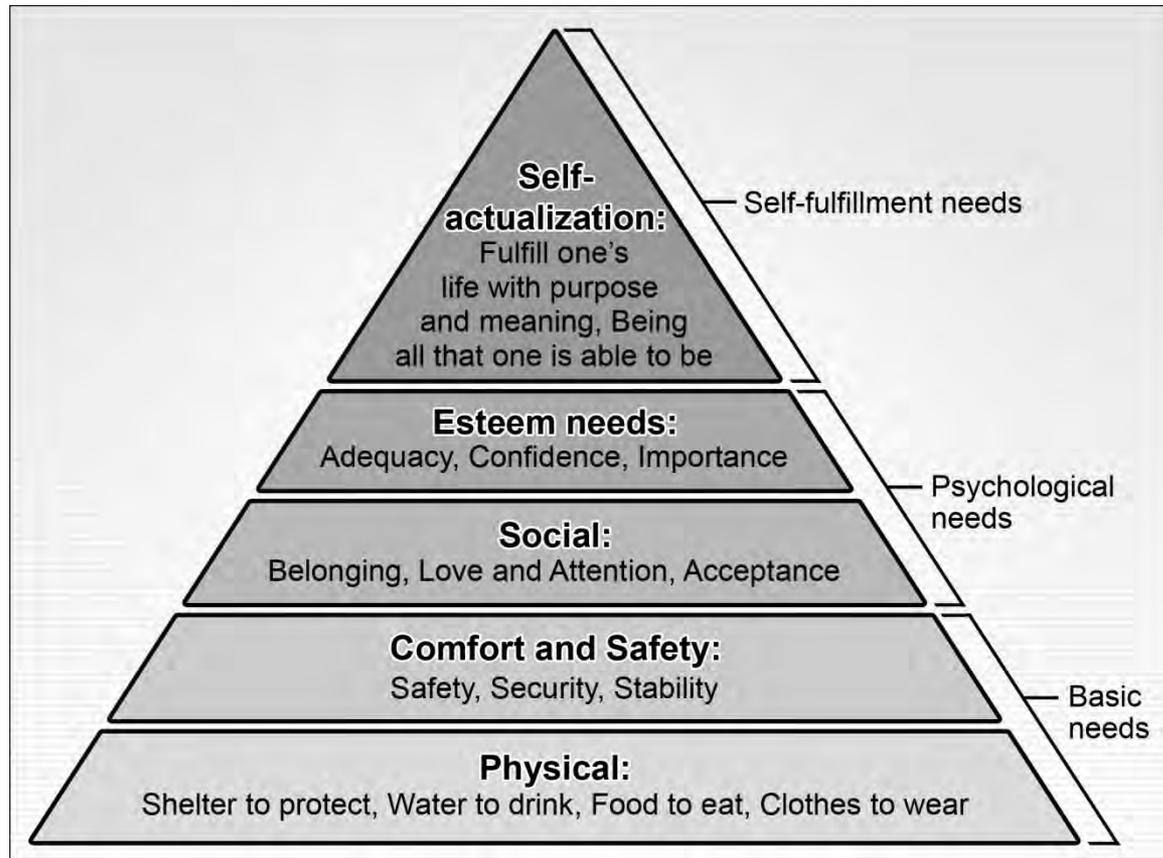
A theory is a set of facts or principles analyzed in relation to one another and used to explain phenomena.

A phenomena is a fact or behavior that can be observed.

# Abraham Maslow and the Hierarchy of Needs

- Maslow developed a hierarchy of human needs.
- Maslow's hierarchy has five levels, is pictured as a pyramid and goes from bottom (human need number 1) to top (human need number 5).
- Satisfying the needs on the second level depend on the first level needs being satisfied and ready to be built upon.

# Abraham Maslow and the Hierarchy of Needs



<http://docsiva.files.wordpress.com/2009/01/maslows-hierarchy-of-needs1.jpg>

# Abraham Maslow and the Hierarchy of Needs

| LEVEL | HUMAN NEED  | EXAMPLES   |
|-------|---|--|
| 1     | <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Air to Breathe</li> <li>• Shelter to protect</li> <li>• Water to drink</li> <li>• Food to eat</li> <li>• Clothes to wear</li> </ul> | <ul style="list-style-type: none"> <li>• Rest, Sleep</li> <li>• Food, water, formula</li> <li>• Shelter, Heat, Beds</li> <li>• Health Care</li> <li>• Employment or income</li> <li>• Clothes</li> </ul>   |
| 2     | <p><b>Comfort and Safety</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Security</li> <li>• Stability</li> </ul>  | <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Neighborhood</li> <li>• Safe relationships (not domestic violence or abuse)</li> <li>• Child care</li> </ul>  |
| 3     | <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Belonging</li> <li>• Love and Attention</li> <li>• Acceptance</li> </ul>  | <ul style="list-style-type: none"> <li>• Sense of belonging, of being connected</li> <li>• Adult-adult affiliation</li> <li>• Parent-child relationship</li> <li>• Positive relationships with extended family</li> <li>• Positive informal social support network</li> <li>• Positive formal social support network</li> </ul>                    |
| 4     | <p><b>Self-Esteem</b></p> <ul style="list-style-type: none"> <li>• Adequacy</li> <li>• Confidence</li> <li>• Importance</li> </ul>  | <ul style="list-style-type: none"> <li>• Sense of competency as parent, worker, significant other</li> <li>• Sense of efficacy, capability</li> <li>• Sense of resiliency, hopefulness</li> <li>• Ability to cope and problem solve</li> <li>• Sense of well-being (individual to family levels)</li> <li>• Opportunities for enjoyment</li> </ul> |
| 5     | <p><b>Self-Actualizing</b></p> <ul style="list-style-type: none"> <li>• Fulfill one's life with purpose and meaning</li> <li>• Being all that one is able to be</li> </ul>                          | <ul style="list-style-type: none"> <li>• Spirituality</li> <li>• Personal emotional response</li> <li>• Refinement of interpersonal skills (empathy, communication, relating)</li> <li>• Enhancement of understanding of relationships with child(ren), family, community, self</li> </ul>   |

# Abraham Maslow and the Hierarchy of Needs

- What does the hierarchy of needs mean to you as a child care professional?
  - Basic needs must be met first. When basic needs are not met, the child's self-worth suffers.
  - Neglect can occur at all levels, not just basic needs. All needs are important.
  - Child care professionals need to be aware of the family circumstances of each child in order to understand what needs are being met at home.

# Key Point



Maslow's Hierarchy of Needs includes five levels: Physical, Comfort and Safety, Social, Self-Esteem, and Self-Actualization.

# Key Point



Maslow's theory states that an individual must have their lower-level needs met before higher-level needs can be accomplished.

# Key Point



Successfully meeting the needs at each level in the hierarchy of needs results in fulfilling the purpose and meaning of one's life.

# Erik Erikson and the Eight Conflicts in Emotional Development

- Erik Erikson developed **eight** psychosocial stages through which humans develop during their lifetimes.
- Erikson describes emotional development as a series of eight stages, called **conflicts**, which must be “resolved” before proceeding to the next conflict.
- Moving successfully through these conflicts ensures that an individual becomes **socially** and **emotionally** stable.

# Erik Erikson and the Eight Conflicts in Emotional Development

PG – 15

| AGE          | CONFLICT                     | MEANING  |
|--------------|------------------------------|--|
| Infant       | Trust vs. Mistrust           | <ul style="list-style-type: none"> <li>Trust is developed over time by providing an infant with a consistent, comforting environment.</li> <li>When needs are met, trust is established.</li> <li>Trust builds an emotional foundation.</li> <li>A lack of trust can result in poor emotional stability.</li> </ul>  |
| Toddler      | Autonomy vs. Shame and Doubt | <ul style="list-style-type: none"> <li>Toddlers need to explore their own bodies and environment in order to become confident about themselves.</li> <li>When autonomy is allowed, a person can become comfortable with his/her choices.</li> <li>A lack of autonomy can result in a feeling of shame or insecurity.</li> </ul>  |
| Preschool    | Initiative vs. Guilt         | <ul style="list-style-type: none"> <li>Four- or five-year olds begin to develop an interest in exploring beyond themselves.</li> <li>Children who are not allowed to pursue their natural curiosity will be prone to feel guilt for their actions.</li> <li>When initiative is encouraged, a person experiments within one's environment.</li> <li>A lack of encouragement for initiative can result in a feeling of guilt for acting on one's natural curiosity.</li> </ul> |
| Grade School | Industry vs. Inferiority     | <ul style="list-style-type: none"> <li>Between the ages of 6 to 12, children show the ability to develop competencies. Children who are inhibited in developing these skills and abilities will experience inferiority.</li> <li>When children experience success, they attain a sense of adequacy and pride.</li> <li>A lack of industry can result in a feeling of low self-worth.</li> </ul>  |
| High School  | Identity vs. Role Confusion  | <ul style="list-style-type: none"> <li>Between the ages of 12 to 18, children are attempting to define who they are and where they are going.</li> <li>When children are given the opportunity to develop their own ideas and opinions, they can form their own identity.</li> <li>A lack of identity will lead to confusion about who they are.</li> </ul>  |
| Early Adult  | Intimacy vs. Isolation       | <ul style="list-style-type: none"> <li>Between the ages of 18 to 35, young adults are exploring the development of relationships.</li> <li>Young adults need the opportunity to develop close relationships with family, friends, and partners.</li> <li>A lack of intimate relationships can lead to individuals feeling isolated and alone.</li> </ul>   |
| Middle Adult | Generativity vs. Stagnation  | <ul style="list-style-type: none"> <li>Between the ages of 35 to 64, adults are seeking a sense of accomplishment in life through family and career.</li> <li>Adults need to see progress in their careers or success in their contributions to society.</li> <li>A lack of accomplishment often leads to feelings of resentment and regret.</li> </ul>  |
| Late Adult   | Integrity vs. Despair        | <ul style="list-style-type: none"> <li>After the age of 65, adults seek meaning in their lives.</li> <li>Adults are reflecting on their accomplishments and fulfillment in life.</li> <li>A lack of achievement may lead to despair in the final years.</li> </ul>   |

# Erik Erikson and the Eight Conflicts in Emotional Development

- What does Erikson's theory mean to a child care professional? How can you, as a child care professional, support a positive outcome in each of the first four conflicts?
  - Create a relationship with your children that is based on trust.
  - Allow your children to exercise autonomy whenever it is safe and practical.
  - Guide your children to initiate activities or portions of activities whenever it is safe and practical.
  - Promote the building of your children's creativity during activities.

# Key Point



Erikson's theory on emotional and personality development describes eight conflicts that must be resolved at stages throughout life.

# Jean Piaget and the Four Stages of Cognitive Development

- Cognitive structures are patterns of physical or mental action that inspire acts of intelligence and correspond to stages of child development.
- According to Piaget, children develop the ability to learn in four basic stages:
  - Sensorimotor: 0-2 years old
  - Preoperational: 2-7 years old
  - Concrete-Operational: 7-11 years old
  - Formal Operations: 11 years old and older

# Jean Piaget and the Four Stages of Cognitive Development

## SENSORIMOTOR STAGE



## PREOPERATIONAL STAGE



## CONCRETE OPERATIONAL STAGE



## FORMAL OPERATIONAL STAGE



# Jean Piaget and the Four Stages of Cognitive Development

- How can child care professionals use the information from Piaget's theory?
  - Knowledge of the four stages helps you understand how babies and children may perceive their environment.
  - It also helps you understand why children make thinking “mistakes.”
  - Discovery learning and supporting the developing interests of children are two primary instructional techniques that are based on Piaget's theory.
  - Adults should challenge children's abilities, but not present material that is too far beyond the children's level.
  - Children should be exposed to a wide variety of concrete experiences—such as use of manipulatives, field trips, and working in groups—to help them learn.
  - It is wise to keep in mind a child's stage of cognitive development when planning developmentally appropriate learning activities.

# Key Point



Piaget's four stages of cognitive development explain how children interact with their environment to construct knowledge.

# Key Point



Each of Piaget's stages represents a change from one type of thought or behavior to another and builds on the stage before.

# Lev Vygotsky and the Theory of Cognitive Development

- Lev Vygotsky developed the social development theory of learning.
- As the child learns, the responsibility is gradually transferred to him/her. This is an instructional technique called scaffolding.
- A child can perform a task under adult guidance, or with peer collaboration, that he/she could not achieve alone. Vygotsky called this the Zone of Proximal Development and claimed that learning occurred in this zone.

# Lev Vygotsky and the Theory of Cognitive Development

How can child care professionals use the information from Vygotsky's theory?

- Caregivers can develop learning environments where children play an active role in their own education, as well as the education of their peers. The adult collaborates with children in order to create meaning in ways that children can make their own.
- The environment is set up so children can work together in collaborative groups in a community of learners. Likewise, the learning materials have to support and encourage interaction and collaboration among children.
- Scaffolding and reciprocal teaching are teaching strategies that access the Zone of Proximal Development, the area where Vygotsky says learning takes place.

# Lev Vygotsky and the Theory of Cognitive Development

How can child care professionals use the information from Vygotsky's theory?

- When using scaffolding, the adult provides children with the opportunity to extend their current skills and knowledge.
- Reciprocal teaching encourages a conversation between children and the adult. This conversation leads to children going beyond answering questions. It leads to the adult and children taking turns leading small group discussions. Reciprocal teaching is best understood as a dialogue between the child care professional and the child, in which participants take turns taking on the role of the teacher.
- Caregivers should foster communication so the group talks their way through the learning material with frequent stops to ensure understanding.

# Lev Vygotsky and the Theory of Cognitive Development

- Vygotsky's process has four main strategies for success. They are:
  - Generating a question for understanding
  - Clarifying that they are understanding what they are reading
  - Stopping to predict from clues what they think will happen in the learning material
  - Summarizing what they have learned

# Key Point



Vygotsky's sociocultural theory of cognitive development focuses on the connections between people and the culture in which they interact.

# **Maria Montessori and Child-Centered Learning Environments**

- Maria Montessori believed that children should be able to work independently in a clean, beautiful, and organized environment filled with child-sized materials, and caregivers who help children understand order and responsibility.

# Maria Montessori and Child-Centered Learning Environments

- How can you implement the theories of Montessori in your child care environment?
  - Create an environment that is full of beauty and order.
  - Provide child-sized furniture and materials.
  - Allow children to access the materials they need, and help them learn to return those materials to where they belong when they are finished.
  - Provide opportunities for sensory experiences.

# Key Point



Maria Montessori's theory focuses on the child's independence in order to engage them in a developmentally appropriate learning environment so they can advance their developmental skills.

# Attachment Theories and the Importance of Quality Infant Care

- As a caregiver, you serve a critical role in the development of young children that can impact all stages of life, including stages that progress into adulthood.
- John Bowlby's research indicated that infants and young children need attentive, responsive adults in order to develop into well-adjusted individuals through the following stages of their lives, including adulthood.
- Failure to provide these experiences for children may lead to mental health problems later in life. As a caregiver, it is one of your most important responsibilities to ensure that all children in care feel loved and attended to.

# Key Point



Children who are able to form close relationships with adults during their early years develop a good sense of self-esteem and have a smaller chance of developing mental health problems later in life.

# Conclusion

You have achieved this module's learning objectives if you can:

- Identify the theorist associated with each child development theory
- Summarize the main ideas of each child development theory
- Explain at least one implication of each child development theory as it relates to children's learning

# **Child Growth and Development**

## **Module 3: Influences Affecting Child Development**

# Module Goal and Learning Objectives

## Goal

Participants will recognize the roles of heredity, health, wellness, developmental obstacles, and the importance of routines and their effects on a child's growth and development.

## Learning Objectives

After successfully completing this module, you will be able to:

- Describe characteristics that influence child growth and development
- Explain how child care professionals can support children with developmental disabilities

# Key Point



Being knowledgeable about typical child development, as well as the factors that affect development, allows you to tailor the activities and expectations for the children in your care.



# Activity: Remembering a Favorite Book

One of the most influential experiences in childhood is books. Learning to love to read sets the stage for lifetime learning.

Think about a book that you loved when you were a child.

Take a moment to write down the title of the book and what you enjoyed about it.

# Brain Development

- There are approximately 100 billion brain cells at birth, but there is minimal “wiring” between them.
- Synaptic connections are being formed throughout the brain during life.
- Messages between synapses are sent electrochemically.
- Stimulation and experience determine what synaptic connections are initially formed.

# Brain Development

- The saying “use it or lose it” applies to brain development.
- There are times in a child’s growth that are referred to as “developmental windows.”
- These periods of time are tied to brain development and readiness for learning that will directly affect the achievement of developmental milestones.
- There is a lot going on in the brain between birth and age three.

# Brain Gym

- [Brain Buttons](#)
- [Cross Crawl](#)
- [Hook-Up](#)
- Drink Water

# Key Point



Using physical activities, such as Brain Gym, helps stimulate the brain to ensure it is alert and receptive to absorbing new information and concepts.

# **Heredity Impacts on Child Development**

- Heredity is the passing down of genetic characteristics from parents to their children.
- Hereditary factors can help or hinder a child's development. Hereditary factors may place certain limitations on a child, but they may also provide great capabilities.
- Temperament is a prevailing or dominant quality that characterizes a person, such as emotional or fussy.
- Personality is the totality of a person's attitudes, interests, behavioral patterns, emotional responses, social roles, and individual traits that endure over a long time.

# Key Point



Heredity is the blend of physical and temperamental characteristics inherited by a child from the birth parents, which affect their personality and may have positive or negative influences on a child.

# Heredity, Environment, and Child Development

- What types of activities and interactions with children have an effect on their development and learning?
  - How you diaper, feed, and put them to sleep
  - The way you greet children and the way you comfort them
  - The amount of space the child has to play in, and the ambient lighting
  - The songs you sing
  - The toys you provide
  - The meals you serve
  - Your attitude and cheerfulness

# Key Point



Everything you do in the child care setting has an effect on the children's development and learning.



# Activity: It Starts At Home

Create a list of ways that you can continue to make a positive impact on children by nurturing their development and being a positive environmental influence on them.

Be sure to implement these activities and behaviors, which nurture the positive developmental growth of children in care on a daily basis.

# Health and Wellness

## Factors: Nutrition

- As a caregiver, this means ensuring that children are being fed ample amounts of nutritious foods and snacks while in care, and also ensuring that they are drinking plenty of water.
  - Child care facilities must have a food and nutrition policy.
  - Talk to parents about their child's food preferences and any food allergies they may have.
  - Create a weekly menu and share it with parents to keep them informed about the foods and snacks being served.
  - Informing parents daily about the foods and snacks their child ate helps them meet their child's nutritional needs with the meals served at home.

# Health and Wellness

## Factors: Physical Activity

- Children, like adults, need sufficient physical activity to ensure that they are strong, healthy, and happy
  - Be sure to allow plenty of time in the daily schedule for indoor and outdoor physical activities.
  - Ensure an appropriate environment is available that can accommodate physical play and activities.
  - Provide materials that facilitate physical activities, such as sports balls, jump ropes, and playground equipment.
  - Encourage children to engage in physical games with each other; for example, leap frog, catch, and tag.
  - Always maintain close supervision of children at play to ensure safety and prevent injuries.

# Health and Wellness Factors: Daily Physical Routines

- Having a daily routine that includes physical activities is a great way to plan time for children to engage in physical play and get the exercise they need.
- Including opportunities for indoor and outdoor physical play helps children remain focused during quiet learning activities.
- This predictability in the daily schedule also helps children to stay focused during quieter activities, such as story time and art activities, because they know when they will be given the opportunity to play.

# Key Point



Maintaining a healthy body through proper nutrition and exercise is essential for children's most favorable growth and development.

# Effect of Health Status on Growth and Development

- Problems such as these can inhibit the growth and development of an otherwise typically developing child. This can result in either physical inabilities, developmental delays in typical progress, or both.
- Learning to overcome these obstacles is a life-long challenge for some children, and as a caregiver, you are in a unique position to help them develop the attitude and skills required to overcome or adapt to these types of challenges.
- Health status has a critical influence on the growth and development of a child beginning in the pre-natal period.

# Key Point



Health status is one of the largest contributing factors that affect a child's ability to grow and develop at a typical rate.

# Childhood Obesity

- Childhood obesity is a growing concern for parents and caregivers, as it can lead to a variety of health problems later in life.
- Helping children to establish healthy eating habits and exercise routines allows children to more easily maintain healthy lifestyle trends throughout adulthood.
- There are several practices you can use to assist overweight children.

# Key Point



Childhood obesity is a growing epidemic that leads to a variety of serious health complications.



# Activity: Influences on Ideal Growth in Children

1. Plenty of time in the daily schedule for indoor and outdoor physical activities
2. Materials that facilitate physical activities, such as sports balls, jump ropes, and playground equipment
3. Using a daily routine that encourages children to engage in physical play
4. Maintaining a healthy body through proper nutrition and exercise
5. Nap periods that are short and insufficient



# Activity: Influences on Ideal Growth in Children

6. Health effects, such as illnesses, accidents, injuries, and diseases
7. Eating plenty of calories and limiting daily physical activities
8. Overexposure to quiet activities, such as television programming, video games, movies, and computers
9. Sharing information with parents about healthy nutritional practices and the importance of daily physical exercise
10. Overexposure to candy, soda, and fast food

# Social Influence on Child Development

- Social interactions form the basis of our need for belonging, acceptance, and self-esteem.
- As a caregiver, it is one of your responsibilities to ensure that children are provided with opportunities for social interaction and growth.

# Key Point



Experiencing positive social interactions with both adults and peers establishes the foundation for feelings of acceptance, belonging, and self-esteem.

# Social Influence on Child Development

- Children with disabilities may sometimes have an increased difficulty engaging in social interactions with their peers.
- Be sure to remain aware of opportunities to encourage children with disabilities to be involved in activities and interactions with their peers whenever possible.



# Activity: Promoting Social Development in Children

Think about how you would respond to the scenario you were given.

# Developmental Obstacles and Child Development

- As a child care provider, you should always be on the lookout for signs of developmental delays and be aware of appropriate methods of dealing with children experiencing developmental delays.
- Child caregivers are in a unique position to use their knowledge about the principles of child growth and development to spot a child who is not yet showing the skills and behaviors that are typical of a certain age range. If a child is developmentally delayed, it is important to continue to help the child develop as much as possible in the area in which they are delayed.

# Key Point



The typical skills and behaviors for children of a certain age range may not be possible for some children who are developmentally delayed.

# Developmental Obstacles and Child Development

- Developmental obstacles vary widely but all affect development.
- Other external influences can also affect development.
- A child's family can have an impact on their health status in a variety of ways.

# Developmental Disabilities

- A **developmental** disability is a chronic condition that is diagnosed in childhood and substantially limits major life activities in adulthood.
- A developmental delay occurs when a child acquires skills and/or learns at a slower pace than typical children the same age.
- Appropriate support in the first three years of life is called **early** intervention; and the sooner intervention services begin, the better.

# Developmental Disabilities

- What should a child care professional do if they suspect a child has an undiagnosed developmental disability?
  - A child care professional's role in the intervention process is to recognize the signs of the most prevalent developmental disabilities; ensure families are aware of intervention services; and provide individualized, compassionate, and developmentally appropriate care at the child care program.
- It is important to remember that child care professionals should never try to diagnose children or attempt to treat or remedy a developmental disability on their own.

# Developmental Disabilities

- There are two developmental disabilities that you should be sure to remain knowledgeable about:
  - Autism spectrum disorder
  - Down syndrome

# Inclusive Child Care Programs

- When child care programs fully support children with developmental disabilities, they are said to be inclusive.
- The Americans with Disabilities Act, or **ADA**, is a federal law that “prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life”.
- Another federal law that you should be familiar with is the Individuals with Disabilities Education Act, also known as **IDEA**.

# Key Point



Children with disabilities are legally entitled to equal access to community-based child care settings.



# Activity: Addressing the Special Needs of Children

1. A child who is physically-challenged/A child who wears leg braces
2. A child who is socially-challenged/A child who has autism
3. A child who is shy or emotionally-challenged
4. A child who is gifted
5. A child who is mentally-challenged

# Accommodating Children with Special Needs

- What are some questions child care professionals need to ask themselves, or the family regarding the child with special needs?
  - What information can you share about the disability?
  - What accommodations do you make at home?
  - What are your biggest worries, as a parent?
  - What specialized equipment or devices will we need to accommodate?

# Key Point



Overcoming or reducing the effect of developmental obstacles requires teamwork between the child, parents, and the child care professional.

# Prevention, Redirection, and Positive Reinforcement

- **Prevention** is a strategy that stops challenging behaviors before they begin, and it is the primary method child care professionals use to encourage children to discard these behaviors.
- **Redirection** is a strategy that is used to guide children's behavior by recognizing challenging behavior at its earliest stages and taking steps to stop it from escalating.
- **Positive reinforcement** is a strategy in which desired behaviors are rewarded so that the child is encouraged to repeat them.



# Activity: Meet the Children

Review each of the following scenarios and think about their age and the factors that may be influencing the child's behaviors, such as environment, temperament, health, or special needs.

# Importance of Routines

- A routine is a predictable sequence of steps or activities that are performed to complete a task.
- All children need routines that are safe and predictable.
- Establishing a predictable schedule and a familiar set of routines helps children feel a sense of:
  - **Security** and self-esteem (“My needs will be met.” “I am worthy of this person’s attention.”)
  - **Time** and space (“Toys go here.” “This is when we have a snack.”)
  - **Independence** and competence (“I can do this by myself.”)

# Key Point



A routine is a predictable sequence of steps or activities that are performed to complete a task.

# Key Point



A routine should be based on children's developmental level and skills and help them feel secure and comfortable by letting them know what to expect.

# Feeding Routines

- Infants
- Young Toddlers
- Older Toddlers
- Preschoolers

# Toileting Routines

- Older Toddlers
- Readiness Signals
  - Able to help dress and undress self (as long as the process does not involve complicated unbuttoning or untying)
  - Able to understand and follow simple directions
  - Takes pride in accomplishments
  - Has bowel movements at regular times every day
  - Able to remain dry for about two hours at a time
  - Aware of the process of elimination
  - Has a name for urine and bowel movement

# Dressing Routines

- Young Infants
- Young Toddlers
- Older Toddlers
- Preschoolers

# Key Point



Knowledge of developmental stages and influences on a child is crucial in making your decisions as a child care professional.

# Conclusion

You have achieved this module's learning objectives if you can:

- Describe characteristics that influence child growth and development
- Explain how child care professionals can support children with developmental disabilities

# **Child Growth and Development**

## **Module 4: Developmental Domains**

# Module Goal and Learning Objectives

## Goal

Participants will understand the typical growth, behavior, or skill expectancies in each developmental domain.

## Learning Objectives

After successfully completing this module, you will be able to:

- Summarize the developmental domains
- Categorize age ranges and the typical growth, behavior, or skill expectancies in the developmental domains

# Developmental Domains

As you watch Audrey, Bianca, and Luke put puzzles together, you notice them using the skills you have taught them, such as looking carefully at the picture, pointing out curved and straight edges of the pieces, tracing shapes and edges with their fingers, and looking for corners. You also notice a few additional things:

- Audrey is working on a ten-piece puzzle and is turning puzzle pieces several ways to find the right fit.
- Bianca is attempting a twenty-five-piece puzzle with great success.
- Luke can put a wooden puzzle together when the shape fits in the corresponding cutout, especially if each piece has little handles.
- All three children are busy and happy as they complete their puzzles.
- It is obvious that each child is functioning at a different level in their skills at solving these puzzles.

Are any of the children developmentally delayed? Could any of the children be advanced? Are they all on target with the typical motor skills of three year olds?

# Key Point



A child care professional who is knowledgeable about typical behaviors and abilities of children can support learning new skills and detect problems.

# Age Ranges

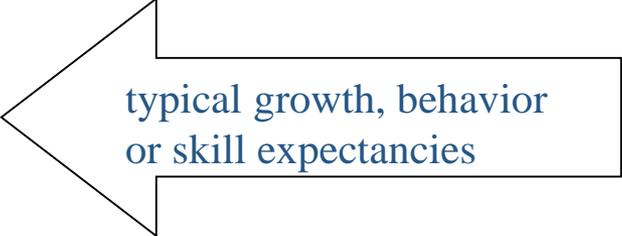
- **Development** is uneven, as children do not progress in all skills at the same time; a child grows and learns as a whole, not in pieces.
- We cannot really compare children and know exactly how they will mature. Each child is unique.
- The age ranges in the charts we will study are as follows:
  - Birth to 8 Months
  - 8 to 18 Months
  - 18 to 24 Months
  - 24 to 36 Months
  - 3-Year-Olds
  - 4-Year-Olds
  - 5-Year-Olds
  - School Age (6 through 12 Years Old)

# Domains

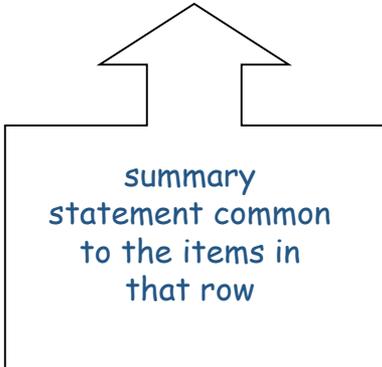
- The **Physical Development** Domain refers to typical growth patterns, changes in weight and height, general health and safety, visual perception, and hearing.
- The **Social and Emotional Development** Domain is a broad area that focuses on self-esteem, how children feel about themselves, and their relationships with others.
- The **Approaches to Learning** Domain refers to a child's eagerness to learn.
- The **Language and Communication** Domain refers to the child's ability to communicate with others.
- The **Cognitive Development and General Knowledge** Domain refers to a child's intellectual or mental abilities.

# Understanding the Developmental Domain Charts

| <b>Characteristic</b>                                       | <i>Birth to 8 months</i>   |
|---|--|
| Shows characteristics of appropriate health and development | <ul style="list-style-type: none"><li>• Sitting with support</li><li>• Rolling over back to front</li><li>• Teething</li></ul> |



typical growth, behavior or skill expectancies



summary statement common to the items in that row

Remember, it is the **sequence** of growth and development, not the age that is the important factor in evaluating a child's progress.

# Understanding the Developmental Domain Charts

- Why might you see the same expectancy in more than one age group? For example, “staying awake except during rest periods” is found under ages three to school age.
  - The ability is important at any age; loss of the ability can indicate a problem; it is an ability that can get more defined, or be performed independently, as the child ages.

# Key Point



Knowing the typical growth, behavior, and skill expectancies of children across their age range is paramount for caregivers when designing an appropriate learning environment, creating curriculum and learning strategies, and assisting parents in evaluating children's progress.

# The Physical Development Domain

- The first year of a child's life involves some of the most rapid changes that will take place during their lifetime. For example:
  - **Reflexes** control most of a newborn child's movements, while an eight-month-old may already be pulling up on furniture and taking his/her first deliberate steps.
- Motor development is a large and important part of the Physical Development Domain. It refers to a child's ability to move around and control various body parts.

# Key Point



The Physical Development Domain refers to a child's physical health and development.

# The Physical Development Domain

## Infants and Toddlers

- You can see that children change a great deal during the first few years of life.
- In order for a child care professional to be completely effective, you must understand where the child is developmentally and be able to respond to that level.

# The Physical Development Domain

## Preschoolers and School-Agers

- Preschool children can do many things independently.
- School-Age children continue to act more independently each year.
- As a child care professional, you should choose activities that train children to improve their physical development and motor skills. The more practice a child gets in a typical growth, behavior, or skill expectancy; the more refined and precise the child can become in his/her performance of that skill.
- Can you find other examples of maturing skills using objects that cross over at least two age ranges?

# Key Point



As children progress, it is important to choose activities that foster their physical growth and promote independence.

# Fine and Gross Motor Development

- **Gross** motor skills involve the development of large muscles, such as those found in the arms and legs. Gross motor skills include running, throwing, jumping, and climbing.
- **Fine** motor skills involve the development of small muscles, such as those found in the fingers, lips, and toes. Fine motor skills include grasping, writing, and eating.

# Key Point



Motor development is an important part of the Physical Development Domain.

# Key Point



The Physical Development Domain involves all aspects of a child's body, including their overall health, fine and gross motor skills, vision, and hearing.

# Key Point



The Social and Emotional Development Domain refers to how children feel about themselves and their relationships with others.

# The Social and Emotional Development Domain

## Infants

- Infants come into the world ready for relationships.
- When children are born, they begin assuming responsibility for more and more of their bodily needs.
- During the first three to four months, infants demonstrate a strong preference for parents and primary caregivers.
- Around this time, infants learn to understand the emotions of others.

# Key Point



It is important to exhibit desirable attitudes and emotions while caring for newborns and infants, since they learn how to react from the adults they trust.

# The Social and Emotional Development Domain

## Toddlers

- As children progress into the toddler years, their social and emotional needs will also develop into a more complex set of expectations for parents and caregivers.
- Between 12 and 18 months, you can expect toddlers to show affection and warmth to their parents, caregivers, and others who are familiar to them.
- From 18 to 24 months toddlers begin to wander away from a caregiver voluntarily.

# The Social and Emotional Development Domain

## Preschoolers

- During the preschool years, children begin to exhibit the early signs of a developing personality.
- Three-year-olds:
  - Engage in solitary and parallel play, as well as begin to engage in associative play
  - Enjoy being praised for accomplishments and positive behaviors
  - Begin to talk about how they feel, or the emotions they are experiencing
  - Are generally happy, and enjoy being silly and making others laugh
  - Show fear, understand danger, and cry easily

# The Social and Emotional Development Domain

## Preschoolers

- Four-year-olds:
  - Show increasing responsibility in cleaning up and following rules
  - Engage mostly in associative play, but are beginning to learn patience, take turns, and engage in group play
  - Begin to talk through problems and express their emotions through words, rather than through anger or outbursts
  - Begin to understand their gender and typical traits associated with gender roles

# The Social and Emotional Development Domain

## Preschoolers

- Five-year-olds:
  - Begin to engage in more complicated play activities, including taking turns, sharing, and playing games with rules while following those rules
  - Are becoming daring and like to try new activities and experiences, accomplish things on their own, and choose their own activities
  - Are sensitive to and care about others' feelings
  - Show special affection to their family, including siblings, and enjoy talking about family members

# The Social and Emotional Development Domain

## School-Agers

- During the school-age years, children are making great leaps in their social and emotional development.
- Six-year-olds:
  - Are beginning to make a lot of friendships, and also end some friendships
  - Gain a sense of security through following rules and remind others to follow the rules
  - Prefer to interact with members of the same sex
  - Begin to understand the perspective of others in their environment
  - Become less egocentric
  - Transition from associative play to more advanced play

# The Social and Emotional Development Domain

## School-Agers

- Seven-year-olds:
  - Enjoy more organized play activities, such as board games and card games
  - Begin to disagree with peers
  - Work together with peers more and more often
  - Are willing to play by the rules in order to be accepted in a group

# The Social and Emotional Development Domain

## School-Agers

- Eight-year-olds:
  - Prefer being part of a group or team, rather than engaging in solitary play
  - Experience both positive and negative peer pressure
  - Manage their feelings, whether they are winning at a game or not
  - Become more and more independent and enjoy trying new things
  - Begin to worry about things and experience anxiety

# The Social and Emotional Development Domain

## Forming Friendships

- It is during the preschool years that children begin to form true relationships with peers.
- Rather than exposing a child to a large group of peers, parents or caregivers can introduce one friend at a time.
- Children for whom English is a second language may need a buddy to help them transition into a larger peer group.
- Children with special needs may profit from the same buddy system as they become accepted by their peers.

# The Social and Emotional Development Domain

## Forming Friendships

- Children are not born knowing how to form friendships, nor do they come into this world understanding the rules their society has established.
- Learning to handle disputes and resolve conflicts are important skills for children to learn.
- Learning to get along with others and develop friendships are good indicators of a child's healthy development.

# The Social and Emotional Development Domain

Mrs. Nguyen has just moved into your community from California and enrolled her four-year-old daughter in your child care program and her eight-year-old in your after-school program. She is concerned about making sure that they quickly make friends in the neighborhood.

How would you ensure that her children have plenty of opportunities to develop new friendships with the other children in care?

# Key Point



Because social and emotional development is linked with cognitive development, it is extremely important that children are given every opportunity to establish healthy relationships with both adults and peers.

# Supporting Social and Emotional Development

- To strengthen feelings of attachment and help the infant build a close, trusting relationship with his/her caregiver, it is important to:
  - Recognize the need for a primary caregiver for each child.
  - Move in quickly to comfort the infant when he/she is distressed. You can rock, sing, or walk with him/her to soothe.
  - Be attentive to the infant's signals and cues and respond quickly to his/her need for food and comfort.
- Separation can be a very emotional time for both children and parents.
- Throughout the day, there are many opportunities for baby and caregiver to be intimate and get better acquainted.
- Children are known for their developing independence and sense of self.

# Key Point



In addition to ensuring their physical safety, supporting children's social and emotional development is one of the most important tasks you have, as a child care provider.

# Identifying Facial Expressions

Can you think of any other ways you could use this emotion face chart with the children?

- Ask the children to show these emotions on their faces, one at a time.
- Ask, “What does your face do when you are mad or tired or ...?”
- Ask, “What does your mother say when your face looks like....?”
- You could also take pictures of a child showing the different emotions. Then, make a poster for each child so they can use the chart to help them identify their feelings.

| <i>Lonely</i>   | <i>Angry</i>  | <i>Excited</i>  | <i>Sad</i>  |
|---|---|---|---|
|    |    |    |    |
| <i>Sleepy</i>   | <i>Hurting</i>  | <i>Hungry</i>   | <i>Bored</i>  |
|  |  |  |  |

# Key Point



The Social and Emotional Domain is important because it builds the foundation for how individuals will regulate their emotions and build emotions for their entire life.

# Key Point



The Approaches to Learning Domain refers to how children approach learning experiences.

# The Approaches to Learning Domain

## Infants and Toddlers

- When you place a toy about three feet in front of an eight-month-old and call their attention to it, what might they do?
  - The child might roll or crawl toward the toy.
- You can use a toy or other items in the learning environment to stimulate the child's curiosity by sitting with the toy and calling to the child, or by choosing a toy that makes noise or lights up.
- When an infant or toddler has an attachment to an adult, they tend to respond to the adult's actions by imitating them.

# The Approaches to Learning Domain

## Preschoolers

- Children need to:
  - Observe and investigate (**eagerness** and **curiosity**)
  - Record and represent (**persistence**)
  - Explain and draw conclusions (**creativity** and **inventiveness**)
- Preschoolers, ages three to five are full of questions.
- How can you encourage children to stay focused on a task for increasing periods of time?
  - Set a timer for the activity. Make sure it is an appropriate amount of time for the age range of the children. Encourage children to work until the timer goes off, and praise their persistence and determination.

# The Approaches to Learning Domain

## School-Agers

- As children reach the age of six and enter school, they are becoming excited about learning, making new friends, and engaging in new experiences.
- Six-year-olds:
  - Are learning to read and experiencing emergent literacy as they recognize and learn to write symbols and letters
  - Enjoy and learn from sensory experiences, such as building blocks, art supplies, puzzles, and musical instruments
  - Need to have hands-on learning experiences so they can learn through trial and error, and enjoy the rewards of experiencing success and accomplishment
  - Show increasing attention spans, and can concentrate for longer periods of time without becoming distracted

# The Approaches to Learning Domain

## School-Agers

- Seven-year-olds:
  - Are becoming aware of themselves as individuals
  - Are developing concepts of space and time in logical and practical ways
  - Are gaining a better concept of cause and effect (“If I do this, then this will happen...”)
  - Can tell time and make plans in advance

# The Approaches to Learning Domain

## School-Agers

- Eight-year-olds:
  - Enjoy collecting and organizing items, such as toys or baseball cards, and putting them on display; they also enjoy comparing and trading these items with peers
  - Collect and save money for future purchases, and are willing to perform tasks or jobs for payment
  - Like to work independently and delight in achieving success
  - Willingly accept challenges and responsibilities, and enjoy being rewarded for their work

# Implications for the Approaches to Learning Domain

- Approaches to learning requires child care professionals to be alert to **opportunities** to encourage and praise children who are demonstrating persistence, intellectual curiosity, and creativity.
- The habits and attitudes in this domain are not learned only through formal instructions, but are **encouraged** in children by being around people who exhibit them.

# Implications for the Approaches to Learning Domain

- As the child care professional, you need to acknowledge a child when you see them completing a task or being **persistent** in their dedication to solving a problem.
- You can help support eagerness, curiosity, persistence, problem solving, and creativity with effective **modeling** by adults; also by giving praise to children when they exhibit use of these habits and attitudes.

# Key Point



The Approaches to Learning Domain involves a child's eagerness to learn and includes curiosity, persistence, creative problem solving, and the ability to create and complete long-term projects.

# Key Point



The Language and Communication Domain refers to the ability to communicate.

# Vision and Hearing in Infancy

## Vision in Infancy

- At birth, infants do not see as well as adults.
- Young infants are able to see at a distance of approximately eight to fifteen inches.
- Young babies like looking at the human face and find it very interesting.
- Infants have some difficulty focusing their eyes on things beyond fifteen inches.

# Vision and Hearing in Infancy

## Hearing in Infancy

- Babies are born with the ability to hear.
- Long before a baby is born, he/she is hearing sounds such as his/her mother's voice and his/her mother's heartbeat.
- Newborns are especially fascinated by the human voice.
- Before babies utter their first word, they are preparing for language in many ways

# Key Point



Infants and toddlers attach meaning to words and other sounds, and to what they see in the environment.

# The Language and Communication Domain

## Infants

- Language development occurs in gradual steps as children age.
- As a baby grows older, the crying becomes more differentiated into a variety of sounds.
- Around two months of age, infants begin to make vowel-like noises, called cooing, because of their “ooo” quality.
- Typically, the average young toddler will use “Mama” and “Dada” with meaning by about eleven months. Around twelve to twenty-four months, most babies begin to use words.

# Key Point



Crying is an infant's first method of communication.

# The Language and Communication Domain

## Toddlers, Preschoolers, and School-Agers

- Between 18 and 24 months of age, the child begins to say two-word sentences.
- At 24 months, a child's receptive contains about 300 words.
- Around 36 months, children will respond when spoken to, tell lots of stories, and enjoy rhyming and singing.
- At 46 months, a child should know both their first and last name, as well as be able to speak in sentences of increasing length.
- School-age children will begin to show an increased understanding of grammar in their speech around the age of six.

# Key Point



The progression of skills related to speaking is very rapid once children reach the age of three years old.

# Developing Literacy Skills

- Literacy is a key skill involved in the learning process and the earlier this skill is developed, the better the chances a child will have a successful academic career.
- It is never too early to start reading to children.
- Older toddlers show growing interest in print and books.
- They are also demonstrating phonological awareness by saying the sounds of letters.
- Studies have shown that a child's knowledge of the alphabet by the time they reach kindergarten is one of the single best predictors of eventual reading success.

# Key Point



Daily reading is essential to literacy  
– the more children read, the better  
readers and writers they become.

# Reading to Children

Caregivers should:

- **Model** a joy of reading and writing for children.
- Create a high-quality, diverse library of books for story time and individual reading.
- Encourage parents to read aloud to their children and have plenty of books and reading materials available in the home.
- Create a print-rich environment with plenty of art, books, vocabulary strips, maps, posters, and alphabet signs.
- Use a computer to find stories, learning activities, and games that can become a part of the daily schedule.

# Reading to Children

There are a few best practices to keep in mind when planning for story time:

- Preview the material. Ensure that all materials are fun, engaging, and age appropriate.
- Practice reading with plenty of expression. This helps make story time a more engaging experience for children.
- Continue to add engaging, age-appropriate reading materials to your child care library.
- Since younger children have shorter attention spans, choose shorter books.
- Choose books with pictures that will interest children and fuel their imaginations.
- Children love words that rhyme. Choose materials that help children build their rhyming skills.
- Stories and poems that rhyme are fun and appeal to children.
- Allow children to act out various parts of a story as you read a book.
- Let children act out the animal sounds and try to predict what is coming next.
- Have children repeat familiar rhyming verses and songs.

# Key Point



The Language and Communication Domain involves a child being able to communicate with others through their abilities to see, hear, speak, read, write, and construct an understanding of things around them.

# Writing Skills

- There should be time designated each day to practice writing.
- Daily practice is essential to help children become more proficient in writing letters, words, and sentences.
- Reading and writing skills develop in children at the same time.

# Key Point



Daily practice in the skills of writing is essential for children to develop their writing ability.

# Implications for the Language and Communication Domain

- The implications that literacy has on language and communication extend beyond reading and writing, and can be seen in children's spoken communications.
- Listen to and talk with each child every day.
- You can also incorporate games and songs that help broaden and build the depths of children's vocabularies.

# Key Point



The Cognitive Development and General Knowledge Domain refers to the child's intellectual or mental abilities.

# The Cognitive Development and General Knowledge Domain

## Infants and Toddlers

- Caregivers should provide a great deal of opportunities for infants to interact safely with appropriate materials.
- Twelve- to twenty-four-month-old children are beginning to exhibit much more obvious signs of cognitive development, such as cause and effect, and object recognition.
- Between the ages of two and three years old children will display their cognitive progress through a variety of increasingly complex behaviors.
- What kinds of objects can be used in the child care environment to stimulate children to engage in cognitive play?

# The Cognitive Development and General Knowledge Domain

## Preschoolers

- Math is a big part of the world of a preschooler.
- Diversity in race, ethnicity, gender, and out-of-school experiences must be considered as you plan activities and learning experiences.
- Children are interested in the world around them.
- By age four, they enjoy using flashlights, magnifying glasses, and rulers for investigations.
  - If you can easily take your three-year-olds outside, how could you set up a science observation activity with magnifying glasses?

# Key Point



Knowing what to expect from each child in your care allows you to create the ideal learning environment and design the most appropriate opportunities for learning.

# The Cognitive Development and General Knowledge Domain

## School-Agers

- Six-year-olds:
  - Enjoy both structured and unstructured activities, and have an attention span of up to 30 minutes
  - Are becoming aware of time, although they probably cannot tell time at this age
  - Are aware of the season and the type of weather that each season brings
  - Can count to 50; and can also count in patterns such as counting by two at a time, or five at a time
  - Enjoy reading stories and exhibit excitement about stories and subjects that interest them

# The Cognitive Development and General Knowledge Domain

## School-Agers

- Seven-year-olds:
  - Begin reading with increasing comprehension and understanding of what they are reading, and are beginning to read for fun and pleasure
  - Show interest in a growing variety of subjects, including computers, games, jokes, riddles, maps, globes, and graphs
  - Are able to measure in terms of inches and centimeters, and enjoy measuring with rulers, measuring tape, and yardsticks
  - Can tell time using a digital clock, and are beginning to understand how to tell time using an analog clock

# The Cognitive Development and General Knowledge

## School-Agers

## Domain

- Eight-year-olds:
  - Enjoy completing projects and learn more from hands-on experiences than from listening to a speaker; and can engage in research activities, such as observing, exploring, questioning, and recording information
  - Can use a calendar to identify the date; identify future events; and keep track of activities, such as sporting events or school meetings
  - Use reasoning to understand why things happen, and question the reasoning of others or of why things happen a certain way
  - Are interested in other places they have not visited and in other cultures; and enjoy having pen pals and learning about customs, languages, and activities of other people

# Implications for the Cognitive Development and General Knowledge Domain

- Learning depends, in part, on the quality of the experiences and opportunities children have, both at home and with their child care professionals.
  - Use math and science vocabulary words when appropriate
  - Look for read-aloud books that reinforce math, science, social studies, and art and music
  - Use positional vocabulary, and refer to maps and location charts
  - Provide children with classroom activities, materials, and discussions that address a wide range of diversity

# Key Point



The Cognitive Development and General Knowledge Domain includes knowledge of mathematics, scientific thinking, awareness of social studies, and the arts through exploration, discovery, concept and memory formation, problem solving, and creative expression.

# Conclusion

You have achieved this module's learning objectives if you can:

- Summarize the developmental domains
- Categorize age ranges and the typical growth, behavior, or skill expectancies in the developmental domains

# **Child Growth and Development**

## **Module 5: Guiding Children's Behaviors**

# Module Goal and Learning Objectives

## Goal

Participants will understand best practices associated with guiding children's behaviors towards appropriate expectations, and methods associated with addressing challenging behaviors.

## Learning Objectives

After successfully completing this module, you will be able to:

- Identify appropriate behavioral expectations of children in early childhood classrooms
- Apply appropriate techniques for handling challenging behaviors

# Key Point



When caregivers are prepared to address them, challenging attitudes and behaviors present an opportunity for caregivers to provide positive guidance to children.



# Activity: What Happened Today?

- Reflect on the last time you were in your classroom or with a group of children. What behaviors did you notice? After you have listed the behaviors, answer the following questions:
  - Which behaviors were positive?
  - Which behaviors were negative?
  - What influenced the positive behaviors?
  - What influenced the negative behaviors?
- Thinking about your observations, were any of the behaviors a result of expectations not matching the child's developmental level?

# Prosocial Behavior

- Prosocial behavior in adults and children represents the most positive attributes of society.
- Acts of kindness—such as helping, sharing, sympathizing, cooperating, and comforting—benefit all persons, the givers and the receivers.
- As a child care professional, you can increase children's kindnesses to others by creating situations in which you model the behaviors and attitudes you expect of children.
- Look for instances of positive behaviors and acknowledge them. Actively teach children to think and act with social responsibility.

# Prosocial Behavior

## Benefits of Prosocial Behavior

- Engaging in prosocial behaviors:
  - Creates feelings of satisfaction
  - Builds perceptions of competence
  - Provides entry into social situations
  - Promotes ongoing relationships
  - Increases chances of receiving help or cooperation
  - Leads to a positive group atmosphere

# Prosocial Behavior

## How to Promote Prosocial Behavior

- Caregivers are in a unique position to act as role models to children and to model desirable, appropriate behaviors that we want to see reflected in the actions and behavior of the children in care.
- Caregivers who design appropriate learning environments and create an atmosphere that encourages these positive, rewarding behaviors help children establish prosocial behaviors as a positive habit that will benefit them throughout their lives.

# Self-Discipline

- People who are self-disciplined are aware of appropriate behaviors and their effect on others. They are also capable of making decisions that are socially responsible and have a positive effect on their environment.
- Adults and caregivers are the primary people who contribute to a child's ability to become self-disciplined.
- Caregivers should take an active role in encouraging children to engage in desirable actions and behaviors, such as sharing with others, comforting their peers, and being honest and respectful.

# Key Point



Self-discipline in children is established when adults and caregivers successfully teach children how to behave appropriately on their own.

# Addressing Challenging Behaviors

- Effective strategies should always be used when addressing challenging behaviors to ensure that children learn a positive lesson and avoid negatively affecting any of the children in care.
- There are a variety of strategies that result in a reduction of negative and challenging behaviors exhibited by children.

# Key Point



Successfully addressing challenging behaviors in the child care environment requires a combination of using effective strategies, and avoiding negative or ineffective strategies.



# Activity: What Would You Do?

- Derek is in the block area throwing blocks.
- Elle is calling her friends names on the playground.
- Jane told Ryan he could not play with her in the dramatic play center because he was a boy.

# Conclusion

You have achieved this module's learning objectives if you can:

- Identify appropriate behavioral expectations of children in early childhood classrooms
- Apply appropriate techniques for handling challenging behaviors

# **Child Growth and Development**

## **Module 6: Developmentally Appropriate Practice**

# Module Goal and Learning Objectives

## Goal

Participants will understand the role of Developmentally Appropriate Practice in the design of quality care environments.

## Learning Objectives

After successfully completing this module, you will be able to:

- Define Developmentally Appropriate Practice (DAP)
- Identify components of developmentally appropriate learning environments
- Plan developmentally appropriate learning experiences

# Characteristics of Developmentally Appropriate Learning Environments

- The National Association for the Education of Young Children's (NAEYC) position paper, [\*Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through 8\*](#), speaks to the value of our work with children. We are the important first link in a child's road to growth.

# Key Point



It is important to value the ages and abilities of children in order to make appropriate choices in planning your early childhood classroom.

# Key Point



Developing and utilizing high-quality materials and research gives us an understanding of the children in our care, and of the stimulating and responsible curriculum they need to help them reach their maximum potential.

# What is DAP?

- Developmentally Appropriate Practice
- We use Developmentally Appropriate Practice when planning for children because it:
  - Helps children maintain a high level of attention
  - Assures learning while participating in age-appropriate activities
  - Encourages participation without causing feelings of frustration
  - Allows for individual developmental growth

# What is DAP?

- Child care professionals who use Developmentally Appropriate Practice make decisions about the education and the well-being of children based on three important sources:
  - What you know about how children develop and learn
  - What you know about the strengths, needs, and interests of individual children
  - What you know about the social and cultural contexts in which the children live
- DAP is often referred to as “Ages and Stages.”

# DAP Defined

- Developmentally Appropriate Practice is **age** appropriate.
  - In Module 4, you learned about how children in the age ranges of birth to 12 develop and learn.
  - With this information in mind, you can develop activities, routines and strategies that meet the needs of children in the age ranges you serve.
  - DAP should be interesting, safe and achievable while still being challenging for children to accomplish.
  - The DAP are valuable general guidelines to support the learning of children.

# DAP Defined

- Developmentally Appropriate Practice is **individually** appropriate.
  - Since children do not always develop at the same rate, it is important for child care professionals to carefully observe the children to determine if they are simply lagging behind and will probably catch up, or if they have more serious issues that require intervention and accommodations.
  - In addition, a child's background, past experiences, talents, and interests all affect which activities match a certain child.
  - If a child has had little or no experience in a certain area, he/she will not perform as well as a child who has had lots of experience in that same area.
  - For example, a child who has never seen snow will not know how to play snow games or completely understand stories about children in snow.

# DAP Defined

- Developmentally Appropriate Practice is **socially** and **culturally** appropriate.
  - The richness of a diverse classroom offers many opportunities for children to share their heritage with others while requiring you to be alert to culturally sensitive areas and taboos, which may affect children’s interactions with adults or their peers.
  - For example, some children of Asian descent are taught that looking an adult in the eyes is rude.
  - Activities should relate to children’s past experiences so that strategies and content build on what is familiar to children and their families.

# Key Point



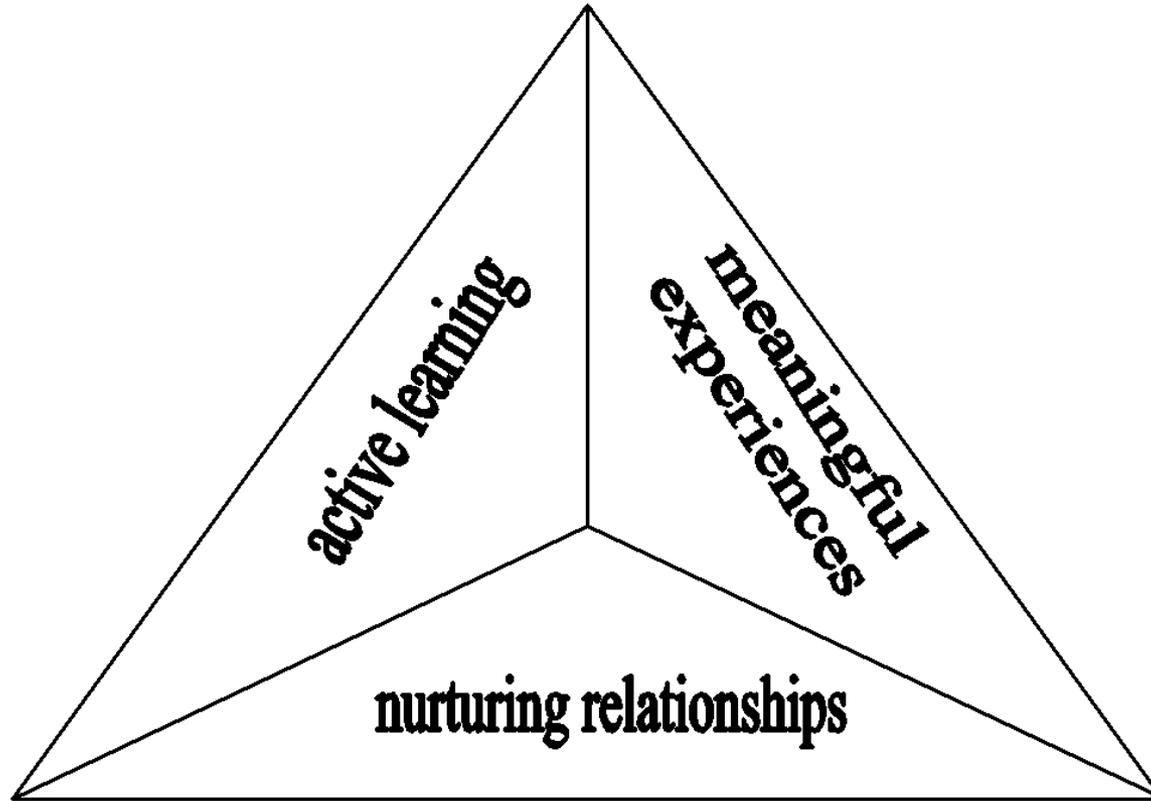
Developmentally Appropriate Practice (DAP) is defined as curriculum and environments that are age, individually, socially, and culturally appropriate.

# Key Point



DAP is valuable as a general guideline to support children's learning.

# The DAP Triangle



# The DAP Triangle

According to K. Paciorek and J.H. Munro (1998) in their book, *Notable Selections in Early Childhood Education*, action in the learning environment is a sign of good teaching practices:

“Good practice is children in action: children busy constructing, creating with multi-media, enjoying books, exploring, experimenting, inventing, finding out, creating and composing throughout the day. Good practice is teachers in action: teachers busy holding conversations, guiding activities, questioning children, challenging children’s thinking, observing, drawing conclusions, and planning and monitoring activities throughout the day.”



# Activity: Selecting Appropriate Activities for Age Groups

| Infants and Toddlers<br>(Birth to 2) | Preschoolers<br>(3 to 5) | School-Agers<br>(6 to 12) |
|--------------------------------------|--------------------------|---------------------------|
| 4                                    | 2                        | 1                         |
| 8                                    | 5                        | 3                         |
| 10                                   | 6                        | 11                        |
| 14                                   | 9                        | 15                        |
| 7                                    | 12                       | 16                        |
|                                      | 13                       | 17                        |

# Key Point



Developmentally Appropriate Practice can, and should, be used to meet the needs of all children.

# Child Care Program Modification Suggestions

- Children with special needs want to be able to learn in ways that are similar to children without special needs.
- While some children with special needs will not be able to participate fully in all play activities, they should be encouraged to participate whenever safe and practical.
- Modifications to activities should be made to allow children with special needs to participate in group activities.

# Key Point



Modifications to activities should be made to allow children with special needs to participate in group activities and learning centers.



# Activity: Putting the Puzzle Together

Think about how you might address the special needs of each of the following four-year-old children while you are teaching them to complete a twenty-piece puzzle.

- A child who is physically challenged
- A child who is socially challenged
- A child who is shy or emotionally challenged
- A child who is gifted
- A child who is mentally challenged

# DAP for Culturally-Diverse Classrooms

- Using Developmentally Appropriate Practice contributes to meeting the needs of a culturally diverse classroom.
- Culture is the impact that a person's immediate society has on how a person perceives and reacts to the world.
- It is the responsibility of child care professionals to:
  - Be aware of and respect each family's/child's cultural practices
  - Provide opportunities for children to learn about their own culture and each other's cultures through stories, songs, poems, pictures, and visitors to the classroom; and toys, materials, props for dramatic play

# DAP for Culturally-Diverse Classrooms

- Developmentally appropriate activities should be considered with the child's or group's cultural differences in mind. This can be done by designing activities that:
  - Embrace ideas from many different cultures
  - Allow for children to explore their cultural heritage
  - Avoid stereotypes
  - Include examples that span all cultures, and are not too focused on any one culture
- Remember that cultural differences generally include language, clothing, food, and religion.

# Key Point



When working with children with special needs—or children from different cultures—it is important to be aware of, and accept and appreciate, the differences.

# Play as a Developmentally Appropriate Practice

- The more involved a child is in a learning experience, the **faster** the child will learn.
- When have you observed children rapidly learning a skill or idea through play?

# Play as a Developmentally Appropriate Practice

- Play contributes positively to child development.
- Learning in the Physical Development, Cognitive Development and General Knowledge, Language and Communication, Approaches to Learning, and Social and Emotional Development Domains is supported by play.
- Early learning relies on play experiences in which children have many opportunities to make their own choices and decisions, initiate interactions, assume responsibilities, care about the needs of others, and be challenged by tasks that prompt them to stretch.
- Developmental progress does not occur during repetitive, mindless activities.

# Play as a Developmentally Appropriate Practice

Ways that the domains are supported by play:

- *Physical Development*: developing healthy bodies with well-controlled functions; and gross and fine motor development with toys and tools of learning
- *Cognitive Development and General Knowledge*: inquiring, experimenting, exploring, practicing, identifying patterns, and representing ideas through art and taking on pretend roles
- *Language and Communication*: listening, speaking, reading, and writing

# Play as a Developmentally Appropriate Practice

Ways that the domains are supported by play:

- *Approaches to Learning*: eagerness, curiosity, persistence, creativity, and inventiveness
- *Social and Emotional Development*: self-confidence, self-control, interaction with others, and social problem solving
- Purposeful planning for play involves knowing the early childhood learning outcomes that are essential for effective lifelong learning and success in everyday living.

# Play as a Developmentally Appropriate Practice

- Musical Play
- Constructive Play
- Artistic Play
- Cognitive Play
- Exploratory Play
- Dramatic Play
- Language Play

# Key Point



Play contributes positively to child development in all of the learning domains.

# Learning Centers

- Learning centers are designated areas in a child care program that are devoted to a particular domain of play.
- There are a number of reasons why learning centers are of value to children. Learning centers help by:
  - Providing structure for children by delineating where certain activities must take place
  - Varying the activities in which children can participate
  - Allowing children to make choices about how they would enjoy spending their time
  - Encouraging experimentation and exploration, and stimulating the imagination

# Learning Centers

- Learning centers support a child's development because children learn to...
  - Construct their own knowledge by exploring their environment
  - Learn to make and follow through on choices based on their own developmental needs and interests
  - Use language in meaningful context
  - Play and learn at their own developmental level
  - Play alone or in small groups
  - Interpret experiences through the filter of their own culture and environment

# Learning Centers

- What is the caregiver's role in using learning centers?
  - Plan and prepare the environment.
  - Set up appropriate areas with safe, open-ended and stimulating toys and materials.
  - Manage the flow and activities.
  - Guide children to make choices and follow through on them.
  - Support and extend children's play.
  - Supervise, observe, be available to children, and become involved.
  - Make accommodations for children with special needs.

# Key Point



Learning centers are designated areas in a child care program that are devoted to groups of activities related to a type of play experience, which support a variety of learning domains.

# Key Point



Child care professionals need to plan a variety of activities and materials for each day by using a planning tool to ensure that learning is central to the activities experienced by the children.

# Learning Experience Planning

## Weekly Block Plan

Class Age 12 to 15 Months Teacher(s) \_\_\_\_\_ Week of \_\_\_\_\_  
 Theme My Body - Social & Emotional Domain: "Pointing to & naming several of their body features" expectancy

|                            | Fine & Gross Motor (Movement)   | App. to Learning (Dramatic Play)  | Cognitive Dev (Exploration)  | Language & Communication (Pre Reading)  | Creative Expression (Art)  |
|----------------------------|---|---|--|---|--|
| <b>M<br/>O<br/>N</b>       |   | Use a play kitchen to have children act out their experiences & observations with cooking, etc. |  |   | Starting each day with the song, "Head, Shoulders, Knees and Toes" |
| <b>T<br/>U<br/>E</b>       |   |   |  | Point & name the head, nose, mouth, ears & eyes. Have signs with pictures and name of parts.      |  |
| <b>W<br/>E<br/>D</b>       | Outdoor: Setting up a maze for them to walk or crawl through both forward and backward. |   | Hide pictures of parts of the body around the room. Seek them out.     |   |  |
| <b>T<br/>H<br/>U<br/>R</b> |   |   |  | Show pictures of the body with clothing. Ask what kind of clothes goes on which part of the body? |  |
| <b>F<br/>R<br/>I</b>       | Indoor: Feeding themselves with finger food; beginning to use a spoon.                  |   | Sitting still while being read to. Use short books with many pictures. |   | ↓  |

# Learning Experience Planning

## Weekly Block Plan For Preschool ( 3's, 4's, Pre-K)

Class Age 4 Year Olds Teacher(s) \_\_\_\_\_ Week of \_\_\_\_\_  
 Theme Going to the Store (Addresses multiple domains and expectancies. see chart)

|                            | Fine & Gross Motor   | Creative Expression   | Language & Communication:<br>Pre Reading  | Approaches to Learning  | Cognitive Development   | Social & Emotional  | Health, Safety, & Nutrition   |
|----------------------------|--|---|---|---|---|---|---|
| <b>M<br/>O<br/>N</b>       |  | Using an appliance box, children draw on it to turn it into a grocery store.            |   |   |   |   | Show the children some food products. Have them choose which ones are more healthy. |
| <b>T<br/>U<br/>E</b>       | Give children zip-lock bags of Fruit Loops. Have them sort by color and count them by 5's. |   |   |   | Review simple shapes. Have children identify those shapes on food packages. |   |   |
| <b>W<br/>E<br/>D</b>       |  | Play a series of commercials you have pre-recorded. Ask children what they are selling. |   |   | Measure the number of 1/4 cups in a box of Fruit Loops                      |   | Discus and plan for healthy snacks for the class.                                   |
| <b>T<br/>H<br/>U<br/>R</b> |  |   | Read "Everybody Cooks Rice" to the class. Point out and explain new vocabulary words. | Dramatic Play. Let children play with grocery store box, props and be customers and clerks. |   |   |   |
| <b>F<br/>R<br/>I</b>       |  |   |   |   |   | Ask, What stores and restaurants welcome children? How do you know? |   |



# Activity: Old MacDonald Had a Farm

Mrs. Clark gathered the children for morning circle and had them sing *Old MacDonald Had a Farm*, a song all the children know. She explains that it is a song that has been around for a long time. Even their parents probably learned that song when they were younger. She asks them:

- What do farmers do?
  - Are there women who are farmers? How do you know?
  - Have you ever been to a farm?
  - What did you see?
- What learning activities can Mrs. Clark do to emphasize each of the five domains using the song as a beginning point for the activities?



# Activity: Sharing Questions

Review the goals and question you wrote in Module 1.

- Have all of your goals been met?
- Was your question answered?

# Conclusion

You have achieved this module's learning objectives if you can:

- Define Developmentally Appropriate Practice (DAP)
- Identify components of developmentally appropriate learning environments
- Plan developmentally appropriate learning experiences