Reasons for Studying Child Development

▸ Recognize the importance of primary care relationships

▸ Provides quality curriculum through routine care environment

▸ Recognize that each child is unique

▸ Have realistic expectations of young children

▸ Provide developmentally appropriate play and learning activities

▸ Provides safe environments

▸ Monitors progress to detect delays

▸ Supports relationships with families
Developmental Age Divisions

Young Infant – birth to 8 months

Mobile Infant – 8 months to 18 months old

Toddler – 18 to 36 months
EDUCARERS

educator + carer = educarer

“One who educates children in a caring manner...Everyday caregiving routines like feeding and diapering, can be educational and loving interactions.”

Magda Gerber, 1998
Your Self Confident Baby,
page xiii, xiv
Hand That Rocks the Cradle

The hand that rocks the cradle is the hand that rules the world.

Written by American Poet William Ross Wallace (1819-1881)
Basic Routines Can Include:

- Arrivals and departures
- Meal time and eating
- Diapering, toileting and dressing
- Play activities (indoor and outdoor)
- Napping and sleeping
# Erikson’s Developmental Stages

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Goal for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>Trust verses Mistrust</td>
</tr>
<tr>
<td>Toddler</td>
<td>Autonomy verses Shame and Doubt</td>
</tr>
<tr>
<td>Preschoolers</td>
<td>Initiative verses Guilt</td>
</tr>
<tr>
<td>School Age Child</td>
<td>Industry verses Inferiority</td>
</tr>
<tr>
<td>Adolescent</td>
<td>Identity verses Role Confusion</td>
</tr>
<tr>
<td>Young Adult</td>
<td>Intimacy verses Isolation</td>
</tr>
<tr>
<td>Adulthood</td>
<td>Generativity verses Stagnation</td>
</tr>
<tr>
<td>Maturity</td>
<td>Integrity verses Despair</td>
</tr>
</tbody>
</table>
## Attachment Phases

*Attachment – The strong emotional tie felt between child and caregiver*

<table>
<thead>
<tr>
<th>Age</th>
<th>Characteristics</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Months</strong></td>
<td>Can track mother visually.</td>
<td>Reacts more to the mother or other familiar caregiver with smiles and vocalization than to others.</td>
</tr>
<tr>
<td><strong>9 Months</strong></td>
<td>May experience separation or stranger anxiety.</td>
<td>Cries when left or if a stranger approaches and wants to hold the baby.</td>
</tr>
<tr>
<td><strong>2-3 Years</strong></td>
<td>Continues to show the attachment behaviors of separation anxiety.</td>
<td>Has a better awareness of the world around him/her and notices and anticipates what is about to happen when a parent leaves but still may become upset.</td>
</tr>
</tbody>
</table>
Lesson 1: Visual Aid 8

Importance of Infant/Toddler Caregiving

▷ New research has revealed that caregiving, the routine of caring, is the key to brain development.

▷ Caregivers are much more than babysitters.

▷ Caregivers partner with parents because first adults affect brain development at a most critical time.

▷ Care given now promotes all development.
Principles of Development

1. All domains important
2. Follows sequence
3. Varying rates
4. Growth and experience important
5. Early experience has effect
6. Simple to complex
7. Relationships important
8. Influenced by social and cultural
9. Learn in variety of ways
10. Play is important
11. Challenges and practice advance learning
12. Experiences shape learning
Scribbling is Important

I learn to babble before I talk,
I learn to crawl before I walk,
I learn to scribble before I draw,
I learn to draw before I write.

by Laverne Nelson
University of Arkansas
Nature and Nurture

NATURE (heredity) — The passing of genetic characteristics from parent to child.

NURTURE (environment) — The external conditions that surround children and affect the way they develop.
Primary Teeth Eruption Chart
~The Infant~

Central Incisor 8-12 mo.

Upper Teeth

Lower Teeth

6-10 mo. Central Incisor
Newborn to Adulthood: Changes in Proportions
Motor Skill Development Principle

CEPHALOCAUDAL PRINCIPLE
Development takes place from head to feet

PROXIMODISTAL PRINCIPLE
Development takes place from midline to body to outside
Applying Principle of Development to Sitting

- Gains control of the head
- Raises torso with arms
- Gains muscle strength in arms and legs
- Attains sitting position
## Piaget’s Substages of the Sensorimotor Period

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substage 1</strong></td>
<td>- Exercises inborn reflexes.</td>
</tr>
<tr>
<td>Birth to 1 month</td>
<td>- Does not comprehend self as a separate person.</td>
</tr>
<tr>
<td><strong>Substage 2</strong></td>
<td>- Develops eye-hand coordination.</td>
</tr>
<tr>
<td>1 to 4 months</td>
<td>- Combines reflexes.</td>
</tr>
<tr>
<td><strong>Substage 3</strong></td>
<td>- Acts intentionally to create results.</td>
</tr>
<tr>
<td>4 to 8 months</td>
<td>- Has improved eye-hand coordination.</td>
</tr>
</tbody>
</table>
Lesson 2: Visual Aid 6

Attachment Phases: Young Infant

**Preadoption – Birth to six weeks**

A caring adult learns the unique rhythms of the infant. Understanding, consistent care given by a primary caregiver helps this bond and trust to develop. When the infant cries, the adult quickly and lovingly attends to the need.

**Attachment in the Making – Six weeks to six-eight months**

A relationship is growing strong with a familiar caregiver, but the infant doesn’t protest when left. The caregiver continues to provide loving, consistent responses to the infant’s needs.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15</td>
<td>Greeting/Health checks/Self-selected activities</td>
</tr>
<tr>
<td>8:00</td>
<td>Breakfast/Self-selected activities in room</td>
</tr>
<tr>
<td>8:30</td>
<td>Indoor play activities/Diaper checks</td>
</tr>
<tr>
<td>9:45</td>
<td>Outdoor free play/Walk/Activities/Diaper checks/Naps</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30</td>
<td>Diaper checks/Naps/Free play outside or porch/Activities</td>
</tr>
<tr>
<td>2:00</td>
<td>Transition to snack/Handwashing</td>
</tr>
<tr>
<td>2:15</td>
<td>Snack</td>
</tr>
<tr>
<td>2:30</td>
<td>Indoor free play/Diaper checks</td>
</tr>
<tr>
<td>3:00</td>
<td>Outdoor play/Diaper checks</td>
</tr>
<tr>
<td>4:15</td>
<td>Indoor play/Diaper checks</td>
</tr>
<tr>
<td>4:30</td>
<td>Parent pick-up</td>
</tr>
</tbody>
</table>
Primary Teeth Eruption Chart
~The Mobile Infant~

First Molar 13-19 mos.
Canine (Cuspid) 16-22 mos.
Lateral Incisor 9-13 mos.

Upper Teeth

Lower Teeth

10-16 mos. Lateral Incisor
17-23 mos. Canine (Cuspid)
14-18 mos. First Molar
These words were used repetitively to capitalize on this stage of development in a diaper advertisement. The message was that babies have more things to worry about than the condition of their diapers and highlights their unsteady first attempts at walking.
Mobility, Curiosity and Cause and Effect

Mobility – The ability to move allows the infant to reach and examine objects.

Curiosity – Curiosity, or interest, gives the infant a reason to go exploring.

Cause and effect – Cause (action) creates an effect (event or happening).
## Piaget’s Substages of the Sensorimotor Period

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substage 4</strong></td>
<td>♦ Begins to solve simple problems (moving an obstacle to reach a toy).&lt;br&gt;♦ Can find objects that are partially hidden.&lt;br&gt;♦ Imitates others.</td>
</tr>
<tr>
<td>8 to 12 months</td>
<td></td>
</tr>
<tr>
<td><strong>Substage 5</strong></td>
<td>♦ Can find hidden objects.&lt;br&gt;♦ Experiments and explores (shaking several toys to hear the sounds they make).</td>
</tr>
<tr>
<td>12 to 18 months</td>
<td></td>
</tr>
</tbody>
</table>
$\textbf{Attachment Phases}$

$\textit{Attachment – The strong emotional tie felt between child and caregiver}$

<table>
<thead>
<tr>
<th>Phase</th>
<th>Age</th>
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<tbody>
<tr>
<td>Preattachment</td>
<td>Young infants</td>
</tr>
<tr>
<td></td>
<td>Birth to 6 weeks</td>
</tr>
<tr>
<td>Attachment in the making</td>
<td>Young infants</td>
</tr>
<tr>
<td></td>
<td>6 weeks to 6-8 months</td>
</tr>
<tr>
<td>Clear Cut Attachment</td>
<td>Mobile infants</td>
</tr>
<tr>
<td></td>
<td>6-8 months to 18 months – 2 years</td>
</tr>
<tr>
<td>Reciprocal Relationship</td>
<td>Toddlers</td>
</tr>
<tr>
<td>Formation</td>
<td>18 months – 2 years and beyond</td>
</tr>
</tbody>
</table>
Stages of Play

**Solitary play** – Plays alone.

**Parallel play** – Plays beside another child but not with them.

**Associative play** – Plays with other children by playing with the same material.

**Cooperative play** – Plays with other children by assigning roles and having a common goal.
Primary Teeth Eruption Chart
~The Toddler~

Second Molar 25-33 mos.

Upper Teeth

Lower Teeth

23-31 mos. Second Molar
Toilet Learning
Is A Process

Readiness and growth are an interplay of all areas of development:

▸ Physical
▸ Cognitive
▸ Language
▸ Social and Emotional
# Piaget’s Substages of the Sensorimotor Period

<table>
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<tr>
<th>Stage</th>
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<tbody>
<tr>
<td>Substage 6</td>
<td>18 to 24 months</td>
</tr>
<tr>
<td></td>
<td>▶ Begins to think imaginatively.</td>
</tr>
<tr>
<td></td>
<td>▶ Can think using symbols (eating pretend food with a pretend spoon).</td>
</tr>
<tr>
<td></td>
<td>▶ Begins to anticipate consequences of actions and solve problems (moving a toy that she doesn’t want to share with an approaching child).</td>
</tr>
</tbody>
</table>
### Piaget’s Preoperational Period

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preoperational</td>
<td>▶ Learns through symbols such as words and numbers.</td>
</tr>
<tr>
<td>2 to 6 years</td>
<td>▶ Relies less on motor skills and uses more thinking to direct behavior.</td>
</tr>
<tr>
<td></td>
<td>▶ Relates to world using his perspective.</td>
</tr>
<tr>
<td></td>
<td>▶ Starts to think imaginatively.</td>
</tr>
</tbody>
</table>
The Terrible Twos

Close to Home

“It’s horribly unfair. You’re given the label of terrible merely because you are 2, not because of anything you have done.”

Used with permission from John McPherson
# Erikson's Developmental Stages

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<td><strong>Infants</strong> . . . . . . . . Trust verses Mistrust</td>
<td>If the infants physical and emotional needs are met, the baby is able to trust. This trust helps create bonds and attachments where infants can trust adults to care for them. Infants that are neglected may learn to mistrust that adults will care for them and keep them safe.</td>
</tr>
<tr>
<td><strong>Toddler</strong> . . . . . . . Autonomy verses Shame and Doubt</td>
<td>When a toddler says “I can,” “Me do it,” and “No,” he is establishing himself as a separate person who needs to learn how to master his environment and feel good about himself. When a toddler is shamed and punished for the mishaps at this normal developmental age, especially in potty training, he learns to doubt and perhaps feel bad about themselves and their abilities.</td>
</tr>
</tbody>
</table>
Stages of Play

- Solitary play – Plays alone.

- Parallel play – Plays beside another child but not with him or her.

- Associative play – Plays with other children by playing with the same material.

- Cooperative play – Plays with other children by assigning roles and having a common goal.
Arkansas Child Development and Early Learning Standards: Birth through 60 Months

Shared expectations for what children typically know, understand, and are able to do at different ages of early childhood

April 2016

Division of Child Care and Early Childhood Education
Arkansas Head Start Collaboration office
W.K. Kellogg Foundation

Child Development: Birth to Three Instructor Manual
Abecedarian Research Project

A study based on:

- 111 infants who received early intervention in high quality child care settings were compared to a control group who did not receive high quality care.
- 101 took part in a 30-year follow-up.

Study results of children who received early intervention:

- More were working: 75 percent compared to 53 percent of the control group
- Four times as likely to have college degrees
- More delayed having children
- Less received public assistance (Campbell et al., 2012)
Examples of Risk Factors

- Low birth weight babies
- Premature babies
- Abused babies
- Babies with fetal alcohol syndrome
Terminology

Appropriate terminology – The child is mentioned first.

- Children with special needs
- Children with disabilities
- Children with developmental delays
- Children with autism

Inappropriate terminology – The disability is mentioned first.

- Handicapped children
- Exceptional children
- Special education children
- Special needs children
- Disabled children
- Delayed children
- Autistic children
Lesson 5: Visual Aid 4

Baby’s First Connections

Early Intervention
Birth - 36 Months

HELLINE:
1-800-643-8258

http://www.state.ar.us/childfind/FirstCommIndex.html
www.archildfind.org

Bulk orders may be placed by calling
800-482-8437.
This brochure is also available in Spanish.