

Child Development/Early Childhood LEO Study Guide

- Developing of philosophy of teaching helps you to think seriously about your beliefs and values
- Ivan Pavlov
 - Worked and discovered with reflexes of the brain
- B. F. Skinner
 - Known for identifying the basic principle of operant conditioning
- Albert Bandura
 - Behaviorism, with its emphasis on experimental methods, focuses on variables we can observe, measure, and manipulate, and avoids whatever is subjective, internal, and unavailable
- Lev Semyonovich Vygotsky
 - Supported the idea of rewards in the classroom because he believed that you learn from social interactions.
- Jean Piaget
 - Believed that children learn through continuous exposure to experimentation, discovery, and first-hand experiences
- Erik Erikson
 - Industry versus Inferiority
 - Notes that during elementary school years, children need to develop competency both at school and at home
- Friedrich Froebel
 - The idea for Kindergarten based on the belief that children learned best through play
- Lawrence Kohlberg
 - Theory of Moral Development
 - Preconventional Morality
 - Generally found at the elementary school level
 - People behave according to socially acceptable norms because they are told to do so by some authority figure
 - Conventional Morality
 - Generally found in society
 - Characterized by an attitude which seeks to do what will gain the approval of others
 - Oriented to abiding by the law and responding to the obligations of duty
 - Postconventional Morality
 - Reached by the majority of adults
 - Understanding of social mutuality and a genuine interest in the welfare of others
 - Respect for universal principle and the demands of individual conscience

- The basic principles of human development include normal growth patterns can be predicted.
- Parents should study the developmental theories because they help them understand what children are doing and why
- Physical Growth and Development
 - Infant to 1 year
 - Considered premature if they weight under 5 pounds
 - 0-2 months – Reflexive stage of brain developments is when a child learns simple reflex activities such as grasping and sucking
 - 12 months - Begin pointing
 - Ages 1-3
 - By age 3, the average child develops a spoken vocabulary of between 300-1,000 words
 - By age 3, able to use language to learn about and describe the world around them
 - Ages 3-5
 - Continue to grow rapidly and begin to develop fine motor skills
 - Ages 5-7
 - At age 5, a child expected to share their possessions freely with others but still be extremely possessive of favorite toy
 - Height is largely determined by heredity
 - Weight is dependent on nutrition and exercise
 - Boys and girls are similar in size
 - Elementary school age 5-11
 - Ages 10-12
 - Elementary school age 5-11
 - The first real change in the parent-child relationship
 - They are called preadolescents or preteens
 - They have traits of both children and adolescents
 - They are capable of more complex thought
 - They define themselves in terms of their appearance
 - They deal with many worries including school failure
 - They feel that everyone notices even small differences
 - Adolescents/teens
 - Marked with rapid increases in height and weight
 - Growth does not always occur in an orderly pattern
 - Hormone shifts trigger sexual development
 - Need rules and limits that are applied consistently
 - Friends provide a sense of belonging, so they become more important
 - Friendships with peers become closer and more lasting
 - Friends can be male or female
 - Many conflicts between teens and parents due to struggle for independence and autonomy

- Risk-taking behavior
 - Teens feel nothing bad will ever happen to them
 - Teens have more independence and, therefore, opportunity to become involved in risky behaviors
 - Taking risks gives teens a sense of self-control
 - May have low self-esteem, poor grades and struggle in school, or poor communication with parents
 - Abstract thinking
 - Grasp concepts such as honor and freedom
 - Consider multiple solutions to problems and their consequences
 - Figure out why things are the way they are
- Full day kindergarten
 - Children in these programs have an easier transition to first grade
 - The effects of full day kindergarten are still being studied
- Kindergarten readiness skills
 - Uses bathroom without help
 - Correctly holds a crayon or marker
 - Can tell a simple story
 - Cut with scissors
 - Separate from parents without being upset
 - Sort similar objects by color, size, and shape
 - Button shirts, pants, coats, and zip up zippers
 - Listen to stories without interrupting
- While slight variations in development are normal, significant discrepancies may signal a development delay
- American Colonial Period
 - Schools that existed were primarily elementary grades only
 - Many people learned a trade as an apprentice
 - Each cultural group developed their own schools
- Post Civil War
 - Educated African Americans set up schools
 - Some northern churches sent missionaries to the South to set up schools
 - First African American colleges were founded
- Bullying and intimidating
 - They involve spreading false rumors
 - They are physical and/or verbal
 - They cause children to become withdrawn
- School dropouts face many challenges in the job market including lower lifetime earnings
- Learning styles
 - Methods individuals prefer and the way that they learn best
 - Visual
 - Prefer using images, pictures, colors, and maps to organize information and communicate with others

- Auditory
 - Depends on hearing and speaking as a main way of learning
- Kinesthetic-tactile
 - Must DO things for them to have the best chance of learning.
- To tap into individual student strengths, parents should
 - Allow more child choices in ways to explore a given topic
 - Help individual children to understand their strengths and how to use them
 - Help all children by providing practice in intelligence areas that might be weak
- Communication skills
 - Listening
 - Speaking
 - Writing
- Professional qualities for teachers
 - Being dependable
 - Being committed to students
 - Being respectful
- A way to encourage young children to behave appropriately is to utilize active listening
- Conflict Resolution model
 - Find out what each person wants
 - Identify various alternatives
 - Choosing the best alternative
 - The reason some disagreements require the use of a mediator is a third party can help each participant move through the process of reaching a settlement
- Giving clear directions is critical for parents
 - Directions can affect the success of learning activities
 - Unclear directions can prevent accurate assessment of learning
 - They tell a child how to complete a task
- Providing personalized feedback for children
 - Can help children leave right from wrong
 - Can occur throughout the learning cycle
 - Good feedback
 - “You made a very good point.”
 - “Read all the directions carefully.”
 - “Check your work before turning it in.”
- When dealing with common behavior problems, parents should respond to problems quickly and consistently
- Types and characteristics of play
 - Learn and practice many basic social skills
 - Develop a
 - Sense of self
 - Learn to interact with other children

- How to make friends, how to lie and role-play
 - Parallel play
 - The child mimics other children's play but doesn't actively engage with them.
- SIDS – Sudden Infant Death Syndrome
- Questions that should be answered when selecting children's toys:
 - Is the toy developmentally appropriate? Toys need to be suitable to a child's age, interests, and abilities.
 - Can the toy be used in many different ways and by different ages of children? If so, the toy may have lasting worth.
 - Will the toy withstand active play of young children? Or, is it a toy that may break after a couple of uses?
- The only child
 - A child that is usually pampered and spoiled; feels incompetent because adults are more capable; is the center of attention; often enjoys position; may feel special; self-centered; relies on service from others rather than own efforts; feels unfairly treated when doesn't get own way; may refuse to cooperate; plays "divide and conquer" to get own way
- The middle child
 - Most difficult to pin down; guaranteed to be opposite of their older sibling; often feel like their older brother gets all the glory while their younger sister escapes all discipline; tends to be secretive; does not openly share his thoughts or feelings; can usually read people well; are peacemakers who see all sides of a situation; independent and inventive.
- The oldest child
 - Natural leaders; tend to be reliable; conscientious and perfectionists who don't like surprises; firstborns are typically aggressive, many are also compliant people pleasers; model children who have a strong need for approval from anyone in charge
- The youngest child
 - Social and outgoing; most financially irresponsible of all birth orders; just want to have a good time; these kids love the limelight; may be charming; have the potential to be manipulative, spoiled or babied to the point of helplessness.