

CLDDV 107: Introduction to Child Development Curriculum

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Chapter 1: How Children Develop and
Learn

From Creative Curriculum for Preschool

How Children Develop and Learn

- **What preschool children are like**
 - Areas of development
 - Social
 - Emotional
 - Physical
 - Cognitive
 - Language
 - Creative (not in your text)

Social/Emotional Development

- **Three goals for social/emotional development**
 - **Achieving a sense of self:** knowing oneself and relating to others
 - **Taking responsibility for self and others:** following rules and routines, respecting others, taking initiative
 - **Behaving in a prosocial way:** showing empathy and getting along in the world, sharing, taking turns



Social Relationships

Sharing



Cooperation



Prosocial Behavior



Social/Emotional Development (cont)

- Essential to child's well-being and success
- Many programs only concentrate on academic content
 - Push for readiness, testing
- Child Mental Health Foundations and Agencies Network proves that social/emotional readiness is critical to a successful kindergarten transition, early school success and later accomplishments in the workplace
 - Their findings: a child who is socially and emotionally ready for school is:
 - Confident, friendly, able to develop good relationships with peers
 - Able to concentrate on and persist at challenging tasks
 - Able to communicate frustrations, anger, and joy effectively
 - Able to listen to instructions and be attentive
- Social/emotional readiness can be taught and nurtured when children are young

Physical Development

- Two goals for physical development:
 - Achieving gross motor control
 - Achieving fine motor control
- Promotes self-help skills
- Enhances self-esteem (emotional development)
- Enhances social development
- Promotes health and well-being
- Moving the body wakes up the brain



Cognitive Development

- **Three goals for cognitive development:**
 - Learning and problem solving
 - Thinking logically
 - Representing and thinking symbolically



Language Development

- **Two goals for language development:**
 - Listening and speaking
 - Reading and writing

Ages and Stages of Development

- **Within each stage is an age**
 - Three-year-olds may need duplicates of popular toys
 - Four-year-olds have had more practice sharing
 - Five-year-olds may have strategies to taking turns

Social/Emotional Development

- 3-year-olds
 - Ability to express themselves in words and ideas
 - Learning to trust others
 - Feel pride in accomplishments and independence
 - And want you to notice!
 - Social competence is not well developed, still very “me” oriented and egocentric
- 4-year-olds
 - More complex in the above abilities
 - Fluent language leads adults to think they understand more than they do
 - Enjoys playing with others in small groups (2, 3)
- 5-year-olds
 - Increasingly independent, self-sufficient
 - Dependable and responsible
 - Enjoy praise for their reliability
 - “Model citizens”: obedient, protective of others, proud to go to school, polite, very social
 - Seek out friends, have one or two special playmates
 - Prefer cooperative play to solitary or parallel play

Physical Development

- 3-year-olds
 - Play is becoming more sustained and focused
 - Gross motor activities are fun! (running, swinging, throwing, catching, dancing)
 - Quiet play is also fun (puppets, painting, puzzles over and over again!
- 4-year-olds
 - Better control of muscles, better speed
 - Cross-lateralization allows child to hold paper and cut with other hand, tie shoes
- 5-year-olds
 - More agility, balance, coordination
 - Jump rope, ride bike, stand on tip toes, control paintbrush, weave ribbons, write letters and number with increasing accuracy

Cognitive Development

- 3-year-olds
 - Still uses senses to make sense of world
 - Classify simply, one characteristic
- 4-year-olds
 - Explore cause and effect, curious, imaginative
 - Difficulty separating reality and fantasy
 - Irrational fears
 - “Lie” (?)
- 5-year-olds
 - Learning new concepts through experimenting and discovery
 - Solve problems
 - Make predictions by observing
 - More complex thinking, relate new information to what they know
 - Understand concepts of color, size, shape
 - Sort by two features: color and shape

Language Development

- 3-year-olds
 - May have difficulty with f/l/r/s/sk/th sounds
 - Uses plurals, talks in sentences, recites simple rhymes, asks questions
 - Can tell first and last name
 - Enjoys conversations, but few exchanges
 - Ask questions for attention
- 4-year-olds
 - Uses prepositions (in, by, with, to, over, under)
 - Enjoys talking, listening to books
 - Tries out new words (potty language is fun!)
 - Enjoys conversations, more exchanges
- 5-year-olds
 - Adult-like sentences
 - Good pronunciation
 - Speak in paragraphs
 - Grammar generally correct (if learned correctly!)
 - Ask relevant questions to learn about things
 - Extend oral language skills to reading and writing

Individual Differences

- Gender
- Temperament
 - Easy, flexible (40%)
 - Active, feisty, difficult (10%)
 - Shy, anxious, slow-to-warm (15%)
- Interests
- Learning styles
 - Auditory learners (listening)
 - Visual learners (looking)
 - Kinesthetic learners (moving)
- Life experiences
 - Family composition, birth order, health problems/disability of family member, exposure to violence, abuse, or neglect, home language, culture, religious practices, type of community, type of work family members do and job history (travel), age parents had children, economic status, living situation, parent/guardian level of education, special circumstances (divorce, births, adoptions, transitions)

Culture

- Culture is everything we say, do, think
- Culture is the way we brush our teeth
- Culture determines what is valued and how it is communicated
 - Respect
 - Obedience

Special Needs

- Child with disabilities
 - 8% of American children have a disability
 - Developmental
 - Medical
 - Emotional
 - Physical
 - Sensory
 - Attention-related
 - Autism
 - Since 1975 EHA (Education of the Handicapped Act, later changed to Individuals with Disabilities Education Act – IDEA) child has right to free, appropriate education (FAE) in the least restrictive environment (LRE) with an individualized education program (IEP) that addresses child's strengths and needs with goals to support the needs
 - Trained teachers are competent to meet the needs of most children with special needs
 - Inclusion is a right, not a privilege and it's the law
- Child who is gifted
 - A child who is gifted in one area may not be gifted in all areas
 - Child needs to be challenged

Second Language Learners

- ELL or SLL: English Language Learner, Second Language Learner
- By 2025 Hispanic and Asian Americans will represent $\frac{1}{4}$ of the US population
- Children are not at a disadvantage when exposed to more than one language
 - Bilingual children are often very creative and good a problem-solving
- Learning a second language does not confuse a child
- Learning a second language will not slow a child down when getting ready to read (actually better at decoding words)
- Children can be proficient in BOTH languages at the same time
- Most children are capable of learning two languages during preschool years

Second Language Learners (cont)

- Stages of learning second language while at school
 - Uses home language
 - Stops using home language at school
 - Uses one- and two-word phrases, names objects
 - Uses simple sentences they hear in their environment, gradually increasing their length of sentence (MLU: mean length of utterance)
 - Use of “academic” language, uses language with specific content knowledge while learning social language

Developmental Continuum

- Covered later when talking about Creative Curriculum as a model