

## Developmental Principles

### Unit 1

1. Development is similar for every child
2. Development builds on early learning
3. Proceeds at an individual rate
4. Development is interrelated
5. You develop all throughout your entire life.

## Understanding Infants 3

### 6-12 months Reflexes

6 to 9 months• rolls both ways• sits without support; stands with assistance• picks up toys with thumb and side of forefinger• moves between sitting and lying down• crawls, creeps or shuffles on bottom9 to 12 months• pulls up into an unsteady stand a month or two before first step• points with index finger

## Developmental Tasks

### Milestones

Smile. Early on, it will be just to herself. But within three months, she'll be smiling in response to your smiles and trying to get you to smile back at her.  
Raise her head and chest when on her tummy.  
Track objects with her eyes and gradually decrease eye crossing.  
Open and shut her hands and bring hands to her mouth.  
Grip objects in her hands.  
Take swipes at or reach for dangling objects, though she usually won't be able to get them yet.

## Parts of the Brain 2

The Cerebellum	Limbic System
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## Parts of the Brain 2 (cont)

his structure is associated with regulation and coordination of movement, posture, and balance.

The limbic system, often referred to as the "emotional brain", is found buried within the cerebrum. Like the cerebellum, evolutionarily the structure is rather old.

Thalamus- The structure has sensory and motor functions  
Amygdala- involved in memory, emotion, and fear.  
Hypothalamus- functions including homeostasis, emotion, thirst, hunger, circadian rhythms, and control of the autonomic nervous system.  
Hippocampus- learning and memory . . . for converting short term memory to more permanent memory

## Parts of the Brain 1

The Cerebrum- with higher brain function such as thought and action.  
Frontal Lobe- associated with reasoning, planning, parts of speech, movement, emotions, and problem solving  
Parietal Lobe- associated with movement, orientation, recognition, perception of stimuli.  
Occipital Lobe- associated with visual processing  
Temporal Lobe- associated with perception and recognition of auditory stimuli, memory, and speech

## Types of Observation

Running: A detailed narrative account of behavior recorded in a sequential manner as it happens.

## Understanding Infants

Reflex	Stimulation	Response	Duration
Babinski	Sole of foot stroked	Press out toes and twists foot in	Disappears at nine months to a year
Blinking	Flash of light or puff of air	Close eyes	Permanent
Graping	Palm touched	Grip tightly	Weakens at three months, disappears at a year
Startle	Sudden noise, loud noise	Startles; throws out arms and legs and then pulls them toward body	Disappears at three months
Rooting	Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks	Disappears at three to four months
Stepping	Infant held upright with feet touching ground	Moves feet as if to walk	Disappears at three to four months
Reaching	Mouth touched by object	Reaches for object	Disappears at three to four months
Swimming	Placed face down in water	Makes coordinated swimming movements	Disappears at six to seven months
Tennis racket	Placed on back	Yellow line and turns head to the right	Disappears at two months

Head to foot. Long before birth, the baby's head takes the lead in development. A newborn's head is still large in proportion to the body. The same head-to-toe pattern continues after birth.  
Near to far. Development starts at the trunk of the body and moves outward. First, babies simply wave their arms when they see an object they wantSimple to Complex. At first, babies' main activities are sleeping and eating. Gradually, they learn more complicated tasks

## Theorists 1

Erik Erison	Montessori	Jean Piaget
Trust vs. Mistrust	Children thrive on order and structure	Sensorimotor(0-2 yrs) they exist separately from the objects and people around them

Autonomy Vs. Shame	Children move through sensitive periods	Preoperational(2-7 yrs)Once children acquire language, they are able to use symbols
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## Theorists 1 (cont)

Initiative vs. Guilt	Children need freedom	Concrete Operational(7-11 yrs)children are able to see things from different points of view and to imagine events that occur outside their own lives.
Industry Vs Inferiority	Children absorb their culture	Formal Operational(11+ yrs)round the onset of puberty, children are able to reason in much more abstract ways and to test hypotheses

Ego Identity VS Role Confusion	Little Teachers: Listening better to older children
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Anecdotal records: A brief narrative account describing an incident of a child's behavior that is of interest to the observer.

Frequency: counts are a record of the number of times a specific behavior occurs within a specific time period.



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Published 26th January, 2015.

Last updated 11th May, 2016.

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Theorsts 1 (cont)			Reflexes (cont)			Theorsts 2 (cont)			Theorsts 2 (cont)		
Generativity Vs. Stagnation Care. Age: 40 - 65		Children are natural learners	Swimming	Placed face down in water	Makes coordinated swimming movements	Negative Reinforce-ment: Remove stimuli following correct behavior. Taking away a sticker from the child if they are bad	Develo-pment can not be separated from it's social context	Safety needs: Needs where a human needs to feel safe	Self-actualization		
Ego Integrity Vs Despair 65+			Tonic Neck						When/Then – Abuse It/Lose It Principle – “When you have finished your homework, then you may watch TV.”Incom-patible Alternative Principle – Give the child something to do that he can't do while misbehavi-ng.Choice Principle – Give the child two choices, both of which are positive and acceptable to you.Make a Big Deal Principle Make a big deal over respon-sible, considerate, appropriate behavior with attention,Talk		
Reflexes			Understanding Infants 2								
Babinksi			Stimul-ation: Sole of foot stroked	Fans out toes and twists foot in	Milestones in the First Year				Give the child something to do that he can't do while misbehavi-ng.Choice Principle – Give the child two choices, both of which are positive and acceptable to you.Make a Big Deal Principle Make a big deal over respon-sible, considerate, appropriate behavior with attention,Talk		
Blinking			Flash of light or puff of air	Closes eyes	1 to 3 months• prefers looking at high areas of faces: forehead, eyes, mouth visually follows a bright object when it is moved slowly.hands open out from fists. 2 to 4 months• when placed on tummy, baby can lift head and shoulders• can briefly hold a toy when you place it in his palms• brings hands into eye range.4 to 6 months• begins to roll from tummy to back• reaches for objects• brings toys to mouth to explore them				Others,Modeling Principle		
Grasping		Palms Touched	Grasps Tightly				Positive Punish-ment: Add noxious stimuli following behaviour. Spanking a child for cursing	Learning can lead develo-pment	Love and belonging		
Moro		Sudden move; Loud noise	Startles; throws out arms and legs and then pulls them toward body				Negative Punish-ment: Remove appetative stimulus following behaviour. Telling the child to go to his room for cursing	language plays a central role in mental develo-pment	Esteem		
Rooting		Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks								
Stepping		Infant held upright with feet touching ground	Moves feet as if to walk								
Sucking		Mouth touched by object	Sucks on object	B.F Skinner			Lev Vygotsky	Maslow's Hierarchy of Needs			
			Positive Reinforce-ment: Add appetative stimulus following correct behavior(- Giving a treat)								

