

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 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 Limbic System Cerebellum

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.
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.

Understanding Infants

Infants	Stimulations	Responses	Observations
Reflexes	Side of foot stroked	Foot out toes and twists foot in	Disappears at nine months to a year
Blinking	Flash of light or puff of air	Closes eyes	Permanent
Grasping	Palms touched	Grasps tightly	Weakens at three months; disappears at 1 year
Moro	Sudden noise; loud noise	Startles; throws out arms and legs and then pulls them toward body	Disappears at three to four 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	Hand touched by object	Sucks on object	Disappears at three to four months
Swimming	Placed face down in water	Makes coordinated swimming movements	Disappears at six to seven months
Tonic neck	Placed on back	Stokes left 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 want. Simple to Complex. At first, babies' main activities are sleeping and eating. Gradually, they learn more complicated tasks

Theorists 1

Erik Erison	Montessori Children thrive on order and structure	Jean Piaget Sensorimotor(0-2 yrs) they exist separately from the objects and people around them
Trust vs. Mistrust	Age: Infancy o to 1	
Autonomy Vs. Shame	Age: 1-3	Preoperational(2-7 yrs)Once children acquire language, they are able to use symbols

Theorsts 2 (cont)

Positive Learning Love and
Punishmen can lead belongin
t: Add developm
noxious ent
stimuli
following
behaviour.
Spanking
a child for
cursing

Negative language Esteem
Punishmen plays a
t: Remove central
appetative role in
stimulus mental
following developm
behaviour. ent
Telling the
child to go
to his
room for
cursing

Theorsts 2 (cont)

Self-actualization

When/Then – Abuse It/Lose It
Principle – “When you have
finished your homework, then you
may watch TV.”Incompatible
Alternative Principle – Give the
child something to do that he can’t
do while misbehaving.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 responsible, considerate,
appropriate behavior with
attention,Talk About Them
Positively to Others,Modeling
Principle



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