

### 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
Crawling	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
Swimming	Head touched by object	Sucks on object	Disappears at three to four months
Startling	Placed face down in water	Makes coordinated swimming movements	Disappears at six to seven months
Tonic neck	Placed on back	Stokes lefts 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 1 (cont)			Theorsts 1 (cont)			Reflexes (cont)			Theorsts 2			
Initiative vs Guilt Age: 3-5	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.	Ego Identity VS Role Confusion Age: 12- 18	Little Teachers: Listening better to older children	Generativity Vs. Stagnation Care. Age: 40 - 65	Children are natural learners	Rooting	Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks	B.F Skinner	Lev Vygotsky	Maslow's Hierarchy of Needs
Industry Vs Inferiority Age: 5 -12	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 Integrity Vs Despair 65+				Stepping	Infant held upright with feet touching ground	Moves feet as if to walk	Positive Reinforcement: Add appetative stimulus following correct behavior(- Giving a treat)	Children construct their knowledge	Physiological needs: Body needs
							Sucking	Mouth touched by object	Sucks on object	Negative Reinforcement: Remove stimuli following correct behavior. Taking away a sticker from the child if they are bad	Development can not be separated from it's social context	Safety needs: Needs where a human needs to feel safe
							Swimming	Placed face down in water	Makes coordinated swimming movements			
							Tonic Neck	Placed on back	Makes fists and turns head to the right			
							<b>Understanding Infants 2</b>					
							<b>Milestones in the First Year</b>					
							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					



### Theorsts 2 (cont)

Positive Learning Love and  
Punishme can lead belonging  
nt: Add developm  
noxious ent

stimuli  
following  
behaviour.  
Spanking  
a child for  
cursing

Negative language Esteem  
Punishme plays a  
nt: central  
Remove role in  
appetative mental  
stimulus developm  
following ent

behaviour.  
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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