

GROWTH AND DEVELOPMENT

CHILD DEVELOPMENT: The study of a child from conception to age 18.

The five stages of development are:

1. Infancy--birth to 12 months.
2. Toddler--12 months to 3 years.
3. Preschool--3 years to 6 years.
4. School age--6 years to 12 years.
5. Adolescents--13 years to 18 years.

GROWTH: A child's physical increase in size or amount that is easily observed.

DEVELOPMENT: The ability of a child to do things that are complex and difficult.

LAWS OF GROWTH AND DEVELOPMENT:

1. Growth proceeds from head to foot (cephalo=head, caudal=tail)--lift head, pick up objects, walk to objects.
2. Growth proceeds from near to far (proximal-distal)--from body trunk outward, scoot body, wave arms, grab object, and pick up object.
3. Growth proceeds from the simple to the complex--sleeping, being fed, holding the bottle, feeding self.
4. Growth is continuous and orderly--both legs grow at the same time and rate.

GENERALIZATIONS OF GROWTH AND DEVELOPMENT

1. The tempo of growth is not even.
2. Different aspects of growth develop at different rates.
3. Both the rate and pattern of growth can be modified by conditions within and outside of the body.
4. Each child grows in his/her own unique way.
5. Every individual normally passes through every stage of development.
6. Growth is complex. All of its aspects are closely interrelated.
7. Growth is predictable since individual differences remain constant.
8. Growth proceeds from the general to the specific.
9. Each developmental phase has characteristic traits.
10. Many forms of problem behavior are normal due to the age in which they occur.
11. Most traits in development are correlated.
12. Behavior is caused.
13. The impulse to use the capacity or power in an exaggerated way is associated with the development of a capacity or power.
14. Learning must wait on maturation.
15. Whenever an act results in a feeling of satisfaction to an individual, the act is likely to be repeated.

16. Children's concepts grow out of their experiences.
17. Experimentation is an important part of learning.
18. The urge to grow is innate.

Areas of Development

PHYSICAL DEVELOPMENT:

Includes muscle coordination and control, growth in size and in proportion. Examples: a child rolling over, lifting its head, or sitting up.

COGNITIVE DEVELOPMENT:

The ability of the brain or mind to take in and process information. Examples: a child recognizing their name, or recognizing a parent, recognizing that when they shake a rattle it will make a noise.

SOCIAL DEVELOPMENT:

A child learning and discovering the expectations and rules for interacting with others. Examples: a child smiling at mother, a child learning to share a toy with a friend.

EMOTIONAL DEVELOPMENT:

The ability to recognize and understand feelings and how to respond to them appropriately. Example: a child feeling jealousy due to a new baby in the family, a child feeling love for another person, a child being afraid of the dark.

MORAL DEVELOPMENT:

Identifying personal values. Examples: right or wrong, behaving according to what others need or want, respecting human rights, developing principles to guide behavior.

Why do we observe of Children?

1. To gain a deeper understanding of children, in general; how they think and feel, how they can be expected to grow and behave.
2. To get to know a specific child better -- the child's needs interests, skills, problems, and feelings.
3. To assess where a child is developmentally and make comparisons with other children that same age.
4. To identify special needs, problems, or interests children may have.
5. To assess teaching skills -- A teacher can analyze the set-up of the room, the scheduling of activities, observing when learning problems take place, etc.
6. To make a conscious effort to know all the children in a group equally well. Some children stand out in a group due to a talent or behavior problem. Others tend to get lost in the crowd by blending in too well. A teacher must know all the children in the group and try to meet all of their needs.