



Learning
ZoneXpress™

Ages & Stages

of Child Development

– Newborn to School Age –



- S.KAVITHA
- ASST.PROF
- ICON



Learning
ZoneXpress™

Ages & Stages

of Child Development

– Newborn to School Age –





Learning
ZoneXpress™

Ages & Stages

of Child Development

– Newborn to School Age –



Learner Objectives

- Identify stages of child development
- Understand physical, intellectual, emotional and social characteristics of developmental stages
- Apply stages to interactions with children

Significance of this Study

Studying child development helps us to learn:

- **Children have stages of growth**
 - ◆ Creeping and crawling before walking
- **Each stage builds on previous stages**
 - ◆ Feeling trust must come before acting independently
- **Stages are only a guide, each child will grow at their own pace**
 - ◆ “Early” and “late” walkers can come from the same family

Significance of this Study *(cont.)*

- **Development does not always go forward in even steps**
 - ◆ After learning toilet independence, a child may forget their new skill

- **Mistakes are normal**
 - ◆ Children fall often before they walk

- **Children grow in several areas simultaneously**
 - ◆ Listening to a book brings about learning a language, trust in an adult and how to turn pages

Stage Names and Age Ranges

Newborn

- Birth to three months

Infancy

- Three months to one year

Toddlerhood

- One to three years

Preschool age

- Three to five years

School age

- Five to ten years

Types of Growth & Development

Physical Development –
*Growth in the body's size
and ability*

- Growing taller
- Gaining weight
- Building muscles
- Coordinating eyes and hands

Emotional Development –
Maturing of the mind

- Thinking
- Reasoning
- Using language
- Forming ideas

Emotional and Social Development

Expression of feelings and relationships with others

- Strong feelings, such as love, fear, anger
- Self esteem
- Sharing
- Coping with change
- Communicating with others
- Playing with others
- Learning right and wrong

Newborn Development

(birth to three months)

Physically

- Short necks
- Sloping shoulders
- Protruding abdomen
- Narrow chests
- Weak legs and arms
- They are very helpless
- Respond to touch and warmth
- May kick or cry at air changes, rough textures or moisture
- See patterns in close-up objects
- They see best at an eight-inch distance
- Communicate by crying and cooing and beginning to smile

Reflexes of Newborns

Rooting Reflex:

- When the newborn's cheek is stroked, they turn their head toward the touch and open their mouth and start sucking in search of food.

Grasping Reflex:

- When the inside of the palm is touched, babies grasp a finger tightly.

Startle Reflex:

- When a baby is put down, held away, or hears a loud noise, a baby throws out their arms, draw back their head and stretch out their legs in response.

Babinski Reflex:

- Babies extend their toes when the soles of their feet are stroked.

Newborn Care Giving Guidelines

- Establish a daily routine
- Provide consistent care
- Talk to infants
- Hold infants close while giving care
- Provide an interesting environment
- Be relaxed and calm
- Develop bonding by cuddling infants

Infant Development

(three months to one year)

Physical Development

- Rapid growth – 1¹/₂ times in length and 3 times weight from birth to 1 year
- Hold head up and turn it
- Control of arm and leg movements
- Support themselves with arms when on tummy
- Grasp and drop objects
- Learn to sit
- Begin to creep or crawl
- Pull themselves up to standing position
- Develop hand-eye coordination



Infant Development *(cont.)*

Intellectual Development

- Communicate at first by crying
- Coo and begin to babble
- Begin to say a few words
- Explore objects by touching and putting them in their mouth

Infant Development *(cont.)*

Emotional and Social Development

- Recognize caregivers
- Experience stranger anxiety with unfamiliar person
- Experience separation anxiety when caregiver leaves
- Fear moving too far from caregiver when playing
- Need to develop trust in their caregivers.

Infant Care Giving Guidelines

- When holding young infants, support their head and neck.
- Make the environment safe for the child by removing harmful objects that are within their reach.
- Choose toys that are safe; check the size and sturdiness.
- Pay special attention to their safety when they are crawling.

Toddlers Development

- Two Year olds –

Autonomy – parents feel out of control of child & loss of baby

1. They are learning who they are
2. Exerting independence -- finding what they can do

Toddler Development

Self control -- two year olds don't have it

remove breakables because of aggressiveness

(inner feelings can't be expressed in words)

jealous of baby – give substitute object to hit

tantrums – emotions are strong, lots of frustrations

lots of outdoor activities

Sharing – must feel possession before they can learn to give

Toddler Development

- Blaming others – 1st step toward a conscience because they realize it was wrong.
- Parents must show disapproval – child has no inner incentives to do right – they will do what parents like.

Toddler Development

- Power struggles – conflict between parent and child
 - avoid them, child will outgrow them by 3.
 - 1. give them choices – stay away from yes or no questions
 - 2. divert attention to something else
 - 3. remove yourself from conflict or put them in timeout
 - (it is okay to give in sometimes)

Toddlers Development

(one to three years)

Physical Development

- Grow rapidly, becoming taller and heavier
- Strengthening of bones and muscles
- Begin to walk, climb, run, throw balls, stack blocks and turn knobs
- Begin to use a spoon and cup
- Seem to be in constant motion



Toddlers Development *(cont.)*

Intellectual Development

- Begin talking and saying short sentences
- Understand more than they can say
- Learn names of body parts and objects around them
- Begin to understand a vague sense of time, counting, colors, shapes, sizes

Toddlers Development *(cont.)*

Emotional and Social Development

- Play next to, rather than with, other children
- Say “no” and “I do it myself” a lot
- Take pride in dressing and feeding themselves
- May grab a toy if another child looks at the toy
- Begin to learn rules and limits
- Begin to understand right and wrong
- Test new behaviors and observe results of their actions
- May be easily frustrated
- May have extreme mood swings
- Developing a sense of self worth
- May have a fantasy life



Toddler Care Giving Guidelines

- Provide toys at the child's ability level: Puzzles, nesting buckets, and blocks.
- Take walks to explore surroundings and talk about what's being seen.
- Identify objects the child can see, hear, smell, touch or taste.
- Read to the child and name objects in pictures.
- Let the child help with simple household tasks.
- Compliment the child on their good behavior and accomplishments.
- Read and talk to the child.

Preschoolers Development

(three to five years)

Physical Development

- Arms and legs become longer in relation to their torso
- Becomes thinner
- Improved ability to hop, skip, catch and throw and balance on one foot
- Can feed themselves and work large buttons or zippers
- Can use small scissors and glue things together
- Can draw somewhat realistic pictures

Preschoolers Development *(cont.)*

Intellectual Development

- Ask “who, what and where” questions about their environment
- Use short sentences to carry on a conversation
- Begin to learn about reading, writing and following directions
- Can concentrate on a task



Preschoolers Development *(cont.)*

Emotional and Social Development

- Are eager to please
- Begin to be cooperative and to share in playing with others
- Begin to solve simple problems
- Can understand and follow rules
- Have a sense of right and wrong
- Want to avoid punishment and gain rewards
- Express feelings
- Need to develop positive feelings about themselves
- May have fears, such as of the dark
- May not grasp differences between fantasy and reality

Preschoolers Care Giving Guidelines

- Build motor skills by providing water play, encouraging running, skipping, playing catch and with games like hide and seek and Simon Says.
- Do simple crafts, storytelling, use puppets and play dress up.
- Encourage the child to talk about their activities, artwork and feelings about their friends and family.
- Provide puzzles, cutting and coloring activities.
- Assign household tasks and help the child to successfully complete the task.
- Talk with the child about their everyday activities and feelings, encouraging their questions.

School Age Children Development

(five to ten years)

Physical Development

- Replacement of baby teeth with permanent teeth
- Increased ability in large motor skills – kicking and catching a ball

School Age Children Development *(cont.)*

Intellectual Development

- Exploring and testing of their environment and ideas
- Asking many questions about how and why things are as they are
- Learning math, reading and writing skills
- Expanding vocabularies by about 5000 words per year

School Age Children Development *(cont.)*

Emotional and Social Development

- Forming peer groups
- Taking more responsibility for their behavior
- Discovering that rules may be flexible
- Knowing difference between right and wrong
- Recognizing others have feelings
- Feeling of fear may decrease
- Feeling of stress may increase

School Age Children Care Giving Guidelines

- Support the child's involvement in learning and participating in school activities.
- Help the child to develop one or two special interests, such as collecting stamps or rocks, studying birds, playing an instrument, or getting involved in a sport.
- Help them develop one or two special interests such as collecting of something like stamps, rocks, or studying birds.
- Provide realistic positive feedback.
- Encourage friendships and involvement in groups of children you know well.
- Provide ways for the child to learn responsibilities such as caring for pets.
- Encourage healthy eating habits and appropriate feelings about body image.

Discussion Questions

1. How does knowledge of child development help parents with the task of parenting?
2. Why does a doctor check a child's height and weight when giving regular check-ups?
3. How does knowing sequences of development help a parent support the child's growth and development?
4. When should a child begin to help with household chores?
5. How does knowledge of child development reduce the potential for child abuse?

Review

1. This type of development refers to development of the mind. It is the ability to think, reason, use language and form ideas. What is it?

Answer: Intellectual

2. This development is the growth or change in body size and ability. What type is it?

Answer: Physical

Review *(cont.)*

3. When you learn the rules and learn to communicate and get along with others, you are experiencing this type of development.

Answer: Social

4. Love, happiness, fear and anger are sometimes expressed in this type of development.

Answer: Emotional

Match the **Ages** to the **Stages** of Child Development



Web Sites to Review

Examples of Developmental Stages

- <http://www1.dshs.wa.gov/ca/fosterparents/training/chidev/cd04.htm>

Developmental Milestones

- <http://sites.target.com/site/en/kids/page.jsp?contentId=PRD03-00003&showExpanded=showExpanded>

Halsey Schools – Ages and Stages of Child Development

- http://www.halseyschools.com/Woodland Hills/Help_Pages/Ages & Stages/12-24 Months.htm

Normal Stages of Human Development

- <http://www.childdevelopmentinfo.com/development/normaldevelopment.shtml>

Other References

- Butler, S. & Kratz, D. (1999). *The Field Guide to Parenting*. Worcester, MA: Chandler House Press.
- Gesell, A. & Ilg, F. (1943). *Infant and Child in the Culture of Today*. New York: Harper & Brothers Publisher.
- Davis, L. & Keyser, J. (1997). *Becoming the Parent You Want to Be*. New York: Broadway Books.

Consultants

- Dr. Marty Rossmann, Professor Emeritus, Family Education, University of Minnesota
- Colleen Angel, FACS Educator