CHILDHOOD DEVELOPMENT

Presented by Erin Wertheimer, LCSW, RPT-S, ACS

(Adapted slides from: Lou Felipe, PhD)

WHY IS IT IMPORTANT TO IDENTIFY DEVELOPMENTAL AGE APPROPRIATE SKILLS/ACTIVITIES??

PIAGET'S STAGES OF DEVELOPMENT

PIAGET'S STAGES OF DEVELOPMENT: PREOPERATIONAL

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned

3 YEARS

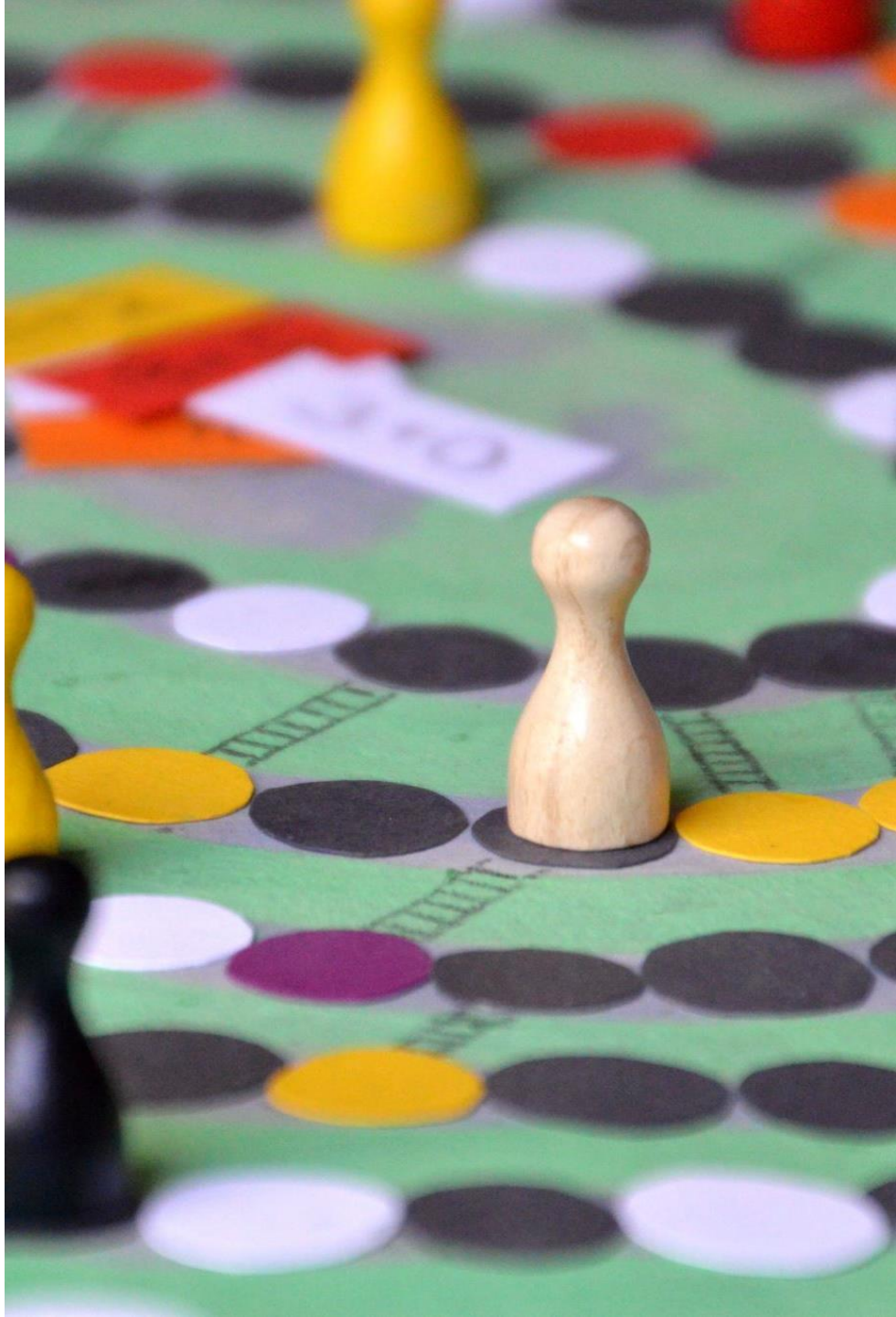
SOCIAL SKILLS:

Interacting with group play

Playing with others

Engages with imaginary play

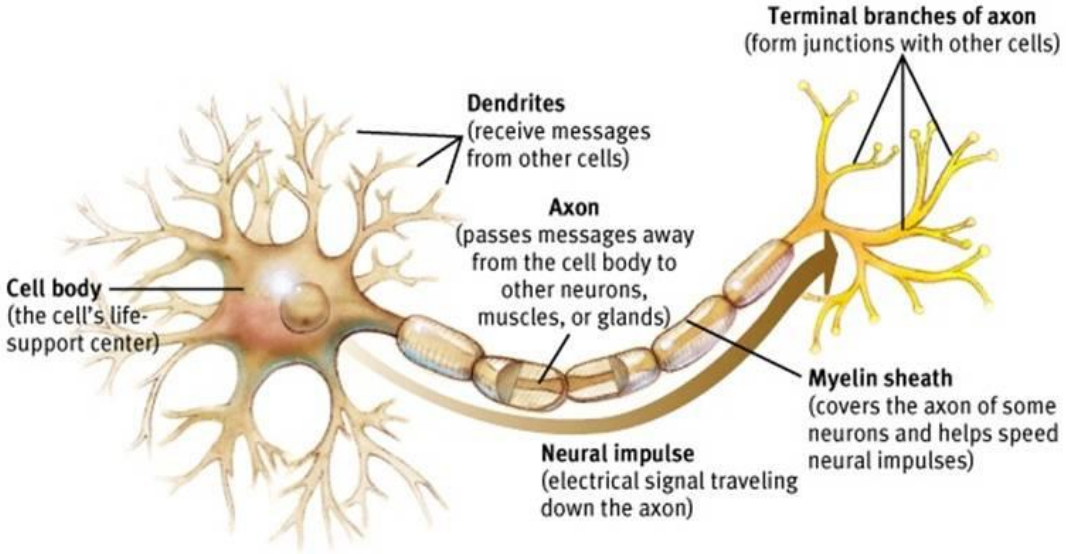
Taking turns



PHYSICAL DEVELOPMENT

- Physically active and cannot sit still for too long
- 3 years, 3 feet, 33 lbs. (rule of 3)
- Greater refinement of gross motor skills: hopping, jumping, climbing
- Big wheels and tricycles
- Toilet-trained by 3-3.5 years in most cases

BODY AND BRAIN (3-5 YEARS)



Body Changes

2.5 inches in height/year

5-7 lbs. per year

Body slims, while trunk lengthens

Head continues to be big for body, but not as pronounced as toddlerhood

Brain Development

Synaptic pruning: extra neurons and synaptic connections are eliminated to increase brain efficiency and organization

Myelination involves the development of fatty tissue around brain cells to increase the efficiency of neuron function

This improves coordination and higher level thinking

MOTOR DEVELOPMENT

Gross Motor Skills

Jumping, hopping, running- up and down stairs with alternating feet

From 3 to 5, young children grow increasingly more adventurous and confident in their movements and activity

Fine Motor Movements

Can use thumb and forefinger to pick up small objects

Can complete puzzles with greater precision

As children reach 5 years of age, full hand coordination, as well as the coordinated movements among body, arm, and hand are much more fluid

PHYSICAL ACTIVITY

Physical activity is a daily necessity

Around 3 hours a day is recommended, but in hourly increments of 15 minutes

SOCIAL DEVELOPMENT

Play

More imaginative and fantasy play

Cooperative play and turn-taking emerge

Play involves experimentation social roles

Desire to please adults

General understanding of "good" and "bad" behavior

- Piaget – heteronomous morality: rules are unchangeable, and out of one's control

Curiosity about own and others' bodies

No sense of privacy

Greater understanding of gender roles

COGNITIVE DEVELOPMENT

Ego-centric, illogical, magical thinking

Explosion of vocabulary; learning more syntax and grammar

At preschool age, understanding of time and sequence is not yet developed

Vivid imagination, where fantasy and reality merge

Improving memory (ability to attend, sustain attention), yet suggestible

As toddlers, there is difficulty realizing that others have a perspective. By 5, there is a greater understanding of others having a perspective. Basis of empathy

Emotional cues may be misread

As toddlers, receptive language is better than expressive language, but this equals out by 5

EMOTIONAL DEVELOPMENT

During infancy, the caregiver-child relationship sets the foundation for emotional development.

- Trust and safety can be determined
- Regulation of emotions is done together in synchrony

Moving towards the preschool years, growing awareness of self as distinct with distinct emotions (**Self-conscious emotions**)

- Others, too, have distinct emotional experiences

ERICKSON'S 8 STAGES OF PSYCHOSOCIAL DEVELOPMENT

Erikson's Stages of Psychosocial Development

Approximate Age	Psycho Social Crisis
Infant - 18 months	Trust vs. Mistrust
18 months - 3 years	Autonomy vs. Shame & Doubt
3 - 5 years	Initiative vs. Guilt
5 -13 years	Industry vs. Inferiority
13 -21 years	Identity vs. Role Confusion
21- 39 years	Intimacy vs. Isolation
40 - 65 years	Generativity vs. Stagnation
65 and older	Ego Integrity vs. Despair

Psychosocial Conflict: Initiative vs. Guilt

Existential Question: "Am I good or bad?"

Basic Virtue: Purpose

Important Event: Exploration, play

Key Relationship(s): Parent(s)

MIDDLE-LATE CHILDHOOD DEVELOPMENT

ACHIEVEMENTS DURING MIDDLE CHILDHOOD

Responsibility for healthy habits

Development of one or more close friends

Identification with peer groups

Sees self as a member of family, community and other groups

Ability to express and manage feelings

Belief in capacity for success

Understanding of right and wrong

Awareness of rules

Ability to read, write and communicate increases with complexity and creative thoughts

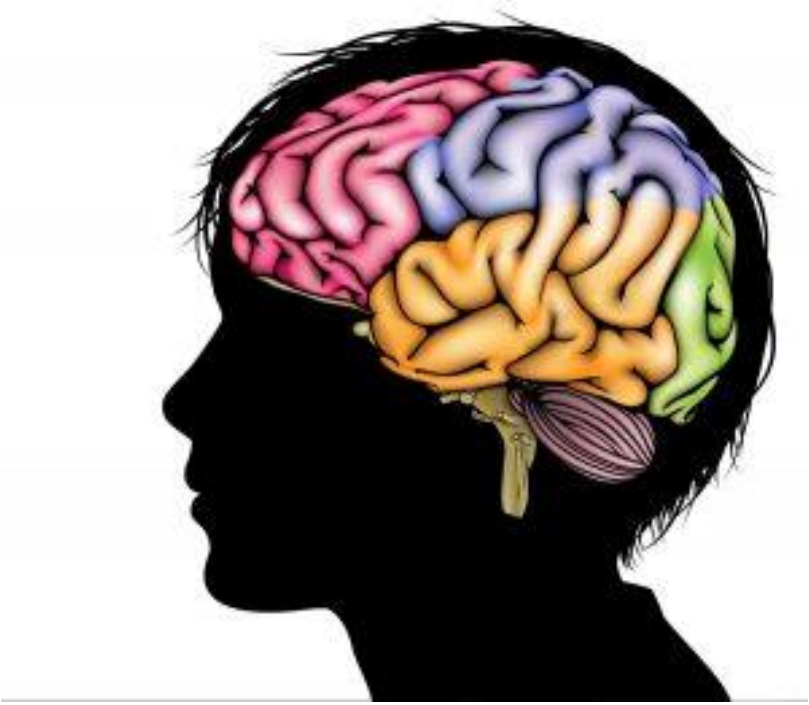
Responsibility for homework

PHYSICAL CHANGES

- Slow, gradual growth
- Growth of 2-3 inches/year until age 11 (approx.)
- Head and waist circumference in relation to body height is reduced
- Increased muscle mass, with strength capacity doubling

COGNITIVE CHANGES

- Brain volume stabilizes
- Synaptic pruning increases brain efficiency: synaptic connections that are unused are lost, where those being used have increased connections
- Increased cognitive control (control and flexibility)



INFORMATION PROCESSING

- Short-term memory increases until age 7

- Long-term memory improves/increases with age
  - Permanent, unlimited memory