**Ages & Stages Powerpoint**

* 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

**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**

* 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 *(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   
  *(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.)*

* 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.

**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.)***

* 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.

**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.