**Child Development**

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**Date:**

* The best predictor of a good endings is a good beginnings .
* Learning and life experience is ­­­­­molded by what happens to the child in the early years of his or her life.

**Physical Development**

Includes:

* **Gross motor skills:** movements of the large muscles of the legs, trunk and arms.
* **Fine motor skills:** movements of the small muscles of the fingers and hands.
* M**otor control**: the ability to move these large and small muscles.
* **Motor coordination:** ability to move these muscles in a smooth and fluid pattern of motion.
* **Kinaesthetic feedback:** the body’s ability to receive input to the muscles from the external environment so the person knows where his body is positioned in space.

**Intellectual Development**

Some aspects include.

* **Verbal skills**-our ability to communicate with words our ideas, attitudes, beliefs, thoughts and emotions.
* **Non-verbal skills**-our ability to use visual and spatial-perceptual skills to interpret the world around us.
* **Attention Span** -the ability to sustain a focus on a stimulus for a sufficient period of time to interpret it and understand it.
* **Concentration-**our ability to utilize attention to juggle stimuli into various permutations as necessary to analyze it accurately.
* **Visual-motor and perceptual**-the ability to coordinate the movements of the eyes and hands to manipulate objects effectively and also without manipulating them physically.
* **Memory-**can be auditory or visual (or even kinaesthetic as in the case of remember dance steps) (recall, long-term)

**Linguistic Development**

Refers to language usage.

* **Receptive language**-our ability to understand spoken language when we hear it
* **Expressive language**-our ability to use spoken language to communicate to others
* **Pragmatic language**-the ability to understand humor, irony, sarcasm and know how to respond appropriate and to know when to wait and listen
* **Self-talk-**the ability to use internal, silent language to think through problems, cope with difficulties and postpone impulses.
* **Reasoning-**the ability to think through problems, usually with self-talk but at other times aloud, create plans of action using words
* **Creative thinking-**although not strictly a linguistic function I include it here because many people use language creatively, in new and inventive ways.

 **Emotional Development**

* **Frustration tolerance**-the ability to cope effectively when things do not go the way we want or expect
* **Impulse control**-the ability to think before we act and not do everything that comes into our head
* **Anger management**-ability to resolve conflict without recourse to verbal or physical violence
* **Inter-personal intelligence-**understanding the attitudes, beliefs and motivations of others
* **Intra-**personal intelligence-understand our own attitudes, beliefs and motivations

**Social Development**

* **Sharing-**knowing how to ask to use the materials that belong to another
* **Turn-taking**-knowing when it is your turn to do something and when to ask if you can do it
* **Cooperation**-the skills of working with others towards a group goal of task
* **Collaboration**-the ability to communication your input in a meaningful way when working with others.

**Brainstorm:** *Brainstorm and write down at least 10 activities you can do with children and put a check in which area of development this activity works.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Physical | Intellectual | Linguistic | Emotional | Social |
| 1. Play with Legos | X | X | X could be | X could be | X could be |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |
| 6. |  |  |  |  |  |
| 7. |  |  |  |  |  |
| 8. |  |  |  |  |  |
| 9. |  |  |  |  |  |
| 10. |  |  |  |  |  |