Toddler Brain Development Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brain Development

* People used to think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a child with food,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and shelter in a loving, healthy, and safe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_was all a child needed for development.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(study of brain) has show that a child’s experiences can help determine the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_structure of the brain and the \_\_\_\_\_\_\_\_\_\_\_\_to which a child reaches his/her potential
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the ability to interpret and understand everyday situations and to use prior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when faced with new situations.
* In addition, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the ability to learn.
* Both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and environment influence intelligence.
* Children learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and the words for those concepts in stages. It takes time for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that result from board generalization to be sorted out.

Methods of Learning

* Incidental \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is unplanned learning. For example, a noise occurs when a child hits the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**is learning that takes place when a child tires several \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to find one that works. For example, will this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_fit in this whole?
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**is learning by watching and copying others.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**results from being taught.

Intellectual Activity

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**is the ability to ignore most sensory information and concentrate on one item of interest.
* Without\_\_\_\_\_\_\_\_\_\_\_\_\_\_, there would be no learning.
* Short \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_memories are helpful in accomplishing everyday tasks without making the brain store the unimportant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_indefinitely.
* Babies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_memory early by recognizing faces of their primary caregivers. Between six months and a year, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have the ability to remember more information for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_periods of time.
* As children\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they become able to react to a situation by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_similar experiences in the past.
* A newborn learns about the world through **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(information received through sense). This sensory information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_established connections in the brain and can spark new\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**is necessary to solve problems, make decisions, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_relationships and form concepts. Babies show signs of simple \_\_\_\_\_\_\_\_\_\_\_\_\_\_-solving skills at about four to six months of age. One-, and two-year-olds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_learn more sophisticated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_skills. Making decisions involves choosing from different alternatives.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**becomes very apparent at about two years of age. An active imagination improves learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it allows the child to try new things.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**is a mental ability that involves using the imagination to produce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ideas.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are curious about the world around them, and that **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**helps brain development and learning. It is **curiosity** that make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_wonder why and how about things. **Curiosity** make children try new activities. However, if a child is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it can stifle or suppress **curiosity**

Intellectual Developmental Milestones

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| --- | --- |
| Age | Developmental Milestones |
| 1 year | * Begins to put \_\_\_\_\_\_\_\_\_\_\_words together * Names \_\_\_\_\_\_\_\_\_\_\_objects and people * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_“no”, but ignore it * Finds hidden \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2 years | * Uses two -to three-word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Knows about \_\_\_\_\_\_\_\_\_\_\_words * Follows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_directions * Identifies \_\_\_\_\_\_\_\_\_\_\_ |

Intellectual Activity Areas

Intellectual Activity Areas