Theory to Practice: Early Childhood

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**Physical Domain - by Downes**

- Child shows high levels of energy
- Increase in fine motor skills: throwing a ball, building with blocks
- Increase in gross motor skills: running, rolling, skipping
- Increasing competence in self-care and personal hygiene
- Becomes more interested in others, develops playmates
- Develops interest in puzzles and creating images from real life
- Begin to dress and undress themselves
As the child grows, he or she develops a greater sense of self. Autonomy becomes an influence of daily activities!

The child begins to understand right and wrong, and takes social cues from care givers!

Gender identity and peer relationships develop as well. Children begin to compare themselves to their friends!
Emotional Domain
COGNITIVEDOMAIN - BY SHAWNSING

- Some understanding and use of symbols
- Limited knowledge base
- Some rehearsal

- Short attention span
- Distractibility
- Remembers past events and able to retell

- Able to learn some simple strategies modeled by others
- Three word and/or more complex sentences
- Ability to construct narratives

- Compute simple math
- Aware that harmful actions are wrong

- Overregularization on words (e.g. feets, gooder)
- Imaginative play
I'm off to explore the world!

I'm crossing the street all by myself.

Gotta run home.

Where were you!

I thought it would be ok...
Can't the guilt just go away!

I should listen to Mr Erikson's advice...I shouldn't discourage.

Sorry for being upset...

I understand...I shouldn't walk the streets alone.

Erik Erikson's Theory of Psychosocial Development:

Psychosocial stages – In Erikson’s theory, eight periods of life that involve age related challenges. He believed that people grow from life's challenges.

Initiative versus guilt (preschool years)
Children develop the initiative to undertake activities independently. When adults discourage such initiative, children may instead develop guilt about acting inappropriately or having unacceptable feelings.

Erikson would advise teachers or parents to allow children to explore the world independently and to understand that children feel distressed from not living to expectations.
Hmm... you be the dad and I'll be the mommy.

woof woof, grrr

No! I wanna be the dog.

I'm a fairy princess...

The evil creature is coming... Fly fairies fly!

I'm gonna lock those fairies in jail!
Jean Piaget’s Constructivism Theory:

Clinical Method – Procedure where an adult probes a child’s reasoning about a task or problem, tailoring questions in light of what the child has previously said or done in the interview.

Preoperational Stage – Children can think beyond their immediate experience. However, they do not yet reason in logical, adult-like ways.

Piaget would advise teachers or parents to provide opportunities for children to experiment with physical objects and natural phenomena.
Kohlberg’s Theory of Moral Development
Preconventional Morality

Exchange of Favors

Children realize that others have needs, but may only help others if they are rewarded for doing so.
Kohlberg's Theory of Moral Development
Preconventional Morality

Punishment Avoidance and Obedience

Children make decisions based on what is best for themselves. They obey rules set by parents, but disobey if they believe they won't be caught.
I'm going to paint a pretty picture for mom with clouds and a rainbow!

First, I will paint the clouds

Now time for the rainbow! First color is red, then orange, then yellow, then green, then blue, and finally purple!
There! All finished, now I can go give it to mom to hang on the fridge!

Vygotsky’s Theory

Thought and language become increasingly interdependent in the first few years of life. When thought and language first merge, children often talk to themselves, known as self-talk. Self-talk then evolves into inner speech which is when children talk to themselves mentally, rather than aloud. They direct themselves verbally through tasks and activities.
Howard Gardner: Multiple Intelligence Theory
Did you know Albert Bandura's Social Learning theory Occurs in four main stages, Bennie?

Well anyway, they are: close contact, imitation of superiors, understanding of concepts, and role model behavior!

I don't care!