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Mr. Speice

ISM 3A

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Research Assessment 4

Works Cited:

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In the continuation of my studies to gather more information based around my topic of study, I chose to conduct my fourth research assessment on child development, and how the ways in which children are developed can impact how they function later in life. Thus far, I have learned that, mainly, children experience an immense period of development and growth during infancy and early childhood. Throughout this period of growth, children will develop skills involving those of language and communication, become aware of self identity, and increase their overall memory capacity. Through major studies conducted throughout fairly recent history, three separate stages of child development have been determined. These include early childhood, which contains children from birth to the age of approximately 5 to 7. Middle childhood includes

ages 6 to 8 to 12. The final stage of child development occurs when children reach adolescence. Through the articles that I studied for this research assessment, all stages were the same, while ages involved in each stage varied slightly. I plan on performing later, more in depth research in order to determine specifically what age group is considered suitable for each stage.

The first article included in my research assessment provided me with a short summary of the overall idea of child development, and what it means in influencing the overall growth of a young child; however, it did not provide a great amount of detail or insight on the topic. I was able to learn that once a child begins speaking, this marks the end of infancy, and begins the greater stages of development. By the time that a child enters kindergarten, he should be able to form complete sentences ranging from five to seven words each, along with a vocabulary ranging from 300 to 1500 words. I found this range of words impressive yet surprising, as children typically do not seem to have a very broad vocabulary at such a young age. As a future educator, I plan to assist children in any possible way to increase and expand their vocabularies and speaking abilities, in order to encourage their development as a student.

The second article that I chose to include in this research assessment seemed to be the most effective, and I enjoyed reading it because of the depth of the information provided. From this source, I recognized a major emphasis on the importance for children to be exposed to external forces outside of their homes, rather than only learning from their parents. This way, children will have the opportunity to see the ways in which others function in specific relationships, as well as in a community. This process will ultimately help the child in deciding the ways that they will function in similar situations. In this article, I was also able to gain knowledge based on the Learning Theory, which shows a great emphasis on emotional aspects of

a child's development, especially in being rewarded versus being punished. Because my main focus this year is to decipher when and how to utilize these two concepts, this portion of the article was very interesting and beneficial to my understanding.

Finally, the third source that I chose to study focused greatly on the more physical aspect of child development. Although I did not find this topic as interesting, I still did gather some information which could eventually prove helpful, such as specific guidelines and abilities that children should meet by the time they reach certain ages and stages in their development. Some of these requirements were surprising to me, such as a three-year-old's ability to sufficiently throw and catch a ball, I was able to reflect on my own previous knowledge and realize that this ability should, in fact, come around this age.

I chose to study child development this week because, as an educator, it will be my responsibility to ensure that each child in my classroom will gain the most knowledge possible in the music field. My goal is to allow each child to find his or her personal creative outlet, and to have the opportunity to experiment with that outlet, while still remaining safe and learning to the highest of their abilities.

Child development, the growth of perceptual, emotional, intellectual, and behavioral capabilities and functioning during childhood. The term childhood denotes that period in the human lifespan from the acquisition of language at one or two years to the onset of adolescence at 12 or 13 years.

The physical growth of children is treated in human development. The end of infancy and the onset of childhood are marked by the emergence of speech at one to two years of age. Children make enormous progress in language acquisition in their second year and demonstrate a continually growing vocabulary, an increasing use of words in combinations, and a dawning understanding of the rules of grammar and syntax. By their third year children tend to use sentences containing five or even six words, and by the fourth year they can converse in adultlike sentences. Five- and six-year-olds demonstrate a mastery of complex rules of grammar and meaning.

Early childhood (two to seven years) is also the time in which children learn to use symbolic thought and language to manipulate their environment. They learn to perform various mental operations using symbols, concepts, and ideas to transform information they gather about the world around them. The beginnings of logic, involving the classification of ideas and an understanding of time and number, emerge in later childhood (7 to 12 years). Children's memory capacity also advances continually during childhood and underpins many other cognitive advances they make at that time. As both short-term and long-term memory improve, children demonstrate an increasing speed of recall and can search their memory for information more quickly and efficiently.

Young children's growing awareness of their own emotional states, characteristics, and abilities leads to empathy—i.e., the ability to appreciate the feelings and perspectives of others. Empathy and other forms of social awareness are in turn important in the development of a moral sense. The basis of morality in children may be said to progress from a simple fear of punishment and pain to a concern for maintaining the approval of one's parents. Another important aspect of children's emotional development is the **formation of their self-concept, or identity**—i.e., their sense of who they are and what their relation to other people is. Sex-role identity, based on gender, is probably the most important category of self-awareness and usually appears by the age of three.

Human beings, like other animal species, have a typical life course that consists of successive phases of growth, each of which is characterized by a distinct set of physical, physiological, and behavioral features. These phases are prenatal life, infancy, childhood, adolescence, and adulthood (including old age). Human development, or developmental psychology, is a field of study that attempts to describe and explain the changes in human cognitive, emotional, and behavioral capabilities and functioning over the entire lifespan, from the fetus to old age. Most scientific research on human development has concentrated on the period from birth through early adolescence, owing to both the **rapidity and magnitude of the psychological changes observed during those phases** and to the fact that they culminate in the optimum mental functioning of early adulthood. A primary motivation of many investigators in the field has been to determine how the culminating mental abilities of adulthood were reached during the preceding phases. This essay will concentrate, therefore, on human development during the first 12 years of life.

Theories of development

The systematic study of children is less than 200 years old, and the vast majority of its research has been published since the mid-1940s. Basic philosophical differences over the fundamental nature of children and their growth occupied psychologists during much of the 20th century. The most important of such controversies concerned the relative importance of genetic endowment and environment, or “nature” and “nurture,” in determining development during infancy and childhood. Most researchers came to recognize, however, that **it is the interaction of inborn**

biological factors with external factors, rather than the mutually exclusive action or predominance of one or the other force, that guides and influences human development. The advances in cognition, emotion, and behaviour that normally occur at certain points in the life span require both maturation (i.e., genetically driven biological changes in the central nervous system) and events, experiences, and influences in the physical and social environment. Generally, maturation by itself cannot cause a psychological function to emerge; it does, however, permit such a function to occur and sets limits on its earliest time of appearance. Three prominent theories of human development emerged in the 20th century, each addressing different aspects of psychological growth. In retrospect, these and other theories seem to have been neither logically rigorous nor able to account for both intellectual and emotional growth within the same framework. Research in the field has thus tended to be descriptive, since developmental psychology lacks a tight net of interlocking theoretical propositions that reliably permit satisfying explanations.

Piaget's theory

The Swiss psychologist Jean Piaget took the intellectual functioning of adults as the central phenomenon to be explained and wanted to know how an adult acquired the ability to think logically and to draw valid conclusions about the world from evidence. Piaget's theory rests on the fundamental notion that the child develops through stages until he arrives at a stage of thinking that resembles that of an adult. The four stages given by Piaget are (1) the sensorimotor stage from birth to 2 years, (2) the preoperational stage from 2 to 7 years, (3) the

concrete-operational stage from 7 to 12 years, and (4) the stage of formal operations that characterizes the adolescent and the adult. One of Piaget's fundamental assumptions is that early intellectual growth arises primarily out of the **child's interactions with objects in the environment**. For example, Piaget believed that as a two-year-old child repeatedly builds and knocks down a tower of blocks, he is learning that the arrangement of objects in the world can be reversed. According to Piaget, children organize and adapt their experiences with objects into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways. The older child, for instance, who has learned the **concept of reversibility**, will be able to execute an intelligent and logical search for a missing object, retracing his steps, for example, in order to determine where he may have dropped a set of keys. As children pass through successive stages of cognitive development, their knowledge of the world assumes different forms, with each stage building on the models and concepts acquired in the preceding stage. Adolescents in the final developmental stage, that of formal operations, are able to think in a rational and systematic manner about hypothetical problems that are not necessarily in accord with their experience. Piaget's theory is treated in greater detail below in the sections on cognitive development in infancy and childhood.

Learning theory

A more distinctively American theoretical view focuses primarily on the child's actions, rather than on his emotions or thinking. This point of view, called learning theory, is concerned with identifying those mechanisms that can be offered to **explain differences in behaviour, motives, and values among children**. Its major principles stress the effects of reward and punishment

(administered by parents, teachers, and peers) on the child's tendency to adopt the behaviour and values of others. Learning theory is thus directed to the overt actions of the child, rather than to inner psychological states or mechanisms.

Learning is any relatively permanent change in behaviour that results from past experience.

There are two generally recognized learning processes: classical and instrumental conditioning, both of which use associations, or learned relations between events or stimuli, to create or shape behavioural responses. In classical conditioning, a close temporal relation is maintained between pairs of stimuli in order to create an association between the two. If, for example, an infant hears a tone and one second later receives some sweetened water in his mouth, the infant will make sucking movements to the sweet taste. After a dozen repetitions of this sequence of the tone followed by the sweet water, the infant associates the sounding of the tone with the receipt of the sweetened water and will, on subsequent repetitions, make sucking movements to the tone even though no sugar water is delivered.

Instrumental, or operant, conditioning involves creating a relationship between a response and a stimulus. If the experiment described above is changed so that after the tone is heard, the infant is required to turn his head to the right in order to receive the sweetened water, the infant will learn to turn his head when the tone sounds. The infant learns a relation between the response of turning his head and the subsequent receipt of the sweet taste. This set of relations is referred to as instrumental conditioning because the child **must do something in order to receive the reward**; the latter, in turn, makes the infant's head-turning response more likely in future occurrences of the situation. Rewards, such as praise and approval from parents, act as positive reinforcers of specific learned behaviours, while punishments decrease the likelihood of repeating such

behaviours. Scientists who believe in the importance of these principles use them to explain the changing behaviour of children over the course of development.

CHILD DEVELOPMENT, STAGES OF GROWTH

Definitions of stages of growth in childhood come from many sources. Theorists such as Jean Piaget, Lev Vygotsky, Lawrence Kohlberg, and Erik Erikson have provided ways to understand development, and recent research has provided important information regarding the nature of development. In addition, stages of childhood are defined culturally by the social institutions, customs, and laws that make up a society. For example, while researchers and professionals usually define the **period of early childhood as birth to eight years of age**, **others** in the United States might **consider age five** a better end point because it coincides with entry into the cultural practice of formal schooling.

There are three broad stages of development: early childhood, middle childhood, and adolescence. The definitions of these stages are organized around the **primary tasks of development** in each stage, though the boundaries of these stages are malleable. Society's ideas about childhood shift over time, and research has led to new understandings of the development that takes place in each stage.

Early Childhood (Birth to Eight Years)

Early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and **interact**

effectively with others. For these reasons, the primary developmental task of this stage is *skill development*.

Physically, between birth and age three a child typically doubles in height and quadruples in weight. Bodily proportions also shift, so that the infant, whose head accounts for almost one-fourth of total body length, becomes a toddler with a more balanced, adult-like appearance. Despite these rapid physical changes, the typical three-year-old has mastered many skills, including sitting, walking, toilet training, using a spoon, scribbling, and sufficient hand-eye coordination to catch and throw a ball.

Between three and five years of age, children continue to grow rapidly and begin to develop fine-motor skills. By age five most children demonstrate fairly good control of pencils, crayons, and scissors. Gross motor accomplishments may include the ability to skip and balance on one foot. Physical growth slows down between five and eight years of age, while body proportions and motor skills become more refined.

Physical changes in early childhood are accompanied by rapid changes in the child's cognitive and language development. From the moment they are born, children use all their senses to attend to their environment, and they begin to develop a sense of cause and effect from their actions and the responses of caregivers.

Over the first three years of life, children develop a spoken vocabulary of between 300 and 1,000 words, and they are able to use language to learn about and describe the world around them. By age five, a child's vocabulary will grow to approximately 1,500 words. Five-year-olds are also able to produce five-to seven-word sentences, learn to use the past tense, and tell familiar stories using pictures as cues.

Language is a powerful tool to enhance cognitive development. Using language allows the child to communicate with others and solve problems. **By age eight**, children are able to demonstrate some basic understanding of less concrete concepts, including time and money. However, the eight-year old still reasons in concrete ways and has difficulty understanding abstract ideas.

A key moment in early childhood socioemotional development occurs around one year of age. This is the time when **attachment formation** becomes critical. Attachment theory suggests that individual differences in later life functioning and personality are shaped by a child's early experiences with their caregivers. The quality of emotional attachment, or lack of attachment, formed early in life may serve as a model for later relationships.

From ages three to five, growth in socioemotional skills includes the formation of peer relationships, gender identification, and the development of a sense of right and wrong. Taking the perspective of another individual is difficult for young children, and **events are often interpreted in all-or-nothing terms, with the impact on the child being the foremost concern**. For example, at age five a child may expect others to share their possessions freely but still be extremely possessive of a favorite toy. This creates no conflict of conscience, because *fairness* is determined relative to the child's own interests. Between ages five and eight, children enter into a broader peer context and develop enduring friendships. Social comparison is heightened at this time, and taking other people's perspective begins to play a role in how children relate to people, including peers.

Implications for in-school learning. The time from birth to eight years is a critical period in the development of many foundational skills in all areas of development. Increased awareness of, and ability to detect, developmental delays in very young children has led to the creation of early

intervention services that can reduce the need for special education placements when children reach school age. For example, earlier detection of hearing deficits sometimes leads to correction of problems before serious language impairments occur. Also, developmental delays caused by premature birth can be addressed through appropriate therapies to help children function at the level of their typically developing peers before they begin school.

An increased emphasis on early learning has also created pressure to prepare young children to enter school with **as many prerequisite skills as possible**. In 1994 federal legislation was passed in the United States creating Goals 2000, the first of which states that "All children will enter school ready to learn" (U.S. Department of Education, 1998). While the validity of this goal has been debated, the consequences have already been felt. One consequence is the use of standardized readiness assessments to determine class placement or retention in kindergarten.

Another is the creation of transition classes (an extra year of schooling before either kindergarten or first grade). Finally, the increased attention on early childhood has led to renewed interest in preschool programs as a means to narrow the readiness gap between children whose families can provide quality early learning environments for them and those whose families cannot.

<p>Understanding</p> <p>10</p>	<p>Thoroughly describes and paraphrases the information.</p> <p>Thoroughly answers the question "What did you learn?"</p>	<p>Adequately describes and paraphrases the information.</p> <p>Adequately answers the question "What did you learn?"</p>	<p>Somewhat describes and paraphrases the information.</p> <p>Somewhat answers the question "What did you learn?"</p>	<p>Does not describe paraphrase the information. Does not answer the question "What did you learn?"</p>
<p>Applying</p> <p>10</p>	<p>Thoroughly applies and illustrates the information.</p> <p>Thoroughly answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Adequately applies and illustrates the information.</p> <p>Adequately answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Somewhat applies and illustrates the information.</p> <p>Somewhat answers the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>	<p>Does not apply and/or illustrate the information. Does not answer the following questions: "Why is this information relevant to you, your learning, your topic, and your ISM journey?"</p>
<p>Analyzing</p> <p>10</p>	<p>Thoroughly analyzes, examines, and breaks down the information.</p>	<p>Adequately analyzes, examines, and breaks down the information.</p>	<p>Somewhat analyzes, examines, and breaks down the information.</p>	<p>Does not analyze, examine, and break down the information. Does not answer the</p>

	<p><u>Thoroughly</u> <u>answers the</u> <u>questions: What</u> <u>are the key parts of</u> <u>this information?</u> <u>How can it be</u> <u>classified?</u> <u>Thoroughly</u> <u>connects to prior</u> <u>knowledge and</u> <u>thoroughly</u> <u>explains whether</u> <u>or not the</u> <u>information</u> <u>changed or</u> <u>modified prior</u> <u>knowledge</u></p>	<p><u>Adequately</u> <u>answers the</u> <u>questions: What</u> <u>are the key parts of</u> <u>this information?</u> <u>How can it be</u> <u>classified?</u> <u>Adequately</u> <u>connects to prior</u> <u>knowledge and</u> <u>thoroughly explains</u> <u>whether or not the</u> <u>information</u> <u>changed or</u> <u>modified prior</u> <u>knowledge</u></p>	<p><u>Somewhat</u> <u>answers the</u> <u>questions: What</u> <u>are the key parts of</u> <u>this information?</u> <u>How can it be</u> <u>classified?</u> <u>Somewhat</u> <u>connects to prior</u> <u>knowledge and</u> <u>thoroughly</u> <u>explains whether</u> <u>or not the</u> <u>information</u> <u>changed or</u> <u>modified prior</u> <u>knowledge</u></p>	<p><u>questions: What are</u> <u>the key parts of this</u> <u>information? How</u> <u>can it be classified?</u> <u>Does not connect to</u> <u>prior knowledge</u> <u>and does not</u> <u>explain whether or</u> <u>not the information</u> <u>changed or</u> <u>modified prior</u> <u>knowledge</u></p>
<p>Synthesizing 8</p>	<p><u>Thoroughly</u> <u>synthesizes prior</u> <u>knowledge with</u> <u>new learning to</u> <u>demonstrate</u> <u>continuous growth</u> <u>of knowlege.</u> <u>Thoroughly</u> <u>answers the</u></p>	<p><u>Adequately</u> <u>synthesizes prior</u> <u>knowledge with</u> <u>new learning to</u> <u>demonstrate</u> <u>continuous growth</u> <u>of knowlege.</u> <u>Adequately</u> <u>answers the</u></p>	<p><u>Somewhat</u> <u>synthesizes prior</u> <u>knowledge with</u> <u>new learning to</u> <u>demonstrate</u> <u>continuous growth</u> <u>of knowlege.</u> <u>Somewhat</u> <u>answers the</u></p>	<p><u>Does not</u> <u>synthesize prior</u> <u>knowledge with new</u> <u>learning to</u> <u>demonstrate</u> <u>continuous growth</u> <u>of knowlege. Does</u> <u>not answer the</u> <u>questions: How can</u></p>

	<p>questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p><u>questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</u></p>	<p>questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</p>	<p><u>I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?</u></p>
<p>Evaluating 10</p>	<p><u>Thoroughly judges/appraises the information. Thoroughly answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging.</u></p>	<p>Adequately judges/appraises the information. Adequately answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging.</p>	<p>Somewhat judges/appraises the information. Somewhat answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising,</p>	<p>Does not judge/appraise the information. Does not answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging.</p>

	<p><u>discouraging.</u></p> <p><u>motivating.</u></p> <p><u>disagreeable.</u></p> <p><u>controversial?</u></p>	<p><u>discouraging.</u></p> <p><u>motivating.</u></p> <p><u>disagreeable.</u></p> <p><u>controversial?</u></p>	<p><u>encouraging.</u></p> <p><u>discouraging.</u></p> <p><u>motivating.</u></p> <p><u>disagreeable.</u></p> <p><u>controversial?</u></p>	<p><u>motivating.</u></p> <p><u>disagreeable.</u></p> <p><u>controversial?</u></p>
<p>Creating</p> <p>9</p>	<p><u>Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning.</u></p> <p><u>Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas?</u></p> <p><u>What new questions have arisen as a result of this new information.</u></p>	<p><u>Demonstrates a clear and well-thought-out plan describing what you will do with/as a result of this new learning.</u></p> <p><u>Adequately answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas?</u></p> <p><u>What new questions have arisen as a result of this new information.</u></p>	<p><u>Demonstrates a somewhat clear and well-thought-out plan describing what you will do with/as a result of this new learning.</u></p> <p><u>Somewhat answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas?</u></p> <p><u>What new questions have arisen as a result of this new information.</u></p>	<p><u>Does not demonstrate an acceptable plan describing what you will do with/as a result of this new learning. Does not adequately answer the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</u></p>

<p><u>Evidence of Proofreading</u></p> <p><u>10</u></p>	<p><u>No grammatical, spelling, or usage errors.</u></p>	<p><u>Very few grammatical, spelling, or usage errors.</u></p>	<p><u>Too many grammatical, spelling, or usage errors.</u></p>	<p><u>Enough grammatical, spelling, or usage errors that the assessment is borderline incomprehensible.</u></p>
<p><u>Proper Heading/Format</u></p> <p><u>10</u></p>	<p><u>All requirements met</u></p>	<p><u>Most requirements met</u></p>	<p><u>Some requirements met</u></p>	<p><u>Few or none of the requirements met.</u></p>
<p><u>Professional Tone</u></p> <p><u>10</u></p>	<p><u>Entirety of assessment is written in the appropriate professional tone.</u></p>	<p><u>Most of assessment is written in the appropriate professional tone.</u></p>	<p><u>Some of assessment is written in the appropriate professional tone.</u></p>	<p><u>None of assessment is written in the appropriate professional tone.</u></p>
<p><u>Annotated Article</u></p> <p><u>9</u></p>	<p><u>Thoroughly annotated article submitted with assignment</u></p>	<p><u>Adequately annotated article submitted with assignment</u></p>	<p><u>Somewhat annotated article submitted with assignment</u></p>	<p><u>No annotated article submitted with assignment</u></p>