Chapter 3
Defining the Young Child
What does the term “the whole child” mean to you?
• All areas of growth and development are integrated.
• As a teacher...
  do you only care about the child's cognitive development?
• What other areas make up the individual child?
The Whole Child

Developmental Domains

- Social-emotional development
  - Relationships—self and others
- Language development
  - Receptive and expressive language
- Physical/Motor development
  - Gross, perceptual, and fine motor
– Cognitive development
  • Perceive and think
  • Curiosity, memory, attention, knowledge, problem solving, analytical thinking, reasoning, reading, and math

– Cultural identity and development
  • Attitudes and cultural awareness, cultural milestones
  • Interaction of children’s development

– Creative development
  • Includes movement, dance, music, and painting, as well as originality, imagination, divergent thinking, and problem solving
Example of divergent/convergent thinking
The Value of Word Pictures

• Each developmental phase has characteristic traits
• Designed to help teachers plan learning experiences
• Help teachers know what to expect and when to expect it
The Value of Word Pictures (cont.)

• In Behavior and Guidance
  – What range of behavior occurs to a given age range
  – Recognize them as normal patterns
  – Avoid expecting too much or too little age level characteristics
The Value of Word Pictures (cont.)

• In Curriculum
  – Gear activities to each child’s appropriate developmental level
  – Tailor curricula to individual children within the context of the classroom

• In Cultural Awareness
  – Read stories from multiple cultures
  – Develop art projects demonstrating the world’s peoples and traditions
• Balance impressions with own experiences with children
• Make a profile of the whole child and resist the tendency to categorize or stereotype
• Get a perspective on the range of developmental norms a child exhibits over time
• Norms refer to average behavior
• Children go through most of the stages in the same sequence
• Word Pictures should only be used as a guideline
• Focus on what the children can do, rather than on what they cannot do
Culture, Race, and Ethnic Considerations

• The population includes many different types of cultures
• Teachers must be informed about children’s cultural history, beliefs, and values
• Demonstrate cultural and linguistic sensitivity
Children of Mixed Heritage

• **Biracial Children**
  – Children who have parents of two different races

• **Interracial Children**
  – Children who have parents who represent more than two racial or ethnic backgrounds
Culturally Sensitive Teaching

• **Caution:** General overviews are to help, not stereotype
• Get to know each child’s family and appreciate their values without judgment
• Be insightful into curriculum planning without using judgment
Factors That Influence Developmental Differences

- Genetic makeup
- Environment
- Gender and race differences
  - ex: African American & Asian American children seem to mature faster than do North American Caucasian children
- Learning styles pg.80
  - visual learner
  - auditory learner
  - tactile learner
Law

- Education for all Handicapped Children Act of 1986
- IDEA (Individuals with Disabilities Education Act)
  - nation's special education law
  - ensures that all children have available to them “free appropriate public education”
    - part B children ages 3-21
    - part C infants and toddlers
IEP

• IEP (Individualized Education Plan)
  - developed by a team of: parents, special ed teacher, class teacher, rep of the local education agency

• Based on the strength of the child, present level of functioning, goals and concerns of the family

• Team establishes long term goals and objectives to meet the goals
IFSP

• IFSP (Individualized family service plan)
• Infants and toddlers
• Focuses on the whole family who sets the goals
• Make sure the materials and activities are in a variety of formats

• Address the variations of development within a one-year span. Look at the range of development.
• Plan around the known similarities within the group and allow for the needs and interests of all the children
• Small groups may help some children with a new learning experience
• Modify materials and activities to make them accessible to all children
• Every classroom can be adapted for children with special needs
Children with Special Needs

- Children with exceptionalities
  - Child’s normal growth and development is
    - Delayed
    - Distorted, atypical, or abnormal
    - Severely or negatively affected

- Children who are gifted
- Includes physical, mental, emotional, social areas.
Learning Disabilities

• May have any of the following difficulties
  – Poor memory
  – Dyslexia, dysgraphia, dyscalculia
  – Learning difficulties of unknown causes
  – A learning disability **DOES NOT** mean that a child is intellectually delayed.
  – Child w/learning disability has normal or above IQ.
Attention Deficit/Hyperactivity Disorder (ADHD)

• Affects 3 to 5% of all school-age children
  – Restlessness
  – Has trouble with follow-through
  – Easily distracted by stimuli
  – Difficulty with social relationships
  – Loses things: has difficulty with organization

• What are positive guidance strategies for children with ADHD?
  Take a look pg. 83 figure 3-4
Autism Spectrum Disorder

- Neurological Condition that includes: autism, Asperger syndrome, pervasive developmental disorders PDD
- Part of the Autism Spectrum Disorder
  - Lack of social skills
  - Verbal & nonverbal communications
  - Making eye contact
  - Holding conversations
  - Eye contact
  - Poor concentration
  - Self-absorption
  - Limited interests
  - Obsessively following schedules
  - Repetitive routines, behaviors, language
- Have normal or above normal intelligence and communicate
Children Who Are Gifted and Talented

- Intellectual, creative, and leadership potential superior to most children of the same age
- Can include children with special needs as well
- GAT children come from different cultures and SES.
The Teacher’s Role

- Scaffolding strategies
- Accelerated grade promotion
- Curriculum enrichment
- Encourage social interactions
- Focus on Gardner’s Multiple Intelligences

Gifted children need to be challenged and stimulated
The Inclusive Classroom

- Inclusion: children w/special needs is a full time member of a regular classroom.
- Inclusion is about belonging, having worth, and having choices, being accepted as a valuable part of society

- All teachers must
  - Foster interactions between children
  - Use play as medium for learning
  - Receive training to work with special needs
Dealing with Bias and Stereotypes

• Teachers should be familiar with and plan an individualized approach to learning, emphasizing discovery learning through self-direction and independence and appreciate the unique individual differences

• Rejection: A teacher cannot allow a child to be rejected based on gender, race, ethnicity, or special needs
  – Rejection is NOT permitted
  – Accept differences as well as likenesses
  – Avoid fear through understanding and knowledge
  – Answer questions promptly, truthfully, and simply