

Let's Talk About Child Development

While we wait to get started... Introduce yourself and get to know each other as you share your thoughts on
What DEVELOPMENT Means to You

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On the Menu for Today!

Development over time - “process of change” (Doherty and Hughes, p. 35)
to independence, resilience in adulthood

How does “developmentally appropriate” guide what we do as adults
around children?

Process Over Time

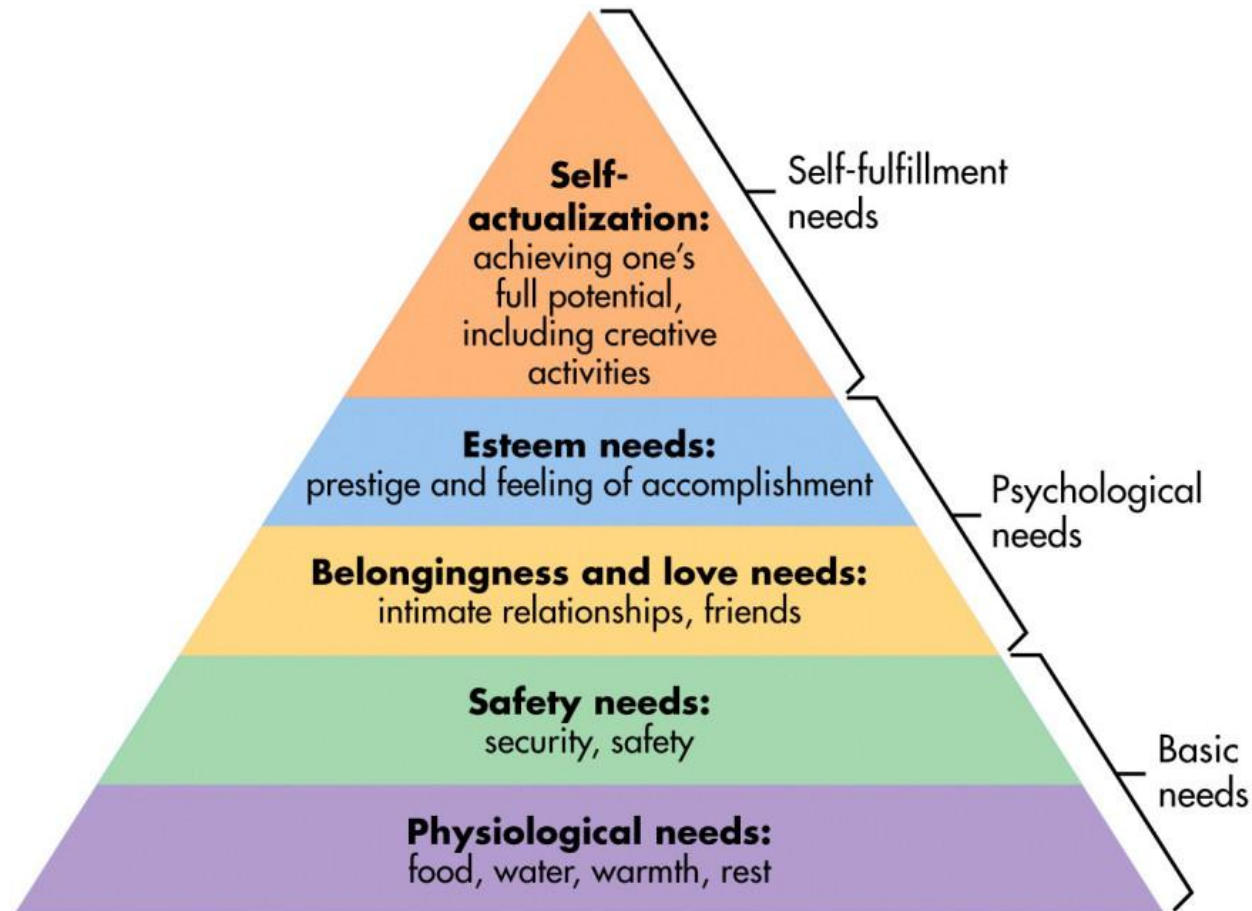
Kids talk about adults and kids - [CBC!](#)

Discrete stages or a slow, continuous process over time
influenced by...

Human and cultural interactions - Vygotsky, Bandura, Erikson,
Bronfenbrenner

It's a bit of both!

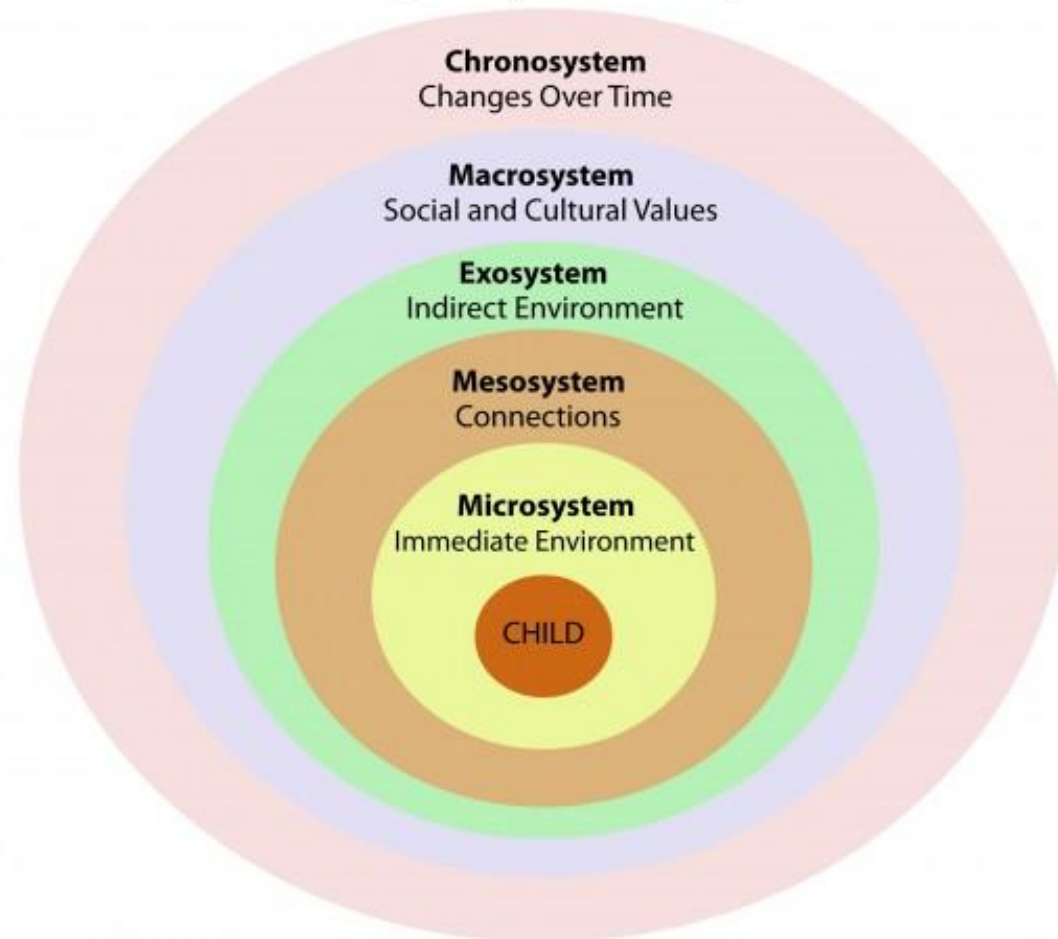
Maslow's Hierarchy of Needs

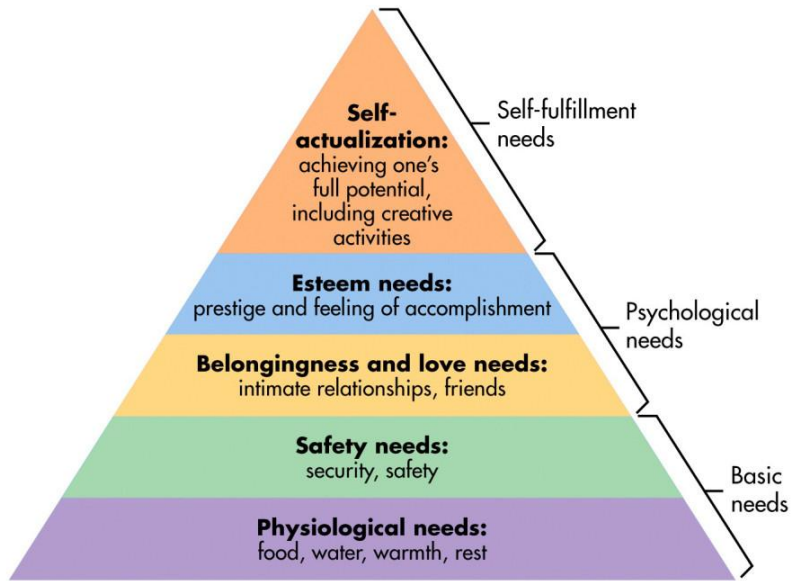


Erik Erikson's Stages of Psychosocial Development

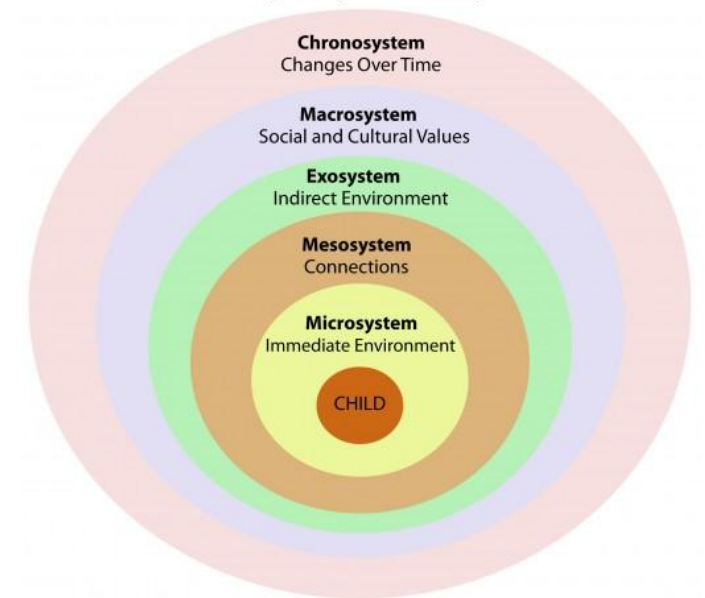
Stage	Psychosocial Crisis	Basic Virtue	Age
1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

Bronfenbrenner's Ecological Systems Theory





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What do we know from our own experiences?

Take a few minutes to talk together about:

- What are some milestones your children have experienced?
- What common experiences do you hear/find around the table?
- Share

YARDSTICKS – Match Up Time!

- Each table has a set of cards
- Read and discuss the cards together
- Put the cards in order from youngest (kindergarten) to oldest (Grade 5)

How did you do?

What jumped out at you?

What connections did you make with your own experiences?

What surprised you?

Kindergarten

Common Characteristics

Social-Emotional

- Need a great deal of adult approval—like to know exactly what's expected and that they're meeting those expectations.
- Enjoy helping and following the rules.
- Like to ask for and receive permission.
- Often have difficulty seeing things from another person's point of view. Tend to think there's only one "right way."
- Enjoy routines and structure.
- Often cry when upset, embarrassed, angry, or confused.

Grade 1

Common Characteristics

Social-Emotional

- Are enthusiastic, energetic, and competitive.
- Are very social; may start having a best friend.
- Thrive on encouragement and are often crushed by even small criticisms.
- Can be bossy.
- May begin to test the limits of authority.

Grade 2

Common Characteristics

Social-Emotional

- Are self-focused, with distinct likes and dislikes.
- Can be serious, moody, or shy.
- Dislike taking risks and making mistakes.
- Need security and structure.
- Like working and playing alone or with one friend; often find group work overwhelming.
- May change friendships quickly.

Grade 3

Common Characteristics

Social-Emotional

- Enjoy socializing and working in groups.
- Are generally easygoing.
- Adjust well to change.
- Enjoy larger friendship groups, preferably with same-gender friends.
- Willing to take risks; usually recover quickly from mistakes or problems.
- Concerned with fairness and justice; often have arguments and complaints about fairness issues.

Grade 4

Common Characteristics

Social-Emotional

- Individualistic and competitive
- Often worried or anxious
- Complain about fairness and hurt feelings
- Critical of self and others
- Often prefer same-gender friends
- Need lots of encouragement

Grade 5

Common Characteristics

Social-Emotional

- Generally happy; enjoy family, peers, and teachers.
- Work well in groups.
- Usually truthful; developing a more mature sense of right and wrong.
- Sensitive to and able to resolve issues of fairness.
- Able to enjoy cooperative and competitive games.

Implications

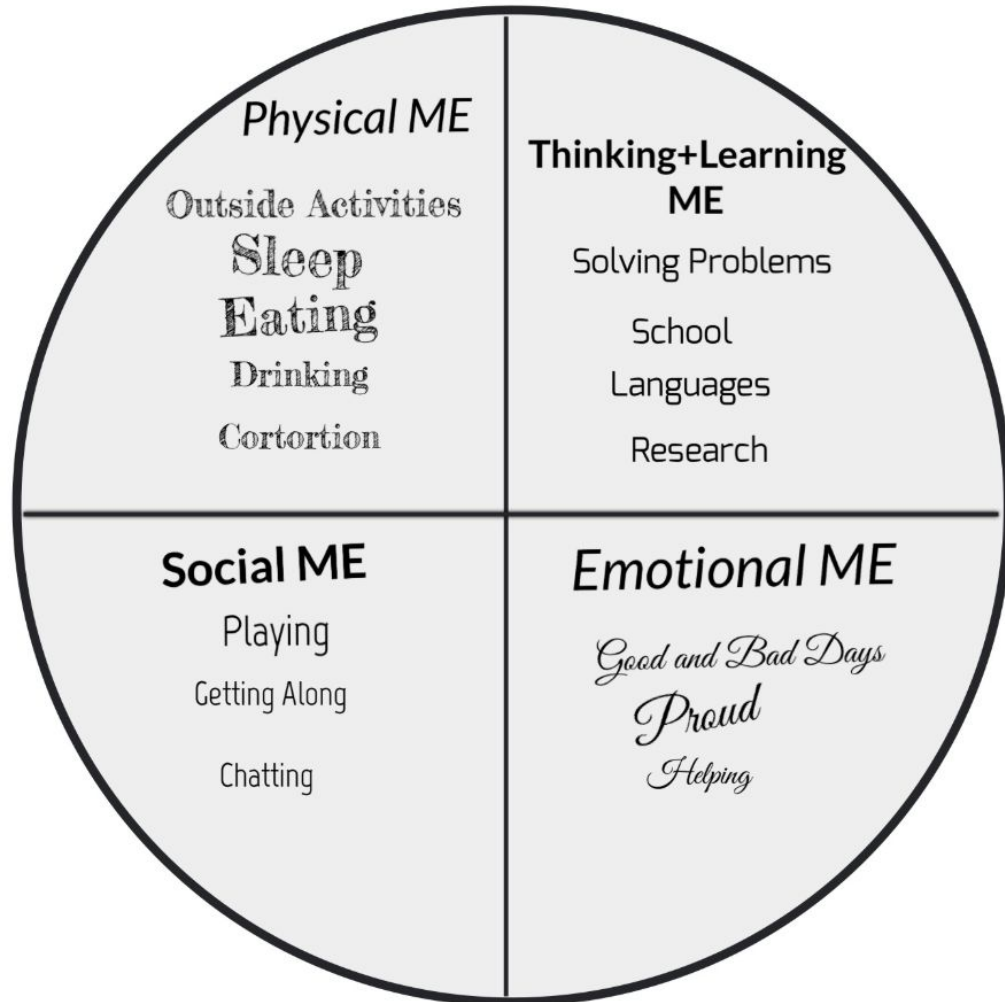
Adults

- concrete vs abstract
- Milestone outliers - frequency, duration, intensity
- responses vs reactions (serve and return): kids learn from interactions
- modeling: kids learn from modeled behaviour

Kids

- Self awareness: The 4 selves impact and influence each other
- Learning through experiences and interactions:
conversation, choices and consequences
- Progressively more involved in own decisions: empower and support

Developing Self Awareness



- A model used in counselling classes
- We are systems
- Pieces are important and work together to be well
- A problem in one piece might influence how well another piece works
- We can take some control for our development (healthy choices, learning strategies, self regulation...)

QUESTIONS? What next?

- Summary and slides on the counseling page
- Links and resources on the last slide

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Links and Resources

[Yardsticks](#)

[Harvard](#) Centre on the Developing Mind - Serve and Return [video](#)

Child Development 0-11: Jonathan Doherty and Malcolm Hughes (2009 - Pearson)

[Psychology](#) Today

[Raising Children](#) Australia

[Play](#) - development to 8 years

[Ted](#) - Longest Study

Theory

- [Maslow's Hierarchy of Needs](#)
- [Bronfenbrenner's Ecological Systems Theory](#)
- [Erik Erikson's Stages of Psychosocial Development](#)