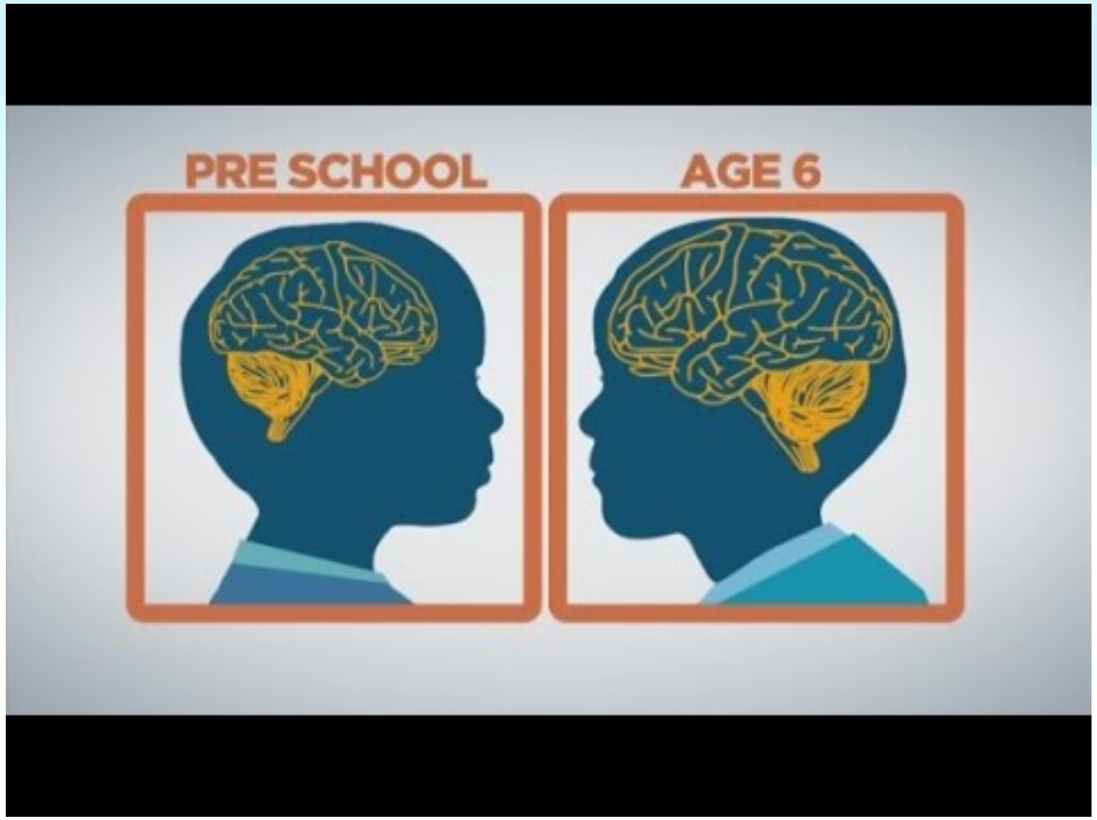
For 13 Oct class activities

Professor Mac

NOCE

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Brain Development in Early Childhood:



https://youtu.be/R0fiu2S0_3M?si=xGqqKm8zYe2wZ_R-

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Brain Development in Early Childhood:

- Between ages 3 and 6, the brain reaches ~90% of adult weight
- Increased myelination leads to better coordination and attention
- Prefrontal cortex growth supports planning, impulse control, and working memory

Physical Development Milestones (CDC):

- 3–4 years: climbs stairs, pedals a tricycle, draw a circle, use a spoon & fork
- 5–6 years: skips, balances on one foot, tying shoes, printing their name
- 7–8 years: refines coordination, enjoys team games, writes letters & numbers correctly

📌 *Cascades/links to other domains:* Children with poor motor skills may struggle to join peer games, thus affecting self-esteem and social skills.

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Health & Physical Activity

https://www.youtube.com/watch?v=8sof3DkOzuk

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 6-8 years old

Health & Physical Activity

https://www.youtube.com/watch?v=yumR1Ebvijw&list=PL25prHXT-McjSwlXKB1_oIChWAGT2oUu6&index=2

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Physical Development in Early Childhood:

Sleep:

- 10-13 hours for 3-5 years old (usually still take a nap)
- 9-12 hours for 6-8 years old

Physical Activity:

- At least **3 hours/day** of active play for ages 3-8 years old
- Ideally active play is **OUTDOORS**

Screen Time:

- Limit to **1 hour/day** of high-quality media (ages 2–5)
- Limit to **2 hours/day** of high-quality media (ages 6-8)
- Prioritize **active, co-viewed content**

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Cognitive Development in Early Childhood: Piaget's Preoperational Stage (Ages 2–7)

Children begin to use symbols and language but still think egocentrically.

Key Characteristics:
Egocentrism: Difficulty taking another's perspective
Animism: Belief that inanimate objects are alive
Centration: Focus on one aspect of a situation (e.g., taller glass has more juice)
Lack of Conservation: Can't yet understand that quantity remains the same when appearance changes

Role of Play:
Symbolic play (e.g., pretending a banana is a phone) supports cognitive flexibility and problem-solving

📌 *Piaget believed hands-on exploration is key. Development happens through experiencing and DOING, not just listening.*

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

How They Think & Reason

https://www.youtube.com/watch?v=i6q1WzD1SBg

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Understanding Our Society

https://www.youtube.com/watch?v=vvr7PDwtFqA&list=PL25prHXT-McgqXz2TnOJhbFgJ6yFcy6AP&index=2

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Preparing for School

https://www.youtube.com/watch?v=EIW6ftaA1iU

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 6-8 years old

Academics

https://www.youtube.com/watch?v=Wr6W6a-tfsw&list=PL25prHXT-McjSwlXKB1_oIChWAGT2oUu6&index=3

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Social-Emotional Development in Early Childhood: Erikson’s Psychosocial Stage: Initiative vs. Guilt

Children assert power through exploration, play, and decision-making.

Success leads to **initiative and confidence**; failure or shaming can lead to **guilt or hesitation**.

Role of Care Partners & Educators:
•Encourage curiosity and independence
•Avoid excessive punishment or ridicule
•Provide opportunities for meaningful choices

📌 *Key Takeaway:*
This is a critical period for developing self-concept and feeling “good” about one's efforts.

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Interacting & Expressing Feelings

https://www.youtube.com/watch?v=qt9Wyzbac7g

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 6-8 years old

Social Skills

https://www.youtube.com/watch?v=MlKmiiISbOs&list=PL25prHXT-McjSwlXKB1_oIChWAGT2oUu6&index=4

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Imagination

https://www.youtube.com/watch?v=NqukD0o-FO4

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 6-8 years old

Creativity

https://www.youtube.com/watch?v=FpEkbhUuuks&list=PL25prHXT-McjSwlXKB1_oIChWAGT2oUu6

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Language Development in Early Childhood

Preschool years are explosive for language acquisition:
By age 3: **~1,000 words**
By age 6: **~2,600 spoken** words; understands **~20,000+**

Key Features:
Fast mapping: Rapid learning of new words through context
Over-regularization: “I goed to the park”
Conversational turn-taking emerges with adult modeling

📌 *Key Takeaway:*
Children need rich, responsive language environments (e.g., open-ended questions, storytelling, “serve and return” conversation).

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Early Childhood Development: 3-5 years old

Communication

https://www.youtube.com/watch?v=P1c95SVgPIs&list=PL25prHXT-McgqXz2TnOJhbFgJ6yFcy6AP&index=1

2. Foundations of Development in Early Childhood (ages 3-8 years old)

Developmental Cascades in Early Childhood:

Development in one domain can influence others, either positively or negatively.

Examples:
✔ A child with strong gross motor skills (running, climbing) → more peer interaction → builds social confidence

✔ A child with delayed speech → frustration during group play → increased emotional outbursts → social exclusion

Observation Tip:
Educators must observe holistically. Don’t view a behavior in isolation, but rather look for underlying developmental links.

📌 *Key Takeaway:*
Sensitive and responsive caring strategies (e.g., attuned responses, supported struggle) help mitigate negative cascades, and promote resilience.

3. Case Studies: Early Childhood

Case Study Process:

1. Read and analyze your group's case
2. Use the CDC milestone checklist to identify expected vs. missed milestones
3. Identify affected developmental domains
4. Brainstorm sensitive and responsive strategies for educator or care partner support
5. Share key insights with the full class

3. Case Studies: Early Childhood

Case Study 1: Jamila (Age 5.5)

Jamila loves talking and storytelling. She can retell long stories in order, uses rich vocabulary for her age, and asks thoughtful “why” questions. However, she avoids drawing and writing activities and struggles with pencil grip. She often says, “I’m bad at writing,” and gets frustrated when others finish tasks faster than she does.

🔍 **Observation Clues:**

- Avoids fine motor tasks (cutting, writing, buttoning)
- Advanced language and memory skills
- Emotional frustration and self-criticism

3. Case Studies: Early Childhood

Case Study 2: Ethan (Age 4)

Ethan is physically confident - he runs, climbs, and plays rough-and-tumble games with ease. However, he has trouble expressing his needs with words. He often grunts, points, or pushes, especially when frustrated. He prefers solo play and resists joining group activities. During transitions, he may melt down or refuse to move.

🔍 Observation Clues:

- Avoids using words, choosing non-verbal vocalizations instead especially when upset
- Advanced gross motor skills
- Avoids group/peer interactions
- Emotional frustration with transitions

3. Case Studies: Early Childhood

Case Study 3: Zuri (Age 6)

Zuri enjoys imaginative play and often leads pretend games with peers. She is empathetic and comforting to younger children. However, her care partners have noticed that she has difficulty staying on task, often forgets instructions, and becomes distracted during group lessons. At times, she appears disorganized and may lose or misplace items.

🔍 **Observation Clues:**

- Strong social-emotional and creative play skills
- Weak executive function skills (e.g., attention, memory, organization)
- Mild cognitive challenges in structured learning settings

3. Case Studies: Early Childhood

Case Study 1: Jamila (Age 5.5)

Jennell loves talking and storytelling. She can retell long stories in order, uses rich vocabulary for her age, and asks thoughtful “why” questions. However, she avoids drawing and writing activities and struggles with pencil grip. She often says, “I’m bad at writing,” and gets frustrated when others finish tasks faster than she does.

💬 **Discussion Prompts:**

- Which milestones are met? Which may be missed or emerging?
- What developmental domains are affected?
- How might her fine motor delay be affecting her self-concept or academic confidence?
- How could a caregiver provide attuned support across physical and social-emotional domains?

✅ **Possible Strategies for Attuned Support:**

- Scaffold with supported struggle (e.g., hand-over-hand help, encouraging effort over outcome)
- Use positive language reframing (e.g., “You’re working hard at writing!”)
- Offer alternative fine motor tasks, like clay or tweezers to build hand strength
- Normalize different paces of learning progress: “Everyone learns at their own pace!”

3. Case Studies: Early Childhood

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💬 **Discussion Prompts:**

- What strengths does Ethan show?
- How might his language delay be impacting peer relationships and emotional regulation?
- Which milestones could be emerging or delayed?
- What multi-domain supports could help him thrive?

✅ **Possible Strategies for Attuned Support:**

- Model simple language and gestures to support communication
- Use visual schedules and verbal countdowns for transitions
- Facilitate parallel and cooperative play with gentle encouragement
- Acknowledge feelings while helping him find appropriate ways to express them: “You’re upset. We can use words to talk about being upset.”

3. Case Studies: Early Childhood

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💬 **Discussion Prompts:**

- What milestones are clearly met or exceeded?
- How might her cognitive processing and executive function affect her learning?
- What scaffolding strategies would help her succeed without undermining her strengths?

✅ **Possible Strategies for Attuned Support:**

- Use visual reminders or checklists to support working memory
- Break tasks into small, manageable steps
- Offer gentle redirection with curiosity rather than correction
- Build on her strengths: use role-play and stories as learning tools

🌟 “Aha” Moments Class Review

- What’s one thing that surprised or excited you today about how children grow and develop?
- Did anything you learned today change how you think about a child behaviour that you have seen before?
- How do the different domains of development connect and influence each other during early childhood?

ECED100 Early Childhood Development

Danielle McLellan-Bujnak

Learning Objectives:

By the end of this session, students will:

1. Describe the key **physical, cognitive, social-emotional,** and **language** developments in early childhood (ages 3 to 8 years old).
2. Identify typical developmental milestones from **ages 3 to 8** using CDC and AAP resources.
3. Analyze the role of **relationships** and **environment** in shaping development during this period.
4. Apply **developmental knowledge** to **case study** analysis and **observation-based planning**.

06 Oct 2025