Core Competency #1

Understanding the Growth and Development of Children and Youth

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Core Competencies for Early Education and Care and Out of School Time Educators:

# 1

Understanding the Growth and Development of Children and Youth

Massachusetts Department of Early Education and Care

Indicator and levels
Should know and be able to do:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Mid</th>
<th>Advance</th>
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<tbody>
<tr>
<td>Educator:</td>
<td>With supervision &amp; No administrative responsibilities</td>
<td>Educator: Works directly with children and youth &amp; May have administrative or supervisory responsibilities</td>
<td>Educator, leader, mentor, &amp; Administrative, supervisory, mentoring or training role</td>
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Area 1: Understanding Growth and Development

- Understanding how children and youth learn, supporting individual growth and development, early brain development, applying research/development theories.
- Creating a safe, nurturing, and challenging environment that encompasses developmentally appropriate practices, establishes foundations for future growth, and engages young people in building social skills and knowledge.
Core Competency #1

Links with Other Professional Documents

- NAEYC Code of ethical behavior

Subcategories of Growth and Development

A. General principles of child and youth development
B. Physical development
C. Sensory development
D. Language development
E. Cognitive development
F. Social-emotional development
G. Individual differences in development

A. General principles of child and youth development
1. Explain & recognize stages & milestones birth to age 14, (16 with special needs):
   - Physical, Social, Emotional, Sensory, Linguistic, and Cognitive development
2. Recognize and explain influence on growth and development of:
   - Culture, nutrition, health socio-economic status, experience and family styles

A. Developmental Stages

- Infants
- Toddlers
- Preschoolers
- Elementary-school children

A. Developmental Theories

- B. F. Skinner – operant conditioning
- Jean Paul Piaget – theory of cognitive development
- Albert Bandura - social learning theory
- Len Vygotsky – sociocultural theory
- Erik Erikson – psychosocial theory
- Howard Gardner - multiple intelligences
- Abraham Maslow – hierarchy of needs
- Benjamin Bloom – taxonomy of education objectives

A. Development

- Dynamic interaction of
  - Biological maturation
  - Experience
  - Nature and nurture
A  Factors: Influence Development

- Genetics, including genetically transmitted diseases
- Accidents
- Environment
- Developmental stages
- Nutrition
- Attachment
- Family dynamics
- Culture

A  Brain Development

- [http://www.youtube.com/watch_popup?v=iN6wpwZpEZv?q=medium#t=108](http://www.youtube.com/watch_popup?v=iN6wpwZpEZv?q=medium#t=108)
- Watch video about young infant brain development

B  Physical Development

B  Materials/equipment: large & small motor development

For Infants:
- balls
- grasping toys
- stacking and nesting toys
- toys to look at, feel & chew on

For preschoolers:
- Toddler equipment plus
  - Peg boards
  - Blocks
  - Sewing materials
  - Dancing music & Props

For toddlers:
- equipment for climbing
- riding toys
- balls
- Large interlocking blocks & puzzles
- Water and sand for sensory play

For school-agers:
- Preschool equipment plus:
  - Other sports equipment and games
  - Board games, etc.

NARCC Accreditation Standards

Continue on to Part 2