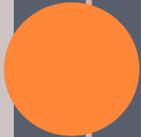
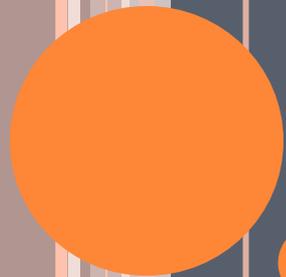


**LIBRARY PROGRAMMING AND
THE DEVELOPING BRAIN**
The Early Years

Major Theorists of Child Development

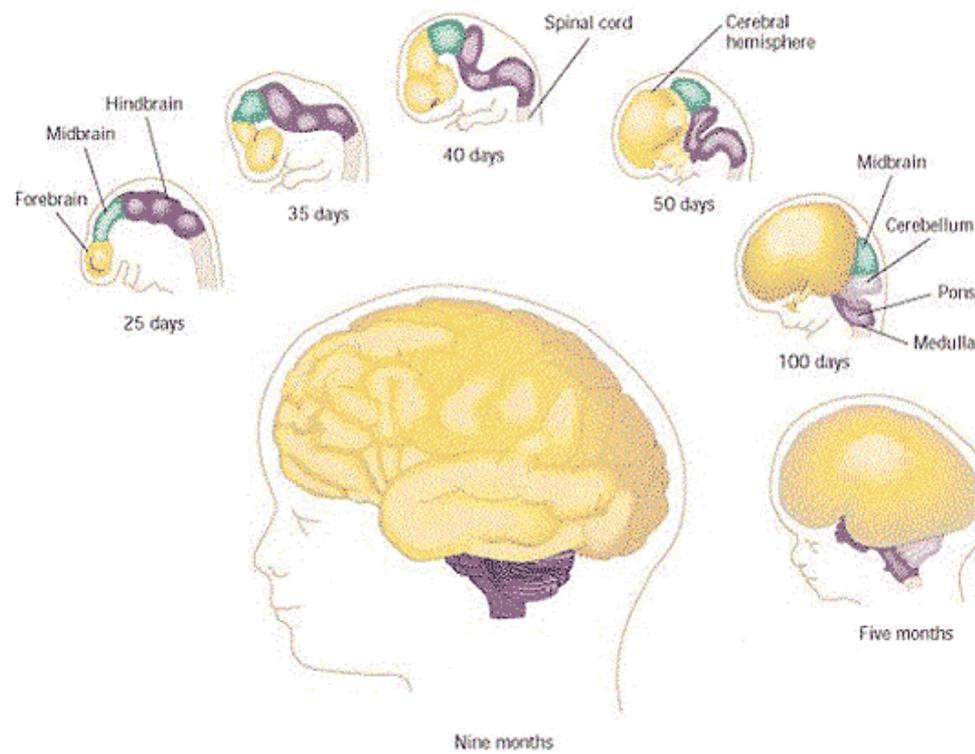
Theorist	Findings or Ideas	Significance
Sigmund Freud (1856-1939)	Freud believed that personality develops through a series of stages. Emotional experiences in childhood have profound effects on a person as an adult.	The idea that early experiences affect adult life has profound importance for anyone caring for a child.
Maria Montessori (1870-1952)	Montessori stressed that children learn by using their senses and that they learn best by pursuing their interests.	Children need to be given objects to manipulate so they can exercise their sensory learning.
Arnold Gessell (1880-1961)	Gessell developed basic information about the order in which children master various skills and the typical rate of this development.	Parents and other caregivers need to be aware of the standard course of development.
Jean Piaget (1896-1980)	Piaget, the first to study children in a scientific way, focused on how children learned. He said that children go through four stages of thinking that shape how they see and learn about the world.	Children should be given learning tasks that are suitable for their stage of thinking.
Lev Vygotsky (1898-1934)	Vygotsky believed that both biological development and cultural experiences influenced children's ability to think and learn. He said social contact was essential for intellectual development.	Children should have many opportunities for social interaction to develop intellectually.
Erik Erikson (1902-1994)	Erikson, like Freud, said personality develops through stages. He thought that each stage includes a unique psychological crisis. If that crisis is met in a positive way, the individual develops maturity.	Parents and other caregivers must be aware of a child's needs at a particular stage and be sensitive to the child's needs at that stage.
B. F. Skinner (1904-1990)	Skinner argued that when a child's action repeatedly brings positive effects, it will be repeated and learned. When negative results repeatedly occur, the child will eventually stop the action.	Parents and other caregivers can use rewards and punishments to try to influence a child's behavior.
Albert Bandura (1925-)	Bandura said that children learn by modeling. He disagreed with Skinner. He pointed out that although the environment shapes behavior, behavior also affects the environment.	Since children learn by modeling, parent and caregivers must provide good examples.
Robert Coles (1929-)	Coles has studied children's moral development. He stresses the important role that parents and other caregivers play by the examples they set.	For children to adopt moral learning, parents must show moral behavior.



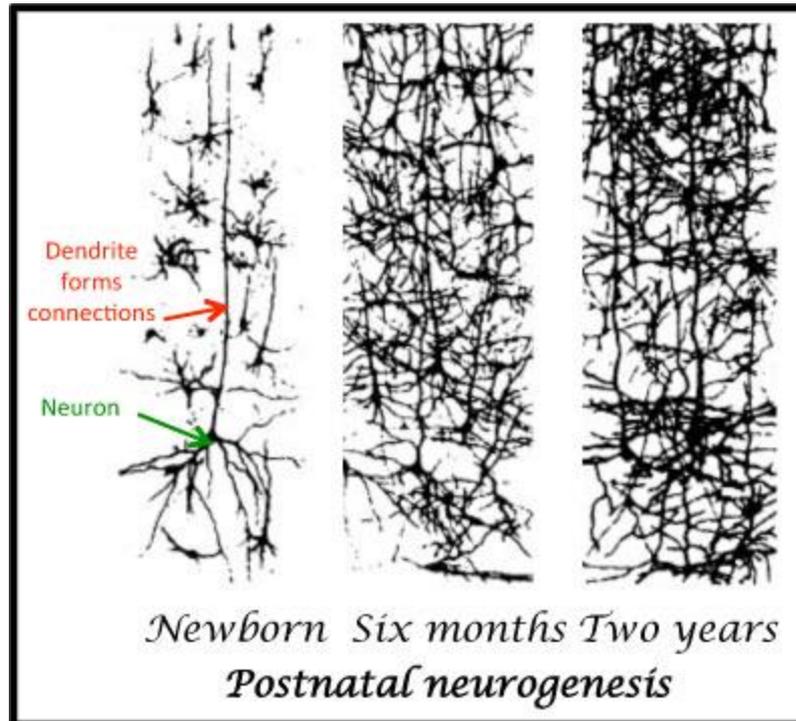


BRAIN DEVELOPMENT

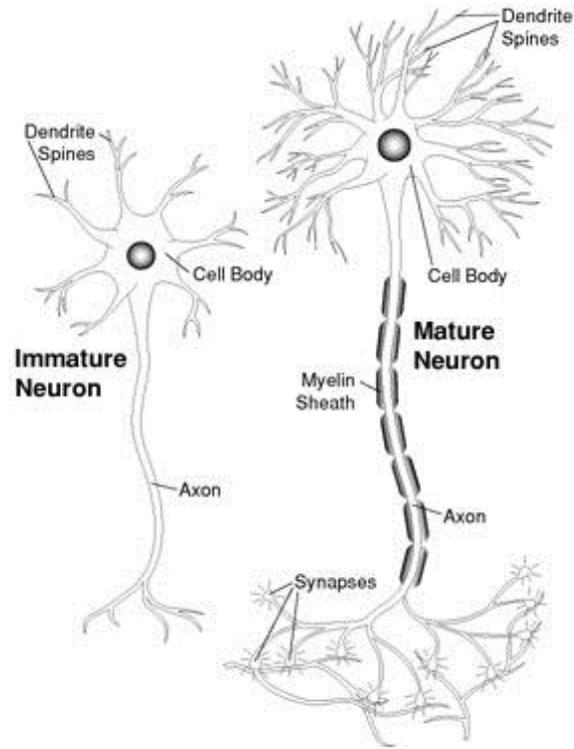
A BABY'S BRAIN

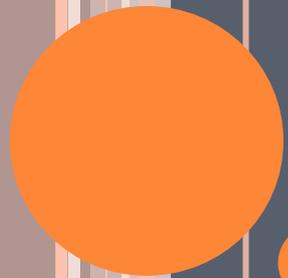


NEUROGENESIS



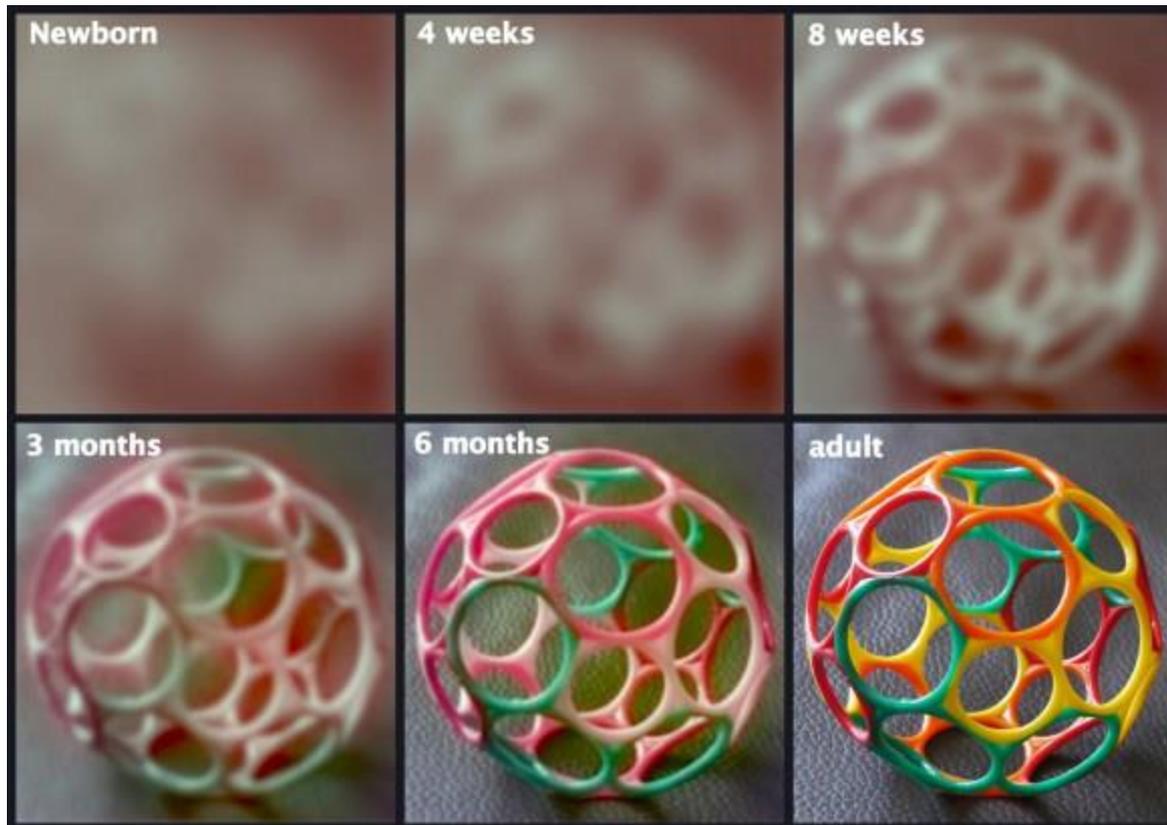
NEURON DEVELOPMENT





PHYSICAL DEVELOPMENT

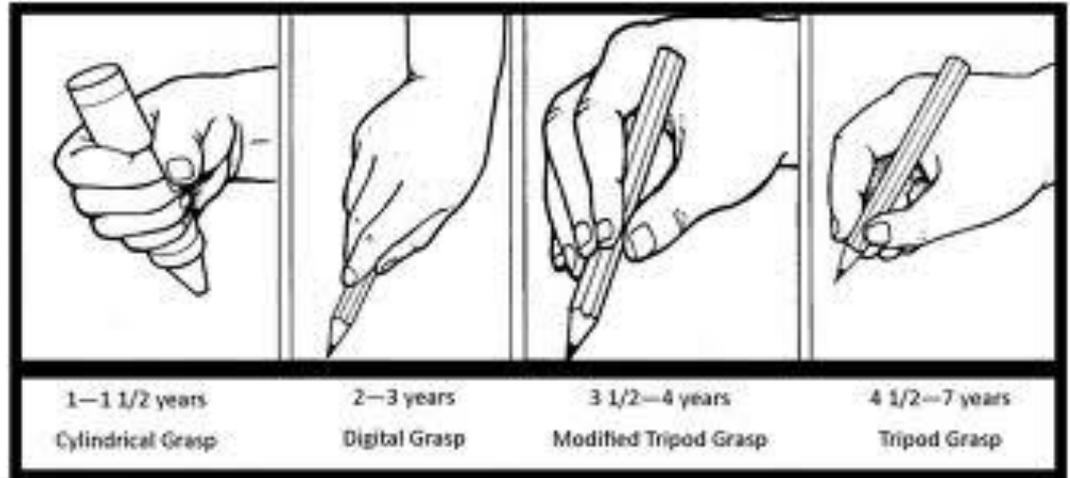
VISION DEVELOPMENT



GROSS MOTOR DEVELOPMENT

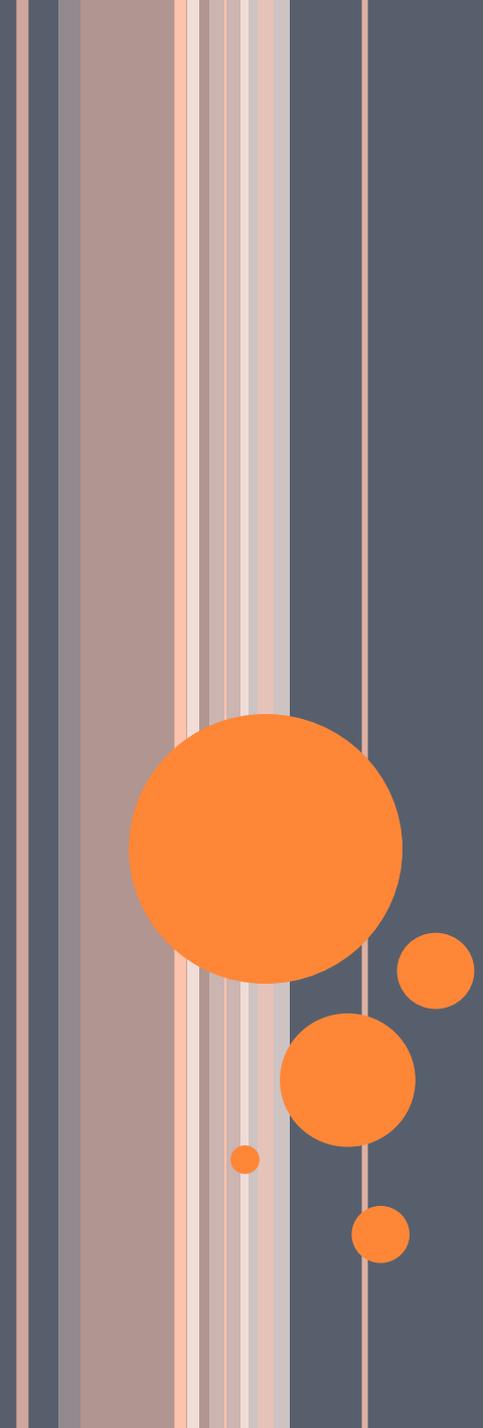


FINE MOTOR DEVELOPMENT



HOW DO PHYSICAL DEVELOPMENTS AFFECT HOW CHILDREN USE THE LIBRARY?



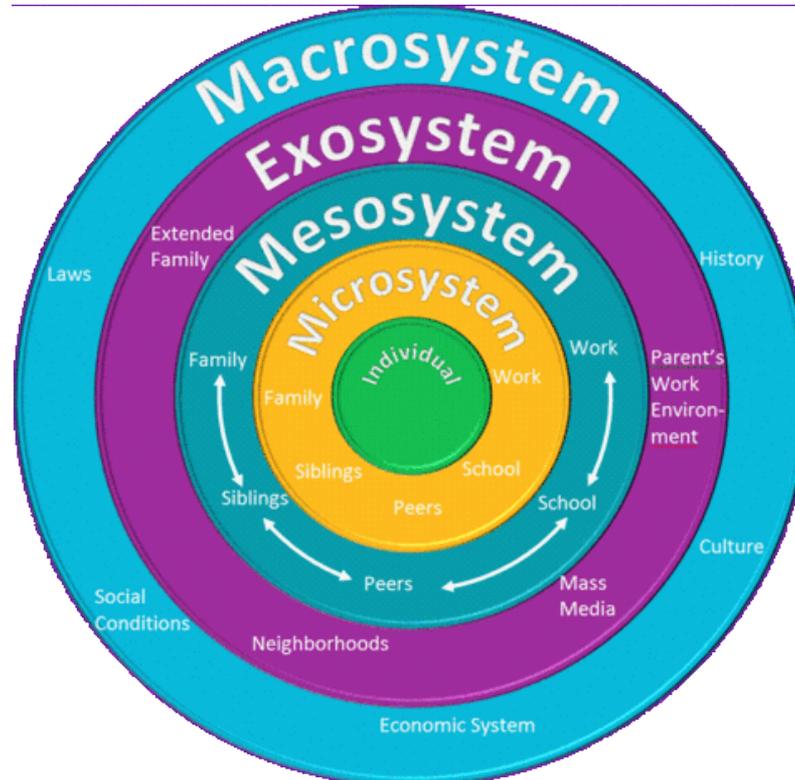
The left side of the slide features a series of vertical stripes in shades of brown, tan, and white. To the right of these stripes are several orange circles of varying sizes, arranged in a descending, staggered pattern. The main title is positioned to the right of these decorative elements.

SOCIAL & EMOTIONAL DEVELOPMENT

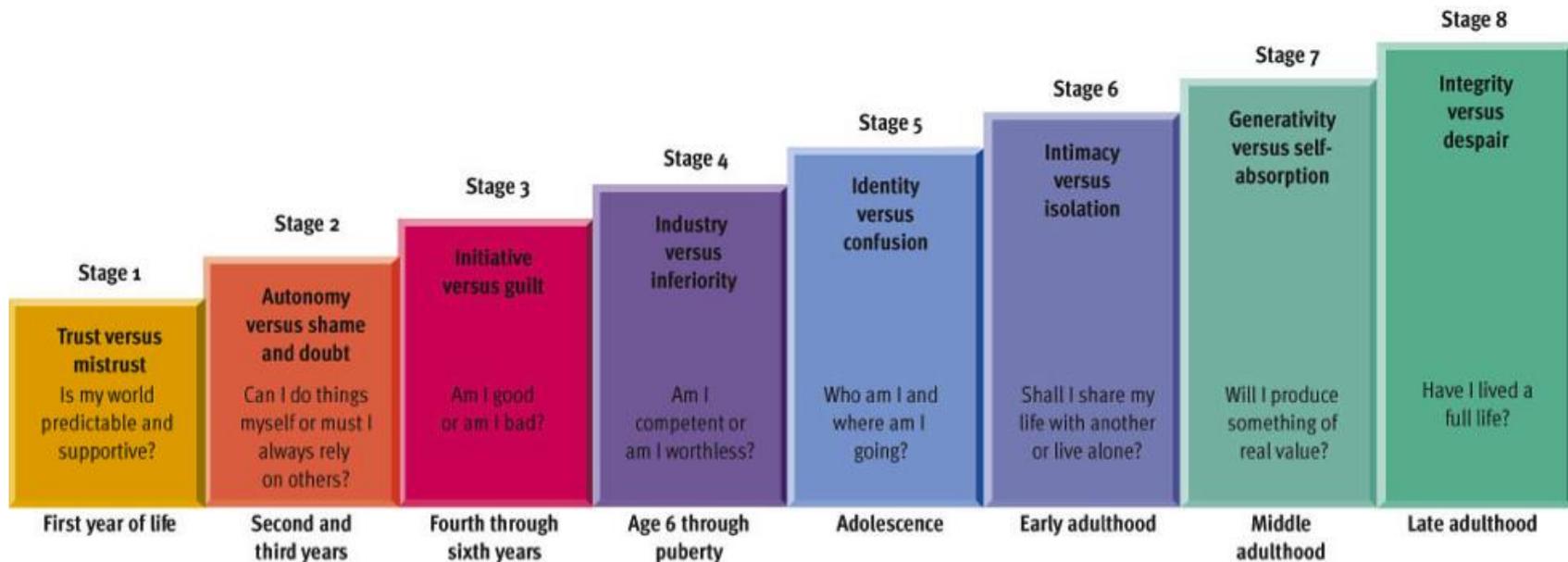
Attachment type	Caregiver Behaviours	Child Behaviours
Secure	<ul style="list-style-type: none"> • React quickly and positively to child's needs • Responsive to child's needs 	<ul style="list-style-type: none"> • Distressed when caregiver leaves • Happy when caregiver returns • Seek comfort from caregiver when scared or sad
Insecure – avoidant	<ul style="list-style-type: none"> • Unresponsive, uncaring • Dismissive 	<ul style="list-style-type: none"> • No distress when caregiver leaves • Does not acknowledge return of caregiver • Does not seek or make contact with caregiver
Insecure – ambivalent	<ul style="list-style-type: none"> • Responds to child inconsistently 	<ul style="list-style-type: none"> • Distress when caregiver leaves • Not comforted by return of caregiver
Insecure - disorganized	<ul style="list-style-type: none"> • Abusive or neglectful • Responds in frightening, or frightened ways 	<ul style="list-style-type: none"> • No attaching behaviours • Often appear dazed, confused or apprehensive in presence of caregiver



ECOLOGICAL SYSTEMS THEORY BRONFENBRENNER



ERIKSON'S THEORY



KOHLBERG

Kolberg's Theory

Level/Stage	Age Range	Description
I: Obedience/Punishment	Infancy	No difference between doing the right thing and avoiding punishment
I: Self-Interest	Pre-school	Interest shifts to rewards rather than punishment – effort is made to secure greatest benefit for oneself
II: Conformity and Interpersonal Accord	School-age	The “good boy/girl” level. Effort is made to secure approval and maintain friendly relations with others
II: Authority and Social Order	School-age	Orientation toward fixed rules. The purpose of morality is maintaining the social order. Interpersonal accord is expanded to include the entire society
III: Social Contract	Teens	Mutual benefit, reciprocity. Morally right and legally right are not always the same. Utilitarian rules that make life better for everyone
III: Universal Principles	Adulthood	Morality is based on principles that transcend mutual benefit.

The Psychology Notes Headquarter - <http://www.PsychologyNotesHQ.com>



CALIFORNIA SOCIAL-EMOTIONAL DEVELOPMENT DOMAIN

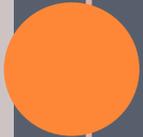
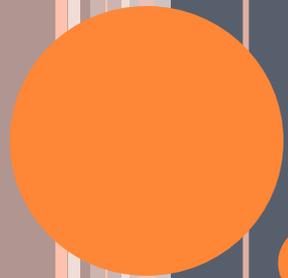
The social-emotional development domain consists of the following three strands:

- 1. *Self*, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
- 2. *Social Interaction*, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
- 3. *Relationships*, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships



HOW DO SOCIAL AND EMOTIONAL CHANGES AFFECT HOW CHILDREN USE THE LIBRARY?





LANGUAGE DEVELOPMENT

Age	Language Development
Birth	Sounds
0-3 months	Differentiating cries - baby uses a different cry for different situations
4-6 Months	Vocal Play - gurgling, babbling
7-12 Months	Speech like babbling including the use of consonants and vowels. First words - "mama", "doggie"
1-2 Years	Use of two word questions - "No doggie?", "Where ball?"
2-3 Years	Two/three word utterances. Use of attributes - "Big", "Furry"
3-4 Years	Combination of four or more words in sentence form
4-5 Years	Use of long and detailed sentences. Use of "adult-like" grammar

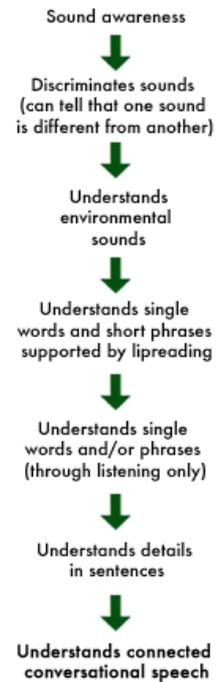


Stages of Language Development

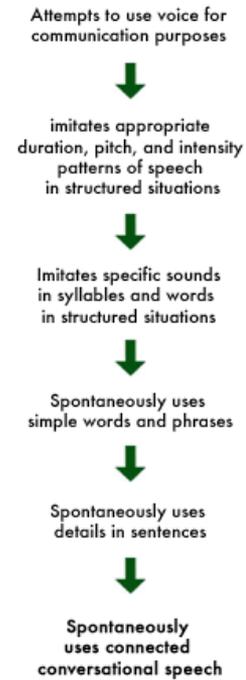
- Pre-linguistic (0-12 months)
- Word Learning (13 months onwards)
- Syntactic Relations (20 months onwards)
- Discourse/pragmatics (elementary school years)
 - Irony, sarcasm, humor (non-literal communication)
 - Perspective taking
 - Social/interactional skills



Receptive listening skill development



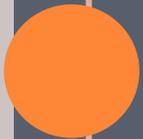
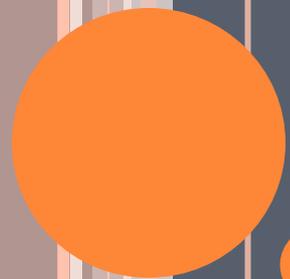
Expressive skill development



HOW DO LANGUAGE CHANGES AFFECT HOW CHILDREN USE THE LIBRARY?

- This is a gimme!





COGNITIVE DEVELOPMENT

PIAGET

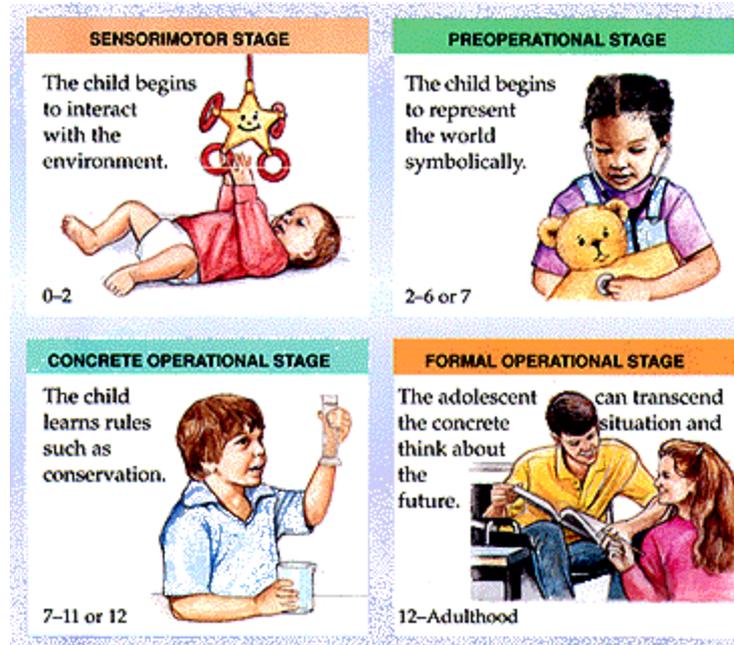




FIGURE 2.3

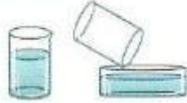
Some Piagetian Conservation Tasks

In addition to the tasks shown here, other tasks involve the conservation of number, length, weight, and volume. These tasks are all achieved over the concrete-operational period.

6-7 years



Is there the same amount of water in each glass?



Now is there the same amount of water in each glass, or does one have more?

Liquid

6-7 years



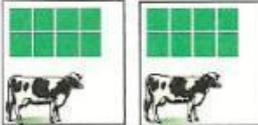
Is there the same amount of clay in each ball?



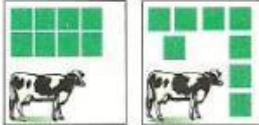
Now does each piece have the same amount of clay, or does one have more?

Mass

8-10 years



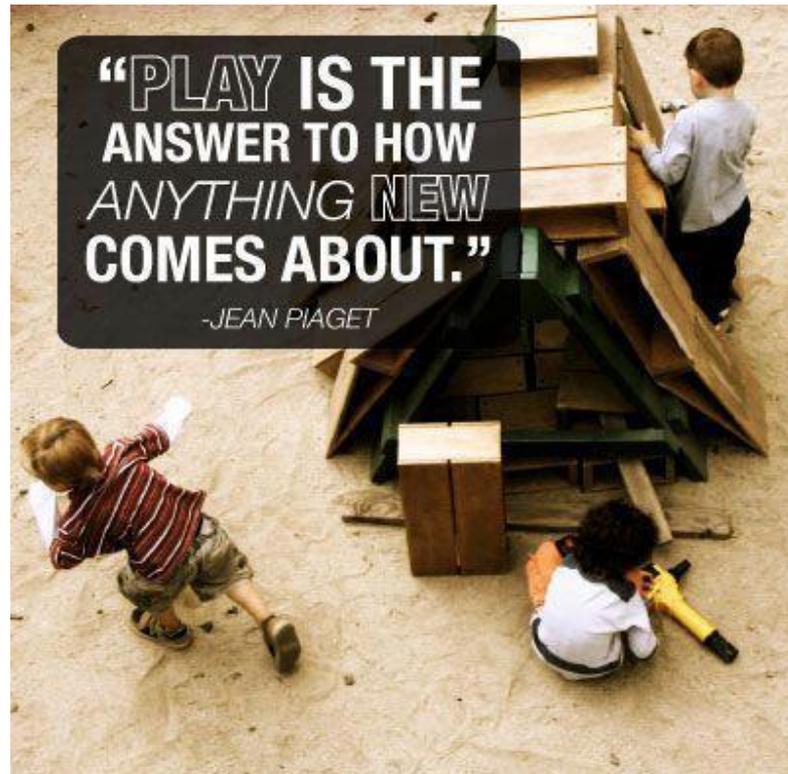
Does each of these two cows have the same amount of grass to eat?



Now does each cow have the same amount of grass to eat, or does one cow have more?

Area





Stages of Play

Unoccupied play The child is not playing, just observing

Solitary play The child plays alone, focussed on their own activity, unaware and uninterested in what others are doing. Most common in children aged under three.

Onlooker play The child watches others at play but does not engage in it. They may talk about the play, but they do not join in. Most common in children aged 2-3 years

Parallel play The child plays separately but close to others often mimicking their actions. Often seen as the beginning of more complex social play. Most common in children aged 2 1/2-4 years

Associative play The child is interested in playing with others and interacts with others during play, but the activity is not organised or co-ordinated. Most common in children aged 3- 4 years

Cooperative play The child is interested both in the people playing and in the activity. The activity is organised, and participants have assigned roles. This is the beginning of 'team work'. Most common in children aged 4 1/2 - 6+ years.

Adapted from Mildred Parten's Stages of Play theory
http://en.wikipedia.org/wiki/Parten%27s_stages_of_play



VYGOTSKY



Lev Vygotsky
(1896-1934)

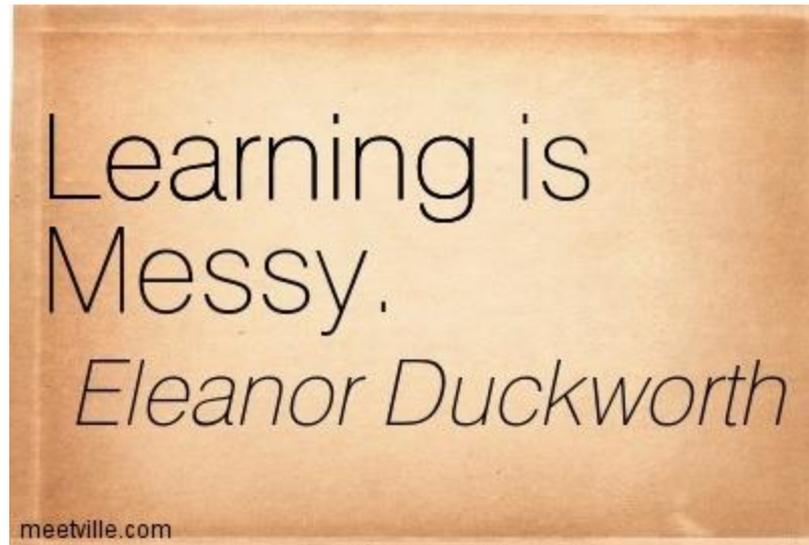
- Children construct their knowledge
- Development can not be separated from its social context
- Prior conceptions and new concepts are interwoven
- Language plays a central role in mental development



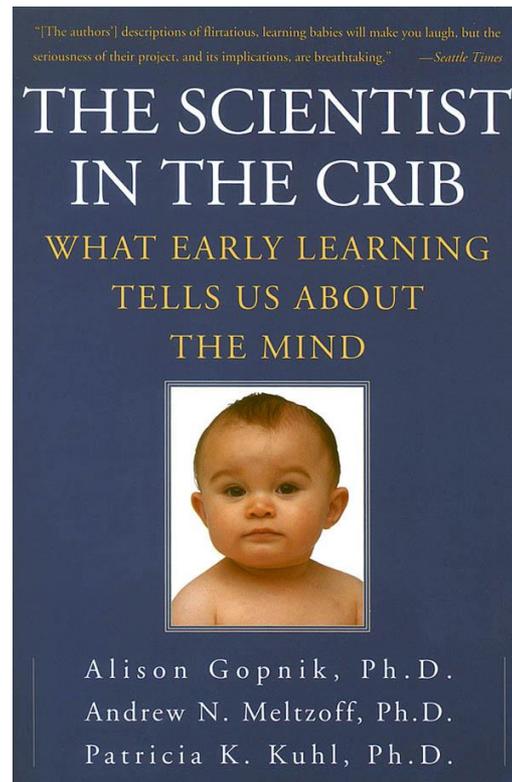


Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.

Maria Montessori, 1870-1952



ALISON GOPNIK



http://www.ted.com/talks/alison_gopnik_what_do_babies_think#t-733121



HOW DO COGNITIVE CHANGES AFFECT HOW CHILDREN USE THE LIBRARY?



APPLY WHAT YOU LEARNED!!



ADDITIONAL RESOURCES

- Every Child Ready to Read – Michael Sullivan
<https://www.youtube.com/watch?v=xmPEdnnlSqM#t=989>
- http://www.pbs.org/parents/talkingwithkids/agebyage_3.html
- Books from the Vermont Center for the Book
<http://www.mothersgooseprograms.org/veli/>
 - *Social Studies and Me*
 - *Math and Science Investigations*
 - *Where Does My Shadow Sleep?*
 - *How Many Ways Can You Make Five?*

