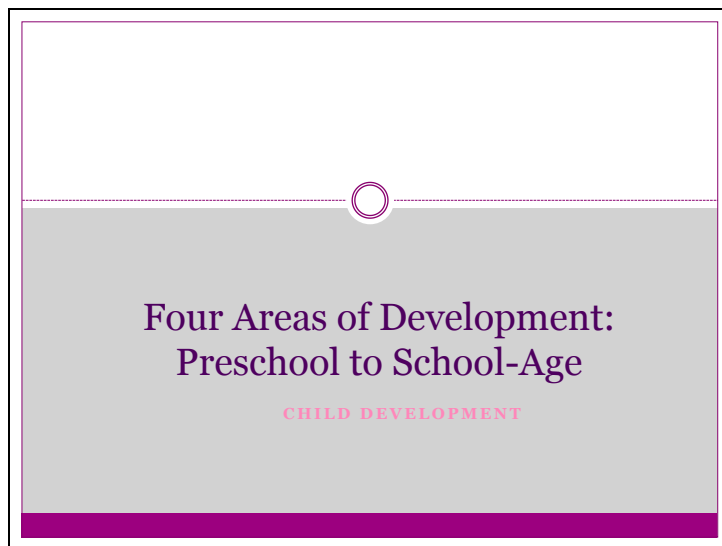


Presentation Notes for Four Areas of Development: Preschool to School-Age

Slide 1



## Slide 2

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## Slide 3

**Preschool Years**

③

Children during the preschool age (three to six years of age) are exploring a wide range of emotions.



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Children of the preschool age (three to six years) are exploring a wide range of emotions. They show anger, love, dependency, fear, and many other emotions. During this stage, children often have a vast imagination and frequently have imaginary friends. They are also becoming more independent and want to make decisions for themselves. They may like to select their own clothing or make other small selections. Their personal identity is forming during this period. Their physical, emotional, social, and intellectual identities are developing and emerging as they evolve through this phase of life.

## Slide 4

### Physical Development of Preschoolers

4

They are better able to control wrist and finger movements as they practice fine motor skills:

- Cut with scissors
- Scribble with large
- Crayons and pencils

Gross motor skills improve as large muscles mature

- Run
- Jump
- Hop
- Walk on tiptoe
- Ride a tricycle
- Skip rope
- Catch ball

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Sometime during the third year, toddlers begin to look less like infants. The control which preschoolers have over many of their physical functions becomes more refined. Motor skills continue to develop during the preschool years, especially in the hands and feet. Gross motor skills improve as large muscles mature. Children at this age also become more able to control wrist and finger movements as they practice fine motor skills. It is important that children learn to use fine and gross motor skills together during these early childhood years. Three-year-olds can run, jump, hop, walk on tiptoe, and ride a tricycle. They scribble with large crayons and pencils and cut around shapes with blunt scissors. Most four-year-olds can climb ladders, jungle gyms, and trees. They can cut close to a line with scissors but still need help with a knife to cut meat at meals. Many five-year-olds can use a knife and fork or a pencil with increasing skills and ease of movement. Many can walk heel-to-toe, skip rope, and catch balls. Play is very important in the development of these skills. As children play, they practice, and as they practice, they mature.

Slide 5

### Role of Play in Growth and Development of the Preschool Child

5

- Playing for children is learning.
- They learn from coming in contact with objects, people, and events.
- While children play, they explore the world around them through various types of play such as cooperative, dramatic, and manipulative.

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Essentially, play is the work of children. Playing is learning for children. They learn from coming in contact with objects, people, and events. Children play as they explore the world around them. They engage in various types of play such as cooperative, dramatic, and manipulative. Caregivers should plan teaching strategies which offer a variety of different learning activities set up to achieve specific goals and objectives for the physical, emotional, social, and intellectual development of children.


## Slide 6

### Indoor Activity Centers

6

- Art
- Blocks
- Computer, Science
- Dramatic Play
- Language Arts

- Manipulative Play
- Math
- Music
- Quiet Time



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The processes children use when playing and discovering in learning centers is more important than the end product. Indoor learning centers might include activity areas for:

Art  
 Blocks  
 Computer science  
 Dramatic play  
 Language arts  
 Manipulative play  
 Math  
 Music  
 Quiet time

What are some skills children can develop by participating in indoor learning center activities?

- motor skills
- creativity
- sensory abilities
- language
- number skills
- task completion
- communication
- the enjoyment of singing, listening, and moving to music

## Slide 7

### Outdoor Learning Centers

7

- Wheel Toys
- Sand and Water
- Climbing
- Swinging
- Quiet Time
- Ball Games
- Swing Sets

A photograph of a young girl with blonde hair, wearing a white t-shirt, sliding down a light-colored plastic slide. She is smiling and looking towards the camera. The slide is set outdoors on a grassy area.

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Outdoor learning centers might include wheel toys, sand and water, climbing, swinging, and quiet time. These offer opportunities for the development of fine and gross motor skills, social skills, creative expression, a sense of accomplishment, and sensory experiences.

## Slide 8

### Activities for Meeting Developmental Needs

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- Vigorous physical exercise
- Reading development
- Communication
- Listening skills
- Self-reliance



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During this unit, students will develop activities for meeting the developmental needs of preschool children, such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance. These activities should include opportunities for preschool children to explore as they learn by using their senses of sight, sound, smell, and touch.



Slide 9

Meeting Developmental Needs

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[Child Development in the Preschool Years](#)  
(click on link)

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Child Development in the Preschool Years

This video describes the development of the average preschooler according to current theories.

<http://youtu.be/Sb74hoJhdqo>

## Slide 10

### Growth and Development of the School-Age Child

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- Varies significantly between children during this period
- Proportionally children look more like small adults



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Growth and development of the school-age child varies significantly from child to child during this period. Some children will develop more slowly than others, and some will grow quickly. Generally, children tend to grow in height more than weight during this period. Height is normally not affected by environmental factors; on the other hand, weight is associated with nutritional habits and activity levels influenced by the child's surroundings. Proportionately children look more like small adults, and they will often experience growth pains due to bone and muscle growth.

Slide 11



School-Age Years

11

[Developmental Milestones--School-Age Children](#)  
(click on link)

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The school-age years in child development range from the ages of six to eleven. In the beginning of this phase, children often experience being away from their homes on a daily basis for the entire day for the first time; by the end of it, they are usually self-competent. These changes are physical, emotional, social, and intellectual. Physically, children grow and develop into adolescents during these years. Emotionally, socially, and intellectually, these years shape their personalities and self-identity. Children rapidly gain an understanding of life and the world around them during this phase in life. The level of self-competence is based on experiences and the success rate of learning.

#### Developmental Milestones—School-Age Children


Developmental milestones are markers for accomplishments that indicate the area of musical, social, emotional, parenting, and language skills.

[http://youtu.be/g9js2\\_ZsrcU](http://youtu.be/g9js2_ZsrcU)

Slide 12

### Motor Development of School-age Children

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- During these middle years, children gain:
- Quickness
- Balance
- Speed
- Power

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A child's control of motor activities continues to mature during the school-age years. During these middle years, children gain balance, speed, and power. Because growth is fairly slow during these years, progress is made in coordination and motor skills.

How many of you were involved in sports during this period? Discuss your personal progression of motor development.

Slide 13

### Appropriate Development Activities for School-Age Children

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- Learning to see things from the viewpoint of others
- Using deductive and inductive reasoning
- Noting transformations
- Focusing on more than one part



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Appropriate development activities for school-age children should include several strategies. These children are:

- learning to see things from the viewpoint of others
- using deductive and inductive reasoning
- noting transformations
- focusing on more than one part

Due to the fact that these children are learning so quickly, activities should be well-planned and organized so the children will expand their knowledge and progress at an appropriate rate.

What is deductive reasoning? Reasoning from the general to the particular (or from cause to effect).

What is inductive reasoning? Reasoning from detailed facts to general principles.

What does noting transformations mean? Children are beginning to see and understand how different transformations occur. Examples include a worm to a butterfly, a seed to a plant, and ingredients for baking to a baked product.

Slide 14

## Developmental Tasks

(14)

Developmental tasks take place at an individual rate.  
Each child is unique and proceeds at their own  
unique pace.



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Each stage of life has particular challenges called developmental tasks. Meeting these challenges and mastering these tasks prepares a child for the next stage.

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## Developmental Lag

(15)

It is defined as a condition which represents a significant delay in the process of development.



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Developmental Lag is a developmental delay. It is defined as a condition which represents a significant delay in the process of development. It does not refer to a condition in which the child is slightly or momentarily lagging in development. The presence of developmental delay is an indication that the process of development is significantly affected, and without special intervention, it is likely that the child's ability to attain normal developmental milestones and educational performance at school will be jeopardized. Normal development falls within a range, and children whose maturation falls outside this range can be provided with special education supports. More precisely, these children have skills deficits including specific delays in language, perception, meta-cognition, and social, emotional, and/or motor development.

## Slide 16

Developmental Tasks		
Age of Child	Developmental Tasks	Indicators Related to Developmental Lag
Three to Seven Years	<ul style="list-style-type: none"> <li>To learn to distinguish between reality and fantasy</li> <li>To become comfortable with own sexual identity</li> </ul>	<ul style="list-style-type: none"> <li>Excessive fears</li> <li>Extreme separation anxiety</li> <li>Bedwetting</li> <li>Shyness</li> </ul>

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## Three to Seven Years

Additional developmental tasks:

- To make connections and distinctions between feelings, thoughts, and actions.
- To solve problems by initiating and creating.

Additional indicators related to developmental lag:

- threatening or bullying peers
- inhibited play
- ritualistic behaviors, especially around food
- persistent speech problems
- toileting problems
- excessive fear of strangers
- lack of interest in others



## Slide 17

Developmental Tasks		
Age of Child	Developmental Tasks	Indicators Related to Developmental Lag
Seven to Eight Years	<ul style="list-style-type: none"> <li>•To develop a sense of accomplishment</li> <li>•To develop and test values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>•Excessive concerns about competition and performance, especially in school</li> <li>•Extreme rebellion</li> <li>•Teasing</li> <li>•Whining</li> <li>•Headaches</li> </ul>

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## Seven to Eight Years

## Developmental Tasks:

- To develop a sense of accomplishment centered on the ability to learn and apply skills, deal with peers, competition, self-control, and greater physical strength.
- To develop and test values and beliefs, which guide present and future behaviors.

## Additional indicators related to developmental lag:

- nervous stomach
- ulcers
- nervous tics
- consistent unconcern with completion of tasks (procrastination)
- overdependence on caregivers for age-appropriate tasks, e.g., combing hair, going to the store, tying shoes, finding a restroom in a restaurant
- social isolation
- lack of friends and involvements
- few interests
- inappropriate relationships with "older" people, e.g., teenagers
- stealing
- pathological lying
- bed-wetting
- fire-setting

## Slide 18

Developmental Tasks		
Age of Child	Developmental Tasks	Indicators Related to Developmental Lag
Eight to Eleven Years	<ul style="list-style-type: none"> <li>•To develop a sense of accomplishment</li> <li>•To develop and test values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>•Social isolation</li> <li>•Lack of friends and involvements</li> <li>•Few interests</li> <li>•Inappropriate relationships with "older" people, e.g., teenagers</li> <li>•Stealing</li> </ul>

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## Eight to Eleven Years

## Developmental Tasks:

- To develop a sense of accomplishment, which centers on the ability to learn and apply skills, deal with peers, competition, self-control, and greater physical strength.
- To develop and test values and beliefs, which guide present and future behaviors.

## Additional indicators related to developmental lag:

- excessive concerns about competition and performance, especially in school
- extreme rebellion
- teasing
- whining
- headaches
- nervous stomach
- ulcers
- nervous tics
- extreme procrastination
- overdependence on caregivers for age-appropriate tasks, e.g., combing hair, going to the store, tying shoes, finding a restroom
- pathological lying
- bed-wetting
- fire-setting

## Slide 19

Developmental Tasks		
Age of Child	Developmental Tasks	Indicators Related to Developmental Lag
Eleven to Twelve Years	<ul style="list-style-type: none"> <li>•To develop a sense of accomplishment</li> <li>•To develop and test values and beliefs</li> <li>•To come to terms with and accept body changes</li> </ul>	<ul style="list-style-type: none"> <li>•Overdependence on caregivers for age-appropriate tasks</li> <li>•Pathological lying</li> <li>•Bedwetting</li> <li>•Fire-setting</li> </ul>

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## Eleven to Twelve Years

## Developmental Tasks:

- To develop a sense of accomplishment, which centers around the ability to learn and apply skills, deal with peer competition, self-control, and greater strength.
- To develop and test values and beliefs, which guide present and future behaviors.
- To come to terms with and accept the dramatic changes in the body, e.g., development of breasts, muscles, voice changes, and pubic and facial hair.

## Additional indicators related to developmental lag:

- social isolation
- lack of friends and involvements
- few interests
- inappropriate relationships with "older" people, e.g., teenagers
- stealing
- pathological lying
- overdependence on caregivers for age-appropriate tasks, e.g., combing hair, going to the store, tying shoes, finding a restroom
- excessive concerns about competition and performance, especially in school
- extreme rebellion
- teasing
- whining
- headaches
- nervous stomach
- ulcers
- nervous tics
- extreme procrastination

Slide 20


## Nutritious Snacks and Meals

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Offer a variety of foods

Monitor portion size

Maintain balance and control of all of the essential nutrients



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It is important to offer a variety of foods while monitoring portion size. It is best to start with small portions and then increase portions as requested by the child. During this phase, children have begun to have their food choices influenced by media. It is important for parents and child care providers to maintain balance and control of all of the essential nutrients.

One important responsibility of a parent of a preschool child is seeing that nutritious meals and snacks are served. If the child is enrolled in a child care center, local rules and state licensing standards guide the director in this important task. If a center receives funds from an outside source, the guidelines of the funding agency must also be followed. Food service rules and guidelines are used to protect children and should be strictly followed. Rules and regulations can be viewed at <http://www.squaremeals.org/Programs/ChildandAdultCareFoodProgram.aspx>


Teacher note: For additional resources and activities, refer to lesson “Nutritional Needs: Preschool to School-Age” at <http://cte.sfasu.edu/lesson-plans/nutrition-needs-as-children-grow-preschool-to-school-age/>

Slide 21

### Reducing Dietary Fat for Preschoolers

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Between the ages of 4 and 5 years, parents should reach a level where the child is getting fewer calories from fat (rather than the 50% she had been consuming up to 2 years).



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Parents should not make an effort to reduce the amount of fat in their child's diet if the child is younger than three years old. The brain particularly relies on dietary fat for proper growth and development in these earliest years of life. Once a child becomes a preschooler, parents can start to gradually reduce the levels of fat that the child consumes. By serving the child lower fat meals, parents help keep the child's weight under control and lower his or her risk of heart disease and other chronic illnesses later in life.

Between the ages of 4 and 5 years, parents should reach a level where the child is getting fewer calories from fat (rather than the 50% she had been consuming up to 2 years). Once he or she reaches this lower target of fat intake, it will coincide with the recommendations made for most adults and older children, so your entire family can now be eating the same diet. At this time, most of your family's calories (about 55% to 60%) should come from carbohydrates, with more modest amounts of fat and protein.

Slide 22

<b>Reducing Dietary Fat for Preschoolers</b>	
<u>Dietary Fat:</u>	<u>Change to:</u>
Whole milk	Skim or 2% milk
Fried foods	Grilled or broiled food
Cheese	Modest portions
Fruit Juice	Limit to 4 to 6 oz. per day

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What kind of fat-reducing changes should you be making?

Switch a preschooler from whole milk to skim or 2% milk (which the rest of the family may already be consuming). He or she should be drinking 2 cups a day of fat-free or low-fat milk per day or consume the equivalent in milk products.

Select grilled or broiled fish or lean meats.

Serve cheese only in modest portions.

Give your child whole fruits to meet his or her recommended fruit intake, limiting fruit juice consumption to no more than 4 to 6 ounces per day (from ages 1 to 6 years). Remember, this means 100% juice, not juice drinks.

For snacks, rely on low-fat choices like pretzels, fresh fruit, air-popped popcorn, or fat-free yogurt.

When preparing food, use cooking methods like steaming, broiling, and roasting that don't require fat during cooking, or use only a small amount of olive oil or nonstick spray.

## Slide 23

## References and Resources

23

Microsoft Clip Art: Used with permission from Microsoft

**Textbook:**  
Decker, C. (2011). *Child development: Early stages through age 12*. (5th ed.). Tinley Park: Goodheart-Willcox Company.

**Websites:**

**Centers for Disease Control and Prevention**  
The Child Development Guide will help you determine your child's developmental needs.  
<http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm>

**Healthy Children**  
Reducing Dietary Fat for Preschoolers  
<http://www.healthychildren.org/English/ages-stages/preschool/nutrition-fitness/pages/Reducing-Dietary-Fat-for-Preschoolers.aspx>

**Nutritious Recipes for Children**  
Check out below the suggested Nutritious Recipes for Children cookbook from USDA's SNAP-ED Connection. These recipes include a nutritional analysis and a cost analysis and are easy to make with limited ingredients.  
<http://de.sfasu.edu/wp-content/uploads/2012/07/Nutritious-Recipes-for-Children.pdf>

**StoryBird**  
StoryBird is a visual storytelling community. A global hub of readers, writers, and artists of all ages.  
<http://storybird.com/teachers/>

**What Should You Know?**  
It's time to change how we view a child's growth.  
Do you know all the ways you should measure your child's growth? We naturally think of height and weight, but from birth to 5 years, your child should reach milestones in how he plays, learns, speaks and acts. Track your child's development and act early if you have a concern. Learn more about milestones. For additional information, visit:  
<http://www.cdc.gov/actearly>

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## Slide 24

## References and Resources

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**YouTube:**

**Child Development in the Preschool Years**  
This is a video describing the development of the average preschooler according to the current theories.  
<http://youtu.be/Sb74hoJhdqo>

**Developmental Milestones—School-Age Children**  
Developmental milestones are markers for accomplishments that indicate the development of musical, social, emotional, parenting and language skills.  
[http://youtu.be/g9jsz\\_2srcU](http://youtu.be/g9jsz_2srcU)

**StoryBird**  
A tutorial on using StoryBird.com including ideas for the classroom.  
<http://youtu.be/T00YjRBiclw>

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