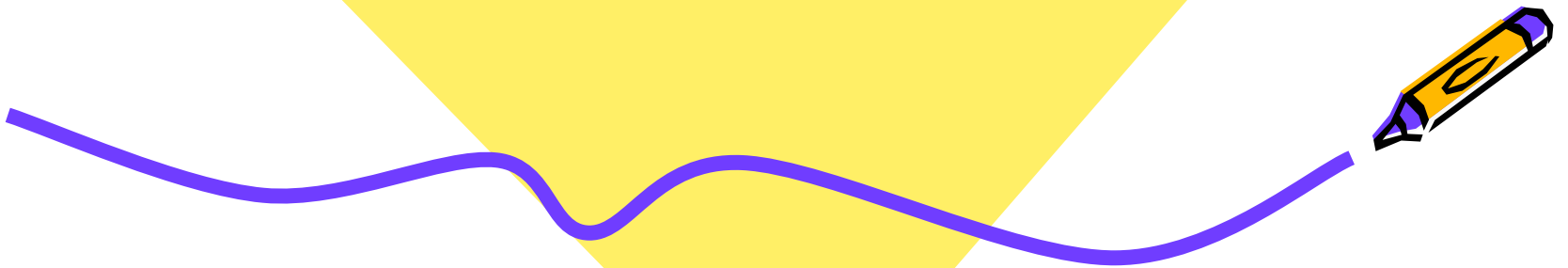




# Chapter 1

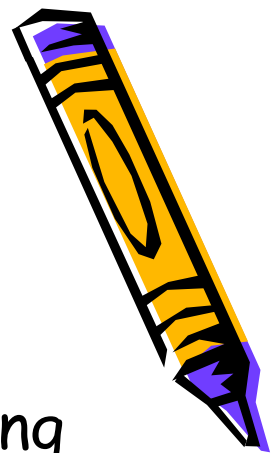
## Young Children Growing, Thinking and Learning

DAP and THEORISTS



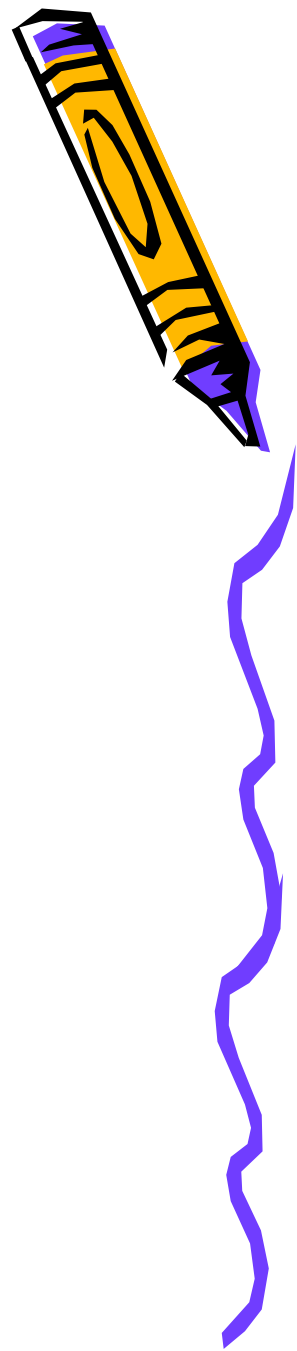
# NAEYC

- National Association for the Education of Young Children
- Refers to period from birth to eight
- Their belief: know the child, know where he is developmentally, know his talents and interests
- Teachers be aware of: basic needs of play and rest, focusing on children's development in all areas (physical, intellectual, emotional, social), cultural differences, and supporting parents and families.



# DAP

- Developmentally Appropriate Practice
- Age-appropriate
- Individually appropriate
- Hands on
- Uses all senses
- No winners or losers
- Children explore and predict through hands-on props and activities



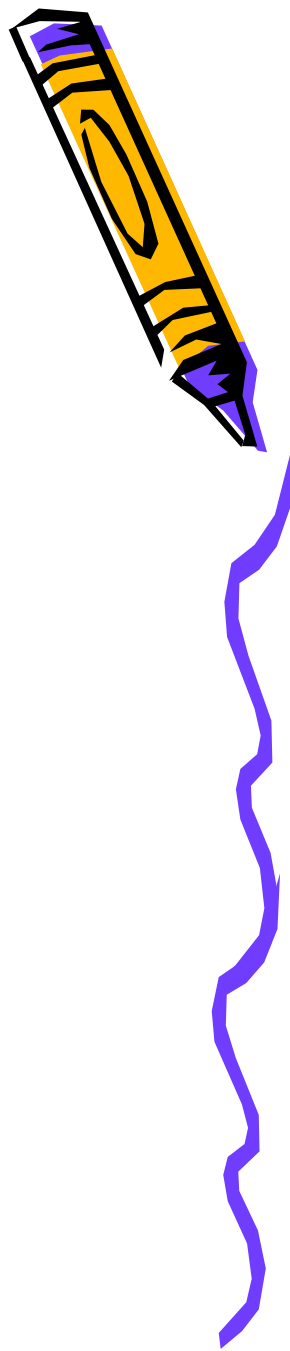
# Behaviorist Theory

- Ignore undesirable behaviors: pouting or temper tantrums.
- Praise desirable behaviors: listening to the teacher or cleaning up toys.



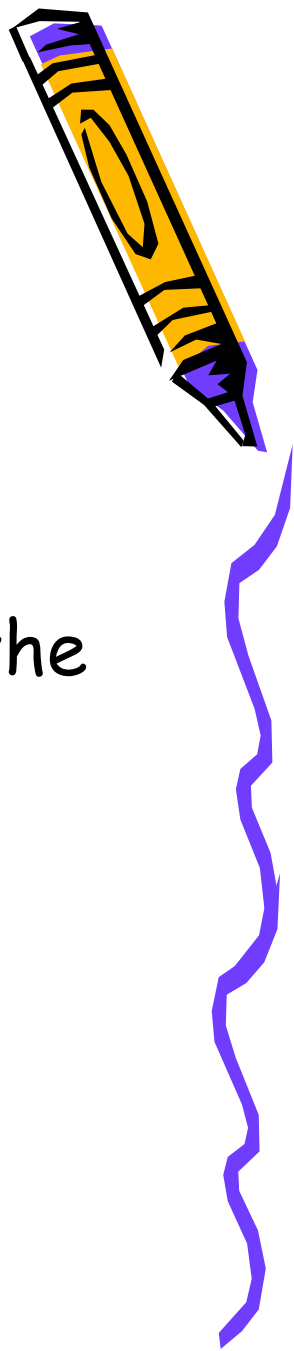
# Behaviorist Theory

- Skinner's basic views.
- Works well for positive discipline.  
(If a child acts good he'll get a reward or praise.)

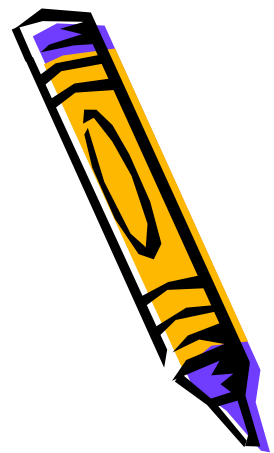


# Behaviorist Theory

- Classical conditioning
  - Pavlovian (Dog rings a bell, gets food, salivates. Ring a bell and eventually the dog will salivate.



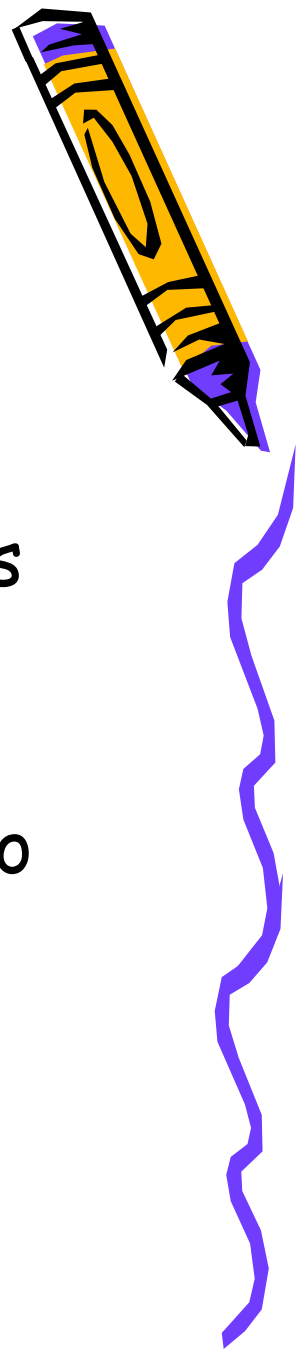
# Behaviorist Theory



- Operant Conditioning
  - Behave first, respond later
  - Pigeon pushes a lever and gets food.
  - Student's backpack made fun of, student leaves backpack at home.
  - Child makes bed and is given allowance
  - Child pouts and is ignored; child smiles, is given attention.
  - Child has the desirable behavior and is given a sticker.



# Behaviorist Theory

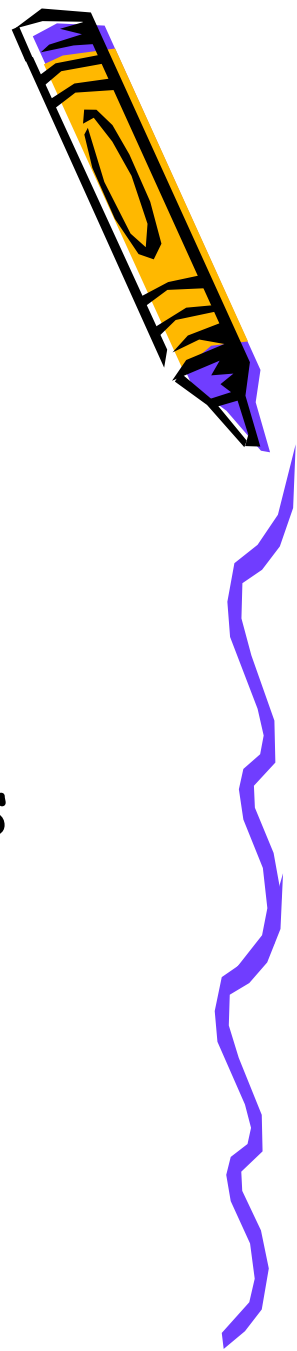


- Negative Reinforcement
  - Sit by teacher quietly for 30 seconds instead of 5 minutes and you can go outside and play.
  - Child follows teacher's instructions so he can continue to blow bubbles.





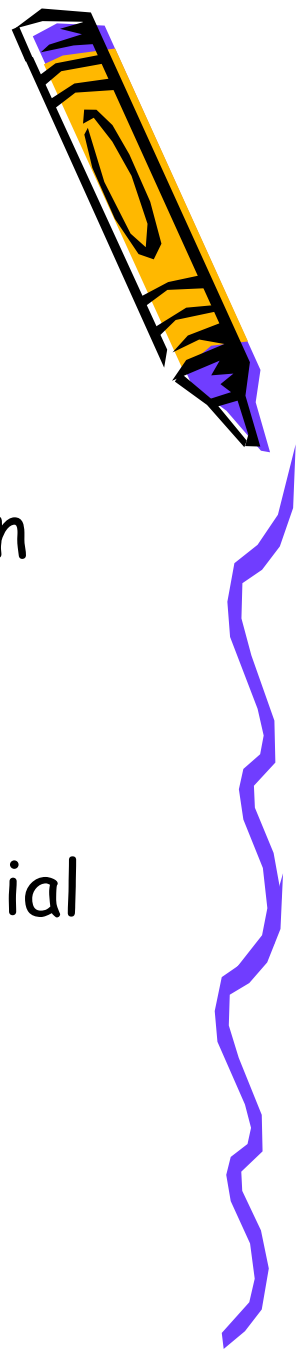
# Maturationist Theory



- Basis is Rousseau.
- Development follows a predetermined schedule.
- Learning environment must be optimal.
- School requirements must match child's developmental level.
  - Schools screen children on the basis of a developmental test.



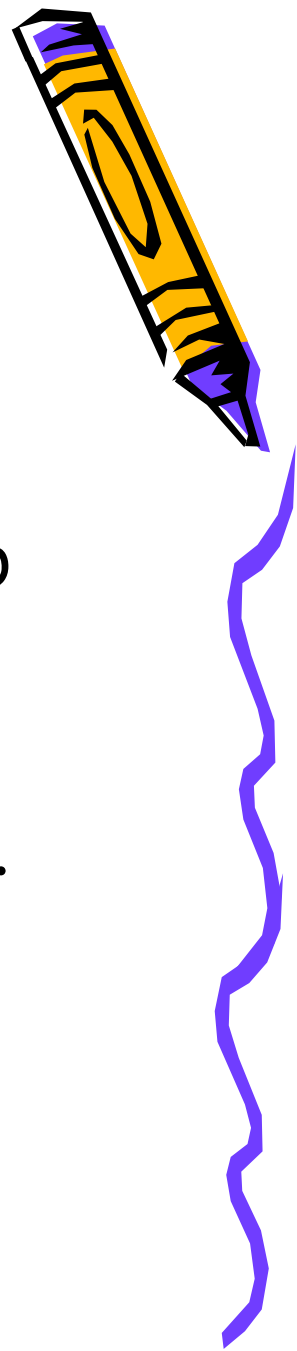
# Constructivist Theory



- Piaget and Vygotsky are the basis.
- Children learn by constructing their own understanding.
- Piaget has qualitative stages--quality exploring.
- Vygotsky had gradual changes using social contact and language which gradually changes with development.



# Constructivist Theory

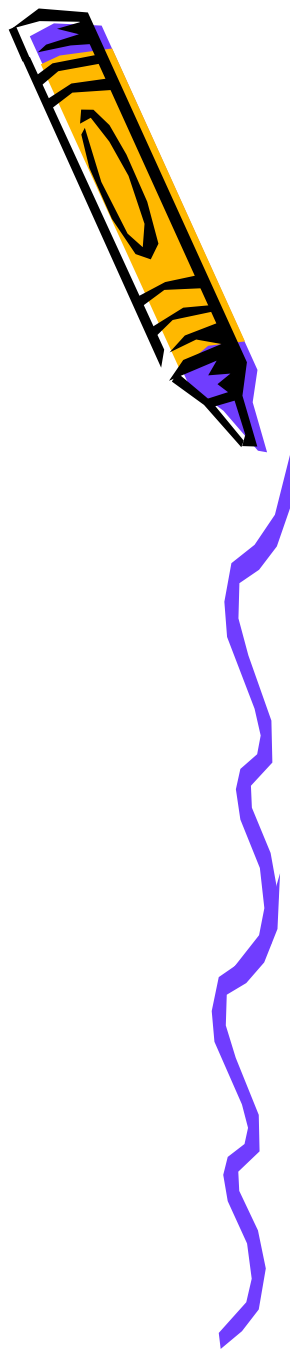


- Piaget
  - Assimilation- fitting experiences into existing categories.
  - I have a dog; he barks. A German Shepherd barks too and is also a dog.



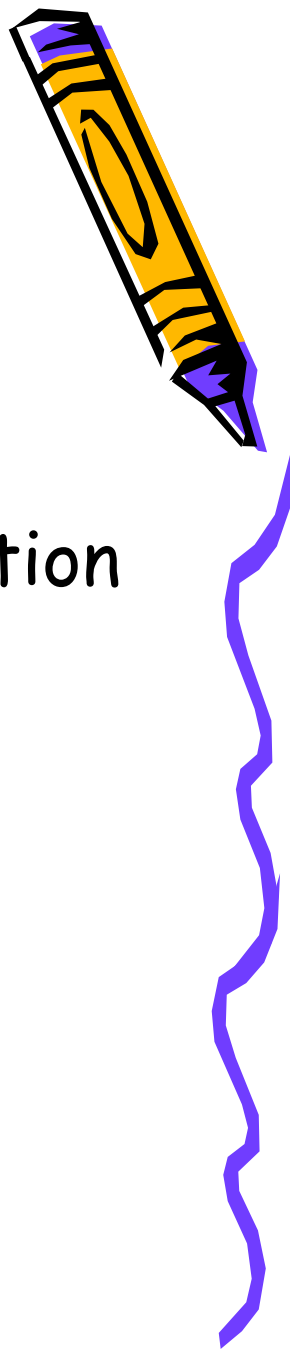
# Constructivist Theory

- Piaget
  - Accommodation
    - Creating a new category
    - My dog, your cat.



# Constructivist Theory

- Piaget
  - Equilibrium- balance for new information into an old or new category.



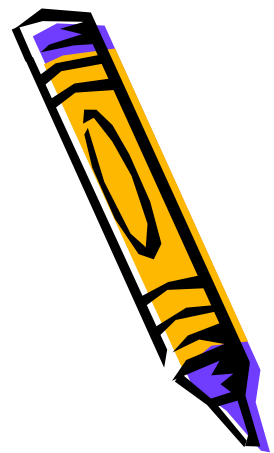
# Constructivist Theory



- Vygotsky
  - Talk to kids, socialize with them; this establishes a gradual change in development
  - Construction of knowledge with social contact
  - Learner constructs his own learning



# Constructivist Theory

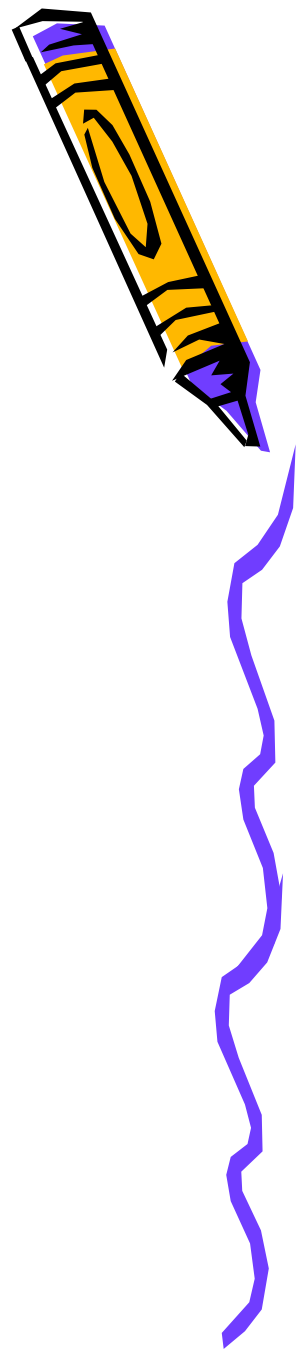


- Vygotsky
  - Zone of proximal distance- gap for what a child can do by himself and what he can not do even with help.
  - It's a waste of time to teach kids what they already know and what they can't do even with assistance.



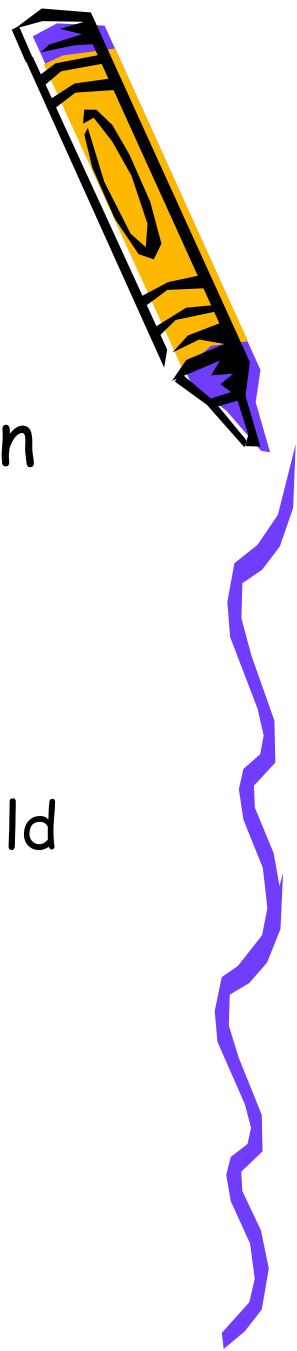
# Constructivist Theory

- Gardner's views too.
  - Has 9 individual cognitive domains or intelligences.
  - Children learn through multiple intelligences.





# Summary



- The basis of NAEYC is to teach children using DAP guidelines.
- Three theories of development
  - Behaviorist- give reinforcements
  - Maturationist- child can't learn until he is old enough.
  - Constructivist- children learn through interacting with the environment

