Physical, emotional, social and cognitive development of preschoolers
<table>
<thead>
<tr>
<th>Terms</th>
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<tbody>
<tr>
<td><strong>Cooperative play</strong></td>
<td>A type of play in which children play and interact with one another</td>
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<td><strong>Egocentrism</strong></td>
<td>Child's belief that everyone thinks in the same way and has the same ideas as he or she does</td>
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<td><strong>Imitation</strong></td>
<td>Learning by watching and copying others</td>
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<tr>
<td><strong>Incidental learning</strong></td>
<td>Unplanned learning</td>
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Terms Continued

- **Initiative**: motivation to accomplish more
- **Manipulate**: To work with an object by using the hands
- **Moral development**: The process of learning to base one’s behavior on beliefs about what is right and wrong
- **Passive observing**: Watching another’s actions without responding
Terms Continued

- **Peer**: Someone close to one's own age
- **Permanent teeth**: Teeth that will not be naturally replaced by another set
- **Preschooler**: A child from age three to about age five
- **Reaction time**: Time required to respond to a sight, sound, or other stimuli
Terms Continued

- **Self-concept**: How people see themselves
- **Self-confidence**: Belief in one's own abilities
- **Separation anxiety**: Fear of being away from parent, familiar caregivers, or the normal environment
- **Trial and error learning**: Learning that takes place when a child tries several solutions
There are three main elements to physical development – height and weight, fine and gross motor skills. Each of the three elements of physical development will be discussed on the next few slides.
Physical development

- Height and weight
  - Average increase in height is 2.5 – 3 inches per year
  - Average weight gain is 4 – 5 pounds a year

Script: One of the greatest predictors in determining a child’s physical development is whether or not the child is growing on target based on height and weight. Although this is an average predictor for how the child will grow physical, it is important to remember each child develops at his or her own pace.
Script: Fine motor skills are the ability to perform tasks with fine precision using smaller muscle groups. This is a very important sign of physical development in children.
Physical development

- Gross motor skills
  - Ball toss, hops on one foot, skips, running, jumping, climbing, walking

Script: Gross motor skills require the ability to use larger muscle groups in the body. These skills are shown by larger movements in children.
Script: Between the ages of three and five, children express a wide assortment of emotions. Three year olds are constantly seeking praise from their caregiver and their behavior may change if they are awarded praise. They also like to express their creativity through imaginary friends. Three year olds may also experience fears such as separation anxiety from parents.
Script: Four year olds continue to express their imagination through storytelling. They also tend to be very self-centered and are constantly seeking the approval of others.
Script: Five year olds begin to see themselves as a whole person, separate from others. They also have some fears such as the dark, insects, thunderstorms, etc.
Social development

- Three years
  - Share, eager to please others, engage in cooperative play

Script: Social development changes as children are exposed to different experiences. Three year olds are eager to share their belongings, to please others and to play with other children.
Social development

- Four years
  - Form friendships by playing in groups while sharing toys, some fighting may occur

Script: Four year olds begin to form friendships and enjoy playing in groups of children close in age. They may share toys. Four year olds may have arguments, but are easily reconciled.
Social development

- Five years
  - Outgoing, talkative, play in groups, social acceptance is important

Script: As their language increases, five year olds are very talkative, outgoing and social beings. Social acceptance among their peers is extremely important during this age.
Cognitive development

- Three years
  - begins to use longer sentences; knows about 900 words; can follow two-part directions; and can sort by shape and color

Script: The cognitive development of preschoolers changes rapidly as their language skills increase. Three year olds can use longer sentences than toddlers and have a vocabulary of about 900 words. They are able to follow two-part directions and can sort objects by shape and color.
The cognitive abilities of four year olds change greatly from three years. Four year olds can speak in complete sentences of five to six words; tell stories; ask several questions; capable of following three-step directions; and knows colors and shapes.
Cognitive development

Five years
- Speaks in complete sentences of six to eight words; understands about 13,000 words; learns alphabet and many letter sounds; recalls part of a story; counts up to ten objects and can sort by size

Script: Five year olds have the ability to speak in complete sentences of six to eight words and can comprehend about 13,000 words. During age five, children begin to learn the alphabet, sounds, recall parts of stories told, can count up to ten objects at a time and can sort objects by size.
The influence of family and society on preschoolers
Family Influences

- Close ties to the family unit
- Desire to feel important within family

Script: Family is very important to the preschool-aged child. The child views the family as very important.
Script: A child’s first influence is family. However, as the child begins to engage in cooperative play and is introduced to other children, the preschool aged-child will be influenced by others.
The Development of Preschoolers
Piaget’s Theory

- Piaget said children in the preoperational stage of development (ages 2 – 7 years) think in terms of their own activities
  - Make believe play
  - Use of symbols
  - Egocentric viewpoint
  - Limited focus

Script: Piaget believed that children in this stage of development were child centered and were only capable of viewing the world from their own perspective and therefore cannot think abstractly.
Vygotsky’s Theory

- Vygotsky said children are individuals who each learn differently based on experiences
  - Social environment
  - Small groups for learning
  - Language
  - Parents, teachers and peers

Script: Vygotsky theorized learning was about the experiences provided to the child. He said children learned best in small groups. He said language, parents, teachers and peers promote learning.
Montessori’s Theory

- Montessori said children learn best through prepared learning environments
- Strengthen muscles
- Prepare a child’s mind and body
- Encourage independence

Script: Montessori believed that children should be provided with learning experiences before they can write to engage children and to encourage development of the senses, language and motor skills.
Script: Children with special needs should be treated as any other child is treated and given the same opportunities to learn. Caregivers who know what they can reasonably expect from a special needs child is more likely to see the child reach his or her full potential.
The health and safety of preschoolers
Script: Children should be taught about good nutrition. It is the job of the caregiver to provide nutritious and healthful food choices.
Script: Adult supervision is a very important part of safety for the preschool-aged child. There are many potential dangers around the preschool-aged child, however with proper adult supervision and guidance, the child can practice and learn safety.
Guidance techniques for preschoolers
Script: Children’s learning is increased by each experience given by caregivers. Preschool aged children should be encouraged to read and to express themselves through art and music.
Sources