Children’s Needs: The Foundation of Growth and Development
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How do children develop?
Sequence of Stages

Development occurs in a sequence of stages that can be predicted.
Different Rates

Development proceeds at different rates for different children.
Build on Previous Learning

Developmental skills build on previous learning.
Areas of Development are Interrelated

Different areas of development are interrelated.
A Continual Process

Development continues throughout life.
Supporting Children’s Individual Needs

(click on picture)
# Developmental Traits of Toddlers

<table>
<thead>
<tr>
<th>Intellectual Skills</th>
<th>Physical Skills</th>
<th>Social-emotional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives mechanical toy to caregiver to activate toy</td>
<td>Builds towers consisting of two one-inch cubes</td>
<td>Demands personal attention</td>
</tr>
<tr>
<td>Identifies family members in photographs</td>
<td>Climbs up and down stairs</td>
<td>Enjoys solitary play</td>
</tr>
<tr>
<td>Mimics adult behaviors</td>
<td>Draws spontaneous scribbling</td>
<td>Likes to claim things as “mine”</td>
</tr>
</tbody>
</table>

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Two-Year-Old Child Development Stages and Milestones

(click on picture)
## Developmental Traits of Preschoolers

<table>
<thead>
<tr>
<th>Intellectual Skills</th>
<th>Physical Skills</th>
<th>Social-emotional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child can answer routine questions</td>
<td>Attempts to balance on one foot</td>
<td>Continues to be self-centered</td>
</tr>
<tr>
<td>Combines two or more words (boy hit)</td>
<td>Catches a bean bag while standing</td>
<td>Likes to be accepted by others</td>
</tr>
<tr>
<td>Follows two-step directions</td>
<td>Runs without falling</td>
<td>Uses language to make friends and to alienate others</td>
</tr>
</tbody>
</table>
Developmental Traits of School-Age Children

<table>
<thead>
<tr>
<th>Intellectual Skills</th>
<th>Physical Skills</th>
<th>Social-emotional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A six-year-old child normally can follow a series of three commands in a row.</td>
<td>Fine motor skills may also vary widely.</td>
<td>Friendships at this age tend to be mainly with members of the same sex.</td>
</tr>
<tr>
<td>By age nine, a child should be able to focus attention for about an hour.</td>
<td>Height, weight and build vary among children of this age range.</td>
<td>It is important for the child to learn how to deal with failure or frustration without losing self-esteem.</td>
</tr>
<tr>
<td>Early school-age children should be able to use simple, but complete sentences that average five to seven words.</td>
<td>Their coordination (especially eye-hand), endurance, balance and physical abilities vary.</td>
<td>Peer acceptance becomes more important during the school-age years.</td>
</tr>
</tbody>
</table>
Play Activities, Toys and Equipment for Children
Suggestions for Playing with Children
Activities, Toys and Equipment for Toddlers

Areas of Development
• Creativity
• Dramatic representation
• Exploration
• Fine motor skills
• Gross motor skills
• Language
• Problem-solving
In the areas of development, what activities, toys and equipment can help preschool children?
In the areas of development, what activities, toys and equipment can help school-age children?

- Creativity and problem-solving
- Intellectual
- Spacial relationships
- Social skills
Providing Playing for Toddlers

- Being prepared to change games
- Helping toddlers develop language skills
- Setting time aside for active play
Providing Playing for Preschoolers

• Providing materials for practicing mental skills
• Providing musical instruments
• Providing a variety of props
Providing Play for School-Age Children

- Allowing choices whenever possible
- Arranging activities to help refine fine motor skills
- Encouraging children to dramatize stories, books and events
Understanding Special Needs

Heredity and environment:

• Hereditary factors include the genetic history and make-up of a person
• Environmental factors affect the fetus after conception or the child after birth
The Nature of Special Needs

A disability is any condition that prevents, delays or interferes with a child’s normal achievement and development. A disability may be classified as one of the following:

- Developmental
- Learning
- Physical
- Sensory
Roles of Special Needs Professionals

- Appreciation of individual differences
- Arranging the environment
- Assessment
- Encouraging cooperation
- Encouraging independence
- Encouraging positive interactions

- Mainstreaming/Inclusion
- Schedule planning
Strategies for Working with Disabled Children

The following strategies are suggestions for working with learning-disabled children:
• behavior modification
• multi-sensory training
• task analysis
Children Who Have Special Needs

• Remember that children develop at different rates and that the range of “normal” development is broad.

• Early detection of developmental problems is important.

• The sooner problems are detected, the sooner a child can begin receiving help.

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Ten Things Your Child Needs Every Day
Review

- Explain and provide examples of two principles of development.
- What are some examples of the intellectual, physical and social-emotional skills of a toddler?
- What are some examples of the intellectual, physical and social-emotional skills of a preschool child?
- What are some examples of the intellectual, physical and social-emotional skills of a school-age child?
- Why is play so important?
References and Resources

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Textbooks:

Websites:
• Building the Legacy: IDEA 2004
  The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
  http://idea.ed.gov

• National Institutes of Health
  School-age child development describes the expected physical, emotional and mental abilities of children ages six to twelve.

• U.S. Department of Justice
  A Guide to Disability Rights Laws.
  http://www.ada.gov/cguide.pdf

• U.S. Department of Justice
  Commonly asked questions concerning child care centers and the Americans with Disabilities Act.
  http://www.ada.gov/childqanda.htm
References and Resources

YouTube™:

- **Four-Year-Old Child Development Stages and Milestones | Help Me Grow MN**
  Do you know the typical development stages and milestones for a four-year-old child? By age four, your child should be beyond several cognitive, communication and social stages. Help your child develop and grow on schedule. Recognize the signs of a child who is not developing like they should.
  http://youtu.be/o0TGczdbiV4

- **Two-Year-Old Child Development Stages and Milestones/Help Me Grow MN**
  Do you know the typical development stages and milestones of a two-year-old? By two years of age, your child has new language and cognitive skills. Ensure they are developing properly by recognizing the signs and how to help if they are behind children their age.
  http://youtu.be/y9Mm85UAWwM

- **Supporting Children’s Individual Needs**
  Early childhood professionals face the continual challenge of planning for the entire classroom while meeting each child’s individual needs. In e-clip #6, Dr. Ann Gruenberg stresses the importance of observing children and assessing their strengths and needs to determine how best to support them, and teacher Niloufar Rezai reflects on strategies she used to identify and support a child’s learning needs, including working closely with the child’s family and giving them ideas for activities to do at home.
  http://youtu.be/e62L1DeKVJA

- **Ten Things Your Child Needs Every Day**
  Children are experts at telling their parents what they want. They demand new toys, new video games and new cell phones. Sadly, children can rarely tell their parents what they need...really need, in order to feel safe, valued and deeply connected.
  http://youtu.be/PzcmtfXsYUXc