

## EDU 306: Child Development Concepts of Development

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## Course Outline

- Concepts of Development
- Prenatal/Antenatal Development
- Infancy
- Early childhood
- Middle childhood
- Adolescence
- Theories of Child Development

## Development

- **Development:** Changes that occur in an individual over time
  - **Changes:** Follow an orderly pattern that moves toward greater complexity and enhances survival
  - **Individual:** One person
  - **Time:** An indefinite period – can be short or long term
- **Progressive increase in skill and capacity of function.**
  - Qualitative change in the individual's functioning.
  - Measured through observation

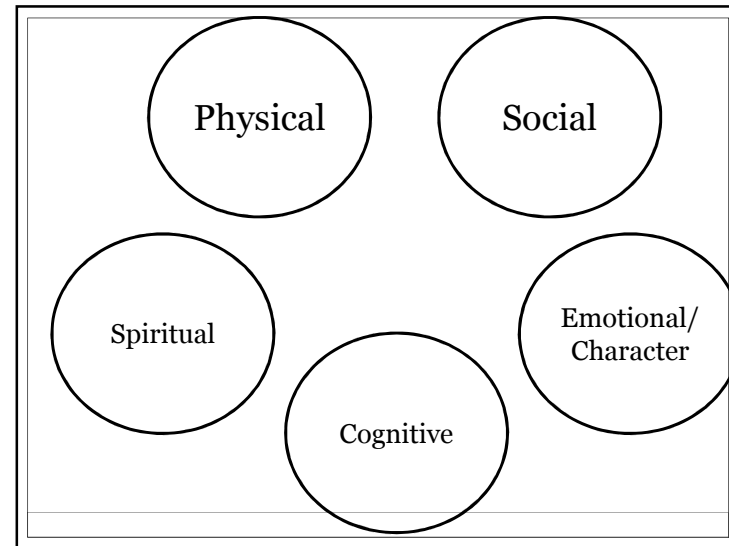
## Periods of Development

- **Antenatal/Prenatal:** Conception to birth
- **Infancy and Toddlerhood:** Birth through 2 years
- **Early Childhood:** 2 to 6 years
- **Middle Childhood:** 6 to 12 years
- **Adolescence:** 12 to 19 years
- **Young Adulthood:** 20-30 years
- **Middle Adulthood:** 31-60 years
- **Old Adulthood:** 61+ years

### Growth and Maturation

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- **Growth:** Increase in physical size of the body or any of its parts
  - Quantitative change in the child's body.
  - Can be measured in kilograms, pounds, meters, or inches
- **Maturation:** Increase in child's competence and adaptability.
  - Describes the qualitative change in the child's structure.
  - Level of maturation depends on heredity



### Domains of Development

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- **Physical growth and health:** Body growth, brain growth, perception capacities, physical health
  - **Gross Motor:** Large movements
  - **Fine motor:** Small movements with fingers
- **Cognitive:** Thought processes, creativity, academic knowledge, metacognition, language, attention, problem solving, critical thinking, memory
- **Social:** Interactions with others
- **Emotional:** Understanding and regulating feelings
- **Character:** Behavior that reflects good morals and ethics
- **Spiritual:** Understanding the transcendental (spiritual) and metaphysics (nature of reality) as well as specific religious practices and symbols

### Domains of Development

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- There are multiple domains where development occurs
  - Growth in one domain influences growth in other domains
- For the purpose of this class, focus on three domains:
  - Physical
  - Social/Emotional: Interpersonal skills, friendships, self-knowledge, moral reasoning, understand and express emotions
  - Cognitive

### Importance of Development for Teachers

- Know what to expect of a child at a particular developmental level
- Understand reasons behind behavior problems and illnesses
- Form plan of care and education for children
- Educate parents to become better caregivers of their child at a developmental level

### Proverbs of Development

- A child that washes his hands will dine with elders.
- What an elderly man sees sitting down, a young man on a Iroko tree won't see.
- By trying often, a monkey learns to jump to tree without falling.
- A child today is a leader tomorrow.
- A fool at age 40 is a fool forever.

### General Principles of Development

- Development is continuous from conception to death
- Development tends to follow a predictable sequence
- Individuals develop at different rates
  - Age does NOT determine a child's development
- Development is orderly
  - New skills and abilities build on already known skills and abilities
- Development takes place gradually
  - Parents and caregivers have to be patient with children

### General Principles of Development

- Development does **NOT** progress at the same rate over the lifespan and within the individual
  - Infancy and early childhood have high rates of growth, which slows in middle childhood
  - Different parts of the body develop at different rates
- Development proceeds in regular related directions
  - Cephalo-caudal (head to toes)
  - Proximodistal (center of body to periphery)
  - General to specific

### Factors affecting Development

- Influences on development can be grouped into two categories:
  - **Hereditary:** Genetically programmed, naturally occurring changes over time
    - ✦ “Nature;” Similar to “Maturation” and “Biology”
  - **Environment:** Experiences that occur in a person’s daily life
    - ✦ “Nurture”
- *What influences development more: maturation or the environment?*

### Factors affecting Development

- “Anastasi (1958) pointed out that initially psychologists did not ask the right question. We should not have asked *which* (heredity or environment) causes a behavior or *how much* of each is needed for a given behavior. Instead, we should ask *how* (in what manner) nature and nurture interact to produce development...Today, nearly everyone agrees that a complex interaction of innate and environmental factors account for...development...Nature and nurture are inextricably intertwined.” (Miller, 2002, p. 20).

### Factors affecting Development

- **Prenatal Factors**
  - Factors related to the mother
    - ✦ Nutrition
    - ✦ Diabetes
    - ✦ Exposure to radiation
    - ✦ Infection of diseases
    - ✦ Smoking
    - ✦ Use of Drugs
  - Factors related to the fetus
    - ✦ Wrong position in the uterus
    - ✦ Faulty placenta implantation

### Factors affecting Development

- **Post-natal factors**
  - **External Environment**
    - ✦ Family’s socioeconomic status
    - ✦ Child nutrition
    - ✦ Climate and season
    - ✦ Birth order
    - ✦ Number of siblings
    - ✦ Family structure (e.g., single parent)