

Infant/Toddler Development

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Educarer, Inc. www.educarer.org

- **Our philosophy is based on Magda Gerber and Maria Montessori and emphasizes respect for the child.**
- **SIDS and SBS “In-Service” online courses and videos.**
- **Multilingual: (French, Spanish, German, Italian, Portuguese, Japanese, Korean, and Chinese)**

Objectives

1. To understand the different stages of infant development.
2. To know what types of activities are appropriate for different stages of infancy.
3. To recognize how to see the “red flags.”

Ages of Infancy

- Babies are pre-walkers
- Toddlers are those infants “who walk” to age 2
- “Twos” are in the third year of life

Perceptual / sensorial skills

- Development of the senses and how infants use them to learn about the world.

Sensorimotor / Tool Using Skills

- Movement from simple rolling over to using tools such as crayons.

w/ movement

Sensory

Cognitive Development

- Changes in thinking skills which help the infant make sense of the world.
- Representational / Symbolic development

Communication / Linguistic Skills

- “Learning a first language in the short space of three years is an educational accomplishment of such magnitude that it would be hard to duplicate at any later point in life.”

*good point

Social / Interactive Skills

- Social skills are being learned long before language develops.

• can hear & are aware of culture before they are born

Expressive / Emotive Skills

- The ability to express certain emotional states.

Self-regulatory / Coping Skills

- How do infants cope with both negative and positive arousal?

Important Names

- Arnold Gesell (1880-1961) - mapped physical characteristics
- Sigmund Freud (1856-1939) – studied emotion and the need for love
- Anna Freud – taught parents to hold and cuddle their babies

More names

- * Erik Erikson – each stage of development is a crisis of the personality → *trust is 1st crisis for personality*
- Margaret Mahler – growth of personal autonomy (1975)
- Jean Piaget – cognitive development

More names

- * Jerome Kagan – Studied stress reactions in infants and young children → *attachment theory stress effects*
- John Watson – Prediction and control behavior by “training” – no kissing and hugging children
- * Louise Kaplan – Becoming a person

6 Stages of Infancy

- Stage 1 – Neo-natal or first month of life
- Stage 2 – One to four months
 - Molding baby
- Stage 3 – Fourth until eighth month
 - Floor baby – always on the move

Stages of infancy

- Stage 4 – From 8-12 months
 - The Upright Baby
- Stage 5 – From 12 – 18 months The “E” Baby
 - Exploration
 - Enthusiasm
 - Elation
 - Error Tolerance
 - Experiment

Stages of infancy

- Stage 6 - From 18 – 24 months
- *preoperational stage 2-3 yrs*

1-4 months Stage 2 - Neurological

1. Looks at center of objects - eyes
2. Looks at perimeters of objects
3. Best vision is about 12” away from object
4. Attracted to faces
5. Begins to show he remembers what he sees
6. Watches & studies his hands
7. Begins to feel the rind of his body and becomes autonomous

- eyes & perimeter of face attracts infant attention

1-4 months

Stage 2 - Physical

- Grasping – hands stay closed in fist until 3rd month.
- Palmer grasp → all fingers close in to palm
- By 4 months – bat and swipe at objects
- Uses many complex reflexes
- Can lift head and hold it up

* Bandanas great for grasping
* fascinated w/ hands at this age/stage

1-4 months

Stage 2 - Cognitive

- Primary Circular Reactions = repetitive movements in which the infant focuses on his own actions.

because they are paying attention to how it feels not necessarily the result

1-4 months

Stage 2 - Emotional

- Erickson's first phase is the development of TRUST
- Newborn is shielded from stimulus by biological means that protect him. In Stage 2, the mother becomes more of the stimulus barrier.
↳ protector as caregiver
- These babies begin to belly laugh.

1-4 months

Stage 2 - Social

- Interested in people
- Smiles
- Shows displeasure at loss of people
↳ loss of enjoyment of watching the person

1-4 months

Stage 2 - Linguistic

- Language becomes more cooing than crying.
- More responsive to human voice
- Strong gag reflex
- Open vocal sounds oh, ah, etc.

Universal Sounds

- Neh = "I'm hungry!"
- Owh = "I'm sleepy!"
- Heh = "I'm experiencing discomfort."
- Eair = "I have lower gas"
- Eh = "I need to burp"

= common at mt. Orvet
* person on Oprah that researched internationally

4-8 months
Stage 3 - Neurological

- Baby begins to notice feet → fascinated
- Depth perception is keen as is binocular vision
- Remembers intricate details of an object
- Can predict a sequence of events

* learn/remember patterns
ways of being by observing

4-8 months
Stage 3 - Physical

- Holds head steadily
- Bats at a mobile
- Limbs move all the time
- Upper torso is thoroughly exercised

4-8 months
Cephalocaudal / Proximodistal

- Infants grow in two directions
 - From the middle out → torso & out
 - From the top to the bottom → head & feet
- What happens when we put babies into containers?

doesn't proper dev. occur

4-8 months
Stage 3 - Physical

- The pincer grasp appears at the end of this stage → thumb & pointer finger
- First tooth usually arrives

4-8 months
Stage 3 - Cognitive

- Secondary Circular Reaction – now the baby does the action to see the effect (vs stage 2 of it)
- Focused on events in the environment (for feeling)
- Develops motor categorizations for these events:
 - Shakables
 - Droppables
 - Drinkables
- Object constancy

closer to 8 months you can help them learn what's okay to use for this & when

↓
out of site ≠ out of mind

4-8 months
Stage 3 - Emotional

- Prefers the familiar
- Memory is improving → remembers where things are / what to expect & likes it that way
- Origin of imitation

4-8 months

Stage 3 - Social

- Responds to her own name
- Becomes more social
- Recognizes family members and caregivers
- Slips to the floor

4-8 months

Stage 3 - Linguistic

- Baby recognizes language as social participation
- Shape of baby's mouth changes
 - Consonant sounds - air is stopped by the throat, lips or tongue. Baby plays with these sounds.

babies have big/push cheeks and limits sounds. as they grow their cheeks don't stay as large & have more space in mouth for sounds.

8-12 months

Stage 4 - Neurological

- Cerebral hemispheres are specializing
→ which L brain is learning, will use R body more vice versa
- Cross pattern creeping
- Hand preferences change as the brain work changes (settles in about age 3)
- Baby should be sleeping through the night
→ unless dev. new skill,

have a tooth growing or ear infection (then when passed should sleep all night)

8-12 months

Stage 4 - Physical

- Many physical achievements - all done at their own timetable examples are:

- roll over
- crawl
- pull to a stand
etc... w/out adult interfering

8-12 months

Stage 4 - Cognitive

- Uses secondary circular reactions and applies them to new situations
→ kick new places (if discovered kick)
- Attracted to the novel and fearful of the unusual
- By 12 months, object permanence is usually in place.

↓
mom leaves, baby knows mom is no longer there & feels separation and loss of that

8-12 months

Stage 4 - Emotional

- Stranger anxiety begins.
- Resistance begins
- Develops a sense of humor
- Anticipates well and plays games

8-12 months
Stage 4 - Social

- Likes "catch me" games
- Wants to interact with the environment
- Wants to "do for herself"

ex: diapering kid if you put diaper on baby and say can you get that ready for me - w/ consistency from start they will want to help @ this stage

8-12 months
Stage 4 - Linguistic

- Understands & responds to commands
→ ex: go pick up your shoes & put them on = 2 commands
- Will say her first meaningful word
- Perlocutionary Stage in Linguistics
- Can shake her head "no"
- Babble sentences now

12-18 months
Stage 5 - Physical

- Self help skills → want to help
- Large motor exploration → need space
- The higher the better to climb
- The heavier the better to carry → need things to carry
- Walk, walk, walk!

12-18 months
Stage 5 - Cognitive

- Tertiary Circular Reactions- active experimentation using new, inventive schemata / ideas
- "I know if I hit the drum with the drumstick there will be a noise. What will happen if I hit Susie with a drumstick?"
- Trial and error learning

age of experimentation

12-18 months
Stage 5 - Emotional

- Delightful!
- Upbeat and sustains a good mood for a long time
- Can entertain themselves
- Affectionate
- Self-regulating

12-18 months
Stage 5 - Social

- Some stranger anxiety but ready to embrace the world

* If coming from home care, suggest to parents to stay in home til 2yrs because it will be hard to transition/adapt to so much newness in this age.

12-18 months
Stage 5 - Linguistic

- Says some words
- Follows simple directions
- Knows names of classmates and teachers
- Likes rhymes → needs them to support learning!

18-24 months
Stage 6 - Neurological

- Hemispheres of brain are specialized by now
- Handedness becomes set (L or R)

18-24 months
Stage 6 - Physical

- Building strength in upper and lower body
- Good cross pattern walking
- Runs, climbs, throws things, twists knobs, and squeezes

18-24 months
Stage 6 - Emotional

- Can defer gratification and thus build self control → very important for life long success, marshmallow ex!
- Beginning of ego
- Can think in symbols himself → ex dog image ≠ dog written
- Independence vs. dependence

ex: if we say im making you food it will be 1 min, once toys are away we can play outside

18-24 months
Stage 6 - Linguistic

- Explosion into language!
- Vocabulary = 200 words

Pre-operational Stage 2-3 years

- Neurologically – lateralization is established now
- Climbs stairs with alternating feet
- Uses the pedals on a bike

2-3YRS
Physical

- Child can stand on one foot
- Builds block towers of up to 10 blocks
- Feed herself well
- Bowel control is achieved

2-3YRS
Cognitive

- Piaget: Pre-Conceptual Stage of Pre-Operations
 - Can use symbols for something concrete

Spatiality - big and small → *fork details* ↓
 Egocentric
 Over-generalize
 Animism ↓
toys = alive *1 time = all the time*

ex: *stoves = pots/pans*
block = cell phone

2-3YRS
Emotional

- Push-me, pull-me
- Retaining vs. elimination → *poopy training know there are expectations*
- A lot of tension in this year

2-3YRS
Social

- Shows desire to be independent → *help in house ex: 3yr can set a clear table*
- Wants to have control over her own existence → *large space*
- Pretend play → *to play & decide what to do will support this desire*

2-3YRS
Linguistic

- Vocabulary increases daily
- Words have conventional meaning
- She has absorbed her language
- 90% of speech should be understandable →
- Vocabulary of 900-1000 words

if not talk to parents about testing for speech therapy

Red flags

- poor muscle tone → may need to be assessed
- body not engaged/eyes a mean they in personal touch/ → child will dev. at diff times but if body isn't interacting/curious/mama in place and environment