

# Child development theorists



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Erikson Believed:

Children's personalities develop in response to their social environment

At each stage, a person faces certain conflicts and

challenges Erikson Believed that children developed in 8 stages:

trust vs. mistrust: Birth -18 months; strength is Hope

autonomy vs. shame and doubt: 18 months - 3 years; strength is Willpower

initiative vs. guilt: 3 - 5 years; strength is Purpose

industry vs. inferiority: 6 - 12 years; strength is Competence ONCHILD

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90/PAGE Order Now Piaget Believed:

Children learn to master one skill before another

Children learn in their own ways

Children do not learn as adults do Stages of Piaget's cognitive development -

Sensorimotor stage: Birth to two years

Preoperational stage: Two to seven years

Concrete operations stage: Seven to eleven years

Formal operations stage: Eleven years to adulthood Preoperational stage (#2

Piaget's cognitive stages of development) Basic mental operations start

replacing sensorimotor activities as the primary way to learn Formal

operations stage (#4 Piaget's cognitive stages of development) Children can

think through complex problems, find several solutions, and choose the most

logical one; Children can think in abstract ways Sensorimotor stage (#1

Piaget's cognitive stages of development) Children learn about the world

through their senses and body movements Sensorimotor stage (#1 Piaget's

cognitive stages of development) Children learn that objects continue to exist

even when they are out of sight in this stage (object

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permanence)Preoperational stage (#2 Piaget's cognitive stages of development)Children learn mostly by language and mental imagesPreoperational stage (#2 Piaget's cognitive stages of development)Children use feelings to solve problemsConcrete operations stage (#3 Piaget's cognitive stages of development)Children learn to solve more complex problems using basic knowledge. Formal operations stage (#4 Piaget's cognitive stages of development)Young people can think in purely abstract ways without concrete examples, becoming skilled in problem solving and reasoningAccommodation (Piaget's term)Creating new categories. Assimilation (Piaget's term)Fitting information into categories. Equilibrium (Piaget's term)Balance between assimilation and accommodationVygotskyChildren learn through social and cultural experiences

Language plays a key role in cognitive development

Learning is not limited by stage or maturationPrivate talk (Vygotsky's term)Self talk that helps children to guide their activity and develop their thinkingZone of proximal development (Vygotsky's term)The gap between what a child can do independently and what he can't do even with assistance. Scaffolding (Vygotsky's term)Assistance of an adult on tasks the child cannot accomplish alone but can accomplish with

helpGardnerDeveloped multiple intelligences theoryGardner's theory of multiple intelligences: Musical-Rhythmic Intelligence: Music smart

Visual-Spatial Intelligence: Picture smart

Naturalist Intelligence: Nature smart

Interpersonal Intelligence: People smart

Intrapersonal Intelligence: Self smart

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Bodily-kinesthetic Intelligence: Body smart

Verbal-Linguistic Intelligence: Word smart

Logical-mathematical Intelligence: Logic smart

Constructionist  
Theory  
Children learn by constructing their own understanding while interacting with the environment.