

Research and explain
how current practice
is influenced by
theories of
development...



Piaget - Intellectual, Freud - psychoanalytic, Maslow - Humanist, Bandura - Social Learning, Skinner - Operant Conditioning, Watson - Behaviourist.

Also explain how you holistically use these theories to work together e. g.

EYFS - Holistic approach to learning is known as social pedagogy.

The theorist whose theory is physical development is Arnold Gesell. His theory is that most physical skills cannot be taught but is programmed in our genetics, which means we will learn different physical skills when our body is ready to. In our setting, we support this by encouraging children but not forcing them to develop a physical skill. We provide a soft, cushioned area so that children can develop themselves physically without risk of hurting themselves.

The theorist who theory is language development is B. F. Skinner. His theory is that children use cognitive behavior when understanding and giving communication. They will use trial and error to get the right words out until they succeed. He believes that children observe adults and other children for the correct way to communicate and repeat the actions they have seen until they get it right. We support this at nursery by speaking clearly and simply and nodding or praising a child for getting a word, sentence or request correct. This is to encourage them to use the correct terms when they wish to communicate.

The theorist whose theory is intellectual development is Lev Vygotsky. His theory is that children learn new skills by being guided by cares and parents. An example of this is when a parent sings 'pat-a-cake' to their child and helps them clap their hands until the child can clap their hands themselves.

<https://assignbuster.com/research-and-explain-how-current-practice-is-influenced-by-theories-of-development-essay/>

He believes that every new scene or interaction is a learning experience to children that they must be guided through until they know how to react correctly. Staff supports this by giving support if children are having difficulty managing a particular task. We also give praise when children handle social interactions with good behavior to prove that we are happy and that what they have done is the correct way to behave.

The theorist whose theory is Social Development is Albert Bandura. His theory is that children learn by observing how the main people in their life behave and imitating them. People they will observe are parents/caregivers/siblings/friends/etc. A child will repeat the behavior they have seen if it is rewarded with attention or praise. Staff behave calmly and use quiet communication to settle any disagreements. Inappropriate behavior or language is not permitted, as children will copy this.

The theorist whose theory is Emotional Development is John Bowlby. His theory is that early relationships with caregivers play a major role in child development and will influence how children react to social interactions with other people. He believes that children who are securely attached to their main caregivers generally have high self-esteem and will be able to enjoy intimate relationships where the ability to share feelings will develop and will seek out social support. We support this theory by easing children into nursery life slowly with visits that get longer and longer as the child becomes more comfortable. This is to prevent separation anxiety.

The theorist whose theory is Behavioral Development is B. F. Skinner. His theory was that if the main caregivers in a child's life implemented behavioral

modifications, the children would quickly learn the correct way to behave. Staff support this by praising and rewarding good behavior and giving time out and no attention to naughty behavior. However, staffs are aware that our behavioral modifications will only work effectively if parents apply them at home as well To monitor children's development, schools use formal testing - SATS as well as internal school tests which record a child's academic attainment and intellectual development.

As a teaching assistant I may be asked to observe a child whose development is causing concern and feedback to the teacher. I would always record information and feed back to parents about the outcome of our findings via the teacher. Observations of test results would be compared against the expected norms and milestones of developmental age statistics. I would use feedback from parents to then check with class teacher, who would discuss with others involved within school.

They would look if any further action or interventions were required which I would implement as advised by teaching staff. With an older child I would involve him or her (according to their age and understanding) in any assessment of their development - so recording their feelings wishes and views. I would observe them in different contexts (depending on which areas of their development I was looking at - for example social developments observe in playground, in group and individual settings). I would also take into account their culture and any issues; a child or young person may have educational needs but these may not be creating delayed development, for example their first language may not be English, therefore their lack of

understanding may lie there; perhaps they need language lessons for students of English as a foreign language.