

Developmental psychology, assignment

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BBC news suggests that because of the world becoming so 'urbanites, electronically, risk verse' children are gaining a disorder for not going outside, ' Undereducated disc order' (BBC News, 2012) Intellectual development is relevant to play and learning as it can develop skills such as a child's language and literacy. Everything is related to cognitive development but some experiences can only be given when a teacher reads a story or does pretend play, such as Chinese New Year.

Children can be read stories but some children may not be given the first hand experience. (Education. Com). Theorists such as Forbore had suggested that educative play in a child's development will absorb knowledge for children to be able to develop language and imagination skills. Adding to this, intellectual developmental delays can be split into two sections; specific and global. DRP Engel from Oxford University says that lessons in the ILK have a decrease of ' intellectual development' and 64% of adults attending this university agree with him. The UK is overwhelming Christian and young people need to have a clear understanding' Of the main faiths and beliefs in the UK which is Christianity, and have a clear understanding of the festivals that concern this, otherwise children will be lack ins in intellectual development. (BBC News, 2012) Physical delayed development is relevant to play and learning because on occasions some children could pop sibyl find it difficult to do some physical activities. Developmental delays come under bubo categories which can be genetic or environmental. (Anon, 2014).

Theorists such as Macmillan supports the health of children and Sell who predicted the milestones. Physical development is relevant to play and

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learning because children do this activity everyday, it helps to prevent long term illness, such as high blood pressure and obesity. It is also relevant because it helps a child to sleep at night and it allows to be social and confident with in themselves. (BMW. Releasers. Org 28th September)

Physical play can be fun, adventurous, risky, Communicative, symbolic and therapeutic for all children in various Stages of physical development (Learning and Development Through Play, n.). The BBC News had produced an article on children who were neglected, which left psychological effects, as well as physical interaction effects. The university of Historicalness say that children at the age of 4 years old in orphanages, show a lower level of Visionaries, which s a hormone, that is placed in the pituitary gland and acts upon the kidneys and blood vessels in the body, which results in developmental delays. The university had carried out an experiment on both children living in and out of orphanages with their primary career who was of a mother role to them.

Due to the experiment children that do not live in an orphanage had shown a rise in extinction, (love hormone” extinction has a tremendous effect on kids’ ability to function socially, Stanford University researchers report)’ , (Consumer Healthy, 2014) but children that do, had shown no espouse towards the mother role in the child life.. (News. BBC. Co. UK, 2005) CLC/CA The values and principles of Susan Isaac, was she had observed children when they had attended her nursery school, as well as when they started infant school.

She believes the same as Forbore as they were both engaged in how children acted when they left her nursery and started infant school. The <https://assignbuster.com/developmental-psychology-assignment/>

research she had gathered concluded, children had delayed development, because they are not in a freely moving environment. Isaac, had disagreed with the idea of children sitting behind desks at such a young age, and they should be in a 'nursery modeling environment'. On top of this she had also done studies on the feelings children have, especially, being scared and angry.

She believed, when children had kept their feelings to themselves it had damaged them in the long term. 'she promoted the expression of all types of feelings through play' which is still being done and valued in today's nurseries. (Walker and Throner, 2011) Early years settings, should provide a place that provide an imitation of family love and warmth, also on top of this, giving children the opportunity to do new opportunities and resources that not every home can offer. Isaac was clear that 'the nursery school is an extension of the function of the home, not a substitute for it' (ibid, p. 1) (Early Years Foundation Stage, 2010). In summary nursery settings need to be able to provide a social experiences inside and outside as Isaac mentions it is important for a child and young persons development. Susan Isaac relates this to outside play because she believed they were always 'purposeful and initiated' because of the children. In Schools run by Her theory, children would be able to plan games and implement them when appropriate. This was because he believed the children had concentrated even more when they had carried out their own activities.

In the environments created at the nursery there was set boundaries and rules which were made clear to all children, but she had done implemented her boundaries in a way that wasn't 'demonstrated' they were 'imposed', <https://assignbuster.com/developmental-psychology-assignment/>

she done this because she thought children would be able to understand the consequences to their actions. Due to this, children and adults were in a ‘ safe, secure and loving environment’, which was the ‘ key’ to being able to development and learn successfully. (Early Years Foundation tag, 2010).

In relation to this early years setting still use Isaacs theory in today’s practice, as she would use her creative skills in the outdoor environment Isaac had used the Early Years Foundation Stage (FEES) to come to a conclusion on the modern practices. Isaac had observed how children play and she said while they play children are able to express their emotions, especially their fearful experiences and they could do this by trying new things, and using the system of trial and error to be able to discover new things.

Isaac also understand the need for children to have some sort of emotional purport while in a Early Years Setting, which is stated in the FEES , to mentally or physically engage in learning, children need to feel at ease, secure and confident’ (Learning and Development active learning) Before Susan Isaac, there was Forbore, and he was the first person to open a nursery in the 20th century and before he died in 1852, he had opened 31 nurseries in Germany. Forbore was well known for being the ‘ father of kinderg?? rtner’.

Forbore believed that primary school teaching should be through play, he thought this because he was convinced that children expressed their most inner thoughts and needs through play. His two principles were; the ‘ principle of unity’, which was somehow everything was connected and the

second one was 'the principle of opposition' which was everything being able to connect somehow but there was still comparisons and contrasts towards this. This relates to intellectual development because his two principles are still used in play and learning in settings.

His principles promoted, all families to attend his settings, all religions and social classes. He had made and invented his own games for children to do. The toys he invented were known as 'gifts' and the activities he had had were called 'occupations', which were things like building blocks, using paper and clay and doing intellectual games that get children thinking. (Walker and Thrones, 2011). Freebie's gifts and occupations were a set of 'structured material' that were called gifts. The gifts were split into six dimensions, the first being a small box of 6 balls or others that were soft.

The second either being a cube, cylinder or sphere that is wooden, thirdly, a cube that is 2 inches that has been divided into eight sections with one inch cubes, that were wooden. The fourth to sixth was an eight inch cube eyeing cut into different shapes, such as cubes, half a cube, triangles, cuboids and prisms. These were to encourage children to learn about symmetry.

However, his occupations were to help develop a child's 'manual dexterity' which included the children to weave, fold, cut and sew onto card. Freebie's theory being put into practice, were mainly women orientated.

The outdoor environment was very important in schools Forbore had created because children aged between one and seven would be encouraged to do activities outside because of the nature was educational to children, similar to Steiner. Also within these schools the way 'nature walks' that he had

recommended to do as he thought the space and light were very important for a child's development and learning. The freedom for children to play and garden outside were important because it had gave his ' gifts and occupations' some structure as this implemented them ever more because of the different things children could do. Pound, 2005) Sell had observed what happens in the first five years of a childish life. Once he had completed his observations, he described the developmental milestone in 10 areas which were the ' gradients of growth'. Education. Com, 2014) A belief of Sell was that children's development will occur when the child is determined to develop and then in a result of that it will be a ' natural unfolding plan Of growth'. However his most noticeable achieve meet was the Approach of ' normative' development.

Which was about using observations to predict the ' normal' milestones Sell had predicted the different developmental milestones that are still used now. (Brock, et al, (2009) ' Good schools are schools for the development of the whole child. They seek to help children develop to their maximum their social powers and their intellectual powers, their emotional capacities, their physical powers ' (Quotes. Dictionary. Com, n. D) The Regis Emilie approach said the environment was like a teacher because ' a risk and varied environment supports children's learning and development.

It gives children the confidence to explore and learn in Outdoor spaces' (FEES, 2008). Enabling environments help children to learn and explore in a various amount of ways as practitioners plan and implement activities that children are able to do indeed indent and which is led by the child. In this approach schools will have a Toyota that give children the opportunity to <https://assignbuster.com/developmental-psychology-assignment/>

play and learn in many different ways. In the different environments that children come across, practitioners and teachers will observe and evaluate the key areas that will help a child develop.

Areas such as a child's communication and problem solving skills will develop in the different environments they experience. Theorists such as Burner mentions that a Reggio Emilia school will allow a child to grow in their minds in many ways. (Burner, J, 2006) In contrast to this, there are disadvantages to this as the environment in daycare settings is more child led play, but when a child makes the transition of moving into a community school (reception) the child will find it difficult as everything was child led, then suddenly it will be more adult led play in the activities they do.

On the other hand, the advantage of this would be the teachers being able to make observation in the children and their development in the different areas while the children play. Similar to this, Piaget's and Vygotsky's theory both differ in many ways. This is because Vygotsky was more concerned about children shaping their cognitive abilities, but Piaget thought cognitive development was mainly to do with the different cultures.

Vygotsky also said that a child will start their cognitive development from the social interactions and environment around them, whereas Piaget, thought children learnt from doing independent exploring, as from this they gained knowledge on their own. However, they both agreed on children learn, develop and understand things through a repeated pattern of behavior, also known as a 'schema'. Meanwhile this, Vygotsky emphasized on social factors of development whereas Piaget emphasized on the individual factor.

McLeod, S, 2007) When working within a childcare setting practitioners need to be able to make sure all children are getting the most out of play. Equality, inclusion and diversity are all important because, equality is about creating an environment that is fair and everyone gets included and where everyone is able to reach their full potential in all aspects of development. Being diverse as a practitioners means noticing that not all children are the same, they are all individual and unique. Being inclusive is about the setting as a whole thinking of every persons needs that enter the setting.

For example providing wheelchair access for visitors so they feel supported. The FEES states ' that every child s included and supported' in all settings, and for this to be implemented setting could provide access for children with physical disabilities (Statutory Frameworks for the Early Years Foundation Stage, ND) Within in any work setting there can be some occasions where discrimination occurs between both children, their parents and colleagues. There are four types of discrimination, firstly, direct, is when someone is treating another less favorable than other peers.

Associative is when another person discriminates another because SE they are with certain peers. Perception is when another person s directly discriminated at because they are different from other, they could have a disability or different from everyone else, they could possibly like a toy or brand no one else does. Lastly, indirect is when someone discriminates another, but there is a rule in place to enforce that no one is discriminated, so this kind of discrimination is done in a different way that is n to direct.

(EULER. Org. K, 2013) Inclusive practice has to happen in all work settings and in child care settings practitioners have to be sure they notice any sort

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of obstacle that could affect the way someone is affected. In order for this not to append practitioners should view and welcome anyone, in all types of conditions and make them feel welcome and comfortable into the setting. Equipment should be accessible for children and visitors that have physical disabilities, so providing ramps and lifts for them to be able to access the whole setting.

Doing this will make doing this will make the family feel welcome and they will know that this setting has the facilities to provide for their child. 83 In the research gathered I have learnt the indoor environment is essential to a child's learning and play for many reasons; it can help a child with facial education needs as Steiner says children learn best with a hands on experience with the natural resources around them. Isaac also supports this because children learn through play by exploring different environments and aspects of an Early Years Setting.

These two theorists both have similarities in play and learning, which is exploring the environment, which is then supported by the BBC News because they say that children are beginning to lack in the outdoors environment, also known as 'nature deficit disorder; (BBC News, 2012). This is because of the 'electronic' devices children have access too. This can cause future problems for children because while a child is playing video games and sitting eating food, they are not getting the balance of exercise and play into their daily routines.

This supports Isaacs, and Steiner's views on the outdoor environment because they both want and suggest that children play outside and gain

experiences from the outside other than inside. Also, I've learnt intellectual development helps a child's language and literacy skills because when a child is being taught or shown something they are then able to go off independently and find other learning styles that suit them best.

Intellectual Development is split into two categories, specific, which is when a child or person is unable to get the grasp a particular aspect, such as math, a child may not be able to focus on this subject as much as other subjects such as English/ Literacy. Specific is a very specific difficulty, whereas global the second default to learning intellectually, is when a child is unable to learn in any sort of way, no matter how much they are taught in the different learning styles available the child will still not be able to understand, but there are ways that practitioners can overcome this by getting the support they need as an individual.

DRP Engel from Oxford University says the UK does support intellectual development as well as they could. (BBC News, 2012) ghastly, in the aspect of physical development, I have learnt that it is relevant to play and learning in many ways; a way thought was very interesting was children that live in Orphanages do not have a rise in Extinction when with their mother primary career.

This is relevant to a children play and learning because if a child is not willing to play with the mother primary career as research has shown, they will not play in physical activities with them which could affect this area of development in the future by causing, obesity and heart diseases. This could be because of the lack of activity they receive, and they stay in their rooms.

This could affect many other areas of development such as a child's Personal, Social, Emotional Development (USED). The FEES, states that helping children to develop in these aspects helps to form positive relationships and respect for other people.

They also SST tats that in order to develop social skills they need to be able to control their feelings and understand their behavior. USED, is also a 'prime area' of development which support the development in all areas of development. The purpose of this section, allows children to develop in areas ' Making relationships, Goldfinches and selfsameness, Managing feelings and behavior' (Molten and Stewart, 2012). In all of the above, am able to implement in my setting because I am able to rotate activities in the outdoor environment so that children enjoy their time in this area and so they are able to learn as well as play.

Possible activities such as climbing frames, running, racing games, all help a child's development as they all have rules which correspond to these games. I can also take note and observe what intellectual difficulties a child has whether t his will be global or specific. I can then implement this in my setting by adapting all activities and equipment for all children in my set ting to be able to join in, in addition to this, this leads onto being inclusive, equal and diverse as a practitioner, relating to this, I can support physical disabilities by again, making sure all activities are adapted for all children and families.

Also adapting all areas of the setting being a school or daycare for children to join in with all peers. AH The research presented on the outdoor

environment, shows that hillier can learn effectively both inside and outside, whether this be adult or child led play. For example at Casually School, based in Exosphere, this school is a ' Forest School'. Here, it is a daily routine and it allows children in reception and year one classes to have more than one experience in the different environments.

Scandinavians have influence Early Years Educators in becoming involved in this and this has been going on for the last 15 years. Forest Schools help children to gain confidence and promotes the outdoor environment. This particular school take children out everyone Monday and allow them to play s much as they want to, this approach is a combination of education play and learning about the environment. Julia Garden who is the project coordinator, says forest schools are ' a way of working in an outdoor situation' as it gives children the opportunity to explore.