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Models of Development

A CRASH COURSE ON DEVELOPMENT,
WITH A SELECTION OF OUR FAVOURITE
RESOURCES FOR SOON-TO-BE TEACHERS



Theories

- ❖ Sociocultural Theories
- ❖ Information-processing Theories
- ❖ Piaget's Cognitive Development
- ❖ Kohlberg's Theory of Moral Development
- ❖ Generalized Development Stages (CHOC)

Sociocultural Theories

What is it? – Theories that emphasize how other people and culture influence child development.

Graded Participation: Knowledgeable people organize activities in a way that facilitates learning.

Social Scaffolding: More competent people provide a framework that supports a child's thinking and activity to allow them to work at a higher level than they could manage on their own.



SIMON MARCUS / GETTY IMAGES

Social Scaffolding

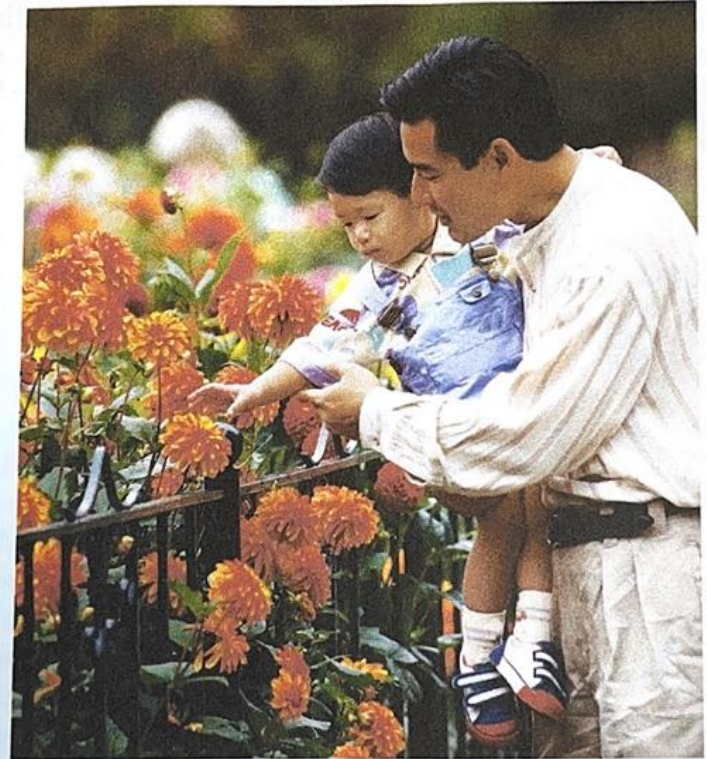
Sociocultural Theories (2)

Intersubjectivity: The mutual understanding people share during conversation

Joint attention: infants and their social partners intentionally focus on a common referent in the external environment

...le for effective

Joint attention, the process through which social partners focus on the same external object, underlies the human capacity to teach and to learn from teaching.



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Sociocultural Theories (3)

Lev Vygotsky – Originator of this model of thought

- Emphasized that children are social learners
- Said that thought is internalized speech that develops through statements from adults

How do Children Learn to Think?

- 1) Parents speech
- 2) Private speech
- 3) Internalized Private speech

Sociocultural Theories (4)

Modern Theories:

- Our social characteristics have helped us develop complex, rapidly changing cultures.
- In every culture, adults communicate facts, skills, and knowledge to their young.
- Even toddlers will use joint attention to try and teach others by pointing at things and naming them.

Key Takeaways

- Human beings want to teach others.
- Human beings want to learn from others.

Resource #2: Information-Processing Theories Grade: N/A

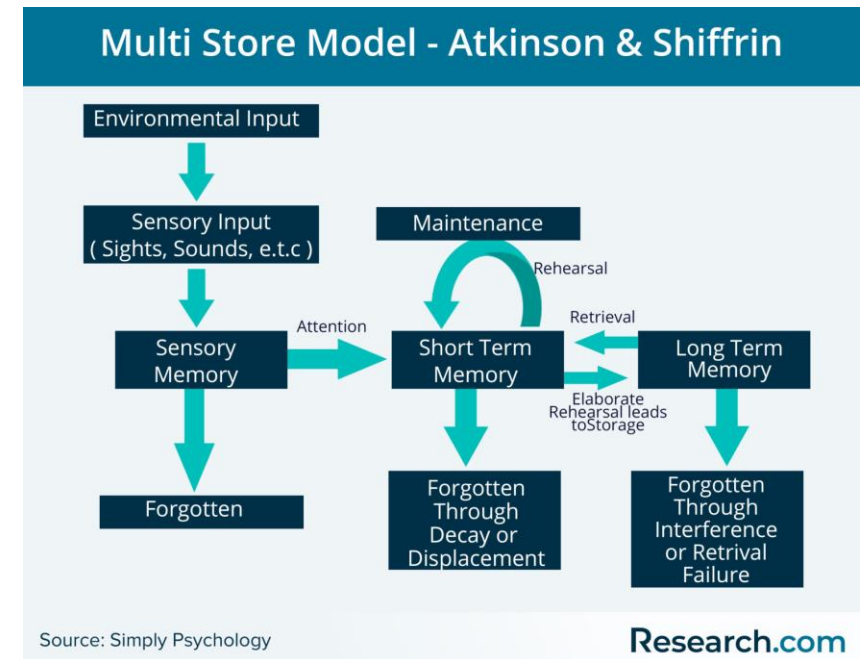
<https://research.com/education/what-is-information-processing-theory>

When might this come in handy? This information can be good for introducing methods in your teaching to help children hold the information they learn for longer periods of time.

Why we like this website: This website is easy to understand and pulls from peer reviewed studies that it links to at the bottom of the page.

Theory explains: how information is encoded into memory

- ❖ Sensory: hold information the mind receives through the senses (touch, smell, taste).
- ❖ Short term (Working) Memory: Information here last around 30 seconds.
- ❖ Long-Term Memory: Through various methods short-term memories can be encoded into long-term memories.



Resource #3 Cognitive Development (Piaget)

Grade: N/A

<https://www.structural-learning.com/post/jean-piagets-theory-of-cognitive-development-and-active-classrooms>

When might this come in handy? Do you have a mix of five to twelve year old students, and have a hard time understanding why such a range of development? Visit this site to brush up on certain milestones, and at what age ranges they could be expected.

Why we like this website: Friendly mix of “in a nutshell” explanation, supplemented by graphics (below), along with more thoroughly detailed analysis of Piaget’s theory including history, and other key concepts

Piaget’s Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.



Resource #4: Kohlberg's Theory of Moral Development

Grade: N/A

<https://www.verywellmind.com/kohlbergs-theory-of-moral-development-2795071#:~:text=Kohlberg's%20theory%20of%20moral%20development%20is%20a%20theory%20that%20focuses,on%20seeking%20and%20maintaining%20justice>

Why we like this website: This website is well organized, providing a simplified summary of the evolution of Moral Development (Kohlberg Theory). The site has a friendly Table of Contents, directing the user to a simple summary, applications, criticisms, and similar theories depending on topic familiarity.

When might this come in handy? Moral Development: Developing the distinction between right and wrong (morality) and engage in reasoning between the two (moral reasoning). So, if you have a student or group of students who you feel might not be hitting standard milestones, this would be a great resource to review Kohlberg's theory and take a crash course on the topic

Notable website/resource selections:

User friendly browsing and ease to find information with Navigation Menu:

[Definition](#)

[Theory](#)

[Stages](#)

[Applications](#)

[Criticisms](#)

[Other Theories](#)

Levels of Moral Development	Age	Stages Included in This Level
Preconventional Morality	0 to 9	Stage 1: Obedience and punishment Stage 2: Individualism and exchange
Conventional Morality	Early adolescence to adulthood	Stage 3: Developing interpersonal relationships Stage 4: Maintaining social order
Postconventional Morality	Some adults; rare	Stage 5: Social contract and individual rights Stage 6: Universal principles

Resource #5: Generalized Development Stages (CHOC)

Grade: N/A

<https://www.choc.org/primary-care/ages-stages/6-to-12-years/>

Why we like this website: This is an absolute gem of a website to check out if you want to gauge a modernized summary of milestones imaginable. Examples include knowing at what age children can brush their teeth, if searching "grooming stages", to knowing what 6-7 year-olds can jump rope, tie shoelaces, and ride a bike, if searching alternatively by age (vs. topic).

When might this come in handy? very simple and straightforward, built for the average Joe - Not at all for an academic audience sharing science.

Notable website/resource selections:

10- to 12-year-olds:

- Will value friendship; may have a best friend
- May develop romantic interests
- Like and respect parents
- Enjoy talking to others

What does my 6- to 12-year-old child understand?

As children enter school-age, their abilities and understanding of concepts and the world around them continue to grow. While children may progress at different rates, the following are some of the common milestones children may reach in this age group:

6- to 7-year-olds:

- Understand concept of numbers
- Know daytime and nighttime
- Can differentiate right and left hands
- Can copy complex shapes, such as a diamond
- Can tell time

Ages & Stages Home

Newborn

1 to 3 Months

4 to 6 Months

7 to 9 Months

10 to 12 Months

1 Year

2 Years

3 Years

4 to 5 Years

6 to 12 Years

13 to 18 Years

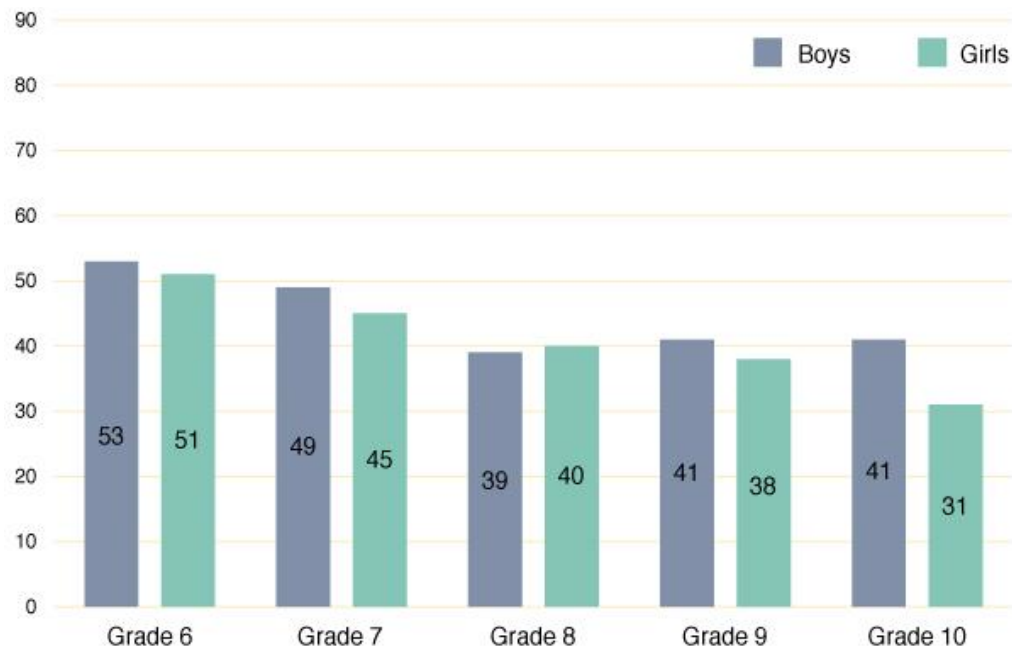
Resource #6: Government Research / Stats Canada The health of Canadian youth: Findings from the health behaviour in school-aged children study

<https://www.canada.ca/en/public-health/services/publications/science-research-data/youth-findings-health-behaviour-school-aged-children-study.html>

Why we like this website: Though a slight detour from "Development", this website holds a great collection of data and great resource to check norms and averages from a vast variety of datasets related to development and where Canadian children are at across different ages

Notable website/resource selections:

Percentage of students who report high family support, by grade and gender



Source: Health Behaviour in School-aged Children (HBSC), Canada, 2018

Conclusions

1. It is concerning that only one-half of Canadian grade 6 students are reporting feeling high support at home and that this percentage declines as grade increases, particularly for girls.
2. It is encouraging that the majority of students report a happy home life. However, it is noteworthy that lower percentages of girls than boys report a happy home life and the percentage declines with grade.
3. One-third of youth in grades 9 and 10 report thinking about leaving home. Again, older girls are more likely to report these feelings. Girls may be experiencing more conflict and stress in the home and may require support.
4. Most youth report that it is easy to talk to their mother about things that really bother them, but fewer report it is easy to talk to their father. Boys report more ease communicating with parents than do girls. Again it is the older girls who are least likely to report ease of communicating, especially with fathers.
5. Since 1990, more students are reporting that they feel understood by their parents, although this increase is less for the older students, particularly girls.
6. Nonetheless, parents play an important role in the healthy development of youth (Parke & Buriel, 2006).



We hope our presentation served to both provide helpful information and background knowledge of various development stages, as well as providing valuable resources – text and online – to keep in your back pocket to turn to when a refresher is needed!



Questions

Why we chose this topic:

We chose this topic because the theory behind child development is useful for teachers in understanding *why* certain teaching methods may or may not be effective with different students. At any stage of a child's life, children are going through massive amounts of cognitive changes. To effectively teach children, it is important to maintain a general understanding of how they are thinking at certain ages. When we better understand *how* children think at that age, we can start to plan lessons and strategies to effectively capitalize on how their brain works at certain age ranges.

We decided to focus on sociocultural theories because they put the most efficacy for teachers to make positive changes in their students' lives. In sociocultural theories, every interaction is a teaching moment. As adults, we are constantly modeling behaviours, and this theory demonstrates how we can use these moments to create opportunities for learning. Optimally, we believe that we are always trying to utilize social scaffolding to create the best learning environment for our students.

The other theories can be important for different moments in learning as well. **Information-processing theories** can show us how information is stored into long-term memories and demonstrates ways to make sure that encoding sticks in our students' brains for longer than just the lessons. **Piaget's theories** of cognitive development can give us benchmarks for where a child is in their thinking, and where to focus our attention to allow for further development. **Kohlberg's theories** of moral development can show us how a child thinks through moral issues, and through this understanding, it becomes easier to not get frustrated when a child makes a decision we don't think is correct. If a child isn't able to take the perspective of another student we can look through one of the lenses of these theories and see if it may just be because they haven't hit that stage in their development, but we can also use these theories to assist them in reaching the next stage of that development.

We believe that as soon to be teachers, just as it is important to ascertain key concepts in teaching abc's, it is equally important to have a general understanding of the various stages of development in children, and to recognize milestones being met, but also being aware of ones not quite being met. Teachers are not psychologists, but should have a working knowledge of the accepted theories out there, and also have resources to find out more information as needed.