



# Chapter 1 Review

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Learning about Children



# Vocabulary

## Section 1

Section 1:

Typical behavior

Caregiver

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# Vocabulary

## Section 2

Stimulation

Heredity

Environment

Self-esteem

Human life cycle

Developmental task

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# Vocabulary

## Section 3

Subjective

Objective

Running record

Anecdotal record

Frequency count

Baseline

Developmental checklist

Interpretation

Confidentiality

# Why do we study children?

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- Learn why children feel, think and act the way they do
- Discover caregivers' importance
- Enjoy children more
- Learn about career opportunities



# Past and Present

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- When did public education become common in the U.S?
  - Early 1800s
- Has children's need for love changed as our society has become more complex?
  - No
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# What is true concerning childhood?

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- A. It is a time of rapid development
- B. It is a time of dependence on caregivers
- C. It is a time of preparation for adulthood

# Which psychologist said that children learn from positive and negative experiences?

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- A. Freud
- B. Erikson
- C. Skinner
- D. Bandura



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Example of a positive or negative experience

Which stage of the human life cycle is from 50 years and older?

# Developmental task

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- Definition
- Adolescence:
  - Creating an identity
  - Becoming independent
  - Pursuing education and careers

# Stimulation

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- What is it?
- Why is it important?
- What might happen if babies don't get the proper stimulation?

# Observation

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## Why observe children?

- See children as individuals
- See how one stage leads to the next
- Provides caregivers with useful feedback
- Gain a deeper understanding of children
- To assess where a child is developmentally
- To identify any special needs
- To assess teaching skills

# Observations

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- What should you know before observing children?
  - You should know your purpose of the observation
- What is the last step in an observation?
  - Reviewing and clarifying
- What is the purpose of a baseline?
  - To determine the current frequency of a specific behavior