

An illustration of two children walking towards the right. On the left is a boy with spiky brown hair, wearing a blue t-shirt and blue shorts, carrying a green backpack. On the right is a girl with blonde pigtails tied with red bows, wearing an orange dress and carrying a pink backpack. They are holding hands. The girl is also holding a large red pencil. There are small colorful dots (red, yellow, green, blue) scattered around them. The background consists of a light blue area with a white, torn-paper-like border, and a yellow area at the bottom.

**“A child’s experience
between the ages of
0 – 5 years can affect
the rest of their lives
”**

By Ambreen Kanwal

Introduction

Whatever we are now, are the fruit of our childhood rearing.

We become a suitable individual according to the society roots back to the every event of our childhood. Starting from the stage of conception.

The character and personality building starts from the very moment when the mother conceives. What were her condition during the pregnancy days tells a lot about the brain development of the child. Later on the milestone of the child in his early years tells a lot about his intellectual features and personality. The two suitable best psychological theory which explains a lot about the development in early stages are by **Jean Piaget and Erik Erikson**



Psychological theories



Jean Piaget

Jean Piaget (1896–1980) was a Swiss psychologist who spent thousands of hours observing and writing about children in the early and middle 20th century

Piaget's body of work focused on ways in which children's development progresses as they grow older



Children require long,
uninterrupted periods of
play and exploration

Jean Piaget

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Stages of Piaget



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Cognitive Development

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Sensorimotor Stage

The infant constructs an understanding of the world by coordinating sensory experiences with physical actions. An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of the stage.

Birth to 2 Years of Age



Preoperational Stage

The child begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.

2 to 7 Years of Age



Concrete Operational Stage

The child can now reason logically about concrete events and classify objects into different sets.

7 to 11 Years of Age



Formal Operational Stage

The adolescent reasons in more abstract, idealistic, and logical ways.

11 Years of Age Through Adulthood

FIGURE 2.9 PIAGET'S FOUR STAGES OF COGNITIVE DEVELOPMENT

The Sensorimotor Stage The sensorimotor stage, which lasts from birth to about 2 years of age, is the first Piagetian stage. In this stage, infants construct an understanding of the world by coordinating their sensory experiences (such as seeing and hearing) with their motor actions (reaching, touching)—hence the term sensorimo-



The Sensorimotor Stage



Birth to about 2 years of age

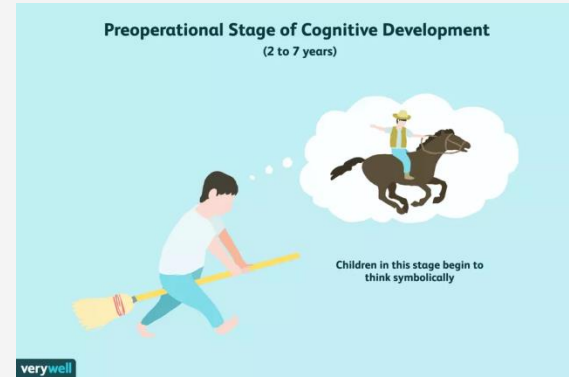
This is the first stage of theory given by Piaget, in this stage he proposes that the infant is making his own construct of understanding of the world with the help of his sensory experience which are the 5 senses. Furthermore, the infant constructs his sensory information and incorporate into his actions. This is the reason this stage is called sensorimotor stage

The Preoperational Stage



2 to 7 years of age

- Preoperational stage is the second stage in the theory. This stage starts with the age of 2 . They start to speak in this stage also in
- In this stage child begin participate in symbolic play. In this very age children see a big object lets suppose a car and they incorporate that the car is a shape of big rectangle then whenever they see a rectangle they think of a car and plays with the rectangle as if it is a car.



The Preoperational Stage



In this stage role playing becomes very important, children often try to adopt roles they see near them for example, children imitate their teacher, mother or any figurative symbol.

They adapt the voice, dressing style and the way their role models act.

Erik Erikson



Psychosocial identities

Emotional
(psycho)

Circumstances
(social)

Stages of early childhood development



1. Basic trust vs. mistrust	Birth–1 year
2. Autonomy vs. shame and doubt	1–3 years
3. Initiative vs. guilt	3–6 years
4. Industry vs. inferiority	6–11 years
5. Identity vs. role confusion	Adolescence
6. Intimacy vs. isolation	Early adulthood
7. Generativity vs. stagnation	Middle adulthood
8. Integrity vs. despair	Late adulthood

Stage 1: trust versus mistrust



Stage 1: Basic Trust vs. mistrust

Clip slide

birth to 12-18
months (infancy)

Trust vs. mistrust

Hope, optimism

- A loving trusting relationship with the mother/caregiver through feeding, teething, and comforting
- Failure to resolve this conflict
 - Sensory distortion and withdrawal



Others are
dependable and
reliable



World is in an
undependable,
unpredictable,
and possibly
dangerous place.

Autonomy versus shame



18 months-3 years

Autonomy vs.
Shame/Doubt

Self control, will

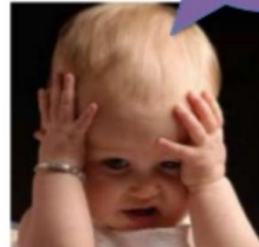
Autonomy: Ability to control their
bodies and environment

Developing physical skills (toilet
training, walking, manipulating
objects)

Shame and doubt develop when the
child is shamed or forced to be
dependent in areas in which
she/he is capable of independence.



I can do
this.



I can't

Initiative versus guilt



Stage 3: Initiative vs. Guilt

Clip slide

3-6 years

Initiative vs. Guilt

Purpose, direction



Children are active and have powerful imagination
Initiative: Independent decision making about planning and doing various activities
May develop guilt for their desire of independence
Ruthless, inhibition





It is very important if the child is being taught various concepts through play. The concept of good touch and bad touch can be taught through play and it is an important topic to be discussed in the age of 3-5

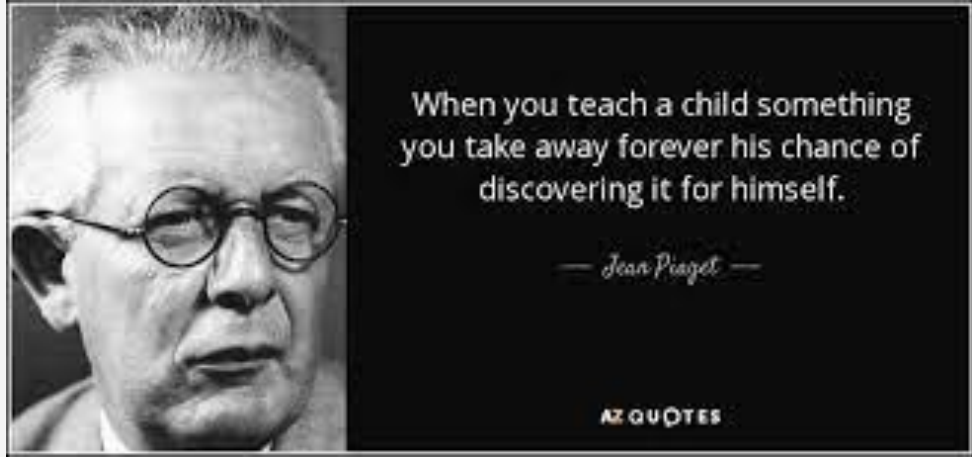


How parent can help in child development?



Do not teach but lead.

In this age children look up to their parents and caregiver for every act they do. They want encouragement therefore encouraging children in making them take steps in their lives in very important



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Thank You