

COURSE: 7065	Parenting and Child Development	UNIT: B	Child Development and Guidance	
ESSENTIAL STANDARD:	4.00	B2	18	Understand development and care of the infant.
OBJECTIVE:	4.03	B2	4%	Understand brain, cognitive, and language development of the infant.
ESSENTIAL QUESTIONS:				
<ul style="list-style-type: none"> • How can the caregiver stimulate brain development in an infant? • How does each of the five senses affect an infant's learning? • How do infants attempt to communicate? • In what ways can caregivers aid in the language development of infants? 				
UNPACKED CONTENT				
Brain and cognitive development of the infant				
<ul style="list-style-type: none"> • Parts of the brain and their functions <ul style="list-style-type: none"> ▪ Brain stem---controls involuntary activities such as breathing ▪ Cerebrum---directs motor activities ▪ Cerebellum---controls muscular coordination, balance, and posture ▪ Pituitary gland---releases hormones that control metabolism and sexual development ▪ Spinal cord---controls simple reflexes that do not involve the brain ▪ Thalamus---controls the way emotions are expressed • How the brain works <ul style="list-style-type: none"> ▪ Neurons---nerve cells in the brain that control body functions ▪ Dendrites---parts of neurons that receive information from other neurons ▪ Cell body---the main part of each neuron that processes information ▪ Axons---transmits information from one neuron to another ▪ Myelin---coats the axon and make information transformation easier ▪ Neurotransmitters---chemicals released by the axons ▪ Synapses---tiny gaps between neurons that information must pass through to send signals • Stimulating brain development <ul style="list-style-type: none"> ▪ Keep experiences simple and natural ▪ Match experiences to the child's cognitive abilities ▪ Establish routines and repeat experiences to reinforce learning ▪ Actively involve the infant ▪ Provide a variety of experiences, but avoid overload ▪ Avoid pushing infants to learn faster ▪ Stimulate senses of hearing, sight, smell, taste and touch to enhance learning • Piaget's Theories of Cognitive Development <ul style="list-style-type: none"> ▪ Sensorimotor period ▪ Six stages of sensorimotor period 				

OBJECTIVE:	4.03	B2	4%	Understand brain, cognitive, and language development of the infant.
UNPACKED CONTENT				
<p>Characteristics of language development of an infant</p> <ul style="list-style-type: none"> • Ways infants communicate verbally <ul style="list-style-type: none"> ▪ Crying <ul style="list-style-type: none"> ◦ Reasons for crying <ul style="list-style-type: none"> —To communicate discomfort, hunger, anger, or pain —To bring a response ▪ Cooning <ul style="list-style-type: none"> ◦ Begin cooning at 6-8 weeks ◦ Coo more when talked to, smiled at, and touched ▪ Babbling <ul style="list-style-type: none"> ◦ Begin babbling at 4-5 months ◦ Vowel and consonant sounds slowly added to form symbols ▪ First words <ul style="list-style-type: none"> ◦ Occur at 10-12 months ◦ Same sound used more than once to refer to person, place, or event • Ways infants communicate nonverbally <ul style="list-style-type: none"> ▪ Reaching for or pointing ▪ Clinging ▪ Pushing away • Stimulating language development <ul style="list-style-type: none"> ▪ Give positive feedback as infants attempt to communicate ▪ Speak clearly using simple words ▪ Avoid using baby talk ▪ Talk about activities and things around them 				