



Alabama's Standards *for* Early Learning and Development

APPENDIX TWO

STAGES OF DEVELOPMENT AND LEARNING



ALABAMA DEPARTMENT OF
Early Childhood
Education

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Stages of Development and Learning

Children's development typically progresses through stages, each stage building on the one before. While young children's growth is often uneven, with mastery of some skills earlier than others, the steps that children go through remain the same. This document describes early childhood theorists' identified stages in the areas of: psychosocial (or developmental) development; dual language learning; play; writing; and art.

Stages of Psychosocial Development (Erik Erikson)

Erikson, a psychologist, developed a theory on the stages of children's development. He believed that children go through a series of eight stages that are influenced by their relationships and social interactions. They experience basic conflicts between their own feelings and needs and those of the world around them and develop virtues or positive characteristics that enable them to handle conflicts or crises. Adults who create positive, nurturing environments and experiences for children impact the results of each stage, affecting children's social and emotional development, and ultimately the way in which they view the world and life. Each stage builds on the one(s) before them and the early stages that children, birth through age 5, experience may be reflected in their behaviors and attitudes that are exhibited in early learning programs.

Stage 1: Mistrust vs. Trust occurs from birth through 18 months. Children develop a sense of trust, confidence and security if they are well cared for and nurtured. If their needs are not met, they develop mistrust or a sense of worthlessness and insecurity. Infants develop the basic virtue of **hope** during this stage.

Stage 2: Autonomy vs. Shame generally occurs between 18 months and three years old. Well-cared for children develop a strong sense of independence, confidence and self-esteem and begin to learn right from wrong. Children without strong adult relationships experience feelings of worthlessness and shame and may even have difficulty learning. The basic virtue children develop is **will**.

Stage 3: Initiative vs. Guilt impacts preschoolers, age 3-5. Confident and well-adjusted children begin to develop social roles during this stage. They may copy or imitate adults, engage in dramatic play to understand the world and build strong familiar relationships. Mal-adjusted preschoolers are easily frustrated and experience guilt. Children develop a sense of **purpose** at this stage.

Stage 4: Industry vs. Inferiority develops in children between 5 and 12 years old. Children who are encouraged to be creative and innovative become competent and confident in their ability to reach their goals. The virtue they develop is **competence**. Children may feel inferior if they are restricted in their attempts to try or master new things.

Learn more about Erikson's stages of psychosocial development that continue until adulthood at <https://www.simplypsychology.org/Erik-Erikson.html>.

Stages of Dual Language Learners' English Acquisition

STAGE ONE Home Language Use	<p>The child uses his home language with other children and adults. This may last for days or months until the child realizes that others cannot understand him.</p>
STAGE TWO Nonverbal Period	<p>The child limits the use of his home language, and primarily uses nonverbal ways of communication. He uses this time to observe, listen to, and learn the features, sounds, and words of the new language. This important stage may last a few months to a year.</p>
STAGE THREE Telegraphic and Formulaic Speech	<p>The child repeats familiar one- and two- word phrases in English to name objects and respond to situations. He may not understand the meaning of the words he is using or use them appropriately all of the time, but he notices that the words get the response he needs. (For example, the child may use the phrase "Lookit" to get other children's attention while playing.)</p>
STAGE FOUR Productive Language Use	<p>The child produces simple sentences in meaningful contexts. As his experiences broaden, his sentences become increasingly longer and more complex. Errors are common as he tries out new vocabulary and language rules during this stage. He will also frequently use linguistic features of his home language(s) to maximize understanding and communication in English.</p>





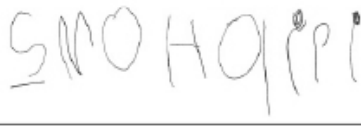




Taken from: WIDA, the Early Years: Planning for Dual Language Development and Learning. WCER | University of Wisconsin–Madison | www.wida.us

Stages of Play

Children progress through stages of social play. As early as 1932, an educational pioneer, Mildred Parten, identified six stages of play, beginning at birth.

Stage	What it typically looks like	Age it typically happens
Unoccupied Play	Babies explore materials and objects around them as they learn about the world around them.	Birth to 3 months
Solitary	Children play alone, typically without noticing others. They use this type of play to explore new ideas and to master basic skills.	Birth to two years
Onlooker	Children watch others play and may ask them questions but they do not join in. They are learning about social roles and rules through observation.	Two to three years
Parallel	Children play next to each other or side by side without interacting together. They are paying attention to each other but they are not engaged in social exchange.	Two and a half years to three years
Associative	Children show interest in what others are doing and may have the same goals for play. They ask questions and communicate with each other but their play has no set rules.	Three to four years
Cooperative (or Social)	Children may play in a group and follow or establish rules for play. They share ideas and toys and may even adopt goals or guidelines for their play.	Four to six years

Stages of Writing*

Stages of Emergent Writing		
Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	

Promoting Children's Emergent Writing/Young Children/November 2017

Stages of Drawing

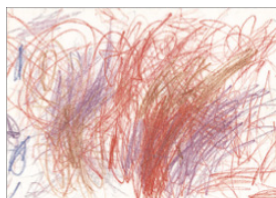
Stage One: Scribbling

Children use their hands and fingers with some control as they develop eye-hand coordination. Color is less important than the lines they are making. Provide unwrapped crayons, chalk, tempera paint, large paper, clay, wide bristle brushes, collage materials and materials that encourage children to experiment with colors and tools. Set up a specified area for art and a place to display children's creations.

Disordered or Random Scribbling

(18 months to 3 years)

These scribbles are usually children's first markings. Children are exploring with different tools and may hold them upside down or sideways. There are no definite pictures, just marks as they learn to coordinate their hands with the markings they're making.



Controlled Scribbling

(2-3 years)

This stage begins about 6 months after scribbling begins. Children learn that they can control the marks they are making and begin to make shapes like circles, crosses or squares as well as wavy lines, putting them in the chosen direction.



Named Scribbling

(3 to 5 years)

Children begin to name and describe the marks they have made even though they may be unrecognizable. They may respond to adults' questions about their artwork.



Preschematic Stage (between 4 and 7 years old)

Children begin to draw objects that are recognizable but usually unrealistic. They typically begin by drawing pictures of themselves or family members and may add more body parts as they begin more aware of their own body. Children often use colors that don't represent the object (blue apples, green body) and positioning may be all over the page. They use shapes and lines to create their depictions.



Schematic Stage (between 5 and 8 years old)

Children are developing their own ideas about how to represent objects or figures (schema) and repeatedly use the same symbol or design for these objects. For example, they may draw a person with large lips and flowing pants or a house with windows but no doors. Drawings show a difference between sky and ground, become more complex, including more detail using the same schema (or representations). Children may make up stories to go along with their artwork.

