

BRIEF OVERVIEW OF DEVELOPMENTAL DOMAINS IN EARLY CHILDHOOD

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Personal Development (includes Emotional Development): This includes children's feeling about themselves, how they express and regulate their emotions, their personal responsibility in classroom routines, self-confidence and self-esteem, personal independence, and individual "learning styles" (e.g., reflective, impulsive, avoidant, conscientious). It also includes the ability to function as a member of a group and is closely related to social development.

Social Development and Play: This includes the ways in which children interact with each other and with adults; how they are learning daily routines and how they respond to changes in routine; and the types of play in which they engage the most. It also includes the complexity of play that children are demonstrating:

- Socially: no interaction, side-by-side, or cooperative interaction
- Cognitively: sensory-exploration (including the sensory aspects of art experiences); goal directed play (blocks, puzzles, games, art projects, books); and abstract play using symbolic reasoning (imaginative play, role playing).

Thinking and Cognitive Development: This area involves learning through exploration, discovery and experimentation (Inquiry-Based Learning); reasoning and problem solving (including social- and motor-problem solving); creative expression; and concept development. This area also includes a growing awareness of the communities in which we live, as well as understanding literacy, math and scientific concepts.

Communication and Language Development: This aspect of development involves young children's abilities to express themselves intentionally and to understand or interpret others' communications directed toward them. These skills enable children to interact reciprocally, and includes nonverbal forms of communication.

Physical-Motor Development: Both large and fine motor development are included this domain. Indicators of large motor skills include building with large blocks, running, jumping, hopping, riding a trike or a scooter, maintaining balance, and playing group games that are physical (soccer, t-ball). It also includes the awareness of self and others in space. Indicators of small motor skills include cutting with scissors, stringing beads, and using utensils such as spoons, forks, markers; and manipulating puzzle pieces. This area provides insight into a child's motor planning skills that are related to the effectiveness in thinking and problem solving skills.