

# Case Management Resources

## Children/Youth

- [Adoption](#) - Information about OKDHS Swift Adoption, which aims to find an adoptive family for every waiting child in state custody.
- [Child Care](#) - Search for quality child care near you or learn about subsidized child care benefits.
- [Child Protective Services](#) - Services that identify, treat and prevent child abuse and neglect.
- [Child Support Services](#) - Services designed to help children get the support they need, including locating the non-custodial parents' addresses and employers, establishing legal paternity, establishing child and medical support orders, enforcing support for married, separated or divorced parents and modifying support orders.
- [Food Stamps](#) - Also known as the "nutrition safety net of the nation," these benefits help raise nutritional levels of low-income households.
- [Foster Care](#) - Provides 24-hour-a-day substitute temporary care and supportive services in a home environment for children birth to 18 years of age in OKDHS custody.
- [Independent Living](#) - Focuses on transition of young people ages 16-21 from state custody to self-sufficiency and successful adult living.
- [Permanency Planning](#) - Services provided to children and their families who have become involved in the juvenile court system due to child abuse and neglect.
- [Post-Adoption Services](#) - Helps secure and support a safe and permanent adoptive family for children with special needs.
- [Refugee Assistance](#) - Cash and medical assistance programs are available to eligible refugees for up to eight months after they arrive in the United States.
- [SoonerStart](#) - Oklahoma's early intervention program for infants and toddlers with disabilities and developmental delays
- [Temporary Assistance for Needy Families \(TANF\)](#) - provides temporary cash assistance in meeting basic needs, training leading to employment, employment services and child care assistance for qualified families
- [Therapeutic Foster Care](#) - Serves children aged 3-18 with special psychological, social, behavioral and emotional needs who thrive in a family setting, but whose require more intensive or therapeutic services than those found in traditional foster care.
  
- [Oklahoma Department of Health: 2006 Immunization Schedule](#) (Link opens in new window)
  - Recommended Childhood and Adolescent Immunization Schedule for 2006
- [Oklahoma Health Care Authority](#) (Link opens in new window)
  - Primary entity in the State of Oklahoma charged with controlling costs of State-purchased health care
- [Oklahoma Indian Affairs Commission](#) (Link opens in new window)
  - The Commission serves as the liaison between Oklahoma's tribal population and the State government
- [Oklahoma Department of Mental Health and Substance Abuse Services](#) (Link opens in new window)
  - Oklahoma's state agency for mental health and substance abuse services
- [Oklahoma Government](#) (Link opens in new window)
  - Oklahoma's state government website
- [Oklahoma State Courts Network Electronic Law Library](#) (Link opens in new window)
  - Oklahoma electronic law library of state constitution, statutes, case law
- [Oklahoma Department of Corrections Offenders searches](#) (Link opens in new window)
  - Oklahoma Department of Corrections Offenders searches

## Federal

- [Administration for Children and Families, Children's Bureau](#) (Link opens in new window)
  - Children's Bureau information on the safety, permanency and well being of children
- [American Humane](#) (Link opens in new window)
  - Information about protecting children from abuse and neglect
- [Bureau of Indian Affairs](#) (Link opens in new window)
  - The Bureau of Indian Affairs administers land held in trust for American Indians, tribes, and Alaska Natives
- [Child Welfare League of America \(CWLA\)](#) (Link opens in new window)
  - Promotes the well-being of children, youth and their families
- [CWLA National Data Analysis System](#) (Link opens in new window)
  - Provides child welfare data and statistics
- [Department of Health and Human Services](#) (Link opens in new window)
  - U.S. Department of Health and Human Services information about the health, safety and well-being of children and families
- [Federal Statistics](#) (Link opens in new window)
  - A gateway to statistics from over 100 U.S. Federal agencies
- [National Clearinghouse for Alcohol and Drug Information](#) (Link opens in new window)
  - U.S. Department of Health and Human Services information about alcohol and drug prevention
- [Social Security Administration \(SSA\)](#) (Link opens in new window)
  - Social Security Online, the official website of the U.S. Social Security Administration, for information about Social Security benefits
- [State & Local Government on the Net](#) (Link opens in new window)
  - A directory of websites to thousands of state agencies and city and county governments
- [U.S. Census Bureau](#) (Link opens in new window)
  - U.S. Census Bureau information on national and state poverty and income statistics

## Other child welfare links by category

### *Adoption*

- [KTUL Waiting Children](#) (Link opens in new window)
  - KTUL website on Oklahoma Waiting Children
- [One Church, One Child of Oklahoma](#) (Link opens in new window)
  - One Church, One Child of Oklahoma website
- [Adopt US Kids](#) (Link opens in new window)
  - Information about Oklahoma and nationwide children available for adoption
- [Adoptions](#) (Link opens in new window)
  - Information about adoption and children available for adoption in Oklahoma
- [American Adoption Congress](#) (Link opens in new window)
  - Information about foster care and adoption
- [Attachment Disorders](#) (Link opens in new window)
  - Information about attachment disorders
- [North American Council on Adoptable Children](#) (Link opens in new window)
  - Information about services available to adoptive children and families

## *Foster Care*

- [Community Services Worker Registry](#) (Link opens in new window)
  - An online registry of community service workers
- [Foster Care & Adoptive Community](#) (Link opens in new window)
  - Information for foster and adoptive families and other professions working with abused and neglected children

## *Interstate Compact on the Placement of Children*

- [Association of Administrators of the Interstate Compact on the Placement of Children \(AAICPC\)](#) (Link opens in new window)
  - Provides additional information, including state contact names and telephone numbers, for the Interstate Compact on the Placement of Children

## *Indian Child Welfare*

- [National Indian Child Welfare Association](#) (Link opens in new window)
  - Information on American Indian child welfare

## *Protection and Permanency*

- [Casey Life Skills](#) (Link opens in new window)
  - Provides tools to help young people prepare for adulthood
- [Court Appointed Special Advocates for Children \(CASA\)](#) (Link opens in new window)
  - Information about volunteer court appointed advocates for abused and neglected children
- [Child Welfare](#) (Link opens in new window)
  - Provides state and national statistics on foster care and adoption
- [Child Welfare Information Gateway](#) (Link opens in new window)
  - Information and resources to help protect children and strengthen families
- [Connect for Kids](#) (Link opens in new window)
  - Information about children's nutrition and physical activities needs
- [Kempe Center for the Prevention and Treatment of Child Abuse and Neglect](#) (Link opens in new window)
  - Information about child abuse treatment programs
- [National Center for Missing and Exploited Children](#) (Link opens in new window)
  - A clearinghouse of information about missing and exploited children
- [National Resource Center for Family-Centered Practice and Permanency Planning at the Hunter College School of Social Work](#) (Link opens in new window)
  - A safety-focused, family-centered, and community-based approach to meet the needs of children, youth and families
- [National Resource Center for Youth Services \(NRCYS\)](#) (Link opens in new window)
  - Information to help youth in care establish permanent connections and achieve successful transitions to adulthood
- [Parents Anonymous](#) (Link opens in new window)
  - Information about the prevention of child abuse

## Research

- [University of Kansas Building Analytical Capacity in State Child Welfare Programs](#) (Link opens in new window)
  - Information about the University of Kansas Building Analytical Capacity grant and research
- <http://www.kids.gov/>
- <http://www.usa.gov/Topics/Parents.shtml>
- [Agencies that recruit OKDHS TFC Foster Parents](#)
- [TFC Children's Rights](#)
- [TFC Foster Parent Responsibilities](#)
- [TFC Foster Parent Rights](#)
- [Types of Foster Care](#)
- [Community-Based Residential Services](#)
- [Foster Care](#)
- [Interstate Compact on the Placement of Children \(ICPC\)](#)
- [Tribal Foster Care](#)
- <http://www.ok-aimh.org/>

## GOVERNMENT RESOURCES

### Centers for Disease Control and Prevention (CDC) National Center on Birth Defects and Developmental Disabilities

- » Web: [www.cdc.gov/ncbddd](http://www.cdc.gov/ncbddd)

### National Dissemination Center for Children with Disabilities

- » Web: [www.nichcy.org/states.htm](http://www.nichcy.org/states.htm)

### Department of Education

- » Web: [www.ed.gov/index.html](http://www.ed.gov/index.html)

### National Institute of Mental Health

- » Phone: 1-866-615-6464
- » Web: [www.nimh.nih.gov](http://www.nimh.nih.gov)

### State Health Insurance Program (SCHIP)

- » Phone: 1-877-KIDS-NOW
- » Web: [www.insurekidsnow.gov](http://www.insurekidsnow.gov)

## SPECIAL RESOURCES

### American Academy of Pediatrics

- » Phone: 1-847-434-4000
- » Web: [www.aap.org](http://www.aap.org)
- » New Autism Screening Guidelines: <http://www.aap.org/advocacy/releases/oct07autism.htm>

### CYFERnet:

- » Web: <http://www.cyfernet.org/>

### Just in Time Parenting (JITP) Internet Site:

- » Web: <http://www.extension.org/parenting>

### Parent to Parent-USA

- » Web: [www.p2pusa.org](http://www.p2pusa.org)

## **AUTISM SPECTRUM DISORDERS (ASD)/Asperger's**

### **Autism Society of America (ASA)**

Founded in 1965, ASA is the oldest and largest nonprofit autism organization in the nation. ASA and its 200 chapters provide: free information and referral services for parents, an interactive Web site, educational and scientific conferences, and legislative advocacy for services and funding for research.

- » Phone: 1-800-3-AUTISM
- » Web: [www.autism-society.org](http://www.autism-society.org)

### **Cure Autism Now**

CAN is an organization of parents, clinicians, and leading scientists dedicated to developing effective treatments and a cure for autism. Cure Autism Now has invested more than \$21 million in autism research, the expansion of scientific resources, and raising awareness for this devastating disorder. The Web site has information about autism, biomedical research, government affairs, and how to join CAN's efforts.

- » Phone: 1-888-8-AUTISM
- » Web: [www.cureautismnow.org](http://www.cureautismnow.org)

### **Organization for Autism Research**

OAR is a national nonprofit organization formed and led by relatives of children and adults with autism and Asperger Syndrome. OAR is dedicated to promoting research that can be applied to help families, educators, caregivers, and individuals with autism find much-needed answers to their immediate and urgent questions.

- » Phone: 1-703-351-5031
- » Web: [www.researchautism.org](http://www.researchautism.org)

### **Autism Speaks**

- » Phone: 1-212-252-8584
- » Web: [www.autismspeaks.org](http://www.autismspeaks.org)

### **First Signs**

First Signs is a national non-profit organization dedicated to educating parents and professionals about early identification and intervention for children at risk for developmental delays and disorders, including autism. The Web site provides essential developmental information; a systematic guide that walks you through each stage of the screening, referral, and diagnostic process; listings of available local and national resources, and links to research, books, articles, and programs nationwide.

- » Phone: 1-978-346-4380
- » Web: [www.firstsigns.org](http://www.firstsigns.org)

### **National Institute of Child Health & Human Development**

- » Web: [www.nichd.nih.gov/autism](http://www.nichd.nih.gov/autism)

### **CDC's Autism Information Center Information on Vaccines and Autism:**

- » Web: <http://www.cdc.gov/ncbddd/autism/vaccines.htm>

### **New York Families for Autistic Children**

- » Phone: 1-718-641-3441
- » Web: [www.nyfac.org](http://www.nyfac.org)

### **MAAP Services for Autism, Asperger's, and PDD**

- » Phone: 1-219-662-1311
- » Web: [www.maapservices.org](http://www.maapservices.org)

### **Online Asperger Syndrome Information and Support (OASIS)**

- » Web: [www.udel.edu/bkirby/asperger](http://www.udel.edu/bkirby/asperger)

### **Asperger Syndrome Education Network (ASPEN)**

- » Phone: 1-732-321-0880
- » Web: <http://www.aspennj.org/>

### **CEREBRAL PALSY**

#### **National Institute of Neurological Disorders and Stroke (NINDS)**

- » Web: [www.ninds.nih.gov](http://www.ninds.nih.gov)

#### **Reaching for the Stars**

- » Phone: 1-770-561-5950
- » Web: [www.reachingforthestars.org](http://www.reachingforthestars.org)

#### **United Cerebral Palsy**

- » Phone: 1-800-872-5827
- » Web: [www.ucpa.org](http://www.ucpa.org)

### **INTELLECTUAL DISABILITY (ALSO KNOWN AS MENTAL RETARDATION)**

#### **American Association of Intellectual and Developmental Disabilities (formerly American Association on Mental Retardation)**

- » Phone: 1-202-387-1968
- » Web: [www.aidd.org](http://www.aidd.org)

#### **The Arc of the United States**

- » Phone: 1-301-565-3842
- » Web: [www.thearc.org](http://www.thearc.org)

#### **National Down Syndrome Society**

- » Phone: 1-212-460-9330
- » Web: [www.ndss.org](http://www.ndss.org)

### **HEARING LOSS**

#### **Centers for Disease Control and Prevention, Early Hearing Detection and Intervention Program**

- » Web: [www.cdc.gov/ncbddd/ehdi](http://www.cdc.gov/ncbddd/ehdi)

#### **American Academy of Audiology**

- » Phone: 1-800-AAA-2336
- » Web: [www.audiology.org](http://www.audiology.org)

#### **American Academy of Pediatrics Bright Futures**

- » Phone: 1-847-434-4223
- » Web: [www.brightfutures.aap.org/web](http://www.brightfutures.aap.org/web)

#### **American Speech-Language-Hearing Association**

- » Phone: 1-800-638-8255
- » Web: [www.asha.org](http://www.asha.org)

## VISION LOSS

### **National Federation of the Blind**

- » Phone: 1-410-659-9314
- » Web: [www.nfb.org](http://www.nfb.org)

### **American Council of the Blind**

- » Phone: 1-800-424-8666
- » Web: [www.acb.org](http://www.acb.org)

### **American Foundation for the Blind**

- » Phone: 1-800-232-5463
- » Web: [www.afb.org](http://www.afb.org)

## ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

### **Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)**

- » Phone: 1-800-233-4050
- » Web: [www.chadd.org](http://www.chadd.org)

### **CHADD National Resources Center**

- » Phone: 1-800-233-4050
- » Web: [www.help4adhd.org](http://www.help4adhd.org)

### **Attention Deficit Disorder Association (ADDA)**

- » Phone: 1-484-945-2101
- » Web: [www.add.org](http://www.add.org)

## ADDITIONAL RESOURCES

### **Fetal Alcohol Syndrome**

#### **Centers for Disease Control and Prevention (CDC)**

- » Web: [www.cdc.gov/ncbddd/fas/default.htm](http://www.cdc.gov/ncbddd/fas/default.htm)
- » Web: [www.cdc.gov/ncbddd/fas/documents/FAS\\_guidelines\\_accessible.pdf](http://www.cdc.gov/ncbddd/fas/documents/FAS_guidelines_accessible.pdf)

### **Kernicterus**

#### **Centers for Disease Control and Prevention (CDC)**

- » Web: [www.cdc.gov/ncbddd/dd/kernichome.htm](http://www.cdc.gov/ncbddd/dd/kernichome.htm)

### **Tourette Syndrome**

#### **Centers for Disease Control and Prevention (CDC)**

- » Web: [www.cdc.gov/ncbddd/tourette/default.htm](http://www.cdc.gov/ncbddd/tourette/default.htm)

### **Down Syndrome**

#### **National Institute of Child Health & Human Development**

- » Web: [www.nichd.nih.gov/health/topics/Down\\_Syndrome.cfm](http://www.nichd.nih.gov/health/topics/Down_Syndrome.cfm)

### **Fragile X Syndrome**

#### **National Institute of Child Health & Human Development**

- » Web: [www.nichd.nih.gov/health/topics/fragile\\_x\\_syndrome.cfm](http://www.nichd.nih.gov/health/topics/fragile_x_syndrome.cfm)

**National Fragile X Foundation**

- » Phone: 1-800-688-8765
- » Web: [www.fragilex.org](http://www.fragilex.org)

**Tuberous Sclerosis**

**Tuberous Sclerosis Alliance**

- » Phone: 1-301-562-9890
- » Web: [www.tsalliance.org](http://www.tsalliance.org)

**Physical Development**

Walks well, goes up and down steps alone, runs, seats self on chair, becoming independent in toileting, uses spoon and fork, imitates circular stroke, turns pages singly, kicks ball, attempts to dress self, builds tower of six cubes.

**Emotional Development**

Very Self-centered, just beginning a sense of personal identity and belongings, possessive, often negative, often frustrated, no ability to choose between alternatives, enjoys physical affection, resistive to change, becoming independent, more responsive to humor and distraction than discipline or reason.

**Physical Development**

Runs well, marches, stands on one foot briefly, rides tricycle, imitates cross, feeds self well, puts on shoes and stockings, unbuttons and buttons, build tower of 10 cubes. Pours from pitcher.

**Emotional Development**

Likes to conform, easy going attitude, not so resistive to change, more secure, greater sense of personal identity, beginning to be adventuresome, enjoys music.

**Physical Development**

Skips on one foot, draws "Man", cuts with scissors (not well), can wash and dry face, dress self except ties, standing broad jump, throws ball overhand, high motor drive.

**Emotional Development**

Seems sure of himself, out-of bounds behavior, often negative, may be defiant, seems to be testing himself out, needs controlled freedom.

**Physical Development**

Hops and skips, dresses without help, good balance and smoother muscle action, skates, rides wagon and scooter, prints simple letters, handedness established, ties shoes, girls small muscle development about 1 year ahead of boys.

**Emotional Development**

Self-assured, stable, well-adjusted, home-centered, likes to associate with mother, capable, of some self-criticism, enjoys responsibility. Likes to follow the rules.

**AGE 2****Social Development**

Solitary play, dependent on adult guidance, plays with dolls, refers to self by name, socially very immature, little concept of others as "people." May respond to simple direction.

**Intellectual Development**

Says words, phrases and simple sentences, 272 words, understands simple directions, identifies simple pictures, likes to look at books, short attention span, avoids simple hazards, can do simple form board.

**Age 3****Social Development**

Parallel play, enjoys being by others, takes turns, knows if he is a boy or girl, enjoys brief group activities requiring no skill, likes to "help" in small ways--responds to verbal guidance.

**Intellectual Development**

Says short sentences, 896 words, great growth in communication, tells simple stories, uses words as tools of thought, wants to understand environment, answers questions, imaginative, may recite few nursery rhymes

**Age 4****Social Development**

Cooperative play, enjoys other children's company, highly social, may play loosely organized group games - tag, duck-duck-goose, talkative, versatile.

**Intellectual Development**

Uses complete sentences, 1540 words, asks endless questions, learning to generalize, highly imaginative, dramatic, can draw recognizable simple objects.

**Age 5****Social Development**

Highly cooperative play, has special "friends", highly organized, enjoys simple table games requiring turns and observing rules, "school", feels pride clothes and accomplishments, eager to carry out some responsibility.

**Intellectual Development**

2,072 words, tells long tales, carries out direction well, reads own name, counts to 10, asks meaning of words, knows colors, beginning to know difference between fact and fiction-lying, interested in environment, city, stores, etc.

	Physical and Language	Emotional	Social
<b>Birth to 1 month</b>	<u>Feedings</u> : 5-8 per day <u>Sleep</u> : 20 hrs per day <u>Sensory Capacities</u> : makes basic distinctions in vision, hearing, smelling, tasting, touch, temperature, and perception of pain	Generalized Tension	Helpless Asocial Fed by mother
<b>2 months to 3 months</b>	<u>Sensory Capacities</u> : color perception, visual exploration, oral exploration. <u>Sounds</u> : cries, coos, grunts <u>Motor Ability</u> : control of eye muscles, lifts head when on stomach.	Delight Distress Smiles at a Face	Visually fixates at a face, smiles at a face, may be soothed by rocking.
<b>4 months to 6 months</b>	<u>Sensory Capacities</u> : localizes sounds <u>Sounds</u> : babbling, makes most vowels and about half of the consonants <u>Feedings</u> : 3-5 per day <u>Motor Ability</u> : control of head and arm movements, purposive grasping, rolls over.	Enjoys being cuddled	Recognizes his mother. Distinguishes between familiar persons and strangers, no longer smiles indiscriminately. Expects feeding, dressing, and bathing.
<b>7 months to 9 months</b>	<u>Motor Ability</u> : control of trunk and hands, sits without support, crawls about.	Specific emotional attachment to mother. Protests separation from mother.	Enjoys "peek-a-boo"
<b>10 months to 12 months</b>	<u>Motor Ability</u> : control of legs and feet, stands, creeps, apposition of thumb and fore-finger. <u>Language</u> : says one or two words, imitates sounds, responds to simple commands. <u>Feedings</u> : 3 meals, 2 snacks <u>Sleep</u> : 12 hours, 2 naps	Anger Affection Fear of strangers Curiosity, exploration	Responsive to own name. Wave bye-bye. Plays pat-a-cake, understands "no-no!" Gives and takes objects.
<b>1 years to 1 ½ years</b>	<u>Motor Ability</u> : creeps up stairs, walks (10-20 min), makes lines on paper with crayon.	Dependent Behavior Very upset when separated from mother Fear of Bath	Obeys limited commands. Repeats a few words. Interested in his mirror image. Feeds himself.
<b>1 ½ years to 2 years</b>	<u>Motor Ability</u> : runs, kicks a ball, builds 6 cube tower (2yrs) Capable of bowel and bladder control. <u>Language</u> : vocabulary of more than 200 words <u>Sleep</u> : 12 hours at night, 1-2 hr nap	Temper tantrums (1-3yrs) Resentment of new baby	Does opposite of what he is told (18 months).

<p><b>2 years to 3 years</b></p>	<p><u>Motor Ability</u>: jumps off a step, rides a tricycle, uses crayons, builds a 9-10 cube tower.</p> <p><u>Language</u>: starts to use short sentences controls and explores world with language, stuttering may appear briefly.</p>	<p>Fear of separation</p> <p>Negativistic (2 ½ yrs)</p> <p>Violent emotions, anger</p> <p>Differentiates facial expressions of anger, sorrow, and joy.</p> <p>Sense of humor (Plays tricks)</p>	<p>Talks, uses "I" "me" "you"</p> <p>Copies parents' actions.</p> <p>Dependent, clinging, possessive about toys, enjoys playing alongside another child.</p> <p>Negativism (2 ½ yrs).</p> <p>Resists parental demands.</p> <p>Gives orders.</p> <p>Rigid insistence on sameness of routine. Inability to make decisions.</p>
<p><b>3 years to 4 years</b></p>	<p><u>Motor Ability</u>: Stands on one leg, jumps up and down, draws a circle and a cross (4 yrs) Self-sufficient in many routines of home life.</p>	<p>Affectionate toward parents.</p> <p>Pleasure in genital manipulation</p> <p>Romantic attachment to parent of opposite sex (3 to 5 yrs)</p> <p>Jealousy of same-sex parent.</p> <p>Imaginary fears of dark, injury, etc. (3 to 5 years)</p>	<p>Likes to share, uses "we"</p> <p>Cooperative play with other children, nursery school. Imitates parents.</p> <p>Beginning of identification with same-sex parent, practices sex-role activities. Intense curiosity &amp; interest in other children's bodies.</p> <p>Imaginary friend.</p>
<p><b>4 years to 5 years</b></p>	<p><u>Motor ability</u>: mature motor control, skips, broad jumps, dresses himself, copies a square and a triangle.</p> <p><u>Language</u>: talks clearly, uses adult speech sounds, has mastered basic grammar, relates a story, knows over 2,000 words (5 yrs)</p>	<p>Responsibility and guilt</p> <p>Feels pride in accomplishment</p>	<p>Prefers to play with other children, becomes competitive prefers sex-appropriate activities.</p>

## Piaget's Stages of Cognitive Development

### **Sensory Motor Period (0 - 24 months)**

[\[More on this stage\]](#)

#### **Developmental Stage & Approximate Age**

#### **Characteristic Behavior**

#### **Reflexive Stage (0-2 months)**

Simple reflex activity such as grasping, sucking.

#### **Primary Circular Reactions (2-4 months)**

Reflexive behaviors occur in stereotyped repetition such as opening and closing fingers repetitively.

#### **Secondary Circular Reactions (4-8 months)**

Repetition of change actions to reproduce interesting consequences such as kicking one's feet to move a mobile suspended over the crib.

#### **Coordination of Secondary Reactions (8-12 months)**

Responses become coordinated into more complex sequences. Actions take on an "intentional" character such as the infant reaches behind a screen to obtain a hidden object.

#### **Tertiary Circular Reactions (12-18 months)**

Discovery of new ways to produce the same consequence or obtain the same goal such as the infant may pull a pillow toward him in an attempt to get a toy resting on it.

#### **Invention of New Means Through Mental Combination (18-24 months)**

Evidence of an internal representational system. Symbolizing the problem-solving sequence before actually responding. Deferred imitation.

### **The Preoperational Period (2-7 years)**

[\[More on this stage\]](#)

#### **Developmental Stage & Approximate Age**

#### **Characteristic Behavior**

#### **Preoperational Phase (2-4 years)**

Increased use of verbal representation but speech is egocentric. The beginnings of symbolic rather than simple motor play. Transductive reasoning. Can think about something without the object being present by use of language.

#### **Intuitive Phase (4-7 years)**

Speech becomes more social, less egocentric. The child has an intuitive grasp of logical concepts in some areas. However, there is still a tendency to focus attention on one aspect of an object while ignoring others. Concepts formed are crude and irreversible. Easy to believe in magical increase, decrease, disappearance. Reality not firm. Perceptions dominate judgment.

In moral-ethical realm, the child is not able to show principles underlying best behavior. Rules of a game not develop, only uses simple do's and don'ts imposed by authority.

## Period of Concrete Operations (7-11 years)

[\[More on this stage\]](#)

### **Characteristic Behavior:**

Evidence for organized, logical thought. There is the ability to perform multiple classification tasks, order objects in a logical sequence, and comprehend the principle of conservation. Thinking becomes less transductive and less egocentric. The child is capable of concrete problem-solving.

Some reversibility now possible (quantities moved can be restored such as in arithmetic:  
 $3+4 = 7$  and  $7-4 = 3$ , etc.)

Class logic-finding bases to sort unlike objects into logical groups where previously it was on superficial perceived attribute such as color. Categorical labels such as "number" or "animal" now available.

## Period of Formal Operations (11-15 years)

[\[More on this stage\]](#)

### **Characteristic Behavior:**

Thought becomes more abstract, incorporating the principles of formal logic. The ability to generate abstract propositions, multiple hypotheses and their possible outcomes is evident. Thinking becomes less tied to concrete reality.

Formal logical systems can be acquired. Can handle proportions, algebraic manipulation, other purely abstract processes. If  $a + b = x$  then  $a = x - b$ . If  $ma/ca = IQ = 1.00$  then  $Ma = CA$ .

Propositional logic, as-if and if-then steps. Can use aids such as axioms to transcend human limits on comprehension.

# Multiple Intelligences

By  
Jay Davidson

In Howard Gardner's *Frames of Mind*, he proposes that there are seven main areas in which all people have special skills; he calls them intelligences. His research at Harvard University was in response to the work that Alfred Binet had done in France around 1900. Binet's work led to the formation of an intelligence test; we are all familiar with the "intelligence quotient," or "IQ," the way that intelligence is measured on his test.

This type of IQ test was used as the basis of another one with which most of us are familiar: the Scholastic Aptitude Test (SAT), which is taken by most college-bound high school students.

Both of these tests look predominantly at two types of intelligences: verbal and math. If a person does well on these, s/he is considered "intelligent," and is a candidate for one of the better colleges or universities. But what about everyone else? How many of you who are reading these words have used the phrase "not good at taking tests," when talking either about yourself or your child?

The Multiple Intelligences (MI) theory proposes that there are other measures of intelligence beside these two. I offer this information to you so that you can understand that while many teachers have some knowledge of MI theory, most of our schools are not fully set up to use it to the advantage of all students.

That being the case, perhaps you can either (1) be involved in helping your child's teachers and school to provide a more balanced program that develops his intelligences that are not more included in the curriculum or (2) find activities outside of the school environment in which your child can develop his dominant areas of intelligence.

You should also know that MI theory posits that each of us has, to some degree or another, all of these intelligences. Some of them are simply more developed than others. Furthermore, we are all able to improve our ability in each of these areas.

Howard Gardner stresses that the intelligences are equal in their importance. In alphabetical order, they are:

**Bodily-kinesthetic:** using one's body to solve problems and express ideas and feelings. Actors, athletes, and dancers use their whole bodies in this way, much the same way that craftspeople, sculptors, and mechanics use their hands.

These questions can determine if an adult has a strength in Bodily-Kinesthetic Intelligence:

- Do you regularly participate in a sport or some physical activity?
- Is it difficult to sit still for long periods of time?
- Do you enjoy working with your hands in creating things?
- Do you find that ideas and solutions to problems come to you while you are exercising or doing some sort of physical activity?
- Do you enjoy spending your free time outdoors?
- Do you speak with your hands or other body gestures?
- Do you learn more about things by touching them?
- Do you enjoy thrilling amusement park rides such as the roller coaster and other activities like this?
- Do you think of yourself as being well-coordinated?
- In order to learn a new skill, do you have to practice it to learn it, rather than read about it or see it in a video?

These are some questions to determine if children may be exhibiting a well-developing Bodily-Kinesthetic Intelligence. Does your child:

- excel in more than one sport?
- move various body parts when required to sit still for long periods of time?
- have the ability to mimic others' body movements?
- enjoy taking things apart and putting them back together?
- have a hard time keeping hands off objects?
- enjoy running, jumping, or other physical activities?
- show skill in activities that require fine-motor coordination, such as origami, making paper airplanes, building models, finger-painting, clay, or knitting?
- use his body well to express himself?

**Interpersonal:** perceiving the moods, feelings, and needs of others. It includes salespeople, teachers, counselors, and those we have come to call the helping professions.

These questions can determine if an adult has a strength in Interpersonal Intelligence:

- Have people always come to you for advice?
- Have you always preferred group sports to solo sports?
- Do you usually prefer talking to other people about a problem, rather than figure it out on your own?
- Do you have at least three close friends?
- Do you prefer social activities over individual pursuits?
- Do you enjoy teaching others what you can do well?
- Are you considered to be a leader, either by yourself or others?
- Do you feel comfortable in a crowd?
- Do you prefer to spend your time with others than alone?

These are some questions to determine if children may be exhibiting a well-developing Interpersonal Intelligence. Does your child:

- enjoy socializing with friends?
- seem to be a natural leader?
- empathize easily with others, which leads to his give advice to friends who come to him with problems?
- seem to be street-smart?
- enjoy belonging to organizations?
- enjoy teaching other kids - either peers or younger ones?
- have two or more close friends?
- serve as a magnet for social activities with others?

**Intrapersonal:** turning inward with a well-developed self-knowledge and using it successfully to navigate oneself through the world.

These questions can determine if an adult has a strength in Intrapersonal Intelligence:

- Do you regularly spend time alone meditating, reflecting, or thinking about important life questions?
- Have you attended counseling sessions or personal growth seminars to learn more about yourself?
- Do you have a hobby or interest that you keep to yourself?
- Have you set goals for yourself regularly?
- Do you have a realistic view of your strengths and weaknesses?
- Would you prefer spending time by yourself rather than with many people around you?
- Do you keep a diary or journal to record the events of your inner life?
- Are you either self-employed or have you given serious consideration to starting your own business?

These are some questions to determine if children may be exhibiting a well-developing Intrapersonal Intelligence. Does your child:

- show a sense of independence or a strong will?
- have a realistic sense of her abilities and weaknesses?
- do well when left alone to play or study?
- "march to the beat of a different drummer" in living and learning?
- have a hobby or interest she doesn't talk about much?
- have a good sense of self-direction?
- prefer working alone to working with others?
- accurately express how he is feeling?
- learn from failures and successes?
- have good self-esteem?

**Linguistic:** using words, either orally or written, in an effective manner. This intelligence is associated with storytellers, politicians, comedians, and writers.

These questions can determine if an adult has a strength in Linguistic Intelligence:

- Have you always enjoyed books and given them importance?
- Do you hear words in your head before you speak or write them?
- Do you enjoy talk shows more than television or movies?
- Do you enjoy word games, puns, rhymes, tongue-twisters, and poetry?
- Do you have a highly developed vocabulary and enjoy knowing words that other people do not know?
- In your own education, did you enjoy subjects related to words and ideas, such as English and social studies, more than math and science?
- Have you enjoyed learning to read or speak other languages?
- In your speech, do you refer to information that you have read or heard about?
- Have you been praised, recognized, or paid for your writing?

These are some questions to determine if children may be exhibiting a well-developing Linguistic Intelligence. Does your child:

- write better than average for her age?
- enjoy telling stories and jokes?
- have a good memory for names, places, dates, and other information?
- enjoy word games, either visually or auditorally?
- enjoy reading books?
- spell better than other children the same age?
- appreciate rhymes, puns, tongue twisters?
- enjoy books on tape without needing to see the book itself?
- enjoy hearing stories without seeing the book?
- have an excellent vocabulary for his age?
- communicate thoughts, feelings, and ideas well?

**Logical-Mathematical:** understanding and using numbers effectively, as well as having good powers to reason well. Exemplars are mathematicians, scientists, computer programmers, and accountants.

These questions can determine if an adult has a strength in Logical-Mathematical Intelligence:

- Have you always done math in your head easily?
- When you were in school, were math and/or science your best subjects?
- Do you enjoy playing games that require logical thinking?
- Do you set up experiments to see "what if" in your course of jobs around the house or at work?
- Do you look for logical sequences and patterns, with the belief that almost everything has a logical explanation?
- Do you read science periodicals or keep track of the latest scientific developments?
- Do you like finding logical flaws in things that people say and do?
- Do you feel the need to have things measured, categorized, analyzed, or quantified in some way?
- I think in clear, abstract, wordless, imageless concepts.

These are some questions to determine if children may be exhibiting a well-developing Logical-Mathematical Intelligence. Does your child:

- demonstrate curiosity about how things work?
- have fun with numbers?
- enjoy math at school?
- enjoy math and/or computer games?
- play and enjoy strategy games such as chess and checkers, brain teasers, or logic puzzles?
- easily put things into categories?
- like to do experiments, either at school when assigned or on her own?
- show an interest in visiting natural history or discovery-type museums and exhibits?

**Musical:** relating in a wide range of ways to music. This can take many forms, as a performer, composer, critic, and music-lover.

These questions can determine if an adult has a highly developed Musical Intelligence:

- Do you have a pleasant singing voice?
- Can you tell when a musician plays a note off-key?
- Do you frequently listen to music?
- Do you play a musical instrument?
- Was it easy for you to learn to play a musical instrument?
- Do you think your life would not be as rewarding without music?
- Do you usually have music going through your mind?
- Can you keep time to music?
- Do you know the tunes to many different songs or musical selections?
- Can you usually sing back a melody accurately after you hear a new selection only once or twice?

These are some questions to determine if children may be exhibiting a well-developing Musical Intelligence. Does your child:

- tell you when she recognizes that music is off-key?
- easily remember song melodies and sing them?
- have a pleasant singing voice, either alone or in a chorus?
- play a musical instrument?
- speak or move in a rhythmical way?
- hum or whistle to himself?
- tap on the tabletop or desktop while working?
- show sensitivity to noises in the environment?
- respond emotionally to music she hears?

**Naturalist Intelligence:** excellent at recognizing and classifying both the animal and plant kingdoms, as well as showing understanding of natural phenomena.

These questions can determine if an adult has a strength in Naturalist Intelligence:

- Do you like to spend time in nature?
- Do you belong to a volunteer group related to nature?
- Do you enjoy having animals around the house?
- Are you involved in a hobby that involves nature, such as bird watching?
- Can you easily tell the differences among species of flora and fauna?
- Do you read books or magazines, or watch television shows or movies that feature nature?
- On vacation, do you prefer natural settings to cultural attractions?
- Do you enjoy visiting zoos, aquariums, or other places where the natural world is studied?
- Do you enjoy working in your garden?

These are some questions to determine if children may be exhibiting a well-developing Naturalist Intelligence. Does your child:

- talk about favorite pets or preferred natural spots?
- enjoy nature preserves, the zoo, or natural history museum?
- show sensitivity to natural formations? (Note that in urban environments, this type of "formation" can include cultural icons.)
- like to play in water?
- hang around the pet in school or at home?
- enjoy studying environment, nature, plants, and animals?
- speak out about animal rights and earth preservation?
- collect bugs, flowers, leaves, or other natural things to show to others?

**Spatial:** perceiving the visual-spatial world in an accurate way, so as to be able to work in it effectively. The people who do this cover a wide range of fields that, upon first glance, do not seem to have much in common. Compare, for example, hunters, sailors, engineers, inventors, and surgeons to interior decorators, architects, painters, and sculptors.

These questions can determine if an adult has a strength in Spatial Intelligence:

- Have you always been able to reproduce clear images in your mind, even when your eyes are closed or the objects are not in front of you?
- Are you sensitive to color?
- Do you take a lot of photographs or home movies?
- Do you enjoy jigsaw and other visual puzzles?
- Do you have vivid dreams?
- Do you usually have an easy time getting around, even if it's your first time in a new place?
- Do you enjoy drawing or doodling?
- Was geometry easier for you than algebra?
- Do you have an easy time reading maps and translating their information into reality?
- Do you enjoy books and magazines with many illustrations, photos, and design elements?

These are some questions to determine if children may be exhibiting a well-developing Spatial Intelligence. Does your child:

- recall visual details in objects?
- have an easy time learning to read and understand maps and charts in books?
- daydream a lot?
- enjoy the visual arts?
- demonstrate ability in using art materials and creating drawings, sculptures, or other three-dimensional objects?
- enjoy visual presentations such as videos, television, and movies?
- get a lot of information from illustrations in books she reads?
- scribble, doodle, or draw on all available surfaces?

I have seen limited reference to another intelligence: Naturalist, which is described as being able to recognize plant or animal species in the environment. This one is not included in the two Gardner books I list it here for your perusal, but it was added after this original research.

Howard Gardner's books on this topic are [\*Frames of Mind and Multiple Intelligences: The Theory in Practice\*](#).

In addition, Thomas Armstrong continues the work in his [\*Multiple Intelligences in the Classroom\*](#). To get a sense of your child's areas of strength, go to [www.familyeducation.com](http://www.familyeducation.com), where you can find a page entitled Test Your Child's Talents, which is based on Armstrong's book.

This article has been incorporated and expanded in [\*Teach Your Children Well: A Teacher's Advice for Parents\*](#). This article is reprinted with the author's permission.

## Types of Needs

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are **deficiency needs** (also known as *D-needs*), meaning that these needs arise do to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

Maslow term the highest-level of the pyramid a **growth need** (also known as *being needs* or *B-needs*). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

## Five Levels of the Hierarchy of Needs

There are five different levels in Maslow's hierarchy of needs:

### 1. Physiological Needs

These include the most basic needs that are vital to survival, including the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.

### 2. Security Needs

These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods, and shelter from the environment.

### 3. Social Needs

These include needs for belonging, love, and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as does involvement in social, community or religious groups.

### 4. Esteem Needs

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

### 5. Self-actualizing Needs

This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential.