



# SHIFTING LENSES: A CONCEPTUAL FRAMEWORK FOR TEACHERS' IMAGE OF THE CHILD

Daniela A. Uribe Montserrat, MPA, Tecnológico de Monterrey  
Josh Thompson, Ph.D., Texas A&M University-Commerce  
Zlata Stankovic-Ramirez, Ph.D., University of Texas at Dallas  
Danielle McLellan-Bujnak., Respectful Care

A decorative graphic on the left side of the slide, composed of several overlapping geometric shapes and patterns. It includes a blue triangle with white concentric circles, a purple triangle with white concentric circles, a blue square with white concentric circles, a purple square with white concentric circles, and a blue square with white concentric circles. The patterns are arranged in a way that they appear to be part of a larger, abstract design.

# AGENDA

Statement of the problem

Conceptual framework

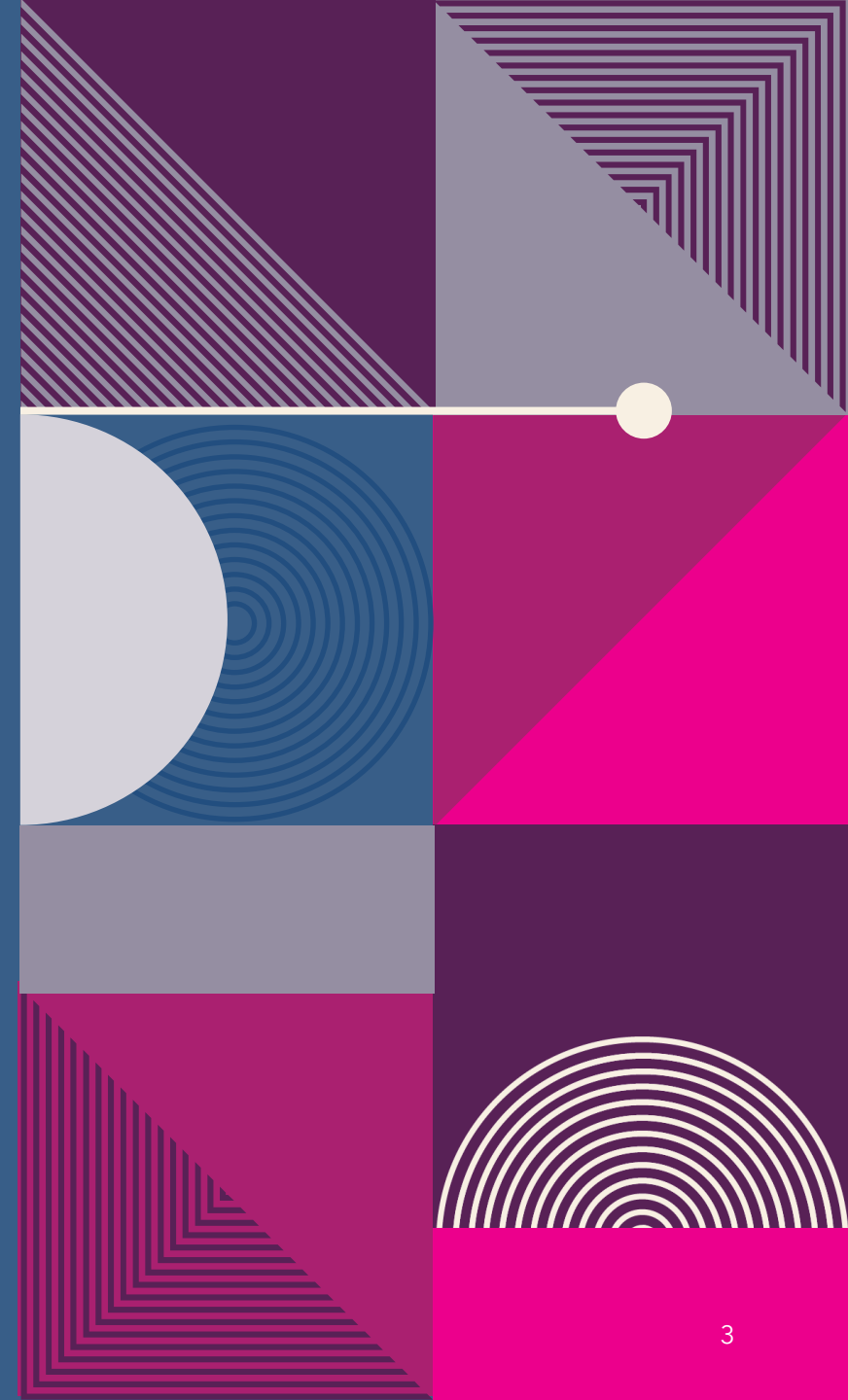
Methodology

Outcomes

Recommendations

# Statement of the problem

The understanding of child development has evolved as well as the ethical considerations that early childhood educators face. While more research has been done on the establishment of solid foundations and its impact on the brain and other areas of development during the early years of children, increasing importance has come to how educators handle societal changes.



# Conceptual Framework: Cascades as metaphor

- Domino effect of early experiences on later development
- Achievement or challenges in one area can trigger a chain reaction, influencing development of other seemingly unrelated skills and abilities

Understanding developmental cascades helps us appreciate the interconnectedness of child development and the importance of supporting early milestones across different domains. It also highlights the need for early intervention to address potential challenges and promote positive developmental trajectories.



# Principles & Tenets

- Bi-directional effects -
  - Early milestones influence later development, and later development can reinforce or reshape earlier skills
- Impact across domains -
  - Development occurs within a single domain, or across multiple domains
- Cumulative effects –
  - Small successes or early struggles lead to larger advantages or disadvantages later
- Not predetermined –
  - Development is a path of influence, not fixed destiny







# Constraints - Shaping Factors

## 1) Biological Constraints

Genetic makeup, brain development,  
physical capabilities

## 2) Environmental Constraints

SES, family dynamics, access to resources

## 3) Experiential Constraints

Life experiences

# Domains and effects

- Strong language skills in early childhood can support success in Reading, which further strengthens language abilities.
- Motor skills leading to improved coordination and athleticism.
- Small successes or struggles early on can have a snowball effect over time.





# DevC framework as paradigm

When using a cascade model, an early childhood teaching educator can learn how to introduce the interconnected domains and the possible pathways that an infant can follow in their childhood. The ethical dilemmas that early childhood educators face can be addressed when the needs of children are put first, when there are balanced teaching styles, diverse environments that recreate how multiple domains and interactions play a role in the development of young children.

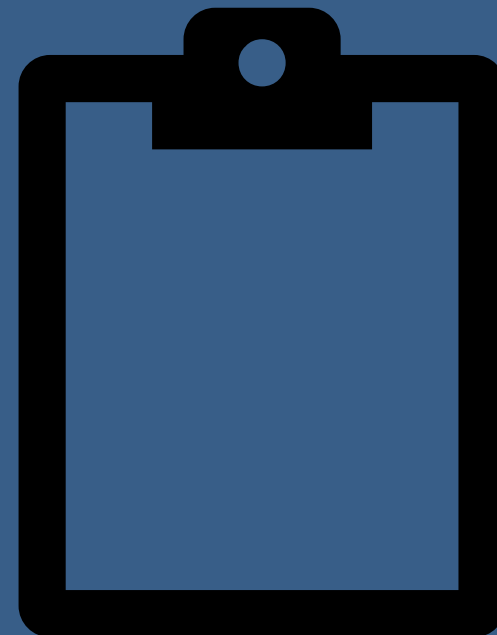


# Methodology

On going Literature Review – no citations of DevC in Education journals.

Survey Pilot Study: change of teachers' image of the child

Preliminary results





# RESEARCH QUESTIONS (DRAFT)

- In what ways does a shift in a teacher's image of the child affect their teaching?
- How do family members, caregivers, early childhood teachers think about developmental cascades as an explanation of their child's experience?
- What are some obstacles and hindrances for information about children from flowing more freely across disciplines, particularly into Early Childhood Teacher Education?

# Pilot study

Survey was distributed to ECCE teachers, directors, attendees to professional development sessions, regional , state, and national level.

Sample size: 95 respondents so far in both English and Spanish

Pre- and post-survey, looking for change

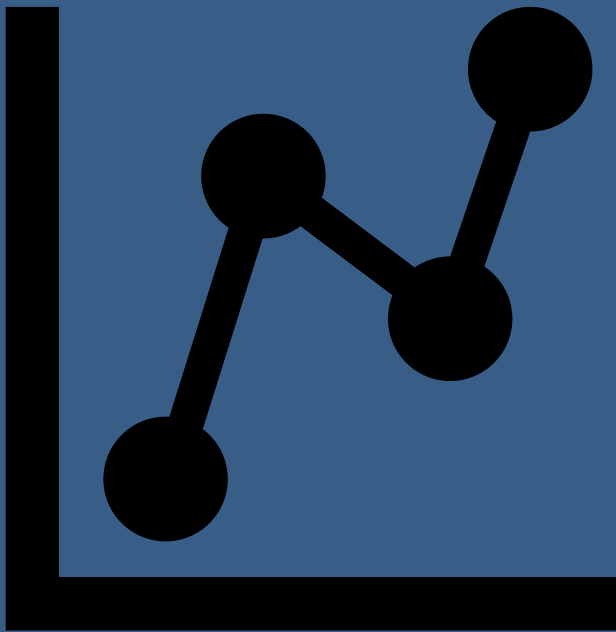
# Sample of Questions

- Rate your familiarity with the idea of “Developmental Cascades”
- What factors impact how a child develops and learns?
- For each pair of descriptive words, choose a space between the two that best characterizes your perspective on child development
- Which ECCE theorists are you most familiar with?



# Preliminary results

44% of subjects mentioned they have never heard of the term.





# Outcomes

- Continue with the survey on the upcoming conferences in Texas.
- There is an opportunity to continue exploring the framework and deepen understanding of developmental processes.
- More and effective interventions that promote positive development across life are necessary to support societal changes.

# THANK YOU

Developmental Cascades Co-Lab

Collaboration of Early Childhood Teacher Educators, Educational Policymakers, Developmental Psychologists, and Montessorians exploring the shift from Ages & Stages to Developmental Cascades in describing child and human development over time and across domains.



<http://faculty.tamuc.edu/jthompson/Co-Lab>