

Tda 2.1 child and young person development assessment task



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Child & young person development Assessment task 2. 1 1. 1. 1 At birth: The child intellectual development recognizes the carers voice. The child's will only physically be able to swallow, suck, cry & grasp. The child will socially & emotionally bond with the main carers for the first few weeks. By 3 months: The child has learned the difference between day and night which helps for a better night sleep the child cry's less and smiles more. The child is physically able to hold its head up play with its fingers & use a rattle. By 6 months: The child can focus on interesting objects & start to understand language & try to communicate the child is socially shy to strangers. The child can physically reach out & grab objects & pass the object from hand to hand, can also self feed with a spoon, sit up in a high chair, roll over & try to crawl. By 12 months: The child stands upright holding on to objects & may walk holding on the child can crawl around, the child has fully developed eyesight can self feed with fingers and spoon can wave goodbye and point out, can cry when left with strangers from carer-separation anxiety, smiles for the main carer & understands more of what is going on around them, begins their first words By 2 Years: The child is now able to walk, can walk up & down stairs with help, pick up objects from the floor when standing, build brick towers, throw a ball & enjoy ride on toys. Their development in language skills are improved & understanding of language in which they start to develop a mind of their own. They socially demand constant mothering & show signs of temper & frustration eager for their independence. By 3-5 years: The child has less temper & frustration tantrums, they can cooperate with other children in play, they can dress & undress themselves use the toilets independently. Able to express their feelings & understand that parents will return so no separation anxiety, enjoy play

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with toys dolls painting and books sand & water. Most children master the toilet by this time can go up and down the stairs one foot a time dress & feed them self. But have limited stamina. The child speech should be fairly fluent & understood by strangers but with occasional grammar errors, they enjoy asking questions & talking. Friends become apart of there life as they attend school and separated more for the parent. By 6-9 years: The child now developing more gradually increasing the speed of hand writing, games become more organized by understanding rules & be able to ride a two wheeler bike without training wheels, enjoy climbing & enjoy learning to swim, can solve simple problems & enjoy working things out for them selves, there stamina increases as the heart & lungs grow. He or she will compare them self with others. You may find that with each birthday during these 'middle years' the child will develop new characteristics. Six year-old tend to be demanding and bossy. Seven year-old have a tendency to take life very seriously. They life's worriers. Eight year-old are often enthusiastic about life and tend to be outgoing. Nine year-old may make a serious grab for independence and may start questioning your authority. They will enjoy the company of children of the same sex and has a tendency to stereotype the opposite sex and their associated interests - girls can't play with trucks, boys can't play with dolls. By 10-13 years: The child has now mastered many skills in writing & drawing, can draw detailed representational drawings & writing shows imagination they can solve more & bigger problems. Puberty starts with girls first more the boys but stamina increases with boys there growing awareness of different gender aspects Girls will grow buds of breasts at ten or eleven, her hips will take shape and she may begin to menstruate at eleven or twelve. Eleven is an early start for a first period and even at twelve

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and thirteen girls are not always emotionally prepared and welcoming of this powerful sign of approaching fertility. Boy's physical changes and emotional challenges are not so dramatic for boys at this age, as they tend to mature physically a little later than girls. By 14-16 years: The child develops their own identity they may have different ideas to the parents leading to possible conflict as they explore their own identity & develop their own personality. During this time your child's thinking skills take a decidedly adult turn, his body matures, and friends and social networks outside the family become increasingly important. Show signs of struggling to belong in society, they spend more time with peers. May face peer pressure with issues such as sex and experimentation with alcohol and drugs. Boys have a rapid growth in height and weight, muscles fill out and strength increases dramatically & body hair increases. Girls growth in height continues, but at a slower pace than earlier; adult height is reached by age 16 or 17 there breast development continues also hips widen; fat deposits in buttocks, legs and stomach increase menstrual periods become regular, ovulation is established, pregnancy becomes possible. In both boys & girls their pubic hair thickens, & darkens. Always hungry as appetite is great need for sleep increases, they may sleep quite late on, oily skin and acne may be.

1. 1. 2 In this section I will use one of my own son's as an-example he has (Attention-Deficit Hyperactivity Disorder) ADHD One possible reason for this kind of behavior is ADHD Even though the child with ADHD often wants to be a good student, the impulsive behavior and difficulty paying attention in class frequently interferes and causes problems. Teachers, parents, and friends know that the child is misbehaving or different but they may not be able to tell exactly what is wrong. A child with ADHD often shows some of the

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following: trouble paying attention inattention to details and makes careless mistakes easily distracted loses school supplies, forgets to turn in homework trouble finishing class work and homework trouble listening trouble following multiple adult commands blurts out answers impatience fidgets or squirms leaves seat and runs about or climbs excessively seems " on the go" talks too much and has difficulty playing quietly interrupts or intrudes on others So this being a factor show that a child with this type of problem it can affect the child's development in school and home life in a big way 2. 2. 1

Background: This can be a number of things from the language they speak to culture issues, religious believes so if for example a child starts a new school and there main language is Welsh but the schools first language is English this will have an effect on that child. He/she may fall behind with school work and may need extra help. Health: Again this is a number of thinks from physical, mental to long term illness so if a child as cancer for example he/she will miss out on a lot of school work. Or if children with a mental illness like ADHD he/she may fall behind with school work and may need extra help. Environment: Every child will be raised in a different environment some may have one parent some have two some may have none and raised by someone outside a family situation. 2. 2. 2 From my experience on recognizing and responding to concerns is my oldest son and how he used to be very hyper active and some time miss behaved in school/home. It wasn't till he was assessed with ADHD (Attention-Deficit Hyperactivity Disorder) at the age of 12 that we realized he had lost out on lots of school work in the years. But with help from school he is all most ready to take his exams this year. 3. 3. 1