

# [Child and young personal development](https://assignbuster.com/child-and-young-personal-development/)

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CHILD AND YOUNG PERSONAL DEVELOPMENT FROM BIRTH TO 19 YEARS TIMELINE Task 1 Fiona Griffiths15/10/12 PHYSICAL DEVELOPMENT | | 0 — 3 MONTHS | | 3 — 6 MONTHS | \* Raises head and chest when lying on stomach \* Stretches legs out and kicks when lying on stomach or back \* Opens and closes hands \* Can sit with and, later, without support \* Pushes down on legs when feet are placed on a firm surface \* Brings hand to mouth \* Takes swipes at dangling objects with hands | 6 — 12 MONTHS | \* Crawls forward on belly \* Sits up without assistance \* Pulls himself up to stand \* May walk two or three steps without support \* Walks holding on to furniture \* Takes objects out of containers \* Pokes with index finger | 1 — 3 YEARS | \* Walk with support by 14 months, up steps by 22 months and run by 2 years \* They eat small amounts, eat frequently and they drink from a cup \* Can scribble and stack blocks \* Throw and kick balls, stand on tiptoes and jump with feet together \* Show an interest in toilet training and feel uncomfortable with wet or soiled diapers (most are toilet trained by age three) \* Can take things apart and put them back together and screw and unscrew lids \* Are more active that at any other point in their lives | 3 — 6 YEARS | · hops on one foot repeatedly· skips and dances well· good balance and coordination· has refined motor skills(e. g., can draw a squarewith good corners)· prints a few letters | 7 — 12 YEARS | · can play sports anddevelop new skills· energetic· has a large appetite· height and weightincreasing at a steady rate· increased coordination andstrength· body proportionsbecoming similar to anadult’s· fine motor coordinationwell-developed (e. g., writing and drawing skills) | 12 — 16 YEARS | \* They need lots of rest — more than atany time since they were babies. \* Sexual growth continues. \* May worry about their weight because looking good and being popular are important to them. Teens who are slow to grow may have low self-esteem. | 16 — 19 YEARS | Girls complete physical and sexualgrowth. Boys may continue to growthrough late teen years and into theirearly 20s. W eight and being fit areconcerns to older teens. | COMMUNICATION & INTELLECTUAL | | 0 — 3 MONTHS | \* | 3 — 6 MONTHS | \* Watches faces closely \* Responds to her own name \* Follows moving objects \* Recognizes familiar objects and people at a distance \* Starts using hands and eyes in coordination \* Responds to music and turns head toward sound | 6 — 12 MONTHS | \* Responds to “ no" \* Babbles with inflections: changes in tones \* Finds hidden objects easily \* Begins to use objects correctly: drinks from cups, listens in a phone \* Explores object in different ways: banging, shaking, throwing, | 1 — 3 YEARS | \* Are able to name familiar people and objects \* Are curious, can follow simple directions and have short attention spans \* Point to objects they want, and can use them for their intended purpose \* They begin to include a second person in pretend play \* Say “ no" a lot, imitate animal sounds, and use the pronouns “ me" and “ mine" \* Initially can combine two to three words, and then three or more, and are able to express feelings and wishes | 3 — 6 YEARS | talks in sentences· is completely understandable· defines familiar words· has developed certain likes and dislikes· understands cause and effect relationships only in relation to his/her ownneeds, wants or experiences (e. g., hot stove hurts me)· expresses ideas, asks questions, and engages in discussions | 7 — 12 YEARS | · asks fact-oriented questions (e. g., wants to know “ how, " “ why" and “ when")· can deal with abstract ideas· judges success based on ability to read, write anddo arithmetic· wants to develop skills and become competent· learns to think systematically andgenerally about concreteobjects· learns the concept of“ past, " “ present" and“ future" | 12 — 16 YEARS | Teens may pay more attention toschool and grades. They arebecoming self-reliant. They are moreresponsible. Being treated fairly isimportant to them. They can thinkabout things that can’t be seen suchas spiritual ideas and things like love, respect and justice. | 16 — 19 YEARS | Older teens are able to think ideasthrough. They are concerned aboutfuture education and career goals. Their work habits are being set. Theywant to know where they fit in theirfamily and other groups. They are ableto see both sides of an issue. | SOCIAL, EMOTIONAL & BEHAVIOURAL | | 0 — 3 MONTHS | \* | 3 — 6 MONTHS | \* Begins to display a social smile — your baby is learning to recognize familiar faces and is eager to greet them \* Enjoys playing with others and may cry when playing stops \* Expressive and communicates more with face and body \* Drawn to image of self in mirrors \* Begins to learn how to comfort herself | 6 — 12 MONTHS | \* Baby appears shy or anxious with strangers \* May cry when caregiver leaves \* Enjoys imitation \* Tests parental responses to her behavior \* Repeats sounds or gestures | 1 — 3 YEARS | Rapid mood shifts which are usually short-lived \* They enjoy playing by themselves and or next to other children \* Show increasing fears and may ask for parents continually \* Begin expressing new emotions: jealousy, affection, pride and shame \* Imitate the behavior of others and assert themselves by saying “ no" \* Play simple pretend games and engage in fantasy play that is short and simple | 3 — 6 YEARS | can identify pictures of happy and sad peopleappropriately· identifies with caregivers and likes to imitate them· can be further away (physically) from carer· frequently overwhelmed by feelings (s/he can experience feelings of doubt and shame)· dresses and undresses without help except for tying shoes· plays role in “ makebelieve" play· can share and take turns· often has “ best friends"· likes to show off skills to adults· can identify differences in self and others (e. g., gender, colour of eyes) | 7 — 12 YEARS | acts very independent and self-assured but can bechildish and silly at times· self is partly defined by school environment(personality is more defined)· likes affection from adults· more independent but wants carers to bepresent to help· can identify and label what s/he is feeling· can distinguish between wishes, motives and actions· participates in community activities· enjoys working and playing with others· strong group identity (e. g., Brownies)· learns to achieve and compete | 12 — 16 YEARS | . They need love and respect of parentsand friends, but they may pretend notto care. They have a clearer idea ofright and wrong. They sometimesbehave like children when they are \* under stress. They need rules and structure forsecurity, but rebel against rules. Theymay stop hugging and kissing parents, especially in public. Friendshipschange often. They may try alcohol, \* drugs | 16 — 19 YEARS | They can have deep feelings of loveand passion; they have a better senseof who they are sexually; they arebetter able to wait for results. Theycan work through conflicts with othersand have more stable emotions. Friends are important but there isroom for other relationships; conflictwith parents begins to decease; concern for others increases. They aremore independent. They enjoy somefamily and community traditions. |