

Child and young personal development

[Literature](#), [Play](#)



CHILD AND YOUNG PERSONAL DEVELOPMENT FROM BIRTH TO 19 YEARS

TIMELINE Task 1 Fiona Griffiths 15/10/12 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 than 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 square with good corners)· prints a

few letters | 7 — 12 YEARS | · can play sports and develop new skills·

energetic· has a large appetite· height and weight increasing at a steady rate·

increased coordination and strength· body proportions becoming similar to

an adult's· fine motor coordination well-developed (e. g., writing and drawing

skills) | 12 — 16 YEARS | * They need lots of rest — more than at any time

since they were babies. * Sexual growth continues. * May worry about their

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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 sexual growth. Boys may continue to

grow through late teen years and into their early 20s. Weight and being fit

are concerns 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 own needs, 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 and do arithmetic· wants to

develop skills and become competent· learns to think systematically and generally about concrete objects· learns the concept of " past, " " present" and " future" | 12 — 16 YEARS | Teens may pay more attention to school and grades. They are becoming self-reliant. They are more responsible. Being treated fairly is important to them. They can think about things that can't be seen such as spiritual ideas and things like love, respect and justice. | 16 — 19 YEARS | Older teens are able to think ideas through. They are concerned about future education and career goals. Their work habits are being set. They want to know where they fit in their family and other groups. They are able to 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 people appropriately· 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 be childish 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 be present 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 parents and friends, but they may pretend not to care. They have a clearer idea of right and wrong. They sometimes behave like children when they are * under stress. They need rules and structure for security, but rebel against rules. They may stop hugging and kissing parents, especially in public. Friendships change often. They may try alcohol, * drugs | 16 — 19 YEARS | They can have deep feelings of love and passion; they have a better sense of who they are sexually; they are better able to wait for results. They can work through conflicts with others and have more stable emotions. Friends are important but there is room for other relationships; conflict with parents begins to decrease; concern for others increases. They are more independent. They enjoy some family and community traditions. |