

Barriers of development

[Life](#), [Childhood](#)



Barriers of Development Identifying problems Not all children acquire adequate social skills simply from the " Developing process. " Delayed and handicapped children will tend to have more than their share of problems in social development, but some children who seem normal in other areas may be viewed as poorly adjusted socially. The failure of develop normal social skills is often identified in one of the following ways: Separation problems: A child beyond age two continues to have extreme difficulty when away from mother may not be developing normally. Also, younger children whose response to mother's return following separation is not happy but rejecting, turning away, and crying may be showing signs of a poor relationship with mother. Severe shyness: there are many degrees of shyness, and certainly most children show some timidity around strangers or in unfamiliar environments where there are a lot of other people. In some children, however, shyness may become a problem if it prevents them from taking part in normal activities or if the child becomes withdrawn and rarely plays with others. Inability to pay attention: A child who moves constantly from one task or play activity to another, never settling down to complete something, may have social problems. Inability to follow instructions: Children who consistently fail to follow instructions may not hear them, or they may be refusing to comply. In either case, such children need attention from teachers and parents. Difficulty understanding language or talking to others: Delays in language development naturally influence social skill development. A child who cannot initiate interaction with others or who responds inappropriately to what others say will have difficulty behaving socially. Disruption: A child who is overly aggressive with the children around

him or her, who uses materials inappropriately, who constantly grabs toys from others, and who tantrums frequently cannot gain positive social experiences. Inability to take turns or share: Once past toddlerhood, all children should begin to understand the concept of sharing and of taking turns. A child who simply refuses may be showing signs of delayed social skill development. Demanding adult attention: Children who make excessive demands on adults, by asking innumerable questions, whining, crying, asking to be held, or following adults around may be having difficulty interacting with agemates. None of these behaviors alone is cause for alarm: Neither is the occasional occurrence of any of them. Instead, a repeated pattern of behaviour that is maladaptive is a danger signal that merits adult attention and carefully planned intervention (Allen, Ricke, Dmitriev, & Hayden, 1972).

Milestones in Social Development

Birth to 3 Months

1. Smiles socially,
2. Visually recognizes mother
3. Responds to voices by turning head.
4. Fixes eyes on another's face.

3 to 6 months

1. Vocalizes when spoken to
2. Laughs aloud.
3. Smiles at own image in mirror.
4. Reaches for familiar persons (fathers, siblings).

6 to 12 months

1. Appears anxious with strangers.
2. Likes being played with, talked to, held.
3. Likes watching other people.
4. Enjoys simple games like peek-a-boo or pat-a-cake.
5. Repeats activities that receive attention, and is responsive to social approval.
6. Waves bye-bye.

12 to 18 months

Learns to walk (making the " world" more accessible). Understands more language than is able to produce. Possesses toys rather than sharing them. Explores the environment, discovers, and becomes creative,