

Chandni s child dev essay



**ASSIGN
BUSTER**

Will be looking at the different types of developments which children experience and the children's developmental norms. These are the patterns that children are expected to follow. However, as every child is their own individual and unique not all of them will develop as expected as some may be forward whilst others may be behind. Will also be looking at ways different factors affect children development, how to monitor children and young people's development and what interventions should be taken if they are not followed.

Also different transitions that children may potentially face ND ways in which they affect the children.

Understand the expected patterns of development for Children and Young People from birth – 19 years. Physical Development Physical development is the way in which the body increases in skill and becomes more complex in performance. It is categorized into two areas. These are Gross Motor Skills (GSM) and Fine Motor Skills (FM). GSM allows you to use your large muscles such as walking, running, climbing etc. FM involves single limb movements using the arms such as throwing and catching.

It also include Fine Manipulative Skills which involves the use of the hands and fingers for doing activities such as pointing, writing, doing up shoelaces or using a fork and knife or chopsticks. Intellectual Development Intellectual development is the development of the mind. Part of the brain is used to recognizing, reasoning, knowing and understanding. It also involves perception which includes people making sense of what they see, hear,

smell, taste and touch. Perception is often affected by previous experiences and knowledge, and may be from the person's emotional State at the time.

Communicational and Language Development Communicational skills look at the way in which a child may speak, or say omitting, this may be through talking, hugging, crying, babbling etc. Language development is the development of communicational skills. This can include skills such as receptive speech which what a person understands, expressive speech which is the words that a person produces and articulation which is the way in which a person actually pronounces words. Emotional, Social and Behavioral Development Emotional development involves the way in which a person feels.

This could be about the growth of feeling about oneself, the development of feelings towards somebody else or the development of self-esteem and self-concept.

Social development involves the growth of a childish relationship with other people. Solicitation is the process of learning which involves every child and helps improve is which a child lives within a society. Behavioral developments looks at the way a child ; s attitude and views change due to different factors in their lives. Moral Development According to Megabit.

C 2006 “ Moral development consists Of developing awareness of how to relate to others ethically, morally and humanely.

It involves the understanding values such as honesty and respect, and acquiring incepts such as right and wrong and responsibility for the

consequences of ones actions. ” 0 to 6 months Physical Development

According to Megabit. C 2006 “ When placed on their front, babies will lie with their head turned to one side, the buttocks humped up and the knees tucked under the abdomen. ” – this is an example of Gross Motor Skills.

Babies will usually hold their hands closed tightly but their hands may open up during feed or when their hand has been stroked. Their hands are often tucked under their fingers.

This is an example of Fine motor skills. Babies will turn their head to look at shiny objects or a bright light. They will blink in response to a sound or movement They will start to show a preference of whether they prefer sweet tastes over salty, sour tastes. If something is put into a babies mouth, they will automatically start to suck or swallow it. If an object or finger is put into a babies palm, they will automatically grasp it.

At one month old, babies can turn from their side to their back. They will start to put their fists in their mouth When interested and excited, they will show this by using their facial expressions. They will follow a movement of a bright light, or a toy being angled slowly in their line of vision. At the age of three months, babies are able to lift both their head and their chest in the prone position. They will start to kick their legs alternating or sometimes together. They will also wave their arms and bring their hands together over their body.

They will move their head so they are able to follow people. At the age of three months, a baby can hold a rattle for a short while before dropping it.

According to Megabit. C 2006 “ Babies prefer moving objects to still ones – their eyes will follow a moving toy from side to side.

” They will turn their eyes towards a mound, especially when they hear a human voice. They are able to respond to their name being called According to Megabit. C 2006 “ Babies are fascinated by human faces and can recognize their mother’s or main caregiver’s face in a photograph.

Intellectual Development Babies will respond to noise by moving their limbs They will be able to recognize their primary caregivers, and respond to them by a combination of excited movements, coos and smiles.

At the age of three months, babies start to take an interest in their surroundings According to Megabit. C 2006 ‘ They will understand cause and effect, for example, they will elaborately shake a rattle. ” Communicational And Language Development Babies will cry to indicate that they need or want something. They will make non-crying noises such as gurgling or cooing. They smile in response to speech.

At three months, they will cry loudly when they want something. Emotional, Babies enjoy cuddling and feeds According to Megabit. C 2006 “ They often use their body movements to express pleasure at bath time or when being fed. ” When held face to face, they will interact with an adult by looking, listening, vocalism and moving their arms and legs excitedly.

Babies smile at familiar people and at strangers. 6 to 12 months At six months, babies can roll onto their stomach from their back. If they are lying

on their stomach, they can lift their head and chest whilst supporting themselves with their arms and hands.

They will use their shoulders to help them pull themselves up into the sitting position. When sitting and standing, they will do this with a straight back.

Babies like to bounce their feet up and down whilst On the floor.

According to Megabit. C 2006 “ Babies will lift their legs into a vertical position and grasp one or both feet with their hands. ” When they want to be lifted they will hold their arms up. They will change the angle of their body to reach out for an object They will take a toy of you when it is being offered to them. Babies explore objects by putting them in their mouth.

According to Megabit.

C 2006, by nine months “ Babies can pull themselves to a standing position, but are unable to lower themselves and tend to fall backwards with a bump. ” They are able to stand holding onto furniture. They will find ways to move around on the floor, they may do this by rolling crawling on their stomach, bum shuffling or wriggling. They will release a toy room their hands by dropping it but they will not put it down voluntarily.

Babies will move their arms up and down when they are excited. Intellectual They will understand the meanings of words such as ‘ bye-bye’, ‘ mama’ or ‘ dada’.

At this age, babies can understand what certain objects do, therefore they know what to expect from them. They turn immediately when they hear their

mother, or main caregivers voice. At nine months, babies are able to judge the size of an object which is up to 60 CM (2 feet) away. According to Megabit.

C 2006 “ Babies watch a toy being hidden and then look for it, this shows that they know that an object can exist even when it is no longer in sight. ” This is called object permanence. They are able to understand their daily routine, and simple instructions such as ‘ kiss the teddy. Communicational And Language Development They will talk to themselves in a tuneful, sing-song voice.

Babies squeal in delight According to Megabit. C 2006 “ Babies babble spontaneously, using first monosyllables such as ‘ GA, GA’ and then double syllables such as ‘ go-GA’ and later combining more syllables. ” They enjoy communicating with sounds They imitate adult sounds such as cough of a ‘ bar’ noise They know general characteristics of their language, they will not respond to any foreign languages which they are unaware of.

Emotional, Social and Behavioral Development Babies manage to feed themselves using their fingers.

They offer toys to other people. At this age, they are more wary of strangers. They will show distress when their mother or father leaves, they do this by crying. By the age of 9 months, babies enjoy songs and action rhymes.

They still prefer to be near a familiar adult. They enjoy playing on their own for a long period of time. At this age, they often need to have a comfort object, such as a blanket or a favorite teddy. They still like to put everything in their mouth.

They like to make noise by banging toys.

1 to 2 years By the age of 1, babies are able to rise to a sitting position from lying down. They can now rise to stand up without any help from people or furniture. They will be able to stand alone for a few moments. According to Megabit. C 2006 “ Babies can crawl on their hands and knees, bum shuffle, or use their hands and feet to move rapidly about the floor.

” They will walk using furniture as support. They may be able to walk alone, with their feet wide apart and their arms eased to maintain balance or walk with one hand held.

At 13 months, babies can Often walk but tend to fall over frequently and sit down rather suddenly. By 15 months, the babies are able to walk alone and kneel without support.

They are able to release a small object into someone’s hand. They will drop and throw toys on purpose to see the outcome and see where they have fallen. They enjoy building a few bricks and arrange toys on the floor. By 15 months, they are able to put small objects into a bottle or container. They can grasp a crayon with either hand in a palmary grasp and imitate a to-and-fro credible.

Intellectual Development They use trial and error methods to learn about objects They understand simple instructions such as ‘ Give me the toy’ ‘ Come to daddy’ or ‘ wave bye-bye. ‘ Know parts of their bodies and can point to them. Can respond to simple instructions Copy the last part of what

people say. Starts to use single words instead of babbling and will learn more words. Start to use people's names.

Emotional and Social Development They may respond with anger when told off They may start to have tantrums They may start to become distracted from inappropriate behavior.

They may come possessive with toys and may not want to share. May get angry with peers, therefore they might start pushing. Can get jealous when another child has the attention that they want. Moral and Behavioral Development They may be reluctant to share They can be restless and very determined, quickly getting irritated or angry They may start to show anger defiance and resistance to adults.

2 to 4 years Children are able to run confidently They will start to walk up and down the stairs confidently They will be able to put on their shoes They will be able to join and separate interlocking toys

They will be able to draw circles, lines and dots with a pencil Will be able to kick a stationary ball Enjoy climbing and sliding down small apparatus Will be able to turn pages in books Will want to put on their own and take off their coats Intellectual Development Start to be able to complete jigsaw puzzles Be able to recognize animals Will be able to recognize colors and put things into simple sets Understand that actions have consequences Will frequently ask ' why' and What' questions.

Will enjoy creative play Enjoy stories and rhymes Short sentences may be used by 30 months, some words may be used incorrectly By 42 months,

most of their language is all correct Their vocabulary will increase, and their will start to join two words together They may show less anxiety about being separated from careers. They understand the concept of getting into trouble. They may start to blame others when they misbehave.

Will start to tell careers how they feel Enjoy the company of children their own age and making friends Will understand their own feelings, when happy and sad.

Will begin to respond to careers lovingly, by giving cuddles. Experiences a range of changeable feelings which are expressed in behavior Moral and Have an understanding of basic rules. May get angry at with their peers, by biting or pushing them.

May use growing language ability to protest verbally They will start to use the toilet and wash their own hands Will start to say “ Sorry”, and may understand why they have said it. 4 to 7 years Will be able to change direction whilst running Will be able to bounce and catch balls They will be able to successfully walk in a straight line They will be able to use scissors and cut out basic shapes Will be able to write their name, different letters and the numbers They will learn to fasten zips and most buttons

Will start to ride a bike without stabilizers Their balance will improve, so they will start to hop on either leg, skip or play hop-scotch Will have a good sense of rhythm and will enjoy dancing and movement activities May be able to tie their own shoelaces Will be able to control mark making materials such as pens and pencils Memory will develop so children can remember songs and

stories Can sort objects into more complex sets. The children's number correspondence improves.

Are able to complete simply calculations. Understanding of language increases so does enjoyment of stories and rhymes.

Will enjoy role play games both indoor and outdoor Will enjoy telling jokes Enjoy reading books Know how and when to take turns. May become stubborn when they can't get their own way. They may feel ashamed or guilty when an adult doesn't agree with their behavior.

As the child's imagination increases, they may become more fearful, egg scared of ghosts or the dark. Enjoy team games and activities Be able to control their emotions, egg will gain more patience with careers. Start to sulk and be miserable. Being over-excited may lead to 'silly' behavior.

Will Have a strong sense of what is right and wrong.

Will tell an adult when another child has broken the rules. Moral and Behavioral Development If exposed to swearing, children are likely to copy. Will be familiar to rules Will have quarrels with peers over little things. May sulk or be miserable at times.

Has a strong sense of right and wrong. May argue when carrying out tasks, egg when tidying up Will learn to negotiate with peers through behavior. Feel guilty when adults disapprove of behavior. May 'show off in front of peers. 7 to 12 years Co-ordination and speed of movement develops. Writing becomes more adult like.

Have more physical strength as bones and muscles develop.

Less active as more interested in TV, games, DVD's, computers etc. Puberty may start from 11 years old. Can make up and tell stories. Sense of logic develops.

Is more computer literate. Enjoy talking to friends. Verbal and written communication is correct. Engage is all correct.

Stable relationships are relied upon. More same-sex relationships. May not want to go to an event unless friends go too. May feel more independent and want to make journey to school on their own. May start to feel unsettled due to transition from primary to secondary school.

Moral and Behavioral Development Conflicts with parents may arise

May refuse to go along with parents decisions. Mood swings may occur due to puberty. May feel rules are unfair. 12 to 16 years Sporting talents may become more apparent.

Talents in art may become more apparent. Bodies for both girls and boys will change due to puberty. Girls generally enter puberty by 13 years, becoming women physically by 16 years Boys generally enter puberty by 14 years, becoming men physically by 16-17 years May learn new manipulative skills. Will know how to use materials fairly. Will pick their options as they go into Key Stage 4.

They will understand more abstract concepts.

The language young people use within this age band is often littered with phrases and sayings current to their times. May become reluctant to ask adults for advice. Will start to refuse to go along with parent's decisions. May start to feel like rules are unfair. Hormonal changes bring out moodiness and outbursts.

May experience conflict between their parents, siblings or peers. Become romantically/sexually interested in others. May prefer to spend time with more friends than family. May feel more under pressure as exams arise.

Will experience mood swings. Moral and Behavioral Development

Toward 16, future decisions are being made. May disregard the opinions/values of parents if they conflict with those of the peer group. Desire to express individuality, yet strong desire to fit in with peers. May swing from acting mature yet doing childish actions.

May experiment with drugs and alcohol due to peer pressure. 16 to 19 years
Will have reached adult height. Continued brain development. Will have high level of skills. May have completed college courses. May be in university. Use internet and phones to communicate with others.

Enjoy company of friends. Have the ability to compromise and make decisions.

Develop sense of humor. May move out of family home and move in with friends/partner.

Start to have sexual relationships with others. May experience risk taking behavior. Will have a clear understanding about right and wrong. Behavior may link to self-esteem issues, egg smoking, drug intake. Increased concern for the future. Well defined work habits.

Understand the factors that influence Children and Young People's development and How they affect practice. All children are different because of the different factors which influence their lives. Some of these may be personal issues whereas others may be external ones.

Personal Factors Personal factors which may affect children and young people are influenced through genetics.

Examples of different factors are:- Influences before and at birth Health status Disability Sensory impairment Learning difficulties External Factors External factors which affect children and young people are influenced by the child's environment. Some examples of the different factors are:- Poverty and Deprivation Diet Housing Education Play and leisure activities Aspirations and expectations Family environment and background Family circumstances Personal choices Looked-after children Theories of Development

Humanist (Maslow) Abraham Maslow is a human psychologist. He is known for his contribution to Hierarchy of Needs. He believed that with this you can summarize the belief system of humanistic psychology. He made this up bearing in mind of the needs of every individual and in order for them to live.

He believed that without meeting these initial needs we are unable to continue our lives and move upwards on the hierarchy. The first level consisted of our physiological needs. Maslow knew that without food, water, shelter, oxygen and sleep there is no way that we are able to survive.

Once we had these physiological needs, we are able to move up to our Safety needs and then our Belonging and Love needs, then our Esteem needs and finally our need for Self Actualization.

Although whilst climbing through the pyramid we may have some hiccups and we may feel that we have not completed something, it's important that everybody tries to their full potential to pull themselves up and to reach the top of the pyramid. Framework of Social Pedagogy There are many different theories of development and ways in which we work with children and young people which can both be brought together to create a framework for care and education.

This is a holistic and thoughtful way of working and this is known as social pedagogy. The main aim of social pedagogy is to find ways of working with child and young people in order to improve all of their life chances and social outcomes.

Understand how to monitor Children and Young People's development and interventions that should take place if this is not following the expected pattern. In each setting, you have a way in which you can see the sequence and rates of development associated with children who are at different ages and stages in their development. However, not all children will be able to match them.