

# SUBJECT: Child Development

## UNIT: Unit 2



### Stages of development PILES

**Physical** development - Includes both growth and the ability to use muscles and body parts for particular skills.

**Intellectual** development - Its is about how we think, learn and use information.

**Language** development - This is about how we communicate. There are many skills including talking, listening and understanding.

**Emotional** Development - about feelings and identity.

**Social** development – Is about relationships we have with others and how we fit into groups.

## Hollistic = PILES

### Observations

**Narrative** - A detailed written description of an event, written in the present tense.

**Checklist** - A pre designed list to which you are assessing the child against, to see if they can do them.

**Time** - Carried out over a period of time – say 3 hours. Record what the child is actually doing every 5/10/15 minutes

**Event** - Record every time the child does a specific thing – has a temper tantrum/or shows challenging behaviour.

**Longitudinal study** - is where certain behaviours are watched over a long period of time. They can be used to keep track of a child's development over months and years.

### Reasons why we formally observe children

- To gain an understanding of their needs
- To discover the stages they have reached in their development (milestones)
- To share, applaud, recognise & celebrate their achievements
- To plan the next steps in their development
- To note changes in behaviour
- To seek help/support if development stages not reached

### Transitions

Going to preschool, nursery or childminder.	Arrival of a new baby
Starting school	Moving home
Being cared for by a family member.	Death or illness of a family member
Going to a club or class	Family breakdown ( e.g. divorce)
Changing group or class within a nursery, preschool or school.	Arrival of new step parent and/or step brother or sister

### How can we support children through transitions:

- Respond sensitively to issue.
- Ensure clear communication with parents.
- Gain as much information as possible from parents regarding the issue.
- Organise home visits for key workers.
- Offer staggered admissions (modify how long they stay, one morning instead of a whole day to familiarise themselves with the surroundings).
- Bring a comfort blanket/teddy or toy.
- Liaise with outside agencies (social services).
- Keep a diary to inform parents of the child's day.
- Puppets or dolls to role play to express themselves.