

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.