

Development

- The term 'child development' is used to describe the skill and capacity of function acquired by children between birth and about 5 years of age
- It is a qualitative change in the child's functioning.
- It can be measured through observation.

By understanding what to expect during each stage of development, parents can easily capture the teachable moments in everyday life to enhance their child's language development, intellectual growth, social development and motor skills.

NB/Chronological age, physical growth and developmental skills usually evolve hand in hand. Just as there are normal ranges for changes in body size with age, so there are ranges over which new skills are acquired.

When considering developmental milestones:

- The median age is the age when half of a standard population of children achieves that level; it serves as a guide to when stages of development are likely to be reached but does not tell us if the child's skills are outside the normal range.
- Limit ages are the age by which they should have been achieved. Limit ages are usually 2 standard deviations from the mean. They are more useful as a guide to whether a child's development is normal than the median ages

There are four fields of developmental skills, these are:

- A. Gross motor
- B. Vision and fine motor
- C. Hearing, speech and language
- D. Social, emotional and behavioral

Gross motor skills are the most obvious initial area of developmental progress. As fine motor skills require good vision, these are grouped together; similarly, normal speech and language development depends on reasonable hearing and so these are also considered together. Social, emotional and behavioral skills are a spectrum of psychological development

- **Gross motor development:** an explosion of skills during the first year of life ,large muscle
- **Vision and fine motor development:** more evident acquisition of skills from 1 year onwards
- **Hearing, speech and language:** a big expansion of skills from 18 months
- **Social, emotional and behavioral development:** expansion in skills is most obvious from 2.5 years.

PEDIATRIC ASSESSMENT INSTRUMENTS

- Denver developmental screening test (DDST)
- Bayley scales of infant development (BSID)
- Peabody motor scales
- Gross motor function measures (GMFM)

Birth

- **Gross motor:** The newborn's movements are random, diffuse and uncoordinated. Complete head lag
- **Vision & fine motor:** Holds hand in fist; Bright lights appear to be unpleasant to newborn infant. Follow objects in line of vision
- **Hearing & Speech:** The newborn infant responds to sounds with either cry or eye movement, cessation of activity and / or startle reaction.
- **Social:** The newborn infant expresses his emotion just through cry for hunger, pain or discomfort sensation.

6-8 weeks

- **Gross motor:** Pelvis flatter, Head control developing but head nodding, curved back, needs support
- **Vision & fine motor:** Follows moving objects 180 degrees
- **Hearing & Speech:** listens to voice and coos
- **Social:** Smiles on social contact

4 months

- **Gross motor:** Lifts head and shoulders with weight on forearms no head lag when pulled to sitting position,
- **Vision & fine motor:** reaches for and grasps objects and holds a rattle and shakes purposefully, brings them to mouth
- **Hearing & speech:** Laughs out loud, excited at sight of food, may show displeasure
- **Social:** social contact

6 months

- **Gross motor:** Arms extended supporting chest off couch, sits with self-propping, Stands with support, Roles over, creep-crawls
- **Vision & fine motor:** Reaches for and grasps large objects, transfers object from Hand to hand
- **Hearing & speech:** forms polysyllabic vowel sounds
- **Social:** Prefers mother, responds to changes in emotional content of social contact

9 months

- **Gross motor:** Gets in to sitting position alone, crawl, pulls to standing and stands holding on
- **Vision & fine motor:** grasps objects with thumb and forefinger (Immature pincer grasp)
- **Hearing & speech:** Double babble: dada mama baba
- **Social:** responds to sound of name, waves bye-bye

12 months

- **Gross motor:** Stands, and walks with one handheld
- **Vision & fine motor:** Mature pincer grasp, Gives bricks to examiner
- **Hearing & speech:** says a few words besides mama and dada
- **Social:** plays simple ball games, makes postural adjustments to dressing

15 month

- **Gross motor:** Walks independently and stoops to pick up objects
- **Vision & fine motor:** Builds a tower of two cubes
- **Hearing & speech:** 10 words, No Ta Teddy Bed Dog, Bottle
- **Social:** Drinks from a cup

2 years (24 mo)

- **Gross motor:** Runs up and down stairs one step at a time
- **Vision & fine motor:** Scribbles with a pencil
- **Hearing & speech:** Linking two words Daddy gone, Teddy's tired
- **Social:** Toilet trained by day Spoon-feeding self

3 year's (36 mo)

- **Gross motor:** Rides tricycle, stands momentarily on one foot
- **Vision and fine motor:** Copies a circle, imitates a cross
- **Hearing & speech:** Knows age and sex, counts three objects correctly.
- **Social:** Plays simple games with other children, washes, Dresses self (except buttons) hands.

4 years (48 mo)

- **Gross motor:** Hops on one foot, uses scissors to cut out pictures.
- **Vision and fine motor:** Copies circle and square, draws a man with 2 to 4 parts besides head.
- **Hearing & Language:** Counts up to 4 accurately, tells story.
- **Social:** plays with several children with the beginning of role play, goes to toilet alone

5 year (60 mo)

- **Gross motor:** Skips
- **Vision and fine motor:** copies a triangle, names heavier of two weights.
- **Hearing & Language:** Repeats sentences of 10 syllables, counts 10 pennies correctly.
- **Social:** dresses and undresses, asks questions about meaning of words.

Motor Skills-Summary

- **Age 3:** tricycle, copies circle
- **Age 4:** hops, copies square
- **Age 5:** skips, copies triangle

School age

During school age, evidence of developmental progression is predominantly through cognitive development, abstract thinking and skills of conceptualization.

Adolescence

Adolescence: is a period of development which involves with in it.

Puberty: is a biological process in which a child becomes an adult.

These changes include: development of secondary sexual characteristic, increase to adult size and development of reproductive capacity.

Adolescence has 3 stages: Early, middle, and late.

	Biological	Psychological	Social
Early adolescence	Early puberty Females - breast bud, pubic hair development, start of growth spurt Males-testicular enlargement, start of genital growth	Concrete thinking but begin to develop moral concepts and awareness of their sexual identity	The early emotional separation from parents, start of a strong peer identification, early exploratory behaviors, e.g. may start smoking
Mid-adolescence	Females - end of growth spurt, menarche, change in body shape Males - sperm production, voice breaks, start of growth spurt Acne Blushing Need for more sleep	Abstract thinking, but still seen as 'bulletproof', increasing verbal dexterity, may develop a fervent ideology (religious, political)	Continuing emotional separation from parents, heterosexual peer interest, early vocational plans
Late adolescence	Males - end of puberty, continued growth in height, strength and body hair	Complex abstract thinking identification of difference between law and morality, increased impulse control, further development of personal identity, further development or rejection of ideologies.	Social autonomy, may develop intimate relationships, further education or employment, may begin or develop financial independence