

Unit 1: Understand the Development of Children and Young People in Residential Childcare

Unit reference number: F/506/7653

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

In this unit, you will gain knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. This includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

You will also gain knowledge and understanding of aspects of development expected for children and young people from birth to 19 years. Theories and frameworks supporting development are also explored, as are factors impacting on progress. Children and young people develop at different rates, and monitoring this in order to take appropriate action is vital and you will explore approaches to assessment and intervention. You will also learn about transitions and the impact they can have on children and young people's development.

Additional information

Aspects of development include:

- Physical
- Language and communication
- Intellectual/cognitive
- Social, emotional and behavioural
- Moral

Personal factors include:

- health status
- disability
- sensory impairment
- learning difficulties

External factors include:

- Poverty and deprivation
- Family environment and background
- Neglect
- Trauma
- Grief and loss
- Personal choices
- Looked after/care status
- Education

Theories of development include:

- Cognitive (e.g. Piaget)
- Psychoanalytic (e.g. Freud)
- Humanist (e.g. Maslow)
- Social Learning (e.g. Bandura)
- Operant conditioning (e.g. Skinner)
- Behaviourist (e.g. Watson)

Frameworks to support development include:

- Social pedagogy

Methods of assessing development include:

- Assessment Framework/s
- Observation
- Standard measurements
- Information from carers and colleagues
- Listening to the child or young person's own account of their development

Interventions include:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice

- physiotherapist
- nurse specialist
- additional learning support
- assistive technology
- health visitor

Times of transition include:

- emotional, affected by personal experience e.g. bereavement, entering/ leaving care
- physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another, between a range of care givers on a regular basis
- physiological e.g. puberty, long term medical conditions
- intellectual e.g. moving from pre-school to primary to post primary

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the expected pattern of development for children and young people from birth to 19 years</p>	<p>1.1 Explain the sequence and rate of each aspect of development from birth to 19 years</p> <p>1.2 Explain the difference between sequence of development and rate of development</p> <p>1.3 Explain the impact of adolescent development on a young person's thoughts, feelings and behaviours</p>
<p>2 Understand the factors that influence children and young people's development and how these affect practice</p>	<p>2.1 Explain how children and young people's development is influenced by personal factors</p> <p>2.2 Explain how children and young people's development is influenced by external factors</p> <p>2.3 Explain how theories of development and frameworks to support development influence practice in a residential childcare setting</p>
<p>3 Understand the cycle of monitoring, assessment and intervention for children and young people's development</p>	<p>3.1 Explain how to monitor children and young people's development using different methods</p> <p>3.2 Explain the importance of observation within the monitoring and assessment process</p> <p>3.3 Explain how interventions can promote positive outcomes for children and young people where development is not following the expected pattern</p> <p>3.4 Explain how multi agency teams work together to address a child or young person's development needs</p> <p>3.5 Describe ways to ensure that day to day activities support the development of children and young people</p>

Learning outcomes	Assessment criteria
<p>4 Understand the importance of early intervention to support development needs of children and young people</p>	<p>4.1 Explain the importance of early identification of development issues</p> <p>4.2 Explain the particular significance of early identification of speech, language and communication delays and disorders</p>
<p>5 Understand the effects of transitions on children and young people's development</p>	<p>5.1 Explain how times of transition can affect children and young people's development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>

Unit amplification

1 Understand the expected pattern of development for children and young people from birth to 19 years

The sequence and rate of each aspect of development from birth to 19 years: physical; communication; intellectual/cognitive; social; emotional and behavioural; moral; identity

Gross motor physical development: infant reflexes; development of locomotion; balance and co-ordination; gender differences

Fine motor physical development: infant reflexes; palmar grasp; pincer grasp; hand eye coordination; use of pencil; brushes; tools; increase in control of tools; benefits of a stimulating environment

Physical maturity: target height; role of hormones; puberty; sexual maturity

Development of communication: Pre-linguistic vocalising; linguistic; single words; sentences; increase in vocabulary; receptive language; expressive language; development of pragmatic skills; theories of language; behaviourist; observational learning; language acquisition device; nature/nurture debate; critical periods

Intellectual/cognitive development: object permanence; use of symbols; development of abstract concepts; memory; imagination; problem solving skills; schema; multiple intelligence-Gardner; nature/nurture debate; maturation theory; Gesell scales

Social development: social interaction; cooperation with others; development of friendships; importance of friendships; peer groups; ability to spend time alone

Emotional and behavioural development: attachment to primary care giver; multiple attachments; theories of attachment; Bowlby; Ainsworth; effects of separation; the distress syndrome; self-concept; self-esteem; confidence; self fulfilling prophecy; emotional resilience; personal identity; social identity; Rogers – growth promoting climate

Moral development: stages; theories; Kohlberg; Eisenberg; Piaget; Gilligan

The difference between sequence of development and rate of development:

Sequence of development: broadly the same sequence; normal ranges of development; cephalo-caudal development in infancy; links with the nervous system; critical periods.

Rate of development: development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences; principles of physical development

The impact of adolescent development on a young person's thoughts, feelings and behaviours: sequence/rate of development; risk taking; vulnerability; social and emotional development; decision-making

2 Understand the factors that influence children and young people's development and how these affect practice

How children and young people's development is influenced by personal factors: health status; disability; sensory impairment; learning difficulties; genetic; trauma; grief and loss

How children and young people's development is influenced by external factors: poverty and deprivation; history of abuse and neglect; family environment and background; behaviour of mother during pregnancy; personal choices; looked after/care status; education; trauma; grief and loss

How theories of development and frameworks to support development influence practice in a residential childcare setting: Cognitive (e.g. Piaget); Psychoanalytic (e.g. Freud); Humanist (e.g. Maslow); Social Learning (e.g. Bandura); Operant conditioning (e.g. Skinner); Behaviourist (e.g. Watson); Frameworks: Social pedagogy

3 Understand the cycle of monitoring, assessment and intervention for children and young people's development

How to monitor children and young people's development using different methods: routine screening; common assessment framework (CAF); observation e.g. narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic – graphs, charts, sociogram; video recording; photographs; assessment for learning; standard measurements; centile charts; information from others – parents, carers, children and young people, professionals, colleagues; Leuven Involvement Scale; Assessment Framework/s; observation; standard measurements; information from carers and colleagues; listening to the child or young person's own account of their development

The importance of observation within the monitoring and assessment process: assessment; currency; reliability; measurement; review; evaluation; interaction; skills development

How interventions can promote positive outcomes for children and young people where development is not following the expected pattern: e.g. those offered through: social worker; speech and language therapist; psychologist; psychiatrist; youth justice; physiotherapist; nurse specialist; additional learning support; assistive technology; health visitors; counsellor/therapist; foster carers; residential care workers

How multi agency teams work together to address a child or young person's development needs: social work support for looked after children; children who have disabilities; speech and language therapist support with communication difficulties; psychologist support with learning and behavioural difficulties; role of play therapy; psychiatrist support with emotional difficulties; youth justice to provide support for young offenders; support to stop children and young people offending; specialist nurse to provide support for children/young people with specific health needs; additional learning support in the classroom and at home; physiotherapist support for fine and gross motor skills development; following trauma or illness; assistive technologies to enable pupils who have specific needs to access the curriculum; computer programmes; speech recognition device; hearing aid; health visitor to liaise with the family on health issues

Ways to ensure that day-to-day activities support the development of children and young people: planning, assessment, identification of strengths/areas for development, parental guidance/involvement

4 Understand the importance of early intervention to support development needs of children and young people

The importance of early identification of development issues: language and communication delay; impacts on cognitive development/learning; social development; and emotional development/behaviour

The particular significance of early identification of speech, language and communication delays and disorders: support; treatment; impacting on other developmental areas

5 Understand the effects of transitions on children and young people's development

How times of transition can affect children and young people's development: emotional; affected by personal experience e.g. bereavement; entering/leaving care; physical e.g. moving to a new educational establishment; a new home/locality; from one activity to another; between a range of care givers on a regular basis; physiological e.g. puberty; long term medical conditions; intellectual e.g. moving from pre-school to primary to post primary

The effect on children and young people of having positive relationships during periods of transition: continuity; guidance; social interaction; information; consistency; safety; security

Information for tutors

Suggested resources

Books

Brown S – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam; Reprint edition, 2010)
ISBN 9781583333785

Else P – *The Value of Play* (Continuum International Publishing Group Ltd., 2009)
ISBN 9780826495655

Lindon J – *Understanding Child Development: 0-8 Years* 3rd Edition
(Hodder Education, 2012) ISBN 9781444167184

Meggitt C – *Child Development, an Illustrated Guide* 3rd Edition with DVD
(Pearson Education 2012) ISBN 9780435078805

Minett P – *Child Care and Development* 6th Edition (Hodder Education, 2010)
ISBN 9781444117134

Trodd L – *Transitions in the Early Years: Working with Children and Families*
(Sage Publications Ltd, 2012) ISBN 9781446249789

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and videos

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website, includes information on the Department for Education, which is responsible for education and children's services for England

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

Nursery World <http://www.nurseryworld.co.uk/>

Play Right www.ipaworld.org

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1 the learners will need to demonstrate an understanding of the expected sequence and rate of development for children and young people, explaining key terminology and the role of adolescent behaviour on areas of a young person's development. A professional discussion could be used to provide the evidence for ACs 1.1, 1.2 and 1.3, where the learners will need to explain areas of development and recognise why awareness of the difference between sequence and rate of development is fundamental to the provision of effective support. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge ACs; for example, the response for AC1.2 must have sufficient detail about the difference between the sequence of development and the rate of development to meet the standards of the command verb explain.

For learning outcome 2, learners are required to demonstrate an understanding of the factors that influence children and young people's development and how they affect practice. This could be evidenced through learners' work products or alternatively through a relevant case study. For example, for AC 2.3, learners' could produce a report for colleagues explaining the effect of theories of development and frameworks to support development, have on ways of working in the residential childcare setting. The work products or case study, however, should be used in conjunction with professional discussion, in order to demonstrate that learners' have achieved the level demanded by the AC. Professional discussion could also be used to evidence understanding of the effect of personal and external factors on children and young people's development (AC2.1 and 2.2).

For learning outcome 3, learners will need to demonstrate an understanding of the importance of assessing, recording and monitoring children and young people's development. In a reflective account or report, covering ACs 3.1 to 3.5, learners could explain approaches to assessment, when they would be used and how findings influence the selection of effective and timely interventions. The value of

children and young people's input into their progress should be covered as well as accurate approaches to ensuring daily activities carried out by children and young people support their development. In addition, learners should include an explanation of the impact multi-agency working has on supporting areas of concern in the development of children and young people.

For learning outcome 4, the learners will need to demonstrate an understanding of the importance of early intervention to support development needs of children and young people. Evidence could be drawn upon from learners' work places, using anonymised examples, or from the use of case studies. Professional discussion or reflective account could be used to further corroborate the evidence provided in work products and case studies.

For learning outcome 5, a reflective account could be used to evidence learners understanding of reasons for developmental delays during times of transition and of the impact that positive relationships have on children and young people during times of transition.