Pearson BTEC Level 3 Diploma for Residential Childcare

(England) (QCF)

Unit 1

Understand the Development of

Children and Young People in Residential Childcare

**Child and Young Person Development** (TDA 2.1)

**Unit Aim:**

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.

**Learning outcome 1:**

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



**Understanding what each of the different areas of development might include**

|  |  |  |  |
| --- | --- | --- | --- |
| Physical development | Intellectual development | Communication and language development | Social, emotional and behavioural development |
| Learning how to master physical movements. Running, drawing, tying a knot are all examples of physical skills | The ways in which children learn to think, handle information and express themselves. Remembering someone’s name, using symbols e.g. drawings and letters.  | This is about learning to communicate with other people and understanding what they say. Taking, reading, writing and using gestures. | This is about relationships and understanding yourself. Being able to feel sorry for someone, knowing what behaviour is acceptable and being able to control your emotions.  |

**Task 1**

Under each area of development list some of the activities that will help to develop these skills.

|  |  |  |  |
| --- | --- | --- | --- |
| Physical development | Intellectual development | Communication and language development | Social, emotional and behavioural development |
|  |  |  |  |

1. Why do you think that it is important to know about the different areas of development? (list the different reasons)
2. What are your Settings procedures for referring concerns about a child’s development?
3. Why is it important to recognise and respond to concerns about children and young people’s development?

**How areas of development are connected**

It is important to remember that no single area of development is more important than the others.

Look at the following example of how the different areas of development are connected.

**Social, emotional and behavioural**

Children must be able to take turns. They need to find the game pleasurable and manage their feelings if they don’t win.

**Physical**

Children need strength in their legs to support their weight. They must be able to balance and coordinate their movements.

**Playing Hopscotch**

**Intellectual**

Children must be able to understand the rules of the game. They need to be able to count.

**Communication and language**

Children need to be able to understand what is happening.

(Beith et.al. 2005, p.g.101)

**Task 2**

Describe 2 activities that you have done with children/pupils and discuss how this links to the different areas of development.

|  |
| --- |
| Activity 1 Description: |
| Communication and language | Intellectual | Physical | Social, emotional and behavioural |
|  |  |  |  |

|  |
| --- |
| Activity 2 Description: |
| Communication and language | Intellectual | Physical | Social, emotional and behavioural |
|  |  |  |  |

**The sequence of children’s development**

Children’s development follows a similar sequence.

**Step 1: From simple to complex**

Development progresses from simple actions to more complex ones for example, children stand before they can walk, and walk before they can skip or hop.

**Step 2: From head to toe**

Development progresses downwards. Physical control and co-ordination begins with a child’s head and develops down the body through the arms, hands and back, and finally to the legs and feet.

**Step 3: From inner to outer**

Development progresses from actions nearer the body to more complex ones further from the body. For example, children can co-ordinate their arms, using gross motor skills to reach for an object, before they have learned the fine motor skills necessary to use their fingers to pick it up.

(During puberty there is another growth spurt; this time the growth starts at the outside of the body and works inwards. Hands and feet expand first; the shin bones lengthen before the thigh, and the forearm before the upper arm; finally, the spine grows).

**Task 3**

It is also important to understand what is expected of children at different stages of their development (**the rate of development**) so that you can plan activities and experiences that will meet their needs. Produce an outline of development from 0-19 using the chart on the following page.

Outline of Development from 0-19 (1.1)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0 – 1 Year | 1 – 3 Years | 3 – 5 Years | 5 – 11 Years | 11 – 19 Years |
| Communication |  |  |  |  |  |
| Social |  |  |  |  |  |
| Emotional |  |  |  |  |  |
| Intellectual |  |  |  |  |  |
| Physical |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Children continue to grow in height and become more skilled in quicker, confident and more accurate hand movements. | Babies are able to recognise the smell of their mother and are quickly soothed when they hearher voice. | Babies learn about their environment from their senses and will explore objects using their hands and mouth. | . Stories and writing that shows imagination as well as being legible and reasonably grammatical | Babbling becomes more tuneful and inventive and first words are beginning to appear |
| Children want to explore their own identity; this may cause clashes with parents as young people try to develop their own personality and space | Able to run and climb, walk up and down stairs using alternative feet. Can turn pages in a book and shows an interest in mark making. | This period marks the start of physical changes for young people as their bodies prepare for adulthood. | They are starting to enjoy pretend play with small world activities and the home corner. Are keen to play repetitively | Enjoys being with other children, seeking out particular playmates. Responding well to adult praise and recognition. |
| Children are fairly fluent in their speech and are easily understood. Though still the odd pronunciation error. | Starting to play more with other children of their own age, although some of their time will be spent playing alongside others. | Starting to learn that making eye contact, smiling and laughing can keep their carers attention. | Children feel easier at being separated from their carer.Sharing of toys becomes easier. | Life in the classroom and playground is major influence on these children, this can affect their confidence. |
| Enjoyment when with their friends, which is likely to be more important than family. Prefer to be part of a group. | In these years reading and writing becomes much easier, although there will be variations in speed and competence. | There is an awareness of the consequences of their behaviour and increased thoughtfulness.Some problem solving and co-operation. | Starting to play more with other children of their own age, although some of their time will be spent playing alongside others. | They are keen to help and copy adults. They are starting to become independent and can organise their play if given the opportunity. |
| They enjoy nursery rhymes and songs and their language continues to develop from two word compounds. | They like to do things for themselves and get frustrated and angry and have frequent temper tantrums. | Enjoys riding on tricycles, climbing and simple ball games. Skilful use of hands to do threading, pouring and using scissors. | Many have developed skills that are equal to those of adults and they are starting to think about their future. | Crawling, rolling or shuffling, possibly even walking; is able to pick up small objects and can point. |

**Learning outcome 2**

Understand the factors that influence children and young people’s development and how these affect practice.

There are many factors that can affect human growth and development. Growth is an increase in mass and height, whereas development is a continuing process where people gain abilities, skills and experience emotional changes.

Here is a list of factors that can affect this development:

Life experiences e.g. birth, marriage, divorce and death etc.

* Culture and Religion
* Gender
* Diet
* Income
* Friends and Relationships
* Work experiences e.g. employed/ unemployed
* Family background
* Material possessions
* Physical exercise
* Housing Conditions
* Environmental concerns e.g. pollution
* Genetic Inheritance
* Education
* Medical conditions or illness
* Access to medical care and support services

**Task 4:** Can you place these factors into the correct columns?

|  |  |  |  |
| --- | --- | --- | --- |
| Physical | Emotional/Social | Economic | Environmental |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Learning Outcome 5**

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

**Task 5:** Describe how you could support children through the different transitions in their lives. For each transition think about what particular issues may arise and how you could support them through the transition.

1. Children aged 0-3 as they make the transition from home to residential care

|  |  |
| --- | --- |
| Possible effects (behaviour and development) | How the setting can help |
|  |  |

1. Children aged 3 years as they move between different residential settings

|  |  |
| --- | --- |
| Possible effects (behaviour and development) | How the setting can help |
|  |  |

1. Children aged 7-12 years through transitions such as moving to a new school

|  |  |
| --- | --- |
| Possible effects (behaviour and development) | How the setting can help |
|  |  |

1. Young people aged 12-18 years including preparing to leave school or move from home.

|  |  |
| --- | --- |
| Possible effects Possible effects (behaviour and development) | How the setting can help |
|  |  |

1. List some examples of other kinds of ‘personal’ transitions that a child/young person could experience throughout their lives?
2. Choose an example from your list of personal transitions. How might your setting support a child through this period?
3. Complete the chart below to explain how children and young people’s behaviour and development may be affected by different types of transition.

|  |  |
| --- | --- |
| Transition | How behaviour and development may be affected |
| Bereavement |  |
| Starting Residential childcare |  |
| Starting school |  |
| Moving to a new school |  |
| Puberty |  |
| Serious illness |  |
| Parents separating or divorcing |  |
| Moving to a new home |  |
| New baby in the family |  |
| Starting employment |  |
| Entering or leaving a care setting |  |
| Being admitted to hospital |  |