

Infant Development

I. Infant Accomplishment Sequence

<u>Age:</u>	<u>Activity:</u>
A. 2 months	Hold chest up in face down position; reaches toward objects.
B. 3-4 months	Increased motor control
C. 5 months	Can sit with minimal support; grasps objects.
D. 6 months	Roll over; sit up without support. Develop sense of humor.
E. 7 months	Crawl, scoot; pull to sit.
F. 8 months	Pull self to standing.
G. 9-10 months	Walk while holding on
H. 11 months	Walk alone
I. 12 months	Climbing

IMMUNIZE!

1. The order of these activities is quite uniform, e.g., each accomplishment is preceded by the earlier activity (ies).

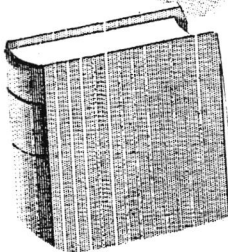
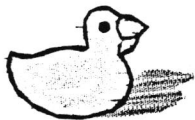
II. Developmental Needs

- A. The importance of adequate energy and nutrient intake cannot be overstated!!!

- B. A stimulating environment is absolutely necessary for rapid brain growth and includes:

1. Reading
2. Talking
3. Signing
4. Safe toys / Safe alternatives
5. Hugging & Cuddling
6. Visual
7. Singing
8. Music

- a. Remember infants are "taking" in everything around them through their sensory receptors. This includes sight, taste, smell, listening and touch. This is why infants are always picking things up and putting them into their mouths. [Be very careful about leaving small and/or sharp objects laying around.]

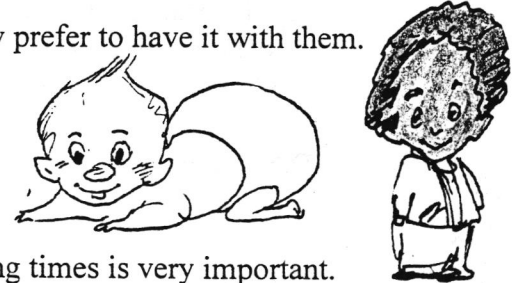


C. The importance of positive touch (warm and gentle) and cuddling with an infant cannot be overemphasized.

1. Crying is an infant's only means of communication and should not be ignored.
 - a. Most babies have a fussy time every day.
2. Infants must have physical caretaking, such as food, warmth, dry bedding/clothing, be safe and receive plenty of love.
3. Babies must receive sensitive and loving responses from their caretakers or the development of their social and thinking skills may suffer dramatically.
 - a. Babies like to be where they can see other members of the family.



4. A sensitive caregiver will learn to understand an infant's signals, thus learn to identify the infant's needs.
 - a. Many babies will have a favorite toy or blanket and may prefer to have it with them.
[This is okay!]



D. Taking time to relax and cuddle with your infant during feeding times is very important.

1. It encourages the bonding process between the primary caregiver and infant as well as provides an opportunity for the infant to learn about themselves and their world.



2. Eating is one of the most pleasurable experiences during infancy and young childhood.
3. Babies double their birth weight in the first 3 to 5 months of life.

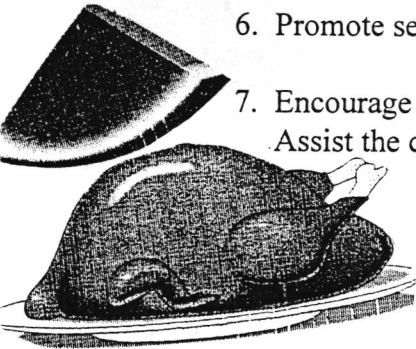


4. Infants generally do know how many calories they need and how much to eat, and will let you know if they need more. When they get too much, they will stop sucking.
5. Good experiences with feeding lead to good feelings of self and the world.

6. Promote self feeding around 9 to 10 months with finger foods, etc.



7. Encourage child to use a spoon, especially at the beginning of a meal when hungry. Assist the child as needed and PRAISE the effort being made.



Child Development

I. 12 to 24 Months of Age

A. Emotions are developed between the ages of 10 and 18 months.

1. They still need to be held and cuddled.

B. Enjoy rituals or repetitive play. [Still puts things in mouth - watch out for small parts, etc.]



- C. Enjoy being with others their own age, but not ready to play or share activities or possessions with others. May "parallel" play, do the same activity they see another child do.

1. Concept of Possessions: "What's mine is mine; what's your is mine."



- D. Become insistent about own independence.

1. May act out in negative ways.

2. May repeat swear or unacceptable words.

a. Best to ignore or explain quietly that you do not want to hear that language.

- E. Attitudes toward food begin to change, they become pickier about what they eat and are generally less hungry.

1. Teething may reduce a child's appetite, especially when the molars are coming in.

2. As children become more active and increase skills, they lose some interest in food as they are so busy exploring their world and trying out new things to sit still and eat.

3. Encourage personal choice in eating, always give very small portions of food.

a. They can generally eat the same foods as the rest of the family.

b. Most kids will be feeding themselves, but may have difficulty at times because fine motor skills are not developed at this point.



- F. Generally toilet training begins at this age. Always praise them for doing their best!

1. The success of toilet training usually depends upon maturity, not all children mature at the same times.

2. Accidents will happen, don't let it frustrate or upset you. Help them to get cleaned up.

3. Toilet training can sometimes be difficult and requires true consistency from the primary caregiver.

a. NEVER PUNISH a child for having an accident.

II. Three Year Old



- A. Begins cooperative play with other children and understands taking turns and sharing.

1. Concept of possessions: "What's mine is mine; what yours is yours" and gradually into "What's mine is mine; but you can play with it sometimes."

- B. Becoming more organized and able to set up and clean up play areas.



- C. Very curious and eager to learn! (The "why?" age)!

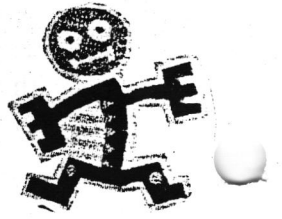
1. They are also beginning to understand how much "power" there is in words and will often use them to gain attention.

2. Promote learning and begin to encourage positive attitudes towards education and school.



D. Imagination increases! (A young child with no real playmate is apt to invent an imaginary friend.)

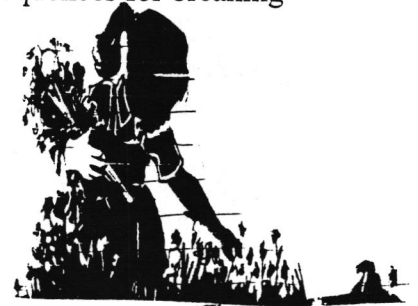
1. As result of vivid imagination, children commonly begin to develop fears.
 - a. Do not minimize their fears or make fun of them. Help them to feel loved and safe



E. Coordination increases and fine motor skills improving.

F. Needs to have consistency and to know what rules are and what consequences for breaking them are.

G. Tend to have extreme, yet short lived emotions.
1. Need to be encouraged to express how they are feeling in words.



H. The 3 year old child's brain has reached 3/4 of its adult size!!



III. Four Year Old

A. Fluctuate between dependence and independence.
1. May brag one minute and be rather withdrawn the next.

B. Very energetic and imagination reaches a peak!
1. Pretend to be important adults.

C. This age is still dealing primarily with short term memory.

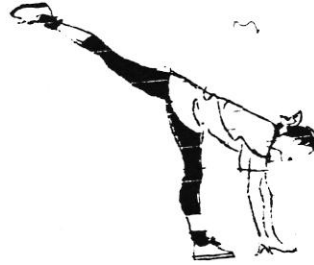


D. Increased amount of time played with others their age and generally friendly and cooperative.
1. Concept of Possession: "What's mine is mine; you can have it anytime I don't want it."
2. Some tendency to argue or possibility of physical fighting with peers.

E. Need to feel important and worthwhile. Praise them!
1. Focus on "catching" them being good and practicing acceptable behaviors!
1. Increase sense of freedom and independence.
2. Appreciate and need praise for their achievements.



- F. Increased understanding of the importance of language.
1. Saying "I hate you" is not necessarily an attempt at defiance as much as a way to express the strong emotions the child is feeling at the moment.
 - a. Respond to these episodes in ways that help the child to know you understand their frustration and feelings. For example: "You are angry with me. You didn't want me to take the ball away from you. I told you if you hit someone with it, that I would put it away."



IV. Five to Six Year Old

- A. Good gross motor skill development; improved hand/eye coordination.
- B. Good balance between self-sufficiency and sociability.
 1. Play well in groups but often need some time to play alone.



- C. Have strong need for attention and love from primary caregivers.
 1. Do not like criticism or to fail. (Praise effort and successes.)
 2. Do not compare them with other children.
 3. May tell on other children in attempt to "get attention".
- D. Development of a moral sense (conscience) and able to comprehend honesty.
 1. Understanding of "good" vs. "bad" or unacceptable behavior.
 2. Begin to think and care about other's needs and feelings.
 - a. Encourage them to discuss their feelings about things at different times.
 3. Foster the development of positive study habits.



- E. Are becoming more and more self-sufficient and able to assume small responsibilities.
 1. Can be helpful and enjoy having small chores to do.
 2. May enjoy "helping" and playing with younger children.



**Hi,
MOM!**

- F. Imagination and creativity remains high.
 1. Enjoy silly songs, rhymes and riddles.
 2. Sense of humor developing.
 3. Make believe or pretend play are excellent activities for this age group.

- G. Important development of social skills.
1. Friendships become important and need to be encouraged.
 2. Continue to need love and affection from parents.
 - a. Hugs, pats and positive words go a long way.



- H. Able to think logically and fully comprehend rules.
1. Be consistent with the enforcement of rules.
 2. Withholding privileges can often be a positive discipline method for children of this age.
 3. If child is experiencing problems at school, work with the teacher or other appropriate professionals. Dealing with problems early can make a tremendous difference for you and the child throughout life.



- I. By the time a child is 5 years old, the brain has grown to 9/10 the size of an adult brain. However, their body has only reached 1/3 of its adult size!!!



V. Seven to Ten Year Old

- A. Continued crucial development of social skills with family, peers and authority.
- B. Family rules begin to change as children get older.
1. Make sure you update rules as needed and enforce them consistently so your child knows what to expect.

- C. Take pride in accomplishments and activities.
1. Excellent time to encourage extracurricular activities and broaden their interests.

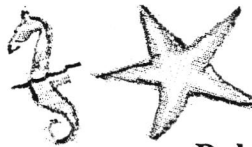
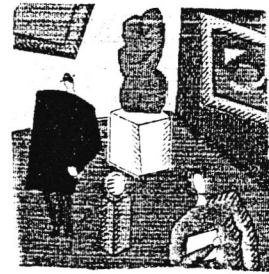
- D. Development of long term memory with work and effort.
1. Rehearsal or repetitiveness is helpful.

- E. Development of critical thinking.
1. Begin to grasp deeper meanings and generally with an open mind about different ideas or approaches.
 2. Thinking is reflective rather than just accepting statements and carrying things out without understanding.



F. To promote thinking, use the following active thinking processes with your children:

1. Listen carefully.
2. Identify and formulate (invent) questions about different things.
3. Help to organize thoughts.
4. Note similarities and differences between things.
5. Make deductions, going from general to specific.
6. Distinguish between logically valid and invalid information.



Puberty



I. Influx of hormones that impact physical and emotional changes as well as contributes to their psychological development.

A. The normal age range for puberty is anywhere from 10 years to 15 ½ years.

1. Factors which affect the timing and variations among puberty include nutrition, health and genetic factors.
2. Females generally experience changes 2 years sooner than males.
3. Comparison of girls' menstruations:

US today: Average age = 12.45

Norway today: Avg. Age = 13.1

US in 1900: Average age = 14.2

Norway in 1840's: Avg. Age = 17+.

Personal

B. Physical Changes Include:

1. Growth
2. Change in Body Composition (Build)
3. Changes in Circulatory and Respiratory systems.
4. Development of primary sex characteristics (primary sex organs)
5. Development of secondary sex characteristics (Which typically distinguish males from females and vice versa.)

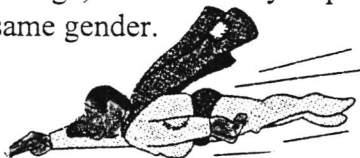
C. Higher hormone levels are related to greater moodiness (Berk,1997) (Brooks-Gunn & Warren,1989,

1. Males - Anger and irritability
2. Females - Anger and depression



II. From 11 to 13 years, child tends to find adult models other than parent.

A. At this age, it is extremely important to have healthy exposure to an understanding adult of the same gender.



B. There is a tendency to "grow away" from the family.

1. Should be encouraged to join groups of children their own age.
2. Guidance in terms of acceptable activities and appropriate friends is needed.
3. Although the child needs to move outwardly and "grow" into the world, it is still critically important that the child have a supportive and loving home for a sanctuary.
 - a. Parents need to continue to teach moral values and act as role models.

We're here for you!



C. There is a preoccupation with one's body at this age which continues through adolescence.

1. Determination of one's sexual identity is one important task of adolescence.
2. Youth are bombarded with conflicting messages about sexual values.

D. At this age, double standards set by society for gender roles becomes much more pronounced.

1. Its okay for boys to "be rough", "be sexual", "compete" - after all, boys will be boys.
2. Its not okay for girls to act in the above ways, instead "be ladylike", "be quiet", "take care of others", "nice girls don't have sex"

E. These years are especially important for the development of physical, social and schoolwork competency.

1. Being supportive of homework, school activities, and other healthy group activity is a parent's investment in the child's emotional health, self-esteem and important decisions which will affect the decisions and directions taken through the teen and young adult years.

ADOLESCENCE

I. Teenage Years - Identity, Growth and Frustration

A. Becoming Autonomous

1. Establishing personal identity and final independence.
 - a. Positive self-esteem and a strong foundation of moral values encourage this potential.
2. Seeking important and meaningful thoughts about life and personal goals.
 - a. Perception of where and how she/he "fits" into the world, e.g. personal role.
 - b. Goals about career, future lifestyle and long term relationships are taking shape and groundwork is being prepared to allow those things to become a reality.
3. Resistance or often perceived defiance is part of the "growing away" process.
 - a. Depending upon the relationship which has evolved since birth, this does NOT NEED to turn into an out and out rebellion.
 - b. In spite of their "perceived" independence, they still are in need of love, guidance, acceptance and ENCOURAGEMENT of appropriate behaviors and activities.
4. Very important that teen develop self-control for all of life's situations.
 - a. Increased awareness of immediate versus delayed consequences and the great significance they can have.
5. The goal of parenting is to have your teen behave the same way no matter who is watching.
 - a. Self-discipline should be maturing.
 - b. Privileges should be granted consistent with the amount of responsibility the teen demonstrates. (No more and no less.)



B. Relationships With The Opposite Sex

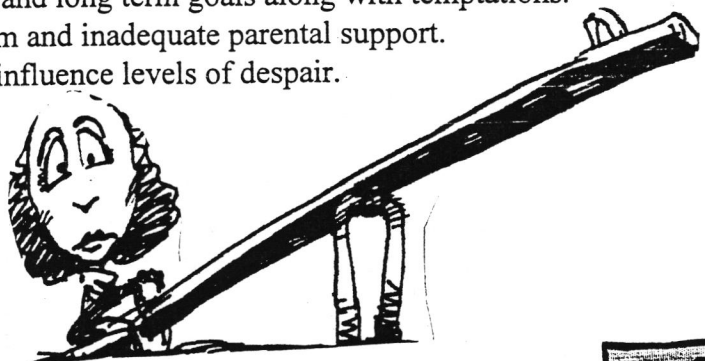
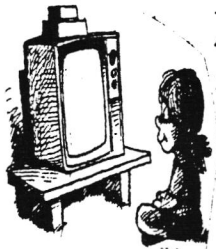
1. Awkwardness of physical appearance and self-perception along with the difficult task of "doing and saying the right things".
2. Issues of sexual relationships, sexually transmitted illnesses and birth control should have been brought up and discussed at length prior to the teen years.
 - a. Additional conversations should be held, reviewing earlier information and supplementing with updated facts and resources.
3. Avoid being judgmental or critical of teen's relationships, this will only drive them away from you and prevent you from being an important part of their lives.



4. Dating is a vital part of growing up and discovering who we are and whom we choose to be with.
5. Be sensitive to the intense and often overwhelming feelings that teens experience.
 - a. Provide a sense of physical and emotional security and consistently practice democratic rules with them.
6. While abstinence is recommended to prevent infectious diseases and pregnancy and should be strongly encouraged, be realistic.
 - a. You may not be able to prevent your teen from engaging in sexual activity, so focus on the following:
 1. Encourage your teen to practice fidelity and to persuade his/her partner to do likewise.
 2. Provide or promote the use of condoms along with other birth control contraceptives to decrease the likelihood of transmitting sexual diseases and to prevent pregnancy.

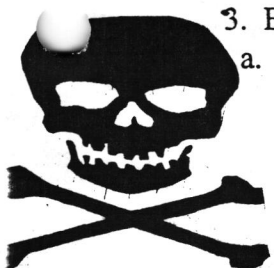
C. Depression

1. Due to the excessive hormones, confusion and frustration about risks, demands, expectations, relationships along with short and long term goals along with temptations.
2. Exacerbated if teen has low self-esteem and inadequate parental support.
3. Media influences can also drastically influence levels of despair.
4. Drug and/or alcohol use.
5. Genetically determined.



D. Characteristics

1. Perceives self as totally unique and very different from any other human being.
2. Believes that all other people are preoccupied with him or her.
3. Belief that self is indestructible and that nothing will harm her/him.
 - a. E.g., car accidents, drug overdoses, HIV/AIDS happens to others, not self.



4. Identity Development * which help to explain anxiety, self-esteem and behaviors.

- a. Identity achievement: Crisis leads to commitment. Teen has given introspective thought important life issues (the crisis), made choices and now displays a stronger commitment in following through on those choices.
- b. Foreclosure: Commitment without a crisis. Teenager makes commitments but they are based upon what other people have planned for them, rather than through self-exploration and questioning.
- c. Identity diffusion: No commitment, possible crisis. Teen considers choices but has actively avoided any type of commitment.
- d. Moratorium: Teen currently in crisis, considering options and decisions and headed for commitment.
- e. These areas of identity are not static and typically change as the person develops.

FRAGILE

E Suicide accounts for approximately 12% of mortality among adolescents and young adults.

1. For each successful suicide among adults, there are 6 to 10 attempted suicides.
2. For each successful suicide among adolescents, there are approximately 50 attempts.
3. Immediate factors include
 - a. Boyfriend/girlfriend loss
 - b. Poor grades
 - c. Unwanted pregnancy
 - d. Drug/alcohol use
4. Contributing factors include
 - a. Family instability
 - b. Depression
 - c. Family extremes: Lack of affection and guidance OR Over controlling with pressure to achieve
 - d. Lack of supportive friendships
 - e. Refer to (C). Characteristics



F. Adolescent Needs

1. Consideration, loyalty and respect.
 - a. Youth need to receive these from parents and to have witnessed these characteristics to act out and display these towards parents, family and other adults.
2. Parents walk a "tightrope" between granting increasing levels of independence to teens and yet protecting them from inappropriate decisions.
 - a. Authoritarian parenting preferred as it includes warmth, acceptance and encouragement along with an assertive attitude towards respecting others rules and values. A willingness to listen and explain values assists the teen in gaining self-confidence as they become capable of making difficult decisions.
3. A sense of belonging and purpose.

