



# UNIT 1

## Understand child & young person development

Unit Ref: [L/601/1693](#)

Please read through the underpinning knowledge in this unit and then attempt the assignment questions at the end. Do not copy from the text: All answers must be submitted in your own words

## Unit learning outcomes

By the end of this unit you will:

- Understand the expected pattern of development for children & young people from birth – 19 years.
- Understand the factors that influence children & young people's development and how these affect practice.
- Understand how to monitor children & young people's development & interventions that should take place if this is not following expected pattern.
- Understand the importance of early intervention to support the speech, language, and communication needs of children & young people.
- Understand the potential effects of transitions on children & young people's development.

## Assignment One: Understand Child and Young Person Development

### Sequence and Rate of Development

Children and young people will develop in their own way and no two children are the same. However, most children will develop similar aspects at around the same rate. The table below highlights the four main stages of development and age of the child or young person at each stage.

Age	Physical development	Communication and Language Development	Intellectual and Cognitive Development	Social, Emotional, Behavioural and Moral Development
0-3	Between this age babies and young children will develop considerably. They will learn to walk and start to develop their fine motor skills.	During this stage, although young babies may not be able to understand people, it is vital they are communicated to in order to enhance their development. Most children start to speak around one year old. From 2-3 years their language development will increase rapidly.	At this stage babies and children will start to notice the world around them. They should be able to identify colours and learn the names of objects and people.	At this stage babies and young children will form attachments with parents and carers. They will want to become independent and want to do things on their own.
3-7	During this stage children will be more coordinated and have good fine motor skills. They will be able to draw,	Children in this stage will increase their knowledge and be intrigued by their environment. They will ask lots of	At this stage children will learn to read, understand numbers and write.	Children at this stage will become aware of their own identities and form social relationships with other children.

	colour and cut out using scissors in a more precise way.	questions and understand past and future tenses.		
7-12	At this stage, they will have good skills such as playing football or musical instruments. Girls are likely to start puberty.	At this stage, the majority of children will be fluent in their language and be able to express their thoughts and ideas.	At this stage children will enjoy learning new skills and become interested in activities and have hobbies. They will develop their own preferences for things.	At this stage children will crave independence and seek praise, encouragement and support from adults. They will also become interested in what others think of them.
12-16	At this stage boys will go through puberty and many girls will have completed the process.		Children and young people will often decide their learning path at this age and concentrate of their favourite subjects in school.	At this stage, young people will be independent and want to make their own decisions. They may still show signs of immaturity.
16-19	This is the stage in which young people become adults.		During this stage, young people will begin to decide on a career path.	At this stage, young people will become adults and have adult points of view. They may lack experiences so still require advice and guidance.

Children will often follow the same sequence of development but the rate at which they develop may differ.

### **Development - Personal and External Factors**

A child's development will be influenced by a range of factors. They include:

- Health
- Learning Difficulties
- Family environment
- Education standards
- Poverty and Deprivation

### **Theories of Development and Frameworks to Support Development**

There are a range of theories of development. These include:

*Cognitive/ Constructive* – Piaget believed that children think and learn depending on the stage of development they are in. He believed learning is based on experiences, which they build up over each stage, as they become older.

*Behaviourist* - Watson believed that we are all born with the same abilities and anyone can be taught anything. He believed that repeating behaviour and watching others helps us learn and develop. The more we watch and undertake a certain behaviour, the better we become at it.

*Humanist* – Maslow believed that our development came from within and that knowledge of ourselves impacted on how well we develop.

There are also a range of Frameworks including

*Social Pedagogy* – This focuses on how a society views their children and young people. How are they raised, cared for and educated thinking about a holistic approach towards learning.

*EYFS* – These are standards that are followed for the development, learning and care of children from birth to five years.

*National curriculum* – These are subjects set at a standard that are taught in primary and secondary schools, this is to ensure that children and young people all learn the same things and what they should reach in each subject.

### **Monitoring Development**

There are a range of methods to monitor the development of children and young people. These include:

- Assessment frameworks
- Observations
- Information from colleagues and parents

Some children and young people may not follow the normal or expected pattern of development. This could be due to personal or external factors, such as the child's health or family background. It is vital to remember that children do develop at different times.

Disabilities can also affect development. They may affect physical, emotional or cognitive development.

### **Interventions**

Children and young people who have issues with their development may benefit from receiving extra support from teachers, teaching assistants and external agencies. There are a range of different interventions that can occur, depending on a learner's needs. For example, the development rate of a child's reading skills may be slower than expected, so a school may support a child to read on a 1-2-1 basis with a teacher or TA.

Other types of interventions can come from Social Services and Social Workers, Speech and Language Therapists, Psychiatrists or Health Visitors.

### **Identification of Communication Issues and Late Recognition**

Children with communication, speech or language issues may struggle in school if they are unable to communicate or process their thoughts. This can have an impact on their cognitive and emotional development. Early diagnosis is vital to obtain the support required for a child.

As a TA, you will not be expected to devise a learning plan for any learner. You may be asked to support in the development of the child, but under the supervision of the class teacher or other trained professional.

### **Multi Agency Support**

There may be a range of other professionals a TA works with when supporting a child or young person with a speech, language or communication needs. Other professionals may be external to a setting. There may be regular meetings where all the professionals working with a learner come together to discuss their progress. This is known as a multi-agency meeting, as different people, from different places, will be attending. Professionals involved may include Speech and Language Therapists, SENCO and Educational Psychologists. The parents of a learner can also be asked to attend.

### **Play Activities**

Language and communication skills must be developed with children and young people. Play activities can encourage the development of communication skills.

Communication can be developed during play activities as a learner will feel relaxed and be enjoying themselves, without thinking they are being made to work or being watched or observed.

Games, songs and rhymes can all develop communication, speech and language skills.

## **Transitions**

Transition is the term applied to any changes a child or young person passes through during their development.

There are different types of transitions that can take place. These include:

- Emotional – bereavement or parents splitting up
- Physical – moving schools or to a new home
- Physiological – puberty or medical conditions
- Intellectual – moving from primary school to secondary school.

## **Positive Relationships**

It is vital that children and young people have positive relationships during any period of transition. A learner must feel secure and supported during their transitions in order to minimise the impact it has on their development. Schools may have a Transition Policy in place or be able to refer learners to colleagues in the setting who are trained or experienced in dealing with certain types of transitions.