

## Unit 2

# The developing child

In this unit you will learn:

1. The expected pattern of development
2. The importance of careful observations and how they support development
3. How to identify influences that affect children's development
4. How to use everyday care routines and activities to support development
5. How to support children through transitions in their lives

# Section 1

## The expected pattern of development

### In the real world



You are working in a nursery where there is also an after-school club for older children. You need to plan some activities for the children but are not really sure what they can do at different ages.

By the end of this section you will know about how children develop and change as they grow.



## The physical development of children from birth to 16 years

Whatever early years setting you work in, it is important to understand the ways in which children physically grow and develop. Understanding children's stages of physical development will help you to work out what type of play activities they will enjoy and how you can support their independence skills.

### Understanding the difference between growth and development

There is a difference between growth and development. Growth means that children gain in height and weight, whereas development means that they are gaining control of their body. Although most children's growth and development are matched, there are some children who may grow without developing control of their body, because of a disability for example.

Checking that children are growing and developing well is therefore important so that any problems can be detected as early as possible. Most checks are carried out by health visitors, doctors and school nurses, although sometimes it is early years practitioners and parents who notice that children are not developing as they should be. This is why you will need to have some understanding of physical development.

### Measuring growth

Children's height and weight are measured and plotted on standard charts. These are called **percentile charts**, although many people call them 'centile' charts. There are separate charts for boys and girls because boys tend to be larger than girls. Health professionals, such as health visitors and doctors, measure children's height and weight then plot these measurements on the percentile chart. As children grow and are measured, a pattern of growth can be seen.

There are two main factors that can affect growth:

- The height of parents and other family members usually has a strong influence on the height of children.
- The quality and quantity of food that children eat also affects growth patterns. In the UK, diets have improved greatly in the last 60 years and this is why most people today are taller than their great-grandparents!

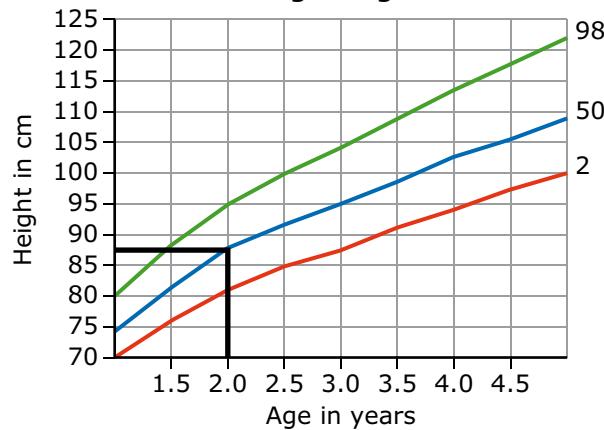


### Jargon buster

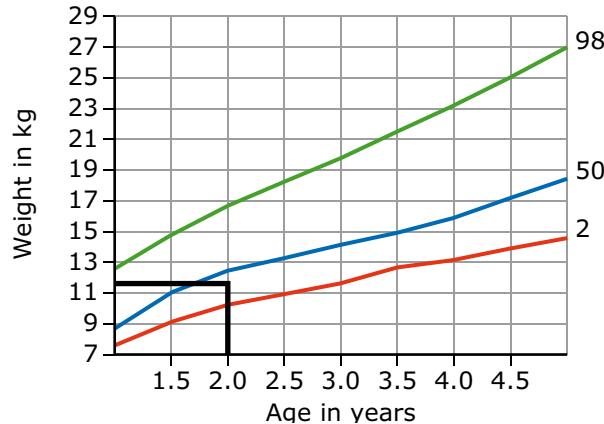
**Percentile chart** A chart that is used to plot babies' and children's growth rate

↳ **Percentile chart showing range of growth rates for children**

#### Height in girls



#### Weight in girls



## Measuring development

To gain complete control of the body, children need to master two different types of movements:

- large movements such as walking and running – these are called **gross motor skills**
- smaller movements such as turning a page in a book and throwing a ball – these are called **fine motor skills**.

Fine motor skills are split into gross manipulative skills and fine manipulative skills.

- Gross manipulative skills use a single limb only but are more controlled than gross motor skills.
- Fine manipulative movements are more precise, for example threading beads.

Fine manipulative skills are particularly important in the development of children. These skills allow children to become increasingly independent – by using these movements they are able to play with toys and feed themselves.

In addition to gross and fine motor skills, children need to develop the skills of **coordination** and balance.

- Coordination is linked to the way in which the brain is able to pass messages and take in information. Hand-eye coordination, for example, involves using information from the eyes to help the hands do something such as thread a bead on a string.
- Balance is also linked to the way in which the brain is able to handle information. Balance is required for mobility.



## Jargon buster

**Gross motor skills** Large movements involving the use of limbs

**Fine motor skills** Small movements involving the use of hands



## Jargon buster

**Coordination** The ability to combine several movements fluently, for example to bend down while holding a brush



## Think about it

Observe two children of different ages playing.

1. Write a list of the physical skills that they are using in order to play.
2. Can you see a difference in their skill level?

➲ Fine manipulative skills allow children to become increasingly independent

## Principles of physical development

Researchers have observed three principles of physical development in young children, as follows:

1. *Physical development follows a sequence; children do not suddenly jump stages.* For example, babies need to be able to support their head before they can learn to sit up or crawl.
2. *Physical development begins with the control of head movements and continues downwards.* This is particularly true of babies' development and it is thought to be a survival mechanism. Babies need to be able to turn their head to feed. The downwards pattern of development also applies to the process of **ossification**. This is the way in which children's bones, which are soft at first, become harder. This is a long process which does not finish until the teenage years. During this process the bones in the hand harden before the feet.
3. *Development begins with uncontrolled gross movements before becoming precise and refined.* If you look at babies' early movements, you will see that they are able to reach out for an object with the whole arm before they can use their fingers to grasp it.

### What is 'normal' development?

Development is harder to measure than growth because it is a gradual process and children gain control of their body at different rates. For example, some children may walk at 9 months whereas others may not walk until they are nearly 2 years old.

The wide variation between children means that it is impossible to say that by a certain age all children will have mastered a movement or skill. It is important to remember this when working with children so that activities or equipment are matched to meet individual children's needs.

### Milestones

To measure children's development, most health professionals look at the skills children have mastered. These skills can be broadly linked to age and are often called **milestones**, the idea being that children have reached a certain point in their development. For example, most children can kick, throw and bounce a ball by the age of 5 years. The chart below shows some aspects of expected physical development for children aged 0–16 years, although it is important to remember that there will be differences between children.



Can you identify the principles of physical development in action in this 4-month-old baby?



## Jargon buster

**Ossification** Hardening of bones



## Jargon buster

**Milestones** The range of skills that children are expected to show at certain points in their childhood

 **Expected physical development from birth to 16 years**

Age	Fine motor skills	Gross motor skills
3 months	<ul style="list-style-type: none"> <li>• Watches hands and plays with fingers</li> <li>• Clasps and unclasps hands</li> <li>• Holds a rattle for a moment</li> </ul>	<ul style="list-style-type: none"> <li>• Lifts up head and chest</li> <li>• Waves arms and brings hands together over body</li> </ul>
6 months	<ul style="list-style-type: none"> <li>• Reaches for a toy</li> <li>• Moves a toy from one hand to another</li> <li>• Puts objects into mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Moves arms to indicate that they want to be lifted</li> <li>• Rolls over from back to front</li> </ul>
9 months	<ul style="list-style-type: none"> <li>• Grasps object with index finger and thumb</li> <li>• Deliberately releases objects by dropping them</li> </ul>	<ul style="list-style-type: none"> <li>• Sits unsupported</li> <li>• Likely to be mobile, i.e. crawling or rolling</li> </ul>
12 months	<ul style="list-style-type: none"> <li>• Uses index finger and thumb (pincer grasp) to pick up small objects</li> <li>• Points to something with the index finger</li> </ul>	<ul style="list-style-type: none"> <li>• May stand alone briefly</li> <li>• May walk holding onto furniture (although some children may be walking unaided)</li> </ul>
18 months	<ul style="list-style-type: none"> <li>• Uses a spoon to feed with</li> <li>• Scribbles</li> <li>• Builds a tower of three bricks</li> </ul>	<ul style="list-style-type: none"> <li>• Walks unaided</li> <li>• Climbs up onto a toy</li> <li>• Squats to pick up a toy</li> </ul>
2 years	<ul style="list-style-type: none"> <li>• Draws circles and dots</li> <li>• Uses spoon effectively to feed with</li> </ul>	<ul style="list-style-type: none"> <li>• Runs</li> <li>• Climbs onto furniture</li> <li>• Uses sit-and-ride toys</li> </ul>
2½ years	<ul style="list-style-type: none"> <li>• May have established hand preference</li> <li>• Does simple jigsaw puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks a large ball</li> <li>• May begin to use a tricycle</li> </ul>
3 years	<ul style="list-style-type: none"> <li>• Turns pages in a book one by one</li> <li>• Washes and dries hands with help</li> <li>• Holds a crayon and can draw a face</li> </ul>	<ul style="list-style-type: none"> <li>• Steers and pedals tricycle</li> <li>• Runs forwards and backwards</li> <li>• Throws large ball</li> </ul>
4 years	<ul style="list-style-type: none"> <li>• Buttons/unbuttons own clothing</li> <li>• Cuts out simple shapes</li> <li>• Draws a person with head, trunk and legs</li> </ul>	<ul style="list-style-type: none"> <li>• Walks on a line</li> <li>• Aims and throws ball</li> <li>• Hops on one foot</li> </ul>
5 years	<ul style="list-style-type: none"> <li>• Forms letters; writes own name</li> <li>• Colours in pictures</li> <li>• Completes 20-piece jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Skips with a rope</li> <li>• Runs quickly and able to avoid obstacles</li> <li>• Throws large ball to a partner and catches it</li> </ul>
6–8 years	<ul style="list-style-type: none"> <li>• Able to join handwriting</li> <li>• Cuts out shapes accurately</li> <li>• Produces detailed drawings</li> <li>• Ties/unties shoelaces</li> </ul>	<ul style="list-style-type: none"> <li>• Hops, skips and jumps confidently</li> <li>• Balances on a beam</li> <li>• Chases and dodges others</li> <li>• Uses bicycle and other wheeled toys such as roller skates</li> </ul>

Age	Fine motor skills	Gross motor skills
8–12 years	Fine motor skills become more refined allowing for intricate work such as model making, knitting and typing. Less concentration is required allowing children to talk as they use their hands	Increased coordination and perceptual skills. These allow children to concentrate on strategies during games such as football or netball
12–16 years	Hardening of the bones in the hands and wrists completed. This allows for increased strength in hands enabling movements such as twisting lids off jars	Stamina increases as lungs and heart develop. This allows young people to walk for longer distances and to take part in more energetic sports

## Growth and maturation

Alongside development, children's bodies grow and mature as they move towards adulthood. Growth and ageing (maturation) are biological processes and tend to follow a pattern – one of the results is a change in body shape and size. A good example of this is the way in which the body lengthens in relation to the head. A baby has a relatively large head in comparison to its overall body length. This changes as children become older, and while the head continues to grow, it does so less rapidly than the trunk, arms and legs.

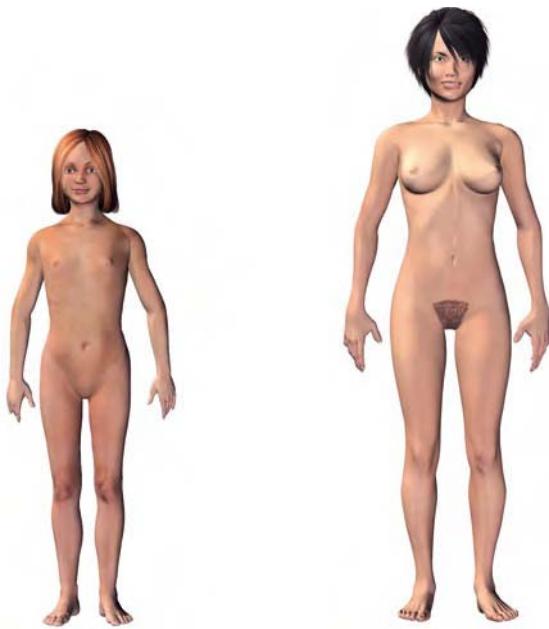


➲ What do you notice if you compare the length of the body in relation to the head for this 12-month-old baby and 14-year-old girl?

## Puberty

From about 10 years old, many girls' bodies show signs that the process of **puberty** has started. For most girls puberty finishes at around 15 years when their body is biologically ready to conceive and carry a baby. Outward signs that a girl's body is maturing include the development of breasts and widening of the hips. Most girls will begin to menstruate (start their periods) between the ages of 12 and 14 years, although this can vary.





➲ During puberty the body's shape changes dramatically



### Did you know?

Puberty for both boys and girls begins with a growth spurt.

For boys, puberty begins at around 12 or 13 years and for most will end at about 17 years, although many boys will continue to grow until they are 18 years old. Outward signs that boys are going through puberty include a sudden growth in height, the voice becoming deeper and facial hair growth. At the end of this process, most boys will be stronger than girls because the ratio of fat to muscles is higher in girls than in boys. On average, boys will also be taller.

## The communication and intellectual development of children from birth to 16 years

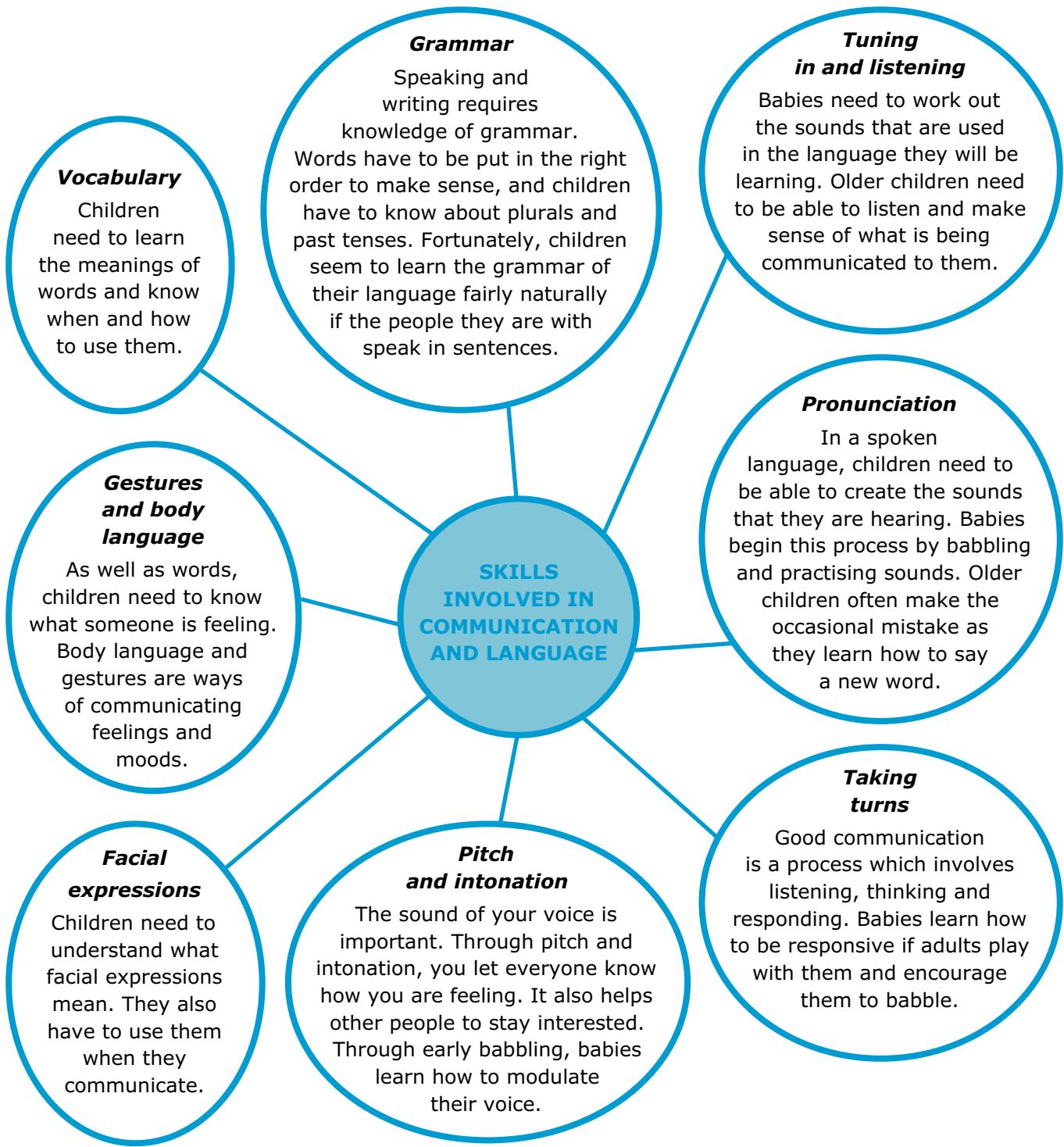
### Learning how to communicate

Learning how to communicate is an essential skill. It helps children get their needs met and make friends and is linked to the ability to think (see below). There are many skills involved in communicating, as shown in the spider diagram, and these are learned gradually.

### How communication and language are learned

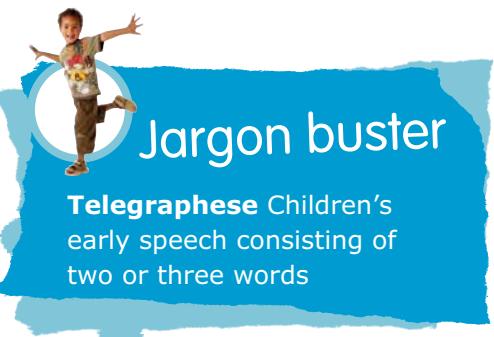
From the moment a baby is born, he or she will tune into sounds. The baby will quickly start to turn their head in the direction of sounds and soon recognise their main carers' voices. In the first year, they also learn the key skills of communicating, which include eye contact, facial expression and smiling. Gradually, babies start to work out what words mean, and by the age of 9 months many babies are able to understand some key words such as 'bye bye' or 'drink'.

At the same time as tuning into language, babies are practising their speech. They start by cooing but quickly move onto babbling. From 6 months, even the babbling becomes more complex and increasingly sounds like the language they are hearing. From 12 months, babies start mixing babbling with recognisable words. By 18 months, children often have ten or more words.



### How young children build their language

Once children begin to use words, they quickly start using them. The amount of babbling decreases and the number of words increases. From 2 years, this is often noticeable as children literally learn dozens of new words each week. From single words, children start to put two words together; 'Cat-gone' or 'Drink-no' are examples of the way children are able to make mini-sentences. This is known as **telegraphese**. From this point, children soon make whole sentences, and by the age of 3 years



their speech is likely to be understood by someone who does not know them. From 4 years, children are likely to sound fairly fluent, although the odd mispronunciation or mistake will carry on until children are around 7 years old.

### Language development from birth to 8 years

Age	Stage	Role of adult
0–6 months	Babies are trying to communicate. They make eye contact and babble. They imitate and repeat sounds.	Good eye contact, running commentary and repetition of phrases, e.g. 'I think you're feeling hungry now, aren't you?' As babies begin to babble, they need praise and recognition that they are trying to communicate.
6–18 months	First words are made. One word may stand for several things. Children begin to point to attract adult's interest. They respond to pictures of animals and familiar objects. By 18 months, most children are using 15 words.	Getting down to the level of the child and making eye contact is important. Children need to feel that they are being understood and listened to. Rhymes, songs and books can be introduced. Children need plenty of adult input and running commentary, e.g. 'It's time for a bath now. You like your bath, don't you?'
18 months – 3 years	During this time children's vocabulary increases quickly. By the age of three, children are putting sentences together and are beginning to use questions. Children enjoy and are able to follow stories and remember rhymes. By 3 years, some children are using 900 words.	Adults need to allow children enough time to think and answer. They must be patient, as children often enjoy repeating questions and asking for stories and rhymes over and over again. You can help children with their pronunciation and grammar by using the same words but correctly, e.g. 'I felled down' – 'You fell down, did you? Shall I look at your knee?'
3–8 years	By the age of 5 years, most children have a vocabulary of 3000 words and are using complex sentences and questions. By the time children go to school, they can often understand simple jokes and enjoy stories.  By 8 years, children can use language in many different ways, e.g. to socialise, to express a need, to recount and predict events.	Adults need to extend children's vocabulary and help them to use language as a way of thinking. One way is to use open questions. This means asking questions where children have to give more than a one-word answer. For example, 'Why did you think the ice melted? Children need to have time to think and may stammer if they rush to explain something. You need to show them that you are listening by, for example, nodding your head and making eye contact. They may use words that they have heard without understanding their meaning, such as swear words, and you may need to explain that some words are not nice. Stories and rhymes are still needed and enjoyed even when children can read for themselves.

### How older children use language

Once children have become fluent users of language, they are soon able to use it to their advantage. They may start to pester adults and argue back, as well as enjoy jokes and even make them up. Once children have mastered spoken language, the next stage is to learn how to read and write. Most children will be ready to do this at around 6 years, although

they may sometimes be encouraged to start younger. Learning to read is a skill and relies on children remembering visual signs as well as linking sounds with signs. Writing is linked to reading, so many children need to learn how to read before they can write easily.

## Intellectual development

Intellectual development is about how children learn, think and develop ideas. It is an interesting area of development, and is one in which research continues to broaden our knowledge. It is hard to give an accurate picture of children's development especially as children become older. This is because children's development will be strongly shaped by the following factors.

### Experience

Children's experiences will make a difference to their intellectual development. A good example of this is their learning of colours. Some children know their colours by the time they are three, but this is dependent on adults pointing them out and drawing children's attention to them.

### Language

Children's level of language seems to affect their intellectual development. This is because we tend to use language when thinking. Some people talk aloud to themselves when they are trying to get themselves organised, and this is an example of language used for thinking. Children with good levels of language often find it easier to problem solve but also think about the consequences of their actions.

### Interests

As children get older, their cognitive development becomes linked to the way in which they are taught and their own preferences about subjects. This means that some children at 14 years will be competent mathematicians, while others may find mathematics quite a struggle! The chart below shows some broad aspects of children's development.



### Find out!

Using an MP3 player or a similar recording device, record a child from each of these age groups:

→ 0–2 years      → 2–4 years      → 4–7 years

(Note that you will need permission from your placement supervisor or the children's parents.)

1. How does their speech compare to the expected development for their age?
2. What differences do you notice in the way they talk?

## ↓ Cognitive development in children from birth to 16 years

Age	Play and learning development
0–6 months	<ul style="list-style-type: none"> <li>• Watching adults closely</li> <li>• Exploring by using the mouth and by touch</li> <li>• Playing alone with toys such as rattles and baby gyms</li> </ul>
6–12 months	<ul style="list-style-type: none"> <li>• Exploring by using the mouth and by touch</li> <li>• Watching and copying adults</li> <li>• Repeating movements such as dropping a rattle</li> <li>• Enjoying simple games such as peek-a-boo</li> <li>• Exploring toys alone</li> </ul>
12–18 months	<ul style="list-style-type: none"> <li>• Learning through trial and error, e.g. banging two cubes and discovering the sound it makes</li> <li>• Repeating actions that they have enjoyed</li> <li>• Beginning to play with adults and notice other children</li> <li>• Playing and 'talking' alone</li> </ul>
18 months – 2 years	<ul style="list-style-type: none"> <li>• Learning through trial and error</li> <li>• Imitating other children and adults</li> <li>• Exploring things with mouth</li> <li>• Possibly carrying out repetitive actions, e.g. putting things in and out of boxes or scribbling on several pages</li> <li>• Watching other children but not joining in</li> <li>• Enjoying playing with adults as well as by themselves</li> </ul>
2–3 years	<ul style="list-style-type: none"> <li>• Beginning to show some reasoning skills and asking questions such as 'why'</li> <li>• Starting to concentrate for longer on a play activity that interest them</li> <li>• Recognising shapes and letters</li> <li>• Solving jigsaw puzzles through a mixture of reasoning and trial and error</li> <li>• Playing cooperatively together and taking turns</li> <li>• Playing imaginatively, e.g. playing in the home corner, dressing up</li> </ul>
4–6 years	<ul style="list-style-type: none"> <li>• Showing more understanding and using reason based on their experiences</li> <li>• Starting to use and understand symbols, e.g. writing and reading</li> <li>• Starting to understand simple rules in games</li> <li>• Playing cooperatively, taking turns and enjoying table-top games</li> </ul>
6–8 years	<ul style="list-style-type: none"> <li>• Enjoying using rules and understanding the need for rules</li> <li>• Showing reasoning skills but still using some trial and error learning</li> <li>• Playing in small groups and making up their own games which tend to have rules</li> <li>• Enjoying playing competitive games but not always coping with losing</li> <li>• Tending to play with children of their own sex</li> </ul>
8–12 years	<ul style="list-style-type: none"> <li>• Able to reason and use logic to solve some problems</li> <li>• Showing creativity in writing, drawing and role play</li> <li>• Beginning to use information from one situation and transfer it to another</li> </ul>
13–16 years	<ul style="list-style-type: none"> <li>• Able to read and write confidently</li> <li>• Good at transferring information from one situation to another</li> <li>• May be competent in using abstract information, e.g. chemistry, maths</li> <li>• Questioning sources of information, e.g. parents, books and teachers</li> <li>• Growing awareness of issues such as poverty, pollution and politics</li> </ul>



Up to 2 years of age, children will find out about objects by putting them in their mouth



By 6 to 8 years of age, children enjoy using and understand the need for rules

## The social, emotional and behavioural development of children from birth to 16 years

Humans seem to be born with the ability to live in groups and to be sociable. This can be seen in babies as very early on they are able to make eye contact and smile.

Being able to fit in with other people is an important skill which we require in order to have friends, live side by side with strangers and have close relationships with others. For children, this area of development is important too as they will want to play with other children and have to learn how to share and be with others in group situations such as in school.

### Stages of emotional and social development

There are different stages to the emotional and social development of children and, although ages can be given, the age at which children reach different stages may vary greatly. The speed at which children are able to start playing and cooperating with other children and leaving their primary carer often depends on individual circumstances, for example younger children in the family may learn to play quickly as there are other children around them. As with other areas of children's development, it is more important to build up a picture of a child's emotional and social development than to concentrate on what is 'normal' at a particular age.

#### Development from birth to 1 year

Babies learn to play and communicate their needs. They laugh, smile and make eye contact with their primary carers and family. These are important social skills.

Age	Stage of development
1 month	<ul style="list-style-type: none"> <li>• Watches primary carer's face</li> </ul>
3 months	<ul style="list-style-type: none"> <li>• Smiles and coos</li> <li>• Enjoys being handled and cuddled</li> </ul>
6 months	<ul style="list-style-type: none"> <li>• Laughs and enjoys being played with</li> </ul>
8 months	<ul style="list-style-type: none"> <li>• Fears strangers</li> </ul>
9 months	<ul style="list-style-type: none"> <li>• Plays peek-a-boo</li> <li>• Discriminates between strangers and familiar adults</li> </ul>
12 months	<ul style="list-style-type: none"> <li>• Is affectionate towards family and primary carers</li> <li>• Plays simple games such as Pat-a-cake</li> </ul>



Smiling and making eye contact is an important social skill that babies develop

## Development from 1–2 years

At this age, children learn that they are separate from their primary carers. They recognise and begin to use their name, and begin to explore independently. At about the age of 2 years, they begin to show anger and frustration if their needs are not met immediately. They do not recognise that other people have needs as well. During this year, children start to play alongside other children.

Age	Stage of development
15 months	<ul style="list-style-type: none"> <li>• Begins to explore environment if familiar adult is close by</li> <li>• Begins to use words to communicate with</li> <li>• Has a stronger feeling of being an individual</li> </ul>
18 months	<ul style="list-style-type: none"> <li>• Language is increasing</li> <li>• Points to objects to show familiar adults</li> <li>• Explores environment and shows some independence but still needs familiar adults</li> </ul>
2 years	<ul style="list-style-type: none"> <li>• Plays near other children (parallel play)</li> <li>• Begins to talk when playing (pretend play)</li> <li>• Imitates adults' actions</li> <li>• Strong emotions, e.g. anger, fear, jealousy and joy, are shown</li> </ul>

## Development from 2–3 years

This is an important year in children's lives and there is great progress in their social and emotional development. It is often a difficult year for both children and carers as children come to terms with their independence and strong desires. Tantrums and strong feelings at the start of the year lessen as children gradually develop more language and physical skills. Early years practitioners need to support and reassure children who are starting to leave their primary carers during this year.

There is a wide variation in the way children progress over the year so it is hard to put specific times to these steps.

During this year most children will:

- move out of nappies
- have a strong sense of identity, including gender and age
- be happy to leave their primary carer for short periods
- start taking an interest in other children and play with them
- show concern for other children, for example telling someone if a baby is crying
- start to wait for their needs to be met.

### Development from 3–4 years

This is a more settled year for children. They grow in confidence as they are able to make friends and play with other children. Their language and physical skills have developed. They show social skills, for example turn taking, sharing and concern for others. Emotionally, children still need reassurance from their immediate carers but are more independent and may play by themselves for longer periods. Strong emotions are still felt and quarrels and temper tantrums occur at times.

During this year most children will:

- be affectionate towards family, friends and carers
- want to help and please primary carers and other familiar adults
- imitate (in play) actions seen, for example putting teddy to bed, feeding dolls
- share playthings
- play with other children, mostly pretend play
- show concern for other people, for example rubbing back of crying baby.



↑ Children ages 2–3 years may reveal a strong sense of identity, including gender, through their preferences for certain toys, activities and clothes

### Development from 4–6 years

In some ways, the expression 'I can do' sums up this period of a child's life. Emotionally, most children feel confident and express themselves in terms of their achievements, e.g. 'I got a sticker today' or 'Look at me, I can climb this now'. They may start to use words and actions in imitation of other people. Playing with other children is increasingly important and some children start to make close friendships. At this time, children start to play with members of their own sex, which may link to their understanding of gender roles.

### Development from 6–8 years

Children start to gain a sense of fairness and justice, which means they can share equipment and materials more easily. By the age of 7 years, children have started to become more self-aware and can be critical of their efforts, for example they may stop drawing if they are not happy with what they are producing. Children start to be influenced by adults and children who are not family members. Having a friend or group of friends becomes increasingly important to them and is sometimes a source of sadness. Children start to compare themselves to their peers and may need adult reassurance to cope with this.

## Development from 8–12 years

During this period, children become more aware of what other people think about them. They begin to compare themselves with others. Children make comments such as 'I can draw a little but not as well as my brother'. Children usually have a group of established friends of the same sex.

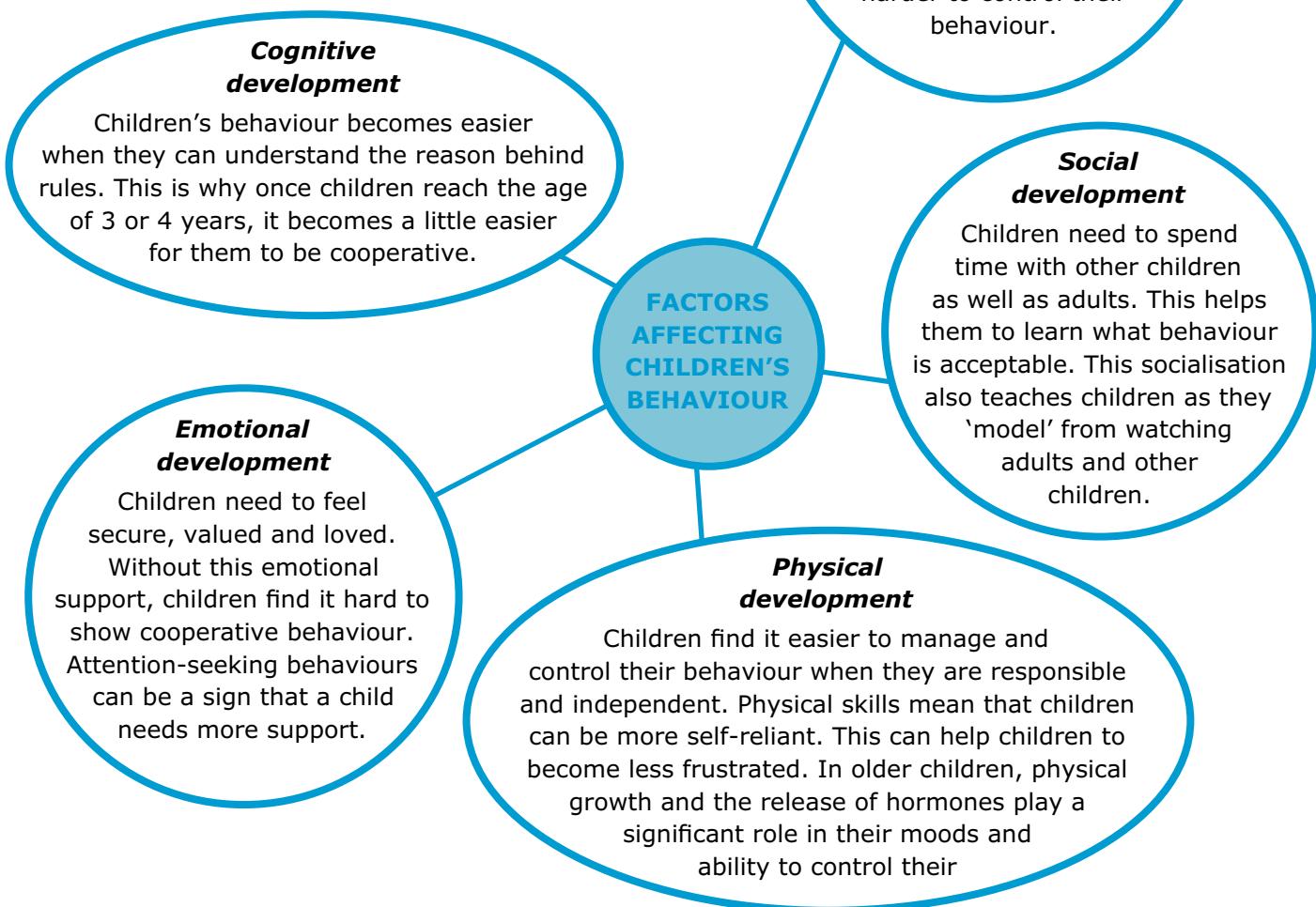


## Development from 13–16 years

Young people in this age range tend to have strong friendships and form groups. Time spent with friends increases and they are likely to become more independent from their family. This can be a difficult time for young people. They see that their body shape has changed and their role as 'child' is also changing. This raises issues that they need to resolve. The transition from child to adult may not be fully completed until a young person leaves home to become fully independent.

## Children's behaviour

Children's behaviour is complex because it is linked to many areas of development. It is also a factor in children's social development as friendships and being with others requires being able to exercise some control. Children's behaviour is considered in more detail on pages XX–XX.



↓ Links between children's behaviour and stages of development, ages 1–8 years

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Age	Stage of development	Goals for behaviour	Role of adult
1–2 years	<ul style="list-style-type: none"> <li>Actively explores environment</li> <li>Imitates adults in simple tasks</li> <li>Repeats actions that gain attention</li> <li>Alternates between clinginess and independence</li> <li>No understanding that toys or other objects may belong to others</li> </ul>	<ul style="list-style-type: none"> <li>To play alongside other children (parallel play)</li> <li>To carry out simple instructions such as 'Can you find your coat?'</li> </ul>	<ul style="list-style-type: none"> <li><i>Good supervision</i> is necessary as children of this age do not understand the dangers around them.</li> <li><i>Distraction</i> works well in stopping unwanted behaviour as children often forget what they were doing, e.g. if a child wants another child's toy, offer a different one instead.</li> <li><i>Praise</i> is needed for children to understand how to get adult's attention in positive ways and to develop good self-esteem.</li> <li><i>Being a good role model</i> is important as children learn behaviour through imitating those around them.</li> </ul>
2–3 years	<ul style="list-style-type: none"> <li>Easily frustrated and may have tantrums</li> <li>Dislikes adult attention being given to other children</li> <li>No understanding for the need to wait</li> <li>Finds sharing difficult</li> <li>Rapid physical and emotional learning</li> <li>Tries to be independent</li> </ul>	<ul style="list-style-type: none"> <li>To wait for needs to be met, e.g. at meal times</li> <li>To share toys or food with one other child with adult help</li> <li>To play alongside other children</li> <li>To sit and share a story for five minutes</li> <li>To say please and thank you if reminded</li> <li>To follow simple instructions with help, such as 'Wash your hands'</li> </ul>	<ul style="list-style-type: none"> <li><i>Good supervision</i> and anticipation are the keys to working with this age range. Children are trying to be independent but lack some of the physical and cognitive skills they need. This makes them frustrated and angry. Adults need to anticipate possible sources of frustration, and support children either by offering help or by distracting them, e.g. a child who is trying on to put their coat may need an adult to make a game of it so the child does not become frustrated.</li> <li><i>Praise and encouragement</i> are needed for children to learn what behaviour adults expect from them. Some unwanted behaviour that is not dangerous should be ignored so that children do not learn to use it as a way of getting adult attention.</li> <li><i>Consistency</i> is needed as children will try to work out what the limits are on their behaviour.</li> <li><i>Being a good role model</i> helps children as they model their behaviour on others around them. This is especially important as children act out their experiences through play.</li> </ul>

Age	Stage of development	Goals for behaviour	Role of adult
3-4 years	<ul style="list-style-type: none"> <li>• Follows simple rules by imitating other children, e.g. collects aprons before painting</li> <li>• Able to communicate wishes</li> <li>• Enjoys activities such as painting</li> <li>• Enjoys being with other children</li> <li>• Can play cooperatively</li> <li>• Enjoys helping adults</li> </ul>	<ul style="list-style-type: none"> <li>• To follow rules in games when helped by adult, e.g. playing lotto</li> <li>• To say please and thank you often without reminder</li> <li>• To take turns and share equipment</li> <li>• To follow adults' instructions most of the time, e.g. 'Let Simon have a turn'</li> <li>• To help tidy away</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Praise and encouragement</i> builds children's confidence and makes them more likely to show desirable behaviour.</li> <li>• <i>Explanation</i> of rules should be given as children are more likely to remember and understand them.</li> <li>• <i>Good supervision</i> is still needed as although children are able to do many things for themselves, they remain unaware of the dangers around them. Most of the time children will be able to play well together, but squabbles will break out.</li> <li>• <i>Being a good role model</i> will help children learn the social skills they need to resolve arguments and express their feelings.</li> </ul>
4-5 years	<ul style="list-style-type: none"> <li>• Plays with other children without help from adults</li> <li>• Is able to communicate feelings and wishes</li> <li>• Understands the need for rules</li> </ul>	<ul style="list-style-type: none"> <li>• To ask permission to use other children's toys</li> <li>• To comfort playmates in distress</li> <li>• To say please and thank you without a reminder</li> <li>• To tidy up after activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Providing activities and tasks</i> that are stimulating and allow children to develop confidence is important. Children of this age are keen to help adults and enjoy being busy. Tasks such as setting the table or getting objects allow children to feel independent.</li> <li>• <i>Praise and encouragement</i> help children feel good about themselves. This is important because they are often starting school at this time. Children need to feel that they can be 'good'.</li> <li>• <i>Explanation</i> helps children to remember and understand the need for rules or decision.</li> <li>• <i>Being a good role model</i> helps children to learn social skills – they will copy what they see.</li> </ul>

Age	Stage of development	Goals for behaviour	Role of adult
5–8 years	<ul style="list-style-type: none"> <li>• Has strong friendships</li> <li>• Can argue back</li> <li>• Copies behaviour of other children, e.g. may swear or spit</li> <li>• Understands the need for rules and plays games that have rules</li> <li>• Understands the difference between right and wrong</li> <li>• Has many self-help skills, e.g. getting dressed, wiping up spills</li> </ul>	<ul style="list-style-type: none"> <li>• To follow instructions from adults</li> <li>• To apologise to others</li> <li>• To listen to others</li> </ul> <p><i>From 6 years:</i></p> <ul style="list-style-type: none"> <li>• To work independently and quietly in educational settings</li> <li>• To be helpful and thoughtful</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Praise and encouragement</i> means that children do not look for other ways of gaining attention. Praise is needed as children become more aware of others and compare themselves critically.</li> <li>• <i>Explanation</i> helps children to understand the reasons for rules and decisions. Children should also be made to consider the effect of their actions on others. As children become older, they are likely to argue back and so clear boundaries are needed and must be enforced.</li> <li>• <i>Being a good role model</i> is still important as children will try to understand more about the adults they are with. Speech and actions are modelled increasingly on adults that children admire.</li> <li>• <i>Providing activities and responsibilities</i> can help children 'mature' as they learn more about their capabilities. Small responsibilities help children to become independent as well as giving them confidence, e.g. they may be asked to tidy areas of an early years setting or pour drinks for other children.</li> </ul>

## Development from 8–12 years

The way children behave from this point on is determined by a number of factors. These include the expectations of adults and their own feelings of identity. Some children will be confident and keen to show appropriate behaviour. Other children might have learned to gain attention from adults and admiration from other children by showing inappropriate behaviours.

Goals for behaviour for children aged 8–12 years include:

- to support and encourage
- to avoid labelling children
- to provide opportunities for children to 're-invent' themselves
- to have high but fair expectations
- to acknowledge appropriate behaviour.

## Development from 13–16 years

Behaviour in this age range is complex. Children are changing physically and hormones might be affecting their moods. In addition, young people will be making the transition from dependence on family to independence.

Goals for behaviour for young people aged 13–16 years include:

- to support and encourage
- to encourage young people to talk and negotiate their own boundaries
- to encourage independence.

# Case study

## How behaviour links to development

Sophie is 5 years old. Her language development is delayed and this means that she has difficulty in understanding and responding to other children. Today, she is playing in the water tray. Another child asks if he can take the bucket that she has finished using. She does not respond. The boy takes the bucket. Sophie grabs his hand and pushes him in order to get the bucket back. Her key worker comes and tries to understand what has happened. She decides to stay and play alongside Sophie so that Sophie can play with the other children.

1. How has Sophie's limited language affected her behaviour?
2. Why is it important for adults to understand the reasons behind some unwanted behaviour?
3. Why might adults play alongside some children in order to help them show wanted behaviour?

## Theories of social and emotional development

There are many theories about emotional and social development of children. Some of the key questions are:

- How does a person get his or her personality?
- Is a person born with it?
- Is personality formed as a result of a person's experiences?
- Are there stages in the development of personality?

It is important for early years practitioners to have some understanding of the theories as they have changed the way in which children are cared for. This section looks at two influential approaches:

- social learning theory
- the psychoanalytical theories of Freud and Erikson.

### Social learning theory

Social learning theory states that children learn by looking at the behaviour of adults and others around them. They then imitate the behaviour they have seen. This theory suggests that children's social development could be affected by other people. This means that when children see influential people, such as parents and teachers, showing desirable social skills, for example being kind and generous, they are more likely to show this behaviour themselves. This theory is also used to explain some anti-social behaviours such as swearing or aggression. It is known that children can copy these too!

The social learning theory has implications for early years practitioners. If children learn behaviour from others around them, including other children, adults need to be good role models for them.

### The psychoanalytical theories of Freud and Erikson

These theories look at how children's personalities may be shaped by their experiences at different stages of their development. There are many different versions of these theories; Freud's and Erikson's are the best known.



### Think about it

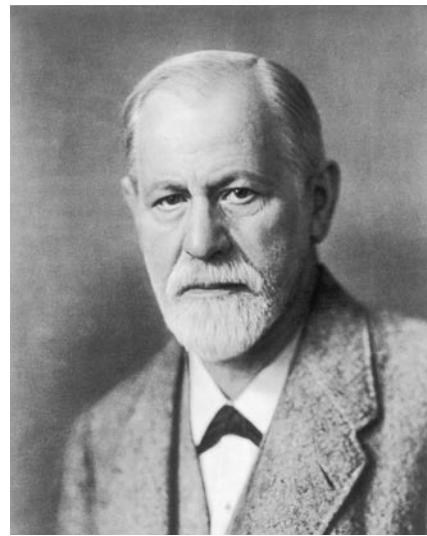
In your setting, observe some children who are pretend playing for a few minutes.

1. Write down any phrases or actions that you think children have learned through watching adults.
2. Look out for any play that suggests children have been influenced by television, for example pretending to be a character from a programme.

Sigmund Freud (1856–1939) is famous for being interested in what people say and do unconsciously, for example sucking a pen or saying something they did not mean to. He came to the conclusion that children have instinctive needs. He believed that a person's personality was likely to depend on how his or her physical needs were met at different stages in childhood. He thought that at different stages in childhood, particular areas of the body gave children pleasure and that at each stage children needed to be allowed to experience these. Freud warned that a child's personality is affected by not successfully passing through these stages.

#### ↳ Freud's psychosexual stages

Stage	Age	Area of physical pleasure	Link to overall development
Oral	0–1 year	Mouth, lips	Children using mouth to feed Weaning takes place
Anal	2–3 years	Anus	Children gain control of bladder and bowel movement Toilet training takes place
Phallic	4–5 years	Genitals	Children gain awareness of gender and have to accept that they are either girls or boys
Latency	6–12 years	None	Freud felt that this was a period of calm



↳ Sigmund Freud

Erik Erikson (1902–94) was influenced by Freud's work but believed that the stages children passed through were linked to their social development. He also thought that personality carried on developing for the rest of a person's life. Erikson proposed eight stages through which people need to pass, and at each stage there is a decision or dilemma that they have to face. He felt that the support given by other people in each stage affects their personality. The chart below shows Erikson's early childhood stages, the 'dilemmas' people have to face and the effect of these on personality.

#### ↳ The first part of Erikson's stages of development

Age	Stage and dilemma	
0–1 year	Basic trust versus mistrust	<i>Optimism:</i> Children need to decide if the world is a safe one where their needs can be met or whether it is dangerous and unpredictable. Erikson felt that mothers or primary carers are very important for children during this stage. If children are shown consistent care and love, their outlook on life is likely to be more positive.

Age	Stage and dilemma	Effect on personality
2–3 years	Autonomy versus shame	<i>Willpower:</i> Children are starting to be mobile and aware that they can do things for themselves. They need to decide whether or not to try to be independent, knowing that if they try and fail, they will feel ashamed. Erikson thought that the role of carers involved encouraging and praising children but not allowing them to do things in which they might fail.
4–5 years	Initiative versus guilt	<i>Purpose:</i> Children are interested in their world. They may want to ask questions and try to play. If they are not encouraged to do so, they may start to feel guilty and stop taking the initiative.
6–12 years	Industry versus inferiority	<i>Competence:</i> Children are starting to find out how things work and to make things. By listening to teachers and comparing themselves with their friends and peers, they come to think of themselves as either competent or inferior. Carers need to praise children and make sure they feel they can do things.
13–18 years	Identity versus role confusion	<i>Identity:</i> In this period, young people have to carve out an identity separate to that of their family.

Erikson's theory suggests that primary carers and adults can help children during the stages of development.



## Back to the real world

You should now have a good understanding of children's development from 0–16 years.

Are the following statements true or false?

1. A 3-year-old can hold a crayon and can draw a face.
2. A 2-year-old can run forwards and backwards.
3. A baby at 12 months can point to objects with the index finger.
4. A 13-year-old is likely to be influenced by their friends.
5. A 2-year-old can play cooperatively.

# Section 2

## The importance of careful observations and how they support development

### In the real world



It is your first day on placement. Your supervisor says that you will be expected to help out with observations of children. You are a little concerned about how to do this.

By the end of the section you will know about some of the key ways in which you might observe children. You will also know how to contribute to other people's observations.



## Introduction

As an adult, it is usually easy to see that children are having fun while they are playing. However, if you look more closely you will see that children are often very intense in their play and concentrate on what they are doing. Through play, they are also gaining skills and learning. By looking closely at children, you will be able to choose activities that will promote their learning and development. This means considering how children use materials or play and then working out what their next steps might be. Observations will also help you to learn more about how children are developing and can be used to make sure that children receive extra support where required.

## The importance of confidentiality and objectivity when observing children

### Confidentiality

An important starting point is to understand that children and their families have a right to confidentiality. When you observe children, you will be finding out more about them, and this is information that you would otherwise not have had before. This information therefore needs to be treated as confidential. You should not discuss what you have observed with anyone other than your tutor or your placement supervisor. When you are employed, it is also good practice to share information with parents as well but, as a learner, your placement supervisor is the person who should be talking directly to parents. If, during the observation, you have some concerns about the child's development or behaviour, these should be passed onto your placement supervisor.

## Case study

### The importance of objectivity when observing children

Two different people are observing the children today. One is a member of staff and the other is a visiting early years adviser. Mandy is in the group of children. She is 4 years old. The staff find her very uncooperative as she only does things when she wants to. Today, the children have been told to tidy up, but Mandy carries on playing. The member of staff observes Mandy and is not surprised by her behaviour. She sees it as another example of Mandy being difficult.

The early years adviser does not know Mandy. She watches closely and begins to think about whether Mandy is hearing properly. She mentions this to the member of staff. Over the next few days, the staff watch Mandy with this thought in mind. They start to realise that Mandy is not always hearing instructions. A few days later Mandy's hearing is properly tested and the result shows that she has hearing loss.

1. Which adult was the most objective when observing Mandy?
2. Why did the member of staff fail to notice that Mandy was not hearing well?
3. Explain why it is important not to jump to conclusions when observing children.

## Being objective

Observing children involves several skills, one of which is to be objective. This means you must observe children as if you have never seen or known them so as to avoid having set ideas about them and their development. This is essential because you may miss things or not realise their importance if you think that you know a child. The case study below shows the importance of being objective.

## A range of techniques for observing children

Experienced early years practitioners observe children continually as they look for signs that they are enjoying activities, need support or are becoming bored. As well as informally observing children and noticing what they are doing, there are some simple methods you can use to record what you are seeing.

### Structured recording – tick charts and checklists

A structured recording involves looking out for particular skills or behaviour that children show. Many settings do this by using checklists or tick charts.

There are many advantages to using checklists and tick charts. They are easy and quick to use and they can be repeated on the same child at a later date to see if the child has gained further skills. This means that progress can be mapped. The main disadvantage of this method is that it is quite narrow as it focuses the observer on looking only for the skills that are on the checklist or tick chart.

Name of child: .....			
Age of child: .....	Observer: .....		
Date of observation: .....	Time: .....		
Activity	Yes	No	Comments
Puts together three-piece puzzle			
Snips with scissors			
Paints in circular movements			
Holds crayons with fingers, not fists			
Can thread four large beads			
Turns page in a book one by one			
Can put on and take off coat			

Example of a checklist

## Unstructured recording

An unstructured or free recording is used to 'paint a picture' of a child at the moment when the observation is taking place. The observer is free to choose what information to record, although most observers find that it is helpful to have an idea of what they particularly want to note down about the child, for example their language development or their ability to play with other children. Many settings use either time samples or free description to collect information in this way. Some settings use sticky notes to jot down anything of interest that they see a child do.

### Time sample

A time sample collects information by 'sampling' what a child or group of children is doing at regular intervals. For example, an observer might choose to look at what a child is doing every ten minutes. This means that every ten minutes the observer will note down what the child is doing at that moment.

The main advantage of the time sample is that you can see what a child does over a period of time, say, over two hours. One disadvantage is that the child might show some interesting behaviour or skills outside of the 'sample' time which would not be captured.

#### An unstructured time sample; recordings have been made at 15-minute intervals

Time	Activity	Social group	Comments
11.00	Snack time	Whole group	Anna is sitting with her legs swinging on a chair. She is eating an apple. She is holding it in her left hand and she is smiling. She puts up her hand when a member of staff asks who wants a biscuit.
11.15	Outdoor play; climbing frame	Anna and Ben	Anna is on the top bar of the climbing frame. She is smiling at Ben. She calls 'Come up here!'
11.30	Taking coats off	Anna, Ben and Manjeet	Anna unzips her coat and pulls out one arm. She swings around and the coat swings with her. She laughs and looks at Manjeet.

### Free descriptions (also known as narrative records)

A free description or narrative record allows the observer to note down what a child is doing for a short period of time. It can provide a 'snapshot' of a child and is a little like filming them. The main problem with free descriptions is that most observers cannot keep up the recording for a long period of time, usually two or three minutes is the maximum. Free descriptions also require the observer to be good at writing while watching and so most learners find they need to practise a few times.

## Carrying out observations

Before you can carry out an observation on a child, you must seek either the supervisor's permission or the parents' permission. Most

14/11/07 14.55pm

Ayse

Turns head when she hears a voice outside. Focuses and then smiles when she sees Charlie.

 Some settings use sticky notes to jot down anything of interest they observe in a child

supervisors and parents will want to know what you will be observing and must be allowed to look at what you have written. This means that you should be particularly careful to record only what you have seen and not what you are thinking. Most observers find that if they are using an unstructured method, it is helpful to have an aim, for example 'To observe a child's hand-eye coordination,' as this gives them a focus for the observation.

## How to share your observations with colleagues to promote development

There may be times when you will be asked to observe a child so that a fuller picture of the child's development or needs can be made. An example of this might be in a nursery when you are asked to look out for whether or not a child can now write their name alone or can pour a drink without spilling it.

It is exciting to be asked to observe children, but it is also a responsibility. A good starting point is to be clear about what you need to observe. It is always best to ask if you are not totally sure. It is also essential when sharing observations that your observation is careful and accurate as the case study below shows. You must also find out how you should record the observation. In some cases, you might be adding notes to existing observations or using a tick chart. If you are worried about your handwriting or spelling, it is best to mention this at the start.

### Sharing observations

Observations are only useful if they are used in some way. Sometimes they are used to provide information to parents or to help a child's **key worker** build up a picture of them. Observations can also be used when activities are being planned so that you can be sure that there are activities available that will meet the needs of every child in the setting.



### Jargon buster

**Key worker** A member of staff who takes a special interest in the child and with whom the child can develop a strong relationship.

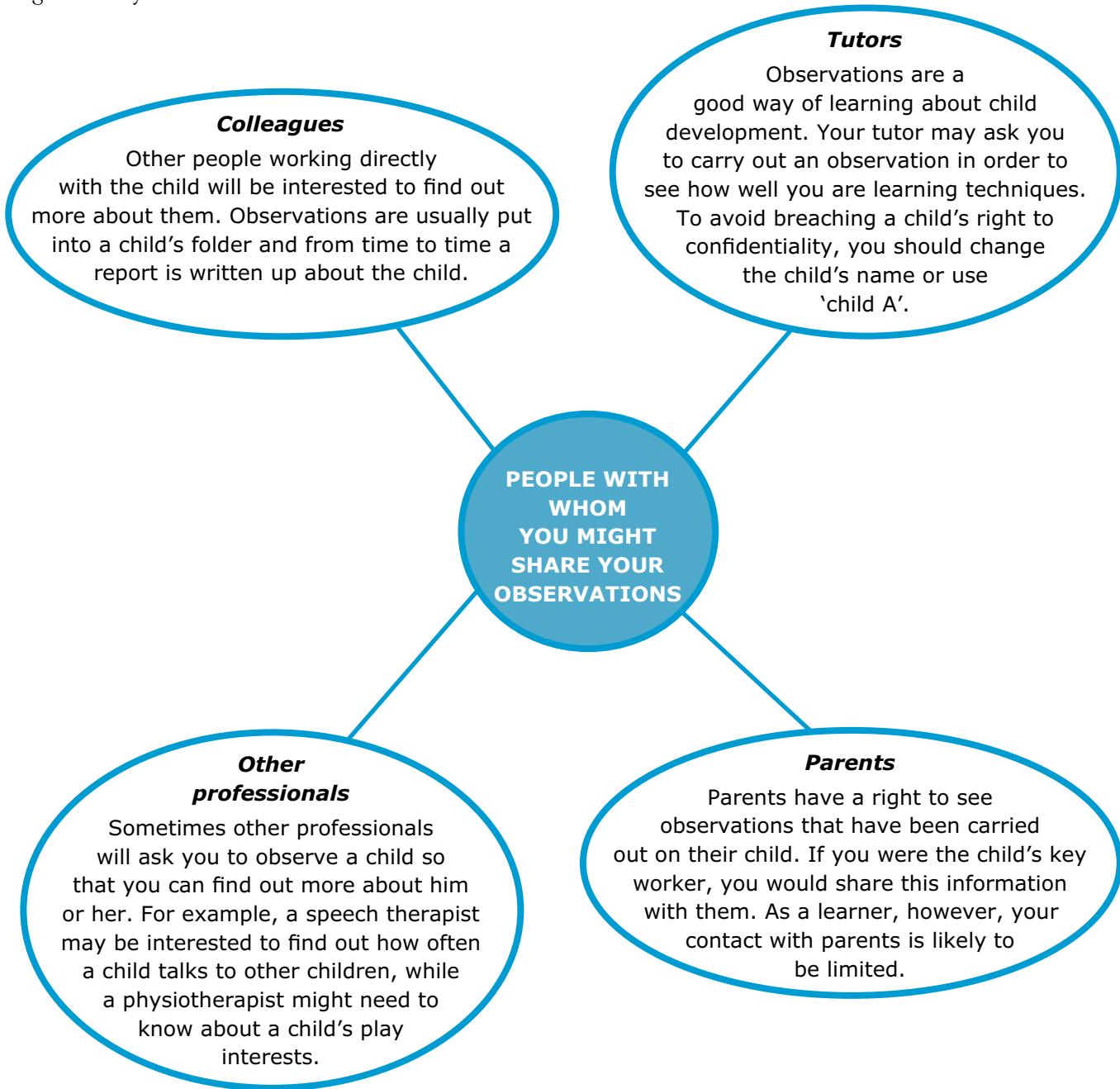
## Case study

### An inaccurate observation

The nursery staff are completing a tick chart on Metin's physical skills. They have seen that he can do several things, but they are wondering if he can now put on his coat unaided. Lisa, a learner, has been asked if she can observe Metin over the next few days to see whether or not he can do this. Lisa likes Metin and even though he needs a little help, she decides to put a tick next to his name to say that he can put on his own coat. A few days later, Metin asks another member of staff for help with his coat. The member of staff tells him that he is now a big boy and that he should be able to do it by himself. Metin looks worried.

1. Why do you think that Lisa decided to tick that Metin could put his coat on by himself?
2. Why was this not helpful for Metin and the other staff?
3. Explain why it is important to be accurate when carrying out observations.

There are many different people with whom you may share observations on a child depending on where you are working and your level of experience. The spider diagram below shows ways in which you might share your observations.



## Before sharing an observation

Before you share an observation, it is important that you check through what you have written or recorded. Make sure that your writing is legible and that everything you have written makes sense. It is best to do this as soon as possible after the observation while it is fresh in your memory. It is important to think about how the observation sounds, especially if a parent will be reading it. The best observations are clear and factual and are not negative about children.

# Tips for good practice

## Observations

- Get permission before starting to observe.
- Think about what you would like to learn about the child and then choose the best method.
- Ask experienced members of staff about the recording techniques that they use.
- Find out how old the child is and write this down in years and months.
- Always write down the date and the time of the observation.
- Write up an observation neatly soon afterwards so that you can read it easily.



## Back to the real world



You should now know about some of the observation techniques and why early years practitioners observe children's development.

1. Give an example of a structured method of recording.
2. List one advantage of using a narrative record.
3. Why is it important to be accurate when recording?

# Section 3

## How to identify influences that affect children's development

### In the real world



In your work placement you notice that the development of children of the same age can vary. You wonder why this is and ask your placement supervisor. He says that there are many reasons and influences.

By the end of this section you will understand some of the key influences that might affect a child's development.



# The factors that contribute to development

## The child's background

For many years, people have discussed the factors that contribute to children's development. This is known as the nature versus nurture debate. Some people believe that children's development will be influenced by the qualities and character they are born with; others believe that it is what happens to them once they are born that will shape their development. Most people feel that it is a combination of what the child is born with and what happens to them that influences their development. Since no child will have exactly the same upbringing and background, this is one reason why children need to be treated as individuals and seen as special. Below are some general factors that influence children's development.

## Inherited influences

We know that things such as eye and skin colour as well as height are inherited. Some medical conditions and disabilities can also be inherited. These can affect a child's development. It is a matter of debate whether such things as personality or intelligence are inherited.

## Siblings

The number of siblings and the age difference between them can affect children's development. Siblings can help children to learn to socialise, but sometimes they can be a source of conflict in children's lives.

## Structure of the family

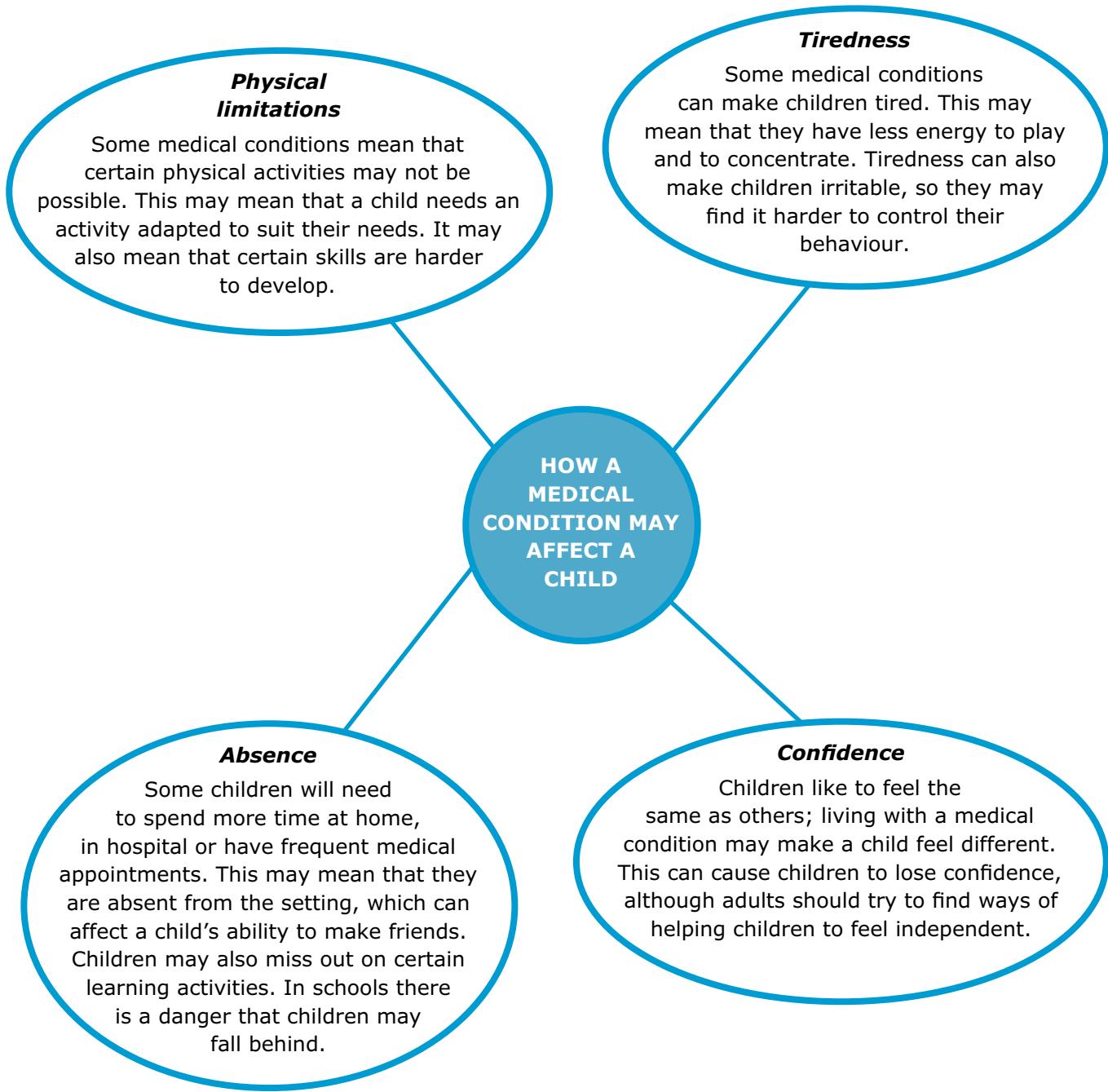
Children can live in a variety of family types. Some families may be small while others might be large. The style of parenting can also vary enormously, with some parents being more relaxed than others.

## Immediate and wider environment

Children's emotional and social development can be affected by events that happen in their lives. They may have to cope with moving country, home, or learning a new language. Some children have to deal with losing a parent through separation or through death. Other children may have to learn to live in a new family if they are being adopted or fostered.

## Health and welfare

You will work with some children who have health problems. Understanding what the child needs and how their medical condition affects them is important. The spider diagram below shows some of the ways in which a medical condition may affect a child's development. Note that some medical conditions may hardly impact on the child at all. This means that it is essential to find out about each individual child rather than to jump to conclusions.



In addition to health, children also have basic needs that will contribute to their welfare. They will, for example, need to be cared for emotionally as well as physically. Diet and sleep are good examples of this.

- **Diet.** What a child is given to eat can affect their development. Children need a balanced diet in order that they grow and remain healthy.
- **Sleep** is important for children's development. Sleep seems to keep people healthy and is linked to growth in children. It is also important for intellectual development as the brain appears to need sleep. Memory and concentration are affected by a lack of sleep. (See also pages XX-XX.)

# Case study

## A good start in life

Janine is 2 years old. Her parents are keen that she should have a good start in life. They spend plenty of time talking to her and involving her in daily activities such as laying the table and shopping. They also know that it is important that she should eat well and they have read the latest guidance from the Food Standards Agency. Janine also has a good bedtime routine and she sleeps well each night, in addition to having a nap in the afternoon. Janine's parents take her on outings to the park and to the swimming pool. At Janine's latest check, the health visitor commented on how well she was doing.

1. How might Janine's diet and sleep be contributing to her development?
2. In what other ways is Janine having a good start?

## Immediate and wider environment

Experiences seem to play an important part in children's lives. This is why most settings will work quite hard to give children varied play opportunities and activities and may also take them on outings. Some children will be lucky to be in environments that are more stimulating than others.



## Think about it

Read over the following list of amenities that some children will have access to and which may provide stimulation for children.

→ Library with computers	→ Theatre
→ Playground	→ Swimming pool
→ Playing field	→ Leisure centre
→ Community hall	→ Clubs, e.g. football, chess,
→ Garden	→ Woodland
→ Museums and art galleries	

Choose three amenities and consider what children will learn or gain from each of them.

## Cultural influences

There are many different ways of bringing up children. Each family will have their own style and beliefs. This can affect children's development. A child whose family believes that children should play outdoors for most of the time is more likely to be physically active and may be more physically coordinated. In the same way, a child whose family is interested in cooking and encourages children to help in the kitchen may be more skilled with their fine motor movements. In some families,

children are encouraged to talk, while in others they may be encouraged to read more. Perfect families do not exist! Most families in their own way will be important in developing their children.

## Social and economic influences

There is plenty of research to show that children whose families are on low incomes may find it harder to achieve their potential. Understanding why this should be so is complex. Below are some general points about children and low income.

### Health and diet

Families on a low income may find it harder to buy food that is nutritious. This, in turn, may affect children's overall health. Children may also be living in poor housing conditions, for example in homes that may be damp or badly heated. Again, this can affect children's health.

### Education

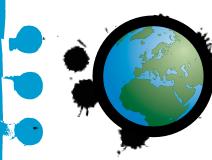
Children in low-income areas may not have access to well-equipped schools and expectations of their abilities may be low. This can lead to a lack of achievement.

### Toys, equipment and experiences

Children on low incomes may not have the same access to toys, equipment and stimulating experiences, for example holidays or outings, as children from better-off families. Parents may not have the money to pay for clubs, sports centre activities, and so on. Transport can also be a problem as it may cost too much to go to places such as a library or there may not be a bus available. Research shows that in children's early years, being stimulated by new things is important to brain development.

### Family pressures

Parents who are on low incomes are more likely to suffer from stress. This can affect parents' emotions and their ability to cope with their children. Being a parent requires high levels of emotional energy and some parents may not always feel that they can manage.



## Back to the real world

You should now be able to identify some of the influences that affect children's development.

1. Identify three influences on children's development.
2. For each one, describe how it might affect a child's development.