

# **Unit 10: Understand Child and Young Person Development**

**Unit code:** L/601/1693

**QCF Level 3:** Specialist

**Credit value:** 4

**Guided learning hours:** 30

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## **Unit aim**

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

## **Unit introduction**

Understanding development is fundamental as it underpins all work with children and young people. This unit enables learners to gain knowledge of the sequence and rate of the development of children and young people from birth to 19 years and how different aspects of development can affect one another.

The development of children and young people is affected by a range of factors. It is important to know how theories of development and frameworks to support development influence current practice for effective work at this level. Those working with children and young people must be able to recognise concerns about development to enable appropriate interventions to be instigated. The particular importance of early recognition of speech, language and communication disorders to children's holistic development is a significant feature of this unit.

Children and young people pass through a number of stages as they progress into adulthood, experiencing many changes in their lives such as starting nursery or changing school. They may also experience particular or personal changes or adversity such as bereavement or family breakdown. It is important for those working with children and young people to understand and recognise the effects of transition on children and young people's behaviour and development to ensure their needs are met through positive relationships, supporting the outcomes for Every Child Matters.

Learners explore the sequence and rate of all aspects of development and investigate the personal and external factors which influence development, including how theories of development and frameworks to support development influence current practice.

Learners will consider how to monitor children and young people’s development and the types of interventions to promote positive outcomes. The importance of early recognition of speech, language and communication disorders to children’s holistic development and how multi-agency teams work together to support speech, language and communication are studied. Learners will consider the effects of different types of transitions on development and the value of positive relationships to children and young people during transitions.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the expected pattern of development for children and young people from birth-19 yrs	1.1 Explain the sequence and rate of each aspect of development from birth-19 years 1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2 Understand the factors that influence children and young people’s development and how these affect practice	2.1 Explain how children and young people’s development is influenced by a range of personal factors 2.2 Explain how children and young people’s development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current practice
3 Understand how to monitor children and young people’s development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people’s development using different methods 3.2 Explain the reasons why children and young people’s development may not follow the expected pattern 3.3 Explain how disability may affect development 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

Learning outcomes	Assessment criteria
<p>4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people</p>	<p>4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition</p> <p>4.2 Explain how multi agency teams work together to support speech, language and communication</p> <p>4.3 Explain how play and activities are used to support the development of speech, language and communication</p>
<p>5 Understand the potential effects of transitions on children and young people's development.</p>	<p>5.1 Explain how different types of transitions can affect children and young people's development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>

## Unit content

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

*Expected pattern of development birth–19 years:* patterns eg same for all children and young people, rate of development, motor development, physical maturity, communication, intellectual/cognitive eg object permanence, use of symbols; development eg abstract concepts, social development, emotional, behavioural, moral

*Sequence of development:* sequences eg broadly the same, normal ranges of development

*Rate of development:* rate eg holistic, individual differences, how different aspects of development affect one another, aspects of development proceed at different rates in individuals, range of factors causing individual differences

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

*Personal factors:* range eg health status, disability, sensory impairment, learning difficulties, genetic inheritance

*External factors:* factors eg nature/nurture debate, poverty and deprivation, family environment, background, care status, education, motivation

*Theories of development and frameworks affecting practice:* competing theories eg Cognitive/Constructivist (Piaget), Psychoanalytical (Freud), Humanist (Maslow), Social Learning (Bandura), Operant Conditioning (Skinner), Behaviourist (Watson), social pedagogy

### 3 **Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern**

*Monitoring development:* methods eg formal, informal, formative, summative assessment, comparison with milestones, relation to child development theorists, information from parents/carers, colleagues; assessment frameworks eg Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum; standard measurements

*Development not following expected patterns:* reasons eg disability, emotional, physical, environmental factors, cultural reasons, social factors, particular learning needs, communication difficulties

*How disability affects development:* reasons eg effect of medical and social models of disability; delay in a particular aspect of development affecting other areas of development eg hearing impairment affecting communication and social interaction; global eg affecting all areas of development; attitudes and expectations of others; exclusion from opportunities, restricting development; benefits of positive attitudes to disability

*Intervention:* types eg social worker, speech and language therapist, psychologist, psychiatrist support with emotional difficulties, youth justice, support to stop children and young people offending, specialist nurse, additional learning support, physiotherapist, assistive technology, computer programmes, speech recognition device, hearing aid, health visitor

#### **4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people**

*Early identification of speech, language and communication delays:* impacts eg cognitive development/learning, social development, emotional development/behaviour

*Multi-agency teams:* support eg speech and language therapist, special educational needs coordinator (SENCO), teacher, school support worker, sensory support teacher, Autism advisory teacher, educational psychologist, parents/carers

*Play and activities to support speech, language and communication:* range eg whole-class and small-group activities, strategies eg body language including gestures, pointing, facial expressions; young children eg puppets, pictures, games, songs and rhymes; signs; technology eg story tapes, CDs, computer programmes, interactive whiteboards; modelling language

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

*Types of transitions:* emotional eg affected by personal experience, bereavement, entering/leaving care; physical eg moving house, nursery or school, moving from one activity to another; physiological eg puberty, long-term medical conditions; intellectual eg moving educational establishment, pre-school to primary to secondary to further education

*Effect on children and young people of having positive relationship during transition:* emotional, physical, psychological and cognitive effects, stability; security; some one to talk to; someone who understands how they may be affected

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to gain an understanding of the development of children and young people which underpins much of the learning for the whole qualification. Delivery strategies may involve a mixture of tutor input and independent research in relation to knowledge of development and learners will need to be guided towards appropriate materials, including electronic resources. These strategies could be complemented with appropriate video/DVD material and outside speakers.

Learners could be given an overview of the principles of development and the concept of maturation as opposed to just growth should be introduced. The expected stages of maturation of the different areas of development should also be explored. It is essential that learners understand the holistic nature of development and how different areas of development can affect one another. This aspect may be explored through case studies.

Learners should have the opportunity to consider a wide range of influences on the development of children and young people. Learners could work in pairs to consider case studies and present their findings to the whole group, followed by tutor-led discussion to consolidate learning. Learners could undertake independent research about theories of development and frameworks to support development and present their findings to the group to support discussion. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience as this will provide an opportunity to link theory to practice.

Learners should be introduced to a wide range of methods used to monitor the development of children and young people. Examples of different monitoring methods could be provided for learners to compare.

Case studies are a useful tool to consider how disability can affect development and to explore the different types of intervention used to promote positive outcomes.

Learners could analyse video/DVD material to consider the effect of speech, language and communication delays on holistic development and learning.

The importance of supporting children and young people through transitions to improve outcomes should be explored in the context of the Every Child Matters Framework. Examples of how schools work to support children and young people through both transitions that most children and young people experience and those experienced by some could be used to illustrate a range of provision. How the behaviour and development of children and young people may be affected by transitions, and the significance of positive relationships may be considered through analysis of case studies to help learners relate theory to practice.

### Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

### Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Evidence for all the assessment criteria of this unit could be combined into a portfolio, to include information about the development of children and young people, for support workers to use as a reference during their future work with children and young people. The portfolio could include accounts, charts, case studies, examples from work/work experience

The portfolio should include:

- a chart with information about the usual sequence and rate of development of children and young people in terms of physical development, communication, cognitive development, social, emotional and behavioural development and moral development from birth-19
- a concise explanation of the difference between the sequence and rate of development and why the difference is important
- how children and young people's development is influenced by a range of personal and external factors including health status, disability, sensory impairment, learning difficulties, poverty and deprivation, family environment and background, personal choices, looked after/care status, education
- how theories of development and frameworks to support development influence current practice in schools to include cognitive, psychoanalytic, humanist, social learning, operant conditioning and behaviourist theories and social pedagogy
- an explanation of how to monitor development. Examples may be included to support the response
- an explanation of the reasons why children and young people's development may not follow the expected pattern. Case studies may be used to support this response
- an explanation of ways in which different types of interventions can promote positive outcomes. Examples may be provided to support this response
- an analysis of the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- how multi-agency teams work together to support speech, language and communication needs
- how play and activities support the development of speech, language and communication. Examples from work/work experience may be used to support this response
- an explanation of how transitions can affect children and young people's development to include the following types of transitions emotional, bereavement, physical, physiological and intellectual
- an evaluation of the importance to children and young people of positive relationships during transitions.

## Indicative resource materials

### Textbooks

- Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083
- Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316
- Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043
- Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050
- Dawrent A – *Successful School Transition* (LDA, 2008) ISBN 9781855034358
- Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381
- Lindon J – *Child Development from Birth to Eight: A Practical Focus* (National Children's Bureau, 1993) ISBN 9781904787280
- Lindon, J – *Understanding Child Development: Linking Theory and Practice, 2nd Edition* (Hodder Education, 2010) ISBN 9781444102840
- Lindon, J – *Understanding Children and Young People: Development from 5-18 Years* (Hodder Education, 2007) ISBN 9780340939109
- Rasheed E, Irvine J, Hetherington A & Wyatt L – *BTEC National Health and Social Care: Level 3* (Hodder, 2010) ISBN 9781444115529
- Walsh M, Chaloner R & Stephens P – *Collins A Level Health and Social Care* (Collins Educational, 2005) ISBN 9780007197880

### Journals

*Times Education Supplement (TES)*

### Websites

<a href="http://www.childdevelopmentinfo.com">www.childdevelopmentinfo.com</a>	Child Development Institute
<a href="http://www.education.gov.uk/">www.education.gov.uk/</a>	Department for Education
<a href="http://www.nhs.uk/Tools/Pages/birthtofive">www.nhs.uk/Tools/Pages/birthtofive</a>	NHS
<a href="http://www.teachingexpertise.com">www.teachingexpertise.com</a>	Teaching Expertise
<a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>	Teachernet