Unit 2: Understand Children and Young Person's Development

Unit code: CCLD MU 5.2

Unit reference number: F/601/9449

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit summary

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Assessment requirements

This unit needs to be assessed in line with Skills for care and development QCF Assessment Principles.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the pattern of development that would normally be expected for children and young people from birth–19 yrs**

The sequence and rate of each aspect of development that would normally be expected in children and young people from birth–19 years: definition of development; physical development (gross motor skills, fine motor skills, sensory development); speech and language (receptive, expressive, articulation); intellectual/cognitive development eg concept, understanding, reasoning, imagination, creativity, perception; social development eg bonding and attachment, developing positive relationships; emotional/behavioural eg feeling valued, self-identity; emotional boundaries, feelings, sexual development; confidence; moral development eg concept of right and wrong, values, respect

The difference between sequence of development and rate of development and why the distinction is important: development follows a sequence from simple to complex and from head to toe; inner to outer, general to specific; interrelationship between aspects of development; links between development of the brain and emotional wellbeing (Goleman); variations in the way children pass through sequences of development; normal ranges; strengths and weaknesses of a biological approach to development (Gesell's theory of maturation); optimum periods for development; differences in rate/speed of development; growth spurts; puberty; identifying developmental delay; the need for a holistic approach

The reasons why children and young people's development may not follow the pattern normally expected: genetic and biological influences eg disability, health, gender; needs eg physical, social, learning; socio-economic factors eg family circumstances, community, education, culture, employment/income, education, access to health and care services; environmental eg pollution, housing, access to leisure facilities; communication difficulties eg speech and language delay, English as an additional language; emotional reasons

2 **Understand the factors that impact on children and young people's development**

How children and young people's development is influenced by a range of personal factors: health status eg chronic illness, mental illness; disability (congenital, developmental, illness or accident); children with complex needs; sensory impairment (sight and/or hearing); specific learning difficulties eg literacy, numeracy; giftedness; emotional difficulties; genetic factors; predisposition; effects of personal or common transition; attachment; effects of using illegal substances

How children and young people's development is influenced by a range of external factors: the effects of poverty and deprivation; abuse (sexual, physical, emotional, neglect); family environment and background eg family structure, parenting styles; culture, housing, community; pre conceptual care; antenatal care; social exclusion; behaviour of mother during pregnancy eg smoking, nutrition, drugs or alcohol intake, diet; personal choices eg diet, exercise, rest and sleep, leisure activities, media, safe sex; looked after/care status eg foster care, residential care; children as carers; effects of crime; lack of stimulation; educational opportunities; compensatory education

How theories of development and frameworks to support development influence current practice: cognitive development theories; learning dispositions; behaviourist approach (Pavlov, Skinner, Watson); constructivist approach (Piaget, Vygotsky, Bruner); information processing; psychoanalytic (Freud, Erikson); humanist theory (Maslow, Rogers); social learning theory (Bandura); attachment theories (Winnicott, Bowlby, Rutter); constructivist approach (Donaldson, Athey); language development theories (Chomsky, Trevarthen); ecological systems theory (Bronfenbremer); curriculum approaches (Te Whāriki); Kohlberg's levels of moral development; social pedagogy; Early Years Foundation Stage (EYFS)

Influence on practice: child-centred approach; behaviour strategies; curriculum approaches eg Reggio Emilia, High Scope; teaching and learning strategies; personalised learning programmes; inclusive practice; use of observation; role of key workers

3 **Understand the benefits of early intervention to support the development of children and young people**

Importance of early identification of development delay: identification eg neo-natal tests, health checks, growth charts, screening programmes (hearing, sight), observation; improving outcomes in all areas of development; prevention of harm; timely coordination of services; providing support for families or communities; removal of barriers; provision of targeted and/or specialist services; improving quality of life; reducing the likelihood of behaviour problems

The potential risks of late recognition of development delay: delay in identifying services and putting interventions into place; children and young people not meeting their full potential; outcomes not being met; effecting/causing delay in other areas of development; affects on self-esteem; reducing potential for independent living

How multi-agency teams work together to support all aspects of development in children and young people: Every Child Matters, 2005; Childcare Act 2006; multi-agency working eg multi-agency panels, multi-agency teams, integrated services; commissioning of services; role of lead professionals; child-centred approaches; common assessment framework, coordinated planning, delivery and review, Aiming High for Disabled Children – National Service Framework; sharing information; shared resources; parents as partners

How play and leisure activities can be used to support all aspects of development of children and young people: role of play (Bruce, Moyles) value of play (Froebel, Steiner, Isaacs, Montessori); value of freely chosen play; types of play and leisure activities eg physical, creative, fantasy, role play, games with rules, sport (team and individual), music; specialist play activities eg therapeutic play, multi-sensory play; importance of challenge; mastery of skills; promotion of health and fitness; cognitive development eg problem solving, creativity, language; physical development (gross and fine motor skills); emotional and social development eg confidence, self-awareness, interpersonal skills, resilience

4 **Understand the potential effects of transition on children and young people's development**

How different types of transitions can affect children and young people's development: common transition eg transferring to primary or secondary school; physiological eg stages of growth and development; puberty; long-term or medical conditions; particular or personal transition eg ill health, disability, family breakdown, reconstituted family, change of carer, physical move to new home/locality, from one activity to another, between carers; effects (positive and negative); effects on social and emotional development eg ability to form relationships, anxiety, phobias, depression, self-esteem; effects on cognitive development eg new experiences and development of concepts, academic achievement; emotional transitions affected by personal experience eg bereavement, entering or leaving care; physical transitions eg moving from pre-school to primary

The importance of children and young people having positive relationships through periods of transition: support networks eg family, friends, mentors, health and educational professionals, play workers; role of key worker; buddy system; listening to worries and concerns; reassuring; promoting resilience; supporting individuality; identifying needs, preferences and interests; understanding culture and religious needs

The effectiveness of positive relationships on children and young people's development: the application of coping strategies; the level of resilience of child or young person; positive attitudes; application of self-help skills; level of independence; development of 'can do' attitudes; meeting developmental norms; meeting full potential; self-esteem; feeling valued; development of own interests and pursuits

5 **Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions**

Different methods of assessing, recording and monitoring children and young people's development: routine screening; common assessment framework (CAF); observation eg narrative, time sampling, event sampling, checklist, longitudinal study, diagrammatic (graphs, charts, sociogram), video recording; photographs; assessment for learning; standard measurements; centile charts; information from others (parents, carers, children and young people, professionals, colleagues); Leuven Involvement Scale

Different methods for assessing, recording and monitoring children and young people's development in the work setting: assessment on entry to setting; individual profile eg health needs, learning needs, preferences; regular and ongoing assessments to record progress; records of discussions with children and young people, parents, colleagues and professionals; reviews of progress; assessment in response to concerns; methods of recording eg formal, informal, diary, reports, electronic

How different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected: intervention provided by specialist services eg social workers, psychologists, psychiatrists, physiotherapists, nurse specialists, health visitors, speech and language therapists; youth offending teams; residential social workers; foster carers; respite care; palliative care; assistive technology eg voice input or output devices, communication boards, hearing aids; mobility aids

Evaluate the importance of accurate documentation regarding the development of children and young people: registration and inspection frameworks; legal requirements (principles of the Data Protection Act 1998); policy and procedures of setting; importance of accuracy and objectivity; ethical guidelines; bias; confidentiality

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs	1.1	Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth-19 years			
		1.2	Analyse the difference between sequence of development and rate of development and why the distinction is important			
		1.3	Analyse the reasons why children and young people's development may not follow the pattern normally expected			
2	Understand the factors that impact on children and young people's development	2.1	Analyse how children and young people's development is influenced by a range of personal factors			
		2.2	Analyse 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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the benefits of early intervention to support the development of children and young people	3.1	Analyse the importance of early identification of development delay			
		3.2	Explain the potential risks of late recognition of development delay			
		3.3	Evaluate how multi–agency teams work together to support all aspects of development in children and young people			
		3.4	Explain how play and leisure activities can be used to support all aspects of development of children and young people			
4	Understand the potential effects of transition on children and young people's development	4.1	Explain how different types of transitions can affect children and young people's development			
		4.2	Explain the importance of children and young people having positive relationships through periods of transition			
		4.3	Evaluate the effectiveness of positive relationships on children and young people's development			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1	Explain different methods of assessing, recording and monitoring children and young people's development			
		5.2	Explain how and in what circumstances different methods are used for assessing, recording and monitoring children and young people's development in the work setting			
		5.3	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected			
		5.4	Evaluate the importance of accurate documentation regarding the development of children and young people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)