



Child Development 101

From Birth to 18 years

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- Child Development is a very important area of study. It enables us to understand how a new born child adapts, grows and learns to cope in the new surroundings he finds himself.
- In this Presentation we shall look at how the child develops from birth to 18 and consider the different stages of development the child passes through, paying particular emphasis to fine and gross motor cognitive and language, social, emotional and moral growth. We shall look at each stage and what you should expect in these varied areas
- This kind of study actually enables parents, educators and all child workers to understand the child better so as to deal with issues appropriately and also to pin point issues that may develop into problems earlier, so that interventions can be put into place.

Introduction

Welcome Little One!



Fine and Gross Motor Development

- Life starts with reflex movement, sucking, rooting and 'moro'
- Plays with hands and at 3mths can hold a rattle for a while. Can lift head up and wave arms bringing them together over own body
- 6mths starts reaching for things and moves them from one hand to the other. Can also roll over from back to front
- The from 'hand to mouth' routine starts. Everything they hold goes into the mouth
- 9mths Can sit up unsupported, and may start crawling, mobility has started. Can now release things by deliberately dropping them.
- 12mths Starts using the pincer grip and points with index finger. May now be able to stand alone briefly and walk holding on to furniture, or may even be walking
- 15mths uses palmar grip to grasp crayons. Walking and crawling up the stairs at this point.

From Birth to 18 months

Cognitive and Language Development

- 1mth child may stop crying and turn at the approach of an adult or a familiar voice.
- Makes cooing noises at 6wks
- 3mths enjoys bath times and starts recognising routines
- 6mths starts making babbling sounds (blending vowels and consonants together)
- 9mths understands some simple words like 'no' & 'bye'
- At 12mths says first words mixed in with babbling. Knows own name and understands simple instructions.
- 15mths child communicates through pointing and vocalising, may start saying four to six words, and will understand and respond to simple instruction.

Social, Emotional and Moral Development

- 1mth is interested and focuses on the human face.
- 3mths indiscriminate attachments, cries when alone, enjoys being held and the human voice.
- 6mths can recognise emotions and responds to them. Likes playing with others
- 9mths starts being wary of strangers. Prefers primary attachments, parents/key carers
- Starts imitating others' actions: clapping, smiling, playing peek-a-boo.
- 12mths Enjoys the company of familiar people and will stay close to familiar adults and siblings.
- 15mths Child is Emotionally dependent on parents and key carers, Dislikes being left alone and may follow the adult out of rooms. Also enjoys playing games.

From Birth to 18mths (cont.)

It's Mine.



Fine and Gross Motor Development

- At 18mths child can feed self with a spoon, build a tower of 3 bricks and scribble
- Also can walk unaided, walk up the stairs with help 2 feet to a stair. Will squat to pick up a toy and can climb onto a toy
- By 2yrs child can draw circles, put on some shoes (usually the wrong way round), run, climb onto furniture and can use sit and ride toys
- At 2 ½ the hand preference emerges, can do two piece jigsaw puzzles, pouring water and sand and pull down items of clothing.
- Child can kick a large ball, runs more quickly and confidently, walks up the stairs confidently and jump off a low step with the 2 feet together.
- At 3yrs can wash and dry hands with help, the tripod grasp is developing and would have established hand preference for most tasks.
- Can now ride a tricycle, run forwards and backwards, walk upstairs on alternate feet, throw a large ball or kick with appropriate aim.

From 18mths to 3yrs

Cognitive and Language Development

- At this stage children are actively using their senses to explore and understand the world
- This is a period of language explosion. They acquire and use quite a lot of words
- They enjoy singing and listening to songs, rhymes and stories.
- Start to develop what is known as The Theory of mind – realising their preferences and dislikes and that others may think differently.
- May wave hand up and down to signify ‘I want more, I like it etc.’
- Love books with pictures
- Can point to different parts of the body and name them
- Will echo the last part of what people say.(echolalia)
- A word or a phrase could extend to mean different things to the child e.g. D-O-G could also mean all animals and not just a dog! (holophrase)
- At 2yrs children tend to over extend words and use phrases, e.g. ‘doggie for dog’ and ‘Daddy gone’ for ‘Daddy has gone out.
- Can follow through small requests, e.g. ‘Can you bring the book to me?’
- Call self by name, and talk about what they are doing, naming movements e.g. ‘up’, ‘gone’, pointing and naming objects.

Social, Emotional and Moral Development

- 18mths still attached to parents, plays alone but likes being with adults and siblings, wants immediate attention, will imitate actions of adults
- They display a wide range of emotions and behaviours at this stage: warmth, joy, anger, assertiveness and curiosity. They can now explore their surroundings and play away from their parents
- The child is beginning to understand a few limits and boundaries.
- At 2 has no understanding of waiting for needs to be met, or sharing toys, thus the tantrums, but would play in parallel with other children.
- They are highly dependent on adults as they need lots of help with resolving issues and conflicts that may arise.
- 2 ½yrs Child can get jealous of other kids gaining adult attention, will throw a tantrum if frustrated, and may be restless and impulsive.
- Child always enjoys the attention and praise of adults around them

From 18mths to 3yrs (Cont.)

The Toddler



Fine and Gross Motor Development

- Fine motor skills at this stage include ability to thread beads progressing to threading small beads on a lace,
- Hold pencil with 3 fingers using the dynamic tripod grasp,
- Paint with a large brush, use the scissors and copy shapes progressing to drawing a recognizable person.
- Gross motor skills include standing on one foot, walking backward, sideways and on tiptoes, developing good spatial awareness,
- Can walk on a line, climb up trees, and run up and down the stairs, one foot for a stair, as they develop a sense of balance..
- Ride a tricycle using pedals and good stirring motion.
- They learn to catch, throw, kick and bounce a ball.
- They can now bend at the waist to pick up things from the floor

From 3 to 5 Years

Cognitive and Language Development

- This a period of language explosion, the child talks and asks a lot of questions, what, why when, etc. They learn new words all the time.
- They love nursery rhymes, sing them and have a favourite story and love pretend play.
- At this stage they love playing non competitive games and are fascinated by cause and effect trying to constantly explain what is going on in the world around them. This leads to developing problem solving skills and hypothesis making as they wonder about what will happen next.
- They can identify the primary colours red, blue and yellow, It takes a while to differentiate blue from green, which they may find confusing.
- Counting skills have expanded and can count up to 20 at age 4.
- Can understand concepts such as ‘more, few, big and small.’
- They become better skilled at taking turns in conversation groups.
- They know their names and can learn their address and age if taught.

Social, Emotional and Moral Development

- They become more aware of belonging to a gender.
- They are more sociable and are interested in having friends, they have best friends. Can now learn to share and play with others but may also enjoy playing alone.
- Can eat with a fork or spoon, manage personal hygiene and tidy up after themselves.
- At 3 they start learning to negotiate, suggesting give and take scenarios.
- They are afraid of the dark as they acquire the ability to imagine different things they become frightened easily.
- Less physical outburst occur at this stage as they are able to express themselves with words
- They are less easily distracted though impulsive
- They seek adult attention, copy others and are able to give help to other children in need.
- At 4 they like to be independent are strong willed and show a sense of humour but still need adult comfort when ill or tired
- They begin to behave appropriately at different routine activities and start understanding and using the concepts of ‘Please and thank-you’
- They are now more sociable and confident communicators, but there will be situations they cannot handle themselves and will require adult help
- They can become argumentative and aggressive when determined about something.
- They are developing the concept of becoming helpful and understanding what is right or wrong
- For a 4 to 5 year old rules are fixed and unchangeable.

From 3 to 5 Years (cont.)

School Begins



Fine and Gross Motor Development

- At 5 years writing skills have developed nicely, and by 6 years can grip the pencil and write well, the child can colour, do complex puzzles and builds with construction toys very well. At 6 years can colour within the lines.
- Child has lots of energy, developed good balancing skills and can now use a large variety of playground equipment, including swings, slides and climbing frames.
- Plays ball games, dance, hops, skips touches toes.
- A good age to start swimming as they can now co-ordinate movements for swimming and bike riding. They continue to develop good agility as they progress into 6 and 7 years.
- At 6 the child is able to dress up quickly and manage zips buttons and shoe laces, they can use a computer and mouse and show clear preferences of using right or left hand.

From 5 to 7 Years

Cognitive and Language Development

- They begin to problem solve and seek solutions to situations at this point.
- They provide details in their drawings, can recognise their name when written down, and are learning to concentrate and persevere with projects better.
- They begin to establish the difference between reality and fantasy, though they may still get frightened by superhero's etc.
- They are gradually learning to understand the concept of time, weight and distance.
- The child talk more fluently, trying to understand the meaning of words, using more adverbs and prepositions as they communicate.
- Sounds that make up words interest them and they enjoy rhyming words, though they may still find some sounds difficult to pronounce.
- They begin to understand stories, in terms of the fact that they are made up of characters and a narrative.
- From the age of 6 they start to use prefixes and suffixes for words to make more words

Social, Emotional and Moral Development

- Their self confidence has began to grow in leaps and bounds at this stage. They take pride in acquired skills and show off.
- A six year old can begin to learn how to control their feelings and then subsequently start hiding them.
- They are beginning to learn how to take responsibility and start helping the younger ones around them.
- They expand their circle of trusted adults, and build strong bonds of friendship with their school mates.
- They still need adult help when dealing with conflict, but have a better understanding of what is fair especially when it is explained to them.
- They are now very competent with sharing but also with showing off their achievements.
- By the age of 7 they have started understanding and internalising social and moral norms in their culture. The concept of 'right and wrong' is taking root. If values are not taught to children at this stage then a lot of work will need to be done later on to correct this omission.
- They can argue their view points , play games with rules, and be friendly and co-operative.
- They continue to develop the concepts of fairness and forgiveness.
- By 7 years they have a strong understanding of right and wrong, for example they know it is wrong to harm someone physically and they know it is right to help people in need

From 5 to 7 Years (Cont.)

Making good progress



From 8 to 11 Years

Fine and Gross Motor Development

- This is a period of rapid growth and boys develop gross motor skills faster than girls, except when it comes to the specific skills of hopping, skipping and jumping.
- They can play energetic games, ride a bicycle easily and have increased flexibility, agility and balance
- Puberty may start at this stage especially for girls who may start developing body proportions similar to an adults at 10 or 11 years.
- Fine motor skills continue to develop, and children can control their small muscles well. Writing and drawing skills are well developed. Writing in a more personal style in cursive and drawing with so much more detail and depth
- They can play complicated games and undertake projects that require complex eye hand co-ordination.

Cognitive and Language Development

- Child thinks more logically and are more organised at this stage. They can relate events that have happened much better and use of vocabulary is more extensive.
- It is at this stage that their reading and writing skills come into their own and can write long essays and start reading longer stories.
- They learn to plan ahead and evaluate what they are doing.
- They enjoy different activities, like joining clubs and doing different projects.
- At 10 years they begin to develop the ability for spatial reasoning, this is being able to understand and draw conclusions based on cues around them
- They start to show specific talent abilities e.g. music, art, swimming, football, dance, etc.
- Their communication skills are evolving and they can understand and use longer sentences. They enjoy making up stories and telling jokes and by 9 years can use reference books with increasing skill.
- Their essays are lengthier and written with much more precision paying particular attention to legibility and good grammar usage.

Social, Emotional and Moral Development

- At this stage continues to grow in independence, take pride in competences, and are able to express and withhold emotions in a more acceptable way.
- They are beginning to see things from another child's point of view, though they may still not understand other people's feelings
- They like being given responsibilities and like making friends based on proximity and interests, boys tend to have more friends, girls are much more emotionally involved with their friends.
- They tend to work together in smaller groups usually of the same sex, though they are aware of the other opposite sex
- By the time they are 11 years they begin to understand fully that they are responsible for their own decisions and actions, and that consequences are as a result of these.
- They now understand that they can negotiate to change rules they are therefore no longer black or white.
- The child may also become more aware of the conflict between their parents moral values and those of their friends. (Not paying attention to a child at this stage and you may lose them to standards that may shock you.)

From 8 to 11 Years (Cont.)

The Teen Years



Fine and Gross Motor Development

- This is the period of puberty which may have begun for some in the previous age range. A lot of physical changes occur during this period.
- Both primary (internal) and secondary (external) sex characteristics develop during this period.
- Rapid musculoskeletal growth for the child during this period.
- To remain fit and maintain strength they continue to exercise a lot.

From 12 to 16 Years

Cognitive and Language Development

- This is an important period of development for the child mentally. A period when reason, judgement and self control develops and matures.
- They experience a major shift in thinking from the concrete to abstract, thereby developing an adult's way of thinking. Here the child considers possibilities, they think ahead, making up and testing hypotheses in situations, thinking and understanding their thought process (e.g. being able to explain how they remember things and strategies used to pass exams) and thinking beyond the usual, e.g. adult thoughts on religion, morality and politics.
- Handwriting at this stage has developed into a legible and fast style
- Communication is done in a mature adult manner, they can understand abstract language, the use of idioms, figurative language and metaphors.
- They are also able to understand and process the written text properly, the syntax structure, word meanings and contexts in sentences.

Social, Emotional and Moral Development

- Young people are at this point very self-conscious and worried about physical changes, they may think they are getting too fat, too short, too tall etc. Self esteem is garnered from peer approval.
- They may feel misunderstood, are argumentative and make demands for privacy.
- This is also the period when they self-label selves as gay or lesbian and will they take these labels public a year after
- They need to be accepted and liked and experience a wide range of mood swings , they experience periods of highs and lows caused by hormonal changes in the body.
- At this stage they identify more with peers and least with parents, whom they start separating themselves from. Young people tend to avoid family activities .They seek affection and emotional support from outside the family circle.
- This is the period when the young persons begins to think and make decisions for themselves. They may test authority and flout rules.
- They are risk takers and fearless, even among the most self conscious young person they are still fearless, with an attitude of mind that nothing bad can happen to them

From 12 to 16 Years (Cont.)

Moving On to Adulthood



Fine and Gross Motor Development

- Boys will still be growing and developing at this stage while girls may have completely matured.
- Youths at this stage are 95% of their adult height
- Children should be encouraged to eat, sleep and exercise well during this stage. They should exercise at least one hour a day.
- Their brain continues to grow into late adolescence.
- The secondary sex characteristics now grow rapidly (facial and body hairs for boys and breasts for girls)

From 16 to 18 Years

Cognitive and Language Development

- This is a period when they come into their own, developing and understanding their unique personality.
- They develop and are able to articulate their opinions.
- At 16, youths are able to deal with several concepts at the same time and process the consequences of actions they take.
- Youths can also process complex problems, analyse the situation and produce a solution, they have grown in the ability to think abstractly.
- Teenagers become better equipped to cope with a more rigorous and complex school curriculum as they develop better cognitive, time management and study skills. They develop well defined work habits and are self-regulatory.
- Their spoken and writing skills become very well developed at this stage.

Social, Emotional and Moral Development

- Youths spend less time with parents, more with peers, yet spend more time developing hobbies and their personal interests.
- They show more concern about the future (school or work plans)
- They begin to develop a sense of humour
- They develop the ability to compromise and make important decisions
- Youths may sometimes feel sad, depressed and unhappy, this may lead to poor grades at school, use of drugs, alcohol, unsafe sex and teenage pregnancy.
- They could have suicidal thoughts, be depressed and unhappy with self (they worry about weight, size, appearances and about ability to succeed in life).
- Youths tend to start to grasp social, political and moral concepts in great leaps and bounds at this stage.
- They may argue a lot, not listen and think that their view point is more valid than others, they become self-absorbed
- Young people are more aware of the needs and feelings of others at this point than ever before.
- They may experiment in risk taking.

From 16 to 18 Years (Cont.)

1. Starting from the Child - Juliet Fisher-Open University (2008)

2. Understand Child Development – Carolyn Meggit(2012)

3. Handicap International Milestone chart.

References

Hand out for Parents and Attendees.

CHILD DEVELOPMENT MILESTONES						
"IF YOUR CHILD CANNOT DO ONE OR MORE OF THE ACTIVITIES, ACCORDING TO THEIR AGE, THEY SHOULD BE TAKEN TO A HEALTH FACILITY FOR ASSESSMENT"						
	3 Months	6 Months	12 Months	2 Years	3 Years	5 Years
Gross motor	 Lifts head briefly	 Roll back to stomach & can sit with support from own arms	 Crawls & can pull self to stand	 Can walk alone or with support from 1 hand	 Can run	 Can climb large stairs
Fine motor	 Tries to reach out with hands to objects nearby	 Can hold objects with whole hand	 Can hold objects with both hands, and pass objects between hands	 Can make a simple tower	 Can do simple puzzles	 Can throw and catch a ball Can copy simple shapes
Social skills	 Recognises mother, smiles	 Responds to simple gestures	 Copies simple actions	 Starts to play with other children	 Plays cooperatively with other children	 Plays group games, separates easily from mother
Hearing	 Stops moving at new sound	 Turns to look at sound	 Enjoys music	 Will turn & point to objects making sound	 Follows simple instructions	 Is curious & listens to explanations
Vision	 Looks at bright objects	 Enjoys bright/ moving objects	 Is attracted by moving objects & tries to catch them	 Is curious & looks closely at objects	 Can sort objects	 Can recognise objects and places that are far away
Language	 Smiles & makes noise	 Repeats simple sounds: "mama", "dada"	 Responds to names; Can repeat single words and sounds	 Makes simple sentences of 2-3 words	 Can ask & answer simple questions	 Uses lots of language, can tell stories & describe things
Self Care	 Suckles	 Eats semi-solid/ crushed food	 Drinks from cup	 Eats with a spoon	 Can undress	 Helps with simple household tasks