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| Unit 10/331: Understand child and young person development  PLTS  IE 1 - identify questions to answer and problems to resolve  IE 2 - plan and carry out research, appreciating the consequences of decisions  **Learning outcome 1-Understand the expected pattern of development for children and young people from birth - 19 years**  **1.1.a,b,d explain the sequence and rate of each aspect of development from birth – 19 years. Use the following templates to fill in milestones for the years given.**  **Assessment criteria 1.1.c,e** | | | |
|  | **Physical development** | **Communication development** | **Social, emotional and behavioural**  **development** |
| **Birth to 3 years** |  |  |  |
| **3-7 years** |  |  |  |
| **7-12 years** |  |  |  |
| **12-16 years** |  |  |  |

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|  | **Intellectual/cognitive development** | Moral development |
| **Birth to 3 years** |  |  |
| **3-7 years** |  |  |
| **7-12 years** |  |  |
| **12-19**  **years** |  |  |

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| **Definitions:** **1.2- explain the difference between sequence of development and rate of development and why the difference is important.** |
| **Sequence of development** |
| **Definition:** |
| **Rate of development** |
| **Definition:** |
| **Why is the difference between the two important:** |
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| **Unit 10/ 331: Understand child and young person development**  **PLTS**  **EP 1 - discuss issues of concern, seeking resolution where needed**  **Learning outcome 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 | |
| Personalfactors | **How children/young people’s development is influenced** |
| Health status |  |
| Disability | - |
| Sensory impairment |  |
| Learning difficulties |  |
| External **factors** | **How children/young people’s development is influenced** |
| Poverty and deprivation |  |
| Family environment and background |  |
| Personal choices |  |
| Looked after/care  Status |  |
| Education |  |

# Unit 10/331 Outcome 2.3 –Theories of development

PLTS

IE 3 - explore issues, events or problems from different perspectives

IE 4 - analyse and evaluate information, judging its relevance and value

IE 5 - consider the influence of circumstances, beliefs and feelings on decisions and events

RL 5 - evaluate experiences and learning to inform future progress

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| **Theory** | **Theorists** | **Main ideas** | **What kind of relevance does the theory have to your role?** | **Give an example of how the theory relates and is applied in your practice.** |
| Cognitive | Piaget | Believed that the age and stage of a child was fundamental in the way a child thinks and learns, learning is based on experiences undertaken and will build up as they group up and experience more. | Way school system is structured into year groups and expected stages of development. Curriculum is designed  Around ages and stages. Some children may not fit into this and may experience difficulties. |  |
| Psychoanalytic | Freud  Melanie Klein  John Bowlby  Wilfred Bion | Freud states that’s our personalities are made up of 3 sections:  ID  I want --- biological ---- reflecting instinct  Superego  I can ----- physiological - reflecting intelligence  Ego  I should -- social/moral - reflecting institution  Object relations theory    It is a psychodynamic theory within psychoanalytic psychology. The theory describes the process of developing a psyche as one grows in relation to others in the environments. It is a theory of relationships between people, in particular within a family and especially between the mother and her child. A basic tenet is that we are driven to form relationships with others and that failure to form successful early relationships leads to later issues.  Melanie Klein started from Freud but developed her own approach. In doing so, she was opposed by Anna Freud, which split the British Psychoanalytical Society into separate camps. She used observation of children at play with selected toys (her 'play technique') as a substitute for the adult free association | Dysfunctional relationships with primary care givers will have an effect on later relationships with students and with staff. Relationships that are transferential in nature will make learning more difficult, because the learner experiences the teacher /support assistant as all bad or all good  and this will prevent the development of more positive aspects of the relationship  such as a working alliance and independence.    Also experiences in groups and large groups will have effect on emotional life as well as social development and achievement. | . |
| Operant conditioning | B F Skinner | Believes that our learning is based on consequences which follow particular behavioural habits, in so much as we repeat experiences that we find enjoyable and avoid those that are not.  Operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning that occurs through rewards and punishments for behaviour. Through operant conditioning, an association is made between a behaviour and a consequence for that behaviour. | Assertive discipline and use of rewards and sanctions to get results | . |
| Behaviourist | John Watson  Ivan Pavlov | Believed that we are all born with the same abilities and that anyone can be taught anything.  While behaviourism is not as dominant today as it was during the middle of the 20th-century, it still remains an influential force in psychology. Outside of psychology, animal trainers, parents, teachers and many others make use of basic behavioural principles to help teach new behaviours and discourage unwanted ones. | School routines that create manageable young people    Exposure to different kinds of school and environment affects behaviour and achievement. E.g. public schools compared to sink schools.    Children copy behaviour of others both positively and negatively. |  |
| Social learning | Bandura | Bandura’s Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. | Modelling functional behaviour in school with relationships and management of the environment  i.e. role models both negative and positive |  |
| Humanistic | Maslow  Carl Rogers  Erikson | Hierarchy of needs  Stages of psychosocial development  Person centred approach  Core conditions of respect empathy congruence  Working with the person holistically  in an attempt to engender understanding of themselves and create opportunities  Avoiding power dynamics  The teacher/therapist should be focusing ensuring that all of the client’s feelings are being considered and that the therapist has a firm grasp on the concerns of the client while ensuring that there is an air of acceptance and warmth. | Inclusion  Communication  Differentiation  Building relationships that are functional and positive |  |

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| Unit 10/331: Understand child and young person development  PLTS  IE 1 - identify questions to answer and problems to resolve  **Learning outcome 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 | |
| **Methods** | **How to monitor children and young people’s development** |
| **Assessment**  **frameworks** |  |
| **Observation** |  |
| **Standard measurements** |  |
| **Information from carers and colleagues** |  |

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| Unit 10/331: Understand child and young person development  PLTS  IE 2 - plan and carry out research, appreciating the consequences of decisions  IE 3 - explore issues, events or problems from different perspectives  **Learning outcome 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**. | |
| **Reasons** | **10/331.3.2 Explain why children and young people’s development may not follow the expected patterns**  **10/331.3.3 Explain how disability may affect development** |
| **Disability** |  |
| **Emotional** |  |
| **Physical** |  |
| **Environmental** |  |
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| Unit 10/331: Understand child and young person development  **Learning Outcome 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** | |
| **Different types of**  **intervention** | **10/331.3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.** |
| **Social worker** |  |
| **Speech and language therapist** |  |
| **Psychologist** |  |
| **Psychiatrist** |  |
| **Youth justice** |  |

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| **Different types of intervention** | **10/331.3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.** |
| **Physiotherapist** |  |
| **Nurse specialist** |  |
| **Additional learning support** |  |
| **Assistive Technology** |  |
| **Health visitor** |  |

**Unit 10/331.4.1.4.2.4.2 Evidence task**

**This could be demonstrated through:**

written assignment/powerpoint/leaflet/moviemaker/website

331. 4.1-Show an understanding of the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.

* **What are the factors e.g. physical or medical that affect speech and language development?**

* **What could be the problems encountered by students with delayed language acquisition and how could it affect them holistically?**

* **What helps speech and language development?**

* **How does language help us learn?**

* **What kind of factors will become harder to manage as children get older with their learning?**

* **If we do not have language what does it prevent us from doing?**

**331.4.2-**Explain how multi-agency teams work together to support speech, language and communication.

* **List the professionals who are involved in speech and language development and the kind of support they can offer?**

* **Describe ways and methods that these professionals can come together to provide support. Reflect on your own involvement and experience of this process. Comment on successes and barriers in the process.**

**331.4.3-**Explain how play and activities are used to support the development of speech, language and communication.

* **How do children acquire language and why is it important?**

* **What does play give children and young people the opportunity to do?**

* **What kind of activities would you suggest are good for young people to take part in which help them  develop confidence?**

* **List the skills that they acquire through these activities?**

* **Describe the different kinds of communication we use and analyse why some children and young people may find communication difficult to understand?**

* **Reflect on your experience of a situation where communication with a child or young person wasn’t effective.**

* **Explain how you modified your approach so the child or young person had more understanding and was able to communicate their needs better.**

* **What kind of strategies and techniques do you use in supporting teaching and learning to aid communication?**

* **Describe the different visual and auditory approaches that can be used  to enhance communication and what you think are the most successful in your experience.**

* **What other ways can be used to communicate ideas other than verbally that you have encountered in schools?**

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| Unit 10/331: Understand child and young person development  Outcome 5 Understand the potential effects of transitions on children and young people’s development  5.1 explain how different types of transitions can affect children and young people’s development  5.2 evaluate the effect on children and young people of having positive relationships during periods of transition. | | | | |
| Transition | Physical/Emotional /Intellectual/Physiological | Possible effect on young person | What a positive relationship can provide to the young person going through the transition | What do you think is the most effective kind of support that can be offered |
| Long-term medical conditions |  |  |  |  |
| Bereavement |  |  |  |  |
| Moving from primary to secondary |  |  |  |  |
| Moving school |  |  |  |  |
| Moving from secondary to college/university |  |  |  |  |
| Moving home |  |  |  |  |
| Moving locality |  |  |  |  |
| Starting/leaving School |  |  |  |  |
| Puberty |  |  |  |  |

**Provide a personal reflection of a time when you supported a young person through a transition in their lives?**

* What kind of support did you provide and what was most effective? E.g. individual /multi-agency
* What informed your choices e.g. training or personal experience?
* Describe what skills and techniques you used to develop a positive relationship?
* Describe the outcomes and effect on the young person having built a positive relationship with you.
* Comment on how the young person navigated the transition with regard to the support provided.