CLDDV 163: WORKING WITH CHILDREN WITH SPECIAL NEEDS

Chapter 4: Normal and Exceptional Development
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WHAT IS TYPICAL DEVELOPMENT?

- Developmental sequences that are predictable
  - With individual differences
  - Exceptions are common

- Developmental milestones
  - Infancy
    - Motor development
    - Reciprocity (give and take, I can make things happen)
      - Important to attachment
      - Need responsive caregivers
    - Cognitive development
    - Sensorimotor development
      - Piaget
Your Child’s Early Development is a Journey

Check off the milestones your child has reached and share your child’s progress with the doctor at every visit.

6 MONTHS
- Turns his head when you call his name
- Smiles back at you
- Responds to sound by making sounds
- Sits without support for a short time
- Likes social play (games like peek-a-boo)
- Uses simple gestures such as shaking head for “no” or waving “bye-bye”
- Pulls up to stand

12 MONTHS (1 YEAR)
- Copies you during play (like clapping when you clap)
- Responds when told “no”
- Says “mama” and “dada”
- Plays pretend (like talking on a toy phone)
- Points to interesting things

18 MONTHS (1½ YEARS)
- Uses 2- to 4-word phrases
- Looks at something when you point to it and say “look!”
- Uses several single words to get what she wants
- Walks without help

2 YEARS
- Follows simple instructions
- Holds a ball
- Shows affection for playmates
- Uses 4- to 5-word sentences
- Plays make-believe with dolls, animals, and people (like feeding a teddy bear)

3 YEARS
- Copies adults and playmates (like running when other children run)
- Climbs well
- Plays make-believe with dolls, animals, and people (like feeding a teddy bear)
- Follows 3-step commands (like “get dressed, comb your hair, and wash your face!”)

4 YEARS
- Hops and can stand on one foot for up to five seconds
- Uses 5- to 6-word sentences
- Shares and takes turns with other children
- Draws circles and squares

These are just a few of many important milestones to look for. For more complete checklists by age visit www.cdc.gov/ActEarly or call 1-800-CDC-INFO.
## Motor Milestones

**EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT**

*Note: Although these guides physical and mental skills are separated, the two are often closely interrelated.*

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Average Age Skills Begin</th>
<th>3 Months</th>
<th>6 Months</th>
<th>9 Months</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>5 Years</th>
<th>What to do if a child is behind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head and Trunk Control</td>
<td>Lifts head part way up</td>
<td>Holds head up briefly</td>
<td>Holds head up high and well</td>
<td>Turns head and shifts weight</td>
<td>Holds head up well when lifted</td>
<td>Moves and holds head easily in all directions</td>
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<td></td>
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<tr>
<td>Rolling</td>
<td>Rolls belly to back</td>
<td>Rolls to standing</td>
<td>Rolls back to belly</td>
<td>Rolls over and over easily in play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting</td>
<td>Sits only with full support</td>
<td>Sits with some support</td>
<td>Sits with hand support</td>
<td>Begins to sit without support</td>
<td>Sits well without support</td>
<td>Twists and moves easily while sitting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawling and Walking</td>
<td>Begins to creep</td>
<td>Scoots or crawls</td>
<td>Pulls to standing</td>
<td>Takes steps</td>
<td>Walks</td>
<td>Runs</td>
<td>Can walk on tiptoe and on heels</td>
<td>Walks easily backward</td>
<td>Hops on one foot</td>
</tr>
<tr>
<td>Arm and Hand Control</td>
<td>Grips finger put into hand</td>
<td>Begins to reach towards objects</td>
<td>Reaches and grasps with whole hand</td>
<td>Passes object from one hand to other</td>
<td>Easy moves fingers back and forth from nose to moving object</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Seeing</td>
<td>Follows close object with eyes</td>
<td>Enjoys bright colors/shapes</td>
<td>Recognizes different faces</td>
<td>Eyes focus on far object</td>
<td>Sees small shapes clearly at 6 meters (see p. 453 for test).</td>
<td></td>
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</tr>
<tr>
<td>Hearing</td>
<td>Moves or cries at a loud noise</td>
<td>Turn head to sounds</td>
<td>Responds to mother's voice</td>
<td>Enjoys rhythmic music</td>
<td>Understands simple words</td>
<td>Hears clearly and understands most simple language</td>
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</tr>
</tbody>
</table>

Activities to develop rolling and twisting (see p. 304). Work on sitting. Special seating if needed (p. 206).

Activities to improve balance (see p. 306). Eye-hand activities. Use toys and games to develop hand and finger control (see p. 205). Have eyes checked (see p. 452). If poor, see Chapter 30. Have hearing checked. If poor, see Chapter 31.
## Important Milestones by the end of...

<table>
<thead>
<tr>
<th>3 months</th>
<th>7 months</th>
<th>1 year</th>
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</table>
| ○ begins to babble  
 ○ brings hand to mouth  
 ○ first smile  | ○ babbles chains of sounds  
 ○ can tell emotions by tone of voice  
 ○ develops full color vision  
 ○ responds to own name  
 ○ transfers object from hand to hand  | ○ bangs two objects together  
 ○ crawls forward on belly  
 ○ cries when parent leaves  
 ○ finds objects even when hidden under two or three covers  
 ○ finger feeds him/herself  
 ○ reaches sitting position without help  
 ○ responds to “no”  
 ○ says “dada” and “mama”  
 ○ walks holding on to furniture |

<table>
<thead>
<tr>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
</tr>
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</table>
| ○ begins make-believe play  
 ○ begins to run  
 ○ begins to show defiant behavior  
 ○ begins to sort by shapes and colors  
 ○ says 2-4 word sentences  
 ○ turns over container to pour out contents  
 ○ walks alone  
 ○ walks up and down stairs holding on to support | ○ can ride a tricycle  
 ○ expresses affection openly  
 ○ sorts objects by shape and color | ○ cooperates with other children  
 ○ uses scissors  
 ○ walks up and down stairs without support | ○ dresses and undresses without help  
 ○ uses a fork, spoon and (sometimes) a knife to eat |
TOYS BY DEVELOPMENTAL STAGE

Child Development Chart

There are several key areas of development: Physical, Social and Emotional, Intellectual and Language.

0m
- Focusing on objects
- Physical Development

6m
- Picking up objects with a pincer grasp
- Looking and playing with toys
- Social and Emotional Development

12m
- Walking by themselves
- Playing alone with toys
- Intellectual Development

18m
- Learning to run
- Repeating actions he/she has enjoyed
- Language Development

2y
- Putting beads on a string
- Playing alone near familiar adults

3y
- Riding a tricycle
- Parallel play

4y
- Making a good attempt at controlling their hands
- Using imagination

5y
- Finding enjoyment by role-playing with other children

6y
- Creates building blocks by using their imagination
- Understanding some ideas and concepts

- Making longer sentences to describe things

- Talking fluently and with confidence

- Making short sentences

- Speaking in sentences

- Repeating an adult’s last words

- Enjoying communication with sound

- Laughing in play, smiling to mother, crying vigorously

- Language Development
DEVELOPMENTAL MILESTONES

- Toddlerhood
  - Mobilization
  - Language
  - Emotional development
    - Autonomy
Preschool
- Creativity and imagination
- Dysfluency usually disappears
- Here and now
- Egocentrism (see the world through their eyes)
- Focus on appearances
Primary school years

- Logic

- Learning to read is a major developmental task; requires:
  - Sitting still for longer periods of time
  - Learning to listen attentively
  - Learning to recognize and discriminate letter sounds and letter shapes
WHAT IS ATYPICAL DEVELOPMENT?

- Developmental disabilities and delays
  - People First Language
    - Kathie Snow
- Many children start out with serious delays and overcome them with appropriate early intervention services
  - LBW and prematurity are good examples
- Some impairments are serious but don’t interfere with developmental progress
  - Limb malformations
- Developmental delay: when a child performs like a child of a much younger age
  - Diagnosis varies from profession to profession
Many infants and children at risk for developmental problems have the potential for healthy development.

- Early intervention services
- Medical treatment
- Nurturance
- Family support
**CHILDREN AT RISK**

- Biological risk factors
  - Chromosomes
  - Organs
    - VSD (ventricular septal defect)
CHILDREN WITH DEVELOPMENTAL DISABILITIES WHO ARE GIFTED

- Recommendation:
  - Observe children in their natural setting
  - Identify and nurture young gifted children from every socioeconomic level
LOOK FOR THE MIRACLE!!!
WHAT YOU LOOK FOR, YOU WILL FIND!!!