

## Typical Child Development

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## Learning Objectives

- Enrich capacity for developmental surveillance and screening
- Become familiar with current perspectives in child development
- Strengthen foundation for discussing child development with families and community providers



## The Context

Learning Objective 1:

Enrich capacity for developmental surveillance and screening through increased knowledge of typical child development



## Bright Futures—AAP

<http://brightfutures.aap.org>



## Developmental Screening Algorithm for Primary Care



## Comprehensive Child Development Surveillance

- Elicit and attend to parent concerns
- Maintain a developmental history
- Accurate observations of child
- Identify risk and protective factors
- Periodic screening with tools
- Documentation



## Intersections – Typical Child Development and Practice

- Developmental surveillance and screening
  - Use of screening tools – ASQ
- Conversations with families
- Common language across disciplines
- Relationships with community providers



## Medical Home Promotes Healthy Child Development

- Family-centered practice
- Coordination of care
- Access to community resources
- Culturally effective
- Compassionate



## Typical Child Development

### Learning Objective 2:

Become familiar with current perspectives in child development



## Child Development Language Ecological Approach

"There is no such thing as a baby, there is a baby and someone."

Donald Winnicott,  
English Psychologist

- History
- Culture
- Biology
- Family
- Community



## Family Partnerships = Family-Centered Care

- Parents are children's primary and most important caregivers and educators
- Strong and respectful relationship between family & health professional
- Mutual decision making



## Strength-based Versus Deficit-based Thinking

- All children are capable and competent
- Addressing concerns while seeing "whole" child
- Hopes and dreams of families for their child



## Individual and Cultural Differences

- Role of culture in child-rearing practices
- Children exhibit a range of skills and competencies within cultures
- Impacts anticipatory guidance by physician



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WModel Early Learning Standards, Guiding Principles

## Behavioral Expectations

Variations in 2 Groups of Mothers	Korean American	European
Believe parents and children should play together	54%	96%
Prefer children play with sex-typed toys (e.g., boys play with trucks)	71%	43%
Provide children with many chances to decide (e.g., give child choices)	11%	66%

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Faver& Lee-Shin, 2000

## Children Learn Through Play AAP Recommendations

- Child directed (follow child's lead)
- Active play for healthy bodies
- Unstructured play time (instead of structured activities)
- Imaginative toys (blocks, dolls)
- Limit television
- Playing as a family



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The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds, 2007

## Connecting with Families and Community Providers

### Learning Objective 3:

Strengthen foundation for discussing child development with families and community providers



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## Health Supervision of Child Development

- Well Child Visits
  - Snapshot versus Movie
  - Parent Instincts
  - Multiple Sources
  - Typical child development
  - Knowing where to refer families for further help



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## Perspectives on Change

- We often expect the child to change; often it is the adult that needs to change their behavior
- Helping parents understand child development will create more appropriate expectations and increase their skill level



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## Common Language for Child Development

- WI Model Early Learning Standards, Birth to First Grade, 2<sup>nd</sup> Ed, 2008
- 5 Developmental Domains:
  - Cognitive
  - Physical
  - Social emotional
  - Language
  - Approaches to Learning
- Cross system tool for child development knowledge and sample adult strategies

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## Health and Physical Development

- Daily routines
- Nutrition
- Self help skills
- Safety
- Fine and gross motor skills



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## Language Development and Communication

- Relationship-based
- Communication functions
- Verbal and non-verbal
- Receptive and expressive
- Dual language learners



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## Social Emotional Development

- Critical area of development
- Parents and society often take for granted
- Need to “teach” children what to do (through play, modeling)
- Framework for further success in life



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## Mental Health Resource (Social Emotional)

- WI Alliance for Infant Mental Health
  - Training on Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-3 R)
  - Resources for Parents

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## Cognitive Development Brain Growth – All Ages

- Early Experiences Matter
  - Natural curiosity
  - Exploring environment and materials through play
  - Adult Interactions



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WI Model Early Learning Standards, 2008

## Approaches to Learning

- How young children learn
- Individual temperaments
- Engagement in meaningful learning
- Persistence and flexibility



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WIModel Early Learning Standards, 2008

## Typical Child Development at Preventive Care Visits

- 9 Months
- 18 Months
- 30 Months

Incorporating Bright Futures, ASQ  
and Typical Child Development

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## 9 Month Visit

- Family adaptations
  - Parenting beliefs and styles, behavior
  - Consistency with other providers
- Infant independence
  - Sleep patterns, mobility, separation
- Feeding routine
  - Self feeding, mealtime routines



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Bright Futures, 2008

## 18 Month Visit

- Family support
  - Toddler independence, parent supports
- Child development and behavior
  - Clinging, biting, testing, strategies
- Language promotion/hearing
  - Reading, singing, request of repetition



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Bright Futures, 2008

## 30 Month Visit

- Parent/Adult Consistency
  - Routines, consistent limits
- Interactive Language
  - Books, songs, rhymes, limiting media
- Social/Emotional Development
  - Modeling, emotions, fears



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Bright Futures, 2008

## Closing Thoughts

- “Encouraging development of the growing child recognizes the wonder of brain development with its concurrent increases in volume, size, and synapse formation”
- Partnerships between adults are key in nurturing the growth and development of children

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Bright Futures, 2008

## Ask a Question



### Viewing online?

- Click on the chat icon above
- Question emailed to Training Team
- Questions answered by expert on topic
  - Response within 2-3 weeks



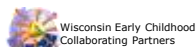
### Viewing at a live training?

- Organizer shares questions with Training Team

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## Acknowledgements

- WI Early Childhood Collaborating Partners
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