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

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### The Context

**Learning Objective 1:**
Enrich capacity for developmental surveillance and screening through increased knowledge of typical child development

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### Bright Futures—AAP

[http://brightfutures.aap.org](http://brightfutures.aap.org)

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### Developmental Screening Algorithm for Primary Care

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### 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
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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

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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
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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

Behavioral Expectations

<table>
<thead>
<tr>
<th>Variations in 2 Groups of Mothers</th>
<th>Korean American</th>
<th>European</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe parents and children should play together</td>
<td>54%</td>
<td>96%</td>
</tr>
<tr>
<td>Prefer children play with sex-typed toys (e.g., boys play with trucks)</td>
<td>71%</td>
<td>43%</td>
</tr>
<tr>
<td>Provide children with many chances to decide (e.g., give child choices)</td>
<td>11%</td>
<td>66%</td>
</tr>
</tbody>
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Children Learn Through Play

AAP Recommendations

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

Connecting with Families and Community Providers

Learning Objective 3:
Strengthen foundation for discussing child development with families and community providers

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

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
**Common Language for Child Development**

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

**Health and Physical Development**

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

**Language Development and Communication**

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

**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

**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

**Cognitive Development Brain Growth – All Ages**

- Early Experiences Matter
  - Natural curiosity
  - Exploring environment and materials through play
  - Adult Interactions
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Approaches to Learning
- How young children learn
- Individual temperaments
- Engagement in meaningful learning
- Persistence and flexibility

Typical Child Development at Preventive Care Visits
- 9 Months
- 18 Months
- 30 Months
  Incorporating Bright Futures, ASQ and Typical Child Development

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

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

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

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
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

Acknowledgements

- WI Early Childhood Collaborating Partners
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