Developmental Milestones: Unit 5

 CE114-(Course section)

(Student’s Name)

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|  | **Birth to Age 1**  | **Age 1 to Age 2** |
|  | *Milestone* | *Strategy to enhance it* | *Milestone* | *Strategy to enhance it* |
| Physical and Motor | Holds toys particularly dangling toys | Place dangling toys near the child. | Starts to run | Remove blocking objects around the child to avoid the child getting hurt |
| Can be able to roll and turn from back to tummy and vice versa | Place the child on a spacious bed or soft ground | Walks down stairs without help. | When going down the stairs, walk with them but keep a close eye at them in case they slip and falll |
| Lifts head steady, without support. | Avoid supporting the child when they try to lift their head instead let them lift their head steadily | Makes circles and lines | Place pens and books near the child. |
| Social and Emotional | Enjoys playing with people and cries when people stop playing with them | Play with the child more often to make them happy | Starts to copy other people particularly adults. | Perform some duties with them and let them do what you are doing. |
| Copies people’s movement and expressions. | Make different expressions when playing with the child and let them imitate you. | Plays mostly with other children | Take them to day care centers where there are children of their age |
| Likes to smile at people. | Encourage people to smile back at them. | Demonstrates more independence | Let them do things like eating by themselves and even brushing |
| Cognitive and Language | Shows response to affection | Cuddle the child more often and watch their response. | Follows easy instructions | Encourage this behavior by giving the child simple instructions like “ Pick up the pen and place it on the table |
| Tries to reach for toys with one hand | Place toys far from the child so that they can try to reach them | Starts to sort colors and different shapes | Place toys and blocks of different colors near them. |
| Follows items with their eyes especially moving items | Place the child in front a television set and let them watch moving cars and people | Finds hidden things especially under chairs and tables | Place their toys under tables and chairs and let them find them. |
| Behavior | Shows response to sounds by babbling or making the same sounds  | Make various sounds to them and see how they respond to them. | Completes sentences with words between two and four | Say simple sentences and make them repeat after you, with time advance to more longer sentences |
| Shows response when you call out their names. In most cases they will stop crying when you call their names | Call out their names more often especially when you get home from work | Enjoys repeating works they hear in a conversation | Always let them stick around you when conversing with family members. |
| Starts to say sounds especially consonants like /m/ and /b/ | Say the sounds with them and let them repeat after you. | Points to familiar things when they are named. | Name things and instruct the child to point at the thing you just mentioned. |

**Influence of Biological and Environmental Factors**

Children development occurs at distinct rates. Throughout childhood, pathways differ. However, most children pass similar developmental stages along the way ("The Whole Child - ABCs of Child Development," 2017). Every child develops in a different way; some may develop faster than the others. The child’s experiences and biological influences often shape their developmental patterns.

Various biological factors influence the developmental stages of a child, particularly in the prenatal period. Prenatal factors influence language development while postnatal factors influence cognitive developments. Ethnicity and genetics influence the ability and rate of motor skill advancement and is associated with the strength of the body, size, and weight. These body features also contribute to the initial distinctiveness in gross motor skills for females and males ( Berger,2011).

Environmental factors that affect the development or attainment of motor abilities can be views and physical and social. For instance, the social factors are; the child’s gender expectations of their parents (Gerber et al., 2010). Particularly, this happens to boys. They are expected to more involved in sports activities than their females counterparts. On the other hand, girls are expected to have enhanced motor abilities throughout most of the developmental stages. Physical factors include opportunities that are offered at home. This is particularly so in the early development days when there are limited opportunities outside the home environment. Parents must be very keen on environmental and biological influences that their children may be exposed to and their restricting impacts on motor advancement.

References

Berger, K. S. (2011). Developing Person through Childhood, (6thed.). [VitalSource Bookshelf Online]. Retrieved from <http://kaplan.vitalsource.com/#/books/1464166528/>

Gerber, R. J., Wilks, T., & Erdie-Lalena, C. (2010). Developmental milestones: motor development. Pediatrics in a review, 31(7), 267-277.

The Whole Child - ABCs of Child Development. (2017). Pbs.org. Retrieved 6 February 2017, from <http://www.pbs.org/wholechild/abc/>