

### MCN Unit 4 Online Assignment

Please complete the chart with a minimum of 3 bullet points in each section. This table is meant to be your notes related to the content so include as much information as you feel appropriate to address each area.

Growth and Development Chart		
<b>Infant</b>	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Triple birth weight and double their birth length in the first 12 months</li> <li>• The infant’s weight increases by about 0.68 kg (1.5 lb) per month for the first 6 months of life</li> <li>• The infant’s length grows at an average of 2.54 cm (1 in.) per month in the first 6 months</li> <li>• Several factors influence the infant’s physical development; the height and weight of the parents, the infant’s nutritional status and overall health, cultural factors, and growth patterns known as spurts and lags</li> </ul>
	<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Begin discriminating between people</li> <li>• Comprehends word meaning</li> <li>• Learn object permanence</li> <li>• Explores the world orally</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• Holds head up by 3 months while lying prone</li> <li>• Rolls over by 5 to 6 months, starting from prone to supine</li> <li>• Holds head steady when sitting by 6 months</li> <li>• Sits leaning forward by 7 months</li> <li>• Sits unsupported by 8 months</li> <li>• Gets to a sitting position alone by 9 months</li> <li>• Pulls up to a stand by 9 months</li> <li>• “Cruises” by standing and holding on to surfaces such as a coffee table by 10 months</li> <li>• Stands alone by 12 months</li> <li>• Begins to walk independently between 9 and 12 months</li> </ul>
	<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• Identifies hands by 3 months</li> <li>• Brings hands together by 3 months</li> <li>• Grasps rattle voluntarily by 4 months</li> <li>• Transfers objects from hand to hand by 6 months</li> <li>• Uses finger and thumb to grasp items by 9 months; called prehension</li> <li>• Bangs two lightweight items together by 9 months</li> <li>• Drinks from a cup at 9 months (needs sippy cup or covered cup to accomplish this task)</li> <li>• Begins to nest two items by 12 months</li> <li>• Builds two-block tower at 12 months</li> </ul>
	<b>Psychosocial Development</b>	<ul style="list-style-type: none"> <li>• Bonding should be encouraged right after birth by having the parents hold the infant skin-to-skin,</li> </ul>

		<p>talking to the infant in a quiet, nurturing, and calm tone. The infant quickly learns to connect those close feelings with the parents and develops a sense of connection.</p> <ul style="list-style-type: none"> <li>• The infant’s sensory organs assist the infant in recognizing the parent and developing their bond.</li> <li>• Even ill infants should have the opportunity to bond with their parents</li> </ul>
	<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Regard faces by 1 month</li> <li>• Smiles and follows objects 180 degrees by 2 months</li> <li>• Cooing at 1-2 months</li> <li>• Laughing at 2-4 months</li> <li>• Make consonant sounds by 3-4 months</li> <li>• Recognize familiar faces by 3 months</li> <li>• Imitate sounds by 6 months</li> <li>• Says 1-2 words by 12 months</li> </ul>
	<b>Sleeping Patterns and Concerns</b>	<ul style="list-style-type: none"> <li>• Young infants need 22-23 hours sleep/day</li> <li>• Older infants need 16 hours sleep/day</li> <li>• Do not place pillows, stuffed animals, blankets, or bumper pads in crib</li> <li>• Dress infant for sleep in fleece onesie instead of covering them</li> <li>• No water beds</li> <li>• No sleeping with infant</li> <li>• No electric blankets</li> <li>• No TV or radio</li> </ul>
	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• No cows milk until after 12 months old</li> <li>• Iron-fortified cereals are introduced first, then green veggies</li> <li>• Introduce food one at a time to allow for assessment of food allergies</li> <li>• Introduce lean meats and egg whites after 10 months</li> </ul>
	<b>Age Appropriate Activities</b>	<ul style="list-style-type: none"> <li>• Infant teething rings, including those that can be frozen, should be used under supervision</li> <li>• Only pacifiers that are made of one piece of plastic should be offered</li> <li>• Infants should not be given toys that have unsafe buttons or any small item that can be gummed or chewed off</li> <li>• Toys with strings or cords longer than 6 inches pose a strangulation risk for young children</li> </ul>
	<b>Anticipatory Guidance &amp; Teach Points</b>	<ul style="list-style-type: none"> <li>• Safe sleeping areas and patterns; no co-sleeping</li> <li>• Safety sweep of the entire home for hazards</li> <li>• Promoting daily dental hygiene</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Grow an average of three inches per year</li> <li>• Annual weight gains 4-6 pounds per year</li> <li>• Head circumferences age 1-2 = chest circumference</li> <li>• A 2 ½ year old should weigh roughly 27 lbs</li> </ul>

<b>Toddler</b>	<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Trial and error – explores relentlessly and needs constant play and simulation</li> <li>• Complex mental combinations – age-appropriate puzzles, stacking items according to size and shape</li> <li>• Mastering the environment - from crawling to standing to walking to running,</li> <li>• Understanding causality - become aware that there is a causal relationship between two events.</li> <li>• Exploring spatial relationships - developing an awareness of shapes and sizes</li> <li>• Understanding object permanence - hide-and-go-seek, peek-a-boo, and challenges to object permanence</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• Toddlers enjoy the game of hide-and-go-seek, peek-a-boo, and challenges to object permanence.</li> <li>• Push/pull toys; Child grocery carts, large trucks/cars, push-pull child’s “popcorn popper” with handle</li> <li>• Rocking and rolling; Large plastic balls/soft mats</li> </ul>
	<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• A toy that requires the toddler to identify which shape fits into which opening is also an effective way to practice spatial relationships.</li> <li>• Throwing and catching; soft foam balls</li> <li>• Swimming and splashing; safety floatation devices/noodles</li> </ul>
	<b>Psychosocial Development</b>	<ul style="list-style-type: none"> <li>• “autonomy versus shame and doubt.”</li> <li>• deep fear of the dark and should be provided a night-light for sleep.</li> <li>• Toddlers do not understand the importance others place on personal items and will test this importance by manipulating others’ possessions</li> </ul>
	<b>Language Development</b>	<ul style="list-style-type: none"> <li>• First word: 11 months; Often “Ma-ma,” “Da-da,” “No,” “Bye-bye”</li> <li>• Second word: 12 months; Needs audience, encouragement, and response</li> <li>• Jargon: 14 months; Truly enjoys interacting and soliciting a response; will talk in nonsensical language, making up sounds and words</li> <li>• Four- to eight-word vocabulary: 16 months; Accumulation of words becomes exponential</li> <li>• Two word sentences: 20 months, “daddy bye-bye” “mo milk”</li> <li>• Three-word sentences: 30 months; Toddler puts nouns and verbs together</li> <li>• Pronoun use: 36 months; understands “me”, “my”, and “you”</li> </ul>
	<b>Sleeping Patterns and Concerns</b>	<ul style="list-style-type: none"> <li>• Requires an average 14 hours of sleep per day</li> <li>• Child moves from 2 naps a day to 1</li> <li>• Develop a bedtime routine</li> </ul>
	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• appetite decreases</li> <li>• Food lags = very apparent lack of interest in eating and missing of meals</li> <li>• Food Jags = child willing to eat only a few foods for several days</li> <li>• Becomes a picky eater, slows down consumption</li> <li>• At risk for iron-deficiency anemia, do not consume more than 24-32 oz. of milk</li> </ul>
	<b>Age Appropriate Activities</b>	<ul style="list-style-type: none"> <li>• Toddlers should be included at the family dining table.</li> <li>• Toys, simple crafts, and games should be provided to challenge the toddler</li> <li>• Toddlers should be given a spoon to practice feeding themselves.</li> </ul>

	<b>Anticipatory Guidance &amp; Teach Points</b>	<ul style="list-style-type: none"> <li>• Tantrums are common during the toddler period, and the parents should not give in to the toddler's demand.</li> <li>• Exploration and curiosity put a toddler at risk for injuries, accidents, and poisoning</li> <li>• Toddlers may display definite dislikes of certain foods and adamantly refuse to eat them</li> <li>• During the first year of life, parents should not sleep with their infants because of the risk of suffocation and injury.</li> <li>• Toilet training is challenging, especially if parents have unrealistic expectations for their toddler</li> <li>• Every room of the home, the garage, and the front yard and backyard need to be assessed for potentially dangerous items</li> </ul>
<b>Preschool</b>	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Gains only 5 pounds per year in weight</li> <li>• Grows 2.5 to 3 inches per year in height</li> <li>• slowing of physical growth</li> <li>• slightly taller, leaner preschooler stands with an erect posture rather than with a protruding tummy</li> <li>• has all 20 primary teeth</li> </ul>
	<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Preconceptual = judgment of his or her environment and objects by sensory experiences and classifying objects by one characteristic only (shape, color, meaning).</li> <li>• Intuitive = begins around 4 years of age and is defined as the preschooler's ability to classify information while becoming more aware of cause-and-effect relationships.</li> <li>• Symbolic = assigns meaning to an object different than its literal meaning, such as using a pillow for a horse</li> <li>• Magical thinking = make up stories, blame imaginary friends</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• 3 years old = Builds towers of 6-9 blocks, Catches a ball, Climbs, Hops, Jumps horizontally, Marches, Paints in circular motion, rides tricycle, runs, stands on one foot briefly</li> <li>• 4 years old = alternate feet up stairs, gallops, jumps, pumps on swing, runs on tiptoes, skips, throws ball, walks</li> <li>• 5 years old = good balance, dresses self, hops and skips, wagons, scooters, playground equipment,</li> <li>• Between the beginning of the third year and the end of the fifth year: buttons, draws stick figures, writes, pours from pitcher, scissors, tying shoes, eating utensils, washes face/hands</li> </ul>
	<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• Progresses from putting on shoes to lacing shoes to tying shoelaces</li> <li>• Uses eating utensils</li> <li>• Washes face and hands</li> <li>• Progresses from holding scissors to being able to cut a line with scissors</li> </ul>
	<b>Psychosocial Development</b>	<ul style="list-style-type: none"> <li>• initiative versus feelings of guilt</li> <li>• The child must master the process of initiating activities that are independent and self-directed.</li> <li>• Frequent experiences of blame or negativity during skill exploration can cause the child to experience guilt and decreased feelings of worth</li> </ul>

		<ul style="list-style-type: none"> <li>• parents and caregivers need to support the child in the attempts so that the child does not develop guilt over any failures.</li> </ul>
	<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Age 3 = Asks many questions, poor use of pronouns, May repeat a sentence of up to six syllables, Speaks a total of 300 to 900 words, Talks incessantly, even when others are not listening or paying attention, Uses three- to four-word sentences</li> <li>• Age 4 = Asks questions at a peak of frequency Counts out loud, May use “forbidden” words or mild profanity if in the presence of older children or siblings, Names colors, Speaks a total of 1,500 words, States names of animals, people, and places, Tells exaggerated stories, Uses four- to five-word sentences, Uses prepositional phrases, such as “in front of” or “in back of”</li> <li>• Age 5 = Can state names of coins, Enjoys telling long stories, Learns time-oriented concepts, such as days of the week, months, seasons, Names most colors, Speaks a total of 2,100 words, Uses five-word sentences</li> </ul>
	<b>Sleeping Patterns and Concerns</b>	<ul style="list-style-type: none"> <li>• needs 12 hours of uninterrupted sleep per night</li> <li>• may demonstrate sleep disturbances, especially if the child is new to preschool,</li> <li>• bedtime routine each night can help the young child understand that bedtime is near and that no delay is acceptable</li> <li>• children should not be allowed to watch television before their bedtime</li> </ul>
	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• 1,200 to 1,600 calories a day</li> <li>• ensure that the preschooler is consuming a well-balanced diet, is taking in adequate calories, has limited salt and fat, and is exposed frequently to new foods.</li> <li>• benefit from two cups of nonfat or low-fat cow’s milk or calcium-fortified plant-based milk per day.</li> <li>• Nutritious snacks that are appealing to preschool children include peanut butter on graham crackers (assess for food allergies), celery sticks with cream cheese, and carrot sticks dipped in ranch dressing.</li> </ul>
	<b>Age Appropriate Activities</b>	<ul style="list-style-type: none"> <li>• Associative play - Interact and engage in a common activity with loose organization and rules</li> <li>• toys that allow children to mimic adult activities; kitchens, car kits, tool chests, nursing kits</li> <li>• Imaginary friends – may blame them</li> <li>• Cheat to win, games arts and crafts</li> </ul>
	<b>Anticipatory Guidance &amp; Teach Points</b>	<ul style="list-style-type: none"> <li>• Risk for injuries because of their inappropriate belief that they have higher skill levels than they actually do.</li> <li>• Recommended health screenings; BP, vision, hearing, BMI, Hgb/Hct, Lead, TB, cholesterol</li> <li>• Administer scheduled immunizations: DTaP, IPV, MMR, and varicella.</li> <li>• Ensure proper storage of household cleaning products</li> <li>• Provide at least 12 hours of uninterrupted sleep per night.</li> <li>• Reserve both skateboarding and in-line skating for children over 5 years of age</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Becomes taller and thinner</li> <li>• Muscle tissue replaces fat</li> </ul>

<b>School-age</b>		<ul style="list-style-type: none"> <li>• Decrease in head circumference growth</li> <li>• Increase in leg length growth</li> <li>• Body systems more mature and functional</li> <li>• Bladder capacity is variable with girls typically having a larger bladder capacity than boys.</li> <li>• right before puberty – Development of clear secondary sex characteristics – Time of rapid bone and muscle growth – Puberty begins between ages 8-12 in girls and 9 -14 in boys</li> </ul>
	<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• an increase in the ability to think both more abstractly and more concretely and to begin to make rational judgments</li> <li>• A strong teacher will positively influence the child’s cognitive development, social skills, manners, and self-esteem.</li> <li>• School is often referred to as the child’s “job” during this developmental period</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• School-aged children should try out for sports and have experienced coaches determine if the child is ready to participate.</li> <li>• School-aged children master bicycling, in-line skating, skateboarding, and swimming</li> <li>• Both soccer and gymnastics are examples of sports where injuries are common in the school-aged developmental period</li> </ul>
	<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• school-aged children demonstrate rapidly increasing balance and motor skills</li> <li>• Fully developing a sense of time, space, cause and effect, nesting (building blocks, puzzle pieces), reversibility, conservation (permanence of mass and volume), and numbers, including the distance between numbers and their meanings</li> <li>• Becoming interested in collections, board games with rules and rationales, and card games with progressively more difficult challenges (from “Go Fish” to hearts)</li> </ul>
	<b>Psychosocial Development</b>	<ul style="list-style-type: none"> <li>• master industry, or achievements, and gain confidence.</li> <li>• needs many opportunities to demonstrate his or her academic, social, and cognitive achievements</li> <li>• If they fail to navigate this stage successfully, they may experience a sense of inferiority.</li> <li>• the school-aged child must have already mastered the developmental stages of trust, initiative, and autonomy to be ready for the next stage of industry.</li> </ul>
	<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Learning to spell and to use the dictionary</li> <li>• Moving from very concrete ways of thinking about and interpreting the world to more abstract, logical, and meaningful views</li> <li>• It is imperative that the child be allowed creativity in the classroom to test out his or her various skills.</li> </ul>
	<b>Sleeping Patterns and Concerns</b>	<ul style="list-style-type: none"> <li>• Need between 10 and 12 hours – May stall when going to sleep</li> <li>• May seek comfort during the night in the form of a hug or a drink of water</li> <li>• May enjoy staying in bed longer on the weekends</li> <li>• Lack of sleep affects academic performance</li> <li>• Should not have a TV, computer, video games, or music playing – Need time to unwind before sleep</li> </ul>

	<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• Eat responsibly with portion control – Obesity can occur</li> <li>• Share healthy eating with family</li> <li>• Need fewer calories per kg of weight/body size</li> <li>• Need 1500 calories for the first 20 kilograms of weight, plus 25 calories for each additional kg over 20 – Promote well -balanced meals</li> </ul>
	<b>Age Appropriate Activities</b>	<ul style="list-style-type: none"> <li>• Cooking a special meal together</li> <li>• Playing board games or video games</li> <li>• Collaborating on larger family chores or projects</li> <li>• Decorating the home for seasonal holidays</li> </ul>
	<b>Anticipatory Guidance &amp; Teach Points</b>	<ul style="list-style-type: none"> <li>• school attendance and the value of consistently being on time and well-prepared for each school day</li> <li>• Promoting successful homework behaviors through designated study time, proper lighting, and a good desk/table</li> <li>• Preventing back injuries caused by heavy book bags and backpacks</li> <li>• Establishing rules for afterschool activities and about checking in with parents</li> <li>• safe after school to avoid physical harm, bullying, abduction or sexual assault, and other forms of societal violence</li> <li>• limits on “screen time” whether via video games, TV, or handheld electronic devices</li> <li>• helmets and pads to prevent sport injuries</li> <li>• ways to reject offers to use tobacco, drugs, alcohol, and other illegal and harmful substances</li> <li>• ways to set personal boundaries, reject sexual advances, and report unwanted touching or sexual comments</li> <li>• Preventing dental caries and gum disease through consistent brushing and flossing at least twice daily</li> </ul>
<b>Adolescent</b>	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Girls grow breasts and begin menstruating; boys grow body hair and experience nocturnal emissions, and their voices deepen.</li> <li>• Height increases &amp; weight gain</li> <li>• Adolescents have a different sleep pattern than adults do, based on a different circadian rhythm, or internal biological clock</li> </ul>
	<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• Analyze situations logically</li> <li>• Not always display mature decision making</li> <li>• Able to use hypothetical situations, metaphors, future -oriented and higher - level thinking</li> <li>• – Engage in risky behaviors – Fear social consequences to risky behaviors</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>• Feeling restless and complaining about being “bored” if not socializing, playing sports, or using technology</li> <li>• Teens are known to be most critical to those adults they find particularly safe.</li> <li>• Adolescents are also more likely to fear social consequences to risky behavior, such as being shunned by peers, than they are to fear the potential consequences of discipline</li> </ul>

<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• Fine motor development can continue to develop if the adolescent challenges him/herself with mastery of such activities as musical ability</li> <li>• Concepts of duty, obligation, right versus wrong, and making amends for mistakes or misdeeds</li> <li>• Feeling tremendous concern about appearance and trying to balance “fitting in” with finding uniqueness and self-expression in relation to their looks</li> </ul>
<b>Psychosocial Development</b>	<ul style="list-style-type: none"> <li>• identity versus role confusion.</li> <li>• According to Freud, adolescence is the “genital stage” of development. The teen focuses genitals as an erogenous zone</li> <li>• time of cognitive complexity, formal logical operations, and abstract thinking, all referred to as “formal operations.”</li> </ul>
<b>Language Development</b>	<ul style="list-style-type: none"> <li>• Open communication is important, but teens do not “open up”, a bond needs to form</li> <li>• Posing intense questions concerning societal standards and expectations</li> <li>• Early formation of verbalizing one’s own thoughts, opinions, and views</li> <li>•</li> </ul>
<b>Sleeping Patterns and Concerns</b>	<ul style="list-style-type: none"> <li>• average teen needs at least 8 to 10 hours of uninterrupted sleep per night</li> <li>• Sleep deprivation has a profound negative effect on the teen’s ability to concentrate and perform well in school.</li> <li>• Lack of sleep has also been associated with emotional troubles, car accidents, poor grades, and illness</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• need more calcium to support rapid skeletal growth</li> <li>• Increased need for calcium, magnesium, Vitamin D, Vitamin K, protein, zinc, and iron</li> <li>• Obesity is a serious concern - higher incidences of obesity (body mass index &gt; 30) and overweight</li> <li>• Caloric requirements; 11- to 14-year-olds are 60 to 85 Kcal/kg/day (1,500 to 3,000 Kcal/day). For 15- to 18-year-olds, the calorie requirement jumps to 2,100 to 3,900 Kcal/day</li> </ul>
<b>Age Appropriate Activities</b>	<ul style="list-style-type: none"> <li>• Average time spent in social media is 6-8 hours a day</li> <li>• begins to replace the morals and values instilled by parents and family with his or her own</li> <li>• Adolescents engage with a “social community” as their main form of recreation</li> </ul>
<b>Anticipatory Guidance &amp; Teach Points</b>	<ul style="list-style-type: none"> <li>• – Dental health = Teens should brush their teeth at least twice a day and floss once a day.</li> <li>• – Hearing = be aware of the danger of developing cochlear damage from sustained loud music</li> <li>• – Posture = rapid skeletal growth and slower muscular growth, many adolescents demonstrate poor posture, or slumping</li> <li>• – Prevent motor vehicle accidents = feelings of invincibility and the belief that harmful things, such as motor vehicle accidents, “won’t happen to me.”</li> <li>• – Tanning and sun exposure = sunscreen of at least 30 SPF</li> <li>• – Social isolation = Providing opportunities for teens to interact in groups such as clubs, sports, and youth groups</li> </ul>