

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		
Infant	Physical Development	<ul style="list-style-type: none"> • Newborns are susceptible to a variety of injuries and health problems, including hypoglycemia and hypothermia. • The newborn has a proportionally large head for the body size with a short neck, small mandible, and large tongue. • Newborns have an absence of normal gut flora and reduce gastric enzymes, which puts them at risk for infection of the Gastrointestinal system.
	Cognitive Development	<ul style="list-style-type: none"> • According to Freud, the infant is experiencing the oral stage which is where the infant finds enjoyment, pleasure, and satisfaction sucking and meets the world orally, bringing most items he or she encounters to the mouth for exploration and stimulation. • The infant is experiencing the sensorimotor cognitive developmental period according to Piaget which is where the infant is beginning to discriminate between persons, comprehend word meaning, and learn object permanence. • Parents should be taught examples of safe toys for oral play for the infant.
	Gross Motor	<ul style="list-style-type: none"> • Holds head up by 3 months while lying prone. • Pulls up to a stand by 9 months. • Begins to walk independently between 9 and 12 months.
	Fine Motor	<ul style="list-style-type: none"> • Identifies hands by 3 months. • Brings hands together by 3 months. • Builds two-block tower at 12 months
	Psychosocial Development	<ul style="list-style-type: none"> • Bonding is a process of developing a meaningful relationship between the infant and the caregiver. • The infant's sensory organs assist the infant in recognizing the parent and developing their bond. • The infant quickly learns to connect those close feelings with the parents and develops a sense of connection.
	Language Development	<ul style="list-style-type: none"> • As a parent or caregiver plays with the infant, he or she will express delight by cooing at 1 or 2 months and laughing at 2 to 4 months. • The infant will make constant sounds at 3 to 4 months of age. • Interacting with the primary caregiver is an easy and effective way to learn language.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • Young infants require about 22 to 23 hours of sleep a day for the first few weeks of life. • Older infants require about 16 hours of sleep a day, including two naps. • Parents need to understand that each of their children will be unique in their sleeping pattern and flexibility is warranted.
	Nutrition	<ul style="list-style-type: none"> • The newborn starts with breastfeeding or formula feeding exclusively until the infant is 6 months old.

		<ul style="list-style-type: none"> • No cow's milk should be given to an infant until after 12 months of age because it can cause inflammation and micro-bleeds in the intestines. • Egg whites are introduced after 10 months
	Age Appropriate Activities	<ul style="list-style-type: none"> • Age appropriate activity would be tummy time • Age appropriate activity would be peekabo • Age appropriate activity would be massage time
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Well-child check up appointment schedule • Fostering bonding and a trusting relationship • Promoting daily dental hygiene.
Toddler	Physical Development	<ul style="list-style-type: none"> • The toddler grows about an average of about 3 inches per year. • As a general rule, a child's height at 24 months typically represents half the expected height of the child at adulthood. • The toddler abdomen protrudes because of their underdeveloped abdominal muscles.
	Cognitive Development	<ul style="list-style-type: none"> • The independently mobile toddler explores relentlessly and, while awake, needs constant play and stimulation. • First the child must experience trial and error experimentation to develop appropriate understanding of the environment. • The second stage of this developmental period is marked by more complex mental combinations. For instance, the toddlers play becomes more complex to include age-appropriate puzzles, stacking items according to size and shape, and language developmental that includes multiple word combinations.
	Gross Motor	<ul style="list-style-type: none"> • Jumping down and forward • Moving on tip toes • Roll a ball
	Fine Motor	<ul style="list-style-type: none"> • Builds block towers • Fold paper • Tie shoes
	Psychosocial Development	<ul style="list-style-type: none"> • The toddler experiences a deep fear of the dark and should be provided a night-life for sleep • Toddlers do not understand the importance others place on personal items and will test this importance by manipulating others possessions. This includes jewelry, eyeglasses, car leys, and sentimental home belongings. • Separation anxiety remains through the early toddler period, even though growing independence is important.
	Language Development	<ul style="list-style-type: none"> • The toddler begins the second year with only one to two words, ending the toddler period at the third birthday with between 300 and 500 words. • A direct link between a young child's language development and positive parenting has been found. • Multilingual families provide rich cultural experiences for children but may temporarily slow a child's language and development.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • The toddler requires, on average, 14 hours of sleep per day. • During early toddler months, the child will transition from two naps a day to one nap a day in the afternoon.

		<ul style="list-style-type: none"> Parents should be encouraged to not put their toddler down for a nap too late in the afternoon because this disrupts the bedtime routine.
	Nutrition	<ul style="list-style-type: none"> During toddlerhood, the child becomes a picky eater and slows down in his or her consumption. It is very important that the parents understand that the toddler's milk consumption should be monitored. During the beginning of the second year of life, the toddler should be eating the foods that the rest of the family is consuming
	Age Appropriate Activities	<ul style="list-style-type: none"> Toys, simple crafts, and games should be provided to challenge the toddler in both motor development and cognitive/psychosocial development. Games and toys for toddlers can be divided into six years. An appropriate selection of these activities will help the toddler develop a sense of autonomy by letting the toddler perform developmentally appropriate tasks such as "cleanup", self-feeding, and beginning to self dress.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> Every room of the home, the garage, and the front yard and backyard need to be assessed for potentially dangerous items or situations. Some families use harnesses to allow toddlers to explore within sight and reach of a caregiver. A trash can with only a few inches of standing water poses a drowning risk because the toddler may fall head first into the receptacle, not be able to push himself or herself up, and drown.
Preschool	Physical Development	<ul style="list-style-type: none"> The preschooler gains only 5 pounds per year in weight and grows 2.5 inches to 3 inches per year in height. By the start of the preschool age, all 20 primary, or deciduous teeth have erupted. Blood sugar begins to stabilize toward the end of this period and fewer snacks will be needed.
	Cognitive Development	<ul style="list-style-type: none"> Intuitive thinking: This type of thinking 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. Symbolic functioning: This relates to the experience of play and is demonstrated by a child who assigns meaning to an object different than its literal meaning. Preconceptual thinking: This can be described as the young child's judgement of his or her environment and objects by sensory experiences and classifying objects by one characteristic only.
	Gross Motor	<ul style="list-style-type: none"> 3 year old can climb on higher structures Provide praise when a preschooler attempts a new accomplishment, whether or not he or she actually masters it. For example attempts to tie his or her shoes, provide praise. 4 year old alternates feet going up a flight of stairs.
	Fine Motor	<ul style="list-style-type: none"> Tie shoes Using scissors Lacing
	Psychosocial Development	<ul style="list-style-type: none"> The child must master the process of initiating activities that are independent and self-directed. Frequent experiences of blame and negativity during skill exploration can cause the child to experience guilt and decreased feelings of worth. This period can be difficult balancing act for parents because they have to guide and support the child while also setting limits and restricting the child from partaking in unsafe situations.
	Language Development	<ul style="list-style-type: none"> 2 years: The toddler can be expected to say 50 words. 3 years: The child is verbally communicating with up to 900 words.

		<ul style="list-style-type: none"> • 3 years: The early preschooler likes to tell simple stories and enjoys describing what he or she sees, hears, and experiences.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • The average preschooler needs 12 hours of uninterrupted sleep per night; however it is common during this stage for the child to wake up and need reassurance from any fears during the night. • Providing a bedtime routine and a night light may assist with the reduction of fears in the middle of the night. • Young children should not be allowed to watch television before their bedtime because it has been shown to disturb the child's sleep routine.
	Nutrition	<ul style="list-style-type: none"> • The most important aspect of eating behavior during this period is to teach the parents to ensure that the pre-schooler is consuming a well balanced diet, is taking in adequate calories, has limited salt and fat, and is exposed frequently to new foods. • Preschoolers benefit from two cups of nonfat or low fat cow's milk or calcium fortified plant based milk per day. • Food preferences still might affect how a preschooler eats; he or she may continue to demonstrate picky eating behaviors well into the preschool period.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Parents and caregivers should encourage associative play, but they must also remember that the preschooler needs quiet play that is creative, manipulative, constructive, and educational in nature. • Medical play also helps preschoolers act out their fears and emotions, providing an avenue for release of their fears. • Ideas for toy selection during the preschool period include toys, that allows children to mimic adult activities and pretend-play adult work roles such as play kitchens, construction kits, automobile play kits, tool chests, and medical and nursing kits.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Explanations of the behavior that adults expect should be very clear and concrete. • Children in time out should be placed in a quiet, and restricted area where they can regain control of themselves and behavior. • Should notice when the child engages in desirable behaviors and compliment the child on it.
School-age	Physical Development	<ul style="list-style-type: none"> • Physical development of the school-aged child begins with shedding of the deciduous teeth and ends with the beginning of puberty. • Muscle tissue replaces fat with the child's body weight gradually representing more muscle tissue and less adipose tissue. • The immune system now functions efficiently and can launch both an appropriate antibody response and a localized inflammatory response to the presence of injury or infection.
	Cognitive Development	<ul style="list-style-type: none"> • Cognitive development of the school-aged child is marked by an increase in the ability to think both more abstractly and more concretely and to begin to make rational judgements. • The school-aged child's teacher may be the first important adult in the child's life other than the child's parents. • School is often referred to as the child's "job" during this developmental age.
	Gross Motor	<ul style="list-style-type: none"> • Running around obstacles while maintain balance • Standing on 1 foot for at least 10 seconds • Walking backwards heel-toe

	Fine Motor	<ul style="list-style-type: none"> • Cutting neatly around shapes • Completing a 20pc puzzle • Writing on the Lines
	Psychosocial Development	<ul style="list-style-type: none"> • According to Erikson, 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. • A school-age child’s sense of worth can come from within or may be influenced by his or her social environment or relationship with others, either within the family or outside of it. • In this stage is the child’s understanding of the concept of reversibility, the awareness that actions can be reversed.
	Language Development	<ul style="list-style-type: none"> • Develops written language skills and ability to write descriptive paragraphs and stories • Gives short oral reports • Will ask questions to clarify information
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • Sleep is very important to the school-aged child’s success in school. • Children in these middle years may avoid going to sleep, engage in stalling behaviors, have difficulty falling asleep, or experience difficulty staying asleep as they contemplate concerns and worries. • Sleep needs to be prioritized, and the school-aged child needs a predictable routine and reasonable bedtime each night.
	Nutrition	<ul style="list-style-type: none"> • The school-age period is marked by slower growth in both height and weight, the school-aged child needs to eat responsibly with appropriate portion control • Food choices become more independent as the child eats more with others, attends parties, and participates in peer-related activities away from the family such as socializing during computer gaming or other types of screen time • Obesity is a major health problem in the United States, and the school-aged, if not supported to make healthy decisions may face this challenge.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Learning to read: the child goes from learning to read to reading to learn, from reading single words to understanding the meaning of what he or she is reading, and from stumbling slowly to read aloud to fluency and correct pronunciation. • Learning to classify objects in more than one way (Color and shape and size) • Learning to spell and use the dictionary.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Promoting school attendance and the value of consistently being on time and well-prepared for each school day. • Preventing back injuries caused by heavy book bags and backpacks. • Establishing rules for afterschool activities and about checking in with parents.
	Physical Development	<ul style="list-style-type: none"> • Girls grow breasts and begin menstruating; boys grow body hair and experience nocturnal emissions, and their voices deepen. • Socially, the teen transitions to new relationships with peers and adults with tremendous emphasis on “fitting in”. • The frontal lobe neurons become fully myelinated and allow for more critical thinking and reasoning.
	Cognitive Development	<ul style="list-style-type: none"> • Teens may now analyze situations logically in terms of cause and effect, yet they do not always display mature decision making.

Adolescent		<ul style="list-style-type: none"> • Cognitively teens are able to entertain hypothetical situations, use and understand metaphors, and participate in future-oriented and higher-level thinking. • Adolescents are 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.
	Gross Motor	<ul style="list-style-type: none"> • Develops the complex muscle abilities needed for sports • Takes an interest in active outdoor activities • They develop better hand eye coordination
	Fine Motor	<ul style="list-style-type: none"> • Writing becomes for fluid and automatic • Can sew basic garments • Can use adult like tools like saws
	Psychosocial Development	<ul style="list-style-type: none"> • Identity versus role confusion: The teens are examining and redefining self, family, peer group, and community while experimenting with different roles. • The transition from earlier concrete thinking to formal logical operations occurs over time with each teen developing at his or her own rate. • This is a time for education concerning self-care and protection from pregnancy and STI's
	Language Development	<ul style="list-style-type: none"> • Participate in discussions, debates and arguments • Vocabulary grows and the ability to infer meanings • Understand basic sarcasm and jokes
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • The average teen needs at least 8 to 10 hours of uninterrupted sleep per night, and research has shown that less than 15% of American teens get more than 8.5 hours of sleep each night. • Teens produce the brain hormone melatonin later at night than adults and therefore may complain of difficulty falling asleep. • Sleep deprivation has a profound negative effect on the teens ability to concentrate and perform well in school.
	Nutrition	<ul style="list-style-type: none"> • Teens experiencing a growth spurt seem to be constantly hungry and are frequently eating. • Adolescents need more calcium to support their rapid skeletal growth. • For 15-18 years old, the calorie requirement jumps to 2,100 to 3,900 Kcal/day, even more calories are required if the teen participates in vigorous sports activities.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Organized and spontaneous sports activities with use of safety gear. • Movies at home with friends. • Beading and jewelry making.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Teaching families to be aware of the danger of developing cochlear damage from sustained loud music is an important aspect of anticipatory guidance. • Teens should brush their teeth at least twice a day and floss once a day. • Providing opportunities for teens to interact in groups such as clubs, sports, and youth groups is imperative for healthy social and emotional development.