

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"> • The infants will triple their birth weight and double their birth length in the first 12 months. • The infants head circumference will increase 1.25 cm per month for the first 6 months and increase a total of 33% by the end of the first year. • The infant will produce six to eight teeth during the first year with central incisors erupting first at about 5 to 7 months.
	Cognitive Development	<ul style="list-style-type: none"> • The infant begins to discriminate between people, comprehend word meaning, and learn object permanence. • The infant is experiencing the oral stage where they find pleasure, enjoyment and satisfaction sucking and meets the orally. • Bring most things they encounter to the mouth for exploration and stimulation.
	Gross Motor	<ul style="list-style-type: none"> • Holds head up by 3 months while sitting prone. • Rolls over by 5 to 6 months starting at supine. • Holds head steady while sitting at 6 months • Sits leaning forward by 7 months • Sits unsupported by 8 months • Gets to a sitting position alone by 9 months • Pulls up to stand by 9 months • Stands alone by 12 months
	Fine Motor	<ul style="list-style-type: none"> • Identify hands by 3 months • Brings hands together by 3 months • Grasp rattle voluntarily by 4 months • Transfers objects from hand to hand by 6 months • Use fingers and thumb to grasp items by 9 months • Bangs two lightweight items together by 9 months • Drinks from a cup at 9 months • Begins to nest two items by 12 months • Builds two-block tower at 12 months
	Psychosocial Development	<ul style="list-style-type: none"> • Developing a meaningful relationship between the infant and caregiver to provide a sense of security to feel safe. • Infant learns to connect those close feelings with the parents and develops a sense of connection. • Infants sensory organs assist the infant in recognizing the parent and developing their bonds.
	Language Development	<ul style="list-style-type: none"> • Express delight by cooing at 1 to 2 months and laughing at 2 to 4 months. • Will make consonant sounds at 3 to 4 months

		<ul style="list-style-type: none"> • Will make imitative sounds at 6 months • Infant will be able to say one to two words by 12 months
	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 weeks of life. • Older infants require about 16 hours of sleep a day including 2 naps. • Naps for infants will include about 1 to 2 hours in the morning and again in the late afternoon.
	Nutrition	<ul style="list-style-type: none"> • Newborns start with breastfeeding or formula feeding exclusively until 6 months. • Foods are introduced one at a time to allow for the assessment of food sensitivity or allergies. • Iron-fortified infant cereals are introduced first and after developing swallowing small bolus vegetables are introduced. • Pureed fruits are introduced after vegetables are established. • Lean meat and egg yolks can be given starting at about 10 months. • No cow's milk should be given to infant till after 12 months because it can cause inflammation and micro-bleeds in the intestines.
	Age Appropriate Activities	<ul style="list-style-type: none"> • The use of pacifiers to soothe the baby while not feeding. • Chewing on teething toys throughout their teething stage. • Beginning to crawl and walk at 9-12 months.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Never shake the baby • Head support while handling a newborn • Covering the baby's head will help maintain appropriate body temperature. • Laying the newborn on their back to sleep to reduce the incidence of SIDS
Toddler	Physical Development	<ul style="list-style-type: none"> • The toddler grows an average of about 3 inches per year. • The head circumference will increase on average 1 inch then growth slows to 0.5 inches between the second and third birthday. • Their abdomen protrudes due to underdeveloped abdomen muscles and tend to be bow-legged. • They can practice feeding themselves. • They can be offered challenging toys.
	Cognitive Development	<ul style="list-style-type: none"> • The child must experience trial and error to develop appropriate understanding of the environment. • This is the time of relentless exploration needing constant play and stimulation. • The second stage is marked by more complex mental combinations. Ex: puzzles stacking shapes and sizes.
	Gross Motor	<ul style="list-style-type: none"> • Toddlers move from crawling to standing to walking to running within a short period of time. • Toddler begins to learn how to use spoons or forks to feed themselves. • Toddlers begin to learn how to drink out of a cup independently.
	Fine Motor	<ul style="list-style-type: none"> • Pick up toys or items • Shaking of toys vigorously to make noise, listen to, smell and lick it. • Putting together puzzles • Fitting shapes into appropriate openings
	Psychosocial Development	<ul style="list-style-type: none"> • Toddlers do not understand the importance others place on personal items and will test this importance by manipulating others possessions. • Experiences the anal stage, cognitive awareness of the need for expulsion or retention of feces and urine as the toddler learns toileting skills.

		<ul style="list-style-type: none"> • Toddlers learn autonomy while parents provide emotional support and encouragement to learn. • May display frustration because the need to learn to wait for need gratification and to learn there have a reliable and predictable effect on others.
	Language Development	<ul style="list-style-type: none"> • They start out with only one or two words and ends with about 300 to 500 words. • Will use two to three word sentences learn to use pronouns, and will state their first and last name. • Multilingual families provide rich cultural experiences for children but may temporarily slow a child's language development.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • Requires on average 14 hours of sleep per day. • Will transition from two naps per day to one nap in the afternoon. • Encourage not to put the child down for a nap too late in the afternoon because it will disrupt their bedtime routine. • Child may develop a particular desire for a bedtime routine. • Security items may become very important to the toddler.
	Nutrition	<ul style="list-style-type: none"> • Child becomes a picky eater and slows down on consumption. • No more the 24 to 32 oz should be consumed daily because it will slow down consumption of protein and vitamins. • Should be consuming foods the rest of the family is eating but in smaller portions and cut up well. • Many experience food lags and jags.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Age-appropriate puzzles • Stacking items according to size and shape • Playing game like hide and go seek and peek a boo. • Challenges to object performance
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • With the increasing need for both parents to work, safe and reliable childcare is very important to secure. • Immediate positive reinforcement for good or wanted behavior and ignoring unwanted behaviors and tantrums. • Toilet training begins with emotional readiness and will imitate others they see using the toilet. • Toddlers are very active and they have increasingly accelerated locomotion so they need constant supervision.
	Physical Development	<ul style="list-style-type: none"> • A slowing of physical growth, gains only 5 pounds per year and grows 2.5 to 3 inches per year in height. • Classic stance changes with slightly taller leaner preschooler stands with an erect posture. • All 20 primary teeth were erupted and toward the end begins to shed those teeth. • Visual acuity matures and vision disturbances often start to present. • Immunity continues to mature and the administration of immunizations continues.
	Cognitive Development	<ul style="list-style-type: none"> • Preschooler is described as preoperational. • Child leaves behind completely egotistical thinking and develops social awareness and ability to consider other point of views. • They take one object word or thought and attempt to make it stand for something • Preconceptual thinking- judgment on there environment, Intuitive thinking- ability to classify information and aware of cause and effect relationship, and symbolic functioning assign meaning to an object that is different from its literal meaning.

Preschool	Gross Motor	<ul style="list-style-type: none"> • Draws copies of shapes on paper • Do not reprimand a preschooler who fails at a task because they will be less inclined to attempt a new motor skill • The will master new task and will want to showcase accomplishments to parents, caregivers, and nurses. • Rides tricycles, builds towers of 6 to 9 blocks, catches a ball, dresses with help, rides scooters and displays good balance.
	Fine Motor	<ul style="list-style-type: none"> • Joys of preschoolers is that the creative play and artistic crafts. • Quiet, creative play aids in the development of fine motor skills • Simple sewing projects with cardboard, easy construction set, and coloring projects.
	Psychosocial Development	<ul style="list-style-type: none"> • Child must master the process of initiating activities that are independent and self-directed. • Frequent experiences of blame or negativity during skill exploration can cause the child to experience eguilt. • This period can be difficult for parents as for balancing the support of the child while seting limits in unsafe situations. • Child will take on new experiences even of they do not have the physical ability.
	Language Development	<ul style="list-style-type: none"> • At 2, child can be expected to say about 50 words • At 3, child is verbally communicating with up to 900 words. • At 4, they can answer simple questions with simple answers • At 5, the child rhymes, uses complex or compounds sentences, talks in future tense and states there full name.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • They need about 12 hours of uninterrupted sleep per night. • It is common for them to wake up during the night and need reassurance from there fears. • Watching TV before bed has shown to disturb the child's sleep routine. • Activities to help slow down before bedtime and following routines every night can help a child understand bedtime is near.
	Nutrition	<ul style="list-style-type: none"> • Child consumes about half the calories of an adult which is about 1,200 to 1,600 calories a day. • Food preferences may still affect how they eat as they can still be picky eaters. • Most important aspect of eating behaviors is to ensure they are consuming a well balanced diet. • They benefit from about two cups a any milk per day. • Fruits and vegetables should be offered with every meal given to preschooler
	Age Appropriate Activities	<ul style="list-style-type: none"> • Toys that allow children to mimic adult activities and pretend play adult work roles. • Play kitchens, construction kits, tool chests, medical and nursing kits. • Preschoolers learn through the act of play.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • The child may develop imaginary friends as an exercise in creativity or theatrical behavior. • Enuresis is inappropriate voiding after the child is successful toilet trained and can be quite upsetting for child. • Preschoolers are interacting with both adults and peers in greater depth during play and school.
	Physical Development	<ul style="list-style-type: none"> • Child begins with shedding of the deciduous teeth and ends with the beginning of puberty. • The average weight gain is up to 4 to 6.6 pounds per year and increase of height of about 2 inches. • Body systems become more mature and functional. • They become more graceful with their movements and are steadier on their feet.

School-age		<ul style="list-style-type: none"> • Puberty begins at the age 8-12 and precocious begins before that.
	Cognitive Development	<ul style="list-style-type: none"> • Increase ability to think more abstractly and more concretely and begin to make rational judgements. • Academic work highly influences the child's thinking and cognitive development. • The relationship between teacher and child shapes the understanding of who they are, how they interact with others, and how others perceive them.
	Gross Motor	<ul style="list-style-type: none"> • Improved balance, coordination, endurance, and attention span • Mature patterns of movement for throwing, jumping, and running • Kicks ball with improved directional control
	Fine Motor	<ul style="list-style-type: none"> • Computer gaming and other types of screen time • Learning how to spell and write • Building blocks and puzzle pieces
	Psychosocial Development	<ul style="list-style-type: none"> • Need to master achievements and gain confidence • If they fail to navigate success they may experience a sense of inferiority • Needs many opportunities to demonstrate their academic social and cognitive achievements to learn to perceive themselves as successfully industrious.
	Language Development	<ul style="list-style-type: none"> • Progress from free play to play that may be more elaborate structured with rules and is able to interrelate with peers according to rules. • They spend less time socializing with their parents and families and branch out to establish new relationships. • Learns to participate in social structures within the classroom including group activities and written reports.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • Sleep is important for child's success in school. • Child needs about 10 to 12 hours of sleep per night • Need a predictable bedtime routine and reasonable bedtime • May experience difficulty falling or staying asleep due to concerns and worries.
	Nutrition	<ul style="list-style-type: none"> • Marked with slower growth, needs to eat responsibly with appropriate portion control. • Could start to face obesity if portion control is not followed. • Food choices become more independent as the child eats more with others.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Learning to spell • Learning to read • Fully developing a sense of time space, cause and effect, and nesting.
	Anticipatory Guidance & Teach Points	<ul style="list-style-type: none"> • Food should never be used as a reward for good behavior in any setting. • Temperament is very much related to previous behavioral patterns or reactions to past situations. • Should be taught about safety, nutrition, obesity prevention, good dental practices, and need for daily physical activity.
	Physical Development	<ul style="list-style-type: none"> • Hormones promote physical changes such as body mass increase, sebaceous glands activation, hair growth in the axillary, breast areola, genital and anal areas. • Girls grow breast and start menstruating, boys grow body hair and experience nocturnal emissions and

Adolescent		<p>their voice deepens.</p> <ul style="list-style-type: none"> • Rapids skeletal growth usually begins at 10-12 for girl and 12-14 for boys.
	Cognitive Development	<ul style="list-style-type: none"> • May now analyze situations logically in terms of cause and effect yet they don't always mature in decision making. • Participate in future oriented and higher level thinking but are equally capable of making poor decisions and engaging in risky behaviors. • More likely to fear social consequences to risky behavior, than they are to fear the potential consequences of discipline. • Very common for them to become argumentative due to high development of cognitive processing.
	Gross Motor	<ul style="list-style-type: none"> • Balance and agility • Complex movement patterns • Sports participation
	Fine Motor	<ul style="list-style-type: none"> • Hand-eye coordination • Bilateral coordination • Writing and cutting • Finger and grip strength
	Psychosocial Development	<ul style="list-style-type: none"> • At the phase called identity versus role confusion where they are examining and redefining self, family, peer group, and community while experimenting with different roles. • Teens focus on their genitals as an erogenous zone and will engage in masturbation and possible sexual relationships. • Able to logically manipulate abstract observable and unobservable concepts with greater depth.
	Language Development	<ul style="list-style-type: none"> • Understanding and using metaphoric phrases • Sentence structure become more complex • Learning more intense vocabulary daily and using it.
	Sleeping Patterns and Concerns	<ul style="list-style-type: none"> • The average teen needs about 8 to 10 hours of uninterrupted sleep per night • Sleep deprivation has a profound negative effect on the teens ability to concentrate and perform well in school. • Without enough sleep the body cannot produce adequate amounts of cytokines which fight off infection and control inflammation. • Teens produce melatonin later at night than adults therefore may complain of difficulty falling asleep.
	Nutrition	<ul style="list-style-type: none"> • Need more calcium to support their rapid skeletal growth. 12-18 needs 1,300 mg/day (4 servings) • Experiencing growth spurt so calorie requirement for 11-14 years 1,500 to 3,000 Kcal/day and 15 to 18 years 2,100 to 3,900 Kcal/day. • A growing number of teens follow a variety of diets such as vegan, or vegetarian.
	Age Appropriate Activities	<ul style="list-style-type: none"> • Caring for a pet • Reading for pleasure • Movies at home with friends • Age-appropriate social media • Social events (school dances and parent supervised parties)
	Anticipatory Guidance &	<ul style="list-style-type: none"> • Teens are at risk for experiencing dating violence.

	Teach Points	<ul style="list-style-type: none">• Providing health care and counseling to minors around topics of birth control treating STI's and so on.• Do not attack and put the teen on the defensive or make them feel accused of something.
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