

Unit 16: Assessing Children's Development Support Needs

Delivery guidance

Approaching the unit

In this unit learners explore theories that explain how children develop, the factors that may affect development, and how growth and development are monitored and supported across all children's services.

Throughout the unit learners will be given the opportunity to develop a thorough understanding of how children grow and develop and the care and support that children need to achieve this. Learners are introduced to the patterns of growth and development in children, from birth to eight years of age, across different aspects of development.

Learners will be introduced to many factors that can affect how children grow and develop, including those that are individual to a child, such as a specific need, or external factors, such as access to good-quality care and health services.

They will be made aware of the theories relating to how children develop and given the opportunity to recognise how these theories are applied in children's services to help children achieve their developmental milestones. This will enable learners to be able to reflect on these methods and theories so that they can support children's individual needs and be confident in carrying out observations.

This unit will help learners to progress to degrees in the sector, such as nursing and social work. It will be useful for learners intending to pursue a career in children's social care or health care such as child assessment centres, health visitors or paediatric nurses.

Delivering the learning aims

For learning aim A learners will be introduced to the definition of growth and development through expected developmental milestones for children from birth to eight years of age. This knowledge will then be developed throughout the learning aim to include areas of development including physical, cognitive, language and communication, social and emotional. Learners will need to be aware of the theories related to children's development, to include Piaget, Vygotsky, Skinner, Maslow and Bandura, among others.

A visit to a classroom from a children's nurse or care worker can be interesting and motivating for learners. There are also several links available to virtual training sessions, flow charts and development presentations – some are directed at parents but are useful as basic information to teach the topic. Also, case studies are available on the Pearson website to support delivery.

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Learning aim B introduces learners to factors that may impact children's growth and development, including social, intellectual, emotional or physical factors which may be short or long term.

Measures that may counterbalance these factors, for example providing free nursery places for children in low-income families, will need to be introduced to learners to enable them to fully complete assessment.

A visit to a classroom from a children's nurse or care worker can be interesting and motivating for learners. There are also several links available to virtual training sessions, flow charts and development presentations – some are directed at parents but are useful as basic information to teach the topic. Also, case studies are available on the Pearson website to support delivery.

Learning aim C introduces learners to different methods of assessment in identifying children's stages of growth and development and their support needs, for example formal, informal, formative, summative, developmental screening programmes, and the importance of monitoring and reviewing interventions on professional practice. A guest speaker such as a care worker can be informative to learners.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years</p>	<p>A1 Patterns of growth and development</p> <p>A2 Principles of growth and development</p> <p>A3 Theories of development</p>	<p>A report in response to case studies of children at different ages. This will consider the principles and patterns of growth and development and related theories, and how this knowledge can support children's growth and development.</p>
<p>B Examine factors that may impact on children's growth and development</p>	<p>B1 Factors</p> <p>B2 The impact of factors on growth and development</p>	<p>A report based on observations of children carried out by learners, explaining the impact that factors may have on children's growth and how assessment supports and promotes children's growth and development.</p>
<p>C Explore how assessment is used to identify children's stages of growth and development and their support need</p>	<p>C1 Assessment methods</p> <p>C2 The contribution of assessment to the promotion of children's growth and development</p>	<p>The report must include plans for observations, records of observations and a reflective account.</p>

Assessment guidance

This unit is internally assessed. There is a maximum of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aims A and B** are assessed through a written report in response to case studies available on Pearson's website of children at different ages. Learners need to consider the principles and patterns of growth and development and related theories, and how this knowledge can support children's growth and development.

To support learners to consolidate learning and complete the report, they will need access to a wide range of children to observe and apply theory. Alternatively, there are case studies available on the Pearson website.

To support learners in their report writing, they should be encouraged to use headings, sub-headings and annotation such as pictures, photos and diagrams to support explanations.

It is suggested that **learning aim C** is assessed through a report based on observations of children carried out by learners, explaining the impact that factors may have on children's growth and how assessment supports and promotes children's growth and development. The report must include plans for observations, records of observations and a reflective account.

To support learners to complete the report, there are case studies available on the Pearson website. Alternatively a visit could be arranged to a children's setting.

To support learners in their report writing, they should be encouraged to use headings, sub-headings and annotation such as pictures, photos and diagrams to support explanations.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

This unit has been designed to support learners to identify child development milestones, the impact of factors contributing to individual difference, and the assessment and monitoring of children's development.

Learning aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years

- There are three topics in this learning aim, therefore it would be appropriate to allocate two sessions each, which will give time in the final session for a review of the learning aim and for planning and preparation for the summative assessment.
- There are several websites offering flow charts showing expected rates of growth and development which form a good basis to introduce the topic.
- A visit to the classroom from a children's nurse or care worker is interesting and motivating for learners. There are also several virtual links available to training sessions, flow charts and development presentations – some are directed at parents but are useful as basic information to introduce the topic.
- For A1, learners must be aware of growth and development and understand the expected developmental milestones of children between birth and eight years of age. A paired research task will enable learners to extend their understanding of development and collaborative skills. Research could include a library task to encourage learners to use textbooks for research and to reference in the appropriate manner. The information could be presented as an information pack for new parents.

Learners must address the following areas and aspects:

- Physical development to include fine and gross motor development, locomotion, balance, co-ordination, hand-eye co-ordination. Learners should be able to produce examples and/or images.
- Intellectual/cognitive development to include neurological and brain development, development of abstract concepts, thinking skills and memory. This information may be presented as a table or chart, tabulating age and expected skill/ability.

- Speech, language and communication development. Learners will need to research information on the expected milestones for speech as well as the development of non-verbal communication skills. They should be able to define the terms that they use and give examples, e.g. 'action verbs'.
- Emotional development to include the development of self-identity, self-esteem, attachment, independence and moral development. This can be linked to psychological theories, although it should not overlook the impact of culture and cultural identity.
- Social development to include developing friendships, co-operation.

For A2, learners can be introduced to the principles of growth and development. This should include the use of centile charts with an explanation of the source of the data that they created, and how and why growth rates can vary and the impact of this on other areas of development. A contrast of typical and atypical development will enable learners to develop skills in critical analysis (for example, examining the difference in muscle tone for a baby with Down's syndrome in contrast to a baby without the condition).

- By creating a timeline of expected developmental milestones, learners will understand how different areas develop at different rates. This could be set as a paired research task to promote collaborative skills.
- The principle of atypical development should extend beyond researching the impact of learning difficulties or physical disabilities to also encompass children who are gifted and talented. The emphasis in this session should be on holistic development and principles of recognising and celebrating difference.
- As a small group task, learners could create a presentation on the impact of atypical conditions on physical, intellectual, social and emotional development for a given condition.

For A3, learners should apply the theories of development to vocational context, which could be an overview of how the following theories contribute to an understanding of growth and development:

- cognitive development to include Vygotsky, information processing theory
- behaviorism to include Watson, Skinner and Bandura
- social learning theory
- emotional and social development to include Bowlby (attachment theory), Rutter, Erikson, Freud, Maslow and Harter (self-esteem)
- moral development to include Kohlberg and Piaget
- language development to include Chomsky and Vygotsky.
- Learners could then be encouraged to research the theorists as a paired research activity and create a display of their findings as a visual prompt for future reference. Learners should be able to explain how the experiments and observations of the named theorist supported the hypotheses they proposed.

They should then be able to apply the theories to case studies to demonstrate an understanding of the importance of the theory in the vocational context.

Learning aim B: Examine factors that may impact on children's growth and development

- Learning aim B is assessed through a report combined with learning aim A. Therefore, learners will need to build on the knowledge gained in learning aim A of the patterns of development to understand the factors that can impact development and the possible outcomes.
- For B1 and B2, the impact on development of physical factors such as health, disability and genetic factors should be part of a comparative study (for example, the development of an individual with Down's syndrome to the development of a child without the disorder).
- Learners should also investigate the impact of prenatal factors such as genetic disease and lifestyle of the mother to include diet, smoking and use of alcohol, which can have an impact on development.
- Learners may benefit from a guest speaker such as a midwife to explain the impact of maternal behaviour on the foetus. The midwife should outline the care strategies used to support pregnant women. This will enable learners to consider the theory of these factors within a vocational context.
- Learners need to be introduced to the effect of socio-economic and environmental factors on the development of children. A tutor-led session explaining health inequalities and the findings of an appropriate official report will give learners an insight into the rationale behind health policies aimed at addressing issues such as poverty, access to health and education services, culture, diet, housing or pollution.
- Learners may benefit from a guest speaker such as a social worker to discuss the impact of domestic abuse and other emotional factors on the development of the child. The emphasis in this session should be on confidentiality, respect and dignity. Learners will benefit from learning communication skills necessary when discussing sensitive subjects with service users.
- Learners will benefit from a paired research task on the impact of change and personal transitions on the development of the child. By using case studies, learners can explore factors such as the impact of starting school or family breakdown.
- Learners will benefit from small and large group discussions, identifying which factors have short-term or long-term implications (including how one area of development may affect other areas) and suggesting what they may be. Learners should also be able to identify factors that can enhance development.
- Learners will benefit from a small group research activity into how the impact on one area of development may affect other areas and how these factors may be counterbalanced by other factors, e.g. providing free nursery places for

children in poverty. This information could then be presented back to the rest of the group to enhance communication skills.

Learning aim C: Explore how assessment is used to identify children's stages of growth and development and their support need

- This learning aim is assessed through a report based on observations, therefore it is essential that learners are taught the different observation formats and when it is appropriate to use each format.
- For A1, learners will benefit from a taught session outlining the principles for assessment and the definitions of the terms: formal, informal, formative and summative. Learners should also be made aware of the curriculum framework for education within their own country.
- A guest speaker such as a health visitor would be ideally placed to give information on developmental screening programmes, growth monitoring, measuring and recording growth (including centile charts) in the vocational context.
- To consolidate learner understanding of the different assessment processes, learners could undertake an individual research task into the purpose of the Common Assessment Framework and how it can be used to protect children and support families. Learners will benefit from a paired research task on planning and carrying out assessment through observation to include:
 - methods of recording, including checklists, time sample observation sheets, areas of development and using milestones to compare a child's stage of development against typical development
 - timing and environmental considerations
 - ethical issues to include permission and confidentiality.
- A taught session on the policies and protocols that govern the assessment processes would be essential here, particularly those covering the involvement of parents in assessments.
- Learners will need to have opportunities to practise completing the whole range of observation formats. The report must include plans for observations, records of observations and a reflective account.
- If learners have had the opportunity to experience a visit to a children's setting, they will be able to draw on the information gathered or use virtual observation training sessions.
- Learners can develop their skills in critical analysis through a small group research task leading to a presentation. Learners should be able to explain the importance of early identification of children failing to grow or thrive, early identification of atypical development, and state the interventions to support and promote development. This must include examples of care plans, learning plans and behavioural plans (it might be useful to supply them with this initially



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as a basis for further research, as well as the key headings for research and intended outcomes).

- The role of the health professional and the importance of an effective multidisciplinary approach should be explained alongside the importance of monitoring and reviewing interventions.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Human Lifespan Development.

This unit may be taught alongside:

- Unit 3: Enquiries into Current Research in Health and Social Care
- Unit 4: Principles of Effective Care
- Unit 8: Sociological Perspectives
- Unit 9: Psychological Perspectives
- Unit 10: Supporting Individuals with Additional Needs

Resources

Textbooks

Barber, J and Paul-Smith, S – *Early Years Observation and Planning in Practice: Your Guide to Best Practice and Use of Different Methods for Planning and Observation in the EYFS* (Practical Pre-School Books, 2012) ISBN 9781909280243

Petty, K – *Milestones of Young Children* (Redleaf Press, 2016) ISBN 9781605544793

Walker, M – *A Practical Guide to The Early Years Foundation Stage* (Nelson Thornes, 2012) ISBN 9781408515396

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