CHILD DEVELOPMENT FUNDAMENTALS

Note Taking Guide

At the end of this training, you will be able to:

1. Discuss the basic principles of development.
2. Explain the importance of relationship, structure, and experience to appropriate development.
3. Discuss your role in your child’s development.

Importance of Understanding Development

The 7 C’s of Resilience (Ginsburg, n.d.):

- Competence
- Confidence
- Connection
- Character
- Contribution
- Coping
- Control

The caregiver’s role is to help the child develop characteristics that will better prepare them for adulthood.
**Typical Development**

- Stages and age ranges are a guide, not a rigid set of rules.
- The brain develops from the bottom up, from the simple to complex.
- The brain is changeable based on experience. This is known as plasticity.

**Individual Nature of Development**

- Genetics and environmental influences work together in dynamic ways over the course of development.
- Caregivers need to learn about their child’s family of origin in order to avoid errors in judgment and misidentification of delays, and to promote culturally aligned parenting advice and experiences.
- Caregivers should focus on “what’s next” and not push the child to catch up with his peers.
The Caregiver’s Role

The caregiver has two tasks:

1. Enhance Development:
   - Relationship
   - Structure
   - Experiences

2. Address Developmental Concerns:
   - Educate
   - Document
   - Notify
   - Advocate

Reflection Questions

1. Which of the basic principles of development influence your parenting style the most? In what ways?

2. What strategies do you use, or will you use, to develop nurturing relationships with the children placed in your home?

3. How do you provide, or plan to provide, structure and experiences to the children in your home?
Resources and Recommended Websites

- Ohio Help Me Grow is a comprehensive website with topics such as dental health, Fetal Alcohol Spectrum Disorders, immunizations, safe sleep, injury prevention, safe toys, and toxic stress: http://www.helpmegrow.ohio.gov/Resources/Resources%20Available%20for%20Order.aspx

- The Centers for Disease Control and Prevention’s Learn the Signs, Act Early site includes a number of downloadable early childhood development checklists as well as information on what to do if you are concerned about your child’s development: http://www.cdc.gov/ncbddd/actearly/index.html

- The Centers for Disease Control and Prevention also has a site with information about child development for school age youth and teens: http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html

- The American Academy of Pediatrics’ Healthy Children site contains information about developmental milestones, healthy eating, and immunizations and they have an “ask the pediatrician” feature: https://www.healthychildren.org/English/Pages/default.aspx

- My plate is the government’s site on healthy eating and physical activity: http://www.choosemyplate.gov/

- Harvard’s Center on the Developing Child shares the latest research on development, including brain development http://developingchild.harvard.edu/

- The Search Institute has done extensive research on developmental assets, those characteristics children need to succeed http://www.search-institute.org/
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Principles of Development

1. All the domains of development and learning are important and closely related. Physical, cognitive, social, and emotional development are all important and connected.


3. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities. Development goes from the simple to the complex.

4. Development and learning proceed at varying rates. Not everyone develops at the same rate and development can vary within domains.

5. Development and learning result from dynamic and continuous interaction of biological maturation and experience. Biology and experience both influence development.

6. Development and learning occurs in, and is influenced by, multiple social and cultural contexts. Development is influenced by social and cultural diversity.

7. Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers. Relationships are key to development.

8. Early experiences have profound effects on a child’s development and learning. Early experiences have a lifelong impact on a child’s development.


10. Play is an important vehicle for developing self-regulation as well as promoting language, cognition, and social competence. Play is important to development.


12. Children learn in a variety of ways. Children learn in a variety of ways.

-National Association for the Education of Young Children (NAEYC, 2009)
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Child Development—Related Rules

2151.315 Participation in extracurricular, enrichment, and social activities.

- A child in care is entitled to participate in age-appropriate extracurricular, enrichment, and social activities.
- "Age-appropriate" means activities or items that are generally accepted as suitable for children of the same chronological age or level of maturity.
- A caregiver shall consider all of the following when determining whether to give permission for that child to participate in extracurricular, enrichment, or social activities:
  - The child's age, maturity, and developmental level
  - The potential risk factors and the appropriateness of the activity
  - The best interest of the child
  - The importance of encouraging the child's emotional and developmental growth
  - The importance of providing the child with the most family-like living experience possible
  - The behavioral history of the child

5103.162 Qualified immunity of foster caregiver.

- A foster caregiver is immune from liability in a civil action if they use a reasonable and prudent parent standard when considering whether to authorize their foster child to participate in extracurricular, enrichment, and social activities.
- The "reasonable and prudent parent standard" means the standard characterized by careful and sensible parental decisions that maintain the child's health, safety, and best interests while at the same time encouraging the child's emotional and developmental growth.
- The immunity does not apply to a foster caregiver if:
  - The act or omission was manifestly outside the scope of the foster caregiver's power, duty, responsibility, or authorization.
  - The act or omission was with malicious purpose, in bad faith, or in a wanton or reckless manner.
  - Liability for the act or omission is expressly imposed by a section of the Revised Code.

5101:2-42-65 Caseworker visits and contacts with children in substitute care.

- The caseworker should consider the child's current behavior, emotional functioning and current social functioning within the substitute care setting, and any other settings/activities in which he or she is involved.
- The caseworker shall also document evidence that the caregiver is following the reasonable and prudent parent standard in allowing the child regular opportunities to participate in age or developmentally appropriate activities.
5101:2-7-05 Sleeping arrangements.

- A bedroom for foster children shall provide a safe and comfortable sleeping area ensuring reasonable privacy and access to adult supervision, as appropriate to the age and functioning level of each foster child.

5101:2-7-06 Meals.

- Each foster child shall be provided with three meals a day, served at regular intervals, that conform to any religious dietary restrictions or any other dietary restrictions, and which are provided in accordance with any special instructions prescribed by the physician.
- Food shall be nutritious, well-balanced, and available in sufficient quantity.
- A nutritious snack shall be available to children between meals.


- No later than five working days after the date of the child's most recent placement setting, unless medical care is needed sooner, the PCSA or PCPA shall secure a medical screening.
- No later than sixty days after the child's placement into substitute care the agency is to obtain a comprehensive physical exam, which will include a vision and hearing screening. The agency shall secure an annual comprehensive physical exam no later than thirty days after the anniversary date of the child's last physical which shall include a vision and hearing screening.
- A psychological examination for a child adjudicated delinquent is conducted within sixty days of the child's entry into substitute care unless a psychological examination was conducted within twelve months prior to the date the child was placed in substitute care and a copy is filed in the child's case record.
- The PCSA or PCPA shall arrange for and secure appropriate immunizations.
- Treatment for any diagnosed medical or psychological need is initiated within sixty days of the diagnosis, unless treatment is required sooner.
- A dental exam for a child over three years of age is required no later than six months after the child's placement into substitute care. The agency shall secure annual dental re-examination no later than thirty days after the anniversary date of the child's last dental examination.
- For a Medicaid eligible child, the PCSA or PCPA shall coordinate with the county department of job and family services (CDJFS) Healthchek coordinator to secure a Healthchek screening exam.
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Addressing Developmental Concerns- EDNA

Educate
- Take additional training on child development and developmental delays
- Find out about resources in the community and those available through children services
- Read materials posted on credible websites

Document
- Observations should include (HHS, 2010):
  - Descriptions of actions, facial expressions, gestures, and creations
  - Quotations of language
- Avoid adjectives that are open to interpretation by the reader
- Use resources such as developmental checklists to observe and write down what developmental tasks the child has achieved and where there are concerns
- By rule, caregivers must maintain records of scholastic performance, medical information, and documents pertinent to the Lifebook (OAC 5101:2-7-04)

Notify
- Caseworkers and other members of the child’s case plan team should be notified in writing of any developmental concerns
- Consider providing regular reports rather than only when concerns arise
- Talk with the worker about how to involve the primary family in the exchange of information

Advocate
- Understand the caregiver’s role, responsibilities, and rights
- Understand the child’s rights
- Know how to communicate effectively with diverse populations
- Know the preferred way to communicate with the caseworker
- Understand agency protocol, the written and unwritten rules
- Network with other caregivers
- Network with other community-based, child-focused organizations
- Join support groups