

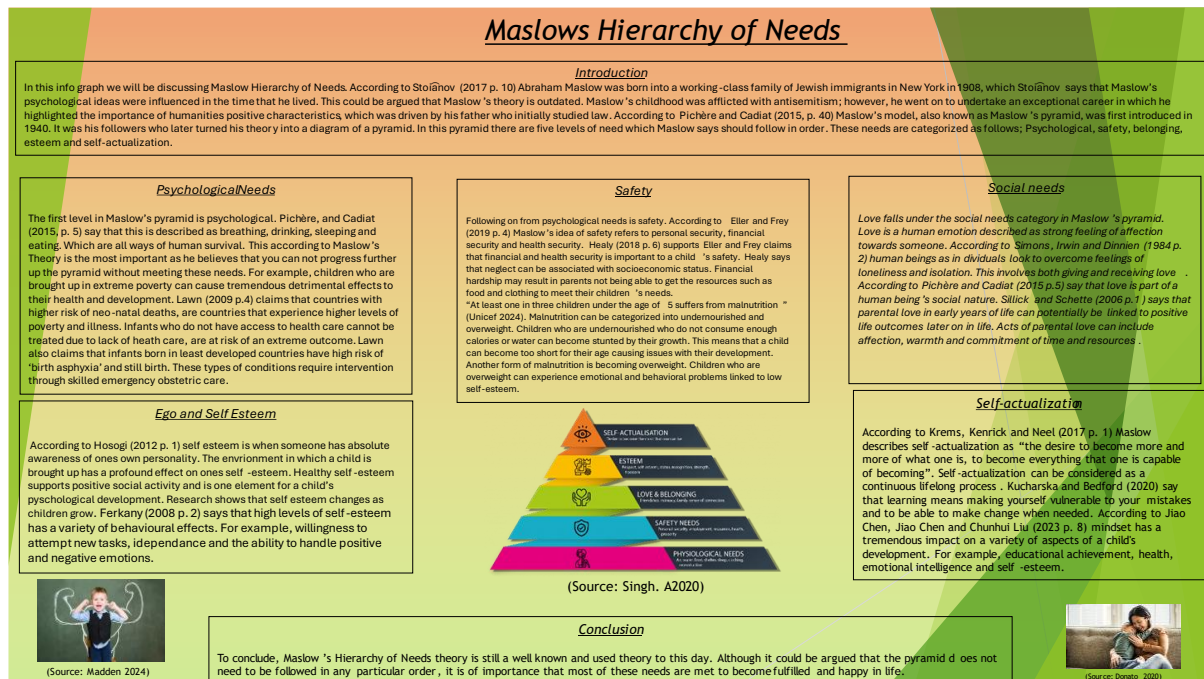
Human Development Portfolio

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I can confirm I have used AI tools for the purpose of research for this assignment. The AI software I have used is ChatGPT.

1. Infographic



2. Holistic Child Development

Holistic child development

Today holistic child development is still used as good practice throughout the early years field. Throughout this paper it will be discussed what holistic child development is and why it is important to the developing mind and body. According to Brodie, (2018 p. 2) when something is described as holistic it refers to something, even though it can be divided into separate areas. When it is applied to child development, it means every area of growth, development and learning is linked with another. This can be social, physical, emotional and cognitive.

Taylor, Bond and Woods (2013 p. 68) say that children who demonstrate good emotional recognition skills are more likely to have good social skills and academic ability as they grow. Children who are emotional can benefit from learning to avoid dysregulated coping strategies and how to respond to the emotions of others. According to Davies, and Troy (2020 p. 269) as infants and toddlers are to be cared for in larger groups, it is important that children learn how to interact with peers without the presence of adults. However, MacKay Reynolds & Kearney (2010) says that emotional bonds with parents or caregivers widen to peers and teacher relationships. Healthy parental bonds with children can have a tremendous impact on how their social development progresses to those around them. Attachment theory can be looked at when discussing parent or caregiver bonds. According to Howe (2005 p. 31) caregivers who are loving, responsive and accepting develop secure attachments with their children. Attuned caregivers help their children feel understood and competent. Howe (2005 p. 33) also discusses insecure and anxious patterns. He states that caregivers who display avoidant patterns, for example, caregivers who are unwilling or unable to respond to their child's needs create insecurity and anxiety. The hierarchy of needs theory created by Maslow (1943)

describes the importance of giving and receiving love to understand human emotion and behavior. In this case children who give and receive love become more confident with their own emotions therefore allowing them to have more positive social interactions with their peers.

Physical development in the enhancement and growth of children's physical ability and motor skills as they grow. According to Gallahue, Goodway and Ozmun (2021 p. 3) movement is essential necessary for life. A human's existence relies on the beating of a heart and the inhaling and exhaling of lungs. Motor development falls into the field of exercise, biomechanics and motor control. Motor skills are categorized as fine motor skills and gross motor skills. Fine motor skills are skills that require small muscle groups to be used. For example, holding a pen and writing. According to Duncombe, R. (2019 p. 11) gross motor skills are skills that require larger muscle groups to be used such as running, jumping, throwing and catching. Play can play a vital role in children's physical development. Duncombe (2019 p. 23) discusses Froebel's theory on play. Froebel believes that play is the highest achievement of child development and that it has a deep significance. Froebel trust (2024) says that children should access all elements of nature, he argued that one of the best ways to explore nature is through outdoor play. However, there is an increasing argument that modern baby equipment is having an impact on physical development. Ouvry and Furtado (2020 p. 30) says that the use of modern baby equipment is negatively having an impact on early years child development. Children are spending more time laying on their backs strapped in and put into baby walkers which can be damaging to their developing bodies. Maslow's Hierarchy of Needs Theory (1943) discusses the basic human needs for humans to be able to progress. In this case physical development links to good health, ensuring that children practice their fine and gross motor skills to develop basic survival skills.

Cognitive development is the growth of the child's ability to solve problems, reason and communicate. According to Keen (2011 p. 12) in problem solving situations infants between the ages of 12-24 months may have all the components but are not yet able to organize into a sequence that will result in success. According to Oakley (2004 p. 13) Jean Piaget was a theorist who had a large influence in the field of cognitive

development. Piaget was one of the first theorists who believed that adults did not simply know more than children but suggested that children's knowledge is structured differently. Piaget's theory of cognitive development is based on three principles. Assimilation, accommodation and equilibration. Assimilation is the process of putting experiences into an already existing mental structure. Accommodation for example, is the changing of perspectives on different things. They must develop new responses to new experiences. Equilibration is when the child is seeking to interpret and understand the world around them. Halpenny and Piaget (2014 p. 144) supports Oakley's claims by saying that Piaget's theory provides concrete and foundational knowledge and that it has given practitioners in early years practice the opportunity to research and build upon it. According to Maslow's Hierarchy of Needs (1943) theory development is one of the highest needs to achieve. Without meeting other needs like food, water, love, belonging and self-esteem it will become difficult to reach a point where a child is able to develop further or may not give any opportunity to develop if basic survival needs are not met.

To conclude there are many separate areas to children's human development which can all be explored in depth. However, each area of development interlinks with one another and often cannot continue to develop one area without another. Which refers to Maslow (1943) theory that you cannot meet further needs of Maslow's pyramid without meeting the basic needs of the pyramid. Fabian and Mould (2009 p. 156) argue that the holistic approach to child development "is the central driving force behind what we do" as early years practitioners.

3. Understanding child development highlighting Maslow's significance

Examples of practice in Early Years that highlight the significance of Maslow's Theory

This piece of writing will be discussing some examples of early years practice and how it relates to Maslow's Hierarchy of Needs. It will also be discussing some issues that practitioners may come across and how the role of the practitioner can support this.

There will be a lot of different early years practitioners working with children at all different stages of their lives, helping them transition from baby to toddler and toddler to child. According to Fabian and Dunlop (2002 p. 1), by the time children enter full-time education they may have had experiences in different educational settings such as playgroups or nursery. This requires changes from one setting to another. Each of these separate experiences can affect a child's capacity to learn and adjust. These transitions from one setting to another can be challenging for a neurotypical child and with the number of diagnoses of children with Autistic Spectrum Disorder (ASD) today, this sense of challenge can become even greater for children with. ASD is a lifelong neurological and development disorder that impacts how a person communicates, learns and behaves. According to Pittman (2007 p. 44-45) change means something that is different to how it was. A child with ASD may not be able to imagine what else they need to do in circumstances where have no visual memory and no routine response. Transitions for children may look like changing to a new classroom or having a new teacher. This can be particularly challenging for ASD children. Having a new teacher could put the child into an unsafe state and can result in higher levels of anxiety. This can result in the child resisting this change, which may lead to distress or challenging behaviour. According to Meadan, Ostrosky, Triplet, Michna, and Fettig (2011 p. 29) some individuals with ASD process visual support more easily than other methods of communication. However, it is the educator's responsibility to find out the preferred ways of communication. Maslow's Hierarchy of Needs (1943) suggests that needs such as safety, love and belonging need to be met before reaching self-

actualization. For example, providing the right environment for a child with ASD to ensure that transitions are successful, allowing them to communicate their needs via visuals to ensure that they feel safe, and they have a sense of belonging in the classroom.

In early years settings, professionals may come across children who are having trouble trusting others, struggling with emotional intimacy or have difficulty regulating emotions. These are signs that professionals should be aware of. According to Wilson (2016 p. 7-10) attachment theory is the relationship between the parent/caregiver and the child in terms of predictable behaviour, safety and security. Already Maslow's Hierarchy of Needs Theory has a significant link to attachment as Maslow suggests that individuals need to feel safe but secure attachment can contribute to an individual's self-esteem, which is higher up Maslow's pyramid. Pinquart (2023 p. 2) supports this claim that if children who are valued by their primary caregiver and receive comfort when requested, develop a positive view of oneself, that they are worthy of love and care. Not every child will grow up in a home environment where they experience secure attachment. Wilson also argues that it was not until the 1944 educational act that the importance of developing positive relationships with parents was recognized. According to Digman and Soan (2008 p. 64) in a school environment children can present a range of problems due to neglect. In families where neglect is present but not considered serious, intervention may be necessary. By communicating with parents/caregivers, followed by regular contact, maybe enough to prompt the parent/caregiver to provide better care. According to Ward (2009 p.54) once good relationships are established with parents/caregivers, practitioners will find it easier to discuss more sensitive issues. For example, their child's aggressive behaviour.

Similarly to children spotting the signs of insecure attachment such as having difficulty trusting others, professionals may come across other issues such as malnutrition, lack of food provided or money for food or poor living conditions which are all symptoms of poverty-stricken children. Beckett (2023 p. 179) says that according to the world bank (2022) poverty is living on less than 1.55 GBP a day and charities like World Vision who state that poverty is a lack of access to services and essential goods. Maholmes and

King (2012 p. 2) argue that it can be speculated that the consequence of child neglect can be driven by poverty. O'Connell and Brannen (2021 p. 13) explain that the 2008 recession resulted in one million more workers being in employment, but this was at the cost of a fall or fluctuating in wages. This made it very difficult to meet fixed costs needs such as childcare. According to Hobart Walker and Frankel (2009 p.43) Lone parents who are generally women who are separated or divorced from their biological fathers of their children, are expected by government to go out of the home to work as soon as possible so that they can offer tax credits or day care spaces. However, this can make some women feel guilty about wanting to stay at home with their children. Lower family incomes may have difficulty giving their children the basics such as food and clothing. Maslow's Hierarchy of Needs Theory (1943) describes the importance of basic needs such as food, clothing and clean air. Maslow has a significant link to poverty. When parents/families face the challenges of not being able to feed their children healthy foods or clothe them appropriately, their psychological needs are not being met. Poverty can also be linked to Maslow's need for safety. Safety is often threatened with families in poverty, without stable income or housing a child's lack of security maybe threatened making it harder to move up the hierarchy.

To conclude, Maslow's Hierarchy of Needs offers professional practitioners a useful framework for those working in the early years setting. It suggests that children's development should be looked at as a holistic approach and supports the idea that children should be looked at as a whole, rather than just academically.

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