



UNITED TRIBES  
TECHNICAL COLLEGE  
LAND GRANT EXTENSION

# UTTC LAND GRANT EXTENSION

## *UTTC Lifeskills Lessons – Relationships & Family*

### Lesson 22: Child Development

LS0022

#### Child Development

Each child is special and develops skills at different times. But, there are milestones that most children meet at various ages. These milestones are measured in five areas and are titled "Normal Child Development". The areas are:

1. Cognitive Development: This is the child's ability to learn and solve problems.
2. Social and Emotional Development: This is the child's ability to interact with others, including helping and controlling themselves.
3. Speech and Language Development: This is the child's ability to both understand and use language
4. Fine Motor Skill Development: This is the child's ability to use small muscles, specifically their hands and fingers, pick up small objects, hold a spoon, turn pages in a book, or use a crayon.
5. Gross Motor Skill Development: This is the child's ability to use large muscles in upper body and limbs.

#### RESOURCES

- [www.howkidsdevelop.com](http://www.howkidsdevelop.com)
- [www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)
- [www.nd.gov.dhs/services](http://www.nd.gov.dhs/services)
- [www.nd.gov.dhs/service/headstart](http://www.nd.gov.dhs/service/headstart)
- [www.pathways.org](http://www.pathways.org)
- Local county or state Extension Office
- UTTC child foodway guildlines  
[www.uttcc.edu/extensions/resources](http://www.uttcc.edu/extensions/resources)

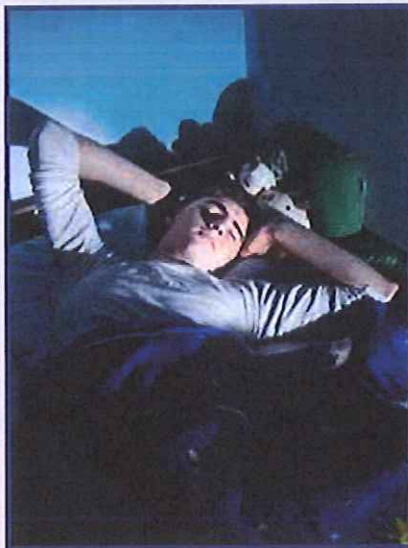
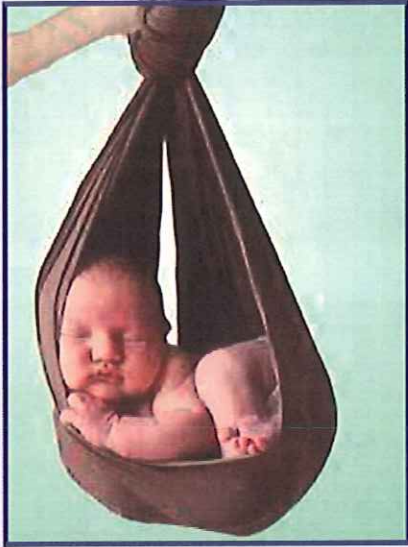


#### A Child's Job is to Play. Is Your Child Employed?

All children develop in a normal, regular pattern. Even though the pattern may be different for each child, all healthy children advance in each area of development. Children will triple their weight in the first 12 months! Watch your child grow and develop. See the changes. If you do not see the changes, talk to your doctor or local school counselor. There are many programs for families to have assessment, monitoring, and therapy. Here are some things, that support child development.

- Children join the family in eating based on their ability for their age. Babies only suck at first. Mom's milk (the best) or iron fortified formula is all they need until they are 6 months of age. Call WIC to help the family with good feeding advice and some formula, if breastfeeding does not last the full 6 months.
- Shots are encouraged at various ages to prevent diseases. Talk to your health provider. Most babies have a health physical at about 6 weeks of age. Make the appointment and get all your questions answered.
- Children should never be left alone. The legal age for self-care or caring for other children ranges from state to state. Keep your children safe, stay with them. Most are not ready to be alone until they are teenagers.
- If everyone in the home works and childcare is needed, be choosy. Ask questions. Call social services for a list of licensed providers or ask family or friends you trust for references you or maybe be the care provider. Assistance for childcare costs is available through social services, too.
- Get some support for yourself. Parenting is hard and demanding. Parenting is forever. Talk to others. Call someone to help if baby doesn't comfort and life gets complicated. Depression and frustration is not bad. It is normal, but parenting will be good, if you have support and help.
- Child development is at risk if adults smoke in their homes or cars.
- Children need a place and time for play. After age 1, children should be in active play about 3 hours each day. It is recommended for children to play outdoors at least 1 hour every day. Dress and supervise them appropriately. Help them learn to be independent in a watchful manner.
- Children need to be in school. Grades K-12 are all important. School lunch also helps children develop.





*Families who live, work, play and care where they can Move More and Eat Smarter will have less diabetes, less heart disease, a reduction in cancer bouts, as well as, an over-all improved quality of life.*

### Children (and Parents) need Sleep – How much sleep is enough?

- **Newborns** = 16 -20 hours/day – 70% sleep all night at 9 months. Naps decrease from 4 to 1/day by 18 months
- **1 year olds** = 12-15 hours/day
- **Pre-school age (2 to 6)** = 11 to 13 hours. May require naps, depending on growth rate.
- **Elementary school age** = 9-11 hours each day. Should not need after-school naps
- **Teens through age 18** = 9 to 9 ½ hours each night

- **ATTENTION!** Teens who do not sleep enough have lower grades, increased school drop-out rates, increased depression, and greater risk for suicide
- *Teens need curfews or adult supervision after supper meal*
- *Teens do not need electronic device in their bedrooms*
- *Teens should not fall asleep with a TV playing in their bedroom*
- *28% teens fall asleep in school*
- *22% fall asleep doing homework*

### Child Development considering Native American Tradition

Traditional chiefs governed as the protectors of all family well- being. Clans, bands, societies, and kinship systems functioned as social service providers. Most Tribes had no words in their languages for "orphans," because children in need were the responsibility of everyone in the Tribe. Indian peoples did have words for adoption, however, which was a mechanism for assuming responsibility for children in need. The teachings of the past and the natural prevention support systems continue to facilitate prevention today. Spiritual teachings and storytelling still shape child rearing practices. Cultural tradition means children are sacred gifts from the Creator and must be treated with kindness and care. Kindness and care means discipline is part of parenting. Traditional child rearing practices promote bonding and protect the children emotionally, physically, mentally, and spiritually (National Indian Child Welfare Act, 1987).

### Child Abuse and Neglect

Many Native American children experience factors that increase risk for child abuse and neglect. Tribal communities often see several risk factors that are associated with support that increased risk of child abuse and neglect, including poverty, alcohol and illegal drug use, families with four or more children, and families that are geographically isolated (Nelson et al., 1994, NAICJA, 1985).

Because tradition supports kindness and care for children, all adults must consider why they have children and what the Creator intended for families to raise children who become leaders for the next generation.