

كلية المعارف الجامعة

قسم التمريض

المرحلة الثالثة

النمو والنماء

الدكتور

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دكتوراه تمريض الاطفال

Part 2

GROWTH MEASUREMENTS

Measurement of physical growth in children is a key element in evaluating their health status. Physical growth parameters include weight, height (length), skinfold thickness, arm circumference, and head circumference.

The most widely used tool for screening proper development in a child for a long time was the Denver Developmental Screening Test (Denver scale), which suggests milestones according to the age. Even today the tool is used in many countries.

CDC MILESTONES:

2 MONTHS

Social and Emotional

Begins to smile at people

Can briefly calm himself (may bring hands to mouth and suck on hand)

Tries to look at parent

Language/Communication

Coos, makes gurgling sounds

Turns head toward sounds

Movement/Physical Development

Can hold head up and begins to push up when lying on tummy

Makes smoother movements with arms and legs.

4 MONTHS

Social and Emotional

Smiles spontaneously, especially at people

Language/Communication

Begins to babble

Babbles with expression and copies sounds he hears

Cries in different ways to show hunger, pain, or being tired baby on floor with toy

Cognitive (learning, thinking, problem-solving)

Lets know if she is happy or sad

Responds to affection

Reaches for toy with one hand

Movement/Physical Development

Holds head steady, unsupported

Pushes down on legs when feet are on a hard surface

May be able to roll over from tummy to back

Can hold a toy and shake it and swing at dangling toys

6 MONTHS

Social and Emotional

Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

Responds to other people's emotions and often seems happy

Likes to look at self in a mirror

Language/Communication

Responds to sounds by making sounds

Strings vowels together when babbling (—ah,|| —eh,|| —ohl) and likes

Responds to own name

Cognitive (learning, thinking, problem-solving)

Looks around at things nearby

Brings things to mouth

Shows curiosity about things and tries to get things that are out of reach

.Begins to pass things from one hand to the other

Movement/Physical Development

Rolls over in both directions (front to back, back to front)

Begins to sit without support

9 MONTHS

Social and Emotional

May be afraid of strangers

May be clingy with familiar adults

Has favorite toys

Language/Communication

Understands —no||

Makes a lot of different sounds like —mama -mama and —baba -baba

Copies sounds and gestures of others .

1 YEAR

Social and Emotional

Is shy or nervous with strangers

Cries when mom or dad leave

Has favorite things and people

Shows fear in some situations

Language/Communication

Responds to simple spoken requests

Says —mamall and —dadall and exclamations like —uh-oh!!

Tries to say words you say

Cognitive (learning, thinking, problem-solving)

Explores things in different ways, like shaking, banging, throwing

Finds hidden things easily

Looks at the right picture or thing when it's named

Copies gestures

Starts to use things correctly; for example, drinks from a cup, brushes hair

Movement/Physical Development

Gets to a sitting position without help

Pulls up to stand, walks holding on to furniture (—cruising!)

May take a few steps without holding on

May stand alone .

18 MONTHS

Social and Emotional

Likes to hand things to others as play

May have temper tantrums

May be afraid of strangers

Shows affection to familiar people

Movement/Physical Development

Walks alone

Pulls toys while walking

Can help undress herself

Drinks from a cup

Eats with a spoon

2 YEARS

Social and Emotional

Copies others, especially adults and older children

Shows more and more independence

Language/Communication

Points to things or pictures when they are named

Knows names of familiar people and body parts

Says sentences with 2 to 4 words.

Movement/Physical Development

Stands on tiptoe

Kicks a ball

Begins to run

Climbs onto and down from furniture without help

Walks up and down stairs holding on

Throws ball overhand

3 YEARS

Social and Emotional

Copies adults and friends

Shows affection for friends without prompting

Takes turns in games

Shows concern for crying friend

Dresses and undresses self

Toddler hugging doll

Language/Communication

Follows instructions with 2 or 3 steps

Can name most familiar things

Says first name, age, and sex

Names a friend

4 YEARS

Social and Emotional

Enjoys doing new things

Plays —Mom|| and —Dad||

Is more and more creative with make-believe play

Would rather play with other children than by himself Cooperates with other children

Often can't tell what's real and what's make-believe

Language/Communication

Tells stories

Can say first and last name

Child throwing ball .

5 YEARS

Social and Emotional

Wants to please friends

Wants to be like friends

More likely to agree with rules

Likes to sing, dance, and act

Language/Communication

Speaks very clearly

Tells a simple story using full sentences

Uses future tense; for example, —Grandma will be here.||

Says name and address

DENVER II SCALE:

Nutrition

□ Nutritional needs vary by age.

-1- to 3-year-olds need 1,000 to 1,300 calories a day -Appetite becomes erratic during 2 and 3 year of life and caloric needs decrease

-4- to 6-year-olds need 1,400 calories a day .

Communication with children

Communication is a complex process that including the perception and judgments of all individuals involved. communication may be, verbal and nonverbal or abstract.

Verbal communication may involve language and its expression: vocalization in the form of laughs, moans, and squalls; or the implications of what is not said in light of what has been said.

Nonverbal communication: often called "body language" includes gestures, movements, facial expressions, postures, and reactions.

Abstract communication: takes such forms as play artistic expression, symbols, photographs, and choice of clothing.

Effective communications

- Clear and concise
- Accurate
- Active listening
- Relevant to the needs of the receiver
- Timely
- Meaningful
- Applicable to the situation
- Know the subject well

- Be interested in the subject
- Know the audience members and establish a rapport with them
- Speak at the level of the receiver
- Choose an appropriate communication channel

Barriers to communication

- Language
- Values and beliefs
- Child age
- Economic status for family
- Child Educational level
- Physical barriers (mental disorder ,learning disorder)
- Attitude
- Timing
- Understanding of message
- Trust

Communication techniques for children

- Play
- Draw, paint, sculpt
- Storytelling, word games
- Read books; watch movies, videos
- Write

Basic for nursing communicating with children

- Introduce yourself and explain your role
- Position should be at level of child
- Allow to parent stay with child if need
- Smile and eye contact with child
- All question direct and explanation if need
- Good listening and pause
- Use family terms
- Speak calm ,quiet and confident
- Use positive statement
- Encourage child to express his feeling
- Observe nonverbal cues

- Older children need privacy
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