HUMAN GROWTH AND DEVELOPMENT pdf

1: Study Guide for The Human Growth and Development CLEP

The Human Growth and Development exam (infancy, childhood, adolescence, adulthood, and aging) covers material that is generally taught in a one-semester introductory course in developmental psychology or human development.

Prenatal development starts with fertilization, the first stage in embryogenesis which continues in fetal development until birth. The chromosomes of the sperm combine with those of the egg to form a single cell, called a zygote, and the germinal stage of prenatal development commences. The germinal stage is over at about 10 days of gestation. Briefly, embryonic developments have four stages: Prior to implantation, the embryo remains in a protein shell, the zona pellucida , and undergoes a series of cell divisions, called mitosis. This induces a decidual reaction , wherein the uterine cells proliferate and surround the embryo thus causing it to become embedded within the uterine tissue. The embryo, meanwhile, proliferates and develops both into embryonic and extra-embryonic tissue, the latter forming the fetal membranes and the placenta. In humans, the embryo is referred to as a fetus in the later stages of prenatal development. The transition from embryo to fetus is arbitrarily defined as occurring 8 weeks after fertilization. In comparison to the embryo, the fetus has more recognizable external features and a set of progressively developing internal organs. A nearly identical process occurs in other species. Human embryogenesis Human embryogenesis refers to the development and formation of the human embryo. It is characterised by the process of cell division and cellular differentiation of the embryo that occurs during the early stages of development. In biological terms, human development entails growth from a one-celled zygote to an adult human being. Fertilisation occurs when the sperm cell successfully enters and fuses with an egg cell ovum. The genetic material of the sperm and egg then combine to form a single cell called a zygote and the germinal stage of prenatal development commences. The germinal stage refers to the time from fertilization through the development of the early embryo until implantation is completed in the uterus. The germinal stage takes around 10 days. A blastocyst is then formed and implanted in the uterus. Embryogenesis continues with the next stage of gastrulation , when the three germ layers of the embryo form in a process called histogenesis , and the processes of neurulation and organogenesis follow. In comparison to the embryo, the fetus has more recognizable external features and a more complete set of developing organs. The entire process of embryogenesis involves coordinated spatial and temporal changes in gene expression , cell growth and cellular differentiation. A nearly identical process occurs in other species, especially among chordates. Fetus A fetus is a stage in the human development considered to begin nine weeks after fertilization. A fetus is also characterized by the presence of all the major body organs, though they will not yet be fully developed and functional and some not yet situated in their final location. Placenta The fetus and embryo develop within the uterus , an organ that sits within the pelvis of the mother. The process the mother experiences whilst carrying the fetus or embryo is referred to as pregnancy. These organs connect the mother and the fetus. Placentas are a defining characteristic of placental mammals , but are also found in marsupials and some non-mammals with varying levels of development.

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2: Human Growth and Development - A Matter of Principles | VCE Publications | Virginia Tech

Course Summary Psychology Human Growth and Development has been evaluated and recommended for 3 semester hours and may be transferred to over 2, colleges and universities.

Late Adulthood and Death Describe the changes that occur physically, cognitively, and socioemotionally during late adulthood. Analyze late adulthood and death of an individual as a culmination of the life span developmental process. Evaluate ways to promote continued wellness and mitigate declining health associated with aging. Discuss ageism and stereotypes associated with late adulthood. Development Theories Summarize theories related to human growth and development. Explain how heredity and the environment influence human development. Identify aspects of the life span development. Infancy and Early Childhood Describe the changes that occur physically, cognitively, and socioemotionally during infancy and early childhood. Compare and contrast various concepts of parents and parental caregivers. Evaluate the different parenting styles and their influence on development during infancy and early childhood. Middle Childhood and Adolescence Describe the changes that occur physically, cognitively, and socioemotionally during middle childhood and adolescence. Examine how family dynamics affect development during middle childhood and adolescence. Compare additional pressures often faced in adolescence to middle childhood. Determine the influence of peers, both positive and negative, during middle childhood and adolescence. Early and Middle Adulthood Describe the changes that occur physically, cognitively, and socioemotionally during early and middle adulthood. Examine the impact of health habits during early and middle adulthood. Discuss the evolvement of social and intimate relationships during early and middle adulthood. Examine early and middle adulthood development of an individual in relationship to their psychological adjustment to aging and life style. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

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3: Human Growth and Development: Free CLEP Practice Test | Powerhouse Prep

Human development is the process of growth to maturity. The process begins with fertilisation, where an egg released from the ovary of a female is penetrated by sperm. The egg then lodges in the uterus, where an embryo and later fetus develop until birth.

See Article History Human development, the process of growth and change that takes place between birth and maturity. Human growth is far from being a simple and uniform process of becoming taller or larger. As a child gets bigger, there are changes in shape and in tissue composition and distribution. In the newborn infant the head represents about a quarter of the total length; in the adult it represents about one-seventh. In the newborn infant the muscles constitute a much smaller percentage of the total body mass than in the young adult. In most tissues, growth consists both of the formation of new cells and the packing in of more protein or other material into cells already present; early in development cell division predominates and later cell filling. Types and rates of human growth Different tissues and different regions of the body mature at different rates, and the growth and development of a child consists of a highly complex series of changes. It is like the weaving of a cloth whose pattern never repeats itself. The underlying threads, each coming off its reel at its own rhythm, interact with one another continuously, in a manner always highly regulated and controlled. The fundamental questions of growth relate to these processes of regulation, to the program that controls the loom, a subject as yet little understood. In this section, the height curves of girls and boys are considered in the three chief phases of growth; that is briefly from conception to birth, from birth until puberty , and during puberty. Also described are the ways in which other organs and tissues, such as fat, lymphoid tissue , and the brain, differ from height in their growth curves. There is a brief discussion of some of the problems that beset the investigator in gathering and analyzing data about growth of children, of the genetic and environmental factors that affect rate of growth and final size, and of the way hormones act at the various phases of the growth process. Lastly, there is a brief look at disorders of growth. Throughout, the emphasis is on ways in which individuals differ in their rates of growth and development. The changes in height of the developing child can be thought of in two different ways: If growth is thought of as a form of motion, the height attained at successive ages can be considered the distance travelled, and the rate of growth, the velocity. The blood and tissue concentrations of those substances whose amounts change with age are thus more likely to run parallel to the velocity rather than to the distance curve. In some circumstances, indeed, it is the acceleration rather than the velocity curve that best reflects physiological events. In general, the velocity of growth decreases from birth onward and actually from as early as the fourth month of fetal life; see below , but this decrease is interrupted shortly before the end of the growth period. At this time, in boys from about 13 to 15 years, there is marked acceleration of growth, called the adolescent growth spurt. From birth until age four or five, the rate of growth in height declines rapidly, and then the decline, or deceleration, gets gradually less, so that in some children the velocity is practically constant from five or six up to the beginning of the adolescent spurt. A slight increase in velocity is sometimes said to occur between about six and eight years. This general velocity curve of growth in height begins a considerable time before birth. Age in the fetal period is usually reckoned from the first day of the last menstrual period, an average of two weeks before actual fertilization, but, as a rule, the only locatable landmark. There is considerable evidence that from about 34 to 36 weeks onward the rate of growth of the fetus slows down because of the influence of the maternal uterus , whose available space is by then becoming fully occupied. Twins slow down earlier, when their combined weight is approximately the week weight of a single fetus. Babies who are held back in this way grow rapidly as soon as they have emerged from the uterus. Thus there is a significant negative association between weight of a baby at birth and weight increment during the first year; in general, larger babies grow less, the smaller more. For the same reason there is practically no relation between adult size and the size of that person at birth, but a considerable relation has developed by the time the person is two years old. This slowing-down mechanism enables a genetically large child developing in the uterus of a small mother to be delivered successfully. It operates in many species of animals; the most dramatic demonstration was by crossing reciprocally a large Shire horse

and a small Shetland pony. The pair in which the mother was a Shire had a large newborn foal, and the pair in which the mother was Shetland had a small foal. But both foals were the same size after a few months, and when fully grown both were about halfway between their parents. The same has been shown in cattle crosses. Poor environmental circumstances, especially of nutrition, result in lowered birth weight in the human being. This seems chiefly to be caused by a reduced rate of growth in the last two to four weeks of fetal life, for weights of babies born in 36 or 38 weeks in various parts of the world in various circumstances are said to be similar. Mothers who, because of adverse circumstances in their own childhood , have not achieved their full growth potential may produce smaller fetuses than they would have, had they grown up in better circumstances. Thus two generations or even more may be needed to undo the effect of poor environmental circumstances on birth weight. The great rate of growth of the fetus compared with that of the child is largely due to the fact that cells are still multiplying. The proportion of cells undergoing mitosis the ordinary process of cell multiplication by splitting in any tissue becomes progressively less as the fetus gets older, and it is generally thought that few if any new nerve cells apart from the cells in the supporting tissue, or neuroglia and only a limited proportion of new muscle cells appear after six postmenstrual months, the time when the velocity in linear dimensions is dropping sharply. The muscle and nerve cells of the fetus are considerably different in appearance from those of the child or adult. Both have little cytoplasm cell substance around the nucleus. In the muscle there is a great amount of intercellular substance and a much higher proportion of water than in mature muscle. The later fetal and the postnatal growth of the muscle consists chiefly of building up the cytoplasm of the muscle cells; salts are incorporated and the contractile proteins formed. The cells become bigger, the intercellular substance largely disappears, and the concentration of water decreases. This process continues quite actively up to about three years of age and slowly thereafter; at adolescence it briefly speeds up again, particularly in boys, under the influence of androgenic male sex hormones. In the nerve cells cytoplasm is added and elaborated, and extensions grow that carry impulses from and to the cellsâ€”the axons and dendrites, respectively. Thus postnatal growth, for at least some tissues, is chiefly a period of development and enlargement of existing cells, while early fetal life is a period of division and addition of new cells. Page 1 of 6.

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4: Human Growth and Development | www.enganchecubano.com

Stages of human growth and development come from developmental psychology. This psychology makes broader generalizations, so open your mind to thinking in terms of patterns over decades of time. This is very different than considering individual emotions and goals, as is done in most personal development training and therapy.

Before reading about the adult stages of growth and development, consider the following two points: Stages of human growth and development come from developmental psychology. This psychology makes broader generalizations, so open your mind to thinking in terms of patterns over decades of time. This is very different than considering individual emotions and goals, as is done in most personal development training and therapy. The primary principle involved in the stages of human growth and development is that certain things in life can only be learned with age and experience. They just have to go through it, come out the other side of their learning curve, look back and then they get it. There is no technique in the world that can give them what they are missing: Life experience takes time. As we go through life, if we are willing to take responsibility for ourselves and learn as much as we can along the way, we will develop maturity and character. However, it is not a given. The passing of time does not necessarily lead to growth, but it is necessary to grow for those so inclined. The reason why we need to understand the human developmental stages is to know what to do when. When we have a broad understanding of human development, we know where we are in life. We know which goals are appropriate for which stage of development and which needs to satisfy. We also understand what not to worry about. When communicating with people or helping others grow and develop, you can know which goals are realistic and appropriate for their level of growth and development. It all begins with understanding the developmental model and learning to apply it to people. Following is a synopsis of what happens at each of six stages of human growth and development. Our purpose here is to apply this to adults, starting around age This is not a child development model. All ages are considered psychological, not chronological, as developmental lag not acting your age is a universal phenomenon. How do I survive? Human Development Level I pre-adult. There are not many adults living at level one. This is a state of high dependency, like a child. A level one adult cannot take care of himself well. There are people at level one and they are most concerned with where their next meal is coming from and what is happening today. The key word that applies to them is extreme dependency. How do I establish myself in the world? Human Development Level 2 age Most adults start out at level two. The challenges of life are how to get by and become a viable person. Primary concerns are establishing oneself in the world, which means getting ahead, getting an education, making money, making connections, competing for a place in society. This is a high anxiety time in life and the challenges are great. Most personal empowerment books and seminars are designed, consciously or unconsciously, to address Level II needs. Where do I fit in? Human Development Level 3 age Once the need for viability in the world is met, we tend to relax a little and focus on more social needs, like belonging. We tend to reach out and get involved in the community. We may be raising a family at this point, so we want to be more involved. Kids may lead us to greater involvement in church, schools and other families. Or, since we are less concerned with money, competition and the dog eat dog world having won many battles and satisfied much of the need we want to reach out to others and find out where we belong. Level 3 is a time for being socially concerned. We find our place in the world through the back and forth process of reaching out to others and receiving feedback. What is really important to me? Human Development Level 4 ages Once we are viable in the world and know where we belong, we are ready to explore our identity at a deeper level. We are free to begin to question what is really important in life. This leads us to discover our values. This is often a period of introspection, though it commonly leads to a personal crisis. Now, we want to know what really is important to us. Discover what is really important sets us apart from the crowd and at level four we become less concerned about what other people think. Our identity finally becomes clear. As a result, as we progress, we often become more selective in how we socialize. What is my purpose? Human Development Level 5 age After a longer period of mature introspection and values clarification, we are prepared to fully comprehend and embrace the purpose of our life. At this point, we are viable, comfortable with where we belong and we

know what is most important in life. This is an ideal situation in which to identify and expand our mission. From here on, the level of focus on what matters most is extraordinarily high. We are filled with the kind of purpose that can only come from years of paying our dues. Having successfully met so many critical developmental milestones over the course of a lifetime, we now enter in a rare, self-actualized state of being in which we basically are at peace with ourselves. We feel at home in our bodies, comfortable in our own skin. We are beyond internal strife and conflict, beyond any need for social approval and content with out lot in life. We enjoy who we have become and are able express ourselves genuinely and with honesty. In spite of our acceptance and enjoyment of life, we understand and accept our ultimate passing.

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5: Human Growth and Development - M1 | Open Michigan

Human Growth and Development is planned to acquaint you with developmental concepts in psychology and to give you an understanding of the basic dynamics, which underlie human behavior at various stages in the lifespan.

Human stages of growth and development are differentiated by age and key stages of scientifically supported psychomotor development. Psychomotor development is progress in mental and motor skill activity. The process of growing and developing begins on the cellular level even before conception in the womb and continues throughout life until death. The scientific community divides human growth into stages according to age and assesses psychomotor development as a human develops motor skills and reaches cognitive milestones. Most human stages of growth and development occur in infancy, childhood and adolescence. Growth Stages Four growth stages are between birth and adolescence. The period of time between birth and adolescence is commonly divided into four growth stages: A cognitive milestone for a 1-year-old is being able to find missing objects after watching someone hide them. Although every child does not stay within the same time frame in development, parents should note delays in psychomotor development and bring them to the attention of a pediatrician. Infancy Pediatricians check motor skill, language and social development during the first year. A baby is considered an infant from birth through the first year of life. During this first year, babies develop skills that will be lifelong resources. Pediatricians look for specific markers of growth and development during this time. Learning how to control the head, move by crawling and sit are called gross motor skills. Using the thumb and finger to pick up pieces of food and hold a pacifier are called fine motor skills. Language skills are evident the first year of life when a baby makes sounds, learns some basic words and responds to the spoken word. Finally, social skills include how a baby interacts with family and peers. Childhood The middle childhood years include rapid mental growth. The toddler years are more mobile and exploratory. Middle childhood occurs about age 6 years, and children have a better sense of right and wrong then. They also tend to become more independent as they begin dressing themselves and spend more time at school and with friends. Cognitive changes include rapid mental growth with a greater ability to talk situations through and focus on the environment around them instead of being self-centered. Juvenile Growth spurts are common around the "tween" years. As children approach the ages of 9 and 10 years, they become more independent and might start noticing the physical changes of puberty. A major growth spurt can occur at this time as the body begins sexual development. This also can be a time of stress for children as peer pressure takes its toll. Body image along with emotional changes often cause children to feel less confident. Juveniles also start preparing for middle school by taking on more academic responsibilities and focusing on goal-setting and accomplishment. Adolescence Teen-agers often have the need to be more independent. From ages 12 to 18 years, children experience distinct mental and physical changes. The NIH reports that boys do not begin puberty with a distinct marker and tend to mature with adult genitalia about age 16 or 17 years. During this time of physical change, adolescents may become more self-centered. In middle to late adolescence, teen-agers are often characterized as becoming more comfortable with their body sexually and ready to have romantic friendships. Adulthood Even adults experience continued growth and development. Adulthood is often noted when a person is considered chronologically, legally and behaviorally ready to hold responsibilities such as operating a motor vehicle, voting, taking the vows of marriage, entering into a contract and serving in the armed forces. The process of becoming mature does not end with adolescence but continues throughout adulthood as psychological, safety and self-actualization needs are met. Adulthood is often divided into three categories:

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6: PSY Human Growth & Development Course - University of Phoenix

This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person.

Tell students to find a partner within their group. Partners should discuss one exampleâ€”ideally from their own livesâ€”that illustrates a particular stage-specific crisis. Partners must describe a positive and negative outcome for their example. For example, stage 4, or school age, is when children begin school and learn new skills. If this stage is met successfully, a child will develop a sense of competence. He or she is more likely to feel confident about learning new subjects in school, talking in class, and taking on new challenges. If not, he or she will develop a sense of inferiority, may be reluctant to ask questions, and could fall behind, feeling stupid or discouraged. Then have each set of partners present their examples to the class. Discuss the identity crisis of adolescence, which Erikson considered the most significant crisis of human psychosocial development. Ask students to talk about how this conflict plays a role in their own lives. What are some examples of teenagers struggling to define their own identity? Why do they think an identity crisis occurs for most people during their teenage years? What are basic skills and values that are necessary to successfully resolve an identity crisis? Describe an identity crisis you have struggled with in your own life. As you define your own identity, what are the different roles you must integrate? Where do you find inspiration? Describe pressures that can make it difficult to define your own personality and beliefs. Do you think he correctly identifies the primary struggle for school-aged children? From your own experience, do you think there might be another way to explain the fundamental changes that occur during this stage of life? Evaluation Use the following three-point rubric to evaluate how well students participated in class discussions, worked within their groups, and created their presentations on the first five stages of life. As a class, develop a list of questions for the interview, such as the following: What do you care most about? Stage 6 Who are the most important people in your life? Stage 6 What do you do with most of your time? Stage 7 What are your goals? Stage 7 What advice would you give to someone our age? Stage 7 Which stages of your life have been most enjoyable? Stage 8 What have been some of the most significant events of your life? What age were you at each event? Stage 8 Encourage students to take careful notes during their interviews.

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7: Human Development | Free Lesson Plans | Teachers

Human Growth and Development Description of the Examination The Human Growth and Development examination (Infancy, Childhood, Adolescence, Adulthood and.

Test takers should be familiar with theories and research on cognitive, physical, and social development across the entire human lifespan. This includes evolution, cognitive development, learning theories, psychodynamic theories, ecology, biology, and sociocultural theories. Be sure to study this section using human development texts with updated editions and other resources suggested by CollegeBoard. Such terms are applicable to human growth and development research as well as any other topic of interest out there. Be comfortable with knowing and applying terms such as: Thankfully, this is only a small portion of the test that you can afford to botch if research is an uncomfortable arena for you. This includes details of sensory development touch, taste, smell, vestibular, etc. Be familiar with terms such as: Learn more about what happens when sensory and motor skills combine forces in order to help a person participate in everyday living tasks. Although cognitive development can be an intriguing topic, it is also complex and not even fully understood by well-versed professionals. Gear your studies towards the human brain and what anatomical areas are responsible for certain cognitive functions: Be sure to include how both the developing person and the environment influences cognitive development. This section focuses on pragmatics, sound production, semantic and vocalization development. Acknowledge how genetics and culture influence language development and how language influences thought processes expressing language AND comprehending language. Everyone is born with neurological processes for reasoning, problem-solving, and executive function, but why does it play out differently for people? Why are some people seemingly smarter than others? Study up on how intelligence and creativity change over the lifespan due to hereditary and environmental influences. Review common intelligence tests i. Young children have to learn how to create and maintain healthy, interpersonal relationships. This involves adopting morals, modeling behavior, gender identity, avoiding maladaptive social behaviors i. This section will cover the development of human emotion, where it starts and how it changes. Emotional expression can vary per person depending on developmental and environmental influences. Research definitions behind emotional intelligence, emotional regulation, attribution, emotional stability, and temperament. Essentially, you are putting the developmental pieces together and into something functional outside of the home. This includes work, school, daycare, and elderly care. You are learning about when and how a person starts to take on multiple roles. All diagnoses tested on are up-to-date according to the criteria set forth by the DSM-5 Diagnostics and Statistical Manual version 5. Take the following, question quiz and find out. Click or tap on the answer bar to reveal the correct answer and explanation. We recommend using the official CollegeBoard practice test linked below for further review. Jean Piaget was known for what theory influencing the study of Human Growth and Development?

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8: Development of the human body - Wikipedia

While human growth is highly individual and dependent upon both nature and nurture -- or, genes and environment -- there are some general milestones. According to the National Association for the Education of Young Children, these milestones fall within four domains of child development: cognitive, emotional, physical and social, with growth in.

Gale Encyclopedia of Nursing and Allied Health COPYRIGHT Thomson Gale Human growth and development Definition In the context of the physical development of children, growth refers to the increase in the size of a child, and development refers to the process by which the child develops his or her psychomotor skills. Description Growth The period of human growth from birth to adolescence is commonly divided into the following stages: From birth to weaning. From weaning to the end of brain growth. From the end of childhood to adolescence. From the start of growth spurt at puberty until sexual maturity. Growth curves are used to measure growth. The distance curve is a measure of size over time; it records height as a function of age and gets higher with age. The velocity curve measures the rate of growth at a given time for a particular body feature such as height or weight. The height velocity curve is highest in infancy, up to two years of age, with more consistent annual growth afterwards and increases again at puberty. The height of a five-year-old usually doubles relative to that at birth. The limbs and arms grow faster than the trunk, so that body proportions undergo marked variation as an infant grows into an adolescent. Different body systems grow and develop at different rates. For example, if infants grew in height as quickly as they do in weight, the average one-year-old would be approximately 5 ft 1. Thus, weight increases faster than heightâ€”an average infant doubles his birth weight by the age of five months and triples it by the age of one year. At two years of age, the weight is usually four times the weight at birth. Physical development During the growth period, all major body systems also mature. The major changes occur in the following systems: At birth, there is very little bone mass in the infant body, the bones are softer cartilagenous and much more flexible than in the adult. The adult skeleton consists of bones joined to ligaments and tendons. It provides support for the attached muscles and the soft tissues of the body. Babies are born with soft bones that eventually fuse together by the age of 20 into the hard, adult bones. The lymphatic system has several functions. It grows at a constant and rapid rate throughout childhood, reaching maturity just before puberty. Central nervous system CNS. The CNS consists of the brain, the cranial nerves , and the spinal cord. It develops mostly during the first years of life. Although brain cell formation is almost complete before birth, brain maturation continues after birth. The brain of the newborn is not yet fully developed. It contains about billion brain cells that have yet to be connected into functioning networks. But brain development up to age one is more rapid and extensive than was previously realized. The influence of the early environment on brain development is crucial. Infants exposed to good nutrition , toys, and playmates have better brain function at age 12 than those raised in a less stimulating environment. Psychomotor development During the first year of life, a baby goes through a series of crucial stages to develop physical coordination. This development usually proceeds cephalocaudally, that is from head to toe. For example, the visual system reaches maturity earlier than do the legs. First, the infant develops control of the head, then of the trunk sitting up , then of the body standing , and, finally, of the legs walking. Development also proceeds proximodistally, that is from the center of the body outward. For example, the head and trunk of the body develop before the arms and legs, and infants learn to control their neck muscles before they learn to direct their limbs. This development of physical coordination is also referred to as motor development and it occurs together with cognitive development, meaning the development of processes such as knowing, learning, thinking, and judging. The stages of motor development in children are as follows: The baby develops good head balance and can see objects directly in his line of vision. He learns how to reach for objects and how to transfer them from one hand to the other. Sitting occurs at six months of age. Between nine and 10 months, the infant is able to pull himself to standing and takes his first steps. By the age of eight to 24 months, the baby can perform a variety of tasks such as opening a small box, making marks with a pencil, and correctly inserting squares and circles in a formboard. He is able to seat himself in small chair, he can point at objects of interest, and can feed himself with a spoon. At months, the child can turn the pages of a book,

scribble with a pencil, build towers with blocks up to a height of about seven layers, and complete a formboard with pieces that are more complex than circles or squares. He can kick a ball, and walks and runs fairly well, with a good sense of balance. Toilet training can be started. The child can now draw circles, squares, and crosses. He can build block towers and imitate the building of trains and bridges. He is also achieving toilet independence. Hand movements are well coordinated and he can stand on one foot. At that age, a child can stand heel to toe for a good 15 seconds with his eyes closed. He can perform the finger-to-nose test very well, also with eyes closed. He can jump in place on both feet. The child can balances on tiptoe for a second period, he can hops on one foot, and can part his lips and clench his teeth. The child can balance on one foot for a second period, he can hit a target with a ball from 5 ft 1. He can now balance on tiptoes for a second period, bend at the hips sideways, and walk a straight line, heel-to-toe for a distance of 6 ft 1. The child can maintain a crouched position on tiptoes for a second period, with arms extended and eyes closed. He is able to touch the fingertips of one hand with his thumb, starting with the little finger and repeating in reverse order. The development of motor skills in the child goes hand in hand with the development of cognitive skills, a process called cognitive development. Cognitive development can be divided into four stages: At this stage, infants discover their environment using a combination of sensory impressions sight, smell , hearing , taste , and touch and motor activities. At this stage, children are not able to use information in rational and logical ways, rather they use images and symbols. They learn how to associate cause and effect and to represent something with something else. At this stage, children understand elementary logical principles that apply to concrete external objects. They learn to sort things into categories, reverse the direction of their thinking, and think about two concepts such as length and width simultaneously. This stage is reached at adolescence. The individual can think in the abstract and speculate about probabilities and possibilities as well as reflect on their own thinking activities. The simultaneous development of motor skills and cognitive skills is commonly referred to as psychomotor development and it occurs with the maturation of the central nervous system CNS. Central nervous system CNS â€”In humans, the system that consists of the brain, the cranial nerves , and the spinal cord. Cognitive skills â€”Skills required to perform higher cognitive processes, such as knowing, learning, thinking, and judging. Endocrine system â€”The endocrine system is the collection of glands that produce hormones. Endocrine glands release hormones directly into the bloodstream, where they are transported to organs and tissues throughout the entire body. Frontal lobes â€”The frontal lobes of the brain are responsible for higher cognitive processes, meaning the mental processes of knowing, learning, thinking, and judging. Hormone â€”Specialized substances required for normal body functions and produced by the glands of the endocrine system. Hormones regulate metabolism, growth, and sexual development. Human growth hormone hGH â€”Hormone produced by the pituitary gland in the brain. It is usually released during sleep in response to positive and negative signals from the hypothalamus. Also known as the master hormone of the body, hGH affects growth, development, immunity, and metabolism. Hypothalamus â€”The hypothalamus is located in the brain, connected to the cerebral cortex , thalamus, and other parts of the brain stem so that it can receive impulses from them and send impulses to them. It thus functions as a link between the nervous and endocrine systems, being controlled by the central nervous system and controlling, in turn, the pituitary gland. Immune system â€”The system that defends the body against infection, disease, and foreign substances. Motor activity â€”The physical activity of an individual. Motor cortex â€”The area of the frontal lobes of the brain concerned with primary motor control. Motor skills â€”Skills required to perform complex motor acts, meaning acts that produce physical movement. Nervous system â€”The nervous system is the entire system of nerve tissue in the body. It includes the brain, the brainstem, the spinal cord, the nerves, and the ganglia. Placenta â€”An organ that joins the mother to the fetus and provides endocrine secretions as well as the capacity to exchange bloodborne substances, such as nutrients and waste products. Psychomotor skills â€”Skills that develop with the maturation of the central nervous system and include both motor and cognitive skills. Puberty â€”The period during which the secondary sexual characteristics begin to develop and at which the individual becomes capable of sexual reproduction. Sense â€”A perception by the sensory organs of the body. The major senses are sight, smell, hearing, taste, and touch. Sensory organs â€”Organs that allow the body to see, smell, hear, taste, and touch. Function The

function of postnatal growth and development is to bring the individual to the stage of healthy adulthood, physically characterized by the end of growth with full sexual maturity and fertility for the individual. Role in human health Successful growth and development promotes health, providing not only physical but also emotional and psychological well-being. Common diseases and disorders There are many possible reasons for the impairment of growth and development in a child.

9: Human Growth Development Stages | How To Adult

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