

# EARLY CHILD DEVELOPMENT-AN INSIGHT



# GOALS OF THE MEETING

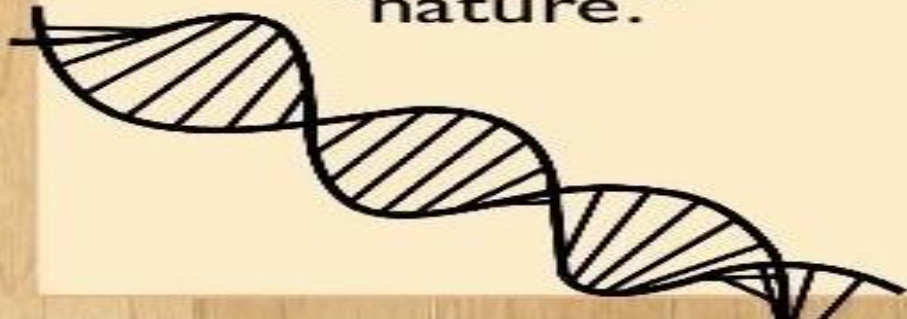
- Importance of early child development and practices that ensure good outcome in adult years.
- Introducing good care practices for children within the family and community centering around health and nutrition.
- Provide a space for dialogue with parents during covid-19.

# NATURE Vs NURTURE

## Nature vs. Nurture Debate

### **Nature:**

Our genetics determine our behavior. Our personality traits and abilities are in our "nature."



### **Nurture:**

Our environment, upbringing, and life experiences determine our behavior. We are "nurtured" to behave in certain ways.

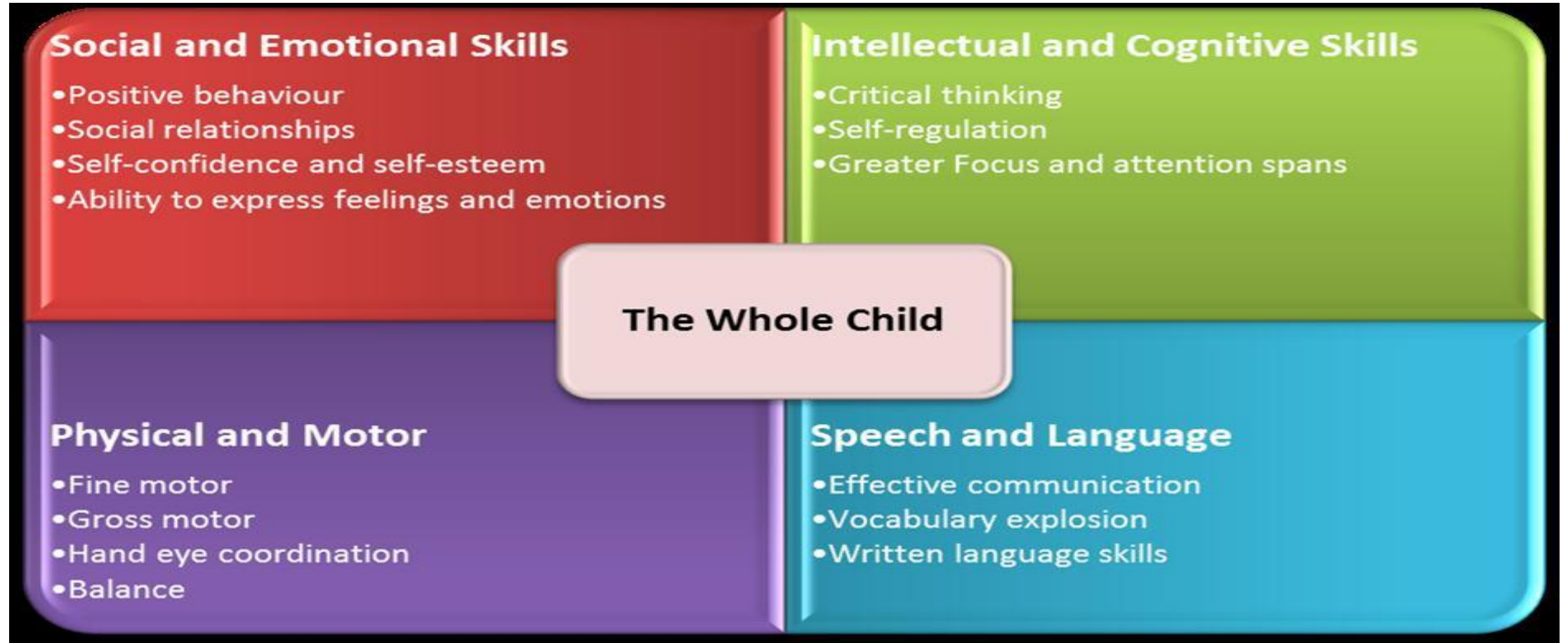


# DOMAINS OF DEVELOPMENT





# CHILD DEVELOPMENT-THE DOMAINS



# ATTACHMENT THEORY



# NUTRITION-KEY FACTOR INFLUENCING DEVELOPMENT

- Relates to the availability and affordability of healthy and age appropriate food.
- Nutrition has the most impact on a child's brain development in the first 2 yrs.
- Poor nutrition during pregnancy can lead to preterm babies who develop problems in motor and cognitive skills.
- Malnourished children have smaller brains, cognitive deficits and lower IQ's
- Iron is critical to brain growth after 6 months of age.
- Micronutrient deficiency is another influencing factor.

# NUTRITION IN FIRST 1000 DAYS OF LIFE





# VACCINATION



Be Wise!  
Get your child fully immunized

Ministry of Health & Family Welfare  
Government of India

**NEW National Immunization Schedule 2017-18**

Published by: Dr Prasad, Sagar

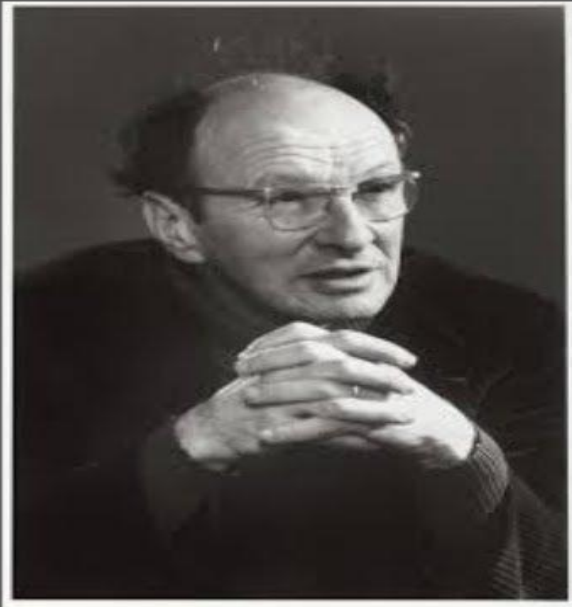
**NATIONAL IMMUNIZATION SCHEDULE**  
For infants, children and pregnant women

Age	Vaccines given
Birth	BCG, Oral Polio vaccine (OPV)-0 dose, Hepatitis B birth dose
6 Weeks	OPV-1, Pentavalent-1, Rotavirus vaccine (RVV)-1 <sup>1</sup> , IPV-1, PCV-1 <sup>2</sup>
10 weeks	OPV-2, Pentavalent-2, RVV-2 <sup>1</sup>
14 weeks	OPV-3, Pentavalent-3, IPV-2, RVV-3 <sup>1</sup> , PCV-2 <sup>2</sup>
9-12 months	Measles-1 or MR-1 <sup>3</sup> , JE-1 <sup>4</sup> , PCV-8 <sup>5</sup>
18-24 months	Measles-2 or MR-2 <sup>3</sup> , JE-2 <sup>4</sup> , DPT-Booster-1, OPV-Booster
5-6 years	DPT-Booster-2
10 years	TT
16 years	TT
Pregnant Mother	TT1, 2 or TT Booster <sup>6</sup>

<sup>1</sup> In endemic districts only  
<sup>2</sup> One dose if previously vaccinated within 2 years  
<sup>3</sup> Rotavirus vaccine & PCV in select states  
<sup>4</sup> MR vaccine introduced in select states and planned to expand to other states.

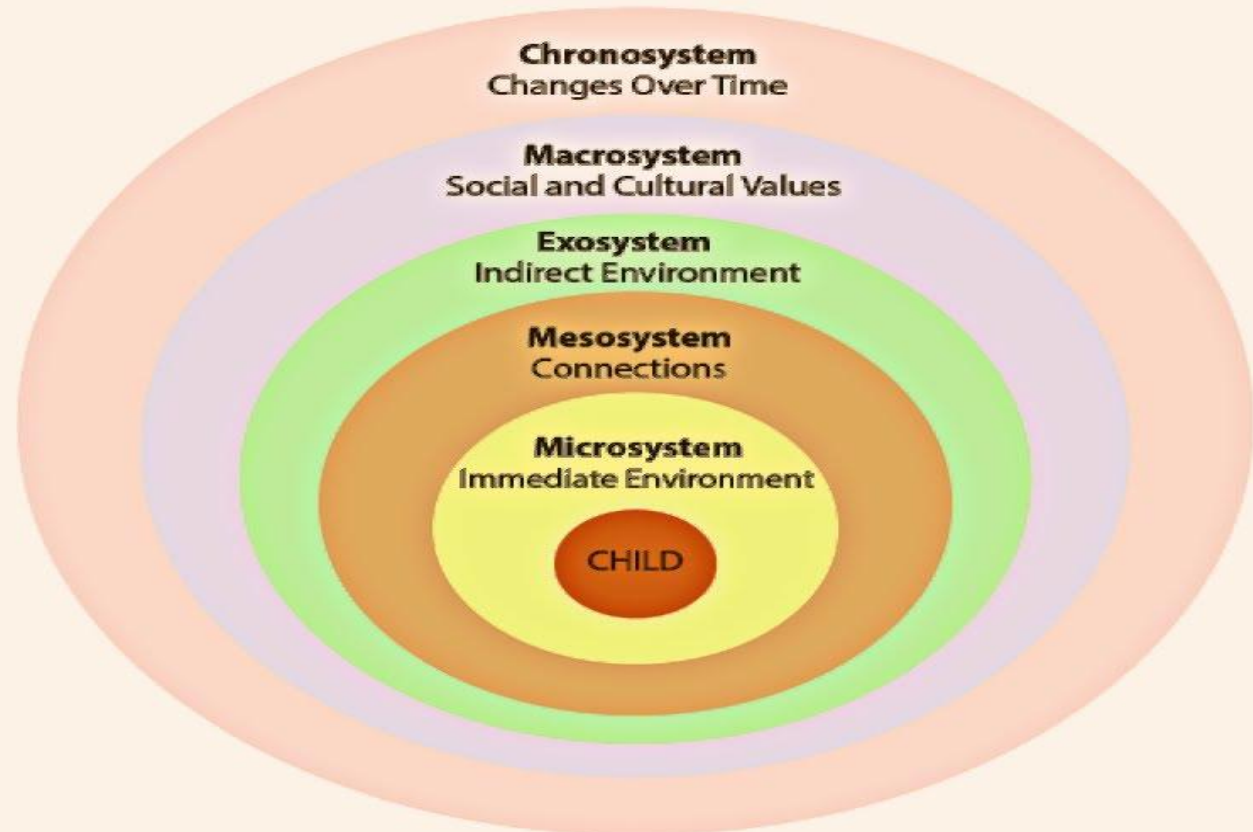
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 Printed by: Dr Prasad, Sagar

# BROFENBRENNER'S ECOLOGICAL MODEL

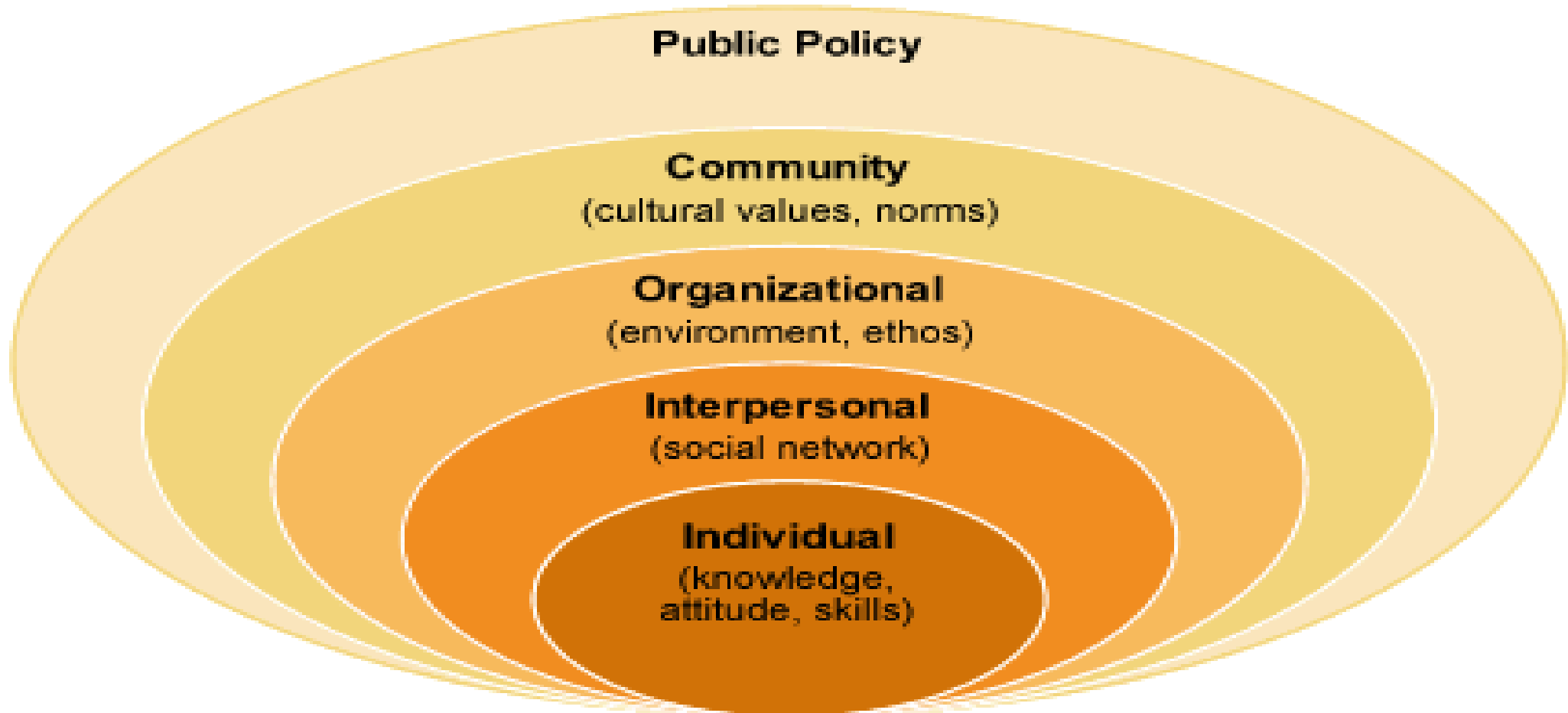


Urie Bronfenbrenner

## Bronfenbrenner's Ecological Systems Theory



# THE IMPLICATIONS OF ECOLOGICAL THEORY



# THE CHILD'S MICROSYSTEM

- Parents and the school environment comprise the microsystem of the child.
- Positive and effective parenting is a very important factor that influences outcome in the adult.
- Single parent, dysfunctional family, verbal or physical abuse, alcohol and other substance abuse, poverty, parenting style are some of the factors that affect a child's development and overall outcome.
- The relationship between parents and the school teachers and the child's friends is also a key factor determining the child's development.



# VIOLENCE AT HOME

## **How brains, bodies are changed by family violence**

An estimated 4.5 million to 15 million children a year are exposed to varying forms of physical violence in the home.



# PARENTING STYLE MATTERS!

## THE FOUR PARENTING STYLES

	<b>SENSITIVE &amp; RESPONSIVE</b>	<b>STERN &amp; PUNITIVE</b>
<b>DEMANDING</b>	<b>AUTHORITATIVE</b>	<b>AUTHORITARIAN</b>
<b>DOESN'T ENFORCE LIMITS</b>	<b>PERMISSIVE</b>	<b>UNINVOLVED</b>

# POSITIVE AND EFFECTIVE PARENTING

- ACCEPT THE CHILD
- APPRECIATE and EMPATHISE
- ADAPT PARENTING ACCORDING TO THE CHILD
- ATTENTION AND INVOLVEMENT
- ACTION-BE A ROLE MODEL



# THE SEVEN R's OF PARENTING

- RULES
- ROUTINES
- RITUALS
- RIGHTS
- RESPONSIBILITIES
- RESTRICTIONS
- REGULARITY





# EMOTIONAL QUOTIENT

- IQ relates to only 20% of a child's development, the remaining credit goes to the emotional quotient.
- Children with a strong emotional quotient go on to become strong and successful adults who can handle adversities in a better way.
- The five cardinal features of emotional quotient are as follows;
  - self awareness
  - managing emotions
  - self motivation
  - empathy
  - resolving conflicts/handling relationships

# STEPS OF EMOTIONAL COACHING

- Be aware of your child's emotions
- Recognise that emotions are an opportunity to connect
- Listen with empathy
- Help your child name emotions
- Set limits and find good solutions



# SCHOOL ENVIRONMENT-THE MESOSYSTEM

- Teachers are next to parents or even more than them in influencing a child's growth and development.
- Linking interests of parents and teachers will go a long way in positive outcome in a child's development.
- Life skills training can be imparted as a part of the school curriculum.
- 10-15% of children suffer from some form of MEB-mental, emotional and behavioural problems which can be picked up by the teachers.
- Some key components of school based interventions include proactive, intentional, formal and flexible interventions.

# ATTRIBUTES OF A GOOD TEACHER

- Open minded
- Non judgemental
- Supportive
- Encouraging
- Involvement
- Patient
- Empathise
- Good listeners





# LIFE SKILLS TRAINING IN SCHOOLS

## Ten Core Life Skills - WHO



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# COMMUNITY-ARE OUR CHILDREN HEALTHY?

# 2020

## GLOBAL HUNGER INDEX

ONE DECADE TO ZERO HUNGER  
LINKING HEALTH AND SUSTAINABLE FOOD SYSTEMS



RANK	COUNTRY	2020 SCORE
1-17*	China	<5
64	Sri Lanka	16.3
73	Nepal	19.5
75	Bangladesh	20.4
78	Myanmar	20.9
88	Pakistan	24.6
94	India	27.2
99	Afghanistan	30.3

*\*17 countries have scores of less than 5 and are collectively ranked 1-17*

# COMMUNITY BASED INTERVENTIONS

- Community intervention should ideally start from an adolescent girl as she's the one responsible for giving birth to a healthy baby.
- Adolescent anaemia correction, increasing marriage age of girls, proper pregnancy counselling, safe delivery, exclusive breastfeeding, healthy weaning practices.
- Enrolling children into anganwadi centres for nutrition and early intervention, ensuring their continuous education, monitoring for school dropouts, lifeskill education in schools.
- Early identification of at risk children and need based approach.

# THE BARKER'S HYPOTHESIS

The developmental origins of adult disease —  
Barker's hypothesis





# THE UN-RIGHTS OF THE CHILD

## The United Nations Convention on the Rights of the Child.

### Article 1

Everyone under 18 years of age has all the rights in this Convention.

### Article 2

The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

### Article 3

All organisations concerned with children should work towards what is best for each child.

### Article 4

Governments should make these rights available to children.

### Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

### Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

### Article 7

All children have the right to a legally registered name, and nationality. Also, the right to know and, as far as possible, to be cared for by their parents.

### Article 8

Governments should respect children's right to a name, a nationality and family ties.

### Article 9

Children should not be separated from their parents unless it is for their own good. For example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

### Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

### Article 11

Governments should take steps to stop children being taken out of their own country illegally.

### Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

### Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

### Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

### Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

# PUBLIC POLICIES FOR CHILDREN IN INDIA

- The children Act 1933
- The Employment of Children Act 1938
- The Factories Act 1948
- The Child Labour Act 1986
- The Infant Milk Substitutes Act 1992
- The Prenatal Diagnostics Techniques Act 1994
- The Juvenile Justice Act 2000
- The POCSO Act 2012



# WHAT OUR CHILDREN NEED

**Building Strong Foundations:**  
Advancing Comprehensive Policies for Infants, Toddlers, and Families

## Babies Need...



# HOW COMMITTED ARE WE?



# THE RAGS TO RICHES STORY





# OUR OWN EXAMPLE

A close-up portrait of a middle-aged man with a white beard and mustache, smiling warmly. He has dark hair and is wearing a dark, patterned shirt. The background is softly blurred, showing what appears to be a wooden door or paneling.

Early Profession:  
**Bus Conductor**

Later: **One of India's  
biggest Superstars**

# LET'S MAKE THE WORLD A BETTER PLACE FOR CHILDREN

