

## Normal and Exceptional Development

### 1. Define typical and atypical development and give an example of each. (2 points)

Many children can be viewed as normal, yet still be atypical from others of the same age. This is true of all young children: alike in many ways, and different in other ways. Some developmental pathologists argue that both typical and atypical emerge from the same basic processes. I can see where it is critical for parents and teachers to be able to distinguish between skills that are slow in emerging and those that are different in quality, form, and function. To me, it would be very difficult to distinguish between a developmental delay and a developmental disorder. The delay would just be a variation on typical development, while a disorder is the atypical side of the coin.

Typical development follows a predictable pattern, a known and predictable course. The developmental continuum of certain skills and abilities is often used to gauge children's development. These acquired skills are also known as developmental milestones. A typical delay may be slowness in achieving a milestone, but the person can overcome the delay with intervention.

Atypical development is the opposite of this predictable pattern, even taking into account the differences between children in general. These are patterns that the child will usually not outgrow but can be coped with so the child has the fullest life possible. As an example, I have a cousin who is totally blind from birth due to oxygen deprivation. He has overcome insurmountable odds, but he will never regain his eye sight.

### 2. Define developmental sequences and developmental milestones. (2 points)

The definition of developmental sequences is the order in which structure and functions change during the process of growth of a child. Despite variations in growth and learning patterns, there are still predictable processes or steps that each child will meet and perform before reaching the next developmental achievement.

The definition of developmental milestones is the acquiring of specific skills in a fairly predictable order. Although the sequences and milestones seem to be interchangeable terms, they are different in that the sequences are the many steps in a certain preset pattern that are necessary to be achieved as a whole, the milestones are the individual sequences that are met as a separate entity.

The series of milestones that make by the sequence of a baby learning to sit up, would be raising the head, rolling over, and eventually being able to lift the trunk of the body into a

sitting position. Milestones are seen as significant points in a child's physical and mental development that may be used to detect developmental delays.

3. Describe biological and environmental factors that can put infants and young children at risk for developmental risks. (2 points)

Infants and children whose systems have undergone accident, injury, or severe stress suffer biological risk factors. The incident may occur before, during or following birth. Premature birth or low birth weight are biological risks/

An environmental risk is poverty, but also child abuse, neglect or living in unfit living conditions. Such as not having enough of the right kind of food, care givers with addictions, diseased family members and medical neglect due to religious views.

4. Identify at least four characteristics of young gifted children. (2 points)
  - A. Detailed memory
  - B. large vocabulary
  - C. asking intelligent questions
  - D. learning information quickly
5. Can a child have a developmental disability and be gifted at the same time? Explain your answer. (2 points)

Yes, it is possible to be a child with high functioning autism and have an almost savant like narrowly focus on a single subject of interest. This narrowly focused area of interest might be trains, dinosaurs, telling time or another subject that the child is almost a savant. My six year old grandson is a high functioning child who was diagnosed with Asperger's. He has the classic autism spectrum symptoms of making no eye contact, he flaps his hands (stemming) when he is excited and looks all around (except at whom he is talking) while expounding on all the minute details of model train dimensions and steam their steam load capacity. He talks in an excited monotone for as long as you can stand to listen to the information that he seems to somehow absorb. He loves to listen to audiobooks, which is where he gets the majority of his information. Yet he cannot be potty trained and he neither knows nor cares to learn letters and numbers.