2.2. Knowledge of development in children/young people, and of family development and transitions

Knowledge of child and adolescent development

- An ability to draw on knowledge of the needs of children/young people in relation to their physical, social, cognitive and emotional development (e.g. the need for attachment relationships, education, appropriate patterns of diet, sleep and exercise)
- An ability to draw on knowledge of normal child/young person development and its impact on behaviour, and:
  - an ability to draw on knowledge of theories of child/young person development, including:
    - physical development (including brain development in the first years of life), and the interaction of this development with affective experiences and deprivation; sensory and psychomotor development
    - cognitive development (intelligence, language and symbolisation, the Piagetian model, mentalisation, awareness of self and others)
    - social and emotional development (emotional intelligence, interpersonal competence, identity and moral development at adolescence, compassion and self-management, the impact of the social context)
  - an ability to draw on knowledge of age-appropriate and problematic behaviours
  - an ability to draw on concepts of developmental stages, including physical, affective and interpersonal, cognitive, language and social milestones
  - an ability to draw on knowledge of the effects of developmental transitions (e.g. onset of puberty)

Knowledge of the care environment and its interaction with child and adolescent development

Attachment

- An ability to draw on knowledge of attachment theory and its implications for:
  - the development of an 'internal working model' that shapes the child/young person's expectations and beliefs about themselves, and themselves in relation to others, and the degree to which they construe:
    - others to be trustworthy
    - themselves to be of value
    - themselves to be effective when interacting with others

	■ links between attachment status (i.e. secure versus insecure) and cognitive, emotional and social development
	■ the development of parent–child, sibling and peer relationships
	■ the development of emotional wellbeing, self-regulation and capacity for mentalisation, and mental health and vulnerability to mental health difficulties
	■ the development of resilience (i.e. the ability to cope with stressful and adverse experiences, including difficult interpersonal experiences)

Influence of parent/carer	
■	An ability to draw on knowledge of the impact of the prenatal and perinatal environment on infant and child development
■	An ability to draw on knowledge of parenting styles
■	An ability to draw on knowledge that the parent/carer's communication, interaction and stimulation of their child interacts with the child's development, attainment and developing mental health
■	An ability to draw on knowledge that effective forms of parental/carer engagement change as children/young people develop
■	An ability to draw on knowledge that the balance of influence from parents/carers, peers, authority figures and others alters as the child/young person develops
■	An ability to draw on knowledge of factors that make it harder for parents/carers to offer consistent or positive parenting (e.g. emotional and cognitive difficulties, mental health difficulties [particularly substance misuse], loss, abuse, social adversity or negative experience of parenting in their own lives)
■	An ability to draw on knowledge of the positive effects of parent/carer support on:
	■ attachment relationships
	■ child and adolescent development

Family development and transitions

■	An ability to draw on knowledge that the child/young person and their family/carer need to be viewed in different contexts, including:
	■ other significant relationships
	■ their social and community setting
	■ the professional network(s) involved with them
	■ their cultural setting
	■ the sociopolitical environment
■	An ability to draw on knowledge of different family structures and compositions

■	An ability to draw on knowledge of the family lifecycle and how it varies across social contexts and cultures, to understand the developmental tasks of specific families
■	An ability to draw on knowledge of the potential impact of significant family transitions both on the child/young person and their family/carers (e.g. the birth of a new family member, separations, starting or leaving school, bereavement)
■	An ability to draw on knowledge of the potential impact on families of social adversity (loss, abuse, social change, socioeconomic disadvantage, health inequality)