

FILLING A CHILD'S DEVELOPMENTAL BUCKETS

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Pathways to Permanence 2

PARTICIPANT RESOURCE NOTEBOOK

Parenting Children WHO HAVE Experienced Trauma AND LOSS

Session 3

Childhood Development

Parent's Toolbox

The table below provides many examples of sensory-rich experiences that can fill a child's buckets. These examples are just the beginning. The possibilities for filling a child's buckets with positive experiences are almost endless. Remember that it is possible to fill more than one bucket at a time. When a parent feeds an infant (red bucket), the physical closeness, eye contact, smiles and soothing voice are also filling the child's emotional and social buckets, as well as supporting the cognitive and conscience buckets. Playing a game with a child can add rich experiences to their emotional, social, cognitive and conscience buckets all at the same time.

As a reminder: The red bucket represents the most basic needs of safety, food, clothing, shelter and physical care. Once those most basic needs are met, there are many more experiences that can go into the red bucket that enhance a child's sense of safety and physiological well-being, some examples of which are included below.

 <p>Physiological Development</p>	<p>Jumping, swinging, hugging, brushing hair, massage, yoga, fingerpainting, snuggling, rocking, bubble bath, vigorous play, hand-feeding treats, petting an animal, getting enough sleep, kneading dough, climbing, holding hands, bandaging and kissing boo-boos, dancing, linking pleasurable scents with safety, comfort and connectedness (caregiver's lotion, fabric softener for blanket, baking cookies with family), playing upbeat music for mornings/calming music for evening routine, taking a family walk after dinner</p>
 <p>Emotional Development</p>	<p>Playing emotional charades and other games that build emotional vocabulary, comforting a distressed child, narrating own emotions, looking at magazines or TV without sound and guessing feelings of characters, interpreting the feeling of pets based on body language, creating an environment in which it's safe to express feelings, teaming with child to come up w/strategies ("When I'm feeling mad, I can..."), create family rituals for bedtime or saying goodbye</p>
 <p>Social Development</p>	<p>Gradually increasing child's tolerance for sharing and waiting through games and activities involving turn-taking, making a game out of practicing ways to thank someone for a gift, giving specific meaningful praise, making up a secret signal to remind child about manners, supporting involvement in extracurricular activities based on child's interest and ability, helping child make amends, playing "What would you do if..." role-playing social situations, celebrating successes</p>
 <p>Cognitive Development</p>	<p>Cooking with child, engaging in activities with a beginning, middle and end (stories, songs, games), asking child to make predictions ("What do you think will happen next?"), reading to child, making up a story and taking turns adding to the story, keeping a calendar posted at child-height to look forward to events and cross off days as they pass, leaving notes for child, creating opportunities to explore outdoors</p>
 <p>Conscience Development</p>	<p>SHOWING EMPATHY FOR CHILD when he is distressed (calm voice, closeness, comforting, acknowledging his distress), narrating empathy ("I wonder if the clerk who raised her voice was having a hard day. She looked tired and a little worried, didn't she?"), helping child make amends, using "If you do something that hurts the family, you need to do something to help the family." to teach reciprocity and belonging, caring for an animal</p>