

## STAGES IN CHILD DEVELOPMENT TABLE

| Age                        | Emotional Stage   | Developmental Tasks- Physical, Cognitive and Language  | Parents Role at this Stage  |
|----------------------------|---|--|---|
| <b>0-18 months</b>         | Sense of trust in others<br>This grows out of consistent, reliable physical care from one nurturing caregiver.  | <ul style="list-style-type: none"> <li>- Discriminates among stages of discomfort, hungry, wet, tired</li> <li>- Picks up objects</li> <li>- Sits, crawls, stands walks</li> <li>- Vocalizations</li> <li>- Imitates speech, understands commands</li> </ul>           | <ul style="list-style-type: none"> <li>- Meet child's needs "on demand"</li> <li>- Encourage child's use of all senses</li> <li>- Be consistently available and responsive</li> </ul>   |
| <b>18 months - 3 years</b> | Sense of autonomy; trust in self<br>This grows out of child's opportunity to make age-appropriate choices, and be separate from caregiver for brief periods with confidence.  | <ul style="list-style-type: none"> <li>- Jumps, runs, climbs</li> <li>- Learns to dress self with help</li> <li>- Toilet training</li> <li>- Solitary or parallel playing</li> <li>- Vocabulary growing significantly</li> <li>- Asks and answers questions</li> </ul> | <ul style="list-style-type: none"> <li>- Gently encourage development of new skills</li> <li>- Provide a safe environment, supervision, and limits</li> <li>- Provide opportunities for age appropriate control and choices</li> <li>- Establish stable routines</li> </ul>     |
| <b>3 - 6 years</b>         | Sense of initiative; right and wrong<br>By risk taking, observing, imitating, and fantasizing, a sense of personal initiative develops. By experimenting with behaviors, child develops a growing sense of right and wrong. | <ul style="list-style-type: none"> <li>- Proficiency in self care</li> <li>- Magical thinking</li> <li>- Begins cooperative play</li> <li>- Physically aggressive</li> <li>- Increased motor skills</li> <li>- Increasing vocabulary - 2,000 words by age 5</li> </ul> | <ul style="list-style-type: none"> <li>- Provide opportunities for individual and group play</li> <li>- Help to distinguish between imaginary and real</li> <li>- Answer questions about gender/sexuality without judgement</li> <li>- Provide reassurance for fears</li> </ul> |



Pathways to Permanence 2

PARTICIPANT RESOURCE NOTEBOOK

Parenting Children WHO HAVE Experienced Trauma AND LOSS

Session 3

Childhood Development

Parent's Toolbox



Pathways to Permanence 2

PARTICIPANT RESOURCE NOTEBOOK

Parenting Children WHO HAVE Experienced Trauma AND LOSS

Session 3

Childhood Development

Parent's Toolbox

| Age                         | Emotional Stage  | Developmental Tasks- Physical, Cognitive and Language  | Parents Role at this Stage  |
|-----------------------------|--|--|---|
| <p><b>6 - 10 years</b></p>  | <p>Sense of industry; conscience development<br/>Through relationships, child learns a sense of accomplishment and the ability to problem-solve.</p>   | <ul style="list-style-type: none"> <li>- Substantial increase in motor skills</li> <li>- Learns to learn: read, write, basic math, etc.</li> <li>- Screens out distractions</li> <li>- Friendships with peers</li> <li>- Issues of fairness</li> </ul> | <ul style="list-style-type: none"> <li>- Provide secure home base for child facing new challenges</li> <li>- Provide opportunities for peer relationships</li> <li>- Allow exploration of a variety of activities and interests</li> <li>- Provide opportunities to correct mistakes and express emotions</li> </ul>  |
| <p><b>10 - 18 years</b></p> | <p>Sense of identity; finding own place in the world<br/>By building on <b>all</b> prior developmental stages, the child learns to see their abilities realistically and to develop their talents and interests in preparation for adult life.</p> | <ul style="list-style-type: none"> <li>- Sexual development</li> <li>- Physical growth</li> <li>- Emotional changes</li> <li>- Increased skills</li> <li>- Identity with peers</li> <li>- Emancipation process</li> </ul>                              | <ul style="list-style-type: none"> <li>- Provide stable family environment</li> <li>- Create situations for teens to take control and responsibility for their actions</li> <li>- Choose your battles</li> <li>- Model responsible adult behavior</li> <li>- Be sensitive to emerging sexuality</li> <li>- Facilitate skill development in all areas: educational, vocational, social, psychological</li> </ul> <p>Help teen expand their thinking beyond either/ or when problem-solving</p> |

Adapted from Vera Fahlberg, *A Child's Journey Through Placement*

## EFFECTS OF TRAUMA ON CHILD DEVELOPMENT TABLE

| Age                        | Emotional Stage   | Developmental Tasks- Physical, Cognitive and Language  | Effects - What You Might See   |
|----------------------------|---|--|--|
| <b>0-18 months</b>         | Sense of trust in others<br>This grows out of consistent, reliable physical care from one nurturing caregiver.  | <ul style="list-style-type: none"> <li>- Discriminates among stages of discomfort; hungry, wet, tired</li> <li>- Picks up objects</li> <li>- Sits, crawls, stands walks</li> <li>- Vocalizations</li> <li>- Imitates speech, understands commands</li> </ul>           | <ul style="list-style-type: none"> <li>- Difficult to soothe; or apathetic</li> <li>- Low weight; at extreme, failure to thrive</li> <li>- No interest in play or objects</li> <li>- Delays in sitting, crawling, motor skills</li> <li>- Few vocalizations</li> <li>- No stranger anxiety</li> </ul>  |
| <b>18 months - 3 years</b> | Sense of autonomy; trust in self<br>This grows out of child's opportunity to make age-appropriate choices, and be separate from caregiver for brief periods with confidence.  | <ul style="list-style-type: none"> <li>- Jumps, runs, climbs</li> <li>- Learns to dress self with help</li> <li>- Toilet training</li> <li>- Solitary or parallel playing</li> <li>- Vocabulary growing significantly</li> <li>- Asks and answers questions</li> </ul> | <ul style="list-style-type: none"> <li>- Delays in motor and self-help skills</li> <li>- Resistance to or delays in toilet training sensory/control issues</li> <li>- Extremes in separation anxiety - too much or too little</li> <li>- Easily frustrated or upset</li> <li>- Delays in speech and language development</li> </ul>                    |
| <b>3 - 6 years</b>         | Sense of initiative; right and wrong<br>By risk taking, observing, imitating, and fantasizing, a sense of personal initiative develops. By experimenting with behaviors, child develops a growing sense of right and wrong. | <ul style="list-style-type: none"> <li>- Proficiency in self care</li> <li>- Magical thinking</li> <li>- Begins cooperative play</li> <li>- Physically aggressive</li> <li>- Increased motor skills</li> <li>- Increasing vocabulary - 2,000 words by age 5</li> </ul> | <ul style="list-style-type: none"> <li>- Delays in motor and self-help skills</li> <li>- Belief that their thoughts/behaviors cause adult/family problems</li> <li>- Regressed behaviors such as rocking, baby talk, wanting a bottle</li> <li>- Delays in speech, counting, other cognitive skills</li> <li>- Pronounced nightmares, fears</li> </ul> |



**Pathways to Permanence 2**

**PARTICIPANT RESOURCE NOTEBOOK**

**Parenting Children WHO HAVE Experienced Trauma AND LOSS**

**Session 3**

**Childhood Development**

**Parent's Toolbox**



Pathways to Permanence 2

PARTICIPANT RESOURCE NOTEBOOK

Parenting Children WHO HAVE Experienced Trauma AND LOSS

Session 3

Childhood Development

Parent's Toolbox

| Age                         | Emotional Stage  | Developmental Tasks- Physical, Cognitive and Language  | Effects - What You Might See  |
|-----------------------------|--|--|---|
| <p><b>6 - 10 years</b></p>  | <p>Sense of industry; conscience development<br/>Through relationships, child learns a sense of accomplishment and the ability to problem-solve.</p>   | <ul style="list-style-type: none"> <li>- Substantial increase in motor skills</li> <li>- Learns to learn: read, write, basic math, etc.</li> <li>- Screens out distractions</li> <li>- Friendships with peers</li> <li>- Issues of fairness</li> </ul> | <ul style="list-style-type: none"> <li>- Needs external guidance for self-care</li> <li>- Difficulty concentrating, leading to trouble at school</li> <li>- Peer relationships difficult - regressed play activities</li> <li>- Possible delays in motor skills</li> <li>- Delays in conscience development - needs external controls</li> </ul>  |
| <p><b>10 - 18 years</b></p> | <p>Sense of identity; finding own place in the world<br/>By building on <b>all</b> prior developmental stages, the child learns to see their abilities realistically and to develop their talents and interests in preparation for adult life.</p> | <ul style="list-style-type: none"> <li>- Sexual development</li> <li>- Physical growth</li> <li>- Emotional changes</li> <li>- Increased skills</li> <li>- Identity with peers</li> <li>- Emancipation process</li> </ul>                              | <ul style="list-style-type: none"> <li>- Delays in sexual development, or sexual behaviors expressed inappropriately</li> <li>- Displays social skills and interests of earlier stages</li> <li>- Emancipation fears, or will try to precipitate premature emancipation</li> <li>- Delays in educational, vocational skills</li> <li>- At risk for identifying with peers that make poor choices</li> </ul> |

Adapted from Vera Fahlberg, *A Child's Journey Through Placement*