

What can be expected at each developmental Stage?

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Remember: A child with trauma may become stuck within the growth period where the trauma occurred.

Ways to best interact with a child who has experienced trauma

Positive Reinforcement:

- Focusing on the positive vs. negative
- Redirection/Distraction
- Explanation and Guidance
- Removing from Stimuli
- Routines and clear expectations
- Full Buckets
- Basic Needs being met
- Consistency and respect
- Connectivity
- Dr. Perry suggests 5 minutes of somatosensory every 15 minutes as a starting point. Titrate depending upon circumstances.
- Give Grace Always
- Do not evoke shame or fear

- Stress builds change.
- Most memories involve a strong emotion
- More yess than nos-
- Babies get lots of yess but some kids miss this
- It's easier to meet milestones when they are "hot"
- Must build the foundation or you can't put the paint on the walls
- What is the emotional/motor/developmental age
- How do we treat physical limitations vs. emotional limitations

Equilibrium vs. disequilibrium

Equilibrium: 2,3,4,5,6.5,8,10 (Roughly evens after 6 and wholes)

Disequilibrium 1.5, 2.5, 3.5, 4.5, 5.5, 7, 9 (Roughly odds after 5 and halves)

*Half birthdays will be more crazy than birthdays up to 5 y.o. Then the cycle continues on the year marks.

Generally speaking, kids will be more inward focused vs. outward focused following a similar pattern.

Activities by Age

Birth – 36 months

Meeting needs, detective work on caregiver part
Removing temptation and physical removal from harm/temptation
Go outside whenever possible

6-18 months

remove and substitute
self-centered as a top
predictable
establishing independence and opposing opinions
not very adaptable or cuddly
enjoys the stroller and long walks

12 months +

emphasize the positive
gain connection through cooperation.
Ask for help/ give them a job
Very little impulse control
Beginning to explore environment
Curious
plays and sleeps hard
Do-overs and teachable moments
Validate/teach emotions and appropriate responses

18-36 months

they may pull away and not want to be held
give space or pull them close. Honor child's calming buttons
Time-in vs. out and minutes = age
maintain proximity and do things "together"
Respect "no" as much as possible to begin teaching autonomy

2 y.o.

routine and "rituals" are very important
likes same and repetition
tell fun/animated stories while doing unpleasant things. They will get caught up in the language and rhythm of the story
beginning to explore environment
seeks physical touch and proximity
performs own experiments regarding cause/effect
begins to understand "no" means he doesn't get what he wants
unable to control emotions
quick to react

more confident in motor skills leads to independence
can communicate desires as gains more language
likes to test reactions to opposition
can be possessive and jealous
security items are very important (passifier, blankie, etc.)
does not understand "later"
with a large physical growth spurt at the end of two, the child
may want to be carried more than previous months.

3 y.o.

"I do it myself"
give choices. Most children will choose the last item mentioned
give easy tasks to distract and praise independence and collaboration
songs and rhythm are fun and motivating
distract with animation
"we" is favorite word
very attached to mother, yet feels need to "conquer" her
difficulty with transitions
language is exploding
loves new and silly words – can be easily distracted by rhymes and
alliterations
body starts to have growth spurts which can lead to regressions as
other systems take off
stuttering, tics, nail biting, etc. can be very common
fears become very prominent
a great age for babysitters to alleviate stress on mother
imaginary friends and imaginary play
"Grace words" work well – How about, What do you think about,
Maybe we could...

4 y.o.

loves adventure and excursions
explores potty talk and profanity
able to bargain
favorite words are "different, guess what, and surprise"
becoming more social and looking for approval
praise the desired behaviors
likes games
still confuses truth with fantasy
whining increases
transitions are more difficult
cheating and lying is common
begins to test limits
may have more fears or nightmares due to trying to figure out fact vs.
fiction
tends to be very exaggerated

5 y.o.

beginning to understand self as independent of others
can begin to have empathy
tend to use physical aggression as a tensional outlet
begins to understand concept of time – can use timers as motivation
Mother is the center of the world for five.
Usually a sunny disposition and things are rosey
5.5 can be very tumultuous and egocentric.
Start to notice differences in sex and sex play
Can easily bend the truth to his favor
Might steal

6 y.o.

wants to be more independent but still struggles with problem solving
needs lots of examples of how to behave appropriately
social stories helpful
short term rewards are effective clean room = play with special toy
likes praise for chores
another big year for fine motor growth which can put social and emotional on the back burner
may need extra time or extra chances to complete a task

4-7 years

can begin to engage frontal cortex and control motor behaviors
still unable to reason and understand delayed consequences
distraction and silliness are beneficial
begin to understand the reasoning behind rules and expectations
desire to please and be liked
Can begin to understand consequences
Begin to invest in rules and consequences
Allow lots of do-overs and natural consequences when appropriate

7 y.o.

a withdrawn year
enjoys solitary moments
often feels like no one likes them and others are against them
can be very pessimistic
increased complaining and discontent

8 y.o.

craves alone time with mother/primary caregiver
likes a good debate
the age of “always and never”
knows truth and when they are lying
likes to be part of an inside joke
loves to collect things and organize/arrange/display them

9 y.o.

Desires independence and job well done
Begins to pull away from parents and look to peers
They think a lot which can lead to worry
They enjoy completing tasks such as large art projects (Legos, latch hook, etc.)
Selective hearing and often easily distracted into their own world
Need reminders to complete chores
Good sense of right and wrong
Large emphasis on “fairness”
Value truth and honesty

8-10 years

peers and peer opinions are more important
sensitive and prone to back-talk
looks for guidance on right and wrong
does better with options
beginning to reason in the frontal cortex
natural consequences are motivating

10 y.o.

usually the delight before the teenage storms
good sense of right and wrong
cortical processing is engaged and they can think through some of their actions
cognitive based therapies are more effective after this stage
enjoys humor even if it is different than others – can be annoying

Teenagers

want to change the world
friends are very influential
want to be an individual, but don't want to “stand out”
must take care to not treat like a “baby”
most influenced through relationship
may respond to written vs. verbal communication
with social media, they are acutely aware of the world's problems
and often desire to change the world

Due to the brain development in the reward area, it is easier for a teen to develop addiction than an adult
 Love choices and change is constant. If you think you have it figured out, you don't because it will be different the next day
 Instead of "What do you want to be when you grow up?" Ask, "What problem do you want to solve?"
 Many teens believe they are their own authority. They need good leaders who guide by example

Adult:

Cognitive Therapies

self-directed sports, art, yoga, fitness

