

# Child Development 0-11

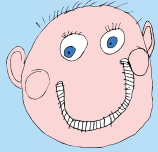
How do children tell you their world is OK or Not OK

## OK

Some key factors to assist the development of our understanding of children's worlds.

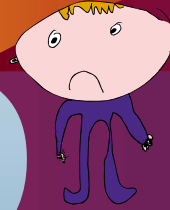
## Not OK

Children may function at a younger developmental level when experiencing trauma eg. Family breakdown - illness - operations - abuse or bullying. Look for significant changes to the child's behaviour. These may include any of the following signs of distress and may often persist into later stages of development.



### 0-2 years - Bonding and Growth

- Learn through doing and seeing etc.
- Does not have the ability to lie or manipulate - fact and fantasy are equal.
- Lives in the present - no concept of time.
- Responds to simple questions by looking/pointing.
- Points to and names some body parts.
- Learning how the world reacts to them.
- Can play alone but likes to be near an adult.
- Copies adults' play.
- Play alongside other children but reluctant to share toys or people.
- Gradual development of a sense of themselves as separate from care givers/environment.
- Inability to make sense of fears.
- Initially bonds to one main care giver (fear of strangers).
- Behaviour depends on immediate consequences.



### 0-2 years

- Changes in sleep pattern.
- Poor appetite / food fads.
- Excessive crying.
- Withdrawn.

### 2-4 years - Rapid Change

- Self centred not selfish.
- Short attention span.
- Co-operates if given good reason to do so.
- Developing a sense of past and future in respect to their own actions.
- Cannot answer open ended questions (eg. Why).
- Developing use of questions what? - where? -who? -why?
- Strong emotions quickly aroused.
- Sense of wonder -the age of happenings.
- Makes some sense of fears with help of a patient adult.
- Plays together with other children.
- Development of fantasy and pretend play.
- Can name self in pictures.
- Beginning to understand that others think and feel differently to themselves.
- Makes snap judgements based on appearance (eg.- Food).
- Defines self in terms of age and sex (aware of genitals).
- May not know stealing is wrong.

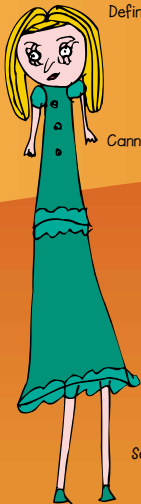
### 2-4 years

- Bed wetting.
- Clinging.
- Soiling.
- Separation anxiety.
- Aggressive.
- Head banging (self harm).
- Not wanting to play.



### 5-7 years

- Behaving like a baby.
- Denial of change.
- Nightmares.
- Flashbacks.
- School refusal / related anxiety.
- Ritualistic play.
- Hiding.
- Bottling up emotions.



### 5-7 years - Entering the World of School

- Ability to use past learning when making decisions.
- Cannot consider more than one aspect of things - no compromise.
- Understands and uses yesterday & days of the week.
- Understand the concept of death.
- Developing ability to answer open ended questions.
- Knows colours.
- Understands right/wrong; truth/ lie; promise/ secret.
- Able to give some descriptive information.
- Conforms to avoid disapproval.
- Difficulty in making decisions.
- Often less mature at home than with outsiders.
- Plays mainly with own sex - 'best friends'.
- Understands the need for rules; fair play; time keeping.
- Likes to participate in planning purposeful play.
- Developing a concept of what they would like to be.
- Some interest in what others think - can be compassionate.
- Tendency to imitate others especially flirting and teasing.



### 7-11 years - Integrating worlds

- Still tend to be limited to immediate experiences.
- Able to sequence events chronologically.
- Shift away from black and white thinking.
- Ability to give more exact information.
- Answers include more abstract thought.
- Dependent on/ sensitive to the approval of adults.
- Acts to avoid criticism & punishment.
- Play within gangs and groups.
- Heroes/strong friendships.
- Allegiance to children rather than adults in conflict.
- Greater capacity for self evaluation.
- Increased sense of fairness; responsibility; duty.
- Understand that intentions matter; not just consequences.



### 7-11 years

- Feeling everything is their fault.
- Peer relationship problems.
- Challenging authority.
- Depression.
- General high level of anxiety.
- Lack of containment of feelings.
- Obsessively talking about events.
- Obsessive/compulsive behaviours eg. Handwashing.
- Survivor guilt and shame.
- Poor concentration.
- Memory problems.
- Finding it hard to think things through.
- Blaming others for your problems.
- Denial of problems and events.
- Emotionally numb.

If from reading this, you have concerns about a young person, please see your GP, health visitor or the child's school.