

A CLOSER LOOK
AT
CHILD
DEVELOPMENT

Sharon B. Worthy, LMSW

COURSE DESCRIPTION

This session will provide a comprehensive overview of the key stages and milestones in child development, exploring the physical, cognitive, emotional, and social growth of children from infancy through adolescence. Participants will learn about the factors that influence development, early identification of developmental delays, and effective strategies to support children at every stage. This session is designed to equip caregivers, educators and professionals with the knowledge and tools to nurture and promote healthy development in children.

LEARNING OBJECTIVES

1. Understand key Development Stages and Milestones.

Gain a thorough understanding of the critical stages and milestones in child development, including physical, cognitive emotional and social growth from infancy through adolescence.

1. Identify influential factors and developmental delays.

Learn about the various factors that influence child development, such as genetics, environment and nutrition, and discover how to identify early signs of developmental delays and disorders.

3. Implement Supportive Strategies for Healthy Development:

Explore practical strategies and best practices for supporting children's development at each stage, including activities, interventions and resources to promote holistic growth and well-being.

Major Child Development Theories



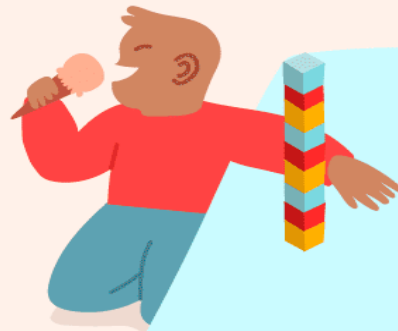
Sociocultural Theory

Cognitive Development

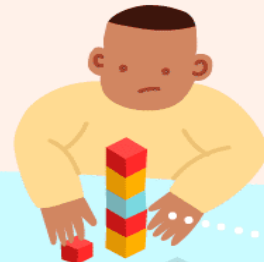
Psychosexual Development



Behavioral Child Development



Social Learning Theory



Psychosocial Development



Attachment Theory



CHILD DEVELOPMENT THEORIES (3)

- **Sigmund Freud**
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- **Jean Piaget**

- **Erik Erickson**



Freud's Psychosexual Developmental Theory

Psychoanalytic theory originated with the work of Sigmund Freud.

Through his clinical work with patients suffering from mental illness, Freud came to believe that childhood experiences and unconscious desires influenced behavior.

Freud's Psychosexual Stages

Oral Stage: Birth to 1 Year
Erogenous Zone: Mouth



Anal Stage: 1 to 3 Year
Erogenous Zone: Bowel and Bladder Control



Genital Stage: Puberty to Death
Maturing Sexual Interests



Phallic Stage: 3 to 6 Year
Erogenous Zone: Genitals



Latent Stage: 6 to Puberty
Libido Inactive



Piaget Stages of Development

Piaget's stages of development are part of a theory about the phases of normal intellectual development from infancy through adulthood, including thought, judgment, and knowledge. The stages were named after psychologist and developmental biologist Jean Piaget, who recorded and studied the intellectual development and abilities of infants, children, and teens.



Piaget's 4 stages of intellectual (or cognitive) development are:

- **Sensorimotor.** Birth through 2 years old
- **Preoperational.** Toddlerhood through early childhood (2-7 years old)
- **Concrete operational.** Ages 7-11 years old
- **Formal operational.** Adolescence through adulthood, 12 years and older

What is the 5th stage of cognitive development?

Some researchers argue that a fifth stage, the postformal stage, should exist. This stage comes after the formal operational stage. In this stage, adults can:

- See things from many perspectives.
- Recognize and embrace uncertainties and inconsistencies.
- Use their situation, circumstances, and experiences to make decisions and solve problems.
- Develop principles guided by context, logic, and emotion.



TRAUMA

What comes to mind when you think about trauma?

WITNESSING TRAUMA
 EMOTIONAL DISTANCE
 VETERAN
 JUMPY
FEAR
 INSOMNIA
FLASHBACKS
 PTSD
 KIDS
ABUSE VICTIM
 DRUGS ABUSE
TRAUMA
 UNCONTROLLABLE THOUGHTS
 NERVOUS
 ON EDGE
 PSYCHOTHERAPY
 TERRIFYING EVENT
 IRRITABILITY
ANXIETY
 MEN
 MENTAL HEALTH
 EXPERIENCING TRAUMA ALCOHOL ABUSE
 POST-TRAUMATIC STRESS DISORDER
NIGHTMARES
 HYPER-VIGILANCE
 WOMEN IMPATIENCE

Designers Also Selected These Stock Illustrations



TRAUMA

SAMHSA describes individual trauma:

... "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening...and that has lasting adverse effects on the individual's functioning, mental, physical, social, emotional, or spiritual well-being."

Trauma: sum of the Event, the Experience, and the Effect.

SAMHSA – **S**ubstance **A**buse and **M**ental **H**ealth **S**ervices **A**dministration

The 3 E's of Trauma

Trauma is subjective. It can overwhelm one's ability to cope.

- **Events**
- **Experiences**
- **Effects**



Things to Remember



- We are all impacted by trauma: We live in defense of trauma.
- Underlying Question: **What happened to you?** (*instead of “what’s wrong with you?”*)
- Symptoms vs. Adaptations to Traumatic Events.
- Harm happens in relationships, so healing must also happen in relationships.

WE ARE NOT ALL IN
THE SAME BOAT

BUT WE ARE ALL IN THE SAME STORM



SUPPORT EACH OTHER
#DONTJUDGE #BEKIND

Stages of Development

Mix & Match Activity

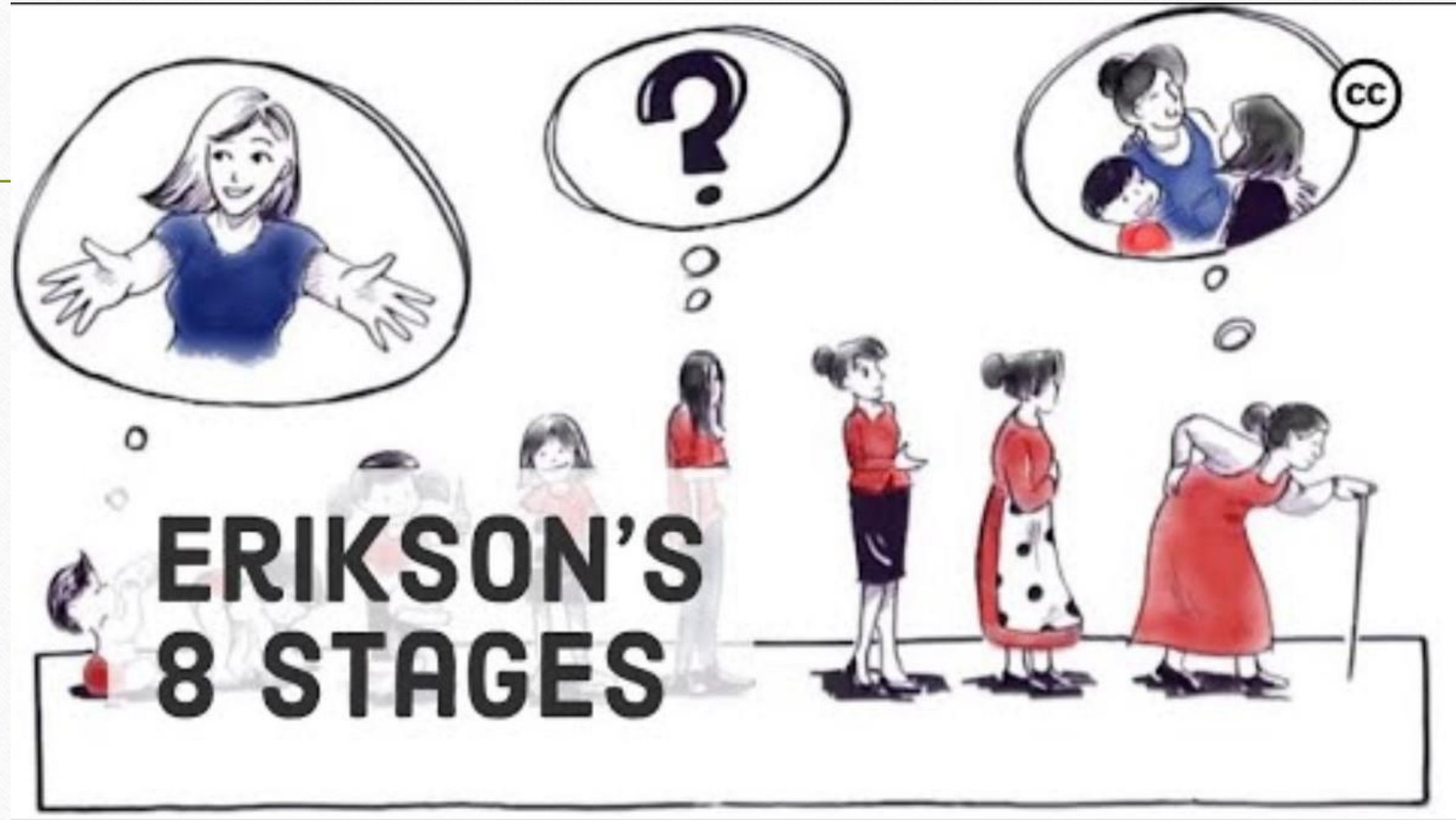
BASIC CONFLICT

1. Trust vs. Mistrust
2. Autonomy vs. Doubt & Shame
3. Initiative vs. Guilt
4. Intimacy vs. Isolation
5. Integrity vs. Despair
6. Industry vs. Inferiority
7. Identity vs. Role Confusion
8. Generativity vs. Self-Absorption

IMPORTANT EVENTS

- a) Exploration/Play
- b) School/Activities
- c) Reflection on Life
- d) Work and Parenthood
- e) Feeding/Comfort
- f) Toilet Training/Dressing
- g) Social Relationship/Industry
- h) Intimate Relationships

Erik Erikson's 8 Stages of Development



Erikson's Psychosocial Developmental Theory

Psychoanalytic theory was an enormously influential force during the first half of the twentieth century. Those inspired and influenced by Freud went on to expand upon Freud's ideas and develop theories of their own. Of these neo-Freudians, Erik Erikson's ideas have become perhaps the best known.

Erikson's eight-stage theory of psychosocial development describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development.

While Erikson's theory of psychosocial development shared some similarities with Freud's, it is dramatically different in many ways. Rather than focusing on sexual interest as a driving force in development, Erikson believed that social interaction and experience played decisive roles.

A Closer Look at the Eight Psychosocial Stages

The stages that make up his theory are as follows:

- Stage 1: Trust vs. Mistrust (Infancy from birth to 18 months)
- Stage 2: Autonomy vs. Shame and Doubt (Toddler years from 18 months to three years)
- Stage 3: Initiative vs. Guilt (Preschool years from three to five)
- Stage 4: Industry vs. Inferiority (Middle school years from six to 11)
- Stage 5: Identity vs. Confusion (Teen years from 12 to 18)
- Stage 6: Intimacy vs. Isolation (Young adult years from 18 to 40)
- Stage 7: Generativity vs. Stagnation (Middle age from 40 to 65)
- Stage 8: Integrity vs. Despair (Older adulthood from 65 to death)

Early Childhood
autonomy vs. shame and doubt

Preschool
initiative vs. guilt

Infancy
trust vs. mistrust

School Age
industry vs. inferiority

Maturity
ego integrity vs. despair

Adolescence
identity vs. role confusion

Middle Adulthood
generativity vs. stagnation

Young Adulthood
intimacy vs. isolation



Stages of Psychosocial Development

Stage 1: Trust vs. Mistrust

- The first stage of Erikson's theory of psychosocial development occurs between birth and 1 year of age and is the most fundamental stage in life. Because an infant is utterly dependent, developing trust is based on the dependability and quality of the child's caregivers.
- At this point in development, the child is utterly dependent upon adult caregivers for everything they need to survive including food, love, warmth, safety, and nurturing. If a caregiver fails to provide adequate care and love, the child will come to feel that they cannot trust or depend upon the adults in their life.

OUTCOMES

- If a child successfully develops trust, the child will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.
- During the first stage of psychosocial development, children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
- No child is going to develop a sense of 100% trust or 100% doubt. Erikson believed that successful development was all about striking a balance between the two opposing sides. When this happens, children acquire hope, which Erikson described as an openness to experience tempered by some wariness that danger may be present.
- Subsequent work by researchers including John Bowlby and Mary Ainsworth demonstrated the importance of trust in forming healthy attachments during childhood and adulthood.

Infancy Psychosocial Development

Psychosocial Conflict: Trust vs. Mistrust

Major Question:
"Can I trust the people
around me?"



Basic Virtue: Hope

Important Event: Feeding



ATTACHMENT THEORY

Patterns of Attachment

- **SECURE** – May or may not cry in response to separation. Greeting or full approach when Mom returns; clings/sinks in if held. Easily comforted by Mom's return and/or being held. Returns to pre-separation level of play.
- **INSECURE/AVOIDANT** – May or may not cry in response to separation. Little or no eye to eye contact when Mom returns. No greeting, only partial approach. Does not sink in if held; only brief contact. Returns to play, little interaction with mother.
- **INSECURE/RESISTANT/AMBIVALENT** – Extremely distressed by separation. Passive or angry during reunion. Difficult to comfort, but little active clinging. Play does not full recover during reunion episodes.



Pioneer in Attachment Theory
Johns Hopkins University

Stage 2: Autonomy vs. Shame and Doubt

- The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control.

The Role of Independence

- At this point in development, children are just starting to gain a little independence. They are starting to perform basic actions on their own and making simple decisions about what they prefer. By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

Potty Training

- The essential theme of this stage is that children need to develop a sense of personal control over physical skills and a sense of independence. Potty training plays an important role in helping children develop this sense of autonomy.
- Like Freud, Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different than that of Freud's. Erikson believed that learning to control one's bodily functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection.

Outcomes

- Children who struggle and who are shamed for their accidents may be left without a sense of personal control. Success during this stage of psychosocial development leads to feelings of autonomy; failure results in feelings of shame and doubt.


Important Tasks in Psychosocial Stage 2



Picking out her own clothes and dressing herself



Developing food preferences of her own



Choosing which toys she likes by herself



Mastering toilet training

Stage 3: Initiative vs. Guilt

- The third stage of psychosocial development takes place during the preschool years. At this point in psychosocial development, children begin to assert their power and control over the world through directing play and other social interactions.
- Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.

Outcomes

- The major theme of the third stage of psychosocial development is that children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
- When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

Preschool Psychosocial Development

Psychosocial Conflict: Initiative vs. Guilt

Basic Virtue: Purpose



Major Question:
"Am I good or bad?"



Important Event: Exploration, play

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Prefrontal cortex
P.F.C.
"THE WISE LEADER"



"Flipped Your Lid"



The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze



Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation*
(Bantam Books, 2010)

Trauma Matters



 trauma
matters
omaha

Stage 4: Industry vs. Inferiority

- The fourth psychosocial stage takes place during the early school years from approximately ages 5 to 11. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.
- Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Outcomes

- Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.
- Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence, in which children develop a belief in their abilities to handle the tasks set before them.

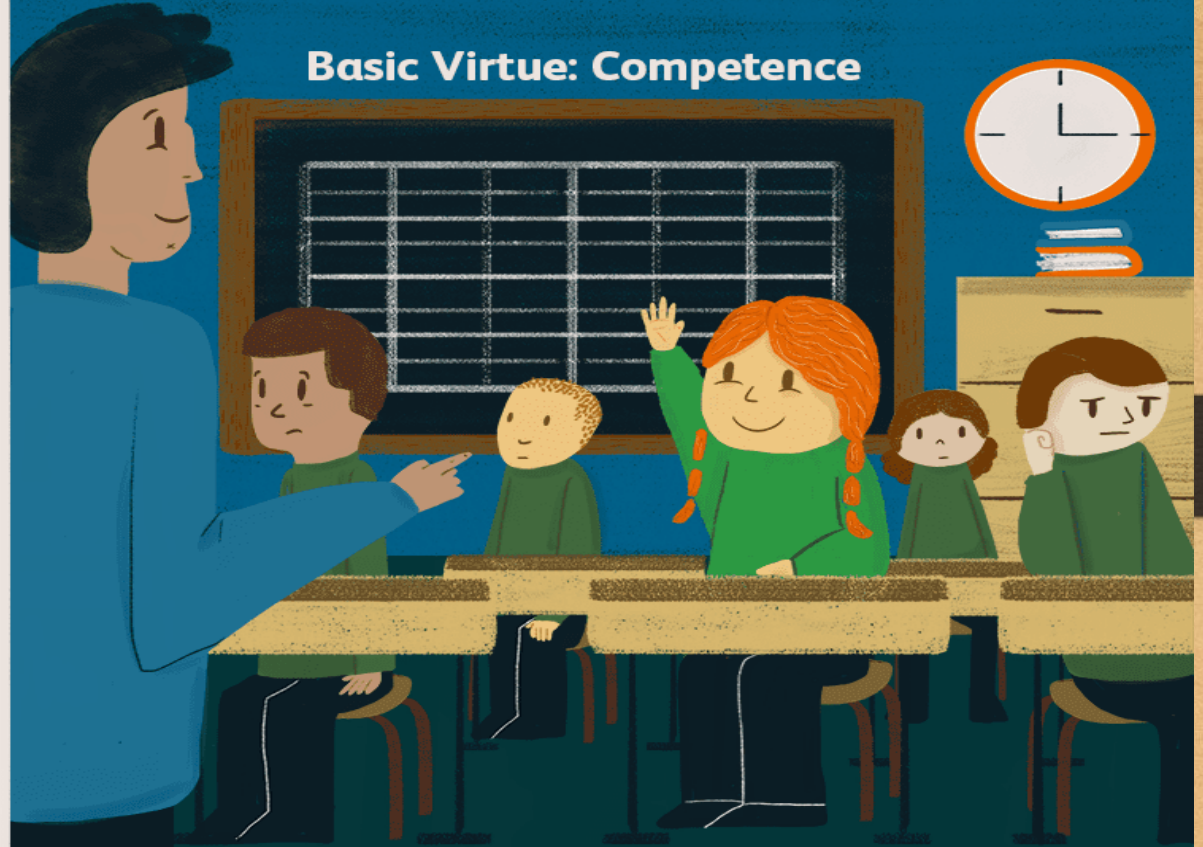
School-Age Psychosocial Development

Psychosocial Conflict: Industry vs. Inferiority

Major Question:
"How can I be good or bad?"

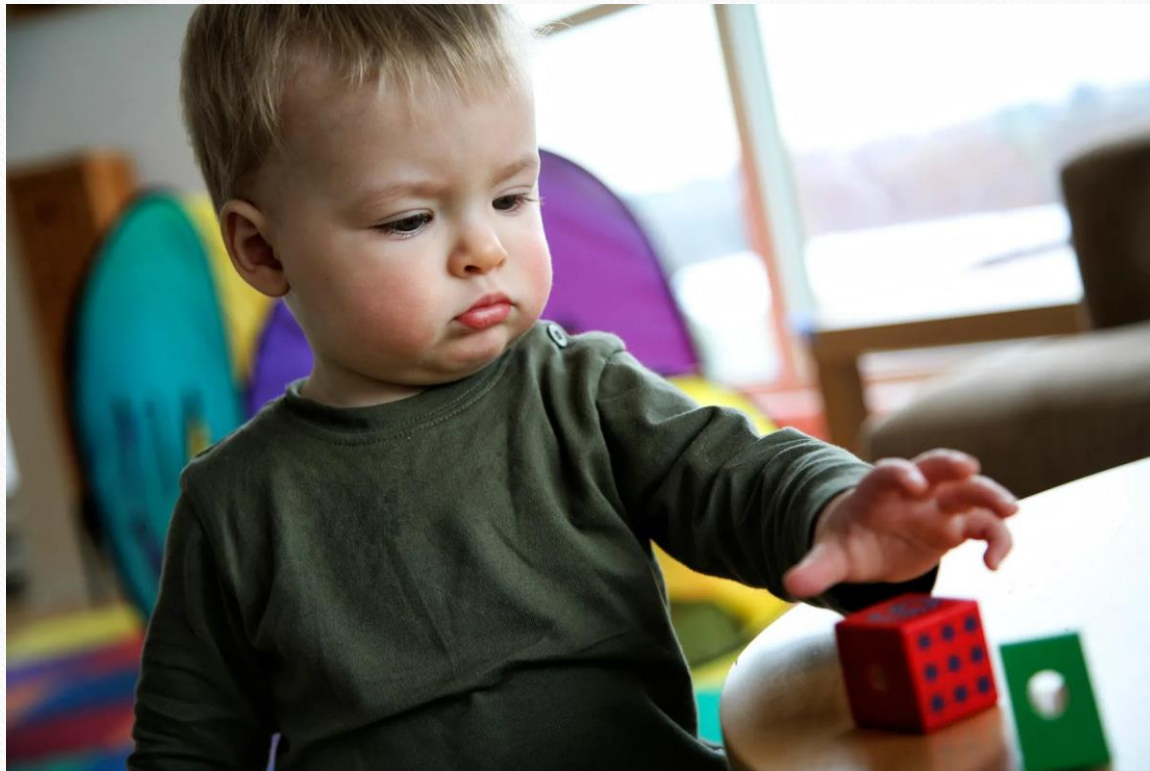


Basic Virtue: Competence



Important Event: School

DEVELOPMENTAL DELAYS IN YOUNG CHILDREN



Developmental delay is when a child falls behind their peers in one or more areas of emotional, mental, or physical growth. If a child's development is delayed, early treatment is the best way to help them make progress or even to catch up.

There are many types of developmental delays in infants and young children. They include problems with:

- Language or speech
- Vision
- Movement – motor skills
- Social and emotional skills
- Thinking – cognitive skills

Speech and Language Delays

These aren't unusual delays in toddlers. Language and speech problems are the most common developmental delays. Speech refers to verbal expression, including the way words are formed. Language is a broader system of expressing and receiving information, such as being able to understand gestures.

Possible causes

A variety of problems may cause language and speech delays, including:

- Exposure to more than one language, which can cause mild delays in toddlers but not delays by the time they reach school age
- A learning disability
- **Child abuse or neglect**
- A problem with the muscles controlling speech – a disorder called dysarthria
- Hearing loss, which may happen in children who have severe middle ear infections or as a result of certain medications, trauma, or genetic disorders
- Autism spectrum disorders – a group of neurological disorders that may involve impaired communication as well as impaired social interaction and cognitive skills
- No cause can be found

Vision Developmental Delays

Newborn baby vision is normally blurry. Then it improves by about 3 months of age as your child's eyes begin to work together to track and focus on things. But sometimes, this doesn't happen or other vision problems show up.

Possible Causes of Vision Delay

Refractive errors, such as nearsightedness and farsightedness, are common in children. Other eye problems include:

- Amblyopia (lazy eye), poor vision in one eye that may also appear to turn outward
- Infantile cataracts – a clouding of the eye's lens – or another inherited problem (these problems are rare)
- Retinopathy of prematurity, an eye disease that sometimes affects premature infants
- Strabismus – also called cross eyes – eyes that turn in, out, up, or down.

Motor Skill Delays

Motor skill developmental delays may be related to problems with gross motor skills, such as crawling or walking, or fine motor skills, such as using fingers to grasp a spoon.

Possible Causes of Motor Skill Delays

Children who are born prematurely may not develop muscles at the same rate as other children.

- Other possible causes of motor delays include:
- Ataxia, a defect that impairs muscle coordination
- Cerebral palsy, a condition caused by brain damage before birth
- Cognitive delays
- Myopathy, a disease of the muscles
- Problems with vision
- Spina bifida, a genetic condition causing partial or total paralysis of the lower part of the body

Social and Emotional Delays

Children may have problems interacting with adults or other children, called social and/or emotional developmental delays. Usually these problems show up before a child begins school.

Possible Causes

Some causes of social and emotional delays include:

- Neglect from early institutionalization, like living in an orphanage, or parental neglect
- Ineffective parenting or attachment problems
- Cognitive delays
- An unknown cause

Cognitive Delays

Problems with thinking, or cognitive delays, may be due to one or more of these reasons:

- Genetic defects
- Significant medical problems before birth
- Exposure to something harmful in the environment, such as a toxin
- **Neglect**

Stage 5: Identity vs. Confusion

- The fifth psychosocial stage takes place during the often turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life. Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
- During adolescence, children explore their independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

Adolescent Psychosocial Development

Psychosocial Conflict: Identity vs Confusion



Basic Virtue: Fidelity



Important Event: Social Relationships

Stage 6: Intimacy vs. Isolation

- Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation. This stage covers the period of early adulthood when people are exploring personal relationships.
- Erikson believed it was vital that people develop close, committed relationships with other people. Those who are successful at this step will form relationships that are enduring and secure.

Building On Earlier Stages

- Remember that each step builds on skills learned in previous steps. Erikson believed that a strong sense of personal identity was important for developing intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to struggle with emotional isolation, loneliness, and depression.
- Successful resolution of this stage results in the virtue known as love. It is marked by the ability to form lasting, meaningful relationships with other people.

Psychosocial Development in Young Adulthood

Psychosocial Conflict: Intimacy vs. Isolation



Basic Virtue: Love



Stage 7: Generativity vs. Stagnation

- Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
- During adulthood, we continue to build our lives, focusing on our career and family. Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.
- Care is the virtue achieved when this stage is handled successfully. Being proud of your accomplishments, watching your children grow into adults, and developing a sense of unity with your life partner are important accomplishments of this stage.

Middle Adulthood Psychosocial Development

Psychosocial Conflict: Generativity vs. Stagnation



Basic Virtue: Care



Stage 8: Integrity vs. Despair

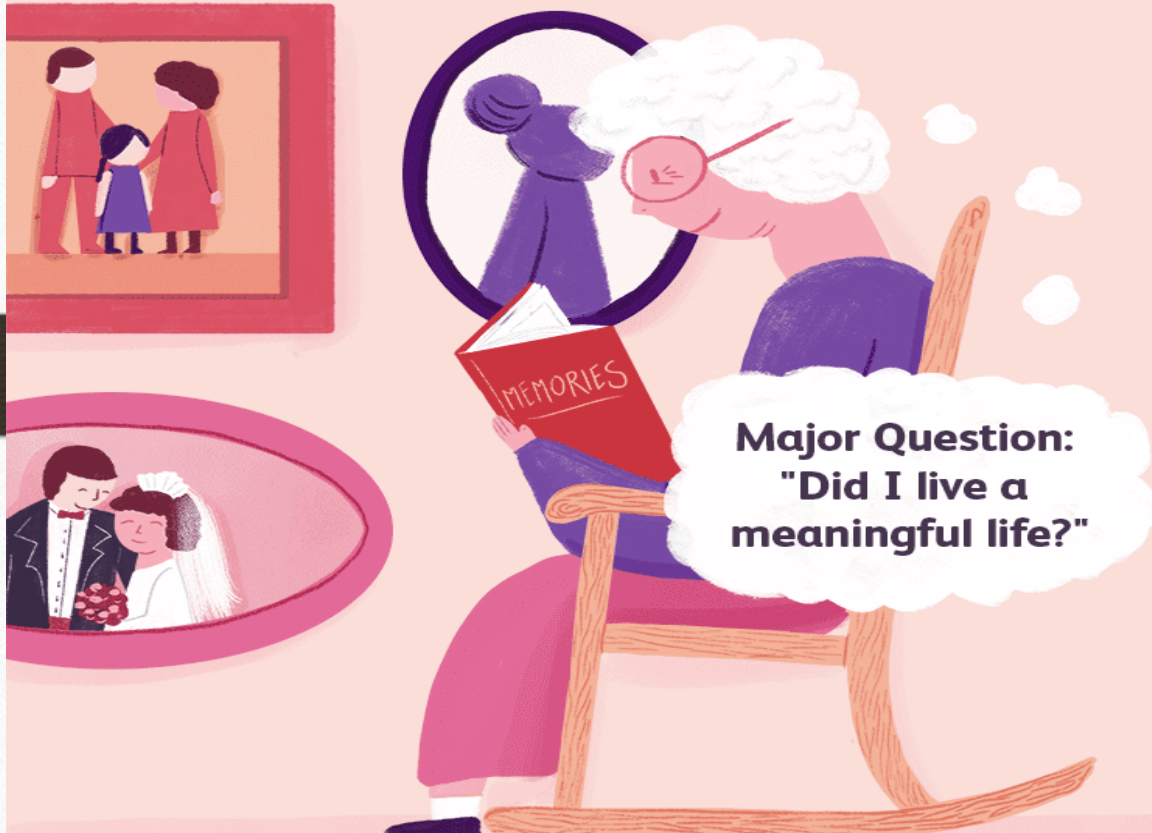
- The final psychosocial stage occurs during old age and is focused on reflecting back on life.² At this point in development, people look back on the events of their lives and determine if they are happy with the life that they lived or if they regret the things they did or didn't do.
- Erikson's theory differed from many others because it addressed development throughout the entire lifespan, including old age. Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.
- At this stage, people reflect back on the events of their lives and take stock. Those who look back on a life they feel was well-lived will feel satisfied and ready to face the end of their lives with a sense of peace. Those who look back and only feel regret will instead feel fearful that their lives will end without accomplishing the things they feel they should have.

Outcomes

- Those who are unsuccessful during this stage will feel that their life has been wasted and may experience many regrets. The person will be left with feelings of bitterness and despair.
- Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

Psychosocial Development in Maturity

Psychosocial Conflict: Integrity vs. Despair



Basic Virtue: Wisdom





Erikson's Psychosocial Stages Summary Chart



Stage	Basic Conflict	Important Events	Key Questions to be answered	Outcome
Infancy (0 to 18 months)	Trust vs. Mistrust	Feeding/ Comfort	Is my world safe?	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3)	Autonomy vs. Shame and Doubt	Toilet Training/ Dressing	Can I do things by myself or need I always rely on others?	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5)	Initiative vs. Guilt	Exploration/ Play	Am I good or bad?	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11)	Industry vs. Inferiority	School/ Activities	How can I be good?	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority.
Adolescence (12 to 18)	Identity vs. Role Confusion	Social Relationships/ Identity	Who am I and where am I going?	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adult (19 to 40)	Intimacy vs. Isolation	Intimate Relationships	Am I loved and wanted?	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65)	Generativity vs. Stagnation	Work and Parenthood	Will I provide something of real value?	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Identity vs. Despair	Reflection on life	Have I lived a full life?	Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness, and despair.

Asking the Restorative Questions

For those harmed:

- What happened?
- What did you think when you realized what happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What needs to happen to make things right?

For the one who caused harm:

- What happened?
- What were you thinking at the time?
- What have you been thinking about since?
- Who was impacted and how?
- What needs to happen to make things right/better?

Harm happens in relationships, so healing must also happen in relationships.

QUESTIONS???



REFERENCES

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- National Clearinghouse on Child Abuse and Neglect Information U.S. Department of Health and Human Services
- www.akobenLLC.org
- WebMD, LLC
- Verywell Mind Articles (Reviewed by mental health professionals)

THANK YOU FOR ATTENDING

Sharon B. Worthy, LMSW

Child Welfare Consultant

ibeworthy@bellsouth.net



Thank you!