

Attachment

- Core Concepts of development addressed:
 - Relationships are the building blocks of healthy development
- The primary social and emotional tasks of young children are attachment, self-regulation, and initiative.
- Meeting a child's needs consistently helps them form attachment. They develop trust and see the world as safe and predictable.



Self-Regulation and Initiative

- Core Concepts of development addressed:
 - Self-regulation is a fundamental part of early childhood development
 - Children are active participants of their own development
- Self-regulation means the child can control his emotions and behaviors.
- Initiative means the child feels capable of meeting his needs.



Protective Factors

- Core Concepts of development addressed:
 - A person remains vulnerable to risk and open to protective influences throughout the early years of life and into adulthood
 - The course of development can be altered by effective interventions that change the balance between risk and protection
- Internal protective factors include attachment, self-regulation, and initiative.
- External protective factors include resilience, strong social connections, knowledge about parenting and child development, and access to concrete supports.
- Children develop protective factors when they can have typical, age-appropriate experiences.
- Caregivers use a Prudent Parent Standard to make decisions about what activities to allow.



Recommended Child Development Websites

- American Academy of Pediatrics: <http://www.healthychildren.org>
- Child development Institute: www.childdevelopmentinfo.com
- American Psychological Association: www.apa.org
- Jim Casey Youth Opportunities Initiative: www.jimcaseyyouth.org
- Zero to Three: <http://www.zerotothree.org/>
- Ohio Help Me Grow: <http://www.helpmegrow.ohio.gov/>
- Child Development Interactive Application: <http://calswec.berkeley.edu/mobile-learning>
- Bright Futures (activity book for kids, 1-2 minute videos on a variety of topics, screening tools, etc.): http://brightfutures.aap.org/Family_Resources.html
- Ages and Stages Questionnaires
 - Developmental Screening Toolkit: <http://archive.brookespublishing.com/documents/ASQ-screening-toolkit.pdf>
 - Developmental Milestones Screening: http://es.easterseals.com/site/PageServer?pagename=ntlc10_mffc_homepageasq

Recommended Well-Being Websites

Search Institute

- Developmental Assets
In 1990, Search Institute released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. <http://www.search-institute.org/research/developmental-assets>
- Developmental Relationships
Search Institute's newest research-to-practice initiative will focus on studying and strengthening the developmental relationships that help young people succeed. A developmental relationship helps young people attain the psychological and social skills that are essential for success in education and in life <http://www.search-institute.org/what-we-study/developmental-relationships>

Center for the Study of Social Policy

- Strengthening Families
Five protective factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research shows these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development. <http://www.cssp.org/reform/strengthening-families/the-basics/protective-factors>
- Youth Thrive
This initiative has examined the research knowledge-base to identify protective and promotive factors that build healthy development and well-being for youth as they move through adolescence into adulthood. <http://www.cssp.org/reform/child-welfare/youth-thrive>

Devereux Center for Resilient Children

DCRC's Mission is to promote social and emotional development, foster resilience and build skills for school and life success in children birth through school-age, as well as to promote the resilience of the adults who care for them.

<http://www.centerforresilientchildren.org/home/about-resilience/>

List three ways you will use the information from this training.

1.

2.

3.

MODULE III: CHILD DEVELOPMENT

Social and Emotional Developmental Tasks

Step 1: For your assigned developmental task, identify the stage when the task typically occurs.

Developmental Task	Stage
Can distinguish between fantasy and reality.	Infant (0-18 months)
Child begins to sense if caregiver is angry or sad and can be affected by this.	Toddler/Preschooler (18 months -5 years)
Capacity for caring and sharing and a desire for more intimate relationships.	School age (5 years – 13 years)
Capacity to control emotions, for example, child ask for help rather than tantrum.	Teenager (13 years – 18 years)

Step 2: Try to reach agreement within your group on a specific age within the stage that the developmental task occurs.

Step 3: Consider the following:

- What information did you draw on to select your stage and age?
- If you had differing opinions in your group, how did diversity play a role in the variety of thoughts?

MODULE III: CHILD DEVELOPMENT

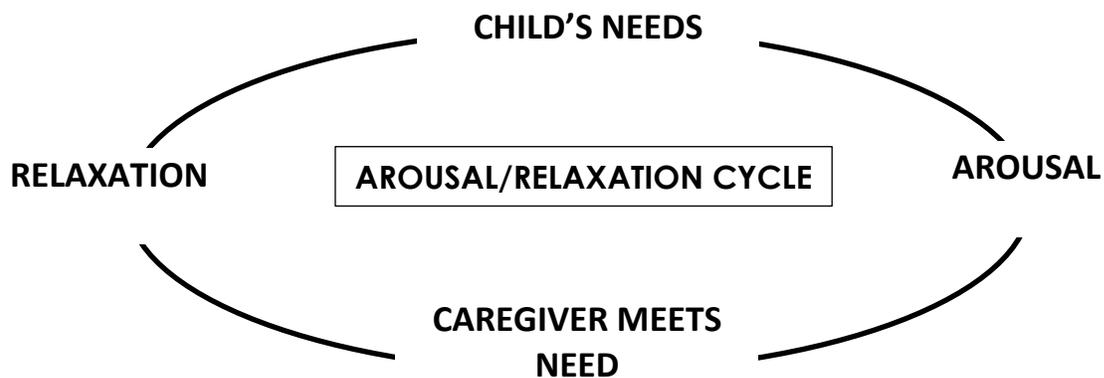
Attachment, Self-Regulation, and Initiative

There are three foundational developmental tasks (Devereux Center for Resilient Children, 2012):

- Attachment: Attachment is a child’s ability to promote and maintain mutual, positive connections with other children and significant adults.
- Self-Regulation: Self-Regulation is the child’s ability to express emotions and manage behaviors in healthy ways.
- Initiative: Initiative is the child’s ability to use independent thought and action to meet his or her needs.

ATTACHMENT

The “Arousal/Relaxation Cycle” developed by pediatrician Dr. Vera Fahlberg (2012) is the basis of attachment.



The caregiver learns to be *attuned* to the infant, recognizing when a need is being expressed and meeting that need timely and consistently.

SELF-REGULATION

Self-regulation allows a child to recognize and feel the emotion without responding to it right away. It gives the child the time to think and plan an appropriate reaction.

As demonstrated in the arousal/relaxation cycle, the experiences of infants (hunger, sleepiness, cold, hot) elicit emotions (hungry, anger, contentment, happiness) and expressions of these emotions are limited to mostly cooing or crying. Caregivers help the infant organize these experiences through routines and close physical contact.

As the infant matures, he learns from the caregiver new ways to express his emotions. The greater the attachment, the more open the child is to the caregiver's guidance around self-regulation. The goal of a caregiver is to regulate the child in infancy, then gradually shift the responsibility of regulation over to the child as she grows.

Learning to self-regulate takes place in the context of the family's definition of what is acceptable behavior. The temperament of the child can also impact self-regulation.

INITIATIVE

The [Circle of Security](#) model, developed by Glen Cooper, Kent Hoffman, and Bert Powell (2004), is a good way to explain how initiative develops. The model describes two tasks of the caregiver:

- 1) Provide a secure base for the child
- 2) Provide a safe haven for the child

In healthy attachments, the caregiver is attuned to the child and knows when to encourage exploration and when to provide comfort. Children learn to feel competent in interacting with their environment and feel safe taking initiative.

YOUNG CHILD		OLDER CHILD	
<u>Exploration</u>	<u>Comfort</u>	<u>Exploration</u>	<u>Comfort</u>
<ul style="list-style-type: none"> • Squirm to get down • Playing happily • Wandering off • Banging, throwing, tying to open objects 	<ul style="list-style-type: none"> • Crying • Rubbing eyes • Looking fearful • Arms extended up 	<ul style="list-style-type: none"> • Going out with friends • Trying new activities/sports • Taking risks • Testing limits/arguing 	<ul style="list-style-type: none"> • Crying/moody • Withdraw • Staying in close proximity • Asking to help around the house

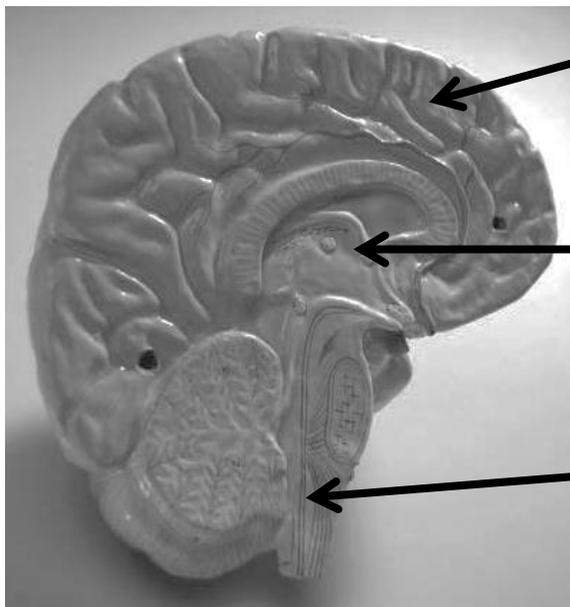
MODULE III: CHILD DEVELOPMENT

Brain Development

As you watch *Brain Architecture*, fill in the missing words in the blanks below.

1. _____ provide the blueprint, but _____ shape the process.
2. Billions of brain cells called _____ send electrical signals to communicate with each other.
3. Connections that are used more grow stronger and are more _____.
4. Connections used less fade away through a process called _____.
5. The circuits of the brain are _____. You can't have one type of skill without the others to support it.

This ability for the brain to develop and strengthen pathways and prune unused pathways is called *plasticity*. The plasticity of the brain gives us both potential, because it is adaptable, but also risk because it is vulnerable to unwanted changes.



The **cortex** is the last area of the brain to develop. This part of the brain controls executive functioning such as goal formation, decision making, reasoning, empathy and planning.

The **limbic system** is considered the emotional center of the brain and controls attachment. This area of the brain also controls the body's involuntary, subconscious responses to emotions, including perceived threat.

The brain develops from the bottom up starting with basic survival controlled by the **brainstem**. This includes things like blood pressure, body temperature, and heart rate and breathing.

MODULE III: CHILD DEVELOPMENT

Normalcy and the Prudent Parent Standard

FEDERAL LAW

Public Law 113-183, the *Preventing Sex Trafficking and Strengthening Families Act of 2014*, required states to implement a “reasonable and prudent parent standard” to support normalcy for children in care.

Reasonable and Prudent Parent Standard

The standard characterized by careful and sensible parental decisions that maintain a child’s health, safety, and best interests while at the same time encouraging the child’s emotional and developmental growth, that a caregiver shall use when determining whether to allow a child in the care of the caregiver to participate in extracurricular, enrichment, and social activities (ACYF-CB-IM-14-03, 2014; ORC 5103.162, 2014).

Normalcy

Ensuring a child’s range of experiences while in foster care is typical of the range of experiences of any child of the same age. This includes such experiences as going to friends’ homes, participating in after school activities, having a job, and managing a bank account. Children must practice the skills they will need as an adult while they are still in a protected environment. These experiences help them build relationships, develop skills, and prepare for adulthood (Juvenile Law Center, 2013).

OHIO REVISED CODE

2151.315 Participation in extracurricular enrichment, and social activities

- Defines “age-appropriate” as activities that are generally accepted as suitable for children of the same chronological age or level of maturity.
- States that children in out of home care are entitled to participate in age-appropriate extracurricular, enrichment, and social activities.
- Lists what the caregiver is to consider when determining if the activity is “age appropriate”: child’s age, maturity, developmental level, potential risk factors, best interest of the child, importance of encouraging child’s emotional and developmental growth, importance of providing the child with the most family like living experience possible, and the behavioral history of the child.

5103.162 Qualified immunity of foster caregivers

- Caregivers are immune from liability if they used a reasonable and prudent parent standard to authorize participation in an activity.

MODULE III: CHILD DEVELOPMENT

Key Points

Fill in the blanks using the words below.

1. Development is shaped by both _____ and _____.
2. Developmental influencers can present both _____ and _____.
3. There is a broad range of _____ within “typical” development.
4. Rather than consider a child delayed, delays should be considered in terms of _____.
5. _____, _____ and _____ are the fundamental building blocks of early childhood development.
6. When a caregiver is _____ to a child’s needs, the child learns to trust the caregiver and views the world as _____.
7. _____ is the term for the “use-dependent” feature of the brain, meaning the brain can change based on experience.
8. Three key areas of the brain are the _____ (survival), the _____ (emotions) and the _____ (executive functions).
9. The course of development can be altered by _____ that change the balance between risk and protection.
10. In young children, the protective factors that enhance development and well-being can be categorized as _____ (attachment, self-regulation, initiative) and _____ (caregivers who are resilient, have strong social connections, are knowledgeable about parenting and child development, and have access to concrete support in times of need).

Key Words:

Attachment	External
Attuned	Individual differences
Biology	Initiative
Brain plasticity	Internal
Brainstem	Limbic system
Cortex	Potential
Domains	Risk
Effective interventions	Safe
Experience	Self-regulation

MODULE III: CHILD DEVELOPMENT

Individual Reflection

Please take a few minutes to reflect on what you have learned in the Preservice training and how it applies to you. Give this sheet to the agency worker who is completing your homestudy.

1. What lessons in relationship-building did you learn from your parent(s) that you can use when you become a caregiver or adoptive parent?

2. How will you use the information you learned about brain development in parenting?

3. Which protective factor do you think is your biggest strength?

- Resiliency
- Social connections
- Knowledge about parenting and child development
- Concrete supports

Explain your answer.
