



Child Development Guide

0-18 years

Child Development Guide 0-7 years: Child Life Disaster Relief

INFANCY (Birth – 12 months)	TODDLER (1-3 years)	YOUNGER CHILDREN (4-7 years)
<p>Developmental Considerations</p> <ul style="list-style-type: none"> • Developing trust • Stranger awareness (6-8 months) Stranger Anxiety (8-10 months and may continue through preschool age) • Object permanence- objects continue to exist even when they are no longer visible • Development of gross/fine motor skills 	<p>Developmental Considerations</p> <ul style="list-style-type: none"> • Learning about the world by doing Ability to imitate routine tasks (by 14 months); enables use of “play” to rehearse • Becoming more independent and involved in self-care (autonomy) Egocentric • Social development: engages with others purposely 	<p>Developmental Considerations</p> <ul style="list-style-type: none"> • Egocentric- hard to see any point of view other than their own • Concrete thinking • Magical thinking (blurred boundaries between fantasy and reality, may believe they “wished” or willed something into happening) • Symbolic thinking, learn to use words and pictures to represent objects • Developing mastery over movement and play • Learn through pretend play but struggle with logic and viewpoint of others
<p>Potential Stressors</p> <ul style="list-style-type: none"> • Separation from caregivers • Unfamiliar environment • Change in routine • Stranger anxiety 	<p>Potential Stressors</p> <ul style="list-style-type: none"> • Separation anxiety • Reduced autonomy • Change in routines • Lack of opportunities for self-control 	<p>Potential Stressors</p> <ul style="list-style-type: none"> • Egocentrism and guilt (belief that any event is happening intentionally to or around themselves) • Magical thinking and egocentric thought result in misunderstanding • Fears of monsters and the dark • Change in routine • Associates experiences as a punishment
<p>What <u>YOU</u> Can Do</p> <ul style="list-style-type: none"> • Encourage parent involvement • Use calming voice when talking • Sing (ABC’s, twinkle twinkle, wheels on the bus, row your boat) • Comfort/familiar objects • Rocking/Holding • Play peek-a-boo 	<p>What <u>YOU</u> Can Do</p> <ul style="list-style-type: none"> • Encourage parent involvement • Sing songs (ABCs, twinkle twinkle, wheels on the bus, row your boat) • Play head, shoulders, knees and toes • Count objects in area (trees, cars, dogs etc for distraction) • Count all the red objects, orange, yellow etc • Provide simple choices 	<p>What <u>YOU</u> Can Do</p> <ul style="list-style-type: none"> • Clear, simple explanations of event • Presence (as much as possible) of familiar adult/caregiver • Provide opportunities for independent and group play • Chalk/bubbles/use stick and sand/dirt to play tic tac toe • I spy (around neighborhood/in doors) • Hide object and play “hot or cold” to find object • Play tag/Duck Duck Goose • Red light Green Light (in controlled area) • Make up a story with topics chosen by the children, have each child add to the story

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OLDER CHILDREN (8-12 years)	TEENS (13- 18 years)
<p style="text-align: center;">Developmental Considerations</p> <ul style="list-style-type: none"> • Like to feel mastery over a task • Begin to think logically about concrete events • Better understand their bodies • Socialization with peers becomes more important • Start comparing themselves to others • Can take on more complex tasks (Household or other) 	<p style="text-align: center;">Developmental Considerations</p> <ul style="list-style-type: none"> • Begin to think abstractly and reason about hypothetical problems • Want to be included in decision making • Personal identity and sense of self developing • Better understand their bodies and the effects of healthy living • Socialization and peer acceptance is most important
<p style="text-align: center;">Potential Stressors</p> <ul style="list-style-type: none"> • Lack of information/explanations causes anxiety • Unexpected separation from family or primary caregivers • Separation from normal activities, home, school, peers • Reduced self-esteem • Fear of feeling different from peers (social stigma) 	<p style="text-align: center;">Potential Stressors</p> <ul style="list-style-type: none"> • Lack of information/explanations causes anxiety • Limitations related to privacy, peer relationships, decision making • Concern with perspective of others/Body image • Fear of feeling different from peers (social stigma) • Unable to socialize with peers
<p style="text-align: center;">What <u>YOU</u> Can Do</p> <ul style="list-style-type: none"> • Promote opportunities for peer interaction, parental support • Understand that they may not verbalize their worries or questions but do provide a space for children to talk about their feelings • Charades/ tic tac toe with objects from nature • Tag/make up games outside to expend energy • Opportunity to make up stories/play verbal mad libs/fill in the blanks • Write a song together • Make up a dance/play freeze dance 	<p style="text-align: center;">What <u>YOU</u> Can Do</p> <ul style="list-style-type: none"> • Clear explanations of what they can do • Provide opportunities for choice/self expression • Provide encouragement • Provide space to talk about feelings (understand they may not feel like talking or sharing) • Validate their feelings • Provide opportunities for peer interaction/group support