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ERICA Project

Module 2: Child development and consequences of maltreatment





Child development and consequences of maltreatment: aims and objectives

Aims:

- To learn about the influence of child maltreatment in the family on child development

Objectives:

- To be aware of milestones for each stage of developmental process
- To learn about the influence of child maltreatment in the family on each stage of child development



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Key characteristics 0-3 years

- Rapid development in all domains: physical and motor, cognitive, emotional and social
- Dependence on caregiver in all areas of life
- Development of attachment
- Development of early self-regulation processes





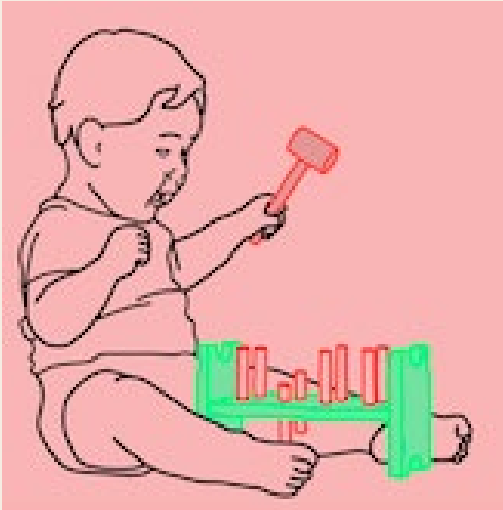
0-3 years: physical and motor development

- Growth and maturation of brain and neural system
- Rapid physical growth
- Gross motor skills development
- Fine motor skills development
- Growth of self-organisation processes





0-3 years: cognitive development



- Sensorimotor stage (Piaget's theory) [1]
- Natural curiosity; a need to learn and explore the environment
- Early explorations are innate reflexes later these actions become more goal directed
- Learning by exploration and imitation
- Language and communication abilities
- Object permanence - before and after
 - <https://www.youtube.com/watch?v=-gWJrZ7MHpY>
 - <https://www.youtube.com/watch?v=kV0o6RK54-M>



0-3 years: emotional and social development

- Infancy (0-18 months) 'trust v mistrust' [2]
 - Dependency
 - Attachment
- Early childhood (2-3yrs) 'autonomy v shame and doubt' [2]
 - Develop sense of personal control/autonomy



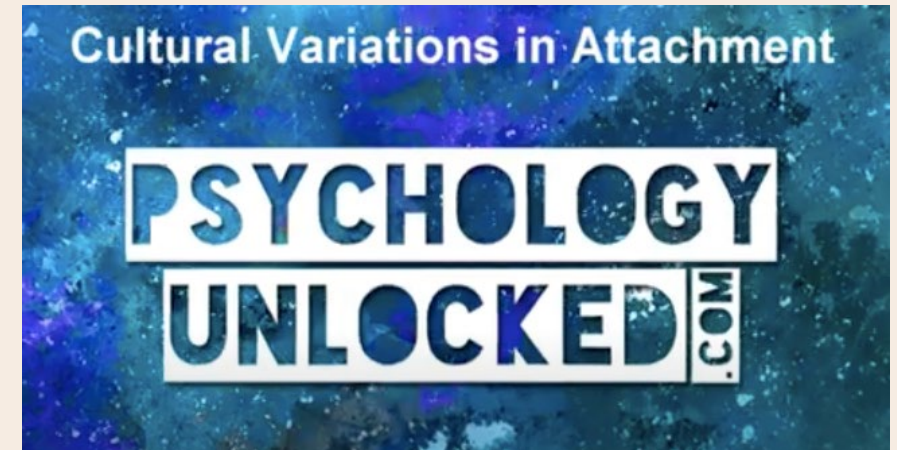


0-3 years: emotional and social development

- Understanding a variety of emotional expression in others
- Development of emotional regulation
 - from external regulation by caregiver to internal regulation
- Separation processes
 - Differentiation between child and primary carer
 - Separation anxiety
- Development of secure attachment - John Bowlby's (1982/1969) theory
 - parent as a secure base
 - parental mirroring

Culture and attachment

<https://tinyurl.com/bth6m2ef>





0-3 years: potential influences of maltreatment on development

Physical and motor development	Cognitive development	Social and emotional development
<p>Negative effect on physical growth including non-organic failure to thrive</p> <p>Delay in achieving milestones</p> <p>Severe neglect (i.e. lack of food, cold, lack of parental care or medical care) and severe physical abuse may cause death at all developmental stages</p>	<p>Delay in language development</p> <p>Delay in cognitive ability</p>	<p>Insecure attachment style</p> <p>development of internal working models of world and other people as dangerous, untrusting</p> <p>feeling of being unworthy of love</p> <p>feeling of being alone</p> <p>circle of security disruption</p> <p>Attachment disorder</p> <p>indiscriminate friendliness</p> <p>seeks physical contact from strangers</p> <p>Problems in emotional expression and regulation (e.g. high anxiety)</p> <p>Inability to play</p>



Key characteristics 4-7 years

- Slow growth
- Increasingly complex fine motor skills
- Development of symbolic play
- Develops confidence through play and social interaction





4-7 years: physical and motor development

- Growth – slower
- Gross motor development in physical activity
- Increasing independence in self-care
- Further development of fine motor skills





4-7 years: cognitive development



- Preoperational stage [1]
- The child can use mental representations of objects
- ‘Symbolic’ play; role playing; imagination
- Development of attention process; readiness to start school
- The importance of play:

<https://www.youtube.com/watch?v=KPqdcf1Ag3k>



4-7 years: emotional and social development

- 'Initiative v guilt' [2]
- Play and social interaction
- Understands the cause of emotions
- Development of communication strategies to cope with emotions
- Fear as a natural emotion





4-7 years: potential influences of maltreatment on development

Physical and motor development	Cognitive development	Emotional and social development
Poor physical growth Developmental regression Delayed development of fine or gross motor skills	Delay or regression in cognitive development Language impairment; speech and language delay Attention and working memory deficits	Insecurity, fear of new situations, lack of openness to new experiences Higher level of anxiety Social withdrawal, poor social adjustment



Key characteristics 7-12 years

- Gradual growth and motor development
- Puberty begins
- Capable of logical thinking
- Peer group and external validation of accomplishments becomes important for self-esteem





7-12 years: physical and motor development

- Gradual growth
- Puberty begins
- There is increasing coordination and skill in gross motor ability
- Fine motor skills are refined





7-12 years: cognitive development



- Concrete operational stage [1]
- Sequential logic
- Flexibility in thinking
- see Samuel video
<https://bit.ly/3gQ7H7y>



7-12 years: emotional and social development

- ‘Industry versus inferiority’ life stage (Erikson)
- Peer group and other authorities beyond caregivers are significant
- Develops a sense of pride in their accomplishments





7-12 years: potential influences of maltreatment on development

Physical and motor development	Cognitive development	Social and emotional development
Poor nutrition, lack of exercise, little access to health care can lead to poor growth	May not reach their potential Poor learning and concentration	A sense of inferiority can also result if the child cannot develop the specific skill they feel society is demanding
Severe neglect and severe physical abuse may cause death	Low educational achievement	Poor development of social skills Isolation from/poor relationships with peers
Decline in developmental skills		May run away, self-neglect, truant



Key characteristics 13-18 years

- Growth 'spurt' and puberty
- Increasing ability in abstract and hypothetical thinking
- Increasing independence and 'sense of self'





13-18 years: physical and motor development

- Consolidation and proliferation of gross and fine motor skills
- Boys and girls experience a growth 'spurt' in the teenage years
- Puberty accelerates





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13-18 years: cognitive development



- 'Formal operational' stage [1]
- Abstract and hypothetical thinking
- See Enzo video <https://bit.ly/3hK4yY2>



13-18 years: emotional and social development

- ‘Identity versus role confusion’ life stage [2]
- Exploration of independence
- Develop a sense of self
- Experimentation
- Importance of peers and popular culture
- Emotional lability
- Exploration of intimate relationships



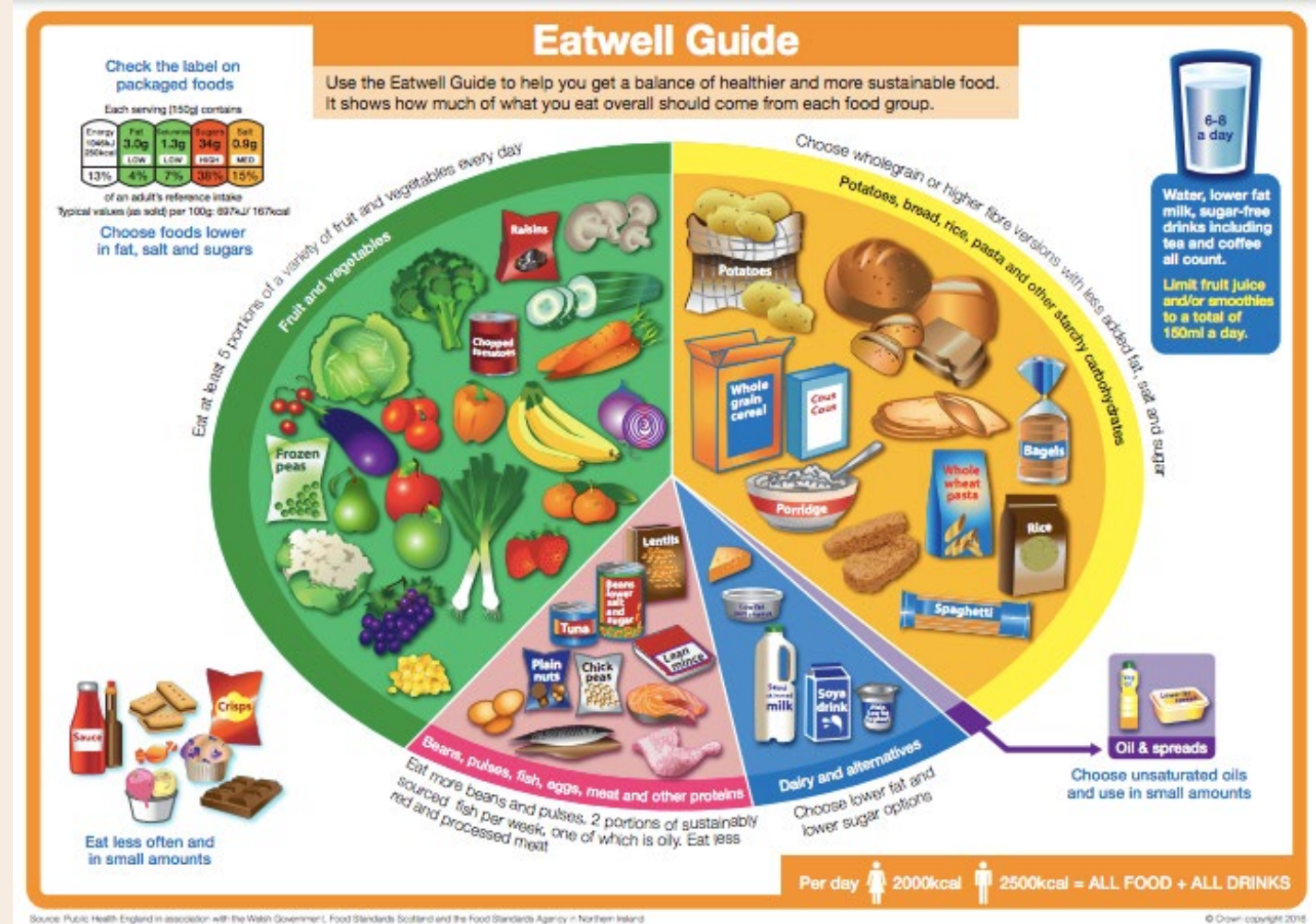


13-18 years: potential influences of maltreatment on development

Motor development	Cognitive development	Psycho-social/emotional development
Poor nutrition, lack of exercise, little access to health care can lead to poor growth	Changes in school performance	Lack of self-identity and role confusion
Anorexia or obesity	Chronic low self-esteem to severe dissociative states	Internalising behaviours e.g. anxiety and self harm and externalising behaviours e.g. anger and violence
Poor self-care, unkempt, poor hygiene, poor general health	Delayed intellectual development	Drug and alcohol misuse and being vulnerable to exploitation Involvement in criminal activity Exposure to sexual risk
	Attentional difficulties and learning disorders	Dissociation symptoms A range of traumatic and post-traumatic effects



Development: Nutrition





Development: Sleep

Age	Recommended sleep time
Infants 4-12 months	12-16 hours in 24 hours
Child 1-2 years	11-14 hours in 24 hours
Child 3-5 years	10-13 hours in 24 hours
Child 6-12 years	9-12 hours
Teens 13-18 years	8-10 hours



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Development: Exercise





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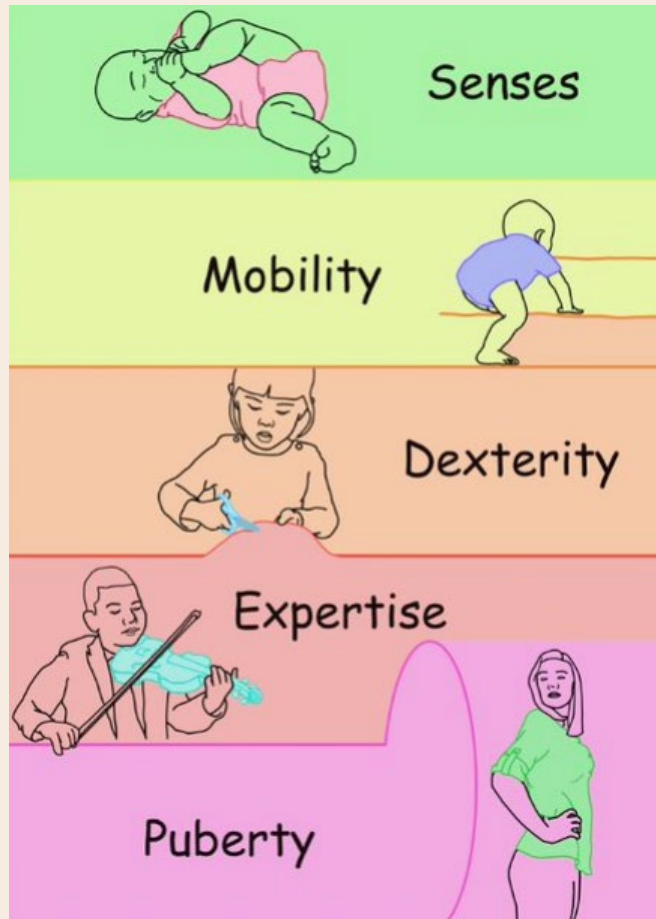
Animations: theory overviews

The next three slides give an animated overview of the three main aspects of growth and development we have explored in this module

- Physical and motor development
- Cognitive development
- Psycho-social development



Physical and motor development



Video on physical and motor
development

<https://youtu.be/R2MMFw17IJA>



Piaget's cognitive development theory



Video on Piaget's cognitive
development theory

<https://youtu.be/v2YLv5cNDWI>



Erikson's Psycho-social development



Video on Erikson's Psycho-social
development

<https://youtu.be/A09saZWK4wk>



References and additional resources

1. Bowlby, J. (1982/1969). *Attachment and loss: Vol. 1. Attachment (2nd ed.)*. New York: Basic Books.
2. Erikson, E. (1995) *Childhood and Society*. Vintage. London.
3. Glenn, C.R., Kleiman, E.M., Kellerman, J., Pollak, O., Cha, C.B., Esposito, E.C., Porter, A.C., Wyman, P.A. and Boatman, A.E., (2020). Annual Research Review: A meta-analytic review of worldwide suicide rates in adolescents. *Journal of child psychology and psychiatry*, 61(3), pp.294-308.
4. McCloud, S. (2018) Jean Piaget's Theory of Cognitive Development. Simply Psychology. <https://www.simplypsychology.org/simplypsychology.org-Jean-Piaget.pdf> accessed 2020



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