Two Infancies

- Infancy of childhood
- Infancy of adulthood
- We will review benchmarks of development from 2 ½ - 18 years
  - Physical
  - Linguistic
  - Cognitive
  - Social / Emotional
  - Sexual
TODDLERS: (30-36 months)
Toddlers: Physical Skills

• **Gross Motor**
  • clumsy runner at 18 months
  • runs fairly well at two years
  • jumps with both feet by 30 months
  • can stand on one foot by 3 years
  • rides a tricycle at 3
Toddlers: Physical Skills

• Fine Motor
  • progressive skills such as page-turning
  • stacking and lining
  • feeding self
  • dressing self
Toddlers: Language & Cognitive Development

- Receptive language superior to expressive language
- Knows 300 words at 2 » 1,000 at 3
- Egocentric: assumes you know what (s)he knows
- Concrete
Toddlers: Language & Cognitive Development

- Focuses on one central aspect of a situation
- Can’t classify / order (older, taller, first)
- Symbolic representation » complex play
- Lacks symbolic representation of self
- Concept of gender identity, but not fixed
Toddlers: Social & Emotional Development

- Seeks adult approval
- Separation from caregiver is difficult, especially in novel settings
- Asserts more independence; “I”
- Displays affection
Toddlers: Genital-Sexual Behavior

- Interested in potty behavior
- Touches / rubs own genitals (exploratory)
- Imitative play (doctor, parent)
- Watches / pokes
- Touches breasts
- Uninhibited
Toddlers: Interview Considerations

- Able to separate from caregiver?
- Verbal? How verbal?
- Intelligible?
- Attention span?
- What activities will be rapport-building?
- What media will / won’t be useful?
Toddlers: Interview Considerations

- Hewitt’s “Stage 1 interview”

Actions and words give clues to possible abuse, but emphasis on the assessor to anchor and structure this information within the child’s status and history

- Assessing Allegations of Child Sexual Abuse in Preschool Children
PRE-SCHOOLERS: 3-4 years
Preschoolers: Physical Skills

- **Gross Motor**
  - as balance improves, skills improve
  - tricycle riding
  - jumping with both feet from elevations
  - alternate footing up, then down stairs
  - dancing
  - skipping
  - throwing overhand and catching
Preschoolers: Physical Skills

- Fine Motor
  - drawing improves: circle, cross, face at 3
  - to square, tracing, and stick figure at 4
  - begins to use scissors
  - may lace shoes, but can’t tie them
Preschoolers: Language & Cognitive Development

- Gets prepositions, works on colors and counting
- Superficial, erroneous causal links
- Can’t shift perspective
- Fantasy/reality blurred
- Egocentric
- Basic concept of right/wrong, works on truth/lie
Preschoolers: Language & Cognitive Development

- Poor source monitoring / source attribution
- Begins to classify, still faulty
- Time poorly understood
- Symbolic representation of self emerges between 3 and 4
- Can remember events for years
Preschoolers: Social & Emotional Development

- Responds well to praise & encouragement
- Sees family as central
- “All or nothing” feelings / opinions
- Identifies with parents and likes to imitate them
- Tends to be protective of parents
Preschoolers: Social & Emotional Development

- Growing social network, more relationships
- Displays independence
- "World view" is applied & modified
- Gender identity grows in importance
- More suggestible than other people
Preschoolers: Genital-Sexual Development

- Touches/rubs own genitals (specific)
- Watches/asks about body functions
- Still touches breasts
- Disinhibited/inhibited
- Mimics / plays house
- Kissing / holding hands
- Private parts are serious . . . and funny
Preschoolers: Interview Considerations

- Will separation from caregiver be an issue?
- Narrative ability?
- Attention span?
- How assertive / compliant?
- Competency?
- Representational Shift?
- What techniques can I employ?
Preschoolers: Interview Issues

- Hewitt’s “Stage 2 interview” for 3 - 4 year olds:

  Period of transitioning skills. Carefully evaluate the current status of these children’s capabilities to ensure that the best match between interview style and the skills of the child is offered.
EARLY SCHOOL:
5-6 year olds
Early School: Physical Skills

• Motor
  • more coordinated (skips, hops, throws, catches, skates)
  • balances on alternate feet with eyes closed
  • more dexterous
  • drawing, painting
  • tying shoe laces
  • vision reaches maturity
Gender identity is permanent (4-5)

- Gets colors, counting
- Better with classifying/hierarchies
- Still egocentric
Early School: Language & Cognitive Development

- Superficial, erroneous causal links
- Symbolic representation of self
- Complex symbolic play
- Gets truth/lie; wants to play by the rules
Early School: Language & Cognitive Development

- Improved source monitoring / source attribution
- Fantasy/reality less blurred
- Time still poorly understood
Early School: Social & Emotional Development

- Responds well to praise & encouragement
- Sees family as central
- Identifies with parents and likes to imitate them
- Tends to be protective of parents
Early School: Social & Emotional Development

- Wider social network, more relationships
- Displays independence
- “World view” is applied & modified
- “All or nothing” feelings
Early School:
Genital - Sexual Behavior

- Touches / rubs own genitals (specific)
- Watches / asks
- Uninhibited / inhibited
- Mimics / plays house
- Kissing / holding hands
- Private parts are still serious and funny
Early School: Interview Considerations

- Source monitoring?
- Narrative ability?
- Sequencing ability?
- What techniques / media can I employ?
Early School: Interview Issues

- Hewitt’s “Stage 3" interview for 5-6 year olds:

  *Most of these children are able to respond to standardized interview formats; however, there are still important interview abilities they do not possess (e.g., time)*
ELEMENARY SCHOOL: 7-11 years old
Elementary School: Physical Skills

- Working on mastery through practice
- Lots of energy
- Movements become more fluid
- Limber (bones grow faster than ligaments)
Elementary School: Language & Cognitive Development

- Understands & expresses more abstract concepts
- Able to separate fantasy from reality
- Strong likes / dislikes opinionated
- Self-view more important
Elementary School: Language & Cognitive Development

- Much moral development
- Comprehends complex relationships
- Improved sequencing of events
- Sense of time improves, but still is problematic
Elementary School: Social & Emotional Development

- Independence / dependence
- Teachers / peers gain importance
- Strong sense of fairness
- Family important, but conflicts emerge between family & peer values
- Can express mixed emotions
Elementary School: 7 - 11 years
Genital/Sexual Behavior

- Masturbates with hand
- Looks at nude pictures
- Repulsed by/interested in opposite sex
- Exhibition/inhibition
- Tries to look at people undressing
- May still undress in front of care givers
- Kissing/“dating”
Elementary School: Interview Considerations

- External barriers to disclosure?
- Internal barriers to disclosure?
- What techniques can I employ?
ADOLESCENTS: 12 - 17
Physical Development:
The new equipment’s here!

• Rapid body changes
• Secondary sex characteristics

• Girls:
  • growth spurt peaks 13 – 15 years
  • breasts / hips grow for several more years

• Boys:
  • growth spurt peaks 16 – 19
Teens: Cognitive Development

- Thinking becomes more self-conscious, idealistic, and critical.
- “Invisible Audience”
- Able to reason, generalize, form hypotheses and test them.
- Events can be “viewed” from many perspectives.
- By 14, decision-making process is same as for adults.
- So why do they make so many bad decisions?
Teens: Cognitive Development

- Don’t consider all the consequences of words or acts
  - Limited life experience
  - Brain still under construction
- Frontal / Prefrontal lobes responsible for
  - Reasoning
  - Goal and priority setting
  - Impulse inhibition
  - Emotional control
  - Determining right from wrong
  - Cause and effect relationships
Teens: Cognitive Development

- Frontal / Prefrontal lobes still under construction until 20 - something
  - Pruning
  - Myelination
- Adolescents rely on emotional decision-making driven by another part of the brain (amygdala)
- Reactive (juvenile) vs. Reflective (adult)
Teens: Cognitive Development

- Later Adolescence (16 – 19)
  - Symbolic reasoning and use of formal logic improves
  - “Fluid intelligence” is reached by the end of this period: ability to cope with new problems and situations
Teens: Language Development

- Can often communicate like an adult
- May not ask for clarification or disclose when (s)he doesn’t understand language
- Slang may have more meaning than formal language
- Trouble with double negatives
- Lose track of long, complex questions
Teens: Social / Emotional Development: *These are heady times*

- Identity issues
- Idealistic about relationships, values
- Concerned with meaningful interpersonal relationships
- Feels misunderstood
- Rapid mood changes
Teens: Social / Emotional Development

- Often doesn’t trust adults; strong sense of peer identity
- Concerned with personal morality code over social morality code
- Friendships have greater emphasis on intimacy and loyalty
- Concerned with the present
Teens: Social / Emotional Development

- **Early Adolescence (13 – 15):**
  - Conformity to peer pressure
  - Independence v. dependence
  - Challenging authority
  - Increase in parent-child conflicts

- **Later Adolescence (16 -19):**
  - Cliques / peer pressure decline in importance
  - Increased assertiveness / launching
  - Continued conflict with parents
  - Internalization of external rules
Risk-Taking

- Natural part of identity development, individuation
- Early adolescence is a time of particular vulnerability
Teens: Sexual Behavior

- Masturbation becomes goal-directed
- Full range of sexual behavior / experimentation possible
- Ambivalence / discomfort with body
- Preoccupied with sexual issues
- Sexual orientation issues come to forefront
Quotable

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have [him] around. But when I got to be twenty-one, I was astonished at how much [he] had learned in seven years.”

Mark Twain