

## Child Development Chart across the ages - signs of unmet need and we need to hear

Age	Child	Signs of unmet need	Carers / Adults	Signs of need when <b>older</b>
0 – 6 months	<p><b>Being</b> – calling for care and learning to trust.</p> <p>Learn to accept touch and nurture, To decide to live, to be</p> <p><b>Seeks contact</b></p> <p><b>Needs sense of trust</b> That needs will be met</p>	<p>Not lifting head or rolling over. Not tracking objects with eyes. Not smiling responsively or cooing. Not crying for attention or cries for hours at a time.</p>	<p>Provide nurturance and consistent care.</p> <p>Be reliable and trustworthy.</p> <p>Meet health needs of child.</p> <p>Use touch, singing and intuition. Smile and coo.</p> <p>OK to ‘spoil’ the child. Respond to cries for help</p>	<p>Difficulties about feeling welcome Not having a sense of belonging Being ‘outside’ of groups Unsure about feelings Attention needing behaviour – e.g. calling out in a classroom</p> <p><u>Needs to hear:</u> <b>We are glad you are you</b> I’m glad you are here We want you to be here You belong here What you need is important to us</p>
6 – 18 months	<p><b>Doing</b> – using senses to explore and get help when distressed.</p> <p>Develop initiative but get help if distressed</p> <p>Learn there are options and not all problems easily solved</p> <p><b>Seeks stimulus</b> <b>Needs to explore</b></p>	<p>Little interest in exploration. Unable to sit without support. Not showing emotion. Not imitating change in pitch. Not gesturing. Difficulty with movement and fine motor. Does not feed self with spoon. Gets up frequently in the night</p>	<p>Provide safe environment and encouragement.</p> <p>Allow safe exploration.</p> <p>Provide time on floor to sit, roll and crawl.</p> <p>Give lots of attention – singing, reading, playing and recognize when need a break.</p> <p>Say ‘yes’ more than ‘no’. Listen to child.</p>	<p>Difficulties staying still Lack of concentration High-risk taking behavior Going into prohibited areas</p> <p><u>Needs to hear:</u> <b>It’s OK to be active and explore</b> You can know what you know Do things as often as need to</p>

<sup>1</sup> Sources: [Erikson, E. H. \(1950\). \*Childhood and Society\*. New York: Norton;](#) [Piaget, J. \(1952\). \*The Origins of Intelligence in Children\*. New York: International University Press;](#) [Barrow, G., Bradshaw, E. and Newton, T. \(2001\) \*Improving Behaviour and Raising Self-Esteem in the Classroom: A Practical Guide to Using Transactional Analysis\*. Fulton Publishers. London;](#) [Levin, Pamela \(1980\) \*Cycles of Power: A Guidebook for the Seven Seasons of Life\*. Self-published. San Francisco;](#) [Child Welfare Information Gateway \(2011\).](#) [Chrisp, T., Darby, F., Lewis, C., Masterman, Procter, T., Tabberer, S. and Young, D \(2011\) \*Wakefield Risk and Resilience Competence Framework\*, NHS Wakefield District and the Council of the City of Wakefield 2011](#)

Age	Child	Sign of unmet need	Carers / Adults	Sign of need when <b>older</b>
18 months to 3 years	<p><b>Thinking</b> – for self and testing realities. Pushing against boundaries, expressing anger and other feelings.</p> <p>Learn cause and effect OK to leave parents.</p> <p><b>Seeks structure</b></p> <p><b>Needs sense of personal control</b> otherwise develop doubt.</p>	<p>Extreme anger and pushing of boundaries. Difficulties with language - knows no single words, not showing interest in other children, extreme reaction to separation from carer.</p> <p>Not showing independence or curiosity in surroundings.</p> <p>Not walking alone or later climbing stairs. Unaware function of common objects.</p>	<p>Try to understand child. Support autonomy. Help with transitions from one activity to another. Take child’s emotions seriously and help to name them. Support interaction with peers</p> <p>Give simple clear directions.</p>	<p>Non-compliant behaviour Boundary testing Extreme emotional outbursts</p> <p><u>Needs to hear:</u> <b>Ok to think for self</b> You can say no and push limits It’s OK for you to be angry – and we won’t let you hurt yourself or others You can think and feel at same time</p>
3 years to 6 years	<p><b>Identity and power</b> - starts understanding self within environment and separating fantasy and reality.</p> <p>Practice socially appropriate behaviour</p> <p><b>Seeks recognition</b></p> <p><b>Needs sense of purpose</b> otherwise result in Guilt.</p>	<p>Regularly struggles with toilet needs.</p> <p>Shy / fearful of other children Difficulties in distinguishing between play fighting and aggression.</p> <p>Very upset when parent leaves.</p>	<p>React carefully to child’s exploration – avoid overt disapproval, be safe base.</p> <p>Teach acceptance of differences.</p> <p>Tell stories and talk about world.</p> <p>Provide accurate information about body and gender.</p> <p>Acknowledge appropriate behavior.</p>	<p>Lying or manipulation</p> <p>Perceived difficulties about gender identity</p> <p><u>Needs to hear:</u> <b>All your feelings are OK here</b> You can be powerful and ask for help at the same time You can explore who you are and find out about others</p>

Age	Child	Signs of unmet need	Carers / adults	Signs of need when <b>older</b>
6 – 12 years	<p><b>Skills and structure</b> – Takes pride in mastering new skills, also deciding to be ‘good enough’.</p> <p>Understanding rules and responsibility. Disagree with others, still wanted</p> <p><b>Seeks – excitement and incidence</b></p> <p><b>Needs sense of competence</b> – being able to cope confidently</p>	<p>Not participating in sports or activities. Not coping with social and academic demands - absent from education. Feeling inferior – or fear of being inferior.</p> <p>Feeling sad, worried or withdrawn. Has phobias.</p> <p>Bullies others. Preoccupied with violent movies, TV or games.</p> <p>Returning to baby-like or silly behaviours.</p> <p>Overly fearful or familiar with adults.</p>	<p>Role model conflict resolution and problem solving.</p> <p>Give praise when child solves problems for self.</p> <p>Respect opinions and discuss.</p> <p>Challenge negative behavior.</p> <p>Encourage participation in rule making.</p> <p>Create safe space for child to talk about issues and emotions.</p>	<p>Fear of trying</p> <p>Difficulties in peer group</p> <p>Debates fairness of rules</p> <p><u>Needs to hear:</u></p> <p><b>Ok to make mistakes</b></p> <p>You can learn from your mistakes</p> <p>Trust your instinct</p> <p>Find ways that work for you</p> <p>Learn when and how to disagree</p> <p>You can think for self and get help</p> <p>We can learn together</p>
12 – 18 years	<p><b>Integration</b> – separate person with own identity. Developing own taste and styles.</p> <p>Starting to develop self-worth beyond body image and appearance.</p> <p><b>Needs sense of self and identity</b> or risk role confusion and unable to stay true to self.</p> <p><b>Seeks: sex</b></p>	<p>Strong negative thoughts of self.</p> <p>Involved in abusive relationships and/or causing conflicts in the home</p> <p>Extreme need for approval.</p> <p>Early sexual experiences</p> <p>Substance misuse</p> <p>Self-harm</p> <p>Not involved in education</p> <p>Not preparing for economic independence.</p>	<p>Provide opportunities for new, challenging experiences.</p> <p>Be available for help and advice.</p> <p>Challenge unacceptable behavior.</p> <p>Negotiate rules and responsibilities.</p> <p>Provide systems for time and task management.</p> <p>Allow time for emotions and reasoning skills to catch up with rapid physical changes.</p>	<p>Unwilling to be independent</p> <p>Blaming others for their negative situation</p> <p><u>Needs to hear:</u></p> <p><b>Ok to grow up</b></p> <p>You can develop your own interests, relationships and causes</p> <p>We look forward to knowing you as an adult;</p> <p>We trust you to ask for support when you need it.</p>