

# SELF-STUDY COURSE

## The Young Child in Foster Care: Developmental Issues

June 1998

### 4.0 Training Hours

This self-study course is based on the Training Curriculum The Young Child in Foster Care written for the Alaska Center for Resource Families by Carol Brice, R.N., M.Ed. of Family Training Associates in Fairbanks, Alaska, with additional information from the following sources:

**Working with Abused Preschool and Early Elementary Children in a Foster Care Home** Early Childhood Studies, University of Minnesota, 1991

**For Foster Parents Working With Older School-Age Children Who Have Been Abused.** Early Childhood Studies, University of Minnesota, 1991

**Stages of Development and The Foster Parent's Role: Birth Through 6** From the Ultimate Challenge Series Trainers Resource Book, Child Welfare League, 1992

**Stages of Development and The Foster Parent's Role: 6 Through Adolescence** From the Ultimate Challenge Series Trainers Resource Book, Child Welfare League, 1992

This self-study course was developed and revised by Aileen M. McInnis for the Alaska Center for Resource Families.

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### **FOSTER PARENT COMPETENCIES**

This self-study module addresses part or all of the following CWLA Competencies for Foster Caregivers:

**925-1** The foster caregiver knows the stages and processes of emotional, physical, cognitive, social and language development in preschool aged children.

**925-2** The foster caregiver knows techniques to promote the healthy development of preschool aged children.

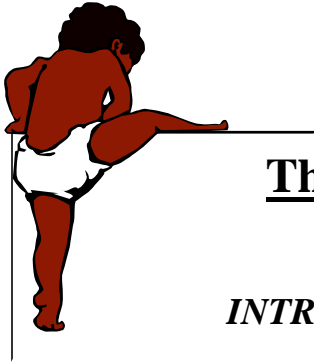
**925-3** The foster caregiver knows how to use art, play and other creative methods to communicate with preschool age children.

**925-4** The foster caregiver knows typical problems in the development, behavior and emotional/social adjustment of preschool aged children, and knows age appropriate strategies to deal with these problems.

**926-1** The foster caregiver knows the stages and processes of emotional, cognitive, social and language development in school aged children.

**926-2** The foster caregiver knows techniques to promote the healthy development of school-aged children, including children whose development is delayed.

**926-3** The foster caregiver knows typical problems in the development, behavior and emotional/social adjustment of school aged children, and knows age appropriate strategies to deal with these problems.



## The Young Child In Foster Care: Developmental Issues

### *INTRODUCTION TO CHILD DEVELOPMENT*

Foster children are often dealing with both the trauma of separation and the impact of abuse. Every child is also struggling with the normal developmental tasks of childhood. Normal development may be disrupted by foster care placement. Children are at risk for falling even further behind in development. A foster parent who is familiar with basic child development can use that information to aid a child's growth. A sensitive foster parent can help a child grow and thrive. Knowing what is expected from children at different ages will also help in spotting potential problems.

### *What Should I Know About Child Development? \**

There are many different theories about the stages of growth a person goes through in a lifetime, but most agree that development follows a pattern. Children develop at different speeds, but each child develops in four major areas. **PHYSICAL, SOCIAL, EMOTIONAL, and COGNITIVE.**

#### **Physical Development: (*How The Body Develops*)**

As children get older, they usually get bigger. Usually as children grow, their gross motor and fine motor skills increase. Gross motor means activities like running, throwing, jumping, crawling, etc. Fine motor means activities like writing, holding a fork and knife, using scissors, etc. Physical development is important for helping children not only increase their skills but also to organize their behavior. The stages of physical growth are the easiest to see.

#### **Cognitive Development: (*How The Mind Develops*)**

Intellectual development, including language development, means that children learn more the older they get. They learn to recognize shapes and colors, recite the alphabet, figure out problems. These intellectual abilities continue to increase as children continue to grow. As children grow older, their communication skills generally increase. Their ability to use words, phrases and sentences in conversation and in writing help them master their environment through expressing their needs and understanding the needs of others.

#### **Emotional Development: (*How The Heart Develops*)**

Children move from being very dependent and taking, toward a later stage of independence and giving. Every child needs to learn to trust his/her environment before any progression to move outside of him/herself can occur. Part of this development is tied to the child's cognitive abilities in that they must be able to recognize what they are feeling and convey that feeling, in order to come to terms with their emotions.

### **Social Development: (How You Develop As A Member Of The Group)**

Social development progresses similarly to emotional development. The movement is from a dependent and taking kind of interactions to the later stages of independence and giving. The way children are treated and the care they receive affects the way they mature and are capable of interacting with others. Children cannot learn to share their possessions until they trust that their world is safe.

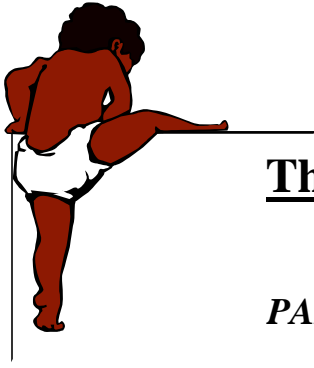
*\* Definitions were taken from Stephen Bavelok's The Nurturing Program.*

Every child develops at his or her own rate, but growth patterns are broadly tied to age. Certain behaviors and abilities are predictable for certain age groups. It's possible for growth to occur very slowly, or for a person to stop at one level of development and not move beyond it. This is called **developmental lag or delay**. At times of stress or trauma, it's possible for a child to revert back to an earlier stage. This is called **regression**. Very often the trauma of being placed causes a child to regress. A sensitive foster parent can help determine when a child might be upset or stressed or when a child might be behind in development. Children may naturally catch up or may require additional help. Your experiences as a parent will be a valuable resource here. Your caseworker, teachers, and other foster parents can also be of help in assessing the child development



### **What Foster Parents Should Remember About Child Development**

- Children are developing in many different ways. Some children may be farther ahead in one area of development, while lagging in another area. For children who have experienced trauma, they may be extremely delayed in an area (*developmental lag*) or may revert back to a younger stage when under stress or trauma (*regression*.)
- Foster children are at risk of being developmentally or socially delayed in their development due to abuse or neglect in their birth families. Foster children can also fall further behind in foster care. It is important that foster families take an active role in promoting the development of the children in their care.

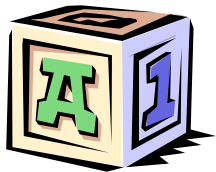


## **The Young Child In Foster Care:** **Developmental Issues**

### ***PART ONE: Infancy, Birth Through 1 Year***

#### ***What Is Happening Developmentally With Infants?***

Infancy includes the first twelve months of life, spanning from birth to the time a child begins walking. Children are also affected developmentally during the prenatal months of development from conception to birth. The emotional state of the mother, pre-term physical damage, drug or alcohol use, and genetic disposition will all affect an infant's development and well being.



#### **TRUST AND SURVIVAL**

***The Developmental Task Of Infancy Is To Build A Sense Of Security In The World And To Physically Survive The First Year***

A baby is totally helpless and forced to depend on others to fulfill every need. This includes feeding, assisting to sleep, changing diapers, comforting, providing warmth and shelter, and stimulating senses. If these needs are met consistently, a baby builds a sense of trust in his world. In infancy, the physical needs for comfort, food, shelter, and warmth are intertwined with the nourishing of a child's social and emotional development. This process of nurturing and caring for a child is critical in bonding and attachment with a parent figure.

Early childhood is a time of tremendous brain development. Research shows the important of stimulation and enriched environments to develop the "hard wiring" of the brain. Some of these connections (for language and sight) develop during these early years. Children run the risk of falling behind in their development when placed in foster care. As a foster parent caring for an infant, make a special effort to provide a stimulating environment. Let's give kids the best start we can!

## ***How Is The Infant Affected By Abuse Or Neglect?***

If an infant has been abused or neglected, he misses the first most important step of establishing trust in the world. When she cried because of hunger, she may have been fed, ignored or perhaps hit, depending on the mood of the parent. Children with parents who abuse drugs or alcohol may not have been able to depend on the parent to be available. Other responsible adults may not have been available to fill that role. A child may feel that family members are a source of pain and frustration, rather than a source of warmth and comfort.

### ***Possible Results Of Abuse Or Neglect In Infants:***

- *Head-banging, Inconsolable Crying, Clingy, Fussy. May cry if not held constantly.*
- *Physical effects of drugs or alcohol exposure in the womb*
- *Stiff body, doesn't enjoy cuddling or eye contact. Unable to soothe self or get self to sleep in late infancy.*
- *Sleep transitions are difficult- either hard to rouse, or hard to get to sleep. Jerky movements or tremors.*
- *A quiet non-demanding, depressed baby. Passive/withdrawn, Lethargic. Baby seems like a listless "blob" with little personality. Subdued crying or "mewing."*
- *Behind in development; delays in gross motor (rolling, sitting, attempts to crawl); in social areas (seeking eye contact, smiling, cooing); and in speech (cooing, babbling, mimicking, responding to a parent's voice).*
- *Some young children may have physical or cognitive delays as a result of abuse (such as in Shaken Baby Syndrome where shaking a baby causes damage to brain tissue.)*
- *Minimal weight and height gain or failure to thrive. Unattended diaper rashes or skins abrasions. Children may have other cognitive delays or physical injuries due to poor nutrition or physical abuse.*
- *Signs of depression, listlessness, and lethargy as a result of abuse or neglect. Depression and withdrawal may also result from separation from birth mother in later months of infancy. With active interaction by foster parents, children usually recover quickly.*



***How Does A Baby Grow? How Should A Foster Parent Respond?***

Following are the major areas of development in *Infancy*. We have included suggested responses for foster parents in the right hand column. Not all children will show these characteristics at these specific times. However, knowing the sequence of development will help adults provide a better environment. Children in a foster home can be expected to be on a slower timetable, especially in social and emotional growth. But infants can do well and begin to catch up in a good, healthy home environment.

<b>BIRTH TO SIX MONTHS</b>	
<b>Developmental Characteristics</b>	<b>Suggestions For Foster Parents</b>
<ul style="list-style-type: none"> <li>• Develops own rhythm in feeding, eliminating and sleeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt schedule to baby's rhythm.</li> </ul>
<ul style="list-style-type: none"> <li>• Grows rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply adequate food. Change baby's position frequently. Exercise baby's arms and legs as you bathe and change him.</li> </ul>
<ul style="list-style-type: none"> <li>• Gains early control of eye movement. Motor control happens in sequence (balance head, rolls over, pulls self to sitting, sits alone).</li> </ul>	<ul style="list-style-type: none"> <li>• Supply visual stimuli, such as mobiles, pictures. Let baby grasp your finger. Let him play blanket on floor.</li> </ul>
<ul style="list-style-type: none"> <li>• Sucks on bottle, fingers, pacifier.</li> </ul>	<ul style="list-style-type: none"> <li>• Give pacifier to meet sucking needs. Keep toys clean and free of small pieces.</li> </ul>
<ul style="list-style-type: none"> <li>• Developing brain through senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide object to see, hear, and grasp. Provide a mirror. Expose to different looking people. Sing and talk to the baby.</li> </ul>
<ul style="list-style-type: none"> <li>• Coos and vocalizes, babbles in later infancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to baby often. Smile and respond to things that sound like sentences.</li> </ul>
<ul style="list-style-type: none"> <li>• Cries in different ways when he is cold, wet, hungry. As grows older, also cries when lonely, afraid and wanting companionship.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn what the cries mean. Respond to cries, especially during first year of life.</li> </ul>
<ul style="list-style-type: none"> <li>• Spend a majority of time sleeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Put baby on his backs to sleep. This is correlated with lower risk for Sudden Infant Death Syndrome.</li> </ul>

<b>SIX MONTHS TO ONE YEAR</b>	
<b>Developmental Characteristics</b>	<b>Suggestions For Foster Parents</b>
<ul style="list-style-type: none"> <li>• Creeping, crawling, cruising and beginning steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Childproof room for safety. Provide a large space for exercising arms and legs, and a soft floor for falling.</li> </ul>
<ul style="list-style-type: none"> <li>• Teeth begin to come in, may be cranky.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide things to chew on, comfort.</li> </ul>
<ul style="list-style-type: none"> <li>• Likes to do things over and over. Likes to put things in and take things out.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide large, safe toys child can grasp and pick up and a bucket to put them in.</li> </ul>
<ul style="list-style-type: none"> <li>• Very attached to mother figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Caretaker consistency is very important.</li> </ul>

<ul style="list-style-type: none"> <li>Does not play with others; may poke, pull or push. Baby enjoys human contact and begins to interact with people.</li> </ul>	<ul style="list-style-type: none"> <li>Don't expect play with other children. Provide social interaction through talking, Patty Cake, and Peekaboo. Give child chance to play alone to build confidence. Pick a time a child tends to be content and happy (perhaps after his feeding). Let play by himself, with interesting things to look at or a music box to listen to.</li> </ul>
<ul style="list-style-type: none"> <li>Need to be held and cuddled with warmth and love.</li> </ul>	<ul style="list-style-type: none"> <li>Make child feel he is cared for. Touch, hug, and hold in your lap. Use Snugglis or back packs to keep children close.</li> </ul>
<ul style="list-style-type: none"> <li>Eating is major source of social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>For children with poor eye contact, when feeding, get eye contact first and then give food immediately. This reinforces social interaction.</li> </ul>



### Toys For Infants:

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| <ul style="list-style-type: none"> <li>A large wide mouthed plastic container with a variety of objects that fit in it (safe household item)</li> <li>A sturdy book with large pictures</li> <li>A toy that makes noise when shaken, music boxes or tape recorders</li> <li>Things to grab, shake, drop and chew on</li> </ul> | <ul style="list-style-type: none"> <li>A soft cuddly toy or soft blanket</li> <li>Crib mobiles or a crib gym (you can make these)</li> <li>Colorful crib pads, sheets, room decorations</li> <li>Pictures of people, faces and children's faces or a non-breakable mirror</li> <li>A bowl of plastic utensils in the kitchen that child can play with</li> </ul> |
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### *What Foster Parents Should Remember About Infants ...*

1. Provide consistent and prompt care of an infant's physical needs. This enables an infant to learn trust in his environment and will ensure healthy development of the child. **(PHYSICAL)**
2. Encourage babies to be social through social interaction, babbling, and eye-contact. Be sensitive to a baby's communication and cues. Let baby start interactions and allow him to reach for objects. Avoid overstimulating a child or ignoring his cues to stop. **(SOCIAL)**
3. Use lots of hugs, kisses, rocking and physical closeness. **(EMOTIONAL)**
4. Stimulate all the senses: touch, sight, hearing, smell and later in development, taste. This is especially important for neglected or understimulated babies. Gradually introduce new experiences. The first three years of life are critical in brain development. **(COGNITIVE)**



## **Special Issues Related to Infancy: *Cocaine & Alcohol Effects***

Infants who have been prenatally exposed to either drugs or alcohol, may have effects that persist throughout the first year, and perhaps longer. Cocaine can affect the central nervous system and cause premature birth. Alcohol affects the central nervous system and development of organs, facial features and growth. Other drugs such as marijuana, heroin, speed and inhalants can also affect an infant. Foster families need to work closely with a medical professional to provide the best physical care for a child. Some drug exposed babies are at higher risk for seizures and respiratory problems. They may be very hard to calm when crying and have difficulty with sleeping or sudden movement. Alcohol exposed infants may be hard to wake up and may have difficulty with eating and failure to thrive. Here are a few suggestions for foster parents caring for a drug exposed or alcohol exposed infant:

***Prolonged or High Pitched Cry:*** Sooth infants by swaddling. Swaddling means to wrap a child tightly in a blanket, gently pinning his arms to his side so he doesn't startle himself by flailing his arms. Don't rock side to side (its too stimulating) but try up and down instead in very gentle moves. Cocaine babies cry a lot and for a long time. Wear earplugs & be patient!

***Sensitive to sounds and light:*** Reduce stimuli. Use white noise (such as a phone or static on the radio) to mask noises. Put low wattage lights in the bedroom and limit eye contact while eating.

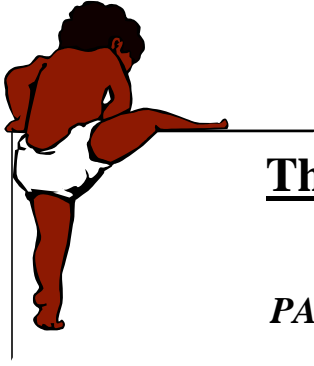
***Frantic sucking of fists:*** Use infant shirts with sewn in sleeves for mitts. Help baby child learn to use a pacifier. Keep raw skin clean and apply lotion.

***Difficulty with feeding:*** Feed smaller amounts of formula more often allow more time for feeding with rest periods between sucking. Take extra time to burp the baby gently and well. Support chin and both cheeks to increase sucking ability.

***Stiffness of muscles:*** Bath baby often and soothe in medications or salves. Exercise a child's muscled or use gentle massage. Don't let a child spend too much time on his back—vary the child's position. Avoid walkers and jumpers for these children -- it increases the baby's stiffness. Mechanical swings can help babies relax.

***Easily startled or agitated:*** Help a child attach to a blanket or a very soft stuffed animal. Bundle a soft blanket on top of a child's chest for weight and comfort, when you are changing him to help him stay calm. Have all your changing and diapering materials ready to go before changing so that diaper changes are quick.



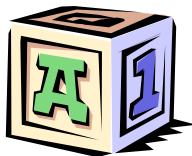


## **The Young Child In Foster Care:** **Developmental Issues**

### ***PART TWO: Toddlers, One To Three Years***

#### ***What Is Happening Developmentally With Toddlers?***

*Toddlers* refer to children between one and three years. Toddlers are often called “the terrible twos,” but it is also a “terrific” age filled with wonder, curiosity, exploration and an expression of self. This stage is somewhat dependent upon the success of establishing trust with a caretaker in infancy. A child cannot be confident to explore and be independent unless she is sure someone will be there to take care of her. Children in foster care at this age may be emotionally younger and more like babies in their need to be held and cared for.



#### **SAFETY AND INDEPENDENCE**

***The Developmental Task Of The Toddler Is To Begin To Separate And Be Independent From His Parent While Still Feeling Safe And Cared For***

A toddler’s primary emotional goal is to establish independence. With the newfound skill of walking and eating, the mastery of using the toilet, and better language, a toddler establishes his own sense of “me”. *Me, Mine, Me Do It* and *No* are common words used by a toddler. These words establish identity and some separation from a parent. He needs to have parents who allow some choices and preferences, and allow him to experience new things. Being able to be your own person, yet still have a bond with your parent is a critical step in healthy attachment.

Yet, a toddler’s curiosity and thirst to explore is not matched by his knowledge of danger. He needs a parent to keep him safe and set some limits. Childproofing and supervision is very important at this age. Toddlers tend to be aggressive in their play. Tantrums, breakdowns, frustrations are common occurrences. Toddlers are often called “little dictators” because of their intensity and need to be in control. And sometimes toddlers want to be babies again, and need to be rocked and held.

It is a frustrating and exhausting age. Allow some choices, but begin to set simple rules and limits. Rules should be very simple and limited to important things such as safety. Expect toddlers to test the rules. They want to know if you mean it!

## ***How Is The Toddler Affected By Abuse Or Neglect?***

While a dependent baby may make a parent feel needed, a toddler tries the patience of a healthy parent. Toddlers may be particularly threatening to a dysfunctional parent. Like adolescents, they seem to rebel against the parent. Physical abuse in early childhood often occurs around crying, eating and toileting issues. The constant no's, the challenging and pulling away may be seen as a threat to a parent's authority, rather than the developmental stages they are. A child may be punished for exploring, playing and searching, and may internalize these feelings as being bad or unworthy.

### ***Possible Results of Abuse of Neglect in Toddlers:***

- *Difficulty with attachment. May be withdrawn or uncaring around caregiver. May be insecure or clingy. May be openly hostile about birth or foster parent. Trouble with eye contact. Children who do not bond well with their mother during infancy, may have difficulty with separating from a parent figure.*
- *May have physical or mental disabilities or developmental cognitive delays due to physical abuse or neglect. Language and physical growth delays. May need assistance in catching up.*
- *May be fearful of the same sex of person who abused him or sensitive to changes, raised voices, and quick movements. May be anxious and clingy.*
- *May seem infantile. May prefer younger toys or have difficulty playing around other children. May require lots of holding, rocking or other baby-soothing behavior.*
- *Extreme or inappropriate reactions to pain. Hard to comfort or care for.*
- *Eating issues may include eating too much, not enough or engaging in power struggles with providers. Food is always an issue for toddlers, but may go beyond "normal".*
- *Sexually abused children may show sexualized behavior in play; may exhibit increased masturbation. Toddlers often touch and rub their genitals anyway, but excessive, frantic or masturbation when upset may be seen.*
- *Rocking, head banging or self stimulating behavior, especially when upset or angry*
- *Increased aggression, such as hitting, biting, shoving, beyond what is normal.*



## ***How Does A Toddler Grow? How Should A Foster Parent Respond?***

Following are some of the major areas of development in the stage of *Toddlers*. We have included suggested responses for foster parents in the right hand column. Children in a foster home often can be expected to be on a slower timetable, especially in social and emotional growth.

<b>ONE YEAR TO 2 ½ YEARS</b>	
<b>Developmental Characteristics</b>	<b>Suggestion For Foster Parents</b>
<ul style="list-style-type: none"> <li>• Begins and gets better at walking. Enjoys pushing and pulling toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide large space to exercise arms and lets. Supply push or pull toys to help with balance in walking</li> </ul>
<ul style="list-style-type: none"> <li>• Begins to feed himself with a spoon and can hold a cup.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be messy, but let fix him food he can eat easily. Cut up large pieces to avoid choking.</li> </ul>
<ul style="list-style-type: none"> <li>• Stacks several blocks. Likes to take things apart and put in and take out things.</li> </ul>	
<ul style="list-style-type: none"> <li>• During early toddler years, the child cannot control his bowels.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't potty train until child shows interest, is able to sense he needs to use the toilet and can control himself long enough to get to the toilet.</li> </ul>
<ul style="list-style-type: none"> <li>• Learns through senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply toys, play games with sounds, have different feels, involve puppets or shapes.</li> </ul>
<ul style="list-style-type: none"> <li>• Likes to explore, climb, poke, and put his finger in holes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CHILDPROOF YOUR HOUSE!</b> Keep an eye and the child.</li> </ul>
<ul style="list-style-type: none"> <li>• Begins to say the name of common objects. Begins to put one word sentences together and progresses to longer sentences throughout this stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk often to a child. Repeat his sentences. Add a word, such as "Yes, a truck. A little truck." Teach a child the parts of his body, (nose eyes, toes) and talk about what you are doing when you dress, bathe or put him to sleep.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand simple directions. Is demanding, assertive, independent, waves "bye-bye."</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple directions, such as 'get your coat'. Praise when he follows them.</li> </ul>
<ul style="list-style-type: none"> <li>• Plays by himself but does not play well with others; is possessive of his own things.</li> </ul>	<ul style="list-style-type: none"> <li>• He may like to observe other children, however keep close by and don't expect him to share.</li> </ul>
<ul style="list-style-type: none"> <li>• Thumbsucking peaks about 18 months. Biting will also peak during this stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore thumbsucking at this age. Express disapproval of biting and remove shortly from situation. Protect other children.</li> </ul>
<ul style="list-style-type: none"> <li>• May throw temper tantrums. First tantrums may result from being physically out of control. Later tantrums may be tried to manipulate parent into giving in to his demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not give in to demands. Keep child safe. Set very simple limits and let children know that a parent is in charge. Toddler may resist and throw tantrums. Be firm but matter of fact.</li> </ul>
<ul style="list-style-type: none"> <li>• Gross motor development is jerky and unsteady but develops quickly. Runs, kicks, climb, throws a ball, jumps, pulls, pushes, enjoy rough and tumble play.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide lots of room and experiences in which he can use his arms and legs.</li> </ul>

<ul style="list-style-type: none"> <li>• Can turn some doorknobs. Better control over picking up and finger control. Eats easily with a spoon.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide play with clay, finger pain, pickup object, staking objects, large crayons for scribbling.</li> </ul>
<ul style="list-style-type: none"> <li>• Has short attention span.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep activities short.</li> </ul>
<ul style="list-style-type: none"> <li>• Shows lots of emotion- laugh, squeals, throws temper tantrums, cries violently.</li> </ul>	<ul style="list-style-type: none"> <li>• Following through with limits, but do not punish the child for expression his feelings and independence.</li> </ul>
<ul style="list-style-type: none"> <li>• Says no often. Asserts independence and preference. Seems to say no just to say no. Favorite phrases are Mine, No, Me Do It!</li> </ul>	<ul style="list-style-type: none"> <li>• Be firm. Don't lecture or try to reason with a toddler. Offer simple choices to avoid power struggles (Do you want to wear your red socks or your blue socks?)</li> </ul>
<ul style="list-style-type: none"> <li>• Can be very clingy (especially 15 months and at 2 years). May have security toys or blankets.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a soft blanket or stuffed toy. Encourage child to use item for security and to comfort himself.</li> </ul>
<ul style="list-style-type: none"> <li>• Fears loud noises, moving quickly, high places, large animals and mother's absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid these situations when possible. Do not force a child or ridicule him.</li> </ul>



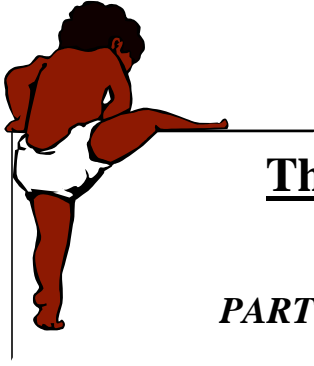
#### ESSENTIAL TOYS TO HAVE:

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| <ul style="list-style-type: none"> <li>* Paper and crayons</li> <li>* Things to thread on string</li> <li>* Tricycle or wagon</li> <li>* Books (try the library)</li> <li>* Locking blocks (such as Leggos)</li> </ul> | <ul style="list-style-type: none"> <li>* Bean bag and beach ball</li> <li>* A few puzzles</li> <li>* Basic building blocks</li> <li>* A few noisemakers of some kind</li> </ul> |
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#### *What Foster Parents Should Remember About Toddlers ...*

1. Provide limits and childproofing to secure the safety of an exploring toddler. Provide toys and opportunities for walking and climbing. (**PHYSICAL**)
2. Accept preferences and choices and encourage them in appropriate situations. Give lots of opportunity for stimulation of senses – colors, toys, going places. (**COGNITIVE**)
3. Assist a child in learning basics of self-care, toileting, eating, sleeping without making these a source of stress or punishment. Begin simple limit setting and do not allow aggression. Prevention and distraction work better than consequences or time out. (**SOCIAL**)
4. Allow regression when a child is hungry, tired, frustrated or lonely and to provide extra nurturing without allowing a child to get stuck at an immature age. (**EMOTIONAL**)

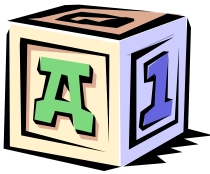


## **The Young Child In Foster Care:** **Developmental Issues**

### ***PART THREE: Preschoolers: Ages Three To Five***

#### ***What Is Happening Developmentally With Preschoolers?***

Selma Fraiberg calls the preschool years between 3 to 5 “The Magic Years,” because it is a time of leaps in cognitive development and imagination. It is also a time of great social development. A child begins to establish himself in relation to himself, to others and to the larger world. A child will draw upon the trust and care he learned as an infant and use the independence and skills he learned as a toddler.



#### **SOCIAL RELATIONSHIPS AND INITIATIVE**

***The Developmental Task Of The Preschooler is To Learn Social Skills, Feel Identity With a Group and Learn How to Impact The World.***

The shift from toddler to preschooler involves increased ease in walking, successful toileting, and ability to dress and feed oneself. You can see increased improvement in a child’s ability to play. A child will first move from solitary to parallel play (playing next to other children) to associative play (engaging in a similar activity near other children) to cooperative play (actually playing and engaging with other children). A parent will see the beginnings of initiative in a child. Initiative is how a child learns to impact his world. Initiative means establishing friends, starting play, and beginning and completing tasks. In establishing their place in the world, preschoolers begin to practice roles including sexual, cultural and ethnic identity roles.

Cognitively a child is blossoming. Language explodes and preschoolers have an active imagination. It is an important task of this age to learn what is real and what is pretend. There is increasing attention to the fine motor skills of using crayons, pencil, lacing beads, cutting with a pair of scissors and performing finger plays.

All children need to feel good about the people they are. Learning to trust, then learning to be independent are important steps that were begun in infancy and toddler years. It is upon this solid base that the preschooler starts to establish relationships independent than that of the parent.

## ***How Is The Preschooler Affected By Abuse And Neglect?***

If a preschooler enters foster care as a result of maltreatment, the results may be cumulative. If a child is hurt or punished for socializing or play, or has adult size demands placed upon her, normal development can be impeded. If a child is molested or sexually stimulated, their natural curiosity and sense of their bodies may be distorted and may result in sexualized behavior inappropriate to the preschool age. If a child is not mentally stimulated at this age or spends all his energy in caring for others or in finding food, his energy is diverted from learning. Language development is often impeded. Feelings are also difficult for children who may be harboring fear, terror, and anger.

### **Possible Results of Abuse or Neglect in Preschoolers:**

- *Clinging to objects, toys or adults. Panic at being left alone. Resistance at naptime or bedtime or times of separation from a parent figure. May have difficulty in sleeping (erratic sleep periods, scared of the dark or bedroom, getting up early or not staying in bed.)*
- *Acting younger. Wanting to be hugged, rocked or fed like a baby. Difficulty eating and sleeping. Social skills and ability to play may be more like a toddler. May prefer infant toys.*
- *Flinching when someone touches or comes near suddenly. May get upset or emotionally shut down when parent gets angry or when child does something wrong. Some children may be fearful of one sex, such as fearful of foster father or angry toward the foster mother.*
- *Eating large amount of food, stuffing or gagging on food. May hide or hoard food.*
- *Aggressive behavior towards other children, parent or animals. May direct aggression towards self by pulling out own hair, scratching, biting or cutting self; tantrums*
- *Sexualized behavior or knowledge out of ordinary for this age; sexual acting out with peers; excessive or increased masturbation, especially when stressed or upset.*
- *Damage due to lack of medical attention, such as physical disability, developmental delay, tooth pain from decay and infection or hearing damage due to ear infections. Often have language delays or speech difficulties. Poor physical growth or muscle control.*
- *Difficulty attaching to caregiver. May go to either extreme, either being overly clingy and needing to be the center of attention. Jealous of a foster parent sharing attention.*
- *May be aloof, a loner, oppositional, doesn't seem to care what foster parent thinks, takes care of self, doesn't let foster parent take care of him.*



## *How Does A Preschooler Grow? How Should A Foster Parent Respond?*

<b>EARLY PRESCHOOL YEARS: 3 TO 4 YEARS</b>	
<b>Developmental Characteristics</b>	<b>Suggestions For Foster Parents</b>
<ul style="list-style-type: none"> <li>● Runs easily, jumps begins to climb, starts to ride tricycles.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for large muscle activity. Set limits for distance. Child tends to wander too far.</li> </ul>
<ul style="list-style-type: none"> <li>● Dresses self fairly well. Cannot tie shoes. Can feed himself with spoon or fork.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to practice small muscle skills. Provide puzzles, construction toys, paper and crayons.</li> </ul>
<ul style="list-style-type: none"> <li>● Takes care of toilet need more independently. Can stay dry all day but not all night.</li> </ul>	<ul style="list-style-type: none"> <li>● Do not punish for bedwetting.</li> </ul>
<ul style="list-style-type: none"> <li>● Becomes interest in body and how it works.</li> </ul>	<ul style="list-style-type: none"> <li>● Label body parts without judgement. Answer questions simply and honestly. Questions may arise about sex, give small short answers. Don't give too much information.</li> </ul>
<ul style="list-style-type: none"> <li>● Continues to learn through his senses. Uses imagination. Starts dramatic play and make-believe. May have imaginary friends.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide toys, puppets, old clothes for dress up or other props for play.</li> </ul>
<ul style="list-style-type: none"> <li>● Likes simple songs and rhymes. Likes to play with sounds and knows more than he can say in words. Is curious and inquisitive.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk to your child a lot! Sing, play rhyming games and read to your child every day.</li> </ul>
<ul style="list-style-type: none"> <li>● More interested in others, begins group play likes company, but is not quite ready for competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to play with children,</li> </ul>
<ul style="list-style-type: none"> <li>● Anxious to please adults and is dependent on others approval love and praise. Sensitive to the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Give approval through facial expressions, gestures and verbal responses. Avoid negative remarks about the child. Emphasize the teachers and families love for the child.</li> </ul>
<ul style="list-style-type: none"> <li>● May strike out emotionally at situations or persons when he has troublesome feelings. Less aggression than when a toddler, but may start to use verbal threats, like "I'll kill you!"</li> </ul>	<ul style="list-style-type: none"> <li>● Help child put feeling into words. Set limits on aggressive behavior. Use time out as a way to calm down for a child.</li> </ul>

<b>LATE PRESCHOOLERS: FOUR TO FIVE YEARS OLD</b>	
<b>Developmental Characteristics</b>	<b>Suggestions For Foster Parents</b>
<ul style="list-style-type: none"> <li>● Very active, constantly on the go. Is sometimes physically aggressive. Rapid muscle growth. Would rather talk or play than eat.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide play space both indoors and out. Provide for rest, he will fatigue easily. Child needs ample protein—nutrition is important.</li> </ul>
<ul style="list-style-type: none"> <li>● Likes to shock adult with bathroom language.</li> </ul>	<ul style="list-style-type: none"> <li>● Ignore bad language. Set limits.</li> </ul>
<ul style="list-style-type: none"> <li>● Insatiable curiosity. Ask lots of questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Answer questions patiently.</li> </ul>
<ul style="list-style-type: none"> <li>● Is boastful of self and family.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for talking about self and family.</li> </ul>

<ul style="list-style-type: none"> <li>Needs to play with others. May have stormy relationship. Have tendency to exclude some from group. Learning to share and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to play with other children. Teach the idea of being a good friend. Encourage consideration of other's feelings.</li> </ul>
<ul style="list-style-type: none"> <li>Can be demanding, threatening, name-calling, bossy and belligerent. Goes to extremes: bossy then shy, frequently whines, cries and complains.</li> </ul>	<ul style="list-style-type: none"> <li>Provide outlets for emotional expression through talking, physical activity or creative media. Set limits. Your discipline should help children learn what is acceptable.</li> </ul>
<ul style="list-style-type: none"> <li>Very imaginative, may tell stories, fibs, exaggerations and lies.</li> </ul>	<ul style="list-style-type: none"> <li>Don't punish, but help a child learn the difference between pretend and real.</li> </ul>
<ul style="list-style-type: none"> <li>Vocabulary more than doubles Conversations tend to be one-sided, begins pre-writing and pre-reading abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to write, write down a child's stories or encourage drawing pictures.</li> </ul>
<ul style="list-style-type: none"> <li>Frequently fearful – animals, dark, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Do not ridicule. Keep exposure to these items to a limit. Provide a nightlight.</li> </ul>
<ul style="list-style-type: none"> <li>Becoming aware of right and wrong. Has desire to do right. Blames others for his wrongdoing.</li> </ul>	<ul style="list-style-type: none"> <li>Help him learn to be responsible for his actions. Teach the importance of making right choices.</li> </ul>



### **ESSENTIAL TOYS TO HAVE:**

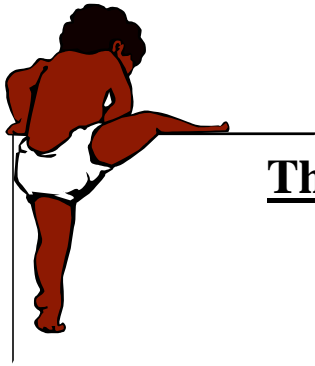
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| <ul style="list-style-type: none"> <li>Shelf to put books on</li> <li>A first dictionary (with pictures)</li> <li>Leggos or other interlocking blocks</li> <li>Small scissors (safe child's kind)</li> <li>More books (Library, garage sales)</li> <li>Props for role plays (dresses, doctor kits, plastic tools)</li> </ul> | <ul style="list-style-type: none"> <li>Dress up or make believe items</li> <li>Record player and records</li> <li>A magnet</li> <li>Clay or Play Dough</li> <li>A magnifying glass</li> <li>Plastic figures for make believe</li> </ul> |
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### ***What Foster Parents Should Remember About Preschoolers ...***

1. Provide interesting experiences and exposure to new people. Talk about these experiences with your preschooler. (**COGNITIVE**)
2. Provide opportunities for small motor play like drawing and puzzles and large motor play like tricycles or climbing toys. (**PHYSICAL**)
3. Encourage good social skills and good habits of care and responsibility for self, toys and possessions. Talk daily with a child. Provide simple basic rules and use discipline that teaches a child eventual self-discipline and self-care. (**SOCIAL**)
4. Provide experiences for a child that will give a sense of success, accomplishment, and self-esteem. Encourage communication and expression of feelings. (**EMOTIONAL**)



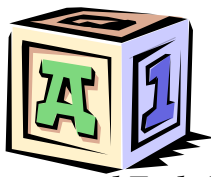


## **The Young Child In Foster Care:** **Developmental Issues**

### ***PART FOUR: School Aged Children***

#### ***What Is Happening Developmentally With The School Age Child?***

The school age years are the longest period of childhood, encompassing the year from five to twelve. A child's focus turns from home to the world of peers and school. Skills are being refined. Children begin reading, writing, and learning. Children are more interested in hobbies, sports, and friends. Building good communication skills between family members is important. The groundwork laid during these years gives a family their base to weather the often stormy teen years.



#### **INDUSTRY AND SELF-ESTEEM**

***The Developmental Task Of The School Aged Child Is To Build Skills Through Industry and Build Sense of Self Esteem and Self Concept***

Middle childhood is a time of industry, or skill building. This most often takes place in the arena of school and peers. Learning a sport, having a friend, doing well in school, learning a musical instrument -- all are learning skills. Children may have many interests. In the earlier years of school, they may seem to jump from one interest to another. As they get older, children focus on activities they excel in or where they feel they "belong". Feeling that one is capable is an important accomplishment for school-aged children. Self-esteem and self-concept settles into a firmer picture of what is "me". This picture is internalized within a child from messages received from parents and school. Middle childhood is the time when peers become very important. A school-aged child needs friends for his own self-esteem. Other adults such as teachers, coaches, and youth group leaders also become very important figures in a child's life.

This stage, like all the stages in childhood, rests upon what has gone before. Trust in infancy allows independence in the toddler years. Independence allows an ability to build relationship with others. This in turn lays the ground work for establishing a healthy sense of contributing to the world and feeling as if one belongs.

## ***How Is The School Age Child Affected By Abuse And Neglect?***

Some school-aged children in care may be entering foster care for the first time. Their experience will be primarily from their birth families interaction. Because school aged children are older, many may also have been in foster care previously. The more a child is moved from placement to placement or the longer the child has been mistreated; the longer it takes for trust to build. Sometimes it may never be solid. School aged children may have internalized a message of being unlovable, or unworthy. The physical result of the abuse -- physical handicaps, learning disabilities, emotional disturbances, sexual dysfunction, delayed learning -- may intensify in the school setting. As peers become more important in grade school and middle school, children may deny or hide what is happening to them in order to attempt to fit in better. Or they may find a place for themselves by choosing to play to "bad" kid in order to get attention or to fit in with a group of peers.

### **Possible Results of Abuse or Neglect in Grade School Children**

- *Clinging to adults. Wants to be center of attention. Interrupts conversations to be in middle of adult group. Relationships only on the surface with peers, prefers to be with adults.*
- *May overeat , eat out of insecurity. May hoard food or gorge on large amounts. Eating disorders such as bulimia or anorexia may begin here.*
- *Worrying about visits with parents, fearful, or self-conscious. May not like to take risks and have anxious habits such as nail biting, hairpulling, or rocking. May exhibit nightmares, cringing or ducking when someone touches him.*
- *Acting younger or older than age (such as wanting to play with a younger child's toys) or regress through bedwetting, wetting pants, frequent crying and imaginary pains. May be withdrawn, apathetic, wanting to alone, appear helpless, depression or suicidal thoughts.*
- *Denial of goodness. When you praise a child for his work, he doesn't believe you or may act out or misbehave shortly afterwards. Low self-esteem, always putting self down. May show self-destructive behavior (cutting self, scratching, early drug or alcohol use or risk taking behaviors.)*
- *Temper outbursts, aggressive toward others, oppositional or defiant, destructive or careless with property and personal possessions, cruel towards animals, bullies younger children, firesetting behaviors, manipulative behaviors, or passive aggressiveness.*
- *School difficulties. Learning disabilities may show up or child may have problems with peers. Speech or learning difficulties may continue and isolate him from her peers.*
- *May show sexualized behavior; high interest in sexual matters or engage others in sexual activity. May be more sexually mature or knowledgeable or develop earlier.*



## *How Does A School Aged Child Grow?*

### *How Should A Foster Parent Respond?*

<b>EARLY GRADE SCHOOL YEARS (5 TO 7 YEARS)</b>	
<b>Developmental Characteristics</b>	<b>Suggestion For Foster Parents</b>
<ul style="list-style-type: none"> <li>● Prefers use of one hand to the other.</li> </ul>	<ul style="list-style-type: none"> <li>● Do not force child to change hands.</li> </ul>
<ul style="list-style-type: none"> <li>● Knows difference in sexes, interest is lessening, may still be interested in babies and where babies come from.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer simple accurate explanation. If children have misconceptions about sex or have been sexually abused, be calm but forthright about giving information and correcting misperceptions.</li> </ul>
<ul style="list-style-type: none"> <li>● Has bigger appetite. May have stomachache or vomiting when asked to eat disliked foods. Prefers plain cooking. May have unpredictable eating preferences and strong dislikes. Enjoys dinner conversation, but often use fingers and talks with mouth full.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer appealing, simple food. Children are more sensitive to spicy food than adults. Set some limits and teach table manners. Model appropriate behaviors.</li> </ul>
<ul style="list-style-type: none"> <li>● May stutter when tired or nervous.</li> </ul>	<ul style="list-style-type: none"> <li>● Don't over-emphasize. For most children it is only temporary.</li> </ul>
<ul style="list-style-type: none"> <li>● Likes peers. Plays with both boys and girls. Can play with one child or group of children.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage child to find activities at school he enjoys; offer comfort; provide a secure noncritical environment.</li> </ul>
<ul style="list-style-type: none"> <li>● The age of conformity. May be critical of those who does not conform; may start to be ostracized from others.</li> </ul>	<ul style="list-style-type: none"> <li>● Help children learn the value of individual differences and diversity. Continue to promote empathy.</li> </ul>
<ul style="list-style-type: none"> <li>● May still suck thumb if tired, nervous or upset. May develop tension outlets of nail biting, eye blinking, throat clearing or nose twitching.</li> </ul>	<ul style="list-style-type: none"> <li>● Increases in temporary nervous habits of this age are not unusual. Try not to appear overly concerned. Deal with cause of tension rather than the habit it creates.</li> </ul>
<ul style="list-style-type: none"> <li>● May tell untruths or blame others for wrongdoing because of intense desire to please and do right. Tattling.</li> </ul>	<ul style="list-style-type: none"> <li>● Help him know right from wrong. Don't be shocked if he tells an untruth, but help him learn to accept responsibility for his actions.</li> </ul>
<ul style="list-style-type: none"> <li>● At six and seven, may be clumsy, poor coordination, may see some accidents of wetting pants when upset or over excited.</li> </ul>	<ul style="list-style-type: none"> <li>● Accept accidents calmly.</li> </ul>
<ul style="list-style-type: none"> <li>● Much more private around parents. May still engage in show and tell of bodies with opposite sex or games.</li> </ul>	<ul style="list-style-type: none"> <li>● Show respect. Provide for privacy.</li> </ul>
<ul style="list-style-type: none"> <li>● Exposed to more colds, sore throats and sickness from other kids at school.</li> </ul>	<ul style="list-style-type: none"> <li>● Ill health may result in crankiness. Child needs plenty of rest and balanced meals. Update all inoculations and immunizations.</li> </ul>

<b>Later Grade School Age: Eight To Ten Years of Age</b>	
<b>Developmental Characteristics</b>	<b>Suggestion For Foster Parents</b>
<ul style="list-style-type: none"> <li>• Is busy, active, speedy, have frequent accidents and bumps, and bruises.</li> </ul>	
<ul style="list-style-type: none"> <li>• Wants to know the reason for things. May overestimate his own ability. Become easily frustrated but shows more patience.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct child toward what he can accomplish but still provide a challenge Stress what child has learned, not the end product.</li> </ul>
<ul style="list-style-type: none"> <li>• Tells dirty jokes, laughs, giggles, May be more interested in father's part of making babies.</li> </ul>	
<ul style="list-style-type: none"> <li>• Often close relationship with mother.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will struggle with issue of being in foster care at this age, May direct anger at birth family or more likely at foster parent.</li> </ul>
<ul style="list-style-type: none"> <li>• Makes new friends fairly easily, likes schools, doesn't like to miss school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school difficulties and work with teacher or counselor to address problems. Try to prevent school from being a negative place.</li> </ul>
<ul style="list-style-type: none"> <li>• Girls and boys tend to stick with same sex playmates and tend to be separate. Has more secrets.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a locked box or drawer for privacy. Respect privacy of journals and diaries.</li> </ul>
<ul style="list-style-type: none"> <li>• May argue and resist requests and instructions but will obey eventually. Could want immediate rewards for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep directions simple, and keep a handle on your temper and impatience. Don't get drawn into too many explanations or lectures. Use charts and point systems for children to earn privileges or rewards.</li> </ul>
<ul style="list-style-type: none"> <li>• More sensitive to his own and others feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote empathy by talking about feelings, and identifying other's feelings.</li> </ul>
<ul style="list-style-type: none"> <li>• Interested in team games. Like rough and tumble games.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for group play, emphasizing fun and activity, not winning.</li> </ul>
<ul style="list-style-type: none"> <li>• Enjoys lots of new activities Developing lots of interests, attention span are lengthening, especially for things he is interested in. Likes to collect things. Likes reading writing, computers and using books.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to explore and learn what is fun: fishing, trips, games or toys that are challenging, card games, puzzles. Keep these things in mind when buying presents. Plan regular family activities. Let children see you read and write and use computers where possible.</li> </ul>
<ul style="list-style-type: none"> <li>• Friends and activities are gaining more interest than home activities. Boys especially begin to test and exercise a great deal of independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and enforce reasonable limits to keep children safe. Do not let a child get overwhelmed by too many activities. Help children who may have few or no friends.</li> </ul>
<ul style="list-style-type: none"> <li>• Behavior problems may emerge with frequency here especially if child has peer problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay positive. Let child know you accept him even though you do not approve of his behavior. Help him learn social skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Is very conscious of being fair. Is highly competitive. Argues over fairness.</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair in dealing with him, but don't be bullied. Give him opportunity to be a good loser. Help learn right from wrong.</li> </ul>



### ESSENTIAL TOYS TO HAVE:

- Shelf for books
  - Art equipment -- crayons, paint, scissors, ruler
  - Human figures to act things out (Barbie, GI Joe)
  - Dictionary for school work and self-interest
  - More books (library, garage sales, trading with friends).
  - Record player or cassette player with records or tapes.
- Small interconnecting blocks (Leggos, Construx, Flexiblocks)
  - Jigsaw Puzzles
  - Board games (Monopoly, Sorry, Chess, Checkers, etc.)
  - Deck of cards
  - Games to play with groups (basketball, Twister, kickball, yard games)



### *What Foster Parents Should Remember About Grade School Children ...*

1. Encourage social opportunities for your school aged foster child and help your child develop relationship skills. Talk about friendships, relationships and how to treat others. (***SOCIAL***)
2. Encourage a child's interest in a sport, group, hobby or other activities that build skills or competence. Communicate regularly with the school and the child's teacher. (***COGNITIVE***)
3. Assign age appropriate chores and responsibilities at home and use discipline that fosters self-responsibility. Provide a home atmosphere that builds positive self-regard and self-esteem in children. (***EMOTIONAL***)
4. Begin good habits of exercise and good eating habits. Help children get the proper amount of sleep. For older children, begin to anticipate changes in puberty, such as menstruation and provide guidance and information as needed. (***PHYSICAL***)

# TEST