

40-Hour SANE-SART Pediatric Course

Child Development

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Acknowledgements

- There are differences of practice
- We can be different and it doesn't make it wrong
- If you carry a nursing license...than we should all be doing nursing
- Be open to re-evaluate.....



Children are not little adults



Growth & Development

- Age
- Activity/Physical
- Cognitive
- Language
- Social/Emotional
- Genital/Sexual
- Assessment Issues **



Cognition

The processes whereby we acquire and use knowledge



Cognition Bears a *Crucial* Relationship

- Perception
- Memory
- Intelligence
- Coping
- Adjustment

Trauma can cause regression!!!!



Language

A predictable pattern of expressive and receptive speech that enables people to communicate thoughts, feelings, and concepts.



Development Phases by Age

- Newborn
- Early Infancy (0-6 months)
- Infancy (6 mos-18 months)
- Toddler (18 months - 3 yrs)
- Preschool (3-4 yrs)
- Early School (5-6 yrs)
- Elementary School (7-11 yrs)
- Adolescence (12-17 yrs)



Birth to One Year

- Sense of trust is learned
- Bonding is the main goal
- 100% dependent
- Sucking, first sexual behavior
- Child goes to nearly anyone without distress – survival (0-6 months)
- First social achievement:
 - willingness to let the parent out of sight without undue anxiety or rage



Birth to One Year Physical Skills

- **Born with primitive reflexes**
 - rooting and grasping -- fade by 4 months
 - crying
- **Fine motor**
 - progressive ability to reach for and grasp objects
- **Gross motor**
 - progressively more head control
 - start to move with intention and meaning



Birth to One Year Activity/Physical Level (Developmental milestones)

- **Wiggle off the bed** – at birth
- **Roll over** -- 3-4 months
 - back to front then front to back
- **May hold self sitting (tripod)**, about 6 months
- **Sit independently** -- 6-7 months



Birth to One Year Activity/Physical Level (Developmental milestones, cont.)

- **Sit to standing holding on** -- 7-9 months
- **Crawl** -- 8-9 months
- **Cruising (hold-on walking)** -- 10-11 months
- **Stand alone** – 10-14 months
- **Walk** -- 10-15 months



Birth to One Year Language & Cognition

- **Newborn: reflexive communication**
 - cries, movements, facial expressions
- **Demonstrates memory/anticipation of events**
 - cannot classify into words yet
- **By 2 months: expresses a range of meaningful noises**
 - cooing, fussing, crying
- **By 6 months: babbling, including both consonant and vowel sounds**
- **Infants younger than 8 months believe that when an object disappears from their sight, it no longer exists**



Birth to One Year Language & Cognition

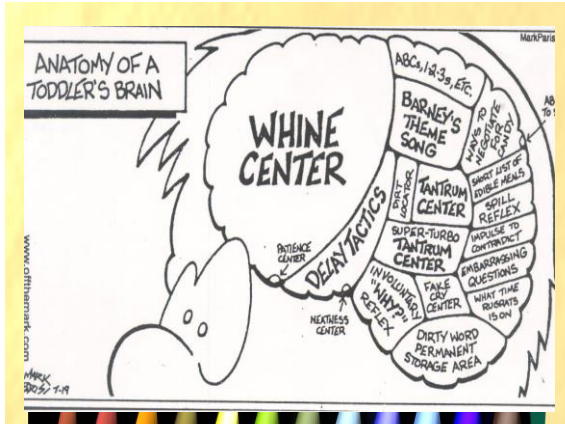
- **By 10 months**
 - comprehension of simple words
 - intonation of language
 - specific noises have meaning to those who know the infant well
 - deaf/hard-of hearing babies express first sign
- **By 12 months**
 - first spoken words are recognizably part of the native language



Birth to One Year Genital/Sexual Behavior

- **Disinhibited**
- **Touches/explores own genitals**
 - random or with purpose
- **Touches women's breasts**
- **Growing curiosity about body parts**





One to Three Years

- Sense of autonomy
- Monkey see, monkey do, monkey repeat
 - spontaneity
- Mastery over themselves/self-confidence
 - feeding
 - walking
 - talking
- If punished for being independent, may feel ashamed and angry

One to Three Years

Physical Skills

- Gross motor skills
 - clumsy runner (14-20 months)
 - walk up stairs (14-22 months)
 - runs well by age 2 (wide stance)
 - jumps both feet by age 2½
 - stands on one foot by age 3
 - rides tricycle by age 3

One to Three Years Physical Skills

- **Fine motor skills**
 - smooth reach, grasp and release by 18 months
 - progressive skills such as turning a page
 - stacks and lines
 - feeds self (less messy with time)
 - dresses self



One to Three Years Activity Level

- **By about age 2 or 3, higher activity level than any other time in their lives**
- **Due to declining activity level after age 3, chances of injury decreases as age increases**



One to Three Years Language & Cognition

- **Receptive language superior to expressive language**
 - understand more than they say
- **Progressively more verbal**
 - 50 words @ 1½ yrs
 - 300 words @ 2 yrs
 - 900 words @ 3 yrs
- **By 21 months: first combination of words into two-word sentences**



One to Three Years Language & Cognition

- **Egocentric**
– assume you know what they know
- **Concrete**
- **Focuses on one central aspect of a situation**
- **Cannot classify by hierarchies**
– stronger, bigger, first, last, taller



One to Three Years Language & Cognition

- **May store “verbal memories” by 30 months**
- **Concept of object permanence is fully developed by age 1½**
– peek-a-boo vs. hide-and-seek
- **Symbolic representation emerges**
– complex play: pretend -- play food in kitchen
- **Lacks symbolic representation of self**
– representational shift ability



Representational Shift

- Cognitive ability
- To see yourself outside of yourself
- Developed between the ages of 3 and 4
- Face picture: Who is that?



One to Three Years Social & Emotional

- Seeks adult approval
- Separation is very difficult
- Asserts more independence
 - concept of “I”
- Concept of gender identity
 - (but not yet fixed)
- Displays affection



One to Three Years Genital/Sexual Behavior

- Interest in potty behavior
- Touches/rubs own genitals (exploratory)
- Imitative play (doctor, parent)
- Watches/pokes
- Disinhibited
 - often does not understand that anything is “wrong” with sexual abuse
- Violence/aggression is not as normal





Those moments in life....

- Jack (age 3) was watching his mom breast-feed his new baby sister. After a while he asked:
- “Mom, why have you got two?
- Is one for hot and one for cold milk?”



One to Three Years Assessment Issues

- **Able to separate from caregiver**
- Verbal/how verbal
- Intelligible
- Attention span
- Rapport building
 - tracing hand, drawing, coloring, blocks, toys, play dough – can be used in waiting room
- Naptime
- Hunger



Three to Four Years

- Sense of initiative
- Love to be naked
- Strong imagination/magical
- Develop conscience
- **Able to initiate motor and intellectual activities**
 - if made to feel inadequate about behavior or interests, may emerge with sense of guilt about self-initiated activity
- Learn from peers



Three to Four Years Physical Skills

- **Gross Motor**
 - as balance improves, skill improves
 - rides tricycle faster
 - jumps both feet from elevations
 - alternate footing up, then down stairs
 - dances
 - skips



Three to Four Years Physical Skills

- **Fine motor skills**
 - drawing improves
 - circles, gross shapes, faces by age 3
 - squares, tracing, and stick figures by age 4
 - Avoid setting child up to “draw and talk” at same time
 - begins to use scissors
 - most likely cannot tie shoes



Three to Four Years Language & Cognition

- Gets prepositions (in/on)
- Works on colors and counting
- Superficial, erroneous causal links
 - do not understand how things are causally connected
- Can not shift perspective
- Fantasy/reality blurred
- **Still egocentric**
 - Helps to explain, “I wasn’t there...”



Three to Four Years Language & Cognition

- **Poor source monitoring/source attribution**
 - “why” they know something
- **Begins to classify, still faulty**
- **Time poorly understood**
- **Symbolic representation of self may emerge**
- **Believe “because” is an answer**
- **Can remember events for years**
 - remembers them in words



Three to Four Years Language & Cognition

- **Can count, but cannot say # of times**
 - two different capabilities
- **More suggestible than any other age**
- **Acquires right/wrong**
 - something is good and right if when caught, do not get in trouble
- **Works on truth/lie**



Three to Four Years Social & Emotional

- **Responds to praise and encouragement**
- **Sees family as central**
- **“All or Nothing” feelings**
- **Identifies with parents and likes to imitate them**
- **Tends to protect parents**
- **Growing social network, more relationships**



Three to Four Years Social & Emotional

- Remembers very important events
 - may not be in detail
 - especially with time sequence
- Memory may be stronger depending on the reaction by mom or dad
 - protection
- Displays independence
- Gender identity grows in importance



Three to Four Years Genital/Sexual Behavior

- Touches/rubs own genitals (specific)
- Watches/asks about body functions
- Still touches breasts
- Disinhibited/inhibited
- Mimics/plays house
- Kisses/holds hands
- Private parts are funny and serious
 - potty humor is alive



Those moments in life

- Marc (age 4) was engrossed in a young couple that were hugging and kissing in a restaurant.
- Without taking his eyes off them, he asked his dad:
- “Why is he whispering in her mouth?”



Three to Four Years Assessment Issues

- **Can provide who, what, and where**
- **Very limited “how many” (1x or > 1x)**
- **Needs simple, brief questions**
- **Avoid pronouns -- he, she, them**
- **Consider “some” over “any” in questions**
- **“Why” questions are basically pointless**
 - may encourage guessing or guilt



Three to Four Years Assessment Considerations

- **Separation**
- **Narrative ability**
- **Attention span**
- **Encourage participation**
- **Assertive/compliant**
 - reassure if they correct you -- they work for approval
- **Representational shift ability**
 - usually between 3 and 4



Three to Four Years Assessment Tips

- **Memory is a chain**
 - do not interrupt to ask for detail
- **Keep focused on narrative by repeating phrases or statements just made**
 - “Charles touched your tee tee, then what happened?”
- **Be specific**



Overall History Taking Tips

- “Tell me more about that....”
- “What happened next?”
- “Tell me everything you remember...”



Overall tips

- Tom Lyon (expert in forensic interviewing) –
“One-half of all kids will disclose when they are asked, ‘tell me why you are here today.’”
- The single most effective way to improve interviews –
 - Stop asking yes/no questions



Overall tips

- Avoid pressure
 - “I need you to...”
 - “It’s really important that....”
- Speed of questions – silence



Five to Six Years

- Learning from peers increases
- Looking for self acceptance
- Learn to make things and master a complete task
- Fear failure



Five to Six Years Physical Skills

- More coordinated
 - skip, hop, throw, catch, skate
- Balance on alternate feet with eyes closed
- Ties shoes



Five to Six Years Language & Cognition

- Gets colors, counting (counts objects, not events/experiences)
- Gender identity more stable
- Superficial, erroneous casual links
- Fantasy/reality less blurred
- Still egocentric
 - cannot think of effect on someone else
- Gets truth/lie
 - wants to play by the rules, but will "rat out" a friend in a heartbeat



Five to Six Years Language & Cognition

- Improved source monitoring/source attribution
- Better with classifying/hierarchies
 - orders, letters, sentences, stories
- Time still poorly understood
- Symbolic representation of self
- Complex symbolic play



Five to Six Years Social & Emotional

- Very similar to 3-4 year olds
- Responds well to praise and encouragement
- Sees family as central
- Identifies with parents/caregivers and likes to imitate them
- Tends to be protective of parents
- Wider social network, more relationships



Five to Six Years Social & Emotional

- Displays independence
- “World view” is applied and modified
- Gender identity is made permanent
- “All or Nothing” feelings
 - nothing is “gray”
 - abuser is bad when bad or good when they say sorry (Are you afraid of your Dad?)



Five to Six Years Genital/Sexual Behavior

- Touches / rubs own genitals (specific)
- Watches/asks
- Still may touch breasts
- Mimics/plays house
- Kisses/holds hands
- Private parts are funny and serious



Those moments in life

- Melanie (age 5) asked her Granny how old she was.
- Granny replied she was so old she didn't remember any more. Melanie said:
- "If you don't remember you can look in the back of your panties. Mine say five to six."



Five to Six Years Assessment Issues

- **Can provide who, what, and where**
- Limited "when" or "how many"
- Can demonstrate "how" (with dolls in forensic interview)
- Still needs simple, brief questions
- Avoid pronouns
- Consider "some" over "any" in questions



Five to Six Years

Assessment Considerations

- **Source monitoring**
- **Narrative ability**
- **Sequencing ability**
- **Techniques to employ**
- **Understands and works well with general explanation of process**
 - decrease anxiety/fear of the unknown



Under 7 years

Self-Monitoring is poor

- Child may use multiple names for body parts
- Child may change whom they are talking about without any signal
- Child may leave out parts of narrative



Under 7 years

- Thinking is NOT HYPOTHETICAL
 - Child has limited ability to think about an unknown future
 - "What if Frank didn't babysit anymore?"
 - Child cannot do "what if"
 - "What if I said you know your mom believes you?"



Children under 7 years

- "I don't know her. Who is Molly?"
- "I wasn't there. What color is John's house?"
- "I've never played that game. What do you do when you play the game?"
(rather than "how do you play that game?")



Seven to Eleven Years

- **Sense of industry**
 - learns to socialize
 - strives for self acceptance
 - starts to distance from parents
- **Learns to make things and master a complete task**
 - fearful of failure
- **Learns to persevere in difficult tasks with guidance and not too much emphasis on rules**



Seven to Eleven Years

Physical Skills

- **Works on mastery through practice**
- **Has lots of energy**
- **Movements become more fluid**
- **Limber - bones grow faster than ligaments**



Seven to Eleven Years

Language & Cognition

- **Understands and expresses more abstract concepts**
 - egocentrism gradually gives way
 - able to shift perspective -- what others think becomes more important
- **Able to separate fantasy from reality**
- **Strong likes/dislikes, opinionated**
- **Self-view more important**



Seven to Eleven Years

Language & Cognition

- **Comprehends complex relationships**
- **Improved sequencing of events**
 - explains what happened -- they know you were not there
- **Sense of time improves**
(but still problematic)
- **Much moral development**
 - something is right and good because it makes people happy



Seven to Eleven Years

Social & Emotional

- **Independence/dependence**
- **Teachers/peers gain importance**
- **Strong sense of fairness**
- **Family important, but conflicts emerge between family and peer values**
(compare families)
- **Can express mixed emotions**



Seven to Eleven Years Genital/Sexual Behavior

- **Masturbates with hand**
 - frequency, secrecy, duration, intensity
- **Looks at nude pictures**
- **Repulsed by/interested in opposite sex**
- **Exhibition/inhibition**
- **Tries to look at people undressing**
- **May still undress in front of caregivers**



Seven to Eleven Years Genital/Sexual Behavior

- **Kisses/ “going out”**
- **Disclosure is more purposeful rather than accidental**
- **Confusion about “what makes babies”:**
 - sitting on the couch
 - laying next to each other
 - laying on top of each other
 - nudity



Seven to Eleven Years Assessment Issues

- **Robust, detailed disclosure often attainable**
- **Consider how moral development may impact upon willingness to disclose**
 - external barriers to disclosure?
 - internal barriers to disclosure?
 - fear of disfigurement
 - threats are real
 - fear of the unknown
 - loss of peer acceptance



Those moments in life....

- The sermon this mom will never forget....
- “Dear Lord,” the minister began, with arms extended toward heaven and a rapturous look on his upturned face.
- “Without you, we are but dust.” He would have continued but at that moment the obedient daughter asked her mother in a loud voice:
- “Mom, what is butt dust?”



Twelve to Seventeen Years

- **Developing a sense of identity is the main task in this stage**
- **Myths about sex**
- **Confide in peers rather than adults**
- **Media shapes sexual foundation**
- **Desire to look sexual**



Twelve to Seventeen Years

Physical Skills

- **Puberty**
- **Rapid body changes**
 - secondary sex characteristics
 - accelerated growth -- height/weight
- **Activity advanced**



Twelve to Seventeen Years Language & Cognition

- Can often communicate like an adult
 - pays attention to slang
 - *may not fully understand adult phrases*
- **Understands and communicates abstract ideas**
- Understands symbolic reasoning
- Able to reason, generalize, form hypotheses, and test them
- Capable of introspection, considering how things are and how they might be “if....”



Twelve to Seventeen Years Social & Emotional

- Full of adult-like “firsts”
 - first love, betrayal, intimacies, adventures
- Does not consider all the consequences of words or acts
- Idealistic
- Feels misunderstood
- Independent/Dependent



Twelve to Seventeen Years Social & Emotional

- Often does not trust adults
 - strong sense of peer identity
 - *increased disclosure to friends*
- Concerned with personal morality code
- Concerned with meaningful interpersonal relationships



Twelve to Seventeen Years Social & Emotional

- **Egocentrism tends to prevent them from thinking rationally about their own experiences**
- **Feelings of invincibility and uniqueness may prompt them to underestimate risks**
 - sexual relationships and drug use



Twelve to Seventeen Years Genital/Sexual Behavior

- **Hello, hormones!**
- **Masturbation more goal-directed**
- **Full range of sexual behavior**
- **Ambivalence/discomfort with body**
- **Ensure that you and the teen are using words that mean the same thing**
- **Preoccupied with sexual issues**
 - body issues, looks, being looked at



Twelve to Seventeen Years

- **Teens avoid admitting they don't know something**
- **Brains don't match their body**
- **Avoid slang**
- **Don't "act" cool**
- **Don't call them "kids" rather "young adults"**
- **Bullet proof**



Twelve to Seventeen Years

- Avoid "Adult" words:
 - "Abuse"
 - "Intercourse"
 - "Penetration"
 - "Ejaculation"
 - "Custody"
 - "Disturbed"
- When adolescent uses adult words, check for meaning



Twelve to Seventeen Years Assessment Issues

- Can seek who, what, where, how, and even when (possibly why)
- Can seek more peripheral detail with this group
- May experience blocks due to advanced insight
- Internal and exterior barriers to disclosure?





Reminders

- Each child develops differently, no hard-and-fast rules
 - MR/DD, premature, Downs, etc.
- Home environment/life experiences can change/form development
- “Normal” development should help shape your interactions with each patient population and decrease false expectations



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Four Patterns of Sexual Behavior

- Developmentally Appropriate
- Developmentally Inappropriate
- Developmentally Precocious
- Coercive



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Developmentally Appropriate

- Begins shortly after birth, oral gratification
- Penile erections – bladder/bowel distention
- Effects of rubbing to penis or vaginal area -- erection or lubrication within first year of life
- Self-stimulation common by first birthday
- Identifies themselves as boys or girls by age 2-3 and knows the difference between the two by age 3-6



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Developmentally Appropriate (cont'd)

- Masturbation is very common
- Love to be nude
- Young children like to touch their own body as well as other people's bodies
- Identifies with parent of same sex, flirts with parent of opposite sex
- Become more modest by age 6-7



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Developmentally Appropriate (cont'd)

- Remains curious about sex and dirty words
- High amount of education comes from peer relationships
- Puberty changes learning experiences, less family-related experiences with more peer
- Sexual behavior usually peaks around age 5 and decreases with age for both boys and girls



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Developmentally Inappropriate

- May be developmentally appropriate such as masturbation, but when done in public, makes them inappropriate
- Very rare to have children ages 2-6 attempt to touch adults genitals, have an adult touch the child's genitals, use objects when masturbating or masturbate to cause pain



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Developmentally Precocious

- Sexually intrusive behaviors without elements of force or planning
 - attempts at intercourse in younger children

Coercive Sexual Behaviors

- Abusive or offending behaviors that are planned and use force or coercion



Red Flags from Children's Sexual Behavior Inventory, Friedrich et al. 1995

- Puts mouth on sex parts
- Asks to engage in sex acts
- Masturbates with object
- Inserts object in vagina/anus



Red Flags from Children's Sexual Behavior Inventory, Friedrich et al. 1995

- Imitates intercourse
- French kisses
- Makes sexual sounds
- Undresses others



More on Red Flags

- Any sexual behavior that a child persists in, after being redirected, punished or socially ostracized is a **red flag**
- No **red flag** is diagnostic of sexual abuse
- Consider alternative hypothesis (other explanations)



Normal & Abnormal Childhood Sexuality

(Reece & Ludwig, 2001)

Questions to Consider:

- Is it consistent with the developmental level of participants?
- Is it consensual or coercive?
- What is the motivation of the participants?
- Is some outside influence involved?
- What is the age difference between the participants?
- What is the response of the child to the episode?



Victim quotes

- "I would have disclosed to any adult who seemed comfortable talking about sex, but I never found that person."
- "My father beat me in public and my mom and neighbors didn't say anything, so when he raped me in private, I figured it was OK."



“The highest reward for a person’s work is not what they get for it, but what they become because of it.”

By John Ruskin



QUIZ FOR MODULE 10

- Please enter your first and last name. The password is “hospital”.
- [Pediatric Course: Module 10](#)