Developmental Psychology

From conception to death
Review for Weekend

- What to expect
- Handouts
- Schedule
- Syllabus
Arms together

• Like arm wrestling..find a partner
  – Put together GENTLY!!!!
  – See how many wins get in 15 seconds...
What Happened..

• What did you hear..
• Are we connected..
• Did you see it as a team or an individual
• Collaboration
• Coordination
Crisis and development

• Think of the biggest crisis of your life?
• Who helped you get through it?
• What does this tell us as a community?
Think about when you are focused on something new

- What do you feel?
- What do you need to help you through it? Where or what do you go to? (resources past mastery or experiences)
- Then what... you feel what
  - Relieved, able to celebrate move on
  - Now you can do it again once you feel success..
    - Like Development Regression Pause and Burst
    - Personal example..Marathon
DEVELOPMENT IS

• NON LINEAR
• MULTIDIMENSIONAL
• GOES THROUGH:
  – REGRESSIONS  PAUSES AND  BURST
• During times of developmental changes there is disorganization.
• With this disorganization, comes the opportunity for change and learning.
Development is...

• Not the same for all children and families
• The in between part of the change is MESSY-disorganized, difficult but allows for the opportunity for growth.
• Can be difficult for some parents and families.
• IF there is a problem in the interaction during a development changing time then there can be developmental derailment...
During Developmental Change

• It can appear as if the child is sliding or regressing because the person is focusing on the new task (walking stop talking maybe).

• It can be DERAILED IF not understood or parent has difficulty with the new development- like Erikson and independence and mastery.

  – Example: eating and they get messy- parent not like to waste food or get messy -so don’t let them eat on own and when go to food a problem ...
TOUCHPOINTS™

• This is the idea that during the times of change there is an opportunity for learning and understanding.

• The times occur at the WELL visit checks

• “Touchpoints are predictable periods of disorganization in a child’s development that can disrupt family relations, but can provide an opportunity for others to connect the parents.”

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The Touchpoints™

- Prenatal- The Ideal Baby
- Newborn-The Real Baby
- 3 week- The Energy Sink
- 6-8 weeks-The Rewarding Baby
- 4 mths- Looking Outward
- 7 mths-Up at Night
- 9 month- The Pointer
- 12 month- The Walker
- 15 month- The Clinger
- 18 month-Rebel with a Cause
- 2 yr- Getting to “NO”
- 3 yr- “Why?”

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Touchpoints™ Guiding Principles “Strategies”

• Recognize what YOU bring to the interactions
• Look for Opportunities to support mastery
• Use the Behavior of the child as your language
• Value Disorganization
• Value and understand the relationship between you and the parent
• Be willing to go beyond matters that go beyond your traditional role
• Focus on the parent child relationship
• Value passion wherever you find it
Assumptions or beliefs

- The parent is the expert on his/her own child.
- All parents have strengths.
- All parents want to do well by their child.
- All parents have something critical to share at each developmental stage.
- All parents have ambivalent feelings.
- Parenting is a process built on trial and error.
Aspects of Development

- Physical
- Psychological
- Social
- Emotional
- Sensory
- Cognitive
- Moral
- Behavioral
- Environment related
- Ever changing
- Not the same time for each child or person

- What promotes Development???
Theorists to recall throughout

- Piaget-Cognitive
- Kohlberg-Moral
- Erikson-Psychosocial
- Ainesworth/Bowlby-Attachment
- Freud-Psychosexual
- Vygotsky-Cogn-scaffolding
- Skinner/Pavlov-Behavior

- Bandura-Social Learning
- Selma Fraiberg- Infant Mental Health 1975
- Sociomotor
Motor Planning activity

• Play is children’s work!
• Let’s see how that feels
• Development through feeling it..
  – Demonstrate it .....

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See handout

• Try to see how it feels- look at if a preemie, not have flexion as in utero for full term
• IF born without sight already 6 months developmental delay
• What senses are being stimulated vestibular, proprioceptive and the others.
Walking sequence

• Particularly look at movement toward walking- protective at 6, 8 and 10 months.-
  – High guard- arms up high feet in air far apart monster like walk lots of pressure on floor
  – Medium guard- arms at middle feet closer still some pressure on floor
  – Low guard- looks more like walking close feet less pressure arms at side
Walking Sequence prior to a walk

- Foot forward then back and again and again on both sides—
  - Do this this way as walking requires you to move your center of gravity.

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Homework

- Practice Developmental Psychology
- Article Speaking for Baby
- Motor Planning activity- see article
DAY TWO/Three WEEKEND ONE

- Review HOMEWORK
- What Did you find?
- What are the challenges?
- How do you see Development?
- Begin Review of Basic theorists...
What Then do we Believe Promotes Development- HOW DO WE SEE IT???

• **Inside OUT** (biology) to where we are
• **Outside IN**-learning dependent on what is in our environment- focus is to change (environment)
• **Child Discovers**- Child is a little scientist. Importance of play. Trial and error and practice. Learn best when do it yourself- (Piaget, child active in the environment) **You tube clip Girl painting green**
• **Partners/We CREATE**- what we learn we actually learn in a relationship. (Vygotsky- scaffolding)
How does developmental aspects interact with each other?

• In utero to birth
• Relatedness of birth to physical
• Physical to emotional
• Physical to social
• Physical to cognitive
• Physical to moral
Social Competence

• Relationships
• Social Skills
• Self regulation
• Social Cognition
• Sociomotor
  – Proprioceptive (pressure) and Vestibular (balance)
• Handout
SESAME STREET: SOCIAL EMOTIONAL WELLNESS

• [http://www.youtube.com/watch?v=h5VGabDceY&feature=channel_page](http://www.youtube.com/watch?v=h5VGabDceY&feature=channel_page)
Piaget- Cognitive- Child Discovers

• Adaptation concept---
  – Assimilate versus Accommodate

The way that we think and the way we organize our thoughts.

Concrete clip

http://www.youtube.com/watch?v=GLj0lZFLKvg&feature=related

• Sensorimotor- object permanence
• Preoperational- conservation
• Concrete operational- abstract thought
• Formal Operational
Goals of each task

- Visual cliff- sensorimotor: [Video Link](http://www.youtube.com/watch?v=VPaBcT1KdY)
- Reversability: [Video Link](http://www.youtube.com/watch?v=gA04ew6Oi9M&feature=related)
- Preoperational: [Video Link](http://www.youtube.com/watch?v=GLj0lZFLKvg&feature=related)
- Deductive reasoning (abstract): [Video Link](http://www.youtube.com/watch?v=zjJdcXA1KH8&feature=related)
Erikson-Psychsocial

- Basic trust vs mistrust
- Autonomy vs shame/doubt
- Initiative vs guilt
- Industry vs inferiority
- Identity vs role confusion
- Intimacy vs isolation
- Generativity vs stagnation
- Integrity vs despair

- 0-1
- 1-3
- 3-6
- 6-12
- adolescents

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Freud- Psychosexual

• Oral- 0-1
• Anal  1-3 yrs
• Phallic  3-6 yrs
• Latency  6-12 yrs
• Genital   12 yrs and up

• ID   EGO and SUPEREAGO
• Drive of aggression and sexuality
Defense Mechanisms

• Fixation
• Sublimation
• Repression
• Regression
• Projection
• Denial
• Rationalization
Behavioral Theorists- Skinner

• Operant Conditioning
• Punishment
• Reinforcement
• Positive /Negative
• What happens to the behavior when each occurs

• Rat and Pigeon in the Box and cage
• Intermittent schedules
• Continuous
• Extinction
Pavlov

- Salivating Dogs
  - Bell
  - Food
- Extinction of Behavior
- Backward Conditioning

- Conditioned Stimulus
- UCR
- CR
Typical vs Atypical Development

- Muscle tone Low vs High Tone
- Ability to right, protect and tilt- example baby floor learning to sit
- Head to toe..
- Midline function
- Can not transition from one movement to another

Posture

- How impacts develop and learning
- Where does learning come from...
- Exploring environment or lack of related to physical
KOHLBERG Moral Development

• Touch on areas of how it is developed
• More on area as related to right and wrong
• Compare to Carol Gilligan Kohlberg (all people respond due to care versus right and wrong)
• Kohlberg

http://www.youtube.com/watch?v=zY4etXWYS84&feature=related
Milgram and Zimbardo

• Obedience to authority

• http://www.youtube.com/watch?v=BcvSNg0HZwk&feature=related- Milgram

• http://www.youtube.com/watch?v=rmwSC5fS40w- Zimbardo
Morality Development


• Yale University

• Puppets- helper vs nonhelper (ball and hill scenario)
How do babies learn in relationships?
Impact of Early Relationships

• Attachment
• Parent or guardian able to be present
• What happens if baby has difficulties?
• What does baby observe?
  – “Ghosts in the nursery...” Selma Fraiberg
  – Trauma (can be many areas for an infant or child)
  • DV
  • “Not present”
  • Age of the parent and the development of the mother
  • Interaction with the baby
Impact of Internal Development

- Fine Motor
- Gross Motor
- Oral Motor (eating, sucking)
- Self regulation or ability to calm or come to center

Movement affects:

- Emotional Experiences (how others interpret)
- Social Experiences (what can you do)
- Problem Solving (if you cannot do it, you cannot figure things out..think about driving or being a passenger to a new place..which one do you remember more)
Pikler Study

• Discussion impact
• Chapter 2 watch the play and interaction
Senses and Development

End Products

• Ability to concentrate
• Ability to organize
• Self esteem
• Self-control
• Self-confidence
• Academic learning ability
• Capacity for abstract thought and reasoning

7 senses

• Visual
• Tactile- Touch
• Hearing
• Smell
• Vestibular-gravity and movement-rocking calming
• Proprioceptive- muscles and joints and pressure
• Gustatory- stomach

Fisher and Bundy, 1991
Impact of environment on senses

- Girl painting with Ice cream
  http://www.youtube.com/watch?v=lizHeTQMHAY
Senses (cont)

- **Gravitational insecurity** - feel very scared if feet not on the floor

- **Tactile defensiveness** - foot not touch the floor, not able to tolerate touch, start with the back and move as child changes.. (never start with the stomach as the most sensitive)

- **Cuddliness of the child** - really is vestibular, tactile, proprioceptive inputs

- **Midline move** with pen follow the across if a midline jerk then maybe difficulty with reading as they loose their place, or poor at racket sports. (can compensate for it midline you cognitive override).
  - Kids who have cognitive deficits may impact them
Body space relationships

- Dominant hand, eye, foot, and side of the body.
- Look through a hole, grab a pen, kick a ball
- Need to have a dominant side as world is related to a dominant right or left
Sensory development

• The three hidden senses
  – Tactile (the largest place to receive information)
  – Proprioceptive (heavy work, push/pull info from muscles and joints, subconscious information about joints and muscles) Allows for appropriate pressure to be applied (crack an egg, lift a bag etc) Helps regulate.
  – Vestibular(where you are in space gravity head position) THE UNIFYING SENSORY SYSTEM

• Two components to all
  – Protective
  – Discriminative
Sensory Development (cont)

Protective
- “UH OH”
- Survival
- More easily activated during stress
- Less needed as mature
- If not decrease in presentation..impacts exploration and ability to learn

Discriminative
- “Ah ha”
- Develops as CNS suppresses protective system
- Important to learn about our world
Sensory Regulation-TACTILE
PROPRIOCEPTIVE - PRESSURE
Proprioceptive

• Babies swaddling
• Babies pushing up to side of the crib to get the deep pressure
• Child in a classroom- chewing gum pressure is calming and allows you to concentrate
• Child carrying a bag
• Clothing also assists in this area( dancer tights or leotard calming to the system allows them to dance better)
VESTIBULAR- GRAVITY AND SPACE

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Vestibular Input and Tactile

- Rocking- slow versus fast what happens with each- practice....
- Why does child do this
- Tactile sensitive- hard touch versus soft touch- feather vs rock
- Happens to the neural system for people
Vestibular (cont)

• Closely connected to Hearing
• Any one ever fell without cause (alcohol maybe)- Alcohol directly inhibits vestibular system.
• As older the hearing piece changes and not as quickly responsive so as connected why we see problems with falling
• Not as quickly responsive vestibular the follicles clump together versus flow like wheat in a field.

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Sensory Development (cont)

“Typical sensory processing development and motor development provides enhanced opportunity for movement and exploration”

– Give and receive physical affection, which contributes to the formation of secure relationships (support, trust).
– Self regulate (know how to calm get needs met)
– Develop independence and mastery (feel success and value)
– Clip babies exploring
Sensory Integration

• What is it?
• Examples of ways children demonstrate this.
• Tactile defensiveness-
  – Tip toe walking,
• Cross line activities- tennis, baseball
• Posture and way move to account for it

• Oral motor-eating and problems there- feeding issues
  http://www.youtube.com/watch?v=Od9JMiNuNEY

• Examples
  – Chair exercise with two guards( vestibular, tactile, righting, protection, proprioceptive)
Obligatory Reflexes

• What are they? Baby opposite ends and when it leaves
• Should leave by 6 months of age.—IF it does not go away then

• How impacts development..
• If must always be opposite how do activities that are midline where all learning happens
• Impact on cognitive development
MIDLINE IMPACT

- Arms together forward
  - What do we do in this position?
    Eating
    Writing
    Reading (book to you)
Equilibrium Issues/Responses

• Activity in chair-
  – move the chair

  ▪ Watch what happens?
    – Righting( eyes, head movement toward the movement)- or back to midline (arms forward)
    – Protective- extremities (arms, hands, feet)
    – Tilting- the trunk coming to midline
Physical Therapy and

- A preemie and impact in this area?
  - No physiological Flexion or pulling of the body together..Preemie not have this as they are floating in amniotic fluid (so they are floppy).
  - May be a different sequence in development

- Impact Social Emotional Development....

OPEN DISCUSSION
Senses ..Integration of their inputs

• See handout Helen Masin, Phd Figure 2
• What they can do?
• End Products are there when all products are GOOD. Can be any combination of issues.
• Kids with sensory products difficulties have difficulty with the Possible End Products (don’t; where you are in space, organization problems
Focus on State

- Continuum of alertness/arousal
  - Deep Sleep
  - Active Sleep/Drowsy
  - Quiet Alert
  - Active Alert
  - Fussy/Crying

- Best states for learning Quiet and Active Alert!
- How do we adjust to help baby do own self regulation? Later on they can self regulate....
  - Helps development more if we are responsive to them early
Remember the TEMPERAMENT

• The HOW of the baby—
  – How do they respond to
    • the change
    • the parent
    • the environment.
Independence vs Dependence

EMPATHY and Aggression
• When they bite can they show empathy or is it aggression..
• Wants control of own purpose and self

Spectrum of Affect
• Love- Hate same as Toddler and Adolescents
• Kiss-- BITE
Knowledge  **SKILL**  Judgment

- Have the knowledge about it (it is water, adolescent book about driving, drinking etc.)
- Skill (I can get to it and do it)
- Judgment—(do I know what will happen and what to do ...like the water will spray..driving on 95...drinking will cause...)
Hypothalamus

- Cortisol levels (see dvd) chapter 2 and 4
  - Typical development
    - High morning, levels of mid day and low evening
  - Atypical with other exposures (impact reactions and relationships)
    - High all day
    - Very low levels
  - Imagine being “on” all day or not responding to anything. The impact on the nervous system and relationships.

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What look at

• Motor planning- activity where child can figure out what to do next. Example child trying to walk or color or use scissors.
• Appears to figure it out but not have ability to do it.
• **Foreground- background** difficulties- Takes in all things at the same time. Looses melt down, or shuts down Unable to separate out.

• Vestibular issues- hairlike structures inner ear- as older stick together or injury. Discuss connection to profoundly death. As getting older not as responsive. Older adults fall Hip injury most likely.
• Proprioceptive
Clinical Observations to look at...

- Associated Movements- movement that happens that is not required for the current movement (raise hand to put a pencil does the other hand move)
- Cocontractions-helps for stability all people need this (hand palms push)
- Crossing the midline
- Finger to nose (hands outs with eyes closed)- vestibular
- Hypersensitive to movement- throw up if put on the playground
- Hyposensistive to movement- decreased sensitivity to movement- tilt awhirl over and over..kids that overhug– need to hug hard in order to feel it
Clinical cont

• Hyposensitivity to touch (they do not feel it when they fall, gag reflex does not work dangerous because not able to feel and could choke) - They do not feel it ..they flop

• Need trunk control then to distal control (warms) in order to maintain upright and then you can learn.

• Some children lack the motor plan– hand over hand (child learning to use scissors, they have the ability but not sure how to make the activity happen)
How do babies do to tell us they are overloaded?

• Twin Baby clip
http://www.youtube.com/watch?v=X7mOzWQSnAQ
  – Hiccups
  – Look away
  – Yawn
  – Pull away
  – Go to sleep
....and if Children Struggle with the Sensory input

THEY WILL STRUGGLE WITH **RESPONSES**
THEY WILL STRUGGLE IN PEER **RELATIONSHIPS**
THEY WILL STRUGGLE IN **LEARNING**
THEY WILL STRUGGLE WITH **INSTRUCTION**

THEY WILL ADAPT IN SOME WAY IT MAY APPEAR TO BE:

- **AGGRESSIVE**
- **SAD**
- **WITHDRAWN**
<table>
<thead>
<tr>
<th>Hypersensitive</th>
<th>Hyposensitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>These people <strong>are</strong> in tune to all stimuli in environment.</td>
<td>These people <strong>not</strong> in tune to the sensory stimuli in environment.</td>
</tr>
</tbody>
</table>

- Sensory Avoiders
- Sensory Seekers
- Over Responders
- Under Responders

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Sensory Box Discussion

• Sensory INPUT is **cumulative**!
  – Baby bouncing on lap- eyes looking around, muscles tense to balance and equilibrium, hearing what is happening gives input as to what to do vestibular where are in space)

• **Sensory avoiders** can appear to be the same as **under responders**.

• **Sensory seekers** may appear to be the same as **over responders**.

• THE NEED FOR THE REACTION IS DIFFERENT!


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The need dictates the approach...

• Think about sensory overload
• Movie AT FIRST SIGHT – Val Kilmer sensory overload when able to see
  – The response the child or person would have
    • Anger - fight
    • Anxious - flight/fight
    • Shut down - flight
How do you find out the need?

• Parent observation
  – Triggers (where and when do they get aggressive or anxious- keep a tracking tool)
  – Engage in naturalistic play
  – When does it happen

• Teacher observation:
  – Triggers
  – Observe playground time (i.e. peer issues, planning of movement issues-dyspraxia)
Research says about early detection of regulation and physical issues

- Ayres (1979) stated that children with emotion/learning probs described by caregivers as having problems with sleep/awake cycles, irritable, colic, lack of cuddliness in infancy- (caution may be related to tone and posture so arch back)

- Infants with Sensory processing issues appear to be unable to use the range of sensory experiences in environment and therefore difficulty forming affective relationships. (Field, 1980, 1981)

(Adapted from Helen Masin presentation 2009)
Jane Ayres Development Sensory Integration

• Pediatricians tend to not get this information

• Resources:
  – www.siglobalnetwork.org
  – Sensory Integration, Fisher and Bundy, 1991
  – Sensory Integration and the Child, Ayres, 1987 (written for parents)
So...then

• Not all behavior problems have a sensory integration base but not all behavior issues do not have behavioral problems.
• When doing this therapy find things that they are good at first and gradual approximations to the desired behaviors.
• Remember need good proximal control (trunk)
Recap day two

• END DAY TWO WEEKEND TWO
• READ GHOSTS IN NURSERY-
• RESEARCH WHAT GHOSTS AND ANGELS CAN BE...
• Aesops Fables reading about little boy.
NOW ...
WHAT IS DEVELOPMENT?

• From Day one and two lets see what we can do...
Development impacts things in all areas

• Quick look at what happens in all areas....
Nature vs Nurture

• Open discussion how connect to each other

• How can overcome nature with nurture and vice versa
Prenatal risks

- Environment- brain storm Teratogens (drugs, paint, diseases)
  - Timing (what is developing at that time)
  - Amount
  - Individ vulnerability
- Stress
- Parental influence prior to birth
- Impact of time when occurs
- Birth process and how it happens
- Other risks that impact development
- Maternal Health/emotional
- Age of Mother- (Social emotional aspects)
- Frequency of Pregnancy
Prenatal Risks (cont)

- Nicotine
- Alcohol
- Cocaine- unsure as due to use of other substances

- Risks faced during pregnancy the quality of the environment after is crucial. IS the problem there because of the exposure or the environment the baby is exposed to after birth
Biological Presenting Type

- Muscle tone
- Phenotype vs genotype
Lets put in in light of Temperament

• Temperament vs Personality
• Temperament what you are born with...
• Personality is what is presented based on environmental exposure.
• Ten Temperament traits
Temperament Traits

- Approach/withdrawal
- Adaptability (fast adapted ...slow adapting)
- Intensity of Reaction (mild reaction...dramatic reactions)
- Mood – easy going behavior vs crying (positive ....negative)
- Emotional Sensitivity (highly sensitive ‘tuned in to others” Insensitive

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Temperament Traits (cont)

- Activity level (low activity....high energy quick moving)
- Distractibility (not easily distracted ..easily distracted)
- Persistence (high persistence vs low) how long will child continue
- Sensory Sensitivity (highly sensitive vs low sensitive)
- Regularity (predictable, consistent schedule (hunger potty vs unpredictable)
Ghosts and Angels in the Nursery

• Connection to all other areas and how to do
• Connect to trauma
• Example
Speaking for Baby

• Demonstration
• Discussion
Anticipatory Guidance

• Help parents or caregivers what might be coming up..

• Think about this does it help you feel relief when you know that the child might start doing xyz because it is necessary to do this to move on or develop.
Impact on play and interaction with

- Others
- Cognitive processing
- Use of medications before look at Sensory Integration work.
- Look at environmental changes (work in closets, sensory over stimulating, look at the room too big)
Play connection with sensory

– Transitions issues
– Impulsivity
– Unable to follow verbal instructions must demonstrate with hand over hand to teach the motor planning
– Aggressiveness
– Tactile Defensiveness- if someone bumps them fight or flight kicks in and then lash out. Can not discriminate.
Vygotsky and Play

PLAY IS A CHILD’S WORK

Learning through Play

• http://www.youtube.com/watch?v=uf3oHEEykpM&feature=related

• Also Pikler study

• Various types of play when and why important
  – Parallel
  – Cooperative
  – Explorative
  – Functional Play

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Vygotsky and Play

• Value of Play
• How impacts learning and development
  – Allows them to develop through experience, cognitive and all areas of sensory development
• Parallel Play, Symbolic Play, Play reflects cultural values in how interact
• Concerns of Play: Hovering and Wondering
  – Hovering- not able to get involved in interactions with others
  – Wondering- moving from place to place and not engage in any activities- problems as not learning as indicated above
Play and Developmental Cues

– Does the child initiate play? Or will they respond when the adult initiates?

– Age of the child at play
  • Different toys and interactions
  • Blocks, dishes, cars, trucks, telephones, puzzles, stacking rings, soft ball, puppets, crayons, paper, toy animals, shape sorter.

– Spectrum disorders for children

– Do they show emotional affect during play?

– Do they play by self or interact with others?

– Do they use language during play?
Early Signs of Self

- Signs of self- looking in mirror- 18-24 months
- Me- descriptors evident in toddlers language
- Major self category: Gender- Very important task for them learning that it stays and look at in every area. Very important learning.
- By 2 years children know what are boy toys and girl toys and maybe even color.
Attachment vs Bonding

• Lorenz- ducks and
• Bonding when does it occur discuss who it is with and connection
• Harlow monkeys

http://www.youtube.com/watch?v=02r3u59FRPU

• When does attachment happen.
• When can you measure it.
• Ainesworth Strange situation
• Attachment types

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Attachment Types- Ainesworth and Bowlby

- Secure
- Avoidant
- Ambivalent
- Disorganized

**ATTACHMENT youtube clip (7 min)**
Discuss what happens before stranger, when parent leaves and at the reunion.

Cry, not care, unable to settle, reference back to secure base.
Crowell Study discussion

• Mary Ainsworth
http://www.youtube.com/watch?v=QTsewNrHUHU

Free play
Clean Up
Bubbles
Graduated Difficult tasks
Used to evaluate relationship on PIRGAS on DC 0-3 R
Dc 0-3 R and DSM IV

- Connecting DSM IV to DC0-3R
- Why use it how does it help?/
Parenting Styles related to attachment

- Authoritative
- Authoritarian
- Laissez-Faire (Permissive)

- Attachment and parenting styles
  - http://www.youtube.com/watch?v=7CTvwYKRmPA&feature=related
Parent Attachment Issues

• Ghosts in the Nursery- article and discussion
• Angels in the Nursery
• Speaking for BABY- example and role play
• Reflective functioning- difference from Speaking for Baby
Exercise

Review places and interactions

- Identify the impact on interactions with others
- Know someone who has some delays- what are they and how impact interactions
Helping Children Heal

• DVD
• STRESS exercise

• Cortisol Level
• Hypervigilant
• Hyper Reactive
• Protection Safety
• Sensory detectives
Still Face Videos

- What do young children see and interpret
- How related to development
- Related to attachment
- TronicK Still face

- Look at how this impacts counseling in school setting?
- What knowledge base does this give you for intervention?
Tronick Still Face Video


- Learning through relationships- display of emotions
Memory and Relatedness with case study (Trish) and abuse

- REVIEW WHAT IS ABUSE
- What you responsible for?
- 1-800-96 ABUSE
- Long Term
- Short Term
- Sensory
Domestic violence

- [Link to YouTube video](http://www.youtube.com/watch?v=pSe40tXoTA&feature=PlayList&p=7A5CEF6D40A33F1B&playnext=1&playnext_from=PL&index=53)
Domestic Violence- case study

- Develop two areas that are impacted in life.
  - School
  - Home
  - Family members
  - Friends
  - Bank ....etc

- Now think of things you would tell a person coming to you for assistance. Try to create the obstacle. Role play...
  - List out professions that one would encounter such as and what would they say
    - Boss
    - Preacher
    - Teacher
    - Shelter
    - Banker
Domestic Violence Impact

• Who does this impact?
  – Children
  – Parents
  – Grandparents
  – Neighbors
  – School
  – Work place
  – Others

• How are they impacted?

  • CHILDREN IMPACT
    http://www.youtube.com/watch?v=4zk-es69kXw&feature=related
Trauma and development BIOLOGY and relationships

• Cortisol level

• Brain issues and build up

• [http://www.traumaresources.org/emotional_trauma_online_video.html#t2](http://www.traumaresources.org/emotional_trauma_online_video.html#t2)

• Cortisol DVD

Charlene M. Grecsek, EdD, LMHC 2010
Trauma

- What is trauma early on?
  - Lack of relationship development...can be trauma.

- Considerations in the DC 0-3 R for early childhood.

- Early Relationships(attachment, trust, parental biology...) again impact the interpretation of the trauma and the way the trauma is integrated.
• Impact on development
• Expectations
• Needs and conflicts
• Classroom examples

Charlene M. Grecsek, EdD, LMHC 2010
No One Hits the Baby (CAROL)

• Review Case Study
• Impact on Development
  – Be sure to look at all areas of development...
• What do you see in the case?
• What can you do as a school based or community based counselor?
Case study (Carol) presented by class

- Review case
- Look at developmental theorists
- Impact of environment
- Where are the angels/ghosts for the caregivers
Modeling and learning

• How does this happen – Impact on people and learning

• Watching You by Rodney Atkins
  – You tube
Rodney Atkins - Watching You lyrics

Driving through town just my boy
And me with a happy meal in his booster seat
Knowing that he couldn't have the toy till his nuggets were gone
A green traffic light turned straight to red
I hit my brakes and mumbled under my breath
His fries went a flying and his orange drink covered his lap
Well, then my four year old said a four letter word
That started with S and I was concerned
So I said, son, now where did you learn to talk like that
He said, I've been watching you dad, ain't that cool, I'm your buckaroo
I wanna be like you and eat all my food and grow as tall as you are
We got cowboy boots and camo pants, yeah, were just alike
Hey, aint we dad I wanna do everything you do and I've been watching you
We got back home and I went to the barn
I bowed my head and I prayed real hard
Said, Lord, please help me help my stupid self
Then this side of bedtime later that night
Turning on my sons Scooby Doo nightlight
He crawled out of bed and he got down on his knees
He closed his little eyes, folded his little hands
And spoke to God like he was talking to a friend
And I said son now whered you learn to pray like that
He said, I've been watching you dad, ain't that cool
I'm your buckaroo, I wanna be like you
And eat all my food and grow as tall as you are
We like fixing things and holding mamas hand
Yeah, were just alike, hey, aint we dad
I wanna do everything you do so I've been watching you
With tears in my eyes I wrapped him in a hug
Said, my little bear is growing up
He said, but when I'm big, I'll still know what to do
Cause I've been watching you dad, ain't that cool
I'm your buckaroo, I wanna be like you
And eat all my food and grow as tall as you are
By then I'll be as strong as Superman, well be just alike, hey, wont we dad
When I can do everything you do cause I've been watching you
Some Developmental Sites

• **www.talaris.org** can give you milestones for babies and what to be expected and info in English and Spanish

• **www.zerotothree.org** great info on development and needs
Finally look at Development impact

• Review where these children are:

Marshmallow Test:

Youtube clip
HOMEWORK

• Group projects get done
• Review of next chapters and synopsis
• Look at development in the media