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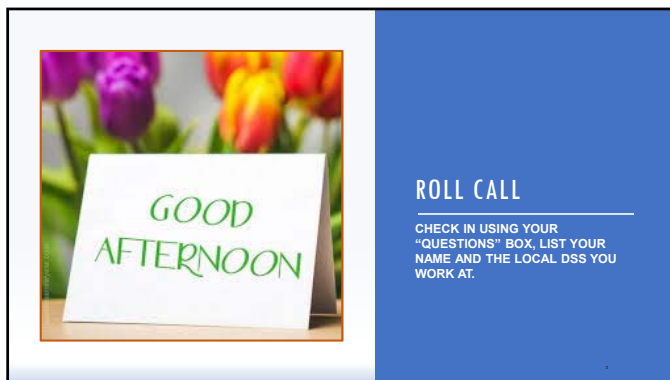
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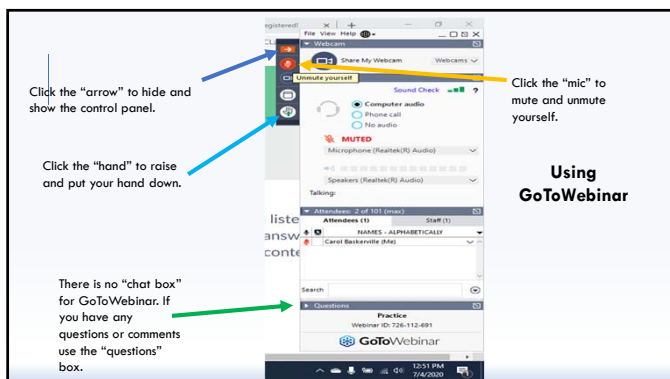
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## YOUR TRAINERS

Angela Berry



Carol Baskerville




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**HOUSEKEEPING**

This is a two-day training.

Each day's training session is approximately three hours.

You will have a break during each day of training.

Please refer to the handouts you were emailed and throughout each training session.

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**HOUSEKEEPING**

During the trainings as questions are asked please use your "raise your hand" and your "question box" to respond to questions.

At the end of the training session today you will be emailed your Transfer Of Learning Activities (TOL).

You will need to complete the assigned activities and email them back prior to your second day of training.

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## HOUSEKEEPING: ATTENTIVENESS



### 1. Participant's Attentiveness:

- The percent of time the GoToWebinar Viewer (web page) is the primary window on the attendee's screen.
- When the GoToWebinar's web page is minimized to view other web pages a notification is sent to the organizers.

### 2. Training Engagement Expectations:

- Participate by responding to **raise your hand** questions.
- Answer questions or make comments in the **question box**.

\*\*\*If attendee's computer does not have microphone capabilities, the expectation is to call in using a phone. If you continue to experience audio challenges, please let us know as soon as possible.

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## COURSE COMPETENCIES

- ✦ The trainee understands the nature of the developmental process from conception to maturation.
- ✦ Understand the environmental, biological, and social factors that both independently and interactively affect that process.
- ✦ The trainee has knowledge of the major theoretical models of development that provide different perspectives on the normal physical, cognitive, social, emotional, and moral development of children from birth through adolescence.
- ✦ The trainee recognizes and is able to describe the milestones associated with each developmental stage.
- ✦ The trainee understands the domains physical, cognitive, social, emotional, and moral and the way in which development in one domain impact in other domains.




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## COURSE COMPETENCIES

The trainee is cognizant of the potential developmental problems that maltreatment can exert on the development process.

The trainee is able to identify indicators of family dysfunction, maltreatment, and developmental delays and be able to make appropriate referrals for assessment and intervention.

The trainee is able to advise caregivers on age-appropriate expectations for children and adolescents, and can help set realistic expectations for those who demonstrate developmental problems and/or challenging behaviors.

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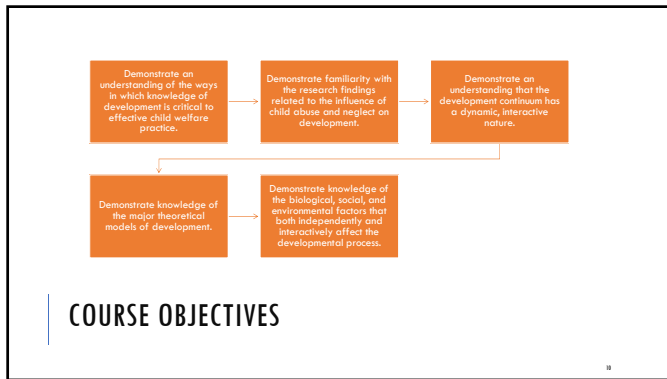
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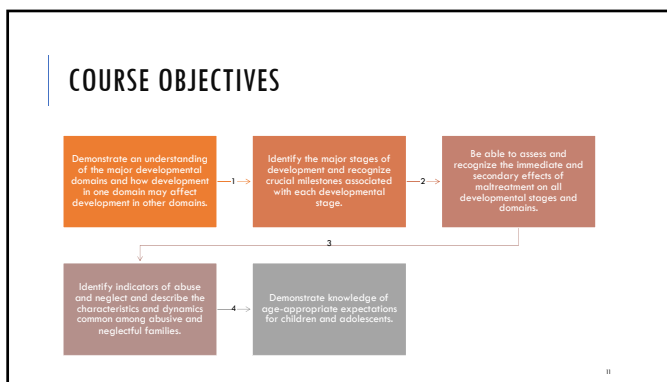
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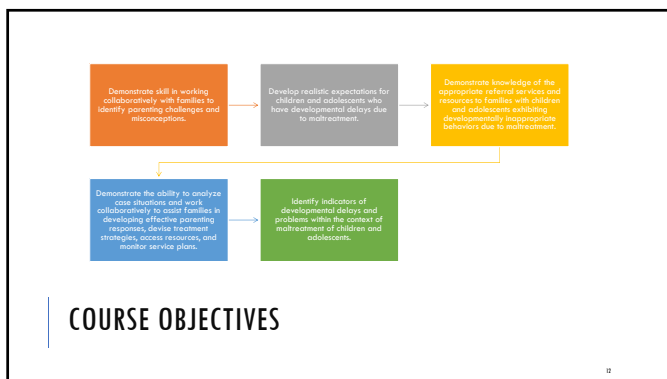
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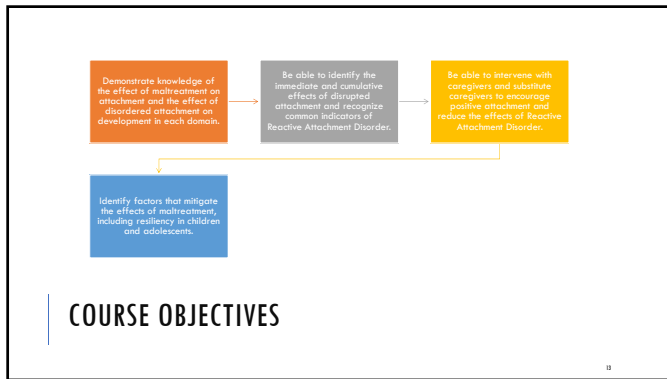
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## AGENDA – DAY ONE



- ACTIVITY A:** The Importance of Child Development in Child Welfare Practice
- ACTIVITY B:** Child Development Fundamentals and Theories
- ACTIVITY C:** Developmental Milestones and the Influence of Maltreatment Through Infancy and Toddlerhood
- ACTIVITY D:** Developmental Milestones and the Influence of Maltreatment Through the Preschool Age
- ACTIVITY E:** Developmental Milestones and the Influence of Maltreatment Through the Elementary School Age

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**ACTIVITY A:**

**THE IMPORTANCE OF CHILD DEVELOPMENT IN CHILD WELFARE PRACTICE**

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### APPLICATION FOR PARENT LICENSE

1. T or F My baby will be able to sit up without support by the time he or she is three months old.
2. T or F Children do not begin to develop their language skills or their vocabulary before they turn two years old.
3. T or F Most children enter puberty at age 13.
4. T or F Children are ready for toilet training by the end of their second year.
5. T or F Children start being critical of themselves in junior high.
6. T or F A preschooler who touches, or tries to touch, other children's genitals has likely been sexually abuse.

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### APPLICATION FOR PARENT LICENSE

**All the  
Answers  
are  
FALSE!**




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### QUESTION#1: INFANTS CAN SIT UP UNSUPPORTED:

The average infant is able to sit up unsupported somewhere between six and nine months.




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**QUESTION #2: CHILDREN START COMMUNICATING:**

Children's communication skills begin to develop quite early but aren't expressed through formal language until approximately 12-18 months.




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**QUESTION #3: AGE CHILDREN ENTER INTO PUBERTY**

Children's entry into puberty varies a great deal, but on average it is by age 13.




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**QUESTION #4: TOILET TRAINING READINESS**

Generally, children are ready to be toilet trained when they express an interest in the toileting process and the "products" of toileting.




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### QUESTION #5: CHILD SELF CRITICIZE



On average, begin to self-criticize as early as 5 years old.

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### QUESTION #6: VICTIMIZED BEHAVIOR

While it is possible that the child has been victimized, it is highly likely that the child is just being curious.




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Can anyone share and example of you having worked with a child that had been abused due to toilet training?

Use "your raise the hand feature to answer.



QUESTION

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How does knowledge of child development influence your work?

Use your question boxes to answer.



QUESTION

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~~AB~~NORMAL

NORMAL DEVELOPMENT VS  
ABNORMAL DEVELOPMENT

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CHILD WELFARE CASEWORK  
ACTIVITIES

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## CHILD WELFARE CASEWORK ACTIVITIES



Recognize the negative effects of abuse and neglect on a child's development.

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## CHILD WELFARE CASEWORK ACTIVITIES



Choose the most appropriate strategy to engage and interview children.

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## CHILD WELFARE CASEWORK ACTIVITIES



Know age-appropriate behavioral expectations and can educate and guide parents about childcare and discipline.

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Can identify early warning signs of developmental disability.

**CHILD WELFARE CASEWORK ACTIVITIES**

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**CHILD WELFARE CASEWORK ACTIVITIES**



Can recommend services and activities that meet children's special needs.

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**CHILD WELFARE CASEWORK ACTIVITIES**



Can prevent or minimize crisis for children during placement into substitute care.

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Using your raise the hand feature please share examples of inappropriate discipline techniques that parents have used while disciplining their children.



QUESTION

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## FIVE TYPES OF MALTREATMENT




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Physical abuse occurs when a caretaker creates or inflicts, threatens to create or inflict, or allows to be created or inflicted upon a child a physical injury by other than accidental means.

PHYSICAL ABUSE

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Physical neglect occurs when there is the failure to provide food, clothing, shelter, or supervision for a child to the extent that the child's health or safety is endangered. This also includes abandonment of a child.

## PHYSICAL NEGLECT

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Medical neglect occurs when there is the failure by the caretaker to obtain or follow through with a complete regimen of medical, mental or dental care for a child.

Medical neglect also includes withholding of medically indicated treatment.

## MEDICAL NEGLECT

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Mental abuse or neglect occurs when a caretaker creates or inflicts, threatens to create or inflict, or allows to be created or inflicted upon a child a mental injury upon a child.



## MENTAL NEGLECT

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## SEXUAL ABUSE

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Child development spans from conception to adolescence.

There are five types of maltreatment as defined by Virginia Policy.

## CHILD DEVELOPMENT: BIRTH TO ADOLESCENCE

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## ACTIVITY B: CHILD DEVELOPMENT FUNDAMENTALS AND THEORIES



## Child Development

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## DEVELOPMENT IS AN ONGOING PROCESS

Development is an ongoing process involving continuous change or growth.

Development occurs throughout the lifespan.

-Physical and cognitive abilities developed to the point that is necessary for them to learn a new skill.

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## DEVELOPMENT IS DYNAMIC

Development results from the interaction of a number of distinct and complementary processes that influence each other.

How new capabilities emerge depends on the interaction of biological, environmental, and social factors.

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Most developmental processes proceed from simple to complex.

Development is predictable and organized.

Not all children gain skills at the same time, though they tend to gain them in the same order.



## DEVELOPMENT IS DIRECTIONAL

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Early developmental tasks form the foundation for later, more complicated tasks.

Stages and their tasks typically build upon each other.



DEVELOPMENT IS CUMULATIVE

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CULTURE INFLUENCES DEVELOPMENT

Culture can play a big part in a child's progression through developmental milestones.

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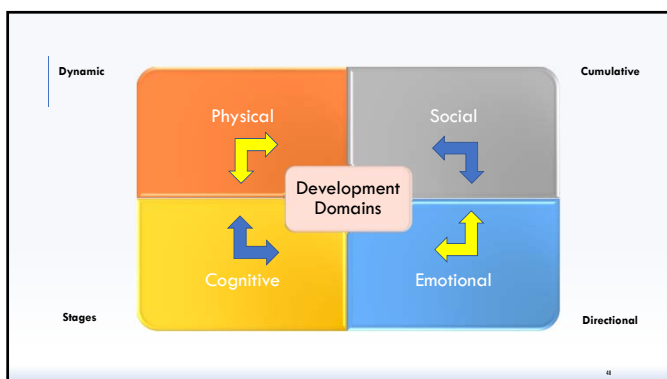
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## PHYSICAL DEVELOPMENT

Consist of the development of body structures:

- muscles
- bones
- organ stem
- sensory development




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## PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS

Involves the use of the large muscles of the body that help you:

- walk
- stand
- run




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## PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

Involves the use of the small muscles of the body that help you:

- see
- use your fingers
- speak




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### SENSORY DEVELOPMENT:

Sensory development is the coordination and integration of perceptual input from these systems by the central nervous system:

- vision
- hearing
- taste
- touch
- smell




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### COGNITIVE DEVELOPMENT:

Cognitive development includes activities:

- thinking
- perception
- memory
- reasoning
- concept development
- problem-solving ability
- abstract thinking




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### EMOTIONAL DEVELOPMENT:

Emotional development includes the development of personal traits and characteristics.

- personal identity
- self-esteem
- engagement into relationships
- feelings
- emotions




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## SOCIAL DEVELOPMENT:

Social development includes the child's interactions with other people, and the child's involvement in social groups.

- parents/caregivers
- family
- friends



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## MORAL DEVELOPMENT:

The four developmental domains influence moral development.



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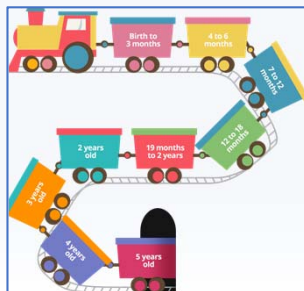
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## DEVELOPMENTAL MILESTONES:

**Handout B-2: Developmental Milestones Summary** will provide you with a detailed summary of the major developmental gains that will be discussed in the following activities.



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"How does understanding the domains of child development influence your practice?"

Using your raise the hand feature answer the following.

QUESTION

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### THEORIES OF CHILD DEVELOPMENT

There are many theories of child development and different disciplines approach the study of development from different models.

- PSYCHOSOCIAL STAGES OF DEVELOPMENT
- ECOLOGICAL SYSTEMS THEORY
- COGNITIVE DEVELOPMENTAL STAGES
- TRANSACTIONAL MODEL OF DEVELOPMENT
- MORAL DEVELOPMENT
- ETHNIC IDENTITY FORMATION MODELS

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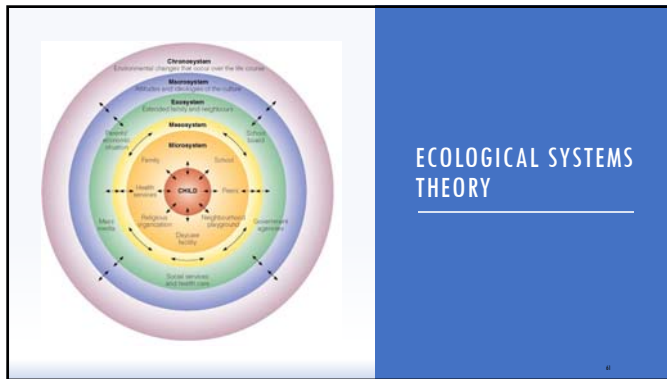
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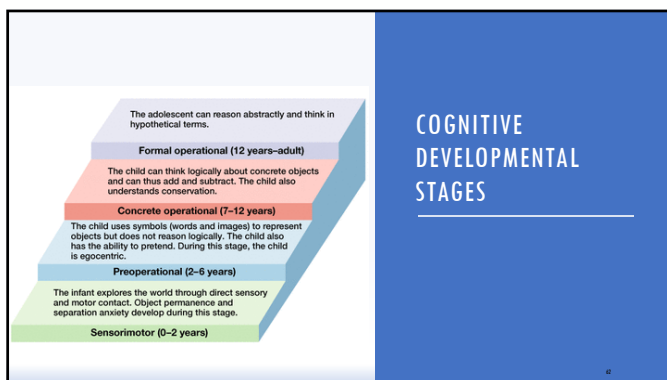
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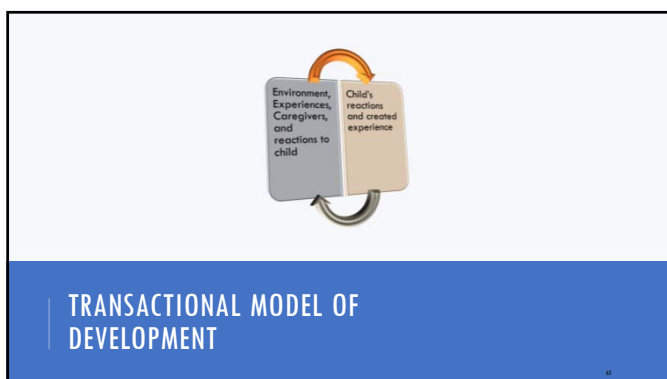
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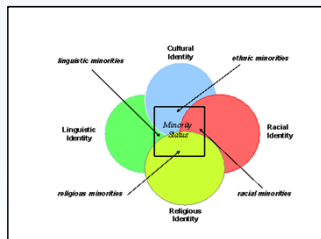
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## MORAL DEVELOPMENT

### Kohlberg's Theory of Moral Development



## ETHNIC IDENTITY FORMATION MODELS



## PROMOTING ETHNIC IDENTITY AND CULTURE WHILE IN CARE



## WAYS TO ENCOURAGE ETHNIC IDENTITY

Talk with the child and learn how they identify their ethnicity and how they identify with their cultural group.

Talk openly with children about race and ethnicity.

Coordinate activities where they have an opportunity to interact with others from their culture.



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## ETHNICALLY-SENSITIVE CHILD WELFARE PRACTICES



Help youth "develop self-understanding" as a member of a particular ethnic group.

Communicate messages that encourage understanding and cooperation between ethnic and cultural groups.

Engage their birth family make attempts to arrange opportunities for regular visits when appropriate.

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## DEVELOPMENTAL DOMAINS

As welfare practitioners understanding that children go through a development process to come to identify as ethnic and cultural group members.



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<b>PHYSICAL DEVELOPMENT AND MOTOR SKILLS</b> PDM	<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b> SED	<b>APPROACHES TO PLAY AND LEARNING</b> APL	<b>COMMUNICATION LANGUAGE AND LITERACY</b> CLL	<b>COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE</b> CD
				
				

**ACTIVITY C:**

**DEVELOPMENTAL MILESTONES AND THE INFLUENCE OF MALTREATMENT THROUGH INFANCY AND TODDLERHOOD**

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**PRENATAL DEVELOPMENT**

**Stages of Fetal Development**




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**CAUSES OF ABNORMAL PRENATAL DEVELOPMENT**

Chromosomal aberrations/Genetic abnormalities

Environmental hazards (the mother's body and surroundings)

- Maternal illness
- Malnutrition
- Drugging
- Alcohol or drug use
- Viruses including Sexually Transmitted Diseases
- Poverty
- Lack of prenatal care
- Maternal stress
- Radiation

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**Stop! Look! Listen! Ask more questions!**

-Red Flags or signs of past, current, or potential maltreatment can be found in all developmental domains and at all stages.

-When something appears questionable, stop, look, listen, and ask more questions.

-By the worker being able to identify Red Flags it can provide opportunities for preventive or remedial intervention.

**WHAT ARE RED FLAGS**

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**DEVELOPMENTAL  
MILESTONES ACROSS  
THE DOMAINS**

Infants & Toddlers



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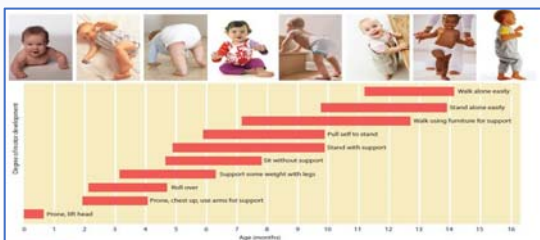
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**INFANT PHYSICAL MILESTONES**

**FIGURE 4.15**  
**MILESTONES IN GROSS MOTOR DEVELOPMENT** The horizontal red bars indicate the range in which most infants reach specified milestones in gross motor development.

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**Stop! Look! Listen! Ask more questions!**

- Developmental milestones not obtained.
- There are delays in developing fine motor skills.
- Their hands remaining tightly fistled at five months.


**PHYSICAL DEVELOPMENT RED FLAGS FOR  
CONSIDERATION THROUGHOUT INFANCY**


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**INFANT COGNITIVE MILESTONES**

- 0-3** months cooing starts
- 3-6** months grasps objects and recognize caregivers
- 6-9** months begins to explore their surroundings
- 9-12** months they are interested and respond to words.




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**Stop! Look! Listen! Ask more questions!**

- Lack of sensory-motor or exploratory behaviors.
- They fail to meet developmental milestones.
- Communication delays.


**COGNITIVE DEVELOPMENT RED FLAGS FOR  
CONSIDERATION THROUGHOUT INFANCY**


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## INFANT EMOTIONAL MILESTONES

**0-3 months** the infant wants to have all needs met and begins developing trust.

**3-6 months** the infant demonstrates a range of emotions.

**6-9 months** the infant experiences anxiety around strangers.

**9-12 months** they become aware of others' emotions.




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## Stop! Look! Listen! Ask more questions!

-Show no pleasure in feeding, bathing, or playing.

-They cannot be comforted by primary caregiver(s).

-They demonstrate a lack of attachment.



## EMOTIONAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT INFANCY

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## INFANT SOCIAL MILESTONES

**0-3 months** smiles both spontaneously and responsively.

**3-6 months** they are particularly attached to mother and father, but willing to socialize with anyone.

**-6-9 months** they prefer their primary caregiver(s).

**-9-12 months** they extend their attachments from primary caregivers to others.




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**Stop! Look! Listen! Ask more questions!**

- Does not enjoy being touched or held.
- They not experience stranger or separation.
- At this stage of development, the infant does not have any moral milestones.



### SOCIAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT INFANCY

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Name some of the reasons  
why are infants are the most  
vulnerable to maltreatment?

Use "your raise the hand  
feature to answer."



QUESTION

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### REASONS WHY INFANTS ARE VULNERABLE TO MALTREATMENT

Infants are immobile and cannot avoid maltreatment.

Infants are totally dependent and vulnerable.

Infants will die if they do not receive care.




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## TODDLER MILESTONES

Toddlers age ranges between 12 months to 3 years old.




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## TODDLER PHYSICAL MILESTONES

### 12 – 24 months

Able to walk and run.  
Able to drink from a cup unassisted.  
They are capable of walking backwards.

### 2 to 3 years old

Can use eating utensils.  
Can assemble and disassemble simple puzzles.




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## Stop! Look! Listen! Ask more questions!

- They appear small for age.
- Their physical development appears limited.
- Their play skills appear delayed.



## PHYSICAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT TODDLERHOOD

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## TODDLER COGNITIVE MILESTONES

### 12 – 24 months

Able to walk and run.  
Able to drink from a cup unassisted.  
They are capable of walking backwards.

### 2 to 3 years old

Can use eating utensils.  
Can assemble and disassemble simple puzzles.




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### ***Stop! Look! Listen! Ask more questions!***

- Brain damage from injury or malnutrition can lead to delays.
- Maltreatment may lead to language and speech delays.
- Maltreated toddlers may not explore their environment.



### **COGNITIVE DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT TODDLERHOOD**

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## TODDLER EMOTIONAL MILESTONES

Primary task is the development of autonomy.

Develops basic self-concept.

Experiences intense emotional reactions.

Begins to use words to express emotional states.




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**Stop! Look! Listen! Ask more questions!**

-Maltreated toddlers may fail to develop basic trust.

-Maltreated toddlers may experience a pervasive feeling of being bad which will effect their level of self esteem.



### EMOTIONAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT TODDLERHOOD

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**TODDLER SOCIAL MILESTONES**

Develops trusting relationships with other adults than the primary caregiver(s).

Can be engaged in simple games and play.

Engages in "parallel" play (plays in the presence of other children, but does not interact with them), but by the end of toddler stage has sought interaction.




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**Stop! Look! Listen! Ask more questions!**

-Maltreated toddlers may indiscriminately attach to others.

-Maltreated toddlers may not develop play skills or may have primitive skills.

-They may not be able to be engaged in reciprocal, and interactive play with other children.



### SOCIAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT TODDLERHOOD

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## TODDLER MORAL MILESTONES

They begin to develop a sense of what is right and what is wrong.

They begin to integrate behaviors with expectations that are linked to discipline, limit-setting, and praise.

Begin to show signs of empathy for others.



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**Why are toddlers vulnerable to maltreatment?**

Use "your raise the hand feature to answer."



QUESTION

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## REASONS WHY TODDLERS ARE VULNERABLE TO MALTREATMENT



Toddlers use their bodies to explore the environment a physical injury can have serious implications.

Toddlers may be mobile, but they cannot escape from abusive adults.

Toddlers depend on adults for care.

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## PRESCHOOLERS PHYSICAL MILESTONES



They should have developed basic gross motor abilities.  
 Their brains have reached 4/5 of adult size.  
 Their height and weight gain become constant.

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## Stop! Look! Listen! Ask more questions!

- Child may appear small and undersized for age.
- Appear to be sickly a lot.
- Their movements are awkward and clumsy for their age due to poor muscle development.



## PHYSICAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT PRESCHOOL

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## PRESCHOOLERS COGNITIVE MILESTONES

They never stop talking.  
 They engage in a lot of pretend and make believe.  
 They are very egocentric in their thinking.  
 They have a poor time sense and sequencing ability.




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**Stop! Look! Listen! Ask more questions!**

- The child may be nonverbal or speech may be incomprehensible.
- Their cognitive skills may be more similar to those of a younger child.
- They may have a short attention span.



### COGNITIVE DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT PRESCHOOL

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**PRESCHOOLERS EMOTIONAL MILESTONES**

At 3-4 years old demonstrates poor emotional impulse control.

At 4-6 years old their temper tantrums decrease as ability to modulate emotions increases.

This is the age that they begin to start developing self-esteem.



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**Stop! Look! Listen! Ask more questions!**

- They exhibit aggressive and non-compliant behavior.
- They do not interact with other children.
- They exhibit tantrums past the age of three.
- They have little empathy for others.



### EMOTIONAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT PRESCHOOL

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## PRESCHOOLERS SOCIAL MILESTONES



Between age 3 to 4 years old they begin to understand their relationship to their family unit.

Between age 4 to 6 years old they begin to play cooperatively others.

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### ***Stop! Look! Listen! Ask more questions!***

- They are bossy.
- They have poor problem-solving skills.
- They are verbally and or physically aggressive.
- Interactions with other children is poor.



### **SOCIAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT PRESCHOOL**

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## PRESCHOOLERS MORAL MILESTONES

Accepts rules and recognizes authority.

Does not want to be identified as the "rule-breaker"




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**Stop! Look! Listen! Ask more questions!**

- They do not want to follow rules.
- They don't appear to understand the difference between "good" and "bad" behavior.



## MORAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT PRESCHOOL

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**Why are preschoolers particularly vulnerable to maltreatment?**

Use "your raise the hand feature to answer."



QUESTION

110

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## REASONS WHY PRESCHOOLERS ARE VULNERABLE TO MALTREATMENT



They are small size and lack of ability to independently maneuver.

They cannot yet provide for their own needs.

They are unable to modulate their emotional responses, to think and reason logically.

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Can anyone share an example of working with a preschool age child that is was apparent that they had been maltreated."

Use "your raise the hand feature to answer."



QUESTION

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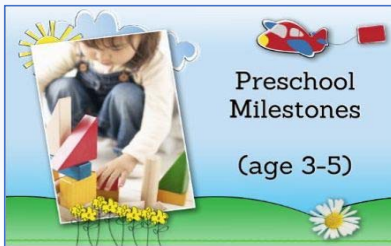
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## PRESCHOOL DEVELOPMENT




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## ACTIVITY E: DEVELOPMENTAL MILESTONES ACROSS THE DOMAINS

ELEMENTARY  
SCHOOL AGE




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## ELEMENTARY SCHOOL AGE PHYSICAL MILESTONES



They enjoy engaging in physical activities.  
They are generally energetic.  
Their coordination improves considerably.  
Their physical strength increases.



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### ***Stop! Look! Listen! Ask more questions!***

- Their play skills appear delayed.
- They exhibit minimal physical competence.



**PHYSICAL DEVELOPMENT RED FLAGS FOR  
CONSIDERATION THROUGHOUT ELEMENTARY  
SCHOOL AGE**

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## ELEMENTARY SCHOOL AGE COGNITIVE MILESTONES

- They want to know why, how, when, what and ask lots of questions.
- They begin to understand abstract ideas.
- They accept that people have different perspectives than their own.



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**Stop! Look! Listen! Ask more questions!**

- They cannot answer basic questions.
- They have a short attention span.
- They perform poorly academically.


**COGNITIVE DEVELOPMENT RED FLAGS FOR  
CONSIDERATION THROUGHOUT ELEMENTARY  
SCHOOL AGE**

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**ELEMENTARY SCHOOL AGE EMOTIONAL  
MILESTONES**


They become increasingly sensitive to criticism and others' opinions.

They begins to experience conflicts between parents' values and peers' values.

They desires affection from adults.

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**Stop! Look! Listen! Ask more questions!**

- They exhibit aggressive and non-compliant behavior.
- They do not interact with other children well.
- They become easily frustrated throwing tantrums.


**EMOTIONAL DEVELOPMENT RED FLAGS FOR  
CONSIDERATION THROUGHOUT ELEMENTARY  
SCHOOL AGE**

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## ELEMENTARY SCHOOL AGE SOCIAL MILESTONES

They enjoy working and playing both with others and alone.

They increasingly define themselves through their peers.

They play and interact almost exclusively with same-gender peers.



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## Stop! Look! Listen! Ask more questions!

- They avoids other children.
- They are frequently angry.
- They indiscriminately attach to others.
- Their problem-solving skills are poor.



## SOCIAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT ELEMENTARY SCHOOL AGE

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## ELEMENTARY SCHOOL AGE MORAL MILESTONES



They have very strict interpretations of "right/wrong" and "good/bad" but do begin to see rules as situational and flexible.

They react negatively if they feel they are not being treated fairly.

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**Stop! Look! Listen! Ask more questions!**

-Their behaviors do not appear to be motivated by rewards or punishments.

-They do not fear disapproval.



### MORAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT ELEMENTARY SCHOOL AGE

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**Why are elementary school  
age children particularly  
vulnerable to maltreatment?**

Use "your raise the hand  
feature to answer.



QUESTION

130

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### REASONS WHY ELEMENTARY SCHOOL AGE CHILDREN ARE VULNERABLE TO MALTREATMENT

They may appear distrustful of  
all adults or be overly  
manipulative or agreeable

Maltreated children often  
assume adult responsibilities in  
the home.

They perform very poorly in  
school with delays in both social  
and academic problem-solving.



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Can anyone share an example of working with an elementary school age child that is was apparent that they had been maltreated."

Use "your raise the hand feature to answer.



QUESTION

127

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## ELEMENTARY SCHOOL AGE DEVELOPMENT



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YOU WERE EMAILED YOUR  
TRANSFER OF LEARNING ACTIVITIES



PLEASE COMPLETE THESE TOL  
ACTIVITIES NO LATER THAN 7:00PM,  
AND EMAIL BACK TO TRAINERS



COMPLETION OF ALL TOLS ARE  
REQUIRED TO RECEIVE CREDIT FOR  
THIS TRAINING.

## TOL ACTIVITIES

129

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## EMAIL ADDRESSES

**Angela Berry:**

[angela.berry@dss.virginia.gov](mailto:angela.berry@dss.virginia.gov)

**Carol Baskerville:**

[carol.Baskerville@dss.virginia.gov](mailto:carol.Baskerville@dss.virginia.gov)



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