



CHILD DEVELOPMENT

UNDERSTANDING THE NEEDS OF CHILDREN

LEARNING OBJECTIVES

By the end of this session, participants will be able to:

- Explain the basic emotional needs of children
- Describe the stages of child psychosocial development (identity)
- Describe the different stages of child cognitive development (intelligence)
- Explain the evolution of a child's comprehension of illness & death
- Identify the importance of taking the developmental level into account when addressing children

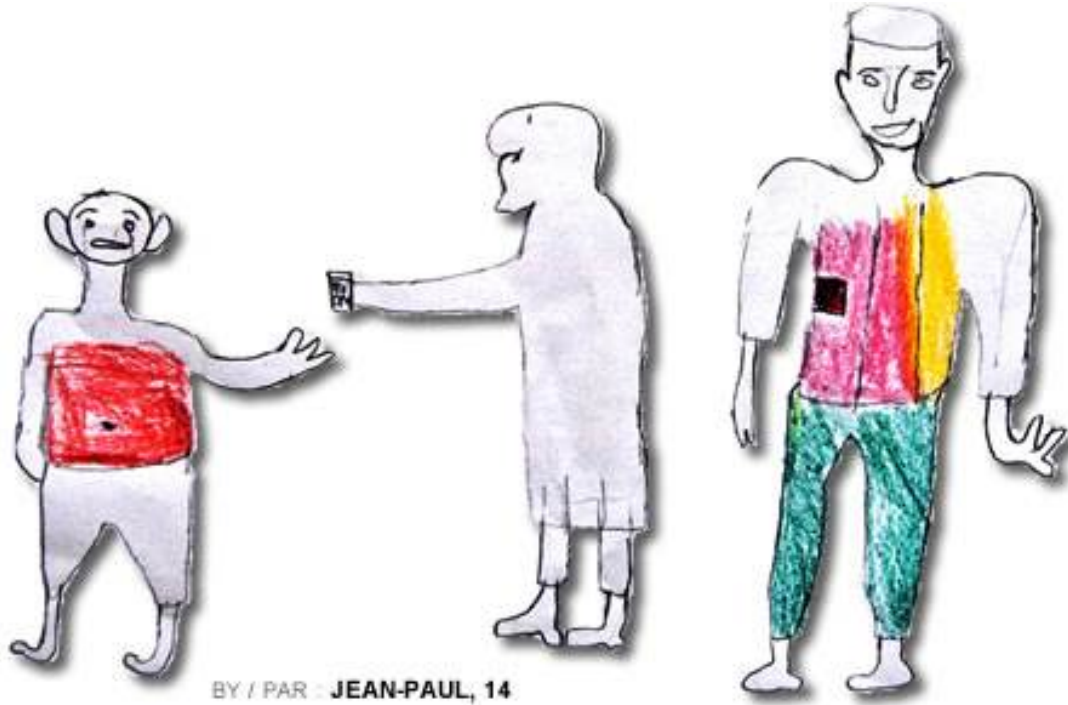
PART I:

PSYCHOSOCIAL DEVELOPMENT


- i. Emotional needs of the child
- ii. Stages of psychosocial development



EMOTIONAL NEEDS OF THE CHILD



ACTIVITY

- See the poster of the big child body on the wall
 - Ask everyone to write a text balloon on what a child would respond if you ask them 'how should my caretaker treat me for me to feel happy? ' e.g. 'show me they love me', 'hug me', 'accept me the way I am'
 - Brainstorm first in big group and differentiate from material needs
 - Stick the text balloons on the poster and discuss
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EMOTIONAL NEEDS OF THE CHILD

1. Love and warmth

- Most vital need
- The more love the child gets, the better it will be able to face difficulties (separation, death, physical aggression...)
- When there is a lack of love and warmth, a child can experience:
 - feelings of loneliness, lack of interest in activities, problems establishing relationships

EMOTIONAL NEEDS OF THE CHILD

2. Acceptance

- Every child has its own personality
 - E.g.. Introvert vs. extrovert
- We can't impose on the child's personality


EMOTIONAL NEEDS OF THE CHILD

3. Respect

- Necessary to develop a sense of self-esteem
- When there is a lack of respect, a child may feel:
 - inferior, isolated, or exhibit aggressive behavior,...

EMOTIONAL NEEDS OF THE CHILD

4. Order and Discipline

- Need for authority, order and limits
 - Should be given by parents/caretakers in an understanding, reasonable and fair way
 - Frustration: child needs to learn that she/he can't get everything
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EMOTIONAL NEEDS OF THE CHILD

5. Performance

- The need to learn by imitating others
- By giving space to the child to experiment and make mistakes
- Risky when parents/caretakers are too critical or overanxious


EMOTIONAL NEEDS OF THE CHILD

6. Independence

- By growing up, child wants and needs more responsibility, without leaving them in unsecure situations
- Necessary to build a sense of self-esteem

EMOTIONAL NEEDS OF THE CHILD

7. Recognition and appreciation

- Need to be applauded and get compliments
 - Parents/caretaker should not only see shortcomings of the child
 - Lack of recognition can lead to feelings of unhappiness, discouragement, non-communication,...
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EMOTIONAL NEEDS OF THE CHILD

Conclusion

- Achievement of these needs is very important for ANY child
- Even more for HIV+ children to face problems related to their illness:
 - Being sick, experiencing stigma, keeping self esteem, loss of family members, following a strict drug taking schedule,...

STAGES OF PSYCHOSOCIAL DEVELOPMENT

Basic emotional needs

Versus

Specific needs at different stages of psychosocial development





IDENTITY

- **What is identity?**
 - Who someone is; the qualities that make a particular person different from others
- **How is our identity formed?**
 - The way we are treated by other influences who we are/become
 - Everybody also goes through more or less same phases in how we see ourselves and others

GROUPWORK

- See handout with quotes related to certain age group
- In pairs, try to link the quotes to a certain age group

STAGES OF PSYCHOSOCIAL DEVELOPMENT

ESTABLISHING OUR IDENTITY

- Stage 1 (0 - 18 months)
building basic trust
- Stage 2 (18 months – 3 years) developing
autonomy
- Stage 3 (4 – 6 years)
getting sense of initiative
- Stage 4 (7-12 years)
learning to accomplish
tasks
- Stage 5 (13 – 18 years)
achieving identity
- Stage 6 (18 +) early
adulthood

STAGE 1: 0 – 18 MONTHS

Building Basic Trust

- Mother (caretaker) = most important person
- Gaining trust in the caretaker, knowing she'll take care of me no matter what happens:
 - They feed me when I'm hungry
 - They console me when I'm unhappy
 - They come back after they have been gone
- When gained trust, the child will be able to discover the world
- From feelings of sadness, anger, happiness towards a larger emotional range like jealousy, anger, frustration,...

STAGE 2: 18 MONTHS – 3 YEARS

Developing Autonomy:

- The child wants to do everything on his own and thinks everything belongs to him
- Very stubborn
- Development of emotion of shame
- Parents:
 - Giving autonomy in giving reasonable choices and in proper guidance
 - Keeping authority without dominating the child


STAGE 3: 4 – 6 YEARS

Developing Sense of Initiative:

- Child wants to be like adults and wants to understand the world (« why? »)
- Want to take little initiatives (helping to cook, buy something at the shop)
- Development of emotion of guilt: attention to sick children!
- Child gets more social: able to play with others, building relations with other persons than caretakers


STAGE 4: 7 – 12 YEARS

Learning to Accomplish Tasks:

- Period where child learns to accomplish tasks and social law of society
 - Besides playing, child likes ended work, achieving a goal, realising something
 - Child develops a sense of personal competence
 - Child's social context is getting larger
 - Parents: encouraging positive results
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STAGE 5: 13 – 18 YEARS

Achieving Identity:

- Physical maturing (puberty, bodily changes, new self-image)
 - Calling into question all identity components elaborated in the past
 - Process of separation from family, more importance to relationships with friends
 - Adolescent period can be experienced very differently in different cultures (rituals of end of adolescence)
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STAGE 6: 18 YEARS +

Early Adulthood:

- Start of this phase is very different from one culture to another
 - Intimate relationship with partner
 - Starting a family, having children
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PART II:

CHILD DEVELOPMENT - INTELLIGENCE

- i. What is development of intelligence?
 - ii. Stages of development of intelligence
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WHAT IS DEVELOPMENT OF INTELLIGENCE?

- Intelligence = way of thinking, way we understand the world
- Development of intelligence depends on:
 - Environment we live in (culture, language, school,...)
 - What we got at birth
 - Growing up
- Development in different steps, characterized by a particular way of thinking and behaving towards situations

STAGES IN DEVELOPMENT OF INTELLIGENCE

Group work (brainstorm)

- What does a child of this age understand of HEALTH /ILLNESS (like HIV, TB,...)?
- What does a child of this age understand of DEATH?

Group 1 : 0- 2 years

Group 2 : 3 - 4 years

Group 3 : 5 - 6 years

Group 4 : 7 - 12 years

Group 5 : 13-18 years

STAGES IN DEVELOPMENT OF INTELLIGENCE

0-2 years: discovering by doing

3-4 years: egocentric thinking

5-6 years: logical thinking with gaps

7-12 years: logical thinking

13 years +: complete logical thinking




0 -2 YEARS: DISCOVERING BY DOING

Health:

- Baby feels pain without understanding
- Expression of pain by crying and restlessness

Death:

- No understanding of death (somebody who sleeps and will wake up again)
 - When caretaker dies, child will suffer of being separated
 - Child can feel people around him are sad
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3 – 4 YEARS: EGOCENTRIC THINKING

Health

- Locate and name parts of the outside of the body
- Illness limited to the where and when it hurts (symptoms)
- Causes of illness are distant
 - when you leave the window open, the sheets become cold and you get sick
- Imagination can be worse than reality
 - they give me medicines to punish me
 - mum left to the hospital, leaving me alone because she doesn't like me anymore

3 – 4 YEARS: EGOCENTRIC THINKING

Death

- Nothing definitive, but temporary separation
 - When I think very strongly about her, she'll come back
- Speaking about death, mostly without showing emotions
 - Who will give me food now?
- Might think they are responsible for the death of others
 - My mummy died because I was naughty

5 - 6 YEARS: LOGICAL THINKING WITH GAPS

Health

- Still concentrated on outside of the body
- Links contagion (by person, event or object) and illness
 - “when somebody has a flu and you go close to him, the next day he’s getting better and you are sick”
- Link between symptoms he already had before and prevention of getting same illness
 - “you have to take syrup to not cough again like last time”

5 – 6 YEARS: LOGICAL THINKING WITH GAPS

Death

- Dead person is somebody who cannot walk, see, talk anymore
- Understanding of death for old people. Children and parents will never die
- Understanding caretakers can die too. Scared of possible separation, abandon
- More realistic view, worry about own death
- Links illness, drugs, hospital, death
 - My brother is at the hospital, so he's going to die like my uncle who died over there

7 – 12 YEARS: LOGICAL THINKING

Health

- Imagination of parts inside the body
- Understanding of the mechanisms of illness
- Thinking by analogy
 - the heart is a pump
 - the stomach is a cupboard with food
- Understanding of having a disease for life

7 – 12 YEARS: LOGICAL THINKING

Death

- Considered as being part of life --- everyone will die one day
- Makes link with what happens inside the body when you die
 - Somebody who is dead is somebody that doesn't breathe anymore
- Questions about what happens after death
 - Dead people go to heaven, but very far. Otherwise we could take a plane to say 'hi' to the ghosts and that is not possible. Well... at least that is what they told me...

13 YEARS+ : COMPLETE LOGICAL THINKING

Health


- Understanding of the inside of the body and how it works
- Can imagine causes of illness and link it with functioning of the body
- Aware of the control he can have on a disease

Death


- Putting into doubt theories given by adults on death and what happens after death
- Adaptation to cultural beliefs

STAGES OF COGNITIVE DEVELOPMENT

Attention

- Sick children or children confronted with death can evolve quicker to another stage!
 - Every child has its own rhythm and the impact of the environment, culture, education, family is important on his development
 - Don't be misled by the appearance of the child and address the child according to his developmental stage
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KEY MESSAGES

- Every child has basic emotional needs that must be met, even more so for HIV+ children
 - Different age groups have different understanding of health and death
 - Counseling approach should be tailored for age group or developmental stage
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EXERCISE

- Chifundo is 13 years old and she takes her drugs badly, although she knows very well the consequence of bad adherence
 - Not feeling loved by caretakers, no support, peer pressure

- Thoko is 2 years and has always been taking drugs very well. Lately she starts refusing to take pills.
 - I am a person on my own, start of own initiative

EXERCISE

- Dalitso is 14 and doesn't want to come together with caretaker anymore to the hospital
 - Parents get less important, care more about what peers think
- Tamika is 4 and asks her mother why she has to take drugs and not her brother
 - In a period of asking questions, wanting to understand the world