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Developmental Processes as Family-Engagement Opportunities

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Times of our own vulnerability

Who was there for us?

Please post in chat: Name a quality or adjective about the person who was helpful to you during a time of your own vulnerability.

What do we want children to develop?

Please post in chat: What skills come to your mind that your home visiting services are supporting in the child's development?

Essential Emotional Competencies (Child's Resilience and Developmental Protective Factors)

Basic Trust in emotions and social relationships:
Ability to connect and recover from disconnection

Develop ability to self-regulate: respond and contribute to
co-regulation

Strong Sense of Self: self-esteem, self-agency

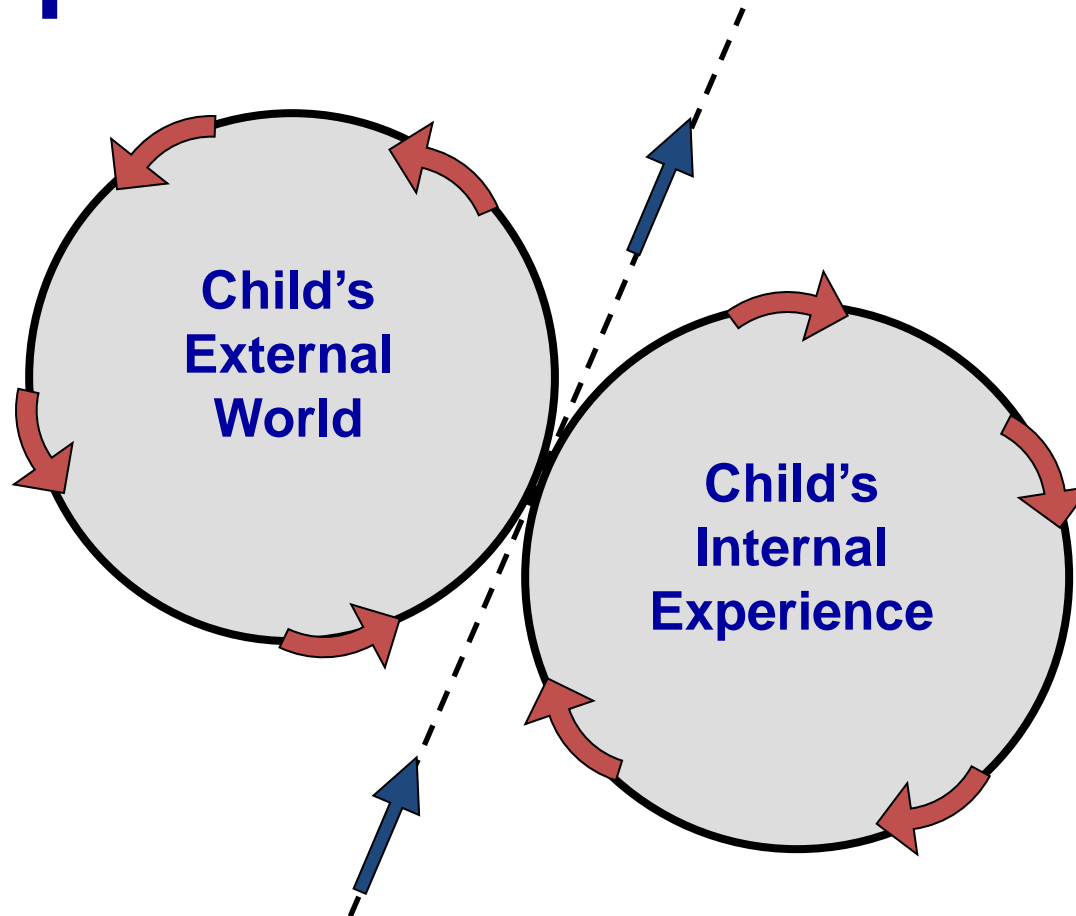
Attachment → State Regulation: *Mutual Regulation*

The caregiver is regulating herself in order to support the baby trying to self-regulate.

“As children develop, their early emotional experiences literally become embedded in the architecture of their brains.”
(serve and return)

**J.P. Shonkoff, Chair
National Scientific Council on
the Developing Child; [www.
developingchild.harvard.edu](http://www.developingchild.harvard.edu)**

Sources Of Energy For Development



A child's nervous system is maturing

Infants learn to:

- **Feel different emotions**
- **Link emotions to events and people**
- **Communicate emotions**
- **Recover from uncomfortable emotions/be soothed and self-soothe**
- **Be available for attention, attachment, and reciprocal interaction: Stranger and Separation Anxiety; Social referencing and Imitation**
- **TRUST, in emotions and in relationships: Build their connections and repair disconnections**

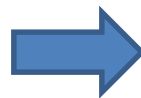
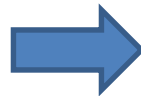
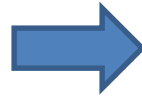
Toddlers:

- **Develop a sense of autonomy and Self; independent skills**
- **Test Limits: Battle for control**
- **Develop more self-awareness of their feelings and intentions**
- **Feel opposing feelings at the same time**
- **Learn to Self-soothe and regulate**
- **Socially relate**
- **Play symbolically**

Preschoolers:

- **Feel a full range of emotions**
- **Recognize and identify their own emotions**
- **Express and communicate their feelings**
- **Symbolize and practice through social play**
- **Use magical thinking**
- **Forge friendships**

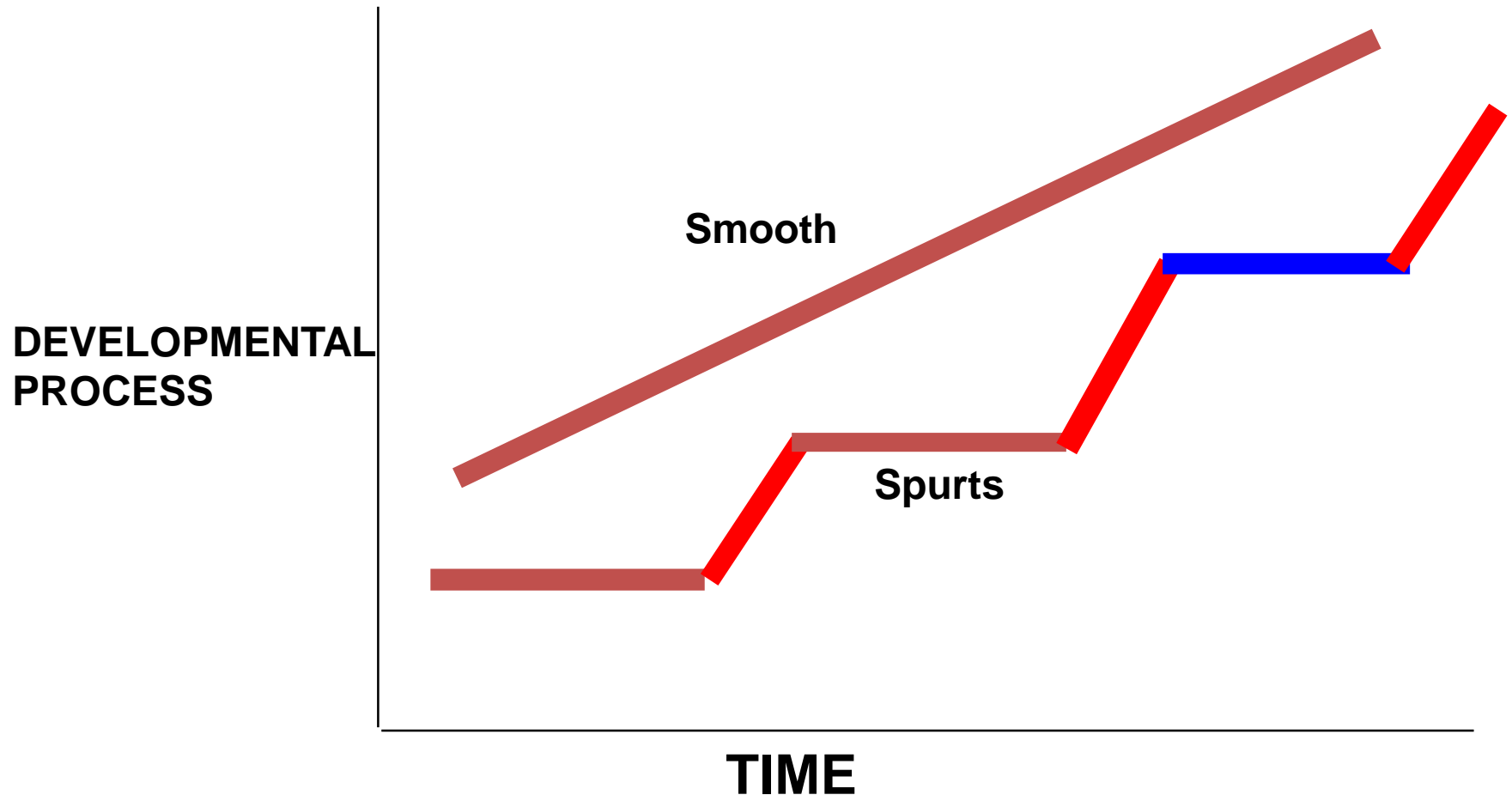
The Toddler Developmental Process



Control.....Out of Control



DEVELOPMENT IS NOT LINEAR



Developmental Framework



Development is characterized by regressions, bursts, and pauses.

Touchpoints are the predictable regressions and disorganization that come before a spurt in a particular line of development.

***Touchpoints* are often accompanied by parental frustration and self-doubt.**

These periods of disorganization can *disrupt* family relations, but can also provide an opportunity for providers to deepen connections with parents, and parents with children.

The Ideal Baby - Pregnancy
The Real Baby - Newborn
The Energy Sink - 3 weeks
The Rewarding Baby - 6-8 weeks
Looking Outward - 4 months
Up at Night - 7 months
The Pointer - 9 months
The Walker - 12 months
The Clinger - 15 months
Rebel With a Cause - 18 months
Getting to “No!” - 2 years
“Why?” - 3 years
What I Do Matters - 4 years
Who I Am Matters - 5 years
Entering the Real World – 6 yrs.
School-Age Touchpoints
Pre-Teen Touchpoints
All children at their own pace



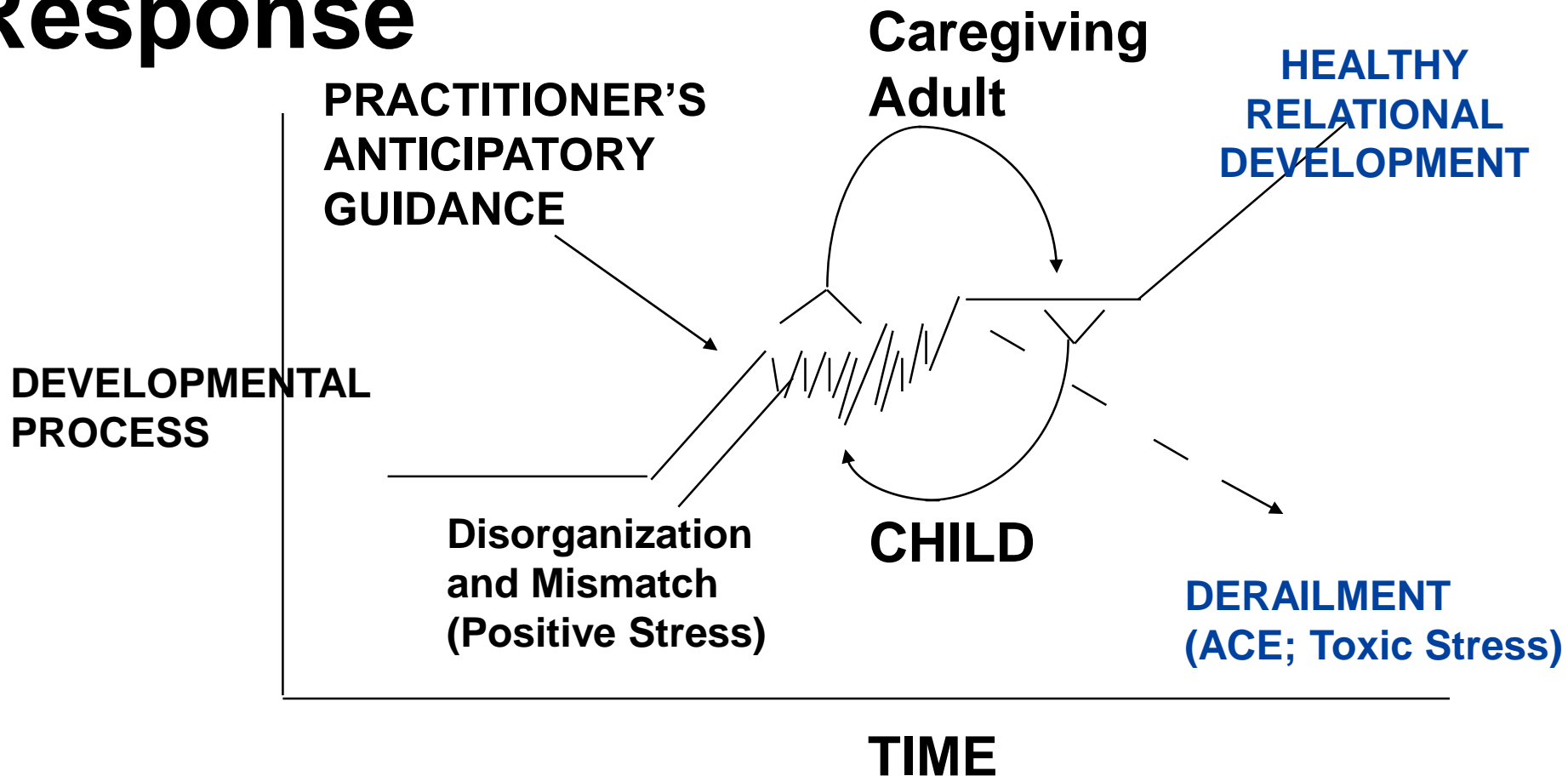
Parent of an almost 9 Month-Old:

“...he was sleeping all night. Now this last week he's standing up in the crib. Before, if he fussed a little bit you could go in and give him a pacifier and he'd go back to sleep. Occasionally he would do that. Now he's wide awake standing up. 3 o'clock in the morning and he's ready to play. If I lay him down, he pops back up again. You let him play a few minutes and he goes back to bed. We were really spoiled. I don't know what to do...”

**What do you think the
behavior means to the
parents?**

**What might this process
look like in a Preschooler?**

Anticipatory Guidance Can Help Adults Think About Their Response



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Trauma-informed care: when adversity has already derailed the system

**Providers
Work with
Child-Parent
Regulatory
System**

**Child's traumatic
experience**

PARENT

**HEALTHY
PARENTING
and
DEVELOPMENT**

DERAILMENT

CHILD

Time

Remember:

Challenging behavior =

Coping strategies as adaptive responses

Always reflects developmental process

Can tell us something about when in development a child might have had adverse experiences and what they are trying to master

Guiding Principle:

**Use the behavior of the child as your language:
Observe, describe, narrate to co-construct meaning
and support the process of mastery**

Intervention is building:

- Strong relationships to support trust, self-regulation, and self-esteem and self-image

Thank you