## **FACT SHEET:**

Category:
Life After ABI
Parenting

Audience:
Person with an ABI

For more information contact the Acquired Brain Injury Outreach Service (ABIOS)

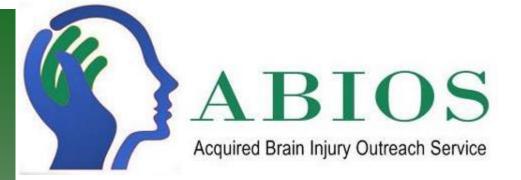
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Reviewed Jan 2021

For review Jan 2022 ABIOS Manager





All children develop at different rates. The rate that they develop at is a combination of their genetic make-up, temperament and life experiences. This information is a guide only. Any concerns or questions you have about your child's development should be shared with your doctor, a child health nurse, or a teacher or child care worker.

Age	Social and Emotional Development	Language and Communication	Behaviour
Infants (0 – 12 months)	Likes to be cuddled and enjoys attention  Will cry if left alone or unhappy  Will start to explore the environment and puts objects in their mouth  Will laugh when happy  May show signs of attachment to one parent  May show fear of strangers or unfamiliar situations  Will show a broad range of facial expressions  Shows a preference for different foods and favourite foods/toys	Will communicate with cooing and babbling  Reacts to sudden noises  Will recognize parents voices  Will cry to get attention  Will begin to understand simple requests  Will imitate sounds and babble  May start to say a few words  Will imitate gestures and facial expressions  Will laugh more frequently	Wants to discover and explore the world around him  Will experiment with objects to see how they work  May do things like pinching, biting or hair pulling to find out what happens

Age	Social and Emotional Development	Language and Communication	Behaviour
Toddlers (1-3 years)	Early toddler years - will like to interact with people by being held, listening to stories or giving them objects  Can recognise himself in pictures and mirrors  Will be able to play alone with toys, but will start to interact with other children  Will like to imitate people, observe and learn from others  Will have a limited ability to share  Beginning of a sense of personal identity and belongings  Enjoys physical affection  At times seeks to please	Will start to use a range of words Will start to put words together in simple sentences Will follow simple instructions and obey simple rules Will be able to understand and follow instructions Will be curious about everything in their environment and often asks "why" questions Will express anger verbally rather than physically More responsive to humour and distraction than discipline and reason	Will throw tantrums and display disobedience  Are very curious about their world  Children will often misbehave when in particular situations such as when visitors arrive, on a shopping trip or when traveling in the car  Will often interrupt, fight or argue with each other or refuse to tidy up after themselves or refuse to get ready to go out  Limited ability to choose between alternatives  May be resistant to change
			Copies parent's actions

Age	Social and Emotional Development	Language and Communication	Behaviour
Preschoolers (3-5 years)	Will be more independent and may refuse help	Will enjoy having conversations with adults	Will be defiant or disruptive from time to time
	Will be able to cope with separation from parents	Will be eager to please	Will have temper outbursts
	Will be interested in more	Will talk more freely to others	Will be easily distracted
	complicated pretend play	Will be able to describe events and people	Will need lots of reminders
	Will become socially aware – wants to be liked		Will be empathetic towards others
	May have a few close friends		Will get frustrated if disturbed
	Will be able to accept fair punishment		in their play
	May be defiant		Can understand consequences (eg feeling cold for refusing to put on jumper)
	Emotionally fairly stable with strong ties to the main caregiver		May have occasional tantrums

Age	Social and Emotional Development	Language and Communication	Behaviour
School ages (5-8 years)	Play with other children appropriately  Being with friends becomes increasingly important  Wants to play more with similar friends—girls with girls, boys with boys  May have a "best" friend  Excitable and impulsive  Changeable, unstable, inconsistent, forthright thoughtless  Starts to develop sense of responsibility  Growing self assurance  Criticizes the behaviour of others and worries about his own  By 9 more balanced, level-headed and practical	Still trying to learn about everyday things such as how to talk to each other  Talk in complete sentences using intelligible speech  Recognize most letters, shapes, and numbers  Sorts items and counts numbers  Recognize and identify some letter and phonic sounds	Increasingly independent with hygiene and self care eg dressing self, toileting etc  Can contribute to the running of the household eg making beds, doing dishes etc  May lie or distort the truth  May swear  Likes to follow the rules  Can be impetuous at times  May be a bad-loser and tattle—tale  By 9 they have developed better manners and self-control, they show an understanding and concern for proper behaviour

Age	Social and Emotional Development	Language and Communication	Behaviour
Adolescence (10 years onwards)	More complex view of the world as they hit puberty  Wants to blend in and not stand out from their peers.  Feel concerned about outward appearance  Become self-conscious and self-centered  Have ambivalent, conflicting feelings about sexual desire and want to be independent and to conform  Care greatly about relationships with peers, friendships, dating and crushes and give peers more importance than family  Experience feelings of insecurity and begin to doubt self-concept and previous self confidence.  Struggle with family relationships and desire privacy and separation from family.	Sometimes adolescents will become withdrawn and not want to talk about things  Defends self with acute criticism of parents' behaviour	May have increasing conflict with parents over desires to become more independent  May wish to have more privacy, spend more time with friends  Appearance will start to become more important to them  Will express their opinions more forcefully  Test limits and push for independence  Rebels against perceived unfair treatment by parents  Indulges in noisy self-expression, eg dancing and singing

## **Child Development References**

Kid Spot Australia: <a href="http://www.kidspot.com.au">http://www.kidspot.com.au</a>
Child and Youth Health: <a href="http://www.cyh.com">http://www.cyh.com</a>

Child Development Institute: <a href="http://www.childdevelopmentinfo.com">http://www.childdevelopmentinfo.com</a>

## Resources

See other Acquired Brain Injury Outreach Service (ABIOS) Information sheets at <a href="http://www.health.qld.gov.au/abios/">http://www.health.qld.gov.au/abios/</a>

## **Acknowledgement:**

We acknowledge that in the development of the ABIOS Parenting fact sheets we have incorporated ideas from the 1-2-3 Magic Program and The Triple P program.



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