

Relating Developmental Stages to Assessment and Teaching Approaches

| | Infant (Birth – 12 months) | Toddler (12 months - 36 months) | Preschool (3 - 6 years) |
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| Stages of Development | <i>Trust vs. Mistrust</i> Needs maximum comfort with minimal uncertainty in order to trust him/herself, others, and the environment. | <i>Autonomy vs. Shame and Doubt</i> Toddler works to master physical environment while maintaining self-esteem. | <i>Initiative vs. Guilt</i> Begins to initiate, not imitate, activities; develops conscience and sexual identity. |
| Developmental Tasks | <ul style="list-style-type: none"> • Develops attachment to primary caregiver • Develops awareness of self as separate person • Begins developing communication skills | <ul style="list-style-type: none"> • Develops sense of autonomy • Further develops sense of self • Begins developing socialization skills | <ul style="list-style-type: none"> • Develops sense of purpose • Masters self-care skills • Develops sense of self, gender, identity, and family relationship |
| What To Ask | <ul style="list-style-type: none"> ▪ Does the infant respond to the physical presence of his/her parents? ▪ How does he/she communicate his/her needs and desires? | <ul style="list-style-type: none"> ▪ Does the toddler prefer certain foods or activities? ▪ How does he/she acknowledge parental distress or approval? ▪ Does he/she play with other children or adults? | <ul style="list-style-type: none"> ▪ Which self-care skills does the child perform at home? ▪ How does he/she keep busy at home? ▪ What is his/her reaction to schedules and routines? ▪ What would the child like to be when he/she grows up? ▪ What is his/her favorite activity? ▪ Can he/she state his/her name and identify family members? |
| What To Look For | <ul style="list-style-type: none"> ▪ Shows distress when family leaves. ▪ Uses motor and verbal skills to communicate needs and feelings. | <ul style="list-style-type: none"> ▪ Willing to follow whims ▪ Plays alongside others or interacts with them ▪ Approaches others with show-and-tell items | <ul style="list-style-type: none"> ▪ Occupies free time independently ▪ Participates in self-care activities ▪ Evaluates disapproval of others ▪ Initiates activities rather than just imitating others' actions |
| Behavior In Hospital | <p><i>Under 7 months:</i></p> <ul style="list-style-type: none"> ▪ Responds well to nurse ▪ Allows parents to leave <p><i>Over 7 months:</i></p> <ul style="list-style-type: none"> ▪ Anxious and unhappy ▪ Clings to parents and cries when they leave | <ul style="list-style-type: none"> ▪ Commonly experiences separation anxiety ▪ May show anger by crying, shaking crib ▪ Rejects attention ▪ May become apathetic, crying intermittently or continuously ▪ May reject parents and respond to health professional | <ul style="list-style-type: none"> ▪ Experiences separation anxiety; may panic or throw tantrums, especially when parents leave ▪ Often regresses (enuresis) ▪ Commonly shows eating and sleeping disturbances |
| Teaching Approaches | <ul style="list-style-type: none"> ▪ Teach the parents to participate in their infant's care. ▪ Handle the infant gently and speak in a soft, friendly tone of voice. ▪ Use a security toy or pacifier to reduce the infant's anxiety and elicit cooperation. | <ul style="list-style-type: none"> ▪ Teach the parents to participate in their child's care ▪ Give the child simple, direct, and honest explanations just before treatment or surgery ▪ Use puppets or coloring books to explain procedures ▪ Let the child play with equipment to reduce anxiety ▪ Let the child make appropriate choices, such as choosing the side of the body for an injection | <ul style="list-style-type: none"> ▪ Teach the parents to participate in their child's care ▪ Use simple, neutral words to describe procedures and surgery to the child ▪ Encourage the child to fantasize to help plan his/her responses to possible situations ▪ Use body outlines or dolls to show anatomic sites and procedures ▪ Let the child handle equipment before a procedure ▪ Use play therapy as an emotional outlet and a way to test the child's sense of reality |

| | School-Age Child (6 – 12 years) | Adolescent (12 - 18 years) |
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| Stages of Development | <i>Industry vs. Inferiority</i> Tries to develop a sense of self-worth by refining skills. | <i>Identity vs. Role Confusion</i> Tries integrating many roles (child, sibling, student, athlete, worker) into a self image; under role model and peer pressure. |
| Developmental Tasks | <ul style="list-style-type: none"> ▪ Further develops sense of self through achievement ▪ Develops sense of right and wrong ▪ Shows more interaction with peers | <ul style="list-style-type: none"> ▪ Establish self-identity ▪ Prepares for independent role in society ▪ Continues to develop relationships with peers of both sexes |
| What To Ask | <ul style="list-style-type: none"> • What does the child do best? • What is her / her favorite subject in school? • Who is his/her best friend? • What kinds of things do they do together? • What would he/she do if he/she found a lost item on the playground? | <ul style="list-style-type: none"> • Is he/she in school? • Does he/she want to attend college? • Who are his/her friends? • Will they be visiting or calling while he/she is hospitalized? |
| What To Look For | <ul style="list-style-type: none"> • Talks about friends, family, and activities • Interacts with others and initiates conversation • Participates in self-care activities • Attempts to improve his/her skills | <ul style="list-style-type: none"> • Expresses individuality through appearance or activities • Interacts with significant peers and staff • Willing, if able, to continue school work |
| Behavior In Hospital | <ul style="list-style-type: none"> • May have insomnia, nightmares, enuresis from anxiety about the unknown • Alternately conforms to adult standards and rebels against them | <ul style="list-style-type: none"> • Fluctuates in willingness to participate in care because of need for independence and approval • Shows concerns about how procedure or surgery may affect appearance |
| Teaching Approaches | <ul style="list-style-type: none"> ▪ Use body outlines and models to explain body mechanisms and procedures ▪ Explain logically why a procedure is necessary ▪ Describe the sensations to anticipate during a procedure ▪ Encourage the child's active participation in learning ▪ Praise the child for cooperating with a procedure | <ul style="list-style-type: none"> ▪ Ask the patient if he/she wants his/her parents present during teaching sessions and procedures ▪ Give scientific explanations, using body diagrams, models, or videotapes ▪ Encourage the patient to verbalize his/her feelings or express them through artwork or writing ▪ Offer praise appropriately |

| | Young Adult (18 – 30 years) | Middle-Aged Adult (30 – 60 years) |
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| Stages of Development | <i>Intimacy vs. Isolation</i> Learns to make personal commitment to another as spouse, parent | <i>Generativity vs. Stagnation</i> Seeks satisfaction through productivity in career, family, civic interests. |
| Developmental Tasks | <ul style="list-style-type: none"> ▪ Establishes independence from parental figures ▪ Initiates a permanent lifestyle ▪ Adjusts to companionship style ▪ Integrates values into career and socioeconomic constraints | <ul style="list-style-type: none"> • Establishes socioeconomic status • Helps younger and older persons • Finds satisfaction through his/her work, as a citizen and family member, or as a care provider |
| What To Ask | <ul style="list-style-type: none"> • Does he/she live at home with his/her parents? • Does he/she live alone? • Or does he/she have a roommate or his/her own family? • Is he/she employed or in school? | <ul style="list-style-type: none"> • What is the most satisfying thing in his/her life? • Who are the important people in his/her life? • Is he/she active in community affairs? |
| What To Look For | <ul style="list-style-type: none"> • Forms role-appropriate relationships with staff and others • Copes with regulations • Helps with and directs care • Forms intimate relationship with another person | <ul style="list-style-type: none"> • Participates in job-related or community projects • Forms social relationships |
| Behavior In Hospital | <ul style="list-style-type: none"> ▪ Directs and participates in his/her own care ▪ Complies with hospital regulations ▪ Freely asks questions when he/she has concerns or uncertainties ▪ Demonstrates continued interest in personal role ▪ Shows concerns about family and economic results of hospitalization | <ul style="list-style-type: none"> ▪ Copes with hospital regulations ▪ Directs and participates in care |
| Teaching Approaches | <ul style="list-style-type: none"> • Negotiate learning outcomes with the patient • Include family members in teaching • Use problem-centered teaching • Provide for immediate application of learning • Let the patient test own ideas, take risks, and be creative. Allow him/her to evaluate actions and change behavior • Use the patient's past experience as a learning resource | <ul style="list-style-type: none"> • Address concerns before teaching • Help in prioritization • Involve in decision-making • Listen to what patient says • Keep patient and family informed • Use adult teaching principles |

| | Older Adult (over 60 years) | |
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| | Late Adult Stage | Older Adult Stage |
| Stages of Development | <i>Integrity vs. Despair:</i> Review life accomplishments, deals with loss and preparation for death | |
| Developmental Tasks | <ul style="list-style-type: none"> ▪ Forms mutually supportive relationships with grown children ▪ Adjusts to change in or loss of friends and relatives ▪ Prepares for retirement ▪ Uses leisure time in satisfying way ▪ Adapts to aging | |
| What To Ask | <ul style="list-style-type: none"> ▪ Does he/she have any financial concerns? ▪ What are the retirement plans? ▪ What does he/she do in his/her leisure time? ▪ Does he/she have friends his/her own age? ▪ How does he/she feel about getting older? | |
| What To Look For | <ul style="list-style-type: none"> ▪ Shows concern for children and grandchildren ▪ Keeps current on world events ▪ Forms adult relationships with staff ▪ Participates in care and decision making | |
| Behavior In Hospital | <ul style="list-style-type: none"> ▪ Demonstrates anxiety over new procedures or a change in routine ▪ Often forgets new material or ideas or takes a long time to make decisions ▪ Maintains interest in personal matters ▪ Asks for instructions to be repeated ▪ Requires frequent rest periods | |
| Teaching Approaches | <ul style="list-style-type: none"> ▪ The gradual decline in attention span continues, as does a continued decrease in sensory perceptual skills. Assess learning ability, reading, hearing abilities, and teach within those limits. ▪ Negotiate learning outcomes with the patient. Determine the patient's priorities and resources and how they affect the patient's ability to learn. ▪ Include family members in the teaching. The patient's support system may be more important to assist the patient in adapting to health related changes, as the adult grows older. ▪ Use problem-centered teaching with immediate application and reinforcement of learning. ▪ Determine if there are misconceptions or denial that will interfere with learning. ▪ Let the patient test his or her own ideas, take risks, and be creative. ▪ Encourage the patient to evaluate his / her actions and change his / her behaviors. ▪ Relate health care decisions to current life priorities. | <ul style="list-style-type: none"> ▪ Continued decline in sensory-perceptual abilities may affect ability to learn (limited visual and hearing skills, diminished ability to perform skills). Present one idea at a time with clear, concrete demonstrations. ▪ Schedule frequent, short teaching sessions at times of peak energy (10 minutes maximum). Avoid holding sessions after the patient has bathed, ambulated, or taken medications that affect learning ability, or if the patient has pain. ▪ Determine if activities, treatments, or medications affect learning. ▪ Determine necessary resources to make lifestyle changes before setting mutual and realistic learning outcomes with the patient. ▪ Involve the family / support system in teaching. ▪ Determine if social isolation will be a barrier to learning. ▪ Repeat / reinforce teaching with feedback continuously. ▪ Encourage independence within ability. ▪ Check for memory deficit by asking for verbal feedback ▪ Use simple sentences, concrete examples, and reminders, such as calendars or pillboxes ▪ Speak slowly and distinctly in a conversational tone ▪ Use large-print materials and equipment with oversized numbers. ▪ Avoid using teaching materials printed on glossy paper. |