

Developmental Impact of Child victim of and or Witness to Interpersonal Violence

Infants

<p>Normal Development Stage <i>Piaget-sensorimotor 0-2</i> <i>Erickson-Trust vs.mistrust 0-12</i></p>	<p>Traumas related to family violence and child abuse</p>	<p>Possible Developmental Issues</p>	<p>Behavioral manifestations</p>
<p>Human interaction very important for healthy attachment and bonding</p>	<p>Early separation from mother or father. Emotional unavailability. A developing brain is acutely vulnerable to trauma. Sexual or physical abuse.</p>	<p>Disrupted attachment process between the child and primary caregiver Failure to thrive Developing brain reflects its experience; thus overwhelming experiences of stress, trauma and fear that occur again and again elevate stress hormones and wash over an infant’s brain like acid.</p>	<p>May develop emotional problems and poor attachments Trauma may become embedded in neural pathways Body can remember pre memory experiences of abuse</p>
<p>Symbolic thought representations object permanence</p>	<p>Exposure to chronic and unpredictable stress. -</p>	<p>Trauma scrambles neurotransmitter signals</p>	<p>May develop emotional problems and poor attachments Trauma may become embedded in neural pathways Will suffer deficits in their ability to learn</p>
<p>Develop trust that basic needs will be satisfied, natural curiosity, experimenting with new situations simple activities stimulate growth</p>	<p>Ongoing family violence is associated with inadequate nurturing; stunting infants natural tendencies to explore. Loss of trust they will be protected, kept safe and loved.</p>	<p>Positive healthy attachments that foster growth and development are disrupted. All trauma experienced as unpleasant and bad.</p>	<p>Ambivalent or negative attachment Baby arches back when held, is not easily soothed May be lethargic or withdrawn Cries often or Heightened startle response Lack of responsiveness to caregiver</p>

Toddlers 18m-3

Normal Developmental Stage <i>Piaget –Preoperational 2-7</i> <i>Erikson-autonomy vs., shame and doubt 1-3</i>	Traumas related to family violence and child abuse	Possible Developmental delay	Behavioral manifestations
Developing control over behavior	Witnessing interfamilial abuse. Separation from mother or father. Emotional unavailability of either parent. Sexual or physical abuse.	Inability to separate self from identifying with family dynamics. May not develop a sense of security or recognize a secure base to find comfort and to be soothed.	Regression Delays in achieving developmental tasks/stages Behavioral disturbances Internalized fear of abandonment
Mental reasoning acquiring vast amounts on information	Family violence causes confusion for toddlers they cannot reason that they are not somehow the cause of the fighting.	Inability to process and integrate new information, thought and feelings.	Developmental delays Emotional immaturity
Generalization of their primary attachment to their primary caregivers to others Egocentric social communication	Ongoing violence in the family creates an insecure environment for the developing child and the child experiences the world as unsafe to explore: Trauma created a sense of disconnectedness. Children lose	Development of autonomy arrested. Lack of development of self soothing behaviors. Lack of trust in others to keep them safe	May be intimacy avoidant. Difficulty in socializing with other children Aggressive behavior Excessive crying Inability to be soothed Overly attached to primary caregiver – inability to separate Insecure attachment –will go to anybody Lack of stranger anxiety Fearfulness

Preschool 3-5

Normal Developmental Stage <i>Piaget-Preoperational 2-7</i> <i>Erikson-Initiative vs. guilt 3-6</i>	Traumas related to family violence and child abuse	Possible Developmental issues	Behavioral manifestations
Need to develop a sense of self	Witnessing intrafamilial abuse, separation from mother or father Emotional unavailability of either parent. Sexual or physical abuse.	Development of positive male image impaired. Lack of trust in adults to meet safety needs. Distorted self-image.	May identify with the aggressor (abusive, aggressive behavior) May identify with victim (hopelessness, helplessness)
Imaginative play dominates / imaginary playmates	Witnessing violence in the home/ sexual or physical abuse. Play is a critical preparation for life. Child loses an important avenue for learning when play is stifled or stuck at a traumatic level.	Development of creative, imaginative, healthy play is arrested : Critical learning experiences through play diminished	Child may engage in repetitive, ritualistic or repetitive play Overly fearful, withdrawn nightmares flashbacks
Begin to develop awareness of needs of others and begin social attachments with peers	Witnessing ongoing family violence can cause children to shut down their own awareness of self to protect against pain or overidentify with needs of the victims.	Child is at risk for not developing a true sense of self. Children experience confusion over the vent and regress in their social interaction.	Lack of empathy towards other Unable to successfully integrate into preschool-kindergarten Shut-off from feeling emotions Withdrawn At risk for developing sociopathic behaviors Abnormal conflict/violence towards siblings
Assume a sense of responsibility	Divorce or separation is a significant disruption for young children.	preoperational thought patterns children personalize situation, Difficulty understanding grief and loss of absent parent—develops self-blame, guilt over parents separation. Think and feel responsible or feel they have done something to make the parent leave.	Crying, Loss of sleep Loss of appetite Aggressive behavior Somatic complaints Poor self concept/self esteem

School - age 6-12

Normal Developmental Stage <i>Piaget</i> -Concrete Operations Erickson-Industry vs., Inferiority 7-11	Traumatas related to family violence and child abuse	Possible Developmental issues	Behavioral manifestations
Developing sense of self-worth and self confidence Competence through playing organized games with peers central to this stage	Witnessing interfamilial abuse, separation from mother or father Emotional unavailability of either parent. Sexual or physical abuse.	Fight, flight or freeze response interferes with child's normal development to learn social skills. May not develop ability to decipher verbal and nonverbal cues in a group or game environment	Adjustments/Psychosomatic disorders Depression Regression Disruption of habit Nightmares /Flashbacks Difficulties in school Poor-self-concept /Low-self-esteem
Builds close friendships Influenced easily by peers	Isolation form social situations due to overly controlled home environment or are embarrassed by the violence	Lack of development of social skills. Inability to develop relationships with peers. Poor boundaries.	Feelings of isolation Disrespectful of others personal space Depression / Suicidal thoughts Feel invisible/do not exist /loneliness Low-self-esteem
Pivotal time for development if conscience and internalization of social cultural and behavioral values	Repeated exposure to sexual and physical abuse and intrafamilial violence. Parents role model that morals and rules are different in their house than in school, etc.	Desensitization to others needs. Confusion over right and wrong. Delayed ego development. May not develop a mature locus of control. Lack of empathic responding .	Engage in selfendangering behaviors Harm self-others-animals Difficult with self-regulation Impulsive behavior Hyperarousal Hyperactivity anxiety
Concrete thought operations Organize information learn sequence of timing of events	Witnessing repeated violence towards caregiver and or experiencing child sexual or physical abuse can create a distorted sense of reality for children.	Inability to sequence critical information, i.e. directions. Loss of a sense of control. Distorted insight.	Poor academic and conduct adjustment Misconceptions of male and female figures Unrealistic or bizarre behavior Distorted thinking / perceptions of reality Obsessional thinking
Still dependent on adults to meet needs of love and security	Exposed to violence of adults that are supposed to protect them - question own self-worth and value. Loss of love, safety, protection	Question parents love. Lacks secure base. Self-esteem rises and falls in response to the behaviors of others. May develop poor interpersonal relationships. Does not develop trusting relationships.	Unresolved feelings of anger Difficulty accepting conflicting feelings Lack of trust, Confusion, Anxiety Self-blame , Low self-esteem Poor self-concept

Adolescence

Normal Developmental Stage <i>Piaget- formal operations (11-15 years)</i> <i>Erickson-Identity vs., Identity confusion</i>	Traumata related to family violence and child abuse	Possible Developmental issues	Behavioral manifestations
<p>Establishing strong sense of Identity Self-integration Hormonal, puberty, social and physical may elicit defensive, ultrasensitive and temperamental behavior as normal part of this developmental stage</p>	<p>Witnessing ongoing interfamilial abuse, separation from mother or father. Emotional unavailability of either parent. Lack of trust in parent's ability to keep adolescent safe at a time when adolescents show increased dependency on parents. Sexual or physical abuse</p>	<p>Fails to establish a sense of connectedness and belonging. Unable to develop healthy coping strategies due to being stuck in a trauma state. Lack of ability to recognize feeling states that will help regulate affect and emotions. Sexual role confusion. Premature development of adult responsibilities.</p>	<p>Nightmares flashbacks Hyperarousal Anxiety Depression Sexual promiscuity Identify with aggressor (dating violent) Identify with victim (risk of dating violence) Pregnancy as means of identifying self existence Early marriage to establish identify Poor self-concept /Low self-esteem</p>
<p>Development of abstract thinking</p>	<p>Trauma of abuse and ongoing intrafamilial violence can block development of evaluating sensory stimuli. Trauma may block adolescence use of developing brain cells needed to develop abstract thinking. Lack of positive role-modeling to develop values and morals.</p>	<p>Delayed development of super-ego. Reduced development of abstract reasoning and logical thought. Lack of development of right and wrong behaviors. Delayed development of ability to cope with subsequent stress. Reduced ability to set and achieve future goals.</p>	<p>Poor concentration Confused easily Easily influenced Chaotic thoughts Lack of empathic responding Lack of remorse Difficulties in school Possible sociopathic behaviors Unhealthy choices- Alcohol substance abuse Risk taking behavior</p>
<p>Develop peer group</p>	<p>Intrapersonal relationships are adversely role modeled by violent behaviors of adults in the home</p>	<p>May have difficulty developing relationships with peers and maintain friendships. May develop poor or rigid boundaries.</p>	<p>Poor communication skills Inappropriate language Disrespectful of peers personal space i.e. intrusive verbally, physically</p>

	Adolescents may experience intensely powerful feelings fear that their peers will find out about their family's abusive behaviors		Shut-off from peers unable to be flexible win a group Anger towards peers
Develop effective problem solving skills	Often adolescent males try to protect mother or become abusive towards mother and or siblings using violent ways to solve problems.	Delayed development of super-ego. Lack of development of right and wrong behaviors. Delayed development of ability to cope with subsequent stress. Unable to develop adult functioning when attachment relationship with parents does not provide a safety net.	Antisocial behaviors (lying stealing sexual misconduct). Runaway from problems/home. School truancy. Lack of successful problem solving can lead to hopelessness, helplessness and lack of aspiration Lacks self-confidence