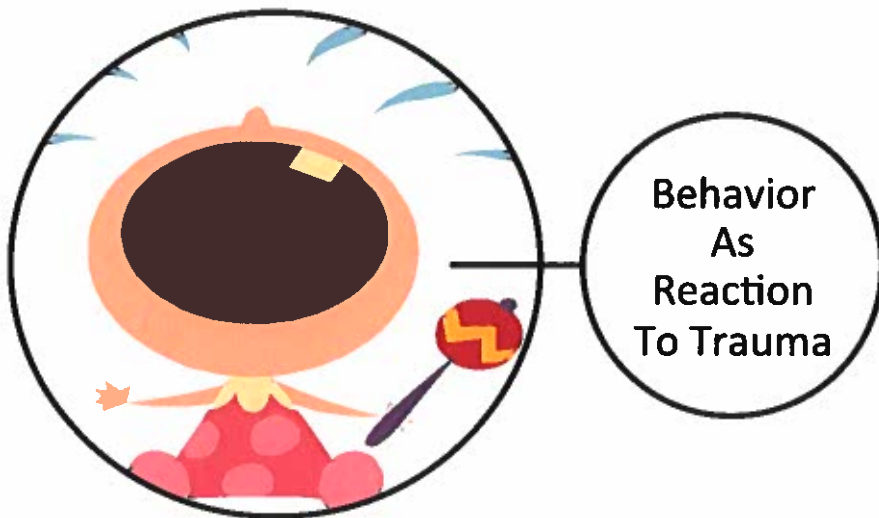




## Becoming a Behavior Detective

*After trauma many new behaviors may appear or existing negative behavior may intensify.*

**A**n understanding of typical behaviors that are a reaction to trauma can help caregivers develop a plan of intervention for the infant or young child. Listed below are categories of behaviors that many children develop as a reaction to trauma.



- **Birth to Age 3 Symptoms**
  - Aggression
  - Frustration
  - Fear
  - Hyperarousal
  - Regression
  - Sleep Difficulties
  - Whining and Crying
- **Age 3 to Age 6 Symptoms**
  - Anger
  - Clinging
  - Fear
  - Reenactment
  - Regression
  - Sleep Issues
  - Temper Tantrums
- **School Age Symptoms**
  - Avoidance
  - Clinging/Regression
  - Decrease in School Performance
  - Difficulty Trusting
  - Diminished Interest In Activities
  - Guilt
  - Hypervigilance
  - Reduced Impulse Control
  - Reenactment
  - Sadness
  - Separation Anxiety
  - Sleep Disturbances





## Behaviors, Needs, Symptoms, Discipline Chart

<i>Typical Chronological Behaviors, Needs, Trauma Symptoms, and Appropriate Discipline</i>				
<b>Age</b>	<b>Age Appropriate Behavior</b>	<b>What the Child Needs At Each Stage of Development</b>	<b>Age Appropriate Trauma Symptoms</b>	<b>Techniques for Disciplining Non-Trauma Related Behavior</b>
<b>Birth to Six Months</b>	The child attaches to his primary caregiver, he cries; he may develop stranger anxiety	The child needs love, protection, nutrition, physical care, change of scenery; a parent can never spoil a baby by too much attention.	Aggression Fear Regression Whining Crying Hyper-arousal	Remove harmful things from baby's environment; Use "no" in moderation – he does not understand what it means.
<b>Six Months to One Year</b>	The child views everything as a toy and continues to put things in his mouth; he may develop separation fears	The child needs love, a child proof environment and close supervision	Frustration Sleep Difficulties	Remove and substitute. Move the child away from the problem and switch to another activity. Continue to use the word "no" sparingly; begin to use "I" messages.
<b>One Year to Eighteen Months</b>	The child develops affection for and trusting relationships with family members and adults outside the family; He touches and tastes everything that is new; he likes to see what will happen when he explores his environment; he begins to develop autonomy; he does not understand the word "don't;" and he may start inappropriate biting during teething.	The child needs love, a safe environment, firm limits, close watching, gentle correction, and encouragement		Do not expect the child to obey. Distract him from undesirable activities using a firm voice. Do not yell or hit. Physical punishment is not understood. Ask him to help clean up messes with your assistance.
<b>Eighteen Months to Two Years</b>	The child is into everything; he may refuse to let adults feed him; he may wake during the night; he often disobeys and may run away from adults; he may have temper tantrums and refuse to cooperate by saying "no" or pulling	The child needs a few rules, but forgets the old rules when given a new one. Give the toddler more love during this difficult stage.		Look into the child's eyes when giving directions; speak clearly, using the same simple words each time; praise the child when he acts in a positive way.



**HELPING CHILDREN COPE**

	away; he can indicate his needs; he may make demands; his biting can continue to be a problem			
<b>Two Years</b>	Although the child establishes autonomy, he is never sure whether to be independent or separate; the child wants to make his own decisions and the adults in his life never know what to expect; he starts to learn the rules; he shows pride at being "good" and embarrassment at being "bad;" the child says "no" even when he means "yes;" he begins to imitate social roles and exhibits parallel play with other children; he may have temper tantrums when frustrated or tired; he may need bedtime rituals and often calls parents back after being put to bed; the child may regress when he gets tired or run from adults when under pressure; temper tantrums may increase and are used for attention and control;	The child needs patient, kind, firm adults. Parents must be smarter, not tougher or more out of control than the two year old. The child needs limited choices. Give him "either" "or" messages.		Try to understand things from the child's viewpoint and then help the child adapt; separation from disruptive activities is the best tool; work on one behavior at a time. Ignore attention getting misbehavior; avoid useless power struggles; use time out's sparingly or share the time by sitting side by side.
<b>Three Years</b>	The child likes to do things by himself; his favorite expression may be "I can do it all by myself;" he may whine a lot or develop sudden fears and phobias; he resists naps, but still needs them; he may refuse to hold his parent's hand, but wants to help adults do things.	The child needs patience. A 3 year old is a baby that looks like a child. Do not force him to act older than his maturity level. Create an enabling environment for him so that he can succeed.	Anger Fear Regression Temper Tantrums Clinging Reenactment Sleep Issues	The child wants to be good. Help him by telling him what you expect before he misbehaves. He needs honesty from adults. Do not treat his mistakes like crimes. Treat his accidents as learning experiences. Try rewarding the child for good behavior, not punishing for bad actions.
<b>Four Years</b>	He thinks he is older than his chronological age; he may mix fantasy and	The child needs social opportunities in small play groups, props for		Four year olds seem big but are still just babies when stressed



	<p>reality. He may act in a stubborn manner or ask "why" in order to argue. He may refuse to nap and thinks of all kinds of ways to avoid bed time; He may have bad dreams or everyday stress may cause stomachaches. .</p>	<p>pretend play, art materials, and lots of tolerance.</p>	<p>or tired. Continue to give the child lots of affection even if they don't want it. Don't argue with a four year old. Teach the child the consequences for misbehavior, then apply the consequences. Be realistic and be consistent.</p>
<p><b>Five Years Old</b></p>	<p>The child investigates everything; He may make up the rules as he goes along; Even though he may seem responsible, he cannot be left alone. He feels pride in accomplishment.</p>	<p>The child needs lots of sleep and positive attention for good behavior. He also needs to learn how to cooperate.</p>	<p>Connect privileges directly to responsibilities. The consequences should be very clear for misbehavior.</p>



