


## Dimension 1 | Child Development and Attachment


	→ Informed	→ Skilled	→ Enhanced	→ Specialist
<b>Child Development</b>				
<b>Knowledge</b>	<p>Be aware that child development results from a combination of genetic and environmental influences from conception onwards</p> <p>Be aware of physical, emotional, communication and social developmental milestones across childhood and adolescence</p>	<p>Be aware of the changing development needs of children and young people, such as relationships with peers and adults, education, regular patterns of diet, sleep and exercise</p> <p>Be aware of the range of typical developmental stages</p> <p>Be aware of the range of factors that impact typical development, including adverse experiences, trauma, physical health conditions and their treatment</p>	<p>Understand the factors that support optimal brain and psychological development in infancy, childhood and adolescence</p> <p>Understand theories of child development including physical, cognitive and social - emotional development, and how they relate to supporting the child</p>	<p>Have specialist and current knowledge of child development theories and models</p>
<b>Parent-child Relationships (attachment) </b>				
<b>Knowledge</b>	<p>Be aware that the infant's early relationship with their primary caregiver is critical to how a child develops</p>	<p>Be aware of the components of a healthy parent-infant relationship, and how it develops through childhood</p>	<p>Have a good understanding of attachment theory, including its limitations and critiques</p>	<p>Have a detailed understanding of the theoretical underpinnings of infant psychological development and of the caregiver-infant relationship, including an understanding of attachment and related theories</p>

 Further details available about IMH in Perinatal mental health curricular framework: a framework for maternal and infant mental health


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<b>Parent-child Relationships (attachment) continued</b>				
<b>Knowledge</b>	<p>Be aware that encouraging good parent-infant relationships promotes optimal child development</p> <p>Be aware that ill health may mean infants experience separation from their parents and this can interfere with bonding</p>	<p>Be aware of the changes in relationships with parents, authority figures and peers in adolescence</p> <p>Have a broad understanding of the factors which promote good parent-child relationships, including an understanding of attachment theory and different parenting styles</p> <p>Be aware that some families, such as those whose child has long-term physical health conditions face additional challenges and complexities which impact on usual patterns of parenting</p> <p>Have a good working knowledge of resources available to support families, particularly those who face additional challenges and/or are vulnerable</p>	<p>Understand how difficulties in early relationships can impact;</p> <ul style="list-style-type: none"> <li>▪ cognitive, emotional, and social skills</li> <li>▪ parent-child, sibling and peer relationships</li> <li>▪ Emotional wellbeing</li> <li>▪ Self-regulation</li> <li>▪ Mental health</li> <li>▪ Resilience</li> </ul> <p>Know about the importance of the care-givers' experiences of attachment relationships and being parented (including the experience of developmental trauma and adverse experiences) and how these can impact parenting capacity and ability to form secure attachments with their own children</p> <p>Know about evidence-based interventions that support parent-child attachments and parenting capacity</p>	<p>Have a detailed understanding of theoretical models of adolescent development and changing relationships</p>


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<b>Importance of Play</b>				
<b>Knowledge</b>	<p>Be aware play is vital for all aspects of child development</p> <p>Be aware of the value of child-led rather than adult-led play activity</p> <p>Be aware of how play provides opportunities to develop language and communication</p>	<p>Be aware that some children will have had few opportunities to play, due to physical health conditions, disability or early adversity</p> <p>Be aware of the positive and negative impacts of electronic media on child development</p>	<p>Understand how play links with child development and relationships</p> <p>Be aware of potential barriers to play</p> <p>Understand how to link language to play to support language and communication development</p>	<p>Have specialist and current knowledge of theories of emotional development and their relationship to play</p>
<b>Developmental Tasks and Transitions</b>				
<b>Knowledge</b>	<p>Be aware that there are significant transitions and developmental tasks in childhood such as puberty, school moves, and life events</p> <p>Be aware that adolescence has discreet phases that alter relationships with family and peers and ends with an understanding of themselves as an individual</p> <p>Be aware that transition points can be especially challenging for some groups of children and young people such as neurodiverse children and young people, those with long term health conditions and care experienced children and young people</p>	<p>Be aware of the factors that help child, young people and their families to successfully manage transitions</p> <p>Be aware that transitions can be emotionally challenging, even when generally experienced as positive</p> <p>Be aware of the importance of understanding the transition from the perspective of the child or young person, and how this might differ from the perspectives of others</p>	<p>Be aware of the interaction between developmental stage, and the number and nature of transitions at any one time</p> <p>Be aware of the potential impact of family transitions, such as a family member moving out of home, retirement, on both child and young person and their family</p> <p>Be aware of the impact on children, young and their families of not being able to complete developmental tasks</p>	<p>Have specialist knowledge of systemic theory and developmental transitions</p>

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<b>Children and Young People Viewed in Context</b>				
<b>Knowledge</b>	<p>Be aware of the world around the child or young person such as their family, wider society, culture, ethnicity, religion and sexuality</p> <p>Be aware of the principles of social inclusion equality and diversity</p> <p>Be aware that there are legal frameworks relating to working with children, young people and their families, such as GIRFEC and UN Convention on the Rights of the Child (UNHCR)</p> <p>Know about parental rights and responsibilities</p> <p>Be aware that cultural beliefs and practices may influence family relationships and parenting style</p> <p>Be aware young people may need to balance differing culture and beliefs from family, peers and wider community</p>	<p>Be aware of the wide range of different family structures, including kinship care and other care provision</p> <p>Be aware of the potential impact on families of adversity, such as loss, abuse, social change, socio-economic disadvantage and health inequalities</p> <p>Be aware that experience of emotional distress and symptoms of mental health are influenced by culture and background</p> <p>Be aware of the range of cultural, social and religious differences in relation to family relationships, and parenting style that are likely to be present in the local population</p> <p>Be aware that internal beliefs and expectations may affect a child, young person and their family's ability to engage with helping agencies</p>	<p>Understand theories of family lifecycle across social contexts and cultures to understand the developmental tasks of specific families</p> <p>Be aware of how to improve health outcomes for individuals, families and communities to address inequalities and support people's access to occupational, vocational and leisure opportunities</p> <p>Know the core principles of, and responsibility to uphold, the Human Rights and Equality Acts in their practice, including the PANEL principles (Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality)</p> <p>Understand that mental health, distress and disorder are viewed through the lens of cultural, religious and social norms, and gender, and that these may impact on the child or young person's mental health</p>	<p>Have a specialist and current knowledge of systems theory</p> <p>Understand that professional practice, including your own, may be influenced by personal, cultural and societal beliefs and expectations around childhood and parenting</p> <p>Have a detailed understanding of how individual, family and social practices vary in relation to childhood and family life in different cultures, and the pressure faced by some children and young people to conform to cultural and societal expectations</p>

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	<b>Impact of Trauma and Adversity on Attachments and Development</b> 			
<b>Knowledge</b>	<p>Be aware trauma and adverse experiences are common experiences that can impact children and young people in many ways, including their mental health and ability to form healthy relationships</p> <p>Be aware that the impact of trauma and adversity can be lifelong</p> <p>Know about trauma-informed practice and the potential importance of ‘one good adult’</p>	<p>Be aware trauma and adverse experiences can impact a child or young person’s development and the ability to form attachment/therapeutic relationships</p> <p>Be aware that trauma can cause developmental regression and/or delays, such as in language development and learning difficulties due to emotional dysregulation (fight, flight, freeze response), preoccupation with danger</p> <p>Be aware that children and young people can be affected by sensory reminders of traumatic experiences</p> <p>Be aware that the amount of adversity is related to the likelihood of negative impact for children</p>	<p>Understand how the impact of trauma can present across stages of child and adolescent development</p> <p>Be aware that repeated complex developmental trauma can affect neurodevelopment, functioning and development of the self</p> <p>Be aware that trauma occurring at critical developmental points, such as in infancy and childhood, has particularly damaging effects due to its potential to disrupt healthy development</p>	<p>Understand the impact of trauma and disrupted attachments for a child’s emotional health</p> <p>Understand that attachment trauma and child abuse create a “biological paradox” during which the child is caught between conflicting drives for attachment and survival</p>

 See NES Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce

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	<b>Neurodevelopmental Diversity and/or Additional Support Needs</b> 			
<b>Knowledge</b>	<p>Be aware of the importance of recognising the significant strengths that neurodiverse children and young people have</p> <p>Be aware of common neurodevelopmental conditions, such as Autism, ADHD and Learning Disabilities</p> <p>Be aware of the potential harm of stereotyped views of neurodiverse children and young people</p> <p>Understand that difficulties and needs may be invisible, or uncommunicated, and could go unrecognised</p> <p>Be aware that children and young people who have additional support needs can reach their development milestones at a different rate and their quality of play can be different</p> <p>Be aware neurodevelopmental diversity can impact the child and young person's social skills and ability to relate to others</p>	<p>Be aware that neurodevelopmental conditions occur on a spectrum and presentation will vary depending on factors such as age, developmental stage, gender and setting</p> <p>Be aware of how impaired communication can be a marker for common neurodevelopmental conditions and the importance of early intervention</p> <p>Be aware that neurodevelopmental diversity can impact wellbeing and mental health</p>	<p>Be aware of the impact of neurodiversity on attachment, and parental attunement</p> <p>Be aware of current research and clinical evidence, in relation to co-occurring mental health and medical conditions, such as, epilepsy, sensory processing and restricted eating</p> <p>Understand the links between speech, language and communication needs and social disadvantage: poverty can result in a reduction of opportunities for learning of language</p> <p>Be aware that children and young people with language and communication difficulties are at greater risk of developing behavioural, cognitive, emotional and social difficulties</p> <p>Be aware of the role of communication in accessing and being able to benefit from a service</p>	<p>Have specialist and current knowledge of neurodevelopmental diversity and co-occurring physical, medical and mental health difficulties</p> <p>Understand the role of environmental factors in highly complex presentations, such as proximity requirements in relation to personal space, sensory sensitivities, communication, environment, routines and structures</p>

 See NES Autism Training Framework Optimising Outcomes A framework for all staff working with people with Autism Spectrum Disorders, their families and carers

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**Neurodevelopmental Diversity and/or Additional Support Needs** continued

<b>Knowledge</b>	<p>Be aware that neurodiversity and additional support needs may impact on a child or young person’s ability to engage with usual practices, such as, waiting rooms, dentists, changes in teaching staff, such as supply teachers</p> <p>Be aware of relevant educational legislation such as Additional Support for Learning Act</p>		
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