

Title	Describe age-related brain development and the impact of trauma on a child or young person in care		
Level	3	Credits	5

Purpose	<p>This unit standard is intended for people whose activities bring them into contact with children or young people, or who work with children or young people in care.</p> <p>A person credited with this standard can:</p> <ul style="list-style-type: none"> • describe brain development; • describe the impact of trauma on brain development; • describe the key features of age-related brain development; • explain the difference between chronological and developmental ages and the potential impact of trauma on developmental age; and • describe trauma and the possible impact of trauma on feelings and specific behaviour of a child or young person in care.
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Classification	Social Services > Care of Children and Young Persons
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Available grade	Achieved
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Guidance Information

- 1 Range
Care settings may include – whānau, kin, and foster care; respite care; residential care.
- 2 Definitions
Age-related development intervals for children and young people are: newborn (under 4 weeks); infant (4 weeks – 1 year); toddler (1–3 years); pre-schooler (4–6 years); school-aged child (6–11 years); adolescent (ages 12–19 years).
The following capacities are considered in a young child’s emotional and social functioning: attention and regulation, forming relationships or mutual engagement, intentional two-way communication, complex gestures and problem solving, use of symbols to express thoughts and feelings, connecting symbols logically and abstract thinking.
Child means a person under the age of 14 years.
Young person means a person of or over the age of 14 years but under 18 years and has an extended meaning that includes some young adults for certain purposes under the Oranga Tamariki Act 1989 s386AAA.
- 3 Legislation relevant to this standard may include but is not limited to:
 - Care of Children Act 2004;

- Children’s Act 2014;
- Crimes Act 1961;
- Family Proceedings Act 1980;
- Family Violence Act 2018;
- Human Rights Act 1993;
- Privacy Act 2020;
- Oranga Tamariki Act 1989;
- Oranga Tamariki (National Care Standards and Related Matters) Regulations 2018;
- Te Tiriti o Waitangi/Treaty of Waitangi.

4 References

Drewery W. & Claiborne L. (2014). *Human development: Family, Place, Culture* (2nd ed.). New South Wales/Australia: McGraw-Hill.

Ministry of Health. 2011. *Healthy Beginnings: Developing perinatal and infant mental health services in New Zealand*. Wellington: Ministry of Health available at <https://www.health.govt.nz/system/files/documents/publications/healthy-beginnings-final-jan2012.pdf.pdf>.

Pawson, M. (2010). *Youth and the law 2010: A comprehensive guide to the law relating to youth, from birth to adulthood*. Wellington: Educational Resources for Legal Resources Trust.

New Zealand. Ministry of Health/Manatū Hauora. (2020). *Te Whare Tapa Whā: Māori health model*. Available at <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.

Government of South Australia. Department for Child Protection. (2020). *Practice Approach: Trauma lens for children and young people: Iceberg Model: A trauma informed approach to understanding and managing traumatised children and young people’s behaviours*. Available at https://www.childprotection.sa.gov.au/_data/assets/pdf_file/0019/222652/Iceberg-Model.pdf.

New Zealand. Ministry of Health/Manatū Hauora. (2020). *Treaty of Waitangi principles*. Available at <https://www.health.govt.nz/our-work/populations/maori-health/he-korowai-oranga/strengthening-he-korowai-oranga/treaty-waitangi-principles>.

Michigan State University Extension – *Understanding the “upstairs” and “downstairs” brain*. Available at http://msue.anr.msu.edu/news/understanding_the_upstairs_and_downstairs_brain.

New Zealand. Ministry of Social Development/Manatū Whakakiato Ora. (2020). *United Nations Convention on the Rights of the Child*. Available at <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/monitoring/uncroc/>.

Outcomes and performance criteria

Outcome 1

Describe brain development.

Performance criteria

1.1 Development and functions are described in accordance with *Healthy Beginnings: Developing perinatal and infant mental health services in New Zealand*.

Range evidence must include – orbitofrontal cortex, amygdala, hippocampus.

1.2 Description includes the difference between upstairs and downstairs brain behaviour.

Outcome 2

Describe the impact of trauma on brain development.

Range evidence may include is but not limited to trauma caused by one of, or a combination of, the following factors – neglect; physical, emotional and sexual abuse; family violence; poverty; foetal alcohol spectrum disorder; drug use; evidence of four factors, or four different factor combinations, is required.

Performance criteria

2.1 The links between the factor(s) that have caused the trauma and how they impact development of the brain are described.

Outcome 3

Describe the key features of age-related brain development.

Range evidence is required for the following age-related development intervals – newborn, infant, toddler, pre-schooler, school-aged child, adolescent.

Performance criteria

3.1 Features are described in terms of typical development in accordance with organisational documentation.

Range evidence of three features for each age-related development interval;
one feature for each of – emotional and social functioning, physical development (including motor skills), cognitive development.

Outcome 4

Explain the difference between chronological and developmental ages and the potential impact of trauma on developmental age.

Range evidence is required for two age-related development intervals.

Performance criteria

4.1 The difference between chronological and developmental ages are explained in accordance with *Healthy Beginnings: Developing perinatal and infant mental health services in New Zealand*.

4.2 The potential impacts of trauma are explained in accordance with *Healthy Beginnings: Developing perinatal and infant mental health services in New Zealand*.

Range evidence is required for a minimum of three possible traumas for the selected age-related development interval; one impact for each of emotional and social functioning, physical development (including motor skills), cognitive development.

Outcome 5

Describe trauma and the possible impact of trauma on feelings and specific behaviour of a child or young person in care.

Performance criteria

5.1 The description identifies possible feelings as a result of trauma in accordance with organisational documentation.

Range evidence of four is required.

5.2 The description identifies possible impacts on specific behaviour that can occur following trauma in accordance with *The Iceberg Model*.

Range evidence of four is required.

5.3 The description explains the trauma experienced by the young person when dealing with services and/or agencies.

Range evidence must include – the potential to re-traumatise.

Planned review date	31 December 2023
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	1 November 2018	N/A
Revision	2	27 May 2021	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.