






<b>Interdependence</b> 11–25 years 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Establishing independence</li> <li>Connecting with peers</li> <li>Exploring identity and gender</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Enjoys individuality and periods of independence</li> <li>Is developing a confident sexual identity</li> <li>Engages with new opportunities and challenges</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Takes inappropriate risks</li> <li>Has poor relationships</li> <li>Is unwilling to separate</li> <li>Displays addictive, abusive, self-harming behaviours</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Providing a secure base for the young person to leave and return to so the young person learns responsibility for self, independence, and to explore their sexuality safely</li> <li>Providing a resource for information, values and support</li> <li>Setting clear values and boundaries for the young person to test themselves against</li> </ul>	<b>Parents' role:</b> Parents encourage young people to be responsible for their own needs, feelings and behaviour, and to ask for help when they need it. This may be a turbulent time as young people rework and review their earliest years as they separate healthily while staying connected. <b>Young people enjoy taking responsibility for themselves.</b>
<b>Skills and Structure</b> 7–11 years 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Motivation for developing skills</li> <li>Developing morals and values</li> <li>Understanding the need for rules</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Enjoys diversity, difference and acquiring new skills</li> <li>Possesses internal/external structures: values; rules</li> <li>Is developing a confident gender identity</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Is anti-authority and anti-rules</li> <li>Shows mismatch between expectations and skills</li> <li>Is over-casual; does not complete tasks</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Encouraging and supporting the extension of skills</li> <li>Introducing the child to diverse experiences and people</li> <li>Acting as a role model for the exploration of values</li> </ul>	<b>Parents' role:</b> Parents acknowledge children's emerging values and morals and individual ways of doing things. Parents teach their children the significance of rules and regulations and help with the development of their negotiation skills. <b>Children enjoy sharing their opinions and using their skills.</b>
<b>Power and Identity</b> 3–7 years 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Developing an identity</li> <li>Distinguishing fantasy from reality</li> <li>Exploring power with responsibility</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Has a positive sense of self and individual identity</li> <li>Adapts to different roles and relationships</li> <li>Understands consequences and contexts</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Threatens, bullies and lies</li> <li>Has low self-esteem; discounts self</li> <li>Uses reputation to bolster self</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Facilitating the child's individuality</li> <li>Helping the child to learn responsibility for their behaviour and to distinguish between fantasy and reality</li> <li>Role-modelling how to use power in relationships</li> </ul>	<b>Parents' role:</b> Parents support children to find out who they are, what they like to do and to separate fantasy from reality. With this comes growing independence and responsibility, with children learning that they can still ask for help and care. <b>Children enjoy being who they are and being responsible.</b>
<b>Thinking</b> 18 months – 3 years 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Expressing a view</li> <li>Learning about cause and effect</li> <li>Feeling, thinking and problem-solving</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Names, expresses and handles feelings</li> <li>Understands rules and cause and effect</li> <li>Thinks for themselves; can say 'no'</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Is oppositional; acts tough</li> <li>Directs others; over-reacts</li> <li>Is demanding and pushy; or acts powerless</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Acting as a co-creator of meaning</li> <li>Naming and creating opportunities for the safe expression of feelings</li> <li>Lending their adult thinking brain to help the child develop language and make sense of what is happening</li> </ul>	<b>Parents' role:</b> Parents stay in control as they listen, enjoy and support the development of their toddler's independent thinking. Parents help to establish understanding of cause and effect while the toddler begins to think for themselves, test limits and push boundaries. <b>Children feel competent and can make sense of their experience.</b>
<b>Doing</b> 6–18 months 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Exploring and experimenting</li> <li>Experiencing options</li> <li>Initiating, engaging and doing</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Is curious and creative; takes initiative</li> <li>Is active and easily stimulated; seeks sensory experiences</li> <li>Enjoys investigating and getting involved</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Is passive, quiet; hangs back</li> <li>Is unable to settle or focus</li> <li>Displays extreme responses</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Acting as a co-adventurer, inviting the child into sensory exploration</li> <li>Accompanying the child in seeking and exploring</li> <li>Ensuring safe boundaries for physical play</li> </ul>	<b>Parents' role:</b> Parents encourage their infant to explore and experiment safely, while at the same time giving meaning to their feelings and discoveries and explaining about the world. <b>Children feel capable and good in their bodies, and they enjoy physical activities.</b>
<b>Being</b> 0–6 months 	<b>Developmental tasks</b> <ul style="list-style-type: none"> <li>Feeling safe</li> <li>Being special</li> <li>Having needs met</li> </ul>	<b>Healthy development:</b> <ul style="list-style-type: none"> <li>Is confident and appropriately trusting</li> <li>Is receptive to new experiences and relationships</li> <li>Is aware of needs; is able to signal distress and ask for help</li> </ul>	<b>Interrupted development:</b> <ul style="list-style-type: none"> <li>Is timid and fears change</li> <li>Is out of touch with own needs</li> <li>Demonstrates repetitive oral behaviours; is easily distracted</li> </ul>	<b>Adult role:</b> <ul style="list-style-type: none"> <li>Acting as a co-regulator/container</li> <li>Providing a positive experience of dependency</li> <li>Mediating the child's experience of the world</li> </ul>	<b>Parents' role:</b> Parents experience joy and delight in their new baby and are ready to keep them safe, meet their needs and get to know them as a new unique person. <b>Children feel lovable and begin to trust themselves and others.</b>

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Figure 2.3: The Thrive Approach