

## Thrive Strands

Strand	Key Task	Interruption Descriptor	Adult Role	Positive Descriptor
Being 0-6 months	The key task for the child is to have a positive experience of dependency and move on to the next.	<ul style="list-style-type: none"> <li>• Timid, withdrawn, fears change</li> <li>• Out of touch with needs</li> <li>• Repetitive oral behaviours</li> <li>• Easily distracted</li> </ul>	The adults around them offering positive dependency, meditating and most importantly being the regulator for the child.	<ul style="list-style-type: none"> <li>• Confident appropriate trusting</li> <li>• Receptive to new experiences and relationships</li> <li>• Awareness of needs</li> </ul>
Doing 6 – 18 months	The key task for the child is to be create and explore.	<ul style="list-style-type: none"> <li>• Passive, hangs back</li> <li>• Unable to settle or focus</li> <li>• Extreme responses</li> </ul>	Adults moving alongside being a co-adventurer in the world and emotion keeping that regulating role.	<ul style="list-style-type: none"> <li>• Curious and create</li> <li>• Seeks stimulation and sensory experiences</li> <li>• Enjoys investigation</li> </ul>
Thinking 18 months – 3 years	The key task for the child is to develop cause and effect, problem solving, knowing feelings and begin to understand appropriately expressing them.	<ul style="list-style-type: none"> <li>• Oppositional (acts tough)</li> <li>• Directs others/over reacts</li> <li>• Demanding or powerless</li> </ul>	This is where the adult moves into being a co-constructor support in developing of meaning and offering safe experiences to express, lending their own thinking brain.	<ul style="list-style-type: none"> <li>• Names, expresses, handles feelings</li> <li>• Understands cause and effect</li> <li>• Thinks for themselves</li> </ul>
Power & Identity 3 –7 years	The key task for the child is to positive sense of self, understand self and others.	<ul style="list-style-type: none"> <li>• Threatening</li> <li>• Low self esteem</li> <li>• Uses reputation to bolster self</li> </ul>	The adult here will be consistent, act as facilitator for learning behaviour and distinguishing between fantasy and reality.	<ul style="list-style-type: none"> <li>• Positive sense of self</li> <li>• Practises different roles</li> <li>• Understands consequence and context</li> </ul>

<p>Skills &amp; Structure 7 – 11 years</p>	<p>The Key task for the child is develop new skills, developing understanding of how they do things and ways others do things, and learning expectation and tolerance.</p>	<ul style="list-style-type: none"> <li>• Anti-authority</li> <li>• Mismatch of expectations to skills</li> <li>• Over casual</li> </ul>	<p>The adult offers extensions of skills with experiences and people whilst acting as role model for values exploration.</p>	<ul style="list-style-type: none"> <li>• Enjoys diversity. Difference, learning</li> <li>• Internal and external structure, values, rules</li> </ul>
<p>Separation &amp; Sexuality 11-18 years</p>	<p>The key task for the child is to develop and learn independence and interdependence.</p>	<ul style="list-style-type: none"> <li>• Inappropriate risk taking</li> <li>• Poor relationships</li> <li>• Not willing to separate</li> <li>• Addictive, abusive, self-harming behaviours</li> </ul>	<p>The adult becomes a secure base for the child to leave and return to as needed offering information, value and support.</p>	<ul style="list-style-type: none"> <li>• Individual and periods of independence</li> <li>• Developing a confident sexual identity.</li> <li>• Engages with opportunities and challenges</li> </ul>