

# Module 6 – Age-Appropriate Care

## Introduction

As a home care aide, you will care for individuals of all ages and of all health statuses. Some may be sick children while others may be well older adults. This module will discuss basic growth and development, as well as explore the home care aide's role in caring for various age groups.

## Objectives

At the end of the module, the nurse aide will be able to:

1. Describe the normal growth and development of infants to preschoolers
2. Identify developmental tasks of middle childhood to adolescence
3. Identify developmental tasks of the varying stages of adulthood
4. Identify physical, psychological, and social effects of aging
5. Describe methods in which the aide can ensure age-appropriate care

## Instructional Resource Materials

- PowerPoint for Module 6 – Age-Appropriate Care
- Handout/Activities
- Large flip chart or large piece of paper

## Module 6 – Age-Appropriate Care

Slides	Instructor’s Script	Notes
<b>Slide 1</b> <b>Title Slide</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• Module 6 – Age-Appropriate Care</li> </ul>	
<b>Slide 2</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• <b>Objectives</b> - At the end of the module, the nurse aide will be able to:               <ol style="list-style-type: none"> <li>1. Describe the normal growth and development of infants to preschoolers</li> <li>2. Identify developmental tasks of middle childhood to adolescence</li> <li>3. Identify developmental tasks of the varying stages of adulthood</li> <li>4. Identify physical, psychological, and social effects of aging</li> <li>5. Describe methods in which the aide can ensure age appropriate care</li> </ol> </li> </ul> <p><i>An important disclaimer before beginning – While some developmental tasks are listed, all are not. Likewise, each person may reach these at varying stages. For example, a patient may be 10 years old and developmentally be like a 3-year-old.</i></p>	
<b>Slide 3</b> <b>Activity #1</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• <b>Activity #1</b> – Instructor to read Activity 1 and complete with the class before continuing with the module.</li> </ul>	
<b>Slide 4</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• As a home care aide, you will care for individuals of all ages and of all health statuses. It is important to have a basic understanding of growth and developmental milestones and tasks, which in turn will allow for better care of the patient.</li> <li>• When we discuss growth, we are referring to the physical changes in a patient. Unless impaired or with a specific disability, people grow in a steady manner. We measure growth by factors such as height and weight.</li> <li>• When we discuss development, we are referring to the psychological and/or social functioning that a person has. As we age, we learn how to relate to the world in many ways. For example, a toddler has a simple view of the world and looks to a primary caregiver for most of his or her needs. However, an adult can meet his or her own needs and is able to think complexly.</li> <li>• Often, growth and development go together and happen along the same timeline. However, it is important to remember that not every patient you care for will be at the same development stage as he or she is in relation to age or size.</li> <li>• Having a basic knowledge of each age group will help you to better understand and relate to that age group.</li> </ul>	

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<p><b>Slide 5</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Infancy is considered birth to 1 year old.</li> <li>• This is a time of rapid learning and growth.</li> <li>• In this first year, the developmental tasks include:             <ul style="list-style-type: none"> <li>○ Sitting up unsupported</li> <li>○ Crawling</li> <li>○ Possibly walking</li> <li>○ Developing feeding and sleeping patterns</li> <li>○ Eating solid foods (about 5 or 6 months old)</li> <li>○ Beginning to say some words and communicating with others verbally or with gestures</li> <li>○ Developing emotional attachments to caregivers or family members</li> </ul> </li> <li>• After birth, infants wake to eat, or rather, drink breast milk or formula, and do a great deal of sleeping in between meals. However, as they age and grow, their periods of awake time will increase. At the same time, their interactions with others increase and they begin to learn about the world around them.</li> <li>• Infants must learn to master their body movements. They are uncoordinated and most of their early movements will be involuntary. As their central nervous system develops, they develop muscle coordination and move their bodies purposefully. Their behavior goes from reflexive to purposeful.</li> <li>• Safety issues with this age group relate to the activities that the infant is learning, and respiratory issues.</li> <li>• An infant should to be protected from rolling off a bed or table. An infant can move quickly and should not be left outside a crib unattended at any time.</li> <li>• Infants learn by mouthing objects. Anything that can fit through a toilet tissue roll should be out of the reach of an infant. Such an item could be swallowed and lead to respiratory difficulty.</li> <li>• As the infant become more mobile, safety measures should be taken around the home such as gates at stairs and sharp corners covered.</li> <li>• It is important to remember that an infant’s primary caregiver such as mother, grandmother, or father, is the center of the infant’s world. The infant will learn best from his or her primary caregiver; therefore, the caregiver should be involved in the infant’s care along with the home care aide.</li> <li>• <b>Reference Activity #1 – Ask the students what the home care aide would need to consider when providing care for this age group</b></li> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 6</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Toddlerhood is 1 to 3 years old</li> <li>• Physical growth is now at a slower rate</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Some developmental tasks include:             <ul style="list-style-type: none"> <li>○ Mastering the ability to walk</li> <li>○ Learning to separate from their primary caregiver, which can be difficult for some children</li> <li>○ Learning about bowel control and bladder function</li> <li>○ Using words more than gestures to communicate</li> <li>○ Gaining some independence from their primary caregiver; this may be expressed as a child trying to do more on his or her own, or having “temper tantrums” as a way of objecting</li> </ul> </li> <li>• As toddlers become more mobile, their curiosity grows. Toddlers are interested in everything around them, and want to touch, feel, grab, or hold anything that interests them. This is how the toddler is learning about his/her environment.</li> <li>• A toddler may also start toilet or potty training during this time. Toddlers must be both physically and psychologically ready to start and should not be forced into this. Staying dry through the night may not come at the same time as daytime toilet training.</li> <li>• During toddlerhood, the word, no, is a normal response to anything. This is the child’s way of asserting him or herself and learning boundaries and independence.</li> <li>• Toddlers will have more dreams during this development stage, and may have nightmares, although once awake, the child may not remember what scared him or her.</li> <li>• Toddlers need to be watched closely. They continue to put things in their mouth and become very exploratory and brave. Toddlers may wander away from their caregivers and need to be protected from being lost.</li> <li>• Toddlers can also be clumsy, and safety should be a main issue.</li> <li>• Play and simple instructions can be used to teach toddlers and gain their trust. Repeating instructions will be necessary. Patience on the part of the caregiver will be necessary as well.</li> <li>• <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</b></li> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 7</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Preschoolers are aged 3 to 6 years old</li> <li>• Preschoolers will grow in height, but not as much in weight.</li> <li>• Developmental tasks include:             <ul style="list-style-type: none"> <li>○ Developing and understanding family relationships</li> <li>○ Learning rules and consequences</li> <li>○ Increasing vocabulary and communication skills</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Performing more self-care activities such as feeding oneself, brushing teeth, etc.</li> <li>○ Understanding differences in genders and developing modesty</li> <li>○ Learning to play WITH others, instead of just NEXT TO others</li> <li>● Learning rules will be a big task for the preschooler. The child will learn rules at home, and by the end of this period, will begin kindergarten, where a new set of rules will be introduced.</li> <li>● By age 3 ½, the preschooler should be able to balance, recognize colors, button buttons, and follow simple instructions.</li> <li>● Preschoolers are developing their sense of right and wrong and will need a lot of encouragement and explanations as they develop a sense of adequacy in their abilities.</li> <li>● Preschoolers' confidence development can affect children into their adulthood.</li> <li>● Preschoolers should be watched closely for safety reasons. They continue to be highly active but sometimes lack the ability to see consequences of dangerous behaviors.</li> <li>● <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</b></li> <li>● <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 8</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>● Middle childhood is from 6 to 8 years old</li> <li>● This is the time for school to really start for a child.</li> <li>● Developmental tasks include: <ul style="list-style-type: none"> <li>○ Learning about peer groups</li> <li>○ Learning school material such as reading, writing, and math</li> <li>○ Developing better social skills, as well as playing games and sports and learning about winning and losing</li> <li>○ Learning appropriate behaviors and manners for different settings</li> <li>○ Developing positive feelings about oneself</li> <li>○ Developing empathy skills and gaining a conscience for one's actions</li> </ul> </li> <li>● Controlled gross motor skills are practiced during this age group such as bike riding, sports, and games.</li> <li>● Middle childhood is a time of developing problem-solving skills. This age group will have a lot of questions and will need accurate and truthful answers and encouragement.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• They have a variety of coping skills, including denial, regression, nail biting, dependence, humor, and fantasy.</li> <li>• To teach this age of children, use play, simple instructions, repetition, books, and examples.</li> <li>• <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group.</b></li> <li>• <b>Write the correct answers under this group on the chart.</b></li> </ul>	
<p><b>Slide 9</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Late childhood is from 9 to 12 years old</li> <li>• This period is also called preadolescence.</li> <li>• Developmental tasks carry over from middle childhood, except there is now an expectation of maturity with behaviors.</li> <li>• Developmental tasks include:             <ul style="list-style-type: none"> <li>○ Gaining more independence from adults</li> <li>○ Understanding ethics and morals</li> <li>○ Developing lasting friendships with peers</li> <li>○ Understanding the roles of one’s gender</li> <li>○ Developing school skills</li> </ul> </li> <li>• As well as developing muscle strength, coordination and balance will be strengthened as well.</li> <li>• Fine motor skills will be developed and will closely resemble those of an adult.</li> <li>• Peer groups will start to become important and children should be supported as they try to fit in.</li> <li>• At school, children develop their own learning style, and caregivers should help the child learn using the child’s learning style.</li> <li>• <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</b></li> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 10</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Adolescence is from 12 to 18 years old</li> <li>• During adolescence, a boy or girl becomes sexually mature. This process is known as puberty, where the body begins to develop and change as an individual transitions from childhood to adulthood. Puberty is a time of major physical, psychological, and social growth and is a normal part of growing up.</li> <li>• Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help explain why children of the same age still look like young kids whereas others look more like adults.</li> <li>• This may be an awkward stage for the child.</li> <li>• Developmental tasks for this age group include:</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Adjusting to and accepting changes in one’s body</li> <li>○ Exercising increased independence from adults</li> <li>○ Developing relationships with peers from the opposite sex and from the same sex</li> <li>○ Learning how to function in society, including learning attitudes, values, beliefs, and ethics of one’s culture</li> <li>● Girls and boys go through different changes during puberty.</li> <li>● For girls, menstruation will begin, and secondary sex characteristics will develop:             <ul style="list-style-type: none"> <li>○ Changes in breast size</li> <li>○ Slight voice changes</li> <li>○ Body hair in the pubic area and underarms</li> <li>○ Wider hips</li> </ul> </li> <li>● For boys, nocturnal emissions may occur; while sleeping, a boy’s penis will become erect and will release semen, and other secondary sex characteristics will develop:             <ul style="list-style-type: none"> <li>○ Facial hair develops</li> <li>○ Body hair in the pubic area and underarms, as well as increased hair on arms, chest, and legs</li> <li>○ Voice will deepen</li> <li>○ Shoulders and neck will increase in size</li> </ul> </li> <li>● This is a time of major change. Emotions can run high during this period, and sadness and depression can be common as individuals learn to deal with the changes around them and with their own bodies.</li> <li>● At this age, a person is developing a sense of individuality, but can be influenced by others. Peer pressure is intense.</li> <li>● Peer pressure can lead to experimentation in a variety of things, such as drugs, alcohol, reckless driving, and sexual behaviors.</li> <li>● Consequently, teens need accurate information on smoking, drugs, alcohol, birth control, and sexually transmitted diseases. They need more than to be <i>told</i> not to do something. They will need to know <i>why</i> they should not and feel that that <i>they</i> are making the decision for themselves, not for the primary caregiver.</li> <li>● Privacy is of the utmost importance to the teenager and all should be done to protect that.</li> <li>● Teens will need a lot of information during this time and will need support as they make decisions for themselves.</li> <li>● Teens should also have an active part in their care plans, as this promotes their decision-making skills and independence.</li> <li>● <b><i>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</i></b></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 11</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Young adulthood is from the ages of 18 – 40.</li> <li>• While physical growth slows down, psychological, and social growth continues.</li> <li>• Developmental tasks include:             <ul style="list-style-type: none"> <li>○ Deciding on educational goals and an occupation</li> <li>○ Changing jobs and learning about oneself</li> <li>○ Dating seriously and marrying</li> <li>○ Learning to live with roommates or a spouse</li> <li>○ Having and raising children</li> <li>○ Developing and maintaining a fulfilling intimate relationship</li> </ul> </li> <li>• Several types of life changes occur in young adulthood. Maturity levels increase as the young adult ages and experiences life.</li> <li>• Those in this age group will begin to experiment with career choices and adult behavior.</li> <li>• It is important to treat the young adult like an adult, not as a child.</li> <li>• Developing a personal identity and achieving independence from caregivers is a major goal.</li> <li>• Developmental crises may arise as the young adult establishes a career, a home, intimate relationships, and a family.</li> <li>• Young adults may struggle with anxiety and depression.</li> <li>• Safety is typically related to lifestyle habits, sexuality, family planning, and substance abuse.</li> <li>• Young adults may use coping skills such as denial, humor, anger, drugs, alcohol, music, meditation, TV, or social contacts.</li> <li>• <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</b></li> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 12</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Middle Adulthood is from the ages of 40 – 65.</li> <li>• Developmental tasks include:             <ul style="list-style-type: none"> <li>○ Learning and adjusting to new physical changes such as vision and hearing changes, lessened endurance, slower metabolism leading to weight maintenance issues, diseases, or conditions</li> <li>○ Dealing with grown children and aging parents</li> <li>○ Nearing the end of one’s career and choosing leisure activities</li> </ul> </li> <li>• Health concerns begin to reflect unhealthy lifestyles. Health care needs are related to the prevention of chronic diseases and health promotion.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Cardiovascular disease is the major threat to this age group. Heart attacks and strokes are the major cause of death among this age group for both sexes.</li> <li>• Safety continues to be related to lifestyle, family planning, and substance abuse.</li> <li>• Sexual dysfunction can be a health care need for men, and menopause also occurs at this time for women.</li> <li>• Menopause is when a woman’s menstruation stops. This is typically a gradual process and can be emotional for a woman to go through. Menopause can be emotional due to hormonal changes and the ending of a woman’s fertile years.</li> <li>• <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group</b></li> <li>• <b>Write the correct answers under this group on the chart</b></li> </ul>	
<p><b>Slide 13</b></p>	<p><b>Script</b></p> <ul style="list-style-type: none"> <li>• Late adulthood is 65 years and older.</li> <li>• An individual in this stage may be referred to as an older adult, older person, older patient, older individual, and a person 65 years and older. Use of the term, older population, is acceptable as well.</li> <li>• Avoid terms such as seniors, elderly, the aged, aging dependents, old men, old women, and similar “othering” terms. These terms represent a stereotype and suggest that members of the group are not part of society but rather, a group apart from society.</li> <li>• Developmental tasks include:             <ul style="list-style-type: none"> <li>○ Losing strength and adjusting to physical and health issues</li> <li>○ Retiring and learning to live on a reduced income</li> <li>○ Adjusting to the death of loved ones</li> <li>○ Possibly moving to a retirement community or facility and making new friends</li> <li>○ Thinking about one’s own life and death</li> </ul> </li> <li>• Health issues may dominate this age group. However, older adults can find new hobbies and activities that they are able to do. Many will volunteer and try to stay busy and productive.</li> <li>• In one’s older years, some physical changes are:             <ul style="list-style-type: none"> <li>○ A gradual loss of subcutaneous fat and elastin</li> <li>○ A 1% decrease in brain cells per year after the age of 50</li> <li>○ A 30% decrease in the heart’s efficiency between the ages of 30-75</li> <li>○ A 40% decrease in the lung’s efficiency between the ages of 30-75</li> <li>○ A 50% decrease in the renal function between the ages of 40-90</li> <li>○ A 50% decrease in bladder size</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ A 10% decrease in liver efficiency with age</li> </ul>	
<p><b>(Slide 13 Continued)</b></p>	<p><b>Teaching Tip:</b> This activity may be completed in class or at home. Directions: <i>Make a copy of this page. Cut apart the following bulleted questions so there are seven slips of paper with a different question on each slip. Fold each slip of paper and place the slips into a container. Have each student draw a slip of paper. The students keep the slip they draw. If there are more than 7 students, you will need to have as many sets of slips as you need for each student to draw a slip. When the first set of slips is gone, place the next set of 7 slips into the container and have students continue to draw slips. Repeat this as many times as needed for each student to have a slip. The student is to answer the question written on the slip. The answer may be brief but must be correct. (Example: An older adult who loses subcutaneous fat and elastin has less insulation and padding which increases the risk of skin injury and reduces the ability to maintain body temperature.) Students can read their answers in class so others can learn.</i></p> <ul style="list-style-type: none"> <li>● How does loss of subcutaneous fat and elastin affect the older adult?</li> <li>● How does a 1% decrease in brain cells per year after the age of 50 affect the older adult?</li> <li>● How does a 30% decrease in the heart’s efficiency between the ages of 30-75 affect the older adult?</li> <li>● How does a 40% decrease in the lung’s efficiency between the ages of 30-75 affect the older adult?</li> <li>● How does a 50% decrease in renal function between the ages of 40-90 affect the older adult?</li> <li>● How does a 50% decrease in bladder size affect the older adult?</li> <li>● How does a 10% decrease in liver efficiency with age affect the older adult?</li> </ul>	
<p><b>(Slide 13 Continued)</b></p>	<ul style="list-style-type: none"> <li>● Also, of concern is an increased risk of injuries related to falls, increased risk of respiratory diseases, and increased risk of infections related to the weakening of the immune system.</li> <li>● Older adult patients who are confined to bed should be checked for skin breakdown daily.</li> <li>● <b>Reference Activity #1 – Ask the students what they thought that the home care aide would need to consider when providing care for this age group.</b></li> <li>● <b>Write the correct answers under this group on the chart.</b></li> <li>● <b>Discuss the completed chart. Were there a lot of similarities? Were there a lot of differences? What are the students’ reactions to the list? What age groups have the students had experience in caring</b></li> </ul>	

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	<i>for? Are there other observations about growth and development they would like to share?</i>	
<b>Slide 14 Handout #1</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• <b>Handout #1</b></li> <li>• Review myths and truths with students.</li> <li>• Ask for other examples of myths regarding the older adult or any age group.</li> </ul>	
<b>Slide 15 Activity #2</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• <b>Activity #2</b></li> <li>• Divide students into 3 groups.</li> <li>• Pass out scenarios to students.</li> <li>• Assign each group a scenario; allow students time to read and answer the questions.</li> <li>• Once completed, have each group discuss their scenario, answers, and thought processes with the classroom. Refer to the Faculty Guide to offer some suggestions for discussion.</li> </ul>	
<b>Slide 16</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• The RN supervisor will verify age group competencies for each home care aide prior to caring for each age group. Perform only the tasks verified by the supervisor..</li> <li>• For example, the technique of bathing an infant will be different from that of bathing an adult.</li> <li>• Never perform a task that you are not comfortable doing; always seek the guidance of your supervisor.</li> </ul>	
<b>Slide 17 Activity #3 - Take Home Quiz</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• <b>Activity #3 – Age Appropriate Quiz</b></li> <li>• Students are to take this quiz home to complete and bring to the next class to discuss the answers.</li> <li>• Instructor: the answers to each question are in the paragraph preceding the question.</li> </ul>	
<b>Slide 18</b>	<b>Script</b> <ul style="list-style-type: none"> <li>• Congratulations! You have received information that will better inform you when providing care for various age groups.</li> </ul>	