

## **The Cycle of Development and the Behaviour Wall**

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The cycle of development is a model of how we grow up. Of particular relevance to those working with children and young people are the stages they move through from birth (the Being stage) through to adolescence (the Integration stage). For each stage there is a set of jobs or tasks the youngster instinctively attends to – hence the baby calling for care, the toddler whose hands are into everything – and everything goes into their mouths! - and the 8year old who is falling in and out with friends. With the appropriate encouragement/affirmations, the youngster can get the tasks under their belt, laying the foundation for the next stage.

The model acknowledges that the extent to which development is completed at each stage the first time round may be limited. The supply of affirmations can fluctuate and 'gaps' might begin to appear in the youngster's development. You will probably have already picked up clues about this from their behaviour such as continued demands for attention, on-going challenges about rules or a reluctance to attempt tasks for fear of failure. These indicate that the youngster would benefit either from further support with the current developmental stage they are at, or from revisiting earlier stages/ tasks. Viewing the behaviours in this way helps to address the underlying developmental needs.

The Cycle of Development theory was developed by Pam Levin (1974; 1980) and subsequently adapted by Jean Ilsley-Clarke and Connie Dawson (1998) for use within parent education. Further adaptations were made by Giles Barrow et al (2001) in order to make it more directly applicable to education professionals. It is the latter material the Wall is drawn from.