

# Nine to Ten Years

## Developmental Tasks

Acquiring a sense of accomplishment based upon the achievement of greater physical strength and self-control

Increasing the ability to learn and apply skills, deal with peers, and engage in competition

Developing and testing personal values and beliefs that will guide present and future behaviors



## What's Happening in the Brain?

During this stage, the child's brain is:

- ❖ Responding to a more challenging academic environment
- ❖ Building the capacity for greater attention span and perspective
- ❖ Influenced by violence on television and video games

## Domains

	Typical Characteristics	Suggested Behaviors for Effective Parenting
Physical	Engages in active, rough-and-tumble play and has great interest in team games	Provide many opportunities for physical activities (including team games) to sustain interest.
	Has good body control; is interested in developing strength, skill, and speed	Encourage participation in games and physical activities.
	Likes engaging in crafts and work-related tasks; may have developed basic computer skills	Provide opportunities for developing skills through handicrafts and household tasks. Encourage the development of technology skills, but limit screen time to no more than two hours a day. Play video games with your child to monitor what she or he is viewing.
	Differences in physical maturation rates develop (girls before boys)	Do not compare boys and girls or force them to interact; start teaching about bodily changes and explain menstruation to both sexes.
Emotional	May have some behavior problems (especially if not accepted by others)	Let the child know you accept him/her, even though you may not approve of certain specific behaviors.
	Is becoming very independent, dependable, and trustworthy	Provide many opportunities for exercising independence and dependability, and praise those positive characteristics when they are shown through behaviors.

## Social

Typical Characteristics	Suggested Behaviors for Effective Parenting
Boys and girls differ markedly in personality, characteristics, and interests, with most being interested in being part of a group or club (but always with same sex); sometimes silliness emerges within groups	Accept the natural separation of boys and girls; recognize and support the need for acceptance from peer group.
Begins to test and exercise a great deal of independence (especially boys)	Establish and enforce reasonable limits; be warm but firm.
Is most interested in friends and social activities; likes group adventures and cooperative play	Encourage friendships and provide help to the child who may have few or no friends.

## Mental

Has definite interests and lively curiosity; seeks facts	Adjust learning opportunities to child's interests and increased attention span; provide specific information and facts when requested, but don't give all the answers.
Is capable of prolonged interest and increasingly abstract thinking and reasoning	Encourage mental exploration, and allow adequate time for thinking, reflection, and discussion.
Individual differences become more marked	Respect and be aware of individual differences when making assignments and identifying responsibilities.
Likes reading, writing, and using books and references	Provide opportunities for reading, writing, and using reference materials while at the same time being careful not to overburden the child.
Likes to collect things	Encourage hobbies and help with collections.
Recalls basic mathematical facts (including multiplication tables) and concepts (e.g., estimating quantities and rounding off numbers) with increasing ease	Pay attention to the child's progress in developing and using math skills; collaborate with his or her school to determine the best course of action if the child seems to need additional support and reinforcement in order to succeed in math.

Typical Characteristics	Suggested Behaviors for Effective Parenting
Is very conscious of fairness, is highly competitive, and argues over fairness	Be fair in all dealings and relationships with the child.
Has difficulty admitting mistakes but is becoming more capable of accepting failures and mistakes and taking responsibility for them	Provide opportunities for competing, but help the child see that losing is a part of playing; do not put the child down for making mistakes; instead, help the child learn to take responsibility for personal behaviors. Be a model by saying you are sorry to the child when you are wrong.
Is clearly acquiring a conscience and is aware of right and wrong; generally wants to do right, but sometimes overreacts or rebels against these same standards	Express love and support for the child who falls short of meeting your personal standards of right and wrong.
Is better equipped to see other people's perspectives	Encourage the child to learn about people whose culture or needs are different from your own, through exposure to multicultural activities. Teach your child to help others. Build media literacy skills that engage the child to consider how messages are being portrayed to him or her.

## Indicators Related to Developmental Lag or Potential Trauma

Excessive concerns about competition and performance (especially in school)

Extreme difficulty concentrating in school

Physical symptoms (headaches, nervous stomach, ulcers, nervous tics, bedwetting, etc.)

Procrastination (unconcern with completion of tasks)

Overdependence on caregivers for age-appropriate tasks (combing hair, going to the store, tying shoes, finding a restroom in a restaurant, etc.)

Social isolation and lack of friends and involvements; few interests

Inappropriate relationships with "older" people (teenagers)

Stealing, pathological lying, fire-setting, or other unusually reckless behavior