

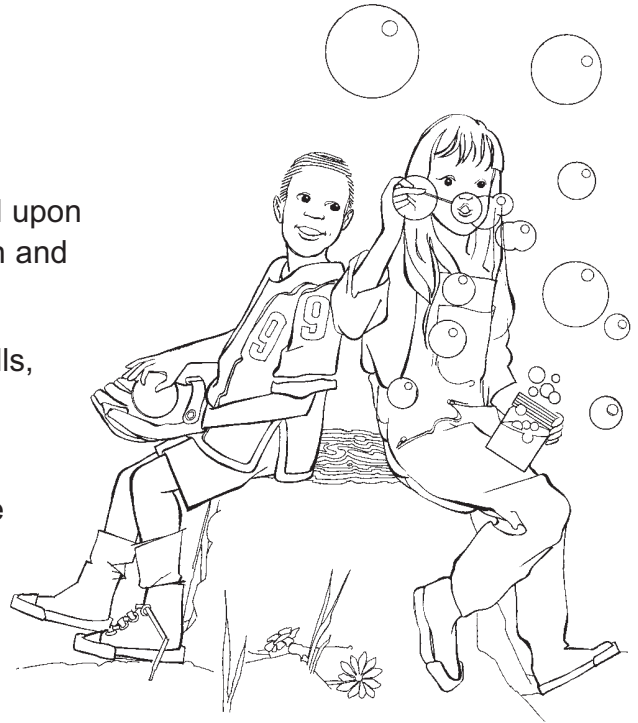
Ten to Eleven Years

Developmental Tasks

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

Increasing own 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 less open to new connections but is faster with those it has already built; this means learning comes more quickly, as do emotions
- ❖ Continues to develop a sense of individual identity through perspective-taking (i.e., "walking in someone else's shoes")
- ❖ Prepares to move from concrete thinking to abstract thinking

Domains

Physical

Typical Characteristics

Children who are in a better physical condition do better on tests of relational memory—the ability to remember and integrate various types of information—than their less fit peers.

Continues to develop motor skills

Suggested Behaviors for Effective Parenting

Encourage the child to engage in physical activity and to be physically fit; provide healthy meals and do not make sugary snacks or beverages available on more than an occasional basis.

Provide opportunities for rough and tumble play, but also teach about being careful not to hurt others or damage property.

Emotional

Typical Characteristics	Suggested Behaviors for Effective Parenting
Becomes concerned with style (especially girls)	Allow personal selection of clothes and hairstyle (within a firm budget).
Is casual and relaxed	Allow for casualness and relaxation (but not to the point of avoiding responsibilities).
Likes privacy	Provide locked drawer, cupboard, or box for treasures and a “Keep Out” sign for bedroom door.
Maturation rates differ (girls faster than boys)	Adjust expectations accordingly.
Seldom cries, but may cry when angry; while this is not an angry age, when anger comes it is violent and immediate	Recognize and accept angry feelings, tears, and outbursts of temporary duration.
Is concerned and worried about school and peer relationships	Be aware of school life, and open your home to the child's friends.

Social

Is affectionate with parents; has great pride in father and finds mother all-important	Be sure to spend adequate time with the child.
Is highly selective in friendships and may have one “best” friend; finds it important to be “in” with the gang; may develop hero worship	<p>Accept child's need for (and choice of) friends and need to feel “in” with a particular group.</p> <p>Be aware that because of perspective-taking ability, the child may now be more capable of suffering emotionally if she or he feels excluded from group.</p>

	Typical Characteristics	Suggested Behaviors for Effective Parenting
Mental	Is alert, poised; argues logically; is frequently concerned with fads	Encourage/teach the value and use of logic in thinking and problem solving (a good time to discuss issues such as drug abuse).
	May like to read	Provide books geared to interests.
	Has many interests of short duration, but may begin to show talent in a particular field.	Provide lessons in music, art, and other interests.
Moral	Has strong sense of justice and a strict moral code	Recognize that sense of justice is generally limited to the child's own world; don't belittle the code, but instead accept rigidity and support the child's concerns about right and wrong.
	Is more concerned with what is wrong than what is right	Encourage a sense of proportion, but also encourage genuine efforts to change what is wrong to what is right.

Indicators Related to Developmental Lag or Potential Trauma

Excessive concerns about competition and performance (especially in school)

Extreme rebellion

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 or impulsive behavior

