

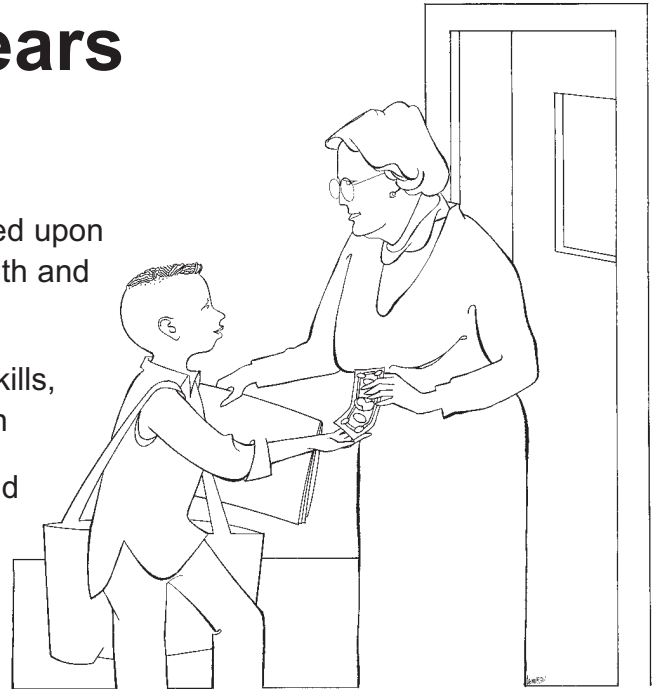
Eleven to Twelve Years

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:

- ❖ Shifting from concrete thinking to formal operational thinking, meaning the child can now use logic and reasoning to solve problems instead of relying on observation
- ❖ Growing again in the language center, allowing the child to learn up to 5,000 new words
- ❖ Preparing for the transition into adolescence; hormonal changes may already be taking place

Domains

Physical	Typical Characteristics	Suggested Behaviors for Effective Parenting
	Is increasingly aware of own body	Answer questions about bodily changes openly and honestly.
	May have increased possibility of acting on sexual desires	Be aware of where youth is and with whom; encourage group activities and discourage solo dating.

continued →

Physical	Typical Characteristics	Suggested Behaviors for Effective Parenting
	Begins to show secondary sex characteristics (in girls)	Ensure that girls understand menstruation and appropriate hygiene.
	Appetite increases, along with endurance and muscular development (in boys)	Don't nag boys about food intake and seeming "laziness," as rapid growth may mean large appetite but less energy.
	May experience a lack of self-confidence in learning new skills	Provide support and encouragement for youth's quest for new skills, and don't minimize or dismiss his/her lack of confidence.

Emotional	May often be angry; resents being told what to do and rebels at routines	Help youth set the rules and determine personal responsibilities, and allow frequent opportunities to make personal decisions.
	Often is moody; dramatizes and exaggerates own expressions ("You're the worst mother in the world!")	Don't overreact to moodiness and exaggerated expressions.
	Experiences many fears, many worries, and many tears	Be understanding and supportive through stormy times.

Social	Is critical of adults and may be obnoxious to others in the household	Be tolerant: all things pass!
	Strives for unreasonable independence	Set limits, but give opportunities for independence whenever possible.
	Has intense interest in teams and organized, competitive games; considers memberships in clubs important	Provide for organized activities in sports and/or clubs.

	Typical Characteristics	Suggested Behaviors for Effective Parenting
Mental	Challenges adult knowledge; has increased ability to use logic	Don't become defensive, as the child is not really challenging your authority.
	May have interest in earning money	Encourage pursuit of earnings through a paper route, household chores, or other small jobs.
	Is critical of own artistic products	Accept youth's feelings but try to help youth evaluate his/her work more objectively and without negative judgments.
	Is becoming interested in the outside world and community and may like to participate in community activities	Support interest in walkathons, helping neighbors, etc.
	Is likely reading non-fiction, poems, or plays at school and may be learning how to identify facts, opinions, and ways to set up an argument.	Pay attention to how much your child understands. Read the same books she or he brings home and talk about them. Ask: What happened? Why?
Moral	Has strong urge to conform to peer-group morals	Recognize the youth's need to belong to a peer group outside the family; be aware of the values of the group and (without condemnation) assist youth in examining peer group morals and in understanding the consequences of making personal choices among group values.

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 behaviors