

8-10 Years

The Development of Language and Conceptual Abilities in Children

What the typical child might say and do:	What the typical child knows or thinks:	What you should say or do:	Cautions:
<p>Develops vocabulary of approximately 40,000 words by age 10</p> <p>Greatly increases reading ability</p> <p>Refines conversational strategies and uses synonyms, jokes, metaphors to convey/reinforce meaning</p> <p>Initiates friendships, talks on the phone, and listens to other points of view.</p> <p>Acts silly and giggly when in a group</p> <p>Can describe own values ("It's not right to steal because the Bible says it's wrong and because if everybody stole, people would have to stay home and watch their stuff all the time and it just wouldn't work out.")</p>	<p>Becomes increasingly logical and objective when thinking</p> <p>Begins to be able to take on the perspective or role of another and put him/herself in someone else's place when judging actions and intentions</p> <p>Understands that effort influences outcome</p> <p>Accepts the simultaneous existence of two conflicting emotions (one may want to live at home while at the same time be afraid of living at home with a parent who sometimes becomes abusive)</p>	<p>Use a low-key, friendly, but serious approach.</p> <p>Let the child set the pace of the interaction.</p> <p>Emphasize your respect for the child by addressing him/her in an adult manner: identify yourself, explain your job title, and share your expectation that the child has important things on his/her mind (mastery and self-confidence being increasingly important at this stage).</p> <p>Convey patience to the child through your words and actions.</p> <p>Invite the child to describe relationships with peers and teachers and to discuss personal interests.</p>	<p>To avoid creating anxiety, allow the child to talk through his/her narrative unrushed.</p> <p>Remember that even when some children seem very mature, they still need reassurance that they don't have to make adult decisions.</p>

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<p>Mixes shows of affection, cheerfulness, and outgoing behaviors with instances of rudeness, selfishness, and bossiness</p> <p>Normal nonverbal communication includes: fidgeting, twisting hair, wiggling, etc.</p>	<p>Recognizes that events in the lives of his/her parents influence their emotions and no longer assumes personal responsibility for how others feel/act</p>		

Indicators of possible developmental problems:

Regresses in language use/skills

Doesn't speak or stops speaking

Cannot sustain conversations with adults or peers

Speaking is incoherent, illogical, pressured, or blocked

Stutters excessively

Has great difficulty with reading and/or appears to show no interest in reading