



NURTURING YOUR CHILD'S DEVELOPMENT FOR  
SCHOOL SUCCESS:

Motor and Social-Emotional Development (Part 2)

Ages 7-11

Presentation developed by  
LAUSD Psychological Services

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### Presentation Goals

- Explore key features of motor and social-emotional development in middle childhood
- Describe how development shapes the way we interact with the world
- Identify parenting strategies that support children's growth and learning




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### Let's Review



Cognition



Language

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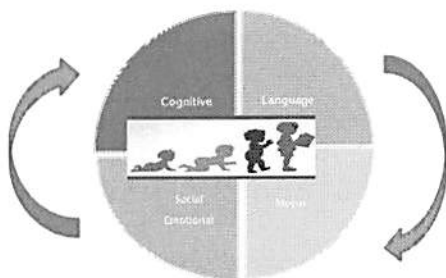
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## Core Developmental Domains



Santrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.

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## Reflect and Share

Children who succeed  
in school.....

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Motor Abilities

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## Gross Motor Development

- Baby fat decreases and is replaced with muscle mass; increases in muscle tone and strength are also evident
- Motor skills become increasingly smooth and coordinated
- Increased participation in games and organized/unorganized sports at school and in the community

Sanrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.




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## Fine Motor Development



Improved eye hand coordination leads to development in:

- Printing and Keyboarding Skills
- Manual Dexterity for Tools and Manipulatives
- Self-Care and Recreational Activities

Sanrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.




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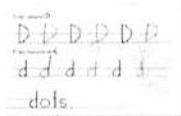
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## Fine Motor Development



Thomas Edison, President Reagan, and President Clinton used a simple method that was different from the one that is currently used. It was very hard.

*Your pencils and your papers probably looked a little like the ones attached. Beginning and ending strokes. It starts and has very fancy capital 'N', 'R', 'B', 'G'.*



Berninger, V. W. (2012, May/June). Strengthening the mind's eye: The case for improved handwriting instruction in the 21<sup>st</sup> century. *Principal*, 28-31.

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## How Can Parents Help?

### Encourage:

Daily movement and physical activity

Participation in organized sports

Participation in age-appropriate games and non-structured play



### Remember:



Cultivate your child's interests in activities that foster movement

Motor skills develop with practice

Emphasize mastery over performance when engaged in competitive sports

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## Social-Emotional Development

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## Self-Development




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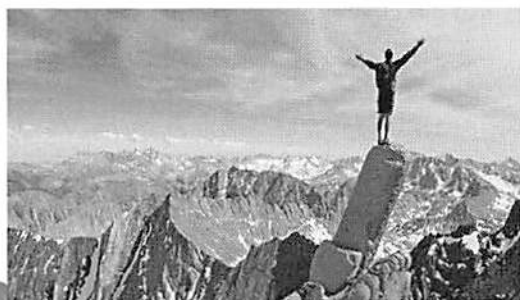
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## Building Competence



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## How Can Parents Help?

- Teach and model a growth mindset
- Build self-efficacy by facilitating mastery experiences and praising a child's effort & strategies
- Encourage your child to set their own goals
- Encourage persistence & delayed gratification



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## Social Development

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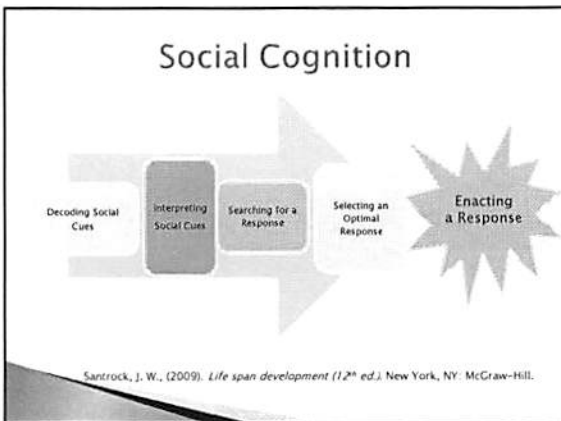
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## Friendships

- Typically, friendships are gender specific and age-related; they are based on common interests
- Friendships can foster self-esteem and a sense of well-being and/or cause turmoil and upset
- Friendships can serve many functions

Santrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.



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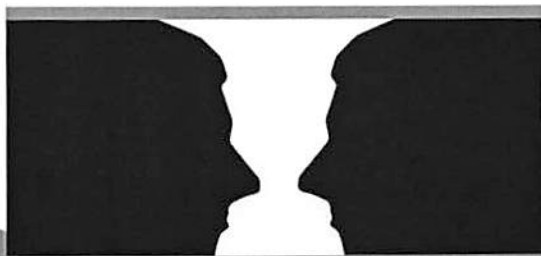
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## Perspective Taking

Children ages 8-11 display an increased sense of self-understanding and make advances in understanding others.



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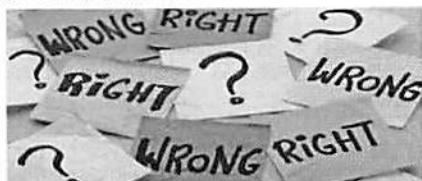
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## Moral Development

By age 10, a child understands that rules can change; they can weigh intention & understand that infractions do not always result in punishment.



Santrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.

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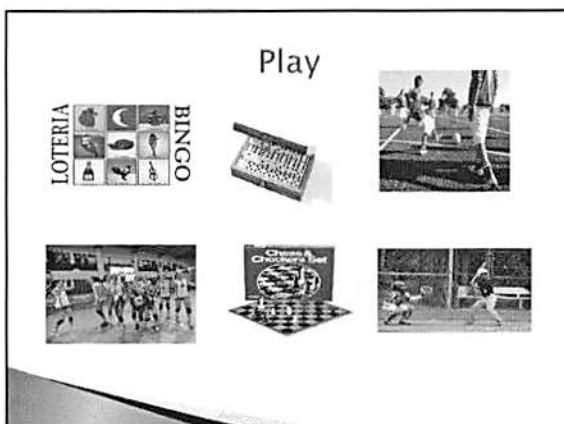
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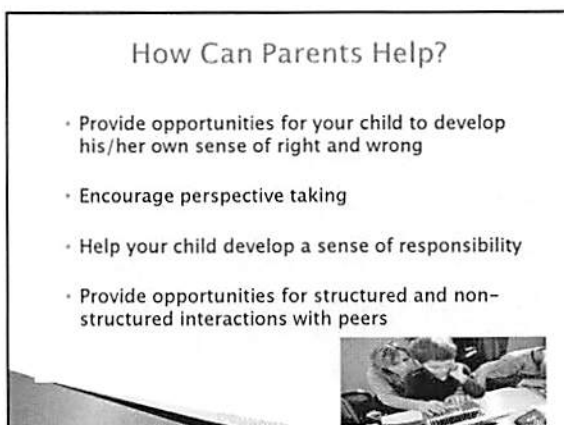
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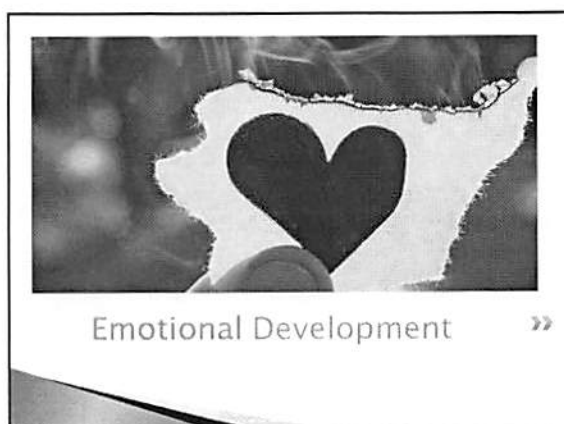
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## In Middle Childhood Children:

- Understand that more than one emotion can be experienced in a situation
- Experience a wider emotional range including empathy towards others
- Can suppress or conceal emotions; they can downplay what they feel
- Use strategies to redirect emotion; they can self-soothe
- Can recall a person's past response to anticipate a future emotional response

Sanrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.

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## Emotional Regulation




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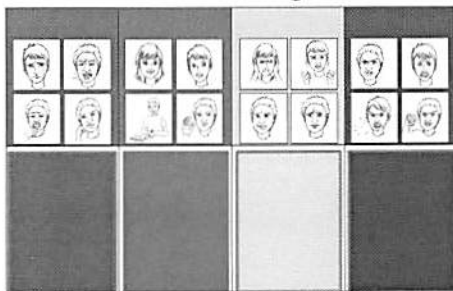
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## The ZONES of Regulation®



Adapted From The Zones of Regulation, by Leah M. Kuypers, 2011

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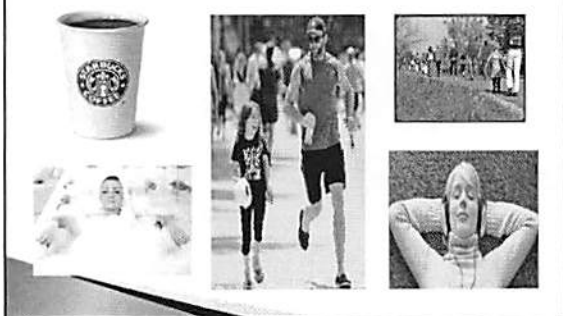
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## How Do We Self -Regulate?



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## How Can Parents Help?

- › Help your child to modulate their responses; be their co-regulator
- › Encourage organizational and self-monitoring skills
- › Teach your child to follow rules; use natural and logical consequences
- › Practice and model persistence and delayed gratification

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## Parents Can Provide Emotional Support By:

- Showing affection
- Demonstrating your approval
- Recognizing your child's accomplishments
- Making time for family activities
- Maintaining open communication; talking with your child about school, friends and goals for the future
- Explaining the physical and emotional changes of puberty
- Providing appropriate supervision



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## Conclusion

In this presentation we have learned how:

- typical development unfolds in middle childhood
- to apply this knowledge to inform our parenting
- specific parenting strategies foster healthy development and promote school success



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