NURTURING YOUR CHILD'S DEVELOPMENT FOR SCHOOL SUCCESS:

Motor and Social-Emotional Development (Part 2)

Ages 7-11

Presentation developed by
LAUSD Psychological Services

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

Optional Review:

➤ **Question:** Why is learning about a child's development relevant to parents?

- It can inform the decisions we make...

- Understanding development can help us set appropriate expectations.

- It can guide opportunities we provide for our children.

- It can help us understand prerequisite skills that support optimal growth.

Let's Review
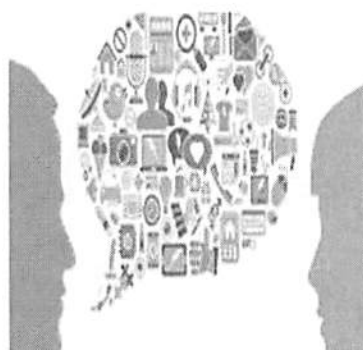
Cognition | Language

➢ What two developmental domains were discussed in the previous session? **brainstorm/review points...**

- Cue guided review if limited response.

- Ask participants about strategies; Did they attempt any strategies discussed? What was the outcome?

Core Developmental Domains

Santrock, J. W., (2009). *Life span development (12ᵗʰ ed.)*. New York, NY: McGraw-Hill.
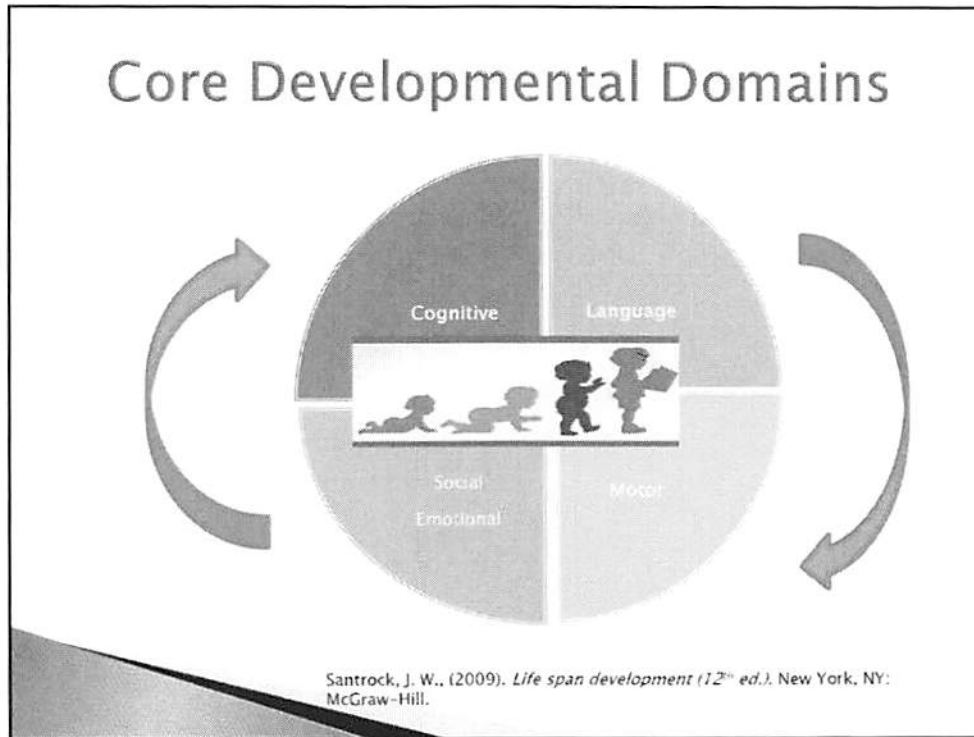
Development can be described in stages using a multi-faceted approach that consists of overlapping processes. **Today's presentation will focus on the Motor and Social-Emotional domains of development.**

- **Motor:** how we move and coordinate our body's large and small muscles.

- **Social-Emotional**: how we interact (cooperate and collaborate) with others and manage and regulate our emotions.

- Remember: all developmental domains converge, interact and overlap.

- Stages are sequential, follow same order; but not every child develops at the same rate.

➢ **Question: Think of your own siblings and children; what are some similarities and differences in their development?**

- Consider motor milestones: crawling, walking etc.

- Consider differences in temperament; How do they shape our interactions and behavior (ability to make friends, self-soothe, set & accomplish goals)? (Source: Santrock, 2009)

Reflect and Share

Children who succeed in school.................

➤ **Activity/Discussion:** Ask participants to complete the sentence starter and share with a partner <u>or</u> present the question for discussion.   Connect answers and ideas below with presentation objectives; tie social-emotional component with success in school.

➤ Academic achievement alone **is <u>most often</u> not enough** for school success.

• Children who succeed in school...
  • read with fluency and comprehension

  • ask questions and seek help

  • are eager/interested in learning

  • are able to work towards a goal (motivation)

  • are able to exert self-control and delay gratification

  • have and use well-developed social-emotional skills: they are able to make good decisions, learn from mistakes, problem solve, and relate well with adults and peers

  • have friends (Source: Levine, 2002; Nevills & Wolfe, 2009; Santrock, 2009; Willis, 2006 & 2008)

Motor Abilities
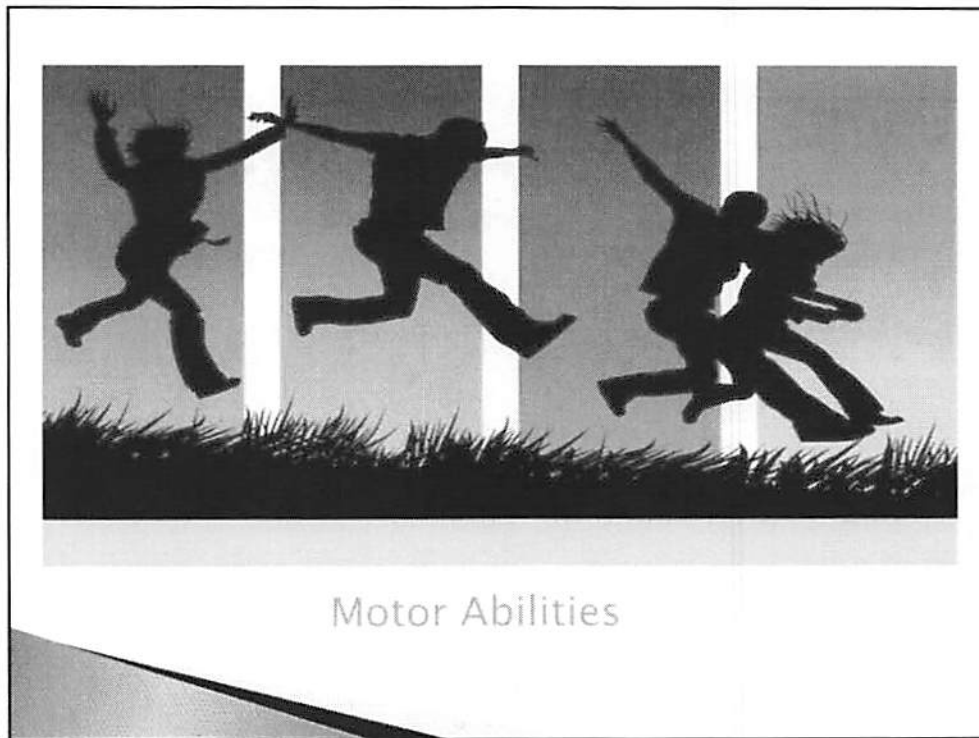
- **Motor:** how we move and coordinate our body's large/small muscles.

- **Coordination:**

    - **bilateral** – both sides of the body working together at the same time: necessary for walking, playing an instrument, climbing, etc.

    - **eye- hand** – eyes directing the movement of the hands: necessary for writing, sports, crafts, etc.

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

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

- Baby fat decreases and is replaced with muscle mass; increases in muscle tone and strength are also evident:
    - **By 3rd grade,** children are able to tolerate moderate to intense activity.
    - **By 5th grade,** children are able to develop fitness goals and identify corresponding activities to improve their performance.

- Motor skills become increasingly smooth and coordinated:
    - **Children are able to:** combine locomotor skills: running, skipping, swimming, climbing, galloping, and hopping.
    - **Adjust speed, direction and force while engaged in play**
    - **By 5th grade,** children are able to run a mile in 8-12 minutes. (Source: Santrock, 2009)

- Increased participation in games and organized/unorganized sports at school and in the community

    - As children mature, they learn about various games and sports. They see these games/sports on the school playground, at the park and on television.

    - Benefit of joining team sports (teamwork and social-skills development).

- Recess and playtime at lunch are games played with classroom peers. The children learn the rules and then go out and have a chance to practice what they have learned.

- As games become more organized, children learn the various rules/regulations of games and sports.

- Games that are played at the park or the YMCA or associations (e.g. ACYO for Soccer) are highly organized games. If the child is interested in team sports, it is a good place to learn "team work" in a game-playing situation. Not every child wants to play on a team, but it is a good way to learn to work in a team and work towards a goal.

- The most popular games/motor activities outside of the school setting are riding a bicycle and skate boarding.
    - These activities require coordination that develops with age and exposure. It is important for parents to be aware of their child's motor skills before allowing them to actually ride a two-wheeled bicycle or use a skate board in the community.

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

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

Improved eye-hand coordination leads to development in:

- **Printing and keyboarding skills:** print should become increasingly legible, children become increasingly adept with technology
(look for increased precision and accuracy).

- **Manual Dexterity for Tools and Manipulatives:** scissors, glue, blocks, ruler, protractors, hammer, cooking utensils, etc.

- **Self-care activities:** fastening, dressing, bathing, simple food preparation, chores/recreational activities: sports and crafts, etc.

- By age 10-12, fine motor skills approximate adult proficiency.

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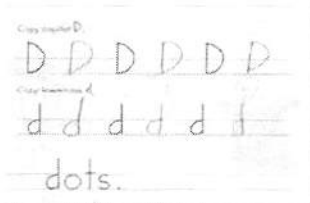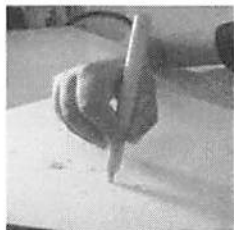
Berninger, V. W. (2012, May/June). Strengthening the mind's eye: The case for continued handwriting instruction in the 21st century. *Principal*, 28-31.

- Handwriting is not strictly a motor skill; it also involved in the development of written language skills.

- By 4th grade: instructional focus is on fine tuning self-monitoring for legibility and automaticity **and integrating writing with reading and listening.** (Berninger, 2012)

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

- **Encourage:**
  - Daily movement and physical activity.

  - Participation in organized sports; encourage team work.

  - Participation in age-appropriate games and non-structured play (with same-aged peers).

- Remember:
  - Cultivate your child's interests in activities that foster movement: dance, gymnastics, martial arts, yoga (follow their lead/interests).

  - Motor skills develop with practice.

  - Emphasize mastery over performance when engaged in competitive sports.

Social-Emotional Development

Image from: http://www.us.mensa.org/learn/gifted-youth/gifted-youth-benefits/social-interaction
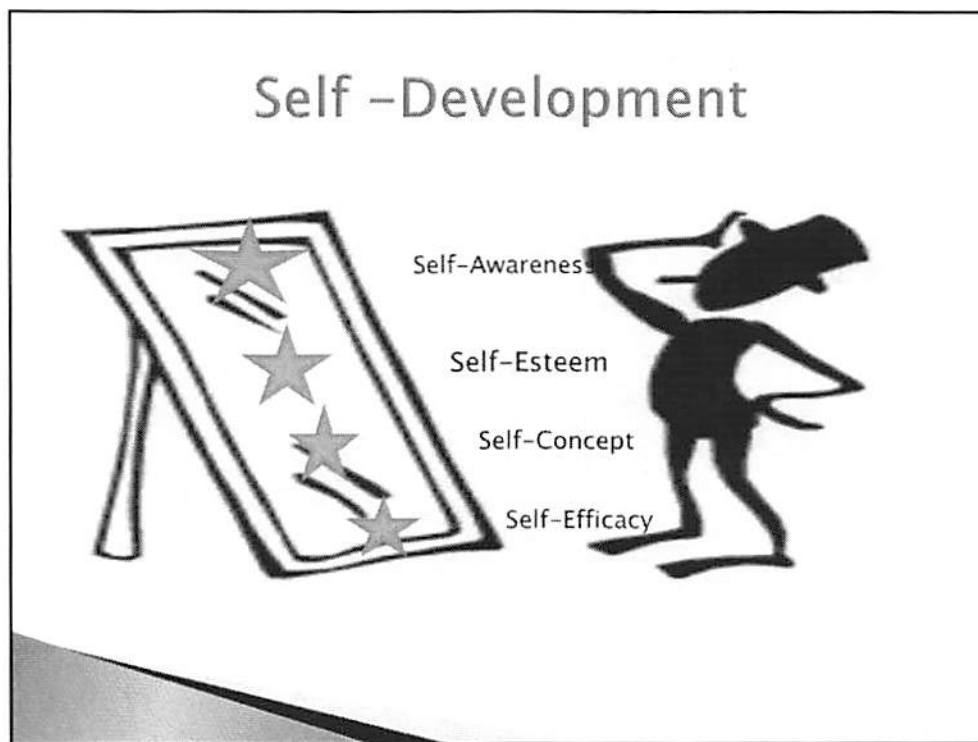
Self –Development

- Identity is developed over the course of each developmental stage; it is a cumulative rather than discrete process.

- **Self-awareness:** ability to examine oneself as a separate entity of others; develops at the age of two children (me and mine).

- ➤ **Where does self-esteem come from?** culture, peers, parents, child rearing, etc.

- **Self-esteem:** global evaluation of self that may or may not be based on reality.

- By age 7-8 children develop 3 separate forms of self-esteem: academic, social, and physical.

- Too much or not enough can be a problem.

- Where it comes from and how we get it matters.

- Problems can arise if it relies on social comparison.

- **Self-concept:** domain specific evaluation of self; attitudes, beliefs, feelings about one's abilities; develops during the early childhood years.

- The expansion of self-concept leads to personality traits and attitudes.

- Personality: patterns of response, habits: how others see you; this develops into adulthood.

- In middle childhood children begin to describe their own traits and social characteristics.

- **Self-efficacy:** task specific belief (about one's ability to perform a task or master situation); self-efficacy is an essential component to motivation and it creates a "sense of agency" – the idea that one can effect change.

- Attributions: explanations for success and failure are important to a child's developing sense of self-efficacy.

- They become increasingly aware of social comparison and notice differences in appearances, abilities, and behaviors.

(NASP/Communiqué, 2010; Phillips, 1983; Santrock, 2009)

Building Competence
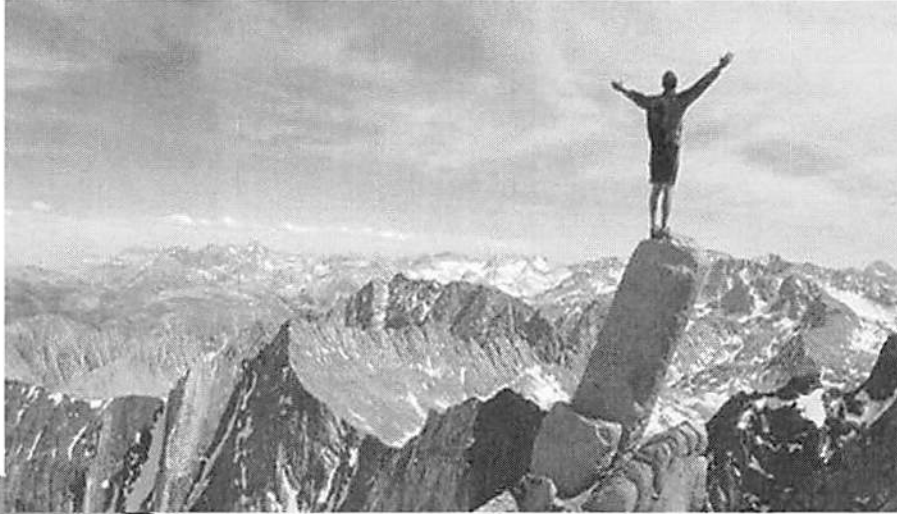
- In Erickson's **Industry vs. Inferiority stage**– a "child deals with conflict related to desire and effort to create without being penalized for mistakes- children direct their energy toward mastering knowledge and intellectual skills". (Santrock, 2009, p.23)

- Developing a sense of industry is a major developmental task for children.

- Children strive to develop feelings of competency; their ability to do so will ease their transition into adolescence by laying the seeds of confidence.

- This is a critical time for children to become familiar with their strengths; it is important for you, as parents, to facilitate this process by acknowledging the things your child does well.

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

- **Growth mindset:** emphasizes the belief that your basic qualities change with effort- traits are not fixed but are cultivated, self-evaluation leads to growth rather than validation or confirmation of skill. (Dweck, 2006)

- **Self-efficacy:** the belief that you are able to accomplish a given task.

- **Mastery experience** – opportunities that encourage children to set goals, practice skills, and apply different strategies. (NASP/Communiqué, 2010)

- Encourage persistence and delayed gratification; an example...encourage your child to save their allowance to pay for an expensive toy.

Social Development

Social Development: how we interact (cooperate and collaborate) with others.
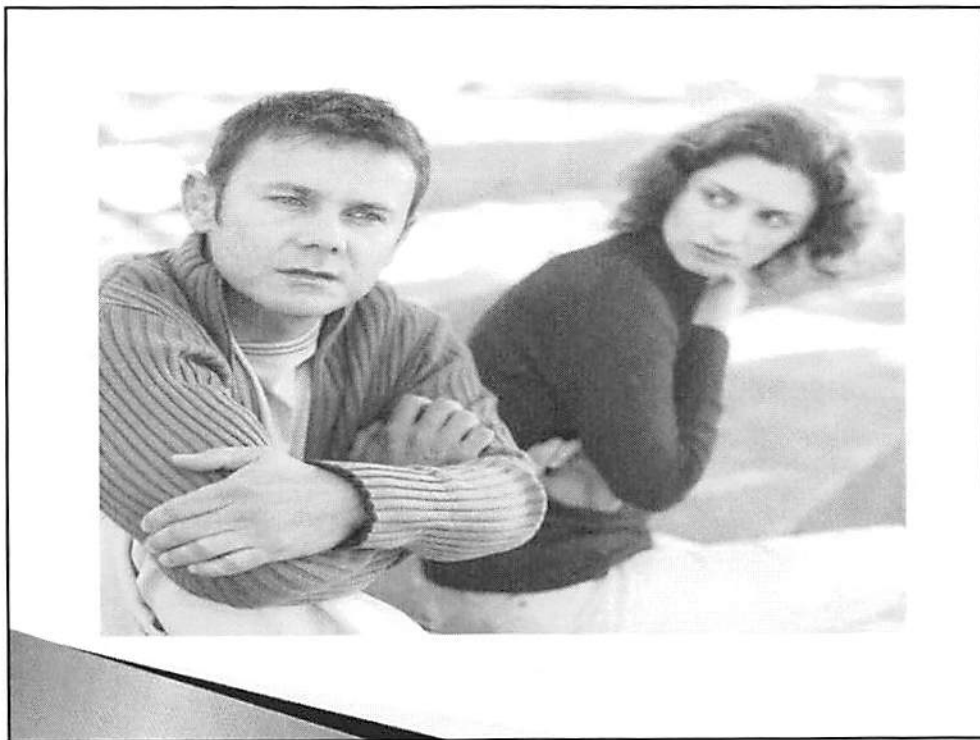
(Santrock, 2009)

> **Question:** What's happening in this picture?
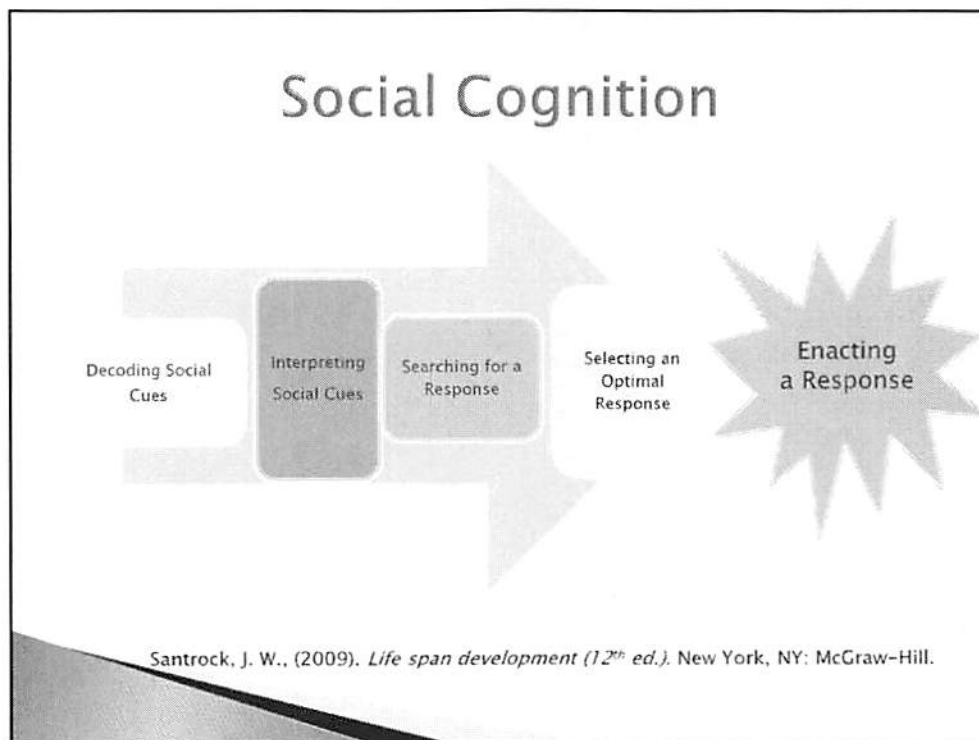
Use picture to prompt discussion:

- Identify nonverbal cues.
- What meaning did you assign to these nonverbal cues?
- How would you respond and why?

> **Question:** What's happening in this picture? (Optional picture for activity)

Use picture to prompt discussion:

- Identify nonverbal cues.
- Assign meaning.
- What is their response to each other?
- How might you respond?

Social Cognition

Decoding Social Cues → Interpreting Social Cues → Searching for a Response → Selecting an Optimal Response → Enacting a Response

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

- Social cognition: making sense of social matters (Santrock, 2009), the thinking that guides our interactions with others. (Levine, 2002)

- The process above can happen reactively or reflectively.

- **Just as you did in the previous activity,** children use social-cognition to navigate peer and adult relations. These skills are essential to developing and maintaining friendships.

    - **Decoding:** Attending to verbal and nonverbal cues.

    - **Interpreting**: Assigning meaning to verbal and nonverbal cues.

    - **Searching for a response:** What is within the child's repertoire of understanding emotions?

    - **Selecting an optimal response**: What's the best fit?

    - **Enacting a response:** Responding.

(Levine, 2002; Santrock, 2009)

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 (12th ed.).* New York, NY: McGraw-Hill.

- Friendships evolve in middle childhood.

- Peer culture (formal and informal) becomes increasingly important.

- Similarities and common interests characterize friendships at this stage; **typically they are gender-specific and age-related.** They have similar attitudes toward school and educational aspirations.
  - Trust becomes the foundation of a relationship, if violated, it can cause strong emotions.

- Friendships can foster self–esteem and a sense of well-being or… they can cause turmoil and grief: delineation between insiders and outsiders begins to develop.

- Groups are seen interacting with one another. Cliques may start to form, leaving some students out of the "clique." Students will state: "I'm not your friend anymore."

- Friendships can be very intense. Children do not always understand why a group of children ignore them today when yesterday they were best of friends. As a parent, it is important that you guide your children through the "drama" of friendship. Parents are encouraged to teach children about friendships. Help them manage the loss and change of friendships that occur at this stage. Give your child the self-confidence

that they are good people and friends will always be there for them.

- As students grow into preteens, the "drama" of friendship intensifies. Usually friends made at the later stages of this age group (11-12 year olds) remain through the middle and high school years. Parents are a pillar to lean on if/when these friendships fall apart.

- Talk with your children, understand their friends, and guide your children towards people who share your children's views and ideals.

- Friendships can serve six functions: **companionship, stimulation, physical & ego support (support in resources and encouragement & feedback) , social comparison, and affection & intimacy.** (Santrock, 2009)

- Children become more aware and sensitive to the hygiene of others.

- As students get older, their bodies change and the need for good hygiene becomes very important. Peers may find poor hygiene offensive, which can result in isolation, and teasing. Poor hygiene can provoke acne and or other health-related issues.

- Sensitive topics such as those mentioned above ideally are discussed between parent/child. It is not advisable that children learn about these sensitive topics from their friends or media. It is best if parents are on the frontline of these discussions. This should be approached as a normal conversation. "Appropriate" discussions are determined by the age and understanding of the child's development

- It is important to be aware of who your child has as friends; monitor what your children watch on TV, at the movies or on social-media (internet, texts, etc.).

- Parents and any adults in the home are your child's role-models. They observe and imitate adult behavior and language in the home.

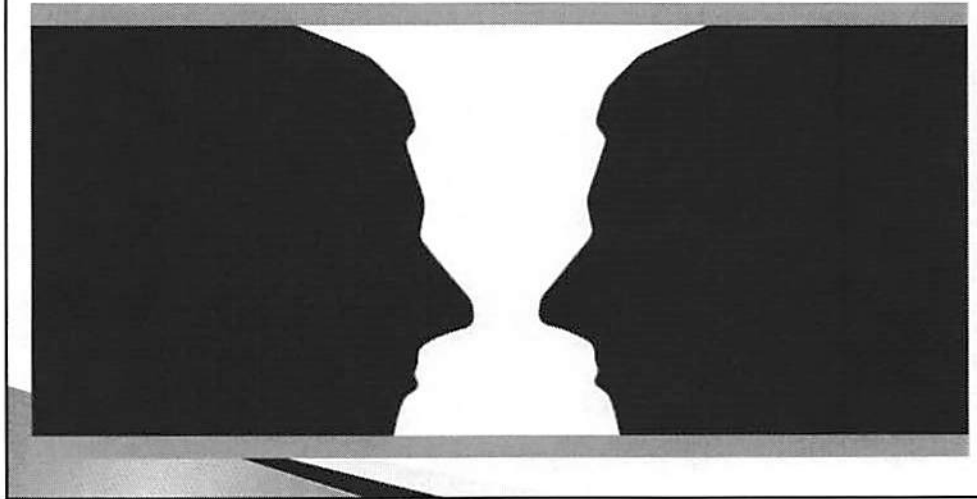Image retrieved from: http://art.ekstrax.com/2015/01/optical-illusions-simple-yet-wonderful.html

> ➢ **Question: What do you see?   Do you see a vase or two people looking at each other?** Perspective involves selective attention and focus.

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

- Perspective involves understanding the feelings and thoughts of others.

- In middle childhood, children develop the ability to self-reflect and begin to develop the ability to "step in another's shoes".

- Perspective taking facilitates problem-solving and is associated with the ability to empathize and feel compassion for others.

(Santrock, 2009)

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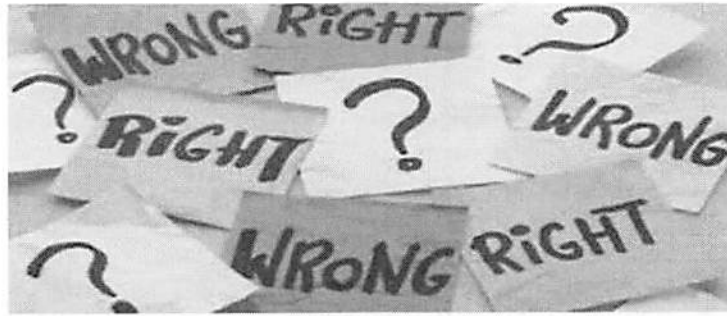
Santrock, J. W., (2009). *Life span development (12th ed.)*. New York, NY: McGraw-Hill.

- From ages **4-7,** rules and justice are seen as unchangeable; right and wrong are determined by punishment **(Heteronomous Morality),** intention is not weighed, punishment is inevitable (this explains why young children will look around when they break a rule; they anticipate the observation of others and the consequences that follow).

- **Autonomous Morality** (according to Piaget) is typically achieved by **age 10** – understanding that laws and rules are created by people. In weighing an action, one must consider intentions and consequences. (Santrock, 2009)

- Between the ages of 7-10, children show features of both stages of moral thinking.

- Children may begin to test rules/consequences.

- Children are able to "create" their own rules.

> **Question: What do these games have in common?** All of these games have rules.

> **Which games would your child recognize?**

* Use pictures to prompt discussion about skills, rules, and age-range required by games.

* During middle childhood, play is seen as more cooperative; game rules are important.

* Children are able to play cooperatively, "create" their own games, and develop rules for games.

* They are aware of rules and apply the idea of 'following rules" to every game and activity.

* Rules, for some children, become very important, and are the driving force of their school day.

How Can Parents Help?

- Provide opportunities for your child to develop his/her own sense of right and wrong

- Encourage perspective taking

- Help your child develop a sense of responsibility

- Provide opportunities for structured and non-structured interactions with peers

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- Talk about friends, accomplishments, and challenges. **Encourage your child to solve problems with friends; help them discriminate between small and large problems.**

- Encourage perspective **taking in stories, movies** and **real life situations.**

- Help your child develop a sense of responsibility: **be cautious not to rescue** or **excuse your child's mistakes.** Consider volunteer opportunities, participating in a cause, caring for a pet, etc. to build this trait.

- Give your child household tasks and spending money to create this sense of responsibility; this will develop skills and abilities needed for future success.

- Rules: TV time, bed time. Be firm and consistent with your rules. Have appropriate consequences when these rules are not followed. Make sure the other adults in the home are also aware of the rules and consequences to ensure for consistency and generalizability.

Emotional Development »

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

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

- Children understand that more than one emotion can be experienced in a situation (perspective taking facilitates this ability).

- Children experience a wider range of emotions and **can experience shame or pride in the absence of an adult.**

- Empathy is being able to understand feelings of others (not making fun of a person in a wheelchair, rather asking that person if they would like help in opening a door, or juggling book and notebooks.

- Children can suppress or conceal emotions; they can downplay what they feel.

- Children can use strategies to redirect their emotion or self-soothe.

Emotional Regulation

- A child's advances in self-regulation plays a crucial role in pro-social development and school performance; **emotional regulation is an important dimension of self-regulation (also includes thoughts and behaviors).**

- Emotional regulation involves "controlling your emotional reaction in order to meet a goal" and the demands of the environment; "this includes monitoring, evaluating and modifying the intensity and timing of your emotional response, [it involves:] the ability to consider another's motives and perspective and weigh the size of a problem". (Kuypers, 2011)

- Children with good emotional regulation feel in control; this leads to a sense of self-efficacy and goal-oriented behavior.

- At this stage, children are now able to perceive the expectations, desires and goals that other have for them; they must learn to resolve this conflict by exerting emotional regulation.
    - Primary parental role is to help children co-regulate: by helping to facilitate up or down regulation. Parents can help:
        - children label their feelings
        - read their body cues
        - identify triggers
        - their children problem solve & self soothe (Kuypers, 2011)

The **ZONES** of Regulation®

Adapted From The Zones of Regulation, by Leah M. Kuypers, 2011
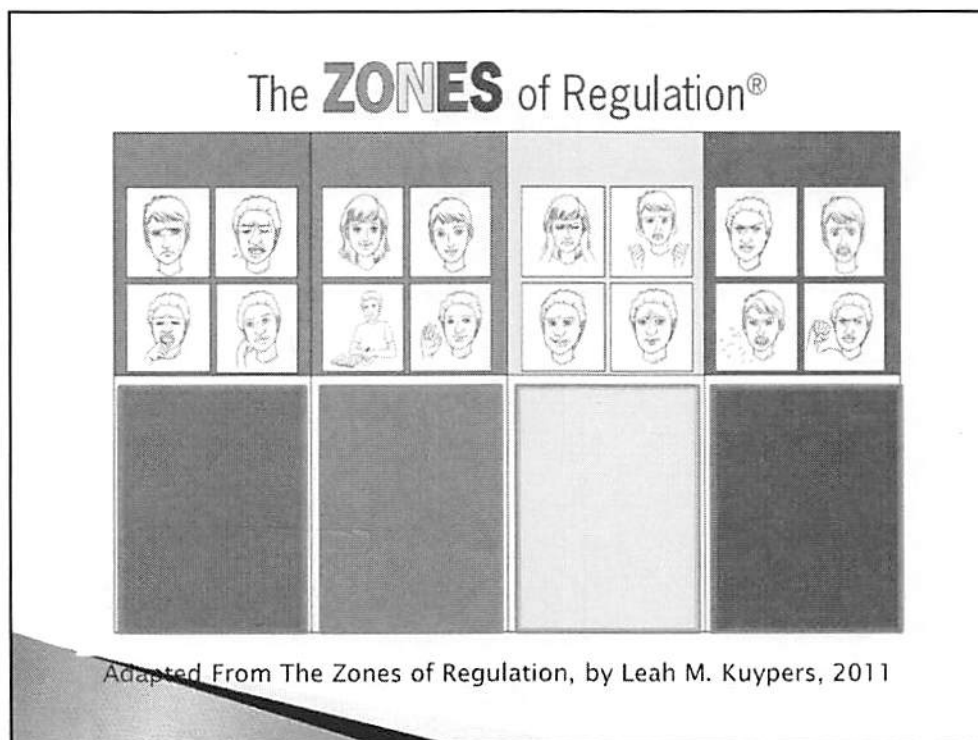
- The Zones of Regulation is a conceptual framework used to explain self-regulation; the table above categorizes varying levels of alertness and feelings.
  (Use analogy to explain emotional range)

➢ **Ask participants to label the illustrations in each category: Discuss what might trigger these states and feelings in their children.**

- Blue Zone – low level of alertness
- Green Zone – regulated or ideal state
- Yellow Zone – heightened state of alertness; individual has **some control** but it is hanging from a thin thread
- Red Zone – heightened state of alertness; experiencing intense feelings – individual has lost control

- It is important to remember that emotions affect our energy levels; in middle childhood children begin to identify their internal states.

- Emotional regulation helps draw attention to the difference between automatic vs. deliberate behavior.

(Kuypers, 2010)

How Do We Self –Regulate?

> **Question: Which of these might be used to up-regulate/down-regulate?**

> **How do you up or down-regulate?**

- It is important for children to develop a tool kit for regulating their emotions; our job as parents is to help them do so by modeling and teaching.

Images retrieved from:

(Hugh Jackman) http://www.dailymail.co.uk/tvshowbiz/article-2334808/Ripped-Hugh-Jackmans-latest-workout-partner-adorable-daughter-Ava.htm

(Hike) http://www.medicinenet.com/parenting_pictures_slideshow_fitness_and_exercise/article.htm

(Woman with earphones) http://www.unbelievable-facts.com/2013/07/according-to-scientists-this-is-most.html

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

- Primary parental role is to help children co-regulate: by helping to facilitate up or down-regulation
  Parents can help:
    - children label their feelings
    - read their body cues
    - identify triggers
    - their children problem solve & self soothe (Kuypers, 2011)

- Encourage organizational and self-monitoring skills: homework completion/accuracy, manage personal belongings (backpack/accessories/allowance), personal space, etc.

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

- Praise your child for their effort or a job well done, at least once a day. This conveys interest, attention and appreciation in their tasks.

- Talk about future goals with your child and give simple suggestions on how to attain that goal (going to the library to learn about that goal; look for places to do volunteer work in the summer in an area that may lead to your goal). Show interest in their goals.

- Teach your children about the importance of respecting others. If your child shows respect towards others, your child will receive respect in return.

- By having open conversations with your child, you are learning a wealth of information about their day at school, their friends and their peers' outlook in life.

- Talk about what behaviors you expect of your child when adults are not present.

- Make plans with your child regarding communication when they are not with you: when the child should call, where you can find him/her and what time you will pick him/her up, etc.

- Providing appropriate supervision; knowing your child's whereabouts and whether a responsible adult is present.

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

- We learned that social-emotional development corresponds with a child's age range: we do not expect a 4 year-old child to understand the concept of sharing, but we do expect our 10-12 year old children to display empathy for others and to respect adults.

- We, as parents, are our children's role models. Our children follow our lead, whether or not that lead is always appropriate or in their best interest. Our children revel in the security we give them, the guidance we give them, and of course, the love we give them – all on a daily basis.

- The hardest job we will ever have is that of being a parent. While it is hard, it also extremely satisfying and heart-warming to watch our children grow, flourish and become productive members of society.

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Thank You for Your Attention!