

School Age & Adolescence

Latency or School Age:7-11yr.



I. Motor Development

The normal grade-school child, 7-11 years of age engages in complex motor tasks, e.g., playing football, skip ropes.

II. Social characteristics The school age child:

Prefers to play with children of the same sex; avoid and is critical of those of the opposite sex. . 1

Identifies with the parent of the same sex. . 2

Have relationships with adults other than parents(teachers, group leaders). . 3

Demonstrate little interest in psychosexual issues.(latent). . 4

Has internalized a normal sense of right and wrong (conscience) and understand how to follow rules. . 5

II. Cognitive characteristics. The school child •

1. Is industrious and organized (gather collection of objects-stamps). •

2. Has the capacity for logical thoughts and can determine that objects have more than one property (an object can be red and metal) •

3. Understand the concepts of conservation and seriation; both are necessary for certain types of learning: •

Age Range	Description of Stage	Developmental Phenomena
Birth-2 yr.	<p><u>SENSORIMOTOR</u> Infants know the world only through motor activities and sensory impressions- looking, touching, mouthing, grasping.</p>	<p><u>Object Permanence</u> • by 8-12 months OP develop. (objects continue to exist when they pass from view) <u>Stranger anxiety</u> •</p>
2-6 or 7years	<p><u>PREOPERATIONAL</u> <i>Representing things with words and images; using <u>intuitive</u> rather than logical reasoning</i></p>	<p><u>Animism=</u> • everything that exist is living and endowed with a will. <u>Egocentrism</u> • (unable to distinguish their own perspective from that of others)</p>

<p>7-11 years</p>	<p>CONCRETE OPERATIONAL Thinking logically about an object if they r able 2 manipulate it.While in FOS the presence of the object is not necessary 4 the thought 2 take olace.</p>	<p>Conservation ❖ Once conservation ❖ is learned, they learn reversibility= ❖ if things changed ❖ they will be the same. Egocentric thoughts • and believe in animation decline.</p>
<p>12 through Adulthood (11yr-16yr)</p>	<p>FORMAL OPERATIONAL Abstract reasoning (the capacity for deductive or propositional reasoning)</p>	<p>Abstract logic ❖ Speculate about all ❖ possible solutions. Potential for moral ❖ reasoning .</p>

Adolescence: 11-20 years



I. Early adolescence (11-14 yr. of age) •

Puberty is marked by:

- A. The development of secondary sexual characteristics and inc. •
skeletal growth.**

Because onset and progression of puberty are so variables, Tanner (satages of sexual development) has proposed a scale consist of 5 stages to describe the onset and progression of pubertal change.

- B. First menstruation (Menarche) in girls occur at 11-14yr age. •**

- C. First ejaculation in boys occur at 12-15 yr. of age •**

- D. Cognitive maturation and formation of personality. •**

- E Sex drives, which are expressed through physical activity and •
masturbation.**

- 2. Early adolescents show strong sensitivity to the opinion of peers but are obedient.**

- 3. Alteration in expected level of development (acne, obesity) may cause psychological difficulties.**

II. Middle adolescence (14-17 years of age)

Characteristics : .A

Great interest in gender roles, body image, and popularity. . 1

**Heterosexual crushes (love for unattainable person e.g. rock star) are . 2
common.**

Homosexual experience may occur. . 3

**Efforts to develop an identity by adopting current teen fashion in clothing . 4
and music, and preference for spending time with peers over family are
normal, but may lead to conflict with parents.**

B. Risk- Taking Behavior

**1. Readiness to challenge parental rules and feelings of omnipotence may result in
risk- taking behavior(smoking).**

**C. Education about obvious short-term benefits rather than reference to long-term
consequences of behavior is more likely to decrease teenager's unwanted
behavior.**

III. Late Adolescence (17-20 yr. of age) •

A. Development •

**1. develop morals, ethics, self-control, •
and realistic appraisal of their own
abilities. They become concerned with
humanitarian issues and world problems.**

**2.. Some, develop ability for abstract •
reasoning.**

**B. In their effort to form one's identity, an •
identity crisis may develop. If the identity
crisis not handled effectively, adolescents
may experience role confusion – they do**

Special Issues in Child development •

1st Illness and death in child & Adolescence •

A child's reaction to illness and death is closely associated with the child's developmental stage.

***During the toddler years-hospitalized children fear separation from parents . 1
more than they fear harm, pain or death.***

***During preschool years, the child's greatest fear when hospitalized-is bodily . 2
harm.***

***School-age children (7-11yr.) cope well with hospitalization. Thus, this is the . 3
best age to perform elective surgery.***

***At age 9 yr. children begin to understand that children can also die and begin . 4
to fear their own death.***

***Ill adolescents may challenge the authority of doctors and nurses and resist . 5
being different than peers. Both of these factors can result in noncompliance
with medical advice.***

***A child with ill sibling or parent may respond by acting badly at school or . 6
home.(acting out DM)***

**2nd. Adopted children should be told by •
their parents that they are adopted at
the earliest age possible.**

**Mental retardation: the most common •
genetic causes of retardation are
Down's syndrome and Fragile X
syndrome.**

**Mildly (IQ=50-69) and Moderately
(IQ=35-49) MR children and adolescents
commonly know they are handicapped,
and because of this they may become**