



Social, Emotional and Moral Development

Information for anyone who lives and/or works with children and young people.

Age 8 to 9 years

#TheLink

#PositivemindsPositive Futures

Developmental tasks

- To develop a sense of accomplishment centred around the ability to learn and apply skills, deal with peers, competition, self control and greater physical strength.
- To develop and test values and beliefs which guide the present and future.

Indicators Related to Developmental Lag

- Excessive concerns about competition and performance, especially in school
- Extreme rebellion
- Teasing
- Whining
- Headaches
- Nervous stomach
- Ulcers
- Nervous tics
- Consistent unconcern with completion of tasks
- Overdependence on caregivers for age appropriate tasks
- Social isolation
- Lack of friends and involvements
- Few interests
- Inappropriate relationship with older people
- Stealing
- Pathological lying
- Bedwetting
- Fire setting

| Normal Characteristics | Suggested behaviour for effective parenting |
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| May frequently urinate as a result of anxiety | Be tolerant, it's not deliberate. |
| Wants to know the reason for things | Answer questions patiently |
| Can overestimate their own ability; Generalises instances of failure. | Direct them towards manageable tasks while still providing optimal challenges. Stress learning and not the end product. |
| Demands love and understanding from mother | Love and accept |
| Makes new friends easily; works at establishing good two way relationships; develops close friends of own sex. Considers clubs and groups important; enjoys school; doesn't like to be absent. | Assist with scouting or sport groups. Go to activities, such as concerts. Be part of school life. |
| Is not interested in family table conversations; wants to finish meals in order to get to other business. | Remain understanding of the child's needs and feelings. |
| May peep at each other and tell dirty jokes, laughs and giggles. | Set reasonable limits |
| Has more secrets | Provide them with a locked draw or box. |
| May be excessive in self criticism; tends to dramatise everything; is very sensitive. | Do not criticise. Encourage efforts. Teach that others make mistakes. |
| Has fewer and more reasonable fears | Build on their confidences |
| May argue and resist requests and instructions, but will obey eventually. | Keep directions simple; avoid "i already know" response by not over directing |
| Likes immediate rewards for behaviour | Provide small but meaningful rewards for accomplishments |
| Is usually affectionate, helpful, cheerful, outgoing and curious. Can also be rude, selfish, bossy, demanding, giggly and silly. | Allow expression of negative emotions while maintaining limits. Be patient. |
| May experience guilt and shame. | Acknowledge and support child's standards and discuss the reasonableness of the child's expectations. Encourage the child to be self forgiving. Focus on the worth of an individual rather than on behaviour. Then work on changing the behaviour. |

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