

DEVELOPMENTAL PROFILE FOR 1ST GRADE STUDENTS AGE 6

Physical Development

- May seem "hyper" and fidgety.
- Growth rates differ markedly between individual children. Many become very lean.
- More physical illness is common and mild "feigning" (pretending to be ill) is common.
- Increase in allergies and upper respiratory complications.
- Good large motor skills (jumping, running, etc.). Child loves to use the body in broad strokes.
- Small muscle (e.g., cutting with scissors) and eye-hand coordination (effective use of sight to manipulate objects with hands) just beginning.
- Few toileting accidents, but boys may still tend to wet the bed.
- Innocent awareness of opposite sex and interest in body-- make play "doctor".
- Interest in learning how babies are made and born.
- Plays best in "twos".
- Hates to lose at games.
- Messiness is common.
- Intensity in work, play, and refusals.

Emotional Development

- Loving and defiant (challenging).
- Falsely sure of self or brash (does things in haste without regard for consequences).
- Seems warm and enthused when getting own way, but slightest turn of events may turn on tears, anger, and/or temper tantrums.
- Oppositional more often than complaint or cooperative.
- Very extreme in emotions-- loving one moment but hating the same person the next.
- Wants to be loved "the most", do the "best", and receive everything he or she sees.
- Winning becomes crucial-- naturally competitive.
- Bravado (daring and boasting) mixed with many anxieties and fears-- many of them new to the child.
- General fidgeting and may chatter constantly.
- Motivation to work and "do" is easily frustrated.

Philosophical/Moral Development

- Usually unaware of second person perspective-- so still pre-moral (does not understand intentions behind behaviors).
- Sways to extremes of egocentricity (belief that others are experiencing the world as they themselves are).
- Engages in many power struggles.
- High levels of structure and rituals calm and soothe the child.
- Specific rules and consistent consequences help.
- Child may tend to express a pessimistic (gloomy) view of life.
- Needs help overcoming own rigidity or inflexibility.
- Petty theft and lying begin or frequently increase-- child expresses embarrassment if caught. Recognition and repayment work best to effect change.
- Cheating usually increases since child "must" win.

Social Development

- Parent is no longer "center of the world", and child may place self as "center of the world".
- Often does not like self.

- Has difficulty being social.
- "Reverts" to poor manners, antisocial behaviors, and rudeness.
- Child insists on being right and "knowing". May tell parent, "My teacher said...", and the teacher may hear, "My dad knows!"
- If child did not build a sense of trust as a young child, may be "streetwise".
- Poor at adapting to friend's needs or admitting any guilt.
- Child tends to boss others, begins to tattle and encourages others to fight, then cries and blames.

Intellectual/Cognitive Development

- Usually still in the intuitive stage (thinking creatively).
- Mental imagery may be used to begin integration of ideas (understanding the relationships between two or more things).
- Practice of logic may be helpful during a task, but child is seldom ready to initiate.
- Concentration of energy is focused on either reading or handwriting for mastery (instead of both).
- Child wants to learn to read if he doesn't find it too hard.
- Thinking process is very susceptible to "shutting down". If child does not feel successful, emotions may cause a shunt closure in the brain.