

# Developmental Expectations

## 3<sup>rd</sup> - 4<sup>th</sup> Grades

It is important at this stage for children to learn from the structure of their environments. The relevancy of rules, as well as the acquisition of life skills. The results of structure are significant to the personal success of a developing child. Without the imposition of external structure, internal structure will not develop. Therefore, guidelines, rules, limits and their consequences are essential to the development of self-discipline, discernment and personal limits. This includes understanding the need for rules and the freedom that comes from having appropriate rules. As parents, it is important that rules and guidelines be based upon a belief system that reflects values and priorities.

### **CHARACTERISTICS OF A THIRD GRADER**

- Thoughtful and mysterious.
- They may fluctuate from “clingy” to “leave me alone”.
- Takes himself seriously and wants to be RIGHT.
- Seeks being more independent than previous year.
- Fearful of the dark or being alone, losing a parent.
- Unpredictable.

### **CHARACTERISTICS OF A FOURTH GRADER**

- Friendly and happy.
- Fears are beginning to be resolved.
- Are close to family and enjoy family activities.
- Wants life to be FAIR.
- Boils over verbally, may cry or go to his room.
- Explodes into rage – may kick or bite.
- Test limits.

These grades are part of a developmental phase that extends over a six-year period, beginning at age six. During these years the developmental tasks are the same and are repeated with different levels of intensity and mastery.

### **SOCIAL SKILLS**

- Learning to listen in order to collect information.
- Developing the capacity to cooperate and compromise.
- Disagreeing with each other.
- Experiencing the consequences of breaking the rules.
- Learning appropriate behavior for peer relationships.

## **PERSONAL SKILLS**

- Developing self-control.
- Taking responsibility for their needs and actions.
- Practice thinking before doing.
- To identify what they are feeling, what they need and how to get what they need.
- Competitive to test their abilities.
- Managing personal limitations and disappointments.

## **ACADEMIC SKILLS**

- Reasoning.
- Higher order thinking skills.
- Application of information gathered.
- Continued repetition and rote learning of basic skills. Grammar, math facts, vocabulary, etc.

## **EXPECTED BEHAVIORS**

- UNPREDICTABLE
- MOOD SWINGS
- COMPETITIVE
- PRACTICE A TASK OVER AND OVER
- ARGUMENTATIVE – “I’M RIGHT”
- WILL HOOK YOU INTO A POWER STRUGGLE
- TAKES ON A CHALLENGE
- QUIET AND WITHDRAWN AT TIMES
- INITIATES FAMILY ACTIVITIES
- FEARFUL

## **MOST HELPFUL FOR THIS AGE GROUP**

- PREDICTABILITY OF A ROUTINE.
- CLEAR RULES AND CONSEQUENCES.
- Consistent follow-through.
- Listen-Ask about their thinking and ideas-Offer some alternative ideas-Comment positively on the results.
- Encourage independent actions and responsibility. Homework, getting up and ready for school, picking up and keeping their room clean, organizing their things and school work.
- Work closely with the school on their system of organization and expectations.
- Redirect them in a positive way.
- Compliment their thinking and problem solving skills.
- Encourage social interaction and manners.
- Do not take their mood swings or surprising behavior personally.
- Instead listen to their feelings and then respond with facts....not your emotion.