

Developmental Expectations

5th - 6th Grades

These two years are the last in the six year where structure is so important in the development of internal boundaries. The tasks to be mastered are the acceptance of authority and the need and relevancy of rules, the freedom that comes from having appropriate rules, and the consequences of rules.

CHARACTERISTICS OF A FIFTH GRADER

- "Good" and friendly
- A "smoothness" about his approach to things
- Loves his family and his friends
- Holds his parents in high esteem
- Enjoys sharing things that are important to him
- Does not like being "neat"
- Still needs considerable supervision to accomplish daily routines

CHARACTERISTICS OF A SIXTH GRADER

- Exhibits contrary and oppositional behavior
- Often behaves like a pre-adolescent
- Is significantly egocentric - does not want to cooperate even in small ways
- Things he has done willingly for years become "off limits" or beneath him
- Is slow to respond and quick to criticize
- Is energetic and always on the go - eating, talking, moving about - not likely to sit still easily
- Expects little of himself and perfection from others - especially Mother
- When things go bad, Mother receives the brunt of his frustration
- "Your best bet is to run the house like a hotel. You provide the meals and the service, and expect nothing back."

SOCIAL SKILLS

- Learning to listen in order to collect information.
- Developing the capacity to cooperate and compromise.
- To disagree with others and still be accepted.
- Experiencing the consequences of breaking the rules.
- Appropriate behavior for being accepted by their peers.
- Doing things because it is the "right" thing to do.

PERSONAL SKILLS

- Develop internal controls. “Self-control”
- Learning what is one’s own responsibility and what is others’ responsibility.
- To practice thinking and doing.
- To reason about wants and needs.
- Testing abilities against others.
- Managing personal limitations and disappointment.

ACADEMIC SKILLS

- Reasoning.
- The beginning of abstract thinking.
- Research and application.
- Continued repetition and rote learning of basic skills. Grammar, math facts, vocabulary, etc.

EXPECTED BEHAVIORS

- FORGETFUL
- COMPETITIVE
- CHALLENGES MOST AUTHORITY FIGURES
- PRACTICES A SKILL
- ASKS QUESTIONS
- STUBBORN ONE TIME AND COOPERATIVE ANOTHER
- OFTEN SPEAKS BEFORE THINKING.
- BREAKS RULES
- ARGUES WITH CONSEQUENCES
- RESISTS DIFFICULT TASKS
- MAY BE RUDE AND NOT AWARE OF HIS RUDENESS
- SULLEN AND WITHDRAWN
- SILLY AND AFFECTIONATE

MOST HELPFUL FOR THIS AGE GROUP

- ROUTINE AND STRUCTURE
- CLEAR, PREDICTABLE RULES AND CONSEQUENCES
- Consistent follow-through
- Listening without much commentary
- Encouragement without telling them what and how to accomplish a task
- Allow them to problem solve
- Ask thought provoking questions that will assist them in their problem solving process
- Redirect them in positive ways – show them/give them brief and helpful information.
- Be aware of their sensitivity to change, teasing, and direction...They take everything personally and it usually is translated into “something is wrong with me.”