

## Resources

**Bright Futures:** National Center for Education in Maternal and Child's Health, Georgetown University's Public Policy Institute, visit [www.brightfutures.org](http://www.brightfutures.org).

**Center for Disease Control and Prevention  
Department of Health and Human Services,**  
visit [www.cdc.gov](http://www.cdc.gov).

**CASEL** (Collaborative for Academic, Social and Emotional Learning), Department of Psychology, University of Illinois at Chicago, visit [www.casel.org](http://www.casel.org).

**Illinois State Board of Education, Social and Emotional Learning Standards,** Springfield, Illinois, visit [www.isbe.net](http://www.isbe.net).

**Iroquois-Kankakee Regional Office of Education,** Kankakee, Illinois, visit [www.i-kan.org](http://www.i-kan.org).

**KAN-I HELP Information Network** – Serving residents of Kankakee and Iroquois Counties, visit [www.kan-i-help.org](http://www.kan-i-help.org).

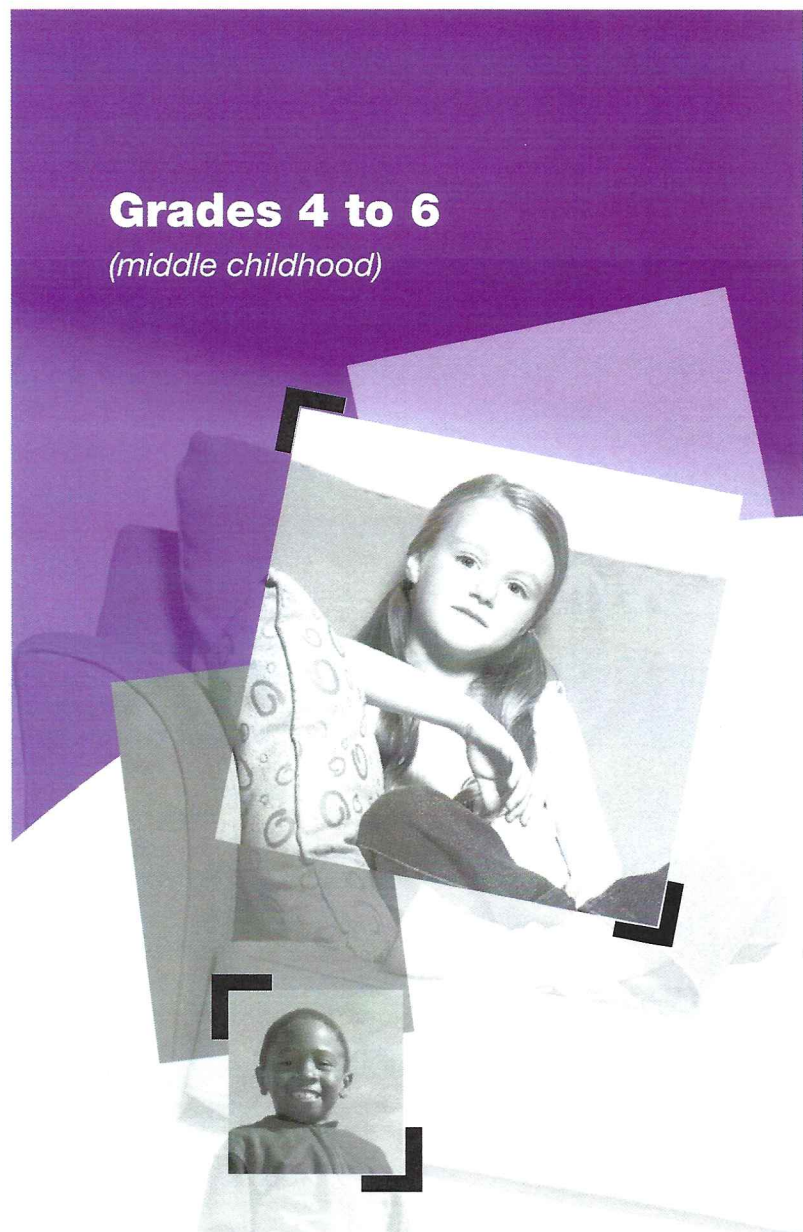


189 E. Court Street, Suite 600  
Kankakee, IL 60901  
(815) 937-2950  
[www.i-kan.org](http://www.i-kan.org)

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## Grades 4 to 6

*(middle childhood)*



# Snapshots Of Your Child's Social and Emotional Well-being

**Social and emotional learning is the way a child develops the ability to experience, regulate and express emotions, form close, secure relationships; explore the environment; and learn.**

### **What to expect**

Children develop at their own unique pace, so it's impossible to tell exactly when yours will learn a given skill. The characteristics below will give you a general idea of the changes you can expect as your child gets older.

#### **Fourth Graders**

- Want to put some distance between themselves and adults, and may rebel against authority
- Need to be part of a group
- Seek independence
- Possess a high activity level
- Verbalize easily, can empathize and express a wide range of emotions
- Can think independently and critically, but are tied to peer standards
- Begin to increase their sense of truthfulness
- Typically lack self-confidence

#### **Fifth Graders**

- Tend to be obedient, good natured and fun
- Possess a surprising scope of interests
- Identify with TV characters
- Are capable of increasing independence
- Are becoming more dependable
- Begin gaining an improved self-concept and acceptance of others
- Usually form good personal relationships with teachers and counselors

#### **Sixth Graders**

- Show more self-assertion and curiosity
- Are socially expansive and aware
- Are physically exuberant, restless and talk a lot
- Have a range and intensity of emotions and can be moody and easily frustrated
- Can relate feelings
- Are competitive, want to excel and may put down the "out group"
- Often exhibit "off color" humor and silliness, tease and tussle

### **Ideas for Parents**

**As a parent, there are many things you can do to promote your child's social and emotional success:**

- Provide opportunities for older children to help with cooking, sewing or other chores.
- Provide time and space for an older child to be alone – to read; to do school work; or just to day dream.
- Encourage your child to call a school friend.
- Encourage your child to participate in an organized club or youth group. Many groups encourage skill development with projects or activities that can be worked on in the home.
- Encourage your older child to help with a younger one but avoid burdening older children with too many adult responsibilities. Allow time for play and relaxation.
- Provide opportunities for older children to play games of strategy like checkers, chess or monopoly.
- Remember to provide plenty of food. Older children have larger appetites and will need to eat more.
- Be involved in your child's school – attend events and parent teacher conferences.

