



Select Developmental Characteristics: (approximately age 8)

A typical 8-year-old child...

- creates engaging and detailed stories, as well as reports that are increasingly persuasive, informative, and entertaining.
- is developing a subjective psychological conception of self.
- is developing self-esteem and beginning to compare him/herself against other people's expectations.
- has a self-image that is affected by how other children perceive him/her.
- values friends greatly and makes them an increasingly important part of life.
- is beginning to understand the concept of masking emotions and can vary his/her use of coping strategies to deal with challenging situations.
- is still very attached to home although increasing separation from parents or caretakers is considered healthy in the child's development.
- is a wonderful mimic and imitates both good and bad adult behavior.
- is able to communicate well with others without assistance and is able to communicate needs, wants, and emotions in healthy ways.
- demonstrates knowledge of social customs for when and to whom certain emotions are appropriate to express (e.g., receives an undesirable gift, and demonstrates disappointment by biting lip, but says, "thank you").
- consistently recognizes the views of others in classroom interactions.
- is a good partner in play, shares ideas, understands others' points of view, and can work cooperatively toward a shared goal.
- participates in games with more abstract rules and enjoys making up elaborate fantasy games and situations.
- notices the impact of personal behavior on others and may modify behavior as a result; realizes that others have a similar awareness.
- recognizes that people can be aware of each other's thoughts, feelings, and perspectives and that mutual awareness influences each person's view of the other (e.g., says, "He won't be mad that I ate his cookie because he knows that I forgot my snack and was hungry").
- shows skill at settling conflicts with peers and may demonstrate leadership in this area.
- can talk things through and consider various perspectives when resolving differences and is able to remain friends after a conflict and continue to work together.
- tends to be inclusive in play and generally kind and helpful to peers.
- is generally compliant as is still accustomed to adult-directed play and rule setting.
- develops friendships related to activities and proximity, (i.e., the children in his/her classroom, neighborhood, at church or daycare, on a team or in a dance class).
- may spend the night with a friend whose parents are friends with his/hers, or may go with a friend's family to a movie or event, but is happy to return to own family group.
- wants structured, time-limited activities.

- may blame someone else when something goes wrong.
- desires adult guidance and communication about what is right and wrong.