



# **SUPPORTING YOUR CHILD THROUGH MIDDLE CHILDHOOD**

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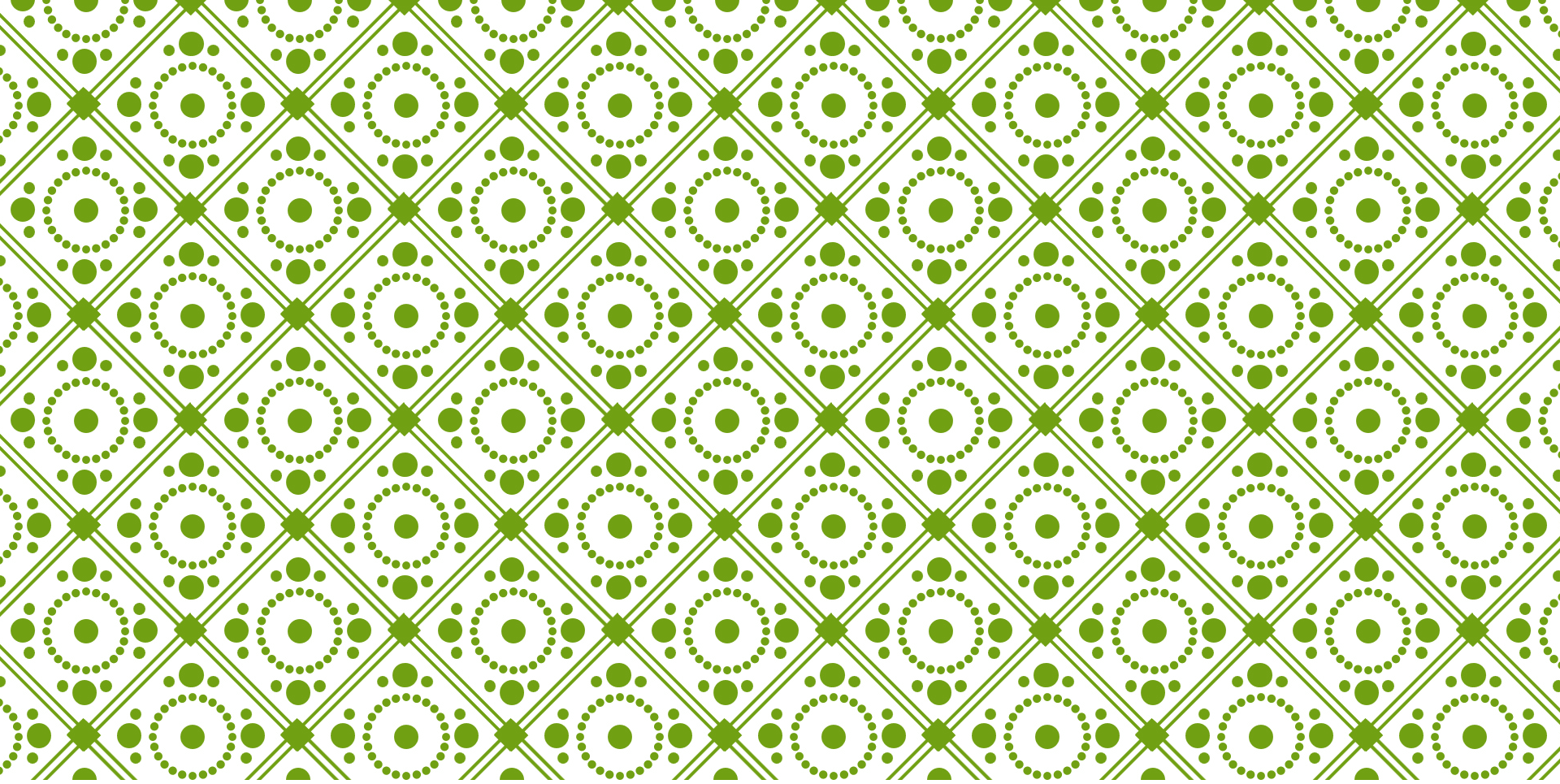
# **TODAY'S** **PLAN**

Past Pandemics

Life Stages

Collaboration

Self-care



# PAST PANDEMICS

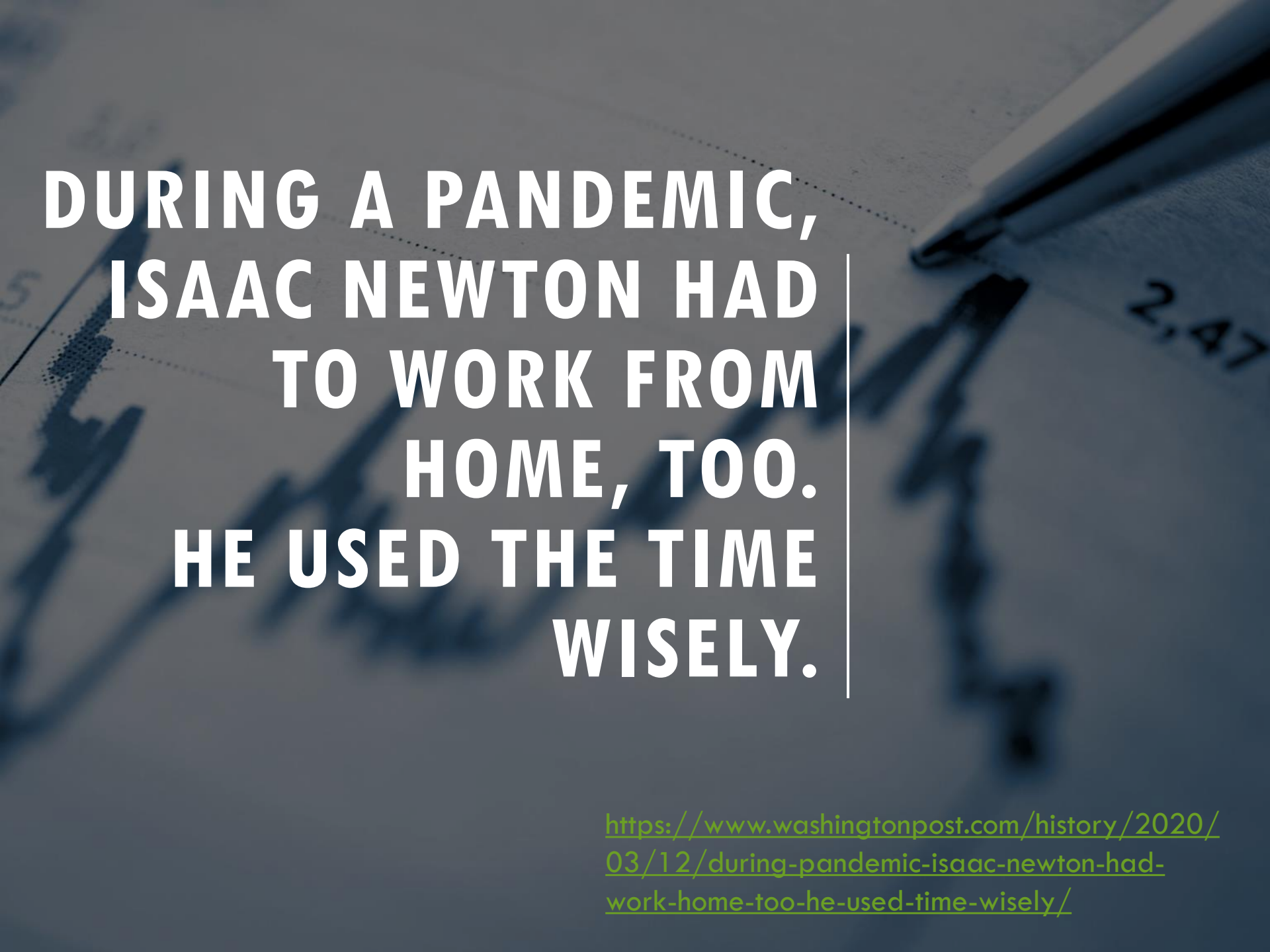


# IN CHICAGO, SCHOOLS CLOSED DURING A 1937 POLIO EPIDEMIC AND KIDS LEARNED FROM HOME — OVER THE RADIO

<https://www.washingtonpost.com/education/2020/04/03/chicago-schools-closed-during-1937-polio-epidemic-kids-learned-home-over-radio/>

Yet, as the polio crisis showed, it had “become increasingly more apparent that the most radio can do in the teaching role is to **stimulate thinking and to inspire further study.**” Even though technology has come a long way in the decades since, it is a safe bet that any plan for virtual instruction now will come to the same conclusion.



The background of the image is a dark, muted blue-grey. It features a faint, light-colored world map. Overlaid on the map is a silver or light blue pen, positioned diagonally from the top right towards the center. The pen appears to be in the process of writing, with a small, dark ink mark visible on the map. The overall aesthetic is professional and academic.

**DURING A PANDEMIC,  
ISAAC NEWTON HAD  
TO WORK FROM  
HOME, TOO.  
HE USED THE TIME  
WISELY.**

<https://www.washingtonpost.com/history/2020/03/12/during-pandemic-isaac-newton-had-work-home-too-he-used-time-wisely/>

# ISAAC NEWTON

worked on mathematical problems he had begun at Cambridge; the papers he wrote on this became early calculus.

acquired a few prisms and experimented with them in his bedroom, even going so far as to bore a hole in his shutters so only a small beam could come through. From this sprung his theories on optics.

outside his window, there was an apple tree. *That* apple tree.

# LESSONS FROM THE PAST

STIMULATE THINKING AND INSPIRE FURTHER STUDY

Work on lessons from the classroom

Experiment

Look outside





How old is your child?



Where did you go to  
school at age \_\_\_\_\_?

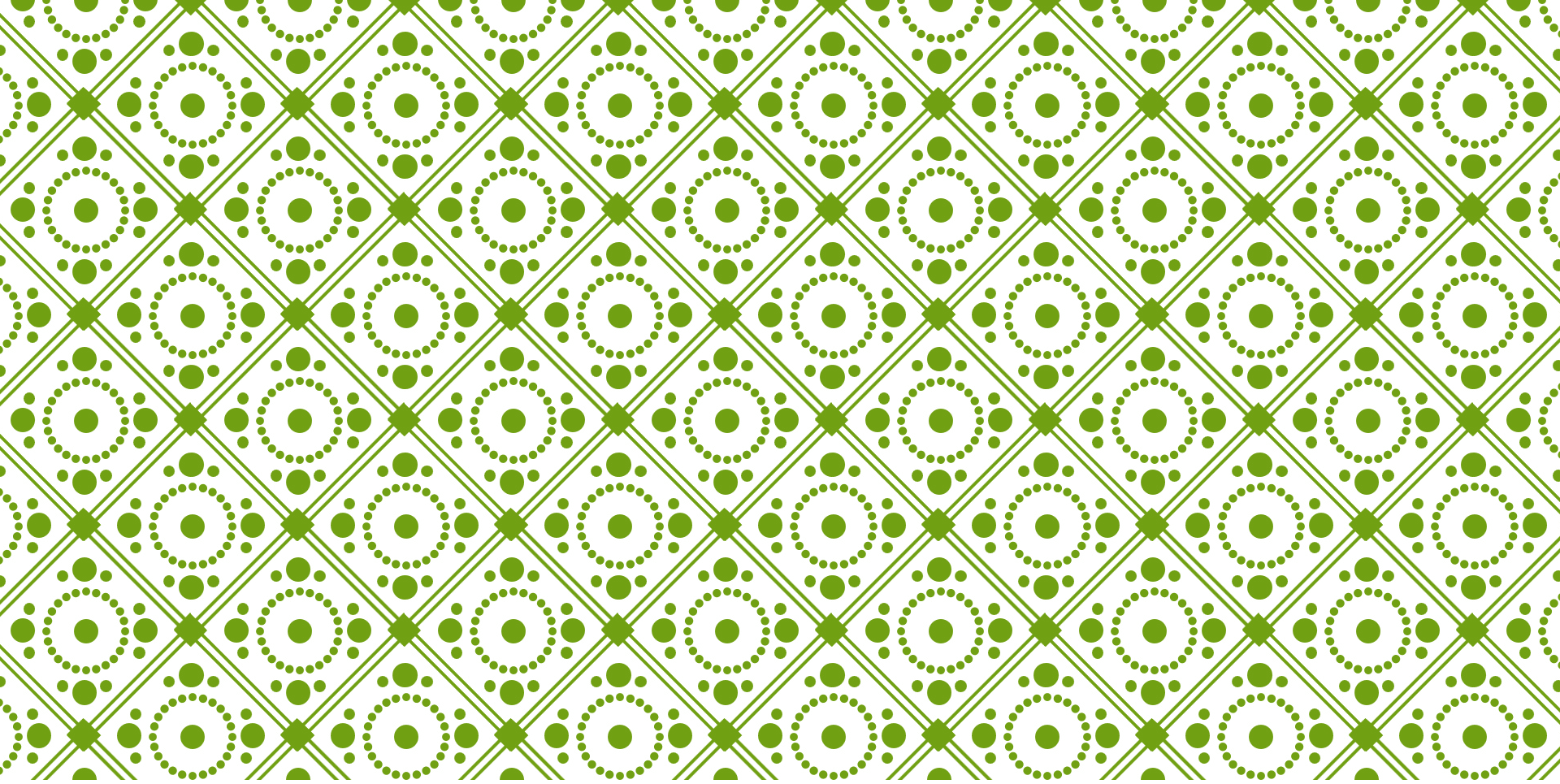


Who was your teacher at  
age \_\_\_\_\_?



What is your favorite  
memory from age \_\_\_\_?

# ACTIVITY



# **LIFE STAGES**



# LIFE-SPAN DEVELOPMENT OVERVIEW

Stage of Life	Age Range
Beginnings	Prenatal Stage
Infancy	Birth to 2 years
Early Childhood	Ages 2 through 6
Middle & Late Childhood	Elementary school years
Adolescence	Middle & High school years
Early Adulthood	After High school
Middle Adulthood	Early 30's through 60's
Late Adulthood	Late 60's to end of life

# HANDOUT

## Life-Span Development Overview

Stage of Life	Physical Development	Cognitive Development	Socioemotional Development
<b>Beginnings</b>	Prenatal stage <ul style="list-style-type: none"> <li>• Germinal period</li> <li>• Embryonic period</li> <li>• Fetal period</li> </ul>	Foundational development for life-long learning. Highly susceptible to complications from drug use as well as environmental factors	Fetus is able to detect stress in the mother and may react negatively if environment is chaotic.
<b>Infancy</b>	Birth to 2 years <ul style="list-style-type: none"> <li>• Gross motor skills (such as sitting and walking w/support)</li> <li>• Fine motor skills (ability to reach and grasp)</li> </ul> From birth to 1 year of age, infants triple their weight and increase their length by 50%. Newborns sleep 16-17 hours a day. By 4 months they should have more of an adult sleep pattern.	Piaget's "sensorimotor" stage = able to organize and coordinate sensations w/physical movement. Beginnings of language acquisition (once the first word is spoken, vocabulary rapidly increases). Crying is the method of communication for infants before they develop language.	The infant's most important experiences involve the process of attachment. <b>Attachment</b> is a close emotional bond between the infant and the caregiver. Individual temperaments begin to show at this stage. <b>Temperament</b> is an individual's behavioral style and characteristic way of responding. Emotions present at this stage = social smile (4-6 weeks), surprise (3-4 months), shame (6-8 months). Sense of self develops in the second year of life.
<b>Early Childhood</b>	Ages 2 through 6 The average child grows 2 ½ inches and gains 5-7 pounds per year. Two contributors to height differences are ethnic origin and nutrition. Nutrition importance = eating habits are ingrained at this stage.	Hand-preference begins to show. Piaget's "preoperational" stage: <ul style="list-style-type: none"> <li>• Stable concepts formed</li> <li>• Mental reasoning emerges</li> <li>• Egocentrism begins, then weakens</li> <li>• Magical beliefs constructed</li> </ul> Two limitations on pre-schooler's thoughts are <ul style="list-style-type: none"> <li>• Attention</li> <li>• Memory</li> </ul> Memory increases during early childhood.	Researchers have found that 3 year-olds have the highest activity level of any age in the entire human lifespan. Parenting style affects development. Peer group provides a source for information and comparison about the world outside their home. TV/video game violence can induce aggressive or antisocial behavior. Also limits creativity. Gender identity forms. Preference for being with same-gender peers.

# **MIDDLE & LATE CHILDHOOD:** **PHYSICAL DEVELOPMENT**

About ages 7 – 12

The average child grows 2-3- inches per year until age 11, gains 5-7 pounds, and doubles their muscle strength.

Motor skills become smoother and more coordinated.

**Physical activity is essential!!!**

Long-term memory increases.

**Some control transferred from parent to child.**

# **MIDDLE & LATE CHILDHOOD: COGNITIVE DEVELOPMENT**

Attention of most children improves dramatically.

Long-term memory increases.

Language is more analytical and incorporates rules for grammar.

# MIDDLE & LATE CHILDHOOD

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Piaget's "concrete operational thought" stage involves:

- Mental actions (think before do)
- **Classify & divide into subsets**
- Consider interrelationship of items



## MIDDLE & LATE CHILDHOOD

**Less time w/parents and  
more time w/peers.**

**Average peer interaction:**

- Age 2  $\approx$  10% of time
- Age 4  $\approx$  20% of time
- **Age 7 – 11  $\approx$   
40% of time**





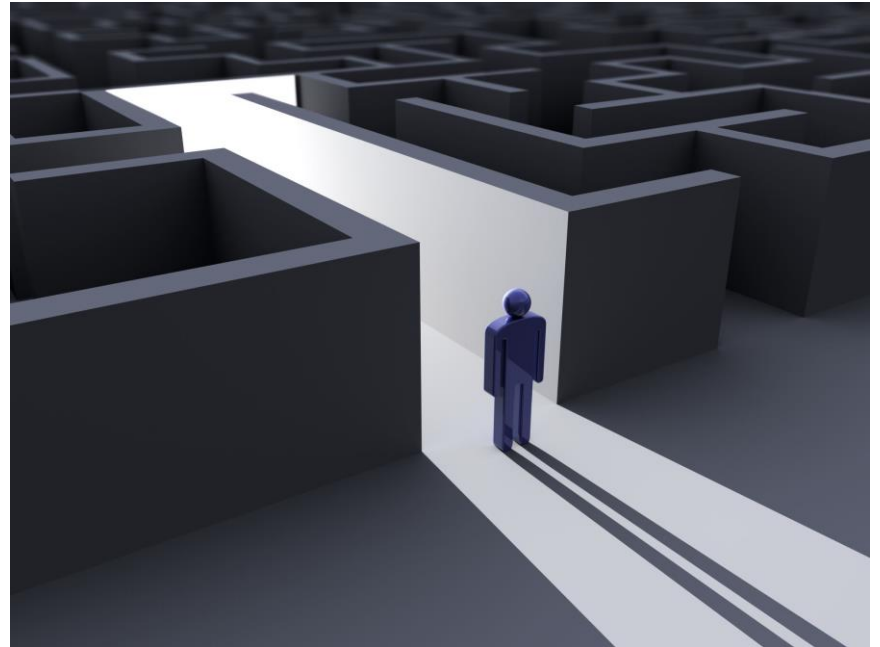
## MIDDLE & LATE CHILDHOOD

Friendships serve 6 functions:

1. Companionship
2. Stimulation
3. Physical support
4. Ego support
5. Social comparison
6. Intimacy/affection

# CAUTION SIGNS

- ❖ Regressive behaviors
- ❖ Aggressive behaviors
- ❖ Isolation
- ❖ Any self-harm language



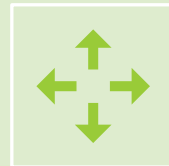
# MIDDLE & LATE CHILDHOOD: WHAT DO THEY NEED



At home



At school



Making Transitions

# CIRCLE OF CONTROL



# ROUTINE

- ❖ Regular schedule for things you can control:
  - ❖ Bedtime
  - ❖ Morning schedule
  - ❖ Family time
- ❖ Flexible attitude for things you cannot control:
  - ❖ Public closings
  - ❖ Social distancing



# EXPECTATIONS

- ❖ Post a schedule
- ❖ Give details
- ❖ Allow for feedback

*Clear*  
*is* UNCLEAR  
IS UNKIND.  
*kind.*



(Unknown)

# ENSURE SAFETY

- ❖ Healthy boundaries
- ❖ Model expectations





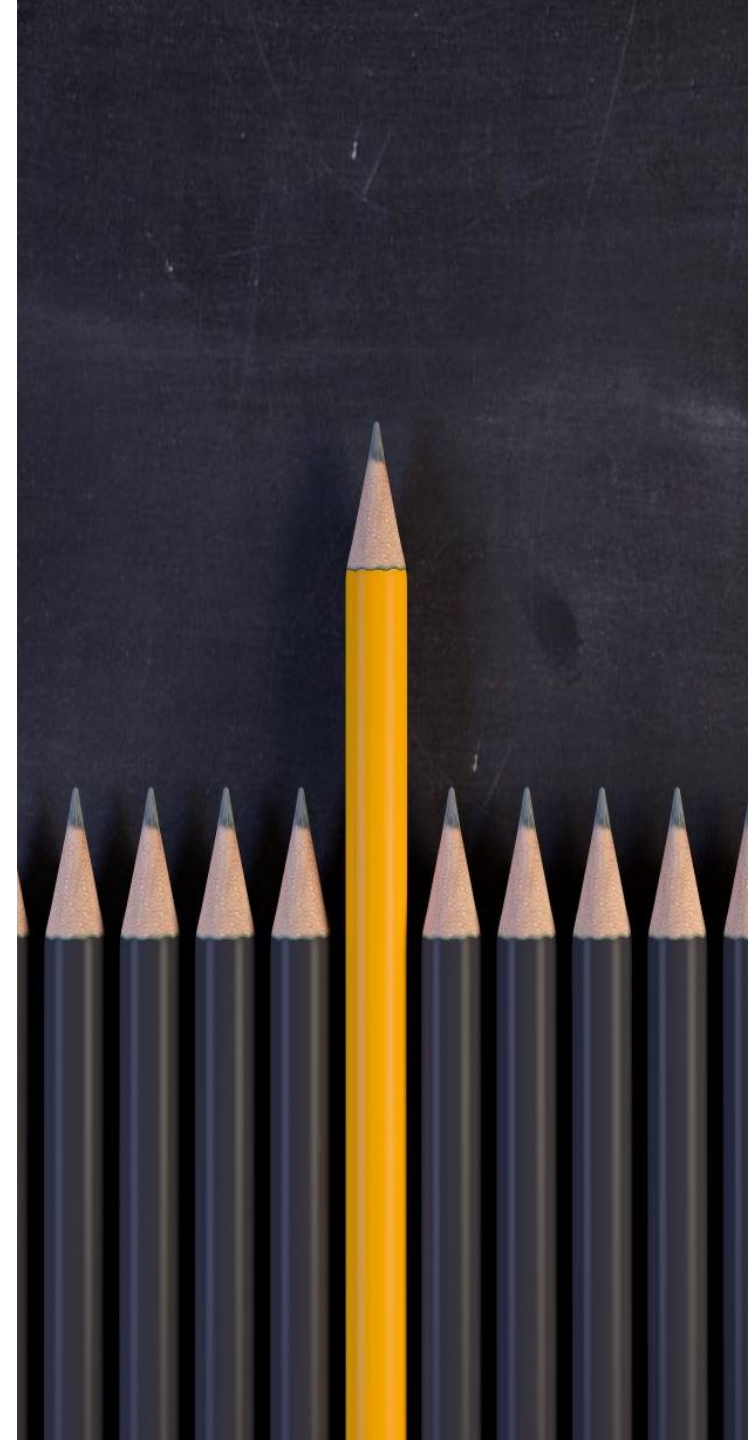
# INSPIRE CREATIVITY



Individual creativity



Get the family involved





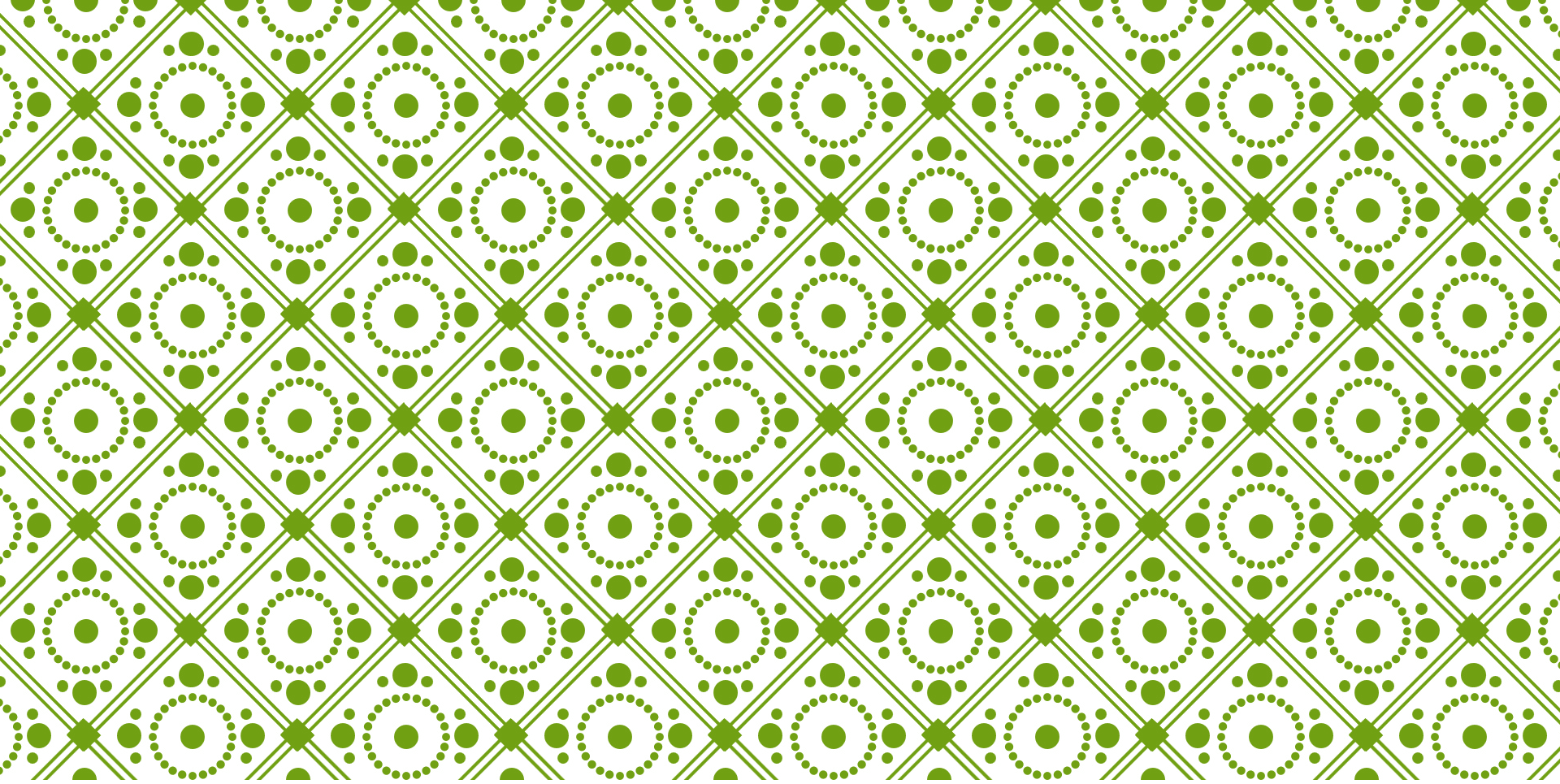
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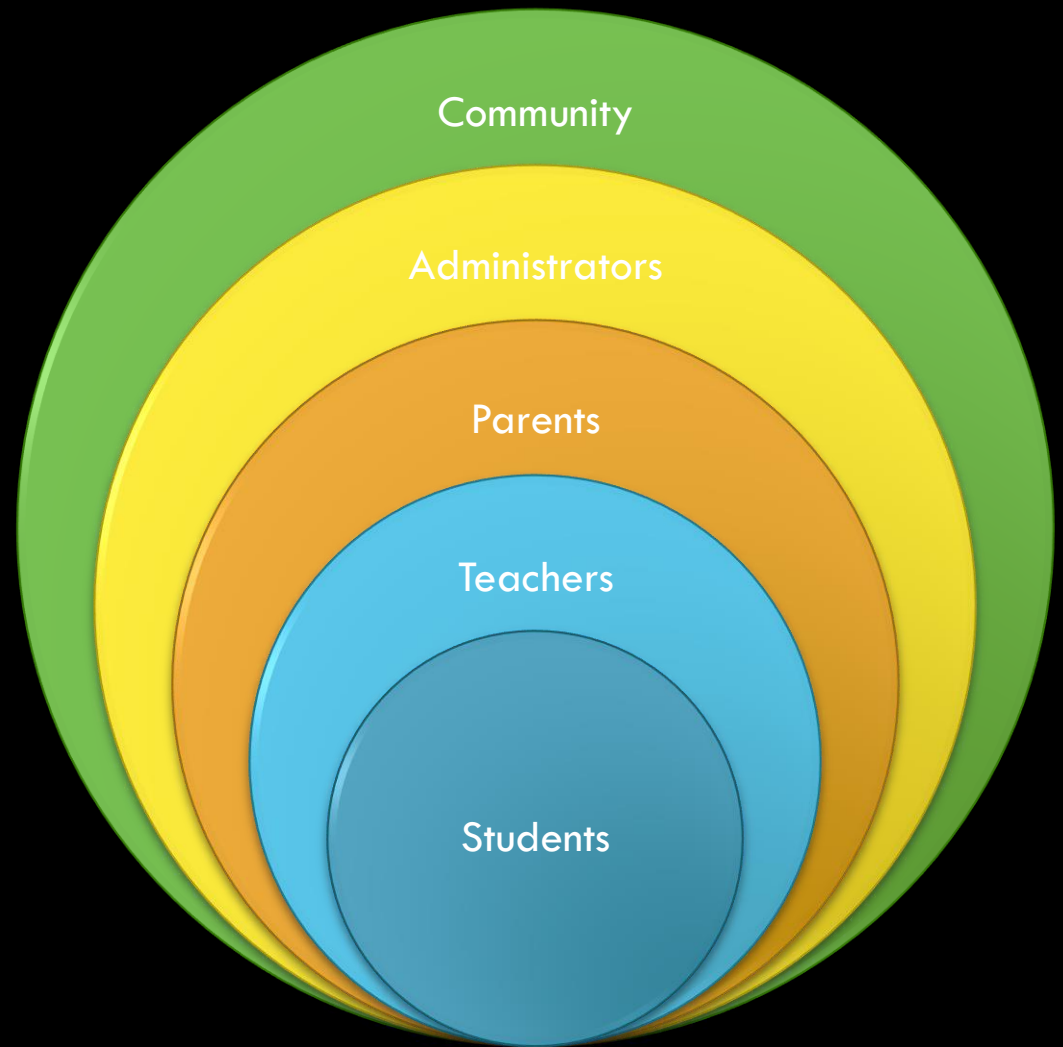


# **COLLABORATION**





# WHO ARE THE PARTIES?

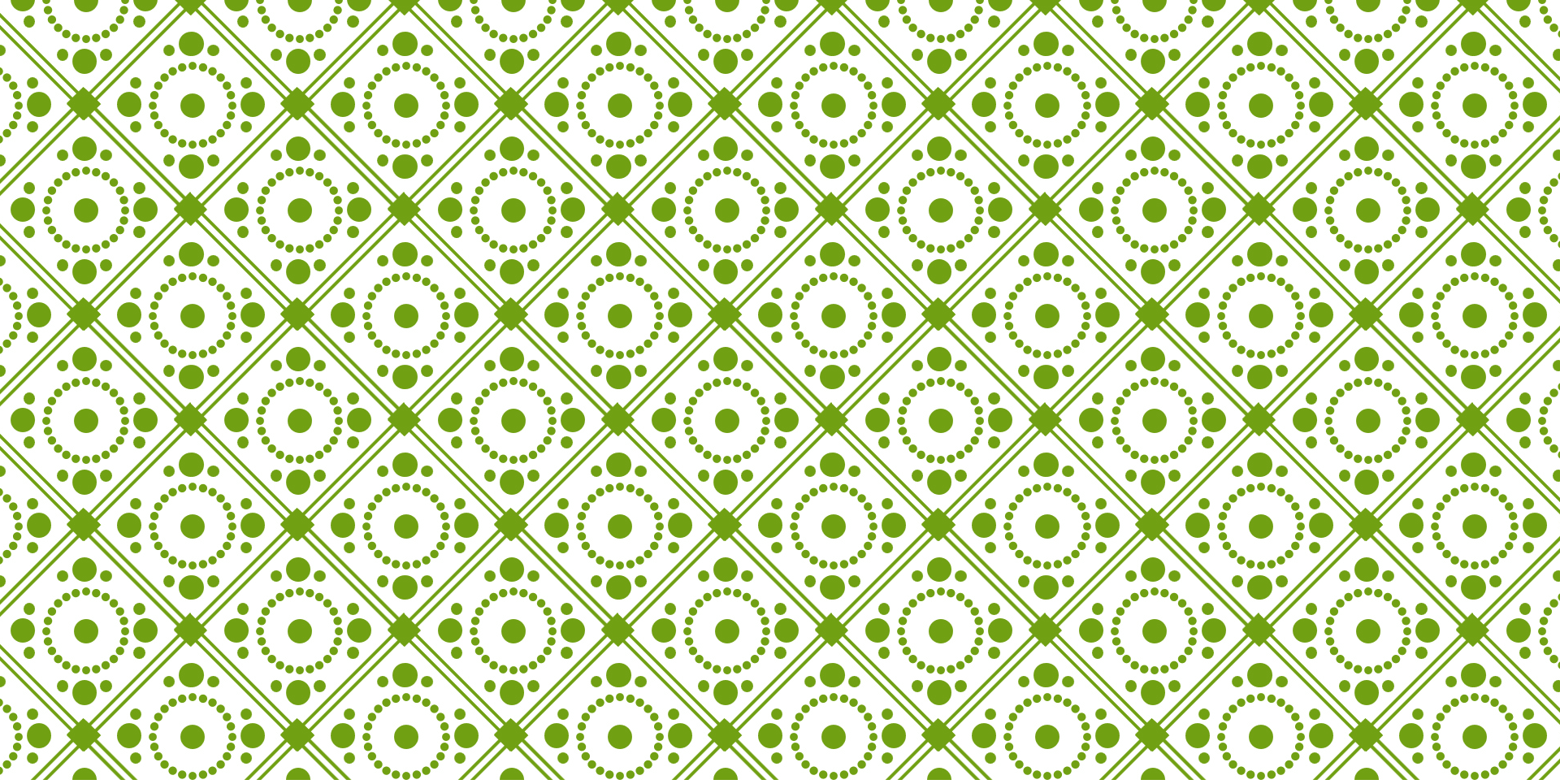


# WHAT DOES ALL THIS MEAN NOW?

Focus on **LEARNING** to learn



Explore more



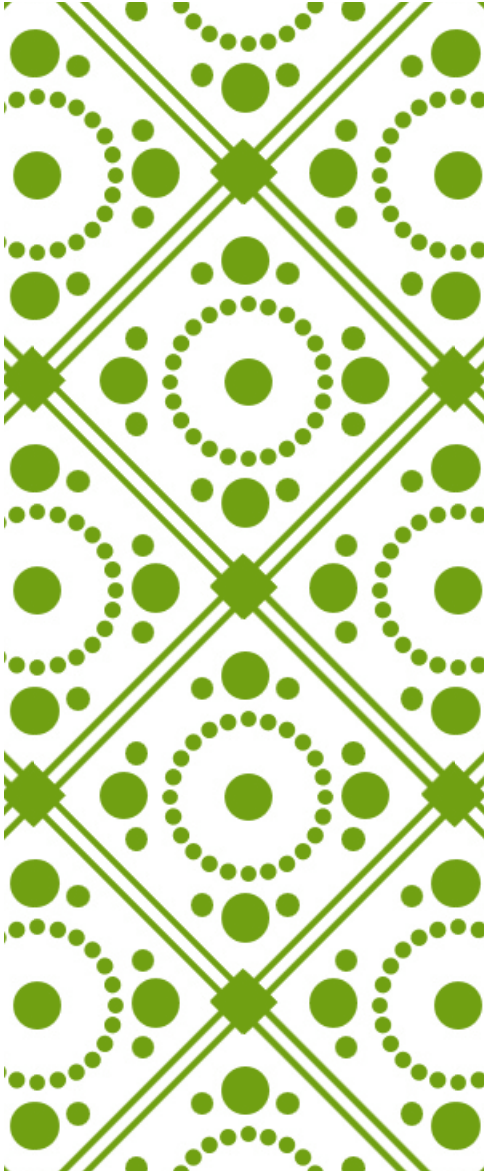
# **SELF-CARE**



YOU MUST PUT  
YOUR OXYGEN  
MASK ON FIRST!

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Oxygen is "what you do for you"...  
those things that help you to truly  
breathe and feel refreshed.

What is your "oxygen"?

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**IDENTIFY YOUR OXYGEN**





# MobileCounseling

## Self-Care BINGO

Try to get a "black-out" BINGO by completing all the squares. E-mail us at [info@mobile-counseling.net](mailto:info@mobile-counseling.net)

Call someone you love	Sleep 8 hours a night	Keep a gratitude journal	List 3 positive affirmations	Exercise 20 minutes
Practice deep breathing	Listen to your favorite music	Eat for your brain	Read for fun	Practice mindfulness

# THANK YOU!



**Janie Stubblefield, MA, LPC-S, RPT-S**

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**214-542-5642**

Call for telehealth appointments

