

**Carol Miller LCSW & Matt Pearce LCSW**

**Child Development 8- 9 Years Old**

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— Washington State Department of Social and Health Services

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| <b>PHYSICAL DEVELOPMENT: Eight to Nine Years</b>                                 |  |
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| <b>Normal Characteristics</b>  | <b>Suggested Behaviors for Effective Parenting</b> |
| Is busy and active; has frequent accidents.                                      | Sympathize and comfort.                            |
| Makes faces, wiggles, clowns.  | Don't take it seriously.                           |
| May frequently urinate as a result of anxiety.                                   | Be tolerant; it's not deliberate.                  |
| Has good appetite; wolfs down food; belches spontaneously; may accept new foods. | Except for belching, rejoice!                      |
| Has improved health with a few short illnesses.                                  | Rejoice again.                                     |

| <b>INTELLECTUAL DEVELOPMENT: Eight to Nine Years</b>   |   |
|--|---|
| <b>Normal Characteristics</b>  | <b>Suggested Behaviors for Effective Parenting</b>  |
| Wants to know the reasons for things.  | Answer questions patiently.   |
| Often overestimates own ability; generalizes instances of failure with such statements as, "I never get anything right." | Direct child toward attempting what can be accomplished, but still provide challenges. Stress what the child has learned and not the end product. |
| Wants more information about pregnancy and birth; may question father's role.  | Continue to be available to answer questions.   |





| <b>SOCIAL DEVELOPMENT: Eight to Nine Years</b>   |   |
|--|---|
| <b>Normal Characteristics</b>  | <b>Suggested Behaviors for Effective Parenting</b>  |
| Demands love and understanding from mother.  | Love and accept.  |
| Makes new friends easily; works at establishing good two-way relationships; develops close friend of own sex. Considers clubs and groups important; enjoys school, doesn't like to be absent, and tends to talk more about it. | Assist with scouting or sport groups. Go to activities, such as his/her concerts. Be a part of his/her school life. |
| Is not interested in family table conversations; wants to finish meal in order to get to other business.   | Remain understanding of child's needs and feelings.   |
| May "peep" at each other and at parents. Tells dirty jokes, laughs, and giggles.   | Do not overly focus on child's behavior. Set reasonable limits.   |

| <b>MORAL DEVELOPMENT: Eight to Nine Years</b> |   |
|---|---|
| <b>Normal Characteristics</b>                 | <b>Suggested Behaviors for Effective Parenting</b>  |
| May experience guilt and shame.               | Acknowledge and support the child's standards and discuss reasonableness of child's expectations. Encourage the child to be self-forgiving.<br>Focus on the worth of an individual rather than on behavior. Then work on changing the behavior. |

## Developmental Tasks

- To develop a sense of accomplishment, which centers around the ability to learn and apply skills, deal with peers, competition, self-control, and greater physical strength.
- To develop and test values and beliefs, which guide present and future behaviors.

## Indicators Related to Developmental Lag

- Excessive concerns about competition and performance, especially in school; extreme rebellion; teasing; whining; headaches, nervous stomach; ulcers; nervous tics; extreme procrastination; overdependence on caregivers for age-appropriate tasks, e.g., combing hair, going to the store, tying shoes, finding a restroom; social isolation; lack of friends and involvements; few interests; inappropriate relationships with "older" people, e.g., teenagers; stealing; pathological lying; bedwetting; fire-setting.

**Note:** Although these tasks and indicators may be present during ages 7 to 12, each may be more observable at specific times.