

expected to achieve certain milestones by attaining a certain number of years. This paper seeks to assess the developmental needs of children ages 5-12 years. According to Erickson's theory of growth and development, a child aged five to twelve years is considered a school-going child as such expectations would be based on what one can do during this period. Specific assessment for this age group is mainly observation. This dictates that one has the necessary background knowledge of what to expect. The child is expected to portray a lot of curiosity about new things, be active in outdoor games interacting with agemates. This is also the time they get to interact with teachers, learn to read and write. Analysis of their academic performance would shed more light on their adaptiveness to the outside environment. Physically the child is expected to start shedding the milk teeth, too, and a delay in such may be used as a red flag for delayed milestones (Syed & McLean, 2017).

Typical developmental Stages of a 10-Year-old child.

According to Syed and McLean (2017), a ten-year-old child is considered to be in the concrete operational stage of development. The growth is both physical and physiological. The vital signs such as respiratory rate, pulse rate, and blood pressure are adjusted, mimicking the average adult values though they may still be slightly lower. Mentally, the child can concentrate and can engage in quiet games such as computer ones or even sit down to read. They have better emotional control and can suppress their anger. The child at this age can recognize authority, adhere to rules, and show respect to the parents. Upbringing, therefore, significantly affects the

Spelling mistake: agemates → age mates

Spelling mistake: adaptiveness → adaptiveness

Passive voice: is considered to be

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child at this stage, and truancy may develop later if many leniencies are allowed. There is an inherent competitive ability with the child tending to become egocentric. Possible red flags to such a child would be an academic failure, lack of friends, social isolation, or portraying excessive aggressive behavior.

Applying Developmental Theory

Erikson's Theory

Development is considered in terms of stages. From birth, an individual is expected to go through eight stages of development. How well one lives in one stage affects the next, and an individual learns to mold themselves to society's expectations according to each level. The social-cultural environment heavily influences a child's behavior, and therefore assessment would entail an observation on how well they adopt these practices (Syed & McLean, 2017).

Piaget Theory

It is a developmental theory divided into four stages and focuses on the cognitive development of a child. Based on the theory, children are considered unique in their way of thinking, so that the differences in thought do not necessarily mean that they are less intelligent than adults. It points out that intelligence grows with time. To assess this in a child involves considering factors such as processing speed and language use which is expected to be better in older children (Blum et al., 2020).

Spelling mistake: leniencies → leniencies

in terms of (in, for): in terms of → in

Passive voice: is expected to be

Kohlberg Theory

This is a theory of moral development. There are three levels of moral development; the first one is up to nine years of age and is known as the pre-conventional morality stage. The

✎ Spelling mistake: pre-conventional

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second is from 10 years to consider the conventional morality. About the child I chose for the study, this age group covers their moral development. Expectations are that an individual in this stage accrues their moral to the already laid down regulations. Therefore to assess them would involve observing how keen they are in following the society rule. According to the Kohlberg theory, not everyone typically gets to reach the third level of moral development, post-conventional morality (Blum et al., 2020).

✎ verb accrue: accrues → add

✎ Punctuation error: therefore → therefore,

In assessing a child's development, their cooperation is essential to get a clear picture of their state. As an assessor, I would try to be actively involved in some of the activities the child engages in, such as outdoor games to ease the tension giving praises, and acknowledging their efforts in areas where they exhibit exceptional skills (Iversen et al., 2017).

✎ Redundant phrase: some of the → some

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References

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