

***PARENTING FOR EMOTIONAL GROWTH:
A TEXTBOOK***

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TEXTBOOK

UNIT 4

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UNIT 4

THE ELEMENTARY SCHOOL YEARS (6 TO 10)

**PARENTING EDUCATION FOR EMOTIONAL GROWTH:
A TEXTBOOK**

UNIT 4

THE EARLY SCHOOL YEARS (From 6 to 10 Years)

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UNIT 4

THE EARLY SCHOOL YEARS (FROM SIX TO TEN YEARS)

4.1 PHYSICAL DEVELOPMENT THAT DETERMINES WHAT A CHILD IS ABLE TO DO

4.111 HUMAN DEVELOPMENT: Degree of Adaptive Capability And of Helplessness

Much growth in adaptive capability occurs from 6 to 10 years of age. Consider a 5 year old on the one hand, and an 11 year old on the other. Think of the differences in body size, in strength, in advancement in the development of physical skills and capabilities. That difference is the difference between a kindergartner and a 5th grader.

Systems Underlying Motor Competence

The 6 to 10 years period is one during which children are expected to be able to begin to participate in team sports; this is when Little League begins. According to Erik Erikson, throughout cultures this is when children are expected to begin to work; in some cultures still, as was more widespread in past centuries, 6 year olds are taken to the fields and shops to learn to help with the work that needs to be done. These expectations would not have become part of the cultural traditions without adults in society having learned over time that at 6 years of age children become capable of such cognitive and motoric competence. We have to infer therefore that the body systems on which such functions are dependent mature to the degree necessary to make such competence possible.

Looking at a child, one readily sees an increased capacity for competence in physical motoric activity, in the performance of certain acts that require increasing skills, as the child goes from 6 to 9 years of age. So too, for instance, the physical capacities required for swinging a bat, swinging a tennis racket, swimming and doing gymnastics, playing a musical instrument, also all clearly suggest increasing capabilities in the coordination of certain movements and increasingly skillful physical performance.

Systems Underlying Toilet Training Capability

Six year old can be expected to have sufficiently matured muscle controls that insure toilet training. While bowel training often precedes the control of urine, by this age

every child, except where a physical defect exists in the urinary system, can be expected to have sufficient mastery over urinary function.

Systems Underlying Cognitive Function

The enormous capacities the child demonstrates in learning to read and write, which a substantial percentage of children can learn even before 6 years of age, also suggest an increased capability for thinking and problem solving, essentials for later intellectual-academic functioning. Interestingly, there is indication of a further substantial maturation of the central nervous system at about 7 or 8 years of age, when children who up to then have continued to reverse letters and numbers now stop doing so. The assumption is made from it that a maturation of the central nervous system makes this sharper recognition of configurations possible at this time.

4.112 CHILD REARING: Degree of Adaptive Capability and of Helplessness

As we have stated in Units 1, 2 and 3, physical growth, central nervous system maturation, the maturation of the muscular system as well as the bones, are all determined by the child's biological endowment; where that endowment is normal one can expect the possibility for normal physical maturation to occur. Of course, in that small percentage of children who are born with certain biological vulnerabilities, muscle control may be difficult, coordination of arms, legs and body may be a problem, processing information, understanding directions that are given, expressing thoughts the child has, each and all may be affected by some inborn malfunctioning. Happily, this happens to only a very small percentage of children. We want to emphasize in the context of this discussion, that whatever the biologically induced malfunctioning of any or all of these systems, maturation can continue to occur in ways we cannot predict. In other words, while physicians and biologists are often asked to make predictions about the ultimate corrections of biologically produced malfunctioning by the forces of development, no one can be certain in making such predictions, and therefore, a benevolent optimism is warranted given that a number of malfunctions can be overcome by inherent adjustments and healthy maturation even up and into the adolescent years.

As we have emphasized before, whether the child is biologically well-endowed or suffers from some biologically produced vulnerabilities, the child's physical and adaptive growth is substantially in the hands of the parents (and, secondarily, other caregivers and educators). Everyday care-giving including maintaining reasonable health-promoting conditions, good enough hygiene, a good diet, the provision of an environment which facilitates learning of all kinds of skills including language, performance of household tasks, developing reading and arithmetic skills, etc. Enormously important as well, is the maintenance of a positive enough emotional atmosphere in the home, in interactions and in relationships, all of which contribute to healthy physical development. The interaction

of emotional experiencing and physical development is well established and it is important that the student knows this. Much experience in clinical situations as well as in animal studies has proven that the young of the mammal species suffer from retardations in physical development when they are deprived of sufficient emotional relatedness and interaction.

Also important for future parents to know is that physical maturation of any of the bodily systems, be it the muscular system, or the visual system, require an adequate program of functioning in order to mature normally. This means, for instance, that when a child is allowed to be physically active, as they amply demonstrate they need, it is likely that the muscular system will mature more adequately. Children who are encouraged to learn how to swing a bat or a racket, or to play a musical instrument, etc., will enhance the maturation of the bodily systems underlying these activities. The same can be said for the development of those systems that serve the use of language, as well as learning to read and write and to do arithmetic. We all assume that exercising any function of the body, be it motoric, or cognitive, will enhance its maturation..

In this vein, parents who support their children's efforts to learn to do new things such as hitting a ball, playing a musical instrument, dancing, drawing, reading, writing, performing chores around the house, not only facilitate the development of skills but further the healthy maturation in their children of the bodily systems which underlie these functions. This goes hand in hand with the principle that a loving, supportive, positively enough interacting environment facilitates good bodily development and physical health.

4.121 HUMAN DEVELOPMENT: Sexual-Reproductive System Differentiation

Given the importance of sexual maturations during the 3 to 6 years period (see Section 3.23) and during adolescence (including prepuberty, see Sections 5.23 and 6.23), and the large part this development plays in children's and adolescents' and adults' lives, a statement on the development of this system during the 6 to 10 years period is warranted. We assume from behavior evident in children 6 to 10 that a comparative quieting of sexual activity suggests there is no new maturation within this system during these years (see Section 4.23). We assume that during these years there is no further specific physical sexual maturation, simply the corresponding enlargement of reproductive organs that go along with the overall enlargement of the body.

4.122 CHILD REARING: Sexual-Reproductive System Differentiation

Good physical hygiene and physical care will secure the continuing healthy development of this system.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.21 ADAPTIVE FUNCTIONING -- PART I

Adaptive functioning refers to the child's ability to cope and to constructively adjust to the demands of everyday life coming from within the family, from the world outside of the family such as from peer relationships, neighbors and school, and in addition, also pertains to adapting to the child's own inner experiencing, feelings, thoughts, fantasies, and needs. Therefore, by adaptive functioning in this text we mean the child's total efforts to cope with what the child is experiencing that arises from within himself/herself and from outside of himself/herself.

For the most part, the development in adaptive functioning, like in all other areas of psychological development, is "building upon". But in addition, development also allows opportunity to strengthen past weaknesses, to improve on prior development and even to replace some modes of adaptation for others. Recognizing that development consists in large part of the child's achieving certain tasks in that development, those that are insufficiently achieved for the child's age are given new opportunity for further development and to catch up for insufficiently achieved past goals. If the tasks are too far removed from their age-appropriate goals, which we identify as age-adequacy, such catching up may be extremely difficult and in some instances not feasible. For the most part though, when good emotional supports are provided, children are surprisingly capable of catching up to insufficiently obtained goals. Again, there are limits to which this can be achieved. This is especially so where there is interference to age-adequate developments that come from problems residing within the child's central nervous system, such as, problems in eye-hand coordination, problems in information processing, problems in putting into words what is experienced, etc.

When we speak of adaptive functioning, two psychoanalytic models help us well, namely Erikson's psychosocial model and the classical psychosexual model. We find ourselves now at the psychosocial stage Erikson identified as the development of a sense of industry versus a sense of inadequacy. Recall that during the first year of life the adaptive self-identity task was the achievement of a sense of basic trust (of self and of other) versus a sense of basic mistrust, one of the most fundamental and critical psychological achievements given that much that is healthy or unhealthy in psychological-emotional development depends on it. During the second year the principle adaptive self-identity task was that of achieving a sense of autonomy versus a sense of shame. Not only the early stage of a developing self but of a self coalesced and drawn together by a sense of being and doing things oneself. By contrast, poor development of adaptive self-identity during the second year of life leads to a sense of shame, of withdrawing, of hiding oneself, of fearing and not trusting one's needs, wishes, intentions, and efforts.

The third stage of psychosocial development, from 3 to 6 years of age holds the task

of developing a sense of initiative versus a sense of guilt. The highly adaptive sense of autonomy now enlarges to a sense of being able to begin things, to set up goals for the self, to think of wanting to be, wanting to do, and wanting to achieve. In poorly developing children, rather than a sense of initiative we find a developing sense of guilt about what the child needs, wishes, would like to do. Quite clearly, as these become part of the sense of self and of the child's personality, positive development promises being able to achieve, being able to succeed in one's efforts, being able to plan, get things going, and push toward achieving one's ends; conversely, negative development (especially development burdened and an overload of hostile destructiveness) will lead to interference with the constructive achievement of one's wishes, goals, and may severely hamper the child's efforts to adapt constructively.

Now, from 6 to 10 years of age the child's task is to achieve a sense of industry and where this fails, a sense of inadequacy will stabilize within the child's adaptive self-identity. By a sense of industry Erikson means that the child can now feel "Not only do I want to start something, but I feel that I have developed the skills, and can continue to develop whatever skills are required, to achieve my goal". By contrast, failure to achieve such an inner sense of capability, leads to fear, hesitancy, uncertainty about the child's own capacity to achieve his/her goals, be able to rely on the self to do what is required to achieve these goals. Clearly, while we are all dependent on others, even as adults, for the fulfillment of our needs, for the achievement of our goals, a large degree of self reliance will be achieved by the person who has an inner knowledge that she/he can achieve what he/she sets out to do, has the inner capability to do what is required to achieve those goals. To be sure, given that development is "building upon" an effective sense of industry versus a sense of inadequacy is much determined by what came before as well as what happens during the 6 to 10 years period.

One wonders whether this important demand on the child to become capable of industry, capable of working at an age-adequate level, is adaptively facilitated by the receding into the background of other crucial aspects of the child's development. For example, in terms of the child's development as a sexual individual, that is in terms of psychosexual development, a significant pause in this development seems to occur during the 6 to 10 years period. That is to say, that the enormous burst of experiencing and development typically found in the 3 to 6 years of age period abates, that the child's sexual development and experience of the family romance (described in Unit 3, Section 3.23) quiets substantially, frees the child's energies and attention for other important developmental challenges. It is, we believe, fortunate for the child's total development that his or her sexual development will now remain relatively subdued until prepuberty when the resurgence of sexual development in the child, famous in adolescence, will take place. While children learn a great deal outside of their sexual sphere of development during the 3 to 6 years period, many already learning to read, to play a musical instrument, to begin gymnastic classes, etc., the 3 to 6 year old's abilities cannot match those of which the 6 to 10 year old child is capable. A tremendous burst of learning activity characterizes the 6 to 10 years of age period. In most cultures, now the child no longer has the option, the child is expected to learn extensively.

Not only is there a relative quieting of sexual life and the enormous demands it

makes on the child, but the need to resolve the conflict created by the family romance (see Section 3.23) leads to the setting up of defenses against the experiencing of sexuality defenses that interestingly enough are highly useful to learning. We find, as we shall describe in Section 4.2511, that some of the major defenses employed to contain whatever residual conflict from the family romance has not been resolved, consists of what we call obsessive-compulsive defenses. Obsessive-compulsive defenses means to organize experiencing by means of setting things in order, giving experience structure, organization, systematization, by for instance, arranging pencils, papers, books in rows, setting up routines for specific tasks, such as a routine for going to bed, a routine for getting started with one's dressing, a routine for packing one's schoolbag, finding a specific place for one's important items in one's room, etc. Needless to say such an inner need for organization which mostly is called upon to bring about an inner sense of organization is very useful in giving organization to how one does things. Such adaptive defense also makes it easier for a child to accept the imposition of organization by a teacher, or by the school (e.g., first there is reading, then there is arithmetic, then there is free time, then there is learning to write, then there is lunch time, etc.). In addition to this usefully organizing defense, the even more remarkable and highly desirable defense of sublimation is also implemented, whereby the wishes and inner pressures that pertain to the family romance are in large part contained by their conversion into creative activities, a powerful factor in learning creatively. A child who tries a drawing he/she never has tried before, is learning to do something new by means of a creative, self-initiated activity.

All in all then adaptive functioning during the 6 to 10 years of age period consists predominantly of the development of new skills that serve formal learning and a remarkable inner sense of being capable of doing things. All these lead to the development of a sense of industry.

In Unit 4, as we have done before we shall address aspects of adaptive functioning in two parts. In Part I we shall speak of the child's wake-sleep patterns, the continuing development of affects, feelings and emotions, of cognitive play and fantasy activity; and then in Part II, which again will come after we have discussed the development of self and human relationships, the continuing development of sexual-reproductive life and the development of aggression, we shall take up those other aspects of adaptive functioning which are to a substantial degree reactive to and given impetus by the developments of sexual reproductive life and of aggression, namely the development of dependence, the development of psychic defenses and other "sublime" adaptive capabilities.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.2111 HUMAN DEVELOPMENT: Wake-Sleep Patterns, Dreams, Night Terrors

Wake-Sleep Patterns:

Wake-sleep patterns are by now organized to help the child accommodate to the demands of school. This means that the child will have to be up in time to get to school which, in turn, will dictate when the parents feel the child should go to bed. In many families especially where mothers and fathers work outside the home, parents and child may already collaboratively have structured their child's wake-sleep patterns to accommodate both their needs and the child's need to be ready for preschool or for daycare and for the parents' work schedules. The structuring of a pattern of wake and sleep is essential for the child's being able to give pattern to his/her increasing number of activities and responsibilities, including getting cleaned, dressed, one's school-bag in order, breakfast, getting to the bus, all, even before the child's school workday has begun.

There are two major reasons why such wake-sleep patterning is essential for good adaptation and good functioning. First as just noted, is the routinization, the giving sameness in ways of doing things, so essential for the 6 to 10 year old child's organizing the demands made on him or her, a process which facilitates the child's becoming able to meet these demands effectively. The second reason stable wake-sleep patterning is essential is that our bodies adapt to the rhythmicity created by wake-sleep patterns. That is to say, physiological functioning (functioning of bodily systems) seems to operate on a 24 hour cycle, it has one-day-based cyclicity or rhythmicity, which contributes substantially to the way we feel physically. This phenomenon is best known to people who travel by plane, whereby, in a matter of a few hours one can be transported to an area where the time is 3 hours later or 4 hours earlier than where one resides. The result is "jet lag". This simply means that the 24 hour cyclicity to which our bodily functioning is accustomed has now been shifted to a 24 hour patterning 3 hours later or 4 hours earlier causing the discomfort brought about by this necessary physiologic readjustment. It is this type of experiencing especially which informs us that wake-sleep patterns require routinization in order to secure for the child a state of comfort, sufficient wakefulness, sufficient rest, to be able to effectively do the work required by school. We also know the need for such cyclicity by virtue of the discomfort we all experience, child and adult, when we do not get enough rest.

Sleep of course can be disturbed in 6 to 10 year olds much as it can before this time as well as later in life. Like in earlier years, sleep disturbances can be produced by external factors as well as by internal factors. Among the external factors, excessive noises, including especially noise produced by arguments between parents, but also noises produced by televisions, stereophonic systems, etc., excessive light, the comings and goings of an older sibling or of the caring for a younger sibling, excessive heat,

excessive cold, all can disturb sleep. So can an illness, such as an earache, or a cold.

Among the internal factors which may cause sleep disturbance, all come under the category of stress, including stress coming from what the child experiences as large demands made by school, by the family, demands in peer relationships, as well as stress produced by internal (intrapsychic) conflicts. Demands made by school, family, peers become stressful when the child experiences these as painful, too taxing, or anxiety producing. In the 6 to 10 years period, each of these three categories of demands may be a source of problem for the child.

Stresses coming from these external or internal sources may lead to difficulties in falling asleep or may lead to awakening during sleep. Generally, in good enough family conditions, the demands made by family and by school tend to be less taxing than the demands made by peer relationships as well as by internal conflict. We would say that except for physical illness in the child, most sleep disturbance is caused by stresses coming from within the child. These, may produce difficulties in falling asleep or they may lead to sleep interruptions primarily due to "bad dreams" and night terrors.

Among the family demands which may be experienced by the child as stressful even in good family conditions and become manifest at sleep time is the following. Many a child during the 6 to 10 years of age period whose mother and father work outside the home may have some difficulty going to sleep because they experience their parents as insufficiently emotionally and physically available to the child during the day. The need for mothers to work outside the home (the widespread economic need for two salaries, or the need to work at a profession that is part of many a mentally healthy mother's identity, etc.) often makes it that many a child's school time is over not at about 3 p.m. but indeed at 6:00 p.m. if not later. After a long school day from which the child comes out with substantial needs for recuperation, comforting and reassurance, the period between 3 and 6 in the afternoon is a crucial period for recovery of all kinds. Where a parent cannot be home then, many a child this age may feel not being sufficiently valued and attended to by the parents. Good after school care is enormously valuable for the 6 to 10 year old child. It is comparable to what the parent feels near the end of the work day!

Some children who live in homes that are not well organized may be alone during these hours. The "latchkey child" phenomenon which often then results is well known: many an elementary school age child who feels lonely, unsupervised, becomes depressed, may develop difficulty attending to instruction in school, in concentrating, in organizing his/her activities, etc. This phenomenon especially occurs during the 6 to 13 years of age period in families that do not plan well enough for their young child's after school activities, care and supervision. Such children may well find the requirement to go to sleep by 8 p.m. to too severely cut down the time they spend "in the family", with their parents. They may hunger for staying with their parents longer and may find going to sleep difficult.

Dreams and Night Terrors:

Dreams are a normal part of our nightly sleep. Children like adults dream every night. Of course, we do not always remember what we have dreamt. Dreams of themselves do not cause sleep disturbance, do not waken the child from sleep. This is so except when dreams become frightening, what we all call bad dreams or nightmares.

Bad dreams or nightmares are invariably caused by external and/or internal stress. Again these may come from the child's feeling he or she is not able to meet the demands made by schoolwork or by fears not doing well enough. Among family stressors especially are difficulties between mother and father, with or without overt fights between them, and of course separations and divorce. Illness in the parent, a parent accident, and of course the death of a parent can be severe stressors for a child. Difficulties experienced in peer relationships, whether with a particular friend, or with a group, can all lead to bad dreams or nightmares. And again, internal psychic conflicts in a large percentage of instances cause nightmares.

In a small percentage of children, night terrors will produce sleep disturbance. Knowledge to date tells us that bad dreams and nightmares occur during periods of "light sleep", a time when REM (Rapid Eye Movement) sleep occurs. REM sleep is that sleep phase when we dream. Because the child is in a light sleep state, bad dreams or nightmares which awaken the child are often remembered by the child. By contrast, night terrors are believed to occur when a child is in the "deep sleep" phase of sleep. Because of the physiological state of the individual in deep sleep, even though night terrors will waken a child, the child will not be able to remember, be aware of the ideas contained in that night terror. Nor will the child be awake when the night terror interrupts sleep. It is important for the parent to know that even though the child's sleep has been disturbed this does not mean that the child is awake and able to understand either what he or she is experiencing or that the parent is there trying to help, or what the parent is saying. More on this below in the child rearing section.

4.2112 CHILD REARING: Wake-Sleep Patterns, Dreams, Night Terrors

During the 6 to 10 years of age period, children need help in getting themselves to bed on time in order to get enough rest by the time they need to waken to prepare to go to school. A number of factors tends to make it difficult for children to get to bed at an assigned hour even when they are quite tired. Many 6 to 10 year olds, even when tired, prefer to stay up later than usually programmed by reasonable parents. Several reasons account for this. For the 6 to 10 year old child, going to sleep means the interruption of ongoing activity and at the same time it is quite a lonely affair. Often, because it occurs at the end of the day, it tends to mean the interruption of relaxing and recreational time, whether it is the interruption of a game, not being able to see a later occurring television program, or other familial activity. It is a lonely affair because going to sleep means that one separates from those around us, and at this age many a child continues to retain some

degree of separation anxiety, some feeling of anxiety at being alone, some feeling of loneliness.

In addition, many a 6 to 10 year old, continuing to experience some residual of the family romance they experience during the 3 to 6 years period, experience some resentment, anger, envy, jealousy even at parents now being free from the children, alone together and engaging in activities about which the child fantasizes. "They are together having fun, while I am lonely in my bed."

In addition, for those children who are experiencing difficulty in falling asleep, or those who have experienced nightmares and night terrors, going to sleep may be experienced as unpleasant if not in fact frightening. These children will need more than average help to going to sleep.

All in all, seeing to it that children get to bed at a reasonably assigned, age-appropriate hour, rests very much with the parents. Like earlier in life, it is well for the parent to routinize going to sleep. In this regard it is helpful to include time for talking and at times to be able to postpone to the next day any problematic issue the child brings out which will require more than the time allotted for dialogue. The reason this suggestion is made for pre-bedtime is that many a child in a pre-sleep state -- a state of altering awakesness -- tends to be more amenable to talking about things that upset the child during the day by virtue of the bodily winding down which is required for going to sleep.

Where a child has a cold, or an earache, the parent can expect a more prolonged going to bed procedure. This in large part will be do to not only the pain the child may be having or the discomfort, but also the moderate regression that comes with feeling sick. Also, children who have difficulty falling asleep because of bad dreams and night terrors will need comforting, extra reassurance, the restatement night after night that the parents are going to be there able, willing, and ready to help the child if there is a need for help. With all this, however, we want to underscore the importance of conveying to the child that it is now time to go to sleep, that the parents expect the child to go to sleep, that the going to sleep procedure cannot be dragged out beyond a certain time, that it is the child's responsibility to go to sleep and to allow parents some private time.

For parents who have not yet well established the school-determined going to sleep time, that work is now in front of them. Parents who have allowed the child to pattern wake-sleep hours to accommodate to the parents own later getting to bed time will have some difficulty in helping their children make the shift to going to bed at a school-determined hour. The difficulty in achieving such a shift arises from two sources: first, the reluctance of children to interrupt play activity, family activities earlier than they have become accustomed to; and secondly, the demand made by the parent that the child shift their 24 hour physiological cyclicity to several hours earlier. The 6 year old child who has been accustomed to going to bed at 10 p.m. and is now expected to go to bed at 7:30 or 8:00 will find himself or herself having difficult going to sleep for a couple of hours until the adjustment is made. For this reason it is advantageous for parents to organize their child's sleep wake patterns well before it becomes necessary for the child to adopt a school-determined wake-sleep pattern.

Drawing attention to time for going to bed approaching, encouraging those activities preparatory to going to bed such as toileting, getting into pajamas, preparing things for the next morning, getting into bed with a night story or a brief recounting of what happened during the day that was upsetting or especially pleasant, the routine of a goodnight kiss or hug, all work toward structuring the going to bed procedure and facilitate it. In children who no longer want a bedtime story at this age, the review of how things were in school, especially about the problems or especially good things that occurred can be a good way to bring the day to a close.

Dealing with sleep problems, including difficulty in falling asleep, as well as being awakened during sleep by bad dreams or night terrors requires dealing with varying individual, unique challenges.

Dealing with problems in falling asleep includes not only an emphasis on the routinization of going to bed but should also allow for a time period when parent and child can talk together about the things that make going to sleep difficult for the child.

When both mother and father, or in single parent families, when mother, need(s) to work outside the home, it is important for both child and parent(s) to deal openly with its possible various effects. The 6 to 10 year old is much more likely to understand and accept than will a 1 to 4 year old the reasons why "Mother has to go to work." (Of course, this means going to work outside the home, since homemaking, care-giving and child rearing is much work too, but occurs at home.)

First, the 6 to 10 year old will feel pride in his or her mother being a lawyer, or nurse, or doctor, mechanic, or whatever. Here, the label has some importance, but the feeling that mother is doing a specific job for which she gets paid money, earns the child's respect. Perhaps even more important is the experience that Mother takes on and handles large responsibilities, is capable, and can therewith make life feel safe. There are other positive feelings about it. The child will perceive why Mother works, whether because her income is essential for the family's needs, or whether Mother works due to important inner needs that arise from her self-identity ("I am a lawyer", "I am a teacher", etc.) a part of her total identity as important to her as that part of being "a mother", both parts being very important to her own well-being and mental health.

There are, however, also the price both child and mother pay when Mother cannot be home when she would like to be there or, for the child, when the 6 to 10 year's school day is finished. Even with good substitute care after school until Mother comes home, the 6 to 10 year old may miss his or her mother and home. Where after school care is poor or absent, the "latchkey" feelings of neglect, loneliness and loss, even depression and anger, are common. Even in more benign conditions, the 6 to 10 year old needs to feel "at home", and needs Mom there (when the relationship is good-enough) after school. (Where the relationship is poor, the need for a loving mother being there is even greater, not less.)

It is clear that children can accept deprivations without undue emotional hardship, can tolerate not getting what they want or even need, so long as these are not too severe and they are acknowledged. Therefore, mother and father, whoever is getting the 6 to 10 year old to bed, will need (1) to allow their child to experience whatever feelings the child has, however intense and seemingly unreasonable, about parents not being available

earlier in the day for however long the hours; (2) to allow their child to verbalize these feelings in reasonable ways, being certain to encourage the child to put these feelings into words, to not close off complaints, and appropriate verbal expressions of anger; (3) to work out with their child if they have not already done so, ways whereby they can check in with the child or make themselves reachable by telephone during the hours they cannot yet be at home. Many parents, well aware of this issue make arrangements to be reachable by phone. This does not mean that a child should be able to interrupt Mother or Father whatever they are doing. That cannot always be done reasonably. However, letting the child know that the parent will call back at the earliest possible moment can make many a child wait as long as is necessary, so long as the child gets the sense that indeed the parent is calling at the earliest possible moment.

Similarly, when a child is known to be upset in the afternoon or evening, a parent is wise to allow whatever needed extra time at or near bedtime to talk about what may be disturbing the child, be it a problem that developed in school, a problem with a friend, a problem with a sibling, etc. In situations of parental strife, separations, divorce, parental illness, death of a parent, time will be needed to talk about these subjects, to answer truthfully and reasonably children's questions, and when bedtime comes a brief dialogue giving some closure to the subject for the time being can be enormously helpful. Avoiding talking about painful things does not make them go away. If anything, these painful feelings will be felt longer, make for poor sleep, bad dreams, problems with peers, in school, and more.

Dreams and Night Terrors

Dreams and night terrors need parental help. Bad dreams, nightmares are easier to deal with because, as we noted in the section on human development, they occur during light sleep (REM sleep) which means that when they awaken the child, the child will be able to remember the content of the dream, be able to share it briefly with the parent, be receptive to reassurance and comforting, all because the child is easily awakened, and can be aware of what the parent is saying and of the parent's reassurances.

Night terrors are more difficult to deal with because the child is in deep sleep, will usually be difficult to calm down, will need to be fully awakened from sleep, will not be able to remember what terrified the child, and will be experienced by parents as much more difficult to resolve. Where night terrors persist, professional help is indicated.

As reason would suggest, too much noise, goings in and out of a room, and especially parental arguments are likely to disturb a child's going to sleep, and in many cases will waken a child from sleep, more so of course in some than in others.

In all instances where a child has awakened from sleep, the least awakening procedure possible should be used to try to get the child back to sleep. For instance, if a child is awakened by a bad dream, calls out in the night, the parent ought to give the child a moment to see if the child can get back to sleep before going in. If the calling out persists the parent ought to go in, gently inquire about the source of difficulty and try to get the child to go back to sleep without picking the child up, perhaps with a gentle pat on the back or on the head. The least awakening activity strategy should be implemented

since attempts to calm that waken the child more, such as picking the child up, will make falling back to sleep one step more difficult.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.2121 HUMAN DEVELOPMENT: Affects

Affects, namely the quality of feeling we experience, not only show our reactions to events but also give quality to our moods. Feelings are a great barometer of what we experience, of how we experience life, our families, school, friends, and ourselves. During the 3 to 6 years period especially due to the family romance, affects are sharply heightened, especially those of love, hate and guilt. These and other affects (feelings) during the 6 to 10 years period further differentiate, broaden in their spectrum and in detail. In addition, they now quiet some and stabilize becoming available to the child to further organize, identify and express the quality of experience.

The appearance of well-being generally is a good sign of the child's experiencing things, life, himself/herself as doing and feeling well. But there are ways for children to falsify what they feel. They can falsify pain into an appearance of well-being by using psychic defense mechanisms (see Section 4.2521). The need for such falsification usually comes from the child's own intolerance of pain and not wanting to exhibit pain and the feeling of vulnerability. Usually though, such defenses will not be employed all the time and the feelings of pain, irritability, distress, will surface and will be discerned by the sensitively observing parent. This needs to be distinguished from the fact that we all, adults and children, have times when we feel good and times when we feel bad. All in all though, when a child looks cheerful, smiles readily enough, seems pleasant, shows a feeling of well being, it can be trusted to be truthful.

Most parents, all but the most emotionally disturbed, want their children to feel good. It is, however, unavoidable that experience will occur within the family, in school, and among peers which will cause both pleasure and pain, gratification and distress, elicit love feelings and elicit feelings of anger and even hate in children. When affects become too painful it is unavoidable that the child will need to find ways of defending against feeling these. It is the use of such defenses which makes discerning how a child feels at times difficult. It is also important to know that children are distressed by feelings which come from internal conflicts and which, because they are repressed, may not be within the child's awareness. As a result, there are times when the 6 to 10 year old feels anxious or depressed and may not know why. Usually, however, children are able to access what makes them feel happy or sad.

In general we can say that when a child experiences anxiety, irritability, anger, that the child is struggling with pain. By contrast, depression, feeling rejected, are among feelings children have which suggest a giving up in the struggle to eliminate pain, and the unavoidable experiencing of that pain.

Feelings of love, of anger, of cheerfulness, of sadness, of shame, of guilt, can all be experienced in relationships within the family, with teachers in school, as well as with peers. First and very important for parents to know, is that children like adults experience life as they perceive it. All experiences are determined by how we perceive

any given event, by what we believe is happening. We do not all perceive a given event the exact same way. What goes on in our minds -- which is determined by how our cumulative past experiences lead us to see and interpret events -- will now influence what we perceive to be and, therefore, what we feel.

In addition, the feelings we have are equally determined by what we experience within ourselves and what we experience in relationships. For example, both 8 year old Jennifer and 8 1/2 year old Doug had difficulty when they made mistakes in their homework, when Mother would show Jennifer that she misspelled a word or had left a word out of a sentence, a number of times she angrily told her mother that she, Mother, was wrong. Doug did a similar thing when his mother would try to help him, when she checked his math sheets especially. Doug also at times would smash a toy (or other thing) he was trying to fix and could not fix it. Both children had difficulty accepting the fact that they did not know something Mother (or Dad) knew; or that they made mistakes in school work, etc. These reactions seemed to have to do with the child's disappointment in herself or himself, in not living up to her or his idea (image) of herself or himself as capable, competent, -- even perfect! These quite normal children experienced much pain because they were not (yet) as big, capable, etc., as those adults (or older siblings) they admire and identify with. The pain they felt, and then the anger and shame, came not from their relationships but rather, from within themselves. This is a large source of pain for the 6 to 10 year old, which leads to a variety of feelings, as she and he venture into the work of learning to read, write, do arithmetic and all those challenging tasks school presents to them daily.

Then, of course, equally large in life are all the varied feelings, positive and negative, that get stirred up in relationships. The degree to which these feelings are experienced in these various relationships is going to be determined by the meaning these relationships acquire for the child. In turn, the character, quality, and meaning of any given relationship will strongly influence the quality of feeling the child experiences. Thus, for example, feelings of love will be much more intense, broader, deeper for family relationships; generally much less intense for teachers and for peers. Interestingly, during the 6 to 10 years period it is not uncommon for a youngster to bring to a relationship with a teacher intense feelings which in large part have their origins in earlier family relationships. For instance, an 8 year old boy may have a "crush" on a woman teacher, or feel special attachment to a man teacher, each reflecting component feelings that belong in the relationship to his/her mother and his/her father. This does not mean that the crush for the woman teacher or the feelings of affection for the man teacher are not real, it is simply that they are displaced onto these teachers by virtue of either similarities with the parents of the child or by virtue of a meaningful interaction which was especially valued by the child.

Feelings of rejection, even feelings of not being good enough are commonly experienced by 6 to 10 year olds in relationships with peers, in the course of games, in the course of competitive interactions associated with class performance or with performance in games, etc. Regrettably, inducing feelings of shame is used by some teachers who use shaming in an effort to improve children's performances. Also common especially in children 6 to 10 years of age who suffer abuse, neglect, or threats to the

integrity of their family, may show a substantial degree of sadness, low-keyedness, and even depression. Such feelings may be mild, moderate, or intense. Where these are intense and persist, professional attention is warranted.

Feelings of hostility, hate, rage, even in the form of tantrums are most likely to occur in 6 to 10 year old children in relationships at home and with peers, usually outside of school. These feelings are invariably produced by experiences of excessive pain which occurs commonly in families where there is strife, much distress, much oppressiveness and difficulty and will be enormously burdensome to the child. Where these occur in sibling or other peer relationships, when the child can count on a protective environment at home, such feelings tend to gradually become manageable although the child may need help in achieving mastery over them. It is not uncommon for 6 to 10 year olds to come home enraged from "playing" outside with friends, invariably the result of a deep feeling of hurt at the hands of these "friends".

We must also add that children who feel they are doing well in school are likely to feel good about themselves, whereas children who are doing badly in school are quite likely to be angry with themselves, to be irritable and hostile, and to express these feelings in relationships, at home, in school, and with peers.

4.2122 CHILD REARING: Affects

Affects, we repeat, reflect the feeling tone of experiencing and therefore are a major window into the child's mind and emotional life. Affects, therefore, are richly informing to parents and can guide them in helping their 6 to 10 year old. Children want to feel good and their parents generally want their children to feel good. Well-being in the 6 to 10 year old, like before and later in life, is most assured in relationships where parents are able to love their children, to show them these feelings, where parents attempt to understand their children, treat them with respect and expect earned respect by the child in return. The importance of well-being goes beyond just the fact that the child feels good. Feeling good is conducive to learning, to development of positive attitudes toward family, peers, the external environment, the child's work, supports the child's efforts, fuels the child's energies, and much more.

Parents can trust and welcome evidence of well-being, shows of affection. They should with benign question look for signs of distress that their child may mask with seeming well-being. This should not be a major concern for parents given that feelings of well being are quite trustworthy and feelings of pain difficult to hide. Also, however, parents should be aware of the child who is never upset, never grumpy, never angry. This may be truly the way the child feels, but it may also be the result of too much defense against feeling bad. The child who is too well behaved, always feels good, should alert the parents to wonder if the child is suppressing too much those normal states of feeling too pressured, too taxed, too frustrated in efforts to achieve in school, in efforts to get gratification of their own emotional needs, in peer relationships. Life cannot go smoothly for a child all the time.

Although parents must make efforts to protect their children against painful experiences, even in the best of circumstances parents cannot always succeed in doing this. There are just too many things that can "go wrong" for the child, whether it's that the parents are making demands the child experiences as too great, whether the child experiences peers as making demands that are totally unreasonable, or in school where the child may feel too much work is being assigned, or whether coming from the child's own expectations from himself/herself. It is not possible to free our children's lives from painful moments, from painful experiences.

For this reason, it is important that parents help their children tolerate some degree of pain, allow their children to express feelings of hurt, of anger, of hate, of sadness, of resentment. It is important that children learn to deal with painful feelings and it is important that parents allow their children to express such painful feelings in reasonable ways.

First then, parents can help their children cope with anxiety, irritability, outbursts of anger, hate, depression, sadness by tolerating these feelings in themselves. Secondly, they must tolerate the child's having such feelings. Third, it is important to help a child learn to verbalize not only the feelings but to try to search for an explanation as to what is causing these feelings. In order to achieve this important step in coping with the pains of life, time has to be committed to such talking together, to such facilitation of the child's verbalizing the hurt, anger, sadness, etc., she/he is feeling. It is difficult for parents to experience complaints about them coming from their children, to experience their expression of resentment. But it is important for the child to be able to express such feelings in order to be able to overcome and reduce them. Therefore, it is important for parents to allow their children to complain, to express resentment toward the parents, toward their siblings, toward peers and toward teachers but demand that it be done in reasonable, acceptable ways. Telling a child that it is bad to be angry only makes the child feel guilty, suppress feelings of anger, and retain a feeling that there is something wrong with her/him for having such feelings. Feelings do not arise within the child out of nowhere. There always is a cause for them and it is always advantageous to try to understand what that cause is and to talk about it.

4.2 EMOTIONAL AND BHAVIORAL DEVELOPMENT

4.2131 HUMAN DEVELOPMENT: Cognitive, Play and Fantasy Activity

Cognitive Activity:

Intelligence is evident in children's speech and communication, in their increasing capacity for solving problems, in their dialogues and narratives within the family, as well as in their capacity to learn school materials, to do chores within the home, and in their interactions with peers where numerous problem solving situations arise. Intelligence, in other words, is visible across all the 6 to 10 year old's activities.

Speech, language, vocabulary are developed to the capacity for carrying on a dialogue, responding to questions in substantial detail, in the verbalization of wishes, thoughts, even fantasies, with ample evidence for symbolization and a modest degree of inferring and abstracting from events that occur. Side by side with the development of speech and communication, the child gives evidence of a remarkable capacity to learn within the school setting, at home, in social relationships and situations. We can assume that these capacities in children 6 to 10 years of age have been known to their caregivers because, as Erikson has reported, demands for work are made of children across cultures at about 6 years of age. The demands of school are made because we know children are capable of responding productively to such demands. It is important to recognize that even where children go to school prior to 6 years of age, the demands made on them for learning to read, write and do arithmetic are limited; whereas from 6 years of age on, it no longer is an option for the child, now the child must learn to read, write and do arithmetic. In many other cultures this is the time when children are sent into the fields or to a work place to begin to learn to work along side adults.

In terms of writing, there is evidence of further brain maturation which leads to a spurt in the organization of cognitive functions which underlie the ability to write. This is inferred from the fact that many children who prior to 7 or 8 years of age tend to reverse letters and numbers, stop doing so at this age. This represents a higher level organization of cognitive functioning which brings with it better recognition and reproduction of the configurations of letters and numbers, clearly an important fact in writing.

Play Activity:

As we have done before, we will not include fantasy play here; we shall discuss it under fantasy activity (see below); here we focus on motoric play and games. Both 6 to 10 year old boys and girls tend to involve themselves in motoric play activity as required in games of tag, in rope jumping, which constitute a significant vehicle for the organization of bodily action, discharge of large amounts of energy. In addition, a primary purpose in play is to effect interaction, communication, and bond formation with

peers.

The same can be said for organized games, namely that among their primary functions are the organization of bodily actions and of emotional-mental energy utilization and to effect interaction, communication and bond formation with peers. Another major purpose for games is the pitting of oneself against challenges in order to enlarge one's own abilities and skills. The pitting is as much of the self against the self as it is against others. Much bodily coordination, the organization of specific motor (muscular action) movements continue to develop during the 6 to 10 years period. We have seen such development starting in the earliest years in the child's learning to feed himself/herself, to walk, climb stairs, run, skip and jump, handle crayons, and later pencil and paper, scissors, etc. This motor skills development, an avenue for the development of sensori-motor intelligence, continues during the 6 - 10 year period especially in the sphere of play, especially in games of tag, in rope jumping, but also in structured games as tennis, softball, track, and the like.

Not always recognized is that play and games also require and serve to channel that difficult to explain phenomenon we speak of as mental and emotional energy. Often normally fused with bodily physical energy, this mental-emotional energy, most clearly evident in self-preservative, assertive, hostile destructive, sexual and narcissistic behaviors, this energy seems always present in human behavior, at times moderate, at times intense, notably influenced by the state of physical and emotional health and by emotionally meaningful experiences. This energy fuels play and games and at the same time these serve as pathways to put this energy to constructive and pleasurable use.

6 to 10 year olds seem thrust from within to play games with each other. Many children this age find independent play and activity not gratifying. They seem to need to play with one or more peers. And, although it is important that children this age be able to be usefully and pleurably active when alone, it is highly salutary that they also need to play with peers because by these activities, play and games (of varying degrees of structure), the 6 to 10 year old has many needed opportunities to exercise ways of interacting, communicating, and forming relationships with peers.

Play and games require skills; all kinds of skills in all of the areas just described, in bodily coordination, in effective motor (muscular movement) actions, in the beneficial channeling and use of mental energy, in developing peer relations. The development of skills as these and others, so wonderfully exercised and enlarged during the 6 to 10 years period, bring with them a heightening and cohesiveness of the sense of self, of industry, of capability and therefore an equivalent increase in self-esteem, self trust, self reliance and confidence. The importance then of play and games and the increase in skills they can bring seems self-evident.

And large too in play and games is the inevitable experience of competition. Competition is not new to the 6 to 10 year old. He/she has already known these only too well in relationships with siblings especially, but also with pre-school, daycare and neighborhood peers, and to be sure, in every child's family romance. Competition can be highly salutary in pushing the child from within to improve skills and performance. But too much push from within can become burdensome especially when it leads to intense feels of inadequacy and lowers self-esteem too much. And competition that is loaded

with hostility, coming from excessively painful past experiences of all kinds, can become problematic both in terms of its creating shame and guilt as well as problems in peer relations.

Consider too, how play and games accommodate well to the 6 to 10 year old's typical defensive mode of coping, that is by using obsessive-compulsive modes of coping. This pattern of coping not only help to effect the development of skills, by repeating again and again, day after day, but is also inherent in games, which are played over and over, each games having a fresh start, a new opportunity to win and to grow in competence.

Furthermore, of major importance, play and games hand in hand with obsessive compulsive ways of coping serve the learning of rules and regulations, a crucial organizing factor in human relationships and society. Consider the obsessive-compulsive mode of structuring behavior and conduct in games employed by the normal child 6 to 10 years of age, namely, the organization of behavior according to regulated, orderly, predictable, repetitive sameness. Learning rules and regulations in relationships, work and society is added to from the 6 to 10 years period by learning the rules and regulations called upon in games and without which games cannot be played. All in all then games benefit the child given that they provide an organized source of interaction, communication and bond formation among peers, provide the child with frames for self improvement contained by rules and regulations which guide, protect, are society-oriented, and contribute to a consolidation of the internalized standards by which the child governs his/her behavior.

There are several types of organized games including games that are one on one and group games of various kinds. One on one, there are checkers, and other board games, as well as cards; there are structured games that are of a sport type, namely tennis, ping pong, etc. Organized (structured) group games also can be categorized as individual-on-group competition and team competitions in which the individual is a member; namely track, pits the individual against a group of other competitors; and by far among the most common are sportive games where teams are pitted one against another such as in baseball, football, field hockey, volleyball, etc.

Fantasy Activity:

Bear in mind that fantasy and fantasy play are problem solving and adaptive. Fantasy play has its beginnings in the middle of the second year of life, when it images a moment -- e.g., an 18 month old barks "like a dog" -- and expands to narrative, to story telling capability during the 3 to 6 years of age period. During the 6 to 10 years period, fantasy plays its part in helping the child adapt to all types of challenges he/she faces, challenges coming from the environment, from school and family, and challenges coming from within the self, from the child's continuing efforts to resolve his/her family romance, to entertaining fantasies of achievement, of self-enhancement, of being admired. Much fantasy at this time in addition to continuing to contain and further resolve whatever exists of the family romance also serve the child in placating feelings of inferiority, of incapability, of weakness. Furthermore, fantasy formation serves to develop fantasies of success which contain goals of serious dimensions for the child. It is not uncommon for

a 6 to 10 year to fantasy being an admired teacher, a heroic fireman, explorer, or pilot, a magnificent dancer, etc. These fantasies not only make the child feel good about herself/himself now but they may also contain the seed for future plans, namely, to someday be a teacher, dancer, explorer, doctor, etc.

Fantasy activity can be solitary or be enacted in small groups. Most fantasy activity at this age tends to be solitary, especially in the form of daydreams. Teachers as well as students and parents know only too well how frequently daydreaming is evident and may interfere with a child's efforts to achieve a task, be it to listen in class, to carry out a chore at home, or even while engaged in a team effort.

Group fantasy play usually occurs with a handful of people and seems to be more common among 6 to 10 year old girls than boys, who commonly enact a family story in which each person is assigned a particular part.

We cannot conclude a discussion of play activity and fantasy activity when carried out one on one or within a group, without emphasizing the purposes these activities provide as we have done above, but in addition without emphasizing how these are not always pleasant or fun. The challenges children encounter in games, in fantasy play together, one on one or within a group often, in fact, are painful. Often a child's wish to achieve or to do something is frustrated either by his/her own incapability or by the group's rejections of the child's wish or hopes. "Play" can at times be enormously upsetting, humiliating and even infuriating. Learning to deal with these frustrations can bring with it adaptive capabilities which will help the child learn to deal with her/his peers and ultimately the adult world into which the child will grow.

4.2132 CHILD REARING: Cognitive, Play and Fantasy Activity

Parents expect their children to be capable of responding productively to the demands made of them by school, by the peer group, and also by the family itself wherein, the expectation of being able to carry out new tasks is clearly stated to the child. Parents should, as they have before, encourage their children to increase their capacity to talk, to tell the family what they have been doing, to discuss matters important to the child and family, and many have already encouraged learning to read and in some instances learning to play musical instruments, etc. But now, from 6 to 10 years of age, the demands parents make on their children to learn are especially organized by what the children are learning in school. Parents can be enormously helpful in responding to any questions, in helping problem solve issues that grow out of the work the children are doing in school. Care must be taken to make demands which the child will be able to comply with and while pushing, to not push beyond the child's capabilities, tolerance, or degree of tiredness. It is well for parents to not become unduly discouraged at a first or second grader's reversal of letters and numbers given that the normal development we have referred to in the section above will help to resolve this problem in due time.

We want to emphasize for parents that play activity must be recognized as at times being very taxing, challenging, upsetting, if not downright painful. While play is

enormously important for children as we described in the section above (4.2131), play, games, are often not relaxing, often not gratifying, they at times turn a pleasantly feeling youngster into an angry one because of some frustration, disappointment, or even insult sustained at the hands of his/her "friends".

Much of these activities, cognitive, play and fantasy activities occur within the home, but also in the school setting, and in a setting outside the child's home, be it at a friend's house, on the playing field or the playground. Parents, therefore, are given the dual opportunity of observing, supervising and guiding those activities which occur within the house and, equally importantly, can become the agent of listening to, being available to respond to, playing the part of the consultant to the child with regard to activities that occur away from home, which can make the parents a source of counsel, working through of an unpleasant or very pleasant event, helping the child solve problems away from the actual set of their occurrence, namely in school and in the peer group. In this it is important that parents bear in mind that in providing guidance and counsel it is well to not be intrusive but to be available when possible. In other words, parents have to provide guidance when asked for or when they think it may be helpful. But in doing so care has to be exercised to attain a balance between being able to tell a child something he/she may not want to hear and not too vigorously forcing the parent's views on the child when they are not welcome. Let us emphasize that parents have not only the right but also the responsibility of telling their children things they may not want to hear. But it is well known that if this happens too often, the child will learn to not listen or will disregard what is being said by the parent.

Also important in judging when to tell and when not to tell your child what you think or what to do, is the fact that letting 6 to 10 year olds solve problems themselves to a reasonable point will give them a feeling of capability, of self-reliance which can serve them to advantage. Here the line to be drawn by the parent is whether they believe that the child can solve a particular problem by himself/herself and when the task may be too difficult. If the problem is too difficult, will lead to too much frustration, parental help may serve the child very well.

We want to reiterate that while providing guidance is enormously helpful, it is also true that 6 to 10 year olds continue to require supervision and that limits need to be set on some of the activities they may undertake or in some of the ways they may react. When arguments between peers get too difficult, when rules need some refereeing, when abuse of one youngster by others becomes evident, whether it is one's own child or another, when bullying behavior occurs by one's own or another, parental limit setting will be needed. Refereeing should be distinguished from limit setting. Refereeing means that the parent intervenes between peers to prevent the breaking of rules, to clarify rules, to call when play is foul; but allow the competitors to go on with their problematic interaction. Setting limits is called upon when an activity has to be put to a stop, such as in bullying or the abuse of one youngster by others. If the abusing or bullying 6 to 10 year old cannot be stopped from such behavior, an interruption of the activity is called for which may also require a separation of the bully or the victimized youngster from those who are abusing him/her.

It is also important for parents to realize that 6 to 10 year olds will need supervision

with regard to play of a sexual kind between peers (including siblings), a quite common phenomenon. Setting limits, that is interrupting the activity, is indicated because children usually experience feelings of shame and of guilt when carrying on sexual activities at this early age. It is important to set limits in a benevolent manner in order to help the child understand that sexuality is a normal activity, at appropriate ages and under appropriate conditions a desirable and beneficial activity, whereas at too young an age it may be detrimental and hurtful to the child. It is a matter of waiting until the child is old enough to have a good grasp of what sex is all about, what some of its consequences may be for both good and bad, and that from 6 to 10 years of age the child is much too young for such responsibility-requiring behavior. Shaming, embarrassing, as a limit setting or even punishment goal are usually not desirable; quite invariably, though, children "caught" in such sexual activity will feel embarrassed and ashamed. The goal should be to interrupt the activity, to clarify that it's premature, and to strongly recommend a postponement of engagement in such activity until the child has a good grasp of its meaning and consequences.

It is also well for parents to recognize that daydreaming is ubiquitous in children 6 to 10 years of age, that daydreaming is often the result of a child's efforts to make herself/himself feel better, solve a problem, construct goals for the self, that all in all, daydreaming is fantasy activity which has its helpful and adaptive aspects. Where it needs to be interfered with is when the daydreaming interferes with the achievement of a task the child is expected to carry out, be it a school task such a homework assignment, or the performance of a chore at home.

We also want to emphasize that competition has, like so many other things, its good side and its bad side. The good side of competition is that it directs the child, it energizes and motivates the child to achieve at a better and higher level of capability, and that it can, therefore, help the child grow in skills, in self esteem, in self reliance. The bad side of it, is when competition becomes imbued with hostility, leads to a breakdown of the observations of rules and regulations as well as when it produces poor sportsmanship. Poor sportsmanship, the breaking of rules and regulations is costly in that it tends to make peers reject the child and lead to the child's developing attitudes toward peers which are hostile and may even become antisocial. It is an important task for the parent to try to sort out whether in the competition the child is indeed developing a better sense of herself/himself, is developing further skills, the ability to persist in efforts and is developing a sense of mastery over self and his environment. Equally important is to determine whether the child is developing ways of interacting with peers which in the long run will be destructive, lead to feelings of shame and guilt, to poor social interactions and even antisocial behavior.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.2211 HUMAN DEVELOPMENT: Self and Human Relationships

The development of self continues to be significantly intertwined with the development of the child's relationships to others. To be sure, there are components of self development that are independent from relationships to others, such as that component that pertains to the child's gender identity formation which is now stabilizing at the level of the family romance resolution, and especially during the 6 to 10 years period in the component self development that pertains to becoming industrious, capable of work, of developing skills required to do competent work. The consolidation of the gender self continues with a relative quieting of the child's pre-occupations with these specific self experiences. The industrial self grows by means of processes which to a degree does require others, but in effect, enlarges the self capabilities, autonomy, and as these succeed, lead to positive self feelings, self perceptions, and positive self image. Where success in the development of skills and industry is high, the sense of adequacy will be usually high. Where success in these efforts is low, a sense of inadequacy will stabilize. This of course contributes importantly to the child's fantasized or idealized self, the evolving of industry identifications (as with mother the parent and the lawyer, father the parent and the engineer) adding to the earlier autonomous, initiative capable self identifications established by the child.

Side by side with these self-initiated strides in development of the self, the child's relationships to others significantly contributes to the evolving of the self. The importance of others to the self is complex. Other persons continue to be experienced at a level of **primary** relatedness as well as at a level of **secondary** relatedness. As we described in Unit 2, **primary** relatedness is experienced where the other is valued emotionally by virtue of the child's experiencing this other as capable of gratifying needs for affection, nurture, protection against dangers, toward whom the child experiences love (as well as hate) and occupies a place of large importance within the child's mind and everyday experiences. It is the kind of emotional investment parents make toward their children, toward each other, and children make toward their parents, toward their siblings. In contrast, **secondary** relatedness is one in which the other fulfills a specific function for the child, a function limited in character, such as the function of a teacher, the function of a physician, the function of friends for social interaction, play and work. In such relationships, the child does not experience the profound need for love, for nurture, for protection, for interactional commitment characteristic of relationships within families. Nonetheless, positive relationships with teachers, with peers, are essential within the specific functions they serve. A further point of distinction of the two types of relatedness could be stated in that the loss of a secondary relationship does not impact as painfully nor as globally on the child as does the loss of a primary relationship. Consider the impact of the loss of a parent as compared to the loss of a teacher or a friend. Even though the loss of a friend can be very painful it usually does not in a child 6 to 10 years

of age carry the weight, nor the importance or pain, of losing an emotionally valued parent or a sibling.

During the 6 to 10 years period with the increasing importance of life outside of the home, life in school and on the playground, a slight shift in importance occurs from primary relationships to secondary relationships.

Primary relationships, relationships to mother and father, to siblings, evolves in the direction of a stabilization of the feeling of primary relatedness. Parents continue to occupy a prime position in the child's life, fulfilling needs for love, guidance, feeding and protection, support in a child's endeavors to develop skills, and increasingly as consultants for the handling of problems outside of the home. Siblings, especially older siblings may at this time acquire yet another degree of importance which is, that in addition to feeling primary relatedness toward siblings, that is that they are part of the family, a sibling also now comes to represent the peer group perhaps even more importantly than he/she did before. As the peer group acquires new importance to the 6 to 10 year old, the sibling becomes a representative of that group as well. Where the sibling is older, that sibling also is sought out for counsel, for help in adapting to the peer group ranging from ways to facilitate relatedness to peers themselves, tasks assigned by school, performance in social situations, etc. Nonetheless, in spite of its continuing great importance to the child, a family does not have the all encompassing centrality it had for the child prior to this age.

Extrafamilial Relationships:

Teachers begin to acquire importance. Of course many children prior to age 6 have already been in preschool and in daycare and have there established secondary relationships with teachers and daycare caregivers which may in fact have been of much emotional meaning to them. Nonetheless, a developmental stage factor plays its part during the 6 to 10 year period in the shift to greater importance of teachers and especially of peers. It is not uncommon for many a 6 to 10 years old to prefer one particular teacher over others. In some instances, such a teacher can become enormously important; some may even be sexualized (see Section 4.23).

Peer relationships now begin to acquire an importance which for most children they have not acquired before, even for those who have been in preschool and in daycare. But first, just a word about preschool children's relationships to peers. Mental health professionals have found that where children younger than 6 years of age whose relationships with their parents are too limited, insufficiently gratifying, or for one reason or another are not sufficiently available to these young children, that they will make efforts to have their needs met not from adults but by children as young as they are. Some studies have shown that children without parents, in child protective centers, turn to each other with the expectation of being nurtured by another child, and that some children even as young as 2 years of age respond to such expectations by indeed feeding another child, helping another equally young child when in distress, to a surprising degree. There is concern among mental health professionals that the degree to which such young children can gratify others is very limited, as well as the concern that they

may develop premature parenting attitudes and sense of responsibility and that such children may foreclose the growth experiences that come with being a young child who is nurtured by adult caregivers.

Peer relatedness during the 6 to 10 years period begins a process which will most be worked through during the 10 years of adolescence whereby the level of importance achieved by parents for the young child gives way to an increasing importance of peer relationships. During adolescence, as we shall detail further in Unit 6, the peer must acquire a progressively increasing importance in preparation for the selection of a peer as a mate, an eventual relationship which will become primary and central to the individual. This gradual process of increasing valuation of the peer has its beginnings during the 6 to 10 years period of development. Peers do not yet achieve the level of importance they will attain during adolescence nor the level of importance achieved by nuclear family members. Nonetheless it now begins to be important for children to be able to begin to develop some friendships even if they are brief in duration, experienced only in the context of school or in the context of the neighborhood, and do not preoccupy the 6 to 10 year old as relationships do for the adolescent who is constantly on the telephone, for example.

Peer relationships occur one on one, one on several, and one on group or the self as a component member of a team. Each of these plays an important part and contributes to adaptation at these varying levels. One on one relationships tend to be more intimate, more individually focused, and more than the others begin the child on the trajectory to eventually forming the one on one relatedness which will evolve through several critical steps into relatedness to a mate. That is to say, it is important to emphasize that peer relationships at this age tend to predominantly be within same gender, same-sex relationships. A boy will tend to select another boy to be a friend; a girl is more likely to select another girl at this age. This of course does not exclude the occasional interest a boy has in befriending a girl, or a girl in befriending a boy.

One-on-others relationships function especially to produce the capacity to relate to several peers at one time. This too acquires importance and paves the way for relatedness in the work place, in the collaboration with a small group of people where the self is not as submerged as it is in a team effort. One particular set tends to be difficult, that is the one-on-two type of interactions. A major problem here comes from the possibility for imbalance in relatedness. It is not uncommon when three boys or three girls get together that when things gets difficult, the collaboration of two to exclude the third becomes particularly difficult, and at times damaging. While this happens to boys and to girls, some reports suggest that this may happen more frequently among girls where it may become more painful.

The one-on-group type of relatedness, relatedness of a child as a member of a team, tends to be more tentative, the child tending to be more passive and more swayed by the direction taken by the group. The experience in the group however becomes stabilized by the development of rules and regulations by which the group functions. This, however, also requires the child's relinquishing some individuality in order to comply with the rules and regulations. This too becomes enormously important as a way of functioning in society and can serve the child exceedingly well. While all in all any

relatedness will be modeled on the earlier relationships to the parents, during the 6 to 10 years period relationships to peers add to the child's ability to relate socially in a variety of contexts.

Relationships to Pets:

Many a 6 to 10 years old becomes interested in owning a pet. This seems to be more prominent than in children under 6 years of age, although some younger children also experience affectionate feelings toward animals and want to own pets. We are not certain why the interest in owning a pet increases in children during the early elementary school years. It may have to do with the child's first large steps away from the large dependence for love and support from the parents and, where the child may feel that the relationship with an animal may give the child more control over that organism. It remains that pets can become enormously valued by the child and at times fulfill the function of being a listener to the child's complaints (especially about the parents), or a source of affection and attention. This is especially so with dogs that are very responsive to attention and seem to always welcome the interest of a child. In some troubled children, children who are abused especially, or who have in other ways been significantly hurt, some of the hostility generated within the child may become displaced upon the animal and sadistic behavior toward animals may become evident. Such sadistic behavior toward animals is invariably a sign of the child's having an internal load of hostility that the child has difficulty modulating and controlling. Persisting sadism toward animals should be taken as a sign of a child needing professional help.

4.2212 CHILD REARING: Self and Human Relationships

Parents continue to be needed much as they have before, for love, nurture, protection, but now, in addition, for help with the mediation of relationships to peers and to teachers. Many a parent may sense the increasing importance of peers as a pulling away from the parents themselves. Although this pulling away from parents occurs only to a modest degree, it is essential for the 6 to 10 year old in order to adapt well to the world outside the home. Some parents, more often mothers than fathers, may find it difficult to allow their child's forays into the outside world, such as the child's developing affection for a teacher, or the child's need to visit a peer or have a peer visit him/her at home. It is important for the child to be able to visit a peer or have the peer visit the child at home. This is so for a number of reasons, including the possibility for supervision and guidance, the opportunity for the parent(s) to observe their child in action with a peer, the opportunity to get to know the peer the child is befriending. These opportunities will be enriching for both the child and for the parents. Furthermore, the child's forming relationships with peers will be facilitated when the parents accept such visits. The child will know when his/her parent(s) experiences the child's turning to peers as a rejection, or as a lessening of love for the parents, or as a rejection of the family as a whole. This

tends to occur more sharply in families where there is difficulty between father and mother, where the allegiance of a child is more needed by each individual parent. This is even more acutely the case in families where there are separations and divorce. There, a child may be filling a place which should be occupied by a mate, a function many a child this age will be only too willing to serve. Unfortunately, it can impede the child's normal progression to developing relationships with peers who during adolescence will become enormously important. In other words, even though the child's ventures into relationships outside of the home are only modest, are only moderately emotionally invested by the child, a parent has to be able to let go without feeling pain, resentment, or rejection by and of the child.

There are unique opportunities for the parents' to help the 6 to 10 year old child grow. The parent can play a large role in helping the child organize, facilitate and complement the child's efforts at increasing the development of skills, particularly those pertaining to school as well as with chores at home. A parent as protector of the child's learning, as facilitator of doing homework, is of enormous importance to many a child who may have difficulty organizing these activities to a successful degree.

Equally, a parent can become a person who can counsel the child on how to get along with peers, how to protect oneself, one's interests and one's rights with peers, but to understand and come to accept and tolerate rules and regulations which govern peer relationships.

The tasks of parenting are not diminished during this age period. Limits continue to be needed where the 6 to 10 year old is not serving herself/himself well by what she/he is doing. The parent will often have the annoying task of insisting that the child get to his/her homework, his/her practicing be it a musical instrument, a gymnastics routine, catching ball and swinging a bat. The parent will also find it often necessary to insist that a chore be done that the child has been delaying in getting to. The parent will often find herself/himself a taskmaster in getting the youngster to keep his/her room or part of room in a reasonably healthy state. Parents will often have the continuing task of mediating arguments between siblings, now also between peers who come to visit. And now as before, age appropriate demands for help with chores, for task performance can be made of the child, the expectation of their being fulfilled counted on, insisted upon, all, however, with respect for the child and the trust that the child will meet these expectations. In order to be successful, schools, teachers, need parental investment in their children's schoolwork, count on the parents assisting the child where assistance is needed in order to be successful.

In addition to the continuing needs for limit setting, for helping the 6 to 10 year old do the work required of him/her, there will be a continuing need for supervision in the activities of the 6 to 10 year old in relationships with siblings as well as in relationships with peers. This will include a child's tolerating the limitations imposed upon him/her by rules and regulations that govern children's play and games, as well as supervise their interactional play, including the possibility of sexual activity between them. Similarly, supervision will be necessary in their relationships with pets especially so, where hostility experienced is directed toward the pets.

In closing this section we want to emphasize the importance of parents in securing

the continuing development in the child of the sense of self side by side with the developing of good relationships, even if they are only fragmentary with peers. In line with this is a time, from about 6 years of age on, where demands for politeness, sociability, the greeting of neighbors, the answering of neighbors questions can begin to be insisted upon on the part of children. Many parents have already made efforts to help their young child socialize; this now begins to become a necessity; 6 to 10 year olds are truly entering into society and the parents need to help, guide them in relating socially in a way that will be advantageous the child.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.23 SEXUAL (REPRODUCTIVE) LIFE

Studies of sexual development in humans tell us that the 6 to 10 years period is one during which the earliest behavioral manifestations of sexual interests and concerns, amply evident during the 2 1/2 to 6 years period, now seem to be less evident. This has led development theorists to propose that there is a quiet period of sexual activity during this age period. This stands in sharp contrast to the remarkable upsurge of sexuality that will occur from prepuberty on and become dramatically evident during adolescence. Psychoanalytic theorists draw from clinical work with children as well as adults and from direct observational research that this 6 to 10 years period is a period of "latency" in psychosexual development. In substantial part, they tell us, this "latency" or quieting period occurs because the highly salutary family romance (described in Section 3.23) and the conflict which it produces leads the child to develop a cluster of defenses aimed at protecting the self against feelings of anxiety arising from the major conflicts the family romance produces.

It is important to bear in mind that sexuality is in the service of reproduction and the preservation of the species. So important a function in life cannot be insured by a weak internally generated biopsychological force. We assume that to preserve the species, sexuality is made powerful in every living organism because many factors make this preservation difficult. Therefore, it is really not surprising that sexual life begins as early as the third year of life, and that it continues to be a powerful inner force in human beings. It is also well to recognize that sexuality from its earliest emergence during the third year of life is experienced toward those human beings to whom the child is emotionally attached, those most valued and for whom the child has developed normal familial affectionate love feelings. Psychoanalytic developmentalists say that in early life the sexual love feelings follow the pathway forged by feelings of affectionate love. But as we described in Unit 3 (Section 3.23) the attachment of sexual feelings to those the child loves most, namely his/her mother and father, leads to an internal conflict in the child which compels the child to adapt by resolving this conflict in a constructive manner and by defending against those aspects of it which the child is not yet able to resolve, a further task left for adolescence. As we said before, psychoanalytic developmentalists tell us that the 6 to 10 years period is in part given its relative quieting regarding sexual experiencing by virtue of the powerful efforts the child makes to resolve this family romance. In fact the psychological defenses proposed to be implemented by the child at this time include **repression** (to push thoughts and feelings out of consciousness, i.e., out of awareness), **suppression** (to consciously, intentionally, not think about something one has in mind), and to maintain thoughts and feelings under control by means of **obsessive-compulsive** strategies (habitualizing actions, putting things in order, in patterns and to constrain spontaneity of thought and action). Thus, the "latency" period of psychosexual development, from 6 to 10 years of age, leads to a relative quieting of sexual behavior in

comparison with the 3 to 6 years of age period which preceded it and the 10 to 20 year old period which will follow it.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.23 SEXUAL (REPRODUCTIVE) LIFE

4.2311 HUMAN DEVELOPMENT: Sexual (Reproductive) Life

Given the incompleteness of the resolution of the family romance and the conflict to which it gives rise, due to the normal child's relatively immature development in the face of the powerful sexual drive, there is a large need for the child to maintain this partly achieved resolution and to contain and control the wishes and feelings which continue to emanate from it. Because of the child's age-appropriate degree of immaturity in mediating high pressured inner experiencing, the quieting of sexuality during the 6 to 10 years period is only relative. There do remain manifestations of sexual activity in 6 to 10 year old boys and girls.

First, is the increasing tendency from about 6 years of age on for boys and girls to more selectively choose to play with children of the same sex as themselves. Whereas prior to 5 or 6 years of age boys and girls tended to play in mixed groups, from 5 to 6 years of age on girls seek out girls and boys seek out boys with whom to form peer relationships and engage in play and in games. The exception to this is where children this age engage in sexual exploratory activity. How much children are encouraged in this direction by society is not altogether clear; it does remain, however, that until fairly recently in our society, there were schools for girls and schools for boys, segregating them on the basis that mixing boys and girls would detract from their attention to school matters. This line of thinking, in large part, has been abandoned in the last two decades in recognition of large advantages to boys and girls learning to get along with each other constructively from early on in life. One may wonder as well if this change of view may have come about due to the recognition that children themselves try to defend against their inner sexual stirrings at this age.

The second manifestation of sexual life can be found in the now commonly encountered tendency, perhaps more frequent among boys than girls, for much "foul-mouth" talk, the development of jokes pertaining to toileting activities, which are assumed to be regressive from genital-sexual concerns and thoughts, constituting a **regression** (a going back to an earlier stage of development) and mixed with **sublimation** (a creative transformation of wishes and fantasies away from their direct sexual or hostile expressions). It is helpful to recognize that such "foul-mouth" talk and joke formation is a creative effort, albeit not far removed from its original meaning and intent; recognizing this alerts parents and teachers to take occasion then to help the child sublimate better, more successfully.

A third manifestation of defended against sexual experiencing is in the commonly encountered, and potentially problematic, tendency on the part of boys to react to girls with rejection, depreciation, and in some instances disgust. This is the age at which a boy

may be heard to say "Girls, yak!" Psychoanalytic developmentalists tell us that such negative reactivity is in fact defensive against (1) positive feelings of the sexual attraction against which the child is defending due to the anxiety associated with the unresolved components of the family romance; and (2) due to anxieties directly associated with their stabilizing masculinity, a **youthful stabilization** at this time of life. For the most part, such reactions of disgust are not as common among girls. In addition to these reactions there is also a good deal of teasing that occurs about any evidence of affectionate interest on the part of a girl for a boy or on the part of a boy for a girl. Although not always so recognized, this teasing is due to the anxiety caused in this age child by the inner knowledge that "affectionate" interest in other sex peers commonly brings with it "sexual" interest, against which the child actively (though unconsciously) defends. All in all the distancing between the sexes can well be explained on this basis.

A fourth manifestation of sexual experiencing is evident in actual masturbatory activity in children 6 to 10 years of age. For example, observations of a first grade class revealed that during any one class session several children among about 20 from time to time touch their genitals in a manner suggestive of some moderate degree of sexual arousal, with some persistence, for a given duration of time, which then yields to heightened attention to what is being taught in class, be it writing or answering a question the teacher is asking. Similarly, while attentive to a television program, many a child this age will be noted to touch his/her genitals in a surreptitious, quiet manner. Thus, sexual activity is quieted during the 6 to 10 years period, but it is so only relatively, it is not absent. This activity then does not have the intensity, frequency of preoccupation that it did prior to about 6 years of age nor that it will from about 12 to 13 years of age on.

4.2312 CHILD REARING: Sexual (Reproductive) life

During the 6 to 10 year period tasks of parenting regarding their children's sexual experiencing will continue to include guidance especially in the form of limit setting. Children's practicing with the use of new sexually tinged words, some in the category of "foul-mouth" language, some in the form of sexual ("bathroom") jokes which, depending upon the varying tolerances within families, will bring the setting of limits by the parents on the use of language felt to be too foul, with guidelines on when and where such can be used. For example, like it or not, children 6 to 10 years of age will when among themselves use such language, and too severe prohibitions against such language use may lead to some teasing if not outright rejection by peers. While it is advisable for parents to set limits on children's use of foul language in the home, in the classroom, when guests come to visit, prohibitions should include a "when and where" such words may and may not be used. We all know that a child may be teased and taunted if the child is too inhibited to use some moderate foul language when among peers. In other words then, rather than an across the board prohibition against the use of such language, it is useful to help the child organize when and where, under what conditions such language may or may not be used. The reason for this caution is that across the board prohibitions

against such sexually derived jokes and language may lead some children to perceive an across the board prohibition against all sexual experiencing. Such prohibitions may intensify children's own need to inhibit their own sexual interests and thoughts which may in some children lead to later inhibitions in sexuality which may interfere with age-appropriate, life-appropriate sexual experiencing in adult love relationships.

Among the sexual behaviors evident during this 6 to 10 years period, two other areas will require parental guidance much to the advantage of the child. One is helping boys tame the expressions of hostility they sometimes manifest toward girls. Due to anxieties boys experience at this age, including anxieties emanating from their stabilizing but somewhat vulnerable sense of masculinity, in addition to the anxieties emanating from residual wishes and feelings pertaining to their family romance, boys may exhibit undue hostility toward girls. This may occur not only among peers but especially so among siblings.

Parents will also be in a position of being enormously helpful to children 6 to 10 years of age who engage in sexual explorations beyond exploring their own bodies. Sexual curiosity and sexual explorations among children this age are fairly common. Because wishes, fantasies, and feelings which remain from insufficiently resolved elements of the family romance can be readily re-activated, because the child is subject to a resurgence of these feelings if these are sufficiently elicited, sexual explorations will unavoidably bring guilt and shame with them and for this reason need to be stopped in children this age. When the feelings associated with the family romance are sufficiently resolved and whatever remains is sufficiently diverted to new relationships in a manner that does not directly tap their original source in the family romance, sexual experiencing among peers can occur without feelings of shame and guilt. This though tends to not occur until mid or late adolescence. In the 6 to 10 year old these sexual activities are more likely to create problems for the child. Therefore, sexual explorations between peers, and especially between siblings should be discouraged. Again, harsh prohibitions against sexuality are not warranted because across the board inhibitions can have long term influences which may inhibit healthy sexuality at a later age. It is a matter of stating that the child is not old enough to know well enough what to do with sexual thoughts and feelings, that they are not ready for such activity and that for now they will have to desist sexual explorations with another person, child or adult!

This should be distinguished from sexual activities that pertain to the self, namely masturbatory activity. Masturbatory activity is a private matter; it is in the domain of the child's private life. It should not be interfered with by parents unless masturbatory activity is inappropriately carried out in a public setting like the living room, or with guests in the house, or at the dinner table, etc. There, the admonition that this is private activity, that its in the domain of the child's responsibilities and that while there is no harm in such activity it should be done in private. Of course, where prohibitions against masturbatory activity are based in religious beliefs, children in such families can be expected to comply with the family mores with no harm to their emotional life. It should be noted that given the great difficulty such prohibitions create for the child, that where the child fails to comply with such religiously based prohibitions, the religious Institution has established ways to forgiving the child.

Like with everything else, how the parents behave can be enormously informing, guiding or misguiding, helpful or unhelpful to children. Let's look at this briefly. Discretion should be used by parents in what they allow their children to see of their love-sexual interactions. Demonstrations of affection, hugging, a warm affectionate touch, a kiss on greeting, on separating, or when the inspiration arises, these are all highly desirable in that these show children that there is love between parents, that the parents value their relationship together, that there is affection in it and as the children may infer, in private there is also a sufficient and rewarding sexual life.

On the other hand, sensual acts between parents, clearly evident seductiveness, or sensual behavior on the part of the parent with a child, are highly undesirable. Sexual life between parents is a private matter. Although children have a large interest in the parents' sexual activities, it is not advantageous to demonstrate such activity to them, or to answer questions pertaining to it except in general terms. For instance, how many times parents have sex is not a question to which a child must have an answer. What the parents do sexually is their own affair, not the children's. Parents must bear in mind that children's witnessing overt sexual activity between parents, or hearing explicit discussions of sexual activity, lead to sexual arousal with which the child may have difficulty dealing given that most 6 to 10 year olds do not yet have the means to competently discharge sexual arousal from their bodies. They become capable of this, in general, during adolescence by means of masturbation. Masturbatory activity during the 6 to 10 years of age period tends to be incomplete, tends to not lead to a climax and therewith the full discharge of sexual tension, and therefore, tends to remain undischarged except by non-sexual means such as sports activity, physically energy discharging activity, and sublimations. Given that children have a sufficient load of their own of sexual arousal to deal with, further stimulation by parents or by older siblings creates substantial problems for children.

Sensual, seductive, physical sexual activity on the part of parents toward their children create varying degrees of problems for children. Often these become severe, create serious difficulties in the child's feelings, in concentration and learning in school, in love relationships, in sexual life, tend to become long-lasting and are generally very difficult to treat. This is due to the hyper-arousal which will unavoidably occur in the child and with which the child will have much difficulty dealing: this is so because it brings a resurgence of family romance feelings and the conflicts these create which can then create inordinate difficulty not only for the 6 to 10 year old child, but indeed at any age. Although some simple questionnaire studies suggest that some children are not harmed by incestuous activities (parent to child, or sibling to sibling), clinical studies show that virtually all children subjected to incestuous activity, and especially so by a parent, tend to suffer substantial problems for many years thereafter. As already noted, in most cases treated (and studied) clinically, the results of incestuous activity are more or less highly destructive, produce severe anxiety, guilt and depression, the development of un-gratifying and conflicted relationships, severe personality problems, and in some cases severe emotional mal-adaptation. It is important to understand that these remarks are not a moralistic judgment, but rather they reflect what mental health professionals have amply documented: i.e., the deleterious effects for a large percentage of children of

sexual abuse (which is what incestuous activity is). The principle explanation mental health professionals give for this is that seductions of a child by a parent contains the gratification of the child's powerful unconscious (out of awareness) wishes that are part of the family romance and that this gratification brings with it much inner mental conflict, guilt and shame. (For a detailed description of the family romance, a normal and salutary personality organizing experience, as well as its potential for the generation of conflict, see Section 3.23 in Unit 3).

One more word for parenting on this question of sexuality. We have found in working with parents that most of them find questions about sexuality difficult to respond to. Although many a 6 to 10 year old may never raise a question with their parents about where babies come from, about their own and others' genitals, about menstruation, about the parents' sexual activity, about a number of questions of this kind, some on the other hand will. Although we have emphasized a relative quieting of sexual interests in children this age, it is not a total quieting and some of the basic questions about sexuality do remain in children's minds. Given that being surprised by a question makes for greater difficulty in addressing it, it is well for parents to be prepared for questions pertaining to the sphere of sexuality.

Because sex is a powerful **biological** factor in all living organisms, being made so powerful by nature **to insure the preservation of the species**, it will be felt by the child and will generate questions in most if not all children. The child will usually perceive whether or not such questions can be asked of their parents. On the other hand, many children will not ask these questions of their own parents because of the normal inner mental conflicts they have arising from their now unconscious family romance (see Unit 3, Sexual [Reproductive] Life). These youngsters will delay asking questions and will eventually rely on their peers to inform them. In this, of course, sex education courses in school are very useful, although some children are made so anxious by these materials in class that they do not learn them well. Many will learn mostly from their peers, regrettably at times a source of **misinformation**.

It is useful for parents to prepare themselves for their children's questions about sex, and to recognize that some of the questions asked may be fairly startling. We have seen mothers and fathers at a loss for words when a 6 year old asks, knowing the answer to some degree, why it is that their neighbor is getting fatter and fatter around her belly. The simple response that this woman is pregnant, is carrying a baby-to-be in her uterus, seems to not be immediately available to the responding mother or father. The reason, mental health professionals assume, parents have such difficulty in answering questions pertaining to sexuality is that they themselves continue to retain some of the repressed conflicts about sexuality which have been with them since their own early childhood. Psychoanalytic developmentalists say that it is because of the insufficiently resolved family romance which still remains in adults, dating back to their childhood. It is amply clear that parents find it difficult to talk to their children about sexuality and that they find it difficult to respond to their children's questions regarding sexuality. Here as with all other issues pertaining to family life as well as the life outside of the family, parents serve their children best by answering questions truthfully, simply and to the point. Long complicated dissertations are not necessary; nor is, usually, going well beyond what a

child is asking about or able to listen to. The exception to answering questions is where the child asks questions that have a degree of privacy to them and which is outside the child's right to know; for instance, a child's wish to know how frequently parents have intercourse is none of the child's affairs; a child's questions about some neighbor's behavior which is a private matter do not have to be answered. Rather, a simple statement that this is a private matter and the parent cannot answer the question does very well. This will, however, work well only with regard to matters that are reasonably private. Otherwise, the children's questions should be reasonably answered. It is well to bear in mind, that when parents answer children's questions, questions about sexuality as well as about other matters, a parent is securing and facilitating ongoing discussions with their children which will serve them well not only in the present but especially during adolescence and even later. We cannot expect children to answer parents' questions during adolescence when parents have not taken the time and made an effort to answer their children's questions from the time they begin to ask them. Mental health professionals say that talking about issues of interest, about issues of disagreement, about problems that arise between people who love each other, is a great vehicle not only for learning, for improving understanding, but also for resolving interpersonal problems constructively.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.24 AGGRESSIVE BEHAVIOR

We want to emphasize, like we have in prior Units, that aggression is an unavoidable normal part of life, in children and in adults. Again, we want to say that while there are a number of theories that attempt to clarify what aggression is, the one we use here holds that aggression consists of several trends, a **nondestructive aggression** trend (best exemplified in assertiveness and strivings toward autonomy), **non-hostile destructiveness** (such as in prey aggression amply evident in the animal kingdom), **hostile destructiveness** (as evident in rage reactions, temper tantrums, hate and hostility) and **sadism** (acts of teasing, taunting, torturing) this latter being the pleasurable trend in destructiveness **which is part of hostile destructiveness**.

What concerns us most in child development and in parenting are children's experiencing of **nondestructive aggression** and **hostile destructiveness**. The theory of aggression we are using also tells us that nondestructive aggression and non-hostile destructiveness are **inborn** tendencies which are part of the equipment needed for adaptation and survival; whereas hostile destructiveness, including anger at its mildest and hate, rage, and torturing at its harshest end, while also adaptive and often needed for survival are **not inborn**. What is inborn is the mechanism whereby whenever a person, be it an infant, a 6 to 10 year old, or an adult, experiences "excessive unpleasure" (felt as **too** painful, physically or emotionally), hostility will become generated in reaction to it within the individual. When the "unpleasure" is moderate, anger will be generated; if that "unpleasure" continues to mount, when it crosses the point at which the individual experiences the unpleasure as excessive, hostility will be generated. We re-iterate that by "excessive unpleasure" we mean an experience that is emotionally too painful, whatever the source of pain, be it physical, a personal insult, a severe unexpected disappointment, frustration of sufficient intensity, being teased or taunted, etc. Therefore, any experience of anger or hostility can be assumed to arise from an experience of sufficient unpleasure if not in fact of excessive unpleasure. This is why, according to this theory, being angry, feeling hostility, even feeling hate is not a sign of "badness", but rather a sign of experiencing excessive emotional pain. This is also why, being permitted to experience anger and hostility when these occur, and being able to talk about them, and even express them in reasonable ways, can help to resolve underlying feelings of excessive unpleasure and hostility and hate; whereas being prohibited from experiencing and expressing anger and hostility in reasonable ways when these occur, will lead to retaining an internalized, stabilized perpetual hostile internal force which will constantly become manifest in behavior toward oneself (guilt, shame, depression, masochism, etc.) and others (hostile relationships, abuse, rage reactions, violence, vandalism, murder, etc.)

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.24 AGGRESSIVE BEHAVIOR

4.2411 HUMAN DEVELOPMENT: Aggressive Behavior

During the 6 to 10 years of age period there is no remarkable increase in the intensity of nondestructive aggression or hostile destructiveness arising from developmental factors or normal developmental conflicts. The 6 to 10 year old child continues to deal with whatever prior stabilization of hostility he/she has accumulated over the first 6 years of life by whatever hurts, frustrations, disappointments, feelings of jealousy, have accumulated within them. Nonetheless, the 6 to 10 year old has major tasks to perform pertaining to his or her coping with aggression. The first pertains the increasing the organization of nondestructive aggression and the channeling of much of its energies into learning tasks. The second is an upgraded effort to better organize, mediate, and handle feelings of hostility and destructiveness arising from many a painful experience sustained both within the family (especially where there are problems) and especially now within the peer group experience.

Fortunately, major strategies commonly used by the 6 to 10 year old child to cope with internal stresses, namely obsessive-compulsive defensive maneuvers indeed do help the child further organize experience, feelings and thoughts.

Nondestructive Aggression, Assertiveness and Goal Directedness:

Nondestructive aggression is essential for the child's ability to be assertive, goal directed, self protective and, importantly now, is required to channel much of this type of energy into the vast task of learning which the child confronts daily. School learning requires much energy which, psychoanalytic theorists say, comes from this source, from nondestructive aggression. Some factors will promote the constructive use of nondestructive aggression in the service of learning while others will interfere with it. Among the growth-promoters of healthy assertiveness are: success in efforts to learn, success in school, success in sports, as well as feeling supported and encouraged by one's environment, including particularly parents, teachers and even peers. Interferers of the healthy development of assertiveness include the shame of failure, guilt at outdoing others, as well as not feeling supported and encouraged especially by the adult environment.

Large among the interferers of healthy assertiveness and its constructive use comes especially from the shame of failure in the early school years. This is because the pain of shame being great, a rather large percentage of students who do not do well in the early grades become discouraged and defensively adopt an attitude of devaluation of school with rationalizations which make the pain of such failure less intense. Such

rationalizations, unfortunately, in a large percentage of instances tends to direct a child on the road of not valuing doing well in school only too often with life long consequences.

It is well to note that a large amount of non-destructive aggression is also channeled into extracurricular activities such as sports and other creative capabilities as dance, gymnastics, playing a musical instrument, etc., in both the acquisition of new skills as well as in the expenditure of energies brought about by the motoric (physical) activity these require.

It is also well to emphasize that healthy competition utilizes nondestructive aggression, especially evident in those activities where efforts are to enhance one's own capabilities and skills. We want to underscore again, that competition has its positive side as well as its negative side. It is particularly in its positive side that nondestructive aggression is implemented although, hostile destructiveness can also be used constructively by a child in enhancing such physical skills. We must also bear in mind that games which include competitiveness enhance the child's acceptance of rules and regulations, given that organized competitions tend to be regulated by pre-existing customs and standards.

The issue of healthy assertiveness in children 6 to 10 years of age brings with it the question whether or not boys are endowed with more assertiveness than girls or whether assertiveness is more inhibited normally in girls than it is in boys. As we detailed in Unit 3, Section 3.24, in the earliest 2 or 3 years of life girls are equally endowed with nondestructive aggression as are boys. From the third year of life on, boys' aggression tends to be enlarged by a masculinizing form of aggression and boys then seem to become more easily assertive than girls the same age. With regard to the question of the inhibition of assertiveness, this assumption comes from the viewpoint that the conflict inherent in the family romance tends to inhibit nondestructive aggression by inhibiting the goals contained in the child's wishes (see Unit 3, Section 3.23). There is a tendency on the part of 6 to 10 year old girls to inhibit assertiveness in interpersonal relations more than do boys, leading to greater difficulty for girls in competition. On the other hand, many girls tend to more successfully channel nondestructive energies into learning school skills at this age than do boys. One reason why inhibition of assertiveness is especially troublesome for boys is that boys tend to be propelled into their male identity formation by the masculinizing aggression we described in Section 3.2411, a particular masculinizing form of aggression which in itself brings with it a larger load of aggression in boys. This type of aggression in its exaggerated form appears like machismo, or in the vernacular "macho" behavior. But it also fuels assertiveness in boys. Therefore, significant inhibitions of assertiveness in boys may reciprocally inhibit their masculinization or their male identity formation.

Hostile Destructiveness, Hostility, Hate, Sadism:

Whatever load of internalized, accumulated hostility the 6 year old brings to this period of development will add its burden to the demands made on the child by the normal challenges of the 6 to 10 years. Excessive hostility makes enormous demands on the child to cope with it. Too much of it interferes with learning, interferes with adaptive

compliance with authority figures in the school, leads to much fantasy formation in the form of daydreams, and robs the 6 year old of nondestructive energies which are taken up in the task of controlling the load of hostility with which the child has to cope. Suffice it to say that by its being a large challenge for the child, excessive hostility tends to interfere with learning. Like with everything else, there are exceptions. Some very bright children with a good deal of accumulated hostility resulting from past traumas, will organize their experiencing in such a way as to inhibit the expressions of this hostility and, by some well devised channeling, may direct the energy pushed by hostility into creative channels, specifically into learning in school. For the most part though, excessive hostility tends to create an added burden for the child and may at this time interfere with the important beginnings of school learning.

Some children also deal wisely with their load of hostility by channeling it into motoric (physical) activity, some finding this an effective and constructive way of discharging that internalized load of hostility. This is facilitated in children who have talent in specific physical activities such as in swinging a bat or skillfully throwing a ball, finding thereby a constructive means to organize the discharge of hostile feelings under conditions acceptable to the self and to those around him/her.

The tasks of the 6 to 10 years period, by their creating too much difficulty for the child, can lead to the generation of hostility in and of itself and can be a substantial burden even for a child who is well put together, has been well treated, and who enters this period of development without an overload of internalized hostility. The frustrations of schoolwork, difficulties in performing, not feeling accepted in peer relationships, being subject to teasing and taunting by peers, being humiliated in a classroom, all contribute to the generation of hostility in the child. Children who in addition suffer substantial disappointments in their home life, or whose parents must work outside the home and have made insufficient provisions for the child's being supervised during the time when school is out, these too will generate hostility within the child and will require the child's attention, energies and efforts in order to maintain a sufficiently self-protective state. It is well to bear in mind that the 6 to 10 year old is still quite a young person and that the enormous skills required for controlling and discharging reasonably one's anger and hostility are still in the process of being developed in this age child. We all know only too well how many adults still have enormous difficulty in mediating well their anger and hostility. Nonetheless the 6 to 10 year old will make valiant efforts at taming whatever hostility is generated within him/her whereby he/she will add to this important capability within the self.

4.2412 CHILD REARING: Aggressive Behavior

Because aggression is essential for adaptation, for the attainment of the child's goals, and because aggression can also create enormous problems for the child, parental help is very important. Clearly different efforts will have to be made by the parents depending on whatever difficulty the child may have, be it with being insufficiently assertive,

excessively assertive, even insufficiently angry and at appropriate time hostile, or being excessively angry and excessively hostile.

Nondestructive Aggression, Assertiveness and Goal-Directedness:

The balance of assertiveness has to be developed by the child so that the child is neither excessively assertive and intolerant of being told what to do -- every child must be able to tolerate being told what to do for learning in school -- nor insufficiently aggressive, assertive to hold his/her own in interaction with peers or to feel fueled in the many tasks the child needs to undertake at this time. If assertiveness is inhibited parents are well to encourage the child to better stand up for himself/herself, to wonder with the child what might be making the child timid or not stand up sufficiently for his/her own rights. With a child who is excessively assertive and where that assertiveness borders on hostility, encouraging the child to put some reins on his/her assertiveness can be enormously helpful. Here again, talking about what might make a child be more assertive than he/she needs to be can be helpful.

Another important way in which an optimal degree of assertiveness can be attained is by supporting the child in his/her efforts to perform well in school, in sports, in the playing of a musical instrument or dancing, or in any other creative activity the child seems to have talents for. It is not uncommon for children to succeed in one sphere of their activities and to not be as competent in another. For instance, a child who is especially good at swinging a bat, in doing gymnastics, in beginning to play an instrument, when supported and successful can bring from within the child encouragement to try to improve in areas of functioning where the child is weaker, such as perhaps in class-work.

It is, of course, helpful for children to develop capabilities across the board of activities required of them such as in the classroom, in the organization of their out of school activities, their rooms at home, in being competent in some creative activity such as music or sports, and in these efforts help from parents can be invaluable. However, parents soon find that children this age may resist help and encouragement which taxes parents at times to a point of anger if not exasperation. Parents who back away too quickly from such resistance may lose the unmatched opportunity to help their child develop crucial capabilities now, at the beginning of their formal school learning stage. Of course, some parents go the other extreme, by becoming too oppressive, too demanding that the child become competent in too many activities which may backfire and end in heightened resistance, even lead to failure. Here also parents have to concern themselves with the child who is either too resistive to accept rules or too compliant with the other peer's rule claims. The child that is too resistive may discourage the parent. The child who is too compliant may please the parent but do so at the expense to his or her own autonomy, his/her own selective channeling of interests and skills, and may even suppress engaging in activities of which the child is capable.

It is well for parents to bear in mind that the inhibition of assertiveness tends to be more easily achieved in girls than in boys. While there is a tendency to more easily accept non-assertiveness in girls than in boys, it is not a desirable state of affairs. Girls

will require the capability of asserting themselves every bit as much as boys will. It is well for mothers and fathers to be attentive to this and to encourage their daughters to be able to express their needs, their wishes, their points of view, their intentions, and their goals.

Hostile Destructiveness, Hostility, Hate, Sadism:

While help in developing healthy assertiveness, healthy goal directedness, healthy energy to be put to creative use is important, a parent's task in helping the child cope with whatever hostility the child experiences is equally important and often more taxing. It is important for parents, first of all, to know that hostility is a normal feeling which normal children experience when they experience excessive displeasure (caused by psychological or physical pain). Hostility is not a sign of badness, of weakness, nor of inferiority. Hostility clearly has its place in adaptation and survival, is essential for protecting oneself and one's loved ones against the hostility of others, transgression of one's property and possessions, none of which can be done without an appropriate and at times high degree of hostility. Problems occur when hostility becomes used in ways and/or for goals that are neither self-protective nor protective of those we love and value.

Given the unavoidability of pain and indeed excessive pain even the best of circumstances, every child will manifest hostility, hate, and may also evidence some degree of sadism (teasing, taunting, and even torturing others or animals).

The unavoidable expressions of hostility will when under parental supervision give an opportunity to the parents to help guide the child. First of all, limit setting now like before, is invariably a first step in the direction of helping a 6 to 10 year old who is being hostile to another, be it the parent, a sibling, a peer who is visiting, or any other situation. It is now well established that learning to express one's anger verbally tends to give children a constructive means for discharging anger. The reason for this is that verbalization of feelings of anger and of hostility tend to make the child more aware not only of his/her experiencing these feelings but to also search for the cause for them. Looking for the cause for anger and hostility is a major step toward decreasing the experience of anger and hostility. This is not always the case, but quite often it leads in this direction.

A second means of helping children deal with their hostility to their own advantage is to encourage them to put these energies into constructive use, such as in making efforts at doing homework, in channeling these into nondestructive pleasure-bringing physical activities such in sports, or in some form of exercise, or in some useful physical activity as stacking firewood, mowing the lawn, or building a useful piece of simple furniture. However, such channeling without also thinking about what causes the child's anger and hostility and learning to talk about these will not be as constructive as the combination of the two.

Interestingly, some 6 to 10 year olds may at this time begin to experience rage reactions and temper tantrums which they may not have experienced before. This has got to be understood as meaning that stresses and strains are being experienced by the child now which are more intense than the child experienced before. This can occur in

association with the child's entry into the era where he/she has to become industrious, where much of this industry development occurs away from home and where demands are made on the child by individuals who are not the child's parents. One hostile teacher can be very hurtful to a child. Peer relationships that are hurtful and disappointing, or one persisting bully may be more than a child is able to handle for the moment. Help by parents in dealing with rage reactions and temper tantrums by setting limits with these followed by an effort to understand what is causing these can be enormously helpful. It may take some work to get from the child what is causing the child's rage given that the child may not be totally conscious (aware) of what is causing his/her distress until the question is asked: What is upsetting you so much? Patience, time, effort is going to be required by the parent to successfully help the elementary school age child who is having rage reactions and temper tantrums. If the parent is not successful in her/his efforts, and joint efforts do not succeed, professional help may be needed.

It is not uncommon that experiences which produce rage reactions and temper tantrums in 6 to 10 year olds, and even in children who do not have such intense experiences of hostility, that much of this intensification of hostility is brought into the home. Many a child who is hurt at school may not express the reaction to that hurt in school, may wait until he/she gets home at which point it may erupt. There is something wise about this, which is, that the child may feel safer at home, and feel that people at home will more constructively help the child than might, say the peer group.

A more hidden area where parents can and indeed need to help their children with feelings of hostility is in their experience of guilt and of shame. Both these reactions, very painful feelings, are associated with feelings of too much hostility. Guilt tends to arise when a child feels too much hostility toward someone the child loves and values. Now during the 6 to 10 years of age period guilt may be also experienced when a child is hostile toward another peer, or has done something hostile toward a teacher. This is a carry over of the model of guilt that initially arises in relationships to those we love and value, when we experience a great deal of hostility toward them. Talking about being angry with those we love, talking about being angry with a peer or having done something hostile toward him/her, can be greatly relieving to the child when he/she can express the feelings of anger, try to sort out what is causing them and when this talking is done within a family context that is positive and where the wish to help the child is upper-most. When this is done well, the child may even come to see how he or she may have contributed to the difficulty in question.

Feelings of shame come about when the child does not live up to standards the child has internalized for himself/herself. This may include "to not be nasty", "to not be unduly hostile". When he/she experiences much hostility, such a child may feel ashamed. Furthermore, shame is intimately linked up with hostility by virtue of the fact that the painful feelings of shame of themselves generate hostility within the child. Feeling put down makes one angry, feeling humiliated makes one hate. In this way shame not only results in some instances from feelings of excessive hostility, but even more complicated, because it is so painful, shame, humiliation, embarrassment tend to generate anger and hostility within the child. Again by talking about such experiencing, about specific events which caused the shame or embarrassment, parents can be

enormously helpful to their children both in making less their feeling of hurt and in helping them mediate better the hostility that is generated within them.

We cannot leave the subject of parents helping their children with hostility without talking about its frequent occurrence in relationships between siblings. Siblings, who are often very valued by a child, can be a source of comforting, modeling, intimacy, sharing of complaints; siblings can also be quite hostile to each other. Parental help is invariably needed between siblings. It is well to give siblings an opportunity to work things out between themselves on their own. However, when this seems to not be successful, or when the hostility is too intense, parental help can be enormously advantageous. Talking about hostile feelings, talking about the importance of family relationships, talking about what triggers the anger toward the sibling, all can be helpful. We can borrow from the well known, although admittedly not always true, statement in international relations that as long as governments can talk to each other they are less likely to go to war with each other. It is invariably where talking breaks down that problem solving is made much more difficult. This can be said about families as well and especially about relationships between siblings.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.25 ADAPTIVE FUNCTIONING -- PART II

The basic tasks confronting the child which propel the development of capabilities to adapt to life pertain to the demands made on the child by development itself and by life circumstances and events. The parent's knowledge of what tasks the child is making efforts to adapt to is essential for a meaningful understanding of one's tasks as a parent. Such knowledge gives the parent some explanations by which to understand the child's behaviors. We have found in working with parents that one of the most challenging problems contained in their parenting efforts is that they often do not understand why the child is behaving like he/she is and are often at a loss to then know what to do to be helpful. Of course, the principle goal of all these materials of this curriculum, is to enhance the future parents' parenting capabilities in large part by helping the parent anticipate and eventually understand her/his own particular child.

We are turning again to speaking of adaptational functions per se. In Adaptive Functioning -- Part I we talked about the child's patterning with the parents' help of his or her wake-sleep cycles pointing to how a good patterning is fundamental to feeling good. We talked about the evolving of affects, of feelings and needs, and about the continuing development of cognitive, play and fantasy functioning. Before taking up the issues we are about to discuss now, we needed to examine the further evolving of the development of self in human relationships, as well as of evolving sexuality and aggression. To understand further the development of dependence/self reliance, we needed to see where the development of self and of human relationships has gone; and in order to know what, why and how defenses and other adaptive capabilities unfold in the 6 to 10 year old we thought it useful to know what the status of sexuality and the development of aggression are.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.25 THE CHILD'S ABILITIES TO ADAPT -- PART II

4.2511 HUMAN DEVELOPMENT: Dependence and Self-Reliance

Physical Needs:

The 6 to 10 year old is developing an inner sense of industry, a sense of being able to carry out an assignment he/she sets for himself/herself or is given by parents or by teachers, is beginning to develop those capabilities which will make it possible for her/him to carry out what the child initiates. Many a child will begin to want to help mother or father, or both, with household chores, repairs, activities. The more the child develops these capabilities, the greater his/her growing self-reliance.

Nonetheless, there is much of his physical needs which still requires the help of his parents; indeed, on which he is fully dependent. He needs his parents' money earning capabilities in order to be fed, to be housed and clothed. He usually still needs parental guidance in self care with regard to his/her brushing teeth, taking a shower or bath, getting to bed at a reasonable hour. Notice how tending to one's own physical needs become part of one's adaptive functional capability. Clearly the 6 to 10 year old is substantially dependent on his parents for the fulfillment of reasonable physical needs, being fairly totally unable to provide for himself or herself for these.

Emotional Needs:

Dependence on others whom we value, love, admire begins from the very early years and continues throughout life. In order to live an emotionally satisfying life, and attain a reasonable degree of well being, we need someone to love and to love us. This makes us forever dependent on another or others for the gratification of these critical emotional needs we each have. This form of dependence does not make one immature or juvenile. Quite the contrary, the fact is that normal development through childhood into adulthood for the most part requires the sufficient fulfillment of our basic emotional need for affection, for love, for comforting, for support, and even the need to love, to support, to express affection toward.

Interestingly, so far as the 6 to 10 year old is concerned, the move to outside the family, to formal school years and education, and to peers (in preparation for adult relationships 15 to 20 years from now) is greatly facilitated when emotional needs are reliably met at home. While the child needs and expects reasonable treatment from peers and from teachers, children who are well cared for at home do not go to school or to peers anticipating that they will be parentally comforted when they are upset, that they will be shown familial affection, nor that they will be parentally loved. Liked, found to

be fun to be with, respected by teachers, yes; loved by a friend, maybe; loved in a familial manner, no. These very specific, deeply felt family-based emotional needs, children who are well cared for know come from home. It is quite so, that many a teacher of elementary school years has found some children who seek from them more than respect and concern, who indeed seek out parental affection, protection and tenderness especially so among children who do not have their basic deeply-felt emotional needs sufficiently met at home. Children who are deprived of these basic emotional needs tend to seek them out from the adult world outside of the home; finding teachers to assume a posture of parental responsibility and concern toward them. Children tend to also expect and hope for the gratification of other basic emotional needs they have. Where this fails, such children may turn to peers with the hope of being loved, protected, nurtured. All in all, because these emotional needs are best met in primary relationships, the degree to which they can be fulfilled in secondary relationships (teachers, peers, etc.) is substantially limited. This does not mean that some wise youngsters may not find a teacher, or a neighbor from whom this youngster will be able to extract the emotional supplies the child needs, and experience enormous affection and love feelings for this kind of extra-familial person. Many children do have remarkable adaptive capabilities and will make good use of what is made available to them.

Adaptive Functional Needs:

Even though the 6 to 10 year old child is quite more capable in all sectors of adaptation than the 3 to 6 year old and certainly the child younger than 3, the child continues to need "teachers", be it teachers in school, mother and father, even peers, for learning new age-appropriate adaptive skills. Developing a sense of industry, characteristic for the 6 to 10 years period, is a primary preoccupation, consuming a great deal of the child's time, interest, and to which the child disposes much of his/her energies. This sense of industry is achieved by formalized learning i.e., by acquiring new information, new skills to perform tasks under instruction (school), and by developing the discipline to learn. The cumulative wisdom of care-giving adults over the centuries has led society to recognize that the 6 year old is now capable of learning all kinds of essential skills for adaptation and for survival. Within the family this manifests itself in demands made of the elementary school age child to share in the tasks of family life, do chores, help with meals, help with cleaning up, repair certain items that need adjustment or are broken, etc. In school, learning to read, to write, to do arithmetic, to sit for hours, to concentrate, to pay attention, to respond to questions, to develop a remarkable degree of discipline. In addition, in some schools, 3rd and 4th graders are beginning to learn the responsibility of taking an assignment home and bringing it back the next morning, done. With peers, the child depends on the group for learning rules and regulations of games, of team activity, and even of interpersonal relating. For these varied new acquisitions, the child needs others, is dependent on them not only for learning them but for insuring that they become part of the child's capacities for adaptation to life and to society.

4.2512 CHILD REARING: How to Optimize the Child's Dependence and Self Reliance

Physical Needs:

Parents expect that their 6 to 10 year olds can be counted on to contribute to their self care in a number of ways. They can expect the 6 year old to remember to brush her/his teeth after a morning meal, before bedtime; to wash in the morning, at bedtime, after toileting, etc. Parents know that children 6 to 10 years of age will depend on them for food, clothing, shelter, medical care, school materials and equipment, etc. It is also well for parents to recognize that the more the child experiences a growing capacity for self-reliance, of her/his ability to do things herself/himself, to provide the self with those things the child needs, the better to the child's advantage as well as to the parent's advantage. The provision of one's physical needs, including for example making one's room or part of room more to one's liking, more suitable to one's way of doing things, gives the child a greater inner sense of relying on himself/herself. For reasons like this, it is useful that parents allow children to help in the house, and give them responsibilities within their capabilities to do chores under reasonable supervision. Parents who are too impatient to let their child do something, be it peel a potato, drive a nail into a wall, or help repair a broken table, will be depriving their child of developing adaptive skills which serves the child's capacity to provide himself/herself with physical comforts. More on this under adaptive functional needs.

Emotional Needs:

It is important that parents recognize, as most do, the 6 to 10 year old's needs for being able to count on affection, interest, love, readiness to help, and emotional availability of family members for the child. Using one of the key tools we have as parents, namely empathy (the ability to perceive what another person is feeling), a parent can be well served by asking: "When I was 7, or 9, what did I want, or hope for from my family?". This type of question, one parents ought to ask themselves in their parenting at least one time a day, can be enormously informing. It can guide the parent to better know how to make himself or herself succeed in efforts to help his/her child. It is also important for parents to be aware of the fact that the more their child can count on feeling loved, respected, cared about, valued at home, the better the child will be able to meet the demands made on her or him at school and in peer relationships. Let us remember that for the 6 to 10 year old, these demands are enormous. Perhaps we can think of the metaphor that a captain and crew of a ship will feel safer on the open seas when they know they have a friendly harbor to which they have access not far from where they are; even if the seas get pretty rough, knowing that help is not far away will make the captain and crew feel safer, stronger, and more self-trusting.

For parents who both need to work outside the home as is now so widespread, it is important that they provide a safe harbor for their 6 to 10 year old during the hours

between the end of school and when one of the parents returns home. This can be done well. It can especially be done by making the child know that the parent is emotionally available by telephone, by prearranged contact, or if that cannot be done, by making arrangements with responsible, caring adults to provide emotional security for their child until they return home. Such planning can be successful especially when parents talk to their child about their need to work outside the home, about their being emotionally available by telephone or, if not, why not, and their then providing for adult care and supervision when they are not available. In addition, they must allow their children to express the feelings they may have about the parents' not being at home including anger and sadness, giving their child an opportunity to verbalize these feelings in reasonable ways and provide their children with realistic, clear explanations as to why they are not there when the child may need them. Parents will be notably rewarded by many children who, when given the opportunity, given good explanations, can accept reality, and can be most generous in cooperating with the parents even when they complain, feel bad, and wish things were otherwise. Most children who are well treated, who are loved and respected, can match their parents in generosity.

Adaptive Functional Needs:

Children need help to learn many of the things they are now expected to learn. Parents are in a unique position to help their children learn by providing them with relationships which will facilitate the efforts they have to make to learn well. They can make demands on their children to perform, to try to do things the child is not yet capable of doing, to persist in their efforts, all required in the process of learning. They can demand that children make conditions for themselves which will improve their ability to work, namely, that the child go to bed on time, that the child let parents know how their day was in school, what difficulties they may have encountered. Even where children are not easily responsive to such demands, parents should let the child know that they would like to know.

The parent who can be patient in allowing a child to perform a task the child is learning, be it a chore in the house, repairing a broken item in the home, parents who guide the child in how to do the task rather than taking it away from the child, are indeed helping the child to know how to do it himself or herself.

Similarly, parents can make demands that children do their homework, can discuss with them why certain rules and regulations are in place in games, in interactions with peers, in interactions with teachers in school and with neighbors. When parents recognize that the child is faced with learning many new things, developing major new skills, and that while the child is becoming more and more capable of doing these things, parental help will be needed at times and that letting the child know that mother and father are available for help commonly makes the child more willing and able to make efforts on her/his own in the arduous but natural process of learning. To be emotionally available, physically and actually available for help with the acquisition of new skills, are part of a parent's responsibility to their 6 to 10 year old child, as it has been before, and will continue for many years to come.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.25 THE CHILD'S ABILITIES TO ADAPT -- PART II

4.2521 HUMAN DEVELOPMENT: Defense Mechanisms

The range of defenses the child 6 to 10 years of age has used prior to age 6 will continue to operate in a characteristic way for each child. A child who has tended to favor denial (to believe that something which exists does not, or which has happened has not), and avoidance (to stay away from anxiety producing situations, thoughts or feelings), will tend to continue to use these defenses to a greater or lesser degree. They have become part of a characteristic way of adapting to anxiety, therefore, they become part of our "character". "Character" is the form which our personalities take by virtue of the psychic defenses we usually use in dealing with stresses whether these come from outside the self or from within the self.

In addition to the individual characterological defenses used by each child, most 6 to 10 year olds adopt **obsessive-compulsive** ways of dealing with experience across the board, be they sexual feelings and fantasies, aggressive ones, skill developing tendencies, school learning, ways of practicing or of studying. Obsessive-compulsive defenses consist of routinization (doing things in a particular sequence or in a particular manner the same way each time), categorizing and cataloguing (putting things in groups, according to certain characteristics, such as pencils with pencils, pens with pens, paper with paper, etc.), repetition (doing the same thing a number of times), all of which contribute a feeling of control over what is experienced outside of the self as well as within the self. Controlling one's inner and outer environment in this manner can be highly adaptive in the sense of serving the child to learn to organize his/her approach to tasks, facilitating practice and study. Interestingly, therefore, this quite common mode of adapting in a self protective manner (for the purpose of self defense) can be enormously useful for the 6 to 10 year old child whose efforts in large part are directed toward learning. It is salutary that such obsessive-compulsive maneuvering is developed by the child so long as these do not become excessive because when they do they make the child rigid in adapting, needing to do things in a certain way and not in others, narrowing the span of possible alternatives and of spontaneity.

While it is so that these strategies then which we speak of as psychic defense mechanisms, serve the child's major tasks of learning and becoming industrious during this era, psychoanalytic developmentalists tell us that one of the major reasons for the use of these maneuvers as psychic defense mechanisms is to maintain the status the child achieved of resolving the family romance and the normal conflicts it produced during the 3 to 6 years period (see Section 3.2311, Unit 3). Obsessive-compulsive maneuvers help the child defend against anxiety by means of maintaining control over this freshly achieved resolution as well as over whatever unresolved components of the family

romance and its conflicts remain in order to prevent a surfacing of thoughts and feelings which derive from it. Insufficiently age-appropriate resolution of the family romance, and insufficient control over derivative thoughts and feelings which may come from it, could flood the child with anxiety which often interfere with the major efforts now required by society, family and school, that the child learn, pay attention, concentrate, practice and study. To achieve a sufficient control over undue anxiety from this and other sources, obsessive-compulsive psychic defenses during the 6 to 10 years period seem to be adopted by most children.

Not only does the child continue to have to deal with his/her past experiencing (i.e., maintaining some psychic control over unresolved components of the family romance as well as past hurts and traumatizations), but the child also has to deal with what the present brings which may cause him/her distress. The new demands from school, from peer relatedness, may lead the child to feel excessively pressured, frightful of failing, of rejection, of shame and embarrassment, all of which may cause him/her a substantial degree of anxiety. Where failures occur, where rejections occur, a child may feel sadness, if not depression.

Family problems too can contribute to feelings of anxiety and depression. Arguments between parents invariably cause children anxiety because they threaten the togetherness and oneness of the family. Separations cause not only anxiety to children but also feelings of depression (due to a feeling of loss of the family as a unit) and of guilt (due to the unavoidable feeling that the child caused the separation). Divorces do the same. Illness and even death of family members cause enormous anxiety as well as feelings of depression. To protect against these painful feelings children will, when needed, implement defenses to protect themselves against such pain. In fact, some of the defenses used at times totally belie what the child is experiencing. For example, the intolerable pain of a father telling his child that he is leaving home because mother and he can't get along, may at a given moment make the child laugh. The father may be shocked at this reaction, perhaps even misunderstand the child's bewildering inner feelings. The laughing may be a way of protecting against the impulse to burst into tears. Some children perceive the bursting into the tears as too painful, use reaction formation (to turn a feeling into its opposite) and instead of crying and expressing therewith the pain the child feels, the child laughs. We all know only too well the moments when in the face of anxiety, rather than showing that anxiety, we smile.

Children, like adults, use defenses against the experiencing and the expression of feelings when these are too painful for the moment to be experienced. Defense mechanisms serve to protect us at the moment when we feel we cannot tolerate the pain. It is also important to recognize that defense mechanisms are activated by us without our being aware of their taking place within us. It seems, as psychoanalysts tell us that such operations occur at an unconscious level (a level out of our awareness). Psychoanalysts say that if we were to allow ourselves to know that we are unconsciously bringing a defense mechanism into play, that we would then be in touch with the hurtful feelings against which we are in fact trying to protect ourselves. Therefore, on a given internally perceived signal, a signal that warns that much pain is about to be experienced, we unconsciously bring a defense mechanism into play in order to not feel the pain. This

helps us maintain a relatively steady emotional state although when overused can prevent our dealing with a stress or threat adequately and/or appropriately. And, such defense mechanism overuse may cause what mental health professionals consider symptoms and symptomatic behaviors.

4.2522 CHILD REARING: Psychic Defense Mechanisms

Most parents will not recognize that the child is using a defense mechanism for the purpose of organizing experience, but rather will perceive with pleasure their 6 and 7 year olds new ways of putting things in order, trying to organize what they need to do, some even going so far as to keep their rooms or part of their rooms clean. It is usually when these obsessive-compulsive coping mechanisms become excessive that parents become concerned. When the child must do something in a particular way, even to the point of inconveniencing the child himself/herself or the family, or the child becomes upset, that parents begin to recognize that the child is overusing such adaptive mechanisms. Parents will welcome a child's making a routine of going to bed at a certain hour, brushing his/her teeth, washing up, saying goodnight, going to bed; they will not be so pleased when some difficulty comes into play and makes the child have to go through a routine which is too extensive, takes too much time, is too repetitious. Parents are right to be worried by unnecessary repetitions, too extensive routines, to the point of their becoming rituals. Such excessive obsessive-compulsive strategies invariably suggest that the child is experiencing too much anxiety about something the child may not be able to let himself or herself know and be unable to tame. It is well for parents to help their children organize their activities, pattern and routinize some of them, including going to bed, getting one's schoolbag ready for the next morning, etc.; and they would be equally right to become concerned when the routines become rituals, and are required by the child, without which the child experiences much distress. When the parent recognizes this to mean that the child is unable to cope with some uncertain or unexplainable source of anxiety, they recognize a sign that professional help may be required.

Parents must know and tolerate the fact that their 6 to 10 year old is occasionally going to experience painful feelings. Most children encounter some degree of failure in school, or of rejection in peer relationships, or of difficulty in performing a task or learning a lesson. These will cause the child pain. It is important that parents help their child tolerate moderate degrees of painful feelings. The major reason for this, is that when defenses are used against any and all feelings of pain, the child usually obliterates from his/her mind what is causing the pain, which then robs the child the opportunity to resolve what causes this pain. A defense mechanism will make not only the pain go out of awareness but also the situation or the condition that causes the pain. As a result, the child will not cope as well with situations which cause him/her pain, be it anxiety, depression, shame, guilt, etc. A principle way by which parents can help their children cope with pain better is to try to talk with them about the pain and try to sort out its sources and then about ways of dealing with pain-inducing situations or conditions.

Often, even when such situations or conditions cannot be avoided, such talking can help improve the child's dealing with them.

Another reason for parents to help their children tolerate pain, tolerate anxiety, tolerate depression, all within reason is that such experiencing is simply unavoidable in life. While we do not propose that children learn to not complain, or to not acknowledge their experience of pain, seek resolution of it, seek comfort and ways of feeling better, the ability to tolerate a moderate amount of pain, of anxiety, of depression, of guilt, even of shame, will make the child better able to tolerate some of these events which occur in everyone's life and to cope with them in more constructive ways. It is not advantageous for a child to be able to tolerate too much pain, too much anxiety or depression without seeking help, nor is it advantageous to be intolerant of moderate amounts of pain, to feel unable to handle such and to seek help or expect help for the slightest inconvenience, offense, anxiety or sadness. Therefore, it is well for parents to gently and understandingly help their children accept the fact that we all suffer some disappointments, some frustrations, some rejections, some anxiety, depression, shame, guilt, etc. These are part of being human.

We have at times seen parents who, wanting the best for their children, find unbearable their child's feeling anxiety, depression, or other painful feelings. It is of course because they love their children that by empathy (being able to perceive and feel what another person is experiencing) and by identification (to feel like, to be like the other person) they suffer this type of distress. It is important that they bear in mind that their own intolerance for their child's moderate suffering will make the child's suffering even more burdensome. The reason for this is that the child will then not only have to cope with his/her own pain but also now the pain experienced by the parent who then cannot be turned to for comforting, reasoning things out, making the child's own pain more bearable. Therefore, parents all have to recognize that their children will experience pain no matter how they attempt to protect them from it, and we encourage them to deal with their own intolerance of their children's pain in the way that does not add to the child's problems. Often, where couples are sensitive and understanding of each other, a mate can be a good person to talk with about the distress the parent feels due to the child encountering some everyday life difficulties.

Among the factors which outside of the expectable difficulties the average child will meet in school and in relationships with peers, some of the greater pains a 6 to 10 year old may experience tend to in fact, come from within the home itself. Although we take note of the fact that this occurs in some families only, in order to better prepare for parenthood, it is important to consider the following issue. We have talked in this Unit as well as especially in Unit 3 about the child's great efforts to resolve the family romance normally experienced from 2 1/2 or so to about 6 years of age (detailed in Section 3.23 and 3.2311). We have also emphasized that the resolution of which children this age are capable is only partial and that they tend to repress (push out of awareness, into the mind) that of the family romance which is unresolved. The child therefore, is vulnerable to a recurrence of the feelings, wishes and the fantasies associated with the family romance when conditions trigger its reappearance. Foremost among such conditions, is seductive behavior on the part of family members toward the child. We have noted that a

resurgence of family romance issues at this age would probably bring with them the conflicts contained in it and the anxieties associated with these conflicts. In addition to the anxiety contained within the conflicts the child also would be subjected to greater feelings of shame and of guilt. The intensified anxiety, shame and guilt commonly (though not always) interferes with the child's ability to learn in school, as well as elsewhere. It remains, as mental health professionals assert, that seductions of children by their parents can cause the average child inordinate problems which may not only create a great deal of anxiety, shame and guilt in the present but may for a long time to come. A child who is over stimulated by being subjected to parental seduction will attempt to defend against the anxieties, and the over excited state created by a variety of defensive operations. These operations may include an intensification of obsessive-compulsive maneuvers, inhibitions of feelings and thoughts, denial of experiences, feelings and thoughts, and more, all of which will hamper the child's ability to have an open mind about learning and tend to make that process of learning much more difficult. Such experiences are also especially well known to cause problems in family and peer relationships. We must caution parents that the idea that a child will not understand what is happening or will not remember what the parent is doing is grossly mistaken and that in fact, quite to the contrary, the child will tend to remember such events for a very long time and that they will continue to create problems for the youngster as she/he grows into adulthood.

Next in line in creating anxiety for children is family strife, especially mother-father relationship difficulties. How severe these are will directly correlate with how much anxiety and distress they can create for the children. Again, here like with so many issues, a moderate degree of parental interactional difficulty, of the kind commonly encountered in most reasonably-well functioning marriages, can serve as a model for how people deal with difficulties with each other which can become then a source of learning as well as modeling for the child in dealing with his/her own difficulties with peers, with the parents, and later in life with their mates. It is when the strife becomes too hostile, becomes too threatening to the marriage, that problems arise for children, that anxiety is stirred up in them against which they may need to defend disadvantageously. Not only is there the threat of disintegration of the family when parental strife is too severe, but there is also the often unavoidable taking sides that occur around parental strifes. One parent may turn to a child for support in her or his arguments with her/his mate. In that case the child is pressured into taking sides, in standing up against one of the her or his parents which can create a conflict of loyalty and bring with it a good deal of anxiety as well as guilt. Again where the anxiety and guilt are too intense defenses will be brought into play which may handicap the child's spontaneous functioning in the learning situation and in peer relationships formation are critical for the child at this age.

It is also important to bear in mind that when parents become the source of anxiety for children, in many instances they cannot be turned to by the child for help in coping with that anxiety. Thus, a double handicap is produced for the child in that the parent instigates the anxiety, and the parent cannot be available to the child for coping with that anxiety.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.25 THE CHILD'S ABILITIES TO ADAPT -- PART II

4.2531 HUMAN DEVELOPMENT: Other Adaptive Capabilities

As is no doubt amply clear by now to the student, adaptation requires numerous capabilities each of which develops over time in an age-adequate manner. The ones we want to discuss at this time are capabilities which one could consider among the more critical in human relationships and especially so in terms of parenting. Eventually, there is a large chance that the 6 to 10 year old we are talking about now will someday become a mate and a parent. By the time he or she gets to this we hope that their capacity for empathy and altruism have developed well and that their capacity for sublimation is well exercised.

Empathy, let us say again, is the ability to perceive and feel what another person is feeling without being subjected to the same intensity of feeling or degree of pleasure or pain. It is invaluable in orienting oneself to another human being, be it a teacher, a sibling, a peer, an infant.

Altruism is that capability of wanting to be generous to someone at the expense of some moderate deprivation to the self. This is to be distinguished from excessive self deprivation which we would identify as self sacrifice; self-sacrifice, unlike altruism, brings negative side effects with it including, especially, guilt, and is therefore not desirable except in unusual or extreme situations.

By 6 years of age the capacity for both empathy and altruism have become organized and can already be implemented by the child. It is important that some degree of development of these two capabilities has occurred and stabilized. Now, during the 6 to 10 years of age, both empathy and altruism, already developed age-adequately mostly in the context of primary relationships (to mother, father, siblings), now must be applied to secondary relationships (peers, teachers) in order to facilitate the development of these secondary relationships, especially so with peers. Indeed, these are significant facilitators of the formation of peer relationships. The way is more arduous in developing secondary relationships, especially so with peers, because persons who constitute our secondary relationships cannot be as emotionally invested in the child as are the child's parents and siblings, and therefore, cannot be relied upon to experience toward the child what parents and siblings do: importance to the self, love, sympathy, concern, and, in fact, empathy and altruism on their part toward the child. A major facilitator for the child himself/herself is that every other 6 to 7 year old is in equal need to relate now to peers and is equally vulnerable to its risks, hurts, and difficulties.

In other words then, the capabilities of empathy and altruism first developed in relationships to those who love and value the child, those who invest emotionally in such a way as to make the child invaluable to them; these capabilities now become transferred

to relationships outside of the family. The 6 year old child has already experienced the youthfully beneficial effects of empathy and altruism and will quite naturally bring these into play in the process of developing relationships with extra familial persons. Like a number of other factors and capabilities which make socialization possible, such as the capacity to experience guilt when hurting someone who is not specifically valued by the child except that this someone is a human being or an animal, capacities of empathy and altruism are as if extended to the formation of new relationships outside of the home. It is critical to understand that guilt for example, about which we shall talk more in Section 4.26, according to psychoanalytic theorists originates foremost in the child's relationships to those he/she values, namely that the most powerful organizer of the experience of guilt and thereby of conscience, is the wish to destroy someone we love. This psychoanalytic explanation has been found by mental health clinicians to be the foremost determinant of the development of guilt in people. Interesting for our concern here is that while in its beginning the development of guilt relies on loving a person, this reactivity of guilt becomes extended and applied to situations where it can be experienced when we cause hurt to someone or are about to cause hurt to someone who is not especially or particularly valued by us. A similar process of extension, or displacement into formation of relationships with nonfamilial people, such as peers at this age, is not only invaluable to the structuring of these relationships but is highly socializing. It is a socially positive thing to be capable of empathy, of altruism, and of moderate degrees of guilt and shame.

Sublimation, the creative inhibition and re-channeling of feelings and inner pressures we find unacceptable to ourselves, such as wishes to destroy, wishes to transgress against others -- the product of both inborn internal pressures as well as experiences -- also gets a substantial developmental thrust at this time. The 6 to 10 year old seems not only capable but often highly desirous of learning to do things he or she cannot yet do. Learning in school, learning at home, learning on the play field, all are at the forefront of the 6 to 10 year old's concerns, interests, and energies. Creativity per se, is facilitated by this orientation. Most children at this age either by means of using a pencil and pen or by means of play action (fantasy play), become able to convert their experiences, their feelings and their thoughts onto paper by means of a drawing or by means of writing words as well as by means of enacting a fantasy in play. The new capability, or for those children who have already learned to write the nonetheless increased capacity that comes with this era of development, gives the child a magnificent pathway for creative productions. This is well recognized by adults in the child's world. For instance, mental health therapists when they work with 6 to 10 year old children are likely to expect that the child will be able to write or draw on paper some of their feelings, thoughts and fantasies. In fact they use this medium as a principle way of learning what a child is experiencing. Be that as it may, the capacity for sublimation, that magnificent human function, receives a substantial thrust during the 6 to 10 year old period. We do not exaggerate when we underscore how important a function sublimation is; consider the fact that most of what remains of past centuries of humanity are those productions they left behind, namely, sublimations; magnificent buildings, magnificent works of art, music, literature, etc.

4.2532 CHILD REARING: Other Adaptive Capabilities

By their own dispositions and by the way they are treated and organize experience, children will develop the capabilities of empathy, altruism, and sublimation by virtue of their own self discovery and efforts to understand, interact with, and mold to their advantage the universe in which they live. So far as the parents are concerned, one of the principle contributions they can make to the child's evolving capacities for empathy, altruism and sublimation is by their own modeling of these. Parents can be assured that, for most children, where they have demonstrated empathy, altruism, the child by means of identifications (to want to be like those we love and admire), will take these functions into themselves. We have seen children 1 1/2 years of age try to comfort a mother who is upset, or want to feed mother (which happens even under 12 months of age), in gestures of doing for mother what mother has done for them. Of course this applies both to the positive things parents do as well the negative things parents do.

We must emphasize this point, that by virtue of identifying with what their parents do to them, children will equally be subject to developing empathy and altruism where their parents have experienced these toward them; and by contrast, they are also liable to fail to develop these capabilities where parents have not been empathic and have not been altruistic toward them. This does not mean that children whose families, by virtue of being troubled in a variety of ways, in their relationships to their children have not been capable of sufficient empathy and altruism, that these children will never develop this capability. That is not so. They can develop it by identifying with individuals from the extra-familial adult population or from peers whom they come to value in one way or another. Another opportunity will be to identify with persons with whom the child forms a meaningful secondary relationship during adolescence when the peer group becomes so important. Nonetheless, the child whose parents are unable to be sufficiently empathic or altruistic is liable to be disadvantaged in the development of these capabilities. It is therefore essential that parents recognize the highly constructive features of empathy and altruism, in their facilitation of the development of relationships, of constructive adaptation in social settings, and of the positive feedback these enter into the child's experiencing, adaptation and personality formation.

It is furthermore important to recognize that what children experience becomes internalized, becomes part of their own personality. Therefore, capacities for empathy and for altruism will also be reflected inwardly and will even be applied toward the self, a highly important phenomenon. Mental health professionals have found people who are unable to be kind toward themselves, unable to try to understand why they feel the way they feel or they do the things they do. This is no more than an ability to be empathic toward oneself, and to be accepting toward oneself, both highly valuable at moments when we feel disappointed in what we have done or we feel guilty about some wishes or some feelings we have.

Again, therefore, it is critical for parents not only to be empathic and altruistic with their children but also to facilitate, encourage the development of empathy and altruism

in their children. This can easily be done by complimenting a child who helps a sibling at a moment of distress, or when the child is altruistic toward the parent, to recognize this, and verbally express appreciation of such acts. Similarly, when a child's peer is visiting and the child can be reasonably generous with a peer, such as in offering the use of his toys, games, possessions while a visitor in the house, or offering a peer a glass of milk and a cookie, such acts when acknowledged by the parents can make a child feel good about what she/he has done and is likely to encourage its repetition at reasonable times. Of course, parents want to ascertain that their child is not too altruistic to the point of being self-sacrificing. Sometimes, in order to gain a child's friendship, a 6 to 10 year old may go too far in altruism, giving up something the parent knows the child has greatly valued which may represent too high a price to pay for the friendship of another child.

Parents are also enormously important in the evolving of sublimation in their children. This is not by virtue of their endowing their child with talents such as the ability to draw, or to dance, or to read and write early. Those are inborn givens for which the parents cannot take credit even if it is indeed by virtue of the transmission of the genes which comes from their own gene pool. What we have in mind, is the parent's selective encouragement, approval, appreciation, of efforts the child makes to be creative. A mother who looking at a child's drawing says, with a disapproving tone, "What's this!" may not only deflate the child who is asking for approval and encouragement, but may in fact discourage the child's efforts to be creative besides hurting the child's self-esteem. There are ways of asking a child what the child has tried to draw and be encouraging rather than disapproving and depreciating. It is well for parent to ask himself or herself: "How would I feel if my mother or my father reacted disapprovingly, or appreciatively and encouragingly?" It is important to not falsify approval, to not approve of just anything the child does. Falsification of approval for things the child does that are not admirable, leads to a child's not trusting the parent's approval. That is a rather serious loss. Parental approval, when valued can have enormous beneficial effects. Parents should not jeopardize this gift they have by approving willy-nilly to anything the child does at any time. But when approval is earned, to give it generously and with love is enormously enhancing of the child's self-esteem, confidence in her/his ability to things well, and gives a strong underpinning to the child's sense of industry. Parents who fail to approve of their children's enormous efforts to be creative are losing out on an immeasurable opportunity to help their children to become industrious individuals in the future.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.26 CONSCIENCE FORMATION

As we have said before the theories of development that we use throughout this curriculum are the ones with which we are best acquainted. We are using a combination of psychodynamic, psychoanalytic, and psychosocial theories, all of which have the same origin, namely in psychoanalytic theory, and therefore are congenial to each other. We use these because this is where our expertise lies. Other theories of development place different emphasis on different aspects of functioning and also contribute to our understanding of child development and which, we believe, can easily be added to the materials we are presenting in this curriculum. We do wish the teacher and student to know that the theories we are implementing in this curriculum are those employed by a large group of psychiatric and psychological clinicians, that these have developed over a century growing out of what these clinicians have learned and which they believe most pertain to healthy emotional life. These theories have stood up well under criticism and continue to be developed as more research and clinical information accumulates.

A brief review of conscience formation up to the age 6 years goes like this: from near the end of the first year of life to about 2 1/2 years of age, conscience formation most consists of children's internalizing the "Dos and don'ts" their parents convey to them, especially in the course of limit-setting which occurs normally from the latter part of the first year of life through the second and early part of the third year. These are the early months of the child's social training and under good conditions set down a foundation of much significance. In children in whom limit-setting is too harsh, excessive, they will internalize this type of experience and will then become burdened by too harsh and excessive internal dictates that are like the parent's, establish an overly criticizing and harsh foundation upon which conscience will become built. Equally problematic, the child whose behavior during the first 2 1/2 years of life is insufficiently, reasonably contained by parental "Do's and don'ts", would develop an insufficient cluster of internalized parental admonitions which may lead to the child's failing to develop reasonable standards by which to behave.

During the 2 1/2 to 6 years of age period a most magnificent contribution to conscience development occurs by virtue of the child's having to deal with the family romance (see Section 3.23 for a detailing of the family romance). The family romance brings with it feelings of rivalry, of envy, and with these then feelings of hostility and even hate toward the parent of the same sex, all resulting from the child's profound feeling of hurt and rejection by the parent of the other sex for which, however, due to the young child's easily displacing blame, the parent of same sex is held responsible. This is no different than the rivalry which occurs between two adolescent boys in love with a particular girl or two adolescent girls in love with a particular boy. The rationale and the reasons for this development have been detailed in Section 3.23. As a result of the wish to bring harm to the parent of the same sex whom the child also loves deeply, leads to a

child's developing a deeply felt sense of remorse. Psychoanalytic theory proposes that the cardinal thrust to the development of conscience comes at this 2 1/2 to 6 years period from the young child's reaction to his/her wish to destroy the parent the child loves deeply. Feelings of guilt set in, feelings of self-accusation, self-depreciation, prohibition into the structuring of conscience as an organized internal system which now will govern the child's behavior. Whereas in the first step of conscience formation, during the first 2 1/2 years of life, the child learns what he or she can do and cannot do, during the 3 to 6 years period, the child learns what is right from what is wrong, an extremely important increased capability which underlies the development of morality.

Now, the 6 to 10 years of age period is a major time during which the conscience, now organized into an internal "agency", stabilizes, achieving a moderately reliable internal source of standards for behavior pertaining to morality.

As we said in Section 3.26, the model of conscience development we employ holds that conscience can be meaningfully stated to consist of two major components. The first, we consider the conscience proper, which is the determiner of what we come to understand as "Dos and don'ts", as right and wrong, an agency within the mind which governs those aspects of experiencing. It pertains most to the sense of morality. The second component of conscience is that which holds up standards for the child, standards of behavior, which will lead to the child's approving or disapproving of his or her behavior, whereby the child's self-esteem, feeling about himself or herself is in large part determined. This component of conscience holds up to the self that ideal-self which also powerfully co-determines the child's behavior. From the first component of conscience, the conscience proper, failure to live by internalized standards leads to a feeling of guilt. Failure to live by the standards of the ideal-self image, leads to feelings of shame. Both contribute jointly to the quality of the child's self-esteem and feelings of inferiority or comfort with the self.

4.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4.26 CONSCIENCE FORMATION

4.2611 HUMAN DEVELOPMENT: Conscience Formation

The Development of Morality:

During the 6 to 10 years period, the major developments achieved during the 3 to 6 years period in conscience formation now stabilize. The major defensive operation of the era, the age appropriate obsessive-compulsive defenses help the process of organizing, setting in order, the rules now internalized for social inter-actional conduct. As the child adapts to the many demands made on her/him by school, home, and peer relationships, so too the child's internal governance with regard to morality firms up, is further organized and, it is as if as an internal agency it is able to approve or disapprove of the child's behavior, thoughts (fantasies), and feelings.

Because during the 6 to 10 years of age period the basic ingredients of conscience structured up to now stabilize, note that what the child has internalized so far arises predominantly out of the child's experiencing in the family. This means that the character of the morality the child acquires is most determined by the family morality. During the 6 to 10 years period influences from relationships outside of the home, which has a significant beginning during this time (even where children have already by means of preschool and daycare been impacted upon by sources outside of the family), do not attain a level which overrides the importance of family relationships, and therefore are not as impacting on the child's conscience formation as the relationships in the family. This is especially the case where the child's relationships in the family are of good quality. Where children's relationships at home are troubled, or are too hostile, these will not only have determined the nature of the dictates internalized by the child, effected the sense of morality developed by the child, and will variably influence the degree to which the child will attempt to internalize newer relationships, even if they are not yet well developed, in order to supply the self with gratifications of basic emotional needs. In some children, new experiences will not modify the internalization of hostile morality standards. In other children who have internalized much hostility within their conscience, who can be reached emotionally by more benevolent relationships may, by means of internalization and identifications, internalize some more benevolent modification of the dictates that have already been internalized. These children may adopt a degree of morality more beneficial to them and society. All in all, for most children, it is highly advantageous that peer relationships do not yet impact profoundly on children, whereby, they do not jar as they will in adolescence, the family-derived moral dictates internalized. It is important because it molds the child's standards of right and wrong and all the family beliefs to which these are attached, including the philosophy of

the family, the religion of the family, the ethnicity of the family which make the child like the family into which he/she has been born. There is a good chance that if extrafamilial relationships could during this 6 to 10 years period impact on the child more profoundly, the transmission of morality might be in greater jeopardy.

Guilt, the result of criticism from within about things the 6 to 10 year old does, thinks, and feels, will be most determining of the child's degree of well-being, the child's self esteem, and with it the child's moods and dispositions. It is not easy to access children's feelings of guilt, given that children are reluctant to confess to such feelings. Too much guilt however, will make the child feel quite bad, will interfere with the child's good self esteem and even ability to work. Therefore, it must be borne in mind as a source of bad moods, poor efforts in school, lack of energy in work and in the development of skills. Guilt also may inhibit a child's efforts to form relationships with peers and may be a substantial detriment to the child's adaptation.

The Development of Standards for the Self:

The same can be said for the development of standards for the self, specifically with regard to, the type of individual the child wishes to be. We all carry within us an internal construct, an image, a set of ideas, a set of capabilities which we aspire to be like. These, to a greater or lesser degree, pattern what we try to attain and organize some of our goals in life. Again, the primary source of such ideals for oneself arise from the relationships within our families, which have accumulated during the first 6 years of life, and stabilize during the 6 to 10 years of age. Now, however, perhaps more than with regard to the development of morality, 6 to 10 year olds may begin to select heroic figures from outside of the family, individuals admired by them, who can begin to add to the child's idealized self image. Often these are associated with things the person does, such as being a sports figure, (especially in the 9 to 10 year old child), or a teacher, or a doctor, or a fireman or a policeman. It is not likely that these contributions to the self image are likely to displace those established earlier; but they may add a new dimension to the internal image.

The child's self esteem will be determined by the degree to which during this important period of the development of industry, from 6 to 10 years of age, the child succeeds or fails in the efforts he/she makes. This will be the successes and failures the child experiences in school, with peers, and of course also at home. Self esteem being a profound determiner of degree of well-being, is therefore critical as a contributor to the child's total experience.

4.2612 CHILD REARING: Conscience Formation

The Development of Morality:

Given that guilt is a strong underminer of well-being, that it can interfere with a

child's self confidence, with a child's evaluation of her/his performance, with a child's efforts to try to learn, to try to form relationships, it becomes a factor of major concern to parents. This is one of the reasons why helping a child cope with feelings of hostility and hate are so important. If, as the model we employ suggests that wanting to hurt someone we love, hating someone we love produces guilt, then if the parent can help the child cope with the hate feelings the child has, that parent will be able to help the child's decreasing degree of guilt and therewith improve well-being and functioning in all the spheres important for development at this age. So, addressing questions of hostility, allowing a child to feel hostility and helping a child verbalize these feelings of hostility, all for the purpose of helping a child work through these feelings of hostility, is enormously important. It has been important before this age, it is important now, and it will also be important during adolescence. In families where hostility is rejected as a bad feeling which the child should not have, the child is put at an enormous disadvantage to working through feelings of hostility, resolving the sources which generate it, and therewith decreasing guilt. It is unavoidable that children will feel hostility and hate toward peers, in school, and especially in the family toward those the child loves most, the parents and the siblings. The many demands that are made on the child, the disappointments the child experiences, the hurts the child experiences all contribute to the generation of hostility within the child and with it then the potential for increasing guilt. It is important to bear in mind that it is excessive unpleasure, excessive emotional pain, of whatever source, that generates hostility and therewith produces guilt. Viewed from this vantage point, parents will be able to tolerate a child's hostility and hate much better and therewith, will be able to help the child talk about what causes the hostility and hate, and by talking about these feelings help diminish their intensity, help the child clarify to himself or herself which experiences are generating the hostility and therewith, again, cope with these factors better.

It follows from all this that parents who are unduly critical of their children's anger, hostility and hate, rob the child of the opportunity to get help from his/her parents, to decrease not only the experience of hostility and hate but also of eroding guilt. Feelings of hostility and hate must be taken seriously but be dealt with understanding.

It is also well to bear in mind that parents who are hypercritical of their children's behaviors, who are insufficiently satisfied with their children's efforts when these efforts are genuine, intensify feelings of hostility, hate, and guilt.

Parents of the 6 to 10 year old especially can be protective of the child's developing guilt by helping the child learn to tolerate and accept rules and regulations to which the child should comply not only at home but especially in peer relationships where this need now surfaces daily. A visiting peer's stirring up one's child to anger by demanding that certain rules be abided by in play, may be a good opportunity for a parent to benevolently help a child tolerate the displeasure that often comes with having to abide by rules and regulations in the course of play. Helping a child tolerate disappointment, losing, can be protective against the development of hostility and even rage, and with these further guilt.

On Developing Standards for the Self:

Here also, parents can be enormously helpful to their child in a number of ways. Parents should bear in mind that children set standards and goals for themselves which determine what they feel they should do, what they should become, how high to reach for what they want to achieve. Most children do this quite reasonably, setting high goals for themselves and beginning the process of learning how to achieve them by developing a capacity for industry, for effort, for work and achievement. Some children may aim too high. This can often be determined by observing how much frustration a child experiences in attempting to achieve a task. If the frustration is too great there is a chance that the child is aiming too high for his or her current capabilities. Sometimes of course the frustration may come from other sources such as feeling too tired to carry out a particular task at a given moment, or being ill. It is useful to push children in their efforts to perform, in their efforts to do something new, in efforts to achieve well; but one has to gauge whether one is pushing too hard. Again, checking with the child himself/herself, looking for too easy irritability, too intense a feeling of frustration, to help determine whether or not too much pressure is being applied. It is well known, that in some instances applying more pressure than the child can comfortably bear works out; a child can achieve a performance level of remarkable capability. But often such achievements are at the expense of other age-adequate developments, or emotional states of being, perhaps for instance, at the sacrifice of developing good peer relationships, or feeling persistently anxious and stressed.

One can equally harm a 6 to 10 year old child by expecting too little, not helping the child build a substantial self image, or discouraging the child's automatic tendency to do so. "Oh, you can't do this!" may thwart an image the child is structuring within himself/herself to which the child aspires. Needless to say this too can be quite harmful. A satisfactory balance between pushing too hard and not pushing hard enough is required to be helpful to the child. One of the best ways to achieve this, in addition to one's own thoughtful observations of the child's behavior, is to speak to the child about it. What does the child see for himself/herself in terms of achievement, in terms of what he/she wants to do, wants to become. Encouragement to strive somewhat higher, somewhat farther, can be enormously helpful.

Another way in which parents can help their 6 to 10 year old children in developing good standards for themselves, standards of achievement that require their reaching, is to compliment the child for work well done, for tasks nicely achieved, be it a task for school, a task in peer relationships, or a task in the house. Patience in helping a child achieve a given performance, whether it is in doing a school assignment, in pounding a nail into a wall, in fixing the chain on the child's bike himself/herself, all contribute to the 6 to 10 year old child's gradually developing the skills needed to achieve such tasks. These enhance the child's feelings about the self, bring the child closer to that idealized self image, and raise the child's self esteem and improve her or his well being. As we have said before, compliment only desirable efforts, achievements, performance, not just any act. Even 6 year old children will know whether what they have done deserves a compliment or not. And parents must safeguard their ability to support their 6 to 10 year old child's work by doing so at appropriate times and under appropriate conditions.

Perhaps a more difficult way in which parents can help a 6 to 10 year old child is by

learning how to criticize the child for insufficiently attained performance. It may be more important now, at the beginning of his/her formal education when so many new skills need to be learned. Recognizing a child's sensitivities, addressing the criticism in sympathetic tones, even if firmly, with suggestions on how to improve the performance can be invaluable. Furthermore, giving the child an opportunity to respond to the criticism, to discuss the child's performance with the parent, to complain about the parent's expectations, to express anger feelings in reasonable ways in reaction to the criticism, all can be very helpful. To prohibit a child from reacting with anger, frustration, disappointment to parental criticism, is to make the child suppress feelings of anger and hostility which can only bring further problems rather than help. As we have with a number of other sections in this curriculum we conclude with the admonition to talk about things, to give the 6 to 10 year old child an opportunity to have the feelings he or she has, express them in acceptable ways, and talk about these thoughts and these feelings in the spirit of getting over these and feel good in the relationship and about oneself.