Let’s think about the developmental level of one specific student you work with. Look at the chart for Human Development and Students we previously mentioned (attached to this activity). You will notice that each column represents normal behavior characteristics for different age levels within the areas of physical, social, language, and cognitive aspects of human development. On this chart identify an age level within each column that best corresponds with one student or child with whom you work. Then write the corresponding age in each of the appropriate columns in the form below. When finished, take a few minutes to answer the questions that follow.

Student (Use fictitious name): _________________________________

Student’s actual age: _________________________________

<table>
<thead>
<tr>
<th>Enter Age Level That Corresponds With Behavior of One of Your Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>Age ______</td>
</tr>
</tbody>
</table>

Q: Is your student functioning at the same level consistently in all categories (physical, social, language, and cognitive)?
A: __________________________________________

Q: How does this consistency or inconsistency with your student’s levels affect your work with him/her?
A: __________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
**Human Development and Students**

<table>
<thead>
<tr>
<th>Physical</th>
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<th>Cognitive</th>
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</table>
| **Age 3-5**
- Vision focused on objects close at hand
- Centered on task
- Gross motor control improving
- 3-finger pincer grasp with pencil
- Falls out of chair sideways
- Paces self well
- Active but can control physical behavior

| **Age 6**
- Good visual pursuit for reading
- More aware of fingers as tools
- Sloppy; in a hurry; speed is a benchmark
- Noisy in classroom
- Falls backward out of chairs
- Learning to distinguish left from right
- Oral activity—chews pencils, fingernails, hair
- Easily tires; frequent illnesses
- Enjoys out of doors, gym

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</tr>
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</table>
| - Likes to help: cooperative, wants to be “good”
- Likes rules and routines
- Needs approval
- Dependent on authority; wants to be told what to do, but also finds it difficult to see things from another’s viewpoint

<table>
<thead>
<tr>
<th><strong>Language</strong></th>
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</table>
| - Literal, succinct
- “Play” and “good” favorite words
- Needs release from adult “Can I...?”
- Fantasy is more active, less verbal
- Often does not communicate about school at home
- Thinks out loud

<table>
<thead>
<tr>
<th><strong>Cognitive</strong></th>
</tr>
</thead>
</table>
| - Likes to copy
- Literal behavior; often only one way to do things
- Bound cognitively by sight and senses
- Animistic (inanimate objects have life, movement)
- Learns best through plan and own action
- Does not yet think logically

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2K1C: Awareness of the similarities and differences among the cognitive, communicative, physical, social, and emotional needs of individuals with and without exceptional learning needs.

2K5B: Awareness of the educational implications of the other factors of characteristics of learners.

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| (may have a best friend)  
School replaces home as most significant environmental influence | Withdrawn  
Sometimes moody, depressed, sulking or shy  
Touchy  
"Nobody likes me"  
Changeable feelings  
Needs security, structure  
Relies on teacher for help  
Doesn’t like to make mistakes or risk making them  
Sensitive to others’ feelings, but sometimes tattles  
Conscientious; serious  
Keeps a neater desk, room  
Needs constant reinforcement  
Strong likes and dislikes | Good listener  
Precise talker  
Likes one-to one conversation  
Vocabulary development expands rapidly  
Interested in meaning of words  
Likes to send notes  
Interested in all sorts of codes | Likes to review learning  
Needs closure; must complete assignments  
Likes to work slowly  
Likes to work alone  
Can classify spontaneously  
Likes to be read to  
Reflective ability growing  
Erases constantly, wants work perfect  
Likes to repeat tasks  
Likes board games  
Enjoys manipulatives  
Wants to discover how things work; likes to take things apart |

Age 7  
- Visual near-sighted  
- Works with head down on desk  
- Written work tidy  
- Sometimes tense  
- Likes confined space  
- Many hurts, real and imagined  
- Speedy, works in a hurry  
- Full of energy  
- Gregarious, humorous  
- Likes to work cooperatively | | | |

Age 8  
- Good listener  
- Precise talker  
- Likes one-to one conversation  
- Vocabulary development expands rapidly  
- Interested in meaning of words  
- Likes to send notes  
- Interested in all sorts of codes | | | |
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| • Needs physical release, outdoor time  
  • Somewhat awkward  
  • Attention span limited  
  • Vision strong in near and far  | • Over estimates abilities  
  • Resilient; bounces back quickly from mistakes  
  • Prefers same gender activities  
  • Trouble with limits and boundaries  
  • Friendship groups often include more children than at seven | • recall what has been said  
  • Exaggerates  
  • Likes to explain ideas  
  • Vocabulary expands rapidly | • Likes group and group activity  
  • Very industrious  
  • Often works quickly  
  • Concrete operations solidifying  
  • Basic skills begin to be mastered  
  • Begins to feel a sense of competence with skills |
| Age 9 | • Increased coordination  
  • Pushes self to physical limits  
  • Fatigues easily  
  • Numerous injuries  
  • Somatic complaints  
  • Tension outlets such as nail-biting, hair twisting, lip-pursing  | • Highly competitive  
  • Self-aware  
  • Impatient  
  • Worrier; anxious  
  • Aloof  
  • Complainer; fairness issue  
  • Sees adult inconsistencies and imperfections  
  • Critical  
  • Can be sullen and moody  
  • Individualistic | • Descriptive  
  • Loves vocabulary and language play and information  
  • Baby-talk sometimes re-emerges  
  • Use of hyperbole  
  • Age of negatives: “I hate it,” “I can’t,” “boring,” “yeah, right”  
  • Dirty jokes  
  • Graffiti | • Industrious and self-critical  
  • Dawn of “bigger world”  
  • Less imaginative  
  • Intellectual curiosity  
  • Ability to deal with multiple variables emerges  
  • Trouble with abstractions—large numbers, periods of time or space |

| Age 10 | • Large muscle development  
  • Desperately need outdoor time and physical challenge  
  • Handwriting often sloppier than at nine  
  • Snacks and rest periods helpful for growing | • Fairness issues peak and can be solved  
  • Quick to anger—quick to forgive  
  • Generally content  
  • Work very well in groups  
  • Enjoy both family and peers | • Good listeners, actively receptive  
  • Voracious readers  
  • Expressive, talkative, like to explain  
  • Cooperative and competitive  
  • Friendly, generally happy | • Memorization productive  
  • Increased ability to abstract  
  • Likes rules and logic  
  • Classification and collections of interests; likes to organize  
  • Able to concentrate, read for extended periods |
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<tr>
<td><strong>Age 11</strong></td>
<td>bodies</td>
<td>• Like clubs, activities, sports</td>
<td>• Good problem solvers • Proud of academic products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vast appetite for food and physical activity and talking</td>
<td>• Usually truthful; developing more mature sense of right and wrong, good at solving social issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Growth spurt of early adolescence for some girls</td>
<td>• Moody; sensitive • Oppositional; tests limits • Often does best away from home • Impulsive; rude; unaware • Loves to argue • Difficulty with decisions • Self-absorbed • Extremes of emotion • Inclusion/exclusion: height of cliques; seeks to belong</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Constant motion; restless</td>
<td>• Discovery of the telephone • Impulsive-talks before thinking • Can be cruel • Argumentative; debater • Appreciates humor • Imitates adult language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• More Illness: Colds, Flu, ear infections</td>
<td>• Prefers new tasks and experiences to reflection or revision of previous work • Able to abstract • Deductive reasoning advances • Can establish and modify rules, develop hypotheses • Increased ability to de-center and see world from various perspectives • Loves to argue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Need for more sleep • Physical aggression not uncommon • Fine motor capability good</td>
<td>• Eager • Lively • Takes on responsibility • Self-assured • Nurturing • Independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age 12</strong></td>
<td>• High energy • Much rest needed • Growth spurt; signs of puberty • Menstruation for majority of girls • Food important, especially mid-morning in school • Physical education and sports valued</td>
<td>• Adult personality begins to emerge • More reasonable, tolerant • Enthusiastic, uninhibited • Will initiate own activity • Empathetic • Self-aware, insightful • Can set realistic goals</td>
<td>• Sarcasm emerges • Double meanings, word play, jokes of intellectual interest • Enjoys conversation with adults and peers • Peer “vocabulary” (slang) important</td>
<td>• Increased ability to abstract in intellectual pursuits • May show emerging ability in a particular skill or content area • Can and will see both sides to an argument • High interest in current events, politics, social justice; also pop culture,</td>
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<td>in the short-term • Appears secure • Peers more important than adults</td>
<td></td>
<td>materialism • Research and study skills advance with increase of organizational discipline</td>
</tr>
<tr>
<td>Age 13-15</td>
<td>• Rapid physical growth, sexual maturation • May require physical need to rest for an extended period of test</td>
<td>• Desire for independence • A deep need for love and acceptance by parents and peers</td>
<td>• Mature or rebel</td>
</tr>
<tr>
<td></td>
<td>• Communication is enhanced by shared enjoyable activity</td>
<td></td>
<td>• Explore careers suited to them</td>
</tr>
<tr>
<td>Age 16-18</td>
<td>• Mature appearance and behavior • May have opportunities for drug and alcohol experimentation</td>
<td>• Frustration and depression due to fears around facing adulthood, school pressures, social life, first-time employment, and future planning • Relationships are strengthen by shared enjoyable activity</td>
<td></td>
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