<table>
<thead>
<tr>
<th>Age Period</th>
<th>Regulation/Coping</th>
<th>Expressive Behavior</th>
<th>Relationship Building</th>
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</thead>
<tbody>
<tr>
<td>Preschool: 2-5 years</td>
<td>Symbolic access facilitates emotion regulation, but symbols can also provoke distress.</td>
<td>Adoption of pretend expressive behavior in play and teasing.</td>
<td>Communication with others elaborates child’s understanding of social transactions and expectations for comportment.</td>
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<td>Communication with others extends child’s evaluation of and awareness of own feelings and of emotion-eliciting events.</td>
<td>Pragmatic awareness that “false” facial expressions can mislead another about one’s feelings.</td>
<td>Sympathetic and prosocial behavior toward peers.</td>
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<td>Early Elementary School: 5-7 years</td>
<td>Self-conscious emotions (e.g., embarrassment) are targeted for regulation.</td>
<td>Adoption of “cool emotional front” with peers.</td>
<td>Increasing coordination of social skills with one’s own and others’ emotions.</td>
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<td></td>
<td>Seeking support from caregivers still prominent coping strategy, but increasing reliance on situational problem-solving evident.</td>
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<td>Early understanding of consensually agreed upon emotion “scripts.”</td>
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<td>Middle Childhood: 7-10 years</td>
<td>Problem-solving preferred coping strategy if control is at least moderate.</td>
<td>Appreciation of norms for expressive behavior, whether genuine or dissembled.</td>
<td>Awareness of multiple emotions toward the same person.</td>
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<td>Distancing strategies used if control is appraised as minimal.</td>
<td>Use of expressive behavior to modulate relationship dynamics (e.g., smiling while reproaching a friend).</td>
<td>Use of multiple time frames and unique personal information about another as aids in the development of close friendships.</td>
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<tr>
<td><strong>Preadolescence:</strong> 10-13 years</td>
<td>Increasing accuracy in appraisal of realistic control in stressful circumstances.</td>
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<td>Capable of generating multiple solutions and differentiated strategies for dealing with stress.</td>
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<td>Distinction made between genuine emotional expression with close friends and managed displays with others.</td>
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<td>Increasing social sensitivity and awareness of emotion “scripts” in conjunction with social roles.</td>
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<td><strong>Adolescence:</strong> 13+ years</td>
<td>Awareness of one’s own emotion cycles (e.g., guilt about feeling angry) facilitates insightful coping.</td>
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<td>Increasing integration of moral character and personal philosophy in dealing with stress and subsequent decisions.</td>
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<td>Skillful adoption of self-presentation strategies for impression management.</td>
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<td>Awareness of mutual and reciprocal communication of emotions as affecting quality of relationship</td>
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</tbody>
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Toddlers and Preschoolers

Between 18 months and 2 years

- Have more temper tantrums and become more defiant as attempts at independence and communication increase
- Begin simple pretend play, often by imitating what adults or other kids are doing

- Become interested in having other kids around, but are more likely to play alongside them (parallel play) than with them (cooperative play)

Between 3 and 4 years

- Start to show and verbalize a wider range of emotion
- Are interested in pretend play, but may confuse real and “make believe”
- Are spontaneously kind and caring

- Start playing with other kids and separate from you more easily
- May still have tantrums because of changes in routine or not getting what they want
Grade-Schoolers

**Between 5 and 6 years**

- Are aware of their gender and may prefer to play with same-sex peers
- Enjoy playing with other kids and are more conversational and independent
- Test boundaries but are still eager to please and help out
- Begin to understand what it means to feel embarrassed

**Between 7 and 8 years**

- Are more aware of others’ perceptions
- May complain about friendships and other kids’ reactions
- Want to behave well, but aren’t as attentive to your directions
- Try to express feelings with words, but may resort to aggression when upset

**Between 9 and 10 years**

- Start narrowing peer groups to a few close friends they share secrets and jokes with
- May withdraw from family activities and conversations to start developing their own identity
- Are affectionate, silly and curious, but can also be selfish, rude and argumentative
Middle-Schoolers and High-Schoolers

**Between 11 and 15 years old**
- Start thinking more logically
- Are introspective and moody and need privacy
- Value friends' and others' opinions more and more
- May test out new ideas, clothing styles and mannerisms in an attempt to find where they fit in

**Between 16 and 18 years old**
- Strive to be independent and may start emotionally distancing from you
- Start trying to discover their own strengths and weaknesses, which can make them seem self-centered, impulsive or moody
- Show pride in successes
- May be interested in dating and spend a lot of time with friends

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for learning & attention issues

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