

The Ages and Stages Approach to Discipline

Age	Development	Teaching/Disciplinary Tips
5 years	<p>Tends to be calm, quiet, well balanced. Usually tries only what she (or he) knows she can do, so is comfortably well-adjusted.</p> <p>Friendly, loving, appreciative, wants to please and do the right thing; wants to be good;</p> <p>Not yet able to admit to wrongdoing and, as much as she tries, does not always tell the truth.</p>	<p>Let them know what is and is not reasonable to expect.</p> <p>Many things teachers consider bad are often simply immaturities. Prevention is much better than giving a negative consequence. If you do so, however, do it calmly. The student's wish to be good and do the right thing is strong. With luck, there should be relatively little need for negative consequences.</p>
6 years	<p>Highly emotional. Loves one minute, hates the next. Much confusion and trouble between self and others. May demand, rebel, argue, or fight. When in a good mood, is cheerful, energetic, and enthusiastic. Needs much praise, but behaviour often merits criticism. This only makes behaviour worse. Not able yet to tell the difference between mine and yours.</p>	<p>Patience. Ignore refusal or be impersonal when student answers with "I won't" or "I can't". Praise - it may not be easy to find something to praise, but try hard; avoid resistance and confrontations; avoid sensitive issues if possible; give in on occasion, especially if it will lead to a positive behaviour or learning experience.</p>
7 years	<p>Quiet, rather negative emotions. May be serious, self-absorbed, moody, worrisome, or suspicious.</p> <p>Very sensitive to others' emotions. May feel disliked by others and that they are critical or making fun of them. Procrastinates, has a short memory, and is easily distracted.</p>	<p>Obedience problem may be because student is distracted.</p> <p>To have the student do a simple activity, tell him or her in advance and make sure he or she heard the directions. Remind the student before he or she forgets and does something else. Give small rewards for successes.</p>
8 years	<p>Vigorous, dramatic, curious, impatient, and demanding. Not as moody as age 7, but still sensitive. Wants time, attention, and approval; beginning to think abstractly; interested in and concerned about own possessions.</p>	<p>Give instructions in ways acceptable to the student. Time, attention, and approval are good motivators. Use problem-solving activities as a means to develop abstract thinking. Give small rewards for successes.</p>
9 years	<p>Quieter than at age 8. Seems to be independent, responsible, dependable, and cooperative. May sometimes be temperamental, but is basically reasonable. Will take criticism fairly well if carefully phrased; great interest in fairness; group standards may be more important than adult standards. Very involved with self and may not hear when spoken to. May appear absent-minded or indifferent. May show concern for others.</p>	<p>Promote responsibility through assigned (requested) tasks. Use cooperative learning, but monitor interpersonal activities. Use guided learning through projects, rather than constantly lecturing.</p>
10 years	<p>Emotionally direct, simple, clear-cut,</p>	<p>Involve the student's ability to</p>

	usually well-balanced, yet still childlike. Less anxious and demanding than at age 9. Most often good-natured and pleased With life. But may show sharp, violent temper. Can be very affectionate. Not a worrying age, yet a few earlier fears remain. Enjoys own humour, which may not be very funny to others. Happy age	distinguish good from bad, right from wrong, truth from untruth; best technique is to know what is reasonable to expect. Involve students in developing classroom committees, including disciplinary committees. Use humour in your teaching.
11-13 years	Early adolescence, time of rapid changes. Developing his or her own identity and becoming more independent. Need for privacy increases and may be very sensitive to teasing. Moody. Importance of friends increases.	Let your students know that you care. Arrange "sharing" sessions or activities (such as essays) concerning student's experiences and feelings. Model mutual respect. Limit criticism and nagging. Do not allow teasing or tolerate insults.
14-16 years	Middle adolescence. Increasing independence, sexual development, and self-centredness. Very body or appearance conscious. Thinking is less childlike; they consider facts and can make good decisions.	Encourage positive relationships through sharing. Give ideas of creative things to do with their friends as part of learning. Set reasonable limits and be consistent and fair in enforcing rules. Make sure they know the rules and negotiate meaningful consequences. Give praise and recognize positive behaviour and accomplishments. Share your own beliefs, concerns, and values about the world. Encourage your students to call a respected adult friend when they need advice. Continue to give praise.
17-21 years	Late adolescence. Becoming more independent and self-reliant; less influenced by peer groups; developing adult-thinking capacity. Generally easier to handle than those experiencing early and middle adolescence. Exploring more long-term relationships. May have an opinion on everything. Self-consciousness about their appearance lessens.	Continue the actions for 14-16 year olds above. Regularly ask your students what they think and believe. Respect their uniqueness and encourage such respect for others. Encourage independent decision-making. Continue to give praise