

## Resources

**Bright Futures:** National Center for Education in Maternal and Child's Health, Georgetown University's Public Policy Institute, visit [www.brightfutures.org](http://www.brightfutures.org).

**Center for Disease Control and Prevention  
Department of Health and Human Services,**  
visit [www.cdc.gov](http://www.cdc.gov).

**CASEL** (Collaborative for Academic, Social and Emotional Learning), Department of Psychology, University of Illinois at Chicago, visit [www.casel.org](http://www.casel.org).

**Illinois State Board of Education, Social and Emotional Learning Standards,** Springfield, Illinois, visit [www.isbe.net](http://www.isbe.net).

**Iroquois-Kankakee Regional Office of Education,** Kankakee, Illinois, visit [www.i-kan.org](http://www.i-kan.org).

**KAN-I HELP Information Network** – Serving residents of Kankakee and Iroquois Counties, visit [www.kan-i-help.org](http://www.kan-i-help.org).



189 E. Court Street, Suite 600  
Kankakee, IL 60901  
(815) 937-2950  
[www.i-kan.org](http://www.i-kan.org)

Developed by the Life Education Committee of Kankakee and Iroquois counties with funding from the U.S. Department of Education's Grant to Integrate Schools and Mental Health Systems.

## Grades 9 to 12

*(early to late adolescence)*



# Snapshots

## Of Your Child's Social and Emotional Well-being

**Social and emotional learning is the way a child develops the ability to experience, regulate and express emotions, form close, secure relationships; explore the environment; and learn.**

### **What to expect**

Children develop at their own unique pace, so it's impossible to tell exactly when yours will learn a given skill. The characteristics below will give you a general idea of the changes you can expect as your child gets older.

#### **Ninth Graders**

- Are insecure, moody and painfully self-absorbed. Friends and social activities rule—cliques and peer groups take the place of family and sometimes parents find themselves scorned and rejected
- Forget about individuality and give way to the “Everybody’s doing it” mentality
- Are full of drama over the smallest events—the rumor mill is in high gear

#### **Tenth Graders**

- Are learning how to juggle freedom with responsibility
- Are likely to bounce from one extreme to another, changing enthusiasms, attitudes, hair, clothes
- Tend to over analyze and spend big chunks of time obsessing about small things
- Need to be connected to their friends. The telephone and computer become lifelines for survival.
- Crave privacy

#### **Eleventh Graders**

- May behave like a yo-yo and display a mixture of anxiety and cockiness
- Are becoming more sophisticated but there may be an odd disconnect between intellect and action
- Are increasingly fascinated with logic and are itching to challenge yours
- Use parents as sounding boards to develop their own positions

#### **Twelfth Graders**

- Are apt to be procrastinators and may like to party
- Are often hypersensitive to reprimands or criticism and mask their fear of failure with an outward bravado
- Enjoy freedom, mobility and energy and are proud of their increasing independence and competence.
- May seem over sentimental about their relationships with peers

### **Ideas for Parents**

**There are many things you can do to promote your child’s social and emotional success:**

- Support your child’s efforts and praise accomplishments.
- Listen and openly talk with your child.
- Recognize that your child’s feelings are real and be careful not to minimize or dismiss them.
- Understand your child’s need to be like his peers.
- Tolerate (within reason) your child’s developing likes and dislikes in clothes, hairstyles, music.
- Encourage your child’s goals, plans for the future.
- Spend time together as a family.
- Educate your child about risks associated with alcohol and drug use.
- Talk with your child about the physical changes in puberty that affect height, weight, and body shape.
- Avoid critical statements or nagging about eating, weight or appearance.
- Show an interest in your teen’s school life.

### **Teen Tip**

As children move towards adulthood, they may continue to feel a need to conform but gradually begin to work toward their own goals. They want to be respected as young adults and sometimes will resist a controlling adult. Most importantly, they need an environment that stresses honesty, fairness and responsibility.



# Snapshots