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Reflection 6

**Describe Erickson's development stage found in middle childhood. How can Erickson's theory be used for assessment?**

According to Erickson's development stage found in middle childhood, which begins at age 6 and ends at age 12, he refers to an industry, which means "to build" versus inferiority. Children in this stage developed competence in intellectual, social, and physical skills. Children that don't develop feeling of inferiority. A social work practitioner in an elementary school can use these theories observing how children at this stage take on role-taking abilities in interactions with their peers.

**Discuss the significance of peer relationships in middle childhood. How can peer relationships support development in middle childhood? How can peer relationships impede development in middle childhood?**

The importance of peer relationships in middle childhood becomes interesting when it's peer-related physical activity. This helps peer relationships because readiness is an important concept in human development. It is important to understand that in child development, being able to do everything exactly like their peers encourages the child. If they are not at the developmental stage as their peers, the child will be discouraged. Peer relationship can impede development in middle childhood because not all children reach readiness at the same time. It takes some children to reach developmental stages a little longer.

**Discuss the development of social cognition, in particular, social role-taking and interpersonal awareness. How can social cognition function to support and/or impede development in middle childhood?**

In social role-taking abilities are only developed when the child is much older. Children can see others perspectives, can empathize with the feelings of other people. This social cognition capacity develops as the child gets older. Role-taking skills are developed when skills mature through exposure to role-taking opportunities that involve an exchange of differing perspectives. Interpersonal awareness is how the child sees his own interpersonal relationships with his friends and/or peers. Selman's research found that children that experienced severe difficulties in their interpersonal relations do not develop through the domain of social reasoning as do children with more consistent dependable and mutual relations. To help these children develop better ways of reasoning about friendship and peer relations is to foster role-taking opportunities and encourage them to expand their social reasoning.

In social cognition, which has to do with the development of social skills, role-taking abilities are closely related to the development of social skills in children. It is the connection of a child's ability to take the role of another person.