Case Study
School Age (6 to 11 years)

Sally is an eight-year female who resides with her parents. You observe her in a play setting with other peers and notice that she is having difficulty playing ball. She throws a tantrum in the middle of the game and the other kids make fun of her. She was unable to kick the ball and struggled with her balance. When she is removed from the situation and given some table activities she is able to engage with other children. When you engage Sally in a story, she has a difficult time picking out the emotion depicted in the story.

Referring to the physical, cognitive, social, and emotional domains, describe any developmental concerns you have.

Can you identify any potential signs of maltreatment in the scenario above?
Case Study 3: Sally

Sally is an eight-year-old Asian female. Her parents are first generation immigrants to the United States. She has a very good command of the English language. You observe her in a play setting with other peers notice that she is having difficulty playing ball. She throws a tantrum in the middle of the game and the other kids make fun of her. She was unable to kick the ball and struggled with her balance. When she is removed from the situation and given some table activities she is able to engage with other children. When you engage Sally in a story, she has a difficult time picking out the emotion depicted in the story.

1. Generalized physical developmental delays; lacks skill and coordination. Thinking is typical of a younger child, more egocentric, lack of problem solving skills.

2. Social, her physical difficulties may impact her ability to make friends, may feel inferior, incapable around other children. Emotional, tantrums suggest she may not have developed coping skills to manage stressful situations.

3. Engaged with other children when removed from the physical situation and given table activities, has very good command of Engli.

4. Physical, cognitive, emotional, social
### Normal Developmental Milestones

#### School Age (6-11 Years)

**Physical Development**
- Practices, refines, and masters complex gross and fine motor and perceptual-motor skills.

**Cognitive Development**
- Concrete operational thinking replaces egocentric cognition.
- Thinking becomes more logical and rational.
- Develops the ability to understand others' perspectives.

**Social Development**
- Relationships outside the family increase in importance, including the:
  - development of friendships and
  - participation in a peer group
- Imitates, learns, and adopts age-appropriate social roles, including those that are gender-specific.
- Develops an understanding of rules. Rules are relied upon to dictate proper social behavior and to govern social relationships and activities.

**Emotional Development**
- Industrious, purposeful, and goal-directed in activities; confident and self-directed.
- Developing a better sense of himself/herself as an individual, with likes and dislikes and special areas of skill.
- The school-age child is capable of introspection.
- Evaluates self worth by the ability to perform. Self-esteem is largely derived from one's perceived abilities.
Effects of Maltreatment on Child Development

School Age Children
The following are common outcomes of maltreatment in school age children.

Physical
- May show generalized physical developmental delays; lack the skills and coordination for activities that require perceptual-motor coordination; sickly or chronically ill.

Cognitive
- Display thinking patterns that are typical of a younger child, including egocentric perspectives, lack of problem solving ability, and inability to organize and structure his thoughts.
- Speech and language may be delayed or inappropriate.
- Unable to concentrate on school work, and may not be able to conform to the structure of the school setting; may not have developed basic problem solving or "attack" skills and have considerable difficulty in academics.

Social
- May be suspicious and mistrustful of adults; or, overly solicitous, agreeable, and manipulative, and may not turn to adults for comfort and help when in need.
- Talk in unrealistically glowing terms about her family; may exhibit "role reversal" and assume a "parenting" role.
- May not respond to positive praise and attention; or, may excessively seek adult approval and attention.
- Feel inferior, incapable, and unworthy around other children; may have difficulty making friends, feel overwhelmed by peer expectations for performance, and may withdraw from social contact; may be scapegoat by peers.

Emotional
- May experience severe damage to self-esteem from the denigrating and punitive messages received from the abusive parent, or the lack of positive attention in a neglectful environment.
- Behave impulsively, may have frequent emotional outbursts, and may not be able to delay gratification.
- May not develop coping strategies to effectively manage stressful situations and master the environment.
- Exhibit generalized anxiety, depression, and behavioral signs of emotional distress; act out feelings of helplessness and lack of control by being bossy, aggressive, destructive, or by trying to control or manipulate other people.
- If punished for autonomous behavior may learn that self-assertion is dangerous and may assume a more dependent posture; may exhibit few opinions, show no strong likes or dislikes, not be engaged in productive, goal-directed activity; lack initiative, give up quickly, and withdraw from challenges.