



FIG 14-2 School-age children are motivated to complete tasks. **A**, Working alone. **B**, Working with others.

Many aspects of industry contribute to the child's sense of competence and mastery. Children gain satisfaction from independent behavior in exploring and manipulating their environment and from interaction with peers. Reinforcement in the form of grades, material rewards, additional privileges, and recognition provides encouragement and stimulation.

A sense of accomplishment also involves the ability to cooperate, to compete with others, and to cope effectively with people. Middle childhood is the time when children learn the value of doing things with others and the benefits derived from division of labor in the accomplishment of goals. Peer approval is a strong motivating power.

The danger inherent in this period of development is the occurrence of situations that might result in a sense of inadequacy or **inferiority**. This may happen if the previous stages have not been successfully mastered or if a child is incapable of or unprepared to assume responsibilities associated with developing sense of accomplishment. Children with physical and mental limitations may be at a disadvantage in the acquisition of certain skills. When the reward structure is based on evidence of mastery, children who are incapable of developing these skills risk feeling inadequate and inferior.

Even children without chronic disabilities may experience feelings of inadequacy in some areas. No child is able to do everything well, and children must learn that they will not be able to master every skill that they attempt. All children, even children who usually have positive attitudes toward work and their own