

# Breaking It Down: Concepts and Theories of Child Development I



A study guide for  
“The Developing Person  
Through Childhood and Adolescence”



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# Science of Human Development

## 5 Characteristics

### Multidirectional

Butterfly effect, Continuity in Wartime

### Multicontextual

Cohort, SES

### Multicultural

"Design for Living"

### Multidisciplinary

Explains how several disciplines contribute to the study of child/human development

### Plasticity

Resilience. Neighborhood efficacy

### Continuity

traits in a person which continue through life

Example:

outgoing, friendly

### Discontinuity

traits in a person which do not continue through life

Example:

Puberty

### Butterfly Effect

Small events may have large effects

Example:

Stock market: slight fluctuations in one market can effect many others

## 3 Types of research

### Qualitative

Findings are in narrative form

### Empirical

Observation and experience

### Quantitative

findings are in numbers



## Developmental Study as a Science

There are five ways that CD professionals study individuals

### SCIENTIFIC METHOD

Ask a question



Create Hypothesis



Test



Draw conclusions



Repeat if necessary

### OBSERVATION

Watching without interruption



### EXPERIMENT

Used to establish a cause-effect relationship.

Independent variable:  
the researcher changes this to see if it has any effect

Dependent variable:  
this is the result of the independent variable

Experimental group:  
this is the group who gets the treatment from the researcher

Control/comparison group:  
this is the group who does not get treatment

### SURVEY



A way of getting information from many people could be through a questionnaire or one on one discussions

### CASE-STUDY

Studying individuals intensely

Cross-Sectional  
studies people who are different in age but similar in something else and compares them

Longitudinal  
studies the same people over a longer period of time and checks in on how they are developing

Cross-Sequential  
studies people using both the cross-sectional and longitudinal approaches

## Correlation and Causation

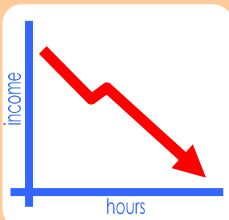
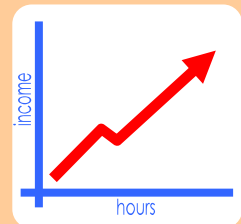
How one thing leads to or is dependent upon another

### Positive correlation:

when two interacting variables [situations or factors] go up or down together.

Example:

you are working hard and making great money.



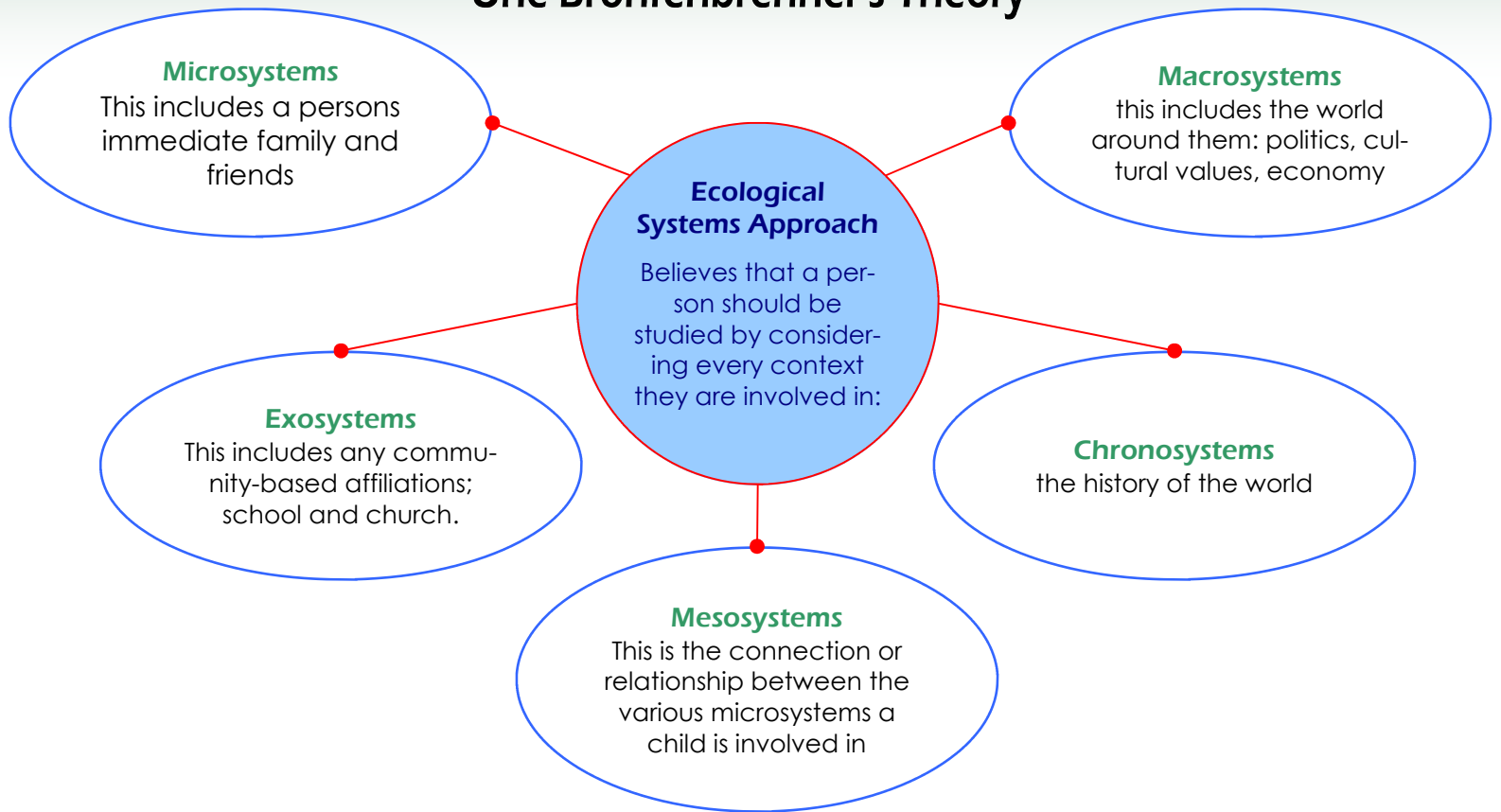
### Negative correlation:

when two interacting variables (situations or factors) go move in different direction.

Example:

you are working harder but not making more money.

# Urie Bronfenbrenner's Theory



## Pronunciation Keys

### Continuity

[kon-tn-oo-i-tee, -tn-yoo]

### Multi-disciplinary

[dis-uh-pluh-ner-ee]

### Cohort:

[koh-hawrt]

### Socio-economic

this is a compound word combining the word "society" with "economic"

### Domain

[doh-meyn]

### Plasticity

[pla-stis-i-tee]

### Amygdale

[uh-mig-duh-luh]

### Resilience

[ri-zil-yuhns, -zil-ee-uhns]

### Cross-sequential

[si-kwen-shuhl]

### Longitudinal

[lon-ji-tood-n-l]

### Ecological

[ek-uh-loj-i-kuhl],

### Correlation

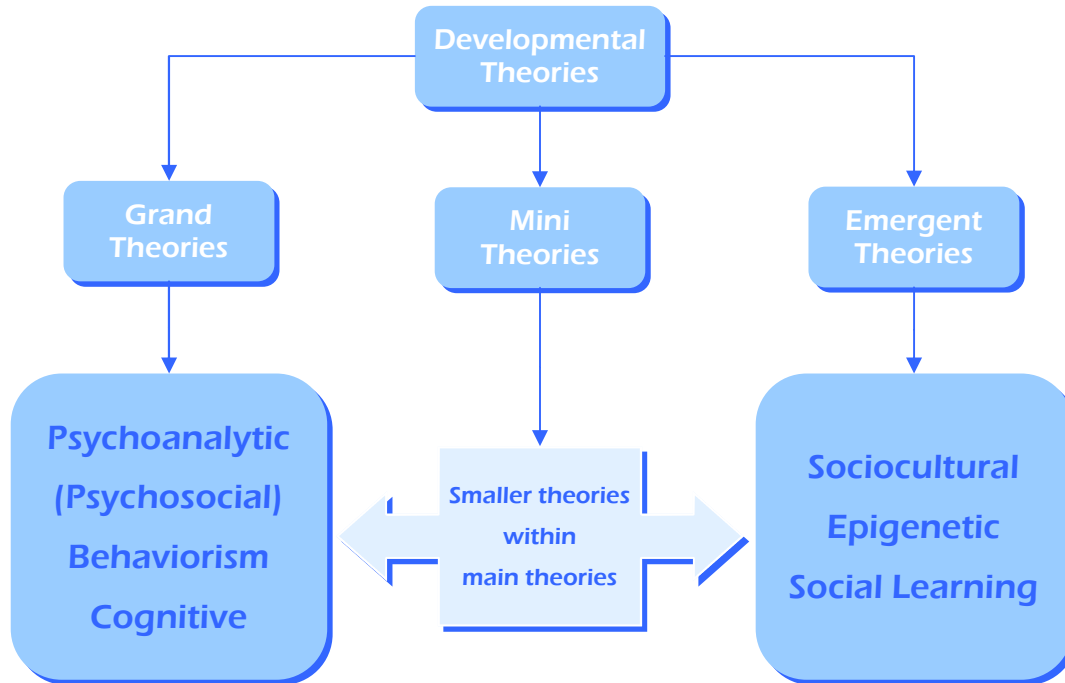
[kawr-uh-ley-shuhn]

### Causation

[kaw-zey-shuhn]

# All About Theories of Child Development

What are theories and what do they do?



A **developmental theory** is a statement of ideas and thoughts that gives a structure to assist students like you understand “how and why” (p. 35) people change as they age.

There three categories that theories fit into:

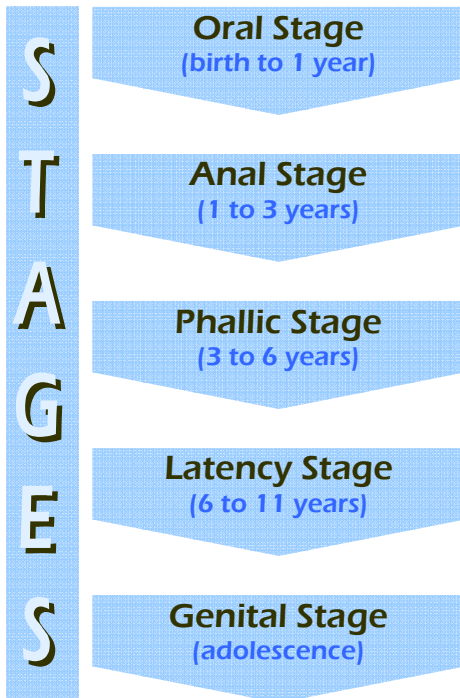
1. **Grand theories:** these are the big ones they include: psychoanalytic, behaviorism, and cognitive theory
2. **Mini theories:** these tend to focus on a specific idea
3. **Emergent theories:** these combine information from many academic fields (an academic field can be Sociology or Psychology for example).



# Psychoanalytical Vs. Psychosocial Theory

## Psychoanalytical Theory (Sigmund Freud)

States there are unknown and unreasonable drives that dictate or are the reasons for human behavior.



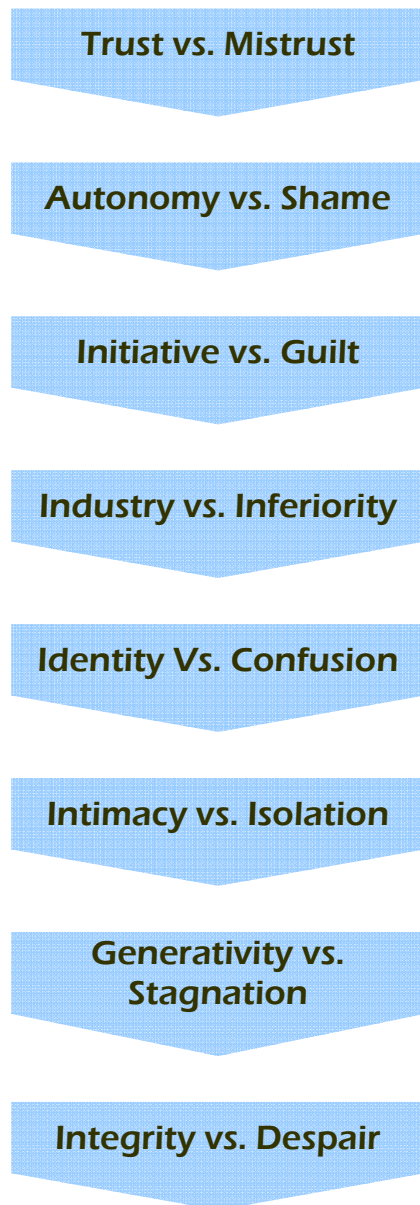
**VS.**



## Psychosocial Theory (Eric Erickson)

Defines several stages that influence the development. These stages are called crisis.

### CRISIS

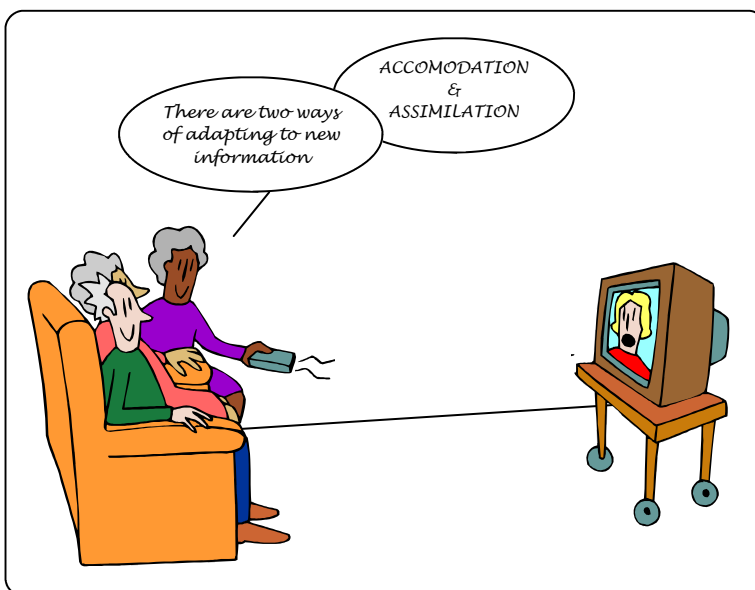
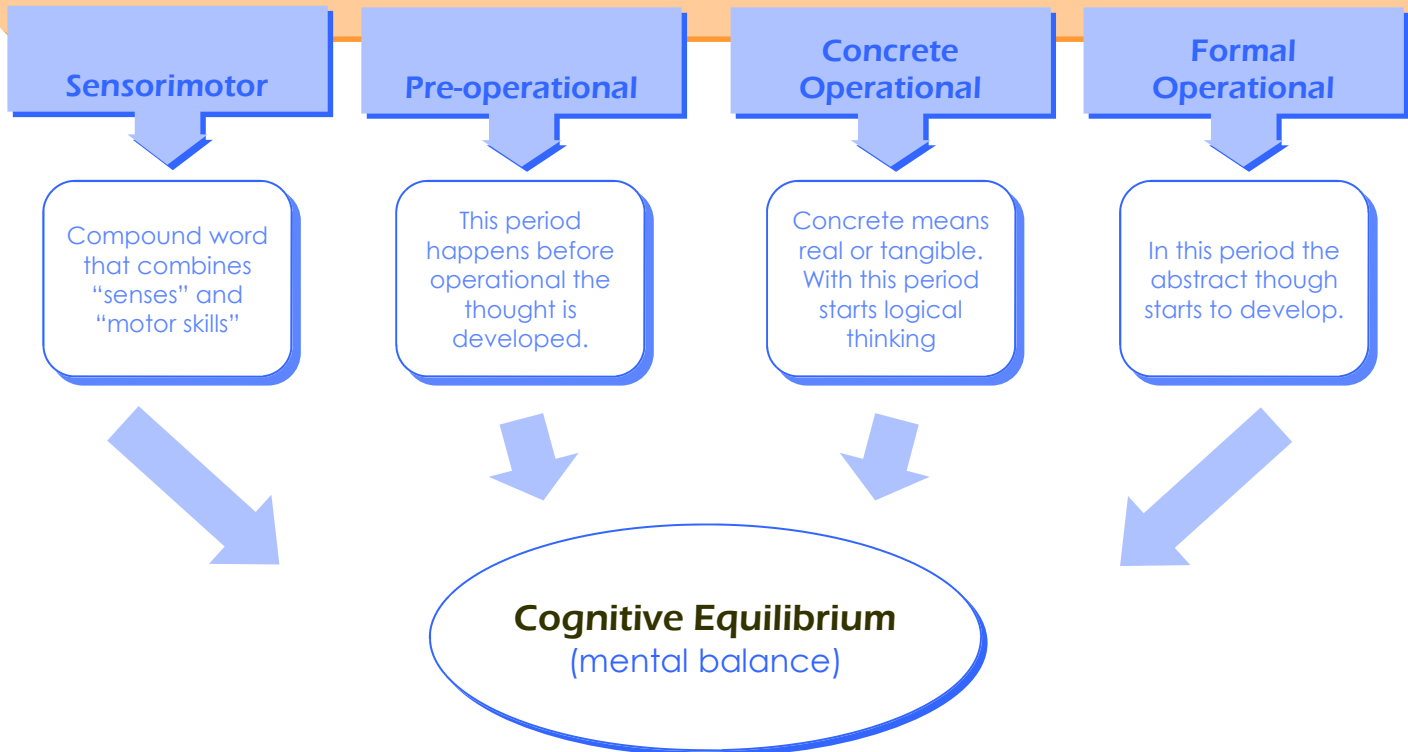




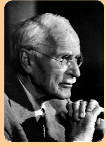
## Cognitive Theory (Grand Theory)

(Jean Piaget)

This theory concentrates on how the way of thinking may change over an individual's lifetime. There are 4 periods of cognitive development.



Cognitive theory attempts to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. "Information processing" is a commonly used description of the mental process, comparing the human mind to a computer. Cognitive theory opposes behaviorism on the basis that behaviorism reduces complex human behavior to simple cause and effect.



## Cognitive Theory (Grand Theory) (John Watson)

This theory studies behavior, which can be seen as the "Laws of Behavior".

### Conditioning:

An action (stimulus) has a reaction (response).



## Classical Conditioning Mini Theory (Ivan Pavlov)

A neutral repetitive stimulus develops into predictable response.

Example:

*Training dogs. The trainer says "paw" lifts the paw and gives the dog a treat. After a few repetition, the dog will give its paw just by saying "paw" without the treat.*



## Operant Conditioning Mini Theory (B.F. Skinner)

A person is trained to respond to a stimulus because they know the effects of that stimulus.

Example:

*Those who work know that if they work over-time they will get more money.*



## Social Learning Theory (emergent theory):

This theory extends behaviorism by stressing the influences of others over our own actions; it also states that many things are learned through just watching and modeling others.

**Modeling:** people watch and imitate others.

**Self-efficacy:** you feel that you are effective and capable.



# Sociocultural Theory (Emergent Theory)

(Lev Vygotsky)



This theory states that the environment and social or cultural atmosphere influence the development.

## Apprenticeship in thinking

The word "apprentice" means "beginner" this is when someone who is a beginner works with someone more experienced or advanced to learn from them

**Guided participation:** this is an active way for more skilled people to teach apprentices by showing and doing whatever the skill may be with them

**Zone of proximal development:** this is the area of skills that a learner is close to mastering but still needs assistance

**Epigenetic theory (emergent theory):** (prefix -epi means center) focuses on the interaction between the environment and genes

**Preformism:** this states that genes determine how a person will develop even before a person is born

Genetic Adaptation

**Selective adaptation:** when certain genes begin to adjust to their environment-they will become more common if they increase chances of survival and those that don't will become less common

Nature and Nurture



## Pronunciation Keys

### Theory:

[theer-ee]

### Emergent:

[i-mur-juhnt]

### Psychoanalytic:

[sahy-koh-an-lit-ik]

Def.: this is a compound word combining psychology and analytic

### Efficacy:

[ef-i-kuh-see]

Def.: this is the noun form of the verb "efficient"

### Equilibrium:

[ee-kwuh-lib-ree-uhm]

### Assimilation:

[uh-sim-uh-ley-shuhn]

### Socio-cultural:

-socio [soh-see-oh]

-cultural: [kuhl-cher-uhl]

### Apprenticeship:

[uh-pren-tis]

### Proximal:

[prok-suh-muhl]

### Adaptation:

[ad-uhp-tey-shuhn]

### Eclectic:

[i-klek-tik]

### Sigmund Freud:

[frɔɪd]

### Piaget:

[pē-ə-zhā]

### Watson:

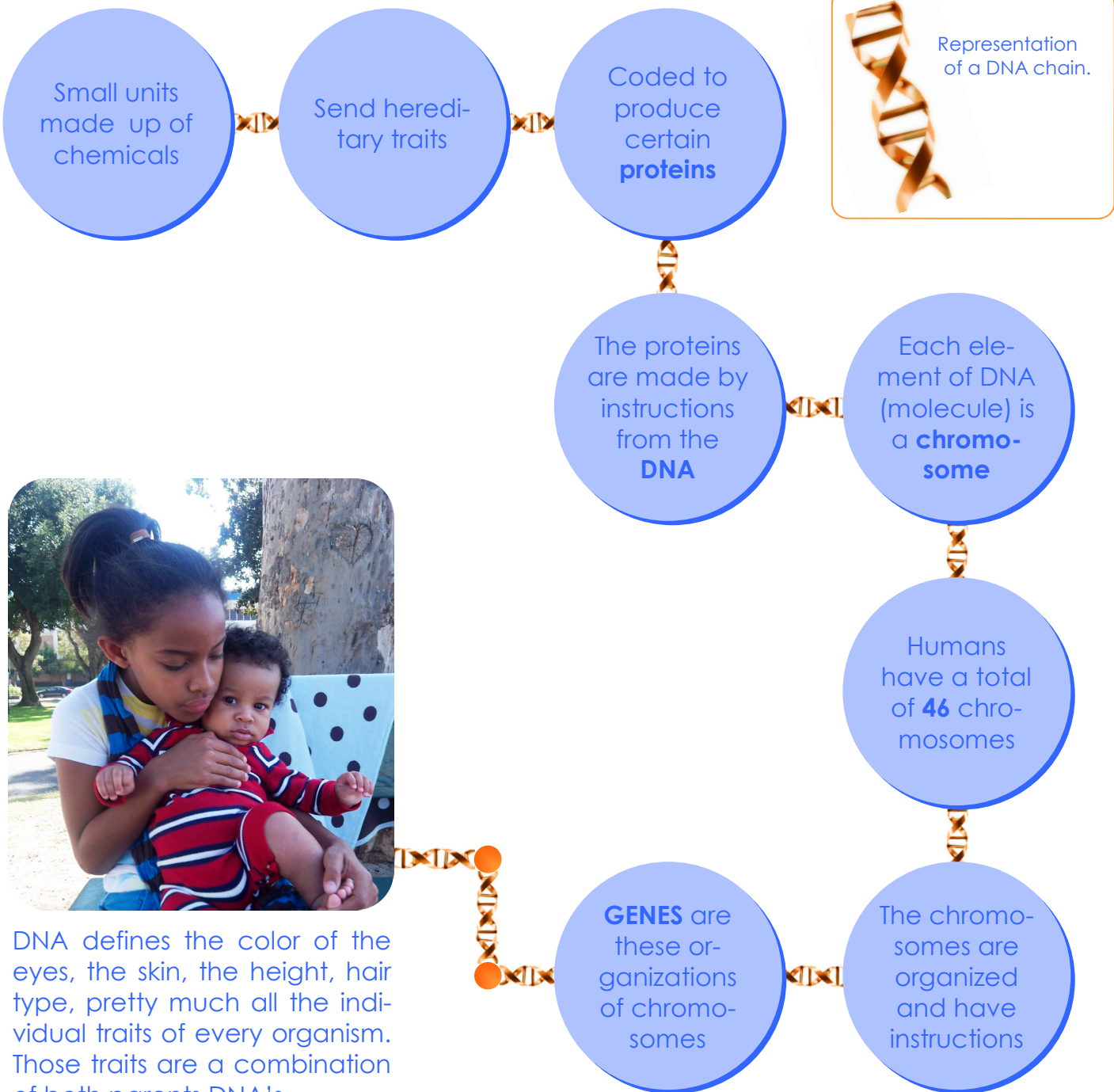
[wot-suhn]

### Pavlov:

[pav-lov]

# Genes and Environment

What are genes and how do they connect with DNA and chromosomes?



## From the beginning to the end of life:



### Gamete

This is a reproductive cell that is formed when the sperm penetrates the female reproductive cell (ovum).

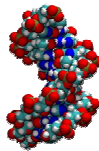


### Zygote

One cell is formed from the union of the sperm and the ovum.

### Genotype

The sum of all the genes of an individual.



### Allele

A small difference in a normal gene.



### 23rd Pair

The 23rd pair of genes determine the sex of an individual:

XX is a female  
XY is a male

### Spontaneous Abortion

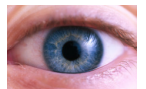
A natural abortion (miscarriage)

### Dominant-recessive pattern:

Alleles can interact in this pattern- the result is that one allele (the dominant one) is more powerful than the other recessive gene.

### Phenotype

Observable physical traits of an individual, such as hair-color, height, skin tone



### Multifactorial

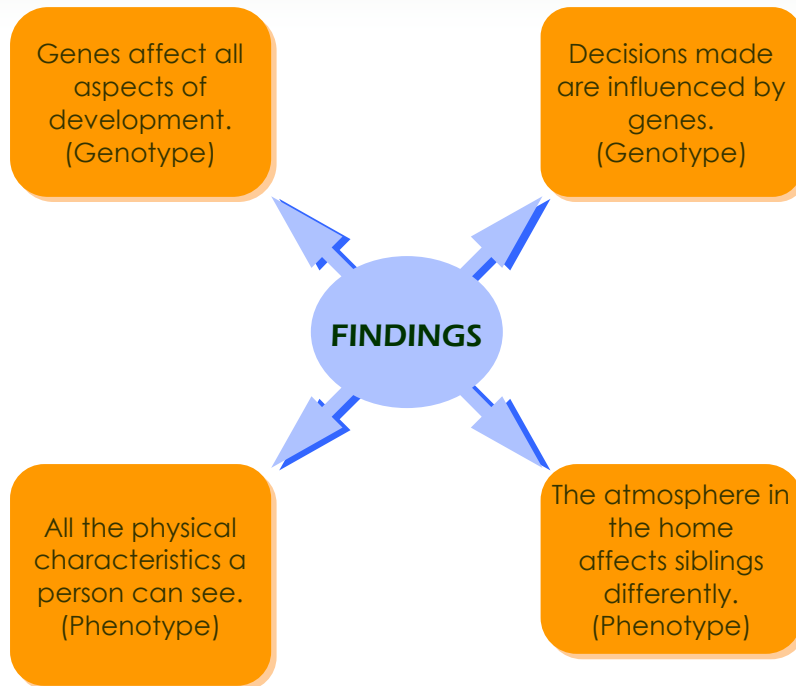
When many genes interact with other influences, like the environment, or genetic modifications.



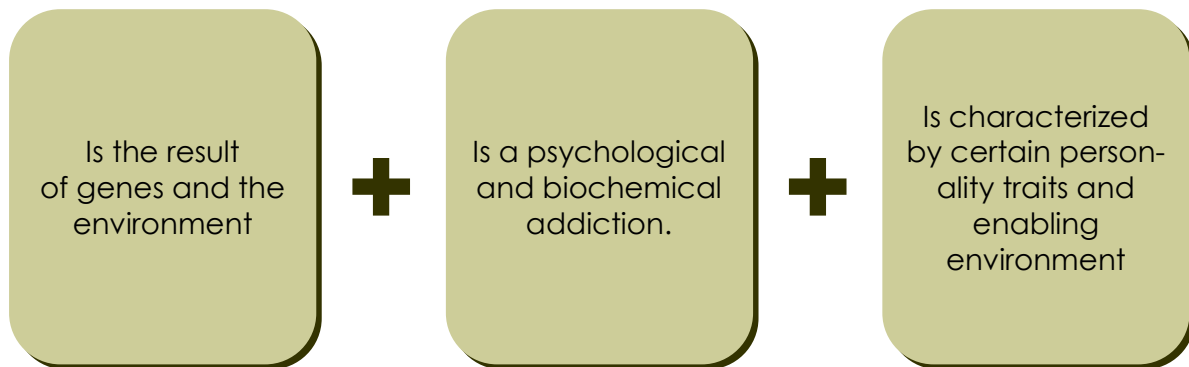
### Human Genome Project

Universal genetic code.

# Genotype and Phenotype



## Genetics and Alcoholism



### Heritability:

when an occurrence can be traced to genes

# Chromosomal and Genetic Abnormalities

These abnormalities might be caused by an extra chromosome or a harmful gene. It's important to know them because:

a. explain the complex path of nature and nurture.

b. knowing of the possibility = early intervention

c. Knowing and understanding = better outcome



## Mosaicism:

When a person has a combination of cells-some are ok and others are not; there can also be missing genes

## Dominant Gene Disorders:

Severe dominant disorders are typically not passed because those with these disorders are less likely to have children

**Fragile X Syndrome:** this is a disorder of one gene that has more than 200 repetitions-children with this disorder sometimes have cognitive issues; may be shy or completely opposite-aggressive

- many genetic disorders are carried on the x chromosome-which means that males are more affected than females

## Genetic Counseling:

When a couple is able to learn about their genes and heredity-even potential risky genes or chromosomes that they may pass on.

## Down Syndrome:

Also known as **trisomy-21**, which simply means that a person has three copies of the 21<sup>st</sup> chromosome-which means that they have one extra chromosome

People with down syndrome can be characterized as having:

- round face
- slanted eyes
- they could have some internal organ issues
- typically they are short
- sweet and loving children and adults
- age faster
- may develop Alzheimer's

## Pronunciation Keys

**Chromosome:**

[kroh-muh-sohm]

**Genome:**

[jee-nohm]

**Gamete:**

[gam-eet]

**Zygote:**

[zig-oh-t]

**Genotype:**

[jen-uh-tahyp]

**Phenotype:**

[fee-nuh-tahyp]

**Allele:**

[uh-leel]

**Polygenic:**

Def: -poly means  
many; many genes

**Dizygotic:**

[dahy-zahy-got-ik]  
Def.: -di means two;  
two zygotes

**Monozygotic:**

Def.: -mono means  
one; one zygote  
[mon-uh-zahy-got-ik]

**Clone:**

[klohn]

**Infertility:**

Def.: noun form of  
infertile  
[in-fur-tl]

**Schizophrenia:**

[skit-suh-free-nee-uh]

**Acuity:**

[uh-kyoo-i-tee]

**Mosaic:**

[moh-zey-ik]

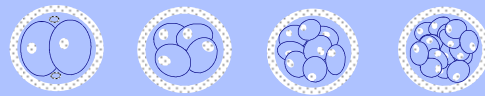


# Prenatal Development and Birth

## ZYGOTE TO NEWBORN: 3 PERIODS OF GROWTH

### Germinal Period

- 1 - 2 weeks after conception
- Cells are quickly dividing



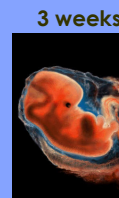
← 12 - 36 hours →

Ultrasound of a  
2-week old  
embryo



### Embryonic Period

- 3 - 9 weeks after conception
- Limbs are forming, internal organs are developing



3 weeks



6 weeks



8 weeks



9 weeks

### Fetal Period

- 9th week to birth
- **Age of viability:** when the fetus can live outside the womb and most likely will survive
- Rapid growth of the fetus. Internal functions continue. Brain, eyes, muscles develop



10 weeks



26 weeks



After birth

# Risk Reduction

**Teratogens:**

External influences- could be drugs or illness that may cause damage to the developing fetus and could cause birth defects or even death.

**Teratology:** (the suffix -ology always means “the study of”)

The study of birth defects.

**Behavioral Teratogens:**

External influences which effect the brain-intellect and emotions may be damaged.

## Risk Analysis

A method of figuring out the possible harm of a certain teratogen

### Timing of Exposure

This concept has to do with the point of time that a growing fetus is exposed to a teratogen. – remember the “critical period”- that is when a fetus is the most sensitive to any external influence and may be harmed.

### Genetic Likelihood

Males are more likely to have problems because of the x-linked patterns.

### Amount of Exposure:

This concept has to do with the idea that the amount that the fetus is exposed to the teratogen determines the potential risk

- **Threshold effect:**  
When a teratogen may not be harmful, but when the dosage is increased it becomes harmful.
- **Interaction effect:**  
when two or more teratogens are introduced at the same time and when combined have harmful effects to the fetus.



# Birth Complications

## **Anoxia:**

During birth a baby may not get enough oxygen, this can cause brain damage and possibly death

## **Small for gestational Age:**

When a baby's weight is much less than it should be for the amount of time in gestation (in uterus, in the womb).

## **Preterm birth:**

When a baby is born 3 or more weeks before it is due.

## **Low Birth Weight:**

Infants body weight at birth is less than 5.5 lbs

## **Very low birth Weight:**

Infants body weight at birth is Less than 3 lbs

## **Extremely Low Birth Weight:**

Infants body weight at birth is less than 2 lbs.

## **Cerebral Palsy:**

This is a situation when there is damage to a newborns brain- people with this disorder have a hard time controlling their muscles, a hard time speaking and walking about.

## **Causes**

Problems with the placenta or umbilical cord, or if the mother was ill while pregnant. Drug use: prescription drugs or illegal drugs.  
The mother-to-be was malnourished during pregnancy.

# Birth

## Fetal Alcohol Syndrome

When a child has many signs of the effects of a woman consuming too much alcohol when pregnant-effects include: different facial features, slow physical and cognitive growth.

## Sonogram

Is what prenatal doctors do when a woman is pregnant to create an image of the fetus.

## Cesarean Section

surgical birth when the doctor cuts through the woman's lower belly.

## Apgar Scale:

A fast method that nurses use to check the newborns status.

They check the newborn's color, heart rate, muscle tone, reflexes and breathing abilities-this assessment is done at 1 minute after birth and then again at 5 minutes after.



# Support and Parenting

## Kangaroo care:

When a mother of a low birth weight infant spends time each day with the child between her breasts. This makes it easy to breastfeed and also provides energetic support between the mother and child

## Parental Alliance:

When both the mother and father work together as team to care for the infant.

## Parent-infant bond:

Occurs immediately after birth. A connection between the infant and the parents develops when they hold their newborn, feed them and love them.

## Pronunciation Keys

Germinal:  
[jur-muh-nl]

Gestational:  
[je-stey-shuh nl]

Embryonic:  
[em-bree-on-ik]

Fetal:  
[fet-l]

Teratogens:  
[tə-rāt'ə-jən]

Anoxia  
[an-ok-see-uh]

# Body Changes

## Facts

Infants will double their weight from when they were born to 4 months of age and will triple it by their 1<sup>st</sup> birthday

Growth is fast and quick in the first year and slows down a little in the 2<sup>nd</sup> year.



## Terminology

### Head Sparing:

A natural process that the body does to protect the brain when malnutrition begins to affect development

### Norm:

Simply, "what is normal." A standard measurement of people within the same group.

### Percentile:

It is a ranking system between 0-100; 50 is the midpoint or half of 100%. (Ex. If my daughter is in the 100th percentile for height she is TALL!)

### Failure to thrive:

A child is healthy but is not growing and may even lose weight.





# Sleep

## Terminology

### REM (Rapid Eye Movement)

It is defined by flickering eyelids, fast brain waves and dreaming when a child is sleeping.

- Growth hormones are released during sleep = sleep is important so infants grow.

## Brain Development Connections

### Neuron

It is in the central nervous system and is simply "a nerve cell"

### Cortex

Outside part of the brain; thinking, feeling and sensing happen here.

### Axon

This is a fiber that continues from a nerve and sends electrical impulses to dendrites.

### Dendrite

Also a fiber that continues from a nerve and receives the impulses from the axons.

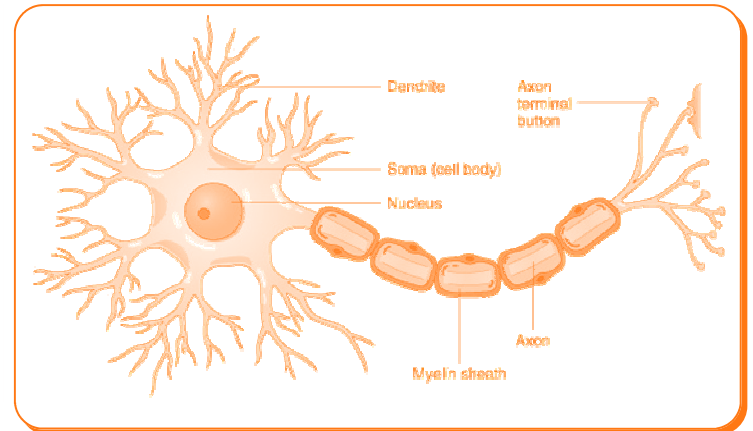
### Synapse

This is the meeting point between "the axon of one neuron and the dendrite of another" (p. 139).

### Transient exuberance

In the first two years children have a dramatic increase in the number of dendrites. The more experiences children have the more their brain will develop and mature.

- Experience-expectant  
This term simply means that the brain will function as is expected through basic common experiences that the child will have.
- Experience-dependent  
This term means that there are some brain functions that rely on certain experiences for them to develop.



### Pre-frontal cortex

Part of the brain's cortex that controls "planning, impulse control and predictions."

### Self-righting

The inside force that all humans have which fixes a developmental shortcoming.

### Sensitive period

A time during growth that if something is going to develop it will happen during this timeframe.



# The Senses and Motor Skills

## Terminology

### Sensation

The senses sensing something

### Perception

The brain figuring out the information from what it senses

### Hearing

Is the most developed at the times of birth

### Vision

Is the last to develop and is not as mature at birth

**Binocular vision** ("bi"- means two) Two eyes able to focus on one object; this develops at 14 weeks

## MOTOR SKILLS

Motor skills are the ability to move your body in small or large ways.

### Gross Motor Skills

The ability to move in large ways: walking, running, climbing, etc.

### Fine Motor skills

The ability to move your fingers: grasp a pencil, pick up a Cheerio, etc.

## REFLEXES

Involuntary system in the body that responds to an outside event naturally.

3  
very important reflexes for newborns

BREATHING

BODY  
TEMPERATURE

SUCKING



## Immunization

When children get shots of a certain virus in order to build up the immune system.

## Sudden Infant Death Syndrome — SIDS

When a healthy infant dies unexpectedly when sleeping

## Nutrition

Breast milk is the best nutrition for newborns [Colostrum: the first fluid to come out of the breast immediately after birth]. Better than formula.



## Malnutrition

### Protein-calorie deficiency

A child is unable to get nourishing food at all-this can lead to **marasmus**

### Marasmus-(within the 1st year)

The growth in a child stops. Tissues in the body deteriorates and the infant dies.

### Kwashiorkor-(after 1 year of age)

Chronic malnutrition child is vulnerable to disease and illness.

## Pronunciation Keys

Percentile  
[per-sen-tahyl]

Neuron  
[noo r-on /]

Dendrite  
[den-drahyl]

Synapse  
[sin-aps]

Binocular  
[buh-nok-yuh-ler]

Marasmus  
[muh-raz-muh s]

Kwashiorkor  
[kwah-shee-awr-kawr]

# Cognitive Development



## Sensorimotor Intelligence (Intelligence based on motor skills and senses)

Babies think by using their senses and motor skills during the first period of cognitive development.



# 6

## Stages of Sensorimotor Intelligence



### Stages 1 & 2

#### Primary Circular Reactions

##### Stage 1:

###### **Birth to 1 month**

This stage involves the infant's responses to its own body.

Reflexes — sucking, staring, listening

##### Stage 2:

###### **1 to 4 months**

In this stage the infant assimilates and coordinates the newly discovered reflexes.

Grabbing a bottle, sucking a



### Stages 3 & 4

#### Secondary Circular Reactions

##### Stage 3:

###### **4 to 8 months**

In this stage infants begin to be aware of things. Respond to people and objects.

Clap hands when mother says "patty-cake"

##### Stage 4:

###### **8 to 12 months**

Infants in this stage start to adapt and anticipate on a new level — respond to objects or people more deliberately.

### Stages 5 & 6

#### Tertiary Circular Reactions

##### Stage 5:

###### **12 to 18 months**

Infants through this stage start experimenting, "little scientist"

Placing a teddy bear in the toilet and flushing it.

##### Stage 6:

###### **18 to 24 months**

In that stage the infant starts considering before executing through mental





## Pronunciation Keys

**Head Sparing**

*/hěd/ /spar/*

**Norm:**

*/norm/*

**Percentile:**

*/pər-sén'tīl/*

**Failure to thrive:**

*/fāl'yər/ /thrīv/*

**Rem:**

*/rěm/*

**Neuron:**

*/nöö'r'ön', nyöö'r'-/*

**Cortex:**

*/kôr'těks'/*

**Axon:**

*/āk'sön'/*

**Dendrite:**

*/děn'drīt'/*

**Synapse:**

*/děn'drīt'/*

**Transient exuberance:**

*/trān'zē-ənt, -zhənt, -  
shənt/, /īg-zōō'bər-əns/*

**Pre -frontal cortex:**

*/frūn'tl/ /kôr'těks'/*

**Self- righting:**

*/sělf/ /rīt/*

**Immunization:**

*/īm'yə-nĩ-zā'shən/*

**Nutrition:**

*/nōō-trīsh'ən, nyōō-/*

**Malnutrition:**

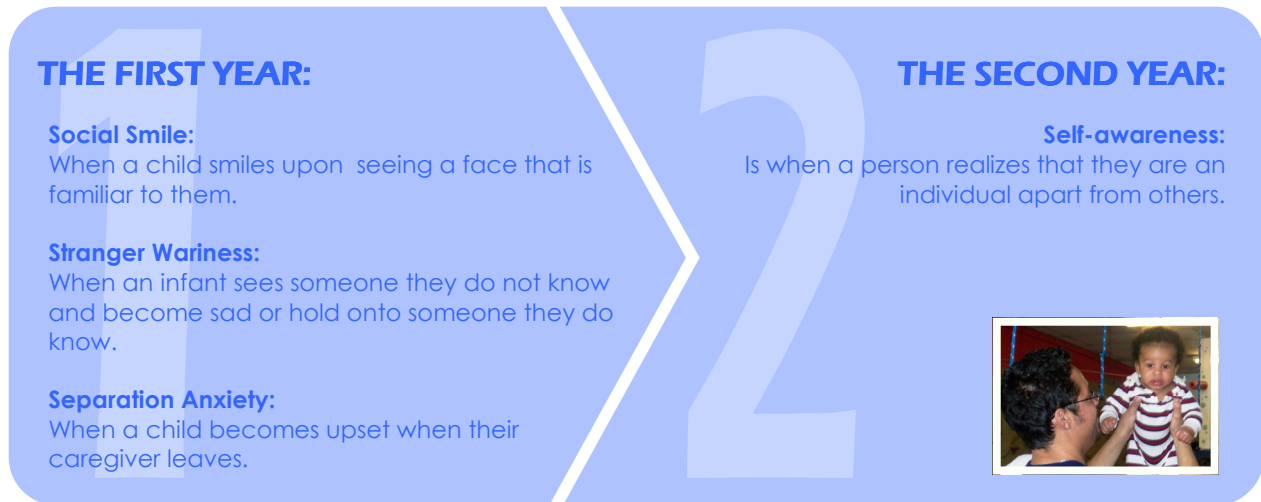
*/māl'nōō-trīsh'ən, -nyōō-/*

**Kwashiorkor:**

*/kwä'shē-ô'r'kôr'/*

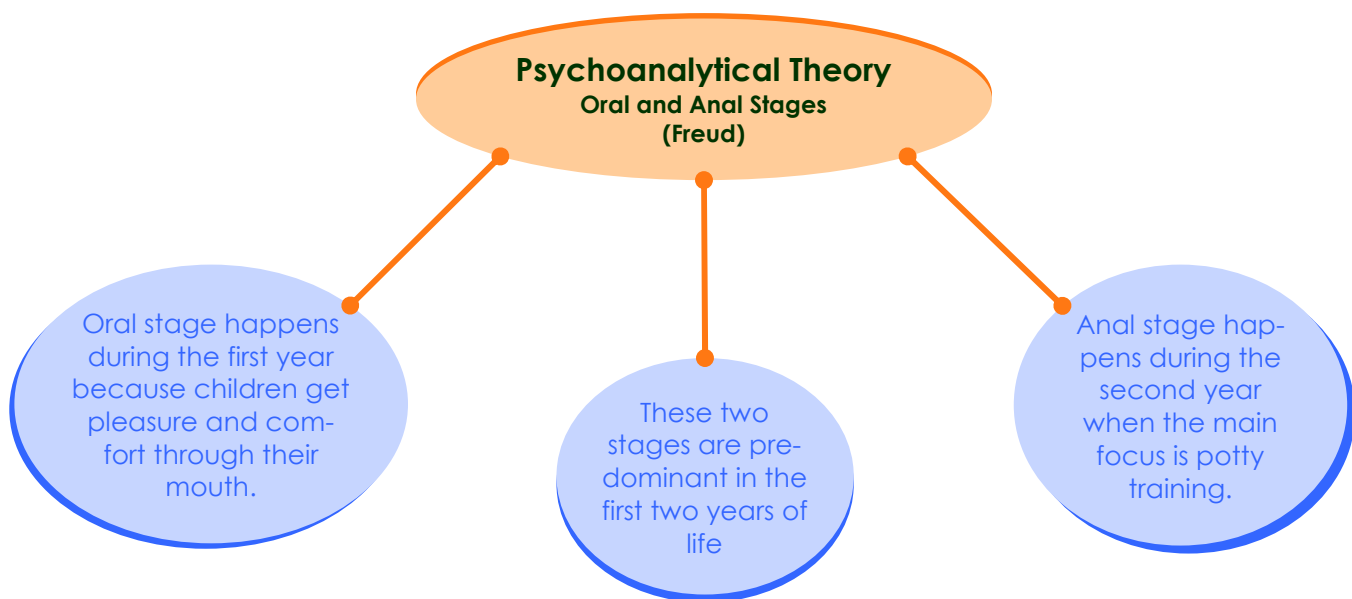
# Psychosocial Development

**Psychosocial:** compound word that combines psychology and society or sociology.



## Theories About Infant Psychosocial Development

What is happening in development and how it relates to the theories from Chapter II





## Psychosocial Theory

Trust and Autonomy  
(Erikson)

### Trust vs. Mistrust

This is when infants learn whether to trust people and the world around them based upon their experiences when they were young.

### Autonomy vs. Shame/ Doubt

Toddlers want to be in full control over themselves and if they are not able to be they feel shameful and they doubt their own abilities.

In their minds, infants create a certain grouping of assumptions that place their perceptions and experiences into categories.

## Cognitive Theory Working Model

### - Behaviorism - Social Learning Theory

This theory states that knowledge comes from watching others



## Epigenetic Theory (Genes & Environment)

### Temperament

It has to do with the individuals' emotions, their actions and how they control themselves this changes from person to person and is influenced by genes and environment

### Goodness of Fit

A compatible temperament between the child, caregiver and larger social setting (school, church, friends)



## Socio Cultural Theory - Ethno theory -

This theory states that values and cultural practices within a certain cultural group are involved in and influence the upbringing of a child.

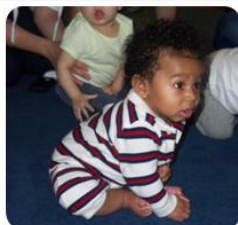
### Proximal

Parenting that is physically close and involves contact and affection

## Parenting

### Distal

Parenting that is more focused on the child's mind than on giving and showing affection



## Attachment

A connection/bond with another person



### Secure Attachment

when there is trust and love between the caregiver and the child



### Insecure-avoidant attachment

The child does not care when a caregiver leaves or returns

### Disorganized attachment

The child changes randomly the way he/she feels when the caregiver leaves or returns.

### Insecure-resistant/ambivalent attachment

The child is obviously upset when the caregiver leaves and wants to reconnect.

## Social Referencing

Infants and children will look at their parents and caregivers to get approval from them before they continue to touch and look at something or someone unfamiliar.

## Infant Day Care

### Family Day Care

care for children in  
a person's home

### Center Day Care

care for children at a  
designed place just for  
that purpose; the place  
is licensed and the staff  
is trained in Child  
Development.

## High Quality Day Care Involves 5 elements:

1. Enough **attention** to each child
2. **Language and sensorimotor** development is supported
3. **Health and safety** are priorities
4. **Trained and professional** caregivers are on staff
5. **Responsive and caring** staff

## Pronunciation Keys

### Wariness:

[wair-ee-nis]

### Distal:

[dis-tl]

### Autonomy:

[aw-ton-uh-mee]

### Temperament:

[tem-per-uh-muhnt]

### Proximal:

[prok-suh-muhl]

### Synchrony:

[sing-kruh-nee]

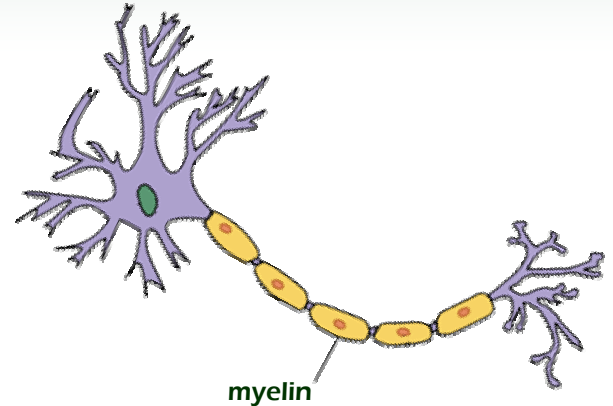


# The Play Years: Biosocial Development

## Key Concepts:

### Myelination

Axons are covered with myelin which speeds up the movement of nerve impulses.



### Amygdala

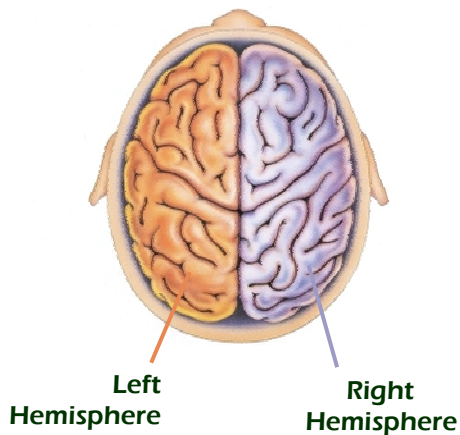
A small section in the brain that reads emotions.

### Hippocampus

Another small section of the brain that processes the memories of locations.

### Hypothalamus

An area of the brain that responds to both the amygdala and the hippocampus and sends out hormones that make other parts of the brain active.



### Hemisphere

The prefix "hemi" means "half" or "side"; there are two sides to the brain.

### Corpus Callosum

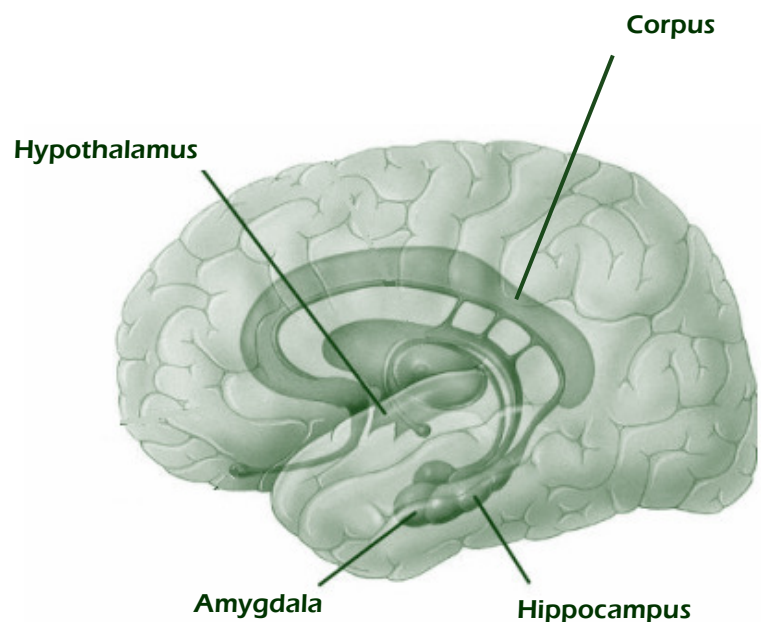
Is in the middle of the two sides of the brain and connects them.

### Lateralization

When each side of the brain specializes in something very specific.

### Shaken Baby Syndrome

When infants are shaken roughly brain damage may occur.



# Injury Prevention

Injury Control/Harm Reduction:  
injuries are less likely to occur if right preventive precautions are in order.

## Primary Prevention

Takes place before an injury occurs

## Secondary Prevention

Take action to stop potential harm.

## Tertiary Prevention

Take action after the accident has happened



# Child Maltreatment

Prefix “mal” means bad. Deliberate harm to a child under 18 years of age.  
Synonym: mistreatment

## Child Abuse

Deliberate physical, emotional and/or sexual actions against a child.

## Child Neglect

Not taking care of the child's basic needs of food, education or emotional support.

## Reported Maltreatment

When a child is maltreated and it has been reported to the authorities.

## Substantiated Maltreatment

When maltreatment has been reported, investigated, and confirmed.

## Post-Traumatic Stress Disorder

(PTSD) after abuse, children may become hyperactive, may display anger or anxiety

## Options After Maltreatment:

### Permanency Planning

This is a plan to establish where the child will go after an abusive situation has been confirmed.

### Foster Care

A child is cared for by someone other than their biological parents.

### Kinship Care

Care for a child by a relative of the family.



## Pronunciation Keys

**Myelination:**

*/mīə-lə-nī-zā'shən/*

**Amygdala:**

*/ə-mīg'də-lə/*

**Hippocampus:**

*/hīp'ə-kām'pəs/*

**Hypothalamus:**

*/hīpō-thāl'ə-məs/*

**Child maltreatment:**

*/chīld/ /māl-trēt'/*

**Tertiary prevention:**

*/tûr'shē-ěr'ē/*

**Kinship care:**

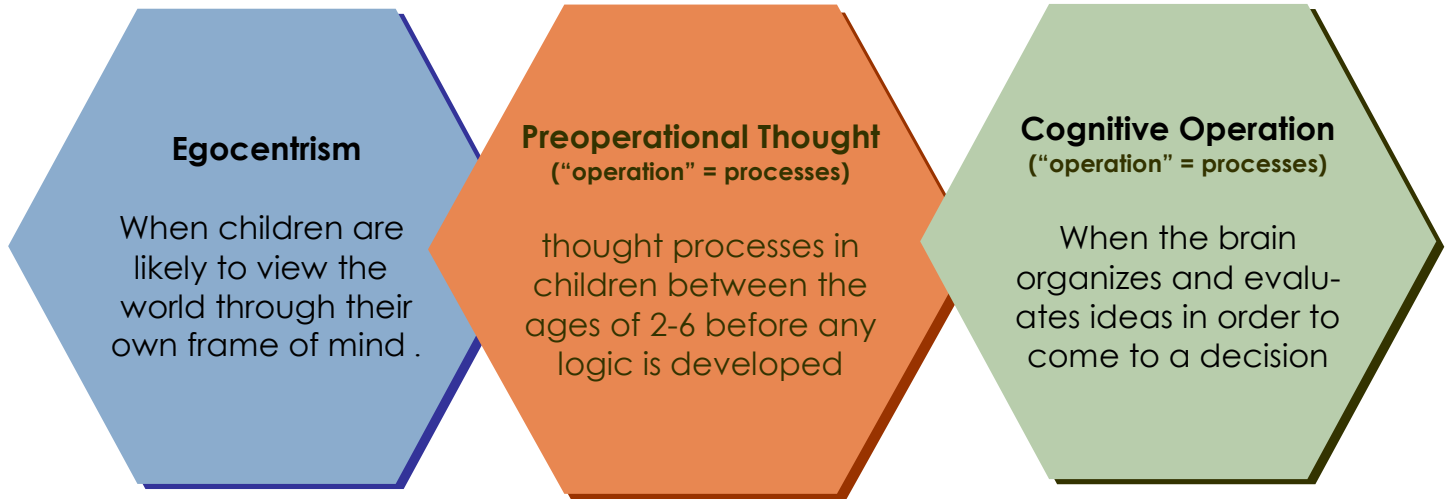
*/kīn'shīp'/ /kâr/*

**Substantiated:**

*/səb-stān'shē-āt'/*

# The Play Years: Cognitive Development

## Piaget: Children as Thinkers



## Obstacles to Logical Operations

### Centration:

A part of preoperational thought where a child only focuses on one part of a situation or thought and does not pay attention to anything else.

### Focus on Appearance

Another part of preoperational thought where a child only focuses on what they can see.

### Static Reasoning

"Static" means unchanging. It is the belief that things cannot change.

### Irreversibility:

When they think something cannot be changed back to the way it was; ex: when a child gets chocolate ice cream on their favorite shirt they do not understand that it can be washed and will possibly go away.



# Vygotsky: Children as Learners

## Guided Participation

When one learns from another through active guidance.

## Apprentice in Thinking

When a younger person's mind is stimulated by someone with more experience.



## Scaffolding

When a person helps another less experienced person understand the next task in any step-by-step learning process

## Zone of Proximal Development:

When a person is able to do something but still needs help from someone more ex-

## Private Speech

Talking to oneself; aloud or quietly.

2  
Ways that language progresses thinking

## Social Mediation

Informal and formal conversation that assists a person in advancing their

# Theories of Children

## Theory-Theory

When children explain everything they come into contact with by creating their own theories.

## Theory of Mind

When children realize that others are not thinking the same thing as they are; so they try to figure out what another person is thinking.



## Sensitive Period

Similar to the critical period but it is when a certain development may happen and will occur with ease

## Language

### Critical Period

A period of time when something must happen if it is going to happen .

## Vocabulary and Grammar

### Balanced bilingual

When someone is completely fluent in two languages.

### Over-regularization

When children apply the rules of grammar more than they need to.

### Fast-Mapping

When children learn new words and organize them into categories based on what they mean.

### Emergent Literacy

Skills that are introduced early on and these skills assist children when they are learning to read; they are able to recognize alphabet letters.



## Pronunciation Keys

**Preoperational:**

*/pre- op-uh-rey-shuh-nl/*

**Egocentrism:**

*/ee-goh-sen-trizm/*

**Static:**

*/stat-ik/*

**Irreversibility:**

*/ir-i-vur-suh-buhl/*

**Conservation:**

*/kon-ser-vey-shuhn/*

**Apprentice:**

*/uh-pren-tis/*

**Scaffolding:**

*/skaf-uhl-ding/*

**Mediation:**

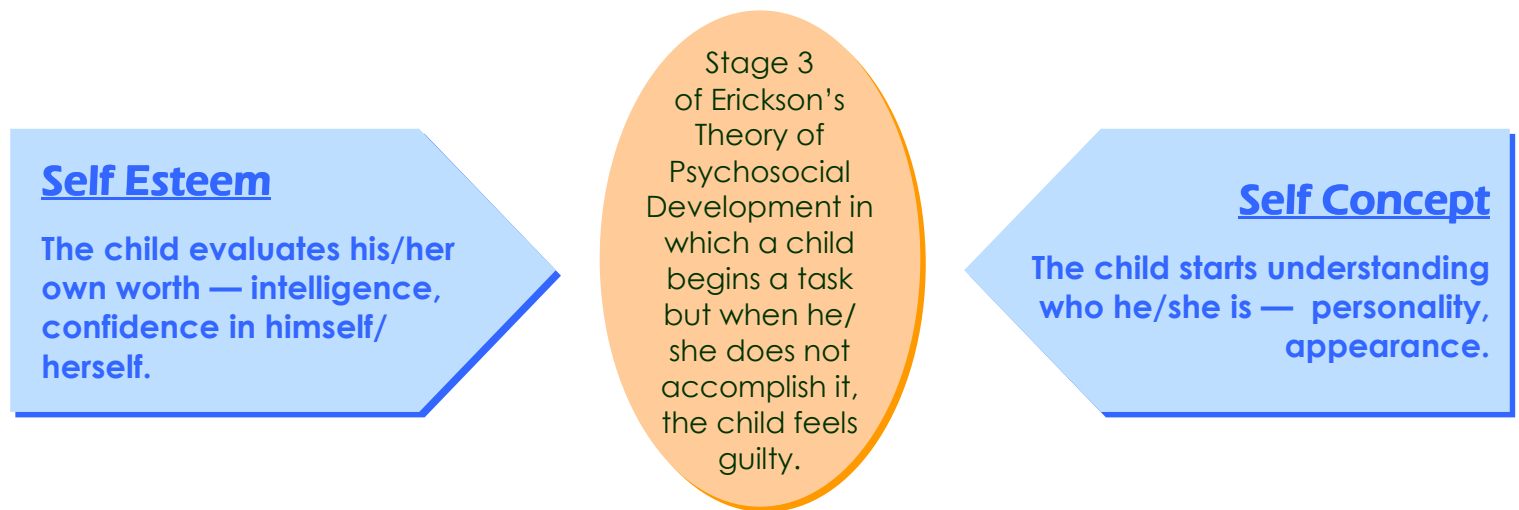
*/mee-dee-ey-shuhn/*

**Overregularization:**

*/over -reg-yuh-luh-raza- shuhn/*

# Psychosocial Development

## Initiative Vs. Guilt



# Emotion Regulation

## Externalization

Externalizing (ex = out) problems, expressing emotions openly without control such as anger, or attacking others

**Vs.**

## Internalization

internalizing (in = inside) problems, the lack of expressing emotions openly and feeling guilt, shame or a sense of worthlessness.

## Empathy

Understanding other people's emotions. "Putting oneself in someone else's shoes"

**Vs.**

## Antipathy

(anti = against) The inability to feel empathy towards other individuals.

## Antisocial Behavior

Inability to be social

**Vs.**

## Pro-Social Behavior

Positive social behavior



## Emotional Intelligence:

An evaluation of how an individual interprets and expresses emotions.



# Types of Play

Play is important for children to experience because:

- Allows them to develop muscles and control over their body
  - Learn from their peers and through that interaction



## Social Dramatic Play

A type of game where children play roles by using their Imagination.

## Rough and Tumble Play

Aggressive play that looks like wrestling and hitting.



# Parenting Styles



## Permissive Parenting

Parents do not set up limits for the child. Parent's expectations are low.



## Authoritarian Parenting

Parents who have high expectations from a child they are low in communication and

## Authoritative Parenting

Child and parent communication is high. Parents compromise with the child.



# Theories of Gender Differences

## Sex Difference

The physical differences from males to females

## Gender Differences

Social roles that males and females assume

## Phallic Stage

Freud's stage where children seek pleasure through their genitalia

## Oedipus Complex

The theory that a child desires the mother's love.

## Identification

A self-concept by behavior and attitudes of someone else.

## Superego

The critics of personality that analyzes morals and norms of parents

## Electra Complex

The theory that a child desires the father's love.



# Types of Aggression



## Instrumental Aggression

Aggressive response which takes away items from others.

## Bullying Aggression

Continuous physical, verbal and emotional attack to victims who cannot defend themselves.



## Reactive Aggression

Intentional, hurtful reaction towards other peers.



## Relational Aggression

Social rejection during Friendship.



## Pronunciation Keys

**Regulation:**

*/reg-yuh-ley-shuhn/*

**Intrinsic:**

*/in-trin-sik/*

**Extrinsic:**

*/ex-trin-sik/*

**Psychopathology :**

*/sahy-koh-puh-thol-uh-jee/*

**Externalizing:**

*/ik-stur-nl-ahyz/*

**Internalizing:**

*/in-tur-nl-ahyz/*

**Permissive:**

*/per-mis-iv/*

**Authoritative:**

*/uh-thawr-i-tey-tiv/*

**Antipathy:**

*/an-tip-uh-thee/*

**Aggression:**

*/uh-gresh-uhn/*

**Phallic:**

*/fal-ik/*

**Oedipus:**

*/ed-uh-puhs/*

**Electra:**

*/i-lek-truh/*

**Schema:**

*/skee-muh/*

**Androgyny:**

*/an-droj-uh-nuhs/*

# The School Years: Biosocial Development

## Middle Childhood

Children ages 6 or 7 to 10 or 11  
Generally a healthy time.

## Problems that Arise

### Overweight

A child's weight over the 85th percentile is classified as an overweight child.

### Obese

A child is considered obese when their weight is ranked at 90th percentile or higher.

### Asthma

A respiratory condition in which the airway is inflamed provoking breathing difficulties

### Selective Attention

When someone focuses on one attribute excluding others.



## Attention

### Automatization

The repetition of an action becomes a routine so that it does not require conscious thought.

# Coordination, Practice and Motivation

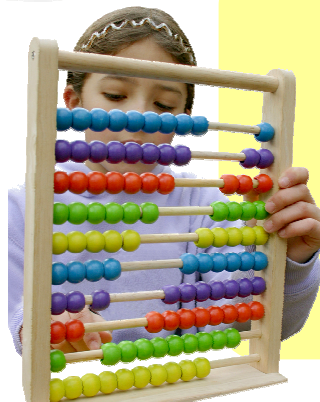
## Reaction Time

The time it takes to respond to a stimulus. Like the time it takes to start running after hearing the signal.



## Aptitude

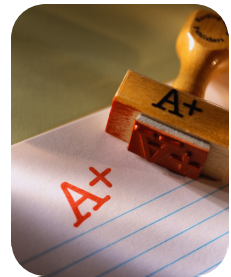
The ability to master a specific skill or domain (area) of knowledge.



io  
test

## IQ (Intelligent Quotient) Test

A test that measures the intellectual ability to learn in school.



## Achievement Test

A test that measures a skill or subject matter already mastered.

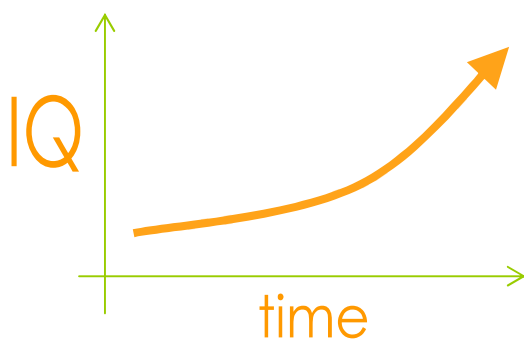
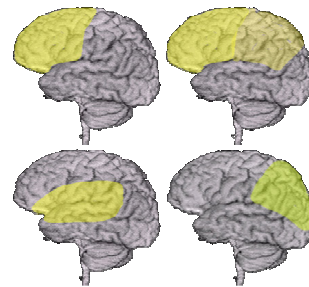


## Wechsler Intelligence Scale for Children

(WISC) IQ test for middle school children in the areas of vocabulary, memory, general knowledge, and spatial understanding.

## Mental Retardation

Mental slowness or delay that is considered below 70% in the IQ test.



## Flynn Effect

The increase in IQ scores that has occurred over several decades in many nations.

# Learning Disabilities

## Developmental Psychopathology

Def.: A field that studies and treats developmental disorders.

### **Diagnostic and Statistical Manual of Mental Disorder**

*(DSM-IV-R)-4th Edition Rev.*

The original guide of the American Psychiatric Association for diagnosis (not treatment) of mental disorders.



### **Pervasive Developmental Disorder**

Severe problem that affects the psychological growth of a child. It may cause speech, movement or social skill delays.

#### **Autism:**

A psychological disorder that affects the child's communication and social behavior skills.

#### **Learning Disability**

A delay of a specific part of learning.

#### **Attention Deficit Disorder**

The child's inability to concentrate

#### **Attention Deficit Hyperactive Disorder**

The disorder that affects the individuals ability to concentrate for long periods of time and also is inattentive, impulsive and overactive.

# **Educating Children With Special Needs**

## **Education of All Handicapped Children Act 1975-lead to the following educational practices:**

### **Least Restrictive Environment**

A legal policy to provide supplemental resources to assist learning.

### **Mainstreaming**

The practice of teaching special needs children in a regular classroom.

### **Resource Room**

The space where children with special needs receive specialized curriculum and resources.

### **Inclusion**

Teaching children with special needs in a regular classroom with adequate aid and services.

### **Individual Education Plan**

A document specifying educational goals for a child with special needs.



## Pronunciation Keys

**Overweight:**

*/ō'vər-wāt'/*

**Obesity:**

*/ō-bē'sī-tē/*

**Asthma:**

*/āz'mə/*

**Reaction time:**

*/rē-āk'shən/ /tīm/*

**Selective attention:**

*/sī-lĕk'tīv/, /ə-tĕn'shən*

**Autoimmunization:**

*/ô-tŏm'ə-tī-zā'shən/*

**Aptitude:**

*/āp'tī-tŏd', -tyŏd'/*

**Achievement test:**

*/ə-chĕv'mĕnt tĕst/*

**Flynn effect:**

*/flīn/, /ī-fĕkt'/*

**Developmental****psychology:**

*/dī-vĕl'əp-mĕnt/, /sī-kŏl'ə-jĕ/*

**Comorbidity:**

*/kŏ'môr-bīd'ī-tē/*

**Dyslexia:**

*/dīs-lĕk'sē-ə/*

**Autism;**

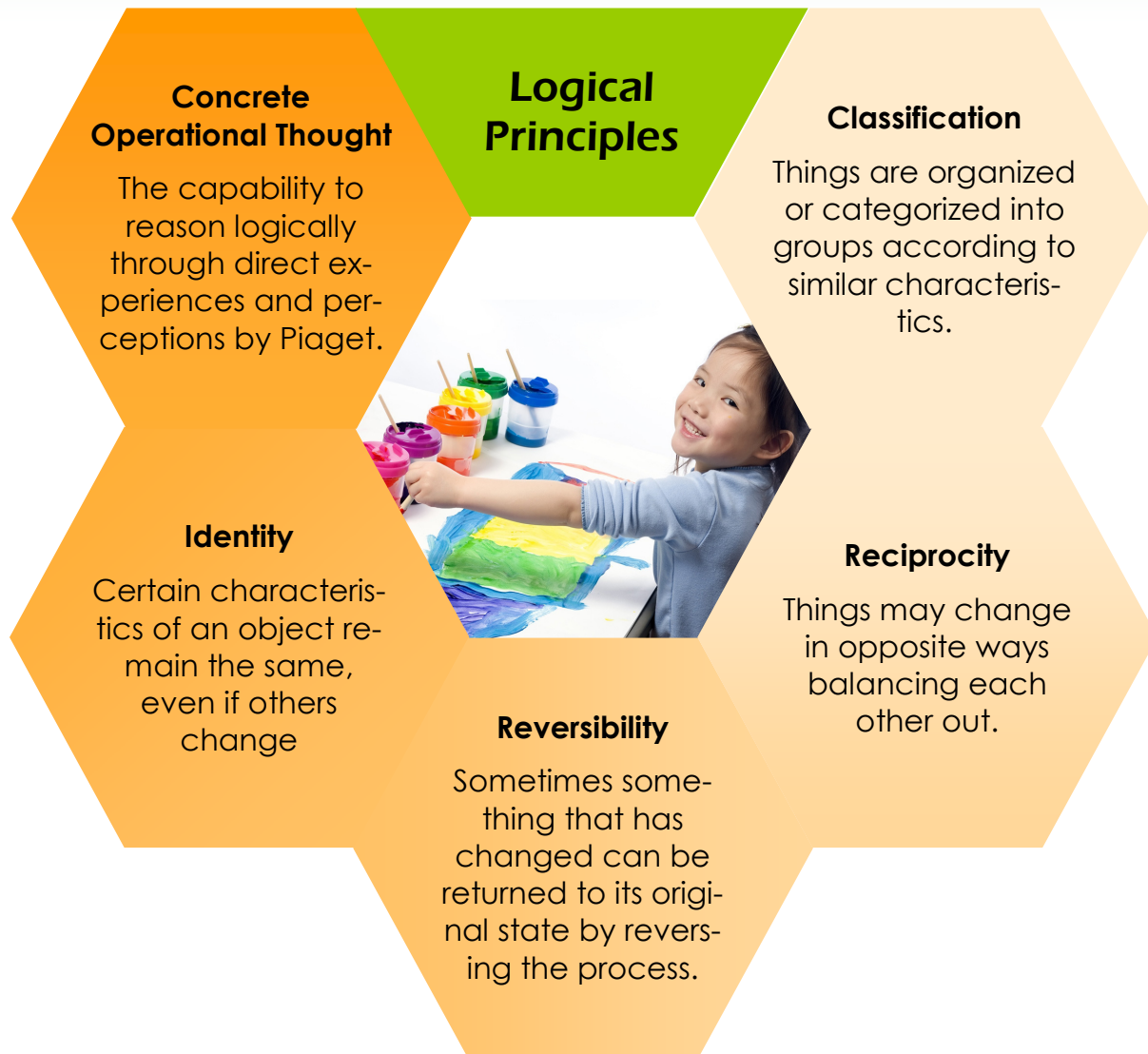
*/ô'tīz'əm/*

**Inclusion:**

*/īn-klŏd'zhən/*



# Cognitive Development

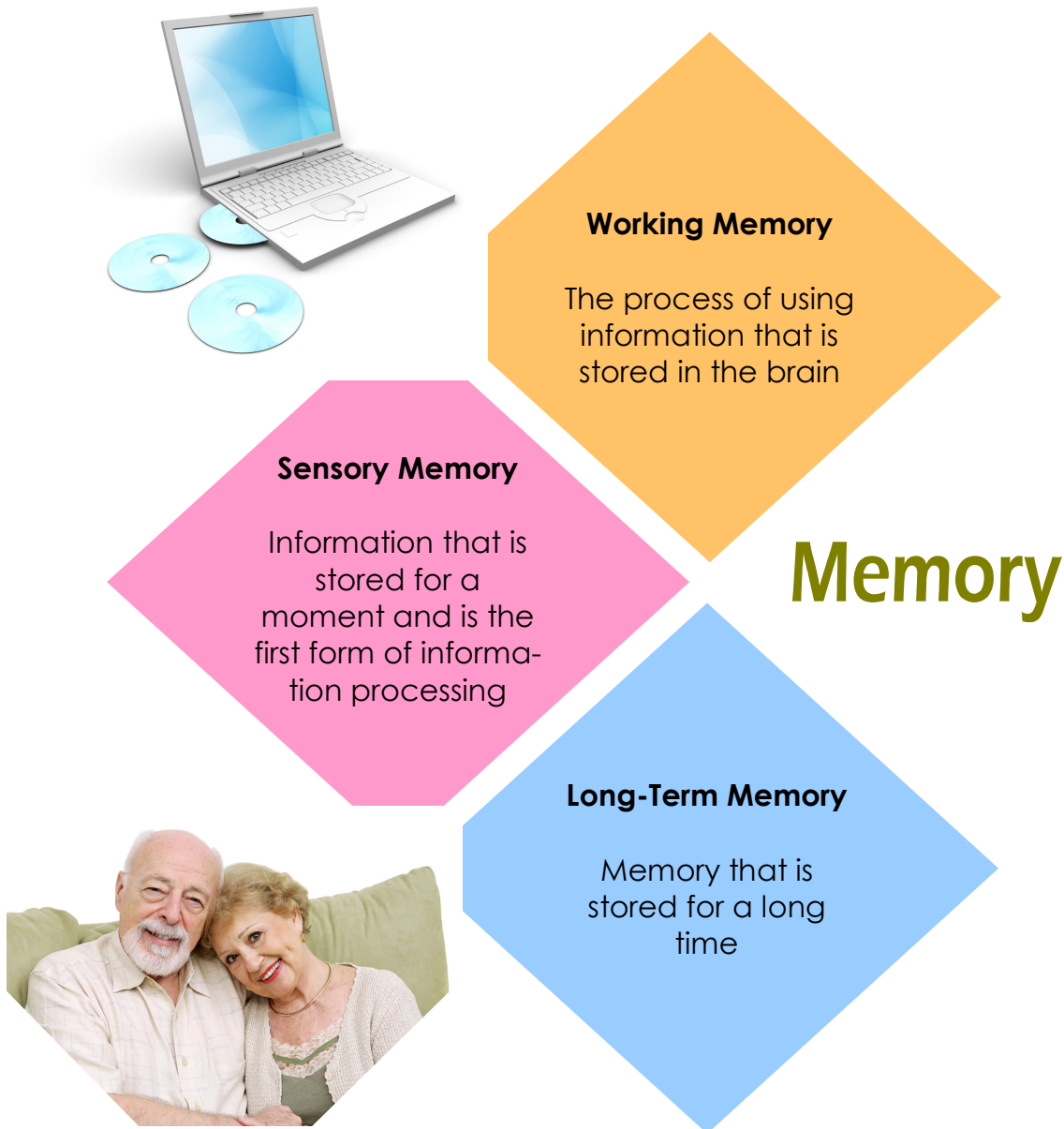


## No Child left Behind Act

A law passed in 2001 that utilizes many assessment and achievement standards to improve public education in the USA.

# Information Processing

Compares how the human mind works to the processing of a computer.



## Thinking / Knowledge / Control Process

### Knowledge Base:

When you already know something, or have information about something and as a result it is easier to learn new ideas in the same category of thought.

### Control Processes:

This is part of the brain where everything related to cognition is controlled or regulated.

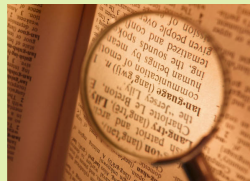
### Metacognition

"Meta"- the prefix means "higher, more developed" –so this word means more developed thinking abilities-this occurs during middle childhood.



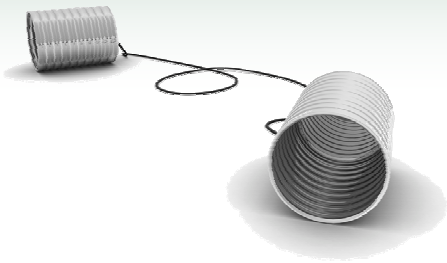
At the age of 6 children have mastered almost everything about language-vocabulary, grammar and possibly a second language.

They can understand metaphors.



They can understand the concept of how words can have different meanings depending upon how it is used in a sentence.

## Language



### English language learners (ELL's):

Is a term used to categorize people who are learning English as a second or third language



### Immersion:

when a child is "immersed" into a classroom where the instruction is delivered in the second language.

## Second Language Learning

### Language shift:

When a person's brain shifts from their native language to English when they write, speak and even think



### Bilingual education:

instruction is taught in both the child's native tongue and in the second language.



## Reading

### Phonics vs. Whole-language Approach:

**Phonics** is when a child is taught to read by learning the sound of one word at a time and then combining letters. **Whole-language** is when a child is taught to read by using all academic skills: speaking, listening, reading and writing

### Which method is best?

The answer is really based upon the learner: since all children learn differently either approach or both approaches may be used as an effective way to assist children in reading

## Pronunciation Keys

**Reversibility:**

*/rĩ-vûr'sə-bəl/*

**Phonics Approach:**

*/fɒn'iks/, /ə-prōch'/*

**Sensory Register:**

*/sɛn'sə-rē/, /rēj'ĩ-stər/*

**Knowledge Base:**

*/nɔɪ'ij/, /bās/*

**Metacognition:**

*/mā'tə, mē'tä/, /kɔg-nĩsh'en/*

# Psychosocial Development in Middle Childhood

## The Nature Of the Child

### Industry and Inferiority

This is a stage where children are busy and actively seeking new information and learning new behaviors.

### Latency

This is a quiet period in psychosexual theory children are using their energy in school activities.

## Self-Concept

### Social Comparison

Comparing yourself against others who may have more things or different things than you have .

### Effortful Control

When a child is able to control their emotions; they have to think about it and it takes effort .



# Family Function and Structure

## Family Structure

The people who live in the same house.



## Family Function

The way a family works together in order to provide and take care of one another.

There are 5 ways a family can function  
In order to raise their children appropriately:

**1.**  
Provide basic  
Necessities

**2.**  
Encourage  
Learning

**3.**  
Create  
Self Respect

**4.**  
Allow and  
Encourage  
Relationships

**5.**  
Harmony and  
Stability



## Common Family Structures

### **Nuclear Family**

Father, Mother and their biological children.

### **Single-Parent Family**

One parent and his/her biological children.



### **Extended Family**

When there are 3 or more generations living in one home.

### **Blended Family**

Family that has children from different marriages and a stepparent.

### **Polygamous Family**

One man, several wives and their children

## The Peer Group

Culture of Children: how children act together that are separate and distinct from adults.

### Friendship and Social Acceptance

Close friends are more important than being accepted by an entire group of friends.



### Popular and Unpopular Children



#### Aggressive-Rejected

When a child is rejected by his/her peers because the child is mean and confrontational

#### Withdrawn-Rejected

When a child is rejected by his/her peers because the child is quiet, shy and unsocial.

### Bullies and Victims

#### Bully

When a child is repeatedly mean and harmful to other children and socially embarrasses others in front of peers-typically the bully picks on a “weaker” person.

#### Victim

Withdrawn-rejected children are most often those who are the victims of bullies –these children attack others and are attacked themselves as well.

# Children's Moral Codes

## Kohlberg's Levels of Moral Reasoning

### Pre-conventional Moral Reasoning

Focus is placed on rewards and punishment.

**Stage 1:** "might makes right" - do what you want but do not get caught.

**Stage 2:** Look out for oneself.

### Conventional Moral Reasoning

Emphasis is placed on social rules. This is a community centered level.

**Stage 3:** The right behavior is what pleases others.

**Stage 4:** Obeying the law and being a good citizen.

### Post-Conventional Moral Reasoning

The focus is placed on moral principles, this level is centered on ideals.

**Stage 5:** Obey social rules only if they benefit all around you.

**Stage 6:** Doing the right thing just for the sake of doing it.

## Pronunciation Keys

Polygamous

*[puh-lig-uh-muh s]*

Nuclear

*[noo-klee-er]*