



**C H I L D**  
**P S Y C H O L O G Y**

**Spring 2024**

**Marjorine Henriquez-Castillo, PhD**

# CHILD GROWTH AND DEVELOPMENT



Paris, Ricardo, Rymond and Johnson  
College of the Canyons



## TEXTBOOK



Front Matter



1: Introduction to Child Development



2: Conception, Heredity, and Prenatal Development



3: Birth and the Newborn



4: Physical Development in Infancy and Toddlerhood



5: Cognitive Development in Infancy and Toddlerhood



6: Social and Emotional Development in Infancy and Toddlerhood



7: Physical Development in Early Childhood



8: Cognitive Development in Early Childhood



9: Social Emotional Development in Early Childhood



10: Middle Childhood - Physical Development



11: Middle Childhood - Cognitive Development



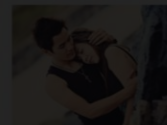
12: Middle Childhood - Social Emotional Development



13: Adolescence - Physical Development



14: Adolescence - Cognitive Development



15: Adolescence - Social Emotional Development

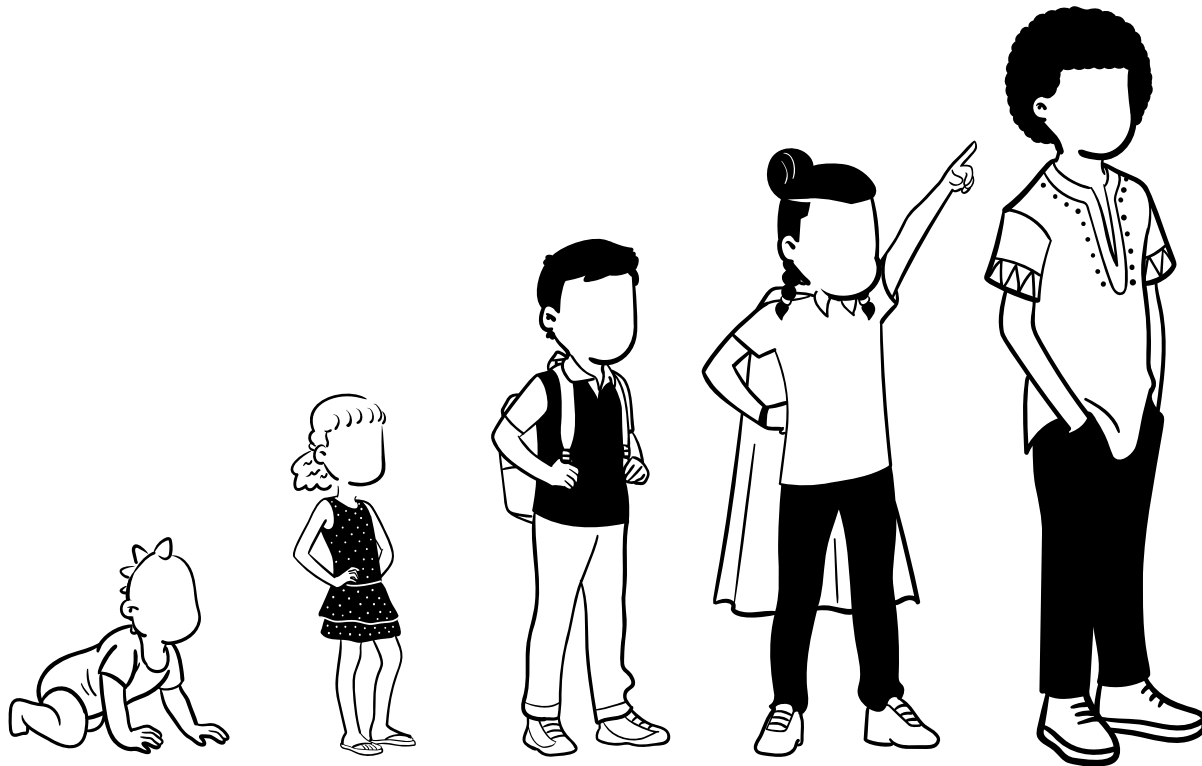


# Introduction to Child Development

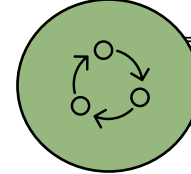
## Chapter 1



# 1.1. Principles of Development



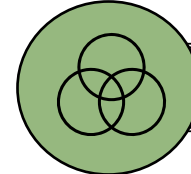
Gene & Environment Interaction



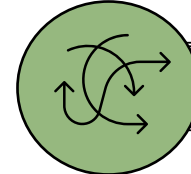
Lifelong (change across the lifespan)



Characterized by plasticity



Multidimensional: Physical, Cognitive, Socioemotional



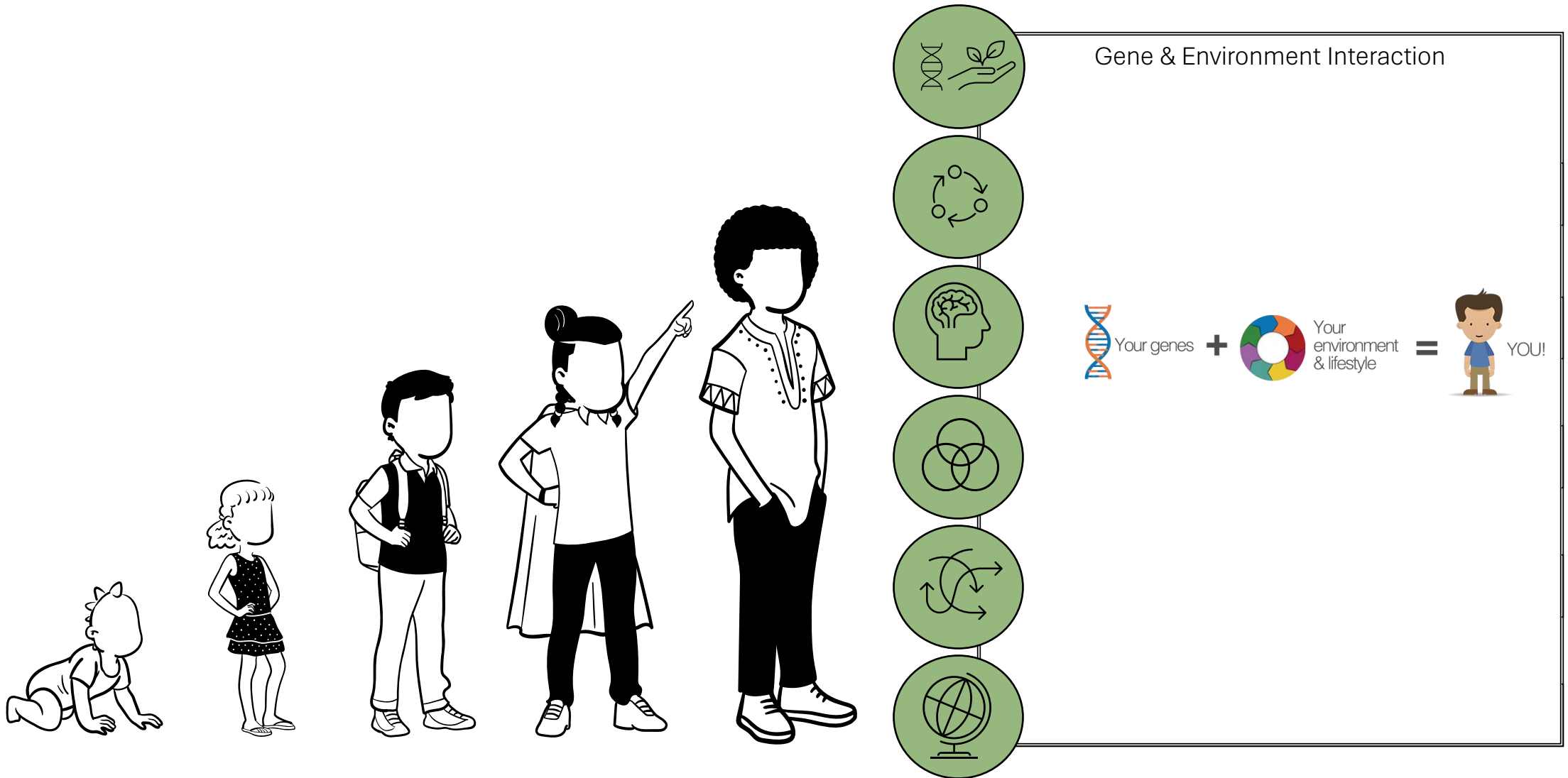
Multidirectional



Multicontextual

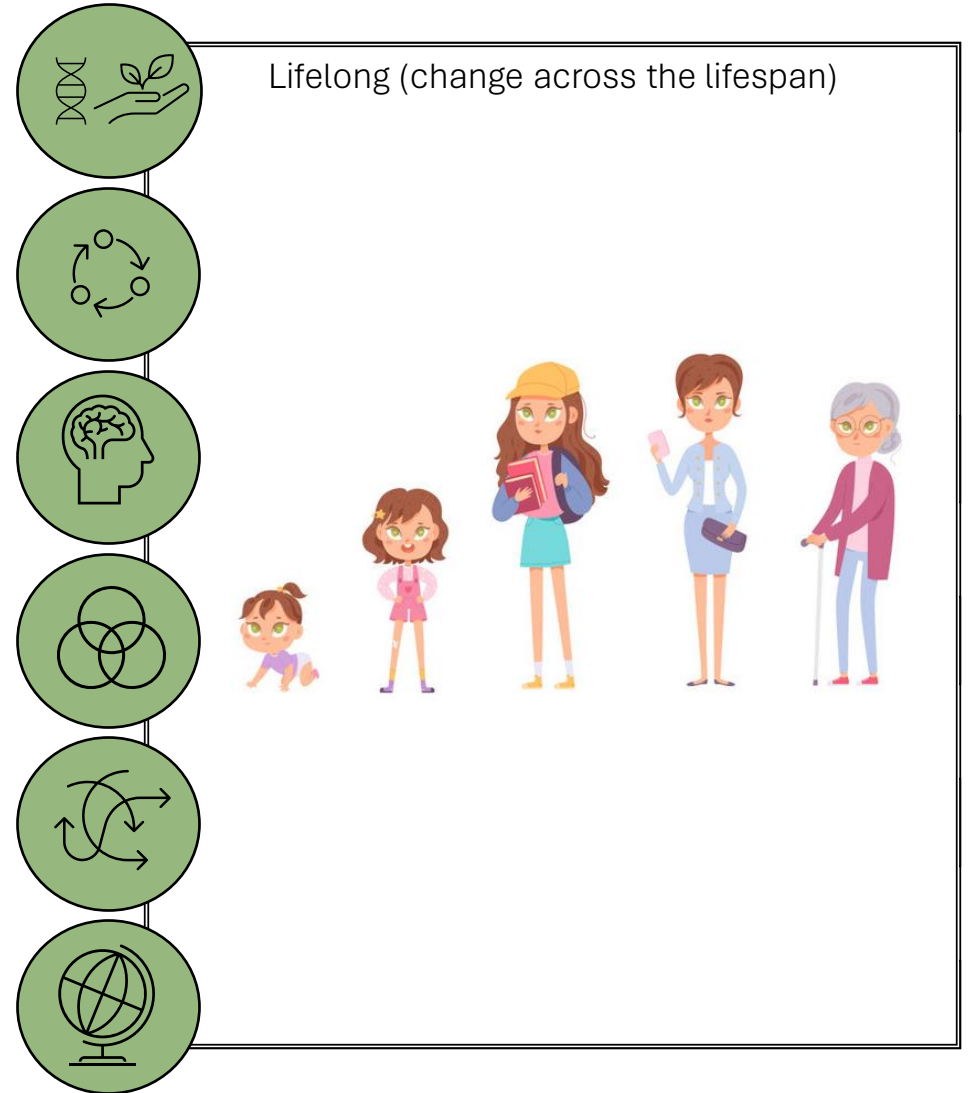
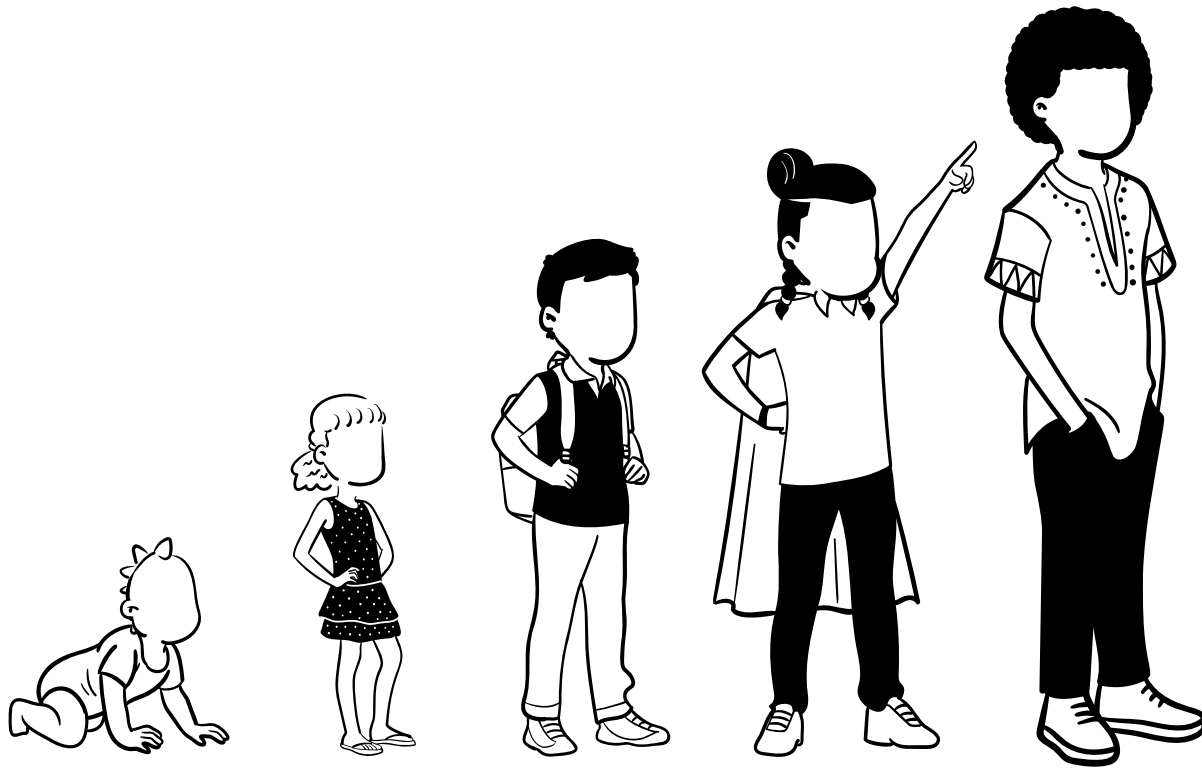


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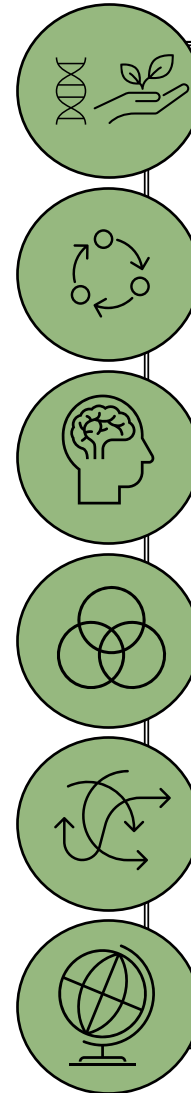
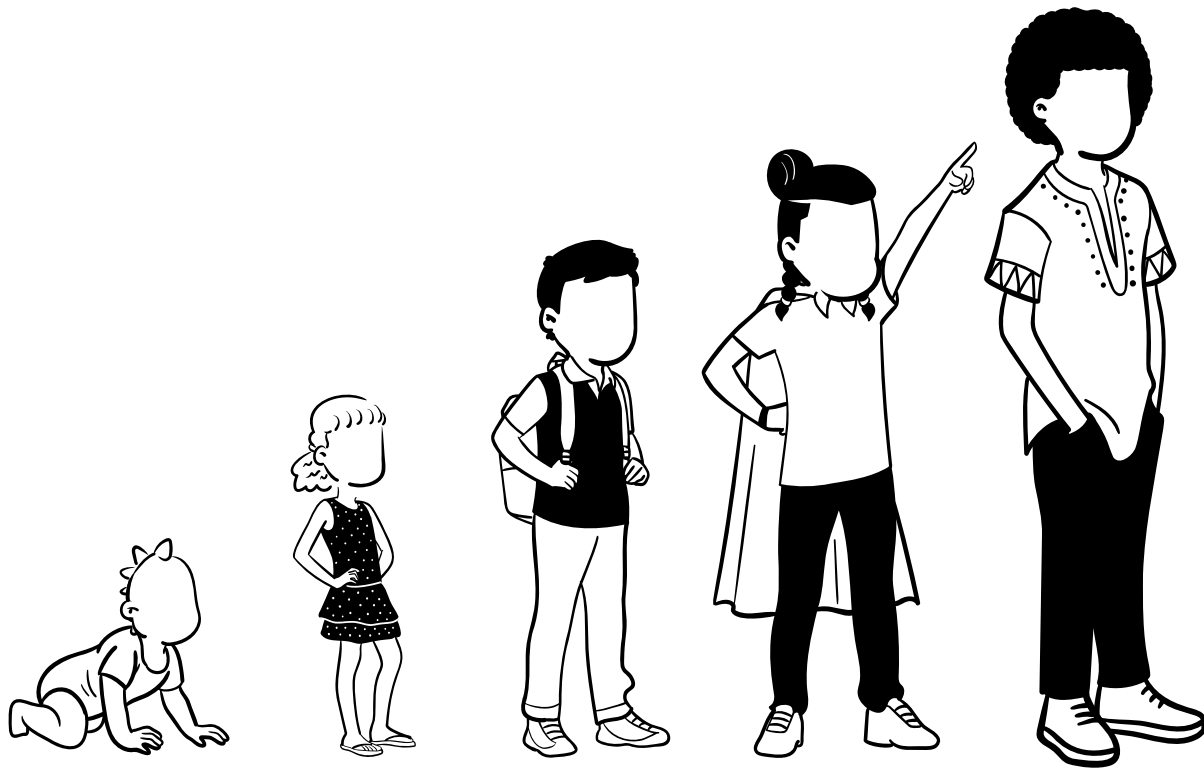


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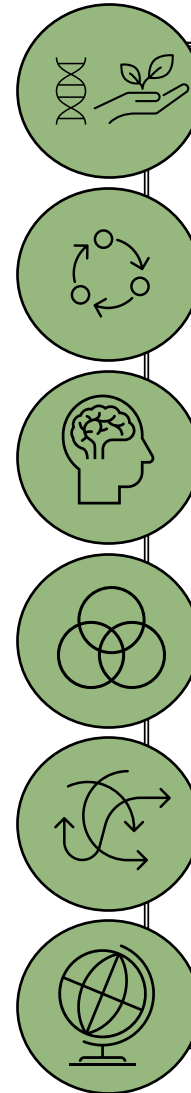
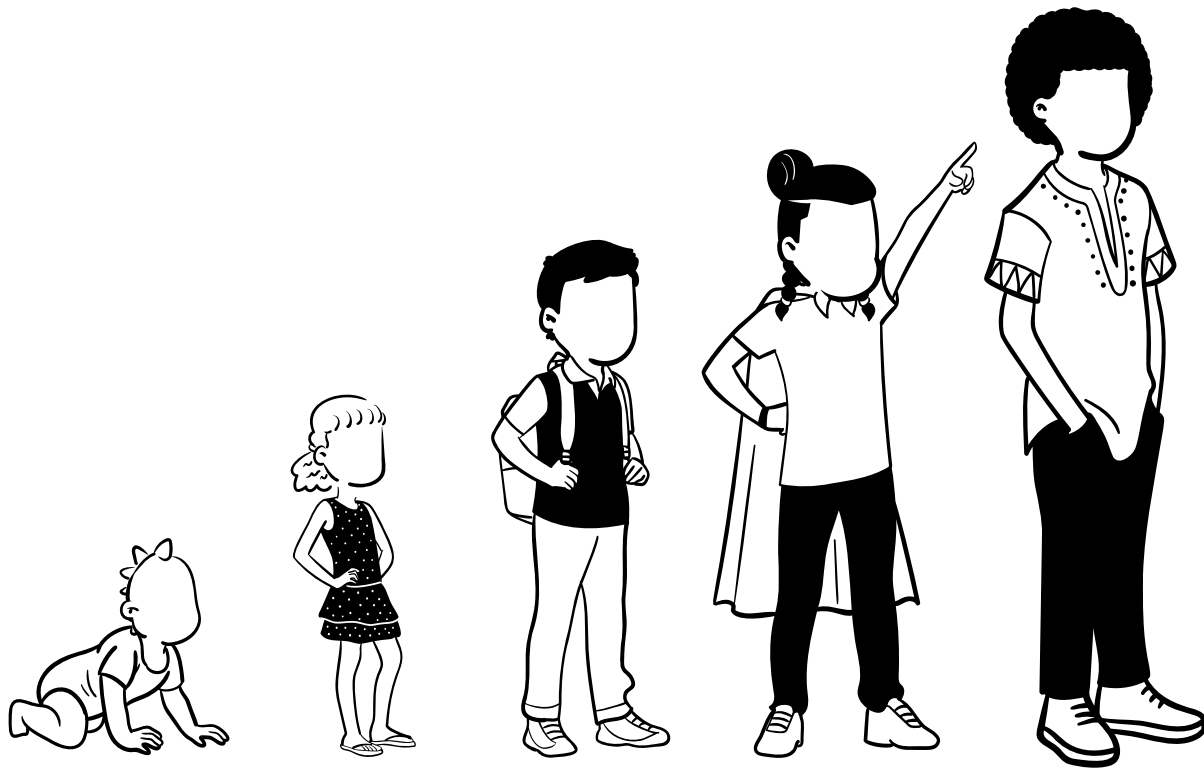


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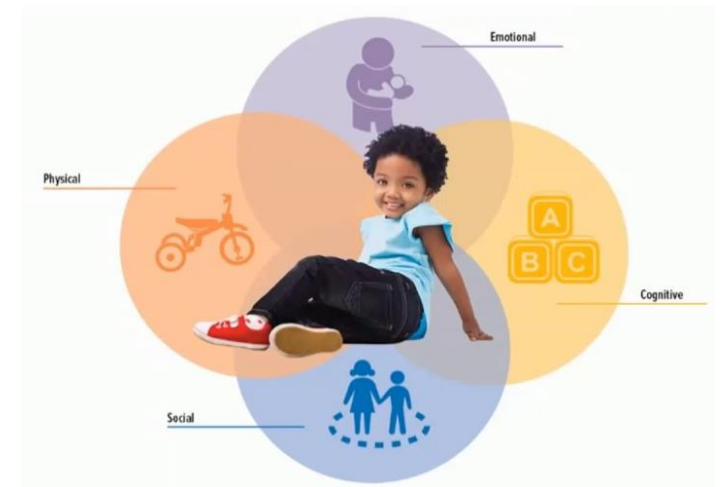




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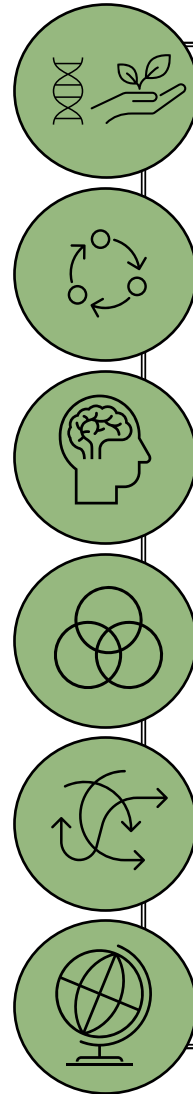
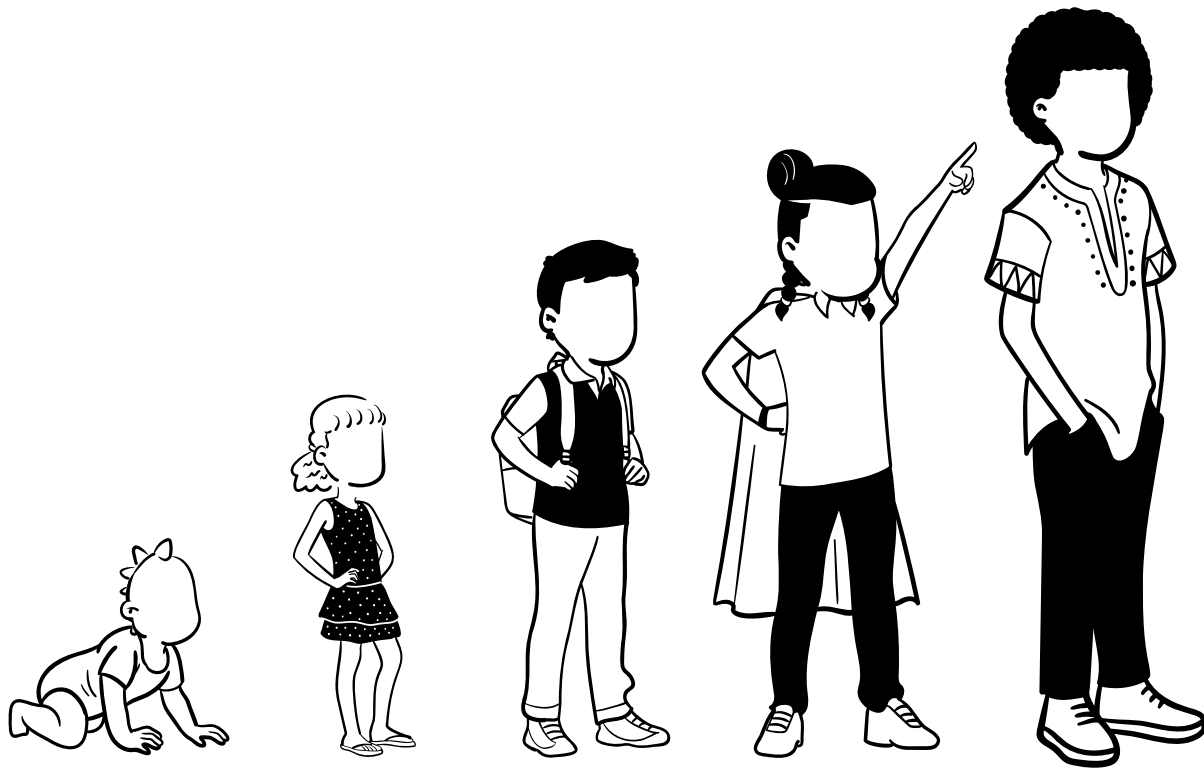
Multidimensional: Physical, Cognitive, Socioemotional







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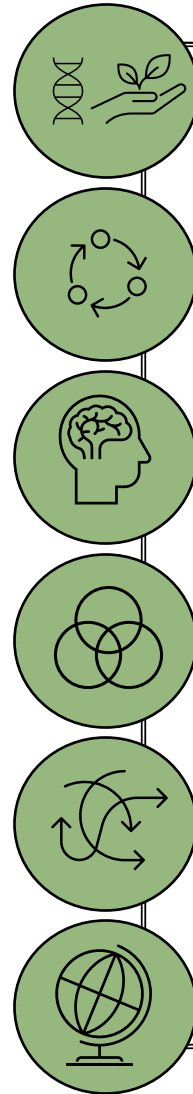
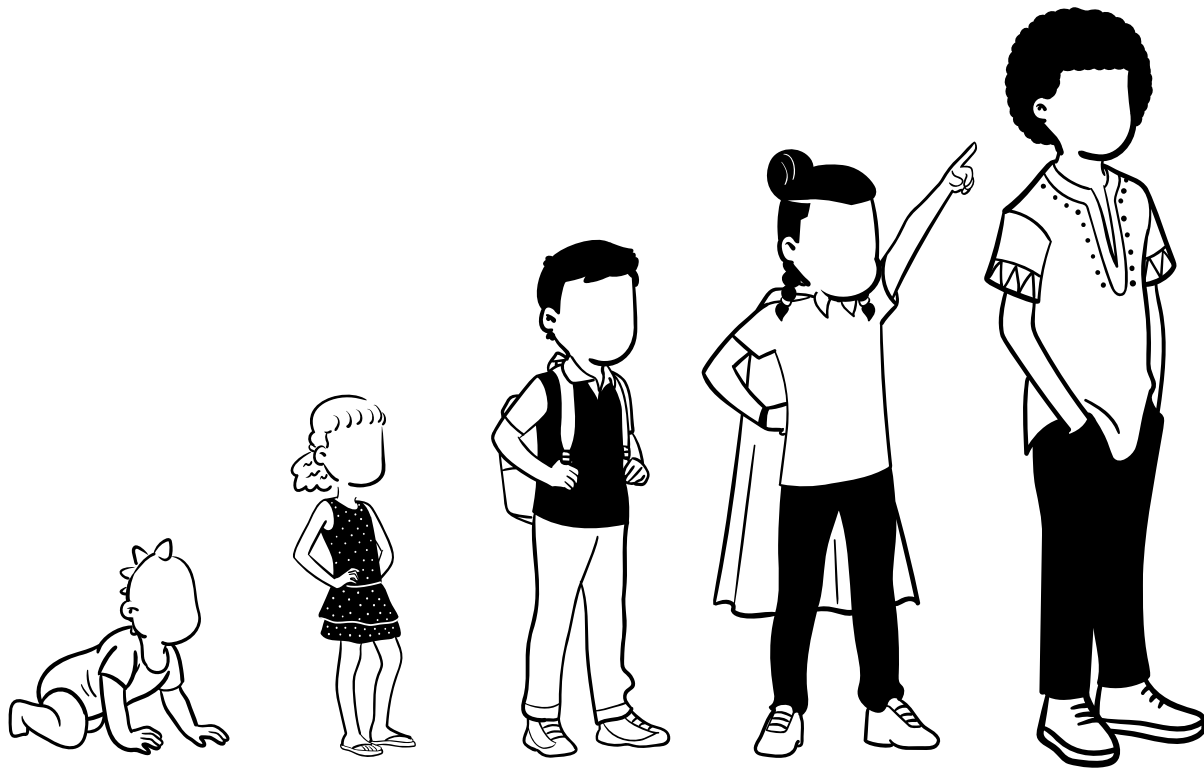


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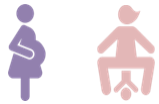
# 1.1. Principles of Development



Multicontextual



## 1.2. Periods of Development



### **PRENATAL & BIRTH**

[Conception – Birth]

Genes & Conception  
Fetal Development &  
Nutrition  
Birth: Labor & Delivery



### **INFANCY AND TODDLERHOOD**

[Birth – Two Years Old]

Physical: Body Size  
Cognitive: Brain Changes  
Socioemotional: Attachment



### **EARLY CHILDHOOD**

[3 – 5 Years Old]

Physical: Active  
Cognitive: Language &  
Independence  
Socioemotional: Play



### **MIDDLE CHILDHOOD**

[6 – 11 Years Old]

Physical: Coordination  
Cognitive: Intelligence  
Socioemotional: Peers &  
Identity



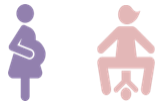
### **ADOLESCENCE**

[12 – 18 Years Old]

Physical: Puberty  
Cognitive: Abstract Thinking  
Socioemotional: Identity,  
Roles & Romance



## 1.2. Periods of Development



### **PRENATAL & BIRTH**

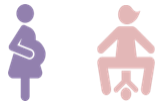
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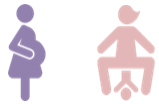
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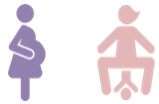
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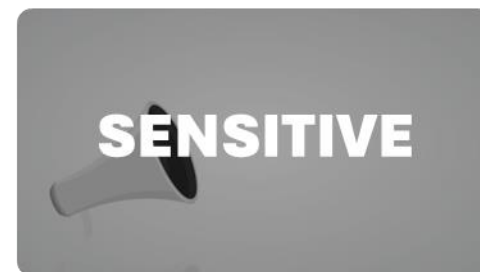
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## 1.3. Issues in Development





## 1.3. Issues in Development

Genetics  
Personality Traits  
Biology



Environment  
Experiences  
Relationships





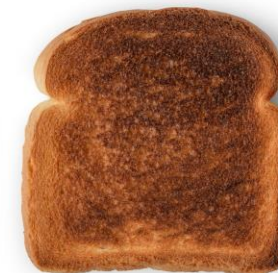
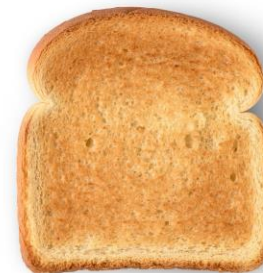
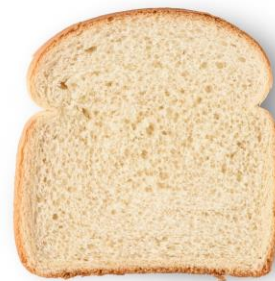
## 1.3. Issues in Development

Gradual  
Ongoing changes  
Building Skills

**CONTINUITY**



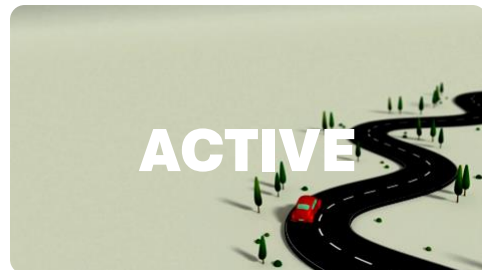
Distinct Stages  
Qualitative  
Different Abilities





# 1.3. Issues in Development

Agentive  
Exploration  
Choices



Let things happen  
Inherited  
No Choices





## 1.3. Issues in Development

Event will have  
its greatest  
consequences

**CRITICAL**



**SENSITIVE**

Particularly susceptible  
to certain kinds of  
stimuli, but not required





## 1.3. Today's Articles

- Lesko, N., & Topping, F. (2012). Act Your Age! A Cultural Construction of Adolescence. Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/cunygc/detail.action?docID=957060>
- Uprichard, E. (2008). Children as 'Being and Becomings': Children, Childhood and Temporality. *Children & Society*, 22(4), 303–313. <https://doi.org/10.1111/j.1099-0860.2007.00110.x>
- Woodhead, M. (2005). Early Child Development: A Question of Rights. *International Journal of Early Childhood*, 37(3). pp. 79–98. DOI: <https://doi.org/10.1007/BF03168347>
- Berlinski, S., Schady, N. (2015). Raising Children: The Case for Government Intervention. In: Berlinski, S., Schady, N. (eds) *The Early Years*. Palgrave Macmillan, New York. [https://doi.org/10.1057/9781137536495\\_1](https://doi.org/10.1057/9781137536495_1)



## Up and Down the Great Chain of Being Progress and Degeneration in Children, Race, and Nation

- <https://www.tc.columbia.edu/faculty/nl70/>
- University of Wisconsin Madison, Ph.D., 1983
- Department of Curriculum and Instruction
- Major: Secondary Education; External Minor: Sociology
- Curriculum theory and history. Conceptions of children and youth in theory and practice. Gender issues in education. Citizenship education in times of war.





## Children as 'Being and Becomings': Children, Childhood and Temporality

- [https://warwick.ac.uk/fac/cross\\_fac/cim/people/emma\\_uprichard/](https://warwick.ac.uk/fac/cross_fac/cim/people/emma_uprichard/)
- I am an applied social science methodologist with a focus on complex social systems. I focus on the ontology, epistemology and methodology of change and continuity, and of being and becoming, and enacting change in complex social systems.
- More specifically, my work is driven by the **methodological challenge of studying complex social systems across time and space** (see for example [this](#)). This has me engage with many different quantitative, qualitative, mathematical and computational methods, practically, theoretically and philosophically, in order to use them to create desired change.







## Early Childhood Development: A Question of Rights

- <https://www.ox.ac.uk/news-and-events/find-an-expert/professor-martin-woodhead>
- Professor Woodhead's research interests include early childhood development, education and care, child labour and children's rights across the developing world.
- He has served as a Special Adviser to the UN Committee on the Rights of the Child (UNCRC) and led the preparation of the UN Secretary General's Status of the UNCRC report for the 65th UN General Assembly in 2010. He is also Vice-Chair of UNICEF UK's Board of Trustees and Chair of the Open Society Foundations' Early Child Program Advisory Board.
- He is Emeritus Professor of Childhood Studies at the Open University.





## Raising Children: The Case for Government Intervention

- <https://www.sberlinski.org/>
- I am a Principal Economist at the Research Department of the Inter-American Development Bank. My research focuses on the evaluation of public policy, with an emphasis on education, health and labor markets. I have evaluated programs oriented around improving childhood and adolescent outcomes in Argentina, Chile, Colombia, Costa Rica, El Salvador, The Dominican Republic and Uruguay. In 2015, I coedited the Bank's flagship publication: "The Early Years: Child Well-Being and the Role of Public Policy". My work has appeared in numerous academic journals. Prior to joining the Bank, I was an Assistant Professor of Economics at University College London and previously held appointments at Universidad de San Andrés and the London School of Economics. I completed my undergraduate studies in economics at Universidad de Buenos Aires and obtained a Ph.D. in Economics at the University of Oxford, Nuffield College.

