

A group of seven diverse children of various ethnicities are sitting on a light blue bench. From left to right: a girl with long blonde hair is reading a book titled 'OUR PLANET'; a girl with dark skin and braided hair is writing in a notebook; a girl with long brown hair is holding a notebook; a boy with dark skin is writing in a notebook; a girl with brown hair is playing with colorful counting blocks; a girl with dark hair is playing with a colorful abacus; and a boy with dark skin is also playing with the abacus. The background is a plain, light-colored wall.

CHILD PSYCHOLOGY

Spring 2024

Marjorine Henriquez-Castillo, PhD

Middle Childhood: Cognitive Development
Chapter 11



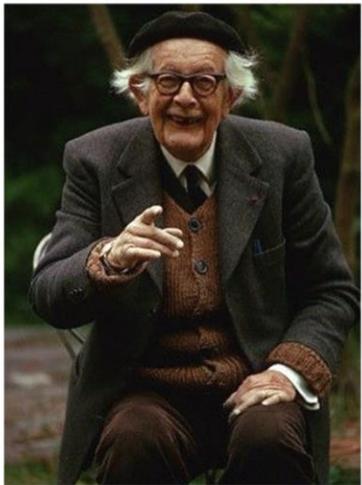
11.1 Cognitive Theories of Intelligence

- Piaget
- Sternberg- intelligence
- Gardener's multiple intelligence
- Information Processing



11.2 Piaget's Theory of Cognitive Development

Constructivist



Jean Piaget
[1896-1980]
Maturation

Concrete
Operational

If nothing is added or taken away, then
the amount of something stays the same.

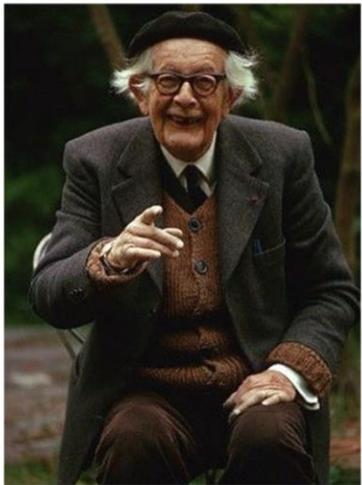


Concrete
Operational
Stage
7 to 11 yrs



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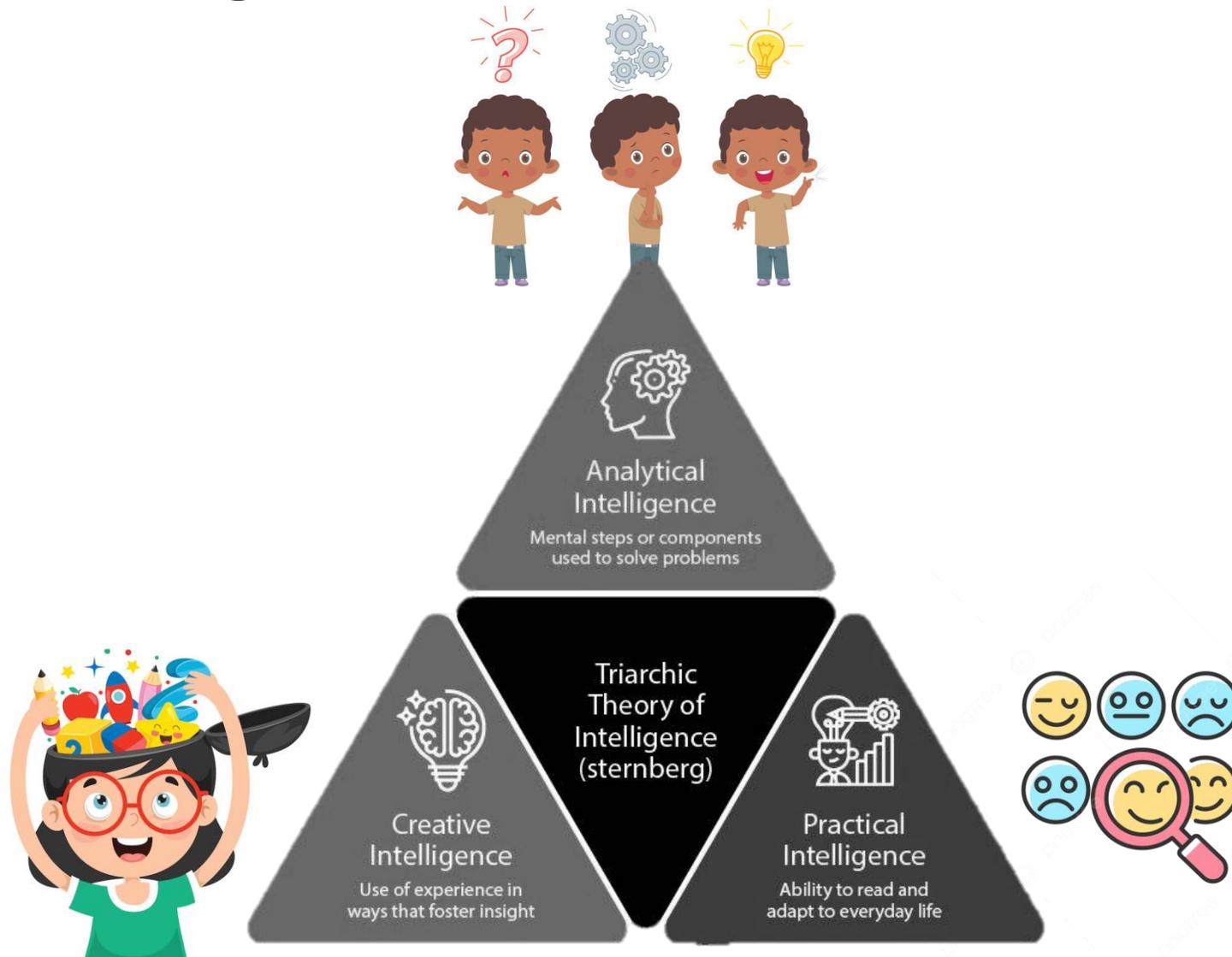
Concrete
Operational



Concrete
Operational
Stage
7 to 11 yrs



11.2 Sternberg





11.3 Howard Gardner's Theory of Multiple Intelligences

- Howard Gardner (1983, 1998, 1999) suggests that there are not one, but nine domains of intelligence.
- Three are skills that are measured by IQ tests.

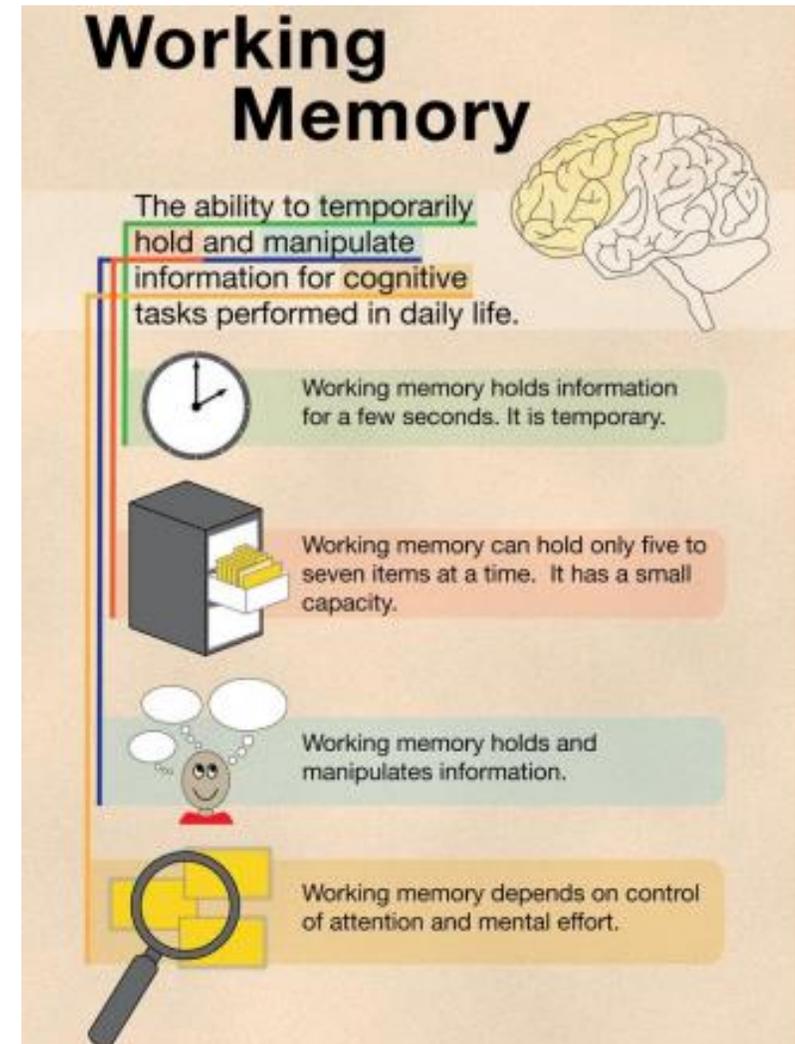


 <p>Logical mathematical</p> <p>Good at <u>analytical thinking</u>, putting pieces together, making deductions, and reasoning</p>	 <p>Linguistic</p> <p>Ability to express thoughts with words and to understand what is described in words. Good presentation skills.</p>	 <p>Spatial intelligence</p> <p>Having a strong <u>visual memory</u>, imagining, and sizing the input are characteristics of the spatial learning style</p>
 <p>Interpersonal</p> <p>Successful in understanding and even managing the feelings of other people.</p>	 <p>Intrapersonal</p> <p>Ability of a person to know oneself well and to make this knowledge useful.</p>	 <p>Naturalist</p> <p>Good at observing and examining living organisms and nature</p>
 <p>Musical</p> <p>Play an instrument without any training. They can learn and play music by only listening to it</p>	 <p>Bodily kinesthetic</p> <p>Use their gestures and mimics well, and they have good <u>hand eye coordination</u></p>	 <p>Existential</p> <p>Understand and have concern from life's larger questions, the meaning of life, and other spiritual matters</p>



11.4 Information Processing- Learning, Memory, and Problem Solving

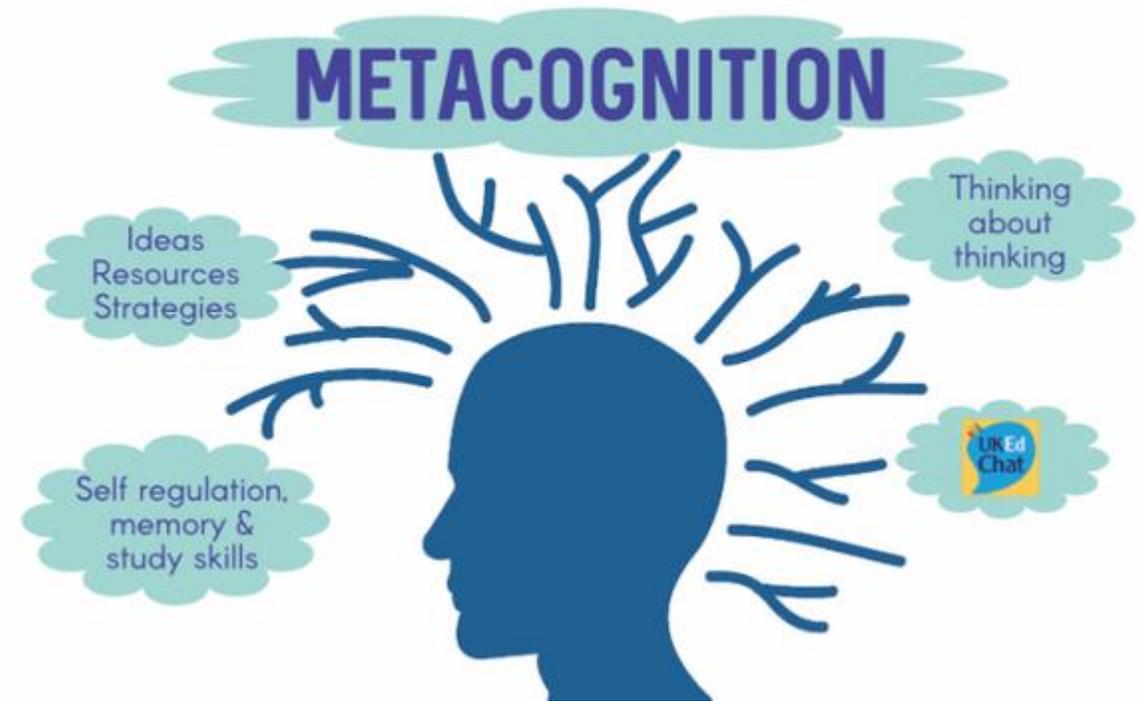
- The capacity of working memory expands during middle and late childhood
- Changes in myelination and synaptic pruning in the cortex are likely behind the increase in processing speed and ability to filter out irrelevant stimuli
- By age ten many children were using two or more memory strategies to help them recall information





11.5 Cognitive Processes

- Metacognition: refers to the knowledge we have about our own thinking and our ability to use this awareness to regulate our own cognitive processes
- Critical thinking: a detailed examination of beliefs, courses of action, and evidence, involves teaching children how to think.
- The purpose of critical thinking is to evaluate information in ways that help us make informed decisions.





11.6 Intelligence Testing - The What, the Why, and the Who

- VERY CONTROVERSIAL





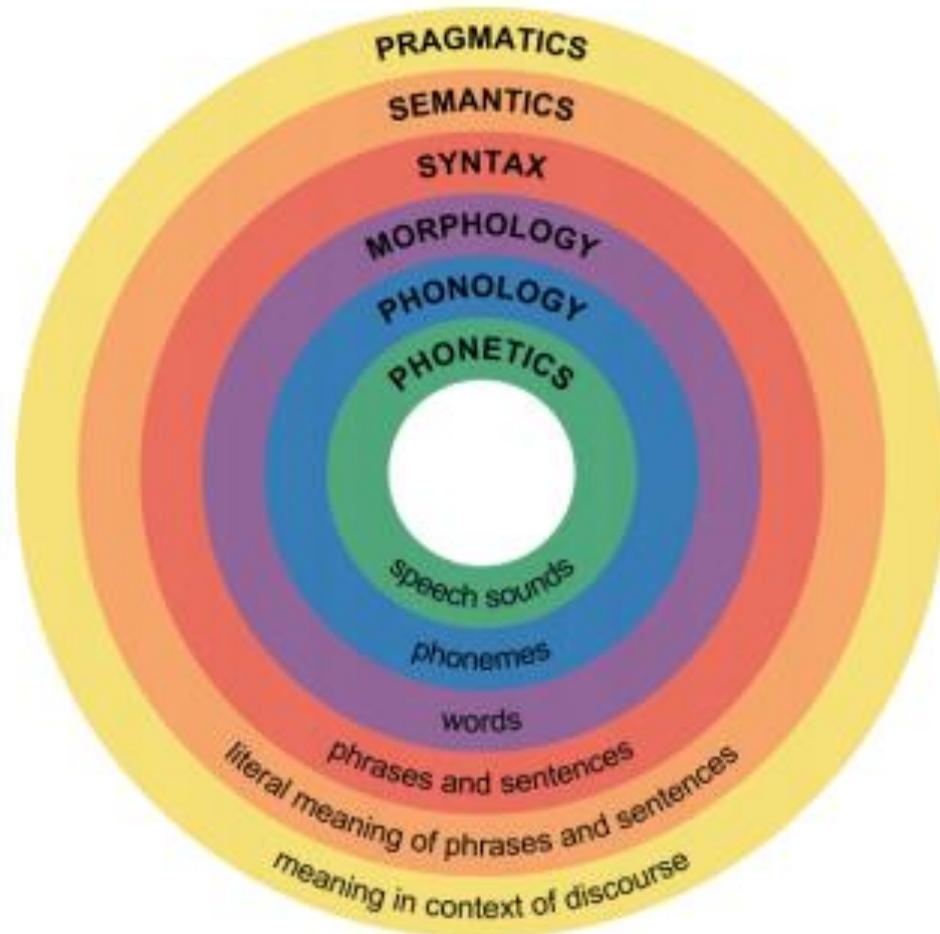
11.7 Language Development in the School-Age Child

- Human language is complex, involving comprehension and creation of spoken/written communication.
- Language is used for information transmission, knowledge access, and social interaction.
- Understanding language involves sounds, meaning, grammar, and context.





11.8 Introduction to Linguistics



Intro to Linguistics

- <https://www.youtube.com/watch?v=3yLXNzDUH58&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=2>

Morphology

- <https://www.youtube.com/watch?v=93sK4jTGrss&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=3>

Syntax 1 & 2

- <https://www.youtube.com/watch?v=B1r1grQiLdk&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=4>
- <https://www.youtube.com/watch?v=n1zpnN-6pZQ&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=5>

Semantics

- <https://www.youtube.com/watch?v=6geQjY8b7sA&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=6>

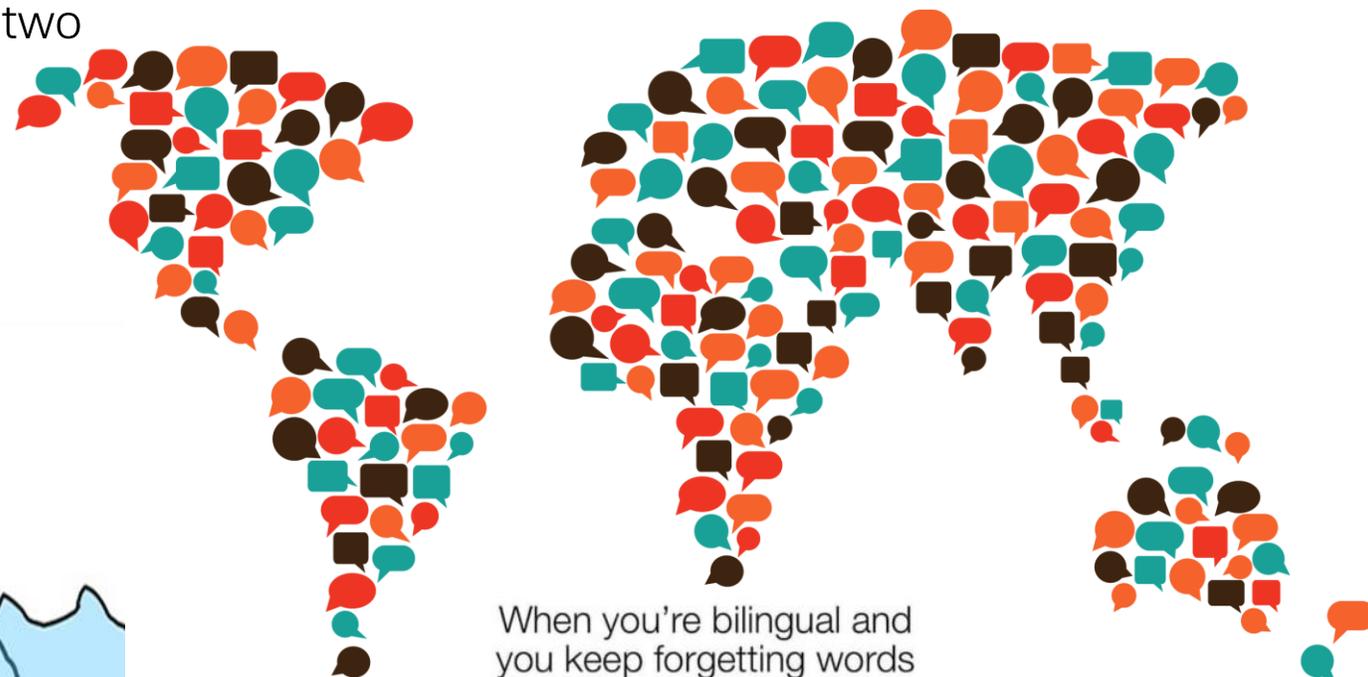
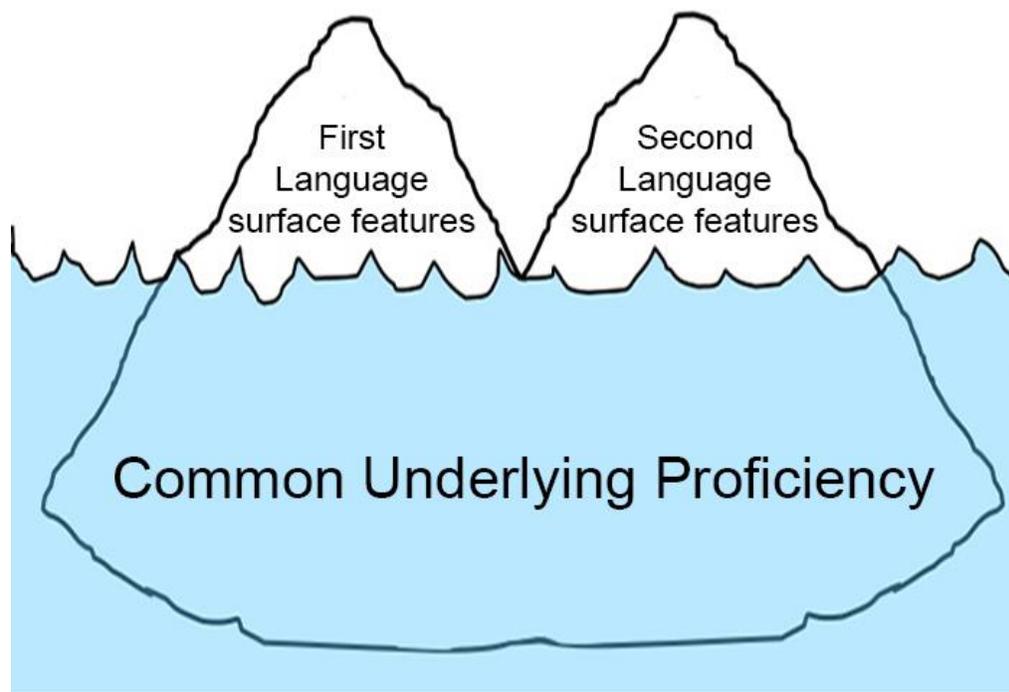
Pragmatics

- <https://www.youtube.com/watch?v=MPwpk-YgvjQ&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=7>
- Phonetics 1 & 2
- <https://www.youtube.com/watch?v=vyea8Ph9BOM&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=9>
- <https://www.youtube.com/watch?v=qPTL5x0QW-Y&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=10>
- Phonology
- <https://www.youtube.com/watch?v=imH7hdOgxrU&list=PL8dPuuaLjXtP5mp25nStsuDzk2blncJDW&index=11>



11.9 Bilingualism - Dual Language Learners or English Language Learners

- The majority of children around the world are bilingual, (they understand and use two languages)
- The large majority of bilingual students (75%) are Hispanic



When you're bilingual and you keep forgetting words in both languages





11.10 Theories of Language Development

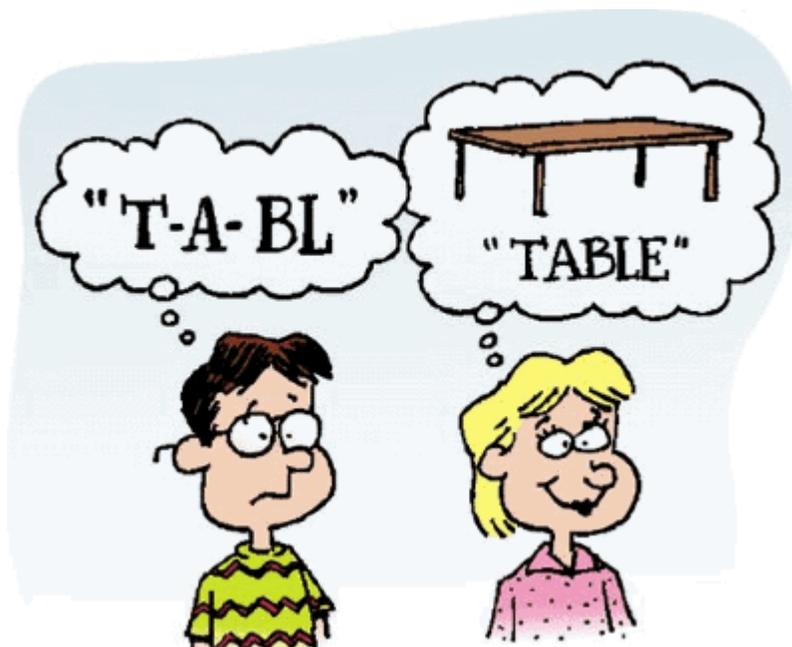
- Skinner: Reinforcement
- Chomsky: Innate
- Piaget: Stages-Maturation
- Vygotsky: Social Interaction





11.11: Learning to Read

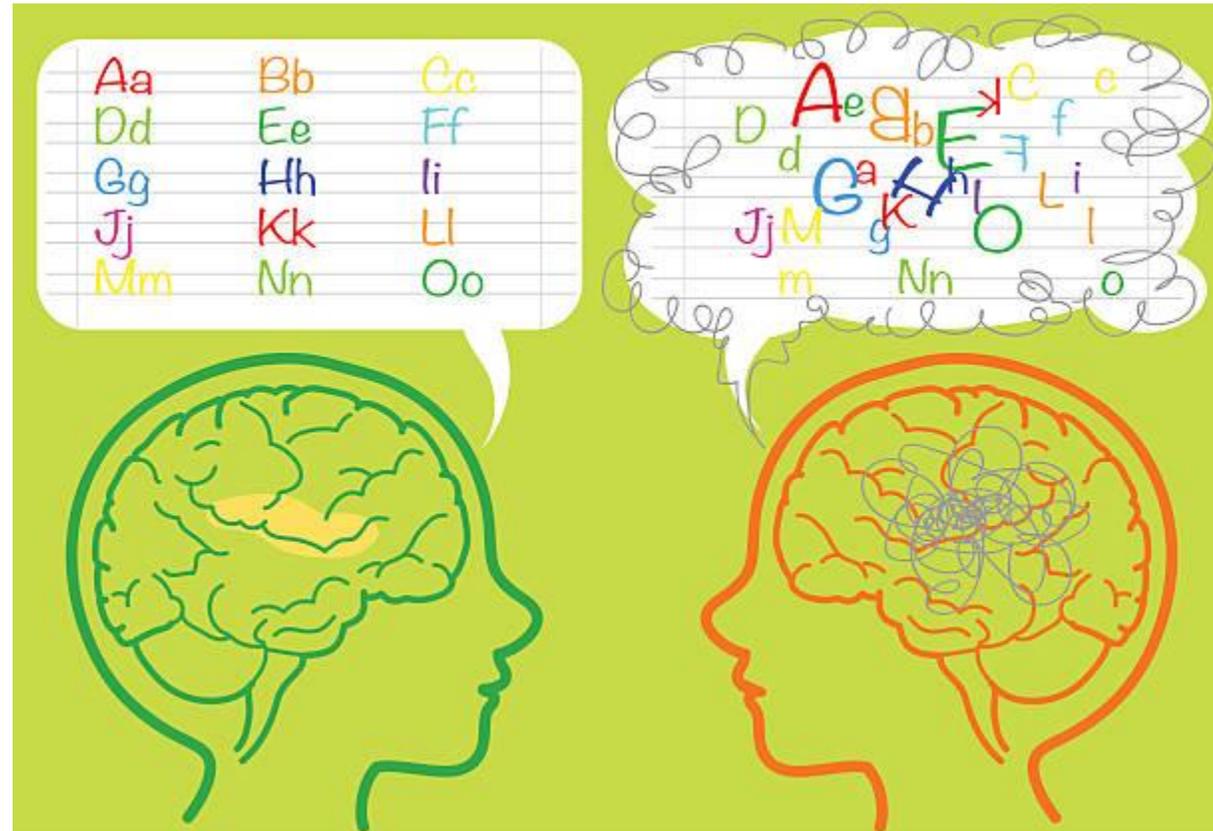
- Foundations for reading were laid in infancy and early childhood, but formal instruction on this process usually happens during the school-age years
- Phonics-based approach teaches reading by making sure children can understand letter-sound correspondences (how letters sound)
- Whole-language approach attempts to teach reading as naturally as possible





11.12: Learning Difficulties

- A learning disorder is a classification of disorders in which a person has difficulty learning in a typical manner within one of several domains.
- A learning disability has problems in a specific area or with a specific task or type of activity related to education.





11.12: Learning Difficulties



A group of five children are sitting on a brick wall, all looking down at their smartphones. From left to right: a boy in a red shirt, a girl in a blue shirt, a boy in a blue shirt, a girl in a yellow shirt, and a girl in a white shirt with a blue backpack. The scene is dimly lit, with a dark overlay on top.

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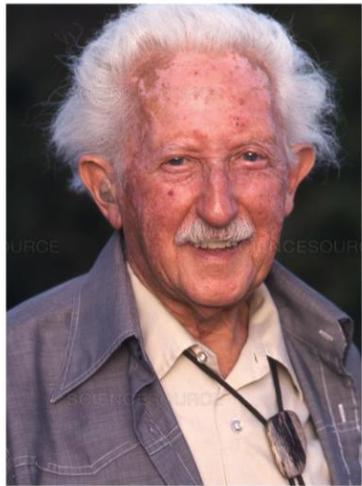
Marjorine Henriquez-Castillo, PhD

Middle Childhood: Socioemotional Development
Chapter 12



12.1: Social Emotional Theories of Development

Psychosocial



Erik Erikson
[1902-1994]
Interaction with others

Industry vs.
Inferiority

School-Age Psychosocial Development

Psychosocial Conflict: Industry vs. Inferiority

Major Question:
"How can I be good or bad?"

Basic Virtue: Competence

Important Event: School

verywell

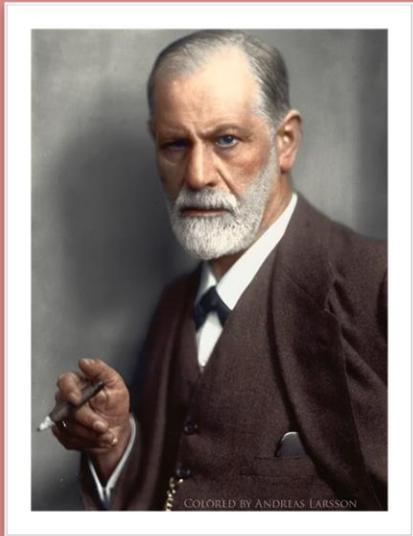


School Age
industry
vs.
inferiority



12.1: Social Emotional Theories of Development

Psychosexual
Psychoanalytic



Sigmund Freud
[1856-1939]
Unconscious
Thoughts

Latent

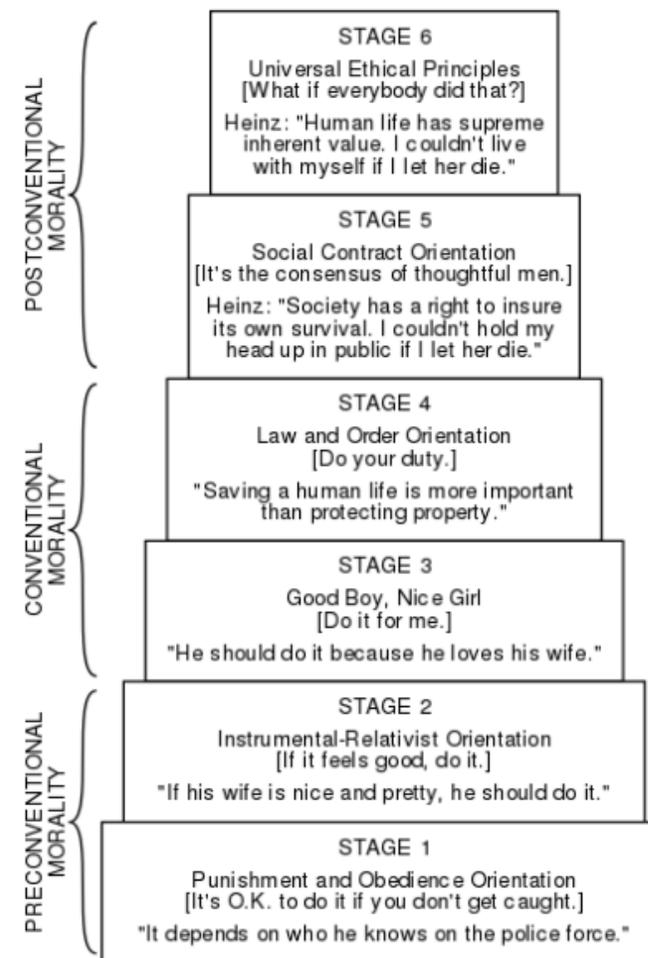




12.1: Social Emotional Theories of Development

- Lawrence Kohlberg: Moral Development

A woman was on her deathbed. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's laboratory to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not? 10





12.2: Self-Understanding

- Understanding One's Self: A New Response to "Who Am I?"
 - During middle childhood, children begin to see themselves more in terms of psychological traits
 - They realize they are good at some things and not at others
 - Self-efficacy, which is the belief that you are capable of carrying out a specific task or of reaching a specific goal
 - Self-concept becomes divided into personal and academic spheres

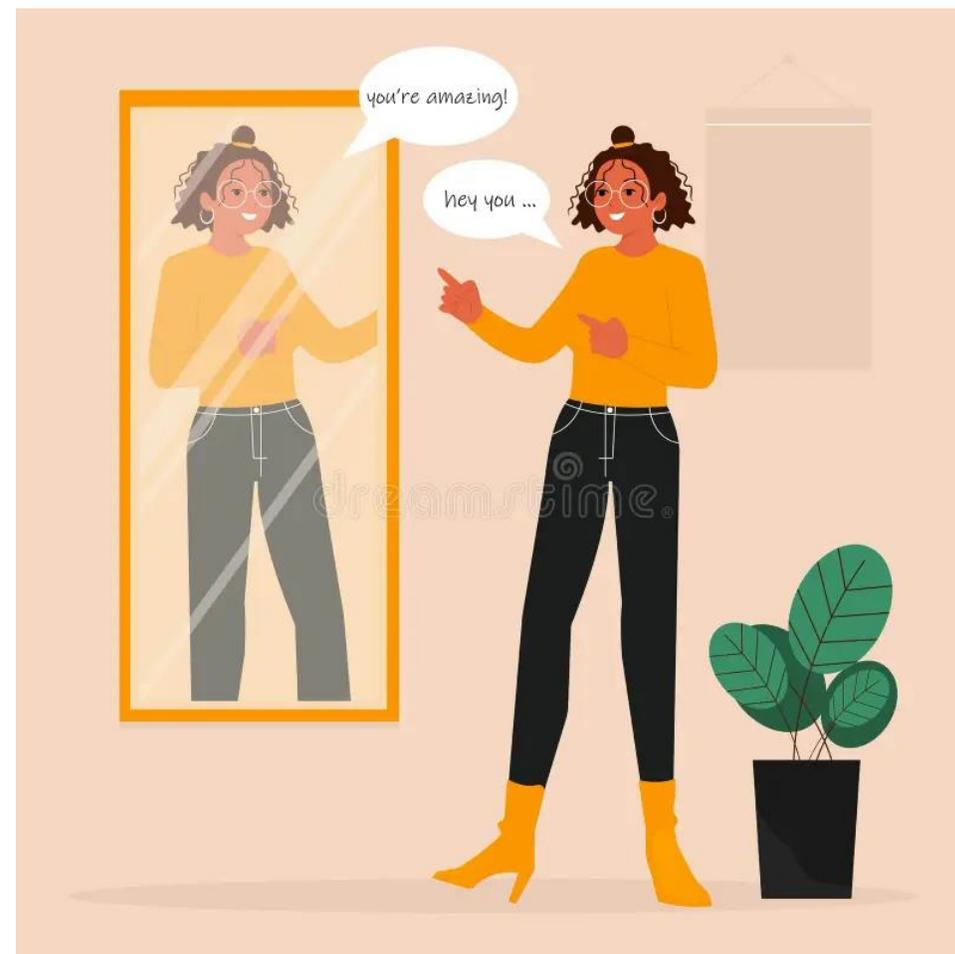


<https://youtu.be/zhVxrQvvy0s>



12.3: Motivation as Self-Efficacy

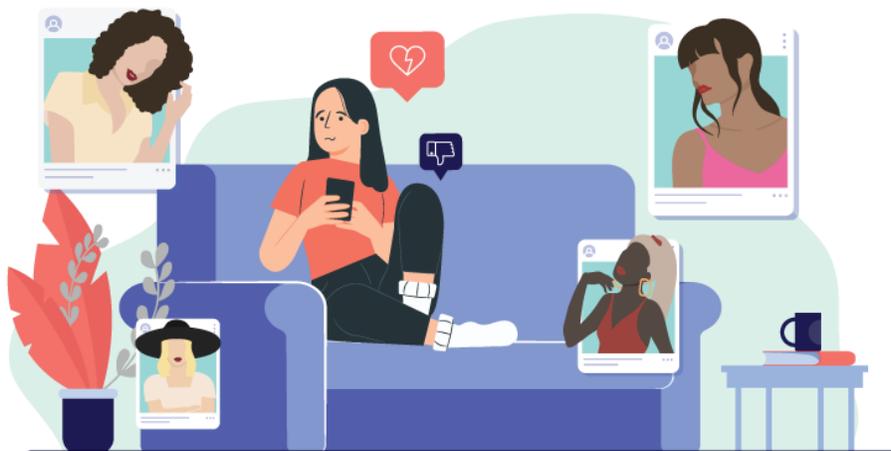
- Motivation refers to a desire, need, or drive that contributes to and explains behavioral change
 - Extrinsic- receive something from others
 - Intrinsic- personal satisfaction
- Learned helplessness, a perception of complete lack of control in mastering a task
- Self-Esteem: Developing a Positive–or Negative –View of Oneself
 - Develops in important ways during middle childhood
 - Children compare themselves to others
 - Children develop own standards





12.4: Gender Identity

- Starts to develop early on from caregivers
- Continues to develop as kids meet peers, teachers, and others
- By around age 11 a gender identity has been reached
- Stereotypes





12.5: Child and the Family

- The Influence of Parents (and Siblings)
 - Children spend less time with parents
 - Parents remain their major influence (advice, assistance, direction)
- Family Forms
- Families Without Children: Couples without biological children.
- Families With One Parent: Single parents raising children.
- Two Parent Families: Different living arrangements with two parents.
- Families That Include Additional Adults: Families with grandparents or other adults.
- Additional Forms of Families: Kinship care, adoptive families, interracial families.
- Divorce: pros and cons depending on the situation





12.6: Friendships, Peers, and Peer groups

- Stage 1: Basing Friendship on mutual activities

- Ages 4 to 7
- Children see friends as like themselves
- Children see friends as people to share toys and activities with
- Children do not take into account personal traits

- Stage 2: Basing Friendship on Trust

- Ages 8 to 10
- Children begin to take others' personal qualities and traits into consideration
- Friends viewed in terms kindness and sharing
- Friendships are based on mutual trust

- Stage 3: Basing Friendship on Psychological Closeness

- Ages 11 to 15
- Friendships become based on intimacy and loyalty
- Friendships involve psychological closeness, mutual disclosure, and exclusivity



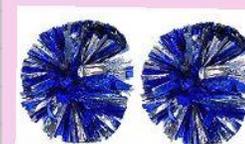


12.7: Peer Relationships

- Peer Relationships are studied using sociometric assessment (which measures attraction between members of a group)

Category	Description
Popular Children	Receive many votes in the “like” category, and very few in the “do not like” category.
Rejected children	Receive more unfavorable votes, and few favorable ones.
Controversial children	Mentioned frequently in each category, with several children liking them and several children placing them in the do not like category.
Neglected children	Rarely mentioned in either category.
Average children	Have a few positive votes with very few negative ones.
Popular-prosocial children	Are nice and have good social skills; tend to do well in school and are cooperative and friendly.
Popular-antisocial children	May gain popularity by acting tough or spreading rumors about others.
Rejected-withdrawn children	Are shy and withdrawn and are easy targets for bullies because they are unlikely to retaliate when belittled.
Rejected-aggressive children	Are ostracized because they are aggressive, loud, and confrontational. They may be acting out of a feeling of insecurity.

HOW TO BE POPULAR IN MIDDLE SCHOOL



-CHEERLEADING



-COOL CLOTHES

-ACRYLIC NAILS ARE A MUST

-HANG OUT WITH PEOPLE ON WEEKENDS

-MUST OWN CONVERSE/VANS



-KEEP UP ON YOUR SOCIAL MEDIA

-TALK TO THAT GUY

-IPHONE, NOT SAMSUNG





12.8: Aggression, Antisocial Behavior, Bullies, and Victims

- Aggression may be physical or verbal/emotional.
- Aggression is activated in large part by the amygdala and regulated by the prefrontal cortex.
- Bullying: unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance
- Cyberbullying involves electronic technology





12.8: Aggression, Antisocial Behavior, Bullies, and Victims

- Increased Risk: LGBTQ youth, students with disabilities, socially isolated, perceived as different/weak/unpopular/overweight/low self-esteem.
- Bullies: Often high self-esteem/popularity, lack empathy, desire dominance.
- Warning Signs (Bullied Children): Unexplained injuries, lost belongings, eating/sleeping changes, declining grades, school avoidance, friend loss, low self-esteem, self-destructive behaviors.



CHILDREN ARE COMPLEX!!!!

