

CHLD 102: Child Growth and Development – Content Questions

The following questions are suggested for use as an evaluative tool.

Q & A for Chapters 1 & 2

1. Ecological Systems Theory, covered in your course text, looks at the bidirectional relationship between children and their environment. Describe, in your own words, what the term bidirectional means and how the micro, meso, and macrosystem impact and are impacted by the developing child.
2. Several different patterns of genetic inheritance, which influence the type and severity of childhood diseases, are explained in your text. Using table 2.3 as a guide, select two of the autosomal diseases presented. Provide a brief overview of the disease and explain, using your own words, how it is inherited.
3. Poverty has a pervasive view on children's development and learning. Using Ecological Systems Theory as a guide for structuring your response, explain how poverty can influence children's development and learning.
4. Although there are many theories of child development and learning, they can be easily organized by the stand they take on three basic issues: (a) is the course of development continuous or discontinuous? (b) does one course of development characterize all children, or are there many possible courses? (c) are genetic or environmental factors more important in influencing development? Based on pages 7 through 11 of your course text, explain each of these basic issues and provide examples related to their main ideas.
5. Your text states "most researchers view development as the result of a dynamic interplay between heredity and environment." Explain how nature and nurture work together.

Q & A 2 for Chapters 3 & 4

1. There are three stages of embryonic development: zygote, embryo, and fetus. Provide a brief overview of major developmental events that occur during each stage.
2. Based on pages 126 to 128 of your course text, identify the stages of childbirth and what happens during each stage.
3. The United States has the highest rate of medical interventions during childbirth in the world. Provide an overview of the medical techniques that doctors are most likely to use during labor and delivery AND identify the risks and benefits associated with each intervention strategy.
4. Explain the difference between preterm and low birth weight babies AND identify risk factors associated with each.

5. You are an infant specialist who is meeting with the parents of a newborn for the first time. Describe, using terminology a family can understand, the capabilities of the newborn.

Q & A for Chapters 5, 6, & 7

1. Children's physical development includes motor and perceptual development. Describe what each of these areas of development refer to and provide a brief overview of strategies professionals can use to support healthy motor and perceptual development.

2. The brain development that occurs during infancy and toddlerhood is both significant and expansive. Understanding brain development requires a fundamental understand of children's brain capacity and how development proceeds. Based on the section "Brain Development", provide an overview of brain development capacities and information relevant for early childhood professionals. How might atypical physical development of the brain impact other domains of development?

3. Our knowledge of children's cognitive development has been shaped by important theories including Piaget's Theory of Cognitive Development, Information Processing Theory, and Vygotsky's Socio-cultural Theory. Describe each theory in terms of how cognitive development might be delayed or supported within the environment.

4. Language development is a complex interaction between each child's growing capabilities and support in their environment. Explain the major milestones of language development during their first two years of life. Based on the insert on hearing impaired parents and their hearing impaired children, what are some important lessons that hearing parents and caregivers can learn from them about strategies to help children learn to communicate.

5. Erik Erikson's Theory of Psychosocial Development presents two stages applicable for infants and toddlers. Summarize each of these stages AND explain factors within the environment that are necessary for the successful resolution of each stage.

Q & A for Transitioning

1. To support transitions from Early Intervention into an Early Childhood Special Education program both the sending and receiving practitioners are counseled to communicate. What did the CONNECT module suggest that each party contribute to the communication process?

2. The module encourages the receiving practitioners to conduct home visits. What purpose can these home visits play in the process?

3. CONNECT handout 2.9 provided a Policy Advisory with the Law Governing Transition of Young Children. What does IDEA require with respect to transitions?

4. List examples of transition practices studied through research and reported on in the CONNECT module that were found to be associated with better adjustment and improved learning outcomes.

5. What is meant by intentional activities to support planning before, during and after transition? Give specific examples and explain how these activities might be beneficial for all children transitioning from one classroom or program to another.

Q & A for Chapters 8, 9, & 10

1. Provide a brief overview of changes to physical development that occur during early childhood. In addition, identify two factors that you feel are critical to ensuring the young child's healthy physical growth and development.

2. Lev Vygotsky believed that children's cognitive development was supported through social interactions with significant members of society, including family members and peers. Within his sociocultural theory of cognitive development, he identifies such processes as make-believe play, scaffolding, guided participation, and working with children within their zone of proximal development as significant. Based on your course text, use your own words to explain each of these terms and describe their influence on children's cognitive development.

3. Why do early childhood professionals protect the child's right to play and argue that it is necessary for healthy cognitive and social development?

4. Aggressive behavior represents the flip side of moral development. Based on pages 385 to 391 of your course text, describe how aggression develops. Include in your description contextual factors, such as the family and media that influence the development of aggression. Then list the strategies professionals can use to control aggressive behaviors.

5. Describe each of the following parenting styles and explain their impact on children's behavior: authoritative, authoritarian, permissive, and uninvolved.

Q & A for Cultural & Linguistic Diversity

1. Explore what the resource "The changing face of the United States: The influence of culture on early childhood development" meant by cultural scripts.

Then explain them and discuss how you might use these tools to access parent's understanding of the cultural beliefs that guide them.

Maschinot, B. (2008). *The changing face of the United States: The influence of culture on early childhood development*. Washington, DC: ZERO TO THREE. Available from http://main.zerotothree.org/site/DocServer/Culture_book.pdf?docID=6921

2. According to the resource "The Changing Face of the United States: The Influence of Culture on Early Childhood Development," the key to better understanding other cultures may be the ability to elicit cultural scripts from families and to be more aware of how our own scripts affect our work.

How might your own cultural scripts be a key for you to working with families in a culturally sensitive way?

Espinoza, L.M. (2008). *Challenging Common Myths about Young English Language Learners*. Foundation for Child Development Policy Brief 8. Available from: <http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinoza.pdf>

3. Based on evidence from the research presented in "Challenging Common Myths about Young English Language Learners," why is it considered best practice to encourage bilingualism for all children?

Espinoza, L.M. (2008). *Challenging Common Myths about Young English Language Learners*. Foundation for Child Development Policy Brief 8. Available from: <http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinoza.pdf>

4. What did the article "Challenging Common Myths About Young English Language Learners" state as the potential negative long-term consequences from a child learning English but losing the home language?

Espinoza, L.M. (2008). *Challenging Common Myths about Young English Language Learners*. Foundation for Child Development Policy Brief 8. Available from: <http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinoza.pdf>

5. Explain and justify the claim in the article "Challenging Common Myths about Young English Language Learners" that Dual Language Learning programs improve the academic achievement for all children.

Espinoza, L.M. (2008). *Challenging Common Myths about Young English Language Learners*. Foundation for Child Development Policy Brief 8. Available from: <http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinoza.pdf>

Q & A for Chapters 11, 12, & 13

1. Make a case for preserving recess and physical education. How do they foster healthy physical, cognitive and social/emotional development?

2. Piaget argues that children in middle childhood are in the Concrete Operational Stage of cognitive development. How is this different than the Pre-operational stage from early childhood? Explain what this means and what the implications are of this stage for children's schooling.

3. Describe Gardner's Theory of Multiple Intelligences (in your own words). Why is understanding multiple intelligences important for classroom teachers?

4. Relate Erikson's theory for middle childhood to the development of the components of self-understanding, self-concept and self-esteem.

5. How do boys' and girls' understandings of gender roles change during middle childhood? What aspects of their culture may influence this development?

Q & A for Chapters 14, 15, & 16

1. Your text explains that pubertal hormone levels are only modestly responsible for adolescent moodiness. What factors do contribute to this common occurrence during adolescence?
2. Why is early sexual activity more common among young people from economically disadvantaged homes?
3. According to Berk, "the evidence to date suggests that genetic and prenatal biological influences are largely responsible for homosexuality..." (page 554) Explain how heredity and the environment can influence sexual orientation.
4. Piaget said that by adolescence, cognitive development reaches the formal operational stage. What does that mean? What factors influence the timing of the development of this new cognitive ability? Why do so many adults not seem to be fully at the formal operational stage?
5. Erikson recognized identity as the major personality achievement during adolescence. Explain both sides of the conflict by describing a teenager with a strong sense of identity and another that suffers with role confusion. What factors may have influenced this quest for a strong sense of identity or contributed to role confusion?