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Human Behavior II

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Chapter 6: Middle Childhood

1. The use of the Child Behavior Checklist conducts assessments of internalizing and externalizing problems because they gather systematic ratings of children from their surroundings, which are significant relationships and one of their main protective factors. The Child Behavior Checklist conducts assessments to internalize problems because they often have to do with anxious/depressed and withdrawn. Most of the time, the trouble is caused by themselves, so they often have an impact on a micro-level. While externalizing problems are often groups together with syndromes of rule-breaking behavior and aggressive behavior. Internalize issues often lead to cries, fears, feeling unloved, worthless, and worst of all, talks and thoughts of suicidal. And externalized problems often lead to alcohol, bad friends, stealing, and others that can potentially not only harm themselves but at a macro level as well.
2. The significance of peer relationships in middle childhood is that it provides them with a protective

factor. With peers in middle childhood, they shared values and goals, which helps them connect, and they are identified with similarities such as lifestyle, preferences, and dislikes. Peers in middle childhood because it has powers. It can be positive and groundbreaking because it has the potential to contribute to each other's development. If it is positive, it benefits the person. However, when peer relationships in middle childhood are negative, individuals are at risk of face difficulties in their social life later in life. Overall, peers are crucial to the development of a child, and it determines how they will turn out.

3. The methods of parenting training help guide parents on how to apply principles to their children. A technique of parent training is a time-out, which is supposed to be a form of punishment that the child finds annoying and does not desire. Another method is to ignore the child when trying to reduce bedtime crying so that the child does not feel like they still have power over parents when they are complaining, it might sound harsh, but it has a high percentage of getting the job done. Another and third method that parents were trained were on was writing rules using positive language. This one is effective, and I know from experience because while working on summer camp, it was best to tell the kids to be silent while others talk, best said as "one mic." It was more effective than telling them "no talking" because when a group would be talking, we would use "one mic," and no one would feel offended.

