

## Chapter 5

### Question #2

Myelination is the process where the brain oligodendrocytes produce layers of myelin wrapped around the neuronal axons and act as a layer of insulation for transmitting electric action potential down the neuron axon. In early neurodevelopment, myelination helps provide the foundation for brain connectivity and supports the emergence of cognitive and behavioral functioning. Early life nutrition is an essential and adjustable factor shaping myelination and cognitive outcomes. Myelination is important to a child's development and abilities.

For example, myelination in brain areas related to hand-eye coordination is complete at age 4. Also, the areas of the brain related to focusing attention are completed at the end of middle or late childhood. Recent studies in young children with higher cognitive ability showed increased myelination by age 3.

### Question #6

In Piaget's theory of cognitive development, the second stage is called preoperational thought. The symbolic Function substage and the Intuitive Thought substage. Between 2 and 4, a child can think about objects even though they are not real or present. At this stage, they engage in pretend play and use more language. When the child reaches this substage, they can scribble a drawing to illustrate their parents, house, pets, and objects they may see, like clouds or the sun. Additionally, the child begins using speech more effectively. Their mental world is expanding. The child has made significant progress at this substage, but certain things that limit their thinking still need to be improved. The first limitation is what Piaget calls egocentrism. This is when a child cannot see the differences between their perspectives and someone else.

An example of egocentrism is when a child plays hide and seek and uses a little blankie to hide in plain sight thinking no one can see them. Animism is the other limitation of preoperational thought when a child believes that the inanimate objects are alive and moveable, taking on life-like qualities. For instance, when a child sees their doll or stuffed animal fall, they become upset, afraid it has gotten hurt.

#### Question #7

Piaget's conservation theory is when a child can identify two objects that are precisely the same no matter in what order they are seen, placement, and location. An example I would use is the different size cups with the same amount of liquid. A child might see the taller cup as having more than the wider, shorter cup. Another example might be the placement of a pretzel stick. A child might think the vertically placed pretzel stick is longer than the horizontally placed pretzel because of how it is placed or vice versa. When a child fails this task, Piaget's theory is that the child is at the preoperational stage of cognitive development.

There were disagreements among some psychologists of Piaget's theory. Psychologist Rochel Gelman disagreed with the timing of children's conservation skills began. He felt that when a child improves on specific aspects of the conservative task, that is the time they are more likely to conserve. He also believed that training was essential. For instance, when a child's activity is on one dimension as a number, this task improves the preschool's performance on another dimension as mass. Gelman also disagreed with the timing of when conservation appeared. He felt that it seemed earlier than Piaget thought.

### Question #11

Short-term memory is defined as a person who can retain information for 30 seconds when there is no rehearsal of information. If there is a rehearsal of the information, the short-term memory can last longer. The memory-span task is a standard assessment method for one's short-term memory. This, for example, could be a person being rapidly given numbers to remember, and the person must, in turn, repeat them back. The research found in this experiment that short-term memory increases in early childhood. It was found in a study that the child's memory span increased as they got older. For example, two and 3-year-olds could remember two and five digits in 7-year-olds. Yet at the ages between 7 and 11, the memory span only increased by one and a half digits. One reason for the change in memory span was age due partly to the rehearsal of information. This is seen more in older children than younger ones. Another was found in the efficiency of processing and speed in the memory in which items can be remembered. The important aspect of speed-of-processing is showing the child's cognitive abilities. The evidence indicates that the rate at which children complete cognitive tasks improves dramatically in their childhood years.

### Chapter 6

#### Question #16

In Erikson's theory of psychosocial development, initiative and guilt were found in the third stage. In this stage, children want to control and have power over their environment. They begin to take the initiative by planning activities and completing tasks. They are also, at this stage, capable of facing challenges that may occur. Erikson felt it was important for the parents to

encourage the child to explore and guide them into correct choices. A parent who is negative or discourages the child may cause the child to feel ashamed of themselves. This could lead the child to become overly dependent upon the help of others. When children feel shame, they turn it into guilt, feeling they have done something wrong. Children who experience this guilt will find that their mistakes are a sign of failure, leaving them with a sense that they are bad.

#### Question #18

Moral development is a person's thoughts, feelings, and behaviors regarding the rules and customs of how a person should interact with others.

Theorists focused on different aspects of moral development. In Freud's psychoanalytical theory, feelings of anxiety and guilt are the center of moral development. Freud's idea was that children attempted to lessen their stress, avoid punishment, and maintain parental affection by identifying with their parents and internalizing their standards of right and wrong. Freud felt guilt motivated good moral behavior, but the research did not support Freud's ideas. Piaget's interest was in moral reasoning in how children think about ethical issues.

Piaget observed and interviewed children. He found that children display heteronomous morality. In this theory, children think of justice and rule as unchangeable beyond a person's control. The next stage of Piaget's moral reasoning was autonomous morality. This is from the age of 10 and older. Children became aware of rules and laws being created by people. They consider the person's intentions and the consequences of the actions realizing right from wrong. Social cognitive theorists focus on moral behavior. They focus on behavioral and social cognitive approaches to development instead of moral reasoning. They hold that the reinforcement, punishment, and imitation processes explain moral behavior development. When

children are rewarded for following the rules, they are likelier to continue this behavior. Children are likely to adapt to these behaviors when people in their life, as parents or guardians, are behaving morally. Social cognitive theorists believed that the ability to stay away from temptation was due to the development of self-control by learning delayed gratification.

#### Question #21

Four parenting styles are authoritarian, authoritative, permissive, and neglectful.

Authoritarian parenting is a parent who is very strict and creates boundaries between them and their child. They also set rules that are not very loving or nurturing. Communication could be better between the child to the parent. The long-term results of an authoritarian parent led to children being very self-conscious and obedient and sometimes rebelling, unhappy, and internalizing frustrations towards their parents. Authoritative parenting creates rules and boundaries with their child, including nurturing and flexibility. The parenting style leads a child to be liked by teachers and their peers and be happy with themselves. Permissive parenting is when parents are overly nurturing. They do not set rules or boundaries with their children. This will often lead to children who have inadequate emotional control and become dependent on their parents in adulthood. The last type is the neglectful parent. This type of parenting is when the parents do not set rules or nurture their children. This results in children being immature, unhappy and may become the victim of abuse.

#### Question #28

The dangers of screen time on children can cause them to be disinterested in learning, distracting them from homework, exposing them to violence and stereotyping, and presenting them with an

unrealistic view of the world. Other concerns about too much screen time are the decreased time spent with their peers. Little physical activity can lead to obesity and aggression toward others. The research concluded that too much screen time also led to lower levels of cognitive development in early childhood. A study on preschoolers found that increased screen time was linked to less nighttime sleep and inconsistent bedtimes. There are also positive outcomes for children in screen time. Studies have shown that specific exposure to prosocial media is linked to higher levels of prosocial behavior and empathetic concerns. For example, a meta-analysis study in different countries showed positive outcomes of watching sesame street teaching children about the world, social reasoning, and attitudes towards other people and their cultures. It is essential as parents to regulate the time their child watches television. Children at a young age do not know better what to watch and how dangerous watching too much television can be to their mental health. As parents, we must monitor our kids' shows and their time watching them. The amount of time outside with peers should be more significant than the time spent on any device with a screen. As parents, it is our job to care for our children's mental and physical being. The studies on too much tv in our young kids today can prove dangerous and harmful to their health. As young impressionable children, our parents must regulate their tv time and what they watch to keep them safe and happy.