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Human Growth and Development

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Unit 2

1. During childhood there are significant changes that occur, a child will change physically and physiologically. Physically a child will grow in height and weight, on average a child grows 2.5 inches in height and gains between 5-7 pounds a year. By the end of preschool most children have lost the top-heavy look and have grown into their heads. These aspects vary due to heredity and environment experience. Physiologically the brain and other nervous system parts continue to develop. Due to opportunities to experience a widening world and increasing maturation of the brain a child will experience emerging cognitive ability. Children will begin to plan their actions, attend to stimuli more effectively, and make strides in language development. The most rapid growth in the brain during ages 3-6 is in the frontal lobe known as the prefrontal cortex. Required question.
2. Much of the variation in growth of a child is due to heredity, but can also be influenced by environmental experience. The two most important contributions to height and weight are the differences in ethnic origin and nutrition. An idea I thought of while reading this chapter was the idea of a goldfish in a bowl. A goldfish will grow to fit its environment, when put in a small bowl a goldfish will stay small. When a goldfish is put into a lake or a big pond they grow into huge orange fish. But the goldfish will never grow to be the

size of a whale because that is not a part of their genetic makeup. Children are in some ways like goldfish. Question 1.

3. Myelination is the process by which axons are covered and insulated with a layer of fat cells, which increases the speed at which information travels through the nervous system. Myelination in the areas of the brain related to focusing attention is not complete until the end of middle or late childhood. Myelination of many aspects of the prefrontal cortex, especially those involving higher-level thinking skills, is not completed until late adolescence or emerging adulthood. Question 2
4. Major milestones in motor development in early childhood begin with age 3, children are hopping, jumping, and running. The child can run across the room and jump all of six inches. By age 4, children are more adventurous, they wiggle and waggle through and over jungle gyms, and are just becoming able to walk down the stairs they have been able to walk up. By age 5, the child is a bit more self-assured and is more risky in their adventure. They are performing more stunts on the playground and running hard. Parents and teachers can use this information to help children practice skills in order to learn them. Question 3.
5. Language development is a large part of early childhood development. between the ages of 2 and 3, children begin to transition from saying simple sentences to saying complex sentences. children learn language in a universal pattern. By a child's 3rd birthday they can pronounce all the vowel sounds and most of the consonant sounds. After moving on beyond two-word utterances, they demonstrate a knowledge of morphology rules. An example of this is saying "foots" instead of "feet", by preschool or first grade a child should have some knowledge of the morphology rule. preschool children also learn and

apply rules of syntax. they show a growing mastery of complex rules for how words should be ordered. Vocabulary development is dramatic. Some experts have concluded that between 18 months and 6 years, young children learn an average of about one new word every waking hour. By first grade, it is estimated that children know about 14,000 words. Question 13.

6. There are four parenting styles including authoritarian, authoritative, neglectful, and indulgent. Authoritarian parenting is a restrictive, punitive style in which parents exhort the child to follow their directions and respect their work and effort. the authoritarian parent places firm limits and controls on the child and allows little verbal exchange. Children of authoritarian parents are often unhappy, fearful, and anxious about comparing themselves with others; they also fail to initiate activity and have weak communication skills. Authoritative parenting encourages children to be independent but still places limits and controls on their actions. extensive verbal give-and-take is allowed, and parents are warm and nurturant toward the child. children whose parents are authoritative are often cheerful, self-controlled, self-reliant, and achievement-oriented; they tend to maintain friendly relations with peers, cooperate with adults, and cope well with stress. Neglectful parenting is a style in which the parent is uninvolved in the child's life. children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. These children tend to be socially incompetent and have poor self-control. These children don't handle independence well and have low self-esteem, are immature, and may be alienated from the rest of the family. Indulgent parenting is a style in which parents are highly involved with their children by

placing few demands or controls on them. Children of indulgent parents rarely learn respect for others and have difficulty controlling their behavior. Question 21.

7. Birth order has been linked to the development of certain personality characteristics. One research review concluded that firstborns are the most intelligent, achieving, and conscientious, while later-borns are most rebellious, liberal, and agreeable. Firstborn children have also been described as more adult-oriented, helpful, conforming, and self-controlled. But when actual birth-order differences are reported, they are often small. An increasing number of family researchers stress that when all of the factors that influence behavior are considered, birth order by itself has limited accuracy as predictor behavior. Some researchers think this is overdramatized because of the amount of other factors in a child's life that can and will affect personality and behavior; heredity, models of competency or incompetency that parents present to children on a daily basis, peer and school influences, socioeconomic and sociohistorical factors, and cultural variations. question 23.

8. Play is a pleasurable activity that is engaged in for its own sake, and its functions and forms vary. Freud and Erikson remarked that play helps children master anxieties and conflicts, because pent-up tensions are released through play. The child is learning to cope better with life's problems. Therapists use play therapy both to allow the child to work off frustrations and to analyze the child's conflicts and ways of coping with them. Play permits children to practice their competencies and acquired skills in a relaxed, pleasurable way. Piaget thought that cognitive structures need to be exercised, and play provides the perfect setting for this exercise. Question 26.