

Unit 2 Essay

Andia Bernard

Alliance University

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Professor Maret

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1.Children's heights vary because, even though they grow more slowly than adults, their height changes are more noticeable from a young age on. A toddler typically gains 5-7 pounds and grows around 2.5 inches taller each year (p. 448). Boys and girls continue to have typical size differences through adolescence. However, a child's physique changes throughout development. Various variables, including heredity and environment, influence a person's height. As opposed to toddlers, preschoolers lose their top-heavy appearance as they age—children who were overweight as children develop less body fat as they age. Ethnicity, place of origin, and diet are just a few variables that affect a child's height (p. 448). Environmental factors could have a negative impact on children's physical development. The main environmental factor that affects a child's size is nutrition, especially a lack of protein in the diet. Even though illnesses like infections that affect children might be damaging, nutrition is always the most critical aspect of their environment. These local biological elements and others also influence the social inequality in height.

2. Myelination is a layer of fat cells called myelin. Myelin acts as insulation and speeds up how electrical impulses travel down the axons. Myelination fuels neurons' complex communication (p. 268). The myelination cycle is faster in younger brain areas than in older or deeper brain parts. Compared to the axons of other brain parts, the neocortical axons are long, thin, and sparsely myelinated. Myelination can be affected by things outside the body, like overeating fat and sugar, which is terrible. A vital component of myelin assembly is lipids, which are essential for myelination. As children and adolescents grow up, axons remain enclosed in fat cells (p. 217). Myelination happens faster in younger and shallower brain parts than in older and deeper parts. The neocortex's axons are longer, thinner, and less myelinated than in other brain parts. Some people think that parts of cells kept in their juvenile state have less myelination.

They are more pliable than densely myelinated muscles because they lack the structural myelin covering. Since the neocortex has less myelination than other brain areas, neurons are probably highly flexible. Environmental circumstances and developmental perspectives also influence the development of the brain. Since the brain changes based on its environment, cognitive development and brain plasticity go hand in hand (p. 277).

6. Children start to visualize things that aren't in their environment throughout the intuitive thinking stage described by Piaget (p. 468). As children leave the intuitive stage, their inquiry develops into logical thinking. They cannot articulate the reasons behind their beliefs, even though they appear capable of rational reasoning. Children frequently have questions when they start to understand the world around them. These questions, however, don't require lengthy justifications. Around the age of 4 to 7, a child in this substage employs elementary thinking and seeks information (p. 470). Children start to establish concepts about themselves and the world around them during this time. They interpret things according to how they imagine them, using their imagination. At this age, children's mental calculations are not reliable. Children frequently question "why" at this point. However, they want to avoid hearing a sermon; they need a response. When infants reach their intuitive years, they may appear to be omniscient but be unable to articulate how they came to hold such knowledge. They think they are brilliant, even though they cannot back up their claims with proof. It is unnecessary to elucidate their veracity.

8. According to the zone of proximal development, social interactions must involve peer and teacher interactions and external community influences. Despite their aptitude to study, children may require assistance from an adult to understand the subject independently. A teacher's lesson presentation must incorporate various educational components to optimize a student's learning capacity. Maturation is necessary and is done by qualified people like teachers

because the ZPD assesses a child's cognitive abilities (p. 475). Children experience instructions, acquiring knowledge in their mental structures that aids in completing the task (p. 476). There is evidence that ZPD increases maternal depression, secure devotion, and child obedience by making it harder for mothers to control their emotions and form certain bonds with their children (p. 478). Different strategies, like scaffolding, should be used to meet the needs of students with other skills, knowledge, understandings, pre-exposures, and backgrounds. The ZPD idea alters the amount of support, like a scaffold. The teacher must address these demands. During this phase, student guidance is given until the need for guidance decreases (p. 478). By looking at the rate or type of progress within the Zone of Proximal Development, you can tell whether the learner is making good progress.

16. According to Erik Erikson's hypothesis, the third stage of psychosocial development is initiative and shame. The cornerstone of Erikson's early child development theory is the tension between initiative and guilt. When kids are in the initiative versus guilt stage, they are more likely to stand up for themselves when they oversee play and other social situations. Children gain self-awareness through self-understanding and empathy (p. 609). At this age, kids learn to take control of their lives by planning activities, finishing tasks, and getting past problems. During this phase, the caregiver should support the child's exploration and assist them in making wise choices. When kids are put down and ignored by adults, they might feel bad about themselves and rely too much on other people for help. In children, feeling ashamed causes them to feel guilty. When kids feel guilty, they might see their mistakes as failures and think they aren't good enough. Thinking, feeling, and acting according to norms for appropriate human conduct and interpersonal interaction is the first stage in acquiring morality (p. 609). The interaction between children and other students is a typical feature of this time. Children can

develop their social abilities at this age by starting play-based activities. This level is all about playing. Children begin to work together, plan, play, and create games. Children develop their leadership skills as they age and learn to make decisions independently if given a chance.

24. I've had both good and bad experiences as a working mother. I had the chance to socialize and network. The opportunity to socialize with new people was amazing. I could view things from a unique angle that I might not have otherwise. As a stay-at-home mom, my responsibilities to my family would not have allowed me to learn new things. Along with my physical health, my emotional health has also improved. A salary provided me with stability, comfort, and a new mindset. I was able to provide my kids with things thanks to my profession that I otherwise wouldn't have been able to. Even though I loved my career, I occasionally felt guilty for not spending more time with my family. Because of the pressure at work, it sometimes becomes stressful. Research shows that parents' work significantly impacts children's development. Children are affected by their parents' work experiences, whether positive or negative, because they are brought home. Both positive and negative outcomes might result from working while raising children. A frustrated parent may bring that annoyance home and have a detrimental effect on the child (p. 582).

26. Playing helps children be emotionally and physically healthy and is a crucial component of their daily lives. Children can use this time to develop a range of abilities that will be useful throughout their lives, including imagination and exploration. Play-based learning is the most important activity in children's lives. Young children learn through play. Children learn about and comprehend their world through play. Play is not only entertaining, but it also keeps kids interested because they always want to take part in it. Play is a crucial part of peer connection during childhood. Participating in a play is a fun activity they may use for themselves

and their own delight. Play is vital for a child's appropriate development. Theorists have focused on play's different purposes, which can be summarized in a long list (p. 599). Play helps children deal with their emotions, which helps them deal with their worries and disputes. Play allows kids to release tension and helps them deal with challenges as they arise. The child learns how to manage their frustrations during treatment through play. Children are more inclined to speak honestly and feel less frightened while playing (p.599). Play is critical to children's emotional development because it helps them learn about themselves and pushes them to reach their full potential. My children's early speech and language development were aided by play. As they spent more time with their peers, they became more independent, which made them more innovative.

28. TVs provide entertainment. My family always watches television in the living room to conclude the evenings at my house. We had to watch whatever was chosen by the person who was responsible for operating the remote control for the day. This was a good idea. However, I was not too fond of it since, occasionally; something wasn't chosen that I thought was intriguing. They enjoyed watching their favorite shows because they chose enjoyable things, unlike their father, who would pick anything from the history channel, a sport, or a documentary. Television provides access to information. We are virtually aware of what is going on in the world. There are news channels available with a lot of information whenever something happens. When a disaster strikes, information is crucial because people need it immediately to stay safe. Our leaders use television as their primary channel of communication with us since it has the best chance of getting their message to the general audience. Television is utilized not only for pleasure but also for education. There are television channels that are only for educational programming. These programs have aided my family over the years. Thanks to our televisions,

we have access to historical knowledge about the planet, old civilizations, and other historical facts. We learn how to cook regional and international cuisines through various programs. These programs helped them grow and develop, and I was happy that my kids liked watching them. It's critical, though, that television be regulated.

The kids needed to have set screen time because I wanted them to grow in various ways. The idea was to get them out of the house so they could socialize and interact with others in person rather than watching television. One day as I passed by, I saw my kids watching something I didn't like. That they were viewing something I disapproved of baffled me. Even though television has a lot of positive qualities, it also has a lot of drawbacks. Some shows contain offensive language, sex, drug use, and health risks. These justifications lead me to the conclusion that TV rules ought to be put in place.

Reference

Santrock, J. W. (2014). *Essentials of life-span development*. McGraw-Hill.