

Chapter 7

Question #3

Some consequence for children who become overweight in childhood is that they are more likely to be overweight as adults. Being overweight as a child can lead to diabetes, hypertension, and elevated blood cholesterol levels. Research has concluded that obesity is linked to low self-esteem and insecurities. A scary part for children who are obese is that they are often victims of bullying. They tend to be rejected and teased. Orthopedic issues are also prevalent in obese children. Practicing inhibition has been shown to strengthen the ability to unhealthy food, which is a big reason for obesity in our young children today.

The causes of obesity in childhood are heredity and environment. It is detrimental for children in middle and late childhood to become obese because of the many adverse medical issues resulting from being overweight. Many of these issues become irreversible, and these children live with them through adulthood. A recent genetic analysis indicates that obesity is hereditary in children becoming overweight. The environmental factors for obesity are the types of food available in the home. The parents' eating habits and physical activity throughout the day. Children's screen time on computers or other devices is also a significant factor these days in obesity.

Question #5

The concrete operations stage is when the child can use logic in concrete ways. Concrete refers to tangible. Things that can be seen and touched or experienced. Concrete operation is when a child between the ages of 7-11 can solve problems using logic but needs help with hypothetical or problem-solving. Some examples of concrete operational thought are classification, identity, reversibility, conservation, decentration, and seriation. Classification is when children build schemata and can organize objects differently. With identity, the child understands that things

have qualities that do not change, even if the object is altered. The last one is reversibility. This is when a child learns that some items that have been changed can be returned to their original state. Conservation is changing one quality, and changes in another can compensate for this. In decentration, the child no longer focuses on only one dimension of any object and instead considers the changes in other sizes too. The last is seriation, which is the ability to methodically arrange items along quantitative dimensions such as length or weight.

Question #8

Binet developed the first intelligence test to help the French government identify schoolchildren needing academic help. He was the first to introduce the concept of mental age, or a set of abilities that a child of a certain age possessed. He made intelligence testing popular, and that is still being used today. He considered intelligence to be a general ability to reason and perform. Binet viewed intelligence as a growing power that he felt was not fixed at birth and was genetic. Still, intelligence develops over time, keeps changing, and is influenced by environmental factors. His focus is on the mental abilities of attention and memory. He believed that intelligence was complex and could not be quantitatively measured. He felt that factors such as motivation and other variables played a role in intelligence test scores and that intelligence was not fixed.

Sternberg developed the triarchic theory of intelligence, which considers intelligence beyond general abilities and that successful intelligence has three factors. Analytical intelligence involving problem-solving skills. To analyze, judge, and compare. Creative intelligence deals with new situations using past experiences and current skills. The ability to create, design,

invent, originate, and imagine. In practical intelligence, this involves the ability to adapt to the changing environment. His theory is an alternative to the general intelligence idea. Though he also considered that intelligence is not fixed and that a particular set of abilities can be developed. But his theory went a step further than Binet's in recognizing intelligence as not just confined to general mental abilities but rather finding its applicability in real life.

Chapter 8

Question #15

Developments measure self-esteem by correlation. Some factors that influence the child's self-esteem are the quality of the interaction with parents at a young age. The way a child looks at themselves is also a significant influence on their self-esteem. If a child sees themselves as successful, they will have high esteem. On the other hand, a child who sees themselves as having no talent will lead to low self-esteem. Children who feel a sense of completeness in areas such as athletic skills, social acceptance, and academic skills are important influences on a child's self-esteem. Helping children to cope with difficult situations instead of avoiding or ignoring them is essential to their self-esteem. Emotional support is another crucial factor for a child's self-esteem. Other factors influencing a child's self-esteem are school grades, approval from others, appearance, and family support.

Question #17

Lawrence Kohlberg proposed three levels to his theory of moral development. Kohlberg believed these three levels of moral development were universal. Kohlberg's pre-conventional reasoning

termed the first level. Children interpret good and bad in terms of external rewards and punishments at this level. He considered this the lowest level. This level is often described as a “What's in it for me? “. Conventional reasoning is the next level. At this level, children use specific standards, but these are the standards their parents have set for them, not their own. Finally, the highest level in Kohlberg's theory is Postconventional reasoning. At this level, the individual will begin to recognize different moral routes. They begin to explore options and then decide on what they choose as their moral code. Critics of Kohlberg pointed to the relative importance of moral thought and behavior. One criticism of Kohlberg’s theory is that he put too much emphasis on moral thought instead of moral behavior. They also questioned whether moral reasoning is conscious and deliberative or unconscious and automatic. He also neglects to address the families in moral development. His critics felt that moral reasoning would give way to people making excuses for immoral behavior and not being accountable. In addition, his critics point out that he did not account for his studies of moral reasoning between men and women.

Question #24

A latchkey kid is a child who comes home on their own and uses their key to get into the family home. The child comes home to an empty house without adult supervision. Some children are supervised in a hybrid situation where parents can see them on camera and talk over the phone with the child. But most latchkey kids are alone. Latchkey kids have become quite popular in many families. This is most prevalent in families that need the income of both parents to raise a family. Many studies show that latchkey children are often lonely and afraid. They are often bored, and older children often experiment with alcohol and other addictive substances. Others engage in sexual activities at a much earlier age with the lack of supervision. With so much

social media access, some children have gotten into trouble going on sites that are inappropriate for their young ages. The latchkey child has been placed in a role that they aren't mature enough to handle.

The best way a parent can help their latchkey child be safe is to set ground rules. First, teach them never to open the door to a stranger. Practice different scenarios that might occur while the child is home alone so they know how to handle the situation when and if it does happen. Make sure essential telephone numbers are written down or stored on their phones. Let a close neighbor know that your child is home alone in case of an emergency. Lastly, I would ensure my child checks in with a text every so often during the day.

Video: Two Faces of Autism

People with autism suffer from a triad of impairments. These impairments prevent them from sensing others' feelings and thoughts—their lack of social engagement. Children with autism are selfish in a sense. They only care about what the other person can do for them or get them what they want. They cannot be in a relationship as a normal relationship is defined. Another is their lack of language. They are unable to communicate with people and others to have conversations. Some autistic children are non-verbal, which makes it even more difficult. The last impairment is their lack of imagination and role-play. This prevents the child from fully understanding others and how others feel.

I believe the factor for the increased diagnoses of autism in recent years is awareness. More parents are in tuned and educated about symptoms. Another factor is the diagnostic criteria that have changed throughout the years. Also, the biological factor shows that older people having

children, particularly the father, may increase the risk of autism. Lastly, children born prematurely survive today more than before, which increases the risk of autism.

Video: Sleep Terrors

My son was a sleepwalker. It was scary when we first found out he was doing this. We installed alarms in the house, but before I had the alarms put in, I would set my alarm to ensure I knew he was up and about to take off. The dominant characteristics of sleep terrors are a person who sits up and is frightened. A person amid terror will sweat and breathe heavily. Their face is flushed, and their eyes are dilated. Some people will kick and thrash in bed and be inconsolable. The next day they usually have little memory of the night before. When my son would sleepwalk, he wouldn't remember the following day of his little escapades.

Holly's situation, the parents should stick with the routine of putting her back into her bed. I can't imagine how difficult to hear their child in despair, but comforting her for a bit and keeping her in her room is the best way to handle it. I feel for them, but they can best work it is to take turns waking with Holly. Eventually, Holly will grow out of this. When my daughter was having a difficult time, I would let her cry for a bit and then go in and let her know that she was safe and that it was time for her to sleep. It took a great deal of constant and consistent discipline on my part. I needed to let her cry and reassure her that everything was okay. This was the routine. It was so important not to allow her in my bed. I knew that once I gave in and let her sleep with me, I would start a bad habit, and she would come used to it. Plus, it's an unhealthy habit. The first few nights are tough, but they can do it with discipline and consistency.