

Chapter 7

1. Overall, middle and late childhood is a period of significant physical growth and development during which children will go through a wide range of changes in their gross and fine motor skills. Usually between the ages of 6-11 years, children experience a steady growth in height and weight. During this time, we see a growth rate of approximately 2 to 3 inches per year and weight gains of about 4-7 pounds per year. Also, during this time gross motor skills become more coordinated in activities such as running, jumping, throwing, and catching. There is an increased awareness of spatial differentials and a development in balance for the purpose of navigating the environment. In terms of fine motor skills, children in this age group develop greater control and precision in activities such as drawing and using small tools. They develop greater hand-eye coordination and dexterity, in order to manipulate objects more effectively.

3. Obesity at any age can have serious consequences for an individual's physical, mental and emotional health. The carrying around of excess body fat can lead to a number of short- and long-term consequences. In the case of childhood obesity during the ages of 6 to 12 when development is moving very quickly the results can be lifelong. Some of the potential consequences are:

- Physical health problems-higher risk of developing type 2 diabetes, high blood pressure, asthma and sleep apnea, among other illnesses.
- Psychological problems-may experience low self-esteem, depression and anxiety.
- Social problems-may experience social isolation, bullying or teasing by peers and struggle to make friends.

- Academic issues-obese children may experience a lack of energy or difficulty in concentrating can cause issues with academic progress, particularly if faced with social issues as well.
- Increased risk of adulthood obesity-Obese children struggle with adopting healthy lifestyle choices which can lead to obesity in adulthood and can lead to even more mental and physical health problems.

4. Teaching is a rewarding career and no doubt full of hardship. These hardships are increasing in teaching environments where children with disabilities are mainstreaming in classes with regular children. Teaching children with disabilities requires a commitment to meeting their individual needs, adapting teaching methods and materials to meet their needs to meet their IEP (Individual Education Plan) as required by the Department of Education. Furthermore, teachers must provide the necessary resources and supports for students. This can include coordinating additional staff if necessary, such as therapists or aides. These things can be time-consuming and require specialized training. Also, school districts may have limited budgets for assistive technology, specialized teaching materials and support staff.

6. Piaget's Theory of Cognitive Development is one of the most influential theories in the field of psychology. However, there have been several findings that challenge some of Piaget's key assumptions. Here are three of these findings:

- Social and cultural factors influence cognitive development: Piaget's theory emphasized the role of individual development in shaping an individual's cognitive abilities; however, more recent research shows the importance of social and cultural factors.
- Children's abilities are more developed than Piaget believed: Piaget believed that children developed cognitively in a series of stages that build upon each other. However,

newer research shows that children as young as five understand concepts like conservation and reversibility. These are concepts Piaget didn't believe children could grasp before the age of 7. In class videos showed that children even younger could understand the concept of good and bad.

- Cognitive development is not always sequential: Piaget theorized development develops in a fixed sequence. It has been shown that children develop individually in various ways and stages as per the external factors as well as internal development.

13. There are similarities between the two, the differences are the severity, persistence and impact of daily life. Also, ADHD is a medical condition that affects the brain's ability to regulate attention, impulsivity, and self-control. In the video, Liam's parents have tried setting limits, positive reinforcement and timeouts as a means of home therapy; however, in the end they resorted to taking him in for professional help due to the limitations of their expertise in the matter. In my opinion, given a child like Liam for example I would recommend several things:

- Medication-I would discuss with his psychiatrist the possibility of prescribing a non-stimulant medication like Strattera to help with his symptoms, of course following whatever the doctor felt was best.
- Behavior therapy-this form of therapy helps the parents or caregivers as well as the child learn how to manage their symptoms as well as coping techniques to deal with issues.
- Exercise and physical activity-this can help improve focus and reduce the hyperactivity by expelling energy.
- Structure and routine-creating regular routines help children with ADHD feel more in control and this will reduce feelings of frustration which can trigger episodes.

- Positive reinforcement-praising and rewarding good behavior can build self-esteem and encourage progress in the child.

Chapter 8

16. Intelligence and emotional intelligence are two distinct concepts, although they are both important for overall success and well-being. Intelligence is typically defined as the ability to learn and reason, problem-solve, and adapt to new situations. It involves cognitive abilities such as logical reasoning, memory, and processing speed. Emotional intelligence, on the other hand, is the ability to recognize and understand one's own emotions and the emotions of others, and to use this information to guide one's thinking and behavior. It involves the ability to manage one's own emotions, motivate oneself, and build positive relationships with others. One key difference between intelligence and emotional intelligence is that intelligence is more focused on cognitive abilities, whereas emotional intelligence is more focused on social and emotional abilities.

Intelligence tends to be measured through standardized tests, while emotional intelligence is more difficult to quantify and assess, as it involves a combination of self-awareness, empathy, and social skills. While intelligence is relatively stable and consistent throughout a person's life, emotional intelligence can be developed and improved over time through intentional practice and self-reflection. While intelligence is important for cognitive abilities, emotional intelligence is critical for social and emotional skills, the ability to navigate relationships and achieve success in a wide range of circumstances.

18. Altruism is the principle or practice of concern for the well-being of others, often at the expense of one's own interests. In other words, it is the selfless concern for the welfare of others. Altruism is an important component of moral development as it reflects a person's ability to take the perspective of others, empathize with them, and act accordingly to benefit them. Altruistic

behavior is considered a sign of moral development, as it demonstrates a person's willingness to put the needs of others ahead of their own self-interest. In the field of psychology, theorists like Lawrence Kohlberg have identified altruism as a higher level of moral development, indicative of a person's ability to move beyond self-interest and embrace universal ethical principles.

Overall, altruism plays an important role in the development of moral reasoning and ethical behavior, reflecting a person's capacity for empathy, compassion, and ethical decision-making.

19. A gender-role stereotype refers to the set of societal expectations or beliefs about the typical or appropriate behaviors, attitudes, personality traits and roles of individuals based on their gender. These labels may be positive or negative and can be reinforced by media, family, peers and institutions. These stereotypes can limit an individual's opportunities and lead to discrimination or bias based on their gender.