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Unit 3 Essays

Human Growth and Development

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1. The challenge of teaching children with developmental disabilities in regular classrooms are vast. One issue is that the children who are developmentally disabled will more than likely learn at a different pace than those who are not. This may make it difficult for the teacher to gauge whether or not it is appropriate to move onto the next lesson. The student with developmental disabilities may need more one on one assistance in the classroom. If the class has 20 students all together, it may be difficult for the teacher to offer that level of support without neglecting the needs of the other students. This creates another difficulty for the student themselves because not having adequate learning support in the classroom may make them feel discouraged and more inclined to “check out” of the lesson all together, due to their inability to properly retain what they are learning. A child with developmental disabilities may have a harder time regulating their emotions. This may make them more inclined to have outbursts in the classroom, which makes it an unproductive learning environment. All in all, combining neurotypical and neurodivergent learning capabilities in one classroom makes it difficult for the teacher to create lesson plans that accommodate the needs of both.
2. Bilingual education is when an academic curriculum is taught in two languages: the countries native language and any second language. The concept of a bilingual education can easily be confused with LEARNING a second language—but they are not the same.

For example, someone who lives in Haiti may learn the curriculum in both their native language of French and the second language of English. This could look like only certain subjects such as math and science being taught bilingually, *or* ALL subjects being taught bilingually. Research tells us that those who are bilingual have an increase in what is referred to as cognitive flexibility (which is the ability of children to be able to adapt as well as alternate their thinking between multiple concepts at one time.) Those who are bilingual are said to be more alert due to the cognitive exercise that their brains are constantly doing. Research also notes that those who are bilingual have sharper problem-solving and creative abilities. Bilingual programs have been successful in producing children who have proven to perform better than those who are not. They conceptualize things better, have an analytical sense of reasoning and a greater level of focus. The programs help students to have a higher awareness of things like grammatical errors. It is important to note, though, that earlier exposure to a second language is best. However, despite these research findings, it is noted that overall the quality of the education itself is more important than the language itself. That will determine whether or not the programs are successful.

3. Altruism can be defined as a principle or a moral practice in which one prioritizes the needs of others above their own needs. Altruism is a selfless way of life. Some examples of altruism are volunteering at a soup kitchen in your free time despite being tired from working overtime all week or taking off your hat and lending it to a friend even though you're also cold. Religions such as Christianity have a philosophy rooted in altruism. According to Piaget, moral development takes place in two stages; heteronomous reality (ages 4 to 7) and autonomous reality (ages 10 and older.) In the heteronomous reality,

children see rules as being unchanging and out of the control of other humans. Due to this, they judge actions based on their *consequences* as opposed to their *intentions*. The example given in the text is that children in this phase deem 12 cups broken on accident a far worse action than 1 cup broken on purpose. This is because the physical mess left by 12 cups is greater than the mess left by 1. Children aged 10 and up view the world autonomously, understanding that rules are man-made. During this phase of development, children are able to consider both intentions and consequences. With the help of how they are socialized by their caregivers, peers, and community as a whole, at this phase children begin to form their own moral compass. They are able to comprehend a cup broken on purpose as a spiteful act and judge it according to that moral compass. As a child continues to grow and develop sound judgement, they will decide whether they will take a more altruistic approach to life, and even view others through an altruistic approach.

4. While intelligence (according to the text) can be defined as “problem-solving skills and the ability to learn from, and adapt to, the experiences of everyday life,” emotional intelligence is “the capacity to be aware of, control, and express ones emotions, and to handle relationships judiciously and empathically.” This definition is from the Oxford Dictionary. One who is emotionally intelligent is able to express a counter point of view without any fear that they are being offensive. For example, at a work meeting, the tables majority vote may be to wear jeans on Thursdays. One who is emotionally intelligent will not fear going against that majority vote and will respectfully speak (in turn) about why they do not agree. They are able to do this because they understand that they are not harming anyone by respectfully expressing themselves. Another example of emotional

intelligence is a husband and wife sitting down and talking about the disconnect they both feel in the relationship. Though this conversation may be had through tears, the fact that it is being had is a sign of emotional intelligence being present in the relationship.

Intelligence can be measured through IQ tests (or intelligence quotients) which measures cognitive abilities. Emotional intelligence can be measured through EQ tests (or emotional quotient tests) which measures one's ability to analyze emotion within oneself and others, as well as the ability to use that information to help navigate with decision making and communication. The two are different in that intelligence reflects "smarts" as seen in test scores, retaining knowledge, learning ability, etc. while emotional intelligence requires more introspection and is reflected in healthy, successful relationships (or a lack thereof). Education, homelife and nutrition are some of the factors that affect ones IQ. Some of the factors that affect emotional intelligence are empathy, empowerment, home life, self-image, self-awareness and determination.

5. Latchkey children are children whose parents work long hours, leaving them to essentially, raise themselves. Latchkey children may have siblings. A regular day for them may include them coming home from school and starting their homework without any prompting from an adult. They may then prepare dinner for themselves (and their siblings if applicable), clean up, and put themselves to bed. This lifestyle is not ideal for a child, and ultimately comes with various issues. Some of the issues that latchkey children may face are loneliness, they may be more susceptible to drug and alcohol use, premature sexual activity, the wrong friend group, poor academic performance, lack of motivation and a broken relationship with their parents. They may also deal with poor self esteem. When parents are not present to guide their children, the children are forced to figure

many things out on their own. This could lead to them learning about sexuality, substances and values as a whole through television, internet and peers their age. This leads to poor decision making in the child. In a perfect world, the parents can help this issue by simply being home with their children. However, sometimes that's just not an option, especially for single parents. So, in that case, things like afterschool programs can help latchkey kids. This way, they are doing their homework under adult supervision who can possibly help them. This could also help alleviate the loneliness if they are around both adults they trust and peers who are also in the afterschool program just like them. Parents can also help by making it a point to make up for lost time with their children on the weekends. They can even call them while they are home to at least listen to their child about their day and how it went. Being present emotionally makes all the difference. And making it a point to plan bonding activities on the weekends can also help to alleviate the issues that latchkey children face.

6. Androgyny, according to the Merriam Webster dictionary, can be defined as “the quality or state of being neither specifically feminine or masculine.” A great example of androgyny is the late artist formally known as Prince. Though he wore heeled shoes, makeup, glitter and flat ironed his hair, he still comfortably made music about his lust for women. Androgyny can be a form of expression for some. A woman could identify as straight, solely attracted to men, but choose to keep her hair cut low and wear oversized masculine clothing. Gender role transcendence is when a person disregards labels such as male or female, and instead see people as...people. Within this dynamic, a woman wearing baggy clothing would not be considered masculine nor androgynous—it would just be regarded as “their choice of clothing today.” No more, no less. Within gender role

transcendence, there are no rules. Blue is not for boys and pink is not for girls because according to gender role transcendence, gender roles are obsolete, shifting the focus to the individual being. Researchers prefer gender role transcendence because of its focus on the individual. When assessing an individual through this lens, it's broader because it is more central to who they are and where they are, as opposed to how they fulfill gender roles.

7. According to the text, popular children are “nominated as a best friend” and rarely deal with being disliked. Children who are rejected rarely get nominated to be a “best friend” and frequently experience being disliked. Controversial children experience a balance between being a best friend and being disliked. Neglected children are not generally chosen to be a best friend, but just the same, they rarely experience being disliked. What these definitions have in common is the fact that they are measured by how the child is received by his or her peers. The measurement of how one is viewed by their peers is called “sociometric status.” Those who are deemed popular are so because of their good social skills. These children are often good listeners, praise those around them, are happy and regulate their emotions well. They also tend to possess self confidence while not appearing arrogant. Researchers have found a link between delinquent behaviors and being socially rejected. Children who are rejected do not possess the same (nor adequate) social skills as the those who are popular. They can be aggressive and have a hard time regulating their emotions, which makes it hard for their peers to form healthy connections with them (and vice versa.)
8. The significant physical and physiological changes that occur in the middle and late childhood developmental periods are as follows: during this period of development,

children begin to understand what is known as the “self.” According to the text, an understanding of “self” for a child at this stage means shaping their understanding of their own self esteem, characteristics and others around them. From ages 8-11, children identify which their psychological traits as opposed to a more concrete description. Understanding of self also comes with an understanding of the role they play in the outside world, such as “I’m a third grader” or “I’m a cheerleader.” Children at this phase acknowledge their differences from others. They separate themselves from their peers by drawing comparisons. At this phase, children begin to develop perspective taking which allows them to consider the perspective of those around them. This means that even though they may get frustrated during a group task, at this phase, they are less likely to destroy the task because they know it will bother their peers. Some more developments at this stage are skepticism—children are not as inclined to blindly accept information. They form their own thoughts about information. This phase of development also comes with self-concept, which allows the children to perform self-evaluations. Self-efficacy begins to develop as well, which is the innate belief that “I can do this.’ This part plays a large role in what the children achieve. Children at this stage will possess more self-regulation, control over negative emotions, self-redirection of feelings and empathy. They will also gain reasoning—preconventional, conventional and post conventional reasoning. This stage of development will begin to shift the dynamic between parents and children because the children start to gain independence alongside their sense of self. Parents still have a great deal of influence on their children at this stage, though. Physically, children at this phase will begin to slim down and gain muscle strength. Their motor skills are far more complex, and their lungs are stronger which leads to more

intense activities on their part. They will grow up to three inches a year and gain up to 7 pounds (on average) a year.