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Human Growth and Development

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Required Question: Please identify and briefly describe the significant physical and physiological changes that occur in the middle and late childhood developmental periods.

The period of middle and late childhood involves slow consistence growth. This is a period of calm before the rapid growth spurt of adolescent. During elementary school children grow approximately 2 to 3 inches a year until they reach age 11 where grow is more rapidly. The average girl is 4 feet and 10 1/4 inches tall, and the average boy is 4 feet, 9 inches tall. During middle and late childhood, children gain about 5 to 7 pounds a year. Boys are usually stranger that girl due to the great number in the muscle cells. In this class, all of us are familiar with the body grow and changes. When we were in puberty, we witnessed how our body developed rapidly.

Total brain volume stabilizes by the end of late childhood, but significant changes in various structures and regions of the brain continue to occur. During middle and late childhood, children's motor skills become much smoother and more coordinated hand they were in early childhood. Running, climbing, skipping rope, swimming, etc., are just a few of the many physical skills that elementary schoolchildren can master.

Fine motor coordination develops to the point at which children can write rather than print words. Cursive letter size become smaller and more even. At 10 to 12 years of age children begin to show

manipulative skills similar to the abilities of adult. They can master the complex, intricate, and rapid movements needed to produce fine-quality crafts or to play a difficult piece on a musical instrument.

Describe the consequences of childhood obesity, and explain why middle and late childhood is an especially difficult time for a child to be obese.

The condition of childhood obesity or children being overweight is an issue more serious than most first realize. Not only is it a problem being overweight itself, but all the health issues that are a consequence. When people talk about the problems of being overweight, they usually think of the physical aspect, such as how the person looks. Being overweight doesn't just impact a person's appearance but also their mental, emotional and physical health. In this essay we are going to focus on what are some of the various problems that overweight children encounter.

In the United States and especially in New York it is very easy to become overweight. One of the main reasons is due to the easy access to fast foods and the lack of time parents spend making healthy home cooked meals for their families in their kitchens. Although obesity sometimes can be inherited or due to a hormonal problem, diet usually plays an important part. Parents must take the way their children eating seriously. It is very common to see children bringing with them potato chips, cakes, cookies, and other saturated food items every day to school. Children in the middle and late childhood years are especially at risk of becoming overweight if their diet isn't being monitored by their parents.

It is very important for parents to pay special attention to their children's diet, especially in middle and late childhood. It may be challenging for busy parents to prepare healthy meals every day, but this is an important sacrifice parents must do for the sake of their children. Providing a healthy lunch box for a child to bring with them to school every day will ensure the kids are receiving a balanced diet. If not then during the school when unsupervised they could purchase food like chips, cookies, and cakes.

Children that are overweight are at risk of developing medical and psychological problems such as diabetes, hypertension, sleep problems, depression, anxiety, low self-esteem, etc. Unhealthy saturated foods can lead to health problems, which in turn can lead to children missing out on many normal childhood activities. Children who are overweight are also prone to appearance concerns which can lead to psychological problems.

Most people need to learn more about the real problems of childhood obesity. Such as it doesn't only affect a child's appearance, but also their physical, emotional, and psychological health. Parents should invest more time preparing healthy meals for their children. That way they eat in a way that will benefit them at home. The parents should also make the necessary sacrifice to ensure their children bring a healthy lunch box with them every day to school as well.

Discuss the challenges of teaching children with disabilities in regular classrooms.

A learning disability occurs when children experience difficulty that involves understanding or using spoken or written language. Children often show a difficulty reading, spelling, thinking, and writing. Difficulties in solving mathematical problems can also be classified as learning disability as long as these impairments are not the result of a visual, hearing, or motor disability. In this essay I'm going to talk about some challenges a teacher faces when dealing with children with disability in a regular class room.

Dyslexia is a type of disability in which the ability to read or spell is affected. Another learning disability is dysgraphia which is the impairment to write, and dyscalculia which means the child have difficulty in math computation.

Teacher that have student with disabilities in a regular class room go through a difficult time. For example, children with ADHD (Attention Deficit hyperactive disorder) another type of disability are children that need special attention. This type disorder make the children hard to deal with. For a teacher to be able to teach children with disability, they need to comply with the necessary

requirements and trainings. Teaching children without disability is not an easy task. Teaching children with disability is more challenging. The teacher needs a lot of patience, compassion, understanding, etc. The best approach is to place children with disabilities in trained and capable personal. Children with disability need individual with the proper knowledge and skills.

need to be difficult to deal with if the teacher does not have the appropriate training. Like the name states, they have an attention deficit. Children with ADHD does not pay attention or follow instructions. It is important for the teacher identify when a child have a disability that way, they can receive the appropriate care. Teacher needs to take time apart to spend with these children. The teacher has to be patience with the student.

For a teacher to be able to teach children with disabilities, I believe they must have a type of training that enables them to teach children with disability. Children with learning disabilities need a especial kind of care. So for a teacher who has not being taught in this area, it must be very frustrating.

Another learning disability is ADHD (Attention Deficit hyperactive disorder). This type of children is difficult to deal with if the teacher does not have the appropriate training. Like the name states, they have an attention deficit. Children with ADHD does not pay attention or follow instructions. It is important for the teacher identify when a child have a disability that way, they can receive the appropriate care.

How do developmentalists measure self-esteem? Also, indicate and explain what factors influence the self-esteem of children.

A good self-esteem is an important characteristic for children's well-being. It enables them to be happier, more confident about themselves and about life. Self-esteem refers to the perception or evaluation of ones-self. It is also called self-worth, self-image or self-concept. Is the way an individual

feel about the self. There are many factors that affects children's self-esteem, but there are also many strategies to help improve children's self-esteem.

The foundation of self-esteem emerges from the interaction parents have with their children in the infancy and early childhood. It is important that both parents spend time with their young children which is necessary for the development of good self-esteem. When children have low self-esteem in middle and late childhood, they might had been victims of abuse or were neglected early in development by their parents. Children with low self-esteem tend to feel insecure about themselves, unattractive, dam, not worth it of love, etc. The fact that children with low self-esteem feel that way does not mean that it is true.

Children with good or high self-esteem are confident about themselves. They are more attached and count with the support of their parents. In a recent study, the quality of children's home environment was linked with their self-esteem. Also, parental warmth, monitoring, low maternal depression, economic well-being and father presence were linked to higher self-esteem.

Some strategies for improving children's self-esteem include: Identify the cause of the low self-esteem. Intervention should target the cause of low self-esteem and encourage children to identify their areas of competency. Provide emotional support and social approval: Some children with low self-esteem come from conflictual families in which emotional support is unavailable. Alternative sources of support can be arranged through the encouragement of a teacher coach or significant adult. Help children achieve: Achievement can help children improve their self-esteem. Last, help children cope: Self-esteem can be built when children faces a problem and tries to cope with it instead of avoiding it.

Compare and contrast popular, rejected, controversial, and neglected children

Sociometric status is typically assess by asking children to nominate the children they like the most.

Status may also be assessed by asking children to nominate their class mates and children they like the

most. Developmentalists have distinguished five peer statuses, they include: popular children, average children, neglected children, rejected children, and controversial children.

Popular children are frequently nominated as best friends and are rarely disliked by their peers. Popular children have many social skills that contribute to their being well liked. They give out reinforcement, they listen carefully, maintain open lines of communications with peers, are happy, they control their negative emotions, show enthusiasm and concern for others. They are self-confident without being conceited. Average children receive an average number of both positive and negative nominations from their peers.

Neglected children infrequently nominated as best friends but are not disliked by their peers. Rejected children infrequently nominated as someone's best friend and are actively disliked by their peers. Rejected children have often significant adjustment problems. Research have found that that peer rejection constantly is linked to the development of maintenance of conduct problems and juvenile delinquency. Controversial children are frequently nominated both as someone's best friend and as being dislike.

Describe physical growth and changes in gross and fine motor skills during middle and late childhood.

The amount children grow while in middle and late childhood is minimum. During elementary school children grow approximately 2 to 3 inches a year until they reach age 11 where grow is more rapidly. The average girl is 4 feet and 10 1/4 inches tall, and the average boy is 4 feet, 9 inches tall. During middle and late childhood, children gain about 5 to 7 pounds a year. Boys are usually stronger than girl due to the great number in the muscle cells. In this class, all of us are familiar with the body growth and changes. When we were in puberty, we witnessed how our body developed rapidly.

26. Identify and explain what factors influence who will be your friend.

Friends is an important aspect of children's life in middle and late childhood. Like adult friendship, children's friendship is typically characterized by similarities. Throughout childhood friends are more similar than dissimilar in terms of age, sex, race and many other factors. Friends often have similar attitude towards school, similar educational aspirations, and closely aligned achievement orientations.

Willard Hartup has studied peer relation and friendship for more than three decade and has concluded that friendship can be cognitive and emotional sources from childhood though old age, fostering self-esteem and a sense of well-being. More specifically, children friendship can serve six functions: companionship, stimulations, physical support, ego support, social comparison, and affection and intimacy.

Summarize the differences and similarities between the sexes.

Long before elementary school boys and girls show preferences for different toys and activities. Preschool children display a gender identity and gender typed behavior that reflects biological, cognitive, and social influence. Here we discuss gender stereotype, gender similarities, and gender-role classification.

In the past, boys were supposed to be independent, aggressive and powerful. A girl was supposed to be dependent, nurturing, and uninteresting in power. This notion reflects gender stereotypes, which are broad categories that encompass general impressions and beliefs about female and male. Stereotypes are still present in today's world influencing the life of both, children and adults. Gender stereotyping continue to change during middle and late childhood and during adolescent. During the elementary school years, children have considerably knowledge which activities are linked with being male or female.

When it comes to physical development, women have about twice of body fat of men, with most of it concentrated around the breasts and hip. In males, fat is more likely to go to the abdomen. On

average, male grow to be 10 percent taller than females. Females have longer life expectancy than males, and males have twice the risk of coronary diseases than females do.