





Early and Middle Childhood

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The Power of the Developmental History

- Referring concerns for Julie (age 5, kindergarten)
 - Poor interpersonal skills
 - Julie doesn't know how to play with other children.
 - Tends to be aggressive.
 - Delayed language
 - MLU good, but poor syntax.
 - Vocabularies (expressive & receptive) are very low.
 - The teacher wonders if there is an auditory processing delay?



The Power of the Developmental History

- Pregnancy
 - Full term (with prenatal care?)
 - Birth weight 5 pounds
 - Cord wrapped around neck at birth
- Developmental history
 - Spoke first word at 18 months
 - Combined words at 3 years
 - Walked at 15 months
- Family history
 - Parent was a special education student (SDC)
 - Maternal aunt was also a special education student (DCH)

What initial hypothesis would you develop?

What additional questions should be asked?




Early Childhood:
Motor Milestones

- **Walking** (late 2 into 3rd year)
 - Become more steady, rhythmic, arms swing (no longer extended outward).
- **Stair climbing** (late 3rd year)
 - Alternate feet without support to ascend.
- **Stair climbing** (end of 4th year)
 - Alternate feet without support to descend.
- **Running** (4 to 6 years)
 - Leg thrusts that make the child momentarily airborne.

Early Childhood:
Motor Milestones


- **Jumping** (end of 2nd year)
 - Simple two legged jump off ground.
- **Hopping** (4th year)
- **Skipping and Galloping** (5th year)
- **Dress and feed self** (by 4 years)
- **Toilet trained** (by end of 3rd year)
 - Delayed bladder control = enuresis.
 - Delayed bowel control = encopresis.
 - ERIC Online Enuresis Resource & Information Center



Early Childhood:

Illness and Injury


- **Illness is very common**
 - What should you watch out for?
- **Injury is also very common**
 - Psychological characteristics associated with frequent injury
 - Frequent temper outbursts
 - Irritability
 - Inattentiveness
 - Activity level
 - Diagnostic significance
 - ADHD



Early Childhood:

Stress

- Direct and indirect effects of stress
 - Illness
 - Injury
 - Self-destructive behavior
- Diagnostic Significance
 - A viable hypothesis for learning difficulties



Early Childhood:

Stress

- Common sources of stress
 - Moving to a new neighborhood
 - Parental job change
 - Conflict within the immediate family
 - Death of a close friend or relative
 - Unemployment or underemployment
 - Financial problems


Early Childhood:
Stress

- Common sources of stress
 - Separation/divorce
 - Serious illness/accident/death of a family member
 - Family violence
 - Substance abuse
 - Pregnancy
 - Day care
 - Legal problems (being accused or convicted of a criminal offense)

Early Childhood:
Stress

- Assessing the Impact of Stress

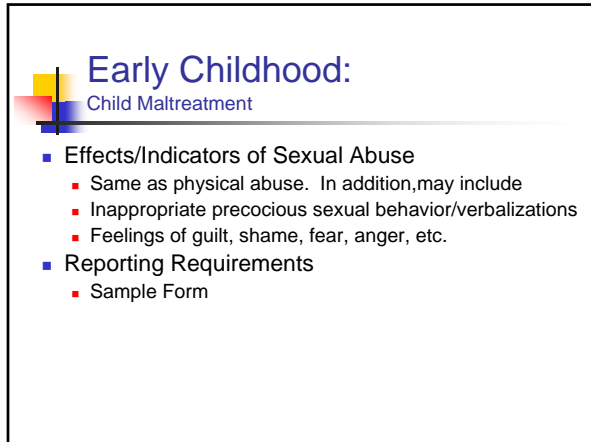
Coddington Life Events Scales (CLES)
© Dean Coddington, M.D.



Description: A measure that determines the impact of life events and change in a young person's personal development.
Age: 5 and under (CLES-P), 6-12 (CLES-C), and 13-19 (CLES-A)
Administration: Self-report (6-19), Assisted Self-report (5 and under)
Administration Time: 10-15 minutes
Qualification Level: 5 (see page 130)

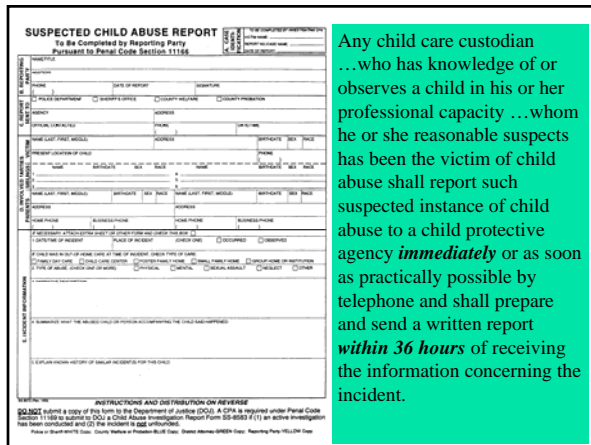
Early Childhood:
Child Maltreatment

- Types
 - Physical
 - Sexual
 - Psychological
 - Neglect
- Effects/Indicators of Physical Abuse
 - Aggression
 - Poor interpersonal skill
 - Learning delays



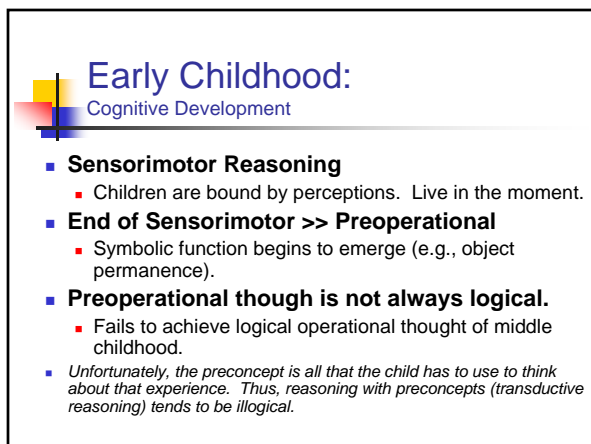
Early Childhood:
Child Maltreatment

- Effects/Indicators of Sexual Abuse
 - Same as physical abuse. In addition, may include
 - Inappropriate precocious sexual behavior/verbalizations
 - Feelings of guilt, shame, fear, anger, etc.
- Reporting Requirements
 - Sample Form




SUSPECTED CHILD ABUSE REPORT
To Be Completed by Reporting Party Pursuant to Penal Code Section 11164

Any child care custodian ... who has knowledge of or observes a child in his or her professional capacity ... whom he or she reasonable suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency *immediately* or as soon as practically possible by telephone and shall prepare and send a written report *within 36 hours* of receiving the information concerning the incident.



Early Childhood:
Cognitive Development


- **Sensorimotor Reasoning**
 - Children are bound by perceptions. Live in the moment.
- **End of Sensorimotor >> Preoperational**
 - Symbolic function begins to emerge (e.g., object permanence).
- **Preoperational though is not always logical.**
 - Fails to achieve logical operational thought of middle childhood.
- *Unfortunately, the preconcept is all that the child has to use to think about that experience. Thus, reasoning with preconcepts (transductive reasoning) tends to be illogical.*



Early Childhood:

Cognitive Development


- **Egocentrism**
 - The inability to recognize the perspective of others.
- **Irreversibility**
 - The inability to mentally reverse transductive thoughts.
- **Centration**
 - Focus on (often irrelevant) parts Sees parts of the field, not the whole, centration.



Early Childhood:

Language Development

- **Semantics**
 - Vocabulary continues to grow.
- **Syntax**
 - Learn rules, but over generalize.
 - Examples?
- **Pragmatics**
 - Social conventions are lacking.
 - Egocentric
 - Often fail to consider listeners



Early Childhood:

Environmental Influences

- Extreme neglect results in delays.
 - Social, cognitive, academic, language
- Nursery school
 - some advantages
- Day care quality
 - low makes a bad situation worse
 - high may make a bad situation better.


Early Childhood:
Play

- Parallel play
 - playing beside but not with
- Associative play
 - interacting with no consistent theme/roles
- Cooperative play
 - sharing roles and extend play themes
- Diagnostic significance
 - If you do not see parallel or associative play by then end of the 3rd year, consider PDD

Social Play	Social Pretend Play
<u>12-15 months</u> Parallel play with eye contact, and/or exchanges of social behavior (smiles in response to vocalization of other)	<u>12-15 months</u> Pretend acts performed near other children with eye contact but no other response (feeds self, other ignores)
<u>15-20 months</u> Engagement in similar activities with turn-taking (while looking at book smiles in response to vocalization of other)	<u>15-20 months</u> Similar/identical pretend acts performed with eye contact (both hug teddy bears)
<u>20-24 months</u> Social exchange marked by each taking turns at reversing actions of other (run-chase game)	<u>20-24 months</u> Engagement in similar pretend activities accompanied by social exchanges
<u>24-30 months</u> Joint activity has a common plan, actions are integrated	<u>24-30 months</u> Reflect the same theme but their actions show no within pair integration
<u>30-36 months</u> Play activity shows differentiation of leader and follower roles	<u>30-36 months</u> Joint pretend activity involves complementary roles such as "mother-baby"

Early Childhood:
Relating to Peers


- Social Competence
 - Socially competence
 - Social incompetence
- Parenting and Social Competence
 - Secure attachment and authoritative parenting.
 - Insecure attachment and authoritarian, permissive or neglectful.
 - Planning and monitoring play.



Early Childhood:


Relating to Peers

- Prosocial Behaviors
 - Sharing, caring helping, and rescuing, may begin by 2 1/2 years.
 - Continuing to develop are the ability to nurture + moralize in strong emotional tones.
 - Modeling may also be important.
 - Evolves slowly.



The Power of the Developmental History

- Referring concerns for Jimmy (CA: 6-10, Grade: 2, L₁: English)
 - Basic Reading skill development
 - Poor sound symbol understanding (first grade level)
 - Physically and socially immature (difficulty making friends)
 - Behaves much younger than classmates



The Power of the Developmental History

- Pregnancy and birth history
 - Full term (with prenatal care)
 - Uncomplicated natural delivery (APGAR = 7 & 9)
 - Birth weight 8 pounds
- Developmental history
 - Spoke first word at 12 months, combined words at 2 years
 - Walked at 10 months
- Health history
 - Chronic ear infections from 18 to 24 months (following move to central valley). No problems since the placement of tubes
 - No other health concerns
- Family history
 - Both parents went to college
 - Parents divorced and grandparent died last year.
 - No family history of learning difficulties

What initial hypothesis would you develop?

What additional questions should be asked?



Middle Childhood
Physical Development


- Growth rate slows.
- Gender differences are relatively small.
- Game skill gender differences are largely a result of environmental influences.

Middle Childhood
Cognitive Development: Piaget


- **Sensorimotor Reasoning**
 - Children are bound by perceptions. Live in the moment.
- **End of Sensorimotor >> Preoperational**
 - Symbolic function begins to emerge (e.g., object permanence).
- **Preoperations**
 - Fails to achieve logical operational thought of middle childhood.
- **End of Preoperations >> Concrete Operations**
 - 5 to 7 shift: gradual transition to more logical/systematic reasoning
- **Concrete Operations**
 - Able to mentally reverse
 - No longer bound by image
 - Centered perception
 - Less egocentric

Middle Childhood
Cognitive Development: Piaget

Conservation of volume



Conservation of mass



Middle Childhood
Cognitive Development: Piaget

- Transition to Concrete Operations
 - 4-5 yrs, one is more
 - 5-6 yrs, hesitate/uncertain
 - 5-7 yrs, both are same, but can't explain reasoning not consistent
 - 7-8 yrs, both are same, can explain
 - able to mentally reverse
 - no longer bound by appearances
 - de-centered perception
 - less egocentric

Middle Childhood
Cognitive Development: Vygotsky

- Cognitive development seen as an outgrowth of social development
 - *Obtained through interaction with others and the environment.*
- Development involves the learning of culturally specific sign systems
 - *Signs used by a culture to think and communicate e.g., oral language, written language, numbers.*
- Learning precedes development
 - *Assisted learning takes place in a child's zone of proximal development where they can do new tasks within their capabilities with assistance.*

Middle Childhood

Cognitive Development: Vygotsky

- Definitions
 - Zone of Proximal Development
 - Skills beyond independent ability, but within assisted ability, are within this zone.
 - Private speech (silent or vocal)
 - The way students internalize learning. This internalization is referred to as Self-Regulation (the ability to think and solve problems independently).
 - Scaffolding
 - The support offered to learners to facilitate development.

Middle Childhood

Social Development

- Become much more selective in who they chose as friends
- Begin to develop peer reputations
- Social status established
 - Important to social adjustment
 - Popular, liked by most, disliked by few
 - Rejected, liked by few, disliked by most
 - Neglected, neither liked or disliked
 - Controversial, liked by many, disliked by many
 - Average, liked by a few, disliked by some

Middle Childhood

Social Development

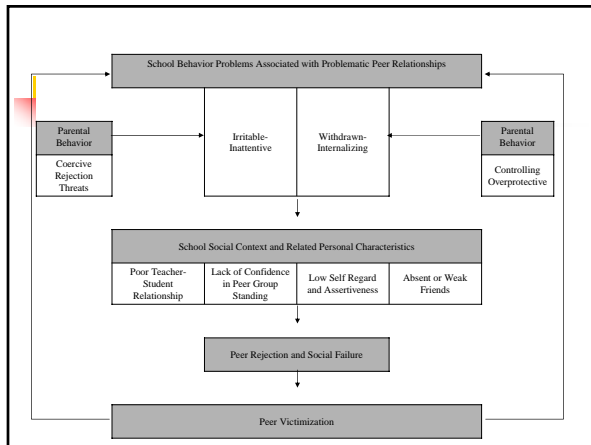
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graph LR; A[Child Behaviors] --> B[Peer Reactions]; B --> A;
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The diagram consists of two teal rectangular boxes. The left box is labeled "Child Behaviors" and the right box is labeled "Peer Reactions". Two horizontal arrows connect the boxes: one pointing from "Child Behaviors" to "Peer Reactions" and another pointing from "Peer Reactions" back to "Child Behaviors", indicating a reciprocal relationship.

Middle Childhood

Social Development

- Peer rejection effects
 - Short term
 - Continued rejection, disruptive/impulsive behavior, loneliness, depression.
 - Long term
 - Increased risk for juvenile delinquency, criminality, marital dysfunction, and mental illness



Middle Childhood

Development of Moral Reasoning

Level	Orientation	Description	Group
1	Hedonistic, self-focused	Child is concerned with self-oriented consequences, assists others for self-gain or future reciprocity.	Preschoolers and young elementary school children
2	Needs of others	Child expresses concern for the physical and psychological needs of others, even when they conflict with the child's own needs. No evidence of role-taking, sympathy, or guilt	Preschoolers and elementary school children
3	Approval and stereotyped	Child has stereotypic images of good and bad persons and behaviors. Concerns about others' approval to justify prosocial or nonhelping behavior	Elementary and high school students

Middle Childhood
Development of Moral Reasoning

Level	Orientation	Description	Group
4	Empathic	The child's judgments are based on sympathy, role-taking, and/or guilt related to the consequences of one's actions.	Elementary and high school students
5	Internalized	The child's justifications for helping are based on internalized values, norms, or responsibilities, and belief in human rights	Only a minority of high school students are virtually no elementary school children

Middle Childhood
Divorce

- Affects
 - Anger, resentment, and anxiety
 - Guilt and/or depression if blamed for divorce
 - Risk and vulnerability factors
 - SES
 - Physical and mental health
 - Pro-social institutional connections
 - Caregiver(s) status
 - Others?

Next Week

- Research ADHD and Mental Retardation.
- From independent research address the question: "What are the early signs of ADHD and mental retardation?"
- Continue work on developmental questionnaires.
