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?

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)
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 feed 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

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

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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.

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Early Childhood:
Suspected Child Abuse Report

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

- 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

<table>
<thead>
<tr>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15 months</td>
<td>Parallel play with eye contact, and/or exchanges of social behavior (smiles in response to vocalization of other)</td>
</tr>
<tr>
<td>15-20 months</td>
<td>Engagement in similar activities with turn-taking (white looking at book smiles in response to vocalization of other)</td>
</tr>
<tr>
<td>20-24 months</td>
<td>Social exchange marked by each taking turns at reversing actions of other (run-chase game)</td>
</tr>
<tr>
<td>24-30 months</td>
<td>Joint activity has a common plan, actions are integrated</td>
</tr>
<tr>
<td>30-36 months</td>
<td>Play activity shows differentiation of leader and follower roles</td>
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</table>

Social Pretend Play

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<th>Age</th>
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<tr>
<td>12-15 months</td>
<td>Pretend acts performed near other children with eye contact but no other response (leads self, other ignores)</td>
</tr>
<tr>
<td>15-20 months</td>
<td>Similar/identical pretend acts performed with eye contact (both hug teddy bears)</td>
</tr>
<tr>
<td>20-24 months</td>
<td>Engagement in similar pretend activities accompanied by social exchanges</td>
</tr>
<tr>
<td>24-30 months</td>
<td>Reflect the same theme but their actions show no within pair integration</td>
</tr>
<tr>
<td>30-36 months</td>
<td>Joint pretend activity involves complementary roles such as “mother-baby”</td>
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</table>

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 18 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**
  - Birth 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 choose 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

Child Behaviors

Peer Reactions
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

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<tr>
<th>Level</th>
<th>Orientation</th>
<th>Description</th>
<th>Group</th>
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<tbody>
<tr>
<td>1</td>
<td>Hedonistic, self-focused</td>
<td>Child is concerned with self-oriented consequences, assists others for self-gain or future reciprocity.</td>
<td>Preschoolers and young elementary school children</td>
</tr>
<tr>
<td>2</td>
<td>Needs of others</td>
<td>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</td>
<td>Preschoolers and elementary school children</td>
</tr>
<tr>
<td>3</td>
<td>Approval and stereotyped</td>
<td>Child has stereotypical images of good and bad persons and behaviors. Concerns about others' approval to justify prosocial or nonhelping behavior</td>
<td>Elementary and high school students</td>
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Development of Moral Reasoning

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