

## Chapter 7: MIDDLE CHILDHOOD

### BODY AND MIND

Ages 6 - 11

### Physical Body

- Fewer fatal diseases
- Fewer accidents resulting in death
- Growth: slow and steady
- ~ 5 cm/yr (proper nutrition)
- Strength
  - Sustain attention
  - Self-care
  - Stronger muscles

### Importance of Active Play

- Overall health
- Less obesity
- Learn to cooperate, fair play (esp. games with rules)
- Improved problem-solving abilities
- Respect for teammates of various backgrounds

### Types of Active Play

- What did you engage in?
- Neighbourhood games
  - Flexible
  - Rules depend on situation (trees are out of bounds)
  - Stranger danger?
- School
  - After-school programs
- Sports leagues

### Health Problems

- Childhood obesity
  - 95% with type 2 diabetes are overweight
  - Linked to asthma, high blood pressure, elevated cholesterol
- Family practices - eating habits
- What did you ask for?
- Pressure from children for certain foods
- Social practices and policies
- Advertisements
  - Vulnerable, laws against certain ads

### Asthma

- Chronic inflammatory disorder of airways
- Highest in school-age children
- Increasing in most countries
- One of the most common in Canada
  - 2009: 10% btwn ages 2 - 7
- Multiple causes
  - Genetics
  - Environ: carpets, smoking, less outdoor play
  - Hygiene H<sub>0</sub>: overprotection of children

## Prevention of Health Problems

- *Primary*: changes across society
  - Outdoor play at school (recess)
- *Secondary*: target population
  - Decrease illness among high-risk children
- *Tertiary*: treatment of problems
  - Inhalers, injections

## Piaget: Concrete Operations

- Use of logic
- Concrete reasoning: REAL events, absolute
  - Something tangible, not abstract
- Hierarchy of categories
- *Classification*: putting things in groups, classes”, sorting
  - Inclusion, exclusion, hierarchy
- Math concepts
  - *Seriation*: arrangement in a logical series

## Vygotsky

- Instruction: crucial to cognitive devt
- Participation and scaffolding
- Social interaction and instruction
- Education: everywhere through social interaction and technology
- Culture: influences what and how of learning
- Mentoring

## Information Processing

- Like computers
- Connecting parts of the brain
- Speed of thought: reaction time
- Attention is more selective
  - Alerting, orienting, and executive control
- Learning strategies
  - Waves of knowledge
  - Practice, practice, practice to master X
  - Consistency in teaching

## Memory

- *Sensory memory*: sensory register
  - Store incoming stimuli (info) as it comes in
- *Working memory*: short-term memory
- *Long-term memory*: stored for a few min, hours, years!

## Knowledge

- More you know, more you can learn (knowledge base)
- Past experience
- Current opportunity
- Personal motivation

## Control Processes

- Executive processes/functioning
- Regulate the analysis and flow of info, incl. emotional regulation and selective attention
- *Metacognition*: thinking about thinking
  - Evaluate task, how to do X
  - E.g., studying strategies effective?

## Learning

- Pragmatics: practical use of language
  - Different audience, different words
  - Informal with friends
- Learning second language?
- Immersion schools
- ESL: English as a second language
  - EAL: Alternate language

## Schools

- *Hidden curriculum*: implicit values and assumptions (“unwritten rules”)
- Canada and US score low
- Teaching styles: autonomy, collaborative, enthusiastic, connecting current with past learning
- Allow students to figure out X, ind or gp

## Aboriginal Education

- Emphasizes the importance of culturally relevant curriculum
- Most on-reserve First Nations children attend band-operated schools
  - Use native language and culture
- Watching and imitating others in community to practice skills
- Listening to traditional stories and teachings of elders which have values (cooperation, respect, humility, consensus-based decision-making)

## Aboriginal Education

- Residential schools: children taken from their families
- Objective was to “civilize” children, strip them of their culture
- Significant abuse
- Family separation, affects generation to gen
- 1972, residential schools closed
- P. 274: stats on academic achievement

## Children with Special Needs

- Child first language!
- Comorbid: co = 2 (e.g., cooperate)
- Multifinality: X can have multiple outcomes
- Equifinality: many causes to X

## Special Needs

- *ADHD*: Needs to be apparent in TWO places (home, school) AND does not improve with consistent structure and guidance
- *Bipolar disorder*: Severe mood swings NOT linked to external circumstances
- *Specific learning disorder*: deficit in perception or processing of information
  - Difficulty in learning X when others easily get it
- *Autism*: problems in social interactions and social language; restricted, repetitive patterns of beh

## Chapter 8

## Erikson: Industry vs. Inferiority

- Productive or incompetent?
- Realistically, using skills and abilities to do X
- Want to master skills
- Those who feel “inferior” will tend to engage in risky beh down the road

## Self-Concept

- With cognition, better awareness of self in comparison to others
- Include influences of peers and others
  - Teaching anxious children to confide in friends and understand their own emotions develop better self-concept
- Joining extracurr: help children develop industriousness

## Self-Concept

- Social comparison: how am I doing compared to X?
- As minority children get older, more aware of prejudices
- BUT: self-awareness will lead to self-criticism, self-consciousness
- Level of self-esteem is cultural
- Many cultures promote modesty

## Resilience & Stress

- Resilience: dynamic process of positive adaptation within the context of *significant adversity*
- Key factors
  - *Dynamic*: may be resilient at one age but not later
  - *Positive adaptation*: positive outcomes, “bounce back”
  - *Significant adversity*: major issues like neglect, abuse

### Parentification

- KEY: how children interpret family situation is how it affects them (may not realize they are poor)
- How parents rely on their children:
- *Emotional*: child tries to meet their parents' (and others') emotional needs like peace-maker
- *Practical*: child doing all adult chores like cooking, cleaning, paying bills

### Family Structures & Function

- 2 parent, biological families are best?
- Individual assets combined (ed, \$, maturity)
- Parental alliance is important (support for each other)
- Shared roles and responsibilities
- *Same-sex*: often better than average biological
- *Step*: both + and –
  - Role of step? Other parent involvement?

### Family Structures & Function

- *Grandparents/skipped-generation*
  - Tend to have less \$, more health issues
  - Children tend to have special needs
  - Issues resulting in no parent care
- *Single*: less \$ & stability
  - Usually those who need assistance are the least helped
  - Family, community support makes a difference

### Family Structures & Function

- *Astronaut/satellite/parachute*: children left alone or raised by one parent
  - Due to economics, one parent (or both) need to make money in home country

### Peer Groups

- Peers: equal power
- Child culture: what's in? What's out? Fashion?
- Teasing – implicit messages on what's valued or not accepted (teacher's pet, tattler...)
- Friendships become more important
  - More intense and intimate as social cognition and effortful control advance
  - Loyalty
- Grade 5: Who were the popular kids? Why?
  - Who was rejected?

### Bullying

- Bullying: repeated, systematic attacks
- Physical
- Verbal
- Relational
- Cyberbullying (p. 349: Amanda Todd)
- Bully-victim: victim AND bully
  - Disliked by others, even teachers
- Bully: not rejected, proud, admired
- Family life: insecure attachment, stressful, hostile family
- Peers: Same feathers, flock together

## **Stop Bullying**

- Friends!
- Teach cooperative learning, empathy, school pride
- “Whole school” approach
- Peers are crucial
  - How to notice bullying/aggressive beh
  - What to do?
  - Empathize with victim
  - Don’t admire bullies
- Intervention, prevention programs, PREVNet

**Be safe!**