Exam I Study Guide

Physical and Motor Development in Early and Middle Childhood; Positive Guidance, Observation Skills

Berk, Chapter 2: Biological and Environmental Foundations

Performance Outcomes:
2.9 Describe the role of family in child development, noting direct and indirect family influences, as well as the adaptable nature of the family structure.
2.10 Discuss the impact of socioeconomic status and poverty on family functioning.
2.11 Summarize the role of neighborhoods, schools, towns, and cities in the lives of children.
2.12 Discuss how cultural values and public policies influence the well-being of children.
2.13 Describe several conceptions of the relationship between heredity and environment in influencing development, and explain the methods commonly used to study these variables.

Important terms and concepts: (only those from pp. 74-92)

Berk, Chapter 8: Physical Development in Early Childhood

Performance Outcomes:
8.1 Describe changes in body size, proportions, and skeletal maturity during early childhood.
8.2 Describe brain development in early childhood.
8.3 Explain how heredity influences physical growth.
8.4 Describe the effects of emotional well-being, restful sleep, nutrition, and infectious disease on physical growth and health in early childhood.
8.5 Describe factors that increase the risk of unintentional injuries, and how childhood injuries can be prevented.
8.6 Describe major milestones of gross and fine motor development in early childhood.
8.7 Describe individual differences in preschoolers’ motor skills and ways to enhance motor development in early childhood.
8.8 Summarize perceptual development in early childhood, paying special attention to discrimination of written symbols.

Important Terms And Concepts (p. 320)

Berk, Chapter 11: Physical Development in Middle Childhood.

Performance Outcomes
11.1 Describe changes in body size, proportions, and skeletal maturity during middle childhood.
11.2 Describe brain development in middle childhood.
11.3 Describe the overall status of children’s health during middle childhood.
11.4 Describe the causes and consequences of serious nutritional problems in middle childhood, granting special attention to obesity.
11.5 Describe factors that contribute to nocturnal enuresis and asthma, and how these health problems can be reduced.
11.6 Describe changes unintentional injuries during middle childhood and effective interventions.
11.7 Describe changes in gross and fine motor development during middle childhood.
11.8 Describe individual and group differences in motor performance during middle childhood.
11.9 Describe qualities of children’s play that are evident in middle childhood.
11.10 Describe high-quality physical education that are important during the school years.

Important Terms and Concepts (p. 434).

Marion, Chapter 2: Guiding with Positive Discipline and an Authoritative Caregiving Style

Performance Outcomes
2.1 Summarize information on the concept of discipline.
2.2 Name and describe the two major dimensions of caregiving.
2.3 Name, describe, and explain the three styles of caregiving.
2.4 Explain the major similarities and differences between the two types of permissiveness.
2.5 Explain how each caregiving style tends to affect children’s development.
2.6 Name and explain basic processes through which adults influence children.

Marion, Chapter 3: Positive Discipline Strategies: Direct Guidance

Performance Outcomes
3.1 List and explain the nature of positive discipline strategies, and explain why each is a positive strategy.
3.2 Describe how to use specific positive discipline strategies.
3.3 Summarize and explain methods for talking with parents about positive discipline strategies.

Exam II: Cognitive Development in Early and Middle Childhood

Berk, Chapter 9. Cognitive Development in Early Childhood

Performance Outcomes
9.1 Describe advances in mental representation and limitations of thinking during the preoperational stage.
9.2 Describe implications about the accuracy of the preoperational stage, based on recent research.
9.3 Describe educational principles derived from Piaget’s theory.
9.4 Describe Vygotsky’s perspective on the origins and significance of children’s private speech.
9.5 Describe applications of Vygotsky’s theory to education, and evaluate his major ideas.
9.6 Describe how attention, memory, and problem solving during early childhood?
9.7 Describe the young child’s theory of mind.
9.8 Summarize children’s literacy and mathematical knowledge during early childhood.
9.9 Describe the content of early childhood intelligence tests and testing conditions that affect children’s performance.
9.10 Trace the development of vocabulary, grammar, and conversational skills in early childhood.
9.11 Cite factors that support language learning in early childhood

Important Terms And Concepts, p. 363

Berk, Chapter 12. Cognitive Development in Middle Childhood.

Performance Outcomes.
12.1 Describe the major characteristics of concrete operational thought.
12.2 Describe recent research on concrete operational thought.
12.3 Describe two basic changes in information processing, and describe the development of attention and memory in middle childhood.
12.4 Describe the school-age child’s theory of mind and capacity to engage in self-regulation.
12.5 Discuss current controversies in teaching reading and mathematics to elementary school children.
12.6 Describe major approaches to defining intelligence.
12.7 Describe evidence indicating that both heredity and environment contribute to intelligence.
12.8 Describe changes in metalinguistic awareness, vocabulary, grammar, and pragmatics during middle childhood.
12.9 Describe the advantages of bilingualism in childhood.
12.10 Describe the impact of class size and educational philosophies on children’s motivation and academic achievement.
12.11 Discuss the role of teacher-student interaction and grouping practices in academic achievement.
12.12 Describe learning advantages of and concerns about computers.
12.13 Describe the conditions under which placement of mildly mentally retarded and learning disabled children in regular classrooms successful.
12.14 Describe the characteristics of gifted children and current efforts to meet their educational needs.
12.15 Describe factors that lead American children to fall behind children in Asian nations in academic achievement.

Important Terms and Concepts (p. 479).

Exam III: Emotional and Social Development in Early and Middle Childhood; Guidance Theories and Strategies

Berk, Chapter 10. Emotional and Social Development in Early Childhood

Performance Outcomes
10.1 Describe personality changes that take place during Erikson’s stage of initiative versus guilt.
10.2 Describe preschoolers’ self-concepts, understanding of intentions, and self-esteem.
10.3 Cite changes in understanding and expressing emotion during early childhood, along with factors that influence those changes.
10.4 Describe peer sociability, friendship, and social problem solving in early childhood, and discuss parent and sibling influences on early peer relations.
10.5 Describe the central features of psychoanalytic, behaviorist and social learning, and cognitive-developmental approaches to moral development.
10.6 Describe the development of aggression in early childhood, including family and television as influences.
10.7 Discuss genetic and environmental influences on preschoolers’ gender-stereotyped beliefs and behavior.
10.8 Describe and evaluate major theories on the emergence of gender identity.
10.9 Describe the impact of child-rearing styles on children’s development, and explain why authoritative parenting is effective.
10.10 Discuss the multiple origins of child maltreatment, its consequences for development, and prevention strategies.

Important Terms and Concepts (p. 405).
Berk, Chapter 13. Emotional and Social Development in Middle Childhood.

Performance Outcomes
13.1 Describe the personality changes that take place during Erikson’s stage of industry versus inferiority.
13.2 Describe school-age children’s self-concept and self-esteem, and discuss factors that affect their achievement-related attributions.
13.3 Cite changes in expression and understanding of emotion in middle childhood.
13.4 Describe how perspective taking changes in middle childhood.
13.5 Describe changes in moral understanding during middle childhood, and summarize current recommendations for moral education in schools.
13.6 Describe how peer sociability and friendship changes in middle childhood.
13.7 Describe major categories of peer acceptance and ways to help rejected children.
13.8 Describe changes in gender-stereotyped beliefs and gender-role identity that take place during middle childhood.
13.9 Describe how parent-child communication and sibling relationships change in middle childhood.
13.10 Describe how children fare in gay and lesbian families and in single-parent, never-married families.
13.11 Describe factors that influence children’s adjustment to divorce and blended family arrangements.
13.12 Describe how maternal employment and life in dual-earner families affects children’s development.
13.13 Cite common fears and anxieties in middle childhood.
13.15 Cite factors that foster resiliency in middle childhood.

Important Terms and Concepts (p. 521).

Marion, Chapter 5, Guiding Children in Times of Stress

Performance Outcomes
5.1 Define resiliency and explain its origin in children. Define stress for young children and explain it as a child-environment relationship.
5.2 Identify two major sources of stress for children; give examples of each.
5.3 List the stages of the stress response and summarize the elements of each stage.
5.4 Explain how young children’s developmental limitations make it difficult for them to know how to cope with stress on their own.
5.5 List and give examples of general guidelines for helping children cope with stress.

Marion, Chapter 6, Guiding Children Toward a Healthy Sense of Self and Self-Esteem

Performance Outcomes
6.1 Define self-esteem and explain how it is a part of the self-system
6.2 List, explain, and give an example of the three building blocks of self-
6.3 Explain how social interaction affects the development of self-esteem.
6.4 Describe how adult acceptance and support affect a child’s self-esteem.
6.5 List, explain, and give examples of specific adult practices that affect a child’s self-esteem.

Marion, Chapter 7. Guiding Young Children’s Understanding and Management of Anger

Performance Outcomes.
7.1 List and describe the three components of anger and explain how children can feel and express anger without understanding it.
7.2 Identify types of interactions in early childhood settings that are likely to elicit anger, and describe children’s responses to each.
7.3 Identify and explain how several factors affect how a child expresses anger.
7.4 List, explain, and give examples of developmentally appropriate strategies adults can use to guide children’s expressions of anger.

Marion, Chapter 8. Understanding and Guiding Aggressive Children.
Performance Outcomes.
8.1 Define aggression; list and describe different forms of aggression.
8.2 Explain age and gender differences in aggression.
8.3 Explain, from a systems or ecological perspective, how children become aggressive.
8.4 List, discuss, and give examples of specific guidance strategies that prevent or control aggression.

Marion, Chapter 9. Prosocial Behavior: Guiding its Development
Performance Outcomes.
9.1 Define prosocial behavior
9.2 Identify, describe, and give an example of types of prosocial behaviors.
9.3 List developmental building blocks for prosocial behavior; explain the role of each.
9.4 Explain the benefits of encouraging prosocial behavior in children.
9.5 Identify, describe, and observe developmentally appropriate strategies that foster prosocial behavior.

Marion, Chapter 10: Child-Guidance Theories and their Strategies
Performance Outcomes.
10.1 Define terms associated with the Adlerian, Rogerian, and social learning models of guidance.
10.2 List and explain the major principles of the Adlerian, Rogerian, and social learning models of guidance.
10.3 Explain how a responsible, authoritative adult could choose any of the three models.
10.4 List, give examples of, and describe some of the major strategies used in the Adlerian, Rogerian, and social learning models of guidance.
10.5 Explain how each of the three guidance models views the use of punishment.
10.6 Name the form of punishment under which time-out is classified, explain the function of time-out, explain why time-out does not teach anything, and explain why time-out should be used rarely, if at all.

Performance Outcomes.
11.1 Explain the decision-making model and identify its components.
11.2 Summarize the benefits of using the decision-making model for both adults and for children.
11.3 Apply your knowledge of the decision-making model by writing a guidance plan intended to solve specific discipline encounters.