MIDDLE AND LATE CHILDHOOD (6-11 years old)

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BODY GROWTH AND CHANGE

• Period of calm before the rapid growth spurt of adolescence
• Weight increases due to increase in size of skeletal and muscular systems, and several body organs
• Muscle mass and strength increase; “baby fat” decrease

BODY GROWTH AND CHANGE

Brain
• Pathways in prefrontal cortex continue to increase
• Thickness of cerebral cortex develops
• Continuing increase in myelination

MOTOR DEVELOPMENT

• Gross and fine motor movements become much smoother and more coordinated
• Boys usually do better in gross motor skills; girls do better in fine motor skills
• (Question: How does myelination contribute to this?)
• Exercise is necessary as they mature physically.

HEALTH AND ILLNESS

• Leading Causes of Death among Filipino Children (as of 2006, according to DOH)

<table>
<thead>
<tr>
<th>RANK</th>
<th>1-4 YEARS OLD</th>
<th>5-9 YEARS OLD</th>
<th>10-14 YEARS OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pneumonia</td>
<td>Accidents</td>
<td>Accidents</td>
</tr>
<tr>
<td>2</td>
<td>Accidents</td>
<td>Pneumonia</td>
<td>Malignant neoplasm</td>
</tr>
<tr>
<td>3</td>
<td>Diarrhea and gastroenteritis</td>
<td>Malignant neoplasm</td>
<td>Pneumonia</td>
</tr>
<tr>
<td>4</td>
<td>Congenital anomalies</td>
<td>Dengue fever</td>
<td>Diseases of the heart</td>
</tr>
<tr>
<td>5</td>
<td>Ill-defined/unknown causes</td>
<td>Congenital anomalies</td>
<td>Other diseases of the nervous system</td>
</tr>
</tbody>
</table>

MOTOR DEVELOPMENT

• Motor development is facilitated further by the following types of activities:
  1. Rough-and-tumble play – vigorous play involving wrestling, hitting, and chasing, often accompanied by laughing and screaming
  2. Organized sports
**HEALTH AND ILLNESS**

- **Pneumonia**
  - Lung infection usually caused by germs, bacteria, or fungi inhaled by a person
  - When certain germs are inhaled, it goes into the air sacs of the lungs and increase in number. The lung would then be filled with fluid and pus.
  - **Mortality Rate**
    - 23% for ages 1-4
    - 15% for ages 5-9
    - 3% for ages 10-14

- **Cancer**
  - Uncontrolled growth of abnormal cells
  - Medically known as *malignant neoplasm*
  - *Acute lymphoblastic leukemia (ALL)*
  - Most common form of cancer among Filipino children (World Child Cancer, 2013)
  - Normally, bone marrow makes cells that would normally turn into white blood cells; in ALL, abnormal cells are formed instead and it increases in number

- **Dengue fever**
  - Mosquito-borne viral infection common in tropical areas
  - Transmitted by the bite of an *Aedes* mosquito infected with dengue virus
  - Can cause high fever, severe headaches, pain behind the eyes, and other symptoms
  - Has no specific treatment

- **Obesity/Overweight**
  - May be attributed to:
    1. Changes in diet
    2. Changes in lifestyle
  - Some of its effects are:
    1. Low self-esteem and depression
    2. Higher risk of becoming obese adults
    3. Hypertension (high blood pressure)

**PIAGET: CONCRETE OPERATIONAL STAGE**

- **Concrete operational stage (7-11 years old)**
  - Children can now perform *concrete operations* (reversible mental actions that apply to real, concrete objects)
  - Child develops logical thinking, but not abstract thinking
  - Less egocentric thinking

- **Concrete Operations**
  - 1. *Conservation* – in the beaker test, the child is able to re-imagine the water in the original beaker
  - 2. *Classification* – child can divide things into different sets and consider how they are related to one another
**PIAGET: CONCRETE OPERATIONAL STAGE**

Concrete Operations:

3. **Seriation** – arranging stimuli according to a certain dimension (e.g. color, length)

4. **Transitivity** – ability to logically combine relations to understand certain conclusions

**KOHLBERG: MORAL DEVELOPMENT THEORY**

Moral development – development of thoughts, feelings, and behaviors about what people should do

Piaget: Children undergo two stages of morality:

1. **Heteronomous morality** (4-7 years old)
   - rules are fixed and people can’t control it
   - believes in immanent justice (if a rule is broken, punishment will be given right away)

2. **Transition** (7-10 years old)
3. **Autonomous morality** (10 years old and beyond)
   - rules are created by people; in judging an action, the intentions and the consequences must be considered

**KOHLBERG: MORAL DEVELOPMENT THEORY**

**LEVEL I: Preconventional**

- **Stage 1:** Obedience and Punishment Orientation
  - Moral decisions are based on fear of punishment.

- **Stage 2:** Individualism and Exchange
  - Moral decisions are based on self-interest and what others can do for them.

**LEVEL II: Conventional**

- **Stage 3:** Good interpersonal relationships
  - Moral decisions are based on desire to please others.

- **Stage 4:** Maintaining social order
  - Moral decisions are based on one’s sense of duty to maintain law and order.

**LEVEL III: Post-conventional**

- **Stage 5:** Social contract and individual rights
  - Moral decisions are based on respect for one’s values, rights, and dignity, even if contrary to the law.

- **Stage 6:** Universal Ethical Principles
  - Moral decisions are based on one’s personalized conscience, even if contrary to the law.

**INFORMATION-PROCESSING APPROACH**

**Memory**

- **Long-term memory** increases during this stage
- Memory develops further as children increasingly use mnemonic strategies
  - Children begin to develop metacognition (awareness of one's thinking) and metamemory (knowledge about one's memory)

**INTELLIGENCE TESTS**

**Stanford-Binet Test** – originally derived from a 1905 Scale intended to measure intelligences of French children
- measures a person’s overall intelligence quotient (IQ = Mental Age/Chronological Age)

**Wechsler Scales** – used to provide an overall IQ, as well as a verbal and performance IQ
- consists of three different scales (WPPSI, WISC, WAIS) suited to different age groups
INTELLIGENCE TESTS

Criticisms of IQ Tests
1. Cultural bias; culture-free or culture-fair tests are preferred (Question: Was your mother tongue used in your last IQ Test?)
2. Group differences (Question: Do children in rural areas know what a traffic is?)
3. Limited to analytical ability and convergent thinking (Question: If Manny Pacquiao is talented in boxing, can he be considered intelligent?)
(Question: How should you view a child’s IQ?)

THEORIES OF INTELLIGENCE

<table>
<thead>
<tr>
<th>STERNBERG’S TRIARCHIC THEORY</th>
<th>GARDNER’S MULTIPLE INTELLIGENCE THEORY</th>
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</thead>
<tbody>
<tr>
<td>• Componential</td>
<td>• Verbal</td>
</tr>
<tr>
<td>• analytic thinking</td>
<td>• Mathematical</td>
</tr>
<tr>
<td>• Experiential</td>
<td>• Spatial</td>
</tr>
<tr>
<td>• insightful/creative thinking</td>
<td>• Bodily-Kinesthetic</td>
</tr>
<tr>
<td>• Contextual</td>
<td>• Musical</td>
</tr>
<tr>
<td>• practical thinking; “street smart”</td>
<td>• Interpersonal</td>
</tr>
<tr>
<td></td>
<td>• Intrapersonal</td>
</tr>
<tr>
<td></td>
<td>• Naturalist</td>
</tr>
<tr>
<td></td>
<td>• Existential</td>
</tr>
</tbody>
</table>

According to these theories, each type of intelligence stated is present in everyone, with some being stronger than the others.

EXTREMES OF INTELLIGENCE

Mental retardation – limited mental ability; indicated by an IQ of 70 or less and difficulty in adjusting to everyday life
- may be organic (genetic problems or brain damage) or cultural-familial (environment)

Giftedness – typically refers to those with an IQ of 130 or more and/or those who have a superior talent at something

LEARNING DISABILITIES

Learning disabilities – disorders that interfere with certain aspects of learning or school achievement

Characteristics:
1. Minimum IQ
2. Significant difficulty in school-related area
3. Exclusion of other mental disorders

Types:
1. Dyslexia (reading)
2. Dysgraphia (writing)
3. Dyscalculia (math)

ATTENTION-DEFICIT HYPERACTIVITY DISORDER

- Mental disorder during childhood stage involving one or more of the following characteristics:
  1. Inattention – have difficulty focusing on something
  2. Hyperactivity – high levels of physical activity
  3. Impulsivity – tends to act before they think

Can be classified as:
1. Predominantly inattentive
2. Predominantly hyperactive/impulsive
3. Both inattentive and hyperactive/impulsive

Question: Why is it difficult to diagnose a child with ADHD?

LANGUAGE DEVELOPMENT

- increase in vocabulary
- development of logical reasoning lets the child to have better grammatical skills
- pragmatics further develops
- Metalinguistic awareness – knowledge about language (ex. Knowing what a noun is, ability to discuss sounds of a language)
- further facilitated by language classes in school
SELF-CONCEPT

Self-definition:
- Children at this stage tend to describe themselves in terms of psychological characteristics and traits
- They tend to recognize the social aspects of the self
- They can focus on more than one aspect of his/her self, leading to a more realistic self-description (e.g. I’m happy, but not all the time.)

SELF-ESTEEM VS. SELF-CONCEPT

SELF-ESTEEM
- Global evaluations of oneself
  - Involves feelings.
  - Ex. I am a good person.

SELF-CONCEPT
- Reflective evaluations of oneself
  - Involves facts.
  - Ex. I am good at math.

ERIKSON: INDUSTRY VERSUS INFERIORITY

Industry versus inferiority
- Children become more interested in how things are made and what work needs to be done
- Children need to learn the productive skills in their society.
- Child starts to develop a sense of competence in such skills.
- If discouraged by parents, they may feel inferior.

EMOTIONAL DEVELOPMENT

- Improved emotional understanding, especially in complex emotions (pride and shame)
- Increased understanding that more than one emotion can be felt at the same time (ex. Feeling happy yet anxious)
- Being more aware of what event makes a person feel an emotion (ex. Feeling happy because it's Christmas)

EMOTIONAL DEVELOPMENT

- Suppressing negative emotional reaction (ex. Controlling one's anger)
- Using more strategies to control one's emotions (ex. Soothing oneself after feeling upset)
- More empathic and more inclined to altruism (doing something out of concern without expecting any reward) and prosocial behavior (voluntary behavior intended to help another)

PARENT-CHILD RELATIONSHIPS

- During this stage, control of behavior gradually shifts from parent to child
  - Coregulation – transitional stage in control of behavior wherein parent and child share power
  - Due to coregulation, less physical discipline is used and inductive techniques are used more frequently.
FAMILY STRUCTURE

Adoptive family
- involves special challenges, such as explaining the adoption to the child
- differences may appear during middle childhood, when they are more aware on how other families are formed

Families with separated parents
- Separation/Annulment is stressful for children
- Relationship from noncustodial parent tends to suffer
- Child's adjustment to separation will depend on his/her age or maturity, along with other factors

One-parent family
- may be due to separation, unwed parenthood, or death
- often lack the resources needed for good parenting, putting child at risk in development

Stepfamily
- child's loyalties to an absent/dead parent may stop him from forming ties with the stepparent

POPULARITY AMONG PEERS

- Popularity among peers becomes more important at this stage.
- Being liked or disliked by peers affects their development

Sociometric popularity – how much children are liked or disliked by their peer group

PEER STATUSES

<table>
<thead>
<tr>
<th>PEER STATUS</th>
<th>NOMINATED AS_best friend?</th>
<th>DISLIKED BY PEERS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular</td>
<td>Frequently</td>
<td>Rarely</td>
</tr>
<tr>
<td>Rejected</td>
<td>Rarely</td>
<td>Frequently</td>
</tr>
<tr>
<td>Neglected</td>
<td>Rarely</td>
<td>Rarely</td>
</tr>
<tr>
<td>Controversial</td>
<td>Frequently</td>
<td>Frequently</td>
</tr>
<tr>
<td>Average</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

FRIENDSHIP AND PEER RELATIONS

- *Popularity* is the peer group’s opinion of the child, but *friendship* is a two-way street. (Papalia, Olds, and Feldman, 2006)
- Children look for friends who are similar to them
- A friend is someone whom the child feels affection for and likes to be with
- Having friends helps in the child's development when the friends are socially skilled and supportive

Functions of Childhood

Friendships:
1. Companionship
2. Stimulation
3. Physical support
4. Ego support
5. Social comparison
6. Affection and intimacy
**AGGRESSION**

- **Instrumental aggression** – aggression aimed at reaching a goal (ex. Fighting to get a toy)
- **Hostile aggression** – aggression aimed at hurting the person
- **Overt aggression** – aggression, whether instrumental or hostile, aimed directly at the target (e.g. pushing, shouting)
- **Covert (relational) aggression** – aggression aimed at one's relationships or social status (e.g. rumors, name-calling, group exclusion)

**BULLYING**

- **Bullying** – deliberate and persistent aggression against a particular target
  - victim is usually weak, vulnerable, and defenseless
  - bullies may do it due to problems in forming social networks; one way of making themselves dominant
  - male bullies tend to use overt, physical aggression; females tend to use covert aggression
  - victims may suffer behavioral problems

**STRESS DURING CHILDHOOD**

- **Resilient children** – children who are able to weather adverse circumstances

**Key protective factors in raising resilient children**

1. Good family relationship
   (strong bonds with at least one supportive adult)
2. Good cognitive functioning

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- **Instrumental aggression** is more common during early childhood; less common during late childhood
- **Hostile aggression** tends to be more relational in form (e.g. teasing, rumors) during late childhood
- Aggression may be due to how they perceived their environment

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- **STRESS DURING CHILDHOOD**
  - David Elkind: Today’s child is a “hurried child”.
  - For him, today’s children are being forced to grow up so soon
  - Children become more anxious since today’s world give too much stress to the child in terms of:
    a) school
    b) sports
    c) social relationships
    d) adult problems
    e) sex and violence