

# Developmental psychology

Psychology



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Developmental Psychology Developmental Psychology After the age of two years, there are crucial developments that occur in the growth of a child's brain. A crucial aspect of brain development after two years includes full development of the left hemisphere of the brain. The growth of the child's brain includes more sensitivity of the brain to the external environment of the child. After two years of age, the child's brain grows to such an extent that it becomes productive and determines the productivity of the child in the society. Another crucial aspect of brain development after two years includes the acquisition of memory, which includes the ability to encode, store, and retrieve information. The brain of the child also develops in such a way that the child becomes more attentive and can connect ideas logically (Watts, Cockcroft & Duncan, 2009).

#2

According to Watts, Cockcroft & Duncan (2009), the theories of childhood development advocated by Piaget and Vygotsky can be termed as similar in a number of ways. Both theorists acknowledged the role played by social interactions in enhancing cognitive development. They argued that interactions with other members of the society shape the thinking patterns of children. Both theories also contend that cognitive conflict may play a role in initiating development in a child. This can be supported by the fact that both theories argue that conflict with the inner self helps children in development. Both theories can also be regarded as similar since they recognize the role of language in the child's development as it enhances communication with other members of the society.

#3

Head start refers to a program in the United States for helping children  
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between two and five years from families that have low incomes. The program aims at facilitating these children to be ready for kindergarten and provide them with requirements such as food and healthcare support. Disagreements have emerged regarding the extent of benefits derived from head start. This has stemmed from the questioning of IQ benefits that the program brings forth. Some critics argue that children who may not have participated in the program catch up with their peers in terms of academic readiness and levels of intelligence quotient. Disagreements also emerge from the fact that there may be behavior problems experienced after kindergarten in children who attended head start program in their preschool years (Watts, Cockcroft & Duncan, 2009).

#### #4

In Erikson's stage of initiative vs. guilt, the child acquires the aspect of independence, as he or she becomes assertive and takes initiative. The stage starts from the age of two to six years. During this stage, initiative for children takes the form of hero worshipping as well as playing. In addition, eagerness for responsibility develops in children during this stage. Guilt develops as a result of denying the child an opportunity to do things on their own and be responsible. Children at this stage should be allowed to take responsibility so that they do not believe that all they do is wrong. Children who successfully pass through this stage learn that there are things, which are not permissible but wrong. Negative outcome during this stage results from denying the child an opportunity to do some things on their own (Watts, Cockcroft & Duncan, 2009).

#### #5

Some of the three theories/perspectives of sex differences include Freud's  
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psychoanalytic theory, social learning theory, and cognitive development theories. The explanation of sex differences as espoused by these theories differs. The psychoanalytic theory argues that sex differences result from the observation of the children about their genitals. For example, penis envy and castration anxiety play a critical role in shaping sex differences. On its explanation of sex differences, social learning theory places emphasis on the role of modeling in explaining sex differences. This theory explains that children learn their gender through imitation and gender with the environment playing a crucial role in facilitating this learning. The theory of cognitive development also gives varying views on sex differences. This theory argues that mental efforts to organize the child's social world play an essential role in learning sex differences, as well as gender stereotypes (Watts, Cockcroft & Duncan, 2009).

#### References

Watts, J. Cockcroft, K. & Duncan, N. (2009). *Developmental Psychology*. Cape Town: Juta and Company Ltd