

Psy 600

Psychology, Child Development



1 Running head: PEER REVIEWED ARTICLE SUMMARY Peer reviewed article summaries PSYCH/600 Developmental Psychology March, 11, 2013 2 Running

head: PEER REVIEWED ARTICLE SUMMARY Peer review article summaries

Many peer reviewed articles were interesting to me; however the three that really stood out in mind is socioeconomic status and child development, Psychology and Aging: The first 20 years, and Child development. These journals stood out I taught about how it could relate to my live and adolescents at my job.

Psychology and aging: The first 20 years speaks about how the aging process through the years of life has change and a few traits are still actively the same as the years went by. One characteristic that remains the same is representation of the broad spectrum of research on the development and aging. Another further type of diversity in Psychology and aging that was mention is the geographical diversity of the how the authors reviewers. Another history of the psychology and aging process has strived to be broadly inclusive with respect to specific domains of adult development and aging process.

Theoretical orientation is applied thrust of the work methodology. Early issues spoke about the basic aspects of cognition, perception, and memory. Socioeconomic status and child development talked about the differences of high and low in families. Through this article it speaks on how children from low-SES families are more likely to experience some form of growth dysfunction. It also shared how children from low -SES families were born prematurely and with some sort of birth defects. 3 Running head: PEER REVIEWED ARTICLE SUMMARY

Cognitive and academic attainment relationship between SES and low families' studies has shown that children who come from poverty and low parental education are associated with lower levels of school achievement and IQ later in childhood. As for the highest SES group was shown 25 points higher than the mean of the lowest SES group. The link between SES and children's social and emotional well-being is not always consistent as to cognitive attainment. There is substantial evidence that low-SES children more often manifest symptoms.

Another peer reviewed article is socioeconomic status and child development, this topic remains to be interesting it speaks on child development and how children well-being is represented in three domains. Cognitive the intellectual and academic competence and how the child learning behaviors develop as they grow into an adult. Socioemotional development speaks about the social and emotional well-being is not as consistent as the cognitive attainment. The low-SES children more manifest symptoms of psychiatric disturbance and social functioning.

The strength of the relationship between SES and mental disorders varies by type of disorders and race. In summary these three articles all share the information and studies that I found relatively interesting. 4 Running head: PEER REVIEWED ARTICLE SUMMARY References: Bradley, R. , & Corwyn, R. F. (2002). Socioeconomic status and child development. , (), Rose, T. Z. , Haley, W. E. , & Blanchard-Fields, F. (2006). Psychology and Aging: The first 20 years. , (), Bradley, R. H. , & Corwyn, R. (2002). Socioeconomic Status and child development. , (), .