

Assignment 1: Run the Virtual Child through 9 months. (25 points)

1. How does your baby's eating, sleeping, and motor development compare to the typical developmental patterns in the first 9 months?

--4 points for describing Virtual Child's (VC) behavior in each of two domains and referring to what might be expected at these ages. (8 points)

2. At 8 months of age, was your child an "easy", "slow to warm up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgment?

---4 points for explaining the category, and 4 points for a supporting observation on VC's behavior (8 points)

3. How is your child's attachment relationship to you or your partner developing? What is happening at the 3-month and 8-month periods that might affect attachment security according to Bowlby and Ainsworth, and various research studies?

---3 points each for describing two aspects of the child's behavior that indicate attachment is developing at 3 or 8 months, and 3 points for describing one aspect of parental behavior that may affect attachment security. (9 points)

Assignment 2: Run Virtual Child through 19 months (25 points)

1. Describe and give examples of changes in your child's exploratory or problem solving Behavior, from 8 through 18 months, and categorize them according to Piagetian and information processing theories.

--- 3 points for describing an improvement or a qualitatively new behavior and 5 points for explaining it using a specific Piagetian or information processing concept to classify the child's behavior (8 points)

2. Is your child delayed or advanced in any area of development according to the 19-month developmental examiner's report? Based on what you have studied, do you think this is most likely a result of specific biological or environmental factors?

--2 points for describing an area of delay or advancement, 3 points for a hypothesis and 4 points for evidence regarding biological or environmental factors from the lecture or readings (9 points)

3. Look for evidence of continuity as well as discontinuity in your child's behavior from infancy through early childhood. Give an example of an aspect of ability or personality that has remained fairly stable. Give an example of an aspect of ability or personality that has been unstable. Why do you think change occurred in one area and not the other? Refer to the book or lecture with regard to reasons for continuity or discontinuity.

---2 points each for examples of continuity and of discontinuity. 4 points for a reasonable explanation, referring to information from the book or lecture where possible, that might account for either continuity or discontinuity. (8 points total)

Assignment 3: Run Virtual Child through 3 years (25 points for 3 and 4 years)

3 years

1. Describe the development of your child's language and cognitive skills and discuss how these might be affecting his or her interactions with you & your responses. Refer to the text or lecture for descriptions and explanations of each area of skill.

---2 points for each of three examples illustrating changes in cognitive or language skills and 2 points for explaining how they might affect your interactions with your child (8 points)

2. How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them? Refer to the text or lecture as needed.

---2 points for an instance of adaptation in the home and 2 points for an instance outside the home. 4 points for describing a problem (or an area in which the child needs improvement) and what the parent is doing or plans to do about it. (8 points)

Run VC through 4 years.

4 years

5. Describe three specific examples of changes in your child's behavior at age 4 that seem to stem from growth in cognitive and language ability since the period of infancy (e.g., improvements in symbolic thinking, reasoning, knowledge of the world, theory of mind). Refer to the book or lecture.

--- 3 points for each of three examples of changes in behavior; be sure to use one or more concepts from the course, including but not limited to those listed above (9 points)

Assignment 4: Middle Childhood (age 6-11 years) (25 points)

Run the child through age ten years, 11 months.

1. Based on the evidence from age 6 and 8 years, how well is your child adapting to the school social environment and to the peer group? To what extent does this adaptation seem to depend on personality characteristics that are fairly stable in your child, and to what extent does your child seem to be developing novel behavior to cope with these new situations? Refer to the textbook and lecture for particular points about the responses of children in this age group to the peer group and the school environment.

--2 points for an example of adapting to the school social environment and 2 points for an example of peer group adaptation. 3 points for discussing how any of these adaptive responses depend on your child's personality vs. novel behavior evoked by the unique demands. (7 points)

2. How smart is your child, and in what areas? Refer to the summary of multiple intelligences that appeared at age 6 and to sections of your textbook and the course reader article on multiple intelligences. Find specific evidence regarding your child's

verbal, logico-mathematical, spatial, musical and bodily-kinesthetic intelligence from your observations of your own child as well as the psychologist's report at age 8 years, 11 months and explain how it ties in to the material in your text and course reader.

--- 4 points for an example illustrating your child's level in four of the five areas of intelligence and 4 points for relating this information with text.(8 points)

3. Describe changes in your child's academic skills between ages 6 and 10 and assess how well these skills are developing. If your child has any problems that affect school work, such as dyslexia, ADHD, or low levels of verbal, mathematical/scientific or spatial ability. Describe these problems and explain what you and the teachers are doing about them. The 5th grade report card will be useful for this but you should also incorporate your own observations. If your child doesn't have any academic difficulties, describe what you are doing any way to help your child do well in math/science and literacy (reading, writing and communicating).

----- 2 points each for two aspects of academic skills, which can include oral language/communication, reading, spelling, writing, understanding of science or social studies, and mathematics, and 6 points for explaining and giving examples of how you are helping in each area. (10 points)