

Classroom Insights From Educational Psychology

A Developmental Approach to Educating Young Children



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Please enjoy this complimentary excerpt from *A Developmental Approach to Educating Young Children*.

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Table 1.1 The Developmental Shift From Early to Middle Childhood (4–8 years)

Biological/Physical	<ul style="list-style-type: none"> • Reorganization of the frontal lobes • Refinement of fine and gross motor skills
Cognitive/Social/Emotional/Behavioral	<ul style="list-style-type: none"> • Increase in memory capacity and strategic remembering • Increase in control of attention, behavior, and emotions (self-regulation) • Increase in self-reflection • Increase in logical and two-sided thinking; classification • Decrease in egocentrism; improved perspective-taking • Enhanced “theory of mind”
Social Contexts (in general)	<ul style="list-style-type: none"> • Increased participation in peer groups • Deliberate instruction in many areas • Play without direct adult supervision • Golden Rule morality • Increase in social comparison • Increase in expectations for independent and responsible behavior • Changes in relations with caretakers
School and Classroom Contexts (in particular)	<ul style="list-style-type: none"> • Lower adult-child ratios • More time with same-age, unfamiliar peers; changes in peer networks • Larger physical environments to navigate • New classroom and playground rules and regulations • Increase in critical feedback about skills and behavior based on standards and comparisons with classmates • Changes in relations with teachers