Critical Analysis of Child Development Claim

[Name of the Writer]

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**Question Number 1**

**Part a**

 Longitudinal research is known as the research method containing data obtained of the same subject through repeated observations or survey over a more extended period, i.e., they tend to get prolonged for even decades. The cross-sectional study is the one in which data is gathered and analyzed over a specific period, not on prolonged periods.

**Part b**

Longitudinal and cross-sectional research methods would be different for the same study because in the longitudinal study the same set of subjects continues for throughout the study, whereas in the cross-sectional study the fresh sample is used for the study every time it is conducted.

**Question Number 2**

 In the study of developmental distrust by Vanderbilt and the peers, the cross-sectional method of research is used by the author. This research method is used because of the experiments conducted by the authors on a sample of ninety children whose age ranges from three to five years (Vanderbilt, Liu, & Heyman, 2011). This is not conducted throughout the time; in fact, it is conducted on the fresh sample but with the difference in age groups. The authors, instead of taking the same sample for three years took the sample varying on three years, i.e., ninety children of age 3, 4 and 5 and thirty in each age group.

**Question Number 3**

 Learning is connected with the hearing ability. Thus, if a child goes through hearing loss or impairment, it is very much apparent that he or she would have problems with the language and ultimately learning. This happens because, loss of hearing is the reason in the delay for the development of language and speech in human mind, and it leads towards the learning issues (von Koss Torkildsen et al., 2018). Thus such children are slow learners even for the theory of mind according to Wellman and his peers. The developmental levels of language are essential for the communication, expression, and understanding of the children. Therefore, any delays or intrusion in the development of hearing results into the language delay which affects the learning capability of a child. It will also affect the response of a child towards teasing.

**Question Number 4**

Pretend-play actively engages the child with role play according to different experiences of life; emotional and social (Yogman et al., 2018). In this way, a child gains the learning and skill of moral development of empathy and sympathy. They also develop decision-making skills by practicing emotional and social skills. This is also known as dramatic play. These developmental changes also help in predicting their response towards teasing. For instance, a child learns how to cope up with the situations while role-playing and while doing this it could be easily predicted how a child would behave while a role-play act consists of teasing and mocking. The pretend play develops the skills which are needed to cooperate with their friends, and are essential for learning the control of impulses and making them less agitated and aggressive.

**Question Number 5**

 There are various programs for tuning the child's cognitive ability regarding the theory of mind, but parents are the primary and vital source for tuning this thing in their children. For instance, by talking and playing with the children, parents can foster the understanding of feelings and thoughts of other people. While talking to their children, mothers should use such words which infuse the thinking processes and feelings; it dramatically helps in the building of mind theory (Cowell et al., 2015). The role play is also useful when it comes to developing the theory of mind. The other most significant way is to read certain books, involving characters, to their children which include feelings and thoughts.

**References**

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