

## **BRIEF RESPONSE QUESTIONS / Chapter 1**

### QUESTION 1

Compare and contrast the terms “critical period” and “sensitive period,” and discuss how observation of imprinting led to the development of these concepts.

According to Berk (2013), the critical period is a “limited time during which the child is biologically prepared to acquire certain adaptive behaviors but needs the support of an appropriately stimulation environment”, whereas the sensitive period is a “time that is only optimal for certain capacities to emerge because the individual is especially responsive to environment influences.” The similarity of these two periods is the changes that occur within the child during a period of time. However there are contrasting facts towards these periods.

The critical period, is the learning of skills needed to function at this new point in their life. When I think of this period, I think of the simple things that as a newborn your awareness of your surroundings are questionable. For example, adapting to things like the recognition of your new home and even the smells and sounds that comes with it. Whereas the sensitive period, doesn't have these boundaries of when the adaptations need to occur like the critical period, and so can develop later on but may be harder to grasp, for example, reading and writing or even talking

Nonetheless, these adaptations are not from just the parents of the newborn, but all of the surrounding aspects in their everyday environment. Therefore this is why imprinting led to the development of both these periods because it is when there is the restricted or time of development and even though the mother cannot be there someone of with the same important feature takeover or helps instead.

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### QUESTION 3

Explain how a dynamic systems perspective on development regards children as active contributors to their own development.

According to Berk (2013) the dynamic systems perspective is “the child’s mind, body, and physical and social worlds form an integrated system that guides mastery of new skills. The system is dynamic, or constantly in motion. A change in any part of it –from brain growth to physical and social surroundings –disrupts the current organism – environment relationship. When this happens, the child actively reorganizes her behavior so the components of the system work together again but in a more complex, effective way.”

Therefore throughout this system, children are adapting and learning new skills and environmental knowledge. However, whether it being genetic or from the physical and social world children begin to learn new attributes about common functions or survival. These everyday tasks and specific skills that they are learning, for example reading, writing and talking, even though they are taught to them a certain way the children do so in unique ways, which is what is being observed in the dynamic systems perspective. As the children get older and are engaging with these tasks and outcomes, they begin to realize there are various answers, creating different ways to perform the skills. This shows how there cannot be a single line of change in development but more like a web of branches of possibilities.

Therefore the reason why this proves that children are active contributors to their own development is because they are re-teaching themselves the skills and knowledge, making it more effective for themselves to grasp or understand, creating ongoing transformations.

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#### Work cited

*Laura E. Berk (2013). Ninth edition Child Development.*