

EPSY3010 Child & Adolescent Development for Education

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Who should take this course?

If you are interested in learning about how child development applies to educational settings, this course is for you. This course has a service-learning element so that by the end of the term, you should be able to identify developmental patterns in individual children with whom you are working. This course has EPSY2020 Learning & Development in Education as a prerequisite.

What are the class requirements?

A. Tutoring Reflection Paper (33% of your final grade)

It is important to learn to recognize developmental phenomena that emerge in the heat of action as you work with children. Tutoring reflections are designed for contextualizing class content in light of a particular child. You will be asked to tutor a child at Barrow Elementary between 12:00 - 12:45 each day during this very short term. These reflections are **due on the day of the final exam**. **Attendance for tutoring is mandatory** because your tutee will come to expect you and will not understand why you are not there. Basically, I will be unable to give you credit for any part of your reflection paper if you have any *unexcused* absence from tutoring. **Your job as tutor** is to aid the teacher in fulfilling her instructional mission for a particular child. Your reflection should be a byproduct of whatever happens as the result of a normal tutoring session and should typically be five double spaced pages. If you can't observe for some things, so be it. Reflections will be graded on the following scale:

- F There was an unexcused absence from tutoring.
- C Problematic in that you had limited understanding of how the material related to your tutee but you made an earnest attempt to complete the assignment
- B Good work, but you had some difficulty relating the class material to your tutee or covered limited aspects of this child's development
- A Very good work and you should feel good about your ability to relate the class material to your tutee (hopefully, the modal grade).

B. Exams (67% of your final grade). The exams will revolve around interviews I have conducted with a child based on class materials. The interview questions can be found at the end of the syllabus (feel free to try these on a little friend, but *not your tutee*). You can bring one page of notes on exam day.

Textbook: Berk, L. E. (2000). **Child Development** (Edition 5). Boston: Allyn & Bacon

Schedule

- May 17 Introduction, Piagetian Cognitive Stage Theory
Pp. 21-22, 221-235
- May 18 Piagetian Cognitive Stage Theory, Vygotsky
pp. 235-267, 539-541
- May 19 Information Processing Theory: Development of Attention & Working
Memory. pp 271-286
- May 22 Information Processing Theory: Development of Long Term Memory & its
organization, pp 287-298.
- May 23 Information Processing Theory: Metacognition, pp. 299-313
- May 24 Language Development, pp. 357-395
- May 25 Exam1
- May 26 Development of Attachment, pp. 421-435
- May 30 Attachment Security
- May 31 The Family: parenting, family variation and change, pp. 556-594.
- June 1 Moral Development, pp. 488-508.
- June 2 Peers and Friendships, pp. 597-613
- June 5 Developing a Concept of Self and Others, pp. 439 -464
- June 6 Exam 2
- June 7 Reflection paper due

Interview Questions for the Exams

Piagetian Approaches to Cognitive Development

If the child under 3 only.

Object permanence

1. Hand the child an interesting or strange object. What does she do with it?
2. Hand the child an interesting or strange object. Get him interested in it. Take it away and hide it under a cloth or box within arms' reach of the child. What does he do? Does he pursue it?
3. Hand the child an interesting or strange object. Get her interested in it. Take it away and hide it under one of two cloths or boxes. (For older children, say "what happened to it?") Hide it again under the same box. Hide it once more under the same box. Hide it once more under the OTHER box. What does she do? (For older children, say "what happened to it?")

At which stage of object permanence is the child and what kinds of understandings do his answers signify? Is the child just about where he should be developmentally speaking?

Imitation

4. Imitate something the child does. Does this cause him to repeat his action?
5. Clap your hands in an exaggerated way. Does the child imitate you? Give a surprised look. Does the child imitate you? (For older children, say "do what I do.")
6. Do something weird you are pretty sure that the child has not seen much before (like putting your index finger pointing perpendicular between your eyes and moving it toward and away from your face). Does the child imitate you? (For older children, say "do what I do.") How closely?

At which stage in the development of imitation is the child? What kinds of underlying abilities does his imitation skill signify?

Conclusion

Given what you know about this child's ability to imitate and find objects, at what stage of cognitive development is he from a Piagetian point of view? If the Sensorimotor Period, what sub-stage? According to Piaget, what other skills is he likely to have also? In what ways was Piaget probably wrong with regards to his account of the Sensorimotor Period?

If your child is over 3.

Conservation and Constancy(for children 2-10 years)

1. Conservation of liquid. Do the conservation of liquid task. What developmental stage does this represent?

2. Conservation of number. Do the conservation of number task. What developmental stage does your child's response represent?

2. Gender Constancy. "Are you a girl or a boy?" (If the child doesn't know, stop here). (If child is a boy) "Could you ever be a mommy when you grow up? If you wore girl's clothes, would you still be a boy?" (If child is a girl, reverse the gender in these two questions). According to Slaby & Frey, does your child possess gender identity, stability, and consistency?

Has your child obtained concrete operational thought? If so, from a Piagetian perspective, what other skills is the child also likely to have? Did you notice horizontal decalage? What questions have arisen regarding Piaget's assessment of conservation?

For children over seven:
Interpropositional Reasoning

4. State "Either the chip (or any single colored object) in my hand is green or it is not green. True or False. Do you need to see what it is in my hand to know?" State "The chip in my hand is green and it is not green. True or False. Do you need to see what is in my hand to know?" Does your child's solution show an ability to evaluate the logic of these statements without considering them against concrete evidence in the real world?

Hypothetical reasoning

5. Ask the child, "What would it be like if suddenly no one ever told the truth about anything again?" Does your child's response show an ability to generate elaborated logical implications from this hypothetical proposition?

Given the pattern of findings from above, what level of cognitive development is your child from a Piagetian point of view? What other skills is she also likely to have? What limitations does the Piagetian viewpoint have according to other research?

Working Memory and Attention

For children over 3:

1. Memory span. Run through these sets of numbers one at a time orally and ask the child to repeat back the numbers to you in the correct ordering. Stop where the child can't repeat the numbers in the correct order anymore. Is your child typical for his or her age?

- | | |
|-----------------------------|----------------|
| (a) 740 (seven, four, zero) | (b) 9287 |
| (C) 29573 | (D) 104857 |
| (E) 3715490 | (f) 42850394 |
| (G) 541263987 | (H) 0192837456 |

2. Selective attention and incidental learning. Tell the child, "Remember all the animals and ignore all the household objects in the pictures." Give him 60 seconds to study the pictures (repeating every once in a while that he only needs to remember the animals). Then put the book away and ask him, "Can you recall all the animals?" Write these down and then ask, "I know that I told you that you could forget all the household objects, but could you tell me any that you remember anyway?" Do the same for an adult you know. What does the difference between the child's intentional and incidental memory say about his ability to focus his attention compared to the adult? Given the child's ability to focus his attention or not, what other kinds of attentional tasks is he/she likely to succeed in?

3.. Inhibition Say to the child. "Every time I tap, I want you to copy what I do." (Tap once, have child copy. Tap twice, have child copy. Do this 7 times randomly and count the errors that the child makes). "Good! Now we are going to do something harder. Every time I tap once, I want you to tap twice. Every time I tap twice, I want you to tap once. Now what is it I want you to do?" (If child can't repeat back, then try explaining again, but if child still doesn't understand quit here. Otherwise, do this 7 times randomly. Count the errors.) Was your child able to inhibit the more salient routine? Is your child typical for his age?

The Development of Long Term Memory

1. Recognition memory Cut out 20 pictures from magazines. Show these pictures to the child one at a time. Wait ten minutes or so (you can go ahead with the rest of the interview and then come back to this one). Cut out another set of distractor pictures. Shuffle them with the target pictures. Ask the child to point out the pictures they've seen before. Do the same for an adult. How does the child's recognition memory compare to the adult? What factors might cause children to display difficulty in recognition?

2. Memory strategies . Cut out pictures from magazines that might be sorted into one of 3 different categories. Shuffle them and give them to the child and ask them to do whatever they need to remember them. Note the strategies such as rehearsal, looking, sorting, that the child uses. Take the items away and ask the child to remember them. Note any recall by category (remembering the furniture items together, for instance). What factors might influence the development of the use of memory strategies? How might your child's culture influence the strategy that he or she uses?

3. Infantile Amnesia (if you have a younger sibling.) . If you have a younger sibling, how old were you when he or she was born? Think about events surrounding your sibling's birth if you can. Who told you your mother was going to the hospital to give birth? What were you doing when she left? Where were you when you first saw the baby? (If you have several younger siblings, answer these questions for each one.) Do you have infantile amnesia for these events?

(If you have no younger siblings) Think about the earliest childhood memory that you are pretty sure that only you know about. How old do you think you were when that memory occurred?

What explanations are there for infantile amnesia? What are the merits of each of these explanations?

Metacognition and Understanding Thinking

For children over 2:

Metamemory For these questions, consider how the child's answers might be different from the ones you might give to the same questions.

4. Memory ability. Ask the child, "Sometimes I forget things. Do you ever forget? Are you a good rememberer?"

5. Understanding Short Term Memory. Ask the child, "If you wanted to phone your friend and someone told you the phone number, would it make any difference if you called right away after you heard the number or if you got a drink of water first? Why?"

6. Understanding Rote versus Gist Learning. Ask the child, "Your teacher (mom) is reading a story to you. She asks you to tell the story later. Which is harder for you to do? Would it be harder to tell the story in your own words or to tell the story word for word exactly as she read it?"

Does your child seem to have good metamemory? Does metamemory have any influence on the development of memory strategies according to research (describe the controversy over this point)? Might there a relationship between your child's metamemory and his/her use of memory strategies as indicated by question 3 of the previous interview?

Language Development

1. Child-directed speech (If your child is under 6 yrs). Watch the mother or father talk or play with the child. Listen to the caretaker talk to the child. How is the adult's speech to the child different than it is when she is talking to adults? (If your child is older, there might not be any differences --- it largely depends on the parents.) Write down at least five ways in which the adult's speech is different when talking to a child than when talking to an adult. According to research, what roles might child directed speech play in parent-child interactions? What are your intuitions regarding why the parents in this interview are changing your speech in these ways?

2. Language variation. (If your child is African-American or bilingual). Tape record five minutes of child speech (or write down any variation from Standard English until you hear until you have 20 speech "errors", whichever comes first). Are these variations from Standard English semantic, morphologic/syntactic, or phonological? If your child is

bilingual, can her bilingualism be said to be of the simultaneous or sequential acquisition variety? If your child is a sequential bilingual, what implications does the age at which she learns the second language have on her likely ultimate level of competence in that language? In general, what cognitive and linguistic advantages might there be to bilingualism?

3. Word Spurt (If your child is 9 mo. - 2 ½ years) Ask the parent, "How many items would you estimate that your child currently has in his or her vocabulary? How many new words do you think your child has learned this month?" Has this child reached the word spurt yet? Is this child typical of other children her age? What accounts for this word spurt?

4. Development of category prototypes (if your child over 3). Say, "There is this person from outer space who has just landed on Earth and who knows nothing about our world. We want to teach the spaceman about our earth by telling him which things are good examples and which things are bad examples of words. Here is the first one: Let's think about the word Fruit. Is a litchi a fruit? (If the child says "no", then skip the rest of the questions for this item.) Is it a good example, a so-so example, or a bad example of a fruit? What about an apple? Is it a fruit? Is it a good example, a so-so example, or a bad example of a fruit? (Use this basic sentence frame for each of the following. I have marked the ones that adults usually consider typical and the ones they usually consider atypical.)

- (a) bird - bluejay (typical) (b) bird - duck (atypical)
(c) clothing - belt (atypical) (d) clothing - dress (typical)
(e) furniture - table (typical) (f) furniture - clock (atypical)

To what degree did your child understand that the atypical items were members of their category? To what degree did your child agree that the atypical items were a bad or so-so example of a fruit? Did the children find the typical examples as defined by adults to be better examples of their respective categories than the atypical examples? What does research have to say about the development of category prototypes and knowledge of the range of category exemplars? Does your child fit what might be expected on the basis of research?

The Development of Attachment

For children under 2.

1. Interactional Synchrony. Ask the mother to play with her child for a few minutes while you watch. Look for instances of interactional synchrony and asynchrony. Write them down. To what extent does the duo show interactional synchrony? What significance does interactional synchrony have for the development of primary attachments?

2. Separation Anxiety. Pick up the child and hold him/her on your lap. Have the mother leave the room for 3 minutes or so (or less, if the child acts upset). Describe the child's reaction to being left with you. Does the child show separation anxiety?

3. Multiple Attachment Figures. Ask the mother about her ability to leave the child with the father, grandmother, or some other regularly-seen party. Who can she leave the child with without the child fussing? Note the number of other potential attachment figures.

4. Fear of Strangers. Ask her about the child's general fear of strangers (or you may yourself remember the child's reaction to you if you were new to her at the beginning of the term). Describe the child's general reaction to strangers.

Which stage in the development of primary social attachments does your child seem to fit? What alternative explanations are there for the development of the primary social attachments during the first year of life? What explanations are there for the development of separation anxiety and fear of strangers? What are your intuitions regarding which explanation best fits your child and why?

Attachment Security

1. (For children age 3 & 4). Watch the child interact with his mother for about 10 minutes or so. Decide which of these patterns is generally true for the child.

Attachment Q-Set

Secure	Insecure
Child keeps track of mother's location when he plays around the house.	Child doesn't keep track.
Child follows mother's suggestions readily, even when they are not direct orders.	Ignores or refuses unless ordered.
Child is easily comforted by mother when he is upset.	Child is not easily comforted.
Child uses mother's facial expressions as a good source of information regarding the riskiness of something.	Makes up own mind without checking mother's expression first.
Child hugs or cuddles mother without her asking him to do so.	Child doesn't hug or cuddle much.
Child is strongly attracted to new activities and toys.	Prefers old things to new things.
Child greets mother with big smile or some other positive affect when she enters the room.	Doesn't greet mother unless she greets him first.

Does this child appear to have a secure attachment relationship with his parents or an insecure one? Why do you think so? Based on your findings, what predictions might you make with regards to this child's relationships with other people, his academic achievement, and general well-being? If the mother is employed outside the home, do you think this has influenced the child's basic well-being with regards to attachment issues?

For older children (if your child is 5 or over; if you are the child's mom, replace the word "mom" with "dad" in each of the following).

- 1 "You give your mother a present at her birthday party. You worked really hard making it for her to show her how much you love her. What do you think she might do?"
2. "You are running around outside and fall and twist your ankle. It really hurts so are sitting there in pain. Your mother is nearby. What do you think your mother might do?"
3. "One day you ask your mother if you can talk to her about a problem with one of your friends. What do you think your mother might do?"

Classify each of your child's answers as basically secure or basically insecure. Does this child overall have a secure relationship with his or her parent?

Teacher Attachment (if your child has a teacher; if he or she has several teachers have your child think about one)

1. "You are learning to do a new kind of problem in math class and you are having a lot of trouble understanding it. You ask your teacher for help. What do you think she might do?"
2. "One day you have a test in school. You tried really hard but you got a bad grade on the test. What do you think your teacher might do?"
3. "You have been working for weeks on an art project in school. You tell your teacher that you just can't finish it no matter how hard you try. What do you think she might say?"

Classify each of your child's answers as basically secure or basically insecure. Overall, does your child have a secure relationship with his teacher or an insecure one? (Please see questions at the end of this interview)

For adolescents that have had a romantic relationship only: " Pick the one of the following which best describes your feelings?

1. I find it relatively easy to get close to others and I am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me.
2. I am somewhat uncomfortable being close to others. I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when

anyone gets too close, and often, boyfriends/girlfriends want me to be more intimate than I feel comfortable being.

3. I find that others are reluctant to get as close as I would like. I often worry that my boyfriend/girlfriend doesn't really love me or won't want to stay with me. I want to merge completely with another person and this desire sometimes scares me."

(1) is secure, (2) avoidant, (3) anxious/ambivalent. Does the child show consistency in attachment styles across relationships (parents, teachers, boyfriend/girlfriend)? What does this say about the notion of internal working model put forth by Bowlby? Based on your findings, what predictions might you make about the child's potential outcome?

Parenting Styles and Goals of Parenting

For children 5-16 years.

1. Do your parents require that you do chores around the house? Do they check up on how you do them? Do they let you decide how to do them? What would happen if you asked them to change your chores to something else? What happens if you don't do them or do them in a way they don't like?

2. Do your parents let you decide how you spend your money? Do they keep track of it? Do they let you decide when to spend it? Have you ever been able to convince your parents that they should let you buy something they originally didn't want you to buy? What happens if you spend your money in a way that they don't approve of?

3. Do your parents let you decide when you go to sleep on school nights? Do they keep track of whether you actually go to bed at that time? Are there any cases in which they will sometimes let you stay up a little bit later? What happens if you don't go to bed at that time?

4. Do your parents determine what sorts of clothes you wear to school? Have you ever been able to convince them to let you wear something that they originally didn't want you to wear to school? What do they do if they find you wearing something that you shouldn't be wearing to school?

Is the pattern of parenting displayed by this child's parents basically authoritarian, basically authoritative/democratic, basically permissive, or basically uninvolved? To what degree does your child seem to show the behavioral profile expected of children of such parents? To what degree does the parenting style reflect what is typical of the parents' estimated social class? Are there any "unique" characteristics of your child's family such as divorce, step-familyhood, extended familyhood, or maternal employment that might impact the parenting the child receives? If so, what issues might be involved with each of these?

Cultural Practices of Parenting.

This is for you to simply fill out either yourself or, even better, ask your mother or a mother you know well.

1. Where did (should) your infant sleep in the months right after birth? What were (are) your reasons for these arrangements? Do your reasons have anything to do with your goal for your baby's development or physical well-being?
2. Did (will) your baby fall asleep alone or in someone's company? What were (are) your reasons for doing it this way?
3. Did (will) you have any elaborate routine to get your children to sleep? Why? Did (will) your child have a security object (such as a blanket or stuffed animal) to help her fall asleep? Why do you think she needs this?
4. What was (is) your preferred means of carrying your young infant from one situation to the other? To what extent did (will) you papoose your child (either wearing him on your front or back)? In what situations? What were (are) your reasons for moving your child from place to place in the way that you did (will)?
5. What do (will) you do to ensure the economic success of your child later in life? To what degree would consider it a problem if your child ends up not using the full extent of her talents in her life's work?
6. How important do think it is that your children grow up to be happy? What do (will) you do to ensure that this occurs?

After you have obtained an answer for each of the above questions, consider how the practices outlined may be relevant to Levine's survival, economic, and self-actualization goals of parenting

Adolescence and Autonomy (For children 10-18)

Emotional Autonomy True or False.

1. My Parents know everything there is to know about me.
2. If I were having a problem with one of my friends, I would discuss it with my mother or father before deciding what to do about it.
3. When I become a parent I'm going to treat my children in exactly the same way that my parents treated me.

Relationship Support True or False.

1. I can count on my parents to help me out when I have some kind of problem.
2. My parents spend time just talking to me at least a few times per week.
3. When I get a poor grade in school, my parents offer to help me.

Would you say that your adolescence is developing emotional autonomy yet? Is your child typical for her age? Does your adolescent believe she has parental support? What outcomes are predicted for adolescents with the emotional autonomy and support

that your adolescent has? Does what you know about your adolescent seem to support these predictions?

Peers and Friendships

1. Peer sociability during the Preschool Period (For children under the age of five). Go to a park or your interviewee's home if they are having friends over. Every 2 minutes or so for 10 minutes, write down what the child is doing with as much detail as possible. Using the Howes & Matheson (1992) categories of play and the Parten (1932) categories, which forms of play is most characteristic of your targeted child? Is this characteristic of children at this age? What predictions might one make regarding the child's predicted level of social competence later?

2. Peer acceptance and popularity (For children age 5 - 20). "List the people who are in your group of friends. Who is the most popular person in your group? (Call that person X) What is X like? Why do you think your friends like X? Are X's parents nice to him? Is X smart in school? Is X fat or skinny or just right? Is X very friendly or shy? Does X get angry easily?"

"Is there any kid in school that you and a lot of kids just don't like? (Call that person Y) What is Y like? Do your friends like Y? Are Y's parents nice to him? Is Y smart in school? Is Y fat or skinny or just right? Is Y very friendly or shy? Does Y get angry easily?"

How does X relate to the characteristics of popular children described in Shaffer? How well does Y relate to the characteristics of rejected children described in Shaffer? What can teachers do to help unpopular children improve their social skills?

3. Peer Sociability in Middle Childhood & Adolescence "The last time you went out with your friends, who went? What do you and your friends like to do together? How much time do you spend with your friends? How often do you get to see them outside of school? Do you and your friends sometimes hang out with other kids? Why do you hang out with these other kids? What makes you and your friends different from other kids in your school?"

To what degree does your adolescent's social group match up with the type of peer groups typical of his or her age?

Moral Development

If your child is under the age of five, find an adult that you can interview for this one, preferably someone from a culture different from yours.

1. Piagetian views "Story 1. A little boy who is called John is in his room. He is called to dinner. He goes into the dining room. But behind the door there was a chair, and on the chair there was a tray with 15 cups on it. John couldn't have known that there was

all this behind the door. He goes in, the door knocks against the tray, "bang" to the 15 cups and they all get broken!

Story 2. Once there was a little boy whose name was Henry. One day while his mother was out, he tried to get some jam out of the cupboard even though he was forbidden to have any. He climbed up on a chair and stretched out his arm. But the jam was too high up and he couldn't reach it and have any. But while he was trying to get it, he knocked over a cup. The cup fell down and broke. In these stories, who is naughtier, John or Henry? Which one would you punish most?"

How do your child's answers compare to what would be expected from Piaget's depictions of moral development at that age? What criticisms have been made of the Piagetian view of moral development?

2. Kohlberg "In Europe, a woman was near death from cancer. One drug might save her, a form of radium that the druggist in the same town had recently discovered. The druggist was charging \$20,000, much more than the drug had cost him to make. The sick woman's husband, Heinz, went to everyone he knew, banks and friends, absolutely everyone, to borrow the money, but he could only get together half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "no." The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that and why?"

What stage of reasoning does this child's answers reflect and why? What limitations of this way of obtaining information about moral developmental status have been suggested in the research? Discuss the issue of cultural bias as it relates to Kohlberg's theory of moral development.

3. Child rearing and moral development. Tell the child, "Think about the last time you got in trouble. What did your parents do? What did they say to you about it?" What kind of attributions did the parents provide for why the child should not have done what (s)he did? Did they use love withdrawal, power-assertion, or induction? What does research say regarding the effectiveness of this approach in establishing moral maturity?

Developing a Concept of Self

Emergence of the self (9 mo-3yrs) . Without him being aware of it, put a mark on the baby's nose. Put a mirror in front of her. Does she touch the mark? What does this say about the emergence of a concept of self?

Construction of a Self-concept. (Age 3-adolescent). Ask the child to describe herself to you. Say, tell me about yourself". Is the child's self-description pretty much what you might expect at this age?

Constructing an adult Identity. (for children age 10 - 20). Ask the child what she wants to be when she grows up. Call this X "How willing would you be to give up be X if

something better came along?” “Have you ever had doubts about your religion and ever considered being something else?” Do your child’s responses resemble those expected by identity diffusion, identity foreclosure, moratorium, or identity achievement?

Constructing an Ethnic Identity (for children 10-20). Have the child rate on a 1-4 scale (1 = strongly disagree, to 4 = strongly agree), each of the following statements.

1. I am not very clear about the role of ethnicity in my life (reverse score this one)
2. I feel good about my ethnic or racial background
3. I have a strong sense of belonging to my ethnic group.
3. I participate in cultural practices of my ethnic group.

Has your child achieved a positive ethnic identity? How is ethnic identity related to general psychological well-being? How is it related to the appreciation of other ethnicities?

Final Reflection Paper

(Please address as many of these as you can in six double-spaced pages)

What have I noticed about my tutee's thinking in a Piagetian sense that makes me think that she is pre-operational, concrete operational, or formal operational? (Things I might consider are evidence of deferred imitation, undue attention to particularly salient aspects of a stimulus array, inability to consider several aspects of a situation at one time, difficulty with reversibility, heavy reliance on concrete manipulatives for understanding, egocentricity, hypothetical reasoning, among others). Have I noticed aspects of different stages? What implications might my knowledge of my tutee's Piagetian level have for teaching her?

What have I noticed about my tutee's attention (grasping, dividing, selection, inhibition), automaticity, and short term memory? How have I/ might I have used this knowledge to better my tutoring?

What have I noticed about my tutee's recognition memory and long term memory capabilities? Have I noticed the use of any kinds of strategic learning? Does my tutee have a realistic metamemory? How can I use this knowledge in my tutoring?

How has my tutee's knowledge base impacted his learning and comprehension? How has my tutee's vocabulary impacted his ability to read with comprehension? Does my tutee show an ability to monitor her comprehension? Have I been able to use information about knowledge representation to help me tutor better?

Am I displaying interactional synchrony with my tutee while I am tutoring? Did my tutee show some reservation with me at first? Does my tutee seem to have developed an attachment with me in any way? Does the child show a secure attachment to his teacher (to the degree that you have had any opportunity to observe this)? Are your child's personal characteristics more typical of children with secure or insecure parental attachment? What implications do these observations have for teaching this child?

What has been your "parenting" style with your tutee? To the extent that you have had the opportunity to observe it, what style does the child's primary teacher have? Do your tutee's characteristics best resemble those children raised by parents with a democratic, authoritarian, permissive, or neglectful style? To your knowledge, are there any unique characteristics of your child's family (such as divorce, extended family-hood, or maternal employment) that might impact the parenting that the child receives? What are the issues that might be involved with these? How would this knowledge be used in your teaching if you were the child's classroom teacher?

To the extent that you have had the opportunity to observe it, does your child seem popular, average, or rejected by her peers? What implications might this observation have for teaching this child?

How might a tutor or teacher be important in the development of a self concept?
How might teachers help to foster a positive ethnic identity in children?

Was I able to adjust my tutoring in some way to take advantage of the cognitive or developmental attributes of my tutee? Did I notice any improvement in my tutee's learning as a function of these changes?