

## **Chapter 1**

**Lifespan development** – the field of study that examines patterns of growth, change, and stability in behavior that occur throughout the entire life span.

**Physical development** – development involving the body’s physical makeup, including the brain, nervous system, muscles, and senses, and the need for food, drink, and sleep.

**Cognitive development** – development involving the ways that growth and change in intellectual capabilities influence a person’s behavior

**Personality development** – development involving the ways that the enduring characteristics that differentiate one person from another change over the life span

**Social development** – the way in which individuals’ inter-actions with others and their social relationships grow, change, and remain stable over the course of life

**Social construction** – shared notion of reality that is widely accepted but is a function of society and culture at a given time.

**History – Graded influences** – biological and environmental influences associated with a particular historical moment.

**Age – Graded influences** – biological and environmental influences that are similar for individuals in a particular age group, regardless of when or where they are raised.

**Sociocultural – Graded influences** – the social and cultural factors present at a particular time for a particular individual, depending on such variables as ethnicity, social class, and subcultural membership.

**Sensitive periods** – a point in development when organisms are particularly susceptible to certain kinds of stimuli in their environments, but the absence of those stimuli does not always produce irreversible consequences

**Critical periods** – a specific time during development when a particular event has its greatest consequences and the presence of certain kinds of environmental stimuli are necessary for development to proceed normally

**Maturation** – the predetermined unfolding of genetic information

**Nature** – traits, abilities, and capacities that are inherited from one’s parents.

**Nurture** – environmental influences that shape behavior.

**Scientific method** – the process of posing and answering questions using careful, controlled techniques that include systematic, orderly observation and the collection of data.

**Theories** – broad explanations, and predictions about phenomena of interest - explanations and predictions concerning phenomena of interest, providing a framework for understanding the relationships among an organized set of facts or principles.

**Hypothesis** – a prediction stated in a way that permits it to be tested.

**Correlational research** – research that seeks to identify whether an association or relationship between two factors exists.

**Experimental research** – research designed to discover causal relationships between various factors.

**Psychodynamic perspective** – approach that states that behavior is motivated by inner forces, memories, and conflicts that are generally beyond people's awareness and control.

**Behavioral perspective** – the approach that suggests that the keys to understanding development are observable behavior and outside stimuli in the environment.

**Socio-Cognitive** – learning by observing the behavior of another person, called a model.

**Humanistic** – the theory that contends that people have a natural capacity to make decisions about their lives and control their behavior.

**Contextual** – the theory that considers the relationship between individuals and their physical, cognitive, personality, and social worlds.

**Bioecological** – the perspective suggesting that levels of the environment simultaneously influence individuals.

**Evolutionary** – the theory that seeks to identify behavior that is a result of our genetic inheritance from our ancestors.

**Individualism** – the dominant Western philosophy that emphasizes personal identity, uniqueness, freedom, and the worth of the individual.

Perspective	Key Ideas About Human Behavior and Development	Major Proponents	Example
Psychodynamic	Behavior throughout life is motivated by inner, unconscious forces, stemming from childhood, over which we have little control.	Sigmund Freud, Erik Erikson	This view might suggest that a young adult who is overweight has a fixation in the oral stage of development.
Behavioral	Development can be understood through studying observable behavior and environmental stimuli.	John B. Watson, B. F. Skinner, Albert Bandura	In this perspective, a young adult who is overweight might be seen as not being rewarded for good nutritional and exercise habits.
Cognitive	Emphasis on how changes or growth in the ways people know, understand, and think about the world affect behavior.	Jean Piaget	This view might suggest that a young adult who is overweight hasn't learned effective ways to stay at a healthy weight and doesn't value good nutrition.
Humanistic	Behavior is chosen through free will and motivated by our natural capacity to strive to reach our full potential.	Carl Rogers, Abraham Maslow	In this view, a young adult who is overweight may eventually choose to seek an optimal weight as part of an overall pattern of individual growth.
Contextual	Development should be viewed in terms of the interrelationship of a person's physical, cognitive, personality, and social worlds.	Urie Bronfenbrenner, Lev Vygotsky	In this perspective, being overweight is caused by a number of interrelated factors in that person's physical, cognitive, personality, and social worlds.
Evolutionary	Behavior is the result of genetic inheritance from our ancestors; traits and behavior that are adaptive for promoting the survival of our species have been inherited through natural selection.	Influenced by early work of Charles Darwin, Konrad Lorenz	This view might suggest that a young adult might have a genetic tendency toward obesity because extra fat helped his or her ancestors to survive in times of famine.

Approximate Age	Freud's Stages of Psychosexual Development	Major Characteristics of Freud's Stages	Erikson's Stages of Psychosocial Development	Positive and Negative Outcomes of Erikson's Stages
Birth to 12–18 months	Oral	Interest in oral gratification from sucking, eating, mouthing, biting	Trust vs. mistrust	<i>Positive:</i> Feelings of trust from environmental support <i>Negative:</i> Fear and concern regarding others
12–18 months to 3 years	Anal	Gratification from expelling and withholding feces; coming to terms with society's controls relating to toilet training	Autonomy vs. shame and doubt	<i>Positive:</i> Self-sufficiency if exploration is encouraged <i>Negative:</i> Doubts about self, lack of independence
3 to 5–6 years	Phallic	Interest in the genitals; coming to terms with Oedipal conflict, leading to identification with same-sex parent	Initiative vs. guilt	<i>Positive:</i> Discovery of ways to initiate actions <i>Negative:</i> Guilt from actions and thoughts
5–6 years to adolescence	Latency	Sexual concerns largely unimportant	Industry vs. inferiority	<i>Positive:</i> Development of sense of competence <i>Negative:</i> Feelings of inferiority, no sense of mastery
Adolescence to adulthood (Freud) Adolescence (Erikson)	Genital	Reemergence of sexual interests and establishment of mature sexual relationships	Identity vs. role diffusion	<i>Positive:</i> Awareness of uniqueness of self, knowledge of role to be followed <i>Negative:</i> Inability to identify appropriate roles in life
Early adulthood (Erikson)			Intimacy vs. isolation	<i>Positive:</i> Development of loving, sexual relationships and close friendships <i>Negative:</i> Fear of relationships with others
Middle adulthood (Erikson)			Generativity vs. stagnation	<i>Positive:</i> Sense of contribution to continuity of life <i>Negative:</i> Trivialization of one's activities

**Collectivism** – the notion that the well-being of the group is more important than that of the individual.

## Chapter 2

**Genes** – the basic unit of genetic information.

**DNA** – (deoxyribonucleic acid) molecules the substance that genes are composed of that determines the nature of every.

**Gametes** – sperm and ovum: male and female reproductive cells.

**23<sup>rd</sup> pair** – determines the sex of the child. XX= female and XY= male

**Dominant Trait** – the one trait that is expressed when two competing traits are present.

**Recessive Trait** – a trait within an organism that is present but is not expressed.

**Monozygotic Twins** – twins who are genetically identical.

**Dizygotic Twins** – twins who are produced when two separate ova are fertilized by two separate sperm at roughly the same time.

**Meiosis** – cell merging - twins who are produced when two separate ova are fertilized by two separate sperm at roughly the same time.

**Mitosis** – cell splitting

### **Prenatal development – 3 stages**

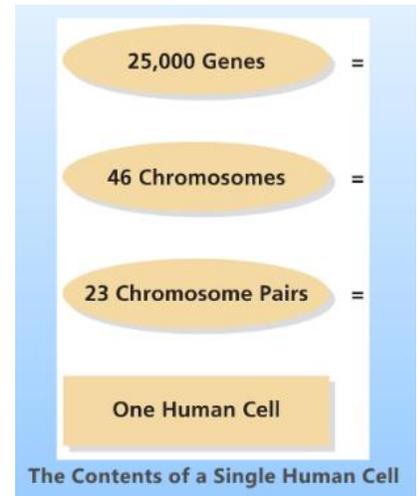
**Germinal stage or period of the zygote** – the first—and shortest—stage of the prenatal period, which takes place during the first 2 weeks following conception.

**Embryonic stage** – the period from 2 to 8 weeks following fertilization during which significant growth occurs in the major organs and body systems.

**Fetal stage** - the stage that begins at about 8 weeks after conception and continues until birth.

### **Big 5 personality traits**

1. **neuroticism** – degree of emotional stability an individual characteristically displays.
2. **extroversion** – degree to which a person seeks to be with others, to behave in an outgoing manner, and generally to be sociable.
3. **agreeableness** - This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.
4. **openness** - This trait features characteristics such as imagination and insight.
5. **conscientiousness** - high levels of thoughtfulness, good impulse control, and goal-directed behaviors.



## **Chapter 3 – Infancy (Birth to Age 3)**

**Neurons** – the basic nerve cell of the nervous system.

**Synaptic pruning** – the elimination of neurons as the result of nonuse or lack of stimulation.

**Plasticity** – the degree to which a developing structure or behavior is modifiable as a result of experience.

**Sensitive period** – a time in development, usually early in life, when children are particularly susceptible to certain environmental influences or stimulation.

**Reflexes** – unlearned, organized involuntary responses that occur automatically in the presence of certain stimuli

**Norms** – the average performance of a large sample of children of a given age

**Obesity** – weight greater than 20 percent above the average for a given height.

**Perception** – the mental process of sorting out, interpreting, analyzing, and integrating stimuli from the sense organs and brain.

### **Piaget’s theory and stage during infancy**

**sensorimotor stage** (of cognitive development) Piaget’s initial major stage of cognitive development, which can be broken down into six substages

**Separation anxiety** - the distress displayed by infants when a customary care provider departs

**Stranger anxiety** - the caution and wariness displayed by infants when encountering an unfamiliar person

Substage	Age	Description	Example
Substage 1: Simple reflexes	First month of life	During this period, the various reflexes that determine the infant’s interactions with the world are at the center of its cognitive life.	The sucking reflex causes the infant to suck at anything placed in his or her lips.
Substage 2: First habits and primary circular reactions	From 1 to 4 months	At this age infants begin to coordinate what were separate actions into single, integrated activities.	An infant might combine grasping an object with sucking on it, or staring at something with touching it.
Substage 3: Secondary circular reactions	From 4 to 8 months	During this period, infants take major strides in shifting their cognitive horizons beyond themselves and begin to act on the outside world.	A child who repeatedly picks up a rattle in her crib and shakes it in different ways to see how the sound changes is demonstrating her ability to modify her cognitive scheme about shaking rattles.
Substage 4: Coordination of secondary circular reactions	From 8 to 12 months	In this stage infants begin to use more calculated approaches to producing events, coordinating several schemes to generate a single act. They achieve object permanence during this stage.	An infant will push one toy out of the way to reach another toy that is lying, partially exposed, under it.
Substage 5: Tertiary circular reactions	From 12 to 18 months	At this age, infants develop what Piaget regards as the deliberate variation of actions that bring desirable consequences. Rather than just repeating enjoyable activities, infants appear to carry out miniature experiments to observe the consequences.	A child will drop a toy repeatedly, varying the position from which he drops it, carefully observing each time to see where it falls.
Substage 6: Beginnings of thought	From 18 months to 2 years	The major achievement of Substage 6 is the capacity for mental representation or symbolic thought. Piaget argued that only at this stage can infants imagine where objects that they cannot see might be.	Children can even plot in their heads unseen trajectories of objects, so that if a ball rolls under a piece of furniture, they can figure out where it is likely to emerge on the other side.

## **Chapter 4 – Early Childhood/ Preschool years (3 – 6 years old)**

**GMOs** – genetically modified organisms. A GMO is a plant or animal whose DNA has been artificially modified.

**Piaget’s stage during Early Childhood** – according to Piaget, the stage from approximately age 2 to age 7 in which children’s use of symbolic thinking grows, mental reasoning emerges, and the use of concepts increases.

Other key aspects of preoperational thought are **CENTRATION** (the process of concentrating on one limited aspect of a stimulus and ignoring other aspects) and **CONSERVATION** (the knowledge that quantity is unrelated to the arrangement and physical appearance of objects). Piaget utilized experiments involving conservation to demonstrate centration—the narrowly focused thought that characterizes preoperational youngsters. Preschoolers tend to focus on superficial, obvious elements that are within their sight. For example, when preschoolers are shown the row of buttons shown in the Conservation of Numbers Video they typically make the mistake of focusing on appearance.

**Vygotsky’s theory** – definitions and applications in education

**Self – concept** – a person’s identity, or set of beliefs about what one is like as an individual

**Self esteem** - an individual’s overall and specific positive and negative self-evaluation

### **Language development**

**Grammar** – the system of rules that determine how our thoughts can be expressed.

**Syntax** - the way in which an individual combines words and phrases to form sentences.

**Social speech** – speech directed toward another person and meant to be understood by that person.

**Pragmatics** – aspect of language relating to communicating effectively and appropriately with others.

**Fast mapping** – instances in which new words are associated with their meaning after only a brief encounter.

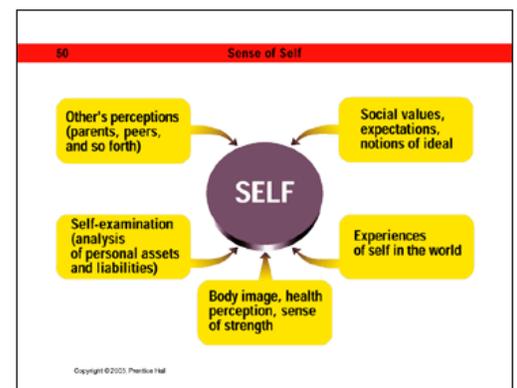
**Private speech** – speech by children that is spoken and directed to themselves.

### **Erickson’s theory in Early Childhood**

**initiative-versus-guilt stage** according to Erick Erikson, the period during which children aged 3 to 6 years’ experience conflict between independence of action and the sometimes negative results of that action. During this period, children face conflicts between the desire to act independently of their parents and the guilt that comes if they don’t succeed. They come to see themselves as persons in their own right, and they begin to make decisions on their own.

### **Self – concept in Early Childhood**

Children’s self-concepts are not necessarily accurate. In fact, preschool children typically overestimate their skills and knowledge across all domains of expertise. Consequently, their view of the future is quite rosy: They expect to win the next game they play, to beat all opponents in an upcoming race, to write great stories when they grow up. Even when they have just experienced failure at a task, they are likely to expect to do well in the future. This optimistic view arises because they do not yet compare themselves and their performance against others, thereby gaining the freedom to take chances and try new activities.



## **Chapter 5 – Middle Childhood (6 – 12 years old)**

### **Illnesses during middle childhood**

The majority of children in the United States are *reasonably* healthy during this period, but illness is not uncommon. As in early childhood, for the average American child, the **common cold** is the most frequent, and most severe, illness. However, more than 90% of children are likely to have at least one serious medical condition over the 6-year period encompassing middle childhood. The most common are **ASTHMA** (a chronic condition characterized by periodic attacks of wheezing, coughing, and shortness of breath), which has almost *doubled* since the 1980s. **Asthma** is a chronic condition characterized by periodic attacks of wheezing, coughing, and shortness of breath. More than 7 million U.S. children suffer from the disorder, and worldwide the number is more than 150 million. Racial and ethnic minorities are particularly at risk for the disease

### **Learning disabilities**

Some 2.3 million school-age children in the U.S. are officially labeled as having **LEARNING DISABILITIES**, difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Some suffer from **DYSLEXIA**, a reading disability that can result in the reversal of letters during reading and writing, confusion between left and right, and difficulties in spelling. Others may suffer from **ATTENTION-DEFICIT HYPERACTIVITY DISORDER (ADHD)**, a learning disability marked by inattention, impulsiveness, low tolerance for frustration, and generally a great deal of inappropriate activity (3 to 5 percent of school-age children are estimated to have ADHD or 3.5 million Americans under age 18).

**attention deficit hyperactivity disorder (ADHD)** a learning disorder marked by inattention, impulsiveness, a low tolerance for frustration, and generally a great deal of inappropriate activity.

### **Piaget's stage in middle childhood**

**concrete operational stage** the period of cognitive development between 7 and 12 years of age, which is characterized by the active, and appropriate, use of logic. All these changes during the *concrete* operational period, which coincides with the school years. The school-age child enters the **CONCRETE OPERATIONAL STAGE**, the period of cognitive development between 7 and 12 years of age. This stage is characterized by the active, and appropriate use of logic. Children at this stage can easily apply *logical operations* to *concrete* problems. For instance, they are able to solve the conservation problem by using *logic* over appearance (for example whether the amount of liquid stays the same although poured into different shaped containers).

**Meta-memory** – an understanding about the processes that underlie memory, which emerges and improves during middle childhood

**Vygotsky's zone of proximal development** – Lev Vygotsky proposed that cognitive advances occur through exposure to information within a child's zone of proximal development, or (ZPD). In the ZPD, a child can almost, but not quite, understand or perform a task. Vygotsky's approach has particularly encouraged the development of classroom practices that promote children's active participation in their learning.

**Multiculturalism and education** - a form of education in which the goal is to help minority students develop confidence in the culture of the majority group while maintaining positive group identities that build on their original cultures

**Intelligence** – the capacity to understand the world, think with rationality, and use resources effectively when faced with challenges

Howard Gardner

1. Musical intelligence
2. Bodily-kinesthetic intelligence
3. Logical-mathematical intelligence
4. Linguistic intelligence
5. Spatial intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Naturalist intelligence

### Erickson's stage in Middle Childhood

industry-versus-inferiority stage according to Erik Erikson the period from age 6 to 12 characterized by a focus on efforts to attain competence in meeting the challenges presented by parents, peers, school, and the other complexities of the modern world. Success in this stage is evidenced by feelings of mastery, proficiency, and confidence. Difficulties lead to feelings of failure and inadequacy, and to withdrawal from academics and socialization with peers. Attaining a sense of industry during middle childhood has lasting consequences. High levels of childhood industry are associated with adult success (more so than intelligence and family background).

### Self-concept in middle childhood

reflects beliefs and cognitions about the self (I am good at trumpet; I am not so good at social studies), self-esteem is more emotionally oriented (Everybody thinks I'm a nerd)

### Social identity theory

One explanation for the complex relationship between self-esteem and minority group status comes from social identity theory. According to the theory, minority group members are likely to accept the majority group's negative views only if they perceive that there is little possibility of changing the power and status differences between the groups. If minority group members feel that prejudice and discrimination can be reduced, and they blame society for the prejudice and not themselves, self-esteem should not differ between majority and minority groups.

*Gardner's 8 Intelligences*

-  **1. Musical intelligence** (skills in tasks involving music). Case example: When he was 3, Yehudi Menuhin was smuggled into the San Francisco Orchestra concerts by his parents. The sound of Louis Persinger's violin so entranced the youngster that he insisted on a violin for his birthday and Louis Persinger as his teacher. He got both. By the time he was 10 years old, Menuhin was an international performer.
-  **2. Bodily kinesthetic intelligence** (skills in using the whole body or various portions of it in the solution of problems or in the construction of products or displays, exemplified by dancers, athletes, actors, and surgeons). Case example: Fifteen-year-old Babe Ruth played third base. During one game, his team's pitcher was doing poorly and Babe loudly criticized him from third base. Brother Mathias, the coach, called out, "Ruth, if you know so much about it, you pitch!" Babe was surprised and embarrassed because he had never pitched before, but Brother Mathias insisted. Ruth said later that at the very moment he took the pitcher's mound, he *knew* he was supposed to be a pitcher.
-  **3. Logical mathematical intelligence** (skills in problem solving and scientific thinking). Case example: Barbara McClintock won the Nobel Prize in medicine for her work in microbiology. She describes one of her breakthroughs, which came after thinking about a problem for half an hour... "Suddenly I jumped and ran back to the [corn] field. At the top of the field [the others were still at the bottom] I shouted, 'Eureka, I have it!'"
-  **4. Linguistic intelligence** (skills involved in the production and use of language). Case example: At the age of 10, T.S. Elliot created a magazine called *Fireside*, to which he was the sole contributor. In a 3-day period during his winter vacation, he created eight complete issues.
-  **5. Spatial intelligence** (skills involving spatial configurations, such as those used by artists and architects). Case example: Navigation around the Caroline Islands...is accomplished without instruments....During the actual trip, the navigator must envision mentally a reference island as it passes under a particular star and from that he computes the number of segments completed, the proportion of the trip remaining, and any corrections in heading.
-  **6. Interpersonal intelligence** (skills in interacting with others, such as sensitivity to the moods, temperaments, motivations, and intentions of others). Case example: When Anne Sullivan began instructing the deaf and blind Helen Keller, her task was one that had eluded others for years. Yet, just 2 weeks after beginning her work with Keller, Sullivan achieved a great success. In her words, "My heart is singing with joy this morning. A miracle has happened! The wild little creature of 2 weeks ago has been transformed into a gentle child."
-  **7. Intrapersonal intelligence** (knowledge of the internal aspects of oneself; access to one's own feelings and emotions). Case example: In her essay "A Sketch of the Past," Virginia Woolf displays deep insight into her own inner life through these lines, describing her reaction to several specific memories from her childhood that still, in adulthood, shock her: "Though I still have the peculiarity that I receive these sudden shocks, they are now always welcome; after the first surprise, I always feel instantly that they are particularly valuable. And so I go on to suppose that the shock-receiving capacity is what makes me a writer."
-  **8. Naturalist intelligence** (ability to identify and classify patterns in nature). Case example: In prehistoric periods, hunter-gatherers required naturalist intelligence in order to identify what types of plants were edible.