Human Development Family Studies FINAL EXAM Outline:

Identical Twins- same genetics but NOONE is the same
Each of us develops:

- partly like all individuals
- partly like some individuals
- partly like no one

We all develop the same ways-

1. Like all individuals- growth (ex- getting taller)
2. Like some individuals- gender, school system
3. Like no one else- just because no one is like you

To have a happy child-

- meet physical needs (food)
- secure attachment (good relationship)
- house hold stability
- good schools
- culture

Nature- biology genetics
Nurture- experiences and environment
Lifespan perspective by Paul Boltise-

1. Development is a lifelong process- throughout each stage of development, we are faced with challenges- each stage affects you in your later years
2. Multi-directionality- development can go in many directions
3. Plasticity- the degree to which characteristics can and can not change throughout the lifespan
4. Development must be viewed in historical context- view differently during each era
5. Contextualism- development can be studied in various contexts
6. Multidimensionality- biological, cognitive, social and emotional factors interact to affect development.
7. Multidisciplinary- the study of human development should be collaborative across fields of study

Developmental age of classification-

- Infancy and toddlerhood- birth to 2 years
- Early childhood- 2 to 6 years
- Middle childhood- 6 to 11 years
- Adolescence- 11 to 18 years
- Emerging adulthood- 18 to 26 years
- Young adulthood- 26 to 40 years
- Middle adulthood- 40 to 65 years
- Late adulthood- 65 to older

John Watson- likes to measure BEHAVIOR- conducted the twin studies
Disorders that have a substantial genetic pre disposition-

- Depression
- Autism
- Alzheimer's

- Schizophrenia
- Alcoholism

Traits that have substantial genetic pre disposition-

- Intelligence
- Verbal ability
- Vocational interest
- Memory
- Extraversion and introversion
- Openness
- Conscientiousness
- Agreeableness

Stability vs. Change;

1. Is personality stable over time?
2. To what extent do early experiences set the life path of the individual?
3. How well can we predict later development from early development?

Reciprocal Influence- interactions that every individual influences and is influenced by people and their environment

Scientific investigation-

1. Descriptions
2. Explanation- why do we develop as we do? Why do some people turn out differently?
3. Optimization- how can we help people to develop in a positive direction?

Theory- a set of assumptions that attempt to describe, predict, or explain something

Hypothesis- assumptions that can be tested to determine accuracy of a theory

Correlational research- goal is to describe strength and direction of the relationship between two variables

Example- Is there a relationship between the amount of conflict in a marriage and divorce rates?

** Correlation ranges from -1 to 1 **

** .20 = weak .40= moderate .90=strong **

Directions-

Positive- as one variable increases, the other increases as well

Negative- as one variable increases, the other decreases

Example of a third variable- attend class, study, get good grades

Operationalize concepts by:

1. Provide clear definition of concept
2. Designating a particular measurement instrument to measure the concept

Developmental designs- interested in the relationship between the age of subjects and another variable.

** As people develop, there is less intimacy in friendships **

Cross Sectional design- individuals at different ages are compared on a particular variable at one point in time

Cohort Effects- effects due to generation rather than developmental process

Longitudinal design- same individuals are studied over time

Advantage- demonstrates age changes BUT disadvantage- time consuming and risk losing participants

Cross sectional design- not studying the same people over time
Freud's Theory:
Psychoanalytic theory- development is directed by the interaction between drive/instincts (nature) and early experiences (nurture)- interactions form your personality
3 structures that form personality-

1. ID- this is what you "want"
2. Superego- this is what you are told is correct
3. Ego- this is your behavior and how you put your ID and Supergo together

Internal conflict- anxiety that results from a struggle between biological demands and society expectations
** Ego helps with internal conflicts **

1. Abused- Supergo: you need to come up with a coping mechanism
2. Controlling parents- learn to express yourself with coping mechanisms

Goal of the psychoanalytic theory- bring repressed material from unconscious to consciousness
3 structures of the mind-
Conscious mind- what were aware of
Preconscious mind- stored info that can be brought to memory
Unconscious mind- memories that are kept from our awareness
We cant remember because-

- memory was too threatening and becomes repressed
- primal drives must stay in check
- implicit memories- memories we know have happened but we cant remember forming the memory

Amygdala (emotional brain)
Prefrontal Cortex (thinking brain)
** Theory- how amygdala is formed is what forms thinking brain **
Attachment schema- scripts for how to relate to other and how others relate to us
Behavioral Theory- Skinner and Bandura- you can measure it
** Personality is shaped by early experiences, which involved learning and being rewarded/punished when needed
Learning for SKINNER involves-

1. Positive reinforcement- be rewarded for desired behavior
2. Negative reinforcement- the removal of an aversive event when desired behavior appears

Learning for BANDURA involves-

1. Modeling- learn how to behave by copying others around you

** How a parent behaves is much more important than what the parent says to the child **
Eriksons psychosocial theory- includes parts of the lifespan perspective-

- contextualism
- lifelong development
- plasticity
- multi dimensionality
- multi directionality