

- Chapter One
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- Human Development: How people change or remain the same throughout the span of a lifetime
 - Periods of development
 - Prenatal
 - Infancy and toddler
 - Early childhood (2-6)
 - Middle childhood (6-11)
 - Adolescence (11-18)
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- Individual Differences: an individual has experiences at different times
 - Ex: language abilities in autistic children
 - Reading at 5 or 7 years old
- Developmental Processes
 - Biological
 - Neurons, puberty, genetics
 - Cognitive
 - Thoughts, intelligence, language, memory
 - Socio-emotional
 - Relationships, personality, emotions
 - Environmental
 - Neighborhoods, moving, climate
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- Theories: set of prepositions that describe, explain, and predict a phenomenon

Developmental Theories

One course (universal path)

Many courses (unique paths)

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Continuous (quantitative change): smooth changing

Discontinuous (qualitative change): long periods of stability, brief periods of change-different way of doing the same thing

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Nature (genetics/biology)

Nurture (environment)

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□ Evaluating Theories

- A theory is better if it reflects real world, understandable, explains past and predicts future, is parsimonious (more simple theory-shorter directions to the same place), and falsifiable (theory is better if it can be proven false)

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