

**Naturalistic observation** Going into the field, or natural environment, and record the behavior of interest.

**Structured observations** Investigator sets up laboratory situation that evokes the behavior of interest so that every participant has an equal opportunity to display the response.

**Event sampling** Observer records all instances of a particular behavior during a specified time period.

**Time sampling** The researcher records whether certain behaviors occur during a sample of short intervals.

**Observer influence** Effects of the observer on the behavior studied.

**Observer bias** When observers are aware of the purposes of a study, they may see and record what they expect to see rather than what participants actually do.

**Clinical interview** Researchers use a flexible, conversationalist style to probe for the participant's point of view.

**Structured interview** Each individual is asked the same set of questions in the same way.

**Neurobiological methods** Measures the relationship between the nervous system processes and behavior.

**Clinical/Case study method** Brings together a wide range of information on one child, including interviews, observations, test scores, and sometimes neurobiological measures.

**Ethnography** A descriptive, qualitative technique. It is directed at understanding a culture or a distinct social group through participant observation.

**Reliability** Refers to the consistency, or repeatability, of measures of behavior

**Validity** Refers to the accuracy of the measure characteristics that the researcher set out to measure.

**Internal validity** The degree to which conditions internal to the design of the study permit an accurate test of the researcher's hypothesis or question.

**External validity** The degree to which their findings generalize to settings and participants outside the original study.

**Correlational study** Researchers gather information on individuals, generally in natural life circumstances, and make no effort to alter their experiences. Then they look at relationships between participants' characteristics and their behavior or development.

**Correlation coefficient** A number that describes how two measures, or variables, are associated with each other.

**Experimental design** Permits inferences about cause and effect because researchers use an evenhanded procedure to assign people to two or more treatment conditions.

**Independent variable** The one the investigator expects to cause changes in another variable.

**Dependent variable** The one the investigator expects to be influenced by the independent variable.

Laboratory experiment ...

Confounding variables Conditions closely associated that their effects on an outcome cannot be distinguished.

Random assignment Choosing participants at random to increase the chances that participants' characteristics will be equally distributed across treatment groups.

Field experiments Researchers capitalize on opportunities to randomly assign participants to treatment conditions in natural settings

Natural or quasi-experiments Treatments that already exist, such as different family environments, child-care centers, or schools, are compared.

Longitudinal design Participants are studied repeatedly at different ages, and changes are noted as they get older. PROS: patterns of change/stability over time & possible causal variables. CONS: attrition, inflexibility, costly, cohort effects hidden.

Biased sampling The failure to enlist participants who represent the population of interest.

Selective attrition Participants may move away or drop for other reasons

Child development An area of study devoted to understanding constancy and change from conception through adolescence.

Developmental science All changes we experience throughout the lifespan.

Theory An orderly, integrated set of statements that describes, explains, and predicts behavior

Continuous development A process of gradually adding more of the same types of skills that were there to begin with

Discontinuous development A process in which new ways of understanding and responding to the world emerge at specific times.

Stages Qualitative changes in thinking, feeling, and behaving that characterize specific periods of development

Contexts Unique combinations of personal and environmental circumstances that can result in different paths of change

Nature-nurture controversy Debate of whether genetic or environmental factors are more important in influencing development.

Plasticity Open to change in response to influential experiences. (Example: Prenatal malnutrition --> lower IQ,

Yet, Dutch Hunger Winter (WWII) offspring IQ normal.) Hemispherectomy. Resilience.

Resilience The ability to adapt effectively in the face of threats to development

Maturation Refers to a genetically determined, naturally unfolding course of growth

**Normative approach** Measures of behavior are taken on large number of individuals and age-related averages are computed typical development

**Psychoanalytic perspective** Children move through a series of stages in which they confront conflicts between biological drives and social expectations. How these conflicts are resolved determines the person's ability to learn, to get along with others, and to cope with anxiety.

**Psychosexual theory** Emphasizes that how parents manage their child's sexual and aggressive drives in the first few years is crucial for healthy personality development.

**Psychosocial theory** Erikson emphasized that in addition to mediating between id impulses and superego demands, the ego makes a positive contribution to development, acquiring attitudes and skills that make the individual an active, contributing member of society.

**Behaviorism** Directly observable events - stimuli and responses - are the appropriate focus study.

**Social learning theory** The most, devised by Albert Bandura, emphasized modeling, otherwise known as imitation, or observational learning, as a powerful source of development.

**Behavior modification** Consists of procedures that combine conditioning and modeling to eliminate undesirable behaviors and increase desirable responses.

**Cognitive-developmental theory** Children actively construct knowledge as they manipulate and explore their world.

**Information processing** The human mind might also be viewed as a symbol-manipulating system through which information flows

**Developmental cognitive neuroscience** It brings together researchers from psychology, biology, neuroscience, and medicine to study the relationship between changes in the brain and the developing child's cognitive processing and behavior patterns.

**Ethology** Concerns the adaptive, or survival, value of behavior and its evolutionary history.

**Sensitive period** A time when that is optimal for certain capacities to emerge because the individual is especially responsive to environmental influences. However, its boundaries are less well-defined than those of a critical period. Development can occur later, but it is harder to induce.

**Evolutionary developmental psychology** It seeks to understand the adaptive value of species-wide cognitive, emotional, and social competencies as those competencies change with age

**Sociocultural theory** Focuses on how culture - the values, beliefs, customs, and skills of a social group - is transmitted to the next generation. According to Vygotsky, social interaction - in particular, cooperative dialogues between children and more knowledgeable members of society - is necessary for children to acquire the ways of thinking and behaving that make up a community's culture.

**Ecological systems theory** Views the child as developing within a complex system of relationships affected by multiple levels of the surrounding environment.

**Micro-system** The innermost level of the environment that consists of activities and interaction patterns in the child's immediate surroundings.