

HD 101 EXAM 3 STUDY GUIDE:

Vocab

- Prosocial: The skills and tendency that a child has to be kind, empathetic, caring, helpful, thoughtful and support with others
- Antisocial: does not enjoy the company of others
- Androgyny: possession of both masculine and feminine characteristics/parts
- Self-esteem: an aspect of self concept that involves judgments about ones own worth and the feelings associated with those judgments
- Self-concept: cognitive representation of ones self
- Motivation: the explanation that derives from our actions
- Aggression: the action of a state in violating by force the rights of another state particularly its territorially rights; and unprovoked offensive attack, invasion, or the like
- Obesity: 20% higher than ideal body weight-excessive fatness
- Learning disabilities: great difficulty with one or more aspects of learning, usually reading, resulting in achievement considerably behind what would be expected on the basis of a child's IQ
- Dyslexia: reading disability-difficulty understanding the relationship between sounds and letters
- Dyscalcula: a form of dyslexia that only involves math and numbers
- Attention deficit hyperactive disorder: learning disability causing issues with attention, and impulsivity
- Selective attention: notice some things but not others
- Metacognition: ability to think about thinking
- Achievement tests: measure how much has been learned in a specific subject: examples=CTBS, ICBS and the HSPE
- Concrete Operational Thought: Piagets 3rd stage of cognitive development; occurs between the ages 6-11/12, or when children begin to see the casual connections in their surroundings and can manipulate categories classification systems, and hierarchies in groups
- Aptitude Tests: assessing mental abilities
- IQ tests: verbal skills, nonverbal/visual-spatial skills
- Industry versus Inferiority: Eriksons theory- the stage when children can judge themselves to be industrious and successfully meeting the new challenges posed by adults at home and school
- Learned Helplessness: the reason for success was not because you earned it
- Social Cognition: the ability to understand social interactions, including the causes and consequences of human behavior
- Menarche: a girls first menstruation
- Growth spurt: a period during which growth advances at a dramatically rapid rate compared with other periods
- Spermache: first ejaculation of seminal fluid
- Primary sex characteristics: sexual organs present at birth and directly involved in human reproduction

- Secondary Sex Characteristics: physical features that distinguishes one sex from the other but are not essential for reproduction
- Body image: how one views oneself physically and one's view of personal appearance
- Formal operational thought: Piaget's 4th stage of cognitive development, children develop capacities for abstract thought and can conceptualize more complex issues or rules that can be used for problem solving
- Hypothetical-Deductive Thought: the capacity to think of possibility not just reality
- Abstract Thinking: ability to conceptualize ideas
- Adolescent Egocentrism: self-absorption that marks the teenage search for identity
- Invincibility Fable: egocentric conviction that he/she cannot be overcome or harmed by anything that might defeat a "normal mortal", such as unprotected sex, drug abuse, or high speed driving.
- Imaginary Audience: belief that others are as interested in them as they themselves are, as well as attention-getting behavior, motivated by a desire to be noticed, visible, and on stage
- Identity versus role confusion: developing a stable ego identity of whom one is, failure results in a negative identity or in a role confusion
- Identity Achievement: the point where an individual understands who they are as a unique individual. Commitment to values, beliefs, and goals, following a period of exploration
- Identity Diffusion: An apathetic state characterized by a lack of commitment and exploration
- Identity Moratorium: exploration without having reached commitment
- Identity Foreclosure: commitment in the absence of exploration
- Peer Pressure: a feeling that you should do something because that's what your friends want
- Authoritative (child rearing): a child rearing style that is high in acceptance and involvement, emphasizes adaptive control techniques, and includes gradual, appropriate autonomy granting
- Authoritarian (child rearing): a child rearing style that is low in acceptance and involvement, high in coercive and psychological control, and low in autonomy granting
- Permissive (child rearing): a child rearing style that is high in acceptance but overindulging or inattentive, low in control, an lenient rather than appropriate in autonomy granting

Questions:

1. As children seek emotional regulation, they may externalize or internalize problems (mastery orientation vs. learned helplessness). Explain mastery orientation and learned helplessness. Are each of these orientations emotionally healthy? Why/why not?
 - Mastery orientation VS learned helplessness
 - mastery oriented: crediting success to ability, can be changed by working hard, persistent approach to teaching. Healthy. Internal.
 - learned helplessness: external factors, attribute their failures and not their success to ability, cannot be changes by working hard and ability is "fixed", "luck" helps to succeed. Not healthy. External

2. List and describe Baumrind's three basic parenting styles (child-rearing styles).

Authoritative: high acceptance, adaptive control techniques, and appropriate autonomy granting (best one)

Authoritarian: low acceptance, low involvement, high control, low autonomy granting

Permissive: warm/accepting, uninvolved, little control, kids make decision when too young

3. What are the outcomes of each of the three basic parenting styles?

Authoritarian: high amounts of control with little to no warmth, parent does not consider child's needs or wants, little give and take. These children end up unhappy with lower self-esteem and can be overly aggressive.

Authoritative: balanced level of control and warmth/nurturing. Explain the rules clearly and take child's wants and needs into consideration. These kids usually end up with better grades, more responsible and self-reliant, and friendlier.

Permissive: offers nurturing/warmth but little control. Punishment is infrequent and parents just accept bad behavior. Kids end up having little self-control and act on impulse.

3. Describe the development of gender identity from school age through adolescence.

Early childhood: start to identify sex gender. Boys identification stronger than girls, girls identification with feminine traits declines.

Middle Childhood: boys become into more masculine activities where girls experiment with activities from cooking and sewing to sports and science fairs

Adolescence: Increased gender stereotyping of attitudes and behavior and movements towards more traditional gender identity.

4. What are the most significant developments in relation to each developmental domain (physical, cognitive, social/emotional) for 6-11 year olds and adolescents.

-Biological (6-11): slower growth, obesity/physical fitness, growth plates can cause growing pains

- biological adol: puberty, maturity, more rapid growth, nutrition like calories and protein is important

- psych 6-11: concrete operational thought (piaget) can reason logically about events. Language development/comprehension increases