

Developmental Psych Exam 1 Study Guide

1. Original Sin – St. Augustine

- Humans are born innately bad/selfish
- Children need to be changed & steered away from bad behavior

2. John Locke

- Children are born with a “blank slate”

3. Rousseau

- Children are born innately good
- They are a blueprint for positive development
- Provide them with basic needs and they will prosper

4. G. Stanley Hall

- Father of the Study of Adolescence & Developmental Psych
- Surveyed/interviewed a broad range of kids, traced developmental norms & what is normal at what age
- Adolescence = special period: as many changes as infancy

5. Gesell

- maturation – controlled by genetic processes
- aspects of human behavior or heritable

6. Domains of Development

- Physical (nutrition...)
- Cognitive (how thinking evolves/mental processes/controlling emotion)
- Social (importance of building relationships)

7. Goals of Developmental Science

- Describe, Explain, Predict, Influence

8. Theory

- Logically related concepts, used to describe and explain phenomena
- Heuristic – educated guess, quick thinking solution not guaranteed to be optimal
- Falsifiable

9. Nature vs. Nurture

- Both influence behavior .. but how much?
- Genes quickly respond to the environment

10. Continuity vs. Discontinuity

- Continuity – quantitative/additive, characteristics are continuous and shaped by time, person is the same – just more is added to who they are
- Discontinuity – each stage is qualitatively different – like cliffs/stairs, abilities are built on past stages, ex: skills so different at age 3 compared to age 2 you would not know it is the same child

11. Activity vs. Passivity

- Focuses on whether people active in their own development or passively shaped by outside forces – not themselves

12. Research Method: Survey

- Questionnaires/interviews
- Advantages: inexpensive, easy
- Disadvantages: participants may be too young, all participants may not provide all/accurate information, socially desirable responding (participant says what they think you want them to say)

13. Research Method: Naturalistic Study

- Going out into a natural setting (ex: a playground) and recording a child's behavior in real time. (ex: observe aggression, sex vs. sex ...)

14. Research Method: Longitudinal Study

- Long term studies, measuring kids from a young age to when they are grown up (ex. 3-21)
- Evaluate kids every few years - example: see if the aggressive kids at 3 are still aggressive at 13 (physical aggression vs. relational aggression)
- Disadvantages: drop outs, cross-generation problems (kids begin in one age cohort, but circumstances may change, long term studies may not be beneficial because they are hard to generalize)

15. Research Method: Cross-Sectional Studies

- Several groups and several ages studied
- Takes different groups of kids at different ages and compares their behavior
- Ex: kids moving from solitary play, to playing near others, to playing with others

16. Research Method: Sequential Design

- Combines cross-sectional and longitudinal studies
- Follows 2 age cohorts (10 years apart) and looked at every 5 years
- Studies how the groups are similar/different at the same age - studies the impact of cohort effects

17. Ethnography

- Incorporates sociologists and anthropologists
- Participant observation where the person embeds themselves in another culture, intending to understand the social/cultural contexts
- Extensive field notes taken
- Prose predictions on observations drawn - test these predictions (may take years)
- Collect info on historical, political, and economic forces - rich descriptions of social forces,
- Focuses on a fairly narrow subject matter

18. Freudian Study

- "Not Credible" - theories are not testable/falsifiable
- Psychoanalytic theory - stresses unconscious, sexual urges | development is based on how we deal with these urges | repression, rejection, defensive | urges = human nature | urges for power | result in conflicts - internal struggles - how we handle these influence the course + nature of our development/personality
- Hypnosis, dream analysis, free-association

19. Id

- Governed by pleasure principle, immediate gratification
- Instinctive and primitive behavior, since birth - original selves

20. Ego

- Executive personality- responsible for dealing with reality
- Ability to be control
- Develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world
- Makes decisions - not always moral

21. Super Ego

- Develops between the ages of 3-6
- Serves as a moral check – conscience

22. Erikson

- Agrees with Freud's Id, Ego, Superego * stresses superego
- Humans develop in stages – certain satisfactions at young, middle and old age
- Explains challenges we face overtime but lacks the explanation "why"

23. Erikson – Trust vs. Mistrust

- Depends on the overall responsiveness of the adult in a child's life
- Infant wants to be fed, in need of comfort – expects the environment to help him/her
- If a child can depend on his environment to meet his needs, he will trust the environment
- If a child is not comforted by environment, they will grow up mistrusting the environment
- Mistrust will show up in future relationships/effect future stages

24. Erikson – Identity vs. Role Confusion

- Growing up, a child develops clear & distinct skills, attributes, beliefs, values that define his IDENTITY
- These skills – in preparation to leave home and make a life for himself in the world based on his talents and acquired skills
- Western society – children move away from home at 18, with a full understanding of who they are, where they see themselves, what they want in life
- **ROLE CONFUSION:** results when a child is unable to/discouraged to find identify values, skills, potential or to conceive a place for oneself
- Leads to depression – child is at risk, may act out – high likelihood for schizophrenia – "split" with who they are

25. Watson, reinforcement, punishment

- Behaviorism
- Behavior is observable and can be correlated with other observable events
- **NURTURE-** rejected individual differences – people are different because they grow up learning different things/behaviors
- Concerned with effects of stimuli
- Practice strengthens learning

26. Piaget

- Constructivist – kids are not controlled by impulses – are actively* involved in their own development
- Kids are curious from the beginning, exploring their environment
- Kids have basic reflexes – sucking, grabbing – learn basic concepts about their environment, classifying objects
- Kids can only engage the world to the level that they understand it – work hard to understand it more over time
- Parents should allow child to explore, set up development activities – enhance child's understanding of the world
- Origins of Piaget theory – IQ tests – Piaget witnessed patterns – identifiable answers kids would get wrong associated with age