

Development Conception through Childhood Summary

1. Developmental psychologists are interested in the quantitative and qualitative changes that take place from conception until death. Both kinds of changes result from the interaction of genetic (nature) and environmental (nurture) influences.
2. Longitudinal studies are conducted to evaluate changes over a period of time. Cross-sectional studies are used to obtain information at a particular point in time.
3. A cohort study involves comparing individuals of the same age who were born in different generations. A comparison of cohorts yields information about the effects of growing up in different times.
4. Conception occurs when a sperm and an ovum unite. The child inherits half of its genetic makeup from by each parent.
5. A zygote is produced by the union of a sperm and an egg. The zygote embeds itself in the wall of the uterus and develops into a fetus. At birth, which occurs approximately 266 days after fertilization, the average baby weighs 7 ½ pounds and is 20 inches long.
6. Despite the protection of the mother's body, the baby's development may be influenced by the mother's diet, her physical condition, and any drugs she may use, including tobacco and alcohol.
7. Both the ultrasound procedure, in which a sound-generated picture of the fetus (a sonogram) is produced, and amniocentesis, in which the genetic nature of fetal cells is analyzed, are used to determine the sex of the unborn child and whether any genetic defects are present. The alphafetoprotein and chorionic villi sampling procedures may also be used to determine genetic defects.
8. Newborn infants are able to recognize voices (audition) and faces (vision), make appropriate facial reactions to taste and smell, and even learn.
9. When a particular spoken phrase (CS) is paired with the presence of a nipple in the mouth (US), the infant can be classically conditioned to elicit a sucking response (CR) when just the phrase is spoken. Infants have also been operantly conditioned to change their rate of sucking in response to a stimulus they like (positive reinforcer), such as their mother's voice.
10. Imitation of such behaviors as tongue protrusion and head movement is shown in babies less than 72 hours old.
11. The biological development of an individual according to its genetic makeup is termed maturation. The rate of physical development right after birth is the highest it will be at any point during the individual's lifetime.
12. The interaction of genetic makeup and environmental factors determines the specific growth pattern for each individual. Some precocious babies develop physical and cognitive abilities at an early age; others are slower to develop.
13. Psychologists use the Bayley Scales of Infant Development to determine whether an infant is average, above average, or below average in behavioral and intellectual development.
14. Three different types of temperament in young children—easy, slow-to-warm
• up, and difficult—have been identified.

15. Sigmund Freud felt that the personality develops as a child deals with conflicts between biological urges and the demands of society.
16. Psychosocial crises, or conflicts between psychological needs and societal demands, were proposed as the main determinants of personality by Erik Erikson.

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17. Erikson's psychosocial crises include basic trust versus basic mistrust (birth to age 1 ½ years), autonomy versus shame and doubt (1 ½ to 3 years), initiative versus guilt (3 to 7 years), and industry versus inferiority (7 to 10 years).
18. Studies of young monkeys conducted by Harry and Marguerite Harlow indicated that attachment was determined by contact comfort, not by the presence of food. However, attachment to an inanimate object is not sufficient for normal social development.
19. Infants form attachments with their caregivers. Mary Salter Ainsworth reports three main types of attachment: securely attached, avoidant, and anxious-ambivalent. The baby's style of attachment can influence relationships established by the individual during adulthood and may even persist through several generations. Infants form attachments with both the mother and the father.
20. The characteristics of the caregiver may also influence the type of attachment that develops.
21. Day-care centers have become more accepted as the demand for their services has grown. Good day care that is sensitive and responsive to each child's needs may be beneficial to the child's emotional development.
22. Diana Baumrind has found that over 75 percent of parents employ one of three basic parenting styles: authoritarian, authoritative, or permissive. The particular parenting style employed has a major impact on the development of self-esteem in the child.
23. Peer groups, television, and growing up in troubled areas all influence psychosocial development during middle childhood (ages 6 to 9).
24. Latchkey children are children who come home to an empty house after school. Concern about the growing number of unsupervised children has led to the development of organized after-school programs.
25. Jean Piaget proposed that cognitive development progresses through a series of qualitative stages. During the sensorimotor stage, infants and young children learn about their world through their senses and acquire the principle of object permanence, the recognition that objects do not cease to exist when we no longer have direct contact with them. The acquisition of object permanence is related to the nature of the object that is tested and the method of testing.
26. During the preoperational stage, the child gains the ability to use symbolic representations for objects and events that are not physically present. This stage is also characterized by egocentrism, the inability to see situations from another person's point of view.
27. Children continue to use mental representations but are not yet able to think abstractly during the concrete operational stage. The principle of conservation—the recognition that changes in size or shape do not change the amount of a substance—is acquired during this stage.

28. Piaget's theory has been challenged on the basis of lack of supportive cross-cultural data and major deviations from the proposed time lines.
29. A stage theory of moral development was proposed by Lawrence Kohlberg. The three major levels of morality are preconventional (adherence to standards to avoid punishment or receive reinforcement), conventional role conformity (internalization of standards and values), and autonomous moral principles (complete internalization of control over moral conduct).

Development II **Adolescents through Old Age**

Summary

1. No single event in contemporary society marks the passage from childhood to adulthood. Rather, children experience an extended period of adolescence, which lasts roughly from age 12 to age 20.
2. During pubescence, which takes approximately two years, the adolescent experiences a major growth spurt and the development of primary and secondary sex characteristics. Puberty, the achievement of full sexual maturity, marks the end of pubescence.
3. Physical changes during middle adulthood are characterized by a gradual decline. Visual and auditory sensitivity decline, muscle strength decreases about 10 percent, and reaction time becomes noticeably slower.
4. Women undergo a series of changes, known as menopause, that mark the end of childbearing. The decrease in estrogen production that accompanies menopause may result in osteoporosis, a condition in which the bones become thinner and more prone to fractures.
5. The physical decline experienced during early and middle adulthood continues during late adulthood. Vision and hearing are among the senses that are most adversely affected.
6. Late adulthood is accompanied by an increase in susceptibility to disease. Nearly one third of individuals age 85 or older may suffer from Alzheimer's disease, a degenerative brain disease.
7. According to Piaget, if adolescents are given appropriate educational opportunities and stimulation, they will enter the formal operational stage of cognitive development and be capable of abstract thought.
8. Fluid intelligence (the ability to solve new problems and form new concepts) may begin a gradual decline at about age 30. Crystallized intelligence, the ability to retrieve and use stored information, shows a gradual increase throughout adulthood.
9. If the elderly are taught strategies to enhance encoding and are provided with retrieval cues, their memory capability may not differ from that of a young adult. If a person remains intellectually active, fluid intelligence may not decline.
10. Ageism occurs when people in a particular age group, such as the elderly, are viewed in a negative light.
11. According to K. Warner Schaie, thought and cognition during adolescence are characterized by the acquisition of knowledge.

12. Schaie feels that during early adulthood, thought and cognition are used for achievement.
13. During middle adulthood, the individual enters Schaie's period of responsibility with regard to thought and cognition. Long-range plans and the family unit are taken into account.
14. Schaie's final stage of cognition and thought, reintegration, occurs when individuals attempt to put their lives in perspective.
15. Adolescents experience major psychological and social changes. Erik Erikson proposes that as adolescents struggle to determine what their roles in society will be, they experience the psychosocial crisis of identity versus identity confusion.
16. The adolescent peer group provides feedback and helps adolescents achieve a sense of identity and belonging. However, some peer groups may interfere with satisfactory adaptation to society.

17. The establishment of a sustained personal commitment may provide adolescents with feedback concerning their identities and potential roles. Such commitments may involve major decisions, such as whether to be sexually active or use drugs.
18. According to Erikson, early adulthood is characterized by the psychosocial crisis of intimacy versus isolation. If individuals are not able to make the sacrifices and compromises needed to establish strong commitments, they will be isolated from others.
19. For many individuals, middle adulthood is a time of high job satisfaction. Some, however—especially those in high-stress occupations—experience burnout.
20. As people review their lives and achievements, they may experience a midlife crisis, which leads them to engage in radical behavior changes aimed at regaining youth.
21. The psychosocial crisis of middle adulthood, generativity versus stagnation, centers on concern for the well-being of future generations.
22. When their last child leaves home, parents may need to learn how to communicate and live as a couple once again. This adjustment is known as the empty nest syndrome. Other adjustments of middle adulthood include having to provide care for elderly parents.
23. The psychosocial crisis of integrity versus despair occurs during late adulthood. People who are unable to put their life in perspective may experience anger, bitterness, and despair.
24. The Kansas City study of aging revealed four personality types among the elderly: integrated, armor-defended, passive-dependent, and unintegrated.
25. Death brings the individual's developmental history to its conclusion. Attitudes toward death change with age. Young children believe that death is reversible; adolescents emphasize how one lives, not how long. The threat of death angers young adults and may cause substantial changes in the lifestyle of middle-aged individuals. The elderly are generally more understanding and accepting of the inevitability of death.
26. Elisabeth Kubler-Ross has identified five stages that an individual may go through in confronting death: denial, anger, bargaining for extra time, depression, and acceptance.
27. Role and status changes following a death constitute the process of bereavement.

28. Grief, which is a normal part of bereavement, progresses through four stages: shock and denial, efforts to perpetuate the memory of the deceased, despair, and recovery.
29. Child-rearing and other family-related practices may differ greatly from one culture to another. Knowledge of such differences is important for social workers and health care providers who deal with families and children from other cultures.