**Developmental Psychology (7–9%)**

Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.

AP students in psychology should be able to do the following:

1. Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.

2. Explain the process of conception and gestation, including factors that influence successful fetal development

a. nutrition,

b. illness,

c. substance abuse,

d. etc.

3. Describe normal maturation (stages) of motor skill development.

4. Describe the influence of temperament and other social factors on attachment and appropriate socialization.

5. Explain the maturation of cognitive abilities

a. Piaget’s stages,

b. information processing,

c. etc.

6. Compare and contrast models of moral development (Kohlberg’s and Gilligan’s).

7. Discuss maturational challenges in adolescence, including related family conflicts.

8. Explain the development of decisions related to intimacy as people mature.

9. Discuss the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.

10. Describe how sex and gender influence socialization and other aspects of development.

11. Identify key contributors in developmental psychology (What, When, Where and Why)

a. Mary Ainsworth,

b. Albert Bandura,

c. Diana Baumrind,

d. Erik Erikson,

e. Sigmund Freud,

f. Carol Gilligan,

g. Harry Harlow,

h. Lawrence Kohlberg,

i. Konrad Lorenz,

j. Jean Piaget,

k. Lev Vygotsky

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| **Term** | **Definition** |
| Big Questions of Development | *Nature vs. Nurture – genetics or environment**Stages vs. Continuity - Leaps in development or continuous growth* |
| Prenatal Development | *Zygote – 2 weeks**Embryo – 8 weeks**Fetus – Until birth* |
| Teratogens | *Toxic substances that can harm a fetus* |
| Neonatal Development | *Reflexes – Grasping, moro, Babinski, plantar, rooting etc**Senses – developed at birth w/ exception of sight* *Brain – Period of rapid growth and developing neural connections**Motor Development – Children move through the stages in the same order and about the same age. Ex rolling at 3 months, sitting at 6 months, standing at 11 months, walking and talking around a year.*  |
| Language Development | * *Childern’s ability to learn language is innate*
* *Critical period*
* *Motherese is a universal way mom’s talk to kids. Fosters development*
* *Development occurs in predictable stages – cooing babbling, one word stage, two word stage*
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| Longitudinal Method | *Studying individuals or groups over an extended period of time* |
| Cross-Sectional Method | *Compares individuals of various ages at one point in time* |
| Attachment | *The strong bond that develops between a child and his or her primary caregivers. A child’s development can be secure or insecure** *Secure – parents consistently meet child’s needs in a warm and responsive manner. Children tend to be well-adjusted, socially successful, and academically successful.*
* *Insecure – child’s needs are unmet by neglectful, uncaring parents. Children tend to be clingy, withdrawn, socially inept.*
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| Schema | *A concept of framework that organizes and interprest information* |
| Assimilation | *The process of absorbing new information into an existing schema* |
| Accommodation | *Incorporating new information into an existing schema* |
| Object Permanence | *A child’s ability to understand that objects continue to exist even when they are not in view* |
| Irreversibility | *A child’s inability to reverse a series of evenst in his or her mind* |
| Conservation | *Understanding that an object retains its physical characteristics even when it appears different* |
| Temperment | *A person’s characteristic pattern of behavior. Believed to be largely genetic, but it can be influenced by parenting*  |
| Permissive Parenting | *Parenting style where few if any rules or demands are placed on a child. Children are allowed to figure things out for themselves* |
| Authoritative Parenting | *Parenting style with reasonable rules and demands. Parents provide loving guidance that respects the child’s perspective while insisting acceptable behavior* |
| Authoritarian Parenting | *Parenting style that is overly strict and unyielding. Does not consider that child’s perspective?* |
| Psychosocial Stages | *Erikson’s theory of development. 8 stages each with a conflct that must be resolved* |

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| **Figure** | **Perspective** | **Research/Theory** |
| Mary Ainsworth | DevelopmentalAttachment | Research in attachment. Strange situation test. Children brought to a strange room with a stranger entering. Mother leaves and returns while researcher observes from behind glass. Secure children explored confidently and were happy when mother returned. Insecure children were less likely to explore and behaved in a negative manner toward returning mother |
| Harry Harlow | DevelopmentalContact Comfort | Research in contact comfort. Using baby monkeys, studied the differences response to different surreget mothers. Wire “mothers” with milk and soft snuggly “mothers” with no food. Monkeys only went tot the wire “mothers” to feed and sought out the plush ones when distressed. Touch is important to growth and social development |
| Konrad Lorenz | Animal behavior | Research in imprinting with geese |
| Jean Piaget | DevelopmentalCognitive Development | Swiss Psychologist, Revolutionized the way we look at the cognitive development of children by showing that they thought differently than adults.. His stage theory identifies 4 different stages, each marking a significant change in the way a child thinks about and understands the world. (see attached theory) |
| Lev Vygotsky | DevelopmentalCulture’s impact on development | Russian Psychologist who focused on how culture and interaction with parents shaped a child’s cognitive development. Internalization – The process of learning the cultures habits and  |
| Diana Baumrind | DevelopmentalParenting | Research on parenting styles. Permissive, authoritative, and authoritarian |
| Erik Erikson | DevelopmentalSocial Development | Eight stages of psychosocial development, each with its own conflict to resolve. Conflicts can be resolved in a positive or negative way.  |
| Lawrence Kohlberg | DevelopmentalMoral Development | Researched moral reasoning by presenting boys with 10 different moral dilemmas and asking open ended questions about how they would act in the given situations. From their responses, he determined that there were three different stages of moral reasoning |
| Carol Gilligan | DevelopmentalKohlberg Critic | Critical of Kohlberg’s omission of women from hi |





