I. Basic Theoretical Issues and Development

- **Theory**: Coherent set of logically related concepts that seeks to ________, explain, and ________.
  predict data.
- **Hypotheses**: Tentative ________ or ________ that can be tested by further research.

A. Issue 1: Are Children Active or Passive in Their Development?

- **Tabula Rasa**: “Blank slate” on which society writes.
- **Mechanistic**: Views development as a ________, predictable response to environmental input.
- **Organismic**: Views development as internally initiated by an ________ organism and as occurring in a sequence of qualitatively different stages.
- **Bidirectional**: Views development as ________ between ________ and their ________; this is the emerging consensus.

B. Issue 2: Is Development Continuous, or Does It Occur in Stages?

- **Quantitative change**: ________ in which a response is made.
- **Qualitative change**: Distinct ________, change in kind of response.

II. Theoretical Perspectives

A. Perspective 1: Psychoanalytic

- **Psychoanalytic**: Development is shaped by ________ forces that motivate human behavior.
- **Psychoanalysis**: A therapeutic approach aimed at giving patients insight into unconscious emotional conflicts.

1. **Sigmund Freud: Psychosexual Development**

- **Psychosexual development**: Unvarying ________ of stages of personality development during infancy, ________, and adolescence, in which gratification shifts from one ________ zone to another.
• **Id**: Part of the personality that governs ________, operating on the ________ principle.

• **Pleasure principle**: The drive to seek ________ satisfaction of ________ and ________.

• **Superego**: Part of the personality containing the conscience, incorporating ________ approved ________ into the child’s own ________ system.

• **Ego**: Part of the personality that represents reason, operating on the ________ principle.

• **Reality principle**: Finding ________ ways to gratify the id.

• **Fixation**: In psychoanalysis, an arrest in development that can show up in adult personality.

• **Oral stage**: Stage in psychosexual development in which ________ is the main source of sensual pleasure.

• **Anal stage**: Stage in psychosexual development in which the chief source of pleasure is moving the ________.

• **Phallic stage**: Stage in psychosexual development in which boys develop sexual attachment to their ________ and girls to their ________, with aggressive urges toward the same-sex parent.

• **Oedipus complex**: Part of the phallic stage in which boys develop a sexual desire for their ________ and aggressive urges towards their ________.

• **Penis envy**: Part of the phallic stage in which girls wish to possess a penis.

• **Latency stage**: Stage in psychosexual development in which the child is sexually calm, and becomes socialized, develops skills, and learns about self and society.

• **Genital stage**: Stage in ________ development which lasts throughout adulthood, in which repressed sexual urges resurface to flow in socially approved channels.

2. **Erik Erikson: Psychosocial Development**

• **Psychosocial theory** (Erikson): Eight stage theory; across a lifespan each stage involves conflicting or competing tendencies in personality which balance positive traits with negative traits.

• **Basic trust versus mistrust**: The critical theme of Erickson’s ________ stage.
B. Perspective 2: Learning

- **Learning perspective**: Changes in behavior that result from__________, or a long-lasting change in behavior based on __________ or __________ to the environment.

1. **Learning Theory 1: Behaviorism**
   - **Behaviorism**: Emphasizes behavior as a predictable response to__________.
   - **Associative Learning**: Behavioral research which focuses on a mental link that is formed between two events.
     a. **Classical Conditioning**
        - **Classical conditioning** (Pavlov, Watson): Based on associating a __________ that does not ordinarily elicit a particular response with another stimulus that ordinarily does elicit the__________.
     b. **Operant Conditioning**
        - **Operant conditioning** (Skinner): Based on the __________ of “operating” on the environment through voluntary behavior.
        - **Reinforcement**: In operant conditioning, a stimulus that increases the likelihood of a __________ behavior.
        - **Punishment**: In operant conditioning, a stimulus that __________ repetition of a behavior
        - **Positive reinforcement**: Giving the subject something the subject finds__________.
        - **Negative reinforcement**: Taking away something that the subject does not like.
        - **Extinguished**: The return to baseline when a behavior is no longer reinforced.
        - **Behavior Modification**: A form of operant conditioning used to __________ undesirable behavior or instill positive behaviors.

2. **Learning Theory 2: Social Learning (Social Cognitive) Theory**
   - **Social Learning Theory**: (Bandura) Behaviors are learned by observing and imitating models. Also called__________
     __________ __________.
   - **Reciprocal determination**: The impetus for development is bidirectional.
• **Observational learning**: Learning through _______ the behavior of others. Children actively choose *models* to imitate.

• **Social Cognitive Theory**: People observe models, learn “chunks” of behavior, and mentally put these chunks together into complex new behavior patterns.

• **Self-efficacy**: One’s _______ in own ability to succeed.

C. Perspective 3: Cognitive

• **Cognitive Perspective**: Focuses on thought processes and the behaviors that reflect those processes.

1. **Jean Piaget’s Cognitive-Stage Theory**

   • Piaget’s *clinical method* combined observation with flexible questioning.

   • **Organization**: The tendency to _______ increasingly more complex cognitive structures.

   • **Schemes**: Organized patterns of behavior that a person uses to _______ about and _____ in a situation.

   • **Adaptation**: _______ to new information in light of what they already know.

   • **Assimilation**: _______ new information into an existing cognitive structure.

   • **Accommodation**: _______ in a cognitive structure to include new information.

   • **Equilibration**: Tendency to seek a stable balance among cognitive elements.

2. **Lev Vygotsky’s Sociocultural Theory**

   • **Sociocultural theory**: How contextual factors affect children’s development. *Vygotsky* saw cognitive growth as a _________ process; children learn through __________ interaction.

   • **Zone of proximal development (ZPD)**: The difference between what a child already can ____ and what the child needs _____ with.

   • **Scaffolding**: Temporary support to help a child with a task until the child can do the task alone.

3. **The Information-Processing Approach**

   • Observing and _______ the mental processes involved in
perceiving and handling information.

- **Computational models:** Flow charts which analyze the specific steps children go through in _______, _______, retrieving, and _______ information.

4. **Neo-Piagetian Theories**
   - Integrates Piaget’s theory with information-processing approach.

D. **Perspective 4: Contextual**
   - **Contextual Perspective:** Development can only be understood in its social context.
   - **Bioecological theory:** Range of interacting influences.
     - **Microsystem:** Setting in which a child _______ with others on an______, face to face basis.
     - **Mesosystem:** Linkages of _____ or more microsystems.
     - **Exosystem:** Linkages between two or more ______, one of which does not contain the child.
     - **Macrosystem:** Overall _____ patterns.
     - **Chronosystem:** Effects of ______ on other developmental systems.

E. **Perspective 5: Evolutionary/Sociobiological**
   - **Evolutionary/sociobiological perspective:** Focuses on _______ and _______ bases for behavior.
   - **Evolved mechanisms:** Behaviors that developed to solve problems in adapting to an earlier environment.
   - **Ethology:** Study of the distinctive _______ behaviors of animal species.
   - **Evolutionary Psychology:** Applies Darwin’s principals to individual behavior.
   - **Evolutionary Developmental Psychology:** Identifies adaptive behaviors at different ages.
   - **The Adaptive Value of Immaturity:** Several potential adaptive values of immaturity and prolonged dependence on parents are listed in the text box on pg. 36
F. How Theory and Research Work Together

III. Research Methods

- **Quantitative Research:** To objectively _______ data.
- **Qualitative Research:** The interpretation of non-numerical data.
- **Scientific method:** System of established principles and processes of scientific inquiry.
  - Identifying a _______
  - Formulating _________
  - Collecting data
  - _________ data
  - Disseminating findings

A. Sampling

- **Population:** _______ to which you want to apply findings.
- **Sample:** Group of participants chosen to represent the entire _______ under study.
- **Generalize:** Applying research _______ to the population as a _______.
- **Random selection:** Sampling method in which each _______ in the population has an _______ and __________ chance of being chosen.

B. Forms of Data Collection

1. **Self-Reports: Diaries, Interviews, Questionnaires**

   - **Diary:** A log or _______ of activities.
   - **Parental self-reports:** A log or record of activities kept by the _______ of young children, concerning the children’s__________.
   - **Interview:** Method in which ________, either face-to-face or on the telephone, ask _______ about attitudes, opinions, or behavior.
   - **Structured interview:** Interview in which each participant is asked the ______ set of _______.
   - **Open-ended interview:** Interview in which the interviewer can _____ the _______ and _______ of questions and can ask follow-up questions based on the__________.
• *Questionnaire:* Printed questions that participants fill out and return.

2. **Naturalistic and Laboratory Observation**
   • **Naturalistic observation:** Behavior is studied in natural settings without ________ or_________.
   • **Laboratory observation:** All participants are observed in the same situation, under the same controlled conditions.
   • **Observer bias:** The researcher’s tendency to ________ data to _____ expectations, or to ______ some aspects and minimize others.

3. **Behavioral and Performance Measures**
   • **Valid:** A test that measures the ______ it claims to measure is said to be valid.
   • **Reliable:** A test that provides ______ results from one testing to another is reliable.
   • **Standardized:** A test that is given and scored by the same ______ and ______ for ____ test-takers is said to be standardized.
   • **Operational definitions:** Definitions stated in terms of the operations or procedures used to ______ or ______ a phenomenon.
   • **Cognitive neuroscience:** Links what happens in the ______ with ______ processes.
   • **Developmental Cognitive Neuroscience:** Explains cognitive growth as the ______ interacts with the _________.
   • **Social Cognitive Neuroscience:** Emerging interdisciplinary field that bridges______, mind, and ________, bringing together data from cognitive neuroscience, social psychology, and the information processing approach.

C. Basic Research Designs
   1. **Case Studies**
      • **Case study:** Study covering a _______ case or individual.
2. **Ethnographic Studies**
- **Ethnographic study**: Seeks to describe the _______ of relationships, customs, beliefs, technology, arts, and traditions that make up a way of _____ in a _______.
- **Participant observation**: Research method in which the observer _____ with the people or participates in the activity being _______.

3. **Correlational Studies**
- **Correlational study**: Research design intended to discover whether a statistical relationship exists between variables.
- **Correlation**: A statistical relationship between _____ or more _______.
- **Variables**: Phenomena that ______ or vary among people or can be varied for purposes of_______.
- **Positive correlation**: Variables that are related ______ or ______ together.
- **Negative correlation**: Variables have an inverse relationship; as one increases, the other decreases.

4. **Experiments**
- **Experiment**: Rigorously controlled, replicable procedure in which the researcher manipulates ______ to assess the _____ of one on the other.
- **Replicate**: ______ an experiment in exactly the same way with different participants to verify the results and conclusions.

a. **Groups and Variables**
- **Experimental group**: In an experiment, the group _____ the treatment under study.
- **Treatment**: the phenomenon the researcher wants to study.
- **Control group**: In an experiment, a group of people, similar to those in the experimental group, who ____ _____ receive the treatment whose effects are to be measured.
- **Treatment group**: In an experiment, a group that receives _____ of the treatments under study.
• **Double-blind**: An experimental procedure in which neither _______ nor _______ know who is in the treatment and control groups.

• **Independent variable**: In an experiment, the condition over which the experimenter has _______ control.

• **Dependent variable**: In an experiment, the _______ that may or may not _______ as a result of changes in the independent variable.

**b. Random Assignment**

• **Random assignment**: Assigning the participants in an experiment to groups in such a way that each person has an _______ chance of being placed in any group.

• **Confound**: Contamination of an experiment by unintended differences between the groups.

**c. Laboratory, Field, and Natural Experiments**

• **Laboratory experiments**: Experiment in which the _______ are brought to a special place where they experience conditions _______ by the _______.

• **Field experiment**: A controlled study conducted in an everyday setting, such as home or school.

• **Natural experiment**: Study comparing people who have been accidentally “assigned” to separate groups by circumstances of life (a correlational study).

**D. Developmental Research Designs**

*Cross-Sectional, Longitudinal, and Sequential Designs*

• **Cross-sectional study**: Study design in which people of different _____ are assessed on one occasion.

• **Longitudinal study**: Study designed to assess changes in a sample over______.

• **Sequential study**: Study design that _______ cross-sectional and longitudinal techniques.

**E. Collaborative Research**

• **Meta-analysis**: A statistical analysis of the findings of multiple studies.
IV. **Ethics of Research**

- **Beneficence**: Obligation to _____ potential benefits to participants and _______ potential harm.
- **Respect**: Acknowledgement for participants’ autonomy and protection of those who are unable to exercise their own judgment.
- **Justice**: _______ of diverse groups while being sensitive to any special impact the _______ situation may have on them. Considering children’s developmental ______ and ______ of participants.

A. **Informed consent**

B. **Avoidance of deception**

C. **Right to self-esteem**

D. **Right to Privacy and confidentiality**