Chapter 7 Study Questions

1. Compare and contrast classical conditioning and operant conditioning, and give an example of each as applied to infant learning. (Guidepost: 1)

2. Describe the methods used to measure the intelligence of infants and toddlers. What effect does early intervention have on intelligence? (Guidepost: 3)

3. Explain infant development in the context of circular reactions. In your explanation, include primary, secondary, and tertiary circular reactions, and give an example of each. (Guidepost: 4)

4. Define Piaget’s concept of object permanence, and describe the connection between object permanence and deferred imitation. (Guidepost: 4)

5. Explain the connection between infants’ information processing, speed of habituation, and future intelligence scores. (Guidepost: 5)

6. Discuss the research pertaining to violation-of-expectations. How is it related to babies’ thinking about characteristics of the real world? (Guidepost: 5)

7. Explain how social interaction with adults contributes to advanced cognitive competence. In your explanation, address both guided participation and the cultural context in which families interact with their children. (Guidepost: 7)

8. Describe similarities and differences in the ways that deaf children and hearing children acquire language skills (be sure to mention differences in deaf children of deaf families and deaf children of hearing families). How have aspects of learning theory and nativism
been used to explain how deaf babies learn sign language? (Guidepost: 8)

9. Describe the role that technology plays in the development of children’s language. What are the positive and the negative effects of television viewing on young children’s language acquisition? (Guidepost: 8)

10. Describe the differences between the nativist approach to language acquisition and the learning theorist approach. Explain why many theorists maintain that our language abilities are a result of both approaches. (Guidepost: 8)

11. What are the major milestones of language development during the first three years? What can influence linguistic progress? (Guidepost: 8)