HUMAN DEVELOPMENT · STUDY GUIDE

Exam 1 Study Guide

This guide covers the first two chapters. You will learn what developmental scientists mean by change, how genes and experience work together, and how researchers study a whole human life without doing harm. Then you will meet the four great families of theory and learn to switch between them. Work one chapter at a time. Read the "what to know" paragraphs, copy the tables out by hand, then try each worked case with the steps covered. Finish each chapter with its ten self-test items. The cram sheet at the end puts every term and name in one place.

WHAT THIS GUIDE COVERS

- Chapter 1 · development as gains, losses and reorganizations; the three domains; the periods of life; nature, nurture and epigenetics; heritability; the three big debates; cross-sectional, longitudinal and sequential designs; cohort effects; research ethics.
- Chapter 2 · Freud and Erikson; classical and operant conditioning; Bandura; Piaget's stages, schemas, assimilation and accommodation; Kohlberg; Vygotsky's ZPD and scaffolding; information processing; Bronfenbrenner's five systems; comparing the theories on the great debates.

CHAPTER 1

Studying Human Development

Read it in full: **Chapter 1 in the textbook**. Practice it in the lab: **Three Domains** and **Research Designs**.

What to know

Human development is the scientific study of how and why people change, and stay the same, across the whole lifespan, from conception to the final breath. Development is not just getting bigger. It is any **orderly, relatively enduring change** over time. That includes gains, such as a first word. It includes losses, such as the fading of a newborn's grasp reflex or slower memory in

old age. And it includes reorganizations, where the whole way a person thinks or feels shifts into a new form. Change never stops. A forty-year-old and a ninety-year-old are still developing.

Scientists sort development into three **domains**. The physical domain covers the body and brain: growth, motor skills, the senses, hormones and health. The cognitive domain covers the mind: thinking, language, memory, problem solving and intelligence. The psychosocial domain covers emotion and relationships: personality, identity, moral sense and the bonds we form. These are labels of convenience, not separate boxes. When an infant learns to walk (physical), she can reach new things to explore (cognitive), and her caregivers start saying no much more often (psychosocial).

The lifespan is also split into **periods**: prenatal (conception to birth), infancy and toddlerhood (birth to about 2), early childhood (about 2 to 6), middle childhood (about 6 to 11), adolescence (about 11 to 18), early adulthood (about 18 to 40), middle adulthood (about 40 to 65) and late adulthood (65 and beyond). Notice the word "about." These lines are conveniences, not biological facts. When adolescence ends, or when someone counts as old, depends on culture, era and circumstance.

The oldest question in the field is **nature and nurture**. Nature is what heredity supplies: genes, plus **maturation**, the genetically timed unfolding of the body that makes children everywhere sit before they crawl and crawl before they walk. Nurture is everything experience supplies: nutrition, learning, relationships, culture, money or poverty, stress or safety. John Locke pictured the newborn mind as a **tabula rasa**, a blank slate. Nativists said the design was set in advance. Modern science has retired that contest. Every trait comes from genes and environment interacting, all the time.

Your **genotype** is the set of genes you inherit. Your **phenotype** is what you actually become, and it is always a genotype meeting an environment. Genes set a **range of reaction**, an upper and lower limit. The environment decides where in that range you land. Some traits show **canalization**: they are so strongly buffered that they follow a set path in almost any setting, like babbling. In **gene and environment correlation**, genes and settings travel together, as when musical parents pass on both genes and a house full of instruments.

Epigenetics is the study of how experience changes gene expression without changing the DNA sequence. Think of the genome as a piano. Chemical tags such as methyl groups decide which keys get played. Diet, stress, toxins and the quality of early care can lay down these marks, and some can pass to the next generation. **Heritability** describes how much of the variation in a population is tied to genetic differences. It is a statement about groups, not a limit on one person. Height is highly heritable, yet average heights rose sharply in one century as nutrition improved.

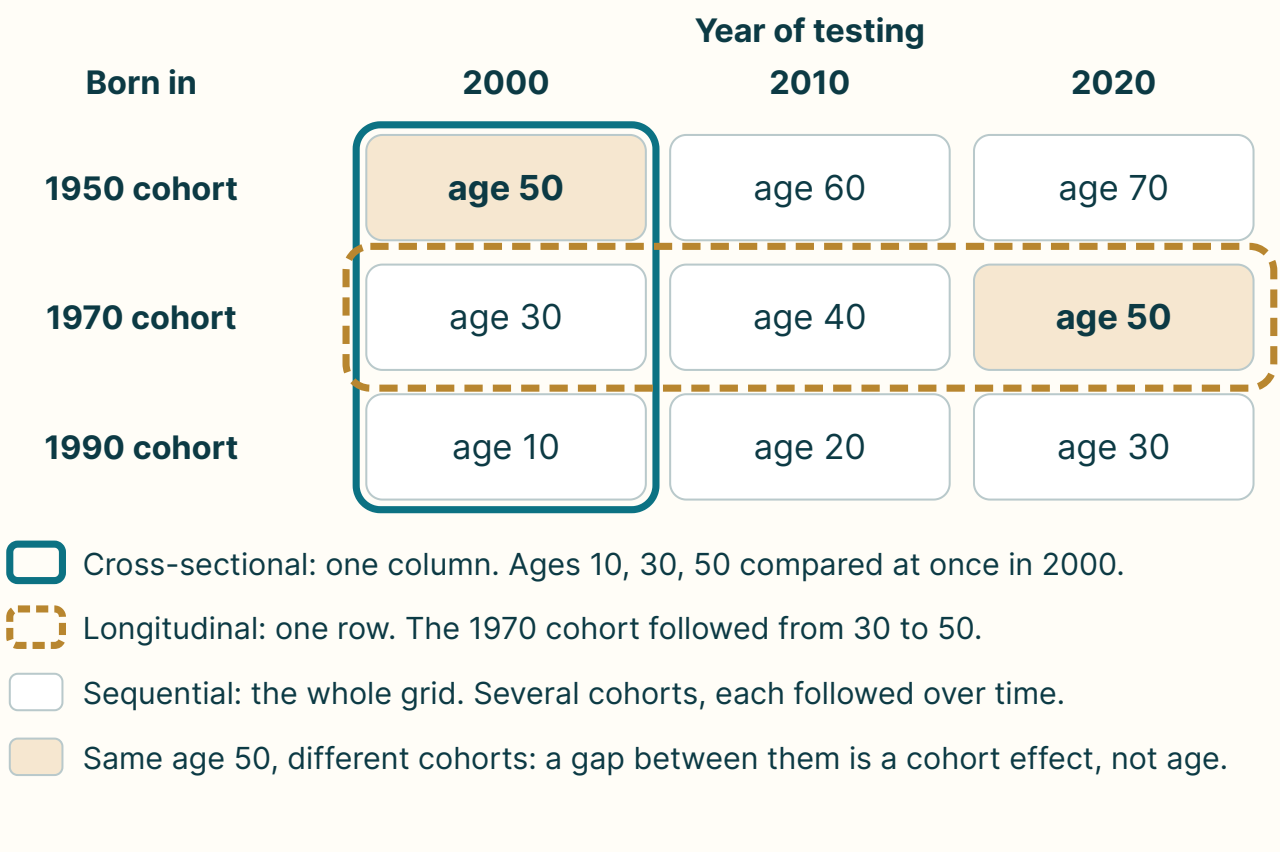
Three big debates organize the field. **Continuity or stages**: is change smooth and cumulative, or a set of distinct, qualitatively different steps? Piaget (four cognitive stages) and Erikson (eight psychosocial stages) are the great stage theorists. **Stability or change**: do early traits such as temperament and attachment last, or does plasticity let people change? Mary Ainsworth described secure, insecure avoidant and insecure resistant attachment, with disorganized added later. **Universal or contextual**: is there one path (Piaget) or many shaped by culture (Vygotsky, Bronfenbrenner)? The modern answer to all three is usually "both," and the real question is how much of each, and when.

Researchers have three main designs. A **cross-sectional** study compares different age groups at one time. It is fast, cheap and has no dropout, but it confounds age with **cohort** and shows no individual change. A **longitudinal** study follows the same people over time. It shows real change and stability, but it is slow and costly, loses people to **attrition**, can produce practice effects and is tied to one cohort. A **sequential** study follows several age groups forward in time. By comparing people of the same age born in different years, it can separate age effects from cohort effects. Schaie's Seattle Longitudinal Study is the landmark example.

Developmental research studies the most vulnerable people, often for years. Every study must clear an ethics review board (in the United States, an Institutional Review Board). The safeguards are **informed consent**, **protection from harm**, **confidentiality**, the **right to withdraw** and **debriefing**. A guardian gives legal consent, and the child, when old enough, gives **assent** in words she can understand, with a real chance to say no. Researchers also face a measurement puzzle: a test of fear or intelligence has to mean the same thing at 2 and at 20.

LOCK THESE IN

- Development is orderly, relatively enduring change: gains, losses and reorganizations, across the whole lifespan.
- Three domains: physical (body, brain), cognitive (mind), psychosocial (emotion, relationships). They interact.
- Periods: prenatal; infancy and toddlerhood to about 2; early childhood 2 to 6; middle childhood 6 to 11; adolescence 11 to 18; early adulthood 18 to 40; middle 40 to 65; late 65 on. Boundaries are approximate.
- Nature and nurture interact. Genotype plus environment gives the phenotype. Genes set a range of reaction.
- Epigenetics changes gene expression, not the DNA sequence. Heritability describes populations, not one person.
- Three debates: continuity or stages, stability or change, universal or contextual. The usual answer is both.
- Cross-sectional confounds age with cohort. Longitudinal suffers attrition. Sequential separates age from cohort.
- Ethics: consent (guardian) plus assent (child), protection from harm, confidentiality, right to withdraw, debriefing.



Research designs on one grid. Each cell is a birth cohort tested in a given year, and the age is the test year minus the birth year. A column is cross-sectional, a row is longitudinal, and the whole grid is sequential.

Key terms and comparisons

Term	What it means	Example
Physical domain	Body, brain, motor skills, senses, health	When and why children learn to walk
Cognitive domain	Thinking, language, memory, reasoning	Grasping that others have their own minds
Psychosocial domain	Emotion, personality, identity, relationships	A toddler protests when a parent leaves
Maturation	Genetically timed unfolding of the body	Sitting before crawling, crawling before walking
Range of reaction	Genes set limits; environment picks the spot	Height potential reached only with good nutrition
Canalization	A trait buffered to follow a set path	Babbling appears in nearly all infants
Gene and environment correlation	Genes and settings travel together	Musical parents, musical home
Epigenetics	Experience switches genes on or off; DNA unchanged	Nurturing care dials down stress genes
Heritability	Share of population variation tied to genes	Height is heritable, yet averages rose
Cohort effect	Group difference from era of birth, not age	Older adults scored lower on a tech test

The three designs side by side

Design	How it works	Strength	Weakness
Cross-sectional	Different age groups at one time	Fast, cheap, no dropout	Confounds age with cohort; no individual change
Longitudinal	Same people followed over time	Shows individual change and stability	Slow, costly; attrition; practice effects; one cohort
Sequential	Several cohorts, each followed over time	Separates age from cohort effects	Most complex and expensive

The five ethical safeguards

Safeguard	What it requires	With children
Informed consent	Voluntary, informed agreement	Guardian consents; child gives assent
Protection from harm	No undue physical or psychological risk	Extra care for infants, children, elders
Confidentiality	Identities and data kept private	Records guarded for decades
Right to withdraw	Quit at any time, no penalty	Honored at any age, at any point
Debriefing	Explain the study and undo any deception	An age-suited explanation for child and family

Worked cases

WORKED CASE 1 · COHORT OR AGE?

A researcher tests 30-year-olds and 70-year-olds this month on a smartphone skills test. The 70-year-olds score lower. A news story says "aging erodes tech skill." Is that claim supported?

STEP 1 · NAME THE DESIGN

Two age groups tested at one time is a cross-sectional design.

STEP 2 · LIST WHAT DIFFERS BETWEEN THE GROUPS

Age differs, but so does the era each group grew up in. The older group grew up before smartphones existed.

STEP 3 · NAME THE CONFOUND

Age and cohort are tangled together. The gap may be a **cohort effect**, not a true age effect.

STEP 4 · PICK A BETTER DESIGN

A sequential design would compare 70-year-olds from different birth years, or follow each group forward. Only then can age be pulled apart from cohort.

ANSWER

The claim is not supported. A cross-sectional difference is not proof of aging.

WORKED CASE 2 · SORTING ONE MOMENT INTO DOMAINS

Eighteen-month-old Rosa walks to the door, says "bye-bye," and cries when her father leaves for work. Sort each part into a domain and say how they link.

STEP 1 · THE BODY

Walking to the door is **physical**: a motor skill.

STEP 2 · THE MIND

Saying "bye-bye" is **cognitive**: language.

STEP 3 · THE RELATIONSHIP

Crying at the parting is **psychosocial**: emotion and attachment.

STEP 4 · THE LINK

Walking lets her follow her father to the door, words let her name the parting, and the bond gives it feeling. One moment, three windows onto the same child.

WORKED CASE 3 · READING A HERITABILITY CLAIM

Terrence reads that a trait is "70% heritable" and decides that his child's score on that trait is 70% fixed by genes. What is wrong with this reasoning?

STEP 1 · WHO THE NUMBER DESCRIBES

Heritability describes variation across a **population**, not one person.

STEP 2 · WHAT IT DOES NOT SAY

It does not set a personal ceiling or say what share of one child's trait came from genes.

STEP 3 · USE THE BOOK'S EXAMPLE

Height is highly heritable, yet average heights rose sharply in one century as nutrition improved.

ANSWER

Genes load the dice; they do not decide the throw. The environment still decides where in the range of reaction his child lands.

WORKED CASE 4 · THE ETHICS OF A MEMORY GAME

In a study, four-year-old Mei's mother has signed the consent form. Halfway through a memory game, Mei says she wants to stop. What should the researcher do, and why?

STEP 1 · SEPARATE CONSENT FROM ASSENT

The mother gave legal **consent**. Mei's own agreement is **assent**, and it is required too.

STEP 2 · APPLY THE RIGHT TO WITHDRAW

Participants may quit at any time, without penalty or a reason.

STEP 3 · FINISH WELL

The researcher stops, thanks Mei, and gives the family an age-suited explanation (debriefing).

ANSWER

Stop the game. Respect for persons does not wait for adulthood.

TRAPS PEOPLE FALL INTO

- **Thinking development means only growth.** Losses and reorganizations count too, and change continues through old age.
- **Treating age bands as fixed.** The periods are approximate and shaped by culture and era.
- **Picking nature or nurture.** Every trait comes from both, interacting. The right question is how they work together.
- **Reading heritability as personal destiny.** It is a population statistic, and highly heritable traits can still change.
- **Saying epigenetics changes the DNA code.** It changes gene expression. The sequence stays the same.
- **Calling a cross-sectional gap an aging effect.** It may be a cohort effect from the era each group grew up in.
- **Thinking longitudinal designs have no weakness.** Attrition, practice effects, cost and one cohort can all bias them.
- **Treating guardian consent as enough.** The child's assent is also needed, and a child may stop at any time.

Chapter 1 self-test · ten items

1. Which of these is a developmental loss rather than a gain?

A. A toddler says a first word
B. A newborn's grasp reflex fades
C. A child forms a first friendship
D. A teen learns abstract reasoning

B. A newborn's grasp reflex fades Development includes losses. The fading grasp reflex is the book's example.

2. A preschooler learns to hop on one foot. Which domain is this?

A. Cognitive
B. Psychosocial
C. Physical
D. Contextual

C. Physical Motor skills belong to the physical domain, with the body and brain.

3. Which age range does the chapter give for middle childhood?

A. About 2 to 6
B. About 11 to 18
C. About 3 to 8
D. About 6 to 11

D. About 6 to 11 Middle childhood runs about 6 to 11. Early childhood is about 2 to 6 and adolescence about 11 to 18.

4. What is the phenotype?

A. The traits a person actually develops
B. The full set of inherited genes
C. A chemical tag on a gene
D. The upper limit genes set for a trait

A. The traits a person actually develops The phenotype is the genotype expressed within an environment. The inherited set is the genotype.

5. Nearly all infants babble no matter where they grow up. Which idea fits best?

A. Range of reaction
B. Cohort effect
C. Gene and environment correlation
D. Canalization

D. Canalization A canalized trait is buffered so strongly by genes that it follows a set path in almost any environment.

6. What does epigenetics change?

A. Which genes are expressed
B. The order of the DNA bases
C. The number of chromosomes
D. Which parent a gene came from

A. Which genes are expressed Epigenetic marks turn genes up or down without altering the DNA sequence.

7. Which debate asks whether there is one path of development or many?

A. Continuity versus discontinuous stages
B. Stability versus lifelong change
C. Universal versus contextual
D. Nature versus maturation

C. Universal versus contextual Piaget argued for a universal sequence. Vygotsky and Bronfenbrenner stressed context and culture.

8. Which design compares different age groups at one point in time?

A. Longitudinal follow-up
B. Cross-sectional
C. Sequential cohort design
D. Single case study

B. Cross-sectional A cross-sectional study takes a snapshot of several ages at once.

9. Which design can separate age effects from cohort effects?

A. Cross-sectional
B. Sequential
C. Longitudinal
D. Correlational

B. Sequential A sequential design follows several cohorts over time, so people of the same age from different birth years can be compared.

10. A six-year-old's parent signs the form, and the child agrees in simple words. What is the child's agreement called?

A. Informed consent
B. Debriefing
C. Confidentiality
D. Assent

D. Assent The guardian gives legal consent. The child gives assent in understandable terms, with a real chance to decline.

CHAPTER 2

Theories of Development

Read it in full: **Chapter 2 in the textbook**. Practice it in the lab: **Erikson Stages** and **Bronfenbrenner Systems**.

What to know

A **theory** is an organized set of ideas that explains what we observe and predicts what comes next. The chapter groups developmental theories into four families: psychoanalytic, learning, cognitive and contextual. None is the whole truth. Each is a different lens on the same growing person, and the real skill is knowing which lens a question needs.

The **psychoanalytic** tradition claims that much of what drives us is hidden. Sigmund Freud argued that unconscious drives, memories and conflicts shape behavior, and that personality is set early. He pictured the mind as three parts: the **id** (raw want, now), the **ego** (the realistic negotiator, forming across infancy) and the **superego** (the internalized conscience, arriving in early childhood). His **psychosexual stages** are oral (birth to about 1), anal (about 1 to 3), phallic (about 3 to 6), latency (about 6 to puberty) and genital. Too little or too much gratification leads to **fixation**. Modern scholars doubt the specifics, which are hard to test, but keep the unconscious, early relationships and the idea of stages.

Erik Erikson kept the stages but changed the engine to **psychosocial** tasks set by relationships and society, and he stretched them across the whole lifespan. Each of his eight stages is a **crisis**, a turning point that yields a virtue when resolved well. The stages are not pass or fail, and earlier crises can be reworked. Because he named crises for young adulthood, midlife and old age, Erikson founded the lifespan view. His first crisis, trust versus mistrust, overlaps Ainsworth's Strange Situation research, which grew from John Bowlby's work.

Learning theories look outward at observable behavior. John Watson founded behaviorism and saw development as continuous learning. In **classical conditioning** (Pavlov), a neutral signal paired with a meaningful event comes to trigger the response alone: food (unconditioned stimulus) brings salivation (unconditioned response), and after pairing, a bell (conditioned stimulus) brings salivation (conditioned response). Watson's "Little Albert" study, now seen as ethically notorious, taught an infant to fear a white rat.

In **operant conditioning**, built from Thorndike's law of effect by B. F. Skinner, consequences shape voluntary behavior. Reinforcement makes a behavior more likely; punishment makes it less likely. **Positive** means a stimulus is added, and **negative** means one is removed. These words are math, not morals. Behaviors rewarded only sometimes are the hardest to extinguish. Albert Bandura showed in the Bobo doll studies that children also learn by watching a model: **observational learning**. His social cognitive theory added **self-efficacy**, your belief that you can succeed at a task.

Jean Piaget saw children as young scientists who build knowledge (**constructivism**) through **schemas**. **Assimilation** fits new experience into an existing schema, as when a child calls a whale a fish. **Accommodation** revises the schema. The balance between them is **equilibration**. His four stages are sensorimotor (0 to 2, object permanence), preoperational (2 to 7, symbols and pretend play, but egocentric and no conservation), concrete operational (7 to 11, logic about real things, conservation) and formal operational (11 and up, abstract and hypothetical thinking). Lawrence Kohlberg extended this to moral reasoning with three levels: preconventional, conventional and postconventional.

Lev Vygotsky agreed children build knowledge, but never alone. In his **sociocultural theory**, thinking grows out of relationships and cultural tools, language most of all. The **zone of proximal**

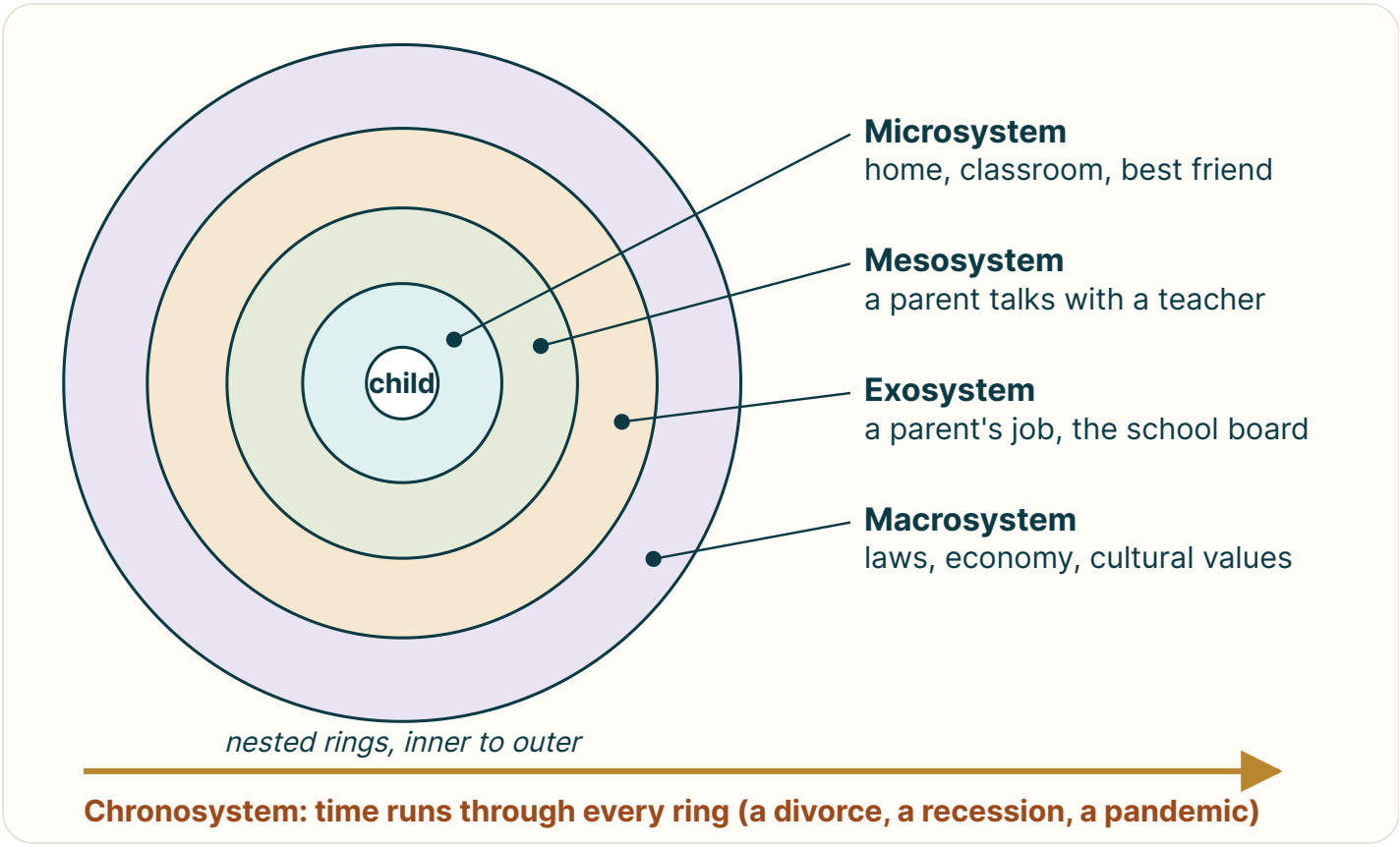
development (ZPD) is the gap between what a learner can do alone and what she can do with a more knowledgeable other. **Scaffolding** is support given richly at first and withdrawn as skill grows. A child's **private speech** during a hard task is thought being born from conversation. **Information processing** theory drops stages and models the mind as encoding, storage and retrieval through sensory memory, a limited working memory and long-term memory, improving gradually.

Urie Bronfenbrenner's **ecological systems theory** places the child at the center of nested rings: the **microsystem** (home, classroom, close friends), the **mesosystem** (links between microsystems, such as a parent and teacher talking), the **exosystem** (settings the child never enters that still matter, such as a parent's workplace or the school board), the **macrosystem** (culture, laws, economy, values) and the **chronosystem** (change over time). The layers act through **proximal processes**, the everyday back and forth such as reading together. His work shaped programs like Head Start.

The theories differ on a few deep debates. Nature or nurture: today the answer is both, interacting. Continuity or discontinuity: learning and information processing see a smooth ramp; Freud, Erikson and Piaget see a staircase of stages. Active or passive: Piaget's child builds her own development; classical behaviorism sees a child shaped by outside forces. Stability or change: Erikson's lifespan optimism against Freud's early determinism. Real research is **eclectic** and borrows what fits the question. Kübler-Ross's reactions to loss (denial, anger, bargaining, depression, acceptance) remind us that the final chapters of life are developmental too, and people move through them unevenly.

LOCK THESE IN

- Four families: psychoanalytic, learning, cognitive, contextual. They are lenses, not teams.
- Freud: id, ego, superego; stages oral, anal, phallic, latency, genital; fixation. Specifics doubted, framing kept.
- Erikson: eight psychosocial crises across life, each with a virtue, from trust (hope) to integrity (wisdom).
- Classical conditioning pairs signals (Pavlov). Operant conditioning uses consequences (Skinner). Positive adds, negative removes.
- Bandura: observational learning (Bobo doll) and self-efficacy.
- Piaget: schemas, assimilation, accommodation, equilibration; sensorimotor, preoperational, concrete, formal.
- Vygotsky: ZPD, scaffolding, more knowledgeable other, private speech. Information processing: gradual, no stages.
- Bronfenbrenner: micro, meso, exo, macro, chrono; proximal processes drive growth.



Bronfenbrenner's nested systems. The child sits inside the microsystem, with the mesosystem, exosystem and macrosystem around it. The chronosystem is time, which runs through every ring.

Erikson's eight crises

Stage (age)	Crisis	Central question	Virtue
Infancy (0 to 1)	Trust vs. mistrust	Can I count on the world?	Hope
Toddler (1 to 3)	Autonomy vs. shame and doubt	Can I do things myself?	Will
Preschool (3 to 6)	Initiative vs. guilt	Is it okay to make and plan?	Purpose
School age (6 to 12)	Industry vs. inferiority	Am I capable and competent?	Competence
Adolescence (12 to 18)	Identity vs. role confusion	Who am I?	Fidelity
Young adult (18 to 40)	Intimacy vs. isolation	Can I love and be close?	Love
Midlife (40 to 65)	Generativity vs. stagnation	Have I made my life count?	Care
Late life (65+)	Integrity vs. despair	Was my life worthwhile?	Wisdom

Reinforcement and punishment

Procedure	What happens	Effect	Example
Positive reinforcement	Add something pleasant	Behavior goes up	Praise for sharing, more sharing
Negative reinforcement	Remove something unpleasant	Behavior goes up	Nagging stops when chores are done
Positive punishment	Add something unpleasant	Behavior goes down	Scolding after a tantrum
Negative punishment	Remove something pleasant	Behavior goes down	Losing screen time for hitting

Piaget's four stages

Stage	Age (approx.)	Hallmark	Key achievement
Sensorimotor	0 to 2	Knows through senses and movement	Object permanence
Preoperational	2 to 7	Symbols and language; egocentric; no conservation	Pretend play, language
Concrete operational	7 to 11	Logic about concrete things; conserves	Reversibility, classification
Formal operational	11+	Abstract and hypothetical reasoning	"What if" thinking

The theories compared

Family	Explains best	Watch out for
Psychoanalytic (Freud, Erikson)	Emotion, personality, early relationships, identity	Hard to test scientifically
Learning (Pavlov, Skinner, Bandura)	How behaviors, fears and habits are acquired	Can slight thought, biology, stages
Cognitive (Piaget, Vygotsky, information processing)	How thinking changes with age	Underplays emotion and motivation
Contextual (Bronfenbrenner)	How family, culture and society shape a person	Less precise about inner mechanisms

Worked cases

WORKED CASE 1 · NAMING THE OPERANT PROCEDURE

Fourteen-year-old Theo starts doing the dishes right after dinner because his mother stops reminding him once they are done. Name the procedure.

STEP 1 · DID THE BEHAVIOR GO UP OR DOWN?

Doing dishes goes **up**, so this is reinforcement.

STEP 2 · WAS SOMETHING ADDED OR REMOVED?

The reminders (something unpleasant) are **removed**, so this is negative.

STEP 3 · PUT THE TWO TOGETHER

Removed plus behavior up is **negative reinforcement**.

CHECK IT

It is not punishment. Punishment always makes a behavior less likely.

WORKED CASE 2 · ASSIMILATE OR ACCOMMODATE?

Three-year-old Aiko sees a zebra and shouts "horse!" Her uncle explains that zebras are a different animal, and next time she says "zebra." Name each step.

STEP 1 · THE FIRST RESPONSE

She fits the zebra into her horse schema. That is **assimilation**.

STEP 2 · THE CHANGE

She revises her schema to make room for zebras. That is **accommodation**.

STEP 3 · THE ENGINE

Moving between the two toward balance is **equilibration**, the motor of cognitive growth in Piaget's view.

STEP 4 · A SECOND LENS

Vygotsky would add that the uncle acted as a more knowledgeable other, helping inside her ZPD.

WORKED CASE 3 · PLACING A PROBLEM IN THE RINGS

Jordan, age nine, is falling behind in reading. His mother works two jobs with no paid leave, his teacher and mother have never spoken, and his district's schools are poorly funded. Place each factor in Bronfenbrenner's model.

STEP 1 · THE CHILD'S OWN SETTINGS

Home and classroom are the **microsystem**.

STEP 2 · THE LINKS

No contact between teacher and mother is a weak **mesosystem**.

STEP 3 · SETTINGS HE NEVER ENTERS

His mother's jobs with no leave sit in the **exosystem**.

STEP 4 · THE WIDER CULTURE

How schools are funded reflects the **macrosystem**.

ANSWER

The model warns against calling Jordan unmotivated. Helping him may mean changing a ring he never touches, such as connecting his teacher and mother.

WORKED CASE 4 · FOUR LENSES ON ONE MOMENT

Four-year-old Lena refuses to share a toy. How would each family of theory frame the question?

PSYCHOANALYTIC

What have her early relationships taught her about trust?

LEARNING

Has sharing been reinforced or punished in the past?

COGNITIVE

Can she yet take another child's point of view, or is she still egocentric?

CONTEXTUAL

What do her family and culture expect about sharing?

ANSWER

All four are partly right. Good practice is eclectic.

TRAPS PEOPLE FALL INTO

- **Reading negative as bad.** Negative means removed. Negative reinforcement still makes a behavior more likely.
- **Mixing up negative reinforcement and punishment.** Reinforcement always raises a behavior; punishment always lowers it.
- **Thinking Erikson's stages are pass or fail.** They are crises with better and worse resolutions, and earlier ones can be reworked.
- **Ending Erikson at adolescence.** He named crises for young adulthood, midlife and late life. That is what makes him a lifespan theorist.
- **Swapping assimilation and accommodation.** Assimilation fits the world to the schema; accommodation changes the schema.
- **Putting a parent's job in the microsystem.** The child never enters it, so it is the exosystem.
- **Calling the mesosystem a place.** It is the set of links between microsystems.
- **Hunting for the one right theory.** The theories are complementary tools. Pick the lens the question needs.

Chapter 2 self-test · ten items

1. Which part of Freud's mind is the realistic negotiator?

A. The id
B. The superego
C. The ego
D. The schema

C. The ego The id is raw want and the superego is conscience. The ego finds realistic ways to meet wants.

2. Which order of Freud's stages is correct?

A. Oral, anal, phallic, latency, genital
B. Anal, oral, phallic, genital, latency
C. Oral, phallic, anal, latency, genital
D. Oral, anal, latency, phallic, genital

A. Oral, anal, phallic, latency, genital The sequence runs oral, anal, phallic, then a quiet latency period, then genital.

3. Which crisis does Erikson place in adolescence?

A. Industry vs. inferiority
B. Identity vs. role confusion
C. Intimacy vs. isolation
D. Autonomy vs. shame and doubt

B. Identity vs. role confusion Adolescence (12 to 18) is identity vs. role confusion, with the virtue of fidelity.

4. A dog drools at a bell that has been paired with food. The bell is now the

A. unconditioned stimulus
B. unconditioned response
C. conditioned response
D. conditioned stimulus

D. conditioned stimulus The bell was neutral and gained its power by pairing, so it is the conditioned stimulus.

5. A child loses screen time for hitting, and hitting drops. This is

A. positive punishment
B. negative reinforcement
C. negative punishment
D. positive reinforcement

C. negative punishment Something pleasant is removed and the behavior goes down.

6. What did the Bobo doll studies show?

A. Children learn by watching a model
B. Rewards must follow every behavior
C. Fear can be paired to a white rat
D. Stages unfold in a fixed order

A. Children learn by watching a model Children who watched an adult hit the doll were more likely to hit it. That is observational learning.

7. A child insists a tall thin glass holds more water than a short wide one. She lacks

A. conservation
B. object permanence
C. self-efficacy
D. private speech

A. conservation Conservation, typical of the concrete operational stage, is knowing quantity survives a change in shape.

8. Support that is rich at first and withdrawn as skill grows is called

A. accommodation
B. scaffolding
C. equilibration
D. reinforcement

B. scaffolding Scaffolding works inside the zone of proximal development, as Vygotsky described.

9. A parent's workplace belongs to which of Bronfenbrenner's systems?

A. Microsystem
B. Mesosystem
C. Macrosystem
D. Exosystem

D. Exosystem The exosystem holds settings the child never enters that still affect the child.

10. Which theories favor continuity over stages?

A. Freud's and Erikson's theories
B. Piaget's and Kohlberg's theories
C. Learning and information processing
D. Erikson's and Piaget's theories

C. Learning and information processing Learning and information processing see gradual change. Freud, Erikson and Piaget propose stages.

ONE PAGE

Cram sheet

Everything from chapters 1 and 2 in one place. Cover the right column and see if you can rebuild each row.

Periods and domains

Item	What to remember	Note
Periods	Prenatal; infancy to 2; early childhood 2 to 6; middle 6 to 11; adolescence 11 to 18	Adulthood 18 to 40, 40 to 65, 65 on
Domains	Physical, cognitive, psychosocial	They interact; one change ripples into the others
Development	Gains, losses, reorganizations	Orderly, relatively enduring, lifelong

Nature, nurture and method

Item	What to remember	Note
Genotype and phenotype	Inherited genes; what you become	Phenotype = genotype within an environment
Range of reaction	Genes set limits	Environment decides where you land
Epigenetics	Expression changes; DNA does not	Methyl tags; some marks pass on
Heritability	Population variation tied to genes	Not a limit for one person
Cross-sectional	Ages at one time	Confounds age with cohort
Longitudinal	Same people over time	Attrition, practice effects, one cohort
Sequential	Several cohorts over time	Separates age from cohort
Ethics	Consent, assent, protection, confidentiality, withdrawal, debriefing	Ethics board review first

Theorists and their big ideas

Name	Big idea	Key words
Freud	Unconscious drives; personality set early	Id, ego, superego; oral, anal, phallic, latency, genital
Erikson	Eight lifelong psychosocial crises	Trust, autonomy, initiative, industry, identity, intimacy, generativity, integrity
Ainsworth	Strange Situation	Secure, avoidant, resistant; disorganized added by Main and Solomon
Pavlov and Watson	Classical conditioning	UCS, UCR, CS, CR; Little Albert
Skinner	Operant conditioning	Positive adds, negative removes
Bandura	Observational learning	Bobo doll; self-efficacy
Piaget	Child as scientist; four stages	Schema, assimilation, accommodation, equilibration
Kohlberg	Moral reasoning in three levels	Preconventional, conventional, postconventional
Vygotsky	Thinking is social first	ZPD, scaffolding, private speech
Bronfenbrenner	Nested systems	Micro, meso, exo, macro, chrono; proximal processes
Kübler-Ross	Reactions to loss	Denial, anger, bargaining, depression, acceptance; not a rigid ladder

Dr. Garg Learning · CC BY-SA 4.0