HUMAN DEVELOPMENT · STUDY GUIDE

Exam 3 Study Guide

This guide covers chapters 5 and 6, the first two years of life. You will follow the body, brain, senses, thinking and language of infancy, then the temperament, attachment and emotions that make up a baby's social world. 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 age and number in one place.

WHAT THIS GUIDE COVERS

- Chapter 5 · growth rates and the cephalocaudal and proximodistal principles; synaptogenesis, pruning and myelination; reflexes, gross and fine motor milestones, dynamic systems; vision, hearing and the visual cliff; the six sensorimotor substages, object permanence and the A-not-B error; language from cooing to telegraphic speech and three theories of language.
- Chapter 6 · temperament and the three profiles; goodness of fit; Bowlby's secure base and internal working model; the Strange Situation and four attachment patterns; trust vs. mistrust and autonomy vs. shame and doubt; the timetable of emotions; social referencing and regulation; serve and return, childcare quality and resilience.

CHAPTER 5

Infancy: Body and Mind

Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **Motor Milestones** and **Object Permanence**.

What to know

The average newborn weighs about 7.5 pounds (3.4 kg) and is about 20 inches (50 cm) long. Growth is faster than it will ever be again: most babies **double** their birth weight by about 5 months and **triple** it by 12 months, and reach about four times birth weight by 24 months. Growth follows two directions. The **cephalocaudal** principle runs head to foot: a newborn's head is a

quarter of her length, and she controls her head, then trunk, then legs. The **proximodistal** principle runs center outward: shoulders and hips come under control before hands and fingers.

At birth the brain is about 25% of its adult weight; by age two it is about 75%. The newborn already has most of her neurons, on the order of 85 billion. What changes is the connections. In **synaptogenesis**, neurons sprout far more synapses than will be kept. **Synaptic pruning** then removes unused ones, "use it or lose it." **Myelination** wraps axons in a fatty sheath that speeds signals; it starts before birth and continues for years, moving from lower, older regions up toward the cortex.

Because pruning follows use, experience is part of how the brain is built. **Experience-expectant** plasticity relies on inputs nearly every baby gets, such as patterned light and voices, to tune systems like vision and hearing. **Experience-dependent** plasticity wires the brain around a particular child's experiences, such as a specific language. A **sensitive period** is a window when the right input has an outsized effect and its absence can leave a lasting gap.

Newborns start with **reflexes**. Survival reflexes (rooting, sucking) make feeding possible. Primitive reflexes (Moro, palmar grasp, stepping, asymmetrical tonic neck) mostly fade by about 4 to 6 months as the cortex takes over. **Gross motor** skills follow the cephalocaudal order: head steady (about 2 months), rolling over (4), sitting alone (6), crawling (8), pulling to stand (9), then walking around the first birthday. The order is reliable, but first steps can normally come anywhere from about 9 to 17 months. **Fine motor** skills follow the proximodistal path from batting (3 months) to raking (4 to 5) to the **pincer grasp** (about 9 months). Esther Thelen's **dynamic systems theory** says each skill emerges from many factors together: strength, body proportions, balance, motivation and the task.

Vision is the least mature sense at birth: about 20/400, sharpest at 8 to 12 inches. Color vision approaches adult richness by 2 to 4 months, and acuity nears adult levels within the first year. Robert Fantz's **preferential looking** showed newborns prefer contours, curves, complexity and faces. Hearing works before birth, so newborns prefer the mother's voice and stories heard in the womb, and they prefer the sing-song speech adults use with babies. Smell and taste are well developed, with a clear liking for sweet. Infants show **intermodal perception**, matching sights to

sounds. On Gibson and Walk's **visual cliff**, most crawling babies refuse the deep side, and wariness grows after they start to crawl.

Piaget's **sensorimotor stage** (birth to 2) is the first of his four stages: infants think by sensing and acting, building **schemes**. **Circular reactions** drive it: primary ones center on the baby's own body (thumb sucking), secondary ones on objects (shaking a rattle), tertiary ones are little experiments (dropping a spoon from different heights). The six substages run from reflexes (0 to 1 month) through primary (1 to 4) and secondary circular reactions (4 to 8), coordination of secondary schemes (8 to 12), tertiary circular reactions (12 to 18) to **mental representation** (18 to 24), which brings pretend play and **deferred imitation**.

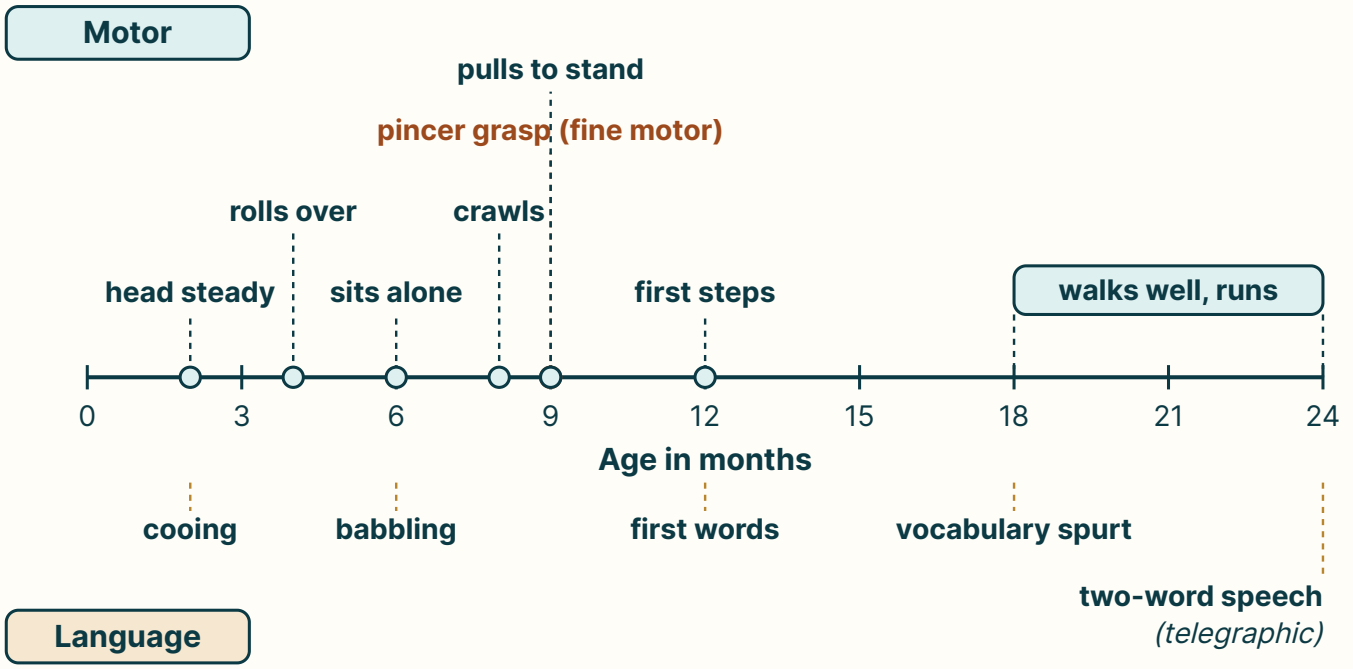
Object permanence is knowing that objects still exist when out of sight. Piaget said a 5-month-old acts as if a hidden toy is gone. Around 8 months babies search, but they make the **A-not-B error**: after finding a toy under cloth A several times, they reach for A even after watching it hidden under B. Renée Baillargeon's **violation-of-expectation** studies, which measure looking at impossible events, found signs of object permanence months earlier. The verdict keeps Piaget's sequence and revises his timetable.

Language starts with sound and turn-taking: crying, then **cooing** (vowel sounds, about 2 months), then **babbling** (consonant-vowel strings, about 6 months). Deaf infants exposed to sign babble with their hands. Comprehension runs ahead of production. Through **perceptual narrowing** (Janet Werker), infants lose sound contrasts their language ignores and sharpen the ones it uses. First words come around 12 months, often as **holophrases**, single words that carry a whole thought. A **vocabulary spurt** often follows around 18 months, and by about 24 months comes two-word **telegraphic speech** ("more juice").

Three views explain language. The **learning** view (Skinner): imitation and reinforcement. The **nativist** view (Chomsky): grammar comes too fast and creatively for reinforcement alone, so the brain has an inborn **language acquisition device** and universal grammar. The **social-interactionist** view, in the spirit of Vygotsky: language grows from the urge to connect, scaffolded by caregivers. **Child-directed speech**, higher-pitched, slower and sing-song, captures attention and marks word boundaries. Most researchers see all three forces at work together.

LOCK THESE IN

- Weight doubles by about 5 months, triples by 12, about four times by 24. Brain: about 25% of adult weight at birth, about 75% by 2.
- Cephalocaudal is head to foot; proximodistal is center outward.
- Synaptogenesis overbuilds; pruning removes unused links; myelination speeds signals.
- Motor order: head 2, roll 4, sit 6, crawl 8, stand 9, walk about 12 months. Pincer grasp about 9. Order reliable, timing varies.
- Vision least mature (about 20/400). Hearing, smell, taste ready. Visual cliff: depth wariness after crawling.
- Six sensorimotor substages end in mental representation (18 to 24 months).
- A-not-B error (about 8 to 12 months) shows object permanence is incomplete; Baillargeon found earlier signs.
- Cooing 2, babbling 6, first words 12, spurt 18, telegraphic speech 24 months. Skinner, Chomsky, Vygotsky.



The order is reliable. The ages are averages with wide normal ranges: first steps can come anywhere from about 9 to 17 months.

The first two years on one scale. Motor skills climb from head control to running, and language climbs from cooing to two-word speech. The order holds for nearly every baby, while the ages are only averages.

Key terms and comparisons

Term	What it means	Example
Cephalocaudal	Growth and control from head to foot	Head control before sitting
Proximodistal	From the center outward	Whole-arm swipe before finger point
Synaptogenesis	Rapid forming of synapses	Peaks in the first months
Synaptic pruning	Unused links removed	Use it or lose it
Myelination	Fatty sheath speeds signals	Lower brain first, cortex later
Experience-expectant	Uses input almost every baby gets	Patterned light tunes vision
Experience-dependent	Wires to one child's experience	A specific language
Dynamic systems	Skills emerge from many factors	Walking needs strength, balance, a goal
Perceptual narrowing	Ear tunes to the native language	Loses unused sound contrasts
Holophrase	One word for a whole thought	"Milk!"

Growth and milestones

Age	Body and motor	Language
Birth	About 7.5 lb (3.4 kg), 20 in; brain about 25%	Crying; prefers mother's voice
2 months	Head steady; hands open	Cooing
4 to 6 months	Rolls (4); sits alone (6); reaches, rakes	Babbling begins about 6
8 to 9 months	Crawls; pulls to stand; pincer grasp	Understands some words; points, waves
12 months	Weight tripled; first steps	First words, holophrases
18 months	Walks well	Vocabulary spurt
24 months	About 4 times birth weight; brain about 75%	Two-word telegraphic speech

The six sensorimotor substages

Substage (age)	Hallmark
1. Reflexes (0 to 1 mo)	Exercising inborn reflexes
2. Primary circular reactions (1 to 4 mo)	Repeating actions on own body
3. Secondary circular reactions (4 to 8 mo)	Repeating actions that affect objects
4. Coordination of secondary schemes (8 to 12 mo)	Goal-directed behavior; first clear object permanence
5. Tertiary circular reactions (12 to 18 mo)	Trial-and-error experiments
6. Mental representation (18 to 24 mo)	Symbols, deferred imitation, pretend play

Three views of language

View	Key figure	Main claim
Learning	B. F. Skinner	Imitation and reinforcement shape speech
Nativist	Noam Chomsky	Inborn language acquisition device, universal grammar
Social-interactionist	Lev Vygotsky (in spirit)	Language grows from relationships and scaffolding

Worked cases

WORKED CASE 1 · GROWTH BY THE NUMBERS

Baby Elena weighs 3.4 kg at birth. Using the chapter's rules of thumb, estimate her weight at 5, 12 and 24 months.

STEP 1 · 5 MONTHS, DOUBLE

3.4 × 2 = **6.8 kg**.

STEP 2 · 12 MONTHS, TRIPLE

3.4 × 3 = **10.2 kg**.

STEP 3 · 24 MONTHS, ABOUT FOUR TIMES

3.4 × 4 = **13.6 kg**.

CHECK IT

She gains 6.8 kg in the first year but only 3.4 kg in the second. Growth slows sharply after infancy.

WORKED CASE 2 · NAMING THE SUBSTAGE

Ten-month-old Omar pushes a pillow aside to grab a ball he saw rolled behind it. At 15 months he drops his spoon from the high chair, then from higher and lower, watching each fall. Name each substage.

STEP 1 · THE PILLOW

Moving one thing to get another is intentional, goal-directed action. That is substage 4, **coordination of secondary schemes** (8 to 12 months), when object permanence first shows clearly.

STEP 2 · THE SPOON

Varying an action to see what happens is an experiment. That is substage 5, **tertiary circular reactions** (12 to 18 months).

STEP 3 · WHAT COMES NEXT

By 18 to 24 months he should reach **mental representation**: pretend play and deferred imitation.

WORKED CASE 3 · SPOTTING THE A-NOT-B ERROR

Nine-month-old Hana finds a toy under a blue cloth three times. Then, as she watches, it is hidden under a red cloth. She lifts the blue cloth. What does this show?

STEP 1 · NAME IT

This is the **A-not-B error**.

STEP 2 · WHAT SHE KNOWS

She searches, so object permanence has begun.

STEP 3 · WHAT SHE LACKS

She cannot yet track where the toy moved, so object permanence is not complete.

STEP 4 · THE MODERN NOTE

Looking-time studies suggest infants know more than reaching tasks reveal. Piaget's order holds; his timetable was conservative.

WORKED CASE 4 · DATING A LANGUAGE SAMPLE

A child says "doggy gone" and "more juice" and has a vocabulary that grew fast over the past few months. About how old is the child, and what is this speech called?

STEP 1 · COUNT THE WORDS

Two words that carry the meaning, with small words dropped.

STEP 2 · NAME IT

That is **telegraphic speech**.

STEP 3 · PLACE IT

It typically appears around **24 months**, after the vocabulary spurt near 18 months.

TRAPS PEOPLE FALL INTO

- **Thinking newborns lack most neurons.** They have most of them. Connections, pruning and myelin are what change.
- **Calling pruning brain damage.** Removing unused links makes the brain efficient and tuned to its world.
- **Treating milestone ages as deadlines.** The sequence is reliable; the timing has wide normal ranges.

- **Swapping cephalocaudal and proximodistal.** Cephalo is head (head to foot). Proximo is near the center (center outward).
- **Thinking newborn senses are all weak.** Vision is weak, but hearing, smell, taste and touch are well developed.
- **Saying Baillargeon disproved Piaget.** She revised the timetable; the sequence still holds.
- **Thinking babies speak before they understand.** Comprehension runs ahead of production.
- **Picking one language theory.** Most researchers see learning, inborn readiness and social interaction working together.

Chapter 5 self-test · ten items

1. By about what age does a typical baby triple her birth weight?

A. 5 months
B. 18 months
C. 24 months
D. 12 months

D. 12 months Weight doubles by about 5 months and triples by about 12 months.

2. A baby controls his trunk before his legs. Which principle is this?

A. Proximodistal
B. Canalization
C. Cephalocaudal
D. Equilibration

C. Cephalocaudal Cephalocaudal means head to foot.

3. Which process removes unused neural connections?

A. Synaptic pruning
B. Myelination
C. Synaptogenesis
D. Habituation to stimuli

A. Synaptic pruning Pruning is the use it or lose it sculpting of the brain.

4. About what share of adult brain weight is reached by age two?

A. About 25%
B. About 75%
C. About 50%
D. About 95%

B. About 75% The brain is about 25% at birth and about 75% at two.

5. Which skill usually appears last in the first year?

A. Walking alone
B. Rolling over
C. Sitting alone
D. Holding the head steady

A. Walking alone Head 2, roll 4, sit 6, crawl 8, walk about 12 months.

6. Dynamic systems theory explains motor skills mainly through

A. a fixed maturational clock
B. reinforcement by parents
C. many interacting factors
D. unconscious drives

C. many interacting factors Thelen argued strength, balance, body proportions, motivation and the task combine.

7. What did the visual cliff studies show?

A. Newborns already see in full color
B. Babies prefer sweet tastes to sour
C. Infants recognize themselves in mirrors
D. Crawling infants perceive depth

D. Crawling infants perceive depth Most crawling babies refused the deep side.

8. Which substage brings pretend play and deferred imitation?

A. Primary circular reactions
B. Mental representation
C. Secondary circular reactions
D. Tertiary circular reactions

B. Mental representation Substage 6, about 18 to 24 months, is mental representation.

9. Perceptual narrowing in the first year means infants

A. stop babbling altogether
B. learn grammar from rewards
C. hear only their mother
D. lose unused sound contrasts

D. lose unused sound contrasts The ear tunes to the native language, losing contrasts it does not use.

10. Who proposed a language acquisition device?

A. B. F. Skinner
B. Noam Chomsky
C. Lev Vygotsky
D. Robert Fantz

B. Noam Chomsky Chomsky's nativist view argued for an inborn readiness for grammar.

CHAPTER 6

Infancy: Social and Emotional

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **Temperament Fit** and **Strange Situation**.

What to know

Temperament is the early, biologically based style of responding: how intensely a baby reacts, how fast she settles, how she meets the new. It is not personality, which is built over years from temperament plus experience, values and choices. In the New York Longitudinal Study, begun in the 1950s, Alexander Thomas and Stella Chess rated nine dimensions, such as activity level, rhythmicity, approach or withdrawal, adaptability, intensity and mood.

Three profiles emerged. About 40% of babies were **easy**: regular, cheerful and adaptable. About 10% were **difficult**: irregular, intense, slow to adapt and often negative. About 15% were **slow-to-**

warm-up: mild but wary, needing gentle, repeated exposure. The remaining third or so were a blend. Jerome Kagan studied **behavioral inhibition**, caution and physiological arousal in the face of the unfamiliar. Inhibited babies are somewhat more likely to be reserved later, but many grow into comfortable, sociable children with gentle support.

The most useful idea from Thomas and Chess is **goodness of fit**: the match between a child's temperament and the demands and style of the environment. A slow-to-warm-up toddler in a loud, changing room with a brisk caregiver has a poor fit; the same child in a calm room with a patient adult may thrive. A difficult temperament raises the risk of later problems mainly when it meets harsh, impatient or chaotic care. The trait is not destiny; the fit is.

John Bowlby saw **attachment** as an evolved system for keeping a helpless infant near protection. Its biological goal is proximity; its felt goal is security. The **secure base** is the trusted caregiver a child explores from and returns to. The **internal working model** is the template of relationships built from thousands of small exchanges. Bowlby saw the first two to three years as a sensitive period for the first bond. Harry Harlow's monkeys clung to a soft cloth mother over a wire one that fed them: contact comfort comes before food.

Mary Ainsworth's **Strange Situation** runs about eight short episodes with a one-year-old: an unfamiliar room, a stranger, separations and reunions. The **reunion** is what reveals the bond. Four patterns appear: **secure** (about 60 to 65%; upset at separation, comforted quickly, back to play), **insecure-avoidant** (about 15 to 20%; little distress, avoids the parent at reunion), **insecure-resistant** or ambivalent (about 10 to 15%; very upset, seeks and resists contact) and **disorganized** (about 5 to 15%; contradictory, no coherent strategy), added by Mary Main and Judith Solomon. The best predictor of security is **caregiver sensitivity**: reading signals accurately and responding promptly and warmly. Proportions vary across cultures, so the patterns are descriptions, not grades.

Erikson's first stage, **trust vs. mistrust** (birth to about 1), asks whether the world is dependable. Reliable, warm care builds trust and the virtue **hope**, the same sensitive care that builds secure attachment. His second stage, **autonomy vs. shame and doubt** (about 1 to 3), is the "me do it" stage. Safe exploration and reasonable choices build autonomy and the virtue **will**. Over-control,

mocking or rescuing too fast teach shame and doubt. No stage is ever finished; later experience can revise either outcome.

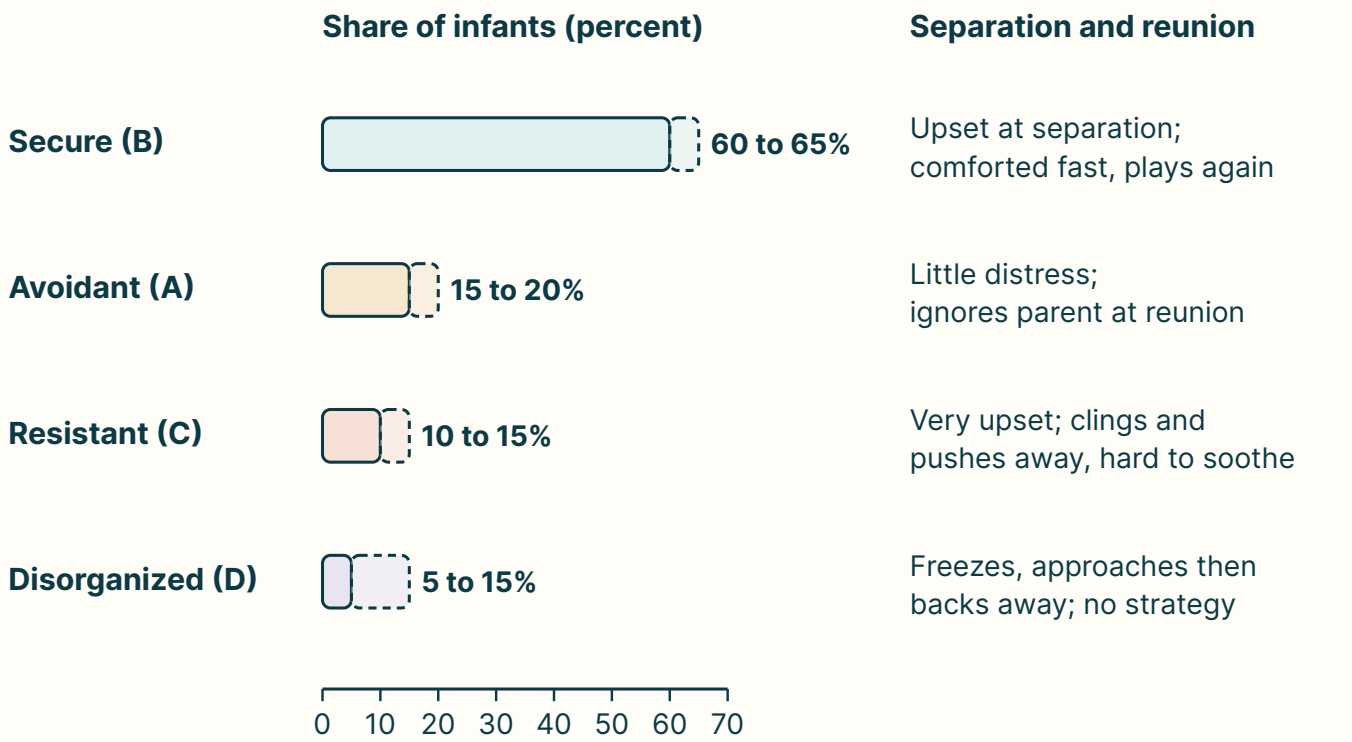
Emotions arrive on a schedule. Distress, contentment, interest and disgust are present at birth. The **social smile** comes at about 6 to 8 weeks and laughter near 4 months. Anger, sadness and surprise are readable by about 4 to 6 months. Fear emerges around 6 to 9 months with **stranger anxiety** and **separation anxiety**, which signal memory and a specific attachment. The **self-conscious** emotions need a sense of self: embarrassment and empathy around 18 months (about when mirror self-recognition appears), then pride, shame and guilt around 2 to 3 years, once a child can measure the self against a rule.

From about 8 to 10 months, infants use **social referencing**: they read a trusted adult's face to decide how to act in an uncertain situation. On the visual cliff, babies crossed toward a smiling mother and froze when her face showed fear. **Emotional regulation** begins as **co-regulation**: the caregiver rocks and soothes, and over thousands of episodes the baby learns to settle. Toddlers show early self-soothing, such as looking away or seeking a blanket.

Development runs on **serve and return**: the baby serves with a coo or gaze, and the caregiver returns it. In Tronick's **still-face** experiment, babies grow upset and then withdraw when a parent's face goes blank. Babies can attach to several caregivers (alloparents); what matters is at least one stable, responsive relationship. In childcare research, **quality** predicts better thinking and language, while more cumulative hours, especially center-based, show a small link to acting-out behavior even in good settings. Both effects are smaller than the influence of family and parenting. Romanian orphanage studies showed severe deprivation harms development, but children placed in responsive foster families, especially before about age two, recovered substantially. Chronic **toxic stress** can dysregulate the stress system, and a single stable, responsive caregiver is the strongest buffer: resilience is built by relationships.

LOCK THESE IN

- Temperament is biological and early; personality is built on top of it.
- Easy about 40%, difficult about 10%, slow-to-warm-up about 15%, the rest a blend.
- Goodness of fit predicts outcomes better than temperament alone.
- Bowlby: secure base, internal working model, proximity and security. Harlow: contact comfort over food.
- Strange Situation: the reunion matters most. Secure, avoidant, resistant, disorganized.
- Caregiver sensitivity is the best predictor of secure attachment. Answering cries does not spoil a baby.
- Trust vs. mistrust (hope), then autonomy vs. shame and doubt (will).
- Social smile 6 to 8 weeks; fear and stranger anxiety 6 to 9 months; social referencing 8 to 10 months; embarrassment and empathy about 18 months; pride, shame, guilt 2 to 3 years.



The four attachment patterns. Bars show the approximate share of infants in Western samples. How a baby acts when the caregiver returns is the key to the pattern.

Key terms and comparisons

Term	What it means	Example
Temperament	Early, biological style of responding	Intense and irregular from week one
Behavioral inhibition	Caution and arousal with the unfamiliar (Kagan)	Hides behind a parent with new people
Goodness of fit	Match of temperament and environment	A wary child with a patient caregiver
Secure base	Trusted adult to explore from	Toddler checks back at the playground
Internal working model	Mental template of relationships	Expecting others to be dependable
Caregiver sensitivity	Reads signals, responds promptly and warmly	Best predictor of security
Social referencing	Reads a trusted face in uncertainty	Crosses the cliff if mother smiles
Co-regulation	Caregiver soothes until the child learns to	Rocking and shushing
Serve and return	Back-and-forth exchanges	Coo answered with a coo
Alloparents	Other regular caregivers	Grandparents, older siblings

Temperament profiles

Style	Share	What it looks like	Care that fits
Easy	About 40%	Regular, cheerful, adapts readily	Still needs attention, not just convenience
Difficult	About 10%	Irregular, intense, slow to adapt	Patience, calm, predictable structure
Slow-to-warm-up	About 15%	Mild, cautious, warms with exposure	Gradual, pressure-free introductions
Blend	About 35%	Mix of traits	Read the individual child

Attachment patterns

Pattern	In the Strange Situation	Typical care history
Secure (B)	Upset at separation; comforted fast; resumes play	Sensitive, consistent, responsive
Avoidant (A)	Little distress; avoids parent at reunion	Consistently unresponsive or rejecting
Resistant (C)	Very upset; clings and pushes away	Inconsistent: sometimes there, sometimes not
Disorganized (D)	Freezing, approach then retreat; no strategy	Frightening, frightened or neglectful care

Emotions on a timetable

Emotion	About when	Depends on
Distress, contentment, interest, disgust	Birth	Innate
Social smile	6 to 8 weeks	Attention to faces
Anger, sadness, surprise	4 to 6 months	Perception and expectation
Fear: stranger and separation anxiety	6 to 9 months	Memory and attachment
Empathy, embarrassment	About 18 months	Sense of self
Pride, shame, guilt	2 to 3 years	Self plus standards

Worked cases

WORKED CASE 1 · CLASSIFYING A REUNION

In the Strange Situation, one-year-old Ezra cries hard when his mother leaves. When she returns he reaches to be picked up, then arches and pushes away, and takes a long time to calm. Classify him.

STEP 1 · SEPARATION

Very distressed. That rules out avoidant.

STEP 2 · REUNION

He seeks contact and resists it at once, and is hard to soothe. A secure baby settles quickly.

STEP 3 · IS THERE A STRATEGY?

Yes, an organized if anxious one, so it is not disorganized.

ANSWER

Insecure-resistant (ambivalent), often linked to inconsistent care.

WORKED CASE 2 · IMPROVING THE FIT

Two-year-old Anika, slow-to-warm-up, cries at daycare drop-off and hangs back from new activities. A teacher says she is "just shy" and nudges her into group games right away. How could the fit improve?

STEP 1 · NAME THE TEMPERAMENT

Slow-to-warm-up: mild but wary, warms with gentle, repeated exposure.

STEP 2 · FIND THE MISMATCH

Fast, pressured entry clashes with her style. The label "shy" can also stick.

STEP 3 · ADJUST THE SETTING

A steady routine, the same caregiver at drop-off, time to watch first and low-pressure invitations.

ANSWER

Change the fit, not the child. Goodness of fit predicts outcomes better than temperament alone.

WORKED CASE 3 · SOCIAL REFERENCING ON THE CLIFF

Eleven-month-old Leo crawls to the edge of the visual cliff, stops and looks at his father. In one trial his father smiles; in another he looks afraid. Predict and explain.

STEP 1 · NAME THE SKILL

Looking to a trusted face in an uncertain moment is **social referencing** (from about 8 to 10 months).

STEP 2 · PREDICT

With a smile, Leo is likely to cross. With a fearful face, he is likely to freeze or retreat.

STEP 3 · THE LESSON

A calm or anxious caregiver can hand a baby very different lessons about the same event.

TRAPS PEOPLE FALL INTO

- **Treating temperament as personality.** Temperament is the early raw material; personality is built over years.
- **Thinking a difficult baby is doomed.** Risk rises mainly when intensity meets harsh or chaotic care.
- **Watching the separation, not the reunion.** In the Strange Situation, reunion behavior classifies the pattern.
- **Calling an avoidant baby well adjusted.** Calm at separation plus ignoring the parent at reunion is insecure.
- **Thinking answering cries spoils a baby.** Reliable responding builds security and later independence.
- **Seeing stranger anxiety as a problem.** It is a milestone showing memory and a specific attachment.
- **Placing guilt in early infancy.** Self-conscious emotions need a sense of self and, for guilt, awareness of rules.
- **Believing childcare always harms attachment.** Quality care does not weaken attachment on its own; family and parenting matter more.

Chapter 6 self-test · ten items

1. Who led the New York Longitudinal Study of temperament?

A. Mary Ainsworth and John Bowlby
B. Mary Main and Judith Solomon
C. Alexander Thomas and Stella Chess
D. Eleanor Gibson and Richard Walk

C. Alexander Thomas and Stella Chess Thomas and Chess began the study in the 1950s and named the three profiles.

2. About what share of babies were classed as difficult?

A. About 10%
B. About 40%
C. About 15%
D. About 35%

A. About 10% Easy about 40%, slow-to-warm-up about 15%, difficult about 10%.

3. Goodness of fit is the match between

A. temperament and environment
B. genotype and phenotype
C. attachment and temperament
D. the id and the superego

A. temperament and environment It is whether the setting suits the child's actual temperament.

4. Harlow's monkeys preferred the cloth mother. What did this show?

A. Feeding is what creates attachment
B. Contact comfort comes before food
C. Monkeys lack any attachment system
D. Wire mothers build the most security

B. Contact comfort comes before food The infants clung to the soft mother even though the wire one fed them.

5. Which moment of the Strange Situation best reveals attachment?

A. The stranger's entry
B. The first separation
C. Free play at the start
D. The reunion

D. The reunion How the baby acts when the caregiver returns classifies the pattern.

6. A baby shows little distress and ignores the parent at reunion. This is

A. secure
B. insecure-resistant
C. insecure-avoidant
D. disorganized

C. insecure-avoidant Avoidant babies show little distress and avoid the caregiver at reunion.

7. Who added the disorganized pattern?

A. Mary Ainsworth working alone
B. Mary Main and Judith Solomon
C. Jerome Kagan and his colleagues
D. Edward Tronick in his lab

B. Mary Main and Judith Solomon Main and Solomon identified the disorganized group years after Ainsworth's work.

8. Erikson's virtue for autonomy vs. shame and doubt is

A. will
B. hope
C. purpose
D. fidelity

A. will Trust yields hope; autonomy yields will.

9. Stranger anxiety usually emerges at about

A. 6 to 8 weeks
B. 18 to 24 months
C. 6 to 9 months
D. 2 to 3 years

C. 6 to 9 months Fear, with stranger and separation anxiety, appears around 6 to 9 months.

10. In childcare research, what best predicts gains in thinking and language?

A. The number of hours
B. Starting before 3 months
C. Having a single caregiver
D. The quality of the care

D. The quality of the care Quality predicts cognitive and language outcomes; hours show a small link to acting-out behavior.

ONE PAGE

Cram sheet

Everything from chapters 5 and 6 in one place. Cover the right column and see if you can rebuild each row.

Numbers and ages

Item	Value	Note
Birth size	About 7.5 lb (3.4 kg), 20 in (50 cm)	Head is a quarter of body length
Weight	Double by 5 months, triple by 12, about 4 times by 24	Growth then slows
Brain	About 25% of adult weight at birth, about 75% at 2	About 85 billion neurons at birth
Motor	Head 2, roll 4, sit 6, crawl 8, stand 9, walk about 12 months	Walking normal from about 9 to 17 months
Fine motor	Bat 3, rake 4 to 5, pincer grasp about 9 months	Proximodistal
Vision	About 20/400; clear at 8 to 12 in	Color by 2 to 4 months; acuity near adult by 1 year
Language	Coo 2, babble 6, words 12, spurt 18, two-word 24 months	Comprehension first
Temperament	Easy 40%, difficult 10%, slow-to-warm-up 15%	Blend about 35%
Attachment	Secure 60 to 65%, avoidant 15 to 20%, resistant 10 to 15%, disorganized 5 to 15%	Western samples
Emotions	Social smile 6 to 8 weeks; fear 6 to 9 months; referencing 8 to 10 months	Self-conscious from about 18 months

Names to know

Name	Contribution
Esther Thelen	Dynamic systems theory of motor development
Robert Fantz	Preferential looking; babies prefer faces
Gibson and Walk	Visual cliff and depth perception
Renée Baillargeon	Violation of expectation; earlier object permanence
Janet Werker	Perceptual narrowing in speech
Skinner, Chomsky, Vygotsky	Learning, nativist and social-interactionist views of language
Thomas and Chess	Temperament profiles; goodness of fit
Jerome Kagan	Behavioral inhibition
John Bowlby	Attachment theory; secure base; internal working model
Mary Ainsworth	Strange Situation
Harry Harlow	Contact comfort in infant monkeys
Edward Tronick	Still-face experiment

Dr. Garg Learning · CC BY-SA 4.0