

Study Questions for Chapter 11

- ~ Offer a definition of *developmental psychology* that encompasses the notions of continuity and change.
- ~ Outline the stages of development that take place prenatally, including the *zygote*, *germinal stage*, *embryonic stage*, and *fetal stage*.
- ~ Discuss how *teratogens* and conditions such as *fetal alcohol syndrome* can affect a developing fetus.
- ~ Describe the perceptual and motor development that occurs in *infancy*, noting how *habituation* often is used as an index of visual perception, and explaining the *cephalocaudal* and *proximodistal rules* of motor development.
- ~ Outline Jean Piaget's four stages of *cognitive development*, noting the major milestones that characterize each stage, and recent qualifications of his theory.
- ~ Compare the processes of *assimilation* and *accommodation*, and describe how they relate to *object permanence*.
- ~ Explain the principle of *conservation*, and provide two examples of how a child in the *preoperational stage* might fail to grasp this principle.
- ~ Describe how children make the cognitive journey from *egocentrism* to developing a *theory of mind*. How is the process the same or different for children with autism or deafness?
- ~ Discuss how culture influences cognitive development, and describe three fundamental skills that allow the ability to learn from others.
- ~ Describe Harry Harlow's research on raising rhesus monkeys in social isolation for the first six months of life.
- ~ Describe the four different *attachment* styles that can develop between an infant and a primary caregiver, how these styles correspond to different *internal working models of relationships*, and how this internal model is a product of both infant *temperament* and caregiver behavior.
- ~ Contrast Jean Piaget's view of moral development with Lawrence Kohlberg's view of moral development.
- ~ Contrast the *moral intuitionist perspective* with the idea that immoral actions produce negative emotions, and discuss how some moral intuitions develop early

in childhood.

- ~ Discuss the *primary* and *secondary sex characteristics* that girls and boys evidence during adolescence, and describe changes in brain synaptic density that occur during this period.
- ~ Consider some of the myths and realities associated with protracted adolescence, such as the onset of *puberty*, moody teenagers, and raging hormones.
- ~ Describe some of the issues surrounding sexuality among adolescents, particularly noting the role that sex education can play in informing adolescents about the causes and consequences of sexual activity.
- ~ Discuss some of the explanations for the development of sexual orientation.
- ~ Comment on the relative influence of parents and peers on adolescent development and the formation of an adult identity.
- ~ List the abilities that decline during *adulthood*, and comment on how adults compensate for these declining abilities.
- ~ Explain why orientation shifts from useful information to information that produces emotional satisfaction as we age, and how this shift impacts life satisfaction.
- ~ Consider whether events that most people think will make them happy as adults, such as marriage or having children, actually contribute to psychological well-being.