

REVIEW FOR EXAM 2

- **Note:** you are responsible for all material covered in my lectures, on the lecture outline posted my web site, on any handouts, and in your textbook (assigned readings). This outline is meant to serve as a general overview of what will be on the exam.

ISSUES 2, 5, 7, 8

- You are responsible for all of the material in all of these chapters and in the presentations given by your fellow students on these chapters.

CHAPTER 6: INFANT SOCIAL & EMOTIONAL DEVELOPMENT

- Newborn's predisposition to participate in social interactions – what they come with & how this aids social & emotional development.
- Reciprocity, sensitive care, recognitory assimilation, stranger distress
- Emotional development: facial expressions, coping techniques
- Temperament: easy, difficult, slow-to-warm-up
- Attachment: Attachment & temperament interactions, match-mismatch hypothesis, patterns of attachment (e.g., secure, anxious, anxious-resistant, and anxious-avoidant), measuring attachment – the strange situation, theories of attachment (e.g., learning theory, Bowlby's ethological perspective, cognitive-developmental), and Harlow's classic experiment.
- nonorganic failure to thrive, the need for touch in infancy
- Importance of early experiences
- Video: Discovering Psychology Part 4: The Responsive Brain
- Video: The Attachment Relationship

CHAPTER 7: TODDLER COGNITIVE DEVELOPMENT: LANGUAGE

- Areas in which language development occurs: morphology, phonology, syntax, semantics, pragmatics, prosody. Know definition of each and how/what develops during this time period. Know methods used to assess/ measure development.
- Theories of language development: Chomsky & Skinner, criticisms of each theory, support for theories. LAD – language acquisition device.
- Language Milestones – ages and quality of change – e.g., babbling, telegraphic speech, holophrases, first words, vocal play, canonical babbling, cooing.

CHAPTER 7: TODDLER COGNITIVE DEVELOPMENT: LANGUAGE

- Language Errors: Overregularizations, underextensions, overextensions, segmentation errors, growth errors
- Berko's Wug study, productive nature of language, grammatical morphemes, productive vs. receptive vocabulary, expressive vs. referential children,
- prelinguistic vocalization, stages of language development, lexical innovations, vocabulary spurt, fast mapping, lexical contrast, communicative competence, motherese
- deaf infants/children and language development, homesign,
- Critical periods: support or evidence of critical periods.
- Child-directed speech: Kaluli children, benefits of CDS
- Piaget's theory: what developmental milestone/s is/are required for language development?
- Video: Discovering Psychology Part 6: 6. Language development (good review of topic)

CHAPTER 8: SOCIAL AND EMOTIONAL DEVELOPMENT OF TODDLERS

- Socialization: tasks of child, theories of socialization (e.g., Freud, Skinner, social learning theory, Ainsworth), socialization from the inside vs. socialization from the outside, sublimation
- Changes in child's relationship with parents and need for physical contact with parents and psychological contact.
- executive competence, self-concept, affective sharing, social referencing.
- Influence of attachment relationship on development and behavior
- Self-regulation: delay of gratification tasks, private speech, how development of language and attention affects self-regulation.
- Understanding of Self & Others: how measured, validity of mirror-rouge test, convergent validity of test, theories of self, Mahler's separation-individuation, Erikson's theory,
- Peer development: interaction between toddlers, types of play (e.g., parallel, cooperative, solitary, social pretend)
- Emotional development: deviation anxiety, shame
- Aggression & Prosocial behavior (empathy & helping): development of each, relationship between empathy & helping, Kenneth Dodge's theory of aggression, frustration-aggression hypothesis
- Parental responsibilities & role in development,
- Erikson's theory and how attachment effects on development, organismic specificity, scaffolding, guided self-regulation

CHAPTER 9: COGNITIVE DEVELOPMENT IN PRESCHOOL/EARLY CHILDHOOD

- Piaget's theory: preoperational period, semiotic function,
 - conservation task: centration, decentration, compensation, reversibility, effect of training on conservation
 - egocentrism: Piaget, Flavell
 - causal reasoning
 - animism
- Criticisms of Piaget's theory:
 - Conservation task: Rose & Blank (1974), Siegal (1988), One vs. Two question conservation task.
 - Egocentrism: Modified Piagetian task, Glucksberg & Krauss (1967)
- Appearance-reality problems: Rita DeVries (1969) & Mynard the cat.
- Communication and the decline of egocentrism: Glucksberg & Krauss (1967)
- Gelman's classic "magic" study, counting, one to one, abstraction & stable-order principles of counting, measurement, classification, seriation
- Trabasso's studies: impediments to preschooler's transitive inference performance, influence of training.
- Memory: information processing theory, difference btw early & late childhood, digit span task, attention, short term & long term memory, use of strategies, developmental changes in recall, delayed recall, how egocentrism effects the measurement of memory.
- Child testimony: Rose & Blank, Siegal, repeated questioning, conservation task, form of questions (open vs. closed-ended), status of the questioner (e.g., police officer vs. parent), interviewer bias.
- Faulty interviewing techniques are harmful in many ways
- How can an investigator/interviewer obtain veridical (truthful) accounts from children?

CHAPTER 10: SOCIAL & EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

- Bandura & self-efficacy, Erickson & initiative, emotional vs. instrumental dependency, ego resiliency, internalization, identification
- Play: purpose of fantasy play, developmental trends during this stage of development, trauma and play
- Development of self: self efficacy, self-esteem, self-constancy
- Gender role development: sex-typed behavior, gender constancy, Judith Langlois study of parents' and peers' reactions to children playing with gender-"inappropriate" toys, how development affects interaction with peers, sensitive periods, method of testing affect age at which gender constancy is reached (Bem's work), theories of gender development (e.g., cognitive, psychoanalytic, social learning theory), the influence of peers, parent, and teachers on gender role development.

CHAPTER 10: SOCIAL & EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

- Social competence: ways of measuring (e.g., sociometric), development of, how to help socially withdrawn children
- Emotional development: ability to read emotions, difference btw expression and what someone actually feels
- Aggression: instrumental, hostile, verbal, physical,
- Empathy: altruism, what is responsible for developmental increases in prosocial behavior?
- Parents: different parenting styles and affect on development (Baumrind's)