Chapters

- 1. Science of Child Developmen
- 2. Genetics
- 3. Prenatal Growth & Birth
- 4. Growth and Neural Development

General Points

- No substitute for regular reading.
- No substitute for downloading and using outlines and lecture notes.
- No substitute for going to the companion site and doing the practice tests.
- The best way to prepare before the test is with practice tests.

Chapter 1: Introduction

- Know the theorists and what their theories are, what they are famous for.
  - Bandura, Erickson, Skinner, Gesell…
- Know the themes.
  - Continuity, nature v. nurture, etc.
- Any questions?

USE Chapter Summaries like P.25!

Preview the entire chapter, then read one module daily. As you read, try to summarize the main ideas; ask yourself questions. When you've finished the chapter, review each module and use the study aids at the end of the chapter.

Terminology

I use specific terms to refer to people of different ages: newborn, infant, toddler, preschooler, school-age child, adolescent, and adult. Also, when describing different ethnic groups, I use terms that identify the unique cultural heritage of each: African American, Asian American, European American, Hispanic American, and Native American.

A Final Word

Enjoy the book! Let me know what you like and dislike!

1.2 Theories of Child Development

Theories are important because they provide the explanations for development and provide hypotheses for research. Traditionally, five broad theoretical perspectives have guided researchers.

The Biological Perspective

According to this perspective, biological factors are critical in shaping development. In maturational theory, child development reflects a natural unfolding of a prearranged biological plan. Ethological theory states that children's and parents' behavior is often adaptive—it has survival value. This idea has been expanded to represent an evolution any perspective on child development.

The Psychodynamic Perspective

This perspective emphasizes the role of conflict or crises in development. Freud proposed a theory of personality that included the id, ego, and superego. However, the lasting contribution of Freud's work is an emphasis on the roles of early experience and conflict in children's development.

1.3 Themes in Child-Development Research

Four themes help unify the findings from child-development research that are presented throughout this book.

Early Development Is Related to Later Development but Not Perfectly

According to the view that development is continuous, children stay on the same path throughout development; according to the view that development is discontinuous, children can change paths at virtually any point in development. Research supports an intermediate view: Development is not completely rigid as in the continuous view, nor is it completely flexible as in the discontinuous view.

Development Is Always Jointly Influenced by Heredity and Environment

The nature–nurture issue involves the extent to which heredity and the environment influence children's development. Today scientists view heredity and environment as interactive forces that work together to chart the course of development.

Children Influence Their Own Development

Scientists once viewed children primarily as passive recipients of experience who are at the mercy of their environments. The modern view, however, is that children constantly interpret their experiences and, by their individual characteristics, often influence the experiences they have.

Development in Different Domains Is Connected

Although researchers usually study separate aspects of children's development, in reality development in different domains of children's lives is always connected. Cognitive development affects social development and vice versa.

Chapter 1b: Research Methods

- Know the types of research methods
  - The advantages and disadvantages of each.
- Know about the different designs.
- Know the ethics of doing research.
- Know about Applied Developmental Science (linking research to family policy)

Use Summary tables like p. 31!

SUMMARY TABLE

WAYS OF MEASURING BEHAVIOR IN CHILD-DEVELOPMENT RESEARCH

Method	Strength	Weakness
Systematic observation		
Naturalistic observation	Captures children's behavior in its natural setting	Difficult to use with behaviors that are rare or that typically occur in private settings
Structured observation	Can be used to study behaviors that are rare or that typically occur in	May be invalid if the structured setting distorts the behavior private settings
Sampling behavior with tasks	Convenient—can be used to study most behaviors	May be invalid if the task does not sample behavior as it occurs naturally
Self reports (questionnaires and interviews)	Convenient—can be used to study most behaviors	May be invalid because children answer incorrectly due to forgetting or response bias

Chapter 2: Genetic Development

- Know basic genetics.
  - Chromosomes, heterozygous, etc.
- Know polygenetic inheritance
- Know Genetic research methods.
- Know inherited disorders & causes.

Use callouts and boldface like on page 6.

The same genotype can lead to a range of phenotypes, depending on the environment in which development occurs.

In general, heredity and environment jointly determine the direction of development. **Reaction range refers to the fact that the same genotype can produce a range of phenotypes, in reaction to the environment where development takes place.** For example, imagine two children with the same genotype for "average intelligence." The children's phenotypic intelligence would depend on the environments in which they develop. If one child is brought up in an impoverished, unstimulating environment, his or her phenotypic intelligence may be below average. In contrast, if the second child is brought up in an enriched environment filled with stimulation, this child's phenotypic intelligence may be above average. Thus the same genotype for intelligence can lead to a range of phenotypes, depending on the quality of the rearing environment. Of course, what makes a "good" or "rich" environment is not the same for all facets of behavioral or psychological development. Throughout this book, you will see how specific kinds of environments influence very particular aspects of development (Wachs, 1983).

Chapter 3: Birth & Development

- Know the prenatal process.
  - Zygote, embryo, fetus, germ disk…
- Know the labor process
  - Three stages, infant mortality, approaches to child birth…
- Know the reflexes
  - apgar, babinski, palmar…
- Questions?

Chapter 4: Physical Growth

- Know the mechanisms and variations of growth.
  - Puberty, Secular Growth Trends, etc.
- Know Brain parts and nervous system.
  - Dendrite, cell body, axon, etc.
  - Corpus callosum, occipital lobe, etc.
- Know about malnutrition, obesity, anorexia.
- Questions?

Use the in book quizzes! Like p.139

CHECK YOUR LEARNING

1. The _____ is the part of the neuron that contains the basic machinery that keeps the cell alive.
2. Terminal buttons release _____, chemicals that carry neural transmissions to nearby neurons.
3. The wrinkled surface of the brain is the _____.
4. During prenatal development, the brain forms from a flat group of cells called the _____.
5. During the first year, axons and dendrites grow and many synapses form; however, starting at about the first birthday, _____.
6. To study brain organization, researchers study children with brain damage, _____, and use imaging techniques.
7. Human speech elicits more electrical activity from the _____ of an infant's brain.
8. A good example of brain plasticity is the fact that, although children with brain damage often have impaired cognitive processes, _____.

Use Key Term Lists like page 328

Key Terms

attachment 319
avoidant attachment 322
basic emotions 305
dismissive adults (attachment representation) 324
disorganized (disoriented) attachment 322
display rules 310
internal working model 324
preoccupied adults (attachment representation) 324
resistant attachment 322
school phobia 308
secure attachment 321
secure adults (attachment representation) 324
self-conscious emotions 307
social referencing 309
social smiles 306
stranger wariness 306
systematic desensitization 308
temperament 313