

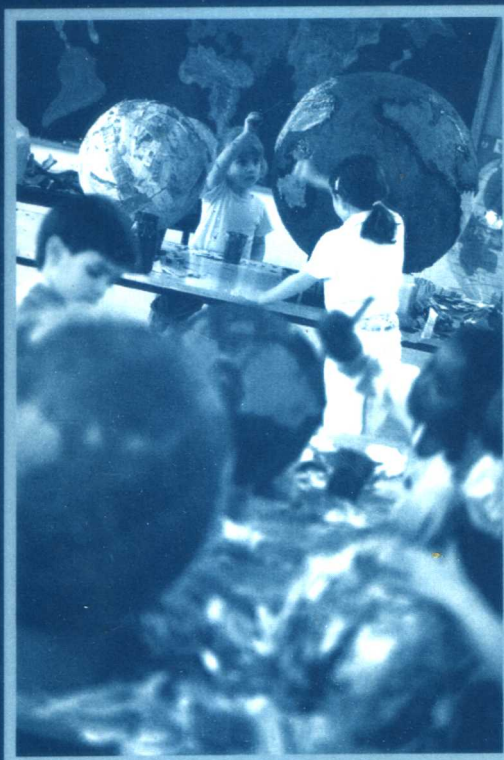
Student Study Guide with Readings

to accompany

Eighth Edition

A Child's World

Infancy Through Adolescence



Diane E. Papalia • Sally Olds • Ruth Duskin Feldman

Prepared by
Ruth Duskin Feldman

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Student Study Guide with Readings to accompany
A CHILD'S WORLD, EIGHTH EDITION

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HOW THE STUDY GUIDE IS ORGANIZED

The Study Guide's sixteen chapters correspond to Chapters 1 to 16 of A Child's World. Each chapter of the Study Guide begins with a brief Overview of the text chapter and has the following five major parts:

Chapter Review

Chapter Quiz

Topics for Thought and Discussion

Chapter Reading

Suggestions for Further Reading

Answer Key

Let's take a look at each of these, to give you an understanding of how the Study Guide works and how you'll be using it.

CHAPTER REVIEW

The Chapter Review is a way to organize and focus your learning. It will help you identify and reexamine important material in the text chapter and also help you decide which material will need further study.

The Review is divided into sections that correspond to the major headings in the text chapter. This format lets you break your study into manageable "chunks" and makes it easier for you to locate information in the text, check answers, and concentrate on areas where you need to do more work.

Typically, each section of the Review has three elements: Framework, Important Terms, and Learning Objectives.

Framework: The Framework is an outline of all the subheadings in the text section. (When there are no subheadings within a section, this element is omitted.) The Framework shows you the section at a glance and indicates the relationship among different topics taken up in the section. You might think of it as a road map. You can use it to preview the section; you should refer to it frequently as you read, to get your bearings; and later, you can use it to remind yourself where you have been.

You can also use the Framework to guide your reading by using the "questioning" approach. You'll notice that some of the text headings are in the form of questions; others can be rephrased as questions, which you can keep in mind as you read. For example, in Chapter 1, you'll find the heading, "Influences on Children's Development." You might ask yourself, "What are the influences on children's development? When do these influences occur?" If you can give a tentative answer, jot it down. Then, when you find the answer in the text, check to see if you were on the right track.

Important Terms: Important Terms is a fill-in-the-blanks exercise which covers all the "key terms" in the text section. It checks your knowledge of terms and meanings; it gives you practice with completion-type test items; and, when you have filled it in, it will serve as a glossary for the section, to be used for reference and review. (For text sections without key terms, the Important Terms exercise is omitted.)

Can you fill in the blanks without referring to the text? If you do need to consult the text, can you go directly to the passage you need? If you must turn to the text often, or if you have trouble finding the information you want, you'll know that you need additional study.

Check your work against the Answer Key. Your wrong answers will let you know where more work is needed.

Learning Objectives: The Learning Objectives are a list of tasks you should be able to accomplish when you have studied the section. To check your understanding of the text material, see if you can accomplish each objective without recourse to the text. If you need to look at the text, note how readily you can locate the necessary information.

You can use the space provided below each objective to make brief notes. But the Learning Objectives can also serve another purpose, since they resemble essay-type test items. Writing out complete, formal answers to some or all of them - on separate paper - will give you needed practice in the essay format.

The Answer Key provides text page references for the Learning Objectives, but it's up to you to write the actual answers.

CHAPTER QUIZ

The Chapter Quiz will check your mastery of the text material. It also gives you practice with three types of questions often found on tests:

Matching

Multiple choice

True-or-false

Take the quiz when you are reasonably confident about your mastery of the entire chapter. This is a closed-book test. Put the textbook away - far away, if you are easily tempted - and allow about as much time to take the quiz as you would have for a classroom examination.

As you take the quiz, pay attention to your "comfort level." Are you uncertain or uneasy about many items? Do you find that you must skip many items? Do you find that you are often just guessing? If so, stop and review the text again.

If your comfort level is high - that is, if you're confident about most of the questions - complete the quiz and then check the Answer Key. You should not be satisfied unless you've gotten almost all the answers right. Remember that this quiz is easier than an actual classroom examination because you take it when you decide you're ready, you are not under so much tension, and you can pace yourself. If you miss more than a few (very few) questions, restudy the material.

TOPICS FOR THOUGHT AND DISCUSSION

The Topics for Thought and Discussion, like the Questions for Thought and Discussion at the end of each chapter in the text, are designed to help you think analytically about the subject matter. They call not only on your grasp of the material in the text but also on your ability to interpret it and apply it. Therefore, you should work on them only after you are satisfied with your performance on the Review and the Quiz.

These questions are like essay items on examinations, topics for writing assignments, and topics presented for group or class discussions. They are open-ended and thus do not have definite "right" or "wrong" answers. But this does not mean that all answers are equally good. The value of your answers depends on how clearly and logically you make and support your points.

The material in your textbook should give you ideas. If you are without ideas when you consider any of the Topics for Thought and Discussion, then you are not getting all you should from the text. But, equally important, your ideas must be supported by facts. If you have ideas but cannot state facts to back them up, you have not really mastered the material.

To help yourself think through these questions, sketch out your answers in written form. Your sketch need not be a full, formal answer but it should always include your main point or points and specific supporting details. Do not be discouraged if you have to refer back to the text. Many of these questions are quite challenging and require careful consideration, not quick recall.

For practice in dealing with essay examinations - and to improve your writing in general - develop as many of your sketches as possible into full, formal, polished answers. Examine your answers carefully. Have you stated your point clearly and organized your supporting material logically? Have you expressed yourself grammatically?

You'll also find the Topics for Thought and Discussion useful for group study, and as ideas for writing assignments when you can choose your own topic.

CHAPTER READING

The Chapter Readings have been chosen to help you broaden your perspective on child development. Each reading selection supplements an important subject treated in the text chapter. These selections have been taken from newspapers, journals, magazines, and books. They may provide additional information, present different viewpoints, demonstrate practical applications of principles or theories, report on new research, or humanize an issue. They represent a sampling of the rich material you can encounter by reading widely, and they should challenge you to read carefully and critically.

A brief Introduction sets the scene for each selection by providing background information about the author, the subject, or both.

Each selection is followed by Questions About the Reading. Like the Topics for Thought and Discussion, these questions resemble essay items on examinations, issues for group discussions, and subjects for written assignments. You should sketch out written answers--always being sure to state your point and back it up with specific evidence drawn from the selection, from your textbook, or from your own experience. Then, write complete, formal answers for some or all of the questions, to sharpen your writing skills.

SUGGESTIONS FOR FURTHER READING

This section offers a list of additional suggested readings with a brief description of each. These interesting, informative books can be used for research or writing assignments, or simply to learn more about topics introduced in the chapter.

ANSWER KEY

The Answer Key for each chapter gives answers, with text page references, for the Important Terms exercise and for the entire Chapter Quiz. It also gives text page references for the Learning Objectives.

Use the Answer Key wisely, to check your work. Don't use it as a crutch; don't "peek" when you should be testing your recall. If you misuse the answers, you'll be cheating no one but yourself.

BEFORE YOU BEGIN: LEARNING AIDS IN YOUR TEXTBOOK

The Eighth Edition of *A Child's World* itself contains several important study aids. You should take advantage of these features as you read the text.

Prologue: The Prologue prepares you for the exciting study of child development with a "snapshot" of the field today. It refers to recent methodological advances and summarizes six points on which a broad consensus has emerged. As you read the remainder of the text, keep those six points in mind and look for evidence of them. Also bear in mind that child development is a developing field: as with any science, present knowledge is tentative, and new findings may either support or challenge it.

Part Overviews: These brief essays introduce the five major parts of the text: Beginnings, Infancy and Toddlerhood, Early Childhood, Middle Childhood, and Adolescence. The essays stress the whole child: the interrelationship of the physical, cognitive, and psychosocial aspects of development. The accompanying Bird's-Eye View Tables are designed to give you a glimpse of the important features you will learn about concerning each period of child development. Each section of the tables is visually keyed to the corresponding chapter of the text. For example, in the Part Overview called "Beginnings," the first section of the Bird's-Eye View Table lists important points to be covered in Chapter 2, "Forming a New Life: Conception, Heredity, and Environment." This section of the table is identified by a miniature of the family portrait that opens Chapter 2.

Chapter Contents: On the opening page of each chapter you'll see a listing of major headings. Take a few minutes to examine it, asking yourself, "What topics does this chapter cover, and how are they organized?"

Focus Vignettes: Each chapter of the text begins with a Focus vignette: a true story from the childhood of a well-known person (such as Jackie Robinson) or a famous case (such as Louise Brown, the first "test-tube baby"). Reading and thinking about the vignette will prepare you for some of the important concepts and issues to be discussed in the chapter. As you read the chapter, think back to the Focus vignette and ask yourself how it relates to the material you are learning. Some of the Topics for Thought and Discussion in this Study Guide will help you do that.

Preview Questions: Following the Focus vignette, you will find some questions designed to direct your attention to significant material covered in the chapter. A good way to make use of this learning aid is to check off each Preview Question as you find the answer in the text, making a brief note of the answer and the page or pages where it appears. When you've finished the chapter, turn back to the Preview Questions. Can you answer each one fully without referring to the text?

Checkpoints: In the margins, following major sections of each chapter, you will find Checkpoints designed to help you check your knowledge of what you have read. Many of the Checkpoints are similar to (but generally broader than) the Learning Objectives in this Study Guide, and you can use them in the same way, answering the questions or doing the tasks either mentally or in writing. Be sure that you can "pass" each Checkpoint before going on to the next section of text; if you cannot do so, you need to review the section you have just read.

Key Terms: In each chapter, the authors identify certain "key terms." These are printed in **bold italic** in the running text, defined in the margins, and then listed at the end of the chapter (in order of their appearance in the text, with page references). Whenever you encounter a key term, stop and read its definition. Is the definition clear to you? (If not, reread the explanation in the text.) Can you think of a specific example? When you've finished a chapter, use the list at the end to review the vocabulary and check your mastery of it.

Boxes: The boxes (which are listed in the chapter contents) illuminate many topics covered in the text. Read them as carefully as the text itself and ask yourself questions about them: "How does this box relate to the subject matter in the text?" "Why was this topic chosen for highlighting?" If a box takes up a controversial issue, what is your opinion?

Tables and Illustrations: Pay close attention to tables, figures, and photographs. They illustrate, summarize, or crystallize material in the text, making it easier to understand and remember.

Questions for Thought and Discussion: These thought-provoking questions following each chapter of the text are meant to stimulate your thinking and to help you see the relevance of theory and research to real life situations, problems, and issues. You may wish to write out answers, as suggested above, to give you practice in answering essay-type questions.

Summary: The summary at the end of each chapter is organized under each of the major chapter headings and includes all of the key terms in bold-face. It gives a quick review of the main points that were covered in the chapter and is another good way for you to check your learning. Is each of the items familiar to you? Can you expand on each?

Glossary: The glossary at the end of the book brings together all the key terms from every chapter, in alphabetical order, with their definitions and with page references to the text. It is useful for reference and review.

Bibliography: You may not have thought of the bibliography as a study aid, but it can be: it is an excellent guide to books and articles for further research.

Resource Guide: The Resource Guide at the front of the book tells you how to contact organizations that can offer additional statistical and practical information about many of the topics discussed in the text, such as adoption, child care, child abuse, divorce, and infant mortality.

People who teach and write about study skills will tell you that a crucial part of learning effectively is being an "active reader" - being alert, perceptive, and involved as you read. You'll find that using these special features in ***A Child's World*** will help you become an active reader and thus a more efficient learner.

Acknowledgments

The author would like to thank her daughters, Laurie Feldman and Heidi Feldman, who contributed their considerable skills as teachers and writers and their insights and experience as adult learners in drafting sections of this Study Guide, and her son, Steven J. Feldman, who developed the original design. Special appreciation goes to the editor, Sarah Thomas, who kept production on track and obtained permission for use of the readings, and to Susan Gamer, editor of the first edition, who helped develop the format.

Ruth Duskin Feldman

About the Author of This Study Guide...

Ruth Duskin Feldman received her bachelor's degree from Northwestern University, where she graduated with highest distinction and was elected to Phi Beta Kappa. A former teacher, she has developed educational materials for all levels from elementary school through college. She is the award-winning author of two books and a coauthor of several others--including, with Diane E. Papalia and Sally Wendkos Olds, the Eighth Edition of A Child's World and the Fourth and Seventh Editions of another widely used textbook, Human Development. She is also a coauthor, with Diane E. Papalia and Cameron Camp, of a third textbook, Adult Development and Aging. She prepared the test banks to accompany the Fifth Edition of Human Development and the Sixth Edition of A Child's World.

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PREFACE: TO THE STUDENT

This Study Guide with Readings has been designed to help you get the most out of A Child's World, Eighth Edition, by Diane E. Papalia, Sally Wendkos Olds, and Ruth Duskin Feldman. It is not intended as a substitute for A Child's World; rather, it is just what its title implies - a guide to help you absorb and interpret the material in the text. Although some of the material in your textbook will be familiar to you (since you once inhabited the world of childhood), much of it will be new; and you must now see all of it from a new perspective, as an adult and a student of child development. Using this Study Guide will increase your understanding of the material and improve your ability to remember it, to apply it, and to build on it throughout this course, in related courses, and in your own life.

The Study Guide will help you to:

- ☐ Organize and focus your learning
- ☐ Check your mastery of the material in the text
- ☐ Practice dealing with typical examination formats
- ☐ Think analytically about the subject matter
- ☐ Broaden your perspective on child development

CHAPTER 1

ABOUT A CHILD'S WORLD: HISTORY, THEORY, AND RESEARCH METHODS

OVERVIEW

Chapter 1 introduces you to the study of child development. In this chapter, the authors:

- ☐ Define child development and explain why its study is important
- ☐ Outline the aspects of development to be studied for each period of childhood
- ☐ Point out several types of influences on how children develop and the contextual levels within which influences occur
- ☐ Describe how the study of child development has evolved and what its goals are today
- ☐ Discuss several important theoretical issues and perspectives from which child development has been viewed
- ☐ Describe the major types of methods for studying child development and discuss advantages and disadvantages of each
- ☐ Discuss ethical issues regarding research on children

CHAPTER 1 REVIEW

Section I A Child's World: Basic Concepts

FRAMEWORK FOR SECTION I

- A. Aspects and Periods of Development
- B. Influences on Development
 - 1. Family, Socioeconomic Status, Ethnicity, and Culture
 - 2. Normative and Nonnormative Influences
 - 3. Timing of Influences: Critical or Sensitive Periods
- C. Contexts of Development: An Ecological Approach

IMPORTANT TERMS FOR SECTION I

Completion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.

1. **child development:** Scientific study of change and _____ throughout childhood.
2. _____ **change:** Change in number or amount, such as in height, weight, or size of vocabulary.
3. _____ **change:** Change in kind, structure, or organization, such as the change from nonverbal to verbal communication.
4. _____: Person's unique and relatively consistent way of feeling, reacting, and behaving.
5. _____: Inborn influences on development, carried on the genes inherited from the parents.
6. **environment:** Totality of _____ influences on development, external to the self.
7. _____: Unfolding of a genetically-influenced, often age-related, _____ of physical changes and behavior patterns, including the readiness to master new abilities.
8. **nuclear family:** Two-generational economic, kinship, and living unit made up of parents and their biological or _____ children.
9. **extended family:** Multigenerational kinship network of parents, children, and more distant, sometimes living together in an extended-family household.
10. **socioeconomic status (SES):** Combination of economic and social factors, including income, _____, and occupation.

11. **group:** Group united by ancestry, race, religion, language, and/or national origins, which contribute to a sense of shared identity.
12. **culture:** A society's or group's total way of life, including customs, traditions, beliefs, values, language, and physical products—all behavior passed on from adults to children.
13. : _____ Group of people who share a similar experience, such as growing up at the same time and in the same place.
14. _____ **period:** Specific time during development when a given event will have the greatest impact.
15. **plasticity:** _____ of performance.
16. _____ **approach:** Bronfenbrenner's system of understanding development, which identifies five interlocking levels of environmental influence: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

LEARNING OBJECTIVES FOR SECTION I

After reading and reviewing this section of Chapter 1, you should be able to do the following. (Note: Here and throughout this study guide, when you are asked to give examples, try to think of examples other than those given in the text.)

1. Explain the difference between quantitative and qualitative change and give at least one example of each.
2. Name the three main aspects of development and give an example of how each interacts with one of the other two.
3. List the five periods into which your text divides childhood and identify the approximate age range and at least three major developments of each period.
4. Distinguish between the influences of heredity, environment, and maturation.

5. Identify two basic family types and give examples of societies in which each predominates.
6. Explain how socioeconomic status can affect developmental outcomes.
7. Distinguish between ethnicity and culture, and explain how the ethnic composition of a society can influence cultural change.
8. Explain and give examples of the purposes of cross-cultural research.
9. Identify three types of experiential influences on children's development, and give an example of each.
10. Explain the difference between critical periods and sensitive periods, and give at least one example of each.
11. Identify five levels of environmental influence that, according to Bronfenbrenner, provide the context for understanding development, and give an example of each.

Section II A Child's World: How Its Study Evolved

FRAMEWORK FOR SECTION II

- A. Historic Views of Childhood
- B. The Study of Child Development: Early Approaches
- C. Studying the Life Span
- D. Child Development: The Science and its Goals

LEARNING OBJECTIVES FOR SECTION II

After reading and reviewing this section of Chapter 1, you should be able to do the following. (Remember: When you are asked to give examples, try to think of examples other than those given in the text.)

1. Tell how early parental and children's diaries and baby biographies contributed to the evolution of the study of child development.
2. List describe four trends that led to the scientific study of child development.
3. Tell how the study of child development fits into the study of human development.
4. Summarize the contributions of ten pioneers in the study of child development.
5. Identify four goals of child development as a scientific discipline.

Section III A Child's World: Issues and Theoretical Perspectives

FRAMEWORK FOR SECTION III

- A. Three Developmental Issues
 - 1. Which Is More Important - Heredity or Environment?
 - 2. Is Development Active or Passive?
 - 3. Does Development Occur in Stages?
 - 4. An Emerging Consensus
- B. Psychoanalytic Perspective
 - 1. Sigmund Freud: Psychosexual Theory
 - 2. Erik Erikson: Psychosocial Theory
 - 3. Jean Baker Miller: Relational Theory
- C. Learning Perspective
 - 1. Behaviorism
 - a. Classical Conditioning
 - b. Operant Conditioning
 - 2. Social-Learning (Social-Cognitive) Theory
- D. Cognitive Perspective
 - 1. The Cognitive-Stage Theory of Jean Piaget
 - 2. The Information-Processing Approach
 - 3. Neo-Piagetian Theories
- E. Ethological Perspective
- F. Contextual Perspective

IMPORTANT TERMS FOR SECTION III

Completion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.

- 1. **theory:** Coherent set of related concepts that seeks to organize and _____ data.
- 2. **data:** Information obtained through _____.
- 3. **hypotheses:** Possible _____ for phenomena, used to predict the outcome of research.
- 4. **mechanistic model:** Model, based on the machine as a metaphor, that views development as a passive, predictable response to internal and external, focuses on quantitative development, and studies phenomena by analyzing the operation of their component parts.
- 5. **organismic model:** Model that views development as internally initiated by an active person, or organism, and as occurring in a universal sequence of qualitatively _____ stages of maturation.
- 6. _____ **perspective:** View of development concerned with unconscious forces motivating behavior.
- 7. **psychosexual development:** In Freudian theory, an unvarying sequence of stages of personality development during infancy, childhood, and adolescence, in which _____ the genitals.
- 8. **id:** In Freudian theory, the instinctual aspect of personality (present at birth) that operates on the _____ principle, seeking immediate gratification.
- 9. **ego:** In Freudian theory, an aspect of personality that develops during infancy and operates on the _____ principle, seeking acceptable means of gratification in dealing with the real world.
- 10. **superego:** In Freudian theory, the aspect of personality that represents socially-approved values; it develops around the age of 5 or 6 as a result of _____ with the parent of the same sex.
- 11. **psychosocial development:** In _____'s theory, the socially and culturally influenced process of development of the ego, or self; it consists of eight maturationally determined stages throughout the life span, each revolving around a particular crisis or turning point in which the person is faced with achieving a healthy balance between alternative positive and negative traits.

12. **relational theory:** Theory, proposed by _____, that all personality growth occurs within emotional connections, not separate from them.
13. **learning perspective:** View of development concerned with changes in behavior that result from experience, or _____ to the environment; the two major branches are behaviorism and social-learning theory.
14. **learning:** Long-term change in behavior that occurs as a result of _____.
15. **behaviorism:** Learning theory that emphasizes the study of observable behaviors and events and the _____ role of environment in causing behavior.
16. **classical conditioning:** Kind of _____ in which a previously neutral stimulus (one that does not originally elicit a particular response) acquires the power to elicit the response after the stimulus is repeatedly associated with another stimulus that ordinarily does elicit the response.
17. **operant conditioning:** Kind of learning in which a person tends to repeat a behavior that has been _____ or to cease a behavior that has been punished.
18. **reinforcement:** In operant conditioning, a stimulus experienced following a behavior, which _____ the probability that the behavior will be repeated.
19. **punishment:** In operant conditioning, a stimulus experienced following a behavior, which _____ the probability that the behavior will be repeated.
20. **social-learning theory:** Theory, proposed by Bandura, that behaviors are learned by observing and imitating _____. Also called social-cognitive theory.
21. _____ **learning:** In social-learning theory, learning that occurs through watching the behavior of others.
22. _____ **perspective:** View of development concerned with thought processes and the behavior that reflects those processes.
23. **organization:** In Piaget's terminology, integration of knowledge into a _____ to make sense of the environment.
24. _____: In Piaget's terminology, basic cognitive structures consisting of organized patterns of behavior used in different kinds of situations.
25. **adaptation:** In Piaget's terminology, adjustment to new information about the environment through the _____ processes of assimilation and accommodation.
26. _____: In Piaget's terminology, incorporation of new information into an existing cognitive structure.
27. _____: In Piaget's terminology, changes in an existing cognitive structure to include new information.
28. _____: In Piaget's terminology, the tendency to strive for equilibrium (balance) among cognitive elements within the organism and between it and the outside world.
29. _____-**processing approach:** Approach to the study of cognitive development by observing and analyzing the mental processes involved in perceiving and handling _____.
30. **ethological perspective:** View of development that focuses on the biological and _____ bases of behavior.
31. **contextual perspective:** View of development that sees the individual as inseparable from the _____ context.
32. **sociocultural theory:** _____'s theory that analyzes how specific cultural practices, particularly social interaction with adults, affect children's development.
33. **zone of _____ development (abbreviated _____):** Vygotsky's term for the level at which children can almost perform a task on their own and, with appropriate teaching, can perform it.
34. **scaffolding:** _____ support given to a child who is mastering a task.

LEARNING OBJECTIVES FOR SECTION III

After reading and reviewing this section of Chapter 1, you should be able to do the following. (Remember: When you are asked to give examples, try to think of examples other than those given in the text.)

1. Explain how theories help scientists achieve the four goals of the study of child development.
2. Identify five major perspectives on child development and their main distinguishing features.
3. Discuss three key issues in the study of child development, tell where two basic theoretical models stand on these issues, and summarize the emerging consensus on these issues.
4. Name the five stages of psychosexual development, according to Freud's theory, and identify the approximate age range and chief characteristics of each stage.
5. Tell what causes fixation, according to Freud's theory, and give an example of its effect.
6. Name and describe the three major components of personality according to Freud's theory.