

Study Guide

to Accompany

Eighth Edition

Children



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Children Eighth Edition

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Study Guide to Accompany
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JOHN W. SANTROCK

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A Letter to You, the Student

Dear Student,

I am writing this letter to you to offer some thoughts on how you can use this Study Guide to help you learn the material contained in *Child Development, Eighth Edition*, by John W. Santrock. Although these ideas come from many years of being a student (**many years**) and a psychology professor, they are not particularly new, and you may already know many of them—but sometimes we need to be reminded of how helpful these tips can be. I hope you will find this Study Guide and my suggestions to be useful.

First and foremost, let me tell you that **the most effective way to use this material is to apply it to your life!** What my students tell me at the end of the semester are things like: “This course really helped me to understand the things I did as a teenager—now I have better insight about how to live a more productive life as an adult”; “By taking this class, I have come to terms with some things in my life. I am getting divorced and am now better able to prepare for this stage in my life. . . . I have also seen what went wrong in my marriage. . . . I can see where things went wrong and I can now try to work them out”; “Now, when I think about middle age and late adulthood, I feel I have something to look forward to rather than be afraid. I can go through these stages with open arms now”; “The most important thing I learned in this class is a better understanding of people of all ages. I understand my son’s feisty temperament and deal with him much more effectively”; “I thought that some of the things my 2-year-old was doing were problem behaviors; now I see how they are typical of 2-year-olds and I can work with her more effectively. It’s amazing how this has improved our relationship and **her** behavior.”

This is just a sampling, but you can get the idea of how you, as a consumer of information, can use the information in the text and your class for your own life, whatever your major in college.

Now, let me tell you how the Study Guide is set up. The first section contains a **Chapter Outline** and **Reach Your Learning Goals**, which are intended to help you organize your thoughts and your reading and be able to anticipate what you will encounter in the corresponding chapter of the text, and to use the various sections of this Study Guide to be sure you have understood the material in each section of the chapter. This first section also contains **Learning Goals**, a set of anywhere from three to five statements of the ideas and material you should be able to understand after having read the chapter. You may wish to read the learning objectives **before** you read the chapter, so you can have an idea of what you’re trying to learn as you read; then again, after having read the chapter, by going through the learning objectives you can see if you did, indeed, “get it all.”

The second section is a series of **self-tests** to be sure you are understanding the material. First you will find a set of **Flashcards** containing 24 sets for each chapter. Throughout my undergraduate, graduate, and doctoral studies my friends and I made our own flashcards because we found them to be so helpful. All key terms, many concepts, and many of the important researchers and theorists from the chapters are contained on the flashcards. This self-test section also includes three relatively formal subsections for testing: multiple choice, matching, and essays. There is also a less traditional section (word scramblers) that is designed to provide you with a fun and helpful memory strategy for retaining information about important people and terms. The **Multiple Choice** section contains a set of approximately 30 multiple-choice questions covering the material in each chapter so you can be sure you are not only memorizing terms (Heaven forbid!), but are actually understanding the concepts contained in the text. There are many “applied” questions that require you to think about how these ideas would work if you were looking at real people (well, okay, in this case they are hypothetical, but use your imagination). In the answer key, you will discover that each question is keyed to one of the learning objectives. This allows you to pinpoint particular concepts you may find difficult to understand. Next is a **Matching** set where you are asked to identify the perspective of important researchers. New to this edition of the Study are **True/False** questions about basic concepts and information in the text, and a few questions that apply to the **CD** accompanying your text.

The **Essay Questions** are designed to help you crystallize the many concepts contained in the chapter so that you can explain and apply what you have learned. In two or three questions, I tried to tie the material from the entire chapter together so you can see how all of the research, ideas, facts, and theories fit together. My answers to these questions are merely skeletal; should you choose to answer them, you will have to expand on what is there by drawing on the material in the chapter. To be honest with you, when I give essay questions in my own classes, I want my students to be able to put together information from more than one chapter to answer the questions fully—so you may want to think about how you could do that.

In the next three sections, **Research Projects** and **Personal Application** you will find suggested activities that will require you to search out more information about the material in the chapter, either by reviewing the literature, or through your own empirical investigations (i.e., doing research), or by actively applying what you have learned to your own life. The best way to learn the course material of any class is to use it, to think about its application to your own life. These activities will force you to do just that. You may ask your professor if you may choose one of these as a class project, or for extra credit, or just do them for the fun of it to see how they work. Go through all of the activities, from Chapter 1 through Chapter 17, in the beginning of the term because you may see one in later chapters that you might have wanted to work on through the term, and if you wait until the last week or two you may not have enough time to get it done. As indicated at the end of this letter, I really do enjoy interacting with my students, so feel free to “Ask the Professor” (me) if you have questions—don’t be shy about sending me questions via e-mail (arosenfield@esedona.net); alternatively, all the way through college I found that my professors appreciated students asking questions (it’s a sign that you’re actually reading the material and thinking about it!), and instructors tend to learn the names of the students who do ask questions, so unless you have that rare faculty member who doesn’t encourage student interaction (and to be honest, I’ve never met a single one), do pose questions that come to mind. Also, use these questions to help you study, especially if you get together with other students and form a study group—you may even generate questions that wind up on your exams.

The final group of sections may be new to some of you and part of your everyday life for others (or anything in between). These are the **Internet Projects**. Note that the introductory section refers you to the McGraw-Hill Web site for some great activities (<http://www.mhhe.com/santrockc8>). Also to be found on the Web Site are a substantial amount of suggested journal articles, exercises from the text, and other **visual aids**. In addition to the Santrock Web sites, I have included two projects for each chapter that ask you to go beyond what is covered in our text. Finally, the **Internet Section** concludes with a compilation of many relevant Web sites for each chapter. Please note that all Web site addresses in this Study Guide have been checked and are correct at the time of publication, however, Web sites may be discontinued or addresses may change so when you search a given site it may no longer be viable. If that occurs, I apologize for the inconvenience, and would appreciate you notifying me so I could make appropriate revisions in future editions of this Study Guide. We try to ensure that they are up-to-date, however, as technology and businesses are constantly changing, this is not always possible.

Okay, so that’s the structure of the chapters in the Study Guide. Now, let’s talk about effective ways to study. As I mentioned earlier, you may already know some of these ideas, but oftentimes they can bear repeating because you say to yourself, “Oh, yeah, I knew that. I tried it before and it worked, but then for some reason I stopped. I think I’ll try it again.” Other ideas may be new to you, so you may want to give them a try. Remember that we are all unique, so some strategies work better for some people than for others—try out a suggestion for a fair period of time (only you can decide what “fair” is), and if it works, great—if it doesn’t, try something else.

Being An Excellent Student¹

Most students who are in college want to be good students, and most students have some particular goal in mind, which is probably why they chose the particular college or university they are attending. As you chose your college or university—and perhaps even an area of major interest or concentration—you had certain goals in mind, which likely included doing well in school, earning good grades, and graduating. Unfortunately, many students do not do as well in college as they had hoped and expected. Let's examine some of the reasons for this disappointing outcome to see how to avoid it and to learn, instead, how to be a good student and guide your behavior to improve your chances of achieving your goals.

A common definition of education is that it is “how people learn stuff.” For most of our history, educators have focused on the “stuff.” Teachers were required to be masters of their respective academic fields. Even today, some states have requirements that mandate only the need to be qualified in the subject matter one teaches, not in the teaching methods themselves.

In the 1960s, we became more interested in the “people” part of the definition, which was evidenced by moving to strategies such as open classrooms and free universities. The idea was that, given the opportunity to do so, people naturally learn. Although these experiments were dismal failures, they taught us something.

The key to the definition of education is the word “how.” Today, thanks to a wealth of research on the principles that guide the phenomenon of learning and on the nature of learning and memory, we know much more about *how* learning occurs and *how* we can make it better. By using these principles, we can become better students.

Formulating the Plan

Anything worth having is worth planning for. Whether you hope to learn to teach, to fly, to write for profit, or to change diapers correctly, you have in mind a goal. A common question from the first days in elementary school is, “What do you want to be when you grow up?” The answer to this question is one way of formulating a goal. Now that you are a college student, many people expect you to know what you want to do for a profession or career, yet you may not have the foggiest notion, or you might have an idea that is still unclear. That's okay. What is clear, however, is that you want to succeed in your college courses. This is a relatively long-range goal, and as such can keep you on track.

But our day-to-day behavior is often hard to connect to our long-range goals. We need short-term goals to keep us organized and to be sure that the flow of our activities is in the direction we want to be going. To accomplish our long-range goals, we need to focus on three types of short-term goals: (1) goals for the day, (2) goals for the week, and (3) goals for the semester or term. Let's look at each of these separately.

Goals for Today

It is helpful to keep a daily checklist, diary, or schedule as a reminder of what must be done each day. Check off the things as you accomplish them. A pocket calendar is particularly helpful for this task. After you complete your list, use numbers, asterisks (*), or letters to prioritize each item on the list and be sure that you put most of your effort into completing those tasks that have highest priority.

¹ Much of the information on “Being an Excellent Student,” including formulating the plan, attending classes, benefiting from lectures, reading for learning, taking tests, and parts of the section on dealing with test anxiety have been adapted from the 6th edition of the Student Study Guide to accompany *Lifespan Development* by John Santrock, which was prepared by Blaine Peden, John W. Santrock, and Allen Keniston. I would like to thank them for sharing those ideas with me for incorporation into this 8th edition of the Study Guide

Goals for the Week

Students who are successful in college also schedule their time weekly. Sometime during the course of registration, you made up a schedule showing your classes for the whole week. If you have a job, you must allow time for that, too. Also, many college or university students have family obligations that need to be considered as well. Finally, everyone needs some time for relaxing, eating, sleeping, and playing (even in graduate school we were advised that we needed to find some time to have fun in order to stay balanced). With all these things in mind, it is no wonder many students find little time to study.

But good students do all these things, too, yet they study. Do they have more time? No, we all have the same amount of time, but successful students schedule their time carefully. So, make up a weekly schedule and block off time for all these necessary events: classes, work, relaxation, eating, sleeping, playing, family, errands, and studying. Students who actually schedule their time and keep to their schedules are amazed at how much time they find they have! Be sure to leave some blocks (10 to 20 minutes) that are *unscheduled* just to maintain some flexibility—sometimes emergencies arise and you need some slack in your schedule “just in case.”

As you make up your weekly schedule, you may find that your study time fits into a large block. If this is the case, remember to take short breaks every 20 to 30 minutes. This is called distributed practice and is far more efficient than studying for hours on end. After the first 20 or 30 minutes, most of us become much less efficient anyway. When you take that break, reward yourself somehow, then go back to your studying. I always tell my students never to try to read a whole chapter in one sitting. In fact, when I am preparing for a new class or have changed texts in a class I have been teaching, I take that advice myself!

Many of us feel uncomfortable using the word “no.” When friends or family members ask for help, students often give up important study time to accommodate the friend or family member (or feel so guilty about *not* doing so that their guilt interferes with concentration as they try to study). When people ask for our help, they usually could either get help from someone else (or become independent and do it themselves) or work with you to accomplish the activity during one of your free periods. Of course, if it’s really an emergency, such as someone who needs hospitalization, then by all means help; if it’s not, you need to consider yourself and your education as high priorities. Some of us really need to feel we have “permission” to say “no”—so, I am giving you that permission!

Goals for the Semester

At the beginning of each semester, we find ourselves immersed in many new courses. You will often be confronted by several new professors with whom you have never worked before. Sorting out the expectations and demands of these several courses is difficult; however, it is important to organize the information that will be needed for completing all of the course requirements in order to be successful in the courses.

If you can, obtain a large wall calendar (available in any stationery store) and mark on it the dates of tests, exams, and term paper deadlines, being sure to indicate the course for which each date applies. Now, estimate how long it will take you to make final preparations for those exams, and mark those dates as warning or alert dates. Look over the dates on which papers are due and see if they are bunched together. If your college is typical, these dates will probably be close. You can help yourself to avoid the last-minute all-nighters if you simply determine a spread of due dates for yourself and mark those on the calendar, too. As you do this step, please be sure to avoid any days that have personal significance for you, such as birthdays, anniversaries, upcoming weddings you’ll be attending, and so on. This calendar gives you an overview of major dates in your semester.

If you have followed this plan carefully, you now have a large semester calendar plastered on your wall; a weekly schedule of major life events, classes, and study times taped over your desk; and a daily checklist of must-do items in your pocket or purse. So, your scheduling is on its way. Let's look now at other important strategies.

Attending Classes

Many students believe that, because they are in college, they can decide whether to go to class at all. This is true. Some students also believe that attendance in class is not important to their grades. This is not true! Some colleges or universities have attendance requirements, so that if students miss a given number of classes it will either lower their grade a full letter or the instructor may drop the student from the course; some instructors have in-class activities that count toward students' grades, so if students are not in class they do not get credit for participating. Even without such strategies, students who do not attend class sessions almost always do more poorly on the tests, quizzes, and exams. Perhaps they were absent when a crucial item was discussed or when the instructor lectured over the material a particular examination required.

Remember that more often than not, instructors include information in their lectures that is not in your textbook. This information (whether from class lecture, videos shown in class, guest lectures, and so on) is fair game for tests. Moreover, if you are not there, the instructor cannot get to know you, and therefore cannot give you the benefit of the doubt on your answers. Not surprisingly, the data from many research studies clearly show that students who attend class regularly receive the highest grades and actually learn more, too! So, the first rule of being an effective student is to attend classes. Besides, how else can you get your money's worth? Now that you've determined you will go to class, what else will you do?

Benefiting from Lectures

Students sometimes think that if they come to class and "pay attention," they will remember what the instructor talked about; they think that if they take notes, they will miss much of what the instructor says. But sitting and paying attention is difficult. For one thing, most people can think much faster than they can speak. While the instructor lectures at 80 words per minute, the student thinks at about 350 words per minute. If the student is using this extra "thinking capacity" to focus on what the instructor is saying, it is fine. This rarely lasts more than 5 minutes at a time, however. Most of the time, this extra "thinking capacity" is used in daydreaming.

Daydreaming can be helpful in resolving our emotional problems, planning the course of our lives, and avoiding work. In fact, daydreaming is often motivated by the desire to avoid work. For whatever motive, however, daydreaming is not compatible with attending a lecture. Human beings simply cannot attend to more than one stimulus at a time. And you have to admit that your daydreams can often be more interesting than your professor's lectures.

Benefiting from lectures is best achieved by taking notes. Use plenty of paper and leave blank lines at regular intervals, or leave wide side margins. You will use these spaces later. If the instructor permits it, be brave and interrupt with questions if you do not understand what is being said. One thing I try to stress to my students is that I may know what I am talking about, but it may be unclear to them—and if it's unclear to one student, it may well be unclear to other students. So, for the sake of the other students who didn't understand what I was talking about, each student should take on the responsibility of asking me to clarify what I said or to expand in a way that will help them understand. Remember that lectures have a way of progressing and building on earlier information. It is important to understand each point or later points will be lost. (But please, *do not* ask the person sitting next to you what the professor said—it disrupts the class, disturbs the professor, and you are likely NOT to get an accurate response!)

When you take notes, write out the major points and try to make simple notations for the supporting minor points. If you miss something and you cannot ask a question about it, approach the instructor immediately afterward when the topic is still likely to be fresh in both your minds. *Do not* try to write down every word, and *do* try to use abbreviations or symbols (the Greek symbols Ψ [Psi] and Φ [Phi] are a lot shorter to write than the words “psychology” and “physiology”; using typographic symbols, such as $<$ and $>$, is much shorter than writing out “less than” and “greater than”); or, you could do what I did—learn shorthand (or make up your own).

My students often ask if they may tape my lectures. Personally, I have no objection to this practice, although some professors do. Having returned to college after a 16-year break, I taped my psychology classes (somehow German didn’t seem conducive to being tape recorded). It was so tedious transcribing the tapes, though, that I didn’t do it after that first quarter. Taping may be particularly helpful for students who have visual, auditory, or motor impairments; however, you should never tape record a lecture without first asking for and obtaining the professor’s permission.

Within 1 or 2 hours after the lecture, on the same day, go back over your notes and do two things. First, fill in the rest of the minor points. This often amounts to completing the sentence or other element. Second, write brief summaries and any questions that you now have in the blank spaces (lines or margins) you left earlier. These few minutes spent reviewing and organizing your notes will pay off in greatly improved memory. The questions you have you can ask in class—or during the instructor’s office hours—and reap two benefits. First, you will get the answers; second, you will demonstrate that you are a serious student, which will impress your instructor.

One other thing about going to class. Although this is not always true, I have found that my best students typically sit in front. And most students seem to have a need to have “their seat,” while a few students have a need to move around, sitting in one seat one day and a different seat the next. It wasn’t until my graduate school days that I realized why I needed “my seat.” As students, we are constantly being overwhelmed with new information, which is a stressful experience; we need some structure we can count on to reduce that stress. So, if you are one of those students who likes to wander, be considerate of your classmates’ needs for stress reduction.

By the way, to get the most out of the lectures, do complete the assigned reading *before* the class so you are familiar with the material. This will help you keep up with what the instructor is talking about, will reduce the amount of information you do not understand, and may also bring up important questions for you to ask in class if the instructor does not talk about them.

Reading for Learning

We all know *how* to read. You are proving it by reading these words. Hopefully, you are also realizing some ideas as a result of reading. If you are only reading words, please WAKE UP! STOP DAYDREAMING!

We can read a variety of things: newspapers, movie reviews, novels, magazines, and textbooks. Textbooks are unlike all printed materials and must be read with a strategy all their own. There are many reading and studying strategies, and all of them work to an extent. Perhaps you learned one or more in the course of going to high school. Perhaps you even took a how-to-study course when you entered college. If so, you probably learned one or two of these systems. If you have one you like that works for you, keep it. If you are interested in learning a new one, read on.

The PQ4R Method

One of the most successful and most widely used methods of studying written material was the SQ3R method, which was first developed at Ohio State University. Researchers had noted that students who were more successful were more active readers. More recently, this method has been updated to the PQ4R method, which adds an additional step. This method teaches you the same skills that have made many thousands of students successful. If you use this method when you read and study, you will be more successful, too. I have outlined the steps as follows.

The P stands for PREVIEW. After you have read the overview or chapter outline and the list of learning objectives, you should survey (preview) the chapter in the text. This is also called *skimming*. Look at the headings and subheadings, and get the gist of the major points in the chapter. Check off each point in the outline of this Study Guide as you pass it in the pages of the text.

The Q stands for QUESTION. Reading is greatly enhanced if you are searching for the answers to questions. For this text, the Study Guide provides learning objectives that can serve as questions. For other texts, make up questions for yourself that are based on the chapter overview or on your own survey of the chapter. Be sure that you have at least one question for each major unit in the chapter; you will be less efficient at studying those units for which you do not have questions.

The first of the four Rs is for READ. As you read, look for the answers to the questions you posed or to the study or learning objectives furnished for you. When you find material that answers these questions, put a mark (X) or a sticky note in the margin next to that material. This will help now, as you are actively involved, and later, when you review. It is a good idea to wait to underline or highlight lines of text until after you have read the entire chapter at least once, so you will know what is and what is not most important. (In fact, while some “authorities” suggest you underline or highlight no more than 10 percent of what you are reading, I find that when most of us begin to underline or highlight, we wind up doing it to most of the chapter—I suggest not doing it at all because it becomes too passive, which counteracts your attempts to read actively.)

The second R stands for REFLECT. As you read, stop occasionally and reflect on the material to increase its meaningfulness. This includes analyzing the material, thinking about how to apply it to your life, interpreting the information, and connecting it with information you already have in your long-term memory.

The third R is for RECITE. One of the oldest classroom techniques in the world (Aristotle used it) is recitation. In the classroom version, the teacher asks the questions and the students answer them. Unless you can get your instructor to study with you regularly, you’ll have to play both roles. Periodically, stop in your reading and say aloud (if possible) what the author is telling you. Try to put the information in your own words, but be sure to use technical terms as you learn them. If you are not in a situation where you can recite out loud, do it in writing. Just thinking it is not enough. When should you pause to recite? A good rule of thumb is that each time you come to the end of a major subheading, you should recite. One professor encourages his students to recite at least one sentence at the end of each paragraph, and two or three or more sentences at the end of each subunit (when you come to a new heading).

People who do not use recitation usually forget half of what they read after 1 hour, and another half of the half they remembered by the end of the day. People who use recitation often remember from 75 to 90 percent of what they studied. This technique pays off. (By the way, if anyone questions why you are talking to yourself, tell them that a psychologist recommended it.)

The fourth R is for REVIEW. You should review a chapter soon after you have studied it (using the PQ and the first 3 Rs). You should review it again the day or evening before the test. It is not usually helpful to cram the night before a test, and particularly not the day of the test. That type of studying does not produce good memory and is likely to make you more anxious during the test itself, which brings us to our next topic.

Taking Tests

One of the things students fear most is failure. Failure signifies that things are not going well and alerts us to the possibility that we may not achieve our goals. Unfortunately, many students see tests and exams as opportunities to fail, rather than as opportunities to shine. They prepare by becoming anxious and fearful and by trying to cram as much information as possible into their short-term memories right before the exam. These students rarely do well on the exam. They often fail, thus accomplishing just what they feared.

Taking tests requires strategy and planning. First, it is helpful to know what type of test you will have. Your instructor probably told you this information during the first class meeting, or it may be in the class syllabus or course outline. If you do not know, ask.

If you are going to be taking essay exams, the best way to prepare is by writing essays. Before you do this, it is a good idea to find out what types of questions the instructor asks and what is expected in a response. Again, it is helpful to ask the instructor for this information. Perhaps you can even see some examples of essay questions from previous years—some instructors have copies of their exams on file in the department office or in the library. By finding out what is expected, you can formulate a model against which you can evaluate your answers.

Now, using the learning objectives—or some essay questions you wrote—actually sit down and write out the answers. I have prepared at least two essay questions for each chapter in this Study Guide. (HINT: If you usually feel more anxious during a test, it may help you to practice writing your essays in the room in which the test will be given. Simply find a time when the room is vacant, then make yourself at home.)

If your instructor gives multiple-choice tests, then you should practice taking multiple-choice tests. For each chapter, either use questions provided in the Study Guide or make up your own. You may find it helpful to work out an arrangement to pool questions with other students, thereby reducing the amount of work you have to do and developing a network of friends. Or, you may ask your professor if he or she would allow students to write some of the exam questions—some of my professors did that in my undergraduate classes, and I sometimes have my students do it as well.

Whichever way you do it, the important thing is to prepare for tests and exams. Preparation is about 95 percent of the secret to getting a good grade. (Yes, there is some actual luck or chance involved in test scores, as even your instructor will admit!) Preparation is not only a good study and review technique, but it also helps to reduce anxiety.

Dealing with Test Anxiety

Anxiety can be a helpful response when it occurs at low levels. In 1908, Yerkes and Dodson showed that the amount of anxiety that could benefit performance was a function of the difficulty and complexity of the task. As the difficulty of the task rose, anxiety became less helpful and more likely to interfere with performance.

If you have ever been so anxious in a test situation that you were unable to do well, even though you knew the information, you have test anxiety. If you get your exams back and are surprised that you marked wrong answers when you knew the correct answers, or if you can only remember the correct answers after you leave the examination room, you, too, may have test anxiety.

Strategy 1: Effective Study

Use study habits that promote learning and make the best use of time. Strategies, such as scheduling your time and using the PQ4R method, reduce anxiety by increasing confidence. As you realize that you know the material, your confidence rises and anxiety retreats.

Strategy 2: Relaxation

Each of us develops a different pattern of relaxation. Some people relax by going to a specific place, either in person or mentally. Others relax by playing music, by being with friends, by using autogenic relaxation phrases (e.g., You are relaxed. You feel prepared and confident.), or by meditating. Whatever you do, be aware of it and try to practice relaxation techniques. If you are not good at relaxing, try thinking about those situations that make you anxious and relax while you think of them. To do this, allow yourself to think only briefly (15 to 30 seconds at a time) of the situation that makes you anxious, and then relax again. After several such pairings, you will find that thinking about that situation no longer makes you anxious. At this point, you may be surprised to find that the situation itself also no longer produces anxiety. You may find it helpful to think about these anxiety-provoking situations in a sequence from those that produce little anxiety to those that are more anxiety-evoking. Such a list—from low to high anxiety—might look something like this:

1. Your instructor announces that there will be a test in 4 weeks.
2. Your instructor reminds you of the test next week.
3. As you study, you see on the course outline the word “test,” and remember next week’s test.
4. One of your friends asks you if you want to study together for the test, which is the day after tomorrow.
5. You choose not to go out with your friends because of the test tomorrow.
6. As you get up in the morning, you remember that today is the day of the test.
7. You are walking down the hall toward the classroom, thinking about what questions might be on the test.
8. The instructor enters the classroom carrying a sheaf of papers in hand.
9. The instructor distributes the papers and you see the word “test” or “exam” at the top.
10. After reading the first five questions, you are not able to think of the answer to any of them.

If you work at it gradually and consistently, pairing these types of thoughts (briefly) with relaxation and remembering to let go and relax after each one, you will dispel test anxiety and make test taking a more productive and successful experience.

Strategy 3: Thinking Clearly

Most students who have test anxiety think in unclear and unproductive ways. They say to themselves things like: “I can’t get these answers correct. . . . I don’t know this stuff. . . . I don’t know anything at all. . . . I’m going to fail this test. . . . I’m probably going to flunk out of school. . . . I’m just an idiot.” These thoughts share two unfortunate characteristics: they are negative and they are absolute. They should be replaced.

When we tell ourselves negative and absolute thoughts, we find it impossible to focus on the test material. The result is that we miss questions even when we know the answers. Our thinking prevents us from doing well.

A good strategy for replacing these negative and absolute thoughts is to practice thinking positive and honest thoughts, such as, “I may not know all of the answers, but I know some of them. . . . I don’t know the answer to that right now, so I will go on to the next one and come back to that. . . . I don’t have to get them all right. . . . I studied hard and carefully, and I can get some of them correct. . . . I am a serious student and have some abilities. . . . Hmm. This is a hard question, so I’ll skip it, come back, and look for any clues in other questions that might help me answer this one. . . . I am prepared for this test and know many of the answers. . . . This test is important, but it is not going to determine the course of my entire life, and if I don’t do well it doesn’t mean I’m a horrible person or a dummy.”

By thinking clearly, honestly, and positively, we quiet the flood of anxiety and focus on the task at hand. Students who use this technique invariably do better on tests. It takes practice to think clearly, but it is worth the effort. After awhile, you will find that it becomes natural and does not take any noticeable effort. And as anxiety is reduced, more energy is available for studying and doing well on exams. The eventual outcome is more enjoyment with learning, better learning, more success in college, and the achievement of your goals.

Strategy 4: Guided Imagery

I often have my students relax before a test (see Strategy 2), close their eyes, and visualize themselves walking into a tall building. They go into the elevator in the building and take it to the top floor, which is 56 stories up. They walk out of the elevator and go to the stairwell, then climb to the top of the building. There is no railing on top of the building. I direct them to walk over to the side of the building and put their toes at the edge, then look down. I ask them to pay attention to how they are feeling—physically and emotionally—as they look down onto the street from the top of this building. I then instruct them to back away from the edge, take a deep breath, and imagine that they can fly—just spread out their arms and fly. Then they are directed back to the edge of the building, knowing that they can fly. Again they put their toes on the edge, look down, then spread their arms and fly, eventually floating down to land safely on the ground below.

Next I have them visualize themselves in the classroom; on the desk before them is their test. They look at the test and see themselves reading the questions, saying, “I know the answer. Yes, I remember learning that.” They visualize themselves being successful, answering all the questions correctly, feeling good about themselves. Then I have them visualize getting their tests back with a big “A” staring them in the face.

Some students are able to visualize much better than others. You can try combining Strategy 2 with this strategy to help you improve your visualization because it can be an effective success strategy. (After the guided relaxation, I remind my students they really *can’t* fly, so please don’t try!)

Strategy 5: Do the Easy Ones First

One technique I learned while studying for the GRE (Graduate Record Exam) was to read each question, answer the ones I knew, then go back to the harder ones. Two things to watch out for with this technique are first, be sure you get the answers in the right place—sometimes when we skip a question or two, we wind up marking the wrong space, so check that your answer to question 10 is in space 10; second, you may find that you’re stumped by the first several questions—don’t let that throw you, just keep going because there is bound to be one you jump on and say, “Yes! I know that one!” Answer the easy ones first, then go back to the others after you’ve built up your confidence seeing that you *do* know “stuff.” Then, always go back over the whole test to be sure you answered every question. (The exception here is if you have a professor who takes more than one point off for wrong answers—in that case, it’s better not to answer than to answer wrong, but I don’t know anyone who does that.)

Strategy 6: State-Dependent Learning

Research has found that we remember information best when we are in the same “state” we were in when we first learned the information. So, for example, you might remember a certain song when prompted by a specific stimulus (seeing someone who reminds you of your “first true love”); or, we remember things we learned when we were particularly happy if we are again in that mood. This goes for physical contexts as well—so that we have an advantage if we take an exam in the same room where we learned the information in the first place (though we have little control over this because exams may be scheduled in a room that was not our classroom).

This strategy also correlates to physical context in terms of our bodies—if you drink coffee or caffeine-laden sodas when you study, try to do the same before your exam. On the other hand, if you

don't consume caffeine when you study, by all means, *do not* suddenly have a cup of coffee before your exam. Because of the power of this phenomenon, you may want to create a particular mental context for yourself when you study so that you can put yourself into the same mental context when you take your exams.

Strategy 7: Take a Break

If you find yourself getting stressed out during the test, take a break. Put your pencil down and breathe deeply. You may even want to put your head down on the desk (but please, do not fall asleep). Use the relaxation techniques or the guided imagery strategy; visualize yourself looking at the test and suddenly realizing that you *do* know the answers to at least most of the questions. Then go back to taking the test.

Remember that with all of these test-taking strategies, if you don't do the first one, none of the others will help. Passing the course requires that you actively study the material!

Memory Techniques

No matter how much you read, it won't help you if you don't remember *what* you read. The most critical factor in remembering is being able to apply what you have learned. Of course, some things, such as people's names or certain dates or statistical information, are not easily applied to your life, so you'll have to use other techniques for that information. But first, let's talk about the "easy way."

Apply It to Your Life

If you can take the material you are learning and use it in your everyday life, you will remember it without any problem. For example, if you have a 2-year-old child, then you read what Piaget said about how 2-year-olds think, or what Erikson said about the need for children to gain a sense of autonomy over their bodies, or what the information processing theorists say about how much a 2-year-old can remember, and you can see how (and if) these theories apply to your child. Of course, not everyone has a 2-year-old child, but we all were 2 years old at some point in our lives, or we may know children who are that age. Watch children, and see how the theories work by observing what these children do. The same goes for observing infants, teenagers, adults—and particularly yourself!

Another method of applying the material to your life is to connect it with what you already know, either from life experience or other courses you have taken. Sometimes what you are learning fits nicely with what you already know, sometimes it contradicts what you learned before, and sometimes it appears to be brand new. This is an opportunity for you to look at how the new information fits in with the old—were there new research findings? Or, is it merely a difference of opinion? Make these associations—don't keep the information for any class neatly compartmentalized—if you do, you'll have a hard time trying to find it when you need it.

Teach It to Someone Else

When we start teaching something to someone else, we find we *have to* learn it, and by trying to explain the material to another person, we examine it and think about it differently. So, take the material you are learning in this class (or any class) and teach it to someone else. When they ask you questions, you can look them up and find the answers, or think them out together, or ask someone else. As you explain these concepts to someone else (e.g., your children, your friends, or even your dog or cat), you will suddenly see the concepts in a totally different light.

Mnemonic Techniques

Some things are really difficult to apply to your life. Dates, names, places, statistics, and such may not have a great deal of meaning for you. In that event, use the tricks that memory specialists use—mnemonics. There are many different types. (For example, one famous mnemonic is an

acronym for remembering the Great Lakes: HOMES = Huron, Ontario, Michigan, Erie, and Superior; the colors of the spectrum is someone's name: ROY G. BIV = red, orange, yellow, green, blue, indigo, and violet.) You can make up your own acronyms by taking the first initial of any term, person, and so forth. It's easiest, though, if it's something that makes sense to you.

Another mnemonic technique is called the *method of loci*, and I've been told that it's the method medical students use to remember body parts. You list the things you need to remember, then visualize yourself walking around a familiar place (like your living room), putting one item on a particular piece of furniture, another item on the next piece, and so on. Then when you need to remember those items, you go through your "living room" to see where each one is. Say, for example, you need to remember the theorists in Chapter 2 of this text. You might put Piaget on the piano, Freud on the sofa, Skinner in the television (i.e., a "box"), and so on. (They don't have to be on the object that starts with the same letter as their name, although that might be an additional mnemonic technique; or you might put them on objects that you associate with their work.) Because you also need to associate the theorists with their theories, you might imagine that Piaget is thinking about how to play the piano; Freud has hidden unacceptable thoughts under the sofa; Skinner has been reinforced for sitting so nicely in front of the television, and so forth.

One other mnemonic technique is the *story method*. Take the information you need to remember and put it into a story. So, you may make up a story about how Piaget came up with his four stages of development. (Because he relied so heavily on his own three children, you might want to incorporate them into the story, but it's your story—do it the way you want.)

There are many other mnemonic techniques. You might want to check out a book on memory strategies from the library to find some that work well for you.

Be an "Information Dropper"

This technique is similar to the suggestion to teach, but less formal. Ask your friends to "indulge" you by listening to what you learned in your life-span development class (or any other class). Then *tell* them what you are learning. You may, in fact, find that you have managed to help one of your friends by sharing this information—wouldn't that be a nice feeling!

Rote Memory

Can you remember back to grade school when you learned to multiply by repeating the multiplication tables over and over and over again? Personally, I think this method is the worst way to learn anything, but for some things (like multiplication tables), it works. The flashcards that are available on the McGraw-Hill Web site for the text (www.mhhe.com/santrock/ld8) are one way to help you learn through repeating the material you don't know. Hopefully you will then go further and apply the information to other areas of your life.

Ask the Professor

Previously in this Letter to the Student I talked about the PQ4R Method of Studying. Recall that the Q stands for "Question"; that is, before you read each section, make up a question and then search for the answer as you read. I find that as I read just about anything, questions just naturally pop into my head—I'd like to suggest that you try to do the same (please, don't just accept everything that's put before you in black and white!). You can also create questions before you do any of the self-tests, then see if you and the professor who wrote the questions (such as for this Study Guide) were thinking in the same direction or if you came up with questions that weren't asked (bear in mind that in any study guide, we can only present a limited number of questions). By developing your own set of questions (and answers), you will deepen your understanding of the material and help prepare yourself for upcoming exams. Now, here's the fun part: see if you can come up with questions that either you *can't* answer or that you think are unique or "tricky" (bearing in mind that most instructors really do try to stay away from "trick questions"), then pose those questions to your own instructor. Or, if

you'd like, feel free to e-mail me (arosenfield@esedona.net) to see if I can answer your question(s). I may just give you a hint and see where you go with it, but I'm always happy to "dialogue" with my students, whether in my own classroom or with those who use my study guides. So give it a try and see what you can come up with.

A Final Thought

Remember this: Professors don't actually "teach" their students. Rather, they facilitate learning so students end up teaching themselves. Although we try hard to motivate our students, keep them interested, and present information in a way that helps students to understand, the ultimate responsibility for learning rests with the students. Some students have learned *despite* their professors, whereas others don't learn even with the best professors. So, keep your goals in mind, study hard, ask questions, and aim for success.

If you have thoughts you'd like to share with me—or other ideas for how to study and learn, things that worked for you or didn't work for you—you may reach me through my e-mail address: arosenfield@esedona.net.

With good thoughts for your continued success,

Anita Rosenfield, Ph.D.

Two Important Notes About Getting Permission

In each chapter of this Study Guide, you will find suggested Research Activities. Some of these activities involve working with children, and many involve requesting participation by persons (e.g., children, adolescents, and/or adults) who are not members of your Child Development class. Whenever you work with persons under the age of 18, you must obtain written permission from a parent or guardian (even if that is not specifically mentioned in the particular Research Activity); also, *always* ask the person assisting you if he or she is willing to help you with your project, despite that person's age. (A sample form is included as follows.)

If the parent, guardian, or participant indicates a reluctance to participate, thank them anyway and move on to someone else. If, at any point during the project, participants indicate a desire to discontinue participation, stop immediately and thank them for their help up to that point. Participation in research is *always* voluntary; no one should ever be coerced into involvement and, once having begun, participants *always* have the right to discontinue their participation if they so desire.

Further, each institution (college, university, etc.) has its own standards for conducting research. Before engaging in any of the suggested Research Activities, check with your instructor to determine whether you need to obtain approval from your school's Institutional Review Board (IRB). If approval is necessary, be sure to plan sufficient time for completing your project that includes time for getting your proposal reviewed.

SAMPLE CONSENT FORM

Child Development - Psychology

In partial fulfillment of the requirements of this course, I will need to [fill in what you will need to do, for **example**: *observe a child who is between 5 and 10 years of age. I will need to have this child perform three tasks and answer questions about . . . During the observations I will assess the child's ability to complete various tasks, including:*

- *Discussing whether various items (such as a car or an egg) are alive.*
- *Telling me if the child thinks certain shapes look like boys or girls.]*

I will compile a summary report based on these observations, and I will submit this report to my psychology professor. In my report, I will include information about the child's age and gender, but I will not disclose the child's identity. The child's performance on these tasks cannot be used to speculate about the child's potential, and I will make no speculations about the child based on these observations. I will read the previous statements to the parents of the child I will observe.

Date	Student's Signature
The previous statements were read to me. I understand that my child will be observed in the manner described. I agree to allow my child to participate in these observations. I understand that I can withdraw this agreement at any time. If I have any further questions, I understand that I may contact (professor of psychology at phone #).	Child's Name/Age: Parent's Name Printed: Parent's Signature/Date: