

Unit IX

Developmental Psychology

Overview

Unit IX tackles the enduring questions of how we develop cognitively, physically, and socially. The revealing research of Jean Piaget, Erik Erikson, Harry Harlow, and Mary Ainsworth, among others, is presented to frame the abilities and traits that develop in our attachment, cognition, morality and self-concept. Outside environmental influences such as parenting and peer groups are also reviewed. This unit reviews the infancy, childhood, adolescent, and adult phases of physiological growth and decline. A significant portion of the unit is devoted to examining the impact gender development has on the individual and attention is paid to the factors influencing teen sexuality and sexual orientation and identity.

Modules

45 Developmental Issues, Prenatal Development, and the Newborn

46 Infancy and Childhood: Physical Development

47 Infancy and Childhood: Cognitive Development

48 Infancy and Childhood: Social Development

49 Gender Development

50 Parents, Peers, and Early Experiences

51 Adolescence: Physical and Cognitive Development

52 Adolescence: Social Development and Emerging Adulthood

53 Sexual Development

54 Adulthood: Physical, Cognitive, and Social Development

Tip #9

Develop a Study Schedule or Routine

In Units IV and VI we talked about the importance of distributed practice and reinforcement in the development of study skills. To add on to those tips, it is a good idea to establish a study routine that you can stick with until the advanced placement exam. You can use the calendar of study provided in Unit I or make a new one now. You should schedule time to study for each of your courses as well as time for a reward break. Each day when you return from school, you will know your routine and can stick with it. Take your peak energy times into account so that you can schedule rigorous study times then. Make certain to designate the few hours before your desired sleep time as a no-electronics time.

Studies have shown that increased exposure to computers close to bedtime makes it more difficult to fall asleep. Use those last hours to read from your text or assigned book instead. Also, begin with studying the information that you feel least comfortable with in order to give yourself plenty of time to come back to this information multiple times prior to the exam.

Module 45

Developmental Issues, Prenatal Development, and the Newborn

Before You Read

Module Summary

Module 45 begins the unit on development by posing three engaging questions about the way in which we grow cognitively, emotionally, socially, and physically. The module continues by presenting the basic physiology of prenatal development and gestational changes, and explains how teratogens can impact early development. A concluding discussion with numerous research findings on the abilities of newborns takes to task William James' famous assertion that newborns are a "blooming, buzzing confusion."

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

developmental psychology	teratogens
zygote	fetal alcohol syndrome (FAS)
embryo	habituation
fetus	

While You Read

Answer the following questions/prompts.

45-1

1. Give an example from your life of how your genetic inheritance (nature) interacted with your experience (nurture) to influence your development.
2. Give an example from your life of a part of your development that was gradual and continuous. Then, give an example that was abrupt and discontinuous.

3. Which of your traits has persisted throughout your life? How have you changed as you have grown older?

4. What does research demonstrate about the stability of some characteristics such as temperament?

5. What characteristics have researchers found to be less stable over the lifespan?

45-2

1. Describe the changes that occur in prenatal development from conception through birth. Be sure to include the three distinct stages and the developments in each.

2. Describe some of the preferences newborn babies demonstrate shortly after birth.

3. Define and give an example of a *teratogen*. Write down two additional examples of teratogens not mentioned in the text.
4. Why would maternal alcohol consumption have an epigenetic effect on the fetus?

45-3

1. Briefly list and describe the newborn's reflexes.
2. Discuss how habituation is used to understand a newborn's competencies.
3. What are some newborn competencies researchers have been able to demonstrate? Why do researchers spend time researching newborn competencies?

After You Read

Module 45 Review

Answer the following questions to see if you have mastered the basics.

Identify the prenatal stage of development: zygote (Z), embryo (E), or fetus (F) represented by the characteristics below.

- _____ 1. Two days after conception, cell division begins to occur.
 - _____ 2. Entering the fourth month after conception, the developing baby weighs approximately 3 ounces.
 - _____ 3. Cells begin to differentiate and specialize structure and function.
 - _____ 4. At 40 days, the spine is visible and arms and legs begin to grow.
 - _____ 5. In the third month, facial features, hands and feet have formed
6. Create a campaign to help pregnant mothers better understand the long-term impact teratogens may have on their unborn baby.

Module 46

Infancy and Childhood: Physical Development

Before You Read

Module Summary

Module 46 describes the ways in which brain and motor maturation impacts development. The general stages of motor progression as well as a discussion of infantile amnesia are discussed as a means of understanding the maturation process.

Before beginning the module, take a moment to read the following term you will encounter. You may wish to make a vocabulary card.

Key Term

maturation

While You Read

Answer the following questions/prompts.

46-1

1. Summarize the growth of neurons and brain development from the fetal stage to puberty.
2. In what way is motor development dependent on maturation?

3. Describe the evidence from the text to suggest that motor development may be influenced by environmental factors.

46-2

1. Based on the information in this section, how might you reply to a friend who insists he remembers events clearly from his first year of life?

2. Provide evidence from the text that even very young babies may be able to retain information and learn.

After You Read

Module 46 Review

Complete the questions below to see if you have mastered the basics.

1. Define and explain how the mechanism of *maturation* unfolds.
2. Define *infantile amnesia* and provide support and refutation for this phenomenon.

Module 47

Infancy and Childhood: Cognitive Development

Before You Read

Module Summary

Module 47 introduces the famous Swiss Psychologist Jean Piaget and presents his stage theory and research on cognitive development in children. Exceptions to his stages, along with more recent findings related to cognitive development, are also discussed to show where portions of Piaget's theory could be challenged or expanded. The scaffolding and sociocultural work of Lev Vygotsky is briefly discussed as an alternative theory. This module concludes with a discussion of autism spectrum disorder and the unique challenges in cognitive growth experienced by children with autism spectrum disorder.

Before beginning the module, take a moment to read each of the following terms and names you will encounter. You may wish to make vocabulary cards for each.

Key Terms

cognition	conservation
schema	egocentrism
assimilation	theory of mind
accommodation	concrete operational stage
sensorimotor stage	formal operational stage
object permanence	scaffold
preoperational stage	autism spectrum disorder

Key Names

Jean Piaget
Lev Vygotsky

While You Read

Answer the following questions/prompts.

47-1

1. What did Jean Piaget teach us about how children reason differently from adults?

2. Explain how a child might assimilate and accommodate a schema for a car when presented with a truck.

3. Complete the chart below detailing Piaget's stages of cognitive development.

Stage	Approximate Age Range	Name and Description of Tasks to Be Mastered	Key Words
Sensorimotor			
Preoperational			
Concrete Operational			
Formal Operational			

4. What are two examples of how Piaget underestimated young children's competence in the sensorimotor stage?

5. Describe the research that showed symbolic thinking may appear at an earlier age than Piaget suggested.

6. Discuss the ways in which Lev Vygotsky's views on the cognitive development of children differs from Jean Piaget's.

7. How did Vygotsky use the ideas of scaffolding and the zone of proximal development to describe how children's cognitive abilities develop? Provide a specific example.

8. How do modern day psychologists evaluate Piaget's theory?

9. How can Piaget's findings on children's cognitive development be used by babysitters to better understand the thoughts of small children?

47-2

1. What is one explanation for the increase in autism spectrum disorder (ASD) diagnoses and the decrease in the number of children considered learning disabled?
2. List the characteristics associated with Autism Spectrum Disorder.
3. How can the prenatal environment play a role for some individuals with Autism Spectrum Disorder?
4. What is NOT a factor involved with the development of Autism?
5. Explain some of the evidence supporting biology's influence on ASD.

6. What are some of the biological or brain mechanisms that may play a role in Autism?

After You Read

Module 47 Review

Complete the questions below to see if you have mastered the basics.

Label the stage of cognitive development according to Jean Piaget in which a child can achieve the cognitive tasks described in the examples below. When noted, also identify the concept described.

sensorimotor (S), preoperational (P), concrete operational (C), formal operational (F)

1. Seven-year-old Amal understands that when a cookie is broken into three smaller portions, it is still only one cookie, not three cookies. Concept described: _____
 2. Thirteen-year-old Julie is contemplating the different ways humans express love and wondering if feeling love is innate. Concept described: _____
 3. One-month-old Na He puts everything she can find into her mouth, her toes, the string on her clothing, even the stuffed elephant her grandmother gave her.
 4. Three-year-old Matthew is talking with his aunt on the telephone and when she asks if he enjoyed preschool today, he excitedly nods his head up and down. Concept described: _____
 5. Five-month-old Emma cries when you hide her play toy under the blanket in front of you, but smiles delightedly when you pull it back out again. Concept described: _____
6. How can you help a person with Autism to better adjust to a school environment?

Module 48

Infancy and Childhood: Social Development

Before You Read

Module Summary

Module 48 explains the numerous studies conducted on attachment and parent-child bonds. Differences in attachment styles due to temperament and culture are discussed, as well as the negative impact on attachment when children are neglected, abused, or raised in adverse conditions. The contradictory findings on day care's effect on children and the onset and development of a self-concept each receive ample treatment in this module. The module concludes with a review of Diana Baumrind's research on parenting styles and their correlation to children's personality traits.

Before beginning the module, take a moment to read each of the following terms and names you will encounter. You may wish to make vocabulary cards for each.

Key Terms

stranger anxiety
attachment
critical period
imprinting
strange situation

secure attachment
insecure attachment
temperament
basic trust
self-concept

Key Names

Harry Harlow
Konrad Lorenz
Mary Ainsworth
Erik Erikson
Diana Baumrind

While You Read

Answer the following questions/prompts.

48-1

1. How does stranger anxiety play a role in forming parent-infant attachment bonds?

2. In what way did Margaret and Harry Harlow's studies with wire and cloth monkeys overturn the previously held belief that attachment was based on satisfaction of nourishment needs? What were the implications of the Harlow's finding?
3. How did the work of Konrad Lorenz add to the explanation of how attachment bonds are formed in children? Use key terms in your response.
4. Identify the significance of critical periods beyond the scope of Lorenz's work. How does attachment with humans differ from the findings of Lorenz with goslings?

48-2

1. How did Mary Ainsworth's work with the strange situation design help answer the question of attachment differences?
2. Explain the differences between children with a secure versus an insecure attachment style.

3. According to Ainsworth and others, how did mothers interactions with their children lead to either a secure or insecure attachment for the child?

4. What evidence does the text provide to support the belief that temperament is at least partially genetic?

5. Discuss the studies conducted on fathers' presence and later development of the child. How are these studies significant?

6. According to Erikson, what can parents do to help establish a sense of basic trust in their infants?

7. How can early attachments impact later relationships?

48-3

1. Explain the cognitive and physical effects of attachment deprivation as illustrated by Romanian children housed in orphanages.

2. List specific outcomes correlated with being raised in abusive homes.

48-4

1. How can researchers test self-awareness in children?
2. How do the terms *self-concept* and *self-image*, differ from one another?
3. What are the benefits for children developing a positive self-concept?

48-5

1. A teenager wants to extend her curfew and stay out later with her friends. Using the information on Diana Baumrind's research on parenting styles, create an imagined dialog exchange between the teen and
 - a. her authoritarian parent.
 - b. her permissive parent.

- c. her authoritative parent.
2. What does research indicate is the correlation between parenting styles and future personality traits of children?
3. List two alternative explanations for the link between parenting and later competence.
4. Despite the research that has been conducted with different parenting styles, why can we still not say that a certain parenting style causes different patterns of behavior in children?
5. Give two examples of how child-raising practices reflect cultural values.

After You Read

Module 48 Review

Select the best answer to see if you have mastered the basics.

1. The experiments conducted by Harry and Margaret Harlow demonstrated that attachment derives from
 - a. an association with nourishment.
 - b. shared gender.
 - c. time spent with caregiver.
 - d. comfort and security.
 - e. genetic imprinting.
2. The experiments conducted by Konrad Lorenz showed that
 - a. comfort is a key component.
 - b. instincts to attach vary widely in a species.
 - c. species will often bond better with an animal of another species.
 - d. attachment forms during a critical period.
 - e. attachments to inanimate objects are easily reversed.
3. The experiments conducted by Mary Ainsworth showed that
 - a. all infants who experience secure attachment handle their mother's departure in the same manner.
 - b. attachment styles may be a result of a mother's interaction with her child.
 - c. all mothers who encourage independence.
 - d. roughly one-third of infants display a secure attachment.
 - e. infants with insecure attachments are more likely to explore their surroundings.
4. The research conducted by Diana Baumrind showed that
 - a. parenting styles seem to be correlated with later social competence.
 - b. parenting styles seem to have no impact on later social competence.
 - c. children of authoritarian parents tend to have greater social skill and self-esteem.
 - d. parents who use a permissive style raise children with high self-esteem and self-reliance.
 - e. parenting styles cause certain childhood outcomes that can be predicted.
5. The studies on deprivation of attachment showed that
 - a. babies raised in abusive or neglectful homes are more bold, verbal and stubborn.
 - b. monkeys raised in isolation were more likely to mate frequently when with other monkeys.
 - c. intelligence scores were lower and anxiety symptoms were higher.
 - d. most children raised in abusive homes grow up to become violent criminals and abusive parents.
 - e. children who have survived wartime atrocities or physical abuse are more likely to show physical resilience and resistance to substance abuse and other health problems

Module 49

Gender Development

Before You Read

Module Summary

Module 49 reviews some of the data and research on the acquisition and development of gender roles. The module examines similarities and differences in gender identity and explores the different theories that contribute to one's sense of gender. The importance of culture on gender roles and gender typing and their impact on development is the primary focus of the module.

Before beginning the module, take a moment to read each of the following terms and the name you will encounter. You may wish to make vocabulary cards for each.

Key Terms

sex	gender identity
gender	social learning theory
aggression	gender typing
relational aggression	androgyny
role	transgender
gender role	

Key Name

Carol Gilligan

While You Read

Answer the following questions/prompts.

49-1

1. What is the difference between sex and gender
2. While acknowledging that males and females share far more similarities than differences, explain some of the differences that are typically found between men and women.

3. What statistics does the author include to support his contention that men are more aggressive than women? From your experience, do you agree or disagree with these statistics?

4. Explain how relational aggression differs from general definitions of aggression. Give an example of an act of relational aggression.

5. What social connectedness difference has Carol Gilligan proposed between men and women, and what evidence supports this proposal?

6. How do men and women tend to differ when looking for social support?

7. How do gender role behaviors change in later adulthood?

49-3

1. How are the perceptions of power-hungry politicians perceived differently when coming from men versus when coming from women?
2. Explain how the field of medicine serves as an example of the gender differences in pay between men and women.
3. How do leadership styles of men and women in the workplace tend to differ from one another?

49-4

1. Discuss how women's gender roles vary among cultures.
2. Discuss how men's gender roles vary among cultures.
3. How does social learning theory propose that individuals learn gender roles?

4. How do the terms *gender roles*, and *gender identity* relate and differ from one another?
5. Describe and give an example of *androgynous gender behavior*. What are the benefits to this type of behavior?
6. How do children incorporate *gender schemas* into their language and play?
7. How do transgender individuals usually describe feeling about their birth gender?
8. How does the acceptance rate of transgender individuals differ from the acceptance of *gay or lesbian* individuals?

After You Read

Module 49 Review

Complete the matching questions below to see if you have mastered the basics.

Terms

- _____ 1. gender
 _____ 2. gender role
 _____ 3. gender identity
 _____ 4. gender typing
 _____ 5. gender schema
 _____ 6. gender expression

Definitions

- A. the communication of gender identity through behavior or appearance
 B. the acquisition of a traditional masculine or feminine role
 C. a person's sense of being male or female
 D. the socially constructed roles and characteristics by which a culture defines male and female
 E. a set of expected behaviors for males or females
 F. a framework for organizing male and female characteristics

Module 50

Parents, Peers, and Early Experiences

Before You Read

Module Summary

Module 50 describes how early experiences intermingle with the genes. This module explores the contributions to development made by peer groups and parents.

While You Read

Answer the following questions/prompts.

50-1

1. Briefly summarize Rosenzweig's work with rats and the implications of early experiences on brain development in rats. How does this work address the intermingling between nature and nurture?
2. What implications can the Rosenzweig study have on human behavior?
3. How does plasticity demonstrate the impact the environment can have on development?

4. What evidence does the text provide for the impact of parents in their children?

50-2

1. What evidence is there that even at a very early age, peers may influence a child's behavior?

2. How does peer influence shape children's development?

3. In which areas do parents tend to have the greatest influence on their children's lives?

After You Read

Module 50 Review

Complete the questions below to see if you have mastered the basics.

1. Using information from the module as evidence, support the claim that **early experience affects brain development**.

2. Using information from the module explain the influence of peers on development.

Module 51

Adolescence: Physical and Cognitive Development

Before You Read

Module Summary

Module 51 reviews the major physical changes that occur during adolescence, as well as the cognitive and moral development involved in this changing time of life. The theories of Kohlberg are introduced, including a connection to Piaget's work on cognitive development (discussed in Module 47) is included. The module concludes with a discussion of moral intuition and moral action.

Before beginning the module, take a moment to read the following term and name you will encounter. You may wish to make vocabulary cards for each.

Key Term

adolescence
puberty

Key Name

Lawrence Kohlberg

While You Read

Answer the following questions/prompts.

51-1

1. Discuss the two contradictory views of the psychological experiences of adolescence.
2. Discuss the variability and physical changes associated with puberty. What explanation is provided for why girls are currently experiencing puberty at an earlier age?

3. List the benefits and drawbacks to early physical maturation for boys.
4. List the benefits and drawbacks to early physical maturation for girls.
5. Describe the current trend and implications of research into the undeveloped prefrontal cortex of adolescents.
6. Based on the research presented, do you agree with the decision of the Supreme Court to ban the death penalty for juvenile offenders?

51-2

1. How might Kohlberg's stages of moral development be influenced by the work of Jean Piaget?

2. Explain how morality gradually changes from preconventional through conventional to postconventional stages, according to Lawrence Kohlberg. Give an example of why an individual might steal or not steal something at each stage (remember the choice to steal or not to steal is not important, it is the reasoning that goes along with the decision).

3. Describe the decisions an individual might make when considering whether or not to cheat on an exam if they are in the
 - a. preconventional stage:

 - b. conventional stage:

 - c. postconventional stage:

4. In what way does the concept of moral intuition differ from Kohlberg's theory?

5. How does *moral intuition* differ from *moral action*?

6. What can a test with a marshmallow reveal about future self-discipline?

After You Read

Module 51 Review

Identify the Kohlberg stage of morality best illustrated by the following examples.

Preconventional (Pre), Conventional (C), Postconventional (Post)

- _____ 1. Justin, age 5, does as his kindergarten teacher asks because he is afraid to get into trouble.
 - _____ 2. Omar, age 12, crosses at the crosswalk rather than jaywalking because he knows drivers will be more likely to yield if his teacher or his mother drive by when he is crossing the street properly, they will provide praise for his good behavior.
 - _____ 3. Although it was illegal, Susan, age 52, cast a vote and was arrested and jailed.
 - _____ 4. Despite a law forbidding it, Mohandas led a group of people to the ocean to collect and process salt.
 - _____ 5. Lorraine, age 6, promises her Stepmom to always tell the truth and be kind to others because Lorraine knows she will get big hugs and praise from her.
6. You are walking down the street when you notice \$20 fall out of the pocket of the person in front of you, and you pick it up. Would you chase the person down to return the \$20? For each stage of Kohlberg's theory of Moral reasoning, explain why or why not.

Preconventional:

Conventional:

Postconventional:

Module 52

Adolescence: Social Development and Emerging Adulthood

Before You Read

Module Summary

Module 52 describes the social tasks and challenges of adolescence, primary among them the forming of an identity. Erik Erikson's classic work on psychosocial development is presented and a section on parents and peers discusses the role each plays on development of self. The module concludes with an introduction to a novel idea in the field of development, the emerging adult, and provides solid history for the suggested phase as well as framing it in the context of culture.

Before beginning the module, take a moment to read each of the following terms and the name you will encounter. You may wish to make vocabulary cards for each.

Key Terms

identity

social identity

intimacy

emerging adulthood

Key Name

Erik Erikson

While You Read

Answer the following questions/prompts.

52-1

1. Complete the chart below by filling in the issue for each stage and a real-life example that illustrates each stage.

Stage	Issue	Real-Life Example That Illustrates Stage
Infancy (to 1 year)		
Toddlerhood (1 to 3 years)		

Stage	Issue	Real-Life Example That Illustrates Stage
Preschool (3 to 6 years)		
Elementary school (6 years to puberty)		
Adolescence (teen years into 20s)		
Young adulthood (20s to early 40s)		
Middle adulthood (40s to 60s)		
Late adulthood (late 60s and up)		

2. What has research discovered regarding when American teens are typically most happy?

3. Discuss the findings of research on intimacy and discuss the link between intimacy and happiness.

52-2

1. What has research discovered about typical parental/teen relationships.
2. List the ways research has shown peers influence your personal development.
3. Based on the research you have read regarding the long-term impact of bullying on teens, what is one action you can take to reduce bullying or help someone who has been bullied?

52-3

1. Summarize and describe the characteristics of the phase of life some people call emerging adulthood.

After You Read

Module 52 Review

Complete the matching questions below to see if you have mastered the basics.

- Stage*
1. trust versus mistrust
 2. autonomy versus shame and doubt
 3. initiative versus guilt
 4. competence versus inferiority
 5. identity versus role confusion
 6. intimacy versus isolation
 7. generativity versus stagnation
 8. integrity versus despair

Example

- A. a mother of three coaches her daughter's lacrosse team
- B. a teenager dyes her hair and tries out a new look
- C. a toddler chooses his own clothes and dresses himself
- D. a newborn infant cries and receives comfort and food from a caregiver
- E. a retired professor reflects on knowledge she tried to pass on to the next generation.
- F. a third-grader independently completes a math worksheet in school
- G. a preschooler grabs a broom and helps her father clean the kitchen floor
- H. a 20-something joins an online dating service

Module 53

Sexual Development

Before You Read

Module Summary

Module 53 reviews the biological and social aspects of our sexuality. From a primer on X- and Y-chromosome conception through the primary and secondary sex characteristic development of puberty, the module presents the basic biological facts of gender development. A thorough discussion of the factors both contributing to and deterring teen sexual activity precedes the issue of sexual orientation and research into the environmental and biological influences on heterosexuality, bisexuality, and homosexuality.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

X chromosome	spermarche
Y chromosome	menarche
testosterone	intersex
primary sex characteristics	sexual orientation
secondary sex characteristics	

While You Read

Answer the following questions/prompts.

53-1

1. Explain how the father determines the sex of a baby. How does this change the baby prior to birth?

2. Discuss the primary and secondary sex characteristics that develop during puberty for boys and girls. How are they alike? How are they different?

3. How do menarche and spermatarche allow for eventual sexual reproduction?

4. What are some of the ways that sexual development varies?

5. What are some of the challenges intersex individuals face in today's society? What is your opinion of doctors deciding that many intersex individuals will be female?

53-2

1. What protections do condoms offer against sexually transmitted diseases? How was the increased use of condoms effectively instituted in Thailand?

2. Discuss the current statistics on the prevalence of AIDS worldwide.

53-3

1. Discuss and explain the impact of the four environmental factors that contribute to teen pregnancy.

a.

b.

c.

d.

2. Explain four factors that seem to predict sexual restraint in teens.

a.

b.

53-4

c.

d.

53-4

1. Discuss the different types of sexual orientation.

2. Describe the challenge that many homosexual or bisexual individuals report around their sexual orientation.

3. List four environmental influences that have been shown not to impact homosexuality.

a.

b.

c.

d.

4. Provide evidence from the text that indicates sexual orientation is a result of nature rather than nurture.

5. Discuss Simon LeVay's work on the brains of homosexual and heterosexual people.

6. Discuss in detail the three lines of evidence that suggest a strong genetic influence on sexual orientation.
7. What are two prenatal influences on sexual orientation?
8. While acknowledging that traits between gay or lesbian and straight individuals are more alike than different, describe some of the findings in trait differences between gay and lesbian individuals.

After You Read

Module 53 Review

Answer the questions below to see if you have mastered the basics.

1. Using information from the module, explain how sexually transmitted diseases can be prevented.

2. Using information from the module, compare and contrast the effect of environmental influences on teen sexual behaviors.

3. Summarize the impact of nature and nurture as it relates to sexual orientation.

Module 54

Adulthood: Physical, Cognitive, and Social Development

Before You Read

Module Summary

Module 54 concludes the unit with an overview of aging and the physical, social, and cognitive changes that mark the later part of the lifespan. The specific impact of age on memory is reviewed and the trends in people's self-confidence and satisfaction with their life are presented. The various ways in which humans come to terms with death are discussed and the module draws to a close with a reminder of Erik Erikson's final stage of integrity versus despair.

Before beginning the module, take a moment to read each of the following terms and names you will encounter. You may wish to make vocabulary cards for each.

Key Terms

menopause	neurocognitive disorders (NCDs)
cross-sectional study	Alzheimer's disease
longitudinal study	social clock

Key Names

Albert Bandura
Sigmund Freud

While You Read

Answer the following questions/prompts.

54-1

1. Identify the physical changes that occur in men and in women in middle adulthood.
2. How has life expectancy changed over the past few decades and how does life expectancy differ between men and women?

3. What habits or life experiences can accelerate the aging process, reducing the chances of a long life?

4. How do sensory abilities, strength, and stamina all change with age?

5. Explain both the benefits and drawbacks of health in older adults?

6. How does the brain change in older adults?

7. How can exercise slow down the aging process?

54-2

1. Interpret the information in Figure 54.2 as it relates to recall in older adults.

2. Interpret the information in Figure 54.3 as it relates to the differing abilities of recall and recognition in older adults.

3. What have cross-sectional and longitudinal studies shown regarding cognitive abilities in older adults?
4. Briefly explain terminal decline.

54-3

1. What life factors can contribute to the development of a neurocognitive disorder?
2. Briefly describe the cognitive decline associated with Alzheimer's disease.
3. What are the known causes of Alzheimer's disease?
4. What can people do to reduce their risk of developing Alzheimer's disease?

54-4

1. Discuss the evidence refuting the idea of a midlife crisis.
2. Define the social clock and explain how the 'ticking' changes during adulthood.
3. Discuss the components involved in the adult commitment of love and what seems to make love last?
4. What are three factors provided that might explain why those who live together before marriage actually experience higher rates of divorce?
 - 1.
 - 2.
 - 3.
5. According to John Gottman who has studied relationships for many years, what is one indicator of marital success?

6. How are work and happiness related?

54-5

1. In what way do confidence and life satisfaction vary across life stages? What common myths regarding happiness and age are refuted by these findings?

2. How do emotional responses change from teenagers compared to older adults?

54-6

1. List three findings from studies on grief and coping.

a.

b.

c.

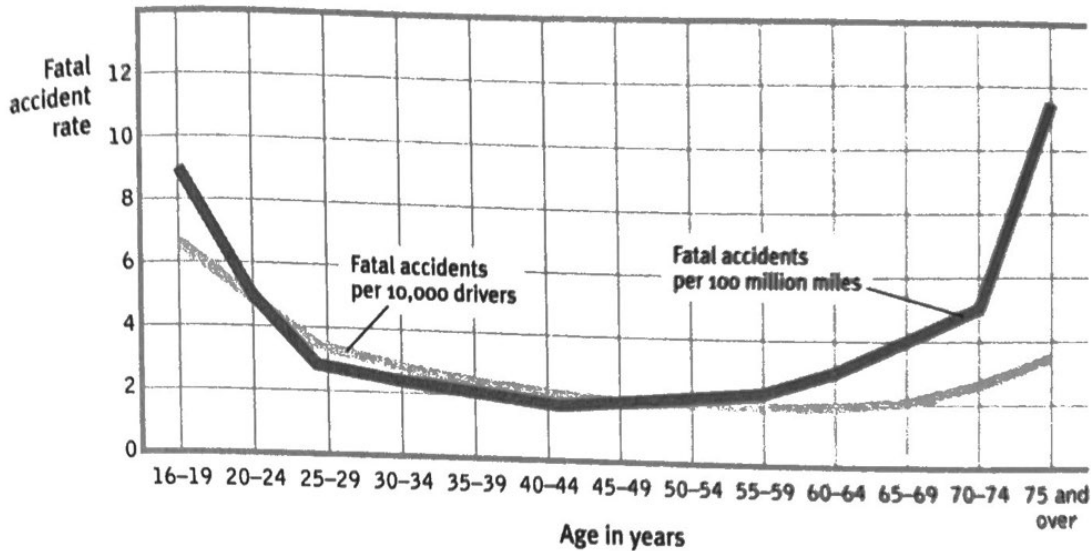
2. How does Erik Erikson's final stage of 85 factor into the last years of life?

After You Read

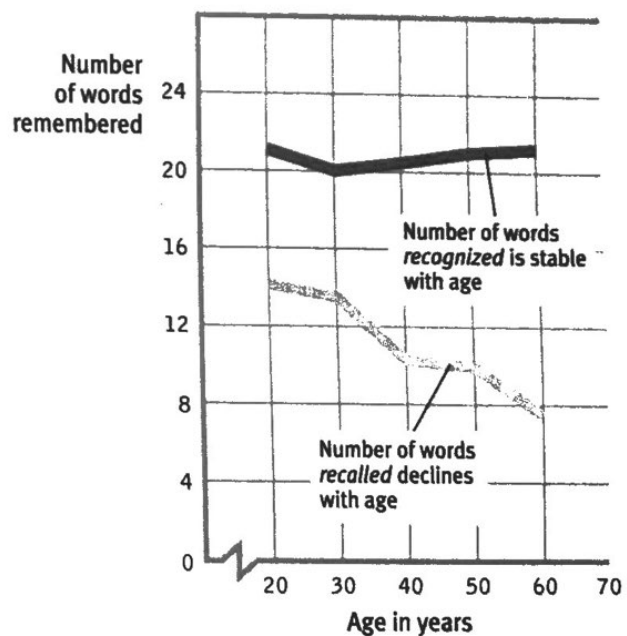
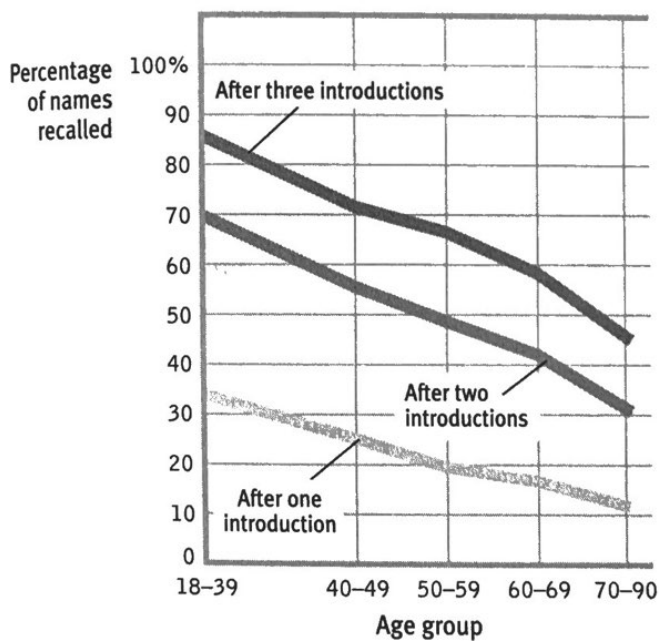
Module 54 Review

Answer the questions below to see if you have mastered the basics.

1. Interpret and summarize the information in the graph below.



2. Your 70-year-old grandmother has complained of a poor memory and is worried that she will no longer be able to remember things like the events of her life or names of new people she meets. Using the information from the two graphs below, what can you tell your grandmother about her declining abilities? In what way does the information on the graphs confirm your grandmother's worries and in what way can the information give her comfort?



✓ Check Yourself

Now that you have mastered the basics, work through the problem below to see if you can *synthesize*, *evaluate*, and *analyze* what you have learned.

Danielle is an 11-year-old 5th grader who is the youngest of four children and comes from a stable and loving two-parent home. She lives in suburban Georgia and walks to school each day. She enjoys the piano and has been taking lessons for five years.

Stephen is an 11-year-old boy abandoned by his parents as a child and raised in a foster home system, bouncing from family to family for the past four years. He currently lives with a couple fostering two other children. He listens to alternative music on his headphones each day as he rides the public bus to the school he attends in the economically depressed town of Smallville.

Compare and contrast these two children in terms of the impact of the following:

- Erikson's theories of psychosocial development

- Maturation

- Influence of peers versus parents

- Gender roles of their culture

- Physiological changes of puberty

• Ainsworth's theories of attachment

• Diana Baumrind's research on parenting styles



Before You Move On

Use the checklist below to verify your understanding of the unit's main points.

- Do I know how nature and nurture interact to determine behavior (for instance, temperament, personality)?
- Can I explain the process of conception and the stages of prenatal development?
- Can I define *maturation* and provide examples of maturation in milestones of motor and physical development?
- Can I describe the various research and outcomes on the topic of attachment?
- Can I label and provide examples for each of Piaget's stages of cognitive development?
- Can I compare and contrast Kohlberg and Gilligan's theories of moral development?
- Can I explain how parenting styles influence development?

Can I compare and contrast the physical and cognitive changes that occur

- in childhood?
 - in adolescence?
 - in early, middle, and later adulthood?
- Do I understand how sex and gender influence socialization and development?

Can I identify key contributors in developmental psychology?

- Mary Ainsworth
- Diana Baumrind
- Erik Erikson
- Harry Harlow
- Carol Gilligan
- Lawrence Kohlberg
- Konrad Lorenz
- Jean Piaget
- Lev Vygotsky

Notes