Final Exam: Review

Unit 1: Human Growth & Development – an Overview

Enduring Understanding:
― You cannot predict the outcome of human development. All you can do is like a farmer create the conditions under which it will begin to flourish.‖
— Sir Ken Robinson

Essential Questions:
• What are the different perspectives/theories regarding human development?
• How do we change and grow over the life cycle?
• What are the different areas of development, and how do they inter-relate?

1. What is the difference between human growth and development?
   Growth = the physical changes that occur in the body (i.e. growth in the leg bone)
   Development = occurs when we co-ordinate skills into complex behaviours (i.e. developing the skill of walking)

2. What are the characteristics of development?

   - Development is lifelong – from conception to death
   - Development is multidimensional – biological, cognitive, socio-emotional components
   - Development is multidirectional – dimensions increase and decrease (i.e. language)
   - Development is plastic – characteristics may change or stay the same
   - Development is contextual – influenced by environmental, social, historical and cultural contexts
   - Development is studied by a number of disciplines – psychologist, sociologists, anthropologists, neuroscientists and medical researchers
   - Development involves growth, maintenance and regulation

3. What is a family?

4. Identify and define the strands of development (P.I.E.S). Provide an example for each type of development.

   - Physical - observable changes to an individual (height, weight, inheritance of genes, motor skills, muscle and organ development)
   - Intellectual (Cognitive) – being able to communicate, to think both creatively and abstractly, to pay attention, solve problems, to develop judgment and a readiness to learn
   - Emotional – Developing a full range of emotions, from sad to happy to angry and learning how to handle them appropriately. This leads to deeper qualities – sympathy, caring, resilience, self-esteem, assertiveness and being able to rise to life’s challenges.
   - Social – being able to make friends and get along with others, to work as part of a team and be a good leader, all of which are built on self-confidence, cooperation and trust
5. Define nature and nurture. Explain, using information covered in class, how both nature and nurture play a role in human growth and development.

**Nature** – as a result of genetics and inborn traits
**Nurture** – the sum of environmental factors, such as love and care, that act on an individual; the act or process of raising or rearing children

6. Be familiar with the basic concepts for each of the theorists studied in this unit: (see related powerpoints)

   **Erik Erikson - Psychosocial Stages of Development**
   - Epigenetic Principle -
   - Stages pose tasks and crises that individuals must struggle through.
   - Personality development takes place throughout the entire life span.
   - **Erikson’s Nine Stages:**
     1. Trust vs. mistrust
     2. Autonomy vs. shame and doubt
     3. Initiative vs. guilt
     4. Industry vs. inferiority
     5. Identity vs. identity confusion
     6. Intimacy vs. isolation
     7. Generativity vs. stagnation
     8. Integrity vs. despair
     9. Despair vs. hope and faith

   **Jean Piaget - Cognitive Stages in Development**
   - Sequential periods in the growth or maturing of an individual’s ability to think--to gain knowledge, self-awareness, and awareness of the environment

   ![Cognitive Stages Table]

   - Schema – mental model of what happens in a certain situation
   - Assimilate – occurs as an individual gathers information and changes it to fit the schema
   - Accommodate – occurs as new information is gathered and the schema is insufficient, therefore the schema changed
• Egocentrism – think mostly from their own point of view
• Conservation – the concept that a property remains constant even though its appearance changes (idea of reversibility)
• Operational – mental operations

• Kohlberg – Stages of Moral Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Level 1, Pre-conventional</th>
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<tbody>
<tr>
<td>• at this level judgement is based solely on a person's own needs and perceptions</td>
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<tr>
<th>Stage 1</th>
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<tr>
<td>Punishment-Obedience</td>
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<tr>
<td>• obey rules to avoid punishment</td>
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<td>• good/bad action determined by its physical consequences</td>
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“I won't throw my toys or my mother will spank me” (I'll avoid pain)

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<th>Stage 2</th>
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<tr>
<td>Personal Reward Orientation (or naive egotistic orientation)</td>
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<tr>
<td>• personal needs determine right or wrong</td>
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<tr>
<td>• favours are returned along the lines of “you scratch my back, I'll scratch yours”</td>
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“If you give me a cookie, I'll pick up my clothes” (I'll co-operate to get what I want)

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<th>Level 2, Conventional</th>
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<td>• the expectations of society and society's laws are taken into account in a decision about a moral dilemma</td>
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<th>Stage 3</th>
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<tr>
<td>Good boy – Nice girl Orientation</td>
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<tr>
<td>• good=nice</td>
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<tr>
<td>• one's behaviour is determined by what pleases and is approved by others</td>
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“I don't talk in class because my teacher doesn't like me when I do” (I'll avoid rejection)

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<th>Level 2, Conventional</th>
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<th>Stage 4</th>
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<tr>
<td>Law and Order Orientation</td>
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<td>• when deciding the punishment for a given wrongdoing, laws are absolute</td>
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• authority must be respected and the social order maintained

“The rules say not to use bad language, so I don't use bad language” (I'll do my duty and uphold society)

**Level 3, Post-conventional**

• judgements are based on abstract, more personal principles that aren't necessarily defined by society's laws

**Stage 5**

**Social Contract Orientation**

• good determined by socially agreed upon standard of individual rights
• i.e. The US Constitution or Canada's Charter of Rights and Freedoms
• different societies have different views of what is right and wrong
• welfare of others

“I pay taxes because it's the law, and all benefit from a cooperative, law-abiding society” (I'll promote social harmony, respect for all)

**Level 3, Post-conventional**

**Stage 6**

**Universal Ethical Principle Orientation**

• good & right are matters of individual conscience and involve abstract concepts of justice, human dignity, and equality
• believe there are universal points of view on which all societies should agree

“I am willing to go to jail, if necessary, for refusing to support an immoral war” (I'll follow universal ethical principles)
• **Freud - Psychosexual Stages of Development**

- The Role of the Unconscious
- Psychosexual Stages
- Fixation
- Sigmund Freud compared the human mind to an iceberg.
- The tip above the water represents consciousness, and the vast region below the surface symbolizes the unconscious mind.
- Of Freud’s three basic personality structures—id, ego, and superego—only the id is totally unconscious.

![Iceberg Diagram](image)

- Oral Stage
- Anal Stage
- Phallic Stage
- Latency Stage
• **Bronfenbrenner: Ecological Theory**

  - Centers on the relationship between the developing individual and the changing environment.
  - Focus on the relationship between the person and the environment.

### Influences on Context: An Ecological Approach

- **Microsystem** – family, school, peers, neighbourhood, church, health services
- **Mesosystem** – interrelationships among the various settings in which the developing person is immersed
- **Exosystem** – extended family, educational system, friends of family, mass media, governmental agencies, legal services
- **Macrosystem** – cultural beliefs and ideologies

7. **Apply Bronfenbrenner's theory to examine/understand issues related to:**
   - poverty (i.e. Reference film *Four Feet Up*)
   - If a family is spending 20% more of their income than the average family on food, shelter and clothing they are considered to be of low-income. This leaves very little money for transportation, health & personal care, education, household operation, recreation or insurance.
   - LICO – (Low Income Cut-off) set by Statistics Canada – compares the spending on necessities of low income families to typical families
   - Factors that Influence Human Growth and Development:
     - Political
     - Economic
     - Social
   - Poverty & Nutrition; Poverty & Low Birth Weight; Poverty & Illiteracy
   - agents of socialization (synthesize unit 1 with unit 4 coursework, i.e. Socialization mind map)
Unit 2: Human Development – Brain Development in the Early Years

Enduring Understanding:
Experience is the chief architect of the brain.

Essential Questions:
- How is the brain “wired”?
- What are “windows of opportunity” in relation to brain development?
- What happens to the brain when it doesn't get the things it needs?

8. Brain development. Define/explain each term’s function or role in brain development.

Brain Terminology, including:
See: Unit 2 - Brain Diagram-Intro Note and Answers (pdf is posted on website)
- neuroscience
- axon
- dendrite
- neuron
- synapse
- cerebral cortex
- brain stem
- cerebellum
- brain wiring
- pruning
- window of opportunity
- Brain Stem
- Hippocampus
- Pituitary Gland
- Cerebral Cortex
- plasticity
- frontal cortex
- critical period

9. Explain how the brain works, with reference to the following:
See: Secret Life of the Brain Q Sheet
- Brain Development Note (accompanied powerpoint at beginning of unit)
- The Secret Life of the Brain videos (available for viewing on website)
- The First Years Last Forever video and worksheet.
- What is unique about the teenage brain?

10. Maternal Health Presentations
Teratogens - substances or environmental agents which cause the development of abnormal cell masses during fetal growth, resulting in physical defects in the fetus.

Topics Covered:
- Rubella
- Lifestyle Habits
- Environmental Pollutants
- STDs
- Toxoplasmosis
- Medical Care
• Stress
• Alcohol
• Smoking
• Drugs
• Maternal Nutrition
• Prescription Drugs

11. Environmental deprivation has drastic negative consequences on ‘normal’ development. In the case of ‘Genie’, she was deprived of the following:
• attachment and bonding,
• social interaction,
• play,
• proper healthy nutrition, and
• regular exposure to language and verbal communication.

For each type of deprivation mentioned, identify a minimum of two potential negative consequences on any area of growth and development. Include reference to theorists, where appropriate (i.e. Chomsky re: language development).
  ◦ Physical – walking (“bunny walk”), hoarding food, sensory (cold baths)
  ◦ Intellectual – language acquisition; inability to put words in grammatical order; used some sign language; able to learn words
  ◦ Emotional – labeling emotions
  ◦ Social – connecting to others
Unit 3: Parenthood – Attachment and Bonding

Enduring Understanding:
“Attachment to a baby is a long-term process, not a single, magical moment. The opportunity for bonding at birth may be compared to falling in love--staying in love takes longer and demands more work.” T. Berry Brazelton, M.D.

Essential Questions:
• What is bonding and attachment?
• When and how does bonding and attachment happen?
• Why is bonding and attachment important?

12. Define attachment and bonding. How does attachment help promote growth and development?

Attachment – close emotional relationship between two people, characterized by mutual affection and a desire to maintain proximity
Bonding – basic link of trust between infant & caregiver; develops from cycle of infant need, crying, etc. & mother/parent/caregiver attending

13. Attachment Theories/Theorists.

Explain the theories of attachment as described by the following theorists:
(See Website for videos)

• Bowlby
  • 1960's & 70's – studied children
  • identified “attachment behaviours” that elicit responses from adults which in turn encourage these behaviours in a child
  • a “feedback circuit” is established
  • i.e. proximity seeking, smiling, and clinging receive an adult response such as touching, holding or soothing
  • the interplay provides the security infants need to move forward in their development

• Harlow
  • 1966 – Harlow studied rhesus monkeys to see what would happen if they were separated from their mothers at an early age
  • wire frames shaped like a mother held the bottle
  • 2nd wire frame “mother” covered with cloth
  • the young monkeys fed from the bottles when hungry, but cuddled with the cloth covered “mother” for comfort or when frightened

• Ainsworth
  • Mary Ainsworth (1970) was most famous for her work on ‘The Strange Situation’.
  • This is a technique that places the infant in different situations in order to research the quality of attachment to the caregiver.
  • Observations were recorded every 15 seconds and placed into behavioural categories:
Intensity; Proximity and contact seeking; Contact maintaining; Proximity and interaction avoiding; Proximity and interaction resisting; and, Searching

- The procedure provided Ainsworth with a means of looking at: stranger anxiety; separation anxiety; and the infant’s behaviour towards the mother.
- This led Ainsworth to develop three broad types of attachment.

![Attachment Types](image)

14. Define the following types of play.
   a. Solitary - Alone, independently
   b. Parallel - Beside each other, separately often similar.
   c. Symbolic – using an object to represent something (i.e. a stick = horse)
   d. Cooperative - Rules, together, common goal.
   e. Imaginative -

15. Play throughout the lifespan helps to promote growth and development in different ways. Identify two examples (from any type of development) of how play helps development in each stage in the life cycle.
   a. Infancy -
   b. Childhood
   c. Adolescence
   d. Adulthood
   e. Old-age (i.e. connect to Robin Smart's presentation)

16. Explain the various Parenting Styles as discussed by Barbara Coloroso (video available on website).
   What does “parenting style” mean = parental responses to the child’s behaviour
   - whether they realize it or not, parents develop 1 or 2 common styles of parenting

   **AUTHORITARIAN**
   - Image: child is like a trained dog or a stubborn donkey
   - Parental attitude:
     - parent values obedience
     - rules are clear and unbending
     - parent favours forceful measures when the child’s actions conflict with what the parents think is right
     - parents believe they have total rights
communication between parent and child is often one way
creates a parent-centered household
Child’s response may be:
• submission—submits to direction; results in docile obedience
• active rebellion—overt defiance; results in verbal refusal
• passive resistance—dawdling; daydreaming, forgetting; results in cover, devious rebellion

PERMISSIVE
Image: child gets an endless stream of goods and services; child is bored, passive, discontented, or active, impulsive, demanding; child on a “throne” with parents bowing low
Parental attitude:
• encourage child to think for self, avoid inhibitions
• parents take a “hands-off” approach
• children allowed to learn from consequences of their behaviour/actions
• misbehaviour is usually ignored
• child is given freedom to determine own limits
Child’s response may be:
• demanding, ignore rights of others, lack of sense of limits
• expect everything to come to him/her

AUTHORITATIVE/DEMOCRATIC
Image: child is an equal part of the family, cooperative and does share; child is offered reasonable progressive challenges and permitted to develop at his own pace
Parental attitude:
• parents accepts child’s uniqueness
• provides love, respect, and feeling of equality
• encourages child to correct mistakes and develop capacities
• more flexible
• wants inputs from children and family decisions and problems
• stresses creativity, happiness and self-control
• establishes limits but gives the child choices/reasons
• creates a child-centered household
Child’s response:
• feels secure sense of love and acceptance
• experiences own strength by conquering difficulties
• finds satisfaction in achievement and contribution
• not afraid to try and fail
• sees world as safe and friendly

17. Understand and be able to explain/identify the terms related to Social Science research. See website/notes for info package

Unit 4: Socialization - Factors that Influence Human Development
Enduring Understanding:
Agents of socialization provide critical information for children to function as members of society.

Essential Questions:
- What role does the family play in socializing its members?
- How do schools influence socialization?
- Does the media influence socialization?
- How do you raise happy, healthy, safe and well adjusted children?

18. What is socialization?
Teaching children what is acceptable and what is unacceptable behaviour in various circumstances.
Teaches children how to get along in the world.

19. Identify the agents of socialization.
Agents of Socialization
Groups that teach children the NORMS or accepted ways of society are called AGENTS OF SOCIALIZATION.
They Include:
- parents
- caregivers
- school
- peers
- culture
- community
- mass media
- religion

20. Explain the influence of the following as discussed in our Seminars:
- Family
- Birth Order
- Parental Relationships
- Transition to Parenthood
- Stages of Parenting
- Gender Development
- Child Temperament
- Family Models
- Children With Special Needs
- Resolving Parenting Issues
- Self Esteem
- School
- Peers
21. **Discuss the role of School as an agent of socialization.** Include examples and references to different life stages, course work, placement, and personal experiences.