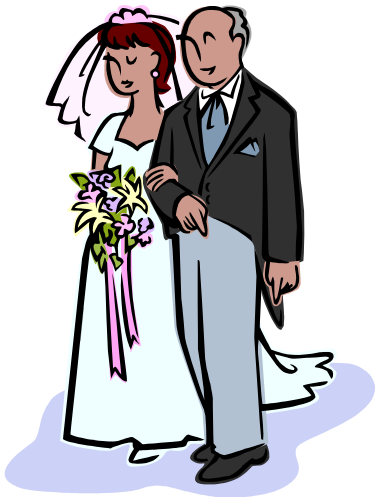
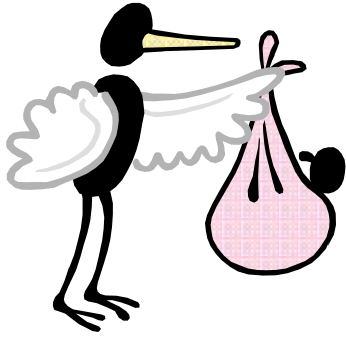


DEVELOPMENTAL PSYCHOLOGY



Developmental Unit Guide

Essential Questions

- What are the three major issues that have engaged developmental psychologists?
- What are some important factors to healthy prenatal & newborn development?
- What developmental changes occur in the brain and motor schools during infancy and childhood?
- How do Piaget & Vygotsky explain mind development in children?
- How do parent-infant attachment bonds form? How do temperament and parenting influence our development? What elements disrupt attachments?
- How do children develop a self-concept? How is it different than self-esteem?
- What are the basic parenting styles & what is their influence on future behavior in children?
- What are some gender similarities and differences in aggression, social power & social connectedness?
- How do gender roles & typing influence gender development? How does culture influence gender roles?
- How do early experiences modify the brain? How do peers and parents shape children's development?
- What major physical changes, social tasks & challenges occur during adolescence?
- What cognitive and moral changes occur during adolescence? How is an identity formed?
- What has research taught about sexual orientation?
- What physical, cognitive and social changes occur during adulthood?
- How do we deal with loss? What are the stages of grief?

Key Terms, Concepts and Contributors

<p>MODULE 45: Developmental Psychology Nature & Nurture Continuity & Stages Stability & Change Conception Prenatal development Zygote Embryo Placenta Fetus Teratogens Fetal Alcohol Syndrome Epigenetic effect Reflexes Rooting reflex Habituation</p> <p>MODULE 46: Maturation</p> <p>Key contributors: Jean Piaget Lev Vygotsky Konrad Lorenz Harry Harlow Margaret Harlow Mary Ainsworth Diana Baumrind Lawrence Kohlberg Carol Gilligan Erik Erikson Elizabeth Kubler-Ross</p>	<p>MODULE 47: Cognitive Development Cognition Schema Assimilation Accommodation Sensorimotor stage Object permanence Baby physics Baby math Preoperational stage Mental operations Conservation Symbolic thinking Egocentrism Theory of mind Concrete operational stage Formal operational stage Scaffolding More Knowledgeable Other Zone of Proximal Development [ZPD]</p> <p>MODULE 48: Stranger anxiety Attachment Critical period Imprinting Strange situation Secure attachment Insecure attachment Difficult infants Slow-to-warm-up infants Temperament Basic trust Self-concept Self-esteem Authoritarian parenting Permissive parenting Authoritative parenting Uninvolved parenting Family self</p>	<p>MODULE 49: Gender Aggression Gender role Role Gender identity Social learning theory</p> <p>MODULE 51: Adolescence “Storm and stress” Moral reasoning Preconventional morality Conventional morality Postconventional morality</p> <p>MODULE 52: Identity Social identity Trust vs. mistrust Autonomy vs. shame & doubt Initiative vs. guilt Competence vs. inferiority Identity vs. role confusion Intimacy vs. isolation Generativity vs. stagnation Integrity vs. despair Emerging adulthood</p>	<p>MODULE 53: X chromosome Y chromosome Testosterone Primary sex characteristics Secondary sex characteristics Menarche AIDS Sexualization Hypersexuality Sexual orientation Gender typing Transgender</p> <p>MODULE 54: Menopause Cross-sectional study Longitudinal study Biographical study Social clock Five Stages of Grief [loss]</p>
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Name: _____

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Directions: Visit the following website → <http://tinyurl.com/Piagetweb>. Scroll to the discussion of Piaget's stages of cognitive development. To find information about the milestones for each stage, click on the hyperlinks of the stage names.

STAGE & AGE RANGE	DESCRIPTION OF STAGE	DEFINITIONS OF DEVELOPMENTAL MILESTONES
SENSORIMOTOR Birth – 2 years		<u>Object Permanence</u>
PREOPERATIONAL 2 – 6 years		<u>Egocentrism</u>
CONCRETE OPERATIONAL 7 – 11 years		<u>Conservation</u> (in the wrong spot – find with preoperational stage)
FORMAL OPERATIONAL 12 years – adulthood		<u>Abstract Reasoning</u> <u>Hypothetical Ideas</u>

Scroll down to the “Fundamental Concepts” section.

Define *schema*.

What is the difference between *assimilation* and *accommodation*?

PIAGET'S MILESTONES IN PRACTICE: VIDEO EXAMPLES

1. Watch the following video: <http://tinyurl.com/zcpacnj>

How does this video illustrate the baby's lack of object permanence?

2. Watch the following video: <http://tinyurl.com/jbrfcx3>

Which milestone explains why these children are so bad at hide-and-seek?

3. Read this definition on "theory of mind:" <http://tinyurl.com/hpjlpol>

How does theory of mind relate to egocentrism?

Watch this video: <http://tinyurl.com/z5pwfz6>

Why is this a theory of mind "pass?"

Watch this video: <http://tinyurl.com/jpcl7dm>

Why is this a theory of mind "fail?"

4. Watch the following video: <http://tinyurl.com/hzfpdo7>

How can you tell these children lack conservation?

5. Watch the following video: <http://tinyurl.com/h4osqmu>

What is the difference in the way these children reason? Which one is capable of hypothetical reasoning? How can you tell?

Name _____



PLAYING WITH PIAGET

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

With your group, decide how a child in your particular period of Piaget's cognitive development would respond to the four items below. Your group should specify how they would behave, what they might say and what they would be thinking. When you have come to an agreement, we will come together and your group will share your responses with the class. Be sure to be able to defend your answers.

Scenarios for playing Piaget:

1. The child is hungry and there is no food nearby.
2. A deck of cards is placed in front of the child.
3. A glass of water has fallen off of a table and on to the floor.
4. A child sees a squirrel run under the car they are riding in and then suddenly they hear and feel a loud "thump" under the car.

SOCIAL DEVELOPMENT



Directions:

Using a platform of your choice, your textbook readings, articles from the unit packet, and outside research, create a digital resource that includes ALL of the following requirements about one of the theories/terms listed below regarding social development. You will be working with a partner for this assignment and will submit the final link to your digital resource through Google Classroom.

Platform options:

- Padlet
- Prezi
- Google Presentation

Your digital resource MUST INCLUDE separate pages/frames that address the following:

- ☐ A link to the definition or description of the concept/theory in your own words
 - ☐ Include the basis of your information – did you use the textbook? A website? Let us know the original source for your ideas!
- ☐ A link to a source (or screen shot of a source) explaining why the concept is important to social childhood development
 - ☐ Add 1-2 sentences of text – summarize how the resource answers this question
 - ☐ If you include a screen shot, paste a link to the entire source at the bottom of the text
- ☐ A link to a source (or screen shot of a source) describing how the concept influences us later in life (adolescence, adulthood)
 - ☐ Add 1-2 sentences of text– summarize how the resource answers this question
 - ☐ If you include a screen shot, paste a link to the entire source at the bottom of the text
- ☐ A video example of the concept (footage of the experiment, clip from tv, movie, YouTube)
 - ☐ Khan Academy or study.com instructional videos are explanatory in nature and **do not** fulfill this requirement

Types of resources that you may use for presentation:

- Links to websites
- Links to videos
- Links to graphics/charts
- Links to Google Docs for information found in textbooks/packets

Social Development Theoretical Concepts:

- Lev Vygotsky: Zone of Proximal Development & the More Knowledgeable Other
- Erik Erikson: Trust v. mistrust
- Erik Erikson: Autonomy v. shame & doubt
- Erik Erikson: Initiative v. guilt
- Erik Erikson: Industry v. inferiority
- Erik Erikson: Identity v. role confusion
- Mary Ainsworth: Secure attachment, anxious-avoidant attachment, anxious-ambivalent attachment
- Diana Baumrind: Authoritarian, authoritative, permissive, and uninvolved/detached parenting styles

SOCIAL DEVELOPMENT: AINSWORTH, BAUMRIND, ERIKSON, & VYGOTSKY

THEORIST	DESCRIPTION OF THEORY/STAGES	+ / ~ INFLUENCE ON CHILDHOOD DEVELOPMENT	+ / ~ INFLUENCE ON ADULTHOOD
AINSWORTH	Secure attachment		
	Anxious-avoidant attachment		
	Anxious-ambivalent attachment		
BAUMRIND	Authoritarian		
	Authoritative		
	Permissive		
	Uninvolved/detached		

ERIKSON	Trust v. mistrust		
	Autonomy v. shame & doubt		
	Initiative v. guilt		
	Industry v. inferiority		
	Identity v. role confusion		
VYGOTSKY	Zone of Proximal Development		
	More Knowledgeable Other		
LORENZ	Imprinting		
	Critical Period		

Name: _____

GENDER DEVELOPMENT

GENDER IDENTITY

Directions: Read the article “*Gender Identity and Development in Children*” and answer the following questions:

1. Define Sex:
2. Define Gender:
3. Why it is important for a child discover and express his/her gender identity?
4. Which suggestion from the article do you think is most helpful for allowing kids to explore different gender roles? Why do you think this is the most helpful?

GENDER ROLES & TYPING

Directions: Watch the following video clip “What do toys teach kids about gender roles?” and answer the questions- <http://tinyurl.com/laxnrc9>

1. When did dolls show up on shelves primarily marketed to girls?
2. How much money is the Disney Princess brand worth?
3. What overall argument is Dr. Sweet making in the video?
4. What does Dr. Sweet suggest about toys say that girls should focus on?
5. What does she suggest toys say that boys should focus on?
6. What is the benefit of play?
7. Do you think that violent is seen more often in boys? What evidence do you have for your opinion?
 - a. Do you think this is because of nature or nurture? Why?

8. What is the link between the types of toys marketed to girls/boys and gender inequality?
 - a. According to Dr. Sweet, what can you do to counteract the message being sent?

GENDER & AGGRESSION

Directions: Read both articles “Violence is Natural in Teenage Boys” and “Girls Just Want to be Mean” and answer the following questions:

Violence is Natural in Teenage Boys:

1. After reading the article, is this a cross-sectional or a longitudinal study? How do you know?
2. According to the article, pick out two ways that boys and girls differ in their violent behavior.
3. Explaining the relationship between parenting and neighborhoods one lives in and aggression.

Girls Just Want to be Mean:

1. According to the article, what makes aggression different for girls in adolescence?
2. Do you think a program like this would be successful in District 204? Why or why not?
3. Which is worse – physical aggression or relational aggression? Explain your answer.

GENDER STEREOTYPES

Directions: Read the article “List of Gender Stereotype” and complete the chart below.

LIST THE STEREOTYPES YOU SEE FOLLOWED OR EXPECTED IN YOUR FAMILY/SCHOOL/CLUBS/ETC.:	LIST THE STEREOTYPES THAT YOU PERSONALLY DEFY (YOU DON'T ABIDE BY):

WHAT WOULD YOU DO?

DIRECTIONS: Read each of the four moral dilemmas. Come to a group consensus regarding the three best solutions to each. Rank order your three choices.

Copy Kat

Sara is a junior at a state university. Her roommate, Katie, is currently enrolled in Educational Psychology (a course that Sara took last spring). The day after Katie turned in her second paper in Educational Psychology, Sara was straightening up their apartment and found what appeared to be her Ed. Psych paper from last semester. However, as she looked at it closely, the paper had Katie's name on it but was identical to the paper Sara had turned in last semester! Obviously, Katie had simply copied and pasted Sara's paper, changing only the name and date. This put Sara in a difficult situation because she knew that Katie was falling behind in her classes because of some personal problems she was experiencing, yet she had obviously committed plagiarism. What should Sara do?

1. The university Sara and Katie attend has a zero-tolerance policy regarding plagiarism, so Sara is obligated to contact the teacher and tell him/her that Katie had plagiarized her paper.
2. Sara should contact the teacher right away because the teacher might think that she had allowed Katie to copy the paper, and she (Sara) might also get punished along with Katie.
3. Sara shouldn't say anything because Katie is experiencing some personal problems, and confronting her about the paper wouldn't be a nice thing to do.
4. Sara shouldn't confront Katie about the paper because she might lose her friendship.
5. Sara shouldn't say anything about the paper because Katie is a big woman with a bad temper!
6. Sara should tell Katie that she knows about the paper and tell her that she (Katie) **must** tell the teacher what she did. If she does not, Sara will go and talk to the teacher.
7. Sara should tell the teacher that Katie copied her paper because plagiarism is a big problem on campus, and it would be best for everyone to take action to stop it.
8. Sara should report Katie's plagiarism to the department chairperson because she may need a letter of recommendation or some other help from her, and if she does report the incident, the chairperson will owe her a favor.
9. Sara should tell Katie that she knows what she did, that she is really worried about her, and offer to go over to the Counseling Center so that she can get the help she needs.

Hijabs and Hiring

Mr. Schmitt is the principal of a rural high school in central Minnesota which has a position open for a science teacher. The start of the school year is rapidly approaching, and the only qualified applicant (with secondary science licensure) is Ms. Abdula, a Shiite Muslim, and a recent Iraqi immigrant. Though Ms. Abdula has excellent credentials and would like to teach in the school, she is devout in her faith and wears a Hijab (shawl), covering her head whenever she is out of her home. There is a relatively strong anti-Muslim sentiment in the community as three members of the local National Guard Unit have been killed in Iraq, and several area residents are currently serving in the Middle East. Three members of the school board and several members of the community liaison group are strongly against hiring Ms. Abdula. They would prefer that the district hire someone without science licensure and apply to the state for a special exemption. The committee of teachers who interviewed Ms. Abdula has recommended that she be hired, but the final decision is up to Mr. Schmitt. What should he do?

1. State and federal law prohibits discrimination in hiring. Thus, Schmitt must hire Ms. Abdula or he will be breaking the law.
2. Schmitt must think about his family and his own employment first. He has two children in college and cannot afford to lose his job. He should not hire her if he feels his own job could be in jeopardy.
3. Mr. Schmitt should act on the basis of his own conscience and face whatever consequences might occur as a result of his decision. Therefore, he should hire Ms. Abdula if he believes that is the right thing to do.
4. The most important issue in this situation is Ms. Abdula's right to be employed and support herself and her family. Thus, Mr. Schmitt should hire Ms. Abdula if she is the best candidate for the position.
5. Schmitt should hire Abdula because ethnic prejudices must be overcome for the good of society. Once everyone gets to know Ms. Abdula and sees that she is a good teacher, they would not be as prejudiced against Iraqis and Moslems, and the entire school and community would be better off.
6. Schmitt should not hire Abdula because several members of his church will not talk to him if he does. Schmitt should hire Abdula because no decent person would deprive an individual of the right to make a living.
7. Schmitt should not hire Abdula because two school board members called and told him not to hire her.

Drugs and Money

Mrs. Johnson is 35 years old and has three children ranging in age from four to eleven. She was recently diagnosed with a rare form of cancer. Without treatment, it is predicted that she has less than two years to live. However, a pharmaceutical company has developed a new drug that preliminary studies have found to be very effective in treating this form of cancer. Unfortunately, the medication must be taken for more than a year, and it is quite expensive (about \$12,000 a month). The family was able to pay for three months of treatment with the medication, and Mrs. Johnson appears to be improving. However, they have exhausted their savings; the pharmaceutical company will not provide the drug at a reduced cost, and the Johnson's health insurance provider will not pay for it because they have ruled this form of treatment to be "experimental." They have tried to borrow money to pay for the drug but have been unsuccessful. Mr. Johnson works in housekeeping at the local hospital which has enough of the drug to meet his wife's needs. Should he attempt to steal the drug?

1. Johnson should not attempt to steal the drug because stealing is illegal, and it is important that a society's laws be upheld.
2. Johnson should not try to steal the drug because he might get caught and go to jail.
3. Johnson should try to steal the drug regardless of the consequences because a person's right to life is far more important than upholding any of society's laws.
4. Johnson should try to steal the drug because medical discoveries such as this one should be shared with society as a whole, and the good of society is far more important than the rights and profits of any corporation.
5. Johnson should try to steal the drug because he does not believe that he can get along without his wife.
6. Johnson should try to steal the drug because no child should have to grow up without a mother.
7. Johnson should not steal the drug because his coworkers would be very disappointed in him if they were to find out.
8. Johnson should not try to steal the drug because his wife told him not to.
9. Johnson should try to steal the drug because not only could he save his wife's life, but he could also sell the drug and pay all of the medical bills with the profits.
10. Johnson should not steal the drug. Rather, he should sue his insurance company to try and obtain it legally.

Vehicles of Destruction

Ms. Isakson is a cost-control analyst at the corporate headquarters of an automobile manufacturer. She has become aware of a serious safety issue with one of the manufacturer's vehicles that is the result of a design problem. The report that described this design flaw noted it would cost more than \$300 per vehicle to fix the problem if the vehicles were recalled. Since approximately 8-million vehicles have the problem, the total cost would be more than 2.4-billion dollars! The report estimated that over the next five years, approximately 1000 people may die or be seriously injured because of the problem. However, the average settlement for each wrongful death or injury lawsuit related to this problem would be approximately one-million dollars. Therefore, the total costs that the company would face without a recall would be about one-billion dollars – less than half the cost of a recall! Since the company is already in financial trouble and may have to file for bankruptcy if a recall of this magnitude is issued, the report recommended that the company not issue a recall. Corporate management has decided to follow this recommendation and simply deny any problem exists. Ms. Isakson met with those who made this decision and tried to convince them to issue a recall, but they refused. She is morally troubled by this situation. What action, if any should she take?

1. Ms. Isakson should drop the issue because she is a single mother and is afraid of being fired if she goes any further.
2. She should try to work within company policies and procedures in an attempt to change the decision regarding a recall. If the decision could be reversed, the company, its employees, and the general public would all be better off.
3. Since not issuing a recall is a clear violation of state and federal law, Ms. Isakson must report the situation to the proper authorities.
4. She must not press for a recall because her immediate supervisor told her not to.
5. Ms. Isakson should not pursue the issue any further because she knows that many of her co-workers would be unhappy with her if she does.
6. She should drop the issue because a recall might push the company into bankruptcy, and many employees, including her, may lose their jobs.
7. Ms. Isakson must report the design flaw to the proper authorities because she truly cares about the people whom the design flaw might effect.
8. Ms. Isakson must report the design flaw to the proper authorities. Human life is much more important than company profits or keeping her job.
9. She should follow her heart and make whatever decision her conscience dictates regardless of the consequences.
10. Ms. Isakson should contact the press and tell them about the situation because such an action is likely to result in her being seen as a hero.

Gilligan's Theory of Moral Development

One big criticism of Kohlberg's theory of moral development asks whether his stages of moral development apply to everyone.

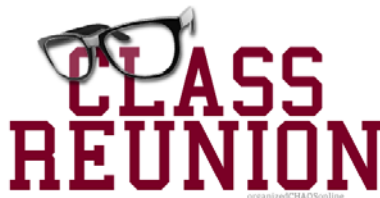
Carol Gilligan didn't believe so. She argued that men and women are raised differently, and therefore experience moral development differently. Specifically, Gilligan pointed out that while men are raised to see morality as being about justice and fairness, women are raised to see morality as being about compassion and sacrifice.

According to Gilligan's interpretation of Kohlberg's stages, then, men are more morally developed than women since the highest form of morality in Kohlberg's model is focused on justice, while compassion and sacrifice are seen as part of the earlier stages of moral development.

Gilligan produced her own theory of moral development that is unique to how girls are raised. Her theory, Gilligan's three stages of moral development, focuses on how girls move from selfishness to selflessness and finally to balance. Her stages are:

1. Orientation toward individual survival: This first stage is when a girl focuses on what's best for herself. For example, a girl in this stage might see the pharmacist as moral because he was doing what was best for himself.
2. Goodness as self-sacrifice: The next stage is about the belief that, to be a good person, a woman must sacrifice herself for others. A girl in this stage might see Heinz's actions as good because he was willing to sacrifice his freedom (and possibly go to jail) to save his wife. Of course, in Gilligan's model (and often in life), it is usually the woman sacrificing herself for others, not the man.
3. Morality of nonviolence: The final stage in Gilligan's moral development of women is when they come to believe that hurting anyone, including themselves, is immoral. Essentially, this is when women find a balance between selfishness and self-sacrifice. A woman in this third stage of moral development might see the pharmacist's actions as unjustified because his refusal to help Heinz's wife hurts her health.

Summarize Gilligan's theory of Moral Development and explain how it DIFFERS from Kohlberg's theory:



MVHS Class Reunion 2038 Welcome Class of 2018 & 2019

You are cordially invited to your 20-year reunion. It has been 20 years since you have seen some of your classmates and only days since you've seen others. Please attend the reunion and mingle. It is important that you are ready to discuss your life and talk to your classmates about their lives. Make sure you fill out the attached survey, they will help you develop your "story." Remember the truth is important, but why not impress your peers and stretch your "ego."

This exercise takes a creative look at your future. Erik Erikson indicated that the primary psychological tasks of adulthood are finalizing identity (who you are as an individual), intimacy (developing close relationships), and generativity (being productive and supportive of future generations). In this exercise you are to imagine that you are getting ready for your high school reunion 20 years from now. Your life story should be adjusted to reflect the appropriate level of developmental change in you (physically, cognitively, emotionally, socially, and morally) and include consideration of world and local events that can and will affect you.

Requirements

1. On a separate sheet of paper, type your answers to the "Life Survey" questions below. This MUST be brought with you to the reunion!
2. On the day of the high school reunion _____, be prepared to answer other classmates' questions about your life as well as to ask them about their lives.
3. You should be dressed appropriately for the reunion (how would you want to look to your classmates 20 years from now? (school-appropriate of course). How would you physically look and act 20 years from now?
4. Bring in at least 2 "personal artifacts" to share with your classmates. These can be photos of family, vacations, accomplishment items (ie. awards, degrees, physical items).
5. During the reunion you must talk with all of your classmates. This includes questioning them about their lives and answering their questions about your life. This should be done as a conversation, not an interview. (I doubt you would be interviewing people at your reunion – MINGLE!!) You congregate into groups, but no more than 4 people at a time in a conversation.
6. Complete the Reunion Survey at the end of the reunion.

** Have fun, your creativity and effort are the only thing that is making this reunion a success.

** Make your future a mix of the good and the bad (that is what life is all about) 😊

20 years later....Life Survey

Answers the following questions and print a copy to bring with you on the day of the reunion.

This MUST be typed. The more creative you are, the better! 😊

1. What physical issues will you be struggling with at the reunion?
2. How will pressures exerted by the social clock (cultural expectations about appropriate time in which some events should occur) have shaped your life?
3. What occupational choices will you have made?
4. What family configuration (for example, married with two kids, single, divorced) do you have?
5. What lifestyle will you have established (what do you do for fun, hobbies, etc)?
6. What aspects of your life will be unique compared with those of your classmates? (travel, job, family, interests...)
7. What disappointments or losses will you have confronted?
8. What will you be MOST excited to share with your classmates?
9. What will you be LEAST excited to share with your classmates?
10. Based on your survey answers, apply Erikson's theory of development to explain how you handled a conflict [choose a stage] and what your personal outcome was for the stage.
11. What is a moral decision you had to make? Why did you decide to do what you did?