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| Human development | The scientific study of the changes that occur in people as they age from conception until death |
| Longitudinal design | Research design in which one participant or group of participants is studied over a long period of time |
| Cross-sectional design | Research design in which several different participant age-groups are studied at one particular point in time |
| Cross-sequential design | Research design in which participants are first studied by means of a cross-sectional design but are also followed and assessed longitudinally. |
| Nature | The influence of our inherited characteristics on our personality, physical growth, intellectual growth, and social interactions. |
| Nurture | The influence of the environment on personality, physical growth, intellectual growth, and social interactions. |
| Genetics | The science of inherited traits |
| DNA (deoxyribonucleic acid) | Special molecule that contains the genetic material of the organism |
| Gene | Section of DNA having the same arrangement of chemical elements. |
| Chromosome | Tightly wound strand of genetic material or DNA. |
| Dominant | Referring to a gene that actively controls the expression of a trait. |
| Recessive | Referring to a gene that only influences the expression of a trait when paired with an identical gene. |
| Ovum | The female sex cell, or egg. |
| Fertilization | The union of the ovum and sperm |
| Zygote | Cell resulting from the uniting of the ovum and sperm |
| Monozygotic twins | Identical twins formed when one zygote splits into two separate masses of cells, each of which develops into a separate embryo. |
| Dizygotic twins | Often called fraternal twins, occurring when two individual eggs get fertilized by separate sperm, resulting in two zygotes in the uterus at the same time. |
| Germinal period | First 2 weeks after fertilization, during which the zygote moves down to the uterus and begins to implant in the lining.  |
| Embryo | Name for the developing organism from 2 weeks to 8 weeks after fertilization. |
| Embryonic period | The period from 2 to 8 weeks after fertilization, during which the major organs and structures of the organism develop. |
| Teratogen | Any factor that can cause a birth defect |
| Critical periods | Times during which certain environmental influences can have an impact on the development of the infant |
| Fetal period | The time from about 8 weeks after conception until the birth of the baby. |
| Fetus | Name for the developing organism from 8 weeks after fertilization to the birth of the baby |
| Cognitive development | The development of thinking, problem solving, and memory. |
| Scheme | A mental concept formed through experiences with objects and events. |
| Sensorimotor stage | Piaget’s first stage of cognitive development in which the infant uses its senses and motor abilities to interact with objects in the environment. |
| Object permanence | The knowledge that an object exists even when it is not in sight. |
| Preoperational stage | Piaget’s second stage of cognitive development in which the preschool child learns to use language as a means of exploring the world.  |
| Egocentrism | The inability to see the world through anyone else’s eyes. |
| Centration | In Piaget’s theory, the tendency of a young child to focus only on one feature of an object while ignoring other relevant features. |
| Conservation | In Piaget’s theory, the ability to understand that simply changing the appearance of an object does not change the object’s nature. |
| Irreversibility | In Piaget’s theory the inability of the young child to mentally reverse an action. |
| Concrete operations stage | Piaget’s third stage of cognitive development in which the school-age child becomes capable of logical thought processes but is not yet capable of abstract thinking. |
| Formal operations stage | Piaget’s last stage of cognitive development, in which the adolescent becomes capable of abstract thinking. |
| Scaffolding | Process in which a more skilled learner gives help to a less skilled learner, reducing the amount of help as the less skilled learner becomes more capable. |
| Zone of proximal development | Vygotsky’s concept of the difference between what a child can do alone and what that child can do with the help of a teacher. |
| Gender | The behavior associated with being male or female |
| Temperament | The behavioral characteristics that are fairly well established at birth, such as “easy”, “difficult”, and “slow to warm up”. |
| Attachment | The emotional bond between an infant and the primary caregiver. |
| Gender identity | Perception of one’s gender and the behavior that is associated with that gender.  |
| Adolescence | The period of life from about age 13 to the early 20s, during which a young person is no longer physically a child but is not yet an independent, self-supporting adult. |
| Puberty | The physical changes that occur in the body as sexual development reaches its peak. |
| Personal fable | Type of thought common to adolescents in which young people believe themselves to be unique and protected from harm. |
| Imaginary audience | Type of thought common to adolescents in which young people believe that other people are just as concerned about the adolescent’s thoughts and characteristics as they themselves are. |
| Preconventional morality | First level of Kohlberg’s stages of moral development in which the child’s behavior is governed by the consequences of the behavior |
| Conventional morality | Second level of Kohlberg’s stages of moral development in which the child’s behavior is governed by conforming to the society’s norms of behavior. |
| Postconventional morality | Third level of Kohlberg’s stages of moral development in which the person’s behavior is governed by moral principles that have been decided on by the individual and that may be in disagreement with accepted social norms. |
| Identity versus role confusion | Stage of personality development in which the adolescent must find a consistent sense of self. |
| Menopause | The cessation of ovulation and menstrual cycles and the end of a woman’s reproductive capability. |
| Andropause | Gradual changes in the sexual hormones and reproductive system of middle-aged males. |
| Intimacy | An emotional and psychological closeness that is based on the ability to trust, share, and care, while still maintaining as sense of self. |
| Generativity | Providing guidance to one’s children or the next generation, or contributing to the well-being of the next generation through career or volunteer work. |
| Authoritarian parenting | Style of parenting in which parent is rigid and overly strict, showing little warmth to the child. |
| Permissive parenting | Style of parenting in which parent makes few, if any demands on a child’s behavior. |
| Permissive neglectful | Permissive parenting in which parents are uninvolved with child or child’s behavior |
| Permissive indulgent | Permissive parenting in which parents are so over-involved that children are allowed to behave without set limits. |
| Authoritative parenting | Style of parenting in which parents combine warmth and affection with firm limits on a child’s behavior. |
| Ego integrity | Sense of wholeness that comes from having lived a full life possessing the ability to let go of regrets; the final completion of the ego. |
| Activity theory | Theory of adjustment to aging that assumes older people are happier if they remain active in some way, such as volunteering or developing a hobby. |
| Reflexes | Innate involuntary behavior patterns |
| The five reflexes at birth include | Grasping, moro-startle, rooting, stepping, sucking |
| Visual cliff | An experiment conducted by Eleanor Gibson and Michael Walk to determine that babies had depth perception |
| cooing | Vowel-like sounds that babies begin to make at around 2 months of age |
| Babbling | At 6 months of age infants begin to add consonants to vowel sounds |
| One word speech | Before age 1 most children start to say actual words, typically nouns and these single words then to stand in for whole phrases. For example, the word Milk could mean “I want some milk”. |
| Telegraphic speech | At around age 1 ½ toddlers begin to combine words to make simple sentences for example “mommy go”. |
| Ainsworth Strange Situation | An experiment designed by Mary Ainsworth to test attachment of children by having the children respond to a stranger’s presence with and without their parent present. |
| Secure attachment | One of the attachment styles found by Mary Ainsworth in her experiment. These infants were willing to get out of their mother’s lap when they first entered the room, explored happily returning to touch base occasionally. When the mother left they got upset but were easily soothed at her return. |
| Avoidant attachment | One of the attachment styles found by Mary Ainsworth in her experiment. These infants were willing to explore but did not touch base, did not notice the stranger, and did not react when the mother left or returned. |
| Ambivalent Attachment | One of the attachment styles found by Mary Ainsworth in her experiment. These infants were clingy and unwilling to explore, very upset by the stranger, even in the mother’s presence, protested when the mother left and were hard to soothe. When the mother returned they demanded to be picked up but at the same time pushed the mother away. |
| Disorganized-disoriented attachment | One of the attachment styles found by Mary Ainsworth in her experiment. These infants approached the mother but with their eyes turned away as if afraid to make eye contact. In general these infants seemed fearful and showed a dazed and depressed look on their faces. |
| Harlow | Used studies with monkeys to demonstrate that primates have an attachment to the mother that is more than a secondary reinforcement of food and drink. Instead Harlow was able to show that love was a motivator. |
| Trust vs Mistrust | The first of Erikson’s stages occurring from birth to 1 year. The task in this stage is to learn to trust people and expect life to be pleasant. |
| Autonomy vs Shame and Doubt | The second of Erikson’s stages occurring from 1yr to 3 yrs. The task in this stage is to learn to be independent. |
| Initiative vs guilt | The third stage of Erikson’s stages of development occurring from age 3yrs to 5 yrs. The task of this stage is to learn to control one’s own behavior. |
| Industry vs Inferiority | The fourth stage of Erikson’s stages of development occurring from ages 5 yrs to 12 yrs. The task of this stage is to become successful in learning new skills and obtaining new knowledge. |
| Identity vs role confusion | The fifth stage of Erikson’s stages of development occurring from age 13 to early 20s. The task of this stage is to decide who or what they want to be in terms of occupation, beliefs, attitudes, and behavioral patterns. |
| Intimacy vs isolation | The sixth stage of Erikson’s stages of development occurring from age 20s to 30s. The task of this stage is to be able to share who they are with another person in a close committed relationship. |
| Generativity vs stagnation | The seventh stage of Erikson’s stages of development occurring from 40s and 50s. The task of this stage is to be able to be creative, productive, and nurturant of the next generation. |
| Ego integrity vs despair | The eighth stage of Erikson’s stages of development occurring from 60s and beyond. The task of this stage is to reach wisdom, spiritual tranquility, a sense of wholeness, and acceptance in his or her life. |
| Cellular clock theory | A theory on aging that attributes aging to the telomeres of a cell being too short to allow cells to reproduce and repair damage. |
| Wear and tear theory | A theory on aging that attributes aging to stress, physical exertion, and bodily damage cause the cell tissues to wear out and this wear accumulates causing aging. |
| Free radical theory | A theory on aging that asserts that unstable oxygen molecules (free radicals) steal electrons from other molecules and increase damage to structures indie the cell. |
| Activity theory | A theory on aging that asserts that a lack of activity and involvement ages us. |
| Stages of Death and Dying | Denial, Anger, Bargaining, Depression, Acceptance |
| Denial | A stage of dying where an individual refuses to believe that death is eminent. |
| Anger | A stage of dying where an individual is angry at death and feels helpless. |
| Bargaining | A stage of dying where an individual tries to make a deal with doctors or god to avoid the death. |
| Depression | A stage of dying where there is intense sadness from losses already experienced or losses to come. |
| Acceptance | A stage of dying where an individual feels peace in a knowing that dying is inevitable. |