

SUPPLEMENT FOR
HUMAN DEVELOPMENT
FCS 1500

Faculty: Eicher/Wright/Nolin

Human Development Across the Lifespan FCS 1500

Recommendations for writing required papers for this course.

The papers that you will compose for this class are based on observation experiences you will participate in during the course of the semester. Specific instructions appear on associated pages in this supplement, but these general guidelines should assist you in being successful in your efforts.

Papers in this class are generally written in anecdotal form. This means that you will observe and report what you see and hear by telling what the person(s) being observed does or says. You must be cautious about making inferences regarding the intent of the observed person; to make accurate inferences one must usually have much more information and experience than can be obtained in a single observation or class experience.

You will find reference sources to strengthen and support your understanding of your observation, and to substantiate your anecdotal report. These references are called ‘outside sources’ in the instruction guidelines in the supplement. It is important to your paper that you use these correctly. [Reference sources are to be other than, any edition of Kail and Cavanaugh, the current text for this class. You may use sources listed in their bibliographies, but do not use the text material.]

For example, during the Infant/Toddler Observation you observe some reflex response in an infant. You might include an anecdotal (description of the behavior) summary of what you observed followed by a reference on reflexes.

EXAMPLE:

When the mother touched her baby on the cheek, the baby turned her head toward the mother’s hand, demonstrating the rooting reflex. Another mother touched her baby on the cheek and he did not turn his head. The second mother reported that the baby had just been fed before coming to the classroom.

{A quote you might put in the paper reinforcing your observation of rooting. }

“Infant reflex response is an automatic muscle response in the presence of certain stimuli. Reflexes serve several functions. Some, like blinking, swallowing, and clearing the face for breathing, are protective. Others, such as kicking the legs alternately (reciprocal kicking), are precursors of later skills; in this case, walking.” (Gonzalez-Mena and Eyer, 1997)

{Or, you might paraphrase the information in the quote - for example. Be careful, however, not to use the words of the author lest it appear you are plagiarizing. If you feel unable to use your own words to paraphrase adequately, it is better to use quotes. }

Protective reflexes such as blinking, swallowing and rooting are automatic muscle responses triggered by certain stimuli. Other reflexes, such as reciprocal kicking, may be practice for walking. (Gonzalez-Mena and Eyer, 1997).

Finally, you will need to state the complete reference for each source you have used in your paper, in your bibliography at the end of your paper. If the source you used is a book, the bibliographical notation will look like the first example. If the source is an article from a magazine, it will look like the second notation. If it comes from an internet source it will include the full source as well as the date it was accessed from the computer. (The examples may be fictitious and for illustration only.)

1. Gonzalez-Mena, J. and Eyer, D. (1997). Infants, Toddlers, and Caregivers. Mayfield Publishing Company.
2. Miller, G. A. (1984, November). The test: Alfred Binet's method of identifying subnormal children. Science, pp. 55-57.

References should generally reflect research done in the last few years 1995 or later. Some exceptions apply.

AMERICAN PSYCHOLOGICAL ASSOCIATION STYLE: A QUICK REFERENCE

Preparing the Reference List or Bibliography

Indent the first line of each reference five spaces. Each subsequent line is flush left. Specific pages or sections of non-edited books (where the whole book is written by the author(s)) are referred to within the text of the paper, not in the reference list.

Book:

Lastname, A.B. (Year) Book title underlined: Only first word and first word after a colon are capitalized. City, AB: Publisher's Name.
(Capitalize proper names. Use Postal Service two-letter abbreviation for states. Use only initials for first and middle names.)

Book other than the first edition:

Lastname, A.B. (20xx). Book title(3rd ed.) Publishing City, YZ: Publisher.

Article in a journal:

Lastname, A.B., & Another, A.B. (20xx). Article title is not underlined: First words only are capitalized. Journal Title Underlined with Main Words Capitalized. 12, 15-35.

(Note that the volume number is underlined with page numbers following. A journal is a periodical for professional and scholarly papers. It is not a magazine.)

Article in a journal with issues paginated separately:

Lastname, A.B., Another, A.B. & More, Y.Z. (20xx). Article title, Journal Title.12(3), 15-35.
(Note that the issue number is included only if each issue begins with page 1. Note how multiple authors are listed.)

Article in an edited book:

Lastname, A.B. (20xx). Article name as for a journal article. In Y.Z. Somebody (Ed.), Name of book written as for a book above (pp. 200-300). City, XY: Publisher.

(Note that the page numbers for the article are within parentheses and preceded by "pp." An edited book may contain works by many different authors.)

Article in a magazine:

Lastname, A.B. (20xx, Month). Article name as for a journal article. Magazine Name as for a Journal, pp. 12-14, 76-77.

(Note that no volume or issue number is used. If an article appears on discontinuous pages, not all pages. If the magazine is published more frequently than once a month, include the date after the month.)

Article in a newspaper:

Lastname, A.B. (20xx, Month date). Article title. Name of Newspaper, pp. 1, 12-13.

Article with no author given:

Article title written as usual. (20xx, Month date). Name of Newspaper, p. 10.

Nonprint Media such as Film, Videotapes, Audiotapes:

Lastname, A.B. (Producer) & Othername, C.D. (Director). (1999) Title of film or tape City of distributor, State: Distributor.

Give the name and, in parentheses, the function of the originator or primary contributors. Specify the medium in brackets immediately following the title. Other nonprint media such as videotapes, audiotapes, slides, charts, or artwork work can also be listed this way.

Article from a database:

Lastname, A.B. (20xx, Month). Article name. *Journal Name*, 75(1), 1-5. Retrieved from which database.

Websites:

Lastname, A.B. (20xx, Month). *Topic of research*. Retrieved from <http://www.abcd.dfg.etc>.

Name: _____ Semester: _____ Year: _____ Hour: _____

SELF INTRODUCTION/OBSERVATION

**Information you consider confidential may be omitted.*

Local phone number:

Home phone number:

Email Address if you have one:

Date of Birth _____ Major Area of Academic Focus

List places you have lived. How long at each place?

How many brothers and sisters do you have? List gender and age for each. Where do you fit in the family?

Are you married at this time? Yes | No

How many children do you have?

List gender and age of each.

What Family and Consumer Science courses have you taken (college or high school)?

High School you attended _____ If you are participating in the Washington County Concurrent Enrollment Program, which high school do you currently attend?

Do you work? _____ If yes, what type of work.

Where do you work?

Number of hour per week? _____

What do you enjoy about your work?

What grade do you hope to earn? _____ What kind of time commitment are you willing to give to work towards your goal? Read carefully through the teacher-student grade contract given with your syllabus.

What kind of help do you want from me as a teacher to meet these hopes you have for this class?

What are your hobbies? What do you like to do in your leisure time?

Write something that is unusual and interesting about you. Something that may help me remember who you are.

What are your goals for the future? Three years? Ten years?

Turn this page over and write a **full page about you**. Tell me things about you that will help me understand your perspectives on life and this class. Don't be shy! It's okay to talk about yourself.

INFANT/TODDLER OBSERVATION

Name _____

Hour: _____

PROCEDURE: Use this page to make notes during your observations. Please staple this and any other notes made during the observation, to your 2-3 page *typewritten* paper. Check your essay for spelling and punctuation and grammar. Proofread. Write in complete sentences. Use information obtained from two separate outside resources. Do not use the same magazine more than once, do not use more than one ‘at-large’ web resource. Do use online library sources. Be sure to cite your references accurately (APA format) within the body of the paper. Use the references in your writing to support or further illustrate something you observed during the observation. You may choose to COMPARE and CONTRAST two or more infants, **OR** you may choose to COMPARE and CONTRAST two or more toddlers (see next page). *You can do one or the other.* Have someone edit your paper!

INFANT BEHAVIORS	INFANT BEHAVIORS
<p><u>Motor Development</u></p> <p>Reflex response</p> <p>Activity Level</p> <p>Strength Observed</p> <p>Visual/Auditory Alertness</p> <p>Response to touch</p> <p>Size, appearance, color</p> <p><u>Cognitive Development</u></p> <p>Object Permanence?</p> <p>Habituation</p> <p>Language behaviors</p> <p>Type of exploration</p> <p>Alertness</p> <p><u>Psychosocial Development</u></p> <p>Temperament</p> <p>Signs of attachment</p> <p>Ease of comforting</p>	<p><u>Motor Development</u></p> <p>Reflex response</p> <p>Activity Level</p> <p>Strength Observed</p> <p>Visual/Auditory Alertness</p> <p>Response to touch</p> <p>Size, appearance, color</p> <p><u>Cognitive Development</u></p> <p>Object Permanence?</p> <p>Habituation</p> <p>Language behaviors</p> <p>Type of exploration</p> <p>Alertness</p> <p><u>Psychosocial Development</u></p> <p>Temperament</p> <p>Signs of attachment</p> <p>Ease of comforting</p>

Response to environment	Response to environment
Stranger anxiety	Stranger anxiety

TODDLER BEHAVIOR	TODDLER BEHAVIORS
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<p><u>Motor Development</u></p> <p>Ambulation</p> <p>Handedness</p> <p>Coordination with toys</p> <p>Throwing/Catching</p> <p>Fine motor exploration</p> <p>Size, appearance, strength</p> <p><u>Cognitive Development</u></p> <p>Habituation</p> <p>Language behaviors</p> <p>Type of exploration</p> <ul style="list-style-type: none"> -tries the toy out in every way -explores attributes of toys -uses toys creatively <p><u>Psychosocial Development</u></p> <p>Temperament</p> <p>Signs of attachment</p> <p>Nature of exploration of environment</p> <p>Sociability with</p> <ul style="list-style-type: none"> -other children -adults in the room -assertive or non-assertive 	<p><u>Motor Development</u></p> <p>Ambulation</p> <p>Handedness</p> <p>Coordination with toys</p> <p>Throwing/Catching</p> <p>Fine motor exploration</p> <p>Size, appearance, strength</p> <p><u>Cognitive Development</u></p> <p>Habituation</p> <p>Language behaviors</p> <p>Type of exploration</p> <ul style="list-style-type: none"> -tries the toy out in every way -explores attributes of toys -uses toys creatively <p><u>Psychosocial Development</u></p> <p>Temperament</p> <p>Signs of attachment</p> <p>Nature of exploration of environment</p> <p>Sociability with</p> <ul style="list-style-type: none"> -other children -adults in the room -assertive or non-assertive
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Name _____

Hour _____

Date _____

ELEMENTARY COMPARATIVE OBSERVATION

This form is for taking notes when you do your observation. Please staple your notes to your 2-3 page *typewritten* paper. Your instructions are to observe two children in one grade that you observe, and then two children in the other grade you observe. You will conclude your paper with a comparison between the two grades you have observed.

REFERENCE: In addition to your observation you will use information obtained from **two outside sources**. Be sure to cite your references within the body of the paper, applying your references to behaviors or development you observed at the elementary school. You will need to state the complete reference in your bibliography at the end of the paper.

Procedure: DRESS APPROPRIATELY (NO hats, shorts, tank tops, mini skirts). NO GIGGLING OR GUM CHEWING.

1. Sit down quietly with paper and pencil; close enough to hear and see well.
2. Take notes frequently. Try to note the exact words a child uses and the exact sequence of events.
3. Reread your notes after the observation. Organize significant material and make your interpretation of it.
4. Type a separate one page essay for each classroom you observe.
(You will observe in two classrooms.) Please check observations for spelling and punctuation and write complete sentences.

Summarize with a page comparing differences between the two age groups observed.

5. Some teachers will prefer that you don't interact with the children; others are happy for you to do so. Be sensitive to the teacher's wishes in this. Assume that you are to be quiet until you are informed otherwise.

Use forms on following pages. Review the characteristics and behaviors carefully, so that you can include them in your anecdotal report. Respond to ALL items on the observation guide form, even if it is 'I was not able to observe this characteristic.' Watch out you do not have to many of this type of response. If you feel nothing observable is going on in the classroom where you are, move quietly to another like classroom.

Compare and Contrast two children in each class for the following information:
Classroom #1

Child #1	Child #2
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<p><u>Motor Development</u></p> <p>Active or calm</p> <p>Coordinated</p> <p>Approved of by others</p> <p><u>Cognitive Development</u></p> <p>Stays on task</p> <p>Focuses appropriately on work, asks questions that reflect understanding</p> <p>Language usage and development</p> <p>Problem solving ability</p> <p>Ability to work alone with no assistance</p> <p>Humor used</p> <p><u>Psychosocial Development</u></p> <p>Outgoing or shy</p> <p>Ease within the group or uncomfortable</p> <p>Aggressive, assertive, or passive</p> <p>Cooperative or contrary</p> <p>Confident of success or fearful of failure</p>	<p><u>Motor Development</u></p> <p>Active or calm</p> <p>Coordinated</p> <p>Approved of by others</p> <p><u>Cognitive Development</u></p> <p>Stays on task</p> <p>Focuses appropriately on work, asks questions that reflect understanding</p> <p>Language usage and development</p> <p>Problem solving ability</p> <p>Ability to work alone with no assistance</p> <p>Humor used</p> <p><u>Psychosocial Development</u></p> <p>Outgoing or shy</p> <p>Ease within the group or uncomfortable</p> <p>Aggressive, assertive, or passive</p> <p>Cooperative or contrary</p> <p>Confident of success or fearful of failure</p>
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**Compare and Contrast two children in each class for the following information:
Classroom #2**

Child #1	Child #2
<p><u>Motor Development</u></p> <p>Active or calm</p> <p>Coordinated</p> <p>Approved of by others</p> <p><u>Cognitive Development</u></p> <p>Stays on task</p> <p>Focuses appropriately on work, asks questions that reflect understanding</p> <p>Language usage and development</p> <p>Problem solving ability</p> <p>Ability to work alone with no assistance</p> <p>Humor used</p> <p><u>Psychosocial Development</u></p> <p>Outgoing or shy</p> <p>Ease within the group or uncomfortable</p> <p>Aggressive, assertive, or passive</p> <p>Cooperative or contrary</p> <p>Confident of success or fearful of failure</p>	<p><u>Motor Development</u></p> <p>Active or calm</p> <p>Coordinated</p> <p>Approved of by others</p> <p><u>Cognitive Development</u></p> <p>Stays on task</p> <p>Focuses appropriately on work, asks questions that reflect understanding</p> <p>Language usage and development</p> <p>Problem solving ability</p> <p>Ability to work alone with no assistance</p> <p>Humor used</p> <p><u>Psychosocial Development</u></p> <p>Outgoing or shy</p> <p>Ease within the group or uncomfortable</p> <p>Aggressive, assertive, or passive</p> <p>Cooperative or contrary</p> <p>Confident of success or fearful of failure</p>

Name: _____

Hour: _____

ADOLESCENT OBSERVATION

The purpose of this observation is to observe adolescents (approximately 7th to 9th grade level) in a 'natural' environment and to examine their appearance, behavior, and social interaction with respect to the three developmental domains. See next page for early adult obs. guidelines. Type, double space your observation. Attach all notes and these forms. - no more than four pages. This paper will require 2 outside references, using APA style, in line with all papers for this class. **Be sure to include in your write up a short summary comparing the changes you've experienced.**

Procedure: compare and contrast two teenagers. You might want to contrast a boy with a girl, but same gender comparison is fine.

Teenager #1	Teenager #2
<p><u>Physical Development</u> Size</p> <p>Maturation signs</p> <p>Grooming habits</p> <p>Clothing choices/styles</p> <p>Physical proportions</p>	<p><u>Physical Development</u> Size</p> <p>Maturation signs</p> <p>Grooming habits</p> <p>Clothing choices/styles</p> <p>Physical proportions</p>
<p><u>Psychosocial Development</u> Social Skills</p> <p>How does the teen behave to try to fit in?</p> <p>Impulsive or reflective?</p> <p>Respectful towards others or not?</p> <p>Interaction with adults?</p> <p>How does the teen resolve conflict?</p>	<p><u>Psychosocial Development</u> Social Skills</p> <p>How does the teen behave to try to fit in?</p> <p>Impulsive or reflective?</p> <p>Respectful towards others or not?</p> <p>Interaction with adults?</p> <p>How does the teen resolve conflict?</p>
<p><u>Anecdotal Observation</u> Focus on one adolescent for approximately 10 minutes. Use the back of this page to write anecdotal observations of the teen's behaviors.</p>	<p><u>Reflect on your own behavior at the age of those you are observing, and write a brief paragraph about your own behaviors and attitudes.</u></p>

Name: _____

Hour: _____

MIDDLE ADULT OBSERVATION

This comparative assignment is designed to assist you in gaining insight and understanding relative to the aging process. You are to do two observations and two interviews using the appropriate observation guide sheet provided. The first is the Middle Adult Observation, the second is the Elder Adult Observation

These observations can take place in a naturalistic setting selected by the student. Family gatherings are great opportunities to observe adults. The middle adult observed should be approximately 40-65 years in age. The elder adult should be over 65 years in age. In your papers you need to consider adult behavior relative to the developmental domains we have been studying in class; pay attention to *Biopsychosocial* development and the issues in this person's life that exemplify the interaction between these domains.

You will do both observation guides; one for the Middle Adult and one for the Elder Adult. **You will only write one paper, though!** Your formal paper should be 3-4 pages in length at most, should be double spaced with a font no greater than 14, will have the notes from your observation stapled to it, and will have a bibliography page. Use *two outside references to substantiate your observation and strengthen your paper.*

For Middle Adult Observation, use the form on the following page

Procedure: Observe the adult for 20-30 minutes. Observations do not need to take place on the same day or in the same environment. Write your paper based on each of the observations that you carry out, guided by the domain-oriented/interview forms. Be sure to attach these forms and all notes taken, to the back of the typewritten paper.

For the Late Adult Observation, use the form on page 13.

Middle Adult Observation Form - use to guide your observation.

Physical Development

Size and shape/Signs of aging
Fit or out of shape, activity level, athletic or not

Eating habits

Cognitive Development

Conversational topics, ability to articulate ideas

How does this adult stay intellectually stimulated and active?

Habits that foster cognitive awareness

Psychosocial Development

Interaction with others (characterize: kind, respectful, bossy, etc.)

Parent/Child relationships(With own parents as well as own children)

Socially active? (Community, church, family, etc)

Interview- Ask the following questions:

1. What physical changes/challenges do you experience at your age?
2. What advice would you give to a younger person about aging physically?
3. What do you find intellectually stimulating at your age? How do you stay mentally sharp?
4. What are your social priorities at this time? Describe how this has changed over the past decade or two.
5. Do you predict the next generation will have similar life challenges to your own? Explain.

LATE ADULT OBSERVATION

This observation is to be done in a similar manner to the Middle Adult observation.

This observation can take place in a naturalistic setting selected by the student. Family gatherings are great opportunities to observe adults. The adult to be observed should be older than 65 years of age.

Procedure: Observe the adult for 20-30 minutes. Write your paper based on the observations you have made. Include information in the following areas, including a short interview.

Physical Development

Size and shape/Signs of physical degeneration

Activity and fitness level (muscle tone, stamina, aerobic activity)

Health care issues/Eating habits

Coordination (stride, posture, balance, mobility)

Cognitive Development

Conversational Topics/Ability to articulate ideas

How does the adult stay intellectually stimulated and active

Habits that foster intellectual sharpness

Psychosocial Development

Interaction with others (characterize as kind, respectful, encouraging, or otherwise)

How do others treat this person? How does this person treat others?

Social interaction (community, church, family etc.)

In terms of a sense of integrity or discouragement about life overall, how would you characterize this person?

Interview Questions:

What physical changes have you experienced in the past decade?

What advice would you give to a younger person about aging?

What should a person do to stay intellectually sharp throughout life?

How should a younger person live to maintain a healthy social life and to feel satisfaction with life?

How is life for the younger generation different from your life?

CASE STUDY OF A PRESCHOOL CHILD

Maximum of 5-7 pages typed. Tie your personal observations to what books and class lectures indicate is average for the preschool child. Words must be spelled correctly and sentences shall be complete and grammatically correct. If you have questions on spelling and grammar, I am available to help you. Parents, friends, and English teachers can also be helpful. As a college student, you should turn in a paper that will not need corrections in English. Have fun with this paper! Tell me what you know about this wonderful preschool friend of yours.

Please divide your report into the following six sections. The paper should be organized in text form, not in outline form; the outline provided here is simply meant to help your organization. You may however use headings, or paragraph headings if you wish.

1. INTRODUCTION

- a. Name of child.

2. PHYSICAL DEVELOPMENT

- a. Characteristics: appearance, height, weight, body proportions, size and posture.
- b. Motor coordination: Large and small muscle skills.
- c. Physical skills: independence, skills with material and equipment.

3. INTELLECTUAL (COGNITIVE) DEVELOPMENT

- a. Evidence of learning: note concepts he/she understands.
- b. Language: use, creativity, accuracy.
- c. Response to new learning activity, curiosity.
- d. Ability to reason and generalize.
- e. Choice of activity.
- f. Interest in various areas of preschool.

4. EMOTIONAL AND SOCIAL DEVELOPMENT/ SELF-CONCEPT

- a. Interaction with children at preschool.
- b. Ability to share and take turns.
- c. How do children see this child? How do adults?
- d. Acceptance of sex role.
- e. How does the child feel about his/her physical appearance and skill?
- f. How does the child feel about his/her ability to learn?
- g. How does the child seem to relate to others? Does he/she seem to feel secure or insecure?
- h. Does there seem to be evidence of absence or presence of emotional tension?
- i. What temperament characteristics are present? Extroversion/introversion? Activity level?
- j. Does the child seem to feel accepted and happy, or unhappy?
- k. Does the child feel he/she can think of new ideas or ways to do things?

5. CREATIVE DEVELOPMENT

- a. Evidence of originality or conformity.
- b. Confidence in new situations or with new materials.

6. SUMMARY AND CONCLUSIONS

You will want to conclude with a closing statement about the child and your experience playing and working with this child. Summarize briefly the nature of your relationship. Tell the activities you did that gave you the greatest insight into this child.

References

In addition to your own observations, you can use information from the textbook or from the preschooler's application form to support your report. Use at least **THREE additional outside sources** as references. Some books and articles are available in my office area that may be used. The college and county libraries also have books and periodicals. The text used in class does **NOT** qualify as one of the three additional outside sources, nor does the preschool observation form.

Please be sure to cite your references within the body of the paper as shown in the guide for writing papers in this class. Use APA reference style.

Bibliography

You should include a bibliography at the end of your paper. Please write references in alphabetical order at the end of your paper using the guideline provided in your supplement and in the Dixie State College Guide for referencing papers.

If you wish to interview parents, YOU MUST OBTAIN PERMISSION FROM PRESCHOOL TEACHER. DO NOT CONTACT PARENTS WITHOUT CONTACTING THE PRESCHOOL TEACHER FIRST. Be professional. Your findings and papers are not to be discussed with or shown to any parents or friends.

You will be graded on:

- Content: (50 points) I will consider the depth of your anecdotal report; notice details of you preschooler! Tell me the highlights of your times together, and interweave into your anecdotal report the concepts relevant to early childhood. Reflect on the developmental areas identified in your outline.
- References (20 points) Three (3) sources (not including textbook) to support your evidence.
 - Cite sources and write bibliography in correct format. Your score on this will depend on how well you use your resources in your text.
- Concepts Applied: (20 points) Utilize concepts relevant to early childhood in your text. There are so many! All of the theories, patterns of development, social development; the list is endless.
- Spelling, Grammar and Punctuation: (10 Points) I will grade your paper with corrections for mistakes in these areas. This is for your information and improvement of writing skills.
- Late Papers: Will be penalized 10 points for every day late.

***Please do not hand in papers in plastic or paper folders, binders, etc. Staple them and make sure your name is on the cover sheet.**

Preschool Observation Forms

Boys Observation

Girls Observation

Large Motor Observation

Small Motor Observation

College Friend Plan #1

College Friend Summary #1

College Friend Plan #2

College Friend Summary #2

College Friend Plan #3

Name _____ Hour _____

BOYS PHYSICAL AND BEHAVIORAL OBSERVATION

BOY'S - PHYSICAL APPEARANCE

Physical appearance characteristics: Hair color, length, style; height, body build, unique characteristics of physical features: moles, scars, shapes, dimensions.

BOY'S - BEHAVIOR

Behavior Characteristics: How does child act in the preschool community group(quiet, rough, active)? How does child interact with others? Note personal motions, actions, attitudes, presentation.

Physical Characteristics Observed	Child's Name	Behavior Characteristics Observed

Name _____ Section Time _____

GIRLS PHYSICAL AND BEHAVIORAL OBSERVATION

GIRLS - PHYSICAL APPEARANCE

Physical appearance characteristics:
Hair color, length, style; height, body build, unique characteristics of physical features: moles, scars, shapes, dimensions.

GIRLS - BEHAVIOR

Behavior Characteristics: How does child act in the preschool community group(quiet, rough, active)? How does child interact with others? Note personal motions, actions, attitudes, presentation.

Physical Characteristics Observed	Child's Name	Behavior Characteristics Observed

Name _____ Section Time _____

LARGE MOTOR SKILLS

Observe children in assigned group as they perform each of the activities. Score each child you observe as to whether the activity appears to be

E - Easy, for the child, **C - Challenge**, for the child, **H - Too Hard**, for the child

Name of Child						
---------------	--	--	--	--	--	--

Birth Date of Child						
---------------------	--	--	--	--	--	--

GROUP ONE

Hop on 1 Foot L R						
Hop on 2 Feet						

GROUP TWO

Throw Ball						
Catch Ball						
Stand on 1 Foot Kick Ball						

GROUP THREE

Gallop						
Skip						
Balance Beam						

Name: __

SMALL MOTOR SKILLS ASSESSMENT

Observe two to three small motor activities performed by the children on college friend day.
Score each child you observe as to whether the activity appears to be

E - Easy for the child, **C - a Challenge**, or **H - Too Hard** or difficult for the child.

List the activity you are observing, record the score, make a comment to substantiate your score.

	Child 1 - Name	Child 2 - Name	Child 3 - Name	Child 4 - Name
Activity #1 Briefly Describe	Score: Substantiation:	Score: Substantiation:	Score: Substantiation:	Score: Substantiation:
Activity #2 Briefly Describe	Score: Substantiation:	Score: Substantiation:	Score: Substantiation:	Score: Substantiation:

FCS 1500: Human Development through Lifespan

COLLEGE FRIEND DAY ACTIVITY GUIDE

The activities you choose on College Friend Day should promote your understanding of the development of your preschool friend, as well as demonstrate that you can apply what you've learned in class about child development. Below are some possible activities for each of the developmental areas listed on the Case Study of a Preschool Child guide.

PHYSICAL DEVELOPMENT

1. **Small Motor**_ any activity requiring coordination of the fine muscles of the hands, feet, face.

_ bead stringing, writing, making cookies with decorations, balancing blocks, copying designs, buttoning, snapping(dress ups), cutting with scissors, serving food with spatula, copying making faces in mirror, drawing with feet, pegboards, design pattern boards, coloring, brush painting on small paper, string painting, straw painting, cut and paste activities, make up, dressing dolls, sorting small objects, play dough/clay, making puppets, using a hole punch, tape player, typewriter play, setting a timer, many more!

2. **Large Motor**_ any activity that requires use and coordination of large muscles, such as running, skipping, jumping, dancing, etc.

_ kickball, running games, baseball, dancing, imitating animals, swimming, balancing, skipping, tip_toe walking, hopping, swinging, climbing, tumbling, play acting, whole arm painting, stirring, washing hands, carrying things, play with balls. For example, easel painting or painting the sidewalk with water use whole arm motions. Telling a story and acting it out physically, or playing 'pretend' imitation games both use large muscles. Obstacle courses can show you a variety of large motor skills, such as crawling and climbing. Pounding and rolling clay both use large muscle groups. Water table and sand table play, using a hammer, screwdriver, saw, bike riding, shovel, rake, broom, stapler, wheelbarrow...

INTELLECTUAL DEVELOPMENT

1. **Cognitive Skills**_ activities that demonstrate the child's understanding of his/her world, including number concepts, language usage, problem solving ability, curiosity, creative use of language or materials.

_ story telling with the child filling in parts, talking about family and life, sequencing, concentration games, giving materials and art supplies without directions, playing 'house', making up stories, guessing games, drawing people, reading stories to(attention span), dramatic play, card games, mystery grab bag, Bingo or Lotto games, treasure hunt with clues for problem solving, counting activities, tape recorder play, video camera play, simple riddles, picture recipes for cooking, 'what will happen next' stories or science activities, mixing food coloring, taking pictures of others, 'what would happen if...' activities, collecting bugs or plants, mixing baking soda and vinegar indifferent proportions, doing puzzles, measuring (height/weight/length), 'child's choice' activity (watch what type of activity the child picks),

SOCIAL DEVELOPMENT

1. **Social Emotional Development**- Observe how the child interacts with others in the preschool, children or adults. Does he or she initiate contact with others? Does he/she take turns easily and willingly? Does your child find ways to involve others in play? How do the other children relate to your preschool friend? Temperament qualities? Prosocial skills? How does this child handle new situations? Confident or cautious? Extroverted or shy? Easy going or tense, tightly strung?

plan activities with more than one preschool child. Some ideas are board games (simple, like CANDYLAND), have two children make a single project, cooking together, encourage child to change rules to an activity, dramatic play such as house, teacher/students, jobs, etc. (you'll see leaders and followers), blocks and other manipulatives (in a small group), dress up activities (observe your child's adherence to gender identity), puppet shows, planting something together, flannel board stories, treasure hunt with picture clues, tea party or un_birthday party.

EMOTIONAL DEVELOPMENT AND SELF_CONCEPT

1. Observe how the child approaches an activity or relationships. Is the child shy or outgoing? Is the child withdrawn or assertive about doing what he/she wants? Does the child smile and laugh regularly, and talk about how fast, smart, pretty, or good he/she is? Or does the child avoid eye contact and avoid initiating contact? Is the child more comfortable with just adults around, or more comfortable with other children present?

most of the activities listed above will give you an opportunity to observe your child's behavior in ways that reflect that child's self_concept. The most important thing for you to do during these activities is be attentive to the child; listen carefully to what the child says, watch what the child does, watch facial expressions and how the child holds his/her body, observe how the child approaches a new activity. Mirror play is a great way to get a child to talk about him/herself. A child who won't play with mirrors may not feel happy about his/her appearance.

CREATIVE DEVELOPMENT

* Pay attention to how the child uses materials. Does the child want to make his/hers in a different way, or just the way you did it? Is the child innovative and inventive with the way materials are used? Does he/she act afraid to make a mistake, or 'do it wrong'? Does the child find new ways to use materials?

College Student Group: Names of students present & contributing to planning.**
Hour:

,	,	,
,	,	,

Preschoolers: Names of children in preschool group.

,	,	,
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COLLEGE FRIEND DAY PLANNING SHEET #1

For activities that will assist you in gathering information for your case study, see the College Friend Day Activity Guide pg. 16,17.(Other activities may be used--these are suggestions)
 List each domain you choose and describe your planned activity in the columns provided below.

***For credit, Student must be in attendance on planning day and contribute to the planning. See course sequence.*

THIS PLAN MUST BE APPROVED PRIOR TO COLLEGE FRIEND DAY

Activity Category	Proposed Activity	Time	Materials Needed

--	--	--	--

24

College Student Group: Names of students present & contributing to planning.**

Hour:

,	,	,
,	,	,

Preschoolers: Names of children in preschool group.

,	,	,
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COLLEGE FRIEND DAY PLANNING SHEET #2

For activities that will assist you in gathering information for your case study, see the College Friend Day Activity Guide pg. 16,17.(Other activities may be used--these are suggestions)

List each domain you choose and describe your planned activity in the columns provided below.

***For credit, Student must be in attendance on planning day and contribute to the planning. See course sequence.*

THIS PLAN MUST BE APPROVED PRIOR TO COLLEGE FRIEND DAY!

Activity Category	Proposed Activity	Time	Materials Needed

--	--	--	--

25

College Student Group: Names of students present & contributing to planning.**

Hour:

,	,	,
,	,	,

Preschoolers: Names of children in preschool group.

,	,	,
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COLLEGE FRIEND DAY PLANNING SHEET #3

For activities that will assist you in gathering information for your case study, see the College Friend Day Activity Guide pg. 16,17.(Other activities may be used--these are suggestions)

List each domain you choose and describe your planned activity in the columns provided below.

***For credit, Student must be in attendance on planning day and contribute to the planning.*

See course sequence.

THIS PLAN MUST BE APPROVED PRIOR TO COLLEGE FRIEND DAY!

Activity Category	Proposed Activity	Time	Materials Needed

27

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Name: _____ **Date:** _____ **Hour:** _____

College Friend Day Summary Sheet #1

Preschool Child(ren):

--

College Friend Group:

This summary **must** be turned in immediately after College Friend Day. (Can be neatly handwritten on this form.)

I. Describe your College Friend Day Experience.

II. How do you feel about the activities you selected? How did the child (ren) respond to your activities?

III. Would you do anything differently? Do you need help with planning college friend activities? Do you have any specific questions about one of your preschool friends?

(Use back of page if needed)

Name: _____ Date: _____ Hour: _____

College Friend Day Summary Sheet #2

Preschool Child (ren):

--

College Friend Group:

--

Details you observe and include will strengthen your case study. This summary **must** be turned in immediately after the Second College Friend Day. (Can be neatly handwritten on this form.)

Use back of sheet as needed.

1. How did your second college friend day go? What changes did you notice in your interaction with the preschoolers? Were your activities more suited to the individual preferences of your children?

2. What would you say about the temperament of the preschool children you are working with?

3. How compatible do you feel with the preschool children? Are they compatible with each other?

4. What are the social preferences within your group of college students and preschoolers? Do you notice that some college students prefer a particular preschool friend, or that a preschooler feels more comfortable with a particular college student?

5. What might you infer about your preschool friends' cognitive abilities as a result of the two college friend experiences?

6. What might you say about the motor skills of the preschoolers after your college friend activities?

Guide for Watching Videos Outside of Class

The Human Development course requires that you watch some videos outside of class. All videos on this list can be found in the library, and can be viewed in the library viewing center. They also are on the shelf in the viewing room in the office of Family and Consumer Sciences. It helps if you come to watch them in a small group so the room is useful to more than one person.

You will watch three (3) videos for this class. They will be chosen from three different developmental areas:

- I. Prenatal Video. You can choose to watch one of two videos with a focus on prenatal development:
 - a. The Miracle of Life
 - b. Life in the Womb
 - c. Life's Greatest Miracle (CD in library)

- II. Infancy/Toddlerhood
 - a. The First Years Last Forever
 - b. Ten Things Every Child Needs for the best start in life

- III. One from the following areas:
 - a. Early Childhood
 - 1. Land of the Giants
 - 2. Life's Lessons
 - b. Childhood/Adolescence
 - 1. Among Equals
 - 2. The House of Tomorrow
 - 3. Love's Labors

VIDEO REVIEW Guide Sheet for the Prenatal Required Video

Use this sheet for your convenience in submitting your comments and reactions to assigned video. You may type or handwrite your response on this Guide, or you may use plain paper.

Your viewing notes and this page must be submitted to receive credit.

Name _____ Class Time _____

Date/time/place the video was viewed _____

Write a brief report of significant ideas and points which caught your interest.

Write comments relative to your personal reaction to the video.

VIDEO REVIEW Guide Sheet for the First Years Last Forever Required Video

Use this sheet for your convenience in submitting your comments and reactions to assigned video. You may type your double spaced response on this Guide, or you may use plain paper.

Your viewing notes and this page must be submitted to receive credit.

Name _____ Class Time _____

Date/time/place the video was viewed _____

Write a brief report of significant ideas and points which caught your interest.

Write comments relative to your personal reaction to the video.

Video Review Guide Sheet for the CHILDHOOD Required Video, Category #3

Use this sheet for your convenience in submitting your comments and reactions to assigned video. You may type or handwrite your response on this guide. Hand this form in to receive credit for your viewing work.

Name _____ Class Section _____

Video _____ Date of viewing _____

Write a short report on the significant ideas and points which caught your interest in the video.

Personal response to the video; your reaction to some of the facts listed above, your opinions.

Study Guides

Human Development through Lifespan Study Guide, Eicher's Class

Chapter One: *The Study of Human Development*

1.2 Thinking About Development

a. Describe the major controversies that show up continually in the study of human development, called *recurring issues*.

b. *Biopsychosocial*...what does that mean? Be able to describe these as forces that influence human development. Be able, also, to explain how these influences interact *within the person* to influence development. Explain what is meant by a *normative* versus a *non-normative* influence.

1.3 Theories...o-my-gosh! These are hard! Hang in there; as we progress through the semester, you will gain enough experience to make sense of these explanations. You begin to give yourself a functional working knowledge by separating these into separate and distinct theories, yet related and grouped by the focus. Remember; these are not 'true' in the sense that they are fact. They are attempts to describe how human development occurs.

Type of Theory/Name of Theory Theorist Essential Attributes of Theory

A. Psychodynamic Theories

B. Learning Theory

3. Classical Conditioning

4. Operant Conditioning

5. Social Learning Theory

C. Cognitive Theory

6. Piagetian Theory

7. Information Processing

8. Kohlbergian Moral Dev.

9. Vygotskian Theory

D. Ecological Systems

10. Contextual Theory

11. Competence-Env. Press

E. Life Span Perspectives

12. Life Span/Selective Optimization with Compensation

13. Life Course Perspective

1.4 Doing Developmental Research

You should be able to describe each of the following terms related to scientific approach to studying human development:

- a. Scientific Method
- b. Systematic vs. Naturalistic Observation
- c. Self-Reports; questionnaires and surveys
- d. Reliability/Validity
- e. Correlational Study/correlation coefficient
- f. Representative sample
- g. Experimental studies/ dependent and independent variable
- h. Longitudinal study/ cross-sectional study/sequential design
- i. Meta-analysis/secondary research

5. In terms of ***ethics and research***, give the guidelines that every researcher must be obligated to respect in conducting research with human beings.

Human Development through Lifespan Study Guide for Eicher's Class

Chapter 2: Biological Foundations

2.1 Genetic Inheritance; define the following terms:

- a. Chromosomes
- b. Autosomes/Sex chromosomes
- c. Genotype/Phenotype
- d. Heterozygous Alleles/Dominance/Recessive alleles
- e. Single gene effect/Polygenic Inheritance
- Consider the concept 'Behavioral Genetics'
- f. Chromosomal abnormality
- g. Monozygotic/Dizygotic twins
- h. Behavioral Genetics
- i. Heredity is not destiny/Reaction Range; explain the concept of 'niche-picking'

2.2 Conception to birth

- a. Describe the three Periods of Prenatal Growth (zygote, embryo, fetus)
- b. Tell of general risk factors, including *teratogens*
- c. Give several forms of *prenatal diagnosis*
- d. Discuss *fetal medical practices*

2.3 Influences on Prenatal Development

- a. What are some risk factors we now believe affect pregnancy and prenatal growth?
- b. Describe *teratogens*.
- c. Talk about determining factors in how a *teratogen* affects prenatal development.
- d. Discuss forms of prenatal diagnosis.
- e. What are some fetal medical practices?

2.4 Labor and delivery

- a. Describe the Stages of Labor, and what happens in each stage.
- b. Related to approaches to childbirth, discuss benefits/risks of both a medicalized approach to childbirth and to a natural approach. What is meant by a *birth plan*?
- c. Discuss ways to labor to increase effectiveness of contractions.
- d. Describe pain management in childbirth other than by medication.
- e. Which prospective mothers have the lowest risk for problems in childbirth?

Human Development: A Lifespan View Study Guide for Eicher's Class

Chapter 3: Tools for Exploring the World

3.1 The Newborn

a. Describe how reflexes prepare the newborn for survival? Think of this in terms of neurological development for skills in the future as well as for immediate survival.

b. Describe the APGAR and the NBAS, two neonatal tests which evaluate the health and well-being of the baby.

c. Consider *infant states*, and some of the issues around sleep, sleep disorders, and SIDS.

d. Discuss *Temperament* and tell how a baby's predisposition to certain characteristics is likely to stay with him or her throughout life. Be able to talk about the interaction between heredity and environment in the effect on temperament.

e. Tell how *Goodness of Fit (not in the book)* relates to a parent's awareness of the baby's *states* of being as well as to the baby's temperament.

3.2 Physical Development

a. Describe benefits of breast-feeding for infants. Give an explanation why a mother might choose not to breast-feed using an ecological theoretical approach. Describe briefly how malnourishment creates a cycle in which development is affected biopsychosocially.

b. Explain the following terms in relation to neural development of infants: neural proliferation, migration, synaptic pruning, myelination, dendritic expansion, neuroplasticity, and basic brain structures.

3.3 Moving and Grasping-Early Motor Skills

a. Tell how maturation and experience interact to influence mastery of motor skills.

b. What is meant by *dynamic systems theory* in regards to motor development?

c. What is meant by '*differentiation and integration*'. How do these fit into Vygotsky's Theory from the standpoint of a theoretical perspective?

3.4 Coming to know the World: Perception

a. Discuss briefly infant sensory capabilities. Tell about the research on infant depth perception called the *visual cliff*.

b. Why do infants stare longer in the pencil experiment?

c. What is meant by sensory integration? We will see later that a lack of sensory integration predicts learning difficulties.

3.5 Becoming Self Aware

Describe the *rouge experiment* and tell what it means in terms of origins of self-concept.. Give an explanation of *theory of mind*, and tell when we can expect preschoolers to demonstrate an awareness of this.

Human Development: A Lifespan View Study Guide for Eicher's Class

Chapter Four: The Emergence of Thought and Language

4.1 The Onset of Thinking: Piaget's Account

- a. Piagetian Theory: Be able to describe the following terms: schemes, assimilation/accommodation, circular reactions, sensorimotor stage, preoperational stage, disequilibrium/ equilibration, object permanence.
- b. In considering preoperational thought, tell how the inability to think flexibly and mentally reverse processes observed affect cognitive limitations such as centration, inability to conserve, egocentrism, class inclusion. Give some criticisms of Piagetian Theory.
- c. What is meant by children's 'naive theories'?

4.2 Information Processing During Infancy and Early Childhood

- a. Describe an information processing view of cognitive structures that promote memory. Tell how scripts might affect recall of events. What is meant by mental software and mental hardware?
- b. Tell how attentional processes affect memory. Give examples from your own experience. How accurate is the recall of very young children? Explain how information processing theorists explain habituation.
- c. Are preschoolers competent witnesses on the stand in court? Explain.
- d. In terms of numeration, and concepts of number, explain one-to-one correspondence, stable-order principle, and cardinality of number. (This is something you will want to do with your preschoolers during college friend day)

4.3 Mind and Culture: Vygotsky's Theory

- a. Vygotsky... In response to the research study on scaffolding, what would be the most effective way for teachers to teach Guatemalan children? What is meant by the Zone of Proximal Development? How does private speech facilitate learning according to Vygotsky?

4.4 Language

- a. Describe infant-directed speech; at what age do children typically begin to use intonation as part of babbling? What can we infer by this about babies and the ability to perceive language?
- b. Tell what is meant by fast-mapping new words. How could a college student use the same general approach to learning new concepts?
- c. Here are some words that define common errors in grammatical/morpheme use by young children: overregularization, overextension, underextension. Can you explain these? Give an example. What is telegraphic speech?
- d. It has been said that most firstborn children develop referential language more quickly, while children with older siblings prefer expressive styles. Why do you think that is? How can adults help children develop language skills.
- e. What is meant by a 'critical period' for learning language?

Human Development: A Lifespan View Study Guide for Eicher's Class

Chapter Five: *Entering the Social World: Socioemotional Development*

5.1 Beginnings: Trust and Attachment

a. Describe, from Erikson's Theory of Psychosocial Development, how resolution from the two opposing forces in a crisis creates a balanced individual ready to psychologically live successfully in his/her world. Be prepared to discuss the specific outcome of each stage of early childhood:

Trust vs. Mistrust

Autonomy vs. Shame (Will)

Initiative vs. Guilt (Purpose)

b. Explain the ethological view of attachment. Describe how parental responsiveness and sensitivity are related to quality of attachment. Tell what the differences are between secure attachment, avoidant attachment, resistant attachment, and disorganized/disoriented attachment.

c. Compare the concept of an ***internal working model*** of parental behavior with Piaget's concept of a schema. Finally, attachment styles seem to affect relationships in a long term way; how?

d. Describe ***quality*** child care and predict, from your book's explanation, how it might affect attachment.

e. Confront some of your prior beliefs: according to the Real People scenario, can fathers raise children as well as mothers?

5.2 Emerging Emotions

a. Define ***basic emotions*** and tell how they differ from ***complex emotions***. Describe ***stranger anxiety*** as a normal stage of development. Tell how infants use ***social referencing*** to pick up cues about their social world.

5.3 Interacting with Others

a. Describe the differences between ***parallel play, simple social play, and cooperative play***. Tell how Piaget's first stage change, ***mental representations***, leads to make-believe play.

b. Tell how the concepts of ***empathy, altruism, and prosocial behavior*** are connected, and predict how a very empathetic child might act compared to a non-empathetic child. Can altruism and prosocial behavior be taught?

5.4 Gender Roles and Gender Identity

a. Link the concepts of ***gender-schema theory, gender identity, gender constancy, gender stability, and gender labeling***. Discuss what research findings seem to indicate about the effects of homosexual settings on child development. Can the environment influence gender learning?

Chapter 6: School Age Children and Adolescents

6.1 Cognitive Development

a. Using Piagetian Theory, tell what qualitative changes occur in cognition for the **concrete operational** child, and how that affects their ability to perform in school.

b. Using Piagetian Theory, tell how problem-solving approaches differ for the **formal operational** adolescent than for the concrete operational child. Explain why adolescents, though capable of formal operational thought, often make bad decisions as a result of cognitive limitations.

c. Using **information processing theory**, explain why you can read these concepts in your book and understand them, yet have such a difficult time applying them when the tests are taken or when you are in the classroom as a teacher. Give a **memory strategy** that you use regularly. Organization and elaboration are examples of memory strategies. To get to be a college student, you must have at least some metacognitive knowledge; why?

6.2 Aptitude for School

a. Contrast an **aptitude test** with an **achievement test**. Give several of Howard Gardner's nine components of intelligence. In response to multiple intelligences, which seem to be the most valued in our school systems?

b. Do tests work? What is meant by validity and reliability? Describe how environmental factors might influence test scores. How do IQ tests determine an actual number? A new form of IQ testing uses Dynamic Testing. What does that mean? What is meant by culture-fair testing?

c. What is Hierarchical Theory of Intelligence, according to John Carroll?

d. Discuss Sternberg's Theory for Successful Intelligence, including an explanation of the **analytic ability**, the **creative ability**, and the **practical ability**.

6.3 Special Children, Special Needs

a. Give a short definition of each of the following special needs conditions:
Gifted/Talented, Mental Retardation, Learning Disabled, ADHD, Behaviorally Disordered

b. Based on Research...what findings did the investigators establish about improving reading skills in children with reading disabilities?

6.4 Academic Skills

a. How do **phonological skills** affect reading success? How does personal experience with language affect word recognition skills? Why does writing feel more difficult than speaking to most people? In the section on Organizing Writing, are you able to discover where your own weaknesses in writing might be?

b. What seem to be the greatest factors affecting academic performance in the U.S. compared to the higher achieving students in Asia?

c. Give the four main criteria for effective schools listed in your book. Describe also the characteristics of effective teachers. Which of these can Eicher improve in? Which does he do adequately, if any? Consider your favorite teachers in college and high school; how would you evaluate them against this list of teaching guidelines?

- d. Using Bronfenbrenner's *Ecological Theory*, create the following:
 - an ideal contextual structure for learning
 - a contextual structure that would make learning very difficult

6.5 Physical Development

a. Describe the effects of participating in sports in middle childhood. _____

Human Development Across the Lifespan Study Guide for Eicher's Class

Chapter 7: Expanding Social Horizons: Socioemotional Development in Middle Childhood

7.1 Family Relationships

a. Summarize the numerous interactive contextual systems that influence development based on influencing the family.

b. Given the two dimensions of parenting your chapter highlights, complete the following chart showing how the four parenting styles reflect these dimensions. Add to the boxes a couple of developmental outcomes predicted for children who grow up in each setting:

XXXXXXXXXXXXXXXXXX	LACK WARMTH/RESPONSIVE	WARMTH/RESPONSIVE
LACK CONTROL/DEMAND		
CONTROL AND DEMAND		

c. What does it mean that parenting style is somewhat influenced by reciprocal influence of the child? To spank, or not to spank...you should know something about *power assertion* and its influence on child development. Describe some contextual factors that might tend to increase the use of violence to control children's behavior. Explain the behaviorism concept *negative reinforcement trap*.

d. Using Bronfenbrenner's *Ecological Theory*, explain some of the potential difficulties that arise often in the development of children from divorced families. I encourage you to build the diagram we use to implement Bronfenbrenner's theory.

e. What are the types of abuse we see in families? Should we spank our kids? What is the effect of living in a culture that condones violence in families? What do you think? What are some social factors that increase the likelihood of abuse within families?

7.2 Peers

_____a. In terms of popularity and rejection, give specific behaviors that promote popularity and specific behaviors that are likely to bring rejection. What is meant by attribute retraining?

Discuss the connection between parental involvement and the type of group an adolescent would choose to be in.

b. Differentiate between hostile aggression and instrumental aggression.

7.3 Television: Boob Tube or Window on the World

_____a. TV...what can we say? Turn it off, particularly when your kids are little. Read a lot, talk a lot, go places, play outside. Turn off the dang TVs. What does Figure 7.3 say about boys, TV, and violence?

7.4 Understanding Others

_____a. Describe the proposed connection between cognitive development and perspective taking. Contrast Selman's 5 stages of perspective taking with Piaget's four stages of cognitive development. What happens to personal prejudice as a person's perspective taking progresses?

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Human Development through Lifespan Study Guide for Eicher's Class

Chapter 8: *Rites of Passage; Physical and Cognitive Development in Adolescence*

8.1 Pubertal Changes

_____a. Farewell to childhood; describe the basic sequence of physical maturity for both boys and girls. What is meant by the *secular trend* in onset of puberty? Define *primary* and *secondary sex characteristics*. Give costs and benefits to early maturity for girls and boys.

8.2 Health

_____a. Summarize the book's view of teen food intake. Give ways that parents can help a teen manage weight in an effective yet non-punitive way. Describe the psychological and sociocultural influences that affect eating disorders like bulimia and anorexia.

8.3 Information Processing During Adolescence

a. Describe the changes in *Information Processing* that teens are expected to experience. Explain the same phenomenon from a neurological standpoint, if you can. Describe how beliefs can affect thinking; in fact, perhaps we create our own stimulus by what we believe. Can you describe this?

8.4 Reasoning About Moral Issues

a. Prior to thinking about Moral Development, follow the text's creation of an internal dialogue a teen might have regarding how to get home safely on page 321. What does the book say is usually the more powerful influence to teens in these types of decisions?

b. Morality is the study of right and wrong actions; ethics is the discipline by which we examine how these decisions of morality are made. **Moral Development-** Give the basic sequence of Kohlberg's Stages of Moral Development. Briefly address how other researchers feel about Kohlberg's work. Discuss the Justice Perspective of Moral Reasoning (Kohlberg) versus the Care Perspective(Gilligan). Discuss Eisenberg's proposal that moral development moves from self-centered thinking to moral principles and empathy. Explain how context might influence moral decisions, such as cultural influence. Can moral development be encouraged? How?

Chapter 9: *Moving into the Adult Social World: Social Emotional Development in Adolescence*

9.1 Identity and Self-Esteem

a. Erikson; describe the challenge of **identity vs. role confusion**. What does it mean to have a healthy balance between the two? Explain the 4 statuses of James Marcia's theory of identity development, and the likely progression through the statuses as adolescence progresses. What is meant by a MAMA cycle in relation to Marcia's theory? How does hypothetical reasoning influence identity development?

b. Piaget; Formal Operational Thought does not guarantee good decision making. Describe the **imaginary audience, adolescent egocentrism, invincibility (the illusion of invulnerability)** and the **personal fable** as related to adolescents. What are some ways Piaget might explain teen pregnancy and the high incidence of STD's among teenagers.

c. List factors that affect self-esteem in adolescents. Which parenting style is more likely to produce higher self-esteem? What are characteristics of schools that promote higher self-esteem? What is the **Myth of Storm and Stress**?

9.2 Romantic Relationships and Sexuality

a. Analyze briefly the difference between how adolescent boys view a first sexual encounter vs. how adolescent girls view the same event. Does this research fit with your own experience? Give examples if you can. Tell the book's perspective on the development of sexual orientation; what are factors that have been proven *not* to cause homosexuality, and what might be factors?

b. In response to dating safety and acquaintance rape, give some guidelines that young people may find useful in reducing the likelihood of sexual assault. Read the Spotlight on Research. How valid would you consider this research?

9.3 The World of Work

a. Describe how Personality Theory has influenced studies of workers and fulfillment in occupational choice.

b. Explain several ways part-time work negatively affects teens. What is meant by the term **misleading affluence**? Describe how personality tests can help people decide a general vocational direction.

9.4 The Dark Side

a. Describe briefly reasons adolescents give for using alcohol/drugs, teen depression and nature/nurture factors that might increase its likelihood, warning signs of suicide and possible responses for prevention, the development of the social skills in adolescents that might prevent delinquency. Should we lower the age when a juvenile can be tried as an adult for a serious crime?

Human Development through Lifespan Study Guide for Eicher's Class

Chapter 10: *Becoming an Adult: Physical, Cognitive, and Personality Development*

10.1 When Does Adulthood Begin?

a. Describe what is meant by *role transitions*. Give some of the less formal marker events that signify a transition into adulthood, and contrast these with more formal *rites of passage* that exist in various cultures.

b. Understand and be able to discuss the Eriksonian explanation of the *intimacy/isolation* conflict. Explain how men and women may differ in how they approach the resolution of this conflict. Explain how, at times, some individuals put the resolution of the conflict of intimacy before the resolution of *identity*.

10.2 Physical Development and Health

a. Contrast the health advantages of moderate drinking with *binge-drinking*, which is most common on college campuses.

b. In terms of overall health, a healthy diet and exercise are essential. Explain how physical well being can affect us psychosocially.

10.3 Cognitive Development

a. There are many important concepts in consideration of adult intelligence. Perhaps the most important is that intelligence is plastic, to a degree. What is meant by plasticity? You should also understand multidimensionality in intelligence, as well as multidirectionality.

b. Shaie's Seattle Study of Adult Intelligence shows some very important patterns. What did Shaie find? Describe the secondary mental abilities of crystallized intelligence and fluid intelligence.

c. Characterize *post formal thought* processes, including how *reflective judgment* impacts adult thought patterns. Discuss the general progression of reflective judgment and how this type of thinking can be expected to change from adolescence through adulthood. What does it mean to integrate *logic* and *emotion* in cognitive tasks?

d. What does it mean when we say that *stereotyping* is automatic and unconscious. Give an example of a stereotype you catch yourself at when you pay attention. Are you able to see how your stereotyping can affect your postformal thought processes?

10.3 Who Do You Want to Be? Personality in Young Adulthood

a. Tell what a *life-span construct* is, and how a scenario might arise from it. Tell how a *social clock* might correspond to life-span construct. Discuss what can happen if the social clock doesn't go as planned. What happens to the number of *possible selves*, that projection of what we might become, as we age?

9. Discuss how the book's presentation of *personal control beliefs* fits with Bandura's Social Learning Theory and *personal efficacy*. Articulate what is meant by a *self-fulfilling prophecy*. Explain the term learned helplessness in relation to these concepts.

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Chapter 11: *Being With Others: Forming Relationships in Young and Middle Adulthood*

11.1 Relationships

a. Describe the difference, according to the book, in what men and women look for in friendship relationships. In your estimation, how might this affect perceived satisfaction in marriage relationships? And how about the gender differences in views about how best to make up after a fight?

b. Describe *assortative, or filter, theory* of mate selection and the three main areas that provide information for filtering. For this reason, homogenous (endogamous) marriages have a higher rate of success than heterogenous (exogamous).

c. In the chart on pg. 423, examine the progression of abusive behaviors. Also, look at the causes. Give an example from your own life of someone you know who has been in an abusive relationship. How far did the progression of abusive behaviors go? What were the causes, as you see them, in this situation?

11.2 Lifestyles

a. Give a Bronfenbrenner description for the rise in cohabitation shown in Figure 11.4 in your textbook.

b. Read Real People, Maggie O'Carroll's story. Consider her story using the Postformal Thought processes discussed in an earlier chapter. How might someone in the higher stages of Reflective Thought summarize her experience?

c. Give three predictors for marital success. Elaborate on what is meant by *exchange theory*. What is meant by the "U" shaped pattern for marital satisfaction?

11.3 The Family Life Cycle

a. What is meant by Familism? Is this concept equally spread through our population or more prevalent in specific ethnic groups? What do you think?

11.4 Divorce and Remarriage

a. Discuss the difference in the Louisiana state approach to 'no-fault' marriage and 'covenant' marriage. Do you think this approach will reduce divorce rates? What aspect of the 'covenant' approach do you think is most helpful in keeping marriages together? Do you think this is a good trend? Why?

b. In terms of predicting divorce, John Gottman's information shows a 93% accuracy in prediction. What are the observable expressions that predict divorce for Gottman?

c. It has been said that divorced people must go through the stages of grieving before trying a new relationship. What are these steps?

d. How does divorce seem to affect children? Does age matter? Do children of divorced parents have a different attitude toward marriage than children of parents who stay together? What kind of marital success is expected for couples in remarriage?

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Chapter 12: Work and Leisure

12.1 Occupational Selection and Development

- a. Compare Super's developmental view of occupations with Erikson's view of personality development. What is a criticism of Super's Theory?
- b. Discuss job satisfaction and the factors that can cause alienation and job burnout.
- c. What is meant by Reality Shock in regards to employment? Can you give an example?

12.2 Gender, Ethnicity, and Discrimination Issues

- a. In considering Holland's theory about occupational choice, how do you think gender learning affects career choice? Yet, what does the book say about women and men who share the same occupations?
- b. Describe the effects of gender learning on occupational preparation. What's the term **glass ceiling** mean? Additionally, explain how discrimination affects the following groups: women, the elderly, racial group. Finally, in terms of harassment, explain the **reasonable woman standard**.

12.3 Occupational Transitions

- a. What is career plateauing? Explain how in today's work world there is a growing incidence of this problem of plateauing.
- b. Explain how loss of a job, particularly for an 'established' worker, can be psychologically traumatic. Consider this in terms of a prior concept 'life span construct'.

12.4 Work and Family

- a. Look at the lifecycle chart in Figure 12.5. What happens to women in the workforce as a result of the family lifecycle?
- b. Consider the concept of work-family conflict. Looking at the graph in Figure 12.6, can you see why there might be some conflict? How might a couple handle this? Go back to the chapter on marriage and read the things to do that strengthen marriage.

12.5 Time To Relax: Leisure Activities

- a. Give an example where leisure activities might create **work family conflict**. Tell how families try to resolve these issues.
- b. How do leisure activities change as people age?

Chapter 13: Making It in Midlife: The Unique Challenges of Middle Adulthood

13.1 Physical Changes and Health

- a. What is osteoporosis? What causes it and how can bone loss be slowed?
- b. Describe the relationship between the *climacteric* and *menopause*. Detail briefly the pros and cons of HRT. Do men deal with the same physiological changes in the climacteric as women? In terms of continued sexual activity, what is the single most important factor for both men and women?
- c. Should children be born to older (middle-aged) parents? Consider advantages and disadvantages.
- d. How do *Type A/Type B* behavior patterns affect experienced stress? What is meant by the *stress/coping paradigm*? What is Hill's Model of Stress?

13.2 Cognitive Development

- a. Which type of *practical intelligence* is most likely to be sustained at a higher level for longer throughout lifespan: *unexercised ability* or *optimally exercised ability*? Why?
- b. For Eicher, as a middle-aged teacher, why would *encapsulation* as related to *processes of thinking* be a worrisome prospect?

13.3 Personality

- a. In examining the 5 main traits of personality, which is the most likely to be changeable throughout life? What might affect this? In terms of stability, how predictive are earlier tendencies in these traits of their expression in later years? Read the Spotlight on Research for new findings.
- b. In examining Erikson's theory, what are generative people like? And how might we define 'healthy stagnation' or 'unhealthy generativity'? Do all people experience a 'mid-life crisis'? How does *ego resilience* affect this?
- c. Discuss the convergence of masculine/feminine traits in middle-age, and how we might describe this related to *androgyny*.

13.3 Family Dynamics and Middle Age

- a. Using Hill's Model of Stress, explain the perceived stress effects of a middle-aged person caring for an aged parent? Highlight the specific stressors that might be added to normative stress. Can you do the same for 'boomerang' children?
- b. Describe the changing role of grandparents in society today, and tell some of the reasons that would cause this. Do you have a grandparent that you would describe as a *kin-keeper*?

Chapter 14: The Personal Context of Later Life

14.1 What are Older Adults Like?

a. Draw an image of the *population pyramid* as it looked in 1990 and how it population of the world might be graphed today. Explain how this change will affect the work environment; social security and medicare.

b. What has been the major reason for an increase in the *average life expectancy*? How is *useful life expectancy* defined? Is extending life, as with life support systems, always a good idea? What current world problem is likely to extend the difference between life expectancy between the continent of Africa as well as other third world countries and industrialized areas.

c. Describe the Third-Fourth age distinction.

14.2 Physical Changes and Health

a. There are many aging theories: *wear and tear, cross-linking, cellular theory/free radicals, metabolic theory, programmed cell death...*none fully explain aging in a comprehensive way. Which do you subscribe to and why is it more believable than other theories?

b. Describe proposed declines in neurological functioning that predict cognitive and motor decline. Describe also changes in vascular tissues that cause such problems as cardiovascular accidents, strokes, TIAs, and vascular dementia.

c. Give a number of recommendations to prevent accidents involving older adults. Look through your grandparents' house for things that could be done to reduce risk.

14.3 Cognitive Processes

a. How does rehearsal of a task affect our ability to perform the task simultaneous to another task? Describe psychomotor speed and how age affects it. What slows the inevitable process of aging in regards to psychomotor speed?

b. How does working memory affect performance on cognitive tasks? Explain the three distinctions in testing memory: free recall vs. recognition; familiarity of the testing experience or setting, and whether the type of memory tested is secondary or tertiary. Is there a reciprocal determinism involved with expectations of memory decline? Is dramatic decline inevitable? Preventable?

c. Explain the E-I-E-I-O method of memory training.

d. What is the main factor influencing whether a person shows wisdom in response to situational problems. Explain this using Baltes' three factors.

14.4 Mental Health and Intervention

a. Describe the two views explaining depression. How would these two very different camps propose to treat this condition? What should be ruled out before commencing some form of treatment?

b. What types of interventions are used to alleviate hostile behaviors in Alzheimer's patients? To alleviate cognitive decline?

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Chapter 15: *Social Aspects of Later Life*

1. Simplified definition of *continuity theory*: *people continue to do what they have already done...* explain how this can be both beneficial as well as potentially troublesome.
2. Explain the interaction between *environmental press* and *competence* in life. Give an example where your own competence is challenged by environmental press. Give an example of the type of *maladaptive behavior* you are likely to exhibit under this pressure. How does *proactivity* affect a person's response to environmental demands?
3. *Healthy Integrity/Unhealthy Integrity, Healthy Despair/Unhealthy Despair...*
4. Ryff's research is an example of *self-concept*. What does it mean that this perception of self-concept is *subjective*? If integrity comes from a subjective evaluation of past and present life, how might a hardy, resilient person evaluate him/herself in contrast to a person who tends towards a personality trait of pessimism?
5. Describe the effects of religious affiliation on coping with difficulties in life.
6. In terms of happy adjustment to retirement, what are the main factors involved? How do they differ by gender?
7. Explain how the volunteerism of elders might affect their overall well-being using Ryff's components.
8. Describe some of the distress of long-term care for a spouse who needs significant social/medical support.
9. Explain the difference in response to widowhood between men and women. Give the best assets that help each cope with the loss of a spouse and the likely struggles that can be predicted for each.

Chapter 16: *The Final Passage: Dying and Bereavement*

1. Discuss the current debate on euthanasia. Current research indicates that of all the hospital deaths in Oregon the past 4 years, less than one tenth of one percent, or less than one in a thousand, are physician assisted terminal cases, in direct contrast to the fears about euthanasia legislation.
2. What does it mean to take a *contextual approach* to dying as part of the lifespan cycle? What is a *final scenario*?
3. How does *hospice* approach impending death vs. a lengthy stay in the hospital, where the physicians usually feel obligated by moral code to sustain life no matter what?
4. Differentiate between *mourning, bereavement, and grief*. Notice that the grieving process outlined by the book can parallel Kubler-Ross's progression of how one deals with one's impending death. There are predicted problems with what is referred to as 'unresolved grief', often referred to as *traumatic grief*. What are some of the manifestations of traumatic grief? For these, we would do well (contextually) to create a more comprehensive, open approach to the reality of death and dying.
5. Read through the Real People section on miscarriage. Why do you think people underestimate the depth of grief couples feel from a miscarriage? How can we better serve these people?
6. Explain how cognitive development might influence a child's experience with death. How might knowing this influence a parent's approach to helping the child?

Human Development Study Guide for Final

Chapter One

1. Describe correlation, and how it applies to studies of children. Discuss briefly two research designs commonly used to study human development. What is meant by validity and reliability? Know what the following terms are: longitudinal, self-report, natural observation, representative sample. Explain what is meant by **ethical** practices in studies that involve human beings, and give 4 ethical guidelines for research with humans.
2. Describe the major processes, or domains, that shape child development. Use the terms **biopsychosocial** and **holistic**.
3. Be able to apply the concepts **nature/nurture** to a variety of situations.
4. Explain Freud's view on the unconscious mind, including a description of the ego's defenses, why the ego might defend itself according to Freud; differentiate between 'avoidance' and 'facing' mechanisms.
5. Erik Erikson explained his theories with two opposing influences, such as trust vs. mistrust. He believed that the influence of either, or both, affects our behavior. Tell how Erikson might suggest a person can get an overbalance of either influence, and how this overbalance might affect growth and development.
6. Describe Piaget's ideas on development, including his view of how the child constructs his or her knowledge, adaptation, and what Piaget meant by the quality of thought. Tell how the inability to reverse a process is related to a preschooler's cognitive limitations with conservation. Pick three **cognitive limitations** of the pre-operational child and give examples of how we will recognize them. Are there cognitive limitations in other stages? Give an example. Explain the difference between **scheme** and **script**. Give an example of a schema and script.
7. Discuss the Information Processing Theory of cognition, telling the main components.
8. Apply Bronfenbrenner's Theory of ecological systems to explain a teenager's decision making about sexual behavior.

Chapter Two

9. Describe the difference between *genotype* and *phenotype*. What is *polygenic inheritance*? What is meant by *reaction range* in terms of genetic characteristics and their interaction with environment.
10. Name and describe technologies for fetal diagnosis as well as technologies to promote fertility.
11. List several types of teratogens and explain **teratogenic** influences on prenatal development.
12. Tell how a couple can reduce health risks that sometimes accompany pregnancy and birthing. List and describe the events associated with the three stages of labor.

Chapter Three

13. Describe the nature of infant reflexes, and the possible purpose of the reflex. Give an example for each purpose you identify.
14. Elaborate on the relationship between **temperament**, **goodness of fit**, and parenting style. Be able to describe temperament and the interaction between temperament and environment.
15. Outline the benefits of breast feeding.
16. Describe the development of the brain in early childhood, including **myelination** and **dendritic expansion**. Tell what causes *neural pruning* shortly after birth. Explain what is meant by **lateralization** and **plasticity** of the brain.

Chapter Four

17. Explain Vygotsky's Theory of Sociocultural Development, highlighting the *Zone of Proximal Development*, *scaffolding*, and *private speech*.
18. Explain the relationship of **motherese (infant-directed speech)**, **recasting**, **echoing**, **expanding**, and **labeling** to the development of language in an infant.
19. Describe how *attentional processes*, *motivation*, and *perceptual processes* affect learning according to Information Processing Theory.

Chapter Five: Entering the Social World

19. Discuss Erikson's stage of **initiative**, and how we might see it expressed in college students.
20. Explain Ainsworth's concepts of secure and insecure attachment, and how they might influence long term development and relationships.
21. Tell how *stranger anxiety* is a normal infant response, and describe how infants use *social referencing* to determine the safety of a situation.

22. Elaborate on the concepts *empathy*, *prosocial behavior*, and *altruism*.
23. Recognize the meanings of the following *gender related* terms: *gender schema*, *gender identity*, *gender constancy*, *gender stability*, *gender labeling*.

Chapter Six: Off to School

24. Contrast what Howard Gardner's multiple intelligences communicates to us about intelligence in contrast to an *aptitude test*.
25. Describe Sternberg's Triarchic Theory of Intelligence, and describe how teachers might help students apply these in the school situation if they were more aware of these theories.
26. Using Bronfrenbrenner's Ecological Theory, design an ideal school situation, being sensitive to biopsychosocial needs.
27. Define various types of *special needs* children that we are likely to encounter as teachers in elementary school. Explain the effect of labeling on children who are handicapped, and how inclusion impacts kids. Propose a program plan for a child with **ADHD**. Utilize several interventions besides ritalin. Explain why there are perhaps twice as many children on ritalin-type drugs in Utah as in some other states, such as California.

Chapter Seven:

28. Choose one **parenting style** given by D. Baumrind and elaborate on it, including examples of behaviors that one might see or could predict for the children as a result of this parenting.
29. List advantages and disadvantages of television watching.
30. Tell how perspective-taking changes for children through the years. Use Selmon's 5 stages to clarify.

Chapter Eight: Rites of Passage: Physical and Cognitive Development in Adolescence

31. Describe the secular trend in the onset of puberty. Discuss the benefits/costs of both early and late maturation for teens.
32. What are Kohlberg's stages of moral development. Give some of the criticisms of Kohlberg's Theory of **Moral Development**. How does *Gilligan's Care Orientation* differ from the *Justice Perspective*?

Chapter Nine: Moving into an Adult Social World: Social/Emotional Development in Adolescence

37. Explain, using Erikson's theory, how some young adults put intimacy before the development of identity. Be able to talk about Marcia's 4 statuses of identity development.
38. Define Piaget's development terms for adolescence: *imaginary audience*, *invincibility*, *adolescent egocentrism*, *personal fable*. Tell how they can affect decision-making.

Chapter Ten: Becoming an Adult: Physical, Cognitive, and Personality Development

39. Differentiate between *fluid* and *crystallized intelligence*.
41. Define the following terms: *social clock*, *life-span construct*, *possible selves*.
40. Describe how *post-formal thought processes* impact judgment and decision making in adults. Include what is meant by *reflective judgment*.

Chapter Eleven: Relationships in Adulthood

42. Give some of the factors involved in abusive relationships.
43. Explain *assortative theory* as related to mate selection.
44. In the Family Life Cycle, what is meant by a U-shaped pattern of satisfaction.
45. In terms of Bandura's Social Learning Theory, discuss the concepts of *personal efficacy* and *reciprocal determination*.
46. Describe *exchange theory* in relationships, and tell the condition that indicates an exchange of resources is perceived as acceptable. What is meant by egalitarian relationships?
47. Be able to graphically represent Sternberg's Triangle Theory of Love.

Chapter 12: Work and Leisure

48. What is meant by *occupational priorities*? What would you say might be some priorities of the *dual-earner family*?
49. Define the *glass ceiling*. Describe the kind of discrimination that might cause such a phenomena.

Chapter 13: Making It in Midlife: The Unique Challenges of Middle Adulthood

50. Describe the *stress/coping* paradigm. Describe the effects of stress on health and well-being, and discuss how learning stress management techniques can improve the quality of life.
51. Describe the balance of *generativity* vs. *stagnation* according to Erikson.
52. Highlight some of the ideas related to the *big five traits of personality*. Can these change or will they stable throughout life?
53. Clarify what is meant by '*mid-life crisis*', and tell how it affects adults. Include a brief explanation of changes in self-concept and gender role identity in middle adulthood. Understand *ego resilience*.

Chapter 14: The Personal Context of Later Life

54. Explain the difference between *average life expectancy* and *useful life expectancy*.
55. What are some interventions used to alleviate cognitive decline in Alzheimer's patients?

For now, we will not include Chapters 15 and 16 on the final. Unless there are really easy questions to answer. Eicher