

# **UNIT 9 — DEVELOPMENTAL PSYCHOLOGY (part 2)**

<b>Vocabulary Term</b>	<b>Definition of Term</b>	<b>Example</b>
Adolescence	The transition period from childhood to adulthood, extending from puberty to independence	Teenager, in between the adult stage and child stage
Puberty	The period of sexual maturation, during which a person becomes capable of reproducing	Beginning around age 11 in girls and around age 13 for boys; growth spurts, surge of hormones, rapid physical development and mood intensifications
Primary Sex Characteristics	The body structures that make sexual reproduction possible.	Ovaries, testes, and external genitalia
Secondary Sex Characteristics	Non-reproductive sexual characteristics	Female breasts and hips, male voice quality, and body hair
Menarche	The first menstrual period	Girls going through puberty, when prepared usually experience it as a positive life transition; very memorable
Identity	Our sense of self; according to Erikson, the adolescent's task is to solidify a sense of self by testing and integrating various roles	Gender identity; becoming aware of your sex and body, race identity
Social Identity	The "we" aspect of our self-concept; the part of our answer to "Who am I?" that comes from our group memberships	International students, minority ethnic group, people with disabilities, people on a team
Intimacy	In Erikson's theory, the ability to form close, loving relationships; a primary developmental task in late adolescence and early adulthood	A romantic couple taking their relationship to the next commitment level of marriage
Emerging Adulthood	For some people in modern cultures, a period from the late teens to early twenties, bridging the gap between adolescent dependence and full independence and responsible adulthood	The time from 18 to the mid-twenties; those who leave home for college, are separated from parents and, more than ever before, managing their time and priorities, but may remain dependent on their parents' financial and emotional support and return home for holidays
Menopause	The time of natural cessation of menstruation, also refers to the biological changes a woman experiences as her ability to reproduce declines	End of her menstrual cycles, usually within a few years of age 50
Cross-Sectional Study	A study in which people of different ages are compared with one another	The freshmen this year being tested, along with the seniors this year being tested, and then being compared to one another
Longitudinal Study	Research in which the same people are restudied and retested over a long period	The freshmen this year being tested, and then tested again when they are seniors
Crystallized Intelligence	Our accumulated knowledge and	Vocabulary and analogies tests

	verbal skills; tends to increase with age	
Fluid Intelligence	Our ability to reason speedily and abstractly; tends to decrease during late adulthood	Solving novel logic problems, this ability decreases slowly up to about age 75, then more rapidly, esp. after age 85
Social Clock	The culturally preferred timing of social events	Marriage, parenthood, and retirement

<b>Authors of Important Study</b>	<b>Basic of What Was Done</b>	<b>Lesson(s) learned from the study</b>
Jean Piaget	Researched intellectual development throughout a child's life; believed that children's moral judgments build on their cognitive development	Children reason differently in wildly illogical ways about problems whose solutions are self-evident to adults. He also developed stages, <u>sensorimotor</u> : object permanence, from birth to age 2, <u>preoperational</u> : age 2-7, start to represent things using words and permanence, learn language, use intuition rather than logic, <u>concrete operational</u> : ages 6-11, thinking logically about concrete events and <u>formal operational</u> : logic based abstract thinking
Erik Erikson	Invented a theory of psychosocial development; in other words, the theory of physical, emotional, and psychological human development	The eight stages of life: infancy, toddler, early childhood/preschooler, school age/play, adolescence, young-adulthood, adulthood, old age. Each stage has a psychological crisis, each stage depends on how the last stage was resolved
Lawrence Kohlberg	Described the development of moral reasoning, the thinking that occurs as we consider right and wrong; he would pose moral dilemmas (like whether or not a person should steal medicine to save a loved one's life) and ask children, adolescents, and adults if the action was right or wrong	His findings proved that as we develop intellectually, we pass through three basic levels of moral thinking, a moral ladder: <u>Preconventional morality</u> -children before age 9 have a focus more on self-interest (they obey rules either to avoid punishment or gain a reward) <u>Conventional morality</u> - early adolescence, morality changes to caring for others and upholding laws and social rules, because they are the laws and rules <u>Postconventional morality</u> - reasoning of formal operational thought, actions are judged "right" because they flow from people's rights or from self-defined, basic ethical principles  The sequence is unvarying; we begin at the bottom rung and ascend to varying heights

<b>Name of Important Person</b>	<b>What this person is known for</b>	<b>Impact on Psychology</b>
G. Stanley Hall	He believed that tension between biological maturity and social dependence creates a period of "storm and stress"	One of the first psychologists to describe adolescence
Laurence Steinberg and Elizabeth Scott	Suggested that teens are less guilty by reason of adolescence, when confronted with the death penalty	Their opinions helped with the court ruling of 2005 that juvenile death penalties are unconstitutional
Paul Baltes	Developed "wisdom" tests that assess expert knowledge about life in general and good judgment and advice about how to conduct oneself in the face of complex, uncertain circumstances	Results suggested that older adults more than hold their own on these tests too
Mihaly Csikszentmihalyi and Reed Larson	Mapped people's emotional terrain by periodically signaling them with electronic beepers to report their current activities and feelings	Teenagers typically come down from elation or up from gloom in less than an hour. Adult moods are less extreme but more enduring, for most people, old age offers less intense joy but greater contentment and increased spirituality, esp. for those who remain socially engaged
David Lykken and Auke Tellegen	Romantic love is like ducklings' imprinting	When repeatedly exposed to someone after childhood, one may form a bond with almost any available person who has a roughly similar background and level of attractiveness and who reciprocates one's affections