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| **UNIT 9: DEVELOPMENTAL PSYCHOLOGY**  |

**INTRODUCTION**

**OBJECTIVE 1: State the three areas of change that developmental psychologists study, and identify three major issues in developmental psychology.**

1. Scientists who study physical, cognitive, and social changes throughout the life cycle are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. One of the major issues in developmental psychology concerns the relative importance of genes and experience in determining behavior; this is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ issue.
3. A second developmental issue, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, concerns whether developmental changes are gradual or abrupt.
4. A third controversial issue concerns the tendency of personality and whether development is characterized by more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over time or by change.

**PRENATAL DEVELOPMENT AND THE NEWBORN**

**OBJECTIVE 2: Describe the union of sperm and egg at conception.**

1. Conception begins when a woman’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ releases a mature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The few \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the man that reach the egg release digestive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that eat away at the egg’s protective covering. As soon as one sperm penetrates the egg, the egg’s surface \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all other sperm.
3. The egg and sperm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fuse and become one.

**OBJECTIVE 3: Define *zygote, embryo* and *fetus*, and explain how teratogens can affect development.**

1. Fertilized human eggs are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. During the first week, the cells in this cluster begin to specialize in structure and function, that is, they begin to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The outer part of the fertilized egg attaches to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wall, forming the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. From about 2 until 8 weeks of age, the developing human, formed from the inner cells of the fertilized egg, is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. During the final stage of prenatal development, the developing human is called a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Along with nutrients, a range of harmful substances known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can pass through the placenta.
4. Moderate consumption of alcohol during pregnancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (usually does not affect/can affect) the fetal brain. If a mother drinks heavily, her baby is at risk for the birth defects and mental retardation that accompany \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 4: Describe some abilities of the newborn, and explain how researchers use habituation to assess infant sensory and cognitive abilities.**

1. When an infant’s cheek is touched, it will vigorously search for a nipple, a response known as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. American psychologist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ believed that the newborn experiences a “blooming, buzzing confusion.” This belief is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (correct/incorrect).

Give some evidence supporting the claim that a newborn’s sensory equipment is biologically prewired to facilitate social responsiveness.

1. To study infants’ thinking, developmental researchers have focused on a simple form of learning called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which involves a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in responding with repeated stimulation. Using this procedure, researchers have found that infants can discriminate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; they also understand some basic concepts of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**INFANCY AND CHILDHOOD**

**OBJECTIVE 5: Describe some developmental changes in a child’s brain, and explain why maturation accounts for many of our similarities.**

1. The developing brain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (over/under) produces neurons, with the number peaking at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (what age?). At birth the human nervous system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(is/is not) fully mature.
2. Between 3 and 6 years of age, the brain is developing most rapidly in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lobes, which enable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. After puberty, a process of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shuts down some neural connections and strengthens others.
4. Biological growth processes that enable orderly changes in behavior are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 6: Outline four events in the motor development sequence from birth to toddlerhood, and evaluate the effects of maturation and experience on that sequence.**

1. Infants pass the milestones of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development at different rates, but the basic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of stages is fixed. They sit before they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and walk before they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Genes play a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (major/minor) role in motor development.
3. Until the necessary muscular and neural maturation is complete, including the rapid development of the brain’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, experience has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (large/small) effect on behavior.

**OBJECTIVE 7: Explain why we have few memories of experiences during our first three years of life.**

1. Our earliest memories generally do not occur before age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. This phenomenon has been called “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Memories of the preschool years are very few because infants’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ memories do not easily translate into their later \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 8: State Piaget’s understanding of how the mind develops, and discuss the importance of assimilation and accommodation in this process.**

1. The first researcher to show that the thought processes of adults and children are very different was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. To organize and interpret his or her experiences, the developing child constructs cognitive concepts called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The interpretation of new experiences in terms of existing ideas is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The adaptation of existing ideas to fit new experiences is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 9: Outline Piaget’s four main stages of cognitive development, and comment on how children’s thinking changes during these four stages.**

1. The term for all the mental activities associated with thinking, remembering, communicating, and knowing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. In Piaget’s first stage of development, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, children experience the world through their motor and sensory interactions with objects. This stage occurs between infancy and nearly age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The awareness that things continue to exist even when they are removed from view is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This awareness begins to develop at about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ months of age.
4. Developmental researchers have found that Piaget and his followers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (overestimated/underestimated) young children’s competence. For instance, babies have an understanding of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as Karen Wynn demonstrated.
5. According to Piaget, during the preschool years and up to age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, children are in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage.
6. The principle that the quantity of a substance remains the same even when the shape of its container changes is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Piaget believed that preschoolers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have/have not) developed this concept.
7. Preschoolers have difficulty perceiving things from another person’s point of view. This inability is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. The child’s growing ability to take another’s perspective is evidence that the child is acquiring a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Between 3 ½ and 4, children come to realize that others may hold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Between 5 and 8, they learn that self-produced thoughts can create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. The disorder characterized by deficient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interaction and an impaired \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This disorder is related to malfunctions of brain areas that enable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to others. The”high functioning” form of this disorder is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. A new theory proposes that autism represents an “extreme \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ brain.” According to this theory, girls tend to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who are better than boys at reading facial expressions and gestures. Boys tend to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who understand things in terms of rules or laws.
11. In contrast to Piaget’s findings, researchers have more recently discovered that the ability to perform mental \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and to take another’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ develops \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(abruptly/gradually) during the preschool years.
12. Russian psychologist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ noted that by age \_\_\_\_\_\_\_\_\_\_ children stop thinking aloud and instead rely on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When parents give children words, they provide, according to this theorist, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ upon which the child can build higher-level thinking.
13. Piaget believed that children acquire the mental abilities needed to comprehend mathematical transformations and conservation by about \_\_\_\_\_\_\_\_\_\_\_\_\_\_ years of age. At this time, they enter the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage.
14. In Piaget’s final stage, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, reasoning expands from the purely concrete to encompass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thinking. Piaget believed most children begin to enter this stage by age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 10: Discuss psychologists’ current views on Piaget’s theory of cognitive development.**

Explain briefly how contemporary researchers view Piaget’s theory.

**OBJECTIVE 11: Define *stranger anxiety.***

1. Soon after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emerges and children become mobile, a new fear, called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, emerges.
2. This fear emerges at age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 12: Discuss the effects of nourishment, body contact, and familiarity on infant social attachment.**

1. The development of a strong emotional bond between infant and parent is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Harlow’s studies of monkeys have shown that mother-infant attachment does not depend on the mother providing nourishment as much as it does on her providing the comfort of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Another key to attachment is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Human attachment involves one person providing another with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when distressed and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from which to explore.
4. In some animals, attachment will occur only during a restricted time called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Konrad Lorenz discovered that young birds would follow almost any object if it were the first moving thing they observed. This phenomenon is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Human infants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) have a precise critical period for becoming attached.

**OBJECTIVE 13: Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant’s feelings of basic trust.**

1. Placed in a research setting called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, children show one of two patterns of attachment:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attachment or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attachment.

Contrast the responses of securely and insecurely attached infants to strange situations.

Discuss the impact of responsive parenting on infant attachment.

1. A father’s love and acceptance for his children are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (comparable to/less important than) a mother’s love in predicting their children’s health and well-being.
2. Separation anxiety peaks in infants around \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ months, then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (gradually declines/remains constant for about a year). This is true of children in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (North America/throughout the world).
3. According to Erikson, securely attached infants approach life with a sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 14: Assess the impact of parental neglect, family disruption, and day care on attachment patterns and development.**

1. Harlow found that when monkeys reared in social isolation are placed with other monkeys, they reacted with either fear or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Most abused children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) later become abusive parents.
3. Although most children who grow up under adversity are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and become normal adults, early abuse and excessive exposure to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may alter the development of the brain chemical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. When placed in a more positive and stable environment, most infants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (recover/do not recover) from disruptions in attachment.
5. Experts agree that child care per se \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (does/does not) constitute a risk factor in children’s development. High-quality child care consists of warm, supportive interactions with adults in an environment that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. More important than time spend in day care influencing a child’s development are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 15: Trace the onset and development of children’s self-concept.**

1. The primary social achievement of childhood is the development of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which occurs in most children by age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. A child’s self-image generally becomes stable between the ages of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, when children begin to describe themselves in terms of gender, group memberships, and psychological \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Identify several characteristics of children who have formed a positive self-image.

**OBJECTIVE 16: Describe three parenting styles, and offer three potential explanations for the link between authoritative parenting and social competence.**

1. Parents who impose rules and expect obedience are exhibiting a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ style of parenting.
2. Parents who make few demands of their children and tend to submit to their children’s desires are identified as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parents.
3. Setting and enforcing standards after discussion with their children is the approach taken by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parents.
4. Studies have shown that there tends to be a correlation between high self-esteem on the part of the child and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ style of parenting. This may be because this parenting style gives children the greatest sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over their lives.

Explain why the correlation between authoritative parenting and social competence does not necessarily reveal cause and effect.

**ADOLESCENCE**

**OBJECTIVE 17: Define *adolescence.***

1. Adolescence is defined as the transition period between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. The “storm and stress” view of adolescence is credited to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, one of the first American psychologists to describe adolescence.

**OBJECTIVE 18: Identify the major physical changes during adolescence.**

1. Adolescence begins with the time of developing sexual maturity known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A two-year period of rapid physical development begins in girls at about the age of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and in boys at about the age of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This growth spurt is marked by the development of the reproductive organs and external genitalia, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ characteristics, as well as by the development of traits such as pubic hair and enlarged breasts in females and facial hair in males. These nonreproductive traits are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ characteristics.
2. The first menstrual period is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In boys, the first ejaculation is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (timing/sequence) of pubertal changes is more predictable than their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (timing/sequence).
4. Boys who mature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (early/late) tend to be more popular, self-assured, and independent; they are also at increased risk for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. For girls, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (early/late) maturation can be stressful, especially when their bodies are out of sync with their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This reminds us that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interact.
5. The adolescent brain undergoes a selective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of unused connections. Also, teens’ occasional impulsiveness and risky behaviors may be due, in part, to the fact that development in the brain’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lags behind that of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 19: Describe the changes in reasoning abilities that Piaget called formal operations.**

1. Adolescents’ developing ability to reason gives them a new level of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ awareness and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ judgment.
2. During the early teen years, reasoning is often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as adolescents often feel their experiences are unique.
3. Piaget’s final stage of cognitive development is the stage of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The adolescent in this stage is capable of thinking logically about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as well as concrete propositions. This enables them to detect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in others’ reasoning and to spot hypocrisy.

**OBJECTIVE 20: Discuss moral development from the perspectives of moral thinking, moral feeling, and moral action.**

1. The theorist who proposed that moral thought progresses through stages is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These stages are divided into three basic levels: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. In the preconventional stages of morality, characteristic of children, the emphasis is on obeying rules in order to avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or gain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Conventional morality usually emerges by early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The emphasis is on gaining social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or upholding the social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Individuals who base moral judgments on their own perceptions of basic ethical principles are said by Kohlberg to employ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ morality.

Summarize the criticisms of Kohlberg’s theory of moral development.

1. The idea that moral feelings precede moral reasoning is expressed in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ explanation of morality. Research studies using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support the idea that moral judgment involves more than merely thinking; it is also gut-level feeling.
2. Morality involves doing the right thing, and what we do depends on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ influences. Today’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ focus on moral issues and doing the right thing.
3. Children who learn to delay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ become more socially responsible, often engaging in responsible action through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learning. They also become more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ successful and productive.
4. More ideas grow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stronger/weaker) when acted on.

**OBJECTIVE 21: Identify Erikson’s eight stages of psychosocial development and their accompanying issues.**

Complete the missing information in the following table of Erikson’s stages of psychosocial development.

**Group Age Psychosocial Stage**

Infancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Autonomy vs. shame/doubt

Preschooler \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Competence vs inferiority

Adolescence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intimacy vs isolation

Middle adulthood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Integrity vs despair

**OBJECTIVE 22:** **Explain how the search for identity affects us during adolescence, and discuss how forming an identity prepares us for intimacy.**

1. To refine their sense of identity, adolescents in Western cultures experiment with different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in different situations. The result may be role \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is resolved by forming a self-definition, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Cultures that place less value on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inform adolescents about who they are, rather than letting them decide on their own. Some adolescents may form a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ identity in opposition to parents and society.
3. During the early to mid-teen years, self-esteem generally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(rises/falls/remains stable). During the late teens and twenties, self-esteem generally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rises/falls/remains stable) and identity becomes more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Erikson saw the formation of identity as a prerequisite for the development of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in young adulthood.

**OBJECTIVE 23:** **Contrast parental and peer influences during adolescence.**

1. Adolescence is typically a time of increasing influence from one’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and decreasing influence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Most adolescents report that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) get along with their parents.
3. When rejected adolescents withdraw, they are vulnerable to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, low \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 24: Discuss the characteristics of emerging adulthood.**

1. As a result of increased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and weakened \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bonds, sexual maturity is beginning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (earlier/later) than in the past.
2. Because the time from 18 to the mid-twenties is increasingly a not-yet-settled phase of life, some psychologists refer to this period as a time of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**ADULTHOOD**

1. During adulthood, age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is/is not) a very good predictor of people’s traits.
2. The mid-twenties are the peak years for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because they mature earlier, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (women/men) also peak earlier.

**OBJECTIVE 25: Identify the major physical changes that occur in middle adulthood.**

1. During early and middle adulthood, physical vigor has less to do with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than with a person’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ habits.
2. The cessation of the menstrual cycle, known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, occurs within a few years of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This biological change results from lowered levels of the hormone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A woman’s experience during this time depends largely on her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Although men experience no equivalent to menopause, they do experience a more gradual decline in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ count, level of the hormone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and speed of erection and ejaculation during later life.
4. Worldwide, life expectancy at birth increased from 49 years in 1950 to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years and beyond in 2004 in some developed countries. Women outlive men by nearly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years worldwide and by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years in Canada, the United States, and Australia.
5. According to one evolutionary theory, our bodies age and wear out because once we’ve completed our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ task by raising our young, there are no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pressures against genes that cause degeneration in later life.
6. With age, the eye’s pupil \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (shrinks/enlarges) and its lens becomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (more/less) transparent. As a result, the amount of light that reaches the retina is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increased/reduced).
7. Although older adults are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (more/less) susceptible to life-threatening ailments, they suffer from short-term ailments such as flu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (more/less) often than younger adults.
8. Aging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (slows/speeds/has no effect on) neural processing and causes a gradual loss of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. Physical exercise stimulates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ development, thanks to increased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and nutrient flow.
10. The mental erosion that results from progressive damage to the brain is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
11. The irreversible disorder that causes progressive brain deterioration is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disease. This disease has been linked to a deterioration of neurons that produce the neurotransmitter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**OBJECTIVE 27: Assess the impact of aging on recall and recognition in adulthood.**

1. Studies of developmental changes in learning and memory show that during adulthood there is a decline in the ability to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (recall/recognize) new information but not in the ability to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (recall/recognize) such information. One factor that influences memory in the elderly is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of material.
2. Adults’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ memory remains strong when events help trigger recall.
3. Cognitive abilities among 70-year-olds are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (less/more) varied than among 20-year-olds.

**OBJECTIVE 28: Summarize the contributions of cross-sectional and longitudinal studies to our understanding of the normal effects of aging on adult intelligence.**

1. A research study in which people of various ages are compared with one another is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study. This kind of study found evidence of intellectual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during adulthood.
2. A research study in which the same people are retested over a period of years is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study. This kind of study found evidence of intellectual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during adulthood.

Explain why studies of intellectual decline and aging yielded conflicting results.

1. The accumulation of stored information that comes with education and experience is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intelligence, which tends to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with age.
2. The ability to reason abstractly is referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ intelligence, which tends to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with age.

**OBJECTIVE 29: Explain why the path of adult development need not be tightly linked to one’s chronological age.**

1. Contrary to popular opinion, job and marital dissatisfaction do not surge during the forties, thus suggesting that a midlife \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ need not occur.
2. The term used to refer to the culturally preferred timing for leaving home, getting a job, marrying, and so on is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Today, the timing of such life events is becoming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (more/less) predictable. More important than age are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and chance encounters.

**OBJECTIVE 30: Discuss the importance of love, marriage, and children in adulthood, and comment on the contribution of one’s work to feelings of self-satisfaction.**

1. According to Erikson, the two basic tasks of adulthood are achieving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. According to Freud, the healthy adult is one who can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Human societies have nearly always included a relatively \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bond. Marriage bonds are usually lasting when couples marry after age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Marriages today are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (half/twice) as likely to end in divorce as they were in the 1960s. couples who live together before marrying have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (higher/lower) divorce rate than those who do not.
4. Of those who divorce, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percent eventually remarry. Marriage is a predictor of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Lesbian couples report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (greater/less) well-being than those who are alone.
5. As children begin to absorb time and energy, satisfaction with the marriage itself \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increases/decreases). This is particularly true among \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ women, who shoulder most of the burden.
6. For most couples, the children’s leaving home produces a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increase/decrease) in marital satisfaction.
7. Research studies of women who are or are not employed have found that a woman’s satisfaction in life depends on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of her experience in her life’s role.

**OBJECTIVE 31: Describe trends in people’s life satisfaction across the life span.**

1. From early adulthood to midlife, people typically experience a strengthening sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. According to studies, older people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) report as much happiness and satisfaction with life as younger people do. In addition, their feelings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) mellow.
3. As we age, the brain area called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increased/decreased) activity in response to negative events.

**OBJECTIVE 32: Describe the range of reactions to the death of a loved one.**

1. Grief over a loved one’s death is especially severe when it comes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Reactions to a loved one’s death \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) vary according to cultural norms. Those who express the strongest grief immediately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) purge their grief more quickly.
3. Terminally ill and bereaved people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) go through predictable stages.
4. According to Erikson, the final task of adulthood is to achieve a sense of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**REFLECTIONS ON TWO MAJOR DEVELOPMENTAL ISSUES**

**OBJECTIVE 33: Summarize current views on continuity versus stages and stability versus change in lifelong development.**

1. Stage theories that have been considered include the theory of cognitive development proposed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the theory of moral development proposed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and the theory of psychosocial development proposed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Although research casts doubt on the idea that life proceeds through age-linked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, there are spurts of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ growth during childhood and puberty that correspond roughly to the stages proposed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The first two years of life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do/do not) provide a good basis for predicting a person’s eventual traits.
4. Research on the consistency of personality shows that some traits, such as those related to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, are more stable than others, such as social attitudes.