

Cheatography

Psychology Cheat Sheet

by Ilikekittens92 via cheatography.com/20454/cs/3231/

Developmental Principles		Parts of the Brain 2 (cont)		Understanding Infants		Theorists 1 (cont)	
Unit 1							
1. Development is similar for every child		his structure is often referred to as the "emotional brain", is found buried within the cerebrum. Like the cerebellum, evolutionarily the structure is rather old.					
2. Development builds on early learning							
3. Proceeds at an individual rate							
4. Development is interrelated							
5. You develop all throughout your entire life.							
Understanding Infants 3							
6-12 months Reflexes							
6 to 9 months• rolls both ways• sits without support; stands with assistance• picks up toys with thumb and side of forefinger• moves between sitting and lying down• crawls, creeps or shuffles on bottom9 to 12 months• pulls up into an unsteady stand a month or two before first step• points with index finger		Thalamus- The structure has sensory and motor functions Amygdala- involved in memory, emotion, and fear. Hypothalamus- functions including homoeostasis, emotion, thirst, hunger, circadian rhythms, and control of the autonomic nervous system. Hippocampus- learning and memory . . . for converting short term memory to more permanent memory		Head to foot. Long before birth, the baby's head takes the lead in development. A newborn's head is still large in proportion to the body. The same head-to-toe pattern continues after birth. Near to far. Development starts at the trunk of the body and moves outward. First, babies simply wave their arms when they see an object they wantSimple to Complex. At first, babies' main activities are sleeping and eating. Gradually, they learn more complicated tasks			
Developmental Tasks							
Milestones	Milestones						
Smile. Early on, it will be just to herself. But within three months, she'll be smiling in response to your smiles and trying to get you to smile back at her.							
Raise her head and chest when on her tummy.							
Track objects with her eyes and gradually decrease eye crossing.							
Open and shut her hands and bring hands to her mouth.							
Grip objects in her hands.							
Take swipes at or reach for dangling objects, though she usually won't be able to get them yet.							
Parts of the Brain 2							
The Cerebellum	Limbic System						
Parts of the Brain 1							
The Cerebrum- with higher brain function such as thought and action.							
Frontal Lobe- associated with reasoning, planning, parts of speech, movement, emotions, and problem solving							
Parietal Lobe- associated with movement, orientation, recognition, perception of stimuli.							
Occipital Lobe- associated with visual processing							
Temporal Lobe- associated with perception and recognition of auditory stimuli, memory, and speech							
Types of Observation							
Running: A detailed narrative account of behavior recorded in a sequential manner as it happens.							

Anecdotal records: A brief narrative account describing an incident of a child's behavior that is of interest to the observer.

Frequency: counts are a record of the number of times a specific behavior occurs within a specific time period.



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Theorists 1 (cont)			Reflexes (cont)			Theorists 2 (cont)			Theorists 2 (cont)				
Generativity Vs. Stagnation Care.	Children are natural learners	Age: 40 - 65	Swimming	Placed face down in water	Makes coordinated swimming movements	Negative Reinforcement: Remove stimuli following correct behavior.	Development: can not be separated from it's social context	Safety needs: Needs where a human needs to feel safe	Self-actualization				
Ego Integrity Vs Despair	65+		Tonic Neck	Placed on back	Makes fists and turns head to the right	Taking away a sticker from the child if they are bad			When/Then – Abuse It/Lose It Principle – "When you have finished your homework, then you may watch TV." Incompatible Alternative Principle – Give the child something to do that he can't do while misbehaving. Choice Principle – Give the child two choices, both of which are positive and acceptable to you. Make a Big Deal Principle Make a big deal over responsible, considerate, appropriate behavior with attention, Talk About Them Positively to Others, Modeling Principle				
Reflexes			Understanding Infants 2			Milestones in the First Year			Positive Punishment: Add noxious stimuli following behaviour. Spanking a child for cursing				
Babinski	Stimulation: Sole of foot stroked	Fans out toes and foot in	1 to 3 months• prefers looking at high areas of faces: forehead, eyes, mouth visually follows a bright object when it is moved slowly. hands open out from fists.			2 to 4 months• when placed on tummy, baby can lift head and shoulders• can briefly hold a toy when you place it in his palms• brings hands into eye range. 4 to 6 months• begins to roll from tummy to back• reaches for objects• brings toys to mouth to explore them			Negative Punishment: language plays a central role in mental development				
Blinking	Flash of light or puff of air	Closes eyes	Theorists 2			B.F Skinner Lev Vygotsky			Maslow's appetitive Hierarchy of Needs				
Grasping	Palms Touched	Grasps Tightly	Positive Reinforcement: Add appetitive stimulus following correct behavior-			Children construct their knowledge			Physiological needs: Body needs				
Moro	Sudden move; Loud noise	Startles; throws out arms and legs and then pulls them toward body	Giving a treat)			Maslow's appetitive Hierarchy of Needs			behaviour. Telling the child to go to his room for cursing				
Rooting	Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks	Theorists 2			Positive Reinforcement: Add appetitive stimulus following correct behavior-			language plays a central role in mental development				
Stepping	Infant held upright with feet touching ground	Moves feet as if to walk	Giving a treat)			Children construct their knowledge			behaviour. Telling the child to go to his room for cursing				
Sucking	Mouth touched by object	Sucks on object											

