Cheatography

Psychology Cheat Sheet

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

Developmental Principles

Unit 1

1. Development is similar for every child
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

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

his structure is associated with regulation and coordi-nation of movement, posture, and balance.

The limbic system, often referred to as the "emotional brain", is found buried within the cerebrum. Like the cerebellum, evolutionarily the structure is rather old.

Parts of the Brain 2 (cont)

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

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, recogn-ition, 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.

Understanding Infants

Reflex	Stimulation	Response	Duration
Babinski	Sole of foot stroked	Fans out toes and twists foot in	Disappears at nine months to a year
Blinking	Flash of light or puff of air	Closes eyes	Permanent
Grasping	Palms touched	Grasps tightly	Weakens at three months, disappears at a year
Moro	Sudden move; loud noise	Startles; throws out arms and legs and then pulls them toward body	Disappears at three to four months
Rooting	Cheek stroked or side of mouth touched	Turns toward source, opens mouth and sucks	Disappears at three to four months
Stepping	Infant held upright with feet touching ground	Moves feet as if to walk	Disappears at three to four months
Sucking	Mouth touched by object	Sucks on object	Disappears at three to four months
Swimming	Placed face down in water	Makes coordinated swimming movements	Disappears at six to seven months
Tonic neck	Placed on back	Makes fists and turns head to the right	Disappears at two months

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

Theorsts 1

Erik Erison	Montessori	Jean Piaget
Trust vs. Mistrust Age: Infancy o to 1	Children thrive on order and structure	Sensor-imotor(0-2 yrs) they exist separately from the objects and people around them
Autonomy Vs. Shame Age: 1-3	Children move through sensitive periods	Preope-rational(2-7 yrs)Once children acquire language, they are able to use symbols

Theorsts 1 (cont)

Intiatve vs Guilt Age: 3-5	Children need freedom	Concrete Operation-al(7-11 yrs)ch-ildren are able to see things from different points of view and to imagine events that occur outside their own lives.
Industry Vs Inferi-ority Age: 5 -12	Children absorb their culture	Formal Operation-al(11+ yrs)round the onset of puberty, children are able to reason in much more abstract ways and to test hypotheses
Ego Identity VS Role Confusion Age: 12-18	Little Teachers: Listening better to older children	

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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Published 26th January, 2015.
Last updated 11th May, 2016.
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Theorsts 1 (cont)

Generativity Vs. Stagnation Care. Age: 40 - 65	Children are natural learners

Ego Integrity Vs Despair 65+

Reflexes

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Reflexes (cont)

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Understanding Infants 2

Milestones in the First Year

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

Theorsts 2

B.F Skinner	Lev Vygotsky	Maslow's Hierarchy of Needs
Positive Reinforce-ment: Add appetative stimulus following correct behavior(-Giving a treat)	Children construct their knowledge	Physio-logical needs: Body needs

Theorsts 2 (cont)

Negative Reinforce-ment: Remove stimuli following correct behavior. Taking away a sticker from the child if they are bad	Develo-pment can not be separated from it's social context	Safety needs: Needs where a human needs to feel safe
Positive Punish-ment: Add noxious stimuli following behaviour. Spanking a child for cursing	Learning can lead develo-pment	Love and belonging
Negative Punish-ment: Remove appetative stimulus following behaviour. Telling the child to go to his room for cursing	language plays a central role in mental develo-pment	Esteem

Theorsts 2 (cont)

Self-actualization

When/Then – Abuse It/Lose It Principle – “When you have finished your homework, then you may watch TV.”Incom-patible Alternative Principle – Give the child something to do that he can’t do while misbehavi-ng.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 respon-sible, considerate, appropriate behavior with attention,Talk About Them Positively to Others,Modeling Principle

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