

| Psychologists | | | |
|-----------------------|--|---|--|
| | <i>experiment</i> | | <i>theory</i> |
| Harry Harlow | rhesus monkeys | maternal-separation, dependency needs, social isolation, importance of caregiving and companionship to social and cognitive development | Contact comfort |
| Mary Ainsworth | infant is placed in scenarios with or without its mother as well as with or without a stranger | development of the attachment theory, observe early emotional attachment between a child and its primary caregiver | Strange Situation Classification (SSC) |
| Jean Piaget | improvising conversations with children to understand their unique mental worlds | how children develop intellectually throughout the course of childhood | Genetic Epistemology |
| Lev Vygotsky | | social interaction plays a critical role in children's learning & is continuous process that is profoundly influenced by culture | Social Constructivism (sociocultural) |
| Tolman | rat maze, withheld food | individuals do more than merely respond to stimuli; they act on beliefs, attitudes, changing conditions, & strive toward goals | Purposive Behaviorism |
| Pavlov | dogs & bell, drooling | people will repeat an action without realizing that they have been conditioned to do so | Classical Conditioning |
| Bandura | Bobo Doll, aggression/imitation | we learn social behavior by observing and imitating the behavior of others | Social Learning |
| Skinner | | children receive "rewards" for using language in a functional manner. | Operant Conditioning |

| Research Design (infants & Children) | |
|--------------------------------------|-------------------|
| | limitations/risks |



By **nanana00**
cheatography.com/nanana00/

Published 12th April, 2022.
 Last updated 12th April, 2022.
 Page 1 of 3.

Sponsored by **ApolloPad.com**
 Everyone has a novel in them. Finish Yours!
<https://apollopad.com>

Research Design (infants & Children) (cont)

| | | |
|-----------------|---|---|
| longitudinal | examines change within individuals, stability vs change over time. (ex. at 12mo, 18mo, & 24mo) | costly, attrition, practice effect, cohort effects |
| cross-sectional | changes between groups (ex. average changes between age groups) | yield information on age-related change, not development per se |
| sequential | (both longitudinal and cross-sectional comparisons) children of different ages are enrolled into a study at various points in time to examine age-related changes, development within the same individuals as they age, and account for the possibility of cohort effects | costly, practice effects |

the strategy or blueprint for deciding how to collect and analyze information, dictates which methods are used and how

Research Methods (Infants)

| | | |
|-------------------------------------|--|---|
| involuntary or obligatory responses | because of limited motor control, test involuntary responses | Ex. Baillargeon and colleagues (1985): Object Permanence & Solidity Principle |
| voluntary responses | behaviors that a person completes by choice | Ex. recall memory and elicited imitation |
| psychophysiological responses | measure heart rate, hormone levels, brain activity, etc. | Ex. event-related-potentials (ERPs) |

Human Development (cont)

| | | |
|-------------|-----------|---|
| Childhood | Cognition | Object permanence, conservation, abstract reasoning, theory of mind, cultural influence |
| Adolescence | Gender | Spectrum, cis vs trans, adrenarche (6-12) and menarche |

Vocabulary (cont)

| | |
|--------------------------|---|
| cohort effects | research findings differ for participants of the same age tested at different points in historical time |
| cross-sectional research | examines behavior in participants of different ages who are tested at the same point in time |
| dishabituation | participants demonstrate increased attention (through looking or listening behavior) to a new stimulus after having been habituated to a different stimulus |
| elicited imitation | A behavioral method used to examine recall memory in infant |

Research Design (Infants & Children)

| | Advantages | Disadvantages |
|------------------------|---|---|
| Longitudinal | <ul style="list-style-type: none"> Examines changes within individuals over time Provides a developmental analysis | <ul style="list-style-type: none"> Expensive Takes a long time Participant attrition Possibility of practice effects Cannot examine cohort effects |
| Cross-sectional | <ul style="list-style-type: none"> Examines changes between participants of different ages at the same point in time Provide information on age-related change | <ul style="list-style-type: none"> Cannot examine change over time Cannot examine cohort effects |
| Sequential | <ul style="list-style-type: none"> Examines changes within individuals over time Examines changes between participants of different ages at the same point in time Can be used to examine cohort effects | <ul style="list-style-type: none"> May be expensive Possibility of practice effects |

Interview Techniques

| | |
|-------------------------|---|
| verbal report paradigms | children provide written or verbal answers to scenarios |
|-------------------------|---|

Human Development

| | |
|----------|--|
| Prenatal | (egg + sperm) = zygote = blastula = neural tube |
| Neonatal | Attachment (~8mo), Language (babbling), Cognition (Piaget) |

Vocabulary

| | |
|-------------------------|--|
| assent | minor participants are asked to indicate their willingness to participate in a study |
| attrition | participant drops out, or fails to complete, all parts of a study |
| bidirectional relations | one variable is likely both cause and consequence of another variable |

| | |
|------------------------------------|---|
| event-related potentials (ERP) | recording of participant brain activity using a stretchy cap |
| habituation | participants demonstrated decrease attention to repeatedly-presented stimuli. |
| informed consent | getting permission from adults |
| institutional Review Boards (IRBs) | reviews and approves research procedures |



Vocabulary (cont)

| | |
|-------------------------------------|--|
| involuntary or obligatory responses | Behavior that does not require much conscious thought |
| motor control | thinking to direct muscles and limbs |
| object permanence | understanding that objects continue to exist even when they cannot be directly observed |
| practice effect | participants get better at a task over time by "practicing" (can be particularly problematic in longitudinal and sequential research designs) |
| recall memory | remembering discrete episodes or events from the past (including encoding, consolidation and storage, and retrieval) |
| solidity principle | idea that two solid masses should not be able to move through one another |

Vocabulary (cont)

| | |
|-----------------------------------|---|
| violation of expectation paradigm | research method in which infants are expected to respond in a particular way because one of two conditions violates or goes against what they should expect based on their everyday experiences |
|-----------------------------------|---|

SOCIAL EVOLUTION & BEHAVIOR

| | |
|----------------------------|--|
| symbiosis | |
| selfishness | |
| altruism | |
| mating & natural selection | |
| innate behavior | |
| heritability & environment | |

SOCIAL PSYCHOLOGY

what is culture?

| | |
|---|---------------------------------------|
| obeying norms, roles, environmental cues, prejudice/stereotypes, conformity, bonding, inferiority | Milgram |
| disposition bias | personality traits influence behavior |
| situation bias | situation influences behavior |
| fundamental attribution | bias from situation bias |

SOCIAL PSYCHOLOGY (cont)

| | |
|--------------------------|---|
| cognitive dissonance | belief system contradicts behavior |
| familiarity | positive attitude toward familiar things |
| validity effect | believing something that is repeated |
| ethnocentrism | one's own group is superior |
| cultural relativism | view that other groups are all equally valid and no one system is really "better" |
| invulnerability illusion | group can do no wrong |
| self-censorship | dissenters stay quiet |
| pressure to conform | teasing and pressuring |
| unanimity | illusion of consensus |

SOCIAL PSYCHOLOGY

what is culture?

| | |
|---|---------|
| obeying norms, roles, environmental cues, prejudice/stereotypes, conformity, bonding, inferiority | Milgram |
|---|---------|

