**Everything You (might) Need for Know for Development**

**In uterine Development**

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| Zygote | Aka the germinal stage; period from conception to about 2 weeks; at 10 days zygote implants  |
| Embryo | 2-8 weeks; organs start forming |
| Fetus | 9 weeks to birth |

Key concepts & Words:

 Teratogen- toxic substance that can harm embryo/fetus when mother is exposed to it

 *Fetal Alcohol Syndrome is directly related as alcohol is a teratogen*

 Age of Viability: At around 24 weeks the fetus could survive outside of the womb

 Habituation: decrease responsiveness to repeated exposure to the same stimuli

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| --- | --- |
| Moro Reflex | Arms and legs stretch out in response to loud noise or falling sensation |
| Babinski Reflex | Stroke bottom of foot and toes flair out |
| Sucking Reflex | Put anything on lips and they will latch and suck |
| Rooting Reflex | Stroke side of the mouth and infant will turn its head that way |
| Grasping Reflex | Touch palm of hand of their feet and fingers/toes will curl around the object |
| Stepping | Show walking movements at birth when feet are lightly set on the ground |

**Attachment**

Harlow: Proved comfort contact is more important in creating attachment compared to food

**Mary Ainsworth and her “Strange Situation”**

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| --- | --- |
| Secure | Happy and curious to explore when parent is there; Cries when parent leaves (searching & seeking behavior) , refuses comfort from a stranger, but is happy upon reunion with the parent |
| Insecure: Ambivalent/Anxious | Appears anxious and doesn’t explore even with parent present; Cries when parent leaves (searching & seeking behavior) , refuses comfort from a stranger, and is hard to console when the parent returns |
| Insecure: Avoidant | Shows no anxiety, fear or emotional reaction when the parent leaves nor when the parent returns;  |

**Parenting Styles:**

|  |  |
| --- | --- |
| Authoritarian | Rigid rules, strict punishment, no compromising or listening to what their child wants; “My house, my rules!” |
| Authoritative | Firm rules, reasonable expectations, and listened to child’s point of view while still enforcing expectations; “I understand you want to, but here is why it isn’t okay…” |
| Permissive | Few rules, few demands, kids make their own choices; “You can do whatever you want!”  |
| Neglectful | Parent is non-existent |

**Adolescences & Adulthood Stage Theories**

Puberty: sexual maturation

Menarche- girl’ first menstrual period

Primary sex traits: organs needed for reproduction

Secondary sex traits: non-reproductive traits

Menopause: around 50 years old, women stop menstruation

T*here is a great debate over what the proper way to analyze, categorize and asses how change occurs in regard to the development of humans.*

**Elisabeth Kubler- Ross’s 5 Stages of Death & Greif**

1. Denial 4. Depression
2. Anger 5. Acceptance
3. Bargaining

DABDA

**S**tupid **P**iaget **C**reates **F**rustration

**Egocentrism**- can’t consider another person’s point of view.

**Animism**-inanimate objects have feelings

**Conservation**- 2 equal quantities remain the same even if the shape or format changes

**Theory of Mind**- ability to understand people have thoughts that are different from your own

**Object Permanence**- understanding objects exist even when you can’t see them



***Schemas & Piaget***

*Assimilation= SS Same*

*-incorporating new experiences into existing schemas*

*Accommodation = CC change*

*-changing an existing schema to adopt new information*

**Kohlberg’s Stages of Morality**

Note: Carol Gilligan said Kohlberg’s study was too skewed due to

 having no females in his sample; she suggests there are differences

between males and females in terms of how morality is judged

**Erikson’s Psychosocial Stages of Development**

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