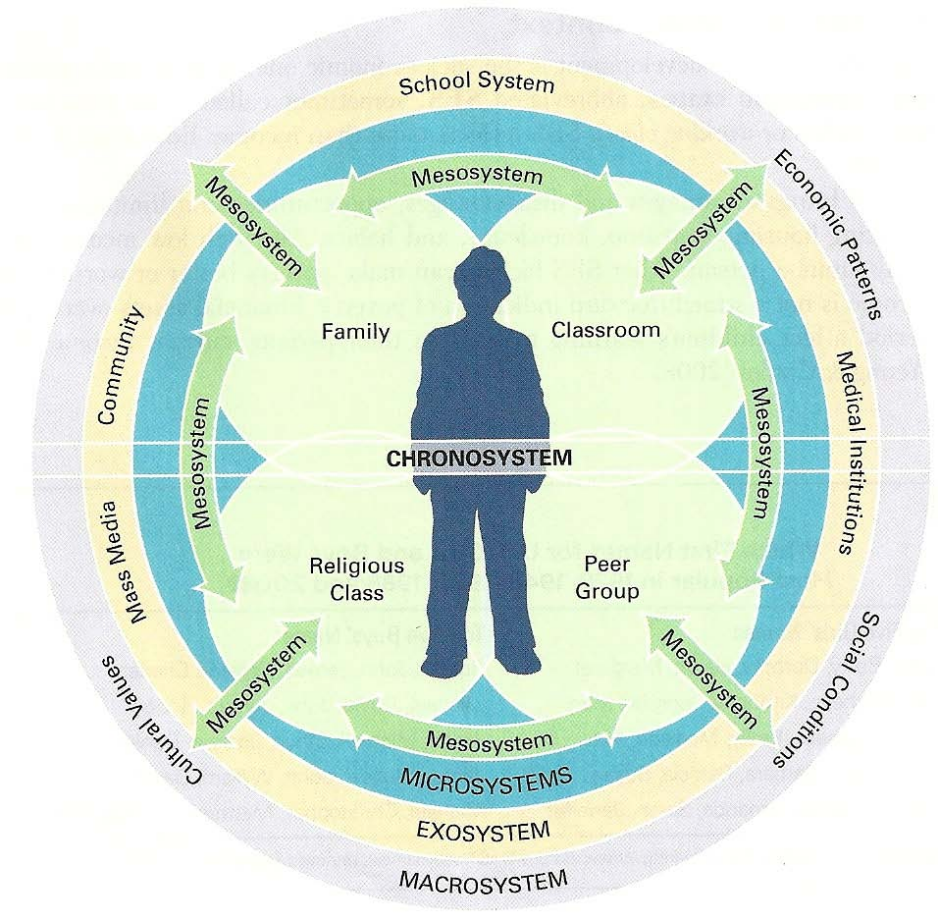
Bronfenbrenner's Ecological Model



Arnold Gesell’s Theory

- Based on cross-sectional research
- Studied children in different age groups
- Concluded that individuals who are the same age are more alike than they are different

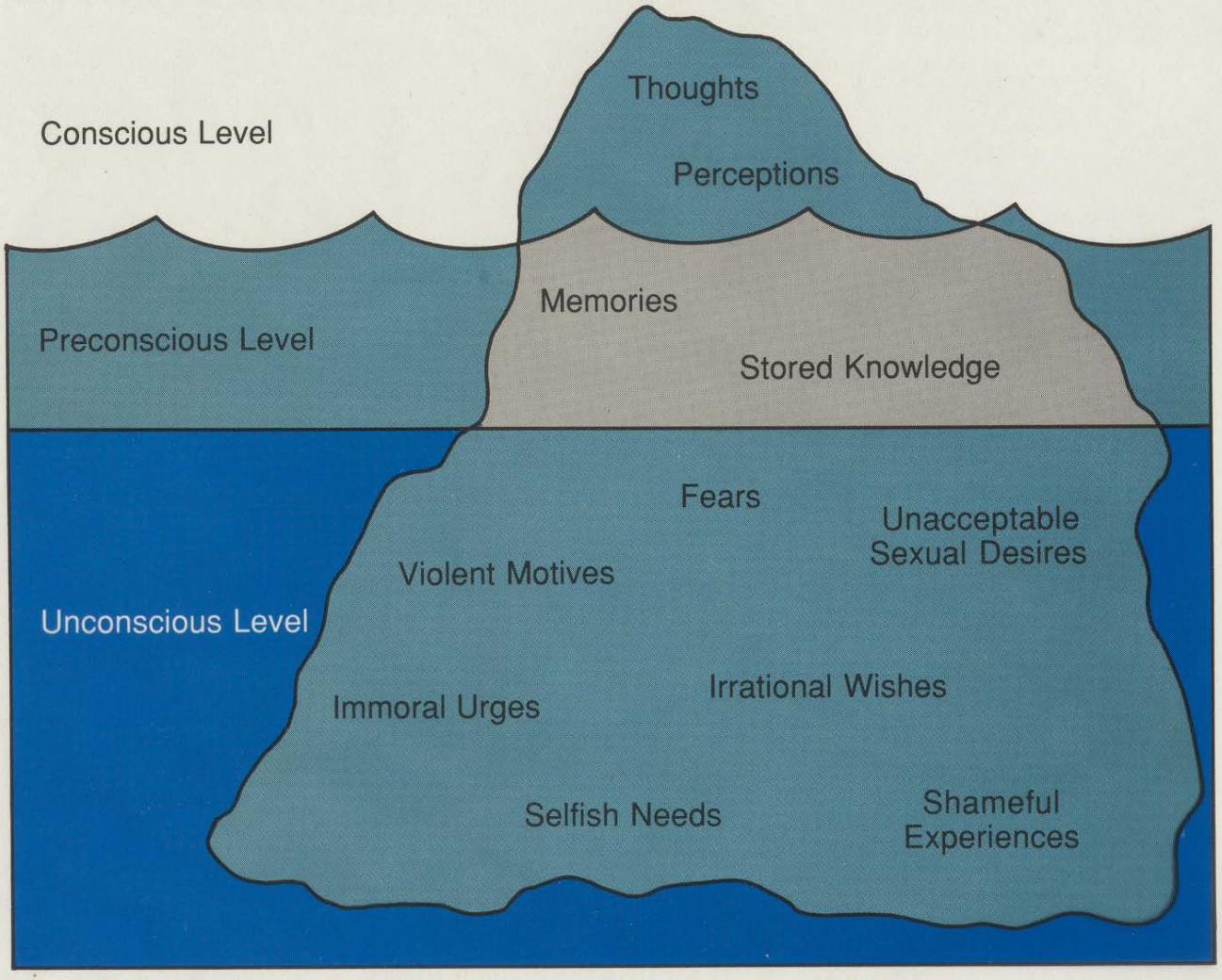
Personality Components (Freud)

- Superego
- Ego
- Id

Defense Mechanisms

- Denial
- Rationalization
- Displacement
- Sublimation
- Repression
- Regression
- Projection
- Reaction Formation

PERS 5 Freud's View of the Human Mind: The Mental Iceberg



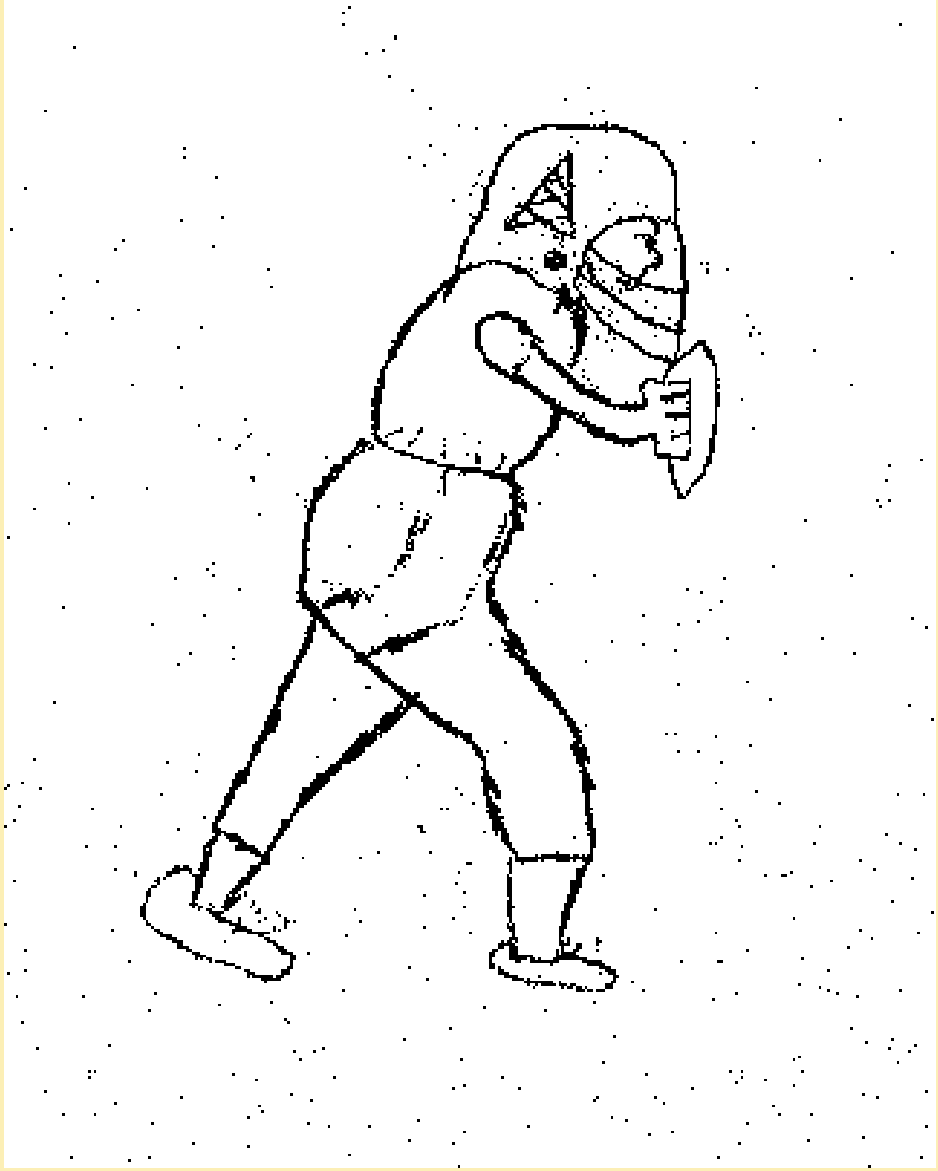
Stages of Psychosexual Development

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control
Phallic (3–6 years)	Pleasure zone is the genitals; coping with incestuous sexual feelings
Latency (6 to puberty)	Dormant sexual feelings
Genital (puberty on)	Maturation of sexual interests

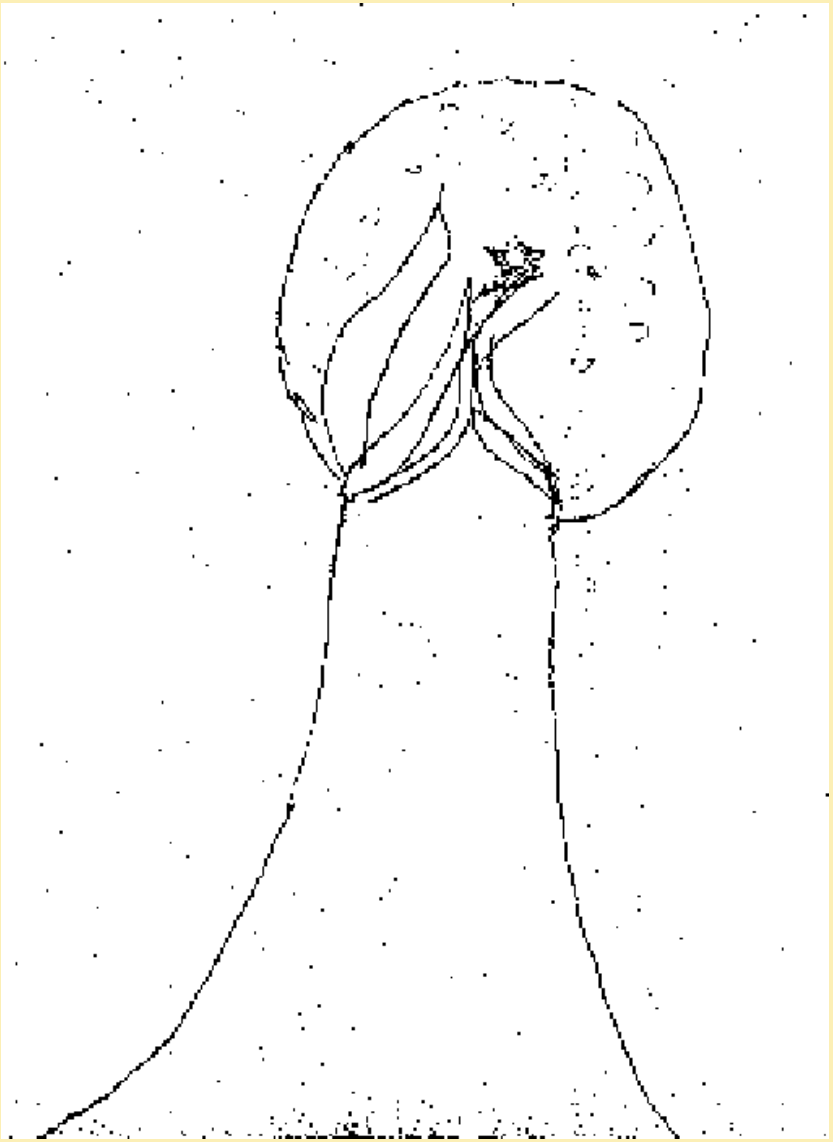
Human Figure Drawing

- Correlation research based on psychoanalytic theory

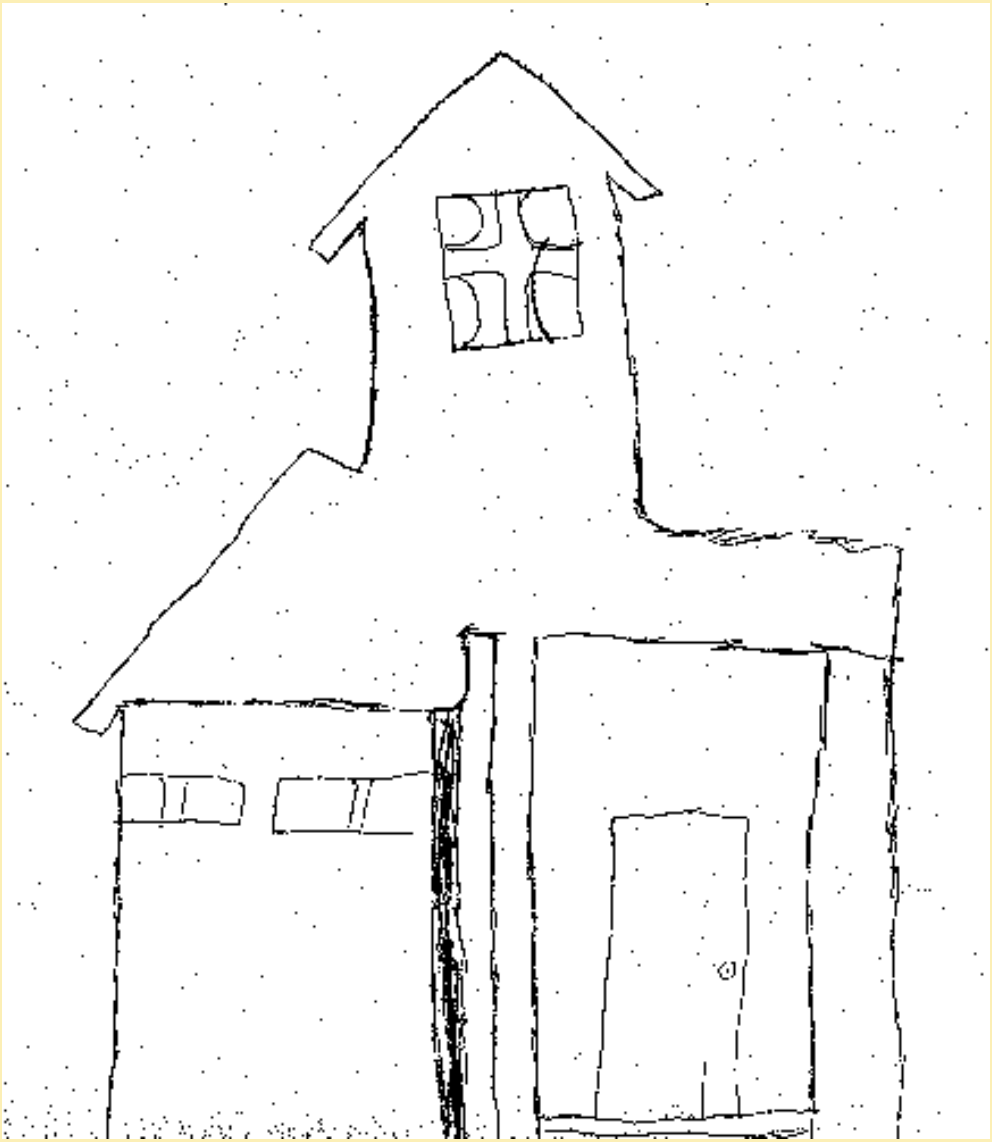
Draw a Person



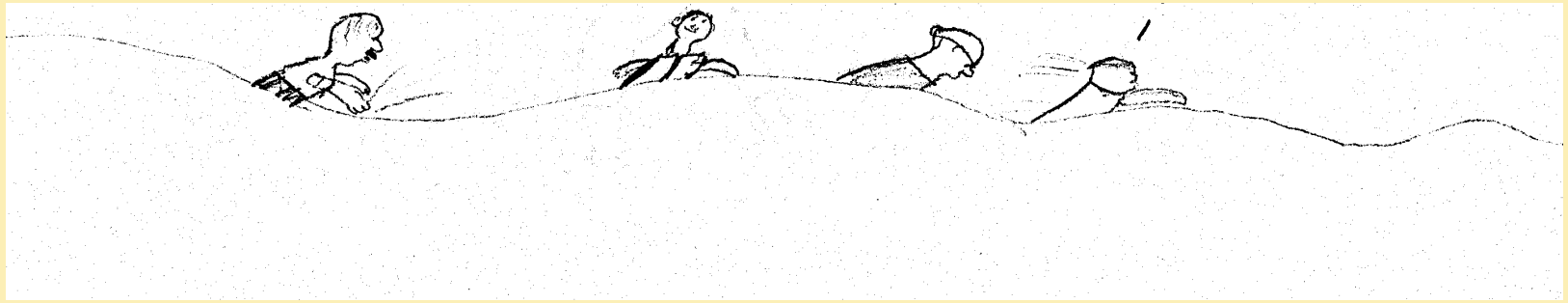
Draw a Tree



Draw a House



Family Drawing



Key Piaget Terms

- Schema
- Assimilation
- Accommodation

Periods of Cognitive Development

Jean Piaget

Sensorimotor Stage

- Birth to nearly 2 years
- Infant uses senses and motor abilities to understand the world.
- There is no conceptual or reflective thought.

Developmental Phenomenon

- Object Permanence
- Separation Anxiety

Preoperational Stage

- About 2 to 6 years of age
- Child uses symbolic thinking, including language, to understand the world
- Child lacks logical reasoning

Developmental Phenomena

- Egocentrism
- Pretend play

Concrete Operations Stage

- About 7 to 11 years of age
- Child understands and applies logical operations , or principles, to help interpret experiences objectively and rationally.

Developmental Phenomena

- Able to reverse operations
- Eliminates imaginative things that cannot logically happen

Formal Operations Stage

- About 12 years of age through adulthood
- Able to think abstractly
- Can think in terms of possibilities
- Potential for mature moral reasoning

table 2.2 Piaget's Periods of Cognitive Development

Approximate Age	Period	Characteristics	Major Gains During the Period
Birth to 2 years	Sensorimotor	Infant uses senses and motor abilities to understand the world. There is no conceptual or reflective thought; an object is "known" in terms of what an infant can *do* to it.	The infant learns that an object still exists when it is out of sight *(object permanence)* and begins to think through mental actions as well as physical actions.
2–6 years	Preoperational	The child uses *symbolic thinking*, including language, to understand the world. Sometimes the child's thinking is *egocentric*, causing the child to understand the world from only one perspective, his or her own.	The imagination flourishes, and language becomes a significant means of self-expression and of influence from others. Children gradually begin to *decenter*, that is, become less egocentric, and to understand and coordinate multiple points of view.
7–11 years	Concrete operational	The child understands and applies logical operations, or principles, to help interpret experiences objectively and rationally rather than intuitively.	By applying logical abilities, children learn to understand the basic concepts of conservation, number, classification, and many other scientific ideas.
12 years through adulthood	Formal operational	The adolescent or adult is able to think about abstractions and hypothetical concepts.	Ethics, politics, and social and moral issues become more interesting and involving as the adolescent becomes able to take a broader and more theoretical approach to experience.

Key Vygotsky Terms

- Guided Participation
- Scaffolding
- Zone of Proximal Development

Scaffolding

- Recruit the child’s interest
- Simplify the task
- Maintain the child’s interest
- Guide the child’s performance by anticipating and correcting errors
- Control frustration
- Model correct performance

Zone of Proximal Development

Reading Levels

- Independent – the level at which a student can read material without assistance with 99% accuracy and 90% comprehension.
- Instructional – the level at which, with assistance, a student can read material with 95% accuracy and 75% or higher comprehension.
- Frustration – material which, even with assistance, a student is unable to read. Word recognition falls to <90% and comprehension is <50%.
- Power – the level at which a student exhibits >90% comprehension when the material is read to the student.

The difference between a child's **independent** and **frustration** reading levels may be an example of Vygotsky's ZPD.

Observational Learning

- Albert Bandura
- Mirror neurons

TABLE 4.2

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

Identity Stage (approximate age)	Issues	Description of Task
Infancy (to 1 year)	*Trust vs. mistrust*	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 2 years)	*Autonomy vs. shame and doubt*	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
Preschooler (3 to 5 years)	*Initiative vs. guilt*	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
Elementary school (6 years to puberty)	*Competence vs. inferiority*	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	*Identity vs. role confusion*	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	*Intimacy vs. isolation*	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	*Generativity vs. stagnation*	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	*Integrity vs. despair*	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.