The purpose of the study guide is to familiarize yourself with the terms you will study in class. This study guide alone will not allow you to pass your exam. You must attend the prep-course.
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Disclaimer

Each study guide is unique and presents the information in a clear and condensed form to orient you to the material applicable to the exam. The materials cite various textbooks, journal articles and literature, including some found on websites.

We strongly encourage you to review and study these study guides, take the practice tests, and become familiar with the terms and concepts before stepping into class. Our goal is to help you attack the content by sharing these specific study tools and test-taking strategies with you, which have proven to be successful. You will need to attend and complete our preparation course in order to qualify for our money-back guarantee. The study guide and prep course, when used together, will best prepare you for the final exam.

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◉ Read the study guide.

◉ Print and complete the sample test. Correct your test and review the incorrect items.

◉ Attend class to ensure your money-back guarantee.

We look forward to helping you achieve your academic goals!
I. THE STUDY OF LIFESPAN DEVELOPMENT

A. MODELS AND THEORIES

a. Lifespan Approach: Is the study of behaviors, dispositions, skills and traits over substantial period of the life span. It focuses on clarifying how specific psychological functions, traits and skills in one stage of development compare to other stages. This approach provides a description of age-related biological, psychological and behavioral changes from birth to death (Ashford, J., LeCroy, C., and Lortie, K., 2005, p.29).

b. Stage Theories: Understanding development is essential to growth as it allows us to appreciate the cognitive, emotional, physical, social and educational growth seen through childhood to adulthood. Sigmund Freud focused on the mental disorders rather than normal functioning of childhood event and experiences. Erik Erikson proposed a stage theory of development that encompassed human growth through the entire human lifespan. Jean Piaget suggested that children think differently than adults and proposed a stage theory of cognitive development. John Watson, Ivan Pavlov and B.F. Skinner focused on how environmental interaction influences behavior (Cherry, K., n.d.).

c. Determinant of Development: The lifespan perspective consists of a development of humans that is multidimensional, multidisciplinary and contextual that includes, growth, maintenance, and regulation. The comprehensions of the modifications of adulthood have gained as much importance as those occurring in childhood, and understanding from other disciplines in turn increasing importance in human development (Trommsdorff, G., 2002).

d. Cultural Context of Development: Research on cultural contexts, caretaker’s ethnotheories, developmental goals, and practices may permit an understanding of how cultural values are transmitted to the next generation, affecting the child’s development. The cultural context provides certain options and restrictions for development. It allows the individual to internalize cultural values and develop adaptive competences (Trommsdorff).
B. METHODS OF STUDY

a. Research Designs: Research design is the strategy, the plan and the structure of conducting a research project. There are four purposes in research designs; they are: Exploration, Description, Explanation, and Evaluation. The purpose of exploration allows researchers to examine new interests, when the subject is relatively new, unstudied or when researcher seeks to test the feasibility to improve and develop the study more carefully. Description is used to describe situation and events. In quantitative studies, description is referred to the characteristics of a population. Description in quantitative studies is based on data obtained from a sample of people that is a “general” representation of that population and is quantified by age, income, size of family and, etc. In qualitative studies, description refers to a deeper meaning and examination of phenomena. It focuses on the rich details of the individuals in their environments, interactions, meanings and everyday lives. Explanation in terms of reporting is important in research. It is a descriptive activity that allows researchers to discuss and further explain the specifics of the study. Evaluation focuses on social policies, programs, and interventions. Its purpose is to evaluate policy and program effectiveness through exploratory, descriptive and/or explanatory mode (Ashford, et al., 2005, pg. 124-125).

Quantitative Method: Quantitative emphasize the production of precise and generalizable statistical findings and are generally more appropriate to nomothetic aims.

Qualitative Method: Qualitative emphasize the depth of understanding associated with idiographic concerns. It analyzes the deeper meanings of human experience, and that its focus to generate theoretically richer, albeit more tentative, observations. In qualitative research, it includes participant observation, direct observation, and unstructured or intensive interviewing (Ashford, et al., 2005, pg. 754).

b. Data Collection Methods: The Quantitative Data Collection Methods, rely on random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories. They produce results that are easy to summarize, compare and generalize. Methods of gathering data include: experiments/clinical trials, observing and recording well-defined events, obtaining relevant data from management information systems and administering surveys with closed-ended questions. Qualitative Data Collection Methods focus on observations and assess changes in people’s perceptions of their well-being.
It is used to improve the quality of survey-based quantitative evaluations to produce evaluation hypothesis, strengthening the design of survey questionnaires and expanding and clarifying quantitative evaluation findings. Qualitative methods are categorized as an in-depth interview, observation methods and document review (University of Wisconsin Eau Claire, n.d.).

c. Measurement Issues: **Growth and change are central to the work of all developmental researchers, and the major issue researchers face, is the measurement of change and differences over age and time.** The use of longitudinal studies, cross sectional studies, and sequential studies are used to measure change (Feldman, R., 2010).

d. **Drawing Samples:** **Samples are the group of participants chosen for the experiment. A group must be identified; selected and contacted to provide information about the research questions under investigation.** Researchers must (1) Specify the target population (2) Develop a sample frame (3) Choose a sampling method (4) Determine the size of the sample (5) Implement contacting procedures (Best, S., and Krueger, B., 2004).

C. **ETHICAL ISSUES:**

*To assist researchers in dealing with ethical problems, the Society for Research in Child Development and the American Psychological Association created ethical guidelines for researchers:* (1) **Researchers must protect participants from physical and psychological harm.** (2) Researchers must obtain informed consent from participants before their involvement in a study. (3) The use of deception in research must be justified and cause no harm and (4) Participants’ privacy must be maintained (Feldman).
II. BIOLOGICAL DEVELOPMENT

A. GENETIC FACTORS:

Genetics represents one of nature’s key control mechanisms for directing the kinds and amounts of cells needed for effective adaptation. Each cell in the human body contains information in the nucleus of the cell. The nucleus has threadlike structures known as nucleic acid. Nucleic acids are specialized phosphoric acids of two fundamental types: Deoxyribonucleic Acid (DNA) and Ribonucleic Acid (RNA). These acids determine specific traits in the human body, such as hair color, eye color, and height. RNA is located in the Ribosomes, which are very small structures located in cells that are responsible for the production of the protein for cells. Mitochondria are also responsible for producing the energy source for cells but for all cells, it is adenosine triphosphate (ATP) that fuels the body through metabolic reactions. Behavioral geneticists are interested in mitochondria because it is believed that it is associated with several disorders: migraine headaches, movement disorders, mental depression and neurodegenerative disorders that produce seizures, blindness, deafness, and severe headaches. Mitochondria DNA is inherited only from the mother, but other forms of DNA that leads to various disorders can be inherited from both parents (Ashford, et al., p.49).

B. PRENATAL DEVELOPMENT AND BIRTH:

Prenatal Development: Once the sperm fertilizes the ovum (also known as a zygote), the processes of chorionic villi and germinal period take place and leads to the development of an embryo. The embryo begins to secrete human chorionic gonadotrophin (HCG). HCG is detected in the mother’s blood from six to eight days after conception. After eight weeks, the embryo begins to look human-like and is 90% formed with the basic structures of a face, arms, legs, feet and hands. Once the basic structures are formed, the embryo is now a fetus. Between eight and twelve weeks, the chorionic villi develop into a functioning placenta that is attached to the mother’s uterus and the fetus is connected to the placenta by the umbilical cord. The placenta acts as the fetus’ lungs, digestive tract, kidneys, and liver. This is essential to the fetus’ development. Whatever the mother eats, drinks, sniffs, or inhales is passed on to the developing fetus.
By twenty-four and twenty-eight weeks, mothers can hear the heartbeat during a prenatal visit, the fetus is covered with fine downy hair called the lanugo, it makes breathing motions, hiccoughs, responds to sound, opens and closes its eyes, sucks on its thumb and sleeps and wakes in a noticeable cycle; the fetus is beginning to resemble a baby. During the last two months of the pregnancy, the fetus stores fat and gains weight. The lungs undergo important development. At thirty-eight and thirty-nine weeks, the fetus is full-term and is ready for birth (Ashford, et al., p.173-174).

C. PHYSICAL DEVELOPMENT (NUTRITION AND HEALTH):

At birth, the average newborn weighs a little more than seven pounds and is about twenty inches long. The infant’s bones are soft and pliable. During infancy, the bones harden or ossify to allow the child to stand and walk. The infant’s skill comprises several bones that are not fused together, to allow molding of the head for a vaginal birth. Causes of Fontanelles (soft spots) occur when the bone joint does not meet. Diet during this period of rapid brain growth is important and takes a substantial amount of high-quality protein to sustain a rate of growth of 1.7 grams per day. Inadequate nutrition in infancy can have detrimental effects on the development of the brain. During the first two years, major spurts of growth and refinement take place in the cortex (Ashford, pg 215-216).

D. MOTOR DEVELOPMENT:

As the brain develops, motor development follows through myelinization (which is a substance of myelin that forms around neurons and acts as insulation, allowing faster and more efficient transmission of the nerve impulse). Motor development follows this sequence: hold up head, roll over, sit, roll from back or stomach to sit, crawl or creep, move from sit to crawl and back again, pull to stand, stand alone, cruise and walk. These motor developments are achieved and are genetically programmed as baby grows (Ashford, pg. 216).

E. SEXUAL DEVELOPMENT: SEXUAL DEVELOPMENT OCCURS AT BIRTH.

Very young and preschool-aged children are naturally boastful, and display open and occasionally startling curiosity about other people’s bodies and bodily functions such as touching women’s breasts or wanting to watch when grownups go to the bathroom.
They are curious about their own bodies and may quickly discover that touching certain body parts feel nice. They become more aware of the differences between boys and girls and are more social in their exploration (NCTSN).

**F. NEUROLOGICAL DEVELOPMENT:**

At birth, neurons and synapses are formed. As the neurons mature, more synapses are made. *By the time a child reaches the age of 2, he/she has about 15,000 synapses per neuron.* This becomes a critical stage for children when specific types of learning must take place. The neurons for vision begin at 2 to 4 months and peaks at 8 months. Language is acquired most easily during the first 10 years. During this time frame, the child’s brain becomes wired for language in a multitude of ways such as conversations, songs, rhymes, music and, etc. A child’s life experiences will influence the wiring of the brain and the connection to the nervous system. It is vital for children to be stimulated at an early age, if not, the synapses will not develop and connections between what is seen, heard and smell will be minimal (Graham, J., 2011)

**G. SENSORY DEVELOPMENT:**

*During the period of birth to 3 years of age, experiences evoke consistent auditory, visual and kinesthetic responses, stimulate cortical and brain stem electrical activity and fine-tune brain circuitry by pruning out unused neurons and connections; in order to maximize the brain growth and development* (Proctor, R., and Compton, M., 2004).

**H. AGING PROCESS:**

*Aging means physical decline, some of which may be a result of lifestyle (poor diet and lack of exercise) and illness.* However, the process consists of: dwindling of energy, cell decay, muscle mass decreases, body system and organs becoming less efficient, skin becomes less elastic and thin, blood vessels break causing warts, age spots, skin tags, hair thins and turns gray due to the decrease of melanin, decrease in bone density and height lessen (Cliffnotes.com).
I. DYING AND DEATH:

*Elizabeth Kubler-Ross introduced the five stages of coming to terms with death.* When individuals learn about their impending death, the first reaction is denial, which is the refusal of acknowledgement of the inevitable—a mistake. Anger, bargaining, and depression follow suit after denial as the individual become envious and resentful of those who continue to live and they make attempts to make amends for any wrongdoing, but when bargaining fails, they experience a sense of hopelessness. As they come into terms with their illness, they learn to accept the inevitable (Cliffnotes.com).
III. PERCEPTION, LEARNING, AND MEMORY

A. PERCEPTUAL DEVELOPMENT:

Sensory Stimuli is the medium that babies learn about the world and its operation. The progression in infants and toddlers is highly dependent on access to sensory information in the environment. During the first year of a developing infant, the brain circuits and neural pathways are formed as soon as the infant hears the mother’s voice or footsteps. Every time babies experience new stimuli, their brains are fine-tuned to quickly interpret and process similar experiences. During the first three months of life, infants’ brains respond to the world of sensation with greater electrical activity in areas of the brain responsible for coding stimuli of sights, sounds and touches (Proctor, R., and Compton, M., 2004).

B. LEARNING, CONDITIONING, AND MODELING:

Learning is a change in behavior or in potential behavior that occurs as a result of experience and continuous reinforcement known as Classical and Operant Conditioning. Although there are differences, classical and operant conditioning includes positive and negative reinforcement, shaping (the method of successive approximations) and punishment (University of Washington, n.d.).

C. MEMORY DEVELOPMENT:

Is the retention of information over a period of time. It is the processes of putting information into memory (encoding), maintaining the coded information (storage), and getting the stored information back into consciousness (retrieval) (Cliffnotes.com).

D. LEARNING DISABILITIES:

Children and adults with learning disabilities see, hear and understand things differently. This led to trouble with learning new information and skills and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening and speaking (Kemp, G., Smith, M., and Segal, J., 2012).
E. ATTENTION AND INFORMATION PROCESSING:

This process enables the brain to attend to, and process information. It involves highly complex processes and operates at different levels of awareness: (1) Focused attention allows the brain to concentrate on one thing and ignore distractions. (2) Divided attention enables the brain to focus on more than one thing and still perform the focused task. (3) Sustained attention refers to the ability to perform tasks over a period of time (Head Strong Cognitive Fitness, n.d.)
IV. COGNITION AND LANGUAGE

A. COGNITIVE-DEVELOPMENTAL THEORY:

*Piaget’s Stages of Cognitive Development is characterized by the following stages: (1) Sensori-motor (birth-2 years): differentiates self from objects. (2) Pre-Operational (2-7 years): learns to use language and to represent objects in images and words. (3) Concrete Operational (7-11 years): can think logically about objects and events. (4) Formal Operational (11 years and up): can think logically about abstract propositions and test hypotheses systematically (Atherton).*

B. PROBLEM SOLVING:

*is the active attempt that individuals make to achieve goals that cannot be easily attained.* There are three common categories of problems that people face, they include: (1) Inducing Structure: involves finding relationship between elements. (2) Arranging: involves arranging elements in a way that fulfills certain criteria. (3) Transformation: involves making a series of changes to achieve specific goals(s) (Sparknotes Editor, n.d.).

C. MENTAL ABILITIES: (INTELLIGENCE):

*according to the American Psychological Association, intelligence is defined as “ability to understand complex ideas, to adapt to environment, to learn from experience, engage in forms of reasoning and to overcome obstacles by taking thoughts”.*

D. COGNITIVE STYLES:

*Cognition is organized or structured in various phases of life. Different mental structures direct cognitive processes for individuals at different stages. The information-processing subsystems of psychological systems includes seven major functions: (1) consciousness and orientation (2) perception (3) attention (4) learning (5) memory (6) comprehension and (7) reasoning and judgment.*
E. LANGUAGE DEVELOPMENT AND THEORIES:

Theorist B.F. Skinner proposed that the emergence of language is the result of imitation and reinforcement. Researchers believed that in all languages, parents utilize a style of speech with infants known as infant-directed speech (also known as “baby talk”). Children go through four stages of language development, they are: (1) Babbling: between three to nine months, the infant begins the pre-linguistic, babbling or cooing stage. (2) Single Words: between 10 to 13 months, the baby goes through the one-word and holophasic stage of language development. (3) Two Words: around 18 months, children begin to use two-word sentences. These sentences consist of nouns and verbs, such as; “Where mommy?” (4) Multi-word Sentences: at age two, children produce short, multi-word sentences that have a subject and predicate, such as; “Daddy is nice” (Cherry).

F. SOCIAL COGNITION:

Albert Bandura’s Social Learning Theory is based on three core concepts: (1) People can learn through observation: the three basic models of observational learning are; a live model-involves actual individual demonstrating or acting out a behavior, a verbal instructional model-involves descriptions and explanations of behavior and symbolic model- involves real or fictional characters displaying behaviors in books, films, media and etc… (2) Mental states are important learning: with the focus on intrinsic reinforcement that not only included the external environmental reinforcement but the internal reward such as pride, satisfaction and a sense of accomplishment of thoughts and cognitions. (3) Learning does not necessarily lead to a change in behavior: observational learning demonstrates that people can learn new information without demonstrating new behaviors through the modeling process of: attention, retention, reproduction and motivation (Cherry).
V. SOCIAL, EMOTIONAL, AND PERSONALITY DEVELOPMENT

A. PERSONALITY DEVELOPMENT:

a. Development Task and Lifestage Theories: Erik Erikson’s theory of psychosocial development of the ego identity focuses on the conscious sense of self that is developed through social interaction. In each stage of development, Erikson believes that people experience conflicts and those conflicts serve as a turning point in development. The conflicts are centered for developing a psychological quality or failing to develop certain quality. There are eight stages of psychosocial development, they are:

1. Trust vs. Mistrust: The development of trust during birth and one year of age is based on the dependability and quality of the child’s caregiver. If the child successfully develops trust, the child will feel safe and secure in the world; if not, they will feel rejected and insecure.

2. Autonomy vs. Shame and Doubt: During early childhood, the focus is on developing a greater sense of personal control. Those who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

3. Initiative vs. Guilt: Children begin to assert their power and control over the world through directing play and other social interactions during the preschool years. Children who are successful at this stage feel capable and able to lead others. Children who fail to acquire the skills are left with a sense of guilt, self-doubt, and lack initiative.

4. Industry vs. Inferiority: A sense of pride in accomplishments and abilities begin to develop through social interactions during the early school years from age 5 to 11.

5. Identity vs. Confusion: During the adolescence age, children begin to explore their independence and developing a sense of self.

6. Intimacy vs. Isolation: Exploration of personal relationships occurs during early adulthood. People who successfully achieve this stage will develop close, committed and secure relationships with others.

7. Generativity vs. Stagnation: During adulthood, people focus on career and family, those who are successful during this phase will feel that they are contributing to the world by being active in their home and community.

8. Integrity vs. Despair: During old age, the focus is on reflecting back on life. The feeling of “wasted” and “regrets” are of those who are unsuccessful of achieving this stage. They become bitter and despair. Those who are successful will feel proud and satisfied with a sense of wisdom (Cherry, K., n.d.).
b. Attachment and Emotional Development: *Psychologist John Bowlby was the first attachment theorist describing attachment as a “lasting psychological connectedness between human beings”* (Bowlby, J., 1969). Attachment theory has four components: (1) Safe Haven: The child feels threatened or afraid, he or she can return to the caregiver for comfort and soothing. (2) Secure Base: The caregiver provides a secure and dependable base for the child to explore the world. (3) Proximity Maintenance: The child strives to stay near the caregiver; keeping the child safe. (4) Separation Distress: When separated from the caregiver, the child will become upset and distressed. In 1970s, psychologist Mary Ainsworth expanded upon Bowlby's Attachment Theory and focused on more of the situational factors. Based on Ainsworth’s research, she developed three major styles of attachment, they are: (1) Secure Attachment: Secure attached children exhibit distress when separated from caregivers and are happy when their caregiver returns. (2) Ambivalent Attachment: Children usually become very distressed when a parent leaves. Ambivalent attachment is a result of poor maternal availability. These children cannot depend on their mother or caregiver to be there when the child is in need. (3) Avoidant Attachment: Children who have avoidant attachment tend to avoid parents or caregivers as a result of abusive or neglectful caregivers (Cherry, K., n.d.)

c. Gender Role Development: the development of behaviors associated with one’s gender is a result of gender-related activities that help individuals establish an identity. At the adolescence stage, the adolescence will adopt gender-role stereotypes, which are society’s norms on males and females behavior (Cliffnotes.com, n.d.).

d. Stability and Change in the Personality: base on a maturity principle, people become more dominant, agreeable, conscientious, and emotionally stable over the course of their lives from adolescence to middle age. The reason for stability and change is that it equates to a humanistic and functional definition. Maturity is: self-actualization and personal growth, the capacity to become a productive and involved member of society; are all attributes of continuity in the development of the individual’s personality. The change that occurs is the decline of traits related to openness-to-experiences (Caspi, A., Roberts, B., and Shiner, R., 2005).
B. SOCIAL BEHAVIOR

a. Peer Relationship: Relationships among children and children’s reputation and status in the peer group, are important for social and emotional development. When the peer group holds positive regard, they are more likely to achieve social competence and have fewer behavioral problems. Therefore, peer rejection is associated with individual maladjustment, learning difficulties, poor academic achievement, loneliness, depressive symptoms in childhood and mental health problems and criminality in adolescence and adulthood (Zimmer-Gembeck, M., Geiger, T., and Crick, N., 2005).

b. Aggressive Behavior: Children model aggressive behavior when they are exposed to similar behavior. Aggressive behavior is a result of social learning and modeling. The increase in aggressive behavior is often observed in different forms of violence, such as domestic violence (where a person is beaten by his or her spouse) (Cliffnotes).

c. Prosocial Behavior: Prosocial behaviors are those intended to help other people. Prosocial behavior is characterized by a concern about the rights, feelings and welfare of other people. Behaviors that can be described as prosocial include feeling empathy and concern for others and behaving in ways to help or benefit other people (Cherry, K., n.d).

d. Moral Development: Is a continual process that occurs throughout the lifespan. According to Kohlberg’s Theory of Moral Development there are six stages of moral development, they are: (1) Obedience and Punishment: Children see rules as fixed and absolute. Obeying the rules is important because it avoid punishment. (2) Individualism and Exchange: Children account for individual points of view and judge actions based on how they serve individual needs. (3) Interpersonal Relationships: Focuses on living up to social expectations and roles. (4) Maintaining Social Order: People begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one’s duty and respecting authority. (5) Social Contract and Individual Rights: People being to account for the differing values, opinions and beliefs of other people. (6) Universal Principles: People follow internalized principles of justice, even if it conflicts with laws and rules (Cherry, K., n.d.)

e. Sexual Attitudes and Behavior: Research suggests that parents can strongly influence their teen’s sexual behavior through: parents’ marital status, disapproval of and discussion with teens about standards of behaviors and the social and moral consequence of teen sexual activity, and parental monitoring (FamilyFacts.org, n.d.).
C. FAMILY LIFE CYCLE

a. Courtship and Marriage: Major tasks during this period is developing the capacity for intimacy, both emotional and sexual and the skills of communication needed to facilitate mutuality. These skills include accepting the real person from idealization vs. disillusionment, fitting in with the kin network and establishing their own identity and traditions (FamilyBuiders.net, n.d.).

b. Parenting: During the childbearing stage, parents must maintain balance, establish roles as mother and father, establish a satisfying home for both parents and children, adjust to changes when children are at the school age, fit into the community in a constructive way and balance companionship with children, career and church (FamilyBuiders.net, n.d.).

c. Sibling: Relationships with brothers and sisters, or sibling relationships are an important aspect of family relationships across the family life cycle. Sibling relationships are important to each other as role models and supporters, and as members of a coalition for dealing with parents. Older children become models for their younger siblings, who may learn tasks and games from the older children (Utah Education Network, n.d.).

d. Grandparents: Life during retirement usually entails becoming a grandparent. As a grandparent, it can bring great joy without the responsibility of raising a child. However, those who does not have adequate support systems emotionally or financially may have a difficult time. In some cases, grandparents become extended parents and help raise their grandchildren (Cigna, n.d.).

e. Divorced, Single-Parent and Step-Families:
   Divorced: The three common reason for divorce are: (1) Divorce as a moral command: In some relationships, divorce is necessary to prevent self-destruction in an abusive/degrading relationship, (2) Divorce due to betrayal: Divorce is likely to occur when there is a lack of trust and a desire to be free from behaviors such as: affairs, questionable sexuality, mentally unbalanced and refused treatment and (3) Divorce due to marital malaise: In most cases, spouses grew apart, fell out of love and, etc… resulting in divorce (Parker, W., n.d.)
   Single-Parent: Most single parents who are raising children alone started in committed relationships and hardly expect to be single parents. They make many sacrifices on the way and wished things were different, but there are positive effects of single parenting, they are: (1) Developing Strong Bonds: spending one-on-one time allows for a unique bond that may be stronger than two-parenting, (2) Experiencing Community:
Single parents who do not live near family usually seek for family support through extended families and community groups, (3) Shared Responsibilities: The need for assistance in sharing chores becomes recognize as a value and contribution to the family by the child, (4) Handling Conflict and Disappointment: Despite parental differences, children usually experience conflict mediation skills when their parents work together to effectively resolve issues and disagreements, and (5) Seeing Real-Life and Balanced Priorities: The priority of a child who is raised in successful single parent family tends to be more prepared for the “real world” as they are not treated as they are the center of the universe yet they focus on their parents’ and family's life as a main priority (Wolf, J, n.d.)

Step-Families: Step Families are also known as Blended Families. They are created through a marriage or domestic partnership between adults with children from previous marriages (Logsdon, A., n.d.).

f. Widow/Widowerhood: Women tend to marry men older than they are and live about 5 to 7 years longer than men. Widowhood is exceptionally stressful if the death of the spouse occurs early in life; close supports of friends can be helpful for widowers to move on (Cliffnotes).

g. Abuse (Child, Spouse, Elderly): Child, Spouse, and Elderly abuse share similar incidents. The most common are: (1) Physical abuse are non-accidental physical injury, (2) Neglect is the failure of a parent, guardian, or caregiver to provide basic needs, (3) Emotional abuse is a pattern of behavior that impairs emotional development or sense of self-worth, (4) Sexual abuse includes activities by a parent or caregiver such as fondling, penetration, incest, rape, sodomy, indecent exposure, and exploitation and (5) Abandonment is a form of neglect (U.S Department of Health & Human Services, 2008). In general, it is “any recent act or failure to act on the parent or caretaker which results in serious physical or emotional harm, sexual abuse or exploitation or an act or failure to act which presents an imminent risk of serious harm” (U.S Department of Health & Human Services).

h. Intergenerational Relationships: Intergenerational relationships are developed when people are raised in different time periods, with different values and perceptions of the world and leading to difficulties in understanding one another. A mending of relationship can be accomplished by helping children learn how to relate to older adults and vice versa. It is the parents and caregivers job to facilitate this process such as creating opportunities for children and older adults to spend time together in order to build a relationship (Spence, L. and Radunovich, H., n.d.)
D. EXTRAFAMILIAL SETTINGS:

Quality and extent of childcare is dependent on how long a child spends at a facility. *Children who spend long periods of time in poor-quality childcare may experience insecure attachment.* Although child care is not the main contributing factor, those who are exposed to a combined home and child-care risk: insensitive caregiving at home along with insensitive caregiving in childcare, long hours in child care, or more than one child care arrangement contributes to the overall increase rate of insecurity (Berk, L., 2007).

E. ADJUSTMENT, LIFE STRESSES, AND LIFE-STYLES:

Adjustment: Modest but achievable adjustments to lifestyles behaviors are likely to have a considerable impact on both the individual and population level (Woods, T., 2010).

Life Stresses: *Stress is the internal or external force that causes a person to become tense, upset or anxious.* Some of the most common stresses include: job stress entails long hours, difficult co-workers and lack of appreciation, school stress includes students facing the various pressures of school and expectation, relationship stress may be caused by the people in our lives, and certain traits and attitude may impact your experience on stress (Scott, E., n.d.).

Life Styles: Healthier lifestyle means longer life expectancy. Researchers found that those who did not have any unhealthy behaviors, the risk of death and mood cause increased substantially with each additional unhealthy behavior (Woods).
1. The Lifespan Approach focuses on the specifics of what type of study?
   a. Mental Health
   b. Psychological
   c. Sociological
   d. Social Work

2. Which theorist focused on the mental disorder rather than normal functioning?
   a. Erik Erikson
   b. Jean Piaget
   c. Ivan Pavlov
   d. Sigmund Freud

3. Which theorist proposed a stage theory of development that encompassed human growth through the entire human lifespan?
   a. Erik Erikson
   b. Jean Piaget
   c. Ivan Pavlov
   d. Sigmund Freud

4. Which theorist suggested that children think differently than adults?
   a. Erik Erikson
   b. Jean Piaget
   c. Ivan Pavlov
   d. Sigmund Freud

5. Which is not a purpose in research designs?
   a. Exploration
   b. Evaluation
   c. Description
   d. Quantitative

6. Researchers use _____ to examine new interests when the subject is relatively new, unstudied or to test feasibility.
   a. Exploration
   b. Evaluation
   c. Quantitative
   d. Qualitative
7. What type of study refers to a deeper meaning and examination of phenomena?
   a. Exploration
   b. Evaluation
   c. Quantitative
   d. Qualitative

8. The production of precise and generalizable statistical findings is known as _____.
   a. Descriptive Method
   b. Quasi Method
   c. Quantitative Method
   d. Qualitative Method

9. The focus for deeper meanings of the human experience is what type of research method?
   a. Descriptive Method
   b. Quasi Method
   c. Quantitative Method
   d. Qualitative Method

10. Random sampling and structured data collection instruments that fit diverse experiences into predetermined response categories is what type of data collection?
    a. Empirical Data Collection
    b. Quantitative Data Collection
    c. Qualitative Data Collection
    d. Quasi Data Collection

11. _____ focuses on observation and assess changes in people’s perceptions of their well-being.
    a. Empirical Data Collection
    b. Quantitative Data Collection
    c. Qualitative Data Collection
    d. Quasi Data Collection

12. A major issue for researcher is the measurement of _____ and differences over age and time.
    a. Change
    b. Constant
    c. Variation
    d. Validity
13. In order to draw samples in research, researchers must consider all the following except _____.
   a. Specify the target population
   b. Choose a sampling method
   c. Consider a hypothesis
   d. Implement contacting procedures

14. Researchers must protect participants from physical and psychological harm to prevent what type of issues?
   a. Ethical
   b. Development
   c. Participants
   d. Research

15. Mitochondria DNA is inherited only from the ____.
   a. Father
   b. Mother
   c. Grandmother
   d. Grandfather

16. At how many weeks, does the embryo begin to look human-like and is 90% formed with basic structures?
   a. 8
   b. 12
   c. 24
   d. 38

17. At how many weeks can a mother start hearing the heartbeat?
   a. 8
   b. 12
   c. 24
   d. 38

18. Fontanelles occur in babies when what does not meet?
   a. Bone joints
   b. Cells
   c. Proteins
   d. Ligament
19. _____ is the process which motor development follows.
   a. Mictochondria  
   b. Myelinization  
   c. Neurologization  
   d. Synapses

20. When does sexual development occur?
   a. Birth  
   b. Preschool  
   c. Middle School  
   d. High School

21. By the time a child reaches the age of 2, he/she has about _____ synapses per neuron.
   a. 10,000  
   b. 15,000  
   c. 20,000  
   d. 25,000

22. From birth to 3 years of age, sensory development is evoked by all sensory except.
   a. Auditory  
   b. Brain neuron  
   c. Kinesthetic  
   d. Visual

23. Aging is the physical ____ of lifestyle.
   a. Decline  
   b. Incline  
   c. Increase  
   d. Improvement

24. Which theorist introduced the five stages of coming to terms with death?
   a. Elizabeth Freud-Erikson  
   b. Elizabeth Kubler-Ross  
   c. Elizabeth Pavlov  
   d. Elizabeth Skinner
25. The progression in infants and toddlers is highly dependent on access to _____ information in the environment.
   a. Conditioning
   b. Learning
   c. Modeling
   d. Sensory

26. Learning is a change in behavior or in potential behavior that occurs as a result of experience, and continuous reinforcement is known as _____.
   a. Classical and Operant Conditioning
   b. Classical and Operant Modeling
   c. Classical and Operant Learning
   d. Classical and Operant Sensory

27. The retention of information over a period of time is what type of development?
   a. Cognitive
   b. Memory
   c. Sensory
   d. Visualization

28. Trouble with learning new information and skills are experienced by children and adults, this is known as having what type of disability?
   a. Conditioning
   b. Learning
   c. Modeling
   d. Sensory

29. All are part of the attention and information processing, except _____.
   a. Divided attention enables the brain to concentrate on one thing and still perform the focused task
   b. Focused attention allows the brain to concentrate on one thing and ignore distractions
   c. Process attention permits the brain to perform short-term tasks
   d. Sustained attention refers to the ability perform tasks over a period of time
30. According to Piaget’s Stages of Cognitive Development, from birth to 2 years of age, development of the ____ allows the child to differentiate self from objects.
   a. Sensori-motor
   b. Pre-Operational
   c. Concrete Operational
   d. Formal Operational

31. The active attempt that individuals make to achieve goals that cannot be easily attained is _____.
   a. Cognitive Styles
   b. Learning Abilities
   c. Problem Solving
   d. Mental Abilities

32. The ability to understand complex ideas, to adapt to environment, to learn from experience, engage in forms of reasoning and to overcome obstacles is known as _____.
   a. Cognitive Styles
   b. Learning Abilities
   c. Problem Solving
   d. Mental Abilities

33. Cognition is organized at various phases of life, there are 7 stages of cognition they include all, except _____.
   a. Consciousness and Orientation
   b. Reasoning and Judgment
   c. Attention
   d. Awareness

34. The concept of emergence of language is the result of imitation, and reinforcement is introduced by which theorist?
   a. B.F. Skinner
   b. Sigmund Freud
   c. John Watson
   d. Ivan Pavlov
35. At what age does the baby go through one-word and holophase stage of language development?
   a. 3 to 9 months
   b. 10 to 13 months
   c. 18 months
   d. 24 months

36. An example of the “two words” development during 18 months of age that consist of nouns and verbs is:
   a. Where mommy?
   b. Where is mommy?
   c. Buy this mommy.
   d. B & C

37. The Social Learning Theory was introduced by which theorist?
   a. Albert Bandura
   b. B.F Skinner
   c. John Watson
   d. Jean Paiget

38. Trust versus Mistrust is a developmental stage experience by children at what age?
   a. Birth to 1 year
   b. 2 to 3 years
   c. 10 to 12 years
   d. 13 to 17 years

39. Generativity versus Stagnation focuses on what aspect of adulthood?
   a. Accomplishments and Abilities
   b. Career and Family
   c. Relationship
   d. Regrets

40. Psychologist John Bowlby was the first attachment theorist focusing on all except_____.
   a. Safe Haven
   b. Secure Base
   c. Proximity Maintenance
   d. Joint Distress
41. Children usually become very distressed when a parent leaves, this style of attachment is known as _____.
   a. Secure Attachment
   b. Ambivalent Attachment
   c. Avoidant Attachment
   d. Separation Attachment

42. What is the reason for stability and change in personality?
   a. Equating to a humanistic and functional definition
   b. Satisfying the humanistic development of childhood
   c. Compromising your personality traits
   d. Defining all attributes

43. Relationship among children and children’s reputation and status in the peer group are important for social and ______.
   a. Language Development
   b. Learning Development
   c. Emotional Development
   d. Cognitive Development

44. Children see rules as fixed and absolute during which Moral Development stage?
   a. Obedience and Punishment
   b. Individualism and Exchange
   c. Interpersonal Relationship
   d. Maintaining Social Order

45. During the courtship and marriage stage, emotional and sexual skills of communication is needed to facilitate _____.
   a. Disillusionment
   b. Idealization
   c. Intimacy
   d. Mutuality

46. The three common reasons for divorce include all except _____.
   a. Moral Command
   b. Mutual Understanding
   c. Betrayal
   d. Malaise
47. Non-accidental physical injury is what type of abuse.
   a. Emotional
   b. Neglect
   c. Physical
   d. Sexual

48. When are intergenerational relationships developed?
   a. When people are raised in different time periods
   b. When age matters
   c. When there is a death in the family
   d. When people spend a lot of time together

49. Kids who spend long periods of time in poor-quality daycare may experience ____.
   a. Ambivalent Attachment
   b. Insecure Attachment
   c. Secure Attachment
   d. Separation Attachment

50. The internal and/or external force that causes a person to become tense, upset or anxious is known as _____.
   a. Adjustment
   b. Financial difficulties
   c. Lack of Appreciation
   d. Stress
1. B) Psychological
2. D) Sigmund Freud
3. A) Erik Erikson
4. B) Jean Piaget
5. D) Quantitative
6. A) Exploration
7. D) Qualitative
8. C) Quantitative Method
9. D) Qualitative Method
10. B) Quantitative Data Collection
11. C) Qualitative Data Collection
12. A) Change
13. C) Consider a hypothesis
14. A) Ethical
15. B) Mother
16. A) 8
17. C) 24
18. A) Bone joints
20. A) Birth
21. B) 15,000
22. B) Brain neuron
23. A) decline
24. B) Elizabeth Kubler-Ross
25. D) Sensory
26. A) Classical and Operant Conditioning
27. B) Memory
28. B) Learning
29. C) Process attention permits the brain to perform short-term tasks
30. A) Sensori-Motor
31. C) Problem Solving
32. D) Mental Abilities
33. D) Awareness
34. A) B.F. Skinner
35. B) 10-13 months
36. A) Where Mommy?
37. A) Albert Bandura
38. A) Birth to 1 year
39. B) Career and Family
40. D) Joint Distress
41. B) Ambivalent Attachment
42. A) Equating to a humanistic and functional definition
43. C) Emotional Development
44. A) Obedience and Punishment
45. D) Mutuality
46. B) Mutual understanding
47. C) Physical
48. A) When people are raised in different time periods
49. B) Insecure Attachment
50. D) Stress