**CH 10 Development**

* **Attachment** – emotional relationship between a child and the regular caregiver
  + Imprinting: a primitive form of learning in which some infant animals physically follow and form an attachment to the first moving object they see and/or hear (i.e. geese raised by human imprint)
  + Strange Situation Test: tests attachment by putting a child in a situation where they are separated and reunited from their mother; securely attached children show some distress when mother leaves and seeks comfort upon reunion but eventually return to play; insecurely attached-avoidant children seem aloof and may avoid or ignore their mother upon reunion; insecurely attached-ambivalent/resistant children become quite upset when the parent leaves and upon reunion is very angry and show resistance but still a desire for contact
* **The lemonade experiment** (pre-operational stage) – demonstrates centration: children’s tendency to focus their attention on only one aspect of a situation and disregard other relevant aspects
  + When an equal amount of liquid is poured into identical glasses children report that the glasses contain the same amount, but when the lemonade from one glass is poured into a taller glass, the children report that more is in the taller glass
* **Object permanence** – The recognition that objects exist independently of an individual’s action or awareness
  + Wide-occluder and narrow-occluder events: infants with object permanence were surprised about the latter event
* **Language development** – 1. Perceiving Speech and Perceiving Words 2. Learning Word Meanings 3. Acquiring Grammar
  + 1. First step is to take note of the sound contrasts; the minimal meaningful units of speech that allow people to distinguish one word from another are phonemes; adults use infant or child directed speech when talking to children
  + 2. Connecting the occurrence of sounds and experiences and vocabulary increases rapidly; children tend to overextend or underextend the words they learn; children also use principle of contrast to learn new words
  + 3. Grammar seems to be inborn and has been studied cross-linguistically; language making capacity is the innate guidelines or operating principles that children bring to the task of learning a language; overregularization is a grammatical error in which rules of the language are applied too widely, resulting in incorrect linguistic forms (i.e. breaked, mouses)
* **Infant head-turn procedure** – Infants are prewired with a set of reflexes to help them survive; when something brushes against their cheek they turn their head in that direction (rooting reflex), when something is placed in the mouth of infants they begin to suck (sucking reflex)
* **Fear of heights** – The visual cliff: once babies have gained experience crawling around, they show fear of the deep side of the visual cliff and therefore the fear of heights
* **Scientific concepts (foundational theories)** – framework for initial understanding formulated by children to explain their experiences of the world
  + Theories of mind: i.e. children may not know what actually is inside a dog but then believe that if you take out what is inside a dog, they will no longer be a dog; also younger children will make judgments about other animals based on their similarity to humans
* **Parenting styles** – the manners in which parents rear their children
  + Authoritative parents – both demanding and responsive; seen as the most effective parenting style
  + Authoritarian – demanding but unresponsive
  + Indulgent – not demanding but responsive
  + Neglecting – not demanding and unresponsive

**CH 11 Motivation**

* **TAT test** – Thematic Apperception Test - a projective test in which pictures of ambiguous scenes are presented to an individual who is encouraged to generate stories about them
  + Results are either high or low need for achievement (n Ach)
* **Restrained/unrestrained eaters** – restrained eaters are constantly on a diet because they put limits on the amount of food they will eat, but this can lead to binging in many cases
* **Genetic versus cultural influences on mating preferences**
* **Attributions** – judgment about the causes of outcomes
  + Optimistic attributional style – sees failure as the result of external causes
  + Pessimistic attributional style – sees failure as the result of internal causes

**CH 13 Personality**

* **5-factor model** – a comprehensive descriptive personality system that maps out the relationship among common traits, theoretical concepts and personality scales
  + Extraversion: talkative, energetic, assertive vs. quiet, reserved, shy
  + Agreeableness: sympathetic, kind, affectionate vs. cold, quarrelsome, cruel
  + Conscientiousness: organized, responsible, cautious vs. careless, frivolous, irresponsible
  + Neuroticism – stable, calm, contented vs. anxious, unstable, temperamental
  + Openness to experience – creative, intellectual, open-minded vs. simple, shallow, unintelligent
* **Extraversion** – there is a positive correlation between extraversion and amygdala activity
* **TAT test** – researchers studied popular and unpopular girls, by first experiencing a rejection by another girl and then asking them to tell stories based on pictures from the TAT test; the unpopular girls used more defense mechanisms (denial and projection)
* **Objective & projective tests** – objective tests are those in which scoring and administration are relatively simple and follow well-defined rules; projective tests are those in which an individual is presented with a standardized set of abstract stimuli and asked to interpret their meanings
  + Objective tests – MMPI (designed to diagnose individuals according to a set of psychiatric labels); NEO-PI (designed to assess personality characteristics in nonclinical adult populations)
  + Projective tests – The Rorschach (inkblot tests); the TAT
* **Types versus traits** – types are a distinct patterns on personality characteristics used to assign people to categories; traits are enduring personal qualities that influence behavior across situations
* **Humanism** – humanistic approaches to understanding personality are characterized by a concern for the integrity of an individual’s personal and conscious experience and growth potential
  + Emphasis on self actualization – persona’s constant striving to realize their potential
  + Humanistic theories are holistic, dispositional, and phenomenological
* **Self-handicapping** – the process of developing, in anticipation of failure, behavioral reactions and explanations that minimize ability deficits as possible attributions for the failure
  + Before taking an intelligence test male and female students were given practice questions; half the students were told that practice matters and half were told it doesn’t; in general, men practiced less this is because women put too much value on effort to engage in self-handicapping
* **Self-enhancement in individualistic and collectivist cultures** 
  + Individualistic cultures encourage independent construals of self –conceptualization of the self as an individual whose behavior is organized primarily by reference to one’s own thoughts, feelings, and actions
  + Collectivist cultures encourage interdependent construals of self – conceptualization of the self as part of an encompassing social relationship; recognizing that one’s behavior is determines, contigent on, and organized by what the actor perceived to be the thoughts, feelings and actions of others
  + Self-enhancement is bringing about positive changes in self-esteem

**CH 14 Disorders**

* **Diagnosis/Classification/Etiology**
  + Diagnosis – the label given to psychological abnormality by classifying and categorizing the observed behavior pattern into an approved diagnostic system; common language between practitioners, understanding causality, and treatment plans
  + Classification – DSV-IV-TR classification scheme, different axes; classified according to observed symptom patterns, circumstances surrounding disorder onset, development of disorder over time, and expected treatment outcomes
  + Etiology – the causes of, or factors related to, the development of a disorder (i.e. biological or psychological)
* **Anxiety disorder** – mental disorder marked by psychological arousal, feeling of tension, and intense apprehension without apparent reason
  + Generalized anxiety disorder – individuals feel anxious and worried most of the time for at least six months when not threatened by any specific danger or object
  + Panic disorder – individuals experience unexpected, sever panic attacks that begin with a feeling of intense apprehension, fear, or terror
  + Phobia – a persistent and irrational fear of a specific object, activity, or situation
  + Obsessive-Compulsive Disorder – characterized by obsessions and compulsions that are repetitive
  + PTSD – Post-traumatic stress disorder
* **Mood disorders** – a mood disturbance such as severe depression or depression alternating with mania
  + Major Depressive Disorder – a mood disorder characterized by intense feelings of depression over an extended time, without the manic high phase of bipolar depression
  + Bipolar disorder – a mood disorder characterized by alternating periods of depression and mania (in which people experience manic episodes)
* **Schizophrenia** – severe form of psychopathology characterized by the breakdown of integrated personality functioning, withdrawal from reality, emotional distortions and disturbed though processes (i.e. delusions)
  + Disorganized – inappropriate behavior and emotions; incoherent language
  + Catatonic – frozen, rigid, or excitable motor behavior
  + Paranoid – delusions of persecution or grandeur
  + Undifferentiated – mixed set of symptoms with thought disorders and features from other types
  + Residual – free from major symptoms but evidence from minor symptoms of continuation of the disorder