1. Define: **lateralization.** What are some examples of functions controlled by each hemisphere of the brain for right handed people.

2. What is **intrinsically motivated behavior; extrinsically motivated behavior,** which is analogous to competence motivation.

3. Remember: Piaget posited that children actively construct a personal understanding of the world, i.e., they build their own reality through experimentation.

4. What are the age periods associated with preoperations and concrete operations.

5. Define: **operation** as used by Piaget.

6. Preoperational children are capable of **symbolic representation.** What is symbolic representation and what behaviors reflect this ability.

7. Be familiar with these “limitations” of preoperational thought: **irreversibility; centration; egocentrism.** Understand how irreversibility and centration affect the child’s interpretation of conservation problems.

8. The section, “Time, Space, and Sequence,” on pp. 213-214 explains the preoperational child’s actual understanding of these variables even though children may use words that suggest they understand these concepts.


10. What was the purpose of Piaget’s 3-mountain experiment and of the more recent experiment where 3 to 5 year olds were asked to hide a doll so that it could not be seen by a policeman. Why were children, even many 3 year olds, more successful with the second activity. Look at the section, “Beyond Piaget: Social Perspectives,” on p. 217 for an explanation of why children are more successful with hiding the naughty-boy activity than with the 3-mountain activity.

11. Define: **conservation; preoperational children are nonconservers; concrete operation children are able to conserve.**

12. How has Piaget’s work influenced educational practices.

13. Play is process, not product, oriented. How does play enhance cognitive, social and physical development.

14. Describe the 3 components of memory identified by information-processing theorists.

15. What are the 3 **types** of memory and which develops first.

16. Distinguish between **recognition** and **recall** memory. People of all ages are better at ______ memory than at ______ memory. Preschool children are significantly better at ______ memory.

17. What are **control processes.** Be familiar with the 6 memory control processes indentified in the text.

18. Why do preschoolers have trouble with recall memory.
19. What is **metacognition** and when does this ability begin to develop.
20. Distinguish between criterion-referenced tests and norm-referenced tests. IQ tests, achievement tests, the SAT, etc., are ______-referenced tests.
21. What is the average IQ.
22. What is the primary purpose of IQ tests, i.e., what were they designed to do.
23. Intelligence is defined as the ability to profit from experience, acquire knowledge, think abstractively, and act purposely. When dealing with the question of whether or not the score a person receives on an IQ test accurately reflects that individual’s intelligence is discussed on p. 291 and pp. 293-295.
24. What is the current thinking re: the etiology of intelligence.
25. What is the nature of the argument that intelligence tests are culturally biased. How does the adoption study mentioned in the text support this argument.
27. What is **ADHD**.
28. The LD child has normal intelligence but is unable to function at grade level in one or more areas. The day-to-day performance of children with learning disabilities is often very inconsistent, and the inconsistency may lead to labels such as “you’re lazy” and “you’re not trying.” These labels and the frustration experienced by LD students often result in a poor self-concept. Think about Erikson’s 4th stage and the difficulties the LD child may have in resolving this personality crisis. What are some of the negative sequelae associated with LD during the adolescent years.
29. Study Erikson’s 3rd and 4th stages of personality development.
30. Distinguish between **fear** and **anxiety**. What parenting practice can cause anxiety.
31. Distinguish between **hostile aggression; instrumental aggression; and assertion**.
32. According to the text, does frustration inevitably lead to aggression.
33. What is the relationship between punishment and aggression; why is physical punishment related to increased aggression.
34. What is the relationship between modeling and aggression and who/what serve as aggressive models.
35. What is **prosocial behavior** and how is it acquired.
36. Define: **gender schemes**.
37. What is **gender identity** and when does it develop; **gender constancy** and when does it develop.
38. Which parent makes a greater distinction between male and female children; it is now thought this parent has more influence on the development of gender roles.
39. Study the Cognitive and Social Learning theories of gender (on a handout).
40. Sandra Bem argues that gender behaviors are distributed on two different continua: one masculine, the other feminine. How is this conception of gender behavior related to androgyny. What is **androgyny** and how does it develop.
41. Be familiar with the 4 styles of parenting; know where each style functions with regard to the two dimensions of parenting, parental control and parental warmth; what are the typical child outcomes associated with each technique; which technique is the most effective; how does the child’s temperament influence parenting style.
42. How do parents help children develop self-regulated behavior.
43. Distinguish between self-concept and self-esteem. Be sure to read the last two paragraphs on p. 314.
44. Know the moral reasoning for each of Kohlberg’s levels and stages of moral development and the level of cognitive development (use Piaget’s stages) associated with each level of moral development.
45. Know the motivation for adherence and whether or not the standards are those of others or are internalized standards for each level of moral development.
46. Kohlberg’s theory deals with moral reasoning, not moral behavior. Social Learning theory deals with moral behavior.
47. According to the Cognitive Developmental Theory, moral development is primarily a function of _______. According to Social Learning Theory, moral development is primarily a function of _______.
48. Note: the material on divorce, pp. 325-327, will be covered in the next unit and on Test 3.
49. According to the sociological explanation of child abuse, what are 5 factors that contribute to abuse of children.
50. Long-term friends tend to be more similar than dissimilar re: values, academic orientation, social orientation, social class, etc.
51. According to the text, what factors contribute to status (popularity) within the peer group.
52. Remember: peers can have a positive as well as a negative influence; children who enjoy a good relationship with their parents and who are appropriately supervised by their parents are less likely to conform to negative peer pressure.
53. Describe the sexual attitudes of today’s young people. When did this sexual attitude begin to develop and what contributed to the change in attitude.
54. Identify the factors that influence early sexual relationships.
55. The timing of maturation has psychological sequelae for adolescents. For males, there are distinct advantages associated with early maturation and distinct disadvantages associated with late maturation. The consequences are less clear for females. Research has found early maturing girls are more popular with older males, but these girls have also been found to complete fewer years of education and experience lower career status.
56. Identify some of the consequences of teen parenthood for mothers; for their children.
57. How does the thinking of a person in formal operations differ from his abilities when in concrete operations.
58. What experiences contribute to the development of formal thought.
59. What is the incidence of formal thought among secondary students.
60. Be familiar with the nature of adolescent egocentrism. Egocentrism results in the mental construction of two, sometimes, three false assumptions. Identify and explain them.
61. Know Erikson’s stage of personality development for the adolescent period.
62. Define: identity; it’s a three-part definition.
63. Be prepared to identify the 4 identity statuses and where each falls relative to identity crisis and commitment, the 2 variables Marcia uses to determine identity status.
64. Identify some of the behaviors associated with each identity status.
Look at the chart on p. 393, “A Conceptual Framework for Adolescent Risk Behavior,” which identifies factors within the individual and within the environment that increase the likelihood of risk behaviors and some of the consequences of these behaviors.

Study the handout and notes on **Family Systems Theory**. What are the husband-wife dynamics that lead to triangling in relationships; how do the internal and external boundaries in functional and dysfunctional families differ; how do the rules in functional and dysfunctional families differ. Describe these dysfunctional processes: **triangling** and **parentification**. Remember: in dysfunctional families, the roles people play contribute to the continuation of the problems. What is **differentiation**; **undifferentiation**; consider the tremendous overlap between identity achievement and differentiation; good self-esteem and differentiation.

Notice the difference in the incidence of male/female depression rates in adolescence. There is also a higher rate of depression in females in the adult population. Generally, males tend to externalize problems (e.g., antisocial behavior) and females tend to internalize problems (e.g., depression and eating disorders, which are probably a variant of depression).