

EXAM 2 – STUDY GUIDE  
Developmental Psychology  
Professor Jennings

The exam will be worth 75 points, but consist of 50 multiple-choice questions. Most of the questions will be based on material covered in lecture. It is also important that you read the chapters in the textbook – there will be question that will come directly from the textbook (material not covered in lecture). If you can answer the questions on this study guide... you should have no problem with the exam. I am going to focus on the big concepts. I want you to be able to understand and apply the material ... not just spit back the facts.

**Cognitive Developmental Approaches (Chapter 6)**

1. Piaget developed a stage approach to cognitive development. What are these four stages?
2. His approach includes some important terminology?
  - a. What are schemes?
  - b. What is assimilation? What is accommodation?
3. The first of Piaget's stages, the sensorimotor stage, is made up of six substages. What are they (include the ages at which infants are in each substage)?
  - a. What is a circular reaction? Be able to differentiate primary, secondary, and tertiary circular reactions. Be able to give an example of each type.
4. What is object permanence? According to Piaget, at what age should a child have object permanence? What stage would the child be in? Give an example of a child that lacks object permanence and an example of a child that has object permanence.
5. What is Piaget's preoperational period?
  - a. What cognitive abilities are gained during this period?
  - b. Describe children's symbolic representation – how does it develop?
  - c. Describe children's counting ability – how does it develop?
  - d. What cognitive abilities are still lacking during this period?
  - e. Why don't children conserve on conservation tasks? Make sure to understand centration and irreversibility.
  - f. What is egocentrism? Give an example.
6. Compare and contrast the cognitive differences among Concrete and Formal Operational thinking
  - a. What is deduction logic?
  - b. What are the cognitive distortions displayed in Adolescents?
7. What is Vygotsky's Sociocultural theory of cognitive development?
8. How are Vygotsky's and Piaget's theories different? Think about continuous versus discontinuous development. Think about whether cognitive advancement can result from teaching or not
9. Vygotsky views children as social beings whereas Piaget views children as little scientists.
  - a. What is guided participation?
  - b. What is the zone of proximal development?
  - c. What is scaffolding? Give an example.
10. Language is important because it allows for communication. How does Vygotsky incorporate language into his theory of cognitive development?
  - a. What is private speech? Give an example.
  - b. How does this change with development?
11. How do other sociocultural theories explain changes in cognitive development?
  - a. What is the difference between Dualistic and Relativistic thinking?

**Information Processing (Chapter 7)**

1. What is the Information-Processing Approach?
2. What is attention...and how it is effected by age?
  - a. What is sustained attention?
  - b. What is selective attention?
  - c. What is divided attention?

3. What is Memory and how does it change over the lifespan?
  - a. What is infantile amnesia and how it is explained?
  - b. Identify the different types of rehearsal strategies to improve memory
  - c. Discuss the changes in working memory in adolescence through adulthood
  - d. Discuss the changes in semantic and episodic memory in late adulthood

### **Intelligence (Chapter 8)**

1. What is intelligence?
  - a. Discuss Triarchic Theory (Robert Sternberg)
  - b. Discuss Multiple Intelligences (Howard Gardner)
2. How can Intelligence be measured?
  - a. What are the differences in IQ scores among the general population?
  - b. What is IQ? What were IQ tests designed for?
  - c. What is the WISC-III test?
  - d. What are the differences between crystallized and fluid intelligence?
  - e. Is IQ stable?
3. What factors influence intelligence?
  - a. How does gender affect intelligence?
  - b. How does schooling affect intelligence?
  - c. How does poverty affect intelligence?
  - d. How does race/ethnicity affect intelligence?
4. Are IQ tests culturally fair? Justify your answer.

### **Language Development (Chapter 9)**

1. Describe the progression of speech production—include the age of the infant/child and the language milestone they should be able to accomplish at this age (i.e., cooing at 2 months, first word at 1 year).
  - a. What is cooing?
  - b. What is babbling? Is babbling different across cultures?
  - c. What is the productive vocabulary?
  - b. What is Underextension? What is Overextension? What is Overregularization? Be able to give examples of each.
  - c. What is telegraphic speech? Why do children use this type of speech?
  - d. How do children form sentences?
  - e. What are the rules for acquiring new words?
2. What are phonemes? Can infants discriminate different phonemes? Does their ability to discriminate phonemes change over the first year of life? If so, how does it change?
3. Language development follows this rule: comprehension before production.
  - a. What are the first words infants recognize/comprehend?
  - b. What is fast mapping? Be able to give an example.