

Chapter 1 : Psychology Essay Topic: Theories Explaining Human growth and Development

Human behaviour, the potential and expressed capacity for physical, mental, and social activity during the phases of human life. Human beings, like other animal species, have a typical life course that consists of successive phases of growth, each of which is characterized by a distinct set of.

The more you study the communication process, the more you realize that successful communications are based on common sense, basic attributes, the more powerful and effective your communication will be. People follow leaders who have their confidence. In a business sense, people will support the company whom they consider to be a leader. The interesting thing is that these images may be real, or simply well constructed perceptions. What this means to you is this People seek unity by group action. That of course translates to you in the testimonials you receive. Use them in your communications. They are an effective marketing tool to boost the advocacy of your cause. People react best under pressure of deadlines. Maybe one in ten sales letters, maybe one in fifty ads harness this fact. People easily lose their sense of identity. Mobility separates people frequently from past interests and exposes them to new ones. This is a great opportunity for you! But that the sales that follow long term prove the power of this loyalty-building program. People give incomplete attention. You know, we all do it. People glance instead of read. Many people are poor readers. Make your message short and sweet. People are suspicious of perfection. In a nutshell, tell your prospects about your "warts" as well as all the good things about you. That honest and open approach will win you many friends and many more sales. People identify with generalizations. Most people are begging to be led. This is not to sound manipulative One of the most famous sales letters of all time began: Dear friend, an ancient Persian Poet said, "If thou hast two pennies, spend one for bread. With the other, buy hyacinths for thy soul. You may know the letter People go for "grooves" and easy formulae. Years ago, I worked at a delicatessen. We had a vast selection of fine foods. People would phone up and ask if we did picnic baskets. What would the caller say? Most people like the feeling of power. People resist making the decision to buy because it would end a pleasant courtship. Jay Abraham is the founder of Abraham Group and has spent the last 25 years significantly increasing the bottom lines of over 10, clients in more than industries worldwide. Visit Jay Abraham China to listen to a free teleconference recording by Jay. Christopher Lowry Addiction and Recovery Keep up the good work!

The theory describes eight stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages.

Under his leadership, the Institute added a child development clinic, nursery school classrooms, and a research lab. They created a three-stage model of development e. Bijou and Baer looked at these socially determined stages, as opposed to organizing behavior into change points or cusps behavioral cusp. Herrnstein studied the matching law of choice behavior developed by studying of reinforcement in the natural environment. More recently, the model has focused more on behavior over time and the way that behavioral responses become repetitive. Single-subject research with a longitudinal study follow-up is a commonly-used approach. Current research is focused on integrating single-subject designs through meta-analysis to determine the effect sizes of behavioral factors in development. Lag sequential analysis has become popular for tracking the stream of behavior during observations. Group designs are increasingly being used. Model construction research involves latent growth modeling to determine developmental trajectories and structural equation modeling. Rasch analysis is now widely used to show sequentiality within a developmental trajectory. A recent methodological change in the behavioral analytic theory is the use of observational methods combined with lag sequential analysis can determine reinforcement in the natural setting. This model offers an explanation for why certain tasks are acquired earlier than others through developmental sequences and gives an explanation of the biological, cultural, organizational, and individual principles of performance. Both infants and adults function in their environments by understanding these contingent relationships. Research has shown that contingent relationships lead to emotionally satisfying relationships. If attention was based on stranger avoidance, the infant avoided the stranger. If attention was placed on infant approach, the infant approached the stranger. Studies show that being placed in erratic environments with few contingencies may cause a child to have conduct problems and may lead to depression. Some studies have shown that erratic use of contingencies by parents early in life can produce devastating long-term effects for the child. This holds that crawling, climbing, and walking displayed by infants represents conditioning of biologically innate reflexes. In this case, the reflex of stepping is the respondent behavior and these reflexes are environmentally conditioned through experience and practice. This position was criticized by maturation theorists. They believed that the stepping reflex for infants actually disappeared over time and was not "continuous". However, when infants were placed in water, that same stepping reflex returned. Infants deprived of physical stimulation or the opportunity to respond were found to have delayed motor development. Some of the stimulation methods such as operant-based biofeedback have been applied as treatment to children with cerebral palsy and even spinal injury successfully. Esper studied associative models of language, [61] which has evolved into the current language interventions of matrix training and recombinative generalization. Baer, along with Zettle and Haynes , provided a developmental analysis of rule-governed behavior for the listener. Skinner was one of the first psychologists to take the role of imitation in verbal behavior as a serious mechanism for acquisition. He defined verbal behavior as "behavior reinforced through the mediation of others". Conversational units is a measure of socialization because they consist of verbal interactions in which the exchange is reinforced by both the speaker and the listener. Chu demonstrated contextual conditions for inducing and expanding conversational units between children with autism and non-handicapped siblings in two separate experiments. Other behavior analytic models for personality disorders exist. They focus on Reinforcement sensitivity theory , which states that some individuals are more or less sensitive to reinforcement than others. Nelson-Grey views problematic response classes as being maintained by reinforcing consequences or through rule governance. Socialization[edit] Over the last few decades, studies have supported the idea that contingent use of reinforcement and punishment over extended periods of time lead to the development of both pro-social and anti-social behaviors. The building of self-control, empathy, and cooperation has all implicated rewards as a successful tactic, while sharing has been strongly linked with

reinforcement. Reinforcement and punishment play major roles here as well. Research also suggests that neglected children are the least interactive and aversive, yet remain relatively unknown in groups. Children suffering from social problems do see an improvement in social skills after behavior therapy and behavior modification see applied behavior analysis. Modeling has been successfully used to increase participation by shy and withdrawn children. The use of anti-social tactics during conflicts can be negatively reinforced and eventually seen as functional for the child in moment to moment interactions. If approval is not given by teachers or parents, it can often be given by peers. An example of this is swearing. Imitating a parent, brother, peer, or a character on TV, a child may engage in the anti-social behavior of swearing. Upon saying it they may be reinforced by those around them which will lead to an increase in the anti-social behavior. The role of stimulus control has also been extensively explored in the development of anti-social behavior. While correspondence for saying and doing has long been an interest for behavior analysts in normal development and typical socialization, recent conceptualizations have been built around families that actively train children in anti-social rules, as well as children who fail to develop rule control. Hops continued the work on the role of negative reinforcement in maintaining depression with Anthony Biglan. The most recent summary and conceptual revisions of the behavioral model was provided by Johnathan Kanter. It can be generated by five basic processes, including: For children, some of these variables could set the pattern for lifelong problems. For example, a child whose depressive behavior functions for negative reinforcement by stopping fighting between parents could develop a lifelong pattern of depressive behavior in the case of conflicts. Two paths that are particularly important are 1 lack or loss of reinforcement because of missing necessary skills at a developmental cusp point or 2 the failure to develop adequate rule-governed behavior. For the latter, the child could develop a pattern of always choosing the short-term small immediate reward i. The treatment approach that emerged from this research is called behavioral activation. In addition, use of positive reinforcement has been shown to improve symptoms of depression in children. Cognitive behavior[edit] As children get older, direct control of contingencies is modified by the presence of rule-governed behavior. In these settings, the role of a lack of stimulation has often been evidenced in the development of mild and moderate mental retardation. Results showed that lower income schools displayed approximately 15 minutes less instruction than more affluent schools due to disruptions in classroom management and behavior management. Altogether, these disruptions culminated into two years worth of lost instructional time by grade Their analyses revealed that higher parental communication with younger children was positively correlated with higher IQ in older children, even after controlling for race, class, and socio-economic status. Additionally, they concluded a significant change in IQ scores required intervention with at-risk children for approximately 40 hours per week. Class formation[edit] The formation of class-like behavior has also been a significant aspect in the behavioral analysis of development. Responses are organized based upon the particular form needed to fit the current environmental challenges as well as the functional consequences. An example of large response classes lies in contingency adduction, [] which is an area that needs much further research, especially with a focus on how large classes of concepts shift. Contingency adduction offers a process by which such skills can be synthesized and which shows why it deserves further attention, particularly by early childhood interventionists. Autism[edit] Ferster was the first researcher to posit a behavior analytic theory for autism. Ferster presented an analysis of how a variety of contingencies of reinforcement between parent and child during early childhood might establish and strengthen a repertoire of behaviors typically seen in children diagnosed with autism. A similar model was proposed by Drash and Tutor , who developed the contingency-shaped or behavioral incompatibility theory of autism. They proposed that each of these paradigms may also create a repertoire of avoidance responses that could contribute to the establishment of a repertoire of behavior that would be incompatible with the acquisition of age-appropriate verbal behavior. More recent models attribute autism to neurological and sensory models that are overly worked and subsequently produce the autistic repertoire. Lovaas and Smith proposed that children with autism have a mismatch between their nervous systems and the environment, [] while Bijou and Ghezzi proposed a behavioral interference theory. However, most behavioral models of autism remain largely speculative due to limited research efforts. Role in education[edit] One of the largest impacts of behavior analysis of child

development is its role in the field of education. In , Siegfried Englemann used operant conditioning techniques in a combination with rule learning to produce the direct instruction curriculum. Keller used similar techniques to develop programmed instruction. Skinner developed a programmed instruction curriculum for teaching handwriting. The use of this charting tool for analysis of instructional effects or other environmental variables through the direct measurement of learner performance has become known as precision teaching. PBS has focused on building safe schools. Examples of this differential learning include social and language skills. In his new model, Commons has created a behavior analytic model of more complex behavior in line with more contemporary quantitative behavior analytic models called the model of hierarchical complexity. Commons constructed the model of hierarchical complexity of tasks and their corresponding stages of performance using just three main axioms. Professional organizations[edit] The Association for Behavior Analysis International has a special interest group for the behavior analysis of child development. The World Association for Behavior Analysis has a certification in behavior therapy. The exam draws questions on behavioral theories of child development as well as behavioral theories of child psychopathology.

Chapter 3 : Unit 2 - Module 1 Methods

The biological bases of human behavior / Geoffrey G. Pope. BF P67 Psychological development through the life span / by Sidney L. Pressey and Raymond G. Kuhlen, under the editorship of Gardner Murphy.

In order to carry out correct behaviour—that is to say, correct in relation to the survival of the individual—humans have developed innate drives, desires, and emotions and the ability to remember and learn. These fundamental features of living depend on the entire brain, yet! Theories of development The systematic study of children is less than years old, and the vast majority of its research has been published since the mids. Basic philosophical differences over the fundamental nature of children and their growth occupied psychologists during much of the 20th century. Most researchers came to recognize, however, that it is the interaction of inborn biological factors with external factors, rather than the mutually exclusive action or predominance of one or the other force, that guides and influences human development. The advances in cognition, emotion, and behaviour that normally occur at certain points in the life span require both maturation i. Generally, maturation by itself cannot cause a psychological function to emerge; it does, however, permit such a function to occur and sets limits on its earliest time of appearance. Three prominent theories of human development emerged in the 20th century, each addressing different aspects of psychological growth. In retrospect, these and other theories seem to have been neither logically rigorous nor able to account for both intellectual and emotional growth within the same framework. Research in the field has thus tended to be descriptive, since developmental psychology lacks a tight net of interlocking theoretical propositions that reliably permit satisfying explanations. During the first postnatal year, libido is initially focused on the mouth and its activities; nursing enables the infant to derive gratification through a pleasurable reduction of tension in the oral region. Freud called this the oral stage of development. During the second year, the source of excitation is said to shift to the anal area, and the start of toilet training leads the child to invest libido in the anal functions. Freud called this period of development the anal stage. The half dozen years before puberty are called the latency stage. During the final and so-called genital stage of development, mature gratification is sought in a heterosexual love relationship with another. Freud believed that adult emotional problems result from either deprivation or excessive gratification during the oral, anal, or phallic stages. A child with libido fixated at one of these stages would in adulthood show specific neurotic symptoms, such as anxiety. Freud devised an influential theory of personality structure. During infancy and childhood, the ego, which is the reality-oriented portion of the personality, develops to balance and complement the id. The ego utilizes a variety of conscious and unconscious mental processes to try to satisfy id instincts while also trying to maintain the individual comfortably in relation to the environment. Child development, according to Freud, is thus primarily concerned with the emergence of the functions of the ego, which is responsible for channeling the discharge of fundamental drives and for controlling intellectual and perceptual functions in the process of negotiating realistically with the outside world. Although Freud made great contributions to psychological theory—particularly in his concept of unconscious urges and motivations—his elegant concepts cannot be verified through scientific experimentation and empirical observation. But his concentration on emotional development in early childhood influenced even those schools of thought that rejected his theories. The belief that personality is affected by both biological and psychosocial forces operating principally within the family, with the major foundations being laid early in life, continues to prove fruitful in research on infant and child development. Erikson viewed emotional development over the life span as a sequence of stages during which there occur important inner conflicts whose successful resolution depends on both the child himself and his environment. These conflicts can be thought of as interactions between instinctual drives and motives on the one hand and social and other external factors on the other. Erikson evolved eight stages of development, the first four of which are 1 infancy: Conflicts at any one stage must be resolved if personality problems are to be avoided. The four stages given by Piaget are 1 the sensorimotor stage from birth to 2 years, 2 the preoperational stage from 2 to 7 years, 3 the concrete-operational stage from 7 to 12 years, and 4 the stage of formal operations that characterizes the adolescent and the adult. For example, Piaget believed that as a

two-year-old child repeatedly builds and knocks down a tower of blocks, he is learning that the arrangement of objects in the world can be reversed. According to Piaget, children organize and adapt their experiences with objects into increasingly sophisticated cognitive models that enable them to deal with future situations in more effective ways. The older child, for instance, who has learned the concept of reversibility, will be able to execute an intelligent and logical search for a missing object, retracing his steps, for example, in order to determine where he may have dropped a set of keys. As children pass through successive stages of cognitive development, their knowledge of the world assumes different forms, with each stage building on the models and concepts acquired in the preceding stage. Adolescents in the final developmental stage, that of formal operations, are able to think in a rational and systematic manner about hypothetical problems that are not necessarily in accord with their experience. This point of view, called learning theory, is concerned with identifying those mechanisms that can be offered to explain differences in behaviour, motives, and values among children. Learning theory is thus directed to the overt actions of the child, rather than to inner psychological states or mechanisms. Learning is any relatively permanent change in behaviour that results from past experience. There are two generally recognized learning processes: In classical conditioning, a close temporal relation is maintained between pairs of stimuli in order to create an association between the two. If, for example, an infant hears a tone and one second later receives some sweetened water in his mouth, the infant will make sucking movements to the sweet taste. After a dozen repetitions of this sequence of the tone followed by the sweet water, the infant associates the sounding of the tone with the receipt of the sweetened water and will, on subsequent repetitions, make sucking movements to the tone even though no sugar water is delivered. Instrumental, or operant, conditioning involves creating a relationship between a response and a stimulus. If the experiment described above is changed so that after the tone is heard, the infant is required to turn his head to the right in order to receive the sweetened water, the infant will learn to turn his head when the tone sounds. The infant learns a relation between the response of turning his head and the subsequent receipt of the sweet taste. Rewards, such as praise and approval from parents, act as positive reinforcers of specific learned behaviours, while punishments decrease the likelihood of repeating such behaviours. Scientists who believe in the importance of these principles use them to explain the changing behaviour of children over the course of development. Development in infancy Conception occurs when the sperm from the male penetrates the cell wall of an egg from the female. Human development during the 38 weeks from conception to birth is divided into three phases. The first, the germinal period, lasts from the moment of conception until the time the fertilized egg is implanted in the wall of the uterus, a process that typically takes 10 to 14 days. A second phase, lasting from the second to the eighth week after conception, is called the embryonic period and is characterized by differentiation of the major organs. The last phase, from the eighth week until delivery, is called the fetal period and is characterized by dramatic growth in the size of the organism. Prenatal development is extremely rapid; by the 18th day the embryo has already taken some shape and has established a longitudinal axis. By the ninth week the embryo is about 2. The sex organs, along with muscle and cartilage, also have begun to form. The internal organs have a definite shape and assume some primitive function. The fetal period from about the second month until birth is characterized by increased growth of the organism and by the gradual assumption of physical functions. By the 20th week the mother can often feel the movements of the fetus, which is now about 20 centimetres long. By the 32nd week the normal fetus is capable of breathing, sucking, and swallowing, and by the 36th week it can show a response to light and sound waves. The head of the fetus is unusually large in relation to other parts of its body because its brain develops more rapidly than do other organs. The seventh month is generally regarded as the earliest age at which a newborn can survive without medical assistance. The newborn infant By definition, infancy is the period of life between birth and the acquisition of language approximately one to two years later. The average newborn infant weighs 3. The period of the newborn covers the first five to seven days, which the infant normally spends recovering from the stresses of delivery. During their first month, infants sleep for about 16–18 hours a day, with five or six sleep periods alternating with a like number of shorter episodes of wakefulness. The total amount of time spent sleeping decreases dramatically, however, to 9–12 hours a day by age two years, and, with the cessation of nocturnal feedings and morning and afternoon naps,

sleep becomes concentrated in one long nocturnal period. Newborns spend as much time in active sleep during which rapid eye movements occur as in quiet sleep, but by the third month they spend twice as much time in quiet as in active sleep, and this trend continues at a much slower rate into adulthood. An infant only two hours old typically will follow a moving light with his eyes and will blink or close them at the sudden appearance of a bright light or at a sharp, sudden sound nearby. The newborn infant will suck a nipple or almost any other object. He will also turn his head toward a touch on the corner of his mouth or on his cheek; this reflex helps him contact the nipple so he can nurse. He will grasp a finger or other object that is placed in his palm. Reflexes that involve sucking and turning toward stimuli are intended to maintain sustenance, while those involving eye-closing or muscle withdrawal are intended to ward off danger. Some reflexes involving the limbs or digits vanish after four months of age; one example is the Babinski reflex, in which the infant bends his big toe upward and spreads his small toes when the outer edge of the sole of his foot is stroked. The newborn baby can turn his head and eyes toward and away from visual and auditory stimuli, signaling interest and alarm, respectively. Smiling during infancy changes its meaning over the first year. The smiles that newborns display during their first weeks constitute what is called reflex smiling and usually occur without reference to any external source or stimulus, including other people. By two months, however, infants smile most readily in response to the sound of human voices, and by the third or fourth month they smile easily at the sight of a human face, especially one talking to or smiling at the infant. Perception Research shows the achievement of extraordinary perceptual sophistication over the first months of life. The fetus is already sensitive to stimulation of its skin, especially in the area around the mouth, by the eighth week of intrauterine development. Judging from their facial expressions when different substances are placed on their tongues, newborn infants apparently discriminate between bitter, salty, or sweet tastes; they have an innate preference for sweet tastes and even prefer a sucrose solution to milk. Even newborn infants are sensitive to visual stimulation and attend selectively to certain visual patterns; they will track moving stimuli with their gaze and can discriminate among lights that vary in brightness. They show a noticeable predilection for the sight of the human face, and by the first or second month they are able to discriminate between different faces by attending to the internal features—eyes, nose, and mouth. By the third month, infants can identify their mothers by sight and can discriminate between some facial expressions. By the seventh month, they can recognize a particular person from different perspectives—for example, a full face versus a profile of that face. Infants can identify the same facial expression on the faces of different people and can distinguish male from female faces. Newborns can also hear and are sensitive to the location of a sound source as well as to differences in the frequency of the sound wave. They also discriminate between louder and softer sounds, as indicated by the startle reflex and by rises in heart rate. Newborns can also discriminate among sounds of higher or lower pitch. Continuous rather than intermittent sounds and low tones rather than high-pitched ones are apparently those most soothing to infants. Even young infants show a striking sensitivity to the tones, rhythmic flow, and individual sounds that together make up human speech. Japanese infants under nine months can discriminate between these two phonemes but lose that ability after one year because the language they hear does not require that discrimination. When an alert newborn is placed in a dark room, he opens his eyes and looks around for edges. These classes of stimuli tend to elicit the most prolonged attention during the first 8 to 10 weeks of life. According to this principle, the infant is most likely to attend to those events that are moderately different from those he has been exposed to in the past. For instance, by the third month, the infant has developed an internal representation of the faces of the people who care for him. Hence, a slightly distorted face. This discrepancy principle operates in other sensory modalities as well. Judgment Even infants less than one year old are capable of what appears to be complex perceptual judgments. They can estimate the distance of an object from their body, for example. If an infant is shown a rattle and hears its distinctive sound and the room is then darkened, the infant will reach for the rattle if the sound indicates that the object can be grasped but will not reach if the sound indicates that it is beyond his grasp.

Chapter 4 : The City, Park, Burgess, Janowitz

Child development that occurs from birth to adulthood was largely ignored throughout much of human history. Children were often viewed simply as small versions of adults and little attention was paid to the many advances in cognitive abilities, language usage, and physical growth that occur during childhood and adolescence.

How does economics study human action and behavior? By Sean Ross Updated July 24, 2014: In many respects, economics is more similar to social sciences such as psychology and sociology than physical sciences such as chemistry and biology. Consider the laws of supply and demand in economics. When placed on a microeconomic chart, it looks as though price is determined through a mechanical adjustment based on the quantity of a product and the number of buyers in the market. In reality, a price is the agreed-upon level at which a seller is willing to part with a good and the buyer is willing to assume it. Consumers have to compete with other consumers when bidding for a good. Producers have to compete with other producers for those consumers. The field of economics attempts to understand the patterns of individual decisions within the context of a world that has scarce resources. Human Action and Determining Value Economic actors will regularly engage in transactions that they anticipate will make them better off. This also means that wheat farmers are sufficiently compensated, transportation is economically feasible and hundreds if not thousands of other human actions can be coordinated in a sustaining way. To save time, economics studies the price rather than breaking down every single trade, transaction and motivation. The root is a huge series of human value judgments and behaviors. The price, in a sense, economizes on the information. Analyzing and Understanding Human Behavior Economics appears to be superficially concerned with abstractions such as demand curves, production possibilities frontiers or interest rates. None of those inputs actually exist in a tangible sense. Every actor is simultaneously coordinating his activities in a meaningful, value-driven way. Those values and actions are dynamically captured through broad economic indicators and subsequently analyzed. Human action cannot be predicted with any certainty. No economist knows how much any single consumer will be willing to pay for a inch television in, for example.

Chapter 5 : Behavior analysis of child development - Wikipedia

Learn human behavior and growth development with free interactive flashcards. Choose from different sets of human behavior and growth development flashcards on Quizlet.

Behavioral genetics Long before Charles Darwin published his book *On the Origin of Species* in 1859, animal breeders knew that patterns of behavior are somehow influenced by inheritance from parents. Studies of identical twins as compared to less closely related human beings, and of children brought up in adoptive homes, have helped scientists understand the influence of genetics on human behavior. The study of human behavioral genetics is still developing steadily with new methods such as genome-wide association studies.

Norm social Social norms, the often-unspoken rules of a group, shape not just our behaviors but also our attitudes. Creativity Creativity is assumed to be present within every individual. The aircraft first took flight in 1903, and fifty years later the first passenger jet airliner was introduced. Creativity has kept people alive during harsh conditions, and it has also made certain individuals wealthy. We use creativity in our daily lives as well, such as finding a shortcut to a destination. It is only natural for something that plays a large role in society to have an effect on human behavior. Emotions connected to morals include shame, pride, and discomfort - and these can change the way a person acts. Most importantly, shame and guilt have a large impact on behavior. Children absorb the beliefs of certain[which? These beliefs are taken into consideration[by whom? These differences affect the way different cultures and areas of the world interact and act.

Attitude psychology An attitude is an expression of favor or disfavor toward a person, place, thing, or event; [8] it alters between each individual. Everyone has a different attitude towards different things. A main factor that determines attitude is likes and dislikes. The more one likes something or someone the more one is willing to open up and accept what they have to offer. Children know they have fun at the park so their attitude becomes willing and positive, but when a doctor is mentioned, they shut down and become upset with the thought of pain. Attitudes can sculpt personalities and the way people view who we are. People with similar attitudes tend to stick together as interests and hobbies are common. This does not mean that people with different attitudes do not interact, the fact is they do. What it means is that specific attitudes can bring people together e. Attitudes have a lot to do with the mind which highly relates to human behavior. The way a human behaves depends a lot on how they look at the situation and what they expect to gain from it.

Chapter 6 : The growth of human behavior (Book,) [calendrierdelascience.com]

*The Evolution and Growth of Human Behavior [norman munn] on calendrierdelascience.com *FREE* shipping on qualifying offers. Book is used and has been withdrawn from service from a Library.*

For some, charting the course of sensory and motor growth is of primary interest. For others, tracing the steps of language and conceptualization seems to hold the key to understanding what is unique about humans. Still other psychologists are interested in how animals and children learn, both to test their ideas about learning in general and to develop improved educational techniques. This introductory module surveys the methods that developmental psychologists use in studying the child. As you read the text, try to answer the following questions. The cross-sectional, cross-cultural, and longitudinal methods of research are often used in the study of human development. Describe each method, giving an example of each. What other observation techniques are used by child psychologists? Give an example of an application of the experimental method to a problem in child psychology. Why is it impossible to use the experimental method in some areas of investigation? The study of human development has interested proud parents throughout history. Watson, the founder of behaviorism, have kept detailed records of the growth of their children, noting when the child first moved its head, rolled over, crawled, smiled, said a word clearly, cut teeth, walked, and so on. These diaries and journals plus our own records of experience with familiar children younger brothers or sisters or our own children give us what may be called observational data on child development. The first complete observation of a child was made by Milicent Shinn of Niles, California. She had been editor of the Overland Monthly and was the first woman to receive a Ph. She made daily records of the observations of her niece and published these records in The Biography of a Baby Observational records are valuable, for they provide hunches and guesses about what is and is not important in any area of scientific interest. They also serve as a common-sense check on the conclusions reached in more controlled investigations. Naturalistic observation is often the only way human development can be studied Developmental psychology became scientific, like other forms of psychology, in the middle of the nineteenth century. However, developmental studies presented certain difficulties that were not found in other branches of psychology -- difficulties due to the nature of the subject. Many genuinely interesting problems, such as the effect of being deprived of mother love or the effect of malnutrition, could not be studied in controlled experiments. No one would starve babies of affection or food. Thus, although the experimental method has been employed when it was possible to make use of it without hurting infants and children, much of the investigation of human development has used other research methods. Three types of comparisons provide data on the effect of developmental variables Three major research methods will be studied in this section. They represent the most important kinds of investigation available to developmental psychologists today and include the cross-sectional study, the longitudinal study, and the cross-cultural study. A fourth method, the co-tvvin study, will also be mentioned briefly. These methods will be contrasted with the experimental method. Cross Sectional Method Compare groups that differ in age or background The cross-sectional method of investigation often is used when the research aim is to compare developmental levels at various ages or backgrounds. Many children at different ages are studied in groups according to their age, and the results on the same sets of measures are compared for the groups. For example, the approximate age at which an infant can be expected to roll over, creep, crawl, pull himself up to a standing position, and walk unaided can be determined by observing the behavior of groups of children from birth until the age of about 15 months. If we, as investigators, study a group of one- month-old infants, another group of two-month olds, and a different group of babies at every month of age thereafter, we will have a cross-sectional research design. Observe one group at different times We could also have obtained our data using a longitudinal research design. In longitudinal studies, the researcher follows the same group of subjects. If we found group of newborn babies who were available for month-by-month measure -aments, we could complete the study with repeated observations of this one group. Cross Cultural Studies Compare groups from different cultures Another important way of gathering data on human development is the cross- cultural method, which may be thought of as a special kind of cross-sectional study. People differ culturally to the extent that their customs,

roles, and other learned behaviors that are passed on from generation to generation are different. It is often impossible to investigate the effects of certain variables, simply because they do not appear in our own society. Cradling, for example, is not practical in most Western countries. Yet the practice, in which infants are bound firmly to a board and kept from moving for most of their first year of life, is of interest to psychologists who study motor development. Dennis and Dennis found a way to study the effects of such enforced physical restriction. They compared the age of walking in Hopi children who had been cradled with those who had never been cradled, and found that the average age of walking was not affected by cradling. A cross-sectional study may also compare people from different backgrounds. If the reading ability of six-year-olds were measured in low, middle, and high-income families, one would have a "cross-section" of reading ability at that age for the various income groups in a community. Co-Twin Studies Differences between identical twins are not caused by heredity Developmental psychologists who want to rule out the effects of heredity in their investigations often use the co-twin study as a method of research. Co-twin studies typically compare identical twins who have been reared apart or who have been given different kinds of training. Hilgard trained one twin to remember digits in the first year, then trained the other twin in the second year, and compared their performance on frequent memory tests. He found that although both twins profited from the training, the twin trained later did better than the twin trained in the first year. Both twins lost their achievement gains after training was ended. Cross-sectional, cross-cultural, and longitudinal studies may be thought of as "experiments done by nature. However, true experimentation can often be done with children. Experiments with children, like all experiments, involve the manipulation of the independent variable, the measurement of a dependent variable, and the control of all other variables. Hilgard trained digit memory in one twin in the first year, and trained the other twin in the second year. He then compared the performance of the twins. Hilgard gave the same training at different developmental stages. He manipulated the time at which training was given. Time of training was therefore the independent variable. The dependent variable in an experiment is what is measured. What did Hilgard measure? He compared performance on digit memory tasks. Thus the dependent variable is performance on these tasks. An important characteristic of experiments is that all other variables are held constant, as far as possible. Ideally, all experimental subjects should have identical experiences, apart from the differences the experimenter produces by manipulating the independent variable. Then we can be sure that the changes we measure in the dependent variable were produced by changes we made in the independent variable. Because controlling other variables is crucial, experimenters have often used co-twin studies in developmental psychology. Identical twins have identical heredity and usually a very similar environment. The use of twins gives control over important genetic variables that could be controlled no other way. A team of psychologists wanted to study the learning process in infants. They used two groups of babies, all 3 or 4 days old. In one group, they presented a tone before they gave the baby a nipple to suck. In the other group, they simply presented the nipple to suck without the tone. After many presentations, they measured sucking responses following the tone for both groups and found a definite learning effect Lipsitt and Kaye, What is the independent variable? What is the dependent variable? The study described above by Lipsitt and Kaye, is an example of which of the following? A cross-sectional study c. A controlled experiment d. A cross-cultural study 3. Terman and Oden studied a group of gifted children from their early school years through middle age. They found that on the average these individuals talked early, walked early, were physically superior, and were typically social leaders as well. Landauer and Whiting studied the height of adult men as a function of the degree of stressful treatment of infant boys. Their data were taken from observations of eighty pre-literate societies. They found that the average man in societies in which baby boys were ritually scarred, circumcised, or otherwise stressed, was taller than in societies where infants were not stressed. Gesell and his co-worker developed norms for four aspects of human growth: They studied large numbers of children in each age group to determine the approximate age at which each step in the growth process normally occurs. Gesell and his co-workers studied different groups of children in age groups ranging from birth through adolescence. What kind of study did they undertake? A cross-cultural study 6. A psychologist is interested in the effects of lack of attention on language development in babies. Which of the four research methods mentioned above would NOT be suitable for her investigation? His journal could

provide the child psychologist with:

Chapter 7 : How does economics study human action and behavior? | Investopedia

HGH, human growth hormone, stimulates the production of cells in your body. It is used to enhance growth and development in children with growth disorders that inhibit the maturation process. A doctor may prescribe HGH for adults who do not produce sufficient amounts of this hormone. Increased.

Aufiero resides in New York and holds a Master of Arts in psychology. It is used to enhance growth and development in children with growth disorders that inhibit the maturation process. A doctor may prescribe HGH for adults who do not produce sufficient amounts of this hormone. Increased hormone production may cause changes in mood and behavior. You should discuss possible behavioral side effects with your doctor before taking HGH or giving it to your child. In addition to cells, it aids in the development of bones, muscles, tissues and organs. The amount of HGH you produce changes with age. HGH is at its highest level during adolescence. Its production typically begins to decrease after age 30, causing reduced vitality and energy. As such, HGH has been used by athletes to enhance performance. However, it is illegal to prescribe HGH in the United States for this reason because the Secretary of Health and Human does not authorize performance enhancement as an accepted use for this medication. Psychosis Unregulated use of HGH is risky. Produced by the pituitary gland and regulated by the hypothalamus, growth hormone affects psychological well-being. Hormonal imbalances, due to HGH abuse, can have profound effects on your overall health. HGH abuse and anabolic steroid abuse can cause serious physical and psychological side effects, including, paranoia, hallucinations, and psychosis, according to the Hormone Foundation. The effects of continued HGH and anabolic steroid abuse could be irreversible. Symptoms of psychosis include delusions, auditory hallucinations and visual hallucinations. Psychotic behavior may be manifested through fearfulness or paranoia. They include headache, nausea and stomach pain. Changes in behavior are also not known side effects for adults who take HGH, even if they do not need it. Like children, adults may experience physical effects, including swelling and pain in joints and muscles. Depression The impact of HGH on behavior was the focus of a study that appeared in the February issue of "Pediatrics. In fact, there was a reduction in depressive symptoms among children ages 4 to 16 as a result of daily doses of HGH. Specifically, there was a significant decrease in symptoms of depression during the first year, which continued throughout the second year.

Chapter 8 : Working Resources - Understanding Basic Human Behaviors at Work

The Human Growth and Development exam (infancy, childhood, adolescence, adulthood, and aging) covers material that is generally taught in a one-semester introductory course in developmental psychology or human development.

Dickson, Management and the Worker. Their principle findings are still relevant today: The initial study set out to discover how lighting affects performance and fatigue of workers. The findings revealed that it is not so much physical conditions that matter. People were motivated to perform well by the mere fact that someone took the time to pay attention to what they were doing. They were also encouraged to interact socially and to contribute ideas. Their social needs were shown to have a powerful impact on their behavior at work. Several of the current top business books emphasize this same concept. It depends, quite simply, on your understanding of human psychology: Subsequent research in the over seventy years that have passed since the Hawthorne study continues to reveal much the same thing: Yet a growing number of executives intuitively know what research by the Gallup Organization reveals: Instead, they pay attention to human nature. One is to reduce costs and cut prices. The other is to grow margins by acquiring and sustaining profitable customers. My employees must do it, one customer at a time. In order to do so, organizations must tap into employee motivation and discover what drives them. When they do, they unleash tremendous energy and potential. This motivation defines specific talents and the emotional mechanisms everyone brings to work. Recent discoveries in neurosciences support the fact that emotional processes are integral to learning, reasoning and decision-making. What Are the Basics of Human Motivation? Several theories of human nature provide perspectives for understanding basic human drives. A review of these will remind leaders of how important it is to understand how employees behave at work and how they are motivated. However, a note of caution: Each theory and its measurement merely provide a basic framework. Theories and assessment profiles are helpful in understanding how and why humans behave. Attention and respect must always be paid to individual differences. Carl Jung said that people either derive energy from relating to others or from internal thoughts. They also tend to gather information in different ways, either by focusing on data, or by intuitively seeing the big picture. They express themselves in different ways, either with a focus on rational thinking, or on feelings and values. And they also have tendencies to make decisions rapidly with planning and organization, or to be more spontaneous and pressure-prompted. Using the Myers Briggs Type Indicator and other assessments, these dichotomies can be measured to indicate type preferences: A trait is a temporally stable, cross-situational individual difference. According to statistical factor analysis, there is much evidence that there are five basic personality traits. Researchers are not in total agreement regarding all of the aspects of the five factors. However, there is general agreement that the following descriptions define the factors: The extent to which individuals are hard working and organized, dependable and persevering versus lazy, disorganized and unreliable A very popular assessment tool is called the DISC. It is based on a theory of behavior style preferences formulated by psychologist William Moulton Marsten in the s. Response to problems and challenges 2. Ability to influence others to personal point of view 3. Response to the pace of the environment 4. Response to rules and procedures set by others The general meaning is that people will demonstrate by their behaviors a natural tendency to be high or low on each of the four dimensions. A person high on the D factor is usually task oriented, competitive and a risk taker. A high S means a person is reliable, organized and conscientious, albeit non-demonstrative. A high C refers to a person who is compliant and who is concerned with rules and paper work. The implications for job placement are obvious. Another assessment frequently used in conjunction with the DISC is one that defines personal interests, attitudes and values. Usefulness and efficiency of activities, including economy of time and resources 2 Aesthetic: Beauty and harmony in the environment 3 Theoretical: Learning, with a high regard for knowledge and research 4 Individualistic: Influencing others, and having power 5 Social: The good of mankind, justice and fairness for all 6 Traditional: A social system, which could be religious, political or philosophical According to this theory, each person holds these interests in a hierarchical manner, and will seek to satisfy their first and second interests in all of their activities, including at work. The implications are important for job placement, as well

as for job enrichment. Abraham Maslow believed that satisfying physiological and safety needs alone is not enough to motivate a person. Once these needs have been met, there are others waiting to take their place.

Chapter 9 : Holdings : The growth of human behavior / | York University Libraries

Find out why economics can be considered a deductive social science, like sociology, and how human action and behavior informs economic calculation.