**CHAPTER 3- SCT 1 NOTES-EXAMPLE INFANCY AND CHILDHOOD**

Main idea

Infants are born equipped to experience the world. As infants grow physically they also develop cognitive skills, perceptions and language.

Developmental Psychology: The study of changes that occur as an individual matures.

( ex.., physical, social, emotional, moral and intellectual development)

Nature vs Nurture Debate:

How much development is a result of inheritance and how much is the result of what you have learned? (explored this concept in Chapter 1- Galton)

Newborns

\*Capacities – Newborns have the capacity to see, hear, smell and respond to their envirnonment.

1) Grasping Reflex- An infant’s clinging response to the touch on the palm of their hand.

2) Rooting Reflex- An infant’s response in turning toward the source of touching that occurs anywhere around his or her mouth.

3) Moro Reflex- An infant’s will response physically after being startled. Their arms will spread out at right angles. Legs will extend outward.

4) Babinski Reflex- When running your finger down the center of the bottom of an infant’s foot, their toes flare outward and the foot presses against the stimulus. At one year, the opposite occurs (toes curl etc)

Teacher Sidenote/Tangent: Might be a journal entry….The above reflexes are guides to help developmental psychologists learn about infants and their development. OTE- Just within the last 5 years the government now pays for hearing tests on all newborns. This is a preventative type test that will show hearing loss well before infants start to learn language. (Brain scans) can also show brain wave patterns and deficits in certain areas). At birth, doctors also perform a variety of blood tests to test for genetic mutations or basic organ/liver functioning (i.e bilirubin).

Physical Development:

* Average infant weight is 7.3 pounds.
* Average height is 18-22 inches.
* Interesting: Some infants can weigh up to 25 pounds.

Maturation

* Psychologists call internally programmed growth maturation.
* Learning- A relatively permanent change in behavior that occurs as a result of experience.
* Maturation Readiness-The stage of development when the infant/ child is able to master new skills.
* These usually run on a general timeline. Fig 3.2 page 64.
* Approximate timelines exist based on research.

Teacher sidenote: Most infants will catch up at the 18 month mark. Speech is tracked more closely (2 and ½ year mark) If no sign or minimal speech, then assessment or therapy may begin. ALTHOUGH NO TWO BABIES ARE ALIKE, MOST INFANTS PROGRESS THROUGH THE SAME SEQUENTIAL STEPS.

Perceptual Development

* Newborns have mature perception skills.
* Prefer human and pattern faces.
* Benefit greatly from touch.
* Depth perception changes around 6 months (visual cliff experiment)
* Those less than 6 months did have changes in heart rates but still explored beyond. (Therefore, they may have innate depth perception capabilities.

Language Development

* Language and thought are closely intertwined
* Both use symbols.
* Language acquisition propels the child into further intellectual development (Piaget)

Can Animals Use Language?

* Chimps can develop as far as a 2 year old. Taught about objects and can learn up to 160 signs.
* Trained to use computers with symbols.
* Cannot use grammatical rules to communicate.

How do children learn language?

* Inborn or reinforced behavior?
* Sensitive (or window) period of acquisition
* Several steps

1 year- Babbling (Ba Ba Ma Ma)

2 year- Dozens of words. Paired words, questions, tone, uses nouns with a negative word.

Telegraphic Speech- The kind of verbal utterances in which words are left out, but the meaning is clear (Where my apple? Where daddy go? etc )

3 year- Grammatical structure, vocabulary increase to 5,000 words, simple sentences etc.

4 year- More grammatical structure, different tenses, asks questions 9,000 words etc

5 year- More complex clauses, joins ideas together etc…

LAB ACTIVITY.. ADD TO YOUR JOURNAL at the end of chapter 3.

Interview a younger sibling, cousin, friend (5 years or younger). If you can, try to interview more than one child at different ages. **Ask permission from his/her parent first**.

Are there patterns? Did you notice differences or similarities? Give examples.

Use what you have learned about language development to describe the child’s use of language. What does his/her speech sounds like? Babbling? Paired words? etc

Ask him/her to draw a picture of what they think they look like. What did you notice? We will compare these in class.

Have they reached a period of object permanence?

See page 74. Tasks to measure conservation- try this. You may also use a tall bottle and a wide bottle with equal amounts of water transferred back and forth. See me for how to do this.

According to Erikson (page 84), describe the stage of psychosocial development.