

Course Manual for

## **Psychology 1220**

A Distance Education Telecourse

### Psychology of Infancy and Childhood

**Fall 2011**

by  
Department of Psychology  
University of Utah

using the Coast Learning Systems video series  
*Child Development: Stepping Stones*

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(Please include PSY 1220 as the subject.)  
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University of Utah  
Continuing Education  
Distance Education Telecourses

### Policy on Academic Freedom

The University of Utah defends the right of its faculty and students to freely express views on a full spectrum of subjects, including controversial ones. This principle of academic freedom extends beyond the physical boundaries of the campus to include Distance Education Telecourse curriculum. Views expressed in this course manual do not necessarily reflect those of the Distance Education office or Continuing Education at the University of Utah.

### University of Utah's Nondiscrimination and Disability Access Policy

The University of Utah is fully committed to policies of nondiscrimination and equal opportunity, and vigorously pursues affirmative action in all programs, activities, and employment with regard to race, color, national origin, sex, age, and status as a person with a disability. Religion, sexual orientation, and status as a disabled veteran or veteran of the Vietnam era also are protected under nondiscrimination and equal opportunity employment policies. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Students should call 801.581.5020 or 801.585.1813 (both are TDD). Evidence of practices not consistent with these policies should be reported to the Employee Relations/Dispute Resolution Office, 801.581.8365 (voice or TDD).

### *Helpful Resources and Phone Numbers*

The following phone numbers are for a variety of services available to students that may come in handy during the semester:

University Information	581-7200
Psychology Department main office (course selection, academic problems, selecting a major, graduation requirements)	581-6123
University College (formerly the Center for Academic Advising) (course selection, academic problems, selecting a major, graduation requirements)	581-8146
Center for Ethnic Student Affairs (academic counseling for all students who are economically, socially or language disadvantaged)	581-8151
Disabled Student Services (assistance for students with dyslexia, blindness, learning disabilities)	581-5020
Student Advocacy Office (university grievances, problem solving, legal referral)	581-8613
University Counseling Center (personal growth, counseling, career exploration, the Learning Center, the Tutoring Center)	581-6826
University Testing Center	581-8744
<b><u>Telecourse Office – <a href="mailto:sdunn@aoce.utah.edu">sdunn@aoce.utah.edu</a></u></b>	<b><u>581-5752</u></b>
Distance Education Office – <a href="mailto:distance@aoce.utah.edu">distance@aoce.utah.edu</a>	581-8801
Continuing Education Sites	
Bountiful 75 E 200 S	581-8821
Cedar Park 5282 S 320 W	266-5341
Sandy 9875 S 240 W	561-8638

# Welcome

***Distance Education at the University of Utah means you can learn wherever and whenever you want.***

This is a **Telecourse**. Telecourses must be finished before the end of the semester for which you registered. You view lectures on television (KUEN Channel 9 or another channel, depending on your cable carrier), read textbook assignments, complete written assignments, attend review sessions on campus, and take scheduled exams. Most telecourses are reading-intensive; a few are both reading- and writing-intensive. Grades are based on assignment and exam performances. An outline of each course is available at the Telecourse office (2190 Annex) and at all Continuing Education off-campus sites one month before classes begin. Specific course manuals for each semester's classes available are at the Distance Education office (2186 Annex) during regular business hours beginning approximately one week before each semester begins and at Continuing Education extension sites *during the first week of each semester only*. Questions about Telecourses? Please don't hesitate to contact us at 801.581.8801, 800.467.8839, or [distance@aoce.utah.edu](mailto:distance@aoce.utah.edu).

Distance Education at the University of Utah offers another unique way of learning, **Independent Study** courses. University of Utah Independent Study courses are accepted for credit at most academic departments at the U (check with your department) and other institutions of higher learning. However, *if you are planning to transfer University of Utah Independent Study credit to another institution or to use the credit for recertification or professional education purposes, be sure to obtain approval from the appropriate entity prior to beginning this course*. You may begin an Independent Study course at any time and take up to *nine months* to finish it. You complete the course by following this course manual which includes reading assignments, author commentary, written assignments, and information on how to take exams. Grades are based on assignment and exam performances and instructor contact information is on the title page of this manual in case you have questions about the content of the course. If, after reading through this manual carefully, you still have questions about how independent study works, please don't hesitate to contact us at 801.581.8801, 800.467.8839, or [distance@aoce.utah.edu](mailto:distance@aoce.utah.edu).

Enjoy your course !

**[www.continue.utah.edu/distance](http://www.continue.utah.edu/distance)**

## HOW DO I COMPLETE A TELECOURSE? (frequently asked questions)

### How do I study for a Telecourse?

This course manual contains overviews and learning objectives for each lesson. Read each overview and complete the reading assignment before viewing the video. Watch the video and then try to answer the objectives for that lesson. If you can answer them easily, without reference to the text, overviews or your notes, you should be prepared to take the exams.

### Mandatory Class Meeting

***Each course includes one mandatory class meeting with the instructor (refer to syllabus page for exact time, date and location.) All course requirements will be addressed. This allows students to drop the class (if necessary) within the time frame established by university policies. Students should contact the instructor if they are unable to attend this meeting.***

### How can I ask questions about course material before I take an exam?

Review sessions with the instructor are held on the U of U main campus during the week preceding each scheduled exam. By attending the review sessions, you will be able to interact with the instructor, ask questions and gain a better understanding of the course material. Bring questions you have concerning the video segments, the text and additional readings, if applicable. See the syllabus for the dates, times and locations of the review sessions.

### When and where do I take my exams?

Students in all sections may take all exams **with the instructor on the U of U main campus without pre-arrangement with the telecourses office. Students may also take each exam at their site of registration (Bountiful, Murray, Main Campus, or Sandy) during specified testing periods without pre-arrangement.** (See the exam schedule which follows the syllabus pages of this course manual for specific dates, times and locations of exams.) **By a one week minimum pre-arrangement with the telecourse office (581-5752, sdunn@aoce.utah.edu) students may also take the exams at satellite sites (Bountiful, Murray, or Sandy) other than their site of registration.** Bring valid photo identification such as a driver's license with you to the exams.

**NOTE:** *The open testing format has been established to accommodate student schedules. No alternate dates will be allowed. If an exam is missed without notifying the instructor in advance, an "E" grade may be given for the exam.*

*What if I live 250 miles away?* Out of town students may arrange to have a proctor. Proctors are a university or college testing center, a school district superintendent, a high school principal (as long as you do not teach or work at his or her school) or the head librarian of a city or county library who administer the exams for this course. Call the office for more information.

### How do I get my exam or exam score back?

Graded exams and exam scores are generally available fourteen working days after the exam is given. They are returned to the site where you are registered (Bountiful, Murray, Main Campus, or Sandy) unless you indicate on an exam that you want it routed to a different site. Students may pick up their own exams or scores only; bring picture ID. Exam results will not be given out over the phone or by email. Exam scores will be made available on the class webpage.

# Psychology 1220: Course Information

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## **Basic Requirements**

Psychology 1220 consists of video viewing, readings from the text (there are no homework assignments to be turned in for this course) and three exams. The course carries three semester units of university credit.

## **Instructor**

Stacia Bourne  
Phone: (801) 587-9470  
Email (preferred): stacia.bourne@psych.utah.edu  
(Please include PSY 1220 as the subject.)  
Office: BEHS 609  
Office hours: by appointment only

## **Texts**

You are responsible for material covered in *The Developing Person*. Reading assignments for each week are located in the syllabus on pp. ix-x. In a course such as this, it is especially important that you keep up with the associated reading. It is recommended that you read the assigned chapters before watching the televised lecture.

### **Text**

(available at the U of U Bookstore)

*The Developing Person Through Childhood and Adolescence* by Berger (8th Edition, Worth, 2009)

## **Course Manual**

The document you are reading includes all course requirements, test dates, procedures and overviews for each televised segment.

## **Exams and Grading Policy**

There are three exams. Each exam will have fifty multiple choice questions. The exam scores will be used to calculate your course grade in the following manner:  $[(\text{Your Score}/\text{High Score}) + (\text{Your Score}/\text{High Score}) + (\text{Your Score}/\text{High Score})] \div 3 \times 100 = \text{Final Grade}$ . Your course grade will be determined per the following scale:

A = 93-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 87-89	C+ = 77-79	D+ = 67-69	E = 0-59

Incompletes: to qualify for an incomplete you must complete no less than 80% of the coursework and be in good standing (i.e., have earned at least a C on all completed work).

### ***Video Series***

The lecture portion of the course airs on KUEN Channel 9. It features 21 half-hour programs based on the Coast Telecourse series *Child Development: Stepping Stones*. Watching the videos gives you a chance to hear from many leading child development experts and to observe the material covered in the textbook as applied to real-life situations involving various children and their parents. If you have cable, KUEN may air on a different channel. Specific times and dates for video viewing, review sessions and exams are found in the syllabus at the end of this section of the course manual. **THE PROGRAMS ARE ALSO AVAILABLE ONLINE. FOR ONLINE ACCESS, GO TO: <https://deimos.apple.com/WebObjects/Core.woa/BrowsePrivately/utah.edu.2924957912> and click on “Continuing Education,” where you will find PSYCH 1220.** Make sure that you have the latest version of iTunes. The video programs are also available for viewing at Knowledge Commons in the Marriott Library (581-6494).

### ***Review Sessions***

Review sessions will be held one week before each exam (See pp. ix-x.). Review sheets for the exam will be posted on the class webpage. Schedule the review sessions on your calendar now. Review sessions cannot be made up or rescheduled.

### ***Withdrawal Policy***

See University Registrar guidelines under “Withdrawal Schedule” in the semester class schedule.

## ***Course Introduction***

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### ***Course Objectives***

By the end of this course you should be able to 1) describe the components of child development (physical, cognitive, social, etc) and identify the ways in which these components change over time; 2) compare and contrast the major theories of development in terms of what each theorizes promotes development; and 3) apply this newly learned knowledge to facilitate positive interactions with infants and children in your own life.

### ***Study Guidelines***

In this course, self-motivation and self-discipline are extremely important. Here are some tips that can help you structure the materials you study for this course: 1) Study the highlighted terms in the margins, chapter summaries, and bolded words in the text; 2) Watch all videos with no distractions around you; 3) Take notes while watching the videos (NOTE: you are required to know concepts from the book only, concepts from the videos only, and concepts mentioned in both.); 4) Study the review sheet posted on the class webpage before every exam; 5) Attend all review sessions, and come prepared with specific questions about the material.

### ***Study Questions***

This course manual includes a short description of each film segment, and lists several learning objectives for the segments and their accompanying reading. It is strongly recommended that you read these short descriptions and objectives before viewing each segment, and that you use the objectives to formulate questions that you answer as you are watching the broadcast or shortly after. Such a method should allow you to learn at a more active level. In addition, this method will allow you to identify any problems you have with the material in time to seek clarification or additional information from the course instructor. The concepts covered by the objectives will serve as the pool from which a significant number of the exam questions will be constructed. Thus, making sure you know the concepts addressed by these objectives will help you do well on the test.

### ***Class Webpage***

<http://webct.utah.edu> (Log in using UNID and password.).

Course information is posted here. Check the site regularly for any important announcements--please check at least twice a week.

### ***Exams***

There are three exams. Each will have 50 multiple-choice questions. The exams are designed to tap important concepts rather than trivial details (such as rote memory type questions). Each exam will cover a limited amount of information (only what is covered prior to each review session). The final exam is not comprehensive. Exam questions cover material from the videos and the textbook with emphasis on the text. All exams are closed book and closed note. Students must bring a picture ID and a #2 pencil to each exam.

### ***Make-Up Exam Policy***

Flexible testing dates and times are available for the first two exams. Please check your schedule and verify that the exam dates and testing sites will work for you. Please make every attempt possible to clear these dates and contact the professor immediately if a problem exists for you. Make-up exams must be approved by the instructor and scheduled through the DISTANCE EDUCATION Telecourse office. There will be no makeup exams given unless there is a death in your family or you are seriously ill or have another compelling excuse and you can show your instructor legitimate proof.

### ***Reasonable Accommodation***

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (<http://disability.utah.edu/>), 162 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

### ***About the Instructor***

Stacia Bourne is a graduate instructor and PhD candidate in the Developmental area of the department of Psychology. Working with the Social Development lab, Stacia and her colleagues research moral development, conflict resolution, parenting, identity development, and narrative (i.e., autobiographical stories). A current research project headed by Stacia examines how children mitigate and assume responsibility for their actions after they hurt their peers. Other classes that Stacia has taught include Research Methods and Child and Adolescent Development. Stacia's path to Psychology graduate school was non-traditional: her undergraduate degree from Seattle University was in English Literature (with minors in Women Studies and Philosophy); she taught K-12 special education through Teach for America for a couple years; and she planned first-year Orientation for Amherst College in Massachusetts.

### ***A Final Note***

I want to emphasize that you are free to schedule an appointment with me at any point during the semester. I urge you to do so if you are having difficulties in the course or have any questions. The amount of information presented by the broadcasts, coupled with that contained in the chapters in the book, can be somewhat overwhelming. I have tried to organize the study questions and reading assignments in a way that will help you manage this information, but for this to be helpful you must stay current with the readings (preferably completing them before viewing the broadcasts) and answer the study questions as you go along. If you are able to do this you will not only have an easier time studying for the exams, but you will probably understand and remember the material much better! If you are having trouble with this method of preparation or need extra strategies for preparing for exams, please email and schedule an appointment with me.



## ***Syllabus for Psychology 1220***

Broadcasts Fridays from 2:00 to 3:00 a.m., August 26 to December 9, 2011

<b>Day</b>	<b>Date</b>	<b>Video Viewing/Review Sessions/Exams</b>	<b>Time/Location</b>	<b>Readings/Assignments Due</b>
Fri.	8/26	<i>The Developing Person</i> <i>A Scientific Approach</i>	2 to 3 am, KUEN	Text, Chapters 1, 2
<b>Tue.</b>	<b>8/30</b>	<b>ORIENTATION MEETING</b>	<b>7 to 8 pm, BEHS 104</b>	
Fri.	9/2	<i>Nature and Nurture: The Dance of Life</i> <i>A Delicate Grasp</i> (Special Topic)	2 to 3 am, KUEN	Text, Chapter 3
Fri.	9/9	<i>The Wondrous Journey</i> REPEAT: <i>The Developing Person</i>	2 to 3 am, KUEN	Text, Chapter 4
Fri.	9/16	REPEAT: <i>A Scientific Approach</i> REPEAT: <i>The Wondrous Journey</i>	2 to 3 am, KUEN	
<b>Tue.</b>	<b>9/20</b>	<b>REVIEW SESSION FOR EXAM I</b>	<b>7 to 8 pm, BEHS 104</b>	
Fri.	9/23	<i>Off To A Good Start</i> <i>Grow Baby, Grow!</i>	2 to 3 am, KUEN	Text, Chapter 5
<b>Tue.</b>	<b>9/27</b>	<b>EXAM I (Chapters 1-4)</b>	<b>6 to 8 pm, BEHS 104</b>	
Fri.	9/30	<i>The Little Scientist</i> <i>Getting To Know You</i>	2 to 3 am, KUEN	Text, Chapters 6, 7
Fri.	10/7	<i>Fatherhood</i> REPEAT: <i>Off To A Good Start</i>	2 to 3 am, KUEN	
Fri.	10/14	REPEAT: <i>The Little Scientist</i> REPEAT: <i>The Wondrous Journey</i> <b>FALL BREAK</b>	2 to 3 am, KUEN	
Fri.	10/21	<i>Developing Through Play</i> <i>Playing and Growing</i>	2 to 3 am, KUEN	Text, Chapter 8
Fri.	10/28	<i>Playing and Learning</i> <i>Playing and Socializing</i>	2 to 3 am, KUEN	Text, Chapters 9, 10
<b>Tue.</b>	<b>11/1</b>	<b>REVIEW SESSION FOR EXAM II</b>	<b>7 to 8 pm, BEHS 104</b>	
Fri.	11/4	<i>Hazards Along the Way</i> REPEAT: <i>Developing Through Play</i>	2 to 3 am, KUEN	

## *Syllabus for Psychology 1220, continued*

Day	Date	Video Viewing/Review Sessions/Exams	Time/Location	Readings/Assignments Due
<b>Tue.</b>	<b>11/8</b>	<b>EXAM II (Chapters 5-10)</b>	<b>6 to 8 pm, BEHS 104</b>	
Fri.	11/11	REPEAT: <i>Playing and Growing</i> REPEAT: <i>Hazards Along the Way</i>	2 to 3 am, KUEN	
Fri.	11/18	<i>On the Road To Accomplishment</i> <i>The Golden Years of Childhood</i>	2 to 3 am, KUEN	Text, Chapter 11
Fri.	11/25	<i>The Age of Reason</i> <i>A Society of Children</i>	2 to 3 am, KUEN	Text, Chapter 12
Fri.	12/2	<i>School Days</i> <i>Different Paths</i>	2 to 3 am, KUEN	Text, Chapter 13
<b>Tue.</b>	<b>12/6</b>	<b>REVIEW SESSION FOR EXAM III</b>	<b>7 to 8 pm, BEHS 104</b>	
Fri.	12/9	REPEAT: <i>The Age of Reason</i> REPEAT: <i>A Society of Children</i>	2 to 3 am, KUEN	
<b>Tue.</b>	<b>12/13</b>	<b>EXAM III (Chapters 11-13)</b>	<b>6 to 8 pm, BEHS 104</b>	

## Telecourse Exam Schedule

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Exams are structured to provide maximum flexibility for students. In addition to the campus exam given by the instructor, students can choose to take an exam at other sites as specified below. Students do not need to schedule a test time in advance unless instructed to do so below. We provide you with several testing options, subsequently, instructors will not allow make up exams if you have not received permission at least one week in advance (except in cases of emergency). The Distance Education Office cannot grant permission for exceptions or deviations from the schedule outlined below. Permission must be granted by contacting the instructor of the course directly.

Students in all sections may take both the midterms and final exam **with the instructor on the U of U main campus without pre-arrangement**. Students may also take either exam **at their site of registration during specified testing periods without pre-arrangement** (See the exam schedule which follows the syllabus pages of this course manual for specific dates, times and locations of exams.). **By a one week minimum pre-arrangement with the telecourse office (581-5752, sdunn@aoce.utah.edu) students may also take the exams at satellite sites other than their site of registration**. Bring valid photo identification such as a driver's license with you to the exams.

Start and end time for exams are as listed below. *Under no circumstances will students be allowed to extend or alter the length of testing times.*

Students wishing to use a dictionary for an exam must comply with the following rules:

- The dictionary must be a language conversion ***only*** dictionary.
- The dictionary must be in paper or hard-bound book form (*no electronic devices will be allowed*).
- Instructor or Proctor must *look at and approve* the dictionary before the student may take an exam.

## PSYCHOLOGY 1220 — EXAM I (Chapters 1-4)

### Location

On Campus w/ instructor*	Tuesday, September 27, 2011	6 to 8 pm	BEHS 104
Bountiful	Thursday, September 29, 2011	1 to 9:45 pm	
Murray @ Cedar Park	Thursday, September 29, 2011	5 to 9:30 pm	
Sandy	Thursday, September 29, 2011	5 to 10 pm	
On Campus w/ proctor	Saturday, October 1, 2011	9 am to 1 pm	WEB L102
Bountiful	Saturday, October 1, 2011	8:00 am to 11:45 am	
Murray @ Cedar Park	Saturday, October 1, 2011	8:30 am to 12:30 pm	
Sandy	Saturday, October 1, 2011	9 am to 1 pm	

*Exam Schedule, continued*

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**PSYCHOLOGY 1220 — EXAM II (Chapters 5-10)**

**Location**

On Campus w/ instructor*	Tuesday, November 8, 2011	6 to 8 pm	BEHS 104
Bountiful	Thursday, November 10, 2011	1 to 9:45 pm	
Murray @ Cedar Park	Thursday, November 10, 2011	5 to 9:30 pm	
Sandy	Thursday, November 10, 2011	5 to 10 pm	
On Campus w/ proctor	Saturday, November 12, 2011	9 am to 1 pm	WEB L102
Bountiful	Saturday, November 12, 2011	8:00 am to 11:45 pm	
Murray @ Cedar Park	Saturday, November 12, 2011	8:30 am to 12:30 pm	
Sandy	Saturday, November 12, 2011	9 am to 1 pm	

**PSYCHOLOGY 1220 — EXAM III (Chapters 11-13)**

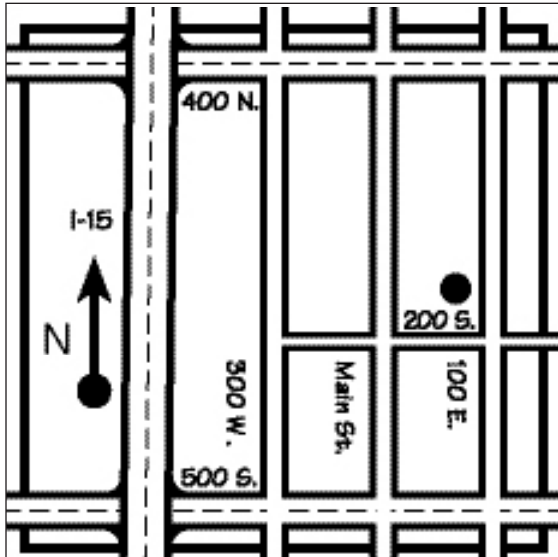
**(NOTE: There will be no Thursday or Saturday testing for this exam.)**

**Location**

On Campus w/ instructor*	Tuesday, December 13, 2011	6 to 8 pm	BEHS 104
Bountiful	Tuesday, December 13, 2011	1 to 9:45 pm	
Murray @ Cedar Park	Tuesday, December 13, 2011	5 to 9:30 pm	
Sandy	Tuesday, December 13, 2011	5 to 10 pm	

\*Exams given with the instructor/TA and final exams for all sites will begin and end promptly. It is in your best interests not to be late.

## DIRECTIONS TO SITE LOCATIONS FOR EXAMS



### Bountiful

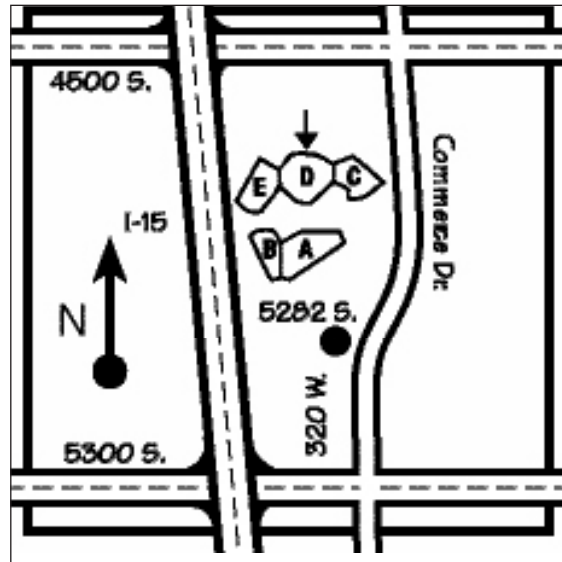
75 East 200 South • Time from exit: 4 minutes

Heading North:

Exit I-15 at 500 South (320A). Go East to Main Street; turn left (North) to 200 South; Turn right (East). Bountiful U of U is on the left.

Heading South:

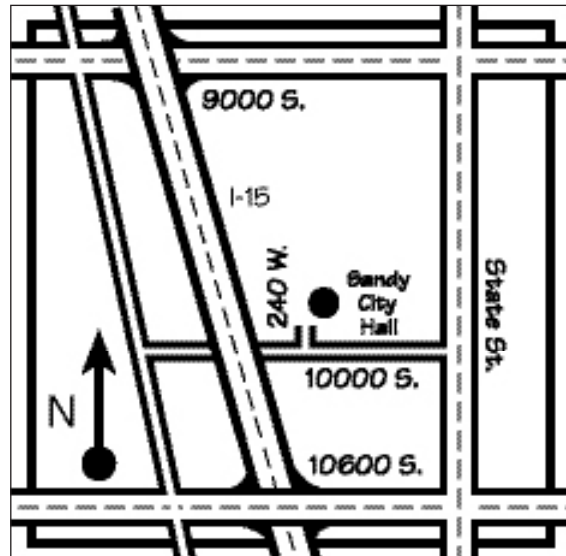
Exit I-15 at 500 West (321). Head South to 400 North; Turn left (East) to Main Street; Turn right (South) to 200 South; Turn left (East). Bountiful U of U is on the left.



### Murray/Cedar Park

5282 South 320 West, Suite D110 • Time from exit: 2 minutes

Exit I-15 at 5300 South. Head East to Commerce Drive (the frontage road); then turn North. at 320 West, turn West into the Cedar Park Complex. Murray U of U is at the North end of complex.



### Sandy

9875 South 240 West • Time from exit: 5 minutes. Exit I-15 at 106th South. Head East to State Street; Turn left (North) on State to 100th South. Go left (West) to 240 West, then right (North); Sandy U of U is about one block on the right.



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# *Learning Objectives and Video Overviews*

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## *The Developing Person*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *The Developing Person*, you should be able to:

- Define the study of human development and discuss some of its major themes.
- Describe the systems that can affect a person's development, and discuss how they are interrelated.
- Identify the characteristics of development described by the life-span perspective.
- Describe the three major domains of human development and discuss how they interrelate.
- Define developmental theory, and describe how theories help explain human behavior and guide researchers who study development.
- Discuss the basic ideas of psychoanalytic theory (Freud and Erikson), behaviorism (learning theory), cognitive theory (Piaget), sociocultural theory (Vygotsky), and epigenetic systems theory.

### *Video Description*

In the first lesson, you are introduced to the scientific study of human development. From John Locke and Jean-Jacques Rousseau through Jean Piaget and Erik Erikson, scholars have considered the impact that nature and nurture have on human development. The video lesson discusses the contexts and influences in which humans develop, focusing on Urie Bronfenbrenner's ecological model of development. It explores some of the major theories from the study of psychology such as psychoanalytic theory, learning theory, behaviorism, and cognitive theory. The final segment introduces the life-span perspective, which considers that development occurs throughout the life span and not just in childhood. Several theories have emerged from this perspective, including the notion of gains and losses occurring throughout a person's lifetime and the changing nature of social interaction as explained by socioemotional selectivity theory. Among the experts in this video lesson are Ross Parke, a distinguished Professor of Psychology, and Dr. Albert Bandura, one of the most famous psychologists of the last century, who introduced social learning theory. Note that Jean Piaget did not come from France, as the video says, but from Switzerland.

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## *A Scientific Approach*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *A Scientific Approach*, you should be able to:

- Describe the basic steps of the scientific method and discuss the challenge researchers face in identifying variables for a particular study.
- Describe scientific observation, surveys, and case studies as research methods, noting at least one advantage (or strength) and one disadvantage (or weakness) of each.
- Define what correlation means in science and offer examples of its use in the study of human development.
- Describe the components of an experiment, and discuss the main advantage and some limitations of this research method
- Describe three basic research designs used by developmental psychologists to study changes over time.
- Discuss the code of ethics that should be followed by researchers in the field of developmental psychology.

### ***Video Description***

This lesson introduces you to research methodology. How do scientists explore and gain knowledge to understand human development? To illustrate the process of the scientific method in developmental psychology, the video lesson traces the evolution of attachment research. The famous studies by Dr. Harry Harlow are shown, as well as an interview with the late Dr. Mary Ainsworth, who designed the Strange Situation, one of the most widely used research assessments. With Dr. John Bowlby, Dr. Ainsworth was one of the founders of attachment theory, which is one of the most important theories in developmental research. This video will also introduce you to research design and show how researchers use observational studies and surveys to establish a relationship between the variables – or behaviors and characteristics – that they decide to investigate. Finally, the video lesson considers the important topic of ethics of conducting and reporting scientific research, without which no study can be initiated. The lesson also emphasizes the importance of approaching questions and problems and testing ideas and theories from many different perspectives. Be aware, however, that theories can be so different that it is (nearly) impossible to integrate them into an eclectic approach.

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## *Nature and Nurture: The Dance of Life*

### **UNIT LEARNING OBJECTIVES:**

After viewing *Nature and Nurture: The Dance of Life*, you should be able to:

- Describe conception and discuss early development of the zygote.
- Define gamete, gene, chromosome, and allele. Describe how genetic instructions are transmitted from parents to their children, and explain how sex is determined.
- Distinguish between monozygotic and dizygotic twins.
- Differentiate genotype from phenotype, and explain the polygenic and multifactorial nature of human traits.
- Explain how scientists attempt to distinguish the effects of genes (nature) and environment (nurture) on human development.
- Identify some environmental variables that can affect a person's phenotype, and describe how a particular trait – such as shyness (inhibition) or alcoholism – might be affected.
- Describe some of the most common chromosomal abnormalities and genetic disorders, and explain the prenatal tests available to detect them.
- Describe genetic counseling, identify the four types of individuals/couples for whom experts recommend such counseling. Discuss some of the dilemmas and ethical questions that can result.

### ***Video Description***

This lesson closely examines the role of heredity and environment, or nature and nurture, in development. Throughout the lesson, it is emphasized that our development is always a complex interaction of genes and environment. Dr. Nancy Segal gives the example of brainwaves and height. Both of these are highly influenced by genetic make-up, but even these are influenced by environmental factors. This lesson also explains the workings of DNA and genes acting in combination, and illustrates nature-nurture interactions by showing various intriguing examples of the development of twins. One of these pairs of monozygotic (MZ) twins participated in the Minnesota Study of Twins Reared Apart, in which Dr. Segal took part as a lead researcher. Studying the similarities and differences between MZ twins has yielded a wealth of information regarding the complex interaction between genes and the environment that influences human development at every age. As the video says, we engage in an ongoing dance between nature and nurture.

## *A Delicate Grasp*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *A Delicate Grasp*, you should be able to:

- List the odds of a zygote growing to become a living newborn baby and describe several reasons for this survival rate.
- Define infertility and describe various options for infertile couples including artificial insemination, in vitro fertilization, and gestational surrogacy.
- Discuss the potential problems of low-birthweight and preterm newborns.
- Discuss several factors that determine whether a specific teratogen will be harmful and how a mother-to-be can avoid these harmful effects.

### ***Video Description***

This special topic lesson illustrates how three families overcame obstacles in their quest to become parents. Each case study illustrates the options that are available to couples who have difficulties to conceive or sustain a pregnancy. The couples also share their struggles during their long and sometimes painful process to have a child. The first family shares their experience with infertility. Through a medical procedure called in vitro fertilization, they not only became pregnant twice but also eventually give birth to two lovely daughters. After receiving a host of fertility treatments, the second family eventually decided to adopt a high-risk infant. This infant was born premature with low birthweight as a result of the birth mother's exposure to teratogens. The third family was able to conceive, but was unable to sustain each pregnancy. They were assisted by a friend, who agreed to serve as a surrogate mother to carry their developing baby to term. All of these parents love their children dearly – their stories illustrate that there are many ways to become a parent and many ways to form a family.

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## *The Wondrous Journey*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *The Wondrous Journey*, you should be able to:

- Describe the significant developments of the germinal, embryonic, and fetal period, noting the importance of the age of viability.
- Describe the developing senses of the fetus and the various responses to its immediate environment (the womb).
- Define teratogens, describe the effects of at least three specific teratogens on the developing embryo or fetus, and describe protective steps that can be taken to moderate the risk of exposure.
- Distinguish among low-birthweight (LBW), pre-term birth, and small-for-gestational-age (SGA) infants, and identify the causes of low birthweight, focusing on the relationship of poverty to low birthweight.
- Describe the normal process of birth, specifying the events of each stage.
- Describe the test used to assess the newborn's condition at birth.
- Discuss the special needs of high-risk infants.
- Explain the concept of parent-newborn bonding and the current view of most developmentalists regarding early bonding in humans.

### ***Video Description***

Birth is probably the most dramatic developmental transition in our lives. After living in relative darkness, silence, and weightlessness for many months, the baby is suddenly introduced to bright lights, sharp sounds, and the pull of gravity. This video lesson follows the experiences of an expectant family through the prenatal process to the live birth of their second child. During this journey, you will learn about the three trimesters of pregnancy and the developmental expectations associated with each trimester. You will also learn about the germinal, embryonic, and fetal periods of prenatal development. These divisions provide an orderly context in which to understand the environmental and genetic influences on the developing infant. The video lesson examines risk factors, or teratogens, that often influence the success or failure of conception and later the delivery of a healthy baby. It also discusses ways to reduce these risks and ensure that expectant mothers receive the proper prenatal care. Finally, Dr. Berger explains the process of birth and the video shows the hospital birth of the baby of the expectant family. The mother comments that she had a difficult time connecting to the baby at first. How do you imagine the baby might have felt immediately after birth?

## *Off to a Good Start*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Off to a Good Start*, you should be able to:

- Summarize key aspects of physical, cognitive, and psychosocial development during the first two years, especially the development of language, temperament, and attachment.
- Discuss Erikson's first two stages of psychosocial development and offer examples of how caregivers can encourage trust and autonomy in their children.
- Offer examples of how a child's development in any one domain (biosocial, cognitive, or psychosocial) can affect development in a different domain.

### ***Video Description***

This lesson focuses on the experiences of three children age 2 and under: Ryan, Omari, and Luke. Their typical daily routines offer living examples of some of the concepts explored in the textbook and show that physical, cognitive, and psychosocial development are interconnected. The video lesson reveals how these children are dependent on their caregivers while at the same time attempting to assert independence in thinking and acting for themselves, even from this early age on. You will learn that each child negotiates the typical developmental stages at his or her own pace. The lesson also illustrates and discusses how culture, environment, and experiences all affect developmental outcomes.

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## ***Grow, Baby, Grow!***

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Grow, Baby, Grow!*, you should be able to:

- Describe how babies' bodies develop during the first two years.
- Describe a typical brain cell and discuss ways in which the brain changes or matures during infancy.
- Discuss the influence of experience on brain development.
- Distinguish between sensation and perception, and describe the extent and development of an infant's perceptual abilities using hearing or vision as an example.
- Describe motor-skill development during the first two years and discuss variations in the timing of motor-skill acquisition.
- Describe the nutritional needs of infants and toddlers, noting the benefits of mother's milk.

### ***Video Description***

In this lesson, you will learn about the rapid biosocial development in the first two years of life. The study of biosocial development highlights the connection between normal physical growth and a supportive social environment, which is especially important in infancy with its rapid developments in body and brain. You will learn about expected growth patterns, critical periods of brain development, and ways to support and encourage normal development. Experts in developmental psychology and pediatrics talk about gross and fine motor development. They also emphasize the importance of reflexes for infant survival – of which the sucking reflex is the most important to keep the baby alive. Finally, the importance of nutrition and breast milk during the first two years is stressed.

## *The Little Scientist*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *The Little Scientist*, you should be able to:

- Identify and describe Piaget's stages of sensorimotor intelligence, and give examples of the behavior associated with each stage.
- Explain what object permanence is, how it is tested in infancy, and what these tests reveal.
- Explain what habituation research has revealed about cognitive development in infancy.
- Explain the Gibsons' contextual view of perception, and relate it to the idea of affordances, giving examples of affordances perceived by infants.
- Explain how the infant's focus on movement and change enhances sensory and perceptual skills and thus overall growth.
- Discuss research findings on infant memory and infants' understanding of categories.
- Describe language development in the first two years, and identify its major hallmarks.
- Summarize the different theories that explain early language learning, and discuss how each theory might help caregivers encourage their child's language development.

### ***Video Description***

This lesson focuses on cognitive development during the first two years in life. This period of development is referred to in Piaget's cognitive theory as the sensorimotor stage, because infants learn about their world through their senses (by touching, feeling, hearing, and experiencing) and their motor explorations. Language development, another critical area in cognitive development, is discussed in depth. During the first two years, babies' language abilities progress from cooing, to babbling, to forming simple words, to stringing two or more words together. Babies' ability to understand and use language can have a profound impact on how they view and experience their world. Imagine what the world may be like without being able to understand language!

## *Getting to Know You*

### **UNIT LEARNING OBJECTIVES:**

After viewing *Getting to Know You*, you should be able to:

- Describe the main developments of the emotional life of the child between birth and 2 years.
- Discuss the concept of social referencing, including its development and role in shaping later emotions.
- Discuss infants' emerging self-awareness in the first 2 years of life, and how this is related to emotional development.
- Discuss how Freud's psychosexual stages and Erikson's psychosocial stages can be used to explain psychosocial development during the first two years.
- Define and describe the concept of temperament, discuss its development as an interaction of nature and nurture, and explain the significance of temperament for parents and caregivers.
- Describe synchrony of parent-child interaction during the first year, and discuss its significance for the developing person.
- Define attachment, explain how it is measured, and describe the four categories of infant attachment and the long-term consequences of secure and insecure attachment.
- Discuss the potential effects of nonmaternal care on a baby's development, and identify the factors that define high-quality care.

### ***Video Description***

This lesson focuses on social and emotional development that occurs in the first two years. Researchers who study the psychosocial development of babies are interested in the factors that play a role in shaping a child's emotions and personality. Topics covered in this lesson include temperament, social referencing, and attachment. An early example of emotional interaction involves face-to-face social play. Through this coordinated interaction, parents and babies influence each other in a process known as synchrony. The video lesson also considers the research on attachment conducted by the famous late developmental psychologist Mary Ainsworth. Dr. Ainsworth was one of the co-founders of attachment theory and she invented the Strange Situation, the most widely used observation procedure to assess the quality of attachment relationships.

## *Fatherhood*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Fatherhood*, you should be able to:

- Discuss how fathers can function as role models for their children.
- Summarize how culture influences a father's role in the family, and how this in turn can affect a child's development.
- Discuss contemporary views on the role of the father in infant psychosocial development, focusing on the development of attachment.
- Discuss how mothers may interfere with the developing relationship between father and child, and list some things couples can do to effectively share parenting roles.

### *Video Description*

This special topic lesson examines the evolving role of the father. It illustrates how a father's approach can be different than a mother's and explains how this difference can play an important role in the healthy development of their children. Although mothers continue to be the main caregivers in modern societies, fathers are changing diapers, giving baths, and feeding their children now more than ever. In addition, fathers can affect their children's gross and fine motor development through play, and their cognitive development through reading and games. The video lesson discusses how researchers have built on general knowledge of parental involvement and child development to consider the unique contribution that fathers make to their children's development.



## *Developing Through Play*

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**UNIT LEARNING OBJECTIVES:**

After viewing *Developing Through Play*, you should be able to:

- Summarize key aspects of physical, cognitive, and psychosocial development during the preschool years, especially the development of language, theory of mind, self-concept, emotional regulation, and the various types of play and their characteristics.
- Offer examples of how a child's development in any one domain (biosocial, cognitive, or psychosocial) can affect development in a different domain.
- Discuss some things that parents can do to encourage the healthy development of their preschooler.

### *Video Description*

In this lesson, you will meet four preschoolers: Jordan, C.C., and fraternal twins Alex and Maddy. Their typical daily routines offer living examples of some of the concepts explored in the book and show that physical, cognitive, and psychosocial development are interconnected. You will learn about the unique family and environmental circumstances that influence these children's development. Even Alex and Maddy, who are twins and share the same environment, demonstrate different interests and competencies. The video lesson demonstrates the level of gross and fine motor skills these children have attained and how such skills might affect their preference for certain play activities. It also reveals clues about the parenting style (authoritarian, permissive, authoritative) exemplified by these preschoolers' parents and other caregivers. In addition, the video lesson offers examples of how these caregivers structure individual learning situations for their children through a process of guided participation.

## *Playing and Growing*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Playing and Growing*, you should be able to:

- Describe normal physical growth, eating habits, and nutritional needs during the play years.
- Discuss the brain processes of myelination and lateralization and their development during the play years.
- Describe where in the brain major developments take place during this time, and how.
- Distinguish between gross and fine motor skills, and discuss the development of each during the play years.
- Identify the various categories and consequences of child maltreatment.
- Discuss several factors that contribute to maltreatment, and describe current treatment and prevention efforts.

### *Video Description*

The lesson focuses on the physical development of children during the play years. Between the ages of two and five, children's bodies slim down and elongate. Their gross and fine motor skills are much improved. Imagine what new opportunities for development come with these new physical capacities. Children at this age can dress themselves and demonstrate improved coordination, such as hopping on one foot. Creative expression, such as drawing with crayons, demonstrates their newly acquired fine motor skills. This lesson also introduces the topic of child maltreatment and neglect. When caregivers harm children or endanger them in ways that can be avoided, this maltreatment can have long-term consequences for children's physical development.

## *Playing and Learning*

### **UNIT LEARNING OBJECTIVES:**

After viewing *Playing and Learning*, you should be able to:

- Describe the major characteristics of preoperational thought, according to Piaget
- Contrast Vygotsky's views on cognitive development with those of Piaget, focusing on the significance of guided participation, the Zone of Proximal Development (ZPD), and scaffolding in promoting cognitive growth.
- Explain why findings from recent research on conservation have led to qualification or revision of Piaget's description of cognition during the play years.
- Discuss preschoolers' understanding of number concepts.
- Discuss young children's memory abilities and limitations, noting the role of personal meaning in their ability to recall events.
- Explain the typical young child's Theory of Mind (TOM), noting how it is affected by culture and context, and relate it to the child's developing ability to understand pretense.
- Outline the sequence by which vocabulary and grammar develop during the play years, and discuss limitations in the child's language abilities.
- Identify the characteristics of a high-quality preschool program, and discuss the long-term benefits of preschool education for the child and his or her family.

### *Video Description*

Preschoolers learn a great deal through play. This video lesson illustrates the ways in which children's experiences with puzzles, building blocks, and other toys between the ages of two and five years contribute to the development of their cognitive abilities. Every kind of game or puzzle can add to their understanding of themselves and their place in the world. The lesson presents how their mastery of language improves dramatically and their memory skills become more useful to them. Through guided participation and scaffolding, adults can assist children's learning. The video lesson explores the different theories advanced by Jean Piaget and Lev Vygotsky to explain the cognitive development of preschoolers. Language, theory of mind, and memory can be enhanced when children are placed in an enriched environment, such as a preschool.

## *Playing and Socializing*

### **UNIT LEARNING OBJECTIVES:**

After viewing *Playing and Socializing*, you should be able to:

- Discuss emotional developments during early childhood, focusing on emotional regulation.
- Discuss the importance of positive self-evaluation during this period, noting the child's developing self-concept and self-esteem.
- Describe prosocial and antisocial behaviors, offer examples of each, and discuss the preschooler's developing sense of empathy.
- Describe the different forms of aggression demonstrated by young children, and discuss the roles of television and video games in encouraging these and other antisocial behaviors.
- Discuss the role of play in the development of social skills, focusing on the benefits of rough-and-tumble and sociodramatic play.
- Compare the three classic styles of parenting, and discuss the factors that might account for variations in parenting style.
- Discuss the pros and cons of physical punishment, and describe the most effective methods for disciplining a child.
- Distinguish between sex differences and gender differences and describe the developmental progression of gender awareness in young children.

### *Video Description*

As preschoolers engage in relationships with people outside of their family environment, they begin to master the social skills necessary to function in society. This video lesson demonstrates how preschool children learn to negotiate relationships with other children through sociodramatic play, rough-and-tumble play, and other interactions with their peers. It further explains that children with a good self-concept and healthy self-esteem have an advantage in learning to get along with others, particularly when they learn emotional regulation – the ability to direct and modify their feelings in socially acceptable way. Children often express their emotions through their behavior and parents can take steps to encourage prosocial behavior, such as helping and sharing, rather than allowing children to indulge in antisocial behavior, such as bullying and lying. The video lesson explores the three predominant styles of parenting – authoritarian, permissive, and authoritative – and explains the impact of these styles on children's psychosocial development.

## ***Hazards Along the Way***

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Hazards Along the Way*, you should be able to:

- Discuss the effects of television and the media and on a child's development.
- Identify the various categories of child maltreatment, and discuss several factors that contribute to its occurrence.
- Discuss the consequences, prevention, and treatment of child abuse and neglect, including the concept of differential response.
- Discuss permanency of planning including foster care, kinship care, and adoption as long-term intervention options in cases of child maltreatment.
- Discuss the impact of punishment on a child's development and describe alternative methods for disciplining a child.

### ***Video Description***

This special topic lesson focuses on two developmental hazards for children. First, the influence the media can have on children, promoting a sedentary lifestyle with advertisements that promote poor nutritional choices. Parents are encouraged to consider all media and whether or not they want to allow these media messages into their homes. Second, this lesson takes a closer look at the issue of child neglect and its short-term and long-term impact on development.

## *On the Road of Accomplishment*

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**UNIT LEARNING OBJECTIVES:**

After viewing *On the Road of Accomplishment*, you should be able to:

- Summarize key aspects of physical, cognitive, and psychosocial development during the preschool years, especially the development of language, peer relations, and self-understanding.
- Offer examples of how a child's development in any one domain (biosocial, cognitive, or psychosocial) can affect development in a different domain.
- Discuss some things that parents can do to encourage the healthy development of their school-aged child.
- Describe the symptoms of attention-deficit/hyperactivity disorder (ADHD) and discuss the types of treatment available for children with this disorder.

### *Video Description*

This lesson focuses on the experiences of four school-age children: Jazzmyn, Nikki, Truong, and Sean. Their typical daily routines offer real-life examples of some of the concepts explored in the textbook and show that physical, cognitive, and psychosocial development are interconnected. The video lesson demonstrates how each child has individual talents, interests, and backgrounds that make his or her journey unique. You will learn about how these children use language, and how this might affect their development in other domains. Improved language skills combined with a developing “theory of mind” and social cognition can allow the school-age child to see another person’s point of view. The video lesson reveals the influence of the school experience on these children and offers evidence of social comparison within the “society of children.” The classroom and the playground provide contexts for development outside the secure and accepting home environment.

## *The Golden Years of Childhood*

### **UNIT LEARNING OBJECTIVES:**

After viewing *The Golden Years of Childhood*, you should be able to:

- Describe normal physical growth and development during middle childhood, and account for the usual variations among children.
- Discuss the problem of childhood obesity, its major causes, its potential effects on a child's physical and psychological health, and the best approaches for treatment.
- Discuss other common health and biological problems of the school years, focusing on their causes, treatment, and impact on development.
- Describe motor-skill development during the school years, focusing on variations due to gender, culture, and genetics.
- Outline the developmental psychopathology perspective, and discuss its value in treating children with special needs.
- Discuss the characteristics and possible causes of learning disabilities.
- Describe the symptoms and possible causes of attention-deficit/hyperactivity disorder (ADHD) and discuss types of treatments available for children with ADHD.
- Describe techniques that have been tried in efforts to educate children with special needs.

### ***Video Description***

As physical growth slows down for school-age children, nutrition and genetics continue to play an important role for their growing bodies. This video lesson explores how high-fat diets, lack of exercise, and genetics have played a part in the rise of obesity among children this age. These factors affect not only how they play and interact with other children but also their future health. Most children this age are better at sports as a result of their improved eye-hand coordination. They have faster reaction times, can run faster, and have a relatively easy time improving their motor skills. The video lesson further discusses how children's ability in sports has an important impact on their self-esteem. Another area of physical development is biologically based special challenges. The video lesson addresses the behaviors associated with attention deficit/hyperactivity disorder (ADHD) and offers insights into the impact that ADHD and other learning disorders have on school-age children's development.

## *The Age of Reason*

### UNIT LEARNING OBJECTIVES:

After viewing *The Age of Reason*, you should be able to:

- Identify and describe the characteristics of concrete operational thought and give examples of how this type of thinking is demonstrated by schoolchildren.
- Describe the components of the information-processing system, noting how they interact.
- Discuss advances in memory skills, selective attention and other cognitive control processes during the school years.
- Describe language development during the school years, noting changing abilities in vocabulary, grammar, and code switching.
- Outline Kohlberg's stage theory of moral development and describe several criticisms of the theory.
- Compare the academic performance of children in countries around the world, and identify differences in culture, school, and home life that may account for differences in academic performance.
- Identify several conditions that foster the learning of a second language, and describe different strategies for teaching another language to school-age children.
- Differentiate several approaches to teaching reading and math and discuss evidence regarding the effectiveness of these methods.

### *Video Description*

During the school years, new cognitive skills emerge as children pass into a new phase of their cognitive development - often identified as the "age of reason." This video lesson discusses how school-age children's thought processes become more sophisticated, more logical, and based in reality. In many countries, formal education begins at age six or seven. The video lesson discusses the cognitive stage that Jean Piaget called concrete-operational thought. School-age children use complex language and they become capable of moral reasoning. The lesson explores Lawrence Kohlberg's theory of moral reasoning and considers the criticisms of this theory. The last segment discusses schoolchildren's use of code-switching and considers the implications of total immersion, bilingual education, ESL programs, and other ways of learning more than one language.



## *A Society of Children*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *A Society of Children*, you should be able to:

- Describe the rising competence and independence of middle childhood from different theoretical perspectives, including Erikson's crisis of "industry vs. inferiority" and social cognitive theory.
- Define social cognition and explain how children's theory of mind and emotional understanding evolve during middle childhood.
- Describe the development of self-understanding during middle childhood and its implications for self-esteem.
- Discuss the importance of peer groups, providing examples of how school-age children develop their own subculture and explaining the importance of this development.
- Discuss how friendship circles change during the school years.
- Describe the special problems of rejected children, bullies, and victims, and discuss possible ways of helping such children.
- Identify five essential ways in which families nurture school-age children.
- Differentiate among various family structures and discuss their impact on the development of school-age children.
- Summarize the benefits of children living with both biological parents, identify situations in which this may not be the best situation, and discuss the potential impact of divorce.

### ***Video Description***

School-age children increasingly come to define who they are in terms of others, are more independent, and begin spending more and more time with their peers. In his psychoanalytic theory, Erikson called this stage a time of industry versus inferiority. This video lesson presents the social development of schoolchildren and how it takes place on two fronts. First, adult-child relationships nurture a child and teach basic social skills. Second, peer relationships teach cooperation, competition, and intimacy. Among the topics addressed in this video lesson are social cognition, bullying, and the effects of divorce.

## *School Days*

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### **UNIT LEARNING OBJECTIVES:**

After viewing *School Days*, you should be able to:

- Summarize how curriculum and academic standards are typically selected in formal school systems, and how these choices can ultimately affect a child's development.
- Outline the constructivist philosophy, describe emergent curriculum, and discuss the potential advantages and disadvantages of this approach to education.
- Discuss the socializing influence of school and identify the social skills that children learn at school.
- Explain how the theories of Piaget, Vygotsky, and Skinner have shaped how children are taught in the classroom.
- Define the concept of multiple intelligences and identify different types of intelligence.
- Summarize what parents can do to support the learning experiences of their school-aged children.
- Differentiate between achievement and aptitude tests and discuss the pros and cons of using tests to evaluate student knowledge and performance.

### ***Video Description***

This special topic lesson explores the role of school in a child's development. It follows the academic and social transformation of a young boy named Mario, revealing the powerful influence that public schooling and teachers have had on his development. What we teach, how we teach, and how children learn are important factors in a child's school success. During his early years in elementary school, Mario exhibited disruptive behavior that interfered with his schoolwork and caused him to spend many hours in the principal's office. Luckily, Mario connected with his fifth-grade classroom teacher, who encouraged his interest in mathematics and helped turn his school experience around.

## ***Different Paths***

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### **UNIT LEARNING OBJECTIVES:**

After viewing *Different Paths*, you should be able to:

- Explain the developmental psychopathology perspective, and discuss its value in treating children with special needs.
- Identify the symptoms of autism and epilepsy, and describe the most effective treatments for these disorders.
- Summarize the characteristics of learning disabilities.
- Outline the various symptoms and possible causes of attention-deficit/hyperactivity disorder and summarize various treatments available for children with this disorder.
- Describe techniques that have been tried in efforts to educate children with special needs.

### ***Video Description***

This video lesson introduces Timmy, Jonathan, and Amelia—three children born with special needs. Timmy, a five-year-old, is autistic. The video explains the advantage offered by several therapies used to help Timmy's development. Jonathan is ten years old. He has experienced seizures since birth and underwent radical brain surgery to stop the seizures. The surgery has had impact on his physical and cognitive development. Amelia is fourteen years old. Although she was born blind, she is a typical teen attending mainstream classes in high school and is very involved in extracurricular activities. This final video lesson revisits several of the major developmental themes that guide this telecourse's exploration of the biosocial, cognitive, and psychosocial changes from conception through adolescence. You will learn that all children can benefit from research on child and adolescent development, even those whose developmental journey departs from the typical path.

