PSYCH 8: Developmental Psychology
Study List for EXAM 2

Below are listed terms, concepts, names, and topics you will need to be familiar with to perform well on the exam. Note that you may be asked to apply a term conceptually—so you should understand the terms in a way that lets you use them and apply them, not just recite their definition.

These terms, concepts, names, and topics include those that were covered in the textbook and/or class. Not all of these items will be on the test, which will be comprised of 50 multiple-choice questions. Also note that this list may not be 100% inclusive. By NOT listing a term or concept, I do not imply that it will definitely not be on the exam.

- Habituation, dishabituation
- Operant conditioning, contingency
- Rovee-Collier mobile experiments
- Imitation and deferred imitation: Meltzoff and Moore
- Sensation and perception
- Development of visual system and other sensory systems
- Visual cliff
- Multimodal (intermodal) perception
- Visual, auditory, and speech impairments
- Senses in adulthood: Presbyopia, glaucoma, presbycusis, benefits of exercise
- Chronology of milestones in language development (e.g., cooing, babbling, gesturing, first words, vocabulary spurt, two-word stage or telegraphic speech, mastery of grammar, etc.)
- Components of language: Phonology, phonemes, prosody, semantics, morphemes, syntax, morphology, pragmatics
- Theoretical frameworks for language development, including learning perspective, linguist/nativist perspective (Chomsky and LAD), interactionist perspective
- Providing early language enrichment
- Infant-directed speech
- Overextension, underextension
- Overregularization
- Metalinguistic awareness
- The importance of Piaget's theory of cognitive development
- Schemes or schemas
- Assimilation and accommodation
- Piaget's stages of cognitive development and characteristics of each: Sensorimotor, preoperational, concrete operational, formal operational
- Egocentrism
- Conservation tasks
- Criticisms of Piaget’s theory
- Baillargeon’s object permanence studies
• Labouvie-Vief and postformal thought
• Schaie’s stages of cognitive development
• Theory of mind and false-belief tasks
• Vygotsky's sociohistorical theory: Zone of proximal development, scaffolding, implications for education
• Private and inner speech
• Information processing
• Automatization
• Sensory, working (short-term), and long-term memory
• Attention
• Planning
• Infantile amnesia
• Autobiographical memory
• Memory control strategies
• Scripts
• Metamemory
• Memory in adulthood
• Children’s eyewitness testimony
• Critical thinking