Below are listed terms, concepts, names, and topics you will need to be familiar with to perform well on the final 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 90 multiple-choice questions (approximately 50 based on new material and 40 based on past material) plus a few extra credit questions. Note that this list may not be 100% inclusive, so you may still want to review your previous study lists.

- Developmental themes, issues, theories (e.g., Bronfenbrenner’s, Erikson’s, social cognitive), and approaches
- Developmental research methods
- Twin and adoption studies and heredity
- Prenatal development and teratogens
- Reflexes of the newborn
- Brain development
- Motor development
- Habituation and dishabituation
- Operant conditioning
- Rovee-Collier experiments
- Imitation
- Visual cliff
- Piaget's theory of cognitive development, including assimilation, accommodation, and stages
- Vygotsky's theory of cognitive development
- Schaie’s stages of cognitive development
- Information-processing approach to cognitive development
- Theory of mind and false-belief tasks
- Memory
- Theories of intelligence
- Intelligence testing
- Gifted children
- Learning disabilities
- Fluid and crystallized intelligence
- Language development
- Emotional development, including basic (primary) and complex (secondary) emotions
- Stranger anxiety
- Temperament
- Attachment (including in adult romantic relationships)
• Developing a sense of self
• Identity development theories
• Self-esteem
• Kohlberg's levels of moral reasoning
• Prosocial behavior
• Aggression
• Differences between males and females
• Gender socialization
• Parenting styles and cultural variation
• Siblings
• Grandparents
• Divorce
• Child maltreatment
• Play styles
• Peers, cliques, and crowds
• Friendships throughout the lifespan
• Media and technology use
• Academic achievement among ethnic minority children
• Multicultural education
• Early childhood education (e.g., preschools)
• Schooling from kindergarten through college (including homeschooling)
• Acculturation: Integration, assimilation, separation, marginalization
• Ethnic identity development: Unexamined, search, achievement stages (Phinney)
• Children and race
• Impact of socioeconomic status and poverty
• Prejudice and discrimination
• Origins and consequences of stress
• Coping
• Malnutrition, obesity, and eating disorders
• Threats to wellness and health (e.g., SIDS, drugs, STIs, osteoporosis)
• Risks across the lifespan (e.g., coronary heart disease, cancer, Alzheimer’s disease)
• Promoting health and wellness (e.g., diet and exercise)
• Characteristics and course of relationships throughout the lifespan (including dating in adolescence, singlehood, marriage)
• Passionate and companionate love
• Sternberg’s triangular theory of love
• Choosing partners/spouses
• Death and dying across the lifespan
• Differing conceptions of death
• Kubler-Ross’s five steps of dying
• Choosing the nature of death (e.g., DNR, living wills)
• Caring for the terminally ill (e.g., hospice care)
• Grief and bereavement (including cultural differences)