

## Unit 3 Handout

### Newborn Reflexes

REFLEX	STIMULATION	RESPONSE	AGE OF DISAPPEARANCE	FUNCTION
Eye blink	Shine bright light at eyes or clap hand near head.	Infant quickly closes eyelids.	Permanent	Protects infant from strong stimulation
Rooting	Stroke cheek near corner of mouth.	Head turns toward source of stimulation.	3 weeks (becomes voluntary head turning at this time)	Helps infant find the nipple
Sucking	Place finger in infant's mouth.	Infant sucks finger rhythmically.	Replaced by voluntary sucking after 4 months	Permits feeding
Swimming <sup>a</sup>	Occurs when infant is face down in pool of water.	Baby paddles and kicks in swimming motion.	4–6 months	Helps infant survive if dropped into water
Moro	Hold infant horizontally on back and let head drop slightly, or produce a sudden loud sound against surface supporting infant.	Infant makes an "embracing" motion by arching back, extending legs, throwing arms outward, and then bringing arms in toward the body.	6 months	In human evolutionary past, may have helped infant cling to mother
Palmar grasp	Place finger in infant's hand, and press against palm.	Infant spontaneously grasps finger.	3–4 months	Prepares infant for voluntary grasping
Tonic neck	Turn baby's head to one side while infant is lying awake on back.	Infant lies in a "fencing position." One arm is extended in front of eyes on side to which head is turned, other arm is flexed.	4 months	May prepare infant for voluntary reaching
Stepping	Hold infant under arms, and permit bare feet to touch a flat surface.	Infant lifts one foot after another in stepping response.	2 months in infants who gain weight quickly; sustained in lighter infants	Prepares infant for voluntary walking
Babinski	Stroke sole of foot from toe toward heel.	Toes fan out and curl as foot twists in.	8–12 months	Unknown

### Piaget's Stages of Cognitive Development

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT		
Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, hearing, touching, mouthing, and grasping)	<ul style="list-style-type: none"> <li>• Object permanence</li> <li>• Stranger anxiety</li> </ul>
2 to about 6 or 7 years	<i>Preoperational</i> Representing things with words and images; using intuitive rather than logical reasoning	<ul style="list-style-type: none"> <li>• Pretend play</li> <li>• Egocentrism</li> </ul>
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	<ul style="list-style-type: none"> <li>• Conservation</li> <li>• Mathematical transformations</li> </ul>
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	<ul style="list-style-type: none"> <li>• Abstract logic</li> <li>• Potential for mature moral reasoning</li> </ul>

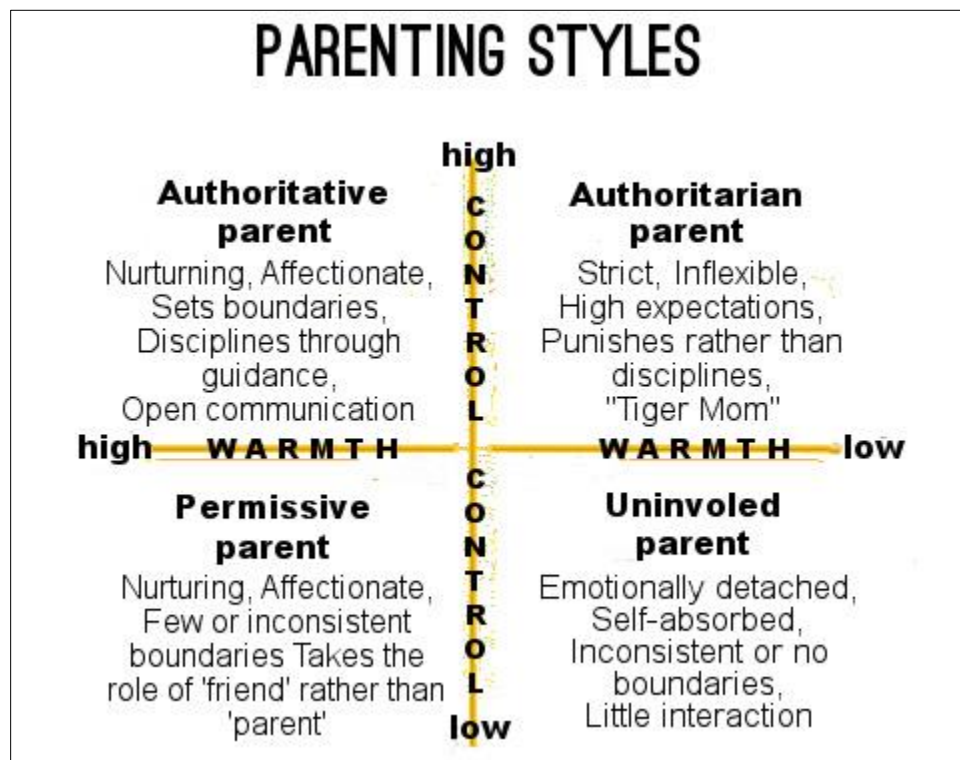
## Kohlberg's Stages of Moral Development

<b>Level I: Pre-Conventional Morality</b>	Stage 1	Punishment-Avoidance	<ul style="list-style-type: none"> <li>• Self-Interest</li> <li>• Avoidance of Punishment</li> </ul>
	Stage 2	Exchange of Favors	<ul style="list-style-type: none"> <li>• Recognizes others but still self-aware</li> <li>• "Quid Pro Quo"</li> </ul>
<b>Level II: Conventional Morality</b>	Stage 3	Good Boy/Good Girl	<ul style="list-style-type: none"> <li>• Proper behavior for the social approval</li> </ul>
	Stage 4	Law & Order	<ul style="list-style-type: none"> <li>• Proper behavior of the dutiful citizen</li> <li>• Obey laws</li> </ul>
<b>Level III: Post-Conventional Morality</b>	Stage 5	Social Contract	<ul style="list-style-type: none"> <li>• Mutual benefit to all</li> <li>• Obey society's rules</li> </ul>
	Stage 6	Universal Ethical Principle	<ul style="list-style-type: none"> <li>• Defend right/wrong, not just majority</li> <li>• All rights are sacred</li> </ul>

## Erikson's Stages of Psychosocial Development

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT		
Stage (approximate age)	Issue	Description of Task
Infancy (to 1 year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 3 years)	Autonomy vs. shame and doubt	Toddlers learn to exercise their will and do things for themselves, or they doubt their abilities.
Preschool (3 to 6 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about their efforts to be independent.
Elementary school (6 years to puberty)	Industry vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	Integrity vs. despair	Reflecting on his or her life, an older adult may feel a sense of satisfaction or failure.

## Parenting Styles



## Kubler-Ross 5 Stages of Grief

Stage	Grief (Death)
<b>1 Denial</b>	This can't be true.
<b>2 Anger</b>	Someone is to blame. People become angry with themselves or others.
<b>3 Bargaining</b>	Trying to make a deal with God, similar to that when minimising the effects of a break up trying to stay friends.
<b>4 Depression</b>	This is born of sadness, regret, fear and uncertainty. It results in dysfunctional life behaviour.
<b>5 Acceptance</b>	Detachment and objectivity is achieved allowing those left behind to move on.