

**Infancy 3260**  
**223**  
**Student Study Guide**  
**EXAM 1**

For Chapters 1-4, know key terms from your textbook (terms that are bolded – however if we never mentioned the concept in class, you will not be tested on it)

### **Chapter 1**

- **Why is it important to study infants?**
- **How did the early Greeks and Romans view and treat infants and children? How were infants viewed in medieval times? During the Renaissance?**
- **When did we begin to see the emergence of written philosophies of child rearing in Europe?**
- **Compare and contrast Rousseau’s and Locke’s philosophies about children and child rearing. Which philosophical movement did each belong to? How have these ideas carried over into American thought today?**
- **Which theorist is most closely associated with maturation? What did Freud believe about the period of infancy? How did James Watson think infants learned? What Jean Piaget’s contribution to the field of infant development?**
- **Understand the differences among classical conditioning and operant conditioning**
- **How do reinforcers differ from punishers?**
- **What is meant by “nature” and “nurture”? Describe the concept of epigenesis?**
- **What is interdisciplinary collaboration and why is it important?**
- **Be able to identify the difference between stage vs. continuous theories of development.**
- **Be able to explain the importance of cultural context when evaluating infant behavior.**
- **What is *parens patriae*?**
- **In the Rally for Babies webcast, what were some significant findings they reported that underscores the importance of “Zero to Three” funding and education.**
  - For every \$1 spent, there is a savings of \$3 to \$17
  - Economically advantaged children know an average of 1100 words, while economically disadvantaged children know an average of 500

### **Chapter 2**

- **Be able to describe characteristics of naturalistic vs. laboratory settings for infant research.**
  - Naturalistic: take place in areas where children are comfortable and often at (schools, playgrounds, day care, home, etc.)
    - Researchers remain passive and try not to interfere with children during observation
    - Tends to have high external validation
    - Requires operational definitions (clear, concrete, verbal descriptions of children’s actions so that studies can be compared due to qualitative nature) to avoid observer bias
      - Operational definitions are necessary in naturalistic and laboratory studies

- Ethnographic research occurs when researchers observe children and make observations in a culture different from their own
      - Co-sleeping in Mayan cultures vs. non co-sleeping in US cultures
    - Event sampling: watching for specific behaviors
    - Narrative records: rich, detailed observations where all observations are recorded
  - Laboratory: take place in a controlled area where researchers are able to design an experiment with dependent and independent variables
    - Generally has high internal validity
- **What is the difference between quantitative research and qualitative research? Discuss each type of research.**
  - Quantitative: observations that deal with numbers
    - “represents a complex behavioral process with a numerical index”
  - Qualitative: observations that deal with descriptions
    - “attempts to capture the meaning or quality of a behavior while maintaining a scientific stance”
- **Be able to identify examples of different research designs: case studies, quasi-experimental, experimental, and also longitudinal, cross sectional and microgenetic.**
  - Case studies: in depth examinations of a single child
    - Can use experimental methods
  - Quasi-experimental: groups of participants are formed before the study begins
    - Twins, age, location, etc.
  - Experimental: researcher design study with independent and dependent variables using random assignment
    - Toddlers assigned to either experimental childcare program or conventional program
    - Control groups: receive no manipulation and are compared to manipulated groups
    - Contrast groups: different groups that are compared and each receive a different type of manipulation
    - Random assignment: random process of assignment
    - \*\*high internal validity, though external validity may be low
  - Longitudinal: takes place over the life/lives of a child/children, such as to study effects of birthweight
    - Can be problematic - high rates of attrition, expenses, and time consuming, practice effect (improvement in performance as result of repeated exposure to measures of those abilities)
    - Good way to study effects of intervention on development
  - Cross-sectional: comparing different age groups at the same point in time
    - How well do 12-months, 16-months, and 20-months interpret emotion?
    - Need to be aware of cohort effect (age differences resulting from generational differences)
  - Micro-genetic: documents the process of development over a short period of time
    - The onset of walking over several months; essentially a very short longitudinal study
- **Be able to recognize independent and dependent variables. What is a control group?**
- **What types of research measures are used in infant research?**

- Behavioral responses, parental report, archival report, perception and cognition tests
    - Behavioral responses – naturally occurring or conditioned behaviors
      - Psychophysiological
        - Heart rate, cortisol level, brain activity
      - Visual
        - Fixation, preference, habituation/dishabituation
      - Conditioned
        - Sucking, head turning
    - Parental report
      - Diaries, checklists, questionnaires, rating scales
    - Archival report
      - Government and medical reports – census, childcare manuals, equipment, vital statistics
    - Perception and cognition tests
      - Paired-preference
        - Seeing which stimulus is preferred by the infant
      - Habituation
        - Associated with paired-preference tests; the amount of time an infant looks at an object
        - Specifically, the decline in time over repeated trials of the same stimulus
        - Recovery is the abrupt increase in looking time after a change in stimulus
      - Response-contingent procedures
        - Infants are trained to change their behavior if they can detect certain features of stimuli and will alter their behavior in order to receive their favorite stimulus (certain taste)
          - Behaviorism & Watson
- **What types of physiological recordings are used for infant research? What are the strengths and limitations of physiological measures in infancy?**
  - Automatic recordings of behavior are used for infant research
    - Measures of heart rate, respiration, brain activity, hormonal activity, aspects of behavior (movement, gaze, direction)
  - Strengths
    - Allows us to understand infants better since they are not able to report on their own internal states
  - Limitations
    - Hard to know the precise meaning of a physiological measure because physiological activity is a response in and of itself; impossible to say when and where a response originates from
- **Doing research on infants has its own set of inherent issues – what are some of the logistical considerations when doing research with infants? What are some ethical considerations?**
  - Logistical
    - Infants behavioral states change over time – they are more likely to complete a task when alert
    - it is difficult if not impossible to completely gauge an infants responses since they are not able to talk; responses can be misinterpreted