

COURSE GUIDE FOR  
**HDFS 3301**

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***Theories of Human Development  
and the Family***

**Course Author**

Malinda Colwell

*Your grader may be different from the author.*

**HDFS 3301** features:

- 3 hours credit
- 9 lessons, each containing Introduction, Lesson Objectives, How to Proceed, Discussion, Key Terms, Practice Exercise, and Lesson Assignment
- 1 final examination
- 1 textbook
- no prerequisites
- writing intensive
- All lesson assignments may be submitted via email or surface mail.

**HDFS 3301**

v.2.0

Published by  
Division of Outreach and Distance Education  
Texas Tech University  
Box 42191  
Lubbock, TX 79409-2191

Outreach & Distance Education Course Development  
Instructional Designer: Malinda Colwell

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# **COURSE** **introduction**

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## ***Theories of Human Development and the Family***

In HDFS 3301, you will learn the major theories of human development and how these theories affect parenting, teaching, and childcare practices. You will learn to identify these theories in practice, and you'll be able to put these theories to use in your home, classroom, office, etc.

This course is designed to strengthen your knowledge of human development, make you question current theories and practices, and help you recognize the importance of human development theories. Detailed lessons from the textbook and activity assignments that allow you to put your skills to practice will help you achieve these goals.

After completing this course, you should be able to:

- discuss the major theories of human development;
- identify strengths and weaknesses of the theories;
- identify and recognize various ways theory is translated into practice in the home, childcare, and learning environments;
- describe how major theories of human development are alike and different from one another;
- assess and recommend strategies for implementing theories into classroom practice.

### **Course Objectives**

**Textbook** The required textbook for this course is:

Crain, W. (2005). *Theories of Development: Concepts and Applications* (5th ed.). New Jersey: Prentice Hall.  
(ISBN 0131849913)

This textbook is currently in its fourth edition. It contains current information about several theories of human development and biographical information for the responsible theorists; however, we will only read about the major theories, or those theories most often used to explain human development, in this course. The chapters are well organized and contain helpful headings before the beginning of each major topic. (Some of the chapters are lengthy; therefore, you might want to divide your reading into sections using the headings as guidelines.) Each chapter also includes an evaluation section, which will help you put each theory into perspective.

## **About the Course Guide**

We don't have enough time to cover all human development theories. We don't even have enough time to look at all the theories in your textbook (although I encourage you to do so on your own time). The theories we do cover in HDF5 3301 have been chosen because of their unique perspectives and because of their impact on the fields of human development, psychology, and education.

In the course guide, theoretical topics are divided as follows:

- cognitive development and learning (Lessons Two through Five)
- the importance of early relationships (Lesson Six)
- moral development (Lesson Seven)
- personality development and development across the lifespan (Lessons Eight and Nine)

This organization gives us an opportunity to look at development in several different domains, and it allows us to make comparisons across theorists in terms of what aspects of development are most important to study and what influences development.

Each lesson for this course has several sections. You'll begin each lesson by reading the Introduction, Lesson Objectives, and How to Proceed. The introductions provide a context for your upcoming reading and suggest some possible initial connections with your own life. The How

to Proceed sections list your reading assignment from the textbook and take you step-by-step through the process of completing each lesson.

Once you've completed your textbook reading assignment, you'll read the lesson's Discussion in the course guide. In the discussions, I have addressed topics I consider to be important or of special interest. Parts of the discussions may be brief summaries of your textbook to facilitate further thinking about certain concepts. However, be aware that other parts of the discussions may expand on certain topics and provide information not covered in your textbook. Additionally, the discussion sections are designed to stimulate your thoughts about theories in the real world.

Next, you'll test your skills with a Practice Exercise. The practice exercises are designed to help you think more in depth about the concepts you learn in the textbook and the discussions. Although practice exercises are self-check (you don't send them in for grading), completing them will really help you further explore the theories and integrate the information into your daily life.

Finally, you'll complete and submit a Lesson Assignment. You *must* complete and submit all lesson assignments (not the practice exercises) to Outreach & Distance Education for grading. The assignments contain objective and essay questions. When I return your Lesson Assignment, I'll provide you with any necessary feedback to help you better understand concepts and to improve your essays on the next assignment. You can complete the lessons at your own pace, but I do recommend waiting for my feedback before submitting your next assignment.

Please notice that I've provided you with a timeline based on the birth dates of the theorists we'll discuss in this course (Appendix D), as well as a list of additional readings (Appendix E). Both resources should help supplement your studies, and I encourage you to continue learning about human development outside of this course.

This course has nine graded lessons and a final exam. HDFS 3301 is designated writing intensive, so each graded lesson assignment will contain objective questions (e.g., multiple-choice, matching, fill-in-the-blank, or true/false) and essay questions. For some essays, I expect your answers to be more detailed than for other essays. I will give you an idea of a satisfactory length and amount of detail for your answers in the instructions for each essay.

## Assignments and Grading

You will use the answer sheet provided at the end of each lesson to answer your objective questions. To prepare your writing assignments, you will need to use a word processor or typewriter. Your responses should be typed using a familiar font (e.g., Times New Roman) in 11-12 point size. If you are unable to type your essays, please seek my approval prior to turning in your assignment because I will deduct points if you do not follow directions. In addition, I will deduct points for incorrect grammar, spelling, and punctuation.

The final exam consists of 80 multiple-choice questions worth one point each and two essay questions worth 10 points each. The final exam is 50% of your final grade. The lessons receive 50% of the total point value after you pass the final. **According to Outreach & Distance Education policies, regardless of your performance on the lesson assignments, you must pass the final examination in order to pass the course.**

The grading scale will be as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% or below	=	F

## About the Author

### Malinda Colwell

I am currently an Assistant Professor in the Department of Human Development and Family Studies at Texas Tech University. I have been teaching courses on human development and family studies for eight years. I really enjoy sharing information with students about different theorists' ideas and helping students learn how this information is relevant in everyday settings of parenting, childcare, and education. Equipping students with this practical application knowledge is important to me. In addition to my teaching, I also enjoy conducting research about preschool children's social and emotional development and studying how their relationships with parents and peers influence their development.

# LESSON

# one

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## *Theory Defined and the Early Cognitive Theorists*

**W**hen can a child walk? How does a young child learn to talk? What do 6-year olds think about the world? If you've ever asked yourself these questions, or any questions pertaining to human development or learning, you're not alone. For centuries, investigators have conducted experiments, made observations, and formed theories attempting to answer these and other similar questions.

Human development theories are amazing tools that we use to explain how people develop and learn. While these theories are very useful, no single theory can answer all of our questions. Furthermore, no two theories are exactly alike. Several factors influence the number and variations of theories that exist. These factors include the diversity of people, the wide scope of development, and investigators' differing views of people. In this lesson, as well as throughout the rest of this course, we will explore many different perspectives on how and why people develop and learn as they do.

Specifically in Lesson One, we will define *theory* and learn how theories are used. We will then discuss some of the earliest human development theorists (Locke, Rousseau, and Gesell) and their significance in human development. We'll also look at why it's important to understand these early views of development and how these views influenced later theorists, including theorists of today.

### **Introduction**

**Lesson Objectives**

After completing this lesson, you will be able to:

- explain what a theory of development is and what it is used for;
- describe the Preformationist view of development;
- describe the general characteristics of Locke's view of human development;
- explain Locke's views on how best to educate children;
- describe Rousseau's view of human development;
- list Rousseau's stages of development;
- explain Rousseau's views on how best to educate children;
- describe the differences between Locke and Rousseau's views of development;
- describe the strengths and weaknesses of Locke and Rousseau's theories;
- explain how Locke's views and Rousseau's views are similar to and different from our understanding of human development today;
- describe Gesell's methodology;
- explain Gesell's principles of development;
- explain Gesell's views on childrearing.

**How to Proceed**

- 1** Make sure you have read the Introduction and Objectives for this lesson.
- 2** Read and take notes on Chapters 1 and 2 in your textbook, *Theories of Development: Concepts and Applications*.
- 3** Read the Discussion in this lesson. It will help you to understand what you read in the text and further clarify some important concepts about theories and the early views discussed in the chapter.
- 4** Complete the Practice Exercise and check your answers with the answer key in Appendix A.

- 5** Complete the Lesson One Assignment and submit it to Outreach & Distance Education according to the instructions given in the Policies & Forms Guide.
- 6** Review your notes briefly every day until you complete the course. After you have finished this lesson, you may proceed to Lesson Two.

A theory is an explanation used to determine the cause of certain events or actions. For our purposes in this course, **theories of development** provide a framework for understanding humans and their mental, physical, social, and emotional growth. More specifically, developmental theories provide structure for our observations of people and help us organize what we already consider to be *facts* about development—that is, theories give meaning to what we see and know about development. Theories help us answer our *how*, *what*, and *when* questions about people and what they are able to do at different times in their lives.

Let's say you see a 4-year-old boy talking to himself while trying to tie his shoes, and you've seen him do this often while trying new tasks. Why does he do that? The theories of both Piaget and Vygotsky suggest the child is engaging in *egocentric speech* (we'll discuss these theories in the next few lessons), which helps him to control his own behavior and guide what he is doing in order to accomplish the task of tying his shoes. Knowing these theories helps you understand what you already know to be true about young children...they often talk to themselves out loud. The theory gives meaning to the facts by providing a framework of why what you observed is happening. In this case, the child's outward speech serves as a regulatory and guiding function for his behavior. Without these theories, it may be difficult to understand why young children talk to themselves.

Theorists have differing theories of development, and their theories usually emphasize different aspects of development. For instance, Piaget focuses on cognitive development while Kohlberg, another theorist we'll discuss later in the course, focuses on moral development. This does not mean that either of them necessarily thinks other aspects of development are unimportant or non-existent. Rather, each theorist constructs his or her theory to give understanding to a particular facet of development each believes most important for understanding human development as a whole.

## Discussion

### What is a Theory?

Another important thing to remember about theories is that they actually are useful in the real world. In fact, theories often influence things such as how we teach our children, how we structure children's environments, or how we talk with them about different issues. Understanding a theory helps us to know how to interact with children (and adults) in a way that is developmentally appropriate.

As we discuss the early theorists covered in Chapters 1 and 2, think about how these theories may be applied in any setting. Do Locke's ideas give us any insight into how to teach children? Could a parent really raise a child as Rousseau suggests it should be done? Is Gesell's theory useful in understanding children's development?

### **Preformationism**

Does it sound strange to think of children simply as miniature adults? Perhaps it does, but we sometimes treat children as tiny adults today. Have you ever asked (or seen someone else ask) a preschooler to sit still without moving or talking for a long period of time? While an adult may well be able to do this, a preschooler cannot successfully sit still without talking for several reasons: the preschooler does not have the motor control to inhibit movement for long periods of time, nor does a preschooler have the ability to control their urges and desires for movement and exploration. Also, preschoolers do not have the ability to keep themselves from talking if they have something to say.

Although the idea of preformationism is not one that is held in mainstream thinking about development any longer, it's an idea we sometimes inadvertently express in the types of requests we make of children and the expectations we have for their behavior or their performance. Think about preformationism the next time you are at the store or at a park and hear an adult asking something developmentally inappropriate from a child.

### **John Locke**

Thinkers, like Plato and René Descartes, supported the doctrine of innate ideas, the theory that individuals were just born with knowledge concerning, for example, the existence of self and God. In addition, the concept of innate ideas also provides for an ability to logically reason at

birth.<sup>1</sup> Notice, however, the key component of innate ideas: the knowledge exists *without* experience.

By the late 17th century, the well-educated John Locke began to question the theory of innate ideas. Locke was skeptical because of his scientific observations of developing children. Based on his studies, Locke reasoned that learning through experiencing one's environment, rather than innate knowledge, was the source of human intellectual development. With Locke's theory we have the first clear expression of the **nurture perspective**, the idea that the environment nurtures or directs development.

Locke proposed four ways of learning, or four ways the environment exerts its influence on development:

1. **Associations.** Through associations we can connect senses, behaviors, emotions, people, things, thoughts, and more. Have you ever heard a song on the radio and then immediately you think of where you were, who was with you, or what you were doing when you first heard the song? If so, you've experienced an association. Our society has instilled many associations in us—some of which save lives. For instance, what do you think of when you see a red octagon or a yellow triangle while driving?
2. **Repetition.** Children seem to naturally like repetitive activities. They often enjoy having the same story read to them over and over again, or the same nursery rhyme or song sung to them repeatedly. Before too long, the children have learned all the words to the stories or songs.
3. **Imitation.** Children and adults often take on characteristics of those around them, and in effect, children learn new behaviors or new attitudes from the models they see. Young children, for instance, often try and imitate their parents by dressing up to look like them or pretending to do the same kind of work they see their parents doing. People imitate not only behavior but also speech and language patterns. Do you have a friend who uses a particular phrase or word often? Probably after you have been

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<sup>1</sup> “[innate ideas].” (2003). *The Columbia Encyclopedia* (6th ed.). New York: Columbia University Press. <http://www.bartleby.com/65/>. [April 24, 2003]

around your friend for a while, that word has become part of your vocabulary as well.

4. **Rewards and Punishments.** If a child gets praised for cleaning up her room, it is likely that she will clean her room often to receive the reward. Likewise, if a child helps clear the dinner dishes from the table and is rewarded by being able to choose his dessert, he is likely to learn that clearing the table is a rewarding job. On the other hand, if a child hits his sister and receives time out for his behavior, he will hopefully learn not to hit his sister in the future.

Can you think of any ways these four concepts, or any combination of them, might be useful in raising a child? How could you use these ideas to help a child learn a new behavior? Likewise, how could you use these ideas to stop an undesired behavior?

Not only are Locke's four ways of learning useful in raising a child, they are also useful in an educational setting. What do you think of when you hear the word *education*? Do you think of learning the basics of reading, writing, and arithmetic? Do you think of transferring knowledge from teacher to child and of passing on facts and information from one person to another?

One key concept to note is that teachers are not the only ones involved in a child's education. Parents are largely responsible for a child's development, but babysitters, family members, and anyone else around a child play a role in the process as well. Firm and consistent parenting helps children learn their boundaries and what is or is not acceptable behavior. If caregivers are firm and consistent from the beginning of their children's lives, the children will come to know that they can rely on their caregivers and that their caregivers have expectations for their behavior. This helps children develop a sense of what they ought and ought not to do; it develops **self-control**.

You may be tempted to set rules for a child as a means of guiding behavior, but Locke suggests using imitation. Locke was opposed to rules in the traditional sense because he did not believe children could understand abstract ideas of *Dos* and *Don'ts*. Instead, he proposed that parents provide children with appropriate models of desirable behavior.

Another common way for us to teach self-control and appropriate behavior is through rewards and punishment. However, Locke had a warning about the role of punishment: a child may not really

understand the reason for the punishment or may not see the association between his or her previous behavior and the punishment received. Psychologically, physical punishment may also make a child less confident and wary about his or her abilities. Locke strongly recommended that we not use physical punishment because of its possible unwanted side effects.

Oddly enough, Locke was one of the first to express the idea that learning should be fun. Think about your favorite teachers and favorite subjects when you were in elementary school. Why did you like the teachers and subjects so much? One possible answer, from Locke's perspective, is that you probably enjoyed the instruction and the topic.

Today it may seem obvious that teaching will be most effective when the student enjoys the process. However, in Locke's time, this was a new idea. His own educational experiences and those in the several decades prior to him were based on the idea that children need to learn what adults have to tell them, whether children enjoy the information or not. The point of education at that time was not about fulfilling any interests of the child or making the experience enjoyable. The point was more to provide the child with information deemed necessary to be successful and to live in society.

Locke did not view the normal methods of education in his day as useful ways to educate children. Instead, he advocated the use of games in learning and recognized that children need to learn new information in steps. Locke also recommended allowing educators to take advantage of children's natural curiosity. In many ways, then, Locke helped to move education toward a more **child-centered** approach than had previously been used.

Locke presented many innovative ideas about how children learn and develop. His ideas have influenced many other theorists and educators. Modern teachers often use appropriate rewards and punishments and provide children with models of desired behavior as strategies to motivate learning. Locke believed that the environment was most important in driving development, but he did acknowledge the need to consider a child's natural curiosity in order to facilitate effective learning. The far-reaching impact of Locke's ideas on theories of development and education is a testament to the strength of his ideas.

### *Evaluation of Locke's theory*

**Jean-Jacques Rousseau**

Rousseau is one of the first theorists to most clearly support the **nature perspective** that states children develop from within, according to their inner biological timetable. Instead of society or the environment being responsible for a person's development, Rousseau believes that if left alone children will develop and learn based on their innate schedule. This is the fundamental disagreement between Locke and Rousseau: Locke believed development is due to the environment, and Rousseau believed it is due to biology. These two theorists represent the classic poles of the nature vs. nurture debate.

Rousseau divided development into four stages: 1) **infancy**, 2) **childhood**, 3) **late childhood**, and 4) **adolescence**. According to Rousseau, these stages follow an **invariant sequence**, meaning that everyone goes through the stages in the same order. Later, we'll find other theorists who described development in terms of stages, but Rousseau's invariant sequence is an important characteristic of his theory and a point of contention.

Do you think Rousseau's stages and the ages that fall into each stage make sense (see pages 13-14 in your textbook)? Do the stages apply to what we know about childhood and development today? For instance, do you think that children are **presocial** until age 15? It's possible Rousseau's stages reflected the reality of development in his day, but today many theorists would say development occurs more quickly than at the ages Rousseau proposed. Rousseau's childhood stage, ranging from age 2 to 12, is truly interesting. Developmentally, many theorists today would not consider a 2-year-old and a 12-year-old to be similar enough to include in the same stage. Why not? The stage of adolescence is also one that people usually question. Today most people would consider adolescence to be over with the end of the teenage years or early 20s; consider the developmental differences in our society today between a 15-year-old and a 25-year-old. Rousseau's stages clearly offer insight into development during a different time period, and although some of Rousseau's ideas may seem a bit strange to us now, they provide us with an early framework for understanding how nature may guide development.

***Education from Rousseau's perspective***

A goal of development and education is for a person to develop an independent mind and be able to effectively enter the social world. Remembering that nature is responsible for development, one of Rousseau's main points of education is to let children discover and learn things on their own and to follow their natural inclinations for learning. Rousseau proposed we focus on what children were naturally able to do,

according to his stages, and present children with appropriate activities. For instance, in the infancy stage when children are developing their senses, we should provide children with a variety of objects to manipulate and interact with so that they can use all of their senses. Instead of presenting “right” answers to children, we should structure the experiences so that children can discover right or wrong on their own. Through structured self-teaching, children develop according to their plan and will become independent in their thinking and functioning. (Rousseau specifically talks about his ideas of education in a novel called, *Emile*, in which he details the best way to educate his imaginary pupil named Emile.)

Rousseau’s four stages of **biological maturation** and his child-centered approach to education denied all prior beliefs that children were just small adults. Rousseau and Locke both believed that children had different cognitive and physical capabilities from their larger adult counterparts. Despite Rousseau’s out-of-the-box ideas and his impact on other theories, you’ll find that many developmental theorists disagree with certain aspects of Rousseau’s theory, especially that of infants and children lacking an interest in social involvement. Recall that Rousseau believed individuals did not focus on social relationships until adolescence (see page 14 in your textbook). What are your thoughts? What parts of Rousseau’s theory do you agree or disagree with? These ideas will be seen in the theories of many other theorists that we will consider in this course.

### ***Evaluation of Rousseau’s theory***

As we’ve already discussed, Rousseau’s theory of four well-defined stages of biological maturation, while beyond its time, failed to address every variable in development. However, a century later Arnold Gesell expanded on Rousseau’s theory and addressed environmental influences on maturation as well. Who does that sound like? You’re right—Locke. Thus from the beginning of Gesell’s ideas, we can see that while Locke believed clearly in the role of the environment in development and Rousseau believed strongly in the role of nature in development, Gesell believed both to be important.

### **Arnold Gesell**

While Rousseau focused on stages of development dependent on age, Gesell acknowledged that humans can and do develop at different rates, but development occurs in **fixed sequences** and unfolds in a particular direction before and after birth. I’m sure you’ve seen the cephalocaudal development, or head to foot development, in pictures depicting the

growth of unborn children, and perhaps you've observed postnatal **cephalocaudal development** in your infant or younger siblings. At the same time, you should note the presence of **proximodistal development**—that is, development occurring from the central part of the body outward. Can you think of any examples of proximodistal development?

Although development often occurs in the same order across individuals, the rate of a person's development may vary. Not everyone walks or learns to read at the exact same age, even though the sequence leading up to those behaviors usually follows the same order. Remember the idea of an invariant sequence from Rousseau? The idea here is the same.

While Gesell places more emphasis on nature (a person's biological tendencies and genetic blueprint), he believes the environment helps children to realize their potential and allows their potential to unfold according to Nature's plan. You can think of the roles of nature and nurture in terms of making a pizza. The ingredients represent nature. They exist and are important aspects to successfully produce a whole pizza. Without ingredients, you have no pizza. However, those ingredients may be put together (or expressed) in several different ways. You may choose to place the crust in a round pan or in a rectangular pan, for instance. This environment that you choose is going to support the necessary ingredients as they come together to create the pizza. Some environments will be more conducive to successful completion of the pizza than others.

In similar ways, environments can both help and hinder the internal developmental process in humans. Gesell believed the socialization of children is very important, but it is best done within the confines set by children's maturational principles. Instead of trying to teach children things an adult thinks a child ought to know, it is important for adults to teach within a child's naturally set schedule of development. Gesell discussed four principles of development: **patterns, reciprocal interweaving, functional asymmetry**, and **self-regulation**. These four principles are important to Gesell because they represent ways in which a person's internal timetable for development will unfold.

Gesell's hours of observations at the Yale Clinic of Child Development helped him to refine his ideas about the principles of development and to develop what are called **growth gradients**. Growth gradients are developmental steps or milestones for all aspects of development (cognitive, social, physical, emotional). They help give us a picture of

when in life children can do certain things or show certain behaviors. Growth gradients can be used as a frame of reference in examining a child's development. For instance, one growth gradient is that by around 7 months, most children are able to sit alone. Another is that most children crawl between 8 and 10 months. These growth gradients give us a picture of what is "normative" at a given age of development. Even though Gesell was interested in describing what is "normal" at a given age, he did believe in the uniqueness and individuality of each person. You'll remember that he did acknowledge that the rate at which people develop may vary, even though the sequences are the same (see pages 26-27 in your textbook).

How do Gesell's ideas relate to child-rearing? Can you think of any examples of how the four principles of development provide insights into how parents should raise their children? Think about the types of signals and cues that children exhibit from an early age. Crying is a particularly powerful signal that a child has a need. How would Gesell advise a parent to respond to a child's cries?

Does Gesell's theory have any usefulness? Does it make sense? Many agree that he was able to make Rousseau's idea of the importance of biological maturation more concrete and that he was able to illustrate how a person's internal plan unfolds. He formulated his ideas of child rearing based on biological maturation and gave parents insight into how best to interact with their children. At the same time, some would argue that Gesell took the idea of biological maturation too far and that teaching and the environment are more important in driving development than he acknowledged. Another possible criticism of Gesell centers around his growth gradients, or ideas of norms during development. Some believe these norms are not representative of the population in general and do not allow for enough individuality in understanding development. Nevertheless, many today still use his norms as guidelines for determining when children ought to be able to do certain things.

***Evaluation of  
Gesell's theory***

By now you have probably noticed that in evaluating theories, there is always a combination of strengths and weaknesses, of positives and negatives. Depending on the position of those critiquing the theories, you will usually find aspects of theories that are both supported and refuted. As we discuss each theorist in this course, think about how the theory works for you. Does it make logical sense? Is it applicable in a real-world setting? Do these ideas help you to understand a person's development?

**Key Terms**

adolescence  
 association  
 biological maturation  
 cephalocaudal development  
 child-centered  
 childhood  
 fixed sequences  
 functional asymmetry  
 growth gradients  
 homunculus  
 imitation  
 infancy  
 invariant sequence  
 late childhood  
 nature perspective  
 negative teaching  
 nurture perspective  
 patterns  
 presocial  
 proximodistal development  
 reciprocal interweaving  
 repetition  
 rewards and punishments  
 self-control  
 self-regulation  
 tabula rasa  
 theories of development

**Practice Exercise**

This exercise is designed to help you review some of the material in your lesson. Answer the following questions on your own paper. When you have completed the exercise, check your answers in Appendix A. Do *not* submit your answers to ODE.

**Fill-in-the-Blank.** Write the word or phrase that best completes each sentence.

1. According to \_\_\_\_\_, children are born as a blank slate.
2. A \_\_\_\_\_ is the idea of a tiny, fully formed human developing prenatally.
3. \_\_\_\_\_ is development that occurs from a person's center outward to the extremities.
4. Both Rousseau and Gesell believe in the importance of \_\_\_\_\_ in understanding what influences development.
5. \_\_\_\_\_ can be used as frames of reference for determining what is normative behavior for a child at a given age.
6. Theories help us to answer our \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ questions about development.

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7. According to Locke, the best punishment is \_\_\_\_\_, and we should avoid \_\_\_\_\_ punishment because of its negative consequences.
8. The best rewards, according to Locke, are \_\_\_\_\_ and \_\_\_\_\_.
9. During \_\_\_\_\_, according to Rousseau, children are developing their senses.
10. \_\_\_\_\_ refers to protecting children from what is wrong or undesirable.

**Matching.** Match each term with its description and/or definition.

- |                              |  |
|------------------------------|--|
| A. cephalocaudal development | _____ 11. was one of Rousseau's stages and represents the first time in development when people are first considered social beings             |
| B. association               |  |
| C. fixed sequences           | _____ 12. represents development that occurs from head to toe  |
| D. invariant sequence        | _____ 13. is a form of learning that occurs when one thought simultaneously leads to another   |
| E. nurture perspective       | _____ 14. is a form of learning that occurs when one person learns from the behaviors of another   |
| F. nature perspective        | _____ 15. is an idea of Gesell's that, to some extent, people can determine their own schedules of development, based on biological maturation |
| G. tabula rasa               | _____ 16. means that development is not random but occurs in a particular order  |
| H. self-regulation           |  |
| I. adolescence               | _____ 17. is the idea that genetics is responsible for development   |
| J. imitation                 | _____ 18. is the idea that the environment is responsible for development  |
|                              | _____ 19. means that stages occur in a particular order and everyone goes through the stages in that order                                     |
|                              | _____ 20. means that children are born as a blank slate  |

**Lesson One  
Assignment**

**Multiple-Choice.** Select the answer that best completes each of the following questions or statements. Write the letter of your answer in the space provided on the answer sheet.

1. Which of the following represents Gesell's view of what influences development?
  - A. He believes genetics determine development, within the structure provided by the environment.
  - B. He believes the environment is solely responsible for development.
  - C. He believes genetics are solely responsible for development.
  - D. He believes development is a random process, not influenced by anything in particular.
  
2. Since Locke believes strongly in the role of nurture in development, he believes that children
  - A. will develop best if left alone to develop according to their inner biological timetables.
  - B. need to have harsh discipline to develop their character.
  - C. learn from the environment.
  - D. need no adult guidance for positive development.
  
3. According to the preformationist view,
  - A. childhood is a unique period of development.
  - B. childhood is a time for children to play and enjoy themselves.
  - C. children are considered miniature adults.
  - D. children are considered to be individual thinkers with their own interests.
  
4. Both Locke and Rousseau believe
  - A. in the preformationist perspective.
  - B. in the uniqueness of childhood.
  - C. that the environment is solely important for development.
  - D. that genetics are solely important for development.

5. Whenever Jimmy's aunt comes for a visit, she spends time every afternoon reading to Jimmy. Jimmy's mom noticed that one day, as soon as his aunt had arrived, he got a stack of books and put them on the couch, where he and his aunt usually read together. According to Rousseau, Jimmy did this because
  - A. he has learned it through association.
  - B. he has learned it through being punished for not doing it.
  - C. of his biological timetable.
  - D. of his social development.
  
6. A set of ideas that helps us give meaning to fact and observations is a
  - A. reward.
  - B. theory.
  - C. hypothesis.
  - D. fixed sequence.
  
7. Rousseau's stages of development
  - A. exactly mirror our view of stages and development today.
  - B. combine ages that we would not normally group together today.
  - C. represent the historical developmental pathways during Rousseau's lifetime.
  - D. Both B and C.
  
8. A young father wonders what his 3-year-old son ought to be able to do socially and what his peer relationships ought to be like. For information, he could consult which of the following?
  - A. Locke's tabula rasa
  - B. Rousseau's negative teaching
  - C. Gesell's growth gradients
  - D. the homunculus
  
9. A child-centered approach to learning
  - A. is strictly directed by a teacher.
  - B. reflects a set number of facts and ideas adults determine are necessary to learn.
  - C. builds on the idea that adults always know what children ought to learn.
  - D. builds on the idea of following a child's natural curiosity in learning.

10. Rewards are best when they
  - A. promote internal regulation of behavior.
  - B. promote external regulation of behavior.
  - C. are concrete things like candy or money.
  - D. are expensive.

**Essays.** Answer the following essays. Use your word processor or typewriter and an 11- or 12-point, familiar font to type your responses. (If you are unable to type your assignment due to special circumstances, please seek prior approval from your instructor.) Make sure your responses are clear enough to show that you understand the definitions of the terms discussed, and be sure to answer all parts of each essay. Some of these essays are based on your opinion, and although they can't be counted right or wrong, you will be assessed on how clearly you explain and support your opinion. Grammar, spelling, and punctuation also are important in evaluating your response.

1. What is the main difference between how Locke and Rousseau view development? Explain each theorist's perspective and make the difference between the theorists' views clear.
2. How can the nature and nurture perspectives be reconciled? In other words, do a theorist's ideas always have to reflect either the nature or the nurture perspective? Start by defining these views.
3. Choose either Locke, Rousseau, or Gesell and give your opinion of that person's theory. Answer the following questions about the theory based on your experience with and observations of children. Does the theory accurately reflect children as we observe them in natural settings? Does the theory make sense to you in terms of being applicable in either a teaching or parenting setting? Do you think the theory is helpful in understanding development? Use two to three paragraphs for your answer. Make sure to answer each part of the question.



## Lesson One Answer Sheet

Name: \_\_\_\_\_

### Multiple-Choice

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Essays

Answer the essay questions on your own paper and attach it to this answer sheet when you submit your assignment to Outreach & Distance Education.