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SUMMARY OF PED221 WITH PAST QUESTIONS

Definition of Developmental Psychology Developmental psychology is a branch of psychology which deals with studying developmental changes of human and animal behaviour. Describe the roles of maturation and learning in development describe at least two scientific methods in developmental psychology. Child psychology focused on the developmental changes of children from conception to early adolescent.

Whether they are individual or universal"

The goal of developmental psychology is to identify how the individual develops cognitively and affectively in addition to motor development from pre-natal stage to adult stage or old age. Developmental psychology emphasizes the factors affecting developmental changes and influencing changes, and the orderliness and sequential nature of human development. Thus developmental psychology is a special branch of psychology and mental processes which involves growth and developmental changes in terms of differentiation, the maturation, and learning, integration of biological, cognitive and affective processes. It is also includes the study of processes that contribute to foundations of life in terms of fertilisation, zygote formation, embryonic development leading to the development of the neonate, the child, adolescent, adult and senescence .

In this respect they are different although go hand in hand or inseparably. In addition, other basic concepts in developmental psychology are maturation and learning. Basically, growth refers to quantitative changes that are increase in bodily dimensions such as height, weight and size. For instance, as a result of growth, the size and structure of internal organs and the brain increase.

By contrast, development refers to those qualitative changes which along with growth i.e. from maturation and learning. Hurlock , Zanden and Baller and Charles defined development as a progressive sequence of orderly, coherent changes. Progressive according to Hurlock signifies that the changes are directional leading forward rather backward. The developmental changes in human beings are categorized into changes in size, proportion and disappearance of old features.

The human being is never static rather he is undergoing constant changes. At every chronological age some changes manifest at the beginning while others are at their peak and some are declining. These changes occur physically, emotionally, mentally and disappearance of old features to be replaced by new ones . The process of development has been explained from different perspectives and some of them are development as maturation and learning or development as the synthesis of maturation and learning.

Development as maturation is governed by genetical and environmental factors. The changes due to growth or maturation are not learning. Additionally, development as synthesis indicates that development is the essential process and each element of learning occurs as a function of wholist

development rather than being an element which explain development.

Briefly explain the role of maturation and learning in

Other aspects of development changes are the social expectations for each stage of development which Havighurst labeled developmental task. Development is critical and plays a significant role in maturation and learning. It follows a definite and predicted pattern, as a result of change in behaviour which leads to individual differences. Each stage of development has its hazards and is affected by cultural belief and changes.

The above definition indicates that the individuals are meant to know the societal expectations at given ages. The developmental tasks predict the failure for an individual to master the tasks as a result of aids and handicaps to mastery.

Explain what is meant by development?

You may include the following answers Developmental Psychology is a branch of science of behaviour which studies the development of organism from conception through childhood, adolescent, adult and senescence . Development simply means the orderly and sequential changes in an organism from conception to death Growth refers to quantitative changes while development refers to those qualitative changes which go along with growth Developmental psychology is a branch of psychology that studied the developmental stages of an individual behaviour from conception till death. The concept of growth and development indicates that growth refers to quantitative changes while development refers to these qualitative changes which occur as a result of maturation and learning. Social expectations are expressed in terms of developmental tasks which is essential for the mastery of persons and social adjustment.

DEVELOPMENT IN HUMAN BEHAVIOUR

In unit 1, we have defined both growth and development, and some aspects of developmental changes. In this unit therefore the emphasize will be on the principles of growth and development, factors influencing growth and development and sex determination. Describe two principles of development identify and explain two factors influencing growth and describe sex determinants in growth and development. It finds expression in physical change, intellectual change, personality change, and social change across the life span and to live is to change .

Psychologists maintained that the law of developmental direction and predictable pattern are the "cephalocaudal law" and the proximodistal law". Development is predicable with changes namely growth, maturation and learning. Development is the sum total of all changes that occur in an organism. It continues the effect of growth and learning.

Development therefore is influenced by genetic or heredity and environmental forces. Maturation is the stronger motivation on the part of the learner and sets the limit of developmental changes no matter the type of learning methods employed. The learner cannot learn unless he is ready. Learning in this regard is the relatively permanent change in behaviour as a result of reinforced practice or experience.

For an individual to grow and develop fully, there must be four basic changes namely, growth, maturation, learning and development. The child is continuously developing. Development behaviour is controlled by needs. The developing child needs nutritional materials in order to enhance his cognitive, physiological, emotional and social needs.

For instance the child requires love and affection, belongingness and acceptance especially from his peer group in order to satisfy his emotional and social needs. If the developing child is deficient, the development requirements may not be fulfilled. Each stage is distinguished by a dominant feature. It is characterized by a specific kind of development which is more prominent than the other.

For example the five major developmental stages in childhood begin with prenatal stage down to infancy, babyhood, childhood and puberty when the child becomes sexually mature.

Although these aspects of traits develop at different rates

The development of the organs of the body could be perfected through nutrient materials and other accident in order to enable the organ function properly. Any further interference may lead to mal-function or normal deficiency.

Explain the laws which govern human development as orderly and sequentially list and explain two principles of development

The "Cephalo caudal law" of developmental direction states that development proceeds from head to tail . Growth Spurts do appear especially during infancy and adolescence in the process of human growth. Individual differences and variation occur during development. You have noted that human life is a process of continual development which finds expression in physical, intellectual, personality and social changes across life span.

This means that to live is to change. You have also noted that stages of development can involve differentiation, increase in size and complex forms of organization. In this unit, you have studied the basic principles of development. Development behaviour is controlled by needs Development proceeds by different stages.

The Nature – Nurture Controversy

In unit 2, we discussed the basic principles of growth and development. Heredity refers to the biological transmission of traits from parents to offspring through genes. The two cell divisions associated with human development are mitosis and meiosis. Heredity per se establishes certain limitations and directions of growth and environment furnishes the condition which may accelerate or decelerate the process.

The Nature-Nurture Controversy

The nature – nurture controversy started in the classical Greek era among, philosophers like

Plato and Aristotle John Locke and others. The areas debated were heredity versus environment, nature versus nurture, maturation versus learning, innate versus acquired etc. In the history of psychology, the great debates centered on the controversy over nature and nurture. This controversy was based on the two schools of thought – the hereditarians ad the environmentalists. The environmentalists insisted that all people were burn genetically equal and that they differ as a result of environmental opportunities.

These chromosomes house smaller hereditary traits known as genes. Physical traits developed as the result of the influence of a combination of genes.

Gender is determined by the 23rd pair of chromosomes the normal females inherited one sex chromosome

The father can transmit either an X chromosome or a Y chromosome to his offspring. Identical heredity is present only in twins developed from the same fertilised ovum. These are chromosomal disorder brought about as a result of inheritance. These disorders are associated with the presence of too few or too many chromosomes.

The Down syndrome occurred where a Child inherits extra 21st chromosomes. Children with the syndrome received their "extra" chromosome from their father rather than their mothers . The child will be mentally retarded with a number of distinctive physical features. Here the males fail to develop secondary sex characteristics and show deficiencies on tests of verbal ability.

The Turner's syndrome occurred when the ovum containing no X chromosome is fertilized by an X-bearing sperm; the result will be an

The female remains small in stature, and fail to develop secondary sex characteristics. The "Super male" syndrome resulted when the child received the extra Y chromosome from the father. The child is taller than average and tends to score below average on intelligence tests. The poly – x syndrome occurred when a sex chromosome abnormality involving females who inherit three X chromosomes.

These females are normal in appearance, remain fertile and tend to score below average on intelligence tests. You may expect the following answers among others.

Heredity refers to the biological transmission of psychological traits from parents to progeny or offspring

The modern solution to nature – nurture controversy highlighted that it is the result of heredity interacting with the environment conditions that favoured human development. This process is known as fertilisation as indicated in module 3, unit I...

The fertilised egg contain 46 chromosomes, 23 from the male and

The males inherited an X chromosome and Y chromosome.

SCIENTIFIC METHODS IN

In this unit, you will be exposed to various methods of studying developmental psychology. You all know that developmental psychology is a branch of psychology which is the scientific study of human development and its changes and behavioural patterns identify and discuss four major scientific methods of studying developmental psychology with appropriate examples discuss some practical applications of these methods in developmental psychology. Developmental psychology is an inter-disciplinary and multidisciplinary field, made of sociology, anthropology and biology.

The experimental method

The observation method is classified into two namely, maturation observation method and participant observation method. It enables the researcher to study individuals independently of their ability to report on themselves while it does not disturb or affect the events under investigation. The participant observation as a research enables the researcher to become part and parcel of the group which he wants to observe. In this case, he establishes rapport with the group of children or adolescents in order that they may not become conscious of his presence so that they may not hide their actual behaviour or overt behaviour.

The observation method may have a number of limitations such as the subjectivity of interpretation and collection of data from overt behaviour which does not provide reliable information regarding internal mental process.

The Survey method

The survey method especially the social survey method employs interviews and questionnaire for the determination of incidence and prevalence of given attitudes and behaviour with identifiable population. The case study method is used in baby biographies and in clinical approaches involving maladaptive children and adults. The case study method is categorized into the clinical case study or case history and developmental case study. The clinical case study is designed to gather information and present condition of the subjects.

This approach is used to study physical, mental, language, emotional and social developmental characteristics of children, It also allows researchers to plot individual growth curves in such areas as language, motor and cognitive development. The cross-sectional approach compares different groups of individual of varying age cohort to specific aspect of developmental stages. The independent variable is assigned to be the causal factor in the variables being studied while the dependent variable is usually some measure after subjects' behaviour . The experimental method uses a systematic procedure called experimental design.

It provides guidelines to the researcher to carry out his research sequentially. The experimental design is made up of the experimental group and control group for the purpose of testing hypotheses. The control group is associated with the experimental group except that the researcher did not introduce change into it. The control group provides a mental standard against which the changes in the experimental group can be measured.

The methods of studying developmental psychology research involve the applications of the observation, survey, case study, and the iii. The research methods employed in the study of Developmental Psychology include the observation, the survey, the case study, and the experimental methods.

The survey method focuses or the study of incidence and prevalence of given attitudinal behaviour within identifiable

The case study focuses after single individual behavioural problems. The case study is categorized into the clinical case study or case history and developmental case study which are subdivided into longitudinal approach and cross sectional approach. It uses the experimental design and control group.

ANSWER TO SELF ASSESSMENT EXERCISE

The longitudinal method undertakes continuous testing or measurement of subjects in individuals while the cross – sectional method compares varying groups of individuals of different age cohort. Identify and explain two research methods of studying developmental psychology as a discipline with appropriate examples. Vikas Publishing House PUT.

[...]

The stage concept of human development implies that human development is divided into step like levels with clear-cut changes in behaviour occurring from one stage to the next. The stage concept of human development should be compared to the process of inset metamorphosis. In this Unit, we will learn the theory of psychosexual development named after Sigmund Freud. The Unit also serves to introduce to us other major stage theories in Human Development .

These theories as guide to action will help us to observe and describe, explain, predict and influence the major stages of human development. Each stage is characterized by certain developmental and behaviour changes. Further, each stage possesses for children a unique conflict that they must resolve before they pass on to the next stage.

Anal Stage

This stage refers to the stage when the focus of pleasurable body zone shifts from mouth to anus, rectum and bladder. The source of conflict results in toilet training by the mother.

The Phillic Stage

The focus of pleasurable body zone shifts from anus to the genitals . This conflict is resolved by identifying with his father and repressing his desire for his mother. This leads her to conclude that she has been castrated and otherwise feels inferior that finds expression in female, “penis envy”. In this regard, the problems expressed in this stage for both male and female children are

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sexual problems in adulthood homosexuality and failure to handle competitive relationships.

While anal and phallic stages correspond to pre-primary school years, the latency stage corresponds to the primary school years in which children suppress most of their infantile sexual feelings or sexuality and become interested in games and sports. Further, the boys associate with their fellow boys and girls and engage themselves in learning skills and values etc...

Genital Stage

At this stage, Sigmund Freud postulated that human behaviour is determined by id, ego and superego personality functions. Id is that part of mind controlled by the pleasure principle and will. Id impulses clash with person's need to adapt to society. In the course of a child's development, the id, the ego and the superego do not appear simultaneously.

You may wish to add more to the brief answer

The stage concept of development means that development is divided into step like levels with clear-cut changes in behaviour occurring from one stage to the next. This stage encourages the formation of peer group. Both sexes engage themselves in learning skills and development of values. They are mental devices used by individuals to protect themselves from distortion of reality.

These defense mechanisms are used to protect the ego children develop as part of personality development. Projection defense mechanism occurs as an individual ascribes his unacceptable behaviour to others, to justify self defense. Reaction formation implies that an individual protects himself against recognizing aspect of his personality that he would find unacceptable by developing the opposite behaviour. For rationalization, an individual exhibits a convincing reason for doing something unacceptable.

In repression an individual exhibits unacceptable impulse driven from conscious feelings of anxiety and guilt.

[...]

You have learnt the stage theories of human development. Now we are going to describe the learning theories of the study of Human Development. There are many views of learning theories in the development of human beings. This will help you to understand that learning is a continuous process in which we modify our behaviour as we encounter success or failure in our environment.

Operant Conditioning Theory of Human

Skinner sees learning as a series of experiences which influences behavioural change in the same way that conditioning does. Here conditioning denotes the process by which conditioned responses are learned or acquired. For Skinner, each learning experience is a stimulus that produces a behavioural response. In operant or instrumental conditioning, the response must be

made before a record is given or before an aversive stimulus is removed.

in this regard, when an individual's response is followed by a protein rein forcer or rehad, then there is a tendency for the individual to repeat the response. Skinner conducted an experiment . He constructed a box and fitted the box with a lever. Skinner placed a hungry rat in the box with a or bar projected out with the food dish beneath it and higher bulb above the bar.

In the box, the rat moves up ward and down restlessly and occasionally presses its paws upon the bar. The container with pellets of food is attached in such a way that as soon as the rat presses the bar a pellet of food falls into the dish. The rat eats and immediately presses the bar again. He concluded that the behaviour we develop as we grow up depend on the consequences that followed these behavours in future.

Whereas in instrumental conditioning the behaviour is emitted by the organism, and the association between emitted behaviour and the reinforcement is contingent upon behaviour. But in classical conditioning, behaviour is elicited by stimulus and the association is between a stimulus elicited responses. The influential work of Ivan Pavlov, a Russian Psychologist is based upon the idea of classical conditioning. He discovered that by pairing the sound of a bell with the piece of meat, he established a new relationship between a stimulus and a response that was not associated with one another.

Note that the meat is the unconditioned stimulus and the saliva produced by the dog is the unconditioned response, while the striking of the bell is the conditioned stimulus. Outline three differences between Operant and classical conditioning.

Social Learning Theory

The new behaviours are learned initially through observing and imitating a model than through differential reinforcement. The models are classified as real-life, symbolic and representational. Further, in the schools and homes much attention is given to exemplary models.

Indentity versus Role Confusion

In unit 1 of module 2, we have learnt Freudian theory of Psychosexual Development. Along this line, this unit will discuss stages of Erick Erikson psychosocial theory. Among the best known of the Neo-Freudian scholars is Erick Erickson's. He agrees with Freud that people are born with basic instincts and that the personality has three components namely the id, ego and superego.

Erikson stresses that children are active, adaptive explorers who seek to continue their environment rather than passive creatures who are molded by their parents. He also assumes that human beings are rational creatures whose thoughts, feelings and actions are largely controlled by the ego. Erikson has been known as an ego psychologist because he believes that an individual must first understand the realities of the social world in order to adapt successfully and show a normal pattern of personal growth . His primary concern is with psychosocial development but he did not clearly specify the types of experience that an individual must have in order to cope with and revolve psychosocial crises.

Erikson also notes that individuals develop a "healthy personality" by mastering life's outer and inner dangers.

Generativity versus Stagnation Ego Integrity versus Despair

These developmental stages from infancy to old age are associated with psychosocial crisis or conflicts, social setting and favourable outcome. Basically interaction takes place between an individual and social environment during each developmental stage which can change the course of personality either positively or negatively. Basic Trust versus Mistrust Stage of psychosocial development occurs predominantly during infancy. This stage relates to Freudian oral stage and Piagetian sensori motor stage.

In the family, the mother breast – feeding baby develops trust with human affection, love and warmth. The deprivation of affection and love in infancy threatens the baby to turn into mistrust or a suspicious person. The Autonomy versus Shame and Doubt correspond to anal – muscular stage of psychosexual theory of Freud. Children at this stage become autonomous in their personal care, and explore their physical environment and reaffirm their autonomy in terms of self control.

In this respect if the family and school environment are strict and inflexible, they may acquire undesirable feelings of guilt. Children at this phase may have finished primary school and enter junior secondary school. In contrast, children tend to experience an inferiority complex when there is no acknowledge of the progress achieved. Identity versus Role Confusion Erickson's developmental stage of identity versus role confusion in fact correspond to puberty and adolescence stage with the age bracket of 12 to 18 years plus.

Erickson made the greatest contribution to the study of identity in adolescence which he expressed as "identity crisis" Here the adolescent is in search of his own identity quiet different from his parents or from socio-cultural setting especially among his peer groups and out groups. At this stage the adolescent also tends to search for vocational identity among a variety of professions and specialties. Teenagers cannot continue to blindly accept the parent's or other influential adults' ideologies . He/she develops the ability to work toward a specific career accompanied with intimate relationship with friends.

The failure of adolescents to establish interpersonal relationships can lead to isolation.

The adulthood stage according to Erikson is associated with

The adults build up new family and work. They also contribute beyond their immediate families and to society through hard work as well as through the upbringing of their children and relatives, the adult's failure to attain their developmental tasks and goals may lead them to stagnation or fixation. The individuals at stage have retired this and accept life as it is and face his last days and death with dignity. Some of them acquire satisfaction in looking back upon their live.

If the psychosocial crisis of the older individuals is not solved, dissatisfaction occurs when they are approaching the end of their lives which leads to despair.

[...]

The predominant social setting is the family where the breast-feeding baby develops trust if it has hygienic and feeding care with human affection, love and warmth. The deprivation of love and affection, and warmth in infant threatens the baby to turn into mistrust or suspicious person. The fifth stage occurs during puberty and adolescence which is identity confronting role confusion. The sixth stage happens at youth stage which implies intimacy versus isolation, for positive or negative inter personal relationships.

The seventh stage is known as generativity versus stagnation which occurs during adulthood. The eighth stage is the integrity which vies for despair as crisis. Erickson made the greatest contribution to the study of identity in adolescence which he expressed as identity crisis.

[...]

They are known as major stage theorists of human development. The stage concept implies that development occurs in step like fashion with clear – cut changes in behaviour which consistently involves one stage to the next. Piaget assumes that intelligence is made up of two divisions namely functional invariants and structure. The functional invariants are of two types known as organization and adaptation.

He further grouped adaptation into two processes namely accommodation and assimilation. The next word Piaget used is schemas . Piaget believes that intelligence works through the terms mentioned. A schema is a logically organized pattern of thought or action that one constructs to interpret some aspect of one's experiences.

Piaget believes that a child is born with a number of reflection schemata. Piaget described three kinds of intellectual or cognitive structures as behavioural schemata, symbolic schemata and operational schemata. The behaviour schemata are organized patterns of behaviour that are used to represent and respond to objects and experiences . The symbolic schemata imply that the child is capable of representing actions mentally to satisfy his/her objectives.

The internal mental symbols are used to help child to represent aspects of experience. The operational schemata imply that a child performs on his or her objects of thought through a cognitive operation that include mental activities such as actions implied in mathematical symbols. The goal of organisation is to advance the adaptive function. Relation to the existing scheme which is integrated into cognitive structures – assimilation.

Accommodation as cognitive structure and complement of assimilation is the process of modifying existing schemas or structures in order to account for new experiences . Everyday children are repeatedly assimilating new schemata and accommodating their cognitive structure to those experiences. The total process of assimilation and accommodation for maintaining intellectual balance at all age levels in Piagetian theory of cognitive development is called

equilibration. According to Piaget, cognitive development is marked by altering states of equilibrium and disequilibrium.

[...]

At the preoperational stage, the child is thinking at a symbolic level but the logical thoughts are not yet, developed. Piaget divided this stage or period into the pre-conceptual stage or pre-logical stage which lies between two to four years and the intuitive reasoning stage or the perceptional operation stage from four to seven years. In our review of this level of pre-operation thought, we need to understand what Piaget meant by operations. Operations, in Piaget's system, are ways of manipulating objects in relation to each other.

These manipulations of objects may be according to size or colour etc. The manipulations of objects can be concrete operations or formal operations . The Preconceptual child is characterized by egocentric use of language and heavy dependence on perception in problem solving. Piaget at this stage identified logical mathematical experience as another interactive experience with the physical world.

Pre-Operational Stage

The concrete operations stage emphasized the children capability of performing operations that are directly related to objects. Children can now conserve, classify, seriate, decentre, accommodate and participate in the most of the things required of them at school. Piaget noted that one of most significant characteristics of cognitive activity at the concrete operations stage children's achievement in number, mass, weight and so on. Children at this stage increase in knowledge and skills and decrease in egocentrism or self-centredness.

He /she acquires higher order operations which imply applying abstract concepts and hypothetical events to his / her problems. Basically the adolescents can accept assumptions, hypothesis and laws for problem solving. Manaster emphasized that the adolescent at this stage makes use of the hypothetico – deductive method of reasoning indicating "formal thought begins with a theoretical synthesis.

[...]

In Piaget's cognitive development theory, organisation is the process by which a child combines existing schema into new and more complex cognitive structures or bodies of knowledge. Organisation within the child's innate tendency ensures that all schemas are properly interrelated and adjusted to each other to form an integrated self. Relation to the existing held schema of the world. In Piagetian cognitive development theory, accommodation as cognitive structure and complement of assimilation in the process of modifying existing schemas or structures in order to match new schemas or new experiences to the world of reality.

Every child is repeatedly assimilating new schema and accommodating his cognitive structures to these experiences. The schemata are the cognitive structure that a child evolves for dealing

with specific kinds of situation in his /her environment. It is logically organized thought or action that a child constructs to interpret some aspects of his/her experiences. Piaget believes that a child is born with a number of reflective schemata.

Schema is an organized pattern of thought or action that the child constructs to interpret his/her experiences or cognitive structure

The preoperational stage involves the child's thinking at symbolic levels. It is subdivided into pre-conceptual stage and the intuitive reasoning stage . The preconceptual child is characterized by egocentric use of language and heavy dependence or perception in solving problems. The intuitive stage is marked by more social or communicative speech and intuitive thinking or reasoning' and greater decent ration.

The concrete operational stage is marked by manipulation of objects. Children at this stage can conserve, classify, seriate, decentre, accommodate and participate fully in most of the activities in primary schools. The formal operations stage is also marked with logical thinking with abstractions among adolescents. The adolescent makes use of the hypothetico- deductive methods of reasoning.

[...]

These aspects of human development cannot be understood without the knowledge of biological processes. Discuss biological aspects of human development identify and describe three stages or phases of prenatal describe at least two factors affecting prenatal development.

[...]

The zygotic period is characterized by the growth of the zygote with an initial linkage between the zygote and the support system of the mother.

Embryonic Period

The period is characterized by rapid growth as the developing organism emerges as recognized human fetus. It also established the placental relationship with the mother. Furthermore, during this period, the main organs like the arms, legs and the internal organs like the kidney, liver, lungs etc. the face, mouth, ears start to be defined better in the 8th and 9th weeks, a recognizable human body ensued. The embryo is attached to the wall of the uterus by means of the placenta, which functions as a roof, which permits the entry of food materials, oxygen and hormones and removal of carbon dioxide and metabolic wastes.

Foetal or Fetal Period

During this period the differentiation of these major organs continues, and the organs themselves become capable of assuming their specialized functions . At the eighth week, the internal and external organs developed and the organism now resembles a human being. List five prenatal environmental factors affecting human development and discuss any of their conclusions. In this

unit, you have learnt the biological determinants of human development especially in terms of how life beings and sex determination.

You have also learnt the stages of prenatal development. For example, as we have discussed zygotic embryonic and fetal stages. You have therefore learnt the factors affecting prenatal environmental factors such as malnutrition and age of mother, drug usage and its effect, Rh factors, emotional state and so on. Growth and Development are a result of the interaction of heredity, environment, maturation and learning.

[...]

In Unit 1, we have discussed the prenatal development as one of the stages of growth and development. But Unit 2 deals with the second stage of child development known as the neonatal development commonly called infancy. The newborn child is known as neonate during the period of 0 to 2 years. In this stage emphasize will be on the physical, physiological and motor development at infancy.

An infant is a child that must adjust to the new environment outside the mother's body. Growth is still very rapid during this period. This stage is characterized by rapid growth and development. The survival of the child depends on physiological, social, psychological, digestive and physical adjustments that must be made at this stage of development.

Physiologically, the child's survival depends on the adjustment of outside the womb body in terms of breathing in and breathing out of oxygen.

Physical and Motor Development

In this unit, we have learnt that physiological changes that occur between conception and prenatal life. The infant's is physical growth takes place in generally orderly fashion with predictable changes occurring at different age levels. Precisely, the levels of skeletal and muscular development enable the infant to craw, walk, climb and grip objects. The infant also gain mastery over his head followed by his trunk and leg muscles.

List and explain two characteristics of infancy or neonatal

In the unit, you have learnt the concept of neonatal development as another critical period in child development. Infancy is characterized by rapid growth and development accompanied with physical, physiological, social, digestive and physiological adjustments. Tata McGraw- Hill Publishing, Ltd.

Concept and Nature of Childhood Development

You are about to study another interesting stage of human development known as childhood development. However some psychologists classified childhood into early, middle and late childhood, others grouped childhood into early and late childhood while some regarded baby-hood as part of childhood. Childhood is divided into three separated periods namely

early, middle and late childhood. Early childhood falls within the age bracket of 2 to 5 years.

Some psychologists talk about early childhood or baby hood and vice versa while others omitted it completely. In this case childhood is divided into early and late childhood. These sub-stages of childhood extend from 2 to 11 years and this age cohort covers pre-primary education to primary education according to Nigerian National Policy on Education currently revised in 2004. Often, this happens when the child beings junior secondary school based on socioeconomic status and educational attainment of some parents.

However, adequate attention should be paid to these categories of childhood. Whereas the infancy falls within the Piaget's sensori motor period of intellectual development where the infant learns and develops motor skill by manipulating objects around him. Physically, the early childhood is most rapid in growth as that experienced in infancy. The child is self-centered and concerned with objects of play or trip.

But he becomes interested in other children. At this stage, improvement is made in the aspect of perceptual development. The child is inquisitive and reflects this through questioning about this environment. Since he is in primary school at the age of 6 he is able to use symbols in language, play and problem solving.

Socially, the child learns to cooperate with his friends and others. At this stage, Hurlock identified certain social expectations for every stage of development namely, childhood, adolescent-hood and adulthood called development tasks. In unit 2, we have identified the various stages of common development as infancy, childhood, adolescent-hood and adulthood. Each stage has certain tasks to acquire for later development.

In every culture, for example, individuals are expected to master certain saleable skills and acquire approval patterns of behavior. Failure to acquire these developmental changes and patterns of behaviour acquired at various ages during the life span may result in unacceptability in the society. These skills and patterns acquired are what Hurlock called social expectations for every stage of development. You have known the meaning or definition of development al tasks which that should be mastered during each stage of life from infancy to old age.

It is interesting to let us identify the developmental tasks that are associated with infancy and early childhood at the age bracket of zero to 5years plus. The developmental tasks of infancy and early childhood are adopted from Havighurst. In sub-unit 3.1, we learnt early childhood stage of human development is the foundation in the early years, which eventually determine what the child's adjustment to life will be. Each child develops at his own rate and pattern.

It is characterized by traits associated with the period. The child leaves his home to formal schooling in primary school and if the child is progressing very well, he is supposed to be in primary school. The middle childhood is characterized by Piaget's concrete operational stage. He likes to play games with his peers.

Physically, the period of middle childhood is characterized by body coordination and movements. The increased in physical coordination enables him to be vigorously involved in

activities. Peers do influence the behavior of young children through modeling or imitation. The child should study in an anxiety and fearfree environment.

They are able to solve simple problems that involve mass, weight, number, length, area and quantity. You have learnt the meaning of the concept- developmental task in unit. In this respect, developmental tasks of middle childhood like any other period of human development demands the social expectations of a child at home, community and school which the child must accomplish in order to cope with the stage of development successfully. The developmental tasks of middle childhood and late childhood are treated the same in this module.

This period or stage falls within the age bracket of 6 to 11

Today some of them may enter junior secondary school that is ages 10 to 11 years. Basically the child is involved in intuitive thinking as such he can handle numbers of various reactions to each other and arrange objects orderly. This period is marked by more social or communicative speech and greater dependence on intuitive thinking rather then just on perception . Personality development and socialization are essential at this age and their experiences are tied to their immediate environment.

Some of the developmental tasks to develop these skills are identified by Learning physical skill or motor skill for ordinary games. This implies that some of the skills are acquired by children through interaction with their peers. The parents and teachers should enable them develop these motor skills through proper coordination, supervision and teaching. In this respect, children should be trained in the areas of sanitation, and health habits.

Learning to get along with age- mates. Sociometrically, children should be taught to maintain good relationship with their peers and age- mates. In this unit, you have learnt the concept and nature of early childhood.

You have learned the importance of developmental tasks in infancy and

The physical, mental, social and emotional characteristics of Developmental tasks are known as social expectations of an individual through the various stages of development.

Problem of Adolescences

In Unit 3 we have attempted to discuss childhood stage of human development. You can now explain the characteristics of childhood which is basically divided into early, middle and late childhood. Efforts were also made on the physical, social, emotional and mental development of childhood stage. In this Unit, adolescence stage of human development has been viewed in some societies as a very difficult period of life.

Specially, the unit examines the meaning, characteristics, concerns, problems, and developmental tasks of this stage and some theories associated with adolescent's stage. Lewin has held the view that the adolescent is really in a "no man's land". He is neither a child nor an adult but is caught in a field of overlapping forces and expectations between the field of

childhood and field of the adult. It is some-times referred as the period of teenage.

Some psychologists maintained that chronologically adolescence lies roughly between ages of 12 and 18 years. The psychologist Jersild defined adolescence as that span of years during which boys and girls move from childhood to adulthood. The pre-adolescent growth spurt is followed by a period of speedy growth known as puberty. Puberty is attained between 13 and 14 years of age.

The adolescence period is divided into early adolescence and late adolescence. The early adolescence is usually referred as the period of teenage which extends from 13 to 16 plus, while late adolescence covers the period until 18, the age of legal maturity. In Nigeria, at the age of 18, individuals are eligible to vote. Adolescence is regarded as a period of "storm and stress".

Adolescence produces its own form of egocentrism. He wants to identify himself because he has reached the period of sexual maturity and that of heightened emotionality. As a period of problem age because many of them cannot cope with this problems. The home, school, church, and society, and other agencies of education can help the adolescents to adjust to their responsibilities.

For instance in schools, teachers should help them to adjust their social expectations and make up their educational, career and social concerns.

[...]

In Unit 2 we have defined developmental task. The concept of developmental tasks as earlier stated was developed by Havighurst. He proposed the developmental tasks for American adolescents which was adapted for Nigerian adolescents. Achieving new and more mature relation with age mate of both sexes – the adolescent is expected to maintain a cordial relationship with his age group.

[...]

There is the need for career counseling. Preparing for marriage and family life – maintaining a friend relationship may lead them to marriage life. Mastering the developmental tasks is not easy.

[...]

They may be isolated or rejected within their peer groups/ gangs.

The two mental characteristics of Adolescents are

Ability to carry out formal operations i.e. ability to carryout logical and abstract reasoning.

[...]

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The problem of adolescents will eventually show whether developmental tasks are achieved or not. The failure to achieve these tasks results to certain problems in the life of adolescents. Some psychologist's believe that adolescence period is associated with the theories like Jean Piaget's theory of cognitive development which she calls adolescence the period of formal operations, which is the hallmark of logical and abstract reasoning or thought. Erik Erickson maintains that the main task of adolescence is to build and sustain a reasonably stable identity.

Problems of Adolescents

In the study of adolescence period, we have defined and stated the needs of adolescence. Further, we have outlined the characteristics and developmental tasks of adolescents. In this unit we are going to outline and explain the problems of adolescence and suggest various ways of solving these problems.

List and explain two Developmental Tasks of Adolescents

The expected answers are that development tasks refer to those problems or difficulties that adolescents typically face at this period of development. The adolescents are concerned and their developmental tasks become the vital problems/difficulties which they must be met and solve during and after transition from childhood and adulthood respectively. The adolescent can not become a successful adult if he did not achieve his development tasks.

Selecting and preparing for an occupation

Attention must be paid at this period because of the issues and problems associated with this stage of life. Adolescence is a period of transition from childhood to adulthood that is accompanied with physical, social, and mental Adolescents are characterized with physical, mental, social and emotional development Developmental tasks of childhood, adolescent hood and adulthood refers to those problems that individuals typically face at these stages of their life's development, the success or failure will lead an individual to his happiness or unhappiness in the society. The developmental tasks generally relation to physical, emotional, and mental developments in addition to sex-role typing and sex-role expectations of both boys and girls.

What do you understand by "adolescent growth spurt"

Suggest three ways of solving adolescents' problems. In units 1, 2, 3, and 4, we have discussed prenatal, infant or neonatal, childhood and adolescent hood development. The units also served to introduce us to other stages of human development. You can now explain the various stages of human development by highlighting their developmental stages and problems associated with each stage.

Now let us look at the last stage of human development known as adulthood period as specified in the objectives below. Define the sub divisions of adulthood identify the characteristics of each subdivision state two developmental tasks of each of the following sub divisions . Describe physical, physiological and psychological changes that occur during early adulthood, middle age

and old age. We commonly associate adulthood with aging in terms of biological and social changes across the life span .

Biological aging refers to changes in the structure and functioning of the human organism through time. While social aging refers to changes in an individual's assumption and relinquishment of roles through time .

Adulthood is the longest period of the life span which according to Hurlock is subdivided into three periods: early adulthood

People's definitions of early, middle and late adulthood also vary depending upon their current age. Adult implies grown to full size and strength or matured. Today, legally, adulthood has reached at the age of eighteen or twenty-one when an individual has the right to vote in the political dispensation. Adulthood as the longest life span experienced certain predictable physical and psychological changes accompanied by the beginning of the loss of reproductive capacity or decline which speeds up at old age.

Sigmund Freud of psychoanalytic approach of human development viewed adult life as an already set personality structure. Jean Piaget assumes that no additional cognitive changes occur after adolescence while Kohlberg sees moral development as reaching a life time plateau after early adulthood.

Forming mutual relationships

Early adulthood is a period of adjustment to new pattern of life characterized by "reproductive age, problem age, and settling down age". During this period, individuals have left the late adolescence stage to early adulthood with certain social expectations which differs from culture to culture. Others who have finished their educational career may get occupations that will suit their interests and abilities. Learning to live with a marriage partner – adults who get married at this stage, decide to learn to live with each other for proper adjustments of home.

Starting a family – Adults will eventually learn to start and maintain family. Adults would like to manage a home in its ramifications. Tasking a civic responsibility – Adults should take certain civic responsibilities in communities and society. Hazards arise when the adults cannot meet up with these tasks.

In some cases, they become inferior and inadequate to function among their social groups. For instance, adults suffer from prolong age – group influence and unrealistic aspirations. They are also emotionally disturbed as a result of inadequate personal and social adjustments. Vocational and family adjustments in early adulthood are prone to problems if inadequate foundations on which to build their adjustments are not met due to role – expectations of this period.

The major problems in vocational adjustment at this stage comprise of how to select, prepare and keep a vocation. The middle age is characterized by the time when men undergo a change in virility and women, a change in fertility. This period also experienced some developmental crisis in terms of parental expectations from their children or children's failures to come up to their

expectations. The developmental tasks of middle age involved the problems of adjustment which are difficult to both men and women to attend to.

But most developmental tasks of middle age prepare the individual for successful adjustment to old age.

[...]

Tasks relating to family life – The middle – aged person should assist teenage children around him to become responsible and happy adults.

The three developmental tasks of early adulthood are

Getting into an occupation based on other priorities – some Adults are still exploring certain occupations in order to settle down. But others who may get career that will suit their interest and ability. Selecting a mate – In many cases when young adults settle down accompanied with occupation, they may like to select mates.

The three developmental tasks of middle aged adults are

Biologically, aging refers to changes that occur in the structure and functionality based on time frame as humans. Contrarily certain professions in Nigeria finally retired at the ages of 65 and 70 respectively. Aging is also accompanied by various physiological changes. For instance the old age experienced decline in capacity for physical work and exercise.

There are marked individual differences and variations on certain problems or adjustment. Majority of them experienced poor personal and social adjustments in the home, community and society at large. The developmental tasks of old age have been summarized by.

Adjusting to decreasing physical strength and health – In this period, individuals are expected to adjust to weak in strength and health wise

Adjusting to death of spouse – Old people find it difficult to adjust in terms of death of spouse At times the lost of dear one creates emptiness syndrome. Establishing an explicit affiliation with members of one's age group – Old people must adjust to companionship in order to avoid loneliness.

Establishing satisfactory physical living arrangements and

Adapting to social roles in a flexible manner - Old people must adjust to his social roles both in the home and community at large. In unit 5, we have discussed the physical, social-psychological characteristics of early, middle and old age.

Adulthood is the longest period of the life span

The developmental tasks of these periods are meant to assist them adjust to tasks related to social, physical, mental, vocational, physiological changes that occur during the early adulthood, middle adulthood and adulthood later years. As people moved from early adulthood to middle age and then to old age, there are usual decline in physical, physiological and psychological aspects of human development.

PED221 List of Questions

Latex formatted questions may not properly render

Q1 Which of these data collecting instruments is most suitable in a large scale survey

- interview
- anecdoctal record
- case history
- questionnaire

Q2 Which of these describes the birth that results when fertilized ovum splits into two before cell multiplication

- multiple birth
- twin birth
- identical twins
- fraternal twins

Q3 Which one of these is a function of genes?

- genes determine human behaviour
- genes instruct chemicals that determine human behaviour
- genes determine human misbehaviour
- genes carry chromosomes

Q4 Every human cell contains 23 pairs of chromosomes except

- bone marrow cells
- red blood cells
- white blood cells
- germ cells

Q5 Heredity refers to

- land inheritance
- family relationship
- trait transmission
- cultural transmission

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Q6 Which one of these is a social characteristic of adolescents

- search for identity
- occurence of menstral period
- rapid physical growth
- appearance of pubic hair

Q7 Which of these sex genotype belongs to a boy child

- XX
- XY
- XXY
- AB

Q8 Erik Erikson psychosoial stage of development called 'Autonomy and Shame and doubt' corresponds to which of these ages

- 6 months - 1 year
- 3-6 years
- 12-20 years
- 1-3 years

Q9 When an individual exhibits a convincing reason for doing something that is unacceptable, they are employing a defense called

- mesmerization
- projection
- rationalization
- aggression

Q10 Which one of these is a mental characteristic of adolescents?

- hypothesis testing
- egocentricism
- conservation
- assimilation

Q11 which of these describes the process by which the child interpretes new experience by incorporating it into its existing scheme

- accommodation
- equilibrium

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- assimilation
- enculturation

Q12 Which of these Freudian personality structures operates on pleasure principle

- the ego
- the super ego
- the id
- the libido

Q13 Which of these ages corresponds to Freud's genital stage of psychosexual development

- 12 -18 years
- 6 -12 years
- 18 months -3 years
- 3 -6 years

Q14 Which of these is typical of the experimental method

- control of variable
- indepth study
- large sample
- small sample

Q15 Which of these is not a developmental task of adolescents

- economic independence
- ego identity
- developing life philosophy
- eliminating body waste appropriately

Q16 A child first cries when hungry, then they indicate hunger by saying ''mummy food'', then later ''mummy i want tea''. This pattern illustrates the principle of

- general to specific
- individual difference
- language development
- developmental continuity

Q17 The superego operates on

- pleasure principle

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- reality principle
- both pleasure and reality priciples
- none of the above

Q18 The observation that one 12-month old child takes the first step while another 12-month old child is unable to stand without support indicates

- retardation
- prococity
- individual difference
- abnormality

Q19 Which of these is not involved in development

- maturation
- learning
- experience
- maturity

Q20 Developmental psychology is concerned with the study of

- economic development of the nation
- educational development of the nation
- changes in development from birth to death
- all of the above

Q21 According to Piaget, the process by which a child combines existing schema into new and more complex cognitive structures is known as

- organization
- adaptation
- assimilation
- accommodation

Q22 When a child has three chromosomes at the 21st pair, the child exhibits an abnormality called

- Down's syndrome
- Turner's syndrome
- Klinefelter's syndrome
- chromosomal syndrome

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Q23 The boy child genotype for sex is described as XY. Which of these determines the sex of the child

- the grandparents
- the mother
- the mother and the father
- the father

Q24 Which of these explains the process of learning in social learning

- direct reinforcement
- abstract modeling
- classical conditioning
- radical behaviourism

Q25 Which of these is not an activity that a child in the concrete operational stage will perform?

- hypothesizing
- classifying
- conservation
- seriation

Q26 Which of these made it possible for the organism to learn in Skinner's experiment

- punishment
- reinforcement
- salivation
- all of the above

Q27 Age appropriate task a child is expected to perform at specific stages of development is termed

- cognitive task
- developmental task
- psychomotor task
- socialization task

Q28 Which of these mental devices is an individual using when they reject the existence of reality

- regression

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- rationalization
- repression
- denial

Q29 Which of these describes the mental device individuals use to protect themselves from distortion of reality

- personality disorder
- behaviour disorder
- defense mechanism
- defensive mechanism

Q30 Human development involves

- quantitative changes only
- qualitative changes only
- changes in bodily dimensions only
- quantitative and qualitative changes

Q31 Which of these is the number of chromosomes in a reproductive cell?

- 12 pairs
- 23 pairs
- 23 units
- 46 units

Q32 Which of these processes describes the division of germ cells to produce the sperm or the ovum

- mitosis
- meiosis
- myopia
- reproduction

Q33 The cephalocaudal law describes the

- head-to-foot direction
- centre-periphery direction
- maturational direction
- differentiation direction

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Q34 Which principle of development describes the fact that every child has a unique rate of development

- the priniciple of sequence
- the priniciple of differentiation
- the priniciple of continuity
- the priniciple of individual difference

Q35 One major goal of child psychology is to identify how the child develops

- economically
- cognitively
- school work
- longitudinally

Q36 Which of these statements is correct?

- in instrumental conditioning, the behaviour is emitted by the organism
- in classical conditioning, the behaviour is emitted by the organism
- in instrumental conditioning, the behaviour is elicited by the organism
- in both instrumental and classical conditioning, the organism's behaviour is the same

Q37 Which of these does not appropriately define what 'growth' means

- increase in bodily dimensions
- qualitative changes in bodily dimensions
- quantitative changes in physical structure
- quantitative changes in weight, height and size

Q38 This syndrome occurs as a result of inbalance in the distribution of X chromosomes

- Down's syndrome
- Klinefelter's syndrome
- Tanner's syndrome
- Turner's syndrome

Q39 Which of these is not a chromosomal disorder

- Down's syndrome
- Klinefelter's syndrome
- Tanner's syndrome
- Turner's syndrome

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Q40 Hereditarians believe if a mother's IQ is low

- her chlidren's IQ depends on the enviroment
- her children will have low IQ
- her children will have high IQ if they eat well
- her children will have high IQ if they attend high class school

Q41 One of these is not associated with Bandura's social learning theory

- modeling
- observational learning
- vicarious learning
- conditioning learning

Q42 Children suppress most of their infantile sexual feelings at one of these stages

- genital stage
- latency stage
- oral stage
- phallic stage

Q43 The conscience part of the mind is known as the

- ego
- id
- conscience ego
- super ego

Q44 Developmental task refers to

- task that each child should accomplish at home
- social expectations for each developmental stage
- task that each child should accomplish at school
- all of the above

Q45 Which of these describes the stage in psychosexual development when the pleasurable body zone is the anus

- oral stage
- anal stage
- anus stage

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- phallic stage

Q46 Which of these describes the branch of psychology that is concerned with the study of changes in development from conception to death

- conceptual psychology
- chronological psychology
- developmental psychology
- human psychology

Q47 Which of the following is the major objective of psychology

- to understand and predict behaviour
- to shape behaviour of animals
- to direct human behaviour
- to examine human behaviour

Q48 Which of these best describes psychology?

- the behaviour of human beings
- the behaviour of animals
- the science of human and animal behaviour
- the understanding of human behaviour

Q49 Erik Erikson&#65533;??s &#65533;??initiative versus guilt&#65533;?? stage of development occurs at

- 1-3 years
- 3-6 years
- 6-12 years
- 12-20 years

Q50 Skinner is to instrumental conditioning as Bandura is to

- Operant conditioning
- Theory of connectionism
- Observational theory
- Classical conditioning

Q51 Projection as a defense mechanism occurs when

- An individual exhibits a convincing reason for doing something unacceptable
- an individual protects himself from unpleasant reality by not perceiving its existence

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- An individual ascribes his unacceptable behaviour to others
- An individual protects himself against recognizing aspect of his personality that he would find unacceptable by developing the opposite behaviour

Q52 Heredity refers to the biological transmission of traits from parents to offspring through

- Maturation
- Genes
- Equilibration
- Chromosomes

Q53 Which of these personalities is associated with the concept of developmental tasks

- Havighust
- Piaget
- Sigmund Freud
- Thorndike

Q54 Which of these provides the raw material for learning and orderly behaviour

- Maturation
- Development
- Equilibration
- Experience

Q55 Piaget identified four basic elements in development which include all of these except

- Heredity
- Equilibration
- Maturation
- Experience

Q56 the main difference between growth and development is that

- While growth refers to quantitative changes development refers to both qualitative and quantitative changes
- While growth refers to increase in size height and weight development is the progressive sequence of orderly changes
- Both refer to changes and the processes are interrelated and interdependent on each
- All of the above

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Q57 which of these is not a concept mostly used in Developmental Psychology

- Growth
- Maturation
- Curriculum
- Curriculum

Q58 The field of human development is regarded as

- Human genetics
- Humanitology
- Social development
- Developmental psychology

Q59 At which stage of cognitive development does a child make use of hypothetico-deductive method of reasoning

- concrete operational stage
- formal operational stage
- pre-operational stage
- sensorimotor stage

Q60 One of these is not included in Piaget's cognitive structure

- behavioural schemata
- intellectual schemata
- operational schemata
- symbolic schemata

Q61 At what stage of psychosexual development does Oedipus complex occur

- Oral stage
- Genital stage
- Phallic stage
- Latency stage

Q62 The focus of pleasurable body zone at the phallic stage of psychosexual development is at the

- Mouth
- Anus
- Breast

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- Genitals

Q63 Which of these options is incorrect

- Development proceeds from general to specific
- There are variations in development such that some children follow orderly sequence others do not
- there are growth spurts in development
- Growth and development are continuous

Q64 Which of these personalities is associated with developmental task

- Havighust
- Piaget
- Freud
- Bandura

Q65 Identify the correct sequential order of psychosexual stages of human development: [a] Oral [b] Phallic [c] Anal [d] Genital [e] Latency

- abcde
- acbed
- cabde
- cdabe

Q66 The best method to study the physical emotional, mental language and social developmental characteristics of children is through

- Longitudinal approach
- Experimental approach
- Cross-sectional approach
- Observational approach

Q67 Heredity refers to the biological factors which contribute to the development of the individual through the process of what

- Implantation
- Individual differences
- Cell division
- Chromosomal division

Q68 The human has a pattern of development and these patterns form the basic principles

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of development

- TRUE
- FALSE
- Unsure
- None of the options

Q69 The raw material for learning is provided by

- Development
- Maturation
- Environment
- Hereditary

Q70 Which of these is the correct option regarding growth and development

- Both terms mean the same thing and go hand in hand
- Both terms are used together to mean the same thing
- Both terms have different meaning though used interchangeably
- Growth refers to changes while development does not

Q71 Which of the following terms is not associated with social learning theory

- Vicarious learning
- Imitation
- Observational learning
- Positive reinforcement

Q72 Which of these statements is correct

- In instrumental conditioning the behaviour is emitted while in classical; conditioning it is elicited
- In instrumental conditioning the behaviour is elicited while in classical conditioning it is emitted
- In both instrumental and classical conditioning behaviour emitted
- In neither of the conditioning systems is behaviour emitted or elicited

Q73 Select the correct option

- The id, the ego, the superego appear simultaneously
- The ego appears before the id
- The id appears, then superego before the ego

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- The id Appears followed by ego then the super ego

Q74 The id is known as the

- Pleasure Principle
- Reality Principle
- Conscience principle
- a and b

Q75 The Modern stand on nature-nurture controversy is that

- Heredity interacts with environment to produce behaviors
- Heredity alone determines behaviors
- Environment alone determines behaviour
- Behaviour is determined by other multiple causes and not hereditary nor environment

Q76 According to environmentalist

- If your father is a genius, you are automatically a genius
- If your father is a genius, you may or may not be a genius
- If your father is a genius, the same hereditary traits are transmitted to you
- Only a and c are correct

Q77 In addition to nature-nurture controversy, other areas debated have been all of these expect

- Heredity vs environment
- Maturation vs learning
- Innate vs acquired traits
- Proximodistal vs cephalocaudal

Q78 Which of these is incorrect about ego defense mechanisms

- They are activated when an individual confronts serious anxiety and emotional conflict
- They are mental devices used by individuals to protect themselves from distortion of reality
- They are used to protect the id that children develop as part of personality development
- They are used to protect the ego that children develop as part of personality development

Q79 The custodian of the rules and values of environment is known as

- Super ego
- Ego

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- Parent
- Teacher

Q80 Two concepts associated with the law of the development direction are

- Right and left directional development
- Horizontal and vertical directional development
- Proximodistal and cephalocaudal directional development
- Head to foot directional development

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