**Chapter 8**

**-Development –** The pattern of continuity and change in human capabilities that occur through life, including both growth and decline.
-**Nature –** An individual’s biological inheritance, especially their genes.
-**Nurture –** An individual’s environmental and social xps.
-**Preferential Looking –** A research technique that involves giving an infant a choice of what object to look at.
-**Habituation –** Decreased responsiveness to a stimulus after repeated presentations.
-**Assimilation -** An individual’s incorporation of new info into existing knowledge.
-**Accommodation –** An individual’s adjustment of their schemas to new info.
-**Sensorimotor Stage –** Piaget’s first stage of cognitive development, lasting from birth to 2 yrs old, during which infants construct an understanding of the world by coordinating sensory xps with motor/physical actions.
-**Preoperational Stage –** Piaget’s second stage, lasting from 2 to 7, during which thought is more symbolic than sensorimotor thought.
-**Concrete Operational Stage –** Piaget’s third stage, lasting from 7 to 11, during which the individual uses operations and replaces intuitive reasoning with logical reasoning in concrete situations.
-**Formal Operational Stage –** Piaget’s fourth stage, which begins at 11 to 15 and continues throughout adulthood; it features thinking about things that are not concrete, making predictions, and using logic to come up with hypotheses about the future.
-**Temperament –** An individual’s behavioral style and characteristic way of responding.
-**Infant Attachment –** The close emotional bond between an infant and its caregiver.
-**Secure Attachment –** The ways that infants use their caregiver, usually their mother, as a secure base from which to explore the environment.
-**Authoritarian Parenting –** A restrictive, punitive style in which the parent exhorts the child to follow the parent’s directions and to value hard work and effort.
-**Authoritative Parenting –** A parenting style that encourages the child to be independent but that still places limits and controls on behavior.
-**Neglectful Parenting –** A parenting style characterized by a lack of parental involvement in their kids life
-**Permissive Parenting –** A parenting style characterized by the placement of few limits on the kids behavior.
-**Prosocial Behavior –** Behavior that is intended to benefit other ppl.
-**Androgens –** The main class of male sex hormones.
-**Gender Roles –** Roles that reflect the individual’s expectations for how females and males should think, act, and feel.
-**Resilience –** A person’s ability to recover from or adapt to difficult times.
-**Puberty –** A period of rapid skeletal and sexual maturation that occurs mainly in early adolescence.
-**Identity Versus Identity Confusion –** Erikson’s fifth psychological state, in which adolescents face the challenge of finding out who they are, what they are all about, and where they are going in life.
-**Emerging Adulthood –** The transitional period from adolescence to adulthood, from 18 to 25
-**Wisdom –** Expert knowledge about the practical aspects of life.

**Chapter 9**

**-Motivation –** The force that moves ppl to behave, think, and feel the way they do.
-**Instinct –** An innate (unlearned) biological pattern of behavior that is assumed to be universal throughout a species.
-**Need –** A deprivation that energizes the drive to eliminate or reduce the deprivation.
-**Drive –** An aroused state that occurs bcus of a physiological need.
-**Homeostasis –** The body’s tendency to maintain an equilibrium, or ready state.
-**Yerkes-Dodson Law –** The psychological principle stating that performance is best under conditons od moderate arousal rather than either low or high arousal.
-**Set Point –** The weight maintained when the individual makes no effort to gain or lose weight.
-**Estrogens –** The class of sex hormones that predominate in females, produced mainly by ovaries.
-**Androgens –** Sex hormone in males produced by the testes and made by adrenal glands in both sexes.
-**Human Sexual Response Pattern –** The characteristic sequence of physiological changes that humans xp during sexual activity, 4 stages; excitement, plateau, orgasm, and resolution.
-**Sexual Orientation –** The direction of an individual’s erotic interests today viewed as a continuum from exclusive male-female relations to exclusive same sex relations.
-**Hierarchy of Needs –** Maslow’s theory that human needs must be satisfied in the following sequence: physiological needs, safety, love and belongingness, esteem, and self-actualization.
-**Self-Actualization –** The motivation to develop one’s full potential as a human being - the highest and most elusive of Maslow’s proposed needs.
-**Self-Determination Theory –** Deci and Ryan’s theory asserting that all humans have three basic, innate organismic needs: competence, relatedness, and autonomy.
-**Intrinsic Motivation –** Motivation based on internal factors such as organismic needs as well as curiosity, challenge, and fun.
-**Extrinsic Motivation –** Motivation that involves external incentives such as rewards and punishments.
-**Self-Regulation –** The process by which an organism effort fully controls behavior in order to pursue important objectives.
-**Emotion –** Feeling, or affect, that can involve physiological arousal (fast heartbeat), conscious xp (thinking about being in love w/ someone), and behavioral expression (a smile or grimace).
-**Polygraph –** A machine, AKA lie detector, monitors changes in the body, used to try to determine whether someone is lying.
-**James-Lange Theory –** The theory that emotion results from physiological states triggered by stimuli in the environment.
-**Cannon-Bard Theory –** The proposition that emotion and physiological reactions occur simultaneously.
-**Two-factor Theory of Emotion –** Schachter and Singer’s theory that emotion is determines by two factors: physiological arousal and cognitive labeling.
-**Facial Feedback Hypothesis –** The idea that facial expressions can influence emotions as well as reflect them.
-**Display Rules –** Sociocultural standards that determine when, where, and how emotions should be expressed.
-**Positive Affect –** Positive emotions such as joy, happiness, and interest.
-**Negative Affect –** Negative emotions such as anger, guilt or sadness.
-**Broaden-and-build Model –** Frederickson’s model of positive emotion, stating that the function of positive emotions lies in their effects and ability to build resources.

**Chapter 10**

**-Personality -** A pattern of enduring, distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world.
-**Psychodynamic Perspectives –** Theoretical views emphasizing that personality is primarily unconscious.
-**Ego –** The Freudian structure of personality that deals with the demand of reality.
-**Superego –** The Freudian structure that serves as the harsh internal judge of behavior, conscious.
-**Id –** The part of the person that Freud called the “it” consisting of unconscious drives, the person’s reservoir of sexual energy.
-**Defense Mechanisms –** Tactics the ego uses to reduce anxiety by unconsciously distorting reality.
-**Oedipus Complex –** According to Freud, a boy’s intense desire to replace his dad and enjoy the affections of his mom.
-**Archetypes –** Emotionally laden ideas and images that have rich and symbolic meaning for all people.
-**Collective Unconscious –** Carl Jung’s name for the impersonal, deepest layer of the unconscious mind, shared by all humans’ bcus of their common ancestral past.
-**Individual Psychology –** Alfred Adler’s view that ppl are motivated by purposes and goals and that perfection, not pleasure, is the key motivator in life.
-**Humanistic Perspectives –** Theoretical views stressing the person’s capacity for personal growth and positive human qualities.
-**Unconditional Positive Regard –** Carl Roger’s construct referring the individual’s need to be accepted, valued, and treated positively regardless of their behavior.
-**Conditions of Worth –** The standards that the individual must live up to in order to receive positive regard from others.
-**Trait Theories –** Theoretical views stressing that personality consists of broad, enduring dispositions (traits) that tend to lead to characteristic responses.
-**Big Five Factors of Personality –** The five super-traits that are thought to describe the main dimensions of personality: neuroticism (emotional instability), extraversion, openness to experience, agreeableness, and conscientiousness.
-**Subjective Well-Being –** A person’s assessment of their own level of positive affect relative to negative affect, and an evaluation of their life in general.
-**Personological and Life Story Perspectives –** Theoretical views stressing that the way to understand the person is to focus on their life history and life story.
-**Social Cognitive Perspectives –** Theoretical views emphasizing conscious awareness, beliefs, expectations, and goals.
-**Self-Efficacy –** The belief that on can master a situation and produce positive change.
-**Cognitive Affective Processing Systems (CAPS) –** Walter Mischel’s theoretical model for describing that our thoughts and emotions about ourselves and the world affect our behavior and become linked in ways that matter to behavior.
-**Behavioral Genetics –** The study of the inherited underpinnings of behavioral characteristics.
-**Self-Report Test –** Also called an objective test or an inventory, a method of measuring personality characteristics that directly asks ppl whether specific items describe their personality traits.
-**Empirically Keyed Test –** A type of self-report test that presents many questionnaire items to two groups that are known to different in some central way.
-**Minnesota Multiphasic Personality Inventory (MMPI) –** The most widely used and researched empirically keyed self-report personality test.
-**Face Validity –** The quality of seeming, on the surface, to fit a particular trait in question.
-**Projective Test –** A personality assessment test that presents individuals with an ambiguous stimulus and asks them to describe it or tell a story about it – to project their own meaning onto the stimulus.
-**Rorschach Inkblot Test –** A famous projective test that uses an individual’s perception of inkblots to determine their personality.
-**Thematic Apperception Test (TAT) –**A projective test that is designed to elicit stories that reveal something about an individual’s personality. Measure of motives.