Chapter 3
Infancy and Childhood

Physical, Perceptual and Language Development
- Developmental psychology - changes that occur as an individual matures
- Grasping reflex - infants clinging response to a touch (born with this)
- Rooting reflex - infants clinging response to a touch

Physical Development
- Avg. weight 7.5 lbs (95% - 5.5-10 lbs)
- Maturation - the internally programmed growth of a child
  - Basically a baby won’t do something until they’re physically ready to... no matter how hard you try...
- Infants prefer to look at human faces and patterned materials
- Visual cliff - Depth perception

Is language learned or inborn?
- Language is easier early in life
- Telegraphic speech
  - Verbal utterances of children, words are left out but you still know the meaning "Daddy Fall Down"

Cognitive and Emotional Development
- Cognitive = intellectual development
- Schema = mental representations of the world
  - needed for young kids to understand the world, or for anyone to understand a new concept
- Object permanence - something exists without being able to touch or see it

<table>
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<th>Prelinguistic Sounds</th>
<th>Symbols Used as Sounds</th>
<th>Telegraphic Speech</th>
<th>Speech Using Grammar</th>
<th>Adultlike Speech</th>
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<td>Crying, cooing, gurgling, babbling</td>
<td>Single word utterances</td>
<td>Two- and three-word expressions</td>
<td>Longer sentences, growing understanding of linguistic rules</td>
<td>Complete sentences showing good understanding of linguistic rules</td>
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<td>Even hearing impaired infants exhibit this.</td>
<td>The single word expresses entire thought.</td>
<td>The expressions begin to show awareness of basic linguistic rules.</td>
<td>Negative sentences and who, what, when, where, why, how questions common.</td>
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Cognitive and Emotional Development
- Representational thought – mental picture
- Conservation - quantity doesn’t change when appearance does
- Egocentric – the world revolves around them...
- Imprinting - Inherited tendencies or responses that are displayed by newborn animals when they encounter new stimuli
- Critical period - a time in development when skills are learned easily