

Chapter 2: *Theories of human development*

- How can different theoretical perspectives vary on conceptual issues in development (nature/nurture, activity/passivity, continuity/discontinuity, and universality/specificity)?
- What are the fundamental principles of the learning perspective, especially behaviorism?
 - What are the components of classical conditioning?
 - What are the components of operant conditioning?
 - How do reinforcement, punishment, and extinction of responses change behavior?
 - When is punishment most likely to be effective? What drawbacks does it have?
 - How does social learning theory differ from conditioning? How is it similar?
 - How do observational learning and vicarious reinforcement lead to behavior change?
- According to Piaget, how does cognitive development proceed?
 - What are the characteristics of each of Piaget's stages of cognitive development?
 - How does an information-processing approach differ from Piaget's? (from lecture)
- What are the main characteristics of the evolutionary psychological and behavioral genetics perspectives on development? (from lecture)
- How might Bronfenbrenner's micro-, meso-, exo-, macro-, and chronosystems interact with each other and with the individual to influence development?
- Why are various interventions effective at reducing teenage pregnancy, according to the different theoretical perspectives?