

Developmental psychology

Supported GRE teaching and original transfer practice

Identify the evidence

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Compare developmental theories and lifespan changes

Read DV.1 for developmental theories and their evidence.

Concepts 1

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Development covers the lifespan and multiple domains, not just childhood milestones.

Cross-sectional studies compare ages at one time; longitudinal studies follow people over time.

Concepts 2

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Cohort effects can confound age comparisons. Longitudinal studies face attrition and repeated-testing effects.

Theories offer different accounts of change. Apply their specific mechanisms rather than treating a stage label as an explanation.

Reason through the worked case

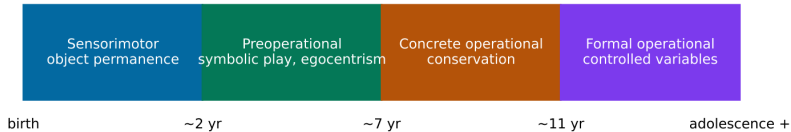
Reason through the worked case

Children solve a sorting task with an adult's hints but not alone. How could a sociocultural explanation account for the difference?

The hints provide scaffolding within a range where supported performance exceeds independent performance. They may direct attention or model a useful strategy. Record the actual hint and later test without it; success with help does not yet establish independent mastery or identify a universal stage.

Read the reviewed representation

Piaget: stages defined by the child's reasoning (bars not to scale)



Original schematic for Developmental theories and milestones. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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A study compares adolescents and adults once, then calls the difference a developmental change. Give the design, a competing explanation and a complementary design with its limitation.

Pause and write the explanation before continuing.

Check the transfer argument

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This is cross-sectional. Cohort, schooling or selection differences can accompany age. A longitudinal study follows the same participants and estimates within-person change, but selective attrition and practice effects remain. A sequential design can combine cohorts and repeated measurement; no label alone removes bias.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Average developmental patterns do not imply identical timing or outcomes for every person.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

Two age groups differ on one reasoning task. Why is this insufficient to demonstrate individual developmental change?

Write your reasoning before comparing it with the methods and limits taught in this lesson.