#### **Perspectives on Child Development**

James Jaccard Department of Psychology

#### **General Theory**

Content specific versus content general theorizing

Four level theory – focus on two

10 Variable categories to think about

Behavioral intentions/decisions

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**Environmental constraints** 

Behavioral intentions/decisions

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Skills and procedural knowledge

Behavioral intentions/decisions

**Environmental constraints** 

Skills and procedural knowledge

Salience and behavioral cues

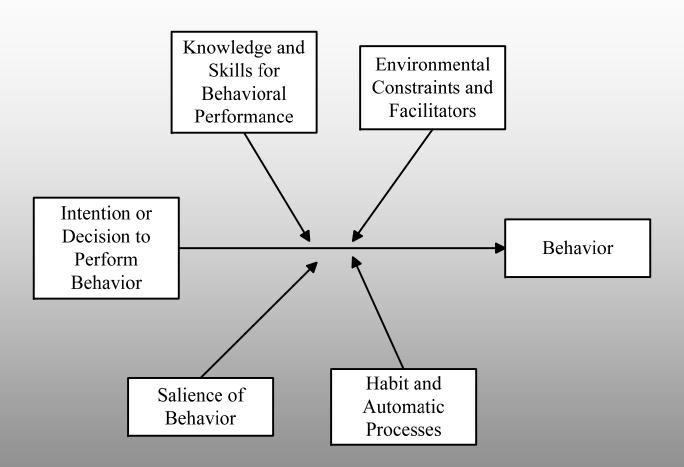
**Behavioral intentions/decisions** 

**Environmental constraints** 

Skills and procedural knowledge

Salience and behavioral cues

Habit and automatic processes



Expectancies/perceived advantages and disadvantages

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**Normative pressures** 

Expectancies/perceived advantages and disadvantages

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**Emotional reactions** 

Expectancies/perceived advantages and disadvantages

**Normative pressures** 

**Emotional reactions** 

Self concept and image implications

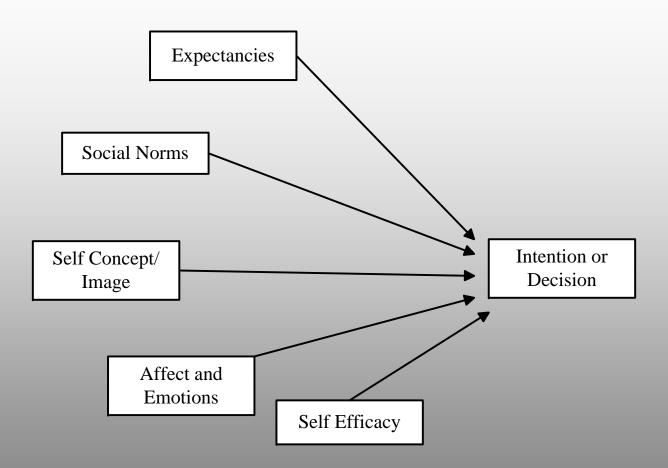
Expectancies/perceived advantages and disadvantages

**Normative pressures** 

**Emotional reactions** 

Self concept and image implications

Self efficacy



#### **Key Developmental Perspectives**

Importance of variables as determinants varies

Distal determinants are important (age, gender, class ethnicity, alcohol use, depression, personality)

#### **Ten Variable Categories to Think About**

Intentions/decisions Expectancies

**Environmental constraints** Normative pressures

Skills and knowledge Emotional reactions

Salience/behavioral cues Image implications

Habits/automatic processes Self efficacy

#### **My Areas of Emphasis**

**Parenting influences** 

Sex, drugs, and rock and roll