**Student**

**Professor**

**Class**

**Day Month Year**

**Integrative Assignment**

**Chapter 9**

1. **Circadian Rhythm:** Circadian rhythms are biologically predisposed sleeping and feeding patterns of humans. If an individual is experiencing disturbed sleeping and eating patterns; problem undoubtedly lies there at his biological clocks. Complications can be treated through behavioral modifications and medicines.
2. **Intuitive VS Analytic Thinking:** Analytical thinking patterns follow logical and systematic problem- focused thinking whereas intuitive thinking is purely feeling- based in nature. For example, while seeing plenty of clouds, a person with analytical thinking would estimate that it might rain today whereas intuitive one may claim this when no cloud is there. A person with problematic problem- solving ability can be trained through working on his analytic thinking (Husband, 1949).
3. **Entity Theory Vs. Incremental Theory Of Intelligence:** The entity theory proposes that intelligence is strictly innate and can never be modified whereas incremental theory states that intelligence is environment dependent and can be learned. Hence, a person who has compromised coping skills might benefit from incremental theory of intelligence.
4. **Invincibility Fable:** It is a concept encapsulating Jane Piaget’s ideas regarding adolescents that erroneously consider themselves unique and free from any harm or challenge. For example, they might think accidents only happen to others, deaths only happen to elderly and they cannot acquire such adversities. This factor might be the reason behind a person who frequently indulges in reckless driving and *thrilling* games. Counseling can be used to neutralize this complex.

**Chapter 10**

1. **Identity Moratorium:** It is referred to as an identity crisis in which adolescent tries to explore his identity in ethnic, religious or occupational grounds. This crisis can be resolves when he finds satisfactory answer to the questions; a person encountering failure to develop sense of identity might acquire identity disorders in future. This crisis can be mitigated through careful parenting and schooling.
2. **Rumination:** This is a type of over- thinking in which adolescent undergoes repetitive thinking about various aspects of situations that are essentially negative in nature. It hinders the intellectual abilities of sufferer and leaves him developing poor coping skills. Again, counseling and social support is the most effective way to prevent rumination.
3. **Vocational Identity:** It is a sense of ego- identity of adolescent related to the secure and clear understanding about personal values, educational interests, abilities and career goals. Vocational identity confusion leads to personal and occupational failure. Educational counseling may help balancing this sense.
4. **Familism:**  A concept referring to the prioritization of the needs of families over the needs of individual family members. It demonstrates trust and loyalty of individual with the family. It makes the family a substantial source of social support for the individual.
5. **Generational Forgetting:** It is a concept referring to the forgetfulness of young generation about adverse life experiences that their ancestors encountered. Parenting might help reducing this type of forgetting.
6. **Deviancy Training:** A process of learning in which adolescents communicate their ideas regarding how to execute anti- social activities. Careful parenting and counseling can be utilized to minimize this effect.

**Chapter 11**

1. **Allostatic Load:** Allostatic load is defined as the substantial fluctuation in the hormonal and neural activity (HPA- Axis) under the stressful events. This fluctuation can be reduced through minimizing the perception of events as stressful and threatening.
2. **Stereotype Threat:** It is the predisposed fear of individuals about conforming particular stereotype regarding their social group. This situational threat affects the educational performance of students to a great degree. Teachers must establish some strategies to cater this concern during daily practice (Brinkerhoff, 2008).
3. **Helicopter Parent:** A parent that pays exceptionally close attention to the problems and experiences of his child particularly in academic activities. Helicopter parent leaves his child to develop poor coping skills. Family counseling might help developing realization on the part of parents.

**Chapter 12**

1. **Coping: avoidant & problem-focused & emotion-focused:** in problem focused coping, the root cause of problem is identified and tried to be eradicated permanently whereas in emotion focused coping, negative emotions associated with the stressful situations are tried to be eliminated through social support. In avoidant coping, one distracts himself from the problems instead of confronting them. Coping can be developed through parenting, counseling and social support.
2. **Analytic, creative, and practical intelligence:** analytic intelligence is strictly problem focused in which solution is attained from already available resources whereas in creative intelligence, all the resources are combined to develop something productive. Intelligence that is acquired through hands- on experimental activity is referred to as practical intelligence. Teachers must administer intelligence- fostering activities in classroom.

**Chapter 13**

1. **Intimacy vs. Isolation:** It is the 6th stage of Erickson’s theory of Psychosocial Development in which individual concentrates on his emotional needs and intends to forms strong and stable interpersonal relationships with his spouse and friends. If he becomes successful in doing so, intimacy is attained whereas failure leads to isolation.
2. **Generativity vs. Stagnation:** if individual is satisfied with his past life, he seeks satisfaction from it and acts as a mentor for his next generations (Generativity) whereas if he has some regrets about past life, stagnation occurs—as suggested by Erickson. Family support is quite effective tool in this regard.
3. **Boomerang children:** Young adults (college and university students) who live with their parents are referred to as boomerang children. This trend indicates the *crowded nest* approach of parents and economical dependence of children on them.
4. **Fictive Kin:** Social ties without birth and family connections are referred to as fictive kinships. Emotional element is what makes the individuals united.
5. **Extrinsic Vs. Intrinsic Rewards of Work:** intrinsic reward is abstract or verbal in nature that develops motivation to work such as praise, approval and recognition whereas extrinsic rewards encapsulate concrete rewards in form of money and incentives. Both can be used by managers to enhance their employees’ productivity.

**Chapter 1**

1. **Socioeconomic context:** division and formulation of social groups based on the distribution of fiscal and economical resources. This factor affects multifaceted aspects of human development.
2. **Difference-equals-deficit error:** An error in which the concept of individual differences is immensely neglected. It is thought that all the humans are having equal sensual and perceptual tendencies hence generalized concepts are applied.
3. **Humanistic theory and Social Learning Theory:** Social Learning Theory is the concept that human beings learn new things through observing others and apply these concepts in their personality development whereas Humanistic Theory propounds that each individual is unique with his own strengths and weaknesses, so it is wrong to employ generalized approaches to understand behaviors. Each individual must be dignified and respected the way he behaves.

**Works cited**

Brinkerhoff, D. “Essentials of sociology.” Belmont, CA: Thomson/Wadsworth. 2008.

Husband, R. W. “Applied psychology.” New York: Harper. 1949.