DEVELOPMENTAL PSYCHOLOGY

Infancy and Childhood: prenatal, newborn, physical, cognitive, and social development
Gender Development
Adolescence: physical, cognitive, and social development
Adulthood: physical, cognitive, and social development

From Infant to Adult
All the world’s a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse’s arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress’ eyebrow. Then a soldier,
Full of strange oaths and bearded like the bard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon’s mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.
ISSUES IN DEVELOPMENTAL PSYCHOLOGY:

- Developmental psychology looks at our physical, cognitive, and social development with a focus on these three major issues.

- I. Nature vs. Nurture: How do genetic inheritance (nature) and experience (nurture) influence our development?

- II. Continuity view vs. Discontinuity view: Is development gradual and continuous or does development proceed through a sequence of separate stages?

- III. Stability vs. Change: Do our early personality traits persist through life, or do we become different persons as we age?
TWIN AND ADOPTION STUDIES:

- Identical twins: a pair who started life as a single fertilized egg which later split into two distinct individuals.

- Fraternal twins: a pair who started life as two separate fertilized eggs that happened to share the same womb.

- Twin studies: developmental investigations in which twins, especially identical twins, are compared in the search for genetic and environmental effects.

- Adoption studies: studies in which the adopted child’s characteristics are compared to those of the biological family and the adoptive family.
RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY:

- Longitudinal Studies: retesting the same people over a long period of time.
  - Lewis Terman on Intelligence

- Cross-sectional Study: comparing people of different ages with one another.
  - E.G. Participants of different ages studied at one point in time.
Prenatal period: the developmental period before birth.

- Zygote (Conception to 2 weeks): a fertilized egg. About 10 days after conception, zygote attaches to uterine wall, forming the placenta.

- Embryo (2-8 weeks): name for a developing organism during the first 8 weeks after conception. Organs begin to form.

- Fetus (9 weeks to birth): the term for the developing organism between the embryonic stage and birth. Responds to sound.
Teratogens: toxic substances that can damage the developing organism.

- E.G. include viruses, drugs, nicotine, alcohol.

- problems can lead to disorders, premature weight, mental retardation, and inattention.
Baby with Fetal Alcohol Syndrome

FAS Facial Characteristics:
- small eye openings
- smooth philtrum
- thin upper lip

- Small head
- Low nasal bridge
- Epicanthal folds
- Small eye openings
- Flat midface
- Short nose
- Thin upper lip

Normal child's brain vs. FAS-affected child's brain
THE COMPETENT NEWBORN:

- What are some newborn abilities, and how do researchers explore infants’ mental abilities?
  - Apgar test: quick test given to newborns to check for problems
  - Habituation: a decrease in response with repeated stimulation
    - E.G. Goodnight’s sleep: well rested vs. Habituation: irritable and tired the next morning

“I felt like a man trapped in a women’s body. Then I was born.”
NEONATAL PERIOD (BIRTH TO ONE MONTH):

- Reflexes: are innate (meaning we are ___________ with them.)
  - *Rooting* Reflex: newborn babies will turn toward anything that strokes their cheeks.
  - *Sucking* Reflex: object placed in a baby’s mouth, s/he will suck on it.
  - *Grasping* Reflex: object placed in baby’s palm or foot, the baby will try to grasp the object with his/her fingers or toes.
  - *Moro* Reflex: when startled, a baby will fling his/her limbs out and then quickly retract them, making himself or herself as small as possible.
  - *Babinski* Reflex: when a baby’s foot is stroked he or she will spread it’s toes.
Senses:

- Touch - birth
- Smell - can distinguish mother’s smell from another one.
- Taste - loves the taste of sugar and other sweet things.
- Hearing - a few minutes after birth a baby can discriminate mothers voice.
- Vision: 20/500, depth perception: 3 months
  - visual cliff: device used to determine???
SOCIAL DEVELOPMENT AND ATTACHMENT THEORIES:

- Attachment: refers to an emotional connection.

- The bond between a caregiver and child has a significant impact on a child’s development on both a SOCIAL and EMOTIONAL level.
Mary Ainsworth

Strange Situation Experiment: Had a parent drop off their child with a stranger and then observed how the child reacted. She came up with 3 distinctive attachments.

- **Secure Attachment:** Just like it sounds, the child is secure that mom is coming back and happy to see her when she does.

- **Insecure Attachment:** Avoid attachments
  - **Avoidant Attachment:** Child is indifferent if mom leaves. When mom comes back the child avoids them.
  - **Anxious Attachment:** Child became upset when mother left, anxious in their surroundings, but resisted contact when mother returned.
Harry would be an example of having an __________ attachment. Although he had loving parents when he was an infant, he mainly experienced psychological abuse from his neglectful Aunt and Uncle while growing up. As shown in the book, he had a hard time reaching out toward others in the beginning of his first year and had problems with expressing his feelings toward girls like Cho Chang and Ginny Weasley.
Ron, should show characteristics of an ______________ attachment style. With all his siblings, Ron probably didn't get all the attention he wanted because his parents had their hands full. However, instead of being anxious and worried about his love life, he felt uncomfortable with his relationship with Lavender Brown.
Hermione is known for having supportive and understanding parents. This positive relationship is the epitome of a secure bond, which is shown through her high self-esteem and her willingness to develop a relationship with Viktor Krum in the Goblet of Fire. What kind of attachment?
Konrad Lorenz (imprinting):

Attachment is very important for infants to develop.

Observed baby geese. When they were hatched they formed an attachment with the first thing they saw which was Konrad. This is called imprinting.

Imprinting: process by which certain animals form attachments during a critical period very early in life.

Critical period: an optimal period when certain events must take place to facilitate proper development.

http://www.youtube.com/watch?v=2UIU9XH-mUI&feature=related
- **Harry Harlow (contact comfort):**

- Created two artificial monkeys (one wrapped in terry cloth, one just in wire.)

- sep monkeys from mothers at birth, and raised them in cages.

- wired mother had feeding bottle, terry cloth money didn’t.

- Which one will he choose?

http://www.youtube.com/watch?v=hsA5Sec6dAI
Deprivation of attachment:

- Can become withdrawn, scared and sometimes speechless like Genie.
- Harlow’s monkey’s would either cower in fright or act extremely aggressive. Many could not mate and if they could, the mothers turned out to be unresponsive parents.
- Ponder: Is there a connection between criminal behavior and lack of childhood attachment?
Jerome Kagan (temperament):

- the characteristic manner of behavior or reaction that is assumed to have a strong genetic basis (nature).

- however, temperament can also be learned.

  - Easy babies: cheerful, relaxed, and follow predictable patterns of eating and sleeping.

  - Difficult babies: irritable, intense, and unpredictable
Separation or Stranger Anxiety:

emotional distress when they separate from people they are attached to. Begins at 6-8 months of age and reaches peak intensity at about 14-16 months.
There's something about seeing that stupid kid with that blanket that galls me!

Clomp!

Security, like liberty, has to be won and renewed many times...

Beat again!
Diana Baumrind (parenting styles):

- Authoritarian: parents impose rules and expect obedience
- Permissive: indulgent and warm
- Authoritative: parents are demanding and responsive
- Uninvolved: emotionally detached, withdrawn, and inattentive
COGNITIVE DEVELOPMENT:

- From the perspectives of Piaget, Vygotsky, and today's researchers, how does a child’s mind develop?

- **Jean Piaget:**

  - Cognition deals with memory, thinking, and language. *Jean Piaget* is one of the founders of cognitive development and he looked at how children think. There are 4 Stages.
**Schema Development:**

**Schemas:** mental structures or programs that guide a developing child’s thoughts.

- Ways we interpret the world around us.
- E.G. A dog has four legs.

Think of a model…..
**Schema Development:**

**Assimilation**: mental processes that modify new information to fit it into existing schemes.

**E.G.** Seeing a cat and calling it a dog because it has four legs.

If I teach my 3 year that an animal with 4 legs and a tail is a dog....

What schema would he assimilate these into?

*Danger: Sometimes when we assimilate, this is how stereotypes form.*
- **Schema Development:**

- **Accommodation:** mental processes that restructure existing schemas so that new information is better understood.

- E.G. Realizes that dog schema is too broad and learns to accommodate the category.

If I tell someone from the mid-west to picture their schema of the Bronx they may talk about the ghetto areas.

But if shown other areas of the Bronx, they would be forced to accommodate (change) their schema to incorporate their new information.
Schema: Freshman are stupid and goofy.

Scenario: A ninth grader in your Spanish III class gives an eloquent presentation.

- If you assimilate, you might think???
- If you accommodate, you might think???

Schema: I can’t relate to people of diff races/ethnicities bc we are just so different

Scenario: You room with someone from a different ethnicity your first yr in college and realize that you have more in common than you have differences.

- If you assimilate, you might think???
- If you accommodate, you might think???
Jean Piaget’s Four Stages of Cognitive Development

1. Sensorimotor (birth - 2 years old)
2. Preoperational (2 - 7 years old)
3. Concrete Operational (7 - 11 years old)
4. Formal Operational (adolescence - adulthood)
Jean Piaget’s Four Stages of Cognitive Development

1. Sensorimotor Stage (0-2)

- Babies take in world through their sensory and motor interactions with objects—through looking, hearing, touching, and grasping. (Experience the world through their senses)

- Develop *object permanence* (about 8 months): the ability to recognize that an object can exist when it’s no longer in present sight.

- Develop stranger anxiety.
Jean Piaget’s Four Stages of Cognitive Development

II. Preoperational Stage (2-7 years)

- Begin to use language to represent objects and ideas
- Kids do not grasp the ideas of *conservation*: the principle that quantity remains the same despite changes in shape.
- Have *object permanence*
- *Egocentric*: the inability to take another person’s view
  - E.G. Do you have a brother? Yes.
- *Animism*: inanimate objects are living
- *Artificialism*: the belief that events of nature are man made
Jean Piaget’s Four Stages of Cognitive Development

III. Concrete Operations Stage (7-11 years)

- Develop reversibility, and conservation skills.
- Kids become less egocentric.

They learn to think logically.
Jean Piaget’s Four Stages of Cognitive Development

IV. Formal Operations Stage (11 years and up)

- Develop abstract thought and reasoning.
- Manipulate objects in our minds without seeing them
- Metacognition: higher order thinking

What would the world look like without light?
Picture God
Critique of Piaget’s theory:

- Piaget underestimated children’s capabilities
- Cultural influences neglected
Sociocultural Theory of Cognitive Development (Lev Vygotsky)

- Children learn best by interacting with others.
- Child’s mind grows through interacting with the social environment.
- Zone of Proximal Development: the number of tasks a child can complete with or without the aid of someone older.
  - A child can learn difficult tasks at an earlier age than proposed by Piaget if he or she has the aid of someone older.
  - Other environmental factors can influence cognitive development. Low SES (the overall income level of a child’s care provider.) Intelligence level of care provider.
MORAL Development (Lawrence Kohlberg):

- To be a moral person is to *think* morally and *act* accordingly.
- Moral reasoning guides moral character.
- EX: Lauren is the daughter of an alcoholic. She found some money.

When you on a traditional spiritual path, and ya homies not but you still ride for them because you understand duality. -twitter
Stage 1: Preconventional Morality

- Before the age of 9, children obey to either avoid punishment or to gain concrete rewards.

- EX: Lauren will give her mom the money bc she does not want to be punished.

See p.516 Table 51.1
Stage 2: Conventional Morality

- Children make a moral choice based on how others will view them.
- Rules and social contacts are extremely important.
- EX: Lauren might give her mom the money bc it will improve her relationship with her OR she will give it to her friend to gain her approval and become “cool status”

See p.516 Table 51.1
Stage 3: Postconventional Morality

- Self-defined morality based on abstract reasoning about what is ethical, right, and fair.
- Your own personal set of ethics.
- EX: Lauren would not give her mom the money because she would recognize her mom’s addiction as destructive to the family and wrong for society. Although she was taught to follow the rules of her parents, she will NOT give her the money.

See p.516 Table 51.1
Criticisms of Kohlberg

- Carol Gilligan pointed out that Kohlberg only tested boys.
- Boys tend to have more absolute value of morality.
- Girls tend to look at situational factors.
- **Identity**: our sense of self; according to Erikson, the adolescent’s task is to solidify a sense of self by testing and integrating various roles.

- **Social Identity**: the “we” aspect of our self-concept; the part of our answer to “Who am I?” that comes from our group memberships.

- **WHO AM I?**

  - Write down 10 different answers to this question. (roles, responsibilities, groups you belong to, beliefs, personality traits, needs, feelings, or behavior patterns.)

  - Rank your answers; one being most important
Erik Erikson’s Theory of Psychosocial Development:

- Theory of the ways that individuals develop their identity.
- Each stage of life has its own **psychosocial task, a crisis that needs resolution.**
  - *It's about conflict and growth.*

How does one develop a sense of who they are; where they belong? How does one person feel confident while another feels insecure?

See p. 520 Table 52.1
1. Trust vs. Mistrust (0-1.5): if basic needs are met, infants develop trust.

- Can a baby trust the world to fulfill its needs?
- The trust or mistrust they develop can carry on with the child for the rest of their lives.
- Quality of relationship btw infant and primary caregiver is essential.
- Important event in this stage is feeding.
2. Autonomy vs. Self-doubt (1.5-3): toddlers learn to exercise will and do things for themselves or they doubt their abilities.

- Maturation of the child’s muscle system

- Control temper tantrums

- Important event: toddlers begin to control their bodies (toilet training)
  - +confident and secure
  - -feelings of inadequacy, impulsivity, shame, or doubt.
3. *Initiative vs. Guilt (3-6)*: if initiating is encouraged, we will experience a curiosity about our surroundings.

- Personality forms around imagination
- They want to understand the world and ask questions.
- Important stage: independence of activities
- Is curiosity encouraged or discouraged?
  - +purpose, direction, initiative, security
  - -ruthless, inhibition, sense of guilt
4. Competence vs. Inferiority (6-puberty): if we do well at school, we feel confident.

- Important event: School begins

- Observing how things are done, and learning.

- For the first time we are evaluated by a formal system and our peers.

- Do we feel good or bad about our accomplishments?

- Is curiosity encouraged or discouraged?

  - +confident, competent, industrious

  - -inadequacy, low motivation, inferior
5. Identity vs. Role Confusion (teens into 20s): teens test roles and integrate them to form a single identity.

- Important event: Peer relationships

- Teens work at refining parts of their identity and sense of self by testing roles.

- Converge to form a single identity, or they become confused about who they are.

- Is curiosity encouraged or discouraged?
  
  - +self certainty, fidelity
  
  - -withdrawal, confusion
6. *Intimacy vs. Isolation* (20s-40s): young adults struggle to form close relationships.

- **Important event:** Forming close relationships and to gain intimate love

- **How to balance work and relationships.** What are my priorities?

- **Explore relationships leading toward longer term commitments**
  - +sense of commitment, safety, care within relationship
  - -avoid intimacy, fear commitment, isolation, depression
7. Generativity vs. Stagnation (40s-60s): people discover a sense of contributing to the world or they may feel a lack of purpose.

- Important event: discover sense of contributing to the world, usually through family or work.

- Give back to society: raising children, being productive at work, involved in the community, etc.

- Is everything going as planned? Am I happy with what I’ve created? Mid life crisis!
  - +sense of commitment, safety, care within relationship
  - -stagnant, unproductive
8. **Ego-Integrity vs. Despair (60s and up):** reflection on life, adult may feel a sense of satisfaction or failure.

- **Important event: Life reflection**
- **Contemplate accomplishments**
- **Looking back on life, was my life meaningful? Do I have any regrets?**
  - +integrity
  - -guilt, dissatisfied with life, despair, depression
DEATH AND DYING:

- *Elizabeth Kubler-Ross*: identified five stages of death that an individual faces when dealing with the potential loss of a loved one.

- Denial
- Anger
- Bargaining
- Depression
- Acceptance
PHYSICAL DEVELOPMENT:

- **Adolescence**: only an industrialized stage, other countries go through rites of passage.

- Adolescence is marked by puberty.

  - Marked by *primary sex characteristics*: production of sperm (ejaculation) and menstruation (menarche)

  - Also marked by changes in *secondary sex characteristics*: facial hair, deepening in voice, breast development.
PHYSICAL DEVELOPMENT:

- **Adult Development (Early adult)**
  - Physical abilities tend to peak during the mid 20s.
  - Social changes may lead to a decrease in peer relationships.

- **Middle Adult Years (40-50s)**
  - People reevaluate what they have done and where they are going
  - Midlife Crisis (Daniel Levinson): understanding that half their life is over and some try to reclaim their youth.
  - Menopause occurs in females at about age 50.
GENDER ROLES AND SEX DIFFERENCES:

- **Gender Roles**: sets of expectations that prescribe how males and females should act, think, and feel.

- **Gender Identity**: is our sense of being male or female, usually linked to anatomy and physiology. The various perspectives view gender roles and gender identity differently.
  - **Biological Perspective**: attributes differences to heredity. Males and females have 23 chromosomes.
  - **Evolutionary Perspective**: males are more likely than females to be risk takers, show dominance, and achieve status. Females are more likely to be concerned about appearance in order to attract these males.
Fighting gender roles...

Constructive Witticism

SOME THINGS NEVER CHANGE...

I wanna be a superhero too!

I wanna play DC Universe Online too!

I GUESS you can be the nurse.

I GUESS you can be the healer.
GENDER ROLES AND SEX DIFFERENCES:

- **Behavioral Perspective (social learning):** learn to observe and imitate behaviors from significant role models such as parents to acquire their gender identity.

- **Cognitive Perspective (Gender Schema Theory):** says that children form a schema of gender that filters their perception of the world according to what is appropriate for males and females. These lead to the danger of gender role stereotypes.
GENDER ROLES AND SEX DIFFERENCES:

- **Gender Role Stereotypes**: broad categories that reflect our impressions and beliefs about males and females.
  - E.G. Self Reliance and Leadership vs. Warmth and Understanding

- **Androgyny**: the presence of desirable masculine and feminine characteristics in one individual.

- **Meta-Analysis on Gender Comparisons**:
  - More differences within each gender than between the two genders.
  - Males tend to better on mental rotation tasks, do better in Math on the SAT.
  - Females tend to do better on the verbal portion.

- **Stereotype Threat (Claude Steele)**: when females know that their performance is being compared to males, girls tend to do less well than if they are not being compared.