

The Life Span

Birth to Adolescence

- During infancy humans change and develop more, and at a faster rate than they ever will again.



Developmental Psych



- Study of individuals physical, social, emotional, moral, and intellectual development

Developmental psych

- Occurs in sequential, related stages throughout life.



What controls development?



- Nature vs. nurture
- Continuity vs. stages of development
- Stability vs. change
- Interactions of all?

Newborn Development

- Begins before birth
 - Kicking, hiccups, thumb sucking
- They are not blank slates



Infants Capacities



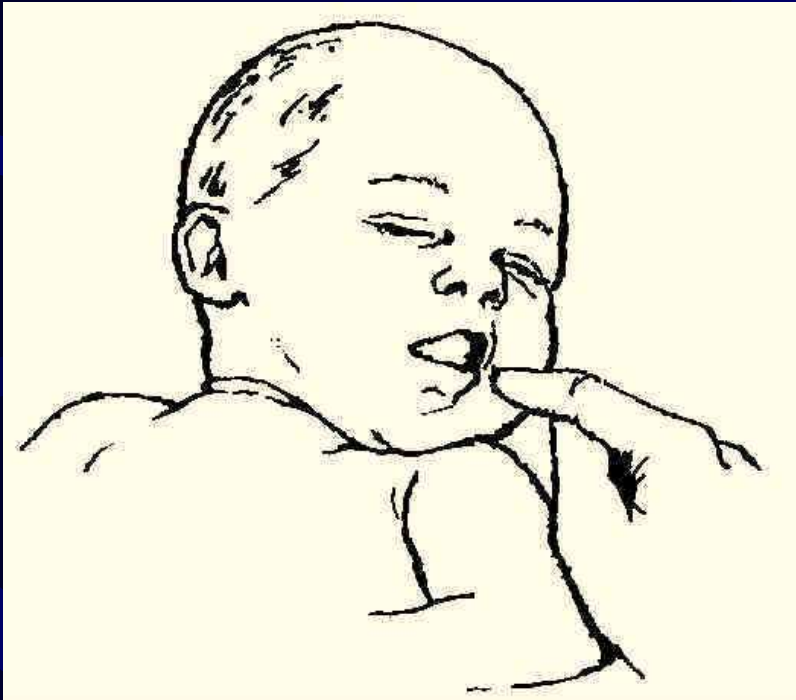
- See, Hear, Smell and respond to environment
- Birth puts huge demand on infant to adapt.
- Assaulted with stimuli

Infant capabilities

- Reflexes
 - Grasping reflex: touch palm of their hand, and they grasp your finger.
 - So strong they can hold themselves up.



Infant capabilities



- Rooting reflex: touch near mouth, infant will turn toward touch. Find the breast to nurse.

Infant Capabilities

- When infants are born they can suck, breathe, and swallow 2 times in one second.
- Cry, turn head and show emotion.



Physical Development



- Set pattern
- Average weight is 7.3lbs, but can range from 5.5-10
- Length: 18-22 inches
- In 2 years they can walk, talk and feed themselves.

Physical Development

- This is the result of maturation and learning.
- Maturation: internally programmed growth



Maturation

Age (months)	Development
3	Lift head
4	Smile
5-6	Grasp objects
8-10	Crawling
8-10	Pull to standing
13-14	Walking

Maturation

- Development will continue at this rate, unless child is restricted or deprived.



Maturation readiness



- Pushing before a child is ready to complete a task either physically, or mentally, meanings the neural connections are not there.

Development

- Infants do not develop exactly alike. The mature differently, but follow the same order. (Preterm)



Perception

- Babies can perceive at birth. They look at their bodies and surroundings.
- They have preferences for patterns and faces.
- Enjoy touch.



Perception

- Perception is tested with visual cliff.
- Tests for depth perception.
- At 6mos+, babies show fear & other physical changes.



Language



- Closely intertwined with thought.
- Both use symbols
- Representative thoughts must be understood for learning.

Language

- Animals can learn up to a 2-year level.
- Chimps look for items that have disappeared.
- Use signs, typewriters and computers.
- No grammatical rules



Language

- Acquired during a critical period.
- Language is either inborn or reinforced.



Language

- Learned in 3 steps
 - Make signs (hand or mouth)
 - Learn meanings
 - Learn grammar



Language



- Steps you will see:
 - Cooing
 - Babbling
 - Languages
 - Sounds/Symbols
 - Labels
 - Commands
 - 2yrs. 500-1500 words

Language

- At 2-years, children are said to have telegraphic speech. They get the message across, but it is grammatically incorrect.



Language



- This speech is called over-generalization.
- They apply all grammatical rules equally.

Cognitive Development

- Jean Piaget
 - Chronicled own children's development
 - Great psychologist of 20th century



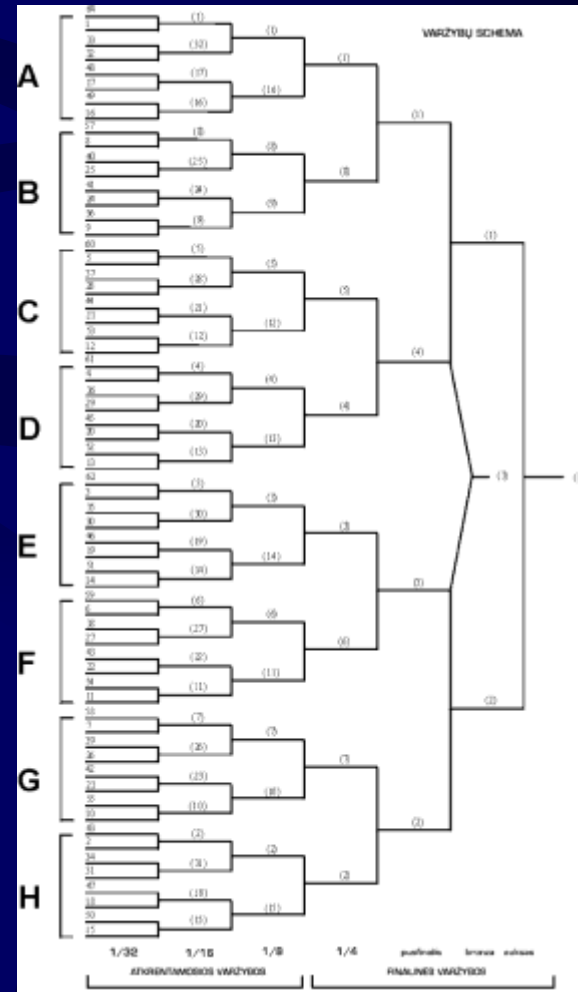
Cognitive dev.



- Young children think differently than older children and adults.
- Intellectual Growth involves quantitative changes and qualitative changes.

Cognition

- Schemas: mental representations
- We construct them and apply them as necessary.
- Understanding new things.



Cognition



- In a new situation we use assimilation to try to fit the experience into our schema.

Cognition

- In the process of accommodation, we change our schema to fit the characteristics of the new object.



Cognition



- Assimilation and Accommodation work together to produce intellectual growth. If it doesn't fit, build a new schema.

Object Permanence

- Infants understand only the here and now
- If a toy disappears, it now ceases to exist.
- Huge developmental step



Object permanence



- Infants will not look for hidden toys
- 7-12 mos. This changes. Look under blanket
- 12-18 mos. Look where last seen
- 18-24 mos. On to your game.

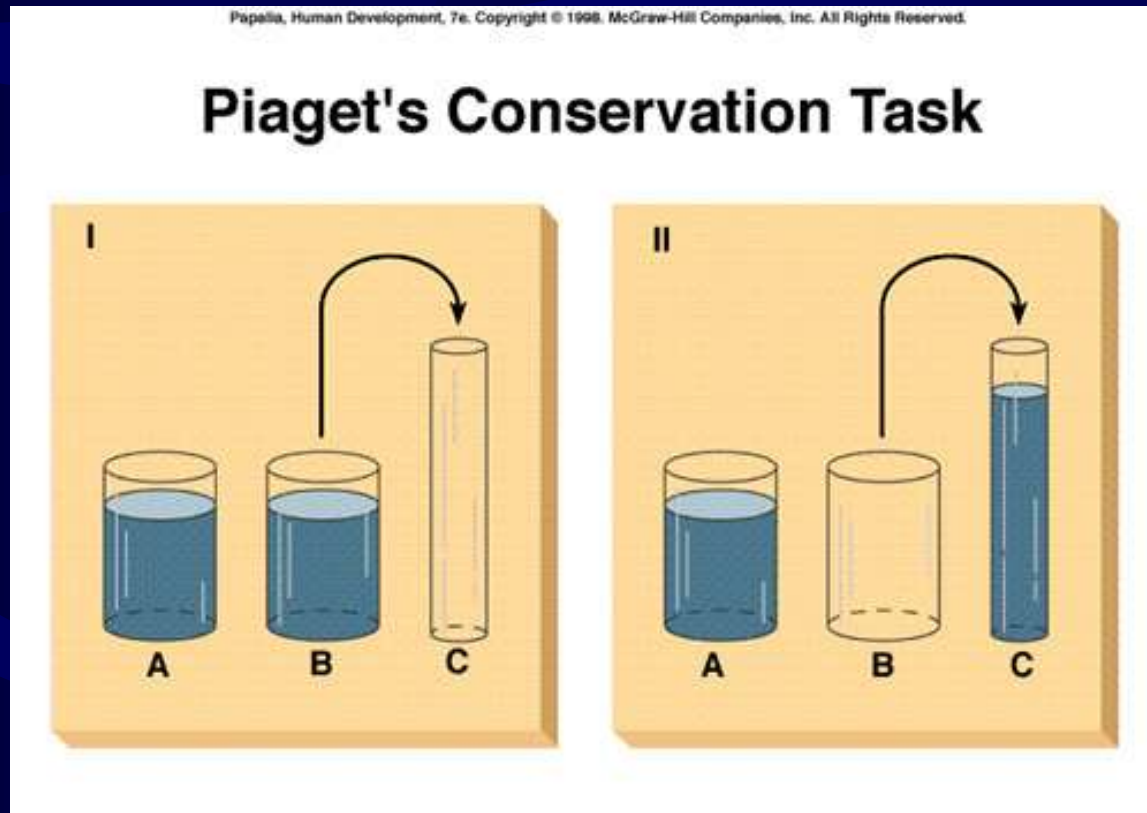
Representational Thought

- The ability to picture (represent) things in the mind.
- Imitations
- Intelligence is no longer only action



Conservation

- Ages 5-7
- Quantities do not change when appearance changes.
- 2 cups, 1 tall, 1 short-same?



Why does this happen?

- Children are egocentric
- Unable to understand other perspectives
- Only 1 dimension is understood

Row A

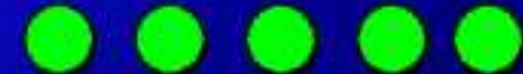


Row B



Which has more, row A or row B, or do they both have the same?

Row A



Row B



Now which has more, row A or row B, or do they both have the same?

Stages of Cognitive dev.

Stage	Approx. age	characteristics
Sensorimotor	Birth –2-years	Motor responses to stimuli, no O.P.
Preoperational	2 –7-years	Egocentric, no conservation, symbols to solve problems
Concrete Operational	7 –11-years	Not abstract, conservation
Formal Operational	11-years - onward	Hypothetical, logic, deductive

Emotional dev.

- Learning attachment, and cares what other people think and feel.



Imprinting



- Konrad Lorenz – geese
- Inherited tendencies or responses in newborn animals

Critical Periods

- Time in development when certain skills/abilities are easily learned
- Important for survival



Human Infants



- Form attachment at about 6 mos.
- Strong between 6-mos and 3-year
- Stranger Anxiety
- Separation Anxiety

4 patterns of attachment

Attachment	Mom leaving	Mom returning
Secure	Okay to explore	Welcome, no anger
Avoidant	Ignore when leaving	Ignore when returns
Resistant	Not upset	Reject/upset upon return
Disorganized*	Varies	varies

* Least secure attachment.

Parenting Styles



- Children learn rules of behavior through experiences.
- How they seek independence and solve problems lay heavily with parents.

Parenting Styles

- 4 Styles
 - Authoritarian
 - Democratic or authoritative
 - Permissive or laissez-faire
 - Uninvolved



Authoritarian



- Parent as boss
- Parent doesn't explain actions or demands
- Child has no right to question

Democratic/Authoritative

- Children participate in decisions
- Discussions, negotiations
- Parents listen to children's reason, but retain veto rights



Permissive/ Laissez-Faire



- Children have final say
- Parents attempt to guide, but give in
- Nonpunishing, accepting attitude

Uninvolved Parents

- Egocentric parents
- Noncommitted to role
- Distant from children



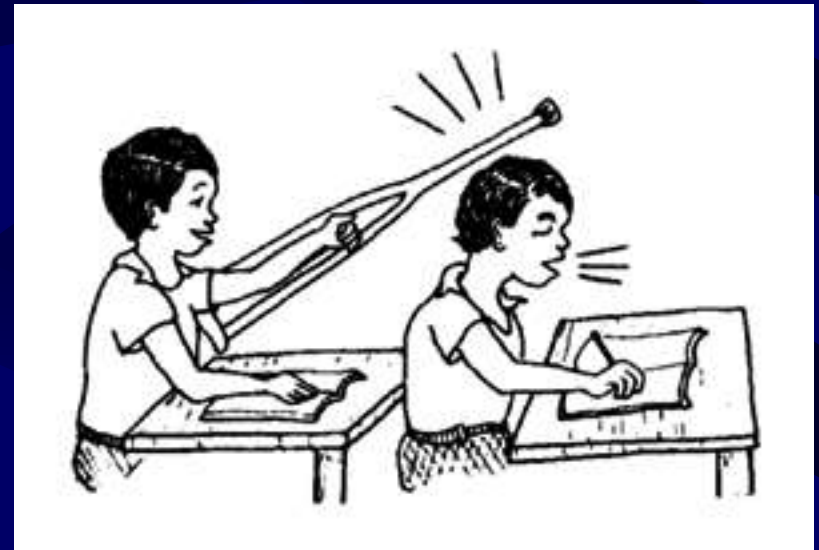
Authoritative Results



- Self-reliant, Self-controlled
- Able to get along with others
- Have direction in life

Authoritarian Results

- Less warm and responsive, distrustful
- Poor peer relations
- Low self esteem
- Low school achievement



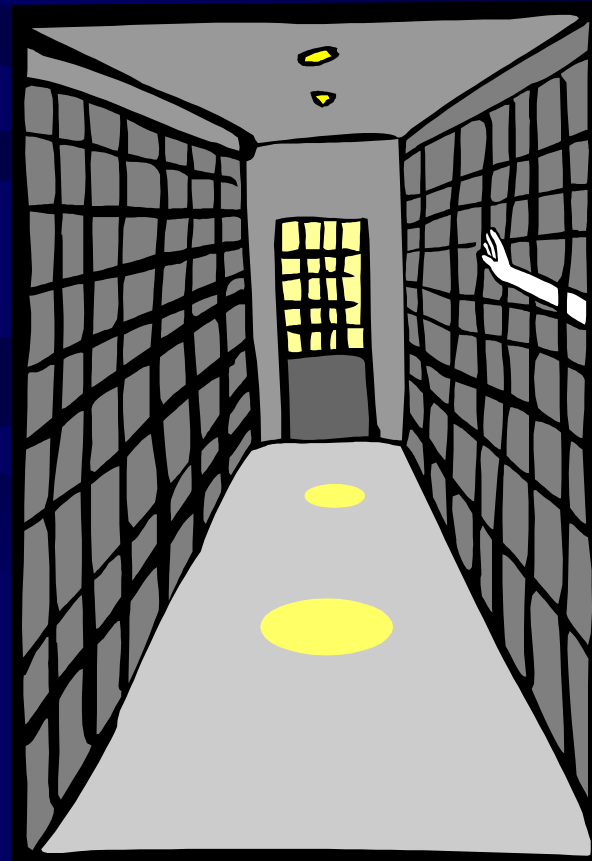
Permissive/Laissez-faire results



- Difficulty understanding limits
- Lowest self esteem
- Lack self control and self reliance

Uninvolved results

- Not self reliant
- Poor life choices
- “Drifts and derelicts on the sea of life”
- May end up in trouble



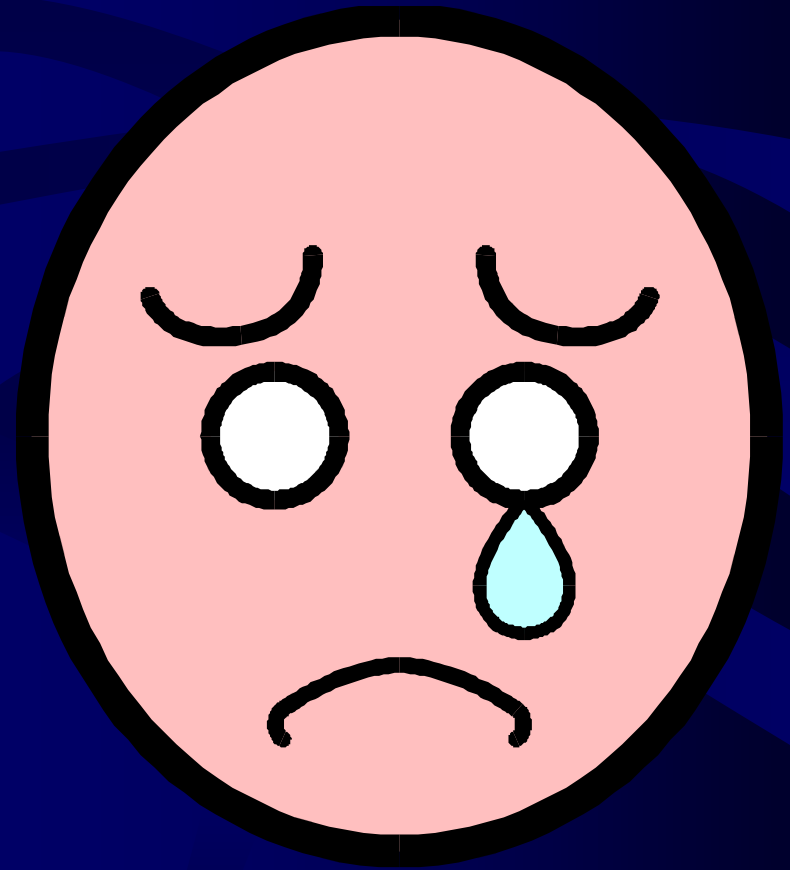
Child Abuse

- Physical, mental, or emotional abuse of a person under 18.
- Causes: overburden, stress, children w/ physical, mental problems



Child Abuse

- Prevention is best way to stop abuse
- Developmental effects: guilt, depression, antisocial, low SE, emotional pb



Social Development

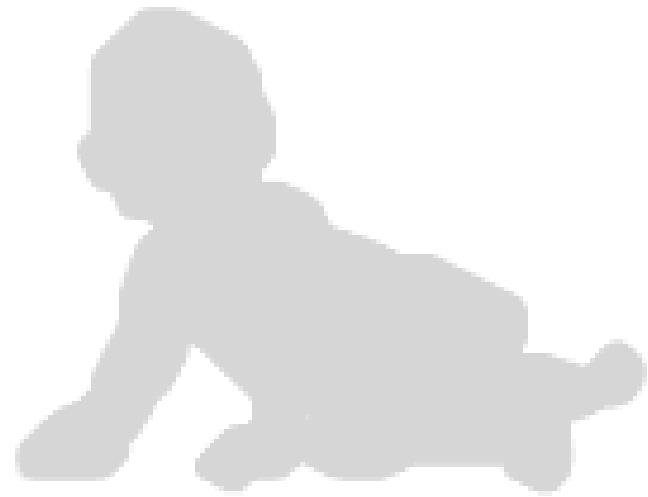


- Many theories
 - Psychosexual: Freud
 - Psychosocial: Erickson
 - Cognitive-Developmental: Kohlberg

Freud's Psychosexual

- Stages
 - Oral
 - Anal
 - Phallic
 - Latency
 - Genital

Oral stage



birth - about 15 months

Erikson's Psychosocial

- Crisis or challenges:
 - Trust vs. mistrust (early infancy)
 - Autonomy vs. shame or doubt (1-3 years)
 - Initiative vs. guilt (3-6 years)
 - Industry vs. inferiority (6-12 years)
 - Identity vs. role confusion (early teens)
 - Intimacy vs. isolation (young adult)
 - Generativity vs. stagnation (middle adult)
 - Ego integrity vs. despair (older adult)

Piaget- Cog./Dev.

- Child result of acting on environment and trying to make sense of experiences.
- Games illustrate



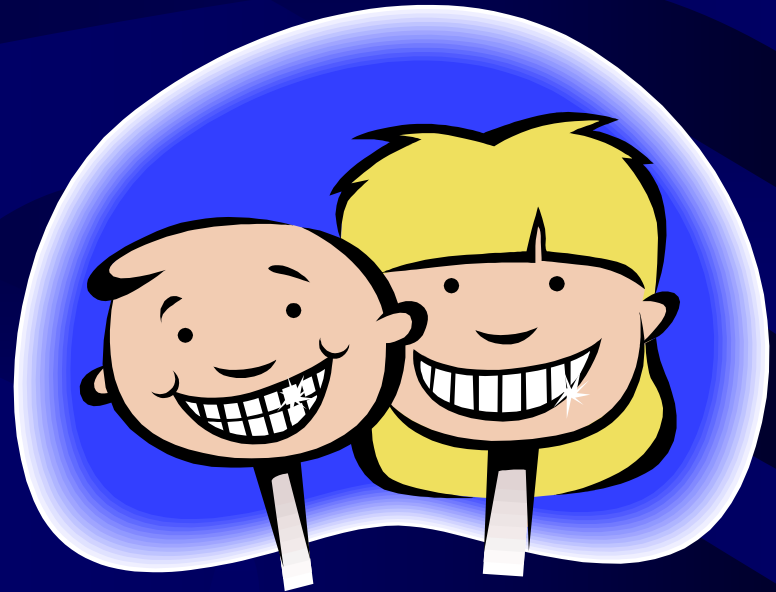
Games and Play



- Serious business
- Making rules
- Structure
- Mini-society
- Non-threatening
- Role taking
- Understand adults

Moral Development

- Kohlberg-
studied intensely
- Moral dilemmas
- Reasoning for
conclusion
- Six stages



Kohlberg's Stages of Moral Dev.

Level	Stage	Orientation	Reference group	Example

Adolescence

- All adolescents experience dramatic changes in their physical size, shape, and capacities, as well as biological development.



Adolescence

- Complicated
- Transition
- Mixed abilities
- Adult responsibilities
- Initiation rites



Theories of Adolescence



- Hall: human making transition that involves storm/stress
- Mead: stage in continuous process from child to adult

Theory of Adolescence

- Havighurst: challenges that must be mastered.
- 9 different challenges



Theory of Adolescence



- Pattern of development depends on:
 - Childhood
 - Parents
 - Peers

Physical Development

- Boys

- Puberty @ 9/16
- Growth spurt
- Broad shoulders
- Sexual Maturity
- Asynchrony

- Girls

- Puberty @ 8/10
- Growth spurt
- Broad hips
- Sexual Maturity
- Asynchrony

Reactions to growth

- Boys
 - Mature early
 - have advantage
 - Girls
 - Respect
 - Admiration
 - Mature Late
 - Withdraw/rebel
 - Negative effects
- Girls
 - Mature early
 - Embarrassed
 - Negative situations
 - More popular later
 - Mature late
 - Better peer relations
 - Less argumentative

Sexual Attitudes

- Different opinions around the world
- Kept in the dark
- Encouraged to play
- Increased Awareness



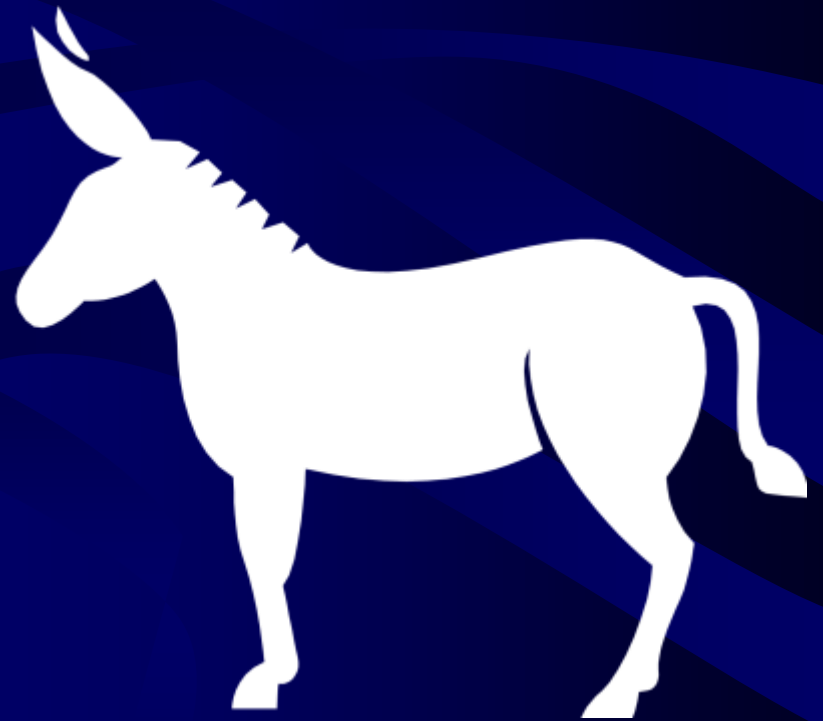
Cognitive Development



- Piaget: Formal Operations
- Rationalization- allows for “messiah complex, and disappointment in older generations.

Immaturity and Abstract thought

- Finding fault with authority figures
- Argumentativeness
- Indecisiveness
- Apparent hypocrisy
- Self-consciousness
- Invulnerability



Moral Development



- Develops in stages
- Not all people reach high levels of moral development
- Develops most at college

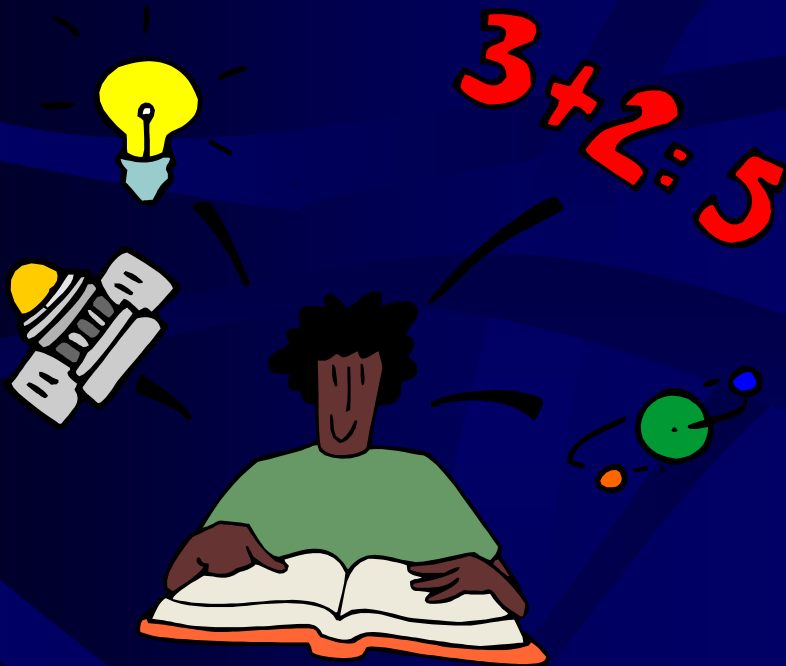
Identity Development

- Erikson
- Est. of identity is key
- Identity crisis
- Inner conflict
- Formation vs. confusion
- Role confusion



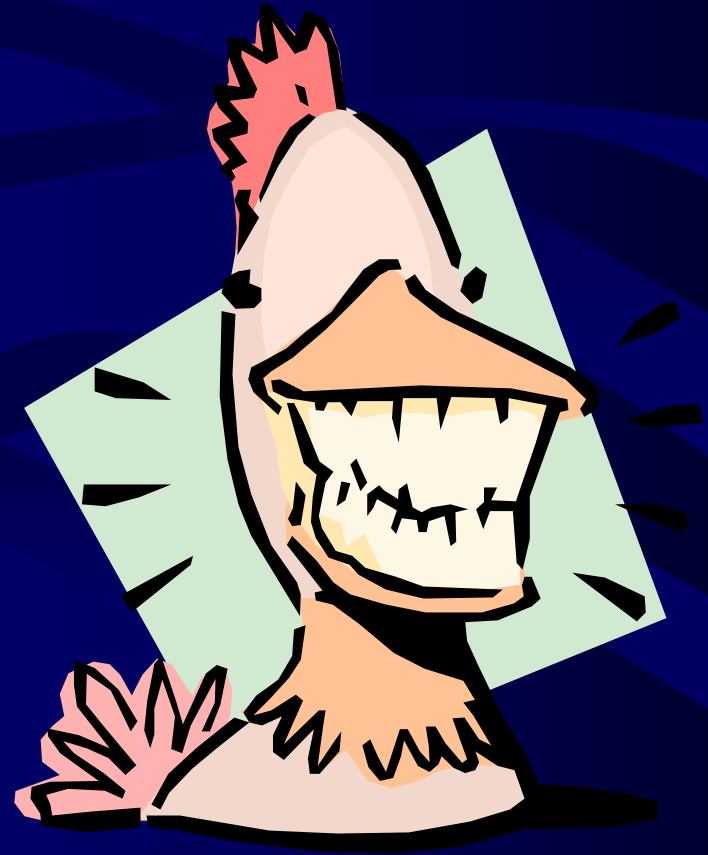
Marcia's views

- Four attempts
 - Identity moratorium
 - Identity foreclosure
 - Identity confused or diffused
 - Identity achievement



Social Learning View

- Interaction with others
- Bandura
- Continuous process
- Not crisis at all



Social Development



- Family Role:
- Teen becomes independent
- Mixed feelings
- Parents feeling old

Role of Peers

- Sense of belonging
- Clique: group w/in a group
 - Need for closeness
 - Define self
 - Self confidence
 - Belonging



Role of Peers

- Negative aspects:
 - Fear of dislike
 - Conformity:
acting in
accordance w/
authority



Difficulties during teens

- Depression
 - Shown as anger
- Suicide
 - Signs not obvious
- Eating disorders
 - Anorexia- distorted image, control
 - Bulimia - alienation



Gender Roles



- Gender identity: the biological sex group you belong
- Gender role: set of behaviors society places on group

Gender roles

- Gender stereotype: generalization about characteristics
- Androgynous: blending traditionally male and female characteristics



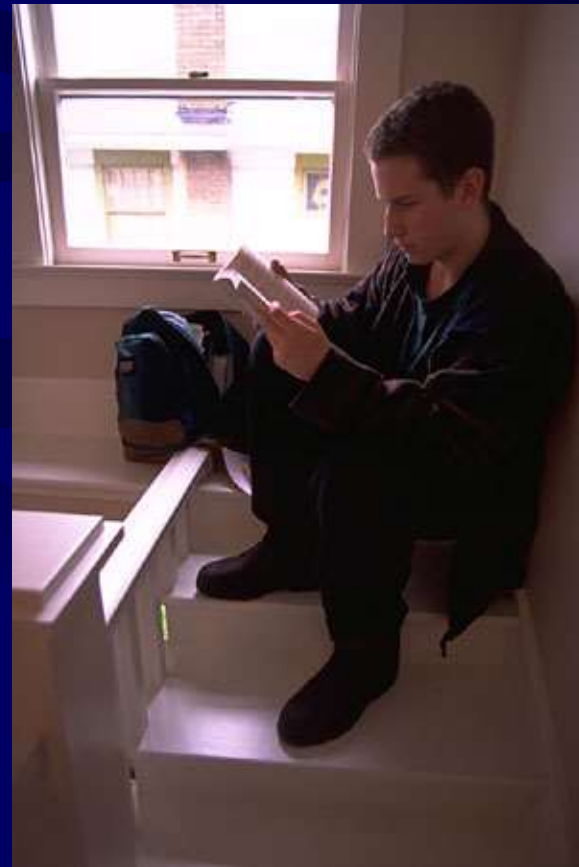
Gender roles



- Boys- trucks
- Girls- dolls
- Ages 3-5 children learn which toys are appropriate for their gender.

Gender differences

- Personality
 - Confidence
 - Aggression
 - Communication
 - Nonverbal
- Cognitive ability
 - Very few differences



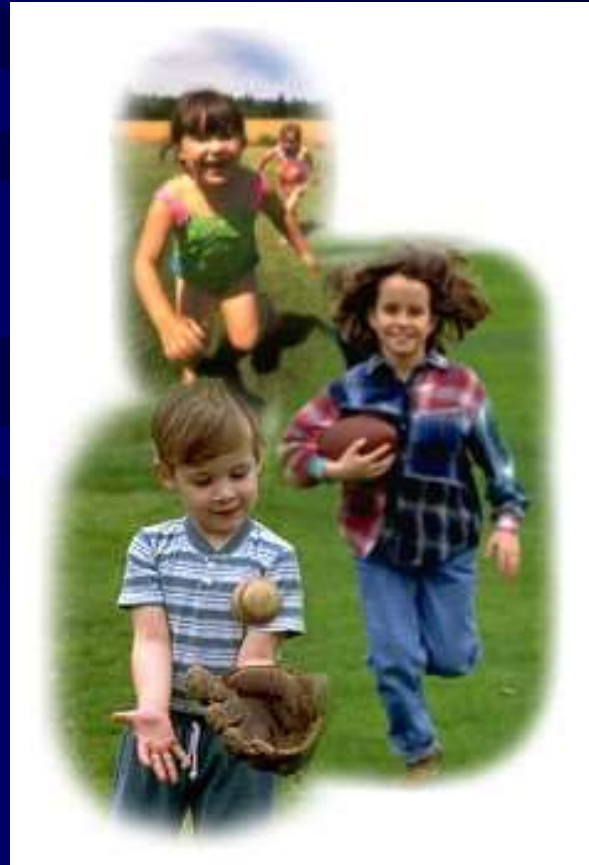
Origins of gender differences



- Biological theory
 - anatomy
 - hormones,
 - organization
- Psychoanalytical
 - 3-5 I.d. w/
parent

Origins of gender differences

- Social Learning theory – social and cognitive process
- Cognitive-Developmental – interacting with environment



Gender roles/differences



- Gender schema: set of behaviors organized around how a male or female should think and behave

Gender roles/differences

- Roles are changing
- Women have careers
- Men stay home
- Women not equal to men in workplace

