

# Week 8: March 6, 2017

## Developmental Psychology



### AGENDA

- Housekeeping/Business
  - Next week:
    - Test #2 in class
    - Test followed by Social Psych lecture (Compliance, Persuasion, Obedience, The Milgram Experiment)
- Human development across the lifespan (ch11):
  - Infancy, Childhood, Adolescence, Adulthood, Later Life



# Developmental Psychology

# PART 1

# Studying Human Development In the Early Years



When?

**Infancy & Childhood**  
**Adolescence**  
**Adulthood**

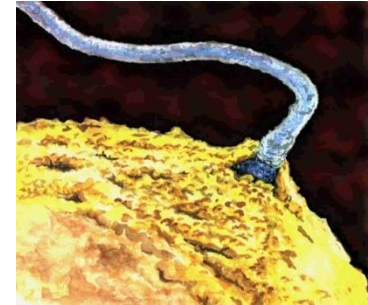
What?

**Physical Development**  
**Emotional Development**  
**Cognitive Development**  
**Psychosocial Development**



# Physical Development

- Development begins at conception
  - Prenatal
  - Neonatal



- In utero development:

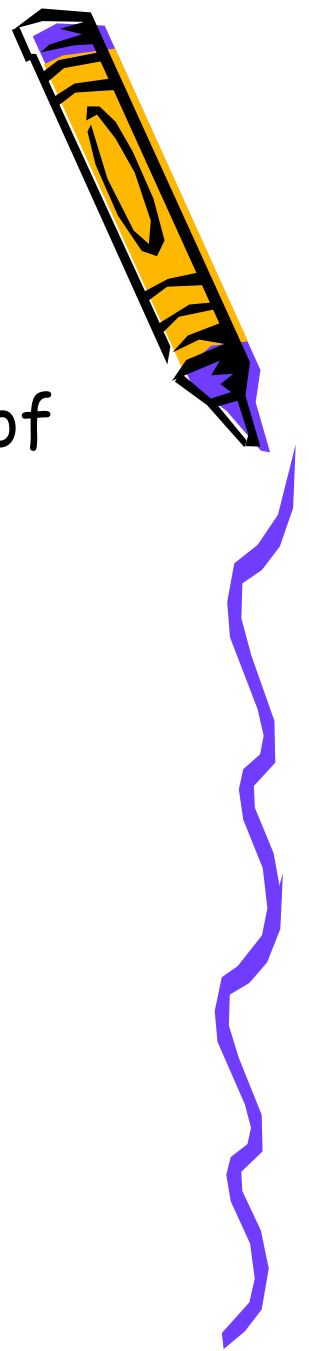
**Zygote → Embryo → Fetus**



Environmental factors can affect prenatal development - especially likely during *critical periods*



# Teratogens



## *Critical Stage Principle*

- effect will vary with developmental stage of embryo or fetus

## *Specific Action Principle*

- certain teratogens act upon certain organ systems; specific malformations
- species-specific

## *Principle of Individual Differences*

- not every embryo or fetus exposed to a teratogen is damaged



# Teratogens (cont'd)



## *Maternal State Principle*

- mother's health
- maternal metabolism

## *Principle of Differing Maternal & Child Reactions*

- may be relatively harmless to mother, but cause major damage to the child

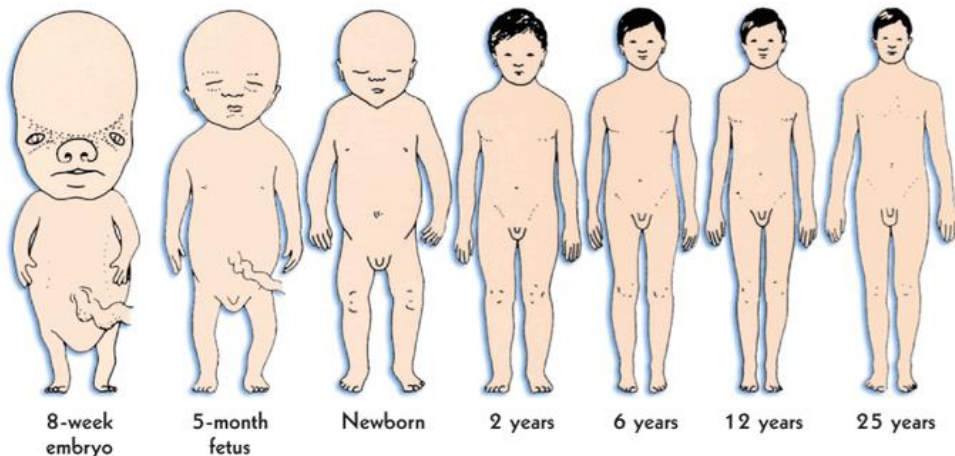
## *Threshold Principle*

- dosage, amount of exposure, and duration of exposure



# Growth

- Newborns grow rapidly
  - Cephalocaudal trend of growth
- Infancy ends at about 18 months
  - child is usually walking and beginning to talk

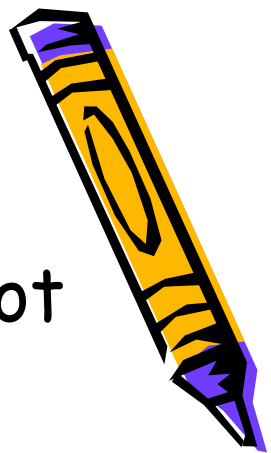


**FIGURE 11.2**

**The Cephalocaudal Trend of Growth**  
Body proportions change dramatically from fetal stages of development until adulthood.  
(From Berk, 1994.)

# Newborns' Reflexes

- **Babinski Reflex:** fanning of toes when foot stroked Clip
- **Moro Reflex:** response to a loud noise -- outstretching of arms/legs & crying Clip
- **Rooting Reflex:** head turned toward light touch
- **Sucking Reflex:** response to finger or nipple in mouth
- **Grasping reflex:** response to object pressed into palm Clip





# Infant Perception

- Fantz (1961) - designed technique to study infant perception
- Infants prefer:
  - Faces, sharp contrasts, moving objects, curved patterns (over straight ones) and complex patterns
- [Baby Humans' face recognition clip](#)



# Emotional Development: Attachment



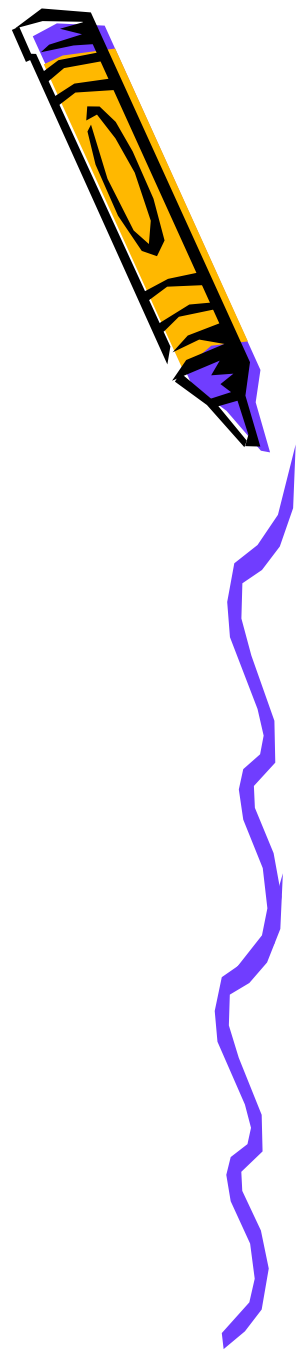
**Attachment:** A strong emotional tie a person feels toward special people in their life

- Harlow and Harlow (1950's & 60's) experiments with monkeys:
  - Found that monkeys raised from birth in isolated bare-wire cages did not always survive
  - Other monkeys raised in same conditions with scraps of 'terry-cloth mother' survived



Rhesus Monkey Clip

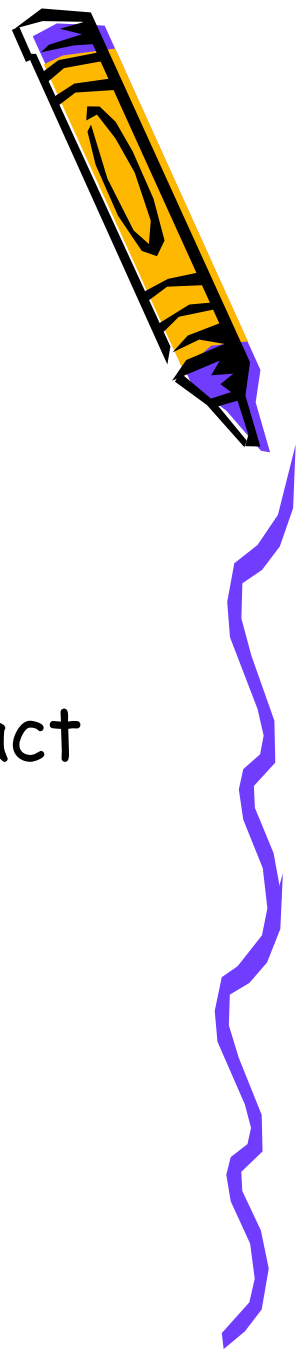
# Attachment in Infants



- John Bowlby and Mary Ainsworth
- Separation anxiety
- The Strange Situation Technique
- Secure vs. Insecure Attachment



# Attachment in Infants



## SECURE ATTACHMENT

- about 60% of children
- Active exploration
- Wary of strangers
- Separation distress → seeks contact

## INSECURE ATTACHMENT

- about 40% of children
- 2 types: Anxious/Avoidant and Anxious/Resistant



# Attachment in Infants



## INSECURE ATTACHMENT:

### 1. Anxious-Avoidant

- Exploration with little interaction
- Little wariness of strangers
- Upset only if left alone
  - May avoid approaching during reunion period

### 2. Anxious-Resistant

- Resistance to exploration/play
- Wary of strangers
- Ambivalent responses at reunion
- Inconsistent (contact-seeking & fussy)



# Emotional Development: Temperament



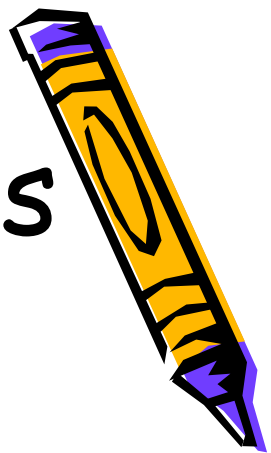
- Long-lasting individual differences in disposition, and intensity and quality of emotional reactions
- 1950s: Thomas, Chess, & Birch - New York Longitudinal Study (NYLS)
  - Assessed children on various dimensions

found 4 types of infants

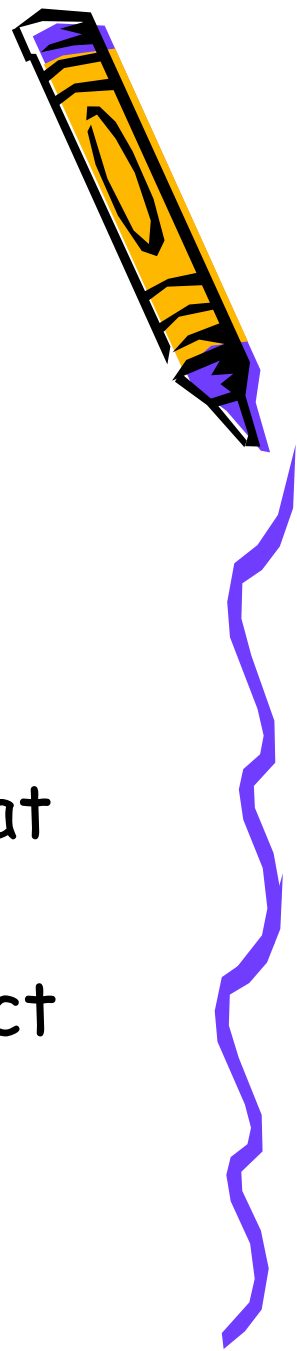


# The Four Temperament Types

- The **easy** child (40% of children)
- The **slow-to-warm-up** child (15%)
- The **difficult** child (10%)
- The **unique** child (35%)



# Cognitive Development



- Brain development
- Verbal interactions and language development
- Stage Theories:
  - Children think and learn differently at different stages
  - Fixed, sequential, qualitatively distinct stages





# Jean Piaget's 4 Stages of Cognitive Development

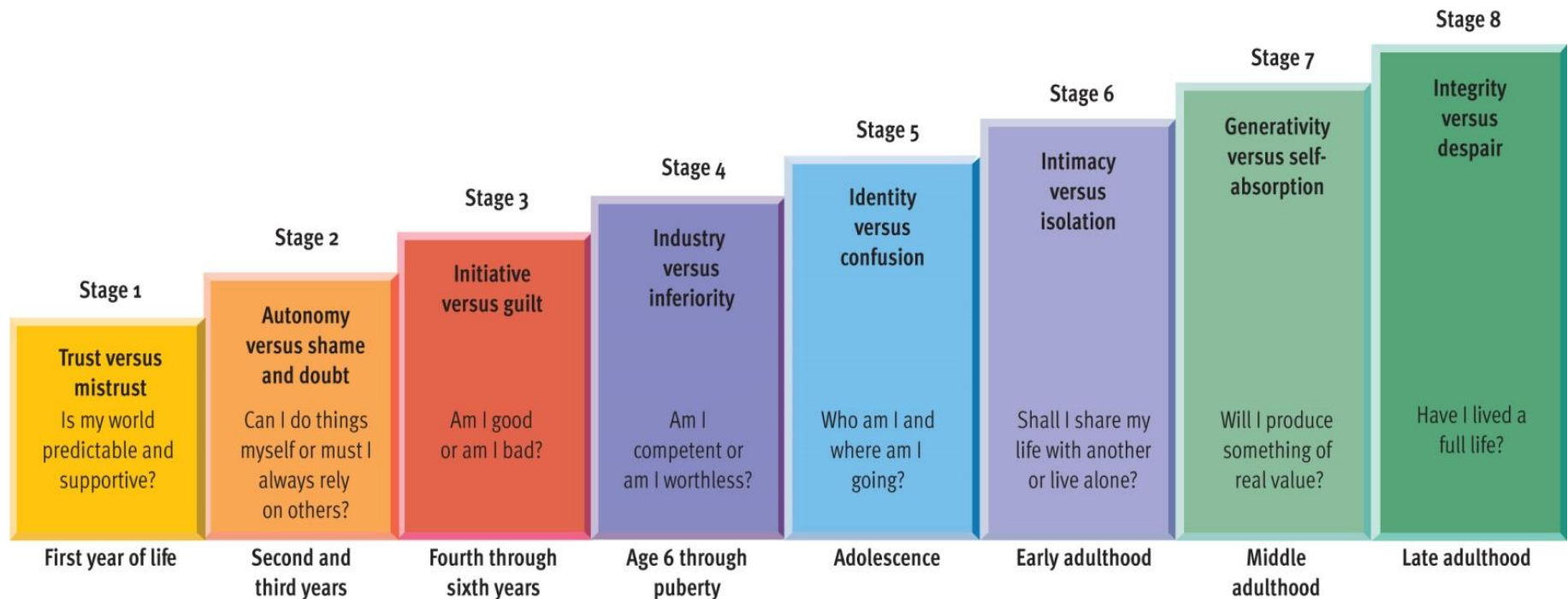


Changes in thinking associated with processes of assimilation and accommodation

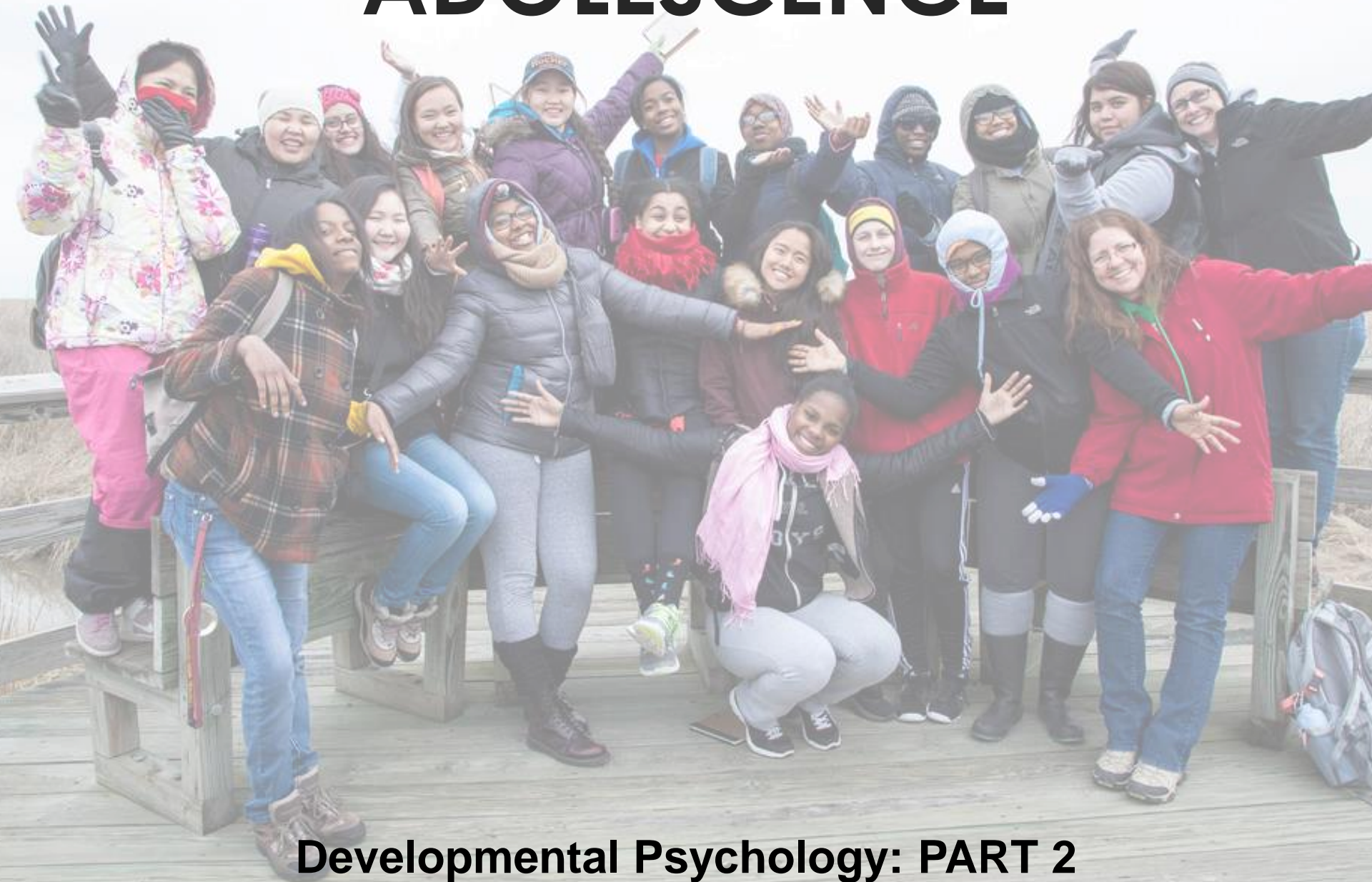
1. **Sensorimotor Stage** (0 to 2 yrs) Object Permanence Clip
2. **Preoperational Stage** (2 to 6/7 yrs)
3. **Concrete Operational Stage** (6/7 to 11/12 yrs) Conservation Clip
4. **Formal Operational Stage** (12 +)



# Psychosocial Development: Erikson's Stage Theory



# ADOLESCENCE



**Developmental Psychology: PART 2**



# Psychosocial Development: Erikson's Identity vs. Identity (Role) Confusion

- Identity development is central task of adolescence
- Psychosocial moratorium
- Research found that identity conflict resolution begins in early adolescence (age 11 or 12)
- Greatest gains made in late adolescence (college/university years)

# THE IDENTITY STATUS PARADIGM

## (Marcia, 1966)

- James Marcia operationalized Erikson's identity stage
- Drew upon two dimensions of Erikson's theory of identity formation:
  - 1. crisis (exploration)**
  - 2. commitment**
- Proposed 4 types of identity formation (or identity statuses) based on these dimensions

# Marcia's Identity Statuses

## Identity Achievement

- High exploration
- High commitment

## Moratorium

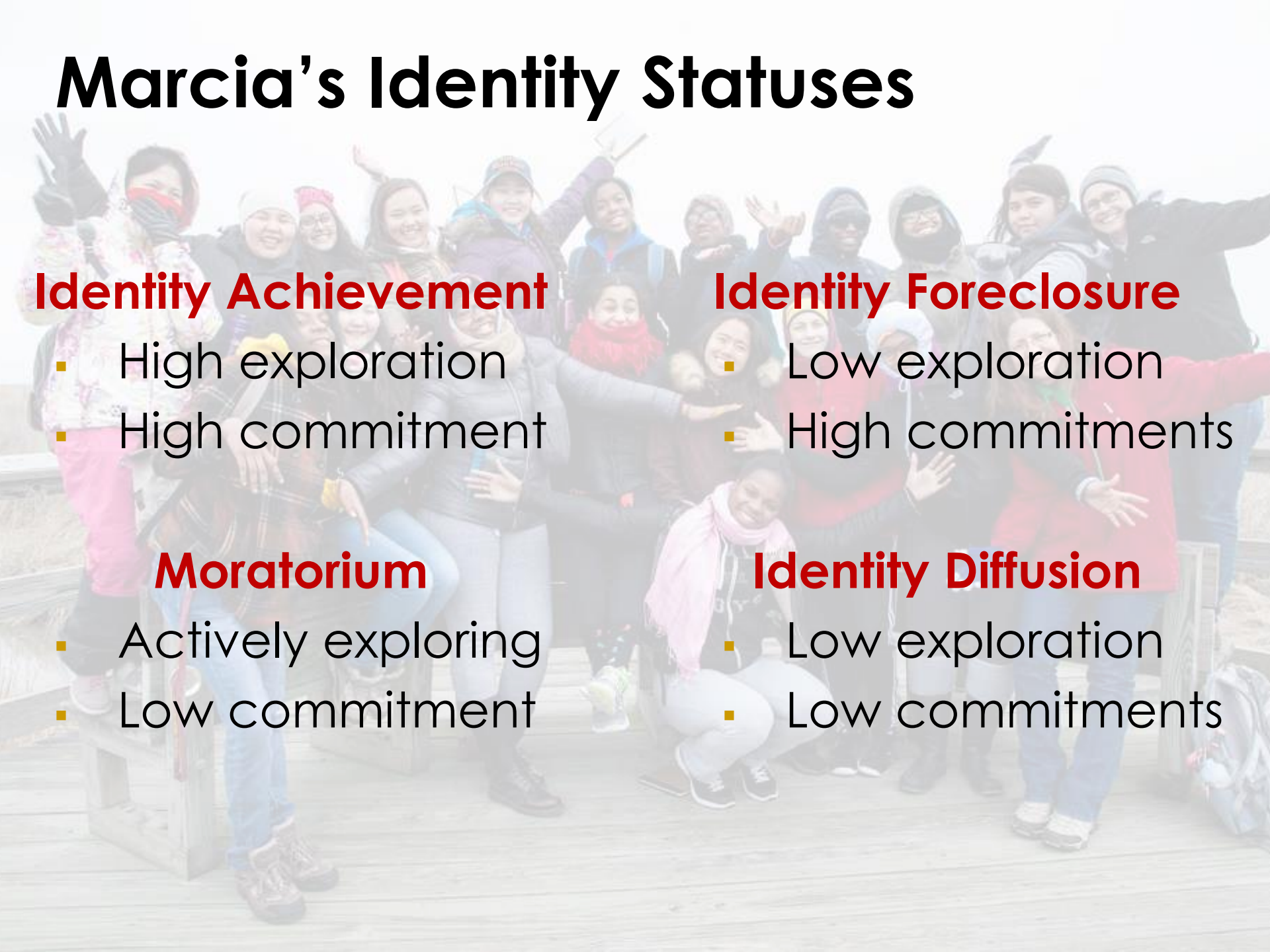
- Actively exploring
- Low commitment

## Identity Foreclosure

- Low exploration
- High commitments

## Identity Diffusion

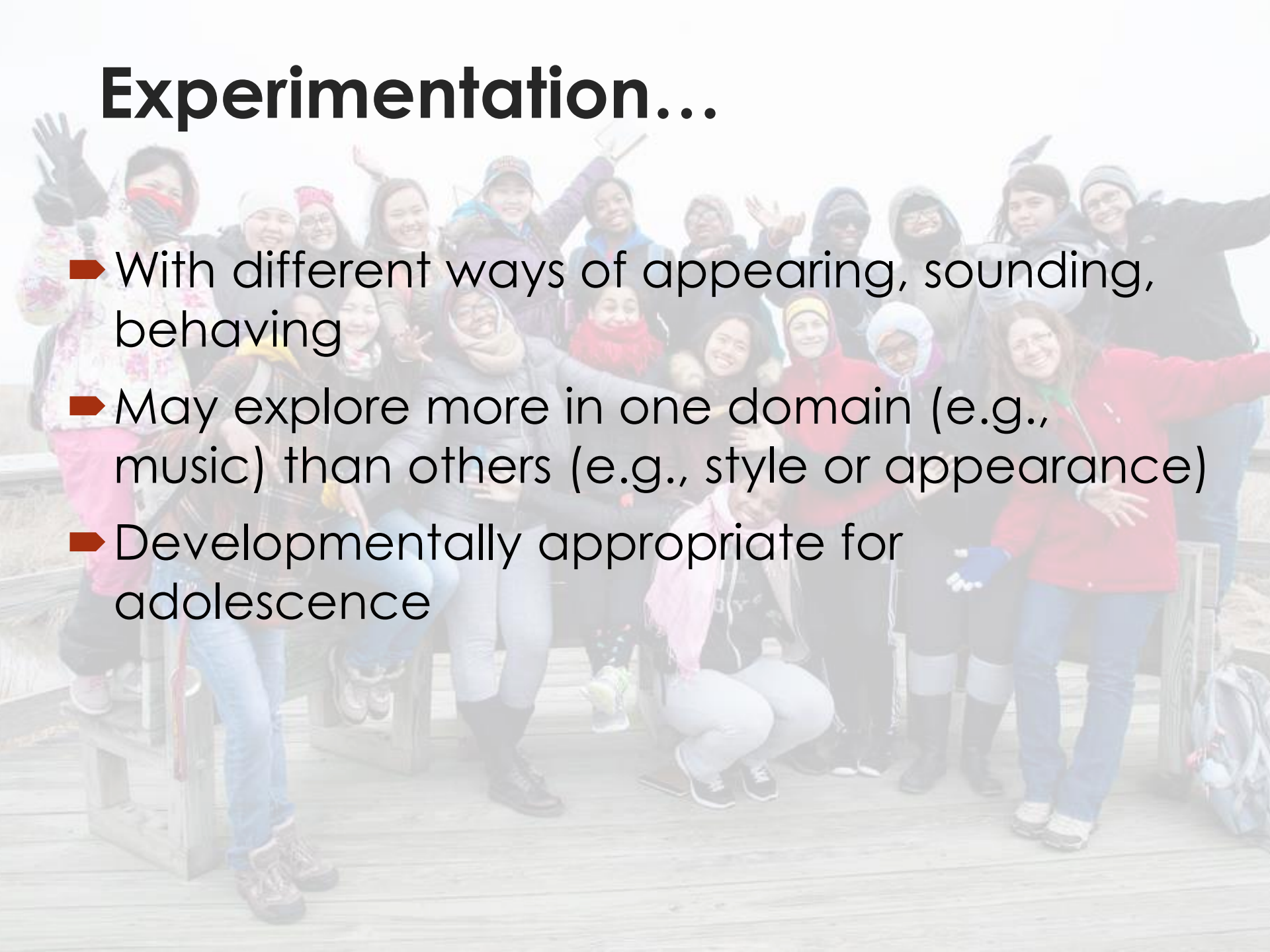
- Low exploration
- Low commitments





# Experimentation...

- With different ways of appearing, sounding, behaving
- May explore more in one domain (e.g., music) than others (e.g., style or appearance)
- Developmentally appropriate for adolescence



# ADOLESCENCE and PUBERTY

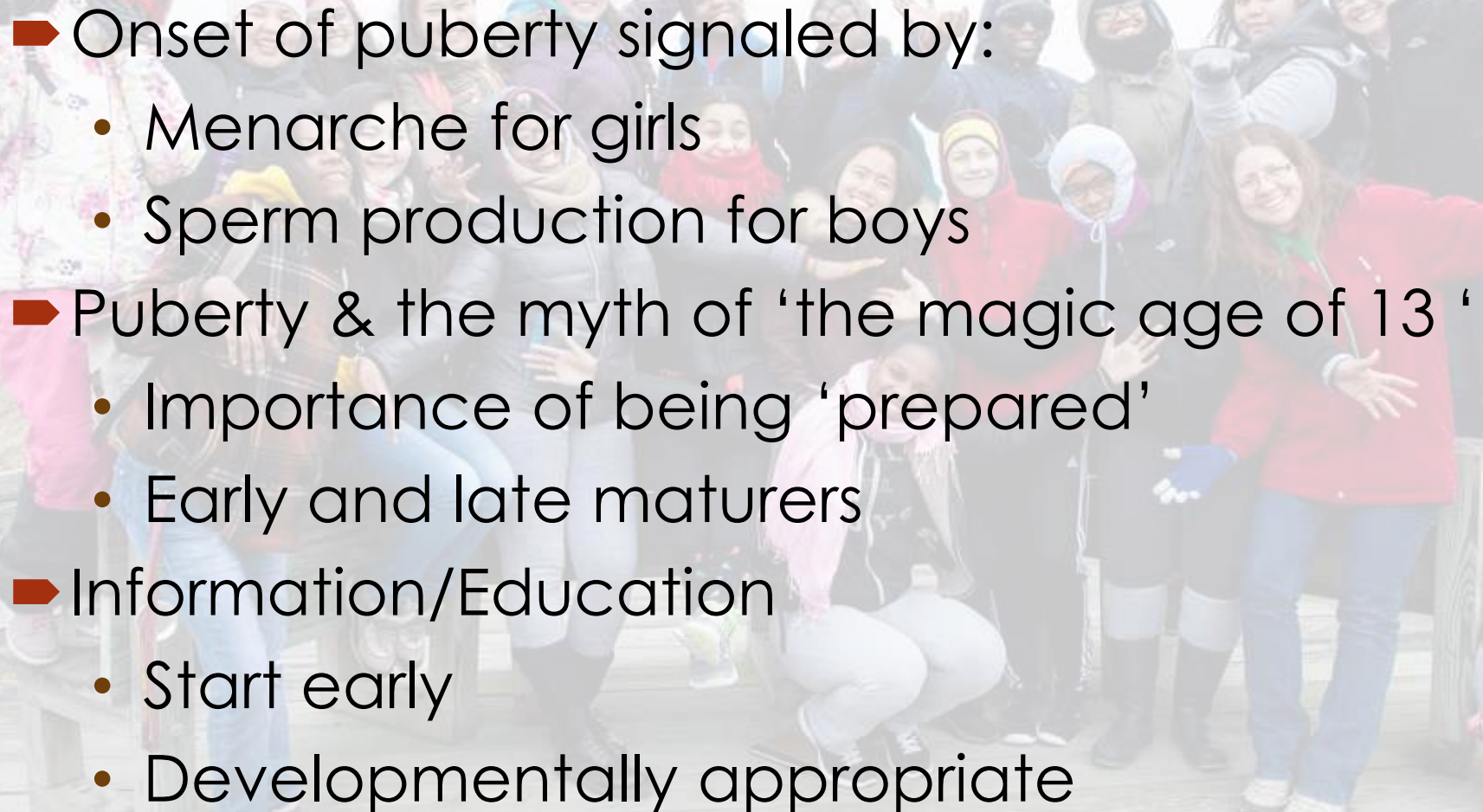
## 3 Markers of Puberty

1. Physical growth (height and weight)
2. Maturation and regulation of body hormonal activity
3. Appearance of secondary sex characteristics

Recall: The **Pituitary Gland** is the master gland for puberty



# Puberty

- 
- A large group of young people, mostly teenagers, are posing for a photo on a wooden boardwalk or pier. They are dressed in winter clothing like jackets, hats, and scarves. Some are waving at the camera. The background is a bright, hazy outdoor setting.
- Onset of puberty signaled by:
    - Menarche for girls
    - Sperm production for boys
  - Puberty & the myth of 'the magic age of 13 '
    - Importance of being 'prepared'
    - Early and late maturers
  - Information/Education
    - Start early
    - Developmentally appropriate

# Physical Development and Sexual Interest

- Recall Freud's theory of psychosexual development and *The Genital Stage*?
- Hormone level increases directly influence sexual interest and activity
- Interaction between “nature” and “nurture” determines types of behaviours, timing, and frequency

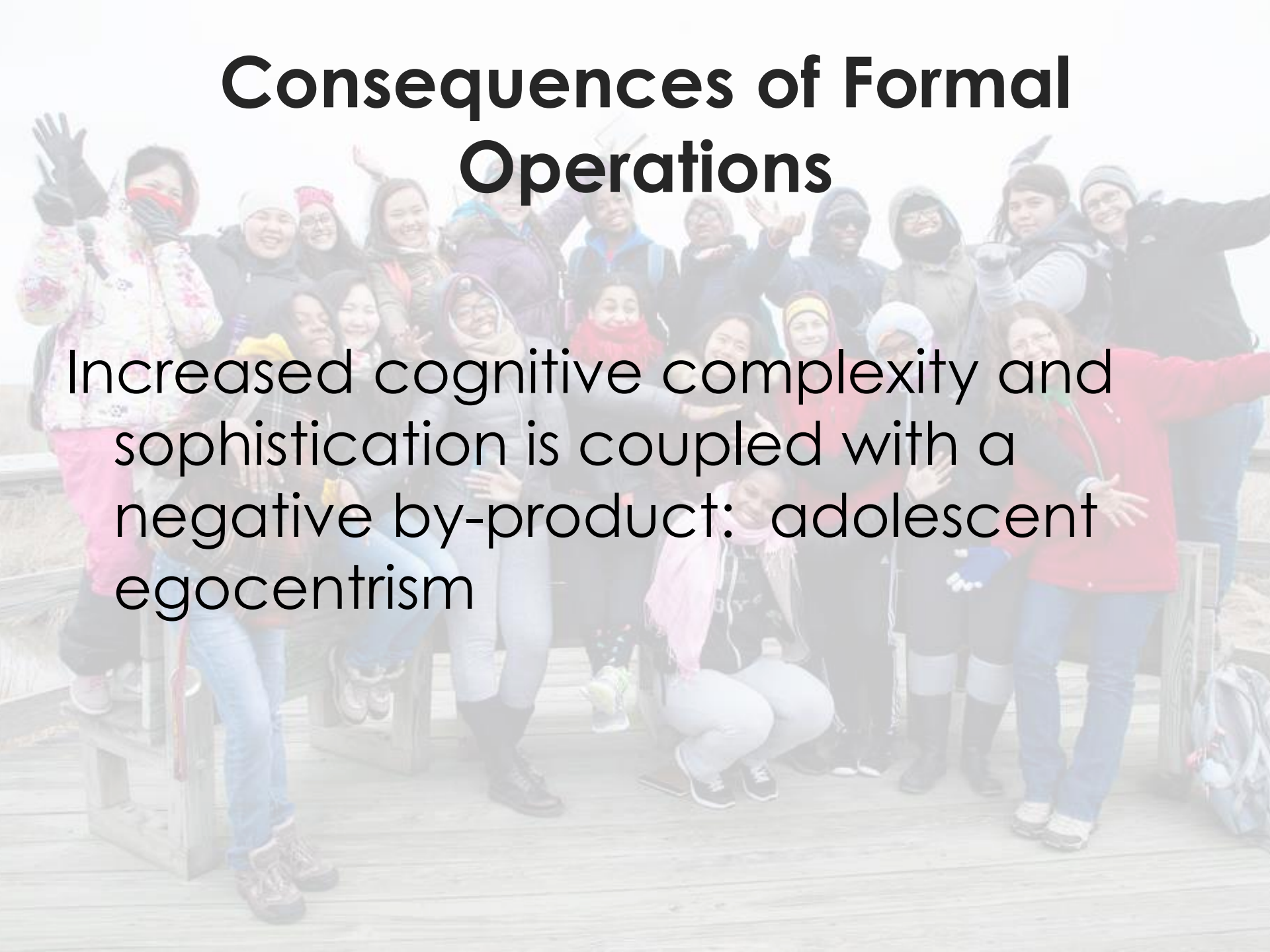
# Mental Processes in Adolescence

- *Formal operational thinking (Piaget)*
- Transition from concrete thinking to formal logical operations occurs over time
- Thinking becomes more complex
- Beginning to recognize complexity of issues and that information can be interpreted in different ways



# Consequences of Formal Operations

Increased cognitive complexity and sophistication is coupled with a negative by-product: adolescent egocentrism



# Adolescent Egocentrism

- Can conceptualize one's own thoughts and those of others
- Problem: fail to recognize the focus of others' thoughts as different from focus of own thoughts
- Failure to make this differentiation leads to belief that other people are as absorbed with the youth's thoughts and behaviour as the youth is

# 1. Imaginary Audience

- Belief that everyone is looking at and evaluating them
- “On Stage”
- Leads to self-consciousness and desire for privacy





## 2. Personal Fable

- ➡ Belief that what they are thinking/feeling/experiencing is unique, original, new and special
- ➡ Can create beliefs about being immune to harm



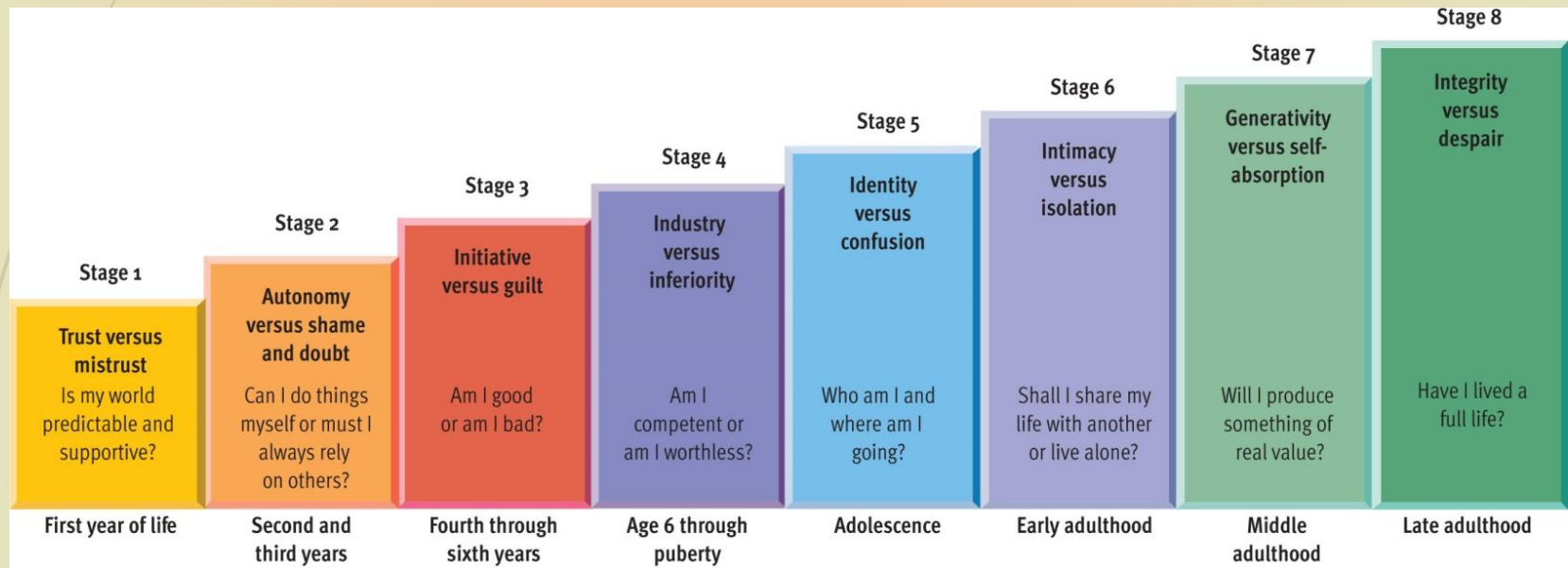
# Developmental Psychology PART3:

## On the road to ....





# Psychosocial Development in Adulthood (Erikson, 1950, 1963)



# Theories of Aging

## ➤ Physiological

- both hereditary and environmental factors

## ➤ Wear-and-Tear

- assumes body simply wears-out from overuse

## ➤ Homeostatic

- assumes body's ability to adjust to stress decreases with age

## ➤ Continuity

- Attempt to preserve continuity of attitudes, preferences, behaviours

## ➤ Activity

- Physical changes related to social role changes

## ➤ Disengagement

- Aging adults withdraw from society; society withdraws from the aging



# Physical Changes in Adulthood

- Today most people live well into their 70's
- Physical development in adulthood is slower than childhood and adolescence, but changes do occur
- Lifespan: Gains and Losses
- Many elderly lead healthy lives
- However, aging adults face many possible health changes
- Hormonal changes and sexual changes



# Cognitive Changes in Adulthood

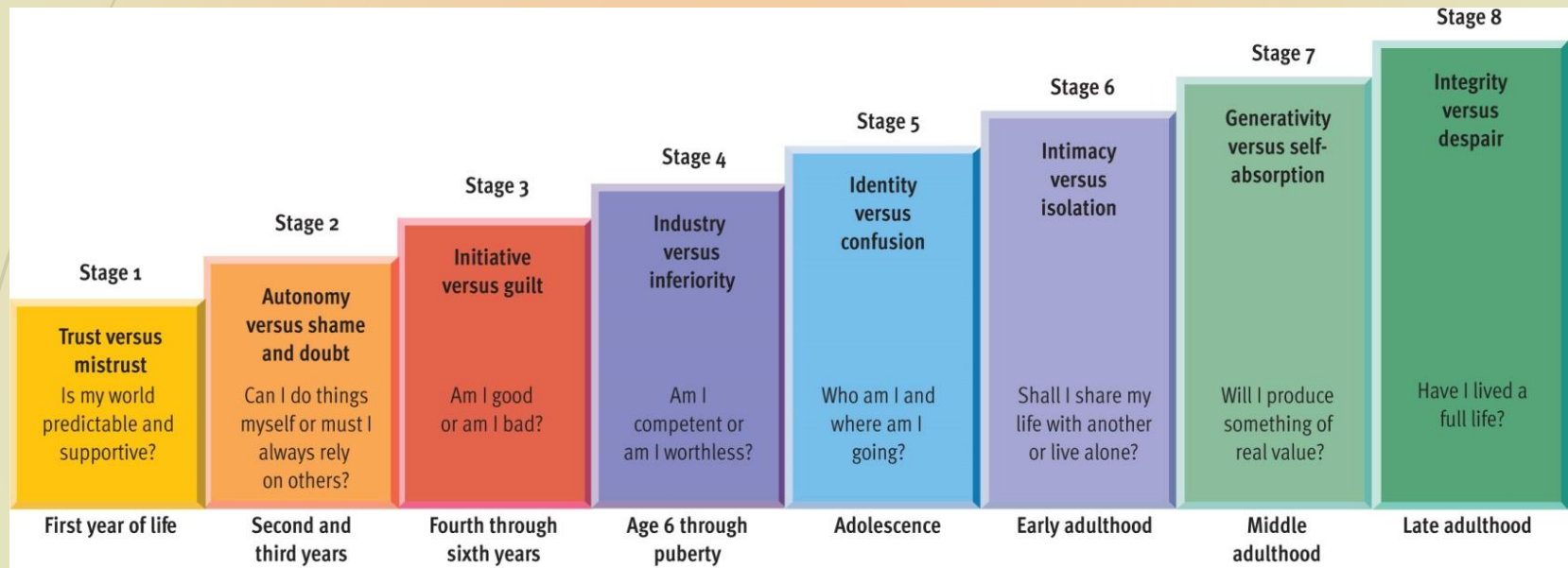
- Up to age 65, there is little decline in learning or memory
- Some age-related cognitive decrements do occur, especially after 65
- Recall: “use it or lose it” and THE BRAIN
- Dementias are progressive impairment of mental functioning



# Social and Personality Development in Adulthood

- Older adults address changing roles, retirement, loss of friends or spouse, changing friendships, physical change and death
- Personality remains stable over time
  - Greater personal challenges and opportunities as one ages

# Psychosocial Development in Adulthood (Erikson, 1950, 1963)



# Older and Wiser? The Golden Years?

- 2015 Stats Canada
  - 16% (almost 1 in 6) Canadians 65 years of age or older
  - expected to increase to 20% by year 2024
- Growing old is not easy – partly due to myths and negative stereotypes about aging process
- Ageism = prejudice against the elderly, and the discrimination it leads to
- Cultural differences re: role of the elderly in the family/community



# Test #2 – Monday, March 13<sup>th</sup>

## 6:30pm-8:00pm – In classroom

### Test Content:

- Chapters 6, 8, 9, 10, 11, 12
- Lecture material:
  - Week 5 (Learning)
  - Week 6 (Motivation & Emotions; Personality)
  - Week 7 (Cognitive Psychology)
  - Week 8 (Developmental Psychology)
- Approximately 75 multiple choice questions
- Weight: 38% of your final grade

LECTURE 8:10pm:

### ***Social Psychology***

- Compliance
- Social Influence
- Obedience to Authority (Film: *The Milgram Experiment*)