

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

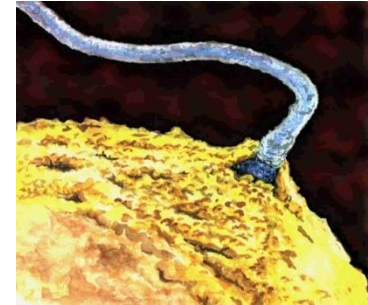
What?

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

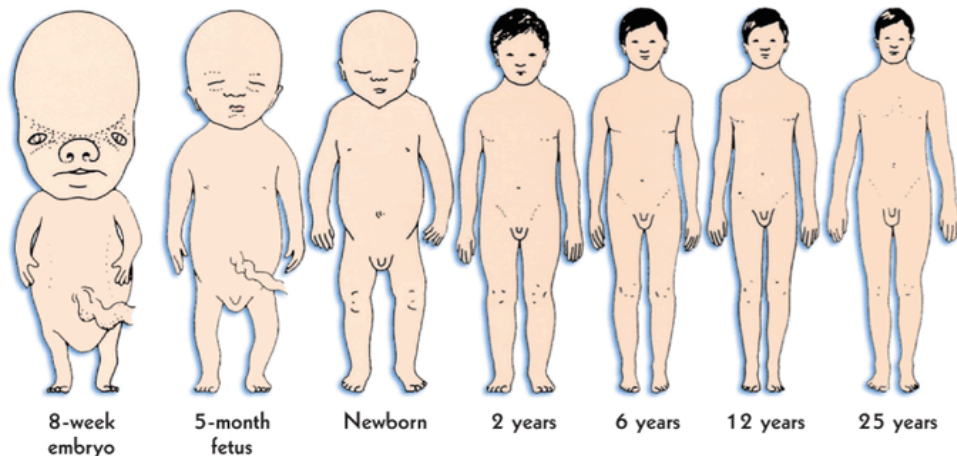
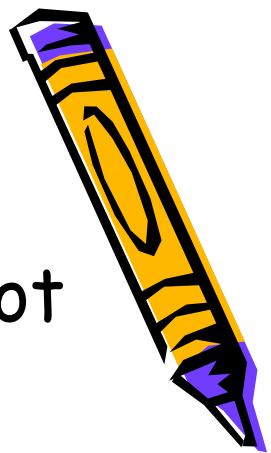


FIGURE 11.2

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

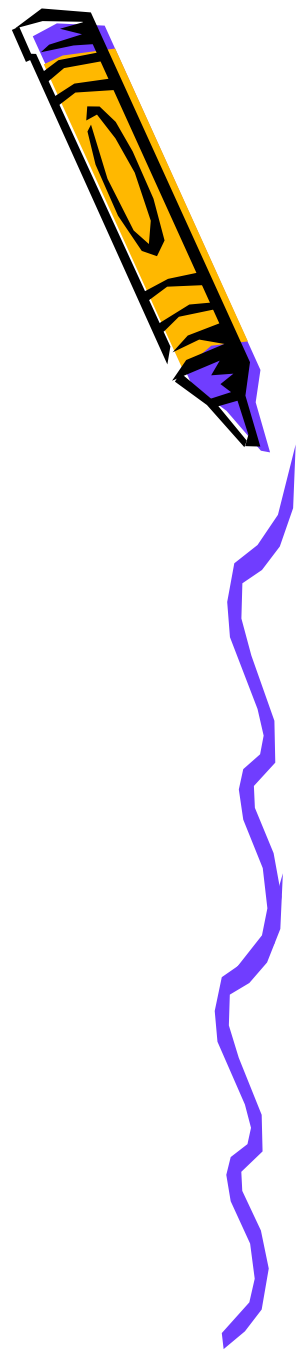
Attachment: A strong emotional tie a person feels toward special people in their life

- 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



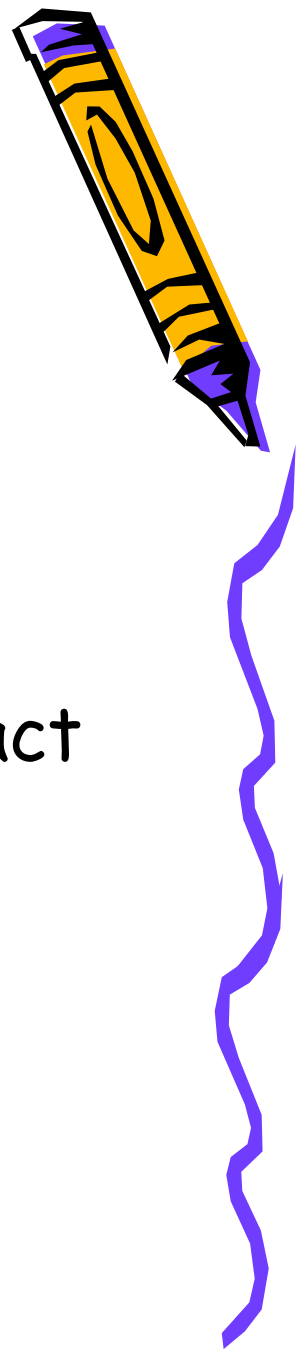
Attachment in Infants



- 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

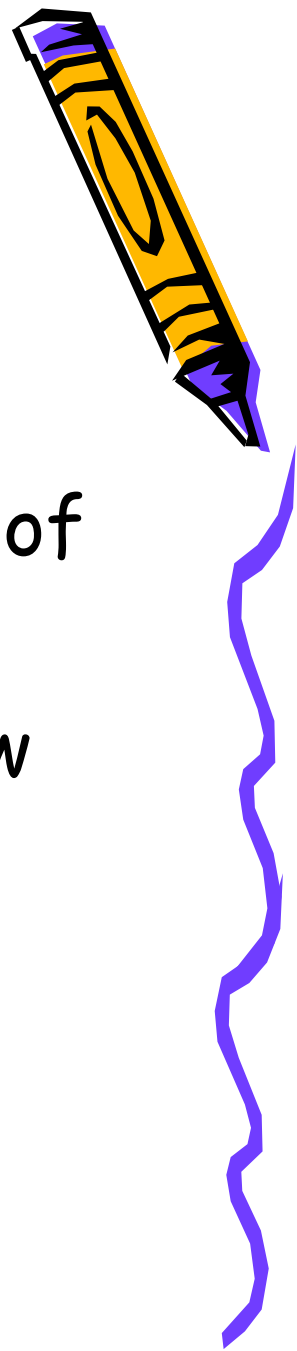
- Exploration with little interaction
- Little wariness of strangers
- Upset only if left alone
 - May avoid approaching during reunion period

2. Anxious-Resistant

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



Emotional Development: Temperament

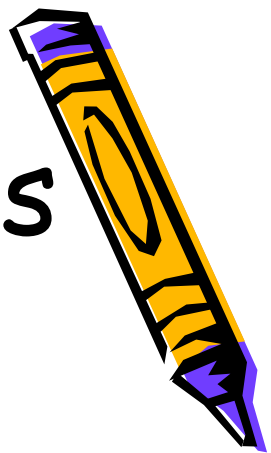


- Long-lasting individual differences in disposition, and intensity and quality of emotional reactions
 - 1950s: Thomas, Chess, & Birch - New York Longitudinal Study (NYLS)
 - Assessed children on various dimensions
- found 4 types of infants

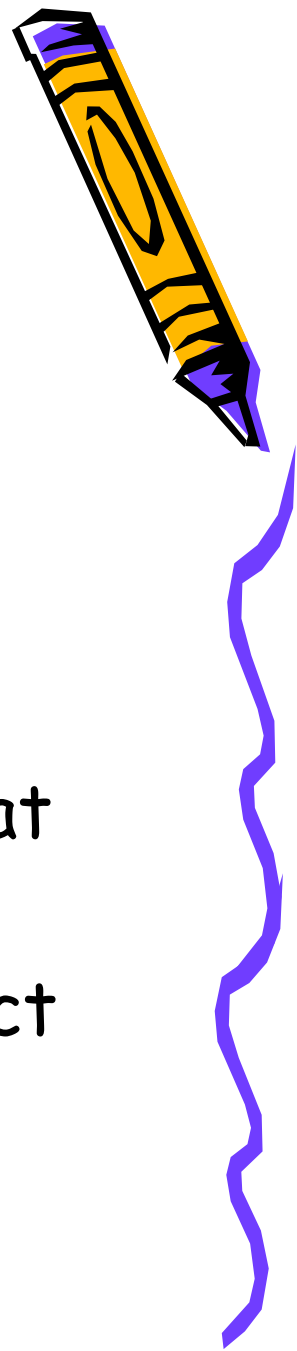


The Four Temperament Types

- 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

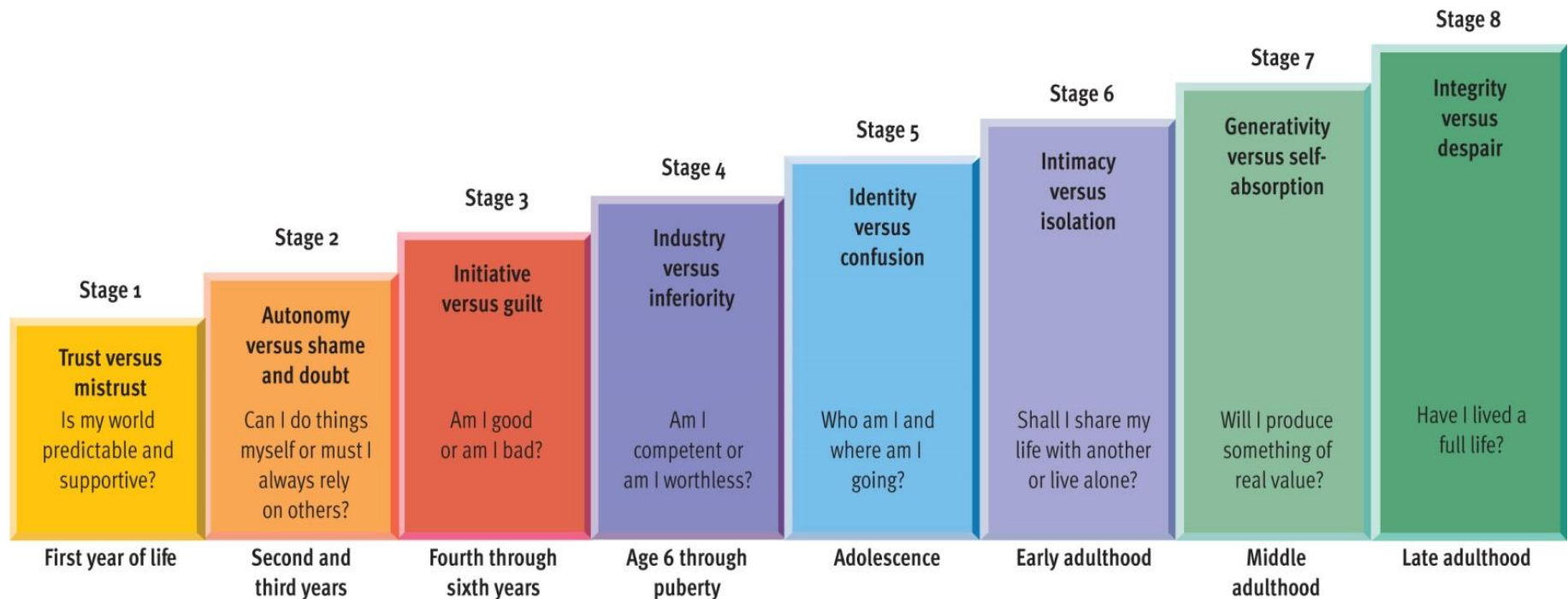


Changes in thinking associated with processes of assimilation and accommodation

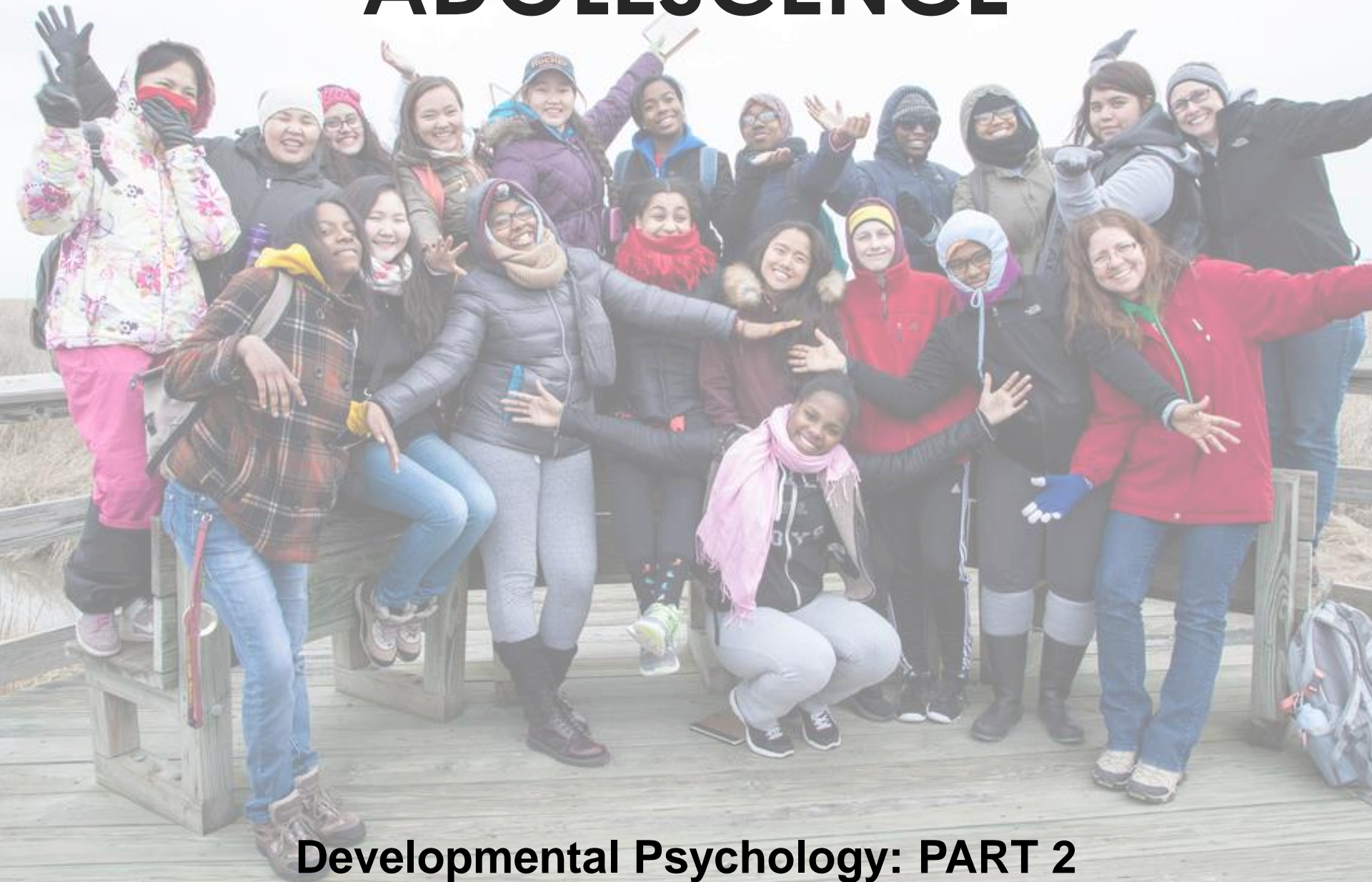
1. **Sensorimotor Stage** (0 to 2 yrs) Object Permanence Clip
2. **Preoperational Stage** (2 to 6/7 yrs)
3. **Concrete Operational Stage** (6/7 to 11/12 yrs) Conservation Clip
4. **Formal Operational Stage** (12 +)



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

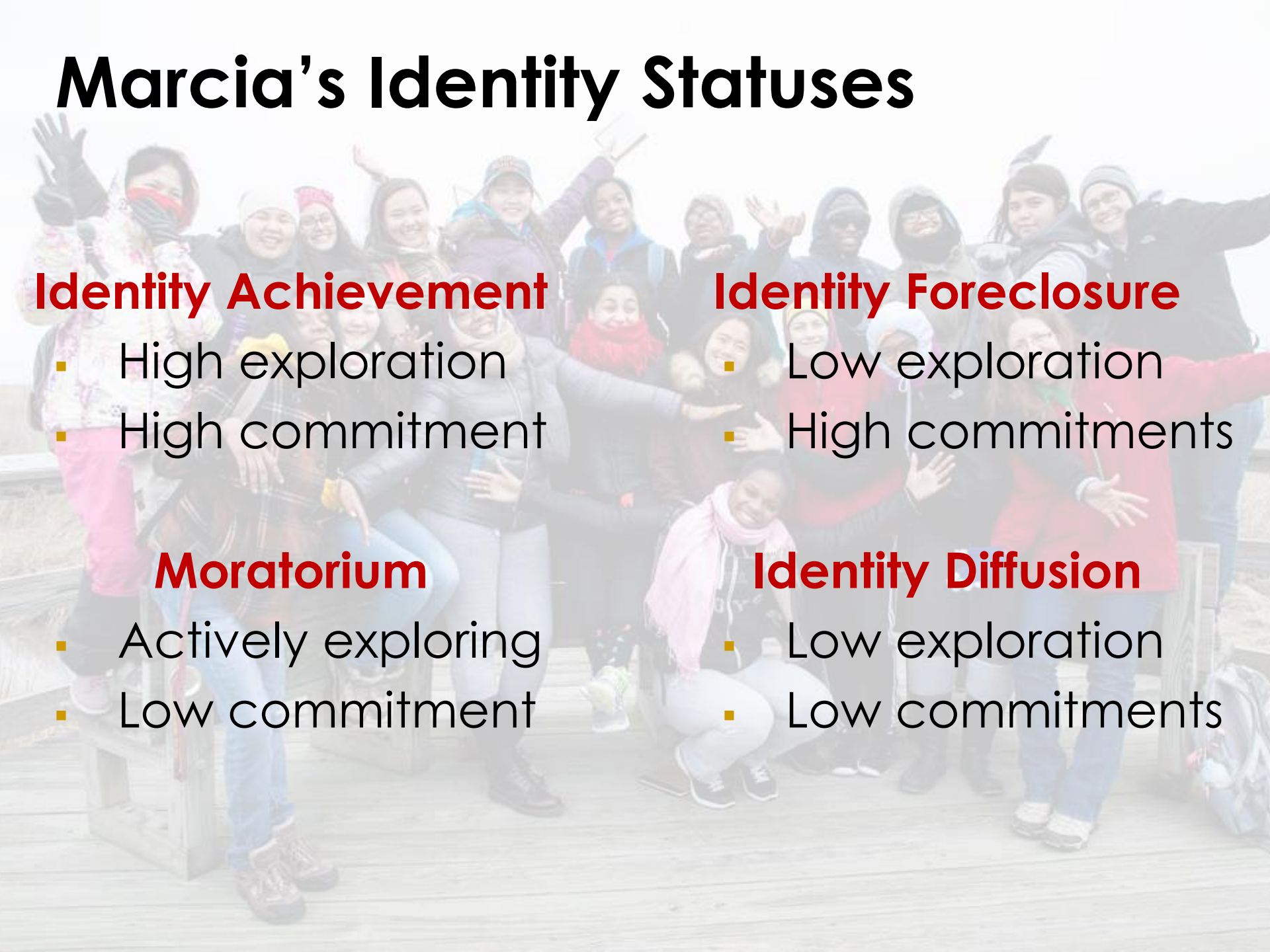
- Actively exploring
- Low commitment

Identity Foreclosure

- Low exploration
- High commitments

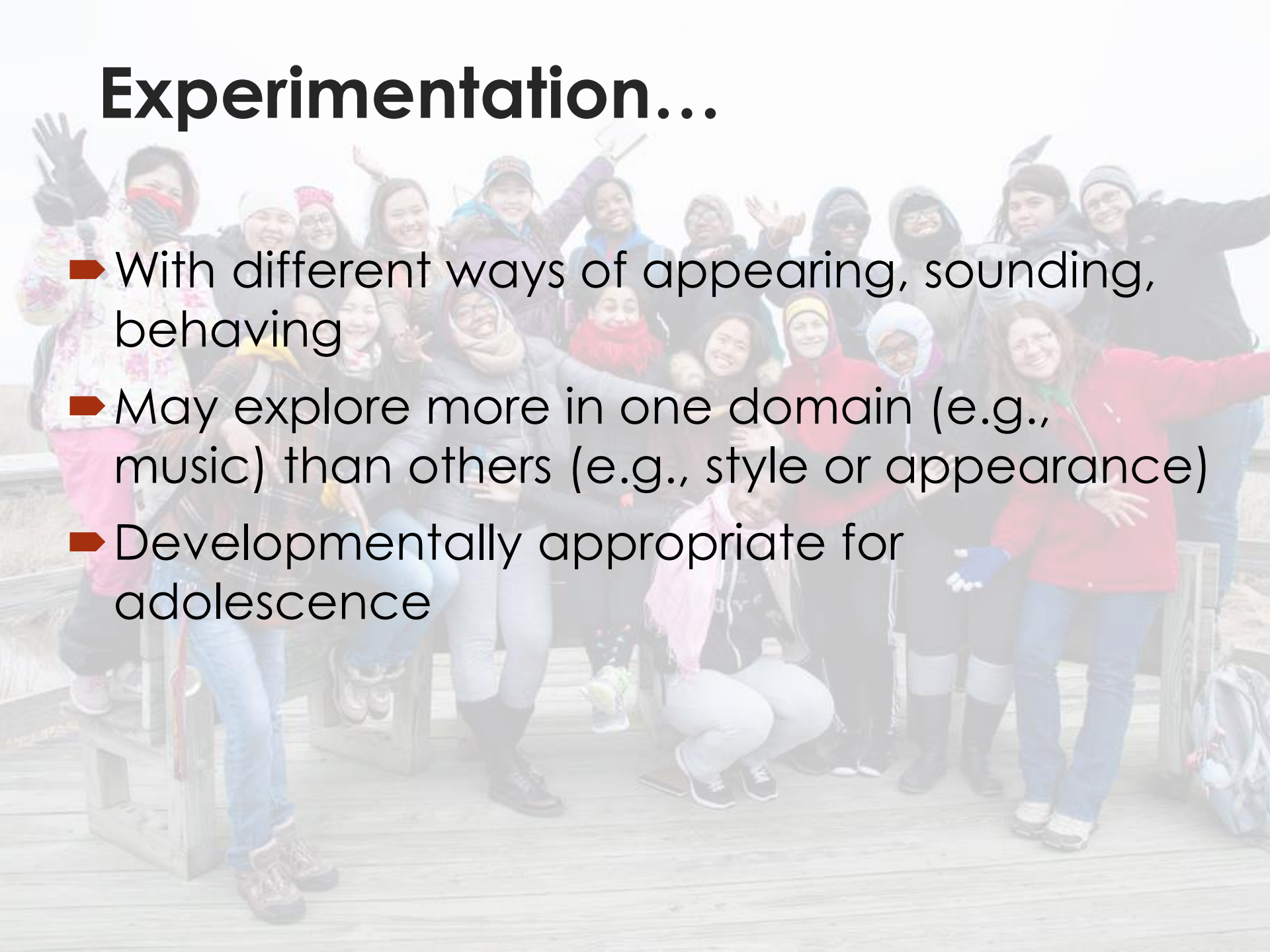
Identity Diffusion

- 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



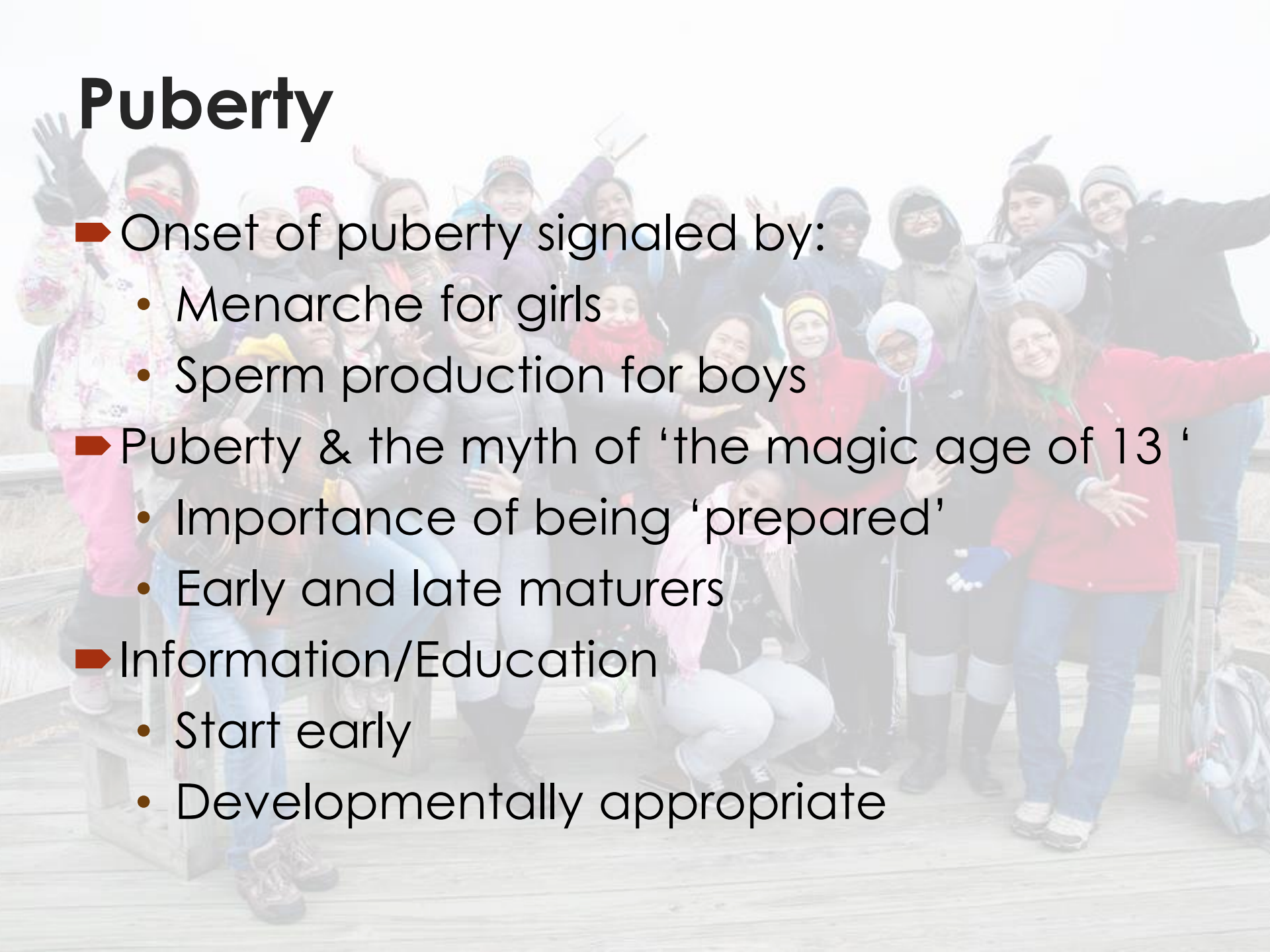
ADOLESCENCE and PUBERTY

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 diverse young people, mostly teenagers, are posing for a group photo on a wooden boardwalk or pier. They are dressed in winter clothing like jackets, hats, and scarves. Some are waving, and one person in the center is crouching. The background is a bright, slightly 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

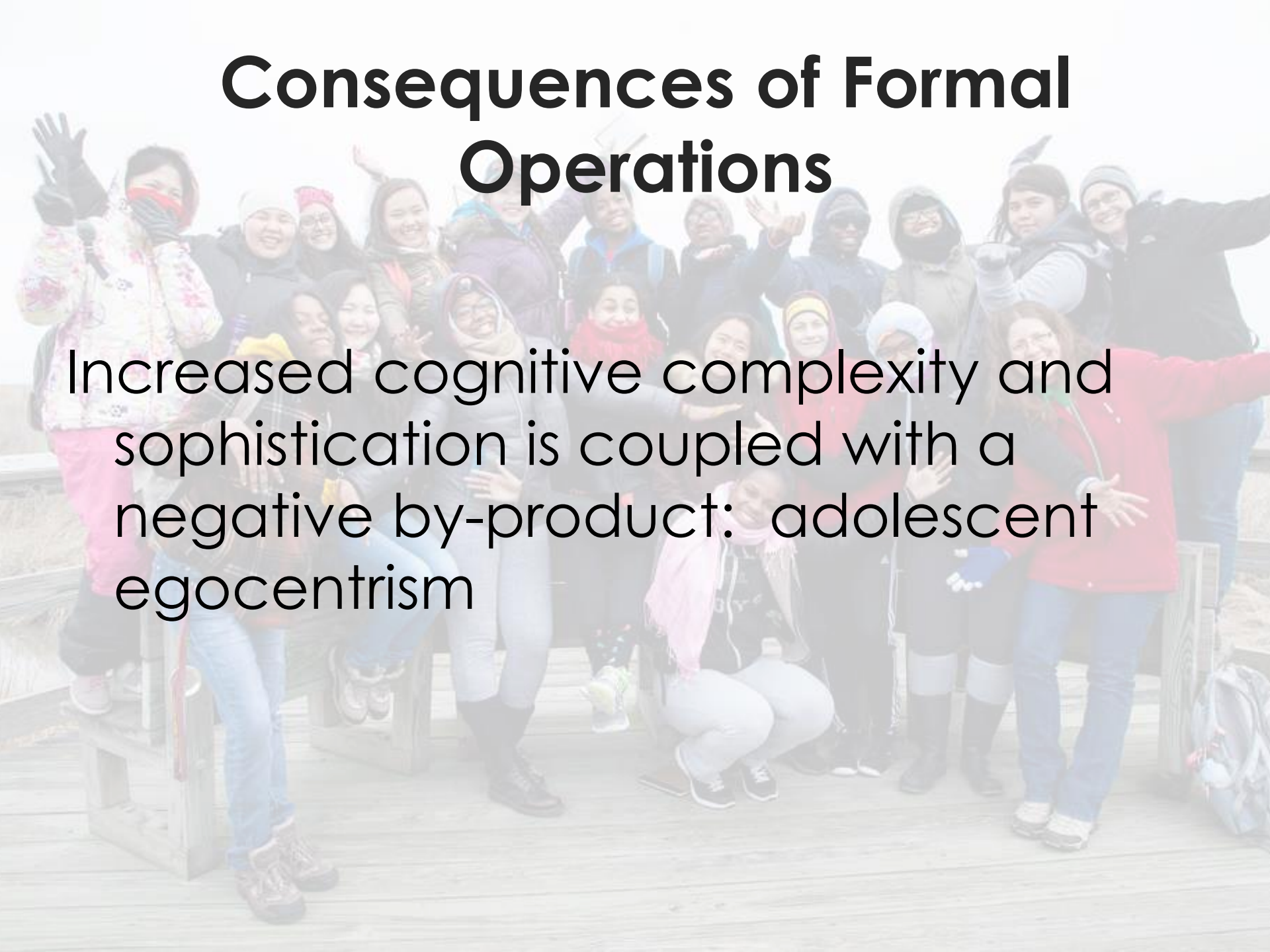
- Recall Freud's theory of psychosexual development and *The Genital Stage*?
- Hormone level increases directly influence sexual interest and activity
- Interaction between “nature” and “nurture” determines types of behaviours, timing, and frequency

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

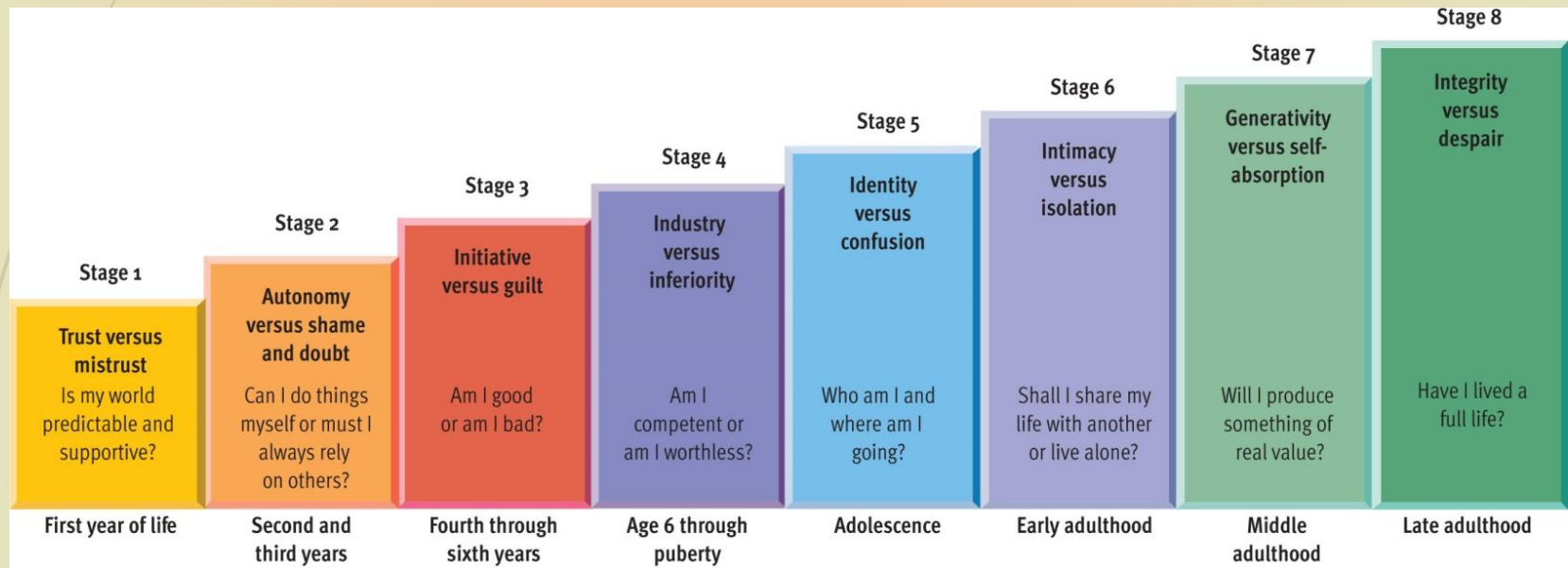


Developmental Psychology PART3:

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

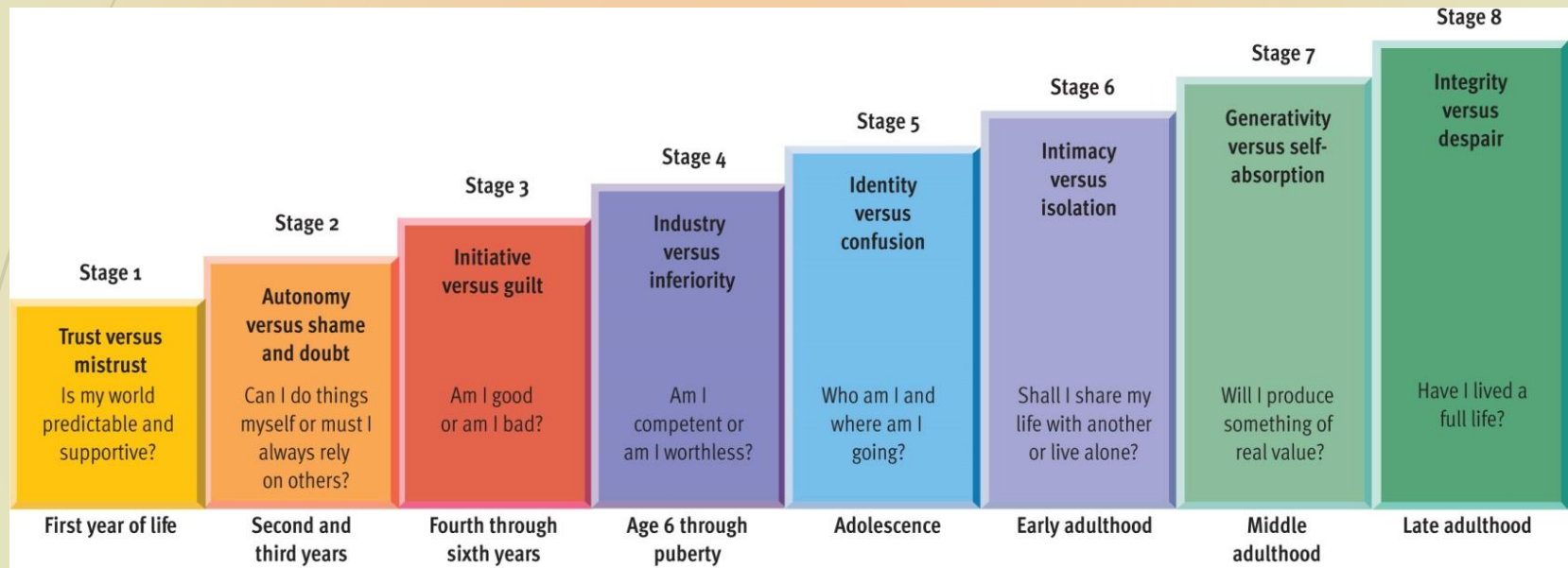
- Up to age 65, there is little decline in learning or memory
- Some age-related cognitive decrements do occur, especially after 65
- Recall: “use it or lose it” and THE BRAIN
- Dementias are progressive impairment of mental functioning



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 13th

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*)