



DEVELOPMENTAL PSYCHOLOGY

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TOPIC OUTLINE

- PRENATAL
- INFANCY and TODDLERHOOD
- EARLY CHILDHOOD
- MIDDLE CHILDHOOD
- ADOLESCENCE
- EMERGING, MIDDLE AND LATE ADULTHOOD

ADDITIONAL CONCEPTS IN HUMAN DEVELOPMENT



LIFESPAN vs LIFE EXPECTANCY

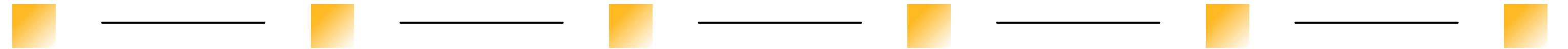
LIFESPAN, OR LONGEVITY, refers to the length of time a species can exist under the most optimal conditions.

The longest recorded lifespan for a human was Jean Calment who died in 1994 at the age of 122 years, 5 months, and 14 days .

LIFE EXPECTANCY is the predicted number of years a person born in a particular time period can reasonably expect to live.



CONCEPTIONS OF AGE



CHRONOLOGICAL

based on the number of years since your birth

BIOLOGICAL

how quickly the body is aging

PSYCHOLOGICAL

psychologically adaptive capacity compared to others of our chronological age

SOCIAL

based on the social norms of our culture and the expectations our culture has for people of our age group

PERIODS OF DEVELOPMENT

Prenatal	Conception to birth
Infancy and toddlerhood	Birth–2 years
Early childhood	2–6 years
Middle childhood	6–11 years
Adolescence	11–18 years
Early adulthood	18–40 years
Middle adulthood	40–65 years
Late adulthood	65 years–death

PRENATAL DEVELOPMENT

GERMINAL PERIOD



- about 14 days in length
- lasts from conception to implantation of the fertilized egg in the lining of the uterus
- a new cell, ZYGOTE is formed

EMBRYONIC PERIOD



- Starting the third week the blastocyst has implanted in the uterine wall.
- Upon implantation this multi-cellular organism is called an embryo.
- blood vessels grow forming the placenta.

FETAL PERIOD



- From the ninth week until birth
- major structures are continuing to develop
- age of viability is reached at about 24 weeks



9 weeks
Fetal stage begins



12 weeks
Sex organs differentiate



16 weeks
Fingers and toes develop



20 weeks
Hearing begins



24 weeks
Lungs begin to develop



28 weeks
Brain grows rapidly



32 weeks
Bones fully develop



36 weeks
Muscles fully develop



40 weeks
Full-term development

TERATOLOGY

The study of factors that contribute to birth defects.

TERATOGENS

Environmental factors that can contribute to birth defects, and include some maternal diseases, pollutants, drugs and alcohol.

TERATOGENS IMPACT



ALCOHOL

- neurocognitive and behavioral difficulties
- flattened noses, small eye holes, and small heads
- poor judgment, poor impulse control, higher rates of ADHD, learning issues, and lower IQ scores

TOBACCO

- low birth weight, ectopic pregnancy
- preterm delivery, stillbirth, fetal growth restriction, sudden infant death syndrome
- birth defects, learning disabilities, and early puberty in girls

ILICIT DRUGS

- low birth weight, stillbirths and spontaneous abortion.
- learning and behavior difficulties, slower than normal growth
- birth defects, heart defects, and infections

POLLUTANTS



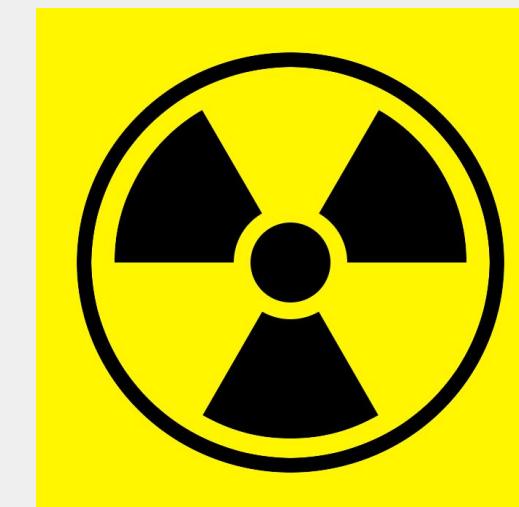
LEAD



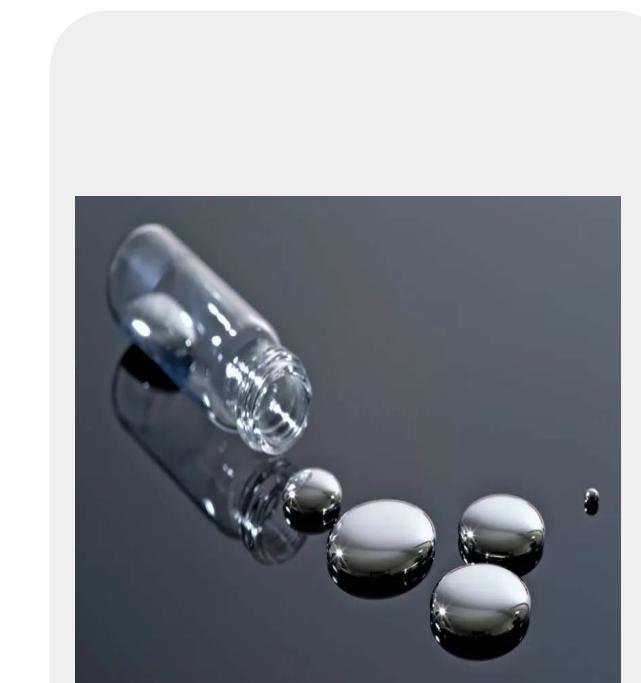
PESTICIDES



BISPHENOL A



RADIATION



MERCURY



PRENATAL ASSESSMENT

- **ULTRASOUND** - sound waves are used to examine the fetus.
- **AMNIOCENTESIS** - procedure in which a needle is used to withdraw a small amount of amniotic fluid and cells from the sac surrounding the fetus and later tested.
- **CHORIONIC VILLUS SAMPLING** is a procedure in which a small sample of cells is taken from the placenta and tested.

PREGNANCY COMPLICATIONS

MINOR

COMPLICATIONS

nausea (first 3-4 months of pregnancy) heartburn, gas, hemorrhoids, backache, leg cramps, insomnia, constipation, shortness of breath or varicose veins.

ECTOPIC

PREGNANCY

occurs when the zygote becomes attached to the fallopian tube before reaching the uterus, abdominal pain, vaginal bleeding, nausea and fainting.

PREECLAMPSIA/

TOXEMIA

characterized by a sharp rise in blood pressure, a leakage of protein into the urine as a result of kidney problems, and swelling of the hands, feet, and face during the third trimester of pregnancy.

SPONTANEOUS

ABORTION

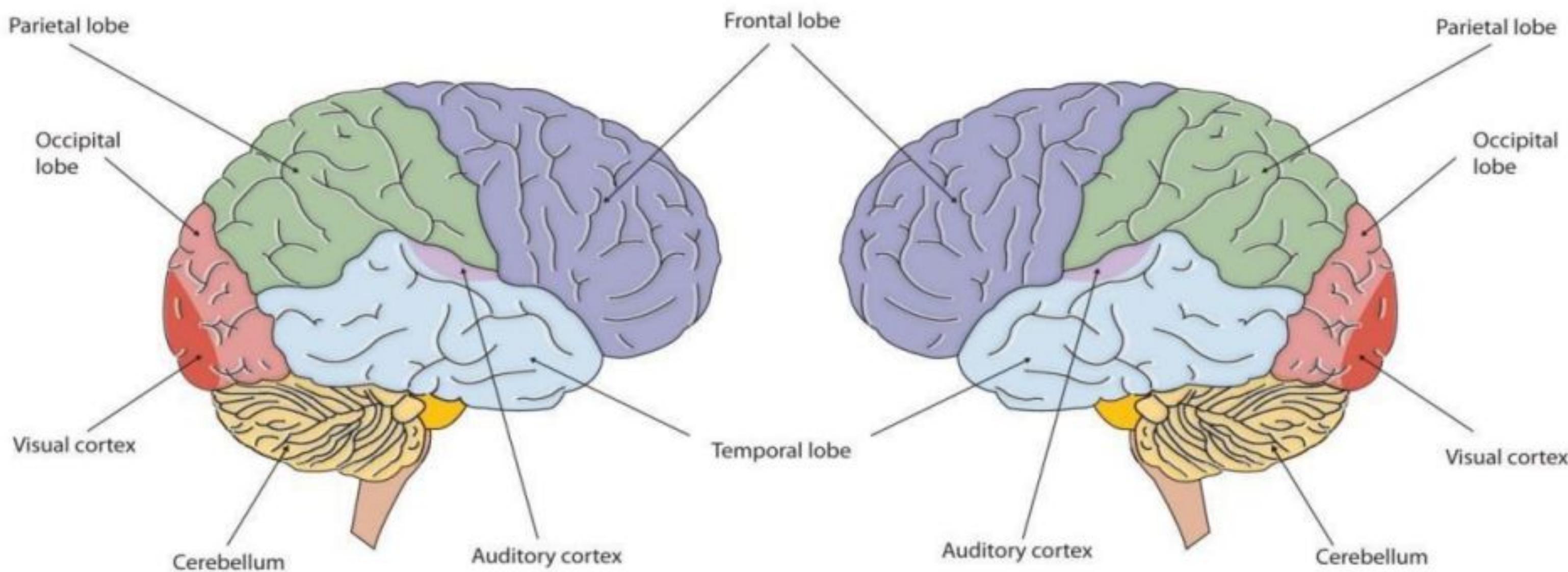
body aborts due to chromosomal abnormalities, and this typically happens before the 12th week of pregnancy, Cramping and bleeding.

INFANCY AND TODDLERHOOD

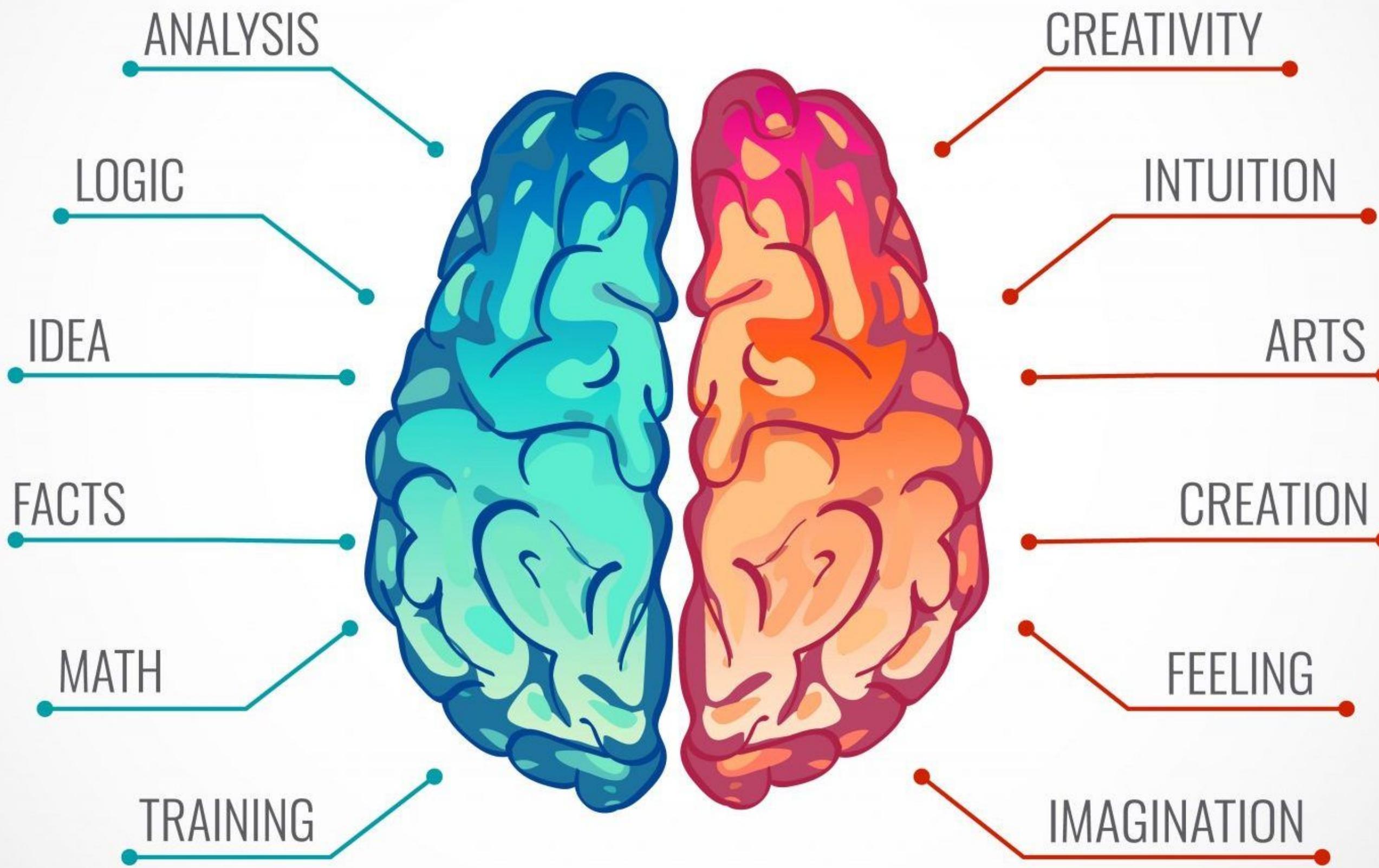
PHYSICAL

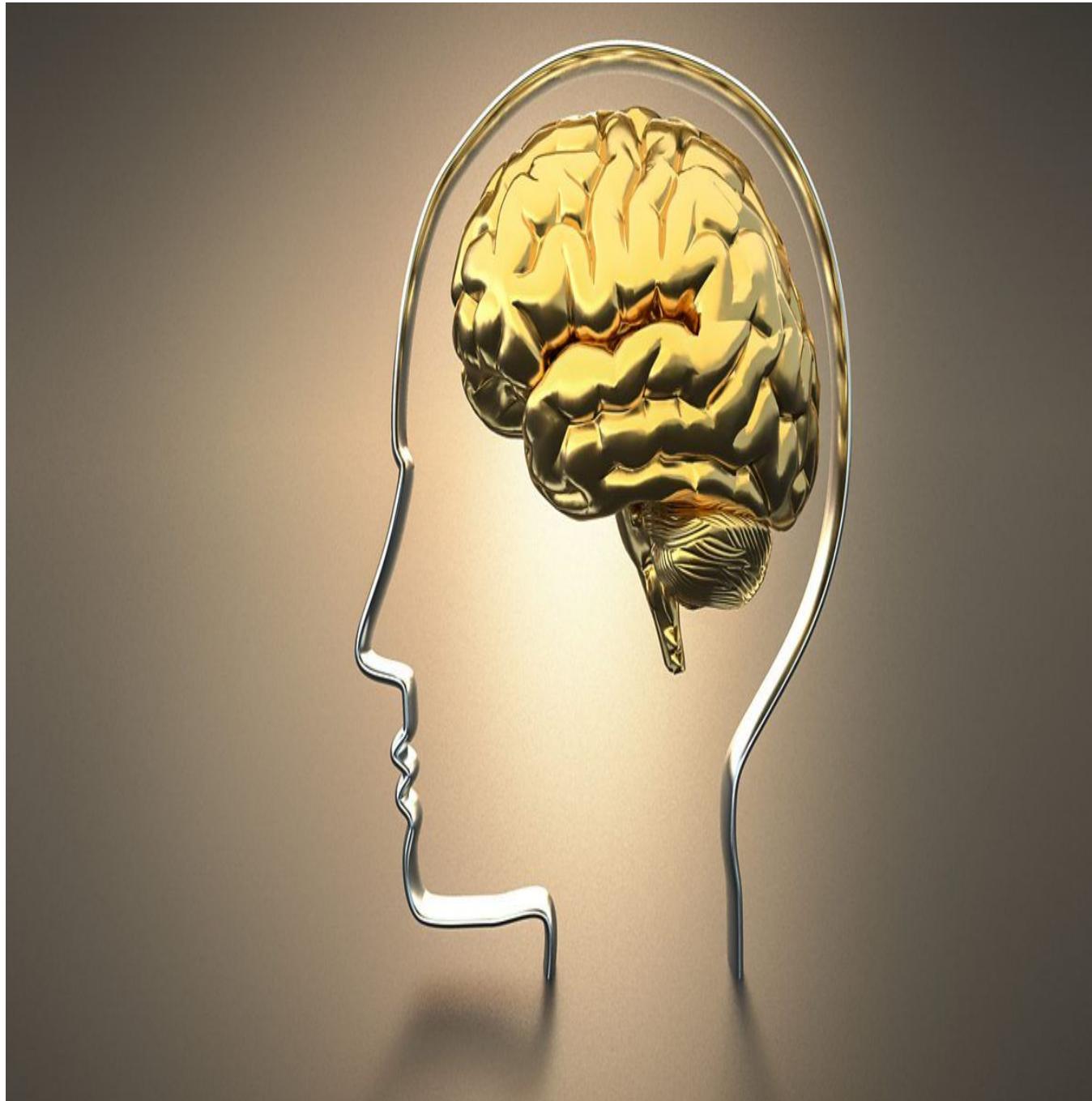
- average newborn weighs about 7.5 pounds (between 5 and 10 pounds) and is about 20 inches in length.
- 4 months old, it usually doubles in weight and by one year has tripled the birth weight.
- the head makes up about 25 percent of our length, and by age 25 it comprises about 20 percent our length.
- We are born with most of the brain cells that we will ever have; about 85 billion neurons whose function is to store and transmit information.
- **SYNAPTOGENESIS**, or the formation of connections between neurons, continues from the prenatal period forming thousands of new connections during infancy and toddlerhood.

Figure 3.3 The Two Hemispheres



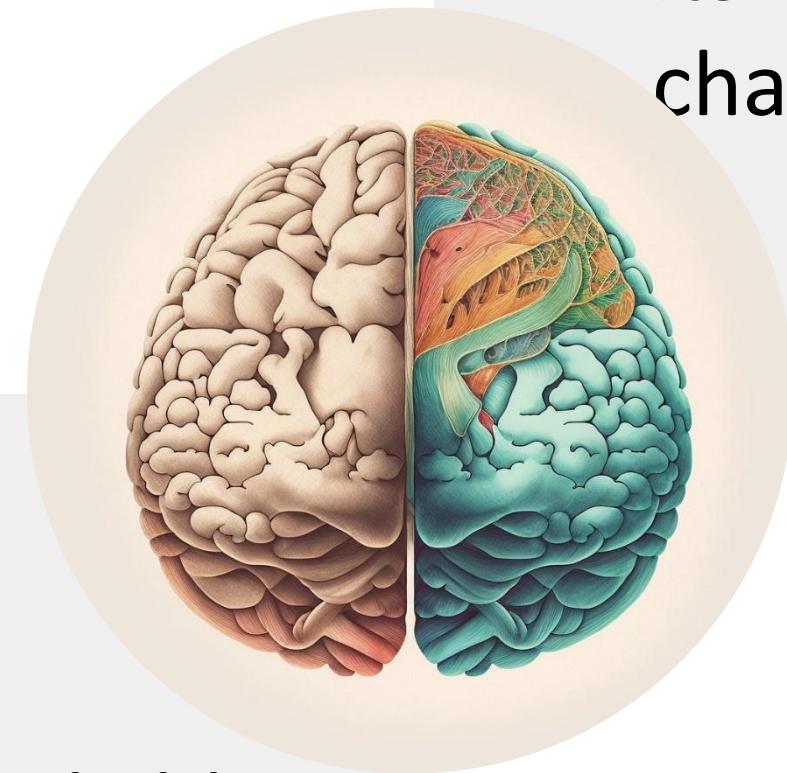
LEFT vs RIGHT BRAIN





- The brain grows rapidly during infancy.
- Primary motor areas develop earlier than primary sensory areas, and the prefrontal cortex, that is located behind the forehead, is the least developed
- As the prefrontal cortex matures, the child is increasingly able to regulate or control emotions, to plan activities, strategize, and have better judgment.
- This is not fully accomplished in infancy and toddlerhood, but continues throughout childhood, adolescence and into adulthood.

LATERALIZATION - the process in which different functions become localized primarily on one side of the brain.



The brain's neurons have a remarkable capacity to **reorganize and extend themselves** to carry out particular functions (vision and hearing) in response to the needs of the organism, and to repair any damage.

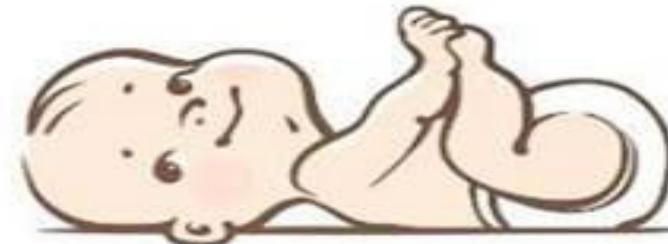
NEUROPLASTICITY refers to the brain's ability to change, both physically and chemically, to enhance its adaptability to environmental change and compensate for injury.

Brain **constantly creates new neural communication routes and rewires existing ones**. Environmental experiences and hormones, genes and age affect the brain's plasticity.

REFLEX	DESCRIPTION
SUCKING	Suck on anything that touches the lips
ROOTING	Turning the head when the cheek is touched
GRASP	Fingers automatically grip anything that touches the palm of the hand
BABINSKI	The toes will fan out and curl when the sole of the foot is stroked from heel to toe
MORO	A sudden noise or loss of support to the head and neck will cause infants to spread out their arms and legs then quickly contract the limbs inward.
TONIC NECK	When lying on the back with the head to one side infants will extend the arm and leg on that side while flexing the limbs on the opposite side (looks like a fencer pose).
STEPPING	Legs move in stepping like motion when feet touch a smooth surface.



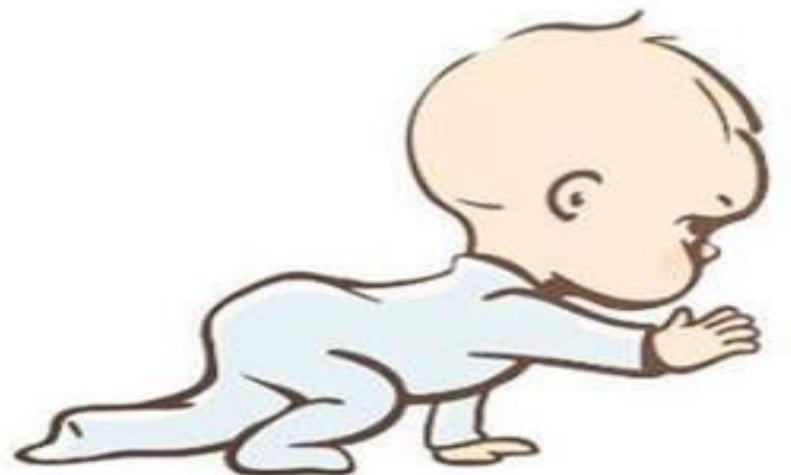
0-3
holding head up



4-5
*rolling over
both ways*



5-7
*rising up
on hands*



6-8
crawling



6-8
*sitting
without support*



9-10
*standing
with support*



11-15
walking

Gross motor

They use the *large muscles in the body*
for strength, coordination, reaction time
In any part of body, usually
Gross motor skills develop before fine motor skills

examples:



Skipping



Cycling

Fine Motor

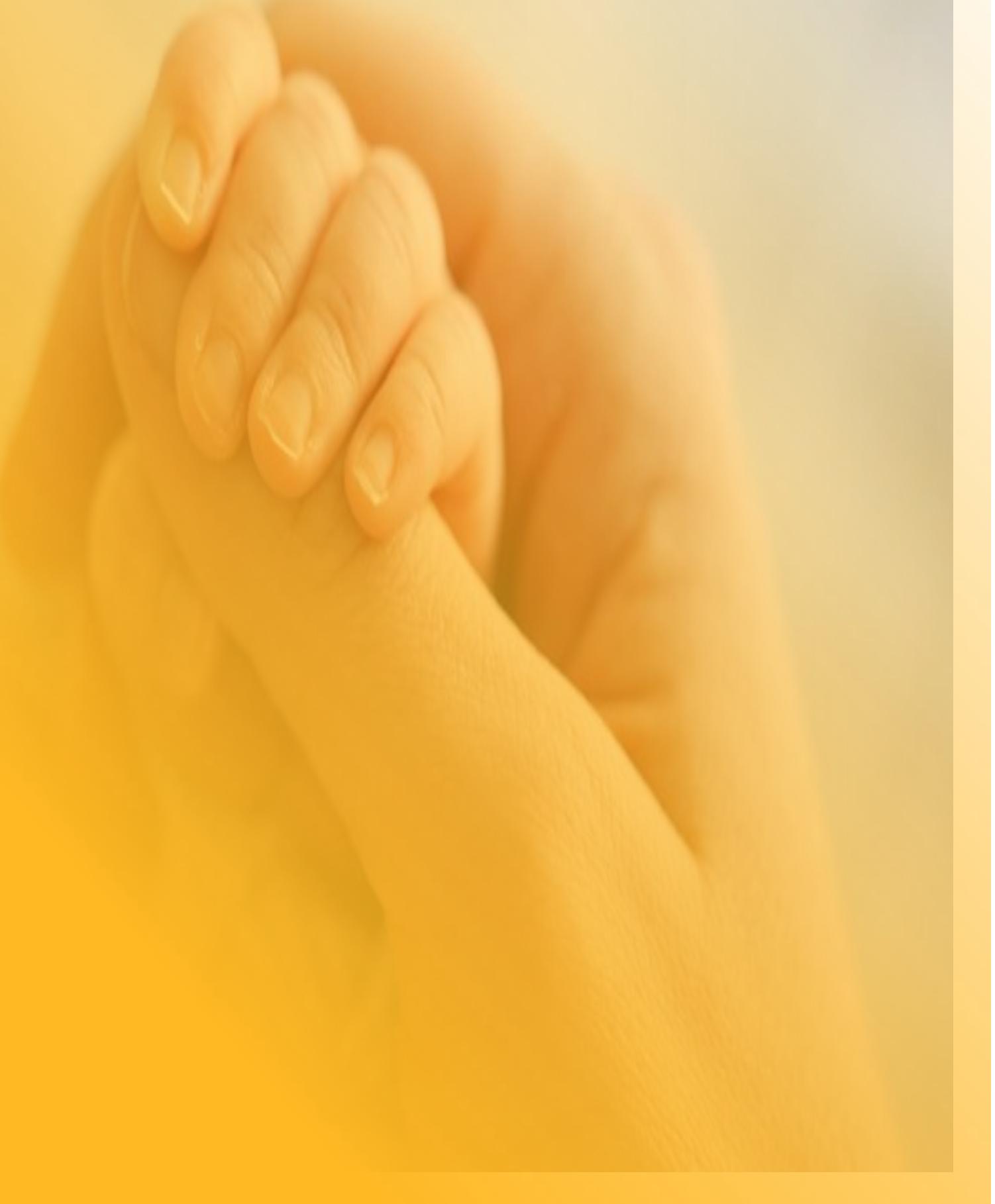
They use the *small muscles in the body*
for precision & high degree of control
fine motor skills *develop after gross motor skills*

examples:



Handling a Brush or pencil





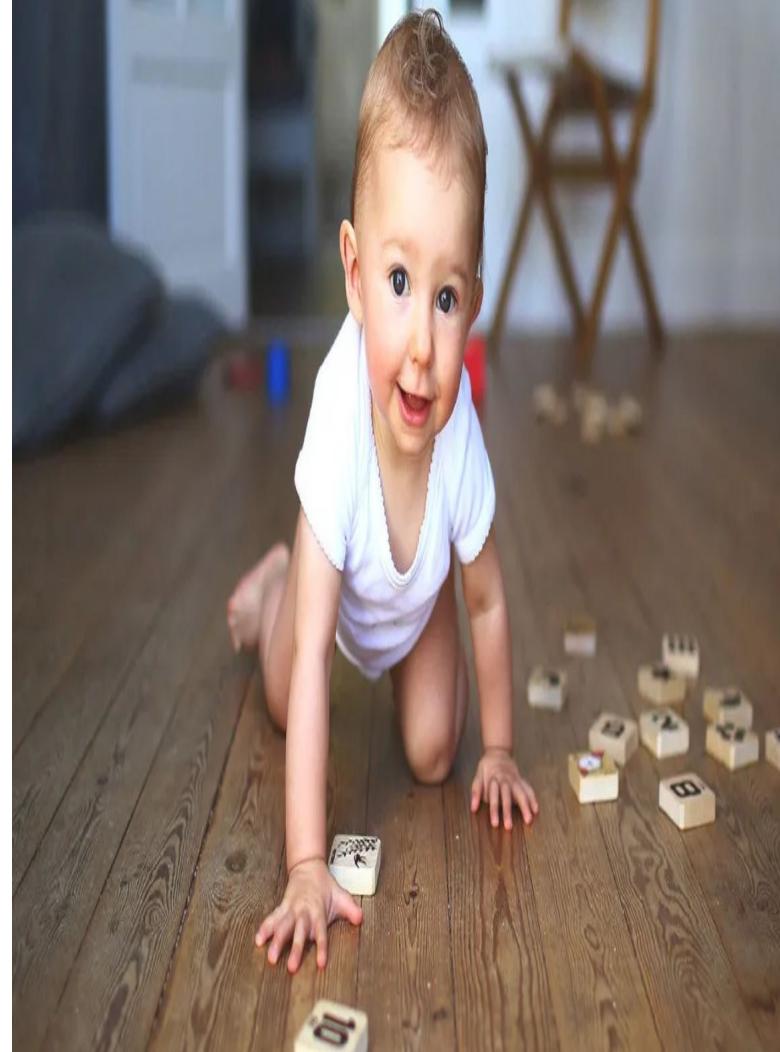
PALMER GRASP - At about 4 months, grasping an object involves the use of the fingers and palm, but no thumbs.

PINCER GRASP - the use of the thumb comes at about 9 months of age when the infant is able to grasp an object using the forefinger and thumb.

This ability greatly enhances the ability to control and manipulate an object.

PIAGET AND THE SENSORIMOTOR STAGE

Piaget believed that we are continuously trying to maintain cognitive equilibrium, or a balance, in what we see and what we know.



ASSIMILATION - fitting the new information into an existing schema.



Information needs to be organized, and a framework for organizing information is referred to as a **SCHEMA**.



ACCOMMODATION - is expanding the framework of knowledge to accommodate the new situation, thus learning a new word to more accurately name the animal.

PIAGET'S CONCEPTS

OBJECT

understanding that even if something is out of sight, it still exists.

PERMANENCE

STRANGER

fear of unfamiliar people, results when a child is unable to assimilate the stranger into an existing schema; therefore, she cannot predict what her experience with that stranger will be like.

ANXIETY

INFANTILE

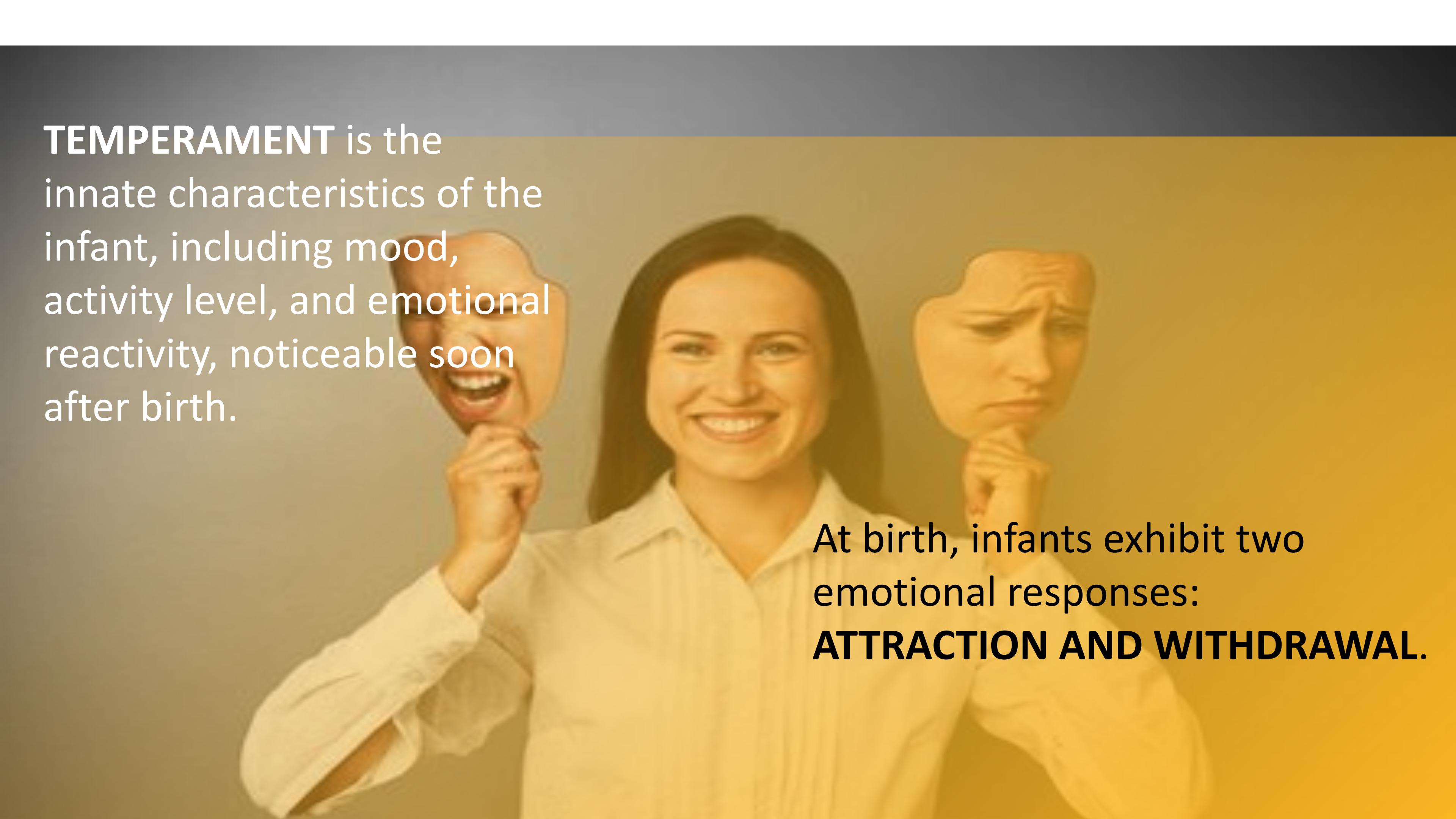
the inability to recall memories from the first few years of life, due to the immaturity of the infant brain or lack of linguistic skills of babies and toddlers limit their ability to mentally represent events.

AMNESIA

LANGUAGE COMPONENTS

TERM	DESCRIPTION
PHONEMES	smallest unit of sound that makes a meaningful difference in a language. The word “bit” has three phonemes.
MORPHEME	a string of one or more phonemes that makes up the smallest units of meaning in a language.
SEMANTICS	set of rules we use to obtain meaning from morphemes. For example, adding “ed” to the end of a verb makes it past tense.
SYNTAX	set of rules of a language by which we construct sentences. “The man bites the dog” is different from “The dog bites the man.”
PRAGMATIC	how we communicate effectively and appropriately with others; volume and tone of voice, and appropriate eye contact.
CONTEXTUAL INFORMATION	information surrounding language, to help us interpret it; knowledge and nonverbal expressions, such as facial expressions, postures, and gestures

TEMPERAMENT is the innate characteristics of the infant, including mood, activity level, and emotional reactivity, noticeable soon after birth.

A photograph of a woman with long dark hair, smiling broadly. She is wearing a light-colored button-down shirt. Superimposed over her hands are two baby faces. The left hand shows a baby laughing with its mouth wide open. The right hand shows a baby with a neutral or slightly withdrawn expression, looking downwards. The background is a plain, light color.

At birth, infants exhibit two emotional responses:
ATTRACTION AND WITHDRAWAL.



BASIC EMOTIONS, such as interest, happiness, anger, fear, surprise, sadness and disgust, which appear first.

SELF-CONSCIOUS EMOTIONS, such as envy, pride, shame, guilt, doubt, and embarrassment.

Unlike primary emotions, **SECONDARY EMOTIONS** appear as children start to develop a self-concept and require social instruction on when to feel such emotions.

EMOTIONAL SELF-REGULATION refers to strategies we use to control our emotional states so that we can attain goals. This requires effortful control of emotions and initially requires assistance from

SELF-AWARENESS

the realization that you are separate from others. Once a child has achieved this, he is moving toward understanding social emotions such as guilt, shame or embarrassment, as well as, sympathy or empathy.

ATTACHMENT

is the close bond with a caregiver from which the infant derives a sense of security.

Form the basis for confidence and curiosity as toddlers, and as important influences on self-concept.

FREUD'S PSYCHOANALYTIC THEORY: infants are oral creatures who obtain pleasure from sucking and mouthing objects. Freud believed the infant will become attached to a person or object that provides this pleasure.

BOWLBY'S THEORY:

An infant must form this bond with a primary caregiver in order to have normal social and emotional development.

A **SECURE BASE** is a parental presence that gives the child a sense of safety as the child explores the surroundings.

HARLOW'S RESEARCH:

The infant's need for physical closeness and touching is referred to as **CONTACT COMFORT** - believed to be the foundation for attachment.

ERIKSON: TRUST VS. MISTRUST

The first year to year and a half of life involves the establishment of a sense of trust.

Infants are dependent and must rely on others to meet their basic physical needs as well as their needs for stimulation and comfort.

EARLY CHILDHOOD

Changes in Gross- and Fine-Motor Skills During Early Childhood

Age	Gross-Motor Skills	Fine-Motor Skills
2–3 years	<ul style="list-style-type: none">Jumps, hops, throws, and catches with rigid upper bodyPushes riding toy with feet; little steering	<ul style="list-style-type: none">Puts on and removes simple items of clothingUses large zippersUses spoon effectively
3–4 years	<ul style="list-style-type: none">Jumps and hops, flexing upper bodyThrows and catches with slight upper-body involvementPedals and steers tricycle	<ul style="list-style-type: none">Fastens and unfastens large buttonsServes self food without helpUses scissorsDraws first picture of person
4–5 years	<ul style="list-style-type: none">Runs more smoothlyGallops and skipsThrows with increased body rotation	<ul style="list-style-type: none">Uses fork effectivelyCuts with scissors following lineCopies shapes and some letters
5–6 years	<ul style="list-style-type: none">Increases running speedMature throwing, catchingRides bicycle with training wheels	<ul style="list-style-type: none">Uses knifeTies shoesDraws more detailed personCopies numbers and simple words

Fine Motor Development in Middle Childhood

- Increases in right/left discrimination
- Increases in ability to cross the midline
- Can write more accurately
- Can trace
- Can cut on a curve
- Shoe tying, buttons, zippers

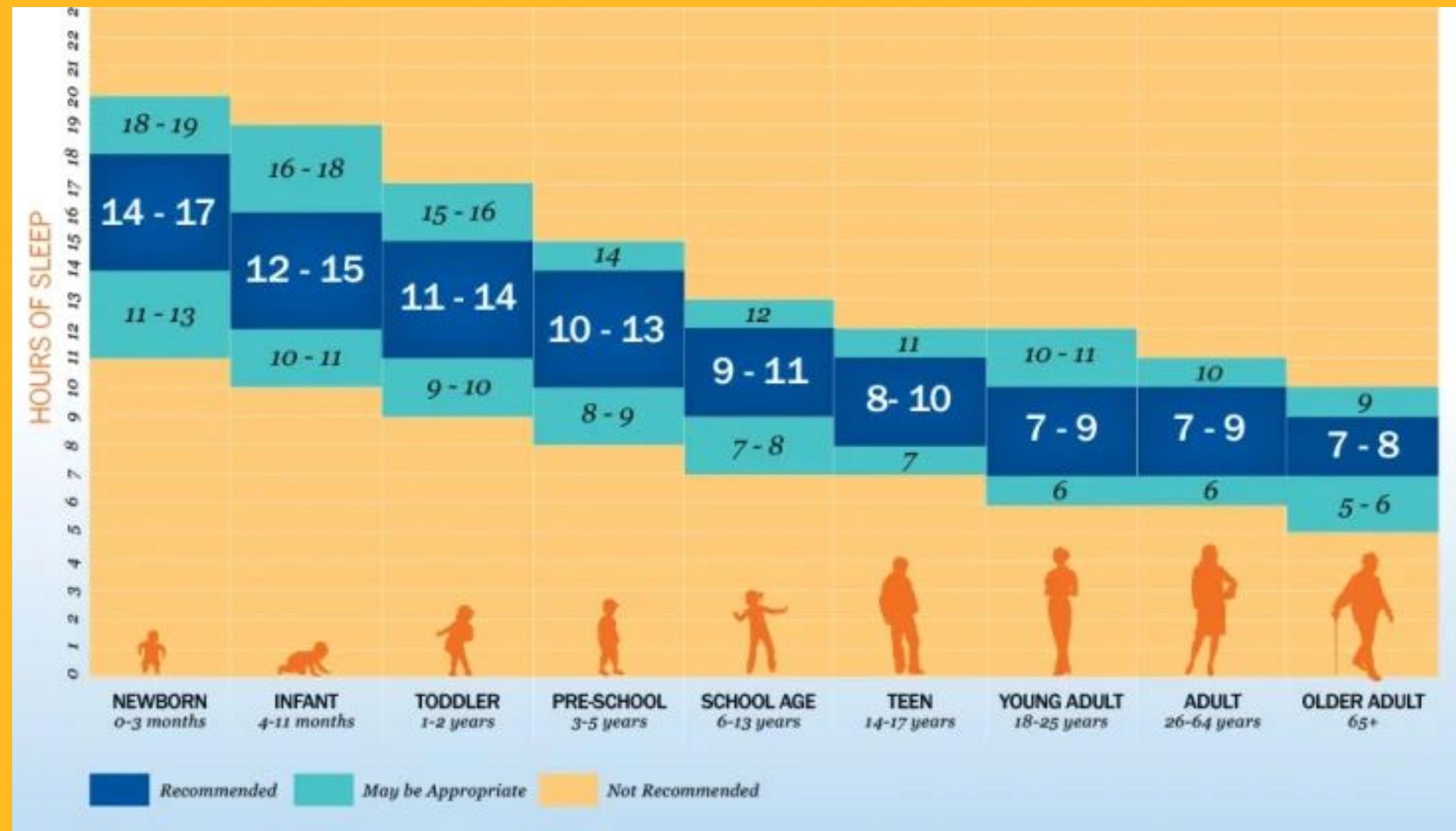
A young child with curly hair, wearing a light-colored tank top and shorts, is sitting on a black plastic potty chair. They are barefoot and appear to be in a bathroom setting with wooden walls and a toilet paper holder in the background.

TOILET TRAINING

typically occurs during the first two years of early childhood (24-36 months).

Some children show interest by age 2, but others may not be ready until months later.

- *seem interested in the potty chair or toilet, or in wearing underwear?*
- *understand and follow basic directions?*
- *complain about wet or dirty diapers?*
- *tell you through words, facial expressions or posture when he or she needs to go?*
- *pull down his or her pants and pull them up again?*



SEXUAL DEVELOPMENT



SELF-STIMULATION is common in early childhood for both boys and girls.

Curiosity about the body and about others' bodies is a natural part of early childhood as well.

As children grow, they are more likely to show their genitals to siblings or peers, and to take off their clothes and touch each other.

Hopefully, parents respond to this without undue alarm and without making the child

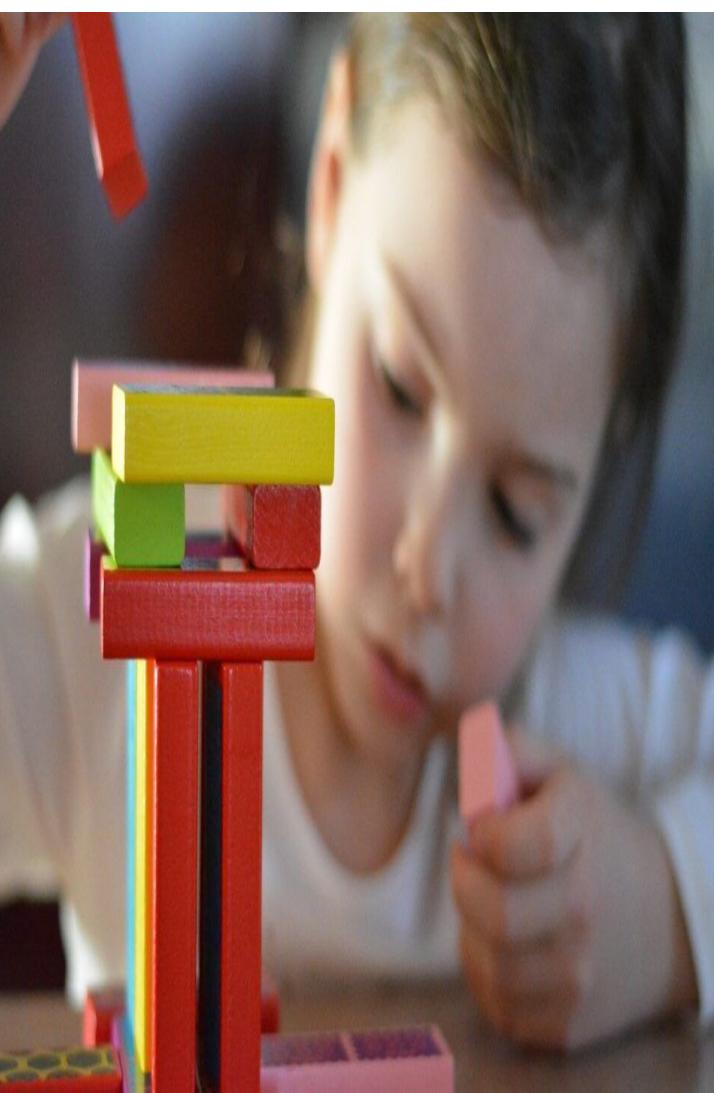
PIAGET AND PREOPERATIONAL STAGE

occurs from the age of 2 to 7 years.

children use symbols to represent words, images, and ideas, which is why children in this stage engage in pretend play.



Children's logic is based on their own personal knowledge of the world so far, rather than on conventional knowledge. .



begin to use language, but they cannot understand adult logic or mentally manipulate information.



TWO STAGES OF PREOPERATIONAL STAGE

SYMBOLIC FUNCTION SUBSTAGE

INTUITIVE THOUGHT SUBSTAGE

occurs between 2 and 4 years of age and is characterized by the child being able to mentally represent an object that is not present and a dependence on perception in problem solving.

lasting from 4 to 7 years, is marked by greater dependence on intuitive thinking rather than just perception

OTHER CONCEPTS

EGOCENTRISM

the tendency of young children not to be able to take the perspective of others, and instead the child thinks that everyone sees, thinks, and feels just as they do.

CONSERVATION

refers to the ability to recognize that moving or rearranging matter does not change the quantity.

CENTRATION

focused on only one characteristic of an object to the exclusion of others.

ANIMISM

refers to attributing life-like qualities to objects.

CHILDREN'S UNDERSTANDING OF THE WORLD

Both Piaget and Vygotsky believed that children actively try to understand the world around them, referred to as **CONSTRUCTIVISM**.



Piaget is identified as a **COGNITIVE CONSTRUCTIVIST**, which focuses on *independent learning*.

Vygotsky is a **SOCIAL CONSTRUCTIVIST** relying on *social interactions* for learning.

LANGUAGE DEVELOPMENT

DEVELOPMENT	DESCRIPTION
VOCABULARY GROWTH	A child's vocabulary expands between the ages of two to six from about 200 words to over 10,000 words
FAST-MAPPING	Words are easily learned by making connections between new words and concepts already known.
LITERAL MEANINGS	Children can repeat words and phrases after having heard them only once or twice, but they do not always understand the meaning of the words or phrases.
OVERREGULARIZATION	Children learn rules of grammar as they learn language but may apply these rules inappropriately at first. "I goed there. I doed that."
BILINGUAL	meaning that they understand and use two languages. They will show higher expressive and receptive skills in the language they come to hear the most.

A photograph showing a group of preschool children in a classroom setting. In the foreground, a boy in a yellow and green striped shirt is focused on stacking colorful wooden blocks. To his left, a girl with long dark hair is also engaged with the blocks. In the background, another girl with a pink headband is visible. The room has light-colored walls and shelves with various educational materials.

PRESCHOOL PREPARATIONS

- Positive relationships among all children and adults are promoted.
- A curriculum that supports learning and development in social, emotional, physical, language, and cognitive areas.
- Teaching approaches that are developmentally, culturally and linguistically appropriate
- Collaborative relationships with families are established and maintained
- The indoor and outdoor physical environments are safe and well-maintained.

A photograph of a young child with curly hair, wearing a light-colored tank top and shorts, sitting on a dark-colored plastic toilet seat. The child is looking towards the camera with a neutral or slightly curious expression. The background shows a white wooden wall and a roll of toilet paper on a holder to the left.

SPANKING and DISCIPLINE

Many alternatives to spanking are advocated by child development specialists and include:

- Praising and modeling appropriate behavior
- Providing time-outs for inappropriate behavior
- Giving choices
- Helping the child identify emotions and learning to calm down
- Ignoring small annoyances
- Withdrawing privileges

The 6 Stages of Play



Unoccupied Play

0–3 months

When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.



Solitary Play

0–2 years

When a child plays alone and are not interested in playing with others quite yet.



Spectator/ Onlooker Behavior

2 years

When a child watches and observes other children playing but will not play with them.



Parallel Play

2+ years

When a child plays alongside or near to others but does not play with them.



Associate Play

3–4 years

When a child starts to interact with others during play, but there is not much cooperation required.
For example, kids playing on the playground but doing different things.

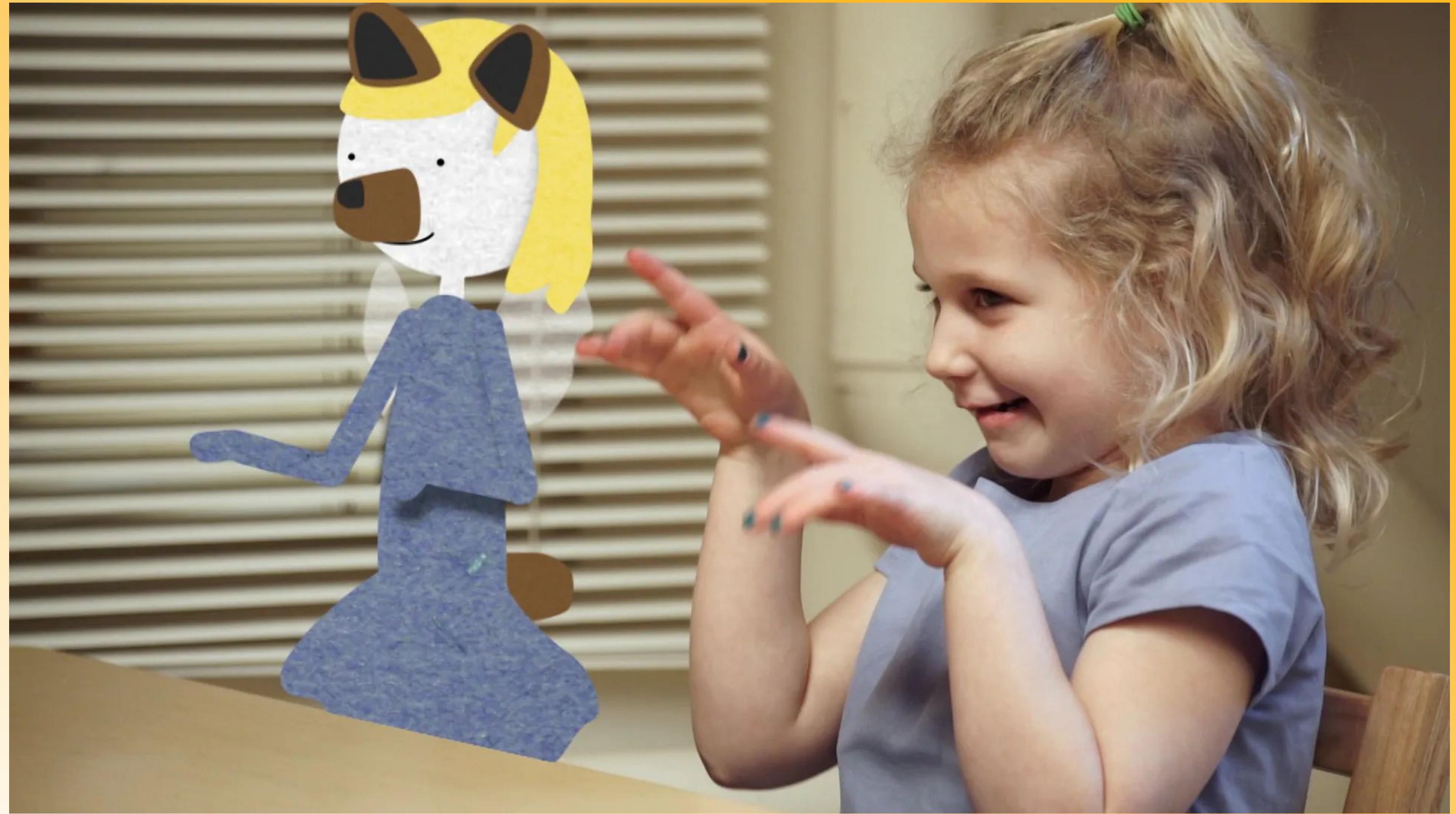


Cooperative Play

4+ years

When a child plays with others and has interest in both the activity and other children involved in playing.

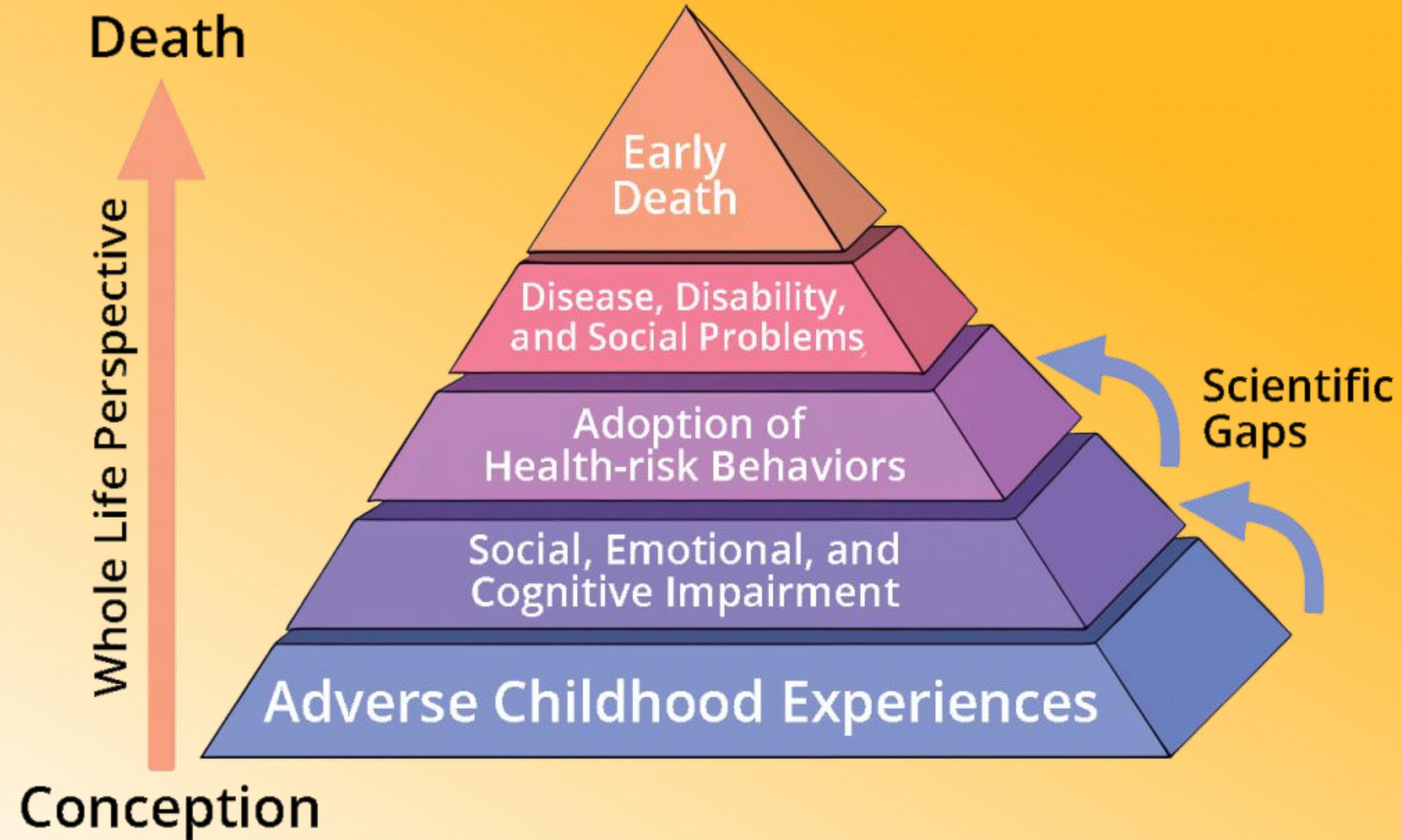




CHILD ABUSE

ABUSE	DESCRIPTION
SEXUAL ABUSE	defined as any sexual contact between a child and an adult or a much older child.
INCEST	refers to sexual contact between a child and family members.
ADVERSE CHILDHOOD EXPERIENCES (ACES)	All types of abuse, neglect, and other potentially traumatic experiences that occur before the age of 18.



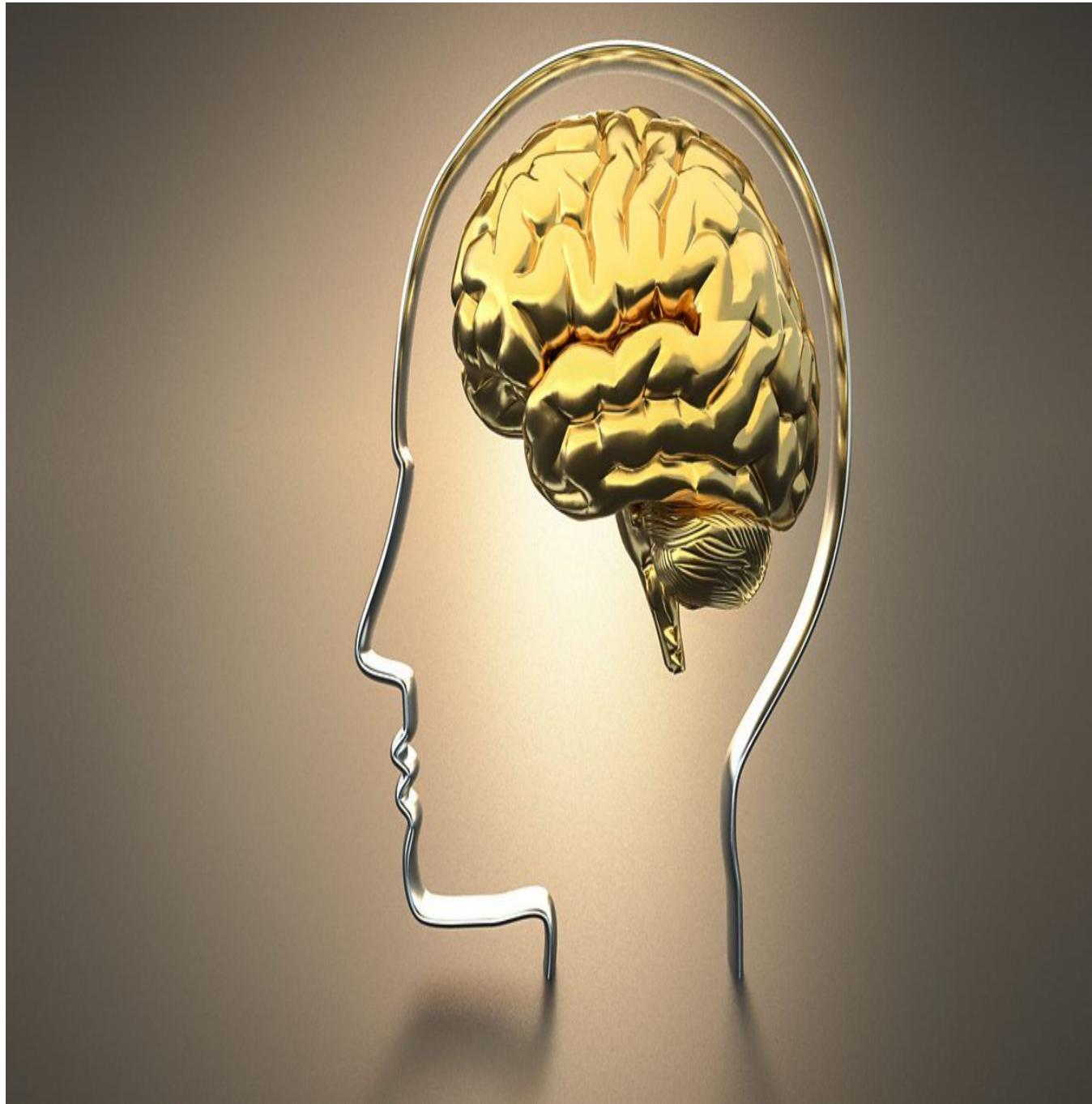


MIDDLE AND LATE CHILDHOOD



DEVELOPMENT

- Spans the ages between early childhood and adolescence, approximately ages 6 to 11.
- Gain greater control over the movement of their bodies, mastering many gross and fine motor skills.
- Changes in the brain during this age enable not only physical development but contributes to greater reasoning and flexibility of thought.
- School becomes a big part of middle and late childhood
- Peers start to take center-stage, often prompting changes in the parent-child relationship.
- Peer acceptance also influences children's perception of self and may have consequences for



- The hippocampus, responsible for transferring information from the short-term to long-term memory, increases in myelination resulting in improvements in memory functioning (Rolls, 2000).
- Children in middle to late childhood are also better able to plan, coordinate activity using both left and right hemispheres of the brain.
- Ability to control emotional outbursts.
- Paying attention is also improved as the prefrontal cortex matures

A photograph of a young boy in profile, wearing a white t-shirt and dark pants, kicking a soccer ball. The ball is in mid-air to his left. The background is a warm, golden-yellow sunset or sunrise over a grassy field.

SPORTS

Sports are important for children. Children's participation in sports has been linked to:

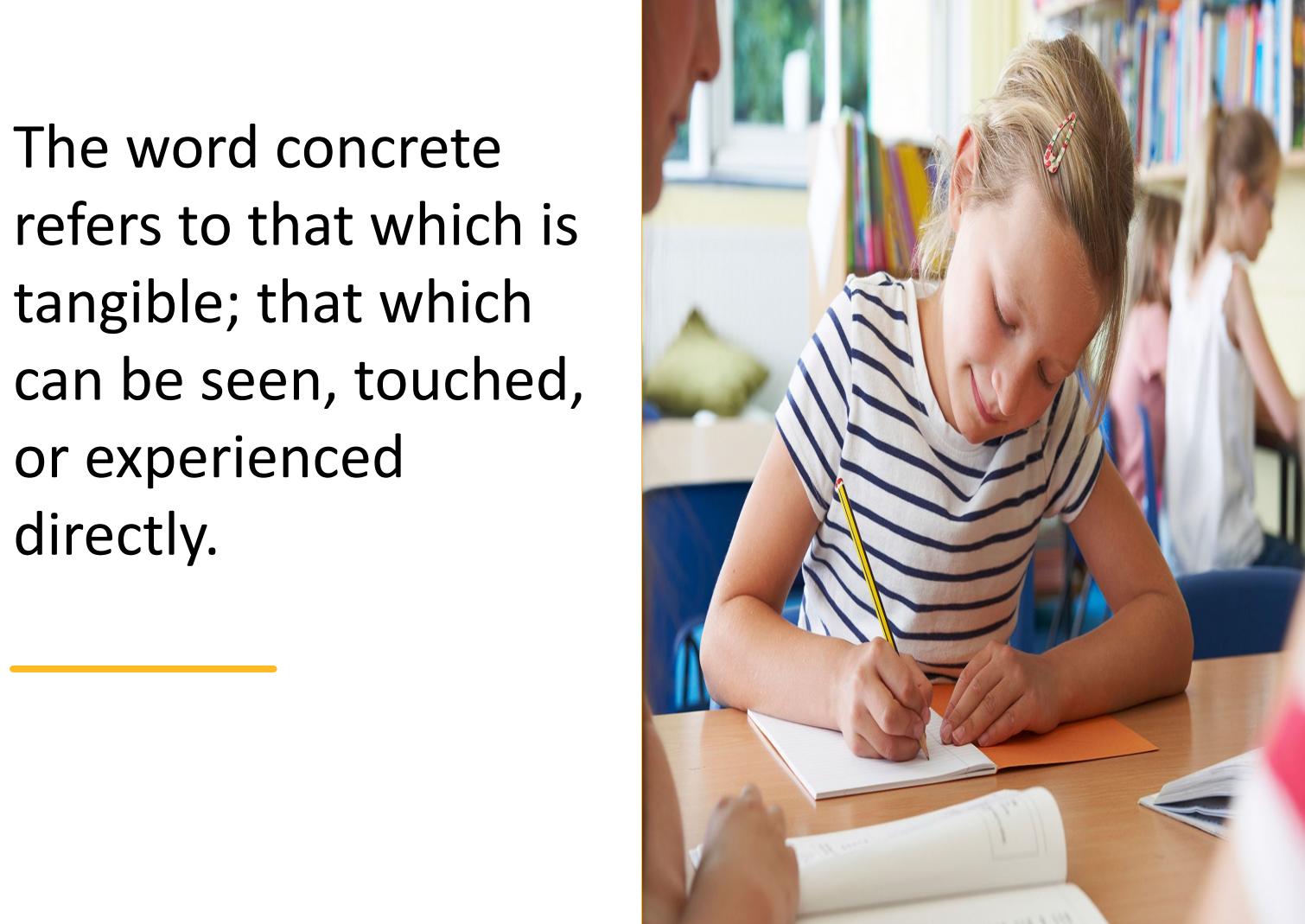
- Higher levels of satisfaction with family and overall quality of life in children
- Improved physical and emotional development
- Better academic performance
- A study on children's sports in the United States (Sabo & Veliz, 2008) has found that gender, poverty, location, ethnicity, and disability can limit opportunities to engage in sports.

PIAGET AND CONCRETE OPERATIONAL STAGE

This involves mastering the use of logic in concrete ways.



uses **INDUCTIVE REASONING**, which is a logical process in which multiple premises believed to be true are combined to obtain a specific conclusion.



INFORMATION PROCESSING

DEVELOPMENT	DESCRIPTION
WORKING MEMORY	an increase in processing speed and the ability to inhibit irrelevant information from entering memory are contributing to the greater efficiency of working memory.
ATTENTION	ability to inhibit irrelevant information improves, improve in their ability to shift their attention between tasks or different features of a task
MEMORY STRATEGIES	rehearsing information you wish to recall, visualizing and organizing information, creating rhymes, inventing acronyms, such as “roygbiv” to remember the colors of the rainbow.
METACOGNITION	refers to the knowledge we have about our own thinking and our ability to use this awareness to regulate our own cognitive processes.
CRITICAL THINKING	detailed examination of beliefs, courses of action, and evidence, involves teaching children how to think. The purpose of critical thinking is to evaluate information in ways that help us make informed decisions.

COMMUNICATION DISORDER

DISORDER	DESCRIPTION
FLUENCY DISORDERS / STUTTERING	affect the rate of speech. Speech may be labored and slow, or too fast for listeners to follow. The most common fluency disorder is stuttering.
ARTICULATION DISORDER	refers to the inability to correctly produce speech sounds (phonemes) because of imprecise placement, timing, pressure, speed, or flow of movement of the lips, tongue, or throat.
VOICE DISORDER	involve problems with pitch, loudness, and quality of the voice

CHILDREN'S DISABILITIES

DISABILITY	DESCRIPTION
LEARNING DISABILITY	is a specific impairment of academic learning that interferes with a specific aspect of schoolwork and that reduces a student's academic performance significantly.
DYSLEXIA	involves having difficulty in the area of reading. This diagnosis is used for a number of reading difficulties.
DYSGRAPHIA	refers to a writing disability that is often associated with dyslexia. There are different types of dysgraphia, including phonological dysgraphia when the person cannot sound out words and write them phonetically.
DYSCALCULIA	refers to problems in math.
ADHD	shows a constant pattern of inattention and/or hyperactive and impulsive behavior that interferes with normal functioning

ERIKSON: INDUSTRY VS. INFERIORITY

children are very busy or industrious.

SELF-CONCEPT refers to beliefs about general personal identity (Seiffert, 2011), include personal attributes, such as one's age, physical characteristics, behaviors, and competencies.

SELF ESTEEM which is defined as an evaluation of one's identity

SELF-EFFICACY is the belief that you are capable of carrying out a specific task or of reaching a specific goal.

KOHLBERG'S STAGES OF MORAL DEVELOPMENT

we learn our moral values through active thinking and reasoning, and that moral development follows a series of stages.

Kohlberg's Theory of Moral Development

```
graph TD; A[Level One  
Preconventional  
(younger than six)] --> B[Step 1  
Obey rules to avoid punishment.]; A --> C[Step 2  
Punishment and obedience orientation.]; B --> D[Step 3  
Good boy/girl morality. Conforms to avoid disapproval or dislike by others.]; C --> E[Step 4  
Conforms to avoid censure by authorities.]; D --> F[Step 5  
Emphasis on individual rights.]; E --> G[Step 6  
Conforms to maintain communities.]; F --> H[Step 6  
Individual principles of conscience.]
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Level Two Conventional Level (7 to 11 years)

Step 4 Conforms to avoid censure by authorities.

Step 3 Good boy/girl morality. Conforms to avoid disapproval or dislike by others.

Level One Preconventional (younger than six)

Step 2 Naïve hedonism. Conforms to get rewards and to have favors returned.

Step 1 Punishment and obedience orientation.
Obey rules to avoid punishment.

Level Three Postconventional (11 years on)

Step 6 Individual principles of conscience.

Step 5 Emphasis on individual rights.

ADOLESCENCE

A photograph of four teenagers—two boys and two girls—smiling and laughing together. They are standing close to each other, suggesting a sense of camaraderie and fun. The background is slightly blurred, making the subjects stand out.

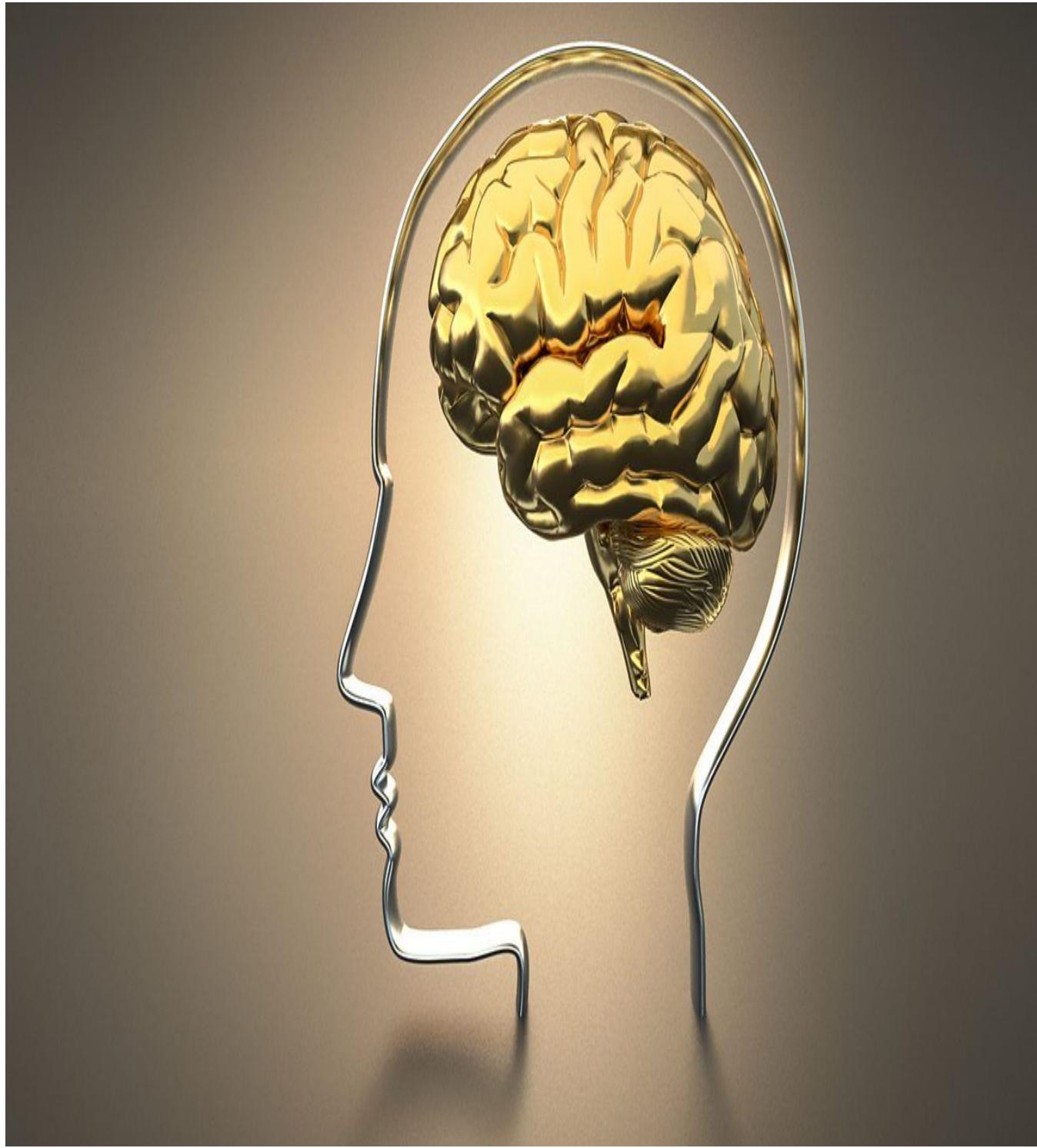
DEVELOPMENT

- Begins with puberty and ends with the transition to adulthood (approximately ages 10–18).
- Physical changes associated with puberty are triggered by hormones.
- Changes happen at different rates in distinct parts of the brain and increase adolescents' propensity for risky behavior.
- Cognitive changes include improvements in complex and abstract thought. Adolescents' relationships with parents go through a period of redefinition in which adolescents become more autonomous.
- Peer relationships are important sources of support, but companionship during adolescence can also



SEXUAL DEVELOPMENT

- Primary sexual characteristics are changes in the reproductive organs.
- For females, primary characteristics include growth of the uterus and menarche or the first menstrual period.
- Secondary sexual characteristics are visible physical changes not directly linked to reproduction but signal sexual maturity.



- Increase in the white matter of the brain and allows the adolescent to make significant improvements in their thinking and processing skills.
- The hippocampus becomes more strongly connected to the frontal lobes, allowing for greater integration of memory and experiences into our decision making.
- The limbic system, which regulates emotion and reward, is linked to the hormonal changes that occur at puberty.
- Prefrontal cortex which is involved in the control of impulses, organization, planning, and making good decisions, does not fully develop until the mid-20s.

EATING DISORDERS

Anorexia Nervosa	<ul style="list-style-type: none">• Restriction of energy intake leading to a significantly low body weight• Intense fear of gaining weight• Disturbance in one's self-evaluation regarding body weight
Bulimia Nervosa	<ul style="list-style-type: none">• Recurrent episodes of binge eating• Recurrent inappropriate compensatory behaviors to prevent weight gain, including purging, laxatives, fasting or excessive exercise• Self-evaluation is unduly affected by body shape and weight
Binge-Eating Disorder	<ul style="list-style-type: none">• Recurrent episodes of binge eating• Marked distress regarding binge eating• The binge eating is not associated with the recurrent use of inappropriate compensatory behavior

adolescents are able to understand abstract principles which have no physical reference.



PIAGET AND FORMAL OPERATIONAL STAGE

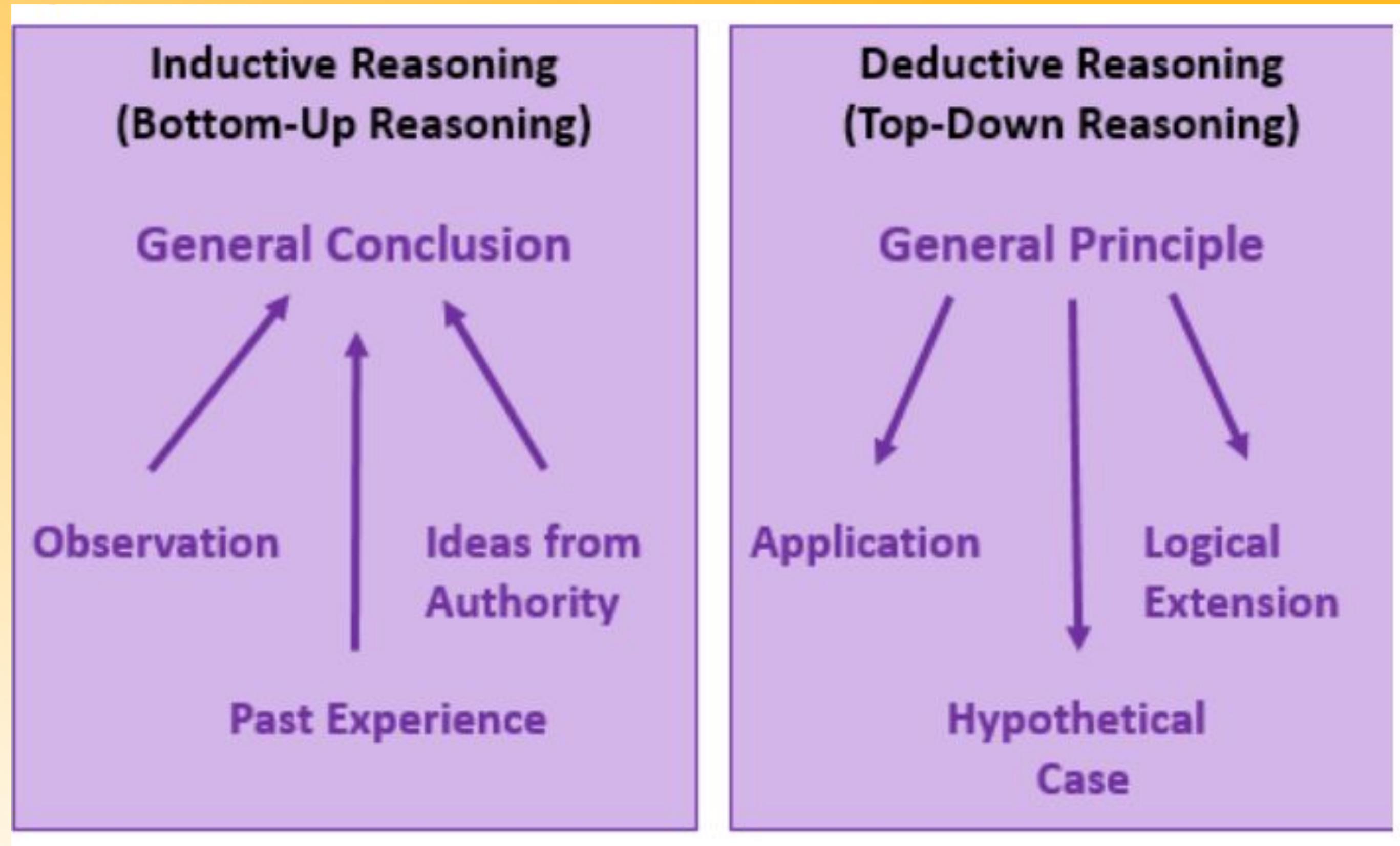
HYPOTHETICAL-DEDUCTIVE REASONING - developing hypotheses based on what might logically occur.

They can now contemplate such abstract constructs as beauty, love, freedom, and morality.

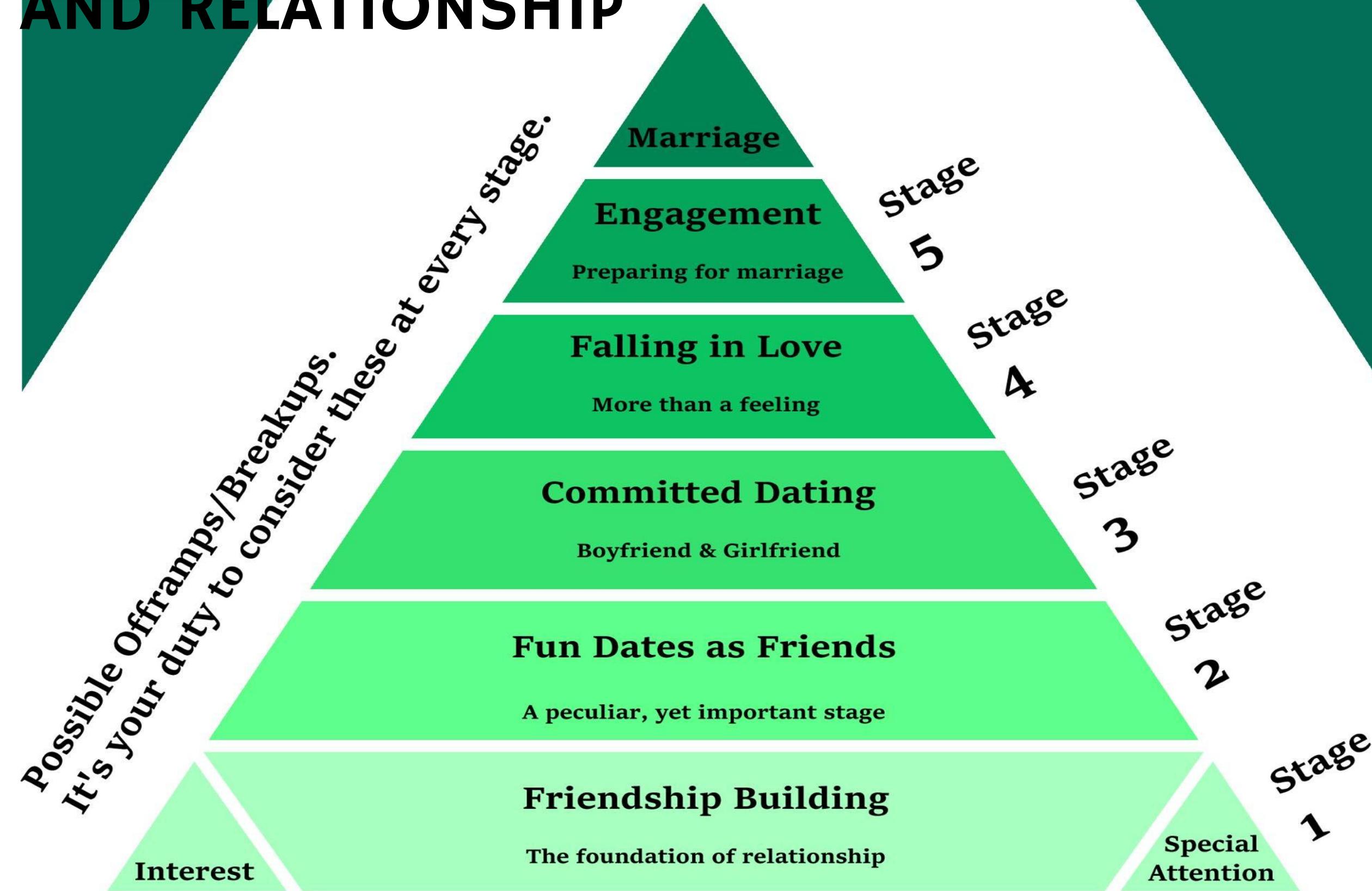


ADOLESCENT EGOCENTRISM: Once adolescents can understand abstract thoughts, they enter a world of hypothetical possibilities and demonstrate egocentrism or a heightened self-focus.

INFORMATION PROCESSING



DATING AND RELATIONSHIP



DATING IN STAGES

Dating in Stages is a model for navigating romantic relationships.

It combines the best of dating and courtship.

It recognizes the culture we live in while honoring the God we live for.

EMERGING AND EARLY ADULTHOOD



DEVELOPMENT

- early adulthood spanned from approximately 18 (the end of adolescence) until 40 to 45 (beginning of middle adulthood).
- More recently, developmentalists have divided this age period into two separate stages:
Emerging adulthood followed by early adulthood.
- **AGE OF IDENTITY EXPLORATION** - people are exploring their career choices and ideas about intimate relationships, setting the foundation for adulthood.
- **AGE OF INSTABILITY** - Emerging adults change jobs, relationships, and residences more frequently than other age groups.

A photograph of four young adults—two men and two women—smiling and laughing together. They are dressed casually, with one man in a striped polo shirt and another in a light-colored button-down shirt. The background is a plain, light color.

DEVELOPMENT

- **AGE OF SELF-FOCUS** - focus more on themselves, as they realize that they have few obligations to others and that this is the time where they can do what they want with their life.
- **AGE OF FEELING IN BETWEEN** - they may still be financially dependent on their parents to some degree, and they have not completely attained some of the indicators of adulthood.
- **AGE OF POSSIBILITIES** - dreams have yet to be tested.



PHYSIOLOGICAL PEAK

- Physical maturation is complete, including muscle strength, reaction time, sensory abilities, and cardiac functioning.
- The reproductive system, motor skills, strength, and lung capacity are all operating at their best.
- Most professional athletes are at the top of their game during this stage, and many women have children in the early-adulthood years.
- Around the age of 30, many changes begin to occur in different parts of the body

PIAGET AND POST FORMAL STAGE

They learn to base decisions on what is realistic and practical, not idealistic, and can make adaptive choices.



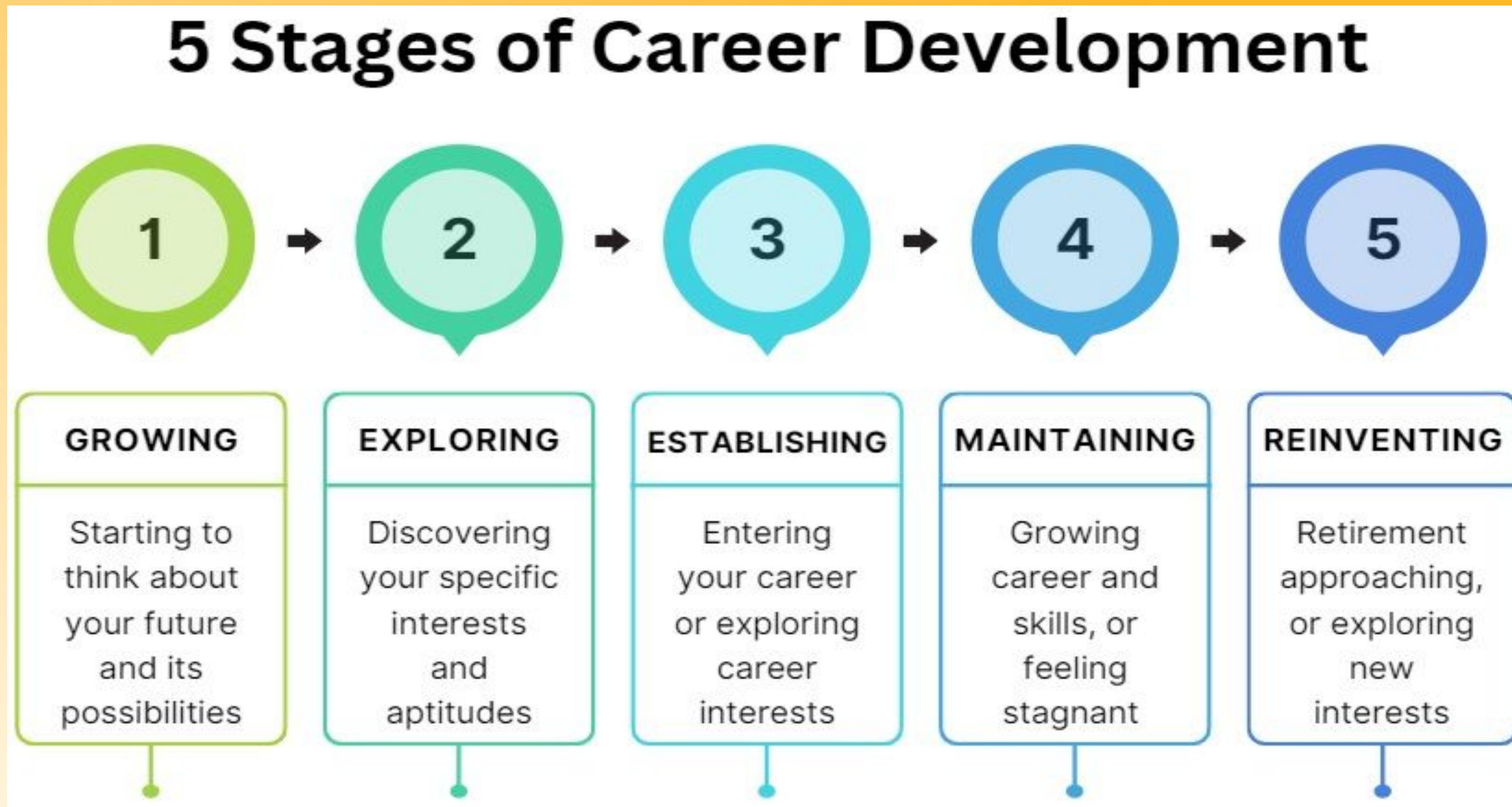
The ability to bring together salient aspects of two opposing viewpoints or positions is referred to as **DIALECTICAL THOUGHT**

Adults are also not as influenced by what others think.

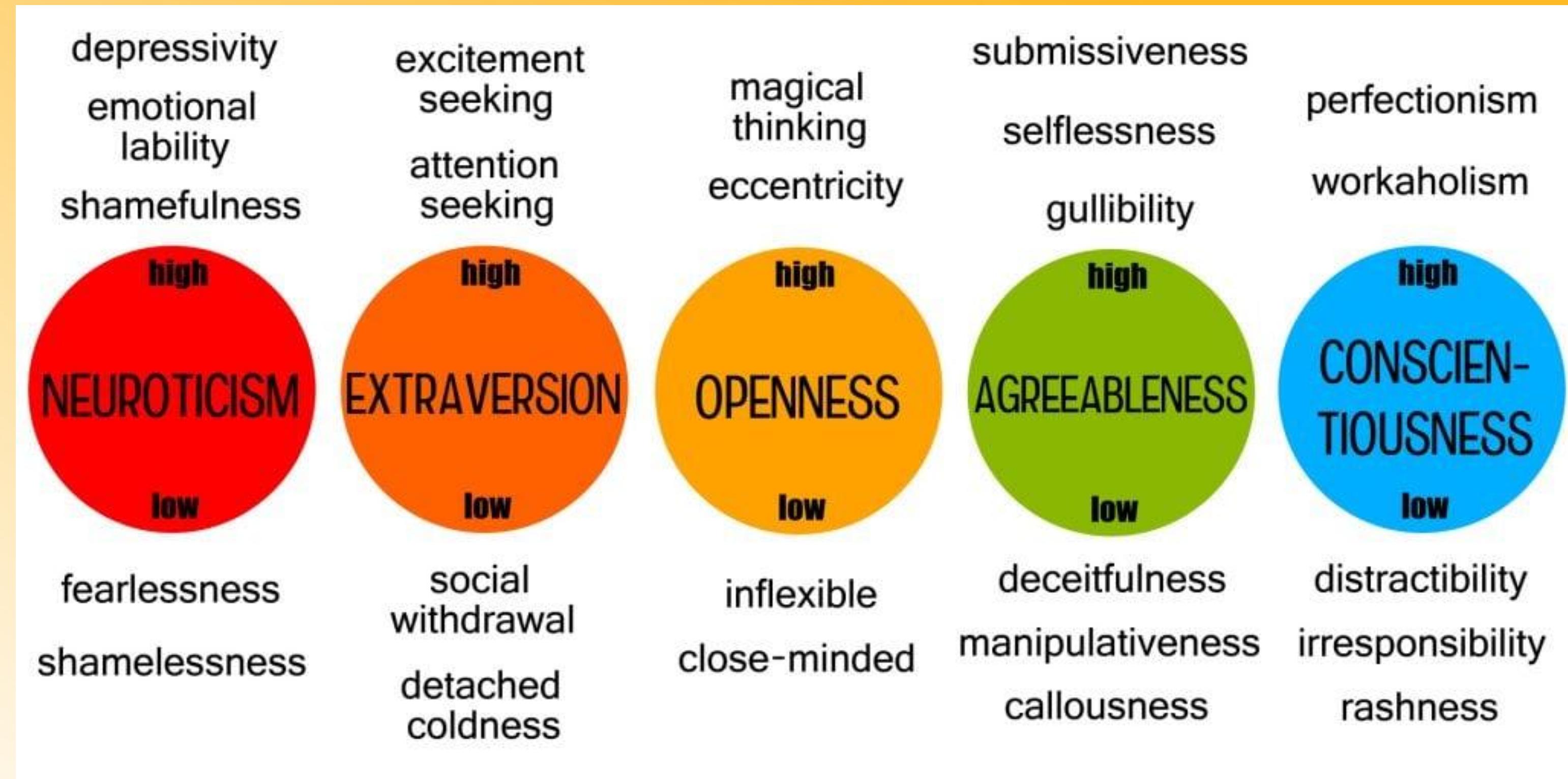
This advanced type of thinking is referred to as **POSTFORMAL THOUGHT**



CAREER DEVELOPMENT & EMPLOYMENT



PERSONALITY DEVELOPMENT



ATTACHMENT THEORY

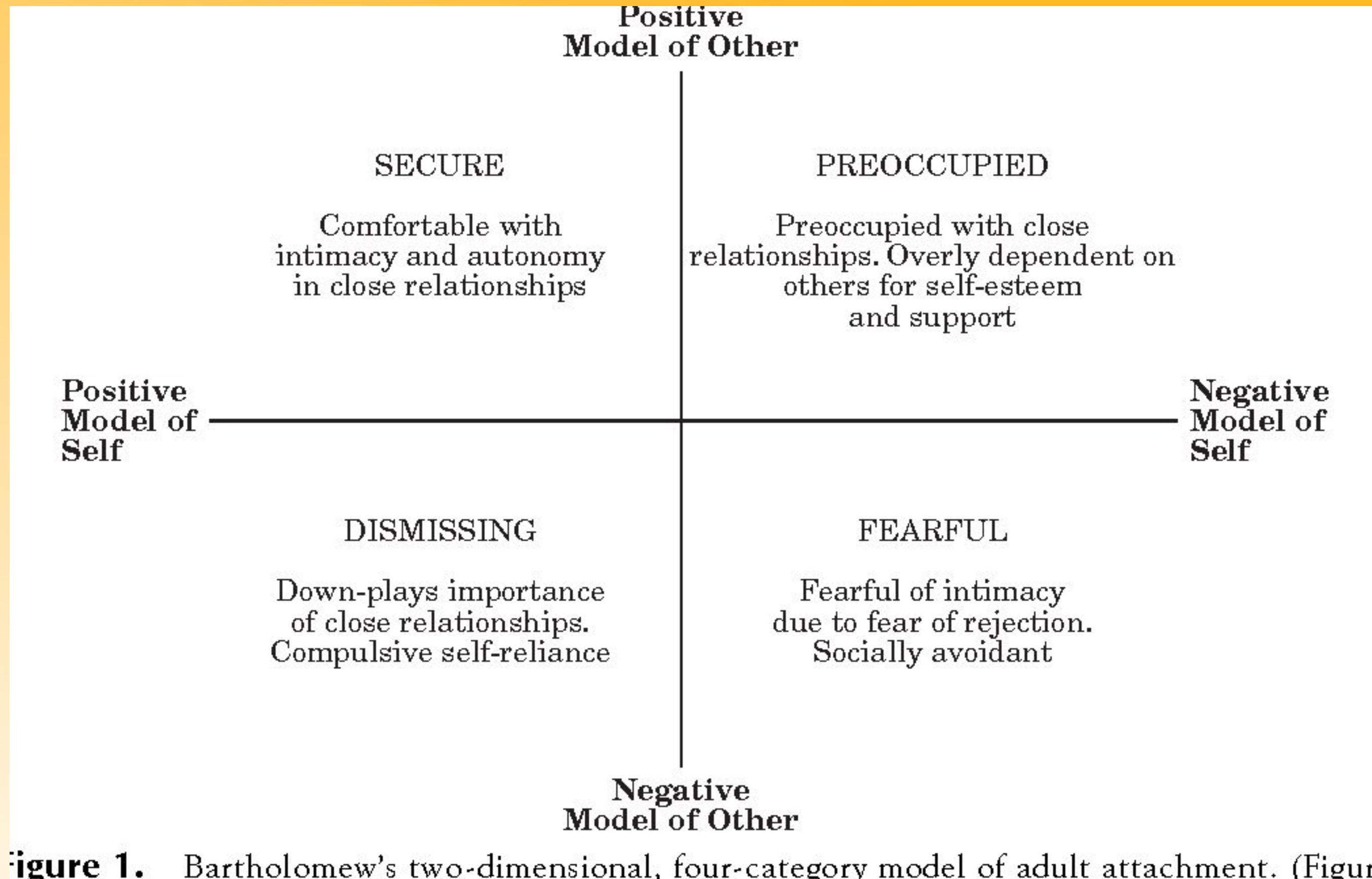


Figure 1. Bartholomew's two-dimensional, four-category model of adult attachment. (Figure 1)

INTIMACY VS ISOLATION

Age Range: 18 to 40 years.

Theory: Erikson's Psychosocial Theory.

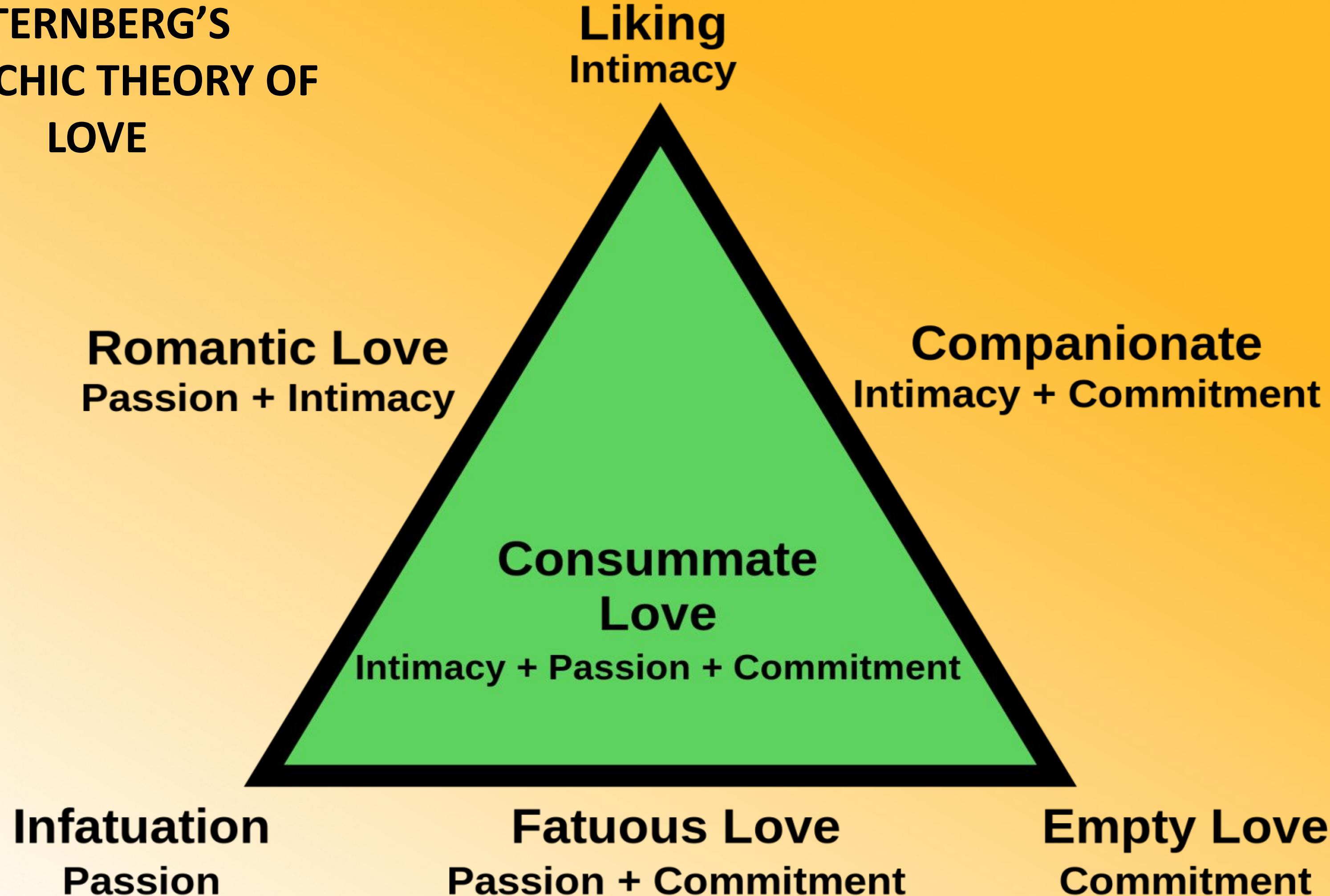
DEFINITION

As people mature, they start to contemplate romantic relationships and friendships. Individuals need to develop the capacity for positive intimacy. Achieving success during this stage leads to strong, meaningful connections. However, faltering at this time can cause lifelong loneliness.

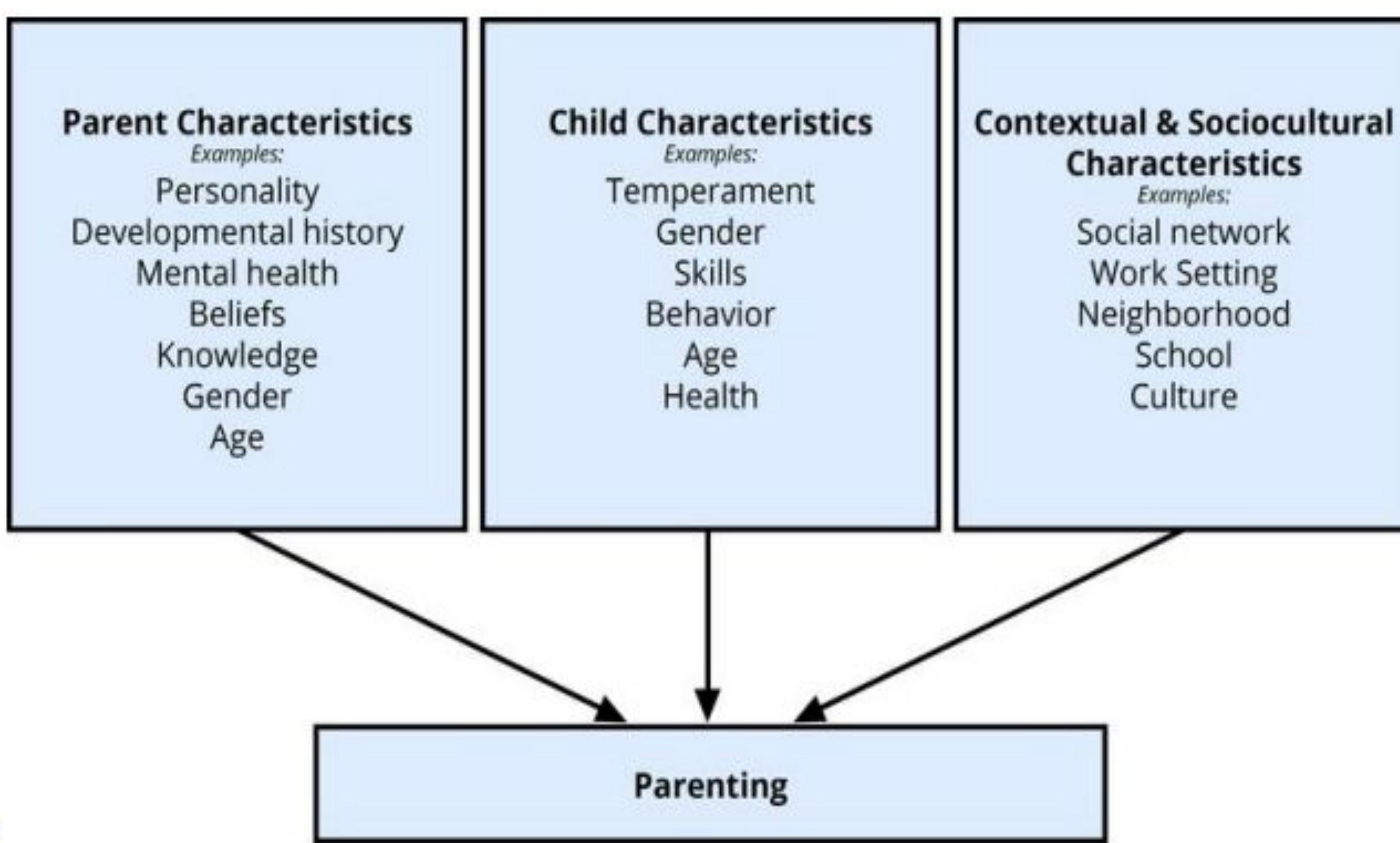
EXAMPLE

Cultivating a lasting romantic relationship necessitates forming an intimate bond with your partner while also maintaining autonomy. Those who can effectively balance these two aspects of the relationship tend to create strong, mutually beneficial connections.

STERNBERG'S TRIARCHIC THEORY OF LOVE



PARENTING



[Source](#)

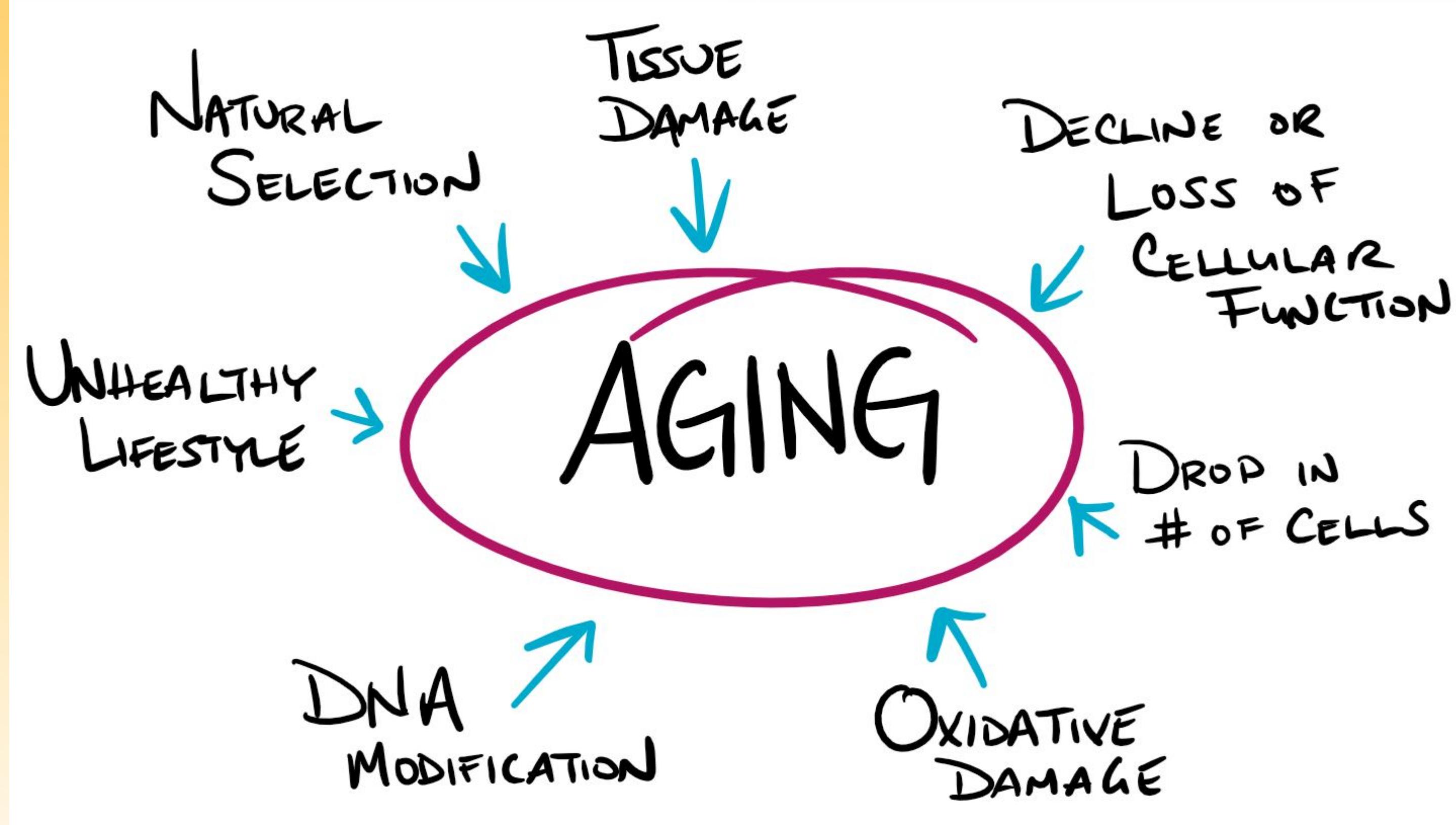
MIDDLE and LATE ADULTHOOD



DEVELOPMENT

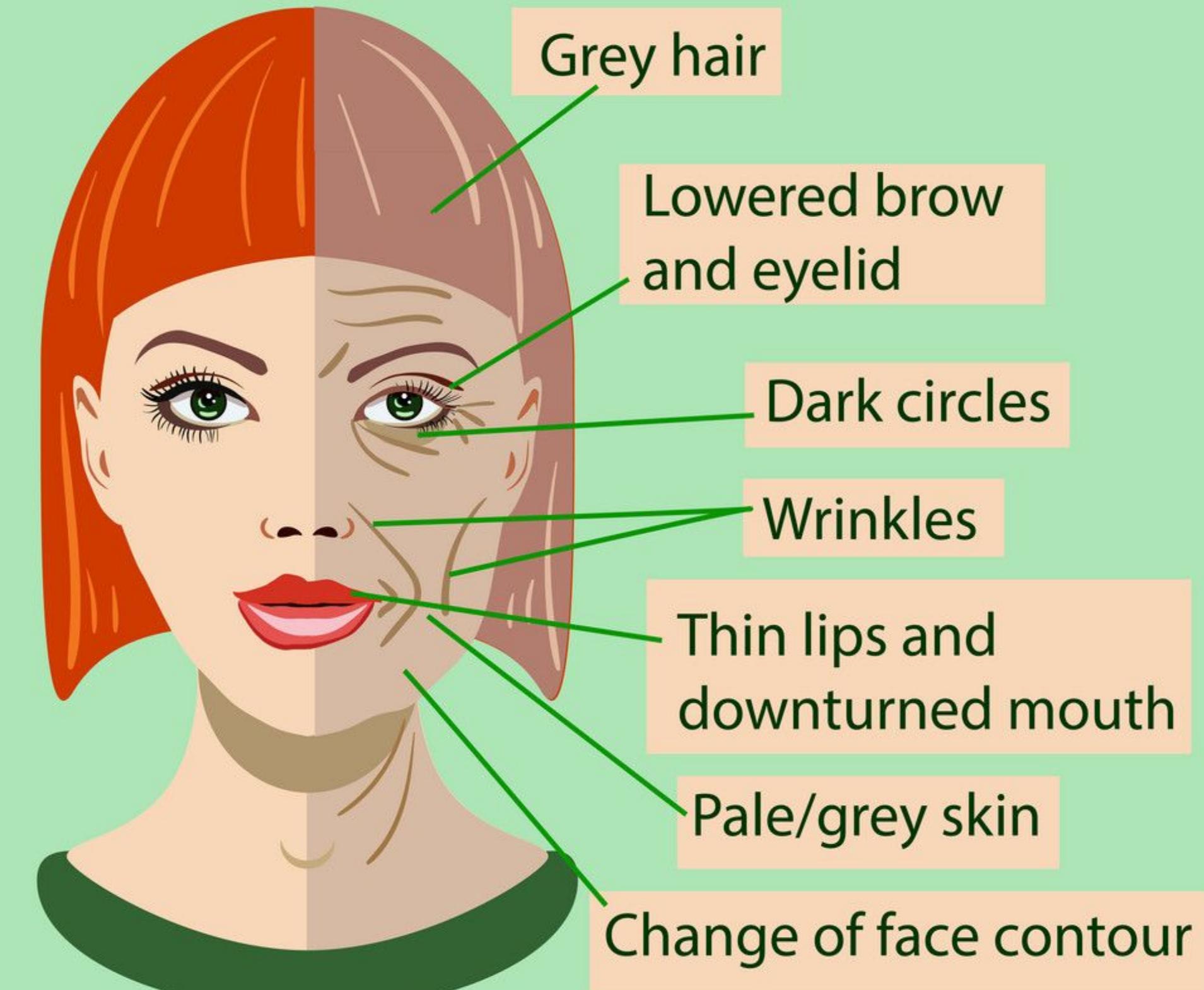
- **MIDLIFE**, refers to the period of the lifespan between early adulthood and late adulthood.
- Although ages and tasks are culturally defined, the most common age definition is from 40-45 to 60-65.
- **PRIMARY AGING** – when a person experiences age-related physical changes based on many factors: biological factors, such as molecular and cellular changes, and oxidative damage
- **SECONDARY AGING** - aging that occurs due to controllable factors, such as an unhealthy lifestyle including lack of physical exercise and diet.

AGING



AGING

Signs of Aging



AGING PROBLEMS

PROBLEM	DESCRIPTION
SARCOPENIA	The loss of muscle mass and strength that occurs with aging.
LUNG PROBLEMS	Thinning of the bones with age can change the shape of the rib cage and result in a loss of lung expansion.
PRESBYOPIA	A normal change of the eye due to age, called “old vision.” It refers to a loss of elasticity in the lens of the eye that makes it harder for the eye to focus on objects that are closer to the person.
ATHEROSCLEROSIS	a buildup of fatty plaque in the arteries, is the most common cause of cardiovascular disease.
HYPERTENSION	high blood pressure, is a serious health problem that occurs when the blood flows with a greater force than normal.
CANCER	body's cells begin to divide without stopping and spread into surrounding tissues.
DIABETES	(Diabetes Mellitus) is a disease in which the body does not control the amount of glucose in the blood.

A photograph showing the back of a person's head and shoulders as they sleep in a bed. The person is wearing a light-colored shirt. The background is softly blurred, suggesting a bedroom environment.

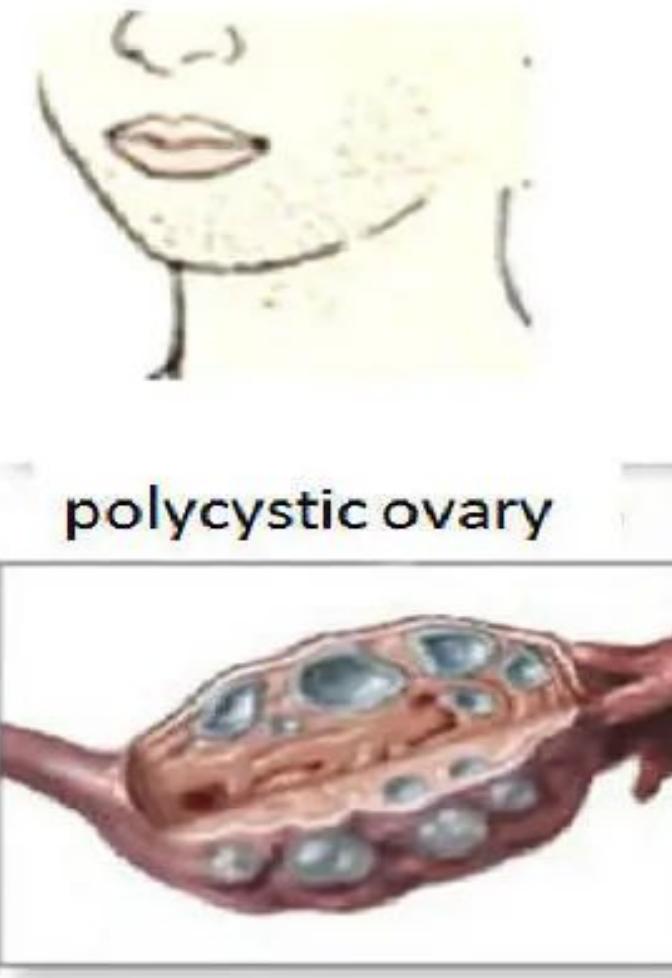
CONSEQUENCES OF LACK OF SLEEP

- Suppresses immune responses that fight off infection.
- Can lead to obesity, memory impairment, and hypertension.
- Increased risk for colon cancer, breast cancer, heart disease and type 2 diabetes.
- Can increase stress as cortisol (a stress hormone) remains elevated which keeps the body in a state of alertness and hyperarousal which increases blood pressure.



polycystic
ovary,
hirsutism,
vaginal
dryness,
osteoporosis
palpitation
skin aging

The climacteric, signs



FERTILITY DECLINES



MIDLIFE CRISIS

ERIKSON: GENERATIVITY VS STAGNATION

GENERATIVITY encompasses procreativity, productivity, and creativity.



leaving a positive legacy of themselves, and parenthood is the primary generative type.



during which one established a family and career, was the longest of all the stages.



STAGNATION occurs when one is not active in generative matters, however, stagnation can motivate a person to redirect energies into more meaningful activities.



RELATIONSHIPS

- **SANDWICH GENERATION** refers to adults who have at least one parent age 65 or older and are either raising their own children or providing support for their grown children.
- **KINKEEPER** - In all families there is a person or persons who keep the family connected and who promote solidarity and continuity in the family.
- **EMPTY NEST**, or post-parental period refers to the time period when children are grown up and have left home.



OLD AGE

“GRAYING OF THE WORLD”

- Even though the United States is aging, it is still younger than most other developed countries.
- Germany, Italy, and Japan all had at least 20% of their population aged 65 and over in 2012, and Japan had the highest percentage of elderly.
- According to the World Health Organization (WHO) (2019) **GLOBAL LIFE EXPECTANCY** for those born in 2019 is **72.0 years**, with females reaching 74.2 years and males reaching 69.8 years.

PHYSICAL CHANGES OF AGING

Heart

Aging is associated with reduced myocardial contractility. This leaves older adults less capable of augmenting cardiac output in response to heat-related dehydration and metabolic burden



Older adults are also more likely to be on medications such as diuretics and beta blockers, which further blunt the ability of the heart to respond to environmental stress-related cardiac demand

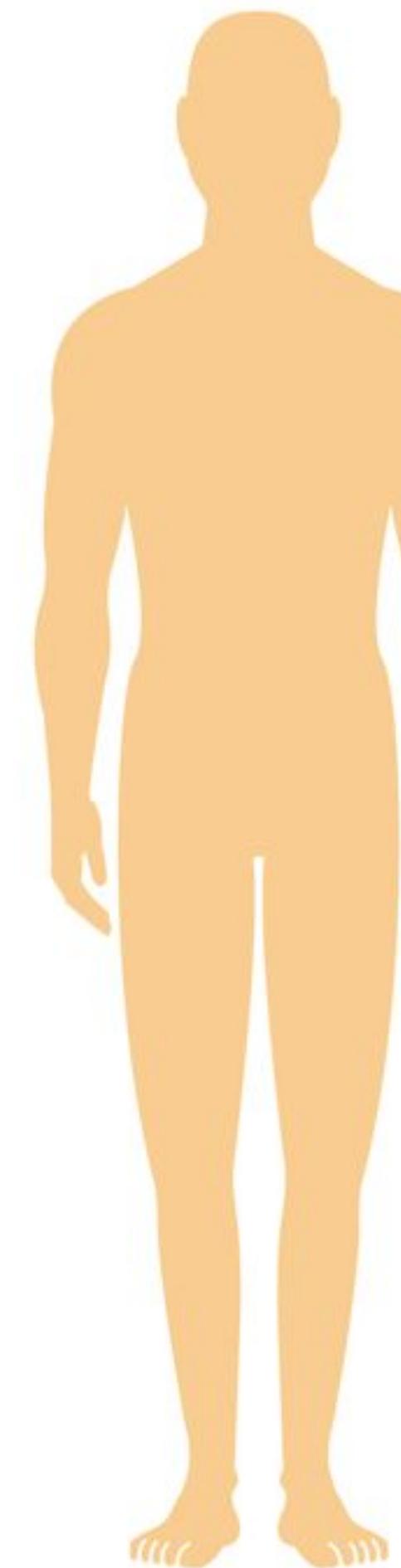
Lungs

Aging leads to impaired pulmonary vascular barrier function due to poor epithelial progenitor cell recovery and extracellular matrix loss, leaving older adults more susceptible to the effects of inhaled particles and toxins



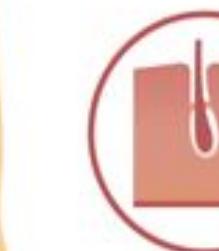
Kidneys / Gut

Increasing age results in a reduction of the body's ability to redirect blood flow from the splanchnic vasculature to surface capillaries for heat dispersal



Brain

Dementia is not only itself a predictor of worse clinical outcome from air pollution exposure, it is itself believed to be worsened by particulate matter inhalation



Skin

Aging is associated with reduction in thermoreceptor density, blunting the body's autoregulatory mechanisms against extreme heat and cold

Older adults have decreased overall sweat production, particularly from the core of the body, reducing evaporative cooling efficiency



Immune System

Immunosenescence, a phenomenon of weakened innate and adaptive immunity leaves older adults more vulnerable to epidemic infectious disease, less responsive to vaccines, and more susceptible to pro-atherosclerotic autoinflammationthe heart to respond to environmental



IMPROVING QUALITY OF LIFE

- By exercising, reducing stress, stopping smoking, limiting use of alcohol, and consuming more fruits and vegetables, older adults can expect to live longer and more active lives.
- Stress reduction, both in late adulthood and earlier in life, is also crucial. The reduction of societal stressors can promote active life expectancy.
- In the last 40 years, smoking rates have decreased, but obesity has increased, and physical activity has only modestly increased.

