

Introductory Psychology

Week 5

Announcements

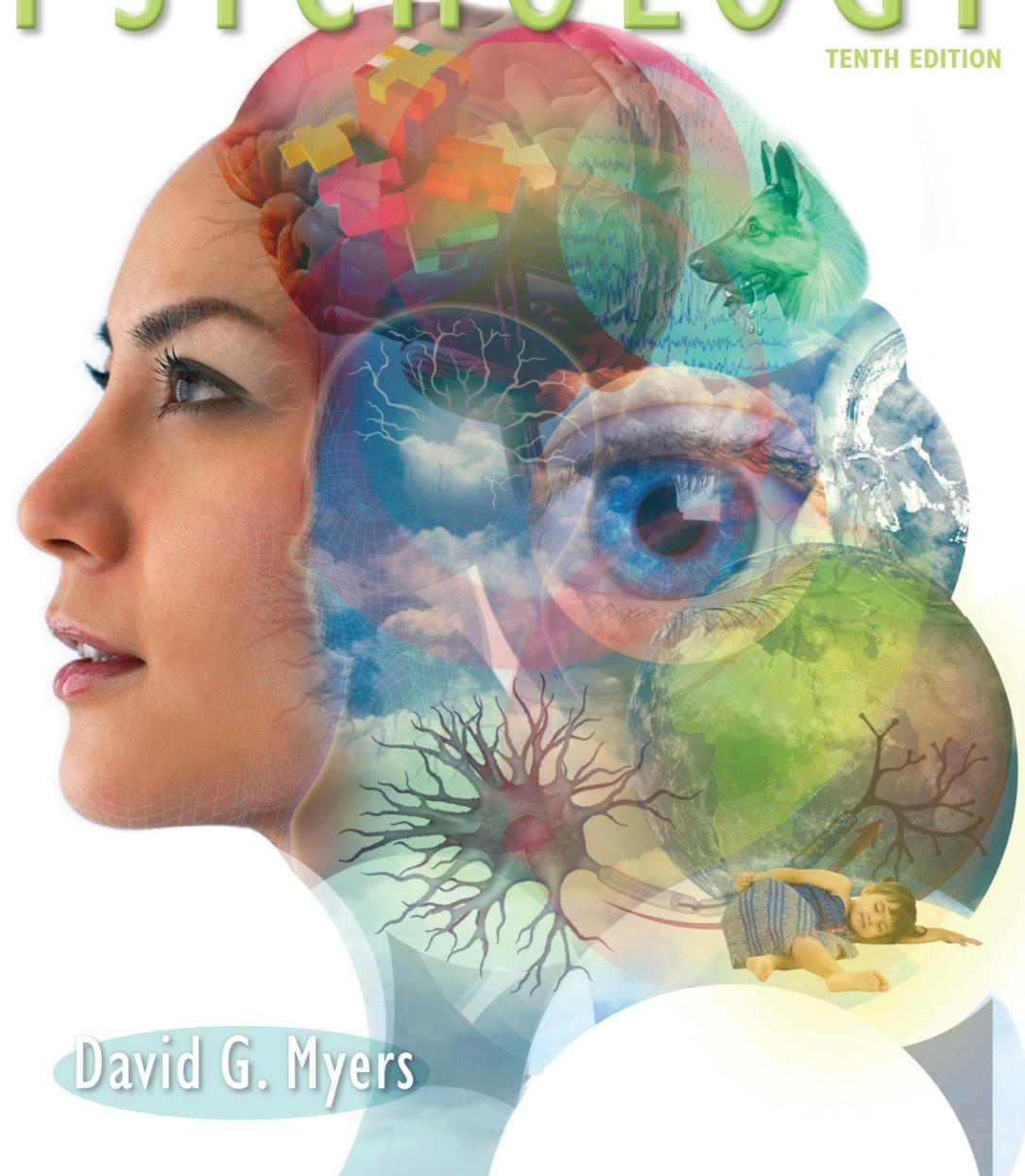
- If you wish to do so, please contact the TAs to see your exam.
- Also, contact the TAs if you had issues submitting your first paper and still have not received your points.
- Before you email, please make sure I did not already cover your question in class or on announcement slides.
- Don't forget to do your research participation! Complete 3 SONA credits. Sign up using the following address: <https://ucsd.sona-systems.com>.

Chapter 5

Developing Through the Life Span

PSYCHOLOGY

TENTH EDITION



David G. Myers

The Competent Newborn



Inborn Skills

Reflexes are *responses that are inborn and do not have to be learned.*

Newborns have reflexes to ensure that they will be fed.

- The rooting reflex
- The sucking reflex
- Crying when hungry

Jean Piaget's Sensorimotor Stage (From Birth to Age 2)

In the sensorimotor stage, children explore by looking, hearing, touching, mouthing, and grasping.

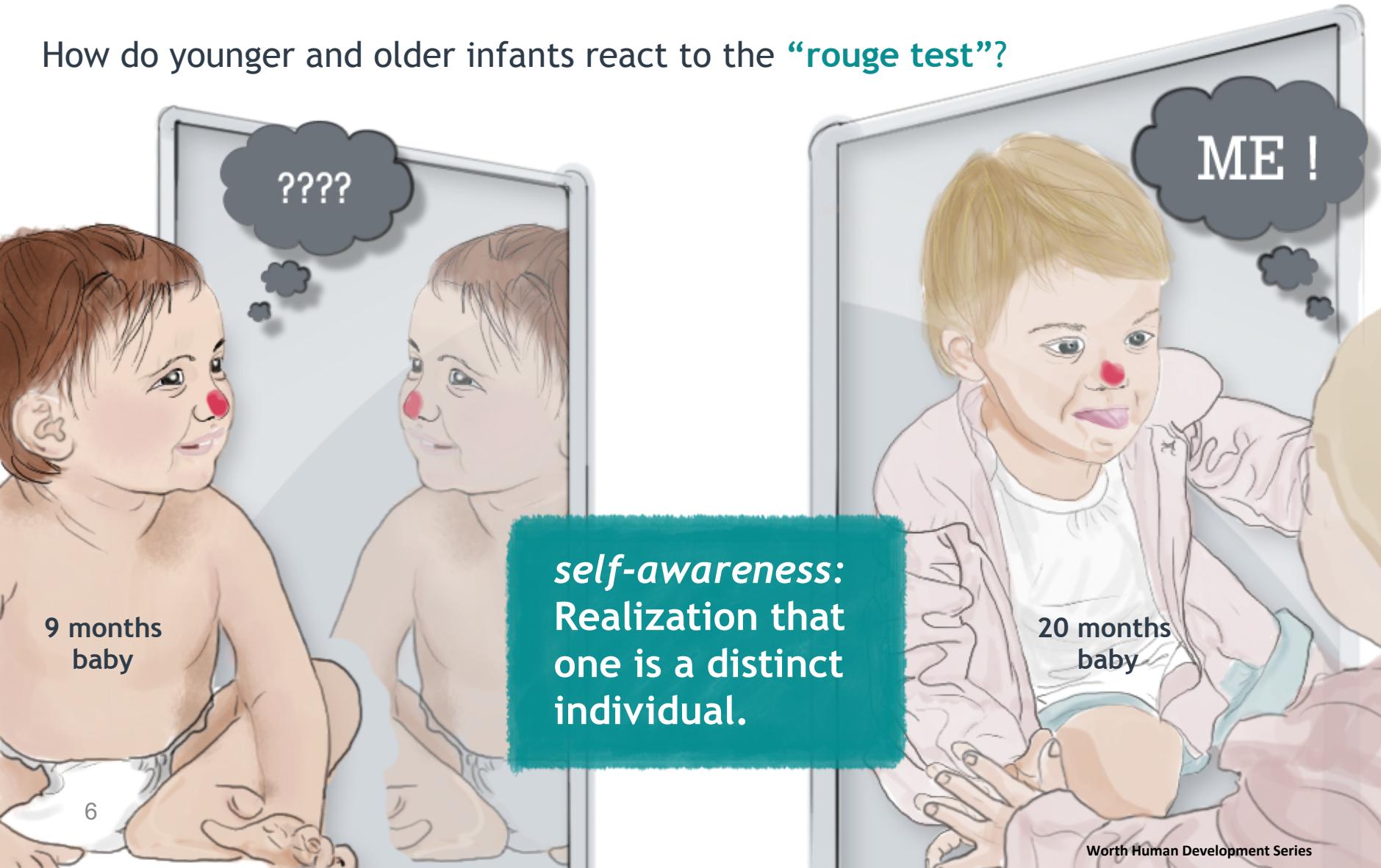
Cool cognitive trick learned at 6 to 8 months:
object permanence.



EMOTIONAL DEVELOPMENT

Self-Awareness usually emerges around 18 months

How do younger and older infants react to the “rouge test”?



Jean Piaget's Examples of Operations that Children (2 – 6) Can not Do... Yet

Conservation refers to the ability to understand that a quantity is **conserved** (does not change) even when it is arranged in a different shape.



Which row has more mice?



Theory of mind: A person's theory of what other people might be thinking.

Lying and Theory of Mind

The development of Theory of Mind can be seen when young children lie:

- Evans et al (2011)
- 247 children aged 3 to 5
- Upside down cup filled with candies, children told not to peek
- Differences in the lies told by by peeking 3-year-olds, 4-year-olds, and 5-year-olds



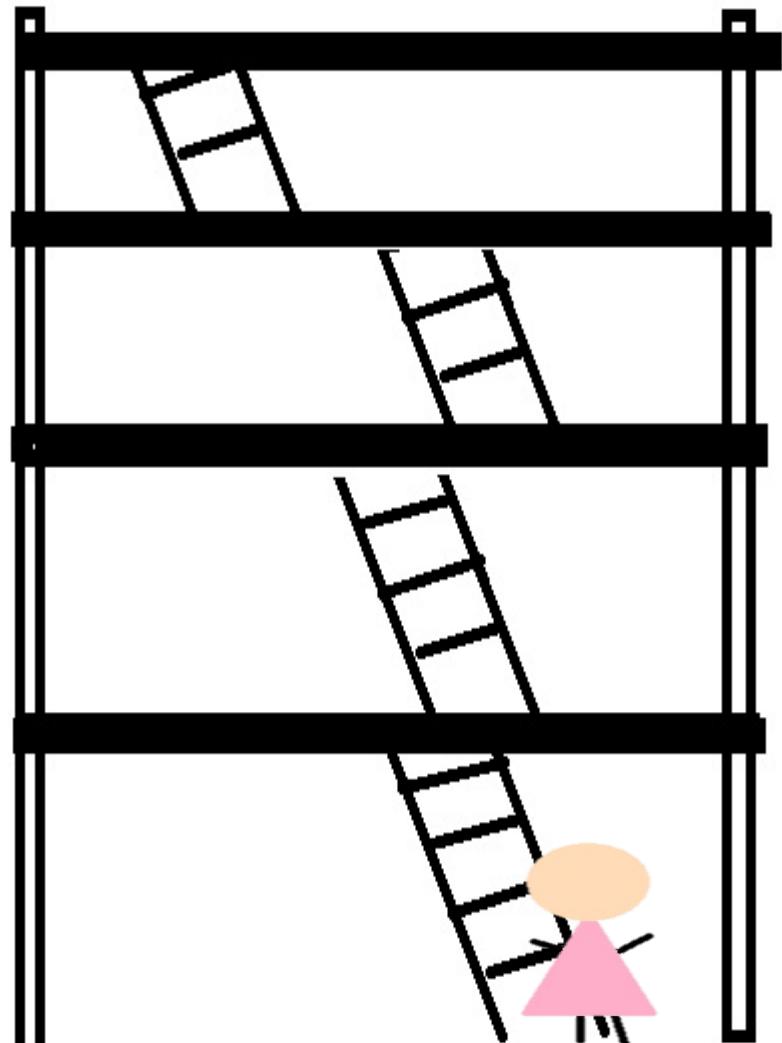
The children's lies got better because they could Take the perspective of the adult, knowing what would be the most convincing lie

The Concrete Operational Stage

- begins at ages 6-7 (first grade) to age 11
- children now grasp conservation and other concrete transformations
- they also understand simple mathematical transformations the reversibility of operations (reversing $3 + 7 = 10$ to figure out that $10 - 7 = 3$).

Lev Vygotsky: Alternative to Jean Piaget

- Lev Vygotsky (1896-1934) Social Learning: Children learn because their mentors present challenges, offer assistance (but without taking over); add crucial information, and encourage motivation.
- ***Zone of proximal development:*** The stage in which a child may master new skills with the help of a mentor.
- ***Scaffolding:*** Temporary support that is tailored to the learner's needs and abilities and aimed at helping the learner master the next task in a given learning process.



The next phase of development: Adolescence

- Developmental psychologists used to focus attention only on childhood.
- **Lifespan perspective** refers to the idea that *development is a lifelong process*.
- The next phase of that process is ***adolescence***.



- the transition period from childhood to adulthood
- the period of development ranging from puberty to independence

Identity “Crisis” in Adolescence

Crisis has been equated with “Exploration”

Identity Achievement



Establishing a clear and definite sense of who you are and how you fit into the world around you.

vs.

Identity Confusion



Failure to form a stable and secure identity.



Achieving identity involves exploration – sifting through life choices, trying out possibilities, and ultimately making commitments.

Identity Statuses: Choosing a career path

Identity Status	Definition	Example
Diffusion/Confusion	<i>A status that combines no exploration with no commitment</i>	
Moratorium	<i>Involves exploration but no commitment</i>	
Foreclosure	<i>No exploration but commitment</i>	
Achievement	<i>Making choices based on all considerations and on one's identity</i>	

Ethnic Identity - Ethnic identity (EI)
enduring aspect of the self that includes a sense of membership in an ethnic group, along with the attitudes and feelings related to that membership

Status	Definition	Example
Bicultural	<i>Developing a dual identity between ethnic group of origin and majority culture</i>	
Assimilated	<i>Leaving ethnic culture behind and assimilating to majority culture</i>	
Separated	<i>Rejecting majority culture in favor of associating only with members of one's own ethnic group</i>	
Marginal	<i>Rejecting one's own ethnic culture while also feeling rejected by the majority culture</i>	

Ethnic Identity

Where do these fit?

Bicultural, Assimilated, Separated, Marginal

Identification with Ethnic Group

		High	Low
Identification with Majority Culture	High		
	Low		

(Phinney, 2000; 2006)

Ethnic Identity in the US

Which minority groups in the US are more likely to assimilate and more likely to separate? Why?

- 1) African Americans
- 2) 1st generation immigrants (not born in US)
- 3) 2nd generation immigrants (born in US, but parents were not)

Take a Break – 10 mins

Social Development in Childhood: Attachment

Attachment refers to an emotional tie to another person.

- In children, *attachment* can appear as a desire for physical closeness to a caregiver.

Origins of Attachment

Experiments with monkeys suggest that attachment is based on physical affection and comfortable **body contact**, and not based on being rewarded with food.



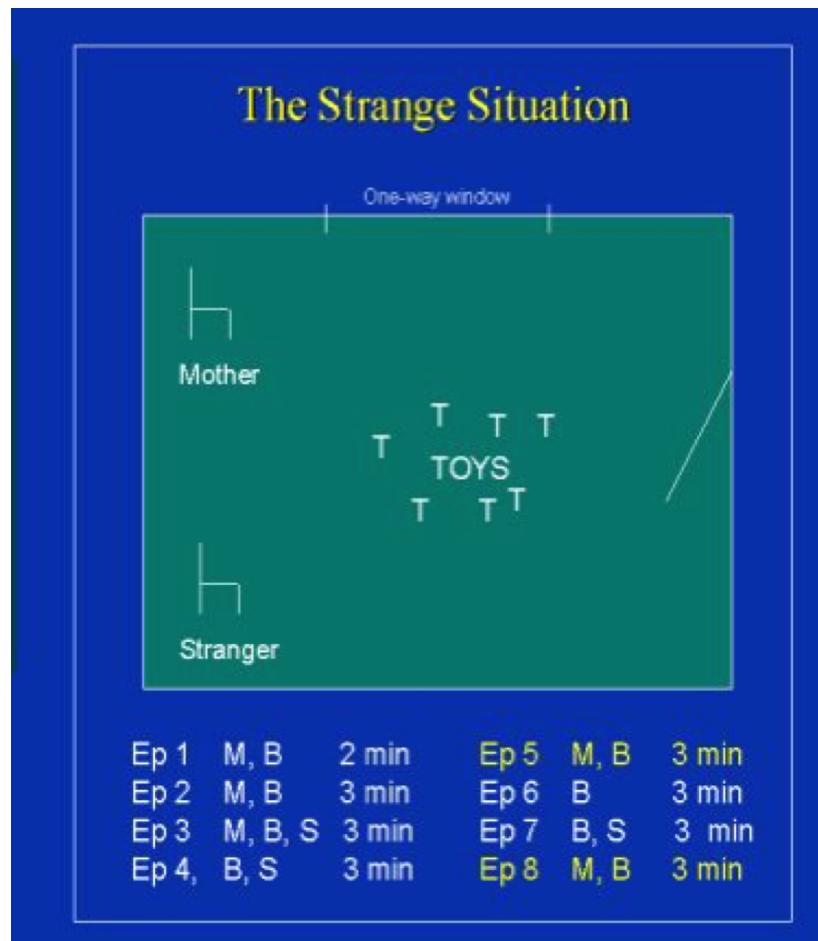
Attachment in Childhood

Attachment: An affectional tie that an infant forms with a caregiver.

The degree and style of parent-child attachment has been tested by Mary Ainsworth in the “**strange situations**” test. In this test, a child is observed as:

- 1.a mother and infant child are alone *in an unfamiliar (“strange”) room*; the child explores the room as the mother just sits.
- 2.a stranger enters the room, talks to the mother, and approaches the child; the *mother leaves the room*.
- 3.After a few moments, the *mother returns*.

<https://www.youtube.com/watch?v=pDs73nMRqqY>



THE DEVELOPMENT OF SOCIAL BONDS

Attachment

attachment: According to Ainsworth, an affectional tie that an infant forms with a caregiver.

What are patterns of infant attachment?

PATTERNS OF INFANT ATTACHMENT					
Type	Name of Pattern	In Play Room	Mother Leaves	Mother Returns	Toddlers in Category (%)
B	Secure	Child plays happily	Child pauses, is not as happy	Child welcomes her, returns to play	50-70
A	Insecure-avoidant				10-20
C	Insecure-resistant/ambivalent				10-20
D	Disorganized				5-10

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D	Disorganized	Child is cautious	Child may stare or yell; looks scared, confused	Child acts oddly—may scream, hit self, throw things	5-10

Insecure attachments and social settings: Romania

- Romanian dictator forbade birth control and abortions in the 1980s
- Illegal abortions became the leading cause of death in women aged 15 – 45
- More than 100,000 children were abandoned in state-run orphanages.
- Thousands of children were adopted in to other countries
 - Children who were adopted before _____ fared best, becoming secure adults
 - Children from 6 - 12 months showed signs of insecure attachment and lower IQs, such as _____

Discipline in Childhood

A typical “conversation” with 3-year-old Zach:

Zach: I want my other coat!

Parent: That coat is too light for the weather; you need to wear your warm coat.

Zach: Noooooo!

Parent: Zach, you need to put on your coat so we can leave.

Zach: *[Flies into a temper tantrum landing on the floor, starts calling mom names, while screaming and refusing to get dressed.]*



Discipline – Does a parent's choice matter?



- Physical punishment
 - (spanking, slapping, soap in mouth, tabasco on tongue)
- Time-outs
 - (placing the child on a mat or chair and making them stay 1 minute per year of life)
- Psychological control
 - (i.e., letting the child see mom's disappointment; shaming child; teaching child to be grateful)
- Explanation
 - (Mom takes the time to explain; e.g., "That made your mama sad.")



PARENTS

Parenting styles based on Baumrind's four dimensions

What are four basic parenting styles?

Authoritarian	Authoritative	Permissive	Neglectful/Uninvolved
<ul style="list-style-type: none">• High behavior standards• Strict punishment of misconduct• Little communication	<ul style="list-style-type: none">• Sets limits but listens• Flexible	<ul style="list-style-type: none">• High nurturance and communication• Little discipline, guidance, or control of misconduct	<ul style="list-style-type: none">• Indifference• Unaware of what happens in child's life
			

Baumrind; N= 100 preschool children in California

Authoritarian Parenting



- **Authoritarian parenting:** High behavioral standards, strict punishment of misconduct, and little communication (Baumrind)

<u>Style</u>	<u>Level</u>
Expressions of warmth	Low
Discipline	Strict
Communication	Low from child to parent
Expectations for maturity	High



What happens to children of **authoritarian** parents?



Authoritarian parenting is associated with children who tend to be:

1. _____
2. _____
3. _____

Permissive Parenting



- **Permissive parenting:** High nurturance and communication but little discipline, guidance, or control (Baumrind)

<u>Style</u>	<u>Level</u>
Expressions of warmth	High
Discipline	Low
Communication	High from child to parent
Expectations for maturity	Low



What happens to children of **permissive** parents?



Permissive parenting is associated with children who tend to be:

1. _____
2. _____
3. _____

Neglectful/uninvolved parenting



- **Neglectful/uninvolved parenting:** Parents are indifferent toward their children and unaware of what is going on in their children's lives (Sternberg)

<u>Style</u>	<u>Level</u>
Expressions of warmth	Low
Discipline	Low
Communication	Low
Expectations for maturity	Low



What happens to children of **neglectful/uninvolved** parents?



Neglectful/uninvolved parenting is associated with children who tend to be:

1. _____
2. _____
3. _____

At risk of injury and abuse in early childhood and lifelong

Authoritative parenting



- **Authoritative parenting:** Parents set limits and enforce rules but are flexible and listen to their children (Baumrind)

<u>Style</u>	<u>Level</u>
Expressions of warmth	High
Discipline	Moderate
Communication	High from both child and parent
Expectations for maturity	High



What happens to children of **authoritative** parents?



Authoritative parenting is associated with children who tend to be:

1. _____
2. _____
3. _____

Cohabitation in Emerging Adulthood - Is America having a “marriage crisis”?

- In the US, marriage rates have declined since 1960 and age of marriage has risen by about six years. Why?
 - Fifteen times the number of couples today live together outside of marriage than in 1960. Almost half of cohabiting households include children.
- In a survey of 20 to 29 year olds, 62% agreed that living with someone before marriage is a good way to avoid eventual divorce
- Yet in the U.S., cohabitation tends to be associated with higher rates of divorce once the couples marry.
 - Why might this be?

Middle Adulthood: The “midlife Crisis”

Levinson (1978) studied 40 men who reached 40 by the 1970's.
Claimed that men around age 40 go through a “**midlife crisis**”

The study has never been replicated. Why?

1. _____
2. _____

In fact, when are we most likely to experience a “midlife crisis”?



Middle Adulthood: The “Midlife Crisis”

- Subsequent cross-cultural studies of thousands of men and women found no effect (Brim, Ryff & Kessler, 2004). People in midlife generally reported:
 - 1. More control and higher well-being compared to the previous decade
 - 2. Most women were not likely to experience the “Empty Nest” syndrome, citing benefits to their children leaving home.
 - Those who did cite empty nest tended to be
 - 1. _____
 - 2. _____
 - 3. _____

Love and Marriage in Adulthood

What are typical stages in a marriage with children?

Marital Happiness over the Years

Interval After Wedding	Characterization
First 6 months	Honeymoon period—happiest of all
6 months to 5 years	Happiness dips; divorce is common; birth of 1 st child
5 to 10 years	Happiness holds steady
10 to 20 years	Happiness dips as children reach puberty
20 to 30 years	Happiness rises when children leave the nest
30 to 50 years	Happiness is high and steady, barring serious health problems

Long term quality of a marriage is affected most by 3 factors: _____, _____, and _____.

Divorce: Why do ***you*** think your marriage ended?

- Amato and Previti (2003) collected data on 208 people on why they believed their marriages ended in divorce. Most did not mention the objective factors on the previous slide. In general, women were more likely to have initiated the divorce. Found that:
- #1 Factor _____
- 2. _____
- 3. _____
- 4. _____



Old Age: What predicts longevity?



Diet:

- fresh vegetables & herbs
- little meat or fat
- 'better to be a little bit hungry than too full'

Longevity

Work:

- Even the very old do farm work, household tasks, & child care.



Family and community:

- The elderly are well integrated into families of several generations
- Interact frequently with friends and neighbors.

Exercise and relaxation:

- Most take a walk every morning and evening (often up and down mountains), nap midday, and socialize in the evening.



LIFE AFTER 100 IN THE UNITED STATES

The Truth about Life After 100

Do you know?

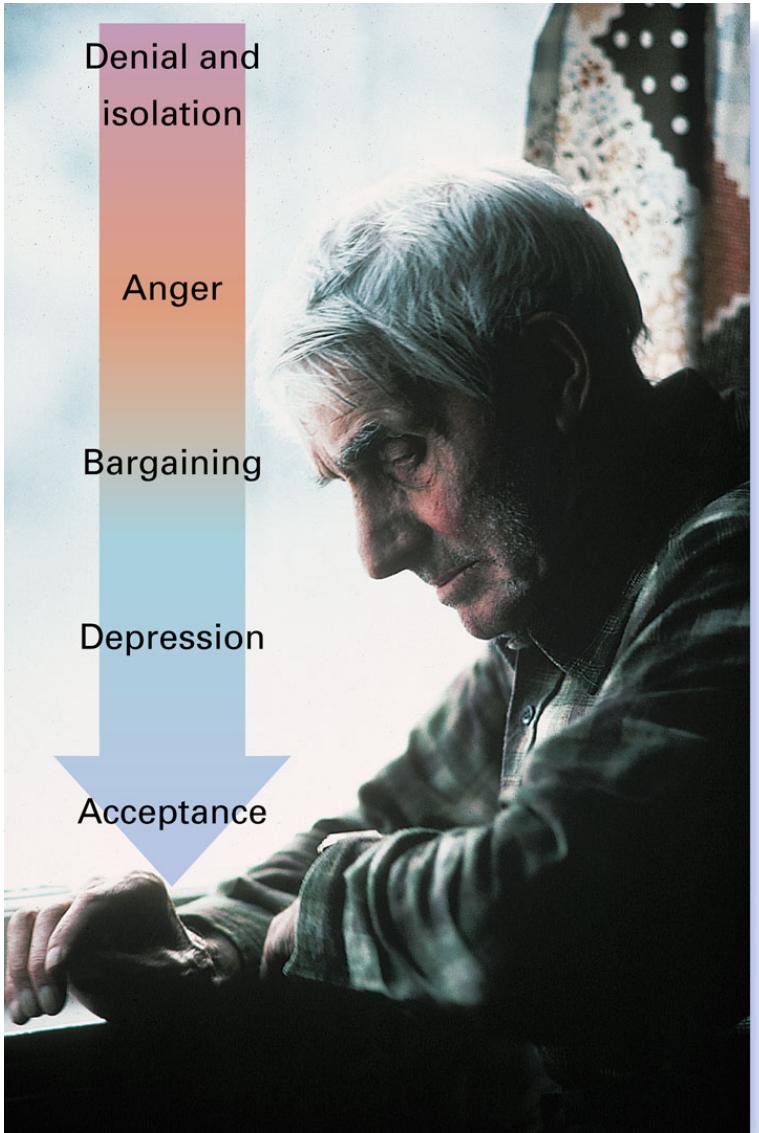
1. What area of the United States is known for communities where people live long, productive lives?

2. What religious group in the United States is known for communities where people live long, productive lives?

3. What qualities of life did researchers find promote centenarians in the United States, as well as in Western Europe and Asia?



Dealing with death: Kübler-Ross



- 5 stages
 - Research- sequential stages or cyclical phases?
 - Denial
 - Anger
 - Bargaining
 - Depression
 - Acceptance

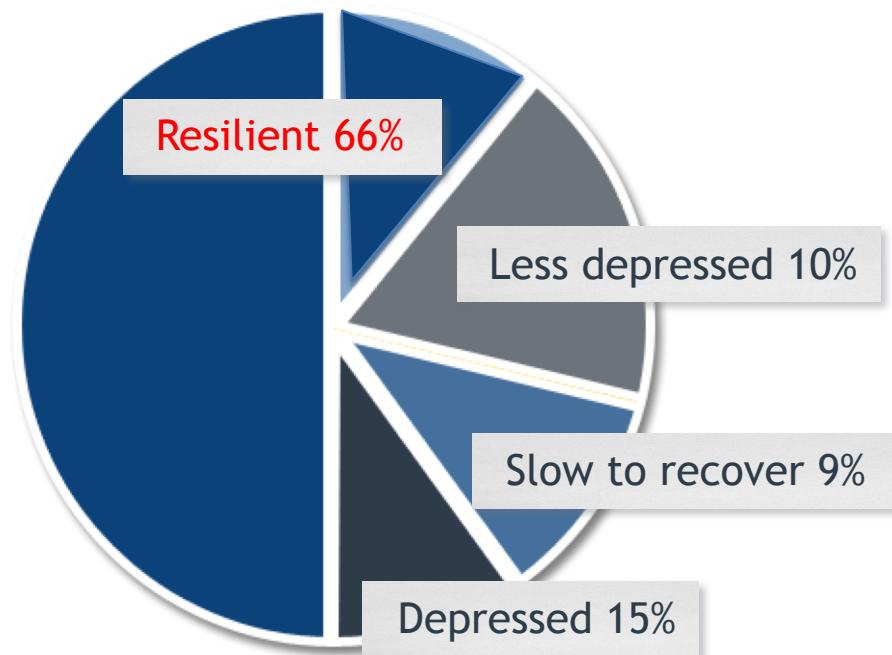


BEREAVEMENT

Diversity of Reactions

What kinds of reactions do people have **to the death of a spouse?**

Reactions to Spouse's Death:
up to 18 months after



Source: Boerner et al., 2005.

Most were no longer depressed as soon as 6 months after (68%)

Take a Break – 10 mins

Chapter 7

Learning

PSYCHOLOGY

TENTH EDITION



David G. Myers

How does learning happen other than through language/words?

We learn from experience:

1. when our actions have consequences.
2. when we watch what other people do.

We learn by association:

1. when two stimuli (events or sensations) tend to occur together or in sequence.
2. when actions become associated with pleasant or aversive results.

Classical Conditioning

How it works: after repeated exposure to two stimuli occurring in sequence, we associate those stimuli with each other.

Result: our natural response to one stimulus now can be triggered by the new, predictive stimulus.

After Repetition

Stimulus: See lightning

Response: Cover ears to avoid sound

Stimulus 1: See lightning

Stimulus 2: Hear thunder

Here, our response to thunder becomes associated with lightning.



Ivan Pavlov's Discovery

While studying salivation in dogs, Ivan Pavlov found that salivation from eating food was eventually triggered by what should have been **neutral stimuli** such as:

- just seeing the food.
- seeing the dish.
- seeing the person who brought the food.
- just hearing that person's footsteps.



Before Conditioning

Neutral stimulus:
a stimulus which does not trigger a response

Neutral
stimulus
(NS)



No response

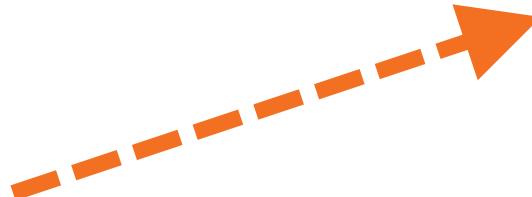


Before Conditioning

Unconditioned stimulus and response:

*a stimulus which triggers a response naturally,
before/without any conditioning*

Unconditioned
stimulus (US):
yummy dog food



Unconditioned
response (UR):
dog salivates

During Conditioning

The bell/tone (Neutral stimulus) is repeatedly presented with the food (Unconditioned Stimulus).

Neutral
stimulus
(NS)



Unconditioned
stimulus (US)



Unconditioned
response (UR):
dog salivates



After Conditioning

The dog begins to salivate upon hearing the tone (neutral stimulus becomes conditioned stimulus).

Conditioned
(formerly
neutral)
stimulus



Did you follow the changes?

The UR and the CR are the same response, triggered by different events.

The NS and the CS are the same stimulus.

The difference is whether the stimulus triggers the conditioned response.

Conditioned
response:
dog salivates



Important: Temporal Contiguity

- The CS and UCS need to occur close together in time in order for an association to develop
 - If I snapped my fingers, and then punched you immediately, you would quickly learn what the snap means
 - If I snapped my fingers, and then 3 hours later punched you, you likely would **not** learn that association



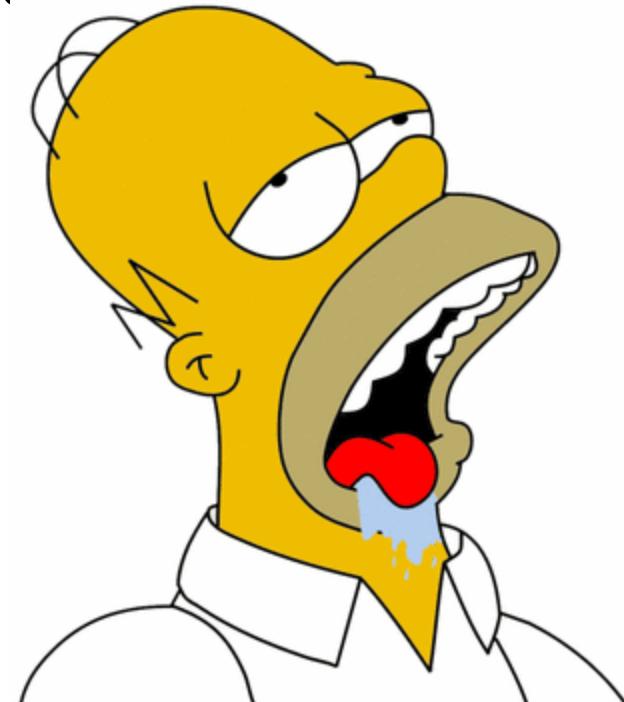
Classical conditioning: Examples

- Unconditioned Stimulus (UCS) or “eliciting stimulus”
 - Always elicits a reflex action (unconditioned response) when presented
 - Food
 - Blast of air
 - Electric shock
 - Loud noise
 - Etc.



Classical conditioning: Examples

- Unconditioned Response (UCR)
 - A reflex response to an unconditioned stimulus, naturally occurring. automatic
 - Salivation to food
 - Eye blinks in response to air
 - Flinching in reaction to shock
 - Startle reaction to loud noise



Advertising uses classical conditioning all the time

HUNKY MEN! FABULOUS BABES! (in Coors ads)
(unconditioned stimulus)

Arousal – Positive Emotions
(unconditioned response)



Arousal – Positive Emotions
(conditioned response)

Classical Conditioning: You try

- Ann is a college freshman, she lives in a very old dorm. There's a problem with the plumbing such that if one person is taking a shower, and someone flushes the toilet, all of the cold water leaves the shower leaving only hot water. The first time this happened, Ann was scalded by the hot water. She yelled and jumped back. The next day she's taking a shower and hears the toilet flush
- What is she going to do?
 - Jump back when she hears the toilet flush
- UCS:
- UCR:
- CS:
- CR:

Classical conditioning is Limited....

- Helps to explain how we learn various behaviors
 - Jumping back from the shower when you hear a toilet flush
 - Why your dog gets excited when you pick up his leash
 - Why your cat comes running when you open a can of food
- However, classical conditioning cannot explain how we learn all of our behaviors
 - Classical conditioning involves **involuntary, reflexive, automatic** responses to a UCS
 - Many of our behaviors do not fall into this category

Operant Conditioning

- Child associates his “response” (behavior) with consequences.
- Child learns to repeat behaviors (saying “please”) which were followed by desirable results (cookie).
- Child learns to avoid behaviors (yelling “gimme!”) which were followed by undesirable results (scolding or loss of dessert).



(a) Response: Being polite

(b) Consequence: Getting a treat

(c) Behavior strengthened

Operant conditioning: Example

- You put money into a vending machine and push the button. Nothing happens. You push it again, nothing happens. You hit the coin return, nothing. Angry, you hit the machine with your hand, and your soda comes out the bottom.
 - In the future, if a machine swallows your money, what are you likely to do?
- The soda is the **reinforcing stimulus (reinforcer)** since it is what you wanted in this scenario