

Human Development

Throughout the lifespan

- Learning objectives:
 - Students will be able to describe how children's minds develop and change from infancy to adolescence.
 - Students will understand the "conflicts" that shape social development throughout the life span.
 - Students will be able to classify and describe different types of parental attachment and different parenting styles.
 - Students will understand the three major stages of Moral development.
 - Students will learn about different stages of grief, especially in dealing with the death of a loved one.



Piaget

Theories of Cognitive Development



Cognitive development

- Cognition
 - All the mental activities associated with thinking, knowing, remembering, and communicating.

Basis Characteristics of Piaget's Stages

- The stages provide a general theory of development, in which all aspects of cognition change in an integrated fashion, following a similar course.
- The stages are invariant, they always occur in a fixed order, and no stage can be skipped.
- The stages are universal; they are assumed to characterize children everywhere.



Cognitive Development



- Schemas
 - A concept or framework that organizes and interprets information.
- Assimilation
 - Interpreting our new experience in terms of our existing schemas.
- Accommodation
 - Adapting our current understanding (schemas) to incorporate new information.
- What are some examples of assimilation and accommodation?



Piaget's Theory

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

1. Sensorimotor Stage

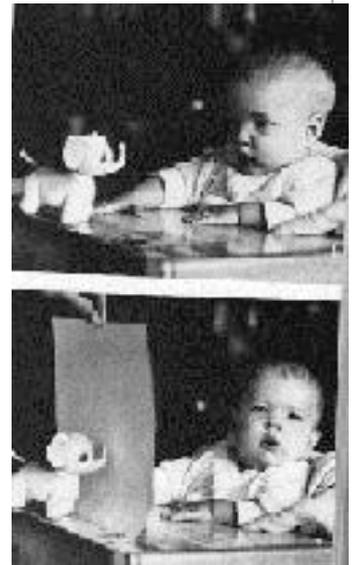


- Birth – 2 years old
- Infants know the world mostly in terms of their sensory impressions and motor activities.



Object Permanence

- Concept that objects continue to exist even when out of sight
 - Develops between 8 and 10 months



Sensorimotor / Object Permanence

(Video Clip. See Website)

Stranger Anxiety

- Fear of unfamiliar people, indicating children can differentiate among people they know and don't
 - 8 months



Stranger Anxiety

(Video Clip. See Website)

2. Preoperational Stage



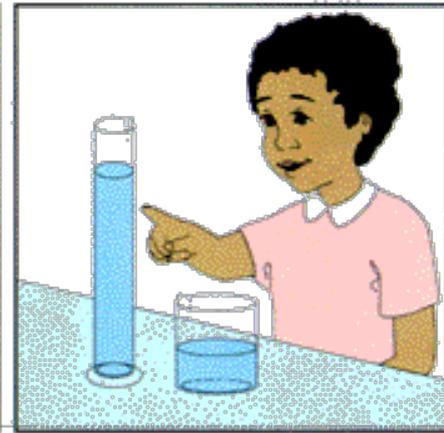
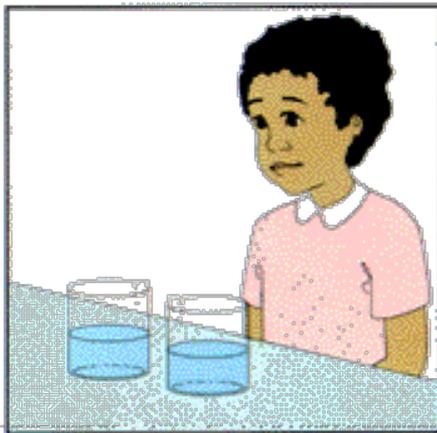
- Stage in which children learn to use language but do not yet comprehend the mental operations of concrete logic.
- 2 – 7 years old
- Uses trial and error to figure things out.
 - Ex. Pushing food off of highchair.

Preoperational Stage/ Conservation

(Video Clip. See Website)

Conservation

- The Principle that properties such as mass, volume, and number remain the same despite changes in the forms of objects.
- Children in the preoperational stage do not yet understand conservation.



Egocentrism



- Children see the world from their own point of view, and have difficulty taking another's point of view.
- Ex. Standing directly in front of TV. Holding up toy to show Grandpa on telephone.
- Egocentrism decreases by age 5.

Egocentrism

(Video Clip. See Website)

Animism

- Children believe all things are living, just like them.
- Ex. “My doll can’t breathe in there!”



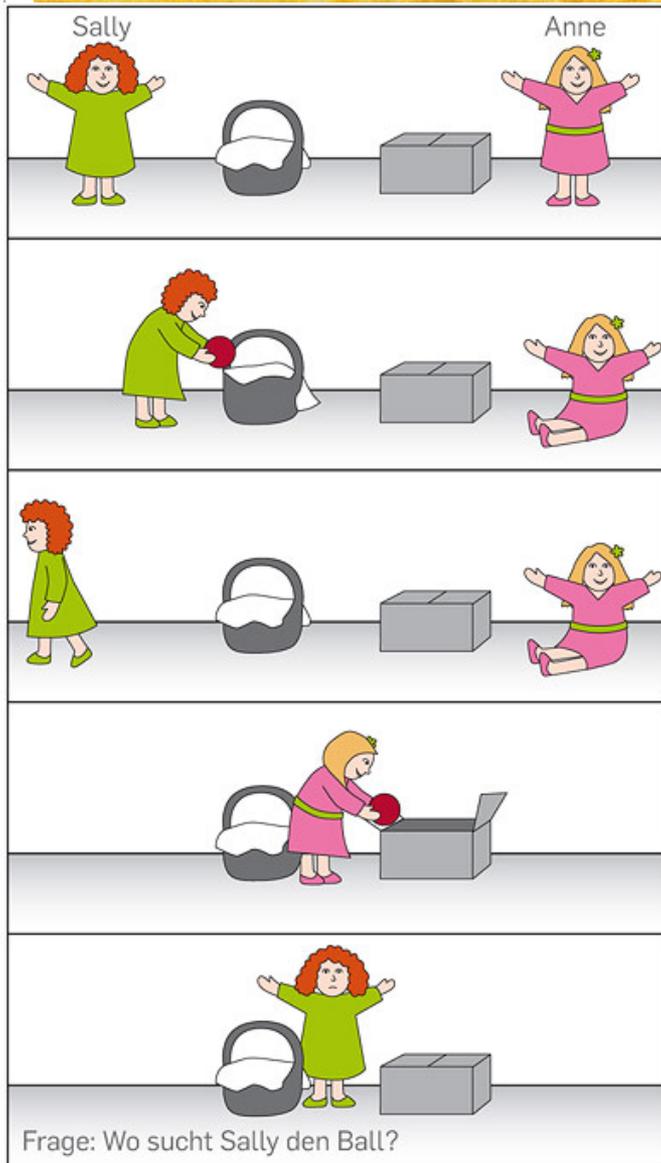
Artificialism



- Concept that all things are made by people.
 - Ex. “I want you to make this flower blue instead of pink.”
 - Thinking the thunder was people bowling in the sky.



Theory of Mind



- People's ideas about their own and other's mental states—about their feelings, perceptions, and thoughts and the behaviors these might predict.
- False belief Test

False belief test

(Video Clip. See Website)

3. Concrete Operational Stage

- 7 – 12 years old
- Develop simple logic and master conservation concepts.
- Children think logically about concrete objects.



Concrete operational stage

(Video Clip. See Website)

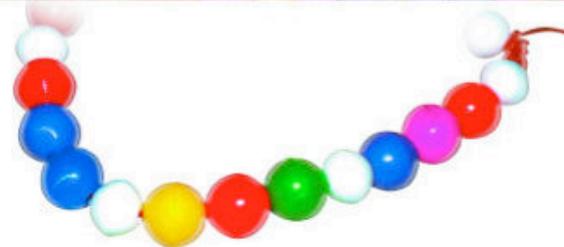
Reversibility



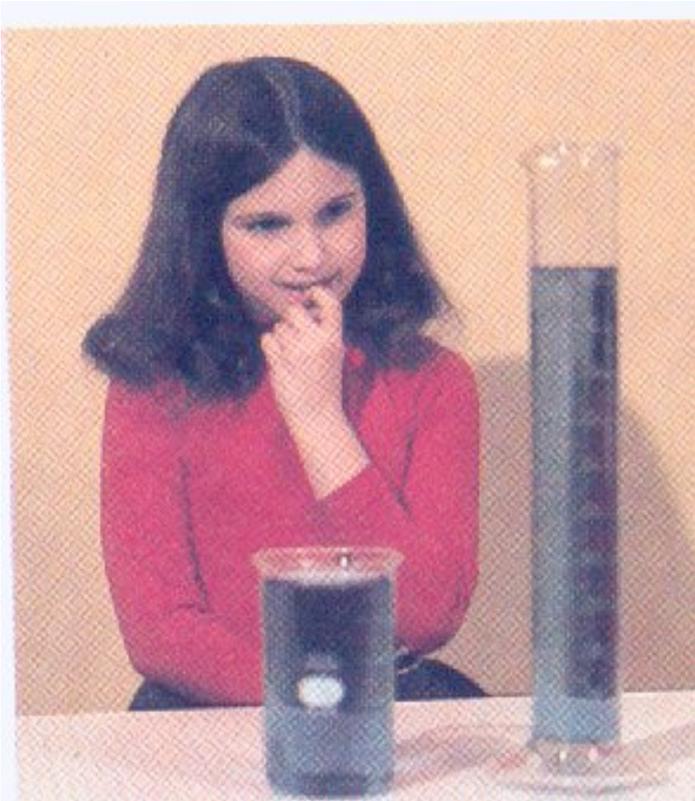
- Understanding that concepts can be reversed and remain the same.
 - $(8+4 = 12 \text{ and } 12 - 4 = 8)$
 - Siblings and parents

Seriation

- The process of putting objects into series (smallest to largest)
- OR putting objects that share similar characteristics (such as color and size) into the same category.



Conservation



- Concept that changes in the form of an object do not alter physical properties of mass, volume, and number.
- Usually occurs toward the end of preoperational stage.

4. Formal Operational Stage

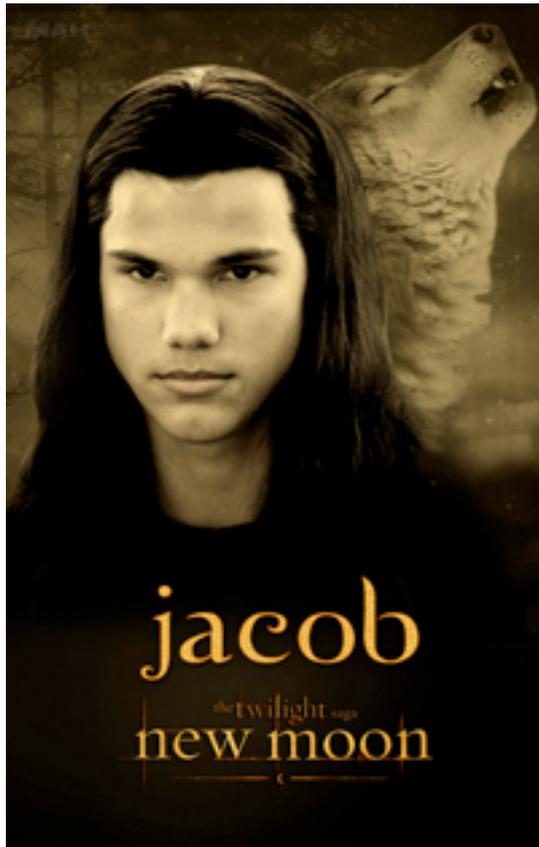
- Children reason as adults do, and they think abstractly and hypothetically.
- They can manipulate more information in their heads and make inferences they were unable to make during any other previous stage.
- 11 or 12 +
- Ex. Explaining “truth,” “justice,” and “freedom.”



Formal Operational

(Video Clip. See Website)

Personal Fable



- An individual's belief that he or she is invincible and will not be harmed in any instance; he or she also believes that his or her ideas and opinions are unique.



Imaginary Audience

- The belief that everybody is looking at one, who is on stage for others to watch.

Jean Piaget



- Although psychologists agree with the sequence of cognitive development steps and milestones proposed by Piaget, critics fault him for
 - Not acknowledging that children go through the stages at different rates,
 - Often more quickly than he predicted,
 - And for not understanding that change is more gradual and continuous.

Piaget's Stages of Cognitive Development

Sensorimotor

• Experiencing the world through senses and actions (looking, hearing, touching, mouthing, and grasping)

Birth to nearly 2 years



Object permanence
Stranger anxiety



Preoperational

• Representing things with words and images; using intuitive rather than logical reasoning

2 to about 6 or 7 years



Pretend play
Egocentrism



Concrete Operational

- Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations

About 7 to 11 years

- Conservation
- Mathematical transformations



Formal Operational

- Abstract reasoning

About 12 through adulthood

- Abstract logic
- Potential for mature moral reasoning



Social Development

- By the end of the day you will be able to answer the following questions:
 1. What is Attachment?
 2. What are the four prevalent Parenting styles?
 3. What are the 8 stages of Erikson's social development?

What is Attachment?



Behaviorist on Child raising

- The following is a quote from John B Watson's 1928 book on child rearing.
- 'Treat them as though they were young adults. Dress them, bath them with care and circumspection. Let your behavior always be objective and kindly firm. Never hug and kiss them, never let them sit on your lap. If you must, kiss them once on the forehead when they say goodnight. Shake hands with them in the morning. Give them a pat on the head if they have made an extraordinary good job of a difficult task'

According to Watson which “Mother” is Best?



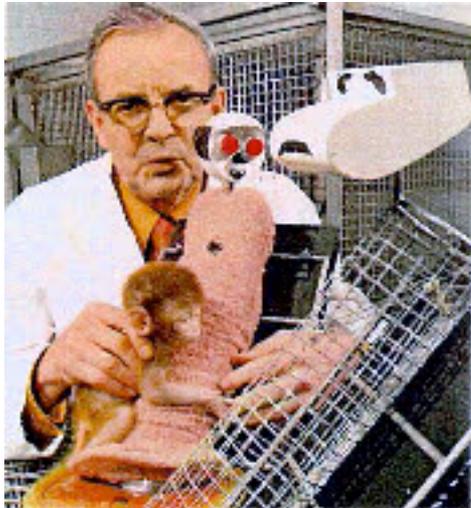
Forty Studies that Changed Psychology

- Read pages 126-134, “Discovering Love” in groups of three.
- Discuss each section and fill out the worksheet as you go (One worksheet per group)
- Be prepared to discuss the study with the class. 😊

Harlow Experiment on Attachment

(Video Clip. See Website)

Attachment



- An infant's close emotional relationship with his/her mother or other caregivers.
- Harry Harlow's monkey experiment
 - Monkeys were attached to soft cloth-covered substitute, rather than a bare wire substitute with a feeding bottle.



"Monkey Love"
Can animal cruelty teach us anything about love?

“Strange Situation”



(Video Clip. See Website)

Secure Attachment

Characteristics of Secure Attachment

As Children:	As Adults:
1. Able to separate from parent.	1. Have trusting, lasting relationships.
2. Seek comfort from parents when frightened.	2. Tend to have good self-esteem.
3. Return of parents is met with positive emotions.	3. Comfortable sharing feelings with friends and partners.
4. Prefers parents to strangers.	4. Seek out social support.

- Babies played happily when their mothers were present
- Explored environment and returned to mothers periodically
- When mothers returned, babies were happy to see them
- Tend to become socially competent children and adults.

Insecure Attachment



- When mothers returned, babies avoided or ignored
- Babies were upset when mothers left
- Babies were angry and rejected mothers when they returned

What is Attachment?

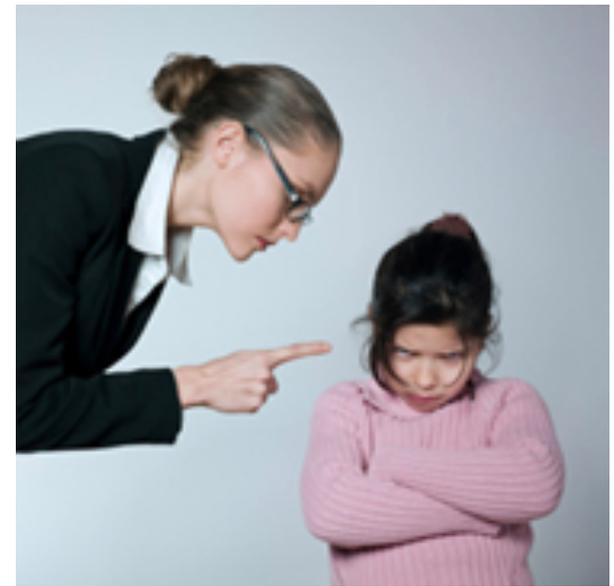
- Write one amazing paragraph comparing and contrasting Harry Harlow's monkey study and Mary Ainsworth "Strange situation."
- How does each relate to attachment between mother and baby?
- Do you think these studies are ethical? Why or why not.

What are the four Parenting Styles?



Parenting Styles

- Authoritarian
 - A child-rearing style that is low in acceptance, high in coercive and psychological control, and low in autonomy granting.



■ Permissive

- A child-rearing style that is high in acceptance but overindulging or inattentive, low in control, and lenient rather than appropriate in autonomy granting.



■ Authoritative

- A child-rearing style that is high in acceptance and involvement, that emphasizes adaptive control techniques, and that includes appropriate autonomy granting.



- Uninvolved

- A parenting style that combines low acceptance and involvement with little control and general indifference to issues of autonomy.



Parenting Style

	Low Acceptance	High Acceptance
Low involvement	?	?
High Involvement	?	?

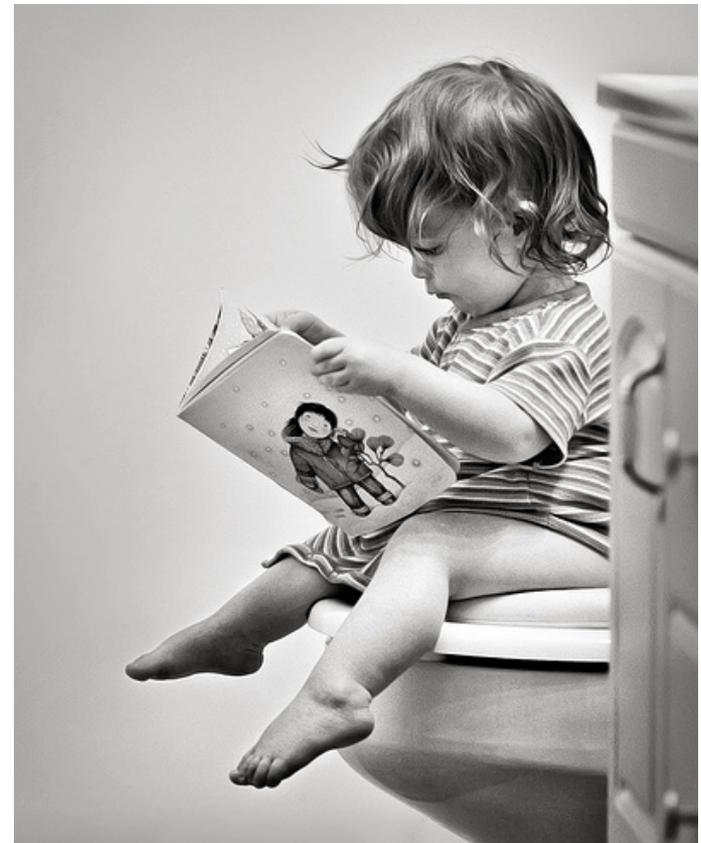
Erickson's Stages of Social Development



- Stage One
 - Infants
 - Newborn – 1 year old
 - Trust vs. Mistrust
- Infants trust that his/her basic needs will be met.
- If not, mistrust world.

Stage 2

- Toddlers
- 1 – 3 years old
- Autonomy vs. Shame and Doubt
- Child learns to control environment and body functions.
- If too much embarrassment, may lack self-confidence.



Stage 3



- Preschool
- 3 – 5
- Initiative vs. Guilt
- Child is given opportunities to try new things.
- If not, may develop low self-esteem, feel guilty for acting independently.

Stage 4



- School-aged children
- 6 – 12 years old
- Industry vs. inferiority
- Child wants to be productive and eager to learn.
- If it is limited, may feel inferiority to peers.

Stage 5



- Adolescents
- 12 – 20 years old
- Identity vs. Role confusion
- Adolescents try and figure out who they are and how they fit into society.
- If they don't find their place, may have difficulty identifying with social groups and struggle in later stages.

Stage 6



- Young Adults
- 21 – 40 years old
- Intimacy vs. isolation
- Look for stable relationships they can commit to.
- If not, they may become self-absorbed or seek isolation.

Stage 7



- Middle adulthood
- 40 – 65 years old
- Generativity vs. Stagnation
- Attempt to give back to society, especially to members of next generation.
- If they feel unappreciated, may become uninterested and inactive.

Stage 8



- Late Adulthood
- 65 – death
- Integrity vs. despair
- Want to look back on their life, and feel purpose and meaning.
- If not, dwell on what they were unable to accomplish, despair.

Kohlberg Moral Development

- Pre-Conventional
- Conventional
- Post-Conventional



Pre-Conventional



- 0-9 years old.
- Follow rules to avoid punishment or to receive rewards.
- “What’s in it for me?” or “How can I avoid punishment?”



Conventional

- 9-adulthood
- Uphold rules or laws simply because they are rules or laws. Concerned with social norms and law and order.
- Concerned with caring for others




**KEEP
CALM
&
FOLLOW
THE RULES**

Post-Conventional

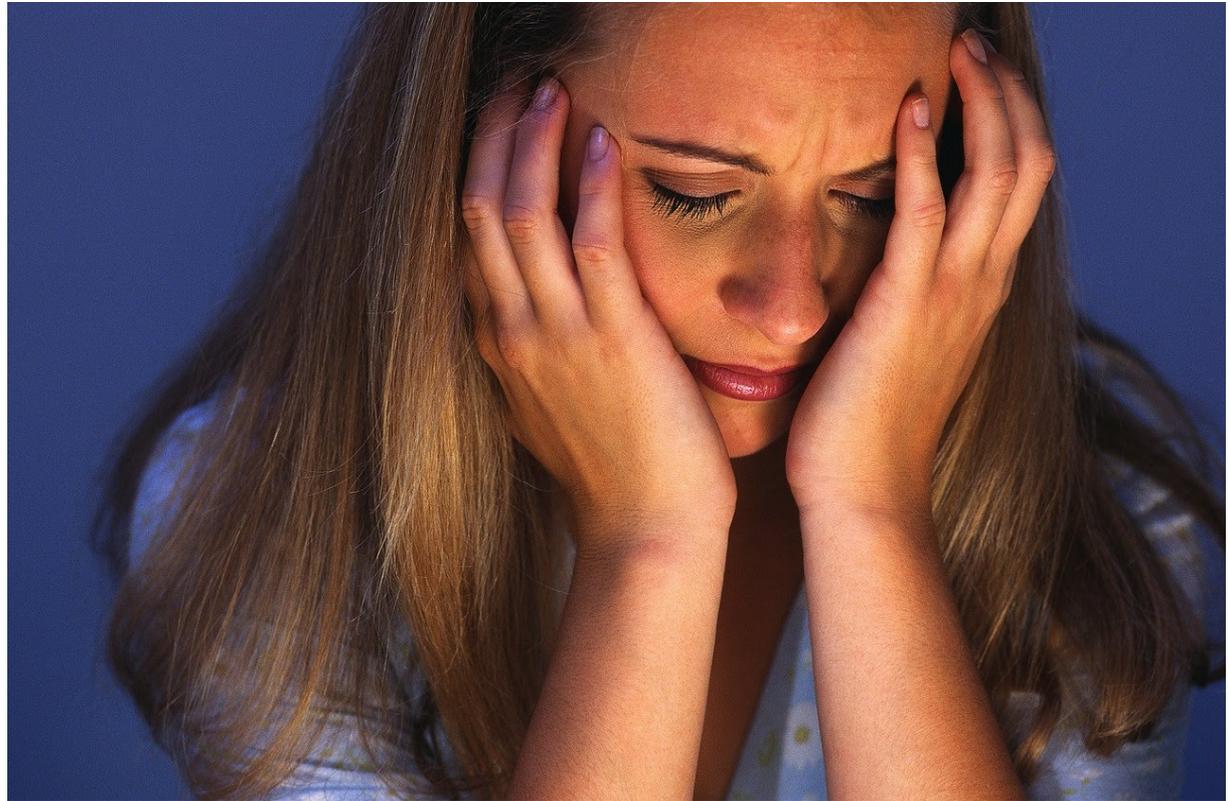


- Some adults.
- Actions determined by self-defined ethical principles. Concerned with principled conscious.
- National Treasure Example

Ethical Dilemma

A woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging \$2,000.00, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said "no." The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? **How would someone in each stage feel? Why do you think so?**

Death and Grieving



Denial

- Denial is a conscious or unconscious refusal to accept reality.
- Denial is a defense mechanism and is perfectly natural.
- Some people can become locked in this stage when dealing with a traumatic event.
- “I feel fine”
- “This can’t be happening, not to me”



Anger



- In the grieving process anger can be expressed toward oneself, or toward other people, especially toward close friends or family members.
- It is important not to take offense to someone's anger during this point of the grieving process and try to stay non-judgmental.
- “Why Me? It's not fair!”
- “Who is to blame?”

Bargaining

- Traditionally, people try to bargain with whatever higher being or power they might believe in.
- People facing less serious trauma can bargain to seek to negotiate a compromise.
- “I’ll do anything for a few more years.”
- “Can we still be friends?”



Depression



- It is natural to feel sadness, regret, fear, or uncertainty when dealing with a loss.
- Depression shows that the person has at least begun to accept the reality of the situation.
- “I’m so sad, why bother with anything?”
- “I’m going to die soon so what’s the point?”

Acceptance

- Acceptance does not indicate that a person is no longer sad, but rather that the person can move forward.
- For some, emotional detachment and objectivity can help them come to accept a loss.
- “It’s going to be okay.”
- “I can’t fight it, I may as well prepare for it.”

