

Child Development

Child Development

1. In what ways do people develop?
2. Why do you think psychologists might be interested in studying children?
3. How could learning about children help you to learn more about yourself?

I. Introducing Developmental Psychology

- **Developmental Psychology**
– field that focuses on how people change throughout the lifespan, from conception until death

I. Introducing Developmental Psychology

- **Studying children...**
 - can show how adolescents and adults are affected by early experiences
 - can teach what kinds of early experiences lead to healthy adults

I. Introducing Developmental Psychology

A. Key Issues in Developmental Psychology

1. Nature or Nurture?
 - **Maturation**
 - Must be biologically ready to change
 - **Critical period**
 - Time when something is most easily learned

Konrad Lorenz and His Geese

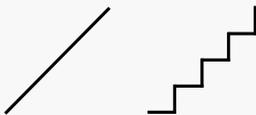


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I. Introducing Developmental Psychology

A. Key Issues in Developmental Psychology

2. Continuous or Stages?



II. Physical Development

Prenatal

- Development before birth

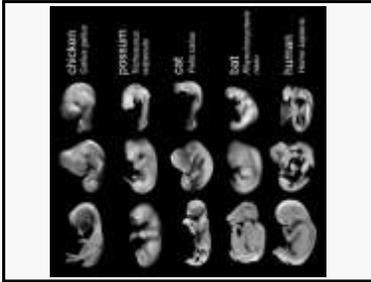
Neonatal

- Development in 1st month

II. Physical Development

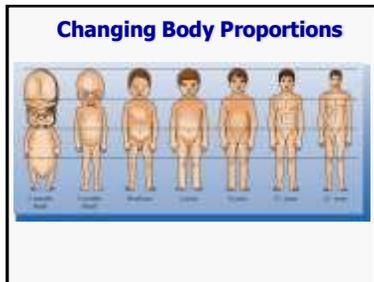
A. Prenatal Development

1. Stages of Development
 - **Embryo**: Implantation until 49th day after conception
 - **Fetus**: From 8th week until birth
 - **Differentiation**: Formation of organs and other parts of body from zygote cells
 - **Placenta** forms
 - Tissue attached to uterine wall that acts as a life-support system



Teratogens

- Embryo / fetus is especially sensitive to such effects during **critical periods**
- **Teratogens**
 - Substances that can produce birth defects
 - Especially harmful during embryonic period
 - Alcohol use can lead to **fetal alcohol syndrome**



II. Physical Development

B. Newborn Development

- Growth
 - Rapid physical growth
 - Body weight doubles in 5 months; triples 1st year
 - Walking and beginning to talk by ~18 months
 - Infancy ends ~18 months when use of abstract language begins

B. Newborn Development

1. Newborns' Reflexes

- Grasping reflex
- Babinski reflex
- Moro reflex
- Rooting reflex
- Sucking reflex



Motor Milestones

- Early movement is limited to reflexes
- Brain development allows for more complex actions

Motor Milestones



B. Newborn Development

2. Infant Perception

- a. Fantz's Viewing Box
 - Present two stimuli simultaneously
 - See if infant looks at one longer
 - Longer gaze indicates infant can tell difference between two stimuli
 - Infants prefer some stimuli over others

B. Newborn Development

- **Preferences**
 - smell and sound of mother
 - human voices and faces
 - Face-like images



Depth Perception

The Visual Cliff



By 9 months, infants will not cross the "drop"

III. Social Development

- The ways infants & children learn to relate to other people

A. Attachment

- Emotional bond between people
- Necessary for infants' survival
- At about 4 months old, babies prefer to be held by primary caregiver

III. Social Development

- **Attachment (cont'd)**
 - 6-8 months...



Separation anxiety



Stranger anxiety

III. Social Development

- **Attachment (cont'd)**
 - Some types of attachment are better than others
 - **SECURE ATTACHMENT**
 - Caregiver is affectionate, reliable
 - **INSECURE ATTACHMENT**
 - Caregiver is cold, unreliable

What is the major reason for attachment?

A. Attachment

- Attachment in Rhesus Monkeys



Harry Harlow
(1905-1981)



A. Attachment

- Put baby monkeys in cages with 2 monkey-shaped wire figures

bare wire



soft cloth



A. Attachment



- Baby monkeys spent more time on cloth-covered figure, even when it did not provide food



A. Attachment





A. Attachment



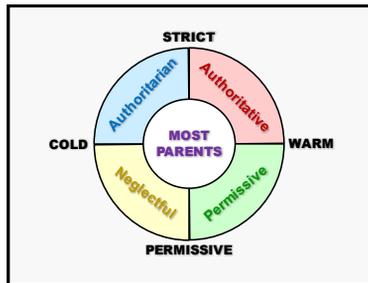
- Showed the importance of **contact comfort**, the need to touch something soft and warm
- More important than food
- Changed role of fathers

- Social deprivation and isolation led to abnormal development in all of Harlow's monkeys.



Parenting Styles

- most important factor = **warmth** versus **rejection**



Permissive

Parent Traits

- Allow children to do own thing
- Little respect for order, routine
- Few demands
- Lax discipline, rarely punish
- Children walk all over parents

Effects on Child

- Poor self-control
- Poor social skills
- Aggressive
- Least exploratory

Neglectful

Parent Traits

- Provide only the basic needs
- Uninvolved
- Little or no discipline

Effects on Child

- Low self-esteem
- Extremely introverted
- Emotionally withdrawn socially
- May be truant and delinquent
- Do most poorly in all areas

Authoritarian

Parent Traits

- Total control
- Misconduct punished
- Affection & praise rarely given

Effects on Child

- Low independence
- Low self-esteem
- A "follower"

Authoritative

Parent Traits

- Loving, consistent, demanding
- Set limits, enforce rules
- Children contribute and make some of their own decisions
- Reasonable expectations

Effects on Child

- Self-reliant
- Self-controlled
- High achieving
- Less likely to be seriously disruptive or delinquent

Cognitive Development

A. Jean Piaget

- Focused on **HOW**, not **WHAT** people think



(1896 – 1980)

A. Jean Piaget's Insights

Assimilation

- Absorb idea into existing schema



A. Jean Piaget's Insights

Accommodation

- Change schema to match new info



Stages of Cognitive Development

- All children go through...

same 4 stages
in
same order

b. Stages of Cognitive Development

i. Sensorimotor Stage

- Birth through age 2
- Learning through movement/senses



b. Stages of Cognitive Development

i. Sensorimotor Stage

- **Object permanence**

- Piaget said \approx 9 months
 - Recent research \approx 4 months
- 2nd half, language

Stages of Cognitive Development

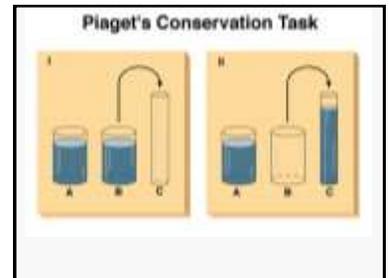
ii. Preoperational Stage

- Ages 2 to 7
- Represent world symbolically
- Can't think abstractly
- **Egocentrism**

Stages of Cognitive Development

iii. Concrete Operational Stage

- Ages 7 to 12
- Can understand:
 - Rules & reasons
 - How to think ahead
- Milestone is **conservation**



Conservation



Which container has more liquid?

Stages of Cognitive Development

iv. Formal Operational Stage

- Begins about age 12
- Child can think...
 - hypothetically
 - about future possibilities
 - abstractly

Cognitive Development

Moral Reasoning

- Individuals develop morality beginning in childhood
 - A system of learned attitudes used to evaluate right or wrong
 - Piaget found young children's ideas tend to be rigid
 - Older children possess moral relativity

Lawrence Kohlberg

- Used moral dilemmas
- Nature and sophistication of argument determine its developmental level
- Children can usually understand only one stage ahead



1927-1987

Levels of Moral Development

- **Level 1: Preconventional**
 - Consequences to self (rewards/punishments)
- **Level 2: Conventional**
 - Based on fitting in to society
- **Level 3: Post-conventional**
 - Individual moral principles
 - Conscience
 - At highest level, people will break law that is against their conscience

Kohlberg

- **Level 1: Preconventional**
 - Consequences to self (rewards/punishments)
 - Avoid punishment
 - Follow rules for own benefit (rewards)

Kohlberg

- **Level 2: Conventional**
 - Based on fitting in to society
 - Approval from others
 - Societal norms (law/religion)

Kohlberg

- **Level 3: Post-conventional**
 - Individual moral principles
 - Conscience
 - At highest level, people will break law that is against their conscience