

Lifespan Development
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Developmental Psychology

- What shapes the way we change over time?
- Focus on psychological changes across the entire life span
- Every area of psychology can be looked at from this perspective
 - biological development
 - social development
 - cognitive/perceptual development
 - personality development



Fundamental Issues: Nature vs. Nurture

- What is role of heredity vs. environment in determining psychological makeup?
 - Is IQ inherited or determined early environment?
 - Is there a 'criminal' gene?
 - Is sexual orientation a choice or genetically determined?
- These are some of our greatest societal debates
- Mistake to pose as "either/or" questions



Fundamental Issues: Is Development Continuous?



- Development means change; change can be abrupt or gradual
- Two views of human development
 - stage theories: there are distinct phases to intellectual and personality development
 - continuity: development is continuous



Dominant and Recessive Genes



- Genotype—underlying genetic makeup
- Phenotype—traits that are expressed
- Dominant genes—will always be expressed if present
- Recessive genes—will not be expressed unless they are in a pair



Sex Linked Traits



- Traits linked to the X or Y (sex) chromosomes
- Usually recessive and carried on the X chromosome
- Appear more frequently in one sex than another
- Color blindness, baldness, hemophilia, Fragile X



Physical and Psychological Development Related

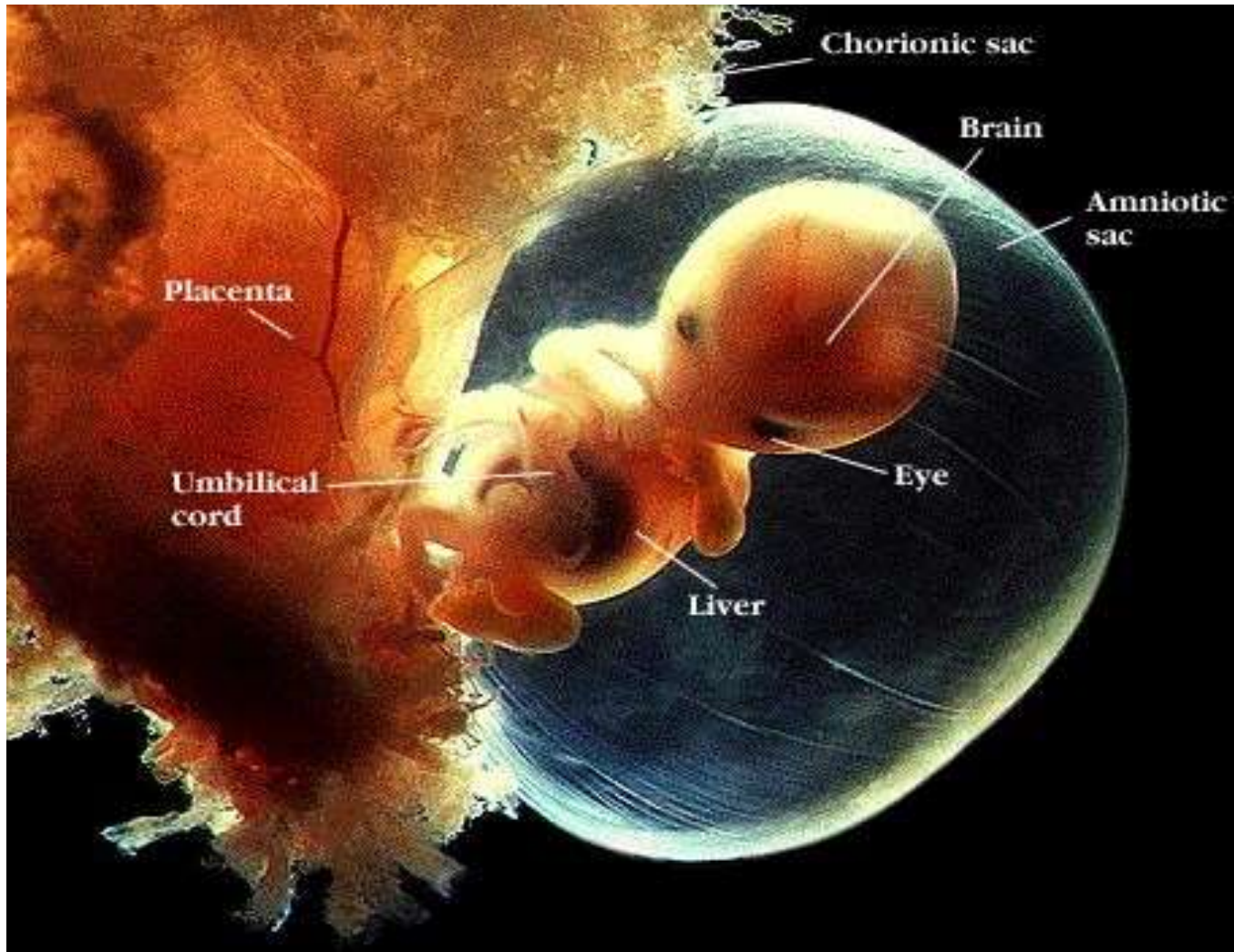
- Physical development begins at conception
- Physical maturity sets limits on psychological ability
 - visual system not fully functional at birth
 - language system not functional until much later
- Prenatal environment can have lifetime influence on health and intellectual ability



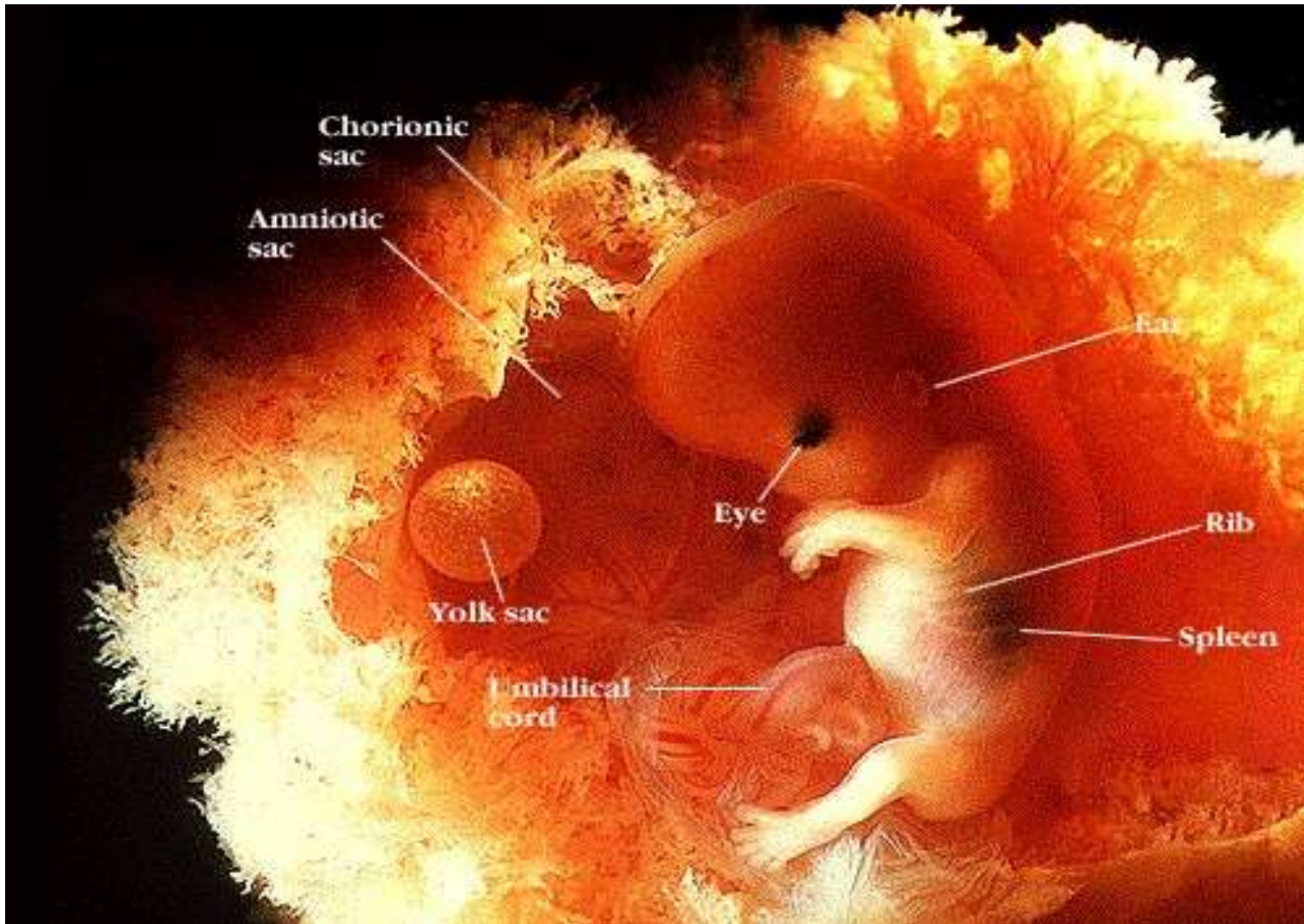
Prenatal Development

- Conception—when a sperm penetrates the ovum
- Zygote—a fertilized egg
- Germinal period—first two weeks after conception
- Embryonic period—weeks three through eight after conception
- Fetal period—two months after conception until birth

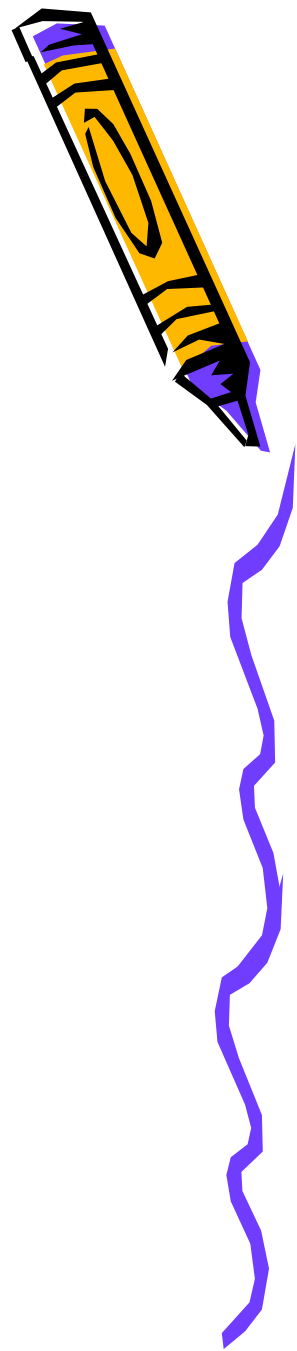




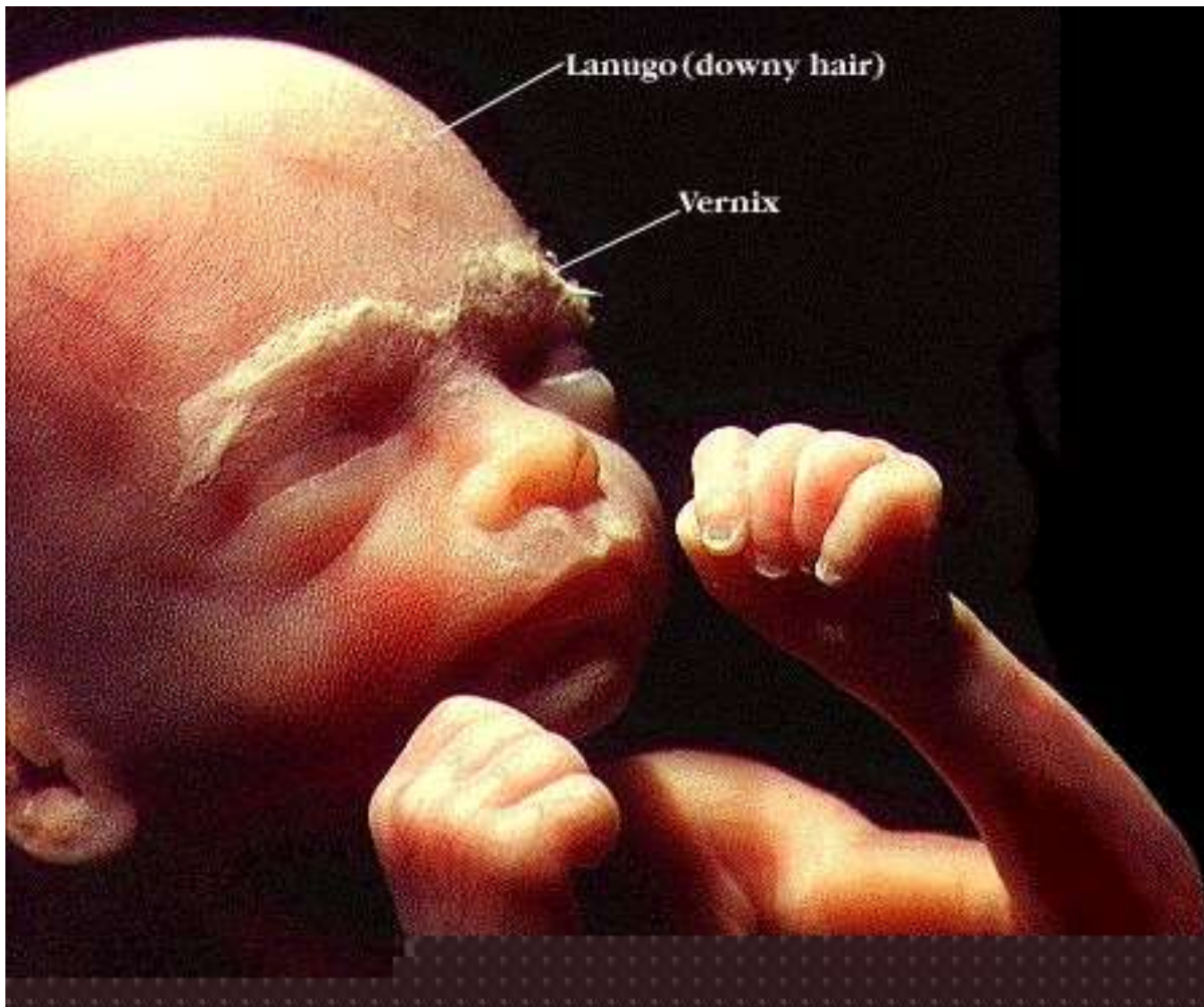
8 week embryo



12 week fetus

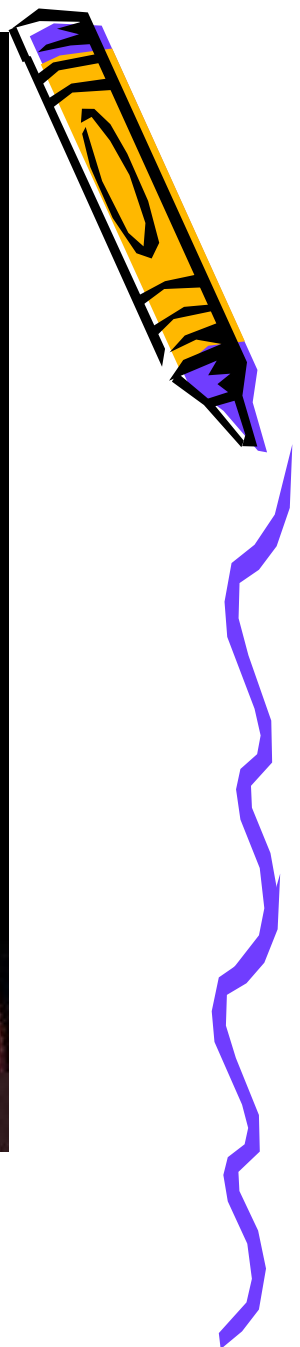


18 week fetus

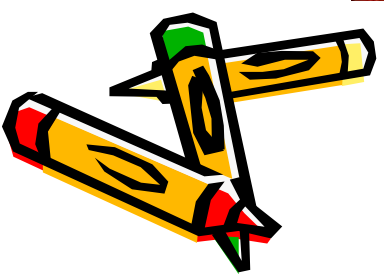
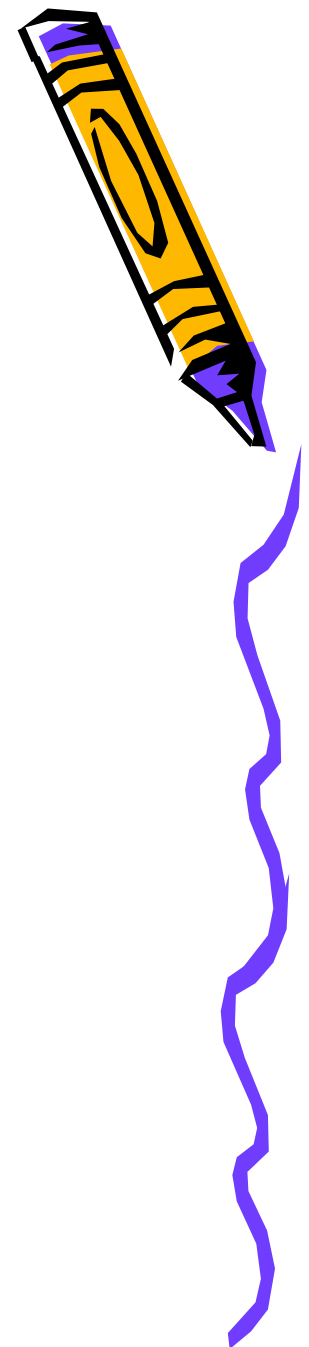
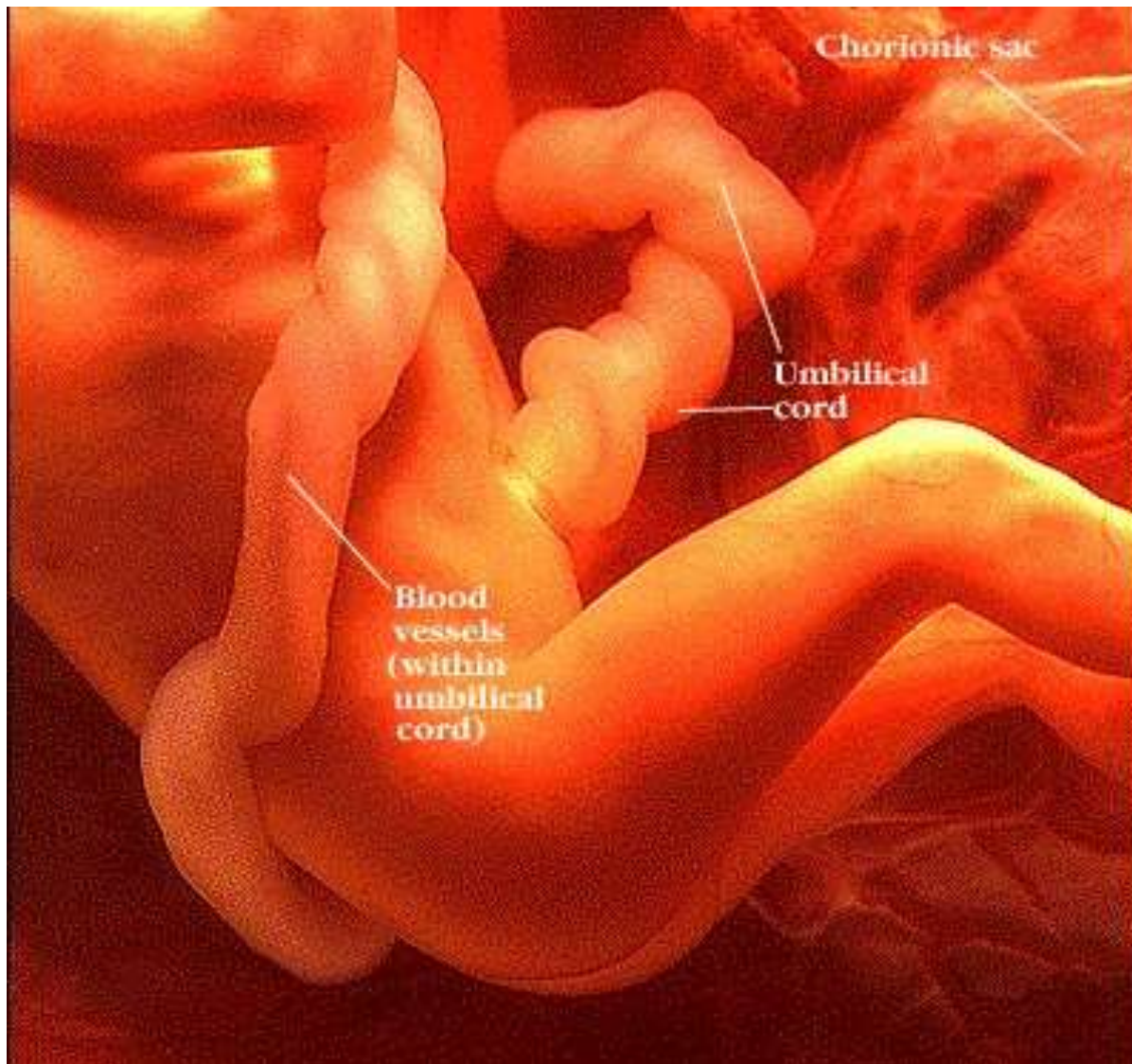


Lanugo (downy hair)

Vernix



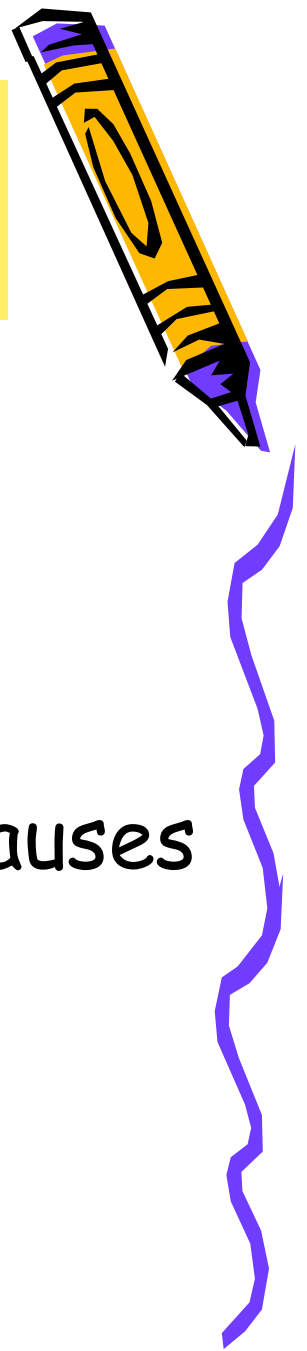
24 weeks (6 months)



28 weeks (7 months)

Prenatal Influences on Development

- Nutrition
- Anxiety
- Mother's general health
- Maternal age
- Teratogens—any agent that causes a birth defect (e.g., drugs, radiation, viruses)
- Disease





thalidomide



Fetal alcohol syndrome

Infant Abilities

- Infants are born with immature visual system
 - can detect movement and large objects
- Other senses function well on day 1
 - will orient to sounds
 - turn away from unpleasant odors
 - prefer sweet to sour tastes
- Born with a number of reflex behaviors



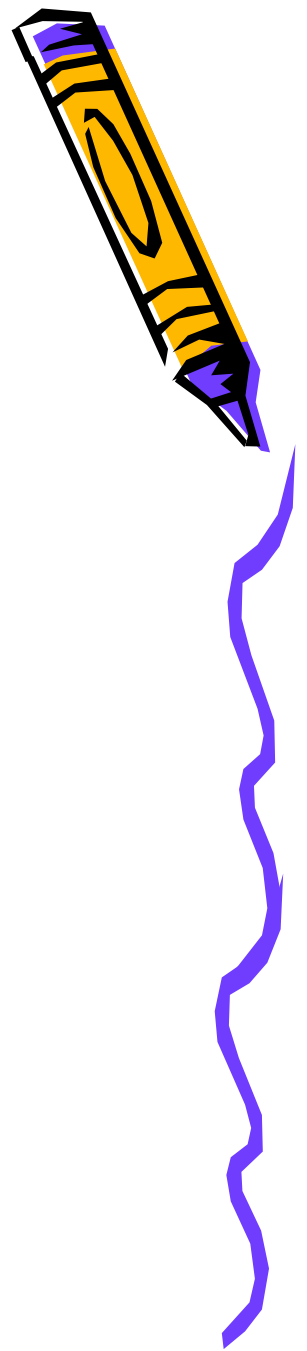
Infant Reflexes

- Rooting—turning the head and opening the mouth in the direction of a touch on the cheek
- Sucking—sucking rhythmically in response to oral stimulation
- Grasping—curling the fingers around an object



Social and Personality Development

- Temperament--inborn predisposition to consistently behave and react in a certain way
- Attachment-- emotional bond between infant and caregiver



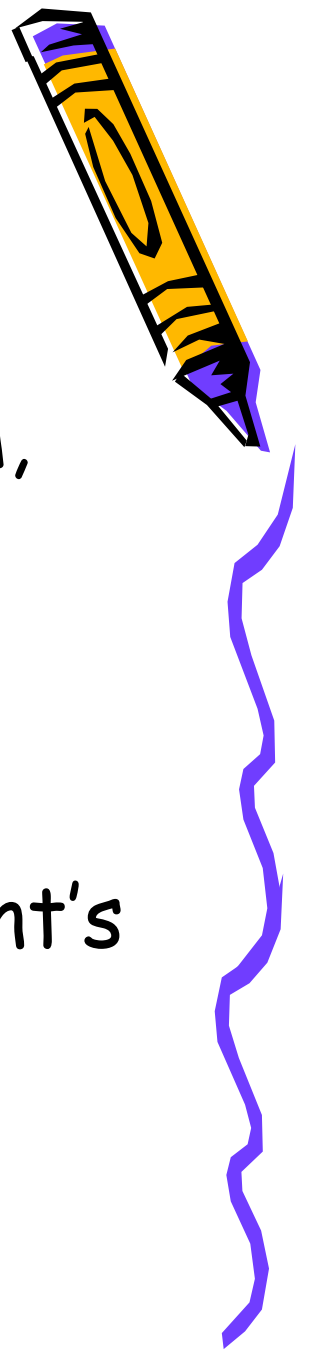
Temperament

Chess S., Thomas, A. (1987)

- Easy—adaptable, positive mood, regular habits
- Slow to warm up—low activity, somewhat slow to adapt, generally withdraw from new situations
- Difficult—intense emotions, irritable, cry frequently
- Average—unable to classify (1/3 of all children)
- Goodness of fit



Quality of Attachment



- Parents who are consistently warm, responsive, and sensitive to the infant's needs usually have infants who are *securely attached*
- Parents who are neglectful, inconsistent, or insensitive to infant's needs usually have infants who are *insecurely attached*



Harlow's Monkeys

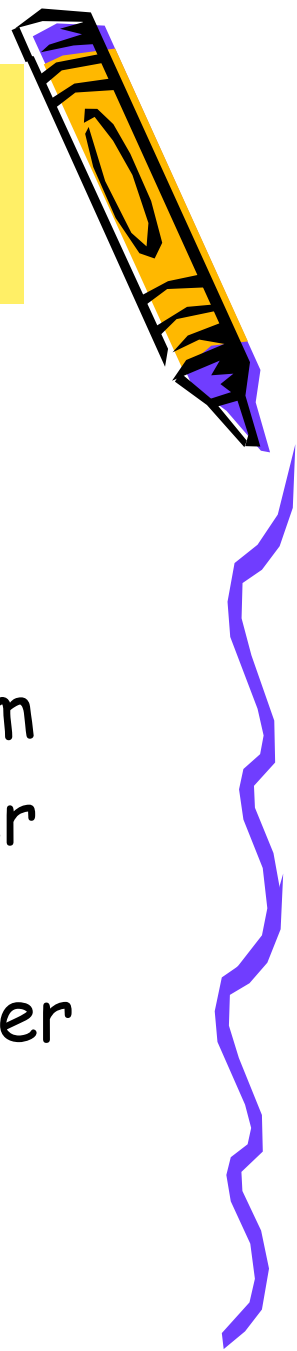


- Social Isolation leads to serious problems
- Normal development requires affectionate contact
- Lack of social contact, rather than lack of parent causes the problem
- Lesser periods of isolation may be overcome, longer periods cause irreparable damage

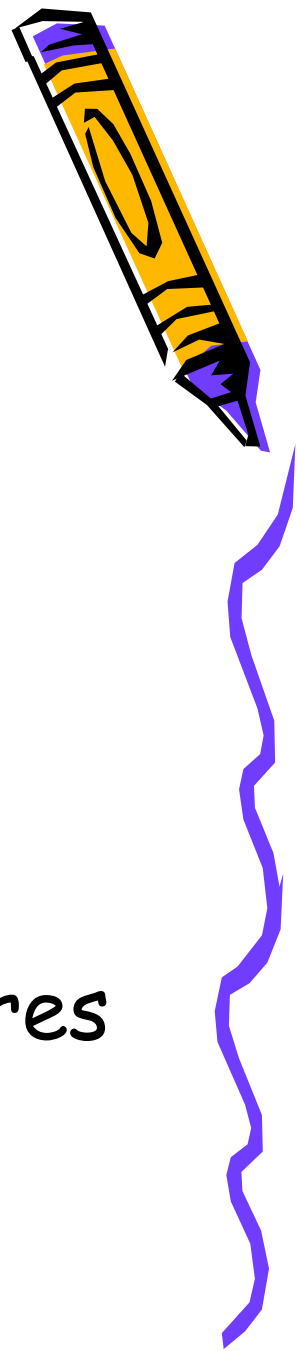


Ainsworth's Strange Situation

- Used to study quality of attachment in infants
- Observe child's reaction when mother is present with the child in a "strange" room
- Observe the child's reaction when mother leaves
- Observes the child's reaction when mother returns



Language Development



- Noam Chomsky asserts that every child is born with a biological predisposition to learn language "universal grammar"
- Motherese or infant directed speech--style of speech used by adults (mostly parents) in all cultures to talk to babies and children



Language Development



- Infant preference for human speech over other sounds
 - before 6 months can hear differences used in all languages
 - after 6 months begin to hear only differences used in native language
- Cooing—vowel sounds produced 2-4 months
- Babbling—consonant/vowel sounds between 4 to 6 months
- Even deaf infants coo and babble



Language Development



MONTH	Speech Characteristic
2	Cooing vowel sounds
4	Babbling consonant/vowel
10	Babbling native language sounds
12	One-word stage
24	Two-word stage
24+	Sentences



Young Children's Vocabulary



- Comprehension vocabulary-- words that the infant or child understands
- Production vocabulary-- words that the infant or child understands and can speak



Gender Role Development



- Gender—cultural, social, and psychological meanings associated with masculinity or femininity
- Gender roles—various traits designated either masculine or feminine in a given culture
- Gender identity—A person's psychological sense of being male or female
- Between ages 2-3 years, children can identify themselves and other children as boys or girls. The concept of gender or sex, is, however, based more on outward characteristics such as clothing.



Gender Differences

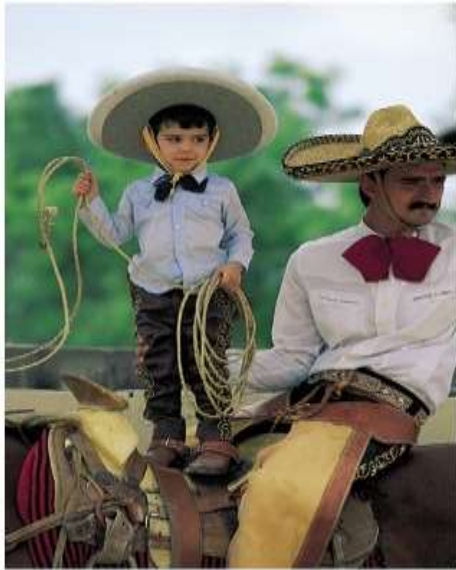


- Toddler girls tend to play more with dolls and ask for help more than boys
- Toddler boys tend to play more with trucks and wagons, and to play more actively
- After age 3 years we see consistent gender differences in preferred toys and activities
- Children are more rigid in sex-role stereotypes than adults



Social Learning Theory

Gender roles are acquired through the basic processes of learning, including reinforcement, punishment, and modeling



Gender Schema Theory

- Gender-role development is influenced by the formation of schemas, or mental representations, of masculinity and femininity
- Children actively develop mental categories of masculinity and femininity and categorize these into gender categories or schemas
- Trucks are for boys and dolls are for girls is an example of a gender schema



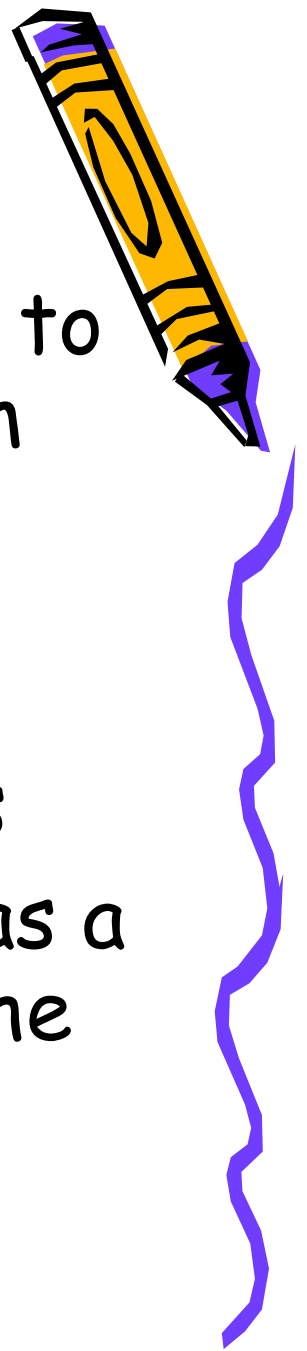
Piaget's Theory of Cognitive Development

- Jean Piaget (1896-1980) Swiss psychologist who became leading theorist in 1930s
- Piaget believed that "children are active thinkers, constantly trying to construct more advanced understandings of the world"
- Cognitive development is a stage process



Piaget's Approach

- Primary method was to ask children to solve problems and to question them about the reasoning behind their solutions
- Discovered that children think in radically different ways than adults
- Proposed that development occurs as a series of 'stages' differing in how the world is understood



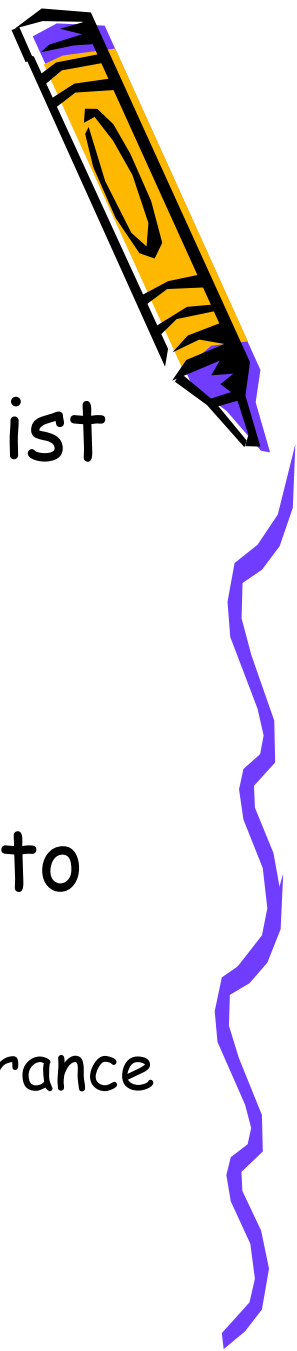
Sensorimotor Stage (birth - 2)

- Information is gained through the senses and motor actions
- Child perceives and manipulates but does not reason
- Symbols become internalized through language development
- Object permanence is acquired

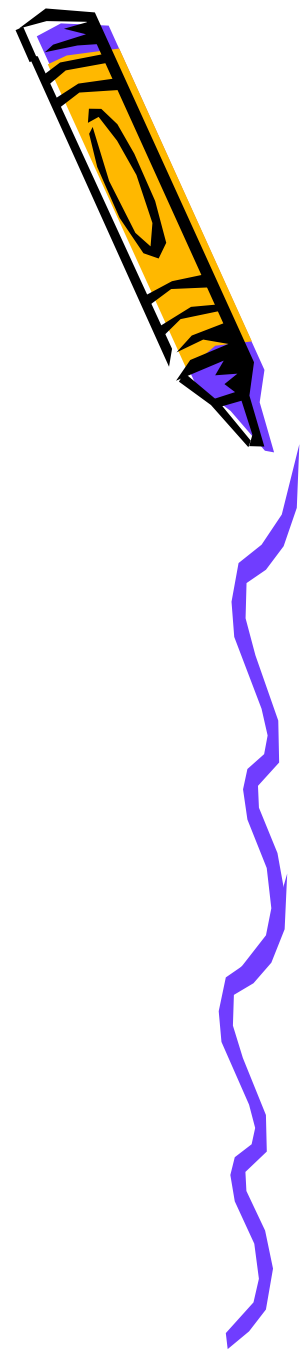


Object Permanence

- The understanding that objects exist independent of one's actions or perceptions of them
- Before 6 months infants act as if objects removed from sight cease to exist
 - Can be surprised by disappearance/reappearance of a face (peek-a-boo)



Piaget

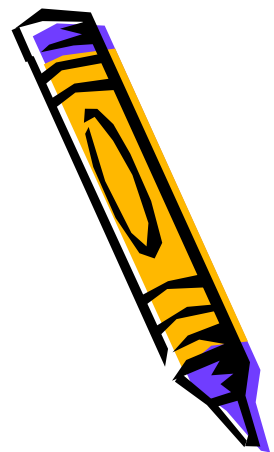


Preoperational Stage (2–7 years)	<ul style="list-style-type: none">• Emergence of symbolic thought• Egocentrism• Lack of the concept of conservation• Animism
Concrete Operational (7–12 years)	<ul style="list-style-type: none">• Increasingly logical thought• Classification and categorization• Less egocentric• Conservation• No abstract or hypothetical reason
Formal Operational Stage (age 12 – adulthood)	<ul style="list-style-type: none">• Hypothetico-deductive reasoning• Emerges gradually• Continues to develop into adulthood

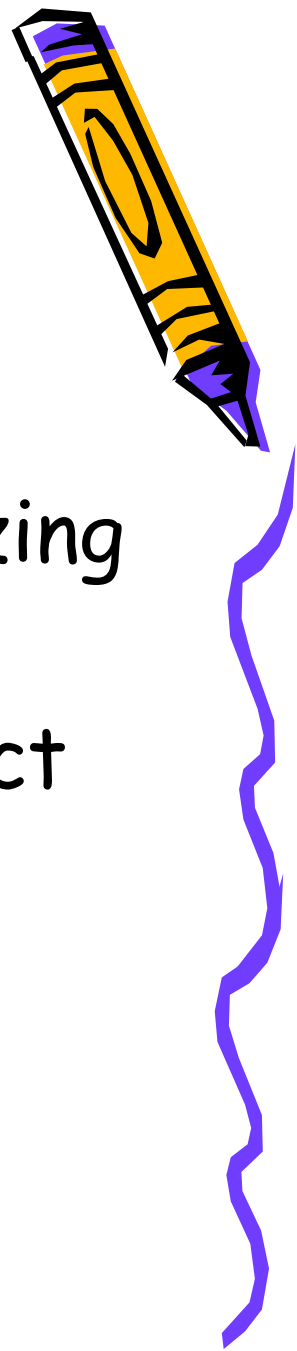


Critique of Piaget's Theory

- Underestimates children's abilities
- Overestimates age differences in thinking
- Vagueness about the process of change
- Underestimates the role of the social environment
- Lack of evidence for qualitatively different stages



Information-Processing Perspective



- Focuses on the mind as a system, analogous to a computer, for analyzing information from the environment
- Developmental improvements reflect
 - increased capacity of working memory
 - faster speed of processing
 - new algorithms (methods)
 - more stored knowledge



Vygotsky's Sociocultural Perspective

- Emphasized the child's interaction with the social world (other people) as a cause of development
- Vygotsky believed language to be the foundation for social interaction and thought
- Piaget believed language was a byproduct of thought



Identity Development

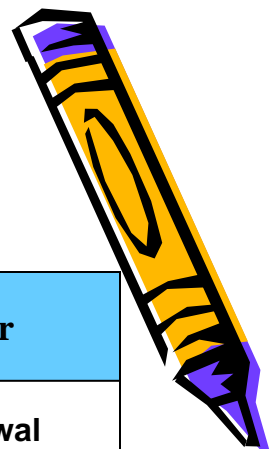


- Identity vs. role confusion is the psychosocial stage during adolescence
- Developing a sense of who one is and where one is going in life
- Successful resolution leads to positive identity
- Unsuccessful resolution leads to identity confusion or a negative identity



Erikson's Theory

Stage	Age	Psychosexual	Psychosocial Crisis	Virtue	Danger
Infancy	to age 2	Oral/ Sensory	Trust vs. Mistrust	Hope	Withdrawal
Early	2-3	Muscular/ Anal	Autonomy vs. Shame	Will	Compulsion/
Play Age	3-5	Locomotor/	Initiative vs. Guilt	Purpose	Inhibition
School Age	6-12	Latency	Industry vs. Inferiority	Competence	Inertia
Adolescence	12-18	Puberty	Identity vs. Identity Confusion	Fidelity	Role Repudiation
Young	19-35		Intimacy vs. Isolation	Love	Exclusivity
Adulthood	35-65		Generativity vs. Stagnation	Care	Rejectivity
Old Age	after 65		Integrity vs. Despair	Wisdom	Disdain

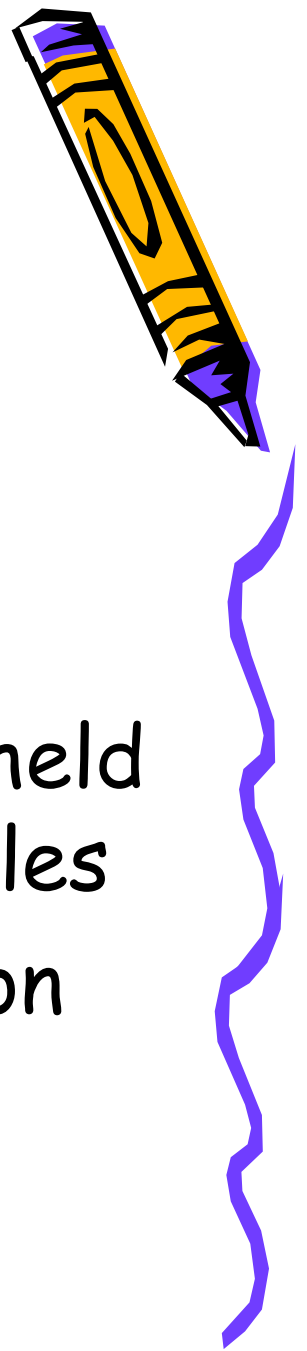


Kohlberg's Theory of Moral Development

- Assessed moral reasoning by posing hypothetical moral dilemmas and examining the reasoning behind people's answers
- Proposed six stages, each taking into account a broader portion of the social world



Levels of Moral Reasoning



- Preconventional—moral reasoning is based on external rewards and punishments
- Conventional—laws and rules are upheld simply because they are laws and rules
- Postconventional—reasoning based on personal moral standards



Moral Development

Kohlberg's Stages

Level I—Preconventional

Stage 1: Obedience and punishment orientation

Stage 2: Naively egoistic orientation

Level II—Conventional

Stage 3: Good-boy orientation

Stage 4: Authority-and-social-order maintaining orientation

Level III—Postconventional

Stage 5: Contractual-legalistic orientation

Stage 6: Conscience or principle orientation

Gilligan's Stages

1 Individual Survival

1A From Selfishness to Responsibility

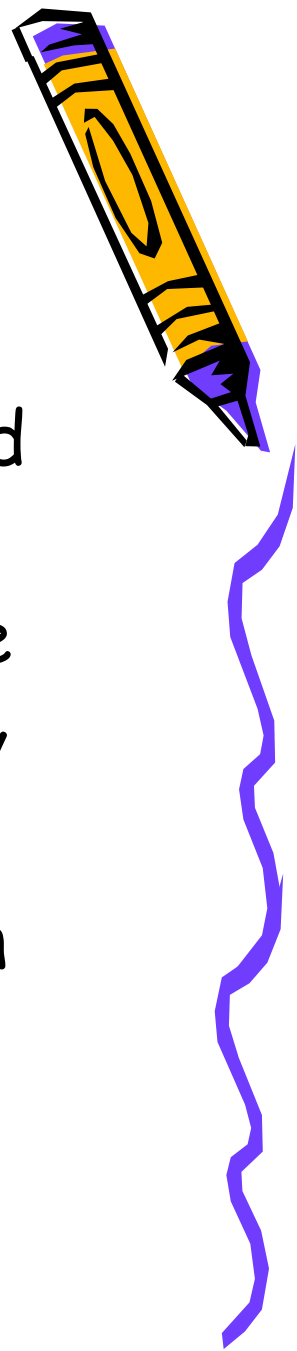
2 Self-sacrifice and Social conformity

2A From Goodness to Truth

3 Morality of Nonviolence



Adolescence

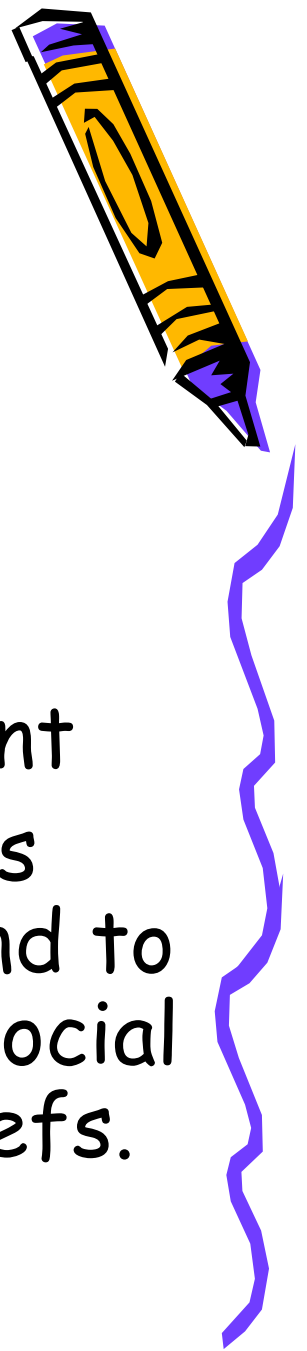


- Transition stage between late childhood and early adulthood
- Sexual maturity is attained at this time
- Puberty--attainment of sexual maturity and ability to reproduce
- Health, nutrition, genetics play a role in onset and progression of puberty



Social Relationships

- Parent-child relationship is usually positive
- May have some periods of friction
- Peers become increasingly important
- Peer influence may not be as bad as most people think. Adolescents tend to have friends of similar age, race, social class, and with same religious beliefs.



Baumrind's Parenting Styles

- Authoritarian—value obedience and use a high degree of power assertion
- Authoritative—less concerned with obedience, greater use of induction
- Permissive—most tolerant, least likely to use discipline
- Neglectful—completely uninvolved



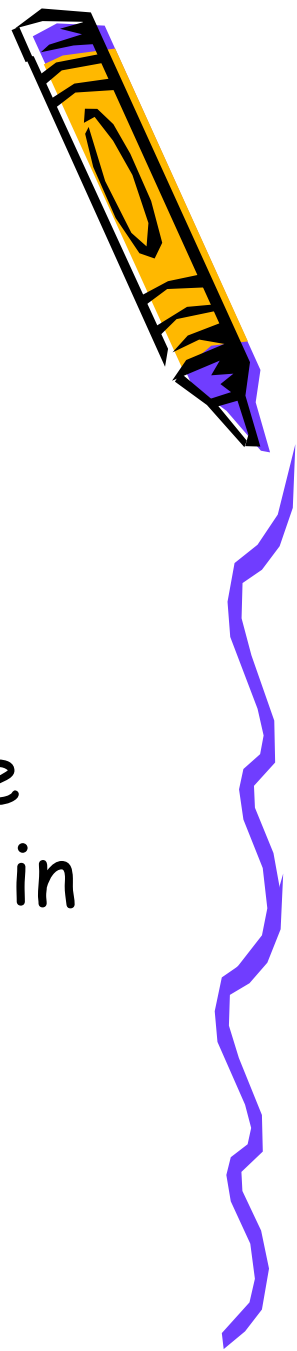
Adult Development



- Genetics and lifestyle combine to determine course of physical changes
- Social development involves marriage and transition to parenthood
- Paths of adult social development are varied and include diversity of lifestyles



Late Adulthood



- Old age as a time of poor health, inactivity, and decline is a myth
- Activity theory of aging—life satisfaction is highest when people maintain level of activity they had in earlier years



Death and Dying

- In general, anxiety about dying tends to decrease in late adulthood
- Kubler-Ross stages of dying
 - Denial
 - Anger
 - Bargain
 - Depression
 - Acceptance
- Not universally demonstrated

