

## Human Development

- Developmental Psychology
  - Study of physical, cognitive, social, and emotional changes across the life span
- Developmental Controversies
  - Nature versus Nurture
  - Continuity versus Stages
  - Stability versus Change
  - Activity versus Passivity
  - One versus many courses of development
- Prenatal Development
  - Zygote
    - Fertilized egg
    - Develops into an embryo
  - Embryo
    - Developing human organism from 2 weeks through second month
  - Fetus
    - Developing human organism from 9 weeks to birth
  - Teratogens
    - Agents that can reach the embryo or fetus and cause harm
      - Drugs ingested by the mother
      - Heavy metals such as lead and mercury
      - Excessive hormones
      - Radiation
      - Pathogens - bacteria and viruses
- The Neonate's Appearance
  - An average neonate is 20 inches long and 7-7 1/2 pounds in weight
  - Head is large in proportion to the rest of the body
  - Limbs are relatively small and tightly flexible
  - Has fontanelle (soft spot) on top of head
  - Boys tend to be slightly longer and heavier than girls
  - The skin may be covered with vernix
- Neonatal Sensory Capacities
  - The senses of touch, taste, smell, and sound are well developed at birth
  - Vision is the least mature... Focusing ability and visual acuity are limited
- Neonatal Reflexes
  - Blinking
  - Babinski
  - Grasping (Palmar)
  - Moro
  - Rooting
  - Stepping
  - Sucking
  - Planter
- Theory of Cognitive Development (Jean Piaget)
  - The Sensorimotor Stage (0-2 years)
    - Newborn reflexes are building blocks of sensorimotor intelligence
    - Infants explore the environment and build schemes by repeating chance events caused by their own motor activities (Circular reactions)

- Piaget proposed 6 sub-stages of the Sensorimotor Stage
- The Sensorimotor Substages
  - Substage 1: Reflexive Activity (0-1 month)
  - Substage 2: Primary Circular Reactions (1-4 months)
  - Substage 3: Secondary Circular Reactions (4-8 months)
  - Substage 4: Coordination of Secondary Circular Reactions (8-12 months)
  - Substage 5: Tertiary Circular Reactions (12-18 months)
  - Substage 6: Mental Representation (18-24 months)
- Motor Development
  - The development of early motor skills is directly related to the reflexes present at birth
  - Motor control of the head precedes control of arms and trunk which precedes control of the legs (cephalocaudal trend)
  - Head, trunk, and arm control appear before coordination of hands and fingers (proximodistal trend)
  - The first movements - are largely uncoordinated and (cyclic movements)
  - Early motor accomplishments involve:
    - Gross motor development - large body movements involving large body muscles
      - Sequence of Locomotion
        - Lifting and holding head before torso, rolling over, sitting, crawling, creeping, walking, running
- Fine Motor Development
  - Voluntary Reaching and Grasping
    - Pre-reaching
    - Voluntary reaching
    - Ulnar (palmar) grasp
    - Pincer grasp
- Language Development
  - Crying (with different meanings)
  - Cooing (6 weeks - 3 months)
  - Babbling (6-10 months)
  - Holophrase (10-14 months)
  - Telegraphic speech (18-24 months)
  - Echolalia (~ 18-30 months)
- Understanding Emotions
  - Stranger anxiety/Fear (~ 6 months)
  - Emotional contagion (~ 6 months)
  - Social referencing (7-13 months)
  - Self-conscious emotions (1-3 years)
  - Emotional self-regulation (~ 2 years)
- Temperament
  - Classifications of Infant Temperament (Thomas & Chess, 1956)
    - Activity level
    - Rhythmicity
    - Approach-withdrawal
    - Adaptability
    - Sensitivity to stimuli
    - Intensity of reaction

- General mood
- Distractibility
- Attention Span
- Infant Temperament Types
  - The Easy Child
    - Regular eating and sleep patterns, adapts easily to novel situations, smiles at strangers, frustrations create a little fuss and then accepted, mood is generally positive, low or moderate intensity of responses, even-tempered, habits are predictable
  - The Slow-to-Warm-Up Child
  - The Difficult Child
  - Goodness-of-fit model: an effective match between a child's temperament and child-rearing practices
- Social Development
  - Attachment: Strong affectional ties that infants feel toward special people
  - Key persons:
    - John Bowlby and Mary Ainsworth
  - Characteristics of Attachment:
    - Safe haven
    - Secure base
    - Proximity maintenance
    - Separation distress
- 4 Types of Attachment
  - Secure (most stable type)
  - Avoidant (unattached)
  - Ambivalent (insecurely attached or resistant)
  - Disorganized-disoriented (insecurely attached and sometimes abused or neglected)
- Factors Influencing Attachment Type
  - Child characteristics
    - Temperament, prematurity, birth complications, genetic disorders
  - Parent/caregiver characteristics
    - Caregiver responsiveness, sensitivity and consistency in meeting child's needs
    - Caregiver flexibility
    - Psychological well-being
    - Parenting style
    - Family circumstances (SES/marital status/marital quality/working parents, etc)