

Development Systematic continuities and changes between conception and death

Driving forces of development Maturation and Learning

What are the domains of development? Social and personality, physical, and cognitive

Early Civilizations (2000 BCE-100 AD) Evidence of parental devotion; killing of deformed or illegitimate infants; 100 A.D.: first steps to protect children through legal reforms

Renaissance (1300-1500) Emergence of written philosophies of childrearing; art: infants and children begin to look and behave differently

The Reformation Puritan belief in original sin; harsh, restrictive child-rearing practices were recommended; showed love and concern

John Locke Tablula rasa; child is passive

Jean-Jacques Rousseau Child is a noble savage endowed with sense of right and wrong; child is active

Charles Darwin Baby biography

G. Stanley Hall More objective data (larger samples); Urged the psychological study of children as a major component of teacher training

Reliability Does the test give consistent outcomes each time?

Validity Does the test really measure what it purports to measure?

Naturalistic Observation Observed in own environment (e.g. studying sharing at daycare)

Structured Observation Observed in controlled environment (e.g. studying attachment with Strange Situation Test)

Participant Observation Observing, and then asking subjects questions about what you're observing (e.g. observing children's friendships and asking them questions about it)

Structured Interviews Ask same questions to every subject

Clinical Interviews Flexible conversational style of questioning

Questionnaires Questions and answers in written form

Standardized tests Tests that are accepted as reliable and valid; tests have norms

Physiological Methods Assessment of physiological responses to stimulation. E.g. heart rate, blood pressure, stress hormone levels.

Neuroscience Methods Assess brain development and nervous system functioning. E.g. Event-related potential (ERP)

Neuroimaging Techniques Can localize and convey an image of activity in specific areas of the brain by tracking the flow of blood and oxygen. E.g. Functional Magnetic Resonance Imaging (fMRI)

**Case Studies** Intensive study of a single individual; usually when studying rare occurrences (E.g. Genie, Girl who had been kept isolated and never spoken to until she was found at age 13; never learned language)

**Correlational Studies** Identifying any relationship between two variables that naturally co-exist (E.g. prenatal smoking and infant development). Correlation does NOT mean causation.

**Experiments** Variables are systematically manipulated by researcher; used to determine cause and effect

**Longitudinal Design** Same participants tested repeatedly

**Cross-sectional Design** Participants of different ages are tested at one point in time

**Sequential Design** Combining longitudinal and cross-sectional designs; different age groups of participants are followed over time.

**Microgenetic Design** Study participants in many sessions over a short period of time.

**Theories of Development** Provide organizing frameworks for observations; serve as a sound basis for practical action (allow predictions); should be parsimonious, falsifiable, and heuristic

**Psychoanalytical Viewpoint** People move through stages and confront conflicts at every stage. Conflict resolution determines person's ability to learn, get along with other, and cope with anxiety.

**Freud's Psychosexual Theory** Behaviour is controlled by powerful unconscious urges. 3 parts of personality: id, ego, superego. Conflict between parts. Dynamic balance means a healthy personality.

**Id** the raw, unorganized, inborn part of personality that is present at birth (pleasure principle)

**Ego** the part of personality that is rational and reasonable (reality principle)

**Superego** represents a person's conscience, incorporating distinctions between right and wrong

**Oral** Focus on mouth; age 0-1

**Anal** Focus on anus; age 1-3

**Phallic** Focus on genitals; age 3-6

**Latency** Libido suppressed; age 6-12

**Genital** Refocus on genitals; age 12+

**Fixation** Can get fixated at a stage (except latency) by two means. Frustration: needs have not been met. Overindulgence: too overexposed and becomes comfortable; doesn't want to move on.

**Oral Fixation** Frustration: envy, pessimism, needy

**Overindulgence** admiration of others and gullibility

**Erikson's Psychosocial Theory** More emphasis on social motivation; personality continues to develop throughout life (8 stages). Must resolve crisis at each stage.

Trust vs. Mistrust      Birth to 1 year. To develop a sense that the world is safe, a "good place"

Autonomy vs. Shame and Doubt 1 to 3 years. To realize that one is an independent person who can make decisions.

Initiative vs. Guilt      3 to 6 years. To develop a willingness to try new things and to handle failure

Industry vs. Inferiority   6 years to adolescence. To learn basic skills and to work with others.

Identity vs. Identity confusion   Adolescence. To develop a lasting, integrated sense of self.

Intimacy vs. Isolation    Young adulthood. To commit to another in a loving relationship.

Generativity vs. Stagnation      Middle adulthood. To contribute to younger people through child-rearing, child care, or other productive work.

Integrity vs. Despair      Late life; to view one's life as satisfactory and worth living

Classical conditioning    Associative learning; E.g. Little Albert. Pairing a neutral stimulus with an unconditioned stimulus that has an unconditioned response so that the subject is conditioned to give the response to the neutral stimulus (now conditioned stimulus and response).

Operant Conditioning    Consequences of a behaviour determine whether a behaviour is repeated

Reinforcement    Positive reinforcement a good thing is given. Negative reinforcement a bad thing is taken away.

Punishment      Positive punishment a bad thing is given.

Negative punishment a good thing is taken away.

Social Learning Theory    Stresses learning by observation and imitation mediated by cognitive processes. Must actively attend, encode, store, recall and reproduce actions. Also learn through vicarious reinforcement.

Cognitive-Developmental Viewpoint      Focus on children's mental processes; ways in which children perceive and mentally represent the world. How they develop thinking, logic and problem-solving ability.

Piaget's Theory    Children actively construct knowledge. Proceed through 4 stages. Cognition is qualitatively different at each stage.

Assimilation      process in which people understand an experience in terms of their current stage of cognitive development and way of thinking.

Accommodation    changes in existing ways of thinking in response to encounters with new stimuli or events.

Sensorimotor    Birth-2 years. Exploration using senses, motor coordination improves.

Preoperational    2-7 years. Usage of symbols.

Concrete Operations      7-11 years. Logical thought.

Formal Operations      >11 years. Abstract thought.