



Chapter 4 – Psychological Development

- I. Development
 - a. Nature-Nurture
 - i. Nature = Genetic (Deterministic)
 - ii. Nurture = Environmental (Deterministic)
 - iii. Equal importance.
 - iv. Interaction (Some genetic potential, which is modulated by the environment)
 - b. Maturation
 - i. Unfolding of plan (primarily “nature”)
 - ii. Behaviorists say there’s no “blueprint,” but that the environment demands the phases of development. You learn to crawl before walking not because it’s scripted, but because it’s a necessary step.
 - c. Continuity vs. Discontinuity
 - i. Development is a continuous process? Or are there “stages” that are qualitatively different?
 - ii. Current theories focus mainly on discontinuity.
 - d. Critical Periods
 - i. Periods of development that hold special importance
 - ii. Conrad Loren (animal behavior biologist)
 - 1. Imprinting (Ducks latch onto the first face they see regularly, even if it’s not really their mother)
 - 2. Only happens when there’s low probability of being “tricked,” or Natural Selection would have eliminated the species at risk.
 - 3. Must happen when
 - iii. Harlow’s Deprivation Experiment
 - 1. Raised monkeys in isolation
 - 2. Monkeys couldn’t cope when reintroduced to social environment.
 - 3. “Contact Comfort” experiment
 - a. Monkeys exposed to two artificial mothers – one soft, one made of metal.
 - b. They always preferred the soft “mother,” even when the other was holding food.
 - 4. Social pressures will eventually bring about the traits meant to be formed earlier.
 - e. Research Methods
 - i. Longitudinal
 - 1. Follow the same group of people over time, and observe changes.
 - 2. Rarely used.
 - 3. Difficult to retain subjects.
 - 4. Can’t show results right away – discourages funding.
 - ii. Cross-sectional
 - 1. View groups of people at different ages at the same time.
 - 2. Neglects developmental changes that occurred due to cultural events (people living through WWII might behave differently on account of the experience)
 - 3. Affected by the rapid cultural development presently (1600 to 1650 vs. 1900 to 1950)
 - iii. Cross-sequential
 - 1. View groups of people at different ages *over* time. Take someone who’s 0, 5, 10, 15, 20, and study them all for five years.
 - 2. Culture affects everyone equally.
- II. Language
 - a. Uniquely human trait

- b. Chomsky (Language Acquisition device)
 - i. Children worldwide learn language in the same pattern, so there must be an innate device in the mind
 - ii. *Ability* to speak is genetic. *Language* is not.
 - c. Morphemes = Most basic building blocks of language that still have meaning.
 - d. Babbling (infants) Random syllables. Use of all morphemes. Can say sounds their parents cannot.
 - e. One-Word stage (nouns first, since verbs can be inferred)
 - f. Two-Word stage (syntax; linking nouns and verbs)
 - g. Behaviorists would argue "Language develops the same cross-culturally because language is *used* the same cross-culturally."
- III. Piaget
- a. Schemas ('Scripts' for a concept. EG: "Dog" might be a schema for "Four-legged animal" which is modified as words are corrected.)
 - b. Assimilation = Modifying Example
 - c. Accommodation = Modifying Schema
 - d. Stages of Cognitive Development
 - i. Sensory Motor (Birth > 2)
 - 1. Sensorimotor intelligence (innate)
 - 2. Mental representations (memories of objects – a way to visualize things)
 - 3. Object Permanence (objects exist even when they are not visible)
 - ii. Preoperational (2 > 7)
 - 1. Higher level of cognition
 - 2. Egocentrism (Self-centered (e.g.: Covering one's own ears prohibits anyone else from hearing)
 - 3. Animistic Thinking (Personifying inanimate objects. No distinguishing between animals/others.)
 - 4. Centration (Ability to manipulate one factor at a time. E.G. Piaget's water experiment.)
 - iii. Concrete Operational Stage (7 > 11)
 - 1. Conservation (Ability to manipulate multiple factors. E.G. Piaget's water experiment again.)
 - 2. Higher mental operations.
 - iv. Formal Operation (12+)
 - e. Criticisms of Piaget -- Inability to *express* doesn't follow automatically with inability to *conceive*.
- IV. Kohlberg
- a. Moral development
 - b. Used an example of theft to save a life as basis for determining level of morality.
 - c. <Refer to Table 4.2, page 139>
 - d. Criticized for being too male-oriented (women are more care-oriented, as opposed to the abstract notions from his test)
- V. Attachment Theory
- a. Ainsworth – "Strange Situation"
 - b. How will children react in the absence of their parent?
 - c. Securely attached vs. Insecurely attached children behave differently (some explore, some cry)
 - d. Affected by temperament and Parenting style (sensitive/responsive)
- VI. Parenting Styles
- a. Permissive yields immature and impulsive
 - b. Authoritarian yields indecisive, dependent, fewer friends, less curiosity
 - c. Authoritative (parents are ultimate rule makers, but bet feedback from children)
- VII. Erickson
- a. (B > 1.5) Trust vs. Mistrust
 - b. (1.5 > 3) Autonomy vs. Shame/Doubt
 - c. (3 > 5) Initiative vs. Guilt
 - d. (6 > 11) Industry vs. Inferiority
 - e. (12 > 18) Identity vs. Role Confusion

- f. (Young Adult) Intimacy vs. Isolation
- g. (Middle Adult) Generality vs. Stagnation
- h. (End of Life) Ego Integrity vs. Despair