



Developmental Psychology: history and themes



Course Outline

• Overview of module • Early attachment
• Cognitive development
• Development of moral reasoning
• Atypical cognitive development
• Development of gender

• Challenges in social development
• Adolescence and emerging adulthood
• Early and mid-adulthood
• Ageing and Cognition
• Creativity

Course Outline

- What are the challenges faced during lifetime development?

Challenges of:

- Childhood
 - Adolescence
 - Adulthood
 - Old age
- Theory and strategies that can be applied to those challenges
- What individual differences might there be during development?
 - Some of the differences in cognitive and social development

Assessment

Essay: 2,000 words

Title and submission deadline to be made available via Moodle

Seen examination

- Duration: 2 Hours
- Students will answer **TWO** essay questions from a choice of four
- List of questions to be provided 3 weeks before the date of the examination

Beliefs about 'development'

What sorts of beliefs might people have?

- 'Development':
The sequence of changes over the full lifespan of an organism

Where do our beliefs about development come from?

- Psychological research filtered through books/media
- Wider beliefs - social, cultural and religious
- Specific family beliefs/practices; personal experience

Historical Foundations

- **4th century**

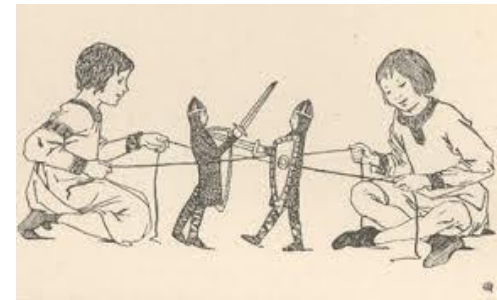
Original sin (Hippocrates)

- **6th-15th Century**

Medieval European pictures

Class? Wealth?

Written texts - childhood different from adulthood



By **14th century** – the legal system recognized difference

Historical Foundations

- Religious writings – contradictory
 - Child = evil
 - Child = innocent (angel/cherub)



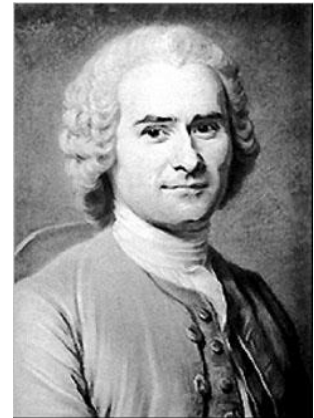
- Puritan dogma – **16th Century**
 - Child innately evil (Hendrick, 1997)
 - 'Original sin'
 - Purging

Early Philosophers

- John Locke- British philosopher – **Late 17th Century**
 - '*Tabula rasa*' - experiences



- Jean-Jacques Rousseau - **Early 18th Century**
 - Innate innocence – '*noble savages*'
 - Innate nature for healthy growth and development
 - Stages of development



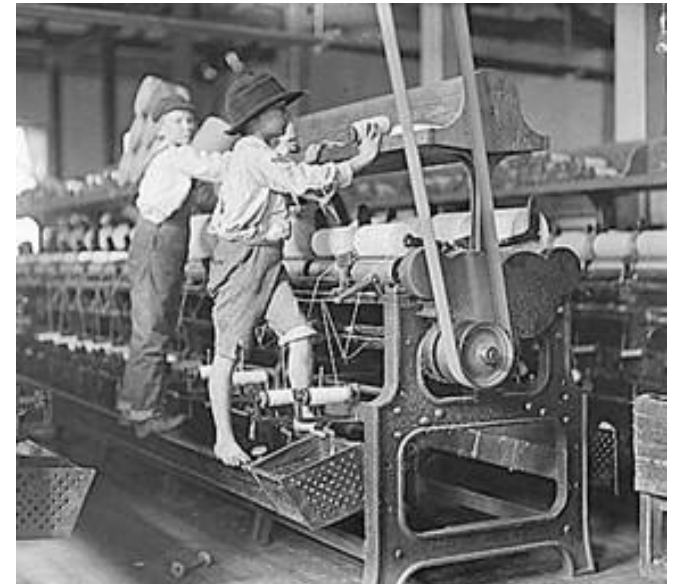
Historical Foundations: Modern influences

- Industrialisation – **Early 19th Century**
 - Wealthy middle classes – childhood 'to be enjoyed and protected'
 - Working class families – children as young as 5 in employment

- Industrialisation

- Access to traditional 'men's work'

- Child = an **important economic commodity**
- Concept of 'childhood' - minimized until mid 19th C.



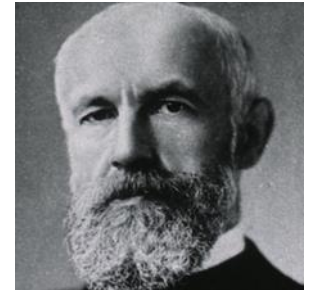
Historical Foundations: Modern influences

- **Social reform – Mid 19th Century**

- 1842 Mines Act – no under-10s
- 1844 - half-time working - school aged children
- 1880 - compulsory schooling
- Child 'economically worthless' but 'emotionally priceless' (Zelizer, 1985)
- Reality?
- Many low-SES children still 'economically essential'

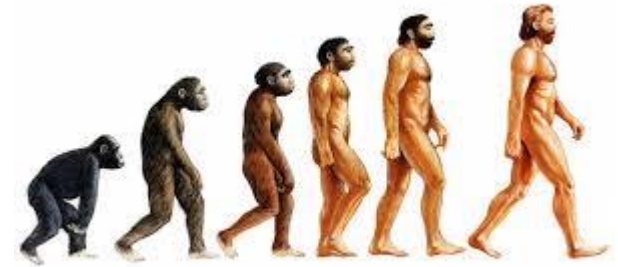
Historical Foundations: Modern influences

- G. Stanley Hall - child study to scientifically study development
- **Social reform** – late 19th Century onwards
 - After WW1 – children = 'future of the nation'
 - Fall in rate of infant mortality **Why?**
 - Persisting class inequalities - further reform
 - Schooling more state organized



Theoretical Influences

- Darwin - theory of evolution (1859)



Genetically predetermined individual differences

- G Stanley Hall (1844-1924)

Genetics; maturation

Detailed investigation of child development

= beginning of child psychology

Two key influences in child psychology

- Psychoanalytic perspective (1900's+)
 - Sigmund Freud
 - Stages - conflicts between biological/sexual drives and social expectations
 - Resolution determines future mental health
- Cognitive developmental theory (Piaget 1930's+)
 - Active construction of knowledge
 - Cognitive adaptation
 - Consecutive stages of development

Major Themes in Developmental Psychology

- Nature and Nurture
- The Active Child
- Continuity/Discontinuity
- Milestones
- Mechanisms of Developmental Change
- The Socio-cultural Context
- Individual Differences

Nature and Nurture

Nature - biological endowment

Nurture - range of environments

'The nature-nurture debate' – is it nature or nurture that supports development?

Nature – e.g. inheritability of schizophrenia (Kety et al, 1994)

Nurture – e.g. PM and JM – abused by step-mother (age 2 – 7)

lack of vitamin D – rickets

severely impaired cognitive development

ameliorated by good quality care

(Koluchova, 1972, 1991)

Nature and nurture working together

Example:

Schizophrenia (Tienari et al, 1990) – Finnish study

Adopted children

Substantial likelihood of developing schizophrenia were those with both....

- a schizophrenic parent

AND

- who were adopted into a troubled family

The active child: contributions to own development

- 'Easy' or 'difficult' babies
- Contributions increase with age

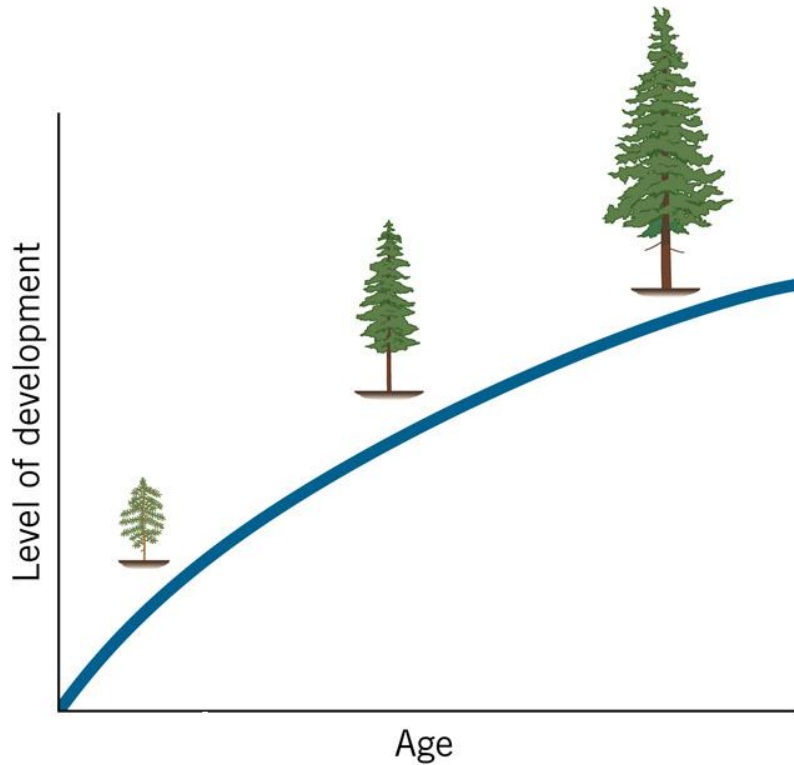
Why?

- Choice of environments, friends, and activities



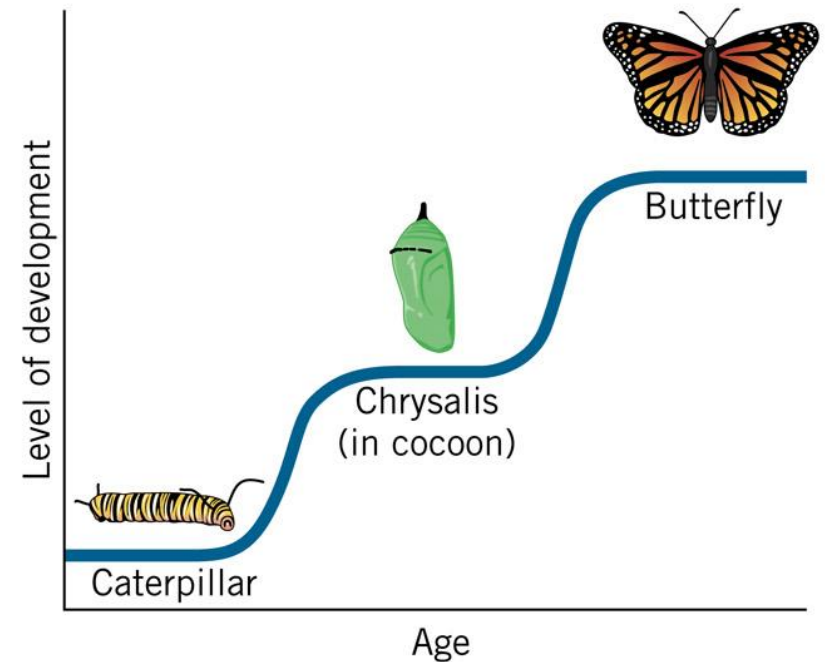
Continuity vs. Discontinuity

Pine tree: Developmental continuity



Continuous development

Butterfly: Developmental discontinuity



Discontinuous development

Milestones

- Parental beliefs and expectations about 'milestones' (e.g. Goodnow and Collins, 1990)
- Are milestones useful?

3 months	7 months	1 year	2 years	3 years	4 years	5 years
Begins to develop a social smile	Enjoys social play	Enjoys imitating people in his play	Walks alone	Climbs well	Goes upstairs and downstairs without support	Swings, climbs, hops, somersaults
Raise head and chest when lying on the stomach	Transfers objects from hand to hand	Reaches sitting position without assistance	Points to objects or pictures when it's named for him	Turns book pages one at a time	Draws circles and squares	Says name and address
Watches face intently	Ability to track moving objects improves	Bangs two objects together	Begins make-believe play	Uses 4 - 5 word sentences	Tell stories	Can count 10 or more objects
Smiles at the sound of your voice	Respond to own name	Responds to simple verbal requests	Demonstrates increasing independence	Sorts objects by shape and colour	Cooperates with other children	Likes to sing and dance
	Finds partially hidden objects					

Mechanisms of developmental change

- Maturation

- The growth of relevant brain structures (e.g. Piaget)

- Cognition e.g.

- Cognitive conflict (e.g. Piaget)
- Cultural bases of cognition (e.g. Vygotsky)

- Environment

- The influence of the wider world
- e.g. 'shaping' or 'scaffolding' learning
(e.g. Bronfenbrenner; Vygotsky; Bruner)

The socio-cultural context

- Between cultures

Interdependence and society vs. independence and self-reliance
e.g. Mayan and US families

Value of formal schooling – no schooling, early start, later start

- Within cultures

Socioeconomic status

Why?

e.g. nutrition, resources, quality interaction time, opportunities.....

- Across time

Changes in cultural beliefs, values and practices

Individual differences

- Scarr (1992)

Genetic uniqueness (except 'identical' multiple births)

Treatment by others – children's characteristics? Social circumstances

Subjective reactions to responses of others

Choice of environments - associated niche/role (Scarr and McCartney, 1983)

Lifespan Development

- For example
 - How and when a “sense of self” is developed
 - Development of moral reasoning
 - Adolescence - a time of “storm and stress”?
 - Coping with challenges in young and middle adulthood?
 - Facing old age



Useful reading

- Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth. Chapter One (pp 3 – 32)
- Berger, K.S. (2007). *The developing person through the lifespan*. New York: Worth. Chapter Two (pp 33 – 60)
- Santrock, J. W. (2009). *Life-span development* (International Edition). London, McGraw-Hill. Chapter One (pp 4 – 42)
- Miller, P. H. (2008). *Theories of developmental psychology*. NY: W.H. Freeman and Co. Introduction (pp 1 – 23)
- Thornton, S. (2008). *Understanding human development*. London: Palgrave Macmillan. Chapter One (pp 1 – 43)

BREAK



10 MINUTES!

Early Attachment



Maternal Deprivation Hypothesis (Bowlby (1953/1969))



- Maternal deprivation during critical period

‘What is believed to be essential for mental health is that the infant and young child should experience a warm, intimate and continuous relationship with his mother (or permanent mother-substitute – one person who steadily mothers him) in which both find satisfaction and enjoyment.’

(Bowlby, 1953)

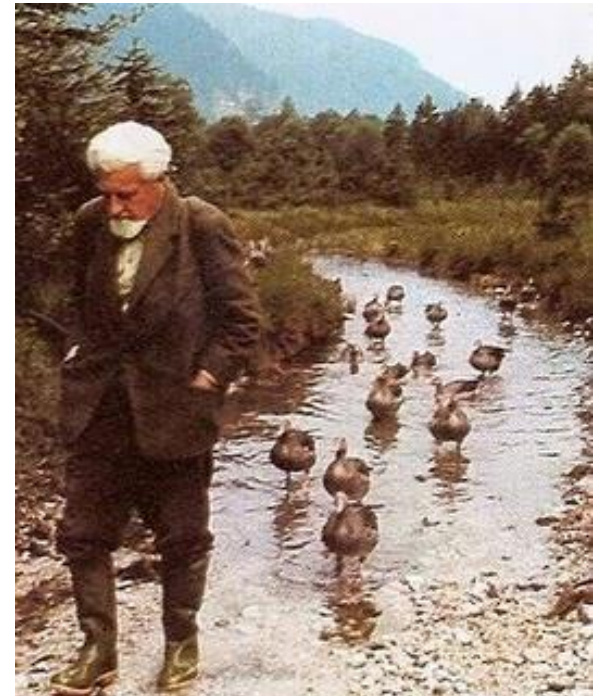
- Development of an ‘internal working model’

Ethological Foundation

- Konrad Lorenz

1935/52 – Imprinting in ducklings and goslings

‘Critical period’



Basis of Bowlby's theory

- Critical period for attachment (6 months to 3 years)

Evidence?

- Short-term stays in hospital / institution

Characteristic sequence:

- Protesting - able to be comforted
- Despairing and inconsolable
- Denial and detachment



Research evidence?

- Long-term institutional care = retardation (e.g. Goldfarb, 1947)
 - social, language, cognitive
- Adverse effects of long-term maternal separation on rhesus monkeys (Harlow and Harlow, 1958, 1969)
- Link to delinquency/behaviour problems in adolescence (Allen et al, 2002)
 - How might we question Allen's evidence?



Five phases of Attachment Theory (Bowlby, 1969)

1. No discrimination
2. One or more discriminated person
 - smiling, comforted
 - around 5-7 months
3. Proximity maintenance - locomotion and signals
 - around 7 – 9 months
 - fear of strangers
4. Goal-corrected partnership
5. Lessening of child- mother attachment
 - characteristic of school-age child



'The Strange Situation' (Ainsworth, 1967, 1973)

1. Mother and infant in room together, infant explores room for 3 minutes.
2. Stranger enters, sits for 1 minute, talks to mum for 1 minute, and gets down on the floor to play with the infant for 1 minute.
3. Mum leaves the room, and stranger plays with infant then withdraws if possible, up to 3 minutes.
4. Mum returns and stranger leaves unobtrusively. Mum settles infant and then sits down for 3 minutes.
5. Mum leaves, and infant is alone for up to 3 minutes.
6. Stranger comes in and attempts to settle infant then withdraw if possible, up to 3 minutes.
7. Mum returns and stranger again leaves unobtrusively. Mum settles infant and sits down.

<http://www.youtube.com/watch?v=s608077NtNI>

Patterns of Attachment

Type A Anxious/Avoidant

- Conspicuous avoidance of proximity to, or interaction with the mother in the reunion episodes.
- Either: ignores mother on return – casual greeting if any mingles welcome with avoidance responses
- During separation, baby is not distressed, or is distressed at being left alone

Type B Secure

- Actively seeking and maintaining proximity/contact/interaction with mother
(esp. during reunion)
- Any distress is related to mother's absence

Type C Anxious/Resistant (ambivalent)

- Conspicuous contact-resisting/interaction-resisting behaviour during reunion
- Ignoring combined with some seeking of proximity and contact - ambivalent

Attachment and Development

Secure attachment at 12 months correlated with:

- Quality and sensitivity of mother-infant face-to-face interaction at 6-15 weeks
- Curiosity and problem-solving at age 2
- Social confidence at nursery school at age 3.5
- Lack of behaviour problems (in boys) at age 6

(e.g. Lewis et al, 1984)

- Adolescents:
 - Healthy, secure attachments as children - develop intrinsic trust in others and relate warmly to them *(Waters and Cummings, 2000)*
 - No healthy attachment – often rigid and hostile interactions *(Zimmerman, 1999)*

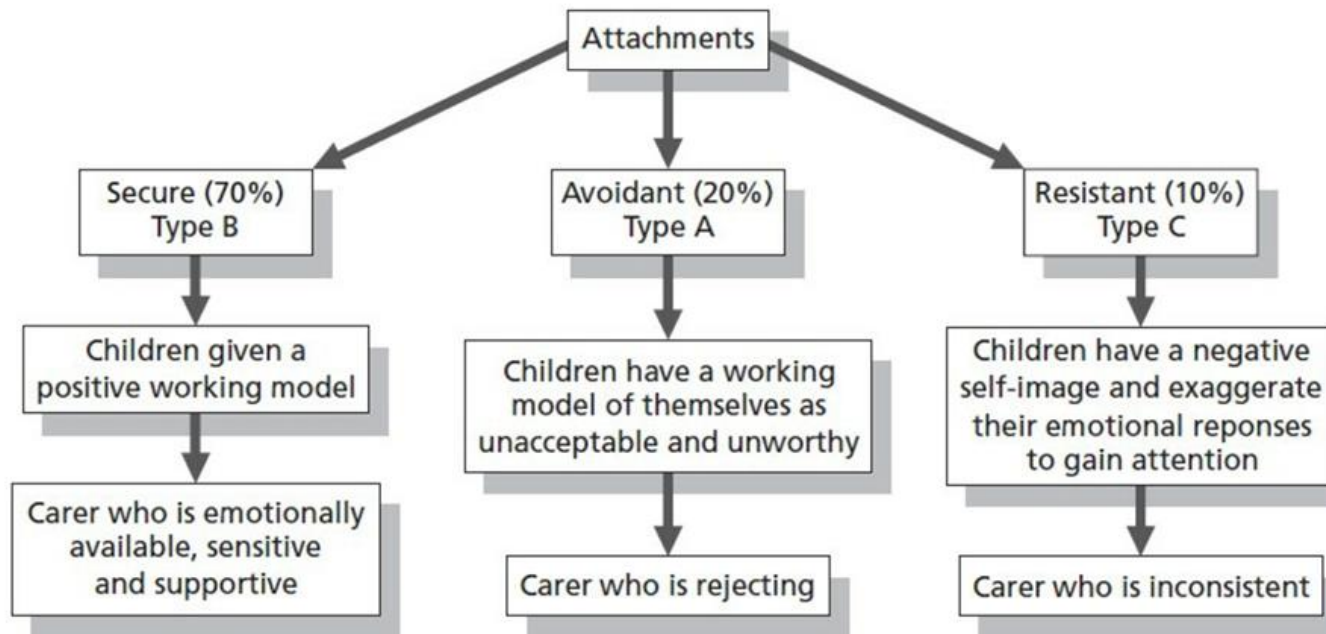


Contrast with e.g.

- **Anxious/resistant attachment** - likelihood of infant maltreatment/abuse
- Impulsive, tense, helpless, fearful
- Changes in attachment type - related to changes in the life events of mother

(Bretherton and Waters, 1985)

+ Ainsworth - added emotions and relationships to behaviourism and cognitivism



(Ainsworth, Blehar, Waters and Wall, 1978)
(Copyright Psychology Press, 2000)

Also:

U.S. studies:

62% Secure (type B)
23% Anxious/avoidant (type A)
15% Anxious/resistant (type C)

(e.g. Campos et al, 1983)

Cultural differences:

- Germany - 45 – 50% of infants type A
(Grossman et al, 1981)

- Japan - 35% type C (Miyake al, 1985)

Japanese infants excessively distressed by
the infant alone episode

- normally never left alone at 12 months of
age

(Takahashi, 1990)



Critique of Bowlby's hypothesis

- + Stimulated new research
- Ethological concepts – human behaviour – vague
- ? Ethological evidence for critical periods ('sensitive periods')
- ? Fear of strangers – overemphasised?
- ? Single attachment figure – incorrect?
- ? Early work - effects of institutional rearing – privation?
- Monkey research - confounding variables
- Various interpretations of retrospective evidence

Critique of the attachment construct

- Loose definition of attachment behaviours
- Unnatural behaviour of stranger (e.g. Rheingold and Eckerman, 1973)
 - 'wariness of strangers' (Sroufe and Waters, 1977)
- It WAS a strange situation – validity?
- Attachment typing resulting from 'strange situation' procedure (Lamb et al, 1984)
 - Type B attachment the norm?
 - Mother-infant relationships
 - Father-infant attachment?



Further attachment styles include:

- **Insecure/Disorganised attachment** (Type D) (Main and Solomon, 1986)
- Type D infants show no set pattern of behaviour at separation or reunion
- Abused children **or** children of chronically depressed mothers



Seminar 1 – Next Week

Attachment and Relationships

Compulsory reading:

Simpson, J. A., Rholes, W. S. (2010). Attachment and relationships: Milestones and future directions. *Journal of Social and Personal Relationships*, Vol. 27(2): 173–180.

Some Useful Reading

- Allen, Joseph P., McFarland, C., McElhaney, K. B., Land, D. J., Jodl, K. M. and Peck, S. (2002). Attachment and autonomy as predictors of the development of social skills and delinquency during mid-adolescence. *Journal of Consulting and Clinical Psychology*, Vol 70(1), pp. 56-66
- Berger, K.S. (2007). *The Developing Person through the Lifespan*. New York: Worth. Chapter 7 (pp 179 – 203).
- Berk, L. (2009). *Child Development*. Boston: Pearson. (pp 425-442)
- Fox, N. A., Kimmerly, N.L., & Schafer, W. D. (1991). Attachment to mother/attachment to father: a meta-analysis. *Child Development*, 62, 210 – 225.
- Gross, R. (2010). *Psychology: the Science of Mind and Behaviour (6th ed)*. London: Hodder Education. Chapter 32 (pp 493 – 513).
- Grossman. et al. (2002). The uniqueness of the child-father attachment relationship: fathers' sensitive and challenging play as a pivotal variable in a 16-year longitudinal study. *Social Development*, 11(3), 307 – 331.
- Santrock, J. W. (2009). *Life-span Development (12th Edition)*. London. McGraw-Hill. Chapter 6 (pp 179-198).