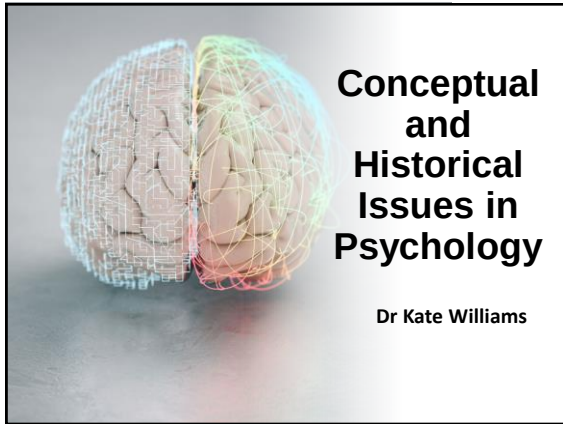
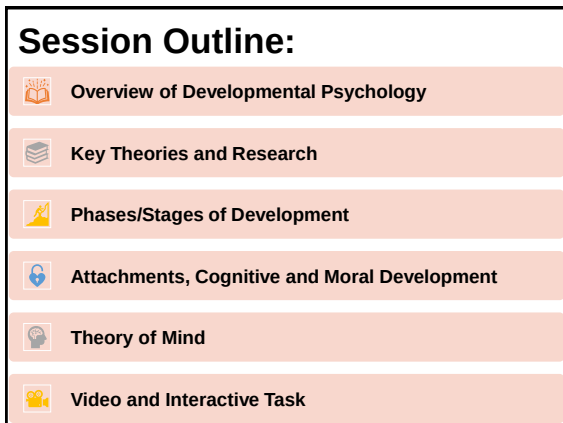
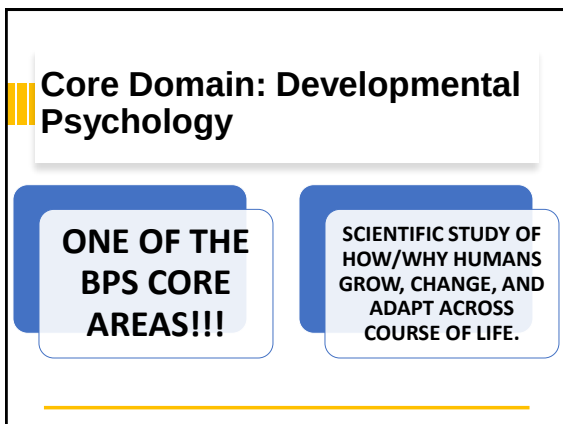




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Theoretical Frameworks

	Psychoanalytic Theories - Freud's psychosexual stages - Erikson's psychosocial stages - Influence of early experiences on personality development
	Cognitive Theories - Piaget's stages of cog development - Vygotsky's sociocultural & information processing theory
	Behavioural and Social Learning Theories - Skinner's operant conditioning - Bandura's social learning theory. - Reinforcement, punishment, modelling in shaping behaviour.
	Ecological Systems Theory - Bronfenbrenner - How microsystem, mesosystem, exosystem, macrosystem, and chronosystem influence development.

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Key Theory and research

Erikson's Psychosocial Development Theory:	• Eight stages - each associated with specific psychosocial crisis. • E.g., trust vs. mistrust stage in infancy, identity vs. role confusion in adolescence.
John Bowlby's Attachment Theory:	• Importance of early attachment for later social and emotional development. • Influenced understanding of parent-child bond.
Mary Ainsworth's Strange Situation:	• Assessed quality of attachment between infants and caregivers. • Highlighted different attachment styles (e.g., secure and insecure).
Jean Piaget's Cognitive Development Theory:	• Stages of cognitive development (sensorimotor, preoperational, concrete operational, formal operational). • Conservation tasks, provided insight to how children's thinking evolves.
Lev Vygotsky's Sociocultural Theory:	• Role of social interaction & cultural context in cognitive development. • Zone of proximal development (ZPD) suggests learning is most effective when it occurs within range of what learner can do with assistance.
Kohlberg's Moral Development Theory:	• Six stages, grouped into three levels. • Presented moral dilemmas to analyse responses to gain insight to development of moral reasoning.
Albert Bandura's Social Learning Theory:	• Observational learning and Bobo doll experiments - role of modelling and imitation in development of behaviour. • Considers how children learn through observation and interaction.

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Lifespan Development approach

Erikson's Psychosocial Theory

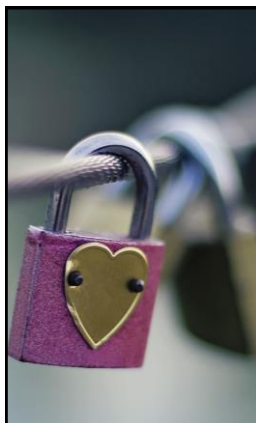
- Eight stages that individuals go through across lifespan.
- Each stage characterised by specific psychosocial crisis or conflict that individuals must resolve to progress successfully to next stage.
- Stages cover entire lifespan, from infancy to old age, and emphasise interaction between individual and social environment.
- Successful resolution of each stage contributes to development of well-adjusted and psychologically healthy individual.
- Individuals may revisit and rework stages throughout their lives as they face new challenges and experiences.



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Erikson's - Psychosocial Theory Stages	
Trust vs. Mistrust (Infancy, 0-1 year):	Central conflict revolves around developing sense of trust in caregivers. If basic needs are consistently met, infant learns to trust the world.
Autonomy vs. Shame and Doubt (Early Childhood, 1-3 years):	Start to assert independence and develop sense of autonomy. Success leads to feelings of independence, while failure results in feelings of shame and doubt.
Initiative vs. Guilt (Preschool, 3-6 years):	Begin to take initiative and plan activities. May feel guilty about desires and may develop sense of purpose if they are encouraged.
Industry vs. Inferiority (Elementary School, 6-11 years):	Develop sense of competence through mastering new skills. Sense of industry achieved when efforts are recognized and encouraged.
Identity vs. Role Confusion (Adolescence, 12-18 years):	Explore and develop sense of identity. Success leads to strong sense of self, while failure results in role confusion and weak sense of self.
Intimacy vs. Isolation (Young Adulthood, 18-40 years):	Seek close relationships and intimacy. Success leads to strong relationships, while failure results in feelings of isolation.
Generativity vs. Stagnation (Middle Adulthood, 40-65 years):	Focus on contributing to society and next generation. Success leads to sense of accomplishment and feeling of generativity, while failure results in sense of stagnation.
Integrity vs. Despair (Late Adulthood, 65 and older):	Reflect on life and evaluate meaning. Sense of integrity is achieved when person feels satisfied with life, while despair results from unfulfilled goals and sense of failure.

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Emotional Development:

Infant attachment:

“Cupboard love” theories

- Infants become attached to mothers because they satisfy instinctual needs
- Psycho-analytic perspective
 - Healthy attachment formed when feeding satisfies needs (e.g., food, safety)
- Behaviourist perspective
 - Infants become attached to those that satisfy physiological need.
 - Infants associate caregivers with satisfaction through reinforcement.

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Ethological theories

- Imprinting (Lorenz, 1935)
 - Non-human animals form strongest bond with whatever moving object they first see.
 - Newly-hatched goslings imprinted on him and followed him around by seeing him move
 - Imprinting claimed to occur during a brief **critical period** of life and **irreversible**
 - Critical period** = Restricted time during which certain events must take place if typical development is to occur
 - Alternative = Sensitive period**
 - Learning most likely to occur during a specified time point (and will occur more easily) but may still occur at other times



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Infant Attachment Bowlby

- Biological predisposition attachments increase chances of survival
- Attachment = emotional bond with specific person that is enduring across space and time
- Observed institutionalized children leading to understanding of importance of parent-child interactions in development
- Early relationships with parents influence nature of interactions with others from infancy into adulthood (and feelings about own worth)



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Bowlby's Attachment Theory

A critical period of *synchrony of action* occurs during which attachment between the mother and child occurs.

Attachment will not occur if mothering delayed until 2.5-3 years.

Child's attachment to mother influences how far away they will go from mother and fear shown towards strangers

Attachment behaviours become more evident when baby is distressed or unwell.

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Effects of attachment on social development

Bowlby's maternal- deprivation hypothesis

- Critical period of attachment formation means mother-infant attachment could not be broken in first few years of life without social, emotional, and intellectual damage



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Deprivation Versus Privation

Deprivation:

Loss through separation of attachment figure (attachment has occurred)

Privation:

Absence of attachment figure (no attachment formed initially)

Effects of Deprivation:

- Short term: distress
- Long term: separation anxiety

Effects of Privation:

- Long-term developmental deficits

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Research

- Goldfarb (1943) – compared 15 children raised in institutions with 15 children from foster homes
 - Age 3 = Inst. group behind in abstract thinking, social maturity, rule following, and sociability
 - 10-14 = Inst. group performed poorly than children raised in foster homes
- Spitz (1945, 1946) –
 - Infants in south American orphanages showed depressive symptoms and developmental deficits

Alternative explanation?

- Unstimulating nature of institutions at time?
- Developmental delay may have reflected lack of intellectual stimulation rather than lack of mothering



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Bowlby's Attachment theory

• MONOTROPY

- Infants display strong innate tendency to become attached to one specific adult female
- Not necessarily biological mother but "mother-figure"
- Qualitatively different from any other later attachments
- *"Mother love in infancy is as important for mental health as are vitamins and proteins for physical health" (Bowlby, 1951)*



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Bowlby's five phases of attachment development

Indiscriminate attachment behaviour

- Newborns cry, vocalise, smile towards everyone - evokes caregiving from adults

Discriminating attachment behaviour

- ~3 months of age, direct attachment behaviour towards familiar caregivers than to strangers

Specific attachment behaviour

- 7-8 months, develop meaningful attachment to specific caregiver, who becomes secure base from which to explore

Goal-corrected attachment behaviour

- Age 3 child takes account of caregiver's needs when expressing attachment - can wait alone until caregiver returns to allow them to achieve something

Lessening of attachment

- School age, children happy to spend significant time away from caregiver - relationship becomes based on abstract conceptions of attachment - include trust and affection

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Evaluation of Bowlby's theory

Can men become attachment figures?

- Schaffer and Emerson (1964)
 - 1/3 of infants more strongly attached to fathers
- Schaffer (2004)
 - Observation of fathers show they can provide as much warmth/sensitivity as women

Can infants have more than one attachment?

- Bowlby saw attachment to mother-figure as unique and strongest
- Schaffer and Emerson (1964)
 - Most infants form multiple attachments
 - Although, tend to be one particularly strong attachment (not necessarily mother-figure)



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Bowlby and Ainsworth

- Secure base** - Bowlby's term for attachment figure's presence that provides infant with sense of security
- Makes it possible for infant to explore environment
- As attachment becomes more focused, two types of anxiety occur:
 - Stranger anxiety
 - Separation anxiety
- Mary Ainsworth (1960s), Bowlby's student, extended and tested his ideas in **The Strange Situation**....



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The Strange Situation

- Aim: to assess infants' attachment to primary caregivers
 - Child is exposed to seven episodes
 - Including two separations from caregiver
 - Two reunions with caregiver
 - Interactions with stranger when alone and when caregiver is in room
- Using this procedure, Ainsworth identified three attachment categories
- [The Strange Situation](#)



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Evaluating the "Strange Situation"

- Are attachment types permanent characteristics of the child or a response to caregiver at a given time?
 - Vaughn et al. (1980) – changes in family circumstances resulted in changed classification
 - Main and Weston (1981) – infants may show different attachment patterns to different people
 - I.e., reflects qualities of that relationship rather than stable characteristic of child



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Evaluating the "Strange Situation"

- Lamb et al. (1985): criticised "Strange Situation" for being:
 - Artificial
 - Not taking account of mother's behaviour – focuses solely on child
 - Limited in amount of info gathered.
- Marrone (1998):
 - Is it ethical to expose infants to stressful situations?
 - How like a real-life stressful situation was it?



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Long-term effects of early attachment on later life

- Children who were securely attached as infants have closer, more harmonious relationships with peers than insecurely attached children
- Secure attachment in infancy also predicts positive peer and romantic relationships and emotional health in adolescence
- Securely attached children also gain higher grades and more involved in school than insecurely attached children

(Sroufe & colleagues)



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Problems with Attachment Approach

- Uncertain if security of attachment in infancy has direct effect on later development
- Perhaps better predicted from combination of early attachment status and quality of subsequent parenting than either factor alone



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Piaget's theory of Cognitive Development

- How children gradually acquire ability to think, reason, and solve problems as they grow (*Genetic Epistemology*).
- Organised into four hierarchical and qualitatively different stages, each characterised by distinct cognitive abilities and ways of thinking:



Sensorimotor

(Birth to 2 years):

Infants learn about world through sensory perceptions and motor activities - physical interactions with objects.

Initially, exhibit reflexive behaviours, and as they develop, begin to understand cause and effect.

Object permanence: understanding that objects continue to exist even when out of sight.



Preoperational

(2 to 7 years):

Develop language and symbolic thinking.

Engage in pretend play and use symbols, words and images, to represent objects and ideas.

However, thinking is egocentric, and struggle to take others' perspectives.



Concrete Operational

(7 to 11 years):

Become more logical and can perform mental operations on concrete objects and events.

Develop ability to understand conservation (that quantity remains the same despite changes in appearance) and can think more flexibly about concrete situations.



Formal Operational

(11 years+):

Acquire ability to think abstractly and hypothetically

Engage in deductive reasoning, formulate hypotheses, and think about possibilities and hypothetical situations.

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Egocentrism

- Tendency to view world from own perspective, without fully understanding or appreciating perspectives of others.
- Evident in early childhood.
 - Characteristic of preoperational stage of cognitive development.
 - E.g., a child might assume others see world exactly as they do or have difficulty taking on another person's point of view.
- Three-Mountain Task (Piaget):** child asked to describe what doll on opposite side of model mountain can see
 - Young children struggle to consider doll's perspective, describing what they can see instead.
- Integral to development of social cognition and plays key role in how we navigate and understand social world.



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Piaget's theory of Cognitive Development

Claims:



All pass-through stages in same sequence without skipping or regressing



Stages are same for everyone regardless of culture



Development occurs through process of:

Assimilation = interpreting new experiences in terms of existing mental structures or schemas

Accommodation = adjusting existing schemas to incorporate new information.



Critique: stages may not be as discrete as Piaget suggested, and individual differences not adequately accounted. Suggests cognitive development is completed by late adolescence

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Vygotsky's: socio-cultural theory

- Importance of social and cultural factors in cognitive development.
- **Zone of Proximal Development (ZPD):**
 - Gap between what learner can do independently vs. with help from knowledgeable person (e.g., teacher).
 - Important learning occurs - receive guidance/support to move beyond current level of independent functioning.
- **Scaffolding:**
 - Support provided by more knowledgeable person to help learner with ZPD.
 - Can take various forms (e.g., prompts, cues, or direct instruction)
 - As learner becomes more competent, scaffolding gradually withdrawn.
- **Social Interaction:**
 - Child's learning is result of interactions with others – internalises knowledge/skills of their culture.
- **Cultural Tools and Artifacts:**
 - Cultural tools, such as language, play crucial role in shaping cognitive development.
 - Language serves as a tool for thought and plays central role in mediating learning process.
- **Private Speech:**
 - Children engage in private speech (talking to themselves as they work through a task)
 - Self-talk is a way for children to regulate own thinking and behaviour, and gradually transforms into inner speech as child develops.
- **Cultural-Historical Context:**
 - Individual development cannot be separated from social and cultural contexts where it occurs.



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Theory of mind

- Crucial for social interaction, communication, interpersonal relationships
- Significant milestone in cognitive and social development:
 - **Understanding Beliefs:** Recognising others may have beliefs that differ from ours, and that these beliefs can influence their behaviour.
 - **Recognition of Intentions and Desires:** Acknowledging people have specific intentions and desires that guide their actions.
 - **Emotional Understanding:** Grasping that others have emotions and being able to interpret and respond to those emotions.
 - **Perspective-Taking:** Ability to take perspective of others, understand how they may perceive a situation or interpret information.
 - **False Belief Test:** Individuals asked to predict how someone with a false belief about a situation will behave.
 - Often used in developmental psychology to assess theory of mind in children.
- Gradual process typically emerging in early childhood and continues throughout adolescence.
- Deficits associated with developmental disorders (autism), where individuals struggle to understand and predict thoughts and feelings of others.



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Kohlberg's theory of Moral Development



Builds on work of Piaget and emphasises moral reasoning individuals go through as they progress through different stages of moral development.



Use moral dilemmas to assess moral reasoning
Based on responses, six stages grouped into three levels developed.



Not everyone reaches highest stages and people vary in progression through stages.



Criticised for cultural & gender bias, and not adequately considering role of emotions.
Types of issues in dilemmas may not be suitable and moral reasoning is more sophisticated.

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Interactive Task – What should Heinz do?

Read the passage and work in
groups to answer the questions

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Kohlberg's theory of Moral Development

1. Preconventional Level:

Stage 1: Obedience and Punishment Orientation:

Focus on avoiding
punishment.
Morality determined by
consequences of actions,
and emphasis on obedience
to authority.

Stage 2: Individualism and Exchange:

Recognise there is not just
one right view handed down
by authorities.
Realise different people have
different perspectives and
own interests can take
precedence over others.

2. Conventional Level:

Stage 3: Good Interpersonal Relationships:

Value interpersonal
relationships and approval of
others.
Want to be seen as good and
caring, and moral decisions
based on maintaining
positive relationships and
meeting social expectations.

Stage 4: Maintaining the Social Order:

Become more concerned
with societal rules, laws, and
order.
Believe in doing one's duty
and respecting authority
figures to maintain social
order.

3. Postconventional Level:

Stage 5: Social Contract and Individual Rights:

Recognise different people
have different values and
opinions.
Understand laws are social
contracts and can be
changed for greater good.
Moral decisions based on
sense of democratic
consensus and recognition of
individual rights.

Stage 6: Universal ethical Principles:

Moral decisions are based on
universal ethical principles
and abstract reasoning about
justice.

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Kohlberg's cognitive theory – one explanation of moral development

Further approaches to be considered in later levels....

Piaget's
cognitive
theory

Gilligan's
cognitive
theory

Socio-cultural
approaches

Social
Learning
approach

Biological
bases

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