

The background is a complex, abstract collage. It features several human silhouettes in various colors (blue, red, orange, green) and orientations. Some silhouettes contain internal patterns or smaller figures. There are also circular, swirling motifs in shades of blue, green, and orange. In the top right corner, there is a small bar chart with four vertical bars of increasing height. The overall style is painterly and expressive, with a focus on human form and psychological themes.

LCHS4010 Psychology in Health and Social Care

Social & Emotional Development Week 2 - 2025

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Aims for today

The Lifespan Perspective

Erikson's theory of psychosocial development

Attachment theory

How to prepare for your presentation

The Lifespan Perspective

- The lifespan perspective in developmental psychology is a theoretical approach that views human development as a lifelong process that does not end with adolescence but continues throughout adulthood and into old age.
- Development is a process that occurs from conception to death. It does not stop at any point, and changes can happen at any age.
- Development involves multiple dimensions including biological, cognitive, social, emotional, and behavioural. These dimensions interact and influence each other.
- Development involves both growth and decline. Some abilities might peak and then decrease (like physical strength), while others might continue to develop or even improve with age (like wisdom or emotional regulation).

Baltes (1987)



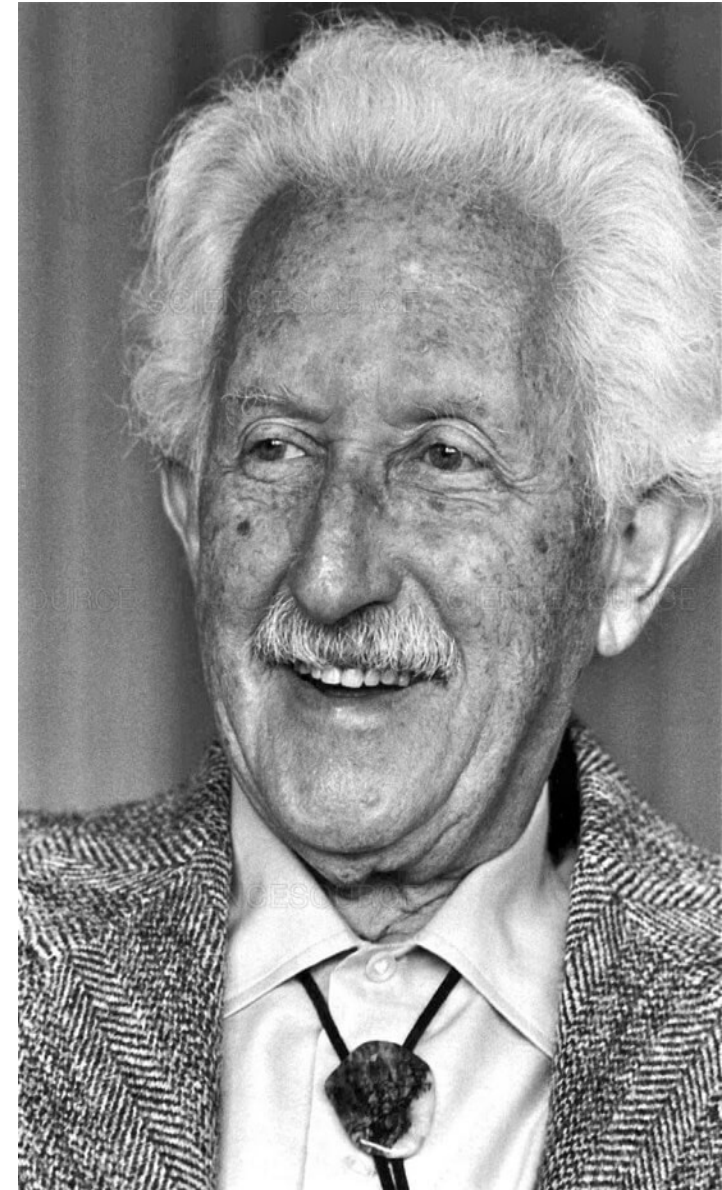
Erikson (1950, 1963)

Pioneer in developmental psychology theory with a lifespan perspective

Erikson's Stages of Psychosocial Development

Stage	Age (years)	Crisis
Infancy	0-1	Trust vs. Mistrust*
Early Childhood	2-3	Autonomy vs. Shame & Doubt
Preschool	3-5	Initiative vs. Guilt
School Age	6-11	Industry vs. Inferiority
Adolescence	12-20	Identity vs. Role Confusion*
Young Adults	Mid-20s	Intimacy vs. Isolation*
Adulthood	25-60	Generativity vs. Stagnation*
Old Age	60+	Ego Integrity vs. Despair

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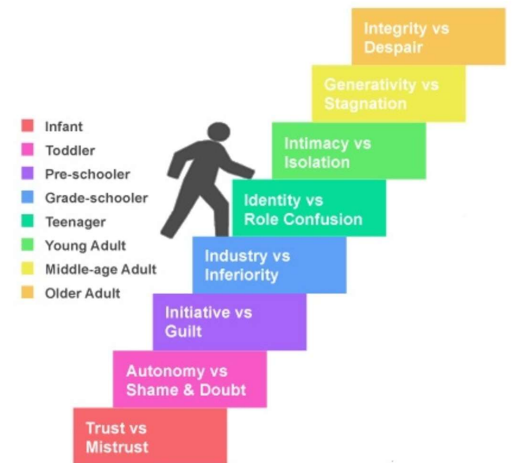




- Stage-theory approach

- Each stage has its specific **conflict** for the person to overcome
- The unresolved conflict stemmed from one stage will affect a person's subsequent development
- The transition from one stage to another is influenced by biological, psychological and social factors throughout the lifespan (Orenstein & Lewis, 2022)

- Unlike Freud, Erikson emphasised the roles of both parents and other adults in the first two years for infants to build up trust in the social world (Boyd, and Bee, 2019)
- The experiences gained from the first four stages shape personality in adulthood.



1. Trust v. mistrust (birth-1 year) stage

Healthy outcome in this stage depends on *quality* of caregiving an infant experienced

- Trusting infant expects the world to be good and gratifying, feels confident about venturing out and exploring it
- Mistrustful infant cannot count on other's kindness and compassion. Therefore, they protect themselves by withdrawing from people and things.



2. Autonomy v. shame and doubt (1-3 years) stage

This is the stage during which toddlers need to achieve an adequate sense of self- and personal control over their physical competencies and striving to become more independent (Maree, 2020)

Toddler's autonomy grows out of suitable guidance and reasonable expectations from others

- Caregiver promotes toddler's independence within a safe environment
- When caregiver is over-/under-controlling, a child feels forced/shamed, they may doubt their ability to control impulses and act competently



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A stage with many opportunities to develop a sense of ***purposefulness*** from interacting with more people

3. Initiative v. guilt (3-6 years) stage

- *Caregiver encourages a child's initiatives and guides their interests*
 - **Play** as an important means of learning about self and the social world
- When children are threatened, criticized, and punished excessively by others (adults and peers), they develop overly strict superego that causes them to feel too much guilt

Through social interactions a child develops a sense of pride in their ***accomplishment and abilities*** (Laver-Bradbur et al., 2021)

- A sense of industry is achieved when a child develops a sense of competence and belief at useful skills and tasks
- A sense of inferiority develops when family life has not prepared children for school life or when teachers and peers destroy confidence with negative responses towards the child

4. Industry v. inferiority (6-11 years) stage





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5. Identity v. role confusion (adolescence) stage

Developing one's identity is a crucial step toward becoming productive, content adult

- ***Identity crisis***
 - Temporary period of distress as teenagers experiment with alternatives before settling on their values and goals
- If earlier conflicts were negatively resolved or if available choices to the young person do not match their abilities and desires, a teenager can appear directionless and unprepared for challenges of adulthood



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6. Intimacy v. isolation (early adulthood) stage

Thoughts and feelings about making permanent commitment to ***intimate partner***

- Desire for intimacy may clash with desire for self-determination
- In friendships and work ties, people who have achieved intimacy are cooperative and accepting of differences
- People with sense of isolation hesitate to form close ties, tend to compete, and are not accepting of differences

7. Generativity v. stagnation (middle adulthood)



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Focusing on reaching out to others in ways that give to and guide the ***next generation***

- Encompasses everything generated that can outlive self and ensure continuity and improvement of society
- Adults with a sense of stagnation may lack interest in supporting or coaching younger people, focus more on what they can get *rather than* what they can give. They may also take little interest in being productive, developing talents, or bettering the world

8. Ego integrity v. despair (late adulthood) stage



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Coming to terms with one's life; feeling whole, complete, and satisfied with their achievements

- When reflecting back on life, feeling a sense of satisfaction with life is associated with greater acceptance of death
- Despair may occur when aging adults feel they have made many wrong decisions; this may lead to person being overwhelmed with bitterness, defeat, hopelessness, anger and contempt

Matching game

Stage 2.

Early childhood

Stage 5.

Adolescence

Stage 6.

Young adulthood

Stage 8.

Old age

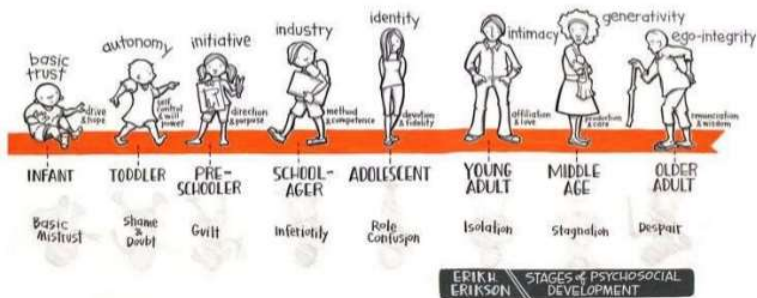
a. People forming close relationships
or long-term partnership

b. People becoming self-sufficient
with support from others

c. People thinking of and recognising
their personal life accomplishments

d. People “finding themselves” from reviewing
their experiences and other’s expectation of them

Eight Stages of Psychosocial Development



Small group discussion



How does Erikson's theory explain psychosocial development?

How can this theory be related to your own experience?

How relevant is Erikson's idea that a person's earlier experience has long lasting impacts on their later psychosocial adjustments to health and social care professionals?



In an Iron man film, Tony' Stark's relationship with his parents in his 20s impacted on his decision making and risk taking behaviour throughout his adult life

WAIT...
WHAT?

Is Erikson's idea of Psychosocial crisis in each stage too narrow and negative?

Challenge rather than crisis?

A collection of challenges instead of one?

To what extent are the chosen crises culturally biased?

How are the stages influenced by a person's physical and neurological development?

How is the theory fairing in a diverse modern world? Changing in life expectancy leading to the blurring of the stages?

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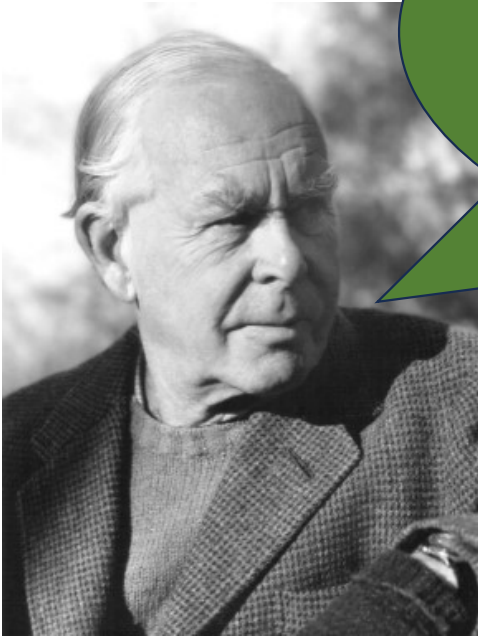
Attachment theory

The way you bonded (or didn't) with your caregivers as a child became the blueprint for every adult relationship.



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According to Bowlby, “attachment is a unique relationship between an infant and its caregiver that is the foundation for further healthy development” (Flaherty & Saddler, 2011, p. 114).

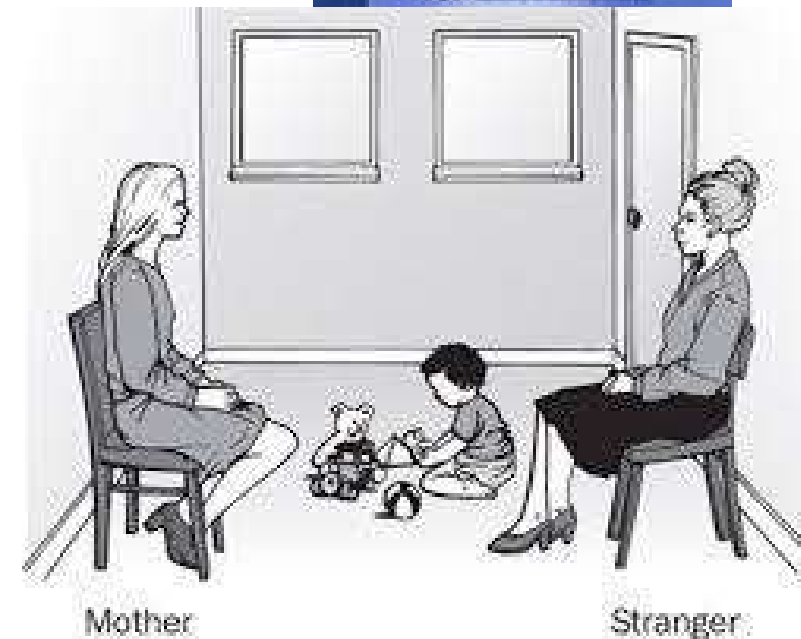
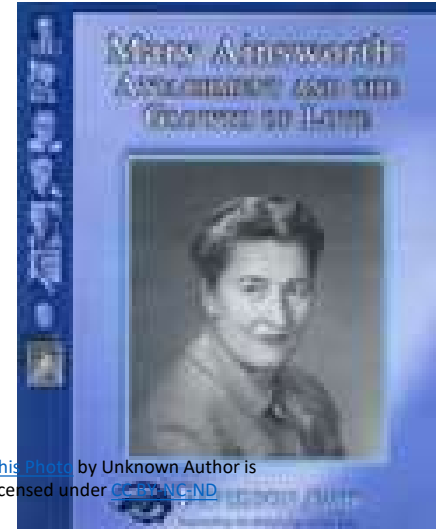


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How do we know attachment exists?

- Bowlby described attachment relationship between an infant and their carer as an inherent biological response and behavioural system in place to provide satisfaction of basic human needs during the very beginning of infant-carer interaction.
- Ainsworth devised the strange situation to measuring attachment between infant and their carer (Ainsworth et al., 1978)







- What are
 - Separation anxiety
 - Reunion response
- Discuss in groups the differences between the three attachment types
 - Secure
 - Avoidant
 - Ambivalent/resistant



Matching game

1. Social
referencing

(Carver &
Cornew, 2009)

2. Separation
anxiety

3. Stranger anxiety

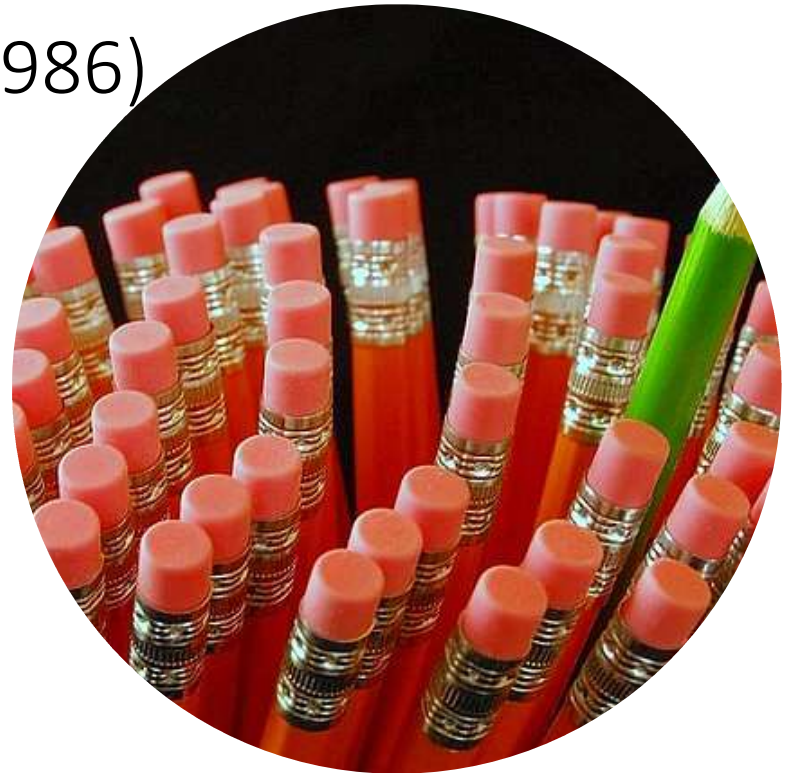
a. Infant feels anxious with
the presence of strangers

b. Infant uses their attachment
figure's facial expression and
emotional response to help them
decide what to do in a new situation.

c. Infant shows
distress when they are
separate from their
attachment figure

The fourth category: Disorganised attachment (Main and Solomon, 1986)

- A mix of resistant and avoidant behaviour.
 - Showing no set patterns of behaviour at separation or reunion towards the carer and the stranger.
- Very unusual compared to the three main types.
- Showing strong links to early experience of more severe mistreatment such as neglect or abuse and adjustment difficulties in late life



Ainsworth's Attachment Classifications

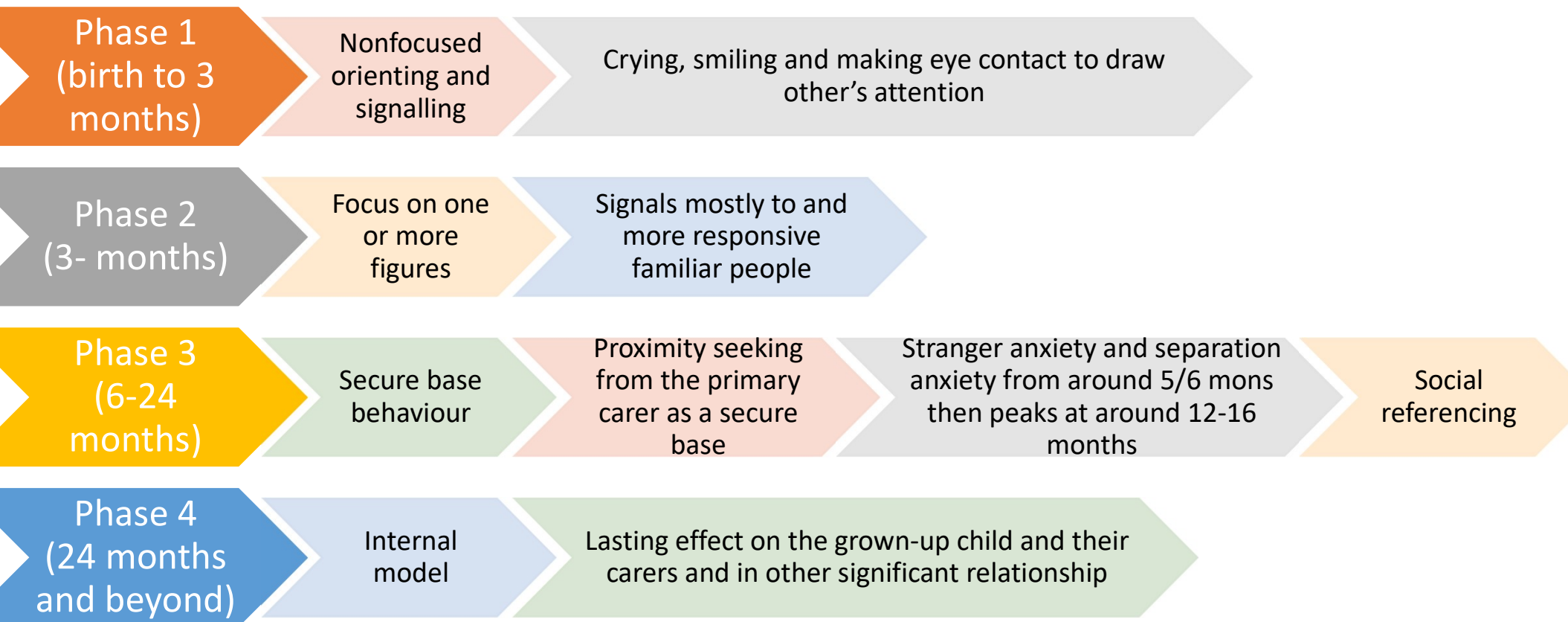
Category	Behavior	
Secure attachment	Child readily separates from caregiver and easily becomes absorbed in exploration; when threatened or frightened, child actively seeks contact and is readily consoled; child does not avoid or resist contact if mother initiates it. When reunited with mother after absence, child greets positively or is easily soothed if upset. Clearly prefers mother to stranger.	 67-75%
Insecure/avoidant attachment	Child avoids contact with mother, especially at reunion after an absence. Does not resist mother's efforts to make contact, but does not seek much contact. Shows no preference for mother or stranger.	 20-25%
Insecure/ambivalent attachment	Child shows little exploration and is wary of stranger. Greatly upset when separated from mother, but not reassured by mother's return or her efforts at comforting. Child both seeks and avoids contact at different times. May show anger toward mother at reunion, and resists both from and contact with stranger.	 3%
Insecure/disorganized attachment	Dazed behavior, confusion, or apprehension. Child may show contradictory behavior patterns simultaneously, such as moving toward mother while keeping gaze averted.	

Complete Ainsworth's strange situation worksheet



- Download the worksheet from Week 2 Moodle tile.
- Task: Compare between the three main types of attachment. Use the descriptions of each to complete the table in the worksheet.

Four phases of attachment (Boyle and Berk, 2019)



Bowlby's 44 thieves study highlights the lasting impacts of poor attachment in early years on later delinquency in childhood and adolescence

Maternal deprivation hypothesis (Bowlby, 1953): prolonged deprivation or separation of maternal attachment leading to criminal and psychopathological behaviour

Long last impacts on policy and practice since Bowlby's study and promotion of attachment theory:

- Decline of institutional care such as orphanages
- Increase in hospitalised babies getting more contact with parents/carers
- Support to new parents made available



Romanian orphanages: over crowded and under-staffed in 1990: difficult to form secure attachment with adults

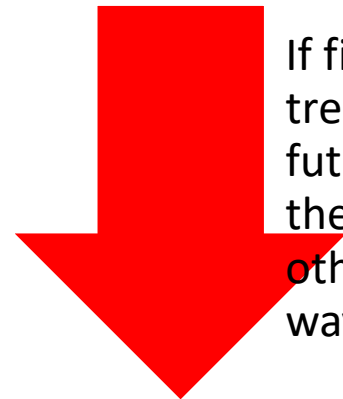
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Attachment in early years serves as **Internal working model** for subsequent interaction with others

- An infant forms a mental representation of their relationship with their primary attachment figure.
- This serves as a model for what relationships are like as they grow older.
- It affects the child's later ability to be a parent themselves.

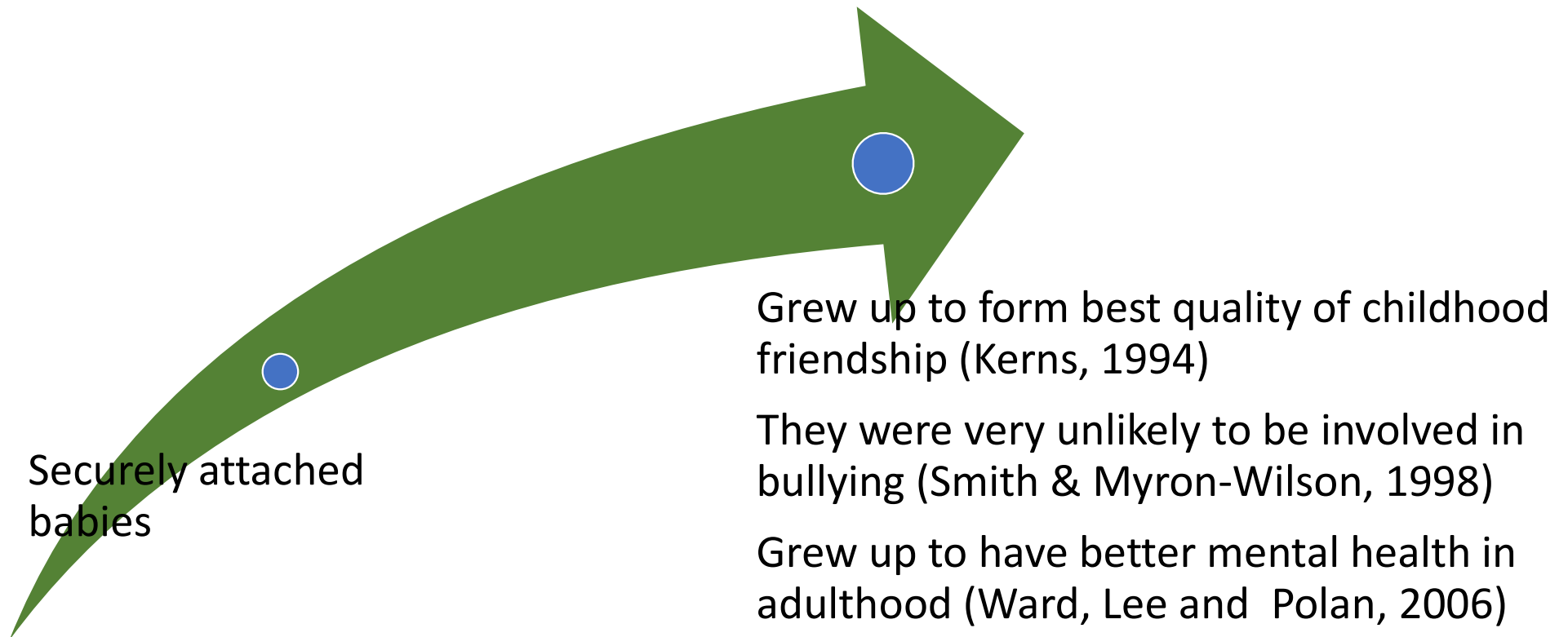


If first experience is of a loving relationship with a reliable caregiver, infant will form an expectation that all relationships are as loving and reliable, and will bring these qualities to future relationships.



If first relationship involves poor treatment, infant will tend to form future poor relationships in which they expect such treatment from others and/or treat others in that way.

Importance of early attachment



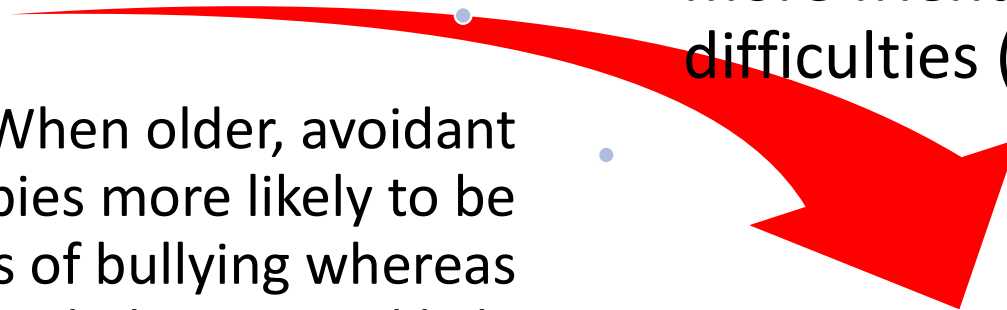
Importance of early attachment

Insecurely attached babies

When older, avoidant babies more likely to be victims of bullying whereas resistant babies more likely to be bullies (Smith and Myron-Wilson, 1998)

Grew to be children with more friendship difficulties (Kerns, 1994)

Avoidant babies were found to grow into children with higher levels of social withdrawals across different cultures (van Ijzendoorn and Kroonenberg (1988))



Sensitivity hypothesis (Ainsworth and Bell, 1969)



Secure

- Sensitive to baby's need
- Responsive
- Warm and close contact
- Accepting and accessible



Resistant

- Inconsistent in terms of their sensitivity and responsiveness

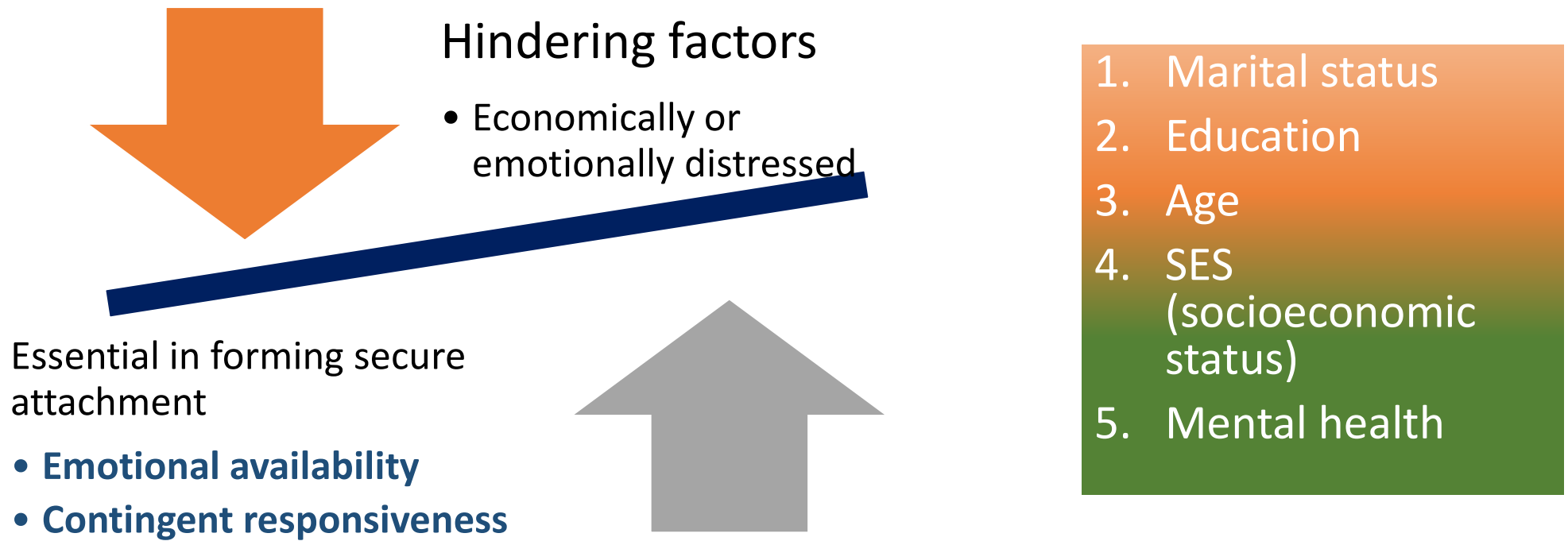


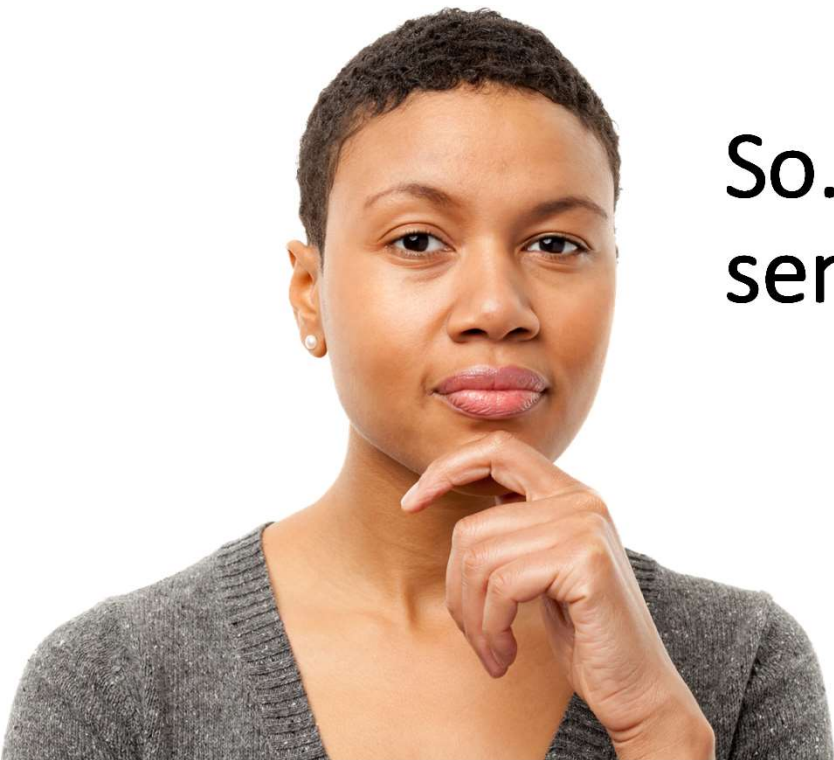
Avoid

- Not sensitive to baby's needs
- Not responsive
- More impatient and neglectful

The more sensitive and responsive the carer is to their baby in early months, the more secure the attachment is at 12 months

Factors in a parent's ability to establish an attachment relationship with an infant

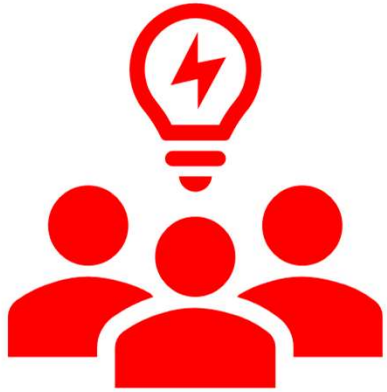




So..... attachment is all about
sensitive parenting?

Tronick et al's Still Face Paradigm (1978)





- Tronick et al's Still Face Paradigm (1978) shows that infants make active contributions to social interaction (Mesman et al, 2009)
 - We saw how much the baby in the last video tried to engage when their mother became unresponsive.
 - Attachment is more than parenting because the baby also actively contributes to the interaction

What are long term impacts if baby's carer not being responsive?

What is the baby's role in this exchange?

What are long term impacts on the carer if baby's not being responsive?

Attachment is a two-way traffic

- Infants' unique characteristics can affect how their carer interacts with them
 - Carers of infants with Down Syndrome, Autism and Intellectual Disabilities may appear to be dominating their interaction at first glance. However, the carer may be trying to compensate for their baby's slower emotional display or less communicative behaviour (Flecher, 2019; Lorang, Sterling and Schroeder, 2018)





Read the information about the work of the Robertsons worksheet on Moodle and then answer the following four questions.

1. What did Bowlby say about separation? (Paragraphs 1 and 2)
2. What were the problems with the evidence for separation? (Paragraphs 3 and 4)
3. What did the Robertsons do? (Bottom of p.1 and top of p.2)
4. What are the applications from this study? (Bullet points)

If you are interested in this topic then you might want to do some more research on the Robertsons and the films they made.

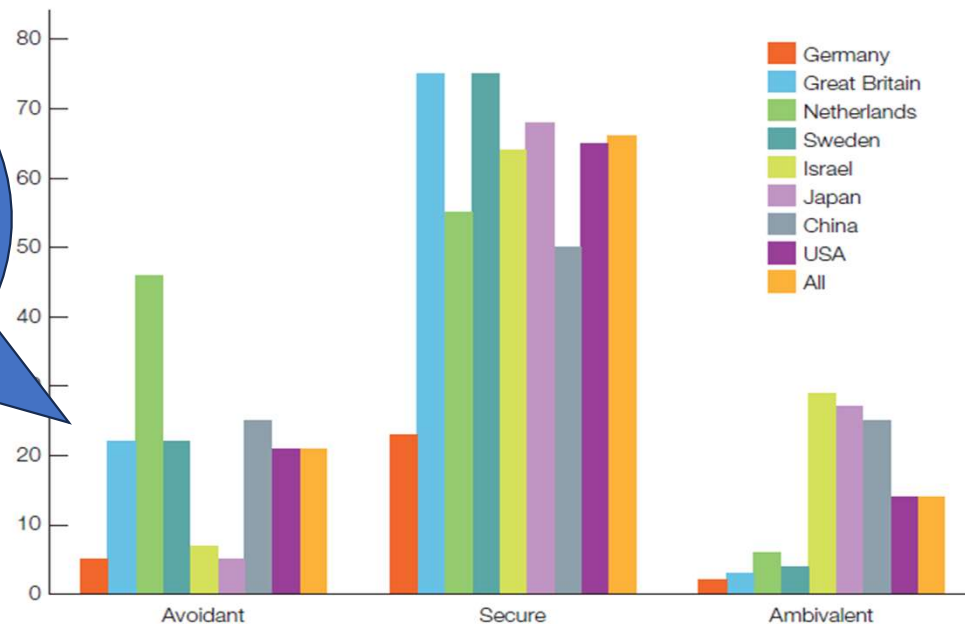
How should a parent feel when they are told they have an insecure attachment with their infant?
Does secure attachment mean the same thing for people from different cultures, having different beliefs and child rearing practice?



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Cross-Cultural Comparisons of Attachment Categories (van Ijzendoorn and Kroonerberg, 1988; cited in Boyle & Berk, 2019)

Apart from the consistent majority in the secure attachment across cultures, why are there differences in insecure attachment?



Could the strange situation a culturally biased measurement of attachment?

Applications of attachment theory

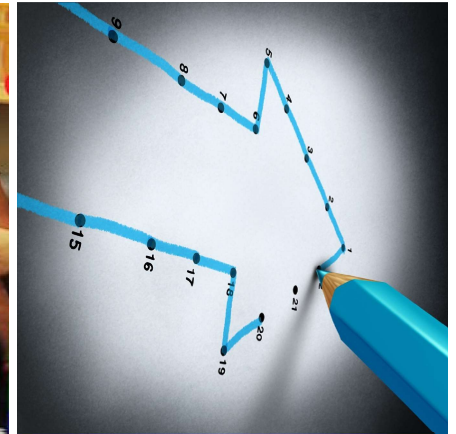
- The lasting effect of insecure attachment in early years may be over estimated (Meins, 2016)
 - Most babies were securely attached (60-75%) although most of us may experience difficulty in mental health or problems with relationship in later life
 - There is ***no consistent direct relationship between early insecure attachment and later adjustment difficulty or mental health issues.***
- However, the quality of early interactions (not just attachment) shapes the child's developing emotion, cognition and social competence



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Connecting the dots

- Should mothers go back to work in the first two years of their child's life?
- Wide range of individual differences in attachment between infant and carer
- Quality of attachment changes in time and is affected by environmental factors
- Attachment can be formed with people other than mothers
 - Stay at home dads
 - Other family members such as grand parents
 - Non-parental care such as foster family or nursery



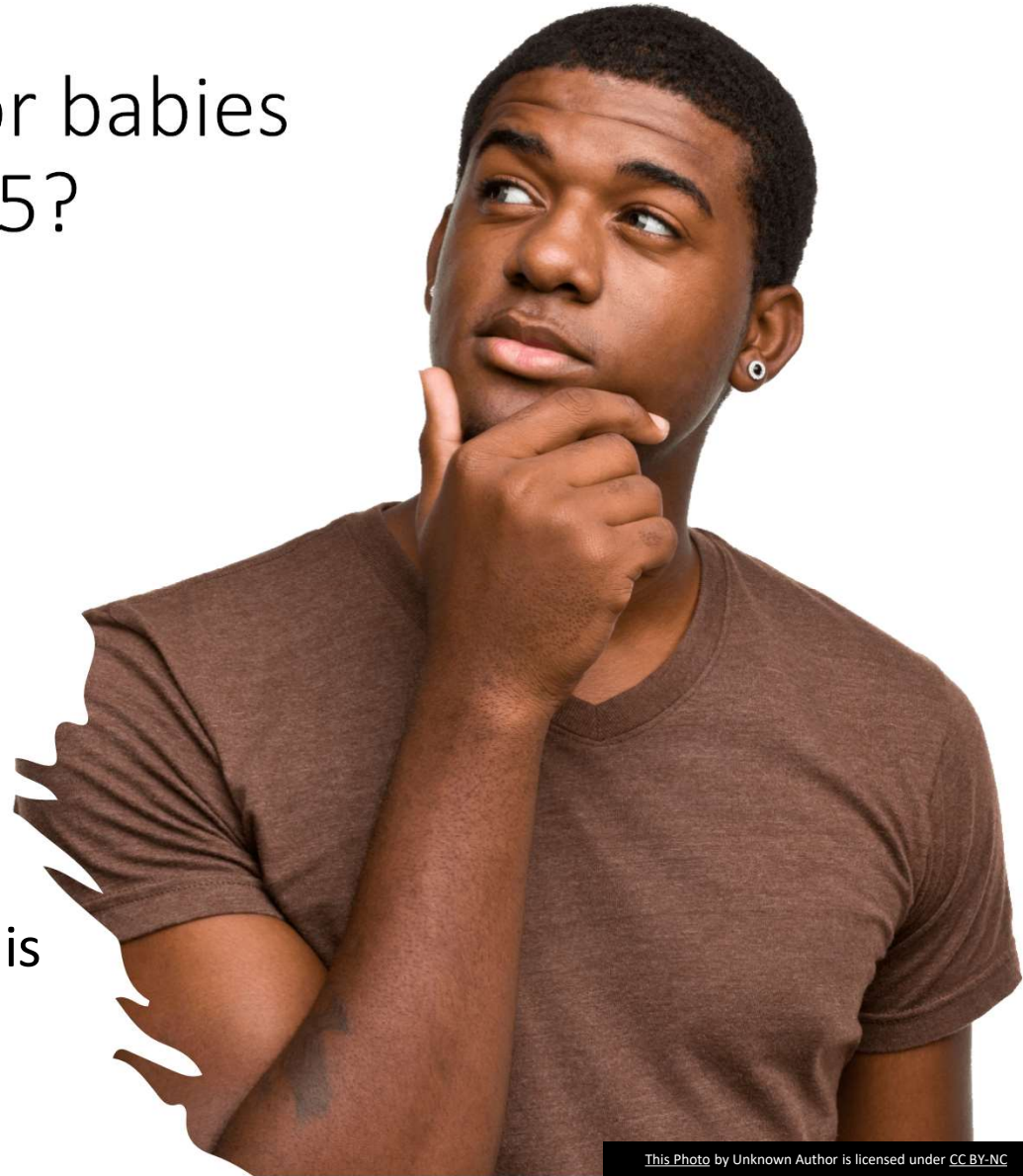


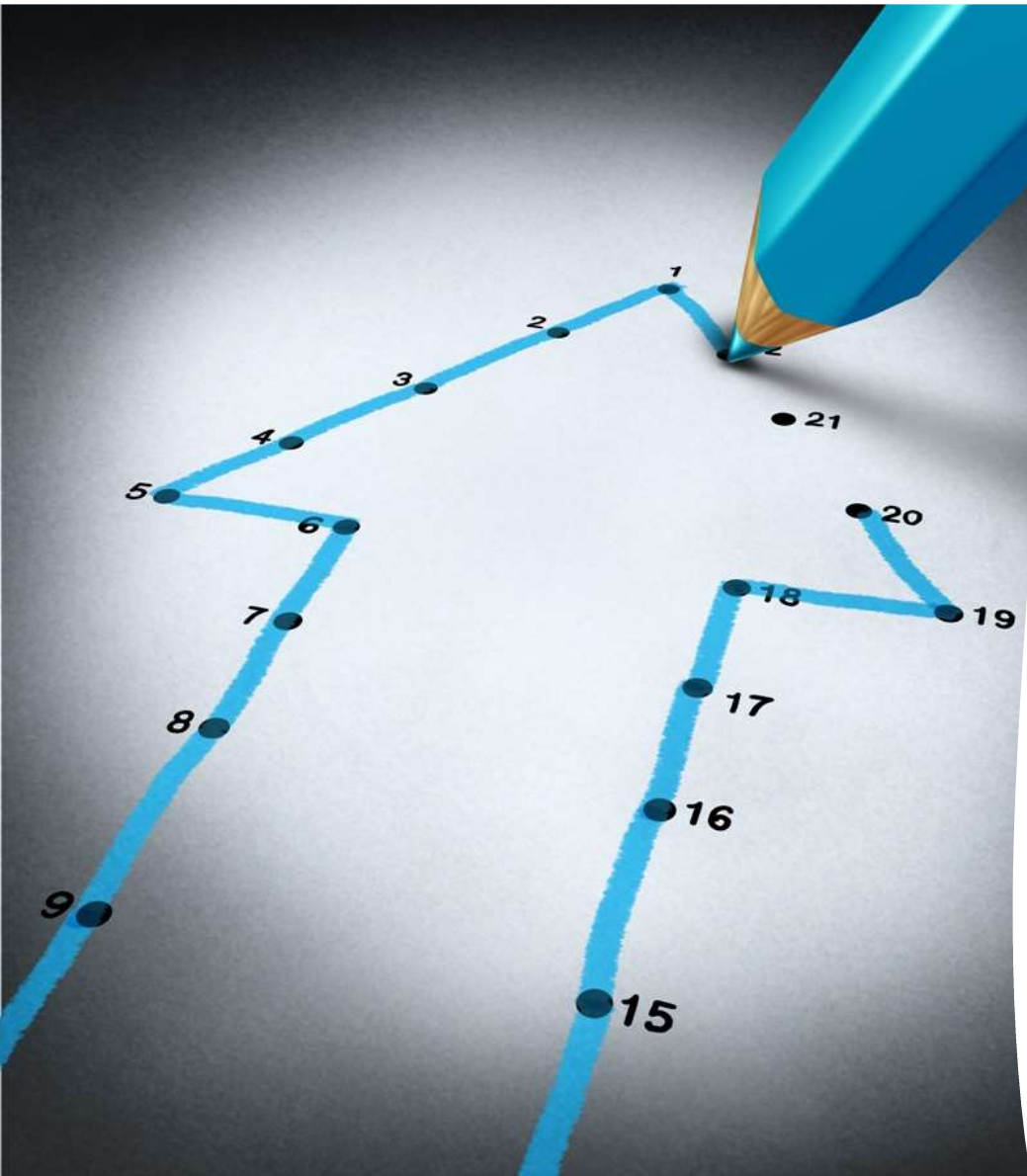
Nonparental care for babies and children under 5?

What is nonparental care? Any types you know?

How would being in nonparental care affect the child's development such as language, emotion and cognition?

Given we have been discussing the importance of early attachment, what is your view on nonparental daycare for babies and young children?





Connecting the dots

Attachment, as a unique relationship will change and adapt in time. Infants and toddlers are able to develop attachment with more than one carer.

Bowlby's theory has impacted on practice and gone through revisions to include father's role in attachment development.

However, applications of attachment theory will need to also consider the diverse context of family structures and changing employment trends.

Free education and childcare of high quality is particularly important to children and families with lower socioeconomical background.