Chapter 10: Development Across the Life Span

Why Study Human Development?
Chapter 10-1: Issues in Studying Human Development

What are some of the special research methods used to study development
Human Development: The scientific study of the changes that occur in people as they age from conception until death.

Age-related change is typically studied in three ways:

- **Longitudinal Design**: Design in which one participant or group is studied over a long period of time.

- **Cross-Sectional Design**: Several different age groups of participants are studied at one point in time.

- **Cross-Sequential Design**: Combines longitudinal and cross-sectional
### Table 10.1 A Comparison of Three Developmental Research Designs

<table>
<thead>
<tr>
<th>Type of Design</th>
<th>Description</th>
<th>Group One: 20-year-old participants</th>
<th>Group Two: 40-year-old participants</th>
<th>Group Three: 60-year-old participants</th>
<th>Research Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CROSS-SECTIONAL DESIGN</strong></td>
<td>Different participants of various ages are compared at one point in time to determine age-related differences.</td>
<td>Group One: 20-year-old participants</td>
<td>Group Two: 40-year-old participants</td>
<td>Group Three: 60-year-old participants</td>
<td>Research done in 2010</td>
</tr>
<tr>
<td><strong>LONGITUDINAL DESIGN</strong></td>
<td>The same participants are studied at various ages to determine age-related changes.</td>
<td>Study One: 20-year-old participants</td>
<td>Study Two: Same participants were 40 years old</td>
<td>Study Three: Same participants are now 60 years old</td>
<td>Research done in 1970, Research done in 1990, Research done in 2010</td>
</tr>
<tr>
<td><strong>CROSS-SEQUENTIAL DESIGN</strong></td>
<td>Different participants of various ages are compared at several points in time, to determine both age-related differences and age-related changes.</td>
<td>Study One: Group One: 20-year-old participants</td>
<td>Group Two: 40-year-old participants</td>
<td>Study Two: Group One: participants are now 25, Group Two: participants are now 45</td>
<td>Research done in 2005, Research done in 2010</td>
</tr>
</tbody>
</table>
Chapter 10-2: Nature vs Nurture

What is the relationship between heredity and environmental factors in determining development?
Nature vs Nurture: The Age-Old Psychological Debate

- **Nature**: The influence of our *inherited characteristics* on our personality, physical growth, intellectual growth and social interactions.

- **Nurture**: The influence of our *environment* on personality, physical growth, intellectual growth and social interactions.
  - **Examples**: parenting styles, physical surroundings, economic factors etc....

- **Behavioral Genetics**: a field of investigation that focuses on the origins of behaviors in which researchers try to determine how much of behavior is the result of genetic inheritance and how much is based on a person’s experiences.
Chapter 10-3: Prenatal Development

How do chromosomes, genes and DNA determine a person’s characteristics or disorders, and what causes multiple births?
Genetics

- Genetics: The science of inherited traits:

- DNA (deoxyribonucleic acid): special molecule which contains the genetic material of an organism.
  - Made up of 2 phosphate strands linked together by amines or bases arranged in a particular pattern
  - Each section of DNA contains a sequence/ordering of the amines which are known as genes.
  - The genes are located on rod-shaped structures called chromosomes

- Humans have **46 chromosomes** in each cell of their bodies (23 from mother, 23 from father) and most of our genetic traits are determined by the autosomes

- The last pair determines the sex of the person (sex chromosomes)
Dominant and Recessive Genes

- **Dominant Genes**: Genes that actively controls the expression of a trait. Dominant genes will always be expressed in the observable trait: (ie brown hair)

- **Recessive Genes**: Genes that recede or fade into the background if paired with a dominant gene or show if paired with another recessive gene (ie blonde hair)

- **Polygenetic Inheritance**: Traits that are influenced by more than one pair of genes (ie red hair)
Genetic and Chromosome Problems

- Several genetic disorders are carried by recessive genes:
  - Sickle Cell Anemia
  - Cystic Fibrosis
  - Tay-Sachs Disorder
From Conception to Birth

- **Conception**: The moment at which a female becomes pregnant.

- The egg (ovum) and sperm unite in a process known as **fertilization** resulting in a single cell unit with 46 chromosomes (zygote).

- Zygote will then divide into 2 cells, 4 cells, 8 cells (etc....mitosis)
  - **Monozygotic Twins**: identical twins formed when one zygote splits into two separate masses of cells, each of which develops into a separate embryo.
  - **Dizygotic Twins**: Often called fraternal twins, occurring when two eggs each get fertilized by two different sperm, resulting in two zygotes in the uterus at the same time.
Mini-Unit: Stages of Personality Development (Freud)
**Stages of Personality Development: Sigmund Freud**

**Review: Id, Ego, Superego**

- **Id**: “If it feels good do it” - part of the personality present at birth/completely unconscious. This is the “pleasure seeking” part of the personality and controls our basic biological drives for hunger, thirst, self-preservation and Sex
  - **Pleasure Principle**: principle by which the id functions: the immediate satisfaction of needs without regard for the consequences

- **Ego**: “The Executive Director” - part of the personality that develops out of a need to deal with reality. This is your conscious, logical and rational thought
  - **Reality Principle**: principle by which the ego functions; the satisfaction of the demands of the id only when negative consequences will not result

- **Superego**: “The moral watchdog” - part of the personality that act as a moral center
  - **Conscience**: part of the superego that produces pride or guilt depending on how acceptable behavior is.
Freud believed that personality developed in a series of stages and at each stage a different erogenous zone (an area of the body that produces pleasurable feelings) becomes more important and become the source of conflicts.

- **Fixation**: Disorder in which the person does not fully resolve the conflict in a particular psychosexual stage, resulting in personality traits and behavior associated with that earlier stage.

- **Psychosexual Stages**: Five stages of personality development proposed by Freud and tied to the sexual development of the child.
**Stages 1 & 2: Oral and Anal Stage**

**Oral Stage:** Weaning and oral fixation: First stage occurring in the 1st year of life (birth to approx. 1 ½ ) and dominated by the id.

- **Conflict:** Weaning (moving from the breast or bottle to a cup)
- **Fixation:** Weaning which occurs too soon or too late can result in oral fixation problems (alcoholism, overeating, nail biting, gum chewing, too optimistic or dependent, aggression, pessimism)

**Anal Stage:** Toilet Training and Anal Fixation: Second stage (1-3 years old), in which the anus is the erogenous zone,

- **Conflict:** Toilet training
- **Fixation:** Anal expulsive personalities (people who are messy, destructive and hostile and see messiness as a statement of personal control), Anal Retentive Personalities (neat, fussy, stingy and stubborn)
Stages 3: Phallic Stage

- **Phallic Stage**: Third stage (3-6 years of age) in which the child discovers sexual feelings and the erogenous zone shifts to the genitals.

- **Conflicts**: The awakening of sexual feelings of the child. 
  - **Castration Anxiety**: (Boys fear losing their penis) and **Penis Envy**: (Girls wanting a penis) 
  - **Oedipus complex**: (Situation in which a child develops a sexual attraction to the opposite-sex parent and jealousy of the same-sex parent)

- **Fixation**: Identification (Defense mechanism in which a person tries to become like someone else to deal with anxiety), immature sexual attitudes, excessive vanity, “Mama’s boys” or women attracted to much older men “father figures”
Stages 4 & 5: Latency and Genital Stages

- **Latency Stage**: Fourth stage (6-puberty) in which the sexual feelings of the child are repressed while the child develops in other ways (intellectual and social growth)
- **Conflict**: School play, same sex friendships “Boys have cooties”
- **Fixation**: Social issues, struggles relating to others or ability to get along with others

- **Genital Stage**: The fifth stage (puberty-adulthood) where sexual urges become part of the conscious thought
- **Conflict**: Sexual behavior, sexual relationship with partner(s)
- **Fixation**: Immature love or indiscriminate hate, uncontrollable working (work-a-holics) or inability to work
Video Questions: The Journey Conception to Birth

- While watching the video, illustrate (through words or illustrations or BOTH) the journey that is being discussed/shown about the development of a baby from conception through birth.

- 1) What is one NEW thing you learned about the process that he was discussing?
- 2) How is this information/technology useful in the field of psychology?
Chapter 10-4: The Germinal Period

What happens during the germinal, embryonic and fetal periods of pregnancy and what are some of the hazards in prenatal development?
The Germinal Period

- **Germinal Period**: first two weeks after fertilization, during which the zygote moves down to the uterus and begins to implant in the lining.

- **Placenta** begins to form which provides the baby with nourishment

- **Umbilical Cord** begins to develop to connect the baby to the placenta.
Once firmly attached to the uterus the developing organism is known as an **embryo**.

**Embryonic Period**: The period from 2-8 weeks after fertilization, during which the major organs and structures of the organism develop.

**Critical Periods**: As soon as the embryo begins to receive nourishment from the placenta, it becomes vulnerable to hazards such as diseases/toxins.

- Arms and Legs: 3 ½ weeks to 8 weeks
- Heart: 2 ½ to 6 ½ weeks
- Central Nervous System: 2 to 5 weeks
- Eyes: 3 ½ to 8 ½ weeks
- Teeth/Roof of mouth: 7-12 weeks

**Teratogens**: Any factor that can cause a birth defect (drugs, chemicals, violence etc....)
The Fetal Period: The time from about eight weeks after conception until the birth of the child (now called a fetus)

- During this period the fetus grows by about 20x and weigh increases from 1-2 ounces to over 7 lbs
- At this phase teratogens affect the physiology of the organs rather than the structure.
- Babies born before 38 weeks are called preterm and often need lifesaving procedures to survive
The most likely time for a miscarriage or spontaneous abortion is in the first 3 months of pregnancy.

Generally 15-20% of all pregnancies end in miscarriage, many so early that the mother didn’t know she was pregnant.

Most miscarriages are caused by a genetic defect that will not allow for the infant to survive.
Do Now: Congratulations!

As of today you are about to become (temporary) parents! As a new parent you should know what physical and cognitive milestones to expect from your new child as they age. Using prior knowledge what expectations do you have for your “child” in the following stages of their life:

<table>
<thead>
<tr>
<th>Stage/Age</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>Infancy (0-2)</td>
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<tr>
<td>Toddler (2-4)</td>
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<tr>
<td>School Age (5-12)</td>
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<td>Adolescence (13-22)</td>
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<tr>
<td>Young Adulthood (22+)</td>
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</table>
Chapter 10-5: Physical Development Infancy and Childhood

What kind of physical changes take place in infancy and childhood?
Physical Changes: Infancy

- Immediately after birth the following changes begin to occur in an infant:
  - **Respiratory system** begins to function
  - **Blood circulates** (no longer receiving umbilical support)
  - **Body temperature** regulates
  - **Digestive system** develops
  - **Innate (existing from birth) Reflexes**: involuntary reactions to certain stimuli
Five Infant Reflexes

Figure 10.4 Five Infant Reflexes
Shown here are (a) grasping reflex, (b) startle reflex (also known as the Moro reflex), (c) rooting reflex (when you touch a baby’s cheek it will turn towards your hand, open its mouth, and search for the nipple), (d) stepping reflex, and (e) sucking reflex. These infant reflexes can be used to check on the health of an infant’s nervous system. If a reflex is absent or abnormal, it may indicate brain damage or some other neurological problem.
Most sensory abilities are fairly well developed at birth.

- **Touch** is the most well developed followed by **smell** and **taste**
- By four months infants have developed a preference for salty tastes and aversions to sour and bitter tastes
- **Hearing** develops once fluids from the womb have cleared out. Infants are more responsive to high pitched responses

**Vision** is the least functional sense at birth:

- Rods (black and white) can see, but cones (sharpness and color) take 6 months to develop. Until 2 months newborns have “fuzzy vision”
- Newborns have visual preferences at birth:
  - Complex patterns, three dimensions and human faces
Motor Development

Six Motor Milestones (Infancy to 2 years)

1) Raising head and chest - 2-4 months
2) Rolling over - 2-5 months
3) Sitting up with support - 4-6 months
4) Sitting up without support - 6-7 months
5) Crawling - 7-8 months
6) Walking - 8-18 months
# Parenting Styles: Authoritarian, Authoritative and Permissive

<table>
<thead>
<tr>
<th>Authoritarian</th>
<th>Authoritative</th>
<th>Permissive Neglectful</th>
<th>Permissive Indulgent</th>
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</thead>
<tbody>
<tr>
<td>This is a restrictive, punitive style in which the parents exhort the child to follow their directions and to respect work and effort. Places firm limits and controls over the child and uses physical punishment.</td>
<td>This style encourages children to be independent but still places limits and controls on their behavior. Extensive verbal give and take is allowed and parents are warm and nurturing toward the child.</td>
<td>This is a style in which the parent is uninvolved in the child’s life. This style leaves the child feeling that other aspects of the parents lives are more important than they are.</td>
<td>This is a style of parenting in which the parents are highly involved in the child’s life but place few demands and controls on them. These children are allowed to do as they please and often leads them to expect to get their own way.</td>
</tr>
</tbody>
</table>

Children are often anxious about social comparison, fail to initiate activity and have poor communication skills. | Children are often socially competent, self-reliant and socially responsible. | Children are often socially incompetent and show poor self-control and do not handle independence well. | Children often struggle to learn respect for other and have difficulty with impulse control/controlling their own behavior. |
## Practice: Identifying Parenting Styles

<table>
<thead>
<tr>
<th>TV Show/Movie</th>
<th>Parenting Style Demonstrated</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brave</td>
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<td>The Cosby Show</td>
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<td>That 70’s Show</td>
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<td>Mean Girls</td>
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<td>Matilda</td>
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<td>Full House</td>
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</table>
Activity: 60 Minutes Baby Lab Video and Questions

Before the video, answer the following questions:

1) Where does morality originate—are we naturally good or naturally bad? Do we need parents, religion, teachers to teach us right from wrong?

2) Where do we learn bias? Are we born to favor some people over others or does society teach us how to be prejudiced, biased or even racist?

During/After the video, answer the following questions:

1) What evidence from the video shows us that babies are born with a sense of right from wrong?

2) What evidence from the video shows us that babies are born with an appreciation of justice?

3) What evidence from the video shows us that babies are born with bias?

4) Were you surprised by any of the findings in the video? If so, which ones? Why? If not, explain.
Homework

- Read/Take Notes 10-3 & 10-4-(Quiz next class)
- ACE Vocab 10-3 – 10-5
- Bring Supplies for your Egg Baby Carrier/Egg Baby
- Finish Egg Baby Adoption Application
Do Now: Reviewing Parenting Styles

Pretend your egg baby is 4 years old and currently throwing a fit in the grocery store because they want a cookie from the display and you told them no. They have proceeded to get louder and louder as you continue to walk through the store. Describe how each parenting style would address this problem:

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>How Parent Would Address The Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian</td>
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<tr>
<td>Authoritative</td>
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<td>Permissive Indulgent</td>
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</tbody>
</table>
1) The marshmallow test is one of the most famous (and most replicated) in Developmental Psychology. Describe the procedure and variables involved in the marshmallow test.

2) What are the different ways in which the students react to the Marshmallow test?

3) What does this experiment teach us about children?

4) How could you replicate this experiment? What would you change about it?
Chapter 10-6: Cognitive Development

What are two ways at looking at cognitive development, and how does language develop?
Jean Piaget was one of the earliest psychologists to study the cognitive development of children.

**Cognitive Development**: The development of thinking, problem solving and memory

Used mainly observational data (most of his own children).

**Scheme**: a mental concept formed through experiences with objects and events

Piaget believes that children first understand new things in schemes (**assimilation**) and then will adjust these schemes as new information is learned (this process is called **accommodation**).
Stage One: The Sensorimotor Stage

- **Age**: Infancy to age 2
- **Definition**: Infants use senses and motor abilities to explore the world.
- **What does the sensorimotor stage look like?**:
  - Actions go from involuntary to voluntary. Grasping, pushing, tasting, simple repetitive actions (grabbing toes) to complex patterns (sorting shapes into a box)
  - By the end of sensorimotor stage infants have developed **Object Permanence**: the knowledge that an object exists even when it is not in sight. (Think peek-a-boo)
    - Object permanence is a critical step in developing language and thought (especially complex thought)
Stage Two: The Preoperational Stage

- **Age**: 2-7 (approx.)

- **Definition**: The stage of cognitive development in which the preschool child learns to use language as a means of exploring the world.

- **What does the preoperational stage look like?**
  - Children can ask questions to explore their surroundings. Make-believe play is possible because of “**symbolic thinking**”. Not yet capable of logical thought (believe than anything that moves is alive (animism))
  - **Egocentrism**: The inability to see the world through anyone else’s eyes
  - **Centration**: The tendency to focus on only one feature of an object while ignoring other relevant features
  - **Irreversibility**: The inability of a young child to mentally reverse an action
Stage Three: Concrete Operations

- **Age**: 7-12 (approx.)

- **Definition**: The stage of cognitive development in which the school-age child becomes capable of logical thought processes but is not yet capable of abstract thinking.

What does the Concrete Operations stage look like?

- Child is capable of **conservation** and **reversible thinking**. Children begin to apply logical arguments to beliefs. Children struggle with abstract thought/concepts (i.e. freedom,)
Stage Four: Formal Operations

- **Age**: 12 to adulthood
- **Definition**: The stage at which the adolescent becomes capable of abstract thinking.

**What does the Formal Operations stage look like?**
- This is where **abstract thinking** becomes possible. Teenagers can understand **hypothetical thinking** or thinking about possibilities or impossibilities.
- It was understood that not everybody would necessarily reach formal operations. Many studies show **that only 50% of adults** reach formal operations.
The Piaget Rap: Video Questions (Organizer)

Sensorimotor:  Preoperational
Concrete Operations  Formal Operations
Activity: Egg Adoption Day

- Create/Decorate your new baby. Name him or her and create a carrying case that will safely transport your baby. Be sure to fill out the baby information sheet for Mrs. Eplin so she can be sure that the eggs are going to nurturing homes.

- When your egg/carrying case are finished, Mrs. Eplin will take a picture so that she can catalog it.
Chapter 10-6 Part II: Vygotsy and Chomsky Theories of Development
Vygotsky’s Theory: The Importance of Being There

- While Piaget focused on the importance of children’s interactions with objects, Vygotsky focused on the child’s social interactions.

- Vygotsky believed that children develop by people helping them and asking leading questions, a process known as scaffolding.

- **Scaffolding**: process in which a more skilled learner gives help to a less skilled learner, reducing the amount of help as the less skilled learner becomes more capable.

- **Zone of Proximal Development (ZPD)**: Vygotsky’s concept of the difference between what a child can do alone and what that child can do with the help of a teacher.
Stages of Language Development

- 1. Cooing (2-6 months): vowel-like sounds
- 2. Babbling (6 months-12 months): consonant sounds added and often hand gestures to help clarify speech
- 3. One word speech (12-18 months): children begin to use actual words, usually nouns and can be representative of full sentences
- 4. Telegraphic speech (18-24 months): Children begin stringing words together to form short, simple sentences
- 5. Whole sentences (24 months-preschool age): Children begin to use grammatical rules and increase the number of words in their sentences through age 6
### Do Now: Piaget Stages of Development Chart

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Characteristics</th>
<th>How could you test to see if someone is in this stage?</th>
</tr>
</thead>
</table>
| Sensorimotor   | 0-2 Years | - Children explore using their senses and motor systems  
                  - Develop Object Permanence                                                    | Hide a toy under a blanket and see if the child looks under the blanket for the toy |
Piaget Dating Game: Casting Call!

- I need 6 volunteers to play the following parts in our Piaget Skit:
  - TV Game show Host
  - The Bachelor/Bachelorette
  - Contestant 1:
  - Contestant 2: (I hope you like to sing!!!)
  - Contestant 3:
  - Contestant 4

- If you are not part of the performance, your job is to watch the performance and try to identify which Piaget stage that each contestant is attempting to represent.
**Piaget Dating Game:**
Which Stage did each Bachelor/ Bachelorette represent? Provide 2 pieces of evidence from the performance

<table>
<thead>
<tr>
<th>Bachelor (ette) #1</th>
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<tbody>
<tr>
<td>Bachelor (ette) #2</td>
<td></td>
</tr>
<tr>
<td>Bachelor (ette) #3</td>
<td></td>
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<tr>
<td>Bachelor (ette) #4</td>
<td></td>
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</tbody>
</table>
Chapter 10-7: Psychosocial Development

How do infants and children develop personalities and form relationships with others, and what are Erikson’s stages of psychosocial development for children?
Erikson’s Psychosocial Stages of Development (Stages 1 and 2)

**Stage 1: Infant**

- **Age**: Birth to 1 year
- **Developmental Crisis**: Trust vs Mistrust:
  - Babies learn to trust or mistrust others based on whether or not their needs—such as food and comfort—are met.
- **Example(s)**: Babies’ needs are met they learn to trust people and expect life to be pleasant.

**Stage 2: Toddler**

- **Age**: 1 year-3 years
- **Developmental Crisis**: Autonomy vs Shame and Doubt
  - Toddlers realize they can direct their own behavior.
- **Example(s)**: If toddlers are successful in directing their own behavior they learn to be independent, if these attempts are blocked, they learn self-doubt and shame.
Erikson’s Psychosocial Stages of Development (Stages 3 & 4)

Stage 3: Preschool Age

- **Age**: 3 to 5 years
- **Developmental Crisis**: Initiative vs Guilt
  - Preschoolers are challenged to control their own behavior such as controlling their exuberance when they are in a restaurant
  - **Example(s)**: If preschoolers succeed in taking responsibility, they feel capable and develop initiative. If they are not they feel irresponsible and guilty

Stage 4: Elementary School Age

- **Age**: 5 to 12 years
- **Developmental Crisis**: Industry vs Inferiority
  - School-aged children are faced with learning new social and academic skills. Social comparison is a primary source of information
  - **Example(s)**: When children learn new skills they develop feelings of industry (competence) when they fail they feel inadequate and inferior.
### Erikson’s Psychosocial Stages of Development (Stages 5 & 6)

#### Stage 5: Adolescence
- **Age:** 13 to early 20’s
- **Developmental Crisis:** Identity vs Role Confusion
  - Adolescents are faced with deciding who or what they want to be in terms of occupation, beliefs, attitudes and behavior patterns
- **Example(s):** Adolescents who succeed in defining who they are develop a strong sense of identity those who fail become confused and withdraw or want to blend in with the crowd.

#### Stage 6: Early Adulthood
- **Age:** 20’s and 30’s
- **Developmental Crisis:** Intimacy vs Isolation
  - Young adults must determine if they are able to share who they are with another person in a close, committed relationship
- **Example(s):** People who succeed in this task will have satisfying intimate relationships and people who fail will be isolated and may suffer from loneliness.
Erikson’s Stages of Psychosocial Development (Stages 7 & 8)

**Stage 7: Middle Adulthood**
- **Age**: 40’s and 50’s
- **Developmental Crisis**: Generativity vs Stagnation
  - The challenge is to be creative, productive and nurturant of the next generation
- **Example(s)**: Adults who succeed in this will benefit their family, community, culture and future generations. Adults who fail will be passive and self centered and feel that they have no purpose

**Stage 8: Late Adulthood**
- **Age**: 60 +
- **Developmental Crisis**: Ego Integrity vs Despair
  - The issue is whether a person will reach wisdom, spiritual tranquility, a sense of wholeness and acceptance of his or her life
- **Example(s)**: Elderly people who succeed in addressing this issue will enjoy their life and not fear death. Those who fail will feel that their life is empty and will fear death.
Watch the Disney Video Clips that illustrate each Erikson phase: In your own words explain how each clip explains each stage:

<table>
<thead>
<tr>
<th>Movie Clip</th>
<th>Erikson Stage</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monsters Inc.</td>
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<tr>
<td>Finding Nemo</td>
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<td>Inside Out</td>
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<tr>
<td>The Incredibles</td>
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<td>Minions</td>
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<tr>
<td>Frozen</td>
<td></td>
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<tr>
<td>Toy Story 3</td>
<td></td>
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<tr>
<td>Up!</td>
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</tbody>
</table>
Erikson Menu Activity

- You may work individually or in pairs to complete this assignment. You may pick any of the 5 assignments on the Erikson Menu to complete to show your understanding and mastery of the Erikson stages.

- This assignment will be due at the end of this period or the beginning of next period.
Example: Erickson Memes

**Trust vs Mistrust**

IF I DON'T GET TAKEN CARE OF WELL ENOUGH

HOW CAN I TRUST PEOPLE?

**Autonomy vs Shame and Doubt**

MOM DOES EVERYTHING FOR ME

AM I BEING TOO DEPENDANT?

**Initiative vs Guilt**

SO YOU'RE TELLING ME

I CAN ASK QUESTIONS WITHOUT FEELING GUILTY?
Example: Erikson Memes

**Industry vs Inferiority**

- **How can I be competent?**
- **When I can't even dress well?**

**Identity vs Role Confusion**

- **Went through ten different phases**
- **Still doesn't know who he wants to be**

**Intimacy vs Isolation**

- **You complain about being lonely**
- **But you're also afraid of commitment**
Examples: Erikson Memes

ONE DOES NOT SIMPLY FEEL PRODUCTIVE TO SOCIETY ALL OF THE TIME

I DON'T ALWAYS FEEL LIKE MY LIFE HAS BEEN INCOMPLETE

BUT WHEN I DO, I BECOME SUPER DEPRESSED

Generativity vs Stagnation

Integrity vs Despair
Homework

- Take notes: Chapter 10-7 Pt 2 and 10-8: Quiz Wednesday (A)/Thursday (B)
- Article Review: The Lasting Impact of Neglect (On Website)
- Vocab 10-7 & 10.8
- Finish Erikson Menu Activity due next class

Remember/Future Dates:
Chapter 10-7 part II

Temperament and Attachment
Temperament

- **Temperament**: The behavioral characteristics that are fairly well-established at birth, (such as easy, difficult, and slow to warm up)
  - **Easy**: regular in their schedules of waking, sleeping, and eating and are adaptable to change. Easy babies are happy babies and when distressed are easily soothed.
  - **Difficult**: tend to be irregular in their schedules, are very unhappy about change of any kind. They are loud, active and tend to be crabby rather than happy.
  - **Slow to Warm Up**: Less grumpy, quieter and more regular than difficult children but are slow to adapt to change.
Attachment

- **Attachment**: The emotional bond between an infant and the primary caregiver. Very important in the development of the social and emotional life of the child.

- Ainsworth: Strange Situation Experiment 1978
  1. **Secure**: Willing to get down from mother’s lap and explore. Wary but calm when a stranger entered, however upset when mother left and excited for her return
  2. **Avoidant**: Somewhat willing to explore, did not “touch base” and reacted little to mother’s absence or return
  3. **Ambivalent**: Clingy and unwilling to explore, very upset by stranger and protested when mother left, mixed reaction to her return
  4. **Disorganized-disoriented**: Unable to decide how to react to mother, often with fear, dazed or depression.
Chapter 10-8: How Sex and Gender Influence Development

What is gender, and how can biology and learning influence gender role development?
Gender Roles and Gender Typing

- **Gender Roles**: The culture’s expectations for masculine or feminine behavior, including attitudes, actions and personality traits associated with being male or female in that culture.

- **Gender Typing**: The process of acquiring gender role characteristics (How we learn gender roles).

- **Gender Identity**: The individual’s sense of being male or female (biological and environmental factors).
Influences on Gender

- **Biological Influences**: External sexual characteristics (genitals), chromosomes, Hormonal differences (women have more estrogen, men more testosterone)

- **Environmental Influences**: parenting, culture and surroundings

- **Cultural Influences**: Traditional gender roles (individualistic cultures tend to have less gender roles than collectivist cultures)
<table>
<thead>
<tr>
<th>Age</th>
<th>Social Activities</th>
<th>Desirable Outcome</th>
<th>Undesirable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Years</td>
<td>Being fed, taken care of by someone else</td>
<td>Sense of <strong>Trust</strong></td>
<td>Sense of <strong>mistrust</strong></td>
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</tbody>
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Video Questions: Why are Teenagers So Moody?

1) Why does research argue that adolescent brain development is equally as important as 0-5 year olds?

2) Explain the biology of puberty and how it effects “risky” behavior in adolescents and teens?

3) What role does “peer acceptance” play in adolescent behavior?

4) Explain why stress is different for teens than it is for children or adults?

5) What are some negatives and positives of the teenage brain?
Chapter 10-9: Adolescence/Physical Development

What are the physical, cognitive and personality changes that occur in adolescence, including concepts of morality and Erikson’s search for identity?
Adolescence and Puberty

- **Adolescence**: the period of life from the about age 13 to the early twenties during which a young person is no longer physically a child, but is not yet an independent, self-supporting adult.
  - Not a clear-cut age and varies from culture to culture
  - The clearest sign of the beginning of adolescence is the onset of **puberty**: (the physical changes that occur in the body as sexual development reaches its peak)
  - Changes will be noticeable:
    - **Primary sex characteristics**: Growth of actual sex organs (penis, uterus)
    - **Secondary sex characteristics**: changes in the body (development of breasts and/or body hair)
    - Stimulated by the pituitary gland and thyroid gland
Cognitive Development

- **Formal Operations Stage** (Piaget): Frontal lobes of the brain begin to develop and teenagers begin to think about hypothetical situations.

- Adolescents are not completely free of egocentric thought (in fact it becomes a preoccupation during adolescence).
  - **Personal Fable**: Type of thought common to adolescents in which young people believe themselves to be unique and protected from harm.
  - **Imaginary Audience**: Type of thought common to adolescents in which young people believe that other people are just as concerned about the adolescents thoughts and characteristics as they themselves are. (Intense self-consciousness)
Identity vs Role Confusion: The fifth stage of personality development in which the adolescent must find a consistent sense of self.

Examples: Teenagers begin mulling values such as political views, career options and marriage.

Parent-Teen conflicts: “Rebellion” and “conflict” are often seen as necessary steps for teens to break away from childhood dependence and move toward self sufficiency.
James Marcia: Identity Statuses of Psychological Identity Development

- **Identity Diffusion** – the status in which the adolescent does not have a sense of having choices
  - he or she has not yet made (nor is attempting/willing to make) a commitment

- **Identity Foreclosure** – the status in which the adolescent seems willing to commit to some relevant roles, values, or goals for the future.
  - Adolescents in this stage have not experienced an identity crisis. They tend to conform to the expectations of others regarding their future (e.g. allowing a parent to determine a career direction).

- **Identity Moratorium** – the status in which the adolescent is currently in a crisis, exploring various commitments and is ready to make choices, but has not made a commitment to these choices yet.

- **Identity Achievement** – the status in which adolescent has gone through a identity crisis and has made a commitment to a sense of identity (i.e. certain role or value) that he or she has chose
<table>
<thead>
<tr>
<th>Commitment</th>
<th>Exploration</th>
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<tbody>
<tr>
<td>Low</td>
<td>Forclosure: &quot;I've made a choice without thinking&quot;</td>
</tr>
<tr>
<td>High</td>
<td>Identity Achievement: &quot;I thought about it and I now know what I should do with my life.&quot;</td>
</tr>
<tr>
<td>Low</td>
<td>Identity Diffusion: I don't know and I don't care what I'm supposed to do with my life.</td>
</tr>
<tr>
<td>High</td>
<td>Moratorium: &quot;I'm thinking about what I should do&quot;</td>
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Moral Development: Kohlberg’s Three Levels of Morality

<table>
<thead>
<tr>
<th>Level of Morality</th>
<th>How Rules are Understood</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td><strong>Preconventional Morality</strong></td>
<td>The consequence determine the morality; behavior that is rewarded is right, that which is punished is wrong</td>
<td>A child who steals a toy from another child and does not get caught does not see that action as wrong</td>
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<tr>
<td>(typically very young children)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Conventional Morality</strong></td>
<td>Conformity to social norms is right; nonconformity is wrong</td>
<td>A child criticizes his or her parent for speeding because speeding is against the posted laws</td>
</tr>
<tr>
<td>(older children, adolescents and most adults)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Postconventional Morality</strong></td>
<td>Moral principles determine by the person are used to determine right and wrong and may disagree with societal norms</td>
<td>A reporter who wrote a controversial story goes to jail rather than reveal the source’s identity</td>
</tr>
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<td>(about 20% of the adult population)</td>
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Exploring Adolescence: Freaks and Geeks

- We are going to watch the pilot episode of the TV series “Freaks and Geeks”. I have handed out a character list to help those of you who have not seen the show before.

- The bottom of the character sheet has three reflection questions that you should answer as you watch the show. These questions should go in your notebook and should respond directly to events/characters in the show.

- Even if we do not finish the episode, you still have enough information to reflect, so **NO EXCUSES!!!**
Homework

- Read and Take notes over chapters 10-10 and 10-11: Quiz Monday (A Day) and Friday (B Day)
Chapter 10-10: Adulthood

What are the physical, cognitive and personality changes that occur during adulthood and aging, including Erikson’s last three psycho-social stages and patterns of parenting?
Physical Development: Use it or Lose it

- **Adulthood**: The period of life between early twenties until old age and death.
  - Adulthood can be divided into three periods: young adulthood, middle-age and late adulthood.
- **Signs of aging**: Oil glands result in wrinkles, vision and hearing begin to decline (30’s) and hearing loss, greying hair/hair loss, metabolism slows, height begins to decline.
- **Menopause**: The cessation of ovulation and menstrual cycles and the end of a woman’s reproductive capability.
- **Andropause**: Gradual changes in the sexual hormones and reproductive system of middle aged males.

"If you’re not tired, you’re not doing it right."
Psychosocial Development

- **Intimacy**: An emotional and psychological closeness that is based on the ability to trust, share, and care while still maintaining a sense of self (Erikson stage: “Intimacy vs Isolation”)

- **Generativity**: Providing guidance to one’s children or the next generation, or contributing to the well-being of the next generation through career or volunteer work (Erikson Stage: “Generativity vs Stagnation”)

- **Ego Integrity**: Sense of wholeness that comes from having lived a full life and the ability to let go of regrets; the final completion of the ego (Erikson stage: Ego vs Integrity)
Cognitive Development

- Intellectual abilities do not decline in old age, but speed of processing (or reaction time) does not slow down.

- Changes in memory are most noticeable in middle-aged cognition. (More retrieval errors)

- People who exercise their brain and mental abilities are found to be far less likely to develop memory problems (Ball et al 2002)
Chapter 10-11: Theories of Physical and Psychological Aging

How do psychologists explain why aging occurs and what are the stages of death and dying?
Cellular Clock Theory: Biological theory of aging. Cells are limited in the number of times they can reproduce to repair damage.

Telomeres: Structures on the ends of chromosomes and shorten each time a cell reproduces

When telomeres are too short, cells can not reproduce and damage accumulates which results in the effects of aging

Wear-and-Tear Theory: Theory that points to outside influences such as physical exertion and bodily damage.

In this theory the body’s organs and cell tissues wear out with repeated use and abuse

Example: Collegen in the skin wear out, elasticity in the skin wears as we age.
**Aging Theories (Continued)**

- **Free-Radical Theory**: Gives a biological explanation to W&T Theory explaining cellular damage over time
  - **Free Radicals**: Oxygen molecules that have an unstable electron (negative particle) and steal electrons from other molecules increasing the damage structures inside the cell.
  - As we age, free radicals do more and more damage; producing the effects of aging

- **Activity Theory**: Theory of adjusting to aging that assumes older people are happier if they remain active in some way, such as volunteering or developing a hobby.
Elizabeth Kubler-Ross theorized that people go through five stages of reaction when faced with death:

1) **Denial**: Refusal to believe the diagnosis is real

2) **Anger**: Anger at death itself and the inability to change the situation

3) **Bargaining**: Trying to “make a deal” with doctors or God

4) **Depression**: Sadness from losses already experienced (job, dignity) and those yet to come (not seeing a child grow up)

5) **Acceptance**: Accepting the inevitable and quietly awaits death.