

HSBH1005- Lecture 1

Age and Development

- i. Age and its connection to perceived developmental milestones
- ii. Age, gender and family importance
- iii. History of aging across changing societies (Western, Eastern and Aboriginal)
- iv. Science of Human Development (Social Changes)
- v. Developmental Optimisation (more beneficial to the society)

3 questions we ask of their lives:

1. Am I normal?
2. Do I matter
3. What is the meaning to life, universe and everything?

1. Physically: We stop growing at the end of adolescence
2. Our brain continues growing until 25
3. Adolescent Core Values: "In most of us, the character has set like plaster."
4. Our belief system, traits, ambition, we become focus on these things
5. Personality: continually grow in psychological development
6. (environment vs. individual core values)
7. it can be influenced

Albert Einstein (1879- 1955): Physicist

His personality moved from serious, and moved from maths to having fun!

Homeless artist after WWI (1889- 1945)

Al Gore (1948): Politician

His point: Life is not defined by, nor stops at, physical growth. It is an ongoing journey of maturation (core values of the person vs. environment)

Lifespan Hallmarks

Roscoe Griffin

8. His ideology: everyone can learn; why do people need a reason to learn. Age doesn't matter

i. Lifelong Development

No stage in life were someone becomes "too old" to:

1. Develop and Cultivate new plans and ideas
2. Contribute productively to society, friends and family

ii. Continuity and Change

Although we change?

1. Psychically (Infancy to old age)
2. Psychologically

Our continuity of interests and values seldom change

iii. Biological and Culture Influence values

“...human psychological development occurs in a physical body that is situated socially, within a cultural context.” Peterson (2004)

Life growth is influenced by:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Our bodies (Health) 2. Social influence (Family, friends and everyone) | <ol style="list-style-type: none"> 3. Cultural Diversity (Where we grow up) 4. Historical Occurrences (e.g. war, terrorism) |
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(They all work together)

iv. Normative Transition Events

<u>Normative</u>	<u>Non- Normative</u>
<ol style="list-style-type: none"> 1. Going to school 2. First friend 3. Kiss 4. Job 5. Finishing school 6. Leaving school 7. Getting married 8. Having children 	<ol style="list-style-type: none"> 9. Accidents 10. Ill Health 11. Financial hardship 12. War/ terrorism,

Why are we obsessed about age?

- Age gauges' experience
- However, this may differ across cultures
- Age perception has changed historically

Quiz that determines your age

- Mostly yes: High chance over 25
- Mostly no: High chance over 30
- Why does this pattern occur?
 - Most Australians under 25 prefer to be older, while those over 30 prefer to be younger
 - Those 25 – 30 are just confused!
 - **Important point! Physical age rarely corresponds with self-perceived age.**

- 1. If someone asked you ‘how old will you be at your next birthday’, would you be eager to answer truthfully?
- 2. Are you impatient for that birthday so that you can be one year older than you are at present?
- 3. Do you feel flattered when someone thinks you are older than you actually are?
- 4. Do you believe you feel, look and act the age you currently are?

Our elders: Filial Piety

- **“Filial Piety”:** To take care of ones parents and to respect elders
- Found mostly in Asia, Middle East and Tribal cultures
- Not strongly define in Western society
- Wisdom: “Be kind to your children, they get to choose your nursing home”
- This is slowly changing due to ageing population

Development in a historical perspective

- By 1850 discovered that we lived longer
- Segmentation of the lifespan is a recent concept in western culture

➤ Aries (1962) found that in medieval times there was 3 phases of the lifespan:

- Infancy: Age 0 - 4
- Maturity: Age 5 - 30
- Senility: Age 30 onwards

➤ Today:

- Infancy: Age 0-3
- Childhood: Age 4 - 12
- Adolescence: Age 13 - 25
- Adulthood: Age 26 - 50
- Middle Aged: Age 50 - 70
- Aged: Age 70 onwards

Have we gone backwards in maturity?

- Mause (1976): children could walk and speak, they were integrated into adult life up until the late 1800's
- E.g. access to alcohol and drugs
- Children up to 18 still played juvenile games (e.g. hide and seek)

Age and society

- Act your age
- How can we when our minds are younger or older than others
- **Normative social clock in polite society is as follows?**
 - Children must be polite, quiet and misbehave
 - Adults must be educated, get jobs, be responsible, be serious
 - Older people must do as they are told, no bother people play lawn bowls and never have sex
 - Neugarten (1979): found that most people gauge their life in events of being 'early', 'on time', or 'late'

Robert Butler (1969) coined the phrase "Ageism"

- This phrase does not just pertain to older people
- Young people should not drink, vote, drive, leave school
- Old people should not, work, drive and go back to school
- Everyone will encounter ageism of some sort during their lifetime- it is inevitable because society drives age norms

The Science of lifespan Human development

- But Society should not be the ruler and justifier of age norms
- We need scientifically valid and reliable descriptive evidence about age groups and age differences
- **In Human Development we are interested in:**
 1. Links between chronological age and health
 2. Patterns of change in psychological functioning
 3. Bio-behavioural, Cognitive, Emotional, Personality, Social Relationships and Mental Health
- Only once we learn about all these variables and factor them into an ageing society, can we then appreciate what age can and can't offer
- Baltes (2001) suggested that there is 3 distinct sets of developmental variables:
 - i. Inter-Individual Regularities (Fixed) in Development (e.g. toddlers language development)
 - ii. Inter-Individual Plasticity (Flexible) in Development
 - iii. **Looking at groups of people:**
 - History
 - Geography
 - Culture
 - Socio-economic
- Iv. Intra-Individual Plasticity (Flexible-Experiential) in Development (e.g. transition of infancy to childhood – everyone's experience is different!)

The concept of development

I) Permanent Change (done through illness or injury)

- Physical
- Language
- Knowledge. Cognitive development

II) Qualitative/ Quantitative Change (Happens to all of us, varying level of intensity)

- Junior years leading to friendship
- Adolescent years leading to romantic interests
- Adult years leading to intimate long term relationships

Lecture 2: Human Development

Babies first 3 months

- Not Tabula Rasa
- Strong and prepared to thrive
- First thing they do= Cry (innate)
- Move around from stimulus of sounds
- **Wolf (1969) discovered cries:**
 - 1. Food Cry
 - 2. Mad Cry
 - 3. Pain Cry
- Babies end up conditioning their parents (mothers first) to their cries
- **To sooth**
 - 1. Singing, swaddling, heartbeat and familiar smell
 - Brain development: Sleep
 - Sleep up to 16hrs (2-3 naps)
 - Wake= crying
 - Sleep disturbances are common

Culture and Infant sleep pattern

- Western Cultures: force infants to stay awake during daylight
- Eastern cultures (opposite)

Neurobiological and Neurocognitive development

- Cognitive level is lower than sensory perception
- Brain is about 25% of adult size, by age 2 (80%)
- Neck muscles can be used but mostly rested for neurons to develop
- Babies brain is denser with neurons than an adolescent/ adult
- Neural pathways need to develop

Physical Growth

- Better understanding of their environment
- Culture influences: Aboriginal children
 - Growth problems if a tv was in the home and was their only means of story telling
 - Active story telling is important for cognitive, physical and language development

Development of Motor Skills

- Nature vs. Nurture in motor skills
- Some culture develop faster
- More assistance and opportunity in young age >> faster motor development
- Theory: immune system and cognitive development increases with exercise (more mitochondria is moving) and mental stimulation for babies who are busy

Development of Sensation and Perception

- 5 senses at birth
- Eye sight develops slowly (2-3 months)
- Perceptual Development
- Near sightedness to learn detail
- Touch and taste more heightened (raw meet= infectious)
- Coordinating perceptual and motor skills together:
>> unrelated to each other = hand- eye coordination takes time

Cognition and Learning

1. Learning complex contingencies
 - >> Babies don't get good stimulus cause cognitive and other problems
 - >> It is important to their neurological development
2. Curiosity and attention
 - >> Curious from birth, need things to engage their attention to improve their rate of learning

Personality, emotion and cognition

- **Erik Erikson**
- **8 stages of developing**
 1. **Trust**
 - >> important from babies to make mistakes and learn from it
 - >> Trust vs. mistrust stage
 2. **Control**
 - >> Mental anticipation leads to control
 3. **Learned helplessness**
 - >> Babies need to have solution to problems
 4. **Develop self- efficacy**
 - >> Learning is enhanced when a person feels capable of achieving

Infant Temperament: Personality

1. All babies are different
 - Temperament can start in the womb (kicking)
 - Neonatal wards show clear temperament
 - Some correlation of active and over active
2. Patterns of temperament
 - Can be influenced by patterns of caring
 - Early Temperament can't predict later temperament

Attachment: The first relationship

1. **Before attachment**
 - Sociable
 - Isn't learn at his stage
2. **Prerequisite for attachment**
 - 3-7 months, start to attach
3. **First signs of true love:**
 - 8-24 months
 - Differential proximity occurs (wanting to be with parents or caregiver)

Secure and Insecure Attachment

- Caregiver sensitivity: Quality over Quantity
- Infancy Temperament and attachment: Mad and cranky babies don't attach as well as happy and sleepy babies

Attachment through the lifespan

- Happy attachment as an infant leads to seeking meaningful long lasting relationships
- Indifferent or difficult attachment makes establishing relationships in later life awkward and harder

Attachment through the lifespan

- Babies think differently to older children and Adults
- Symbols are our first language:
 - Crying (Babies)
 - Pointing, gesturing, facial expressions (Infant-to-Pre-Teen) - Clothing and Material objects (Teen-to-Adult)
- Babies communicate gestures more clearly between the ages of 8 – 10 months (Acredolo & Goodwyn, 1990)
- Wellman (1993), found that babies can learn the difference between symbols and reality

Speech before Meaning

- | | |
|--|---|
| <ul style="list-style-type: none">- First sounds are: crying & grunts- 4 months: babble- Lasts 6-8 months, not imitation | <ul style="list-style-type: none">- Listen as much as they babble- Understand tone in language- 7 learn how to take turns |
|--|---|

The Development of vocabulary

- Age 2: learning complexities of symbols and the use of vocabulary
- Lenneberg (suggested that genuine comprehension of word meaning requires:
 1. Consistent use of the word in one context.
 2. Using Phonetics
 3. Semantics – everything has a name and a meaning
 4. The ability to analyse sentences or phrases to exact words.

- **Over extension:** A child uses words beyond its meaning e.g. Daddy
- **Under-extension:** not applying a word beyond its original learnt context (e.g. thank you)
- Toddlers learn names, then meanings, then concepts
- Nelson (1973) children do not acquire language quickly if not acknowledged
- Toddlers have their own learning agenda

Syntactic development

- **Descriptive Grammar:** This is a set of rules needed to construct all the sentences a native speaker needs in a lifetime
- **Prescriptive Grammar:** The rules on how to correctly use language
- Toddlers go through a Holophrastic stage. (e.g. ‘Daddy’?? – when pointing at something they aren’t sure of)
- Pivot Grammar (Brown, 1973). Action and name. (e.g. “more apple”, “more sing” etc).
- **Telegraphic speech:** Children start sounding like a newspaper headline! (e.g. “BIG POOS IN PANTS!”)

Theories of language acquisition

- Chomsky (nativist)
- Believed in L.A.D
- Conversational Approach seems to be key in some of the newer theories of early child development

Approximate Age	Psycho Social Crisis
Infant - 18 months	Trust vs. Mistrust
18 months - 3 years	Autonomy vs. Shame & Doubt
3 - 5 years	Initiative vs. Guilt
5 - 13 years	Industry vs. Inferiority
13 - 21 years	Identity vs. Role Confusion
21 - 39 years	Intimacy vs. Isolation
40 - 65 years	Generativity vs. Stagnation
65 and older	Ego Integrity vs. Despair

(C) The Psychology Notes Headquarter - <http://www.PsychologyNotesHQ.com>

Personality and language Growth

- Language development is essential for personality growth
- Leads to self-awareness

Neurocognitive Development

- **Lateralisation**
>> Handedness (left or right brain dominance develops)
- **Myelinisation**
>> Further development in the frontal cortex
- **Plasticity**
>> Flexibility and adaptability to change

Piaget's theory: Mechanisms of Developmental change

1. **Sensory motor stage (sense)**
 - First 2 years
2. **Preoperational stage:** learning language and sensory perception, environmental issues still don't understand why it happens

3. Concrete operational stage

- 7-12
- Learning concrete information
- E.g. chemistry
- Fixed in greater logic than pre-operational

4. Formal operation

- Finish around 17- 25
- Understanding complex relationship outside of concrete thinking

- Equilibration

- >> Assimilation and Accommodation are the start of learning
- >> Equilibration is the higher order of this structure.
- >> (e.g. Clay Structures: we learn what clay is; we learn to build with it; finally, we design!)

- Cognitive conflict

- >> Older children can cause cognitive conflicts in younger children. Thus, leading them to critical thinking.

Siblings: Psychological development in Australia

- Possible to favour one child over another = Differential treatment
- Older siblings learn to nurturance and empathy earlier in life, normally socially engage and confident
- An 'Only Child' does not suffer from poor social cognitive growth due to not having siblings. It does, however, take them a little longer to assert themselves
- An 'Only Child' does seem to have faster academic capabilities and are more emotionally secure and creative.

Personality and Self- Concept (final exam)

- Erikson (1968)
- Inferiority vs. industry
- Leads to development of self- concept esteem building and good health management
- Stages of psychosocial development

Health and physical growth during middle childhood:

- Growth is still rapid between 6-12 years
- Children grow 6cm per year > Children gain 2.25kg a year
- Western countries have children that are 25% more obese than Eastern countries
- In some cultures, obesity is seen as healthy
- Malnutrition leads to poor health, growth and poor cognitive development

Development of motor and athletic skills:

- Damon & Hart (1982) physical activity is important for a child's physical and emotional development

Emotional development in children

- Saarni (1999) states there are 8 component skills for understanding emotions:
 - i) Awareness of ones own emotional state
 - ii) Perceptions of others emotional states
 - iii) Vocabulary of emotional terms
 - iv) Capacity for empathy
 - v) Capacity to self-regulate and cope with strong negative feelings
 - vi) Emotional display management
 - vii) Awareness of positive and negative emotions in social relationships
 - viii) Emotional self-acceptance and self-efficacy

IMPORTANT: Without healthy emotional development – we can develop poor health behaviours!

Executive functioning and cognitive flexibility

- Executive functioning: moving attention from the general to the specific and back again
- Encompasses planning, problem solving, attentional flexibility and memory
- Evaluative thinking: reflexive vs. impulsive cognitive outcomes
- Personality and behaviour can determine thinking style

The motivation to succeed academically

- 2 categories in academic environments:
 1. Master- oriented children: pushed with difficult academic problems
 2. Helpless student: give up too easily; misunderstand feedback, have self-defeating views
 3. Master- oriented children grow into teens with better risk assessment of dangerous health situations

Conclusion

- From Infant-to-Teen our rate of development is faster than any other period in our life-cycle.
- Getting the balance right for cognitive, physical, and motor development is key to optimising psychosocial development.