

Developmental Psychology

Week 1 - The Life Span Perspective

Development: pattern of movement/change beginning at conception and continues through the human life

- includes growth and decline

Traditional approach (most change happens in childhood/adolescence)

Lifespan approach (happens all throughout life)

- There are individual differences/ more than one trajectory

Characteristics of lifespan perspective

- lifelong - multidimensional - multidirectional - plasticity - multidisciplinary - contextual

Contextual Influences

1. Normative age-graded influences are ones that are similar for individuals in a particular group
 2. Normative history-graded influences are common to people of particular generation because of historical circumstances
 3. Non-normative life events are unusual occurrences that have a major impact on ones life
- digital-immigrants vs digital-natives. usage of digital appliances is different but ability is not.

Developmental concerns - distinct non-clinal patterns “making things a disorder” - inflation in adhd

- health and wellbeing - parenting - education - sociocultural contexts and diversity - social policy

Resilience:

- Relationship between protection/risk. “helicopter parents- don't play-dangerous” -uncertainty vs risk

Three models

1. compensatory 2. protective 3.challenge

Nature of development

Processes (interrelated)

- Biological processes: weight gain, brain change
- Cognitive processes: IQ, language
- Socio-emotional processes: change in relationship, personality, identity

Periods (timeframe characterised by certain things)

- prenatal, infancy, early childhood etc
- or ranges, 4 ‘ages’ (under 20, 20-59, 60-79, 80 +)

Conceptions of Age

Ageism: mature age student, unemployed in 50's, teen mums.

- chronological age -social age -biological age -psychological age

Developmental Issues

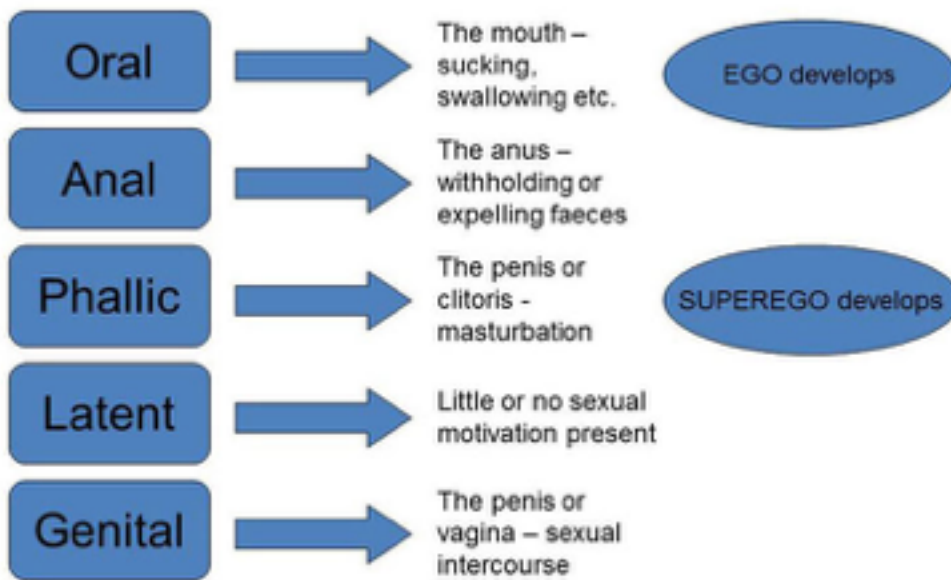
- Nature/nurture -ability & change -continuity and discontinuity

Theories of Development

Psychoanalytic -primarily unconscious and heavily coloured by emotion, symbolic workings of mind

Freud's 5 psychosexual stages





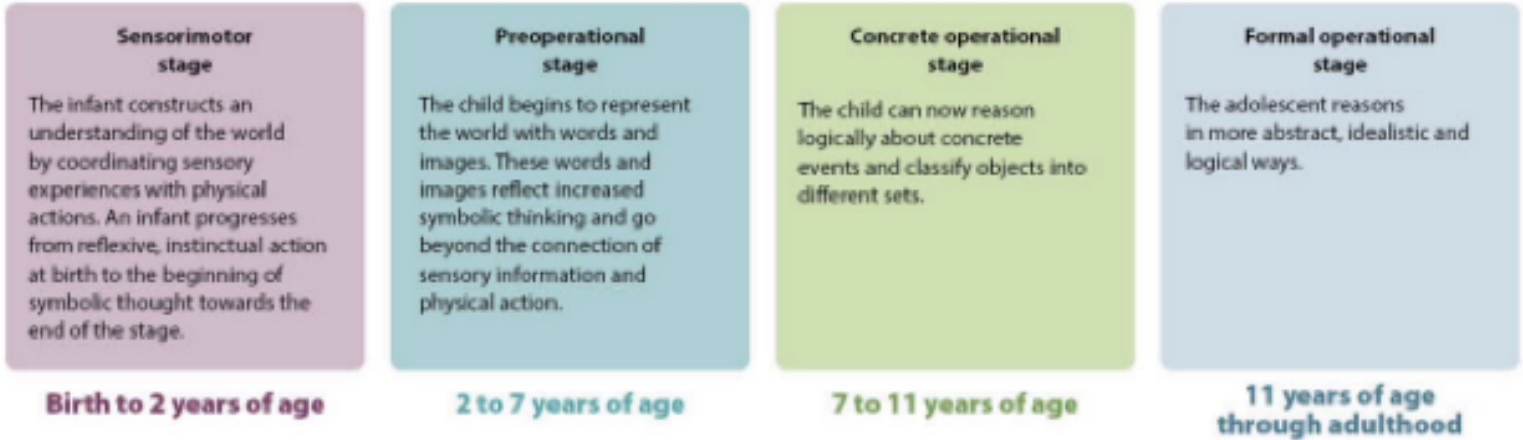
Erikson: primary motivation of behaviour is social - 8 psychosocial stages

Erikson's stages	Developmental period
Integrity versus despair	Late adulthood (60s onward)
Generativity versus stagnation	Middle adulthood (40s, 50s)
Intimacy versus isolation	Early adulthood (20s, 30s)
Identity versus identity confusion	Adolescence (10 to 20 years)
Industry versus inferiority	Middle and late childhood (primary school years, 6 years to puberty)
Initiative versus guilt	Early childhood (preschool years, 3 to 5 years)
Autonomy versus shame and doubt	Infancy (1 to 3 years)
Trust versus mistrust	Infancy (first year)

Cognitive

Piaget - two processes that underlie how children construct their understanding of the world

- Organisation -Adaptation



Vygotsky: children actively construct their knowledge, emphasised how social interaction & culture guide cognitive development Information processing

- Emphasises that ppl manipulate info, monitor it and strategise about it
- ppl develop a gradually increasing capacity to process info

Vygotsky - children actively construct their knowledge

- social interaction - interacting with others, peers, mentors, elderly
- 4. Zone of Proximal Developmental - children cant complete alone but w supervision

Behavioural and social cognitive

Skinner's Operant conditioning - shape development

- Rewards- increase the probability of the behaviours occurrence
- Punishments - decrease ""

Bandora's social cognitive theory

- observational learning, environment & cognition key factors, cog. represent others behaviour

Ethological

- strongly influences by biology and evolution, critical periods, importance of human attachment in first year.

Ecological 5 environmental systems -

2. Microsystem: family, friends, school,
3. Mesosystem: interact between micro and exo systems
4. Exosystem: mass media, social welfare services
5. Macrosystem: attitudes of the culture
6. Chronosystem: time, environmental patterns