# **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

<ul> <li>lifelong</li> </ul>	- multidimensional	<ul> <li>multidirectional</li> </ul>	<ul> <li>plasticity</li> </ul>	<ul> <li>multidisciplinary</li> </ul>	<ul> <li>contextual</li> </ul>
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#### 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
 <u>Three models</u>

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

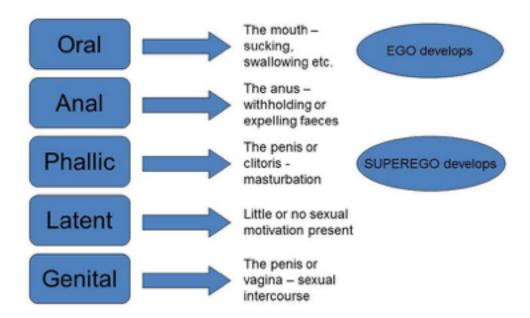
#### **Developmental Issues**

Nature/nurture -ability & change -continuity and discontinuity

#### Theories of Development

**Psychoanalytic** -primarily unconscious and heavily coloured by emotion, symbolic workings of mind <u>Freud's 5 psychosexual stages</u>

Oral stage	Anal stage	Phallic stage	Latency stage	Genital stage
nfant's pleasure centres on the mouth.	Child's pleasure focuses on the anus.	Child's pleasure focuses on the genitals.	Child represses sexual interest and develops social and intellectual skills.	A time of sexual reawakening; sour- of sexual pleasure becomes someone outside the family.
Birth to 11/2 years	1 <sup>1</sup> /2 to 3 years	3 to 6 years	6 years to puberty	Puberty onward



## 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

Sensorimotor stage	Preoperational stage	Concrete operational stage	Formal operational stage
The infant constructs an understanding of the world by coordinating sensory experiences with physical actions. An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought towards the end of the stage.	The child begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.	The child can now reason logically about concrete events and classify objects into different sets.	The adolescent reasons in more abstract, idealistic and logical ways.
Birth to 2 years of age	2 to 7 years of age	7 to 11 years of age	11 years of age through adulthood

<u>Vygotsky:</u> 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