Micah Sebastian

PSYC1001:
Developmental Psychology

table of contents

Lecture 1 ..... page 3

Lecture 2 ..... page 8

Lecture 3 ..... page 11

Lecture 4 ..... page 17

Lecture 5 ..... page 21

Lecture 6 ..... page 25

Micah Sebastian

Lecture 1: The Importance of the Early Environment

Outline

- Impoverished early environments
  - Monkey experiments
  - Orphanages
  - Postnatal Depression
  - Class Differences
- Preschool Interventions to enrich early environments
  - Head Start
  - Abecederian Program

Background

- first few years of life have permanent effects in real life → environment that you're raised in → looked at naturally unfortunate circumstances of children and how they develop

Harlow: Study of mother-infant bonds in monkeys

- the pit of despair video
- Investigations into the effects of total social isolation for varying periods of early life
- Harlow showed importance of caregiving relationships
- Profound impact on newborn baby monkeys, choosing comfort over food
- Isolating the monkeys at different times, introducing them back to group dynamic after some time
- Earlier the isolation, the longer the isolation, the behavioural/ aspects are worse

Suomi & Harlow (1972): social rehab of isolate reared monkeys

- severity of behavioural disruption depends upon duration of isolation and age at which it begins
- ISOLATION FOR FIRST THREE MONTHS: "emotional shock" → self-clutching and biting, rocking, within month of return to group, behaving normally
- ISOLATION FOR FIRST 6 MONTHS: effects persisted (not reversed by peer housing)
- ISOLATION FOR SECOND 6 MONTHS: became aggressive, fearful when returned to group, but quickly recovered. Development enough of social interaction in first 6 months, when they got back they already had social competence from their first 6 months.
- ISOLATION FOR FIRST 12 MONTHS: social misfits, no signs of recovery ☹ the stayed this way and remained like this for the rest of their lives

Effects of Early Social Deprivation: Orphanage Studies

- typical orphanage institution in the 1940s: outstanding for their standards of physical hygiene. Babies below 9 months kept separate cubicles. Had brief, hurried contacts with adults, during first year of life each child living in almost complete isolation.

Effects of psychological deprivation in infancy and subsequent stimulation: Goldfarb (1945)

- Compared early (<3 months) with late (>3 years) placement of children in foster homes from orphanages

- Age 12: early placement – mean IQ = 95. Late placement – mean IQ = 72
- Average IQ of children was around 100 anyway, but 72 IQ means that the brain didn't develop at an institutional manner
- Concluded: "When institutional effects go on for 3 years or more, the effects are long lasting and probably irreversible"
- Dennis (1973): "the greater the age of adoption, the lower the eventual IQ attained" → the longer you were at the orphanage, the less chance you had of recovery
- Goldfarb: disabilities that are characteristic of children who spent 3+ years in institution:
- Cognitive:
    - Lower ability to conceptualise
    - Poorer speech development
    - Inability to concentrate
    - Poorer school achievement
- Social emotional:
    - Social immaturity
    - Aggressiveness
    - Insatiable for affection but unable to form secure bonds
    - Inability to adhere to rules and failure to show guilt when they broke rules
    - Poor across the entire board

English/Romanian Adoption Study

- Typical conditions in Romanian orphanages: varied from poor to appalling, confined to cots, no personalised caregiving, little talk from carers, feeding of gruel by bottles, harsh physical environments
- Examining recovery in orphans, following removal from impoverished circumstances
- Will help determine if initial deficits/retardation were caused by early impoverishment
- Experimental group – 111 children from Romania adopted into English families before 2 y/o
- Contrast group – 52 adoptees from within England
- Both assessed at 5 years of age
- Rutter et al (1998) → compared children who were adopted by UK family after spending < 6 months in Romanian inst., 6-24 months in Romanian inst., < 6 months in UK institution
- Physical and cognitive measures
    - Percentage below 3%
    - Weight – 50% (at entry), 20% (4 years)
    - Height – 30% (at entry), 10% (4 years)
    - Head circ. – 40% (at entry), 13% (4 years)
- Considerable catch up by age 4, catch up greatest for those adopted before 6 months
- IQ at 4 years – recovery of this, smaller people in the lowest 3% of the pop. Cognitive: Romanian – needed cognitive recovery
- Both British and Romanian adopted before 6 months: no deficit. Romanians adopted after 6 months, slightly behind
- Follow up at 6 years of ate → by 6 years, basic size has matched as if they weren't in the institutions. Small heads = poor nourishment
- Catch up in weight complete by 6 years
- Significant head-circ. Deficits, even when weight catch up was complete

- Continued impairment in head growth not be accounted for solely in terms of effects of malnutrition on overall body growth
- At 6 years: 15% compared to 2% of Romanian adoptees to brit.
- Linear association of impairment with duration of institutional care., longer duration = higher % impaired
- First period of life in deprived env suffer lasting cog. And social/emotional deficits, overcome by move to stimulating environment → related to period of time spent in environment. EARLIER THE MOVE = GREATER THE RECOVERY, also mediated by individual differences and resilience

Post-Natal Depression: Field (2010), Halligan, Herbert, Goodyer, & Murray (2004)

- Estimated between 20% and 40%
- Non depressed mothers: interact with infants, responsive face to face, positive affect, play
- Mothers suffering from PND: irritable, hostile, less engaged, less emotion, lower rates of play with infants
- Linked effects throughout childhood of maternal PND (behaviour prob., cog. delays, health prob., disturbed early interactions)
- 13 years: children from PND mothers – increased cortisol levels, stress hormone predictive of anxiety disorders

SES & Disadvantaged Children: Heckman (2006)

- early environment differecnes across SES lines affect all areas of development
- Lower SES children – behind in entering school, not improving
- Economic argument for pre school investment
- Cheaper/effective compared to remedial education, job training, police force/prisons

Pre School Interventions, Headstart and Abecederian

Head Start Program

- 1964: disadvantaged children given special early education programs.
- Goals:
  - Improve physical and mental health
  - Enhance cognitive skills
  - Foster social and emotional development
- Components:
  - Early education
  - Health screening and referral – mental health services
  - Nutrition education and hot meals
  - Social services for child and family
  - Parental involvement

Initial Head-Start Studies

- Compared children who had special preschool programs as part of Head Start w/ no treatment controls. Treatment: summer programs prior to starting school