

# Areas of Development

1. **Physical Development**



2. **Cognitive Development**



3. **Emotional and Social Development**



# Stages of Development

1. **The prenatal period**  
From conception to birth
2. **Infancy and toddlerhood**  
From birth to 2 years
3. **Early childhood**  
From 2 to 6 years
4. **Middle childhood**  
from 6 to 11 years
5. **Adolescence**  
From 11 to 20 years

6. **Early adulthood**  
From 20 to 40 years
7. **Middle adulthood**  
From 40 to 60 years



# Basic Issues

- (1) Is the course of development **continuous or discontinuous**?
- (2) Is there one **general** course of development that characterizes all children, or are there **many possible** courses?
- (3) Are **genetic or environmental** factors more important in determining development?
- (4) Do individual children establish **stable, lifelong** patterns of behavior in early development, or are they **open to change**?

# Continuous or Discontinuous Development?



(a) Continuous Development



(b) Discontinuous Development

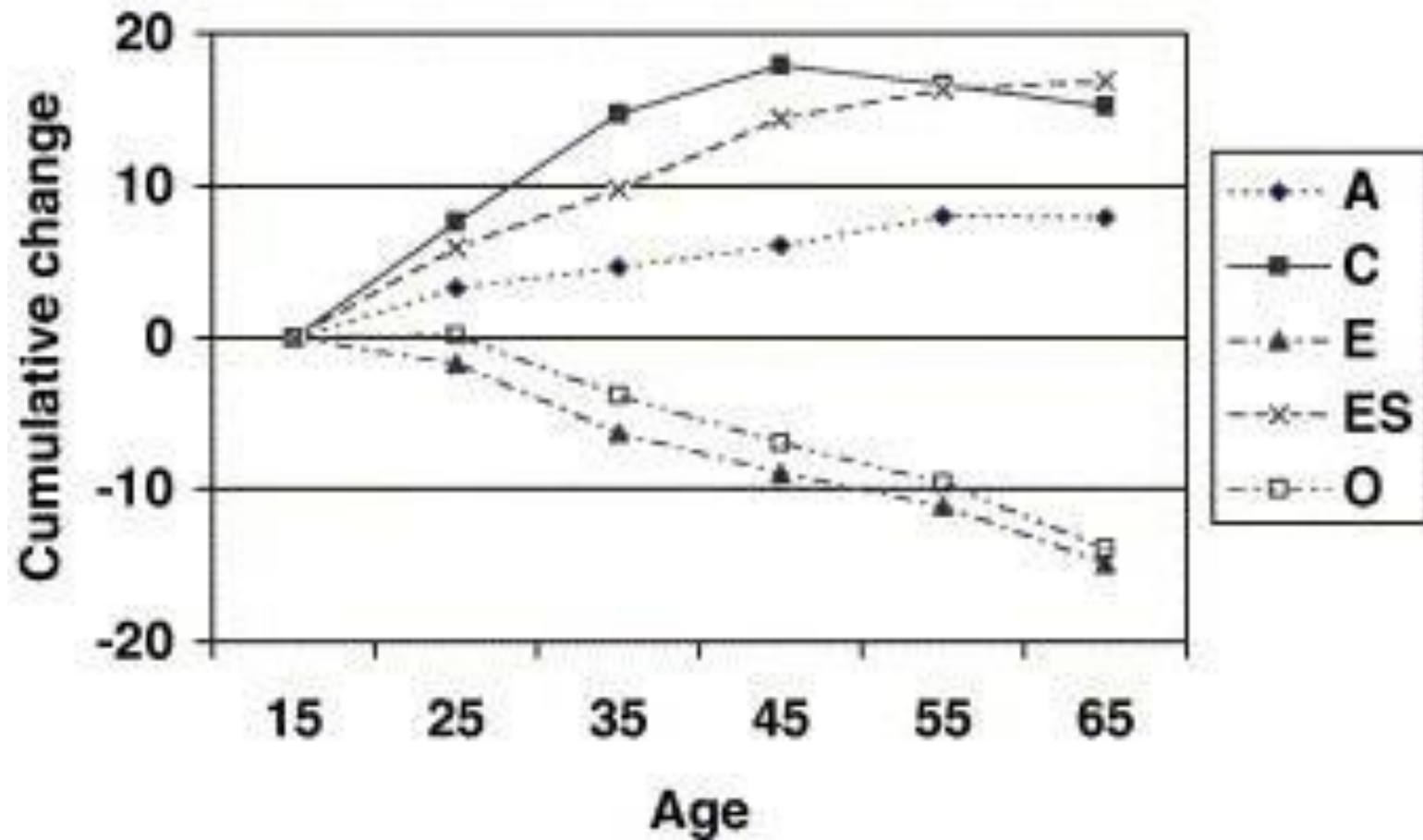
# One Course of Development or Many?



# Nature or Nurture?



# The Individual: Stable or Open to Change?



# Some History

Medieval times:  
**preformationism**





# Some History

**Reformation:**  
children are born evil, must be tamed and  
civilized; harsh, restrictive child-rearing  
practices; bringing up



# Some History

**Enlightenment:** the child as a *tabula rasa* (John Locke)

or a noble savage (Jean-Jacques

Rousseau) and the child as a being of kindness and compassion (Jean-Jacques Rousseau)



Andrea Appiani  
"The Children of the Painter", 1808  
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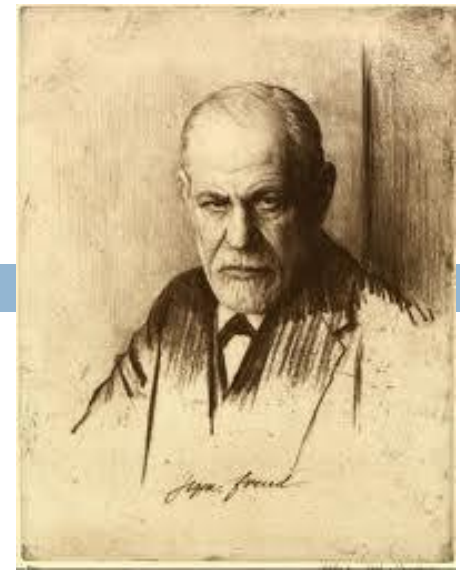
# Scientific Beginnings



- **Baby biographies (19<sup>th</sup> c)**
- **Normative child studies (G. Stanley Hall) → creating a timetable of development (beginnings of the 20<sup>th</sup> c)**
- **The mental testing movement ( → the Stanford-Binet Intelligence Scale)**

# Psychoanalytic Perspective on Development

## Freud's Psychosexual Theory

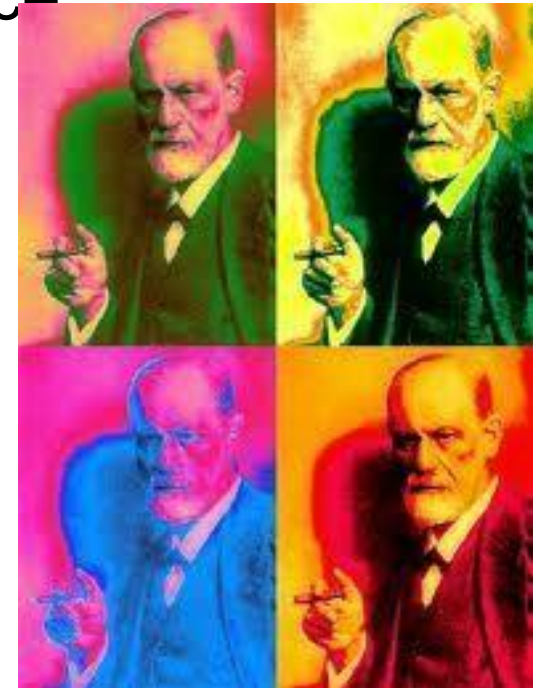


- Development is a **conflictual process** (biological drives versus social expectations)
- **Three components of personality**
  - Id
  - Ego
  - Superego
- Over the course of childhood **sexual impulses shift their focus** (oral → anal → genital regions of the body)






# Psychoanalytic Perspective on Development

- **Freud's contributions:**
  - Highlighting the importance of family relationships;
  - Stressing the role of early experience

- **Criticism of Freud's theory:**
  - Overemphasizing the role of sexual feelings in development;
  - Basing on sexually repressed well-to-do adults;



No direct studies of children

STAGE		PART OF THE BODY	CONFLICTS/EXPERIENCES	ADULT TRAITS ASSOCIATED WITH PROBLEMS AT THIS STAGE
Oral (birth to 1 year)		Mouth	Weaning Oral gratification from sucking, eating, biting	Optimism, gullibility, dependency, pessimism, passivity, hostility, sarcasm, aggression
Anal (1 to 3 years)		Anus	Toilet training Gratification from expelling and withholding feces	Excessive cleanliness, orderliness, stinginess, messiness, rebelliousness, destructiveness
Phallic (3 to 5 or 6 years)		Genitals	Oedipal conflict Sexual curiosity Masturbation	Flirtatiousness, vanity, promiscuity, pride, chastity
Latency (5 or 6 years to puberty)		None	Period of sexual calm Interest in school, hobbies, same-sex friends	
Genital (from puberty on)		Genitals	Revival of sexual interests Establishment of mature sexual relationships	

# Erik Erikson: Psychosocial Perspective

1902 (Frankfurt am Main) – 1994

(Harwich,  
MA)

- Jewish origin
- Never met his biological father
- Moved to Vienna where he met Anna Freud, Sigmund's daughter
- Nazi pressures → moved to the US with his wife and 2 sons
- Positions at the University of California at Berkley and at Harvard
- Combined classical psychoanalysis with anthropology
- Specified the **8 stages of**



# Erikson's Stages of Psychosocial Development

Approx. Age	Virtues	Psycho Social Crisis	Significant Relationship	Adequate Resolution	Inadequate Resolution
Infant 0-1,5	Hopes	<b>Basic Trust vs. Mistrust</b>	Mother	Basic sense of safety	Insecurity, anxiety
Toddler 1,5-3	Will	<b>Autonomy vs. Self-doubt</b>	Parents	Sense of agency, control	Feeling of inability to control events



# Erikson's Stages of Psychosocial Development

Approx. Age	Virtues	Psycho Social Crisis	Significant Relationship	Adequate Resolution	Inadequate Resolution
Preschool 3-6	Purpose	<b>Initiative vs. Guilt</b>	Family	Confidence in oneself as an initiator, creator	Feelings of lack of self-worth
Elementary school 6-12	Competence	<b>Industry vs. Inferiority</b>	Neighbors, School	Adequacy in basic social and intellectual skills	Lack of self-confidence, feelings of failure

# Erikson's Stages of Psychosocial Development

Approx. Age	Virtues	Psycho Social Crisis	Significant Relationship	Adequate Resolution	Inadequate Resolution
Adolescent (13-19)	Fidelity	<b>Identity vs. Role Confusion</b>	Peers, Role Model	Comfortable sense of self as a person	Sense of self as fragmented, shifting
Early Adult (20-24)	Love	<b>Intimacy vs. Isolation</b>	Friends, Partners	Capacity for closeness and commitment	Feeling of aloneness, separation, distancing

# Erikson's Stages of Psychosocial Development

Approx. Age	Virtues	Psycho Social Crisis	Significant Relationship	Adequate Resolution	Inadequate Resolution
Middle Adult (25-64)	Care	<b>Generativity vs. Stagnation</b>	Household, Workmates	Focus of concern beyond family	Self-indulgent concerns, lack of future orientation
Later Adult (65-)	Wisdom	<b>Ego Integrity vs. Despair</b>	Mankind, My Kind	Sense of wholeness, basic satisfaction with life	Feelings of futility, disappointment

# John Watson: Behaviorist Perspective

**1913: “The Behaviorist  
Manifesto**

Applying the  
mechanisms of **classical  
conditioning** to children

1928: *Psychological Care of  
Infant and Child* –  
controversial views on  
**childrearing**

1920: **the Little Albert  
experiment**



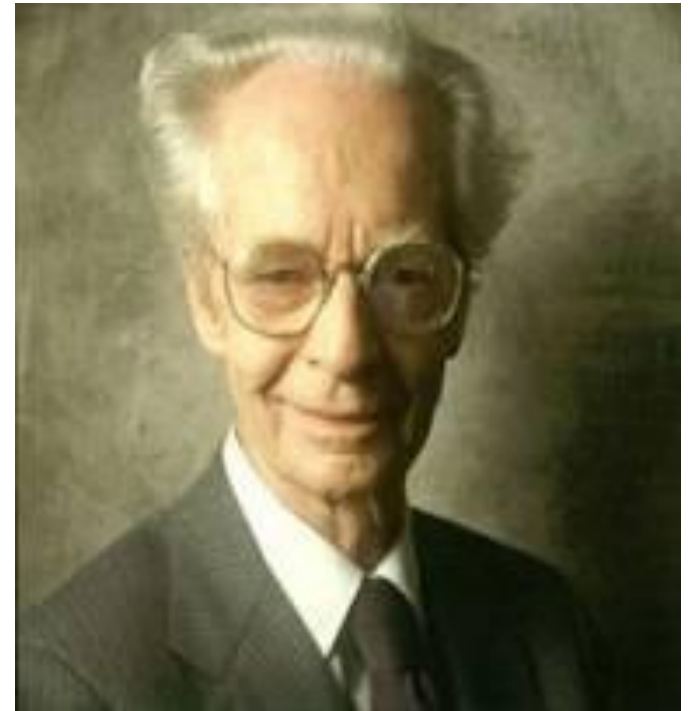
# B. F. Skinner: Behaviorist

## Perspective

The founding father of  
**operant conditioning**

Inspired by John Watson's ideas  
but a more **radical behaviorist**

Advocated **behavioral engineering** by means of  
different **schedules of reinforcement and punishment**



# Social Learning Theory

- Grew out of behaviorism
- a major force in child developmental research by the 1950s
- Albert Bandura: **observational learning** (1977)



# Jean Piaget: Cognitive-Developmental Theory

1896 – 1980 (Switzerland)



- Very gifted in his youth
- Paris: teaching in a school for boys directed by **Alfred Binet**
- Observing the development of his own three children
- Director of the International Bureau of Education
- Created the International Center for Genetic Epistemology in Geneva
- *The Origins of Intelligence in Children* (1952)
- Children **actively** construct

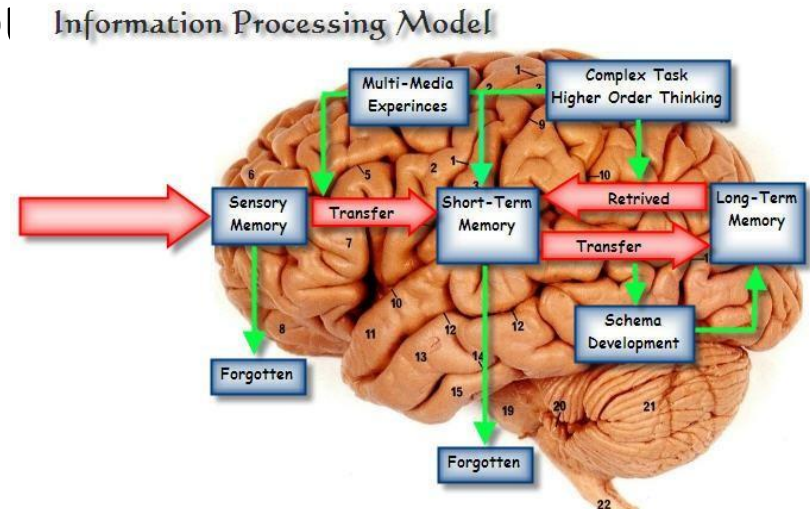
# Jean Piaget: The 4 Stages of Cognitive

Stage	Characteristics and Major Accomplishments
<b>Sensimotor (0-2)</b>	Child begins life with small number of sensimotor sequences; Child develops object permanence and symbolic thought
<b>Preoperational (2-7)</b>	Child's thought is marked by egocentrism and centration Child has improved ability to use symbolic thought (language, make-believe play)
<b>Concrete operational (7-11)</b>	Child achieves understanding of conservation Child can reason with respect to concrete, physical objects; thinking is more logical but not yet abstract
<b>Formal operational (11-)</b>	Child develops capacity for abstract reasoning and hypothetical thinking



# Information Processing

- The human mind as a **symbol-manipulating system** through which information flows;
- **Rigorous research methods;**
- **Development is continuous**
- **Problem: conducting research in artificial laboratory situations.**



# Ethology

- **Konrad Lorenz: imprinting**
- The idea of the **sensitive period;**
- **John Bowlby: applying ethological theory to the understanding of the human infant.**



# Lev Vygotsky: Sociocultural

## Approach

- Studies on the **cultural context** of children's lives;
- **Social interaction** as a way of transmitting culture;
- Development as a **socially mediated process**, dependent on the support of adults and more competent peers ( $\neq$  Piaget);
- **Different cultures select different tasks** for children's learning;
- ***Urie Bronfenbrenner*: the ecological systems theory** (microsystem, mesosystem, exosystem,



# Research Methods Used in Child



Psychology

- **Naturalistic observation**  
observation of behavior in natural contexts
- **Structured observation**  
observation of behavior in a laboratory
- **Self-reports**  
clinical interviews, structured interviews, questionnaires, tests
- **Psychophysiological methods**  
measuring the relationship between physiological processes and behavior
- **Case studies**  
combining various methods to study one individual

# Developmental Research

## Designs



- **Longitudinal design**

The same group studied at different ages

- **Cross-sectional design**

Groups of people differing in age are studied at the same time

- **Longitudinal-sequential design**

Two or more groups of participants born in different years are studied at the same time

# Ethics in Research on Children



## *Typical ethical dilemmas:*

- To study children's willingness to separate from their caregivers, an investigator asks mothers of 1- and 2- year-olds to leave their youngsters alone in an unfamiliar playroom; some children become very upset.
- In a study on moral development, a researcher wants to assess children's ability to resist temptation by videotaping their behavior without their knowledge. 7- year-olds are promised an attractive prize for solving a difficult puzzle, and they are told not to look at a classmate's correct solutions which are deliberately placed at the back of the room.

# Ethics in Research on Children

Research rights (APA, 1992; Society for Research in Child Development, 1993):

- Protection from harm
- Informed consent (and the right to discontinue participation in the research at any time)
- Privacy (concealment of identity)
- Knowledge of results
- Beneficial treatments

