

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

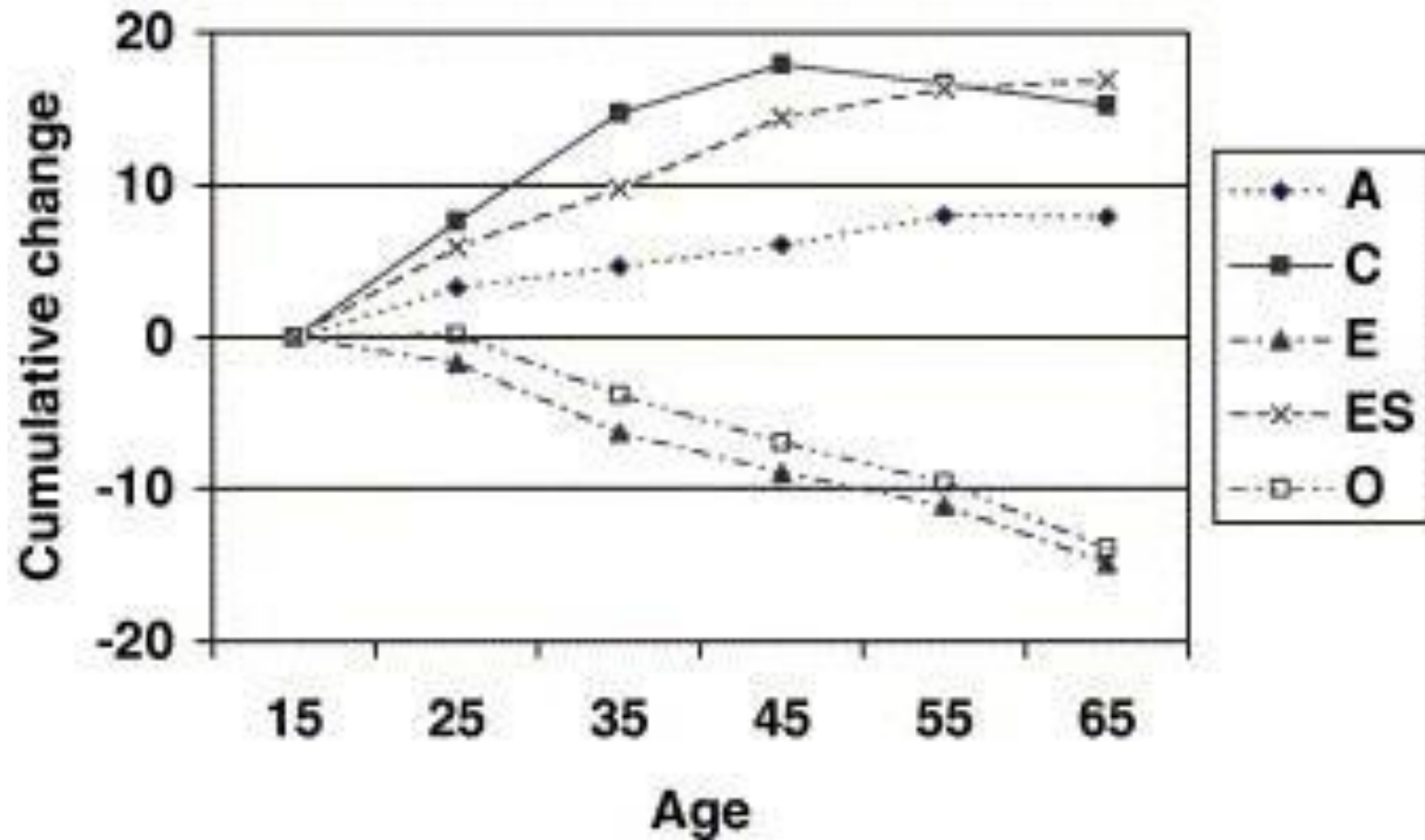
One Course of Development or Many?



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) ... kindness and
compassion ... caring



Andrea Appiani
"The Children of the Painter", 1808
© Bayerische Staatsgemäldesammlungen
Munich - Photo by Nicole Wilhelms

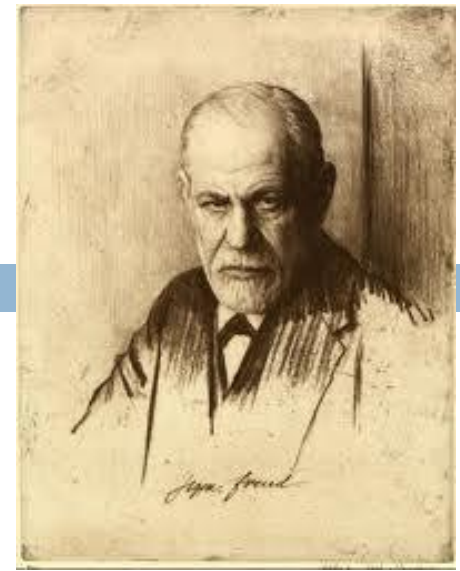
Scientific Beginnings



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

Psychoanalytic Perspective on Development

Freud's Psychosexual Theory

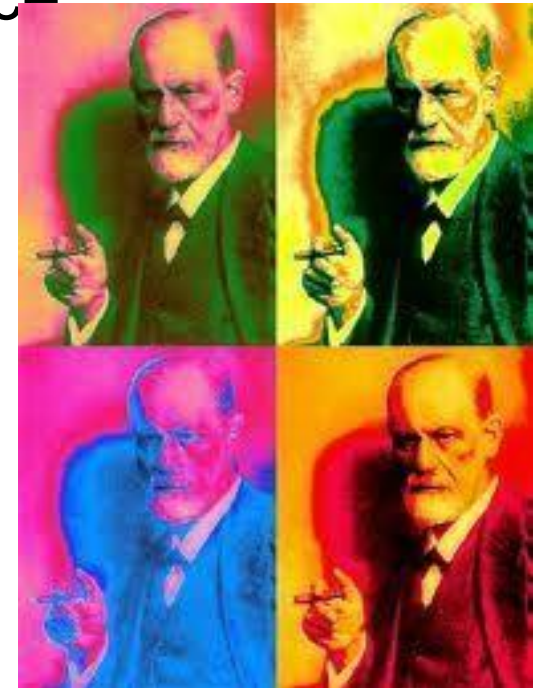


- Development is a **conflictual process** (biological drives versus social expectations)
- **Three components of personality**
 - Id
 - Ego
 - Superego
- Over the course of childhood **sexual impulses shift their focus** (oral → anal → genital regions of the body)






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	Basic Trust vs. Mistrust	Mother	Basic sense of safety	Insecurity, anxiety
Toddler 1,5-3	Will	Autonomy vs. Self-doubt	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	Initiative vs. Guilt	Family	Confidence in oneself as an initiator, creator	Feelings of lack of self-worth
Elementary school 6-12	Competence	Industry vs. Inferiority	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	Identity vs. Role Confusion	Peers, Role Model	Comfortable sense of self as a person	Sense of self as fragmented, shifting
Early Adult (20-24)	Love	Intimacy vs. Isolation	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	Generativity vs. Stagnation	Household, Workmates	Focus of concern beyond family	Self-indulgent concerns, lack of future orientation
Later Adult (65-)	Wisdom	Ego Integrity vs. Despair	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**



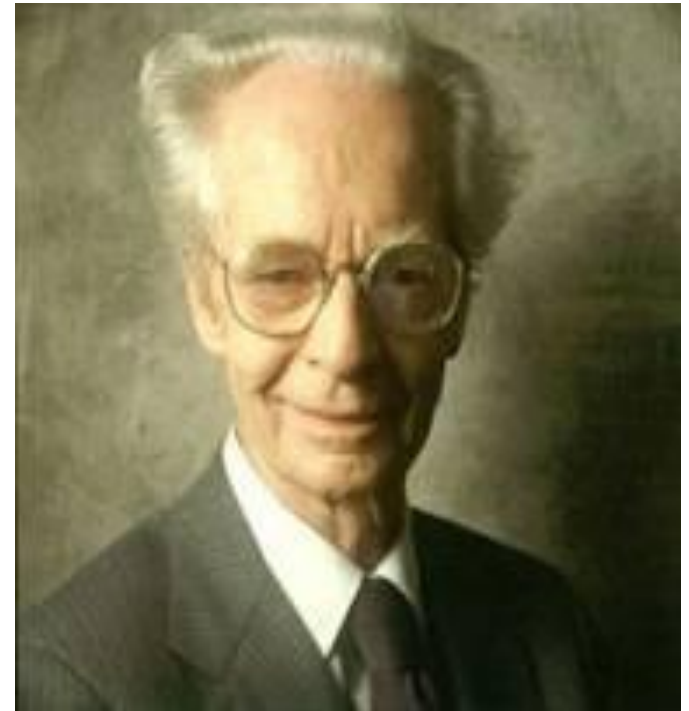
B. F. Skinner: Behaviorist

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)



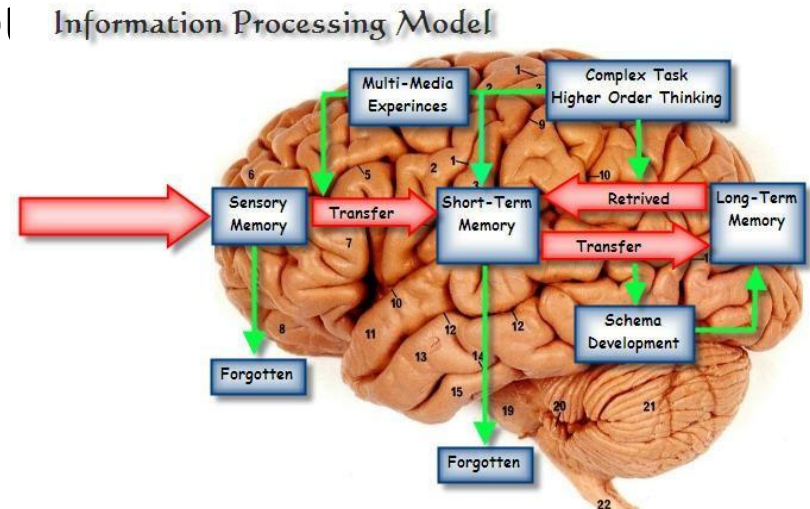
- Very gifted in his youth
- Paris: teaching in a school for boys directed by **Alfred Binet**
- Observing the development of his own three children
- Director of the International Bureau of Education
- Created the International Center for Genetic Epistemology in Geneva
- *The Origins of Intelligence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

Jean Piaget: The 4 Stages of Cognitive

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

