

8. Developmental Psychology

**We will now study
developmental psychology.
We will cover the different
areas of development during
different stages in life.**

**We will also learn about
theories of developmental
psychology.**

The sections in this unit are:

**8.1. Research methods:
longitudinal, cross-sectional**

8.2. Theories of development

**8.3. Dimensions of development:
physical, cognitive, social, moral**

8.4. Gender identity and sex roles

8.5. Heredity-environment issues

8.1 Research Methods: Longitudinal, Cross-sectional, Cross-sequential

Cross-sectional

- **comparing people of different ages at same point in time**
- **similarities due to context of a cohort can confound findings**

Longitudinal

- tracking single cohort (age group) over long period of time
- lose participants due to life circumstances or drop out
 - threatens validity of study

Cross-sequential

- people of different ages (like cross-sectional) are followed over long periods of time (like longitudinal)
- helps to reduce confounding variables

8.2 Theories of development

Piaget's theory of cognitive development

- **sensorimotor: 0-2**
 - knowledge through the senses
 - gradually acquire object permanence
- **pre-operational: 2-6**
 - egocentric
 - use symbolic thought - words, images
 - inability to understand *conservation*

Piaget's theory of cognitive development

- **concrete operations: 6-12**
 - logical rules for concrete problems
- **formal operations: 12 +**
 - thinks scientifically and hypothetically about abstract principles

Freud's Psychosexual Theory

- **Oral: 0-1**
 - mouth pleasure center-
sucking reflex
- **Anal: 1-3**
 - learn to control bodily
functions- toilet training
- **Phallic: 3-6**
 - sexual desires towards
opposite sex parent- Oedipus
and Electra complex

Freud's Psychosexual Theory

- **Latency: 6-12**
 - **sexual instincts subside-**
develop superego and
conscious
- **Genital: 12+**
 - **sexual impulses reemerge**

Erikson's Theory of Psychosocial Development

Trust vs Mistrust	0-1 year	Hope- are others reliable?
Autonomy vs Shame and Doubt	1-3 years	Will- allowed to exercise self- control?
Initiative vs Guilt	3-5 years	Purpose- goal setting- is that encouraged?
Industry vs Inferiority	6-11 years	Competence- can reason, likes successes
Identity vs Role confusion	12- 18 years	Fidelity- who am I? integration of selves
Intimacy vs Isolation	18- 35 years	Love- new intimate relationships
Generativity vs Stagnation	36-55 years	Care- empathy, concern, caring for others
Integrity vs Despair	55 +	Wisdom- reflecting on life, who was I?

8.3 Dimensions of development: physical, cognitive, social, moral

Physical

- **Infancy to childhood**
 - **5-7 lbs and 2-3 inches per year**
 - **brain- 55% at age 2 → 90% at age 6**
 - **motor development**

Physical

- **Adolescence**
 - **maturing of adrenal and sexual glands**
 - **rapid increase in height**
 - **menarche and spermarche**

Physical

- **Adulthood**
 - **Early - physical maturation complete**
 - **Middle - gradual physical decline**
 - **Late - last stages of physical change**

Cognitive

- **Infancy to childhood**
 - **significant development of cognitive abilities and thought processes**
 - **language and communication skills**
 - **partially inborn, partially learned**

Cognitive

- **Adolescence**
 - **more complex abilities- processing speed and efficiency**
 - **more capable of abstract thought**
 - **cognitive empathy**

Cognitive

- **Adulthood**
 - **complex, ever changing**
 - **crystallized intelligence**
 - **late- decline in fluid intelligence**

Social

- **Infancy to childhood**
 - **Bowlby- attachment theory**
 - **avoidant, resistant, disorganized, secure**
 - **Sense of self and parenting style**
 - **authoritarian, authoritative, permissive, uninvolved**

Social

- **Adolescence**
 - **form identity, pull away from parents**
 - **peer relationships become central focus**

Social

- **Adulthood**
 - **need to have and find meaning**
 - **define oneself based on career**
 - **familial relationships central focus**

Moral: Kohlberg's stages of moral development

- **Infancy- right and wrong- what feels good or bad**
- **Toddler- right and wrong- what they are told by others**

Moral: Kohlberg's stages of moral development

- **Preschool- internalize family values, consequences of behaviors**
- **7-10- strong sense of “should” and “should not”**
- **Preteen/teen- reason abstractly “right” and “wrong”, aware of larger society**

8.4 Gender identity and sex roles

Gender identity

- sense of being male or female
- gender dysphoria-discomfort identifying with one's biological sex; 6 months (DSM 5)

Sex/gender roles

- **sex role beliefs → sex role stereotypes**
- **ex: men are more aggressive, women more delicate**

Sex/gender roles

- expected gender behaviors based on societal norms**
- sex role socialization: born male or female → taught to be masculine or feminine**

8.5 Heredity-environment issues

Nature vs Nurture

- **Nature/ Heredity**
 - **all genes and hereditary factors influence who we are**
 - **characteristics and traits are product of evolution**

Nature vs Nurture

- **Nurture/ Environment**
 - **everything we are and know is based on experience**
 - **behaviorism- all or most behaviors result from learning and conditioning**

Nature AND Nurture

- **How nature and nurture interact, not one or the other**