Psychology
Chapter 10
Infancy and Childhood
Essential Question: How did people grow and change throughout the life span?
Developmental Psychology

Study of how people grow and change throughout the life span from conception through infancy, childhood, adolescence, and adulthood until death.
TAG, YOU'RE DEAD! HA HA!
GOTCHA! YOU JUST KICKED THE
OL' BUCKETERINO!

THE NOT-SO-GRIM REAPER
Reasons psychologists study infancy and childhood

1. Early childhood experiences affect people as adolescent and adults

2. By studying these stages of development, psychologists can learn about developmental problems, what causes them, and how to treat them.
Methods Psychologists use to study the change over time:

**Longitudinal** – long series of time

**Cross sectional** - different ages, different people

Dian Fossey observing mountain gorillas
In a longitudinal observation
Developmental psychologists are concerned with 2 general issues:

1. Way in which heredity and environmental influences contribute to human development. (Nature v nurture)

2. Whether development occurs gradually or in stages (stages v continuity)
Nature vs. Nurture

Maturation - automatic and sequential process of development that results from genetic signals.
Nature vs. Nurture

Critical period - stage or point in development during which a person or animal is best suited to learn a particular skill or behavior pattern.
Stages vs. Continuity

Is development like climbing a set of stairs to reach the top, with distinct levels? (Stages)
Stages vs. Continuity

Is development like an incline that gradually increases up to the top without levels. (Continuity)
Physical Development

During pregnancy (embryo-fetus-birth), in the first 8 weeks of development, the fetus grows 20 billion times in size it was upon conception.
Physical Development

- Infancy is from the ages of Birth to 2 years old
- Babies usually double their birth weight in 5 months, Triple their birth weight in one year and grow approximately 10” in that year.
Childhood - is from the age of 2 to adolescence.

- After 2 years a child will gain 2-3” and 4lbs. Each year until adolescence.
- Motor Development
Motor development

• Reflexes (grasping, breathing, rooting, startle reflex)
Perceptual development (learning)

- 5-10 weeks of age a infant will like complex pattern to look at
- 15-20 weeks preference to faces (nurturing)
Perceptual development (learning)- Ex. Visual Cliff

- Up to 9 months, a baby will cross over a glass plate that is over a Visual Cliff, to get to his mother.
- By 9 months, the baby has learned, through exploring the world, that drop offs can be painful. They refuse to cross.
Social Development

Learning to relate to others
Social Development

Attachment - emotional ties that form between people.
Social Development

- Development of attachment - infants prefer to be held by anyone,
- rather than being alone.

Chinese baby in an orphanage
Social Development

• 4 mos. - Particular attachments
• 6 mos.-12 mos. – stronger attachments
• 8 mos. – form “stranger anxiety” and separation anxiety – fear of being separated from mother.
• 2 factors for attachment to primary caregivers:
Social Development

Contact comfort- this is the instinctual need to touch and be touched by something soft. (Such as skin or fur)

- Ex. Monkey and fake mothers (p236)
Social Development

Imprinting - immediate attachments during critical periods. (Such as ducks, first moving object they see)
Social Development

- Types of attachments
  - Secure
  - Insecure
Social Development

- **Secure Attachments**
- Affectionate and reliable caregivers.
- Children that have secure attachments with caregivers get along with parents and teachers.
- They are happy, friendly, cooperative, and less likely to misbehave.
- They do well in school.
Social Development

• Insecure attachment-unresponsive or unreliable caregivers
Social Development

**Styles of Parenting**

- Warm-Coldness
- Authoritive
- Authoritarian
Social Development

• **Warmth-Coldness**
  
  – **Warm**-smile, happy, hug, kiss children
  
  – **Cold**-not affectionate
  
  – **Strict**- sets distinct limits
  
  – **Permissive**- give the child the freedom
Social Development

**Authoritative** - parents that combine warmth with positive strictness.

Children of authoritative are independent and achievement oriented. Feel better about themselves.

**Authoritarian** - favoring unquestioning obedience, strict guidelines expect children to follow without question.

Child is less friendly and less spontaneous
Social Development

Child Care

- Child abuse and neglect
- Physical abuse- is the beating hitting or kicking of another person that results in bodily injury.
- Neglect- is the failure to give child adequate food, shelter, clothing, emotional support or schooling.
- Neglect is more common and results in more injuries, illnesses, and death.
Social Development

Reasons why caregivers abuse/neglect:

1. Stress (unemployment)
2. History of child abuse in one parent’s origin
3. Acceptance of violence as a way to cope with stress
4. Lack of attachment to children
5. Substance abuse
6. Rigid child rearing attitude.
Social Development

- Abused children have a higher risk of developing psychological problems.
- Child abuse does run in families, but not all children of abuse become abusers. (imitate what they had experienced)
Social Development

Self Esteem
value or worth
that people
attach to
themselves
Social Development

Self-esteem protects people against the stresses and struggles of life. Helps them to overcome these problems.
Social Development

- **Influences of Self Esteem**-
  - Secure attachment with caregiver is important (close to parent)
  - Authoritative parenting teaches what to expect and appropriate behavior
Social Development

Carl Roger’s two types of support parents can give their children:

1. Unconditional Positive Regard
2. Conditional Positive Regard
Social Development

Unconditional positive regard - love and accept the child for who they are no matter how they behave.

(Develops high self esteem)
Social Development

Conditional positive regard - parent shows their love only when the children behave in certain acceptable ways. (Develops need for approval and a low self-esteem)
Social Development

Gender and Self Esteem

By the age of 5-7 year of age children begin to value themselves on a basis of their physical appearance and performance in school. Girls do well in reading and general academic areas.

- Boys do well in math and physical education.
Social Development

Age and Self Esteem

• Self esteem declines in elementary years to a low point at 12 or 13. Self esteem increases again during adolescence.

• Reason for decline;
  – May see that others do not see them as they perceived themselves
  – Peers comparison.
Mrs. Ponder and Ellen
(Ellen is on the stool)
"At your age, Tommy, a boy's body goes through changes that are not always easy to understand."
I'm hungry. Can I have a snack?

Sure, help yourself.
You can have an apple or an orange from the fridge.

Even though we're both talking English, we're not speaking the same language.