

CHAPTER 4: Developing through the lifespan

group of

developmental psychologists - studies physical, cognitive and social changes throughout life span

3 issues.

1. nature / nurture
2. continuity / stages
3. stability / change

STAMP SPACE

Great Quote! ☺

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~ Prenatal development and the newborn ~

conception

- sexually transmitted
- egg + sperm fuse in half a day

Prenatal development

- fewer than half of zygotes ^{→ fertilized egg} survive first two weeks
 - after 10 days, outer cells → placenta inner cells → embryo ^{→ developing human} 2w → 9w
 - by 9 weeks embryo → Fetus ^{→ 9w → birth}
- teratogens - agents that cause harm during prenatal development (virus/chemical)

Zygote - conception → 2w
 Embryo - 2w → 9w
 Fetus - 9w → birth

FAS - physical/cognitive abnormalities due to mom's heavy drinking

rooting reflex - a baby's tendency to open his mouth when touching his cheek (nipple)

habituation - decreasing responsiveness with repeated stimulation

~ Infancy and Childhood ~

Physical development

→ Brain development → cells are there, networks isn't (when born)

maturaton - biological growth that enable orderly changes in behaviour

→ motor development - physical coordination (genes)

→ Maturaton + infant memory - "infantile amnesia" we don't remember before 3

(punishment

as to view

Cognitive development

Jean Piaget → French scientist

↳ **Schema** - concept that organizes/interprets information
 ↳ maturing brain builds concepts (schemas) ← mental molds

2 ways of using/adjusting schemas

1. assimilate - existing schemas

2. accommodate - adapting one's schemas

cognition - all the mental activities (thinking, knowing, remembering, communicating)

Piaget's stages

age	description	phenomena
birth → 2y	Sensorimotor • experience through senses	• object permanence - <i>out of sight = out of mind</i> • stranger anxiety
2 → 7y	Preoperational • represent with words/images	• pretend play • egocentrism → <i>POV</i> • language development
7y → 11y	Concrete operational • think logically	• conservation → <i>mass, #, volume stay the same</i> • mathematical transformation
12 → adult	Formal operational • abstract thinking	• abstract logic • potential for mature moral reasoning

theory of mind - people's ideas about their own/others' mental states

Social development

1. **stranger anxiety** - fear of strangers 8m → 12m

attachment - emotional ties

→ **Body contact** - "Harlow"

→ **Familiarity** - critical period - optimal period when exposure to stimuli = development
imprinting

differences: **secure** - comfortable with mother

insecure - doesn't explore, attached to their mom

basic trust - a sense that the world is predictable (early parenting)

Deprivation → unloved = unloving

↳ **disruption**

Day care - doesn't disrupt for high quality
 ↳ children can thrive!

Self concept - sense of one's identity and personal worth

- child rearing practices

- Authoritarian - impose rules and expect obedience
- Permissive - submit to children's demands, no/little punishment
- Authoritative - demanding + responsive

Adolescence - life between childhood and adulthood, "storm and stress"

communicating)

PHYSICAL DEVELOPMENT

Puberty - period of sexual maturation; 11 for girls, 13 for boys

↳ Primary sex characteristics - reproductive organs/genitalia develop

↳ Secondary sex characteristics - nonreproductive traits (breast, hair, voice, hips)

first menstrual period = menarche

right = out of mind

COGNITIVE DEVELOPMENT

• abstract logic

• early teen years → reasoning = self focused

stay the same

vision

MORALITY

• Preconventional - 9y. obey for reward/avoid punishment

• Conventional - cares for others, upholds laws + social rules

• Postconventional - affirms rights, basic ethic principles

moral feeling - disgust "disappointment in the world"

- elevation "hope for the world"

moral action - take action, be socially responsible

d. reasoning

crisis mental

moral thinking

SOCIAL DEVELOPMENT

will = development

infancy (0 → 1y)

trust vs mistrust

infants develop trust

toddlerhood (1 → 2)

autonomy vs shame

toddlers do things for themselves

Preschooler (3 → 5)

initiative vs guilt

learn to initiate tasks

Elem school (6 → puberty)

competence vs inferiority

pleasure of applying themselves

thing)

adolescence (teens → 20)

identity vs role confusion

who are we?

Young adult (20 → 40)

intimacy vs isolation

struggle to form close relationships

middle adult (40 → 60)

generativity vs stagnation

sense of contribution

late adult (60+)

integrity vs despair

satisfaction or failure

forming an identity

↳ one's sense of self

- intimacy - ability to form close, loving relationships

Parent and Peer influence

- adolescence = diminishing parent influence
increasing peer influence

EMERGING ADULTHOOD

- emotional ties with parents loosen

fluid intelligence - abstract
↳ decreases with age

SENSATION + PERCEPTION

sensory goes through stimuli → transduction

↳ signals become neural impulse

stop feeling stimuli due to

1. sensory adaptation (decreasing responsiveness due to constant exposure)
- ★ 2. sensory habituation (perception is due to how focused we are on the)

sensation = activation of our senses

perception = process of understanding these sensations

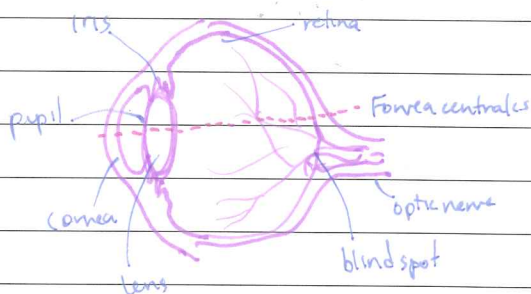
Energy Senses

Vision

steps 1. gathering light

- light is reflected off objects and gathered by the eyes
- colour depends on: light intensity / wavelength

2. within the eye



- reflected light enters cornea (protection/focus)
- then, pupil (muscles around pupil aka iris dilate or tighten to control the amount of light)
- accommodation → light is focused by the lens
- image is flipped upside down and projected on the retina