What is Human Development?

• Developmental Psychology
• Child Development
• Life Span Development

Periods of Development

- Prenatal
  - Conception to Birth
- Infancy and Toddlerhood
  - Birth to 3 yrs
- Preschool Period
  - 3 to 6 yrs
- Middle Childhood
  - 6-12 yrs
- Adolescence
  - 12-20 yrs
- Young Adulthood
  - 20-40 yrs
- Middle Adulthood
  - 40-60 yrs
- Late Adulthood
  - 60 to death

Why Should We Study Development?

• To understand typical development
Why Should We Study Development?

- To help us rear children

Why Should We Study Development?

- To inform social policies

Recap

- Why Study Development?
  - To understand typical development
  - To know when and why development sometimes goes wrong (for prevention & treatment)
  - To know how to raise children properly
  - To inform social policies
  - What do you think?

Key Themes in Human Development

- Continuous vs. discontinuous change
- Critical periods vs. sensitive periods
- Nature vs. nurture
- Sociocultural Context
Themes in the Study of Child Development

• Continuity and Discontinuity: Is early development related to later development?

Themes in the Study of Child Development

• Continuity & Discontinuity: Is development quantitative (gradual & continuous) or qualitative (stage-like)?

Themes in the Study of Child Development

• Critical Periods vs. Sensitive Periods

Themes in the Study of Child Development

• Nature and Nurture
  How do nature and nurture together shape development?
Themes in the Study of Child Development

The Sociocultural Context: How do society and culture influence development?
- Differences between cultures

Every person is like every other person.
Every person is like some other person.
Every person is like no other person.

(Adapted from Kluckhohn & Murray, 1948)

Themes in the Study of Child Development

- The Sociocultural Context: How do society and culture influence development?
  - Differences within cultures

What is a theory?

- Theories
  - explanations concerning phenomena of interest, providing a framework for understanding the relationships among a set of facts or principles
The Modern Empirical Approach

- **Start with theory**
  - Development is dependent on context . . .
  - Development is a balance between nature and nurture . . .
  - Children are better off if left to their own devices . . .
  - Development progresses through stages

Major Theoretical Perspectives

- **Perspective: Psychodynamic**
  - **Theory**: Psychoanalytic Theory
  - **Theorist**: Freud
  - **What develops**: Inner person, unconscious forces act to determine personality and behavior
  - **How development proceeds**: Behavior motivated by inner forces, memories, and conflicts
  - **Principles**: Personality has three aspects - id, ego, and superego; Psychosexual development involves series of stages - oral, anal, phallic, genital

Perspective: Psychodynamic

- **Theory**: Psychosocial Theory
- **Theorist**: Erikson
- **Primary focus**: Focus on social interaction with others
- **How development proceeds**: Through changes in interactions with and understanding of others and in self knowledge and others
- **Principles**: 8 stages presents crisis/conflict to be resolved; growth and change are lifelong
Human Development Topic 1

**Perspective: Cognitive**

**Theorist**
- Information-processing approach

**What develops**
- Focus is primarily on memory

**How development proceeds**
- Information is thought to be processed in serial, discontinuous manner as it moves from stage to stage

**Principles**
- Cognitive development proceeds quickly in certain areas and more slowly in others
- Experience plays a role in cognition

**Perspective: Cognitive**

**Theorist**
- Jean Piaget

**What develops**
- Processes that allow people to know, understand, and think about the world

**How development proceeds**
- Human thinking is arranged in organized mental patterns that represent behaviors and actions

**Other key terms**
- Assimilation and Accommodation
- Schemes and schemas

**Perspective: Cognitive**

**Theorist**
- Cognitive Neuroscience Approach

**What develops**
- Cognitive development through lens of brain

**How development proceeds**
- Neurological activity that underlies thinking, problem solving, and other cognitive behavior

**Principles**
- Classical conditioning

**Perspective: Behavioral**

**Theorist**
- John B. Watson

**What develops**
- Focus on observable behavior and outside environmental stimuli

**How development proceeds**
- Behavior is result of continuing exposure to specific environmental factors; developmental change is quantitative

**Principles**
- Classical conditioning
Human Development Topic 1

**Perspective: Behavioral**
- **Theorist**: B. F. Skinner
- **What develops**: Focus on observable behavior and outside environmental stimuli
- **How development proceeds**: Voluntary response is strengthened or weakened by association with negative or positive consequences
- **Principles**: Operant conditioning

**Perspective: Behavioral**
- **Theorist**: Albert Bandura
- **What develops**: Focus on learning through imitation
- **How development proceeds**: Behavior is learned through observation
- **Principles**: Social-cognitive learning occurs through four steps

**Perspective: Humanistic**
- **Theorists**: Carl Rogers, Abraham Maslow
- **What develops**: Each individual’s ability and motivation to reach more advanced levels of maturity; People naturally seek to reach full potential; All people have need for positive regard resulting from underlying wish to be loved and respected
- **Principles**: Free will; positive self-regard; self-actualization

**Perspective: Contextual**
- Focuses on the relationship between individuals and their social context
Human Development Topic 1

**Perspective: Contextual**

**Theorist**
- Urie Bronfenbrenner
- Bioecological Approach

**What develops**
- Relationship between individuals and their physical, cognitive, personality, and social worlds

**How development proceeds**
- Development is unique and tied to person’s social and cultural context

**Principles**
- Each system contains roles, norms, and rules that can powerfully shape development;

**Bioecological Approach to Development**

**Perspective: Sociocultural**

**Theorist**
- Lev Vygotsky

**What develops**
- Cognitive understanding of world

**How development proceeds**
- Development is a reciprocal transaction between people in the child’s environment and the child.

**Other key terms**
- Scaffolding
- Zone of proximal development (ZPD)

**Perspective: Evolutionary**

- Seeks to identify behavior that is a result of our genetic inheritance
Perspective: Evolutionary

| Theorists       | • Charles Darwin  
<table>
<thead>
<tr>
<th></th>
<th>• Konrad Lorenz</th>
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<tbody>
<tr>
<td>What develops</td>
<td>• Traits and behavior that are adaptive for promoting survival of our species have been shaped through natural selection</td>
</tr>
<tr>
<td>How development proceeds</td>
<td>• Behavior is result of genetic inheritance from ancestors</td>
</tr>
<tr>
<td>Principles</td>
<td>• Ethological influence (examines ways in which biological makeup affects behavior)</td>
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<tr>
<td>Other key terms</td>
<td>• Behavioral genetics</td>
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Why asking about right may be wrong...

- Each perspective is based on its own premises and focuses on different aspects of development
- A single developmental phenomenon can be examined from a number of different perspectives simultaneously

Next Time

- Research Methods

- For Thursday
  - Read 1.3
  - Complete MyDevelopmentLab assignments
    - Due at Midnight Wednesday