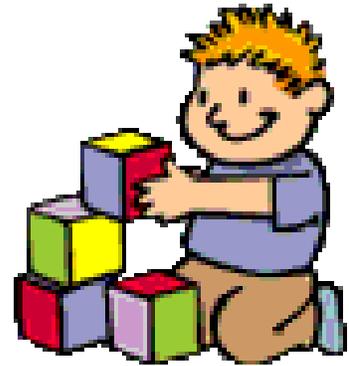


# DEVELOPMENTAL PSYCHOLOGY



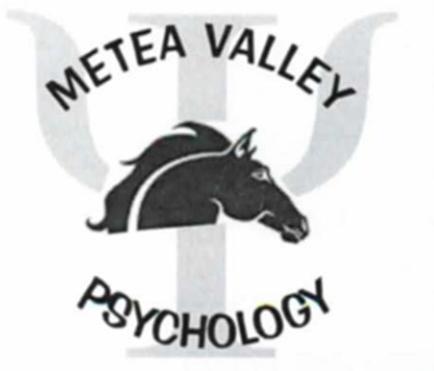
## Terms for Flashcards Unit 7:

### Developmental Psychology

Zygote	Embryo	Fetus
Teratogens	Fetal Alcohol Syndrome	Habituation
Maturation	Schema	Assimilation
Accommodation	Jean Piaget	Sensorimotor Stage
Object Permanence	Preoperational Stage	Conservation
Egocentrism	Theory of Mind	Autism Spectrum Disorder (ASD)
Concrete Operational Stage	Formal Operational Stage	Stranger Anxiety
Attachment	Critical Period	Imprinting
Temperament	Carol Gilligan	Gender Role
Gender Identity	Gender Typing	Sexual Orientation
Cross-Sectional Study	Longitudinal Study	Social Clock
Lev Vygotsky	Scaffolding	Zone of Proximal Development
Konrad Lorenz	Harry Harlow	Mary Ainsworth
Secure Attachment	Anxious-Avoidant Attachment	Ambivalent Attachment
Erik Erikson	Lawrence Kohlberg	Preconventional Morality
Conventional Morality	Postconventional Morality	Trust v. Mistrust
Autonomy v. Shame & Doubt	Initiative v. Guilt	Industry v. Inferiority
Identity v. Role Confusion	Generativity v. Stagnation	Integrity v. Despair

Pick 15 terms from the above list that you are least familiar/comfortable with and construct a flash card including the following information:

1. **Define** the term IN YOUR OWN WORDS. Try and keep the definition short, meaningful, and something that you can remember.
2. **Draw** a picture that demonstrates the term OR describe a personal example.



# Ages & Stages

## A Hands-on Examination

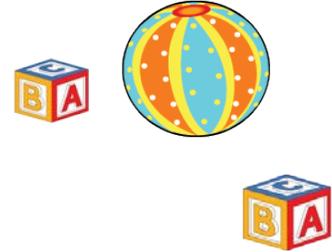
You will be working in groups to examine key concepts and theories associated with the developmental unit. Your research team will have the opportunity to apply what you know about research methodology and developmental theory.

In order to complete this task you will need to find your own subject for your experiment. Subjects need to be between the ages of 1 and 12 and you must have signed parental consent stating that you may work with them.

Your task will be to design a study, complete research, compile data, and prepare a presentation detailing what you learned and how all the information ties together. The key is to learn about infant and childhood development.

Possible Areas of Study: You will investigate a minimum of three of the following topics per your teacher's directions.

- Piaget's Cognitive Development Theory
- Erikson's Psychosocial Development Theory
- Vygotsky's Sociocultural Theory of Development (Play & language)
- Ainsworth's Attachment Theory
- Language Development
- Kohlberg's Moral Development Theory
- Physical Development



### PROCEDURE & REQUIREMENTS

#### Step One: What are you studying?

- ~ Your team will need to complete outside research to accurately identify all key concepts, milestones, and any other necessary information regarding your topic areas.
- ~ You will need to reference a minimum of **4 quality sources (no Wikipedia, etc.)**
- ~ Resources will be included as an APA reference page at the end of your PowerPoint

#### Step Two: Who and what are you testing?

- ~ Who will you test? How will you demonstrate informed consent? (REQUIRED!!)
- ~ What topics will you research and what key concepts will you cover in your experiment?
  - o Which stage is your child supposed to be in based on his/her age?

#### Step Three: Design your Study

- ~ How will you accomplish your goals?
- ~ Develop a testable hypothesis. What do you anticipate for your results?
  - o Remember to **apply theory appropriately** – you should test the child for the each stage he/she fits into based on his/her age
- ~ Provide a detailed plan of study – What do you need? What will you do? What will you measure specifically? How will you gather data? **\*\*Think about what you need to include in order for someone else to be able to replicate your research!**
- ~ Remember to be professional – create an environment conducive for your research with limited distractions. Beware of extraneous variables...

#### **Step Four: The moment of truth**

- ~ Test your subject and gather quality quantitative data. You will need to be able to analyze your data – so it must be clear what you are researching and how you will gather results.
- ~ Take videos of the child as he/she participates in your experiments.

#### **Step Five: Google Presentation**

##### ***Topics that must be covered in presentation:***

- Hypothesis: Should identify which stage/attachment style you are testing.
- Method: How did you conduct your research?
- Results: Use specific data from the research.
- Conclusion: Did your results support your hypothesis? Why or why not? Be specific.
- Evaluation: Explain how your results relate to the given theory. Would you have done anything differently? Why or why not?
- **PLEASE DO NOT EXPLAIN THE THEORY.**

##### ***Google Presentation Format & Requirements:***

- Title slide with group member names
- Introductory slide for your participant
- Creative presentation with appropriate transitions, images, and graphics.
- Follow the 6 x 6 rule for each slide (no more than 6 words per line and no more than 6 lines)
- Video segments **must** be included for **each** concept you researched
  - They should last for no more than 1-2 min. each!
- APA Reference slide

#### **Google Presentation must be shared with your teacher by \_\_\_\_\_.**

Please plan ahead to avoid any problems! Be prepared because you will be expected to present in class the day the project is due!

**Your team should be creative and thorough. Each topic area has several different concepts &/or terms to study. Don't limit yourselves. Feel free to use multiple methods to test similar ideas.**

##### **Suggested Terms to consider – Caution: this is not an exhaustive list:**

Object permanence	Parallel Play
Egocentrism	Solitary Play
Symbolism	Cooperative Play
Logic/Egocentrism	Pre-conventional
Animism	Conventional
Conservation (Mass, Volume, Length, Area)	Post-conventional
Theory of Mind	Dialogues
Trust vs. Mistrust	Scaffolding
Autonomy vs. Shame & Doubt	Private speech (self-talk)
Initiative vs. Guilt	Proximal development
Babbling	Industry vs. Inferiority
Telegraphic Speech	Secure attachment
Grammar	Anxious-resistant insecure attachment
Phonemes	Anxious-avoidant insecure attachment
Morphemes	Disorganized/disoriented attachment

## *When Bad Children Aren't Bad*

No matter how charming the child, eventually parents find themselves exasperated with their child's behavior. Sometimes it is easy for a parent to assume intentional misbehavior when other motives actually may be at work. By watching his own children, Piaget gave us some cognitive concepts to reexamine what bad kids may really be up to. **See if you can identify the cognitive concept from Piaget that explains each child's cognition.**

1. Although the parents spent \$300 on holiday toys for their 1-year-old daughter, she spent more time playing peek-a-boo by sticking her head in and out of a box that one of the toys came in. Why should the parents have kept their money?

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2. A well-meaning aunt talked with her 9-month-old nephew about meeting her new boyfriend. However, when he saw the young man, the child shrieked inconsolably. "It must be his mustache!" the aunt exclaimed.

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3. "Stop doing that!" screamed the exasperated mother in response to her infant's irritating habit of throwing his bottle from the high chair to the floor. She must have stooped over at least twenty times during this meal alone and her child just wasn't learning! Why should the child's behavior not be surprising?

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4. An older brother and younger sister constantly fight when they are playing cards. No matter how many times the brother explains the rules to his sister, the sister spreads hers out in a long line instead of a pile and declares, "I win! I have more cards!" What principle is keeping the sister from learning the rules?

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5. A 4-year-old girl walks into the kitchen and sees her mother pouring herself a glass of juice. The little girl asks for a glass too, so the mother reaches into a cabinet and pulls out a kid-sized cup. Her daughter screams and cries because she wants "a bigger amount of juice." She doesn't stop crying until her mother pours the juice out of the child's cup and into a larger container.

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6. Two-year-old twins were forever arguing about whose toy belonged to whom. The young father decided to put a stop to the arguing once and for all. He sat them both down and gave them a lecture about understanding the way the other twin felt. Although the twins nodded their heads, they were fighting again almost before the father had left the room. Why should the father have saved his breath?

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# The Developmental Stages of Erik Erikson

By Arlene F. Harder, MA, MFT

*"It is human to have a long childhood; it is civilized to have an even longer childhood. Long childhood makes a technical and mental virtuoso out of man, but it also leaves a lifelong residue of emotional immaturity in him."*

— Erik Homburger Erikson (1902-1994)

**O**ur personality traits come in opposites. We think of ourselves as optimistic or pessimistic, independent or dependent, emotional or unemotional, adventurous or cautious, leader or follower, aggressive or passive. Many of these are inborn temperament traits, but other characteristics, such as feeling either competent or inferior, appear to be learned, based on the challenges and support we receive in growing up.

The man who did a great deal to explore this concept is Erik Erikson. Although he was influenced by Freud, he believed that the ego exists from birth and that behavior is not totally defensive. Based in part on his study of Sioux Indians on a reservation, Erikson became aware of the massive influence of culture on behavior and placed more emphasis on the external world, such as depression and wars. He felt the course of development is determined by the interaction of the body (genetic biological programming), mind (psychological), **and** cultural (ethos) influences.

He organized life into eight stages that extend from birth to death (many developmental theories only cover childhood). Since adulthood covers a span of many years, Erikson divided the stages of adulthood into the experiences of young adults, middle aged adults and older adults. While the actual ages may vary considerably from one stage to another, the ages seem to be appropriate for the majority of people.

Erikson's basic philosophy might be said to rest on two major themes: (1) the world gets bigger as we go along and (2) failure is cumulative. While the first point is fairly obvious, we might take exception to the last. True, in many cases an individual who has to deal with horrendous circumstances as a child may be unable to negotiate later stages as easily as someone who didn't have as many challenges early on. For example, we know that orphans who weren't held or stroked as infants have an extremely hard time connecting with others when they become adults and have even died from lack of human contact.

However, there's always the chance that somewhere along the way the strength of the human spirit can be ignited and deficits overcome. Therefore, to give you an idea of another developmental concept, be sure to see Stages of Growth for Children and Adults, based on Pamela Levine's work. She saw development as a spiraling cycle rather than as stages through which we pass, never to visit again.

As you read through the following eight stages with their sets of opposites, notice which strengths you identify with most and those you need to work on some more.

## 1. Infancy: Birth to 18 Months

**Ego Development Outcome: Trust vs. Mistrust**

**Basic strength: Drive and Hope**

Erikson also referred to infancy as the Oral Sensory Stage (as anyone might who watches a baby put everything in her mouth) where the major emphasis is on the mother's positive and loving care for the child, with a big emphasis on visual contact and touch. If we pass successfully through this period of life, we will learn to **trust** that life is basically okay and have basic confidence in the future. If we fail to

experience trust and are constantly frustrated because our needs are not met, we may end up with a deep-seated feeling of worthlessness and a **mistrust** of the world in general.

Incidentally, many studies of suicides and suicide attempts point to the importance of the early years in developing the basic belief that the world is trustworthy and that every individual has a right to be here.

Not surprisingly, the most significant relationship is with the maternal parent, or whoever is our most significant and constant caregiver.

## 2. Early Childhood: 18 Months to 3 Years

**Ego Development Outcome: Autonomy vs. Shame**

**Basic Strengths: Self-control, Courage, and Will**

During this stage we learn to master skills for ourselves. Not only do we learn to walk, talk and feed ourselves, we are learning finer motor development as well as the much appreciated toilet training. Here we have the opportunity to build self-esteem and **autonomy** as we gain more control over our bodies and acquire new skills, learning right from wrong. And one of our skills during the "Terrible Two's" is our ability to use the powerful word "NO!" It may be pain for parents, but it develops important skills of the will.

It is also during this stage, however, that we can be very vulnerable. If we're shamed in the process of toilet training or in learning other important skills, we may feel great **shame and doubt** of our capabilities and suffer low self-esteem as a result.

The most significant relationships are with parents.

## 3. Play Age: 3 to 5 Years

**Ego Development Outcome: Initiative vs. Guilt**

**Basic Strength: Purpose**

During this period we experience a desire to copy the adults around us and take **initiative** in creating play situations. We make up stories with Barbie's and Ken's, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—"WHY?"

While Erikson was influenced by Freud, he downplays biological sexuality in favor of the psychosocial features of conflict between child and parents. Nevertheless, he said that at this stage we usually become involved in the classic "Oedipal struggle" and resolve this struggle through "social role identification." If we're frustrated over natural desires and goals, we may easily experience **guilt**.

The most significant relationship is with the basic family.

## 4. School Age: 6 to 12 Years

**Ego Development Outcome: Industry vs. Inferiority**

**Basic Strengths: Method and Competence**

During this stage, often called the Latency, we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of **industry**. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and **inferiority** among our peers, we can have serious problems in terms of competence and self-esteem.

As the world expands a bit, our most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important.

## 5. Adolescence: 12 to 18 Years

### Ego Development Outcome: Identity vs. Role Confusion

#### Basic Strengths: Devotion and Fidelity

Up to this stage, according to Erikson, development mostly depends upon **what is done to us**. From here on out, development depends primarily upon **what we do**. And while adolescence is a stage at which we are neither a child nor an adult, life is definitely getting more complex as we attempt to find our own **identity**, struggle with social interactions, and grapple with moral issues.

Our task is to discover who we are as individuals separate from our family of origin and as members of a wider society. Unfortunately for those around us, in this process many of us go into a period of withdrawing from responsibilities, which Erikson called a "moratorium." And if we are unsuccessful in navigating this stage, we will experience **role confusion** and upheaval.

A significant task for us is to establish a philosophy of life and in this process we tend to think in terms of ideals, which are conflict free, rather than reality, which is not. The problem is that we don't have much experience and find it easy to substitute ideals for experience. However, we can also develop strong devotion to friends and causes.

It is no surprise that our most significant relationships are with peer groups.

## 6. Young adulthood: 18 to 35

### Ego Development Outcome: Intimacy and Solidarity vs. Isolation

#### Basic Strengths: Affiliation and Love

In the initial stage of being an adult we seek one or more companions and love. As we try to find mutually satisfying relationships, primarily through marriage and friends, we generally also begin to start a family, though this age has been pushed back for many couples who today don't start their families until their late thirties. If negotiating this stage is successful, we can experience **intimacy** on a deep level.

If we're not successful, **isolation** and distance from others may occur. And when we don't find it easy to create satisfying relationships, our world can begin to shrink as, in defense, we can feel superior to others.

Our significant relationships are with marital partners and friends.

## 7. Middle Adulthood: 35 to 55 or 65

### Ego Development Outcome: Generativity vs. Self Absorption or Stagnation

#### Basic Strengths: Production and Care

Now work is most crucial. Erikson observed that middle-age is when we tend to be occupied with creative and meaningful work and with issues surrounding our family. Also, middle adulthood is when we can expect to "be in charge," the role we've longer envied.

The significant task is to perpetuate culture and transmit values of the culture through the family (taming the kids) and working to establish a stable environment. Strength comes through care of others and production of something that contributes to the betterment of society, which Erikson calls **generativity**, so when we're in this stage we often fear inactivity and meaninglessness.

As our children leave home, or our relationships or goals change, we may be faced with major life changes—the mid-life crisis—and struggle with finding new meanings and purposes. If we don't get through this stage successfully, we can become **self-absorbed** and **stagnate**.

Significant relationships are within the workplace, the community and the family.

## 8. Late Adulthood: 55 or 65 to Death

### **Ego Development Outcome: Integrity vs. Despair**

#### **Basic Strengths: Wisdom**

Erikson felt that much of life is preparing for the middle adulthood stage and the last stage is recovering from it. Perhaps that is because as older adults we can often look back on our lives with happiness and are content, feeling fulfilled with a deep sense that life has meaning and we've made a contribution to life, a feeling Erikson calls **integrity**. Our strength comes from a wisdom that the world is very large and we now have a detached concern for the whole of life, accepting death as the completion of life.

On the other hand, some adults may reach this stage and **despair** at their experiences and perceived failures. They may fear death as they struggle to find a purpose to their lives, wondering "Was the trip worth it?" Alternatively, they may feel they have all the answers (not unlike going back to adolescence) and end with a strong dogmatism that only their view has been correct.

The significant relationship is with all of mankind—"my-kind."

Name: \_\_\_\_\_

## **INFANT & CHILDHOOD DEVELOPMENT:**

### **STATION #1: PLAY FROM A THEORETICAL POINT OF VIEW**

1. Summarize what each of the following believes about playing:

- A. Piaget
  
- B. Erikson
  
- C. Vygotsky

BONUS – What do these theories have in common?

### **STATION #2: LEV VYGOTSKY**

2. How does Vygotsky's cognitive theory differ from Piaget's?

3. What is the connection between the MKO and the ZPD?

BONUS – How have you seen Vygotsky's principles in your own educational experiences?

### **STATION #3: KONRAD LORENZ & IMPRINTING**

4. Describe the results of Konrad Lorenz's studies with birds.

5. Do humans imprint? Explain your answer.

**STATION #4: MARY AINSWORTH & THE “STRANGE SITUATION”**

- 6. Describe Ainsworth’s “strange situation.”
  
- 7. Describe the three attachment styles Ainsworth developed from the “strange situation.”
  - A. Secure
  
  - B. Anxious-Ambivalent
  
  - C. Anxious-Avoidant

**BONUS** – Make a connection between Harry Harlow’s monkey experiment and Ainsworth’s attachment theory.

**STATION #5: PARENTING STYLES**

- 8. Fill in the proper parenting styles in the chart below based on the characteristics provided:

Responsiveness to Child’s Needs	Parents’ Demandingness of Child		
		LOW	HIGH
LOW			
HIGH			

- 9. Which parenting style do you believe fits your parents best? Explain.

**STATION #6: ERIK ERIKSON**

- 10. How do Erik Erikson’s psychosocial stages compare/correspond with other theories of childhood development?

ERIKSON’S STAGE	THEORETICAL CONNECTION	EXPLANATION
Trust v. Mistrust		
Autonomy v. Shame & Doubt		
Initiative v. Guilt		
Industry v. Inferiority		

Name: \_\_\_\_\_

## PLAYING GAMES: PIAGET & ERIKSON

Today's Task: With your group members, you need to play two different games for 10-15 minutes (this will depend on class time). As you play each game, you should be discussing which stage the game best fits with and provide evidence to justify your answers.

**GAME #1:** \_\_\_\_\_

Look at the age recommendation on the game. Which of Piaget's cognitive development stages does it fit into?

Do you believe the game's recommended age level is appropriate?  
Why or why not?

Which of Erikson's psychosocial development stages does the game fit into?

Do you believe the game's recommended age level is appropriate?  
Why or why not?

At the time you were asked to stop, who was winning? 😊

**GAME #2:** \_\_\_\_\_

Look at the age recommendation on the game. Which of Piaget's cognitive development stages does it fit into?

Do you believe the game's recommended age level is appropriate?  
Why or why not?

Which of Erikson's psychosocial development stages does the game fit into?

Do you believe the game's recommended age level is appropriate?  
Why or why not?

At the time you were asked to stop, who was winning? 😊

