

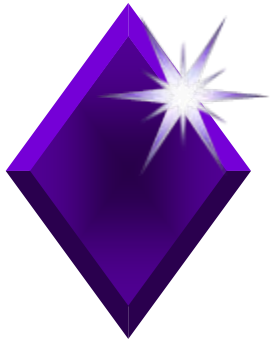
CHAPTER 11

LIFESPAN DEVELOPMENT

TABLES & DIAGRAMS

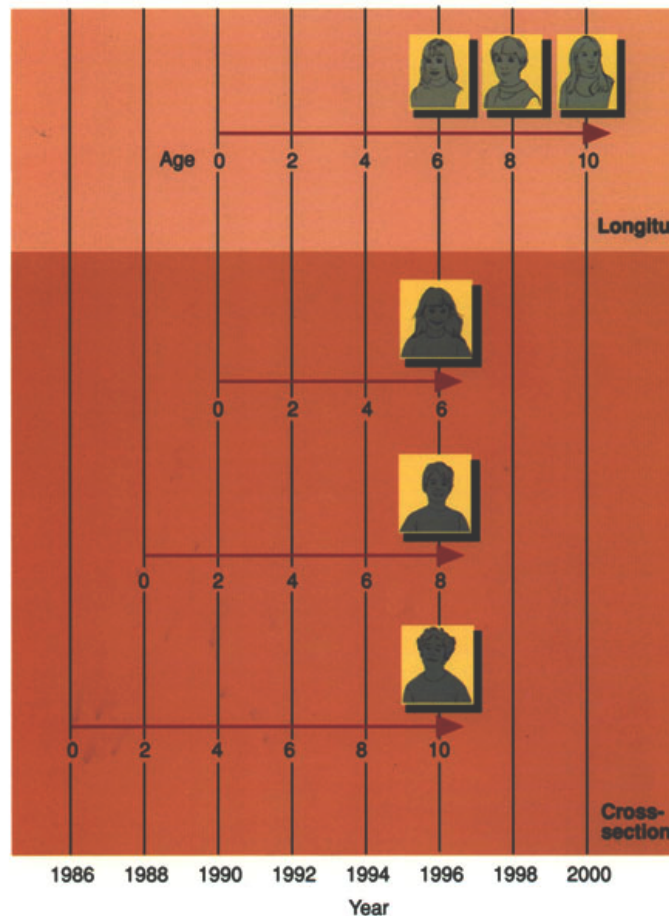
~ Professor Fazakas-DeHoog

lfazakas@uwo.ca



LONGITUDINAL VS. CROSS-SECTIONAL STUDIES

Longitudinal versus cross-sectional research



Longitudinal Study

The same group of individuals is studied on several occasions over an extended period of time to determine age changes on particular characteristics.

First Study 1990

Participants
1 year old

Second Study 1992

Same participants
at 3 years

Third Study 1995

Same participants
at 6 years

Fourth Study 1998

Same participants
at 9 years

The same group is studied over a period of 8 years.

Cross-Sectional Study

Groups of individuals different ages are studied at one point in time and compared on particular characteristics.

Group One

Participants
1 year old

Group Two

Participants
3 years old

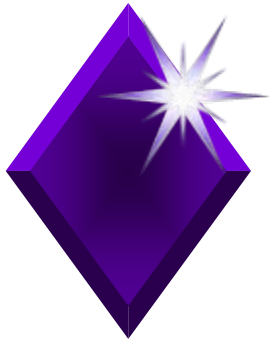
Group Three

Participants
6 years old

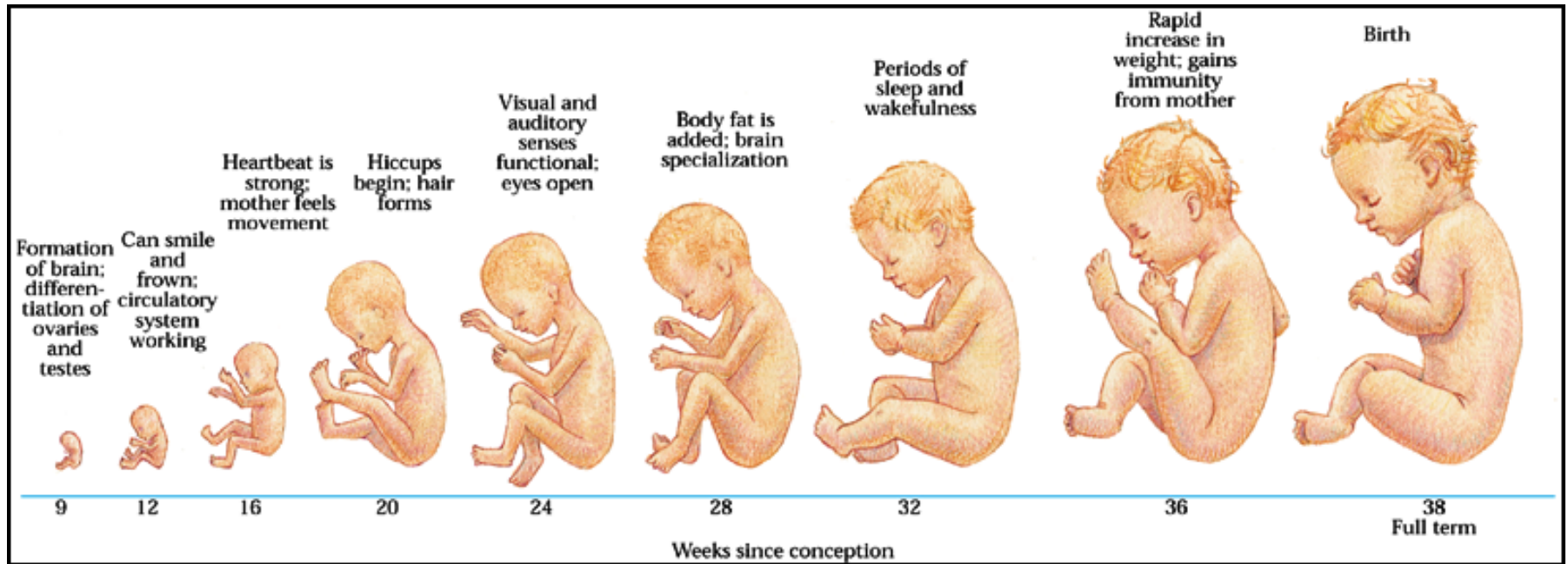
Group Four

Participants
9 years old

All groups are studied
in 1995.

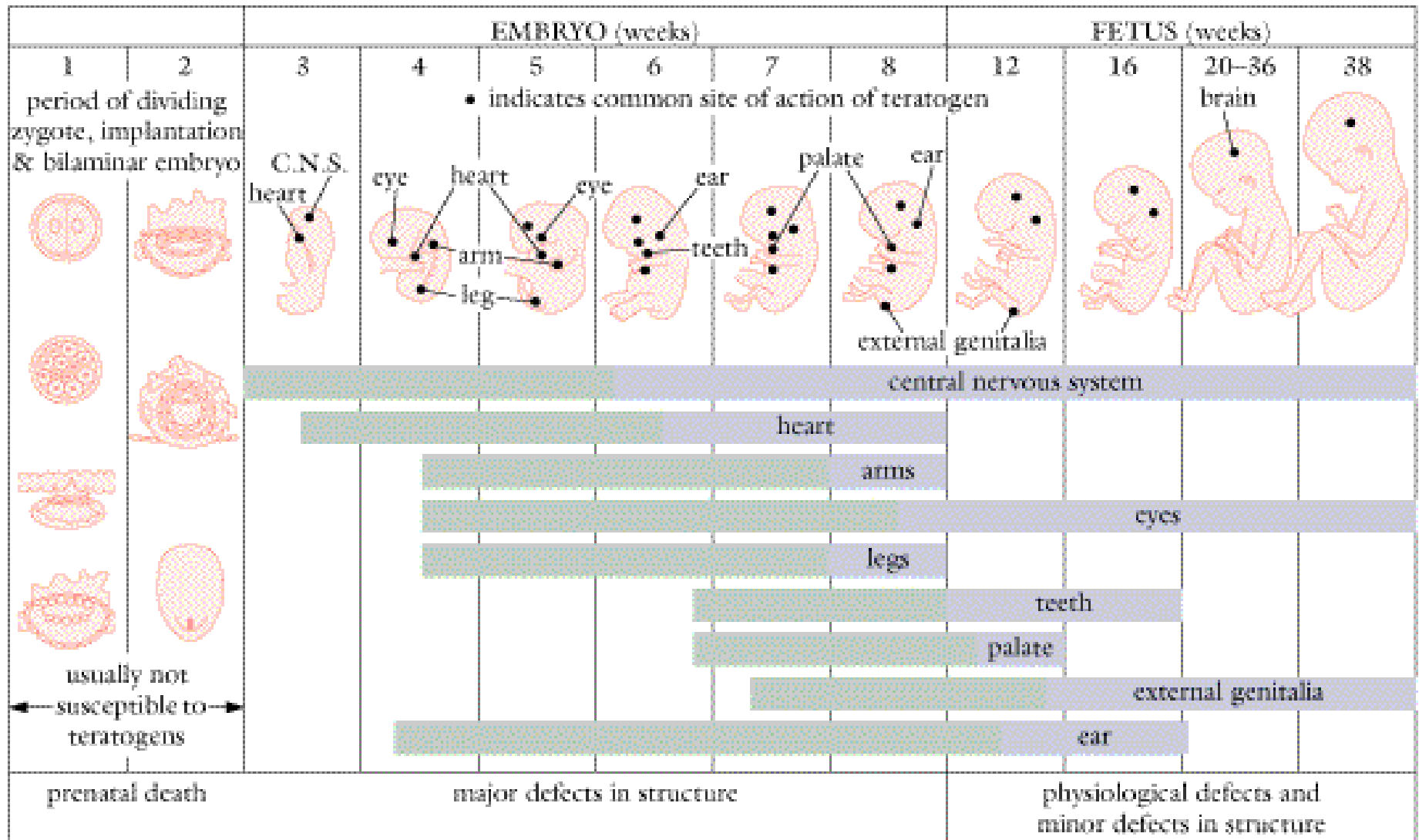


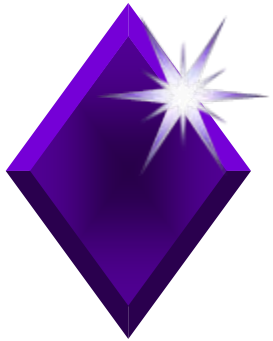
Overview of Prenatal Development





Critical Periods In Prenatal Development





The Amazing Newborn:

Tonic
neck
reflex



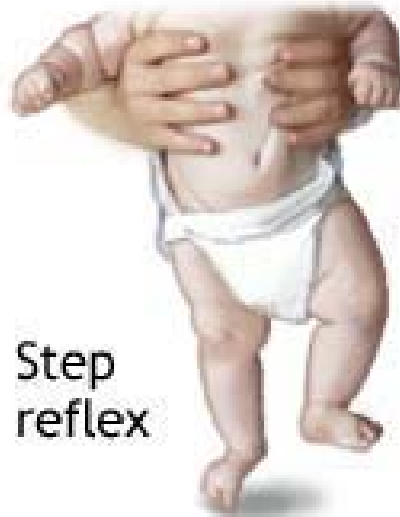
Grasp
reflex

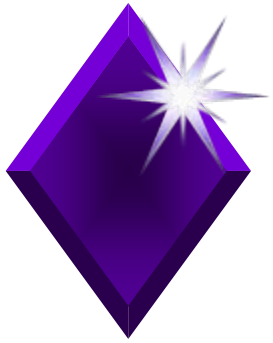


Crawl reflex

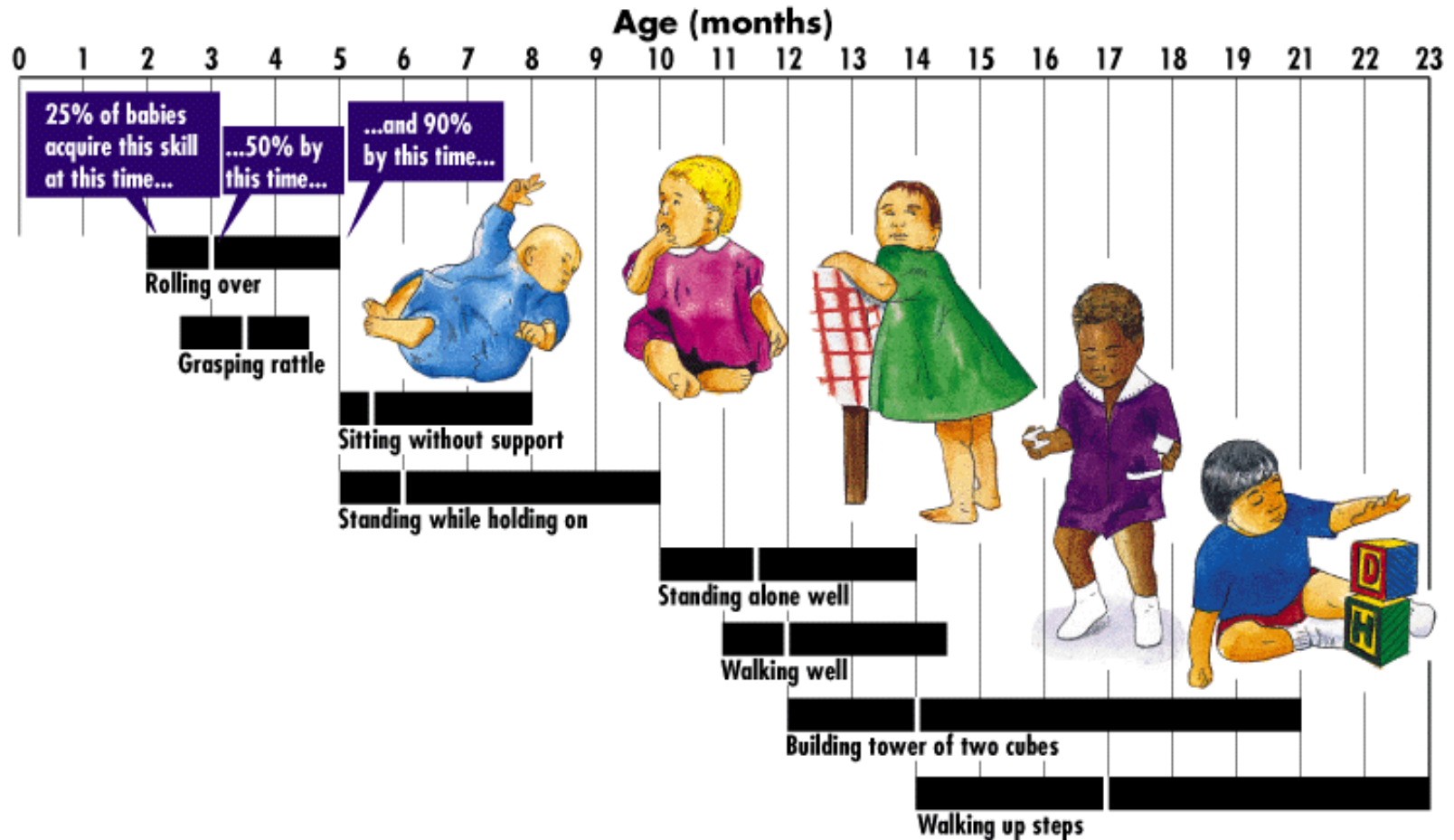


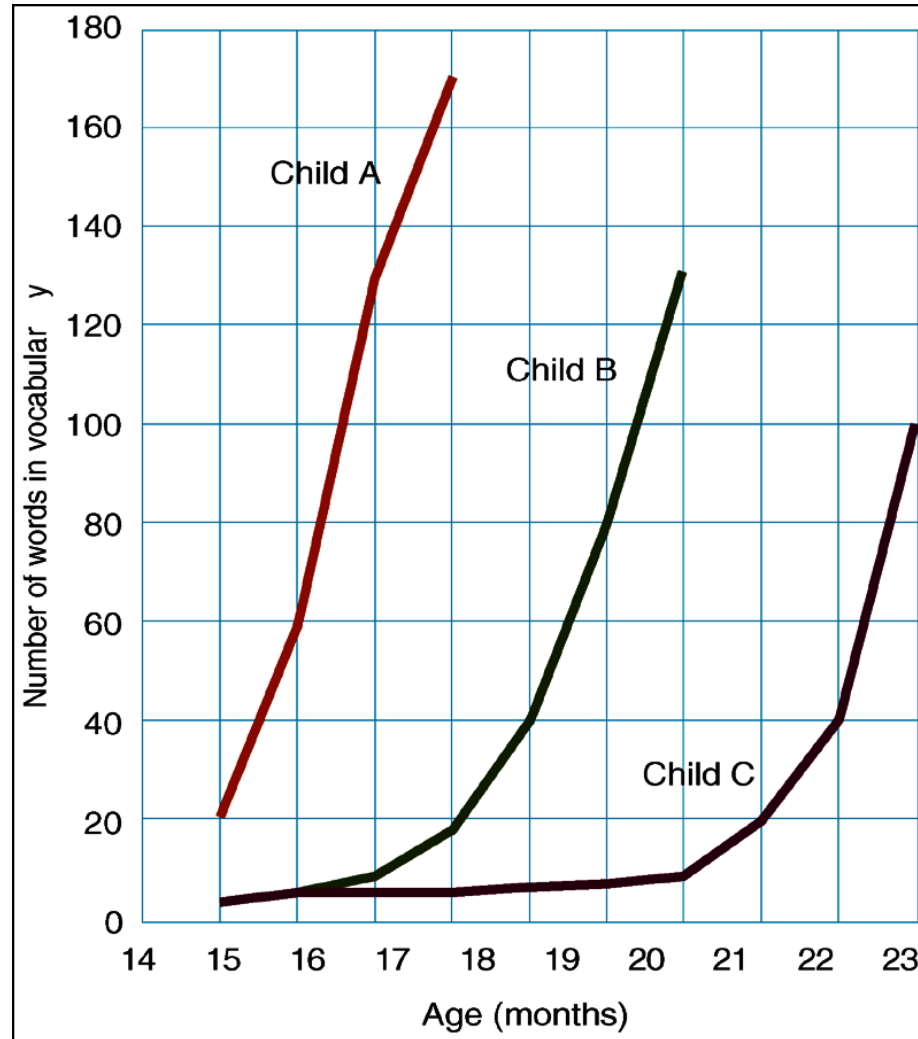
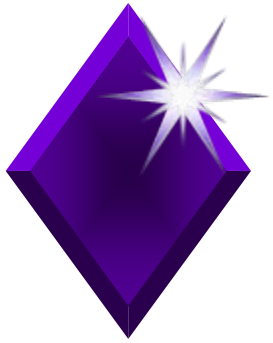
Step
reflex

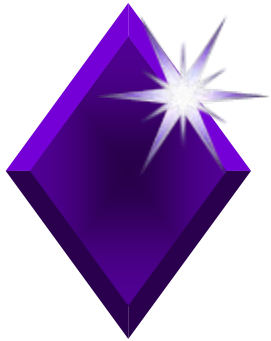




Physical Development - Infancy

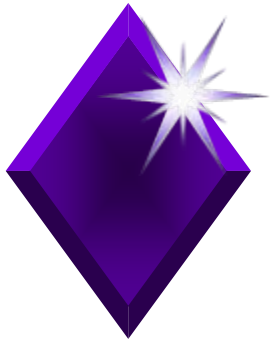




**Table 8.2 Overview of Typical Language Development**

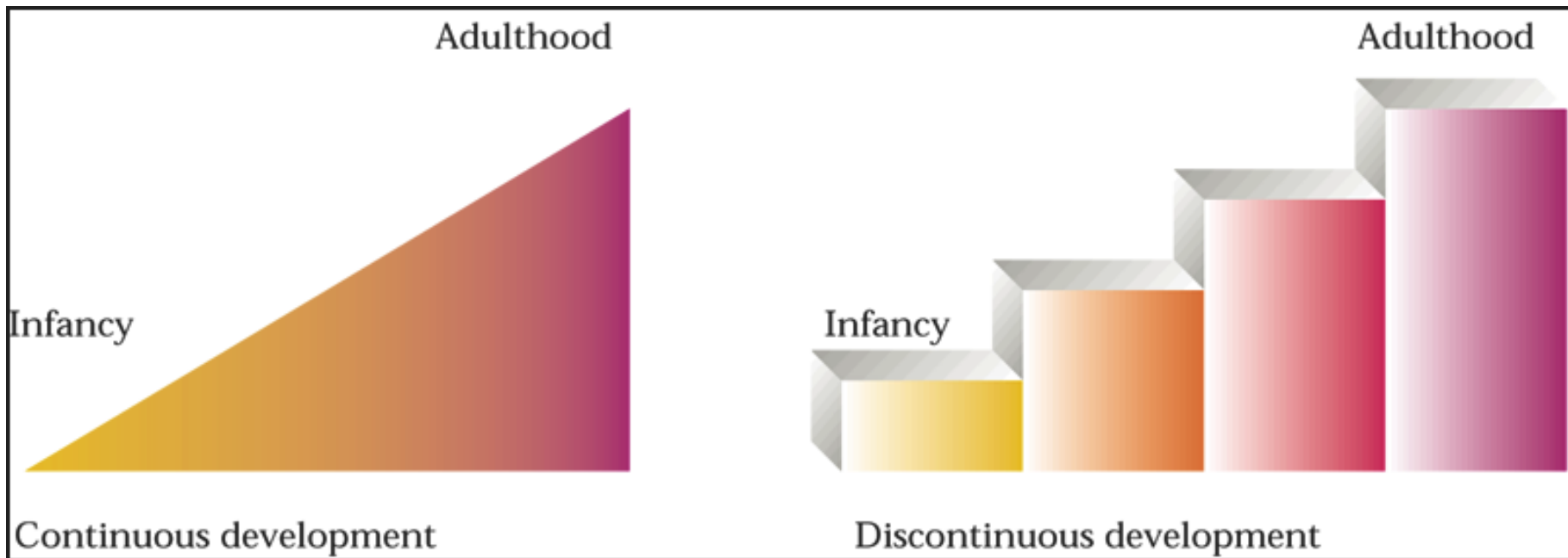
| Age | General Characteristics |
|--------|---|
| Months | |
| 1–5 | Reflexive communication: Vocalizes randomly, coos, laughs, cries, engages in vocal play, discriminates language from nonlanguage sounds |
| 6–18 | Babbling: Verbalizes in response to speech of others; responses increasingly approximate human speech patterns |
| 10–13 | First words: Uses words typically to refer to objects |
| 12–18 | One-word sentence stage: Vocabulary grows slowly; uses nouns primarily; overextensions begin |
| 18–24 | Vocabulary spurt: Fast-mapping facilitates rapid acquisition of new words |
| Years | |
| 2 | Two-word sentence stage: Uses telegraphic speech; uses more pronouns and verbs |
| 2.5 | Three-word sentence stage: Modifies speech to take listener into account; overregularizations begin |
| 3 | Uses complete simple active sentence structure; uses sentences to tell stories that are understood by others; uses plurals |
| 3.5 | Expanded grammatical forms: Expresses concepts with words; uses four-word sentences |
| 4 | Uses imaginary speech; uses five-word sentences |
| 5 | Well-developed and complex syntax: Uses more complex syntax. Uses more complex forms to tell stories |
| 6 | Displays metalinguistic awareness |

Note: Children often show individual differences in the exact ages at which they display the various developmental achievements outlined here.



DEVELOPMENTAL THEORIES

CONTINUOUS VS. STAGE-LIKE THEORIES





Piaget's 4 Stages of Cognitive Development

Piaget's Stages of Cognitive Development

SENSORIMOTOR

PREOPERATIONAL

**CONCRETE
OPERATIONS**

**FORMAL
OPERATIONS**



AGE 0 - 2

2 - 7

7 - 11

12 - ADULT

CONCEPTS OBJECT

PERMANENCE

EGOCENTRIC

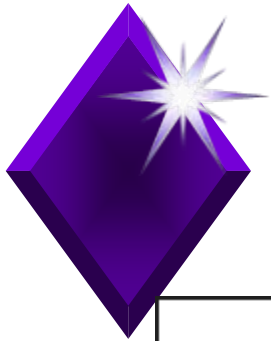
THINKING

CONSERVATION

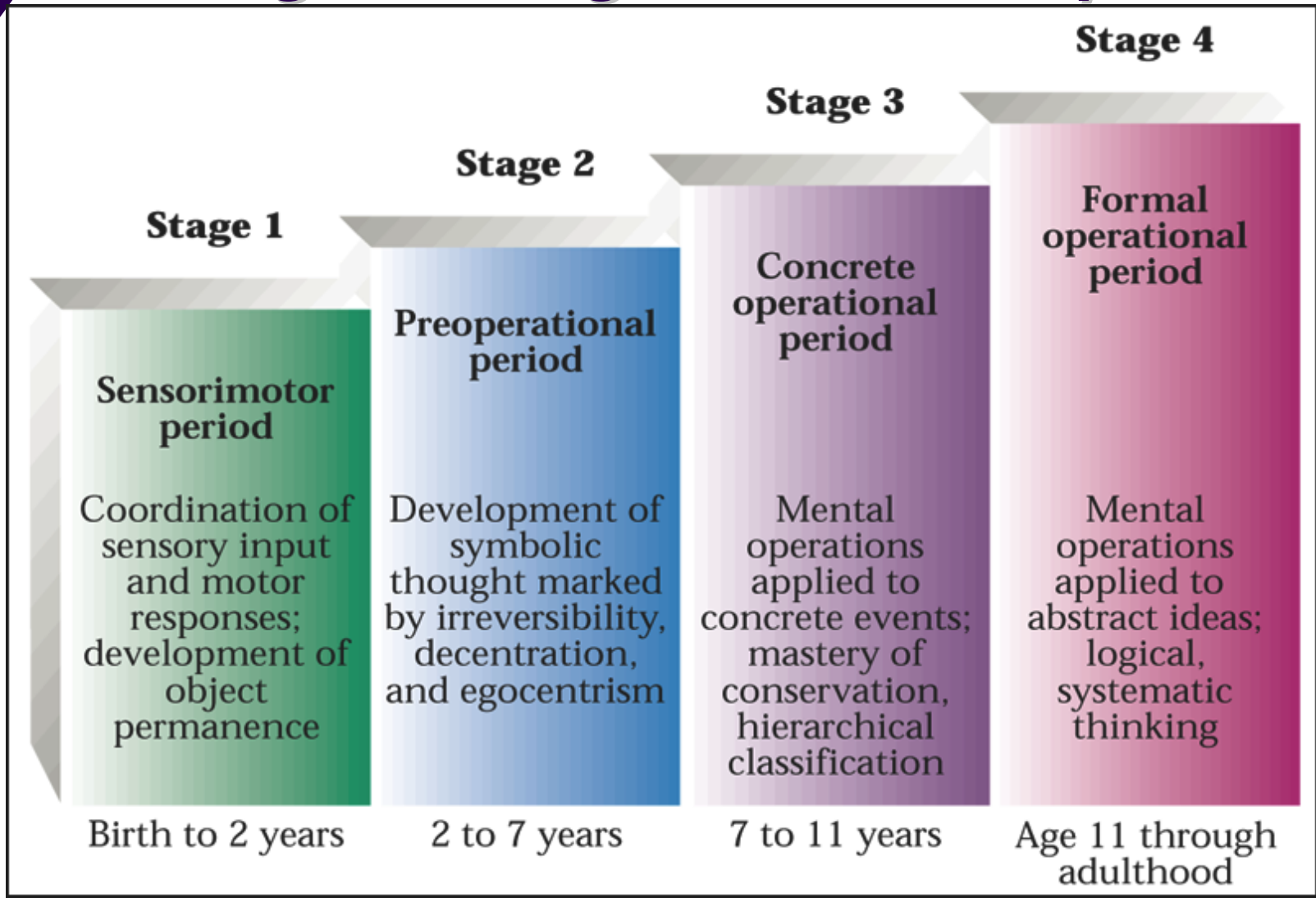
CLASSIFICATION

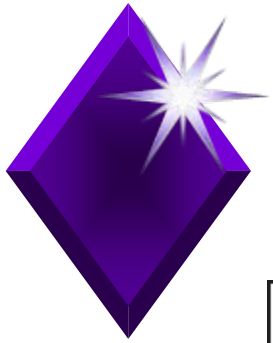
ABSTRACT

THOUGHT



Piaget's 4 stages of cognitive development

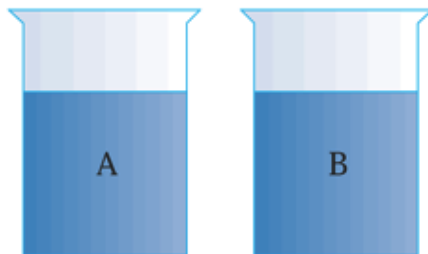




Piaget's Conservation Task

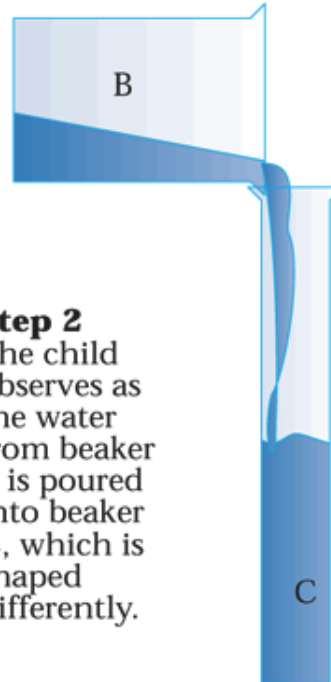
Step 1

The child agrees that beakers A and B contain the same amount of water.



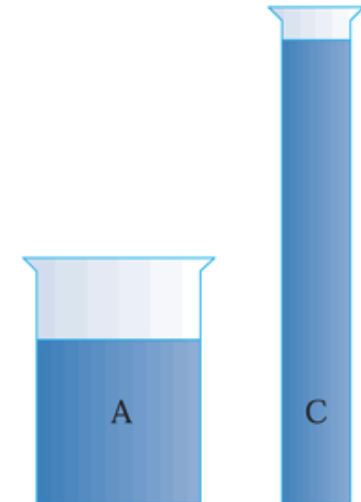
Step 2

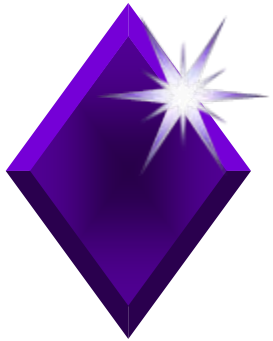
The child observes as the water from beaker B is poured into beaker C, which is shaped differently.



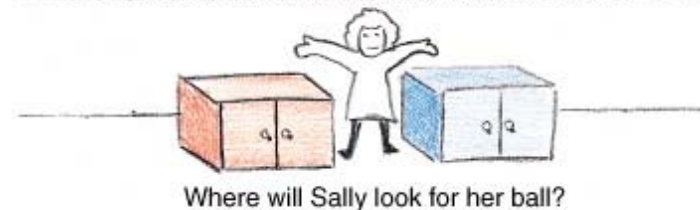
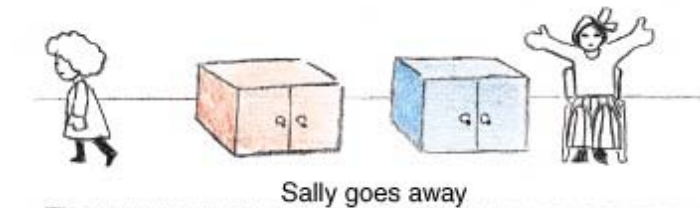
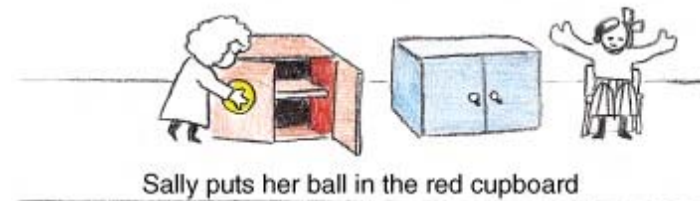
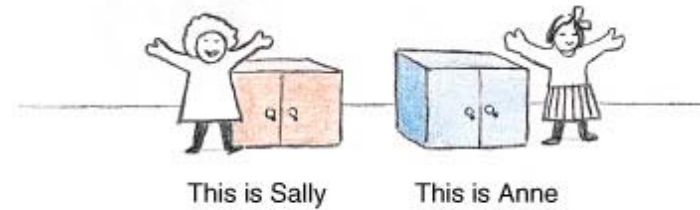
Step 3

The child is asked: "Do beakers A and C contain the same amount of water?"

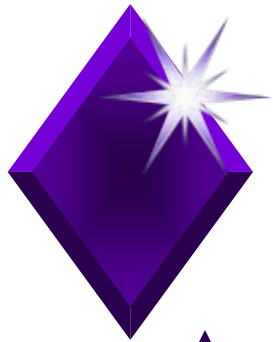




Extensions and Qualifications of Piaget's Theory



Kohlberg's Theory of Moral Development



AGE

Kohlberg's Levels of Moral Reasoning

Postconventional

Stage 5

moral decisions are made after carefully thinking about all the alternatives and striking a balance between human rights and laws of society

Conventional

Stage 4

conforming to the laws of society

Stage 3

guided most by conforming to the standards of others we value

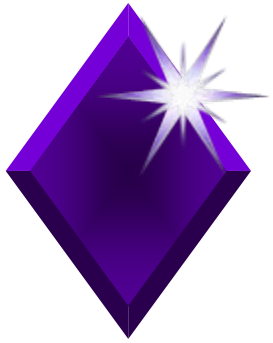
Preconventional

Stage 2

guided by satisfying one's self-interests, which may involve making bargains

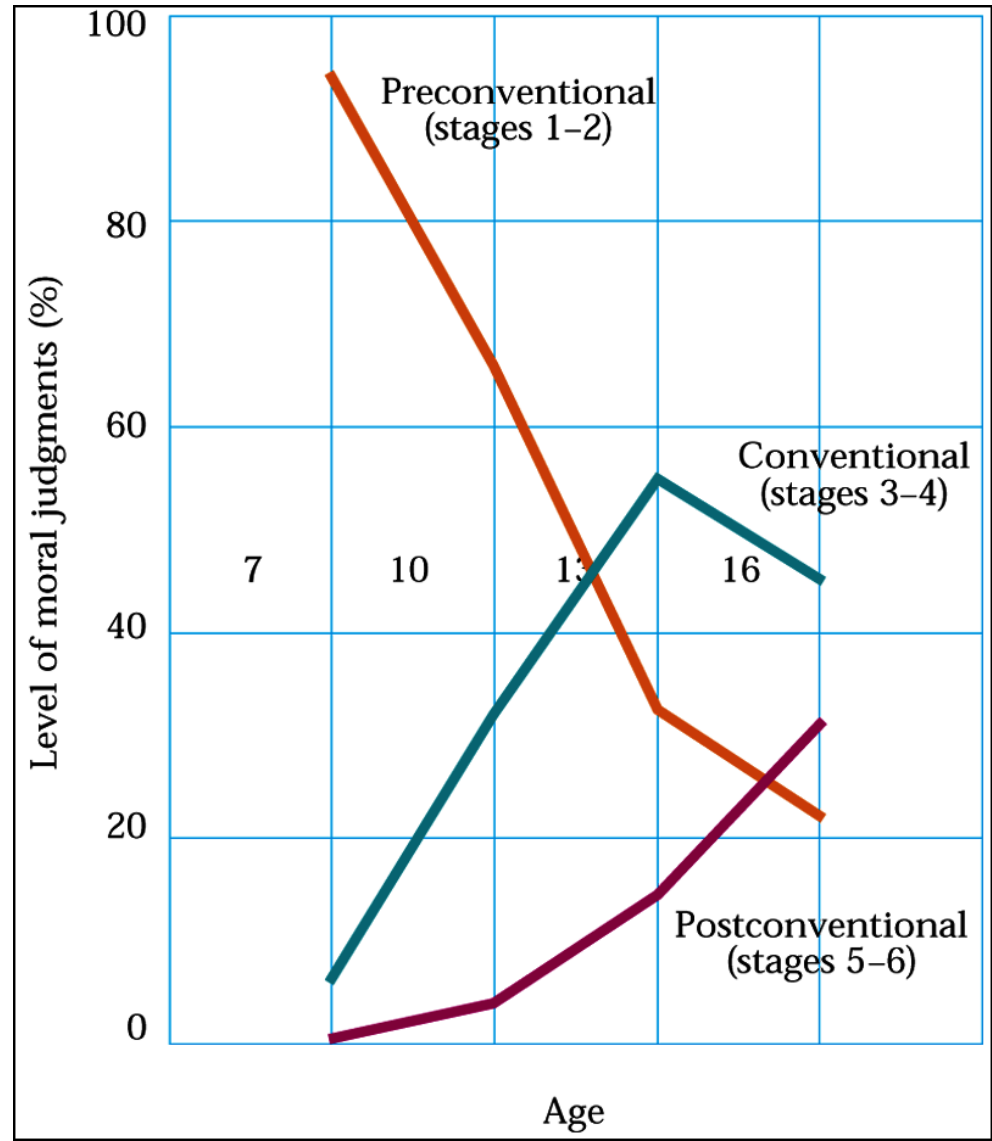
Stage 1

based on fear of punishment or the need to be obedient



RESEARCH:

AGE & MORAL REASONING

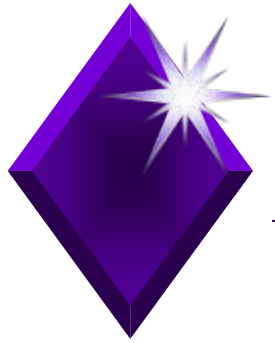


Ainsworth's Strange Situation Procedure

- | | | |
|---|--|------------------------------------|
| 1 | Experimenter introduces parents and baby to playroom and then leaves. | |
| 2 | Parent is seated while baby plays with toys. | Parents as a secure base. |
| 3 | Stranger enters, seats self, and talks to parent. | Reaction to unfamiliar adult. |
| 4 | Parent leaves, Stranger responds to baby, and offers comfort if upset. | Separation anxiety. |
| 5 | Parent returns, greets baby, and offers comfort if needed. Stranger leaves. | Reaction to reunion. |
| 6 | Parent leaves room; baby is alone. | Separation anxiety. |
| 7 | Stranger enters and offers comfort. | Ability to be soothed by stranger. |
| 8 | Parent returns, greets baby, offers comfort if needed. Tries to reinterest baby in toys. | Reaction to reunion. |
-

Source: Ainsworth et al., 1978.

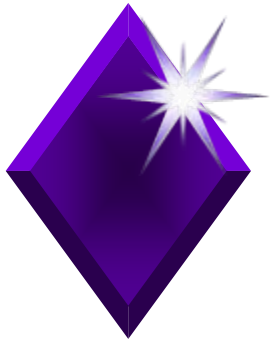
¹While each episode lasts about 3 minutes, the separation episodes may be cut short if the baby becomes too distressed.



Parenting Styles

| | | Demandingness (control) | |
|-------------------------|------|-------------------------|-------------------|
| | | High | Low |
| Responsiveness (warmth) | High | <i>Authoritative</i> | <i>Permissive</i> |
| | Low | <i>Autocratic</i> | <i>Unengaged</i> |

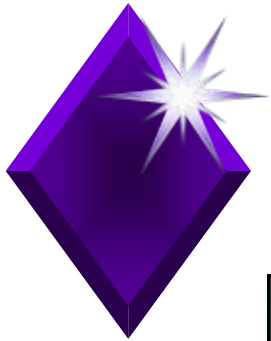
Social Development



Erikson's Psychosocial stages

TABLE 4.1 *Erikson's Psychosocial Dilemmas*

| Age | Characteristic Dilemma |
|------------------|---------------------------------|
| Birth to 1 year | Trust versus mistrust |
| 1 to 3 years | Autonomy versus shame and doubt |
| 3 to 5 years | Initiative versus guilt |
| 6 to 12 years | Industry versus inferiority |
| Adolescence | Identity versus role confusion |
| Young adulthood | Intimacy versus isolation |
| Middle adulthood | Generativity versus stagnation |
| Late adulthood | Integrity versus despair |



Social Development

Erikson's Psychosocial stages

Erikson's Stages of Psychosocial Development

INTEGRITY/DESPAIR (65 AND OLDER)

(40-65 YRS)

GENERATIVITY/STAGNATION

(20-40 YRS)

INTIMACY/ISOLATION

INDUSTRY/INFERIORITY (5-12 YRS)

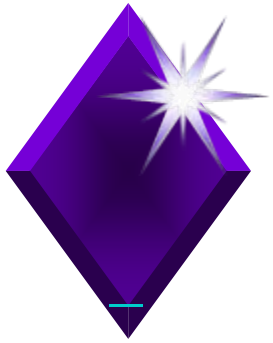
**AUTONOMY/
DOUBT, SHAME
(1-3 YRS)**

**(12-20 YRS)
IDENTITY/ROLE
CONFUSION**

**(3-5 YRS)
INITIATIVE/GUILT**

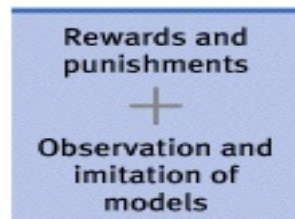
(1 YR) TRUST/MISTRUST





Gender Development

Social learning theory



Gender-typed
behavior

Gender schema theory

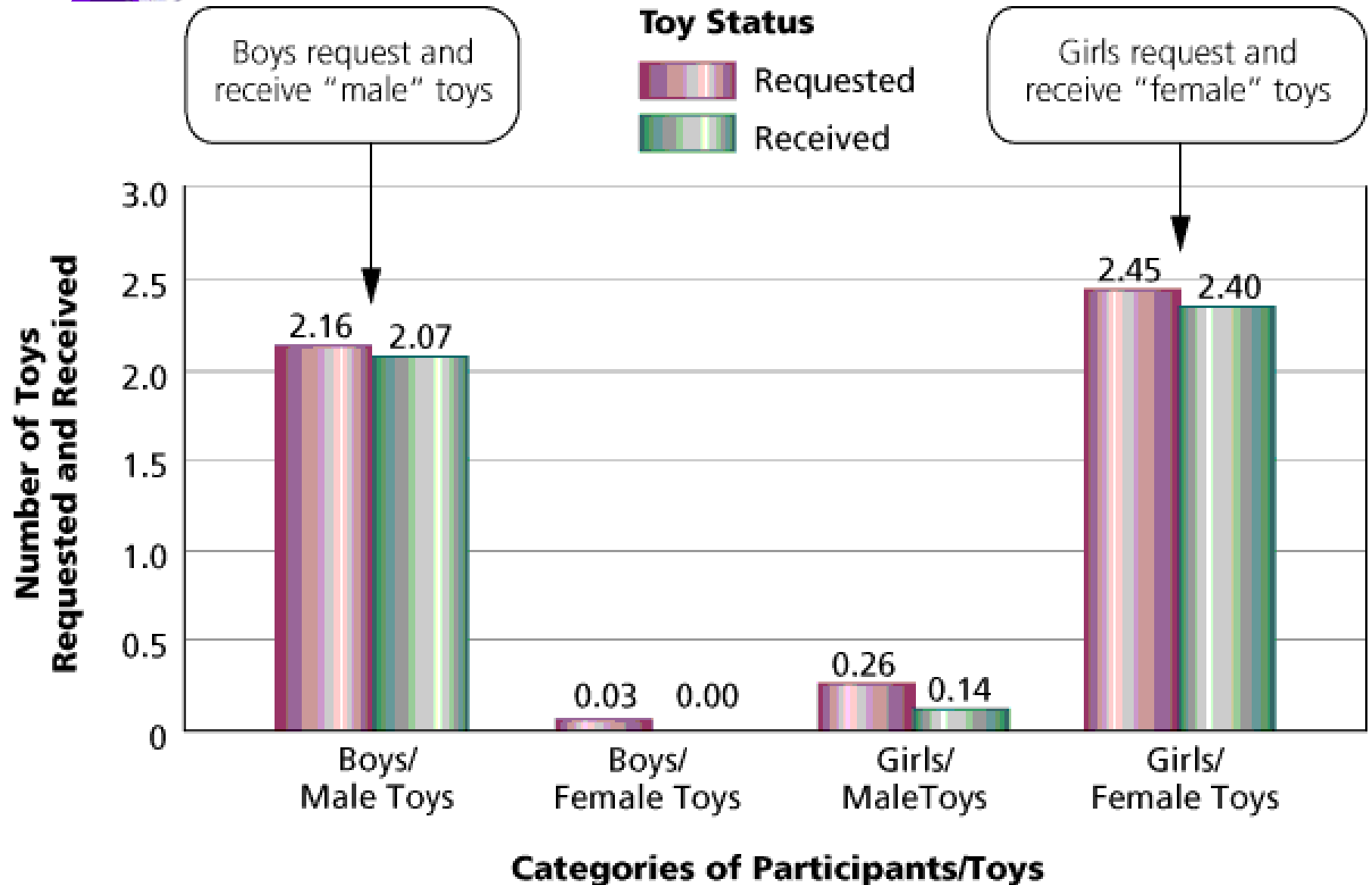
Cultural learning
of gender

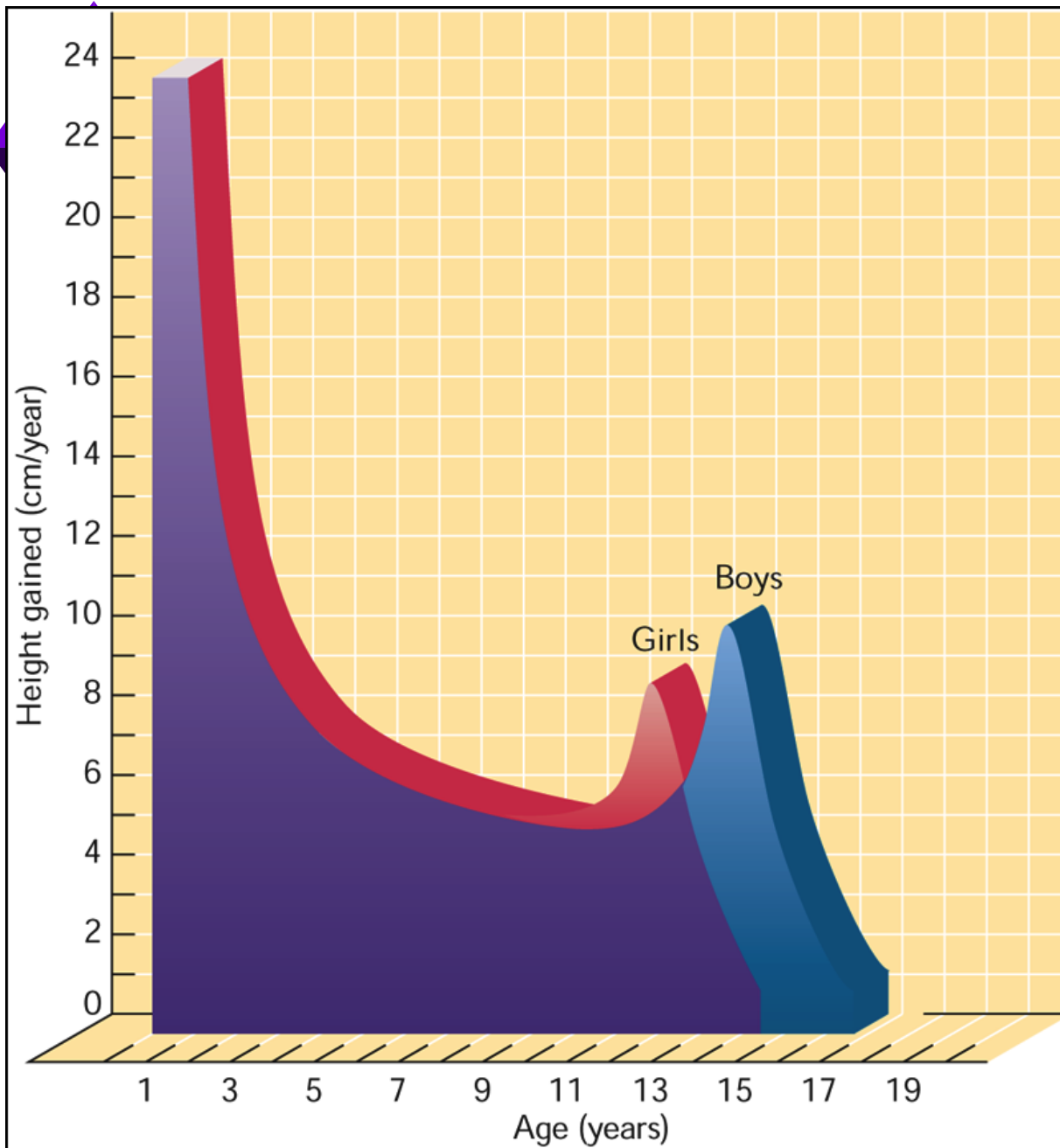


Gender schema
(looking at self and
world through a
gender "lens")

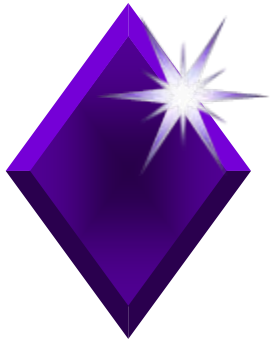


Gender-organized
thinking
+
Gender-typed
behavior





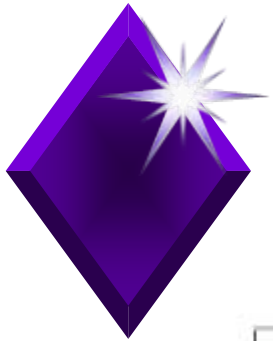
PHYSICAL GROWTH & DEVELOPMENT



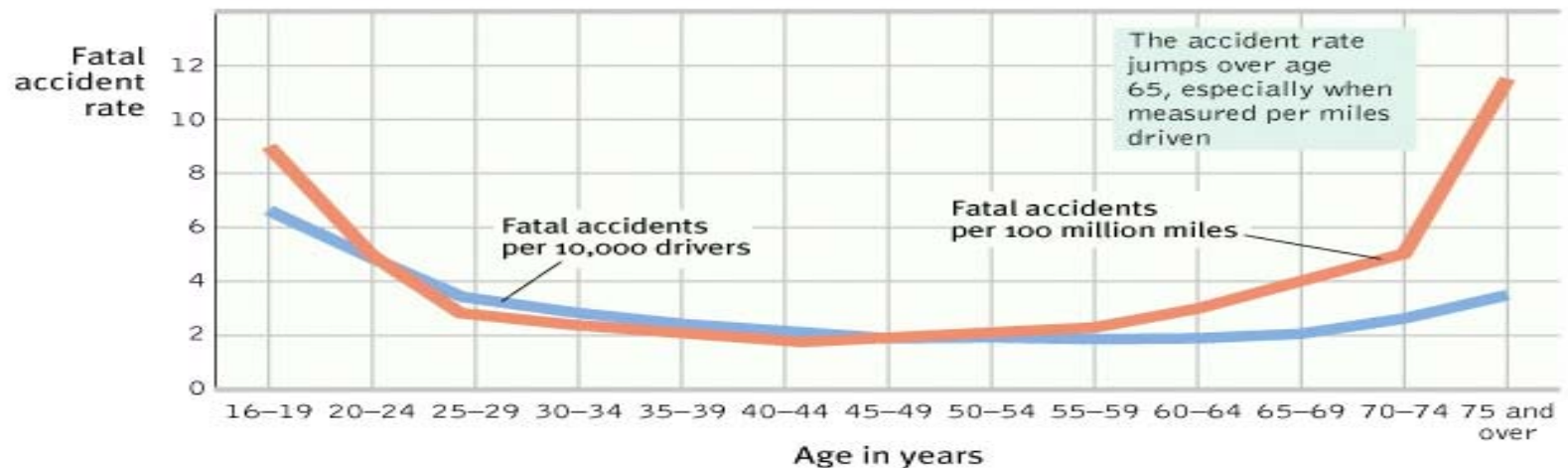
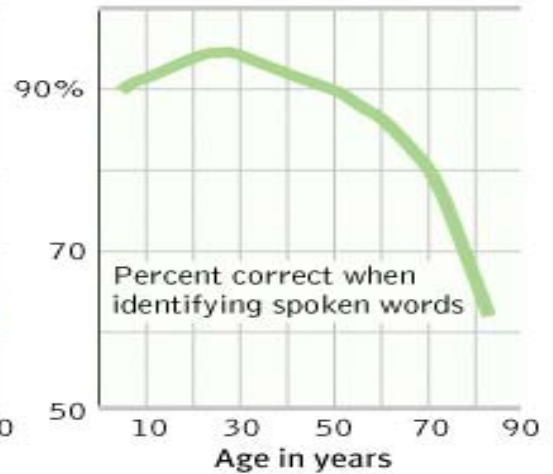
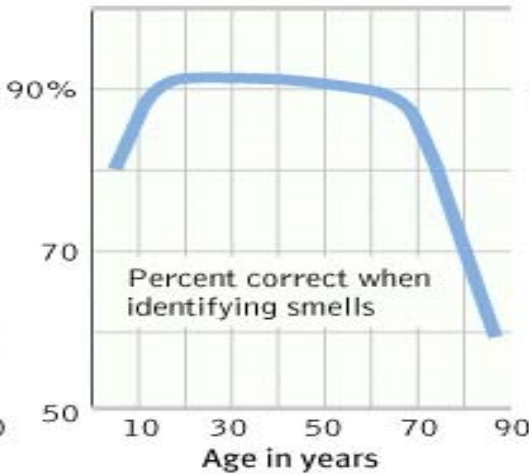
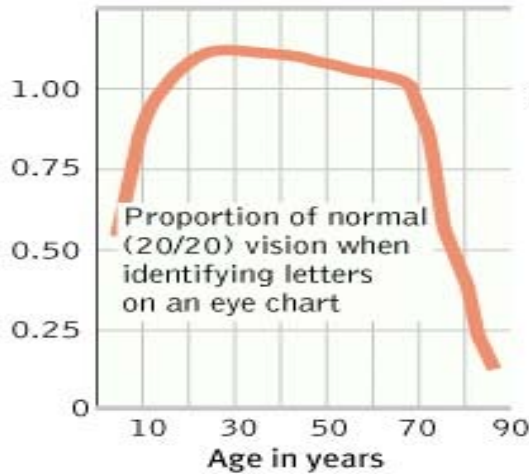
DEVELOPMENT IN ADULTHOOD

◆ TABLE 5.3 Typical Life Goals and Concerns

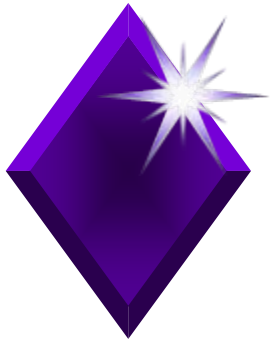
| | TYPICAL GOALS ARE RELATED TO: | TYPICAL CONCERNS ARE RELATED TO: |
|--------------|---|-------------------------------------|
| Young adults | Education and family | Relationships and friends |
| Middle-aged | Children's lives and personal property | Occupational worries |
| Elderly | Good health, retirement, leisure, community | Health fears |



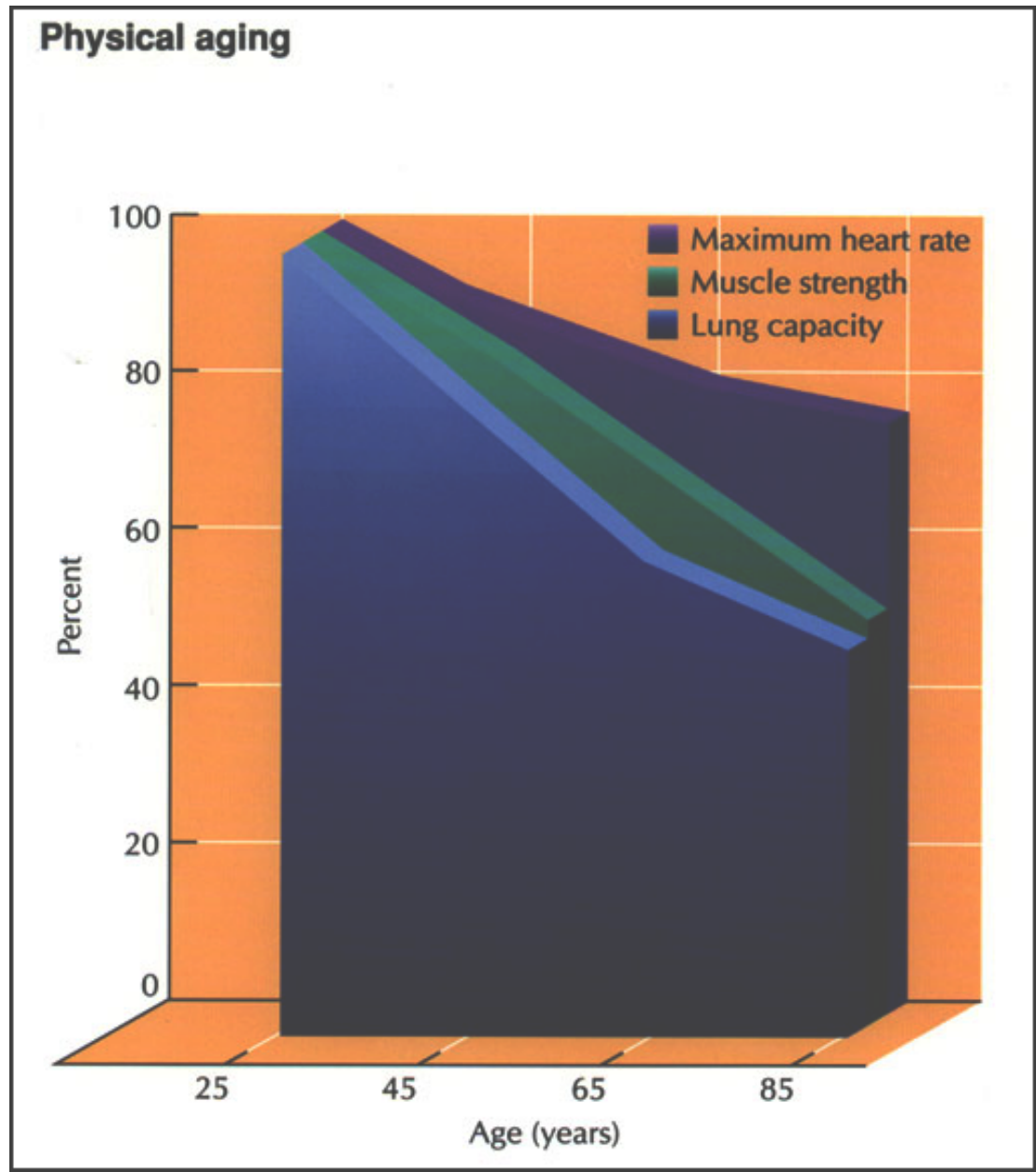
Physical Development Declines in Old Age

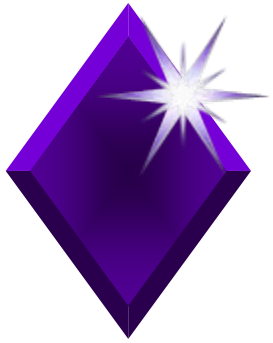


DEVELOPMENT IN ADULTHOOD



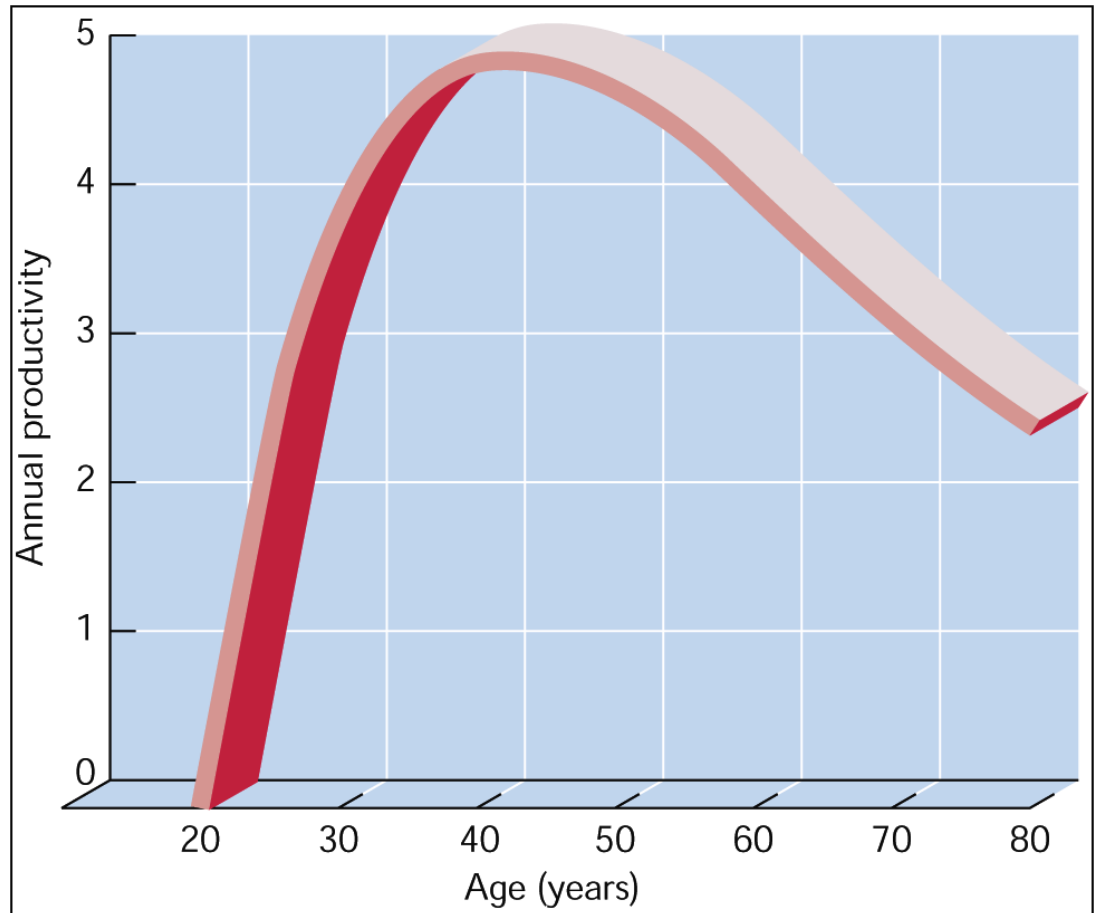
PHYSICAL AGING AGING THROUGHOUT ADULTHOOD



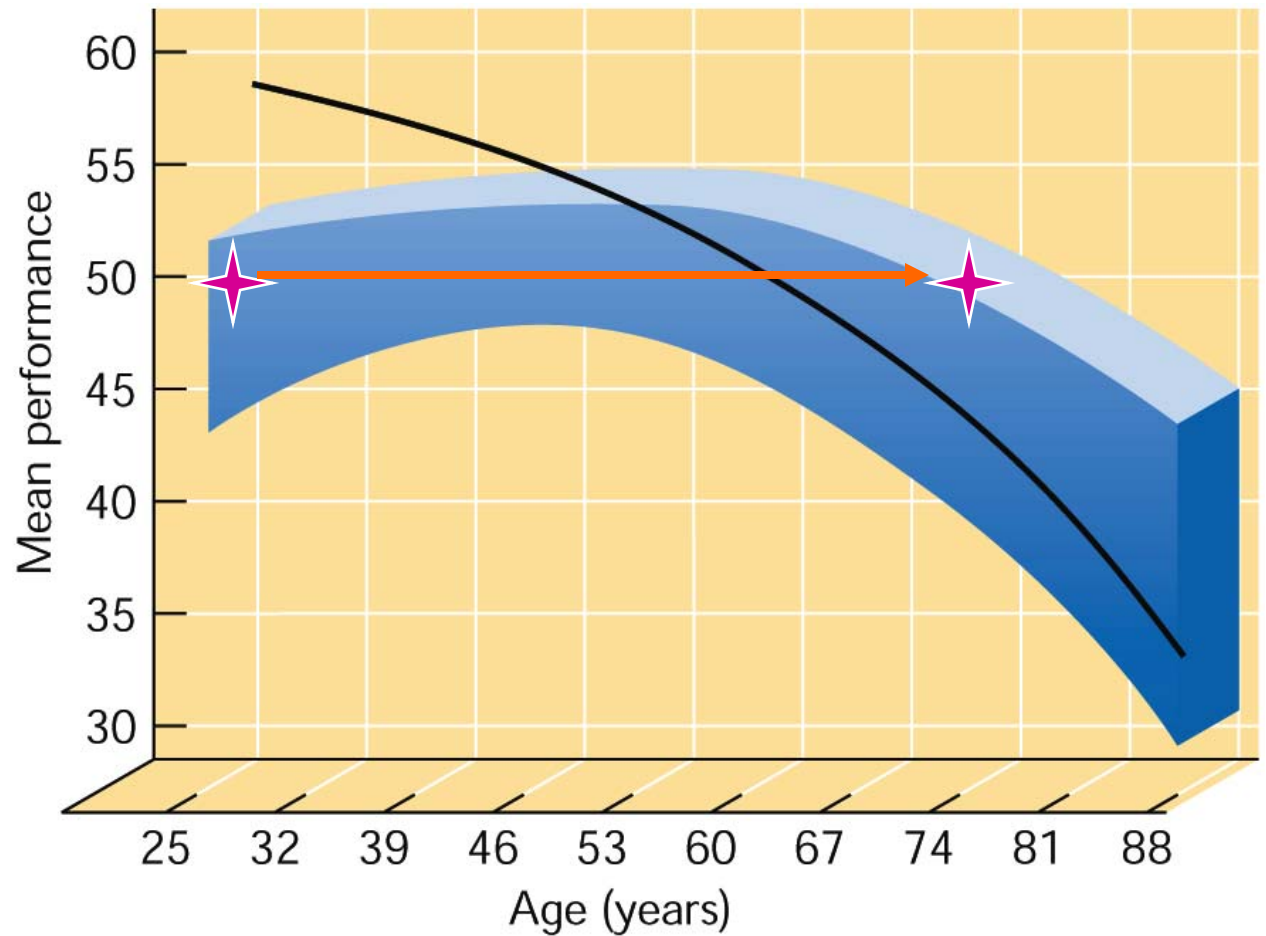
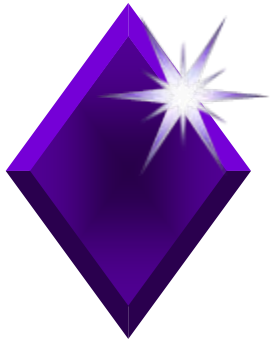


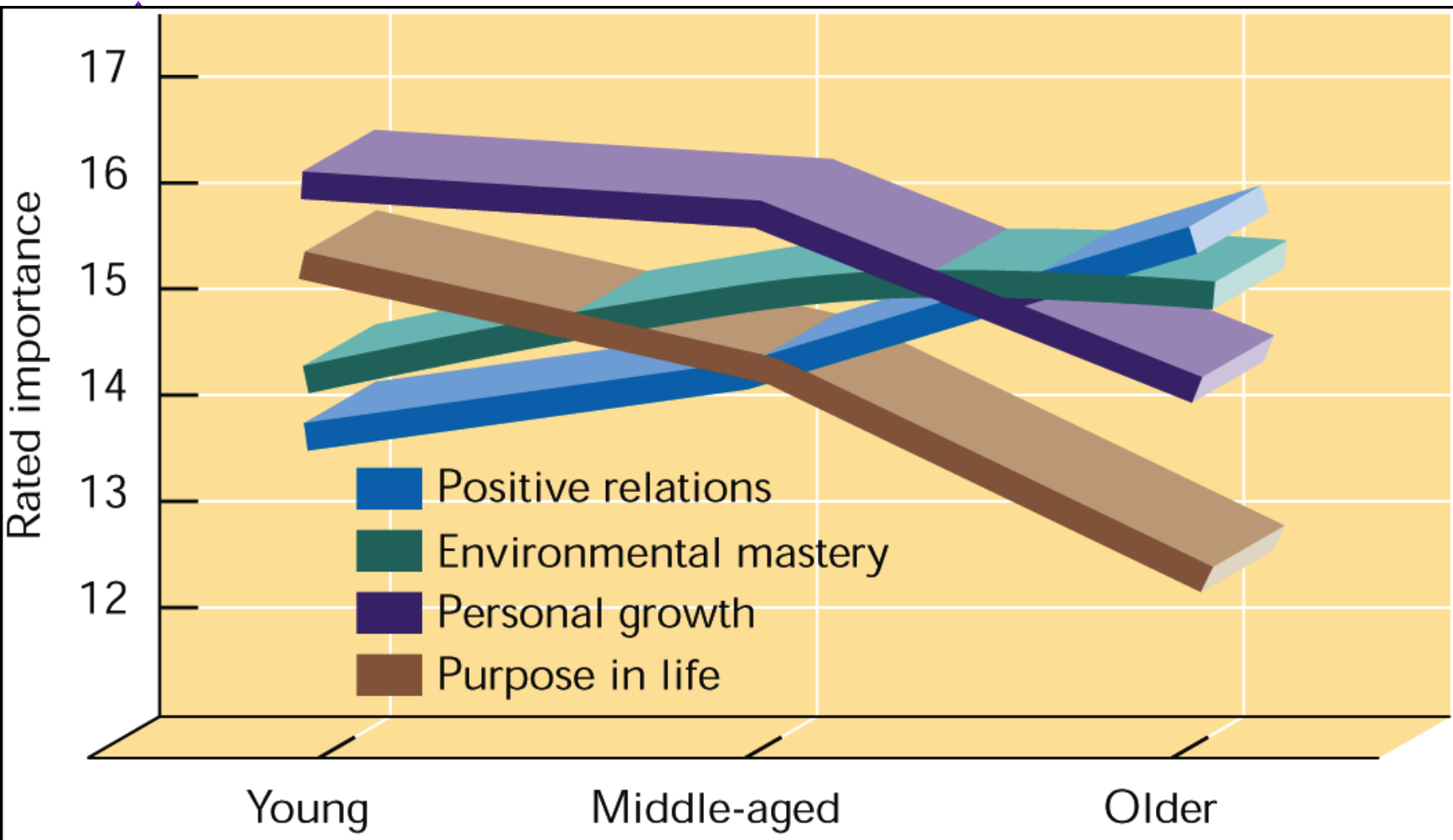
Productivity in Adulthood

DEVELOPMENT IN ADULTHOOD

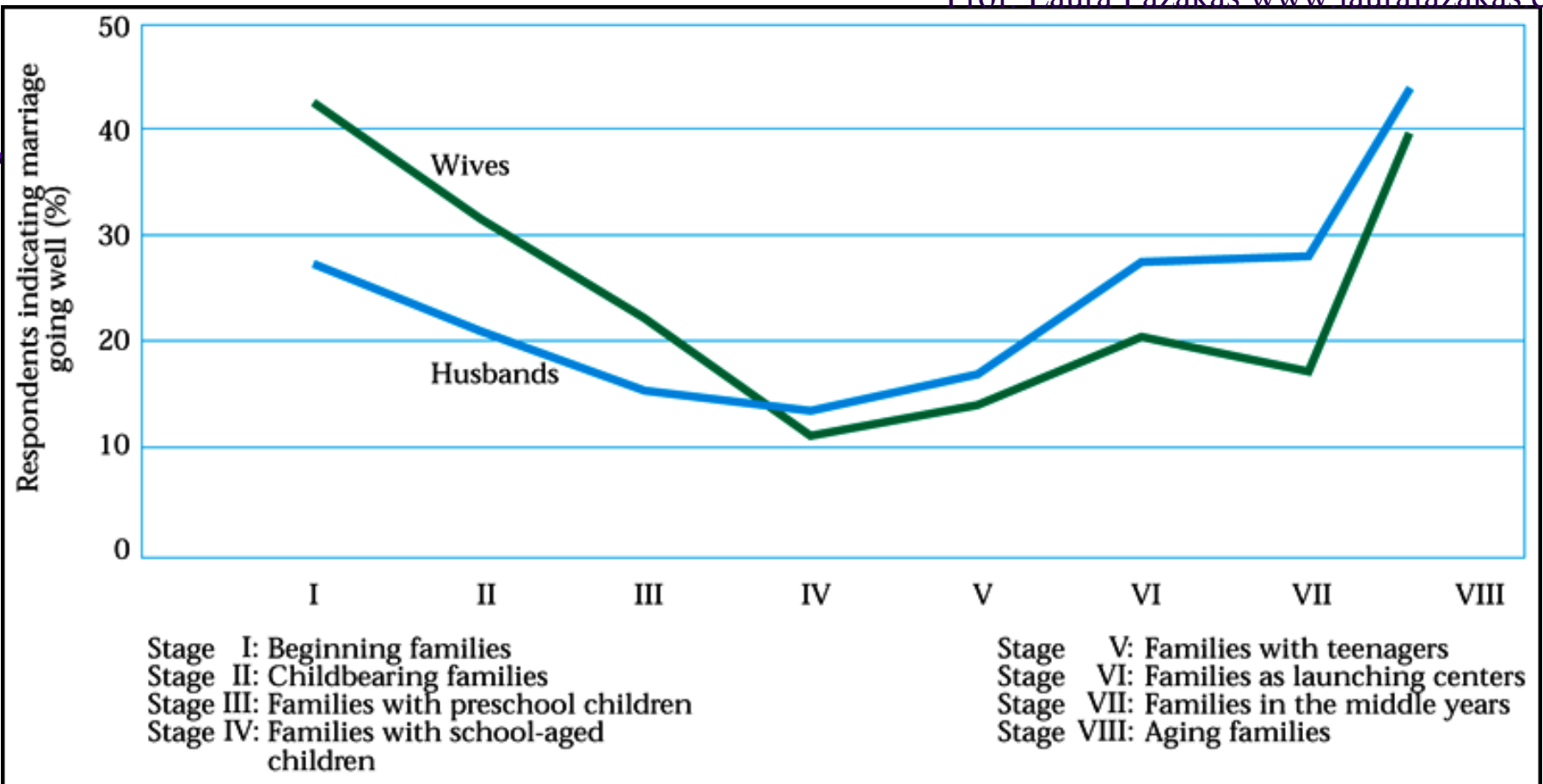


DEVELOPMENT IN ADULTHOOD





SATISFACTION THROUGHOUT ADULTHOOD



MARITAL SATISFACTION THROUGHOUT ADULTHOOD