

# **CHAPTER 1**

## **STUDYING A CHILD'S WORLD**

### **THE STUDY OF CHILD DEVELOPMENT: BASIC CONCEPTS**

#### **THE STUDY OF CHILD DEVELOPMENT: THEN AND NOW**

- Child Development → Scientific study of processes of change & stability  
in human children.
- Quantative change → Change in number/ amount
  - eg height, size of vocabulary, frequency of communication
  - tends to be continuous
- Qualitative change → Change in kind, structure & organization
  - Discontinuous
  - Marked by the emergence of new phenomena  
that cannot be easily anticipated  
on the basis of earlier functioning.
  - eg change from non-verbal to verbal communication
- Constancy → Most people show underlying stability in certain aspects

#### **EARLY APPROACHES**

- Baby Biographies → Forerunners of scientific study
  - Journals recording the development of a single child
  - Speculative nature
- Darwin → 1<sup>st</sup> emphasized developmental nature of infant behavior
  - Gave baby biographies scientific respectability

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## DOMAINS OF DEVELOPMENT

- Physical Development → Growth of body & brain
  - Development of sensory capacity & motor skills
  - Health
- Cognitive Development → Change & stability in mental abilities
  - eg learning, memory, language, thinking,
  - moral reasoning, creativity.
- Psychosocial Development → Change & stability in personality, emotions & social relationships.

All these influence each other

# **INFLUENCES ON DEVELOPMENT**

## **HEREDITY, ENVIRONMENT & MATURATION**

- Heredity → Inborn traits inherited from biological parents
- Environment → World outside self, beginning in the womb
  - The learning that comes from experience

Includes socialization: The child's induction into the value system of a culture

- Maturation → Unfolding of a typical, universal, natural sequence of physical changes & behavior patterns.
  - (including a readiness to master new abilities)
  - Maturation processes act in concert with heredity & the environment

## **CONTEXTS OF DEVELOPMENT**

- Human beings are social → Develop in a social & historical context
- Immediate context → Family
  - Neighborhood
  - Community
  - Society

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**Family**

- Nuclear Family → 2-generational kinship, economic & household unit
  - 1 or 2 parents with their biological/ adopted/ step-children
  - Dominant unit in Western societies
- Extended Families → Multigenerational kinship network
  - Adults often share breadwinning & child raising
  - Children are responsible for younger siblings
  - Often headed by women
  - esp in Asia, Africa & Latin-America

### **Socioeconomic Status(SES) & Neighborhood**

- SES → Income, education & occupation
  - Related to developmental processes & outcomes
  - Affects developmental outcomes indirectly, through associated factors:
    - Kinds of homes & neighborhoods
    - Quality of Nutrition, medical care, supervision & schooling
    - Available opportunities
- Poverty → Harmful to physical, cognitive & psychosocial well-being
  - Kids more likely to have emotional & behavioral problems
  - Cognitive potential & school performance suffers
  - Harm can be indirect via emotional state of parents & parenting practices
- Rich kids → Under pressure to achieve & often unsupervised

- Substance abuse, anxiety & depression
- Composition of a neighborhood → Influences how kids turn out

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### **Culture & Race/ Ethnicity**

- Difficult to present a comprehensive picture of cultural differences:
  - Minorities are underrepresented in developmental research
  - Complications in defining cultural & ethnic identities
- Culture → A society/group's way of life
  - Customs, Traditions, Laws, Beliefs, Values, Language, Physical products
  - All of the behaviors & attitudes that are learned, shared & transmitted among members
- Ethnic group → A people united by culture, ancestry, religion, language and/ or national origin.
  - ∴ Sense of shared identity
- Ethnicity & culture affects child development through:

- Composition & resources of the household
- How members act towards each other, think & perceive the world
- How they learn & the games kids play
- Occupations adults engage in
- Over time people acculturate
- There is wide diversity within cultural groups
- Race → A social construct (Not a biological category)
  - Most genetic variation occurs within races, not among them.
  - As a social category it remains very influential
- Categories of culture, ethnicity & race are fluid
  - Continuously shaped & redefined by social & political forces

### **The Historical Context**

- Certain events, tied to a time & place, affect the course of children's lives

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### **NORMATIVE & NON-NORMATIVE INFLUENCES**

- Normative → An event that occurs in a similar way for most people in a group

- Normative age-graded influences → Similar for people in an age group
  - Includes biological & social events
- Normative history-graded events → Significant events that shape the behavior & attitudes of a historical generation.
  - Group of people who experience the event at a formative time
- Age cohort → group of people born at about the same time
- Historical Generation → Can contain more than one cohort

*Cohorts are only part of a historical generation if they experience major, shaping historical events at a formative time in their lives.*

- Nonnormative Influences:
  - Unusual events that impact an individual
  - Causes stress because they are unexpected
  - Typical events at an atypical time
  - Atypical events (can also be happy events)
  - One participates in your own development by instigating nonnormative events

### **TIMING OF INFLUENCES: CRITICAL OR SENSITIVE PERIODS**

- Critical Period = A specific time when a given experience, or its absence has a specific impact on development.
- Length of a critical period is not absolutely fixed

∴ “sensitive periods” (Because many aspects of development show plasticity)

*See table 1-1 on P11*

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## CHAPTER 2

### A CHILD’S WORLD: HOW WE DISCOVER IT

#### ERIK ERIKSON: PSYCHOSOCIAL DEVELOPMENT

- Example of the psychoanalytic perspective.
- Modified Freud’s theory by emphasizing influence of society
- Pioneer of the lifespan perspective → Ego development is lifelong
- Stages → 8 life stages in the theory of psychosocial development
  - Each involves a “crises” to resolve
    - A major psychosocial theme important to that stage
  - Each stage requires the balancing of a positive & a negative trait
  - Successful outcome of each stage is the development of a particular “virtue”

or strength.

- NB because of focus on social & cultural influences,  
as well as development beyond adolescence

| <i><b>AGE</b></i>   | <i><b>BALANCE</b></i> |                       | <i><b>VIRTUE</b></i> |
|---------------------|-----------------------|-----------------------|----------------------|
| Birth - 12/18mnths  | Basic trust           | vs Mistrust           | Hope                 |
| 12/18mnths - 3years | Autonomy              | vs Shame & Doubt      | Will                 |
| 3 - 6 years         | Initiative            | vs Guilt              | Purpose              |
| 6 - Puberty         | Industry              | vs Inferiority        | Skill                |
| Puberty - YA        | Identity              | vs Identity confusion | Fidelity             |
| Young Adulthood     | Intimacy              | vs Isolation          | Love                 |
| Middle Adulthood    | Generativity          | vs Stagnation         | Care                 |
| Late Adulthood      | Integrity             | vs Despair            | Wisdom               |

∴ A crisis occurs

when the maturation of the individual gives rise to new needs & abilities

and society has certain expectations,

and offers opportunities to the individual accordingly.

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## J E A N P I A G E T ' S C O G N I T I V E - S T A G E T H E O R Y

- An example of the cognitive perspective

- Cognition → How we acquire information about the world

How we transform & represent such information as knowledge,  
& how we store, retrieve and use that knowledge to direct our behavior

∴ Cognition ► The processes & products of our minds.

- Cognitive-stage theory

- Considered a cognitive-structural approach

→ Describes the structure of cognition @ different stages

- Forerunner of today's "cognitive revolution"

- Piaget → Viewed development organismically

∴ Development is the product of children's efforts to understand  
& act on their world.

→ Used the clinical method of combining observation with flexible  
questioning

→ Suggests cognitive development begins with an inborn ability to adapt to  
the environment.

→ Development occurs in 4 qualitatively different stages which represent  
universal patterns of development.

→ At each stage a child's mind develops a new way of operating

**Cognitive growth occurs through 3 interrelated processes:**

1. *Organization* → Creation of "systems of knowledge"

- Tendency to create increasingly complex cognitive structures/"schemes"
- As children acquire more information, their schemes become more complex.

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2. *Adaptation* → How children handle new info in the light of what they already know

→ Involves 2 steps:

→ *Assimilation*- Taking in new info & incorporating it into existing cognitive structures

→ *Accommodation*- Modifying one's cognitive structures to

include

new information

3. *Equilibration* → Tendency to seek balance among cognitive elements

→ Dictates the shift from assimilation to accommodation

→ Disequilibrium occurs when new experiences cannot be handled

with

existing structures.

∴ New mental patterns must be organized to integrate the new experience

- Criticism → Piaget underestimated the abilities of young kids
  - Development seems more gradual & continuous rather than 4 distinct stage
  - It doesn't seem like thinking develops in a universal progression leading to formal thought:
    - Content & context of a problem + kinds of information & thought a culture considers important plays a large roll.

|                                |                 |                                                                                                                     |
|--------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------|
| <i>Sensorimotor</i>            | Birth - 2 years | Gradual ability to organize activities<br>in relation to the environment through sensory<br>& motor activity        |
| <i>Preoperational</i>          | 2-7 Years       | Develops a representational system<br>& uses symbols,<br>manifested by language & imaginative play.<br>No logic yet |
| <i>Concrete<br/>Operations</i> | 7 - 11 Years    | Can solve problems logically<br>if they are focused in the here & now.<br>Cannot think abstractly                   |
| <i>Formal<br/>Operations</i>   | 11 years-Adult  | Person can think abstractly<br>deal with hypothetical situations &<br>think about possibilities                     |

## LEV VYGOTSKY'S SOCIOCULTURAL THEORY

- Focuses on the social & cultural processes that guide children's cognitive development.

- Also stresses children's active involvement with their environment

- Cognitive growth → A collective process (collaborative)

∴ Children learn through social interaction

Acquire cognitive skills as part of their induction into a way of life

- Shared activities → Help kids internalize their society's modes of thinking & behaving

- Language → Not only an expression

→ An essential means to learning & thinking about the world

- ZPD → Zone of Proximal Development

→ Gap between what a kid can do & is not quite ready to do by himself

→ With the right guidance they can do the task successfully

- Responsibility for directing & monitoring learning gradually shifts to the child.

- Scaffolding → Temporary support given until a child can do the task by themselves

- Tests would test potential for learning, rather than what has already been learned

## **THE INFORMATION PROCESSING APPROACH (p35)**

- Explains cognitive development by analyzing the mental processes involved in perceiving & handling information

- Compare brain to PC → Sensory input/ Behavior as output

→ Infers what happens between stimulus & response

- Analyze the steps kids go through in gathering, storing, retrieving & using information
- Generally do not propose stages of development:
  - Do note age-related increases in
    - speed, complexity & efficiency of mental processing.
    - and in amount & variety that can be stored in memory
- Practical applications → Can estimate an infant's intelligence from efficiency of
  - sensory perception & processing.
  - Test, diagnose & treat learning problems
  - Help children learn

## **DEVELOPMENTAL RESEARCH DESIGNS**

### **CROSS SECTIONAL STUDY**

- Children of differing ages are assessed at the same time
  - eg: ask a bunch of 3,5 & 7 year olds the same questions
  - BUT you don't know what the 7 year olds would have answered when they were
    - 3 or 5
- Advantages → Speed & economy
  - Data can be gathered quickly from a large amount of people
- Disadvantages → May overlook individual differences by looking at group averages
  - Results can be skewed by cohort differences
  - Yields misleading data on developmental changes

## **LONGITUDINAL STUDY**

- Study the same children more than once
- Can look at a single aspect, or at several to find relationships

∴ can track individual patterns of continuity & change

BUT → a study done on one cohort may not apply to another

→ These studies are time-consuming & expensive

→ Problem of attrition = Participants die, move or drop out

→ Tends to bias → Those who stick with the study tend to be above average in intelligence & socioeconomic status.

→ Results can improve with repeated testing due to familiarity with procedure

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## **SEQUENTIAL STUDY**

- A sequence of cross-sectional and/or longitudinal studies

- Complex strategy designed to overcome drawbacks of each method
- Permits researchers to separate age-related changes from cohort effects
  1. Assess a cross-sectional sample on 2 or more occasions  
to find out how members of each cohort have changed
  2. A sequence of longitudinal studies,  
running concurrently but starting one after the other
- A combination of both provides a more complete picture
- Drawbacks = Time, effort & complexity

## **MICROGENETIC STUDIES**

- Over short timespan, participants are exposed to  
a stimulus for change/ opportunity for learning.
- ∴ Researchers can see and analyze the processes by which change occurs

(Vygotsky used such experiments to see how much children's performances could be improved in a brief interval)

# **CHAPTER 3**

## **FORMING A NEW LIFE:**

### **CONCEPTION, HEREDITY & ENVIRONMENT**

#### **NATURE & NURTURE**

#### **MEASURING HERITABILITY**

- Heritability = A Statistical estimate of how great a contribution heredity makes

towards variations in a trait within a given population

∴ Not an individual

→ Expressed as a value between 0.0 - 1.0,

1 Meaning genes are 100% responsible for the trait.

→ Cannot be measured directly, so 3 types of research are used:

Family, Adoption- and Twin studies:

- Close family members are more genetically alike than distant ones
- Adopted kids are genetically more similar to their bioparents
- Monozygotic twins are more genetically alike than dizygotic
- ∴ If heredity plays a large role in a trait:
  - Siblings would be more alike than cousins
  - Adopted kids would share the trait with their biological family members
  - Identical twins would be more likely to share the trait than non-identical
- Family Studies → Attempt to measure the degree to which relatives share traits
  - Does closeness of familial relationship reflect degree of similarity
  - Cannot rule out environmental influences
- Adoption Studies → Compare resemblance to adoptive & biological families
  - Shows influence of heredity vs. environment
- Twin Studies → Compares monozygotic twins & same-sex dizygotic twins
  - Monozygotic twins twice as genetically similar as dizygotic
  - ∴ When monozygotic twins are more concordant for a trait  
we see the effects of heredity.
- Concordant → Have a statistically greater tendency to show the same trait
- Twin & Adoption Studies → Support moderate to high heredity basis  
for many normal & abnormal traits.
- Critics of Behavioral Genetics → Claim its assumption & methods maximize

hereditary

& minimizes environmental effects.

→ There is a great variation in findings

depending on the source of the data.

eg: Twin studies tend to show higher heritability .

estimates than adoption studies.

∴ “No firm conclusions can be drawn”

- Behavioral Geneticists → Recognise that the effects of genetics are rarely inevitable, especially on behavioral traits.

- Environment can have substantial impact (even 50%)

- Environmental intervention can sometimes overcome genetically determined conditions.

## **HOW HEREDITY & ENVIRONMENT WORK TOGETHER**

- Nowadays → Solely quantitative approach to heredity vs. environment is too simplistic

- The 2 forces are seen as fundamentally entwined.

Both form part of a complex developmental system

- From Birth → A range of *constitutional, social, economic & cultural* factors shape development.

## **Reaction Range & Canalization**

- Reaction Range → Range of potential expressions of a hereditary trait
  - eg Body Size: Genetically regulated, but environmentally influenced
  - BUT it has limits that are genetically determined
  - (No matter how good the diet, a Columbian girl won't grow to 6 foot)
  - Heredity can influence whether a reaction range is wide or narrow
  - eg a mildly retarded child will respond to treatment more than a severely retarded one.

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- Canalization → Heredity restricts the range of development for some traits
  - Highly canalized traits = little opportunity for variation
  - eg eye colour
  - Some behavior → Also highly canalized
    - it takes extreme environmental impact to influence these
    - eg behaviors that depend on maturation.
  - Experience can also canalize development
    - eg Native language
- Cognition and Personality → More subject to variation in experience

## **Genotype-Environment Interaction**

- The effects of similar environmental conditions on genetically different individuals.

OR Genetically similar individuals can develop differently in different environments

∴ The interaction of heredity & environmental factors.

### **Genotype-Environment Correlation**

- Also → Genotype-Environment covariance
- When genetic & environmental influences work in the same direction to strengthen the phenotypic expression of a genotypic tendency:

#### **1. Passive Correlations:**

- Child does not control it
- Parents who provide genes for a trait will tend to provide a supportive environment.  
eg a musical family will expose a child to music

#### **2. Reactive/ Evocative Correlations:**

- Children with differing genetic make-up evoke different responses from adults  
eg asking for music lessons

#### **3. Active Correlations:**

- As children get older, they have more freedom to choose
- They tend to choose activities/ experiences consistent with their genetic abilities

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### **What Makes Siblings so Different - The Nonshared Environment**

- Genetic differences → Lead to different responses to the same environment
  - Need different kinds of stimulation
- Nonshared environmental Effects → Experiences not shared by siblings
  - eg: out of the home
  - Big events happen at different ages for each child
- There is a balance between shared & nonshared environmental effects
- Genotype-Environment correlations → May play a role in nonshared environment
  - eg a shy child plays alone more often and a athletic child is more social

### **Epigenesis: Environmental Influence on Gene Expression**

- Epigenesis = the phenomenon where there is a mechanism that controls the expression of genes, without affecting their DNA structure.
  - Also “Epigenetic Framework”
  - Chemical molecules attached to a gene, altering the way a cell “reads” DNA.
- Every cell inherits the same DNA
  - ∴ Epigenetic markers → Differentiate types of body cells
    - By switching genes on or off during embryonic formation
- Epigenetic changes → Can occur through life
  - In response to environmental factors (eg nutrition & stress)
  - Some may be heritable

- Examples of effects → One twin gets cancer, the other not
  - One twin develops a disease earlier than the other
  - 35% epigenetic difference in a sample of twins.

## **SOME CHARACTERISTICS INFLUENCED BY**

### **HEREDITY & ENVIRONMENT**

#### **PHYSICAL & PHYSIOLOGICAL TRAITS**

- Some medical disorders → High blood pressure & heart disease
  - Stroke & epilepsy, arthritis & ulcers
- Lifespan is influenced by genes
- Obesity → 40%- 70% of the risk is genetic
  - One gene, GAD2 on chromosome 10, controls appetite
    - ∴ Abnormalities can stimulate hunger & overeating
  - Cultural impact is seen in typical diet & activity levels

#### **Intelligence**

- Heredity Influences → General Intelligence (as measured by IQ tests)

→ Specific abilities (eg verbal & spatial abilities)

→ Evidenced by adoption & twin studies.

- Heritability for spatial abilities is about 50%

∴ Genetic differences explain about half the observable variation in a population

- However → Enriched or impoverished environment has a substantial effect

- Genetic influence → Increases with age

- Nonshared environment → Influential throughout life

→ Responsible for changes in cognitive behavior

## **Personality**

- Some genes are directly linked to personality traits (eg neuroticism)

- Heritability of personality traits → Between 40% & 50%

→ Little evidence of shared environmental influence

- Temperament → A person's characteristic style of approaching & reacting to situations

→ Largely inborn & consistent over the years

→ It may respond to special experiences & parental handling.

- Genetic influence NB on → Activity, Sociability & Emotionality

- Religiousness → Both genetic & environmental

- Parenting & family life have the strongest influence in childhood

genetic influences become more predominant from adolescence on.

## **Psychopathology**

- Strong hereditary influence on some mental illnesses

→ Schizophrenia, Depression, Autism

BUT not heredity alone → An inherited tendency can be triggered by environmental factors.

- Schizophrenia → Considered a neurological disorder

→ Loss of contact with reality + hallucinations & delusions

→ Risk is 10x higher for offspring & siblings of schizophrenics

→ Heritability as high as 80 - 85%

→ No single gene is responsible

→ Lack of chemical (reelin) that helps position nerve cells in the developing brain.

Environmental triggers → Exposure to influenza in 1<sup>st</sup> trimester

maternal rubella

& respiratory infections in 2<sup>nd</sup> & 3<sup>rd</sup> trimesters.

→ Birth in urban areas or in late winter or early spring

→ Mother had obstetric complications

→ Fetal malnutrition

→ Advanced paternal age

- Genotype → Complex blend of genetic information that determines our species, and also influences our unique characteristics.

- Phenotype → Obvious similarities in physical characteristics and behavior between

people.

→ Depends is part on genotype, but also on environmental influences

## **CHAPTER 4**

### **PREGNANCY & PRENATAL DEVELOPMENT**

#### **ENVIRONMENTAL INFLUENCES**

##### **MATERNAL FACTORS**

- Prenatal environment IS the mothers body

∴ almost everything that affects her will affect the infant

- Teratogenic → Capable of producing birth defects

→ Timing of exposure, dose, duration &

combination with other Teratogenic factors can make a difference.

##### **Nutrition & Maternal Weight**

- Pregnant women need → 300-500 extra calories per day

- Extra protein
- Women of normal weight → Least risk if they gain 25-35 pounds
- Obesity increases risk of → Stillbirth or death in 1<sup>st</sup> week of life
  - Neural tube defects & heart problems
  - Complications & miscarriage
  - Labour difficulty & caesarian
- Fish → High in DHA levels = good (tuna, salmon)
  - High mercury levels = bad
- Folic Acid → NB to prevent spina bifida & anencephaly
  - Supplements + fresh fruit & veg
  - 5mg/ day before pregnancy & during 1<sup>st</sup> trimester

## **Malnutrition**

- Parental malnutrition → Long term effects:
  - Death in early adulthood
  - Strokes & Schizophrenia
- Nutritional deficiency in 2<sup>nd</sup> & 3<sup>rd</sup> trimester:
  - Influences brain development → Antisocial personality disorders @ age 18
- Low VitD late in pregnancy → Low bone mineral content
- Low zinc → Babies with low birth weight & small head circumference.

## **Physical Activity & Strenuous Work**

- Moderate exercise → Prevents constipation

- Improves respiration, circulation, muscle tone, skin elasticity
- ∴ more comfortable pregnancy + easier, safer delivery
- Guided by own abilities & stamina
- Don't raise heartrate above 150
- Work → Is fine as long as strenuous working conditions & long hours are avoided

## **Drug Intake**

- Drugs may cross the placenta
- Vulnerability is greatest while growth is most rapid → early months

## ***Medical Drugs***

- Used to be considered safe (fetus protected by placenta) until Thalidomide
- Drugs that can be harmful:
  - The antibiotic Tetracycline
  - Certain barbiturates
  - Opiates & other central nervous system suppressants
  - Several hormones
  - Some anticancer drugs
  - ACE-inhibitors
  - Accutane
  - NSAID's (ibuprofen & naproxen)

- DES → In 40's & 50's
  - Supposed to prevent miscarriage
  - Female babies developed vaginal & cervical cancer @ puberty
    - + double the risk of breast cancer
  - Male babies: Malformation of the genital tract
- Antidepressants → Disrupted neurobehavioral activity
  - Increased risk of severe respiratory failure

*∴ NO medication for pregnant/breastfeeding women unless absolutely essential*

### ***Alcohol***

- FAS → Fetal Alcohol Syndrome (5 in 1000 in US)
  - Retarded growth, facial & bodily malformations
  - Mental retardation & hyperactivity
- Prenatal alcohol exposure → Most common cause of mental retardation
  - Leading cause of preventable birth defects in US
  - Risk factor of alcohol disorders in young adulthood
- No known safe level of drinking

### ***Nicotine***

- Low birth weight
- Miscarriage
- Growth retardation
- Stillbirth
- Colic
- Hyperkinetic disorder

- Small head circumference
- Sudden infant death syndrome
- Long-term respiratory, neurological, cognitive & behavioral problems
- Separate effects of prenatal & postnatal exposure
- By school-going age
  - Poor attention span, hyperactivity, anxiety
  - learning & behavioral problems
  - Perceptual-motor & linguistic problems
  - Poor IQ scores, low grades
  - Neurological problems

### ***Caffeine***

- Caffeine is NOT a teratogen for human babies

BUT 8 or more cups a day → Dramatic increase in fetal death

4 or more cups a day → Increase in sudden infant death

Mixed results for connection between caffeine & miscarriage

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### ***Marijuana***

- Mixed findings
- Heavy Use → Birth defects, low birth weight & withdrawal symptoms

- Attention disorders & learning problems
- Impaired attention, impulsivity & difficulty in use of visual & perceptual skills after age 3.
- ∴ Implies it affects functioning of the frontal lobe

- In Mice → Marijuana use @ time of conception tends to prevent implantation.

### ***Cocaine***

- Associated with
  - Spontaneous Abortion
  - Delayed growth, low birth weight, small head size
  - Birth defects & impaired neurological development
  - Newborns can experience withdrawal & sleep disturbances
  - Childhood behavioral problems

Some studies → Find no adverse effects that could not also be attributed to other risk factors

### ***Methamphetamine***

- Associated with fetal growth restriction

### **HIV/AIDS**

- Perinatal Transmission → Virus may cross over to fetus through the placenta during pregnancy, labour or delivery.

→ Or through breast milk after birth

- Biggest risk factor = Mother unaware of her positive status
- AZT & other retrovirals diminish risk

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### **Other Maternal Illnesses**

- Any infections can be dangerous
- Pregnant women → Should be screened for thyroid deficiency
  - Can affect cognitive performance
- Rubella → German measles
  - Before 11<sup>th</sup> week almost certain to cause deafness & heart defects
- Diabetes → 2-5 times more likely to develop birth defects, esp of heart & spinal cord
  - High blood glucose levels deprive the embryo of oxygen
  - Multivitamins before pregnancy & during 1<sup>st</sup> trimester helps
- Toxoplasmosis → Infection caused by a parasite in cattle, sheep, pigs & cats
  - Either asymptomatic, or symptoms like the common cold
  - BUT exposure in 2<sup>nd</sup>/3<sup>rd</sup> trimester:
    - Fetal brain damage, seizures
    - Blindness or severely impaired sight

- Miscarriage, still birth, death in infancy
- 9 out of 10 can appear normal @ birth but later develop
  - eye infections, hearing loss & learning disabilities
- Treatment with two antiparasitic drugs in 1<sup>st</sup> year of life can reduce eye & brain damage.

## **Maternal Stress**

- Chance of miscarriage or stillbirth rises with age
  - 90% for women over 45
- More likelihood of → Premature delivery
  - (30-35+) → Retarded fetal growth
  - Birth defects
  - Chromosomal abnormalities & Down's Syndrome
- In in vitro pregnancies with donated ovum risks of abnormalities & miscarriage consistent with donor age.

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- Adolescents → Tend to have premature or underweight babies
  - Heightened risk of:
    - Death in 1<sup>st</sup> month
    - disabilities & health problems

## Outside Environmental Factors

- Air pollution, chemicals, radiation, exposure to disinfection by-products
  - All risk-enhancing
- Contaminated Groundwater → Childhood cancer
- Low level environmental toxins → Asthma, allergies, lupus
- Lead → Low IQ levels
- Radiation in weeks 8 - 15:
  - Mental retardation
  - Small head size
  - Chromosomal malformations, Down's Syndrome
  - Seizures
  - Low IQ scores

## PATERNAL FACTORS

- Abnormal/Poor quality sperm due to exposure to:
  - Lead or radiation
  - Marijuana or tobacco or alcohol
  - DES, pesticides & high ozone levels
- Diagnostic X-rays within a YEAR prior to conception have an effect
- Men who smoke → Can transmit genetic abnormalities

- Older fathers → Significant source of birth defects
  - Increased risk of several rare conditions, including dwarfism
  - Can be a factor in schizophrenia & autism

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## **CHAPTER 5**

### **BIRTH & THE NEWBORN BABY**

#### **STATES OF AROUSAL & ACTIVITY LEVELS**

- State of arousal = Degree of alertness
  - Periodic cycles of wakefulness, sleep & activity
  - Inborn & highly individual
- Changes in State → Coordinated by multiple areas in the brain
  - Accompanied by changes in virtually all body systems
- Newborns → Sleep 75%/ 18hours a day
  - Wake up every 3-4 hours to feed
  - Sleep alternates between regular/ quiet sleep & irregular/ active sleep
- Active Sleep → Appears rhythmically in cycles of about 1 hr
  - 50% of newborns' sleep time

→ Equivalent of REM

→ Declines to 30% by age 3 & decreases throughout lifespan

- Nighttime sleep lengthens & total sleep diminishes
- By 6 months, 6 hrs straight sleeping is normal
- Brief nighttime waking is normal
- 2yo → Sleeps 13hrs a day, including an afternoon nap
- Babies' sleep rhythms vary across cultures
- Soothing → NB for low birth-weight babies (quiet babies maintain their weight better)
  - Steady stimulation (Rocking, Walking, Rhythmic sounds)

*See States of Arousal table on p126*

## **NEWBORNS AND THEIR PARENTS**

### **Childbirth and Bonding**

- Mother-Infant bond → Connection between mother & infant
- Ethological approach → Considers human behavior (as that of animals)

to be biologically determined,

& emphasize critical/ sensitive periods  
for development of certain traits.

- Animals → Imprinting
- Unlike animals → Critical period for bonding does not exist for humans
- Fathers & Mothers → Both bond with infants
- Parental bonding → mechanism to ensure parents invest the necessary effort
- Evolutionary Developmental Psychologists:
  - Childrearing is a balancing act  
between the needs of the parents and the needs of the child
  - bonding ensures the benefits for the parents are worth the cost

### **What do Newborns Need from their Mothers?**

- Harry Harlow → Monkey experiments: Separate infant monkeys from their mothers and provide them with wire or cloth “mothers”:
  - All preferred the cloth mother, even those fed by a wire one
  - Those with cloth mothers showed more exploring in a new environment
  - After a year, those with cloth mothers remembered the mothers
  - None grew up normally, & none could nurture own offspring
- Rats → Babies licked more frequently by mothers:
  - Less anxious & fearful, & less stress hormones
  - Maternal licking activated a gene that relieves stress

∴ Mothering → More than feeding

→ Close bodily contact NB

## ∴ N The Father's Role

- Fathering Role → Social construction

  - Different meanings in different cultures

  - Is changing

  - Can be shared / taken over by someone other than the biological father

Botswana → Mother stays with her own family

∴ Her brother takes the role of father to her kids

Vietnam → Grandfather plays dad

Huhot → Inner Mongolia, men almost never hold infants

China → One-child policy leads to more involvement by fathers

Aka → Central Africa. Shows most paternal involvement of all

Western Countries → Paternal involvement increasing since 70's

when more mothers began to work outside the home

- Frequent, positive paternal involvement

  - Is directly related to the child's physical, cognitive & social development

## Infant Care: A Cross-Cultural View

- Infant care practices varies greatly

- Bali → Infants are ancestors or gods

∴ Treated with dignity & respect

- Beng → (West Africa) Think babies understand all languages

- Micronesian atoll of Ifaluk → Think that babies don't understand at all

∴ Don't speak to them at all

- In some societies infants have multiple caregivers:

Efe → (Central Africa) Infants receive care from 5 or more people in an hour,

& are regularly breastfed by women other than the mother.

Gusii → (western Africa) Infant mortality is high

∴ Babies are kept closer, fed on demand & responded to quickly

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## CHAPTER 7

### COGNITIVE DEVELOPMENT DURING THE FIRST THREE YEARS

#### SIX APPROACHES TO STUDYING COGNITIVE DEVELOPMENT

##### *1. Behaviorist Approach:*

- Studies the basic mechanics of learning
- (falls in the domain of cognitive development)
- How behavior changes in response to experience

## *2. Psychometric Approach*

- Measures quantitative differences in cognitive abilities
- Using tests that indicate or predict such abilities

## *3. Piagetian Approach*

- Looks at changes/stages in quality of cognitive functioning
- How the mind structures its activities & adapts to the environment

## **Newer Approaches:**

### *4. The Information-Processing Approach*

- Focuses on the processes involved in  
perception, learning, memory & problem solving
- What do children do with info from when they encounter it to when they use it

### *5. Cognitive Neuroscience Approach*

- Examines the “hardware” of the central nervous system
- Seeks to identify which brain structures  
are involved with which aspects of cognition.

### *6. Social-Contextual Approach*

- Examines the influence of environmental aspects of the learning process
- Especially the role of parents & caregivers.

## INFANT MEMORY

- Infantile Amnesia → Inability to remember early life events
- Studies by Carolyn Rovee-Collier
  - Operant conditioning to activate a mobile by kicking
    - 2-6 months → Repeat the kicking days or weeks later
    - Kicking more when they see the mobile,  
even though their feet are no longer attached to it
    - ∴ showing that recognition of the mobile triggered the memory
  - To press a lever to make a train go round a track
    - Retain behavior → 2 days for 2-month olds
    - 13 weeks for 18-month olds
    - 2-6 months old → Only if it is the same train
    - 9-12 months → Would try it on a different train,  
but only if no more than 2 weeks have passed
    - @ 3, 9 & 12 months → Could recognize the train in a different setting,  
but not after a long delay.
  - Periodic nonverbal reminders → Brief exposure to original stimulus
    - Can sustain a memory from early infancy to 1½ - 2 years

- Some researchers → Claim conditioned memories are qualitatively different from memories of older children & adults
  - Infancy = a time of great change
  - ∴ Retention of specific experiences is not useful

## **PSYCHOMETRIC APPROACH:**

### **DEVELOPMENTAL & INTELLIGENCE TESTING**

- Intelligent behavior → Goal-oriented & adaptive
- Intelligence enables people → To acquire, remember & use knowledge
  - To understand concepts & relationships
  - To solve problems
- IQ tests began → Early 1900's
  - Alfred Binet, in Paris
  - Devise a way to ID kids who needed special academic instruction
- Goals of psychometric testing :
  - To measure quantitatively the factors thought to make up intelligence (eg comprehension & reasoning)
  - & so to predict future performance
- IQ tests → Questions or tasks that are designed to show

how much of the measured abilities a person has  
by comparing performance with that of other test-takers.

## TESTING INFANTS & TODDLERS

- Cannot test infant IQ → BUT can test cognitive development
- Developmental tests → Compare the baby's performance  
with norms of what many kids can do at certain ages.
- Bayley Scales of Infant & toddler development:
  - Assess kids from 1 month to 3½ years
  - Test 5 developmental areas
    1. Cognitive
    2. Language
    3. Motor
    4. Social-Emotional
    5. Adaptive Behavior
  - (An optional Behavior-rating scale, partly based on info from caregiver, can also be compiled.)
  - DQ's → Developmental Quotients
    - A separate score for each scale
    - Most useful for detecting - emotional disturbances
    - Sensory, Neurological & environmental deficits

+ Helping plan for a child's needs

## ASSESSING THE IMPACT OF THE HOME ENVIRONMENT

- HOME → **H**ome **O**bservation for **M**easurement of the **E**nvironment
  - Observers interview the primary caregiver in the home & rate on a checklist the observed support & intellectual stimulation.
  - For infants & toddlers it lasts about 1 hr
  - Scores after age two are significantly correlated with measures of cognitive development.
  - Assesses parental responsiveness (NB)  
(gives credit for kissing a toddler/praising a preschooler/answering an older child's question)
  - Assesses no of books, toys that encourage development and parents' involvement in play.
- A longitudinal study found positive correlations between:
  - parent's responsiveness to 6 month olds and
  - IQ, achievement test scores & teacher-rated behavior at age 13.
- Learning stimulation associated with kindergarten achievement scores, language competence & motor & social development.
- Cannot assume cause-and-effect:
  - Passive genotype-environment correlation

(smart parents interact more with their kids)

- 7 Aspects of the home environment that enable psychosocial & cognitive development

& helps kids prepare for school:

1. Encouraging exploration of the environment
2. Mentoring in basic cognitive & social skills
3. Celebrating developmental advances
4. Guidance in practicing & extending skills
5. Protection from inappropriate disapproval, teasing & punishment
6. Communicating richly & responsively
7. Guiding & limiting behavior

#### **FOSTERING COMPETENCE** (Table 7-2, p184)

1. Provide sensory stimulation
2. Create an environment that fosters learning
3. Respond to babies' signals
4. Give babies the power to affect changes
5. Give babies freedom to explore
6. Talk to babies
7. Enter into what they are interested in, instead of trying to redirect their attention

8. Arrange opportunities to learn basic skills
9. Applaud new skills, and help babies to practice & expand them
10. Read to them from an early age
11. Use punishment sparingly.

## **PIAGETIAN APPROACH: THE SENSORIMOTOR STAGE**

- 1<sup>ST</sup> OF Piaget's 4 stages = Sensorimotor stage
- Birth to age 2
- Babies learn about the world through developing sensory & motor activity
- Change from responding reflexively & random behavior  
to goal-oriented toddlers
- 6 Substages as the schemes become more elaborate
- Schemes → Organised patterns of thought & behavior
- 1<sup>st</sup> 5 stages → Learn to coordinate input from their senses & organize their activities  
in relation to their environment  
→ Through organization, adaptation & equilibration
- 6<sup>th</sup> stage → Progress from trial-and-error learning  
to use of symbols & concepts to solve problems
- Circular reactions → Infants learn to reproduce desired occurrences  
that originally occurred by chance.  
→ Original chance behavior is organized into a new scheme

1<sup>st</sup> Substage → Birth to 1 month

- Some control over inborn reflexes
- Engage in behavior even when stimulus is not present
- eg, sucking when not hungry

2<sup>nd</sup> Substage → 1 - 4 months

- Primary circular reaction
  - Repeat a behavior that was discovered by chance
  - eg thumb-sucking
- Turns towards sounds, showing ability to coordinate different kinds of sensory information

3<sup>rd</sup> Substage → 4-8 months

- Manipulating objects & learning about their properties
- Secondary Circular reactions
  - Intentional actions repeated to get results outside own body
  - eg Shaking a rattle/ coo to make a face stay longer.

4<sup>th</sup> Substage → 8 - 12 Months

- Coordination of secondary schemes
- Built on the schemes they were born with

- Generalise from past experience to solve new problems
- Can distinguish means from ends
- Try out, modify & coordinate previous schemes to find one that works
- Marks the development of complex goal-directed behavior

5<sup>th</sup> Substage → 12 - 18 months

- Experiment with new behavior
- Tertiary circular reactions
  - Varying an action to get a similar result
  - eg Squeeze a rubber duck that squeaked when stepped on
- Use trial-and-error to figure out best way to reach a goal

6<sup>th</sup> Substage → 18 months - 2 Years

- Mental combinations
  - Transition into preoperational stage of early childhood
  - Representational ability
    - Can mentally represent objects & events through symbols
    - Frees children from immediate experience
    - Enables them to pretend
- (representational ability affects sophistication of pretending)

- Can think about actions before taking them
- Can problem-solve without trial-and-error
- During sensorimotor stage infants develop:
  - Specific abilities (eg imitation)
  - Knowledge about the physical world (objects & spatial relationships)
- Some of these abilities (including representational ability) occur much earlier than Piaget believed.

### **DO IMITATIVE ABILITIES DEVELOP EARLIER THAN PIAGET THOUGHT?**

- Invisible Imitation → Imitating with body parts the infant himself can't see
  - Piaget thought this develops @ 9 months
  - But some researchers found tongue sticking-out imitation as early as 72 hrs, disappearing after 2 months.
- Deferred Imitation → Imitation of an act seen some time before
  - Piaget thought this doesn't happen before 18 months
  - But babies as young as 6 weeks imitate an adult's facial expression 24 hrs later when they see the same adult again.
  - Of novel & complex events → Begins at 6-9 months.

→ These findings agree with those on operant conditioning.

- Elicited Imitation → Induce infants to imitate a series of actions they have seen, but not done, before.

→ After 1 month, over 40% of 9 month olds can repeat a 2-step process.

→ Much more reliable in 2<sup>nd</sup> year of life:

8 out of 10 toddlers 13-20 months old can repeat an unfamiliar, multistep sequence.

(as much as a year later)

→ Prior practice helps recall

- 4 Factors determining young children's recall:

1. Number of times the sequence has been experienced
2. Whether the child participates or observes.
3. Whether the child is given verbal reminders of the experience
4. Whether the sequence occurs in a logical, causal order.

## **DEVELOPMENT OF KNOWLEDGE ABOUT OBJECTS AND SPACE (p189)**

- Object Concept → The idea that objects have independent existence, characteristics &

locations in space.

→ A later cognitive development

- Fundamental to an orderly view of reality
- The basis for the awareness that the self exists apart from objects & others

### **When Does Object Permanence Develop?**

- Object Permanence → Realization that an object/person continues to exist when out of sight.
  - Develops gradually during sensorimotor stage.
- 3<sup>rd</sup> Substage → 4-8 Months
  - Baby will look for something that was dropped, but if they don't see it,

carry on as if it doesn't exist

- 4<sup>th</sup> Substage → 8-12 Months

- Will look for an object in the 1<sup>st</sup> place where they found it after it was hidden - even if they later saw it being moved.

- "A not B - error"

- 5<sup>th</sup> Substage → 12 - 18 Months

- Search for an object in the last place they saw it hidden

- 6<sup>th</sup> Substage → 18 - 24 Months

- Object Permanence is fully achieved

- ∴ look for an object even if they didn't see it hidden.

↑ Supported by a study of 48 14 month olds (5<sup>th</sup> substage)

They found a ball where they saw it hidden after 24 hrs

BUT can't find it if the room changes, even if it is in the open.

- Esther Thelen → Dynamic Systems theory

- New interpretation of A-not-B error

- Notes that the child's choice of where to search is about what they *do*, not what they *know*.

- Also, Piaget's testing methods were perhaps not age-appropriate

- ∴ Babies could know where an object is, but lack the co-ordination to uncover it.

- When more age-appropriate methods are used, 3<sup>rd</sup> stage infants do well

- eg: Hide objects by darkness only,  
or look at looking behavior for very small infants.

## **SOCIAL-CONTEXTUAL APPROACH:**

### **LEARNING FROM INTERACTION WITH CAREGIVERS**

- Influenced by Vygotsky's sociocultural theory
    - Study how cultural contexts influence early social interactions
  - Guided Participation → Mutual interactions with adults
    - that help structure children's activities
    - & bridge the gap between child's understanding & adult's
    - Often occurs in shared play & everyday activities
    - in which kids learn skills, knowledge & values of own culture.
  - More rural cultures → Kids play with older siblings while mother works nearby
    - Mostly nonverbal initial demonstration of a skill
    - then kids take over & adult is at hand if needed
    - (eg tying shoelaces)
  - US → Full-time moms or daycare
    - Interaction is more in the context of the child's play
    - than the parent's work/social worlds.
    - Caregivers speak to kids as peers & motivate learning with praise & excitement.
- ∴ Direct adult involvement → Better adapted to middle class urban life
- caregivers → have more time, greater verbal skills

& possibly more interest in children's play & learning

## **LANGUAGE DEVELOPMENT**

There is a connection between language & cognitive development

### **CLASSIC THEORIES OF LANGUAGE ACQUISITION:**

#### **THE NATURE VS NURTURE DEBATE**

- BF Skinner → Proponent of the learning theory (social-learning theory)
  - Children learn language through operant conditioning.
  - Meaningful sounds are reinforced, then repeated, etc
- Chomsky → Nativism
  - Observation, imitation & reinforcement cannot fully explain language

- Word combinations & nuances are too many & too complex
  - Adult speech is not a reliable model to imitate
  - Doesn't explain imaginative made-up words
- Nativism emphasizes the active role of the learner
- Human Brain has an innate capacity for acquiring language.
- LAD → Language Acquisition Device
  - Programs children's brains to analyze language & figure out its rules.
- Support for Nativist approach:
  - Newborn's ability to differentiate similar sounds
  - Almost all children master language in some age-related sequence
  - Human's brains are larger on one side
- BUT
  - Doesn't explain how the mechanism works
  - Why children differ in linguistic skill & fluency
  - Why does speech development depend on having someone to talk *to*
- Deaf babies learn sign-language in the same way & sequence as hearing kids.
- In absence of a sign language, they make one up
  - Shows that imitation & reinforcement alone does not account for language.
- Current opinion → Nature & Nurture intertwined
  - Inborn capacity to acquire language which may be activated or constrained by experience

## **SOCIAL INTERACTION: THE ROLE OF PARENTS & CAREGIVERS**

### **Prelinguistic Period**

- Babbling Stage → Adults help by imitating baby's sounds, baby imitates them back.
  - This affects the amount of infant vocalization + pace of language learning
  - Helps learn social aspects of speech
    - eg conversation means taking turns → grasped at age 7½ to 8 months.
- Caregivers can help babies understand spoken words
- Mothers responsiveness to vocalization predicted timing of language milestones.

### Vocabulary Development

- Boost vocabulary by repeating baby's 1<sup>st</sup> words & pronouncing them correctly
- Strong relationship between:
  - Frequency mother uses words & order in which the child learns words
  - Mother's talkativeness & size of toddler's vocabulary
- Mother with higher SES → Richer vocabulary & longer utterances
  - 2 year olds have larger vocabularies (up to 8 times larger)

### **BUT**

- Sensitivity & responsiveness may count more than the no of words the mother uses.
- Study of low-income households → Sensitivity
  - + positive regard for the child

+ cognitive stimulation during play

predicted vocabulary & cognitive development @ ages 2 & 3

- Bilingual households → The same language milestones are reached on the same schedule as kids from monolingual households.
- Code mixing → Use of element of 2 languages in the same utterance
- Code Switching → Changing language to match the situation

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### **Preparing for Literacy: The Benefit of Reading Aloud**

- 3 Styles of reading
  1. Describer Style → Focuses on describing what goes on in the pictures, & inviting the child to do so  
→ Best for vocabulary & print skills
  2. Comprehender Style → Encourages the child to look at the meaning of the story & to make inferences & predictions.
  3. Performance-Oriented → Reads the story straight through  
→ Introducing themes before & questions after.  
→ Best for kids who start out with large vocabularies
- Dialogic Style → Shared Reading

- Parents ask challenging, open-ended questions  
(that require more than yes/no for an answer)
- Follow up answers with more questions
- Repeat & expand on what the child says  
Correct, and offer alternate possibilities
- This method doesn't tend to come naturally to parents

## **CHAPTER 8**

# PSYCHOSOCIAL DEVELOPMENT DURING THE FIRST THREE YEARS

## TEMPERAMENT

- A person's characteristic, biologically based way of approaching & reacting to people and situations
- Affects how a child regulates its emotional, mental & behavioral functioning
- Relatively consistent and enduring
- Forms the core of the developing personality

## STUDYING TEMPERAMENTAL PATTERNS: The New York Longitudinal Study

- NYLS → Followed 133 infants into adulthood
  - Looked at:
    - Activity levels
    - Hunger/Sleep/Bowel habits
    - How readily they accepted new people and situations
    - Intensity of responses
    - Sensitivity to stimuli, etc
- Easy Children → 40%
  - Generally happy, with rhythmic biofunctioning
  - Accepting of new experiences

- Difficult Children → More irritable & hard to please
  - 10%
  - Irregular Biorhythms
  - Intense in expressing emotions
- Slow-To-Warm\_up children → 15%
  - Mild, but slow to adapt
- 35% → Mix of reactions
  - So variation is also normal

### **How Stable Is Temperament?**

- Temperament:
  - Largely inborn, probably hereditary
  - Fairly Stable
  - Strong links between infant temperament & personality @ age 7
    - temperament at age 3 predicts personality at age 18 & 21
  - BUT it does develop and change in response to experiences
    - is influenced by parental treatment & culture

### **Temperament & Adjustment: Goodness of Fit**

- Goodness of fit = Match between temperament and
  - environmental demands & constraints.
- Caregivers who think they have little control:

- Are more directive towards their kids
- Are more likely to consider their kids “difficult”
- If caregivers recognize a child’s temperament:
  - Less likely to feel guilty, hostile, rigid or impatient
  - Can anticipate reactions & help the child adapt

## DEVELOPMENTAL ISSUES IN INFANCY

### DEVELOPING TRUST

- Erikson → 1<sup>st</sup> stage of psychosocial development = basic *trust* vs *mistrust*
  - Infancy to 18 months
  - Develop a sense of the reliability of their world
  - Trust - Lets them form intimate relationships
  - Mistrust - Enables them to protect themselves
  - If trust predominates:
    - Children develop hope + The belief that they can fulfill their needs
    - Can let mother out of their sight because she becomes  
“an inner certainty as well as an outer predictability”

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### DEVELOPING ATTACHMENTS

- Attachment → Reciprocal, enduring emotional tie between infant & caregiver
  - Both contribute to the quality of the bond

- Ethological theory → Infants & Parents are biologically predisposed to become attached to one another.

## **Studying Patterns of Attachment**

- John Bowlby → Ethologist, 1<sup>st</sup> to focus on the mother-infant bond
- Strange situation = An experiment devised by Mary Ainsworth
  - Designed to assess attachment patterns
  - Sequence of 8 episodes, takes less than 30 minutes
  - Mother leaves baby alone with a stranger, then she leaves the baby alone, and a stranger comes in before the mother does.
  - Check especially for the baby's response upon mother's return
- Secure Attachment → 60-75% of low-risk babies fall into this group
  - Protests when mother leaves
  - Greets her happily when she returns
  - Uses her as a secure base from which to explore
  - Usually co-operative and anger-free
- Avoidant Attachment → 15-25%
  - Rarely cries when mom leaves
  - Avoids her when she comes back
  - Angry & doesn't reach out
  - Dislike being held, dislikes being put down more

→ An insecure attachment

- Ambivalent Attachment → (Resistant)

- 10 - 15%

- Anxious even before the mom leaves, & very upset when she does

- Seeks contact when she returns, but also resists it by kicking

- Does very little exploring & is difficult to comfort

- An insecure attachment

- Disorganised-Disoriented Attachment → Identified later

- Babies lack a cohesive strategy to cope

- Shows contradictory, repetitive or misdirected behavior

- Seem confused & afraid

- Most likely if mother is insensitive, intrusive, abusive or  
has suffered unresolved loss

- temperament is not a factor

- Occurs in at least 10% of low-risk population, more in at-risk group

- Risk factor for later behavioral problems

- Attachment Patterns → Universal across cultures

- But percentages do vary

- Attachment Behaviors → Vary

- Babies seem to develop attachment to both parents at the same time

& security of attachment is similar to both parents

## **How Attachment Is Established**

- Baby's working model → Based on interactions with mom
  - Model of what can be expected
  - The model holds up as long as the mother's behavior is consistent

This is related to Erikson's idea of Trust

- Secure babies → Trust their own ability to get what they need
- NB → Responded to when crying
  - Mother is sensitive & responsive, warm & caring
  - Mutual interaction, stimulation & emotional support

## **The Role of Temperament** p226

- Mother's sensitivity + Baby's temperament → Influences attachment
- Neurological & physical conditions may play a role
- Temperament → Plays an indirect role through its effect on the parents
- Irritable baby → Makes attachment difficult
  - But not if the mother has the skills to cope

## **Stranger Anxiety & Separation Anxiety** p228

- Before 6 months → Babies don't react negatively to strangers
- 8 - 9 months → It becomes common for babies to react negatively to strangers
  - more & more so during the rest of the first year

- This may reflect cognitive development: Increased memory for faces
- Separation anxiety → May reflect on quality of substitute care
- Stability of care NB → Continuity & Consistency
- Fear of strangers & intense protest when mother leaves
- Is no longer seen as signs of secure attachment

### **Long Term Effects of Attachment**

- Attachment → Affects emotional, social & cognitive competence
  - Ability to form good relationships
  - Breeds the confidence needed to actively engage
- Attached kids → Larger, more varied vocabularies
  - Positive interactions with peers
  - Less fear, distress & anger (more joyful)
- ages 3-5 → More curious, confident
  - Empathetic & resilient
  - Form closer friendships
  - Better at resolving conflict
  - More positive self-image
- Insecurely Attached → Inhibitions & negative emotions as toddlers
  - Hostility towards other kids @ age 5
  - Dependency during school years

- Disorganised attachment → Behavior problems at all levels

→ psychiatric disorders @ age 17

HOWEVER → Effects of parenting is more important:

→ insecure attachment + improved parenting = improved behavior

BUT securely attached kids have less problems even if parenting deteriorates

### **Intergenerational Transmission of Attachment Patterns** p229

- AAI → Adult Attachment Interview

→ Asks adults to recall & interpret their own childhood attachment

→ Clarity, coherence & consistency of responses

predict the security of their own children's attachments.

- The way adults remember their own experiences → Influences their wellbeing

∴ Influences how they respond to their children

## **DEVELOPMENTAL ISSUES DURING TODDLERHOOD**

### **THE EMERGING SENSE OF SELF** p232

- Self-concept = Our image of ourselves

→ Our total picture of our own traits & abilities

- Children → Incorporate what others reflect into their own self-image

- When & How does self-concept develop?

○ From a jumble of isolated experiences, the infant begins to extract patterns

- 4-10 months → Sense of personal agency: Grasping, reaching, etc
  - Develop self-coherence:
    - The sense of being a physical whole with boundaries.
    - (peek-a-boo type games enhance this)
- Self-Awareness → Conscious knowledge of self as a distinct, identifiable being
  - Builds on this perceptual discrimination
  - Conceptual self-awareness develops between 15&18 months
  - Tested by studying self-recognition in a mirror (18-24 months)
- 20-14 Months → Toddlers start to use 1<sup>st</sup> person pronouns
- 19-30 Months → Descriptive & evaluative terms applied to self.

## **DEVELOPING AUTONOMY**

- Erikson → Second stage of psychosocial development
  - 18 months - 3 years
  - Autonomy vs Shame & Doubt
  - Shift from external control to self control

- Toddlers begin to substitute their own judgment for their caregivers'
- Virtue/Strength that emerges = Will
- Steps to autonomy → Toilet Training
  - Language
- Limits → Needed
  - Shame & doubt has its place.
- Negativism → Tendency to say 'no' just to resist authority
  - Begins before age 2, peaks at 3 ½ - 4, declines by age 6
- Caregivers → Should see expressions of will as normal & healthy, not stubborn
  - Can help teach kids self-control to avoid excessive conflict
- Terrible Twos → Not a universal occurrence

## **DEALING WITH THE TERRIBLE TWOS**

1. Be flexible
2. Think of yourself as a safe harbor
3. Make your home child-safe
4. Avoid physical punishment
5. Offer a choice to give the child some sense of control
6. Be consistent
7. Don't interrupt an activity
8. If you must interrupt, give a warning
9. Suggest alternative activities
10. Suggest, don't command

11. Link requests with pleasurable activities
12. Remind the child of what you expect
13. Wait a few moments before repeating a request
14. Use time-outs to end conflicts
15. Expect less self-control during times of stress
16. Expect it to be harder to comply with “do’s” than “don’t” s
17. Keep the atmosphere as positive as possible.

## **MORAL DEVELOPMENT: SOCIALIZATION & INTERNALIZATION**

- Socialization → Process by which children develop habits, skills, values & motives that

make them productive, responsible members of their society.

→ 1<sup>st</sup> step = Compliance with parental expectations

→ Rests on internalization - Making society’s standards their own.

## **Developing Self-Regulation**

- Self-regulation → Control of behavior to conform to caregivers demands,
  - even when the caregiver is not present
  - Foundation of socialization
  - Links all domains of development (Physical, social, cognitive, emotional)
- Emotional control → NB for self-regulation
- Children need to be able to control their attentional processes
  - AND to modulate negative emotions.

So enabling the development of willpower & the ability to cope with frustration.

- Growth of self-regulation → Parallels development of self-conscious  
& evaluative emotions  
(empathy, shame, guilt)
  - Requires the ability to wait for gratification
  - Resisting temptation & making amends for wrongdoing
- Full development of self-regulation usually takes at least 3 years

### **Origins of Conscience: Committed Compliance**

- Conscience = Discomfort about wrongdoing
  - AND the ability to refrain from the action
    - Depends on ability to do right because of personal belief
    - Inhibitory control - Conscious holding back of impulses
      - Mechanism of self-regulation
      - Contributes to conscience by enabling compliance

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- Committed compliance → Follow orders without reminders,  
even when caregiver is out of sight
  - Related to internalization of parental rules
  - More likely in girls

- More likely in those who responded to “no!” at 18 months
- Increases with age
- Situational Compliance → Need prompting
  - ∴ Compliance depends on ongoing control
  - Tends to yield to temptation when parents are out of sight
  - Decreases with age

### **Factors in the Success of Socialization**

- Parent’s manner, child’s temperament, quality of relationship
  - └ Influences how hard/easy socialization will be
- Security of attachment                      ○ Observational learning
- Mutual responsiveness                      ○ Socioeconomic & cultural factors
- └ All play a part in motivation to comply
- Secure attachment + warm, mutually responsive relationship
  - └ Fosters committed compliance & conscience development
- Mutually responsive relationships lead to → Moral Emotions
  - Moral Conduct
  - Moral Cognition
- Constructive conflict → Negotiation reasoning & resolution
  - Help children develop moral understanding

by enabling them to see another person's POV.

- Children whose mothers, at age 2 ½ explained requests, compromised & bargained were better able to resist temptation at age 3
- Discussion of emotions in conflict situations
- Receptive Cooperation → Goes beyond committed compliance
  - Child's eager willingness to cooperate with the parent in a variety of daily interactions.

## **HOW DIFFERENT ARE BOYS AND GIRLS**

### **GENDER DIFFERENCES IN INFANTS AND TODDLERS**

- Boys → A bit longer & heavier
  - Brains 10% bigger
  - Physically more vulnerable
- Girls → Less reactive to stress
  - More likely to survive infancy
- Both → Sit up, teethe & walk @ same ages
  - Equally sensitive to touch
- Between age 1&2 → Preference for toys, play-activities & playmates of same sex
  - Boys play more aggressively (17 months)
- Between ages 2&3 → Say more words pertaining to own gender
- 25 months → Boys spend more time doing boy-tasks (gender-typed activities)

→ Girls imitate activities from both genders equally

## **HOW PARENTS SHAPE GENDER DIFFERENCES**

- Parents in U.S. → Think baby boys & girls differ more than they really do
- Mothers → Expect boys to be better at crawling down slopes than girls
  - Talk more, and more supportively to girls
- Fathers → Promote gender-typing more than mothers do
  - Spend more time with sons than daughters
  - Play more roughly with sons & show more sensitivity to daughters
- Physical style of play → A cultural thing
  - German, Swiss & many African fathers do not play in this manner with infants.

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## **CONTACT WITH OTHER CHILDREN**

### **SIBLINGS**

- Probably the longest lasting relationship a person will ever have

## **Arrival of the New Baby**

- Large variety of reactions to a new sibling
- Factors that have an influence
  - Age of older child
  - Quality of relationship with mother
  - Family atmosphere
- Attachment often becomes temporarily less secure
- Older boys esp show temporary behavior problems
- Arrival enhances older sibling's language development

## **How Siblings Interact**

- Sibling relationships
  - Play important role in socialization
  - Conflicts become a way to understand social relationships
  - Lessons are carried over to other relationships
- More securely attached to parents = Get along better with each other
- 18 months → Conflicts with siblings increase
- As cognitive understanding grows, sibling conflict becomes more constructive

## **SOCIABILITY WITH NON-SIBLINGS**

- Infants & toddlers → Interested in others their size
- +/- 1 year → Biggest focus is on walking & manipulating objects

→ A short time of paying more attention to things than people

- Toddlers → Learn by imitating each other

→ Leading to more frequent verbal communication

- 2-3 Years → Cooperative play develops as social understanding grows
- Sociability → Influenced by temperament & experience (Exposure)

## **EFFECTS OF MATERNAL EMPLOYMENT**

- If mother works 30hrs or more by month 9:

negative effects on cognitive development @ 15 months - 3years

- Low-income kids → Benefit more from advantages of mother's additional income
- Economic & social benefits may outweigh disadvantages.

## **CHAPTER 10**

### **COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD.**

#### **PIAGETIAN APPROACH: THE PREOPERATIONAL CHILD**

- Preoperational stage → Second major stage of cognitive development
  - Not yet able to engage in logical mental operations
  - Approx. age 2 - 7
  - Characterised by great expansion in use of symbolic thought/representational ability.

## **ADVANCES OF PREOPERATIONAL THOUGHT**

Advances in symbolic thought → Understanding of causality, identities, categorization &

Number.

### **The Symbolic Function**

- Symbolic Function = Ability to use symbols/ mental representations.
  - Helps children think about & remember things that are not present.
- Preschool Kids → Show symbolic function in:
  - Deferred imitation
  - Pretend play
  - Language
- Deferred Imitation → Based on keeping a mental representation of an observed action
  - Becomes more robust after 18 months.

## **Understanding of Objects in Space**

- Until age 3 → Most kids can't understand maps/models/pictures and their relationship  
to objects they represent
- Older Preschoolers → Can use simple maps
- 90% of 5y-olds / 60% of 4y olds, could use a map to place an object on a larger shape.

## **Cognitive Advances during Early Childhood**

1. Use of symbols
  - Kids can think about things they can't see at that moment.
  - Can imagine objects/people have other properties than what they have.

2. Understanding of Identities      • Kids understand superficial changes doesn't change the nature of things.
3. Understanding cause&effect      • Kids realize events have causes.
4. Understanding of Number      • Kids can count & deal with quantities.
5. Theory of Mind      • Children become more aware of mental activity & functioning of the mind.

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### **Immature Aspects of Preoperational Thought (Piaget)**

- Centration/      • Kids focus on one aspect of a situation & neglect

Inability to Decenter      others

Irreversibility      • Fail to understand some actions can be reversed to  
restore the original situation.

Focus on states rather      • Kids fail to understand the significance of the  
than transformations      transformation between states.

Transductive Reasoning      • See cause where none exists

Egocentrism      • Assume that everyone thinks, perceives & feels the way  
they do

Animism      • Attribute life to inanimate objects

Inability to distinguish      • Children confuse what is real with outward appearance  
appearance from reality

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### **Understanding of Causality**

• Piaget → Preoperational children cannot reason logically about cause & effect.

• Transduction → Mentally link 2 events (Esp if they are close in time)

→ even if there is no causal relationship

- BUT → When tested on situations they understand, young kids do grasp cause & effect.

- In Naturalistic observations → 2-5y olds showed flexible causal reasoning, appropriate

to the subject.

→ Types of explanations - Physical to social-conventional.

- Causal statements more frequent among older children.

- Preschoolers - View all causal relationships as equally and absolutely predictable.

### **Understanding of Identities and Categorization**

- Identities → Concept that people & things are the same even if they change in form, size or appearance.

→ Underlies emerging self-concept.

- Categorization = Classification

→ Requires a child to identify similarities & differences.

→ Kids use this to order many aspects of their lives

∴ Categorization is a cognitive ability with social implications.

- One type → Ability to distinguish living from non-living things

- Piaget's questions were about clouds etc

- When asked about more familiar things, children answered correctly.

- Culture can affect such beliefs.

## Number

- 4½ months → Rudimentary concept of number.
- Ordinality → Concept of comparing quantities (more/less)
  - Begins 12 - 18 months.
- By age 4 → Most kids have words for comparing quantities.
- Cardinality Principle → Knowing what an amount is instead of just saying the number
- 

## Names

- Only consistently applied from 3½
- Can be used by kids as young as 2½ in practical situations.
- Age 5 → Most kids can count to at least 20, and know the relative sizes of 1 to 10
- Basic Number sense → Usually developed by school-going age.
  - Counting
  - Ordinality / Number knowledge
  - Number transformations / simple addition & subtraction
  - Estimation
  - Recognition of number patterns

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## IMMATURE ASPECTS OF PREOPERATIONAL THOUGHT

- Centration = Tendency to focus on one aspect of a situation & neglect others.
  - Preschoolers come to illogical conclusions because they cannot Decenter.
  - Limits young children's thinking about physical & social relationships

### **Egocentrism:**

- Form of Centration
  - Young kids are so into own view, they cannot imagine someone else's (Piaget)
  - Three Mountain task → Child must describe three mounds from the dolls POV
    - Fail
    - Task may simply be too unfamiliar and abstract
  - When same test is done with more familiar things, children between 3½ & 5 can see other person's POV.
- ∴ Children may display egocentrism primarily in situations beyond their immediate experience.

### **Conservation**

- The fact that two things that are equal remain so if their appearance is altered, as long as nothing is added or taken away.
- Piaget → kids don't fully grasp this until the stage of concrete operations.
- Preoperational children → Can't grasp height and width at the same time.
  - Focus on successive states

∴ They look at things as if at successive slides

└ Don't recognize the transformation of one state to another.

- Irreversibility → Also limits the ability to conserve

→ Failure to understand that an operation/ action can go in 2 or more Directions.

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*Check Table 10-4, p 274*

## **DO YOUNG CHILDREN HAVE THEORIES OF MIND?**

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- Theory of mind = Awareness of mental processes of self & others.

- Piaget → First to investigate young children's theory of mind

→ Concluded that children younger than 6 :

- don't have theory of mind

- cannot distinguish between thoughts/ dreams and real physical entities.

→ His questions were too abstract

→ He expected kids to be able to put understanding into words.

- Contemporary researchers → Observe everyday activities or give concrete examples.

∴ 3y olds know the difference between someone who has a cookie & someone who is thinking of one.

## Knowledge About Thinking and Mental States

- Age 3-5
  - Understand thinking happens in the mind
  - it can be about real or imaginary things
  - Someone can think of one thing and look at or do something else.
  - Someone whose eyes & ears are covered can think about objects
  - Someone who looks pensive is probably thinking
  - Thinking is different from seeing/talking/touching & knowing.
- Preschoolers → Think thinking starts and stops
  - Have no awareness that people think in words
  - or that people think while looking/reading/listening/talking
  - Believe they can dream about anything they wish.
- 5y olds → Understand that experiences, thoughts & emotions can affect content of dreams
- Only @ 11 → Full realization that they cannot control their dreams.

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- Social Cognition = Recognition that others have mental states.
  - accompanies the decline of egocentrism & development of empathy.
- age3 → Know that someone will be happy or sad depending on if they get what

they want.

age4 → Begin to understand that people have different beliefs, & these affect their actions.

## **False Beliefs and Deception**

- To understand that people can hold false beliefs →

Must 1<sup>st</sup> understand that they hold mental representations of reality →  
and these representations can be wrong.

- 3 y olds → Don't understand this.

→ If close to 4<sup>th</sup> bday (not earlier) they sometimes get it if their responses are given in gestures rather than words.

∴ Gestures - may help children on the verge of grasping the idea of false belief to make the conceptual leap.

→ Failure to recognize false beliefs - stems from egocentrism

- believe everyone knows what they know.

- @ 4yo → Understand that people who see different versions of the same event will come away w/ different beliefs.

- only @ 6 → Understand that people who see the same thing can interpret it differently.

- Deception → Deliberate effort to plant false belief

→ Different studies find kids capable of deception at different ages.

→ 2/3 or 4/5

→ Means of deception children are expected to use influences findings.

- Piaget → Maintained children regard all falsehoods as lies

BUT research shows 3y olds have some concept of role of intent in deception/  
deception vs making a mistake.

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### **Distinguishing Between Appearance & Reality**

- Piaget → Kids only understand the distinction between what *seems* to be & what *is* at

5/6

→ Research seems to support this, though some shows this ability before  
4yo

- 3y olds → Their difficulty in distinguishing between appearance & reality may itself  
be

more apparent than real.

→ When tasks are put in a context of deception, they can understand  
something is other than it appears to be

→ When answering with gestures they use disguised objects correctly, even  
though they make mistakes in words.

### **Distinguishing Between Fantasy & Reality**

- Between 18 months & 3years → Kids learn difference betw real & imagined events.

- 3y Olds → Know difference between a real dog and a dream dog
    - Betw something invisible & something that doesn't exist
    - Betw someone who is trying to do something & someone who is pretending.
    - They can pretend & tell if someone is pretending.
    - They know pretense is intentional.
  - Lines do blur, & its difficult to know if kids answer what they really think, or are keeping up the pretense.
  - Magical Thinking → Doesn't stem from confusion between fantasy & reality (age 3+)
    - Way to explain events with no obvious explanation
    - Aware of fantasy nature, but willing to entertain the possibility that they might be real.
    - Declines near the end of the preschool period.
- ∴ Young children probably have a clearer picture of reality than Piaget thought.

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**Influences on Individual differences in Theory-Of Mind Development**

- Some kids develop theory-of-mind abilities earlier than others. Factors influencing this:
  - Brain Maturation & general improvements in cognition
  - Social competence & language development
  - Rating high on social skills → better at recognizing false belief/ see other pov
  - Hearing talk of others mental states & families that encourage pretend play
- Bilingual kids → Better at some theory-of-mind tasks
  - Know that an object can be represented linguistically in more than 1 way, this helps understanding that different people have different perspectives.
  - Need awareness of partner to match language to partner
  - Have better attentional control.

## **INFORMATION-PROCESSING APPROACH: MEMORY DEVELOPMENT**

- Young kids → Don't remember as well as older ones
  - Tend to focus on details of a situation rather than the gist of what happened.
  - Have less knowledge of the world & so misses important aspects of a situation, that could also later have served as reminders.

## BASIC PROCESSES AND CAPACITIES

- Information-processing theorists - Think of memory as a filing system with 3 steps

→ Encoding, storage, retrieval

- Encoding → Attaches a code/label to information so it can be found when needed

→ Events are encoded along with the context in which they occur.

- Retrieval → Accessing the information at a later time.

- Way of storing info = Universal

BUT efficiency - varies from person to person

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- Sensory memory → Temporary “storehouse” for incoming info.

→ Little change from infancy onwards

→ Without encoding, sensory memories fade quickly.

- Working Memory → Contains info being encoded or retrieved.

→ Short term storehouse for info the person is actively working on

→ Located partly in the prefrontal cortex

→ Efficiency is limited by capacity. (Capacity increases rapidly)

- Executive Function → Conscious control of thoughts/emotions/actions to accomplish

goals/solve problems.

→ Development permitted by growth of working memory

→ Enables people to carry out goal-directed activities.

- Emerges @ end of 1<sup>st</sup> year and grows in spurts.
- Changes between age 2 & 5 enable kids to make & use complex rules for solving problems.
- Controls processing operations in working memory
- orders info encoded for long term memory & retrieves info from long term memory
- Can temporarily expand the capacity of working memory by moving info into two subsidiary systems  
(one for verbal info and one for visual/spatial tasks)

## **RECOGNITION AND RECALL**

- Types of retrieval
- Recognition = Ability to identify something encountered before.
- Recall = Ability to reproduce knowledge from memory
  - easier with more familiar items
  - depends on motivation & strategies used to enhance it.
- Recognition is easier than recall, but both improve with age.
- Young kids forget to use strategies for remembering unless reminded, older kids get better at this.

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## **FORMING AND RETAINING CHILDHOOD MEMORIES**

## Early memories: Three Types

- Generic Memory → Begins at age 2
  - Produces a script/ general outline of a familiar, repeated event without details of time or place.
  - Contains routines for situations that come up again & again.
  - Helps kid know what to expect & how to act.
- Episodic memory → Awareness of having experienced a particular event/episode That occurred in a specific time & place
  - Enables them to build a picture of the world by organizing experiences around events.
  - Temporary - due to limited capacity. Few weeks/months
  - new events are remembered more clearly.
- Autobiographical Memory → Type of episodic memory
  - Refers to specific, long-lasting memories that form a life story
  - Emerges between age 3 & 4
  - Becomes continuous around 4½ (though some pple recall isolated events from age 2)
- Theory to explain late arrival of autobiographical memory → Children cannot retain memories pertaining to their own lives until they develop a concept of self around which to organize those memories.

## **Influences on Memory Retention**

- Factors that make memories last longer:
  - Uniqueness of the event
  - Children's active participation.
  - Talking about past events (Autobio memory linked to development of language)
  - The way adults talk about a shared experience (Elaborative rather than repetitive style)
- Elaborative talk → Covers different aspects of an event, & asks questions containing more info.
  - Adults more focused on conversation & affirming answers than testing memory.
  - A few days after the event (before or during event it makes no difference)
  - Helps a child encode information by providing labels & creating boundaries around the mental representation of the event.
- Autonomy-support → Parent follows child's lead, encouraging child to talk & expand on what he is saying.
  - Leads to better memory

∴ Autonomy-supportive and elaborative styles better for memory in kids.

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### **Constructing Shared Memories: The Role of Culture**

- Social Interaction Model → Connected to Vygotsky's sociocultural theory
  - Children collaboratively construct autobiographical memories as they talk to adults about shared events.
  - Adult provides linguistic scaffold that helps child organize and focus a memory.
  - Adult demonstrates how memories are organized in narrative in their culture.
- Culture → Affects what children remember about an experience
  - Affects how adults talk to them about the experience.

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### **Implicit Memory**

- Unconscious recall, generally of habits and skills
- Also called procedural memory

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## **INFLUENCES ON MEASURED INTELLIGENCE**

- IQ Score → Not a fixed quantity of inborn intelligence

Measures how well a child can do certain tasks in a certain time, compared to others.

- Test scores in industrialized countries are steadily rising.

- Influences:

- Temperament
- social & emotional maturity
- Ease in testing situation
- Pre-literacy or literacy
- Socioeconomic status
- ethnicity & culture
- Match between tasks posed & kid's cognitive style.

- Influence of family environment → Uncertain

→ Stronger when child is young, but the tests were done with white middle-class families.

- Correlation between SES and IQ is well documented.

- Kids with outgoing temperament, warm mothers & stimulating homes do better, even if poor. (Perhaps because the parents are smarter)

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## **LANGUAGE DEVELOPMENT**

## PRIVATE SPEECH: PIAGET VS VYGOTSKY

- Private Speech → Speaking to one's self
  - Accounts for 20-50% of what kids age 4-10 say
- 2-3y olds → "Crib Talk"
  - Playing with sounds & words
- 4-5y olds → Private speech to express fantasies & emotions
- Older kids → Think out loud or mutter in almost audible tones

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- Piaget → Private speech is a form of egocentrism/ sign of cognitive immaturity
  - Kids can't see other's pov, ∴ Can't communicate properly,
    - just says what's on their minds.
  - Kids can't distinguish between words & the actions the words symbolize.
  - Private speech is discarded as kids become less egocentric.
- Vygotsky → Also says private speech helps kids integrate language with thought.
  - Not egocentric, rather a special form of communication - with self.
  - Helps transition from early social speech (in the form of adult commands)
    - & inner speech (thinking in words)
  - ∴ Transition towards the internalization of socially derived control of behavior.
- Research supports Vygotsky:
  - most of the remarks by 3-5y olds were not egocentric
  - Most sociable children used most private speech.

- Private Speech → Plays a role in self-regulation
  - Increases when kids try to perform difficult tasks, esp without adult supervision.
- Wide range of individual differences in use of private speech.

## **PREPARATION FOR LITERACY**

- Emergent Literacy = Pre-reading skills needed for literacy
- 2 Types:
  - Oral Language skills → Vocabulary, Syntax narrative structure
    - & understanding that language is used to communicate.
    - NB for reading comprehension
  - Skills that help decode the printed word (Incl these phonological skills 😊)
    - Phonemic awareness → Realizing words are composed of distinct phonemes
    - Phoneme-grapheme correspondence → ability to link sounds with graphic representations
    - NB for developing word recognition.
- Heredity does play a role
- Social Interaction → Can promote emergent literacy
  - Conversational challenges helps

→ Reading to kids NB

→ Moderate educational TV can help, especially if parents discuss content.

# **CHAPTER 11**

## **PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD.**

### **THE DEVELOPING SELF**

#### **THE SELF-CONCEPT AND COGNITIVE DEVELOPMENT**

- Self-Concept → Our total picture of our abilities & traits
  - a Cognitive construction
  - A system of descriptive & evaluative representations about the self
  - Has a social aspect - incorporating how we think others see us.

#### **Changes in Self-Definition: The 5 to 7 Shift**

- Self-Definition → Cluster of characteristics used to describe oneself
  - Reflect self-concept development
  - Changes between age 5 & 7
- Age 4 → Concrete observable behaviors, possessions & family members
  - Particular skills rather than general abilities.
  - Unrealistically positive
- By age 7 → Generalized traits (smart/dumb/popular)
  - Can have conflicting emotions
  - Can be self-critical while holding positive overall self-concept.

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- 3 Steps to the 5-7 shift:
  - Single Representations
    - One-dimensional statements
    - Thinking jumps from particular to particular
    - Can't imagine having 2 emotions at the same time

- Cannot decenter

- ∴ can't consider 2 aspect of self at the same time.

- Thinking about self is all-or-nothing

- Can't acknowledge that real self is not equal to ideal self.

- So describes self as full of virtue & ability

- Representational Mappings

- Age 5 or 6

- Begins to make logical connections between one aspect of self and another.

- Still positive, all-or-nothing terms

- Can't imagine being good at some things but not others.

- Representational Systems

- Middle Childhood

- Begin to integrate specific features of self into a general, multi-dimensional concept.

- becomes more balanced & realistic.

## **SELF ESTEEM**

The evaluative aspect of self-concept. Judgment on overall self-worth.

### **Developmental Changes in Self-Esteem**

- Concept of self-worth → Usually only articulated by age 8
  - Younger children show they have one through behavior.
- Before 5-7 shift → Kids base self-esteem on judgment of adults
  - Often overrate their abilities.
  - Self-esteem also tends to be all-or-nothing.
- Becomes more realistic in middle childhood: Personal evaluations of competence based on internalization of parental & societal standards begin to shape & maintain self-worth.

### **Contingent Self-Esteem: The “Helpless” Pattern**

- If self-esteem is contingent on success:

- Child sees failure/criticism as indictment of their worth
- feel helpless to do better
- don't persevere; don't try new strategies to succeed
- repeat failed strategies or give up, ashamed
- don't think they will succeed, so they don't try
- attribute poor performance/ social rejection to personality deficiencies, which they believe they can't change.
- older kids believe themselves to be "dumb" preschoolers think they are "bad"
- Non-contingent self-esteem:
  - Child blames failure on factors outside the self, or the need to try harder
  - Persevere & try new strategies
  - Parents tend to give specific, focused feedback, rather than criticize the child as a person.

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### **ERIKSON: INITIATIVE vs. GUILT**

- Third stage of psychosocial development → Initiative vs Guilt
- Conflict between wanting to do things, and wanting approval.
- Children who learn to regulate these opposing drives learn → Purpose
- Purpose = courage to envision and pursue goals without being unduly inhibited by guilt

or fear of punishment.

- Failure → An adult who is constantly striving for success/showing off
  - impotence/ psychosomatic illnesses
- Children should → have ample opportunities to do things on their own
  - under guidance & consistent limits
  - to develop balance & avoid overdoing competition or guilt.

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## **GENDER**

Gender Identity = One's awareness of own male/femaleness & all it implies

### **GENDER DIFFERENCES**

- Psychological & behavioral differences between males & females.
- Gender similarities hypothesis → Boys & girls on average more alike than different.
- More differences after age 3, but not much.
- Boys → Superior motor performance (esp after puberty)
  - Moderately greater propensity for physical aggression begins age 2
  - More active & take more pleasure in physical activity
- Girls → Better able to pay attention & inhibit inappropriate behavior.
- Intelligence → equal
  - Boys → Verbal analogies, mathematical word problems & memory for spatial

configurations

- Girls → Verbal fluency, mathematical computation, memory for locations of objects.
- Girls use more responsive language.
- Differences are averages for groups, cannot predict a particular child's behavior.

## **PERSPECTIVES ON GENDER DEVELOPMENT**

Aspects of gender identity that may account for gender differences:

- Gender Roles → Behaviors, interests, attitudes, skills & personality traits a culture considers appropriate for males & females.
- Gender Typing → The acquisition of a gender role
  - Happens in early childhood.
  - Extent varies greatly among children.
- Gender Stereotypes → Over-generalizations about male/female behavior.
  - Appear at age 2/3, peaks at age 5

## **Cognitive Approaches**

- *Kohlberg's cognitive-developmental theory*
  - Gender knowledge precedes gendered behavior
  - "I am a boy so I do boy things"
  - Children actively search for gender cues in their social world
  - adopting behaviors they see as consistent with being male or female.

- Gender Constancy → Also called sex-category constancy
  - Realization that sex will always be the same.
  - serves as motivation to adopt gender-appropriate behavior.
  - Develops in 3 stages:
    1. Gender Identity → Between ages 2 & 3
      - Awareness of own gender & that of others
    2. Gender Stability → Gender doesn't change
      - ∴ Girl will become a woman & boy will become a man
      - But depend on superficial characteristics to determine gender
    3. Gender Consistence → Somewhere between 3&6 (or later)
      - Woman in pants w/ short hair is still a woman.
- Once kids realize behavior & dress won't affect their sex they may become less rigid in following gender norms.

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- Today → Recognised that gender constancy doesn't have to precede gender-typing
  - Gender-typing may be heightened by more sophisticated understanding brought about by gender-constancy.

- *Gender-Schema Theory*

- Also views kids as actively extracting gender-info from their environment before engaging in gender-typed behavior.

- Places more emphasis on the influence of culture.
- Children match their behavior to what boys & girls in their culture are “supposed” to do.
- Gender Schema → A mentally organized network of information regarding gender that influences behavior.
  - Develop with age in response to experience
  - Starts before they can talk, because they observe society classifies people into genders.
- Gender-Stereotyping → Tends to rise and then falls
  - Ages 5-7 , very rigid stereotypes.
  - Around 7/8, schemas become more complex & kids become more flexible in their beliefs about gender roles.

## **The Role of Socialization**

- Socialization → Begins in infancy
  - Standards of behavior becomes internalized.
- Betw 3 & 4 → Shift from socially guided control to self-regulated gender-related behavior.
- Family Influences → Family usually reinforces gender-typical behavior
  - Boys more strongly gender-socialized concerning play preferences

- Girls have more freedom in clothes, toys & playmates
- Fathers role esp important
- Siblings also have an influence, esp older, same-sex siblings
- First-borns more influenced by parents

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- Peer Influences → Major influence
  - Kids play in gender-segregated groups from as young as 3
  - Reinforcing gender-typed behavior.
  - Peer groups disapprove more of boys who act like girls than vice versa
  
- Cultural Influences → TV in the US is a major channel for cultural messages
  - TV tends to reinforce gender stereotypes.
  - ∴ More TV = stronger gender-typing
  - Children's books also show strong gender stereotyping

## **PLAY: THE BUSINESS OF EARLY CHILDHOOD**

- Play → Contributes to all domains of development
  - Healthy development of body & brain
  - enables kids to engage with world
  - Use imagination

- Discover flexible ways to solve problems
- Prepare for adult roles
- Negotiate conflict & working together
- Children need plenty of time for free exploratory play.
- Physical play → Infants make rhythmic movements
  - Preschoolers run/jump/hop/throw
  - Middle childhood prefers rough&tumble play
- Play can be categorized according to → Cognitive complexity
  - Social Dimension

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## COGNITIVE LEVELS OF PLAY

- Four levels of play show increasing cognitive complexity:
  - Functional play → Locomotor play
    - Repeated practice in large muscular movements
  - Constructive Play → Object play
    - Use of objects/materials to make something

- Dramatic Play → Fantasy play/ pretend play/ imaginative play
  - Make-believe objects/ actions/ roles
  - rests on the symbolic function
- Formal games with rules
- Pretend play → @ age 2 - largely imitative
  - by age  $\frac{3}{4}$  - more self-initiated and imaginative
  - involves combo of cognition, emotion, language, & sensorimotor behavior.
  - May enhance development of intense connections in the brain strengthen later capacity for abstract thought.
  - Helps build literacy skills
  - May further development of theory-of-mind skills
  - peak of pretend play is also peak for acquiring skills like recognizing false beliefs.
- TV -watching → Reduces quantity and quality of pretend play

## HOW GENDER INFLUENCES PLAY

- Boys → More physical play
  - Also play with objects, but more vigorously
  - Active outdoor play in large mixed-age groups
  - Play spontaneously anywhere
  - Their pretend play involves danger, discord, competition & dominant roles
  - More strongly gender-stereotyped
  - More likely to use objects as weapons
- Girls → Use objects for making things
  - Prefer quiet, harmonious play with one playmate
  - Choose more structured adult-supervised activities
  - Engage in more dramatic play, that focus on social relationships & nurturing, domestic roles.
- Peer-group → seems to influence gender differences in play more than biology, gender identification or adult reinforcement.
  - In mixed-sex groups → play tends to revolve around masculine activities.
    - because boys are stronger gender-typed.

# **PARENTING**

## **FORMS OF DISCIPLINE**

- Discipline = Methods of molding character & teaching self-control and acceptable behavior.

Tool for socialization with the goal of developing self-discipline.

## **Reinforcement and Punishment**

- Reinforcement → More effective than punishment
  - External reinforcement can be tangible or intangible
  - Eventually good behavior should be its own, internal reward
  - Should be experienced as desirable, & be received fairly consistently.
- Punishment → Must be consistent, immediate & clearly tied to the offense
  - Should be administered calmly & in private
  - Should aim to create compliance, not guilt.
  - Most effective when accompanied by a short, simple explanation
- Harsh punishment → Can be counterproductive
  - Can cause children to:
    - Have trouble interpreting other's actions & words

- Attribute hostile intentions where none exist
  - Act aggressively
  - Become passive because they feel helpless
- Corporal Punishment = Use of physical force to cause pain, but not injury
  - for the purpose of controlling/correcting behavior
  - Used more frequently with aggressive, hard-to-manage kids
    - (unlike abuse which has no connection w/ child's personality)
- Psychological Aggression → Verbal attacks that may result in psychological harm
  - Yelling, threatening to spank, swearing at, threatening to send the child away or calling the child dumb or lazy.

### **Power Assertion, Induction and Withdrawal of Love**

- Power assertion → Physical or verbal enforcement of parental control
  - demands, threats, withdrawal of privileges, spanking
  - Often used to stop play that gets too rough
- Inductive Techniques → Reasoning with a child
  - Setting limits, demonstrating logical consequences, explaining, discussing, getting ideas from the child about what is fair
  - Often used to get the child to show concern for others
- Withdrawal of love → Ignoring, isolating or showing dislike for the child.
- Method of discipline must fit the misdeed, the personalities and the cognitive level of

the child, and match the family culture.

- Children interpret & respond to discipline in the context of an ongoing relationship w/ the parent.

## **PARENTING STYLES**

### **Diana Baumrind & the Effectiveness of Authoritative Parenting**

- Authoritarian Parents:
  - Value control & unquestioning obedience
  - Try to make kids conform rigidly to a set standard of conduct
  - Punish them for violating this, often using power-assertive techniques
  - Tend to be more detached & less warm than other parents.
  - Children → More discontented, withdrawn & distrustful
    - So controlled they struggle to make independent choices
- Permissive Parents:
  - Value self-expression & self-regulation
  - Make few demands & let kids monitor themselves
  - Consult w/ kids over decisions & rarely punish
  - Warm, non-controlling, undemanding & even indulgent
  - Pre-school kids → Immature, least controlled & least exploratory
    - Lack of guidance lead to uncertainty

- Authoritative Parents:

- Value a child's integrity, but also stress social constraints
- Guide children, but also respect their independence
- Loving & accepting, but also demand good behavior & firm in maintaining standards
- Impose limited, judicious punishment in the context of a supportive relationship
- Use mostly inductive discipline
- Children → secure in knowing they are loved & what is expected
  - Pre-schoolers are most self-reliant, assertive, exploratory & content
- Sensible expectations & realistic standards

- Neglectful/ Uninvolved Parents:

- Focus on own needs rather than that of the child
- Linked with a variety of behavioral disorders.

## **SPECIAL BEHAVIORAL CONCERNS**

### **PROSOCIAL BEHAVIOR**

- Any voluntary behavior intended to help others
- Altruism → Motivation to help others with no expectation of a reward
  - At the heart of prosocial behavior
- Begins before age 2

- Shy/ withdrawn kids tend to be less prosocial
- Genes & environment both contribute to prosocial tendencies
- Motives for prosocial behavior change as kids grow older
- Cultures vary in the degree to which they foster prosocial behavior

## **AGGRESSION**

- Instrumental aggression → used to reach a goal
  - eg roughly snatching an object
  - most common type of aggression in early childhood
  - Surfaces mostly during social play
- Kids who fight the most tend to be most sociable & competent
- Showing aggression gradually shifts from physical to verbal

## **Gender Differences in Aggression**

- Boys are more aggressive than girls
  - From age 2
  - in all cultures
- Boys → More overt/ direct aggression (physical & verbal aggression openly directed at the target)
  - Evolutionary: Doesn't nurture kids, thus can take more risks
- Girls → More relational/social aggression

- Damaging/interfering w/ relationships, reputation or psychological well-being
- Uses teasing, manipulation, ostracism, bids for control
- Can be overt or covert

## **Influences on Aggression**

- Temperament → Intense emotions + low self-control = aggression
- Physical aggression = more heritable (50-60%)

Social aggression = More environmentally influenced (only 20% genetic)

- Parental behavior strongly influence aggressiveness:
  - Lack of maternal warmth in infancy
  - Manipulative behavior (withdrawal of love & causing shame/guilt) fosters social aggression
  - Stressful & unstimulating home atmosphere + harsh discipline + lack of maternal warmth & social support + exposure to aggressive adults & neighbourhood violence + transient peer groups (preventing stable friendships)
- Witnessing violence leads to aggression
- Parents can modulate the effects of frustration by modeling nonaggressive behavior

## **FEARFULNESS**

- 2-4 y/ olds tend to be afraid of animals, esp dogs
- by age 6 - fear of the dark is common
- Young children's' fears stem from a rich fantasy life & a tendency to confuse appearance w/ reality.
- Fears disappear as children lose their sense of powerlessness
- More likely to fear something that looks scary than something that presents real danger
- Older children's fears are more realistic & self-evaluative
- Parents can allay fears by instilling a sense of trust & normal caution.
  - Ridicule, coercion & logical persuasion are not helpful;
- Systematic desensitization can help

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## **RELATIONSHIPS WITH OTHER CHILDREN**

- In early childhood → Relationships with other kids become more important
  - Almost every characteristic activity & personality issue involves other kids
- Sibling & peer relationships strengthen social cognition & provide a measuring stick for self-efficacy.

## **Brothers & Sisters**

- Earliest sibling disputes regard property
- Disputes & their settlement are opportunities for socialization, so is joint dramatization
- Sibling rivalry → Not the main pattern between siblings in early life
- Same-sex siblings are closer & play more sociably than boy-girl combos
- Older siblings tend to dominate, ∴ the relationship quality depends more on the emotional & social adjustment of the older child
- Friendships & sibling relationships influence each other
- A positive relationship with either a friend or a sibling can buffer negative effects of a negative relationship with the other

## **The Only Child**

- Perform slightly better in → occupational & educational achievement  
→ self esteem & motivation+ verbal intelligence
- No difference in → emotional adjustment sociability or popularity
- Perhaps due to receiving more input & effort from parents than kids with siblings

## **Choosing Playmates and Friends**

- Friendships start at about age 3
- Preschoolers prefer → friends of own age & sex  
→ prosocial playmates (reject the mean ones & ignore the shy ones)

- Younger children rate appearance and size higher than affection & support
- Well - liked preschoolers → Socially competent & cope well with anger
  - Respond directly in ways that minimize conflict
  - Avoid insults & threats.

## **CHAPTER 12**

# **PHYSICAL DEVELOPMENT AND HEALTH IN MIDDLE CHILDHOOD**

## **MOTOR DEVELOPMENT AND PHYSICAL PLAY**

- Children today → more sedentary
  - Spend more time on schoolwork, TV & computer activities
- Rural kids → Start work and household responsibilities at this age

## **RECESS-TIME PLAY**

- Tends to be informal and spontaneous.
- Boys → More physically active games
  - more rough-and-tumble play, perhaps due to hormonal differences & socialization
- Girls → Games that include verbal expression & counting aloud
- Rough-and-tumble-play → accounts for 10% of play in early grades

- peaks in middle childhood. drops to 5% at age 11
- Universal
- Bones skeletal & muscle development
- Channels aggression
- By age 11 it becomes a way to establish dominance

## **ORGANISED SPORTS**

- After outgrowing rough-and-tumble play, games with rules become popular
- Benefits → Improves motor skills
  - Weight control, lowers blood pressure, improved cardio respiratory function
  - Enhanced self-esteem & well-being
  - Active kids tend to become active adults
- 6-9 year olds → Need more flexible rules, shorter instruction time & more free time for practice.

## **CHAPTER 13**

### **COGNITIVE DEVELOPMENT IN MIDDLE CHILDHOOD**

#### **PIAGETIAN APPROACH: THE CONCRETE OPERATIONAL CHILD**

#### **COGNITIVE ADVANCES**

- **Space and Causality:**

- Better understanding of spatial relationships
- Ability to understand maps & models improve with age
- Get better at judging cause & effect
- Can judge influence of physical attributes better than that of spatial factors

- **Categorization**

- Seriation → Ability to order items along a dimension
- Transitive Inference → Understanding the relationship between two objects by

knowing the relationship of each to a third object.

- Class Inclusion → Ability to see the relationship between a whole & its parts  
→ “More roses or more flowers” recognizing roses as a subclass of flowers. (only a about age 7/8)

- **Inductive & Deductive Reasoning:**

- Inductive → Reasoning that moves from particular observations about members of a class to a general conclusion about that class.
- Deductive → Reasoning that moves from a general premise about a class to a conclusion about a particular member of that class.

- **Conservation**

- Kids in the stage of concrete operations can work out conservation problems in

their heads - they do not need to measure or weigh objects.

- Understand : Identity → Clay rolled into a different shape is still the same clay

Reversibility → Clay can be rolled back into original shape

Decenter → Focus on both length and width

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- Conservation of substance is understood by age 7/8
- Conservation of weight → Age 9/10
- Conservation of volume → rare before age 12
- This is due to horizontal decalage = thinking is so concrete kids can't readily transfer what they have learnt about one type of conservation to another type.

#### • Number and Mathematics

- Age 6/7 → Kids can count in their heads, & count up
- Age 9 → can count down to subtract
- Children learn to add & subtract through concrete experience in a cultural context
- ∴ teaching math through concrete application may be more effective than teaching abstract rules
- Age 4 → some intuitive understanding of fractions
  - difficult to grasp that  $\frac{1}{4}$  is smaller than  $\frac{1}{2}$
- Ability to estimate increases with age:

Number-line estimation = distances to fit a number of points on a line

Computational estimation = estimating the sum in an addition problem

Numerosity estimation = Estimating the number of buttons in a jar

Measurement estimation = Estimating the length of a line

## **INFLUENCES OF NEUROLOGICAL DEVELOPMENT AND SCHOOLING**

- Piaget maintained that shift from rigid, illogical thinking of early childhood to flexible logical thinking of older kids depend on neurological development and experience
- Today's kids seem to be 2-3 years behind their parents when it comes to conservation tasks
- This implies that today's kids don't get as much hands-on experience with how materials behave

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## **MORAL REASONING**

- Immature moral judgment → focus only on degree of offense  
mature moral judgment → considers intent .
- Piaget proposes that moral reasoning develops in three stages:
  1. Rigid obedience to authority
    - Age 2-7

- Egocentric = cannot imagine more than one way of looking at a moral issue
- Rules can't be bent/ changed, behavior is right or wrong  
& any offense deserves punishment, regardless of intent.

## 2. Increasing flexibility

- Age 7 - 11
- Begin to develop own sense of justice based on fairness and equal treatment
- Can consider more than one aspect of a situation & take intent into consideration.

## 3. Equity

- Taking specific circumstances into account
- Age 11/12, when they become more capable of formal reasoning.

## **INFORMATION-PROCESSING APPROACH:**

### **ATTENTION, MEMORY AND PLANNING**

- Executive function → Conscious control of thoughts, emotions and actions to accomplish goals or solve problems.
- Awareness of what kinds of info are important to remember and pay attention to

### **How Do Executive Skills Develop?**

- Development of the brain:
  - Prefrontal cortex → Region that enables planning, judgment & decision making
  - Unneeded synapses are pruned away & pathways become myelinated, improving processing speed
  - Faster processing means more info can be kept in working memory, enabling complex thinking & goal-directed planning.
- Home environment:
  - available resources, stimulation & maternal sensitivity
- Planning skills develop by making decisions about everyday activities - being allowed to make such decisions therefore influence planning skills.

## **Selective Attention**

- Ability to direct one's attention & shut out distractions
- Hinges on inhibitory control (voluntary suppression of unwanted responses)
- Due to neurological maturation, & causes improved memory

## **Working Memory Span**

- Improvements in processing speed + storage capacity = better working memory
- Lays foundation for wide range of cognitive skills.

## **Metamemory: Understanding Memory**

- Between age 5 & 7 → Frontal lobes develop & reorganize
- Knowledge about the processes of memory increase
- eg knowing some ppl have better memory than others, & some things are easier to remember than others.

## **Mnemonics: Strategies for Remembering**

- Mnemonic strategies = devices to aid memory

- External memory aids → Most common among kids and adults
  - Eg setting a timer, making a list
- Rehearsal → Repeating a number over and over/ Conscious repetition
- Organisation → Mentally placing information into categories to enhance recall
- Elaboration → Mentally associating items with something else
- Older children → Develop better strategies & use them more
  - More likely to apply strategies to other situations
- Kids often use more than one strategy for a task

### **Information Processing and Piagetian Tasks**

- Improvements in information processing → can help explain advances
  - Improvements in memory → May explain mastery of conservation
  - As a child's application of a concept/scheme becomes automatic, it frees space in the working memory to deal with new info
- ∴ Perhaps children need to be able to do one kind of conservation automatically before they can transfer the skill to a different kind of conservation

## GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

- IQ tests → focus mostly on abilities used in school
- Gardner → Neuropsychologist, identified 8 types of intelligence:
  1. *Linguistic* → Ability to use & understand words & nuances of meaning  
→ Used for writing, editing, translating
  2. *Logical-Mathematical* → Manipulate numbers and solve mathematical problems  
→ Science, business, medicine
  3. *Spatial* → Ability to find one's way round the environment & judge relationships between objects in space.  
→ Architecture, carpentry, city planning
  4. *Musical* → Ability to perceive and create patterns of pitch and rhythm  
→ Musical composition, conducting
  5. *Bodily-kineshetic* → Ability to move with precision  
→ Dancing, athletics, surgery
  6. *Interpersonal* → Ability to understand and communicate with others  
→ Teaching, acting, politics
  7. *Intrapersonal* → Ability to understand the self  
→ Counselling, psychiatry, spiritual leadership

8. *Naturalist* → Ability to distinguish species and their characteristics

→ Hunting, fishing, farming, gardening, cooking

- Would assess each intelligence directly by observing its products
- Purpose of assessment is not comparison, but revealing weaknesses & strengths.

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## **STERNBERG'S TRIARCHIC THEORY OF INTELLIGENCE**

1. Componential Element → The analytic aspect of intelligence

→ Determines efficiency of processing information

→ How to solve problems, monitor solutions & evaluate results

2. Experiential element → Insightful/creative

→ Determines how people approach novel or familiar tasks

→ Allows comparison of new info with known facts & coming up  
with new ways of putting facts together

∴ to think originally

3. Contextual element → Practical

- determines how people deal with their environment
- Ability to size up a situation & decide what to do

- Everyone has all three abilities to a greater or lesser extent
- Conventional IQ tests → measure componential ability
- 3 kinds of abilities are only weakly correlated with each other
- STAT → Sternberg Triarchic Abilities Test

## **LANGUAGE AND LITERACY**

### **VOCABULARY, GRAMMAR AND SYNTAX**

- As vocabulary grows → Children use increasingly precise verbs
  - Learn that words can have more than one meaning,  
and can tell the meaning from context
  - Simile & metaphor become more common
- Age 6 → Rarely use passive voice,  
verb tenses that include the auxiliary 'have'  
(I have already shoveled the sidewalk)  
and conditional sentences.
- Syntax become more sophisticated with age
- Older kids use more subordinate clauses
- "however" & "although" only become common at early adolescence

## **PRAGMATICS: KNOWLEDGE ABOUT COMMUNICATION**

- Pragmatics → Practical use of language to communicate
  - Major area of linguistic growth during school years
  - Includes conversational & narrative skills
- 6yo → Can retell the plot of a short story
  - Begin to describe motives & causal links
  - Conventional beginnings & endings
  - Characters do not grow or change, plots are not fully developed
- Older kids → Introduce a setting and characters
  - Clearly indicate changes of time & place
  - More complexity but less unnecessary detail
  - Focus more on motives & thoughts.

## **LITERACY**

### **Reading**

- 2 ways to identify a printed word & learn to read:
  1. Decoding → Sounds out phonemes, translating from print to speech & then retrieving
    - meaning from long term memory
    - Phonetic/ code emphasis approach

2. Visually based retrieval → Child looks at a word & retrieves it

→ Whole-language approach

→ emphasizes visual retrieval & use of contextual cues

→ based on idea that kids can learn to read & write naturally, as they learn speech

→ Criticism: Kids learn to skim through a text with no attempt at correct spelling & reading errors, guessing at meaning.

• Metacognition → awareness of one's own thinking processes

→ helps kids monitor their understanding of what they read & enables them to develop strategies to deal with problems

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## **Writing**

• Writing → difficult for young kids

→ unlike speech, with its constant feedback, children must judge independently if

the communication goals have been met

• Children working in pairs show more writing skills

## **INFLUENCES IN SCHOOL ACHIEVEMENT: AN ECOLOGICAL ANALYSIS**

*Self Efficacy Beliefs:*

- Kids who believe they can master their schoolwork & regulate their own learning are more likely to succeed.
- Self regulated learners set challenging goals and use appropriate strategies
- Those who don't believe in themselves become depressed & frustrated

### *Gender:*

- Girls → less likely to repeat a grade, have fewer school problems
  - Outperform boys in reading & writing assessment
  - Get better math grades
  - tend to aim for mastery in the subject matter
  - Have less confidence in their abilities
  - Better classroom behavior & better strategies for learning
  - All ages women do better on timed tests
- Boys → Did better in math achievement tests
  - Advantage in spatial skills, but not for low SES boys
  - More interested in how smart they look

### *Parenting Practices*

- Parents of achieving kids create an environment for learning
  - Monitor their kids, get involved in their schools & set times for activities
  - High perceived self-efficacy
  - Motivate their children extrins ically or intrins ically (intrinsic works better)
- Authoritative parenting leads to highest achieving kids
- Authoritarian & permiss ive parents lower achieving kids

### *Socioeconomic Status*

- Influences family atmosphere, choice of neighbourhood & parenting practices
- Affects parent's ability to provide an environment that enhances learning
- Social Capital = Networks of community resources families can draw on
  - can negate effects of low SES

### *Peer Acceptance*

- Children who are liked by their peers do better in school

## **CHAPTER 14**

### **PSYCHOSOCIAL DEVELOPMENT IN MIDDLE CHILDHOOD.**

#### **THE DEVELOPING SELF**

##### **SELF-CONCEPT DEVELOPMENT**

- Age 7/8 → Kids reach Piaget's 3<sup>rd</sup> stage of self-concept development
- Representational systems → Broad, inclusive self-concepts that integrate various aspects of the self
- Can focus on more than one dimension of the self

→ Outgrown the black&white self-definition

- Can verbalise self-concept better & weigh different aspects of it
- Can compare real self with ideal self & judge how well they measure up

## **SELF-ESTEEM**

- Industry vs inferiority = the major issue of middle childhood
- Children need to learn the skills valued in their society
- The virtue/strength of this stage = Competence :

→ a view of the self as able to master skills & complete tasks

- Inadequate = retreat/ overindustrious = workaholic
- Parents strongly influence beliefs about competence

## **EMOTIONAL GROWTH**

- Become more aware of own & others' feelings
- Can better regulate own emotions & respond to others' distress
- By age 7/8 → Aware of shame & pride
  - can tell the difference between guilt & shame
  - Can understand their conflicting emotions
  - aware of their culture's rules for emotional expression
  - Know what makes the angry, fearful or sad & how others react to displays of these emotions & learn to adapt behavior accordingly
  - Understand that an emotion can be suppressed, yet still exist
- Emotional self-regulation → effortful (voluntary) control of emotions, attention & behavior
  - can stifle the impulse to show negative emotion at inappropriate times
  - temperamentally based, but increases with age

## **PROSOCIAL BEHAVIOR**

- School age → more empathetic & prosocial
- Prosocial kids → act appropriately in social situations
  - relatively free from negative emotions
  - cope with problems constructively
- Parental intolerance of negative emotion → may heighten conflict

→ anger & fear become more intense and hamper social adjustment

- Parents should → acknowledge childrens' feelings of distress & help them deal with the

source of it

→ This fosters empathy, prosocial development and social skills

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## **FAMILY ATMOSPHERE**

- Constitutes the most important influence of the family environment on the child
- How well parents handle the child's growing need to make their own decisions NB

## **Parenting Issues: Coregulation and Discipline**

- Coregulation → Parent & child share power
  - Parents oversee behavior, but the child self-regulates on a moment-to-moment basis
- Parents → Less direct management & more discussion
  - 6 Shift in how discipline is handled: More inductive techniques
  - Affectionate mothers who use guilt-producing discipline end up with kids with

## behavioral problems

- The way conflict is resolved is more important than specific outcomes:
  - Constructive conflict → help children see the need for rules and standards
  - Learn what issues are worth arguing about
- As need for autonomy becomes more insistent towards preadolescence, quality of family problem solving often deteriorates.

## Effects of Parents' Work

- A mother who is more satisfied with her employment status, tends to be more effective
- Impact of the mother's work depends on:
  - Childs' age, sex & temperament
  - whether she works full-or part time
  - Why she is working
  - If she has a partner and if he is supportive
  - Family's SES
  - Kind of care the child receives before/after school
  - How much energy the mother has left for kids after work
  - & what kind of role model she is
- How well parents keep track of their kids is more important than whether the mother works.

## Poverty and Parenting

- Children living with single moms 5x more likely to live in poverty than those living with both parents.
- Poverty → Harms emotional & behavioral development,
  - negative effect on school performance & cognitive potential
  - Negative influence on parents' emotional state and parenting practices
- Childhood poverty can lead to → adults psychological distress
  - effects on child rearing
- Poor parents → anxious, depressed & irritable
  - less affectionate & less responsive
  - Tend to discipline inconsistently, harshly & arbitrarily
- Children → depressed, don't get along with peers
  - lack self-confidence, antisocial acts

BUT poor mothers with healthy self-esteem & emotional health produce OK kids

- Persistent or later poverty more damaging than poverty in the early years
- Most damaging → family characteristics that accompany poverty:
  - unstimulating home environment,
  - lack of maternal sensitivity,
  - unstable adult relationships,
  - psychiatric problems
  - violent or criminal behavior

## **FAMILY STRUCTURE**

- 10% of US, 2-parent families are stepfamilies, 4% are cohabiting families
- Increase in grandparent-headed families & gay&lesbian headed families
- Children tend to do better with → 2 continuously married parents. Esp happily married

BUT Parent's relationship, quality of parenting and favourable family atmosphere is more important than marital status.

- Adoptive children are equally advantaged to biological children
- Fathers' frequent & positive involvement → Directly related to the child's well being  
+ physical, cognitive and social development

## **When Parents Divorce**

### *• Adjusting to divorce:*

- Divorce is stressful for both parent and child
- Can negatively affect parenting skills
- Standard of living tends to drop, & relationship w/ non-custodial parent suffers.
- Emotional & behavioral problems may reflect level of conflict before the divorce
- If there is severe pre-divorce conflict, kids may be better off after the separation
- Adjustment depends on age, maturity, temperament & gender
- Girls cope better
- Younger children show more anxiety, but adjust faster

• *Custody, Visitation and Co-parenting:*

- Children do better if → the custodial parent : is warm & supportive
  - authoritative & monitors activities
  - holds age-appropriate expectations
- Parental conflict subsides
- the nonresidential parent maintains close contact & involvement
- Frequency of contact with father not as important as quality of the relationship
  - & level of parental conflict.
- Cooperative parenting → Active consultation between parents on parenting decisions
  - Leads to more frequent contact between father and child
- Joint custody → Can be joint legal custody OR joint physical custody
  - Kids are better adjusted, better self-esteem & family relationships
  - kids are as well-adjusted as those in non-divorced families.

• *Long Term Effects:*

- Modestly lower levels of cognitive, emotional & social well-being
- Increased antisocial behavior & difficulty with authority among adolescents
- 25% of kids from divorce enter adulthood with serious social, emotional or psychological problems, as opposed to 10% of kids from married parents.
- As adults → Lower SES
  - lower psychological well-being
  - poorer quality marriages, more likely to divorce themselves
  - increased tension with own children

**Living in a One-Parent Family**

- Result from divorce, separation, unwed parenthood or death
- Children tend to lag behind peers from two-parent families on a social and educational level
- If one parent died the kids are behind two-parent kids, but ahead of divorce or unwed-mom kids
- Children living with single parents are exposed to various stresses:
  - Tend to be economically disadvantaged
  - Because of parents economic struggles, kids receive poorer parenting
  - Moving to new neighbourhood & changing school

- Things that impact the level of negative influence:
  - Child's age & level of development
  - Family's financial circumstances
  - Nonresidential father's involvement
- Potential risks can be eliminated by access to economic, social, educational & parental support. Supportive family policies make a difference

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### **Living in a Cohabiting Family**

- Parents tend to be more disadvantaged than married parents. Have less income & education, poorer relationships & more mental health problems.
- Children thus show worse emotional, behavioral & academic outcomes.
  - mostly due to differences in economic resources, parental well-being and parenting effectiveness
- Cohabiting families are more likely to break up

### **Living in a Stepfamily**

- 15% of US kids live in blended families
- Loyalty to an absent or dead parent can prevent attachment

- Boys tend to benefit more from having a stepfather
- Remarried/cohabiting mothers → gentler discipline & closer relationships, but less supervision than single moms
- College students from blended families → report less well being, and less remembered attachment.

### **Living with Gay or Lesbian Parents**

- No consistent difference between homosexual & heterosexual parents regarding emotional health, parenting skills & attitudes
- Children are not more likely to have emotional, social, academic or psychological problems
- Children are more likely to be teased, and do tend to hide info about their parents

### **Adoptive Families**

- Adoption is found in all cultures throughout history
- 60% of legal adoptions are by stepparents or relatives
- Open adoptions → parties share information or have direct contact  
→ presumed risks are overstated
- Adoptive parents invest just as much energy as bio-parents
- Cognitively adoption is usually beneficial → IQ scores equal adoptive siblings

### **Living with Grandparents**

- A growing number of grandparents are their grandchildren's sole/primary caregiver

- Age difference can become a barrier → both parties can feel cheated out of traditional

roles

→ aging grandparents may lack stamina to keep up with a young child

- Grandparents who do not become foster parents or gain custody have no legal status → Many practical problems, from gaining access to academic records & enrolling the child in school, to getting medical insurance.

## **SIBLING RELATIONSHIPS**

In industrialized countries → parents don't want to burden older siblings with care of younger siblings

- Most changes in sibling relationships occur when one of the children are between ages 7 - 9 → New friendships outside the home are formed
- Sibling relationships teach conflict resolution skills
- Same-sex siblings most likely to quarrel
- Younger siblings are more influenced by older siblings, older siblings are more influenced by the parents
- Indirect influence in that experiences with the first child create expectations of the second child
- Quality of the parent-child relationship tends to be reflected in the sibling relationships

## **THE CHILD IN THE PEER GROUP**

- In Middle childhood → Peer group becomes NB
- Groups → form naturally among children who live near each other, or go to school together
  - Often consists of kids with same racial origin and similar SES.
  - Also usually same-sex

## **POSITIVE & NEGATIVE EFFECTS OF PEER RELATIONS**

- Benefits of doing things with peers:
  - Develop skills needed for sociability & intimacy
  - Gain a sense of belonging & identity
  - Motivated to achieve
  - Learn leadership and communication skills, roles and rules
  - A space to make independent judgments
  - Gauge own abilities & get a clearer sense of self-efficacy
  - Offers emotional security
  - NB for kids to learn they are not alone in harbouring thoughts that might offend an adult.

- Negative effects of the peer group:

- Peer groups tend to reinforce prejudice
- can foster antisocial tendencies (shoplifting/ doing drugs)

## **GENDER DIFFERENCES IN PEER-GROUP RELATIONS**

- Girls :

- More intimate conversations with pro-social interaction and shared confidences
- More likely to engage in cross-gender activities
- Seek social connections, and are sensitive to others' distress
- More likely to worry about relationships, express emotions and seek emotional support

- Boys:

- More rough & tumble, physical, competitive play
- More gender-typed activities
- Play in large groups with well-defined leadership hierarchies
- Receive less emotional support than girls
- Need more space and activity to develop physically

## POPULARITY

- Popularity becomes more important in middle childhood
- Sociometric Popularity
  - Ask kids who they like. (Real popularity)
  - 5 peer status groups::
    1. Popular → Many positive nominations
    2. Rejected → Many negative nominations
    3. Controversial → Many positive and negative nominations
    4. Neglected → Few nominations either way
    5. Average
  - Sociometrically popular kids :
    - have good cognitive abilities
    - good at solving social problems
    - help other kids, kind, trustworthy, cooperative, loyal
    - Assertive without being disruptive or aggressive
  - Authoritative parents have more popular kids
- Perceived popularity:
  - Ask kids who other kids like best/least
  - High status, May be dominant, arrogant and aggressive
  - Are usually attractive & have athletic ability
- Unpopular kids → Many reasons from hyperactivity to withdrawn personality

- Often insensitive & don't adapt well
- Some expect not to be liked & this becomes a self-fulfilling prophecy
- Kids with authoritarian parents are often mean with other kids
- Boys tend to have more problems than girls
- Sociability and cooperativeness are liked
- Aggression associated with rejection
- Difference between Chinese & Western culture in the social acceptance of shy, sensitive kids

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## **FRIENDSHIP**

- Children look for friends who are like them in age, sex, ethnicity and interests
- Unpopular kids → also make friends
  - Find friends who are younger, also unpopular or kids in a different class or school.
- Friendship → teaches conflict resolution and cooperation
  - help children feel good about themselves
- Concept of friendship change with age
- Kids distinguish between “best friends” “good friends” and “casual friends”
- Generally have 3-5 best friends, but only play with one or two at a time
- Girls have less friendships of a higher quality

- Selmans stages of Friendship:

|         |                                                          |          |                        |
|---------|----------------------------------------------------------|----------|------------------------|
| Stage 0 | Momentary playmateship                                   | age 3-7  | Undifferentiated Level |
| Stage 1 | One-Way Assistance                                       | age 4-9  | Unilateral level       |
|         | (a good friend dos what the kid wants them to do)        |          |                        |
| Stage 2 | Two-way, Fairweather                                     | age 6-12 | Reciprocal level       |
|         | cooperation                                              |          |                        |
|         | (serves many separate self-interests,                    |          |                        |
|         | rather than the common interest of the 2 friends)        |          |                        |
| Stage 3 | Intimate, mutually shared                                | age 9-15 | Mutual Level           |
|         | relationships                                            |          |                        |
|         | (Friendship is viewed as an ongoing, systematic,         |          |                        |
|         | committed relationship                                   |          |                        |
|         | friends often become possessive & demand exclusivity)    |          |                        |
| Stage 4 | Autonomous                                               | From 12  | Interdependent Stage   |
|         | Interdependence                                          |          |                        |
|         | (Respect each others' needs for dependency AND autonomy) |          |                        |

## **AGGRESSION AND BULLYING**

- Kids become less aggressive as they become less egocentric & more able to see another persons' POV, esp after age 6/7
- Instrumental aggression → Decreases rapidly
- Hostile aggression → intended to hurt another
  - Increases proportionally
- Highly aggressive kid egg each other on to antisocial acts
- Some kids don't learn to control physical aggression → tend to have social & psychological problems

## **Gender Differences in Aggression**

- Boys → More physically aggressive
  - More aggressive as a group forms & status is determined, once status is achieved, they reconcile
- Girs → More relational/social aggression
  - More preoccupation with relationships mean that consequences of relational aggression is more severe
  - Seek status through manipulative means
- Physical aggression → Becomes more accepted in pre-adolescence
- Social aggression → reinforced in high school

Some of the most popular kids are aggressive

## **Types of Aggression and Social Information Processing**

- Children might act aggressively because of how they process social information
  - What features of the social environment they notice, and how they interpret what they see.
- Instrumental Aggression → Proactive aggression
  - Force is seen as an effective way to get what you want
  - Act deliberately, not out of anger
  - Act aggressive because they expect to be rewarded
  - Aggressive behavior will stop when it stops being effective
- Hostile Aggression → Reactive
  - Kids have a hostile attribution bias
  - act out of retribution or self-defense
- Hostile attribution bias → Believe others act out of hostility
  - Esp rejected kids and those exposed to harsh parenting
  - More common between age 6 & 12

## **Does Media Violence Stimulate Aggression?**

- Children spend more time on entertainment media than any other activity besides school
- High proportion of time → Images they see can become primary role models
- Children see both heroes & villains achieving their goals through violence

- Time spent with electronic entertainment = time not spent with friends
- Children imitate filmed models even more than real ones
- Influence is stronger if → Child believes the violence is real
  - identifies with the violent character & finds him/her attractive
  - Watches without parental supervision/ intervention
  - Aggressive kids are influenced more
  - Influence is stronger on school-age kids than younger ones

### **Bullies and Victims**

- Bullying → Aggression that is deliberately and persistently directed against a particular target
  - Can be physical or psychological
- Patterns of bullying & victimhood begin pre school, peak during transition to middle school
- Likelihood of being bullied decreases with time as victims learn to discourage bullying

Bullies & Victims → Both tend to be disliked

- Both have psychological problems
- Both tend to be overweight

- Bullies → Aggressive, impulsive, hostile, domineering, antisocial, uncooperative
  - Claim to make friends easily
  - Claim to be provoked (hostile attribution bias)
  - Increased risk of delinquency, alcohol abuse & crime
- Victims → Do not fit in
  - Anxious, depressed, cautious, quiet, submissive, cry easily
  - OR argumentative & provocative
  - few friends, and may have harsh, punitive family environments
  - Low self-esteem, males tend to be physically weak
  - Can develop problems such as hyperactivity, aggression or depression

## **MENTAL HEALTH**

- At least 1 in 10 kids have a diagnosed mental illness severe enough to cause some impairment
- Half of all cases of mental disorders begin before age 14

## **STRESS & RESILIENCE**

### **Stresses of Modern Life**

- Pressures of modern life demand too much from children:
  - Must succeed in school, compete in sports, & *meet parents' emotional needs*
  - Exposed to adult problems in life and on television, know about sex & violence

- Many have to move frequently, and shoulder adult responsibilities
- Tightly scheduled pace of life
- Anxiety and fearfulness have increased among kids, especially poorer kids
- Children are more susceptible to psychological harm from traumatic events
  - Younger kids focus on consequences
  - Older kids worry more about causes and underlying forces
  - Man-caused disasters have more impact than natural ones, & exposure to news coverage worsen effects

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- Reaction to trauma occur in two stages:
    1. Fright, disbelief, denial and relief if their relatives are unharmed
    2. Days or weeks later → developmental regression
      - emotional distress
      - pessimism and play related to the event
- if symptoms last more than one month help is needed

### **Coping with Stress: The Resilient Child**

- Weather circumstances that might blight others,
- Maintain their composure and competence under challenge or threat.
- Recover from traumatic events.
- Protective Factors:

- Family relationships → Strong bond with at least one supportive parent
- Cognitive Functioning → resilient kids tend to have high IQ's
- Temperament → adaptable, friendly, well-liked, independent
  - Competent, creative, high self-esteem
  - Can regulate their emotions by shifting their attention
- Compensating Experiences → Good school life can make up for bad home life
- Reduced Risk → Kids who have been exposed to just one risk factor fare better than those who have been exposed to multiple factors

### **Characteristics of Resilient Children & Adolescents:**

Individual → Good intellectual Functioning

- Appealing, sociable, easygoing disposition
- Self-efficacy, self-confidence, high self esteem
- Talents & Faith

Family → Close relationship to caring parent figure

- Authoritative parenting: Warm structure & high expectations
- Socioeconomic advantages
- Connections to extended supportive family networks

Extrafamilial Context → Bonds to prosocial adults outside the family

- Connections to prosocial organizations & effective schools

# CHAPTER 15

## PHYSICAL DEVELOPMENT AND HEALTH IN ADOLESCENCE

### PUBERTY: THE END OF CHILDHOOD

#### HOW PUBERTY BEGINS: HORMONAL CHANGES

- Puberty → Results from heightened production of sex-related hormones
  - occurs in 2 phases : Adrenarche & Gonadarche
- Adrenarche → Maturing of adrenal glands
  - Begins age 7/8
  - Adrenal glands above kidneys begin to secrete gradually increasing levels of androgens, principally DHEA
- Gonadarche → Second burst of DHEA production triggered by maturing of the sex organs.
  - Girls - Ovaries outputs more estrogen
    - estrogen stimulates growth of female genitals & breasts
    - + pubic & underarm hair
  - testosterone influences growth of clitoris, bones and pubic & underarm hair.

- Boys - Testes increase manufacture of androgens, esp testosterone
  - testosterone stimulates growth of male genitals,
  - + muscle mass and body hair

- DHEA → dehydroepianosterone

- growth of pubic, axillary & facial hair
  - + faster body growth, oilier skin & body odor
- At age 10 levels are 10x what they were at ages 1-4
- Rises to adult levels during gonadarche

- Most people recall earliest sexual attraction at age 9/10

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- Timing seems to depend on reaching a critical amount of body fat necessary for reproduction

∴ girls with higher percentage body fat in early childhood/

those who experience unusual weight gain between age 5 - 9

- earlier pubertal development.

- Leptin → Hormone having a role in overweight

- Seems to trigger the onset of puberty by signaling to the brain that enough body fat has accumulated.

- Accumulation in the bloodstream stimulates the *hypothalamus*

to signal the *pituitary gland*

which signals the *sex glands*

to increase *hormone production*.

- GPR54 → A gene on chromosome 19

→ Essential for this development.

- Heightened emotionality → Distress & hostility + depression in girls

→ tends to rise as puberty progresses

→ Attributed by some to hormonal developments

BUT sex, age, temperament & timing of puberty can moderate or override hormonal influences.

## THE ADOLESCENT GROWTH SPURT

- A rapid increase in height, weight and muscle & bone growth.
  - Sexual maturity is reached soon after it's end.
  - Typically lasts about 2 years
  - Girls → Growth spurt begins betw 9½ & 14½ , usually age 10
    - Reach full height about age 15
    - Pelvis widens & layers of fat accumulates (twice as fast as for boys)
    - Growth spurt 2 years before boys
- ∴ girls age 11 - 13 tend to be taller, heavier & stronger than male peers

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- Boys → Between age 10½ and 16, usually age 12/13

→ Reach full height at about age 17

→ Become larger over all: Shoulders wider,

Legs longer relative to trunk,

Forearms longer relative to upper arms

- Teenage gawkiness → result of uneven growth, so part of the body might be temporarily out of proportion.

## **PSYCHOLOGICAL EFFECTS OF EARLY AND LATE MATURATION**

- Timing of maturation tends to predict adolescent mental health + health-related behaviors in adulthood.
- Research on early-maturing boys → Mixed results:
  - Some → boys like to mature early
    - those who do gain self-esteem
    - more poised, relaxed good natured, popular & less impulsive.
    - More cognitively advanced
  - Others → More anxious or aggressive
    - more worried about being liked
    - more cautious & reliant on others
    - more bound by rules & routines.
  - May have trouble living up to expectations that they will act as mature as they look.

- Late maturing boys → feel more inadequate, self-conscious, rejected & dominated

- are more dependent, aggressive, insecure or depressed

- more conflict w/ parents and trouble in school

- poorer social & coping skills.

- Girls → prefer to have timing same as their peers

- Early → Less sociable, expressive & poised

- More introverted & shy

- More negative about menarche

- might feel rushed into pressures of adolescence before they are ready.

- ∴ more vulnerable to psychological distress

- More likely to associate w/ antisocial peers

- Poor body image & lower self-esteem

- increased risk of - anxiety & depression & attempted suicide

- disruptive behavior

- early smoking, drinking & substance abuse

- precocious sexual activity & early pregnancy

(less true of girls w/ no history of problem behavior)

- Early maturing girls & boys both more vulnerable to risky behavior and influence of deviant peers.
- Effects of pubertal timing depends on how the individual and those in his/her world interpret the accompanying changes.
- Effects of early or late maturation more likely to be negative if:
  - Individual is much more/less developed than peers
  - if they do not see the changes as advantageous
  - if several stressful events occur at the same time
- Contextual factors:
  - African American & Hispanic girls → Late maturers less satisfied w/ their bodies
  - Asian American & European American girls → timing doesn't affect body image
  - Early maturing girls have more issues in mixed-gender schools than all-girl schools, as well as in disadvantaged urban communities than rural or middle-class urban communities.

## **CHAPTER 16**

### **COGNITIVE DEVELOPMENT IN ADOLESCENCE**

#### **ASPECTS OF COGNITIVE MATURATION**

- Speed of information processing continues to increase, if not as dramatically as during middle childhood.

#### **PIAGET'S STAGE OF FORMAL OPERATIONS**

- Highest level of cognitive development
- When the capacity for abstract thought develops
- Usually around age 11
- New, more flexible way to manipulate information:
  - No longer limited to here & now
  - Can use symbols for symbols → Algebra & calculus
  - Better understanding of metaphor & allegory
  - Can think in terms of what might be, not just what is
  - Can imagine possibilities and form & test hypotheses
  - Can integrate what they have learned in the past  
with the challenges of the present  
& make plans for the future.

## **Hypothetical-Deductive Reasoning (see p445 for pendulum-example)**

- Can develop a hypothesis and design an experiment to test it.
- Can consider all imagined hypotheses and examine them one by one to eliminate the false and arrive at the true
- Provides a tool to solve problems
- Shift to formal reasoning:
  - Brought about by a combination of brain maturation and environmental opportunities.
  - Schooling & culture play a role
- Formal reasoning → (Hypothetical-deductive reasoning)
  - a learned ability
  - Not equally necessary or equally valued in all cultures.
  - Knowing what questions to ask & what strategies to use is key

## **Evaluating Piaget's Theory**

- Adolescents → do think more abstractly,  
  
BUT there is debate about when this advance occurs.
- Piaget → Has examples of younger children employing scientific thinking
  - Seems to have overestimated older children's abilities
    - └ 1/3 to 1/2 of late adolescents & adults are incapable of abstract thought as

Piaget defined it.

└ Those who are capable, don't always use it

→ Earlier writings pay little attention to individual differences/

variation in one child's performance on different kinds of tasks

social or cultural influences

→ Later came to view his earlier model as flawed because it failed to capture the *role of the situation* in influencing & constraining children's thinking.

- View of formal operations as the apex of thought too narrow.

- Does not adequately consider cognitive advances in fields such as:

  - Information-processing capacity

    - accumulation of knowledge & expertise in specific fields

    - role of metacognition

- Metacognition → Monitoring of own mental processes & strategies

  - Ability to manage one's own mental processes

  - Enhanced executive function

  - May be chief advance of adolescent thought

  - result of changes in adolescent brain

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- Neo-Piagetian research → Adolescent thought processes are more flexible & varied

  - Type of thinking used is closely tied to:

- what is being thought about
- the context of a problem
- what kinds of info & thought a culture considers important

## **ELKIND: IMMATURE CHARACTERISTICS OF ADOLESCENT THOUGHT**

- Due to inexperience in using formal operational thought
- Immaturity of thinking manifests in at least 6 characteristic ways:

*1. Idealism & Criticalness* - Become aware of shortcomings of real world compared to an ideal world they can now envision

- Hold adults responsible for the world as it is
- Convinced they can do a better job
- Super-conscious of hypocrisy + new verbal skill
- = frequently finding fault with parents & authority figures

*2. Argumentativeness* - Looking for opportunities to try out new reasoning skills

- Become argumentative as they defend their point of view.

*3. Indecisiveness* - Can keep many alternatives in mind

BUT lack effective strategies to choose among them

*4. Apparent Hypocrisy* - Can't understand the difference between expressing an ideal & making the sacrifices to live up to it.

*5. Self-Consciousness* - Preoccupied with self, and assumes everyone else is too

- Imaginary Audience:

- A conceptualized “observer” who is as concerned with the young persons thoughts and behavior as he is.
- Strongest in early teens, but persists into adult life

#### *6. Specialness & Invulnerability*- Personal Fable

- Belief that they are special, unique and not subject to the rules that govern the rest of the world.
- Special form of egocentrism (also persists into adulthood)
- Underlies much risky, self-destructive behavior
- Concepts of imaginary audience & personal fable → Widely accepted  
     BUT little research supports them as distinctive of adolescence  
     → May be related to specific social experiences rather than universal features
- Some adolescents see themselves as more vulnerable than college students
- Adolescents from dangerous neighborhoods convinced they will die early  
     (esp those who engage in risky behavior)

### **CHANGES IN INFORMATION PROCESSING IN ADOLESCENCE**

- Maturation of Frontal Lobes → reflected in the way adolescents process info.
- Which neurological connections whither & which become strengthened is highly susceptible to experience  
     ∴ progress in cognitive processing varies greatly between individuals.
- 2 Broad categories of measurable change in information processing:

## Structural change & functional Change

### Structural Change

- Includes :
  - growth of information-processing capacity
  - increase in amount of knowledge stored in the long-term memory.
- Capacity of working memory → Enlarges rapidly in middle childhood
  - may continue to increase in adolescence
  - Enables older adolescents to deal with complex problems/  
decisions involving multiple pieces of information.
- Information stored in long-term memory can be:
  - *Declarative* Knowledge → Facts/ “knowing that”
    - Acquired factual knowledge stored in LTM
  - *Procedural* Knowledge → Skills/ “knowing how to...”
    - Acquired skills stored in Long Term Memory
  - *Conceptual* knowledge → Understanding/”knowing why”
    - Acquired interpretive understandings

### Functional Change (experiments on p451)

- Functional aspects of cognition = Processes for obtaining, handling & retaining info
  - such as → learning, remembering and reasoning

(all of which improve during adolescence)

- NB Functional changes → continued increase in processing speed  
→ further development of executive function
- Executive function includes → selective attention  
→ decision making  
→ inhibitory control of impulsive responses  
→ management of working memory

(these develop at varying rates)

- Each process matures independently, but aids in development of the others.
- Improvements observed in laboratory doesn't necessarily carry over to real life:
  - Many older adolescents make poorer real-world decisions than younger kids
  - In the real world behavior also depends on motivation and emotion regulation

## **MORAL DEVELOPMENT**

- Higher cognitive levels enable more complex moral reasoning
- Tendency to altruism & empathy increase
- Adolescents are better able to → Take another person's perspective  
→ Solve social problems  
→ Deal with interpersonal relationships  
→ See themselves as social beings

└ All these foster moral development

## KOHLBERG'S THEORY OF MORAL REASONING

- Kohlberg presents a group of people with moral dilemmas, and asks them to justify their answers. It is the reasoning behind the answer, and not the answer itself that determines what level the moral reasoning falls under.
- The way people look at moral issues reflects cognitive development

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### Kohlberg's Levels and Stages

|                                                                                              |                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1</b> Preconventional Morality                                                      | People act under external controls<br><br>Obey rules to avoid punishment or reap rewards.<br><br>Act from self-interest<br><br>Age 4-10                          |
| <b>Level 2</b> Conventional Morality<br><br>(or Morality of Conventional Role Conformity)    | Internalized the standards of authority figures<br><br>Concerned about being “good”, pleasing others<br><br>Maintaining social order.<br><br>After age 10        |
| <b>Level 3</b> Postconventional Morality<br><br>(or Morality of Autonomous Moral Principles) | Recognize conflicts between moral standards<br><br>Make judgment on principles of right, fairness, justice.<br><br>Early adolescence, young adulthood, or never. |

- Later added → Transitional level between Levels 2 & 3:
  - When people no longer feel bound by society's moral standards, but have not yet developed their own principles of justice
  - Base their moral decisions on personal feelings
 → A 7<sup>th</sup> "Cosmic" stage:
  - People consider effect of their actions on the universe as a whole, not just on other people.
- Also doubted validity of stage 6, because so few people seem to attain it.
- Some adolescents & adults remain on Level1
- Most adolescents and adults remain on level2, stage 3
- Recognizing the relativity of moral standards is essential to reach Level3 Morality
- Adolescents often show a period of disequilibrium when advancing from one stage to another → Can fall back on ethical systems other than Kohlberg's "justice" (Eg religion)

**Level1: *Preconventional Morality:***

- **Stage 1** → *Orientation toward punishment & obedience*
  - Obey rules to avoid punishment
  - Ignore motive, & focus on physical form or consequences of an act

○ **Stage 2** → *Instrumental Purpose and Exchange*

→ Conform to rules out of self-interest

& consideration of what others can do for them

→ Look at an act in terms of the human needs it meets, & differentiates this value from its physical form or consequences.

**Level 2: *Conventional Morality (Morality of conventional Role Conformity)***

○ **Stage 3** → *Maintaining Mutual Relations, Approval of Others, the Golden Rule*

→ Children want to please and help others

→ Can judge intentions of others & develop ideas of what a good person is

→ Evaluate an act according to the motive & considers circumstances.

○ **Stage 4** → *Social Concern and Conscience*

→ “what if everyone did it?”

→ Concerned w/ doing duty, respect for authority & maintaining the social order,

→ An act which violates a rule & harms others is always considered

wrong,

regardless of motive or circumstances.

**Level 3: *Postconventional Morality (Morality of autonomous Principles)***

○ **Stage 5** → *Morality of Contract, of Individual Rights & Democratically accepted law*

→ People think in rational terms

→ Value the will of the majority & welfare of society

→ These values are best supported by adherence to the law

→ Law and human need sometimes conflict, but it's better for society in the long run if you obey the law.

◦ **Stage 6** → *Morality of Universal Ethical Principles*

→ People do what they as individuals think is right, regardless of legal restrictions or opinions of others.

→ Act in accordance with internalized standards, knowing they would condemn themselves if they did not.

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## **Evaluating Kohlberg's Theory**

- Kohlberg → Built on Piaget

- Inaugurated a shift in how we view moral development

- Morality no longer viewed solely as attainment of control over self-gratifying impulses.

- Now attention is given to how people base moral judgment on their growing understanding of the social world

- Initial research supported Kohlberg's theory

- Later research → Suggests some kids can reason flexibly about moral issues at age 6

- Cognitive development → Does not always result in moral envelopment

- Is necessary but not sufficient

- ∴ other processes must be at work

- Not always a correlation between moral reasoning and moral behavior

∴ people at postconventional levels don't necessarily act more morally

- Moral behavior motivated → Not only by concern for justice

→ Also by empathy, guilt, distress

and the internalization of prosocial norms.

- Moral behavior also influenced by → Specific situations

→ Concern for others

→ Conceptions of virtue

BUT Teenagers with advanced moral reasoning → Do tend to be more moral

as well as better adjusted and higher in social competence.

- Practical Problem → Time-consuming testing procedures.

- DIT → Defining issues test

→ An alternative testing method

→ Students rank a list of statements rather than formulate their own answers

→ Tends to overestimate the degree of moral development.

## CHAPTER 17

### PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE

## THE SEARCH FOR IDENTITY

- Identity = A coherent conception of the self,  
made up of goals, values and beliefs to which the person is solidly committed.  
(according to Erikson)

## ERIKSON: IDENTITY VS IDENTITY CONFUSION

- Chief task of adolescence → Confronting the crises of identity vs identity confusion  
→ So as to become a unique adult with a  
coherent sense of self and a valued role in society.
- Identity forms as 3 issues are resolved → Choice of an occupation  
→ Adoption of values  
→ Developing a sexual identity
- Adolescents must find constructive ways to use the skills they learned in middle childhood.
- If opportunities are limited, adolescents may engage in destructive behavior.
- Psychosocial moratorium:
  - Time-out period that adolescence provides
  - Allows young people to search for commitments to which they can be faithful.
  - Protected period necessary to build a stable, inner-directed self.

○ Today many adolescents have a premature adulthood thrust upon them & don't

get this time-out (Elkind)

- Fidelity → The virtue/strength of resolving the identity crisis satisfactorily
  - Sustained loyalty, faith or a sense of belonging
  - Can also mean identification with a set of values, ideology, religion, political movement, creative pursuit or ethnic group
  - An extension of trust: Must now become trustworthy
  
- Adolescents extend trust to mentors/loved ones,  
& clarifies a tentative identity by seeing it reflected in the eyes of the beloved.
  
- Adolescent intimacy involves less compromise, sacrifice & commitment than mature intimacy.
  
- Prime danger of this stage (according to Erikson) = Identity/role confusion
  - Can greatly delay reaching psychological adulthood
  - Some degree of confusion is normal, & accounts for teenage self consciousness and chaotic behavior.
  
- Cliquishness & intolerance → Hallmarks of adolescence
  - defenses against identity confusion
  
- Erikson describes male identity development as the norm
  - Men are only capable of real intimacy once they have established their identity

- Women define themselves through marriage and motherhood  
develop an identity through intimacy, not before it.

## **MARCIA: IDENTITY STATUS - CRISES AND COMMITMENT**

- Marcia → Used 30 minute, semi-structured identity-status interviews
  - Determined 4 different identity statuses
  - Found relationships between identity status &  
anxiety, self esteem,  
moral reasoning  
patterns of behavior.
- Identity status is differentiated according to presence or absence of Crises & commitment, the 2 elements Erikson saw as crucial to formation of identity.
- Crisis = A period of conscious decision making related to identity formation.
- Commitment = A personal investment in an occupation or belief system
- The 4 categories → Not stages
  - represent the status of identity development at a particular time

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### **• *Identity Achievement.***

- Crisis leading to commitment

- A commitment to choices made following a crisis
  - a period spent in exploring alternatives.
- People in this category are more mature & socially competent
- Sense of humor, functions well under stress, capable of intimate relationships, holds to standards while being open to new ideas.

• *Foreclosure:*

- Commitment without crises
- Someone is committed, without ever having considered alternatives
- (committed to someone else's plans)
- Happy & self-assured, even msug & self-satisfied
  - becomes dogmatic when opinions are questioned
  - Close family ties, obedient & tends to follow a powerful leader.

• *Moratorium:*

- Crises with no commitment yet
- Person is considering alternatives, and seems headed for commitment

• *Identity Diffusion:*

- No commitment, No crises
- Absence of commitment and lack of serious consideration of alternatives.
- Unsure & uncooperative, often unhappy & lonely

*SEE TABLE 17-2 ON PAGE 471*

## **SEXUAL RISK TAKING**

- Biggest concerns about adolescent sexual activity = STD's & pregnancy
- Most at risk → Young people who start sexual activity early
  - Have multiple partners
  - Have inadequate info/ misinformation about sex
- Other Risk Factors → Socioeconomically disadvantaged community
  - Substance abuse
  - Antisocial behavior
  - Association with delinquent peers.
- Parental monitoring → Can reduce risk
- Factors in adolescents becoming sexually active at an early age:

- Early puberty
  - Poverty
  - Poor school performance
  - Lack of academic and career goals
  - History of sexual abuse or parental neglect
  - Cultural or family patterns of early sexual experience
  - Absence of a father, esp early in life is a strong factor
  - Influences that delays onset of sexual activity:
    - Close relationship with mother
    - Perception that the mother would disapprove
    - Religious or moral values
    - Fear of pregnancy
  - Peer Group Norms = One of the most powerful influences
    - One third of 15-17 year olds say they have experienced pressure to have sex
  - As awareness of risks increase, percentage of those who have ever had intercourse declined
- BUT noncoital forms of genital sexual activity is common

## **TEENAGE PREGNANCY AND CHILDBEARING**

- Pregnant teenagers → Often impoverished, poorly educated, use drugs
  - Do not eat properly, don't gain enough weight,

- Get inadequate or no prenatal care
- Their babies → Often premature or dangerously small
  - Heightened risk of birth complications
    - Late fetal, neonatal or infant death
    - Health & academic problems
    - Developmental disabilities that may continue into adolescence
- More affluent teenage mothers → Also tend to have low-birth weight babies
  - Biological disadvantage of being born to a still-growing person whose own body may be competing for nutrients.

## **RELATIONSHIPS WITH FAMILY AND PEERS**

- Age becomes a powerful bonding agent in adolescence

BUT - like a toddler, the relationship with the parents provide a secure base from which to explore

## **IS ADOLESCENT REBELLION A MYTH?**

- Only 1 in 5 teenagers fit the pattern of stereotypical adolescent rebellion
- G. Stanley Hall → Formulated the first formal theory on adolescence

→ “storm and stress”

due to efforts to adjust to changing bodies and immanent demands of adulthood will result in inter-generational conflict.

- Sigmund & Anna Freud → Described this “storm and stress” as universal & inevitable.
  - Due to resurgence of earlier sexual drives towards parents.
- Margaret Mead → Found that such a rebellion is absent in cultures that provide a gradual, serene transition from childhood to adulthood.
- Most adolescents → Feel close to and positive about their parents
  - Share their parent’s opinions about major issues
  - Value their parent’s approval
- Two-parent homes with a positive family atmosphere usually produces an easy transition.
- HOWEVER → Adolescence can still be a tough time:
  - Family conflict, depression and risky behavior is more common
  - Negative emotionality and mood swings most intense during early adolescence

## **CHANGING TIME USE AND CHANGING RELATIONSHIPS**

- Amount of time US adolescents spend with their families decline dramatically between
  - ages 10 & 18 → From 35% to 14% of waking hours
- Disengagement → Not rejection of family, but response to developmental needs
- Early adolescents → need to withdraw more.
  - Need time alone to step back from social demands, regain emotional stability

& reflect on identity issues.

- Cultural Variations → Reflect varying cultural needs, values & practices
  - Tribal/peasant societies → Youth have much less time to socialize with peers
  - Korea/Japan → pressures of school & family are strong
    - Teenagers prefer passive pursuits
  - India → Family-centered culture
    - Kids spend more time with family & enjoy family time more
    - Adolescence is a time to integrate more with the family, not separate from it.
    - Similar findings for Morocco, Bangladesh, Indonesia & Argentina
- US Teens → Have more discretionary time, spends it with peers
  - increasingly of opposite sex.
    - Black teenagers - Maintain closer family relationships & less intimate peer relationships.
    - Mexican-American Boys - Become closer to parents in adolescence
    - Chinese-American - need to adapt in US conflicts with pull of traditional family obligations.

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## **ADOLESCENTS & PARENTS**

- Adolescents → Experience tension between dependency & need to break away

- Parents → Experience tension between giving enough independence  
& protecting kids against immature lapses in judgment.
- Tensions → Lead to family conflict
- Relationships are influenced by → Parenting style  
→ Parent's life situation
- Effective parental monitoring depends on disclosure from teenagers

## **Family Conflict and Individuation**

- Individuation → Adolescents' struggle for autonomy, differentiation & personal identity  
→ NB aspect = the creation of boundaries of control between self & others.  
→ A Symptom of this may be the intensity of conflicts over mundane matters.
- Most arguments → Concerns everyday matters rather than issues of health & safety or  
right & wrong.
- Conflict → Most frequent during early adolescence  
(may reflect strains of puberty+need to assert the self)  
→ Most intense during Middle adolescence  
(may reflect the emotional stress of greater independence)

→ Reduced conflict in late adolescence

may signify adjustment to the changes of teenage years

+ renegotiation of the balance of authority between parent and teenager)

- Level of family discord → Influenced by family atmosphere

- Conflict declines in warm, supportive families

- Conflict escalates in hostile, coercive or critical families.

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## **Parenting Styles & Parental Authority**

- Authoritative parenting:

- Foster healthy development & bolsters self-image

- Showing disappointment in misbehavior is more effective than punishment

- Insists on important rules, norms & values

- BUT are willing to listen, explain and negotiate

- Exercise proper behavioral control (Control over conduct)

- but not psychological control (over child's feelings, beliefs & sense of self)

- Authoritarian parenting:

- Overly strict

- May lead to teenager rejecting parental influence,

- seeking peer approval at any cost.

- Emotional health suffers more from perceived attempts at psychological control than behavioral control
- Parents who are firm in enforcing rules have teens with more self-discipline & fewer behavioral problems than more permissive parents.
- Granting more autonomy leads to more self-confidence and academic & social competence
- Problems arise when parents overstep what adolescents perceive as appropriate bounds of legitimate parental authority.

### **Parental Monitoring & Adolescent's Self-Disclosure**

- From most to least subject to disclosure: (According to both parents and teens)
  1. Prudential Behavior → related to health & safety
    - eg smoking, drinking & drug use
  2. Moral issues → eg lying
  3. Conventional issues → eg bad manners or swearing
  4. Multifaceted issues → Borderline between personal and one of the others
    - eg seeing an R-rated movie
  5. Personal Issues → How the teenager spends his time & money
    - (Least subject to disclosure)
- For each type parents expected more disclosure than teenagers provided
- This discrepancy diminishes over time as parents modify their expectations

- Teenagers disclose more when:
  - Parents maintain a warm, responsive family atmosphere
  - Adolescents are encouraged to speak openly
  - Parents provide clear expectations without being overtly controlling
- Adolescents, esp girls → Tend to be closer to their mothers

### **Family Structure and Family Atmosphere**

- Changes in marital distress/conflict → reflected in changes in adolescent's adjustment
- Adolescents whose parents later divorce show more academic, psychological & behavioral problems before the divorce than those whose parents end up not getting divorced.
- Those living with their continuously married parents show significantly less problems
- Father Involvement → Very NB factor
  - High-quality involvement from non-resident father helps a lot
- Cohabiting parents → More behavioral & emotional problems than in married families
  - If one parent is not biological - school engagement suffers as well
  - Unlike for younger kids, these effects are independent of economic resources, parental well-being or effectiveness of parenting.
  - ∴ parental cohabitation itself might be troubling for teens
- Studies on single mothers → found no negative effect on school performance

& no greater risk of problem behavior

→ More Nb is mother's educational level & ability, income & quality of home environment.

∴ Negative effects of single-parenting can be offset by positive factors

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## **PEERS AND FRIENDS**

- Peer group:

- Source of emotional support, as well as pressure
- Source of affection, understanding, sympathy & moral guidance
- Place for experimentation
- A setting for achieving autonomy & independence from parents
- Place to form intimate relationships as rehearsals for adult intimacy

- Influence of peers → Peak at age 12/13, then declines

- Age 13/14 → Popular adolescents may engage in mildly antisocial behaviors to demonstrate their independence from parental rules

- In a study of age, peers and risk-taking:

- Younger participants more likely to take risks

- All age groups take more risks when others are present than when alone

but younger participants even more so

- Dyadic interactions → one-on-one

- Most interactions in childhood

- Larger groupings start to form in middle childhood

- Cliques → Structured groups of friends who do things together

- Becomes more important as children move into adolescence

- Crowds → Normally don't exist before adolescence

- Larger type of social grouping

- Based on reputation, image or identity rather than personal interaction

- Crowd membership is a social construction, a set of labels by which

young

people divide the social map

Bases on neighborhood, ethnicity, socioeconomic status or other factors

- All three levels of peer groupings may exist simultaneously, and membership may overlap

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## **Friendships**

- Intensity & importance of friendships, as well as time spent with friends

- Greater during adolescence than at any other life phase
  - Friendships become → More reciprocal, equal & stable
  - Adolescents choose friends who:
    - Like them in gender, race & other aspects
    - Similar academic attitudes & levels of drug use
  - Friends can influence each other towards prosocial or delinquent behavior
- BUT a study which took selection effect into account found friends have little influence on each other's binge drinking & sexual activity.
- Stress on intimacy, sharing & loyalty marks transition towards adult like friendships
  - Adolescents → rely on friends more than on parents for intimacy & support
    - Share more confidences than younger friends
    - Intimacy with same-sex friends increases during early-midadolescence,
    - then decreases as intimacy with opposite sex grows.
  - Girls → More intimate friendships with frequent sharing of confidences
  - Intimacy → Reflects growing concern with self
    - Confiding in another helps to explore the self & validate own self-worth
    - reflect cognitive and emotional development:
      - can better express own feelings
      - better able to understand another person's POV
    - Related to psychological adjustment and social competence:

- Adolescents with close, stable friendships
  - Have high opinion of themselves
  - do well in school
  - are sociable
  - unlikely to be hostile, anxious or depressed.
  - have strong bonds with parents

A bidirectional process seems to be at work:

- Good relationships foster adjustment, which fosters good friendships

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## **Cliques**

- Does exist in preadolescent kids, but most prominent feature of early adolescence
- Expanded circle of friends → usually consists of same age, gender & ethnicity
- Membership → Based on popularity/ social status
- Person may belong to more than one, or to none
- Membership can be stable or shifting
- Dynamics of clique-membership → Highly status based
  - esp among girls
  - Members with highest status are acknowledged leaders who decide who is in & who is out.
- Cliques themselves form a hierarchy → Highest status = most popular with strictest

control over membership.

- Cliques → Redirect priorities from childhood to adolescent social norms
  - Sends a blunt message that peers, not parents, is in charge of the peer social system.

## **Crowds**

- Crowd labels → Cognitive designations for features that members have in common
    - can be neighborhood, ethnicity, peer status
    - or abilities, interests or lifestyle
    - Describes the social landscape
  - Specific categories can vary from one community to another
  - Purposes → Help adolescents establish their identity
    - reinforce allegiance to the behavioral norms the group
    - Makes it easier to establish relationships with peers in the same crowd
- BUT more difficult to establish relationships with outsiders
- Crowd affiliation tends to become looser as adolescence progresses

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## **Romantic Relationships**

- A central part of an adolescent's social world
- Contribute to development of both intimacy & identity
- Entails risk of STD's, pregnancy & sexual victimization.
- Become more intense & more intimate as adolescence progresses.
- Breakups → one of the strongest predictors of depression and suicide
- Onset of puberty → heterosexual adolescents begin to think about & interact more with members of opposite sex.
  - move from group dates to one-on-one relationships that involve passion & a sense of commitment.
- Early adolescents → Primarily concerned with how a relationship will influence status in the peer group
  - Pay little or no attention to attachment or support needs
  - Attention to sexual needs is limited to how to engage in sexual activity, & which activities to engage in.
- Midadolescence → Most have at least one exclusive partnership lasting a few months to a year.
  - Effect of choice of partner on status becomes less NB
  - Girls have greater confidence (perhaps due to more intimate friendships)
- By age 16 → Interact with and think about romantic partners more than about parents,

friends or siblings.

- By late adolescence/early adulthood :

- Only then do relationships begin to meet full range of emotional needs
- even then only in relatively long-term relationships

- Relationships with parents & peers

- can affect romantic relationships
- Parents' marriage or romances can serve as model
- Peer group forms the context in which the relationship takes place, & can

affect

choice of partner or how the relationship develops.