

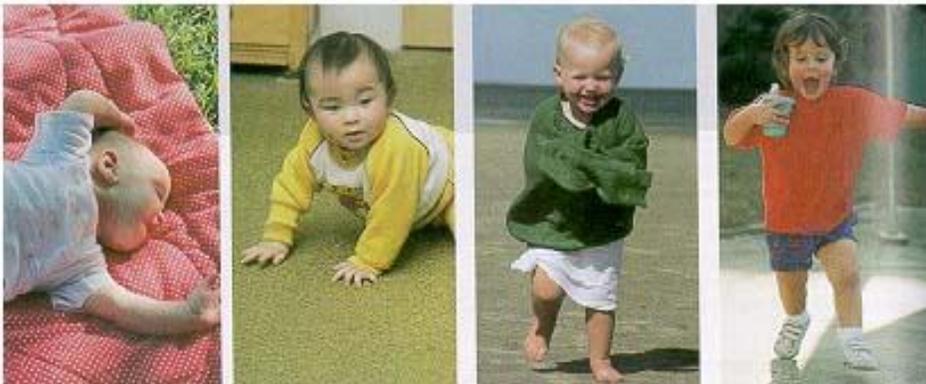


## The Developing Person

## The Developing Person



- **Developmental Psychology**
  - a branch of psychology that studies physical, cognitive and social change throughout the life span



# Stage theories

1. All humans move through a ordered series of stages.
2. Each stage is associated with developmental goals.



## Piaget's Approach to Cognitive Development

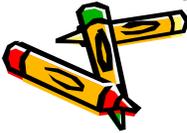
### ■ Who was Piaget?

■ one of the most influential developmental theorists of the 20th century

- Carefully observed children
- especially his own
- used this information to form his theory
- (*believed that infants learn by doing!*)



- 
- Believed that knowledge is the product of direct motor behavior in infants
  - Both quantity and quality of knowledge increase
  - Believed that cognitive development occurs in an orderly and *gradual* fashion
  - His theory is thus based on a stage approach to development



Piaget believed that infants have mental structures called SCHEMAS  
(*organized patterns of understanding the world*)

- 
- Newborn schemes differ from adult schemas
    - Reflexes (sucking & rooting)
  - Schemas become more sophisticated as motor capabilities advance



## Two principles underlie children's schemes:

- **ASSIMILATION** *is when*

-

-

- **ACCOMMODATION** *is*

-



Piaget believed that ...

*All children pass through a series of universal stages in a fixed order.*

- A. sensorimotor
- B. preoperational
- C. concrete operations
- D. formal operations

*(we will elaborate on these more later...)*



# Piaget's Theory of Cognitive Development

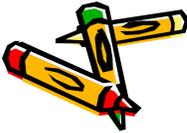
- Stage 1: Sensorimotor (0-2)

- Object Permanence

- 

- Mental representation

- Self recognition



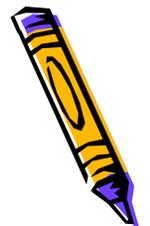
# Piaget's Theory

- Stage 2: Preoperational (2-7)

- Symbolic Play

- Egocentric thought

- 



# Piaget's Stages

- Stage 3: Concrete Operational (7-11)

- Principal of Conservation

- Stage 4: Formal Operational

- Abstract thought and logical reasoning



However, specific aspects of Piaget's theory have been *criticized*.

1)

2)

3)

4)



## Developmentalist's thoughts on Piaget...

- Most developmentalists agree that Piaget's descriptions of how cognitive development proceeds during infancy *are accurate*.
- Piaget considered a master observer.
- Studies show that children do learn about the world by acting on objects in their environment.



## Piaget's Stages of Cognitive Development

Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, touching, mouthing)	•Object permanence •Stranger anxiety
About 2 to 6 years	<i>Preoperational</i> Representing things with words and images but lacking logical reasoning	•Pretend play •Egocentrism •Language development
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	•Conservation •Mathematical transformations
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	•Abstract logic •Potential for moral reasoning



## Television: Learning From the Media

- Average preschooler watches 20 to 30 hours of TV a week!



- Television may be harnessed to facilitate cognitive growth.
- *Sesame Street* is the most popular educational program in U.S.
  - Viewers had significantly larger vocabularies.
  - Lower income viewers were better prepared for school, scored higher on tests of cognitive ability, and spent more time reading.



## Social Development

- Attachment
  - an emotional tie with another person
  - shown in young children by seeking closeness to the caregiver and showing distress on separation
- Harry Harlow
- Mary Ainsworth



## Social Development



- Harlow's Surrogate Mother Experiments
  - Monkeys preferred contact with the comfortable cloth mother, even while feeding from the nourishing wire mother



## The 8 staged episodes of the AINSWORTH STRANGE SITUATION

1. Mother & baby enter an unfamiliar room
2. Mother sits, letting baby explore
3. Adult stranger enters room can converses with mom and then baby
4. Mother exits the room, leaving baby with stranger
5. Mom returns; greets and comforts baby and stranger leaves
6. Mom departs leaving baby alone
7. Stranger returns  
Mother returns and stranger leaves



Infants' reactions to the strange situation vary considerably, depending on the nature of attachment with mother...

- 66% are **SECURELY ATTACHED CHILDREN**, who use mother as a safe base, at ease as long as she is present, exploring when they can see her, upset when she leaves, and go to her when she returns.
- 20 % are labeled **AVOIDANT CHILDREN** who do not seek proximity to the mother; after she leaves they seem to avoid her when she returns as if they are angered by her behavior.



## The Strange Situation Technique

- About 12 % are **AMBIVALENT CHILDREN** who display a combination of positive and negative reactions to their mothers; they show great distress when the mother leaves, but upon her return they may simultaneously seek close contact but also hit and kick her.

