

Human Development - Developmental Psychology

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Developmental Psychology

- What is it?
- Theories:
- Attachment theory
- Cognitive development – Piaget, Vygotsky, Constructivism
- Psychosocial development – Erikson
- Moral development – Kohlberg
- Theory of motivation – Maslow
- Theory of Psychosexual development – Freud/Klein
- Theory of infant intersubjectivity-Threvarthen

Developmental Psychology- what is it?

- Developmental Psychology is the scientific study of changes that occur in human beings over the course of their life
- Infancy- Childhood-Adolescence- adult development— ageing - Basically covering the entire life span
- It includes motor skills development, psycho-physiological processes, cognitive development (problem solving, moral understanding), language acquisition, social and personality and emotional development, self concept and identify formation
- DP examines issues - gradual accumulation of knowledge vs stages of development & Children are born with innate mental structures Vs learning through experience.
- Researchers are interested interactions between Personal characteristics, the individual behaviour, Vs environmental factors that include social circumstances. Some take a narrower approach - it was all genes and others all social circumstances . Developmental psychology informs several applied fields: Educational Psychology, Child Psychopathology, Forensic developmental Psychology

Theories of development

- Attachment theory
- Cognitive development : Piaget, Vygotsky, Constructivism
- Psychosocial development – Erikson
- Moral development – Kohlberg
- Theory of motivation – Maslow
- Theory of Psychosexual development – Freud/Klein
- Theory of intersubjectivity-Trevarthen

Group activity

- Spend 5 minutes on your table to discuss what you know about these theories
 - Attachment theory
 - Cognitive development :- Piaget, Vygotsky, Constructivism
 - Psychosocial development – Erikson
 - Moral development – Kohlberg
 - Theory of motivation – Maslow
 - Theory of Psychosexual development – Freud

Attachment Theory

Definition

Harlow's Monkeys (Harlow & Harlow 1969)

John Bowlby – Secure attachment

Mary Ainsworth – “Strange Situation Procedure”

1. Securely attached
2. Insecurely attached: avoidant,
3. Insecurely attached : Ambivalent
4. Disorganised

Attachment and later development

Attachment - Definition

- An infant's tendency to seek closeness to particular people and to feel more secure in their presence
- Thoughts:
- “this is because of mother is the source of food” – Ducklings, baby chicks feed themselves from birth yet they follow their mothers, spend a lot of time with mother
- So food cannot be **THE** reason for attachment

Harlow's Cuddly Mother



Harlow's Monkeys

- Infants raised with artificial mothers away from other monkeys (no mother no peers):
- Various types of bizarre behaviour in adulthood
- Rarely engaged in normal interaction with other monkeys later – either showing anxiety or aggression, sexual responses abnormal
- Female monkeys raised in this way – successfully mated after considerable effort – made poor mothers, neglected or abuse their first born although became better mothers to their later children
- Monkeys who were deprived of their mothers but spent time with their peers in the first 6 months of their life: do fine as adults
- Generalising this to human's - should be cautious but Human infants Attachment to care giver can serve the same function

John Bowlby (1950's & 1960's)

- Psychoanalyst
- Research convinced him that a child's failure to form a secure attachment to one or more persons in the early years – related to an inability to develop a close personal relationships in adulthood

Phases of Attachment

- 1. **Pre-attachment phase** (birth to 8 or 12 weeks), babies orient to their mothers,
- 2. **Indiscriminate attachment** (attachment in making - 8 to 12 weeks to 6 months):
 - Allows strangers to handle, infants become attached to one or more persons in the environment
- 3. **Clear-cut attachment** (6 through 24 months): Preferential attachment,
 - separation anxiety, object permanence, stranger anxiety.
 - At later part, weakened stranger anxiety;
 - Other attachment figures may also present.
- 4. **After 25 months**, mother figure is seen as independent.
- *Attachment behaviour peaks between 12-18 months*

Mary Ainsworth

- Bowlby's associate
- Observations in Uganda and US of children
- Developed a laboratory procedure for assessing the security of a child's attachment **12-18 months of age**
- Strange situation Procedure

Strange Situation

- The child is observed playing for 20 minutes while caregivers and strangers enter and leave the room, recreating the flow of the familiar and unfamiliar presence in most children's lives. The situation varies in stressfulness and the child's responses are observed.

The child experiences the following situations:

1. Mother and infant are introduced to the experimental room, Parent and infant are alone, Parent does not participate while infant explores.
2. Female Stranger enters, sits quietly for a minute, then converses with parent, stranger then approaches infant to play with the toy
3. Mother leaves inconspicuously
4. Mother returns and engages the baby in play while stranger slips out of the room
5. The mother leaves again, this time leaving the baby alone in the room
6. The stranger returns – if the baby is upset comforts him
7. The mother returns and the stranger slips out of the room

SSP -Observation

- Four aspects of the child's behaviour are observed:
- The amount of exploration (e.g. playing with new toys) the child engages in throughout
- The child's reactions to the departure of his/her caregiver
- The stranger anxiety (when the baby is alone with the stranger)
- **The child's re-union behaviour with its caregiver**

Classification of attachment

- **Securely attached:** However distressed they were at mother's departure – they seek to interact with M when she returns, simply acknowledge her, others seek physical contact, others completely pre-occupied with M throughout the entire session, showing intense distress when she leaves – 60-65% American children in this category

Classification of attachment

- **Insecurely attached: avoidant**
- They avoid interaction with the M during the reunion episodes
- Some ignore entirely
- Others display a mixed attempts to interact and avoid interacting, they are not distressed when mother leaves, if distressed they can be comforted by stranger
- 20% of American children are in the group

Classification of attachment

- **Insecurely attached: Ambivalent**
- Resistance to mother during reunion
- They simultaneously seek and resist physical contact
- They may cry to be picked up & squirm angrily if they are, wanting to get down
- Some passive, cry but do not go to Mother on her return, if she approaches he resists
- 10% of American children are in this group

Classification of attachment

- **Disorganised attachment**
- Show contradictory: e.g approach M but not look at her or approach her then gaze avoidance or suddenly start crying after having settled down
- Some appear disoriented, appear emotionless, or look depressed
- 10-15% American children, higher rate among children were maltreated or parents treated for mental disorders
- *Securely attachment – 60-65%*
- *Insecure – avoidant – 20%*
- *Insecure – ambivalent - 10%*
- *Disorganised 10-15%*

- Caregivers “sensitive responsiveness” to baby’s needs – secure attachment -
- Mothers respond promptly when the baby cries, behaves affectionately when they pick them up, tailor their responses to the baby’s needs
- E.g feeding use baby’s response when they want the feed etc
- Insecure attachment – more sensitive to their own need – respond to the baby’s crying for attention if they feel like
- But do remember there are other issues that may play a part “child’s temperament”
- Attachment pattern may reflect interaction between temperament of child and parent’s responsiveness – “the goodness of fit”

Attachment and later development

- Securely attached children approach novel situation with enthusiasm and persistence and will ask for help if they cannot solve them
- Insecure – become frustrated and angry, seldom ask for help tend to ignore and reject directions from adults and give up quickly. Tend to be socially withdrawn and hesitant about participating in activities in later years when they are in nursery

Vygotsky – “Zone of Proximal Development”

- Lev Vygotsky Russian theorist from the Soviet era,
- Children learn through hands-on experience and social interactions with members of his/her culture
- Unlike Piaget, he claimed that timely and sensitive intervention by adults when a child is on the edge of learning a new task (called the "zone of proximal development") could help children learn new tasks.
- This adult role is often referred to as the skilled "master," whereas the child is considered the learning apprentice through an educational process often termed Cognitive apprenticeship
- Vygotsky was strongly focused on the role of culture in determining the child's pattern of development, arguing that development moves from the social level to the individual level.
- In other words, Vygotsky claimed that psychology should focus on the progress of human consciousness through the relationship of an individual and their environment.
- He felt that if scholars continued to disregard this connection, then this disregard would inhibit the full comprehension of the human consciousness

An older child may help a younger
develop new skills



Constructivism

- Constructivism is a paradigm in psychology that characterizes learning as a process of actively constructing knowledge
- Individuals create meaning for themselves or make sense of new information by selecting, organizing, and integrating information with other knowledge, often in the content of social interactions
- Constructivism can occur in two ways: individual and social.
- **Individual constructivism** is when a person constructs knowledge through cognitive processes of their own experiences rather than by memorizing facts provided by others.
- **Social constructivism** is when individuals construct knowledge through an interaction between the knowledge they bring to a situation and social or cultural exchanges within that content

Erickson's stages – Psychosocial Development

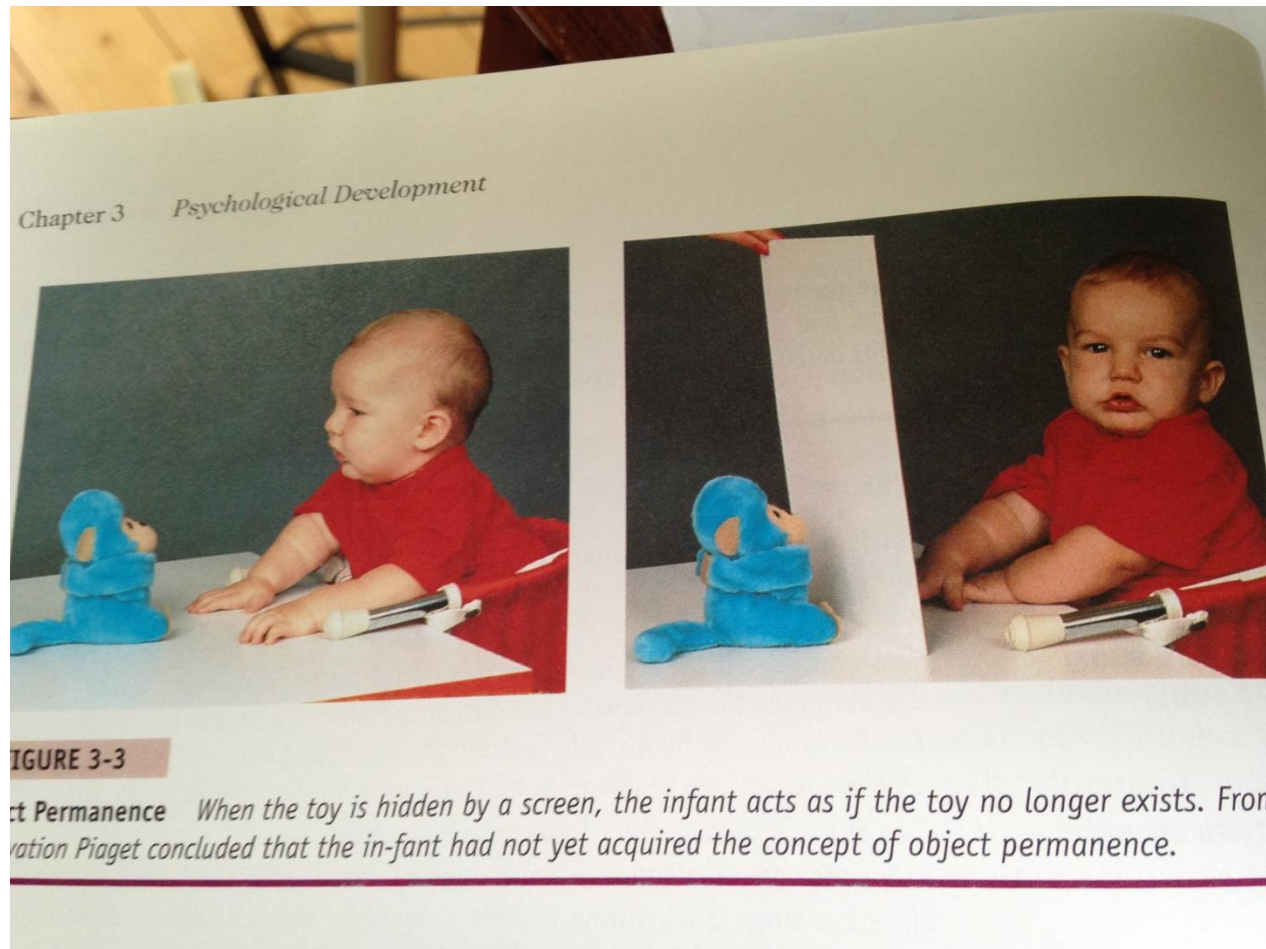
1	Trust Vs Mistrust	1 st year
2	Autonomy Vs Shame and doubt	2 nd year
3	Initiative Vs Guilt	3-5 th year
4	Industry Vs Inferiority	6 th to Puberty
5	Identity Vs Confusion	Adolescence
6	Intimacy Vs Isolation	Early adulthood
7	Generativity Vs Self absorption	Middle adulthood
8	Integrity Vs Despair	Ageing years

Cognitive development

Jean Piaget (1896-1980)

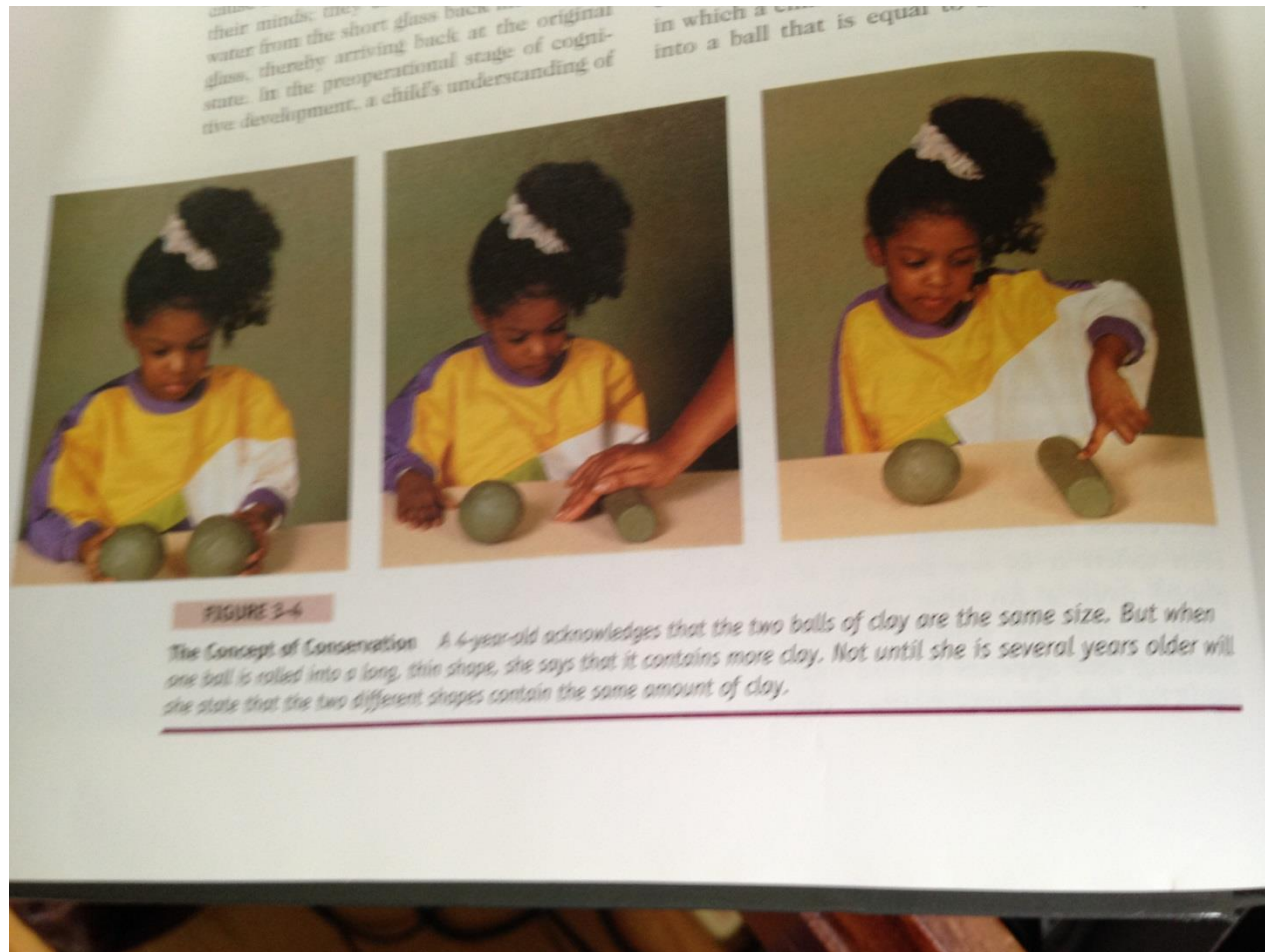
- Swiss Psychologist
- Sensorimotor Stage 2-3 years
- Pre-operational stage (2-7 years)
- Stage of concrete operations (7-12)
- Formal operations – 12 years onwards

Sensorimotor stage – Object permanence – 10 months

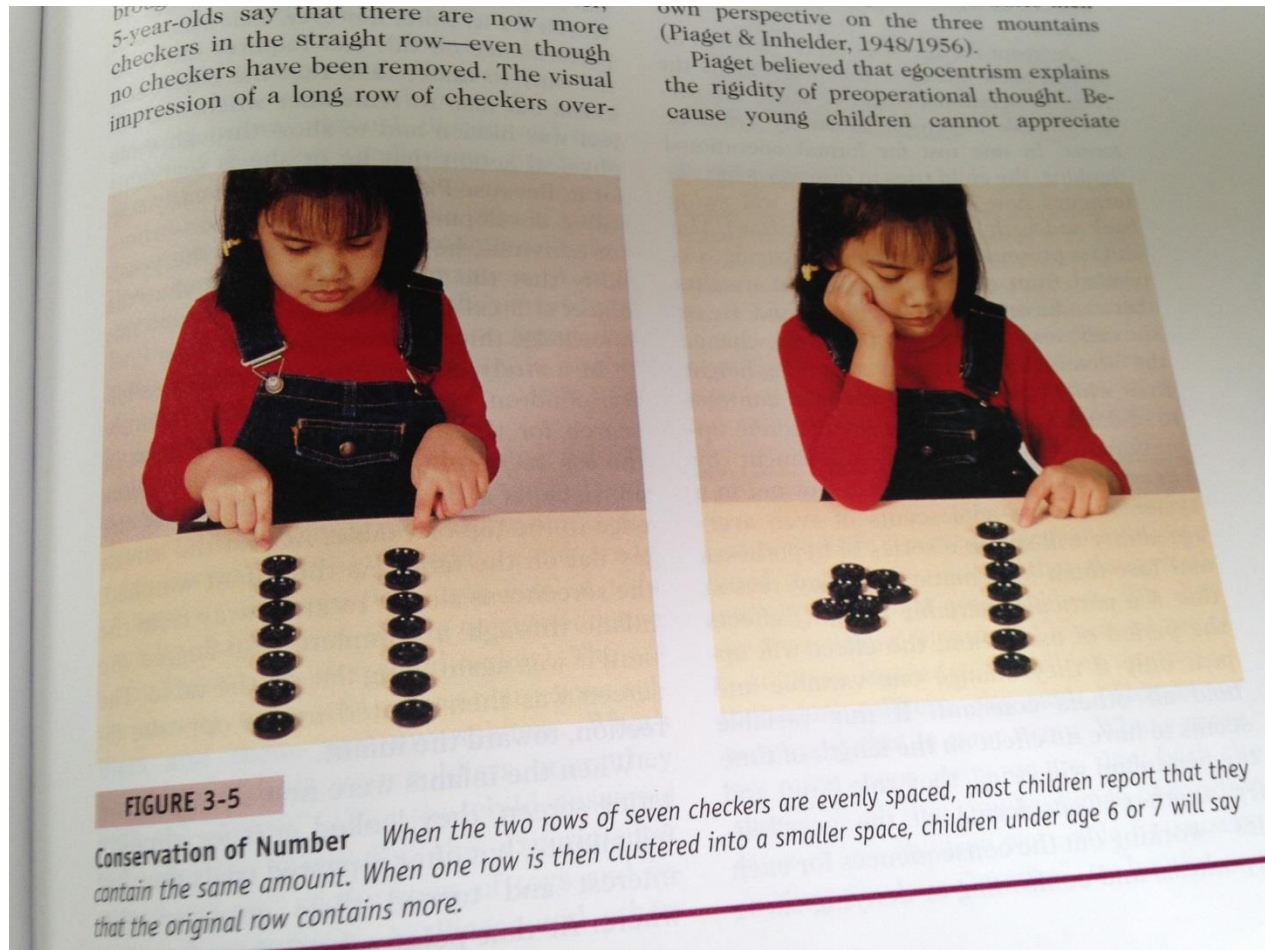


Concept of Conservation

7 years of age



Conservation of Number – 7 years



Moral Development – Lawrence Kohlberg – Three levels

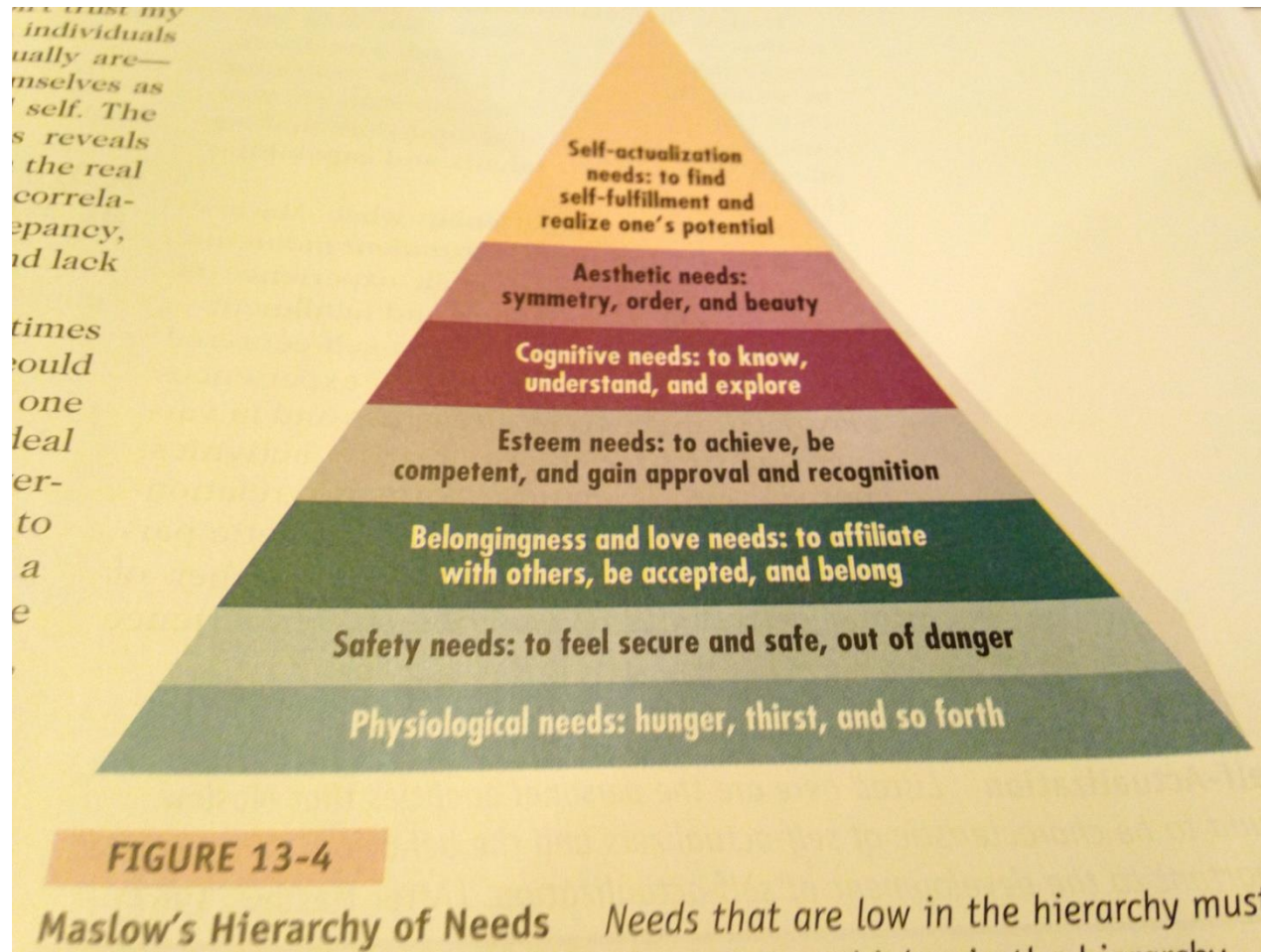
Extended Piaget's work on moral development

- **Level I** – Up to the age of 7 years, behaviour is guided entirely by external contingencies. Socially acceptable behaviour is exhibited purely to avoid punishment. Adherence to rules driven by reward for conformity
- Stage 1 – Punishment orientation
- Stage 2 – Reward orientation
- **Level II** Confirms to avoid the disapproval of others. This develops into a sense of an externally imposed obligations – feel bad if they do not do their duty (authority orientation)
- Stage 3- Good boy/good girl orientation (conforms to avoid disapproval of others)
- Stage 4- Authority orientation – “doing ones duty”
- By 13 years of age most reach this stage

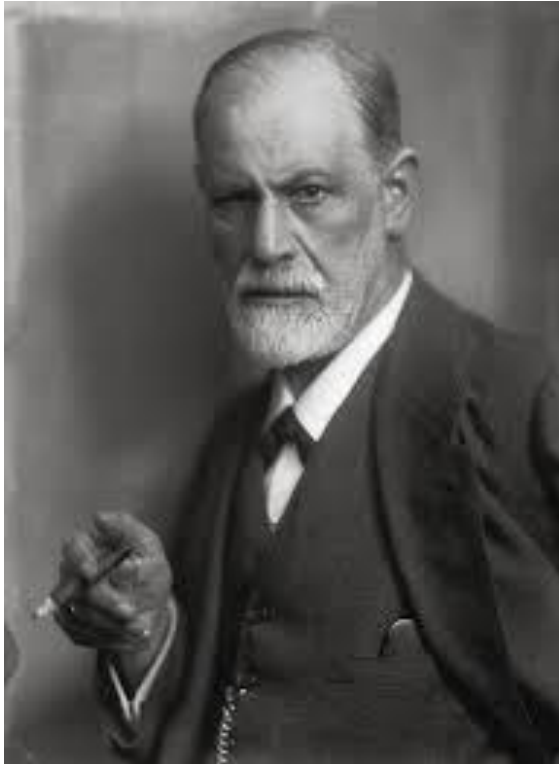
Kohlberg's Moral development -

- **Level III**
- **Stage 1- social-contract orientation**
- Actions guided by principles commonly agreed on as essential to the public welfare; principles upheld to retain respect of peers and thus self respect
- **Stage 2-Ethical principle orientation**
- Actions guided by self chosen ethical principles, which usually value justice, dignity and equality; principles upheld to avoid self condemnation
- Only 10% developmentally achieve this stage - Kohlberg

Maslow's Hierarchy of Needs



Psychoanalytic theory -Freud



- Developmental Stages:
- Oral stage 1st year
- Anal Stage 2nd year
- Phallic Stage 3-5 years
- Latency Period 6-Puberty
- Genital stage –
Adolescence
- Personality development:
Id, ego and super-ego

Psychosexual development

- **Oral stage** – 1 yr- Infants derive pleasure from nursing, sucking, put things that they can reach in their mouths
- **Anal stage** – 2 yrs- Infants find pleasure in withholding & in expelling faeces. They come into conflict with parents in toilet training, child's first experience of imposed control
- **Phallic stage** – 3-6 yrs – derive pleasure from fondling their genitalia, observe difference between boys and girls, awakening of sexual impulses towards parents of the opposite sex

Psychoanalytic theory

- Oedipal conflict
- Boy also feels that his father will retaliate “castration anxiety”
- Resolution of oedipal conflict— end of Phallic stage – starts at 7 and Latency period begin
- Genital stage – adolescence – development of mature phase of sexuality and functioning and re-awakening of oedipal conflict

Personality structure

- The Id – the most primitive part of personality from which the ego and superego develop. Present in infants, seeks **immediate gratification of basic impulses** – eat, drink, to eliminate and sexual gratification
- Ego – children soon learn that they have to wait for gratification – wait till someone provides food, wait till you find a toilet. Ego obeys the reality principle and mediates among the demands of the Id, realities of the world and the demands of the superego

Personality structure

- **Superego** – This judges whether actions are right or wrong – is the internalised representation of the values and morals of society – comprises the individual's conscience
- It develops in response to parental rewards & punishment
- Violating the SE ideals leads to anxiety
- Id, Ego and Superego are often in conflict
- Well adjusted personality – Ego remains firm, flexible control: reality principle governs

Gender identity & Gender Role

Sexual orientation

Gender identity: The degree to which children regard themselves as male or female

Develops between the ages of 2-7, Usually established by 4 years of age

Transsexualism starts with cross dressing, usually starts early/middle childhood, represents an extreme aberration of GI

There is a spectrum of GD-GI

Gender role - An ability to carry out the repertoire of behaviour considered socially appropriate for his sex. Boys show preference to rough and tumble play

Parenting, cultural norms etc play a role in GR

Sexual orientation: refers to the individuals choice of sexual stimulus and outlet, there is evidence of genetic contribution to SO particularly homosexuality

Melanie Klein



- Object relation theory
- Early infant-mother relationship
- Infant develops his/her ego by initially splitting unacceptable feelings towards the primary caregiver (paranoid-schizoid position)
- Gradually building up a more integrated sense of self and developing an internalised relationship of a mother who has different qualities and attributes-satisfying and frustrating (depressive position)

Stages Psychosocial Development

	Freud	Erickson	Piaget	Kohlberg
1 st year	Oral Stage	Trust Vs Mistrust	Sensorimotor (0-2 years)	Pre-conventional morality :Level I
2 nd year	Anal Stage	Autonomy Vs Shame and doubt		
3-5 th year	Phallic Stage	Initiative Vs Guilt	Pre-operational Stage (2-7 Yrs)	
6 th to Puberty	Latency period	Industry Vs Inferiority	Concrete operational (7-12)	Conventional morality: Level II
Adolescence	Genital stage	Identity Vs Confusion	Formal Operational (over 12 years)	
Early adulthood		Intimacy Vs Isolation		Post-Conventional Morality: level III
Middle adulthood		Generativity Vs Self absorption		
Ageing years		Integrity Vs Despair		

Transitional Objects

- Donald Winnicott (DAW)
- The term **transitional object** is something between inner and outer reality, intermediate area of experience
- First “not me possession” of a child
- Examples are dolls, teddy bears or blankets
- Represents the child’s transition from dependent relationship with mother to developing a separate sense of self
- Use of TO starts 4-6 months of age

Winnicott

- “There is no such thing as a baby”
- “What does the baby see when he or she looks at the mother’s face?-[...] what the baby sees is himself or herself”
- “When I look I am seen, so I exist. I can now afford to look and see.”

Babies are born to relate



- Preference for human voices (mother)
- Preference for face like stimuli (mother)
- Imitation of adults

Intersubjective relatedness



- Being the object of the other's attention
- Anticipating the other's next action
- Developing self awareness and basis of self regulation

Still face experiment

- <https://www.youtube.com/watch?v=apzXGEbZht0>

The traditional assumption was that the environment determines only the psychological residuals of development, such as memories and habits, while brain anatomy matures on its fixed ontogenetic calendar. Environmental experience is now recognised to be critical to the differentiation of brain tissues itself. Nature's potential can be realised only as it is enabled by nurture.

(Cicchetti & Tucker, 1994)

Recommended reading

- Chapters on Normal development and developmental theories and influences on development
- Seminars in Child and Adolescent Psychiatry Second edition
- Edited by Simon Gowers, RCPsychiatrists, UK seminar series
- Chapters on Biological and developmental processes
- Hilgard's Introduction to Psychology. Thirteenth edition
Atkinson et al Harcourt College publishers
- Why love matters. How affection shapes a baby's brain, Sue Gerhardt, 2004