The Final Exam...

- Wednesday May 14
- 3:30 pm
- On D2L, taken in this room

Announcements

- The final Aplia gauntlet:
  - Chapter 9 Aplia due tonight!
  - Chapter 12 Aplia due next Monday
  - Chapter 13 Aplia due next Wednesday (final day of class)
- Final Exam is May 14, 3:30 pm
- More experiments going up daily!
- Look for enhancement to Grade-query Tool to assist you in predicting your final grade
  - I will update tonight to give you an estimate of exactly how many points you yet need to obtain for various final grades

I. Overview

A. Emotional & Intellectual development nearly lifelong
B. Nature vs. nurture
  (or more aptly, Nature AND Nurture)

Developmental Psychology

<table>
<thead>
<tr>
<th>Issue</th>
<th>Details</th>
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<tbody>
<tr>
<td>Nature/Nurture</td>
<td>How do genetic inheritance (our nature) and experience (the nurture we receive) influence our behavior?</td>
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<tr>
<td>Continuity/Stages</td>
<td>Is development a gradual, continuous process or a sequence of separate stages?</td>
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<tr>
<td>Stability/Change</td>
<td>Do our early personality traits persist through life, or do we become different persons as we age.</td>
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Maturation

- Brain Development guided by genes, with abilities developing in sequence (e.g., attend, babble, talk)
- Experience with environment interacts with this trajectory

Motor Development

First, infants begin to roll over. Next, they sit unsupported, crawl, and finally walk.

But varies by culture depending on emphasis

III. Maturation = critical periods and stimulation occurring during these periods.

A. Critical (sensitive) periods (e.g. Visual, Language)

B. Evidence for critical periods for development of emotional health as well (Skeels & Dye [1939] classic study)

Skeels & Dye (1939); Skeels, 1966

Infants thought to be “MR” (mean IQ of 64) moved from orphanage to “MR” institution for adolescent females.

One year later, infants had normal IQ’s and could be adopted. 30 years later, compared to a control group (not moved), 11 of 13 transferred adopted, all self-supporting; median education 12th grade, improved 39 IQ points.

Control group: 36% institutionalized and unemployed; IQ decreased 26.2 points.
IV. Piaget's stages of COGNITIVE development.

A. Sensorimotor - birth to about 2 years
B. Preoperational 2-7 yrs
C. Concrete operational 7-12 yrs
D. Formal operational 12 and up

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Sensorimotor Stage: Object Permanence

http://www.youtube.com/watch?v=BFUInSY3CeY
Criticism of Piaget

- Small database!
- Development continuous, not rigid stages
- Piaget underestimated abilities at many stages
  - Example: Infants (sensorimotor stage) know when laws of physics appear to be violated, can “count”
  - Example: 3 y.o. kids (preoperational) can use a model of a room to find objects in the real room
  - Example: 4 year old kids solve theory of mind task

V. Emotional and social development: Attachment

A. Definition: A deep emotional bond that an infant develops with its primary caretaker
   1. Contact Comfort = the innate pleasure derived from close physical contact
   2. Forms the basis of the infant’s first attachment

V. Emotional and social development: Attachment

B. Characteristic phases of attachment in children (fairly consistent across cultures)
   1. by 3-4 mo. child prefers certain people; Can recognize faces from memory
   2. 8-12 mo. stranger shyness/anxiety

Theory of Mind

Solving this task requires knowing that others may have different beliefs than our own
V. Emotional and social development: Attachment

C. Harlow's monkey experiments - terry cloth and wire mother

Monkeys, like humans, need and want contact

Social Development

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

Social Development

Monkeys raised by artificial mothers were terror-stricken when placed in strange situations without their surrogate mothers.
V. Emotional and social development: Attachment

C. Harlow's monkey experiments
1. The inimitable Harry Harlow:
2. From Harry about his treatment of Animals

If my work will point ... out [the importance of parental nurturing] and save only one million human children, I really can't get overly concerned about 10 monkeys

Harry Harlow quoted in Love at Goon Park, 2002, Deborah Blum

D. Bowlby's and Ainsworth's studies of attachment and separation in humans
1. Bowlby's signs of separation: protest, despair, withdrawal
2. Ainsworth's Strange situation paradigm
   a. secure attachment
      A parent-infant relationship in which the baby is secure when the parent is present, distressed by separation, and delighted by reunion.
   b. insecure attachment
      A parent-infant relationship in which the baby clings to the parent, cries at separation, and reacts with apathy or anger to reunion.
      1. insecure/avoidant attachment
      2. insecure/ambivalent attachment

VI. Moral development

A. How do children learn ideas of right & wrong?

B. Kohlberg
1. Level I Preconventional morality
2. Level II Conventional morality
3. Level III Postconventional morality

Kohlberg’s Moral Ladder

As moral development progresses, the focus of concern moves from the self to the wider social world.