Culture and maturation
Many aspects of development depend on cultural customs
- Baby’s ability to sleep alone
- Recommendation to have babies sleep on their back has caused many babies to skip crawling.

Attachment
A deep emotional bond that an infant develops with its primary caretaker

Contact comfort
In primates, the innate pleasure derived from close physical contact
The basis of the infant’s first attachment

Tested using strange situation
A parent-infant “separation and reunion” procedure that is staged in a laboratory to test the security of a child’s attachment
Much evidence that attachment serves as “model” for behavior in adult intimate relationships.

Types of attachment

<table>
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<th>Secure</th>
<th>Insecure</th>
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<td>Secure attachment</td>
<td>Insecure attachment</td>
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- Secure: A parent-infant relationship in which the baby is secure when the parent is present, distressed by separation, and delighted by reunion.
- Insecure: A parent-infant relationship in which the baby clings to the parent, cries at separation, and reacts with anger or apathy to reunion.
What causes insecure attachment?
- Parenting that is abusive, neglectful, or erratic
- Stressful circumstances in the family
- Child’s genetically influenced temperament

Defining personality, temperament and traits
- Temperament- Infant neurological foundation of traits
  - In adulthood. See video on Jerome Kagan’s research with infants and high/low “reactivity”.
- Personality- Distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterizes a person throughout life
- Trait- A characteristic of an individual, describing a habitual way of behaving, thinking, and feeling: shy/Introverted outgoing/extroverted, friendly/agreeable… gloomy/neurotic etc...

Psychodynamic theories
- Sigmund Freud- For much of the 20th century the dominant view of personality
  - Unconscious energy dynamics within the individual's mind/self/heart/soul. “psych=mind and dynamic= movement”
  - Still around in everyday parlance in terms like “repressing” a childhood trauma, being “in denial” about drinking, or being “defensive” about something (what defenses does this refer too?)

The Freudian structure of personality
- Id: operates according to the pleasure principle
  - Primitive, unconscious part of personality. Life-libido and death-agression. Comes out reflex actions, mental images
- Ego: operates according to the reality principle
  - Mediates between id and superego, bows to life’s realities
  - And represents “reason and good sense”
- Superego: moral ideals, conscience
  - Morality and conscience (inner voice that you did something wrong)
Defense mechanisms
(weapons of the ego, unhealthy only when they cause self-defeating behavior or emotional problems)
- Repression
- Projection
- Displacement
- Reaction formation
- Regression
- Denial

How critical are early years?
During the first 15 months, there is an explosion of new synapses in the brain. As information is consolidated, unnecessary synapses are pruned away.

To some extent, the media has exaggerated and oversimplified research findings on the early years fostering public alarm and worry.

The brain continues developing beyond the first three years.

But parenting is very important! Shapes our later development and personalities!

Thinking
According to Piaget, cognitive development consists of mental adaptations to new observations.

Two adaptive processes
- Assimilation: absorbing new information into existing cognitive structures
- Accommodation: modifying existing cognitive structures in response to new information

Sensorimotor stage
Birth–2 years
Major accomplishment is object permanence.
The understanding that an object continues to exist even when you cannot see or touch it
Preoperational stage

Ages 2–7
Focused on limitations of children's thinking.
Children at this age could not reason.
Unable to perform operations
Egocentric
Cannot grasp concept of conservation

Conservation

Of substance
"Do the two pieces have the same amount of clay?"

Of number
"Do the two rows have the same number of pennies?"

Concrete operations

Ages 7–12
Children's thinking is still grounded in concrete experiences and concepts, but they can now understand conservation, reversibility, and causation.

Formal operations stage

Ages 12–adulthood

Teenagers are capable of abstract reasoning
Can compare and classify ideas
Can reason about situations not personally experienced
Can think about the future
Can search systematically for solutions
Intuitive physics
Infants look longer at objects that seem to violate physical laws than those that do not. Surprise indicates their expectations were violated. They must know what is physically possible for this to occur.

Evaluating Piaget’s theory
Stage changes are neither as clear cut nor as sweeping as Piaget thought.
Children sometimes understand more than Piaget thought.
Preschoolers are not as egocentric as Piaget thought.
Cognitive development depends on the child’s education and culture. Vygotsky’s theory was very important here!

My work is influenced by both Piaget & Vygotsky
Stage changes are evident in 5-8 year olds in their understanding of improbable vs impossible events.

BUT it also seems to depend on how their parents discuss causality and possibility more generally (a sociocultural factor?)
This may be related to parents’ personality and epistemological development...

Moral behavior
In addition to cognitively understanding right from wrong, children’s ability to behave morally is based on the development of moral emotions such as shame, guilt, and empathy.
Techniques used by parents include power assertion and induction as well as “goodness of fit” between parent and child and parents’ sensitivity to child’s temperament.
Teaching moral behavior

Power assertion, Authoritarian
Parent uses punishment and authority to correct misbehavior.
Users tend to be authoritarian.

Induction-Authoritative
Parent appeals to child’s own resources, abilities, sense of responsibility, and feelings for others in correcting misbehavior, age-appropriate explanation and negotiation
Users tend to be authoritative.

Erikson’s eight stages

Trust vs. mistrust
Infancy (birth-age 1)

Autonomy vs. shame & doubt
Toddler (ages 1-2)

Initiative vs. guilt
Preschool (ages 3-5)

Industry vs. inferiority
Elementary school (ages 6-12)

Identity vs. role confusion
Adolescence (ages 13-19)

Intimacy vs. isolation
Young adulthood (ages 20-40)

Generativity vs. stagnation
Middle adulthood (ages 40-65)

Integrity vs. despair
Late adulthood (ages 65 and older)

Other psychodynamic

Jungian theory
Collective unconscious: the universal memories, symbols, and experiences of the human kind, represented in the archetypes or universal symbolic images that appear in myths, art, stories, and dreams
Two important archetypes are maleness and femaleness, which Jung believed existed in both sexes (anima, animus) And must be integrated across adulthood. Same with projections of evil/badness/dark sides.
Luke Skywalker and Darth Vader as his father/part of himself.
Individuation & Differentiation are important!

Adolescent Turmoil and adjustment

Extreme turmoil and problems with adjustment are actually the exception rather than the rule!
Three kinds of problems are more likely
Conflicts with parents
Mood swings and depression
Higher rates of rule-breaking and risky behavior
Separation and connection

Adolescents are trying to separate from parents but remain connected; “Differentiation”

Individuation
The process of developing one’s own opinions, values, style of dress, and look

Quarrels with parents represent a shift from one-sided parental authority to a more reciprocal adult relationship, individuated adults are differentiated from others. Themselves and autonomous, but still connected and empathic.

The transitions of life

Emerging adulthood (ages 18-25)
Phase of life distinct from adolescence and adulthood
In some ways an adult, in some ways not

The middle years (ages 35-65)
Perceived by many as the prime of life; also a time for growing again and reclaiming autonomy/differentiation and renewed commitment to generativity. What am I doing/giving back/accomplishing?

Adult development

Psychological concerns can occur at any time in life, therefore stage theories are no longer used to understand how adults change or stay the same.

Adult development involves interactions among
Biological changes
Personality traits
Personal experiences
Historical events
Particular environments
Friends and relationships
Are adults prisoners of childhood?
Research psychologists have questioned the psychodynamic assumption that childhood traumas have extreme emotional effects that inevitably continue into adulthood.
Considerable evidence disputes this claim, early traumas are related to many unfavorable outcomes. Psychotherapy is useful for many individuals but much healing is possible without as well.

Older adults and aging
Apparent senility often caused by combination of medications
Depression and passivity are result of loss of meaningful activity, intellectual stimulation, and control over events.
Weakness and frailty caused by sedentary lifestyles.
Gerontologists estimate that only 30% of the physical losses associated with old age are genetically based. The rest is environmental or psychological.

Challenging our assumptions
Recovery from war
Only 20% of WWII war orphans had problems after being adopted and moving to the US. Most of these eventually established happy lives.

Recovery from abusive or alcoholic parents
Their children are at-risk for developing these same problems, but most do not!

Recovery from sexual abuse
More emotional and behavioral symptoms occur; but most people adjust and eventually recover.

Personality development
Freud's stages
Oral
Anal
Phallic
Latency
Genital
Fixation occurs when stages aren't resolved successfully
Other psychodynamic approaches
The Object-Relations School
Emphasizes the importance of the infant’s first two years of life and the baby’s formative relationships, especially with mother (and father).
Emphasizes children’s needs for a powerful mother and to be in strong relationships

Evaluating psychodynamic theories
Three scientific failings
1. Violating the principle of falsifiability
2. Drawing universal principles from the experiences of a few atypical patients
3. Basing theories of personality development on retrospective accounts and the fallible memories of patients

Projective tests
Based on the assumption that the test taker will transfer (“project”) unconscious conflicts and motives onto an ambiguous stimulus
Thematic Apperception Test
Rorschach Inkblot Test

The Rorschach Inkblot Test
Ambiguous stimuli
Person is asked to report what he/she sees
No clear image, so the things you see must be "projected" from inside yourself
Objective personality scales

Answer a series of questions about self
“I am easily embarrassed” True or False
“I like to go to parties” True or False

Assumes that you can accurately report
No right or wrong answers

From responses, develop picture of you called a personality profile

Big Five

Openness / intellect / culture
Conscientiousness / dependability
Extroversion
Agreeableness
Neuroticism / emotional stability

Developmental Changes in the Big Five

Most valid after age 30

Younger people show more
Neuroticism (vs. emotional stability)

Older people show more
conscientiousness, less open to new experiences

Customs in context

When culture is not appropriately considered, people attribute unusual behavior to personality.

Timeliness
Monochronic cultures: time is ordered sequentially, schedules and deadlines valued over people

Polychronic cultures: time is ordered horizontally, people valued over schedules and deadlines
Culture of Honor & Aggressiveness

Emphasis on aggressiveness and vigilance in herding cultures, creates culture of honor

Used to explain increased likelihood of fighting in the South and the West, versus the North and Midwest

The inner experience

Humanist approaches
- Abraham Maslow
- Carl Rogers
- Rollo May

Narrative approaches
Evaluating humanist and narrative approaches

Abraham Maslow

Humanistic psychology
An approach that emphasizes personal growth, resilience, and the achievement of human potential

Peak experiences
Rare moments of rapture caused by the attainment of excellence or the experience of beauty

Maslow’s hierarchy of needs

- Self-Actualization
- Esteem
- Belongingness
- Safety
- Physiological
Carl Rogers

Unconditional positive regard
A situation in which the acceptance and love one receives from significant others is unqualified

Conditional positive regard
A situation in which the acceptance and love one receives from significant others is contingent upon one’s behavior

Self-discrepancy theory
Self-esteem is defined by the match between how we see ourselves and how we want to see ourselves.

Narrative approaches
Life narratives/stories
The story that each of us develops over time to explain ourselves and make meaning of everything that has happened to us, can be “re-written” to some degree to aid development, memories are always reconstructions…how do we frame them, string them together to make meaning?
Evaluating humanist and narrative approaches

Hard to operationally define many of the concepts
Added balance to the study of personality
Encouraged others to focus on “positive psychology”
Fostered new appreciation for human resilience and potential