

Human Development Tenth Edition



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The Study of Human Development



Chapter 1

Early Approaches: Baby Biographies

Biographers → Observed Own Children

- 1787: Tiedemann
 - Observed sensory, motor, language, & cognitive behavior
 - Thought sucking was learned, not reflexive
- 1877: Darwin
 - Behavioral & emotional development
 - Introduced questions of Nature vs. Nurture



19th Century Trends

- **Medicine & Science**
 - Discovery of germs, immunizations, & fertilization
 - Increased survival rates
- **Child Protective Laws**
 - Children spent more time in school
 - Parents and teachers identified needs
- **Psychology**
 - A better understanding of childhood influences
 - G. Stanley Hall recognized adolescence as separate developmental period

Studying the Life-span

- **Research following children to adulthood:**
 - Stanford Study of Gifted Children
 - Berkeley Growth and Guidance Studies
- **Interdisciplinary approach blends:**
 - Psychology
 - Psychiatry
 - Sociology
 - Biology & Genetics



Four Goals of Developmental Psychology

- **Describe**
 - Example: When do children say their first words?
- **Predict**
 - Example: Will delayed language development affect speech?
- **Explain**
 - Example: How do children learn to use language?
- **Modify**
 - Example: Can therapy help speech delays?

Two Types of Developmental Change

- **Qualitative**
 - Structure or Organization
 - Often difficult to anticipate
- **Quantitative**
 - Number or Amount

Example:

- Changing from nonverbal to verbal communication

Examples:

- Height
- Weight
- Size of Vocabulary



Domains of Development Change & Stability

- **Physical Development**
 - Body, brain, senses, motor skills, & health
- **Cognitive Development**
 - Learning, memory, moral reasoning, language, thinking, & creativity
- **Psychosocial Development**
 - Personality, emotional life, & relationships

Periods of Life Span: A Social Construction

- Based on subjective perceptions or assumptions
- Varies among cultures
- Changes over generations
 - Adolescence only recently introduced in industrial societies

Periods of Life Span

Prenatal Period	Conception – Birth
Infancy and Toddlerhood	Birth – 3 years
Early Childhood	3 - 6 years
Middle Childhood:	6 - 11 years
Adolescence	11 - 20 years
Young Adulthood	20 – 40 years
Middle Adulthood	40 – 65 years
Late Adulthood:	65 years and Over

Influences on Development

Individuals vary in rate and timing of development, due to:

- **Heredity:** Inherited traits from biological parents
- **Environment:** Physical & social influences
- **Maturation:** Sequences of physical & behavioral patterns

Contexts of Development: Family

- What is a family?.....Depends!
- Great changes
 - Over time
 - Place to place



Nuclear Family

Two generations, parents and children

- Economic unit, history in farming
- Dominant in western societies
- Not as common today
 - Working parents
 - Stepchildren
 - Gay/Lesbian Homes
 - Single parents

Extended Family

- A multi-generational kinship
 - Includes grandparents, cousins, aunts/uncles
.....and more!
 - Social roles are flexible
 - Historically common in
Asian, African, &
Latin American cultures
 - Becoming less typical



Contexts of Development: Socioeconomic Status (SES)

Includes income, education & occupation

- Poor children more likely to:
 - Have emotional & behavior problems
 - Not reach cognitive potential
 - Have poorer school performance

Poverty Hurts Children

Outcome	Risk Increase
Health	
Death in Infancy	1.6x
Premature Birth	1.8x
Inadequate Prenatal Care	2.8x
No regular healthcare	2.7x
Education	
Repeat a Grade	2x
Dropping Out (16 - 24 years)	3.5x

Low SES & Related Risk Factors

- Poverty-related risks that increase chance of negative outcomes include:
 - Living in neighborhoods with high unemployment
 - Lack of social support
 - Social support less likely in high-unemployment neighborhoods

Contexts of Development: Culture

- **Culture** – A way of life
 - Includes:
 - Customs
 - Traditions
 - artwork
 - Learned behavior, passed on to children

Contexts of Development: Race & Ethnicity

- **Ethnic Group** – A shared identity
 - United by ancestry, religion, or origin
 - Contributes to shared attitudes & beliefs
- **Race** – A Socially Constructed Term
 - Scholars have no real consensus on definition
 - Categories ‘fluid’ – shaped by society & politics
- **Ethnic Gloss**
 - Overgeneralization that obscures cultural differences within a group
 - Examples: ‘Black’ or ‘Hispanic’

Contexts of Development: Historical Context

- Unique time in which people live & grow up
- Experiences tied to time and place:
 - Great Depression
 - World War II
 - The “Sixties”

Age-Graded Normative Influences

- Similar for an age group
 - **Maturational:** Fixed in time
 - Puberty or menopause
 - **Social:** Timing is flexible
 - Marriage or parenthood

Normative History-Graded Influences

- Events that shape attitudes of a historical generation
 - **Historical Generation:** A group that experiences an event at a formative time
 - Ex: WWII children have strong social bond to each other
 - **Cohort:** Group born around the same time
 - A historical generation can have many cohorts

Non-Normative Influences



- Unusual events affecting individual lives
 - Typical events at atypical times
 - Puberty at age 20
 - Marriage in teens
 - Atypical events
 - Birth defect
 - Winning the lottery

Timing of Influences



- **Imprinting**
 - Instinctively following first moving object seen after birth; usually mother
 - Konrad Lorenz & his ducklings
 - Indicates predisposition or readiness to learn

Timing of Influences: Critical & Sensitive Periods

- **Critical Period**
 - Specific time when an event (or its absence) has specific impact on development
- **Sensitive Period**
 - Developmental timing when child is particularly responsive to certain experiences.



Timing of Influences: Plasticity of Development

- **Modifiability of performance**
 - Plasticity lasts through lifespan, but has limits
 - Example: Limits and Progress of Genie

Baltes's Life Span Approach: 6 Key Principles

- 1. Development is lifelong**
 - Change & adaptation occur throughout life
- 2. Development involves both gain & loss**
 - Ex: Gaining vocabulary, but losing ability to acquire language
- 3. Biological & cultural influences shift over time**
- 4. Development involves changing allocation of resources**
 - Resources used for growth, maintenance, & recovery
- 5. Development shows plasticity**
 - Ex: Memory can be improved with practice
- 6. Development is influenced by historical and cultural context.**