Chapter 4 “From Birth To Death Lifespan Development”

Cycles of Life

Erik Erikson

Personality Theorist

Found that major psychological events occur in typical life

Overview of life cycle

Said we all face (and can anticipate) Predictable psychological conflicts as we develop.

We all experience Psychological Social Dilemmas at certain ages
Dilemmas are major events in lifespan of people
Psycho-Social Dilemmas

- Are conflicts between impulses and the social world

He said successful resolutions of Dilemmas or conflicts causes healthy development and personality

There is an “Optimal Development”

Typical Person has life-stages

- Infancy
- Childhood
- Adolescence
- Young Adult
- Old Age

Each stage has specific:

- Developmental Tasks
- Developmental Milestones
    - Notable events
    - Turning Points
    - Graduation
    - Voting for first time
    - Marriage

Life Span Perspective

View of life from specific points in life

Epigenetic: with each stage pre-programmed to emerge by biology at a specific time period.

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Erikson

Stage 1 = First Year- Trust or Mistrust

Trust- established – warmth, Love, Touching, Physical care
Comes with secure attachments

Mistrust- Inadequate/unpredictable care
Caused by parents, cold indifferent, rejecting

May cause insecurity, suspiciousness, inability to relate to others

Stage 2 = One to Three Years- Autonomy vs. Shame and Doubt pg 137

Simple Self control
Express growing self control
Climbing, touching, exploring, trying to do things for themselves
Building autonomy

To Foster Autonomy:
Encourage children to try new skills

Potty Training (relates to Autonomy)-
Problems in potty training- Associated with "accidents"
Parents should not be overprotective or ridicule
Causes doubt, shame, and insecurity

Stage Three = Ages Three to Five Years- Initiative vs. Guilt pg 138

Children take initiative
Children learning
Making plans
Carrying out tasks

Parents should reinforce Initiative
Give children freedom:
To play
To Ask Questions
To use imagination
To choose activities

Feelings of Guilt can be developed if Parents:
Criticize severely
Prevent play
Discourage questioning

Stage Four = Ages Six to Twelve Years- Industry vs. Inferiority pg 138

Challenges- middle childhood
Self attitudes developed based on:
- Parents
- Teachers
- Classmates
- Adults

Star of school- many new tasks

Erikson said-
- Elementary school year children enters life
- Skills valued by society developed
  - Being successful creates adequacy and in
  - Lack of success = Inadequacy

Children can develop Inferiority if efforts are regarded as:
- Messy or inadequate

Children also learn a sense of Industry with praise:
- Studying, painting, building, cooking, reading

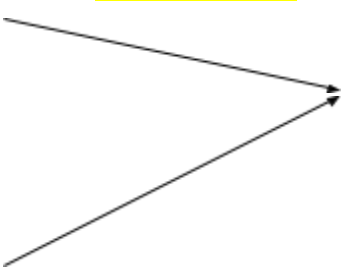
Stage 5= Ages Thirteen to Eighteen - Adolescence Identity vs. Role Confusion pg 138

Turbulent
Between childhood + and adulthood
Adolescent = Answer the question, Who am I? - Identity Formation
- Includes:
  - Mental
  - Physical- puberty
  - Sexual maturation

Adolescent Build consistent Identity:
- Talents
- Values
- Life history
- Relationships
- Culture

Many people suffer Role Confusion

Student
Friend
Athlete
Worker
Son
Daughter



These help us identify who we are.

Lover

Stage 6= Young Adulthood- Intimacy vs. Isolation pg 139

(Stage of major conflict)
Intimacy is needed
After stable identity
    Able to share meaningful love
    Deep Friendship

Intimacy:
    The ability to care about others
    And Share experiences with others

Failure to develop intimacy= Isolation (feeling alone and unloved)

Stage 7= Middle Adulthood – Generative vs. Stagnation

Interest in guiding the next generation
Provides balance in mature adulthood

Generativity= teaching and parenting
    Also productive or creative work
        Work must concern the welfare of others or society
Failure of Generativity= Stagnation
    Focus on one's needs and comforts
    Life loses meaning
    Feelings of Bitterness, Life is dreary, feelings of being trapped

Stage 8= Late Adulthood- Integrity vs. Despair pg 140

Conflicts in old age
Positive view
    People need to look back over life with acceptance + satisfaction
    Integrity (self respect) rich life responsibility (face age +death with dignity)

Negative View
    Life is viewed with regret
    Causes despair (heartache and remorse)
    Life seems like a series of missed opportunities
    Feelings of failure
        Fear and depression

Problems of Childhood pg 141

Normal Problems

Over Protection:

"Excessively shielding a child form ordinary stress"

Some Non-threatening Stress is good.

Typical Difficulties: <Stressors>

1. Sleep Disturbances
2. Fear- of Dark, dogs, school, people
3. Overly timid- being bullied
4. General unhappiness
5. Being negative
6. Clinging
7. Regression

Rivalry and Rebellion pg 141

Intensity and duration make the difference between normal and disorderly

Sibling Rivalry-

Competition between brothers and sisters (some is good)

Childhood Rebellion

Open defiance of adult authority

Children and Divorce:

½ of all marriages end in Divorce

60% of children in single parent homes

Hugely painful life experience

Findings-

Children are more distressed

More likely to have behavior problems

School, drugs, lovers, low self esteem

Most do not have serious problems

Parents are less able to nurture and conflict increases

Parents need to make extra efforts to support and nurture kids in this environment

Serious Childhood Problems pg 142

Toilet Training Disturbances (regular – 30 months, 2 ½ age 3)

Enuresis- lack of bladder control (common in boys)

Ecopresis- Lack of bowel control

Bed Wetting

Should respond with understanding and sympathy and or seek professional advice)

Feeding Disturbances

Overeating

Excessive eating

Eating habits many cases

Under eating

Anorexia Nervosa

Nervous loss of appetite

Mostly adolescent females

Experiencing conflicts of maturing sexually and facing adulthood

Pressure to conform

Causes halting of menstruation (see chapter 12)

Learning Disorders

Achievement is much lower than expected for child's age and intelligence

Dyslexia

Inability to read with understanding

Reversing letters

10-15% have dyslexia= "Word Blindness"

Caused by malfunction of language processing

Attention Deficit Hyperactivity Disorder

ADHD-

Child constantly in motion

Can't concentrate

Talks rapidly

Does not finish work

Impulsive

4-6% of population

5 times more boys

Can lead to- Drop out and Anti-social behavior

Causes of ADHD
- Brain areas for language
- Motor control
- Attention impaired
- Chemical imbalances

Could be hereditary
"Sugar highs are a myth"

Treatment
- Drugs- Ritalin = stimulant
  - Increases attention reduces impulses
  - 5% of all boys take Ritalin
  - Problem of over prescription
    - Used as a behavior crutch
  - Should also include behavior therapy
- Behavioral management
  - Learning principles to change bad behavior
  - Monitor behavior
- Family counseling

Conduct Disorder- pg 144

Aggressive, harm to others, vandalism
In trouble

Kids have low self esteem
Can't handle frustration
Mostly boys
Girls – truancy, lying, drugs, runaway

Autism

Children in own thoughts and fantasies
Private impulses
Affects 1 in 2500
4times more boys
Not affectionate (?)
No interest in other people

Problem
- Temper tantrums (some kids are mute)
- **Parroting back** = Echolalia
- **Repetitive Actions**- rocking, flapping arms

Sensory Blocking- non-responsive to noise
Sensory spinout- watching faucet drip

Causes of Autism
Congenital defect of brain
Symptoms occur before 1 yr old
Brains are larger than normal
25% approach normalcy

Treatment
Early Treatment Helps-
Behavior Modification
Ivar Loraas- was a pioneer treatment
Shaping behavior with rewards and punishment

Child Abuse

Physical or emotional harm caused by violence, mistreatment or neglect

Widespread problem
3.5-14% abused by parents
= 2million children physically per year US and Canada

Abusive Parents

High level of stress and frustration
Depression
Loneliness
Marital disorder
Unemployment
Family violence
Drug abuse
Divorce
Heavy drinking
Work anxiety

Some parents know they are mistreating
Some believe children intentionally annoy them

Parents become angry when child does not display love and affection

Corporal punishment- hitting

Abuse Cycle
One generation of violence to the next
1/3 of all parents who were abused mistreat their own kids
1/3 do not but will likely do it when they are stressed.

Parents need to learn best ways to love, communicate, and discipline children

How to Break the Abuse Cycle

Receive emotional support
Therapy
Emotional supportive mate
Child abuse
    Could lead to: emotional problems, Substance abuse, Violence

Preventing Child Abuse:

    Legal cures
      Courts take custody
    Foster homes
    Court supervision with parents

Classes for parents
    Childcare skills
    Stress management
    Anger control
    Avoidance of Corporal Punishment
    Curbing violent impulses
    Parent Support Groups
Strategies
    Leave the room and call a friend
    Soothing music
    Take 10 deep breaths and calm yourself down
    Move to another room do some exercises
    Take a shower
    Sit down close eyes- imagine yourself in a pleasant place
    Professional help

Emotional Abuse:
    Neglect
    Humiliate
    Intimidate
    Or terrorize children

“Angry Face of Child Abuse”

Signs of abuse-
- Withdrawn
- Aggressive
- Depressed
- Fearful
- Angry

Abused children are experts in detecting anger in adult faces.
- Attuned to anger as a survival skill

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Dangerous Attitudes: Issues of Spanking
67% agreed a good spanking is sometimes necessary
2.5 x per week
25% have used other items to spank kids

Need to Rethink Spanking

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Adolescence: (Identity Formation, and Moral Values)

Characteristics:
Change, Exploration
Exuberance
Searching

Adolescence Defined:

Period between childhood + Adulthood
Culturally defined
“No longer a child but not yet and adult”

Adulthood Transition-

- Responsibility for oneself
- Independent decisions
- Financial Independence (Moving out and getting a job)

Puberty: a Biological Event

Girls- 9-12 yrs
Boys 11-14
Hormonal changes cause- rapid physical and sexual maturity
- Growth Spurt
  - Earlier for girls

Social + Intellectual Maturity come later
Immature cognition + Social Experience + Knowledge

Teen Pregnancy + Drug Abuse/Use

Younger the kid becomes sexually active or using drugs-
the greater damage

Risks of disorders:
- Alcohol
- Smoking
- Eating Disorders
- Suicide
- Risk Taking
- Violence
- STDs

Early + Late Maturation

- Body Awareness
- Concerns over physical appearance
- Timing of Puberty May cause dissatisfaction (distress over body)

Early maturing for boys is good

Social advantage- athletically
Poised – Dominant – Popular- Relaxed – Self Assured

Early maturing boys have issues:
- Drugs- Truancy- Alcohol- Anti-Social- Fighting Behavior-

Late Maturing Boys
- Anxious
- As they catch up- eager, talkative, self-assertive, tolerant of themselves

Early Maturing Girls:

Elementary School- less prestige, poor self image, larger than class mates

Jr. High- Early sexual features, positive body image, peer prestige, adult recognition

May force premature Identity Formation or treated as an adult too early
Creates distorted sense of self

Problems:
- Date sooner
- More independent
- More active in school
- In trouble at school
- Early sexual experience

Adolescent Issues for Girls:
- Changes in self-confidence
- Body image
- Sexual maturity
- Relationships with friends & families

David Elkind (researcher)
- Hurried Adulthood
- Parents push kids too much (into adulthood too soon)
- Causes stress

Adolescent Egocentrism:

According to Elkind (1967), adolescent egocentrism, which includes a belief by teenagers that they are special and unique, accompanies the attainment of new mental abilities. Specifically, Elkind proposed that adolescents construct an "imaginary audience," giving rise to heightened self-consciousness. Adolescents believe that others, especially peers, are watching them, thinking about them, and interested in all their thoughts and behaviors. Elkind suggested that this is due, in part, to emerging formal operational thought, which allows adolescents to think about their own thinking and that of others. Adolescent egocentrism actually represents a flaw in their thinking that is characteristic of early formal operations. Adolescents assume that since they spend a considerable amount of time thinking about themselves, others must be doing the same thing, namely, thinking about and monitoring them. They fail to realize that while they may be preoccupied with themselves, others are not so inclined.

Elkind and Imaginary Audiences:

Teens are preoccupied by imaginary audiences

Teens are very concerned that they are being watched
Affects adolescent behavior
Kids try to control outside impressions

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The Search for Identity:

Identity Formation:

Puberty says "time to begin a new self image."

"Who am I?"
Spurred by cognitive development
Who will I be?

Parents and Teens

Parents affect identity Formation- leads to conflict with parents
Some conflict is good- for growth
Typical conflicts --- dating, sex, substance abuse, freedom, decision making
Parents should be authoritative "Don't give in or give up."

Adolescent Group Behavior:

Text:
Adolescents ---Increased identification with peer group

People who share similar status
Security Identity
Social network

Conformity peeks in adolescence

Group pressure can shut down personal growth

Adolescent Group Behavior:

A **peer group** is a group of approximately the same age, social status, and interests. To work out the relationship with peers, there can be confusion for people to find out how they fit in.Socialization of Adolescents spend about 20 hours a week with peers outside of school

Time spent with family is reduced 50% during grades 5-9

Peer groups function with limited guidance and control from adults
May find members of peer group outside their traditional neighborhoods
Peer groups don't want parental or adult supervision

Do not want to be observed by parents or adults

Adolescents distance themselves from adults
Gender Reorientation- Seek out members of other sex
Gender reorganization is clear

Peer groups increase in size while also- increase intensity of relationships

Adolescent Friendships:

Friendships have positive influence on adolescents
Adolescents who perceive friends as supportive are in fewer school related and psychological problems- have greater confidence and less loneliness.

Studies show there are significant changes in friendship when kids hit adolescence
Early development- peers that **play** together are considered friends

Adolescent- age now friendship is influenced by:
- Common interests, similarity of attitudes and values, **loyalty, and intimacy** become important to friendship.

Trend in adolescence close friends are more similar than in elementary school.
High school friends are chosen because these friends are more likely to be supportive in time of need.

Similarities are attractions for friends:
- Views of school
- Academic achievement
- Dating
- Leisure time activities

Also have similar feelings about:
Drug use
Drinking
Delinquency

Intimacy of Friends at adolescence:
Friends help define themselves:
It is in this context of intimate self disclosing conversations with close friends that teenagers define themselves and explore the identities.

Adolescent Girls-
- Friendships are more intense than among boys
- Middle adolescents- girls have feverish, jealousy and competition(girls who are close friends watch each other's every move…)
  - Copy each other's behavior
  - If one girl has a boyfriend the others will get one

Later Adolescents-

"Less fear of being abandoned and betrayed."

Boys ages 14-16

Less close
More numerous than girls
Seek to establish independence from parents
Friends help to do this
Sense of validation and worth achieved through actions and deeds (not self disclosure)
Boys less articulate than girls about the nature of friendship

Both Boys and girls use "**Social Referencing**" and "**Secure Base**"

Peer Pressure

If adolescents close friend smoke, drinks, use illegal drugs, are sexually active, or break the law… the adolescent is likely to do these things too.

Peer conformity is stronger at early adolescent vs older adolescents

Changing Parent-Child Relations

Conflicts with parents

1. **Frequency of conflict** between adolescents and parents is highest in early adolescences and then decreases. (adolescents spend less time at home)
2. **Intensity of the conflicts** increases from early to mid-adolescence before it declines.
    a. Shifting emotional attachments to peers
    b. Less and less time at home
    c. Parents are worried about the shift and risks associated

Other Factors:

Parents have increased responsibilities
Middle Age problems
Both groups are stressed

Trends:

*Adolescents discuss long rage goals and with **Father**
They go to **Mothers** for special advice and to talk about personal matters to validate feelings

Teenagers are caught between two worlds- dependence and responsibility
Conflicts about little things are really about the big things
(When adolescents feel that parents are too strict they turn to Peers)

Adolescent Thought:

(Moshman 1999)

- Reasoning Hypothetically-Strategic thinking
- Thinking about Thinking = Meta-cognition
- Planning Ahead
- Creative thought: Thinking beyond conventional limits- thinking and applying morals

See Piaget in Ch 3 document "Formal Operations"

Moral Development

Lawrence Kohlberg
Essential Question: "How does the amoral infant become capable of moral reasoning?"
Built on the work of Piaget

Kohlberg said the ability to make moral judgments develops in a predictable way during childhood.

"The child can internalize the moral values of his parents and culture and make them his own as he comes to relate these values to a comprehended social order and to his own goals as social self."

Dependent on Intellectual ability

Moral Reasoning Progresses through three broad levels during childhood and adolescence each has 2 stages
Each stage has a uniquely different kind of moral thinking.

Moral thinking occurs because of complex analysis of both 1. Moral obligations to **individuals** and 2. Moral obligations between **social groups**.

Pre-conventional Level-(Middle Childhood)

Stages 1-2
Children judge actions in the light of their own wants and fears
Not social thinking

Conventional Level –(end of middle childhood) 3-4 level

(Dependent on Formal Operational Reasoning= the ability to consider various existing factors relevant to moral decisions)
Stage 3 **(Good-Child morality)**
Begin to take social conventions into account
Recognize existence of shared standards of right and wrong
Being moral means living up to the expectations of ones family, teachers, and other significant people. (individual –individual)

Stage 4 (Law and order stage) (Begins in Adolescence, stage 3 is still dominant)
Relations between individual and the group
People believe that society has legitimate authority over individuals
Feel obligation to accept laws, standards of behavior
"Behavior maintains social order"

Post Conventional (The Social Contract) Societal Values drive morality

Stage 5 (onset in early adult hood and rarely manifest)
Society is bound by a social contract
Creators and maintainers of law
Stage 6 (Philosophical ideal not psych reality, never observed)

Resolving Identity Crisis Identity vs. Role Confusion (site)

Search for ones "True Self"= Major task of Adolescences (Erikson)
The Final Developmental Crisis = creating a unified sense of identity <before adulthood>
Crisis and Exploration: (Marcia's)
We need to achieve a secure sense of personal identity
Use **Self Reflection** and **Observation** to assess themselves
Begin to search for alternatives
Adolescents develop both 1. Personal Identity and a 2. Social Identity
Reexamine the choices/influence/desires of their parents
They **integrate their past** selves with their **imagined future** selves
Who they are
They assess how they judge others
How others judge them

Adolescents describe the self in abstract terms

Confusion is common and leads to **anti-social** behavior, sometimes self destructive behavior.

"Adolescent we see emerge a unique unification of what is irreversibly given--that is, body type and temperament, giftedness and vulnerability, infantile models and acquired ideals--with the open choices provided in available roles, occupational possibilities, values offered, mentors met, friendships made, and first sexual encounters." (Erikson, 1970.)

Identity Statuses

- **Identity achievement** occurs when an individual has gone through an exploration of different identities and made a commitment to one.
- **Moratorium** is the status of a person who is actively involved in exploring different identities, but has not made a commitment.

- **Foreclosure** status is when a person has made a commitment without attempting identity exploration.
- **Identity diffusion** occurs when there is neither an identity crisis or commitment.