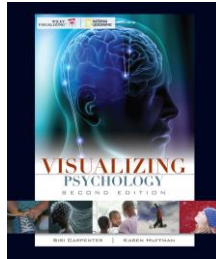




## CHAPTER 10

### Life Span Development II



PSYCHOLOGY



### Understanding Homelessness



### Lecture Overview

- Social, Moral, & Personality Development
- How Sex, Gender, & Culture Affect Development
- Developmental Challenges Through Adulthood





## Social Development

- **Attachment:** strong affectional bond with special others that endures over time
  - Harlow's work with monkeys--feeding or contact comfort?




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## Lack of Love



### Effects of Lack of Love

- Lack of language skills
- Poor relationships
- Withdrawn or exceptional need for affection
- Stunted growth – intellect, physical, perceptual
- More prone to infection
- Rocking, isolation behavior
- Death!




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## Social-Emotional Development: Three Levels of Attachment

- Ainsworth's *strange situation procedure* identified three types of attachment in children:
  1. **Securely Attached**  
Child stays close to mother, shows moderate distress when separated, & is happy when mother returns.




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## Three Levels of Attachment (Continued)

2. **Avoidant:** Child treats mother & stranger the same & rarely cries when mother leaves.
3. **Anxious/Ambivalent:** Child is upset when mother leaves. When mother returns, child seeks closeness, but also squirms away.

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## Pause & Reflect: Psychology & Life

- Research suggests the **attachment** patterns we develop as infants may carry over into similar patterns in our adult romantic relationships.




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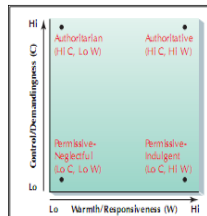
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## Social-Emotional Development: Baumrind's Three Parenting Styles

1. **Permissive**  
(Permissive-Neglectful & Permissive-Indulgent)
2. **Authoritarian**
3. **Authoritative**  
Identified by degree of control/demandingness (C) & warmth/responsiveness (W)




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## Social-Emotional Development: Baumrind's Three Parenting Styles

### 1. Permissive

#### ■ Permissive-Neglectful

Few limits or control (Lo C),  
little warmth or  
responsiveness (Lo W)

#### ■ Permissive-Indulgent

Few limits or control (Lo C),  
high warmth &  
responsiveness (Hi W)



## Social-Emotional Development: Baumrind's Three Parenting Styles

2. **Authoritarian** Highly  
controlling (Hi C), little  
warmth or  
responsiveness (Lo W)



Study Tip:

- Two "Rs" in  
Authoritarian =  
"Rigid Ruler!"

3. **Authoritative** Set &  
enforce firm limits (Hi  
C), high warmth or  
responsiveness (Hi W)



- Two "Ts" in  
Authoritative =  
"Tender Teacher!"



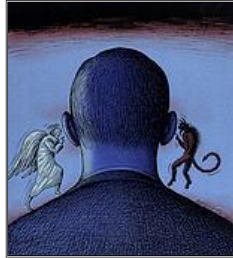
## Parenting Styles

Study Organizer 10.1 Parenting styles			
Parenting Style	Description	Example	Effect on Children
Permissive-neglectful (permissive- indifferent) (low C, low W)	Parents make few demands, with little structure or monitoring, and show little interest or emotional support; may be actively rejecting.	"I don't care about you—or what you do."	Children tend to have poor social skills and little self-control (being overly-demanding and disobedient).
Permissive-indulgent (low C, high W)	Parents set few limits or demands, but are highly involved and emotionally connected.	"I care about you—and you're free to do what you like!"	Children often fail to learn respect for others and tend to be impulsive, immature, and out of control.
Authoritarian (high C, low W)	Parents are rigid and punitive, while also being low on warmth and responsiveness.	"I don't care what you want. Just do it my way, or else!"	Children tend to be easily upset, moody, aggressive, and often fail to learn good communication skills.
Authoritative (high C, high W)	Parents generally set and enforce firm limits, while also being highly involved, tender, and emotionally supportive.	"I really care about you, but there are rules and you need to be responsible."	Children become self-reliant, self-controlled, high achieving, and emotionally well-adjusted; also seem more content, goal oriented, friendly, and socially competent.



## Moral Development

- **Kohlberg** developed a model of moral development (right & wrong) based on responses to moral dilemmas.




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## Moral Development: Kohlberg's Three Levels & Six Stages

- **PRECONVENTIONAL LEVEL**

birth to adolescence

Moral judgment is self-centered

Stage 1: punishment-obedience orientation

Stage 2: instrumental-exchange orientation




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## Moral Development:

- **CONVENTIONAL LEVEL**

Adolescence and young adulthood

Moral reasoning advance from self-centered to other-centered

Stage 3: good child orientation

Stage 4: law-&-order orientation




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## Moral Development:

- **POSTCONVENTIONAL LEVEL**

Adulthood

Personal standard for right and wrong; abstract principles

Stage 5: social-contract orientation

Stage 6: universal ethics orientation



Source: AP

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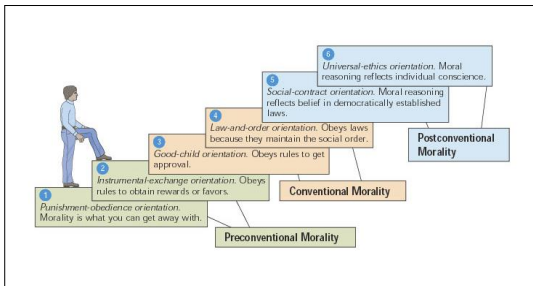
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## Kohlberg's Three Levels and Six Stages




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## Assessing Kohlberg's Theory

- Three major areas of criticism:

1. Moral reasoning vs. behavior
2. Possible gender bias
3. Cultural differences



Source: AP

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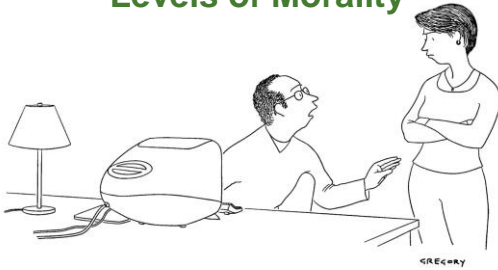
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## Levels of Morality



*"I swear I wasn't looking at smut—I was just stealing music."*

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## Pause & Reflect: Assessment

1. Anna is self-reliant, self-controlled, high achieving, & emotionally well adjusted. Her parents most likely followed a(n) authoritative parenting style.
2. George would like to wear two earrings & a black leather studded jacket, but he is worried about others' disapproval. He is most likely at Kohlberg's conventional level of moral development.

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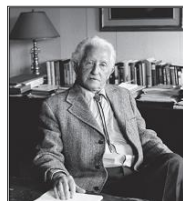
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## Personality Development: Erikson's Eight Psychosocial Stages

- Erik Erikson identified eight **psychosocial stages** of development marked by various "psychosocial" crises or conflicts related to specific developmental tasks.




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## PSYCHOLOGY

Mr. Fitzpatrick



### Erikson's Eight Psychosocial Stages

- Childhood: Trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority.
- Adolescence: Identity vs. role confusion.
- Young Adulthood: Intimacy vs. isolation.
- Middle Adulthood: Generativity vs. stagnation.
- Older Adult: Ego integrity vs. despair.




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## PSYCHOLOGY

Mr. Fitzpatrick



### Personality Development:

#### Stage 1 Trust versus mistrust (birth-age 1)

Infants learn to trust or mistrust their caregivers and the world based on whether or not their needs—such as food, affection, safety—are met.



#### Stage 2 Autonomy versus shame and doubt (ages 1-3)

Toddlers start to assert their sense of independence (autonomy). If caregivers encourage this self-sufficiency, the toddler will learn to be independent versus feelings of shame and doubt.



#### Stage 3 Initiative versus guilt (ages 3-6)

Preschoolers learn to initiate activities and develop self-confidence and a sense of social responsibility. If not, they feel irresponsible, anxious, and guilty.



#### Stage 4 Industry versus inferiority (ages 6-12)

Elementary school-aged children who succeed in learning new, productive life skills, develop a sense of pride and competence (industry). Those who fail to develop these skills feel inadequate and unproductive (inferior).




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## PSYCHOLOGY

Mr. Fitzpatrick



### Personality Development:

#### Stage 5 Identity versus role confusion (ages 12-20)

Adolescents develop a coherent and stable self-definition (identity) by exploring many roles and deciding who or what they want to be in terms of career, attitudes, etc. Failure to resolve this identity crisis may lead to apathy, withdrawal and/or role confusion.



#### Stage 6 Intimacy versus isolation (young adulthood)

Young adults form lasting, meaningful relationships, which help them develop a sense of connectedness and intimacy with others. If not, they become psychologically isolated.



#### Stage 7 Generativity versus stagnation (middle adulthood)

The challenge for middle-aged adults is to be nurturant of the younger generation. Failing to meet this challenge leads to self-indulgence and a sense of stagnation.



#### Stage 8 Ego integrity versus despair (late adulthood)

During this stage, older adults reflect on their past. If this reflection reveals a life well-spent, the person experiences self-acceptance and satisfaction (ego integrity). If not, he or she experiences regret and deep dissatisfaction (despair).




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## Pause & Reflect: Assessment

- Can you name Erikson's eight stages of **psychosocial** development & give the approximate age for each stage?

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## Answers to Previous Slide: Erikson's Eight Psychosocial Stages

- Trust vs. Mistrust (0-1 year)
- Autonomy vs. Shame & Doubt (1-3 years)
- Initiative vs. Guilt (3-6 years)
- Industry vs. Inferiority (6-12 years)
- Identity vs. Role Confusion (adolescence)
- Intimacy vs. Isolation (young adulthood)
- Generativity vs. Stagnation (middle adulthood)
- Ego Integrity vs. Despair (late adulthood)

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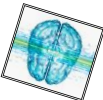
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## Pause & Reflect: Critical Thinking

- Have you successfully resolved the developmental crisis associated with your current Eriksonian stage of life? Are there earlier stages that you believe you have not have resolved successfully? If so, how has this affected your personal or social relationships?




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## Sex & Gender: Important/Confusing Terms

- **Sex:** biological maleness or femaleness including chromosomal sex
- **Gender:** psychological & sociocultural meanings added to biological maleness and femaleness




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## Sex & Gender Differences

- *Physical anatomy:* height, weight, body build, reproductive organs
- *Functional & structural brain differences:*
  - hypothalamus
  - corpus callosum
  - cerebral hemispheres




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## Gender Differences

- Cognitive abilities
  - Women score *slightly* higher on verbal skills.
  - Men score *slightly* higher on math & visuospatial skills.
- Aggression
  - Men exhibit greater physical aggressiveness.
  - Women supposedly higher on relational aggression, but no clear differences.




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## Gender Role Development

- **Gender Role:** societal expectations for normal & “appropriate” male & female behavior



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## Two Theories of Gender Role Development

- **Social learning theory** of gender role development: suggests gender roles develop as children:
  - receive rewards &/or punishments for gender role behaviors & attitudes
  - observe & imitate the behaviors & attitudes of others



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## Two Theories of Gender Role Development



- **Cognitive Developmental Theory:** combines social learning & cognitive processing; children form **gender schemas** (mental blueprints) of “correct” behaviors for boys vs. girls

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## Sex & Gender: Important/Confusing Terms (Cont.)

- **Androgyny:**

combining characteristics typically male (assertive, athletic) with those considered typically female (yielding, nurturing); from Greek *andro*, meaning "male," & *gyn*, meaning "female"




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### Pause & Reflect: Assessment

1. Differentiate between sex & gender; briefly describe the two theories of gender role development.

Androgyny combines characteristics typically male (assertive, athletic) with those considered typically female (yielding, nurturing).

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### Pause & Reflect: Critical Thinking

- What are the best & worst things about the **masculine gender role** & the **feminine gender role**? Would the world be better if everyone were **androgynous**? Why or why not?

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## Cultural Influences on Development

- **Individualistic Cultures:** emphasize *individual's* personal needs & goals over those of the group
- **Collectivistic Cultures:** emphasize the needs & goals of the *group* over the individual



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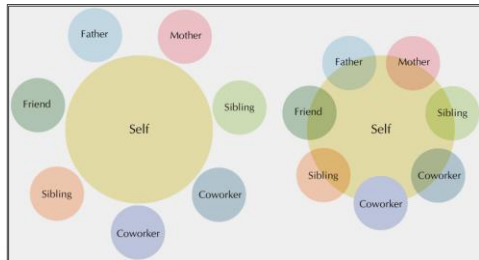
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## The "Self" in Individualistic (left figure) & Collectivistic Cultures (right figure)



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## Pause & Reflect: Critical Thinking

- Which cultural values, **individualist** or **collectivist**, do you find most appealing & valuable? Why?



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## Developmental Challenges Through Adulthood

1. Developing a loving, committed relationship
2. Finding rewarding work & a satisfying retirement
3. Coping with death and dying



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## Developmental Challenges Through Adulthood



- divorce
  - implications for both adult and child development
- realistic expectations are key

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## Developmental Challenges Through Adulthood

- *Research shows good committed relationships /marriages:*
  - Establish "love maps"
  - Share power & provide mutual support
  - Practice conflict management
  - Share similar values, beliefs, interests, etc.
  - Create a supportive social environment
  - Maintain a positive emphasis




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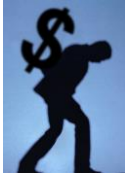
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## Work



- Career Desires
- Work defines us in fundamental ways
- Personality-job fit theory



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## Retirement



- Activity theory of aging
- Socioemotional selectivity theory



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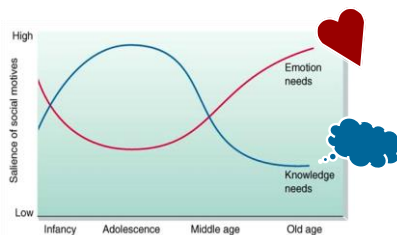
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## Meeting the Challenges of Adulthood: The Socioemotional Selectivity Theory



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## Meeting the Challenges of Adulthood: **Work & Retirement**

- Retirement:  
Should we follow the **activity, disengagement,** or **socioemotional selectivity theory?**



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## Death & Dying

- Children & adults interpret & respond to death differently.
- Three basic concepts:
  - **Permanence**
  - **Universality**
  - **Nonfunctionality**



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## Grief & Death (Continued)

- *Kübler-Ross* developed a five stage theory of the psychological processes surrounding death:
- **Denial** ("It can't be true!")
- **Anger** ("Why me? It's not fair!")
- **Bargaining** ("I'll change everything!")
- **Depression** ("I've lost everything.")
- **Acceptance** ("I know my time is near.")



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## Grief & Death (Continued)

### Accepting Death of A Loved One

- **Denial** ("They made a mistake!")
- **Anger** ("It's the doctor's fault!")
- **Guilt** ("It's my fault!")
- **Depression/Grief** ("I'll never see him again.")
- **Acceptance** (Accept that love one has died)



### Thanatology

Source: [http://www.fox.com](#)

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### Pause & Reflect: Assessment

1. Different ages interpret & respond to death according to **permanence, universality, & nonfunctionality**.
2. Give a brief example of a dying person's response during each of *Kübler-Ross's* five stage theory of death.

Source: [http://www.fox.com](#)

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### Pause & Reflect: Critical Thinking

- Chapter 10 offers numerous tips & helpful insights regarding parenting & life span development. How might you use this information in your career or within your own family?



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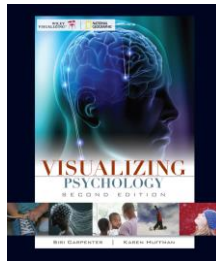
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# End of CHAPTER 10

## Life Span Development II



STUDY

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