

“It is difficult to connect general principles with such thoroughly concrete things as little children.”

John Dewey, American philosopher, psychologist, and education reformer, 1959-1953

“This leads us to note down in our psychological chart of the mass-man of today two fundamental traits: the free expansion of his vital desires, and, therefore, of his personality; and his radical ingratitude towards all that has made possible the ease of his existence. These traits together make up the well-known psychology of the spoilt child.”

Jose Ortega y Gasset, Spanish philosopher and humanist, 1883-1955

Notes on Developmental Psychology – Chapters 10 & 11

Essential Questions:

- How do people grow and develop physically throughout the lifespan?
- How do people grow and develop intellectually throughout the lifespan?
- How do people grow and develop socially throughout the lifespan?
- How do people grow and develop morally throughout the lifespan?
- How do people grow and develop personality throughout the lifespan?

Unit Objectives:

- Describe the physical development of infants and children from conception to puberty.
- Analyze the cognitive development of infants and children.
- Evaluate the importance of social development in infants and children.
- Define adolescence and evaluate how adolescence has changed over the last century.
- Summarize the physical changes that occur during adolescence.
- Analyze how the reasoning ability of adolescents differs from that of children.
- Describe and analyze Kohlberg’s theory of moral reasoning.
- Describe how nature & nurture affect behavior.
- Describe how developmental psychologists research development over the lifespan.
- Analyze how sex roles influence individual and social behavior throughout the lifespan.

I. Child Development

- A. **Developmental psychology** – the study of the lifelong, often age-related, processes of change in the physical, cognitive, moral, emotional, and social domains of functioning; such changes are rooted in biological mechanisms that are genetically and socially controlled.
1. Controversies in developmental psychology
 - a. *nature v. nurture* – how much does each influence development?
 - b. *stability v. change* – do individuals stay the same throughout their lives or do they change and adapt?
 - c. *continuity v. discontinuity* – is development a gradual change or happen quickly during critical periods?
 2. ***Developmental theories*** –
 - a. **psychoanalytical approach** – childhood experiences especially those before age 6 shape each person’s biologically based urges
 - b. **behaviorism** – development based on reinforcement, modeling, punishment, and shaping
 - c. **cognitive theory** – development is due to an adaptation to the world which a child accommodates to its ever changing demands
 - d. **ecological theory** – children develop within a system of complex human relationships and that those relationships exist within both immediate environments such as families and neighborhoods
 - e. **biological** – chromosomes and hormones direct and influence development
 - f. **evolutionary** – development based on survival of the fittest

3. Research designs

	Longitudinal Method	Cross-sectional Method
Method	Studies a specific group of individuals to determine ages to examine changes that have occurred over a long period of time	Compares individuals of different ages to determine how they differ on some important dimensions
Study Plan	Study the same group of individuals at 20 years of age, at 40 years, and at 60 years	Study three groups of participants at the same time; a group of 20 year olds, a second group of 40 year olds, and a third group of 60 year olds
Strengths and Weaknesses	Permits study of the same individuals over time, but are costly, time consuming, and may be limited in the ability to generalize the findings beyond the original study groups.	Less costly and more efficient than longitudinal studies, but subject to unrecognizable factors that may distinguish the groups (other than age) and cohort effects (differences between groups reflecting historical rather than development factors) <i>Cohort effects:</i> people of a given age are affected by factors unique to their generation, leading to differences in performance between generations.

The First Ten Months

Period		Life Stage	Approximate Age
<i>Prenatal</i>	<ul style="list-style-type: none"> <i>cephalocaudal</i> – head to tail development <i>proximodistal</i> – from the center outward development 	Zygote	Conception to day 5 to 7
		Embryo	To day 49
			Fetus
<i>Postnatal</i>	<ul style="list-style-type: none"> <i>Maturation</i> – the biological growth process that enable orderly changes in behavior, relatively uninfluenced by experience. <i>Critical period</i> - A time frame deemed highly important in developing in a healthy manner; can be physically, emotionally, behaviorally, or cognitively. 	Infancy	Birth to 18 month
		Toddler	18 months to 3 years
		Early childhood	3 to 6 years
		Middle childhood	6 to 13 years
		Adolescence	13 to 20 years
		Young adulthood	20 to 40 years
		Middle adulthood	40 to 65 years
Late adulthood	65 plus		

4. Environmental influences

- a. *teratogens* – are external agents that can cause abnormal prenatal development
 1. can be chemicals (lead), diseases (Rubella), stress, and common agents such as caffeine and unpasteurized foods/drinks
 - a. fetal alcohol syndrome (FAS) and fetal alcohol exposure (FAE) - mental retardation, cognitive delay, and malformations
 - b. nicotine and smoking - higher risk of SIDs, low birth weight, cognitive and behavioral deficits, and asthma
 - c. HIV and AIDS – can pass to the baby during delivery
 - d. Influenza - neural tube defects, schizophrenia, dyslexia
 - e. caffeine - miscarriage and lower fertility
 - f. severe stress – miscarriage, premature birth, cleft lip/palate, and behavioral problems and cognitive delay
 - g. sexually transmitted diseases
 - h. drugs - effect can vary tremendously depending on the drug but can include behavioral problems, cognitive delay, smaller brain, miscarriage, premature birth, and addiction

- i. lack of nutrition and vitamins –
 - 1) lack of folic acid – neural tube defects
 - 2) undernourished – smaller brain, cognitive deficit
- j. bacteria (including pesticides and household solvents) that the placenta can not process can lead to mental retardation and growth malformations at high doses and behavioral problems and cognitive delay

5. The Amazing Newborn

- a. at birth, newborns can see (blurry), hear, smell, and adapt to the environment/make connections
- b. growth – newborns grow quickly both physically and cognitively
- c. newborn reflexes

<i>Reflex</i>	<i>Initiated By</i>	<i>Responses</i>	<i>Duration</i>
<u>Eye Blink</u>	Flashing a light in the infant's eyes	Closing both eyes	Continues throughout life
<u>Babinski</u>	Gently stroking the sole of the infant's foot	Flexing the big toe; fanning out the other toes	Usually disappears near the end of the first year
<u>Withdrawal</u>	Pricking the sole of the infant's foot	Flexing of the leg	Present during their first 10 days; present but less intense later
<u>Plantar</u>	Pressing a finger against the ball of the infant's foot	Curling all the toes under	Disappears between 8 and 12 month
<u>Moro</u>	Making a sudden loud sound	Extending the arms and legs; then bringing arms toward each other in convulsive manner; crying	Begins to decline in 3 rd month; gone by 5 th month
<u>Rooting</u>	Stroking the infant's cheek with a finger	Turning the head toward the finger, opening the mouth, and trying to suck	Disappears at approximately 3 to 4 months
<u>Sucking</u>	Placing a finger in the infants mouth	Sucking rhythmically	Often less intense and less regular during the first 3 to 4 days of life but continues for several months

d. Infant perception

1. Frantz's Viewing Box -

- a. by showing infants various pictures, he discovered their visual preferences
- b. infants spent more time looking at faces than squiggles
- c. infants preferred looking at complex pictures than simple; curved over straight lines
- d. infants also imitate facial expressions of caregivers
- e. What does this all mean?

2. Visual Cliff

- a. To test depth perception, a researcher places an infant who can crawl on a glass surface, half of which is covered in a checkerboard pattern. The other half is the same pattern placed several feet below.
- b. infants with poorly developed depth perception should be willing to crawl easily onto the transparent side as they did on the patterned side
- c. infants with well-developed depth perception are apprehensive to do so even with prodding from parents

B. Cognitive Development

1. Jean Piaget

- a. a Swiss philosopher and psychologist who spent most of his adult life listening to, watching, and researching children and how they do not think like adults
- b. his research provided a foundation for education reform movements

- c. Schema - The cognitive structure utilized to make sense of the world.
- d. Assimilation – Incorporating objects, experiences, or information into existing schemas.
- e. Accommodation - The creation of new cognitive schemas when objects, experiences, or other information does not fit with existing schemas.

Sensorimotor Stage [birth-2 years]	Preoperational Stage [2 – 6/7 years]
<ul style="list-style-type: none"> • <i>object constancy</i> – objects do not exist when they are out of sight (ex. Peek-a-boo) • Limited language just words and phrases (by 1: 0-25 words and by 2: 60-100 words) • Making interesting things last • <i>object permanence</i> – develop the ability to understand even when objects are out of sight they still exist • “<i>Stranger anxiety</i>” – anxiety with people who are not a caregiver or acts shy around new people or people they do not remember. <ul style="list-style-type: none"> • act shy around new people or people they can’t remember 	<ul style="list-style-type: none"> • <i>Egocentrism</i> – self-centeredness • Begin to represent the world symbolically (present and imagination) • Very little logic or reason. Visual learner. - no conservation ability (ex. Nathan and money) • Use language as a tool for understanding and controlling the world (tell us now what they want or need) • <i>Decentration</i> – developing the process of becoming less egocentric and start to feel empathy (this process lasts over a few stages) • <i>Animism</i> – all things are living like they are • <i>Artificialism</i> – all objects are made by people
Concrete Operational Stage [6/7 – 11/12 years]	Formal Operational Stage [11/12+ years]
<ul style="list-style-type: none"> • <i>Conservation</i> – quantity remains the same despite changes in appearance (children can do this at this stage) • <i>Reversibility</i> – is the understanding that mathematical operations can be undone [subtraction, division] • Ability to understand constant factors such as rules • Can complete higher order symbolism like simple arithmetic (numbers represent things) • Look at situations with more than one point of view • Distinguish between appearance and reality (TV for younger children difficult because they can’t distinguish this) 	<ul style="list-style-type: none"> • Abstract and hypothetical thinking such as love, freedom, religion (understanding concepts that are not concrete) • Consider future possibilities • Egocentrism has disappeared [mostly] • Piaget believed that adolescents were not totally in FOS. They still had some “cognitive distortions” such as <i>imaginary audience</i> and <i>personal fable</i>

2. *Lev Vygotsky*

- a. Socio-cultural context of cognitive development interacts with the brain’s biological maturation
- b. Internalization – the process of absorbing information from a specified social environmental context
- c. Private speech helps children work out things
- d. Scaffolding –
 1. temporary aid provided by one person to support the learning of another person; usually to help in stages or milestones of skill work (like language development)
- e. Guided participation –
 1. tendency for adults to provide scaffolding to children so they can engage in mature activities

- f. Zone of proximal development (ZPD) – the difference between what a child can do independently and what a child can do with assistance from adults or more advanced peers
 - 1. it helps recognize those functions that have not yet matured but are in the progress of maturation
 - 2. the concept emphasizes that we can help move a child’s cognitive development forward within limits
- g. Milestones in language development:

<i>Age</i> (approximate)	<i>Vocal Activity</i>	<i>Description</i>
Birth	Crying	Crying expresses distress
Two Months	Cooing	Infant begins making cooing sounds (e.g., “aah” and “oooh”)
Six to twelve months	Babbling	Phonemes, the basic units of sound appear
Twelve months	One-word phrases (holophrases)	Baby imitates sounds and can understand some words; begins to say single words <u>Scaffolding</u> – modeling performance while thinking out loud, build on what is known
Eighteen to twenty four months	Two-word phrases or sentences	Vocabulary grows to about fifty words, and baby emits two word phrases or sentences <u>Telegraphic speech</u> – words are left out <u>Overgeneralized speech</u> – wrong tense “I goed”
Twenty four to thirty six months	Complex speech	Sentences become longer and more complex and include plurals and past tense; speech shows elements of proper syntax; vocabulary includes 500 – 850 words

3. Theory of the Mind

- a. an understanding of mental states such as feelings, desires, beliefs, and intentions and of the causal role they play in human behavior (not an automatic developmental process but a gradual experiential process)
- b. children have little or no concept of their own or other people’s thought processes until age 3-4
- c. before age 3, children are not able to set aside their own situation and understand things from someone else’s perspective
- d. lying and deception also provide evidence of theory of the mind in that they imply an ability to recognize that one person can have information that another does not have and therefore we can influence what others think

C. Moral Development

1. **Lawrence Kohlberg’s theory**

- a. worked with Piaget
- b. children develop a sense of moral relativity which allows children to recognize that situational convention and may need to be altered, depending on the situation

Preconventional Level	<u>Stage 1</u> – Punishment and Obedience Orientation	<ul style="list-style-type: none"> - obedience and punishment orientation - physical consequences determine good/bad - deference to superior power or prestige - authority figure determines standards - conscience: obedience on basis of direct, almost irrational fear of punishment
	<u>Stage 2</u> – Instrumental Relativist Orientation (let’s make a deal)	<ul style="list-style-type: none"> - naively egotistic orientation - instrumentally satisfying needs of self (and occasionally others) - equal sharing: exchange, reciprocity, fairness - you scratch my back and I’ll scratch yours (not from concern or loyalty, but because it is fair....mafia mentality) - conscience: rational calculation of what best serves personal needs

Conventional Level	<u>Stage 3</u> – Good Boy, Nice Girl Orientation	<ul style="list-style-type: none"> - maintenance of appearances - being nice, approval, pleasing a limited group are important - consider own feelings (conscious) and feelings of others - put oneself in another's shoes - stereotypes of right behavior of majority - intentions (he means well) become important - value: doing that which helps and pleases others, even though it may entail inconvenience to self - guilt: awareness of having done something that contradicts the expectations of others
	<u>Stage 4</u> – Law and Order Orientation	<ul style="list-style-type: none"> - orientation toward authority and maintenance of social order - maintain the given social order for its own sake - doing duty - rigid; fixed rules are hard to change - respect for authority and majority rule - Would not buy radar detector.
Postconventional Level	<u>Stage 5</u> – Social Contract, Legalistic Orientation (Supreme Court)	<ul style="list-style-type: none"> - standards critically examined and socially agreed upon - constitutional and democratic - legalistic but law can be changed for the benefit of society - individual rights respected when contrary to constitutionally agreed rights - relativity of personal values respected - moral values are defined in terms of individual rights and standards agreed on by society - consensus rather than majority - official morality of the United States, although system functions at stage 2 - Would buy a radar detector.
	<u>Stage 6</u> – Universal, Ethical Principle Orientation	<ul style="list-style-type: none"> - orientation to principles above social rules - principles appeal to logical universality and consistency - conscious guided by self-chosen principles - justice with individual dignity - obedience or disobedience to law based on moral respect for justice - civil disobedience - motivated by demands for personal integrity, seeking to deal consistently with respect for others - Conscience: asks one ultimate question - am I being true to myself?

2. Criticisms of Kohlberg's ideas can be found in the works of *Carol Gilligan* (1993) and *John Snarey* (1985).
 - a. One criticism is that the theory is culturally biased. Kohlberg believed that children and adolescents (he tested only educated middle class from urban societies) advanced at the same rate. Snarey found that non-Westerners including Buddhist monks did not respond to the Kohlberg dilemmas at the third level. In cultures that value traditions, rules, and authority over individualism and personal rights conventional reasoning is more prevalent.
 - b. Another criticism was that Kohlberg's work is gender biased since he did not use women in his studies, thereby perpetuating the androcentric (centered or focused on men, often to the neglect or exclusion of women) bias.
 - c. They believe that women and men simply process decisions differently and that one is not better than another, as Kohlberg's work implied.
 - d. Feminists attack Kohlberg's work because he states that women rarely advance beyond stage 4.
 - e. Gilligan's work was very stereotypical in moral development in that she tried to show that girls were more oriented toward caring relationships and connections with other people while boys gravitate toward morality of justice.

D. Emotional and Social Development

1. Attachment – the strong emotional tie that a person feels toward special, other persons in his/her life
 - a. *Imprinting* – the formation of a strong bond of the newborn animal to the first moving object seen after birth (Konrad Lorenz and the goslings)

- b. **Harry Harlow and Rhesus Monkeys Experiment**
 1. newborn monkeys separated from their mothers did not survive (even though they were well fed)
 2. newborn monkeys with terrycloth scraps in their cages did survive (sense of security)
 3. in his most famous experiment, newborn monkeys were raised with surrogate “mothers” – one was a wire mother and the other was a wire mother covered in terrycloth. The monkeys clung to the terrycloth mother even when they did not provide milk.
 4. He concluded that wire mother even with milk could not provide the comfort needed by the newborn
 5. He also noted that neither group of monkeys grew up normal – some had aggression problems, overly fearful, or sexual problems.
- c. **Mary Ainsworth**
 1. “Strange Situation” – measuring attachment behavior
 - a. Secure type (type B) – these infants used their mother as a secure base for exploring the environment, periodically looking to see where she was and limited exploration when she was absent. Cried sometimes when the mother left the room but was greeted joyfully upon return – most secure pattern of attachment. (65-70 percent of infants)
 - b. Insecure-avoidant (type A) – these infants paid little attention to the mother when she was in the room and separated easily from her to explore the environment. They showed little distress when mother left the room and ignored her when she returned. (20 percent of infants)
 - c. Insecure-resistant (type C) – These infants clung to the mother and were reluctant to explore the environment despite desirable toys. They showed a high level of distress when the mother departed and continued to be distressed even when the mother returned despite her attempts to comfort the infant. (10 percent of infants)
 - d. Disorganized/disoriented (type D) – These infants appeared to lack a consistent or organized strategy for responding to separations and reunions with the mother. They seemed confused and were unable to approach the mother directly for support even when they were distressed. (added later)
 2. Temperament
 - a. New York **Longitudinal** Study
 1. Easy Child – (40%) playful; shows interest in new situations or novel stimuli; quickly develops regular sleeping and eating patterns
 2. Difficult Child – (10%) Irritable; has difficulty adjusting to new situations or people and establishing regular sleeping and feeding schedules
 3. Slow-to-Warm-Up Child – (15%) responds slowly, have low intensity responses and are often negative
 4. Unique Child – (35%) showing a blend of emotional reactions
 3. Social Development
 - a. as early as 9 months, infants show they like to play games alone
 - b. by 2 years, children understand that they are separate from their parents and are developing a sense of self
 - c. **Sharing** –
 1. very young children do not understand the concept of sharing
 2. once older children initiate sharing, they exhibit knowledge about reciprocal behavior
 3. over time, children will develop the strategies and rules needed for sharing and social interaction
 - d. **Erik Erikson**
 1. importance of social development
 2. development processes through a series of stages that begins in early childhood and continues through adulthood
 3. our personalities are shaped by how we deal with a series of psychological crises or challenges during these stages

<i>Stage</i>	<i>Approximate Ages</i>	<i>Life Crises</i>	<i>Important Event</i>	<i>Major challenge in psychological development</i>
Stage 1	Infancy (birth to 1 year)	Basic trust vs. Mistrust	Feeding	The infant must form a loving, trusting relationship with the caregiver or develop a sense of mistrust
Stage 2	Toddlerhood (18 months to 3 years)	Autonomy vs. shame and doubt	Toilet Training	The child's energies are directed toward the development of physical skills, including walking and controlling the sphincter. The child learns control but may develop shame and doubt if not handled well
Stage 3	Preschooler (3 to 6 years)	Initiative vs. guilt	Independence	The child continues to become more assertive and to take more initiative but may be chastised for being too forceful, which can lead to guilty feelings
Stage 4	School Age (6 to 12 years)	Industry vs. inferiority	School	The child must deal with demands to learn new skills or risk a sense of inferiority, failure, and incompetence

4. Gender

- a. *gender stereotype* – a fixed, overly simplified, often wrong, and often negative idea about traits, attitudes, and behaviors of males or females.
- b. dangers in perpetuating gender stereotypes

5. Child-Rearing Influences

a. Parenting styles (Diane Baumrind)

1. *Authoritarian* – parents impose rules and expect obedience:
 - a. Don't interrupt
 - b. Keep your room clean
 - c. Why? Because I said so
2. *Permissive* – parents submit to their children's desires, make few demands, and use little punishment
3. *Authoritative* – parents are both demanding and responsive, they exert control not only by setting rules and enforcing them but also explaining the reasons and, especially with older children, encouraging open discussion and allowing exceptions when making the rules

	<i>Authoritative</i>	<i>Authoritarian</i>	<i>Permissive</i>
Limit Setting	High	High	Low
Style of Discipline	Reasoning	Forceful	Lax
Maturity Expectations	High	High	Low
Communications with children	High	Low	Moderate
Warmth and support	High	Low	High

II. Adolescence and Adulthood

- A. Adolescence – the period extending from the onset of puberty to early adulthood
1. *puberty* – the period during which the reproductive system matures; it begins with an increase in the production of sex hormones, which signals the end of childhood
 2. Physical development –
 - a. primary sex characteristics – the development of physical characteristics that differentiate males from females and play a direct role in reproduction
 - b. secondary sex characteristics – physical characteristics that differentiate males and females but are not directly involved in reproduction
 3. Moral Reasoning
 - a. Kohlberg argued that adolescence is a particularly rich time of life for moral development because this is a time when individuals are bombarded with situations in which they need to make moral decisions.
 4. Cognitive Development
 - a. abstract thinkers, but...
 1. *Piaget and Elkind*
 - a. imaginary audience – the common belief among or cognitive distortion of adolescents that they are the center of other people’s attention
 - b. personal fable – the common belief or cognitive distortion in which adolescents believe they are so special and unique that other people cannot understand them and risky behavior will not harm them.
 2. *Seattle Longitudinal Study (Schaie)*
 - a. crystallized intelligence refers to accumulated knowledge, verbal skills, and numerical skills that increase with age
 - b. fluid intelligence involves abilities such as abstract thinking, logical problem solving, and special reasoning that decrease with age
 - c. the study of 5,000 participant who were tested every seven years, started in 1953 and competed in 1998, found that:
 1. most intellectual abilities decline by age 60 but the decline is not significant until age 80 (except for speed of processing)
 2. those who suffered the least decline stayed healthy, were of a higher socioeconomic category, and were involved in intellectually stimulating environments
 5. Emotional and Social Development
 - b. Emotional development –
 1. Storm and Stress – theory that adolescence is a time of an emotional roller coaster
 2. Self-fulfilling Prophecy – adolescents will act any way that parents or society expect them to act
 - c. peer relationships –
 1. as adolescents spend more time away from parents, they experience increasing pressure to conform to those peer groups
 2. adolescent relationships are much more intimate than childhood friendships
 3. peer relationship also include individuals of the opposite sex (which is not as common is childhood relationships)
 4. most adolescents have the fundamental values of their parents, they look to peers for guidance on dress, music, speech, etc.
 5. peer groups are very important – one longitudinal study found that teenagers became more like those in their peer group over time (positive if that group is athletic or academically oriented, negative if that group is full of frequent drug users or engage in criminal behavior)

- d. Identity
1. identity - psychological sense of knowing oneself and one's direction in life
 2. gender identity – a person's sense of being male or female
 - a. gender schema theory – the theory that children and adolescents use gender as an organizing theme to classify and interpret their perceptions about the world
 - b. gender role stereotypes – beliefs about which gender based behaviors are appropriate and acceptable for each gender; such beliefs are regulated and reinforced by society
 - c. androgynous – having both stereotypically male and stereotypically female characteristics
- e. Social Development and Erikson:

<i>Stage</i>	<i>Approximate Ages</i>	<i>Life Crises</i>	<i>Important Event</i>	<i>Major challenge in psychological development</i>
Stage 5	Adolescence (12 to 18 years)	Identity vs. identity (or role) confusion	Peer relationships	The teenager must achieve a sense of identity that encompasses occupation, gender roles, sexual behavior, and religion
Stage 6	Young Adulthood (18 to 35 years)	Intimacy vs. isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation
Stage 7	Middle Adulthood (35 to 50 years)	Generativity vs. stagnation	Parenting and working	Each adult must find some way to contribute to and support the next generation
Stage 8	Late Adulthood (50 years +)	Ego integrity vs. despair	Reflecting on and acceptance of one's life	Ideally, the person arrives at a sense of acceptance of oneself as one is and a sense of fulfillment

6. Sexual Behavior during Adolescence
- a. half of American high school students are sexually active; a decrease from the last ten years
 1. since 1953 (Kinsey's first study on sexual behavior), there has been a constant 50 to 70 percent of boys who are sexually active and 40 to 50 percent for girls
 2. most recent study (Brener 2002) 48% for boys, 42% for girls
 - b. Reasons for the decline?
 1. efforts of schools and parents to educate young people about sex and consequences
 2. fear of sexually transmitted diseases such as HIV
 3. fear of pregnancy
 - c. Why do some teens become sexually active and others abstain?
 1. peer pressure – real or imagined
 2. religious or moral reasons
 3. getting caught
 4. fear of pregnancy or HIV
 5. firm educational or occupational goals
 6. community service or involvement

B. Adulthood

Age	Physical Changes	Cognitive Changes	Work Roles	Personal Development	Major Tasks
<i>Young Adulthood</i> (18-25)	Peak functioning in most physical skills, optimal time for bearing children	Cognitive skills high on most measures	Choice of career, which may involve several job changes	Conformity, task of establishing intimacy	Separation from family, form partnership, begin family, create individual life patterns
<i>Early Adulthood</i>	Good physical functioning in most	Peak period of cognitive skills	Rising work satisfaction,	Task of passing on skills,	Rear family, establish personal work pattern and

(25-40)	areas, health habits during this time establish later risks	on most measures	major emphasis on career or work success, most career progress steps made	knowledge, love	strive for success
<i>Middle Adulthood</i> (40-65)	Beginning signs of physical decline in some areas (strength, elasticity of tissue, height, cardiovascular function)	Some signs of loss of cognitive skill on timed, unexercised skills <i>Schaie</i> – fluid intelligence vs. crystallized intelligence	Career reaches plateau, but higher work satisfaction	Increase in self-confidence, openness	Launch family, redefine self outside of family and work roles, care for aging parents <u><i>Empty nest syndrome</i></u> : a cluster of negative emotions, involving loss of purpose and direction, that can occur when one's children have grown and left home

1. Life Styles in Adulthood

a. *Marriage* –

1. most adults are married (60% of women, 65% of men)
2. 90% marry before the age of 49
3. marriage age has risen to its highest levels in history – 27 for men and 25 for women
4. marriage is popular because it meets many personal and social needs
 - a. regular sexual relations
 - b. family structure to raise children
 - c. also permits the orderly transfer of wealth from one generation to another
 - d. security, companionship, and intimacy

b. *Singlehood* –

1. not always the time while waiting for Mr. or Ms. Right to come along
2. more people are staying single
3. why are more adults staying single?
 - a. pursue educational or career goals
 - b. more people are choosing to cohabit instead of marrying
 - c. incidence of divorced parents or a divorce themselves has caused many to remain single
 - d. widowed

c. *Cohabitation* – trial marriage or marriage alternative

1. is alternative to living alone and to marriage
2. some prefer cohabitation because of the relative lack of legal and economic entanglement
3. has become more accepted than “living in sin” [4 million in 1996/ 500,00 in 1960]
4. cohabitation can be a trial before marriage
5. cohabitating couples are 50% more likely to divorce than couple that did not cohabit

d. *Divorce* –

1. 40 percent of first marriages (down from 50% in 1990) and 65% of second marriages end in divorce
2. divorce became socially acceptable when more women were able to financially break from their spouses
3. divorced couples coping with their situation experience such emotional difficulties such as depression, loneliness, and lingering doubts about the future
4. children of divorce also suffer including having problems later in life trusting that lovers or spouses will remain committed to them, but it also depends on gender, circumstances, and age

1. Late Adulthood

a. Successful aging:

1. Selective optimism and compensation

- a. optimize one’s time and use available resources to compensate for shortcomings in physical energy, memory, or fluid intelligence
2. Optimism
 - a. maintaining an optimists frame of mind is linked to higher levels of life satisfaction and lower levels of depressive symptoms (which tend to increase dramatically in older individuals)
3. Self-challenge
 - a. seeking new challenges is a primary feature of successful adjustment at any age but key for most older people
- b. Ageism – prejudice against the elderly and the discrimination that follows from it
- c. Brain Disorders –
 1. *dementia* – caused by small sometimes undetected strokes which causes a slow degeneration of brain functioning
 2. *Alzheimer’s Disease* – a chronic and progressive disorder in which brain neurons progressively die
 - a. Evidence has suggested that Alzheimer’s patients show smaller telltale signs (lapses in memory, problem solving ability, reasoning, verbal fluency, and attention skills) years before the disease is diagnosed
 - b. University of Southern California researchers found that inflammation caused by loose or loss of teeth and the resulting infection can quadruple the risk of developing Alzheimer’s (treating these inflammatory episodes could help starve off the disease)
2. Death
 - a. thanatology – the study of the psychological and medical aspects of death and dying
 - b. *Kubler-Ross’s Stage Theory*
 1. the first researcher to use a stage theory to explain people’s reactions to death
 - a. Denial – serves as a buffer against the shocking news
 - b. Anger – directed against family, friends, medical staff, etc
 - c. Bargaining – people try to gain more time by “making a deal” with God, themselves, or their doctors
 - d. Depression – often caused by the pain of their illness and guilt over inconveniencing their family and friends
 - e. Acceptance – in which people stop fighting and accept death

<u>The Simpson’s take on Kubler-Ross Theory!</u> From the episode: "One Fish, Two Fish, Blow Fish, Blue Fish"	
Dr. Hibbert:	Now, a little death anxiety is normal. You can expect to go through five stages. The first is denial.
Homer:	No way, because I'm not dying!
Dr. Hibbert:	second is anger.
	(starts to get mad) Why you little!
Dr. Hibbert:	After that comes fear.
Homer:	(worried) What's after fear? What's after fear?
Dr. Hibbert:	Bargaining.
Homer:	Doc, you gotta get me outta this. I'll make it worth your while.
Dr. Hibbert:	Finally acceptance.
Homer:	Well, we all gotta go sometime.
Dr. Hibbert:	Mr. Simpson, your progress astounds me.

Notes based on information from the following sources:

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