

Lecture 29
Developmental: Infants



I. INTRODUCTION

A. Definition of Development

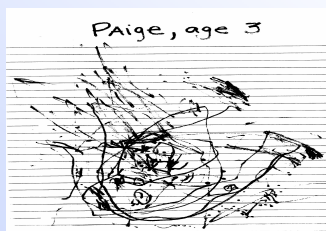
- Here is a picture of chair.
- Draw the chair as if you were a 3-year old.
- Draw the same chair as if you were a 7-year-old.



I. INTRODUCTION

A. Definition of Development

- Young children will tend to scribble madly, creating an unrecognizable picture.

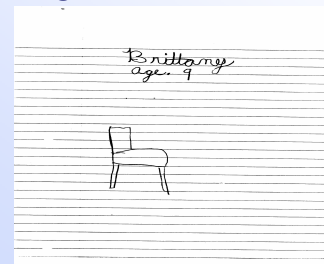


Scribbles

I. INTRODUCTION

A. Definition of Development

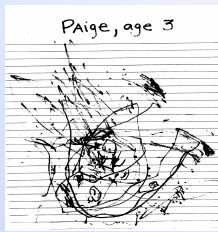
- Older children will carefully create a more recognizable and realistic picture.



Realism

I. INTRODUCTION

A. Definition of Development



Scribbles



Realism

Which is more developed?

I. INTRODUCTION

A. Definition of Development

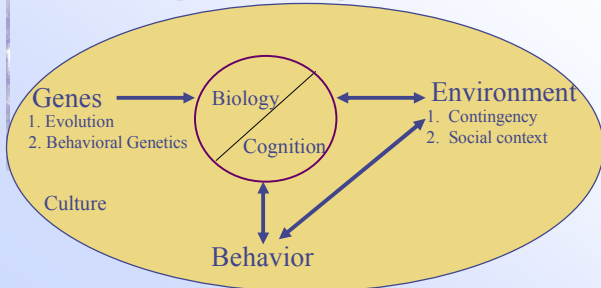
- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Ask a psychologist ▪ Realism more developed <ul style="list-style-type: none"> ▪ Better representation of reality (cognitive) ▪ Greater fine motor skill (physical). ▪ What parents/teachers expect (social). | <ul style="list-style-type: none"> ▪ Ask an Art Historian ▪ Scribbles more developed <ul style="list-style-type: none"> ▪ As creative as a Picasso (cognitive). ▪ It shows new drawing techniques (physical). ▪ Expresses individuality (social). |
|--|---|

Development is defined as change in a positive direction (although what is a positive direction is relative)

I. INTRODUCTION

B. Gene-Person -Environment Relations

To understand developmental changes, the model will prove very helpful.



I. INTRODUCTION

C. Stability and Change

- **Stability vs. Change:** Do our early traits and tendencies persist throughout time?
 - The younger the child the worse the prediction.
 - Younger children more affected by environmental factors.
 - Some characteristics are more stable than others.
 - Genetically-based temperaments and more stable over time than are attitudes or even specific behaviors.
- The more absolute the measure the worse the prediction.
 - Changes in absolute measures of behavior (crying, aggressive behavior etc.) are very unstable.
 - But one's tendency to engage in certain behavior at certain ages relative to others may be more stable.

I. INTRODUCTION

C. Stability and Change

- Are adults prisoners of their childhood?
 - **Recovery from war:** Only 20% of WWII war orphans had problems after being adopted and moving to the U.S. Most established happy lives.
 - **Recovery from abusive or alcoholic parents:** Their children are at risk for developing these problems, but the majority do not.
 - **Recovery from sexual abuse:** More emotional and behavioral symptoms, but most adjust and recover.
 - **Divorce:** About 33% of the child have some difficulties 5 years later.

I. INTRODUCTION

C. Stability and Change

- Why are some able to overcome poor childhood experiences and other not?
 - **Genetic/Biological:**
 - Difficulties parents may have (aggressive, abusive) may be genetic and passed onto children.
 - Resilience may be genetic trait and some personality factors (emotional stability; openness) may play a role.
 - **Psychological:**
 - Cognitive development is important for the child to fully understand the problem and solve the appropriately.
 - **Environmental:**
 - Sources of environmental support (mentors, grandparents, etc.) are critical in whether children will be resilient.

I. INTRODUCTION

C. Stability and Change

- **Socio-Cultural:**
 - Cultural support of promoting child welfare. American culture may not be as committed to child welfare as others.

<u>Comparisons</u>	<u>Status Compared to...</u>
Children in poverty:	8 th among top 8 nations
Infant deaths:	22 worldwide
Low birth weight	20 th worldwide
Immunized children	43 rd worldwide
Expenditure on Ed.	14 th among top 16 nations
Teen pregnancy	11 th among top 11 nations

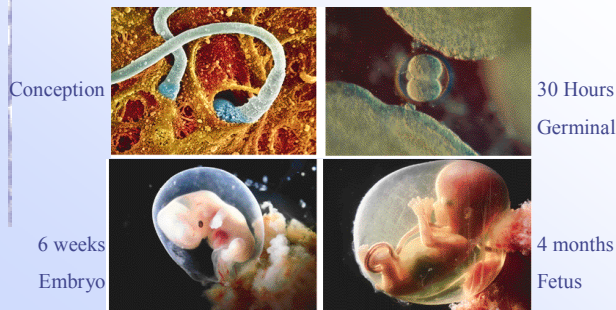
II. INFANCY AND CHILDHOOD

A. Prenatal Development

- Where to begin the story of development?
 - Birth day of child?
 - Psychologically and astrologically significant.
 - Arbitrary point because lots of development has already gone on.
 - Moment of conception?
 - Genetic mechanisms insure a unique life form is created.
 - Evolutionary mechanisms insure the life form is connected to all prior and future life forms.
 - Important developmental events after birth timed from the date of conception (not birth).

II. INFANCY AND CHILDHOOD

A. Prenatal Development



II. INFANCY AND CHILDHOOD

A. Prenatal Development

- Prenatal growth controlled by genetic instructions but also by environmental factors promote or hinder prenatal growth.
 - Some environmental factors which hinder prenatal growth:
 - German measles: Deafness
 - X-rays, other radiation, toxic chemicals: Abnormalities and deformities
 - Sexually transmitted diseases: Physical disorders
 - Metabolic effects of cigarette smoking: Low birth weight
 - Alcohol: FAS – facial deformities and intellectual problems (also FAE)
 - Drugs: Cognitive and language problems.

II. INFANCY AND CHILDHOOD

B. Neonate

- Once born, what is the neonate's world like?
 - The baby, assailed by eyes, ears, nose, skin, and entrails at once, feels that all is one great blooming, buzzing confusion..." William James (1890)
 - Reverend Berkeley: **Tabular Rasa** or Blank Slate.
- But the neonate world may not be all that different than ours.
- Neonates are very competent and are born ready to communicate, act, perceive, and learn.
 - Evolution prepares the neonate to survive and thrive.

II. INFANCY AND CHILDHOOD

B. Neonate

- **1. Communication Competence**
- Infants communicate by crying:
 - **Hunger Cries:** Start as whimper and becomes louder and more sustained
 - **Upset Cries:** Louder than hunger and begins more suddenly
 - **Pain Cries:** Higher pitched high-intensity wail followed by loud crying.
 - Moms can distinguish their own baby's cries than the cries of others and even inexperienced moms respond more rapidly to pain cries than all others.

II. INFANCY AND CHILDHOOD

B. Neonate

- **2. Motor Competence**
- Infants have a range of reflexes
 - Built-in reactions elicited by particular stimuli
 - Sucking: Infants will suck on anything suckable.
 - Rooting: Tickle cheek and the head will turn toward it seeking to suck the object
 - Moro ("startle"): A loud noise will cause response of throwing arms back and arching back
 - Babinski: Tickle foot and the toes will spread out
 - Grasp: Object in palm will be strongly grasped.
 - Stepping: If feet just touch the ground, walking movements will be elicited.

II. INFANCY AND CHILDHOOD

B. Neonate

- **3. Learning Competence**
- Babies are born ready to learn from experience
- Habituation: They get bored with repeated presentation of the same stimulus
- They are born with the ability for
 - Classical conditioning: Classical conditioning of eye blink
 - Operant conditioning: Operant conditioning of head turning.

II. INFANCY AND CHILDHOOD

B. Neonate

- **4. Perceptual Competence**
- Visual preference: Babies love visual complexity up to a point.
 - They will look at faces.
 - They have some problems with acuity and scanning, both of which involves motor control.
- They can distinguish sounds of their language
 - ma/pa; fa/la
 - By 6 months they lose the ability to distinguish sounds they do not hear (not sounds of their language).

II. INFANCY AND CHILDHOOD

C. Language

- Learning language maybe the most significant event in the children's life.
- 6 months: Babies will babble but they have already learned the sounds of their language.
- 18 months: **Telegraphic Speech**: A child's first word combinations, which omit (as a telegram did) unnecessary words.
- 3 Years: They will have simple form of grammar (SVO) and speak in sentences with grammatical forms.
 - **Language Acquisition Device**: According to many psychologists, an innate mental module that allows young children to develop language if they are exposed to an adequate sampling of conversation.

II. INFANCY AND CHILDHOOD

D. Attachment

- Many parents believe that attachment between parent and child is immediate.
- It doesn't:
 - It takes about the 6-8 months for the baby to show an unique relationship with particular people in their environment
 - Babies first show this unique relation emotionally:
 - **Fear of Strangers:** At 8 months, babies will be wary of a stranger even if the stranger is welcomed by the parents.
 - **Separation Anxiety:** At 8 months, babies will strongly protest their separation from a parent.

II. INFANCY AND CHILDHOOD

D. Attachment

- Individual differences in attachment has been found in the **Strange Situation Test**
 - A parent-infant "separation and reunion" procedure that is staged in a laboratory to test the security of a child's attachment
 - By their reactions, babies can be categorized as
 - **Securely Attached:** A parent-infant relationship in which the baby is secure when the parent is present, distressed by separation, and delighted by reunion
 - **Insecurely Attached:** A parent-infant relationship in which the baby clings to the parent, cries at separation, and reacts with anger or apathy to reunion.