

Life-Span Development Thirteenth Edition

Chapter 1: Introduction

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The Life-Span Perspective

- Development: the pattern of movement or change that begins at conception and continues through the human life span
- Traditional Approach: emphasizes extensive change from birth to adolescence, little to no change in adulthood, and decline in old age
- Life-Span Approach: emphasizes developmental change throughout childhood and adulthood

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The Life-Span Perspective

- Life Span: based on oldest age documented
 - Currently 122 years
- Life Expectancy: average number of years that a person can expect to live
 - Currently 78 years

Time Period	Average Life Expectancy (years)
2005, USA	78
1954, USA	70
1915, USA	54
1900, USA	47
19th century, England	41
1620, Massachusetts Bay Colony	35
Middle Ages, England	33
Ancient Greece	20
Prehistoric times	18

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The Life-Span Perspective

- Life-Span Perspective views development as:
 - Lifelong – no age period is dominant
 - Multidimensional – biological, cognitive, and socioemotional dimensions
 - Multidirectional – dimensions expand and shrink
 - Plastic – capable of change

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The Life-Span Perspective

- Life-Span Perspective views development as:
 - Multidisciplinary – shared by psychologists, sociologists, anthropologists, neuroscientists, and medical researchers
 - Contextual – occurs within a setting
 - Three types of contextual influences:
 - Normative age-graded influences: similar for individuals in a particular age group
 - Normative history-graded influences: common to people of a particular generation because of historical circumstances
 - Non-normative life events: unusual occurrences that have a major impact on the individual's life

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The Life-Span Perspective

- Development involves growth, maintenance, and regulation of loss
- Development is a co-construction of biology, culture, and the individual

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The Life-Span Perspective

- Some Contemporary Concerns
 - Health and Well-Being
 - Parenting and Education
 - Sociocultural Contexts and Diversity
 - Culture, Ethnicity, Socioeconomic Status, and Gender
 - Social Policy

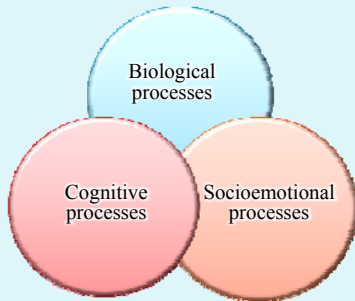
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The Nature of Development

- Biological: changes in an individual's physical nature
- Cognitive: changes in thought, intelligence, and language
- Socioemotional: changes in relationships with other people, changes in emotions, and changes in personality

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Developmental Changes Are a Result of Biological, Cognitive, and Socioemotional Processes TJFT



The Nature of Development

- Periods of Development
 - Prenatal period: conception to birth (9 months)
 - Infancy: birth to 18-24 months
 - Early childhood: 2 to 5-6 years; play years
 - Middle and late childhood: 6-11 years

The Nature of Development

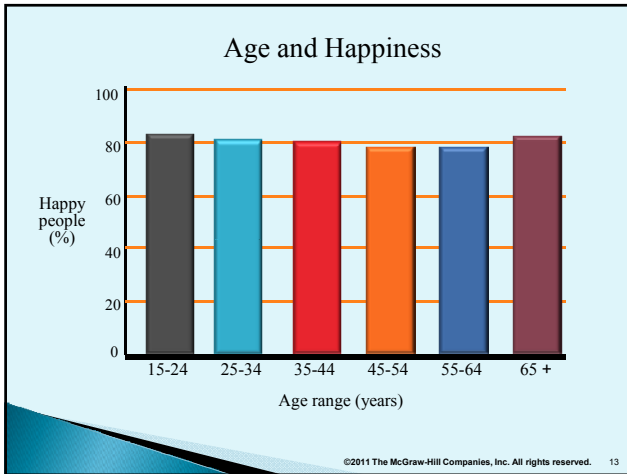
- Periods of Development
 - Adolescence: from 10-12 to 18-21 years
 - Early adulthood: early 20's through the 30's
 - Middle adulthood: 40-60 years
 - Late adulthood: 60's-70's to death

The Nature of Development

- Four "Ages" of Development
 - First Age: Childhood and adolescence
 - Second Age: Prime adulthood (20's through 50's)
 - Third Age: Approximately 60 to 79 years of age
 - Fourth Age: Approximately 80 years and older

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Thomas Finn, 7/19/2010



- ## The Nature of Development
- Conceptions of Age
 - Chronological age
 - Biological age
 - Psychological age
 - Social age
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- ## The Nature of Development
- Developmental Issues
 - Nature and Nurture
 - Stability and Change
 - Continuity and Discontinuity
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- ## Theories of Development
- Five Theoretical Orientations to Development
 - Psychoanalytic
 - Cognitive
 - Behavioral and Social Cognitive
 - Ethological
 - Ecological
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Theories of Development

- Psychoanalytic Theories
 - Freud's Theory:
 - Focus of sexual impulses changes throughout development
 - Five stages of psychosexual development (oral, anal, phallic, latency, genital)

Theories of Development

- Psychoanalytic Theories
 - Erikson's Psychosocial Theory:
 - Focused on our desire to affiliate with other people
 - Believed that developmental change occurs throughout the life span
 - Proposed eight stages of development
 - Each stage comprises a crisis that must be resolved

Theories of Development

Erikson's Psychosocial Stages

Erikson's Stages	Developmental Period
Integrity versus despair	Late adulthood (60s onwards)
Generativity versus stagnation	Middle adulthood (40s, 50s)
Intimacy versus isolation	Early adulthood (20s, 30s)
Identity versus identity confusion	Adolescence (10 to 19 years)
Industry versus inferiority	Middle and late childhood (elementary school years, 6 years to puberty)
Initiative versus guilt	Early childhood (preschool years, 3 to 5 years)
Autonomy versus shame and doubt	Infancy (1 to 3 years)
Trust versus mistrust	Infancy (first year)

Theories of Development

- Cognitive Theories
 - Piaget's Cognitive Developmental Theory:
 - Emphasizes the processes of organization and adaptation
 - Four stages of cognitive development in children

Theories of Development

Piaget's Stages of Cognitive Development



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Theories of Development

▪ Cognitive Theories

- Vygotsky's Sociocultural Cognitive Theory:
 - Children actively construct their knowledge
 - Emphasizes how social interaction and culture guide cognitive development
 - Learning is based upon the inventions of society

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Theories of Development

▪ Cognitive Theories

- Information-Processing Theory:
 - Emphasizes that individuals manipulate information, monitor it, and strategize about it
 - Individuals develop a gradually increasing capacity for processing information
 - Development is not stage-like

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Theories of Development

▪ Behavioral and Social Cognitive Theories:

- Skinner's Operant Conditioning:
 - Consequences of a behavior produce changes in the probability of the behavior's occurrence
 - A reward increases likelihood of behavior
 - A punishment decreases likelihood of behavior

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Theories of Development

- Behavioral and Social Cognitive Theories:
 - Bandura's Social Cognitive Theory:
 - Behavior, environment, and cognition are key factors in development
 - Observational learning: learning through observation
 - People cognitively represent the behavior of others

Theories of Development

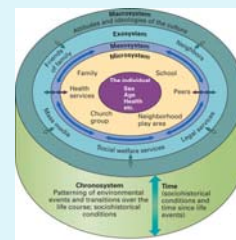
- Ethological Theory
 - Ethnology: stresses that behavior is strongly influenced by biology and is tied to evolution
 - Brought to prominence by Konrad Lorenz
 - Bowlby stressed the importance of human attachment during the first year of life

Theories of Development

- Ecological Theory
 - Bronfenbrenner's Ecological Theory: development reflects the influence of five environmental systems:
 - Microsystem
 - Mesosystem
 - Exosystem
 - Macrosystem
 - Chronosystem

Theories of Development

Bronfenbrenner's Ecological Theory



Theories of Development

Comparison of Theories

THEORY	ISSUES
	Continuity/discontinuity, early versus later experiences
	Biological and environmental factors
Psychoanalytic	Discontinuity between stages—continuity between early experiences and later development; early experiences very important; later changes in development emphasized in Erikson's theory
	Freud's biological determination interacting with early family experiences; Erikson's more balanced biological-cultural interaction perspective
Cognitive	Discontinuity between stages in Piaget's theory; continuity between early experiences and later development in Piaget's and Vygotsky's theories; no stages in Vygotsky's theory or information-processing theory
	Piaget's emphasis on interaction and adaptation; environment provides the setting for cognitive structures to develop; information-processing view has not addressed this issue extensively but mainly emphasizes biological-environmental interaction
Behavioral and social cognitive	Continuity (no stages); experience at all points of development important
	Environment viewed as the cause of behavior in both views
Ethological	Discontinuity but no stages; critical or sensitive periods emphasized; early experiences very important
	Strong biological view
Ecological	Little attention to continuity/discontinuity; change emphasized more than stability
	Strong environmental view

Theories of Development

▪ Eclectic Theoretical Orientation:

- No single theory can explain all of development
- Every theory has contributed to our understanding
- Eclectic orientation selects from each theory whatever is considered its best features

Research in Life-Span Development

▪ Methods for Collecting Data:

- Observation – must be systematic and controlled
 - Laboratory
 - Naturalistic
- Survey and Interviews
 - Standard sets of questions are used to obtain people's attitudes or beliefs about a particular topic

Research in Life-Span Development

▪ Methods for Collecting Data:

- Standardized Test
- Case Study
- Physiological Measures
 - e.g. Hormone levels and neuroimaging such as functional magnetic resonance imaging (fMRI)



Research in Life-Span Development

- Research Designs
 - Descriptive: aims to observe and record behavior
 - Correlational: describes the strength of the relationship between two or more events or characteristics using a Correlation Coefficient
 - Ranges from +1.00 to -1.00

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Research in Life-Span Development

- Research Designs
 - Experiment: one or more factors are manipulated while all other factors are held constant
 - Can demonstrate cause and effect
 - Independent Variable: manipulated, influential, experimental factor
 - Dependent Variable: a factor that can change in response to changes in the independent variable

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Research in Life-Span Development

- Research Designs
 - Experimental Group: a group whose experience is manipulated
 - Control Group: a comparison group whose experience is not manipulated
 - Random Assignment: researchers assign participants to experimental and control groups by chance

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Research in Life-Span Development

- Time Span Research:
 - Cross-Sectional: simultaneously compares individuals of different ages
 - Longitudinal Approach: studies the same individuals over a period of time, usually several years or more
 - Cohort Effects: Differences due to a person's time of birth, era, or generation, but not to actual age

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Research in Life-Span Development

- Conducting Ethical Research
 - Informed Consent: all participants must know what their research participation will involve and what risks might develop
 - Confidentiality: researchers are responsible for keeping the data completely confidential and, if possible, anonymous

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Research in Life-Span Development

- Conducting Ethical Research
 - Debriefing: after the study, participants should be informed of the study's purpose and methods that were used
 - Deception: researchers must ensure that deception will not harm participants, and that participants are fully debriefed

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Research in Life-Span Development

- Conducting Ethical Research
 - Minimizing Bias
 - Gender Bias
 - Cultural and Ethnic Bias

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