

Chapter Themes:

1. How our personality develops
2. How we interact with others
3. How our cognitive capabilities change as we mature
4. How changes in our biology affect us psychologically

Lifespan & developmental psychology draw heavily on other perspectives -e.g. evolutionary, biological, psychodynamic, social, cognitive are all important.

Human development occurs through multiple influences
- **internal** (biological/psychological)
- **external** (historical/cultural)

Some perspectives believe adulthood is the product of childhood => the only scope for change is decline (e.g. Freud, psychoanalytic).

1. Sibling & Peer Relationships

Horizontal relationships - reciprocal
Vertical relationships - power, protection, security

Sibling relationships have both aspects - Schaffer. Often emotionally charged (sibling rivalry) and different to parent-child relationships - playful vs caretaking.

Dunn - naturalistic observation, experimental social psychology. Showed issues of fairness & justice dominate sibling relationships.

Göncü - pretend play is key to development & is complex. It involves the negotiation of shared meaning on different levels at the same time - i.e. both within the pretend relationship and real relationship.

Faulkner provides evidence of this 'doctor & patient' transcript. There is an effortless switch between the asymmetric play relationship to symmetric real relationship. Meta-communicative signals between the two states are very subtle - tone of voice, expression.

Bk 2, Ch 1: Lifespan Development

Role relationships are explored through play

Shotter - Meanings, rituals & roles more important than reality e.g. cardboard box ship
Vygotsky - sisters playing at sisters act out role stereotypes. In play, symbols are substituted for the real world. Your play age is always older than your real age.

Symbolic Interactionists argue that the self concept develops through the internalisation of interactions with parents, siblings & peers. One proponent was **Mead**:

Mead - The **I** (own concept of self) and the **Me** (reflects the views of others). His theory offers a general perspective on the central function of **social role taking** in the development of the self. He argues that human society rests on shared meaning & understanding of other intentions, and so being able to interpret other's behaviour. A sense of self is acquired by being able to see ourselves from another's viewpoint.

Criticism of Mead - ill defined, how the process works is unspecified, an over emphasis of the importance of role taking as the main route for self development - e.g. **Autism** - a different sense of self as they find it difficult to take roles - but this doesn't imply no sense of self!

Children Working Together

Piaget - children cannot treat adult's ideas on merit due to the status difference

Doise & Mugny - individuals make progress when exposed to conflicting ideas when they work with their peers - **socio-cognitive conflict**

Do friends working together do better than strangers?

Berndt, Perry & Miller - NO (no cognitive gains)
Azmitia & Montgomery - YES - and more-so if the task was challenging

Therefore, peer interaction is not an educational panacea

Adults Working Together

Evidence that adults benefit from peer interaction from **Jainer & Miell**.

Crook study looked at u/grads revising - one with their own notes, others with tutor notes. Own notes - talk was exploratory & creative; Tutor's notes - talk characterised by 'what was expected'.

Impact of culture & society

Sibling & peer relationships are dependent on and vary across cultures - **Schaffer**.

Therefore, views on development processes have to respect that there are a multitude of psychologically adequate routes from childhood to maturity.

2. Attachment Theory (Parent-Child Relationships)

Tries to address the question of whether childhood experiences of parental figures shape our later adult relationships.

Harris argues that peer groups are far more important.

Attachment - a five part definition:

- Ongoing relationships involving emotional bonds
- We have special relationships with a small number of people
- We can 'pick up where we left off' with these people
- We expect their feelings towards us and v.v. to remain constant over time
- People often feel defined by these relationships

Two key assumptions:

- We have characteristic relationship styles
- They originate in our previous (often maternal) relationships

Categorical Approach to Attachment

Hazan & Shaver - 'Love Quiz'

Three answers to determine (adult) style - resulting in categories of:

Secure
Insecure (anxious-ambivalent) and
Insecure (anxious-avoidant)

Criticism - are these styles exhaustive, exclusive, stable, context-dependent, accurate, biased? The 'quiz' was also a self-report measure - prone to 'socially desirable' responses (>50% fell into the 'Secure' style)

Trait Approach to Attachment

Bartholomew - located people along bipolar traits:

		Model of Self	
		Autonomy	Dependence
Model of Other	Approach	Secure	Pre-occupied
	Avoidance	Dismissing	Fearful

Adult Attachment Interview

Main - Pre-determined interview, fixed questions resulting in three possible positions:

Insecure - dismissing - childhood experiences were not important to me

Secure - autonomous - acknowledgement of the importance of past & present relationships

Insecure - pre-occupied - lengthy answers, no clear structure, 'stuck' in unresolved issues of the past.

Main also believed it was possible to achieve 'earned security' - a difficult childhood, but factors such as a positive marriage relationship resulting in a secure attachment style.

Core Attachment Concept - Internal Working Models

Bowlby - 'there is a biological drive to achieve security through the 'mother figure' (c.f. imprinting on chicks)

Model of Infant ← Model of Relationship → Model of Mother

Ainsworth - 'Strange Situation'. Repeated separations & re-unions; observation of child to determine infant attachment.

Type A - Insecure, anxious-avoidant; stress at separation, ignores stranger, still upset at reunion, pessimistic

Type B - Secure; ok at separation, pleasure at reunion

Type C - Insecure, anxious-ambivalent; stress at separation, some response to stranger (aggression?)

The contention is that A,B,C show different internal working models

Criticisms - ethics, 'it's too strange' (lab expmnt), previous separations influence results. All countered by advocates.

Contradictory findings:

Bielefeld (Germany) - longitudinal study - SST poor predictor of AAT

Hamilton (USA) - SST good predictor of AAT

Changes happen between SST and AAT.

Consistent findings:

-from a meta-analysis by **van Ijzendoorn**.

Mother's AAT predicts infant SST (75%)

AAT predicts how mother's behave towards infant
Maternal sensitivity predicts infant's SST

Attachment tells us about **relatedness** - The capacity a person has to relate to another & the way they approach a r'ship - r'ships result from attachment interplay

3. Later Development

Age can be defined many different ways:

Chronological - time

Biological - body

Social - attitudes

Psychological - adaptability

Functional age - in terms of ability, but younger=better?

Erikson - Psychosocial Development & Crises (an example of an organismic stage theory)

Trust v Mistrust	0-1 yrs	Hope
Autonomy v Doubt	1-3 yrs	Will
Initiative v Guilt	3-6 yrs	Purpose
Industry v Inferiority	6-11 yrs	Competence
Identity v Role Confusion	Teenage yrs	Fidelity
Intimacy v Isolation	20's & 30's	Love
Generativity v Self absorb	40-65	Care
Integrity v Despair	65+	Wisdom

Strength: one of few theories to consider development in later life;

Weakness: Later life is characterised in very narrow terms

Peck argues this underestimates the complexity of later life; sub divided the last two stages:

Middle Age: Valuing Wisdom vs Physical powers
Socialising vs Sexualising
Cathetic flexibility vs impoverishment
Mental flexibility vs Mental rigidity

Old Age: Ego differentiation vs work-role preocc
Body transcendence vs body preocc
Ego transcendence vs ego preocc

Weakness: Culturally specific, western bias, universal experience's of aging (Peck's) assumed.

Erikson & Peck are both **person centred** views
A **function centred** view comes from **Baltes**: **SOC**
Successful ageing = maximising gains; minimising losses
Selection, Optimisation, Compensation (piano player)

Examples: 1. Memory

Ribbot's Law - the past is better remembered than the present (episodic memory).

Holland & Rabbitt found true for those in care; false for those living in the community - as a greater reliance on memory required for successful community living. Qualitative changes take place in ageing, not decline.

Maylor studied 'Mastermind' - General Knowledge improves with age. **Kensinger & Schacter** showed that while young adults recalled more words from lists that were semantically associated with a 'false' target word they also had fewer 'false' items - therefore shows older people use 'the gist' - semantics - when recalling.

2. Intelligence

Weschler adult intelligence scale - we experience cognitive losses (same as we decline physically). But, depends on how intelligence is characterised.

Sternberg argues we demonstrate intelligence in the way we adapt to our environment, and the best way to test intelligence is to give people novel tasks or by observing the automatising of new skills, as being able to do a task this way frees up cognitive resources.

Horn and Cattell older people do better on tasks that require experience

Crystallized Intelligence vs Fluid Intelligence
(cultural knowledge) (brain function)

This is the **Baltes two component model**.

Schaie & Willis obtained longitudinal data (minimising cohort differences) that showed IQ does not decline after age 70 - different result to cross-sectional study designs **Schaie** used earlier. Instead, older people's reasoning is socially & contextually oriented - e.g. meadows and houses task.

Adult thought is characterised by **dialectical maturity** - the ability to cope with contradictions!

4. Approaches to Lifespan Development

1. Functionalism

From **Darwin** - explanations as to why behaviour changes based on the idea that change will serve new & adaptive purposes - e.g. Attachment theory has a functional explanation, as do social relationships.

2. Organismic Approaches

Concerned with when changes in development 'normally' occur - **stage theory**. **Freud's** psychosexual theory is an example. Another comes from **Piaget**.

He found that systematic errors were made on an intelligence test, and argued that these errors held the key to how children's reasoning abilities develop with age. **Genetic Epistemology** - *the development of intelligence as a form of adaption to the environment*.

Four main stages:

Sensory Motor stage ages 0-2
Innate behavioural patterns

Pre-operational stage ages 2-6
Use of sequences of actions

Concrete Operations ages 6-12
Development of rules. (It makes more if you add). Not able to anticipate something that could happen that they haven't experienced

Formal Operations ages 12+
Abstract reasoning. Model of the world that can account for nearly everything. Implies adults demonstrate intellectual maturity in this way.

Criticism: Formal thought is the ideal (white, middle-class) **Kirchloe & Steinberg** argue cognitive development is not static, that it interacts with the environment and is infinitely malleable. **Piaget's** theory underestimates interpersonal contacts & ignores lifelong development potential.

3. Developmental Contextualism

Argues that development is affected by the context of an individual's life and so does not occur in isolation from it.

Internal Influences + External Influences = Development
(bio, psych) (culture, r'ships)

This intertwining is known as **embeddedness**.

Change any variable & it causes changes in others at any level of explanation - this is **dynamic interactionism**.

Bronfenbrenner: Model of Development

Microsystem: the immediate environment

Mesosystem: two or more Microsystems inhabited by the same person

Exosystem: links between settings, 1 or more of which is inhabited by the developing person

Macrosystem: patterns of the first three that make up a culture.

Strength: Shows people can promote their own development

Conflicts with attachment theory. Organismic stage theories suggest little development is possible in adulthood. Developmental contextualism explicitly acknowledges that adult development happens.