## Modules

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Unit 09 - Overview

- Developmental Issues, Prenatal Development, and the Newborn
- Infancy and Childhood: Physical Development
- Infancy and Childhood: Cognitive Development
- Infancy and Childhood: Social Development
- Gender Development
- Parents, Peers, and Early Experiences
- Adolescence: Physical and Cognitive Development
- Adolescence: Social Development and Emerging Adulthood
- Sexual Development
- Adulthood: Physical, Cognitive, and Social Development

Click on the any of the above hyperlinks to go to that section in the presentation.
Module 45: Developmental Issues, Prenatal Development, and the Newborn

Module Learning Objectives

45-1 Identify three issues that have engaged developmental psychologists.

45-2 Discuss the course of prenatal development, and explain how teratogens affect that development.

45-3 Describe some abilities of the newborn, noting how researchers are able to identify their mental abilities.
Developmental Psychology’s Major Issues

- **Developmental psychology**
  - Nature versus nurture
    - Genetics vs Environment
  - Continuity and stages
    - Behaviorists = more continuity
  - Stability and change
    - What about you stays the same?
    - What changes?
Hmmmmm
page 464
College yearbook smile and likelihood of divorce
The real cause of increasing autism prevalence?

Fig. 1
IS FACEBOOK DRIVING THE GREEK DEBT CRISIS?

- Number of active Facebook users
- Yield on 10-year Greek government bonds

2005: 3.6m users
2011: 750m users

Fig. 2
IS GLOBAL WARMING A HOAX PROPAGATED BY SCIENTISTS?

- Average global temperature
- National Science Foundation R&D Budget
- 0.13°C above 1950-1980 avg.
- $69.8m
- $146.9m

1993: 0.63°C
2009:
Prenatal Development and the Newborn

Conception

• Conception
Prenatal Development and the Newborn

- **Zygote**
  the fertilized egg, it enters a 2-week period of rapid cell division and develops into an embryo.

- **Embryo**
  the developing human organism from about 2 weeks after fertilization through the second month.

- **Fetus**
  the developing human organism from 9 weeks after conception to birth.
Prenatal Development and the Newborn

Prenatal Development

• Placenta

• **Teratogens**
  
  = agents, such as chemicals and viruses, that can reach the embryo or fetus during prenatal development and cause harm.

  • Literally means “monster maker”

• **Fetal alcohol syndrome (FAS)**
Prenatal Development and the Newborn

The Competent Newborn

• Reflexes
• Habituation
• Novelty-preference procedure
• Sensation and perception
Module Learning Objectives

46-1 Describe some developmental changes in brain and motor abilities during infancy and childhood.

46-2 Describe how an infant’s developing brain begins processing memories.
Introduction

• **Maturation**

• The orderly sequence of biological growth
  • Stand before walking
  • Nouns before adjectives

• Brain development
• Motor Development
• Brain Maturation and Infant Memory
Brain Development

Prenatal neuron growth is rapid!

**Infant brain development:**
- Neural hardware and cognitive software develop together.
- Infancy: Rapid growth spurt of neural branches
- Ages 3-6: Rapid growth in frontal lobes
- Rapid frontal association neural branching
  - Directly connected to mental abilities

Use it or lose it process happening in infancy, childhood brain maturation

**Pruning process:** Shuts down unused links; strengthens others
Brain Development

At birth

3 months

15 months
Your Child’s Brain

Everything your child hears, sees, feels, and smells contributes to healthy brain growth and development.

Cerebrum (Right and Left Hemispheres)

Speech

Movement

Sensation

Behavior and Emotion

Language

Hearing

Vision

Cerebellum

Balance

Brain Stem

Vital Body Functions

The four PET scans below illustrate rapid brain development in the first year—achieving the more finely developed pattern of an adult brain by year’s end.
Motor Development

• Motor development
  – Learning to walk
Motor Development

-- Brain development enables physical coordination
-- Motor development sequence is universal. Its hardwired maturation
-- Genes guide motor development
-- Learning to walk follows maturation of cerebellum
-- Bladder and bowel control also requires neurophysiological maturation first.
Motor Development

1. Fetal posture (newborn)
2. Holds chin up (1 month)
3. Holds chest up (2 months)
4. Sits when supported (4 months)
5. Sits alone (7 months)
6. Stands holding furniture (9 months)
7. Crawls (10 months)
8. Walks if led (11 months)
9. Stands alone (11 months)
10. Walks alone (12 months)
Brain Maturation and Infant Memory

• Infantile amnesia: Can’t hold memories before 3 years of age
• Average age of first conscious memory: 3.5 years

Why? Maturation of hippocampus and frontal association area
Forgotten childhood languages persist

Seems the earliest hardwiring of language before age 3 remains to a degree.
Module 47
Infancy and Childhood: Cognitive Development

• Group Project presentations on Monday
• **Group 1: Sensorimotor Stage** of Cognitive Development
• **Group 2: Preoperational Stage** of Cognitive Development
• **Group 3: Concrete Stage** of Cognitive Development
• **Group 4: Formal Operational Stage** of Cognitive Development
• **Group 5: Alternative View**: Lev Vygotsky’s Scaffolding and Reflecting on Piaget’s Theory
• Group Project presentations on Monday

**Group 1: Sensorimotor Stage** of Cognitive Development  
   – Arber, VanMan, Schoen, Giovanni

**Group 2: Preoperational Stage** of Cognitive Development  
   – Randle, Johnson, Hanrahan, Yang

**Group 3: Concrete Stage** of Cognitive Development  
   – Battaglia, Shanley, Hansen, Prouty

**Group 4: Formal Operational Stage** of Cognitive Development  
   – Boose, Thomson, Heleniak, McBride

**Group 5: Alternative View**: Lev Vygotsky’s Scaffolding and Reflecting on Piaget’s Theory  
   – Cronin, Mena, Ipsen,
Module 47: Infancy and Childhood: Cognitive Development

Module Learning Objectives

47-1 Describe how a child’s mind develops from the perspectives of Piaget, Vygotsky, and today’s researchers.

47-2 Explain how autism spectrum disorder affects development.
Piaget’s Theory and Current Thinking

- Cognition
- Jean Piaget
  - Schema
  - Assimilation
  - Accommodation
Piaget’s Theory and Current Thinking

Pouring experience into mental molds

(a) Two-year-old Alexandra has learned the schema for *doggy* from her picture books.

(b) Alexandra sees a cat and calls it a *doggy*. She is trying to assimilate this new animal into an existing schema. Her mother tells her, “No, it’s a *cat*.”

(c) Alexandra accommodates her schema for furry four-legged animals, distinguishing dogs from cats. Over time her schemas become more sophisticated as she learns to distinguish the pets of family and friends by name.
Piaget’s Theory and Current Thinking

Sensorimotor Stage

- **Sensorimotor Stage**
  - **Object permanence**
    - “out of sight, out of mind”
Piaget’s Theory and Current Thinking

Sensorimotor Stage

- **Sensorimotor Stage**
  - **Object permanence**
    - “out of sight, out of mind”
Piaget’s Theory and Current Thinking

Sensorimotor Stage

- Baby Physics
- Baby Math
Piaget’s Theory and Current Thinking

Sensorimotor Stage

- Baby Physics
- Baby Math

Baby math

(a) Objects placed in case
(b) Screen comes up
(c) Empty hand enters
(d) One object removed

Then either: possible outcome
(e) Screen drops revealing 1 object

or: impossible outcome
(f) Screen drops revealing 2 objects
Piaget’s Theory and Current Thinking

Preoperational Stage

- Conservation
Piaget’s Theory and Current Thinking
Preoperational Stage:
Egocentrism

• **Egocentric**
Piaget’s Theory and Current Thinking

Preoperational Stage:

Theory of Mind

• Theory of Mind
Piaget’s Theory and Current Thinking

Concrete Operational Stage

- **Concrete Operational Stage**
Piaget’s Theory and Current Thinking

Formal Operational Stage

- **Formal Operational Stage**
  - Abstract concepts

### Characteristics of Formal Operational Thought

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Idealistic</th>
<th>Logical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescents think more abstractly than children. Formal operational thinkers can solve abstract algebraic equations, for example.</td>
<td>Adolescents often think about what is possible. They think about ideal characteristics of themselves, others, and the world.</td>
<td>Adolescents begin to think more like scientists, devising plans to solve problems and systematically testing solutions. Piaget called this type of logical thinking hypothetical-deductive reasoning.</td>
</tr>
<tr>
<td>Typical Age Range</td>
<td>Description of Stage</td>
<td>Developmental Phenomena</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>-------------------------</td>
</tr>
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<td>Birth to nearly 2 years</td>
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<td>About 2 to about 6 or 7 years</td>
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<tr>
<td>6 or 7 to 11 years</td>
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<td></td>
</tr>
<tr>
<td>About 12 through adulthood</td>
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<td>Developmental Phenomena</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Birth to nearly 2 years</td>
<td>Sensorimotor Experiencing the world through senses and actions (looking, hearing, touching, mouthing, and grasping)</td>
<td>• Object permanence • Stranger anxiety</td>
</tr>
<tr>
<td>About 2 to about 6 or 7 years</td>
<td>Preoperational Representing things with words and images (symbolic thinking); using intuitive rather than logical reasoning</td>
<td>• Pretend play • Egocentrism</td>
</tr>
<tr>
<td>6 or 7 to 11 years</td>
<td>Concrete operational Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations</td>
<td>• Conservation • Mathematical transformations</td>
</tr>
<tr>
<td>About 12 through adulthood</td>
<td>Formal operational Abstract reasoning</td>
<td>• Abstract logic • Potential for mature moral reasoning</td>
</tr>
</tbody>
</table>
An Alternative Viewpoint: Lev Vygotsky’s Scaffolding

• Vygotsky
  – Scaffolding
  – Zone of proximal development
Reflecting on Piaget’s Theory

• Influential theory
• Development is more continuous
• Larger emphasis on social factors
## Module 48: Infancy and Childhood: Social Development

### Module Learning Objectives

<table>
<thead>
<tr>
<th>48-1</th>
<th>Describe how parent-infant attachment bonds form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-2</td>
<td>Describe how psychologists study attachment differences, and discuss their findings about the effect of temperament and parenting.</td>
</tr>
<tr>
<td>48-3</td>
<td>Discuss how childhood neglect, abuse, or family disruption affect children’s attachments.</td>
</tr>
<tr>
<td>48-4</td>
<td>Discuss the effect of day care on children.</td>
</tr>
<tr>
<td>48-5</td>
<td>Trace the onset and development of children’s self-concept.</td>
</tr>
<tr>
<td>48-6</td>
<td>Describe three parenting styles, and explain how children’s traits relate to them.</td>
</tr>
</tbody>
</table>
Introduction

- Stranger anxiety
Origins of Attachment

- Attachment
  - Body contact
  - Harry Harlow’s studies
Origins of Attachment

• Familiarity
  • Critical period
  • Imprinting
  • Sensitive period
Attachment Differences: Temperament and Parenting
Attachment Differences: Temperament and Parenting

• Ainsworth’s “strange situation”
  – Secure attachment
  – Insecure attachment
Attachment Differences: Temperament and Parenting

**Infants’ distress over separation from parents**

- Percentage of infants who cried when their mothers left

**Age in months**
- 3½, 5½, 7½, 9½, 11½, 13½, 20, 29

- Day care
- Home
Attachment Differences: Temperament and Parenting

Infants’ distress over separation from parents

Percentage of infants who cried when their mothers left

Day care
Home

Age in months

3½  5½  7½  9½  11½  13½  20  29
Attachment Differences: Temperament and Parenting

• **Temperament**
  – Easy, difficult & slow to warm up babies

"Oh, he’s cute, all right, but he’s got the temperament of a car alarm."

© The New Yorker Collection, 1999, Barbara Smaller from cartoonbank.com. All Rights Reserved.
Attachment Differences: Temperament and Parenting

Attachment Styles and Later Relationships

• Erikson’s Basic trust
Deprivation of Attachment
Deprivaition of Attachment

- Early deprivation of attachment
- Disruption of attachment
Does day care affect attachment?
Self-Concept

- Self-concept
  - Self-esteem
  - Self-awareness
Parenting Styles

• Parenting styles (Baumrind)
  – Authoritarian
  – Permissive
  – Authoritative

• Correlation versus causation
Culture and Child Raising

• Differences in child-rearing from culture to culture
  – Family self
Module 49
Gender Development

Module Learning Objectives

49-1 Discuss gender similarities and differences in psychological traits.

49-2 Discuss the importance of gender roles and gender typing in development.

Sex: Biological status defined by chromosomes and anatomy

Gender: Socially constructed roles and characteristics by which a culture defines “males” and “female”
How are we alike?

• In most ways, we are alike
• 45 out of 46 chromosomes are unisex
How do we differ?

• Some differences are very subtle, some are significant.

• Women: (all are averages)
  – enter puberty 2 years sooner and live five years longer
  – 70% more fate, 40% less muscle, 5 inches shorter.
  – Express emotions more freely
  – Are a bit more sensitive to odors
  – Significantly more prevalent to depression and anxiety
  – 10 times more likely to develop eating disorders

• Men: (on average)
  – 4 times more likely to commit suicide or develop alcoholism
  – More likely to be diagnosed with Autism Spectrum disorder, color-blindness, ADD/ADHD, and anti-social personality disorder
How do we differ?
Agression, Social Power, and Connectedness

• **Gender and Aggression** (physical aggression)
  – Men more physically aggressive
  – Women more socially-relationally aggressive

• **Gender and Social Power**
  – Men across cultures are more socially dominant
  – Men’s desire for power seen as much more acceptable
  – Men tend to be more directive, and autocratic
  – Women tend to be more democratic and desire consensus rather than “winning” their way
  – Men’s desire for dominance is seen in their social and relational behaviors
How do we differ?
Agression, Social Power, and Connectedness

• Gender and Social Connectedness
  – Carol Gilligan research: Women desire more connectedness
  – Early development: girls desire interdependent social behaviors
  – Boys: larger groups, more competition
  – Adult women: verbal communication = face to face; talking more often meant to reinforce relationship
  – Adult men: NOT face to face; talking = solve problems and reaffirm status.
  – Women phone conversation almost double than men.
  – Men: 87% of Wikipedia articles!
  – Female relationships: more warm, intimate, nurturing

• By age 50: some social gender differences lessen. Men become more emphatic and less domineering and women become more assertive and self-confident.
Gender and the Influences of Culture

• Biology writes the rough draft, culture writes the final draft.
• Gender roles are influenced by culture.
• Gender roles: social expectations that guide male and female behavior.
Christmas morning
she'll be happier
with a Hoover

P.S. to husbands:
She wants about her home, you know, so if you really care about her...

Now start at 869.50. Model 20 (shown here) 805.50. Plus down payment; easy terms. See your Hoover dealer now.

THE HOOVER COMPANY
What is wrong about this photo?
Gender and the Influences of Culture

• Industrialized cultures:
  – Australia and Scandinavian countries offer most gender equality

• Middle eastern and North African countries: the least gender equality

• Huge changes in women gender roles in just that last 100 years.
How do we learn to be male and female?

Gender Typing

- **Gender identity**: Our sense of being male or female
- **Gender typing**: acquiring a traditional masculine or feminine gender role
- **Social learning theory**: Assumes children acquire gender identity through
  - social observing and imitating
  - Rewarding appropriate gender behavior and punishing inappropriate gender behavior
How do we learn to be male and female?

Gender Typing

- **Cognition** influence: We develop “gender schema”
- Language reinforces **gender schema**
- For young children, gender is very important
- Transgender issues
- Transsexual
- **Note**: Gender identity is different than sexual orientation
- Most transgender cross-dressers are biologically male and are heterosexual.
Module Learning Objectives

50-1 | Describe how early experiences can modify the brain.

50-2 | Describe the ways in which parents and peers shape children’s development.
Experience and Brain Development

- **Impoverished environment**
- **Impoverished rat brain cell**
- **Enriched environment**
- **Enriched rat brain cell**
Experience and Brain Development
How Much Credit or Blame Do Parents Deserve?

- How much credit (or blame) do parents deserve?

“So I blame you for everything—whose fault is that?”
Peer Influence

- Peer influence
Module 51: Adolescence: Physical and Cognitive Development

Module Learning Objectives

51-1 Define adolescence, and identify the major physical changes during this period.

51-2 Describe adolescent cognitive and moral development, according to Piaget, Kohlberg, and later researchers.
Introduction

• Adolescence
Introduction

Physical Development

• Puberty

• Brain development
  – Myelin growth

“Young man, go to your room and stay there until your cerebral cortex matures.”
Cognitive Development
Cognitive Development

Developing Reasoning Power

- Piaget’s formal operations
Cognitive Development
Developing Morality:
Moral Reasoning
Levels or Stages or Both?

• Lawrence Kohlberg
  – **Preconventional** morality
    – Avoid punishment or gain reward
      – He was shot because he was bad. It was a punishment
  – **Conventional** morality
    – Obey laws and rules to maintain order and social acceptance
      – He was shot because he broke the law.
      – The shooter did not break the law because the law says he can shoot someone if he feels threatened.
Cognitive Development
Developing Morality:
Moral Reasoning
Levels or Stages or Both?

• Lawrence Kohlberg
  – **Postconventional** morality
    – Moral reasoning reflects understanding that rules or laws are subservient to higher principles regarding individual rights
    – A law may be unjust because it violates a higher principle
    – “We hold these truths to be self-evident, that…..”
# Kohlberg’s Levels of Moral Thinking

<table>
<thead>
<tr>
<th>Level (approximate age)</th>
<th>Focus</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preconventional morality (before age 9)</td>
<td>Self-interest; obey rules to avoid punishment or gain concrete rewards.</td>
<td>“If you save your wife, you’ll be a hero.”</td>
</tr>
<tr>
<td>Conventional morality (early adolescence)</td>
<td>Uphold laws and rules to gain social approval or maintain social order.</td>
<td>“If you steal the drug, everyone will think you’re a criminal.”</td>
</tr>
<tr>
<td>Postconventional morality (adolescence and beyond)</td>
<td>Actions reflect belief in basic rights and self-defined ethical principles.</td>
<td>“People have a right to live.”</td>
</tr>
</tbody>
</table>
Cognitive Development

Moral Intuition

• Moral Intuition
  • Moral actions stem from “quick gut feelings”
  • Intuitionist perspective
  • Moral paradoxes

• Moral action
Cognitive Development

Moral Intuition

• Moral Intuition
  • Moral actions stem from “quick gut feelings”
  • Intuitionist perspective
  • Moral paradoxes

• Moral action

MORAL DILEMMA

The Runaway Trolley

A runaway trolley is heading down the tracks toward five workmen who can’t be warned in time. You are standing near a switch that would divert the trolley onto a siding, but there is a single unsuspecting workman there. Would you throw the switch, killing one to save five? Suppose the workman was on a bridge with you and you could save the men only by pushing him onto the tracks? (He’s large enough to stop the train; you’re not.)
Cognitive Development

Moral Intuition

• Moral action
  • Talk is cheap
  • You gotta walk the walk
  • Is character (morality) education justified? Valid?
• Empathy education?
• Service learning?
Module 52: Adolescence: Social Development and Emerging Adulthood

Module Learning Objectives

52-1  Describe the social tasks and challenges of adolescence.
52-2  Contrast parental and peer influences during adolescence.
52-3  Discuss the characteristics of emerging adulthood.
<table>
<thead>
<tr>
<th>Stage (approximate age)</th>
<th>Issue</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (to 1 year)</td>
<td>Trust vs. mistrust</td>
<td>If needs are dependably met, infants develop a sense of basic trust.</td>
</tr>
<tr>
<td>Toddlerhood (1 to 3 years)</td>
<td>Autonomy vs. shame and doubt</td>
<td>Toddlers learn to exercise their will and do things for themselves, or they doubt their abilities.</td>
</tr>
<tr>
<td>Preschool (3 to 6 years)</td>
<td>Initiative vs. guilt</td>
<td>Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about their efforts to be independent.</td>
</tr>
<tr>
<td>Elementary school (6 years to puberty)</td>
<td>Competence vs. inferiority</td>
<td>Children learn the pleasure of applying themselves to tasks, or they feel inferior.</td>
</tr>
<tr>
<td>Adolescence (teen years into 20s)</td>
<td>Identity vs. role confusion</td>
<td>Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.</td>
</tr>
<tr>
<td>Young adulthood (20s to early 40s)</td>
<td>Intimacy vs. isolation</td>
<td>Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.</td>
</tr>
<tr>
<td>Middle adulthood (40s to 60s)</td>
<td>Generativity vs. stagnation</td>
<td>In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.</td>
</tr>
<tr>
<td>Late adulthood (late 60s and up)</td>
<td>Integrity vs. despair</td>
<td>Reflecting on his or her life, an older adult may feel a sense of satisfaction or failure.</td>
</tr>
</tbody>
</table>
Forming an Identity

• Forming an identity
  – **Identity**
  – Our sense of self

– **Social identity**
  – The “we” aspect of self; who you are in a social context.

– Intimacy
Forming an Identity

• Forming an identity
  – **Identity**
  – Our sense of self
  – **Social identity**
  – The “we” aspect of self; who you are in a social context.
  – **Intimacy**
### Erikson’s Stages of Psychosocial Development

<table>
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Parent and Peer Relationships

• Parent and peer relationships
  • “Inside the Teenage Brain”: excellent source for understanding this topic.
  • Peers become more influential than parents
  • Cliques are not bad. They just are
    • Why are they considered bad?
      • Lauren Eisenberger?
Emerging adulthood

for some people in modern cultures, a period from the late teens to mid-twenties, bridging the gap between adolescent dependence and full independence and responsible adulthood.
Emerging Adulthood

- **Emerging adulthood**
Emerging Adulthood

- Emerging adulthood
- Delayed independence (sucks)
- Why? What has happened recently?
Module 53: Sexual Development

Module Learning Objectives

53-1 Explain how biological sex is determined, and describe the role of sex hormones in gender development.

53-2 Describe some of the ways that sexual development varies.

53-3 Discuss the factors that reduce the risk of sexually transmitted infections.

53-4 Discuss the factors that influence teenagers’ sexual behaviors and use of contraceptives.

53-5 Summarize what research has taught us about sexual orientation.
Module 53: Sexual Development

• Read and learn on your own.
• Chromosome info. Good to know
• Be familiar with the science behind sexual orientation
• Table 53.1 on page 535 is excellent
Sexual Development

Prenatal Sexual Development

• Sex chromosomes
  – X chromosome
  – Y chromosome

• Sex hormones
  – Testosterone
Sexual Development

Adolescent Sexual Development

- **Puberty**
  - Primary sexual characteristics
    - menarche
  - Secondary sexual characteristics
    - Spermarch and Menarche
Sexual Development

Variations in Sexual Development

• Intersex
Sexual Development

Sexually Transmitted Diseases

• Sexually transmitted diseases
• AIDS (acquired immune syndrome)
• Human Papilloma Virus (HPV)
Teen Pregnancy

- Teenage pregnancy rates
- Environmental factors
  - Minimal communications about birth control
  - Guilt related to sexual activity
  - Alcohol use
  - Mass media norms of unprotected promiscuity
Sexual Orientation

- Sexual orientation
  - Homosexual orientation
  - Heterosexual orientation
  - Bisexual orientation

- Statistics
- Difficulties
- Environment and sexual orientation
Sexual Orientation

Biology and Sexual Orientation

- Same-sex attraction in other species
- Gay-straight brain differences
- Genetic influences
- Prenatal influences
- Gay-straight trait differences
Module 54: Adulthood: Physical, Cognitive and Social Development

Module Learning Objectives

54-1 Identify the physical changes that occur during middle and late adulthood.

54-2 Assess the impact of aging on memory.

54-3 Discuss the themes and influences that mark the social journey from early adulthood to death.

54-4 Describe trends in people's self-confidence and life satisfaction across the life span.

54-5 Describe the range of reactions to the death of a loved one.
<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Cognitive Development</th>
<th>Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Adulthood</strong></td>
<td><strong>Memories of teens-20s</strong></td>
<td><strong>Middle Adulthood:</strong> Realization: life will soon be mostly behind than in front</td>
</tr>
<tr>
<td>Decline can vary dep. On activity level</td>
<td>most lasting in old age</td>
<td><strong>Midlife Transition:</strong> Crisis is a myth</td>
</tr>
<tr>
<td>Menopause</td>
<td>Recall abilities decline faster than recognition</td>
<td>• Divorce more prevalent among younger adults</td>
</tr>
<tr>
<td>Exercise &amp; activity stimulates neurogenesis</td>
<td>Learning and remembering varies a lot</td>
<td>• Midlife crises triggered not by age but events</td>
</tr>
<tr>
<td>Vision quality diminishes</td>
<td>Meaningsful learning: elderly do pretty good</td>
<td><strong>Social Clock:</strong> the culturally preferred timing of social events</td>
</tr>
<tr>
<td>Late Age = more susceptible to cancer &amp; pneumonia; less to flu &amp; cold virus</td>
<td>Skill learning better than recall</td>
<td>Adulthood commitments</td>
</tr>
<tr>
<td>Aging brain: slower</td>
<td>Terminal decline: mental abilities decline most rapidly closer to death.</td>
<td>• Erikson: “Intimacy and generativity</td>
</tr>
<tr>
<td>Exercise is key</td>
<td></td>
<td>• Love and Marriage</td>
</tr>
<tr>
<td>Maintain telomeres</td>
<td></td>
<td>• Cohabitation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marriage is strongly related to good health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key to happy, lasting marriage: authentic respect and open communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empty Nest = happiness</td>
</tr>
</tbody>
</table>
Well-Being Across Life Span

• Old age: Happiness stays pretty stable
  • Erikson: Integrity v. Despair. Integrity usually wins
• Old people tend to perceive things more positively.
• Less responsive amygdala = more “bliss”?
• Biopsychosocial influences = degree of quality old age
• Every human has eventually died.
  • Death and dying
    • Grief
    • Grief process
    • Outlving a child is often very traumatic
    • Cultural variation to grieving
    • Time has also changed how Americans grieve
    • We are much more sensitive and vulnerable to depression and long-term bereavement disorder
  • There are similar and sequential aspects of grieving
    • Missing, yearning most intense at 4 months after
    • Bereavement therapy recommended if after 6 months….
Cognitive Development

- Recall versus recognition

![Graph showing percentage of names recalled and number of words remembered across age groups.](image)

- Percentage of names recalled:
  - After three introductions: Older age groups have poorer performance.
  - After two introductions.
  - After one introduction.

- Number of words remembered:
  - Number of words recognized is stable with age.
  - Number of words recalled declines with age.
Cognitive Development

- Cross-Sectional Evidence
  - Cross-sectional study
- Longitudinal Evidence
  - Longitudinal study
- Terminal decline
Social Development

Adulthood’s Commitments

• Love
• Work
Social Development

Well-Being Across the Life Span

• Well-being across the life span
• Death and dying
The End
Teacher Information

• Unit Coding
  – Just as *Myers’ Psychology for AP 2e* is color coded to the College Board AP Psychology Course Description (Acorn Book) Units, so are these Powerpoints. The primary background color of each slide indicates the specific textbook unit.

  • Psychology’s History and Approaches
  • Research Methods
  • Biological Bases of Behavior
  • Sensation and Perception
  • States of Consciousness
  • Learning
  • Cognition
  • Motivation, Emotion, and Stress
  • Developmental Psychology
  • Personality
  • Testing and Individual Differences
  • Abnormal Psychology
  • Treatment of Abnormal Behavior
  • Social Psychology
Teacher Information

- **Hyperlink Slides** - This presentation contains two types of hyperlinks. Hyperlinks can be identified by the text being underlined and a different color (usually purple).
  - **Unit subsections hyperlinks**: Immediately after the unit title and module title slide, a page can be found listing all of the unit’s subsections. While in slide show mode, clicking on any of these hyperlinks will take the user directly to the beginning of that subsection.
  - **Bold print term hyperlinks**: Every bold print term from the unit is included in this presentation as a hyperlink. While in slide show mode, clicking on any of the hyperlinks will take the user to a slide containing the formal definition of the term. Clicking on the “arrow” in the bottom left corner of the definition slide will take the user back to the original point in the presentation.

These hyperlinks were included for teachers who want students to see or copy down the exact definition as stated in the text. Most teachers prefer the definitions not be included to prevent students from only “copying down what is on the screen” and not actively listening to the presentation.

For teachers who continually use the Bold Print Term Hyperlinks option, please contact the author using the email address on the next slide to learn a technique to expedite the returning to the original point in the presentation.
Teacher Information

• Continuity slides
  – Throughout this presentation there are slides, usually of graphics or tables, that build on one another. These are included for three purposes.
    • By presenting information in small chunks, students will find it easier to process and remember the concepts.
    • By continually changing slides, students will stay interested in the presentation.
    • To facilitate class discussion and critical thinking. Students should be encouraged to think about “what might come next” in the series of slides.

• Please feel free to contact me at kkorek@germantown.k12.wi.us with any questions, concerns, suggestions, etc. regarding these presentations.
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Division title (red print)
subdivision title (*blue print*)

• XXX
  —XXX
  —XXX
Definition Slide

= add definition here
Definition
Slides
Developmental Psychology

= a branch of psychology that studies physical, cognitive, and social change throughout the life span.
Zygote

= the fertilized egg, it enters a 2-week period of rapid cell division and develops into an embryo.
Embryo

= the developing human organism from about 2 weeks after fertilization through the second month.
Fetus

= the developing human organism from 9 weeks after conception to birth.
Teratogens

= agents, such as chemicals and viruses, that can reach the embryo or fetus during prenatal development and cause harm.

• Literally means “monster maker”
Fetal Alcohol Syndrome (FAS) = physical and cognitive abnormalities in children caused by a pregnant woman’s heavy drinking. In severe cases, signs include a small, out-of-proportion head and abnormal facial features.
Habituation

= decreasing responsiveness with repeated stimulation. As infants gain familiarity with repeated exposure to a visual stimulus, their interest wanes and they look away sooner.
Maturation

= biological growth processes that enable orderly changes in behavior, relatively uninfluenced by experience.
Cognition

= all mental activities associated with thinking, knowing, remembering, and communicating.
Schema

= a concept or framework that organizes and interprets information.
Assimilation

= interpreting our new experiences in terms of our existing schemas.
Accommodation

= adapting our current understandings (schemas) to incorporate new information.
Sensorimotor Stage

= in Piaget’s theory, the stage (from birth to about 2 years of age) during which infants know the world mostly in terms of their sensory impressions and motor activities.
Object Permanence

= the awareness that things continue to exist even when not perceived.
Preoperational Stage

= in Piaget’s theory, the stage (from 2 to about 6 or 7 years of age) during which a child learns to use language but does not yet comprehend the mental operations of concrete logic.
Conservation

= the principle (which Piaget believed to be a part of concrete operational reasoning) that properties such as mass, volume, and number remain the same despite changes in the forms of objects.
Egocentrism

= in Piaget’s theory, the preoperational child’s difficulty taking another’s point of view.
Theory of Mind

= people’s ideas about their own and other’s mental states – about their feelings, perceptions, and thoughts, and the behaviors these might predict.
Autistic Spectrum Disorder (ASD)

= a disorder that appears in childhood and is marked by significant deficiency in communications and social interaction, and by rigidly fixated interests and repetitive behaviors.
Concrete Operational Stage

in Piaget’s theory, the stage of cognitive development (from about 6 or 7 to 11 years of age) during which children gain the mental operations that enable them to think logically about concrete events.
Formal Operational Stage

= in Piaget’s theory, the stage of cognitive development (normally beginning about age 12) during which people begin to think logically about abstract concepts.
Stranger Anxiety

= the fear of strangers that infants commonly display, beginning by about 8 months of age.
Attachment

= an emotional tie with another person; shown in young children by their seeking closeness to the caregiver and showing distress on separation.
Critical Period

= an optimal period early in the life of an organism when exposure to certain stimuli or experiences produces normal development.
Imprinting

= the process by which certain animals form strong attachments during an early-life critical period.
Temperament

= a person’s characteristic emotional reactivity and intensity.
Basic Trust

= according to Erik Erikson, a sense that the world is predictable and trustworthy; said to be formed during infancy by appropriate experiences with responsive caregivers.
Self-Concept

= all our thoughts and feelings about ourselves, in answer to the question, “Who Am I?”
Gender

= the socially constructed roles and characteristics by which a culture defines *male* and *female*.
Aggression

= physical or verbal behavior intended to hurt or destroy.
Gender Role

= a set of unexpected behaviors for males or for females.
Role

= a set of expectations (norms) about a social position, defining how those in the position ought to behave.
Gender Identity

= our sense of being male or female.
Social Learning Theory

= the theory that we learn social behavior by observing and imitating and by being rewarded or punished.
Gender Typing

= the acquisition of a traditional masculine or feminine role.
Transgender

= an umbrella term describing people whose gender identity or expression differs from that associated with their birth sex.
Adolescence

= the transition period from childhood to adulthood, extending from puberty to independence.
Identity

= our sense of self; according to Erikson, the adolescent’s task is to solidify a sense of self by testing and integrating various roles.
Social Identify

= the “we” aspect of our self-concept; the part of our answer to “Who am I?” that comes from our group memberships.
Intimacy

= in Erikson’s theory, the ability to form close, loving relationships; a primary developmental task in late adolescence and early adulthood.
Emerging Adulthood

= for some people in modern cultures, a period from the late teens to mid-twenties, bridging the gap between adolescent dependence and full independence and responsible adulthood.
X Chromosome

= the sex chromosome found in both men and women. Females have two X chromosomes; males have one. An X chromosome from each parent produces a female child.
Y Chromosome

= the sex chromosome found only in males. When paired with an X chromosome from the mother, it produces a male child.
Testosterone

= the most important of the male sex hormones. Both males and females have it, but the additional testosterone in males stimulates the growth of the male sex organs in the fetus and the development of the male sex characteristics during puberty.
Puberty

= the period of sexual maturation, during which a person becomes capable of reproducing.
Primary Sexual Characteristics

= the body structures (ovaries, testes, and external genitalia) that makes sexual reproduction possible.
Secondary Sex Characteristics

= nonreproductive sexual characteristics, such as female breasts and hips, male voice quality, and body hair.
Menarche

= the first menstrual period.
AIDS (Acquired Immune Deficiency Syndrome)

= a life threatening, sexually transmitted infection caused by the human immunodeficiency virus (HIV). AIDS depletes the immune system, leaving the person vulnerable to infections.
Sexual Orientation

= an enduring sexual attraction toward members of either one’s own sex (homosexual orientation), the other sex (heterosexual orientation), or both sexes (bisexual orientation).
Menopause

= the time of natural cessation of menstruation; also refers to the biological changes a woman experiences as her ability to reproduce declines.
Cross-Sectional Study

= a study in which people of different ages are compared with one another.
Longitudinal Study

= research in which the same people are restudied and retested over a long period.
Social Clock

= the culturally preferred timing of social events such as marriage, parenthood, and retirement.