Developmental Psychology Lecture 1: theoretical approaches to development

Psychoanalysis —> Freud, suggested psychosexual stages were zones of erotic interest

Problems during development may occur due to conflicts between an individuals innermost desires and societies rules and expectations. The realisation that we have a desire that is atypical leads to us repressing it, and this causes conflict!

This repressed desire still remains in our subconscious, and may emerge in dreams and slips of the tongue.

3 sections of our brain: ID/EGO/SUPER-EGO

ID: represents our primary innermost wishes in their purest form, regardless of whether they are socially acceptable or not.

EGO: Operates according to the reality principle. Tries to satisfy the ID’s pure demands, but often compromising this in order to avoid negative consequences of society. Seeks to please ID’s desires but in a socially acceptable manner.

SUPEREGO: the internalised values and morals of society that sensor our own knowledge coming from the ID.

Social Learning Theory ————

A type of behaviourist approach!

It’s all about associations —> think of Pavlov’s dogs

Classical conditioning = pairing a stimulus with a reward/punishment

Operant conditioning = pairing a behaviour with a reward or punishment

Child has little influence on their development, it is mainly the environment that shapes them

Cognitive Developmental Theory ————

PIAGET! said that we use categories to make sense of the world, and this links to Kant.

KANT —> 4 fundamental categories of knowledge are:

TIME//SPACE//CAUSALITY//OBJECT PERMANENCE

Knowledge is not innate and is learnt through interactions with the physical world
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no set definition which causes issues! one way of defining is splitting it into 2:
Instrumental aggression: done in order to gain a resource e.g toy
Hostile aggression: appears to be purely to cause harm to another, often emotion based
the way there is instances of aggression in very young children suggests it may be an
innate reaction/attempt to gain resources?
large individual differences in adults suggests socialisation effects this… but it doesn't
prove it as it may be due to difference biology!
Individual differences in aggression levels: Patterson explains it in terms of social
learning theory (exposure to violence)
Dodge and colleagues use cognitive developmental framework
screen violence and aggression:
bobo doll study shows the effects of vicarious learning —> children who viewed
aggressive person rewarded were more aggressive suggesting the behavior was learnt.

Leyens+Camino and Parke: Belgian boys in a young offenders' institute made to watch
violent/non violent movies for a week. those watching violent subsequently displayed
more aggression.
Leftkowitz + Walder, 1973: studied the viewing habit of a whole community of children
longitudinally who'd watch violent movies on tv and predicted aggression ratings by peers 10 years
later.

issues with studies like these:
external validity —> bobo doll wasn't a real person

issues with defining behaviour as aggressive
all research is correlational and doesn't prove cause and effect
Leach 1993: individuals who were regularly physically punished in childhood more likely
to use physical punishment on their own child.

THE COERCIVE CYCLE DEVELOPED BY PATERSON.
 Initially, child is non compliant.
The parent shows inconsistent parenting behaviour, nagging followed by threats that
aren't followed through and also explosive outbursts of anger.
This inconsistent behaviour leads to even more non compliance, and parent continues to
react angrily —> Parent and Child effectively teaching each other to behave this way.
Identical twins that are reared in the same family are often only somewhat similar in terms of personality, there is subtle differences and therefore personality cant be purely defined by genetics

group socialisation theory: Children and adults show context specific behaviour! behave differently inside and outside the home.

As children get older, the way they behave outside of the home is more determining of personality than within home

Genotype environment interactions:

If you have a high genetic propensity for extroversion, you will show this as an adult no matter the level of restrictedness in home environment.

In contrast, if you have a low genetic disposition for extroversion, a less controlling environment will allow you to show higher extroversion scores as an adult, as home has trained you to be more sociable

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Lecture 6: DEVELOPMENT

Piaget's theory of cognitive development characteristics of his theory:

-interactionist — interplay between nature and nurture

-constructivist — child plays an active role in their learning through how they chose to interact with their environment —> KNOWLEDGE ACTIVELY LEARNT

-young children possess simple skills allowing them to interact with their environment leading to them building up mental schemas.

-children experiment on objects and events and from what they learn they modify existing schemas to improve their accuracy. —> leads to a more advanced understanding of the world

assimilation= the process of taking NEW information or NEW experience and fitting it into an ALREADY EXISTING SCHEMA

accommodation= the process by which EXISTING schemas are modified/new schemas created to fit in NEW INFORMATION

Piagets stages of cognitive development:

Sensori motor (birth to age 2) —> child uses senses and motor abilities to make sense of the world. Child therefore learns object permanence and mental representation ability
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Pre-operational stage: (2-7 years) development of symbolic understanding! thinking illogical and cant coordinate viewpoints other than their own- “i live in Lancaster, not the UK”

Mountains task testing spatial perspective taking—> cannot distinguish the difference between what they see and another person looking at another angle sees. Perspective taking skills only gotten at age 7!

Conservation also occurs, (understand quantity remains the same despite changes in appearance)

Concrete operational stage 7-11 = children can use symbols representationally and manipulate them logically. Can pass conservation tasks!

Critiques of piagetian theory: lacked generalisability as there was a biased sample in the majority of experiments (well educated western european families)

Cognitive development not as clear cut and systematic as he proposed!

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Lecture 7 WAS ON WRITING TECHNIQUES — — LOOK AT THIS AT ANOTHER POINT!

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Lecture 8: development of face processing

From birth children have a preference for faces! tested by 2 methods

preference procedure: show infant 2 images simultaneously and see which they look at longest, infer that this is the one they prefer

habituation procedure: habituate baby with stimulus until they get bored (fixation time decreases) and pair habituated stimulus with new one. If baby recognises difference they will look at the novel stimulus longer.

Babies prefer mothers face from birth

theory of face processing: babies pre programmed to perceive and process faces as they provide a source of communication directed to infant.

Conspec = mechanism present at birth that ensures newborns respond to face-like configurations, no complex processing occurs
as opposed to consistently positive

Clore's law of attraction: we look for someone who shares our values as they reinforce our own world view leading to self affirmation

ON THE EXAM: REINFORCEMENT AFFECT MODEL= associating experiences with people leads to positive or negative associations; we like when people initially don't like us but then change their mind and like us as we feel like we've earned it

Theory of complimentarily: people prefer partners with similar backgrounds but different personalities

Equity theory: we like equality in relationships

Social exchange theory: homo economicus, exchanges will be noted as positive if the reward each partner receives in the relationship exceeds the cost they must pay

Lecture 34 aggression

Baron 1977: aggression has 3 elements

- intention to harm victim

- victim must be living

- victim must be motivated to avoid being harmed

types of aggression: hostile and instrumental (tends to be premeditated)

LORENZ: said aggression was an instinct and is adaptive, was inevitable as it was in our genetics and believed in catharsis

catharsis: releasing the build up of aggressive energy in a manner that doesn't hurt others e.g sport however it does not seem to reduce aggression in studies!

Veronica and Sullivan = told participants they were investigating effects of environment on task performance (received annoying puffs of air)

measured their blood pressure and aggressive behaviour and result was that the irritated (participants receiving puffs of air) were more aggressive to partner despite the partner not being responsible