Overview of this week

- What is Developmental Psychology?
- Neonatal Assessment
- Neonatal Capacities
- Birth in Different Cultures

Overview of Chapter 4

- Physical Growth
- Brain Development
- Sensing the Environment
- The Organization of Behavior
- Temperament
- Becoming Coordinated with the Social World
- Summing Up the First Three Months
Basic Concepts

- Developmental psychology
  - A study of cognitive, psychosocial and physical changes that transpire throughout the course of the human lifespan
  - Growth years
    - Period from infancy through adolescence

Developmental psychology is...

- the study of how children develop
- the study of a process
- i.e., of changes over time

What we look at, and why

- Focus
  - The child
  - Their activity
  - Cultural context
- Aim
  - Promote the healthy development of children
  - Answer important questions…
Intriguing Questions

- What makes it possible for infants to acquire their native language so rapidly with no special training?
- When do children become aware that other people have thought processes of their own, and what makes this awareness possible?
- What leads to the marked differences in levels and forms of aggression between boys and girls early in childhood?
- When do children begin to reason systematically, and what makes this form of thought possible?
- Is parent-child conflict a necessary part of adolescence?
- What goes on when children are playing?

The Stages of Development

- **Infancy**: 0 - 2½ years
- **Early Childhood**: 2½ - 6
- **Middle Childhood**: 6 - 12
- **Adolescence**: 12 - 19

- **Developmental Stage**: a period of relative stability, qualitatively different
- **Developmental Transition**: a time of rapid change, "bio-social-behavioral shift"
Bio-Social-Behavioral Shift

A transition point in development during which a convergence of biological, social, and behavioral changes gives rise to distinctively new forms of functioning.

<table>
<thead>
<tr>
<th>BSB Shift</th>
<th>Developmental Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conception</td>
<td>Prenatal period</td>
</tr>
<tr>
<td>Birth</td>
<td>Early infancy</td>
</tr>
<tr>
<td>2½ months</td>
<td>Middle infancy</td>
</tr>
<tr>
<td>7–9 months</td>
<td>Late infancy</td>
</tr>
<tr>
<td>24-30 months</td>
<td>Early childhood</td>
</tr>
<tr>
<td>5–7 years</td>
<td>Middle childhood</td>
</tr>
<tr>
<td>11-12 years</td>
<td>Adolescence</td>
</tr>
<tr>
<td>19-21 years</td>
<td>Adulthood</td>
</tr>
</tbody>
</table>

Assignments

- Two in-class multiple choice exams - 30 points each
- Final exam, multiple-choice - 30 points
- One-page paper each week: do 10, get 20 points
- 5 quizzes on classic paper: 10 points
- Extra credit assignment: 10 points extra
- = 130/100
- It is possible to obtain 130% in the course

http://www.mathcs.duq.edu/~packer/Courses/Psy225/Psy225home.html
Assessing the Neonate

**Apgar Scoring System**

Rating (at 1 & 5 minutes after birth)

<table>
<thead>
<tr>
<th>Vital Sign</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart rate</td>
<td>Absent</td>
<td>Slow (&lt;100)</td>
<td>Over 100</td>
</tr>
<tr>
<td>Respiratory effort</td>
<td>Absent</td>
<td>Slow, irregular</td>
<td>Good, crying</td>
</tr>
<tr>
<td>Muscle tone</td>
<td>Flaccid</td>
<td>Some flexion of extremities</td>
<td>Active motion</td>
</tr>
<tr>
<td>Reflex responsivity</td>
<td>No response</td>
<td>Grimace</td>
<td>Vigorous cry</td>
</tr>
<tr>
<td>Color</td>
<td>Blue, pale</td>
<td>Body pink, extremities blue</td>
<td>Completely pink</td>
</tr>
</tbody>
</table>

**Brazelton Neonatal Assessment**

- Includes tests of infant reflexes, motor capacities, muscle tone, capacity for responding to objects and people, capacity to control own state, attention
Neonatal Capacities

Sensory Processes
- Normal full-term newborns enter the world with all sensory systems functioning
- Indications of sensory processes
  - Turning of the head, variation in brain waves, changes in rate of sucking on a nipple
  - Habituation: Becomes bored and stops attending
  - Dishabituation: Interest is renewed after the infant perceives a change in the stimulus

Infants' Visual Capacity
**Perception of Faces**

- Neutral stimulus (water)
- Sweet stimulus
- Sour stimulus
- Bitter stimulus

**Early Sensory Capacities**

<table>
<thead>
<tr>
<th>Sense</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Ability to distinguish phonemes</td>
</tr>
<tr>
<td></td>
<td>Preference for native language</td>
</tr>
<tr>
<td>Vision</td>
<td>Slightly blurred at birth</td>
</tr>
<tr>
<td></td>
<td>Color vision by 2 months</td>
</tr>
<tr>
<td></td>
<td>Distinguish patterned stimuli from plain</td>
</tr>
<tr>
<td></td>
<td>Preference for facelike stimuli</td>
</tr>
<tr>
<td>Smell</td>
<td>Ability to differentiate odors well at birth</td>
</tr>
<tr>
<td>Taste</td>
<td>Ability to differentiate tastes well at birth</td>
</tr>
<tr>
<td>Touch</td>
<td>Response to touch at birth</td>
</tr>
<tr>
<td>Temperature</td>
<td>Sensitivity to temperature changes at birth</td>
</tr>
<tr>
<td>Position</td>
<td>Sensitivity to changes in position at birth</td>
</tr>
</tbody>
</table>

**Motor Responses**

- Reflexes
- Emotions
  - Two basic emotions, contentment (+) & distress (-)
- Temperament
Infant Expression of Emotions

Joy
Anger
Sadness
Disgust
Distress
Interest
Fear
Surprise

Emotional Systems

• Premammalian Origins:
  • Fear, Rage, Seeking, Lust

• Early Primate Evolutionary History:
  • Care, Panic, Play

Temperaments

• Three broad types:
  • Easy babies:
  • Difficult babies:
  • Slow-to-warm-up babies:
Neonatal Capacities

Sensory Processes
Motor Processes
Sensori-Motor Linkages

Jean Piaget:

- Infancy is the stage of Sensori-Motor intelligence

Birth

The First Bio-Social-Behavioral Shift

Birth: The First Bio-Social-Behavioral Shift
This video shows childbirth in a number of different cultural settings.

Look for similarities and differences.

Be prepared to answer questions afterwards!

What were the cultures in which the video illustrated childbirth?

In what ways is childbirth similar in these cultures?

In what ways is it different?

The textbook calls birth a 'bio-social-behavioral shift.' List some of the biological, social, and behavioral changes of birth.

Suggest some ways these changes interact.
The cultures:
- Russia, Brazil, United States
- Plus historical vignettes:
  - 19th century US
  - Africa
  - Native American
  - Aztec

Childbirth is similar:
- Fetal growth, fetal behavior
- Birth has a universal and essential role in the reproduction of the human species
- Three stages of labor: contractions & dilation; passage through the cervix; delivery

Childbirth is different:
- Position adopted to deliver: lying flat v squatting
- Helpers: spouse, midwife, doctor
- Home or hospital
- Pathological or natural
- Use of anaesthetics, analgesics
- Medical technology
- Incidence of prenatal care, or drug abuse, of malnutrition

Biological, social and behavioral changes:
- Biological
  - New sources of oxygen and nutrition
  - Blood flow through the heart changes direction
  - Umbilical cord is cut
- Social
  - First contact with other people
  - A relationship begins with caregivers
  - Parents have social expectations about baby
- Behavioral
  - Dependent on people for food, shelter
  - Breathing, suckling
Ways these changes interact:
- Parents’ expectations shape interpretations of baby’s feeding behavior, and these influence the relationship that is forming.
- Medical intervention may prevent parents from forming an emotional connection, leading to changed interactions.
-...

Birth...
- We tend to think of it as a purely biological process.
- But in fact culture plays an important role.
- Right from the start, social and cultural factors shape and direct a child’s development.

Map of the Course
1. Infancy
   - Practical Intelligence
   - Discovery of self

Map of the Course
2. Early Childhood
   - Practical Intelligence
   - Mental actions
   - Discovery of self
   - Gender identity
Map of the Course

3. Middle Childhood

- Practical Intelligence
- Mental actions
- Mental operations
- Independence
- Discovery of self
- Gender identity
- Independence

Map of the Course

4. Adolescence

- Practical Intelligence
- Mental actions
- Mental operations
- Abstract thinking
- Discovery of self
- Gender identity
- Independence
- Identity versus confusion

Main Points

- Developmental psychology studies the process of change, through stages and transitions
- 4 stages: infancy, early childhood, middle childhood, adolescence
- Birth is the first bio-social-behavioral shift
- The neonate is born with simple stimulus-response schemas (reflexes)
- The Brazelton Neonatal Assessment gives a profile relevant to parents

One-page paper:

- Point your browser to: http://www.worthpublishers.com/cole/
- Click on the cover for the E-Study Center
- Sign up as a Student
- Explore the outlines, quizzes, flashcards, FAQs
- Write one page (single spaced) describing what you like. Include your name & section number.