



Social Development

Attachment & Parenting



Attachment

- Strong emotional bond young children form with their parents or primary caregiver



Origins of Attachment

Like bodily contact, **familiarity** is another factor that causes attachment.

- Conrad Lorenz studied geese. He found out that when geese hatched and saw Lorenz they started following him everywhere he went.
- In some animals (goslings), **imprinting** is the cause of attachment.



Alastair Miller



Social Development

Stranger anxiety is the fear of strangers that develops at around 8 months. This is the age at which infants form **schemas** for familiar faces and cannot assimilate a new face.



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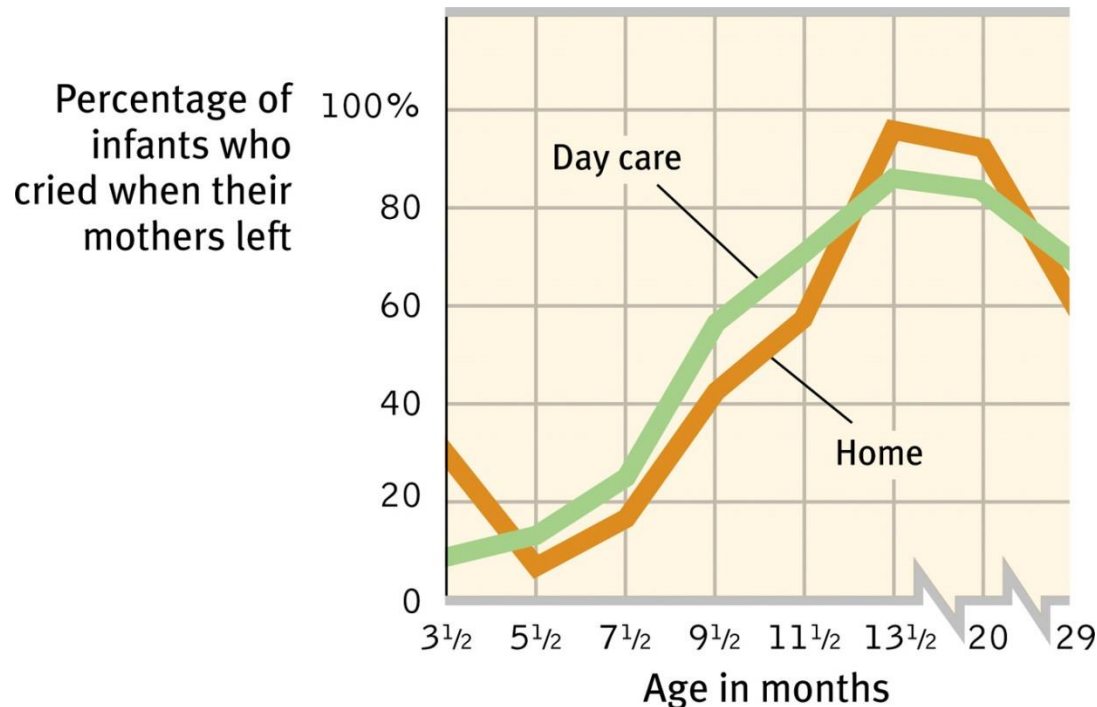
Schema -- organized pattern of thought or behavior that organizes categories of information



Separation Anxiety

Separation anxiety: Crying and signs of fear when a child is left alone or with a stranger.

Peaks at 13 months of age, regardless of whether the children are home or sent to day care.





Ainsworth

- <https://www.youtube.com/watch?v=QTsewNrHUHU>
- “Strange Situation” Experiment
 - Mother and child is left alone
 - Stranger enters
 - Mother leaves
 - Observe child’s behavior
- Attachment Styles



Attachment Styles

- **Secure Attachment** : confidently explore the novel environment while the parents are present, are distressed when they leave, and come to the parent when they return
- **Avoidant attachment**: may resist being held by the parents and will explore the novel environment. They do not go to the parents for comfort when they return.
- **Anxious/ambivalent attachment**: show extreme stress when parents leave but resist being comforted by them when they return



Attachment Differences

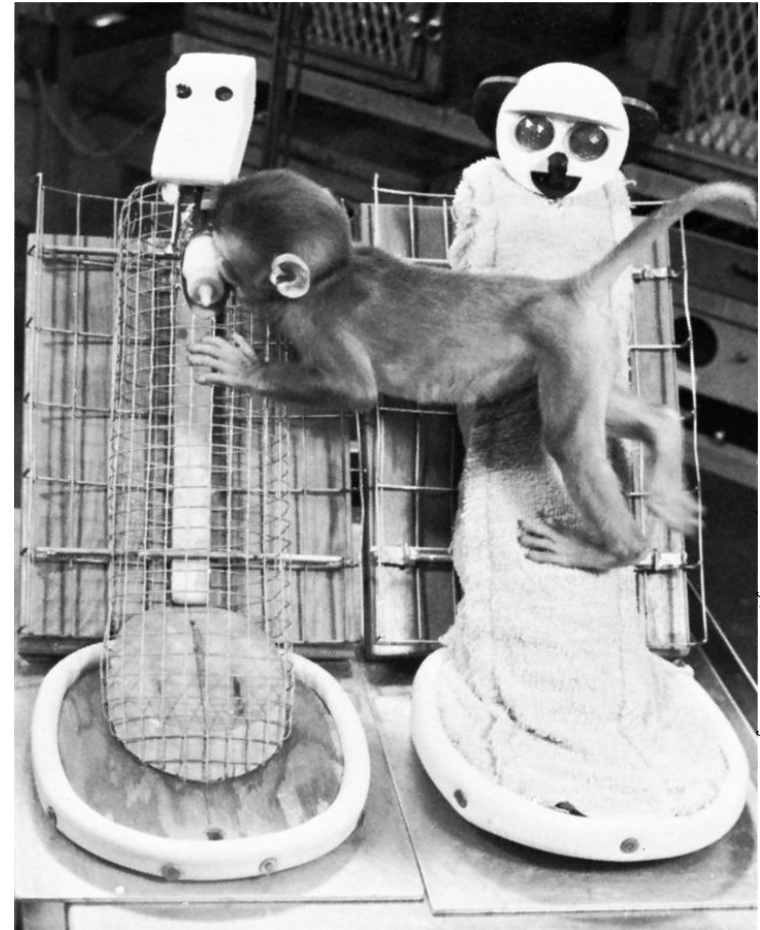
Placed in a strange situation, **60%** of children express **secure attachment**, i.e., they explore their environment happily in the presence of their mothers. When their mother leave, they show distress.

The other **30%** show **insecure attachment**. These children cling to their mothers or caregivers and are less likely to explore the environment.



Origins of Attachment

- **Harlow** (1971) showed that infants bond with surrogate mothers because of **(tactile) bodily contact** and not because of nourishment.
- When frightened monkeys sought after the safety and **comfort of the cloth surrogate mother**
- https://www.youtube.com/watch?v=_O60TYAlgC4
- <https://www.youtube.com/watch?v=OrNBEhzjg8I>



Harlow Primate Laboratory, University of Wisconsin



Insecure Attachment

Harlow's studies showed that monkeys experience great anxiety if their terry-cloth mother is removed.



Harlow Primate Laboratory, University of Wisconsin



Deprivation of Attachment

What happens when circumstances prevent a child from forming attachments?

Deprivation – Lack of normal stimulation, nutrition, comfort, or love

In such circumstances children become:

1. Withdrawn
2. Frightened
3. Unable to develop speech



Prolonged Deprivation

If parental or caregiving support is deprived for an extended period of time, children are at risk for physical, psychological, and social problems, including alterations in brain serotonin levels.



Story of Genie and Oxana



https://www.youtube.com/watch?v=KfOIPK2P_G8

https://www.youtube.com/watch?v=93HymGXC_wM

Importance of attachment and the critical period; dangers of deprivation; importance of nurture!



Quick thought!

- Ladies, what kind of relationship do you have with your father? If you are in a romantic relationship, what kind of relationship do you have?
- Gentlemen, what kind of relationship do you have with your mother? If you are in a romantic relationship, what kind of relationship do you have?



Attachment Theory

Attachment theory

- Infant needs to develop a relationship with at least one primary caregiver for social and emotional development to occur normally.
- The type of attachment/relationship an infant has with their primary caregiver will reflect the type of attachments/relationships they will have as adults.



OA

1. Watch the video on Genie and Oxana. What happened to them?
2. What would be the possible outcomes for the following:

Practice	Description	Outcome
Authoritarian	Parents impose strict rules and expect obedience. Punishments are often used.	
Permissive	No clear standard. Parents submit to children's demands.	
Authoritative	Consistent standards for their children's behavior, but the standards are reasonable and explained.	



Parenting Styles

Practice	Description	Outcome
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Parenting Styles

Practice	Description	Outcome
Authoritarian	Parents impose strict rules and expect obedience. Punishments are often used.	Distrust others and withdrawn from peers
Permissive	No clear standard. Parents submit to children's demands.	Difficulty with emotional control. Often dependent.
Authoritative	Consistent standards for their children's behavior, but the standards are reasonable and explained.	Most beneficial More socially capable and perform better academically



You just crashed your mother's car! What would

1. Authoritarian parents do?
2. Permissive parents do?
3. Authoritative parents do?

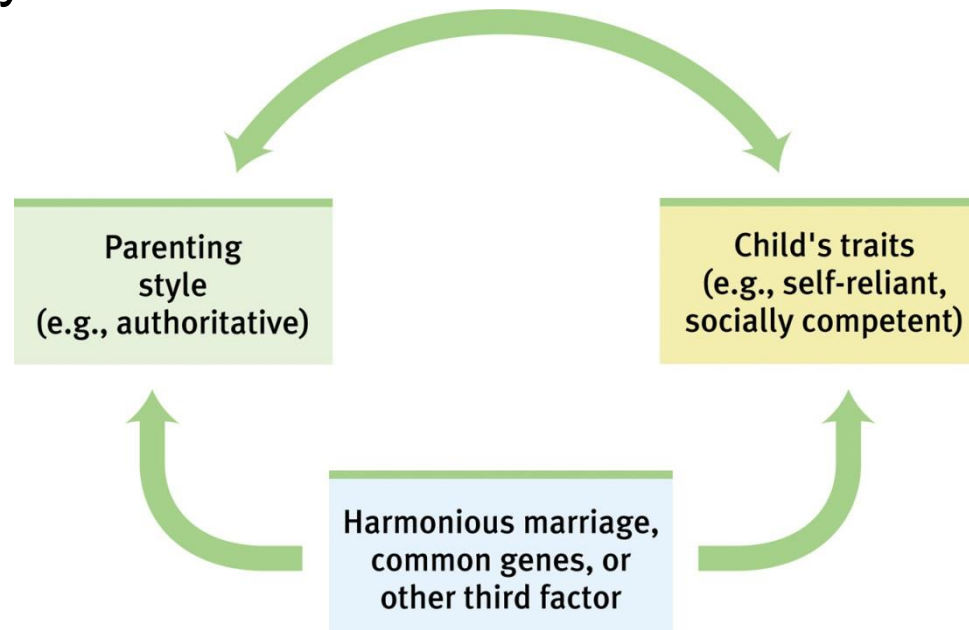
Discuss with your table partners!





Authoritative Parenting

Authoritative parenting correlates with social competence — other factors like common genes may lead to an easy-going temperament and may invoke an authoritative parenting style.



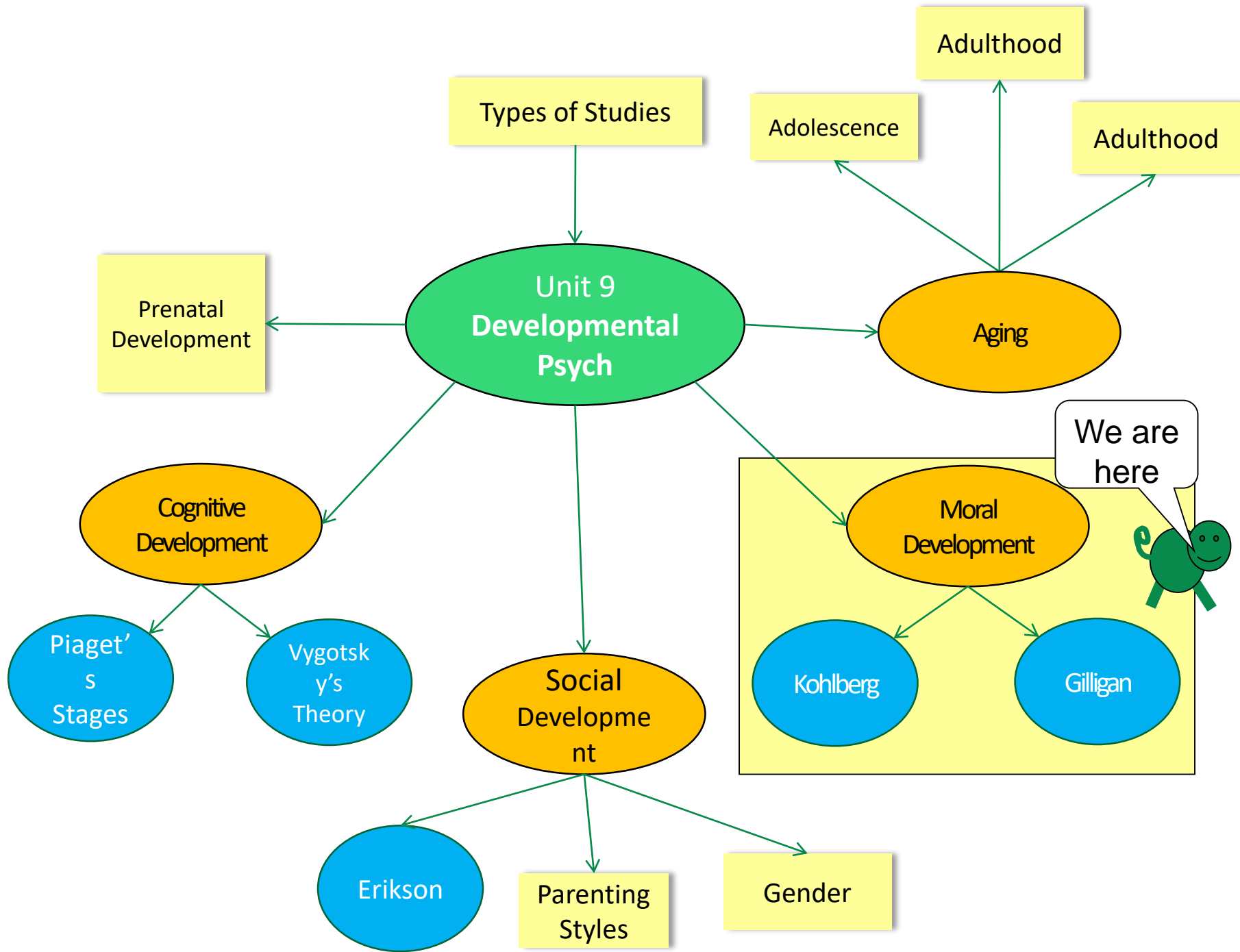


WHS AP Psychology



Unit 9: Developmental Psychology

Essential Task 9-7: Compare and contrast Kohlberg and Gilligan's models of moral development.





The Heinz Dilemma

Read the Heinz Dilemma, and answer the question. “Justify” your answer.



Morality Development: Piaget

- Responses to moral problems can be divided into two broad stages:
 - ☐ **Moral Realism (Morality of Constraint)**
 - Rules are sacred, consequences determine all guilt (6 yr olds)
 - ☐ **Moral Relativism (Morality of Cooperation)**
 - Rules are flexible, intent is important in determining guilt (12 yr olds)



Morality Development: Kohlberg

- **Level I: Pre-conventional:** Egocentric orientation focusing on moral consequences for the self; reasoning found until about 10 years of age

Stage	Description
1: Punishment - Obedience	Moral reasoning based on immediate consequences for the individual. An act is moral if a person isn't punished for it. It is immoral if the person is punished.
2: Individualism and Exchange	Moral reasoning based on reciprocity. An act is moral if a similar act occurs in return (i.e. satisfies own needs)



Morality Development: Kohlberg

- **Level II: Conventional:** Moral reasoning linked to perspectives of, and concerns for, others (i.e. loyalty, obeying the law, family obligation); typical of 10 to 20 yr olds.

Stage	Description
3: <i>Good boy-nice girl</i>	Moral reasoning based on concern for others or the opinions of others. An act is moral if others demonstrate similar acts, or it helps others (i.e. behavior likely to please others)
4: Law and Order	Moral reasoning based on rules, laws, and orderly society. An act is moral if it follows rules or promotes an orderly society.



Morality Development: Kohlberg

- **Level III: Post-conventional.** Reasoning transcends society's rules; reflects an understanding that rules sometimes need to be changed/ignored.

Stage	Description
5: Social Contract	Moral reasoning based on principled agreements among people. An act is moral if it is consistent with a principled agreement. (ex: Bill of Rights)
6: Universal Ethical	Moral reasoning based on abstract principles. An act is moral if it is consistent with an abstract principle that transcends an individual's society.

Summary of Kohlberg's Six Stage Theory of Morality Development:

1: Punishment and Obedience

Moral reasoning based on immediate consequences for the individual.

2: Market Exchange / Individualism and Exchange

Moral reasoning based on reciprocity. An act is moral if a similar act occurs in return.

3: Interpersonal Harmony / Good Boy Good Girl

Moral reasoning based on concern for others or the opinions of others.

4: Law and Order

Moral reasoning based on rules, laws, and an orderly society.

5: Social Contract

Moral reasoning based on principled agreements among people.

6: Universal Principles

Moral reasoning based on abstract principles.



O.A. Morality Development:

- 1. If I stay out I will be in big trouble with my parents.**
- 2. It's not like they've never broken a promise to me.**
- 3. My parents and I agreed that midnight was fair, and you can't go back on your agreements.**
- 4. If I stay out my parents will be worried.**
- 5. It's the curfew, so I'll be in by midnight.**
- 6. My friends have curfews, too, and they're going to be home by then.**



Morality Development: Exercise (I)

1. If I stay out I will be in big trouble with my parents.

Stage 1: Punishment and Obedience

Preconventional Ethics: Young children, some teenagers

2. It's not like they've never broken a promise to me.

Stage 2: Individualism and Exchange

Preconventional Ethics: Young children, some teenagers

3. My parents and I agreed that midnight was fair, and you can't go back on your agreements.

Stage 5: Social Contract

Postconventional Ethics: Middle school to high school students

4. If I stay out my parents will be worried.

Stage 3: Good boy-nice girl

Conventional Ethics: Middle school to high school students



Morality Development: Exercise

5. It's the curfew, so I'll be in by midnight.

Stage 4: Law and order

Conventional Ethics: Middle school to high school students

6. My friends have curfews, too, and they're going to be home by then.

Stage 3: Good boy Nice Girl

Conventional Ethics: Middle school to high school students



Morality Development: Gender Differences

Carol Gilligan

- Critic of Kohlberg
- Argued that Kohlberg's stages are based solely on male perspective
- Are there gender differences? Do men and women approach moral dilemmas differently?
- Some suggest:
 - *Men*: judgment on abstract concepts based on individual rights (independence)
 - *Women*: Interpersonal connections and attention to human needs (Interpersonal)
 - Thus, it would be difficult for women to “reach” the post conventional stage of moral development



Morality Development: Cultural Differences

What about cultural differences?

- North western Europeans and North American cultures value Individualism and independence.
 - Kohlberg's stages favor perspectives of those who value individualism
- Asia and Eastern Europe, greatly values collectivism and the need of the family and community
- Hence, men and women from collectivist societies and cultures do not perceive Kohlberg's post-conventional stage to be the highest in stages of moral development
 - They value Conventional Stage far more.

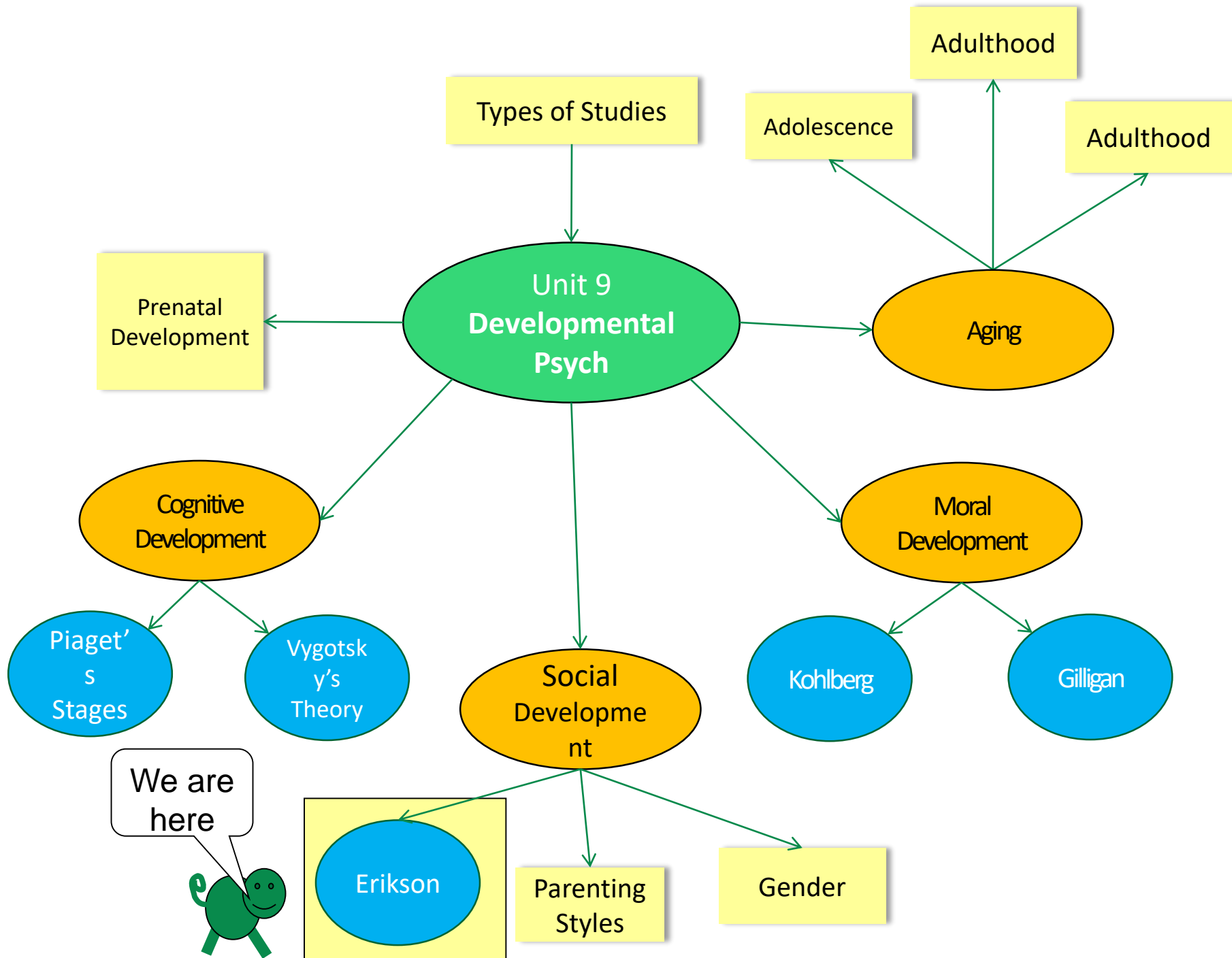


WHS AP Psychology



Unit 9: Developmental Psychology

Essential Task 9-5: Explain Erikson's social development paying specific attention to the crisis in each stage and the virtue gained from each stage.





According to Piaget, an egocentric child can best be described as:

- a. Selfish
- b. Conceited
- c. Lacking in self esteem
- d. Cognitively limited
- e. Amoral



Class & Home Work

1. Fill in the “concerns” part of your Erikson’s Stages Chart.
2. Complete Issues and Descriptions on Pg 519-521



Essential Task 9-:

[Outline](#)

Table 2.4 Erikson's Eight Stages of Development

Age	Stage	Central concern
Birth to 1 year	Trust vs. mistrust	Sensing that the world is safe and I can trust others
1-3 years	Autonomy vs. shame and doubt	Knowing that I can act on my own and be independent
3-6 years	Initiative vs. guilt	Planning and doing new things and managing my failures
6-12 years	Industry vs. inferiority	Learning basic competencies and comparing myself favorably with others
12-20 years	Identity vs. identity confusion	Integrating my roles into a single, consistent identity
20-40 years	Intimacy vs. isolation	Sharing myself deeply without fear of losing my identity
40-65 years	Generativity vs. stagnation	Contributing to others and society through my offspring and productive work
65+ years	Integrity vs. despair	Appraising my life in a way that allows me to appreciate its significance and meaning



Psychosocial Stages of **Personality Development**

- 8 successive stages over the lifespan
- **Issues/Crisis: must adaptively or maladaptively cope with task in each developmental stage**
 - Respond adaptively: acquire strengths needed for next developmental stage
 - Respond maladaptively: less likely to be able to adapt to later problems
- Basic strengths: Motivating characteristics and beliefs that derive from successful resolution of crisis in each stage



Stage 1: Basic Trust vs. Mistrust

- Birth to age 1
- Totally dependent on others
- Caregiver meets needs: child develops trust
- Caregiver does not meet needs: child develops mistrust
- Basic strength: Hope
 - Belief our desires will be satisfied
 - Feeling of confidence

:):

Trust vs. Mistrust = Hope





Stage 2: Autonomy vs. Shame and Doubt

- Ages 1-3
- Child able to exercise some degree of choice
- Child's independence is thwarted: child develops feelings of self-doubt, shame in dealing with others
- Basic Strength: Will
 - Determination to exercise freedom of choice in face of society's demands



Stage 2: Autonomy vs. Shame and Doubt





Stage 3: Initiative vs. Guilt

- Ages 3-5
- Child expresses desire to take initiative in activities
- Parents punish child for initiative: child develops feelings of guilt that will affect self-directed activity throughout life
- Basic strength: Purpose
 - Courage to envision and pursue goals



Stage 3: Initiative vs. Guilt



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Stage 4: Industriousness vs. Inferiority

- Ages 6-11
- Child develops cognitive abilities to enable in task completion (school work, play)
- Parents/teachers do not support child's efforts: child develops feelings of inferiority and inadequacy
- Basic strength: Competence
 - Exertion of skill and intelligence in pursuing and completing tasks



Stage 4: Industriousness vs. Inferiority





- Stages 1-4
 - Largely determined by others (parents, teachers)
- Stages 5-8
 - Individual has more control over environment
 - Individual responsibility for crisis resolution in each stage



Stage 5: Identity vs. Role Confusion

- Ages 12-18
- Form ego identity: self-image
- Strong sense of identity: face adulthood with certainty and confidence
- Identity crisis: confusion of ego identity
- Basic strength: Fidelity
 - Emerges from cohesive ego identity
 - Sincerity, genuineness, sense of duty in relationships with others



Stage 5: Identity vs. Role Confusion





Stage 6: Intimacy vs. Isolation

- Ages 18-35 (approximately)
- Undertake productive work and establish intimate relationships
- Inability to establish intimacy leads to social isolation
- Basic strength: Love
 - Mutual devotion in a shared identity
 - Fusing of oneself with another person



Stage 6: Intimacy vs. Isolation





Stage 7: Generativity vs. Stagnation

- Ages 35-55 (approximately)
- Generativity: Active involvement in teaching/guiding the next generation
- Stagnation involves not seeking outlets for generativity
- Basic strength: Care
 - Broad concern for others
 - Need to teach others



Stage 8: Ego Integrity vs. Despair

- Ages 55+
- Evaluation of entire life
- Integrity: Look back with satisfaction
- Despair: Review with anger, frustration
- Basic strength: Wisdom
 - Detached concern with the whole of life



Assessment in Erikson's Theory

- Psychohistorical Analysis
 - Application of lifespan theory to lives of historical figures
- Psychological Tests:
 - Instruments based on crises in stages



Research in Erikson's Theory

- Trust
 - Early strong bonds with mother later were more curious, sociable and popular
- Identity
 - Strong identity associated with greater cognitive and emotional functioning in college students
 - Crisis may begin later than age 12
 - Continuing process over the lifespan



Research in Erikson's Theory

- Generativity
 - Evokes need to feel closer to others
 - Correlated with extraversion, openness to new experiences
 - Likely to be involved in community, social relationships



Research in Erikson's Theory

- Maturity
 - High ego integrity: spent much time reviewing their lives
- Ethnic Identity
 - Ethnic minorities: ethnic identity significant factor in determining sense of self