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Ch. 1: Basic Concepts and Methods

An Introduction to Human Development

Age-related changes in:

- Behavior
- Thinking
- Emotion
- Personality

An entire lifespan!

Philosophical Roots - Original Sin

- Saint Augustine (4th Century) → spiritual cleansing
- Humans are born selfish
- Addresses moral dimensions of development

The Blank State

- John Locke (17th Century)
- At birth mind is a blank slate (tabula rasa)
- Environment shapes children's development (specifically adults)
- Individual differences due to experiences

Innate Goodness

- Jean-Jacques Rousseau (18th Century)
- All humans are naturally good
- Children need only nurturance and protection to grow

Early Scientific Theories

Charles Darwin (famous for theory of evolution)

- Examined interactions between environment and biological processes
- Baby biographies - detailed records of own children's early years

Domains of Development

- 20th Century
 - Realize that people are living longer
 - Scientists took on a lifespan perspective
 - Look at development from conception to death
- 1) Physical Domain (changes in body) 2) Cognitive Domain (changes in ways in

which we process information) 3) Social Domain (changes in way we interact)

Periods of Development

- Prenatal (conception to birth)
- Infancy (birth until child acquires a language)
- Early Childhood (language development until child enters school)
- Middle Childhood (school to adolescence)
- Adolescence (puberty to legal age of adulthood)
- Early Adulthood (legal age to 40)
- Middle Adulthood (40 to 60)
- Late Adulthood (60 to death)

Key Issues in the Study of Human Development

→ Nature vs. Nurture

• Nature (genetics)

- Inborn propensities; biological influences
- Inborn biases

• Nurture

- Learning from environmental experiences

↳ Gene by environment

→ Continuity vs. Discontinuity

• Continuity

- Quantitative change (in amount or degree)

• Discontinuity

- Qualitative changes in kind or type (quality)
- Qualitatively distinct periods of development

Contexts of Development - Vulnerability and Resilience

- Vulnerabilities and protective factors interact w/ child's environment
- Same environment \neq same outcome
 - Effect depends on qualities the child brings to the interaction
- Resilient children gain support from more optimal environments
- Critical period: limited time in which an event can optimally occur
- Sensitive period: an open window of time in which acquisition of skill is more likely to occur

Psychosexual
Psychosocial
Behavioral Learning
↳ Classical conditioning
w/ humans
operant cond
social cognitio

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Ch. 2: Theories of Development

Theory

• Theory: a coherent set of ideas that help explain and predict behavior

Example: Mentoring and impoverished youth

① • Psychoanalytic Theories:

- Describe development as being unconscious
- Focus on examining inner workings of mind
- Children's early experiences shape their development

↳ Sigmund Freud (1856-1939)

- Worked w/ patients diagnosed w/ severe mental disorders
- Behavior involves both conscious and unconscious processes
- Libido - internal drive for pleasure
- 3 Structures of Personality:
 - 1) Id [present @ birth] - desires immediate gratification; pleasure system, unconscious
 - 2) Ego [first 2-3 years of life] - uses reasoning to make a decision; executive branch; conscious
 - 3) Superego [develops ≈ 6 years] - considers what is right or wrong; moral branch; conscience

- Freud's Psychosexual Stages (Psychoanalytic)

- 1) Oral [birth-1 year] - pleasure is centered around mouth (suck, teethe)
- 2) Anal [1-3 years] - pleasure involves the anus (potty trained)
- 3) Phallic [3-6 years] - self manipulation is enjoyable (penis-touch themselves)
 - Oedipus and Electra complex
 - sexual desire for moms (Oedipus) boys compete against father
 - sexual desire for fathers (Electra) girls compete against mother
- 4) Latency [6-12 years] - focus more on social + intellectual development (school)
- 5) Genital [12 yrs-onward] - sexual urge outside of family (romantic relationships)

② ↳ Erik Erikson (neo-Freudian 1902-1994) Psychosocial

- Development is a result of interactions btwn internal drive and environment
- Eight Stages of Development
 - individuals presented w/ crisis within each stage
- Healthy development requires a favorable ratio of positive to negative experiences

* if overstimulated or understimulated you will be locked in that stage

- 1) Trust vs Mistrust [birth-1 yr] - trust between caregiver and infant sets stage for subsequent relationships
- 2) Autonomy vs Shame/Doubt [1-3 yrs] - child develops sense of autonomy; shame develops when independence is withheld
- 3) Initiative vs Guilt [3-6 yrs] - child becomes more responsible (leave parents to go to school)
- 4) Industry vs Inferiority [6-12 yrs] - academics becomes an integral part of life
- 5) Identity vs Role Confusion [12-18 yrs] - teens need to find out who they are
- 6) Intimacy vs Isolation [18-30 yrs] - form close relationships w/ others
- 7) Generativity vs Stagnation [30-late adulthood] - helping young generation
- 8) Integrity vs Despair [late adulthood] - reflect on past to determine whether life was eventful

③ Learning Theories:

- Observing behavior teaches us about humans
- Humans learn through experiences with the environment
- Classical Conditioning: Ivan Pavlov
 - Studied dogs & their responses to food
 - Stimulus-response connection
 - Could he train dogs to salivate at the thought of food being presented?
 - Experiment - ring a bell every time he presented dog w/ food
 - Over time, the bell alone caused dogs to salivate
- Classical Conditioning: Watson
 - Little Albert Study
 - Gave boy white mouse to play with
 - Watson made noise behind Albert several times which scared him
 - Albert began to fear the rat even when noise was not present
 - Fear extended to anything white in color and furry in texture
- Operant Conditioning: B.F. Skinner
 - Focused on consequences of behavior
 - Rewards and punishment shape development
 - Behavior that is rewarded - more likely to occur
 - Behavior that is punished - less likely to recur
 - Extinction - gradual elimination
- Social Cognitive: Albert Bandura
 - Observational Learning or modeling
 - Learning resulting from seeing a model reinforced or punished for a behavior

Stimulus
→
Response

Theory is
called Behaviorism

Similar to
living vicariously
through someone

- Dependent on four factors:
 - Attention
 - Memory
 - Physical capabilities
 - Motivation

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Cognitive Theories:

- Jean Piaget
 - Piaget focused on children's thinking and the way that they process information
 - Piaget believed that children are little scientists who are constantly exploring to make sense of their worlds
 - Scheme
 - Internal cognitive structure that guides our thinking
 - Assimilation (learn a rule)
 - Process of adding new info to our preexisting ideas about the world
 - Accommodation (exception to the rule)
 - Changing our ideas to make room for more info
 - Equilibration (putting all your info together)
 - Balancing assimilation and accommodation
 - Jean Piaget: Stages of Cognitive Development
 - 1.) Sensorimotor Stage [birth - 18 months]
 - Infant becomes more mobile
 - Uses sensory and motor schemes to learn more about the world
 - 2.) Preoperational Stage [18 months - 6 years]
 - Children acquire language
 - Begin to realize what's real and make believe
 - Pretend play
 - 3.) Concrete Operational Stage [6 - 12 years]
 - Children begin to solve problems
 - 4.) Formal Operational Stage [Adolescence - Adult]
 - Thinking becomes more abstract
 - Begin to understand hypotheticals
- *Know

* Know

- Vygotsky's Socio-Cultural Theory
 - Complex forms of thinking have their origin in social interactions
 - Children's interactions w/ others lead to advanced cognitive abilities
 - Zone of Proximal Development
 - Diff btwn what a child can do on their own + what they can do w/ help
 - Scaffolding
 - An adult or more competent peer helps a child and aid is slowly removed when they acquire the skill
- Information Processing Theory
 - considers how the mind manages and stores info
 - Info moves through 3 stages of memory
 - Sensory memory (sight, smell, sense, etc)
 - Short-term memory or working memory (pick & choose)
 - Long-term memory

Biological Theories:

- Behavioral Genetics
 - Focuses on effects of heredity on genes
 - Traits e.g. shyness, intelligence, aggressiveness are influenced by genes
 - Related people have similar traits based on genes (Twin studies)
 - Child's pattern of inherited quality can influence how she behaves w/ others
 - Parents w/ high IQs → child w/ high IQ
 - Aggressive parents → Aggressive child
- Ethology
 - Focuses on species in their natural environment
 - Genetically determined survival behaviors
 - Ex: Ducks & imprinting; Attachment

Bioecological Theory:

- Urie Bronfenbrenner
 - Explains development in terms of relationships btwn people and their environments
 - Contexts
 - macrosystem - culture in which we live
 - exosystem - indirectly affect us
 - microsystem - involves our immediate surrounding
 - mesosystem - links btwn all the things in microsystem
 - biological system - individual's genetic, hormonal, etc.

Eclecticism:

- Multiple Theoretical Approaches
 - Build on ideas from several sources
 - Avoids rigid adherence to a single theory
 - Allows deeper probing of specific behaviors

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Ch. 3

Conception and Genetics:

- Genotype - the genetic blueprint
- Phenotype - observable characteristics
- Dominant-recessive pattern
 - Dominant genes always express their characteristics (overrides recessive)
 - Recessive genes come in pairs to express their characteristics

		Mom		Curly = Dominant Straight = Recessive
		Curly	Straight	
Dad	Curly	CC	CS	
	Straight	CS	SS	

Genetic Disorders: errors in gene formation can threaten the health of a newborn

- Recessive genes - more likely to develop genetic disorders

Chromosomal Errors - Trisomies : too many or too few chromosomes

- Trisomy 21 - Down syndrome
 - Mental retardation
 - Distinctive facial features
 - Physical abnormalities
- Maternal age is a major factor
(young women probably don't know much about prenatal care)

Pregnancy and Prenatal Development

The Mother's Experience - 3 trimesters

Look @ Textbook!

3 Stages of Prenatal Development

(1) The Germinal Stage

- From conception (Day 0) to implantation (Day 14)
- Sperm unites w/ ovum to create zygote
- Zygote lines the uterus
- Specialized cells (umbilical cord, placenta, embryo)

(2) The Embryonic Stage

- Forms the foundations of all body organs
- Neural tube develops
- Arms and legs develop
- All major organs and systems begin to develop

(3) The Fetal Stage

- Fetus grows rapidly
- Refinement of all organ systems
- Fetus recognizes mother's voice
- Full term status - week 37 onward

Prenatal Sex Differences:

- Males are:
 - More physically active
 - Higher rates of miscarriages
 - More vulnerable to prenatal problems
- Females are:
 - More sensitive to external stimulation
 - More rapid skeletal development

Problems - Teratogens:

- Substances that can damage an embryo
- Each organ system most vulnerable to harm when its development is most rapid
- The first 8 weeks the most dangerous
- Duration and intensity of teratogen ~~cause~~ problems
- Drugs -
 - Prescription
 - Over the counter
 - Marijuana + Heroin
 - cocaine
 - smoking
 - alcohol use (Fetal Alcohol Syndrome)

Exam: Study Guide will have everything we need to know

- Maternal Diseases
 - Rubella ("German measles")
 - HIV
 - Other STDs (Syphilis, herpes, gonorrhea, cytomegalovirus)
- Maternal Influences
 - Diet:
 - Folic acid deficiencies
 - Malnutrition (low birth weight, brain stunting, fetal death)
 - Age
 - First pregnancies are occurring later - average age 25.1 yrs
 - Women over 35 have higher risks for pregnancy complications

The Physical Process of Birth: Labor

- Stage 1
 - Contractions
 - Dilation of the cervix (10 cm.) and effacement (flattening of uterus)
- Stage 2
 - Actual delivery of the baby
 - Head crowns and emerges
- Stage 3
 - Delivery of the placenta and umbilical cord

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Ch. 4: Physical, Sensory, and Perceptual Development in Infancy

The Brain and Nervous System:

- Develops rapidly during the first 2 years
- Cortex - least developed at birth

Synaptic Development:

- Synaptogenesis
 - Creation of synapses (connections b/w neurons) - TONS @ birth - thicker than adulthood
- Pruning (about 18 months)
 - Eliminating unused neural pathways and connections
 - Use it or lose it

• Plasticity

- The brain's ability to change in response to experience
- ## • Brain is malleable

Growth:

- Cephalocaudal - development from head to toe
- Proximodistal - development from near to far (in → out)

Reflexes and Behavioral States:

• Adaptive Reflexes - Help survive

- Suckling, blinking, withdrawal from painful stimuli

• States of Consciousness

- Neonates sleep 80% of the time
- By 8 weeks - sleep through the night
- By 6 months - 14 hours sleep per day

• Cries

- Hunger: rhythmic pattern
- Anger cry: louder and more intense
- Pain cry: very abrupt onset

Physical Changes:

• Growth

- By age 1: Infants triple their body weight
- Around age 2: Toddlers reach half their adult heights + proportionately much larger heads

Developing Body Systems and Motor Skills:

• Dynamic Systems Theory

- Several factors interact to influence development
Ex: Stepping reflex
- Muscles, bones, weight - all work together

Health and Wellness - Nutrition

- Breastfeeding superior to bottle-feeding - Benefits for the baby
 - More rapid weight gain and size
 - Infants less likely to suffer from illnesses
 - Better immune system

- Bottle-feeding
 - may be needed as a supplement
 - can be high quality
- Solid foods
 - Do not help babies to sleep through the night
 - should start between 4-6 months
- Health + Immunizations
 - Vaccinations to prevent disease
 - most effective 1st month of life and on
 - may compromise language development and learning
- Infant mortality
 - Death within the first year of life
 - varies widely among U.S. ethnic groups
 - Related to prenatal care [and poverty]
- Sudden Infant Death Syndrome (SIDS)
 - leading cause of death in U.S. infants 1-12 months
 - apnea (briefly stops breathing)
 - sleeping positions - best way to sleep is on the baby's side
 - higher risk if mother smokes

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Ch. ~~4~~ cont.

- Sensory skills - vision
 - Rapid development of visual acuity
 - 20/20 by about age 2
 - Color vision
 - Red, green, and blue
 - Tracking
 - Following a moving object
 - Initially inefficient but improves rapidly
- Hearing
 - Newborns hear adult voices well
 - Infants can locate direction of some sounds at birth
- Smelling and Tasting

- Newborns react differently to taste as early as birth
- Touch and motion
 - Best developed of all senses (due to survival)

Perceptual Skills:

- Studying Perceptual Development
 - 1) Preference Technique - two different pictures - which one does the baby stare at longest? Preference for that object
 - 2) Habituation - when baby stops staring - no longer has an interest
Dishabituation - Renewed interest in something new
 - 3) Operant Conditioning - pair sound w/ something baby likes - condition baby
Deals w/ reinforcement

Depth Perception:

- Visual Cliff - Gibson and Walk (1960)
 - Initially showed that 6 month old babies would not cross the visual cliff
 - 3 month olds have some depth perception

What babies look at?:

• Faces

- Clearly prefer attractive faces
- Prefer mother's face
- Focus on edge of face at about age 2-3 months

Perceptual Systems:

- Nativists
 - Believe perceptual abilities inborn
- Empiricists
 - Claim most perceptual abilities learned

Ch. 5 Cognitive Development in Infancy

Piaget's Views:

- Recall from Ch. 2: Assimilation vs. Accommodation
- Sensorimotor Intelligence
- See book for 6 substages

Piaget's sensorimotor stage:

- Object Permanence
 - The realization that objects still exist when hidden from sight
 - Infant expectations at:
 - 2 months: forget object exists but really happy when object revealed
 - 6-8 months: actively search for object that is partially exposed
 - 8-12 months: search for object, hidden or not
- Imitation
 - As early as first few months after birth, infants begin to imitate actions
 - Infants imitation abilities
 - 2 months: imitate themselves [in a mirror] → repeat action later
 - 8-12 months: imitate facial expressions of another
 - 1 year: imitate actions of another
 - 18 months: "deferred imitation" - repeat action of another from a week+ ago

Challenges to Piaget's views

- Underestimated infant's cognitive ability
- Physical ability ≠ cognitive ability
- Object permanence occurs earlier than Piaget predicted

Memory:

- Carolyn Rovee-Collier's research (mobile study)
- 3 month old babies can remember objects and their actions
- Young infants more cognitively sophisticated than previously assumed

The Beginnings of Language

- The Behaviorist view: B.F. Skinner
 - Begins w/ babbling → parents reinforce
 - Grammatical use of words → parents reinforce
 - Nongrammatical words → parents withhold reinforcement
- The Nativist view: Noam Chomsky
 - Children make rule-governed grammatical errors
 - LAD - Language Acquisition Device
 - An innate language processor (contains basic grammatical structure of all human language)
- The Interactionist view
 - Largely influenced by internal & external factors

- Gestures help children communicate thoughts and ideas
 - New words are learned
- Symbolic play helps children's language

Infant Directed Speech (IDS)

- Speak in higher pitch
- Adults repeat more often
- A baby prefers IDS over adult speech
- Children have richer vocabularies when parents talk to them a lot

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Ch. 5 Cont.

Early Milestones of Language Development:

- Birth - 1 month
Crying predominant sound
- 1-2 months
Laughing and cooing sounds (aaaa)
- 0-7 months
Babbling; repetitive vowel-consonant combinations (dadada)
- 9-10 months
Hand-gesture - vocalization combinations

The First Sentences:

- Sentences appear at 18-24 months
- Vocabulary of 100-200 words
- Sentences short, generally 2 or 3 words, and simple

Individual Differences in Language Development:

- Differences in rate of lang development
- Most children catch up
- Those who don't catch up have poor receptive lang.

Chapter 6: Social and Personality Development in Infancy

Theories: Psychoanalytic Perspectives

Freud:

- Oral stage - derive satisfaction from the mouth
- Fixation could later result in swearing, nail biting
- Symbiotic relationship btwn mother and child

Erikson:

- Trust vs Mistrust
 - Helping the infant get its needs met consistently
 - Social relationships go beyond feeding

Harlow's Monkeys:

- Baby monkeys placed in cage w/ wire mom and cloth mom
- Monkeys spent most of their time clinging to cloth mom
- Monkeys went to wire mom only to be fed

John Bowlby: Attachment Theory

- The ability to make strong emotional bonds is innate
- These bonds have survival value
- Bonds are maintained by instinctive behaviors

John Bowlby: Ethological Perspectives

- Attachment: An emotional bond in which a person feels a sense of security in their relationship (internal working model)

The Parents' Attachment to the Infant - Synchrony:

- Synchrony: a mutual pattern of attachment behavior shared by parent and child
- Highly synchronous 6-8 month old infant
 - Have larger vocab @ age 2
 - Have higher intelligence scores @ age 3

Mother's Bond w/ Infant:

- Mothers end up doing more routine care-giving than fathers
- Talk to and smile at baby more

Father's Bond with Infant:

- Same repertoire as mothers - touch, talk to, & cuddle
- Begin to spend more time playing w/ baby
 - more physical roughhousing

Attachment Behaviors:

- Stranger anxiety - cling to mother when strangers are present
- Separation anxiety - infants cry and protest when separated from mother
- Social referencing - use cues from caregiver facial expressions

Secure and Insecure Attachments - Mary Ainsworth

- The Strange Situation
 - Series of episodes played in a laboratory
 - Children between 12 and 18 months
- Secure
- Insecure/avoidant
- Insecure/ambivalent
- Insecure/disorganized

Parent Actions/Characteristics

- Avoidant: caregiver withdraws; caregiver intrusive or overly stimulating
- Ambivalent: inconsistently or unreliably available to child
- Disorganized: caregiver abusive; caregiver has unresolved childhood trauma

Factors Influencing Secure Attachment:

- Marital status: married parents have higher educational background, higher SES,
 - older parents - more experience → more secure attachment
- Psychiatric illness: depressed mothers interact less

Attachment Quality: Long Term consequences

- More sociable
- more positive in relationships w/ friends
- less aggressive and disruptive
- continues into adolescence

Personality: patterns in how people relate to those around them

Temperament: basic behavioral and emotional predispositions

Origins and Stability of Temperaments

- Environment

- Sandra Scarr

- Niche-picking: people of all ages choose experiences that reflect their temperaments

- May affect how a child interprets a given experience

Self-concept:

- Subjective self

- Child awareness that he is separate from others

- Appears by 8-12 months at the same time as object permanence

- Objective self

- Toddlers comes to understand he is an object in the world

- The self has properties, such as gender

Studying Self Awareness

- Rouge test (dot on face - recognize in mirror?)

- Children at 21 months show self-recognition in the mirror

- I, me, mine

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Ch. 7: Physical and Cognitive Development in Early Childhood (ages 2-6)

Growth and Motor:

- Slow changes in height and weight (2-3 in/yr) (4 lbs/yr)
- Steady progress in major locomotor skills
 - Running, jumping, skipping
- Fine motor skills improve but less so than gross motor skills
- Figure 7.2 Lateralization of brain function

The Brain and Nervous System:

- Appears very early in life
- 83% ~~right~~ right handed
- 14% left handed
- 3% ambidextrous
- Research suggests a genetic link

Health and Wellness

Eating patterns:

- Often eat less than when babies
- Food aversions surface
- Eating behaviors bring on family conflicts
- May not consume the majority of daily calories at mealtime

Illnesses and Accidents:

- Each year 4-6 bouts of brief sickness
- Higher family stress = more sick children
- Accidents #1 cause of death in preschool children (25% have yearly accident)
- More common among boys

Abuse and Neglect: Child Abuse

- Physical or psychological injury to a child
- Responsible for about 10% of emergency room visits
- 2000 infants and children die each year from child abuse

5% Neglect
25% Sexual
2/3 Physical

4 Broad Categories:

Socio-cultural Factors

- Personal or cultural values that regard physical abuse as morally acceptable
- Arise from cultural traditions of children as property
- Living in communities that support these beliefs increases abuse

Risk Factors:

- Characteristics of the child
 - Physical or mental disabilities
 - Difficult temperaments
- Characteristics of the abuser:
 - Depressed
 - History of abuse themselves
 - Substance abusers
- Family stress:
 - Poverty
 - Unemployment
 - Interparental conflicts
- The presence of several factors in combination increases likelihood of abuse

Consequences of Abuse:

- Post Traumatic Stress Disorder (PTSD)
- Delays in all domains of development
- Children removed from the abusive situation appear to catch up

Cognitive Changes

Piaget's Preoperational Stage:

- Increased proficiency in the use of symbols
- Ex: Feeding a doll represents feeding a real baby
- Still have difficulty thinking logically

Egocentrism:

- Child's tendency to look at things from his or her own perspective
- May create frustration in communication
- Piaget Three Mountain task (table w/ 3D mountains and doll on other side)

Conservatism:

- Understanding that matter can change in appearance w/o changing quantity
- If task is simple, some children can understand
- Most children, however, cannot solve such logical problems until age of 5 or 6

Turn in paper
2 weeks early!

Theories of Mind:

- Understanding thoughts, desires, and beliefs
 - 18 months - rudimentary beginnings
 - Age 3 - some aspects of link between people's thinking, feelings, and behavior
 - False belief tasks
 - Age 4 - basic principle that each person's actions are based on their representation of reality
 - Age 4-5 - have some understanding that others can think about them
 - Age 5-7 - understand reciprocal nature of thought
- Influences of Theory of Mind on Development
 - Pretend play
 - Discussion of emotion-provoking events w/ parents
 - Language skills
 - Some research suggests cross-cultural replication (around same age in different cultures)

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Vygotsky's Socio-cultural Theory

• Stages of Cognitive Development:

1) Primitive Stage

- Infant possesses mental processes "similar to animals"
- learns primarily thru conditioning

2) Naïve Psychology Stage

- learns to use language to communicate but does not understand symbols

3) Private Speech Stage

- uses language as a guide to solve problems
- internalized by 6-7

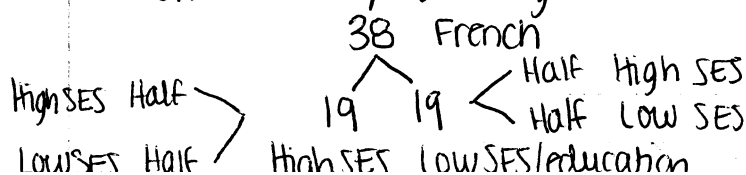
4) Ingrowth Stage

- Logical thinking results from internalization of speech acquired from children and adults in a social world

Origins of Individual Differences in Intelligence

• Family influences

- Adoption studies provide support for environmental influences
- Children adopted in higher social class homes had higher IQ scores



High SES → High education scores
Environment affects it, not
biological parents

- make sure child has an enriched environment

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Ch. 8: Social and Personality Development in Early Childhood

Beyonce - If I were a Boy video

Gender Development ←

- Psychoanalytic
- Social-Cognitive
- Gender Schema Theory

Gender Concept Sequence:

- Gender identity
 - Child's ability to label his or her own sex correctly
- Gender stability
 - Understanding that you are the same gender throughout life
- True gender constancy
 - Recognition that someone stays the same gender even though appearances may change w/ clothing

Sex-Role Knowledge:

- Cross-cultural gender stereotypes
 - women associated w/ gentleness, weakness, appreciativeness, and soft-heartedness
 - Men associated w/ aggression, strength, cruelty, and coarseness
 - Children learn these stereotypes by 3 or 4

Sex-Typed Behavior:

- Develops earlier than ideas about gender
 - 18-24 months - children prefer sex-stereotyped toys
 - Age 3 - children prefer same sex friends
- learn from older same-sex children

Parenting Styles - Diana Baumrind (1971)

- Focused on 2 dimensions
 - Control/demandingness - level of control and maturity demands
 - Warmth/responsiveness - nurturing/communication - level of acceptance
- Four parenting styles
 - Authoritative
 - Permissive
 - Authoritarian
 - Neglectful/Uninvolved

Parenting Styles -

		warmth	
		High	Low
control	High	Authoritative	Authoritarian
	Low	Permissive	uninvolved

Authoritative:

- Good balance b/w warm & control
- Optimal type of parenting
- Consequences include:
 - Children show higher self-esteem
 - more independent
 - More likely to comply w/ parental requests
 - Show more altruistic behaviors
 - Get better grades in school

Authoritarian:

- High on demand and low on warmth
- Consequences include:
 - Have lower self-esteem
 - Typically less skilled w/ peers
 - Others show high aggressiveness
 - Traits last well into high school

Permissive:

- High on warmth and low on demand
- Consequences:
 - Do slightly worse in school during adolescence
 - Likely to be more aggressive
 - Somewhat more immature
 - Less likely to take responsibility
 - Less independent (given less responsibility so don't know how to be on own)

Neglectful/uninvolved:

- Low in demands/warmth