



DEVELOPMENTAL PSYCHOLOGY

SEMINAR I (FEBRUARY 18, 2022)

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SPECIAL THANKS TO DR. KOHOUTEK

Content of the seminar....

Intoduction to developmental psychology

Attachment theory

Psychosocial deprivation



ATTACHMENT

A little brain teaser...

In the morning it walks on four,
at noon it walks on two
And on three in the evening?



Who is it?



Place of developmental psychology in the learning process



System of psychological disciplines

Basic disciplines	Special disciplines	Applied psychology
general psychology	patopsychology	educational psychology
developmental psychology	psychodiagnostics	psychology of sport
social psychology	zoopsychology	clinical psychology
personality psychology	neuropsychology	health psychology
psychopathology	biopsychology	work psychology
experimental psychology	psychohygiene	military psychology
methodology in psychology	psychometrics	engineering psychology
history of psychology	differential psychology	counselling psychology

Developmental psychology & other sciences

Using many different fields in order to effectively study development (multidisciplinary)

- Biology
- Sociology
- Education
- Medicine
- Economics
- History
- Anthropology
- Cultural Studies

Developmental aspect is special and useful

If we know how something happened

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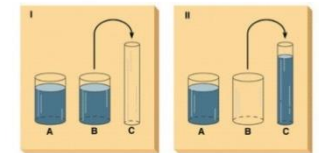
we can find the way to understand it and to work with it

knowledge of psychological development is crucial for understanding psychology of learning, personality, psychopathology

Disciplines such as psychodidactics, constructivist conception of learning etc. are based on developmental psychology

Conservation of volume..

Figure: Human Development, 10th Edition © 2010 McGraw-Hill Companies, Inc. All Rights Reserved.
Piaget's Conservation Task



Children tend to centre/focus upon one aspect of a situation and not take into account others. Pre-operational children tended to say there was more liquid in C as they focused on height

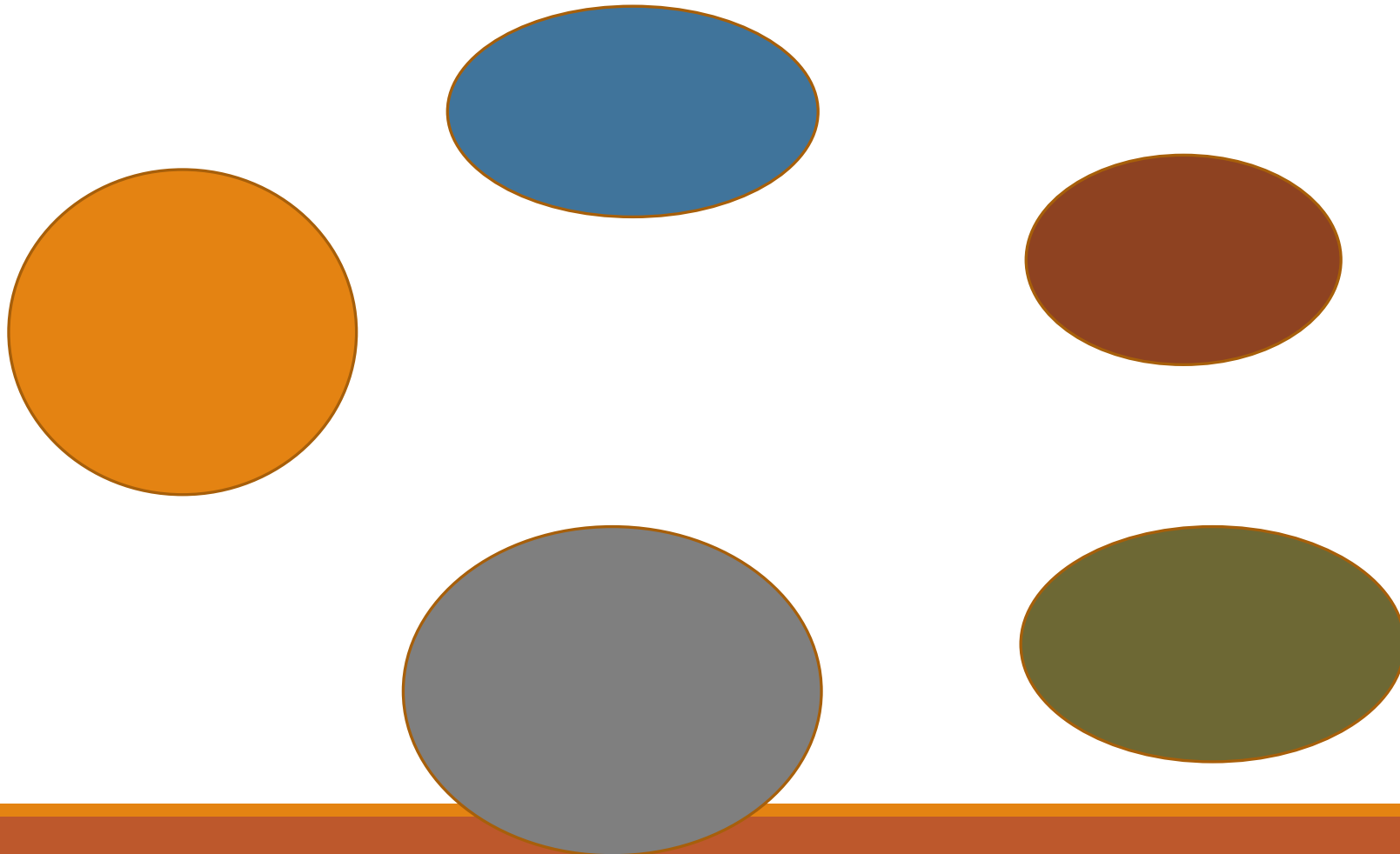
Developmental psychology help us to use appropriate ways of education

„Child is not a little adult“

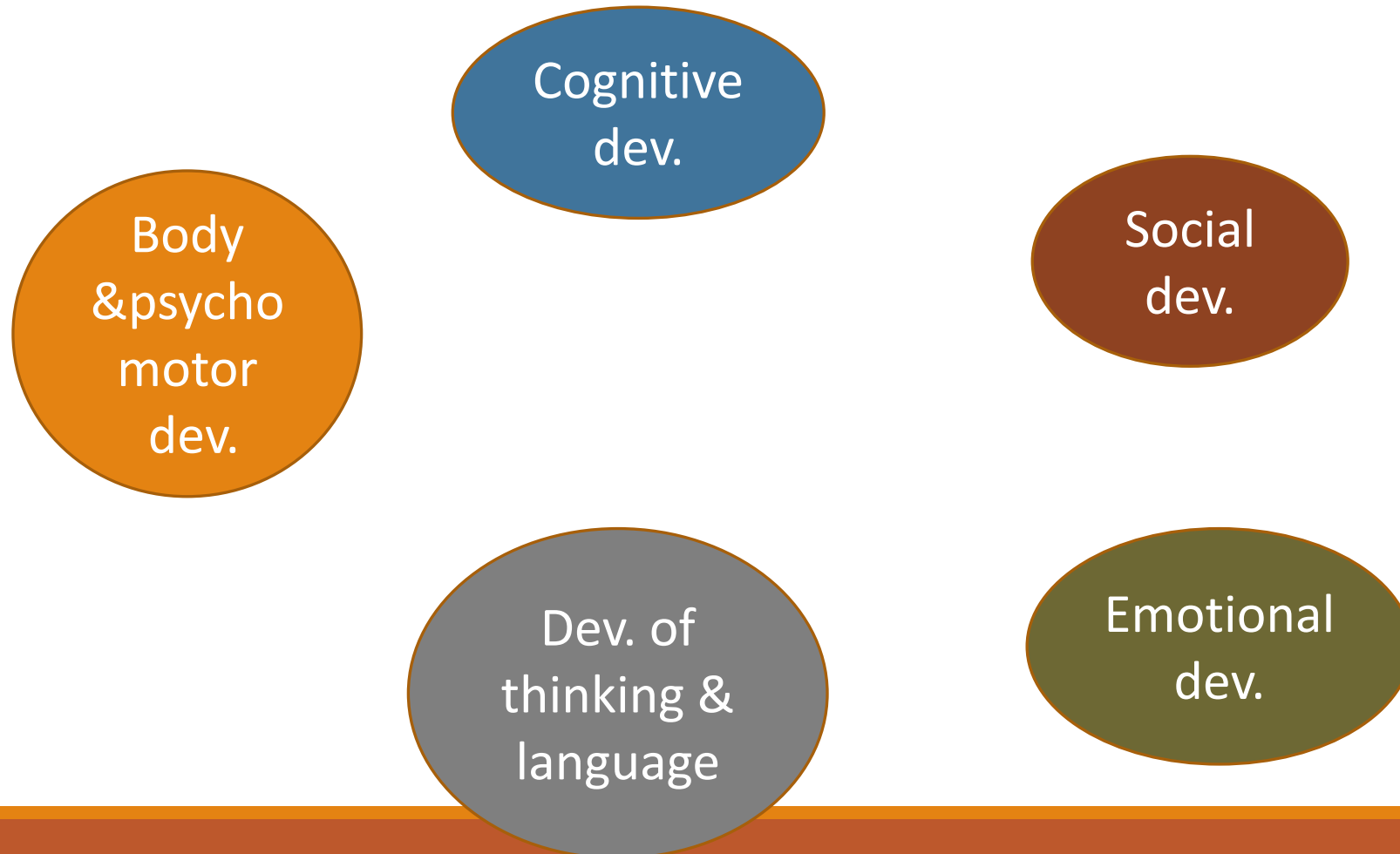
If teachers and parents know the developmental trajectory and typical problems, they would :

- not be scared from child's behavior and would not patologize what is normal
- use the possibilities of development, work with developmental conditions and guiding principles
- be able to cope with significant developmental events and conditions

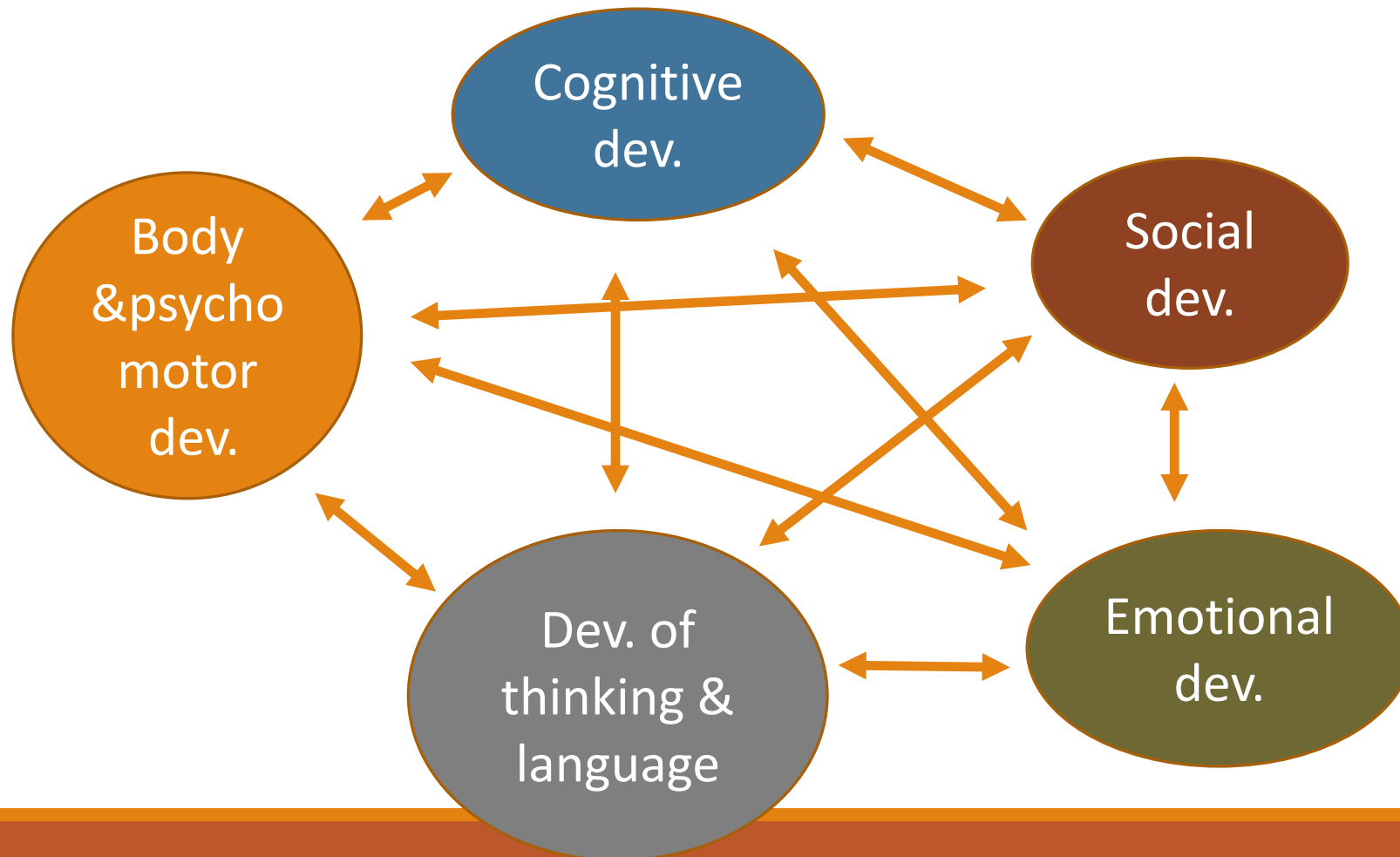
Complexity of a child development



Complexity of a child development



Complexity of a child development



Developmental factors

- **External factors:**

- socioeconomic status
- availability of resources
- social influence
- parental attitudes and stimulation
- peer relationships
- disease exposure
- learning experiences

- **Internal factors:**

- hereditary predispositions
- phys. appearance
- constitution
- nervous system reactivity
- dispositions/talent

- physical maturation
- cognition

Key terms

- **development**-continual and cumulative process.
- **developmental continuities** -ways in which we remain stable over time
- **developmental psychology** -branch of psychology devoted to identifying and explaining the continuities and changes that individuals display over time.
- **maturation**-developmental changes in the body or behavior that result from the aging process rather than from learning
- **learning**-relatively permanent change in behaviour that results from one's experiences/practice.
- **plasticity**-altering of developmental changes

Attachment theories



Attachment - definition

„Lasting psychological connectedness between human beings.“

Attachment is a deep and enduring emotional bond that connects one person to another across time and space
(Ainsworth, 1973; **Bowlby**, 1969)

Attachment is characterized by specific behaviors in children, such as seeking proximity to the attachment figure when upset or threatened (Bowlby, 1969).

Attachment behavior in adults towards the child includes responding sensitively and appropriately to the child's needs. Such behavior appears universal across cultures.

Attachment theory explains how the parent-child relationship emerges and influences subsequent development.

Theories and authors

R. Spitz (development of "object" relationships, depression from abandonment)

<https://www.youtube.com/watch?v=VMWb8rfU-rg&t=494s>

M. Mahler: phases of Ego development, process of separation and individuation

<https://www.youtube.com/watch?v=X2Go1-40yRM>

D. W. Winnicott: development of "self", "good enough mother", transition objects

<https://www.youtube.com/watch?v=gQkZYP-F6eU>

W. R. Bion – "Containment" of the affective states of the child

<https://www.youtube.com/watch?v=9bee-xDMNmg>

<https://www.youtube.com/watch?v=yDpaF6l6Exs>

Jurist, Fonagy, Target – "Mentalization" of affects

<https://www.youtube.com/watch?v=MJ1Y9zw-n7U>

The theory of early emotional attachment (*attachment*; J. Bowlby, M. Ainsworth)

Recipe from ethology

Imprinting

Goslings are programmed at birth to follow the first figure, that appear before them, mostly goose...but in this case they followed phylogenetically distant bipod
- Konrad Lorenz ... ”



Harlow's experiments with maternal deprivation

Harry F. Harlow, "Love in Infant Monkeys," 1959

Maternal deprivation in makak rhesus monkeys





Discussion:

What happened:

How many hours a day the baby makak spent with a wire mother?

How many hours a day baby spent with a cloth mother?

What happened:

Which „mother“ the baby makak would choose, seeing the diabolical creature (wire/cloth)?

What happens then, and why....

What happened:

How would each baby makak react in a strange room test?

A) room without mother

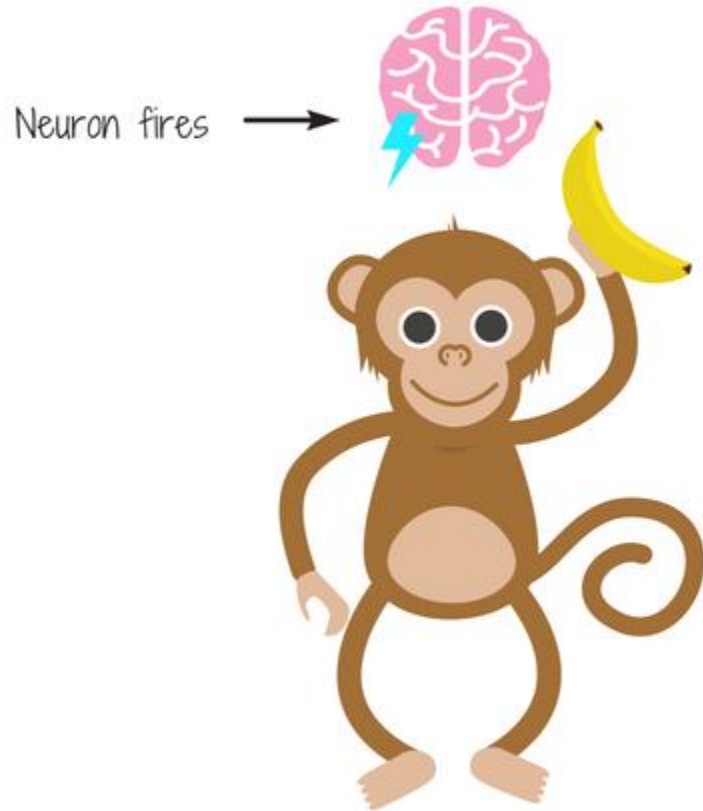
B) room with wire mother

C) room with cloth mother

What are the lectures from this experiments for homo sapiens?

Attachment formation proces in Homo sapiens

C



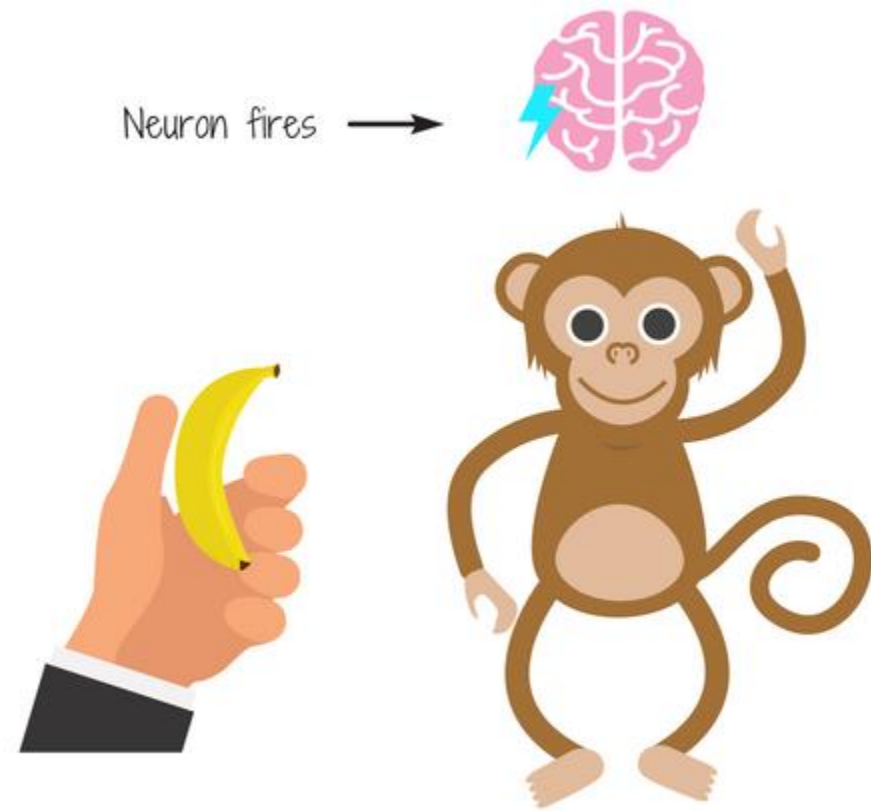
Monkey does action

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Monkey sees action

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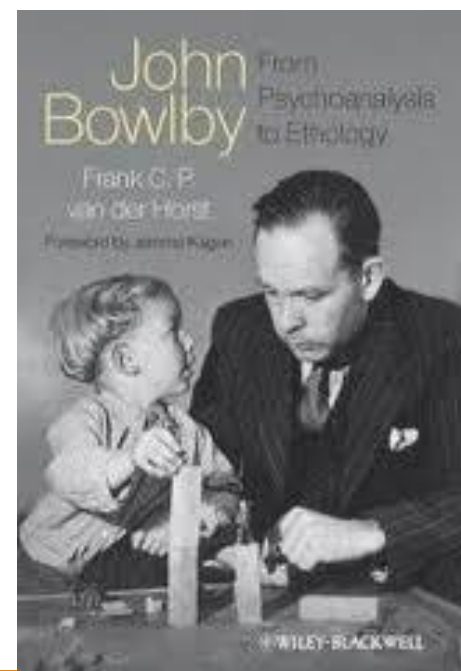
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Theory of development of emotional attachment *(attachment)*

John Bowlby (1907–1990) – development of attachment

Mary Ainsworth (1913–1999) – types of attachment





Mount John Bowlby (15,899 ft.)

Peak Mary Ainsworth (15,131 feet)

Borkoldoy Mountain region - on the border between Kyrgyzstan and China

Development of attachment

- 1) **before the onset of attachment** (asocial stage, uncritical sociability; approx. 0-3 months)
- 2) **beginnings of emotional attachment** – undifferentiated bond, first formation phase (about 6th to 8th month)
- 3) **specific attachment** (7 – 9 months)
- 4) **multiple attachments** (10 months and more)

Strange situation test– SST (M. Ainsworth)

Observation of the child (up to 2 years) during separation. It takes about 90 minutes, has 8 sequences:

1. Mother and child enter the unknown room
2. The mother sits down and the child is free to move around
3. comes an unknown person
4. Mother goes away leaving child with unknown person
5. Mother returns, stranger leaves
6. The mother leaves, leaving the child alone in the room
7. stranger returns
8. stranger goes away and mother returns

Strange situation test– SST (M. Ainsworth)

Observation:

- **the degree of proximity** that children seek with their **mothers** before and after separation
- **the degree of proximity** that children seek from **strangers** when mother leaves a room for a while by the mother
- **separation protest** after mother leaves the room, **behavior after** return of mother

Strange situation test– SST (M. Ainsworth)



Types of attachment

- **Secure**
- **Avoidant**
- **Anxious**
 - ambivalent
 - disorganized

Behavior in SST

Secure

- Children stay close to their mother, act confidently and play when she is present. They are upset when the mother leaves, but after her return they calm down and continue to play.



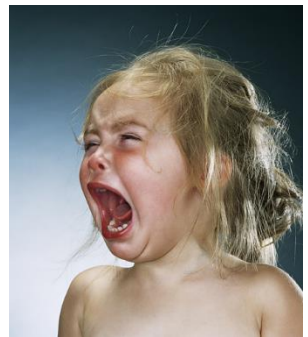
Avoidant

- Children are not too close to their mother and do not prefer her to a stranger, but they may protest when a mother leaves.



Anxious ambivalent

- Children stay close to their mother, but may reject her initiative, protest when she leaves, show signs of active or passive hostility to their mother upon return.



...and in life

Children with **secure attachment** are confident and balanced:

Whether they are calm or lively, they give the impression that they can enjoy life and its challenges. They are not afraid to try new things, but they are also able to ask for help when they need it.

Children with **avoidant** attachment are afraid of great experiences/feelings:

- Excessively try to do everything right (and be correct and kind).
- Have difficulties coping with anger
- Tend to mask negative feelings with false positives (they smile even if they feel bad)
- May be quieter and more self-sufficient than their physical age. They don't like to depend on anyone. They have trouble asking for help.

Children with **anxious – ambivalent** attachment may give the impression that they constantly require someone's attention.

It is uncomfortable for them to be alone or "lost in the crowd" (overlooked) in a group of other children. In a group of children, they can take on the role of a "jester" or someone who is still talking.

It is difficult for them to concentrate on some activity when they do not have the adult's attention.

What helps in "improving" an unsecure bond?

- The importance of **physical presence of an adult**
- Control yourself** - don't go to power struggle
- Providing **choices**
- **Daily routine & rules**
- Self discipline** - stop, prepare and then act
- Natural consequences** instead of punishment
- Encouragement** instead of praise

PSYCHOSOCIAL DEPRIVATION



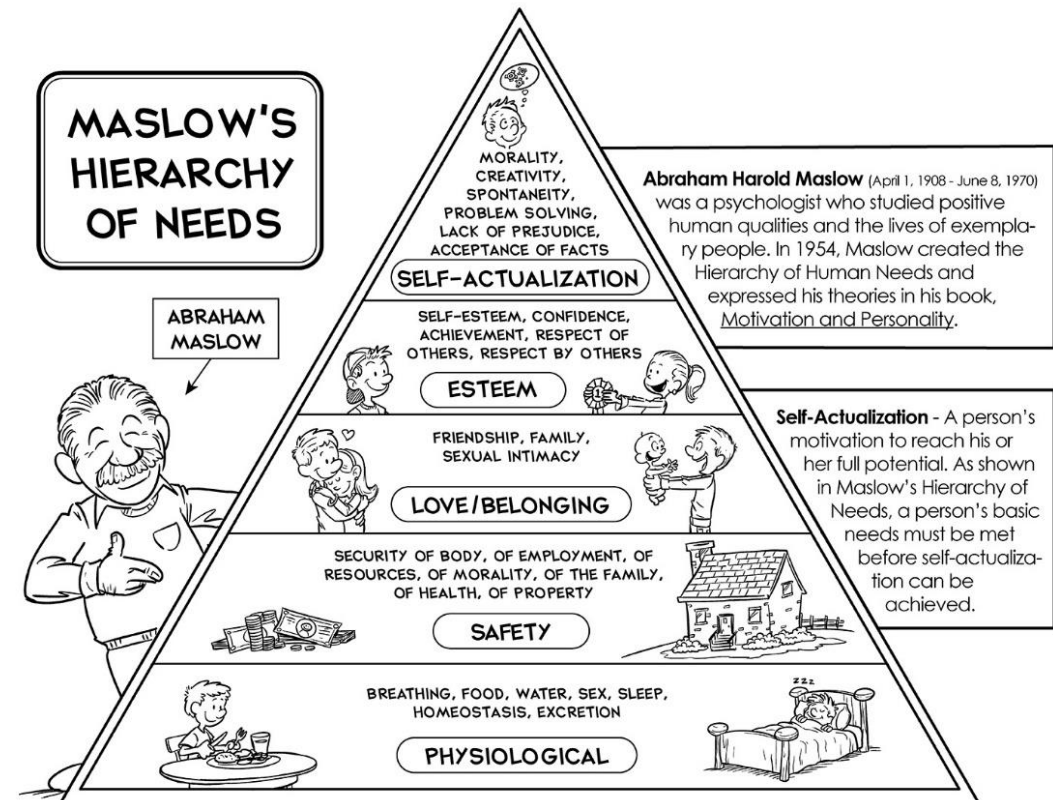
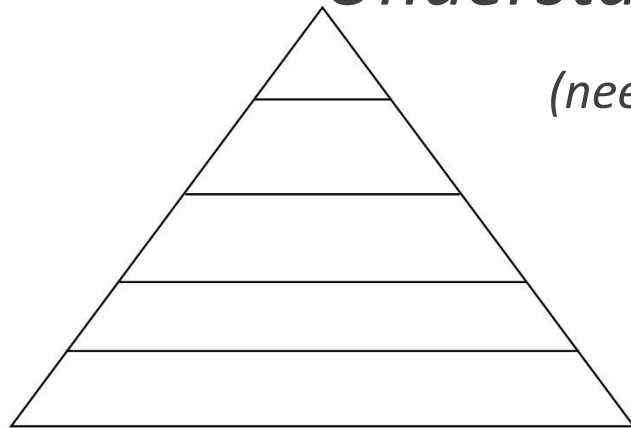
Psychosocial deprivation = psychical hardship (*mainly*)

The state of **long-term dissatisfaction of vital psychological needs**, especially needs

Maslow's Hierarchy of Needs

Understand Deprivation = Ur

(needs are specific for each develop



Děti bez lásky

<https://www.youtube.com/watch?v=iLjHAP9Cho4&t=31s>



Cases of children growing up in extreme conditions with a lack of "normal" stimulation

extreme social isolation – children isolated from human society

- J. M. G. Itard (1807) – **Aveyron** savage (https://en.wikipedia.org/wiki/Victor_of_Aveyron)
- **Amala a Kamala** – wolf children (https://en.wikipedia.org/wiki/Amala_and_Kamala)



isolation within the society

1970 – **Genie** – USA; 2 children were isolated from 2 till 13 years of age, knew only the words "stop it", "nomore", "no" (and several other bans); development of speech after placement in foster care; break and regression after foster parents change ([https://en.wikipedia.org/wiki/Genie_\(feral_child\)](https://en.wikipedia.org/wiki/Genie_(feral_child)))

„**Koluchová’s twins**“ (1976): from 18 months till 7 years of age - maltreated and isolated; they could barely walk, were frightened of common things and people, knew only the basics of speech; in the tests of intelligence were mentally retarded → according to the assumptions at that time, the consequences of psychological deprivation at this age should have been irreversible; after being placed in foster care, great progress in development - at the age of 14 in IQ tests 100 points, popular within peers, graduated from high school (<https://www.bmj.com/content/bmj/2/6041/897.full.pdf>)

- 21st century– „**Kuřim case**“, **Fritzl’s case**



Common conditions leading to deprivation

(according to Z. Matějček)

extreme social isolation

Institutional care, hospitalism

- ad R. Spitz: anaclitic depression; stage of protest, despair, detachment
- absence of a stable carer

deprivation in the family

- **external factors related to the family situation:**

parent loss, addiction, promiscuity, poor social situation (e.g. refugee), "overemployment" of parents, etc.

- **internal factors - personality of parents:**

emotional immaturity, character immaturity, serious psychopathology, deprivation in parent's childhood...

Children with increased sensitivity to deprivation: mental health problems and disorders, special needs (motor, sensory disorders, etc....)

Basic developmental needs (according to Z. Matějček)

- certain **amount, quality and variability of external stimuli** - visual, auditory, tactile, movement, human contact

(**GOAL:** The child "tunes" to a certain level of activity and is not "undernourished" or overloaded)

- certain **constancy, order, and sense in stimuli** — a "**meaningful world**"; Enables transformation of incoming impulses into experience, knowledge and (working) strategies; if we perceive everything in our surroundings as unpredictable and unstable - the result is internal chaos

-
- **primary emotional and social relationships**, the need for a stable positive attitude towards the caregiver and vice versa - provides the child with a sense of life certainty and is a prerequisite for the desirable internal arrangement of personality, provides a basis for development in all areas
 - **identity** - social usefulness and social value; healthy self-awareness; this consciousness is a prerequisite for a person to acquire social roles in life paths and to set value goals for his / her endeavors
 - **Open future** - life perspectives, shared with carers - „there will be tomorrow“ (with someone close to me)

The most noticeable manifestations of psychosocial deprivation

- **early childhood** (till 3 years of age)
 - overall delays in psychomotor development
 - undifferentiated emotional states
 - bad mood
 - „non-child“ expression
 - Significantly depleted speech (often limited to defense only)



➤ **Preschool age (3-6 years)**

- superficiality of emotional relationships
- enormous need to "belong to someone,,
- delay in speech development may persist (often up to 5 years), even then speech does not match the child's age - lacks curiosity, playfulness ...
- often immaturity for school



➤ **School age (6-12 years)**

- often poor school results that do not match school talent
- conspicuousness and fluctuations in behavior, in social relations
- neurotic problems may develop
- emotional flatness
- distrust of people
- aggressiveness



➤ **Adolescence (12 – 16 years)**

- problems in groups, with peers – dissatisfaction with role, inadequate self-assessment
- hierarchy of values is shifted
- increased risk of conduct disorders, addiction...



➤ **Consequences in adulthood**

- partner relationships problems
- uncertainty in raising of own children
- personality disorders
- deprivation factors are often a factor in the background of crime



Typology of deprived children according to characteristic behavior and manifestations

➤ **Relatively positively adapted children:**

deprivation has led to attempts to adapt by appropriate means, to some autonomy and to finding sources of satisfaction in a socially acceptable way. Good adaptation may fail during changes - new conditions that the child is not used to and its underdeveloped ability to adapt may not suffice these new situations

➤ **children with a direct increase in unsaturated needs:**

Child manifests itself with maladaptive behavior in the area of the unsatisfied need (attempts to attract attention, intrusiveness) or in general behavior (total restlessness, hyperactivity); commonly deprived needs are emotional and social, so the behavior is mostly targeted to fulfill these needs. On the other hand interest in school work is on decline; these children are noticeable with both bad behavior and worse school performance (that does not match intelligence).

➤ **children with a substitutive increase in the intensity of other tendencies:**

manifested particularly by aggressiveness, opposition, destructive tendencies, explosions of anger, cruelty, increased nutritional needs...;

„manifestations of primitive affects uncontrolled by anxiety and conscience.“

➤ **passive, apathetic, "attenuated" type:**

a group of symptoms of regressive nature (sucking finger, enuresis and encopresis, automatism, anorexia); children are detached, reserved in attempts for contact, introverted, sometimes "strikingly nice and kind"; children seem silent and obedient, sometimes even frightened, infantile, indifferent to success and failure, without initiative, may even appear retarded in more severe cases

Among children with a direct increase in the intensity of unsaturated needs, the authors later distinguished

➤ **Socially hyperactive type:**

In the context of a poorly stimulating environment, children try to seek the maximum supply of social incentives and to attract attention; but they do not know the stability of contact, emotional attachment, social interest is rather chaotically dispersed, communication and social behavior remain at a lower level.

➤ **Socially provocative type**

The need for attention and contact is manifested in a disturbing or violent manner towards educators, or aggression towards other children (as competitors); children may appear defiant, "uncontrollable", but in individual contact with educator they may act as "exchanged" – kind and affectionate. Later, they tend to get to unbearable life situations.

Do we need to know this?

YES!

Helps to understand child in it's context

(to see not just the behavior but also its background)

Developmental Theories



Basic theories of development

- **Erikson:** Stages of psychosocial development

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>

- **Piaget:** Cognitive development

<https://www.youtube.com/watch?v=lhcgYgx7aAA>

- **Kohlberg:** Moral development

<https://www.youtube.com/watch?v=Onkd8tChC2A>

Attachment theory

<https://www.youtube.com/watch?v=WjOowWxOXCg>

Psychosocial deprivation

<https://www.youtube.com/watch?v=iLjHAP9Cho4>

