Assignment example

Psychology

Over the next few weeks you will be examining the developmental stages from infancy to late adulthood and the changes that occur at each of these stages using the Developmental Stages Matrix. Answers do not need to be in complete sentences but should reflect an understanding of the physical, cognitive, and socioemotional changes that occur at each stage in development.

Complete the Developmental Stages Matrix. (You can use bullet points or paragraphs: note that the box expands as you enter text into it; but be sure to enter more than a few words. A satisfactory completion of this exercise entails a paragraph of 25 words per box, minimum.) Use your own words on this, as you would any academic assignment; do not copy and paste from the text or any other source. Cite sources you do use when needed.

Please do not use blogs or non academic sites as references!

Developmental Stages Matrix

Developmental Stage

Physical changes

Cognitive changes

Socioemotional changes

Infancy

Skin color changes from blue to pink from fetus to infancy.

Umbilical cord is severed.

Average weight of the infant is 7. 5 lbs.

Average height is 20 inches

Vision starts to mature, and binocular vision occur at the age of 14 weeks.

Growth is rapid, weight doubles by the fourth month and triples at first birthday.

Skull is disproportionately large

The frontal cortex of the brain is not developed completely, and it is mostly inactive.

Fusiform face region is refined so that the infant starts to recognize faces by the sixth month.

Language area of the brain develops rapidly between 6-24 months.

Reflexes and motor skills are available . The infant can move arm and legs by five months.

Crawling is possible between 8-10 months.

The infant can walk between 9 to 12 months

(Lamb, Bornstein & Teti, 2002)

Sleeps for about 17 hours in a day, relates with maturation of brain and learning

Infant becomes alert about the age of three months

The first two years of life are a sensitive period of growth. Brain requires experience for normal development (Berger, 2008).

Infants use senses to classify experiences in the first year.

Perception and sensation cognitive are the only cognitive actions available.

Newborns can see, hear, and taste but usually not cognitively.

Between birth to four months, primary circular reactions are available (sucking, staring, grasping and listening).

Between four to 12 months, secondary circular reactions are available(the infant is aware of things and their meanings.

Between 12 to 18 months, tertiary circular reactions are available (the infant tend to discover what thing are and what they do by experimenting)

Permanence of objects occur. Between 8-12 months, babies begin to understand things exist even when they cannot see them

Development of memory believed to be available when motivated by particular factors

Babies form multiword sentences at the age of 24 months (Lamb, Bornstein & Teti, 2002).

Interaction is little at birth as most time is spent sleeping and eating.

Infants are capable of learning components of language. Caressing and talking to the infant is encouraged to enhance later development).

The infant has in-born self-righting drive. Stimulation from others is limited.

1-4 months is trust versus mistrust stage (whether the infant needs are met or not).

Freud’s oral stage, the infant feels cared for through breastfeeding.

Freud’s anal stage

(Lamb, Bornstein & Teti, 2002).

Early Childhood

An average weight of 30lbs

Height is between 32-36 inches.

75% brain development

Prefrontal cortex starts to develop.

Infant starts to lose body fat and becomes slender.

Growth rate is about three inches a months.

Motor skills become more complex. The infant begins to dance, kick, jump, ride tricycles and dance.

(Campbell & Bickhard, 1998).

Rise and fall of postnatal occurs.

Loss of synapses leads to a major increase in cognitive development.

Experience start to help brain development.

Full availability of memory.

Infant learns many new words in a day. Changes in the left hemisphere of the brain causes this fast cognitive development.

These are play years and children learn through play (Campbell & Bickhard, 1998)

Caregivers and parents showing affection.

Freud’s belief of phallic and anal stage impacts on emotional development.

Boys and girls discover sexual identity.

Stage of autonomy v. shame

Child learns control and no longer feels ashamed.

Initiative v. guilt stage at age of 3 ½ to 6 years. Child is either able to image, play and cooperate with others or unable to do these things due to immobilization by guilt (Campbell & Bickhard, 1998).

Middle Childhood

Decreased growth rate for both boys and girls.

Establishment of basic self-techniques.

Overweight becomes a concern.

Physical activity is vital for physical health.

Development of brain advances in attention and time of reaction.

Through continuous thoughts and actions, some actions become routine. (Campbell & Bickhard, 1998)

Increased brain development.

Metacognition develops making thinking through problems and solving them easier.

Sensory memory develops.

Long-term memory develops.

Language and vocabulary increases due to learning of new words every day.

It’s easy to pick up second language

(Campbell & Bickhard, 1998)

Increased social interaction.

Awareness of other children in judgment and opinions.

Development of social cognition

Child learns to control emotions and impulses.

Child looks to family for security, guidance and support.

Self-esteem and acceptance of peers are important at this stage (Campbell & Bickhard, 1998).

Adolescence

Physical changes occur in the body.

Girls

Intensified emotions and sexual desires.

Widening of hips

Ovaries increase production of progesterone and estrogen.

Growth of pubic and axillary hair.

First menstruation.

Vagina and uterus start to grow larger.

Boys

Growth of facial, axillary and pubic hair

More muscles

Intensified emotions and sexual desires

Deepening of voice

Spermarche

Testicle and penis increase in size (Newman, n. d.).

Egocentrism

Self-centered thinking

Improvement of deductive logic and hypothetical thinking

Abstract logic is possible (Newman, n. d.).

Seeking own identity through the families' traditions and cultures.

Parents influence adolescents but parental control decreases as the adolescents become more autonomous.

Friendships are important with both sexes.

Intensified anger, rebellion, and emotions (Newman, n. d.).

Early Adulthood

Females at their adult heights by age 18 . Most males reach their adult heights at by age 21.

Muscles and fat continue to increase (The psychology Career center, 2014).

Brain growth in the frontal lobes of the cerebral cortex where moving of muscles, planning judgment, and speaking are localized reaches the ultimate development in the early 20s.

More flexibility in thought patterns (The psychology Career center, 2014).

People seek to create intimate relationships. It is relationships and work stage (The psychology Career center, 2014).

Middle Adulthood

Loss of hearing for high-pitched sounds.

Ability to focus declines

Reaction time slow, particularly. for motor responses.

Decline in reproductive capacity. Men can bear children but fertility is reduced. Women can no longer bear children.

Decreased sexual activity.

(Cantu, 2010).

Multidirectional cognitive development

Cross-sectional measures of intelligence show decrease.

Longitudinal measures of intelligence show increase (Cantu, 2010).

Strong need for friendship, just like in the other stages of life (Cantu, 2010).

Late Adulthood

Grey hair, wrinkles, blood vessels are visible on the skin, diminished hearing and eyesight.

Some people may lose substantial portion of their taste and smell senses in their 70s

Slow-down of major body organs and systems.

Overall, Memory fades and there are noticeable differences at the 70s, 80s, and 90s.

Dementia is common and it might lead to memory loss, confusion and inability to carry out motor activities (The psychology Career center, 2014).

A stage of tension between despair and integrity. People either come to accept their lives as having had meaning or unproductive and fulfilling (feeling despair), (The psychology Career center, 2014).

References

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