1: Types of Parenting Styles and How to Identify Yours | Developmental Psychology at Vanderbilt

10 Signs You Know What Matters. Values are what bring distinction to your life. You don't find them, you choose them. And when you do, you're on the path to fulfillment.

Minus Related Pages Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. Children reach milestones in how they play, learn, speak, behave, and move for example, crawling and walking. However, the developmental milestones give a general idea of the changes to expect as a child gets older. As a parent, you know your child best. At each well-child visit, the doctor looks for developmental delays or problems and talks with the parents about any concerns the parents might have. This is called developmental monitoring. Any problems noticed during developmental monitoring should be followed up with developmental screening. Developmental screening is a short test to tell if a child is learning basic skills when he or she should, or if there are delays. If a child has a developmental delay, it is important to get help as soon as possible. Most developmental disabilities begin before a baby is born, but some can happen after birth because of injury, infection, or other factors. Most developmental disabilities are thought to be caused by a complex mix of factors. These factors include genetics; parental health and behaviors such as smoking and drinking during pregnancy; complications during birth; infections the mother might have during pregnancy or the baby might have very early in life; and exposure of the mother or child to high levels of environmental toxins, such as lead. For some developmental disabilities, such as fetal alcohol syndrome, which is caused by drinking alcohol during pregnancy, we know the cause. Following are some examples of what we know about specific developmental disabilities: Some of the most common known causes of intellectual disability include fetal alcohol syndrome ; genetic and chromosomal conditions, such as Down syndrome and fragile X syndrome ; and certain infections during pregnancy. Children who have a sibling with autism are at a higher risk of also having autism spectrum disorder. Low birthweight, premature birth, multiple birth, and infections during pregnancy are associated with an increased risk for many developmental disabilities. Untreated newborn jaundice high levels of bilirubin in the blood during the first few days after birth can cause a type of brain damage known as kernicterus. Children with kernicterus are more likely to have cerebral palsy, hearing and vision problems, and problems with their teeth. Early detection and treatment of newborn jaundice can prevent kernicterus. It is currently the largest study in the United States to help identify factors that may put children at risk for autism spectrum disorders and other developmental disabilities.

2: Facts About Developmental Disabilities | CDC

The speedy physical and psychological changes that children undergo from birth through adolescence often leave parents wondering how best to care for them at each stage. PT's experts weigh in on.

Psychosexual development Sigmund Freud believed that we all had a conscious, preconscious, and unconscious level. In the conscious, we are aware of our mental process. The preconscious involves information that, though not currently in our thoughts, can be brought into consciousness. Lastly, the unconscious includes mental processes we are unaware of. He believed there is tension between the conscious and unconscious because the conscious tries to hold back what the unconscious tries to express. To explain this he developed three personality structures: The id, the most primitive of the three, functions according to the pleasure principle: The first is the oral stage, which occurs from birth to 12 months of age. The second is the anal stage, from one to three years of age. During the anal stage, the child defecates from the anus and is often fascinated with their defecation. During the phallic stage, the child is aware of their sexual organs. The fourth is the latency stage, which occurs from age five until puberty. Stage five is the genital stage , which takes place from puberty until adulthood. During the genital stage, puberty starts happening. He used Socratic questioning to get children to reflect on what they were doing, and he tried to get them to see contradictions in their explanations. Piaget believed that intellectual development takes place through a series of stages, which he described in his theory on cognitive development. Each stage consists of steps the child must master before moving to the next step. He believed that these stages are not separate from one another, but rather that each stage builds on the previous one in a continuous learning process. He proposed four stages: Though he did not believe these stages occurred at any given age, many studies have determined when these cognitive abilities should take place. The pre-conventional moral reasoning is typical of children and is characterized by reasoning that is based on rewards and punishments associated with different courses of action. Conventional moral reason occurs during late childhood and early adolescence and is characterized by reasoning based on rules and conventions of society. Mistrust" takes place in infancy. The second stage is "Autonomy vs. Shame and Doubt" with the best virtue being will. This takes place in early childhood where the child learns to become more independent by discovering what they are capable of where if the child is overly controlled, they believe to feel inadequate on surviving by themselves, which can lead to low self-esteem and doubt. The third stage is "Initiative vs. The basic virtue that would be gained is the purpose and takes place in the play age. This is the stage where the child will be curious and have many interactions with other kids. They will ask many questions as their curiosity grows. If too much guilt is present, the child may have a slower and harder time interacting with other children. The fourth stage is "Industry competence vs. The basic virtue for this stage is competency which happens at the school age. This stage is when the child will try to win the approval of others and fit in and understand the value of their accomplishments. The fifth stage is "Identity vs. The basic virtue gained is fidelity which takes place in adolescence. The sixth stage is "Intimacy vs. Isolation", which happens in young adults and the virtue gained is love. In not doing so, it could lead to isolation. The seventh stage is "Generativity vs. This happens in adulthood and the virtue gained would be care. We become stable and start to give back by raising a family and becoming involved in the community. The eighth stage is "Ego Integrity vs. This happens during maturity and wisdom is gained. When one grows old and they contemplate and look back and see the success or failure of their life. This is also the stage where one can also have closure and accept death without fearing anything. The Model of Hierarchical Complexity MHC is not based on the assessment of domain-specific information, It divides the Order of Hierarchical Complexity of tasks to be addressed from the Stage performance on those tasks. The order of hierarchical complexity of tasks predicts how difficult the performance is with an R ranging from 0. In the MHC, there are three main axioms for an order to meet in order for the higher order task to coordinate the next lower order task. Axioms are rules that are followed to determine how the MHC orders actions to form a hierarchy. Ecological systems theory[edit] Main article: The four systems are microsystem, mesosystem, exosystem, and macrosystem. Each system contains roles, norms and rules that can powerfully shape development. The microsystem is the direct

environment in our lives such as our home and school. Mesosystem is how relationships connect to the microsystem. Exosystem is a larger social system where the child plays no role. Macrosystem refers to the cultural values, customs and laws of society. The mesosystem is the combination of two microsystems and how they influence each other example: The exosystem is the interaction among two or more settings that are indirectly linked example: The macrosystem is broader taking into account social economic status, culture, beliefs, customs and morals example: Lastly, the chronosystem refers to the chronological nature of life events and how they interact and change the individual and their circumstances through transition example: As a result of this conceptualization of development, these environmentsâ€"from the family to economic and political structuresâ€"have come to be viewed as part of the life course from childhood through to adulthood. This adult role is often referred to as the skilled "master," whereas the child is considered the learning apprentice through an educational process often termed " cognitive apprenticeship " Martin Hill stated that "The world of reality does not apply to the mind of a child. Constructivism psychological school Constructivism is a paradigm in psychology that characterizes learning as a process of actively constructing knowledge. Individuals create meaning for themselves or make sense of new information by selecting, organizing, and integrating information with other knowledge, often in the context of social interactions. Constructivism can occur in two ways: Individual constructivism is when a person constructs knowledge through cognitive processes of their own experiences rather than by memorizing facts provided by others. Social constructivism is when individuals construct knowledge through an interaction between the knowledge they bring to a situation and social or cultural exchanges within that content. Piaget proposed that learning should be whole by helping students understand that meaning is constructed. Evolutionary developmental psychology Evolutionary developmental psychology is a research paradigm that applies the basic principles of Darwinian evolution , particularly natural selection , to understand the development of human behavior and cognition. It involves the study of both the genetic and environmental mechanisms that underlie the development of social and cognitive competencies, as well as the epigenetic gene-environment interactions processes that adapt these competencies to local conditions. Attachment theory Attachment theory, originally developed by John Bowlby , focuses on the importance of open, intimate, emotionally meaningful relationships. A child who is threatened or stressed will move toward caregivers who create a sense of physical, emotional and psychological safety for the individual. Attachment feeds on body contact and familiarity. Later Mary Ainsworth developed the Strange Situation protocol and the concept of the secure base. Theorists have proposed four types of attachment styles: It is characterized by trust. Anxious-avoidant is an insecure attachment between an infant and a caregiver. Anxious-resistant is an insecure attachment between the infant and the caregiver characterized by distress from the infant when separated and anger when reunited. Some babies are raised without the stimulation and attention of a regular caregiver or locked away under conditions of abuse or extreme neglect. The possible short-term effects of this deprivation are anger, despair, detachment, and temporary delay in intellectual development. Long-term effects include increased aggression, clinging behavior, detachment, psychosomatic disorders, and an increased risk of depression as an adult. Attachment is established in early childhood and attachment continues into adulthood. An example of secure attachment continuing in adulthood would be when the person feels confident and is able to meet their own needs. An example of anxious attachment during adulthood is when the adult chooses a partner with anxious-avoidant attachment. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. April Learn how and when to remove this template message Nature vs nurture[edit] A significant issue in developmental psychology is the relationship between innateness and environmental influence in regard to any particular aspect of development. This is often referred to as " nature and nurture " or nativism versus empiricism. An empiricist perspective would argue that those processes are acquired in interaction with the environment. Today developmental psychologists rarely take such polarised positions with regard to most aspects of development; rather they investigate, among many other things, the relationship between innate and environmental influences. One of the ways this relationship has been explored in recent years is through the emerging field of evolutionary developmental psychology. One area where this innateness debate has been prominently portrayed is in research on language acquisition.

A major question in this area is whether or not certain properties of human language are specified genetically or can be acquired through learning. The empiricist position on the issue of language acquisition suggests that the language input provides the necessary information required for learning the structure of language and that infants acquire language through a process of statistical learning. From this perspective, language can be acquired via general learning methods that also apply to other aspects of development, such as perceptual learning. The nativist position argues that the input from language is too impoverished for infants and children to acquire the structure of language. Linguist Noam Chomsky asserts that, evidenced by the lack of sufficient information in the language input, there is a universal grammar that applies to all human languages and is pre-specified. This has led to the idea that there is a special cognitive module suited for learning language, often called the language acquisition device.

3: Developmental Psychology | Simply Psychology

Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that.

Saul McLeod , published , updated Developmental psychology is a scientific approach which aims to explain growth, change and consistency though the lifespan. Developmental psychologists study a wide range of theoretical areas, such as biological, social, emotion, and cognitive processes. Empirical research in this area tends to be dominated by psychologists from Western cultures such as North American and Europe, although during the s Japanese researchers began making a valid contribution to the field. To describe development it is necessary to focus both on typical patterns of change normative development and on individual variations in patterns of change i. Although there are typical pathways of development that most people will follow, no two persons are exactly alike. Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences. Although, it is often easier to describe development than to explain how it occurs. Finally, developmental psychologists hope to optimise development, and apply their theories to help people in practical situations e. Developmental Questions Continuity vs. Discontinuity Think about how children become adults. Is there a predictable pattern they follow regarding thought and language and social development? Do children go through gradual changes or are they abrupt changes? Normative development is typically viewed as a continual and cumulative process. The continuity view says that change is gradual. Children become more skillful in thinking, talking or acting much the same way as they get taller. The discontinuity view sees development as more abrupt-a succession of changes that produce different behaviors in different age-specific life periods called stages. Biological changes provide the potential for these changes. These are called developmental stages-periods of life initiated by distinct transitions in physical or psychological functioning. Psychologists of the discontinuity view believe that people go through the same stages, in the same order, but not necessarily at the same rate. Nurture When trying to explain development, it is important to consider the relative contribution of both nature and nurture. Developmental psychology seeks to answer two big questions about heredity and environment: How much weight does each contribute? How do nature and nurture interact? Nature refers to the process of biological maturation inheritance and maturation. One of the reasons why the development of human beings is so similar is because our common specifies heredity DNA guides all of us through many of the same developmental changes at about the same points in our lives. Nurture refers to the impact of the environment, which involves the process of learning through experiences. There are two effective ways to study nature-nurture. Similarities with the biological family support nature, while similarities with the adoptive family support nurture. Change Stability implies personality traits present during present during infancy endure throughout the lifespan. In contrast, change theorists argue that personalities are modified by interactions with family, experiences at school, and acculturation. This capacity for change is called plasticity. For example, Rutter discovered than somber babies living in understaffed orphanages often become cheerful and affectionate when placed in socially stimulating adoptive homes. The notion of childhood originates in the Western world and this is why the early research derives from this location. Initially developmental psychologists were interested in studying the mind of the child so that education and learning could be more effective. Developmental changes during adulthood is an even more recent area of study. This is mainly due to advances in medical science, enabling people to live to an old age. Charles Darwin is credited with conducting the first systematic study of developmental psychology. In he published a short paper detailing the development of innate forms of communication based on scientific observations of his infant son, Doddy. However, the emergence of developmental psychology as a specific discipline can be traced back to when Wilhelm Preyer a German physiologist published a book entitled The Mind of the Child. In the book Preyer describes the development of his own daughter from birth to two and a half years. Importantly, Preyer used rigorous scientific procedure throughout studying the many abilities of his daughter. During the s three key figures have dominated the field with their extensive theories of human development, namely Jean Piaget , Lev Vygotsky and John Bowlby

Indeed, much of the current research continues to be influenced by these three theorists. Theories of Development Jean Piaget Piaget believed that children think differently than adults, and stated they go through 4 universal stages of cognitive development. A Biographical Sketch of an Infant. Die Seele des Kindes: Grieben, Leipzig, Preyer, W. The soul of the child: Journal of Child Psychology and Psychiatry, 22 4 , How to reference this article:

4: Developmental Psychology Today by Lois Norma Wladis Hoffman

Developmental Psychology. Developmental psychology is a branch of psychology that attempts to explain the development of humans over time, both in the micro sense, as they develop from babies to mature adults, and in the macro sense, as the culture itself evolves through the years and decades.

Each one carries different characteristics and brings about different reactions in the children which they are used on. It is important to keep in mind that every parent child relationship is different, so there is not one sure fire way to go about parenting. This is a simple guide to help decode your parenting style and provide general suggestions on how to raise a happy, responsible, productive member of society. Authoritative Authoritative parenting is widely regarded as the most effective and beneficial parenting style for normal children. Authoritative parents are easy to recognize, as they are marked by the high expectations that they have of their children, but temper these expectations with understanding a support for their children as well. This type of parenting creates the healthiest environment for a growing child, and helps to foster a productive relationship between parent and child. How to recognize if you are an authoritative parent: That is, does your child feel that they can speak to you about anything without fear of negative consequence or harsh judgment? The traits described in the above questions mark a healthy household with an authoritative parent. Of course, parenting styles will naturally need to differ in order to accommodate different children, and you may find that this style does not work for you i f your child has behavioral problems or other traits you have difficulty handling. In this case, it is best to adjust your parenting appropriately, and to seek out help from a licensed therapist if you feel overwhelmed. One of the most important traits to emulate in the authoritative parenting style is the open communication style with the child. Neglectful Neglectful parenting is one of the most harmful styles of parenting that can be used on a child. Neglectful parenting is unlike the other styles in that parents rarely fluctuate naturally into neglectful parenting as a response to child behavior. If a parent recognizes themselves as a neglectful parent, or if a friend recognizes that they may know a neglectful parent, it is important to understand that those parents and the children involved in the situation need assistance so that they can get back on track to having a healthy and communicative relationship within the family. If you suspect you or a friend may be a neglectful parent, consider the following: If the above describe you or someone that you know, a child is at risk of being damaged by a neglectful household. Parents who tend towards neglectful parenting styles can be easily helped through education; this education can be found by talking to the family doctor, or going to a therapist or counselor. Neglectful parenting is damaging to children, because they have no trust foundation with their parents from which to explore the world. Beyond that, children who have a negative or absent relationship with their parent will have a harder time forming relationships with other people, particularly children their age. If you suspect that you or a friend of yours may be a neglectful parent, it is important to seek help in a way that does not damage the child further or intrude into their life in a disruptive manner. Permissive Permissive parenting, also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their child. How to recognize if you are a permissive parent: The traits described in the above questions mark an unhealthy permissive parenting style. Permissive parenting can have long-term damaging effects. In a study published in the scientific Journal of Early Adolescence, it was found that teens with permissive parents are three times more likely to engage in heavy underage alcohol consumption. This is likely do to their lack of consequences for their behavior. Other damaging effects of permissive parenting include: If enacting new structures proves too daunting, it is advised again to seek out the help of a licensed therapist. Authoritarian Authoritarian parenting, also called strict parenting, is characterized by parents who are demanding but not responsive.

Authoritarian parents allow for little open dialogue between parent and child and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand obedience or teach a lesson. Recognizing your authoritarian style: While the structure and rules of an authoritarian parent are necessary for healthy child development, all good things can be overdone. It is important to balance out the provided structure with open communication so the child knows exactly why it is important for them to follow the rules placed in front of them. Children of authoritarian parents are prone to having low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care. A therapist can once again be contacted if adopting open communication proves to be too difficult to achieve by oneself.

5: Developmental psychology - Wikipedia

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