

8. Social Development throughout the Life Span





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8.1 Attachment



Infant bonding types

- Secure: feels safe, cries when handed off
- Insecure resistant: never assured; clings
- Insecure-Avoidant: not assured, not clinging
- Disorganized: not assured, reactions not consistent

Attachment findings

- **Harlow's monkeys:
infants least fear with
“contact comfort”
mother**
- **Childcare not harmful to
attachment unless poor
quality**

Attachment findings

- **Poor/lack of attachment
→ psychopathic
tendencies: dishonest,
lack of empathy, cruelty,
crime**

8.2 Self



Know self, then others

- **Self-awareness 15 mo.**
 - **“Separation anxiety”**
- **Sets stage for social emotions: guilt, shame, empathy, etc. in early childhood and beyond**

8.3 Social Cognition



Self meets world

- Social cognition:
schemata about others
- Toddler: “I want” and “Do myself” must balance
with others’ needs
- Early/middle childhood:
inclusion of adults and
authority outside family;
peer group rising

Self meets world

- **Adolescent: peers as measure and validation**
- **Young adult: new schemata as “junior” adult at work**
- **Middle adult: growing authority with others**
- **Late adult: relinquishing authority to others**

8.4 Social Learning and Modeling



Cognitive learning theory

- **Learning by observing behavior and consequences (of adults, peers, etc.)**
- **Early example: Social referencing = look to model to gauge how to feel/act**
- **Later example: teen or young adult emulating role model**

Bandura: vicarious learning

- **Direct modeling: adults and peers in environment**
- **Symbolic modeling: TV, movies, celebrities, ads**
- **Leads to skills, motivation, sense of self-efficacy**
- **Danger of self-deception or unrealistic expectations**

8.5 Gender



Identifying with gender

- **Gender as self-determined**

Identifying with gender

- **Kohlberg's stages of gender development**
- **Gender identity 2-3 years (ability to label, but fluid)**
- **Gender stability 3-4 years (sex will stay same)**
- **Gender constancy 4-7 (no matter appearance)**

Gender roles

- **Learned attitudes and expectations**
- **Colors, toys, activities, dress, speech**
- **From parents, school, media**
- **Culture-related**

8.6 Interpersonal Relationships



Interpersonal relations

- **Modeled by parents**
- **Begin early childhood**

Interpersonal relations

- **School age childhood
peer status (ratings)**
Popular Neglected
Rejected Controversial
- **Aggressive child rated
rejected, rebellious child
rated controversial**

Interpersonal relations

- **Teens more intense yet self-centered**
- **Danger of co-rumination into negative emotions**
- **Adult love (Sternberg)**
 - **Excitement/passion**
 - **Intimacy**
 - **Commitment**

8.7 Moral Development

COMPUTER GAME

SCHOOL

TOY STORE

FUTURE

AMUSEMENT

PLAYGROUND



Kohlberg: Developing moral reasoning

- **Stages related to Piaget's cognitive stages**
- **Stages based on cognitive development in relation to perceiving/solving moral dilemmas**
- **Warning: morals not always the same as ethics**

Kohlberg: Level 1 (Preconventional)

**Based on rules, rewards,
punishments**

- **Stage 1: Be good because
you get good things**
- **Stage 2: Follow the rules**

Kohlberg: Level 2 (Conventional)

**Based on expectation of
reciprocity and conformity**

- **Stage 3: Good behavior
pleases others, so
conform**
- **Stage 4: Social contract
and cohesion is important,
not always self-interest**

Kohlberg: Level 3 (Postconventional)

**Based on individual rights
and equality**

- **Stage 5: Relative (not absolute) standards and decisions**
- **Stage 6: Universal principles of justice, fairness, equity (i.e. ethics over morals)**

Kohlberg: Miscellaneous

- **Moving up levels: Foster by hearing discussion of moral issues/dilemmas by those on higher level**
- **Kohlberg's moral dilemma**

8.8 Prosocial Behavior



Empathetic behavior

- **Actions to benefit or comfort others**
- **Observed in infants
(give toy to parent)**
- **Reinforced by parents,
then peers, teachers**
- **Reinforced by media**

8.9 Risk and Resilience





**Risk: willingness to
take chances**

- **Varies per person and
per circumstance**

Risk: willingness to take chances

- **Factors and issues**
 - **Realistic or unrealistic?**
 - **Fear-based or objective assessment?**
 - **Clear or unclear consequences?**

Resilience: thriving under adversity

- **Upset but willing to adapt and change**
- **Not angry or defeated at circumstance**

Resilience: thriving under adversity

- **Positive/optimistic outlook**
- **Grit/perseverance to take on challenges**
- **Trait or learnable skills?**

8.10 Aggression





3 Types of aggression

- **Instrumental: to get objective, not to harm**
- **Example: Toddler grabs toy away from another**
- **Hostile: intended to harm, e.g. hitting, kicking, or threatening without provocation**

3 Types of aggression

- **Relational: hostile (verbal) aggression to damage relationships**
- **Social exclusion: "Go away! You can't be our friend anymore!"**
- **Rumor spreading: "Don't talk to him. He's a weirdo."**

8.11 Wellness



Body/mind health

- **Proactive choices of diet, exercise, attitude**
- **Associated with middle adulthood, but could begin earlier or later**
- **Can be solitary, but often in collaboration**