8. Social Development throughout the Life Span
8.1 Attachment
8.2 Self
8.3 Social Cognition
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8.5 Gender

8.6 Interpersonal Relationships

8.7 Moral Development
8.8 Prosocial Behavior
8.9 Risk and Resilience
8.10 Aggression
8.11 Wellness
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