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NORMATIVE DEVELOPMENT

Developmental Psychopathology: From Infancy through Adolescence
Wenar & Kerig

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Development "gone awry"

- Developmental contexts
 - Biological
 - Individual
 - Family
 - Social
 - Cultural
- Relevant risk and protective factors
 - Vulnerability
 - Resiliency

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Theoretical Foundations

- Theories allow us to predict behavior
- Prediction = probabilistic
- Do not predict to individual
- Typical v. atypical preferable to normal v. abnormal

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Theoretical Foundations

- Underlying Assumptions
 - Atypical development is multiply determined
 - Child and environment = interdependent
- Interact dynamically
 - "Transactional" or "Relational"
- Atypical development involves
 - continuities & discontinuities
 - quantitative & qualitative changes
 - patterns of behavior over time

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Developmental

- **Sensitive period** = window of time during which environmental influences are **optimal**
 - Window closes: more difficult
 - Parent-child attachment
- **Critical period** = window of time where event **must** happen for outcome to occur
 - Window closes: too late
 - Cell migration

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Developmental considerations

- Johnny cannot sit still in the chair for 20 minutes and look at a book. He looks all around, gets up and wanders about the room.
 - Is Johnny's behavior atypical?
- Susan clings to her mother's leg when she tries to leave the room. When she does go, Susan cries.
 - Is Susan's behavior atypical?
- Must **always** consider behavior in the context of expected developmental levels

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Biological Perspectives

- Neurobiological: Brain and nervous system functions underlying causes of psychological disorders
- Neural Plasticity & the Role of Experience
 - Malleability or use-dependent anatomical differentiation throughout development
 - Experience plays a role in brain development

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Biological

- Neural **Plasticity** & the role of experience
- Brain
 - maturation = organized, hierarchical
 - structures change and grow through life
 - shaped by early experiences
- Consequences of early traumatic experience
 - Type of brain damage
 - Specific lesion ≠ disorganization or disruption of normal processes

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Biological

- Neurobiological Contributions
 - Different areas of the brain regulate different functions and behaviors
 - Connections
 - Endocrine system, production of hormones; especially in health- and stress-related disorders

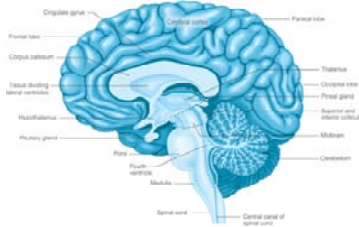
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Biological

- Neurobiological contributions
 - Hypothalamic-pituitary-adrenal (HPA) axis has been implicated in several disorders, especially anxiety and mood disorders
 - Neurotransmitters make biochemical connections between different parts of the brain
 - E.g., Serotonin reuptake and depression

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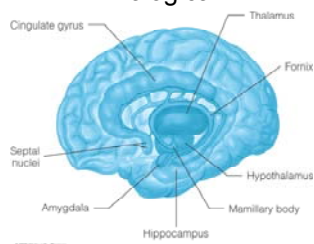
Biological



Source: Adapted from Brain and Behavior, by Bob Garrett.

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Biological



Limbic system. Source: Adapted from Brain and Behavior, by Bob Garrett.

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Biological Perspectives (cont.)

- Genetic Contributions
 - Few specific genetic causes identified as underlying cause of psychopathology
 - Genetic contributions to psychological disorders come from many genes that each make relatively small contributions
- Genes
 - Do not act alone
 - And environments interact
 - Do not determine behavior

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Ecocultural model

- Urie Bronfenbrenner
- Environment series of nested contexts
- Understand behavior? Understand contexts
- Bi-directional

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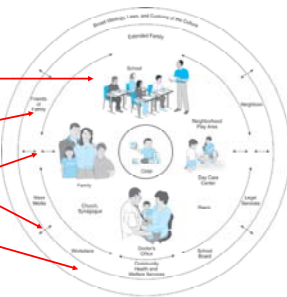
Ecology

- Child: center of interconnected networks
 - Biological
 - Genes, physical
 - Neurological
 - Brain structure, function, chemistry
 - Temperament
 - Individual differences
 - Biological basis of personality

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Bronfenbrenner's Ecological Model

- Microsystem
 - Direct
- Exosystem
 - Indirect
- Mesystem
 - Connections
- Macrosystem
 - Culture



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Temperament

- Thomas & Chess--*just ONE approach!*
 - NYLS = parent report
 - Nine dimensions combined into profiles
- Temperament types
 - Easy
 - Difficult
 - Slow to Warm Up
- **Goodness of Fit**
 - Critical linkage child to social context

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Inhibited & Uninhibited Children

- Kagan and colleagues
- Coherent behavioral & physiological profiles over time
- Two types do not capture all children, but two fundamental categories
- Evident in infancy: CNS precursors
 - More reactive HPA axis→ Inhibited
 - Less reactive HPA axis→ Uninhibited
- **Malleable ****

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Temperament & Contexts

- Home
 - Influence **OF** maternal style
 - Influence **ON** maternal style
- School
- Social networks and activities
- Job and career

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Social Contexts over Development

- Changing spheres of influence
- Broadens over time
 - Family, school, social groups, community...
- Increasing choice over time
 - Actively select niche
 - Consistent with individual proclivities, temperament
- Tiger and Shark...

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Temperament & Behavior Genetics

- Approach to studying individual differences
- Compare similar to dissimilar genes in similar and dissimilar environments
- Twin Studies
 - Monozygotic twins v. Dizygotic twins
 - Which are more alike on traits
- Adoption studies
 - Similarities to Bio parents? Adoptive parents?

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Other Developmental Models

- What is "in the driver's seat"
 - Behavioral
 - Cognitive
 - Psychosexual
 - Psychosocial
 - Attachment

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Behavioral: Learning

- Operant Conditioning
 - Reinforce: Increase likelihood response will occur
 - Positive: Addition of something
 - Negative: Removal of something
 - Punish: Decrease likelihood response will occur
 - **NOT** defined a priori, *depends on result!*
- Classical: Paired associations between previously neutral stimuli & unconditioned stimuli
- Applied Behavior Analysis: behavior as a function of its antecedents and consequences

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Social Cognition

- Social learning considers the influence of cognitive mediators, affect, and contextual variables in the etiology and maintenance of behaviors
- Social cognition relates to how children think about themselves and others

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Cognitive: Piaget

- Stage Theorist
- Stages are pervasive
- Successful mastery stage X requires successful mastery stage X-1
- Child biologically prepared for movement to subsequent stages *combined* with active interaction with the environment
 - Neurobehavioral development
- Force behind social and emotional

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Piaget

- Sensori-Motor
 - Repetition for pleasure and comfort
- Pre-Operational
 - Logic with limits; Egocentrism
- Concrete Operations
 - Can combine >1 logical operation at a time
- Formal Operations
 - Back up, see whole picture, evaluate premise

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Piaget implications DP

- Sensori-Motor
 - Sensori Memories
- Pre-Operational
 - It's all my fault
- Concrete Operations
 - Parents are complicated; multidimensional
 - 5-7 year shift: VERBAL
- Formal Operations
 - Argument enhanced; belief no out (suicide)

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Emotional Development

- Freud: Psychosexual
 - Stage theorist
 - Physical development driving
 - Oral
 - Anal
 - Phallic
 - Latency
 - Genital

<p># 29</p>	<p style="text-align: center;">Emotional Development</p> <ul style="list-style-type: none"> • Erikson: Psychosocial <ul style="list-style-type: none"> • Stage theorist • Social relationships driving <ul style="list-style-type: none"> • Trust v. Mistrust • Autonomy v. Shame & Doubt • Initiative v. Guilt • Industry v. Inferiority • Identity v. Role Confusion • Intimacy v. Isolation • Generativity v. Stagnation • Integrity v. Despair 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 30</p>	<p style="text-align: center;">Implications DP</p> <ul style="list-style-type: none"> • Early deprivation • Off track for further development • SEQUENCE of stages • Optimal time passed, window NOT closed • More difficult to master <ul style="list-style-type: none"> • Therapy 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 31</p>	<p style="text-align: center;">Emotional Development</p> <ul style="list-style-type: none"> • Bowlby, Ainsworth, Main: Attachment • Primary attachments develop early • Basis: self concept, exploration, later relationships • • Strange Situation <ul style="list-style-type: none"> • Securely attached • Insecure/anxious—avoidant • Insecure/anxious—ambivalent • Insecure/anxious—disorganized • Adult Attachment Interview 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p># 32</p>	<p style="text-align: center;">Emotional Development</p> <ul style="list-style-type: none"> • Sequence <ul style="list-style-type: none"> • Primary emotions—e.g., joy, disgust, fear • Secondary emotions—e.g., pride, shame <ul style="list-style-type: none"> • Require self evaluation in relation to set of standards: post 18-24 month shift • Emotion regulation: capacity to shift and moderate in relation to welfare and context <ul style="list-style-type: none"> • Express, recognize, understand, regulate 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Self

- Major developmental shift 18-24 mos.
- Brain changes similar level across regions
- Sense of self
 - Rouge Test
 - Language reflective
- Sense of standards
 - Preoccupied with violations ("Fix it!")
 - Emergence of morals, right v. wrong

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Self: Ego Development

- Freudian conceptualization
- Ego defenses against excessive anxiety
 - Repression
 - Reaction formation
 - Projection
 - Displacement

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Self: Moral Development

- Kohlberg stages increasingly abstract
- Gilligan
 - Males and Females: Separate but equal paths
 - Males: Rules
 - Females: Relationships
- Interaction with other developmental changes
- Empathy emerges
- Conscience develops

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Social: Gender

- Gender identity
- Gender constancy
- Gender roles
- Gender confusion/dysphoria
 - Abuse history
- Sexuality

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FAMILY

Baumrind: Parenting Styles
Steinberg and others: Authoritative x cultures

		Warmth	
		Low	High
Limit Setting	Low	Neglectful	Permissive
	High	Authoritarian	Authoritative

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Family System

- Minuchin
 - Dynamic system—like a team—change one aspect and the whole functioning is affected
 - Strive for homeostasis or balance
- Structure and boundaries
- Problems
 - Emeshment—Inadequate separation
 - Intrusiveness—overly controlling
 - Role Reversal "parentification"
 - Seductiveness "spousification"

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Family change

- Siblings
 - Birth order and spacing; relative order & status
 - Gender composition
 - De-identification
- Divorce
 - Age/gender of child
 - Change in SES
 - Marital conflict
 - Continued relation between parents

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Social Development

- Sociometrics
 - Accepted
 - Rejected
 - Neglected
 - Controversial
- Friendships
 - Convenience→Active selection
 - Mutual Best Friend

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Cultural Context

- Values of place and group
 - eg. Germany—US, Holland—US, Japan—US
 - Differences within/differences between
- In-group v. out-group
 - Access to social capital
 - Expectations
- Socioeconomic Status
 - Status and Resources = Opportunity
