

#### Think. Pair. Share.

 What is one of your favorite books/show/movies?



Developmental Psychopathology

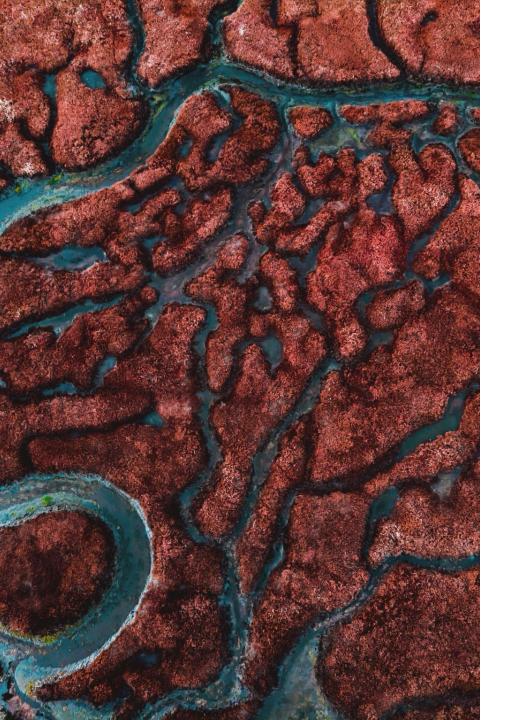
From Cicchetti (citing Sroufe and Rutter, 1984)

"the study of the origins and course of individual patterns of behavioral maladaptation"

• Includes "the emerging behavioral repertoire, cognitive and language functioning, social and emotional processes, and changes occurring in anatomical structures and physiolgical processes of the brain"

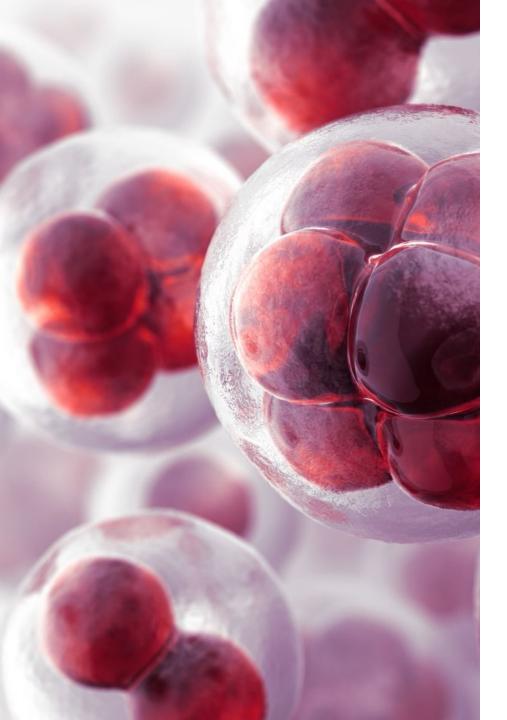
Developmental Psychopathology

- Research in this area seeks to
  - Integrate knowledge from multiple disciplines to examine
    - How multiple levels of a system interact to influence outcomes
    - Reciprocal nature of these interactions
    - The pattern and course of adaptive and maladaptive behaviors, normal and nonnormative behaviors and development
    - The pathways that lead to outcomes
      - Especially the influence of stressors



Everyone carries between five and 50 genetic glitches that might predispose that person to a serious physical or mental illness"

 Craig Venter, president of Celera Genomics, one of the two teams that cracked the human genome Venter has wasted little time in playing down the importance of the genes he has catalogued. He cites the example of colon cancer, which is often associated with a defective "colon cancer" gene. Even though some patients carry this mutated gene in every cell, the cancer only occurs in the colon because it is triggered by toxins secreted by bacteria in the gut. Cancer, argues Venter, is an environmental disease. Strong support for this viewpoint appeared last year in the *New England Journal of Medicine*. Researchers in Scandinavia studying 45,000 pairs of twins concluded that cancer is largely caused by environmental rather than inherited factors, a surprising conclusion after a decade of headlines touting the discovery of the "breast cancer gene," the "colon cancer gene," and many more.



#### **Epigenetics**

DNA blueprints passed down through genes are not set in concrete at birth.

"Environmental influences, including nutrition, stress, and emotions, can modify those genes without changing their basic blueprints and those modifications ...can be passed down to future generations"(p. 36). -Bruce H. Lipton, PhD

What does this mean for us as social workers?

https://www.ted.com/talks/moshe szyf how early life experience is written into dna#t-9777117

#### **TERATOGENS**

Chemical or physical agents that cause fetal malformations
It may have different effects at different points of development based on gender, and different doses.



#### **TERATOGENS**

- Alcohol
- Nicotine
- Cocaine
- Lead
- Marijuana
- Heroin
- Environmental chemicals
- Syphilis
- What else?

May be *physical* (come from environment and physically affect mother or fetus), infectious (*virus*), or chemical (*let into the fetal and maternal environment*)

Santrock, Child Development, 8e. Copyright @ 1998. McGraw-Hill Companies, Inc. All Rights Reserved.				
Table 4.1				
Drug Use During Pregnancy				
Drug	Effects on Fetus and Offspring			
Alcohol	Small amounts increase risk of spontaneous abortion. Moderate amounts (1-2 drinks a day) are associated with poor attention in infancy. Heavy drinking can lead to fetal alcohol syndrome. Some experts believe that even low to moderate amounts, especially in the first 3 months of pregnancy, increase the risk of FAS.			
Nicotine	Heavy smoking is associated with low-birthweight babies, which means the babies may have more health problems than other infants do. Smoking may be especially harmful in the second half of pregnancy.			
Tranquilizers	Taken during the first 3 months of pregnancy, they may cause cleft palate or other congenital malformations.			
Barbiturates	Mothers who take large doses may have babies who are addicted. Babies may have tremors, restlessness, and irritability.			
Amphetamines	They may cause birth defects.			
Cocaine	Cocaine may cause drug dependency and withdrawal symptoms at birth, as well as physical and mental problems, especially if the mother uses cocaine in the first three months of pregnancy.			

There is a higher risk of hypertension, heart problems, developmental retardation, and learning difficulties.

Marijuana It may cause a variety of birth defects and is associated with low birthweight and height.

Source: Modified from the National Institute on Drug Abuse.

#### **Prenatal Care**

Getting early and regular prenatal care can enhance the chances of a healthy pregnancy and has been correlated with positive outcomes.

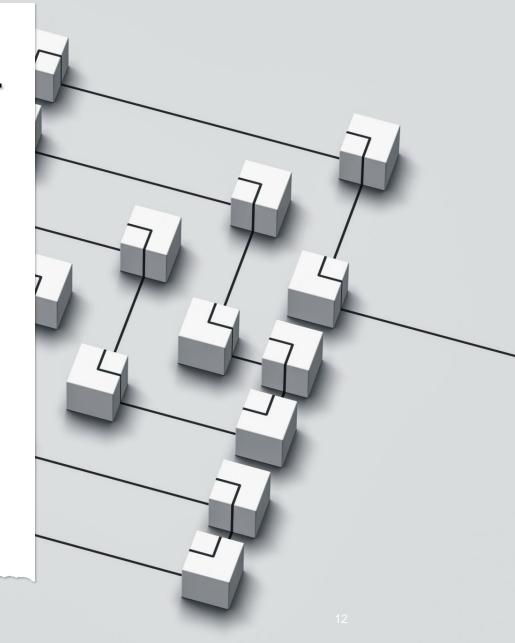
It can help to reduce the risk of pregnancy complications and the infant's risk for complications.

Mothers who do not receive prenatal care are three times more likely to have a low birth weight baby and their baby is five times more likely to die.

#### Systems Theories - Overview

Focuses on the *interrelatedness* of *people* and environments and how people and environments approach adaptation

- 1.Person in Environment: Often used to refer to how we define a client (i.e., the unit of analysis).
- 2. Systems Theory: Offers framework for understanding how systems are formed/organized and function.
- 3. Ecological Perspective: Emphasizes "goodness of fit" between different system levels (i.e., micro, mezzo, macro).



# Contextual Influences: The Ecological Model

#### **Ecological Theory:**

- Development is a process of progressive mutual accommodation between a person and the environment
- Interaction is dynamic and bidirectional among components of the system

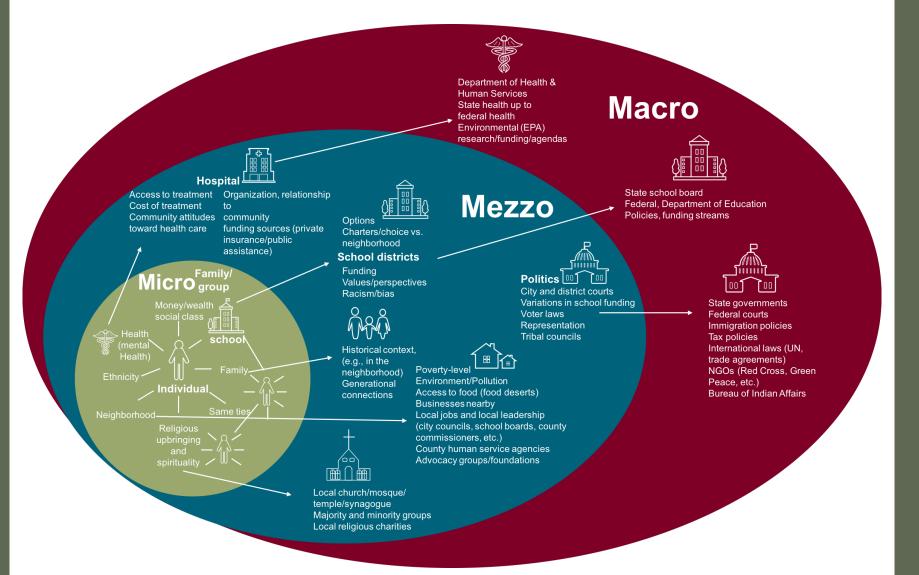
#### Review of Systems of Interactions

Microsystem: patterns of activities, roles, interpersonal relations in a particular setting, e.g. home, school, extended family, parents

Mesosystem: patterns of interactions between two or more microsystems

Exosystem: interactions that don't directly involve the individual, e.g. parental employer

Macrosystem: Cultural dynamics (sense of self in relation to other, explanations for behaviors, patterns of help-seeking, symptom expression)



## Psychosocial Development Theories

Social workers frame these theories in terms of systems, strengths, and multiculturalism

#### Common theories:

Freud's psychoanalytic theory

Piaget's cognitive theory

Erikson's ego psychology theory (life span development)

Kohlberg's and Gilligan's moral development theory

Fowler's faith development theory

Pavlov's and Skinner's behavioral theories

Bandura's social learning theory

Bowlby's and Ainsworth's attachment theory



## Developmental Theory Review

In small groups, please review the assigned age group and prepare to share it with the class

- Cognitive Development (Piaget)
- Psychosocial Development (Erickson)
- Moral Development (Kohlberg)



#### Cognitive Development (Piaget)

Piaget stages of conscious thought processing & reasoning.

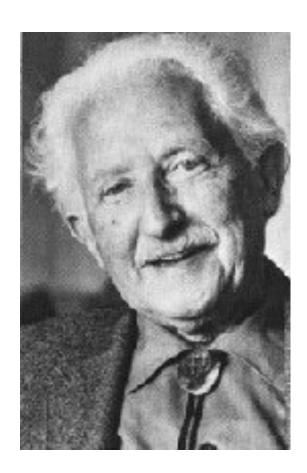
- 1. Sensorimotor (birth to about 2 years): reflex activity, circular reactions, coordination of secondary schemes, invention through mental combination, object permanence
- 2. **Preoperational** (age 2 –7 years): language, symbolic thought, pretend play, conscious of self, focus on the moment, mentally visualize things not present
- Concrete operations (age 7-11 years): reasoning, logic, reverse operations, conversations, seriation, classification, transitivity, multi-tasking, remembers changes
- 4. Formal operations (age 11-15 years): hypothetical deductive reasoning and combination of thought

## Assessment and Points to Remember for cognitive development

Sequence generally verified Not just maturation Cultural variations always present Interaction with environments Role of natural experience Role of social experience

### Erikson's Ego Psychology / Psychosocial Development

- 1. Trust vs mistrust
- 2. Autonomy vs shame/doubt
- 3. Initiative vs guilt
- 4. Industry vs inferiority
- 5. Identity vs role confusion
- 6. Intimacy vs isolation
- 7. Generativity vs stagnation
- 8. Integrity vs despair



#### Erikson's Psychosocial Development

Stage	Basic Conflict	Important Events	Key Questions to be answered	Outcome
Infancy (0 to 18 months)	Trust vs. Mistrust	Feeding/ Comfort	Is my world safe?	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3)	Autonomy vs. Shame and Doubt	Toilet Training/ Dressing	Can I do things by myself or need I always rely on others?	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5)	Initiative vs. Guilt	Exploration/ Play	Am I good or bad?	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11)	Industry vs. Inferiority	School/ Activities	How can I be good?	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority.
Adolescence (12 to 18)	Identity vs. Role Confusion	Social Relationships/ Identity	Who am I and where am I going?	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adult (19 to 40)	Intimacy vs. Isolation	Intimate Relationships	Am I loved and wanted?	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood ( 40 to 65)	Generativity vs. Stagnation	Work and Parenthood	Will I provide something of real value?	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Identity vs. Despair	Reflection on life	Have I lived a full life?	Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness, and despair.

## Moral Development

- Focuses on how reasons regarding "should's" and "should not's" of individual conduct
  - Often dictated by societal norms
  - An aspect of socialization where these rules are internalized as values
  - Often seen as dependent on cognitive development

#### Kohlberg's Moral Stages

Level and Age	Stage	What determines right and wrong?
Preconventional: Up to the Age of 9	Punishment & Obedience	Right and wrong defined by what they get punished for. If you get told off for stealing then obviously stealing is wrong.
	Instrumental - Relativist	Similar, but right and wrong is now determined by what we are rewarded for, and by doing what others want. Any concern for others is motivated by selfishness.
Conventional: Most adolescents and adults	Interpersonal concordance	Being good is whatever pleases others. The child adopts a conformist attitude to morality. Right and wrong are determined by the majority
	Law and order	Being good now means doing your duty to society. To this end we obey laws without question and show a respect for authority. Most adults do not progress past this stage.
Postconventional:1 0 to 15% of the over 20s.	Social contract	Right and wrong now determined by personal values, although these can be over-ridden by democratically agreed laws. When laws infringe our own sense of justice we can choose to ignore them.
	Universal ethical principle	We now live in accordance with deeply held moral principles which are seen as more important than the laws of the land.

#### Small Group Reflection

- What are the key distinctions across theories?
- What critiques do you have of these theories?
- Any concerns for applying theory to diverse populations?
- How will you use these theories to understand and assess your client's behaviors?

### Growth Curve

#### Expected Healthy Growth Curves for Boys and Girls Global growth reference standards for infants, children, and adolescents, as defined by the World Health

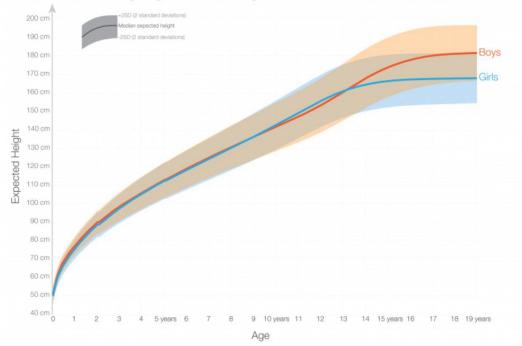


Organization (WHO). These reference standards for height are given as:

- the median expected height by age (shown as the thick line);

- 2 standard deviations (SD) above and below the median (shown as the shaded ribbons).

The shaded ribbons indicate heights in the range defined as 'healthy' growth. Children with heights which fall below 2SD are defined as 'stunted': having a height too short for their age.



This is a visualization from Our Worldin Data.org, where you find data and research on how the world is changing.

Licensed under CC-BY by the author Cameron Appel.

### How Early Do Infants Possess Emotions?

https://www.youtube.com/watch?v=WJNYSga0Czk

One View: Learned Gradually limited repertoire - over time shown by facial expressions

Other View: All present right away maybe not obvious or consistent

### Parents and Caretakers need to provide:

Physical safety
Emotional security
Trust
Create a home base
Continually strengthening
attachment relationship

#### Sources of Anxiety in Early Childhood

- Lack of ability to communicate needs
- Frustration over limitations
- Separation from parents
- Anxiety over being bad
- Losing self-control
- Body anxiety-esp. around toilet training

Environmental Impacts:
 Toxic Stress Example

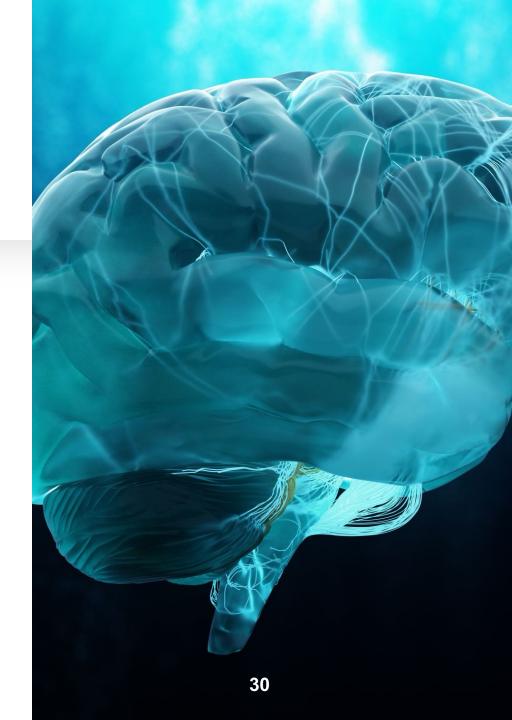
Listen earnestly to anything your children want to tell you, no matter what.

If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them all of it has always been big stuff.

- Catherine Wallace

## How does TV affect the developing brain?

https://www.youtube.com/watch?v= BoT7qH\_uVNo



#### School Adjustment Problems

- Anxiety created by demands for performance
  - Emotional volatility common in children of this of age
- Individual cognitive/emotional development may not match demands of the environment (PIE)
- Superego development of right and wrong, discipline frequently requires shame or punishment



## Reflection Questions: Application to your Practice

Considering developmental psychopathology and developmental theories, how do you prioritize emphasis on emotions, cognitions, behaviors, and/or relationships in your clinical assessment?

How might this impact diagnostic assessment?



#### Summary: Context & Developmental Pathways

Social workers need to appreciate that thoughts and behaviors are influenced by neurobiology AND that neurobiology is influenced by context/experience.

The earlier changes occur in environmental circumstances, the shorter the time a particular pathway remains as is.

The more sustained changes are, the more permanent the changes will be.

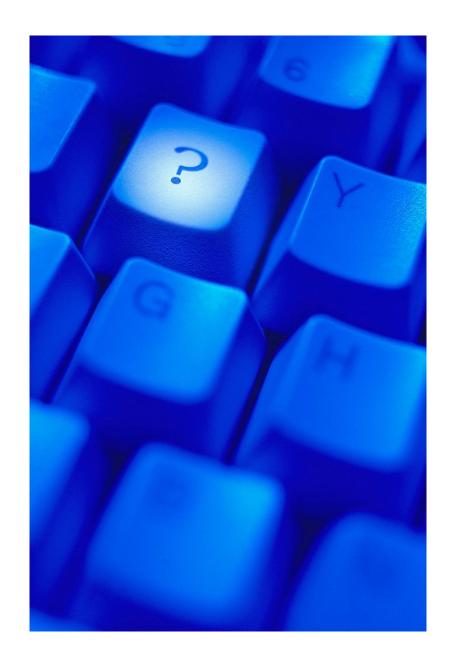
Similar developmental outcomes can result from many different developmental pathways.



https://www.youtube.com/watch?v=vCKgj6ytsuU

Questions?

Comments?



• <a href="http://abcnews.go.com/US/study-shows-foster-children-high-rates-prescription-psychiatric/story?id=15058380">http://abcnews.go.com/US/study-shows-foster-children-high-rates-prescription-psychiatric/story?id=15058380</a>

#### Theory of Mind in Child Development

- http://www.youtube.com/watch?v=cTP01Wbsh0E&feature=related
- https://www.youtube.com/watch?x-yt cl=85114404&v=8hLubgpY2 w&x-yt-ts=1422579428
- https://www.youtube.com/watch?v=10kQYsiaYL8
- https://www.youtube.com/watch?v=GOCUH7TxHRI