

Week 1

Classical developmental theories:

Piaget: cognitive develop

Kohlberg: moral development

Erikson: psychosocial development

Piaget:

Swiss born psychologist, introduced theory of **cognitive development**, described the development of children's thinking as occurring through 4 stages.

Each stage builds on the one before it to enable increasingly complex forms of learning & reasoning.

Criticisms: he used his own children as his focus for his study (not a large sample size)

Underestimated children's abilities, so now we believe that children may develop some of the cognitive skills he described EARLIER than he proposed

Sensorimotor stage: birth to 2 years

Understanding based on sensory feedback & physical actions.

Infant moves from reflexive to purposeful behaviour

OBJECT PERMANENCE - understanding that objects don't cease to exist just because we can't see them.

Infants are a big bundle of reflexes (very limited control over their motor fn) but within a couple months of birth they are able to manipulate movement to investigate their environment

"mad scientist" constantly running experiments to see how the world works.

Pre-operational stage: 2-7 years

Begins to use symbolic thought (able to represent one thing in their head using another as a symbol)

They can also use language to describe internal states such as thoughts and feelings

Reasoning is intuitive rather than logical

Initially egocentric (they are the centre of their universe)

Egocentric isn't able to see your point of view (selfish understands your point of view but doesn't care)

MAGICAL THINKING - closely tied with being egocentric, they believe they can influence events through wishing and hoping for something to happen, or form associations between unconnected events simply because they occurred around the same time

Also believe animals/inanimate objects have human characteristics

Concrete operations: 7-12 years

Able to use logic to reason through concrete (things they can see, feel, touch, taste) problems

Still have trouble with abstract concepts, but able to reason with things they can tangibly appreciate

Able to classify objects (they can put things in order: length, height, size) and group things into logical groups

CONSERVATION - the principle by which the total value of a physical quantity or parameter

The little boy video who thought there were more coins in the second row because it was more spaced out but it actually had the same number of coins, and grasp the concept of conservation had to physically count the coins to understand it was the same

Formal operations: 12 years +

Able to use logic to reason through abstract problems (can think about things that haven't happened and reflect on the past)

Able to understand hypothetical situations (can ask what if?)

FLEXIBLE THOUGHT - ability to make decisions/reason with influence by thoughts, social interactions, feelings

Kohlberg:

American psychologist who developed theory of **moral reasoning**

Proposed over time & through experience we become more competent at solving moral dilemmas, moral reasoning starts in our immediate circle, then within our community & then with society more broadly.

Level 1: Pre-conventional morality

Right and wrong determined by rewards/punishment

Stage 1: punishment/obedience. Whatever leads to punishment is wrong

Stage 2: rewards. The right way to behave is the way that is rewarded (need to catch children doing the right thing and provide praise and reward appropriately or they don't learn the right way to behave)

Level 2: Conventional morality

Views of others matter. Avoidance of blame; seeking approval.

Stage 3: good intentions. Behaving in ways that conform to "good behaviour"

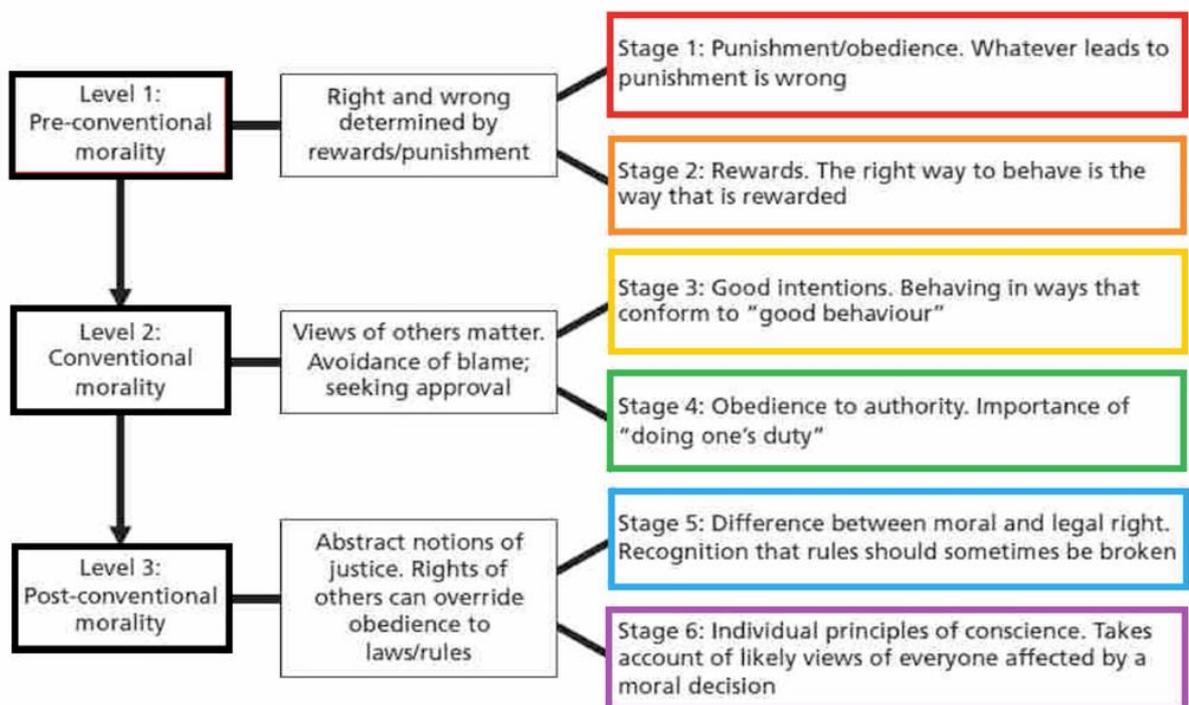
Stage 4: obedience to authority. Importance of "doing one's duty" (when a child spots another child or someone else doing something wrong and gets upset because they're breaking rules, don't have the thought flexibility to wonder if those rules are good/bad, its just that that's the rule)

Level 3: Post-conventional morality

Abstract notions of justice. Rights of others can override obedience to laws/rules

Stage 5: difference between moral & legal right. Recognition that rules should sometimes be broken

Stage 6: individual principles of conscience. Takes account of likely views of everyone affected by a moral decision



Erikson:

German-born, American psychologist who proposed a theory of **psychosocial development**

Argued that across the lifespan individuals encounter a series of psychosocial & social challenges or crises. The aim is to resolve each crisis in a positive way, in order to develop psychological & social virtues.

Stage 1: 1st year of life

Trust versus mistrust

"Is my world predictable and supportive?"

Distant or unresponsive caregiving - world isn't a great place & people can't be trusted to meet their needs on an ongoing basis.

But if caregiving is consistent and responsive the baby learns that they can trust the world around them and the people in their lives are dependable and reliable.

Stage 2: 2nd & 3rd years

Autonomy versus shame & doubt

"Can I do things myself or must I always rely on others?"

Argued that children who were overprotected/overly restrictive parenting - developed a sense of doubt in their own abilities

Children who had high expectations or over challenged - have feelings of shame and inadequacy

Ideal is to allow children try things for themselves while keeping them safe and not allowing them to get too overwhelmed

Positive outcome is: child who develops a sense that they're capable but who can cope with challenges and has a realistic sense of their limitations

Stage 3: 4th to 6th years

Initiative versus guilt

"Am I good or am I bad?"

Closely connected to stage 2

Excessively criticised/controlled learn that their impulses are bad so develop a sense of guilt (feel they're not good enough)

Children who are given opportunities to plan activities, make up games and initiate games with others develop a sense of security in their ability to make decision and to lead which is a sense of initiative.

Stage 4: Age 6 through puberty

Industry versus inferiority

"Am I competent or am I worthless?"

Industry: feeling that they're competent and capable of achievement

Children who consistently belittled or punished develop a sense of inferiority, sense of not being good enough
If encouraged to discover and work on their talents develop of sense of industry and start to feel capability of achievement

Need to balance this - not possible to be good at everything (need to help them recognise and celebrate their achievement while helping them cope with disappointments in a productive way

Stage 5: adolescence

Identity versus confusion

"Who am I and where am I going?"

Developing a stable sense of identity/self to carry into adulthood

Stage 6: early adulthood

Intimacy versus isolation

"Shall I share my life with another or live alone?"

Developing a sense of intimacy (personal relationships, friendships, social inclusion, work relationships)

Stage 7: middle adulthood

Generativity versus self-absorption

"Will I produce something of real value?"

The need to move from one self to contribution to wider society (building a business, sharing skills with other people)

Stage 8: late adulthood

Integrity versus despair

"Have I lived a full life?"

Look back on their life and evaluate their achievements and life goals, ideally they should be satisfied with the life they've led and overall well integrated being happy and productive

Key concepts in growth and development

What is growth: increase in size (height or length, weight, head circumference)

With children under the age of 2 they are measured lying down (so measuring length), whereas children over 2 are measured standing up therefore measuring height. Growth is a quantitative change