

- Theory and Research
 - How do we know about Development?
 - Theory
 - Research
- Scientific Theory
 - a set of ideas and principles based on empirical findings (research or structured observations) that explain related natural phenomena
- Theory:
 - An orderly, integrated set of statements that describe, explain, and predict development (growth and behavior) of the child
- Classic Stage Theories:
 - Stage theories share some common features
 - Stages are sequential → the child proceeds from stage 1 to stage 2, stage 3...
 - No stages are skipped → to stage 3 must go through Stage 2
 - No regression can occur → Development occurs in forward direction. No going back to previous
 - Each stage shows a qualitative change in abilities → The defining aspect of each stage is a particular behavioral pattern; different perspective
 - There are individual differences in the age when children enter and leave any particular stage → Age and stage are not synonymous. Some kids spend more time in a particular stage than other children

Classical Theories:

Psychoanalytic Perspective

Freud's Psychosexual Theory

Erikson Psychosocial Theory

Behavioral Theories

Classical Conditioning

Operant/Instrumental Conditioning

Social Learning (social cognitive approach)

Cognitive Theories

Piaget

Vygotsky

Information Processing

Contemporary Theories:

Ecological

Sociocultural Perspectives

Behavioral Genetics

Evolutionary

Dynamic Systems Perspective

- **Classical Theories:**
- **The Psychoanalytic Perspective**
 - Assumes that children move through a series of stages where they confront conflicts between biological drives and social expectations
 - How they resolve these conflicts determines their psychological adjustment.
- **Freud's Psychosexual Theory**
 - Developed his ideas while working with mental patients
 - Believed that personality has 3 structures: id, ego, superego
 - Proposed that we go through 5 stages of development
 - Emphasized that basic personality is shaped in the first 5 years of life
 - Describes development as primarily unconscious
 - Stresses the early experiences with parents extensively shape development
 - Believe humans are born with strong sexual and aggressive urges
 - Child's emotional development is set by age 5

- 0 Four psychosexual stages based on the “zone” of the body most sensitive at that age: Oral, anal, phallic, (latency), genital
- 0 Struggle in each stage: Satisfy desires in a socially approved way
- 0 ID, EGO, SUPEREGO
 - Id: consists of instincts
 - Unconscious, present at birth
 - Source of biological needs and desires
 - Totally unconscious, has no contact with reality
 - Ego: structure that deals with demands of reality
 - Conscious, rational part of mind—uses reasoning to make decisions
 - Emerges in early infancy
 - Redirects id impulses acceptably
 - Superego: the conscience
 - Moral branch decides what’s right or wrong
 - Develops from ages 3-6, from interactions with caregivers
- **Erikson Psychosocial Theory**
 - 0 Theorized that we go through 8 stages of psychosocial development.
 - 0 Each stage consists of a unique developmental task that confronts individuals with a crisis that must be resolved
 - 0 Crisis (not catastrophe) but a turning point
 - 0 The more successfully an individual resolves the crises, the healthier their development will be
 - 0 Genes govern physical development (little environ influence)
 - 0 Erikson noted human desire to interact with environment
 - 0 Child's personality is formed through interactions with people, social institutions, and culture
 - 0 Certain concerns of height of importance at different points of humans life/ stages (genetically determined)
 - 0 Different psychosocial needs at different stages
 - 0 Conflict to be resolved
 - 0 Two influences on how people pass through stages
 - Genetic influence (predetermined steps-inner laws)
 - Social environment (nature of crisis arising in each stage & success navigating crisis)
 - 0 Erikson’s Psychosocial Stages:
 - Trust vs. Mistrust: Infancy (birth -1year)
 - Child's attitude about the dependability of the world is built chiefly on relationships established as an infant
 - Quality of the relationship important
 - If needs are met → trust is built
 - If needs are frustrated → mistrust
 - Autonomy vs. Shame & Doubt: 1-3 Years
 - During the second year of life, kids are no longer *completely* dependent on adults
 - Learn they are someone on their own & start to discover behavior is their own
 - Begin assertion of independence and autonomy (ex- 2 year old saying “no” to everything)
 - They practice their new physical skills and develop a positive sense of autonomy

- If they are not allowed to do the things they can do (ex- dress themselves) OR they are pushed into doing something they're not ready for (ex- potty training)
 - may develop a sense of shame or doubt about their own abilities and fail to develop self confidence and feelings of competency in their abilities
- If Restrained too much or punished too harshly
 - May develop shame and doubt in their abilities
- Initiative vs. Guilt: 3-5 years
 - Gain more skill in using language, moving about, handling things
 - Can formulate a plan of action and carry it through (ex- making friends)
 - Challenged more as they enter preschool years
 - Children are asked to assume responsibility for their bodies, behavior, toys and pets
 - Developing a sense of responsibility increases initiative (introductory act or step; leading action)
 - Conscience develops
 - Uncomfortable guilt feelings may arise if child is irresponsible/made to feel anxious
 - If child is punished for expressing their own desires and plans
 - feelings of guilt
 - Fear and lack of assertiveness (and lack of taking initiative)
- Industry vs. Inferiority: Elementary school years
 - During school years, kids must learn the academic skills (e.g., reading, writing, math)
 - Learn a variety of social skills
 - If child succeeds in acquiring skills and accomplishments are valued by others
 - develop a sense of industry and a positive view of achievements
 - If not (e.g., does not succeeds in acquiring skills & accomplishments are not valued by others) OR if constantly compared to others and come up short (even second)
 - may lead to feelings of inferiority
- Identity vs. Role Confusion (adolescence)
- Intimacy vs. Isolation (emerging adulthood)
- Generativity vs. Stagnation (adulthood)
- Integrity vs. Despair (old age)