

HUMAN DEVELOPMENT 2

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#### **HUMAN DEVELOPMENT:**

- Reflexive behavior
- 2. Motor, social, verbal, and cognitive development
- 3. Theories of development:
- a. Attachment theory
- b. Cognitive Development theory
- c. Psychosocial theory
- d. Moral theory
- e. Psychosexual theory

### COGNITIVE DEVELOPMENT THEORY(JEAN PIAGET)

Jean Piaget: one of the greatest thinkers of the 20th century. His contributions to the understanding of cognitive development, had major implications for interventions with children, both educational and clinical.

Piaget created a broad theoretical system for the development of cognitive abilities; and he emphasized the ways that children think and acquire knowledge.

### COGNITIVE DEVELOPMENT STAGES

According to Piaget, the following four major stages lead to the capacity for adult thought:

- (1) Sensorimotor (Birth to 2 Years)
- (2) Preoperational thought (2 to 7 Years)
- (3) Concrete operations (7 to 11 Years)
- (4) Formal operations(11 through the End of Adolescence)

Each stage is a *prerequisite* for the following one, but the rate at which different children move through different stages varies with their native endowment and environmental circumstances.

### (1) SENSORIMOTOR (BIRTH TO 2 YEARS)

Infants begin to learn through sensory observation, and they gain control of their motor functions through activity, exploration, and manipulation of the environment.

- 1. Circular reactions are repeated voluntary motor activities, for example, shaking a toy, occurring from around 2 months. They are classified as follows:
- l. Primary circular reactions—from 2 to 5 months (approximately), when they have no apparent purpose.
- II. Secondary circular reactions—from 5 to 9 months (approximately), experimentation and purposeful behavior are gradually manifested.
- III. Tertiary circular reactions—from 1 year to 18 months (approximately), include the creation of original behavior patterns and the purposeful quest for novel experiences.

#### **Sensorimotor Stage of Cognitive Development**

Children gain knowledge through their senses and motor movements

#### Primary Circular Reactions (1-4 months)



#### Secondary Circular Reactions (4-8 months)



#### Tertiary Circular Reactions (12-18 months)



### (1) SENSORIMOTOR (BIRTH TO 2 YEARS)

- 2. Object permanence (starts at 6 months fully developed by 18 months) The child's ability to understand that objects have an existence independent of the child's involvement with them. Infants learn to differentiate themselves from the world and are able to maintain a mental image of an object, even when it is not present and visible.
- **3. Symbolization** (8 months) infants begin to develop mental symbols and to use words.

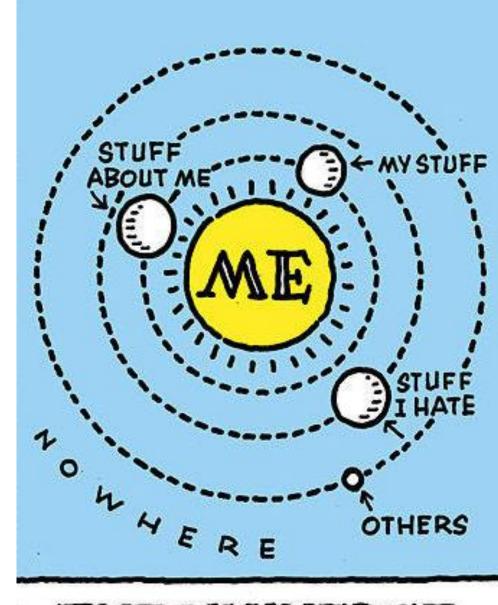


## (2) PREOPERATIONAL THOUGHT (2 TO 7 YEARS)

The child uses symbols and language more extensively than in the sensorimotor stage.

Thinking and reasoning are intuitive; children learn without the use of reasoning.

- 1. **Egocentrism:** They see themselves as the center of the universe; they have a limited point of view; and they are unable to take the role of another person.
- 2. Phenomenalistic causality: is a type of magical thinking ,in which events that occur together are thought to cause one another (e.g., thunder causes lightning, and bad thoughts cause accidents).
- 3. Animistic thinking: life, thoughts, and feelings are attributed to all objects, including inanimate ones.



### THE UNIVERSE

### (3) CONCRETE OPERATIONS (7 TO 11 YEARS)

Children operate and act on the concrete, real, and perceivable world of objects and events.

Egocentric thought is replaced by operational thought, which involves dealing with a wide array of information outside the child. Therefore, children can now see things from someone else's perspective.

1. Syllogistic reasoning, in which a logical conclusion is formed from two premises, appears during this stage; for example, all horses are mammals (premise); all mammals are warm blooded (premise); therefore, all horses are warm blooded (conclusion).

- 2. Classification: Children in this stage begin to use limited logical thought processes and can serialize, order, and group things into classes on the basis of common characteristics.
- 3. Conservation: is the ability to recognize that, although the shape of objects may change, the objects still maintain or conserve other characteristics that enable them to be recognized as the same(substance, length, number, liquids, and area).
- 4. Reversibility: is the capacity to understand the relation between things, to realize that one thing can turn into another and back again-for example, ice and water.

Conservation of substance (6–7 years)  A	В ——
Conservation of length (6–7 years)  A	В
Conservation of area (9-10 years)  A	B

# (4) FORMAL OPERATIONS(11 THROUGH THE END OF ADOLESCENCE)

This stage is characterized by the ability to think abstractly, to reason deductively, and to define concepts, and also by the emergence of skills for dealing with permutations and combinations; young persons can grasp the concept of probabilities.

Abstract thinking is shown by adolescents' interest in a variety of issues-philosophy, religion, ethics, and politics.

Not all adolescents enter the stage of formal operations at the same time or to the same degree. Depending on individual capacity and intervening experience, some may not reach the stage of formal operational thought at all and may remain in the concrete operational mode throughout life.

# (4) FORMAL OPERATIONS(11 THROUGH THE END OF ADOLESCENCE)

**Hypotheticodeductive Thinking:** Hypotheticodeductive thinking, the highest organization of cognition, enables persons to make a hypothesis or proposition and to test it against reality.

**Deductive reasoning** moves from the general to the particular and is a more complicated process than *inductive reasoning*, which moves from the particular to the general.

### PSYCHOSOCIAL DEVELOPMENT THEORY (ERIK ERIKSON)

Erikson's (1959) theory of psychosocial development has eight distinct stages, taking in five stages up to the age of 18 years and three further stages beyond, well into adulthood.

Like Freud and many others, Erik Erikson maintained that personality develops in a predetermined order, and builds upon each previous stage. This is called the **epigenetic principle.** 

During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. For Erikson (1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social).

## PSYCHOSOCIAL DEVELOPMENT THEORY (ERIK ERIKSON)

According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues.

Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises.

Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

Stage	Psychosocial Crisis	Basic Virtue	Age
1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

# STAGE 1: TRUST VERSUS MISTRUST (BIRTH TO ABOUT 18 MONTHS)

During this stage, the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty, the infant looks towards their primary caregiver for stability and consistency of care.

- 1. Trust: If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened.
- 2. Associated Virtue: Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support.
- **3. Mistrust:** Failing to acquire the virtue of hope will lead to the development of fear. For example, if the care has been harsh or inconsistent, unpredictable and unreliable, then the infant will develop a sense of mistrust and will not have confidence in the world around them or in their abilities to influence events.
- 4. Related Forms of Psychopathology mistrust in other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

### ANACLITIC DEPRESSION

# STAGE 2: AUTONOMY VERSUS SHAME AND DOUBT (ABOUT 18 MONTHS TO ABOUT 3 YEARS).

The child is developing physically and becoming more mobile, and discovering that he or she has many skills and abilities, such as putting on clothes and shoes, playing with toys, etc. Such skills illustrate the child's growing sense of independence and autonomy.

- 1. Autonomy: the parents need to encourage the child to become more independent while at the same time protecting the child so that constant failure is avoided.
- 2. Associated Virtue: A delicate balance is required from the parent. They must try not to do everything for the child, but if the child fails at a particular task they must not criticize the child for failures and accidents (particularly when toilet training). The aim has to be "self control without a loss of self-esteem". Success in this stage will lead to the virtue of will.
- 3. shame and doubt: If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their abilities.
- 4. Related Forms of Psychopathology: Paranoia, Obsessions, Compulsions, OCPD.

# STAGE 3: INITIATIVE VERSUS GUILT (ABOUT 3 YEARS TO ABOUT 5 YEARS).

During this period the primary feature involves the child regularly interacting with other children at school. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities.

- 1. Initiative: Children begin to plan activities, make up games, and initiate activities with others. also the child will begin to ask many questions as his thirst for knowledge grows. If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions.
- **2. Associated Virtue:** A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of **purpose**.
- **3. Guilt:** if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will, therefore, remain followers, lacking in self-initiative.
- 4. Related Forms of Psychopathology: conversion disorder, Psychosomatic disorder, or phobia.

# STAGE 4: INDUSTRY VERSUS INFERIORITY (ABOUT 5 YEARS TO ABOUT 13 YEARS).

Children are at the stage where they will be learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's selfesteem.

- 1. Industry: The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious (competent) and feel confident in their ability to achieve goals.
- 2. Associated Virtue: Some failure may be necessary so that the child can develop some modesty. Again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.
- 3. Inferiority: If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. If the child cannot develop the specific skill they feel society is demanding (e.g., being athletic) then they may develop a sense of inferiority.
- 4. Related Forms of Psychopathology: Creative inhibition

# STAGE 5: IDENTITY VERSUS ROLE CONFUSION (ABOUT 13 YEARS TO ABOUT 21 YEARS).

adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. The adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult.

- 1. Identity: This is a major stage of development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: the sexual and the occupational.
- 2. Associated Virtue: Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and "grow into" the changes. Success in this stage will lead to the virtue of **fidelity**. Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences.
- 3. Role Confusion: During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society.
- 4. Related Forms of Psychopathology: Delinquent behavior, Gender-related identity disorders.

## STAGE 6: INTIMACY VERSUS ISOLATION (ABOUT 21 YEARS TO ABOUT 40 YEARS).

During this period, we begin to share ourselves more intimately with others. We explore relationships leading toward longer-term commitments with someone other than a family member. During this period, the major conflict centers on forming intimate, loving relationships with other people.

- 1. Intimacy: Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship.
- 2. Associated Virtue: Success in this stage will lead to the virtue of love.
- **3. Isolation:** Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.
- 4. Related Forms of Psychopathology: Schizoid personality disorder

## STAGE 7: GENERATIVITY VERSUS STAGNATION (ABOUT 40 YEARS TO ABOUT 60 YEARS).

People experience a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people.

- 1. Generativity: We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. Through generativity we develop a sense of being a part of the bigger picture.
- 2. Associated Virtue: Success in this stage will lead to the virtue of care.
- **3. Stagnation:** By failing to find a way to contribute, we become stagnant and feel unproductive. These individuals may feel disconnected or uninvolved with their community and with society as a whole.
- 4. Related Forms of Psychopathology: Mid-life crisis

## STAGE 8: INTEGRITY VERSUS DESPAIR (ABOUT 60 YEARS TO DEATH).

As we grow older (65+yrs) and become senior citizens, we tend to slow down our productivity and explore life as a retired person.

- 1. Integrity: It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life. Integrity "the acceptance of one's one and only life cycle as something that had to be" or "a sense of coherence and wholeness"
- **2. Associated Virtue:** Success in this stage will lead to the virtue of **wisdom**. Wisdom enables a person to look back on their life with a sense of closure and completeness, and also accept death without fear.
- **3. Despair:** if we see our lives as unproductive, feel guilt about our past, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.
- 4. Related Forms of Psychopathology: Extreme alienation, Despair

### MORAL DEVELOPMENT THEORY (KOHLBERG)

#### Kohlberg's Stage Theory

Kohlberg presented a set of stories, each containing a moral dilemma, to various individuals of various ages and backgrounds. Questions were posed concerning the moral dilemmas. On the basis of the reasons given for the answers, Kohlberg formulated a theory of moral development consisting of six developmental stages of moral judgement categorized into three levels (I–III).

LEVEL 1 (Pre-Conventional) – FOCUS ON THE SELF

Stage 1: Punishment orientation

Stage 2: Reward orientation

LEVEL 2 (Conventional) – FOCUS ON OTHERS

Stage 3: Good-boy/good-girl orientation

Stage 4: Authority orientation

LEVEL 3 (Post-Conventional) – FOCUS ON PRINCIPLES

Stage 5: Social contract orientation

Stage 6: Ethical principle orientation

#### KOHLBERG'S MORAL DILEMMA

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$400 for the radium and charged \$4,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only get together about \$2,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So, having tried every legal means, Heinz gets desperate and considers breaking into the man's store to steal the drug for his wife. Should Heinz steal the drug? Why or why not?

#### 1. PRECONVENTIONAL MORALITY (LEVEL I)

This is the level at which the moral judgements of children up to the age of 7 years mainly lie:

Stage 1: Punishment orientation: rules are obeyed in order to avoid punishment

"Heinz was wrong to steal the drug because it is bad to steal; it is against the law. "Why is it bad? Because you will be punished.

Stage 2: Reward orientation: rules are conformed to in order to be rewarded.

"Heinz might steal the drug if he had children and needed someone at home to look after them. But maybe he shouldn't steal it because they might put him in prison for more years than he can stand"

### 2. CONVENTIONAL MORALITY (LEVEL II)

This is the level at which most moral judgements of children lie by the age of 13 years:

Stage 3: Good-boy/good-girl orientation—rules are conformed to in order to avoid the disapproval of others.

"Heinz was right to steal the drug because he was a good man for wanting to save her."

Stage 4: Authority orientation—laws and social rules are upheld in order to avoid the censure of authorities and because of guilt about not doing one's duty.

"Heinz should not steal the drug because that would be against the law and he has duty to uphold the law."

### 3. POSTCONVENTIONAL MORALITY (LEVEL III)

This level, which may never be reached even in adulthood, requires individuals to have achieved the later stages of Piaget's formal operational stage:

Stage 5: Social contract orientation—actions are guided by principles generally agreed to be essential for public welfare. These principles are upheld in order to maintain the respect of peers and self-respect.

"It is the husband's duty to save his wife. The fact that her life is in danger transcends every other standard you might use to judge his action. Life is more important... Usually the moral and legal standpoints coincide. Here they conflict. The judge should weight the moral standpoint more heavily but preserve the legal law in punishing Heinz lightly."

Stage 6: Ethical principle orientation—actions are guided by principles chosen by oneself, usually emphasizing dignity, equality, and justice. These principles are upheld in order to avoid self-condemnation.

"Heinz should steal the drug even if the person was a stranger and not his wife. He must follow his conscience and not let the druggist's desire for money outweigh the value of a human life."

### KOHLBERG IN CONGRESS AGAINST THE GULF WAR

Level and Stage		Against " We shouldn't consider war"	For the Gulf War "We should consider war"
Level 1: (Ages 0-7) Preconventional Morality	Stage 1	"because it would hurt our economy"	"because our oil is threatened"
	Stage 2	"because we'll have more money for domestic issues"	"because we can gain security of the oil supply"
Level 2: (Ages 7- adolescence) Conventional Morality	Stage 3	"because we don't want to appear too militaristic"	"because we don't want the world to see us as weak"
	Stage 4	"because war is killing and killing is against the law"	"because the U.N. has laid down written resolutions which should be upheld"
Level 3: (Adulthood) Postconventional Morality	Stage 5	"even though the situation is bad, war is damaging to people and property and society agrees that is bad"	"the situation is extreme enough that society's rights are threatened and need to be defended"
	Stage 6	"although atrocities have been committed, it would be an even greater atrocity to wage war"	"evil is on the march, and it would be morally wrong to allow it to continue