

Theories of Development



Adapted by Dr Joanne Chan
2018

Theories of Development

Psychoanalytic theories

- Freud's Stage of Psychosexual Development

- Erikson's Stage of Psychosocial Theory

Cognitive theories

- Piaget's Four Stages of Cognitive Development

- Vygotsky's Socio-cognitive Approach

- Information-Processing Model

Behavioral and social cognitive theories

- Pavlov's Classical Conditioning

- Skinner's Operant Conditioning

- Bandura's Social Cognitive Theory

Ethological theory

- Bowlby's Attachment Theory

Ecological theory

- Bronfenbrenner's Ecological Theory of Development

An eclectic theoretical orientation

Psychoanalytic Theories

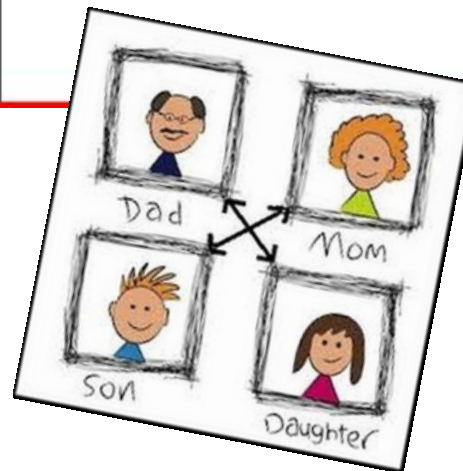
Describe development as primarily unconscious and heavily colored by emotion

Behavior is a surface characteristic, and the symbolic workings of the mind have to be analyzed to understand behavior

Early experiences with parents extensively shape development

Freudian's Stages of Psychosexual Development

Stage	Ages	Focus of Libido	Major Development	Adult Fixation Example
Oral	0 to 1	Mouth, Tongue, Lips	Weaning off of breast feeding or formula	Smoking, Overeating
Anal	1 to 3	Anus	Toilet Training	Orderliness, Messiness
Phallic	3 to 6	Genitals	Resolving Oedipus/ Electra Complex	Deviancy, Sexual Dysfunction
Latency	6 to 12	None	Developing Defense Mechanisms	None
Genital	12+	Genitals	Reaching Full Sexual Maturity	If all stages were successfully completed then the person should be sexually matured and mentally healthy.



Freudian's Stages of Psychosexual Development

Evaluation

Emphasis on:

- Developmental framework

- Family relationships

- Unconscious aspects of the mind

Criticisms

- Lack of scientific support

- Too much emphasis on sexual underpinnings

- Image of people that is too negative

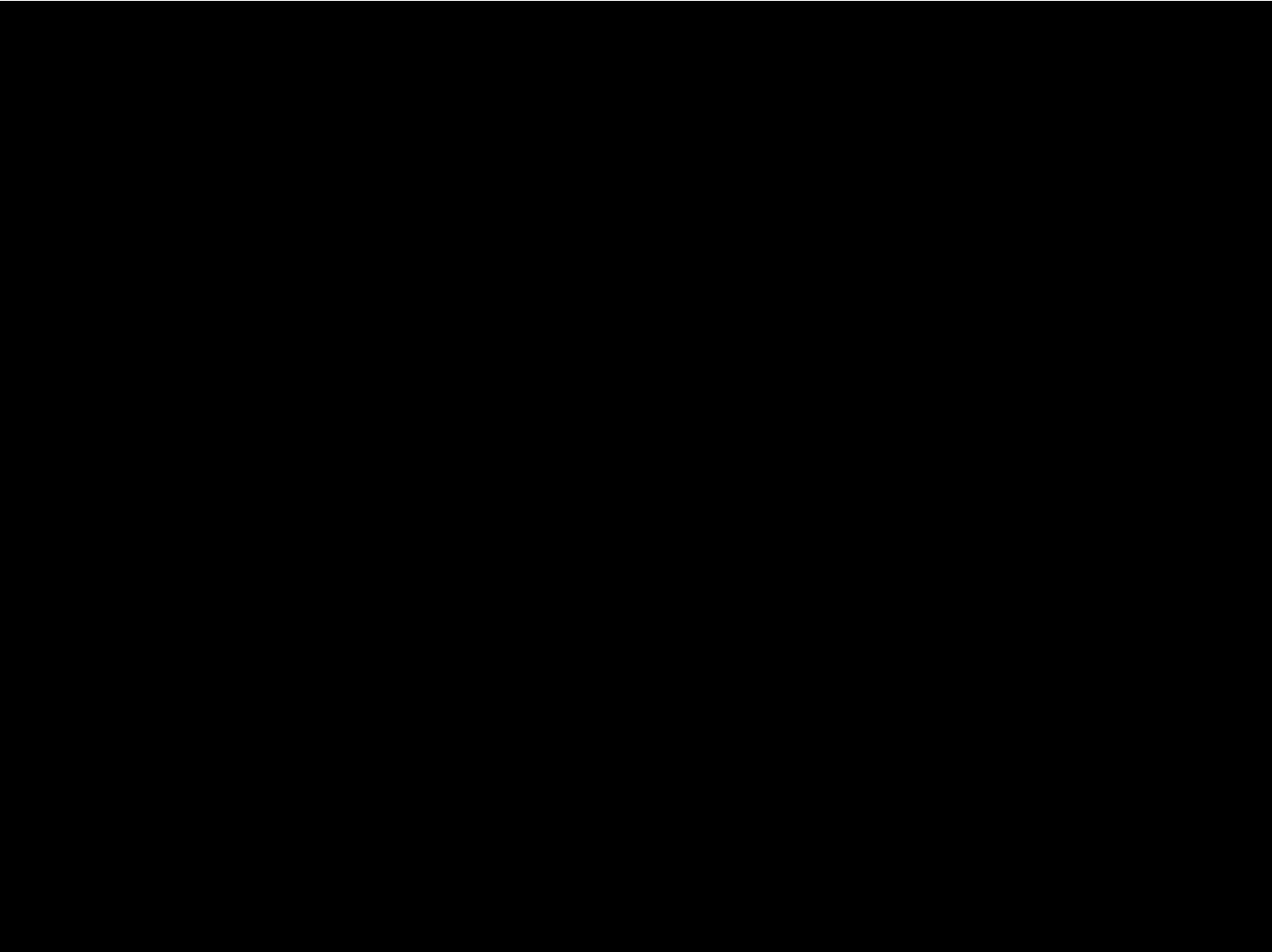
Erikson's Stages of Psychosocial Development

Stage	Age	Psychosocial Issue	Relational Focus (Significant others)	Central Question: How can I...	Associated Virtue
Infancy	0-1	TRUST- Mistrust	Mother & other caregiver(s)	Be secure?	Hope: Trust & Optimism
Early Childhood	2-3	AUTONOMY- Doubt, Shame	Parents	Be independent?	Will: Use & exercise freedom & self-restraint
Childhood (play)	4-6	INITIATIVE- Guilt	Basic Family	Be powerful?	Purpose & Direction: Ability to initiate own activities; pursue goals
Childhood (school)	7-12	INDUSTRY- Inferiority	Neighborhood; school	Be good?	Competence in intellectual, social & physical skills
Adolescence	13-19	IDENTITY- Role Confusion	Peer groups	Fit into the adult world? Who am I?	Fidelity & an integrated image of oneself as a unique person
Young Adulthood	19-35	INTIMACY- Isolation	Partners in friendship; the other	Love?	Love: Mutuality, finding & losing self in the other; career commitments
Adulthood	35-55	GENERATIVITY- Stagnation	Divided labor & shared household	Fashion a "gift"?	Care: Solicitude, guidance & teaching a new generation
Maturity	55+	EGO INTEGRITY- Despair	"Humankind"	Receive a "gift"?	Wisdom: Sense of fulfillment & satisfaction with one's life

Piaget's Four Stages of Cognitive Development








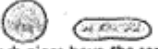
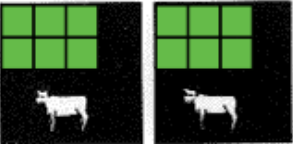
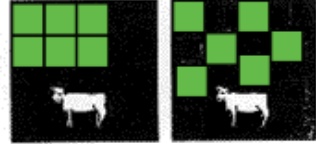




PIAGET THEORY OF COGNITIVE DEVELOPMENT CHART		
Stages	Age Range	Description
Sensorimotor	From birth to 2 years	<ul style="list-style-type: none">- Identifies object performance, the object still exists when out of sight- Recognition of ability to control object and acts intentionally
Preoperational	2 to 7 years	<ul style="list-style-type: none">- Begins to use language- Egocentric thinking difficulty seeing things from other viewpoints- Classified objects by single feature i.e. color
Concrete Operational	7 to 11 years	<ul style="list-style-type: none">- Logical thinking- Recognizes conservation of numbers, mass and weight- Classifies objects by several features and can place them in order
Formal Operational	11 years and onward	<ul style="list-style-type: none">- Logical thinking about abstract propositions- Concerned with the hypothetical and the future- Create hypotheses and test

Piaget's Four Stages of Cognitive Development

- 
- 0:00 - Stage 1 Sensorimotor
 - Object permanence
 - 0:54 Stage 2 Preoperational
 - Conservation of liquid
 - Conservation of number
 - The Three Mountains Tasks
 - 4:14 Stage 3 Concrete Operational
 - 5:51 Stage 4 Formal Operational

6:17

Piaget's Four Stages of Cognitive Development

Conservation Task	Original Presentation	Transformation
Number	 <p>Are there the same number of pennies in each row?</p>	 <p>Now are there the same number of pennies in each row, or does one row have more?</p>
Length	 <p>Is each of these sticks just as long as the other?</p>	 <p>Now are the two sticks each equally as long, or is one longer?</p>
Liquid	 <p>Is there the same amount of water in each glass?</p>	 <p>Now is there the same amount of water in each glass, or does one have more?</p>
Mass	 <p>Is there the same amount of clay in each ball?</p>	 <p>Now does each piece have the same amount of clay, or does one have more?</p>
Area	 <p>Does each of these two cows have the same amount of grass to eat?</p>	 <p>Now does each cow have the same amount of grass to eat, or does one cow have more?</p>
Weight	 <p>Does each of these two balls of clay weigh the same amount?</p>	 <p>Now (without placing them back on the scale to confirm what is correct for the child) do the two pieces of clay weigh the same, or does one weigh more?</p>
Volume	 <p>Does the water level rise equally in each glass when the two balls of clay are dropped in the water?</p>	 <p>Now (after one piece of clay is removed from the water and reshaped) will the water levels rise equally, or will one rise more?</p>

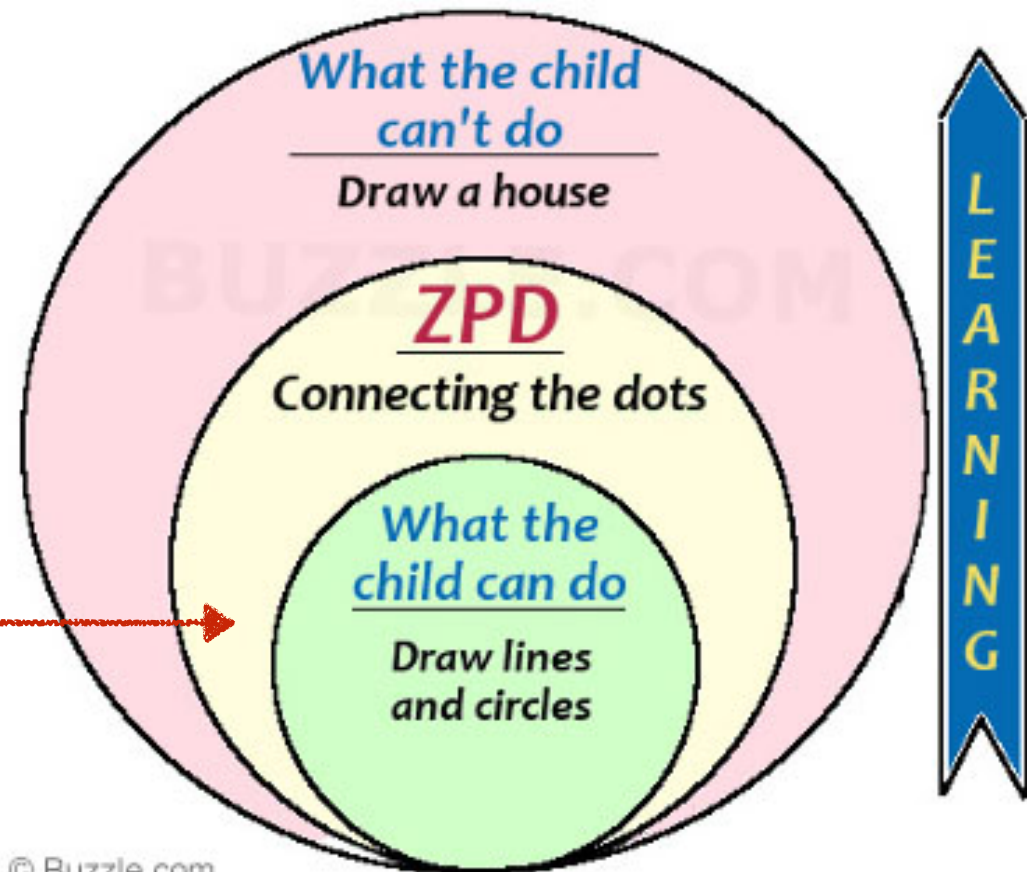
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Vygotsky's Socio-Cognitive Approach

Vygotsky's theory:
Emphasizes how culture and social interaction guide cognitive development

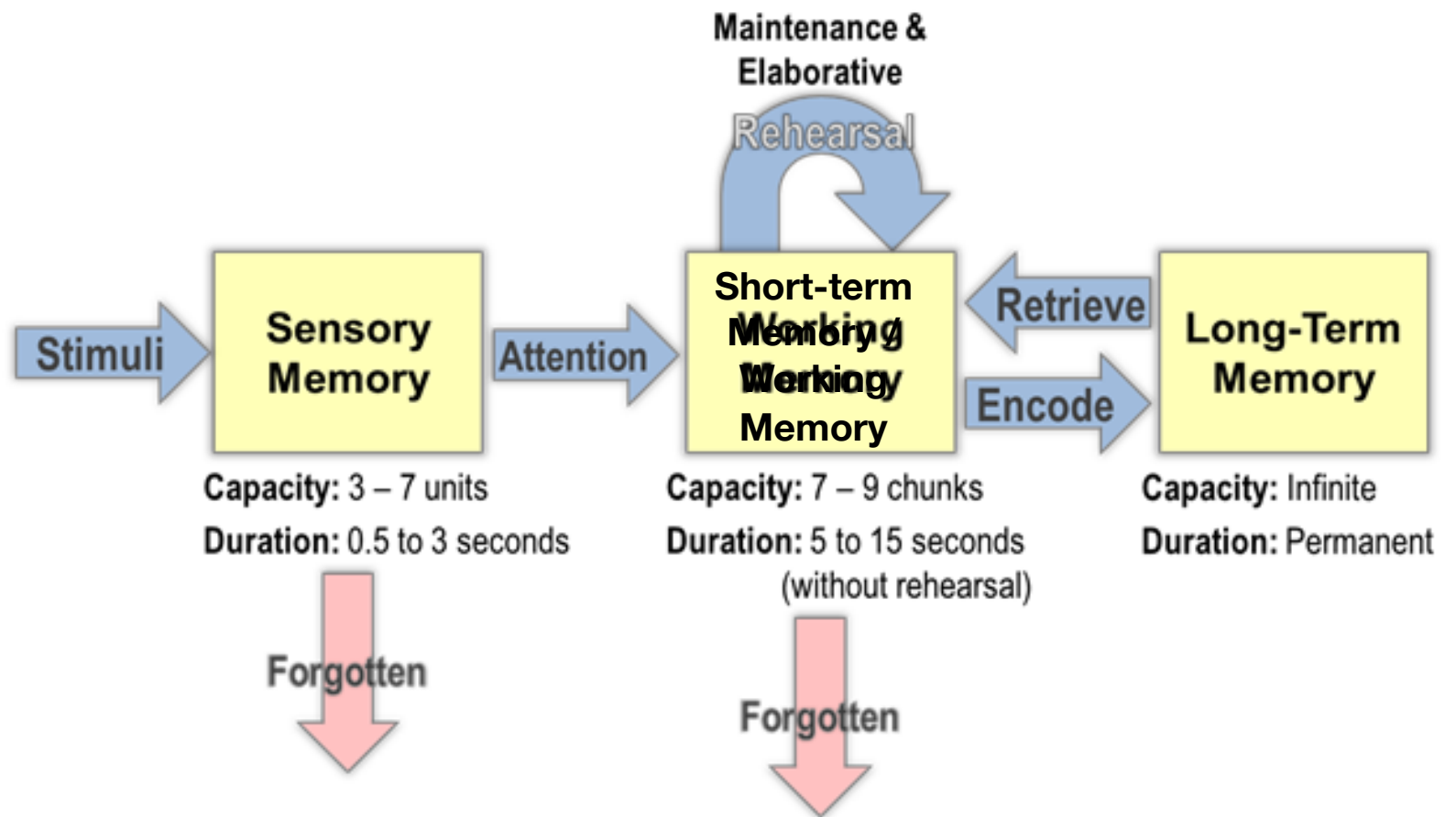
Zone of Proximal Development

Scaffolding



Information-Processing Model

Emphasizes that individuals manipulate information, monitor it, and strategize about it



Cognitive Theories

Evaluation

- Positive view of development

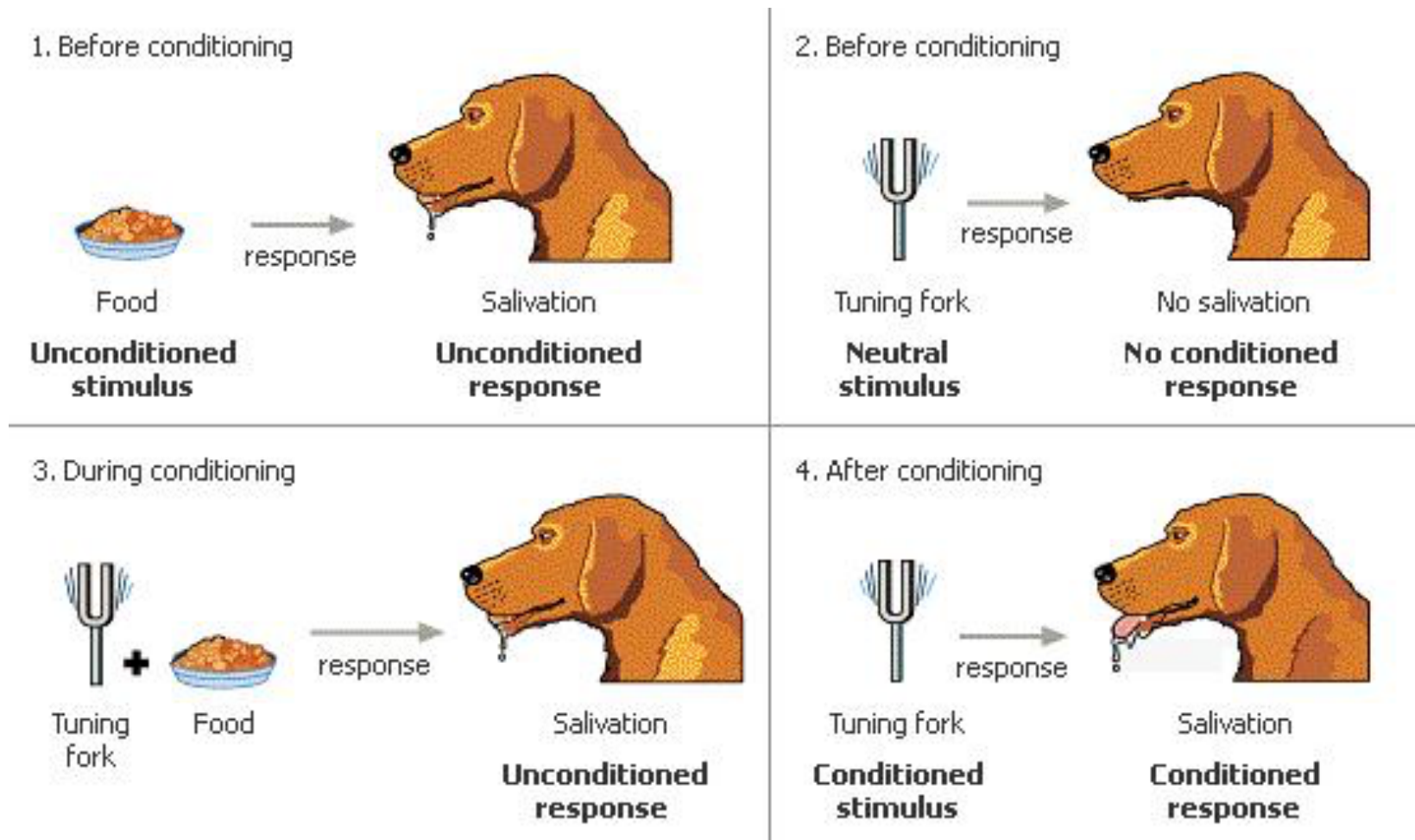
- Emphasis on the active construction of understanding

Criticisms

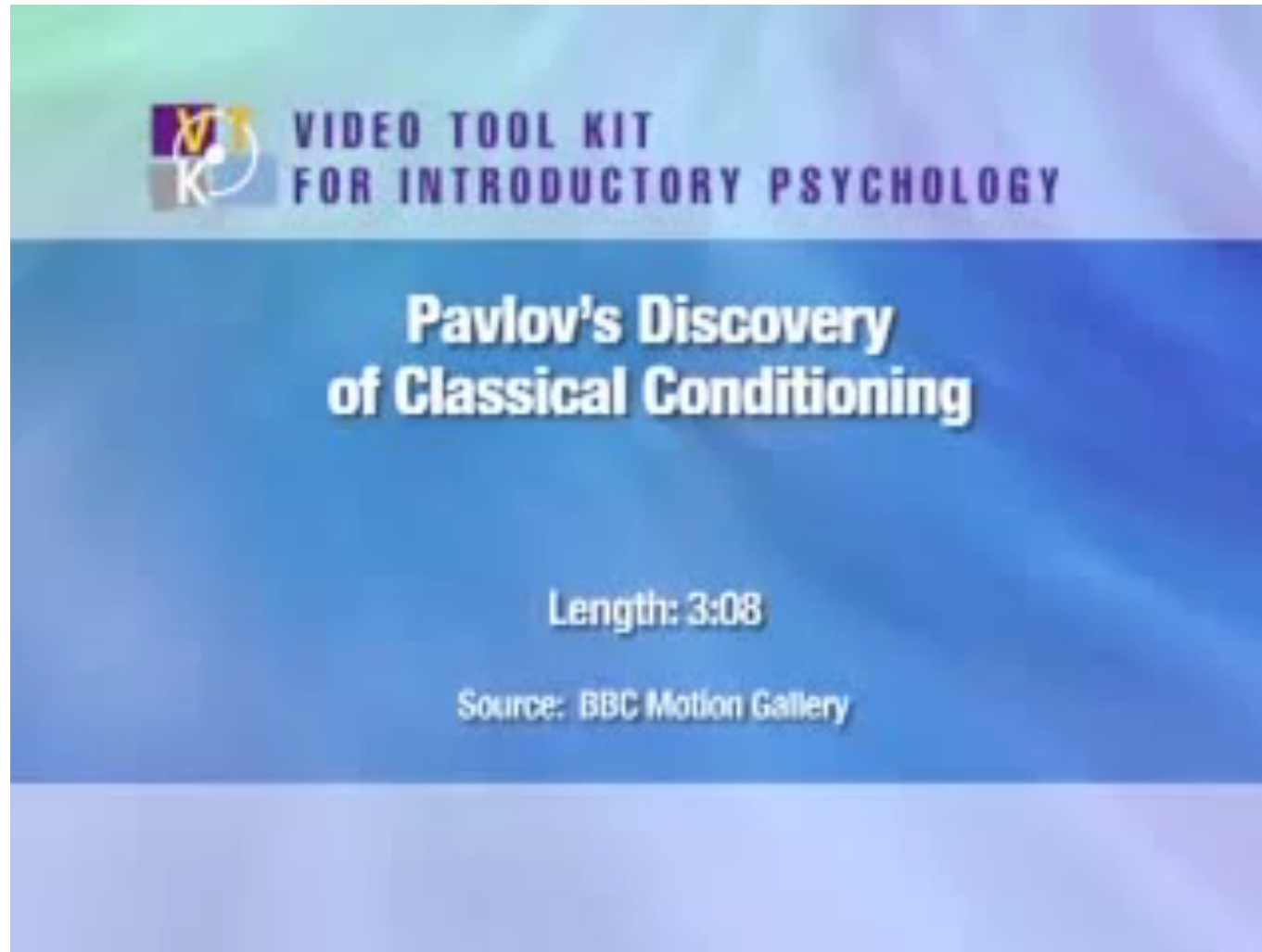
- Skepticism about the pureness of Piaget's stages

- Little attention to individual variations

Pavlov's Classical Conditioning



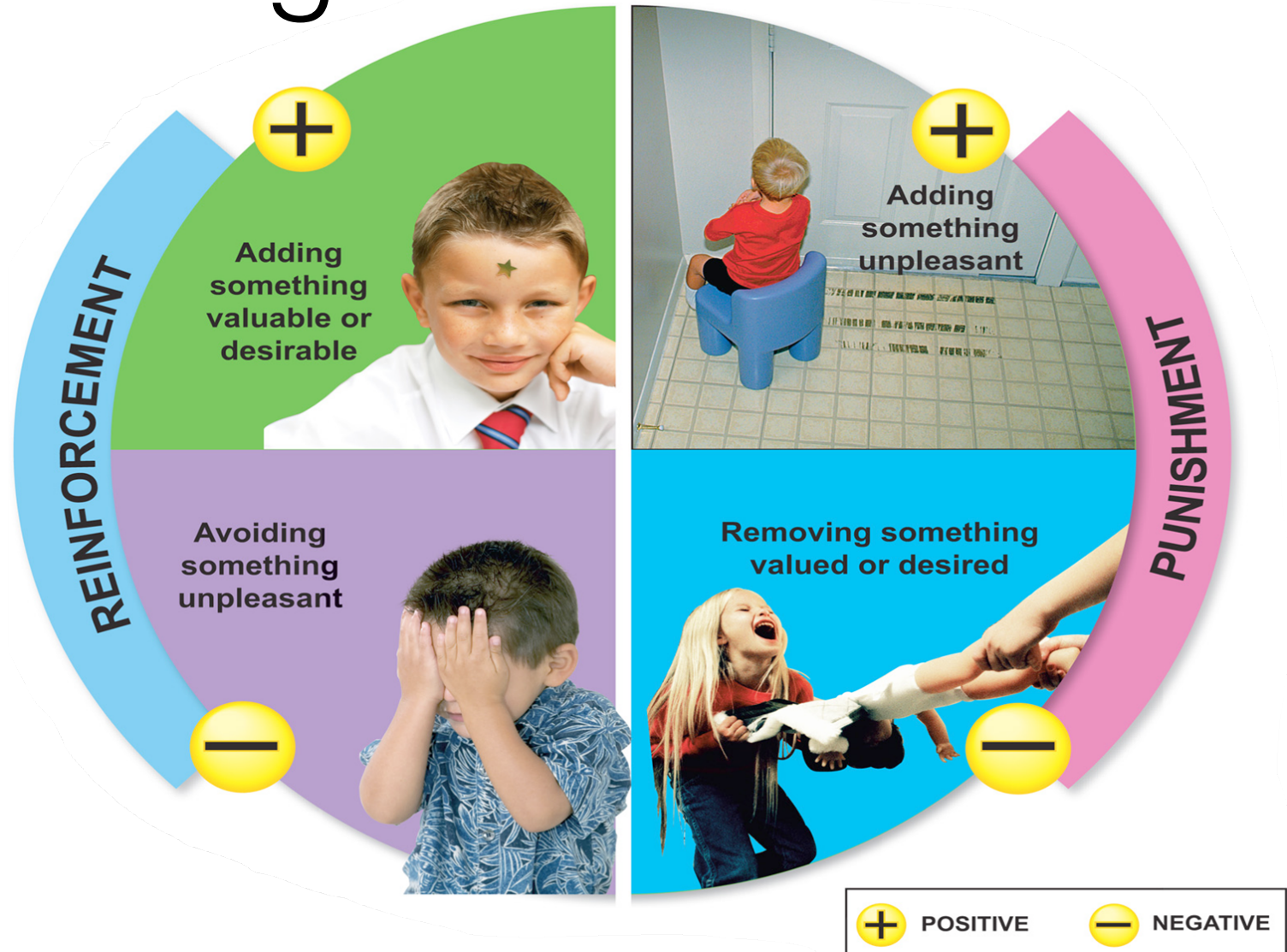
Pavlov's Classical Conditioning



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Skinner's Operant Conditioning

Development consists of the pattern of behavioral changes that are brought about by rewards and punishments



Skinner's Operant Conditioning

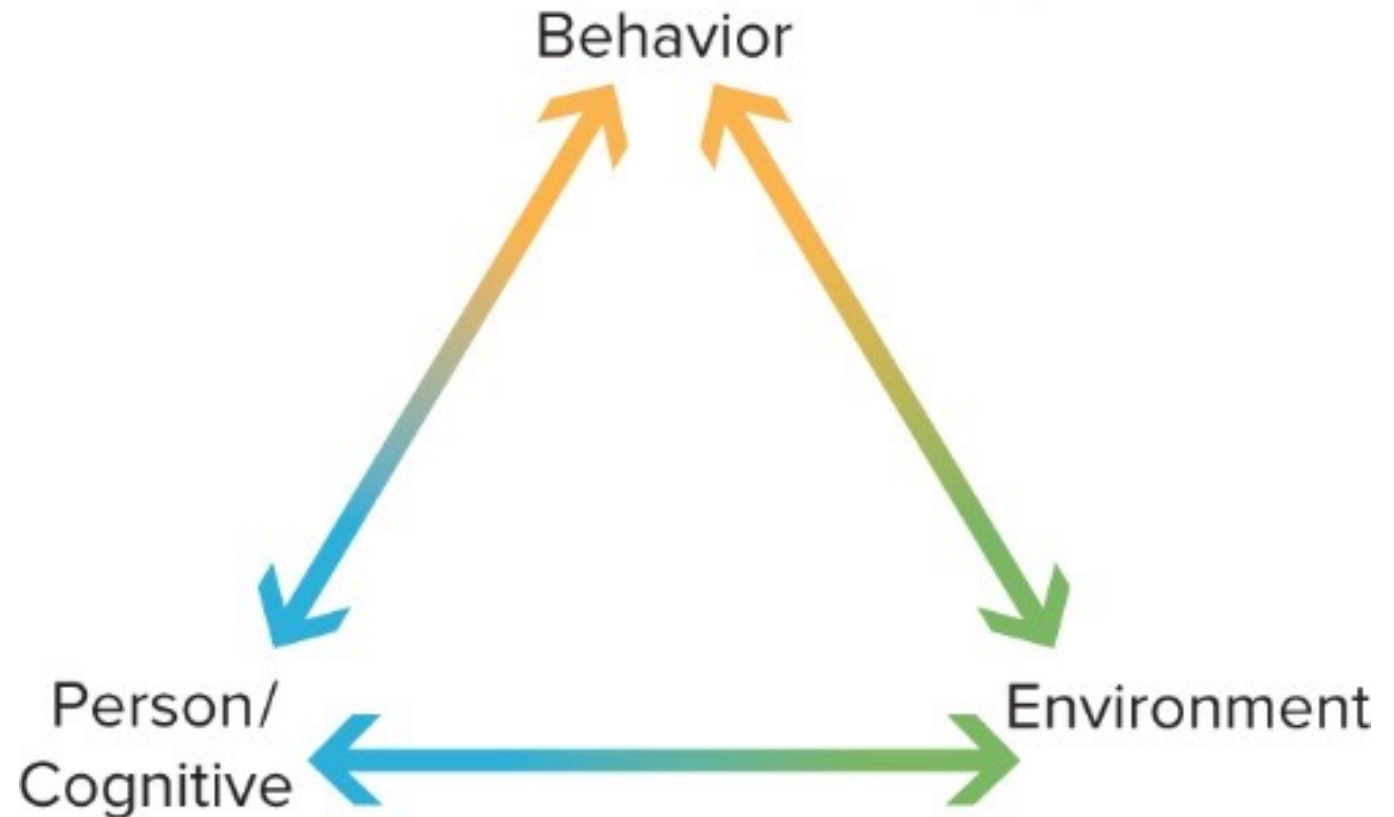


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Bandura's Social Cognitive Theory

Emphasizes behavior, environment, and cognition as the key factors in development

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Bandura's Social Cognitive Theory

Learn
through
observation

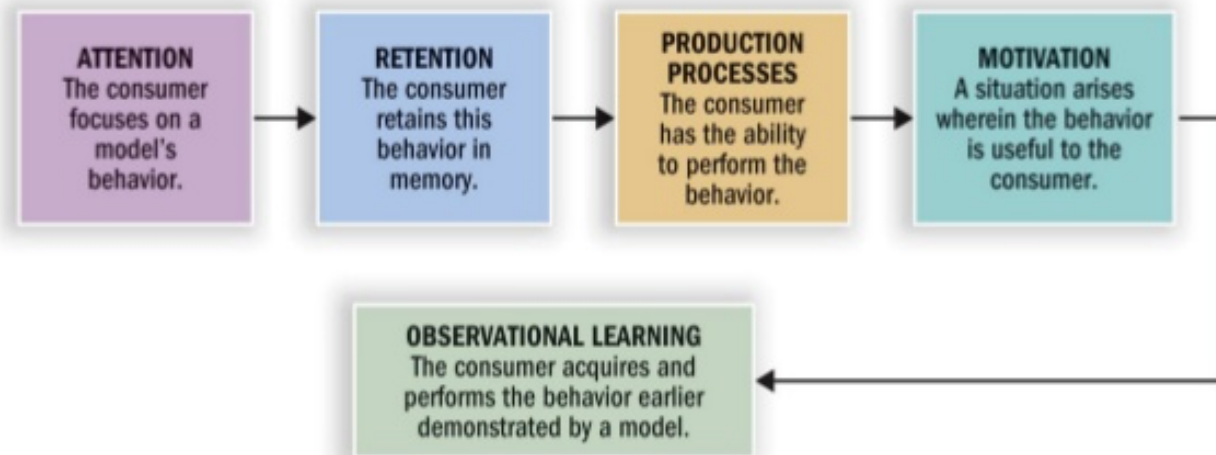


1:35

Bandura's Social Cognitive Theory

Emphasizes behavior, environment, and cognition as the key factors in development

THE OBSERVATIONAL LEARNING PROCESS



3-3

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Behavioral and Social Cognitive Theories

Evaluation

Emphasis on scientific research and environmental determinants of behavior

Criticisms

Little emphasis on cognition in Skinner's view

Inadequate attention paid to developmental changes

Ethological Theory

Ethology: Stresses that behavior is strongly influenced by biology, is tied to evolution, and is characterized by critical or sensitive periods

Konrad Lorenz helped bring ethology to prominence

John Bowlby - Attachment to a caregiver over the first year of life has important consequences throughout the life span

Bowlby's Attachment Theory



3:39

Bowlby's Attachment Theory

Attachment to a caregiver over the first year of life has important consequences throughout the life span

Attachment style	The child's general state of being	Mother's responsiveness to her child's signals and needs	Fulfilment of the child's needs (why the child acts the way it does)
Secure attachment	Secure, explorative, happy	Quick, sensitive, consistent	Believes and trusts that his/her needs will be met
Insecure avoidant	Not very explorative, emotionally distant	Distant, disengaged	Subconsciously believes his/her needs probably won't be met
Insecure resistant/ambivalent	Anxious, insecure, angry	Inconsistent; sometimes sensitive, sometimes neglecting	Cannot rely on his/her needs being met
Insecure disorganised	Depressed, angry,	Extreme erratic: frightened or	Severely confused with

Bronfenbrenner's Ecological Theory of Development

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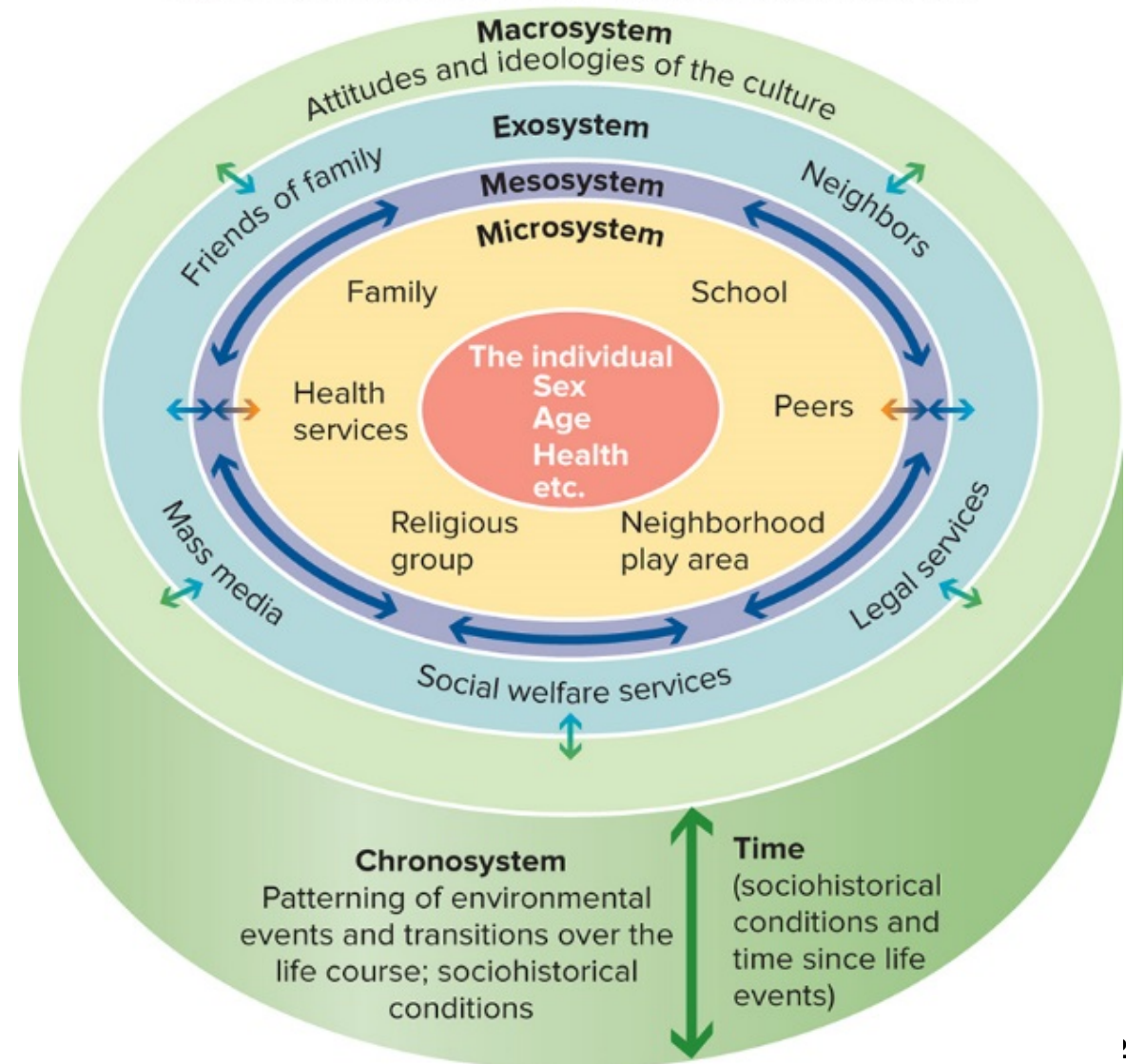
Microsystem - Setting in which the individual lives

Mesosystem - Relations between microsystems or connections between contexts

Exosystem - Links between a social setting in which the individual does not have an active role and the individual's immediate context

Macrosystem - Culture in which individuals live

Chronosystem - Patterning of environmental events and transitions over the life course and sociohistorical circumstances



Eclectic Theoretical Orientation

Does not follow any one theoretical approach

Selects from each theory whatever is considered the best in it

Comparison of Theories and Issues in Life-span Development (1 of 2)

THEORY	ISSUES	ISSUES
	Continuity/discontinuity, early versus later experience	Biological and environmental factors
Psychoanalytic	Discontinuity between stages —continuity between early experiences and later development; early experiences very important; later changes in development emphasized in Erikson's theory	Freud's biological determination interacting with early family experiences; Erikson's more balanced biological-cultural interaction perspective
Cognitive	Discontinuity between stages in Piaget's continuity between early experience and later development in Piaget's and Vygotsky's theories no stages in Vygotsky's theory or information-processing theory	Piaget's emphasis on interaction and adaptation; environment provides the setting for cognitive structures to develop; information-processing view has not addressed this issue extensively but mainly emphasizes biological-environmental interaction

Comparison of Theories and Issues in Life-span Development (2 of 2)

THEORY	ISSUES	ISSUES
	Continuity/discontinuity, early versus later experience	Biological and environmental factors
Behavioral and social cognitive	Continuity (no stages): experience at all points of development important	Environment viewed as the cause of behavior in both views
Ethological	Discontinuity but no stages; critical or sensitive periods emphasized; early experiences very important	Strong biological view
Ecological	Little attention to continuity/discontinuity; change emphasized more than stability	Strong environmental view