



# Child Development Theories

# WHY IS CHILDHOOD CRUCIAL?

- ✘ Research has shown that early childhood may be the most important life stage for brain development.
- ✘ A baby's brain is about one quarter the size of an adults'.
- ✘ Scientists have found that babies' brains develop in response to stimulation.
  - + Arouses senses such as sight, sound, touch, taste, and smell.
- ✘ Babies who are stimulated develop more quickly and have a more secure self-image.

# What is a theory?

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- ✘ A theory should allow us to predict and explain human behavior
- ✘ Orderly set of ideas which describe, explain, and predict behavior.
- ✘ It must be open to scientific investigation

## Why are theories important?

To give meaning to what we observe.

As a basis for action – finding ways to improve the lives and education of children.



# CHILD DEVELOPMENT THEORISTS

- ✘ Although researches don't always agree, scientific researchers have agreed upon the five following general rules.
  - + Development is similar for each individual
  - + Development builds upon earlier learning.
  - + Development proceeds at an individual rate.
  - + The different areas of development are interrelated.
  - + Development is a lifelong process.

<http://www.youtube.com/watch?v=XfhaXHQA2sA>

# Howard Gardener

## Theory of multiple intelligences

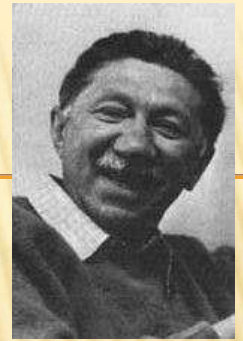
1. **Linguistic Intelligence:** the capacity to use language to express what's on your mind and to understand other people. Any kind of writer, orator, speaker, lawyer
2. **2. Logical/Mathematical Intelligence:** the capacity to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does.
3. **3. Musical Rhythmic Intelligence:** the capacity to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds, it's so omnipresent.
4. **4. Bodily/Kinesthetic Intelligence:** the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. Examples: athletics or the performing arts, particularly dancing or acting.
5. **5. Spatial Intelligence:** the ability to represent the spatial world internally in your mind – the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world.
3. **6. Naturalist Intelligence:** the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.
7. **7. Intrapersonal Intelligence:** having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward.
8. **8. Interpersonal Intelligence:** the ability to understand other people.
9. **9. Existential Intelligence:** the ability and proclivity to pose (and ponder) questions about life, death, and ultimate realities.

<http://www.literacyworks.org/mi/assessment/findyourstrengths.html>

[http://www.gotoquiz.com/what\\_type\\_of\\_intelligence\\_do\\_you\\_have](http://www.gotoquiz.com/what_type_of_intelligence_do_you_have)

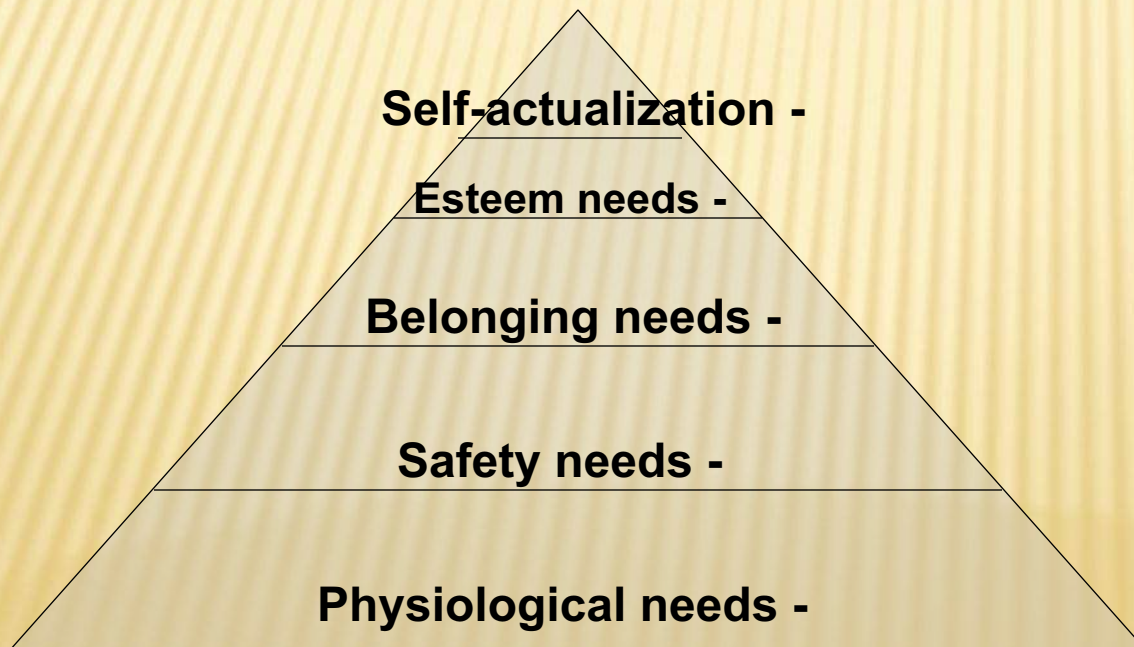
Abraham **Maslow**

1908-1970



✘ His theory states:

- He developed the theory of human needs forming a “pyramid”. People behave the way they do to meet those needs.

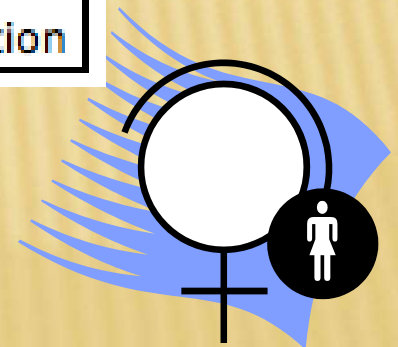


# Freud

## Psychosexual Theory

**TABLE 1 Freudian Psychosexual Stages of Development**

<b>Stage</b>	<b>Age</b>	<b>Erogenous Zone/Activities</b>
Oral	0 to 18 months	Mouth/sucking, biting, chewing
Anal	18 to 36 months	Anus/bowel and bladder control
Phallic	3 to 6 years	Genitals/masturbation
Latency	6 years to puberty	—/repression of sexual feelings
Genital	puberty+	Maturation of sexual orientation



## ✘ Erikson's Psychosocial Theory:

- + There are 8 stages of psychosocial development
- + Each has a unique developmental task
- + Developmental change occurs throughout life span

## ✘ Key points of psychoanalytic theories:

- + Early experiences and family relationships are very important to development

<http://www.youtube.com/watch?v=q9FhyvDvsiM>



# ERIK ERIKSON

✘ 8 stages psychosocial development marked by conflict → favorable outcome

Stage (Age)	Psychosocial Crisis	Significant Relationship	Existential Questions
1 0-1	trust vs. mistrust	Mother	Can I trust the world?
2 2-3	autonomy vs. shame and doubt	Parents	Is it ok to be me?
3 3-6	initiative vs. guilt	Family	Is it ok for me to do, move, act?
4 7-12	industry vs. inferiority	Neighbour & School	Can I make it in the world of people & things?
5 12-18+	ego-identity vs. role-confusion	Peer & Role model	Who am I? What can I be?
6 20-30	intimacy vs. isolation	Partners & Friends	Can I love?
7 30-50	generativity vs. self-absorption	Household, Workmate	Can I make my life count?
8 > 50	integrity vs. despair	Mankind, My-kind	Is it ok to have been me?

ERIKSON'S PSYCHOSOCIAL STAGES			
Stages	Crisis	Favorable Outcome	Unfavorable Outcome
<b>Childhood</b>			
<b>1<sup>st</sup> year of life</b>	<i>Trust vs. Mistrust</i>	Faith in the environment and future events	Suspicion, fear of future events
<b>2<sup>nd</sup> year</b>	<i>Autonomy vs. Doubt</i>	A sense of self-control and adequacy	Feelings of shame and self-doubt
<b>3<sup>rd</sup> through 5<sup>th</sup> years</b>	<i>Initiative vs. Guilt</i>	Ability to be a "self-starter," to initiate one's own activities.	A sense of guilt and inadequacy to be on one's own
<b>6<sup>th</sup> year to puberty</b>	<i>Industry vs. Inferiority</i>	Ability to learn how things work, to understand and organize.	A sense of inferiority at understanding and organizing.
<b>Transition years</b>			
<b>Adolescence</b>	<i>Identity vs. confusion</i>	Seeing oneself as a unique and integrated person.	Confusion over who and what one really is.
<b>Adulthood</b>			
<b>Early adulthood</b>	<i>Intimacy vs. isolation</i>	Ability to make commitments to others, to love.	Inability to form affectionate relationship.
<b>Middle age</b>	<i>Generativity vs. self-absorption</i>	Concern for family and society in general.	Concern only for self— one's own well-being and prosperity.
<b>Ageing years</b>	<i>Integrity vs. despair</i>	A sense of integrity and fulfillment; willingness to face death.	Dissatisfaction with life; despair over prospect of death.

## ✘ Piaget's cognitive developmental theory

- + Stresses conscious mental processes
- + Cognitive processes are influenced by maturation
- + Four stages of cognitive development in children

[http://www.youtube.com/watch?v=YNCmB\\_fwaYI](http://www.youtube.com/watch?v=YNCmB_fwaYI)

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&feature=youtube\\_gdata\\_player](http://www.youtube.com/watch?v=YNCmB_fwaYI&feature=youtube_gdata_player)

# Jean Piaget

## 4 Stages

### 1. Sensorimotor (Birth-2)

1. Object Permanence
2. Stranger Anxiety

### 2. Preoperational Stage (2-6)

1. Egocentric “It’s all about ME”
2. Sharing is difficult
3. Can speak but not think logically

### 3. Concrete Operational Stage (7-11)

1. Hands on time of learning
2. Can’t think abstractly
3. Ability to comprehend basic math

### 4. Formal Operations (Adolescence-Adulthood)

1. Can think abstractly
2. Able to use reason “If \_\_\_\_\_ then \_\_\_\_\_”



Children = Little Adults

## COGNITIVE DEVELOPMENT STAGES

<u>Stage</u>	<u>Age</u>	<u>Description</u>
Sensorimotor	0-2	Reflex base Coordinate reflexes
Preoperational	2-6 or 7	Self-oriented Egocentric
Concrete Operational	6 or 7- 11 or 12	More than 1 view point No abstract problems Consider some outcomes
Formal Operational	11 or 12 up	Think abstractly Reason theoretically Not all people reach this stage

### SENSORIMOTOR STAGE

The child begins to interact with the environment.



0-2

### PREOPERATIONAL STAGE

The child begins to represent the world symbolically.



2-6 or 7

### CONCRETE OPERATIONAL STAGE

The child learns rules such as conservation.



7-11 or 12

### FORMAL OPERATIONAL STAGE

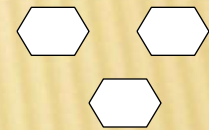
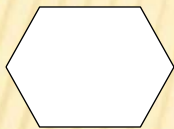
The adolescent can transcend the concrete situation and think about the future.



12-Adulthood

Think about a child in the pre-operational stage. As you are playing with play dough, you take the same amount of play dough, divide it into two equal amounts, and put it in piles like this:

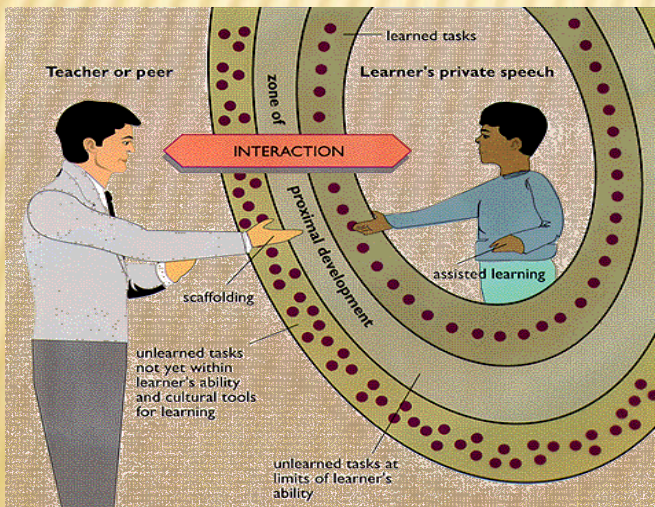
✗ Play dough #1 Play dough #2



- ✗ Which pile of dough will the pre-operational child say has “more”? \_\_\_\_\_
- ✗ What process in the pre-operational stage does this give an example of?
- ✗ When you give a pre-operational child money in coins, how will they decide which is more money?

# ✘ Vygotsky's sociocultural cognitive theory

- + Children actively construct their knowledge
- + Social interaction and culture guide cognitive development
- + Learning is based upon inventions of society
- + Knowledge is created through interactions with other people and objects in the culture
- + Less skilled persons learn from the more skilled



<http://www.youtube.com/watch?v=hx84h-i3w8U>  
vygotsky

# Bandura's Social Cognitive Model

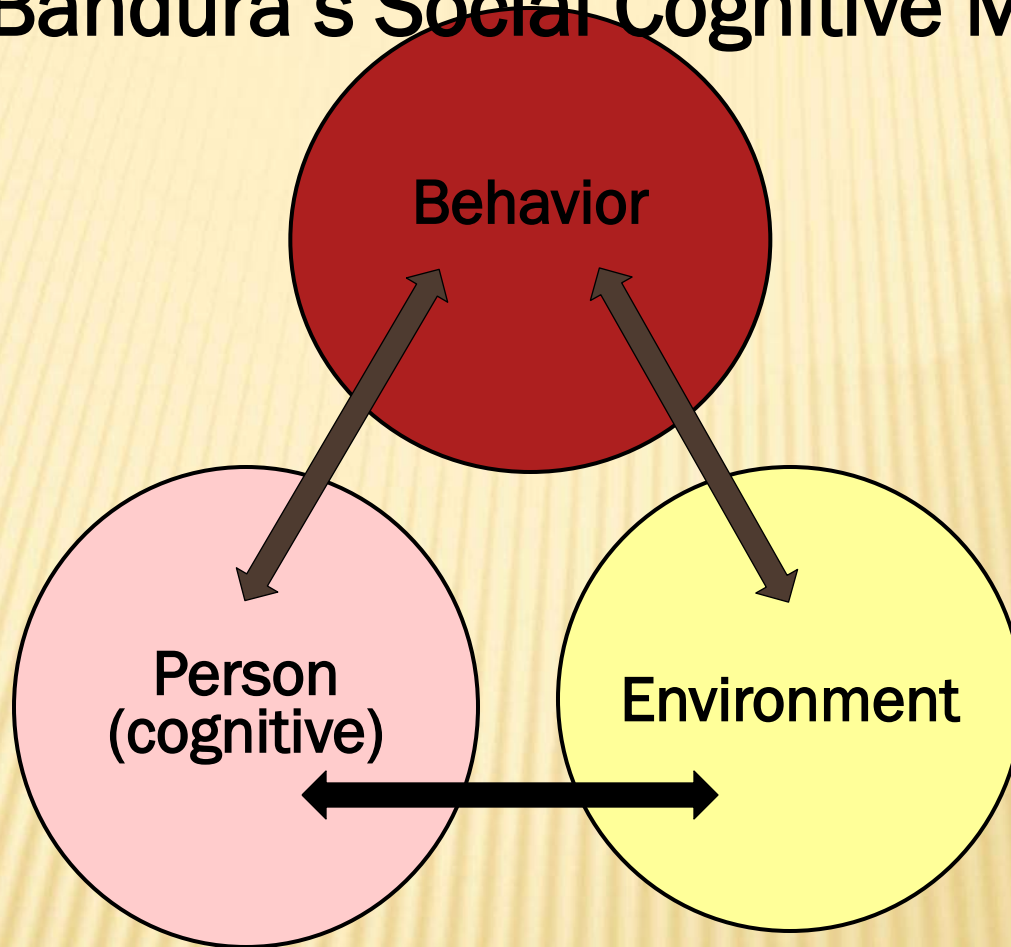
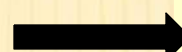
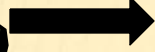


Figure 2.4

# Bandura's Modeling/Imitation



Child  
observes  
someone  
admired



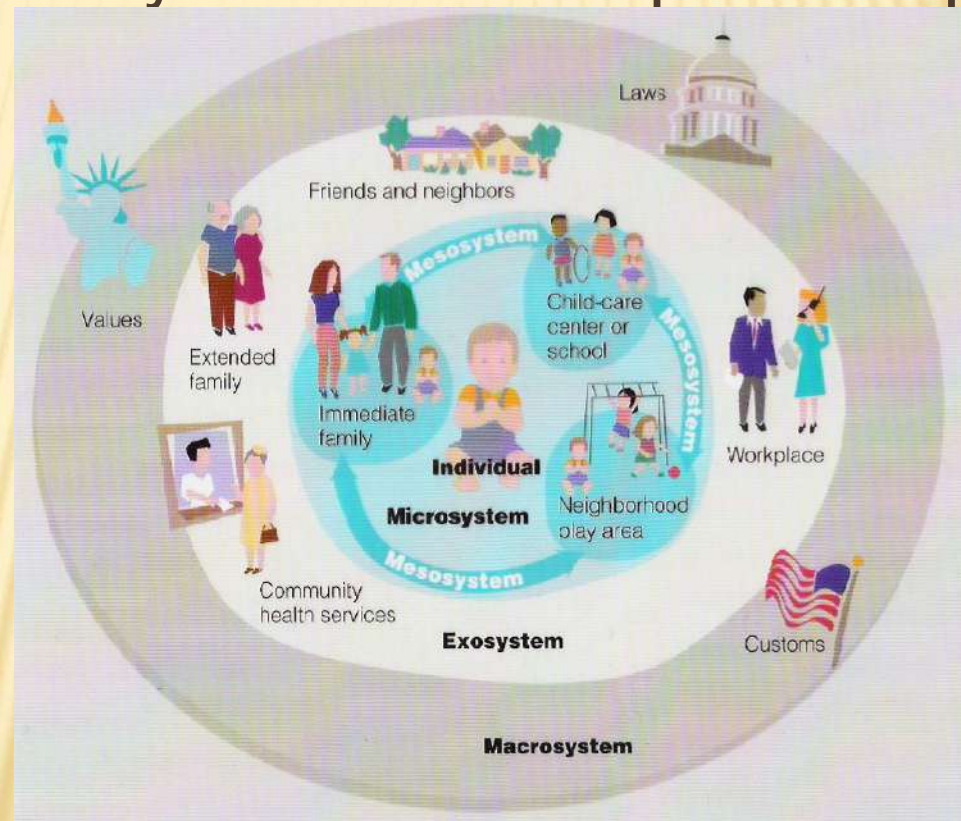
Child imitates  
behavior  
that seems  
rewarded





# ✘ Urie Bronfenbrenner's ecological theory:

- + Environmental factors influence development
- + 5 environmental systems affect life-span development



- The microsystem –
- The mesosystem –
- The exosystem –
- The macrosystem –
- The chronosystem

<http://www.youtube.com/watch?v=me7103oIE-g>

# OTHER INFLUENCES ON DEVELOPMENT

## ✘ Heredity

- + Blood type, eye color, and hair color

## ✘ Environment

- + Children also learn attitudes and beliefs from their environments

# THEORIST WEBQUEST

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✘ Room 214 monday