

From Freud to Brazelton: 100 Years of Child & Parenting Development Theories



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Child Development Through The Ages

17th Century Age of Enlightenment

18th Century Age of Reason



John Locke believed in *tabula rasa*
Children develop in response to nurturing.
Forerunner of behaviorism

Jean-Jacques Rousseau
children were noble savages, born with an innate sense of morality; the timing of growth should not be interfered with.
Rousseau used the idea of stages of development.
Forerunner of maturationist beliefs



Child Development Through The Ages

19th Century

Industrial Revolution

Charles Darwin

theories of natural
selection and
survival of the
fittest

Darwin made parallels
between human
prenatal growth and
other animals.

20th Century

*Theories about children's
development expanded around
the world.*

Childhood was seen as worthy of
special attention.

Laws were passed to protect
children,



Child Development

Definition:

Change in the child that occurs over time. Changes follow an orderly pattern that moves toward greater complexity and enhances survival.

Periods of development:

Prenatal period: from conception to birth

Infancy and toddlerhood: birth to 2 years

Early childhood: 2-6 years old

Middle childhood: 6-12 years old

Adolescence: 12-19 years old

Domains of Development

Development is described in three domains, but growth in one domain influences the other domains.

Physical Domain:

body size, body proportions, appearance, brain development, motor development, perception capacities, physical health.

Cognitive Domain:

thought processes and intellectual abilities including attention, memory, problem solving, imagination, creativity, academic and everyday knowledge, metacognition, and language.

Social/Emotional Domain:

self-knowledge (self-esteem, metacognition, sexual identity, ethnic identity), moral reasoning, understanding and expression of emotions, self-regulation, temperament, understanding others, interpersonal skills, and friendships.

Theories

What is a theory?

Orderly set of ideas which describe, explain, and predict behavior.

What do theories accomplish?

To give meaning to what we observe.

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

Why Study Child & Parenting Development Theories?

1. Helps you understand yourself better
2. It helps understanding of future generations
3. Learn skills and techniques for interaction with children
4. Allows a measure of normal behavior
5. Grants a greater appreciation of development throughout life.



*Sigmund Freud • Erik Erikson • Maria Montessori
Jean Piaget • Urie Bronfenbrenner • Lev Semenovich Vygotsky
Abraham Maslow • Arnold Gesell • John Bowlby • Rudolph Dreikurs
Lawrence Kohlberg • B.F. Skinner • Benjamin Spock
Diana Baumrind • T. Berry Brazelton • Howard Gardner*

Why Study the Selected Theories?



- The selected theories:
 - Have been popular and influential.
 - Represent different approaches to parent-child interaction.
 - Offer help in the “real world” of daily child-rearing.
 - Make good common sense.

Erik Erikson (1902-1994)



Psychosocial Theory

There are stages of psychological development.

- Focus is on:
 - Developing a healthy personality.
 - Humans develop throughout their life span in eight stages.
 - Individuals need to develop identity at each stage.
 - Culture is a part of a person's socialization.
 - If an individual does not achieve a stage, the consequences may be alterable later in life.

Psychosocial Theory

There are stages of psychological development.



● Psychosocial Stages:

- **Trust vs. Mistrust** (0-12 to 18 mos.)
 - Infant forms a loving, trusting relationship with parent or is frustrated and lacks self-confidence.
- **Autonomy vs. Doubt** (18 mos. to 3 years)
 - Child needs to develop self-control with firm, gradual and kindly support of parents so the child does not lose self-esteem.
- **Initiative vs. Guilt** (4-6 years)
 - Child gains skill in language and exploring and needs guidance from parents to proceed in life in a self-confident, guilt-free way.

Psychosocial Theory

There are stages of psychological development.

- **Psychosocial Stages:**

- **Industry vs. Inferiority (7-12+ years)**

- Child pursues and completes activities that produce something and gain recognition from parents, teachers and friends. Failure makes the child feel inadequate and inferior.

- **Identity vs. Role Confusion (12-18 years)**

- The sense of “who I am” and what part I play in society (occupation, politics, sex roles, religion, etc.) is determined. Parents have new expectations for the adolescent. Those who don't develop effective steps toward a tangible future may be insecure, confused and lack self-esteem.



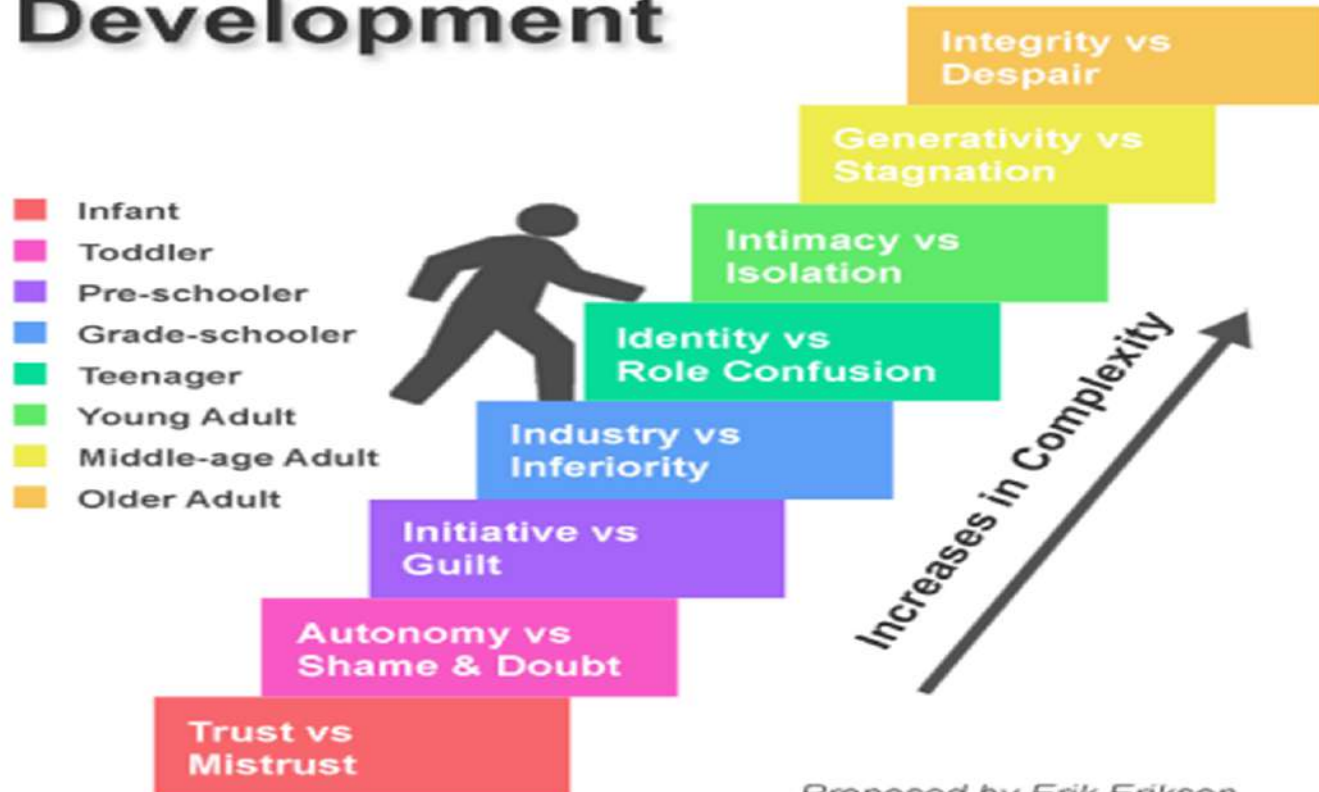
(There are more stages for adults, not shown here.)

Erik Erikson (1902-1994)

Psychosocial Theory

There are stages of psychological development.

Stages of Psychosocial Development



Maria Montessori (1870-1952)



Parents as Preschool Educators

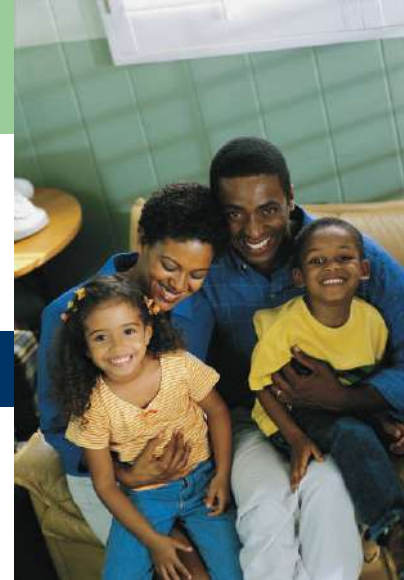
Parents guide their children's development.

- Each child has an innate unique talent.
- Children should be guided with love and affection to expected behavior.
- Children should use hands-on activities to learn how to care for themselves and a home.
- Parents should be aware that learning takes place in a sequence.
- Parents should not be too quick to criticize or correct.
- Parents should encourage their child to do as much as possible on their own.

Developmental Maturation Theory

Heredity plays a role in children's development.

- Children develop in an orderly sequence set by heredity.
- No developmental event will take place until the child is ready for it to happen.
- Maturity traits are identified in steps in areas such as:
- Motor activity, personal function
 - Emotional expression, fears
 - Sexuality
 - Social relations and playtime



Dr. Arnold Gesell

Jean Piaget (1896-1980)



Cognitive Development Theory



Understanding & supporting a child's learning.

- Two processes are essential for development:
- Assimilation
 - Learning to understand events or objects, based on existing structure.
 - Accommodation
 - Expanding understanding, based on new information.

Cognitive Development Theory

Understanding & supporting a child's learning.



- **Sensorimotor (Birth - 2 years)**
 - Learning about world through 5 senses (see, feel, hear, smell & taste).
 - Learning to control and manipulate muscles (small & large motor skills).
 - Learning about self (egocentric).
 - Learning from trial and error (12-18 months).
 - Thinking about how to do something without actually doing it.
- **Preoperational (2-7 years)**
 - Learning by using language and mental images.
 - Learning to internalize thought process.
 - Continuing to be egocentric.
 - Learning by watching and performing.

Cognitive Development Theory

Understanding & supporting a child's learning.



- Concrete Operational (6 or 7-12 years)
 - Learning to understand someone else's point of view.
 - Learning to resolve problems with logic.
 - Learning conservation (amounts of liquid remain the same, even if the shape changes).
- Formal Operations (13 years - adult)
 - Thinking logically, abstractly, and hypothetically.
 - Testing theories by hypotheses.
 - Understanding right vs. wrong.
 - Glimpse of complexity of knowledge in teens leads some to believe they understand nothing and others to believe they are on the verge of understanding everything.



Socio-Cultural Theory

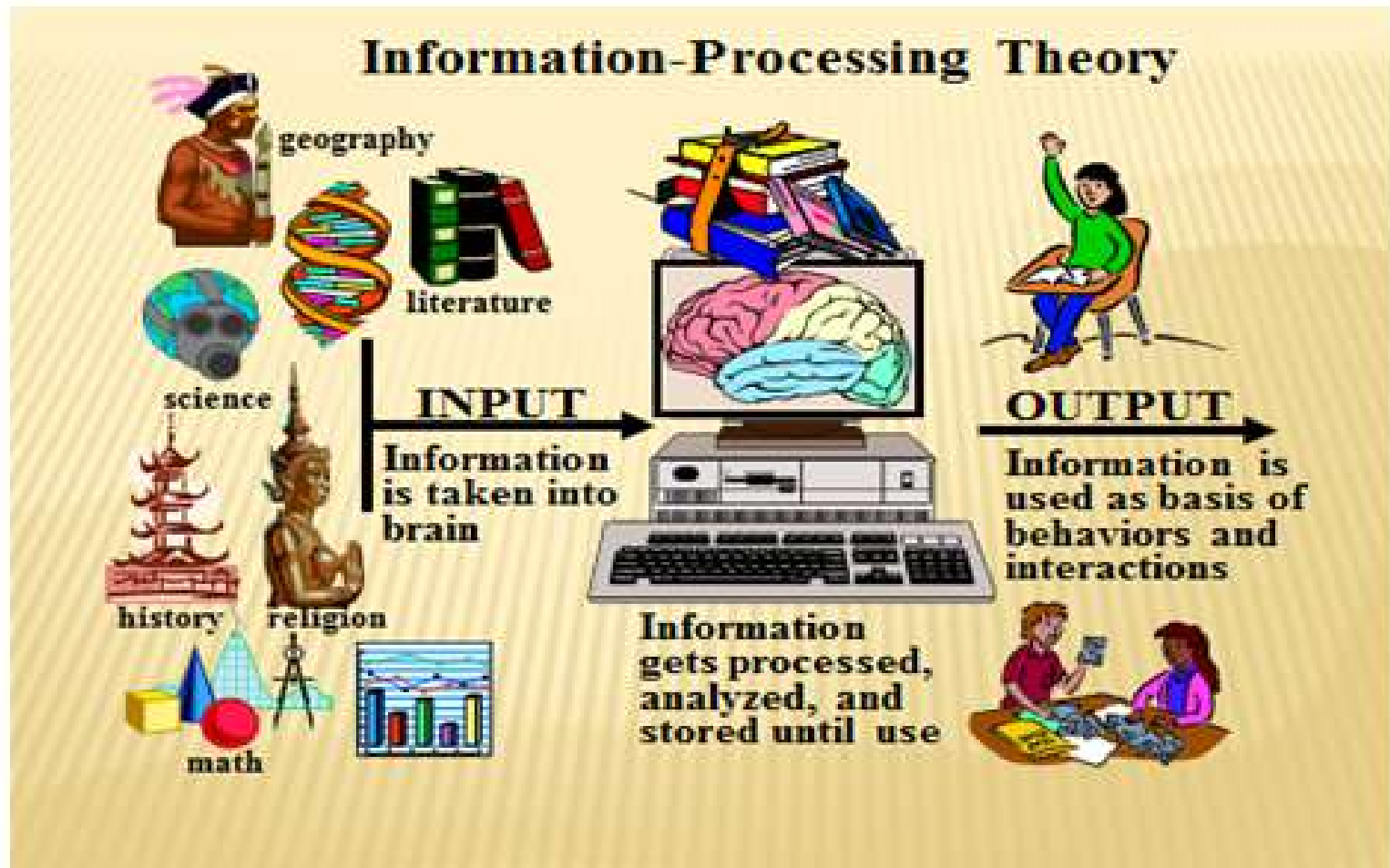
Culture & experiences play a role in a child's learning.

Patterns and ways of learning are outcomes of the practices experienced by the child in the culture where the child grew up.

● Five Step Process:

- **Step 1** - Adult provides tools, modeling, guidance, interaction and encouragement.
- **Step 2** - Child performs task under adult guidance and adult asks appropriate questions and expands on the child's responses.
- **Step 3** - Adult helps child develop tasks into smaller segments and assesses child's understanding.
- **Step 4** - Adult provides the "scaffolding" (support) necessary in a learning situation.
- **Step 5** - Adult guides child into new situations by having child transfer familiar knowledge to the unfamiliar.

Socio-Cultural Theory





Human Needs Theory

Human needs influence each person's development.

- Influence of a hierarchy of human needs on personality.
- Lower need must be filled before upper-level needs receive attention.
- Child's genetic potential will not flourish unless they are nurtured by adults as the child grows.

Maslow's Hierarchy of Needs

Need to maximize one's potential.

Self Actualization

Need for self-respect and self-esteem and for the esteem of others.

Esteem

Need for community, family, friends, lover, affection & intimacy.

Love

Need for security, stability, freedom from fear, structure & order.

Safety

Need for shelter, food, clothes, air, sleep, and activity.

Physiological

A pyramid diagram representing Maslow's Hierarchy of Needs. The pyramid is divided into five horizontal layers, each with a different color and a label. From top to bottom, the layers are: yellow (Self Actualization), light green (Esteem), cyan (Love), teal (Safety), and dark blue (Physiological). To the left of the pyramid, there are five horizontal lines, each connected to a layer of the pyramid by a vertical line. Each line points to a descriptive text block for that layer.



Moral Development Theory

Identifies steps toward character development.

- Children are moral philosophers.
- Children experience a series of predictable stages in their moral reasoning.
- Levels of Moral Development:
- **Level 1 - Preconventional (4-10 years)**
Decisions are based on consequences.
 - Stage 1 - Children respond to threat of punishment.
 - Stage 2 - Children learn that correct action brings reward.

Moral Development Theory

Identifies steps toward character development.



- **Level 2 - Conventional** (10 years and older)
Decisions are based on social rules and expectations.
- **Stage 3** - Children are concerned about other's opinions and that "good" behavior pleases others.
 - **Stage 4** - Law and order are important.
 - **Level 3 - Postconventional** (some adolescents and adults)
Decisions are based on personal ethics of what is morally right.
- **Stage 5** - Moral decisions are made through understanding that society's rules are for everyone and were made by consensus.
 - **Stage 6** - Universal principles determine right from wrong.

Operant Conditioning Theory

Role parents play in shaping child's behavior.



- Emphasizes the role of the parent in reinforcing (rewarding) the child's behaviors.
- Consequences of a behavior lead to changes in its frequency.
- Behavior patterns will change if the child is rewarded, ignored or punished.



Operant Conditioning Theory

Role parents play in shaping child's behavior.



- **Conditioning functions:**
 - **Shaping behavior** - reinforcing a behavior "close" to the desired behavior.
 - **Chaining behavior** - linking together a series of small steps toward the desired behavior.
- **Consequences include:**
 - **Positive reinforcement** - something that causes an act to increase in the future, i.e. a child smiles and gets a hug.
 - **Negative reinforcement** - child causes unpleasantness to cease, i.e. parents "lecture" stops when child cleans room.
 - **Punishment** - unpleasant act by parent discourages behavior in the future, i.e. T.V. privileges taken away.



Multiple Intelligences Theory

Eight innate "intelligences" of learning.

- There are eight distinct forms of intelligence that everyone possesses in varying degrees.
- Parents should focus on the intelligences of their children.
- Different cultures emphasize different intelligences.
- Verbal/Linguistic:
 - Able to use words and languages — communicates effectively by speaking, listening, reading & writing.
 - Uses reason, logic and numbers.
 - Sensitive to the meaning of words and enjoys writing, reading and crossword puzzles.
 - Logical/Mathematical:
- Thinks in logical & numerical patterns, and detects patterns.
 - Incorporates mathematical and scientific abilities and drawn to strategic games and experiments.

Multiple Intelligences Theory

Eight innate "intelligences" of learning.



- **Musical/Rhythmic:**
 - Appreciates and produces music — is a discriminating listener.
 - Thinks in sounds, rhythms, and patterns.
 - Sings and drums to him or herself.
- **Visual/Spatial:**
 - Thinks in pictures, remembers with vivid mental images.
 - Perceives the visual and represents spatial information graphically.
 - Controls body movements and handles objects with skill.
 - Spends free time drawing, using building blocks, or daydreaming.
- **Bodily/Kinesthetic**
 - Processes knowledge through sensations in the body.
 - Expresses him or herself through movement.
 - Has good eye-hand coordination and balance.

Multiple Intelligences Theory

Eight innate "intelligences" of learning.



● Interpersonal

- Relates to others and understands other's feelings and intentions.
- Detects differences among people.
- Likes to maintain peace and have everyone cooperate.

● Intrapersonal

- Reflects on oneself and is aware of one's inner state of being.
- Self-motivated and understands his/her role in relation to others.
- Understands one's emotions can direct one's behavior.

● Naturalist

- Advocates or practices naturalism — and recognizes dangerous species and categorizes new and different organisms.
- Identifies manmade species ("artificial taxonomies") such as wearing apparel or cars.