

## TET 103: CHILD DEVELOPMENT (0–3 YEARS)

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### Lecture 2: Theories of Child Development

#### Objectives

- At the end of this lecture the learner should be able to:
  - a) Identify relevant theories of child development
  - b) Describe the theories of child growth and development

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### What is a theory?

- A theory can be defined as a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.
- Child development theories focus on explaining how children change and grow over the course of childhood.
- Such theories center on various aspects of development including social, emotional, and cognitive growth.

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### Child development theories

- Common child development theories include:
  1. Sigmund Freud's Psychosexual Developmental Theory
  2. Erik Erikson's Psychosocial Developmental Theory
  3. Piaget's Cognitive Developmental Theory
  4. Bowlby's Attachment Theory
  5. Bandura's Social Learning Theory
  6. Behavioral Child Development Theories
- In this course we will focus only on the first three

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### 1. Psychoanalytic Theory of Child Development by Sigmund Freud

- Founder: Sigmund Freud
- May 6, 1856 – Sigmund Freud was born in Freyberg town, crech republic
- 1881 – he graduated from medical faculty, University of Vienna
- 1896 – Sigmund Freud was officially recognized
- 1900 – he released ‘interpretation of dreams’
- September 23, 1939 –Freud passed away in Hampstead house

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### Overview of Psychoanalysis Theory

- A set of philosophical of human nature
- Psychoanalysis is both an approach to therapy and a theory of personality
- Emphasizes unconscious motivation – the main cause of behavior lie in unconscious mind

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### View of Human Nature

- Deterministic - life is about gaining pleasure and avoiding pain
- Human as energy system - Freud believe that human are motivated by the unconscious, where the id is found along with the aggression and sex instincts

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### Level of Mental Life

1. **Unconscious** - Contains all the feeling, urges or instinct that are beyond our awareness but it affect our expression, feeling, action (e.g. Slip of tongue, dreams, wishes)
2. **Preconscious** - Facts stored in a part of the brain, which are not conscious but are available for possible use in the future (e.g. A person will never think of her home address at that moment but when her friend ask for it, she can easily recall it)
3. **Conscious** - Only level of mental life that are directly available to us. The awareness of our own mental process (thoughts/feeling)

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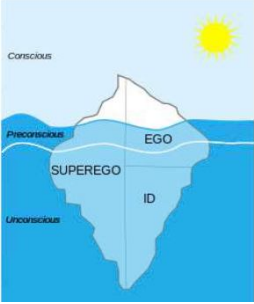
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### Structure of Personality

- Consist of three parts:
  1. Id
  2. Ego
  3. Superego



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**1. Id**

- Infants are born with Id intact
- Operates on PLEASURE PRINCIPLE – to gain pleasure, avoid pain
- Driven by sexual and aggressive urge

**2. Ego**

- The rational level of personality
- Operates on REALITY PRINCIPLES – does realistic and logical thinking
- The balance between Id and Superego

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**3. Superego**

- Partially unconscious
- Operates on MORAL PRINCIPLES
- Able to differentiate between good and bad, right and wrong
- If people follow their superego, they will feel proud but if they don't follow, they will feel guilty and anxious

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**Example:**

The diagram illustrates the conflict between the three components of the psyche. On the left, a box labeled 'ID' contains the text 'I want to eat chocolate!'. In the center, a box labeled 'EGO' contains 'Eats a small bar of chocolate'. On the right, a box labeled 'SUPEREGO' contains 'I am on a super diet!'. Two upward-pointing arrows originate from the EGO box, one pointing to the ID box and the other to the SUPEREGO box, indicating that the EGO acts as a mediator between the two.

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### Psychosexual Stages

- Children progress through FIVE psychosexual stages during psychosexual development
- A person become 'FIXATED' or stuck in a stage when a basic need is not met, therefore that person will face difficulty in transiting to another stage;
- The psychosexual stages are: Oral stage; Anal stage; Phallic stage; Latency stage; Genital stage

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### Psychosexual Stages

#### 1. Oral stage

- Starts from birth to 18 months
- In this stage of personality development, the libido or pleasure is centered in a baby's mouth e.g by breastfeeding, sucking, biting, etc
- It gets much satisfaction from putting all sorts of things in its mouth to satisfy the libido, and thus its id demands.
- Freud said oral stimulation could lead to an oral fixation in later life. Such **Fixation** may include:
  - a) If the child is over stimulated in this stage, as an adult she/he may become dependent on

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### Psychosexual Stages

cigarette or alcohol, become chatterbox, or derive pleasure from acquiring possessions (collect things)

- b) If the child is under stimulated in this stage, as an adult she/he will make biting sarcastic remarks or be argumentative

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**Psychosexual Stages**

**2. Anal Stage**

- Begins from 18 months until 3 years
- The child's libido or Pleasure centres on bowel movement (withholding/eliminating faeces)
- **Fixation:**
  - a) If parents were harsh or over-emphasizing potty training, the child will develop a retentive character. He will become obstinate/adamant and stingy/mean
  - b) If parents were negligent about potty training, the child will develop expulsive trait such as bad temper, cruelty and messy disorderliness

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**Psychosexual Stages**

- **Fixation:**
  - c) Early training can lead to the child becoming an anal-retentive personality who hates mess, is obsessively tidy, punctual and respectful of authority.

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**Psychosexual Stages**

**3. Phallic Stage**

- Begins from 3 years to 6 years
- Sensitivity now becomes concentrated in the genitals and masturbation (in both sexes) becomes a new source of pleasure.
- The child becomes aware of anatomical sex differences, which sets in motion the conflict between erotic attraction/sexy, resentment/anger, rivalry/competition, jealousy and fear.

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**Psychosexual Stages**

- Freud called this **Oedipus complex** (in boys) and the **Electra complex** (in girls).
- **Oedipus complex**
  - In the young boy, the Oedipus complex or more correctly, conflict, arises because the boy develops sexual (pleasurable) desires for his mother.
  - He wants to possess his mother exclusively and get rid of his father to enable him to do so.
  - Irrationally, the boy thinks that if his father were to find out about all this, his father would take away what he loves the most.
  - During the phallic stage what the boy loves most is his penis. Hence the boy develops **castration anxiety**.

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**Psychosexual Stages**

- The little boy then sets out to resolve this problem by imitating, copying and joining in masculine dad-type behaviors
- This is called **identification**, and is how the three-to-five year old boy resolves his Oedipus complex
- Identification means internally adopting the values, attitudes, and behaviors of another person
- The consequence of this is that the boy takes on the male gender role, and adopts an ego ideal and values that become the superego.

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**Psychosexual Stages**

- **Electra complex** (in girls)
  - For girls, the Electra complex is less than satisfactory
  - Briefly, the girl desires the father, but realizes that she does not have a penis
  - This leads to the development of **penis envy** and then wish to be a boy
  - The girl resolves this by repressing her desire for her father and substituting the wish for a penis with the wish for a baby
  - The girl blames her mother for her 'castrated state,' and this creates great tension.
  - The girl then **represses** her feelings (to remove the tension) and identifies with the mother to take on the female gender role.

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**Psychosexual Stages**

**3. Latency Stage**

- Begins from 5 or 6 years to puberty
- No further psychosexual development takes place during this stage (latent means hidden)
- The libido is dormant
- Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated towards school work, hobbies, and friendships.

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**Psychosexual Stages**

- Much of the child's energy is channeled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender.
- No fixations occur as the child's energy are focused on peer activities and personal mastery of learning and physical skills

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**Psychosexual Stages**

- This is the last stage of Freud's psychosexual theory of personality development and begins in puberty
- Libido/pleasure or interest is directed to the opposite sex and increase at this stage
- It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another person in our 20's
- Sexual instinct is directed to heterosexual pleasure, rather than self-pleasure like during the phallic stage

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### Psychosexual Stages

- For Freud, the proper outlet of the sexual instinct in adults was through heterosexual intercourse.
- Fixation and conflict may prevent this with the consequence that sexual perversions may develop
- For example, fixation at the oral stage may result in a person gaining sexual pleasure primarily from kissing and oral sex, rather than sexual intercourse.

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### 2. Erik Erickson Psychosocial Theory

- Erikson's eight-stage theory of psychosocial development describes growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development.
- This theory focuses on sexual interest as a driving force in development, Erikson believed that social interaction and experience played decisive roles
- His eight-stage theory of human development described this process from infancy through death.

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### Erik Erickson Psychosocial Theory

- During each stage, people are faced with a developmental conflict that impacts later functioning and further growth.
- Unlike many other developmental theories, Erik Erikson's psychosocial theory focuses on development across the entire lifespan
- At each stage, children and adults face a developmental crisis that serves as a major turning point
- Successfully managing the challenges of each stage leads to the emergence of a lifelong psychological virtue.

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### Erik Erickson's 8 stages of Psychosocial development

- The stages that make up his theory are as follows:
  - Stage 1 - Trust vs. Mistrust
  - Stage 2 - Autonomy vs. Shame and Doubt
  - Stage 3 - Initiative vs. Guilt
  - Stage 4 - Industry vs. Inferiority
  - Stage 5 - Identity vs. Confusion
  - Stage 6 - Intimacy vs. Isolation
  - Stage 7 - Generativity vs. Stagnation
  - Stage 8 - Integrity vs. Despair

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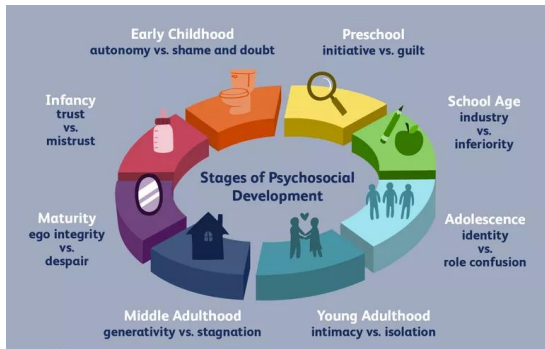
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### Erik Erickson's 8 stages of Psychosocial development



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### Psychosocial Stage 1 - Trust vs. Mistrust

- The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life.
- Because an infant is utterly dependent, developing trust is based on the dependability and quality of the child's caregivers
- At this point in development, the child is utterly dependent upon adult caregivers for everything that he or she needs to survive including food, love, warmth, safety, and nurturing.
- If a caregiver fails to provide adequate care and love, the child will come to feel that he or she cannot trust or depend upon the adults in his or her life.

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**Psychosocial Stage 1 - Trust vs. Mistrust**

- If a child successfully develops trust, he or she will feel safe and secure in the world.
- Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children under their care. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.
- Erikson believed that successful development was all about striking a balance between the two opposing sides.
- When this happens, children acquire hope, which Erikson described as an openness to experience tempered by some wariness that danger may be present.

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**Psychosocial Stage 2 - Autonomy vs. Shame and Doubt**

- The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control.
- At this point in development, children are just starting to gain a little independence
- They are starting to perform basic actions on their own and making simple decisions about what they prefer
- By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.

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**Psychosocial Stage 2 - Autonomy vs. Shame and Doubt**

- Like Freud, Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different than that of Freud's. Erikson believed that learning to control one's bodily functions leads to a feeling of control and a sense of independence.
- Other important events include gaining more control over food choices, toy preferences, and clothing selection.
- Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt. Erikson believed that achieving a balance between autonomy and shame and doubt would lead to will, which is the belief that children can act with intention, within reason and limits.

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**Psychosocial Stage 3 - Initiative vs. Guilt**

- The third stage of psychosocial development takes place during the preschool years.
- At this point in psychosocial development, children begin to assert their power and control over the world through directing play and other social interactions.
- Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt, and lack of initiative.
- When an ideal balance of individual initiative and a willingness to work with others is achieved, the ego quality known as purpose emerges.

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**Psychosocial Stage 4 - Industry vs. Inferiority**

- The fourth psychosocial stage takes place during the early school years from approximately age 5 to 11.
- Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful.
- Successfully finding a balance at this stage of psychosocial development leads to the strength known as competence, in which children develop a belief their abilities to handle the tasks set before them.

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**Psychosocial Stage 5 - Identity vs. Confusion**

- The fifth psychosocial stage takes place during the often turbulent teenage years. This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life.
- During adolescence, children explore their independence and develop a sense of self.
- Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and feelings of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

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**Psychosocial Stage 5 - Identity vs. Confusion**

- Completing this stage successfully leads to fidelity, which Erikson described as an ability to live by society's standards and expectations.
- Erikson placed a particular emphasis on the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction and becomes a central focus during the identity versus confusion stage of psychosocial development.
- According to Erikson, our ego identity constantly changes due to new experiences and information we acquire in our daily interactions with others. As we have new experiences, we also take on challenges that can help or hinder the development of identity.

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**Psychosocial Stage 5 - Identity vs. Confusion**

- Our personal identity gives each of us an integrated and cohesive sense of self that endures through out lives. Our sense of personal identity is shaped by our experiences and interactions with others, and it is this identity that helps guide our actions, beliefs, and behaviors as we age.

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**Psychosocial Stage 6 - Intimacy vs. Isolation**

- This stage covers the period of early adulthood when people are exploring personal relationships.
- Erikson believed it was vital that people develop close, committed relationships with other people. Those who are successful at this step will form relationships that are enduring and secure.
- Remember that each step builds on skills learned in previous steps. Erikson believed that a strong sense of personal identity was important for developing intimate relationships.

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**Psychosocial Stage 6 - Intimacy vs. Isolation**

- Studies have demonstrated that those with a poor sense of self do tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.
- Successful resolution of this stage results in the virtue known as love. It is marked by the ability to form lasting, meaningful relationships with other people.

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**Psychosocial Stage 7 - Generativity vs. Stagnation**

- During adulthood, we continue to build our lives, focusing on our career and family.
- Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.
- Care is the virtue achieved when this stage is handled successfully. Being proud of your accomplishments, watching your children grow into adults, and developing a sense of unity with your life partner are important accomplishments of this stage.

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**Psychosocial Stage 8 - Integrity vs. Despair**

- The final psychosocial stage occurs during old age and is focused on reflecting back on life.
- At this point in development, people look back on the events of their lives and determine if they are happy with the life that they lived or if they regret the things they did or didn't do.
- Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair.
- Those who feel proud of their accomplishments will feel a sense of integrity.

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**Psychosocial Stage 8 - Integrity vs. Despair**

- Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction.
- These individuals will attain wisdom, even when confronting death.

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**Jean Piaget's Cognitive Developmental Theory**

- Jean Piaget's (1936) Cognitive theory is concerned with the development of a person's thought processes. It also looks at how these thought processes influence how we understand and interact with the world.
- Theorist Jean Piaget cognitive theory seeks to describe and explain the development of thought processes and mental states
- It also looks at how these thought processes influence the way we understand and interact with the world.
- Piaget then proposed a theory of cognitive development to account for the steps and sequence of children's intellectual development.

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**Piaget's four stages of cognitive development**

Source: <https://www.verywellmind.com>

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**Piaget's four stages of cognitive development**

**1. The Sensorimotor Stage**

- Ages: Birth to 2 Years
- During this earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects.
- A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.
- Major Characteristics and Developmental Changes:
  - The infant knows the world through their movements and sensations.

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**Piaget's four stages of cognitive development**

- Children learn about the world through basic actions such as sucking, grasping, looking, and listening.
- Infants learn that things continue to exist even though they cannot be seen (object permanence/object constancy).
- They are separate beings from the people and objects around them.
- They realize that their actions can cause things to happen in the world around them.

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**Piaget's four stages of cognitive development**

**2. The Preoperational Stage**

- A period between ages 2 and 7 during which a child learns to use language.
- During this stage, children do not yet understand concrete logic, cannot mentally manipulate information and are unable to take the point of view of other people.
- Major Characteristics and Developmental Changes:
  - Children begin to think symbolically and learn to use words and pictures to represent objects.
  - Children at this stage tend to be egocentric and struggle to see things from the perspective of others.

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**Piaget's four stages of cognitive development**

- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

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**Piaget's four stages of cognitive development**

**3. The Concrete Operational Stage**

- A period between ages 7 and 11 during which children gain a better understanding of mental operations.
- Children begin thinking logically about concrete events but have difficulty understanding abstract or hypothetical concepts.
- Major Characteristics and Developmental Changes
  - During this stage, children begin to thinking logically about concrete events
  - They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass

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**Piaget's four stages of cognitive development**

- Their thinking becomes more logical and organized, but still very concrete.
- Children begin using inductive logic, or reasoning from specific information to a general principle.

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**Piaget's four stages of cognitive development**

**4. The Formal Operational Stage**

- A period between age 12 to adulthood when people develop the ability to think about abstract concepts.
- Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage.
- Major Characteristics and Developmental Changes:
  - At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems.
  - Abstract thought emerges.

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**Piaget's four stages of cognitive development**

- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.
- Begin to use deductive logic, or reasoning from a general principle to specific information.
- In summary; there are three components of Jean Piaget's cognitive development:
  - **Schemas**
  - **Adaptation** (equilibrium, assimilation, and accommodation).
  - **Four-stage development**

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**Assignment**

- Read and write short notes on:
  - **Schemas**
  - **Adaptation**
    - Equilibrium
    - Assimilation
    - accommodation).

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