


Chapter Two

Theories of Development


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Theory

- o lens through which we view our subject matter
- o probably learned about some or all at some point
- o Before we get to our overview, let's start with three clicker questions

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Theories we'll look at

- o Freud – psychoanalytic theory
- o Erikson – psychosocial theory
- o Piaget – cognitive developmental
- o Vygotsky – sociocultural
- o Skinner – operant conditioning
- o Bandura –social cognitive theory
- o Lerner – developmental contextualism

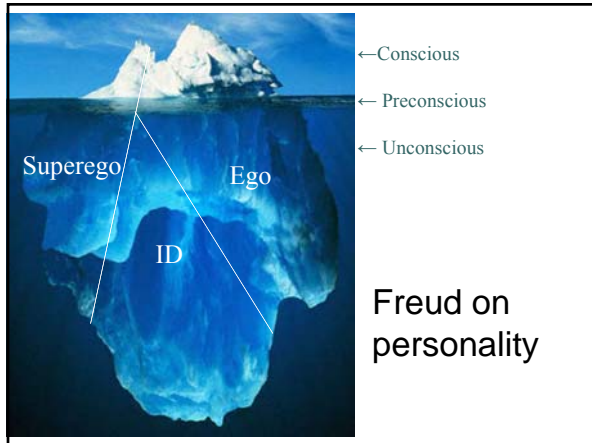
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● ● ● Freud – Psychoanalytic



- 3 personality processes
 - ID-pleasure principle
 - demands immediate gratification
 - EGO-reality principle
 - directs ID impulses toward appropriate targets
 - SUPEREGO-conscience, idealism
 - unconcerned with reality
 - directs actions towards moral, ethical, religious principles

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● ● ● 5 Stages – reflect focus of ID

- Oral (b-1.5)
- Anal (1.5-3)
- Phallic (3-5)
- Latency (5-12)
- Genital (12 on)

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General ideas

- o most interaction between these processes is unconscious
- o conflicts between personality processes give rise to anxiety
 - can be conscious or unconscious
 - we use defense mechanisms to cope
 - repression, projection, reaction formation, displacement, identification, denial, isolation, intellectualization, rationalization, and sublimation

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Erikson's Psychosocial Theory



- o no formal training in psychology
- o trained by Freud as a psychoanalyst
- o split over too great an emphasis on sex and aggression in Freud's theory
- o eight psychosocial stages
- o each stage there are crises, conflicts, or critical issues to be resolved
- o address conflicts satisfactorily and move on
- o failure to resolve - must deal with it later

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Erikson's stages

- o Stage 1 trust vs. mistrust (to 18 mos.)
 - primary task is to develop a basic sense of trust in the world
 - maternal figure - usually first important figure to the child
- o Stage 2 autonomy vs. shame/doubt (18 mos. - 3 yrs.)
 - toilet training
 - by age 2 most babies can walk and communicate
 - no longer want to be completely dependent
- o Stage 3 initiative vs. guilt (3-6 years)
 - rapidly developing motor and language skills
 - more aggressive and vigorous in exploration of their social and physical environments
- o Stage 4 industry vs. inferiority (6-12 years)
 - school - brings with it expansion of the social world
 - want to make things, to create

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Erikson's stages (cont.)

- o Stage 5 identity vs. role confusion (12-18 years)
 - peer relationships - "who am I" moves to front of thinking
 - to answer, increasingly turn away from parents and to peers
- o Stage 6 Intimacy vs. isolation (19-34)
 - love relationships
 - sharing lives with another
- o Stage 7 generativity vs. self-absorption (35-64)
 - parenting/mentoring
 - interest in "establishing and guiding the next generation"
- o Stage 8 integrity vs. despair (65+)
 - look back over lifetime, reflect on accomplishments
 - acceptance brings sense of integrity
- o crises are all worked through in the context of interactions with others

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Criticisms of Erikson's theory

- o not everyone experiences each crisis to the same degree or at the same time
- o doesn't address how or why we progress from stage to stage

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Piaget

- o Let's watch a movie
- o Complete the worksheet while watching
- o Review material in text, many of the concepts are illustrated in the film

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Vygotsky

- o educated as lawyer and a philologist
- o began career as psychologist in 1917 pursued for 17 years
- o Piaget's stages reflect norms of the culture:
do not "naturally emerge" in vacuum
- o human development cannot be understood without considering context
- o "the transformation of socially shared activities into internalized processes"
- o problem solving processes - initially guided by others are internalized
- o language guides cognitive development
- o Central elements of theory
 1. culture
 2. language
 - stages of speech
 3. zone of proximal development

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Operant conditioning

- o Thorndike - law of effect
 - we learn through trial and error
 - responses that are successful will be repeated
- o Burrhus Fredrick Skinner rigorously defined elements of law of effect
 - positive reinforcer - increases probability that the response preceding it will be repeated
 - negative reinforcer - removal increases probability that behavior preceding it will be repeated
 - punisher - event that decreases probability the behavior that preceded it will be repeated
 - operant = response whose probability can be manipulated by reinforcers or punishment
 - extinction - ignoring behavior, removing reinforcement

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Bandura - Social Cognitive Theory

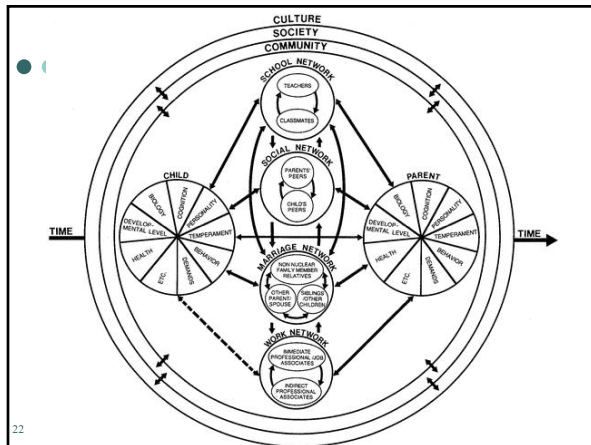


- o Observational learning - learn to do things by watching others
 - don't have to repeat or use the actions observed immediately
 - often in the absence of reinforcement
- o children acquire new responses by watching others
- o observation of models may strengthen or weaken existing responses
- o children observe and "file away" observed consequences of undesirable behavior
- o imitation of aggressive models

Lerner's Developmental Contextualism

- Considers multiple factors
 - Where?
 - Who?
 - Social influences
 - Ourselves as part of our context – personal characteristics
 - When?

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Basics of Lerner's theory

- Action of genes
 - genetic expression affected by other levels of the system
 - all levels of the system potentially equal
- Basic change process
 - changes in the individual always occur in connection with changes in context
 - changes in organism-context relations are the basic unit of change in development
- Relational processes
 - fundamental process in development
 - study of only a portion of this relational system measures an incomplete subprocess
 - relational analysis - only sufficient approach in analysis of basic developmental processes


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Developmental Contextualism

- Type of research
 - multilevel, multivariate, and longitudinal investigations
 - can accurately portray the coaction of variables at different levels over time
- Multiple levels
 - Organism
 - gene
 - cell
 - organ
 - Context
 - significant other
 - family
 - social policies


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Developmental Contextualism (cont.)

- Development: lawful yet individualized
 - changes will not occur in the same way or at the same point in developmental history
 - lawful individual differences
 - not generic developmental trajectory
- Four functions of model
 1. guide to the formulation of person-context relational questions
 2. limiting frame for generalizations based on any one investigation
 3. guide for the collaboration of scholars from different disciplines
 4. general template for "reduced" more empirically testable models

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Developmental Contextualism (cont.)

- An example
 - relationship between a specific aspect of the child's organismic individuality and a characteristic of the parent pertinent to that characteristic
 - characteristics would be studied not only in relation to each other, but also in relation to the child's and parent's interactions with other contexts
 - assessment would be conducted at several points in time
- Lerner's conclusions
 - biopsychosocial model - not simply something to play lip service to
 - diversity and context matter tremendously
 - core of what human development is all about

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Overview

- Table 2.5, pg. 45 gives nice comparison
- Need multiple theories for a comprehensive explanation of human behavior
- None explains everything – each provides an explanatory piece

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