



## Chapter Two

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### Theories of Development

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## Theory

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- lens through which we view our subject matter
- probably learned about some or all at some point

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## Theories we'll look at

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- Freud – psychoanalytic theory
- Erikson – psychosocial theory
- Piaget – cognitive developmental
- Vygotsky – sociocultural
- Skinner – operant conditioning
- Bandura –social cognitive theory
- Lerner – already covered...

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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 (0-1.5)
- Anal (1.5-3)
- Phallic (3-5)
- Latency (5-12)
- Genital (12 on)

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## General ideas

- most interaction between these processes is unconscious
- 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

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

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## Erikson's stages

- Stage 1 trust vs. mistrust (to 18 mos.)
  - primary task is to develop a basic sense of trust in the world
  - mother or maternal figure usually first important figure in the child's world
  - If inconsistent or rejecting may become a source of frustration

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## Erikson's stages (cont.)

- Stage 2 autonomy vs. shame/doubt (18 mos. - 3 yrs.)
  - toilet training
  - by age 2 most babies can walk and have learned enough language to communicate
  - no longer want to be completely dependent
  - optimal parenting - flexible enough to allow the child to explore freely and do things for themselves while providing guidance when necessary

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## Erikson's stages (cont.)

- Stage 3 initiative vs. guilt (3-6 years)
  - independence - rapidly developing motor and language skills
  - more aggressive and vigorous in exploration of their social and physical environments
- 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.)

- 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
- Stage 6 Intimacy vs. isolation (19-34)
  - love relationships
  - sharing lives with another

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## Erikson's stages (cont.)

- Stage 7 generativity vs. self-absorption (35-64)
  - parenting/mentoring
  - interest in "establishing and guiding the next generation"
- Stage 8 integrity vs. despair (65+)
  - look back over lifetime, reflect on accomplishments
  - acceptance brings sense of integrity
  - finality of death faced and accepted
- crises are all worked through in the context of interactions with others

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## Criticisms of Erikson's theory

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

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## Piaget

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

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## Vygotsky

- educated as lawyer and a philologist
- began career as psychologist in 1917 pursued for 17 years
- Piaget's stages reflect norms of the culture:  
do not "naturally emerge" in vacuum
- human development cannot be understood without considering context

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## Vygotsky

- "the transformation of socially shared activities into internalized processes"
- problem solving processes - initially guided by others are internalized
- language guides cognitive development
- Central elements of theory
  1. culture
  2. language
    - stages of speech
  3. zone of proximal development

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## Operant conditioning

- Thorndike - law of effect
  - we learn through trial and error
  - responses that are successful will be repeated
- 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

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## Operant conditioning (cont.)

- operant is a response whose probability can be manipulated by reinforcers or punishment
- Extinction - ignoring behavior, removing reinforcement
- For Skinner, development can be entirely explained or accounted for by reinforcement histories

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## Bandura - Social Cognitive Theory

- 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
- children acquire new responses by watching others
- observation of models may strengthen or weaken existing responses
- children observe and "file away" observed consequences of undesirable behavior
- imitation of aggressive models

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## Overview

- Table 2.5, pg. 53 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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