

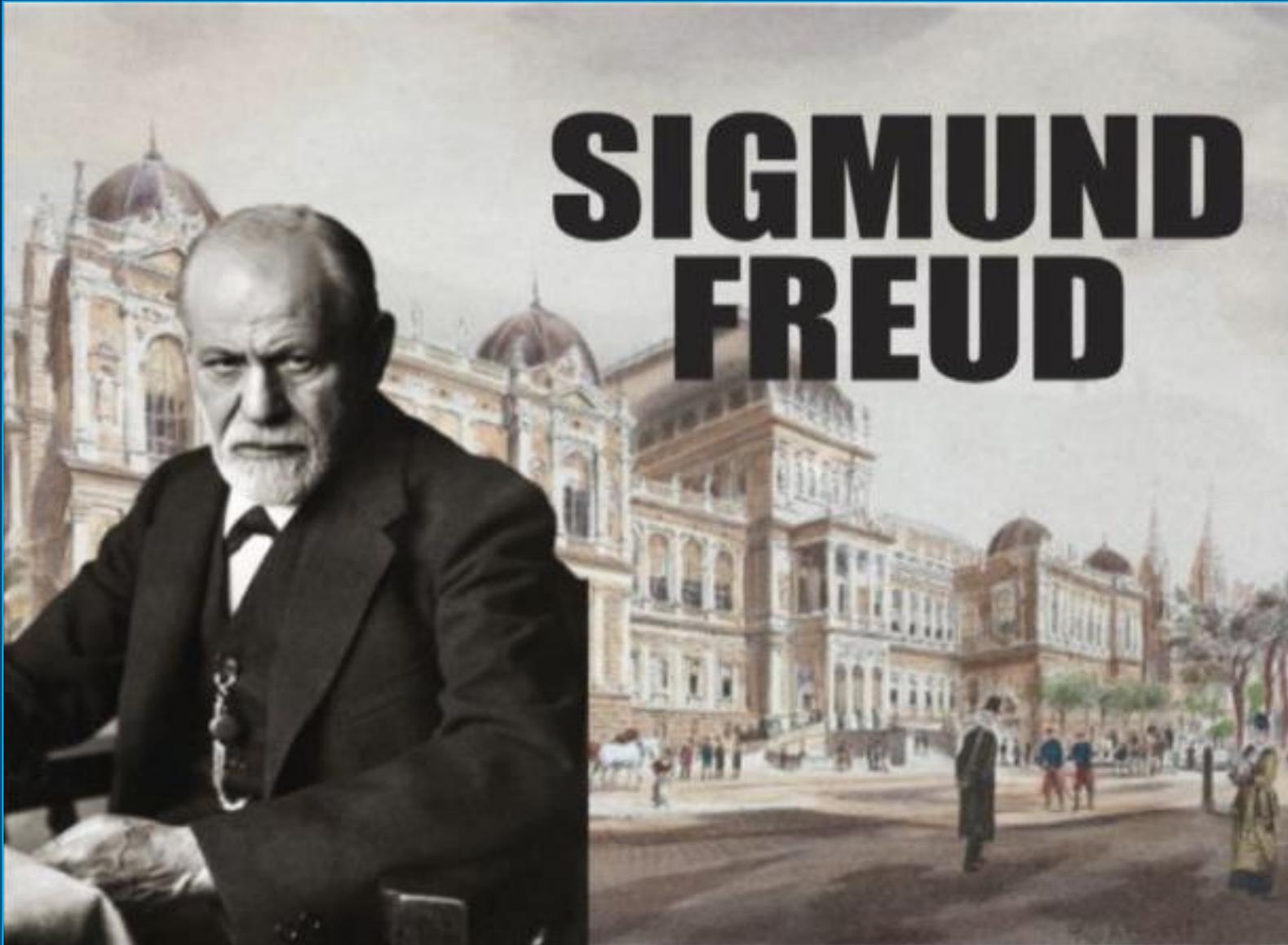
Unit 3 : Theories of Development



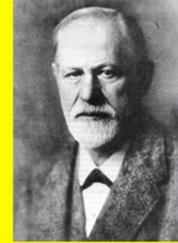
1. Sigmund Freud' Psycho-sexual Development Theory
2. Erik Erikson's Psychosocial Development Theory
3. Piaget' Cognitive Development Theory
4. Kohlberg's Moral Development Theory



Sigmund Freud' Psycho-sexual Development Theory



Freud's Theory of Personality

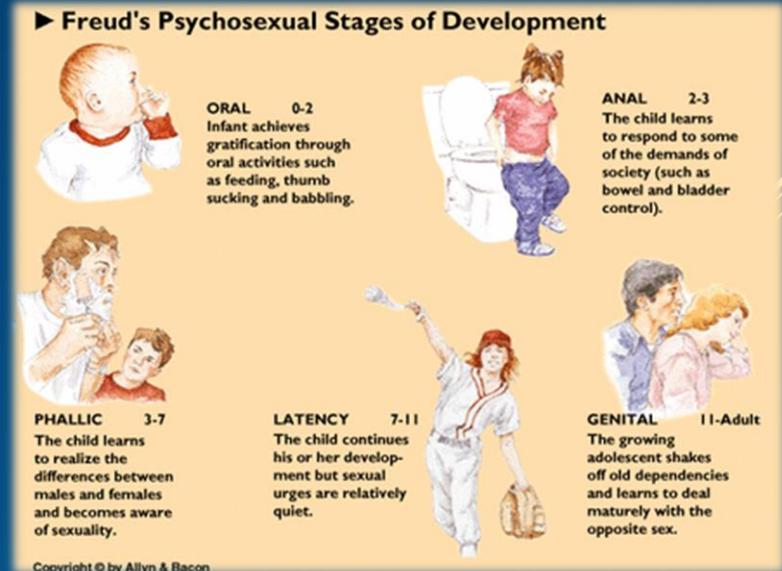


(1856-1939)

"Where id was,
there ego shall be."

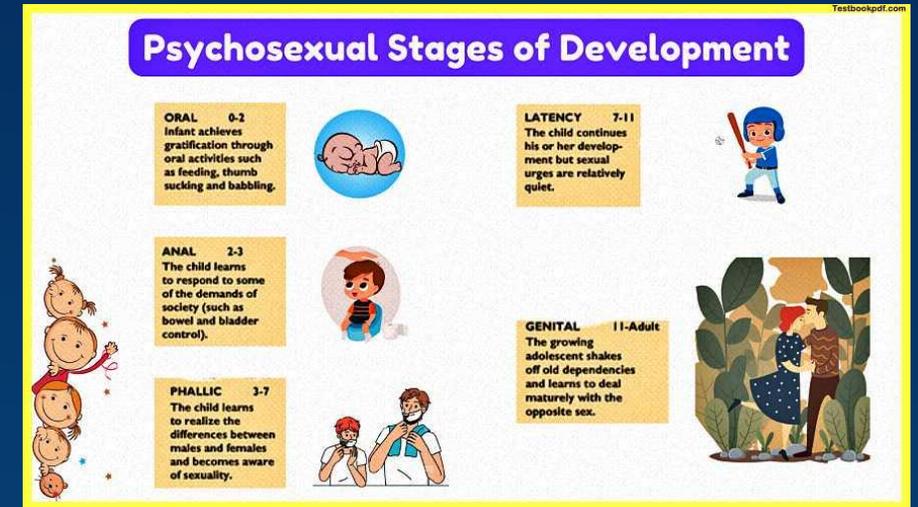
-Sigmund Freud

Freud proposed that personality development in childhood takes place during five psychosexual stages, which are the oral, anal, phallic, latency, and genital stages. During each stage sexual energy (libido) is expressed in different ways and through different parts of the body.



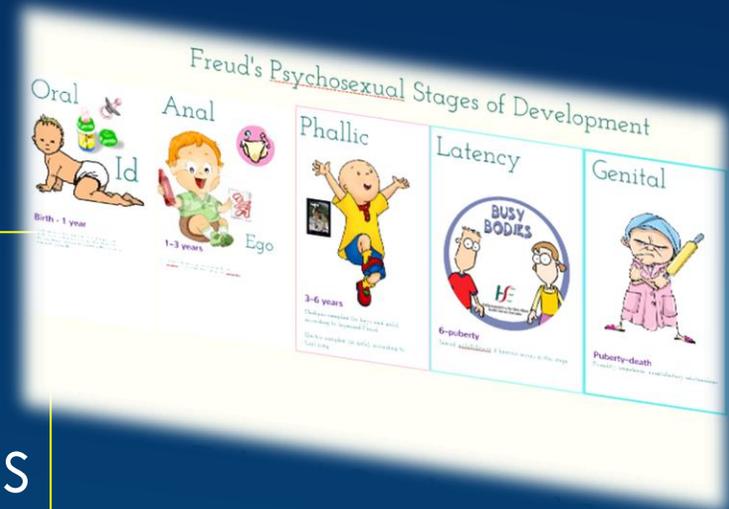
These are called psychosexual stages because each stage represents the fixation of libido (roughly translated as sexual drives or instincts) on a different area of the body. As a person grows physically certain areas of their body become important as sources of potential frustration (erogenous zones), pleasure or both.

believed that life was built round tension and pleasure. Freud also believed that all tension was due to the build-up of libido (sexual energy) and that all pleasure came from its discharge.

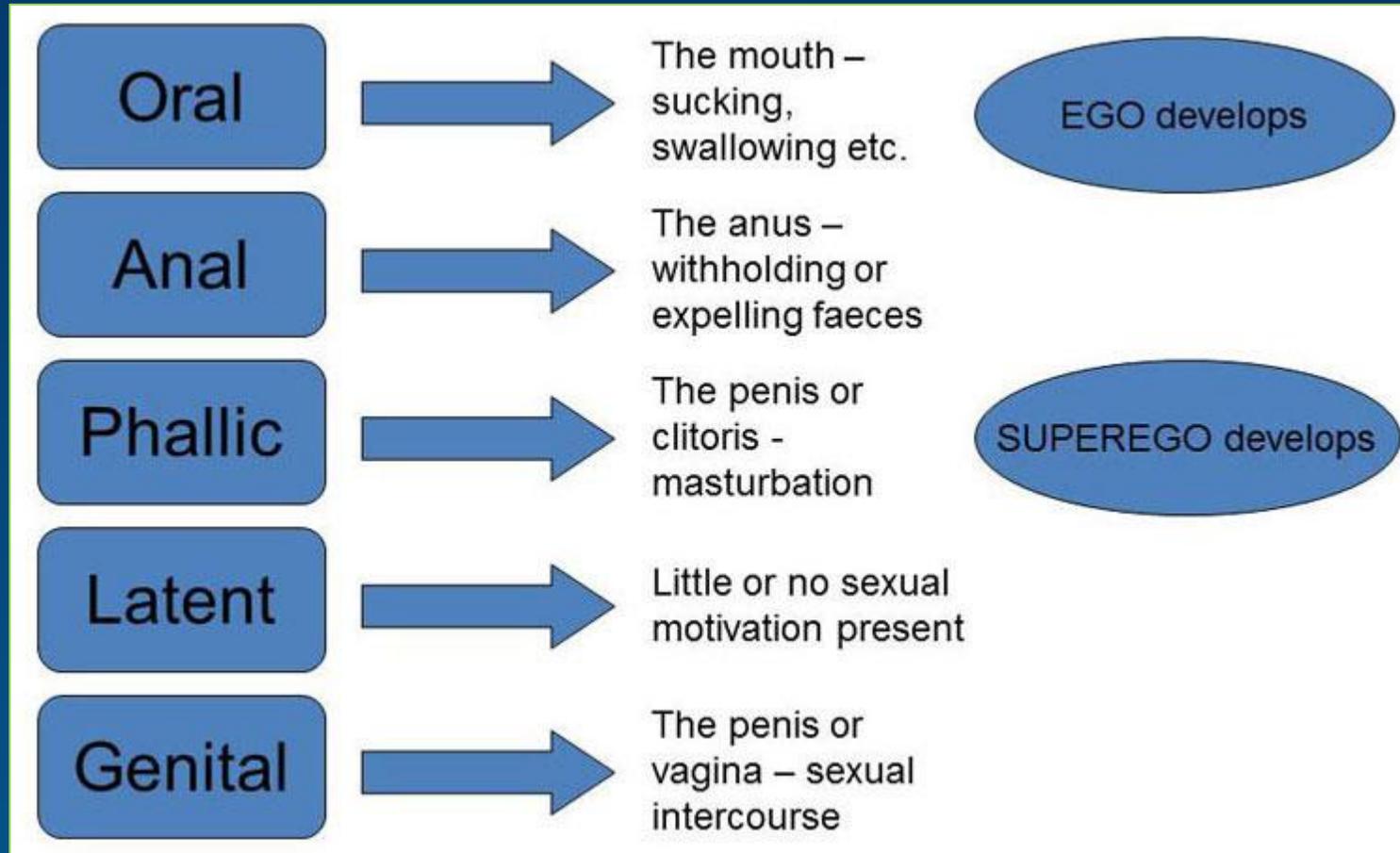


The Role of Conflict

Each of the psychosexual stages is associated with a particular conflict that must be resolved before the individual can successfully advance to the next stage.



Psychosexual Stages of Development



Freud's psychosexual stages

Oral stage: Birth to 1 year
Erogenous zone: Mouth



Anal stage: 1 to 3 year
Erogenous zone: Bowel and Bladder control



Phallic stage: 3 to 6 year
Erogenous zone: Genitals



Latent stage: 6 to puberty
libido inactive



Genital stage: Puberty to death
maturing sexual interest



Examples of Psychological Fixations

Oral Fixations

smoking



gum-chewing

nail-biting



Anal Fixations

orderliness



obsessiveness

rigidity



Phallic Fixations

vanity



exhibitionism

pride



Five Psychosexual Stages of Development





1.) Oral Stage

- 0-18 months
- Stimulation of the mouth produces pleasure
- **Babies experience world through their mouth**
- **Fixated** = smoking, overeating, nail biting, & chewing on pencils as adults





2.) Anal Stage

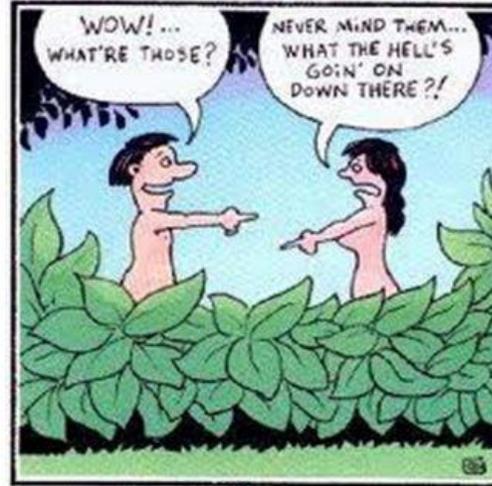


- 18-36 months
- Stimulating of anal region produces pleasure
- **Toddlers experience conflict over toilet training**
- **Fixated** = “anal retentive” OR “anal expulsive”
 - Holding everything in, Obsessive about neatness and cleanliness
 - Messy & disorganized



3.) Phallic (Oedipal) Stage

- 3-6 years
- Most crucial stage
- Self-stimulation of the genitals produces pleasure
- **Oedipus/Electra Complex**
- Boys → pride and pleasure in having a penis
- Girls → “**penis envy**”
- At the end of Phallic stage, personality is fundamentally formed



ADAM AND EVE : DAY ONE



Psychosexual Development

- 3: The phallic stage
- Libido focused on the genitals
- Exploration and interest in genitals. Id and ego fully formed



- Superego is created at the end of the phallic stage by the resolution of the Oedipus or Electra complexes

4.) Latency Stage



- 6 years – puberty
- Sexual feelings exist, but are not yet developed or shown
- Child avoids members of the other gender
- “Cootie stage”

5.) Genital Stage

- Puberty Onward
- Adolescent adult has mature sexual feelings and experiences pleasure from sexual relationships with others.



V. Genital Stage

- The final stage of psychosexual development occurs from puberty onwards.
- It is the time of **sexual reawakening**, but the source of sexual pleasure now becomes someone outside the family.



Genital Stage



- (puberty on). The final stage of psychosexual development begins at the start of puberty when sexual urges are once again awakened. Through the lessons learned during the previous stages, adolescents direct their sexual urges onto opposite sex peers, with the primary focus of pleasure is the genitals.

Erik Erikson's Psychosocial Development Theory

Erik Erikson - Background

- Born in Frankfurt, Germany, June 15th, 1902
- Biological father left before Erikson was born (extramarital union)
- ...so he was adopted by his Jewish Step-father – name became Erik Homberger
 - Erikson did not look Jewish – appeared Danish
 - Teased by Jewish Community – causing Erikson to question who he was
- As a teenager, confused about future:
 - Entered into **Moratorium**: period where one is confused about who they are, so they try new things to find themselves



Erik Erikson



- Like Freud, personality develops in stages
- Focuses on social experiences across the life span
- Development of ego identity
 - Conscious sense of self we develop through social interaction

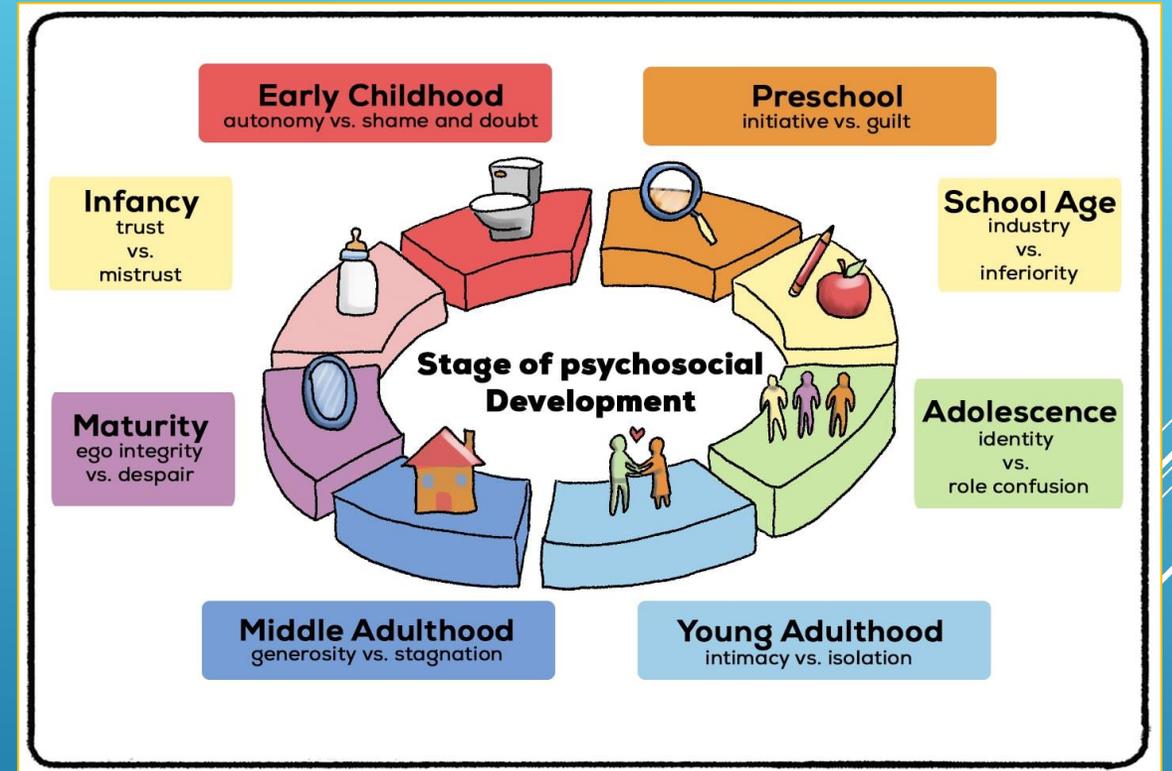
Introduction

- Erik Erikson was an ego psychologist.
- He emphasized the role of culture and society and the conflicts that can take place within the ego itself.
- Erik Erikson maintained that personality develops in a predetermined order, and builds upon each previous stage. This is called the epigenic principle.

Erik Erikson's

Theory of Psychosocial/Personality Development

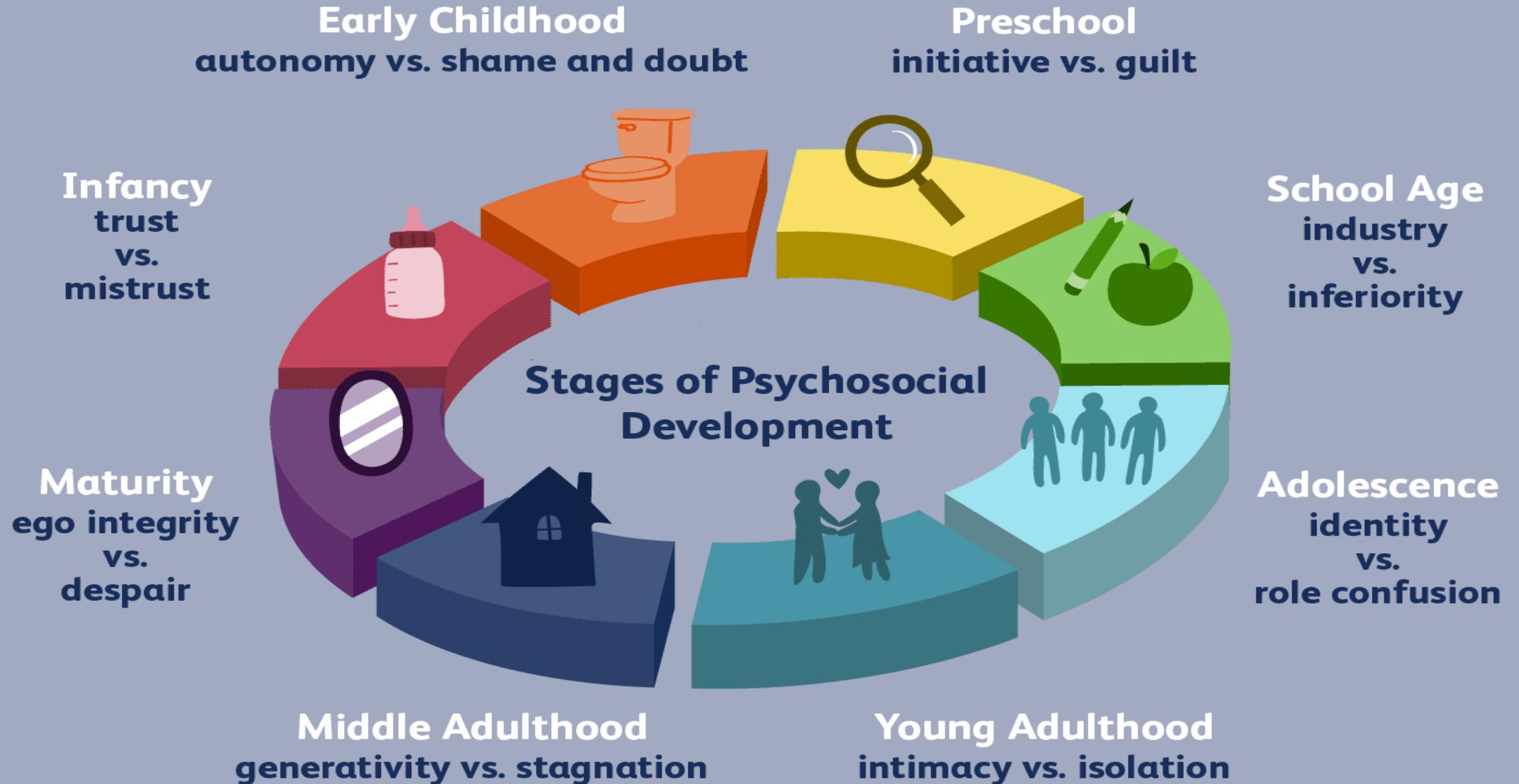
- Life is a series of 8 stages from birth to death
- Must meet challenge of each stage.
- How you meet the challenge affects personality development.
- Development is a life-long process rather than coming to completion at puberty (Piaget)



Erikson's Theory of Psychosocial Development

- ◆ Erikson's theory consists of 8 stages. Within each stage a crisis must be resolved.
- ◆ This crisis is a major developmental issue that becomes important during a specific time period throughout one's life.
- ◆ In order to be successful at solving this crisis, one must balance positive and a corresponding negative trait.





Erikson's Eight Stages of Psychosocial Development

| | | | |
|----------------------------|---|---|------------------|
| Trust vs Mistrust | 0 - 18 months |  | Infant |
| Autonomy vs Shame & Doubt |  18 months - 3 years | | Toddler |
| Initiative vs Guilt | 3 - 5 years |  | Pre-Schooler |
| Industry vs Inferiority |  5 - 13 years | | Grade-Schooler |
| Identity vs Role Confusion | 13 - 21 years |  | Teenager |
| Intimacy vs Isolation |  21 - 39 years | | Young Adult |
| Generativity vs Stagnation | 40 - 65 years |  | Middle-Age Adult |
| Integrity vs Despair |  65 years onwards | | Older Adult |



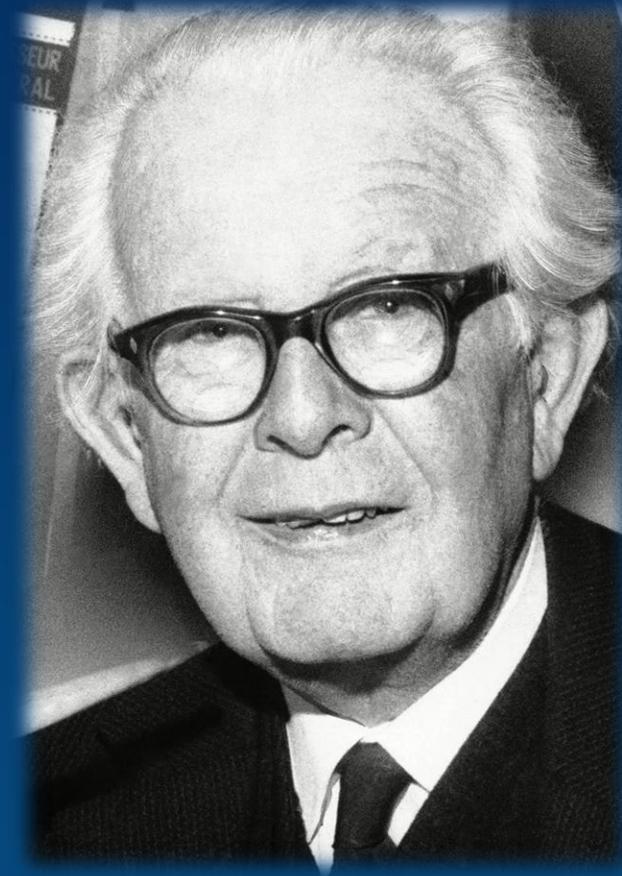
Erikson's Psychosocial Stages Summary Chart



| Stage | Basic Conflict | Important Events | Key Questions to be answered | Outcome |
|-----------------------------|------------------------------|--------------------------------|--|---|
| Infancy (0 to 18 months) | Trust vs. Mistrust | Feeding/ Comfort | Is my world safe? | Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust. |
| Early Childhood (2 to 3) | Autonomy vs. Shame and Doubt | Toilet Training/ Dressing | Can I do things by myself or need I always rely on others? | Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt. |
| Preschool (3 to 5) | Initiative vs. Guilt | Exploration/ Play | Am I good or bad? | Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt. |
| School Age (6 to 11) | Industry vs. Inferiority | School/ Activities | How can I be good? | Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority. |
| Adolescence (12 to 18) | Identity vs. Role Confusion | Social Relationships/ Identity | Who am I and where am I going? | Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. |
| Young Adult (19 to 40) | Intimacy vs. Isolation | Intimate Relationships | Am I loved and wanted? | Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation. |
| Middle Adulthood (40 to 65) | Generativity vs. Stagnation | Work and Parenthood | Will I provide something of real value? | Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world. |
| Maturity (65 to death) | Ego Identity vs. Despair | Reflection on life | Have I lived a full life? | Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness, and despair. |

Piaget' Cognitive Development Theory

Essentially, Piaget believed that humans create their own understanding of the world. In theological terms, he was a *psychological constructivist*, believing that learning is caused by the blend of two processes: assimilation and accommodation. Children first reflect on their prior experiences to understand a new concept and then adjust their expectations to include the new experience. This means that children are continuously constructing knowledge based on the newly presented ideas, which lead to long-term changes. Piaget was more focused on the cognitive developments presented over time.



Jean Piaget

Piaget's Cognitive Development

- Cognition: How people think & understand
- Piaget developed 4 stages to his theory of cognitive development:
 1. Sensori-Motor Stage
 2. Pre-Operational Stage
 3. Concrete Operational Stage
 4. Formal Operational Stage



Piaget's Stages of Cognitive Development

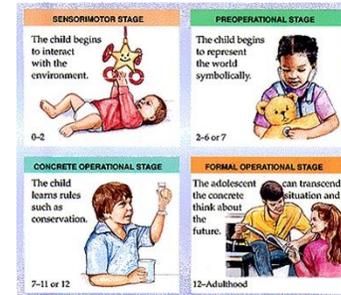
Sensorimotor
(0-2 years)

Preoperational
(2-7 years)

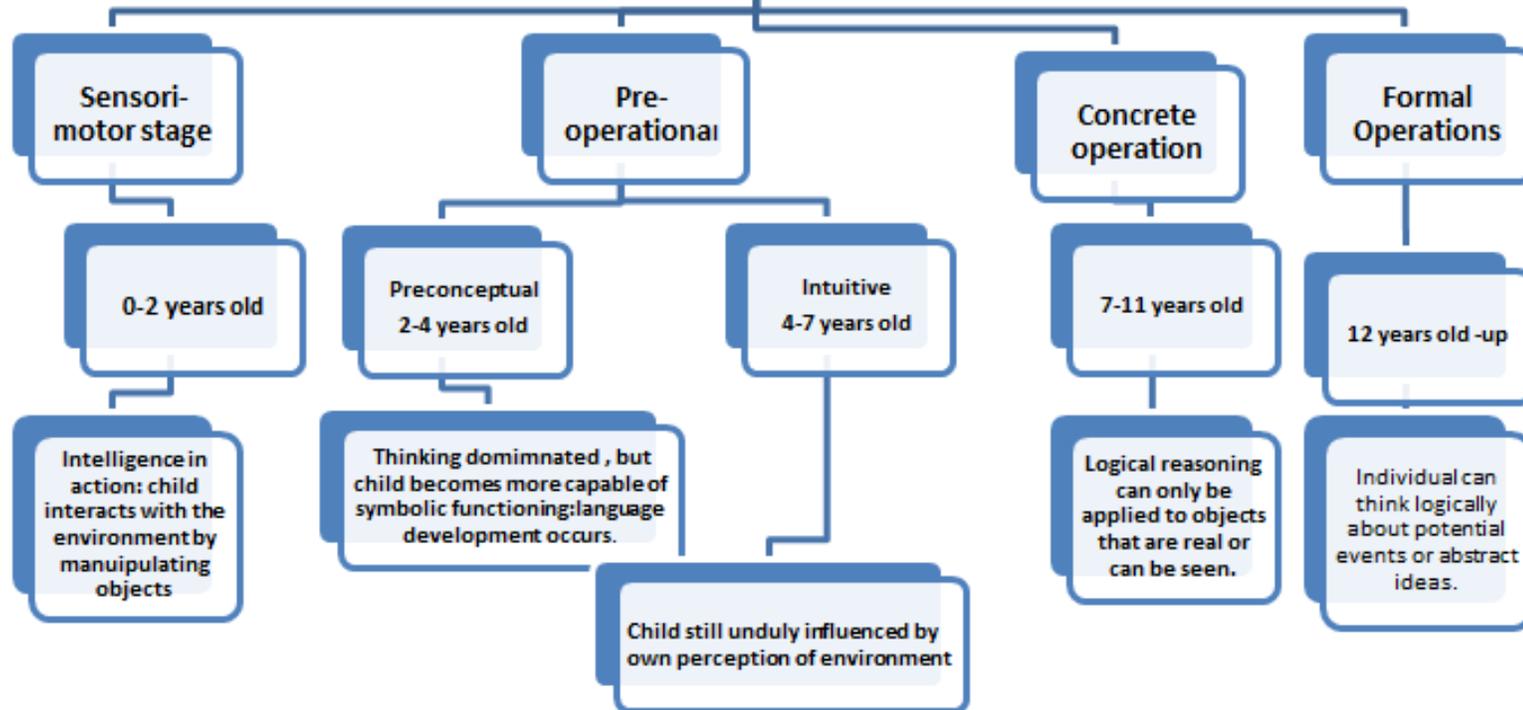
Concrete
operational
(7-11 years)

Formal
operational
(11-adult)

(Woolfolk, 2010)

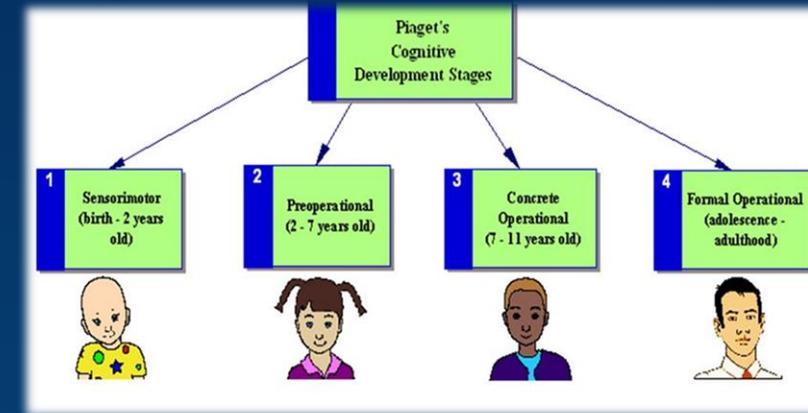


Piaget's Stages of Cognitive Development



Piaget's Four Stages of Cognitive Development

| | |
|--------------------------------------|--|
| Birth to 2 years of age | Sensorimotor Stage: The infant constructs an understanding of the world by coordinating sensory experiences with physical actions: progressing from reflexive, instinctual action at birth to the beginning of symbolic thought toward end of the stage. |
| 2 to 7 years of age | Preoperational Stage: The child begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action. |
| 7 to 11 years of age | Concrete Operational Stage: The child can now reason logically about concrete events and classify objects into different sets. |
| 11–15 years of age through adulthood | Formal Operational Stage The adolescent reasons in more abstract idealistic and logical ways. |



Piaget Theory of Cognitive Development

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graph TD; A[Piaget Theory of Cognitive Development] --> B[Stages]; A --> C[Cognitive Process]; B --> D["Sensorimotor Stage<br/>Preoperational Stage<br/>Concrete Operational Stage<br/>Formal Operational Stage"]; C --> E["Schema<br/>Assimilation<br/>Accommodation<br/>Equilibration"]
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The diagram is a flowchart titled "Piaget Theory of Cognitive Development". At the top is a green box with the title. A large green arrow points down from this box to a horizontal line. From this line, two orange arrows branch out to two dark blue boxes: "Stages" on the left and "Cognitive Process" on the right. Below the "Stages" box is a yellow box containing four stages: "Sensorimotor Stage", "Preoperational Stage", "Concrete Operational Stage", and "Formal Operational Stage". Below the "Cognitive Process" box is a red box containing four processes: "Schema", "Assimilation", "Accommodation", and "Equilibration".

Stages

Sensorimotor Stage
Preoperational Stage
Concrete Operational Stage
Formal Operational Stage

Cognitive Process

Schema
Assimilation
Accommodation
Equilibration

Kohlberg's Moral Development Theory

Lawrence Kohlberg



- American Psychologist
- Developed a sequence of stages of moral reasoning about right and wrong
- Kohlberg was not interested in the response of right and wrong, but in the reasoning behind the decision

*Kohlberg's
theory of
Moral
Development*



Moral Development/Kohlberg

- Came up with a stage theory for moral development
- It lists the different levels of moral reasoning, each divided into two stages
- How children develop a sense of right and wrong
- Borrowed from Piaget who felt cognitive development determined moral development
 - How an individual approaches and reasons with moral issues depends upon that individual's level of cognitive development

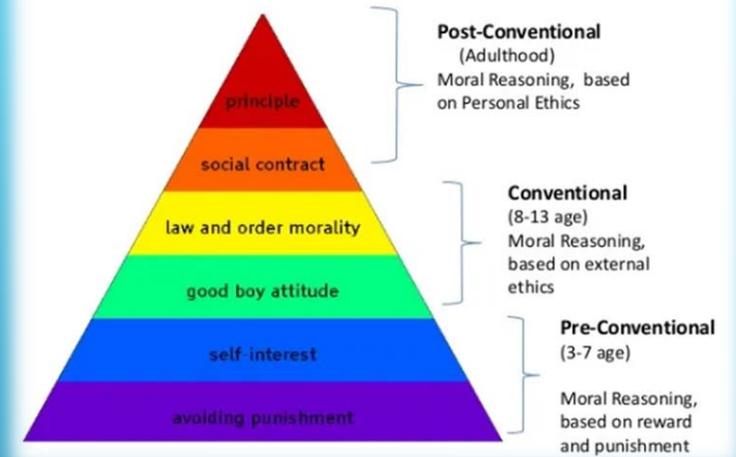


EXPLANATION

Kohlberg devised a theory of moral development which postulates that moral reasoning passes through six stages from early childhood to adulthood.

Kohlberg's stages are sorted into three levels: pre-conventional morality, conventional morality, and post-conventional morality.

Each stage involves a more advanced level of reasoning that coincides with cognitive development and life experiences.



Level 1 Pre-Morality

- Stage 1. **Punishment and obedience orientation**: Doing what is right because of fear of punishment.
- Stage 2. **Hedonistic orientation**: Doing what is right for personal gain, perhaps a reward.

Level 2 Conventional Morality

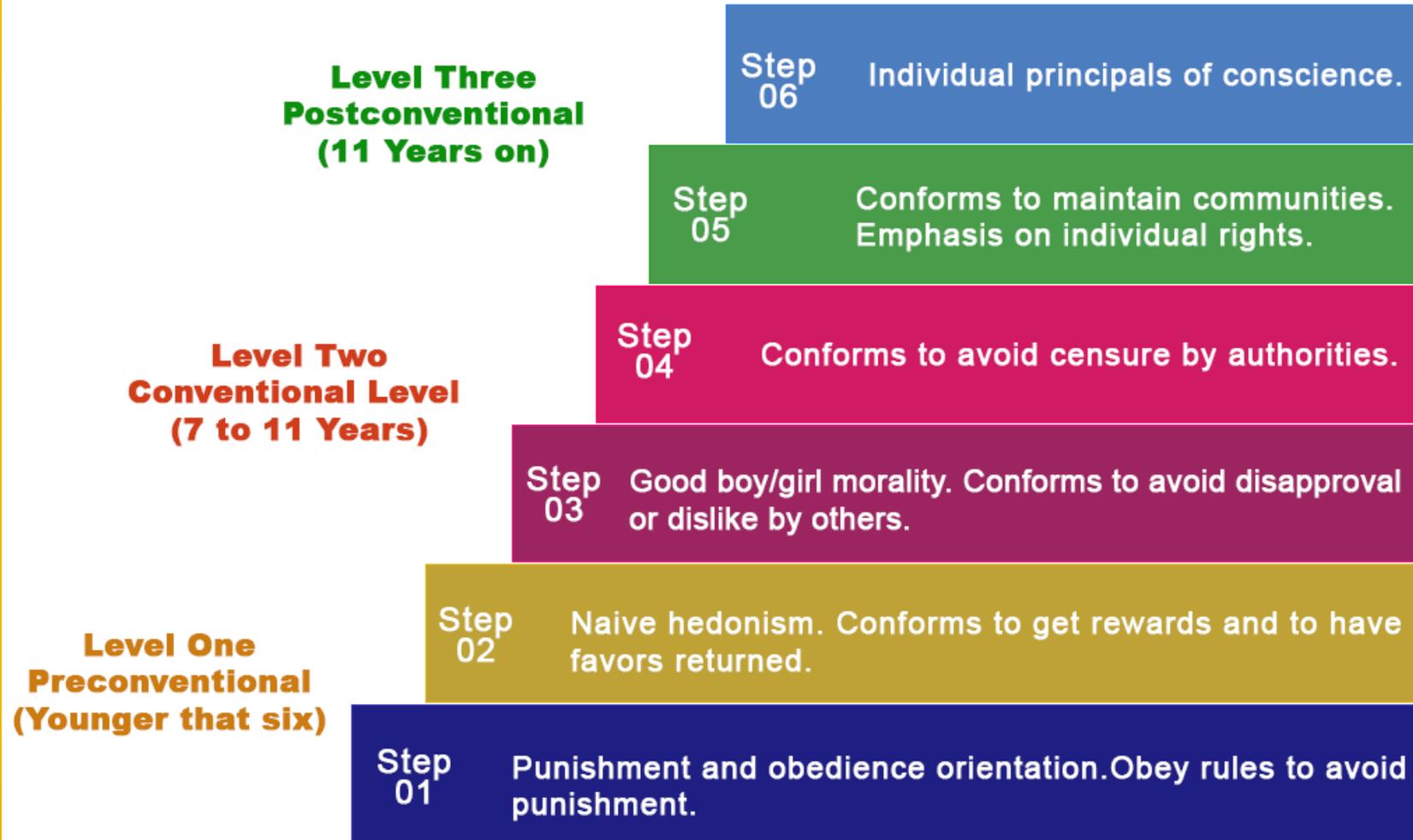
- Stage 3. **Interpersonal concordance orientation**: Doing what is right according to the majority to be a good boy/girl.
- Stage 4. **Law and order orientation**: Doing what is right because it is your duty and helps society.

Level 3 Post- Conventional Morality

- Stage 5. **Social contract or legalistic orientation**: Doing what is right even if it is against the law because the law is too restrictive.
- Stage 6. **Universal ethical principles orientation**: Doing what is right because of our inner conscious which has absorbed the principles of justice and equality and sacredness of life.

| | | |
|---------|-------------------|---|
| Level 1 | Pre-conventional | Stage 1 (obedience and punishment driven) What is right and wrong is determined by what is punishable. Moral action is essentially the avoidance of punishment |
| | | Stage 2 (self-interest driven) What is right and wrong is determined by what brings rewards and what people wants. Other people's wants and needs come into the picture, but only in a reciprocal sense. |
| Level 2 | Conventional | Stage 3 (interpersonal accord and conformity driven) Being moral is being 'a good person in your own eyes and those of others'. What the majority thinks is right is right by definition. |
| | | Stage 4 (authority and social order obedience driven) Being good means 'doing one's duty'-showing respect for authority and maintaining the social order. Laws are unquestionably accepted and obeyed. |
| Level 3 | Post-conventional | Stage 5 (social contract driven) Individuals are viewed as holding different opinions and values. Laws are regarded as social contracts rather than rigid dictums. Although laws should be respected, individual rights can sometimes supersede these laws if they become too destructive or restrictive. |
| | | Stage 6 (universal ethical principles driven) Moral action is determined by our inner conscience, and may or may not be in agreement with public opinion or society's laws. Moral reasoning is based on abstract reasoning using universal ethical principles. Ethical actions are not instrumental or a mean to something else: they are an end in themselves. |

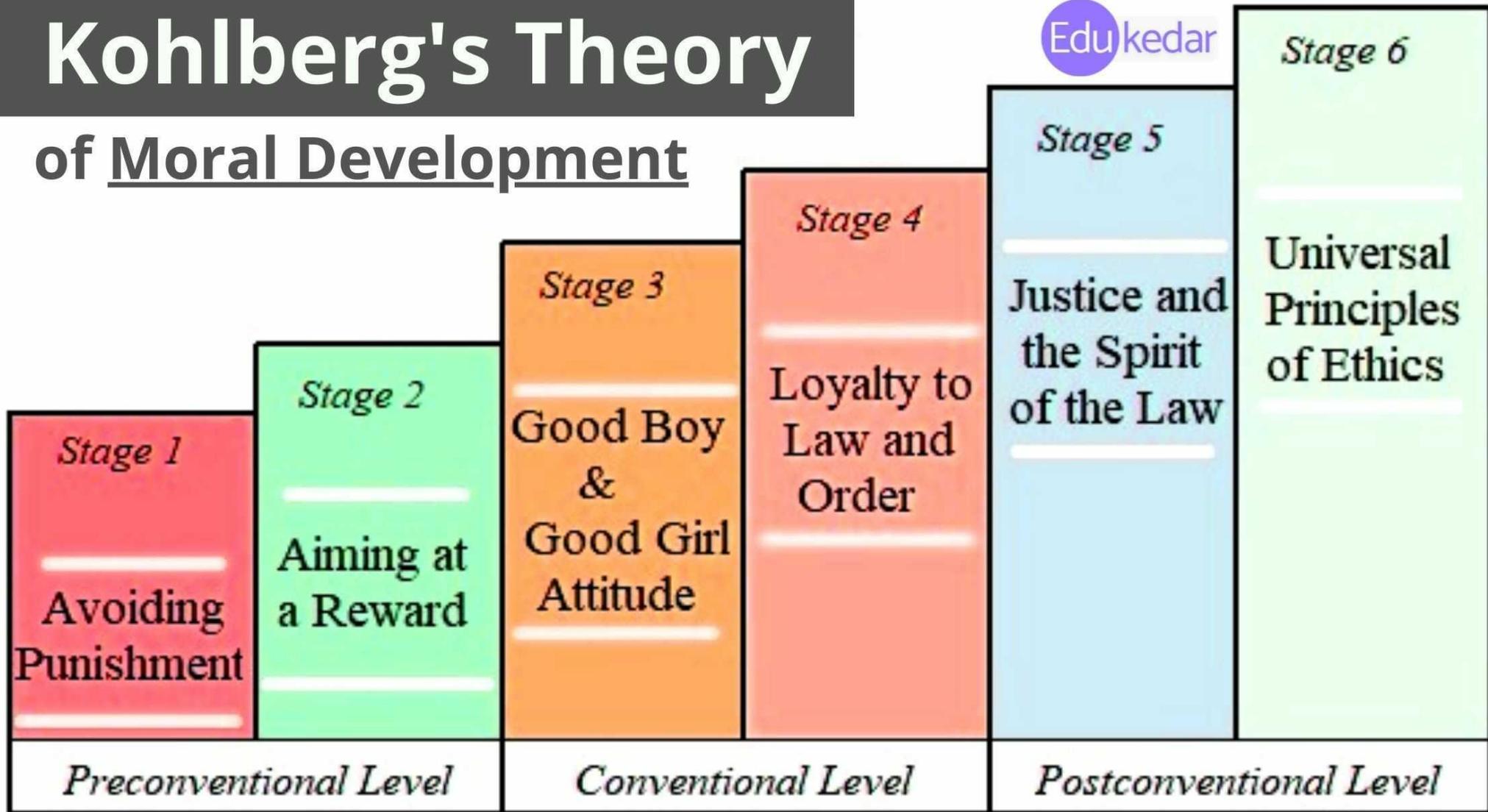
Kohlberg's Theory of Moral Development



Kohlberg's Theory

of Moral Development

Edu kedar



thank you