Unit 9: Development

What are the key milestones and issues during the various developmental stages of life?

How is development a complex interaction of genetics, time, and experience?

What are the important theories regarding human development?
Jean Piaget-Basics

- Pioneer in cognitive research—children’s minds not a mini-adult mind; interested in the mistakes of their thinking
- Rationalism: Mind develops in stages—we try to make sense of our experiences, construct our understanding of the world by interacting with it (reasoning about the physical world)
- Schemas: concepts or mental models that we frame the world
- Assimilate: we interpret our new experiences in terms of our existing schemas
- Accommodate: adapting our schemas to incorporate new information
Piaget’s Stages of Cognitive Development

<table>
<thead>
<tr>
<th>Typical Age Range</th>
<th>Description of Stage</th>
<th>Developmental Phenomena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to nearly 2 years</td>
<td>Sensorimotor Experiencing the world through senses and actions (looking, touching, mouthing)</td>
<td>• Object permanence • Stranger anxiety</td>
</tr>
<tr>
<td>About 2 to 6 years</td>
<td>Preoperational Representing things with words and images but lacking logical reasoning</td>
<td>• Pretend play • Egocentrism • Language development</td>
</tr>
<tr>
<td>About 7 to 11 years</td>
<td>Concrete operational Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations</td>
<td>• Conservation • Mathematical transformations</td>
</tr>
<tr>
<td>About 12 through adulthood</td>
<td>Formal operational Abstract reasoning</td>
<td>• Abstract logic • Potential for moral reasoning</td>
</tr>
</tbody>
</table>

Stage 1: Sensorimotor period
- Coordination of sensory input and motor responses; development of object permanence

Stage 2: Preoperational period
- Development of symbolic thought marked by irreversibility,centration, and egocentrism

Stage 3: Concrete operational period
- Mental operations applied to concrete events; mastery of conservation, hierarchical classification

Stage 4: Formal operational period
- Mental operations applied to abstract ideas; logical, systematic thinking
### Lawrence Kohlberg-Moral Reasoning

- **Moral reasoning**-thinking involved with considering right from wrong
- Levels serve as a ladder of moral development
- Level based upon WHY you decided (how you justify—not how “moral” you are)
- You cannot skip stages

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-conventional</th>
<th>Stage 1</th>
<th>(obedience and punishment driven)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stage 2</td>
<td>(self-interest driven)</td>
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<tr>
<td></td>
<td></td>
<td>Stage 3</td>
<td>(interpersonal accord and conformity driven)</td>
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<tr>
<td></td>
<td></td>
<td>Stage 4</td>
<td>(authority and social order obedience driven)</td>
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<tr>
<td></td>
<td></td>
<td>Stage 5</td>
<td>(social contract driven)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stage 6</td>
<td>(universal ethical principles driven)</td>
</tr>
</tbody>
</table>

- **Stage 1**: What is right and wrong is determined by what is punishable. Moral action is essentially the avoidance of punishment.
- **Stage 2**: What is right and wrong is determined by what brings rewards and what people want. Other people’s wants and needs come into the picture, but only in a reciprocal sense.
- **Stage 3**: 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**: Being good means doing one’s duty—showing respect for authority and maintaining the social order. Laws are unquestionably accepted and obeyed.
- **Stage 5**: 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 restrictive or restrictive.
- **Stage 6**: Moral action is determined by our inner conscience, and may or may or 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 means to something else; they are an end in themselves.
Kohlberg Moral Reasoning

Stage 1: Preconventional level
Punishment orientation
Right and wrong is determined by what is punished.

Stage 2: Conventional level
Naive reward orientation
Right and wrong is determined by what is rewarded.

Stage 3: Conventional level
Good boy/good girl orientation
Right and wrong is determined by close others’ approval or disapproval.

Stage 4: Conventional level
Authority orientation
Right and wrong is determined by society’s rules, and laws, which should be obeyed rigidly.

Stage 5: Postconventional level
Social contract orientation
Right and wrong is determined by society’s rules, which are viewed as fallible rather than absolute.

Stage 6: Postconventional level
Individual principles and conscience orientation
Right and wrong is determined by abstract ethical principles that emphasize equity and justice.

Figure 19.19: Kohlberg’s stage theory.
<table>
<thead>
<tr>
<th>View of Persons</th>
<th>Social Perspective Lvl</th>
</tr>
</thead>
<tbody>
<tr>
<td>6  See how human fallibility and frailty are impacted by communication</td>
<td>Mutual respect as a universal principle</td>
</tr>
<tr>
<td>5  Recognize that contracts will allow persons to increase welfare of both</td>
<td>Contractual perspective</td>
</tr>
<tr>
<td>4  Able to see abstract normative systems</td>
<td>Social systems perspective</td>
</tr>
<tr>
<td>3  Recognize good and bad intentions</td>
<td>Social relationships perspective</td>
</tr>
<tr>
<td>2  Sees that a) others have goals and preferences, b) either conform to or deviate from norms</td>
<td>Instrumental egoism</td>
</tr>
<tr>
<td>1  No VOP: only self &amp; norm are recognized</td>
<td>Blind egoism</td>
</tr>
</tbody>
</table>

Kohlberg-Moral Progression
(View of person level and social perspective level)
### Table: Erikson’s Stage Theory in its Final Version

<table>
<thead>
<tr>
<th>Age</th>
<th>Conflict</th>
<th>Resolution or “Virtue”</th>
<th>Culmination in old age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (0-1 year)</td>
<td>Basic trust vs. mistrust</td>
<td>Hope</td>
<td>Appreciation of interdependence and relatedness</td>
</tr>
<tr>
<td>Early childhood (1-3 years)</td>
<td>Autonomy vs. shame</td>
<td>Will</td>
<td>Acceptance of the cycle of life, from integration to disintegration</td>
</tr>
<tr>
<td>Play age (3-6 years)</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Humor; empathy; resilience</td>
</tr>
<tr>
<td>School age (6-12 years)</td>
<td>Industry vs. inferiority</td>
<td>Competence</td>
<td>Humility; acceptance of the course of one’s life and unfulfilled hopes</td>
</tr>
<tr>
<td>Adolescence (12-19 years)</td>
<td>Identity vs. Confusion</td>
<td>Fidelity</td>
<td>Sense of complexity of life; merging of sensory, logical and aesthetic perception</td>
</tr>
<tr>
<td>Early adulthood (20-25 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
<td>Sense of the complexity of relationships; value of tenderness and loving freely</td>
</tr>
<tr>
<td>Adulthood (26-64 years)</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Caritas, caring for others, and agape, empathy and concern</td>
</tr>
<tr>
<td>Old age (65-death)</td>
<td>Integrity vs. Despair</td>
<td>Wisdom</td>
<td>Existential identity; a sense of integrity strong enough to withstand physical disintegration</td>
</tr>
</tbody>
</table>

- Each stage has a particular psychosocial task-crisis that needs resolution
- Each stage builds upon successful completion of previous or those challenges may reappear later in life
- Identity Crisis
What shapes or determines our personality?

What are the different theories about personality?
Personality Theories Overview

- Freud
  - Personality Structures: Id, Ego, Superego
  - Iceberg Model of Mind
  - Stages of Development

- Psychodynamic
  - Adler
  - Horney
  - Jung
  - Erickson

- Humanistic & Social Cognitive
  - Maslow
  - Rogers
  - Bandura
  - Seligman
Psychoanalytic Theories

Stages of Development

• Conflict and degree of resolution have consequences on shaping personality as adult (fixation-excessive gratification or frustration)

• Sex & Aggression emphasis-have more complex and ambiguous social controls and are thwarted more regularly (i.e. more conflict and more control)

Defense Mechanisms

• Read defense mechanism handout and identify

• Problematic when depending on them excessively
Psychodynamic Theories

- **Alfred Adler**
  - Universal drive of striving for superiority to adapt, improve oneself, master life’s challenges
  - Compensation—efforts to overcome imagined or real inferiorities by developing one’s abilities
  - Inferiority complex—exaggerated feelings of weakness and inadequacy (parental pampering or neglect)
  - Overcompensation—concealing our feelings of inferiority
  - Birth order plays a role in experience

- **Karen Horney**
  - Culture primary drive of personality (independence vs dependence)—need of love & security

- **Erickson**
  - See Above under Development Topic

- **Carl Jung**
  - Personal (repressed thoughts, memories and emotions) and collective unconscious (storage of shared sense of universal experiences common to all humans)
  - Archetypes (emotionally charged images and thought forms)—we see them manifested in culture’s use of symbols in art, literature and religion
  - Individuation—we become more fully aware of our true selves through the process of assimilating personal and collective unconscious into conscious awareness
  - Persona—aspect of personality we present to world
Jungian Archetypes (ancestral memories of the collective unconscious)

<table>
<thead>
<tr>
<th>Archetype</th>
<th>Motivation</th>
<th>Motto</th>
<th>Core Desire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creator</td>
<td>Stability &amp; Control</td>
<td>If it can be imagined, it can be created.</td>
<td>Create something of enduring value.</td>
</tr>
<tr>
<td>Caregiver</td>
<td>Stability &amp; Control</td>
<td>Love your neighbor as yourself.</td>
<td>Protect people from harm.</td>
</tr>
<tr>
<td>Ruler</td>
<td>Stability &amp; Control</td>
<td>Power isn’t everything. It’s the only thing.</td>
<td>Control</td>
</tr>
<tr>
<td>Jester</td>
<td>Belonging &amp; enjoyment</td>
<td>If I can’t dance I don’t want to be part of your revolution.</td>
<td>To live in the moment with full enjoyment.</td>
</tr>
<tr>
<td>Regular Gal/Guy</td>
<td>Belonging &amp; enjoyment</td>
<td>All men and women are created equal.</td>
<td>Connection with others.</td>
</tr>
<tr>
<td>Lover</td>
<td>Belonging &amp; enjoyment</td>
<td>I only have eyes for you.</td>
<td>Attain intimacy and experience sexual pleasure.</td>
</tr>
<tr>
<td>Hero</td>
<td>Risk &amp; mastery</td>
<td>Where there’s a will, there’s a way.</td>
<td>To prove one’s worth through courageous and difficult action.</td>
</tr>
<tr>
<td>Outlaw</td>
<td>Risk &amp; mastery</td>
<td>Rules are meant to be broken.</td>
<td>Revenge or revolution.</td>
</tr>
<tr>
<td>Magician</td>
<td>Risk &amp; mastery</td>
<td>It can happen!</td>
<td>Knowledge of the fundamental laws of how the world or universe works.</td>
</tr>
<tr>
<td>Innocent</td>
<td>Independence &amp; fulfillment</td>
<td>Free to be you and me.</td>
<td>To experience paradise.</td>
</tr>
<tr>
<td>Explorer</td>
<td>Independence &amp; fulfillment</td>
<td>Don’t Fence Me In.</td>
<td>The freedom to find out who you are through exploring the world.</td>
</tr>
<tr>
<td>Sage</td>
<td>Independence &amp; fulfillment</td>
<td>The truth will set you free.</td>
<td>The discovery of truth.</td>
</tr>
</tbody>
</table>
Trait Perspective

• Basic Theory
• Analytical Method: Factor Analysis
  • statistical procedure, identifies clusters of related items; identify dimensions of performance that underlie a person’s total score
• Theorists
  • Allport, Eysenck, McCrae & Costa
• Big Five
Low Score | Trait | High Score
---|---|---
Practical, conventional, prefers routine | Openness (imagination, feelings, actions, ideas) | Curious, wide range of interests, independent
Impulsive, careless, disorganized | Conscientiousness (competence, self-discipline, thoughtfulness, goal-driven) | Hardworking, dependable, organized
Quiet, reserved, withdrawn | Extroversion (sociability, assertiveness, emotional expression) | Outgoing, warm, seeks adventure
Critical, uncooperative, suspicious | Agreeableness (cooperative, trustworthy, good-natured) | Helpful, trusting, empathetic
Calm, even-tempered, secure | Neuroticism (tendency toward unstable emotions) | Anxious, unhappy, prone to negative emotions
Big 5 and Politics

Table 1. The Big Five Personality Traits

<table>
<thead>
<tr>
<th>Trait</th>
<th>Low on Trait</th>
<th>High on Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>Reserved, serious, prefer to be left alone or with a few close friends</td>
<td>Outgoing, active, and high-spirited, prefer to be around people</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Hardheaded, skeptical, proud, competitive</td>
<td>Compassionate, good-natured, eager to cooperate</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Easygoing, careless, prefer not to make plans</td>
<td>Well-organized, strive to achieve goals</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>Sensitive, emotional, prone to feelings that are upsetting</td>
<td>Secure, hardy, relaxed under stressful conditions</td>
</tr>
<tr>
<td>Openness to Experience</td>
<td>Down-to-earth, practical, traditional</td>
<td>Broad interests, imaginative</td>
</tr>
</tbody>
</table>

1. High conscientiousness leans conservative on economic policy (favor hard work & organization) and social policy (adherence to social norms)
2. High Openness leans liberal on economic (new interventions) and social policy (favor complexity/novelty)
3. High Agreeableness lean liberal economically (help disadvantaged) and lean conservative socially (maintain social harmony)
4. High Neuroticism lean liberal on both
5. Extraversion not consistent predictor
Big 5 & Male/Female Differences

- Women score higher in Neuroticism, Agreeableness, Openness (feelings), warmth (extraversion facet)
- Men higher assertiveness (extraversion facet), openness (ideas)
- Women more interested in people, men in things

...does this correlate to differences re interests, careers, behaviors, etc.? ....standard deviations and outliers

- Scandinavian Gender Equality Paradox
Humanistic Theories

- Overall Perspective: focus on healthy personal growth (driving for self-determination and self-realization), uniqueness of the individual
- Maslow
  - Pursue self-actualization and self-transcendence
- Carl Rogers
  - Person-centered perspective
  - People are generally good, environment can inhibit growth
  - Growth Promoting climate (preconditions)
    - Genuineness-helps drop persona and be more transparent
    - Unconditional Positive regard (acceptance)
    - Empathy
  - Self-concept-thoughts and feelings about ourselves, “Who Am I?”
  - Incongruence-ideal self separated from real self
- Critique
  - Based on subjective evaluation and self-disclosure, vague concepts
  - Idealism/Naive (View of human nature, individualism and social interaction)
Social-Cognitive View

- **Behaviorists**—learning shapes personality, **Social-Cognitive**—yes, but what we think about that situation (interaction with environment instead of environmental control)

Reciprocal Determinism (Bandura): interacting influences of behavior, internal cognition, and environment

**we are products and architects of our environment**

- Different people choose different environments
- Personalities shape how we interpret and react to events
- Personalities help create situations to which we react