

between the child's temperament and the environment. Demands for change and adaptation that are in conflict with the child's capacities can become excessively stressful. However, authorities emphasize that it is not the temperament patterns of children that place them at risk; rather, it is the **degree of fit** between children and their environment, specifically their parents, that determines the degree of vulnerability. The potential for optimum development exists when environmental expectations and demands fit with the individual's style of behavior and the parents' ability to navigate this period ([Chess and Thomas, 1999](#)) (see Growth Failure [Failure to Thrive], [Chapter 10](#)).

Development of Personality and Cognitive Function

Personality and cognitive skills develop in much the same manner as biologic growth—new accomplishments build on previously mastered skills. Many aspects depend on physical growth and maturation. This is not a comprehensive account of the multiple facets of personality and behavior development. Many aspects are integrated with the child's social and emotional development in later discussion of various age groups. [Table 3-2](#) summarizes some of the developmental theories.

TABLE 3-2
Summary of Personality, Cognitive, and Moral Development Theories

Psychosexual (Freud)	Psychosocial (Erikson)	Cognitive (Piaget)	Moral Judgment (Kohlberg)
Oral	Trust vs. mistrust	Sensorimotor (birth to 2 years old)	
Anal	Autonomy vs. shame and doubt	Preoperational thought, preconceptual phase (transductive reasoning [e.g., specific to specific]) (2 to 4 years old)	Preconventional (premoral) level Punishment and obedience orientation
Phallic	Initiative vs. guilt	Preoperational thought, intuitive phase (transductive reasoning) (4 to 7 years old)	Preconventional (premoral) level Naive instrumental orientation
Latency	Industry vs.	Concrete operations (inductive reasoning and	Conventional