

of them or if they believe that they cannot measure up to the standards set for them by others. The ego quality developed from a sense of industry is competence.

Identity versus role confusion (12 to 18 years old): Corresponding to Freud's genital period, the development of identity is characterized by rapid and marked physical changes. Previous trust in their bodies is shaken, and children become overly preoccupied with the way they appear in the eyes of others compared with their own self-concept. Adolescents struggle to fit the roles they have played and those they hope to play with the current roles and fashions adopted by their peers, to integrate their concepts and values with those of society, and to come to a decision regarding an occupation. An inability to solve the core conflict results in role confusion. The outcome of successful mastery is devotion and fidelity to others and to values and ideologies.

Theoretical Foundations of Cognitive Development

The term **cognition** refers to the process by which developing individuals become acquainted with the world and the objects it contains. Children are born with inherited potentials for intellectual growth, but they must develop that potential through interaction with the environment. By assimilating information through the senses, processing it, and acting on it, they come to understand relationships between objects and between themselves and their world. With cognitive development, children acquire the ability to reason abstractly, to think in a logical manner, and to organize intellectual functions or performances into higher order structures. Language, morals, and spiritual development emerge as cognitive abilities advance.

Cognitive Development (Piaget)

Jean [Piaget \(1969\)](#), a Swiss psychologist, developed a stage theory to better understand the way a child thinks. According to Piaget, intelligence enables individuals to make adaptations to the environment that increase the probability of survival, and through