

OUR DAILY BREAD 1 Peter 4:8 "Love covers over sin."

Child and Adolescent Development

	PRINCIPLES OF	DEVELOPMENT			
Phylogenetic Princip			togenetic Principle		
States that development follows an orde			ment is unique to every individual. It		
is predictable and is true to all members of a certain race.			by one's hereditary as well as		
		environmental influe	ences.		
Predictable trends of development:					
1. Cephalocaudal trend – deve	elopment proceeds				
from head to foot direction	nauta of the hady				
Proximodistal trend – the nearest the center are the pa					
earlier	irts which develop				
earliei	STAGES OF DE	VELOPMENT			
1. Pre-natal Stage			is fertilized by the spermatozoon		
II The Hatar Stage	-	or fertilized egg) to t	, .		
2. Infancy or Babyhood (0-2			patterns are organized and many		
years old)	ontogenetic skills e		,		
3. Early childhood (2-6 years old)			and questioning age. Language and		
, , , ,		elementary reasoning are acquired and initial socialization is experienced.			
4. Late childhood (6-12 years	Gang age, age of c	reativity, developmen	t of social, self-help, play and school		
old)	skill				
5. Adolescence (13-19 years old)	Transition age from childhood to adulthood when sex maturation and rapid				
		ent occurs resulting to	changes in way of feeling, thinking		
	and acting.				
6. Early adulthood (19-40 years	Age of adjustment to new patterns of life and new roles such as spouse, parent and bread winner.				
old)					
7. Middle age (40-retirement	_	nen adjust to initial	physical and mental decline are		
years)	experienced				
8. Old age (Retirement - death)	Increasing rapid physical and mental decline. Psychological as well as physical illnesses are experienced.				
	THEORIES OF D				
PSYCHOANAL		CHOSEXUAL DEVE	I OPMENT)		
Sigmund Freud – believed that a pers					
o.gaa. roua bonosca anaca pero	toward self-s				
1 ODAL CTACE (O 2		mouth is the center	of pleasure.		
1. ORAL STAGE (0-2 years old)			ater to smoking and other vices		
	• The anal region is	s the center of pleasu	re		
	Gains pleasure in the elimination of bowel: "toilet training"				
	Failure to satisfy this will result to:				
2. ANAL STAGE (2-4 years old)	1. Frugality (stinginess)				
	2. Greediness				
	Obstinate or stubborn character				
	4. Disorderlines		aturn atte and a sure X		
3. PHALLIC STAGE (4-6 years old)		sex organ (symbol of	. ,		
		from the manipulation			
		x: rivalry between	Elektra Complex: rivalry between		
	mother's attention	father to get the	the daughter and the mother to		
	modiers attention		get the father's attention		

4. LATENCY STAGE (6-12 years old)

7. GENERATIVITY vs.

(24-54 years old)

STAGNATION

- Calm stage
- Conflicting feelings are confined in the subconscious mind
- Energies are diverted to school and peer activities
- 5. GENITAL STAGE (12 years and above)
- Starts with the onset of puberty

• The individual is now attracted to the opposite sex **SOCIAL DEVELOPMENTAL THEORY**

Lev Vygotsky – believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development

- Cognitive development and language are shaped by a person's interaction with others.
- Children's knowledge, values, and attitudes develop through interaction with others.
- Social interactions that assist in learning increase a child's level of thinking.
- Students will learn best through activity.
- Students should be encouraged to communicate frequently with self and with teacher.

PSYCHOSOCIAL THEORY

		FSTCHOSOCIAL THEORY
i	Erik Erikson – Each of these stages	s has a specific psychosocial crisis that affects the development of the child.
1.	TRUST vs. MISTRUST (0-18 months)	 To develop a basic trust in the mothering figure and to generalize it to others. The child trusts those who care for her and mistrusts a stranger HOPE
2.	AUTONOMY vs. SHAME and DOUBT (18 months - 3 years old)	 To gain some self-control and independence within the environment. Learns to walk and use his hands If encouraged, develops autonomy If discouraged and punished harshly and excessively the child develops dependence and shame, doubt and self-pity WILL
3.	INITIATIVE vs. GUILT (3-6 years old)	 To develop a sense of purpose and the ability to initiate and direct one's own activities Begins to explore his social and physical world, discovering what he can accomplish aware of various social roles imitates adult's behavior When punished develops sense of guilt The family is responsible for the child's behavior and action PURPOSE
4.	INDUSTRY vs. INFERIORITY (6-12 years old)	 To achieve a sense of self-confidence. Child's world broadens Technical skills are learned Peer group influence Identification and/ or separation with sexes Play age When the child cannot accomplish the expectations from him, he develops a sense of inferiority COMPETENCE
5.	IDENTITY vs. ROLE CONFUSION (12-18 years old)	 To integrate the tasks mastered in the previous stages into a secure sense of self. Always asking Who Am I? Struggles with society's demands and physical changes in his body Peer group becomes an essential source of rules of behavior FIDELITY
6.	INTIMACY vs. ISOLATION (18-24 years old)	 To form an intense, lasting relationship or a commitment to another person, a cause, an institution, or a creative effort. Develops warm intimate relation with another person and failure to develop such relationship results to isolation LOVE
_	OFNIF ATTIVITY	To achieve the life goals established for oneself while considering the

welfare of future generations.

• The most productive years of adulthood

The individual's worth is dependent on his contribution to family and

society

SELFLESSNESS 1. To review one's life and derive meaning from both positive and negative events, while achieving a positive sense of self. 1. The period of achievement and sense of integrity in Endowludual comes to the temporal limits of his life in the period of achievement and sense of integrity in Endowludual comes to the temporal limits of his life in the period of achievement and sense of integrity in Endowludual comes to the temporal limits of his life in the period of achievement and sense of integrity in Endowludual countries in the period of achievement and sense of integrity in Endowludual countries in Endowludual countries in Endowludual countries in Endowludual countries information or knowledge by which experiences are integrated into existing schemes. 1. SENSORIMOTOR (Birth-2 years) 1. SENSORIMOTOR (Birth-2 years) 1. SENSORIMOTOR (Birth-2 years) 2. PRE-OPERATIONAL (2-7 years old) 2. PRE-OPERATIONAL (7-11 years old) 3. CONCRETE OPERATIONAL (7-11 years old) 4. Formal Department of the Infinity shool years in Elementary school years in Ele			1				No.
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by authorities **STAGE TWO** Actions are based on self-satisfaction **LEVEL TWO** Helps those who help him (Conventional Morality) STAGE THREE • Desirable behavior pleases others • Children's judgement is • Conform to rules of the group to remain accepted based on groups **STAGE FOUR** expectations • What is right is what is accepted • Conforms to the rules to avoid disapproval LEVEL THREE **STAGE FIVE** • Laws are obligatory (dura lex sed lex) (Post-Conventional • The concept of right and wrong is governed by reasons Morality) **STAGE SIX**

- The individual recognizes arbitrariness (absoluteness) of social and legal conventions
- The individual develops

concept of moral values

- Morality is based on mutual respect
- The individual conforms to the rules to avoid self-condemnation.