

## Child and Adolescent Development

### PRINCIPLES OF DEVELOPMENT

Phylogenetic Principle	Ontogenetic Principle
States that development follows an orderly sequence which is predictable and is true to all members of a certain race.  <b>Predictable trends of development:</b> <ol style="list-style-type: none"> <li><b>Cephalocaudal trend</b> – development proceeds from head to foot direction</li> <li><b>Proximodistal trend</b> – the parts of the body nearest the center are the parts which develop earlier</li> </ol>	The rate of development is unique to every individual. It is brought about by one's hereditary as well as environmental influences.

### STAGES OF DEVELOPMENT

<b>1. Pre-natal Stage</b>	From conception (when the ovum is fertilized by the spermatozoon producing a zygote or fertilized egg) to the time of birth.
<b>2. Infancy or Babyhood (0-2 years old)</b>	Foundation age when basic behavior patterns are organized and many ontogenetic skills emerge
<b>3. Early childhood (2-6 years old)</b>	Characterized as pre-gang, exploratory and questioning age. Language and elementary reasoning are acquired and initial socialization is experienced.
<b>4. Late childhood (6-12 years old)</b>	Gang age, age of creativity, development of social, self-help, play and school skill
<b>5. Adolescence (13-19 years old)</b>	Transition age from childhood to adulthood when sex maturation and rapid physical development occurs resulting to changes in way of feeling, thinking and acting.
<b>6. Early adulthood (19-40 years old)</b>	Age of adjustment to new patterns of life and new roles such as spouse, parent and bread winner.
<b>7. Middle age (40-retirement years)</b>	Transition age when adjust to initial physical and mental decline are experienced
<b>8. Old age (Retirement - death)</b>	Increasing rapid physical and mental decline. Psychological as well as physical illnesses are experienced.

### THEORIES OF DEVELOPMENT

#### PSYCHOANALYTIC THEORY (PSYCHOSEXUAL DEVELOPMENT)

Sigmund Freud – **believed that a person's behavior can be motivated by strong unconscious drive or urges toward self-satisfaction**

<b>1. ORAL STAGE (0-2 years old)</b>	<ul style="list-style-type: none"> <li>In this stage, the mouth is the center of pleasure.</li> <li>Failure to satisfy this stage will result later to smoking and other vices</li> </ul>
<b>2. ANAL STAGE (2-4 years old)</b>	<ul style="list-style-type: none"> <li>The anal region is the center of pleasure</li> <li>Gains pleasure in the elimination of bowel: "toilet training"</li> <li>Failure to satisfy this will result to:               <ol style="list-style-type: none"> <li>Frugality (stinginess)</li> <li>Greediness</li> <li>Obstinate or stubborn character</li> <li>Disorderliness</li> </ol> </li> </ul>
<b>3. PHALLIC STAGE (4-6 years old)</b>	<ul style="list-style-type: none"> <li>"Phallus" – male sex organ (symbol of strength and power)</li> <li>Derives pleasure from the manipulation of sex organs</li> </ul>
	<b>Oedipus Complex:</b> rivalry between the son and the father to get the mother's attention <b>Elektra Complex:</b> rivalry between the daughter and the mother to get the father's attention



<b>4. LATENCY STAGE (6-12 years old)</b>	<ul style="list-style-type: none"><li>• Calm stage</li><li>• Conflicting feelings are confined in the subconscious mind</li><li>• Energies are diverted to school and peer activities</li></ul>
<b>5. GENITAL STAGE (12 years and above)</b>	<ul style="list-style-type: none"><li>• Starts with the onset of puberty</li><li>• The individual is now attracted to the opposite sex</li></ul>
<b>SOCIAL DEVELOPMENTAL THEORY</b>	
Lev Vygotsky – <b>believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development</b>	
<ul style="list-style-type: none"><li>• Cognitive development and language are shaped by a person's interaction with others.</li><li>• Children's knowledge, values, and attitudes develop through interaction with others.</li><li>• Social interactions that assist in learning increase a child's level of thinking.</li><li>• Students will learn best through activity.</li><li>• Students should be encouraged to communicate frequently with self and with teacher.</li></ul>	
<b>PSYCHOSOCIAL THEORY</b>	
Erik Erikson – <b>Each of these stages has a specific psychosocial crisis that affects the development of the child.</b>	
<b>1. TRUST vs. MISTRUST (0-18 months)</b>	<ul style="list-style-type: none"><li>• To develop a basic trust in the mothering figure and to generalize it to others.</li><li>• The child trusts those who care for her and mistrusts a stranger</li><li>• <b>HOPE</b></li></ul>
<b>2. AUTONOMY vs. SHAME and DOUBT (18 months – 3 years old)</b>	<ul style="list-style-type: none"><li>• To gain some self-control and independence within the environment.</li><li>• Learns to walk and use his hands</li><li>• If encouraged, develops autonomy</li><li>• If discouraged and punished harshly and excessively the child develops dependence and shame, doubt and self-pity</li><li>• <b>WILL</b></li></ul>
<b>3. INITIATIVE vs. GUILT (3-6 years old)</b>	<ul style="list-style-type: none"><li>• To develop a sense of purpose and the ability to initiate and direct one's own activities</li><li>• Begins to explore his social and physical world, discovering what he can accomplish aware of various social roles imitates adult's behavior</li><li>• When punished develops sense of guilt</li><li>• The family is responsible for the child's behavior and action</li><li>• <b>PURPOSE</b></li></ul>
<b>4. INDUSTRY vs. INFERIORITY (6-12 years old)</b>	<ul style="list-style-type: none"><li>• To achieve a sense of self-confidence.</li><li>• Child's world broadens</li><li>• Technical skills are learned</li><li>• Peer group influence</li><li>• Identification and/ or separation with sexes</li><li>• Play age</li><li>• When the child cannot accomplish the expectations from him, he develops a sense of inferiority</li><li>• <b>COMPETENCE</b></li></ul>
<b>5. IDENTITY vs. ROLE CONFUSION (12-18 years old)</b>	<ul style="list-style-type: none"><li>• To integrate the tasks mastered in the previous stages into a secure sense of self.</li><li>• Always asking Who Am I?</li><li>• Struggles with society's demands and physical changes in his body</li><li>• Peer group becomes an essential source of rules of behavior</li><li>• <b>FIDELITY</b></li></ul>
<b>6. INTIMACY vs. ISOLATION (18-24 years old)</b>	<ul style="list-style-type: none"><li>• To form an intense, lasting relationship or a commitment to another person, a cause, an institution, or a creative effort.</li><li>• Develops warm intimate relation with another person and failure to develop such relationship results to isolation</li><li>• <b>LOVE</b></li></ul>
<b>7. GENERATIVITY vs. STAGNATION (24-54 years old)</b>	<ul style="list-style-type: none"><li>• To achieve the life goals established for oneself while considering the welfare of future generations.</li><li>• The most productive years of adulthood</li><li>• The individual's worth is dependent on his contribution to family and society</li></ul>



<b>8. EGO INTEGRITY vs. DESPAIR (54 to death)</b>	<ul style="list-style-type: none"><li>• <b>SELFLESSNESS</b></li></ul>
	<ul style="list-style-type: none"><li>• To review one's life and derive meaning from both positive and negative events, while achieving a positive sense of self.</li><li>• The individual comes to the temporal limits of his life</li><li>• The period of achievement and sense of integrity</li><li>• Failure to achieve one's goals results to regret and despair.</li><li>• Fear of the end of life</li><li>• <b>WISDOM</b></li></ul>

### COGNITIVE DEVELOPMENT THEORY (INTELLECTUAL DEVELOPMENT)

Jean Piaget – **believed that a child enters the world lacking virtually all the basic cognitive competencies of the adult, and gradually develops these competencies by passing through a series of stages of development.**

<b>Cognitive Development Process</b>	<b>Assimilation:</b> Absorb as part of itself. The individual acquires information or knowledge by which experiences are integrated into existing schemes.			
	<b>Accommodation:</b> A process of creating a new scheme by modifying an existing scheme after an individual's interaction with the environment.			
<b>1. SENSORIMOTOR (Birth-2 years)</b>	• Learning is based on sense perception			
	<b>Primary circular reaction</b> Repeated actions centered on the infant's body Ex: thumb sucking	<b>Intentional behavior</b> Child repeats actions so as to prolong interesting or pleasant events Ex: crying to attract attention	<b>Object permanence</b> Knowledge of the existence of objects in his environment, independent of the child's actions emerges such that the child starts to search for missing objects like toys	<b>Representation</b> Allows the child to seek necessary solutions through manipulation of internal symbols instead of physical objects Ex: Trial and error to solve the problem, manipulation of toys
<b>2. PRE-OPERATIONAL (2-7 years old)</b>	<ul style="list-style-type: none"><li>• Emergence of language skills</li><li>• Interprets experiences</li><li>• Words become symbols for objects</li><li>• Thinking is <b>egocentric</b> (centered on himself)</li><li>• Thinking is <b>irreversible</b> (inability to rethink)</li><li>• Incapable of logical thinking</li></ul>			
<b>3. CONCRETE OPERATIONAL (7-11 years old)</b>	<ul style="list-style-type: none"><li>• Elementary school years</li><li>• The child begins to learn symbols and concepts, time, space, shape, size, etc.</li><li>• The child's thinking becomes more logical and systematic</li></ul>			
	<b>Conservation</b> Ability of the child to conceptualize the retention and preservation of the same quantity under various transformations Ex: 1 Kg wood = 1 Kg feather Eight 50 centavo coins = Php4.00		<b>Reversibility</b> Ability of the child to understand the completion of certain operations in reverse order but ending up the same. Ex: Ability to understand that ice and water vapor are the different states of water.	
<b>4. FORMAL OPERATIONAL (11-16 years old)</b>	<ul style="list-style-type: none"><li>• High school years</li><li>• Develops logical reasoning skills</li><li>• Decreased egocentricity</li></ul>			

### THEORY OF MORAL DEVELOPMENT

Laurence Kohlberg – **believed that as children grow they pass through several levels of moral development consisting of different stages which serve as the bases of their behavior as adults.**

<b>LEVEL ONE (Pre-conventional Morality)</b>	<b>STAGE ONE</b>
<ul style="list-style-type: none"><li>• Children's judgments are based on external criteria</li><li>• Right and wrong are according to standards set</li></ul>	<ul style="list-style-type: none"><li>• Behavior is based on reward and punishment</li><li>• Wrong behavior results to punishment</li><li>• Right behavior results to reward and praises</li></ul>



by authorities	
<b>LEVEL TWO (Conventional Morality)</b> <ul style="list-style-type: none"><li>Children's judgement is based on groups expectations</li></ul>	<b>STAGE TWO</b> <ul style="list-style-type: none"><li>Actions are based on self-satisfaction</li><li>Helps those who help him</li></ul>
	<b>STAGE THREE</b> <ul style="list-style-type: none"><li>Desirable behavior pleases others</li><li>Conform to rules of the group to remain accepted</li></ul>
	<b>STAGE FOUR</b> <ul style="list-style-type: none"><li>What is right is what is accepted</li><li>Conforms to the rules to avoid disapproval</li></ul>
	<b>STAGE FIVE</b> <ul style="list-style-type: none"><li>Laws are obligatory (dura lex sed lex)</li><li>The concept of right and wrong is governed by reasons</li></ul>
<b>LEVEL THREE (Post-Conventional Morality)</b> <ul style="list-style-type: none"><li>The individual recognizes arbitrariness (absoluteness) of social and legal conventions</li><li>The individual develops concept of moral values</li></ul>	<b>STAGE SIX</b> <ul style="list-style-type: none"><li>Morality is based on mutual respect</li><li>The individual conforms to the rules to avoid self-condemnation.</li></ul>