

Guide to Developmental Theories: By Jyoti Kolodziej, M.Ed.

<u>Theorist</u>	<u>Perspective</u>	<u>Main Points</u>	<u>Assessment</u>
<p>Abraham Maslow - 1954</p> <p><u>Physiological</u> – breathing, food, water, sex, sleep, homeostasis, excretion</p> <p><u>Safety</u> – security of body, employment, resources, morality, family, health, property</p> <p><u>Love/Belonging</u> – friendship, family, sexual intimacy</p> <p><u>Esteem</u> – self-esteem, confidence, achievement, respect of others, respect of others</p> <p><u>Self-Actualization</u> – morality, creativity, spontaneity, problem-solving, lack of prejudice, accept facts</p> <p>PS BES</p>	<p>Humanistic Psychologist</p> <ul style="list-style-type: none"> • Rare to make to top <p>Self-Actualizers:</p> <ul style="list-style-type: none"> • Reality-Centered • Know genuine from fake in people • Problem Centered • View life's difficulties as problems to be solved • Autonomous • Relatively Independent • Non-Conformist • Do not respond to social pressure to fit in 	<ul style="list-style-type: none"> • Humanistic perspective-growing through experience and self-concept • Self-actualization • People were driven to fulfill their potential • We have certain needs that we need to fulfill • As one set of needs are fulfilled, a new set becomes salient • Maslow identified different types of needs that people have and explains why same people make more of their potential than others <p>MAIN IDEAS:</p> <ul style="list-style-type: none"> ○ HIERARCHY OF NEEDS Maslow thought that we are driven to satisfy our needs, but that some needs take precedence over others. Ex: hungry, thirsty – tend to care for thirst first, because you can survive without food for weeks, but days without water ○ DEFICIT OF NEEDS Most of our needs are determined by deficits i.e., the lack of something. Lack water, driven to find water, lack food, driven to find food for hunger. Maslow believed that we could be driven by a lack of safety, a lack of love, and lack of self-esteem ○ GROWTH NEEDS Deficit needs go away once you have satisfied them. If you have eaten enough, you are no longer hungry. Growth needs are different. These are needs that continue to be felt and may even become stronger once you have engaged with them. These needs relate to really fulfilling our human potential. ○ SELF-ACTUALIZATION Once a person had met all of their deficit needs and engaged with their growth needs, Maslow believed that they might reach the stage of self-actualization. Such people tend to be remarkable individuals. 	<ul style="list-style-type: none"> • Questionnaires to rate self-concept • Seek to understand subjective personal experiences in therapy

		<p>Example: Abe Lincoln and Martin Luther King, Jr.</p> <p>– People who are self-actualizers are those who have made the most of their human potential.</p>	
Sigmund Freud - 1923	Psychoanalysis Psychologist	<ul style="list-style-type: none"> • Psychoanalytical Psychology • Unconscious • Conflict arising with aggression and sexuality 	<ul style="list-style-type: none"> • Thematic Apperception Test (TAT) • Rorschach inkblots
Gordon Allport - 1961	Trait Perspective	<ul style="list-style-type: none"> • Traits explain disposition • Big 5 traits (OCEAN) <ul style="list-style-type: none"> ○ OPENNESS ○ CONSCIENTIOUSNESS ○ EXTRAVERSION ○ AGREEABLENESS ○ NEUROTICISM 	<ul style="list-style-type: none"> • Personality Inventory • Self-Report • Peer Reports • MMPI
Albert Bandura - 1967	<p>Social-Cognitive Perspective</p> <p>Observation Learning (ARRM)</p> <ul style="list-style-type: none"> • Attention • Retention • Reproduction • Motivation (reinforcement) <p>Bobo – repeated more when child was not punished / reinforced in video for aggression</p>	<ul style="list-style-type: none"> • Social and learning principles are applied to personality • How personalities are influenced by environment • Reciprocal Determinism – interacting influences between personality and environmental factors • Person and environment can interact in 3 ways • Behavior emerges from the interplay of external and internal influences • Observation • Intrinsic Reinforcement – vicarious reinforcement • Learning is NOT EQUAL to a change in behavior 	<ul style="list-style-type: none"> • Observe • Evaluate how behaviors affect and are affected by situations
Albert Ellis – 1959	Rational Emotive Behavior Therapy		
Aaron Beck – 1979	Cognitive Therapy		
Milton Erickson – 1987	8 Stages Of Life	<ul style="list-style-type: none"> • 1) 0-2 Years – Oral • 2) 2-3 Years – Anal • 3) 3-6 Years – Phallic • 4) 6-11 Years – Latency • 5) 11-13 Years – Genital • 6) 13+ Young Adulthood • 7) Adulthood • 8) Old Age 	

Gustav Mahler – 1968	Separation / Individuation Therapy	<ul style="list-style-type: none"> • 1) 0-1 Months - Normal Autism • 2) 1-5 Months - Normal Symbiosis – Respond To Outer, But Mom and Child = One • 3) 5-9 Months – Differentiations – Studies Mom • 4) 9-12 Months Early Practicing – Secure Base • 5) 12-15 Months – Explore with Bold Exhilarations • 6) 15-24 Months – Reapproachment – Needs Mom and is Independent • 7) 24-30 Months – Beginning of Object Constancy – Inner Image of Mom and Confine Apart 	
Ernest Schachtel – 1959	Childhood Experiences	<ul style="list-style-type: none"> • Infantile Amnesia – Important: <ul style="list-style-type: none"> ○ Infancy 0-1; Early Childhood 1-5 • Before age 5 or 6, it is hard to remember • It is not just that we repress our drives, or even that ego strengths such as autonomy are that we lose touch with entire modes of experience 	
Carl Jung – 1961	Theory of Adulthood	Individuation	
Noam Chomsky	Theory of Language Development		
Urie Bronfenbrenner – 1987	Ecological Model – Individual and Context	<ul style="list-style-type: none"> • Cognitive development involves the interaction between individual and context <p>Microsystem – Child-Parent = Immediate Impacts On Child</p> <p>Mesosystem – Family Factors = School Performance Relations between Contexts: School Experiences with Family Experiences with Church Experiences</p> <p>Exosystem – Parent Work Place = Immediate Those Institutions Outside Of Child's Influence, But Impacts Their Life</p> <p>Macrosystem – Cultural Beliefs, Politics SES, Poverty, Industrialized Countries, Values, Heritage</p> <p>Chronosystem – Environmental Events, Divorce</p>	

Konrad Lorenz – 1935	Imprinting	<ul style="list-style-type: none"> • Critical periods • Genie – 1970/1994 Digressing 	
John Bowlby and Mary Ainsworth - 1982	Strange Situation Attachment Theory	<ul style="list-style-type: none"> • 4 Phases – <p>0-3 Months – Sucking, Rooting, Indiscriminating of Human Smiling/Attention</p> <p>3-6 Months– Familiar Restrict Smiles, Attach At 1</p> <p>6 Months -3 Years– Intense Attachment; Proximity Seeking, Fear of Strangers; Use of Secure Base</p> <p>3 Years – Child End – Fear Of Being Alone – Partnership Behavior</p>	
Maria Montessori - 1948		<ul style="list-style-type: none"> • Language Sensitive Period – 2.5-3 Years • 2.5 Years – Meaningful Learning, Creative Enrichment, Passive Voice 	
Ivan Pavlov – 1927	Classical Conditioning		
John Watson – 1924	Little Albert – Conditioning Emotions – Fear With Toy White Rat		
Charles Darwin - 1871	Survival Of The Fittest	<ul style="list-style-type: none"> • Natural Selection 	

Lawrence Kohlberg - 1987	Stages of Moral Development	<p><u>3 Levels Of 6 Stages</u></p> <ul style="list-style-type: none"> ○ <u>1. Preconventional Moral Reasoning</u> <ul style="list-style-type: none"> ▪ Stage 1 – <u>Punishment/Obedience Orientation</u> (Self-Interest, It's The Law) ▪ Stage 2 – <u>Individualism And Exchange</u> (look out for number one; something done in exchange) ○ <u>2. Conventional Moral Reasoning</u> <ul style="list-style-type: none"> ▪ Stage 3 – <u>Good Interpersonal Relationships</u> (proper behavior for social approval) ▪ Stage 4 – <u>Maintaining Social Order</u> (proper behavior of dutiful citizen) ○ <u>3. Postconventional Moral Reasoning</u> <ul style="list-style-type: none"> ▪ Stage 5 – <u>Social Contract & Individual Rights</u> (mutual benefits to all to obey society's rules) ▪ Stage 6 – <u>Universal Ethical Principles</u> (defend right/wrong not just majority; all life is scared) <p>According To Gilligan (1977 – Carol G) – Kohlberg is masculine – women's morality centers on interpersonal relationships Postconventional – self and others are interdependent Conventional – focus on others, preconventional – focus on self-interests)</p>	
John Locke – 1693	Environmentalism	<ul style="list-style-type: none"> • TABULA RASA • Academic Instruction with rewards • Repetition / Imitation • Pre-behaviorism and Bandura's Social Learning Theory 	
Lev Vygotsky – 1930		<ul style="list-style-type: none"> • Scaffolding • Language System of Signs – Tool Used Between Mind and Environment • Zone of Proximal Development → Adult Guidance takes Kid to Higher and Higher Levels 	
B.F. Skinner – 1953		<ul style="list-style-type: none"> • Operant Conditioning • Shaping • Behavioral Chains • Discriminant Stimuli • Generalization • Immediacy Of Reinforcement • Negative Reinforcement 	

Jean Piaget – 1969		<ul style="list-style-type: none"> • Stage 4 – 8-12 Months – Object Permanence 	
Jean-Jacques Rousseau – 1755	Naturalism	<ul style="list-style-type: none"> • Child Centered • Treated your scholar according to their age • 4 Stages <p>0-2 Months – Senses, Experience Pleasure, Acquire Language, Touch 2-12 Months– Concrete, Walk, Talk, Reason – Learn the Velocity of a Ball 12-15 Months – Gifts, Physical, Advanced Geometry, No Social Adolescence – Sex, Abstract, Social</p>	
George Miller – 1956		Magic 7 +- 2	
Allen Turing – 1950		<ul style="list-style-type: none"> • Turing Test – Computer 	