

# INTEGRATIVE COURSE PSYCHOLOGY 2025

## DEVELOPMENTAL PSYCHOLOGY

### LECTURE 2: DEVELOPMENTAL THEORIES AND DEVELOPMENTAL PRINCIPLES

#### DEVELOPMENTAL THEORIES

- A. Psychodynamic/Psychoanalytic
- B. Learning/Behavioral
- C. Cognitive
- D. Humanistic
- E. Contextual
- F. Evolutionary

#### A. PSYCHODYNAMIC/PSYCHOANALYTIC PERSPECTIVE

*Focusing on the Inner Person*

- States that behavior is motivated by inner forces, memories, and conflicts that are generally beyond people's awareness and control.
- View of human development as shaped by unconscious forces that motivate human behavior
- Psychosexual development by Sigmund Freud and Psychosocial development by Erik Erikson

#### 1. Sigmund Freud's Psychosexual Development

Unvarying sequence of stages of childhood personality development in which gratification shifts from the mouth to the anus and then to the genitals.

- Three hypothetical parts of personality
  - a. Id - Newborns are governed by the id, which operates under the pleasure principle—the drive to seek immediate satisfaction of their needs and desires
  - b. Ego - The ego, which represents reason, develops gradually during the first year or so of life and operates under the reality principle
  - c. Superego - The superego, develops at about age 5 or 6, includes the conscience and incorporates socially approved "shoulds" and "should nots" into the child's value system. The superego is highly demanding; if its standards are not met, a child may feel guilty and anxious
- Freud proposed that personality forms through unconscious childhood conflicts between the inborn urges of the id and the requirements of civilized life.
- Fixation is behavior reflecting an earlier stage of development due to an unresolved conflict.

STAGES OF PSYCHOSEXUAL DEVELOPMENT (O-A-Pha-La-Ge)		
Stage	Erogenous Zone & Activities	Personality (Fixation)
<b>Oral</b> (birth to 12-18 months)	EZ: Mouth Interest in oral gratification from sucking, eating, mouthing and biting	Oral fixations: Smoking, alcoholism, thumb-sucking, and nail-biting. Traits of being overly talkative, gullible, manipulative, or sarcastic.
<b>Anal</b> (12-18 months to 3 years)	EZ: Anus/Anal region Child derives sensual gratification from withholding and expelling feces; coming to terms with society's controls relating to toilet training	Anal-retentive personality - marked by frugality, obstinacy, and orderliness.  Anal-expulsive personality characterized by messy, careless, disorganized, and prone to emotional outbursts.
<b>Phallic</b> (3 to 6 years)	EZ: Genital region focused on the desire for attention from the opposite-sex parent and a sense of jealousy and competition with the same-sex parent for that attention	Fixations at this point could lead to adult personalities that are overly vain, exhibitionistic, and sexually aggressive.
<b>Latency</b> (6 years to puberty).	Time of relative calm between more turbulent stages.  The sexual energy is repressed or dormant. This energy is still present, but it is sublimated into other areas such as intellectual pursuits and social interactions.	Fixation at this stage can result in immaturity and an inability to form fulfilling relationships as an adult.
<b>Genital</b> (puberty through adulthood)	EZ: Genital region Reemergence of sexual impulses of phallic stage, channeled into mature adult sexuality	---

#### 2. Erik Erikson's Psychosocial Development Theory

- encompasses changes in our interactions with and understandings of one another, as well as in our knowledge and understanding of ourselves as members of society
- Pattern of change in emotions, personality, and social relationships and the socially and culturally influenced process of development of the ego, or self.
- Covers eight stages across the life span which each stage involves what Erikson originally called a crisis in personality—a major psychosocial challenge that is particularly important at that time. These issues must be satisfactorily resolved for healthy ego development
- Erikson later introduced the terms 'maladaptation' (overly adopting 'positive' extreme) and 'malignancy' (adopting the 'negative' extreme); syntonic is the positive disposition and dystonic is the negative disposition in each crisis

#### STAGES OF PSYCHOSOCIAL DEVELOPMENT

##### **Trust vs. Mistrust**

Infancy (Birth to 12–18 months)

Key relation: Mother

Activities: Feeding and being comforted

Virtue: Hope

MALA: Sensory Distortion

MALI: Withdrawal

##### **Autonomy vs. Shame and doubt**

Early childhood (12–18 months to 3 years)

Key relation: Parents

Activities: Toilet training, walking and dressing

Virtue: Will

MALA: Impulsiveness

MALI: Compulsiveness

##### **Initiative vs. Guilt**

Pre-school Age (3 to 6 years)

Key relation: Family

Activities: Play

Virtue: Purpose

MALA: Ruthlessness

MALI: Inhibition

##### **Industry vs. Inferiority**

School Age (6 years to puberty)

Key Relation: School

Activities: Achievement and accomplishment

Virtue: Competence

MALA: Narrow virtuosity

MALI: Inertia

##### **Identity vs. Role diffusion**

Adolescence (Puberty to 18 years)

Key Relation: Peers and groups influences

Activities: Exploration

Virtue: Fidelity

MALA: Fanaticism

MALI: Repudiation

##### **Intimacy vs. Isolation**

Young adulthood (18 to 40 years)

Key relation: Lovers, friends and work connections

Activities: intimate relationships and work/social life

Virtue: Love

MALA: Promiscuity

MALI: Exclusivity

##### **Generativity vs. Stagnation**

Middle Adulthood ( 40 years to 65 years)

Key relation: Family/Children and Community

Activities: Giving back, guiding and contributing

Virtue: Care

MALA: Overextension

MALI: Rejectivity

##### **Integrity vs. Despair**

Late Adulthood ( 65 years onwards)

Key relation: Society and life

Activity: life achievements

Virtue: Wisdom

MALA: Presumption

MALI: Disdain

## B. LEARNING/BEHAVIORAL PERSPECTIVE

Focusing on Observable Behavior

- The approach which suggests that the keys to understanding development are observable behaviors and outside stimuli in the environment.
- View of human development that holds that changes in behavior result from experience or from adaptation to the environment.
- Two of the major sub-theories were behaviorism and the social learning approach

**1. Behaviorism** - Learning theory that emphasizes the predictable role of environment in causing observable behavior.

**Classical Conditioning** - Learning based on associating a stimulus that does not ordinarily elicit a response with another stimulus that does elicit the response

- Ivan Pavlov (Russian Physiologist) and John B. Watson (American Behaviorist)
- **Unconditioned stimulus (UCS)** - A stimulus that elicits a particular response without prior learning.
- **Unconditioned response (UCR)** - The unlearned response elicited by an unconditioned stimulus.
- **Conditioned stimulus (CS)** - An initially neutral stimulus that elicits a particular response after it is paired with an unconditioned stimulus that always elicits the response.
- **Conditioned response (CR)** - A learned response to a stimulus that did not originally produce the response

**Operant conditioning** - Learning based on association of behavior with its consequences. Learning based on reinforcement or punishment.

- **B. F. Skinner** argued that an organism—animal or human—will tend to repeat a response that has been reinforced by desirable consequences and will suppress a response that has been punished
- **Reinforcement** - The process by which a behavior is strengthened, increasing the likelihood that the behavior will be repeated.
- **Punishment** - The process by which a behavior is weakened, decreasing the likelihood of repetition.
- **Positive reinforcement** is the addition of a positive outcome to strengthen behavior.
- **Negative reinforcement** is the removal of a negative outcome to strengthen a behavior.
- **Positive punishment** involves taking away a desired stimulus to weaken a behavior.
- **Negative punishment** involves applying an undesirable stimulus to weaken a behavior

## 2. Albert Bandura's Social-Cognitive Learning Theory

- Whereas behaviorists see the environment as the chief impetus for development, Bandura (1989) suggested the impetus for development is bidirectional.
- Concept reciprocal determinism, which is person acts on the world as the world acts on the person
- Observational learning refers to people learn appropriate social behavior chiefly by observing and imitating models; that is, by watching other people
- Bandura suggests that social-cognitive learning proceeds in four steps
  - Observer must pay attention and perceive the most critical features of a model's behavior (attention)
  - Observer must successfully recall the behavior (retention)
  - Observer must reproduce the behavior accurately (major reproduction)
  - Observer must be motivated to learn and carry out the behavior (motivation)

## C. COGNITIVE PERSPECTIVE

Examining the Roots of Understanding

- the approach that focuses on the processes that allow people to know, understand, and think about the world
- view that thought processes are central to development
- Jean Piaget's Cognitive Development and Information-Processing Approach

### 1. Jean Piaget's Cognitive-stage Theory

- Piaget viewed development organismically, as the product of children's attempts to understand and act upon their world. He also believed in qualitative development, and thus, his theory delineates a series of stages characterizing development at different ages
- **organization** - the creation of categories or systems of knowledge; mnemonic strategy of categorizing material to be remembered.
- **schemes** - organized patterns of thought and behavior used in particular situations.
- **adaptation** - adjustment to new information about the environment, achieved through processes of assimilation and accommodation
- **assimilation** - incorporation of new information into an existing cognitive structure
- **accommodation** - changes in a cognitive structure to include new information.
- **equilibration** - the tendency to seek a stable balance among cognitive elements; achieved through a balance between assimilation and accommodation

Stage and Period	Description
Sensorimotor Stage Birth to 2 years	Infants use their senses and motor actions to explore and understand the world. At the start they have only innate reflexes, but they develop increasingly 'intelligent' actions. By the end, they are capable of symbolic thought using images or words and can therefore mentally plan solutions to problems.
Preoperational Stage 2 to 7 years	Preschoolers use their capacity for symbolic thought to develop language, engage in pretend play and solve problems. But their thinking is not yet logical; they are egocentric (unable to take others' perspectives) and are easily fooled by perceptions, failing 'conservation' problems because they cannot rely on logical operations
Concrete operations Stage 7 to 11 years	School-age children acquire concrete logical operations that allow them to mentally classify, add and otherwise act on concrete objects in their heads. They can solve practical, real-world problems through a trial-and-error approach but have difficulty with hypothetical and abstract problems.
Formal operations stage 11 to 12 years and older	Adolescents can think about abstract concepts and purely hypothetical possibilities and can trace the longrange consequences of possible actions. With age and experience, they can form hypotheses and systematically test them using the scientific method.

### 2. Information-Processing Approach

- Approach to the study of cognitive development by observing and analyzing the mental processes involved in perceiving and handling information.
- Approach to the study of cognitive development that analyzes processes involved in perceiving and handling information.
- Theorists within this tradition focus on processes such as attention, memory, planning strategies, decision errors, decision-making, and goal setting
- Psychologists often use information-processing models to test, diagnose, and treat learning problems

## D. HUMANISTIC PERSPECTIVE

*Concentrating on the Unique Qualities of Human Beings*

- humanistic perspective the theory contending that people have a natural capacity to make decisions about their lives and control their behavior
- emphasizes free will, the ability of humans to make choices and come to decisions about their lives
- Carl Rogers, one of the major proponents of the humanistic perspective, suggested that all people have a need for positive regard that results from an underlying wish to be loved and respected
- Abraham Maslow, suggests that self-actualization is a primary goal in life. Self-actualization is a state of self-fulfillment in which people achieve their highest potential in their own unique way.

## E. CONTEXTUAL PERSPECTIVE

*Taking a Broad Approach to Development*

- considers the relationship between individuals and their physical, cognitive, personality, and social worlds
- sees the individual as inseparable from the social context
- Contextualists see the individual not as a separate entity interacting with the environment but as an inseparable part of it
- Urie Bronfenbrenner's bioecological theory and Lev Vgotsky Sociocultural Theory

### 1. Urie Bronfenbrenner's Bioecological Theory

- The bioecological theory of American psychologist Urie Bronfenbrenner is generally represented as a set of rings with the developing child in the middle
  - 1) **microsystem** - consists of the everyday environment of home, work, school, or neighborhood. It includes face-to-face interactions with siblings, parents, friends, classmates, or later in life, spouses, work colleagues, or employers
  - 2) **mesosystem** - is the interlocking influence of microsystems
  - 3) **exosystem** - consists of interactions between a microsystem and an outside system or institution
  - 4) **macrosystem** - consists of overarching cultural patterns, such as dominant beliefs, ideologies, and economic and political systems
  - 5) **chronosystem** - represents the dimension of time
- The child is not seen as just an outcome of development; the child is an active shaper of development

### 2. Lev Vgotsky Sociocultural Theory

- Whereas previous theorists viewed development as a primarily individual process, Vygotsky believed children learn collaboratively through social interaction and shared activities
- According to Vygotsky, adults or more advanced peers must help direct and organize a child's learning
- **zone of proximal development (ZPD)** - the difference between what a child can do alone and what the child can do with help
- **scaffolding** - temporary support to help a child master a task

## F. EVOLUTIONARY PERSPECTIVE

*Our Ancestors' Contributions to Behavior*

- the theory that seeks to identify behavior that is a result of our genetic inheritance from our ancestors
- evolutionary perspective draws heavily on the field of ethology, which examines the ways in which our biological makeup influences our behavior
- Darwin argued in his book On the Origin of Species that a process of natural selection creates traits in a species that are adaptive to its environment.
- Using Darwin's arguments, evolutionary approaches contend that our genetic inheritance determines not only such physical traits as skin and eye color, but certain personality traits and social behaviors as well
- ethology - study of distinctive adaptive behaviors of species of animals that have evolved to increase survival of the species.
- evolutionary psychology - application of Darwinian principles of natural selection and survival of the fittest to individual behavior