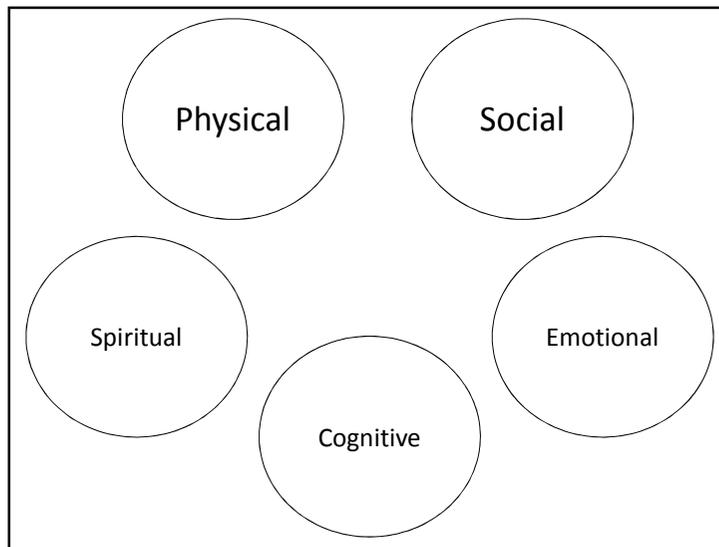


## Human Growth and Development: Overview of Development

Dr. Katrina A. Korb  
Jos ECWA Theological Seminary

### Development

- **Development:** Changes that occur in an individual over time
  - **Changes:** Can be positive or negative
  - **Individual:** One person
  - **Time:** An indefinite period – can be short or long term



### Domains of Development

- **Physical growth and health**
- **Intellectual:**
  - Attention
  - Memory
  - Knowledge
  - Language
  - Critical Thinking
- **Social:** Interactions with others
- **Emotional:** Understanding and regulating feelings
- **Spiritual:** *Understanding* the transcendental (spiritual) and metaphysics (nature of reality) as well as specific religious practices and symbols

### Proverbs of Development

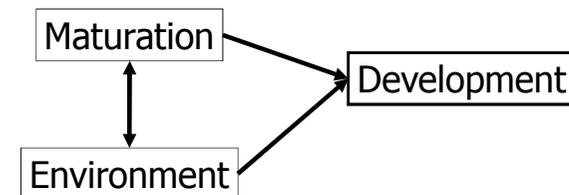
### Influences on Development

- Influences on development can be grouped into two categories:
  - **Maturation:** Genetically programmed, naturally occurring changes over time
    - "Nature," Similar to "Heredity" and "Biology"
  - **Environment:** Experiences that occur in a person's daily life
    - "Nurture"
- *What influences development more: maturation or the environment?*

### Influences on Development

- "Anastasi (1958) pointed out that initially psychologists did not ask the right question. We should not have asked *which* (heredity or environment) causes a behavior or *how much* of each is needed for a given behavior. Instead, we should ask *how* (in what manner) nature and nurture interact to produce development...Today, nearly everyone agrees that a complex interaction of innate and environmental factors account for...development...Nature and nurture are inextricably intertwined." (Miller, 2002, p. 20).

### Influences on Development



### Periods of Development

- **Antenatal:** Nine months of pregnancy
- **Infancy:** Birth through 1 year
- **Toddlerhood:** 1 to 2 years
- **Early Childhood:** 2 to 6 years
- **Middle Childhood:** 6 to 11 years
- **Adolescence:** 12 to 18 years
- **Young Adulthood:** 19-30 years
- **Middle Adulthood:** 31-60 years
- **Old Adulthood:** 61+ years

### Agree or Disagree?

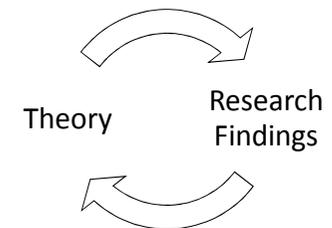
1. All individuals of all ages have the capacity for positive developmental change in response to the environment.
2. Age determines a child's developmental level.
3. Any child can learn any skill at any point in time.

### General Principles of Development

- Individuals develop at different rates
  - Age does NOT determine a child's development
- Development is orderly
  - New skills and abilities build on already known skills and abilities
  - Parents and caregivers CANNOT expect children to learn or do something if they have not mastered prerequisite knowledge and skills
- Development takes place gradually
  - Parents and caregivers have to be patient with children

### Developmental Theories

- **Theory:** Organized set of principles that describes, predicts, and explains phenomenon
  - **Describe:** What happens
  - **Predicts:** What will happen
  - **Explain:** Why it happens
- New facts change existing theories or develop new theories
  - Changes to theories lead to new experiments and facts



### Goals of Developmental Theories

- **Describe changes** over time within one or more domains
  - *Example:* How does thinking change over time?
- **Describe the relationship** between changes among several domains
  - *Example:* How do children's social skills influence academic performance?
- **Explain** the course of development so **predictions** can be made
  - *Example:* What happens if a child does not have a strong attachment to their mother or another caregiver?

### Importance of Developmental Theories

- Organizes and gives meaning to facts
- Understand human thought and behavior
- Guides practice
  - Education, Counseling, Training, Interventions, Prevention
- Guides future research

### Cautions of Developmental Research

- **Fact:** Most developmental research is conducted in Western settings
- **Fact:** Almost all developmental theories have been developed by Westerners on research conducted in Western settings
- **Conclusions**
  - Most developmental theories and principles should be critically evaluated to determine if they reflect the Nigerian context
  - More developmental research should be conducted in Nigeria to develop indigenous developmental theories and principles