Developmental Theories: Domain Specific

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Outline

- Cognitive Development: Piaget
- Psychosocial Development: Erikson
  - Attachment Theory: Bowlby
  - Identity Status: Marcia
- Moral Development: Kohlberg
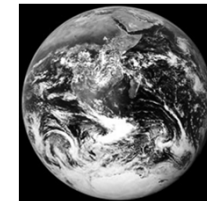- Spiritual Development: Fowler

Jean Piaget

- PhD in biology
- Got a job administering intelligence tests to children
  - Intrigued by children's mistakes
  - Realized errors were systematic and reflective of the child's reasoning

Schema: Mental structure for representing concepts

Mind

World

Schema

- **Schema**: Mental representation of the world
- Piaget: Schemas affect how a person makes sense of the word and learns new things
  - Learning consists of changes in schemas
- Piaget proposed four stages of cognitive development
  - Each stage represents a different schema from the previous stage
  - Learning builds on previous understanding

Characteristics of Piaget's Stages

- Advancement to a new stage represents a qualitative change in thinking
- Children progress through the stages in exact order
  - However, there are individual differences in the rate of passing through stages
- Children of all cultures progress through the same stages in the same order

Piaget's Stages of Development

Stage	Age* (years)	Key Characteristic
Sensorimotor	0-2	Thinks via senses
Pre-Operational	2-7	Can use mental symbols Thinks unidirectionally Egocentric
Concrete Operations	7-11	Thinks concretely Reversibility
Formal Operations	11+	Thinks abstractly

Operations: Mental representations of actions that obey logical rules

Sensorimotor Stage

- **Sensorimotor:** Infants understand the environment from physical actions (senses and movement)
  - Newborns interact with the environment via natural reflexes
  - Reflexes become more adaptive as infants learn to apply movements to achieve a goal
- Two key achievements at the end of the Sensorimotor stage
  - Engage in goal-directed actions
  - Object Permanence

Sensorimotor Stage: Object Permanence

- **Object Permanence**: Object exists even when one cannot sense it → Mental symbolism
  - **Phase 1**: If an object disappears, will not search for it
  - **Phase 2**: Only search for object if partially hidden or the object is taken while the child was engaged
  - **Phase 3**: A-not-B Error
  - **Phase 4**: Continue to search for an object until it is found

Characteristics of Thinking at the Pre-Operational Stage

- *Elijah throws a phone and it hits my face. I say, "Elijah, that hurt me." Elijah says, "But it didn't hurt me."*
- **Egocentrism**: Failure to distinguish others' viewpoints from one's own
  - Difficulty taking another person's points of view
- **Unidimensionality**: Focus only on one dimension of a problem

Conservation

- **Conservation**: Physical properties of an object stay the same despite superficial changes in appearance
  - Performance on the conservation tasks reflects the presence or absence of mental operations
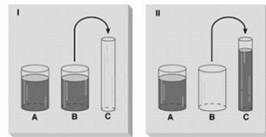
Concrete Operational Stage

- **Concrete Operations**: Perform mental operations on concrete objects
- Children in concrete operations understand:
  - **Reversibility**: Operations are reversible and the object will keep the same properties despite transformations
    - If pour the water back into the original glass, there will be the same amount
  - **Class inclusion**: One category can be included in another

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Class Inclusion: Pre-operational

- E: What is your nationality?
  - C: I am Swiss [Nigerian]
- E: How come?
  - C: Because I live in Switzerland
- E: Are you also Genevan? [a Plateau Man]
  - C: No, that is not possible. I am already Swiss, I cannot also be Genevan.

                              Quoted from Miller (2002)

Formal Operational Stage

- **Formal operations**: Mental operations can also be applied to abstract concepts
- Individuals in Formal Operations can:
  - Think abstractly
    - *What would have happened if the British had not colonized Nigeria?*
  - Plan a systematic approach to solving a problem
    - *Determine which mixture of five colorless liquids produces a yellow color.*

Other Contributions of Piaget Development

- Children are actively learning
- Children do not think like adults
- Wrong answers are very helpful in the learning process

Cultural Critique of Piaget

- Many children from other cultures are slower at achieving conservation
- Individuals in many cultures never reach Formal Operations
- Cultural factors influencing Piaget's stages
  - Piaget's tasks are more familiar to children in Western cultures
  - Degree of formal education influences Formal Operational thinking
  - Even individuals in Western cultures rarely apply Formal Operations thinking in everyday life

Erik Erikson

- Father abandoned before born
- Worked as a teacher for children of Freud's patients
- Studied Native Americans on reservations
- Took surname of Erikson, symbolizing full attainment of sense of identity

Erikson's Stages of Psychosocial Development

- Maturation and culture's expectations create eight crises that the individual must resolve for healthy development
  - Cultural demands change as a child ages
- Development continues throughout the lifespan
  - Main goal in life is the search for identity
    - **Identity**: Understanding and accepting one's self and society
- Eight psychosocial stages throughout the lifespan influence identity

Erikson's Stages of Psychosocial Development

- **Psycho**: Mental processes
- **Social**: Relating to society
- Each stage is characterized by a crisis
  - **Crisis:** Psychosocial challenge that presents opportunities for development
    - Positive resolution leads to growth
    - Negative or no resolution leads to maladjustment

Stage	Age	Primary Event
Infancy	0-1	
Early Childhood	2-3	
Preschool	3-5	
School Age	6-11	
Adolescence	12-20	
Young Adults	Mid-20s	
Adulthood	25-60	
Old Age	60+	

Erikson's Stages of Psychosocial Development

Stage	Age	Primary Event	Crisis
Infancy	0-1	Feeding	Trust vs. Mistrust
Early Childhood	2-3	Toilet Training	Autonomy vs. Shame & Doubt
Preschool	3-5	Independence	Initiative vs. Guilt
School Age	6-11	School	Industry vs. Inferiority
Adolescence	12-20	Peer relationships	Identity vs. Role Confusion
Young Adults	Mid-20s	Loving relationships	Intimacy vs. Isolation
Adulthood	25-60	Parenting	Generativity vs. Stagnation
Old Age	60+	Reflection & acceptance of life	Ego Integrity vs. Despair

Stage 1: Trust vs. Mistrust

- **Primary Event**: Feeding
- **Positive Resolution**: Trust in the world based on basic needs being met

Attachment Theory (Bowlby)

- **Thesis:** The quality of attachment an infant has with his/her primary caregiver influences relationships throughout life
  - **Secure Attachment**: Sensitive caregiving provides a "secure base" for infants to explore
  - **Insecure Attachment**: Inconsistent or unresponsive caregiving leads to adoption of maladaptive views of themselves and the world, leaving a child at risk for social, emotional, and behavioral problems throughout the rest of their lives

Stage 2:
Autonomy vs. Shame and Doubt

- **Autonomy**: Self-control
- **Primary Event**: Toilet training
- **Positive Resolution**: Self-confidence based on encouragement

Stage 3:
Initiative vs. Guilt

- **Initiative:** Willingness to try new activities
- **Primary Event:** Independence
- **Positive Resolution:** Allowed to explore the environment

Stage 4:
Industry vs. Inferiority
- **Industry**: Doing things that others value
- **Primary Event**: School
- **Positive Resolution**: Productive work and successful experiences

Stage 5:
Identity vs. Role Confusion
- **Identity**: Integrated sense of self; answering the question: Who am I?
- **Primary Event**: Peer relationships
- **Positive Resolution**: Strong sense of identity and plans for the future

James Marcia's Identity Status

- Reflects the degree to which an individual has (1) explored and (2) committed to an identity
- Identities are needed in a variety of domains
  - Vocation (Career)
  - Religion
  - Politics
  - Relationship choices

James Marcia's Identity Status

		Committed?	
		Yes	No
Exploring?	Yes	Identity Achievement	Identity Moratorium
	No	Identity Foreclosure	Identity Diffusion

Stages 6-8

Stage	Crisis	Definition	Primary Event	Positive Resolution
6	Intimacy vs. Isolation	**Intimacy:** Close committed relationship with someone	Loving relationships	Able to self-disclose with another
7	Generativity vs. Stagnation	**Generativity:** Desire to create things in the world that will outlive you	Parenting	Acts of caring beyond the self
8	Ego Integrity vs. Despair	**Ego Integrity:** Life has had order and meaning; acceptance of one's choices	Reflection & acceptance of one's life	Satisfaction about the past

Cultural Critique of Erikson

- There are gender differences in crises
  - Females may resolve the intimacy crisis before the identity crisis
  - Identity foreclosure may be an adaptive identity status for females
- Ethnic identity development may be important for some cultural groups
- Different cultures may have different stages of development
- The primary event at each developmental stage may differ in different cultural groups

Lawrence Kohlberg

- Born into a rich family
- Smuggled Jews through a blockade during WWII
- In Palestine during the 1948 Palestine War; focused on nonviolent forms of activism

Kohlberg's Theory of Moral Development

- Kohlberg presented moral dilemmas to participants and asked them to arrive at an answer and explain Why.
- Proposed three levels of moral development that each have two sub-stages
- Placement at a stage/level is NOT related to the moral choice, but to the reasoning to justify the choice

Kohlberg's Dilemma

A woman was near death from cancer. A druggist in the town had recently discovered that a form of radium might save her. The druggist was charging $2000 – 10 times the cost to make the drug. The woman's husband went to everyone he knew to borrow the money, but he could only get about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later, but the druggist said "No, I discovered the drug and I am going to make money from it." The husband got desperate and broke into the man's store to steal the drug for his wife (Kohlberg, 1969).

Kohlberg's Theory of Moral Development

- **Level 1 Pre-conventional**: Reasoning for self-serving motives
  - **Stage 1**: Avoid Punishment
  - **Stage 2**: Obtain reward
- **Level 2 Conventional**: Reasoning based on social norms
  - **Stage 3**: Gain approval and avoid disapproval
  - **Stage 4**: Obey set laws ("law and order orientation")
- **Level 3 Postconventional**: Reasoning based on abstract principles (equality, justice, value of life)
  - **Stage 5**: Provide equality in society (obey rules with exceptions to fulfill higher principles)
  - **Stage 6**: Uphold self-chosen ethical principles

Carol Gilligan

- Protégé of Kohlberg
- Disturbed that women only achieved Stage 3
- Originated **difference feminism**: Women have different moral tendencies but both should be equally valued
- Proposed that justice was men's ethic; caring was women's ethic

Gilligan's Theory of Moral Development

Stage	Characteristic
Pre-conventional	Individual survival (selfish)
Transition from selfishness to responsibility to others	
Conventional	Self-sacrifice
Transition from goodness to realization that she is a person too	
Post-conventional	Nonviolence: Do not hurt others or self

James Fowler

- Director for the Center for Ethics at Emory University
- Involved in the Civil Rights struggle in the US
- Minister in the United Methodist Church
- His wife held a masters degree in Christian Education and was an important influence in his work

Fowler's Stages of Faith

- Fowler proposed six stages of faith development
- Faith stages are not an achievement goal to rank the value of a person
  - Faith stages are not an educational goal to train individuals
- Education should "aim at the full realization of the potential strength of faith at each stage" (Fowler, 1981, p. 114)

Fowler's Stages of Faith

Stage	Name	Age*	Characteristics
0	Undifferentiated Faith	0	Faith is tied in with the love and care of caregivers
1	Intuitive-Projective Faith	2-7	Imagination uses stories to create images and feelings related to faith
2	Mythic-Literal Faith	Primary School	Beliefs are interpreted literally
3	Synthetic-Conventional Faith	Adole-scence	Faith synthesizes values and provides a basis for identity. A person has an ideology but has not examined it. Images of God are extensions of interpersonal relationships.

Fowler's Stages of Faith

Stage	Name	Age*	Characteristics
4	Individuative-Reflective Faith	20s	Person steps out of interpersonal relationships that have defined faith. Develops a new self-identity differentiated from others and seeks authenticity between self and ideological commitments.
5	Conjunctive Faith	40s	Seeks a relationship with God that includes God's mystery
6	Universalizing Faith	Rare	Disciplined, activist *incarnation*; "spending and being spent for the transformation of present reality in the direction of a transcendent actuality" (Fowler, 1981, p. 200) Negate the self for affirming God