Lecture#10

Life Span Development

Instructor:

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OUTLINE

- Life Span Perspective
- Scientific Method – How and Why?
- Human Development Theories
- Child Development
- Ages and Stages Questionnaire
- Implications for Family Counseling

Life Span Development

- The science of human development…
- Seeks to understand how and why people change over time.
- Understanding How and Why –
  - Based on basic steps of the scientific method

Importance of Understanding Life Span Development

- Physical Development (Weight and Height)
- Mental Development (Skills)
- Social Development (Social interaction)
- Spiritual Development (Faith, Ministry)

The Nature-Nurture

- **Nature** refers to the influence of genes which we inherit.
- **Nurture** refers to environmental influences, such as:
  - **H**ealth and diet of the embryo's mother
  - Family, church, school
  - Community, society

The Life-Span Perspective

Development is multidirectional

- Over time, human characteristics change in every direction: 1) stages of development: Freud, Erickson, Piaget; 2) development as a continuous process.

Socioeconomic Context

- A person's position in society as determined by income, wealth, occupation, education, and place of residence.

Development Is Multicultural

- Patterns of behavior that are passed from one generation to the next.
- People whose ancestors were born in the same region and who often share a language, culture, and religion

Development Is Multidisciplinary

- Genetics and neuroscience are two of the newer disciplines in lifespan research.
- Every trait—psychological as well as physical—is influenced by genes.

Importance of Scientific/Research Method

- Pose a question.
- Develop a hypothesis
- Collect data
- Conduct statistical analysis
- Draw conclusions.
- Report the results.

Theories

- **What is a theory?**
  - Orderly set of ideas which describe, explain, and predict behavior.

- **Why are theories important?**
  - To give meaning to what we observe.
  - As a basis for action -- finding ways to improve the lives and education of children.

- **Theories of Human Development**
  - A developmental theory is a systematic statement of principles and generalizations that provides a framework for understanding how and why people change as they grow older.

How were Children Viewed from 600 to 1500 AD (Medieval period)?

- Children were seen as little adults.
- Childhood was not a unique phase.
- Children were cared for until they could begin caring for themselves, around 7 years old.
- Children were treated as adults
  - Used adult's clothing
  - Worked at adult jobs
  - Could be married
  - Were made into kings
  - Were imprisoned or hanged as adults

How were Children Viewed from the 16th-19th Century?

- **16th Century - Puritan religion influenced how children were viewed.**
  - Children were born evil, and must be civilized
  - A goal emerged to raise children effectively
  - Special books were designed for children.
- **17th Century - Age of Enlightenment**
  - Children develop in response to nurturing.
  - Forerunner of behaviorism
- **18th and 19th Century: Age of Reason and Darwinism**
  - children were noble savages, born with an innate sense of morality
  - idea of stages of development, forerunner of maturationist beliefs
  - theories of natural selection and survival of the fittest

How were Children Viewed in the 20th Century?

Development of Theories of Development

- Theories about children's development expanded around the world.

- Childhood was seen as worthy of special attention.

- Laws were passed to protect children,

Theories of Human Development:
Psychoanalytic Theory (Sigmund Freud (1856– 1939)

- Beliefs focused on a theory of human development that holds that irrational, unconscious drives and motives, often originating in childhood, underlie human behavior and the formation of personality.

- Freud believed that children move through various stages, confronting conflicts between biological drives and social expectations.

- This theory was based on therapy with troubled adults.

- Freud proposed that a child's personality is formed by the ways which his parents managed his sexual and aggressive drives.

Theories of Human Development:
Erik Erikson (1902–1994)

- Identified eight developmental stages, each characterized by a challenging developmental crisis.
- Expanded on Freud's theories.
- Believed that development is life-long.
- Emphasized that at each stage, the child acquires attitudes and skills resulting from the successful negotiation of the psychological conflict.
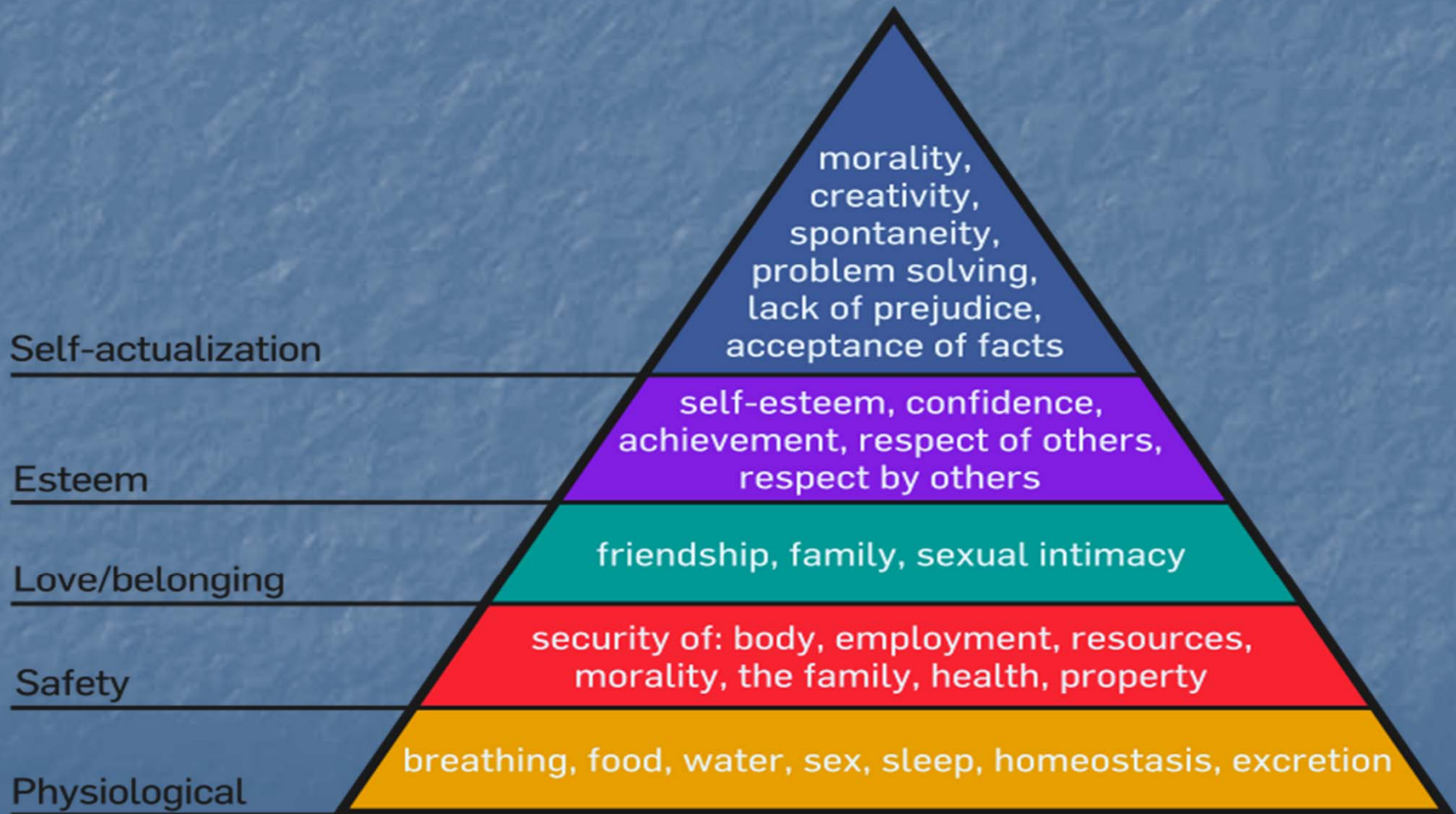
Stages of Human Development

Age & Stage	Erik Erikson's –Psychosocial	Larry Stephen's- Faith/Spiritual
birth - 1 year	Basic trust vs mistrust	Initial Faith vs. Anemic Faith
ages 1-3	Autonomy vs shame and doubt	Unconditional Love: vs. Conditional Love
ages 3-6	Initiative vs guilt	Grace vs. Self-Condemnation
ages 6-11	Industry vs inferiority	Healthy Image of God vs. distorted Image
adolescence	Identity vs identity confusion	Spiritual Identity vs. Spiritual Confusion
young adulthood	Intimacy vs isolation	Intimacy with God vs. Isolation from God
Middle adulthood	Generativity vs stagnation	Christian Ministry vs. Fruitless Search for Meaning
the elderly	Integrity vs despair	Spiritual Wholeness vs. Feeling Lost Without God

Maslow's Stages of Human Development

- Abraham Maslow (1954) described five stages, which occur in sequence.
- Movement occurs when people have satisfied their needs at one level and are ready for the next step.
- In his later years, Maslow reassessed his final level, *self-actualization.*
- He suggested another level after that, called *self-transcendence.*

Maslow's Hierarchy of needs

Self-actualization — morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem — self-esteem, confidence, achievement, respect of others, respect by others

Love/belonging — friendship, family, sexual intimacy

Safety — security of: body, employment, resources, morality, the family, health, property

Physiological — breathing, food, water, sex, sleep, homeostasis, excretion

Behavioral and Social Learning Theories

- Beliefs that describe the importance of the environment and nurturing in the growth of a child.

- Behaviorism: Developed as a response to psychoanalytical theories (the dominant view from 1920-1960)

- John Watson, "Father of American Behaviorist theory." Children are passive beings who can be molded by controlling the stimulus-response associations (Pavlov's experiment and classical conditioning).

- B. F. Skinner- proposed that children "operate" on their environment, operational conditioning.

- Social Learning Theory by Albert Bandura stressed how children learn by observation and imitation.

Biological Theories

- Belief that heredity and innate biological processes govern growth.
- Maturationists (Stanley Hall & Arnold Gesell)
  - Believed there is a predetermined biological timetable.
  - proponents of the normative approach to child study: using age-related averages of children's growth and behaviors to define what is normal.
- Attachment Theory (John Bowlby)
  - Attachment between an infant and the caregiver can insure the infant's survival.

Cognitive Theories

- Beliefs that describe how children learn (Jean Piaget)
- Children "construct" their understanding of the world through their active involvement and interactions.
- Studied his 3 children to focus not on what they knew but how they knew it.
- Described children's understanding as their "schemas" and how they use: assimilation and accommodation.

Cognitive Development Stages (Piaget)

- Sensori-motor
  - Ages birth - 2: the infant uses his senses and motor abilities to understand the world
- Preoperation
  - Ages 2-7: the child uses metal representations of objects and is able to use symbolic thought and language
- Concrete operations
  - Ages 7-11; the child uses logical operations or principles when solving problems
- Formal operations
  - Ages 12 up; the use of logical operations in a systematic fashion and with the ability to use abstractions

Socio-Cultural Theory
(Lev Vygotsky)

- Agreed that children are active learners, but their knowledge is socially constructed.

- Cultural values and customs dictate what is important to learn.

- Children learn from more expert members of the society.

Systems Theory

- The belief that development can't be explained by a single concept, but rather by a complex system.

- **Ecological Systems Theory:**
    - The varied systems of the environment and the interrelationships among the systems shape a child's development.
    - Both the environment and biology influence the child's development.
    - The environment affects the child and the child influences the environment.

Ecological Model (Bronfenbrenner)

- The microsystem - activities and interactions in the child's immediate surroundings: parents, school, friends, etc.

- The mesosystem - relationships among the entities involved in the child's microsystem: parents' interactions with teachers, a school's interactions with the daycare provider

- The exosystem - social institutions which affect children indirectly: the parents' work settings and policies, extended family networks, mass media, community resources

- The macrosystem - broader cultural values, laws and governmental resources

- The chronosystem - changes which occur during a child's life, both personally, like the birth of a sibling and culturally, like the Iraqi war.

Summary of 20th Century Theories

- **Psychoanalytical Theories**
  - Psychosexual: Sigmund Freud
  - Psychosocial: Erik Erikson
- **Behavioral & Social Learning Theories**
  - Behaviorism: Classical Conditioning - John Watson & Operant Conditioning - B.F. Skinner
  - Social Learning - Albert Bandera
- **Biological Theories**
  - Maturationism: G. Stanley Hall & Arnold Gesell
  - Attachment theory: John Bowlby
- **Cognitive Theories**
  - Cognitive Development: Jean Piaget
  - Socio-cultural: Lev Vygotsky
- **Systems Theories**
  - Ecological Systems: Urie Bronfenbrenner

Child Development

- Change in the child that occurs over time. Changes follow an orderly pattern that moves toward greater complexity and enhances survival.

- Periods of development:

  - Prenatal period: from conception to birth

  - Infancy and toddlerhood: birth to 2 years

  - Early childhood: 2-6 years old

  - Middle childhood: 6-12 years old

  - Adolescence: 12-19 years old

Child Development

- Children go through a gradual process of maturation, growth and development over the years of their childhood.

- Sometimes we can hit a rough patch where our child is exhibiting some unwanted behavior and we're finding it really stressful.

- Knowing that it's just a normal part of that stage should make it a little easier to cope with.

Domains of Child Development

- **Physical Domain:**
  - body size, brain development, physical health.
- **Cognitive Domain:**
  - thought processes and intellectual abilities.
- **Social Domain:**
  - self-knowledge (self-esteem, ethnic identity), moral reasoning, and friendships.
- **Emotional Domain:**
  - Sexual identity, temperament
- **Spiritual Domain**
  - Faith, trust, love, discipleship, etc…

Ages and Stages: 5-7 Year-Olds

- **Physical**
  - Large muscle control > small muscle control
- **Social**
  - Friendship skills, learning empathy, peer awareness, can compare self to another, family oriented
- **Emotional**
  - Adult approval important, emotional self-regulation, avoid punishment
- **Cognitive**
  - Learn to categorize, process v. product, understand: cause and effect, real v. pretend

Ages and Stages: 8–10 Year-Olds

- Physical
  - small & large muscle control improves, highly active, sex differences in maturation
- Social
  - Loyalty to friends & groups, same-sex preference, respect for adult authority & rules, develop cooperative activities, negotiation skills
- Emotional
  - Learning self-responsibility, decision-making, admire & imitate older youth, accept parents' beliefs and need stable adult figures, good behavior as obeying rules set by authority, yet start to question adult authority
- Cognitive
  - Greater attention span, black and white thinkers, collections & hobbies, skill development, good judgment

Ages and Stages: 11-13 Year-Olds

- **Physical**
  - Rapid changes in physical appearance, "asynchrony", concern w/appearance, sex & maturation differences
- **Social**
  - Interaction with opposite sex, peers gain importance, seek young adult role models, question authority
- **Emotional**
  - Concerned with physical development and emerging sexuality, self-consciousness, need for privacy, balance independence/reliance on adults, want to contribute to something important
- **Cognitive**
  - Developing abstract thinking, concerned w/justice & equality, can think about thinking & monitor progress, begin to focus on life's goals, hypothesize consequences

Ages and Stages: 14-18 Year-Olds

- **Physical**
  - Body image concerns, range of maturity difference decreases, more realistic view of bodily limits
- **Social**
  - May romanticize sexuality, search for intimacy, sexual attractiveness concerns, can commit & follow through, desire respect, want adult leadership roles/see adults as fallible
- **Emotional**
  - Enjoy uniqueness & autonomy, yet seek peer approval/status, multiple roles, introspective & see self from others' view, take fewer risks, career exploration
- **Cognitive**
  - Mastery of abstract thinking, demonstrating acquired knowledge, develop theories/life views, impatient with "meaningless" activity, multiple perspectives

Ages & Stages Questionnaires (ASQ)

- A Parent-Completed, Child-Monitoring System was developed at the University of Oregon in the early 1980s.

- The purpose of the questionnaires, referred to as the ASQ, is to provide a low-cost strategy to monitor the development of infants and young children whose developmental status is in question or at risk.

- The ASQ is composed of 19 different questionnaires that can be used by most parents to reliably report the developmental status of their infant or young child.

- The ASQ questionnaires can be completed online at: http://asq.uoregon.edu

Ages & Stages Questionnaires (ASQ)

- Parent/Caregiver completed screening tools
- Series of questionnaires for children 3 months to 5 years
- Accurately identifies children at risk for developmental or social-emotional delay
- Encourages parent involvement

Ages & Stages Questionnaires (ASQ)

- Top organizations identify ASQ as a high quality screener
- ASQ addresses language and social functioning more specifically than other tools
- Used for autism screening...
- ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children.
- Highly reliable and valid

Ages & Stages Questionnaires (ASQ): Domains

- Communication
- Gross Motor
- Fine Motor
- Problem solving
- Personal-social

What are the benefits of screening tools based on statistics?

Without Screening Tools	With Screening Tools
■ 30% of developmental disabilities identified (Palfrey et al. JPEDS. 1994; 111:651-655) ■ 20% of mental health problems identified (Lavigne et al. Pediatr. 1993; 91:649-655)	■ 70-80% with developmental disabilities correctly identified (Squires et al., JDBP 1996; 17:420-427) ■ 80-90% with mental health problems identified (Sturner, JDBP 1991; 12:51-64)ne et al. Pediatr. 1993; 91:649-655)

Marriage – over the Years

TABLE 13.2 **AT ABOUT THIS TIME: Marital Happiness over the Years**

Interval After Wedding	Characterization
First 6 months	Honeymoon period—happiest of all.
6 months to 5 years	Happiness dips; divorce is common; usual time for birth of first child.
5 to 10 years	Happiness holds steady.
10 to 20 years	Happiness dips as children reach puberty.
20 to 30 years	Happiness rises when children leave the nest.
30 to 50 years	Happiness is high and steady, barring serious health problems.

Summary

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- Human Development Theories
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- Implications for Family Counseling

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