
CHAPTER TWO

HUMAN DEVELOPMENT

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2.1. Basics of Human Development

Development

- Physical, cognitive, emotional, social, and language changes (nature and nurture).

Growth

Quantitative changes

- Size (height, weight, width, and physiological function),
- Complexity (cell division and multiplication of cell within),
- Proportion (ratio of changes in different parts of your body).

Maturation

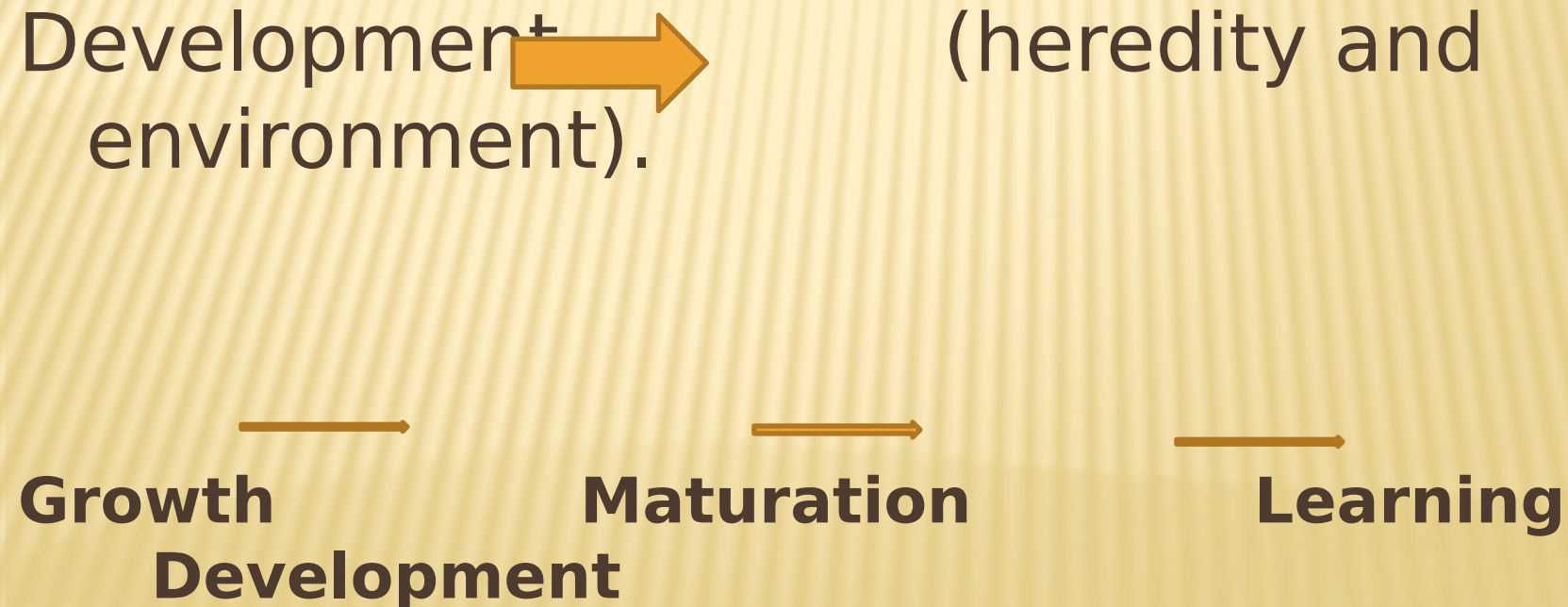
- Genetically programmed, naturally occurring changes

Learning

- A relatively permanent change in behavior  practice or experience in the interaction with environment.

Basics of Human Dev't Cont..

- Growth, maturation, and learning mutually contribute to development.



2.2. Principles of Human Development

- There are **individual differences**
- The principles and characteristics of development are **universal patterns**.

Some major principles of human development

Development proceeds from head to tail

- Proceeds from head to lower body parts and extremities.
- The cephalocaudal principle applies to both physical and functional development.

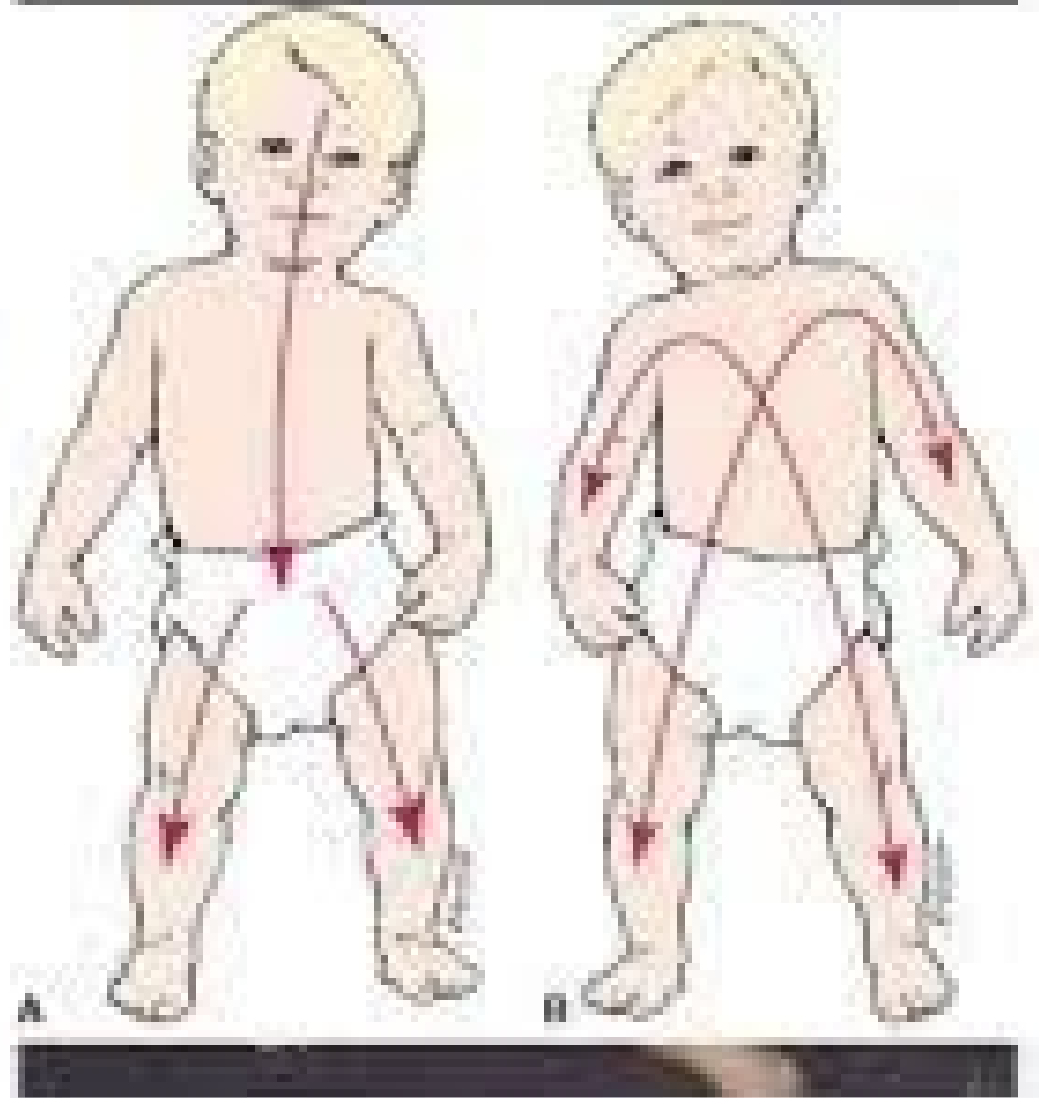
Development proceeds from the center of the body outward

- This is the principle of proximodistal development.
- Proceeds from the center of the body (the proximal region) to the outer body parts and extremities (distal region).

Development depends on maturation and learning

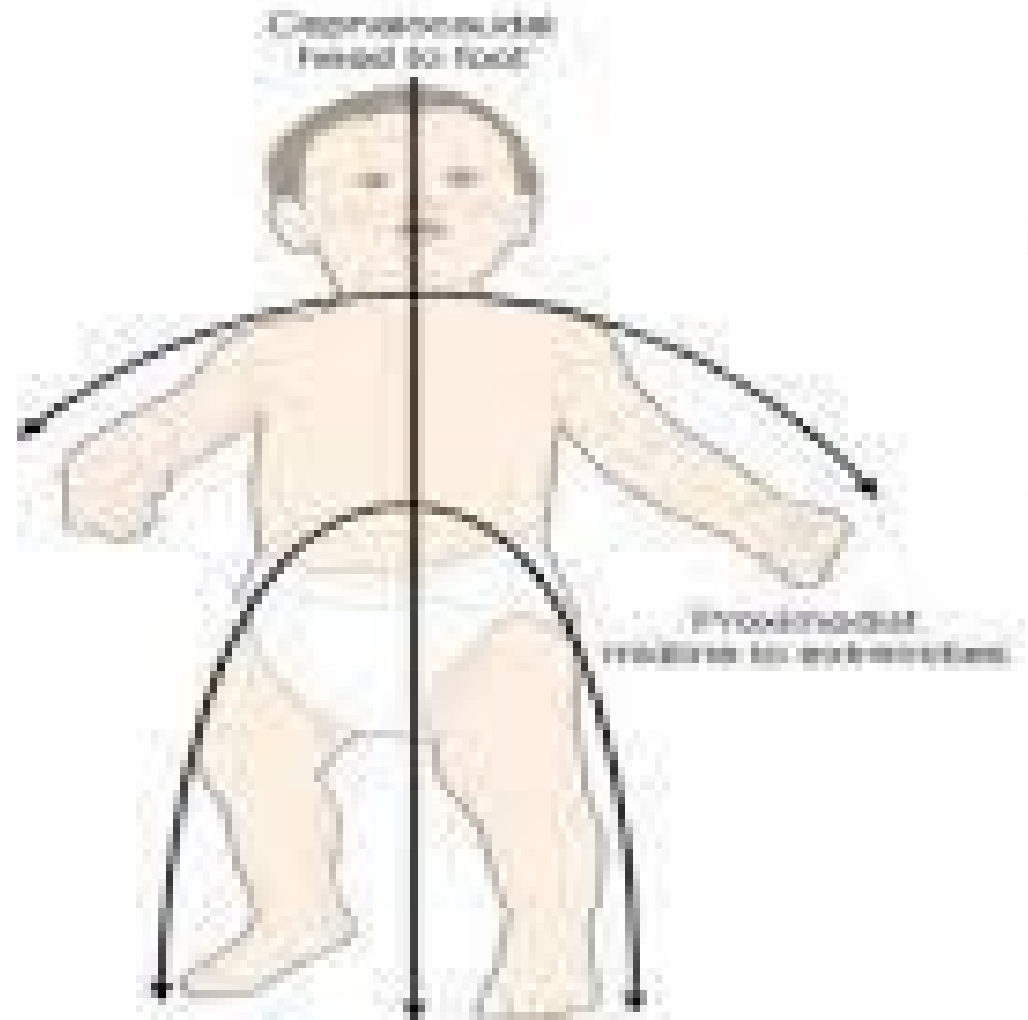
Cephalocaudal direction

- The process of **cephalocaudal** direction from **head** down to **tail**. This means that improvement in structure and function come first in the head region, then in the trunk, and last in the leg region.



Proximodistal direction

The process in proximodistal from center or midline to periphery direction. development proceeds from near to far - outward from central axis of the body toward the extremities



Principles Cont'nd

Development proceeds from the simple to complex

- Simple tasks to complex ones.

Development is a continuous process

- Adding to the skills already acquired and the new skills become the basis for further achievement and mastery of skills.
- Also, one stage of development **lays the foundation for the next stage of development.**

Development proceeds from the general to specific

- Development occurs from **large muscle movements to more refined (smaller) muscle movements.**
- For example, in motor development, the infant will be able to grasp an object with the whole hand before using only the thumb and forefinger.

Principles Cont'nd

There are different individual rates of development.

- Each child is different and the rates at which individual children develops is different.
- The patterns and sequences for development are usually the same for all children,
- But the **rates at which individual children reach developmental stages will be different.**
- For instance, some children walk at ten

2.3. Aspects of Human Development

- Physical development
- Cognitive development
- Language development,
- Social development,
- Emotional development,
- Moral development, and
- Gender development

Approaches in the Study of Human Development

- Studies on human development follow two main approaches.

The topical approach

- Focus on **specific aspects of development across the life-span.**
- Physical, cognitive, social, emotional, and personality development.

The ages and stages approach

- Focus on the changes and influences that occur during **specific stages of human life.**
- Human life can be classified into eight stages. These are:
 1. Prenatal period (from conception to birth)
 2. Infancy (birth to age 2)
 3. Early childhood (ages 2 to 6)
 4. Middle childhood (ages 6 to 12)
 5. Adolescence (ages 12 to 19)
 6. Early adulthood (ages 19 to 40)
 7. Middle adulthood (ages 40 to 60)
 8. Late adulthood (ages 60 and beyond)

Basic Issues in Human Development

Nature versus Nurture (nativism versus empiricism)

- Biological vs Environmental forces?
- Development is the product of the interaction between the two

Activity versus passivity

- Are people **active in their development** or are they **passively shaped by forces outside** themselves?

Basic issues cont'nd

Continuity versus discontinuity

- Are humans changing gradually or dramatically?
- **Continuity** (occurs in small steps without sudden changes and it is quantitative).
- Discontinuity (a series of stair steps, each of which elevates the individual to **a new level of functioning**).

Universality versus context specificity

- Are developmental changes common from person to person and from culture to culture to everyone (universal) or different from person to person (context specific).

Basic issues cont'nd

Stability versus plasticity/ early versus late experience

Stability

- The degree to which people **maintain their same rank order** in comparison to other children with respect to some characteristic.

Plasticity refers

The ability to **change** as a result of experience.

Assumptions about human Nature

- Are people inherently good, inherently bad or neither?

2.4. Theories of Human Development

2.4.1. Piaget's theory of cognitive development

- Detailed observations of his own three children.
- Shifted the view of children's thinking from that of "little adults" to something quite different from adult thinking.
- Children form **mental concepts** or **schemes** as they experience new situations and events.
- Children cognitively adapt to their environment through **assimilation** and **accommodation**.

Piaget's theory Cont'nd

Assimilation

- Interpretation of actions or events in terms of **one's present schemas** (fitting reality into one's existing ways of understanding).
- For example, if a mother points to a picture of an apple and tells her child, "that's an apple", the child forms a scheme for "apple" that looks something like the picture.
- Children first try to **understand new things in terms of schemes they already possess.**

Accommodation

- Modification of schemas to fit reality.
- For instance, the child might see an orange and say "apple" because both objects are round.
- **Altering or adjusting old schemes to fit new information and experience**

Stages of cognitive development

1. **Sensory motor stage (Birth to two years)**

- Children base their understanding of the world primarily on touching, sucking, chewing, shaking, and manipulating objects.
- Little competence in using images, language, or other kinds of symbols.
- “Out of sight is out of mind”.
- Infants **lack *object permanence***
- The awareness of objects and people existence even if they are out of sight.
- However, soon after 9 months they will begin an active search for the missing object b/c they developed a mental representation an object.
- **Object permanence is a critical development.**

2. Preoperational stage (2 to 7 years)

- It is a time of developing **language** and **concepts**.
- A child can use a word or a symbol to represent things around them.
- The child cannot perform operations or mental manipulations of reality.
- Operation refers to the thought process governed by rules/ logic.

Limitations

I. Ego-centrism

- Inability to perceive reality from the viewpoint of another person.
- For example, children mostly cover their eyes and say “you cannot see me”.

II. Lack of ability to decenter:

- Cannot perform mental operations concentrating on **many things at the same time** .

III. Lack of ability to reverse

- Irreversible logical operations ($3+7=10$, then $10-7=3$)

IV. Lack of concept of conservation

- The understanding of a given quantity of a substance remains the same despite the difference in the appearance.

V. Animism

- Consider everything as living and attribute life to animate objects.
- Tendency to think inanimate objects as having human power like thinking, emotion, etc
- The Wind, Sun, Moon, Stars, Clouds (living organization)

VI. Realism

- Think pictures, concepts, and symbols as real objects.
- Tendency to see the psychological events like dreams and thoughts as physical events.

VII. Artificialism

- Tendency to interpret all phenomena, including natural phenomena as made by human beings, e.g Sun, Moon etc.

3. Concrete operational stage (7 to 11 years)

- First operational stage
- Think logically about concrete objects and problems but not about abstract problems.
- Understanding of relationships between events and symbols,
- Logical and objectivity of mental operation,
- Ability to add, subtract, classify, order, and deal with numbers and the ability to apply rules.

4. Formal operational stage (11 and above years to adulthood)

- Begin reasoning about an abstract form of ideas.
- The thought process of children becomes quite abstract, systematic and reasonable, and well-integrated.
- See possibilities beyond the here and now, and immediate and concrete environment.
- These abilities continue to develop into adulthood.
- Organize information,
- Reason scientifically,
- Formulate concepts,
- Build hypotheses based on the understanding of causality, and test their hypothesis

Limitations

Adolescent egocentrism

- The ability to distinguish one's point of view from that of another person.

i: imaginary audience

ii; personal fable

Imaginary audience

- A belief that other people are preoccupied with one's appearance and behavior.
- Young teenagers assume that other people are as concerned about them as they are themselves.

Personal fable (one's immortal and unique existence).

- The belief that one's own life is more unique, dramatic and heroic than other people's lives.
- It also shows the belief that the moral laws of nature that apply to other people don't apply to adolescents.
- E.g., Mom, you don't know what it is to be in love!" "Other people may become addicted to drugs, but not me".

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, touching, mouthing, and grasping)	• Object permanence • Stranger anxiety
2 to about 6 or 7 years	<i>Preoperational</i> Representing things with words and images; use intuitive rather than logical reasoning	• Pretend play • Egocentrism • Language development
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	• Conservation • Mathematical transformations
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	• Abstract logic • Potential for mature moral reasoning

2.4.2. Freud's psychosexual theories of development

- At each stage, a different erogenous zone (area of the body) that produces pleasure becomes a source of pleasure and conflicts.
- Conflicts that are not fully resolved can result in fixation and individuals' get "stuck" to some degree in an early stage of development.
- The child may grow into an adult but will still **carry emotional and psychological state of mind from that earlier fixed stage.**

The oral stage (Birth to one year)

- The erogenous zone is the area around the mouth.
- Baby gets pleasure from **eating**, **sucking**, and **biting**.
- Too little or too much satisfaction of the child's needs leads to fixated adult personality.

overindulge

- over eating
- drinking too much
- chain smoking
- talking too much
- nail biting
- gum chewing
- too dependent or optimistic

under
indulge

- Aggressive and
- Pessimistic

The Anal stage (One to three years)

- The erogenous zone moves from the mouth area to the anus.
- The main area of conflict here is **toile training**.
- The child who rebels openly against the demands of the parents and other adults will refuse to go in the toilet, instead defecating where and when he/she feels like doing it.
- Adult as a person who sees **messiness** as a statement of personal control and who is somewhat **destructive** and **hostile**.
- Child who is terrified of making a mess and rebels passively-refusing to go at all or retaining the feces.
- No mess, no punishment.
- As adults they are **stingy**, **obstinate**, and **stubborn**

The Phallic Stage (3-6yrs)

- The libidinal energy shifts to the genital area.
- The child faces a battle between an id impulse and the demands of society as reflected in the parents' expectations.
- Children get pleasure by touching their genital organs and develop sexual desire towards opposite sex parents.
- They understand sexual relations more clearly from their observations of sexual intercourse between their parents or discussions in the family.

Phallic Stage cont'nd

Oedipus complex

- All males unconsciously want to kill their father and sexually possess their mothers.
- **Castration anxiety** a fear arises in immature mind of boys that his father will punish his sexual desire towards his mother by removing his genital organ.
- This fear eventually leads the child to repress sexual desire for his mother and avoid angering with his father by identifying with him.

Electra complex

- The young girls unconsciously transfer their sexual desire and love from their mothers to their fathers
- They doubt that their mothers responsible for the penis they have lost.
- **Penis envy** is the unconscious desire of young girls to possess a penis.
- **Fixation** (egocentric, selfishness, impulsiveness and lack of genuine feeling for others).

Latency stage (6-11yrs)

- Children pour this repressed libidal energy into non-sexual activities (school, playing, athletics, and same-sex friendships etc).

The Genital Stage (11yrs onwards)

- The child's energy once again focuses on his genitals
- Interest turns to **heterosexual relationships.**

2.4.3. Erikson's theory of Psychosocial development

Psychosocial development

- Involves changes in our **interactions** and **understanding of one another**, and **our knowledge** and **understanding of ourselves as members of society**.
- Each of the stages necessitates the resolution of a crisis or conflict.
- Each crises resolved sufficiently to deal with demands made during the following stage of development.

Trust Vs. Mistrust (Birth to 1 year).

- The infants/ babies learn to trust of the environment
- If their needs are met by the caregivers)
- If their needs are not met, they fail to develop feelings of trust in others and remain suspicious and worry forever.
- Parents must **maintain a nurturing environment** so that the children develop basic trust in others.
- The virtue in this stage is hope.

Autonomy Vs. Shame/doubt (1 to 3 years/toddlers)

- Encouraging children to do what they can do.
- A sense of autonomy is a basic attitude of “I think I can do it” and “I have something of value to offer”.
- The virtue here is will.

Initiative Vs. Guilt (3 to 6 years/preschoolers)

- If children are allowed to **express their desires through guidance**, they will develop sense of initiative.
- Children with a sense of initiative **accept new challenges**, are **self-starters**, and have a **strong sense of personal adequacy**.
- So, children must be **encouraged to initiate own actions** in a socially acceptable way.
- Thus, the virtue here is **purpose**.

Industry Vs. inferiority (7 to 11 years)

- Valuing children accomplishments (a sense of productivity and positive view of competence or achievements).
- Comparing themselves unfavorably and labeled as second to others (develop low self-esteem and a sense of inferiority).
- If a child's cultural, religious or racial group is considered as inferior, a sense of personal inferiority may also develop.
- The virtue here is **competency**.

Identity Vs. Role confusion (12 to 18 years)

- The crucial stage in Erikson's theory.
- The term identity refers to "Who am I? To whom do I belong? And what is my role in the society?"
- A solid sense of identity (a satisfying plan and gain a sense of security).
- A sense of self-identity (less susceptible to peer pressure, have a higher level of self-acceptance, are optimistic and believe that they are in control of their destinies).
- Failure to develop a solid sense of identity (role confusion and a sense of aimlessness).

Intimacy Vs. Isolation (18/20 to 35 years)

- The ability to form deep and intimate relationships with others (sexual intimacy and emotional attachments to others in the form of marriage).
- The virtue here is love.

Generosity Vs. Stagnation/self-absorption (35 to 60)

- The need for individuals to overcome selfish and self-centered concerns
- Individuals must take an active interest in helping and guiding younger persons.
- So, adults develop themselves through guiding their children.
- The virtue here is **care**.

Integrity Vs. Despair (above 65 years/old age)

- Looking back and asking oneself
“Did my life have had meaning?”
“Did my being here really matter?”
- ▢ These elderly people are likely to reflect on their **lives positively even in the face of imminent death.**
- ▢ If their answers for these questions are negative, they may feel a sense of despair.
- ▢ They feel that they have wasted their lives and experience many regrets.

2.4.4. Kohlberg's theory of moral development

- Developed by Lawrence Kohlberg
- Ability to distinguish good from bad.
- He viewed moral thinking as progressing through a series of distinct stages.

Moral dilemmas: story of Heinz

□ *A woman in Europe was dying from a rare disease. Her only hope was a drug that a local druggist had discovered. The druggist was charging ten times more than it cost him to make it. Heinz, the husband of the dying woman, had desperately tried to borrow money to buy the drug, but he could borrow only half of the amount he needed. He went to the druggist, told him that his wife was dying, and asked to let him pay the druggist later or to sell the drug at a lower cost. The druggist refused, saying that he had discovered the drug and he was going to make money from it. Later, Heinz broke into the druggist's store to steal the drug for his wife. Should Heinz have*

Level 1: Pre-conventional moral reasoning (4-10 yrs)

- Children's ideas about right and wrong relies on their **personal needs** and **perceptions**.

Stage 1: Obedience-punishment orientation

- Children distinguish rightness and wrongness of a behavior by **rewards** and **punishments** involved.

Stage 2: Instrumental-relativism orientation

- What satisfies one's own needs is right

Level 2: Conventional moral reasoning (10-late adolescence)

- Children's judgment of right or wrong action is based on **others' approval** (family expectation, traditional values, laws, and legality of society and country).

Stage 3: Good boy/nice girl orientation

- Individuals evaluates right and wrong actions by **the approval/criticism of immediate peers or close family**.
- Good is what pleases the immediate others.

Stage 4: Law and order

- Individual judges her/his actions based on laws and social order.

Level 3: Post conventional moral reasoning (young adolescence -Adulthood)

- Individual judges actions as right or wrong based on **universal abstract principles**

Stage 5: Social contract orientation

- Individual begins regarding right and wrong as a product of **social contracts**. that originate from the discussion, negotiations, and a compromise that can be changed.
- So good (right) is determined by **socially agreed** up standards of individuals' rights.

Stage 6: Universal ethical principle orientation

- Individuals judge action considering the universal moral principles (abstract and ethical ones) like justice, human rights, human dignity, and equality.
- Such individual prepares to sacrifice all, including her/his life for upholding these principles.