Definition of Theory

- A theory is an interrelated, coherent set of ideas that helps to explain and to make predictions.
The Historical Perspective

- **Original Sin** - children were perceived as being basically bad, born into the world as evil beings.
- **Tabula Rasa** - children are like a “blank tablet,” and acquire their characteristics through experience.
- **Innate Goodness** - children are inherently good.
Psychoanalytic Theories

- Behavior is primarily unconscious—beyond awareness.
- Behavior is heavily colored by emotion.
- Behavior is merely a surface characteristic with symbolic meaning.
- Early experiences with parents extensively shape behavior.
Five Stages of Psychosexual Development

- The Oral Stage (Birth to 18 months)
- The Anal Stage (18 months to 3 years)
- The Phallic Stage (3 to 6 years)
- The Latent Stage (6 years to puberty)
- The Genital Stage (Puberty on)
Erikson - Psychosocial Theory

- Crises are not catastrophes but rather turning points of increased vulnerability and enhanced potential.
- The more an individual resolves the crises successfully, the healthier development will be.
Stages of Psychosocial Development

- Trust vs. Mistrust
- Autonomy vs. Shame and Doubt
- Initiative vs. Guilt
- Industry vs. Inferiority
- Identity vs. Identity Confusion
- Intimacy vs. Isolation
- Generativity vs. Stagnation
- Integrity vs. Despair
## TABLE 2.1 Comparison of Freud’s Psychosexual and Erikson’s Psychosocial Stages

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Freud (Psychosexual)</th>
<th>Erikson (Psychosocial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 1 year</td>
<td><strong>Oral Stage</strong></td>
<td><strong>Trust vs. Mistrust</strong></td>
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<td></td>
<td>The mouth, tongue, and gums are the focus of pleasurable sensations in the baby’s body, and sucking and feeding are the most stimulating activities.</td>
<td>Babies learn either to trust others will care for their basic needs, including nourishment, warmth, cleanliness, and physical contact, or to lack confidence in the care of others.</td>
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<tr>
<td>1–3 years</td>
<td><strong>Anal Stage</strong></td>
<td><strong>Autonomy vs. Shame and Doubt</strong></td>
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<td></td>
<td>The anus is the focus of pleasurable sensations in the baby’s body, and toilet training is the most important activity.</td>
<td>Children learn either to be self-sufficient in many activities, including toileting, feeding, walking, exploring, and talking, or to doubt their own abilities.</td>
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<tr>
<td>3–6 years</td>
<td><strong>Phallic Stage</strong></td>
<td><strong>Initiative vs. Guilt</strong></td>
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<td></td>
<td>The phallus, or penis, is the most important body part, and pleasure is derived from genital stimulation. Boys are proud of their penises, and girls wonder why they don’t have one.</td>
<td>Children want to undertake many adultlike activities, or fear the limits set by parents and feel guilty.</td>
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<tr>
<td>6–11 years</td>
<td><strong>Latency</strong></td>
<td><strong>Industry vs. Inferiority</strong></td>
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<td>This is not a stage but an interlude, during which sexual needs are quiet and children put psychic energy into conventional activities like schoolwork and sports.</td>
<td>Children busily learn to be competent and productive in mastering new skills or feel inferior and unable to do anything well.</td>
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<tr>
<td>Adolescence</td>
<td><strong>Genital Stage</strong></td>
<td><strong>Identity vs. Role Diffusion</strong></td>
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<tr>
<td></td>
<td>The genitals are the focus of pleasurable sensations, and the young person seeks sexual stimulation and sexual satisfaction in heterosexual relationships.</td>
<td>Adolescents try to figure out “Who am I?” They establish sexual, political, and career identities or are confused about what roles to play.</td>
</tr>
<tr>
<td>Adulthood</td>
<td>Freud believed that the genital stage lasts throughout adulthood. He also said that the goal of a healthy life is “to love and to work.”</td>
<td><strong>Intimacy vs. Isolation</strong></td>
</tr>
<tr>
<td></td>
<td>Middle-aged adults contribute to the next generation through meaningful work, creative activities, and/or raising a family, or they stagnate.</td>
<td>Young adults seek companionship and love with another person or become isolated from others because they fear rejection and disappointment.</td>
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<td></td>
<td><strong>Generativity vs. Stagnation</strong></td>
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<tr>
<td></td>
<td>Older adults try to make sense out of their lives, either seeing life as a meaningful whole or despairing at goals never reached.</td>
<td><strong>Integrity vs. Despair</strong></td>
</tr>
</tbody>
</table>
Theory Map

**Perspective:** Psychodynamic

**Theory:** Psychoanalytic Theory

**Theorists:** Freud

**What develops:** Focus on inner person, unconscious forces act to determine personality and behavior

**How development proceeds:** Behavior motivated by inner forces, memories, and conflicts

**Principles:**
- Personality has three aspects: id, ego, and superego
- Psychosexual development involves series of stages: oral, anal, phallic, genital

**Other key terms:** pleasure principle, reality principle, fixation
**Theory Map**

**Perspective:** Psychodynamic

**Theory:** Psychosocial Theory

**Theorist:** Erikson

**Primary focus:** Focus on social interaction with others

**How development proceeds:** Development occurs through changes in interactions with and understanding of others and in self knowledge and understanding of members of society

**Principles:**
- Psychosocial development involves eight distinct, fixed, universal stages.
- Each stage presents crisis/conflict to be resolved; growth and change are lifelong

**Other key terms:** trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role diffusion, intimacy vs. isolation, generativity vs. stagnation, ego-integrity vs. despair
Cognitive Theories

- Piaget’s cognitive development theory
- Vygotsky’s sociocultural cognitive theory
- The information-processing approach
Theory Map

**Perspective:** Cognitive perspective

**Theorist:** Jean Piaget

**What develops:** Focus on processes that allow people to know, understand, and think about the world

**How development proceeds:** Human thinking is arranged in organized mental patterns that represent behaviors and actions; understanding of world improves through assimilation and accommodation

**Principles:** assimilation and accommodation

**Other key terms:** Schemes and schemas
Piaget’s Cognitive Development Theory

• Children actively construct their understanding of the world.
• Children progress through four stages of cognitive development.
• Two processes underlie development: assimilation and accommodation.
How do we learn?

• Assimilation
  • Incorporating new information into their existing knowledge

Accommodation

• Adapting one’s existing knowledge to new information
Vygotsky’s Theory of Development

• Used a Marxist analysis to create a theory of intellectual development.
• Language is central
• Zone of proximal development – key concept
Zone of Proximal Development

Tasks below the zone the child can already accomplish with no help. Thus giving the child this kind of task involves no new learning.

Tasks above the zone cannot be accomplished even with help. Thus, giving the child this kind of task causes frustration and failure and results in no meaningful learning.
TYPES OF SCAFFOLDING (EXAMPLES)

Modeling
Thinking aloud
Asking Questions
Cueing (mnemonic devices)
**Theory Map**

**Perspective:** Sociocultural Perspective

**Theorist:** Lev Vygotsky

**What develops:** As children play and cooperate with others, they learn what is important in their society and advance cognitively in their understanding of the world

**How development proceeds:** Approach emphasizes how cognitive development proceeds as a result of social interactions between members

**Principles:** Development is a *reciprocal transaction* between people in the child’s environment and the child.

**Other key terms:** Social interactions, zone of proximal development (ZPD), interpsychological and intrapsychological levels
The Information-Processing Approach

• Analogy to the mind as a computer.

• Individuals develop a gradually increasing capacity for processing information.

• Over time, capacity for complexity increases.
Theory Map

**Perspective:** Cognitive perspective

**Theorist:** Information-processing approach

**What develops:** Focus is primarily on memory

**How development proceeds:** Information is thought to be processed in serial, discontinuous manner as it moves from stage to stage (Stage theory model); information is stored in multiple locations throughout brain by means of networks of connections (connectionistic model)

**Principles:** Cognitive development proceeds quickly in certain areas and more slowly in others; experience plays greater role in cognition

**Other key terms:** Some versions are called neo-Piagetian theory
Behavioral and Social Cognitive Theories

- These theories believe that scientifically we can only study what can be directly observed and measured.
- They also believe that development is observable behavior that can be learned through experience with the environment.
Operant Conditioning

- B.F. Skinner demonstrated that the consequences of a behavior produce changes in the probability of the behavior occurring again.

- Consequences can be either rewards (increasing the likelihood of behavior recurrence), or punishment (decreasing this chance).
Theory Map

**Perspective:** Behavioral

**Theorist:** B. F. Skinner

**What develops:** Focus on observable behavior and outside environmental stimuli

**How development proceeds:** Voluntary response is strengthened or weakened by association with negative or positive consequences

**Principles:** Operant conditioning

**Other key terms:** Deliberate actions on environment; behavior modification; reinforcement; punishment; extinguished behavior
Social Cognitive Theory

- Albert Bandura and Walter Mischel believe that cognitive processes are important mediators of environment-behavior connections.
- Learning occurs through observing what others do, as individuals cognitively represent what they see and adopt the behavior themselves.
Ethological Theory

- Behavior is strongly influenced by biology.
- Behavior is tied to evolution.
- Behavior is characterized by critical periods.
- European zoologist Konrad Lorenz (1903-1989) identified imprinting.
- John Bowlby theorizes about attachment.
Definition of Imprinting

• *The rapid, innate learning within a limited critical period of time that involves attachment to the first moving object seen*
Attachment

- A concept based on principles of ethological theory.
- Attachment to a caregiver over the first year of life has important consequences:
  - Positive and secure attachment results in positive development.
  - Negative and insecure attachment results in problematic development.
Ecological Theory

- Developed by Urie Bronfenbrenner.
- Consists of 5 environmental systems—see next slide:
Theory Map

**Perspective:** Evolutionary / Ethological Perspective

**Theorist:** Charles Darwin/Konrad Lorenz

**What develops:** Through a process of natural selection traits in a species that are adaptive to its environment are creative

**How development proceeds:** Behavior is result of genetic inheritance from ancestors

**Principles:** Ethological influence (examines ways in which biological makeup affects behavior)

**Other key terms:** Behavioral genetics; relationship to psychological disorders (e.g., schizophrenia)
**Theory Map**

**Perspective:** Contextual Perspective

**Theorist:** Urie Bronfenbrenner/Bioecological Approach

**What develops:** Focus relationship between individuals and their physical, cognitive, personality, and social worlds

**How development proceeds:** Development is unique and intimately tied to a person’s social and cultural context; four levels of environment simultaneously influence individuals

**Principles:** Each system contains roles, norms, and rules that can powerfully shape development

**Other key terms:** Microsystem; ecosystem; exosystem; macrosystem; chronosystem