Theories of Behavior and Social Development: Infancy Through Adolescence

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Overview of the Session

Participants will...

- become familiar with the major theoretical frameworks as they pertain to human development from infancy through adolescence.

- actively engage in group discussions related to the various stages of development.

- receive a listing of relevant resources.
What CTE high school courses require knowledge of theories?
Why is this information important to high school students interested in careers related to Education and Training or Child Development?
Child Development

Human Growth and Development
SIRDC lessons related to theory
http://cte.sfasu.edu/

Child Development

Human Growth and Development
A Look at Theories Part I
A Look at Theories Part II
SIRDC teacher online courses
http://cte.sfasu.edu/

Child Development

*Human Growth and Development course will be available October 2013
What are theories?

What role do they play in the study of human development?
Think of theories as windows
• Behaviorism, constructivism, attachment theory, normative development, systems theory…
• Each one offers a view

The way we look at things
Theory: an orderly integrated set of statements that describes, explains, and predicts behavior
Bronfenbrenner’s
Ecological Systems Theory
Bio-Ecological Systems Theory

Urie Bronfenbrenner (1917 – 2005)
Overview of Major Theoretical Frameworks Influencing Children’s Behavior and Social Development: Infancy through Adolescence
Behaviorism-Operant Conditioning and Social Learning

*Key terms for discussion:*

- Imitation
- Role Modeling,
- Reinforcement (Reward),
- Consequences
Erikson believed that “each stage of life is associated with a specific psychological struggle, a struggle that contributes to a major aspect of personality”
Erikson’s Theory of Psychosocial Development

- Stages and challenges (Crises) to be resolved over the lifespan
- Emphasis on the first 4 stages:
  - Trust vs. Mistrust (Birth - 1 year)
  - Autonomy vs. Shame/Doubt (1 to 3)
  - Initiative vs. Guilt (3-6)
  - Industry vs. Inferiority (6-12)
  - Identity vs. Role Confusion (adolescence)
Psychosocial Theory - Erikson

- childhood is very important in personality development
- accepted many of Freud's theories, including the id, ego, and superego
- unlike Freud, felt that personality continued to develop beyond five years of age
Erikson’s Stages

- **Trust vs. Mistrust** (birth to 1 ½ years)
  Children either learn that the world is a safe and nurturing place or they learn to be mistrustful and frightened.

- **Autonomy vs. Shame/Doubt** (2 to 3 years)
  Children begin to have some control over their own bodies and, to some extent, their lives. Reaching these goals allows for great independence and self-confidence.
• **Initiative vs. Guilt (4 – 5 years)**  
Children expand their world; learn to control their new environments; acquire feelings of competence and independence; leadership skills

• **Industry vs. Inferiority (6 – 11 years)**  
Children begin to have more social interactions; develop a sense of pride in accomplishments

• **Identity vs. Role Confusion (12 – 18 years)**  
Main task of the adolescent is to achieve a state of identity; to know who he/she is and wants to be

• **Intimacy vs. Isolation (18 – 35 years)**  
Exploring relationships, moving to commitment and long-term relationships; failure brings isolation
Cognitive Developmental Theory

Attempts to explain how people think and process information
Overview of Cognitive Development
Piaget

- Jean Piaget (1896 – 1980)
  - Born in Switzerland
  - Studied the development of his three children, Jacqueline, Lucienne, and Laurent
  - Believed that children actively construct their own knowledge, by means of exploration and activities
Piaget’s Stages

Each stage characterized by qualitatively distinct ways of thinking as they move through the 4 stages.

• Sensorimotor (Birth-2 years)
• Preoperational (2-7 years)
• Concrete Operational (7-11 Years)
• Formal Operations (11 plus years).
Sociocultural Theory

- social interaction leads to continuous step-by-step changes in children's thought and behavior
- can vary greatly from culture to culture
Vygotsky

- Lev Vygotsky (1896 – 1934)
- born in Western Russia (Belorussia)
- Scaffolding -- Children will acquire the ways of thinking and behaving that make up a culture by interacting with an adult or a more knowledgeable peer
Vygotsky’s Sociocultural Theory

• Vygotsky’s Theory focuses on how a culture’s values, beliefs, customs, and skills of a social group is transmitted to the next generation.

• Social interaction is necessary for children to acquire the ways of behaving and thinking that comprise the culture.
Example of Scaffolding
Example of Scaffolding
RESOURCES and REFERENCES

Images:

Websites: