

STAGE THEORISTS IN HUMAN DEVELOPMENT

SIGMUND FREUD

KEY CONCEPTS: instinctual (unconscious) urges, sex drive, childhood conflicts, dream interpretation, psychoanalysis & psychosexual development.

PSYCHO-SEXUAL STAGES:

ORAL STAGE (0-1 1/2 years)
Focus on oral gratification. Successful feeding leads to security. Problems leads to insecurity, mistrust & hostility.

ANAL STAGE (2-3 years)
Toilet training problems can lead to conflicts about compliance versus resistance to external demands, messiness (anal expulsive) versus excessive neatness (anal retentive). Late anal stage (after 3 years) possible problems related to refusal to let go of possessions. Later (in life) penuriousness (stinginess) and possessiveness.

PHALLIC STAGE (3-6 years)
Exhibitionism, pride in body and skills. Oedipal and Electra conflicts. Later repression at the Oedipal stage leading to sex typing and conscience development (defensive identification). Fear of castration (boys)-penis envy (girls).

LATENCY STAGE (6-12 years)
Repression of childhood sexuality, freeing energy for concentration and tasks of childhood both intellectual and social-personal. No specific focus for the sex drive.

GENITAL STAGE (12 + years)
Infusion of new sexual energy into the life system at adolescence breaks up stability and makes possible more mature personality characteristics, which include mature sexual intimacy and relationships with the opposite sex.

ERIK ERIKSON

KEY CONCEPTS: succession of crises of the ego. Each crisis is a turning point for dealing with issues of great import at the time. The balance between the positive traits and negative traits are essential for optimal adjustment throughout life. " Eight stages of Man" (psycho-social stages).

THE EIGHT STAGES OF MAN

TRUST VERSUS MISTRUST (0-11/2 years)
Dependence on caretakers for consistent care and affection. Food and contact comfort very important. The virtue of hope leading to a sense of trust in the world.

AUTONOMY VERSUS SHAME (18 months - 3 years)
Child develops a balance of independence over self-doubt and shame. Need to adjust to the demands of toilet training and other societal demands while retaining a sense of autonomy. Danger of a long lasting sense of shame or doubt. Virtue of will.

INITIATIVE VERSUS GUILT (3-6 years)
Need to adjust to rules of appearance, dress, and other behaviors without losing a sense of initiative. Curiosity, desire to explore and enjoy their environment without inhibitions or guilt. Developing a sense of right and wrong which controls behaviors but without going too far and becoming guilt-ridden by failures. Virtue of purpose.

INDUSTRY VERSUS INFERIORITY (6 years to puberty)
Children must face evaluation and tests of cultural skills. Schooling requires measuring up to standards and developing a sense of work ethic (industriousness). Facing and meeting family, peer, and educational expectations. Which successfully produce learning and enjoyment of childhood skills. Coping with frustration and failure without developing a sense of low self-esteem and inferiority. Virtue of skill.

JEAN PIAGET

KEY CONCEPTS: Humans are biologically determined to learn. Adaptation through development of cognitive skills. Qualitative changes in ability to deal with new information as the child develops. Information is processed in increasingly sophisticated ways as the child progresses through the cognitive stages ("spiral of knowing").

COGNITIVE STAGES

SENSORIMOTOR STAGE (0 - 2 years)
Inborn reflexes (sucking) help child to explore their bodies. Learning takes place through the senses (touch, taste, smell, etc.) and motor activities. Child begins to respond to the environment and to organize activities with a sense of purpose. The child realizes it has an effect on the world around them through motor activities.

Circular reactions, object permanence, rudimentary and symbolic thought during the later sensorimotor stage.

PREOPERATIONAL STAGE (2-7 years)
Use of imagery, symbols, and memory. Egocentrism, lack of conservation. Gradual development of early schemata into more complex structures. Use of language to represent concepts and phenomena.

CONCRETE OPERATIONAL STAGE (7-12 years)
Continuing development of schema into more sophisticated structures with the assimilation of more information. Adaptation (accommodation) of the assimilated materials into more sophisticated behaviors. Development of reversibility, conservation, and other logical operations. Need for concrete (tangible) clues to work with intellectual problems. Emphasis on the here-and-now in dealing with problems. Beginning of logical problem solving.

LAWRENCE KOHLBERG

KEY CONCEPTS: Disciple of Piaget. Moral development requires intellectual development and exposure to higher levels of thinking and moral reasoning. Children progress through and understanding of moral concepts in a stepwise manner becoming increasingly more aware of complex moral issues and personal ethics.

MORAL DEVELOPMENT

PRECONVENTIONAL STAGE (0 - 2 or 3 years)
[Substage 1: (Punishment and Obedience Orientation)]
Egocentric thought, no moral concepts. Fear of punishment dictates behavior. No understanding of the "reason behind the rule". Obeys from fear of punishment.

[Substage 2: Instrumental relativist Orientation)]
Obeys rules in order to gain rewards. Egocentric hedonism. Personal gain is the driving force for obeying rules.

CONVENTIONAL STAGE (3 or 4 through adolescence)

[Substage 3: Good boy-good girl Orientation)]
Motivation for adherence to rules is approval of parents/peers and avoidance of disapproval. Child seeks to please people. Understanding that obeying rules and norms are pleasing to significant others.

[Substage 4: Social order Orientation)]
Change from motivation to please to an understanding that by upholding rules and laws this helps to maintain order and stability in society. A shift from situation-specific guidelines and rules to a general social consensus. Fulfilling social obligations and avoiding guilt.

ERIKSON (continued)

IDENTITY VERSUS ROLE CONFUSION
(adolescence)

Need to question old values without a sense of dread or loss of identity. The adolescent explores many roles within a social context. Develops a sense of their sexuality and personal identity as a leader/follower, introvert/extrovert, etc. Need to advance to more mature relationships and a personal sense of purpose. Establishment of a set of beliefs and personal philosophy.
The virtue of fidelity



INTIMACY VERSUS ISOLATION
(young adulthood)

The person seeks to make commitments to others. Seeking of sexual intimacy and partnership. Sharing intimacies without dread or inhibition, paving the way for deep, satisfying personal relationships (marriage). If unsuccessful, may lead to self-absorption and isolation from others. Virtue of love.



GENERATIVITY VERSUS STAGNATION
(middle adulthood 35-65)

The mature adult is concerned with guiding and establishing mentorship with the next generation. Community and social involvement beyond the immediate family. Acts as leader, mentor, and social and intellectual resource for younger people. Virtue of care.



INTEGRITY VERSUS DESPAIR
(late adulthood 65 +)

The elderly person achieves a sense of personal fulfillment during their lifetime. Looking back on successful resolutions of the above mentioned ego crises. Acceptance of death and the feeling of satisfaction with the course their lives have taken. Otherwise a sense of despair and fear of death. Virtue of wisdom.

PIAGET (continued)

FORMAL OPERATIONS

(12 through adulthood)
Less dependence on the presence of objects or symbols/images for thinking. Development of advanced logical and mathematical thinking skills. The ability to form multiple hypotheses to predict possible outcomes of non-realized events or possibilities. Ability to deal with analogies and multiple variables. The ability to think abstractly, philosophically and think about *thought* itself.

KOHLBERG (continued)

POSTCONVENTIONAL STAGE
(adolescence & adulthood)

[SUBSTAGE 5: Social contract Orientation]

The motivation to follow rational, mutually agreed upon principles maintaining the respect as well as the rights of the individual. Abstract moral philosophies. Legalistic morality based on the idea of rights and privileges of the individual. Possible questioning of social order principles that violate individual rights.

[SUBSTAGE 6: Universal ethical principle Orientation]

The development of sophisticated moral codes. This includes the ability to distinguish between legality and morality. Universal conceptions or rightness or wrongness. The internalization of a code of ethics and moral judgments that need no formal rules to guide them. Independence of external laws, mores, or rules. Motivation to uphold one's own ethical principles and avoid self-condemnation.

