

# Developmental Theories



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**2 week**



# Developmental Theories

## Contents:

- developmental theories
- Sigmund Freud's psychosexual development theory
- Erik Erikson's psychosocial development theory
- Jean Piaget's Theory of Cognitive Development

## Objectives:

1. Describe the stages of psychosexual personality development theory.
2. Compare between the stages of psychosocial developmental theory.
3. Discuss cognitive theory in regard of its stages and characteristics for each stage.



# Developmental Theories

- **What is a theory?**

- Theories are valuable tools for understanding human behavior; in fact they are proposed explanations for the “**how**” and “**whys**” of **development**.

Have you ever wondered, “Why is my 3 year old so ?”

or

“Why are some fifth graders rejected by their classmates?”

- **Developmental theories** offer explanations about **how we develop**, why we change over **time** and the **kinds** of influences that impact development.

# Sigmund Freud's Psychosexual Theory



- • Sigmund Freud (1856-1939).
- 
- Freud has been a very influential figure in the area of development; His *assumptions: that personality forms during the first few years of life and that the ways in which parents or other caregivers interact with children* have a long-lasting impact on children's emotional states have guided parents, educators, clinicians, and policy-makers for many years.





# CONT: Sigmund Freud's Psychosexual Theory

- Freud's theory of self suggests that there are three parts of the self.
- **1. The id (the instincts):** the largest part of the mind is related to desires and impulses and is the main source of basic biological needs. The Id develops in children from birth.
- • A newborn is all **id**.
- The newborn **cries** when **hungry**, **defecates** when the urge strikes.



**Id:**  
**Instincts**



# CONT: Sigmund Freud's Psychosexual Theory

2. **The ego (the reality):** is related to reasoning and is the conscious, rational part of the personality; it monitors behavior in order to satisfy basic desires without suffering negative consequences. The Ego develops around age 3 years as a child begins to interact more with the world and understand

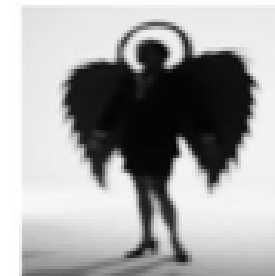


**Ego:**  
Reality



# CONT: Sigmund Freud's Psychosexual Theory

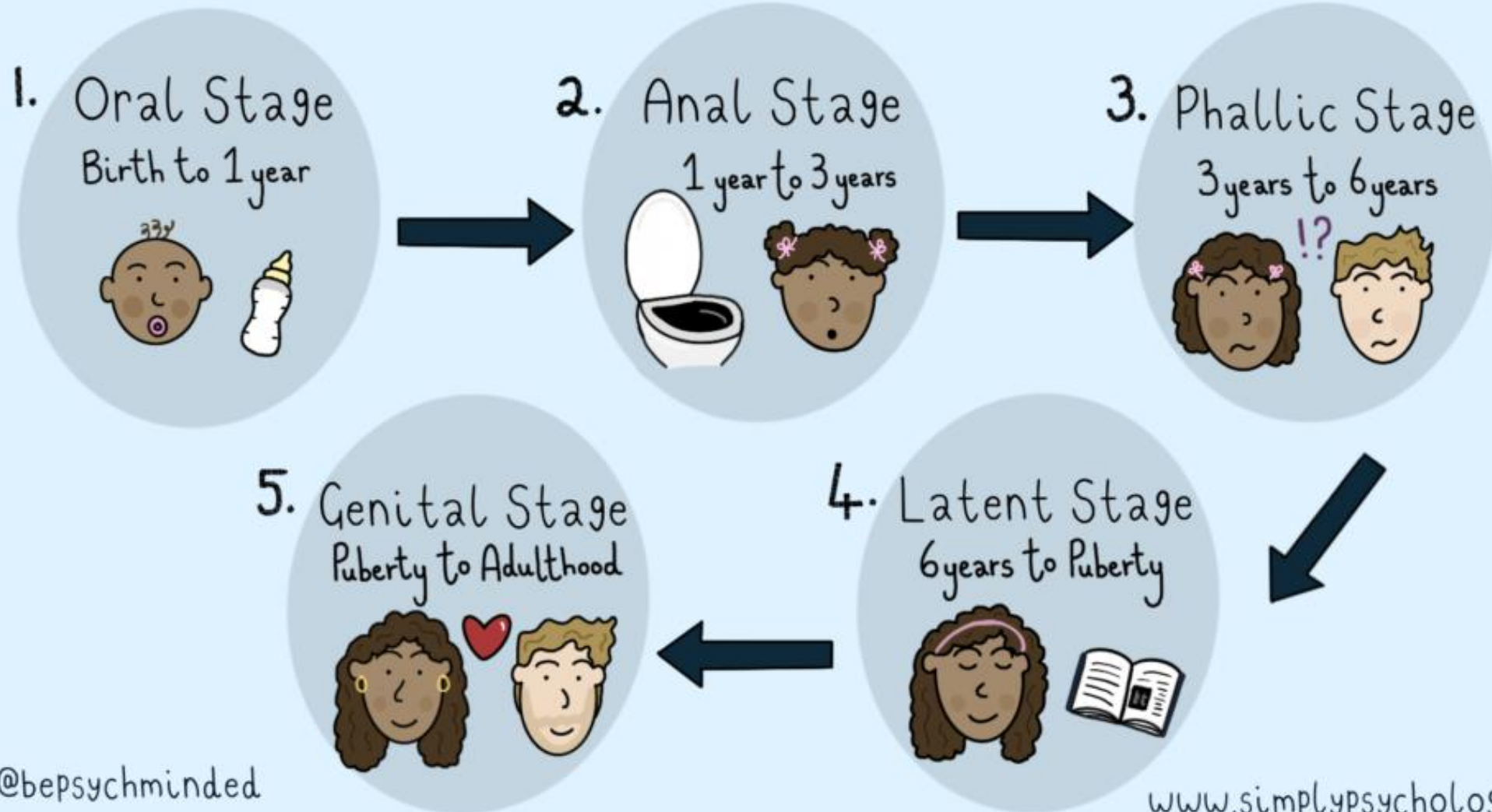
3. **The superego (the morality):** or conscience develops through interactions with others (mainly parents) who want the child to conform to the rules of society. The superego restricts the desires of the id by applying morals and values from society. The Superego develops by age 5 years and is the idealistic part of our personality.



**Superego:**  
Morality

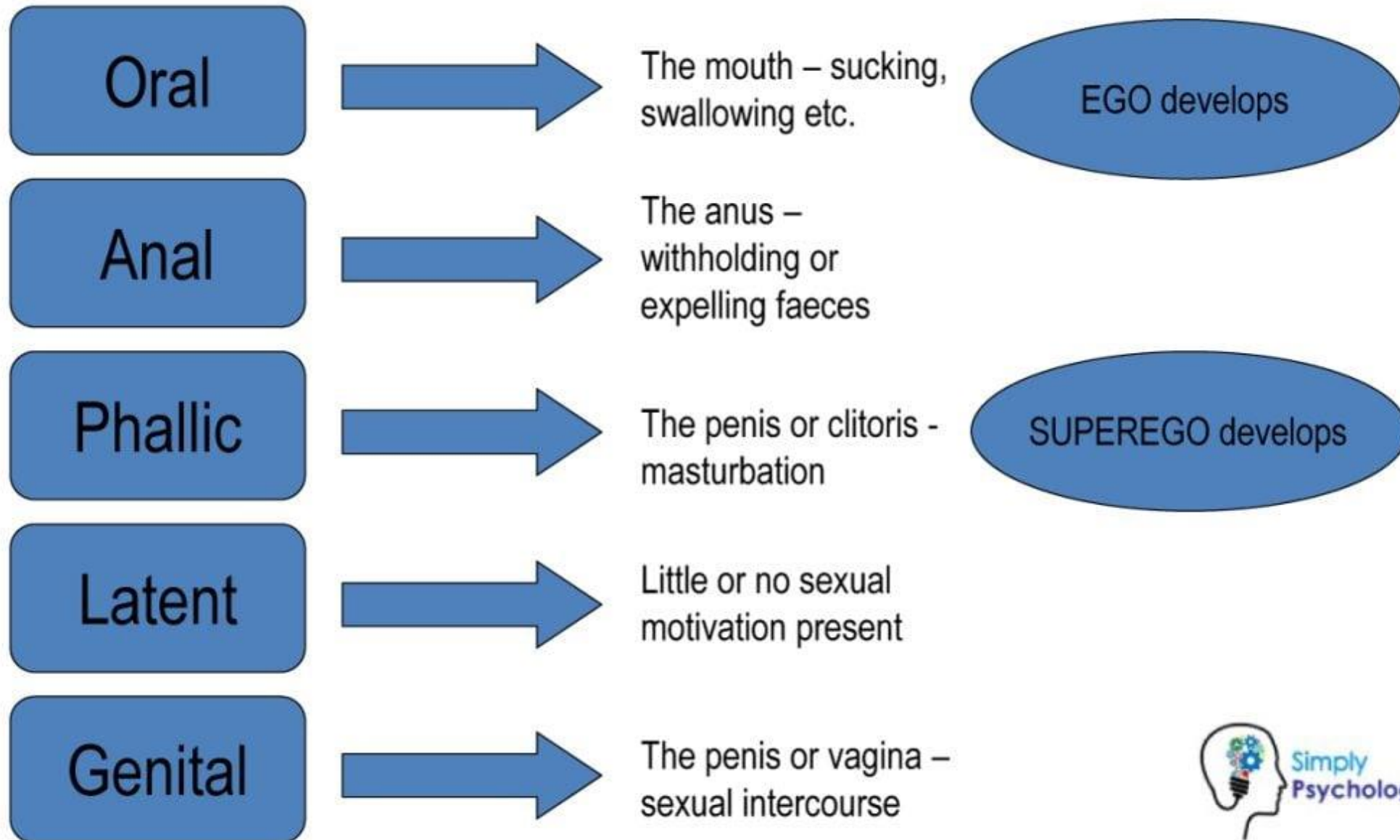
# Psychosexual Stages of Development

Personality Development Theory by Sigmund Freud





# Freud's Psychosexual Stages of Development



# Erik Erikson's Psychosocial Theory



- **Erik Erikson** (1902-1994) suggested that our **relationships and society's expectations** motivate much of our behavior in his theory of psychosocial development.



# Erik Erikson's Psychosocial Theory



Name of Stage	Description of Stage
<b>Trust vs. mistrust (0-1)</b>	The infant must have basic needs met in a consistent way in order to feel that the world is a trustworthy place.
<b>Autonomy vs. shame and doubt (1-2)</b>	Mobile toddlers have <b>newfound freedom</b> they like to exercise and by being allowed to do so, they learn some basic independence.
<b>Initiative vs. Guilt (3-5)</b>	Preschoolers like to initiate activities and emphasize doing things " <b>all by myself.</b> "



## CONT: Erik Erikson's Psychosocial Theory

<b>Industry vs. inferiority (6-11)</b>	School aged children focus on accomplishments and begin making <b>comparisons between themselves and their classmates</b>
<b>Identity vs. Role confusion (adolescence)</b>	Teenagers are trying to gain a sense of <b>identity</b> as they experiment with various <b>roles, beliefs, and ideas.</b>
<b>Intimacy vs. Isolation (young adulthood)</b>	In our <b>20s and 30s</b> we are making some of our first long-term commitments in <b>intimate relationships</b>

# CONT: Erik Erikson's Psychosocial Theory



<p><b>Generativity vs. stagnation (middle adulthood) 40 to 60</b></p>	<p>The 40s through the early 60s we focus on being productive at work and home and are motivated by wanting to feel that we've made a contribution to society.</p>
<p><b>Integrity vs. Despair (late adulthood) Over 60</b></p>	<p>We look back on our lives and hope to like what we see-that we have lived well and have a sense of integrity because we lived according to our beliefs.</p>

# Jean Piaget's Theory of Cognitive Development

- Jean Piaget (1896-1980) is one of the most influential cognitive theorists.
- Piaget was inspired to explore children's ability to think and reason by **watching his own children's development**.
- He believed that children's **intellectual skills change** over time through maturation.





# CONT: Jean Piaget's Theory of Cognitive Development

- Piaget believed our **desire to understand** the world comes from a need for cognitive equilibrium.
- **Balance** between what we **sense** in the outside world and what we **know** in our minds.
- If we **experience** something that we cannot understand.



# CONT: Jean Piaget's Theory of Cognitive Development

- **Cognitive development: (Jean Piaget Theory)**
- Jean Piaget developed his **cognitive -developmental theory** based on the idea that children actively construct knowledge as they explore and manipulate the world around them.
- This theory consist of four stages according to age of the child





# CONT: Jean Piaget's Theory of Cognitive Development

- **Cognitive abilities:** refers to the mental process that includes: attention, remembering, producing and understanding language, solving problems, and making decisions (thinking, knowing), Children think differently than adults do

# Cognitive development





- **Theoretical axes**

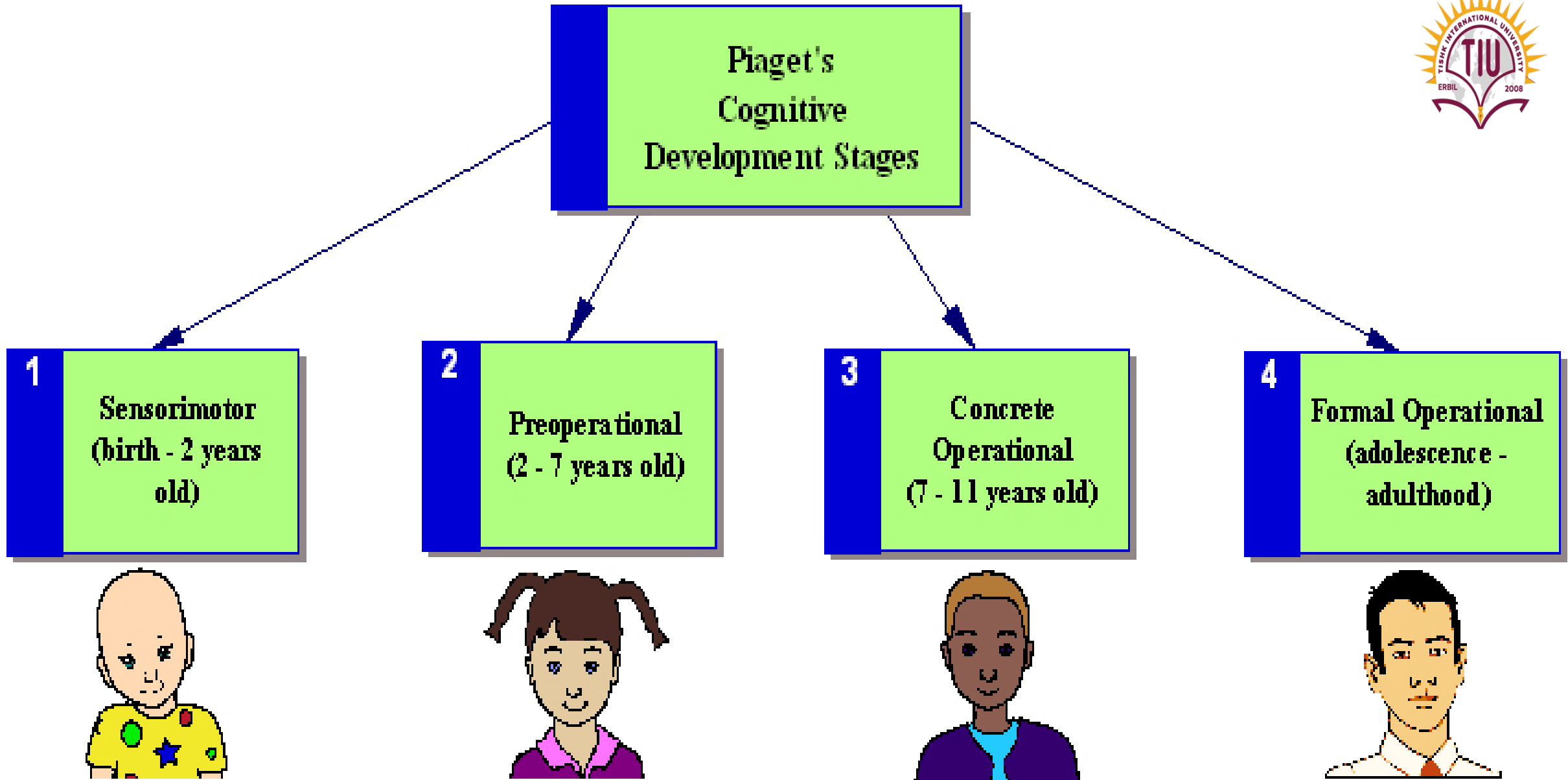
1. Cognitive function.

2. Stages of cognitive development.

3. Cognitive structure



- **A- Cognitive function**
  1. **Schema:** “how understanding of the world” “picture of the world” or concepts or mental frameworks that people use to organize knowledge and interpret information
  2. **Assimilation:** process of taking new information or interpreting a new experience
  3. **Accommodation:** process interpreting a new experience by adapting or changing schemas
- 4. **Equilibrium:** is re-structure of knowledge with new learning or integrate new information with information





# CONT: Jean Piaget's Theory of Cognitive Development

Stage	Age	Goal
Sensorimotor	Birth to 18-24 months	Object permanence
Preoperational	2 to 7 years old	Symbolic thought
Concrete operational	Ages 7 to 11 years	Logical thought
Formal operational	Adolescence to adulthood	Scientific reasoning

# Jean Piaget's concenterd developmental stage into four stages



Name of Stage	Description of Stage
Sensorimotor Stage	<p>During the <b>sensorimotor stage</b> children rely on use of the senses and motor skills.</p> <p><b>From birth until about age 2</b>, the infant knows by <b>tasting, smelling, touching, hearing, and moving</b> objects around. This is a real hands on type of knowledge.</p>

# CONT: four stages concederd by Jean Piaget



Name of Stage	Description of Stage
<b>Preoperation al Stage 2-7</b>	<p>In the preoperational stage, children from ages 2 to 7, become able to think about the world using symbols. A symbol is something that stands for something else.</p> <p>The use of language, whether it is in the form of words or gestures, facilitates knowing and communicating about the world. This is the hallmark of preoperational intelligence and occurs in early childhood. However, these children are preoperational or pre-logical. They still do not understand how the physical world operates. They may, for instance, fear that they will go down the drain if they sit at the front of the bathtub, even though they are too big</p>



# CONT: four stages conceded by Jean Piaget



Name of Stage	Description of Stage
<b>Concrete Operational 7-11</b>	<p>Children in the concrete operational stage, ages 7 to 11, develop the ability to think logically about the physical world. Middle childhood is a time of understanding concepts such as size, distance, and constancy of matter, and cause and effect relationships.</p>

# CONT: four stages conceded by Jean Piaget



Name of Stage	Description of Stage
<b>Formal Operational 12</b>	<p>During the formal operational stage children, at about age 12, acquire the ability to think logically about concrete and abstract events.</p> <p>The teenager who has reached this stage is able to consider possibilities and to contemplate ideas about situations that have never been directly encountered. More abstract understanding of religious ideas or morals or ethics and abstract principles such as freedom and dignity can be considered.</p>



## **C -Cognitive structure**

- Children since childhood begins to form a mental map for each situation (schemes) at the beginning are separate and are linked in every learning process during living.

# Key Words

- COGNITION
- SCHEMA

- ASSIMILATION
- ACCOMMODATION

**SCHEMA**



**ASSIMILATION**



**ACCOMMODATION**



Boy has learned  
schema of cat



Boy saw a cub and called it  
"cat". Sister said "no, it's a cub".



He Accommodate new  
schema of cub.

**THANKS**