

Developmental Stages & Processes

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Developmental Theories & Models:

A Framework to understand stages

- Freud's Psychosexual Stages of Development
- Erikson's Psychosocial Stages of Development
- Piaget's Cognitive Stages of Development
- Greenspan's Functional Emotional Development
- Attachment Theory, joint work of Bowlby & Ainsworth

Broderick & Blewitt, 2006; Greenspan, DeGangi, & Wieder, 2001;

Freud's Psychosexual Stages of Development

<u>Stage</u>	<u>App. Age</u>	<u>Description</u>
Oral	Birth to 1 year	Mouth is the source of greatest pleasure. Oral fixation can result too little or too much oral satisfaction – leading to later traits that actively (smoking) or symbolically (overdependence) are oral or infantile
Anal	1 to 3 years	Anal area is the source of greatest pleasure. Harsh OR overindulgent toilet training can cause an “anal fixation” – leading to later traits that recall this stage such as being greedy or messy.

Freud Con't

<u>Stage</u>	<u>App. Age</u>	<u>Description</u>
Phallic	3 to 5 or 6 yr	Genitalia are the source of pleasure. Sexual desire directed toward opposite sex parent makes same sex parent a rival. Fear of angering the same-sex parent is resolved by identifying with that parent, which explains how children acquire both sex-type behaviors and moral values. Trouble resolving the emotional upheaval of this stage through identification may lead to deviant sex role development or weak moral character.

Broderick & Blewitt, 2006

Erikson's Psychosocial Stages of Development

<u>Stg or PS "Crisis"</u>	<u>App. Age</u>	<u>Significant Ev</u>	<u>+ outcome</u>	<u>- outcome</u>
Trust vs. Mistrust	birth to 1	Child develops senses world is a safe and reliable place because of sensitive caregiving	hope	fear & mistrust
Autonomy vs. Shame & doubt	1 to 3 years	Child develops a sense of independence tied to use of new mental & motor skills	willpower	self-doubt
Initiative vs. Guilt	3 to 5 or 6 yr	Child tries to behave in ways that involve more "grown-up" responsibility and experiment with grown-up roles.	purpose	guilt over thought & action

Broderick & Blewitt, 2006

Piaget's Cognitive Stages of Development

<u>Stage</u>	<u>App. Age</u>	<u>Description</u>
Sensorimotor	Birth to 2 years	Through 6 substages, the source of infants' organized actions gradually shifts. At first, all organized behavior is reflexive-automatically triggered by particular stimuli. By the end of this stage, behavior is guided more by representational thought.
Preoperational Thought	2 to 6 or 7 yrs	Early representational thought tends to be slow. Thought is "centered," usually focused on one salient piece of information, or aspect of an event, at a time. As a result, thinking is not yet logical.

Broderick & Blewitt, 2006

Greenspan's Functional Emotional Developmental Model

<u>Develop. Levels</u>	<u>App. Age</u>	<u>Description</u>
Self-regulation & Interest in the world	0-3 months	Self-regulation & emerging interest in the world through sight, sound, smell, touch, & taste
Forming relationships Attachment & engagement	2-7 months	Engagement or a sense of relatedness – a lifelong capacity. Early quality of engagement has later implications for attachment.

Greenspan, DeGangi, & Wieder, 2001

Greenspan's Functional Emotional Developmental Model

<u>Develop. Levels</u>	<u>App. Age</u>	<u>Description</u>
Two-way purposeful Communication	3-10 months	Intentional, non-verbal communications or gestures.
Behavioral organ. Problem solving, & Internalization (a complex Sense of self)	9-18 months	Engaging in a continuous flow of complex organized problem-solving interactions (e.g., taking mom to fridge & pointing to juice) & formation of presymbolic sense of self.

Greenspan, DeGangi, & Wieder, 2001

Greenspan's Functional Emotional Developmental Model

<u>Develop. Levels</u>	<u>App. Age</u>	<u>Description</u>
Representational Elaboration & differentiation	18-48 mths	Creation, elaboration, & sharing of symbols & meanings – illustrated in pretend play, verbal labeling of feelings & functional use of language

Greenspan, DeGangi, & Wieder, 2001

Attachment Theory – Bowlby & Ainsworth

- What is attachment?
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- *Intimate attachments to other human beings are the hub around which a person's life revolves, not only when he is an infant or a toddler or a schoolchild but throughout his adolescence and his years of maturity as well, and on to old age. From these intimate attachments a person draws his strength and enjoyment of life and, through what he contributes, he gives strength and enjoyment to others.*

Bowlby, 1980 (James, 1994)

Attachment Cont

- **Attachment Relationship** – Also called **Attachment**, is a “reciprocal, enduring, emotional, and physical affiliation between a child and caregiver” (James, 1994).
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- Children form a *preferred* or *primary* attachment through sensorial contact (gazing, smelling, tasting, hearing, touching, rocking, feeding, playing, vocalizing) with a caregiver.
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- A **Secure Attachment** results when both the baby and the caregiver have “experienced their relationship as emotionally and physically gratifying” (James, 1994).

Attachment Classifications

- **Attachment classifications**
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- **1. Secure** (may not protest/cry at separation, but can use caregiver for comforting during reunion – we infer that they anticipate that caregiver will be available for comforting upon their return)
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- **2. Avoidant** (tend not to protest at separation, ignore caregiver upon reunion and focus instead on external environment – we infer that these infants have learned from previous reject to suppress their external manifestation of distress in order not to elicit further rejection)
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- **3. Resistant** (cry vigorously upon separation and approach their caregivers upon reunion, however, they also resist comforting, are not easily soothed, take a long time to settle down and play with toys – we infer that from a history of inconsistent caregiving the infants have ambivalent feelings about their caregivers as reliable safe havens and secure bases)
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- **4. Disorganized/disoriented** – (child demonstrates interrupted, confused, or incomplete strategies for obtaining comfort from the caregiver during SSP).

Product vs. Process

- Product – the task (e.g., sitting, walking, stacking blocks, saying words) – Typically developing children master specific developmental tasks in an expected order (e.g., sitting before standing) and within expected timeframes
- Process – How the child does the task (does the child “w” sit, walk on toes, or use idiosyncratic speech)

Development within Context

- All developmental tasks or behaviors must be examined within its' context to be able to understand the task or behavior. (e.g., a parent reports that their child does not like having their hair washed might be initially thought to be the sign of sensory processing disorder, but when examined within the context of bath time for that family it is discovered that the mother, who has several children to get to bed, is pouring water over the child's head to rinse the shampoo without warning and the child is actually showing fear of the not being able to breathe and the disconnection from its' mother)

References

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James, B., (1994). *Handbook for treatment of attachment-trauma problems in children*. New York, NY: The Free Press