CHAPTER 1:
HISTORY, THEORY AND RESEARCH STRATEGIES
Decide and justify your thoughts on whether a child is inherently good or evil

Discuss theorists and theories found in Child Development

Debate between Locke and Rousseau’s approach to Child Development
Warm up activity:

Are babies born with good traits or bad traits? Think…then we will discuss.
HISTORICAL FOUNDATIONS OF CHILD DEVELOPMENT

- Medieval Times
- The Reformation
- Enlightenment
Medieval Times

- Children =d innocent
- Manuals on advice in child-rearing were available
- Laws recognized the need to protect children
- Childhood was seen as a distinct developmental time
- Religion; however, portrayed children as possessed by the devil and in need of purification at times. At other times, they were seen as innocent and angelic
The Reformation

- Puritan movement
- Children were seen as born evil and stubborn and needed to be civilized
- They were dressed in uncomfortable mini adult-like clothes
- The disobedient were beaten in school
- However, parental love prevented extreme measures at home
- With the migration to the U.S., Puritans brought these ideas with them
- Puritans later found a balance
Philosophies of the Enlightenment

- John Locke
  - Tabula Rasa – “blank slate”
  - Changed harshness to kindness and compassion for children
  - Believed character was shaped entirely by experience
  - Champion of the nurture theory
  - Suggested many courses of development and change at later ages based on experience (continuous) (Berk, 2008)
Jean Jacques Rousseau

- Believed children were “noble savages” with
  - Innate knowledge between right and wrong
  - “Have plans for orderly, healthy growth” (Berk, 2008)
  - Have moral sense and unique ways of thinking
- Child-centered philosophy
- 4 stages of development
  - Infancy, childhood, late childhood, adolescence
- Discontinuous stages and maturation
- The nature theory
Scientific Beginnings

- Early observations allowed for improved methods and theories in Child Development
  - Charles Darwin
  - G. Stanley Hall/Arnold Gesell
  - Sigmund Freud
  - Erik Erikson
  - Ivan Pavlov
  - Albert Bandera
  - B.F. Skinner
  - Jean Piaget
Activity #1

- Let's debate - Lincoln Douglas Style!
- John Locke vs. Jean Jacques Rousseau
- Split up into teams of 3

1. Team 1 will defend Locke
2. Team 2 will defend Rousseau
3. Team 3 will sit with me and be the judges (lucky you!)
4. You will be given 10 minutes to discuss your stance. Be able to defend it!
5. Each group will be given 5 minutes to defend your stance
6. Each group will then be given 3 minutes for rebuttal
7. Finally, each group will be given 2 minutes to conclude
Charles Darwin

- Known as the “Forefather of Scientific Child Study”
- Theory of Evolution
- 2 principles:
  - Natural selection (characteristics that fit the surroundings)
  - Survival of the fittest (those equipped will survive)
- Documented development through observation of similarities between child development and the evolution of man
Mental Testing (Alfred Binet)

- Constructed the first intelligence test (French SPED program)
- Theory of Intelligence – age-graded test item to measure good judgment, planning and critical reflection
- Now known as Standford-Binet Intelligence Scale
  - Predicts school achievement
- Used at the forefront of nature-vs-nurture controversy
Normative Period  G. Stanley Hall (most influential American psychologist) & Arnold Gesell

- Theories based on genetics (nature)
- Normative approach
  - Large #s + age-relation = average development
- Created a time table of development on social behaviors, motor abilities, personality characteristics
- Answered: What are children like?
20th Century Theories

- Psychoanalytic Perspective
- Behaviorism and Social Learning Theories
- Cognitive-Development Theory
Psychoanalytic Perspective

- Answers: How and why do children become that way?

- Believes that children go through stages in which they have conflict between biological and social expectations and the resolution determines how they will “fit” into the world around them

- 2 most influential people
  - Sigmund Freud
  - Erik Erikson
Sigmund Freud

- Studied unconscious motivations through psychosexual theory (parents management of child’s sexual and aggressive drives)
- Freud’s theory — 3 parts of personality
  - Id — largest part of the mind; holds basic biological needs/desires
  - Ego — conscious; rational part of personality
  - Super ego — conscience developed with parental interaction conforms to societal norms
- Freud believed a balance in a child’s sexual basic needs would allow for a well-balanced child
# Freud’s Psychosexual Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Development</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Birth – 1</td>
<td>Ego directs to sucking activities. If not met, thumb sucking, nail biting, pencil chewing, smoking and overeating</td>
</tr>
<tr>
<td>Anal</td>
<td>1-3</td>
<td>Hold/release urine/feces. If trained too early, messiness disorders.</td>
</tr>
<tr>
<td>Phallic</td>
<td>3-6</td>
<td>Genital stimulation. Oedipus conflict for boys or Electra conflict for girls. They give it up and grow a superego and feel guilty.</td>
</tr>
<tr>
<td>Latency</td>
<td>6-11</td>
<td>Sexual instincts slow and superego grows allowing child to learn social values and out socialize with others.</td>
</tr>
<tr>
<td>Genital</td>
<td>Adolescence</td>
<td>Puberty stage. Phallic stage re-emerges and successfully, marriage occurs.</td>
</tr>
</tbody>
</table>
Agree? Or disagree?

- Think about your childhood as a basis for the following questions...
- Do you agree or disagree with Freud’s psychosexual stages?
- Why or why not?
Erik Erikson

- Neo-Freudian
- Believed that the ego acquires attitudes and skills to become members of society; it also umpires the id impulses and superego demands in the psychosocial theory.
- He believed took the nature stance; culture was important
# Erikson’s Psychosocial Stages

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<tr>
<th>Stage</th>
<th>Develop.</th>
<th>Description</th>
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<tbody>
<tr>
<td>Oral</td>
<td>Birth -1</td>
<td>Trust – they are responded to immediately</td>
</tr>
<tr>
<td>Trust vs. mistrust</td>
<td></td>
<td>Mistrust – parents wait too long to comfort them</td>
</tr>
<tr>
<td>Anal</td>
<td>1-3</td>
<td>Autonomy – have choices</td>
</tr>
<tr>
<td>Autonomy vs. shame</td>
<td></td>
<td>Shame – force or shame</td>
</tr>
<tr>
<td>Phallic</td>
<td>3-6</td>
<td>Initiative – parental support is apparent</td>
</tr>
<tr>
<td>Initiative vs. guilt</td>
<td></td>
<td>Guilt – parents put too much self-control on child or are over controlling</td>
</tr>
<tr>
<td>Latency</td>
<td>6-11</td>
<td>Industry – able to work and cooperate at school, home, or with peers</td>
</tr>
<tr>
<td>Industry vs. inferiority</td>
<td></td>
<td>Inferiority – when the latter is not possible</td>
</tr>
<tr>
<td>Genital</td>
<td>Adolescence</td>
<td>Identity – they are able to explore goals and self-identify</td>
</tr>
<tr>
<td>Identity vs. role confusion</td>
<td></td>
<td>Confusion – too many goals and are unsure of who they are</td>
</tr>
<tr>
<td>Intimacy vs. Isolation</td>
<td>Emerging Adulthood</td>
<td>Intimacy – able to form bonds with special people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Isolation – unable to form bonds due to earlier disappointments</td>
</tr>
<tr>
<td>Generality vs. stagnation</td>
<td>Adulthood</td>
<td>Generality – able to accomplish and give to the next generation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stagnation – fails</td>
</tr>
<tr>
<td>Integrity vs. despair</td>
<td>Old age</td>
<td>Integrity – self-reflection and self-worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Despair – dissatisfaction with life</td>
</tr>
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</table>
Behaviorism & Social Learning Theory

- Behaviorism – direct observable events (stimuli and response) should be studied
- Social Learning Theory – principles of conditioning and how responses are made
Traditional behaviorism

- John Watson – Studied Ivan Pavlov’s Classical Conditioning
- Stuffed animal and noise
- Believed in nature (environment developed behavior)
- Believed in continuous development

Before conditioning

<table>
<thead>
<tr>
<th>FOOD (UCS)</th>
<th>SALIVATION (UCR)</th>
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</table>

<table>
<thead>
<tr>
<th>BELL</th>
<th>NO RESPONSE</th>
</tr>
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<td></td>
<td></td>
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</table>

During conditioning

<table>
<thead>
<tr>
<th>BELL</th>
<th>SALIVATION</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(UCR)</td>
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<table>
<thead>
<tr>
<th>FOOD (UCS)</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>+</td>
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After conditioning

<table>
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<tr>
<th>BELL (CS)</th>
<th>SALIVATION (CR)</th>
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<table>
<thead>
<tr>
<th></th>
<th>ding, ding!</th>
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<td></td>
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</table>
B.F. Skinner’s Operant Conditioning

- Frequency of behavior is determined by rewards and punishment
- Widely used today
- Do you use this with children? Stop and think about it
### Classical Conditioning (Pavlov)

- **Unconditioned Stimulus** → **Unconditioned Response**
  - (food) → (salivation)

- **Unconditioned Stimulus** → **Unconditioned Response**
  - (food) → (salivation)
  - **Conditioned Stimulus** → **Conditioned Response**
    - (bell) → (salivation)

In classical conditioning, a neutral stimulus becomes associated with a reflex. The bell, a neutral stimulus, becomes associated with the reflex of salivation.

### Operant (Instrumental) Conditioning (Skinner)

- **Response** → **Stimulus (reward)**
  - (press lever) → (food)

- **Conditioned Response** → **Conditioned Stimulus (reward)**
  - (press lever) → (food)

In operant conditioning, the learner "operates" on the environment and receives a reward for certain behavior (operations). Eventually the bond between the operation (pressing the lever) and the reward stimulus (food) is established.
Albert Bandura

- Emphasizes
  - Modeling – baby claps hands when mom does
  - Imitation – child hits someone else when a toy is taken away like parents might at home
  - Observational learning – teen styles

- Cognition/thinking
- Social-cognitive
  - How children think about themselves and others
  - Children choose what they want to imitate (personal standards/self-ability)
Piaget’s Cognitive Developmental Theory

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>0-2</td>
<td>Reflex base, Coordinate reflexes</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2-6 or 7</td>
<td>Self-oriented, Egocentric</td>
</tr>
<tr>
<td>Concrete Operational</td>
<td>6 or 7-</td>
<td>More than 1 viewpoint, No abstract problems</td>
</tr>
<tr>
<td></td>
<td>11 or 12</td>
<td>Consider some outcomes</td>
</tr>
<tr>
<td></td>
<td>up</td>
<td></td>
</tr>
<tr>
<td>Formal Operational</td>
<td>11 or 12</td>
<td>Think abstractly, Reason theoretically</td>
</tr>
<tr>
<td></td>
<td>up</td>
<td>Not all people reach this stage</td>
</tr>
</tbody>
</table>

Think using 5 senses

Use symbols and language; play make-believe

Logical reasoning

Abstract, systematic thinking; hypothesis ability to deduce
Information Processing

- “the human mind might be viewed as a symbol-manipulating system through which information flows” (Berk, 2008)
- Children are active in thinking and respond to the environment
- Process using perception, attention, memory, categorization of information, planning, problem solving, and comprehension
- Continuous stage
Lev Vygotsky’s Sociocultural Theory

- Focuses on how culture, values, beliefs, customs, skills of a society get passed on.
<table>
<thead>
<tr>
<th>Stage</th>
<th>View of Persons</th>
<th>Social Perspective Level</th>
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<tbody>
<tr>
<td>6</td>
<td>Sees the extent to which human fallibility and frailty are impacted by communication</td>
<td>Mutual respect as a universal principle</td>
</tr>
<tr>
<td>5</td>
<td>Recognizes that contracts create norms and can increase mutual wellbeing</td>
<td>Contractual perspective</td>
</tr>
<tr>
<td>4</td>
<td>Able to grasp abstract systems of norms</td>
<td>Social systems perspective</td>
</tr>
<tr>
<td>3</td>
<td>Recognizes good and bad intentions</td>
<td>Social relationships perspective</td>
</tr>
<tr>
<td>2</td>
<td>Sees that others a) have goals and preferences, b) either conform to or deviate from norms</td>
<td>Instrumental egoism</td>
</tr>
<tr>
<td>1</td>
<td>No VOP: only self &amp; norm are recognized</td>
<td>Blind egoism</td>
</tr>
</tbody>
</table>
Ecological Systems Theory

- **Macrosystem**: Cultural values, laws, custom
- **Exosystem**: Formal organization, religious institution
- **Mesosystem**: Neighborhood, childcare
- **Microsystem**: Family, school
Gathering Information

- Systematic observation
  - Naturalistic observation — natural context
  - Structured observation — in laboratory; same conditions
- Self-reports (interviews & questionnaires)
  - Clinical interview — participants thought
  - Structured interview — asked the same questions in the same way
- Clinical, case study
- Ethnography — culture, extensive
Why might a researcher choose structured observation over naturalistic observation? How about the reverse?
Assignment

- In a reflection paper, identify and summarize 3 child development psychologist and their work.
- This must be done in the reflection paper format provided.
- Due at our next meeting...