Bronfenbrenner’s Ecological Model
Arnold Gesell’s Theory

- Based on cross-sectional research
- Studied children in different age groups
- Concluded that individuals who are the same age are more alike than they are different
Personality Components (Freud)

- Superego
- Ego
- Id
Defense Mechanisms

- Denial
- Rationalization
- Displacement
- Sublimation
- Repression
- Regression
- Projection
- Reaction Formation
## Stages of Psychosexual Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Pleasure centers on the mouth—sucking, biting, chewing</td>
</tr>
<tr>
<td>(0–18 months)</td>
<td></td>
</tr>
<tr>
<td>Anal</td>
<td>Pleasure focuses on bowel and bladder elimination; coping with demands for control</td>
</tr>
<tr>
<td>(18–36 months)</td>
<td></td>
</tr>
<tr>
<td>Phallic</td>
<td>Pleasure zone is the genitals; coping with incestuous sexual feelings</td>
</tr>
<tr>
<td>(3–6 years)</td>
<td></td>
</tr>
<tr>
<td>Latency</td>
<td>Dormant sexual feelings</td>
</tr>
<tr>
<td>(6 to puberty)</td>
<td></td>
</tr>
<tr>
<td>Genital</td>
<td>Maturation of sexual interests</td>
</tr>
<tr>
<td>(puberty on)</td>
<td></td>
</tr>
</tbody>
</table>
Human Figure Drawing

- Correlation research based on psychoanalytic theory
Draw a Person
Draw a Tree
Draw a House
Family Drawing
Key Piaget Terms

- Schema
- Assimilation
- Accommodation
Sensorimotor Stage

- Birth to nearly 2 years
- Infant uses senses and motor abilities to understand the world.
- There is no conceptual or reflective thought.

Developmental Phenomenon

- Object Permanence
- Separation Anxiety
Preoperational Stage

- About 2 to 6 years of age
- Child uses symbolic thinking, including language, to understand the world
- Child lacks logical reasoning

Developmental Phenomena

- Egocentrism
- Pretend play
Concrete Operations Stage

- About 7 to 11 years of age
- Child understands and applies logical operations, or principles, to help interpret experiences objectively and rationally.

Developmental Phenomena

- Able to reverse operations
- Eliminates imaginative things that cannot logically happen
Formal Operations Stage

- About 12 years of age through adulthood
- Able to think abstractly
- Can think in terms of possibilities
- Potential for mature moral reasoning
<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Period</th>
<th>Characteristics</th>
<th>Major Gains During the Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 years</td>
<td>Sensorimotor</td>
<td>Infant uses senses and motor abilities to understand the world. There is no conceptual or reflective thought; an object is “known” in terms of what an infant can do to it.</td>
<td>The infant learns that an object still exists when it is out of sight (object permanence) and begins to think through mental actions as well as physical actions.</td>
</tr>
<tr>
<td>2–6 years</td>
<td>Preoperational</td>
<td>The child uses <em>symbolic thinking</em>, including language, to understand the world. Sometimes the child’s thinking is <em>ego-centric</em>, causing the child to understand the world from only one perspective, his or her own.</td>
<td>The imagination flourishes, and language becomes a significant means of self-expression and of influence from others. Children gradually begin to <em>decenter</em>, that is, become less egocentric, and to understand and coordinate multiple points of view.</td>
</tr>
<tr>
<td>7–11 years</td>
<td>Concrete operational</td>
<td>The child understands and applies logical operations, or principles, to help interpret experiences objectively and rationally rather than intuitively.</td>
<td>By applying logical abilities, children learn to understand the basic concepts of conservation, number, classification, and many other scientific ideas.</td>
</tr>
<tr>
<td>12 years through adulthood</td>
<td>Formal operational</td>
<td>The adolescent or adult is able to think about abstractions and hypothetical concepts.</td>
<td>Ethics, politics, and social and moral issues become more interesting and involving as the adolescent becomes able to take a broader and more theoretical approach to experience.</td>
</tr>
</tbody>
</table>
Key Vygotsky Terms

- Guided Participation
- Scaffolding
- Zone of Proximal Development
Scaffolding

- Recruit the child’s interest
- Simplify the task
- Maintain the child’s interest
- Guide the child’s performance by anticipating and correcting errors
- Control frustration
- Model correct performance
Zone of Proximal Development

What the learner is not yet ready or able to learn (don’t teach; too difficult)

Zone of Proximal Development
What the learner could understand with guidance (do teach; exciting, challenging)

What the learner already knows (don’t reteach; too boring)

The learner
Reading Levels

- **Independent** – the level at which a student can read material without assistance with 99% accuracy and 90% comprehension.
- **Instructional** – the level at which, with assistance, a student can read material with 95% accuracy and 75% or higher comprehension.
- **Frustration** – material which, even with assistance, a student is unable to read. Word recognition falls to <90% and comprehension is <50%.
- **Power** – the level at which a student exhibits >90% comprehension when the material is read to the student.

The difference between a child’s independent and frustration reading levels may be an example of Vygotsky’s ZPD.
Observational Learning

- Albert Bandura
- Mirror neurons
**TABLE 4.2**

**ERIKSON’S STAGES OF PSYCHOSOCIAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Identity Stage (approximate age)</th>
<th>Issues</th>
<th>Description of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (to 1 year)</td>
<td>Trust vs. mistrust</td>
<td>If needs are dependably met, infants develop a sense of basic trust.</td>
</tr>
<tr>
<td>Toddlerhood (1 to 2 years)</td>
<td>Autonomy vs. shame and doubt</td>
<td>Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.</td>
</tr>
<tr>
<td>Preschooler (3 to 5 years)</td>
<td>Initiative vs. guilt</td>
<td>Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.</td>
</tr>
<tr>
<td>Elementary school (6 years to puberty)</td>
<td>Competence vs. inferiority</td>
<td>Children learn the pleasure of applying themselves to tasks, or they feel inferior.</td>
</tr>
<tr>
<td>Adolescence (teen years into 20s)</td>
<td>Identity vs. role confusion</td>
<td>Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.</td>
</tr>
<tr>
<td>Young adulthood (20s to early 40s)</td>
<td>Intimacy vs. isolation</td>
<td>Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.</td>
</tr>
<tr>
<td>Middle adulthood (40s to 60s)</td>
<td>Generativity vs. stagnation</td>
<td>The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.</td>
</tr>
<tr>
<td>Late adulthood (late 60s and up)</td>
<td>Integrity vs. despair</td>
<td>When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.</td>
</tr>
</tbody>
</table>