



DEVELOPMENTAL PSYCHOLOGY

MEETING I

15.3. 2019

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CONTENTS OF THE LECTURES

What would you like to talk about/learn?

- 1) Reflections on developmental psychology
- 2) Developmental theories
- 3) Attachment theory + psychosocial deprivation



Literature

Exploring developmental psychology understanding theory and methods

Margaret Harris

<http://sk.sagepub.com/books/exploring-developmental-psychology>

(after logging in via Masaryk university)



- The Oxford handbook of developmental psychology

Philip David Zelazo

- Attachment in the classroom : the links between children's early experience, emotional well-being and performance in school.

GEDDES, Heather

Meetings

April 5: 8:00–9:50 room 38

May 3: 12:00–13:50 room 20



COLLOQUIUM

A) TEST

B) COLLOQUIUM ABOUT A CASE STUDY



Case study

- Description of a child/student
- Linked with developmental theories
- Suggestion of solution + connection with theory of developmental psychology

INSTRUCTIONS FOR CASE STUDY - **see IS**

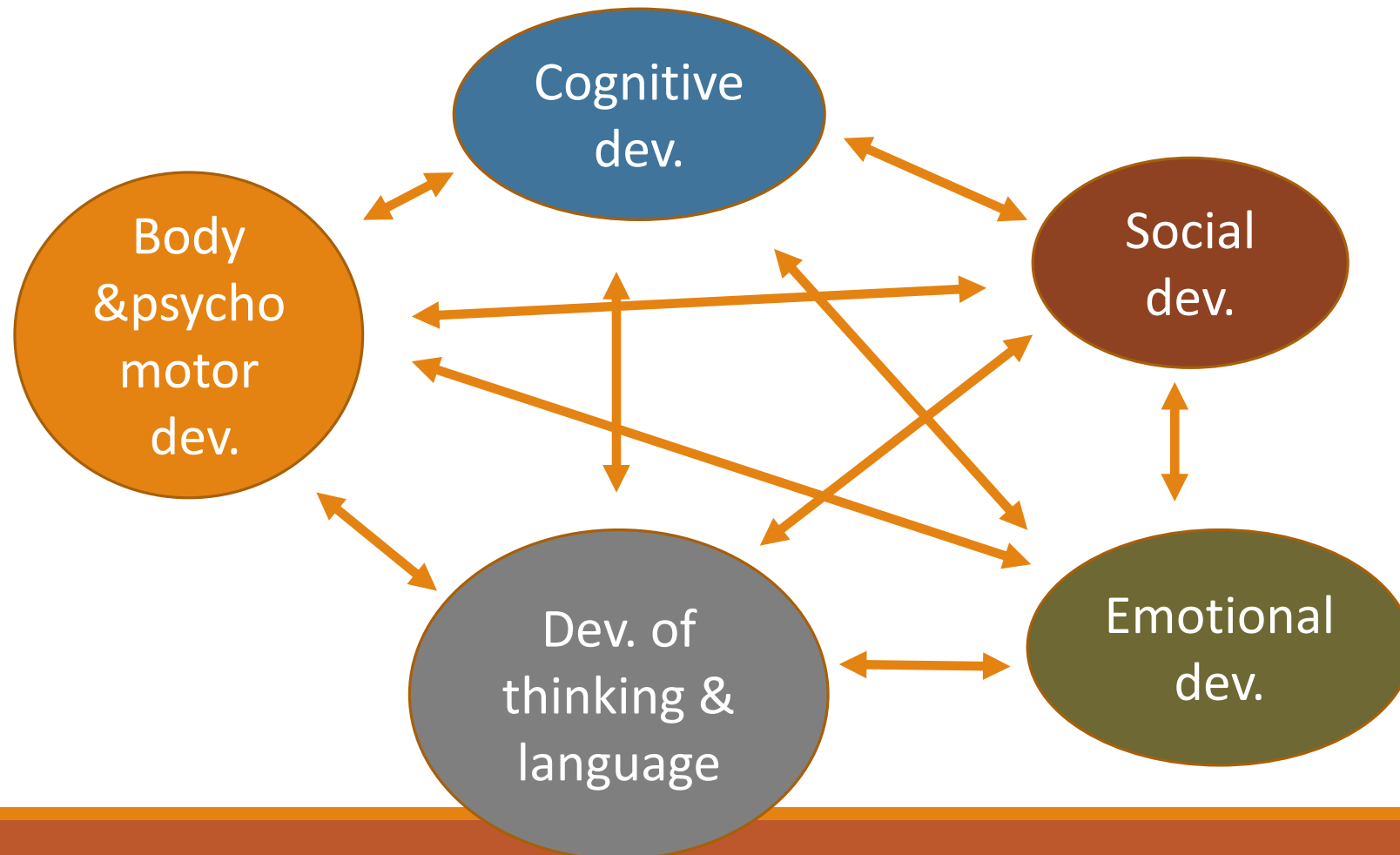
... A little exercise



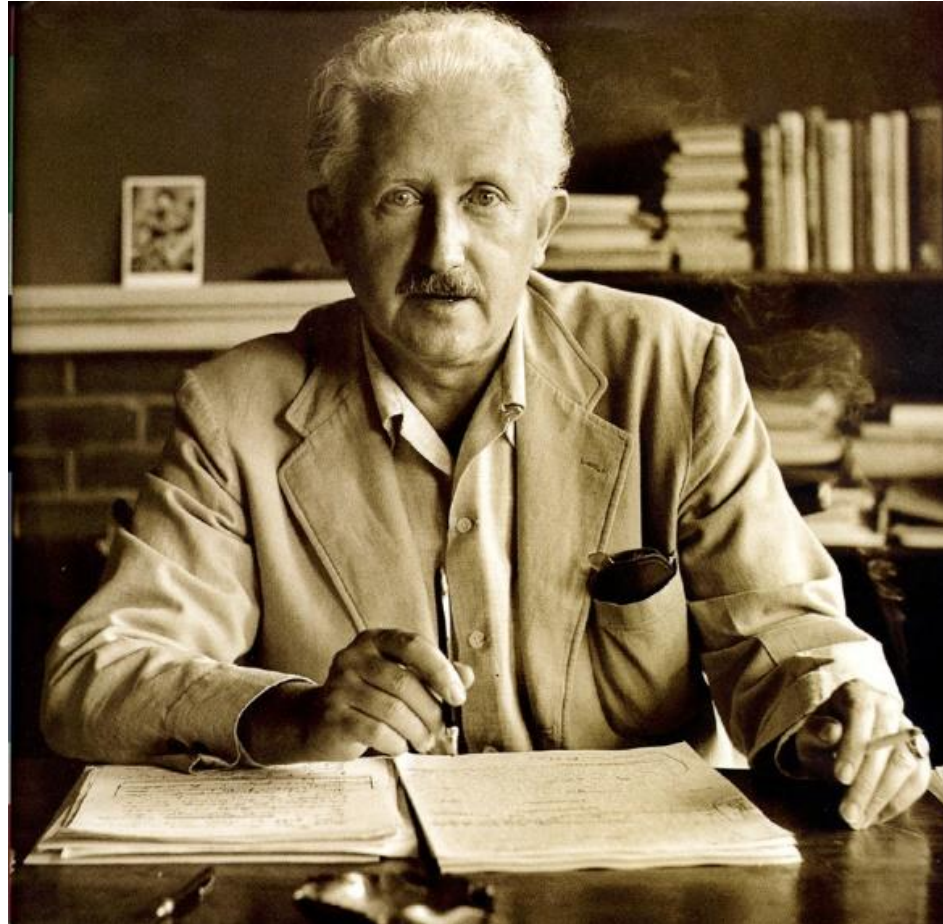
Place of developmental psychology in the learning process



Complexity of a child



8 stages of psychosocial development



Erik Homburger Erikson

E.H. Erikson – basic concepts

- Epigenetic principle
- Development Crisis
- The development task, "virtues"
- Conflict
- Identity

Fight for a trophy



Early childhood (from birth to 18 months)

Child completely dependent on care
(especially maternal)

Trust X Mistrust

Trust is build physical care (breastfeeding, feeding), availability of caregiver, warmth, contact, expressions of love

Mistrust arises from rejection, inappropriate care, unpredictability or unavailability of the caregiver



Toddler (around 18 months -3 years)

Child learns "to do things independently" - to decide itself, to control it's own body

autonomy X doubts and shame

Autonomy is related to the development of self-confidence, self-awareness

Doubts and feelings of shame usually arise from over-protective or restrictive parenting behavior



Pre-school age (about 3 - 6 years)

Child begins to be creative, rapid advancement of fantasy appears, interest in the world broadens, social contact deepens

Initiative X guilty

Development of one's own **initiative** is related to whether parents give the child the freedom to play, imagine and ask questions

The **feelings of guilt** are a reaction to criticism, prohibitions, insults, humiliation

Moral development implies a balance between initiative and guilt



School age (around 6 - 12 years)

Child is naturally realistic, performance focused, ready to learn systematically, fulfill the tasks, compete

industry X inferiority

Industry is supported by feelings of success, appreciation of constructive activities ...

Feelings of inferiority are based on the predominance of signals about child deficiencies and their inferiority of their performance



Adolescence (approx. 12 – 19 years)

Pivotal period in Erikson's concept. In this period skills and plans for the future are combined by building one's own identity.

Identity X role confusion

The **sense of identity** is related to internal stability, but presupposes the possibility of experimenting; it is also related to finding a "place" in the sense of a role that does not force a person to embezzle themselves („feel the way I am“)

Confusion of roles is often related to the fact that one does not sufficiently separated his personal identity from the family, poor professional plans, with a vague idea of himself



Young adulthood (approx to 25 years)

A typical life theme is formation of a family

Intimacy X Loneliness

Intimacy means the ability to share experience and life with partner, and to create satisfactory two-sided relationship

Loneliness (social isolation) is associated with feelings of lack of interest or manifestation of care...



Middle age adulthood(approx 25 years)

Important developmental task is to take care of something - usually offspring, but also a "child" in a more figurative sense - a work beneficial for others ...

Generativity XXX Stagnation

Feelings of life **stagnation** are related to the impossibility of taking care, engaging, “giving something to the world” (for various reasons)

Older adulthood (approx. 65+)

Typical is the “recapitulation” of one's own life history (not only) by balancing

Integrity X despair

Integrity is related to the achievement of a certain life wisdom, serenity, often with a sense of satisfaction from living life

Feelings of **despair** may relate to unfulfilled life, but may also be related to the losses that aging and old age accompanies



Basic conflicts and dominants of identity

Trust / Mistrust

"I'm what I can rely on..."

Autonomy / Shame & Doubt

„I am what I can do on my own“

Initiative / Guilt

„I am what I am asking about“

Industry/ Inferiority

„I am what I am cappable of“

Erikson's Eight Stages of Psychosocial Development

Trust vs Mistrust	0 - 18 months		Infant
Autonomy vs Shame & Doubt	18 months - 3 years		Toddler
Initiative vs Guilt	3 - 5 years		Pre-Schooler
Industry vs Inferiority	5 - 13 years		Grade-Schooler
Identity vs Role Confusion	13 - 21 years		Teenager
Intimacy vs Isolation	21 - 39 years		Young Adult
Generativity vs Stagnation	40 - 65 years		Middle-Age Adult
Integrity vs Despair	65 years onwards		Older Adult

source: www.whaddayaknowabout.com

Základní konflikty a dominanty identity

Identity / Role Confusion

„I am what I believe in“

Intimacy / Isolation

„I am what I love“

Generativity / Stagnation

„I am what I am providing“

Integrity / Despair

„I am what will remain after I leave“

Základní konflikty a odpovídající „ctnosti“

Trust / Mistrust

—› **hope**

Autonomy / Shame & Doubt

—› **willpower, pride**

Initiative / Guilt

—› **purposefulness, conscience**

Industry/ Inferiority

—› **competence**

Identity / Role Confusion

—› **loyalty**

Intimacy / Isolation

—› **love**

Generativity / Stagnation

—› **Ability to care**

Integrity / Despair

—› **wisdom, inner peace**

Blue eyes / brown eyes experiment

"When our leader J.F. Kennedy was killed several years ago, his widow held us together. Who's going to control your people?"



"Oh Great Spirit, keep me from ever judging a man until I have walked a mile in his moccasins."

Children were divided on blue eyes (superior) and brown eyes (inferior)

BROWN EYES

- Had to wear a blue collar
- Could not drink from own cups
- Could not drink from same fountain as blue eyes
- Teacher saw only negatives and failures



BLUE EYES:

- Could have more meal during the lunch
- Could go to gym during break
- Sat in front of the classroom
- Teacher saw only positives and successes

Children could not play together

Consequences

Superiors: arrogant, unfriendly to inferior

Inferiors: silent, frustrated, passive

Performance

	1st day	2nd day
Brown eyes	5:18	2.34
Blue eyes	3:15	4:40

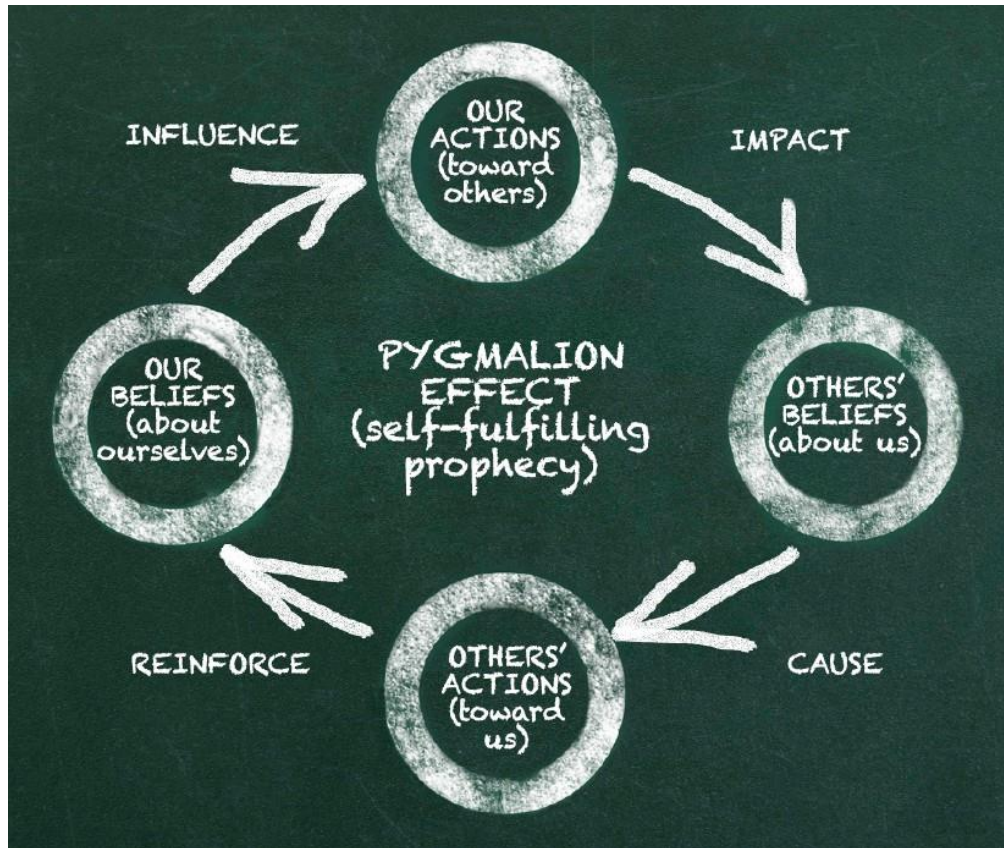
Documentary: A class divided

<https://www.youtube.com/watch?v=nmXr-rC5F-4>

reflections



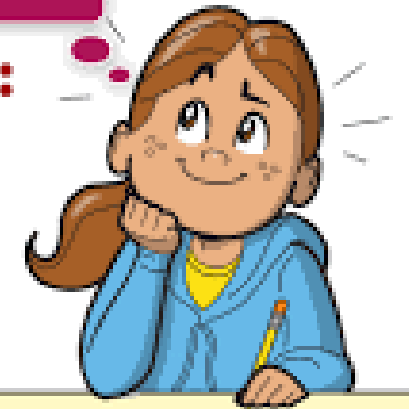
Pygmalion effect



My teacher says,
I'll pass.

Pygmalion Effect:

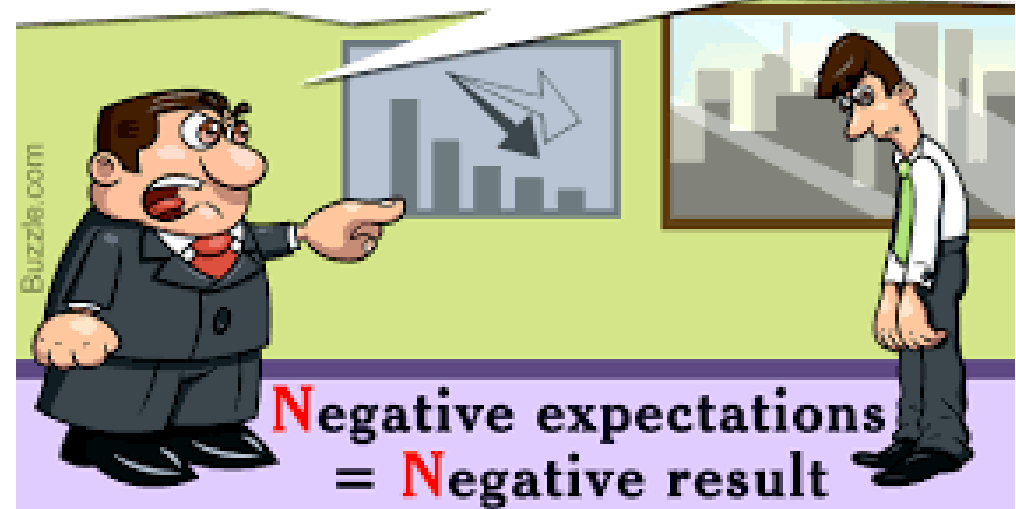
People are influenced by the expectations built upon them.



Golem effect



I always knew you were going to fail.



School Maturity

BODY

MENTAL

EMOTIONAL

SOCIAL



BODY

Completed ossification of wrist bones

Stretched the skeleton

Solid skeleton and developed muscles

A certain level of physical condition

Child can handle heavy physical stress (long sitting, school briefcase)

Well developed fine motor skills and well-developed tiny muscles of the hands and eyes (for reading and writing)

Good visuomotor coordination (important for writing)

MENTAL Maturity

Sufficient maturity of brain

- Developed mental processes (understanding is more realistic, fantasy processes are on decline)

CHILD:

- understands simple terms related to time (yesterday-today-tomorrow, morning-noon-evening)
- knows the seasons
- is able to sort things by size, length, quantity, kind
- is capable of logical thinking about terms (what are similarities of: table and chair; shirt and sweater, etc)
- knows basic colors - even complementary (orange, brown, pink, purple)
- has some numerical knowledge (how many legs the dog has, how many days are in a week) and skills (can count to 10)
- adds and subtracts to 5 (add and remove from a number of things)
- it can show the right number on fingers or is able select the required number from the pile of items

MENTAL Maturity

Memory (intentional memory)

- remember a sentence of eight words and literally repeat it
- do the task bases on three instructions given at one time
- memorize short poems and songs, or tell jokes or riddles

Lateralization and development of sensorimotor coordination

Developed speech

- fluent and expressive speech
- grammatically correct
- to speak in sentences, answer questions

The maturity of visual and auditory differentiation and graphomotorics

(the child is able to differentiate between various shapes and name the basic shapes; knows the shapes of at least some letters and numbers, knows the first letter in the word)

MENTAL Maturity

Adequate level of intelligence

Increased requirements for intentional attention:

Ability to perceive and focus (at least 10-15 minutes)

Curiosity and interest in knowledge

SOCIAL AND EMOTIONAL Maturity

Ability to:

- manage and cope with emotions
- accept the role of a student (e.g. accept the authority of the teacher, be the part of the group)
- perform difficult tasks, work alone
- interest in social interaction (with other classmates, making friends)
- be without a mother, to share the teacher's favor with other children.
- control itself (Don't interrupt - wait to speak; answer and ask only to call)

School maturity indicators

Age 😊

Height and weight "approx. 120 cm and 20 kg"

Second dentition

Shape of body (extension of limbs, body should dominate and head should be smaller)
Philippine rate

Psychological indicators of maturity - eg: Jirásek's test of school maturity

- drawing of human figure (laterality, overall intellectual level and graphomotoric problems)
- imitation of a written sentence, (ability to concentrate; make efforts to accomplish tasks)
- copy a group of 10 dots (accuracy and visual movement coordination)

Consequences of school immaturity

School failure



reduced self-esteem

negative emotions towards yourself, adults, school

overloading at school and at home



Creating a negative attitude towards school and education

REACTIVE BEHAVIOR DIFFICULTIES AND PROBLEMS

(aggression, shyness, anxiety)

For the next lecture see...



Děti bez lásky

<https://www.youtube.com/watch?v=iLjHAP9Cho4>

...and answer this questions

- How does Z. Matějček define the deprivation?
- What signs of deprivation are visible in young children (adolescents) acting in movie?
- What kind of conditions leads to deprivation?
- What interested you, disturbed, triggered further thoughts, questions?

Basic theories of development

- **Erikson:** Stages of psychosocial development

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>

- **Piaget:** Cognitive development

<https://www.youtube.com/watch?v=lhcgYgx7aAA>

- **Kohlberg:** Moral development

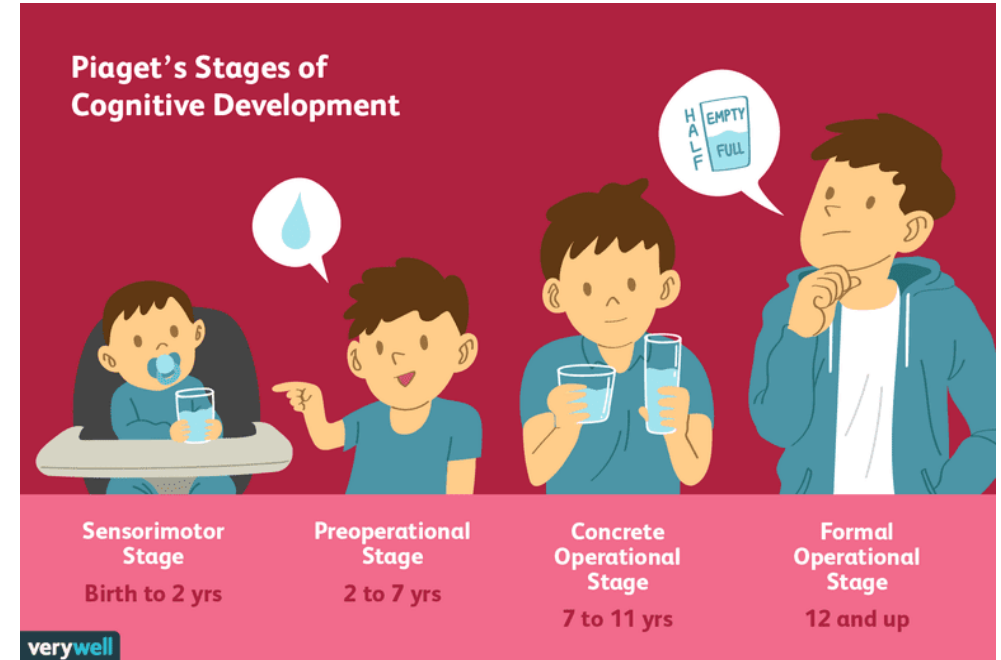
<https://www.youtube.com/watch?v=Onkd8tChC2A>

Attachment theory

<https://www.youtube.com/watch?v=WjOowWxOXCg>

Psychosocial deprivation

<https://www.youtube.com/watch?v=iLjHAP9Cho4>



How to be a good teacher?

Be like mr. Jensen.....

https://www.youtube.com/watch?v=4p5286T_kn0