

School & needs

3 theories



**DEVELOPMENTAL PSYCHOLOGY SEMINAR 2**

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# Schools & needs - exercise

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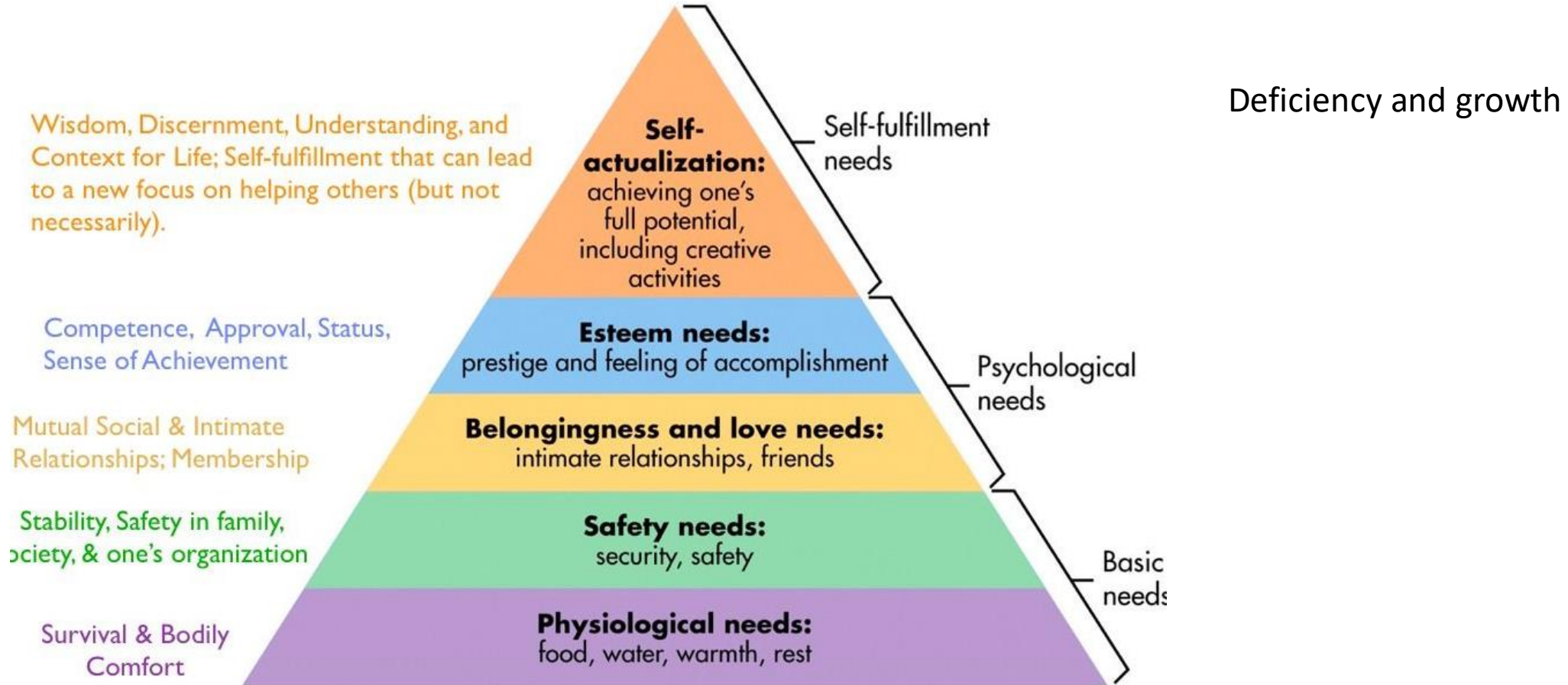
With the support of three conceptualizations of human needs, revise your experiences in school.

For each theory find practical examples:

- 1) how and when you had a selected **need met and fulfilled** in school
- 2) when and how was a selected **need frustrated**, unfulfilled.
- 3) what was the role of a teacher in both situations?

# Abraham Maslow: human needs

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# Abert Pessso- Diane Boyden: psychomotor system, 5 needs

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1. **Place** – The provision to a child of a literal and then psychological/metaphoric place in the body of the mother, then other carers. In later years this translates into Psychological spaces such as the heart and minds of the parents. The provision of place recognizes the value of the child in having a right to live in the world as the child actually is. It implies the child being “seen” and valued for what it is and not over-run as if it were not present. X missing roots, nomadic
2. **Nurturance** – The act of caring for those infant needs that literally sustain life – such as nursing, feeding, grooming, washing, petting, caressing, etc. In later years this translates or transposes into symbolic feeding and grooming in a way that Psychologically sustains life – such as giving “strokes”, valuing, appreciating, admiring, etc. X feeling empty, hungry - substance use, eating disorders
3. **Support** – The act of supporting and carrying about an infant too young to hold itself upright and move about. The arms and laps of the parents provide this support. In later years this translates into Psychological support, as in “backing” up, or standing behind”, receiving and giving support, self-confidence etc. X uncertainty, low self-esteem, fear
4. **Protection** – The act of defending the soft vulnerability of an infant against physical injury by parents providing the hard shield of their own bodies between the infant and possible contact or impact with hard or dangerous surfaces. In later years this translates into Psychological defense or protection, as in blocking verbal or Psychological injury. Appropriate danger and fear management, discern good, refuse bad. X sense of being left alone, without anybody backing us up
5. **Limits** – The act of physically restraining or constraining the infant or older child from doing damage to itself, others or valuable objects. In later years this translates into verbal or Psychological limits. Mastering creative and destructive forces within oneself including selfdestruction, knowing own capacities, healthier sexuality . X false omnipotence, isolation „I am on my own“

# Richard Ryan and Edward Deci: Self-Determination Theory, basic needs

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According to self-determination theory, people need to feel the following in order to achieve psychological growth:

- 1. *Autonomy*:** People need to feel in control of their own behaviors and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined.
- 2. *Competence*:** People need to gain mastery of tasks and learn different skills. When people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals.
- 3. *Connection or relatedness*:** People need to experience a sense of belonging and attachment to other people.

Unmet needs direct the individual towards external goals as symbols of his or her value - psychological needs are substituted.