

# Chapter Six

## Development of the Person

# Learning Objectives (slide 1 of 2)

- LO 1: Define development and understand helping from a developmental perspective
- LO 2: Understand the basics of physical development of the growing child and how such knowledge is applied
- LO 3: Understand the development and application of cognitive knowing as presented by Piaget, and moral knowing as presented by Kohlberg and Gilligan
- LO 4: Explore four perspectives on personality development and discover how they might be applied: Freud's view, learning theorists' understanding, the humanistic approach, and the postmodern and social constructionist perspective
- LO 5: Explore lifespan development theories of Erikson's stages of psychosocial development and Kegan's subject/object theory and show how such knowledge is applied

## Learning Objectives (slide 2 of 2)

- LO 6: Appreciate the many models of development and compare the models that were discussed in this chapter
- LO 7: Reflect on the difference between what is considered normal versus abnormal development
- LO 8: Examine ethical and professional issues related to understanding clients' developmental journey
- LO 9: Know that the effective human service professional is constantly examining his or her own developmental journey

# Defining Development

- ✧ Development is:
  - ✧ Continual
  - ✧ Orderly, sequential, and builds upon itself
  - ✧ A process of change
  - ✧ Painful, yet growth producing
  - ✧ Hopeful
  - ✧ Preventative and wellness oriented

# What Should the Human Service Professional Know About Development?

- ✧ Characteristics commonly displayed at different stages
- ✧ Social issues and personal problems characteristic of different stages
- ✧ Reasons for these problems/issues
- ✧ Techniques to deal with these problems/issues

# The Growing Child

- ✧ Children grow at a constant and predictable rate.
- ✧ The importance of a nurturing environment
  - ✧ For Example, Head Start Programs promote academic and social growth
- ✧ Child specialists know age-appropriate milestones
  - ✧ Physical development
  - ✧ Intellectual development
  - ✧ Memory and cognitive changes
  - ✧ Physical development

# Cognitive Development

## Piaget

- ✧ Children first *assimilate* information into existing cognitive framework and eventually *accommodate* information into new *cognitive structures*
  
- ✧ Four stages of growth
  - Sensorimotor (0-2 years): responds to physical and sensory experience
  - Preoperational (2-7 years): Intuitive responding. Maintenance of mental images. No logical thinking.
  - Concrete-operational (7-11 years): No complex thinking. Uses logical thinking, sequencing, categorizing, to figure things out.
  - Formal-operational (11-16 years): Abstract thinking. Complex ways of knowing.

# Moral Development (slide 1 of 2)

- ✧ **Kohlberg:** Moral understanding and reasoning development in a predictable pattern
  - Pre-conventional Level
    1. Punish/reward
    2. Satisfy needs to gain reward (you get from me, I get from you)
  - Conventional Level
    1. Social conformity/approval of others
    2. Gules and laws to maintain order
  - Post-conventional Level
    1. Social contract/democratically arrived at, rules that can be changed through a logical process
    2. Individual conscience



# Moral Development (slide 2 of 2)

- ✧ **Gilligan:** Do females develop morals and reasoning in a different way than males? Compared Gilligan's ideas about the stages to what we just learned about Kohlberg's ideas
  - Pre-conventional Level
    - Girls/women have concerns for survival
  - Conventional Level
    - Girls/women have a focus on caring for others. Sacrifice of self for others. Responsible to others.
  - Post-conventional Level
    - Decision-making of girls/women is from an interdependent perspective. All that we choose affects everyone else.

# Applications for the Human Service Professional

- ✧ Knowledge of normal child development allows one to know when a child is not developing at a normal rate.
- ✧ When a human service professional recognizes there are problems or delays developmentally, the client can be referred to a specialist. Early recognition of delays can assist clients greatly and more effectively.

# Personality Development (slide 1 of 4)

## Freud's Psychosexual Model of Development

- ✧ People born with sexual and aggressive instincts that are regulated through parenting
- ✧ We develop an id, ego, and superego (structures of personality) in the first 5-6 years of life
- ✧ Id is mostly unconscious; ego and superego somewhat unconscious (see Figure 6.1, p. 142)
- ✧ Id run by the pleasure principle, ego run by the reality principle
- ✧ Five psychosexual stages of development. First 3 involved in development of id, ego, and superego
  - ✧ Oral, anal, phallic, latency, genital
  - ✧ Can become “fixated” in a stage as a result of poor parenting
- ✧ Creation of defense mechanisms to manage the anxiety that is a result of the id, ego, superegos turf battles (repression, denial, rationalization, regression, projection, and others)
- ✧ Personality a function of the “mix” or development of the id, ego, and superego and the resulting defense mechanisms that are formed

# Personality Development (slide 2 of 4)

## Learning Theory: Skinner and others

- ✧ Behavior is adopted through
  - ✧ Operant conditioning
  - ✧ Classical conditioning
  - ✧ Modeling/social learning
- ✧ Operant conditioning is generally considered the most common type of conditioning and by some, the most important in personality development.
- ✧ List of important concepts, pp. 143-144
- ✧ Cognitive-behaviorists believe that our thinking is also reinforced
- ✧ Development of personality:
  1. Born capable of multitude personality characteristics
  2. Behaviors/cognitions reinforced by others and culture
  3. Reinforcement more complex than we realize
  4. Abnormal development—kinds of reinforcement we're exposed to
  5. Careful analysis—we can understand how a person has been reinforced
  6. Dysfunctional is replaced with adaptive thoughts and behaviors

# Personality Development (slide 3 of 4)

## Humanistic Theory: Carl Rogers and Others

- ✧ Humans are born good and have an instinctive need for regard and love from others.
- ✧ We are prevented from developing our true selves because of *conditions of worth* placed on us by others. We want to be loved by them, so we behave as they want us to behave, not how we actually are
- ✧ Nongenuine ways of living prevent us from becoming self-actualized
- ✧ A helper who can develop a humanistic atmosphere (e.g., empathy, unconditional positive regard, and genuineness) can help a person re-find himself or herself.
- ✧ Such a helper can help a person move up on Maslow's hierarchy of needs.
- ✧ Non-deterministic and not reductionistic

# Personality Development (slide 4 of 4)

## Postmodern Approaches: Michael White and David Epston

- ✧ Social constructionism and Post-modernism
  - ✧ Realities are socially constructed.
  - ✧ Realities are constituted through language.
  - ✧ Realities are organized and maintained through narrative.
  - ✧ There are no essential truths.

# Applications for the Human Service Professional of Personality Development Models

- ✧ Understanding how personalities develop:
  - ✧ Gives the professional an understanding of the world of the client.
  - ✧ Enhances the ability to empathize.
  - ✧ Helps to plan treatment.
  - ✧ Helps to make referrals.

# Life-Span Development Theories

## Erikson

- ✧ Psychosocial forces influence personality over the lifespan.
- ✧ The individual *can* overcome his or her problems.
- ✧ Each stage has a particular virtue (or strength) associated with it.
- ✧ See Table 6.2, p. 150

## Kegan

- ✧ How do people construct reality as they move through life?
- ✧ Subject/Object Theory
- ✧ Three stages in childhood: incorporative, impulsive, and imperial
- ✧ Three stages in adulthood: interpersonal, institutional, and interindividual
- ✧ Is more interpersonal in its foundation, associating growth with our ability to interact with others
- ✧ Not all adults make it to/through all of the stages



# Applications for the Human Service Professional of Lifespan Development Models

- ✧ Acknowledgment that growth and struggle continue throughout adult life
- ✧ Ability to facilitate expected changes
- ✧ Can also apply other developmental models that explain the gradual progression of the manner in which individuals understand the world.
  - ✧ For example, college students, women, development of faith, development of racism
- ✧ See Comparison of Varying Models in Figure 6.2, p. 152

# Normal and Abnormal Development

- ✧ What is it that makes a person “abnormal”?
- ✧ Based on our different theories, what are your thoughts now about this?
- ✧ Perhaps, understanding the broad nature of development (e.g., cognitive, personality, lifespan) moves us towards a holistic approach that links biology and genetics with environmental factors and brings us a broad understanding of personality development.

# Ethical, Professional, and Legal Issues

- ✧ Understanding our clients' developmental journey
- ✧ NOHS (2015b) Code of Ethics:
  - ✧ “The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness, and objectivity.”
- ✧ All clients should be treated with respect and dignity at all times.

# The Effective Human Service Professional

- ✧ Professionals are also developing and changing all the time.
- ✧ Reflect on one's own developmental history to understand oneself better.
- ✧ Important to understand oneself before trying to help others.

# Summary

- ✧ An overview of human growth and development from birth to old age
- ✧ Basic definitions of developmental models
- ✧ Physical development of children
- ✧ Cognitive and moral development of children
- ✧ Personality development
- ✧ Development over the course of a lifetime
- ✧ The fine line between normal and abnormal
- ✧ The importance of understanding one's own development