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
• 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.
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
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.
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.
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
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
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
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