

Theories of child psychology



IMPORTANT THEORIES –

○ PSYCHODYNAMIC THEORIES –

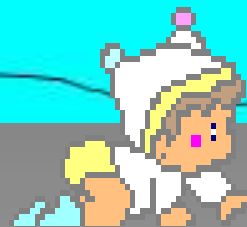
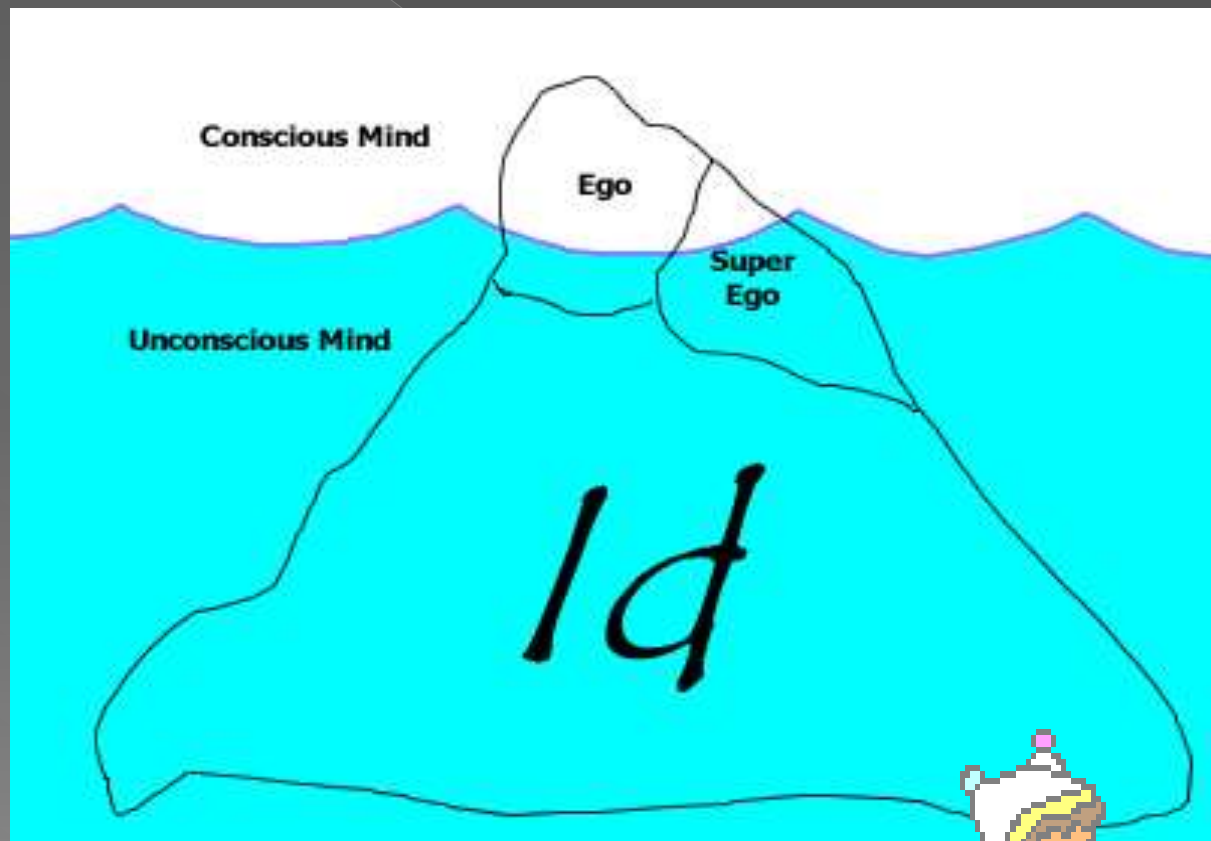
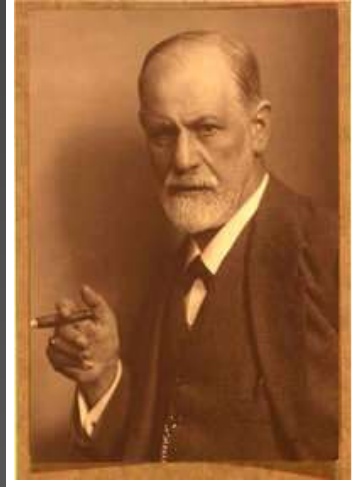
- ▣ Psychosexual theory – Sigmund Freud – 1905
- ▣ Psychosocial Theory – Eric Erickson – 1963
- ▣ Cognitive Theory – Jean Piaget – 1952

○ BEHAVIORAL LEARNING THEORIES –

- ▣ Classical conditioning – Ivan Pavlov – 1927
- ▣ Operant conditioning – Skinner B.F – 1938
- ▣ Social Learning Theory – Albert Bandura – 1963
- ▣ Hierarchy of Needs – Abraham Maslow – 1954

PSYCHOSEXUAL THEORY-SIGMUND FREUD

Levels of mental life



Freud's theory of the personality



Psychic Triad

Id

Ego

Superego

Id- present at birth, reservoir of instincts

- The id has no contact with reality, yet it strives constantly to reduce tension by satisfying basic desires.
- Because its sole function is to seek pleasure, id serves the **pleasure principle**.



- **Ego**- 2-6 months of life
- The ego, or I, is the only region of the mind in contact with reality.
- It grows out of the id during infancy and becomes a person's sole source of communication with the external world.
- It is governed by the reality principle, which it tries to substitute for the pleasure principle of the id.

- **Superego**- prohibition learned from environment.
- the superego, or above-I, represent the moral and ideal aspects of personality and is guided by the moralistic and idealistic principles as opposed to the pleasure principle of the id and the realistic principle of the ego.
- The superego grows out of the ego, and like the ego, it has no energy of its own.



Psychosexual stages of Development

- Oral stage (0-1.5yrs)
- Anal stage (1.5-3yrs)
- Phallic stage (3-5yrs)
- Latency period (5-puberty)
- Genital stage (puberty onwards)

Oral stage (0-1.5yrs)



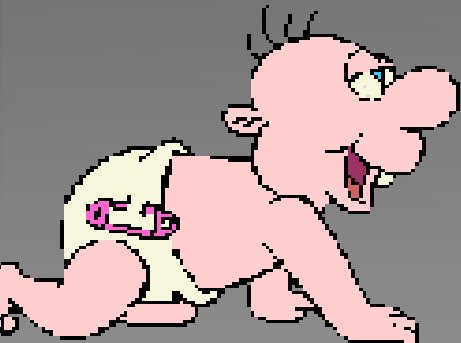
The child tries to recognise everything around him by his mouth

1.5-3yrs

- Anal stage (Sigmund Freud)
- Psychosexual stage of Development
- Maturation of neuromuscular control occurs.
- Anal retentive personality
excessive pressure & punishment leads to anxiety → withhold such function



- ◉ This anal eroticism becomes transformed into the anal triad of *orderliness*, *stinginess*, and *obstinacy* that typifies the adult anal character.

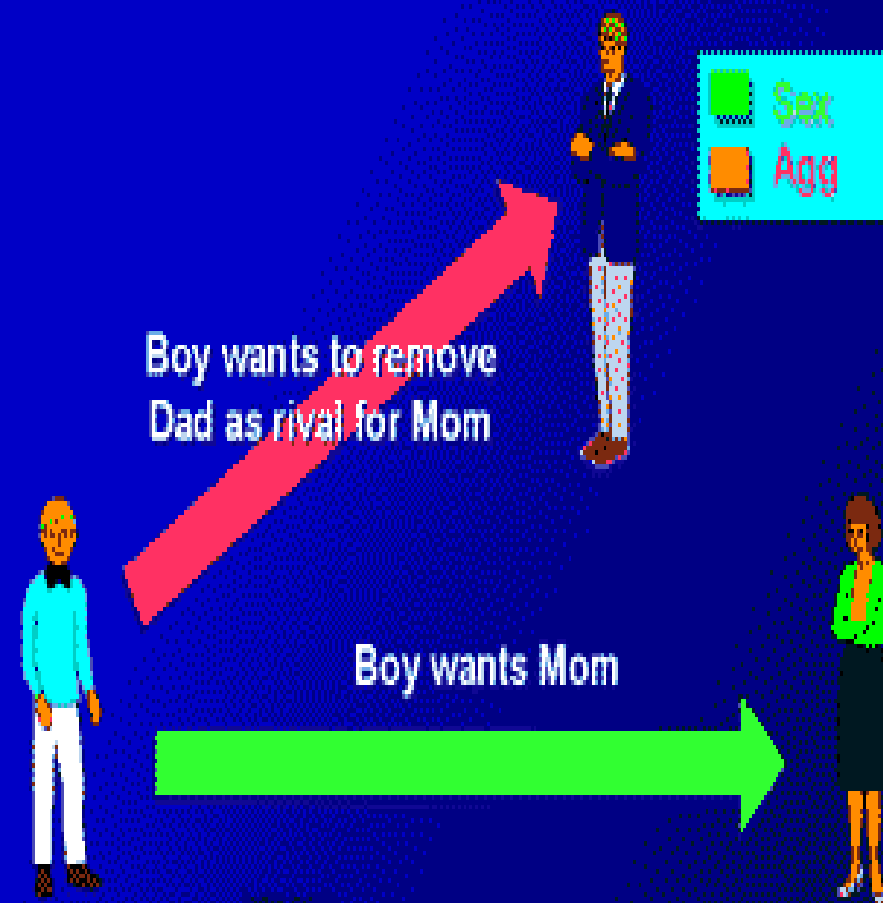


3 – 6 years

- ◉ *Phallic Phase (sigmund freud)*
- ◉ This stage is marked for the first time by a dichotomy between male and female development.
- ◉ *Male Oedipus Complex*
- ◉ *Female electra Complex*

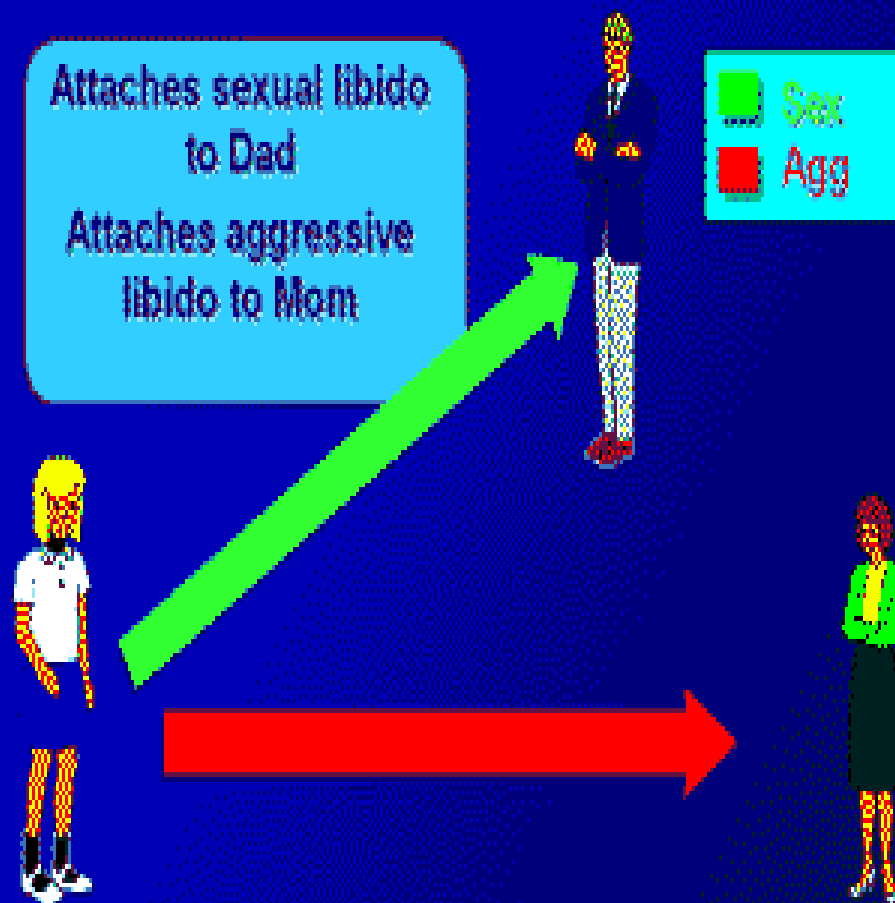


The Oedipus Complex (Boys)



© 2007
Lippincott Williams & Wilkins

The Oedipus Complex (Girls)



© 2007
Lippincott Williams & Wilkins

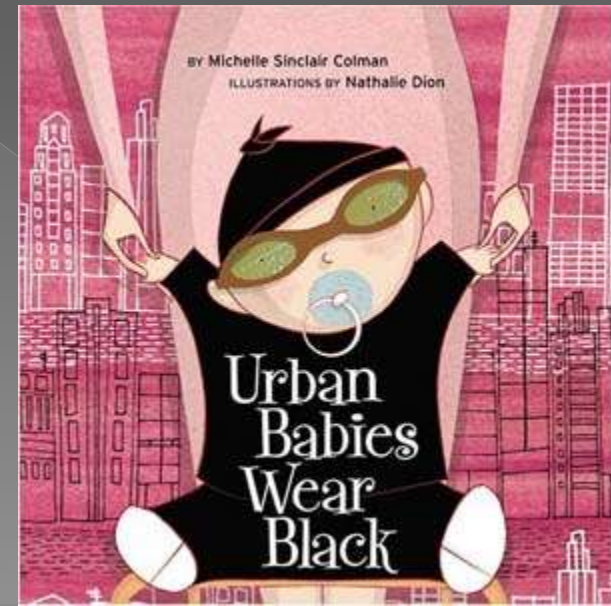
Latency stage 5-13yrs

Time between resolution of Oedipus complex and puberty

Exploring the environment

Adjusting to social environment

Development of skills



Genital Stage: 13yrs onwards- adulthood(Freud)

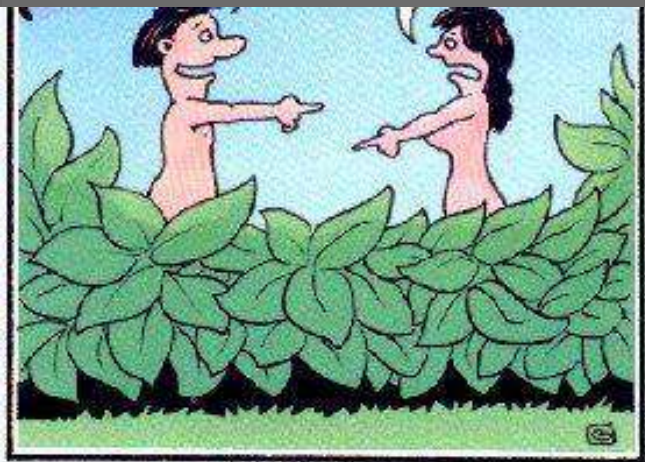
Regression in personality development

Reopens conflicts of previous stages

Ultimate separation from dependence on
parents

Mature sense of personal identity

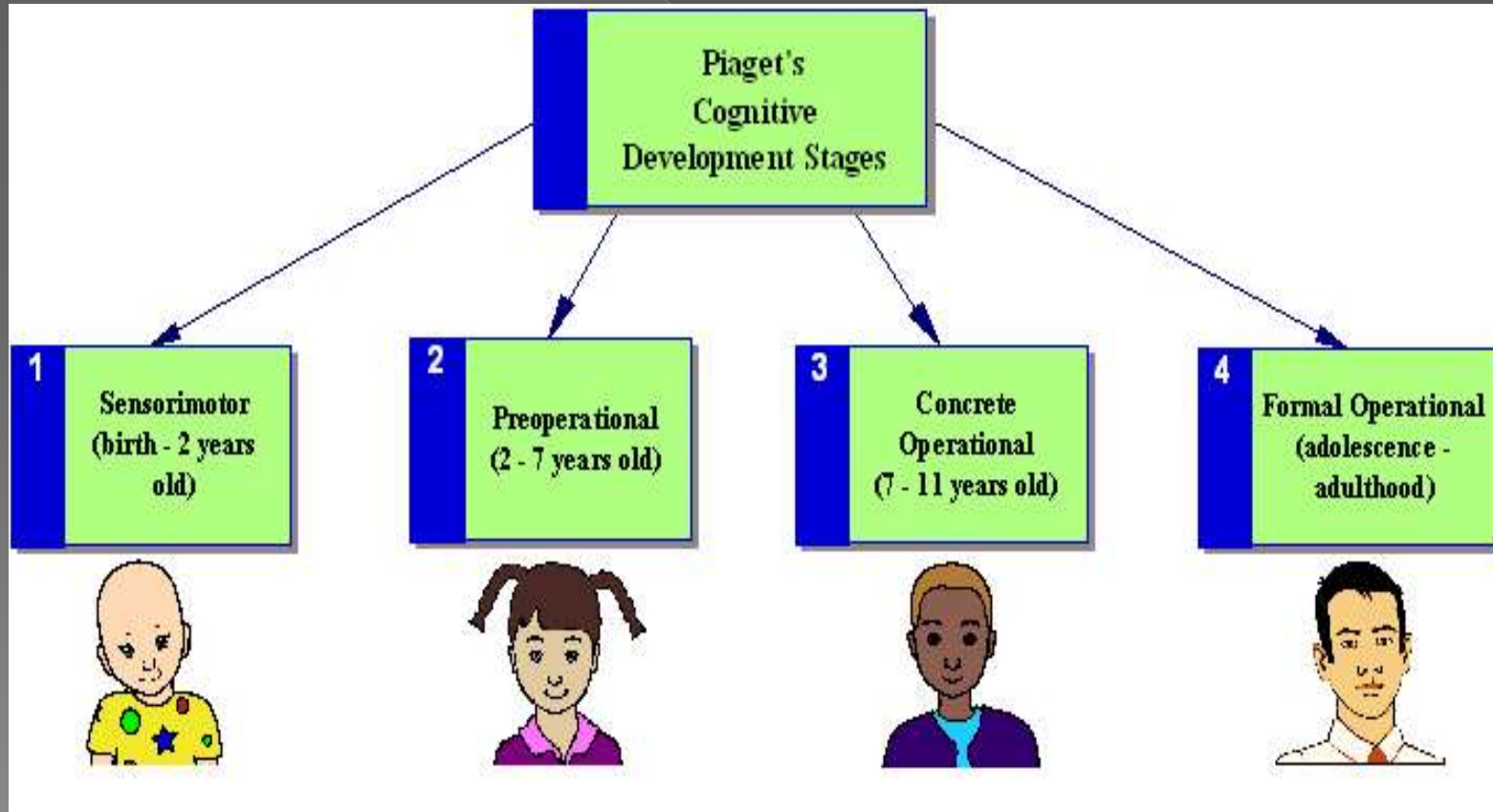
Acceptance & integration of adult roles



ADAM AND EVE : DAY ONE



Cognitive theory-Jean Piaget (1984)





In 1984 , Mussen and co workers noted that there are 4 major areas of cognitive development

1. Area of Perception
2. recognition of Information
3. ability to categorise
4. Enhancement of memory



Cognitive development Jean Piaget

- ◎ Made up of three functional variants-
 - **Assimilation** – child take in new experiences through their own system of knowledge



➤ **Accommodation** – for intelligence to develop child should also have complementary process i.e accommodation : child adjusts to reality demands

➤ **Equilibration** – changing basic assumption following adjustments in assimilated knowledge

so that facts fit better



- It is now known that infants can from the first day of life smell, see, and hear.
- Cognitive competence explains how and why an infant explores a nursing mother's fingers and studies her face.
- The first is the area of perception. Even very young infants have the ability of perceiving movement, facial relationships, and colour.

- ◉ Instrumental or operant conditioning occurs when a child's actions are reinforced or rewarded.
- ◉ This kind of learning is possible when the parents coo as a response to a child's coo.
- ◉ It is also possible if the mother gives her crying daughter a cookie to quiet her down.

- Piaget described the first two years of life as a period of sensorimotor development, which he divided into six discrete stages. Piaget contended that during this time the child must develop knowledge in the following three areas.
- Object permanence
- Causality
- Symbolic Play

- 1. Sensorimotor Period.

- Object permanence :**

Objects continue to exist even when they are not perceivable by the child.





○ 2. **Causality:**

- Objects have uses, and events have causes.
- Piaget used the term circular reaction (primary, secondary and tertiary) to describe the child's changes in this area.
- Primary circular reaction describes recreating an already known satisfying action, such as thumb sucking.

-Primary circular
reaction

Thumb sucking

**Searches for speaker with eyes
cooing**



4-8 months Secondary circular reactions

- Recreating of an accidentally discovered cause and effect. Visually follows dropped objects
- Recreates accidentally discovered environmental effects eg.kicks mattress to shake mobile
- Bangs ,drops,puts in mouth
- Responds to own name

Causality (Tertiary circular reactions - 12-18 months)

- Reactions involve experimentation, and as one might, such behaviours often exasperate the child's parents.
- Deliberately varies behaviour to create novel effect.





3.Symbolic play:

- On object can represent another.
- **12-18months**
- **Centered on own body(drinks from toy cup)**

◎ 1. Area of Perception

Ever young infant have the ability to perceive, movement facial relationship and color .





- 2. Recognition of Information-
- The child grasps information and develops mental scheme about particular object, these schemes contain some but not all the crucial elements of the object.



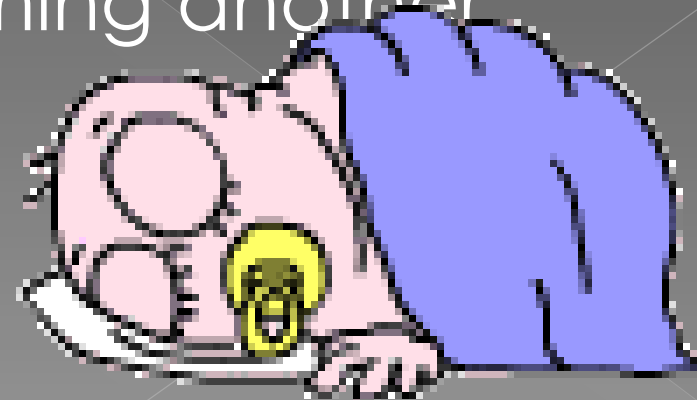
3. Ability to categorize

- Children can group things together by way of their shape, color, and use even by the age of 1 year.

4. Enhancement of memory

- Even very young infant have the ability to recall past events and use the information gained to help them to form a reaction to things presently going on

- Preoperational Period (Jean Piaget)
- (Starts around 18-24 months and lasts till 6-7 yrs)
- The child begins to represent the world symbolically.
- A general feature of thought processes and language during the preoperational period is **egocentrism**, meaning that the child is incapable of assuming another person's point of view.





- ◉ Another characteristic of thought processes at this stage is **animism**, investing inanimate objects with life.





COGNITIVE CHANGES 3-6 YEARS:

- The years between ages 3 and 6 are often referred to in our society as the pre-school years. The simplistic “why” questions of the 2-year-old are replaced by more sophisticated and specific inquiries.
- Piaget further labelled the first part of the preoperational phase as **preconceptual** and concluded that it lasted until about age 4.

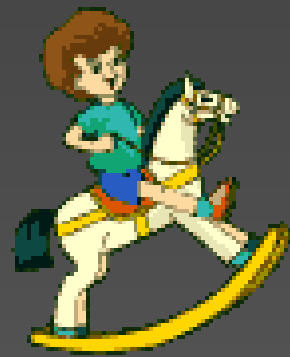
- The preconceptual phase sees the child's mind and mental powers. Mental powers developing at a rapid rate.
- The ability of the child's mind to think symbolically with mental imagery is acquired.
- By the preconceptual phase, the child can play and fantasize using mental symbols.

- The child in the preconceptual stage, although he is increasing his cognitive abilities almost immeasurably, must still be regarded as unsophisticated in thinking.
- The child still generalizes all entities.

- The preconceptual mind is also centered.
- Centeration was defined by Piaget as the process of focusing all thought and reason of any mental problem on only one aspect of the whole of the structure and disregarding all other features.



Period of Concrete Operations. (6-12)



- ◉ An improved ability to reason emerges during this period.
- ◉ The thinking process becomes logical.
- ◉ He develops the ability to use complex mental operations such as additions and subtraction
- ◉ The child is able to understand others point of view and animism declines.

- After a preconceptual stage comes a stage labelled after a period of intuitive thought. This stage starts around age 4 and lasts until age 7 or 8.
- This is the period of sophistication and of the child's abilities of grouping objects according to class using more complex thoughts and images, and outgrowing the tendency toward centration late in this period, the child can begin acquiring reading and writing skills.

Emotional changes

- Control of emotions, certain degree of masculine and feminine qualities become adopted by the child.
- One dramatic difference between the child from birth to age three and the child from age three to six is the development of self control.

- Preschool children can be taught methods of self control, such as distracting themselves when they become impatient or when they are receiving a local anesthetic from a dentist.

- Aggression is an important concept to understand for parents who have preschool children **and** for other adults who interface with preschool children.

- Aggression is often caused by the child's inability to exert self control. There are two kinds of aggression.
- 1. Instrumental aggression
- 2. Hostile aggression

- During the preschool years the frequency of instrumental aggression should decline.

SOCIAL CHANGES :

- ◉ Ages 3 to 6 represent a time of enormous social growth in child.
- ◉ Two years olds,for instance,cannot for the most part lay with the peer.
- ◉ This play is at best separate but parallel. For example, a pair of 2 year olds may play in the same sand box, but there is no relationship of the project of one to the project of the other.

- By the age 3 years the child can understand turn taking, and by age 4 co-operative play is possible.
- By age 6, a child is capable of simple teen games.
- Between ages 3 and 6 a child needs to gain an understanding of his own personal identification and how he is to relate to other people, ranging from nurturing parents, siblings, peers and authority figures.

- ◉ As a child seeks a way to resolve this problems,he or she is forced into identification with the parent of the same sex and adoption of a system of morality,complete with its code of values.
- ◉ This code of moral values has been labeled the superego.

Period of Formal Operations.

- At this stage, the child's thought process has become similar to that of an adult, and the child is capable of understanding concepts like health, disease, and preventive treatment.

- At this stage, intellectually, the child can and should be treated as an adult.
- He thinks of ideas and has developed a vast imagination.
- "imaginary audience"

Eight Stages of Eric Ericson

A Step-by-Step Process

Basic Trust vs. Basic Mistrust

Autonomy vs. Shame and Doubt

Initiative vs. Guilt

Industry vs. Inferiority

Identity vs. Role Confusion

Intimacy vs. Isolation

Generativity
vs. Stagnation

Integrity
vs. Despair



Basic trust vs mistrust-birth to 18 m(Erik Erikson)



- Successful development of trust depends on a caring and consistent mother or mother substitute, who meets both the physiologic and emotional needs of the infant.

Clinical importance-

1. "separation anxiety"
2. in children with lack of trust : uncooperative, frightened



Unstable mothering-
lack of sense of trust.



Autonomy v/s shame and doubt- Toddler (18 months to 3 yrs)

- The child learns to be competent by learning to feed themselves, use the toilet, and play alone **or else they** will feel ashamed and doubt their abilities.
- "terrible two's" because of their uncooperative and frequently obnoxious behavior.





Preschooler -initiative vs. guilt (3-5 yrs)

- The child uses its own initiative in planning or carrying out plans **or** if they cannot live within parents' limitations, they develop a sense of guilt over misbehavior



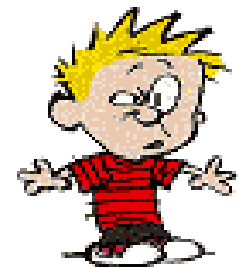
◎ Initiative vs. Guilt

- ◎ The initiative is shown by physical activity and motion, extreme curiosity and questioning, and aggressive talking.
- ◎ At this stage, a child is inherently teachable.



Dental application

- ◉ Child can be encouraged to view this visit as a new adventure.
- ◉ If this visit fails, it can lead to sense of guilt in the child.
- ◉ He is teachable at this stage so can be taught about various things in the dental set up.



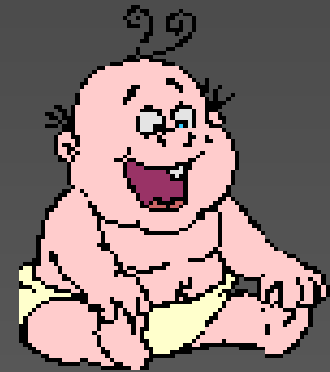
- This latency stage is brought about partly by parents attempts to punish sexual activity in young children.
- This phase ends in puberty.
- Maturation of ego takes place.

Industry vs. Inferiority

- Industry means industriousness, a willingness to remain busy with something and to finish a job.
- As children do things well, they develop a sense of industry, but if their work is insufficient to accomplish their goals, they acquire a sense of inferiority.



12 yrs - adulthood



- ◉ Genital stage
- ◉ Sense of identity develops.
- ◉ Child has matured personality.
- ◉ He can satisfy his genital potency and realizes his goals for reproduction and survival.
- ◉ Matures the personality of the individual

Identity vs. Role Confusion (11-18 yrs)

Adolescence

- Adolescence, a period of intense physical development, is also the stage in psychosocial development in which a unique personal identity is acquired.
- Members of the peer group become important role models, and the values and tastes of parents and other authority figures are likely to be rejected.

