PERSPECTIVES ON HUMAN DEVELOPMENT

VARIOUS PERSPECTIVES ON HUMAN DEVELOPMENT...
1. Development is multi dimensional & inter disciplinary
2. Development continues through the life span
   - Both heredity & environment influence development
3. Development reflects both continuity & discontinuity
4. Development is cumulative

1. Development is multi dimensional & inter-disciplinary
   - Human development is a complex process; divided into 4 dimensions:
     a. Physical development
     b. Cognitive development
     c. Emotional development
     d. Social development
   - Even though each dimension is unique, there is interdependency among them.

A PHILOSOPHY OF LIFE-SPAN DEVELOPMENT

Every age period of life is important
Focus: processes that took place
Perspectives that support this philosophy:

- Development reflects both stability & change
- Development is variable
- Development is sometimes cyclical & repetitive
- Development reflects individual differences
- Development reflects cultural differences
- Development influences are reciprocal

Examples:
- Cognitive skills depend heavily on physical & emotional well-beings as well as social experiences.
- A “slow learner” may be also an emotionally disturbed teenager due to her physical appearance which may have kept her peers away.
Each dimension has general characteristics - according to life stages.
- Infants start to walk by the age of ≈ 12-18 months
- Unique characteristics of each dimension differentiate one person from others.

Physical Development
- Includes genetic foundation for development; physical growth of all components of the body; changes in motor development; senses; bodily systems
- Height & weight
- Main organ system (central nervous system, brain)
- Includes health care, nutrition, sleep, substance abuse, sexual functioning ➔ healthy lifestyle

COGNITIVE DEVELOPMENT
- Cognition = the act of knowing and perceiving
- Includes changes in intellectual processes (knowledge & ability) in
  - Thinking
  - Learning
  - Remembering
  - Judging
  - Problem solving
  - Communicating
- Perceiving, thinking, understanding & using these skills to survive/excel in life
- Influenced by both heredity & environment

EMOTIONAL DEVELOPMENT
- Emotion is the state of feeling(s).
- Development of attachment, trust, security, love & affection; & other emotions/feelings & temperaments.
- Development of feelings & expressing them within the context of relationships with other people/objects.
- Development of concepts about self & autonomy.

SOCIAL DEVELOPMENT
- Emphasizes socialization process; moral development & relationships with others.
- Various context of development: family, neighbourhood, community, state, country, world.
- Human beings can influence & be influenced by the whole process of social development.
2. **DEVELOPMENT CONTINUES THROUGHOUT THE LIFE SPAN**

- Development starts upon conception and ends with death.
- Some aspects of physical growth stop, developments in terms of change & adaptation continues.
- There are sickly infants/adolescents who manage to live as healthy adults.
- Emotional maturation; socialization continues; cognitive development continues.

3. **HEREDITY & ENVIRONMENT INFLUENCE DEVELOPMENT**

- Human development is influenced by both factors.
- The concept of “Nature (heredity) versus Nurture (environment)” stressed the importance of HOW to USE/CONTROL the influence of both in order to optimize development.
- Some aspects of development seemed to be influenced more by one factor over the other; but most aspects are influenced by both.

4. **DEVELOPMENT REFLECTS CONTINUITY & DISCONTINUITY**

- Certain aspects of development are gradually and continuously growing or changing (e.g. physical, language)
- Other aspects of development progress in distinct stages; each preceded by abrupt changes – from one stage to the other.
- Continuous development indicate high influence of environmental factor.
- Discontinuous/stage theory indicate heredity.

5. **DEVELOPMENT IS CUMULATIVE**

- Our lives are influenced by events that had happened before (earlier experiences).
- Early experiences accumulate and impacted later lives.
- Studies have shown relationships between negative experience and bad outcome.
- NOT ALL CASES!

6. **DEVELOPMENT REFLECTS STABILITY & CHANGE**

- Certain aspects of development remain stable; others changed.
- i.e. a problematic teenager may end up as a successful adult.
- Personality may or may not change over time.
7. DEVELOPMENT IS VARIABLE

- Human beings experience variability in growth & development.
- An adolescent may be big in size (height & weight / look) as compared to his/her peers; but still think like a small child.

8. DEVELOPMENT IS CYCLICAL & REPEETITIVE

- Some aspects of development may repeat during different phases in life
- Identity crisis is faced during adolescence; may be repeated at middle age
- Adjustment phases occur as we grow (from childhood to adulthood / single to married / single again / working to retire)

9. DEVELOPMENT REFLECTS INDIVIDUAL DIFFERENCES

- Individuals differ in terms of timing and rate of development.
- Height, weight, maturity, body build, physical abilities, health, cognitive ability, emotional reactions, personality, social ability ..., differ from one person to the other.
- General or average of these characteristics are normally referred to when we discuss development (i.e. average age when a child starts talking/walking/etc.).

10. DEVELOPMENT REFLECTS CULTURAL DIFFERENCES

- Cultural differences influence many aspects of development.
- i.e. western values promote independence; others may promote closeness with parents; differences in racial/ethnic; educational level may influence quality of parent-child relationship; meaning of puberty, arranged marriage; age at marriage.
- Certain aspects of development are “prescribed” in certain culture.

11. DEVELOPMENTAL INFLUENCES ARE RECIPROCAL

- Reciprocal influences of environment & significant others on child well-being & children on caregivers.
- A pleasant, easy to smile infant “attracts” more.
- The effect is bidirectional, and thus influence overall development.

SUMMARY

- At least 11 established perspectives looking at how human beings develop within the environments.
- Each perspective focuses on certain concepts.
- Understanding the claims may increase our own understanding of who we are.
New (additional) perspective:

Development involves changing of allocation & resources.
- Investment of resources (time, energy, talent, money & social support) are varied across life span
- Resources are used for GROWTH, MAINTENANCE, RECOVERY, DEALING WITH LOSS
- During childhood / young adulthood - resources go for growth; mid-life - balanced use; old age – regulations of losses.

DEVELOPMENTAL TASKS ....

- Emphasized the interrelationship of physical, social, emotional, and intellectual aspects of development.

DEVELOPMENTAL TASKS ....

Definition:
- A developmental task is a task to be performed or achieved during a certain period in a person’s life.
- It represents culture’s definition of "normal" development at different points in the life span.

DEVELOPMENTAL TASKS ....

Definition:
- It consist of a set of skills and competences that are acquired as the person gains increased mastery over the environment.
- Many developmental tasks are related to the society in which an individual lives.

DEVELOPMENTAL TASKS ....

Most people accomplish developmental tasks in a certain order.
- Successfully accomplish one task before going on to a task at the next level.
- Interrelationship of the factors.
### Developmental Tasks

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<thead>
<tr>
<th>No</th>
<th>Life Stage</th>
<th>Developmental Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Infancy</td>
<td>1 Social attachment</td>
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<td>2 Sensorimotor intelligence and primitive causality</td>
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<td>3 Object permanence</td>
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<td>4 Maturation of motor function</td>
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<td>2</td>
<td>Toddlerhood</td>
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<td>2 Language development</td>
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<td>4 Elaboration of locomotion</td>
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<td>Early School Age</td>
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<td>3 Concrete operations</td>
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<td>4 Group play</td>
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<td>4 Team play</td>
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<td>2 Formal operations</td>
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<td>6</td>
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<td></td>
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<td>2 Sex role identity</td>
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<td>3 Internalized morality</td>
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<td>4 Career choice</td>
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<td>3 Developing a point of view about death</td>
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### Psychosocial Crisis

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<tr>
<td>1</td>
<td>Infancy</td>
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<td>Toddlerhood</td>
<td>Autonomy versus shame and doubt</td>
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<td>3</td>
<td>Early School Age</td>
<td>Initiative versus guilt</td>
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<td>Middle School Age</td>
<td>Industry versus inferiority</td>
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<td>Adolescence</td>
<td>Identity versus role diffusion</td>
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<td>6</td>
<td>Young Adulthood</td>
<td>Intimacy versus isolation</td>
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<td>7</td>
<td>Middle Adulthood</td>
<td>Generativity versus stagnation</td>
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<tr>
<td>8</td>
<td>Later Adulthood</td>
<td>Integrity versus despair</td>
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