Student Kit

Domain Research

Using Bronfenbrenner’s Ecological Systems Theory and your text, complete the theorists’ tables included in this handout to guide your decision-making process for your case study. You have tables for all major schools of thought affecting our understanding of lifespan development including the biological, cognitive, and socioemotional domains. You are also expected to consider broad impacts of the events in the life of your case study and how these might affect the three domains of development. Finally, you should always keep in mind the role cultural nuances play in augmenting or ameliorating these effects.

## Biological Theory

Freud

| Developmental Stage & Age | Foci | |
| --- | --- |
| Oral (birth - 1yr)  mouth, tongue, lips | |
| Immediate Impact | Potential Impact |
| Anal (1yr-3yrs)  anus | |
| Immediate Impact | Potential Impact |
| Phallic (3yrs-6yrs)  genitals | |
| Immediate Impact | Potential Impact |
| Latency (6yrs-~11yrs)  none | |
| Immediate Impact | Potential Impact |
| Genital (~11yrs)  genitals | |
| Immediate Impact | Potential Impact |

## Cognitive Theory

PIAGET

| Developmental Stage & Age | Processes | |
| --- | --- |
| Sensorimotor (birth - 2yrs)  Acquire knowledge through sensory experiences and manipulating objects.   * Object Permanence * Stranger Anxiety | |
| Immediate Impact | Potential Impact |
| Preoperations (2 yrs - 7yrs)   * Learn through pretend play.- * Still struggle with logic and taking others’ perspectives. * Egocentric * No mathematical transformations. * No conservation. * No reversibility. | |
| Immediate Impact | Potential Impact |
| Concrete Operations (7 - 11yrs)   * Concrete logic and reasoning. * No longer egocentric. * Conservation * Mental rotations/mathematical transformations * Reversibility | |
| Immediate Impact | Potential Impact |
| Formal Operations (11yrs+)  Abstract reasoning. | |
| Immediate Impact | Potential Impact |

VYGOTSKY

| Sociocultural Framework | Processes |
| --- |
| More Knowledge Others  Adults or peers with knowledge beyond that of the child who can pull the child forward into his/her learning. |
| Immediate Impact |
| Potential Impact |
| (Un)favorable Conditions  Any external conditions (e.g., neighborhood, school, church) that may hinder or help learning. |
| Immediate Impact |
| Potential Impact |
| Scaffolding  Creating a structure for learning based on the child’s current knowledge and sociocultural aids to assist with the learning of new information. |
| Immediate Impact |
| Potential Impact |
| Physical Conditions  Biological and/or immediate physical surroundings that reinforce scaffolding or make scaffolding more difficult. |
| Immediate Impact |
| Potential Impact |

## Socioemotional Theory

Erikson

| Developmental Stage & Age | Foci | Resolution | |
| --- | --- |
| Basic Trust v. Mistrust (birth - 1yr)  Children develop a sense of trust with caregivers provide reliability, care, and affection? Lack leads to mistrust. Resolution: hope | |
| Immediate Impact | Potential Impact |
| Autonomy v. Shame and Doubt (1yr-3yrs)  Children develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy; failure results in feelings of shame and doubt. Resolution: will | |
| Immediate Impact | Potential Impact |
| Initiative v. Guilt (3yrs-6yrs)  Children begin asserting control and power over the environment. Success leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt. Resolution: purpose | |
| Immediate Impact | Potential Impact |
| Industry v. Inferiority (6yrs-12yrs)  Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure result in feeling of inferiority. Resolution: competence | |
| Immediate Impact | Potential Impact |
| Identity v. Role Confusion (12yrs-19yrs)  Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to oneself, while failure leads to role confusion and a weak sense of self. Resolution: fidelity | |
| Immediate Impact | Potential Impact |
| Identity v. Role Confusion (12yrs-19yrs)  Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation. Resolution: love | |
| Immediate Impact | Potential Impact |
| Generativity v. Stagnation (26yrs-54yrs)  Adults create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment; failure results in shallow involvement in the world. Resolution: care | |
| Immediate Impact | Potential Impact |
| Integrity v. Despair (65yrs+)  Older adults look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom; failure results in regret, bitterness, and despair. Resolution: wisdom | |
| Immediate Impact | Potential Impact |

Kohlberg

| Developmental Stage & Age | Processes | |
| --- | --- |
| Pre-conventional (birth –7yrs): Focus on the Self  *sub1: Punishment and Obedience: Might Makes Right*  Punishment Avoidance: whatever leads to punishment is wrong | |
| Immediate Impact | Potential Impact |
| *sub2: Instrumental Exchange: The Egoist*  Reward Attraction: whatever leads to reward is right | |
| Immediate Impact | Potential Impact |
| Conventional (7yrs-13yrs): Focus on Self + in Relation to Others  *sub3: Conformity: The Good Boy/Good Girl* | |
| Immediate Impact | Potential Impact |
| *sub4: Law and Order*  The Good Citizen | |
| Immediate Impact | Potential Impact |
| Post-conventional (13yrs+): Focus on Others  *sub5: Social Contract: The Philosopher King* | |
| Immediate Impact | Potential Impact |
| *sub6: Universal Ethical Principles: The Messiah* | |
| Immediate Impact | Potential Impact |

Gilligan

| Developmental Stage & Age | Goals and Transitions | |
| --- | --- |
| Pre-conventional (birth –7yrs): Goal = individual survival | |
| Immediate Impact | Potential Impact |
| Transition | |
| *from selfishness to responsibility to others* | |
| Conventional (7yrs-13yrs): Goal = self-sacrifice is goodness | |
| Immediate Impact | Potential Impact |
| Transition | |
| *from “goodness” to recognition that the individual is a person too* | |
| Post-Conventional (13yrs+): Goal = do no harm to others or the self | |
| Immediate Impact | Potential Impact |

## General Developmental Domain Impacts

| Developmental Stage & Age | Goals and Transitions | |
| --- | --- |
| Pregnancy and Childbirth | |
| Immediate Impact | Potential Impact |
| Infancy and Toddlerhood | |
| Immediate Impact | Potential Impact |
| Early Childhood | |
| Immediate Impact | Potential Impact |
| Middle Childhood | |
| Immediate Impact | Potential Impact |
| Late Childhood | |
| Immediate Impact | Potential Impact |
| Adolescence | |
| Immediate Impact | Potential Impact |
| Emerging Adulthood/Early Adulthood | |
| Immediate Impact | Potential Impact |
| Middle Adulthood | |
| Immediate Impact | Potential Impact |
| Late Adulthood/End of Life | |
| Immediate Impact | Potential Impact |

Biological

Cognitive

| Developmental Stage & Age | Goals and Transitions | |
| --- | --- |
| Pregnancy and Childbirth | |
| Immediate Impact | Potential Impact |
| Infancy and Toddlerhood | |
| Immediate Impact | Potential Impact |
| Early Childhood | |
| Immediate Impact | Potential Impact |
| Middle Childhood | |
| Immediate Impact | Potential Impact |
| Late Childhood | |
| Immediate Impact | Potential Impact |
| Adolescence | |
| Immediate Impact | Potential Impact |
| Emerging Adulthood/Early Adulthood | |
| Immediate Impact | Potential Impact |
| Middle Adulthood | |
| Immediate Impact | Potential Impact |
| Late Adulthood/End of Life | |
| Immediate Impact | Potential Impact |

Socioemotional

| Developmental Stage & Age | Goals and Transitions | |
| --- | --- |
| Pregnancy and Childbirth | |
| Immediate Impact | Potential Impact |
| Infancy and Toddlerhood | |
| Immediate Impact | Potential Impact |
| Early Childhood | |
| Immediate Impact | Potential Impact |
| Middle Childhood | |
| Immediate Impact | Potential Impact |
| Late Childhood | |
| Immediate Impact | Potential Impact |
| Adolescence | |
| Immediate Impact | Potential Impact |
| Emerging Adulthood/Early Adulthood | |
| Immediate Impact | Potential Impact |
| Middle Adulthood | |
| Immediate Impact | Potential Impact |
| Late Adulthood/End of Life | |
| Immediate Impact | Potential Impact |

Cultural

| Developmental Stage & Age | Goals and Transitions | |
| --- | --- |
| Pregnancy and Childbirth | |
| Immediate Impact | Potential Impact |
| Infancy and Toddlerhood | |
| Immediate Impact | Potential Impact |
| Early Childhood | |
| Immediate Impact | Potential Impact |
| Middle Childhood | |
| Immediate Impact | Potential Impact |
| Late Childhood | |
| Immediate Impact | Potential Impact |
| Adolescence | |
| Immediate Impact | Potential Impact |
| Emerging Adulthood/Early Adulthood | |
| Immediate Impact | Potential Impact |
| Middle Adulthood | |
| Immediate Impact | Potential Impact |
| Late Adulthood/End of Life | |
| Immediate Impact | Potential Impact |