

Psychosocial Development	Psychosexual Development
<p>Stage I: 0 - 2 years. <i>Trust vs Mistrust</i></p> <ul style="list-style-type: none"> ○ Feeding ○ Children develop a sense of trust when caregivers provide reliability, care, and affection. ○ A sense of trust helps the acceptance of limits and boundaries. ○ A lack of this will lead to mistrust. <p>Stage II: 2 - 4 years. <i>Autonomy vs Shame</i></p> <ul style="list-style-type: none"> ○ Toilet Training ○ Children need to develop a sense of personal control over physical skills and a sense of independence. ○ It prevents a healthy acceptance of limits. ○ The child feels devastated by small crises. ○ Success leads to feelings of autonomy, failure results in feelings of shame and doubt. <p><i>why a child is restricted from touching various objects at home, and then sent to a Montessori school to play 'sensorial' games!</i></p> <p>This is also the age when feelings are beginning to be expressed. It is important not to condemn feelings the child may hold, such as anger or jealousy, but to help the child be sensitive to his behavioural expressions in a particular situation.</p> <p>Stage III: 4 - 6 years. <i>Initiative vs Guilt</i></p> <ul style="list-style-type: none"> ○ Exploration ○ Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. ○ Children who try to exert too much power experience disapproval, resulting in a sense of guilt. 	<p>Freud (1905) proposed that psychological development in childhood takes place in a series of fixed stages.</p> <p>These are called psychosexual stages because each stage represents the fixation of libido (roughly translated as sexual drives or instincts) on a different area of the body. As a person grows physically certain areas of their body becomes important as sources of potential frustration (erogenous zones), pleasure or both.</p> <p><u>Freud</u> believed that life was built round tension and pleasure. Freud also believed that all tension was due to the build up of libido (sexual energy) and that all pleasure came from its discharge.</p> <p>In describing human personality development as psychosexual Freud meant to convey that what develops is the way in which sexual energy accumulates and is discharged as we mature biologically. (NB Freud used the term 'sexual' in a very general way to mean all pleasurable actions and thoughts).</p> <p>Freud stress that the first five years of life are crucial to the formation of adult personality. The id must be controlled in order to satisfy social demands; this sets up a conflict between frustrated wishes and social norms.</p> <p>The ego and superego develop in order to exercise this control and direct the need for gratification into socially acceptable channels. Gratification centers of different areas of the body at different stages of growth, making the conflict at each stage psychosexual.</p> <p>The Role of Conflict</p> <p>Each of the psychosexual stages is associated with a particular conflict that must be resolved before the individual can successfully advance to the next stage. The resolution of each of these conflicts requires the expenditure of sexual energy and the more energy that is expended at a particular stage the more the important characteristics of that stage remain with the individual</p>

Psychosocial Development	Psychosexual Development
<p>Some features of a kindergarten programme suggest themselves from these perceptions.</p> <ol style="list-style-type: none"> The child must be allowed room for the expression of imagination, such as playing with various natural, simple materials, and role-playing. Ready-made toys often inhibit this expression, as there is very little that can be done imaginatively with most of them. For example, a matchbox can become a car or an aircraft, but a ready-made car cannot become anything other than what it is. It can only be manipulated. Stories and songs that stimulate the imagination can be introduced. Real-life activities like serving food, chopping vegetables or making chappatis, prepare children for participation in the community around them. Children of this age are capable of contributing productively to the environment in which they live. I would go so far as to say that it is vital that they do so, and that they feel their contribution is 'real' and not just 'pretend'. This is commonly observed in poorer families, where children of this age take charge of the younger siblings and certain home responsibilities. <p>Child-directed activities where the child chooses her activity and repeats it as often as she wants must be encouraged. This again is an opportunity for the child to show initiative and take responsibility. Ridiculing, making fun of the child's imagination, and subtle or overt expectation can inhibit the natural sense of initiative. One may also distort the child's initiative by linking it to reward and performance. Lying should be dealt with sensitively at this age, as spinning imaginative stories may not be the same as lying. Discouraging initiative by inducing guilt or shame may lead to a repressed child, or to one who does things on the sly.</p>	<p>as he matures psychologically.</p> <p>To explain this Freud suggested the analogy of military troops on the march. As the troops advance they are met by opposition or conflict. If they are highly successful in winning the battle (resolving the conflict) then most of the troops (libido) will be able to move on to the "next battle (stage).</p> <p>But the greater the difficulty encountered of any particular point the greater the need for troops to remain behind to fight and thus the fewer that will be able to go on to the next confrontation.</p> <p>Frustration, Overindulgence and Fixation</p> <p>Some people do not seem to be able to leave one stage and proceed on to the next. One reason for this may be that the needs of the developing individual at any particular stage may not have been adequately met in which case there is frustration. Or possibly the person's needs may have been so well satisfied that he is reluctant to leave the psychological benefits of a particular stage in which there is overindulgence.</p> <p>Both frustration and overindulgence (or any combination of the two) may lead to what psychoanalysts call fixation at a particular psychosexual stage.</p> <p>Fixation refers to the theoretical notion that a portion of the individual's libido has been permanently 'invested in a particular stage of his development. It is assumed that some libido is permanently invested in each psychosexual stage and thus each person will behave in some ways that are characteristic of infancy, or early childhood.</p> <p>Psychosexual Stages of Development</p> <p>You can remember the order of these stages by using the mnemonic: "old (oral) age (anal) pensioners (phallic) love (latent) grapes (genital).</p>

Psychosocial Development	Psychosexual Development
<p>Stage IV: 6 - 12 years. <i>Industry vs Inferiority</i></p> <ul style="list-style-type: none"> ○ School age ○ Children need to cope with new social and academic demands. ○ Success leads to a sense of competence, while failure results in feelings of inferiority. ○ What do we communicate to the child about his 'being'? Adults affirm competence, and that becomes a strong motivation for the child to pursue an activity. ○ Vitally important to help the child feel that he can pursue a task and do it well. ○ Small learning targets may be set in a variety of areas. There seems to be a clear case for a firm and consistent demand for the child to actually reach the target, and show proof of learning, not just of engagement. ○ Junior and middle school is a time to validate the child in his or her own multiple talents and to build a work ethic. ○ Curriculum must include a different kind of input to cater to this. Observational exercises, area studies, understanding the flow of resources and materials, examining lifestyle through resource audits, are some of the activities that have been tried out in our school, and have proved very helpful in this regard <p>Stage V: 12 - 19 years. <i>Identity vs Role Confusion</i></p> <p>The questions arising at this stage are, 'Who am I?', 'What are my values?', 'What is my identity?' Identity is defined as the ability to exercise choice. This is the last stage relevant to school education</p> <ul style="list-style-type: none"> ○ Social Relationships ○ Teens needs to develop a sense of self and personal identity. 	<p>I. Pre-Genital Stages</p> <p>Stage One: Oral Stage (0-2 years)</p> <ul style="list-style-type: none"> • Occurs during the first 18 months of life (Santrock, 2004) • Pleasure centers around the mouth and the ingestion of food • Chewing, sucking, biting and swallowing are the chief source of pleasure • These actions reduce tension in the infant <p>Stage Two: Anal Stage (2-4 years)</p> <ul style="list-style-type: none"> • Occurs between 1 ½ and 3 years of age (Santrock, 2004) • Pleasure centers around the anus or the eliminative functions • Withholding elimination until its ultimate release is a source of pleasure • The exercise of anal muscles reduces tension <p>II. Genital Stages</p> <p>Stage Three: Phallic Stage (4-7 years)</p> <ul style="list-style-type: none"> • Occurs between the ages of three and six (Santrock, 2004) • Pleasure centers around the genitals • Self-manipulation is the chief source of pleasure • The child identifies with the same-sex parent to reduce tension <p>Stage Four: Latency Stage (7-12 years)</p> <ul style="list-style-type: none"> • Occurs between approximately 6 years of age and puberty (Santrock, 2004) • Pleasure centers around social interactions with others

Psychosocial Development	Psychosexual Development
<ul style="list-style-type: none"> ○ Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. ○ Stage where values have to be chosen, beliefs understood and the 'self' explored. If values are imposed rather than chosen by the child herself, they are not internalised and there is a lack of meaning in later life. ○ How are these values chosen? Erikson says that adolescents are often influenced by role models and tend to imitate and hold their values. Individuating without rebellion is important for a healthy sense of self. ○ Of supreme importance is the need for an open and warm relationship between the adult and the young adolescent, which will keep channels of communication open. For instance, since it is evident that the young adult is influenced by role models promoted by the media or society at large, it is important that we help her see that all imitation is limited and cripples creativity. This is also the stage when we can explore issues of responsibility to society and the world at large. ○ An awareness of such psychological findings does, no doubt, widen a teacher's horizons. It sets us thinking about what is appropriate at each stage, in our approaches to teaching and learning, and may thus help enrich the school's curricular objectives. All the same, the limitations of a theory, any theory, must be underscored. Any theory is just a framework and cannot substitute for but only aids the teacher's ability to observe and respond to students. <p>Stage VI: 19-40 years. <i>Intimacy vs Isolation</i></p> <ul style="list-style-type: none"> ○ Relationships ○ Young adults need to form intimate, loving 	<ul style="list-style-type: none"> • Child represses all interest in sexuality • The child channels his/her energy into emotionally acceptable relationships to reduce the tension experienced in the phallic stage. <p>Stage Five: Genital Stage (13 onwards)</p> <ul style="list-style-type: none"> • Occurs from puberty through adulthood (Santrock, 2004) • The genital stage is a time of sexual reawakening • The source of pleasure now becomes someone outside of the family • Freud believed that unresolved conflicts with parents reemerge during adolescence. When these conflicts have been resolved, the individual is capable of developing a mature love relationship and functioning independently as an adult. <p>Oedipus Complex</p> <p>The most important aspect of the phallic stage is the Oedipus complex. This is one of Freud's most controversial ideas and one that many people reject outright.</p> <p>The name of the Oedipus complex derives from Greek myth where Oedipus, a young man, kills his father and marries his mother. Upon discovering this he pokes his eyes out and becomes blind. This Oedipal is the generic (i.e. general) term for both Oedipus and Electra complexes.</p> <p>In the young boy, the Oedipus complex or more correctly conflict, arises because the boy develops sexual (pleasurable) desires for his mother. He wants to possess his mother exclusively and get rid of his father to enable him to do so. Irrationally, the boy thinks that if his father were to find out about all this, his father would take away what he loves the most. In the phallic stage what the boy loves most is his penis. Hence the</p>

Psychosocial Development	Psychosexual Development
<p>relationships with other people.</p> <ul style="list-style-type: none"> ○ Success leads to strong relationships, while failure results in loneliness and isolation. <p>Stage VII: 40-65 years. <i>Generativity vs Stagnation</i></p> <ul style="list-style-type: none"> ○ Work and Parenthood ○ Adults need to 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, while failure results in shallow involvement in the world. <p>Stage VIII: 65 to death. <i>Ego Integrity vs Despair</i></p> <ul style="list-style-type: none"> ○ Reflection on Life ○ Older adults need to look back on life and feel a sense of fulfillment. ○ Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair. 	<p>boy develops castration anxiety.</p> <p>A problem the little boy then sets out to resolve by imitating, copying and joining in masculine dad-type behaviors. This is called identification, and is how the three-to-five year old boy resolves his Oedipus complex. Identification means internally adopting the values, attitudes and behaviors of another person. The consequence of this is that the boy takes on the male gender role, and adopts an ego ideal and values that become the superego.</p> <p>Freud (1909) offered the little Hans case study as evidence for the oedipus complex.</p> <p>Electra Complex</p> <p>For girls, the Oedipus or Electra complex is less than satisfactory. Briefly, the girl desires the father, but realizes that she does not have a penis. This leads to the development of penis envy and the wish to be a boy.</p> <p>The girl resolves this by repressing her desire for her father and substituting the wish for a penis with the wish for a baby. The girl blames her mother for her 'castrated state' and this creates great tension. The girl then represses her feelings (to remove the tension) and identifies with the mother to take on the female gender role.</p>