From Freud to Baumrind:
A Selection of
Child Development &
Parenting Theories

Why Study Child & Parenting Development Theories?

## Learning Goal (Begin with the End in Mind)

- Understand views on child development

- Understand influences of views on parenting and families

- Analyze the benefits and consequences of the various theories

*Sigmund Freud • Erik Erikson •
Maria Montessori • Jean Piaget •
Abraham Maslow • John Bowlby •
• B.F. Skinner • Benjamin Spock •
Diana Baumrind •*

MINDS ON
How does this happen?
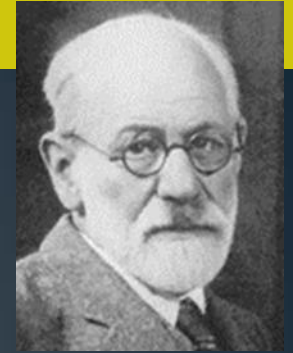
Sigmund Freud (1856-1939)
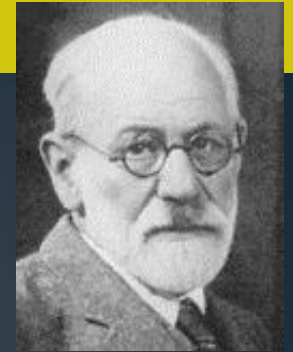
Psychoanalytic Theory

The unconscious is the source of motivations.

- Individuals go through stages in childhood and adolescence that shape their adult personality.

- Behaviour is influenced by the unconscious mind.

- Early experiences, particularly with parents, affect development in later life.
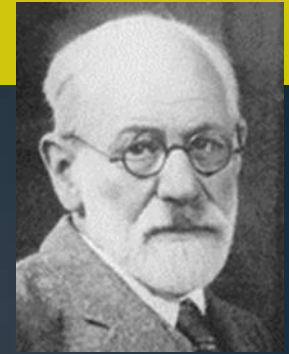
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Sigmund Freud (1856-1939)

Psychoanalytic Theory

The unconscious is the source of motivations.

The personality development of a child is complex.

- Psychic Life Functions:

  - **ID** - present at birth; directs need gratification; pleasure seeking; and pain avoidance.

  - **EGO** - Responsible for contact with day to day reality; predicts probable outcomes of behaviour choices.

  - **SUPEREGO** - Internal interpretation of the rules and values of the environment.

Psychoanalytic Theory

The unconscious is the source of motivations.

- Stage Theory of Psychosexual Development:
  - Going through each stage can result in either successful completion or a healthy personality or can result in failure, leading to an unhealthy personality.

- Oral Stage (Birth to 18 months).

- Anal Stage (18 months to three years).

- Phallic Stage (ages three to six).

- Latency Stage (age six to puberty).

- Genital Stage (puberty on).

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Psychosexual Stages

Oral Stage Birth to 18 months

- Child is focused on oral pleasures (sucking).
  - Too much or too little gratification can result in an oral fixation which is evidenced (shown) by a preoccupation with oral activities.

- This type of personality may have a stronger tendency to smoke, drink alcohol, over eat, or bite his or her nails.
  - Personality wise, these individuals may become overly dependent upon others, gullible, and perpetual followers (sheep).
  - On the other hand, they may also fight these urges and develop pessimism and aggression toward others.

Psychosexual Stages

Anal Stage 18 months to 3 years

- Child's focus of pleasure is on eliminating (going) or retaining poop.

    - Through society's pressure, mainly via parents, the child has to learn to control anal stimulation.

- In terms of personality, effects of an anal fixation during this stage can result in an obsession with cleanliness, perfection, & control (anal retentive).

- Or on the opposite end of the spectrum, they may become messy and disorganized (anal expulsive).

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Psychosexual Stages

Phallic Stage 3 to 6 years

- The pleasure zone switches to the genitals.

- Freud believed that during this stage boys develop unconscious sexual desires for their mother.

  - Because of this, boys become rivals with their fathers and see him as competition for their mother's affection.

  - During this time, boys also develop a fear that their father will punish them for these feelings, such as by castrating them.

  - This group of feelings is known as Oedipus Complex (after the Greek Mythology figure who accidentally killed his father and married his mother).

  - The female version of this is known as the Electra Complex.

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Psychosexual Stages

Latency Stage 6 years to puberty

- It's during this stage that sexual urges remain repressed and children interact and play mostly with same sex peers.

Psychosexual Stages

Genital Stage puberty onward

- The final stage of psychosexual development begins at the start of puberty when sexual urges are once again awakened.

- Theoretically, (heteronormatively) through lessons learned during the previous stages, adolescents direct their sexual urges toward opposite sex peers, with the primary focus of pleasure is the genitals.
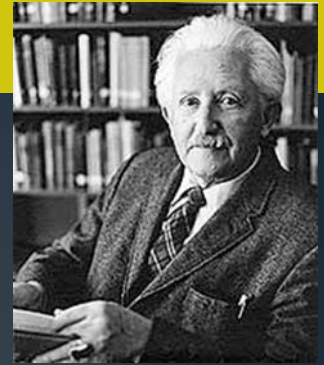
Psychosocial Theory
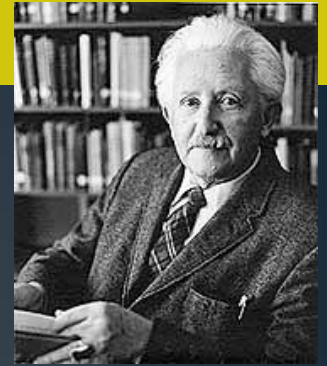
There are stages of psycho social development.

- Humans develop throughout their life span in eight stages.

- As we grow, the goal is to develop a healthy personality.

- The development occurs through social interaction which affects psychological development.

- At each stage, there is a task that the individual "wins" or "loses".

  - If an individual does not come out on the winning side of a stage they still proceed to the next stage based on age and chronology.

  - The results of one stage may influence success or failure at the next.

  - However some argue that the consequences may be alterable later in life.

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Psychosocial **Theory**

There are stages of psycho social development.

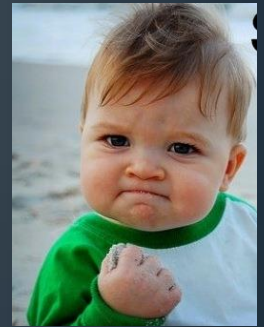- Psychosocial Stages:

  - **Trust vs. Mistrust** (0-12 to 18 mos.)

    - Infant forms a loving, trusting relationship with parent or is frustrated and lacks self-confidence.

  - **Autonomy vs. Doubt** (18 mos. to 3 years)

    - Child needs to develop independence with firm, gradual and kindly support of parents so the child does not lose self-esteem.
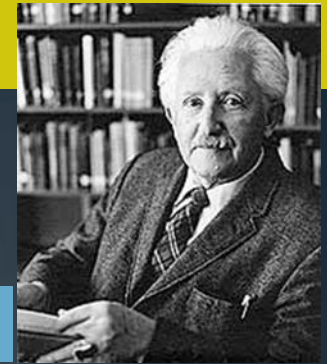
  - **Initiative vs. Guilt** (4-6 years)

    - Child gains skill in language and exploring and needs guidance from parents to proceed in life in a self-confident, guilt-free way.

Psychosocial Theory

There are stages of psycho social development.

- Psychosocial Stages:

  - **Industry vs. Inferiority** (7-12+ years)

    - Child pursues and completes activities that produce something and gain recognition from parents, teachers and friends. Failure makes the child feel inadequate and inferior.

  - **Identity vs. Role Confusion** (12-18 years)

    - The sense of "who I am" and what part I play in society (occupation, politics, sex roles, religion, etc.) is determined. Parents have new expectations for the adolescent. Those who don't develop a clear sense of who they are, may be insecure, confused and lack self-esteem.

(There are more stages for adults, not shown here.)

Parents as Early Educators

Parents guide their children's development.

- Each child has an innate unique talent.

- Children should be guided with love and affection to expected behaviour.

- Children should use hands-on activities to learn how to care for themselves and a home.

- Parents should be aware that learning takes place in a sequence.

- Parents should not be too quick to criticize or correct.

- Parents should encourage their child to do as much as possible on their own.

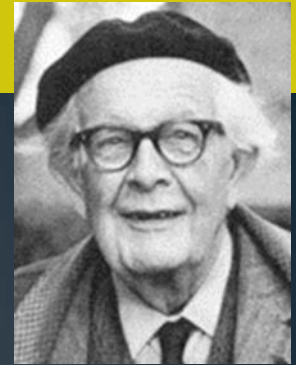Does this connect to Freud or Erikson? If so… how?

Cognitive Development
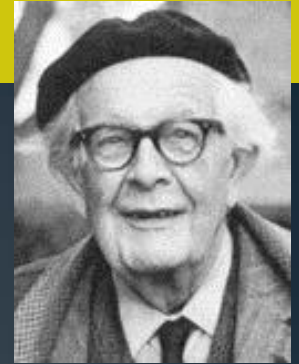
Understanding & supporting a child's learning.

- Two processes are essential for development:
  - Assimilation
    - Learning to understand events or objects, based on existing structure.
  - Accommodation
   - Expanding understanding, based on new information.

Cognitive Development

Understanding & supporting a child's learning.

- Sensorimotor (Birth – 2 years)

  - Learning about world through 5 senses (see, feel, hear, smell & taste).

  - ~6 months develop the concept of object permanence (objects that disappear still exist in reality).

  - Learning to control and manipulate muscles (small & large motor skills).

  - Learning about self (egocentric).

  - Learning from trial and error (12-18 months).

  - Thinking about how to do something without actually doing it.

- Preoperational (2-7 years)

  - Learning by using language and mental images.

  - Learning to internalize thought process.

  - Continuing to be egocentric.

 - Learning by watching and performing.

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Cognitive Development
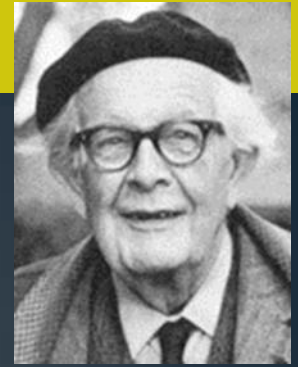
Understanding & supporting a child's learning.

- Concrete Operational (6 or 7-12 years)
  - Learning to understand someone else's point of view.
  - Learning to resolve problems with logic.
  - Learning conservation (amounts of liquid remain the same, even if the shape changes).

- Formal Operations (13 years – adult)
  - Thinking logically, abstractly, and hypothetically.
  - Testing theories by hypotheses.
  - Understanding right vs. wrong.
  - Glimpse of complexity of knowledge in teens leads some to believe they understand nothing and others to believe they are on the verge of understanding everything.
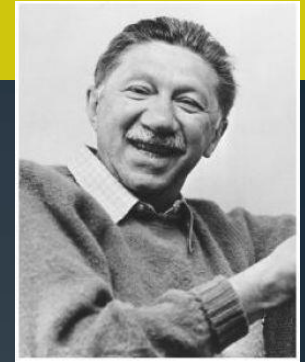
Human Needs Theory

Human needs influence each person's development.

- Humans have a hierarchy of needs and this motivates behaviour and the acquisition of these affects personality.
  - for example- a person who is busy trying to get affection and acceptance, but is not very successful, may become more of an introvert, or may become more passive and agreeable if they think this is needed, or may become easily influenced by others, or conversely, a person who has all the love and acceptance they need from their family and friends, may be very confident, have a high self-esteem and be less easily influenced by others.
- Lower needs must be filled before upper-level needs receive attention.
- Child's genetic potential will not flourish unless they are nurtured by adults as they grow.

Maslow's Hierarchy of Needs

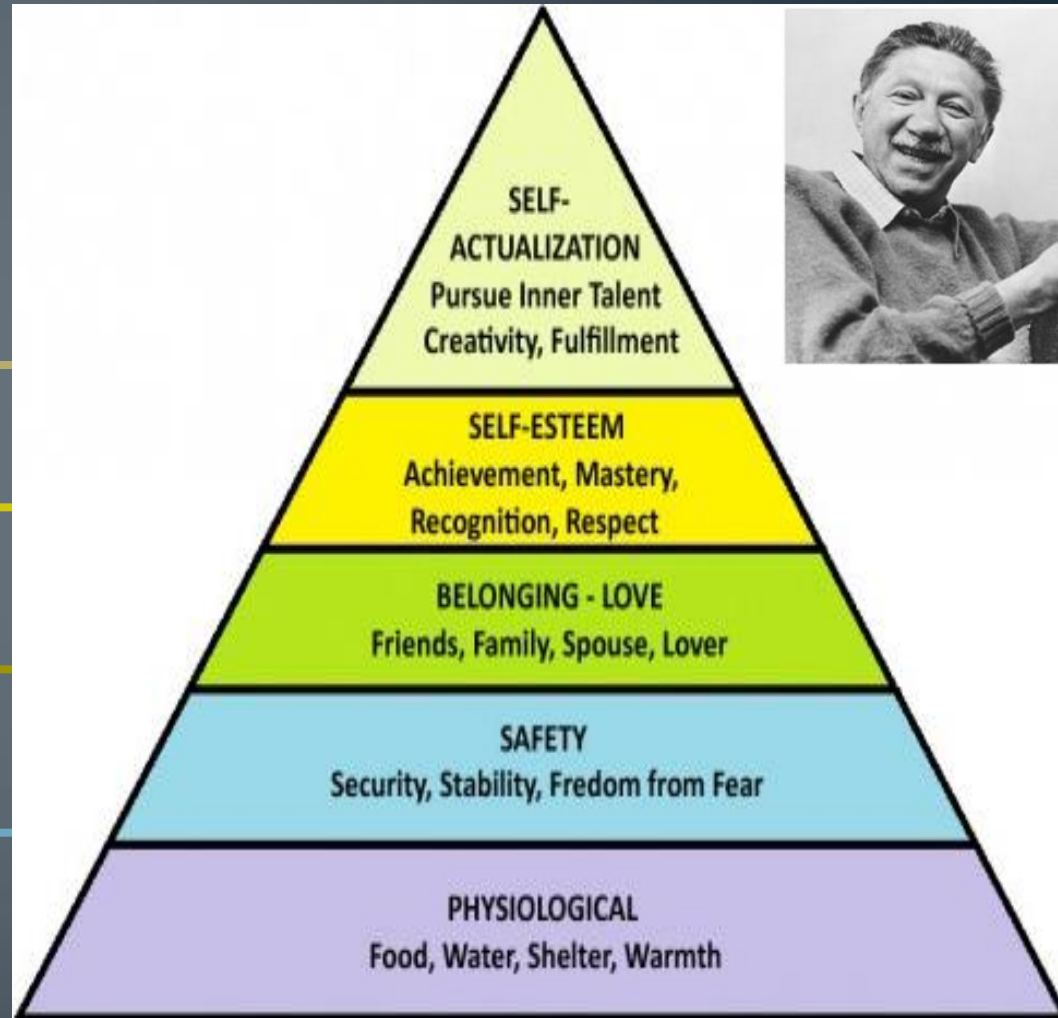Parents may provide or support the meeting of these needs

Need to maximize one's potential.

Need for recognition & the esteem of others.

Need for acceptance, family, friends, affection & intimacy.

Need for security, stability, routine & order.

Need for shelter, food, clothes, air, sleep, and activity.

SELF-ACTUALIZATION
Pursue Inner Talent
Creativity, Fulfillment

SELF-ESTEEM
Achievement, Mastery,
Recognition, Respect

BELONGING - LOVE
Friends, Family, Spouse, Lover

SAFETY
Security, Stability, Fredom from Fear

PHYSIOLOGICAL
Food, Water, Shelter, Warmth
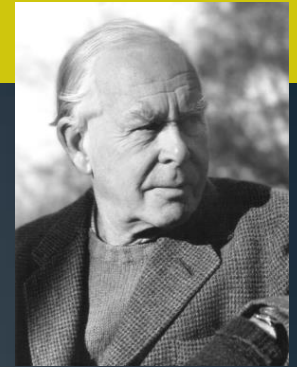
Attachment Theory

Bonding is an essential part of development.

- Parent's ability to adjust and accommodate to their child's behavioural style is the key determinant of a child's attachment to a parent.

  - If a parent is warm and responsive then a child will be **securely attached** (cry when parent leaves, then greets parent happily upon their return).

  - If a parent is not sensitive or responsive then the child will be **anxious avoidant** (rarely frets when parent leaves and avoids the parent when they return).

  - If a parent is inconsistent, sometimes responsive, sometimes not, then the child will be **anxious resistant** (frets before parent leaves, seeks contact when parent returns, but also resists contact by pushing away).
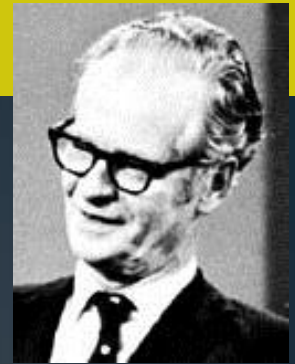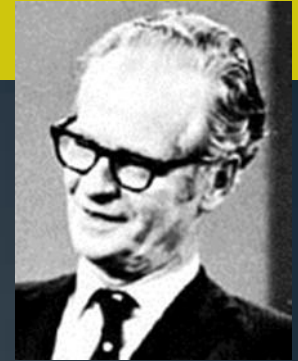
Operant Conditioning

Parents play a role in shaping behaviour.

- Emphasizes the role of the parent in reinforcing (rewarding) the child's behaviours.

- Consequences of a behaviour lead to changes in its frequency.

- Behaviour patterns will change if the child is rewarded, ignored or punished.

Operant Conditioning

Parents play a role in shaping behaviour.

- Conditioning functions:
  - **Shaping behaviour** - reinforcing a behaviour "close" to the desired behaviour.

- Consequences include:
  - **Positive reinforcement** - something that causes an act to increase in the future, i.e. a child smiles and gets a hug.
  - **Negative reinforcement** - child causes unpleasantness to cease, i.e. parents "lecture" stops when child cleans room.
  - **Punishment** - unpleasant act by parent discourages behaviour in the future, i.e. T.V. privileges taken away or spank.

Limited to only the specific behaviour – it does not cause the child to reflect on other behaviours or actions necessarily

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Baby and Child Care

Encourages parents to trust themselves & enjoy their baby.
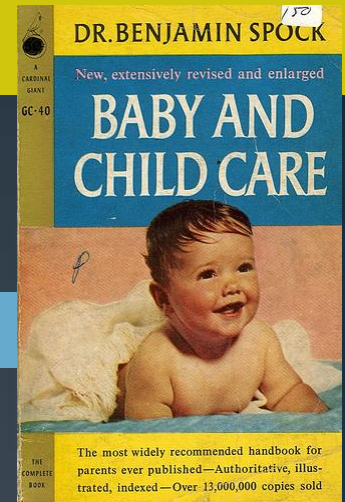
- Parents should:
  - Understand there are great differences between individual children — and that some children are more difficult than others.
  - Understand that parents have needs that should be met.
  - Understand that it's hard work to be a parent.
  - Love and respect their children – respond to them.
  - Feed babies when they're hungry.
  - Let their tired babies cry, after checking to make sure they aren't hungry, cold or need a diaper changed.
  - Understand there is a need to be flexible and responsive to baby's needs.

Diana Baumrind (1926-)

Parenting Styles Theory

Parenting styles influence development.

	Supportive Parent is accepting and child-centered	**Unsupportive** Parent is rejecting and parent-centered
Demanding Parent expects much of child	**Authoritative Parenting** Relationship is reciprocal, responsive; high in bidirectional communication	**Authoritarian Parenting** Relationship is controlling, power-assertive; high in unidirectional communication
Undemanding Parent expects little of child	**Permissive Parenting** Relationship is indulgent; low in control attempts	**Rejecting-Neglecting Parenting** Relationship is rejecting or neglecting; uninvolved

Parenting Styles Theory

Parenting styles influence development.

The Authoritative parent is…	His or her child is likely to be…
affectionate, engaged, sets limits and enforces consequences uses logic, reason and appropriate negotiation empowers a child's decision making	happy, responsible, and kind good at problem solving, self motivated & confident, cooperative, an excellent student and a leader
The Authoritarian parent…	His or her child is likely to be…
is emotionally aloof, strictl and in charge, likes to say "Because I said so" uses physical punishment is not overly concerned about a child's feelings	moody and anxious well behaved an average to good student a follower

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Parenting Styles Theory

Parenting styles influence development.

The Permissive parent…	His or her child is likely to be…
is affectionate, anxious to please, ends every sentence by asking "OK?"	demanding and whiny, easily frustrated
	lacking kindness and empathy (spoiled)
is indulgent, cannot say no and stick to it	a poor to average student, a follower
is easily manipulated	may have a lower self-esteem as they learn a lot by trial and error using their own judgement can sometimes backfire and then leave them feeling less capable
The Passive parent…	His or her child is likely to be…
is emotionally removed or indifferent	clingy and needy, inappropriate or rude
is uninvolved, abandons discipline	apathetic
is inconsistent and unpredictable	likely to get in trouble, a poorer student
	a follower

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Consolidation - Who am I?

Name each of the following theorists:

1. My theory states that human needs must be met at more basic levels before they move up to more complex levels.

2. My theory states that children learn cognitively at four distinct levels.

3. My theory lists stages people travel through during their entire lifetime.

4. I believed that early interactions with parents impact children's personality development.