

## LECTURE NOTE

**COURSE CODE:** HSM 311

**COURSE TITLE:** HUMAN DEVELOPMENT AND GROWTH I

**COURSE UNIT:** 2 UNITS

**COURSE SYNOPSIS:** Theories of development. Development changes in early infancy – coordination of parents and children behavior, mechanism of development change. Integration of the separate threads of development, The achievements of the first year – biological changes, motor development, cognitive changes, end of infancy – the development of child – caretaker relations.

### Course objective

At the end of this course, students should be able to –

- Discuss the specific theories relating to infancy stage
- Describe the changes in the sleeping, feeding and crying patterns
- Discuss the mechanism of developmental changes that is size, shape muscles, bone & the brain
- Describe the motor development
- Describe the motor development
- Discuss the cognitive changes

### Lecture I

#### THEORIES OF DEVELOPMENT

**Introduction** – Review of HSM 204 as a pre-requisite for HSM 311

Theories of development

Definition of theory – theory presents a set of concepts or propositions

Development theories – describes and understands changes in human development by discovering the principles that underlie the process of change.

Types of theories –

- i. Psychodynamic theories – pioneered by Sigmund Freud (1856 – 1939). Basically emphasizes the dynamic process which strongly influences an individual's social and emotional development and experiences.

- Psychoanalysis – primarily a method of treating disorderly behavior.
- ii. Psychosocial theory \_ postulated by Eric Erikson (1950).  
The theory extends beyond the period of adolescence. (However, the first 3 stages are relevant to infancy and early childhood)
- Trust VS mistrust Birth – 1 year
  - Autonomy VS Shame and Doubt
  - Initiative VS Guilt 3 – 6 years
- iii. Basic concepts on personality structure:
- The Id – present at birth
  - The ego – develops in early in infancy
  - The superego develops in early child hood

Psychosexual stages of development (in relation to infancy – early childhood)

- Oral stage – 0-1 years
- Anal stage: 1-3 years
- Phallic stage: 3-6 years

Cognitive theory of development – propounded by Jean Piaget. There are 4 stages. The first two are relevant to infant and early child hood –

- Stage I: Sensori motor operation stage 0-2 years. Has six phases. This runs from birth to two years of age
- Stage II: The pre operational stage 2-6 years

## **LECTURE II**

### **DEVELOPMENTAL CHANGES IN EARLY INFANCY**

- Patterns of sleeping – there are 7 seven states of arousal
- Patterns of feeding – unlike in the past which is 4 hourly.
- Today, babies are fed on demand
- Patterns of crying – their needs dictate the pattern of crying

Biological changes –

- Size and shape – changes as the infancy develops
- The brain – continues to grow in size and complexity between 3 – 12 months

Motor development – increase in infants motor control

Reaching and grasping – development of arm and hand movement proceeds in proximodistal sequence

Locomotion – develops in a cephalo caudal pattern

Cognitive development – 4 stage were put forth by Piaget. They are:

- Sensori motor – (0-2 years)
- Preoperational – (2-7 years)
- Concrete operational (7 – 11 years)
- Formal operational – (12 -15 years)

Sensori motor stage is the only stage relevant to infancy

Language development

- Crying – from birth
- Cooing – 2-4 months
- Babbling – 4-6 months
- Single words – 12 months
- Two word phrases – 18 months
- Longer phrases – 2 years
- Short sentences and questions 2 – 3 years

Developmental changes in early child hood

- Language acquisition and development
- Social development
- Sex role identity

## **Lecture III**

### **TERMINATION OF INFANCY STAGE**

- Biological maturation of the brain structure
- Motor control e.g. Walking, manual dexterity, control of elimination
- Completion of the sensori motor sub stages
- New mental abilities demonstrated through play activities
- Imitating behaviors are apparent

The development of child – character relations:-

- The course of attachment
- Explanation of attachment – e.g. Sigmund Freud's drive – reduction explanations, Erick Erikson's, psychosocial explanation, John Bowlby's evolutionary explanation
- Pattern of attachment
- Cause of different patterns of attachment
- Attachment to fathers and others.
- Stability of patterns of attachment

Anew sense of self –

- A sense of standards
- A sense of self description
- A sense of self recognition

## **Lecture IV**

### **THE CHILD AND PARENTAL SEPARATION**

Factors responsible for separation e.g. Work, war, hospitalization of either the mother or the child

Extended separation from parents

- Crèche
- Orphans
- Isolated children

Separation because of family discord, divorce or death

Psychiatric problems

Effect of separation on the child:

- Later year's emotional development
- Later year's psychological adjustment
- Behavioral problems e.g. Delinquency in later child hood
- Poor social development

Transactional Models of Development

Traces the way in which the characteristics of the child's environment interact across time to determine developmental outcomes

Hostile home environment would affect development negatively in later years.

## **Lecture V**

### **LANGUAGE ACQUISITION IN EARLY CHILDHOOD**

Explanations of language acquisition

Place of nature – nature in language development

The learning theory explanation –

- Classic conditioning
- Operant conditioning
- Limitation

Subsystems of language:

- Sound
- Pronunciation
- Sounds and meaning
- words

Piagets account of the preschool mind:

- Egocentrism

- Distinguishing appearance from reality
- Effective casual reasoning
- Search for alternatives

Biological accounts of preschooler mental development:

- Growth of the brain
- Mental modules
- Assessment of modularity explanations
- Culture and preschoolers mental development.

## **Lecture VI**

### **SOCIAL DEVELOPMENT IN EARLY CHILDHOOD**

- Acquiring a social identity
- Sex role identity
- Identification by differentiation
- Identification by affiliation
- Identification thorough observation and initiation
- Identification through cognition
- 

Developing the Ability to regulate one self:

- Internalization
- Self control

Aggression and Pro-social Behavior

- Development of aggression – two forms of aggression appear as children begin to mature: instrumental aggression – directed at obtaining something desirable
- Hostile aggression –directed at hurting the other person.

The development of prosocial behavior:

- Empathy – a major stimulus for human prosocial behavior
- Hoffman developed 4 stages of empathy development:
- 1<sup>st</sup> stage – occurs during the first year of life
- 2<sup>nd</sup> stage – second year of life – their responses to others distress or laughter changes – capable of understanding when others are upset
- 3<sup>rd</sup> stage – preschool period – brought about by the child's increasing language command, which allows them to empathize
- 4<sup>th</sup> stage – occurs between the ages of 6 and 9 years. They can appreciate that other have feelings

Effect of culture on family socialization –

- Different parenting styles
- Social inequality
- Community influence on the child
- Belief systems

### **Assignment**

Students will be in groups and the following topics will be presented as seminars:

1. Motor development of children ages 0-3 years
2. Social relations of early childhood
3. Emotional needs of children from infancy to early childhood
4. Effect of culture on the language development from infancy to early childhood

## References

Cole M and Cole S.R (1989). The development of children. Scientific American books, freemen and company New York

Elliot S.N, Kratochwill T.R, Cook J.L, & Travers L.F. (2000) Educational psychology. 3<sup>rd</sup> Edition. MCGrawHill, New York

Falaye, A.O. (2001) Human life span development: A basic text in Development psychology. Stirling –Horden publishers (Nig) Ltd, Ibadan.