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Only study guide for PYC2602

Child and Adolescent Development



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Printed and published by the
University of South Africa
Muckleneuk, Pretoria

PYC2602/1/2016

60167920

InDesign

HSY_Style

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ORIENTATION

ORIENTATION

We are pleased to welcome you to this module on child and adolescent development. Developmental psychologists study the physical, cognitive, personality and social development of people over the whole lifespan. In this module we will, however, focus on child and adolescent development and you can see your study of this module as going on a journey through human life from the moment of conception to the brink of adulthood. Being an adult, you have personal experiences of this part of this journey through life. We hope that the study of this module will add scientific (academic and theoretical) knowledge to your personal experiences, so that you will know what normal and healthy developments during these stages are. The purpose is also that you will know which factors can promote the optimal development of the child and adolescent in various social and cultural contexts.

The scientific knowledge of child and adolescent development may further enable you to know how to foster optimal development in every domain of their development and how to combat factors which may hamper and thwart that development. Finally, we hope that you will be able to apply your knowledge of child and adolescent development in everyday situations as well as in work and professional environments.

THE PURPOSE AND FORMAT OF THIS STUDY GUIDE

The purpose of the study guide is to guide you systematically in your study of the information in your prescribed book. The study guide has been structured in such a way that you should work from your study guide to your prescribed book. It will guide you by pointing out which sections in your prescribed book must be prepared for the examination, because you do not have to study every section of the book for the examination. However, we suggest that you first of all read the whole book, so that you can gain a more holistic picture of child and adolescent development, and that you then study the specific sections indicated in the study guide.

The study guide consists of **units** that are numbered according to the chapters in the prescribed book. For example, unit 3 leads you in your study of chapter 3 of the prescribed book. Each unit guides you by means of the following:

- **Summary**

Key aspects are indicated at the beginning of each unit in summary format. This presents the content that you are going to study in the unit.

- **Orientation**

All the units in the guide start with an orientation in which we give you a brief introduction to the chapter in the prescribed book and a case study of a child or adolescent (where applicable), so that you will have an image (or picture) of the child or adolescent that you are going to study.

– **Sections of the prescribed book you have to study for the examination**

Please note that we tell you which sections of the prescribed book you should study for examination purposes. Although you do not have to study the other sections of the prescribed book for the examination, they usually provide useful and interesting background information on the topic and they put the topic in context. In order to improve your understanding of the information to be studied, we therefore suggest that you read the prescribed book as a whole.

In each unit you will find tables indicating the **“study sections”** – sections that you should study for the examination. In the tables we give the **section number** and **heading** as it appears in the prescribed book, and add a few notes to guide you. We also clearly indicate if you must study a **figure**, a **table** or **block** for examination purposes, by giving the heading as it appears in the prescribed book. If a section is mentioned in the table as a **“study section”**, it means that you must study the whole section under the specific heading, unless otherwise indicated. Sections that you do not have to study for the examination are not mentioned in the tables.

– **Self-reflection activity**

At the end of each unit, we suggest some kind of activity, which will usually prompt you to think about a child at this age, or to think back and ask yourself questions about yourself at this life stage or about children you know who are in this stage of development. The purpose is to let you apply the knowledge of the chapter that you have just studied to a real-life situation.

The prescribed book

Everything you need to study for this module is in the prescribed book. We will refer to the prescribed book from now on as Louw and Louw (2014).

The prescribed book for this module, ***Child and Adolescent Development***, is:

Louw, D.A., & Louw, A.E. (2014). *Child and adolescent development* (2nd ed.). Bloemfontein: Psychology Publications.

The prescribed book should always be studied in conjunction with the study guide as indicated in **“Sections of the prescribed book you have to study for the examination.”**

ASSESSMENT FOR THIS MODULE

– **Self-assessment**

In the prescribed book you will find a few blocks in each chapter named **“Review this section”**. We suggest that you answer the questions in these blocks in order to assess your own knowledge and understanding of the particular part in the prescribed book. This can indicate to you whether you must go back and study a particular part again so that you can be sure that you know and understand the content. Maybe

you can answer the questions in your own note book. The purpose is just to assess yourself – your answers must not be submitted to us.

– **Formative and summative assessment (assignments and the examination)**

The assignments and examination will consist of multiple-choice questions. You have to submit assignments to gain examination admission and to obtain a year mark. The assignments appear in Tutorial Letter 101, which also indicates what percentage the year mark will count. After the closing dates of the assignments, you will receive tutorial letters with feedback on the assignment questions and some guidance on the examination.

Navigation tool

The navigation tool that follows below is a diagrammatic representation of the module content that you are going to study for this module on child and adolescent development.

CHILD AND ADOLESCENT

PYC2602



UNIT 1

Basic concepts of child and adolescent development

- ▶ Developmental issues
- ▶ Theories of development
 - The biological perspective
 - The psychodynamic perspective
 - Erikson's psychosocial theory
 - The learning theory perspective
 - Social cognitive theory
 - The cognitive developmental perspective
 - Piaget's theory of cognitive development
 - Information processing theory
 - The contextual perspective
 - Vygotsky's socio-cultural theory
 - African perspective

UNIT 2

Prenatal development

- ▶ Prenatal environmental influences:
 - The age of parents
 - Nutrition of mother
 - Radiation
 - Diseases during pregnancy
 - Use of medication & drugs
 - Emotional state of mother

UNIT 3

The neonatal phase and infancy

Neonatal phase

- ▶ Physical appearance
- ▶ Perception, sleep and feeding
- ▶ Individual differences

Infancy

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing theory
 - Memory
 - Language development
- ▶ Personality development
 - The Big Five
 - Comforting babies
 - Temperamental patterns
- ▶ Social development
 - Attachment
 - Socialisation
 - Sibling and peer interactions

UNIT 7

Age influences divorce children Resilience Characteristics Stepfamilies households trauma street children adopted Single parent child adopted Child-headed Vulnerabilities families Poverty orphans vulnerable children

DEVELOPMENT



UNIT 4

Early childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Neo-Piagetians
 - Vygotsky's theory
- ▶ Personality development
 - Theories of personality development
 - Emotions
 - The self-concept
 - Gender and gender role development
- ▶ Social development
 - Relationships with: parents/caregivers, siblings, peers
 - Aggressive and prosocial development
 - Moral development



UNIT 5

Middle childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing: memory
 - Language development
- ▶ Personality development
 - Theories of personality development
 - Self understanding: development of self-concept and self-esteem
 - Emotional development
- ▶ Social development
 - The role of family
 - Parent-child relationship
 - Sibling and peer relationships
 - Moral development



UNIT 6

Adolescence

- ▶ What is adolescence?
- ▶ Physical development
 - The psychological effects of physical changes
- ▶ Cognitive development
 - Piaget's theory
 - The information processing view
 - The psychometric approach
 - Practical cognition
- ▶ Personality development
 - Temperament and personality traits
 - Adaptive functioning
 - The psychoanalytic perspective
 - Identity development:
 - Erikson's and Marcia's theories
 - Self-conceptions
 - Emotions
- ▶ Social development
 - Parent-adolescent relationships
 - Peer group relationships
 - Moral development

reaction child Single influences Resilience children Step families households
influences divorce Poverty Characteristics trauma street children adopted Single parent child family resilient children Vulnerabilities Poverty Child-headed adopted
Family adopted trauma street children adopted Single parent child family resilient children Vulnerabilities Poverty Child-headed adopted

ORIENTATION

UNIT 1

Basic concepts of child and adolescent development



UNIT 1

Basic concepts of child and adolescent development

- ▶ Developmental issues
- ▶ Theories of development
 - The biological perspective
 - The psychodynamic perspective
 - Erikson's psychosocial theory
 - The learning theory perspective
 - Social cognitive theory
 - The cognitive developmental perspective
 - Piaget's theory of cognitive development
 - Information processing theory
 - The contextual perspective
 - Vygotsky's socio-cultural theory
 - African perspective

UNIT 2

Prenatal development

- ▶ Prenatal environmental influences:
 - The age of parents
 - Nutrition of mother
 - Radiation
 - Diseases during pregnancy
 - Use of medication & drugs
 - Emotional state of mother

UNIT 3

The neonatal phase and infancy

Neonatal phase

- ▶ Physical appearance
- ▶ Perception, sleep and feeding
- ▶ Individual differences

Infancy

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing theory
 - Memory
 - Language development
- ▶ Personality development
 - The Big Five
 - Comforting babies
 - Temperamental patterns
- ▶ Social development
 - Attachment
 - Socialisation
 - Sibling and peer interactions

UNIT 7

Age Family adopted Single parent child
influences divorce children adopted Child-headed
Resilience Vulnerabilities
Characteristics families Poverty
Stepfamilies households trauma street children orphans
vulnerable children

Orientation

The aim of this unit is to take you through the basic concepts of child and adolescent development. This chapter is very basic to the study of this module, because it covers the goals of child psychology, a historical overview of views on children, the various developmental stages and domains of development, certain issues that developmental psychology deals with and a few theories of development. You do not have to study the whole chapter for the examination, but we suggest that you **read the whole chapter** before you proceed with the parts that you must study for the examination. It is important that you get an understanding of the basic concepts before you continue studying this module.

After you have taken note of the important basic concepts of developmental psychology mentioned in the previous paragraph, you must study some of the developmental theories for the examination, as indicated in the table below.

Study sections

Section number	Heading in the prescribed book	Notes for guidance
1.6	Theories of development	<i>It is important to understand what a theory is and why we study theories. Also take note that these theories are applied in the following chapters on the life stages. Table 1.6 provides a summary of the most important developmental perspectives and this will help you in your understanding of this section and of the theories that you will study.</i>
1.6.1	The biological perspective	<i>Biological determinants of behaviour must be taken into account. In this section, you will find interesting insights into the importance of the influence of biology on human development.</i>
Critical thinking	Critical and sensitive periods	<i>The difference between sensitive and critical periods is explained in this block.</i>
1.6.2	The psychodynamic perspective	<i>This section provides brief background information on the psychodynamic perspective.</i>
1.6.2.2	Erikson's psychosocial theory	<i>Erikson emphasises not only unconscious conflict, but also the social environment of the developing child.</i>
Table 1.2	Erikson's eight stages of psychosocial development	<i>This table gives a clear summary of Erikson's eight stages of psychosocial development.</i>
1.6.3.2	Social cognitive theory	<i>Under the learning theory perspective, you must study the social cognitive theory, of which Bandura is the originator.</i>

1.6.4	The cognitive developmental perspective	<i>This perspective describes how thinking develops through the life stages.</i>
1.6.4.1	Piaget's theory of cognitive development	<i>Piaget is the best known of the cognitive theorists. His theory covers cognitive development only until adolescence.</i>
Table 1.3	Piaget's four stages of cognitive development	<i>This table gives a summary of Piaget's four stages.</i>
1.6.4.2	The information-processing theory	<i>This theory describes information-processing processes and how they develop during childhood and adolescence, but not according to specific stages.</i>
1.6.5	The contextual perspective	<i>This theory describes how culture (including all persons and institutions in the environment) influences human development.</i>
1.6.5.1	Vygotsky's socio-cultural theory	<i>Vygotsky focused on the cultural context and specifically on how adults guide children in their development.</i>
1.6.6	The African perspective	<i>This perspective is characterised by a holistic worldview. Spirituality and a collective existence are emphasised. The development of selfhood is described in stages by Nsamenang.</i>
1.6.7 Table 1.6	The bigger picture Summary of most important developmental perspectives	<i>Take note of the discussion of which theory is the best (after table 1.6). Although you do not have to study all the theories mentioned in this table for the examination, it is important to take note of all the theories and how they are grouped according to their main perspectives.</i>

Think back and ask yourself and/or somebody else

Which theory is the best? Think about what you will answer when somebody asks you this question. Which theory appeals the most to you and why?

Discuss your preference with fellow students (if you are in contact with some) and compare your views with theirs.

UNIT 2

Prenatal development



UNIT 1

Basic concepts of child and adolescent development

- ▶ Developmental issues
- ▶ Theories of development
 - The biological perspective
 - The psychodynamic perspective
 - Erikson's psychosocial theory
 - The learning theory perspective
 - Social cognitive theory
 - The cognitive developmental perspective
 - Piaget's theory of cognitive development
 - Information processing theory
 - The contextual perspective
 - Vygotsky's socio-cultural theory
 - African perspective

UNIT 2

Prenatal development

- ▶ Prenatal environmental influences:
 - The age of parents
 - Nutrition of mother
 - Radiation
 - Diseases during pregnancy
 - Use of medication & drugs
 - Emotional state of mother

UNIT 3

The neonatal phase and infancy

Neonatal phase

- ▶ Physical appearance
- ▶ Perception, sleep and feeding
- ▶ Individual differences

Infancy

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing theory
 - Memory
 - Language development
- ▶ Personality development
 - The Big Five
 - Comforting babies
 - Temperamental patterns
- ▶ Social development
 - Attachment
 - Socialisation
 - Sibling and peer interactions

UNIT 7

Age Family adopted Single parent child
influences divorce children adopted Child-headed
Resilience trauma adopted Vulnerabilities
Characteristics street children orphans families Poverty
Stepfamilies households trauma street children vulnerable children

Orientation

The rhythm and meaning of life involve small beginnings. However, from a simple beginning, endless forms of life develop, grow and mature. Human development starts during the prenatal period, that is, the period from conception to birth, when a sperm cell (from the male) unites with an egg cell (from the female). This might sound like a simple process, yet the result is born nine months later (approximately 280 days) in the form a tiny but very complex human being.

In an attempt to understand human development, we have to begin by considering our genetic foundations. Because nature has prepared humans for survival, all humans have some features in common, yet, at the same time, each human being is unique. Observable physical characteristics and behaviour between people are called phenotypes. They depend in part on the individual's genotype, which is the complex blend of genetic information that determines our species and influences our unique characteristics. However, it is important to note that phenotypes are also affected by a long history of environmental influences – ones that begin even before the moment of conception. Obvious similarities between parents and children are because of their genotypes and influences from their environment.

Although the unborn baby is to a large extent protected in the mother's womb, it is important to note that certain factors in the environment can adversely affect the development of the baby before birth. Prenatal environmental factors, together with genetic factors, determine the nature of the unborn baby's development and can even affect development after birth.

The importance of the prenatal period in the human developmental cycle can be summarised as follows:

- The characteristics inherited from the parents are determined during prenatal development.
- The prenatal environment can foster or impede the development of inherited potential.
- There is proportionally more growth and development during this period than during any subsequent stage in the life cycle.
- During this period, parents, siblings and significant others adopt certain attitudes towards the unborn child – attitudes that could influence their actions towards him or her after birth.

In this unit you only have to **read only through the following parts**:

- 2.1 The prenatal period
- 2.2 The prenatal stages
- 2.4 The birth process

This will help you to understand the influences of prenatal environmental factors that you have to **study as indicated in the following table**.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
2.3	Prenatal environmental influences	<i>This introduces you to the importance of certain environmental factors on the prenatal development of the baby.</i>
2.3.1	The age of the parents	<i>Take note of how the age of the parents can influence prenatal development.</i>
2.3.2	Nutrition of the mother	<i>Malnutrition in the mother can damage the unborn baby. Note the point about malnutrition in South Africa.</i>
2.3.3	Radiation	<i>Radiation is dangerous during certain times of prenatal development.</i>
2.3.4	Diseases during pregnancy	<i>Certain maternal diseases affect the unborn child's development.</i>
2.3.5	The use of medication and drugs	<i>The mother's use of medication and drugs is dangerous to the unborn baby.</i>
2.3.6	The emotional state of the mother	<i>Take note of the role of the mother's emotions on her unborn baby.</i>
Review this section (2.3)	Review questions	<i>Try to respond to the questions. If you do not know the answer, go back to the relevant sections.</i>

Think back and ask yourself and/or somebody else

Reflect on the various factors that can impact on the general physical and nutritional status of a pregnant woman. Which factors, in your opinion, are the most influential during pregnancy or can cause the most harm to the unborn baby? How did opinions in this regard change over the years?

UNIT 3

The neonatal phase and infancy



UNIT 1

Basic concepts of child and adolescent development

- ▶ Developmental issues
- ▶ Theories of development
 - The biological perspective
 - The psychodynamic perspective
 - Erikson's psychosocial theory
 - The learning theory perspective
 - Social cognitive theory
 - The cognitive developmental perspective
 - Piaget's theory of cognitive development
 - Information processing theory
 - The contextual perspective
 - Vygotsky's socio-cultural theory
 - African perspective

UNIT 2

Prenatal development

- ▶ Prenatal environmental influences:
 - The age of parents
 - Nutrition of mother
 - Radiation
 - Diseases during pregnancy
 - Use of medication & drugs
 - Emotional state of mother

UNIT 3

The neonatal phase and infancy

Neonatal phase

- ▶ Physical appearance
- ▶ Perception, sleep and feeding
- ▶ Individual differences

Infancy

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing theory
 - Memory
 - Language development
- ▶ Personality development
 - The Big Five
 - Comforting babies
 - Temperamental patterns
- ▶ Social development
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 - Sibling and peer interactions

UNIT 7

Age Family adopted Single parent child
influences divorce children adopted Child-headed
Resilience trauma street children
Characteristics adopted families Poverty
Stepfamilies households trauma street children
vulnerable children orphans

Orientation

In this unit you are going to study some features of the neonate (from birth to four weeks), and the physical, cognitive, personality and social development of the infant (from the age of one month to the end of the second year). The first two years can be called the “age of dependency”, after which the baby will become more and more independent as he or she develops.

3.1 THE NEONATAL PHASE

Have you ever held a newborn baby in your arms? People can feel many varied feelings towards newborn babies. Read the following account of a young mother’s emotions as she held her newborn baby, her firstborn, in her arms for the first time and her feelings the next few days:

I felt totally overwhelmed with so many emotions: joy, tenderness, delight, awe ... And I felt frightened too. She was so small and fragile and will have to be exposed to a rather cruel world. Over the next few days I became quite weepy. I suppose I felt quite overcome with the daunting task of being a mother to this precious little baby. Was I up to it? Will I know what to do and will I be doing the right thing? Will I be able to be everything she needs me to be? So I guess you could say that I felt a bit concerned too, trapped a little, and a bit lonely too. I wanted to be reassured, assisted. I needed the comfort of support. I did not want to be alone in this.

What struck you about this mother’s story? Did you share her emotions in any way? Analysing her story in an objective way, we become aware of the miracle of a new baby and that its helplessness and fragility evoked feelings of care and concern in the mother. She wondered whether she will be able to fulfil this great task. She realised that she will need support in this daunting task.

Section 3.1, including 3.1.1 to 3.1.3, in Louw and Louw is only for background information. These sections deal with

- the physical appearance of newborn babies and how they are assessed by means of the Apgar Scale
- newborn babies’ adjustment to basic life processes
- newborn babies’ reflexes (see table 3.2)

If you are a parent, or if there is a baby in your immediate family, or in your circle of friends, you may find this information very interesting. It will also help you as a student to get a full picture of all the areas of the newborn’s development.

Earlier views on child development regarded newborn babies as passive and non-reactive beings. This has changed. Contemporary researchers agree that neonates are very aware of their environment from the first moment. They are skilled and competent human beings who are interested to find out more about their environment. Babies are therefore remarkably gifted in respect of their perceptual skills from the moment of birth. You will study the interesting research findings on the perception of neonates and the function fulfilled by their sleeping and dreaming (see the table under “Study sections”).

A very large part of the neonate’s life is spent on feeding, and you will take note of differing opinions about breast- versus bottle feeding. You will also learn how neonates can learn and how there are individual differences because every person in the world is unique.

The following table indicates **the sections that you must study for the examination** with regard to the neonatal phase. Keep the baby in your life (your own or somebody else's baby) in mind when studying these sections.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
3.1.4	Perception	<i>It is interesting to note how these abilities are assessed and it is surprising to take note of what neonates are able to perceive.</i>
3.1.5	Sleep and dreaming	<i>Even sleeping and dreaming fulfil a function in the development of the baby.</i>
3.1.6	Feeding	<i>Under this heading, you must study the first two paragraphs and the last three paragraphs (therefore, omit all the points indicated with bullets).</i>
3.1.8	Individual differences	<i>The uniqueness of each person is evident at birth. From the start, there are differences with regard to physiological and neurological make up, sensitivity to stimuli and temperament.</i>

3.2 INFANCY

The term infancy comes from the Latin word *infantia* which means an inability to speak. So, strictly speaking, infancy refers to the development period from birth to the time when a baby begins to talk – usually during the second year of life.

When you study this section, you will realise how important the baby-caregiver relationship is from the beginning. You will also realise that the nature of these early relationships (through which trust, attachment and autonomy are reached) will influence the kind of adults they become one day.

For a time babies are totally dependent on other people for their existence. If their needs are met by sensitive, responsive and consistent caregiving, they will trust the primary caregiver and will develop trust in their world, which leads to hope for their future according to Erikson's theory. A relationship based on trust leads to the development of secure attachment between the baby and mother/caregiver. Babies experiencing this kind of relationship become independent, develop positive interpersonal relationships, and feel good about themselves, which lead to the development of a positive self-image.

During the first two years babies become aware of themselves as separate beings, and show their own will by being negative – this is known as the “terrible twos”. However, sensitive caregivers will accept this behaviour as normal and deal with it in a positive manner. Later on, such a child will internalise parental standards of behaviour and will eventually become a sociable, acceptable, responsible and productive member of society.

According to Louw and Louw (2014), infancy is a critical, dangerous and challenging stage. You will find the reason for these labels in the first paragraph under the heading, **3.2 Infancy** (see the following table).

Study section:

Section number	Heading in prescribed book	Notes for guidance
3.2	Infancy	<i>Study the explanation for calling this a critical, dangerous and challenging stage.</i>

3.2.1 Physical development

Babies undergo very dramatic and rapid physical growth, which will have an impact on other areas of their development. Therefore, read the section under **3.2.1 Physical development**, which includes discussions of general physical development, motor development and perceptual development (the latter section describes an interesting experiment to measure babies' depth perception).

3.2.2 Cognitive development

You can get an understanding of the infant's cognitive development during the first two years when you study this part of chapter 3 of the prescribed book. See the following table for guidance.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
3.2.2	Cognitive development	<i>The examples under this heading give you an idea of how children's thinking develops during this stage.</i>
3.2.2.1	Piaget's view of the first two years: sensorimotor development	<i>The whole section, including (a) The sensorimotor stage, (b) Cognitive skills in the sensorimotor stage and (c) Evaluating Piaget's viewpoint, must be studied.</i>
3.2.2.2	Information processing	<i>The view of information-processing theorists gives us a good idea of how the baby processes information – of how and what they learn.</i>
3.2.2.3	Memory	<i>Kinds of memory, what infants remember and how it is assessed, are discussed in this section.</i>
Critical thinking	Can adults remember events from their baby years?	<i>Study this interesting information about what we can remember or not remember and why.</i>

3.2.2.4	Language development	<i>Under (a) Phases of language development, you must study the first paragraph and the last two paragraphs (therefore, omit all the points indicated with arrows).</i>
Critical thinking	Can baby DVDs and TV programmes stimulate babies' language development?	<i>In this block you will study important information about the negative effects of TV on babies' language development.</i>
3.2.2.4 (continued)	Language development	<i>Study the whole of (b) Theories of language development, including (i) to (iv).</i>

3.2.3 Personality development

Louw and Louw first define personality and then present the personality development of infants with reference to certain theories. Thereafter, personality development is discussed with reference to emotions, temperament and self-concept. The following table gives the sections that you have to study.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
3.2.3.1	Defining personality	<i>A definition and key dimensions of personality are discussed in this section, as well as various theoretical perspectives.</i>
Table 3.3	The Big Five personality traits	<i>The Big Five is considered to provide a good description of personality.</i>
3.2.3.2	Personality development during infancy	<i>Infancy is regarded as critical in the development of personality. You must study this whole section: (a) Emotions, including (i) to (iv); (b) Temperament; and (c) The self-concept.</i>
Application	To comfort or not to comfort a crying baby.	<i>Must one leave a crying baby alone? Study the important research findings to answer this question.</i>
Application	Minimising negativism and promoting self-regulation	<i>Helpful and important guidelines are given in this block about the regulation of infants' emotions.</i>
Table 3.4	Thomas and Chess's temperamental patterns	<i>The three groups that babies could be placed in are presented in this table.</i>

3.2.4 Social development

In this part you will study the infant's relationships with other people inside and outside the family. Please see the following table for guidance as to what sections to study.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
3.2.4	Social development	<i>Take note of what social development will entail during infancy.</i>
3.2.4.1	Attachment	<i>The emotional bonding between the infant and others is discussed here. Study Harlow's well-known and interesting experiment, and Erikson's view of trust. You must study this whole section, including (a) The development of attachment; (b) Types of attachment; (c) Factors influencing attachment; (d) Long-term effects of attachment; (e) The role of the father; (f) The role of other caregivers; (g) Stranger anxiety; and (h) Separation anxiety.</i>
Research focus	The development of attachment of children in deprived communities	<i>An interesting research study done in South Africa gives interesting findings about attachment and Ubuntu.</i>
Critical thinking	Are children in children's homes able to form positive attachments?	<i>Institutionalisation mostly deprives children from forming emotional bonds. Study the research on this topic.</i>
Research focus	Father involvement	<i>How involved are South African fathers with their children? Study the research findings about the importance of father involvement and findings on SA fathers.</i>
3.2.4.2	Socialisation	<i>Through socialisation infants learn about acceptable behaviour for his/her specific community or culture. Parents or primary caregivers play the greatest role in this process. One important aspect of the process is the acquisition of toilet skills.</i>
Application	What should I do if my child sucks his/her thumb?	<i>Study the research findings and take note of the importance of parents' reactions.</i>
3.2.4.3	Sibling interactions	<i>The importance of sibling relations is stressed in this section.</i>
3.2.4.4	Peer interactions	<i>Some interactions with peers take place in infancy.</i>

Conclusion

You now have a picture of the neonate and infant and how, at the end of infancy, the baby starts becoming a more independent child.

Think back and ask yourself and/or somebody else

Below you will find some interesting aspects to consider regarding infancy in real life (everyday life):

- Ask your parents what you were like as an infant and as a toddler. What do they remember about you at the ages of one and two? How similar or different are the qualities you showed at those ages as compared with the way you are today?

- **The development of trust and autonomy**

Reflect on the role that parents play in the development of basic trust and autonomy in the infant. What advice would you give parents to make sure that their babies develop these virtues?

- **Attachment**

Who in your life are you most attached to and why? Write down the reasons why you are attached to this particular person.

Contemplate what you have written in terms of how an attachment bond to someone develops and what the characteristics of such attachment relationship are. If you are able, form a little discussion group with one, two or more people. Ask them to consider who in their lives they are most attached to and why. Let them also write down the reasons why they are attached to the particular persons they thought about. Then compare notes. Extract from your joint findings features which you believe will characterise any true or, as the literature calls it, secure attachment relationship.

After such an in-depth analysis of attachment, consider or, if you are in a group, discuss the importance of secure attachment in the life of the growing child. Take the consequences of secure attachment relationships further and ponder the following points:

- The importance of secure attachment relationships in a family to make it function as a healthy unit.
- The importance of attachment between friends (between peers) in terms of what it means to the person.
- The role of deep attachment in an enduring relationship between two people (e.g. marriage partners).
- Attachment in broader contexts (e.g. to a certain group, community or hometown) and the importance that this sense of connectedness brings.

UNIT 4

Early childhood



UNIT 4

Early childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Neo-Piagetians
 - Vygotsky's theory
- ▶ Personality development
 - Theories of personality development
 - Emotions
 - The self-concept
 - Gender and gender role development
- ▶ Social development
 - Relationships with: parents/caregivers, siblings, peers
 - Aggressive and prosocial development
 - Moral development

UNIT 5

Middle childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing: memory
 - Language development
- ▶ Personality development
 - Theories of personality development
 - Self understanding: development of self-concept and self-esteem
 - Emotional development
- ▶ Social development
 - The role of family
 - Parent-child relationship
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UNIT 6

Adolescence

- ▶ What is adolescence?
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 - Piaget's theory
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 - Identity development:
 - Erikson's and Marcia's theories
 - Self-conceptions
 - Emotions
- ▶ Social development
 - Parent-adolescent relationships
 - Peer group relationships
 - Moral development

UNIT 7

reaction child Single influences Resilience children Step families households trauma street children adopted Single parent child family resilient children Vulnerabilities Poverty Characteristics adopted trauma street children adopted Child-headed adopted

Orientation

In this unit you are going to study the physical, cognitive, personality and social development of a preschool child, from the age of two to the age of five. It is important that you keep in mind a five-year-old child while you work through the sections of Louw and Louw (2014) as outlined in the following table. To help you with that, we present a case study of such a child. Also think of a five-year-old child that you know, preferably one that you can observe.

CASE STUDY

Simon, five years old, is in the stage called early childhood, which refers to the preschool period. This stage lasts from the ages of two to six years. Many extensive and drastic changes take place in this period. Simon has grown taller and is not as plump and clumsy as his sister, Anna, who is two years old. He likes to move around and explore his world because his arms, legs and other body muscles are stronger than before and he is like others of his age, which can be described as “curious, energetic, resourceful, and eager, they dance, prance, climb, run, push, dart, throw, stack, and fall down in a heap – only to be back up within seconds dancing and prancing” (Clarke-Stewart & Friedman, 1987, p. 295). The small muscles of his hands and fingers have also developed, and he can help Anna to tie her shoelaces, press a cellphone’s buttons, draw with crayons and can dish up his own food. He also starts showing clearly that he prefers to use his right hand when drawing or eating.

Simon’s thinking has developed, and he can talk better than before. Therefore, he continuously asks “why?” questions, which are sometimes exhausting to his parents, and questions such as “How does the food that I eat get to my fingers and toes?” He can think about things that he cannot see and realises that other people can also think about things. His advanced abilities even enable him to tell lies because he has learnt that other people can have false beliefs.

When he plays alone, Simon talks to himself, telling himself what to do and how to do it. He can also remember better than before – things that have happened just now or longer ago. He can answer simple questions about numbers, categories and space. He thinks the sun and moon have human characteristics and thinks that the sun goes to sleep when it gets dark. He can describe himself with regard to how he looks and what toys he has, and knows that he is a boy and Anna is a girl.

His parents play a very crucial role in his development of language, how he thinks and remembers and they help him to express his emotions in a proper way when he is afraid of the dark or cross with Anna. He feels confident to leave his home and parents when he goes to pre-primary school where he has quite a few friends he plays with. He also has an imaginary friend, Peter, whom he talks to when playing at home, and whom he believes, sits beside him at the dinner table.

In this unit you will learn how children develop from Anna’s age (2), to Simon’s age (5) and a year or so later, when they have to go to school.

4.1 PHYSICAL DEVELOPMENT

Preschool children’s physical development influences their cognitive, personality and social development. Therefore, you must read for your own information the whole section under **4.1 Physical development**, so that you can have a good understanding of

- how preschool children develop physically
- how certain factors can promote or hinder this development
- the effects these physical developments may have for development in other domains

4.2 COGNITIVE DEVELOPMENT

You will get an understanding of children’s cognitive development during the preschool years when you study chapter 4 of the prescribed book. See the following table for guidance as to what to study with regard to cognitive development.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
4.2	Cognitive development	<i>The examples under this heading give you an idea of how children’s thinking develops during this stage.</i>
4.2.1.1	Piaget’s theory: the preoperational stage	<i>In the preoperational stage there are certain advances, but also certain types of immature thought which you will study. You must study this whole section, including (a) Advances in preoperational thought, (b) Immature aspects of preoperational thought, and (c) Evaluation of Piaget’s view.</i>
Figure 4.1	Experiment to investigate conservation	<i>How to assess a child’s ability to understand conservation of number, liquid quantity and mass is illustrated in this figure.</i>
Figure 4.2	The three-mountains task	<i>The three-mountains task is a well-known and interesting test for children’s egocentric thought. You may try it out with a child of this age.</i>
Table 4.1	Characteristics of preschoolers’ preoperational thinking	<i>The examples in this table give a good illustration of preoperational thinking according to Piaget.</i>
4.2.1.2	Neo-Piagetians	<i>The research and views of Case and Fischer are compared to Piaget’s views.</i>
4.2.1.3	The child as theorist	<i>Take note of preschoolers’ naïve theories about the world and other people. You must study the whole section, including (a) Naïve physics, (b) Naïve biology, and (c) Naïve psychology and theory of mind.</i>

Figure 4.3	Example of a false-belief task	<i>Study this interesting test for false beliefs, by using Sally and Anne's actions as examples.</i>
4.2.1.4	Vygotsky's sociocultural theory	<i>Vygotsky stressed cultural influences more than Piaget, and the influence of parents or other adults on cognitive development. Study this whole part, including (a) Zone of proximal development, (b) Language and thought, (c) Mechanisms of development, and (d) Evaluation of Vygotsky's theory.</i>
Critical thinking	Developmental learning in the African context	<i>Culture has an influence on how independently children develop. You can learn more about different cultural practices in this block.</i>
4.2.1.5	Theory of information processing	<i>Study the advances in children's memory systems during this life stage according to information-processing theory.</i>
Application	How can children's cognitive development be enhanced?	<i>Environmental influences, for example, how parents or caregivers interact with children, have strong influences on children's cognitive development, and should be taken note of by parents, teachers, or anyone involved with children in any situation.</i>
Application	How can parents and caregivers facilitate the language and literacy acquisition of children?	<i>Although you did not have to study the preceding part on language development, this application must be studied because it gives valuable guidelines to parents or any person dealing with children.</i>

4.3 PERSONALITY DEVELOPMENT

The personality of preschoolers becomes more clearly defined and more complex during early childhood – you can learn about these developments in this section. Please see the following table for the sections that you must study for the examination.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
4.3	Personality development	<i>When studying the scenario, you will realise how children differ in their preferences and behaviour.</i>
4.3.1	Theories of personality development	<i>Take note of important theories about personality development and what you will concentrate on in this section, namely emotions, self-concept, gender identity, and ethnic identity.</i>

4.3.2	Emotions	<i>When you study this section, you will realise that emotions become more varied and controlled as children develop through the stage of early childhood.</i>
4.3.2.1	Children's understanding of emotions	<i>Cognitive development and family relationships influence the way that children understand emotions.</i>
4.3.2.2	Emotional expression: Basic emotions	<i>In this section you will study some of the emotions that preschoolers experience and how they express it. Study the whole section including (a) Happiness, (b) Fear and anxiety, and (c) Anger.</i>
Application	Helping children go to bed	<i>Helpful and important guidelines are given in this block.</i>
4.3.2.3	Emotional expression: involving the self	<i>Emotions develop to involve feelings about the sense of self.</i>
4.3.2.4	Emotional expression involving others	<i>The emotion, empathy, involving the understanding of others' emotions, emerges in this stage.</i>
4.3.2.5	Emotion regulation	<i>How they display emotions, depend on various factors as explained in this section.</i>
4.3.3	The self-concept	<i>Children's view of themselves is a very important part of their personality.</i>
4.3.3.1	The development of the self-concept	<i>Here you will get an understanding of how preschoolers view themselves.</i>
4.3.3.2	Self-esteem	<i>Children evaluate themselves on the basis of others' reactions. These evaluations are also influenced by the cultural environment.</i>
4.3.4	Gender	<i>Everybody is aware of themselves as male or female and therefore this is an important aspect to take note of. Make sure that you understand what gender stereotypes are and how they influence our perceptions of gender.</i>
4.3.4.1	Gender-role development	<i>This refers to the acquisition of the expected behaviour patterns for the child's gender and how gender-role develops during early childhood.</i>
4.3.4.2	Theories of gender-role development	<i>The prescribed book discusses four different theories. You can read about biological and psychoanalytic theory for background knowledge. Study (c) Social influences and (d) Cognitive influence on gender-role development, including (i) and (ii).</i>

Applica- tion	Reducing gender stereotyping in young children	<i>Gender stereotypes still exist today in most communities. Stereotypes can restrict children's behaviour and their learning opportunities and it is therefore important that parents and other adults will know how to reduce these ideas in children.</i>
4.3.5	Racial and ethnic identity	<i>In the later part of the early childhood stage, children start developing an understanding of race and ethnicity.</i>

4.4 SOCIAL DEVELOPMENT

In this part you will study the preschool child's relationships with other people inside and outside the family. See the following table for the sections that you must study.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
4.4	Social development	<i>Take note of what social development will entail during early childhood.</i>
4.4.1	Family relationships	<i>In this section you are made aware of important features of family relationships during this stage.</i>
4.4.1.1	Parents or caregivers	<i>The effects of attachment to primary caregivers and the way they behave towards children are explained in this section. Study the whole section including (a) Attachment and (b) Parenting style.</i>
4.4.1.2	Sibling relationships	<i>Preschoolers learn about social relationships from their interaction with siblings.</i>
4.4.2	Peer relationships	<i>The importance of peer relations is stressed in this section.</i>
4.4.2.1	Play	<i>Take note of the value of play and different kinds of play.</i>
4.4.2.2	Aggressive behaviour	<i>Children's aggressive tendencies seem to be stable for the rest of their lives – therefore it is important to study the causes of aggression and how high levels of aggression can be controlled. Study the whole section including (a) Causes of aggression, including (i) to (v), and (b) Controlling aggression.</i>

4.4.2.3	Prosocial behaviour	<i>This kind of behaviour also seems to be stable until adulthood. Take note of what this behaviour consists of, and how the development thereof can be influenced.</i>
4.4.3	Moral development	<i>To differentiate between right and wrong is affected by many factors which are described in this section.</i>
Critical thinking	Socialisation agents in children's lives	<i>Through socialisation children become acceptable people as expected by their culture. In this block you will learn about this process and how it takes place through the agents and mechanisms of socialisation.</i>

Conclusion

You now have a comprehensive picture of children in early childhood: their relationships, their behaviour and how they can be shaped to become acceptable beings in their communities.

Think back and ask yourself and/or somebody else

Here are some interesting aspects to consider regarding early childhood in real life (everyday life):

- Did you have an imaginary friend as a child? Do you remember his or her name? What would you advise parents who ask you what they should do if their four-year-old daughter asks them if her friend can come along to the park?
- What kind of toys did you and your friends play with? Can you remember that you sometimes fought about a toy? Can you remember how your mother handled this situation? What would you do if your children or other children fight about a specific toy?
- Observe any group of young children at play, for example, in a park, in a play group or nursery school. Make notes of whatever strikes you about the play of these children. What importance do you believe play has for children? Record any idea you may have, based on your observations of the group of children you have watched playing. Ask any person or persons to join you in a conversation about play. Tell them what you have observed about the group of children you have watched playing. Contemplate together what play has meant to you in your own lives.

REFERENCE

Clarke-Stewart, A. & Friedman, S. (1987). *Child development: infancy through adolescence*. New York: Wiley.

UNIT 5

Middle childhood



UNIT 5

Middle childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing: memory
 - Language development
- ▶ Personality development
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Early childhood

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UNIT 6

Adolescence

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UNIT 7

reaction child Single influences Resilience children Step families households trauma street children adopted Single parent child family resilient children Vulnerabilities Poverty Characteristics adopted trauma street children adopted Child-headed adopted

Orientation

In this unit you will study the physical, cognitive, personality and social development of the child in middle childhood which is a time of expansive imagination and is generally referred to as the “school-going years”. This developmental period lasts from approximately the sixth to the twelfth year of life.

CASE STUDY

During middle childhood physical development takes place at a much slower rate than during the previous developmental periods. Therefore, Bongani, 10 years old, grows at a more gradual developmental pattern than his sister Thandeka who is still in early childhood. Important aspects of Bongani’s physical change during middle childhood relate to his brain, his respiratory system, his circulatory system, and his motor skills.

As children in middle childhood are eager to learn, discover and understand, Bongani, like his peers, show constant curiosity about his environment, society and himself. Children’s participation in play also increases dramatically during this stage. Play is therefore not only an exciting activity which in itself gives pleasure to Bongani and his friends, but it also satisfies their need to explore as well as their desire to experience new, novel and surprising things. During play they can explore their world safely and gather new information, which not only enhances their physical development but also their health, cognitive and creative skills as well as their social functioning. It helps them to deal with their anxieties and enables them to master conflicts which in turn promote adjustment.

In Bongani’s constant effort to know and understand, he tends to construct his own ideas about the world around him, which is remarkable for his curiosity and intelligence. Because Bongani is attending school, his cognitive skills develop a great deal because he is constantly confronted with new facts and skills which he has to learn, remember and put to use. School-age children do, however, still have certain cognitive limitations. Therefore, although Bongani is generally more systematic and objective in his thinking than Thandeka who is four years old, he still cannot think abstractly. However, Bongani’s cognitive abilities differ significantly from that of his niece who is also in middle childhood and attends school, but who is only seven years old.

School-aged children like Bongani normally lead rich and varied lives. They are constantly engaged in enriching experiences through their school activities such as school outings and encounter more and more social events in which they can participate. Bongani and his peers have also developed a more realistic concept of themselves, that is, their idea of who and what they are, and in the process they have become more independent, self-reliant and in control of their emotions. Peers play a major role in Bongani’s life and that of his class mates, as they make discoveries about themselves and their skills, values and attitudes through mingling with their friends.

Bongani’s parents cherish him and his sister very much, but they have to realise that Bongani’s development, being a child in middle childhood, is increasingly shaped by his sibling(s), peers, friends and teachers. As he discovers new refuges and new people during this period, his small world will widen and open up. His parents may therefore soon realise that in the end there are but two lasting bequests that parents can and should leave their children: one is roots, the other wings to explore their world.

In this unit you will learn how children develop from young, dependent beings to more socially competent and independent people.

5.1 PHYSICAL DEVELOPMENT

Children in middle childhood develop physically more gradually than in the previous stages. To have a clear picture of the physical development of the child between six and 12 years of age, read the whole section under **5.1 Physical development**.

5.2 COGNITIVE DEVELOPMENT

By studying certain sections under **5.2 Cognitive development**, you will be able to understand children's cognitive development in middle childhood. See the following table for guidance.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
5.2	Cognitive development	<i>Information under this heading indicates how important cognitive development is in this period.</i>
5.2.1	Piaget's theory: concrete operational stage	<i>In the concrete operational stage major cognitive advances take place, but some limitations are still noticeable such as a lack of abstract thought.</i>
5.2.2	Development of information-processing skills	<i>You have to study memory, processing speed, automatic processing, knowledge base, control processes, theory of mind and higher-order cognitive tasks in this section as well as the applicability of the information-processing approach.</i>
Table 5.1	Age-related advances in memory development	<i>The information in this table clearly sets out how memory capabilities develop.</i>
5.2.3	Language development	<i>Take note of the general aspects of language development during middle childhood.</i>
5.2.3.1	General language development	

5.3 PERSONALITY DEVELOPMENT

Personality development in middle childhood gradually leads to children becoming more aware of their own feelings and emotions and how to control these. Their

self-definition also becomes more developed and accurate. See the following table for guidance as to which sections to study for the examination.

Section number	Heading in prescribed book	Notes for guidance
5.3	Personality development	<i>Take note of the theories of personality development.</i>
5.3.1	Theories of personality development	
5.3.2	Self-understanding: The development of self-concept and self-esteem	<i>Pay attention to the self-concept, the structure of the self-concept, content of the self-concept, self-esteem, and self-efficacy in this section.</i>
Figure 5.1	The structure of self-esteem in middle childhood	<i>This gives you a clear picture of how general self-esteem is structured.</i>
Application	How can children's self-esteem be increased?	<i>Useful information about how to increase a child's self-esteem.</i>
5.3.3	Emotional development	<i>Pay attention to children's development on emotional level during middle childhood.</i>
Research focus	Children's coping strategies for fearful events	<i>Take note of relevant coping strategies.</i>

5.4 SOCIAL DEVELOPMENT

When you study this part you will realise that social development in middle childhood is greatly influenced by the many new social learning experiences children are exposed to. The following table guides you in terms of which sections to study in this regard.

Section number	Heading in prescribed book	Notes for guidance
5.4	Social development	<i>In this section you are made aware of the role of the family in a child's social development.</i>
5.4.1	The role of the family	
5.4.1.1	Parent-child relationship	<i>It is important to take note of the fact that the parent-child relationship changes during middle childhood.</i>
5.4.1.2	Models of influence in the family	<i>Take note of the three different models representing different ways of thinking about directions of influence in the family.</i>
5.4.1.3	Parents' role in children's social development	<i>Take note of the different ways that parents contribute to their children's socialisation.</i>

5.4.1.4	Discipline	<i>One socialisation tool that parents use is discipline. Take note of all the features of positive discipline.</i>
Critical Issue	Corporal punishment in the home	<i>Consider whether you are in favour or against physical punishment.</i>
5.4.1.5	Sibling relationships and only children	<i>Take note of the role that siblings, or the lack thereof, play in each other's life.</i>
5.4.2	Peer relationships	<i>The importance of peer relationships in middle childhood is stressed in this section.</i>
5.4.2.1	Nature and function of the peer group	<i>The peer group changes in nature and serves various functions in middle childhood.</i>
5.4.2.2	Friendships	<i>Take note of the phases of friendship in middle childhood.</i>
5.4.2.3	Play in middle childhood	<i>Play still remains important in middle childhood. Take note of the changes that play undergoes in middle childhood.</i>
Application	Masekitlana: A traditional African game	<i>Consider the value of this traditional African game.</i>
Table 5.6	Trends in play and appropriate toys and materials for different age groups	<i>Play and appropriate toys differ in different development stages.</i>
5.4.2.4	Peer acceptance	<i>Peer acceptance takes place in four distinct categories.</i>
5.4.2.5	Peer victimisation	<i>Bullying in peer groups takes different forms. Pay attention to the different types of bullies as well as the consequences of peer victimisation.</i>
5.4.3	Media influence	<i>Pay attention to the role played by (a) television, (b) computer technology, and (c) cellphones in the socialisation process.</i>
5.4.4	Moral development	<i>Take note of the importance of moral development.</i>
5.4.4.1	Moral emotions	<i>Pay attention to the role of a child's emotional response to social-moral events as an indicator of whether he/she will act prosocially or antisocially.</i>
5.4.4.2	Moral behaviour	<i>Take note of the learning theorists' view about moral behaviour.</i>

5.4.4.3	Moral reasoning	<i>Pay attention to the theories of Jean Piaget, Lawrence Kohlberg and Nancy Eisenberg with regard to moral reasoning in middle childhood.</i>
Table 5.8	Kohlberg's levels and stages of moral reasoning	<i>Study the three levels and six stages of moral reasoning as identified by Kohlberg.</i>
5.4.4.4	Promoting morally competent behaviour in children	<i>Take note of how various factors can influence children's moral reasoning and behaviour.</i>

Think back and ask yourself and/or somebody else

Children's social worlds are becoming more and more complex and differentiated during middle childhood as their social environments widen dramatically as soon as they enter school. More demands are made on them and they experience many more temptations.

Think back to your own childhood. Compare it with the experiences to which children are exposed today. Think about the content of television programmes and computer games, the availability of cellphones and other electronic devices, challenges in school and sport participation, the availability of drugs and the level of morality in modern society. Would you rather have chosen to be in your childhood today or do you believe that today's children are robbed of a carefree childhood? What do you think can be done to protect our children against negative influences without taking away their opportunities for optimal development?

UNIT 6

Adolescence



UNIT 6

Adolescence

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UNIT 4

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UNIT 7

reaction, child, Single, influences, Resilience, children, Stepfamilies, households, Family, adopted, trauma, Characteristics, street children, adopted, Single parent child, family, resilient children, Vulnerabilities, Poverty, Child-headed, adopted

Orientation

CASE STUDY

Since adolescents are on the threshold of adulthood (the term adolescence means 'to grow to adulthood'), Kenneth and Yvonne, 17 and 15 years respectively, are, unlike their nine-year-old nephew Joseph, more aware of their physical and psychological self. Because of their more sophisticated ways of thinking, Kenneth and Yvonne constantly examine 'who' they are, what they want to do with their lives and what is different about them and this is done in an abstract, introspective and analytical manner. This self-examination is aimed at the formation of their identity, that is, a conscious sense of 'who I am'.

Adolescence is currently regarded as a transitional period between childhood and adulthood rather than the outdated view of adolescence as a period of 'storm and stress'. The rapid physical development and the development of adolescents' sexuality often contribute to them experiencing varying emotions and feelings of uncertainty. This uncertainty is one of the reasons why Kenneth and Yvonne tend to conform to such a great extent to their peer group's norms for their appearance and sexual behaviour. Furthermore, Kenneth and Yvonne have to integrate their physical changes with their body image, self-concept and identity in a rather short period of time. It is, however, important that they develop a personal value system that will guide their behaviour in respect of their developing body and sexual maturity.

Kenneth and Yvonne's level of advanced thinking enables them to reason abstractly about their personal qualities and moral issues among other things and to make more realistic decisions about their future. However, their inexperience in this new form of thinking often leads them to reveal adolescent idealism and this is also the reason for their critical attitude, argumentativeness, indecisiveness and self-consciousness.

Kenneth and Yvonne's development takes place in a social context, similar to their development in previous periods. Although the parent-child relationship remains a basic component of the social context in which they develop, their social milieu gradually extends and includes, besides their parents, their peer group, friends, other adolescents and adults. Their peer relationships are regarded by Kenneth and Yvonne as an especially important social context, and within their unique social context Kenneth and Yvonne's main task is to develop autonomy and an identity as unique individuals.

As is the case for all characteristics of development in all stages of development, Kenneth and Yvonne's development of their identity, sexual values, attitudes and behaviour and their social and personal relationships, is characterised by certain similarities and differences. These differences can be attributed to their individual differences, different social values and norms as well as different socioeconomic and ethnic circumstances.

6.1 WHAT IS ADOLESCENCE?

Adolescence is regarded as a transitional period between childhood and adulthood. See the following table with regard to the sections that you need to study for the examination.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
6.1	What is adolescence?	<i>Adolescence is a developmental stage between childhood and adulthood.</i>
6.1.1	Demarcating adolescence	<i>Take note of the changing view of adolescence.</i>
6.1.2	A stormy phase?	<i>Divergent opinions regarding the psychological characteristics of adolescents exist.</i>

6.2 PHYSICAL DEVELOPMENT

Although you do not need to study adolescents' rapid and extensive physical growth, you need to know how the physical changes in adolescence may affect their psychological well-being. Therefore read through section 6.2 where many interesting aspects of adolescence are described. You must study the following section for examination purposes:

Section number	Heading in prescribed book	Notes for guidance
6.2.3	The psychological effects of physical changes	<i>Early as well as late physical maturation has an effect on adolescent boys and girls.</i>

6.3 COGNITIVE DEVELOPMENT

Just as adolescents experience dramatic physical change, major cognitive changes are seen during this developmental period. See the following table for guidance as to which sections to study with regard to cognitive development in adolescence.

Section number	Heading in prescribed book	Notes for guidance
6.3	Cognitive development	<i>Study the changes in the adolescent's cognitive development.</i>
6.3.1	Theories of cognitive development	
6.3.1.1	A constructive perspective: Jean Piaget	<i>Take note of the characteristics of formal operational thinking as well as the evaluation of Piaget's theory.</i>
6.3.1.2	A componential approach : The information-processing view	<i>Pay attention to the information-processing approach to cognitive changes in adolescence, the areas in which change does occur as well as Robert Sternberg's views.</i>
6.3.1.3	The psychometric approach: Intelligence	<i>Take note of the psychometric approach to intelligence.</i>
Table 6.2	Gardner's eight forms of intelligence	<i>Gardner puts eight intelligences forward which you should study.</i>

6.3.3	Practical cognition: The effects of adolescents' cognitive abilities on certain areas of their development	<i>As cognitive development has a major influence on an adolescent's functioning, you need to understand the practical implications thereof.</i>
6.3.3.1	Implications for the classroom	<i>Note how cognitive development is utilised in the classroom setting.</i>
6.3.3.2	Argumentativeness, idealism and criticism	<i>Pay attention to ways in which the parent-child relationship is influenced by specific characteristics of adolescent cognitive development.</i>
6.3.3.3	Social cognition	<i>Take note of the important aspect of social cognition which is named perspective-taking. Also pay attention to the development of implicit personality theories.</i>
6.3.3.4	Self-consciousness and self-focusing	<i>Reasons for adolescents' self-consciousness and self-focus should be studied. Also pay attention to the imagery audience, personal fable and optimistic bias.</i>
6.3.3.5	Planning and decision-making	<i>Take note of adolescents' improved cognitive self-regulation as well as the behavioural decision theory about adolescent decision-making.</i>

6.4 PERSONALITY DEVELOPMENT

When considering personality development during adolescence, temperament profiles and outcomes regarding adolescents' functioning comes to mind. As adolescence is a period of intense exploration of one's identity, improved understanding of the self which becomes more abstract and complex and a search towards a suitable career, it makes for a rather exciting period of unique challenges. Please refer to the following table for the sections that you must study for the examination.

Section number	Heading in prescribed book	Notes for guidance
6.4	Personality development	<i>Take note of the views about personality development in adolescence.</i>
6.4.1 6.4.1.1	Theories of personality development Temperament and personality traits	<i>You have to be aware of the importance of temperament, personality traits and adaptive functioning. Also pay attention to the psychoanalytic view of personality development during adolescence.</i>
Table 6.3	Change in the Big Five dimensions of temperament/personality during adolescence	<i>Information about the Big Five personality dimensions in adolescence needs to be studied.</i>

Table 6.4	Outcomes/Correlates of temperament and personality in adolescence	<i>Take note of the way in which temperament/personality relates to outcomes in terms of functioning.</i>
6.4.1.2	Adaptive functioning	<i>Pay attention to selection, optimisation and compensation.</i>
6.4.1.3	The psychoanalytic perspective	<i>Study Freud and Erikson's views regarding personality development during adolescence.</i>
6.4.2	Identity development	<i>Identity formation is one of the major developmental tasks of adolescence.</i>
6.4.2.1	Erikson's theory: Identity versus identity confusion	<i>Take note of Erikson's theory about identity formation as well as his view of the formation of a personal identity. You must study (a) The development of an identity; (b) Identity confusion; and (c) Evaluation of Erikson's view of identity formation.</i>
6.4.2.2	James Marcia's theory: The formulation of identity statuses	<i>James Marcia's theory about the formulation of identity statuses during adolescence contributes to our understanding of identity formation.</i>
Table 6.5	Criteria for identity statuses	<i>Useful information about Marcia's theory.</i>
6.4.2.3	Forming a group identity	<i>Take note of the importance of forming a group identity in adolescence.</i>
Research focus	Identity development of South African adolescents in a democratic society	<i>Interesting information about South African adolescents' identity development is discussed.</i>
6.4.3	Self-conceptions: Adolescents' understanding of self	<i>Take note of the change in adolescents' understanding of themselves.</i>
6.4.3.1	The actual self, possible self and false self	<i>Pay attention to actual self, possible self, ideal self, feared self and false self as well as the complexity of self-understanding.</i>
6.4.3.2	Self-esteem	<i>Take note of how adolescents' self-esteem changes as well as of the three aspects of self-esteem.</i>
6.4.3.3	Culture and the self	<i>Cultural differences are found in conceptions of the self. Also note how it may differ in collectivistic and individualistic cultures.</i>
6.4.4	Emotions	<i>Pay attention to changes in adolescents' emotionality.</i>

6.5 SOCIAL DEVELOPMENT

Adolescent development takes place in a social context. In this section you will study how adolescents' social development differs from social development in previous stages as peer relationships now play an especially important role. In the following table we give you guidance as to which sections to study for the examination.

Section number	Heading in prescribed book	Notes for guidance
6.5	Social development	<i>Take note of the aspects of social development in adolescence.</i>
6.5.1	The parent-adolescent relationship	<i>The parent-child relationship changes during adolescence.</i>
6.5.1.1	Parent-adolescent conflict	<i>Pay attention to interactional changes and the reasons for these changes. Also note the so-called generation gap.</i>
6.5.1.2	Autonomy and attachment	<i>Take note of how the need for autonomy may influence the parent-child relationship. Also pay attention to the role of attachment bonds and separation anxiety.</i>
6.5.1.3	Parenting styles	<i>Baumrind identified three parenting styles and two dimensions of parental behaviour. Also study the role played by reciprocal or bi-directional effects.</i>
6.5.2	Peer group relationships	<i>Take note of the changes in peer group relations during adolescence.</i>
6.5.2.1	The structure of the peer group	<i>The structure of the peer group and stages in peer group formation during adolescence should be taken note of.</i>
Figure 6.4	Stages of peer group formation during adolescence	<i>Clear information about stages of peer group formation during adolescence is presented in this figure.</i>
6.5.2.2	Conformity	<i>Take note of the increase in conformity in peer group relationships, the benefits of peer group conformity, the danger of excessive conformity and the role of the counter-culture.</i>
6.5.2.3	Friendships	<i>The nature and purpose of friendships in adolescence are important aspects.</i>
6.5.2.4	Romantic relationships	<i>Romantic relationships are important for adolescents. Study the three stages of development thereof and the influence of romantic relationships on adolescent development.</i>

6.5.2.5	Adolescents and cyberspace	<i>Take note of the role played by ICTs in adolescents' lives and which developmental needs are satisfied by these.</i>
6.5.4	Moral development	<i>The development of an appropriate value system is stressed.</i>
6.5.4.1	Theories of moral development	<i>Study the various theories of moral development: (a) Psychoanalytic theory; (b) Social learning theory; and (c) The cognitive perspective. Also note the criticism against the theory of Kohlberg.</i>
Research Focus	Moral development in black and white South African adolescents	<i>Possible reasons for differences in moral development are discussed.</i>
6.5.4.2	Factors influencing the moral development of adolescents	<i>Moral development is influenced by various factors – take note of all of them.</i>

Think back and ask yourself and/or somebody else

Adolescence is often described as a period of 'storm and stress'.

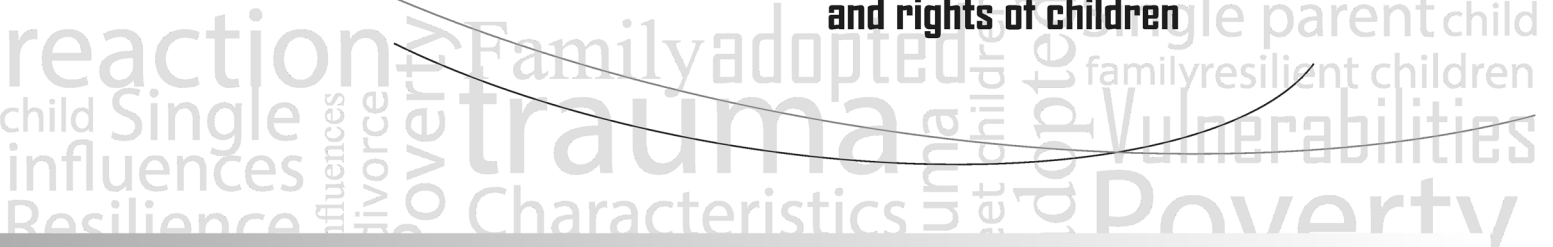
Consider your own views based on your knowledge of adolescence as a developmental stage in this regard. Do you agree with this view of adolescence and if you do, why do you feel this way?

Perhaps you are of the opinion that most adolescents are more 'settled' than they are given credit for. If you believe this is the case, on what do you base your view?

Do you believe that modern-day adolescents are less able or better able to cope with the challenges that they need to face in terms of their physical, cognitive, emotional and social development than adolescents of a few decades ago?

UNIT 7

Vulnerabilities, resilience and rights of children



UNIT 4

Early childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Neo-Piagetians
 - Vygotsky's theory
- ▶ Personality development
 - Theories of personality development
 - Emotions
 - The self-concept
 - Gender and gender role development
- ▶ Social development
 - Relationships with: parents/caregivers, siblings, peers
 - Aggressive and prosocial development
 - Moral development

UNIT 5

Middle childhood

- ▶ Physical development
- ▶ Cognitive development
 - Piaget's theory
 - Information processing: memory
 - Language development
- ▶ Personality development
 - Theories of personality development
 - Self understanding: development of self-concept and self-esteem
 - Emotional development
- ▶ Social development
 - The role of family
 - Parent-child relationship
 - Sibling and peer relationships
 - Moral development

UNIT 6

Adolescence

- ▶ What is adolescence?
- ▶ Physical development
 - The psychological effects of physical changes
- ▶ Cognitive development
 - Piaget's theory
 - The information processing view
 - The psychometric approach
 - Practical cognition
- ▶ Personality development
 - Temperament and personality traits
 - Adaptive functioning
 - The psychoanalytic perspective
 - Identity development:
 - Erikson's and Marcia's theories
 - Self-conceptions
 - Emotions
- ▶ Social development
 - Parent-adolescent relationships
 - Peer group relationships
 - Moral development

UNIT 7



Orientation

Welcome to unit 7 of child and adolescent development. The primary focus of this learning unit will be on vulnerabilities, resilience and more importantly, the rights of children. Although developmental psychologists are particularly concerned with normal development, most of our children in South Africa and other developing countries are exposed to many risk factors and we must be aware of those factors that may interfere with optimal development. In light of the above, the current learning unit will look at factors which might have a negative impact on positive child and adolescent development in general.

You are encouraged to reflect on how these factors could possibly have various implications for the South African context given that many children are neglected and consequently exposed to a culture of violence which renders them vulnerable. This is further complicated by the fact that optimal child development is constantly interfered with due to increased rates of divorce, child headed-households or single-parent homes which all contribute towards different patterns of child development. This could have detrimental consequences for children's wellbeing and could also undermine their basic human rights to be cared for, to be loved, nurtured and protected from various forms of exploitations.

7.1 VULNERABILITIES

Vulnerability refers to an individual's decreased capacity to handle or cope with a particular situation that causes discomfort. There are various risk factors that are all important towards facilitating a broader understanding of issues that impact on child and adolescent development. It is essential that one has a good understanding of how these various factors interact to influence child development. Please read about the risk factors under section 7.1 of Louw and Louw (2014). You must study the factors for examination purposes as indicated in the table below.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
7.1	Vulnerabilities	<i>Children's dependence makes them more vulnerable than adults.</i>
7.1.1	Family influences	<i>Take note of the importance of a stable family for children's development.</i>
7.1.1.1	Divorce	<i>Divorce affects children in many ways and these effects are determined by several factors that are discussed in this section.</i>
Table 7.1	Suggestion for parents to help their children adjust to the divorce process	<i>Valuable guidelines are given to parents in this table.</i>
7.1.1.2	Stepfamilies	<i>Most divorced parents remarry again, and become stepparents. Research findings about the effects on children are discussed in this section.</i>
7.1.1.3	Single-parent families	<i>Most SA children are raised by single parents. Study the effects on these children in this section.</i>

7.1.1.5	Child-headed households	<i>A considerable number of SA children are found in these households. Study this section with regard to research on these households and the challenges and problems of these children.</i>
7.1.1.7	Street children	<i>Most of us encounter street children almost everywhere in our cities and towns. Interesting information and research findings are discussed in this section.</i>
7.1.3	Poverty	<i>Material deprivation also affects physical and psychological development. More than 50% of the SA population is affected by poverty.</i>
7.1.9	Age-related reactions to trauma	<i>Children's individual reactions to trauma are discussed in this section.</i>

7.2 RESILIENCE

Resilience refers to the innate human ability to adapt successfully in the face of adversities. Many children in South Africa are confronted with various challenging circumstances on a daily basis as well as faced with making decisions that could have life-changing consequences. The manner in which children respond to these circumstances can demonstrate their levels of resilience or even lack thereof. You are referred to a case study of Hamilton Naki (case study 2 under 7.2 in Louw & Louw, 2014) for an indication of how one can display resilience in the midst of adversity. This case study will serve as background reading and you will not be examined on it. Please see the following table for the sections that you must study.

Study sections:

Section number	Heading in prescribed book	Notes for guidance
7.2	Resilience	<i>Study this section except the two case studies, which are very interesting to read.</i>
Table 7.2	Characteristics of resilient children	<i>This table describes protective factors found in the child, the family and the community.</i>

7.3 THE RIGHTS OF THE CHILD

The rights of children are essential to the development, wellbeing and sustainability of any country. In South Africa this is even more so important considering that our country has been historically divided along racial lines. The historical divide, which was prevalent in our society, still affects many children who are often disadvantaged along social, cultural or political lines. Due to their vulnerability, children are often the ones who bear most of the brunt for the injustice that was, and in many instances still is, prevalent in our society. Taking the above into consideration, it is crucial for society as a whole to ensure that the basic rights of children are respected and valued at all times to guarantee a sustainable future for them. The Children's Charter

of South Africa highlights that every child is entitled to basic human rights which include, *inter alia*, access to education, health care and security. However, this ideal is not always attainable considering that children in South Africa are often rendered vulnerable by their socio-economic status and standard of living. It is important that you read the Children’s Charter of South Africa; however, you do not have to study it for examination purposes. The following must be studied:

Study section

Section number	Heading in prescribed book	Notes for guidance
7.3	The rights of the child	<i>The rights of children are discussed and it is interesting to note when the Children’s Charter was put into place. Also note that South Africa is recognised as an example of the development of people’s rights.</i>

Conclusion

You now have a picture of how children’s and adolescents’ optimal development may be affected by several risk factors. You may have realised that their development is dependent on many factors, for example some innate characteristics, but also certain risk factors in their environment. However, not all children necessarily develop negatively, because some are protected by their own resilience and by factors in their family, community and culture.

Think back and ask yourself and/or somebody else

- Have you been exposed to some of the risk factors discussed in this chapter? If yes, what do you remember about it and how do you think did it affect you? What made you cope? If you grew up in more positive circumstances, do you know children who are exposed to some of these factors at this stage? How can you make the community aware of the needs of these children?
- Do you also know somebody like Hamilton Naki who rose above the situation? Then please tell the story to others to inspire them.