

MODULE 2

The Stages of Development and Developmental Tasks



INTRODUCTION:

For every developmental stage, there is an expected developmental task. What happens when the expected developmental task are not achieved at the corresponding developmental stage? How can you help children achieve these developmental tasks?



John Santrock

- John Santrock's research focuses on family processes and children's socioemotional development. He conducted the first major research study on comparisons of children in mother and father custody families.



“ Who are you?” asked the caterpillar, alice replied rather sliyly,”I-I hardly know, Sir just at present – at least I know who I was when I got up this morning, But I must have changed several times since then.”

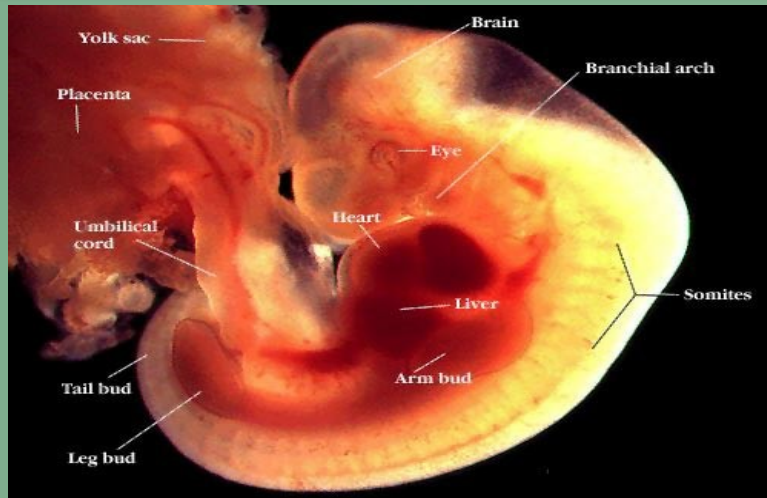
-Lewis Carroll

ACTIVITY

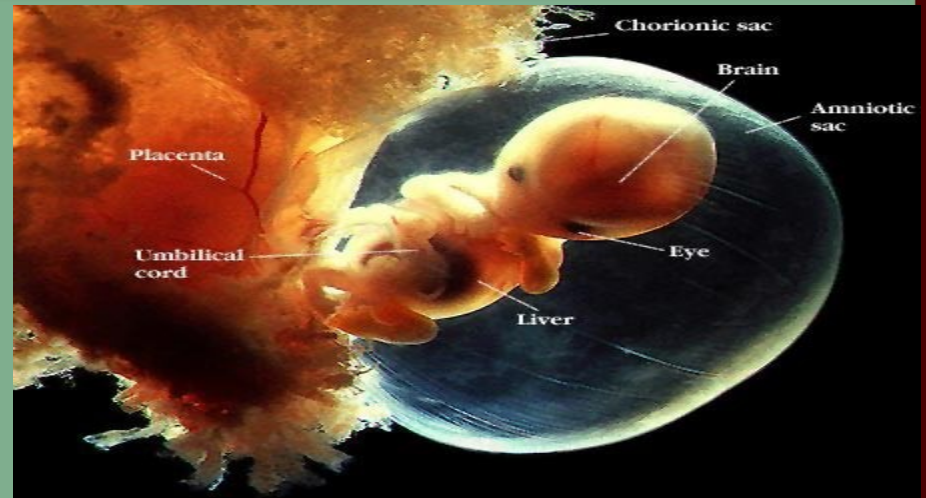
Study the pictures and
the descriptions below
each set of pictures,
then answer the
following questions



Pre-natal Period



4 WEEKS EMBRYO



7-8 WEEKS HUMAN EMBRYO



1. Do the pictures suggest the respective developmental stages?
2. Symbolize each developmental stage. Give a symbol that stands for the developmental task for each stage.
3. If you were given a chance, which developmental stage would you like to be in? Why? Share your answers with your small group?



Prenatal Period

Progress Before Birth: Prenatal Development

3 phases

germinal stage = first 2 weeks

conception, implantation, formation of placenta

embryonic stage = 2 weeks – 2 months

formation of vital organs and systems

fetal stage = 2 months – birth

bodily growth continues, movement capability begins, brain cells multiply age of viability



Infancy (birth – 2 years)

Infancy (Birth – 2 years)

- extreme dependence on adults
- beginning psychological activities:
 - language, symbolic thought, sensorimotor coordination and social learning
- language of newborn is the cry
- usually eats every 2 to 3 hours
- uncoordinated movements
- toothless
- poor vision (focusing range 8 to 12 inches)
- usually doubles weight by 9 months
- responds to human voice & touch



Infancy

1 year old

- change from plump baby to leaner more muscular toddler
- begins to walk & talk
- ability for passive language (better understanding of what's being said)
- tentative sense of independence
- determined explorer



Infancy

2 years old

- begins to communicate verbally (name, etc.)
- can usually speak in 3 to 4 word sentences
- famous for negative behavior

“NO!” to everything!

temper tantrums

- will play side by side other children, but does not actively play with them
- great imitators



Early Childhood (3 to 5 years)

Early Childhood

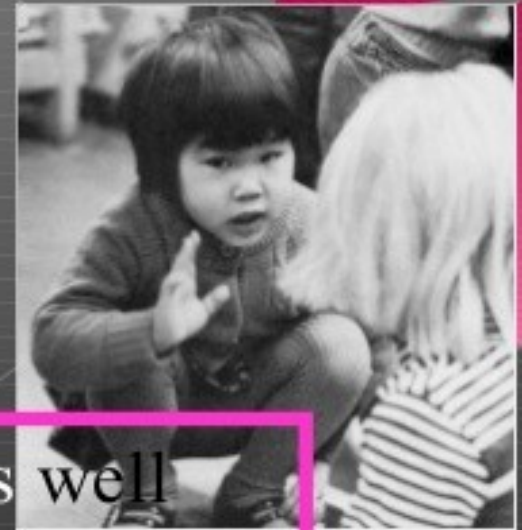
3 years old



- wants to be just like parents
- vocabulary and pronunciation continue to expand
- climbs stairs with alternating feet
- can briefly stand on one foot

Early Childhood

4 years old



- sentences are more complex; speaks well enough for strangers to understand
- imagination is vivid; line between what is real & imaginary is often indistinct
- develops fears (common fears: fear of dark, fear of animals, & fear of death)

Early Childhood

5 years old



- can hop on one foot & skip
- can accurately copy figures
- may begin to read
- socialize with other children their age

Middle and Late Childhood (6 to 12 years)

Middle and Late Childhood

6 - 12 years old

- both large & small muscles well-developed
- developed complex motor skills
- from independent activities to same sex group activities
- acceptance by peers very important
- parental approval still important



Adolescence (13-18 years)

Adolescence

13 - 18 years old

- traumatic life stage for child & parent
- puberty occurs
- extremely concerned with appearance
- trying to establish self-identity
- confrontations with authority

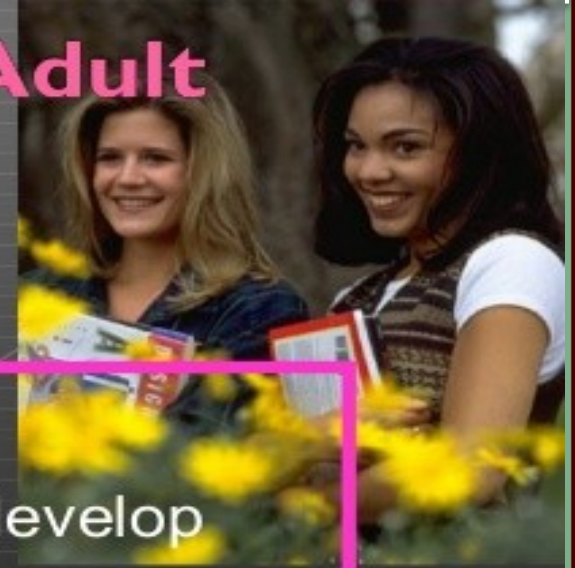


Early Adulthood (19-29 years)

Early Adulthood/Young Adult

19 - 29 years old

- physical development complete
- emotional maturation continues to develop
- usually learned to accept responsibility for actions & accept criticism
- usually knows how to profit from errors
- socially progress from age-related peer groups to people with similar interests



Middle Adulthood (30-60 years)

Middle Adulthood

30 - 60 years old

- physical changes begin to occur:
 - hair begins to thin & gray
 - wrinkles appear
 - hearing & vision decrease
 - muscles lose tone
- main concerns: children, health, job security, aging parents, & fear of aging
- love & acceptance still take a major role



Late Adulthood (61 years and above)

Late Adulthood

61 years and above

- fastest growing age bracket of society
- physical deterioration (brittle bones, poor coordination)
- some memory problems
- coping with retirement & forms of entertainment
- very concerned with health & finances
- significant number become depressed; suicide rate is high



Analysis:

1. How many developmental stages were described? How do these stages compare to Havighurst's developmental stages given below?



Havighurst has identified six major age periods:

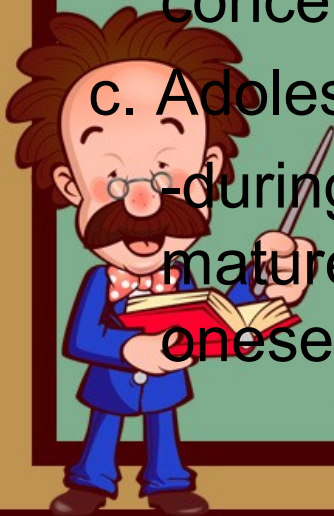
1. **INFANCY AND EARLY CHILDHOOD (0-5 YEARS),**
2. **MIDDLE CHILDHOOD (6-12 YEARS),**
3. **ADOLESCENCE (13-18 YEARS),**

4. **EARLY ADULTHOOD (19-29 YEARS),**
5. **MIDDLE ADULTHOOD (30-60 YEARS), AND**
6. **LATER MATURITY (61+)**

2. What is an outstanding trait or behavior of each stage?
3. What task/s is/are expected to each developmental stage?
4. Does a developmental task in a higher level require accomplishment of the lower level developmental tasks?
5. Refer to Havighurt's Developmental Tasks given in the Table on the next page. Match the descriptions given by Santrock. Are Havighurst and Santrock saying the same things?

What is an outstanding behavior/trait of each stage?

- a. Infancy and early childhood (birth till 6 years old)
-in this stage, the child begins to learn different physical activities like walking, crawling as well as starting to read and forming concepts.
- b. Middle childhood (6-12 years old)
-middle childhood is then where the child learns different physical skills for simple games; as well as developing concepts for everyday living.
- c. Adolescence (13-18 years old)
-during the adolescence period, the child achieves more mature relations with others. The child gets to know oneself and prepares himself for the coming years.



d. Early adulthood (18-30 years old)

-here one is now ready to settle down and begin a family as well as a new life. One looks for a career to help in raising himself and his family; practicing as well socially.

e. Middle age (30-60 years old)

- the middle age, is where one is able to see clearly to his future, here one is then able to help his children as well as other teenagers to become more responsible. Here one also is able to adapt to everything that is happening to him physically, emotionally even socially.

f. Later maturity (60 years old and over)

- in this stage, one is adjusting to the happenings of his life. Here, one needs to adjust to understand everything especially in death.



Developmental Tasks

Infancy & early childhood (0-5)	Middle Childhood (6-12)	Adolescence (13-18)	Early Adulthood (19-29)	Middle adulthood (30-60)	Later Maturity (61-and over)
1.Learning to walk	1.Learning physical skills necessary for ordinary games	1.Achieving mature relations with both sexes	1.Selecting a mate	1.Helping teenage children to become happy and responsible adults	1.Adjusting to decreasing strength and health
2.Learning to take solid foods	2.Building a wholesome attitude toward oneself	2.Achieving a masculine or feminine social role	2.Learning to live with a partner	2.Achieving adult social and civic responsibility	2.Adjusting to retirement and reduced income
3.Learning to talk	3.Learning to get along with age mates	3.Accepting one's physique	3.Starting a family	3.Satisfactory career achievement	3.Adjusting to death of spouse
4.Learning to control the elimination of body wastes	4.Learning an appropriate sex role	4.Achieving emotional independence of adults	4.Rearing children	4.Developing adult leisure time activities	4.Establishing relations with one's own age group
5.Learning sex differences and sexual modesty	5.Developing fundamental skills in reading, writing and calculating	5.Preparing for marriage and family life	5.Managing a home	5.Relating to one's spouse as a person	5.Meeting social and civic obligations

6.Acquiring concepts and language to describe social and physical reality

6.Developing concepts necessary for everyday living

6.Preparing for an economic career

Starting a occupation

6.Accepting the physiological changes of middle age

6.Establishing satisfactory living quarters

7.Readiness for reading

7.Developing conscience,morality, and a scale of values

7.Acquiring values and an ethical system to guide behavior

7.Assuming civic responsibility

7.Adjusting to aging parent

8.Learning to distinguish right from wrong and developing a conscience

8. Achieving personal independence

8. Desiring and achieving socially responsible behavior

9.Developing acceptable attitudes toward society

Abstraction

Robert Havighurst defines developmental task as one that “arises at certain period in our life, the successful achievement of which leads to happiness and success with later tasks while failure leads to unhappiness, social disapproval, and difficulty with later tasks”.(Havighurst, 1972).



Developmental tasks (Santrock, 2002)

1. Prenatal period (from conception to birth)- it involves tremendous growth from a single cell to an organism complete with brain and behavioural capabilities.

2. Infancy (from birth to 18-24 months)- a time of extreme dependence on adults. Many

Psychological activities are just beginning – language , symbolic thought , sensorimotor coordination and social learning.



3. Early Childhood (end of infancy to 5-6 years (grade 1) – these are the preschool years. Young children learn to become more self- sufficient and to care for themselves, develop school readiness skills and spend many hours in play with peers.

4. Middle and late childhood (6-11 years of age, the elementary school years)- the fundamental skills of reading, writing and arithmetic are mastered.



The Child is formally exposed to the larger world and its culture. Achievement becomes a more central theme of the child's world and self-control increases.

5. Adolescence (10-12 years of age ending up to 18-22 years of age)-

Begins with rapid physical changes- dramatic gains in height and weight, changes in body contour, and the

development of sexual characteristics such as enlargement of the breasts,

development of pubic and facial hair, and deepening of the voice.



Pursuit of independence and identity are prominent. Thought is more logical, abstract and idealistic. More time is spent outside of the family.

6. Early adulthood (from late teens or early 20s lasting through the 30's – it is a time of establishing personal and economic independence, career development, selecting a mate, learning to live with someone in an intimate way, starting a family and rearing children.



7. Middle adulthood (40-60 years of age) –

It is a time of expanding personal and social involvement and responsibility; of assisting the next generation in becoming competent and mature individuals; and of reaching and maintaining satisfaction in a career.

8. Late Adulthood (60s and above)- It is time for adjustment to decreasing strength and health. Life review, retirement, and adjustment to new social roles.



Application:

1. Answer this questions with a learning partner. What are the implication of these developmental tasks to your role as a facilitator of learning? Let's play particular attention to the stages that correspond to schooling – early childhood, middle and late childhood and adolescence

Lets do no.1 Early childhood – what are preschool teachers supposed to do with pre schoolers? Help them develop



Readiness for school and not to be too academic in teaching approach. They ought to give much time for preschoolers to play. Or perhaps help preschoolers develop school readiness by integrating children's games in school activities.

no.2- Middle and Late Childhood

Elementary school teachers ought to help their pupils by



No.3 – Adolescence

High-school teachers ought to help their students by



2. Allow small groups to do each of the following:

- a. Cover up with an object to symbolize each period or stage of development
- b. Do a multimedia presentation of outstanding characteristics and developmental tasks each developmental stage. You may use the text of Santrock found under each collage of pictures in the activity phase of this lesson
- c. sing and appropriate song of each developmental stage.



3. Discuss the meaning of the quotation beneath the title of the lesson. Relate it to the stages of development.

BIG IDEAS:

1. Complete this unfinished sentence.

Developmental are _____.

2. Show the developmental stages by means of a diagram inclusive of the ages.

Write also the outstanding characteristics trait and developmental task of each developmental stage.



Test your Understanding

1. Put a check (✓) beside those statements that are correct and an (×) beside those that are wrong. If your answer is an x. Explain why.

_____ 1. Developmental tasks are only for the first 3 stages of human development.

_____ 2. Failure of achieving developmental tasks in an earlier stage also means failure for the learner to



Master the developmental task in the next stage.

_____ 3. Preschool age corresponds to early childhood stage.

_____ 4. Adolescence is middle and the late childhood stage.

_____ 5. Teenage is middle childhood.



_____6. Mastery of fundamental skills is a major concern during earl childhood.

_____7. Play is a great need of children in middle childhood

_____8. Preparing children for school readiness is the major concern of middle childhood.



REFLECTION:

1. Reflect on your early childhood, middle and late childhood days. Were you able to acquire the developmental tasks expected of early, middle, late childhood and adolescence. What facilitated your acquisitions of the ability to perform such tasks? Write our reflection.



2. Having mastered the developmental tasks of early childhood middle and late childhood and adolescence, reflect on what you should do as a teacher to facilitate our students acquisition of these developmental tasks. Write down reflections?

