## Developmental timeline



## Developmental timeline – Paper Example

Piaget developed many stages for brain and nervous system development. The first stage is the sensorimotor stage that happens beginning at birth to the age of two. In this stage, knowledge is increased through sensory and motor abilities. The next stage is the preoperational stage that happens from two to the age of seven. In this stage knowledge develops as language, through mental images, and symbolism. The stage after that is the concrete operational stage that happens at the age of seven to the age of twelve. In this stage, children can reason about concrete items and events logically. The final stage is the formal operational stage and this stage goes from the age of 12 and ends at death. In this stage, children can think articulately about concrete objects and they have a strong sense of reasoning. There are also substages to these stages. The first substage to the sensorimotor stage is from the ages of birth to one month and it occurs through reflexes like grasping and sucking. In this stage knowledge is acquired through these reflexes. Substage 2 happens from the ages of 1 to 4 months. Reflexes are organized into larger more complex behaviours where behaviours like grabbing a rattle to suck occurs. Substage 3 occurs from the ages of 4 to 8 months where repetition of actions causes pleasing or interesting things to happen as in the case of banging a rattle. Substage 4 occurs from the ages of 8 to 12 months. This occurs when objects can be imagined with the mind even when they are out of sight. Substage 5 occurs from the ages of 12 to 18 months where an object is used in a variety of ways. For example, banging a spoon against a high chair. Substage 6 occurs from 18 to 24 months and it allows a person to be able to form enduring mental representations as demonstrated by " deferred imitation." Erikson's psychosocial stages include trust versus mistrust (birth to 1 year), autonomy versus shame and doubt (1

## Developmental timeline – Paper Example

to 3 years), initiative versus guilt (3 to 6 years), industry versus inferiority (6 to 12 years), identity versus role confusion (12 to 18 years), intimacy versus isolation (18 to 30 years), generativity versus stagnation (30 to old age), and integrity versus despair (old age). The trust versus mistrust stage involves hope where trust in a primary caregiver and in one's own ability where a secure attachment to a caregiver is key. Autonomy versus shame and doubt allows for a will where new physical skills lead to a demand for more choices. Initiative versus guilt has a purpose where an ability to organize activities around some goal occurs. Industry versus inferiority allows for competence to be developed where cultural skills and norms and a failure to master these skills leads to inferiority. Identity versus role confusion revolves around fidelity where a unified and consistent sense of self develops in puberty to become a mature sexual identity. Intimacy versus isolation is where a person develops intimate relationships beyond adolescent love where many become parents. Generativity versus stagnation involves care where people rear children to become the next generation in the workforce and in their development of their families. Integrity versus despair involves wisdom where a person conducts a life review and integrates earlier stages and comes to terms with basic identity to develop a self-acceptance. Cognitive and moral development was developed by Kohlberg and he discusses morals like the value of human life. One instance occurs where a man cannot afford medicine for his dying wife so he must choose to steal in order to save her or let her die. He obviously chooses to steal. Adults reward children with praise for morally acceptable behaviour and punish children for bad behaviour. As a result children's bad behaviour decreases as they become adults.

Consequences shape a child's behaviour. Punishment might actually

interfere with moral development. For example, if a child is punished for stealing, they will stop stealing. Bibliography Boyd, D. (2008). Lifespan Development. Toronto: Pearson.