

Digital Appendix A

STUDENT RESEARCH KIT

Domain Research

Using Bronfenbrenner's Ecological Systems Theory and your text, complete the theorists' tables included in this handout to guide your decision-making process for your case study. You have tables for all major schools of thought affecting our understanding of lifespan development including the biological, cognitive, and socioemotional domains. You are also expected to consider broad impacts of the events in the life of your case study and how these might affect the three domains of development. Finally, you should always keep in mind the role cultural nuances play in augmenting or ameliorating these effects.

Biological Theory

Freud

Developmental Stage and Age | Foci

Oral (birth–1 yr)

Mouth, Tongue, Lips

Immediate Impact

Potential Impact

Anal (1 yr–3 yrs)

Anus

Immediate Impact

Potential Impact

Phallic (3 yrs–6 yrs)

Genitals

Immediate Impact

Potential Impact

Latency (6 yrs–~11 yrs)

None

Immediate Impact

Potential Impact

Genital (~11 yrs)

Genitals

Immediate Impact

Potential Impact

Cognitive Theory

Piaget

Developmental Stage and Age | Processes

Sensorimotor (birth–2 yrs)

Acquire knowledge through sensory experiences and manipulating objects.

- Object permanence
- Stranger anxiety

Immediate Impact

Potential Impact

Pre-operations (2 yrs–7 yrs)

- Learn through pretend play
- Still struggle with logic and taking others' perspectives
- Egocentric
- No mathematical transformations
- No conservation
- No reversibility

Immediate Impact

Potential Impact

Concrete Operations (7–11 yrs)

- Concrete logic and reasoning
- No longer egocentric
- Conservation
- Mental rotations and mathematical transformations
- Reversibility

Immediate Impact

Potential Impact

Formal Operations (11 yrs+)

Abstract Reasoning

Immediate Impact

Potential Impact

Vygotsky

Sociocultural Framework | Processes

More Knowledgeable Others

Adults or peers with knowledge beyond that of the child who can pull the child forward into his or her learning

Immediate Impact

Potential Impact

(Un)favorable Conditions

Any external conditions (e.g., neighborhood, school, or church) that may hinder or help learning

Immediate Impact

Potential Impact

Scaffolding

Creating a structure for learning based on the child's current knowledge and sociocultural aids to assist with the learning of new information

Immediate Impact

Potential Impact

Physical Conditions

Biological and/or immediate physical surroundings that reinforce scaffolding or make scaffolding more difficult

Immediate Impact

Potential Impact

Socioemotional Theory

Erikson

Developmental Stage and Age | Foci | Resolution

Basic Trust v. Mistrust (birth–1 yr)

Children develop a sense of trust with caregivers who provide reliability, care, and affection? Lack leads to mistrust. Resolution: hope

Immediate Impact

Potential Impact

Autonomy v. Shame and Doubt (1 yr–3 yrs)

Children develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy; failure results in feelings of shame and doubt. Resolution: will

Immediate Impact

Potential Impact

Initiative v. Guilt (3 yrs–6 yrs)

Children begin asserting control and power over the environment. Success leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt. Resolution: purpose

Immediate Impact

Potential Impact

Industry v. Inferiority (6 yrs–12 yrs)

Children need to cope with new social and academic demands. Success leads to a sense of competence, whereas failure results in feeling of inferiority. Resolution: competence

Immediate Impact

Potential Impact

Identity v. Role Confusion (12 yrs–19 yrs)

Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to oneself, whereas failure leads to role confusion and a weak sense of self. Resolution: fidelity

Immediate Impact

Potential Impact

Developmental Stage and Age | Foci | Resolution

Identity v. Role Confusion (12 yrs–19 yrs)

Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, whereas failure results in loneliness and isolation. Resolution: love

Immediate Impact

Potential Impact

Generativity v. Stagnation (26 yrs–54 yrs)

Adults create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment; failure results in shallow involvement in the world. Resolution: care

Immediate Impact

Potential Impact

Integrity v. Despair (65 yrs+)

Older adults look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom; failure results in regret, bitterness, and despair. Resolution: wisdom

Immediate Impact

Potential Impact

Kohlberg

Developmental Stage and Age | Processes

Pre-conventional (birth–7 yrs): Focus on the Self

sub1: Punishment and Obedience: Might Makes Right

Punishment Avoidance: whatever leads to punishment is wrong

Immediate Impact

Potential Impact

sub2: Instrumental Exchange: The Egoist

Reward Attraction: whatever leads to reward is right

Immediate Impact

Potential Impact

Conventional (7 yrs–13 yrs): Focus on Self + in Relation to Others

sub3: Conformity: The Good Boy/Good Girl

Immediate Impact	Potential Impact
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sub4: Law and Order

The Good Citizen

Immediate Impact	Potential Impact
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Post-conventional (13 yrs+): Focus on Others*sub5: Social Contract: The Philosopher King*

Immediate Impact	Potential Impact
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sub6: Universal Ethical Principles: The Messiah

Immediate Impact	Potential Impact
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Gilligan

Developmental Stage and Age | Goals and Transitions

Pre-conventional (birth–7 yrs): Goal = Individual Survival

Immediate Impact	Potential Impact
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Transition*from selfishness to responsibility to others*Conventional (7 yrs–13 yrs): Goal = Self-Sacrifice Is Goodness

Immediate Impact	Potential Impact
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Transition*from “goodness” to recognition that the individual is a person too*Post-conventional (13 yrs+): Goal = Do No Harm to Others or the Self

Immediate Impact	Potential Impact
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General Developmental Domain Impacts

Cognitive

Developmental Stage and Age | Goals and Transitions

Pregnancy and Childbirth

Immediate Impact

Potential Impact

Infancy and Toddlerhood

Immediate Impact

Potential Impact

Early Childhood

Immediate Impact

Potential Impact

Middle Childhood

Immediate Impact

Potential Impact

Late Childhood

Immediate Impact

Potential Impact

Adolescence

Immediate Impact

Potential Impact

Emerging/Early Adulthood

Immediate Impact

Potential Impact

Middle Adulthood

Immediate Impact

Potential Impact

Late Adulthood/End of Life

Immediate Impact

Potential Impact

Socioemotional

Developmental Stage and Age | Goals and Transitions

Pregnancy and Childbirth

Immediate Impact

Potential Impact

Infancy and Toddlerhood

Immediate Impact

Potential Impact

Early Childhood

Immediate Impact

Potential Impact

Middle Childhood

Immediate Impact

Potential Impact

Late Childhood

Immediate Impact

Potential Impact

Adolescence

Immediate Impact

Potential Impact

Emerging/Early Adulthood

Immediate Impact

Potential Impact

Middle Adulthood

Immediate Impact

Potential Impact

Late Adulthood/End of Life

Immediate Impact

Potential Impact

Cultural

Developmental Stage and Age | Goals and Transitions

Pregnancy and Childbirth

Immediate Impact

Potential Impact

Infancy and Toddlerhood

Immediate Impact

Potential Impact

Early Childhood

Immediate Impact

Potential Impact

Middle Childhood

Immediate Impact

Potential Impact

Late Childhood

Immediate Impact

Potential Impact

Adolescence

Immediate Impact

Potential Impact

Emerging/Early Adulthood

Immediate Impact

Potential Impact

Middle Adulthood

Immediate Impact

Potential Impact

Late Adulthood/End of Life

Immediate Impact

Potential Impact