

Chapter 31

Growth and Development

Principles (1 of 2)

- *Growth* refers to the physical changes that a person experiences that are measured and that occur in a steady and orderly manner.
 - Growth is measured in weight and height.
 - Changes in appearance and body functions also measure growth.
- *Development* relates to changes in psychological and social functioning.
 - A person behaves and thinks in certain ways at each stage of development.

Principles (2 of 2)

- Although they differ, growth and development:
 - Overlap
 - Depend on each other
 - Occur at the same time
- Basic principles of the process:
 - Starts at fertilization and continues until death
 - Proceeds from the simple to the complex
 - Occurs in certain directions
 - Occurs in a sequence, order, and pattern
 - The rate of the process is uneven
 - Each stage has its own characteristics and developmental tasks as guidelines.

Selected Theories of Human Development (1 of 8)

- Piaget's Stages of Cognitive Development
 - Published in 1936
 - Focuses on children from birth through adolescence
- Piaget's basic assumptions about children:
 - Children build their own knowledge based on their experiences.
 - Children learn things on their own without influence from adults or other children.

Selected Theories of Human Development (2 of 8)

- Piaget
 - Four stages of Piaget's Cognitive Development
 - Sensorimotor stage (ages birth to 18-24 months)
 - Preoperational stage (ages 2-7 years)
 - Concrete operational stage (ages 7-11 years)
 - Formal operational stage (age 11 years and older)

Selected Theories of Human Development (3 of 8)

- Erikson's Stages of Psychosocial Development
 - Eight stages of psychosocial development
 - Each stage involves a crisis of two opposing forces
 - Stage 1: Trust vs. mistrust
 - Stage 2: Autonomy vs. doubt
 - Stage 3: Initiative vs. guilt
 - Stage 4: Competence vs. inferiority
 - Stage 5: Identity vs. role confusion
 - Stage 6: Intimacy vs. isolation
 - Stage 7: Generativity vs. stagnation
 - Stage 8: Integrity vs. despair

Selected Theories of Human Development (4 of 8)

- Erikson's Stages of Psychosocial Development
 - See textbook *Table 31.1: Erikson's Theory of Psychosocial Development From Birth Throughout Old Age*

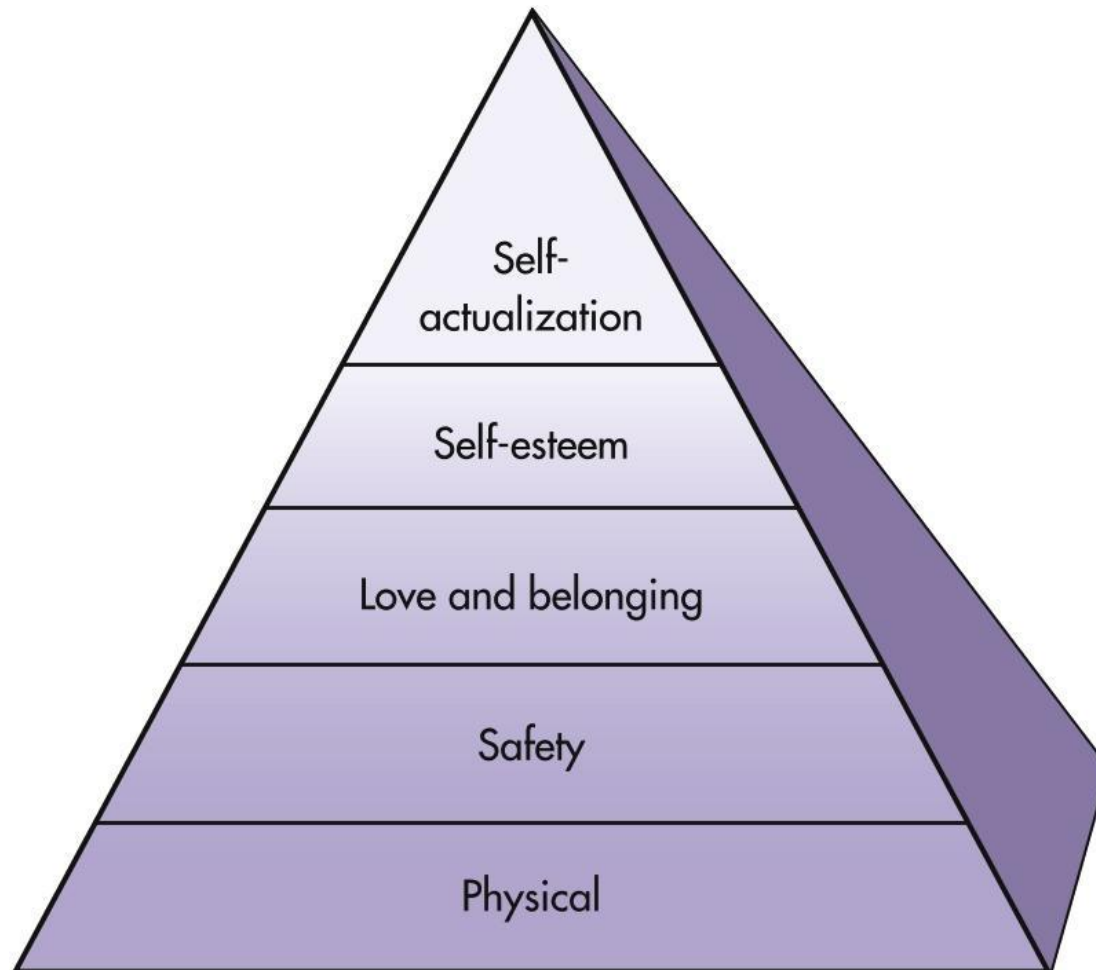
Selected Theories of Human Development (5 of 8)

- Erikson's Stages of Psychosocial Development
 - Factors that influence psychosocial health include:
 - Personality
 - Family background
 - Environment
 - Life circumstances

Selected Theories of Human Development (6 of 8)

- Maslow's Hierarchy of Needs
 - Maslow was an American psychologist known for his theory of needs.
 - Need—something necessary or desirable for maintaining life and psychosocial well-being.
 - Certain basic needs must be met for person to survive and function.
 - Needs are arranged in a hierarchy, in order of importance (lower-level needs at bottom of hierarchy must be met first).

Selected Theories of Human Development (7 of 8)



(Source: Data from Maslow, A. H. [1970]. *Motivation and personality* [3rd ed., pp. 15-27]. Harper & Row.)

Copyright © 2022 Elsevier, Inc. All Rights Reserved.

Selected Theories of Human Development (8 of 8)

- Maslow's Hierarchy of Needs
 - These basic needs are, from lowest to highest level:
 - Physical needs (must be met first)
 - The need for safety
 - The need for love and belonging
 - The need for self-esteem
 - The need for self-actualization

Growth and Development

(1 of 36)

- Infancy (Birth to 1 Year)
 - Time of rapid physical, psychological, and social growth and development.
 - The developmental tasks are:
 - Learning to walk
 - Learning to eat solid foods
 - Beginning to talk and communicate with others
 - Beginning to have emotional relationships with parents, brothers, and sisters
 - Developing stable sleep and feeding patterns

Growth and Development

(2 of 36)

- Neonate or Newborn
 - Average length: 48–53 cm (19–21 in)
 - Weight: 3 200–3 600 g (7–8 lb.)
 - Birth weight doubles by 5 to 6 months and triples by first birthday.
 - Central nervous system is not well developed.
 - Movements are uncoordinated and lack purpose.

Growth and Development (3 of 36)



(Can Stock Photo Inc./CarolinaSmith.)

Growth and Development

(4 of 36)

- Neonate or Newborn
 - Newborns hear well; react to touch and pain.
 - They can taste and smell.
 - Newborns have certain reflexes:
 - *Moro (startle) reflex* occurs when a baby is startled by a loud noise
 - *Rooting reflex* occurs when the cheek is touched near the mouth, with a sudden movement, or with the head falling back
 - *Sucking reflex* occurs when the lips are touched
 - *Grasping (palmar) reflex* occurs when the palm is stroked

Growth and Development

(5 of 36)

- Birth to 1 Month

- The newborn's head is large compared with the rest of the body.
- The trunk is long; abdomen is large, round, and soft.
- The newborn has fat, pudgy cheeks, a flat nose, and a receding chin.
- Newborns can see at birth, but vision is not clear.
- For first 6 months, diet is mainly breastmilk or formula milk.
- Solid foods are usually added at 5–7 months.
- Care must be taken to observe for allergies to food products.

Growth and Development

(6 of 36)

- Infancy (Birth to 1 Year)
 - 1 month—can hold head up
 - 2 months—smiles, follows movement of objects
 - 4 months—able to roll over and can sit up if supported; Moro and rooting reflexes disappear; able to hold objects in both hands
 - 6 months—two lower front teeth come in; starts to chew, hold bottle, sit alone
 - 10 months—understands a number of words
 - 1 year—takes a few steps; walks

Growth and Development

(7 of 36)

- Toddlerhood (1 to 3 Years)
 - Growth rate is slower than during infancy.
 - Developmental tasks are:
 - Tolerating separation from the primary caregiver
 - Gaining control of bowel and bladder function
 - Using words to communicate
 - Becoming less dependent on their primary caregiver
 - Toddlers need to assert independence.
 - Begin to learn that things can be done with the help of the primary caregiver

Growth and Development

(8 of 36)

- Toddlerhood
 - Toilet training—need to be psychologically and physically ready
 - Bowel training—easier than bladder training; completed at 2.5 years
 - Bladder control during the day is achieved before bladder control at night.
 - Bladder training is complete around 3 years of age.

Growth and Development

(9 of 36)

- Toddlerhood
 - Play alongside other children, but do not usually play *with* them (*parallel play*).
 - Very possessive—“mine”
 - Temper tantrums and saying “no” are common at this age—this can frustrate primary caregiver.
 - Begin to tolerate separation from primary caregiver.

Growth and Development (10 of 36)



Copyright © 2022 by Elsevier, Inc. All rights reserved

Copyright © 2022 Elsevier, Inc. All Rights Reserved.

Growth and Development

(11 of 36)

- Preschool (3 to 5 Years)
 - Preschoolers are thinner, more coordinated, and more graceful than toddlers.
 - Developmental tasks include:
 - Increased ability to communicate with and understand others
 - Performing self-care
 - Learning gender differences
 - Learning right from wrong and good from bad
 - Learning to play with others
 - Developing family relationships

Growth and Development (12 of 36)

- The 3-Year-Old
 - 3-year-olds become more coordinated.
 - Personal care skills increase.
 - Language skills increase (roughly 1 000 words).
 - Play is important.
 - Know that there are two sexes.
 - Concept of time develops.
 - Children may fear the dark and need night lights in bedrooms.
 - Less fearful of strangers.
 - They try to please primary caregivers.

Growth and Development (13 of 36)



Copyright © 2022 by Elsevier, Inc. All rights reserved

Copyright © 2022 Elsevier, Inc. All Rights Reserved.

Growth and Development

(14 of 36)

- The 4-Year-Old
 - 4-year-olds tend to tease, tattletale, and tell fibs.
 - They can play with other children.
 - They play in groups of two or three and tend to be bossy.
 - Prefer the parent of the opposite sex.
 - Rivalries with brothers and sisters are seen.
 - They are curious about sexuality—how babies are made.

Growth and Development (15 of 36)



Copyright © 2022 by Elsevier, Inc. All rights reserved

Copyright © 2022 Elsevier, Inc. All Rights Reserved.

Growth and Development (16 of 36)

- The 5-Year-Old
 - Coordination increases.
 - Communication skills increase.
 - They are responsible and truthful, and like having rules; eager to do things the right way.
 - Fears are fewer.
 - They are proud of accomplishments.
 - They imitate adults during play and are interested in TV.
 - They enjoy doing things with the primary caregiver of the same sex.
 - Younger children are considered a nuisance.

Growth and Development (17 of 36)

- Middle Childhood (6 to 8 Years)
 - Developmental tasks in middle childhood are:
 - Developing the social and physical skills needed for playing games
 - Learning to get along with children of the same age and background (peers)
 - Learning gender-appropriate behaviours and attitudes
 - Learning basic reading, writing, and arithmetic skills
 - Developing a conscience and morals
 - Developing a good feeling and attitude about oneself

Growth and Development (18 of 36)

- The 6-Year-Old
 - Often described as being bossy, opinionated, charming, argumentative, and “know-it-alls”.
 - Like to have their own way; may cheat to win.
 - Begin to prefer playing with children of the same sex.
 - Have a best friend.
 - Tattling is common at this age.

Growth and Development (19 of 36)



(Can Stock Photo Inc./monkeybusiness.)

Growth and Development (20 of 36)

- The 7- to 8-Year-Old
 - Quieter, less stubborn, more concerned about being well liked by others
 - Like going to school
 - Peer groups are vital.
 - Well mannered and relate well to adults.
 - 8-year-olds can be defensive, opinionated, practical, and outgoing.

Growth and Development (21 of 36)

- Late Childhood: 9–12 Years
 - Preadolescents are expected to show more refinement and maturity in achieving these tasks:
 - Becoming independent of adults and learning to depend on themselves
 - Developing and keeping friendships with peers
 - Understanding the physical, psychological, and social roles of their gender
 - Developing moral and ethical behaviour
 - Developing greater muscular strength, coordination, and balance
 - Learning how to study

Growth and Development (22 of 36)

- Late Childhood: 9–12 Years
 - Girls have a growth spurt.
 - Both boys and girls have more graceful and coordinated body movements.
 - Muscle strength and physical skills increase.
 - The onset of puberty nears.
 - Puberty is the period when reproductive organs begin to function, and secondary sex characteristics appear.
 - Children at this stage need factual sex education.

Growth and Development (23 of 36)



(Can Stock Photo Inc./rphoto.)

Copyright © 2022 Elsevier, Inc. All Rights Reserved.

Growth and Development

(24 of 36)

- Late Childhood: 9–12 Years
 - Peer groups are the centre of activities.
 - Children prefer friends of the same sex.
 - Interest in the opposite sex begins.
 - These children are aware of the mistakes and faults of adults.
 - Parents and children disagree.
 - Parents are needed for the child's development.

Growth and Development (25 of 36)

- Adolescence (12 to 18 Years)
 - *Adolescence* is the time between puberty and adulthood.
 - It is a time of rapid growth and physical, sexual, emotional, and social changes.
 - This stage begins with puberty:
 - Girls reach puberty between the ages of 10 and 14 years.
 - Boys reach puberty between the ages of 12 and 16 years.
 - See textbook *Box 31.1: Some Facts About Adolescent Sexual Orientation*

Growth and Development (26 of 36)

- Adolescence (12 to 18 Years)
 - Developmental tasks of adolescence include:
 - Accepting changes in the body and appearance
 - Developing appropriate relationships with males and females of the same age
 - Exploring their gender identity and accepting the role considered normative for one's age and identified gender
 - Becoming independent from parents and adults
 - Developing morals, attitudes, and values needed to function in society
 - Increased use of social media and electronic communication devices for communicating with peers

Growth and Development (27 of 36)

- Adolescence (12 to 18 Years)
 - Menarche marks the onset of puberty in girls
 - *Menarche* is the first menstruation and the start of menstrual cycles
 - Pregnancy can occur
 - Secondary sex characteristics appear
 - *Ejaculation* (the release of semen) signals the onset of puberty in boys
 - Nocturnal emissions (“wet dreams”) occur
 - The male can father children
 - Other secondary sex characteristics appear
 - Adolescents need to become independent of adults, especially parents.

Growth and Development (28 of 36)

- Adolescence (12 to 18 Years)
 - Growth spurt occurs.
 - Considered “awkward stage”—find changes in physical appearance hard to accept.
 - Concern with weight—may try various diets.
 - Intense emotions—highs and lows
 - Dating begins—“crowd dates”
 - Gay, lesbian, bisexual, and transgender youth have same health care needs as heterosexual adolescents.

Growth and Development (29 of 36)

- Adolescence (12 to 18 Years)
 - Teenagers prefer being with peers over doing things with their families.
 - Adolescents may begin to feel or show a sexual orientation.
 - Appearance is important.
 - Adolescents begin to think about careers and what to do after high school.
 - Teens need to develop morals, values, and attitudes for living in society.
 - Parents, peers, culture, religion, the media, and school are some influencing factors.

Growth and Development (30 of 36)

- Young Adulthood (18 to 40 Years)
 - Psychological and social development continues during young adulthood.
 - There is little physical growth.
 - Developmental tasks of young adulthood include:
 - Choosing an education and a career
 - Selecting a partner
 - Learning to live with a partner
 - Becoming a parent and raising children
 - Developing a satisfactory sex life

Growth and Development (31 of 36)

- Young Adulthood (18 to 40 Years)
 - Most adults marry
 - Some choose to remain single.
 - Gay and lesbian persons may commit to a partner.
 - Partners must learn to live together.
 - Adults need to develop a satisfactory sex life.

Growth and Development (32 of 36)

- Young Adulthood (18 to 40 Years)
 - Couples can plan when to have children and how many children to have or experience an unplanned pregnancy.
 - Parents must:
 - Agree on child-rearing practices and discipline methods
 - Adjust to the child and to the child's needs for parental time, energy, and parental attention

Growth and Development (33 of 36)

- Middle Adulthood (40 to 65 Years)
 - This stage is more stable and comfortable.
 - Developmental tasks relate to:
 - Adjusting to physical changes
 - Having grown children
 - Developing leisure-time activities
 - Relating to and perhaps eventually caring for aging parents

Growth and Development (34 of 36)

- Middle Adulthood (40 to 65 Years)
 - Several physical changes occur:
 - Energy and endurance begin to slow down
 - Metabolism and physical activities begin to slow down
 - Facial wrinkles and grey hair appear
 - It is common to need eyeglasses
 - Hearing loss may begin
 - Menopause occurs in women
 - Many diseases and illnesses can develop

Growth and Development (35 of 36)

- Middle Adulthood (40 to 65 Years)
 - Children leave home.
 - Parents must let children lead their own lives.
 - Hobbies and pastimes bring pleasure.
 - Responsibility for aging parents may begin during this stage.
 - Many middle-aged adults deal with the death of their parents.

Growth and Development (36 of 36)

- Late Adulthood (65 Years and Older)
 - Developmental tasks are:
 - Adjusting to decreased physical strength and loss of health
 - Adjusting to retirement and reduced income
 - Coping with a partner's death
 - Developing new friends and relationships
 - Preparing for one's own death