

Module 3-Social Emotional Development

Key Terms and Researchers:

1. Moral development-the research in this area is focused on the concept morality and how individuals' battle between what is right and what is wrong and how this conflict develops over time. Several theorists have conceptualized how morality develops over time a bit differently. Below are
 - a. **Kohlberg**-developed several stages, which he theorized individuals move through over the course of their life. The stages include:
 - i. **Pre-conventional (ages 9 and below)- at this stage there is no set personal code of morality.**
 - Stage 1-Obedience and punishment-the child is good to avoid punishment.
 - Stage 2-Individualism and exchange-the child understands different view points.
 - ii. **Conventional (adolescents and adults)-internalization of moral standards.**
 - Stage 1- Good interpersonal relationships- being good to be seen as good by others.
 - Stage 2- Maintaining social order-awareness of the rules of society.
 - iii. **Post-conventional (adults)-individual thinking about what is right and wrong.**
 - Stage 1-social contract and individual rights-rules/laws exist, but can be broken.
 - Stage 2- universal principles- personal set of moral guidelines.

***It is important to note that in the post-conventional stage, Kohlberg theorized that only 10-15% of people would have that type of belief structure and even fewer would reach the second stage.**

***For more information on Kohlberg, [click here](#)¹.**
 - b. **Gilligan**-promoted a moral theory that included differences between men and women. Previously research had been only male-driven and presumed no differences, her focus was on female's moral development. Her theory was separated into levels:
 - i. **Level 1-orientation->self interest, moving from selfishness to responsibility.**
 - ii. **Level 2-identification of goodness with responsibility for others-inner consolidation of moral beliefs.**
 - iii. **Level 3-focusing on dynamics of self and others-seriously considering gender differences in moral development.**
2. Discipline styles (in regards to parenting styles)
 - a. **Authoritative-clear expectations and consequences are present. Parents are affectionate and flexible as change comes about.**
 - b. **Authoritarian-clear expectations and consequences, with little affection shown.**
 - c. **Permissive-lots of affection, with little discipline.**
3. Emotional intelligences (or E.Q.)-this concept has to do with one's ability to recognize and react to emotional situations in order to navigate the social world. For more information [click here](#)².
4. **Erikson**- influenced by Freud, developed several distinct stages by which individuals encounter a conflict, which must be resolved before they can "move-on" to the next phase of their life. If they become stagnant, psychological issues can form. The stages can be found in the Resources Section

***More information about Erikson and his stages can be found [here](#)³.**

Test your knowledge:

1. Describe the main idea behind moral development.

2. What are some features of Kohlberg and Gilligan's stages/levels applied to the student population you work with (or hope to work with in the future)? What are some differences between the theories?
3. Describe how Erikson's Stages apply to the student population you work with (or hope to work with in the future)? What are some implications for your teaching practice considering the conflicts?

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Links for Module 3:

Link 1: <http://www.simplypsychology.org/kohlberg.html>

Link 2: <http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>

Link 3: <http://www.simplypsychology.org/Erik-Erikson.html>

Citations for Kohlberg, Gilligan, and Erikson:

- Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review*, 47(4), 481-517.
- Kohlberg, L. (1958). The Development of Modes of Thinking and Choices in Years 10 to 16. *Ph. D. Dissertation*, University of Chicago.
- Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages (Essays on Moral Development, Volume 2)*. Harper & Row.
- Erikson, E. H. (Ed.). (1963). *Youth: Change and challenge*. Basic books.
- Erikson, E. H. (1964). *Insight and responsibility*. New York: Norton.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.

Erikson's Stages:

Stage	Ages	Basic Conflict	Important Event	Summary
<u>1. Oral-Sensory</u>	Birth to 12 to 18 months	Trust vs. Mistrust	Feeding	The infant must form a first loving, trust in relationship with the caregiver, or develop a sense of mistrust.
<u>2. Muscular-Anal</u>	18 months to 3 years	Autonomy vs. Shame/Doubt	Toilet training	The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.
<u>3. Locomotor</u>	3 to 6 years	Initiative vs. Guilt	Independence	The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.
<u>4. Latency</u>	6 to 12 years	Industry vs. Inferiority	School	The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
5. Adolescence	12 to 18 years	Identity vs. Role Confusion	Peer relationships	The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.
6. Young Adulthood	19 to 40 years	Intimacy vs. Isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.
7. Middle Adulthood	40 to 65 years	Generativity vs. Stagnation	Parenting	Each adult must find some way to satisfy and support the next generation.
<u>8. Maturity</u>	65 to death	Ego Integrity vs. Despair	Reflection on and acceptance of one's life	The culmination is a sense of oneself as one is and of feeling fulfilled.

Information on the table from: <http://web.cortland.edu/andersmd/ERIK/sum.HTML>