

Typical Development

Development is progressive and continual (Steinberg, 2014)

Social-Cognitive-Cultural Development (Steinberg, 2014)			
	Preschool	Middle Childhood	Adolescence
Capacities	Basic	Conventional	Post-Conventional
Self/Other	Agents in the world Desires-Beliefs-Feelings	Traits/ Abilities/ Roles Reflective concepts	Personality, "Authentic Self" Reflect on self and society
Learning / Knowing	Incidental or informal learning	Intentional formal learning	Reflective learning
Social Transmission	Oral language	Written language	Reflection on means of communication
Social Organization	Informal relations	Conventional social kinds	Reflection on nature of social kinds

Early Childhood – Social

- Children begin to have “reason” around age 6 (Eccles, 1999)
- Kids need to maintain relationships with their parents but they also need to become more independent (Steinberg, 2014)
- Middle childhood years initiate gaining exposure from sources outside of the home providing children with the opportunity to make comparisons (Eccles, 1999)
- As children age, they begin to want to contribute to their *best friends’* happiness and become empathetic towards others (Eccles, 1999)
- By age 10, children will tend to be less optimistic, this should not continue to decline after age 10 and can lead to social withdraw (Eccles, 1999)
- Individuals are not likely to do very well, or be motivated if they are not in a social environment that meets their psychological needs (Eccles, 1999)

Early Adolescence – Social

- Early adolescents tend to fill the gap they create from their parents with other, non-familiar adults (Eccles, 1999)
- By adolescence, emotional regulation is essential to have learned for social interactions as well as self-promotion / self-esteem (Larson, 2010)
- Early maturing white females are at the greatest risk for low self-esteem and are likely to have difficulty adjusting to school transitions (Eccles, 1999)

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Adolescence - Autonomy

- The main task during adolescence is to gain autonomy or independence (Eccles, 1999)
- Free time has the potential to contribute in positive ways to psychological development and can assist them to explore different sides of themselves (Steinberg, 2014)

Cognition

- Early adolescence should be able to consider what possibilities are available to them and have a deeper understanding of themselves and those around them (Eccles, 1999)
- Cognitive changes in early adolescence should include the ability to think abstractly, differentiate hypothetical situations or possibilities (Eccles, 1999) and self-govern, plan, have goal-directed behaviors, and exhibit mental habits and values (Larson, 2010)
- During adolescence, self-conceptions become increasingly complex, abstract, and psychological (Steinberg, 2014)
- Identity vs. Role Confusion: the major psychosocial issue during adolescence that involves coming to terms with who you are and where you are going (Steinberg, 2014)

Excerpt from Erik Erickson's Stages of Development (Eccles, 1999)	
3 to 6 years	<i>Initiative vs. Guilt:</i> children want to take on adult roles, sometimes overstepping the limits set by their parents and will feel guilty
7 to 11 years	<i>Industry vs. Inferiority:</i> Children learn to be competent and productive or feel inferior and unable to experience accomplishments
Adolescence	<i>Identity vs. Role Confusion:</i> Adolescents try to establish identity and confused about what "roles" to play
Youth Adulthood	<i>Intimacy vs. Isolation:</i> Seeking of companionship and love or isolation