



Developmental Assumptions¹

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In essential attributes, human beings are more similar than dissimilar. Essence of humanness is carried in genetic structure.

(Regardless of environment, the human will be human.)

Patterns of development are in the nature of humankind.

Patterns of development cannot be significantly altered.

Environment facilitates (stimulates, enhances) or represses (inhibits) development.

(Environment does not control development or determine outcomes.)

Development is a matter of losing limitations.

(Development involves but is not essentially a matter of acquiring capabilities.)

Development can be stalemated by adverse conditions.

(Not to develop is pathological.)

Fulfilling the continuing pattern of development throughout life is a requisite of fulfilling humanness.

(Stalemated development is a denial of fullness of human nature.)

DEVELOPMENT IS NATURAL

TO DEVELOP IS TO LOSE LIMITATIONS

LIMITATIONS YIELD TO TRANSACTIONS
WITH THE ENVIRONMENT

IT PAYS TO WAIT!

DEVELOPMENT CANNOT BE UNNATURALLY ACCELERATED

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BASIC WAYS WE ARE ALIKE: The Developmental Characteristics and Stages of Humankind

Hierarchy of Human Needs (Maslow, Abraham H., *Motivation and Personality*. New York, NY: Harper and Row, 1954)

Physiological Needs	Safety and Security	Love and Belongingness	Self-Esteem (Esteem by Others)	Self-Actualization (Truth, Beauty, Justice)
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Maslow arranges human needs in a hierarchy with the gratification of the lower needs freeing a person to meet the higher needs. In this way, only those who have had their basic needs met are free to actualize their highest potentialities.

Ages of Man (Erikson, Erik H., *Childhood and Society*. New York, NY: W.W. Norton and Co. Inc., 1950)

Basic Trust vs Mistrust	Autonomy vs Shame, Doubt	Initiative vs Guilt	Industry vs Inferiority	Identity vs Role Confusion	Intimacy vs Isolation	Generativity vs Stagnation	Ego Integrity vs Despair
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Erikson identifies a list of ego qualities which emerge from critical periods of development. The criteria (such as Identity) show the strength of the individual to integrate with social institutions.

Stages of Cognitive Development (Piaget, Jean, *The Psychology of Intelligence*. Totowa, NJ: Littlefield, Adams, 1966)

Sensorimotor	Pre-Operational	Concrete Operations	Formal Operations
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Piaget's stages describe the flow of intellectual development. They connect with the concept of Operations, which is the ability to think logically. Intellectual development proceeds from mere reflexes, to pre-logical/fantasy, to concrete and then abstract thinking.

Six Stages of Moral Judgment (Kohlberg, Lawrence, *The Cognitive-Developmental Approach to Moral Education*. Phi Delta Kappan, June 1975, pp. 670-678)

Punishment and Obedience	Instrumental-Relativist	Interpersonal Concordance	"Law and Order"	Social Contract	Universal-Ethical-Principle
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Kohlberg's stages define the flow of the development of moral reasoning. The stages show that moral reasoning develops from concrete-physical concerns with reference to the self, to reference to external sanctions and authority, to an internal commitment to ethical principles.