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Human Development Life Span Paper

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Human Development can be defined as the physical, cognitive, and psychosocial development of humans throughout their lifespan (Learning, n.d.). At this moment I am thirty-six and currently living in the middle adulthood stage-the middle adulthood stage is known as the longest lifespan. It begins at the age of thirty and ends at the age of sixty. This is the stage of life many either become successful in their careers or spend time reevaluating it. Individuals in this stage of life have family as one of their biggest obligations (Erford, 2015). My life span development has been far from easy. However, I have learned from the pain and have used it as an instrument to help others who may need assistance in the future.

Born to a Haitian family, I was born and partially raised in Brooklyn, NY in June 1985. I had various American influences, but due to me being raised in a multigenerational home, most of my values and upbringing came from my grandparents. My parents were unable to remember stages from my infancy therefore I will begin to write my journey from the stages that I do remember. Many stages of life may be a bit shifted due to the lack of resources and culture clash.

I started attending school at the age of five. Originally, I went to Saint Mark Day school, when my parents could no longer afford it, I began attending P.S. 269. Like in many cultures, education is of utmost importance in the Haitian community. The more education one attains, the more respect one garners. In Haiti many children start attending school at the age of three. As I learn more about human development, I realized the correlation between early childhood development and the eventual professional success of those family members born in Haiti. Their intellectual development began during the time where the brain was more fertile with the brain able to absorb a greater amount of information from birth to the age of three. The earlier the brain is trained, the better the brain adapts (Erford, 2015, pp. 133–134). I must admit that as a

child I was a bit delayed, not that my parents did not teach me anything, they simply did not have the time, education, and the resources to ensure that my intelligence was developed at the same rate that my older sibling was at the same age. (By education I am referring to not understanding that the brain is molded better at an early age, not that my parents weren't educated). As I stated earlier my parents did not have the income to keep me in private school; therefore, I was inevitably placed into the realm of public education while my older sibling attended private schools. Needless to say, public schools are behind in urban areas. Poor intellectual development is associated with living in poverty. If a child does not receive the necessary assistance, he/she will live in a low socioeconomic position. Children who live in this type of environment are at risk of continuing the cycle of poverty for generations to come. Moreover, guardians with inadequate schooling have a tough time giving their children the adequate tools to help the children achieve quality intellectual development (Erford, 2015, p. 134)

When I turned six, my parents decided to move to Philadelphia, Pennsylvania. At the time my parents thought it was the best decision due to the increasing crime rate and violence in New York's inner city. This part of my human development was the ending of my early childhood. Early childhood ranges from the ages of three to six. This is known as the stage where important personality develops. I honestly wish that I could turn the hand of time and alter that period of my life. This would turn out to be a depressing, abject point of my life. There were two traumatic events that heavily influenced my life. I was molested twice by two members of my church congregation. One was male and the other was female. Those traumatic events had an excessively significant impact on how my personality turned out. Like many children in my situation, I was afraid to tell my parents because I believed that I would get in trouble. I was

raised to respect one's elder, whether it be a one-year or a twenty-year difference. You had to show them respect or you'd be disciplined.

Sigmund Freud and Erik Erickson both developed theories on personality development. Freud spoke on psychosexual stages of development while Erikson spoke on psychosocial stages of development. Erikson, just as Freud, believed in the unconscious in development. He believed personality grew and changed throughout a lifetime. The two-theorist believed that the first couple of years were very imperative. Freud focused more on feeding as opposed to Erikson whom focused on the child's relationship with his or her caretakers.

Freud's first stage of his psychosexual development stage is called the oral stage. This speaks of the child's primary states of pleasure. This involves the mouth through sucking, eating, and tasting. Freud called this oral fixation. Erikson's first stage in psychosocial development is called the Trust vs. Mistrust. During this stage, a child learns whether or not to trust. How the caregivers interact with them will determine how they will be perceived. A child that does not receive adequate care may develop a sense of mistrusting of others. Both theorists believed that children attempt to gain a sense of independence. Erikson's second stage is called Autonomy versus Shame and Doubt. This is the stage children become more mobile. Children become more self-sufficient by eating, toileting and speaking on their own. It is extremely important to support a child during this stage, for they will become more confident as a result. However, if a child is not supported and instead criticized, they may develop a lack of confidence and doubt. Freud's second stage is called the anal stage. This stage is similar to Erikson's stage. During this stage, a child learns how to control their bladder and bowel movements. Children who thrive in this stage become more capable and productive. Those who are unsuccessful in this stage may become either overly messy or tidy. The next stage is primarily from the ages of three to six years old.

Freud focused more on libido while Erikson's theory was based on the interaction between the child with both peers and parent. The third stage of the psychosexual development of Freud is called the Phallic stage. In this stage children have more of an understanding of their anatomy. They have an awareness of the two sexes that of being male and female. The boys experience the Oedipus complex, while the girls experience the Electra complex. During this stage, children tend to identify more with the parent who is of similar sex. The third stage of Erikson's psychosocial development stage is the initiative versus guilt stage. This is the stage where children begin to take control of their environment. Children in this stage begin to develop interpersonal skills by interacting with other children. The children who progress in this stage become more purposeful, while those that fall short struggle with feeling of guilt (Erford, 2015, pp. 194–194).

There are more stages of development, but I stopped at Erikson and Freud's third stages to make a correlation. At the age of six I was able to understand my anatomy. Being molested gave me a lack of confidence because I was more aware of my surroundings. I comprehended and understood that the people who had harmed me were wrong-especially, them coming from a church setting. I already went through the trust and mistrust phase, so I was able to identify that those people were not trustworthy. I was especially traumatized by the female who had molested me. I could not understand how someone of the same gender could betray me in such a way. This would lead to trust issues, for I am incredibly careful as to who I allow into my personal space. It affected my interpersonal skills and I lacked in my ability to control my environment.

As I continued elementary school, I continued to encounter struggles. In development peer relationships and friendships play a key role. As a child transitions from preschool to elementary their surroundings change drastically. The number of peers increases. Not only do children find

enjoyment and leisure with their peers they are also key components to their development. Children in this phase assimilate and accommodate new social skills between them. During this time, they learn from one another and display different behaviors. They teach one another what is acceptable and admirable. They also begin to comprehend and learn what is and is not fashionable; how to play; and what is fascinating. By making acquaintances a child begins to shape his/her identity as well. Children begin to decipher what groups they identify with more so more than others. Children are usually placed into four categories. Accepted, neglected, rejected and controversial. Children that are accepted by their peers are more adjusted psychologically. Their self-esteem is higher, happier, perform better academically and have less behavior problems. They tend to empathize with other peers, responsible and supportive. Children who are rejected have inadequate social skills, are easily distracted, aggressive and are very impulsive. Neglected children also have inadequate socializations skills. These children peers have a mixed opinion about them. They are neither liked nor disliked. They are usually quiet, anxious, and only associate with at maximum two friends. Controversial children are strongly liked or strongly disliked by their peers. These group of children have socialization skills with the ability to influence and entice. They are recognized both negatively and positively due to their appealing personality. However, they tend to be labeled as class clowns and menaces (Erford, 2015, p. 240).

I fell into the neglected category but also have traits of the rejected child. My socialization skills were poor, and I struggled academically. I was always quiet, with poor self-esteem. I was anxious for no reason and was always worried how people perceived me. I had a real tough time making friends, I only had two friends. Part of the reason I believe this was because my family was deeply religious, I didn't dress the same as the other kids. My mother dressed me in skirts. I

wasn't allowed to wear jewelry and my hair wasn't relaxed. When I asked my mother to change up my appearance, she would always say statements such as "In my country this is how we did this" or "Its against our religion to wear pants." I was only allowed to wear sweatpants for gym class. Also, I wasn't allowed to socialize with my peers at school. I relate to the rejected child because I was diagnosed with attention deficit disorder, I was always easily distracted. However, I was never impulsive or aggressive. If I got a report stating that I spoke too much, I'd get disciplined.

Bullying was a huge part of my childhood. Part of it was due to my culture and how my parents viewed the world. I would explain to them the things that I was going through, but they didn't understand, or now that I'm older I feel like they didn't want to understand. I remember telling my parents I was having issues, Yet the favorite line was "If you didn't put yourself around them, then they wouldn't find you to mess with you." Honestly, I'm not quite sure how the schools in the Caribbean are structured but where I went to school, a child sits where the instructor tells them to sit. We aren't allowed to move at will. During that time, I would also consult with the teacher of things that was going on and the only advice I received was "Ignore them." I remember I constantly get to into fight with many of my bullies and my teachers would constantly tell my parents that I would be getting into fights. I didn't receive help from anyone. I remember in the fifth grade I was tired, and I finally stood up to one of my bullies and got into a serious fight. I got a three-day suspension from school. I was so afraid when I went home that I never told anyone about the suspension. I was already warned that I would get a beating, so I knew what to expect. Eventually my parent figured out that I got suspended and I received the worst punishment I have ever witnessed in my life. My father beat me by kicking, slapping and punching me because he felt he kept repeating himself.

Bullying is a form of aggressive behavior. The book *An advanced Lifespan Odyssey for Counseling Professionals* defines bullying as “deliberate, repeated attempts to harm, offend, or embarrass another person, usually a peer.” Bullying behavior come in different forms. It can be physical or non-physical, it can be direct or indirect. Bullies and their victims both have issues with their socialization skills, both are rejected by their peers. Victims are rejected and suffer from anxiety they are withdrawn with only a few friends. They also are disposed to lonesomeness, depression, have low self-esteem and poor academic skills (Erford, 2015, p. 242).

Culture variation also play a role in my bullying. Emotional schemas are the framework how of how people show emotions and concepts. The brain starts to realize emotional schemas from the age of three months. During that time is learning to align the emotional schemas of that culture (Erford, 2015, p. 148). In the Haitian culture (or at least that is what I learned from it) school was a place of learning and should be taken seriously because it determined your future. So, in my parents mind no matter how the situation unfolded I wasn't supposed to be fighting in school. From that point on I developed a spirit of fear, and I was never the same. This made the bullying worst because I was afraid of my father or another person beating me like that again. My parents' mindset was so imbedded in what they routinely believed that when I needed the help, it went unheard. In the end it left me in an isolated place. Not only in my middle childhood but progressed into adulthood. There are various things I had to grow out of.

There are four types of parenting styles authoritarian, authoritative, permissive, and ignoring. The authoritarian parent style is where parents become demanding and rigid. The use harsh forms of punishment and anger to change their child's behavior. Their children aren't allowed to question them, and they always give the impression that they are always correct and operate in dictatorship. In an authoritarian style there is an enormous amount of tension, with no signs of

reciprocated affection. Children raised in this type of setting are fearful or rebellious and may submit into peer pressure. They also have low self-esteem and do poorly academically. In the authoritative parenting style guardians have a good amount of control. There expectations are clear and reasonable rules and consequences are given. In this type of parenting style, the parents play a supporting role and show adequate love and care. They promote independence and encourage their children to discuss their concerns and differences. Children who are raised in this type of environment have a more effective childhood and it is deemed the best of all the parenting styles. Parents who fall into the permissive category of parenting styles. Don't like conflict so they choose to let their child have their way because they find it easier. They have a scarce number of rules and are uninvolved in the children's lives. They show affection, yet they lack control. Children who grow up with this type of parenting are usually very anxious due to nonconsistency and unclear rules. They typically don't know what to expect. Many believe that that adolescent wants a permissive parent, nevertheless children need structure despite what they may feel. Adolescents who have ignoring parents tend to be left on their own. They receive minimal guidance from their parent, due to their parent putting their need before them. A child being raised in that type of environment will most likely go out their way to get the parents attention. For example, they may begin to act out, start abusing drugs and alcohol, failing school or become sexually active. These actions come with severe consequences. Ignoring parents lead to children having a lack of social skills and low self-esteem (Erford, 2015, p. 276).As I mentioned in a previous paragraph my parent used the authoritarian style. I had to say in most things, whether I was in the right or not. My punishments were severe no matter what the issue was. As an Adult I believe that using an Authoritarian style of parenting can damage a child in

various way. I would most likely rather use an authoritative approach. Its best to have a relationship with a child, but boundaries should be set.

As an Adolescent, peers can be very influential during identity development. In 1982 Vivian Seltzer created a model that explained the changes of adolescence during puberty. He called the frameworklessness because adolescents are caught between the stage of childhood and adolescents. Currently, adolescents tend to be more independent from their parents and more attached to their peers. This can result in anxiety because leaving what is familiar can result in a loss security. Seltzer's theory states that this period of time is very important in an adolescence life because as a group they all share the sense of frameworklessness. They tend to naturally associate with one another because they share something in common. In this stage they make comparison amongst themselves. This stage is called attribute substitution. In this stage they imitate one another. Those who are timid may want to imitate outgoing individuals (Erford, 2015, p. 278). I found myself trying to imitate others during that my adolescent period of my life. I often wish I could be someone else. I could be more like them. Especially that I was shy and anxious all the time. I wanted to be free. I wished I had a different personality, different wardrobe, different friends. I wish I had a different family. Someone that understood me and my world.

When I entered my early adult years it was the most depressing time of my life. For the first time, I was heartbroken. It reminds me of a saying I once heard, "a broken heart is an open door." No pain in my life can mirror the way I felt at that time. I fell into a deep depression at the age of twenty and remained in that state for over ten years. So many things happened during my twenties, there I asked God what was his point in creating me. At that point I began a deep journey asking God to deliver me. I felt like since childhood everything that I touched turned

against me. Depression is a deep sadness for an extended time. Depression is most common mental disorder in the United States. Research shows that young adults are susceptible to this disorder. One out of four adults experience this disorder amongst the ages of 18-25. It may be connected with the transition from childhood to adulthood. Stepping into a new stage of independence may be a stressful event for young adults. Learning how to be in intimate relationships, advancing in education and beginning a new career can stress someone into a depressive state. Women are more likely to be depressed and are twice as likely than men to be diagnosed with depression. Black women are 1.6 times more likely than their white counterpart to encounter depression (Erford, 2015, p. 318). This stage for me was associated with deep thoughts of suicide. From the time I got my heart broken my world turned upside down. Even when it wasn't related to the actual heart break, I found myself being depressed for things that didn't matter.

In my current stage of life, I'm more concern with family and my career. At this moment I am attending Nyack college to attain my degree in mental health counseling. This is to one day pursue my dream of opening a center for abused women. Although I may not have a family of my own, I am the main caregiver of my family. I hope to have a family of my own in the future. In Erikson's stage of generativity versus stagnation speaks on how work is very important for middle-aged adults. In this stage individuals find meaning in their occupation as well as family. During this point in life individuals are heavily invested in their values, principles, beliefs for family and work to ensure a stable environment. In middle adulthood many become more caring to others and love to help better the lives of those who are around them. This relates to the generativity portion of this stage (Erford, 2015, p. 372). I relate to the stage in countless ways. My focus is mainly on my family and career. At this point in life, I come up with different

strategies to ensure that my family is never without. Especially with the various issues we are in the mist of due to the pandemic.

Throughout my 36 years I've learned a lot. Now at this point in life I often question why I was so invested in what people thought about me. Now their opinion is of me is not important. Although there are various experiences that I wish never occurred, I will one day be able to use for the greater good. It reminds me of the verse Romans 8 verse 28 "And we know that all things work together for good to them that love God, to them who are the called according to his purpose". There is purpose in my pain, I will use my pain to heal those in need. I would have to agree with Erikson, personality is built throughout the whole lifespan. Everything that make a person stems from experiences they made throughout the lifespan. Every experience both negative and positive molded me into the person I am today. The agony, the healing, the knowledge has all played it course.

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⁴ References

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Instructor

Frances:

This paper was an excellent display of critical thinking as you accounted your lifespan. It is well written with few grammatical errors. APA formatting was executed well.

Your ability to incorporate the texts developmental references in coordination with your lifespan account was remarkable.

Phenomenal Job

PAGE 1

PAGE 2



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Article Error You may need to use an article before this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



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PAGE 3



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



Prep. You may be using the wrong preposition.



Dup. You have typed two **identical words** in a row. You may need to delete one of them.



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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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PAGE 4



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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 5



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Pronoun This pronoun may be incorrect.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Confused You have used **to** in this sentence. You may need to use **two** instead.



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Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

PAGE 6



Missing ", " You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



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PAGE 7



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PAGE 8



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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PAGE 9



Confused You have used **There** in this sentence. You may need to use **their** instead.



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PAGE 10



Confused You have used **Its** in this sentence. You may need to use **it's** instead.



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PAGE 11



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Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



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Possessive You may need to use an apostrophe to show possession.



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