

Counseling and Human Development

GCN: 603

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The stages of human development are typically divided into several periods: infancy (birth to 2 years old), early childhood (2 to 6 years old), middle childhood (6 to 11 years old), adolescence (11 to 18 years old), early adulthood (18 to 40 years old), middle adulthood (40 to 65 years old), and late adulthood (65 years old and above).

During infancy, a baby is completely dependent on its caregivers for survival. The baby's motor skills develop rapidly during this time, and they start to learn how to crawl, walk, and speak.

Children develop a sense of self during early childhood and become more independent. They also begin to learn social skills and interact with other children. They develop language skills, and their cognitive abilities continue to evolve.

During middle childhood, children become more independent and develop their interests and hobbies. They also continue to develop their cognitive abilities and social skills.

Teenagers undergo significant physical, emotional, and psychological changes during adolescence. They often experience peer pressure, and their relationships with their parents can become strained. Adolescents are still developing their sense of identity and may experiment with different roles and behaviors.

During early adulthood, individuals typically establish themselves in their careers, form long-term relationships, and start families. They continue to learn and develop new skills.

During middle adulthood, individuals may experience midlife crises and may reassess their priorities and goals. They may also experience physical changes such as menopause or a decline in strength and agility.

During late adulthood, individuals may experience physical and cognitive decline and face challenges such as retirement and losing loved ones. However, many older adults continue to lead fulfilling lives and contribute to their communities.

It is important to note that every person's development is unique, and individuals may not fit neatly into these categories. Additionally, environmental factors such as access to resources, cultural background, and individual experiences can significantly impact development.

Certainly, here are a few stories that demonstrate developmental tasks during childhood:

Trust vs. Mistrust: A baby named Emily was born to loving parents who provided her with warmth, food, and care. Emily learned to trust her parents, knowing that they would always be there to meet her needs. On the other hand, her friend Jake had neglectful parents who were not responsive to his cries for help. Jake learned to mistrust others and had trouble forming close relationships as he grew up.

Autonomy vs. Shame and Doubt: Three-year-old Sarah wanted to dress for the first time. Her mother, recognizing the importance of allowing Sarah to develop her independence, gave her the freedom to choose her clothes and put them on herself. As Sarah struggled with buttons and zippers, her mother praised her efforts and encouraged her to keep trying. Sarah felt a sense of accomplishment and developed confidence in her abilities. In contrast, her cousin Tom's parents were overly critical and often told him he was doing things wrong. As a result, Tom felt shame and doubted about his abilities.

Initiative vs. Guilt: Five-year-old Alex loved to explore and experiment. One day, he decided to build a fort in the backyard. His parents encouraged his initiative, providing him with materials and helping him when needed. Alex felt a sense of accomplishment and learned to take the initiative in his life. In contrast, his friend Sophie's parents were overly protective and did not allow her to take risks or make decisions for herself. Sophie felt guilty for wanting to do things on her own.

Industry vs. Inferiority: Eight-year-old Max loved to build things with his hands. He spent hours tinkering with machines and constructing elaborate contraptions. His parents recognized his talent and provided him with tools and resources to develop his skills. Max felt a sense of industry and competence in his abilities. In contrast, his classmate Lily struggled in school and received criticism from her teachers and parents. She felt inferior and had trouble believing in her own abilities.

These stories illustrate the importance of developmental tasks in childhood and how positive experiences can lead to healthy development, while negative experiences can lead to difficulties in later life.

Certainly, here are some examples of developmental tasks that were not achieved or thwarted due to life circumstances:

Identity vs. Role Confusion: A teenage girl named Maria grew up in a household where her parents had strict expectations for her. They wanted her to become a doctor, but Maria had always dreamed of becoming an artist. Her parents discouraged her from pursuing her passion and instead pushed her toward a career in medicine. Maria struggled to form her own identity and experienced role confusion as a result.

Intimacy vs. Isolation: A young man named John had grown up in an abusive household and had difficulty forming close relationships with others. He had trouble trusting others and often pushed people away when they tried to get close to him. As a result, he struggled with intimacy and felt isolated and alone.

Generativity vs. Stagnation: A middle-aged woman named Sarah had always wanted to start her own business, but she had never pursued this goal. Instead, she had worked the same job for many years, feeling unfulfilled and stagnant. She had never had children or taken on any significant leadership roles in her community. Sarah struggled with generativity and felt as though she had not contributed enough to society.

Integrity vs. Despair: An older man named Robert had lived a long and fulfilling life but was now facing the end of his life. He had accomplished many of his goals, but he had also made some mistakes and had regrets. Robert struggled with feelings of despair and wondered if he had lived his life in the best way possible. He questioned his integrity and worried that he had not left a positive legacy.

These examples illustrate how life circumstances can impact an individual's ability to achieve developmental tasks. When individuals face challenges such as abuse, neglect, or societal pressures, they may struggle to achieve these tasks and experience negative outcomes.

Individuals need to receive support and guidance throughout their lives to help them achieve these important developmental tasks.

Privilege can significantly impact an individual's life span development, shaping their experiences, opportunities, and outlook on life. Privilege can be defined as unearned advantages or benefits individuals receive based on their social identities, such as race, gender, sexuality, or

socio-economic status.

Individuals with privilege may have greater access to resources and opportunities supporting their development. For example, a person from an affluent family may have access to high-quality education, healthcare, and social connections that can facilitate their development. They may have greater access to extracurricular activities, travel, and other experiences that can broaden their perspectives and enhance their social skills.

In contrast, individuals lacking privilege may face development barriers, such as discrimination, poverty, and limited access to resources. For example, a person from a low-income family may have limited access to quality healthcare and education, which can impact their physical and cognitive development. They may face social stigma and discrimination that can limit their opportunities and self-esteem.

Privilege can also impact an individual's sense of self and identity. Individuals with privilege may feel a greater sense of belonging and self-worth, while those with privilege may experience feelings of isolation and inadequacy. This can impact their ability to form close relationships and their sense of purpose in life.

It is important to recognize the impact of privilege on life span development and to work towards creating a more equitable and inclusive society. This involves acknowledging and addressing the systemic factors that create privilege and inequality, such as institutionalized racism, sexism, and homophobia. It also involves promoting access to resources and opportunities for all individuals, regardless of their social identities.

Privilege or lack thereof can impact various aspects of an individual's life span development, such as their access to resources, opportunities, and social experiences. It can shape their

worldview and influence their self-esteem, confidence, and sense of identity.

For example, an individual from a privileged background may have access to high-quality education, healthcare, and social connections, which can support their cognitive, physical, and social development. They may also have greater access to extracurricular activities, travel, and cultural experiences, which can broaden their perspectives and enhance their social skills.

On the other hand, an individual from a marginalized or underprivileged background may have limited access to these resources and opportunities, which can negatively impact their life span development. They may face systemic barriers to education, healthcare, and employment, which can limit their cognitive, physical, and social development. They may also experience social stigma and discrimination, which can impact their sense of identity and self-esteem.

The insight gained from the privilege checklists can help individuals recognize the ways in which privilege or lack thereof has impacted their life span development. By acknowledging these experiences, individuals can work towards promoting greater equity and inclusion in their own lives and in society as a whole. This involves challenging systemic barriers and promoting access to resources and opportunities for all individuals, regardless of their social identities.