**COLLEGE OF EDUCATION**

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

# Theories of Child Development and Learning          *Fall 2017*
## *ELED 5317.001*

## *Instructor Information:*

| | | | |
|---|---|---|---|
| **Instructor**: | Dr. Mary Lynn Crow | **Phone:** | 817-272-6137 |
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| **Office Hours:** | Virtual Office Hours By Appointment | | |

**Course Web Site:**  http://elearn.uta.edu

## *Course Information:*

| | |
|---|---|
| **Course Title:** | Theories of Child Development and Learning |
| **Course Number:** | ELED 5317.001 |
| **Semester:** | Fall 2017 |
| **Course Location and Time**: | Online |

**Course Website:**          http://elearn.uta.edu

## *Catalog Description:*

This course covers the human growth and development of children focusing on children between ages 4 and about 12. It covers the developmental stages of cognitive, mental, emotional, physical and moral growth along with the characteristics of children at each age and grade level.

## *Textbook(s) and Materials:*

- Woolfolk, Anita & Perry, Nancy (2015). *Child and Adolescent Development 2nd Ed.* Pearson. ISBN: 13: 978-0-13-343979-3.
- Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4 – 14. 3rd Ed.* Northeast Foundation for Children, Inc. ISBN-13: 9780133831511.

## *Learning Outcomes:*

The student will be able to:
- List and describe the developmental stages that children go through and how these stages impact the role of the educator.
- Describe the social/emotional, physical, cognitive, language and academic characteristics of children at different ages.
- Explain how parenting styles, culture, mental and physical health and diversity of all types affect children and their classroom performance and behavior.

## University Mission:

*The mission of The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student- centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

## College Mission:

*The mission of the UTA College of Education* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:** Effective teaching, Active learning, Quality research, Meaningful service

## University of Texas at Arlington College of Education Conceptual Framework:



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership.

Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal - the development of informed and responsible Partners for the Future - who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

## *National Standards:*

| | |
|---|---|
| *TESOL* <br> *Domain 1 Standard 1.b* | Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement. |
| *TESOL* <br> *Domain 2: Culture* <br> *Standard 2* | Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction, They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. |

## *State Guidelines, Competencies and Professional Organizations:*

- · TExES EC-12 PPR Domains and Competencies - http://www.sbec.state.tx.us/sbeconline/standtest/standards/allppr.pdf
- · TESOL National Accreditation Standards -
- · Texas Essential Knowledge and Skills (TEKS) - http://www.tea.state.tx.us/index2.aspx?id=6148

## *TEXAS PPR Competencies:*

**DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING**

**Competency 001**
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002**
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**

**Competency 011**
The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

## *University Policies:*

**Expectations for Out-of-Class Study:**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. http://www.uta.edu/deanofstudents/index.php

**Drop Policy:**
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/fao/).

**Disability Accommodations:**
**UT** Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

> **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364.

> **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

**American with Disabilities Act (ADA):**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

**Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272- 6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

**Final Review Week:**

A period of five class days prior to the first day of final examinations n the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. https://www.uta.edu/policy/procedure/7-6

**Incomplete Work:**

In the case of incomplete work, a grade of "I" can be awarded **only** in the event of serious circumstances that prevent completing all work.

**Medical Reimbursement:**
- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

**UTA Writing Center:**
- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.
- You can set up an online or face-to-face appointment with a tutor at the On-Line Writing Lab (http:www.uta.edu/owl/).

**Library Resources**

Library Home Page...............................http://www.uta.edu/library
Subject Guides ....................................http://libguides.uta.edu
Subject Librarians.................................http://www.uta.edu/library/help/subject-librarians.php
Database List.......................................http://www.uta.edu/library/databases/index.php
Course Reserves ..................................http://uta.summon.serialssolutions.com/#!/
Library Catalog....................................http://uta.summon.serialssolutions.com/#!/
E-Journals...........................................E-Journals
Library Tutorials .................................http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus..............http://libguides.uta.edu/offcampus
Ask A Librarian.................................http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm. If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at cbyrne@uta.edu or at 817.272.0923.

## *College of Education and Health Professions Policies:*

**Commitment to Diversity:**
- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education and Health Professions at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following:  race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

**TK-20:**
- The College of Education and Health Professions has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:
  - Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
  - Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. Information is available at the following website: http://blog.uta.edu/tk20/
- We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

## *C & I Departmental Policies:*

### General Policies:
- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This s to be done *before* problems affects your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator's Code of Ethics (http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)
- **Do not underestimate the importance of the above requirements.** Earning a grade of "A" for this course requires more than earning "A's" on all assignments; it additionally requires a demonstration of professional behaviors.

## *ESL/EC- 6 Program Policies:*

### Assignments and Assessments:
- All assignments should be submitted via the Blackboard course webpage.
- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using **APA 6th Ed**. formatting guidelines and a cover sheet including the following:
  > Student's Name
  > Assignment Name
  > University of Texas at Arlington
  > Dr. Mary Lynn Crow
  > Date
- Tips for APA can be found at the following website http://owl.english.purdue.edu/owl/resource/560/01/
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- **Assignments submitted after the designated date, Friday at noon, will not be accepted.**
  - *Note: If you wait to submit your work close to the noon deadline, you may encounter difficulties in uploading your assignments due to the number of students utilizing Blackboard. Waiting too close to the deadline may also limit your ability to receive technical assistance should it be required.*
- Candidates are required to attach and sign the program academic integrity statement with each assignment submitted for a course requirement.

### Grades and Learning:
- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

### Concerns:
- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

**Academic Honesty:**
At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

The following statement is to be signed and submitted to Blackboard at the beginning of the course. For assignments submitted electronically, the candidate's name may be word-processed on the signature line. The posting of the statement with the candidate's name through the candidate's email, Blackboard or TK-20 account is recognized as the candidate's signature.

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**On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy.**

**I have not submitted the attached work as an assignment for any other course or field activity.**

**Signature** _____   **Date** _____

_____

## *Course Requirements*

- Listen to weekly lectures available each Monday. They can be reviewed as needed.
- Read Woolfolk text as directed.
- View videos that appear in the required chapters.
- Read Yardsticks text as directed.
- Write 10 brief papers (*See checklist page 10*)
- Take 2 tests: mid-semester and final.
- Watch your calendar dates and do not fall behind.
- **All assignments are due on or before Friday noon.**
    - *Note: If you wait to submit your work close to the noon deadline, you may encounter difficulties in uploading your assignments due to the number of students utilizing Blackboard. Waiting too close to the deadline may also limit your ability to receive technical assistance should it be required.*

Woolfolk Text Book Reading
- Omit Part 5 - Chapters 11,12, and 13.
- Read quickly - Chapters 3 and 4.
- Study thoroughly Parts 3 and 4 - Chapters 5, 6, 7, 8, 9, and 10.
- + pages 325, 334, 356, 462, 464, 465, 466, 468, and 469.

Read in Yardsticks
- Read pp 47 – 141.

Topics for the Papers
Special First Paper
- Tell me about yourself:
    - Name
    - Education
    - Occupation
    - Career goals
    - What is special about you that you would like me to know?

Content Papers #1 - #4
- Application papers using textbook and Crow's lectures.
- Describe a child that appears to fit the stages of one of the four theorists.
- Cite related research if available from Woolfolk or other professional sources.
- Do not name the child, but give the age, gender, and grade.
- Get written permission to talk to child if this is required and if parent/guardian approves.

Content Papers #5 - #6
- Applications papers – same as above except select a child who conforms to the characteristics listed in Yardsticks
- Cite related research from Woolfolk text or other professional sources.

Content Papers # 7 - #9
- Topics to be assigned during the Monday lectures of those weeks.

<u>10 Papers Check List</u> *(not including Special Paper About You)*

Correct topic ............................................................................... ½ point
Grammar, Spelling, Sentence Structure .................................................. ½ point
Correct length (1 to 2 pages) ...................................................... 1 point
Research if available, cited, footnoted, correct in list of references ........ 1 point
Quality of work ........................................................................ <u>2 points</u>
                                                                              5 points

## *<u>Grade Calculation:</u>*

Final numerical valuations relate to letter grades and points as follows:

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
D = 60 - 69 points
F = Below 60 points

<u>Grades</u>

10 papers at 5 points each ....... 50 points
Mid–semester Exam ................ 25 points
Final Exam ............................. <u>25 points</u>
Total ...................................... 100 points

## *Course Calendar and Requirements*

Weeks Beginning on the following Mondays:

| | |
|---|---|
| August 28 | Lecture: Course overview and requirements<br>Read syllabus and sign pledge<br>First Special Paper |
| September 4 | Lecture: The 4 Developmental Theorists |
| September 11 | Lecture: Freud (as described in Woolfolk Chap. 2) and Erikson (as described in Woolfolk Chap. 7, 10, & 13)<br>Read Woolfolk Chap. 5<br>Paper #1 |
| September 18 | Lecture: Erikson and Piaget (as described in Woolfolk Chap. 1, 2, 4, 6, 7, 10, & 12)<br>Paper #2 |
| September 25 | Lecture Piaget & Kohlberg (as described in Woolfolk Chap. 7 & 10)<br>Read Woolfolk Chap. 6<br>Paper #3 |
| October 2 | Lecture: Kohlberg<br>Paper #4 |
| October 9 | Lecture: Review for Mid-Semester Test |
| October 16 | No lecture<br>Mid-Semester Test over Developmental Theorists and Chapters 5 & 6 |
| October 23 | Lecture: Yardsticks<br>Read Yardsticks pages 47 to 95<br>Read Woolfolk Chap. 7<br>Paper #5 |
| October 30 | Lecture: Yardsticks<br>Read Yardsticks pages 97 to 141<br>Paper #6 |
| November 6 | Lecture: Special Topics<br>Read Woolfolk text Chap. 8<br>Paper #7 |
| November 13 | Lecture: Special Topics<br>Read Woolfolk text Chap. 9<br>Paper #8 |
| November 20 | Lecture: Special Topics<br>November 23 -24 Thanksgiving Holiday<br>Read Woolfolk Chap. 10 |
| November 27 | Lecture: Special Topics<br>Read single pages listed in Woolfolk text<br>Paper #9 |
| December 4 | Lecture: Review for Final<br>No paper – prepare for final Exam |
| December 11 | No lecture<br>Final Examination over Woolfolk chapters 7, 8, 9, & 10 |

*Note: Professor reserves the right to make changes to dates or topics as necessitated by class size or unforeseen circumstances. Students will be notified of any changes.*

# The Developmental Theories

Crow M.L.
ELED 5317

| | Freud | Erikson | Piaget | Kohlberg |
|---|---|---|---|---|
| | Biological/Physical | Social/Psychological | Cognitive | Moral |
| 1 – 2 years | Oral | Trust vs. Mistrust | Sensorimotor | 1. Punishment & Obedience Orientation |
| 2 – 5 years | Anal Phallic (Oedipal/Electra) | Autonomy vs. Doubt Initiative vs. Guilt | Preoperational | 2. Reward Orientation |
| 6 – 12 years | Latency | Industry vs. Inferiority | Concrete Operational | 3. Good Girl - Bad Boy Orientation <br> 4. Law and Order Orientation |
| Puberty ⇒ | | | | |
| Adolescence | Genital <br> ⇓ | Identity vs Role Confusion | Formal Operational <br> ⇓ | 5. Social Contract Orientation |
| | ⇓ | + 3 Adult Stages | ⇓ | 6. Universal Ethical Principle Orientation |