



# Theories of Human Development

**Dr. Christopher Cone**

[www.drcone.com](http://www.drcone.com)

# **Blueprint or Not?**

# **Blueprint or Not?**

- **Designed or Random?**
- **Irreducible Complexity**
- **Predictability and Patterns**

# How Do We Know? How Do We Know?

## Components of Worldview



# **What Drives the Person?** **What Drives the Person?**

- Internal? External? Both?
- What shapes, motivates, causes growth?
- Depends on the definition of the person...





# What Drives the Person?

# What Drives the Person?

- Abraham Maslow (1908-1970)



- Compare Abraham Maslow's vs. Biblical Hierarchy of Needs



Physiological Needs – Mt 6:32

Safety Needs – 1 Cor 6:19

Love for Others – Jn 15:12

Design Fulfillment – Eph 2:10

Divine Relationship – Jn 17:3

# **How Does a Person Grow?**

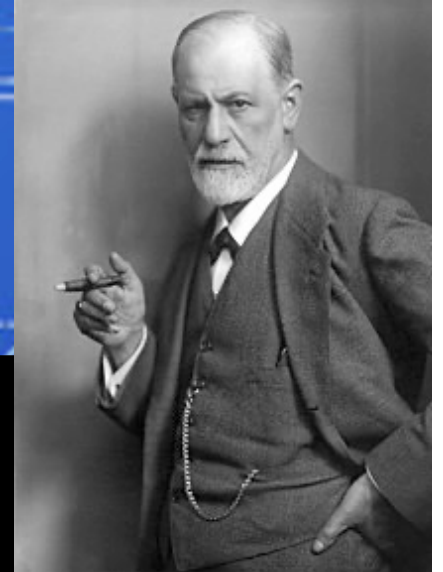
## **How Does a Person Grow?**

- **Sigmund Freud's Model**
- **Jean Piaget's Model**
- **Erik Erikson's Model**

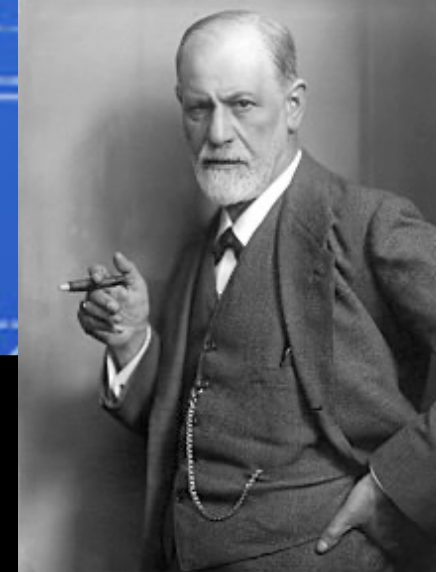
# Freud's Model

# Freud's Model

- Sigmund Freud (1856-1939)
- Noted for his 5-stage psychosexual model of human growth and development
- He saw humanity through a Darwinian lens, with humanity as essentially focused on pleasure centers, and ultimately sexuality and reproduction



# Freud's Model Freud's Model

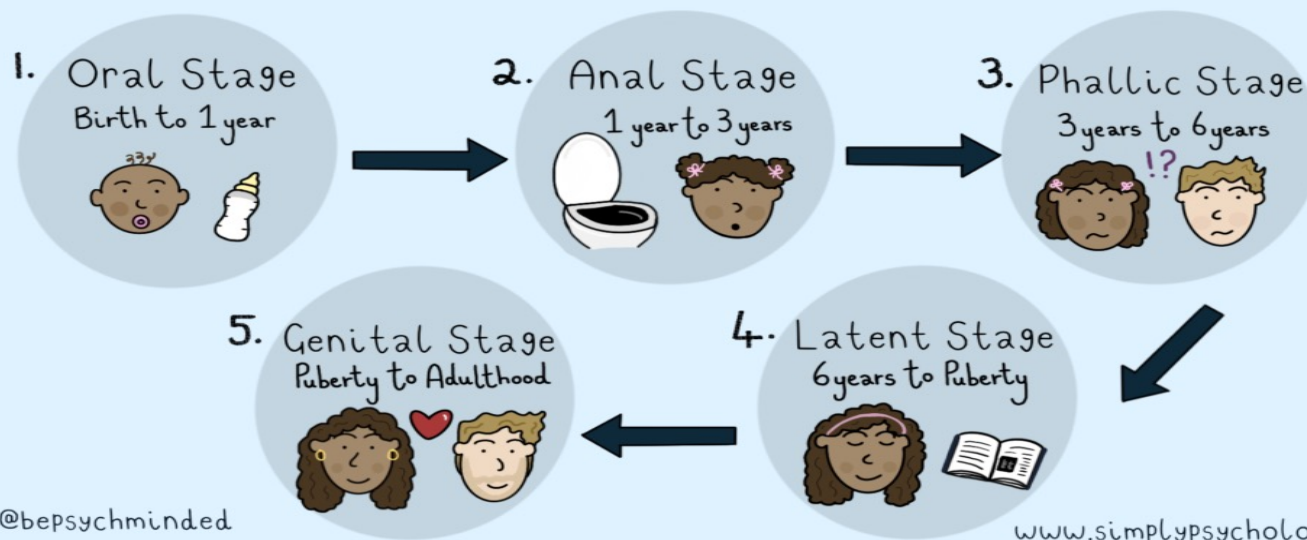


“When after this he can no longer maintain the doubt which makes his parents an exception to the universal and odious norms of sexual activity, he tells himself with cynical logic that the difference between his mother and a whore is not after all so very great, since basically they do the same thing. The enlightening information he has received has in fact awakened the memory-traces of the impressions and wishes of his early infancy, and these have led to a reactivation in him of certain mental impulses. He begins to desire his mother herself in the sense with which he has recently become acquainted, and to hate his father anew as a rival who stands in the way of this wish; he comes, as we say, under the dominance of the Oedipus complex. He does not forgive his mother for having granted the favour of sexual intercourse not to himself but to his father, and he regards it as an act of unfaithfulness.” – Sigmund Freud, "A Special Type of Choice of Object made by Men" (PDF). In *Contributions to the Psychology of Love*: 170.



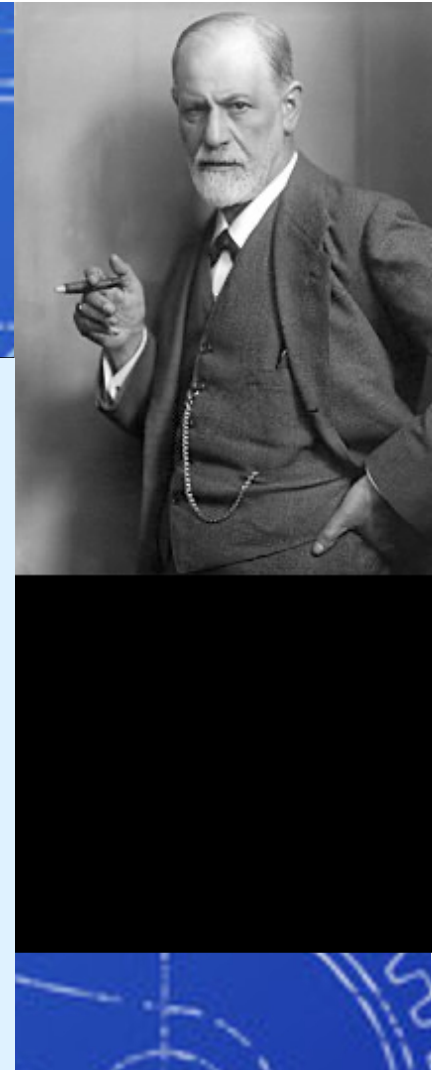
# Freud's Model Freud's Model

Psychosexual Stages of Development  
Personality Development Theory by Sigmund Freud



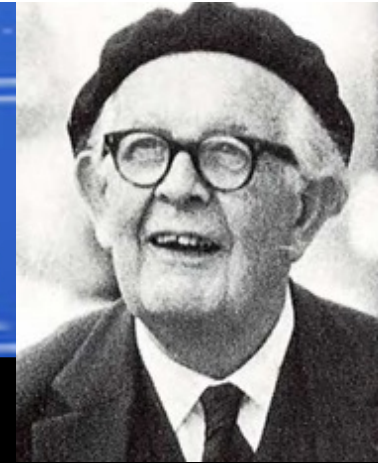
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# Piaget's Model

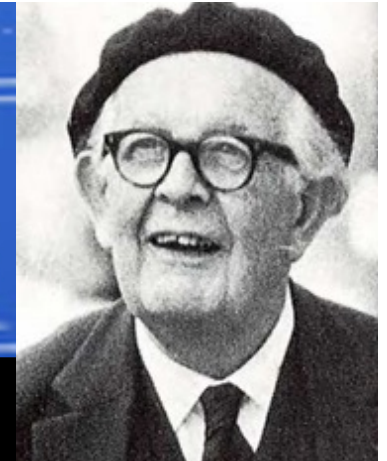
## Piaget's Model



- Jean Piaget (1896-1980)
- Focused on the development of knowledge in children
- Developed a 4-stage cognitive developmental theory

# Piaget's Model

# Piaget's Model



## Piaget's Stages of Cognitive Development



Sensorimotor  
Stage

Birth to 2 yrs

Preoperational  
Stage

2 to 7 yrs

Concrete  
Operational  
Stage

7 to 11 yrs

Formal  
Operational  
Stage

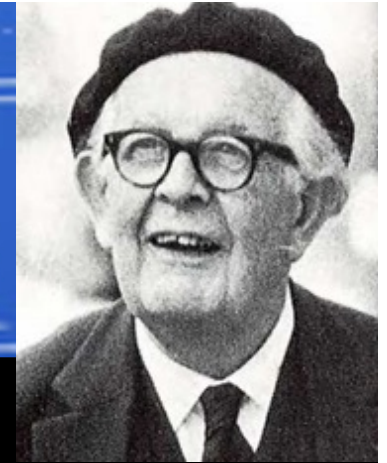
12 and up

• Chart viewed at <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

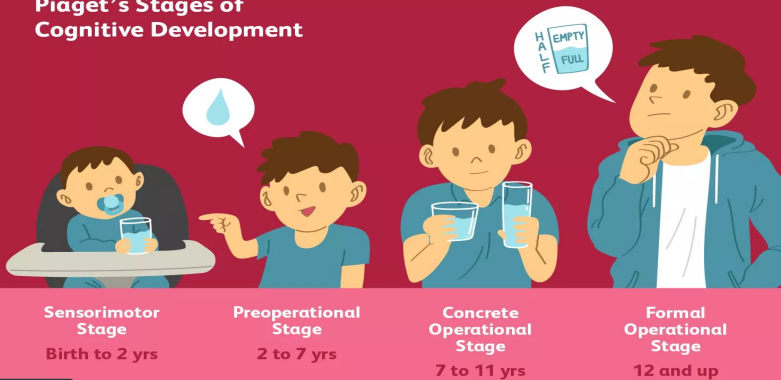


# Piaget's Model

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## Piaget's Stages of Cognitive Development



detail, but simply as a reminder. I shall distinguish four main stages. The first is a sensory-motor, pre-verbal stage, lasting approximately the first 18 months of life. During this stage is developed the practical knowledge which constitutes the substructure of later representational knowledge. An example is the construction of the schema of the permanent object. For an infant, during the first months, an object has no permanence. When it disappears from the perceptual field it no longer exists. No attempt is made to find it again. Later,

- Quotes from Jean Piaget, "Development and Learning" in *Journal of Research in Science Teaching*, Vol. 2, 1964: 177-178



# Piaget's Model

# Piaget's Model



## Piaget's Stages of Cognitive Development

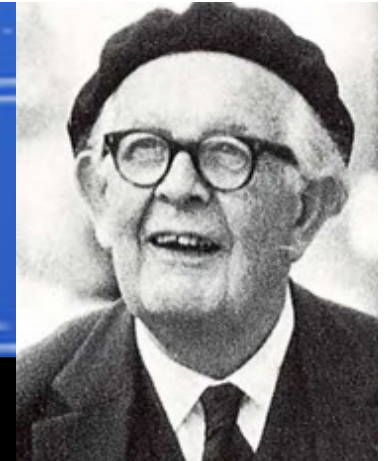


In a second stage, we have pre-operational representation—the beginnings of language, of the symbolic function, and therefore of thought, or representation. But at the level of representational thought, there must now be a reconstruction of all that was developed on the sensory-motor level. That is, the sensory-motor actions are not immediately translated into operations. In fact, during all this second period of pre-operational representations, there are as yet no operations as I defined this term a moment ago. Specifically, there is as yet

- Quotes from Jean Piaget, "Development and Learning" in *Journal of Research in Science Teaching*, Vol. 2, 1964: 177-178

# Piaget's Model

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## Piaget's Stages of Cognitive Development



In a third stage the first operations appear, but I call these concrete operations because they operate on objects, and not yet on verbally expressed hypotheses. For example, there are the operations of classification, ordering, the construction of the idea of number, spatial and temporal operations, and all the fundamental operations of elementary logic of classes and relations, of elementary mathematics, of elementary geometry, and even of elementary physics.

- Quotes from Jean Piaget, "Development and Learning" in *Journal of Research in Science Teaching*, Vol. 2, 1964: 177-178

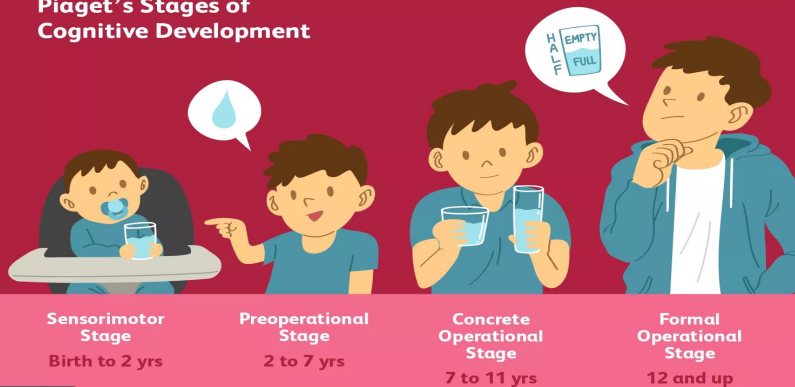


# Piaget's Model

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## Piaget's Stages of Cognitive Development

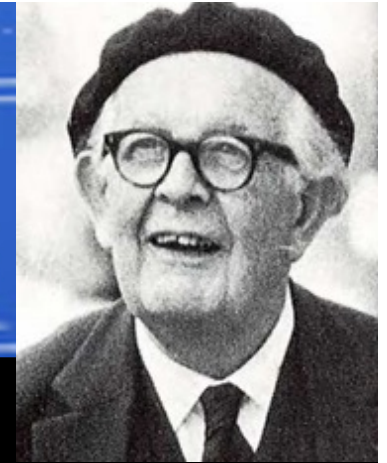


Finally, in the fourth stage, these operations are surpassed as the child reaches the level of what I call formal or hypothetic-deductive operations; that is, he can now reason on hypotheses, and not only on objects. He constructs new operations, operations of propositional logic, and not simply the operations of classes, relations, and numbers. He attains new structures which are on the one hand combinatorial, corresponding to what mathematicians call lattices; on the other hand, more complicated group structures. At the level of concrete operations, the operations apply within an immediate neighborhood: for instance, classification by successive inclusions. At the level of the combinatorial, however, the groups are much more mobile.

- Quotes from Jean Piaget, "Development and Learning" in *Journal of Research in Science Teaching*, Vol. 2, 1964: 177-178.

# Piaget's Model

# Piaget's Model



compatibilities, and conflicts. All development is composed of momentary conflicts and incompatibilities which must be overcome to reach a higher level of equilibrium. Berlyne calls this elimination of incompatibilities internal reinforcements.

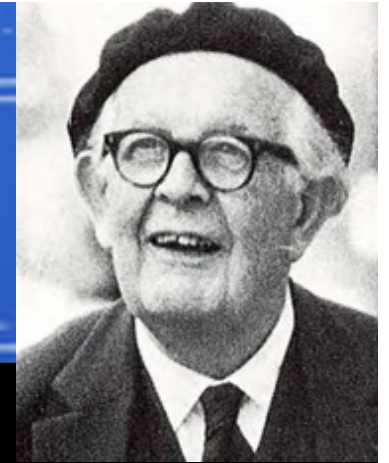
So you see that it is indeed a stimulus-response theory, if you will, but first you add operations and then you add equilibration. That's all we want!

- Quotes from Jean Piaget, "Development and Learning" in *Journal of Research in Science Teaching*, Vol. 2, 1964: 185.



# Piaget's Model

## Piaget's Model



- Jean Piaget (1896-1980)
- In adolescence moved away from an understanding of divine transcendence and the existence of a personal God, to divine imminence (a kind of panentheism)

# Erikson's Model

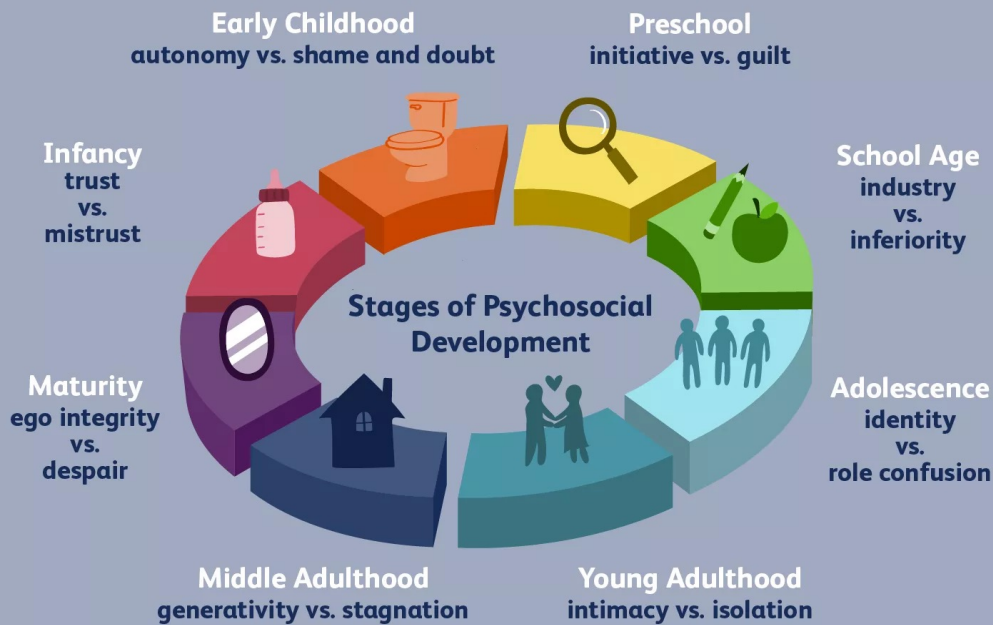
## Erikson's Model

- Erik Erikson (1902-1994)
- Disciple of Freud, focused on psychoanalysis
- Whereas Freud emphasized psychosexual, Erikson emphasized 8 stages of psychosocial development
- Erikson's is the current prevailing model for understanding human growth and development



# Erikson's Model

# Erikson's Model



verywell

From <https://www.verywellmind.com/erik-eriksons-stages-of-psycho-social-development-2795740>

# **What is a Human Being?**

## **What is a Human Being?**

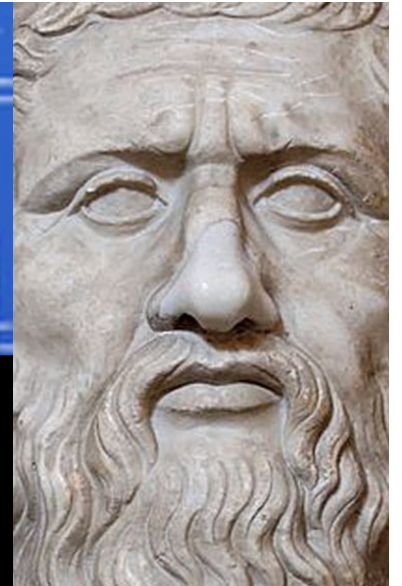
- **Chemicals and Energy? Soul? Spirit? Mind? Body? Emotions? Will? Sexual identity and urges?**
- **Plato vs. The Apostle Paul**



# Plato's Model

# Plato's Model

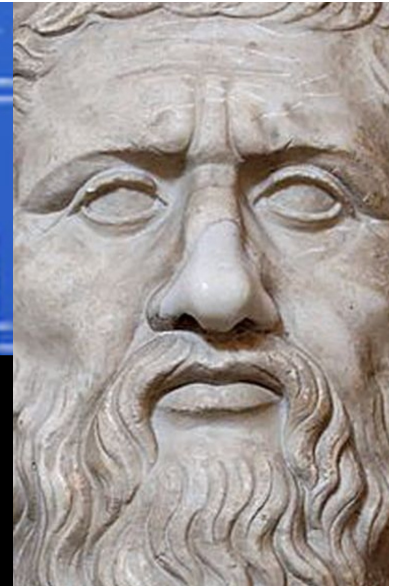
- Plato (428-348)
- Tripartite Soul (Republic Book IV 435-436),  
Phaedrus (245-249)
- Reason, Appetite, Spirit



# Plato's Model

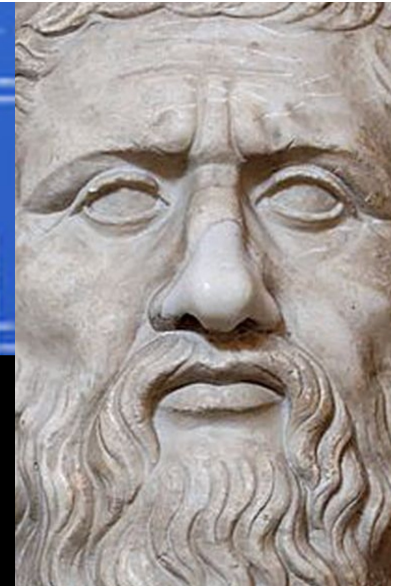
# Plato's Model

- " ...a city seemed to be just when each of the three classes of natures present in it minded its own business and, again, moderate, courageous, and wise, because of certain other affections and habits of those same classes...Then its in this way...that we'll claim that the single man – with these same forms in his soul – thanks to the same affections as those in the city, rightly lays claim to the same names..." (Republic IV: 435b-c)



# Plato's Model

# Plato's Model

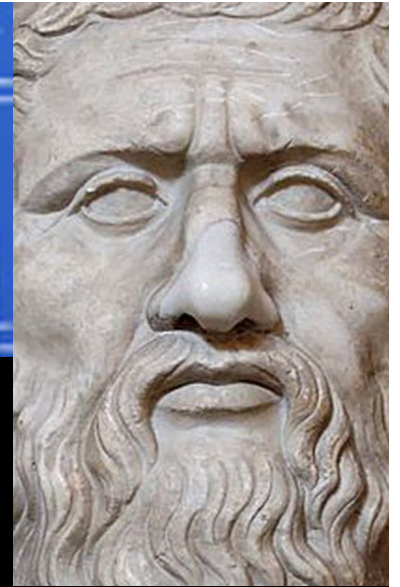


- “Do we act in each of these ways as a result of the same part of ourselves, or are there three parts and with a different one we act in each of the different ways? Do we learn with one, become spirited with another of the parts within us, and desire the pleasures of nourishment and generation and all their kin with a third; man – with these same forms in his soul as those in the city, rightly lays claim to the same names, or do we act with the soul as a whole in each of them once we are started?” (Republic IV: 436a-b)



# Plato's Model

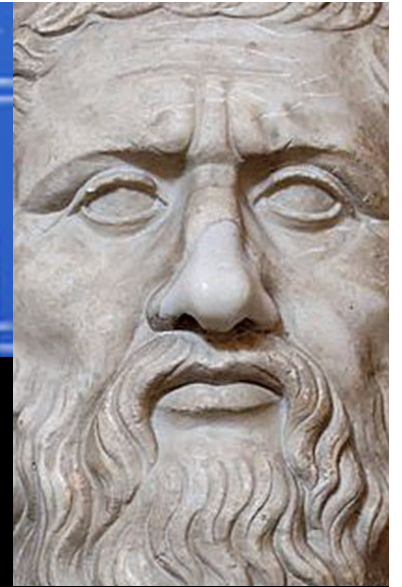
# Plato's Model



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## Plato's Model

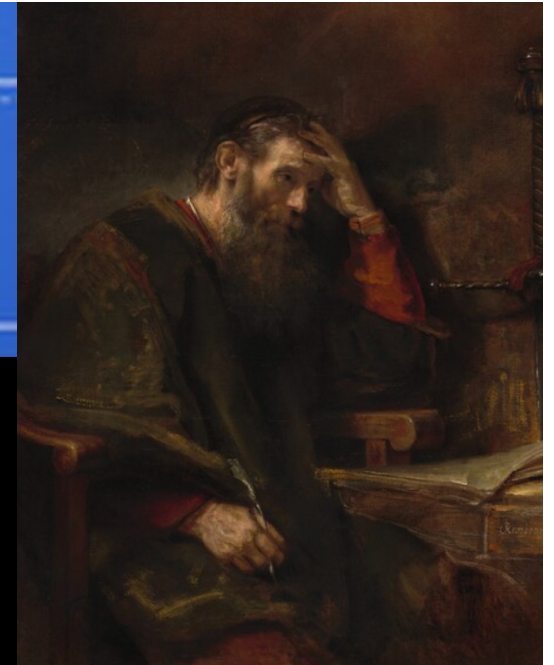
- Freud, Piaget, and Erikson essentially follow Plato's model, recognizing material and immaterial but disregarding the spirit itself, particularly in personal relationship to a personal Deity.



# Paul's Model

# Paul's Model

- Romans 7:14-25
- I (ego) = inner man
- “I” possesses flesh, will, (members of the) body, mind
- We **are spirits** who have flesh, will, body, mind, etc.
- 1 Thessalonians 5:23 – spirit, soul, body
- 1 Corinthians 2:14-3:3 – four types of person





# If We are Spirits...

## If We are Spirits...

- In the transformative literature, Moses, Solomon, Paul, John, Peter, et al, communicate important teachings consistent with those of Jesus *and* claim divine authority.
- Jesus affirmed Moses and Solomon (Matthew 12:42, 23:2-3), and commissioned John, Peter, Paul, etc. (John 14-16, Acts 9).

# If We are Spirits...

# If We are Spirits...

- Human growth and development must consider more than physical, mental, and emotional aspects.
- Mind, body, emotion, will, etc., are all subsets of human identity and relate to the spirit, not the other way around.
- Spiritual considerations (growth, development, health) are of the highest importance

# Who are you???

# Who are you???

## Components of Worldview





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