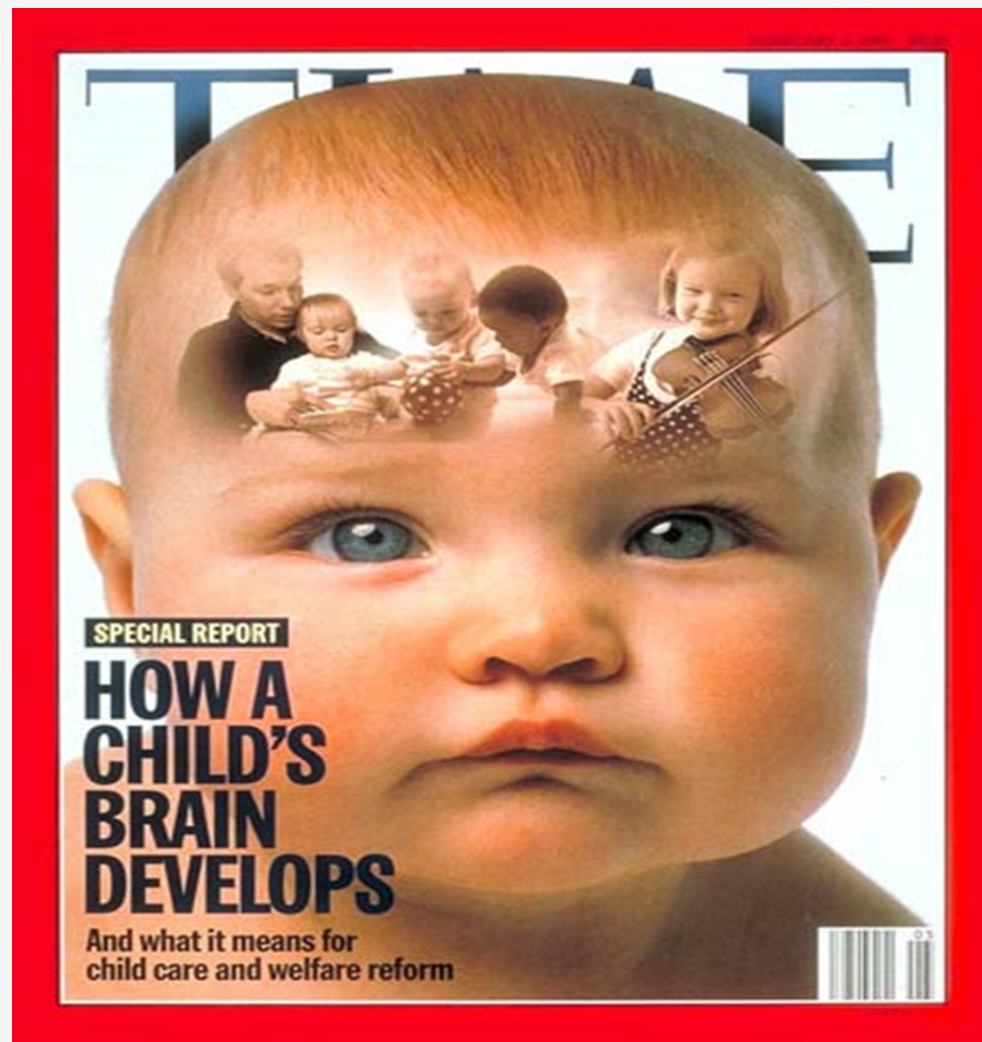


# **CHILD PSYCHOLOGY**

**LECTURE BY,  
DR. SHANTANU CHOUDHARI**



SPECIAL REPORT

# HOW A CHILD'S BRAIN DEVELOPS

And what it means for child care and welfare reform



## DEFINITIONS –

**PSYCHOLOGY** : science dealing with human nature , function and phenomenon of his soul in main.

**CHILD PSYCHOLOGY**: it is the science or study of child's mind and how it functions. It is also the science that deals with mental power or an interaction between conscious and subconscious element in a child.

**EMOTION**: a feeling or mood manifesting into motor or glandular activity.

**BEHAVIOR**: Any change observed in functioning of an organism

# IMPORTANCE OF CHILD PSYCHOLOGY IN DENTISTRY –

- To understand child as he comes to dental office and know his problems in the way he explains.
- Establish effective communication with child and parents
- Child and esp. parent should develop confidence on our treatment and dentistry.
- To teach and motivate them about primary and preventive care and importance of oral health.
- To plan out effective treatment.

# **ASSUMPTION AND CONTROVERSIES OF CHILD PSYCHOLOGY**

Well- accepted philosophical perspective or assumptions on child psychology existed before the advent of concrete theories.

# EARLY PHILOSOPHICAL PERSPECTIVE

Psychologists develop three different perception on childhood.  
No scientific evidence

1. Doctrine of original sin
2. Doctrine of innate purity
3. Doctrine of tabula rasa



## I. Doctrine of original sin

### Thomas Hobbes.

- The proponents believed that child is selfish egoists
- ‘inherently bad’.
- Society ought to control children.



## DOCTRINE OF INNATE PURITY

Jean Jacques rousseau

Proponents believed that children are inherently 'angels'.

'descendants of the lord'.

They have intrinsic sense of right and wrong.

Children are inherently good but at times misdirected by society.



## DOCTRINE OF TABULA RASA

-Jhon locke.

-A child's mind is clean 'blank slate'

-Children are inherently not too good nor bad and have no inborn tendencies

-The character of children is evolved by social encounters and worldly experience.

# LATE PHILOSOPHICAL PERSPECTIVES

These perspectives variably disagreed on five imp issue, leading to origin of five established controversies.

1. Nature vs Nurture
2. Activity vs Passivity
3. Continuity vs Discontinuity
4. Universal vs Particularistic
5. Assumption of human nature

# THEORIES OF CHILD PSYCHOLOGY

- What does “theory” mean?

‘A theory is a set of concepts and propositions designed to organize, describe and explain an existing set of observation’.

# THEORIES OF CHILD PSYCHOLOGY

## 1. Psychodynamic theories:

- Psychosexual theory/Psychoanalytic theory by **Sigmund Freud (1905)**
- Cognitive theory by **Jean Piaget (1952)**
- Psychosocial theory/Model of personality development by **Erik Erikson (1963)**.

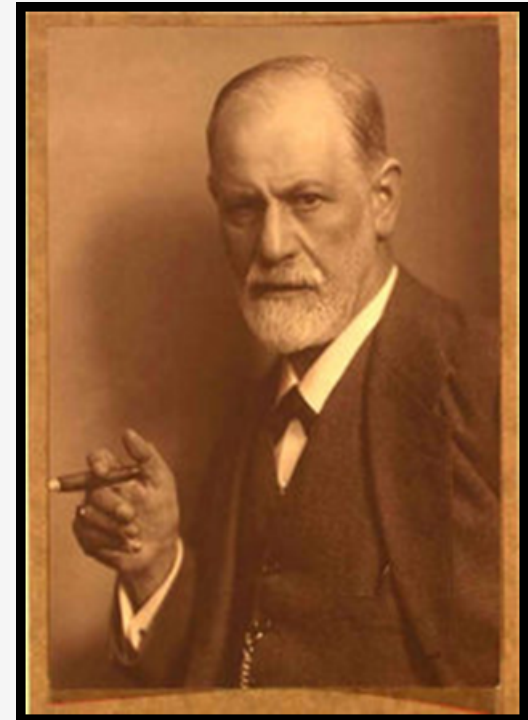
## 2. Theories of learning and development of behavior:

- Classical conditioning by **Ivan Pavlov (1927)**
- Operant conditioning by **BF Skinner (1938)**
- Hierarchy of needs by **Abraham Maslow (1954)**
- Social learning theory by **Albert Bandura (1963)**.

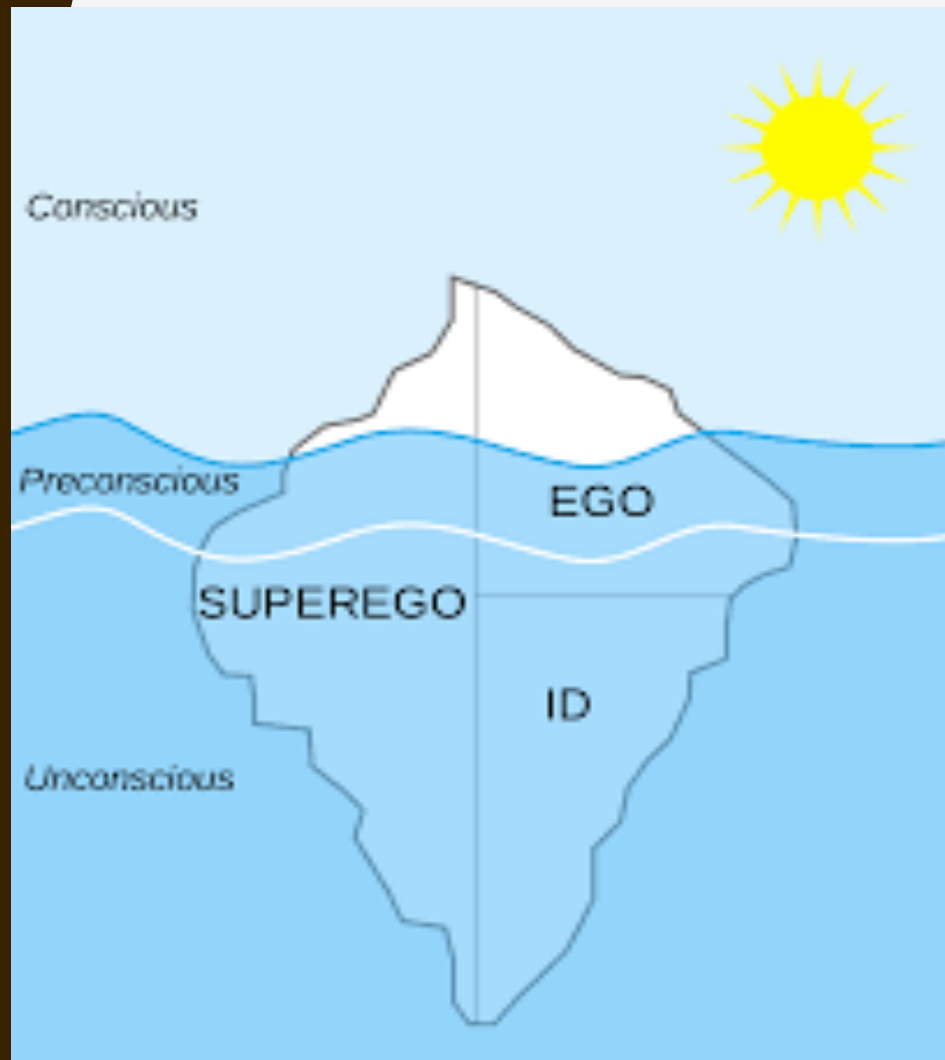
# PSYCHOSEXUAL THEORY- SIGMUND FREUD

This theory is based on fact that human nature or behavior is driven by the unconscious, inborn motives and strong biological urges.

Sigmund Freud describes the sex instinct to be the strongest of all the biological urges.



Austrian physician, Sigmund Freud



“An iceberg concept”

# PSYCHIC TRIAD

Every individual has fixed level of mental energy to satisfy the instincts.

This is called *psychic energy*.

Has three component:

Id

Ego

Super ego

# Id – legislator of the personality

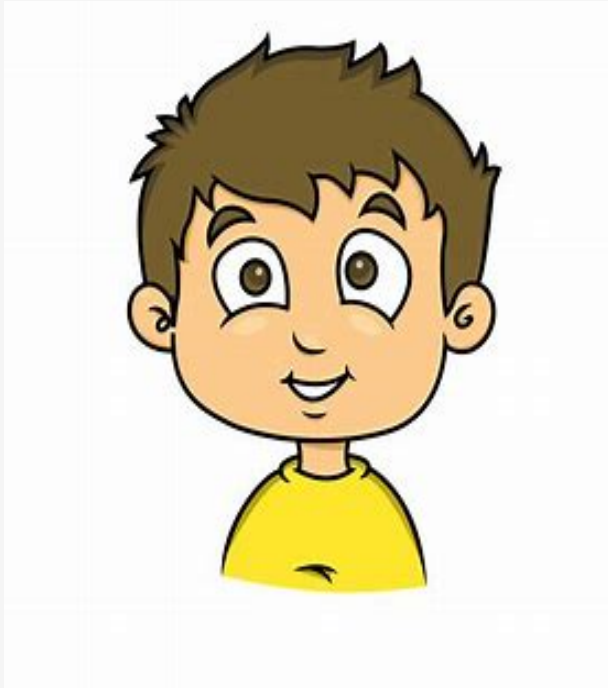
I want to eat  
right now... I  
can't stay hungry  
anymore.



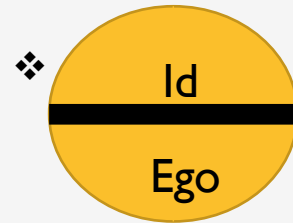
- ❖ Present at birth
- ❖ The wishes or desires belong to the inherent, inborn instincts.
- ❖ From unconscious mind
- ❖ Operates on **PLEASURE PRINCIPLE** – the idea that all of your needs should be met immediately.
- ❖ i.e. the child wants food irrespective of the external circumstances.
- ❖ **characteristics**
- ❖ Impulsive
- ❖ Seek immediate gratification of the instinct
- ❖ Irritational and sometimes unrealistic
- ❖ 'I want it attitude'.

## Ego

(Operate preconscious and conscious mind.)



❖ It is the entity that formulates a strategic action to execute the ID's proposal.



❖ Governed by **REALITY PRINCIPLE**- to find realistic and practical ways to satisfy the needs of the instinct

❖ For example, hunger must wait until food is given.

## Characteristic of Ego

Ego is servant and master of ID.

The Ego blocks ID's irrational impulses to attain instant satisfaction of the instinct.

Ego delays the process of satisfying the instinct until an appropriate, realistic and practical situation arise.

This is how Ego dominate ID.  
Called ID's master

# FUNCTION OF EGO ENERGY

- Control over voluntary motor activity
- Memory
- Affect
- Thinking ( secondary process)
- Problem solving
- Consciousness
- Reality testing
- Identification

# DEFENCE MECHANISMS

Ego's **unconscious** distortion of reality

Protects from psychological pain, trauma, anxiety, fear and unacceptable urges/wishes.



Anna Freud

Traumatic  
events  
Child abuse



## REPRESSION

When someone unconsciously forgets anxiety, arousing thoughts, feelings and memories from consciousness.



## REGRESSION

Deal with anxiety with an infantile way.

Method of coping.



## REACTION FORMATIO N

Acting the opposite of what one thinks or feel.

Assuming attitude.

Women who never wanted to children become a super mom.



## RATIONALIZATION

Offers self-justifying explanation in place of the real, more threatening, unconscious reasons for one's action.

It's my math  
teacher's fault I  
failed.



## PROJECTION

This is where characteristics or desires that are unacceptable to a person's ego are externalized or projected onto someone else.

Blame other people for your failure

Office boss  
shout at ankita's  
father



## **DISPLACEMENT**

Shifting of impulses

Ig. Shouting at juniors,

Slamming a door, or  
stamping feet.



**SUBLIMATION**  
Converts  
unpleasant energy  
into positive or  
useful one

## Super ego- judiciary of personality



It is the 'high office' design maker that act as an internal censor of the personality maker.

Superego finds socially, morally and ethically acceptable ways to satisfy ID's undesirable impulses.

**STRIVES FOR  
PERFECTION**

## The Psyche (Personality)



**Id:**  
Instincts

**Ego:**  
Reality

**Superego:**  
Morality

# **PSYCHOSEXUAL STAGES OF DEVELOPMENT**

**SIGMUND FREUD**

- We all have a libido (sexual drive).
- Our libido travels to different areas of our body through our development.
- If we become preoccupied with any one area, Freud said we have become fixated on it
- **In the Freudian psychoanalytical model child personality development is discussed in terms of psychosexual stages of development.**



# PSYCHOSEXUAL STAGES OF DEVELOPMENT

1. Oral stage
2. Anal stage
3. Phallic stage
4. Latency stage
5. Genital stage



“Orangutans Always Play with Little Gorillas.”

# ORAL STAGE

- seek pleasure through out mouth.
- Babies put everything in their mouth (0-2).
- Both insufficient and forceful feeding can result in fixation in this stage



The Oral Stage



# SYMPTOMS OF ORAL FIXATION:



sarcasm

# ANAL STAGE

Develop during toilet training (2-4).

Children at this stage start to notice the pleasure and displeasure associated with bowel movements through toilet training.



By exercising control over the retention and expulsion

of feces a child can choose to either grant or refuse parent's wishes.



# SYMPTOMS OF ANAL FIXATION

**ANAL-RETENTIVE  
PERSONALITY:**

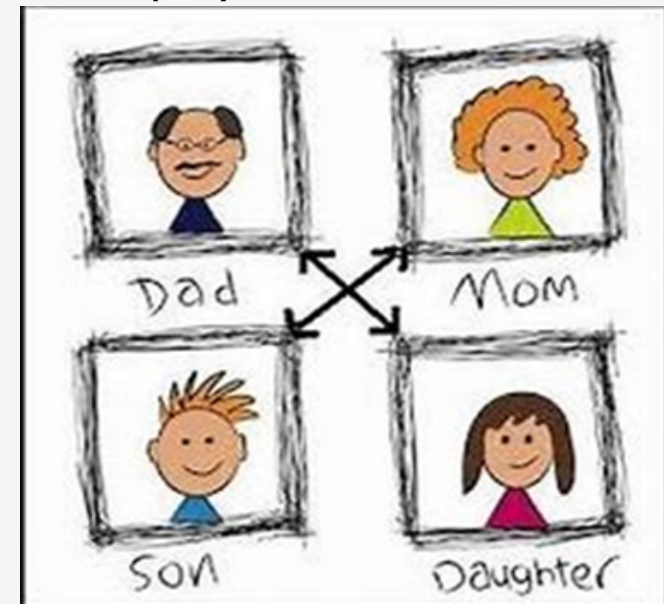


**ANAL-EXPULSIVE  
PERSONALITY:**



# PHALLIC STAGE

- Age: 4 to 5 years.
- This is probably the most challenging stage in a person's p s y c h o s e x u a l development.
- **The key event.**



## Oedipus complex:



Named after the young king in a Greek myth who killed his father and married his mother unaware of their true identities.

## Electra complex:



**Named after  
Agamemnon's daughter,  
who arranged for her  
mother to be murdered.**

- At this stage girl child blame her mother for her 'castrated state'.
- She identify her mother as competitor for her father's attention.
- The girls copy the mannerisms and personality traits of their mother to compete for their father's attention.

# FIXATION IN PHALLIC STAGE

**Boys** ---anxiety and guilt feelings about sex, fear of castration, narcissism.

**Girls** ---envy and inferiority

# LATENCY STAGE

Age: 5 years–Puberty  
Sexual feelings are suppressed



Developing same sex friendship

This is the time when child learn social environment outside of home, absorbing the culture forming belief, engaging in sports.



Focus on energy and other aspect of life.



# GENITAL STAGE

Libido is focused on their genitals( 12-death)  
Erogenous zone is genitals  
Freud thought fixation in this stage is normal.



# CONTRIBUTION AND CRITICISMS

## CONTRIBUTIONS

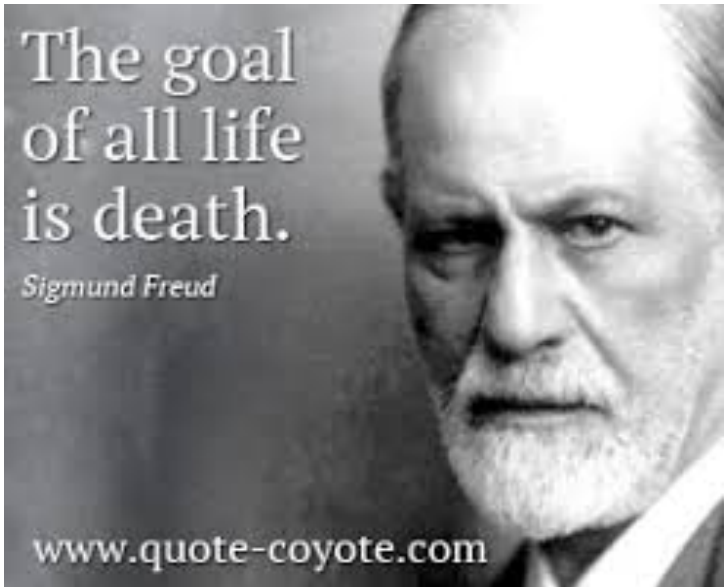
- Introduced the concept of unconscious motivation.
- Focused attention on the early experiences for future personality development and evolution of behaviour trait.
- Describe the role and influences of powerful emotions on personality evolution.

## CRITICISM

- Lack of concrete evidence.
- Overemphasis on sexual and aggressive instincts.

# APPLICATION IN DENTISTRY

- Understand children with different character traits
- To know psychological basis for habits



The goal  
of all life  
is death.

*Sigmund Freud*

[www.quote-coyote.com](http://www.quote-coyote.com)

Thank you!



## PSYCHOSOCIAL THEORY/ THEORY OF DEVELOPMENTAL TASKS

Erik H Erikson.

His book **Gandhi's Truth** was awarded a **Pulitzer Prize**.

The psychosocial theory was proposed by Erikson in 1950 in his book '**Childhood and Society**'.

# CORE OF PSYCHOSOCIAL THEORY

**Social crisis**



# STAGE 1: INFANCY – AGE 0 TO 1 YEAR

But if he/she experience too much uncertainty about care of, he/she looked to the world with fear

If the infant is well cared for, he/she will developed faith in future.

Crisis:  
Trust VS  
Mistrust



Depend on parents for food, warmth, and affection, shelter.

# Dental application:



Separation anxiety



If necessary to provide dental treatment at this early age, it is preferable to do with the parent present and preferably with parent holding the child. Or pharmacological means of behavior management.

# STAGE 2: TODDLER – AGE 1 TO 3 YEARS

## Autonomy vs doubt

- Here's the child learn self control and self assertion

**If the child receives too much criticism, he will be ashamed of himself and doubt about his independence.**



# DENTAL APPLICATION



Parent presence is essential.



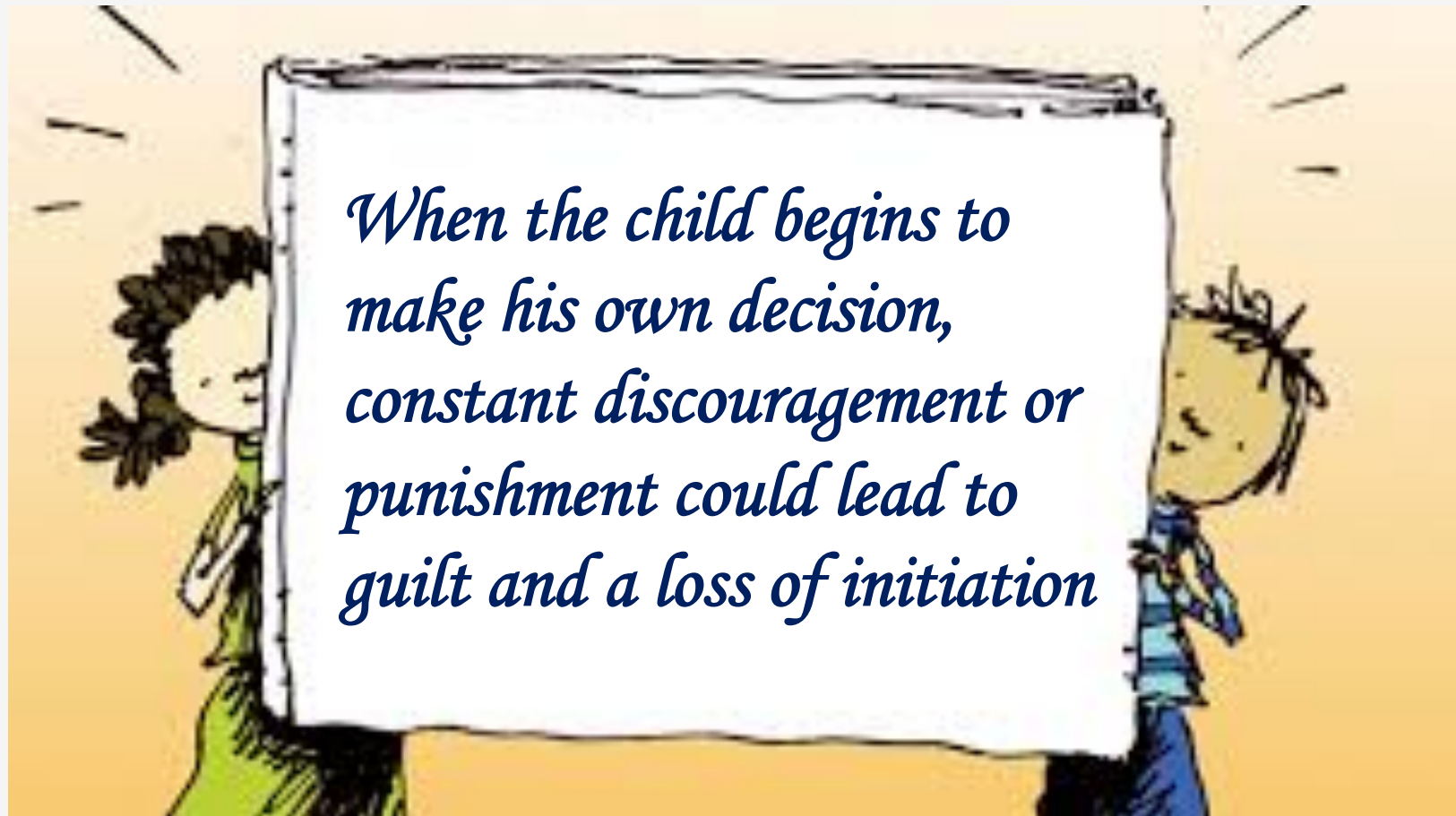
"I feel pleasure in doing task by myself"



We can gain co-operation from him by making him believe that the treatment is his choice not of the dentist/parent.

# STAGE 3: EARLY CHILDHOOD – AGE 3 TO 6 YEARS

Crisis: Initiative vs Guilt.



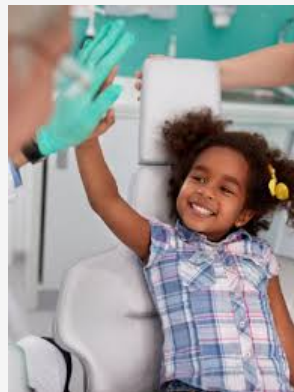
## DENTAL APPLICATION

For most children the first visit to dentist comes during the stage of initiative.

Going to the dentist can be considered a new and challenging adventure in which the child can experience success.

A child at this stage will be intensely curious about the dentist's office and eager to learn about the things out there.

An exploratory visit with little work is often a good way to start the dental experience.



# STAGE 4: ELEMENTARY AND MIDDLE SCHOOL YEARS – AGE 6 TO 12 YEARS

**Crisis: Industry vs Inferiority.**

The Child masters skill and take pride in his competence.

Too much criticism of his work at this stage can lead to long term inferiority.

# Industry vs. Inferiority



## DENTAL APPLICATION

“superego anxiety” created by his own internal standard.

Drive for a sense of industry and accomplishment

+ve reinforcement

Cooperation at this stage dependence on peer group acceptance and desired behaviour is reinforced by the dentist.

# STAGE 5: ADOLESCENCE – AGE 12 TO 18 YEARS

IDENTITY

VS

ROLE CONFUSION



Identity

Vs.

Role  
Confusion



# DENTAL APPLICATION:

- Behavior management of adolescents can be challenging.
- Any orthodontic treatment should be carried out if child wants it and not parents as at this stage, parental authority is being rejected.
- Approval of peer group is extremely important.
- For example, orthodontic treatment has become so common that there may be a loss of status from being one of the few in the group who is not receiving treatment, so that treatment may even be requested in order to remain “one of the crowd”.
- It is extremely important to realize that treatment is being done for him not to him.

# STAGE 6: YOUNG ADULTHOOD – AGE 19 TO 40 YEARS

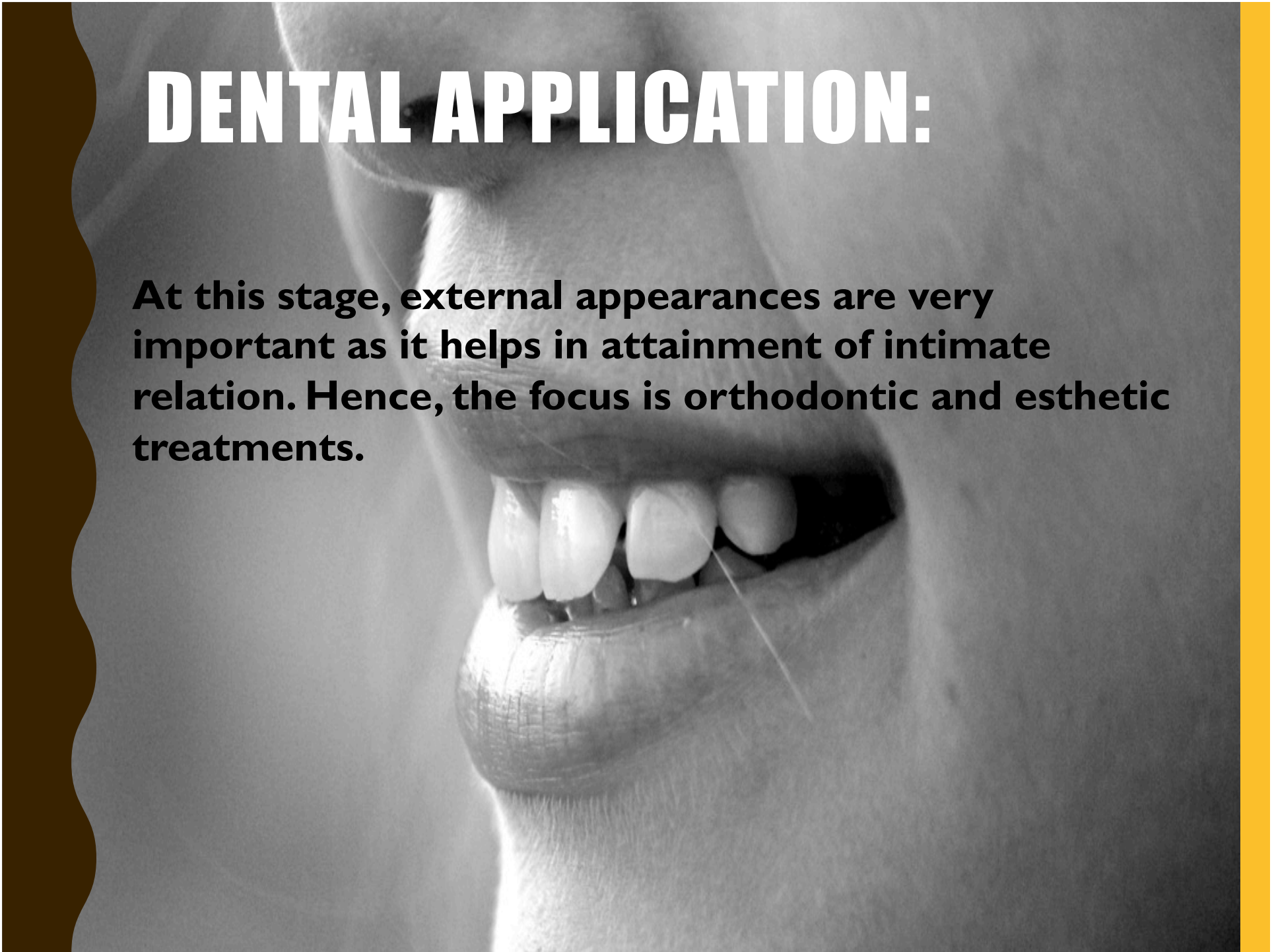
## Crisis: Intimacy vs Isolation



- A person who is secure in his own identity can proceed to true relationship
- An individual who has not develop sense of identity usually will fear for committed relationship and may retreat into isolation.

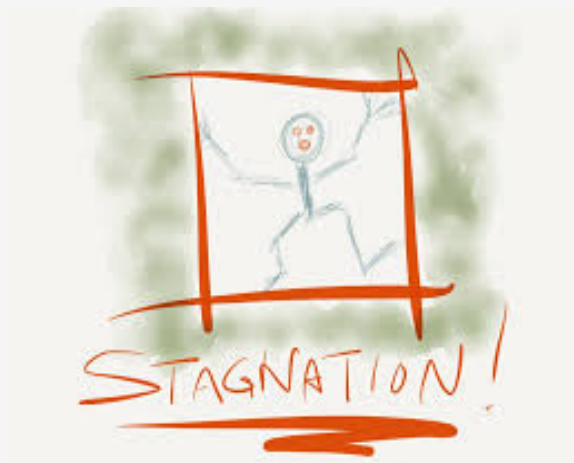
# DENTAL APPLICATION:

**At this stage, external appearances are very important as it helps in attainment of intimate relation. Hence, the focus is orthodontic and esthetic treatments.**



# STAGE 7: MIDDLE ADULTHOOD – AGE 40 TO 65 YEARS

Crisis: Creativity vs Stagnation.



A person who is stagnated is absorbed in the past.

Creativity involves a productive life which will serve as an example to the next generation.

# DENTAL APPLICATION

This helps us to understand the parent's behavior or co-operation towards their child treatment.

# STAGE 8: LATE ADULTHOOD – AGE 65 YEARS TO DEATH

Crisis: Integrity vs Despair.



Some people look back to the life and accept good and bad.  
While others have nothing but regrets.



# **THEORY OF HIERARCHY OF NEEDS**

**ABRAHAM MASLOW**

# **FEATURES OF THE THEORY ARE AS FOLLOWS:**

- There are 5 level of needs that can be represented by a pyramid.
- No bypass

**Self actualization**

**Self esteem**

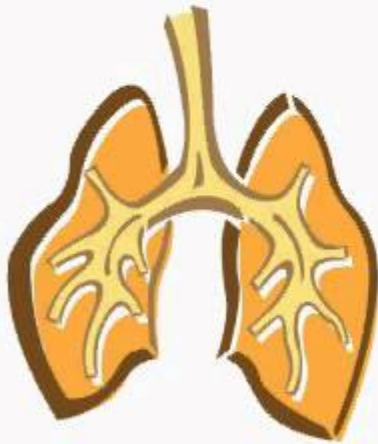
**Social needs**

**Security**

**Physiological needs**

# Maslow's Hierarchy of Needs

- Biological & Physiological Needs



*Basic Life Needs*

# Safety and Security



Protection  
Employment  
Safety  
Security  
Family  
Health

# Level 3 Social Needs



# Level 4

# Esteem



*Mastery & Dominance*



Achievement

*Independance*



Status

*Respect*

# Self-Actualisation



# CONCLUSION

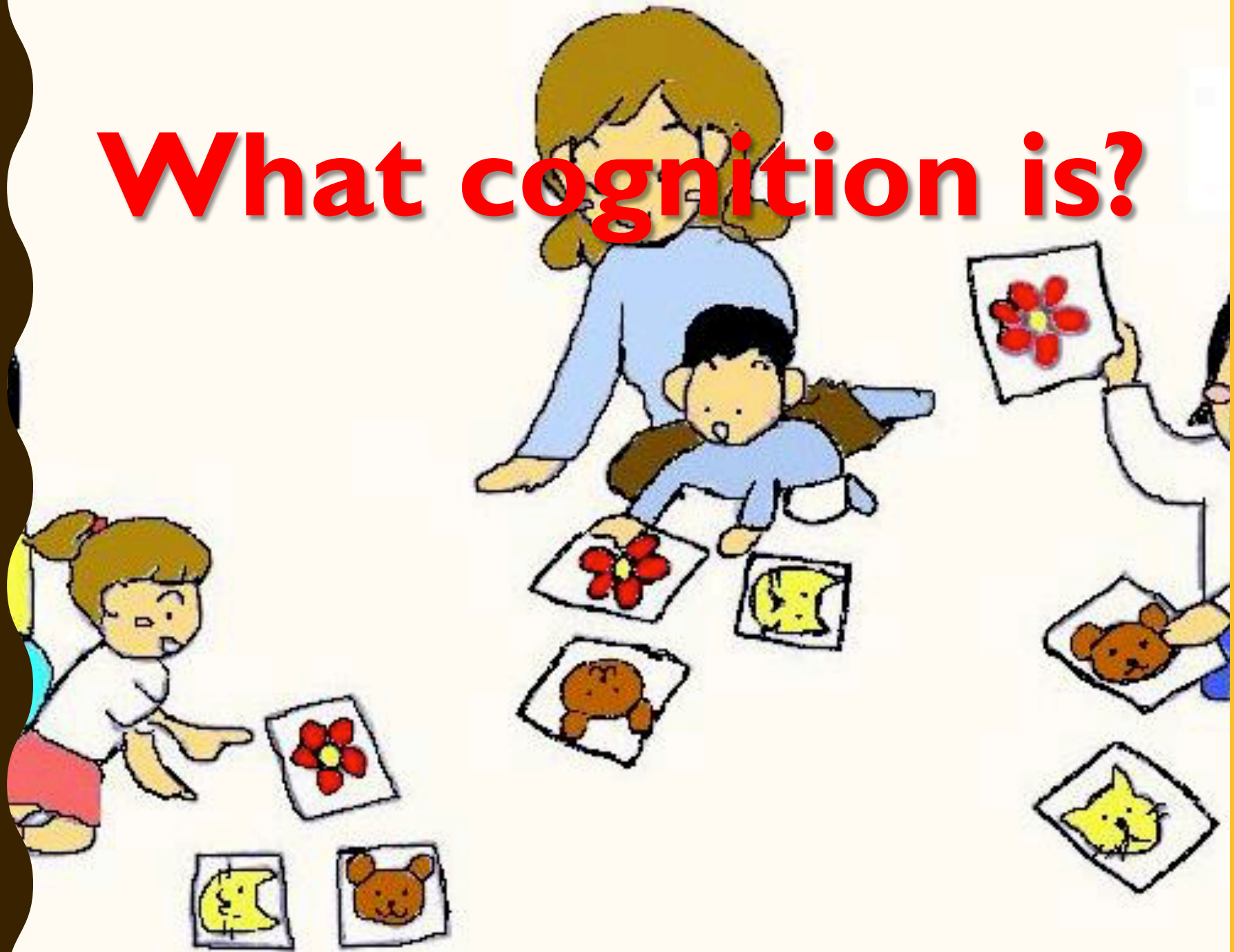
An individual whose requirements are fulfilled at each level would reach the stage of self actualization to achieve the ambition and become a positive, productive personality.



**THEORY OF  
COGNITIVE  
DEVELOPMENT**

Jean piaget

# What cognition is?



# schemas

```
graph TD; A[schemas] --> B[Adaptation –assimilation and accommodation]; B --> C[Organization]; C --> D[Equilibration-equilibrium and disequilibrium]
```

Adaptation –assimilation  
and accommodation

## Organization

Equilibration-equilibrium  
and disequilibrium





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- Hence schemas refers to both the mental and physical actions involved in knowing and understanding. schemas are categories of knowledge that help us to interpret and understand the world.

Barking,  
Furry  
nature



- This cognitive conflict or discomfort experienced while constructing schema is called disequilibrium.



 alamy stock photo

AKXAKA  
www.alamy.com

- Hence assimilation refers to the process of adding new concept to the already learnt concept.

Cognitive equilibrium- it is a comfortable state of the child in learning thing.





Doggie!!!

Meow....



Two ears

Four legs

A tail

Furry nature

- Accommodation – it refers to process of revising the learnt concept to fit the new information received.



2 ears

4 legs

A tail

Furry nature


Bhoww-meow



Organization – refers to the internal rearrangement of schemas and exploring the links and association between the schemas, to develop a strongly interconnected cognitive system.

# STAGES IN COGNITIVE THEORY

1. **Sensorimotor stage** (birth to 2 years):  
there are six sub stages
2. **pre-operational stage** (2-7 years):  
there are 2 sub stages
3. **Stages of concrete operation** (9-11 years)
4. **Stage of formal operation** (11 years and above)



# **1. SENSORIMOTOR STAGE (BIRTH TO 2 YEAR)**

**INVOLVES THE EVALUATION OF  
A REFLEXIVE INFANT WITH  
LIMITED KNOWLEDGE**

**THIS EVOLUTION HAPPENS  
THROUGH 6 SUB-STAGES.**

# I. Stage of reflex activity (0-1 month)



# STAGE OF PRIMARY CIRCULAR REACTION (1-4 MONTH)



# STAGE OF SECONDARY CIRCULAR REACTION (4-8 MONTH)



# STAGE OF CO-ORDINATION OF SECONDARY SCHEMAS (8-12 MONTHS)

A first planned act of the child are performed.  
This marks the beginning of symbolic problem solving.



# STAGE OF TERTIARY CIRCULAR REACTION (12-18 MONTH)

- Infant begin experimental activity and invest new methods of producing interesting result with common object.
- Newly planned attempts are made.



# SYMBOLIC PROBLEM SOLVING STAGE (18 – 24 MONTH)

- Infants begins to internalize behavioral schemas to construct mental symbol or image.





## APPLICATION IN DENTISTRY

Children who are in sensorimotor stage have just start to achieve object permanence.

And therefore they are suffering from separation anxiety.

Dental home concept.

# 2. PRE-OPERATIONAL STAGE (2-7 YEARS)

Piaget focuses on the limitation or deficiencies in the thought process of children in this stage.

Curious, "hands on everything" toddler with potential to use mental symbol



Contemplative preschooler with symbolic thought and function

# A. PRECONCEPTUAL STAGE (2-4)

Hallmark of this stage are:

- Emergence of symbolic thought
- Pretend play
- Animism
- Transudative reasoning
- egocentrism



## EMERGENCE OF SYMBOLIC THOUGHT

The children develop the ability to represent an object by another word or event.

At this time to gain cooperation from child we can use “euphemism”



## PRETEND PLAY

Pre-schoolers mimic  
superheroes, mother,  
doctor so on



# ANIMISM

Imparting life to inanimate object.

Pre-schoolers lack the skills to classify animate and inanimate entities.

They consider non living things as living things.



## TRANSDUCTIVE REASONING

When two events occur together, the child feels that one has happened because of other



## **EGOCENTRISM**

This is the tendency to view world from one's own perspective.

Use Dunlop hypothesis.

# B. INTUITIVE PERIOD (4-7 YEARS)

Important features of this stage

Centration

Class inclusion inability

Conservation inability

# **CENTRATION**

A child understands an object or event with attention to only one point; it may be the most salient one

## **Class inclusion inability**

Inability to compare a class of objects with its subclass.



## CONSERVATION INABILITY

Inability to recognize that the structure of an object does not change when its appearance is altered in some superficial way.

# DENTAL APPLICATION OF INTUITIVE STAGE

- At this stage children wanting to know why things are the way they are.
- They think that they have vast amount of knowledge but they are unaware of how they know everything.
- During treatment the child can be given a hand mirror to look in to watch a treatment and concentrate on what is happening.
- Those being treated should display courage and smile throughout the procedure, giving an impression to the child that dentistry is not a threat instead can be enjoyable.

# 3. CONCRETE OPERATIONAL STAGE (7-11 YEAR)

Pre-schooler with symbolic thought and functions with mental symbols



Able to modify mental images and think logically about real objects and experiences

By this stage they are able to see another point of view.

# DENTAL APPLICATION

- Presenting ideas as abstract concepts rather than illustrating them with concrete objects can be a major barrier to communication.
- Instruction must be illustrated with concrete object.

# 4. FORMAL OPERATIONAL STAGE (7-11 YEARS)

- Formal operational stage mediates the transition of a logical thinker into an individual who is capable of broader innovation.



The features of this stage are:

- 1. Hypothetic –deductive reasoning:** it is a style of problem solving in which all possible answer to a problem are generated and the correct answer is arrived after systemic evaluation.
- 2. Imaginary audience:** this is a form of adolescent egocentrism where the children feel that the entire world is looking at them this leads to over consciousness about self.
- 3. Personal fable:** also a form of egocentrism where children feel that their opinions and feelings are most special and highly unique.

# DENTAL APPLICATION

- Have significant influence in orthodontic treatment.
- Imaginary audience : this led to the acceptance or rejection of treatment , and wear or not to wear appliance.
- Personal fable: may make a patient ignore threats to health, such as decalcification of teeth from poor oral hygiene during orthodontic therapy.
- The thought of course is “others may have to worry about that, but I don’t”

“Intelligence is what you use when you don't know what to do.”

- Jean Piaget

make your own guides at [Quizlet.com](http://Quizlet.com)

**Thank you!**