

Observing a child as per Pshycosexual, Psychosocial and Cognitive Theory

The child which I am observing is my son Mokshit.

Age :- 2 years and 3 months old



Mokshit is a very energetic child.

He loves to jump, run, and shout. He enjoys playing with his elder sister and is always curious about what everyone around him is doing. He is a very interactive and enthusiastic child.

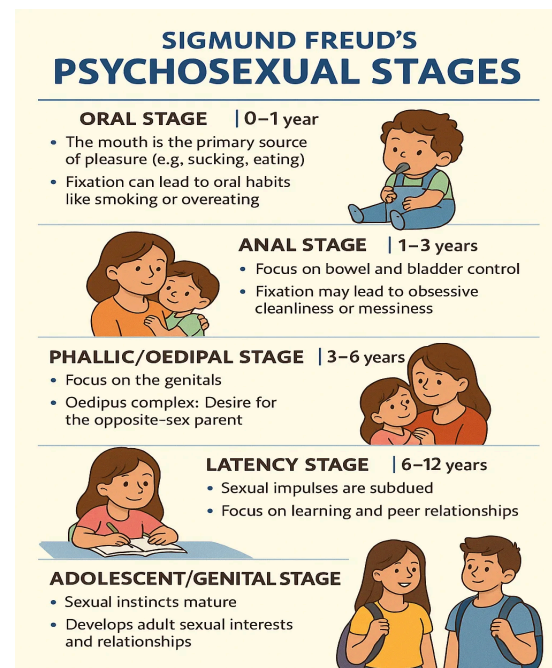
He is quick to learn and responds well to a play-based learning style. While roaming around, he often recites all the alphabets and numbers, and sometimes even tries to say them in reverse order. He has also started sharing his food with others, which shows his growing social skills.

Although he still feels a bit uncomfortable around strangers at first, once he realizes they are family members or people familiar to his parents, he begins to engage with them—though usually from a little distance.

Pshycosexual Theory

Psychosexual theory was developed by Sigmund Freud. He proposed that personality development occurs through a series of stages in childhood, each characterized by a focus on a different erogenous zone of the body and associated with specific psychological and social tasks. These stages, if not navigated successfully, can lead to fixations that influence adult personality and behavior. The stages are :-

1. Oral Stage (Birth to 18 months)
2. Anal Stage (18 months to 3 years)
3. Phallic Stage (3 to 6 years)
4. Latency Stage (6 years to puberty)
5. Genital Stage (Puberty onwards)



Psychosocial Theory

Psychosocial theory, primarily associated with Erik Erikson, proposes that personality development occurs throughout the lifespan in a series of eight stages, each characterized by a specific psychosocial crisis or challenge that must be resolved. These stages involve interactions between individual psychological needs and social demands, shaping personality and identity. Successfully navigating these crises leads to the development of virtues and a healthy personality, while failure can result in feelings of inadequacy.

The stages are:-

Stage 1: Trust vs Mistrust (Infancy from birth to 18 months)

Stage 2: Autonomy vs Shame/Doubt (Toddler years from 18 months to three years)

Stage 3: Initiative vs Guilt (Preschool years from three to five)

Stage 4: industry vs Inferiority (Middle school years from six to 11)

Stage 5: Identity vs Confusion (Teen years from 12 to 18)

Stage 6: Intimacy vs Isolation (Young adult years from 18 to 40)

Stage 7: Generativity vs Stagnation (Middle age from 40 to 65)

Stage 8: Integrity vs Despair (Older adulthood from 65 to death)

Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

**According to age criteria Mokshit is in the Toilet Training Stage {1-3 years}.
Which means for Psychosexual Theory - Anal Stage
Psychosocial Theory - Autonomy vs Shame/ Doubt**

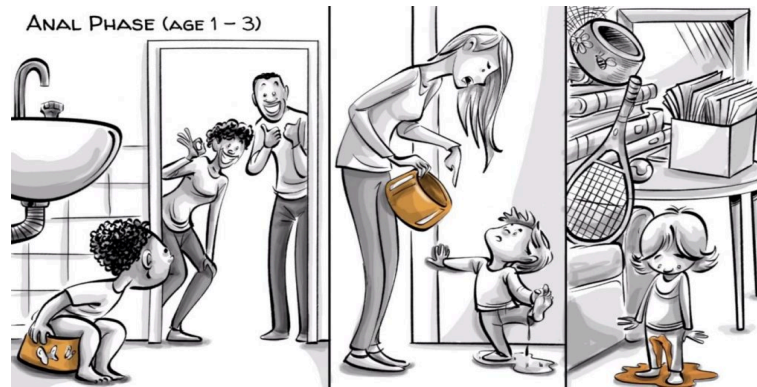
- When he was one and a half years old we started teaching him to understand his bowel and bladder movements.
- So after every 1 or 2 hours we took him to the washroom for the toilet to help him understand that this is where he should go.
- And then he started to recognize his bladder movements.
- Now whenever he tells us that he needs to use the toilet, we immediately take him to the washroom.
- However, sometimes when he is busy playing with his sister, he doesn't realize it in time and ends up wetting his pants.
- Afterward, he shows us that he has had an accident. We try not to shame him and instead calmly reassure him that it's okay. We tell him we will change his clothes right away.
- He doesn't like having wet pants, so he keeps asking us to change them immediately.
- So now we have started asking him about the toilet if he wants to go, so he can independently understand his body's requirements. If yes, he will come with us to the washroom and if no, then he will immediately say no-no. And we try to show him respect that he understands his body more than us.
- This will help him to develop a sense of independence and self-control.
- He has also started recognizing his bowel movements.
- He is beginning to understand the difference between urination and bowel movements.
- He has learned some words too — he says "susu" for urine and "pupu" for poop.

As per my understanding, **Yes these stages are very crucial for these small children. Where they are starting to understand their own body and society (the environment near them).**

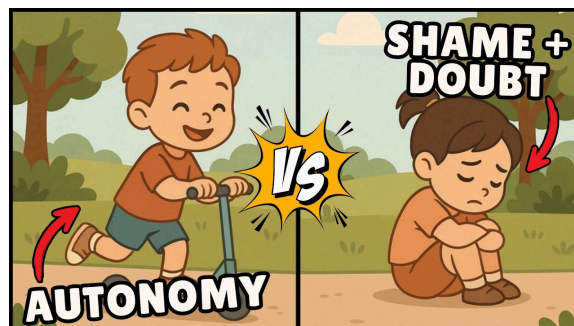
It depends on us as a parent or teacher or caregiver how we behave in front of them. It will help them to make their own behavior in future.

- ★ If we will positively support them they will have a sense of competence and self-control.
- ★ If we will be harsh or overly demanding, toilet training can lead to fixation at this stage, resulting in either an anal-retentive or anal-expulsive personality in adulthood.

- **Anal Retentive**:- A fixation characterized by excessive orderliness, stubbornness, control, and rigidity
- **Anal Expulsive** :- A fixation characterized by messiness, carelessness, disorganization, and emotional outbursts



- ★ **Same it goes with Autonomy vs Shame.** If we parents or caregivers are supportive and encourage exploration, children will develop Autonomy, leading to confidence and self-reliance.
- ★ However, if children are overly restricted or criticized, they may develop Shame and Doubt, feeling insecure about their abilities.

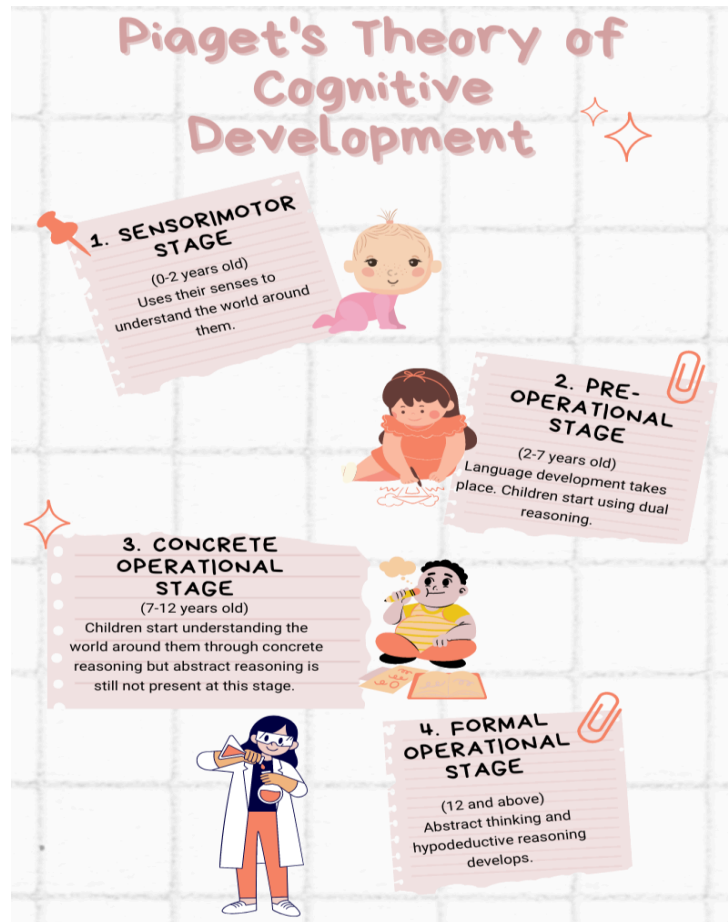


Cognitive theory

Jean Piaget theory is about cognitive development; it proposes that children progress through four distinct stages. Each stage is characterized by unique ways of thinking and understanding the world. These stages are not just about acquiring more knowledge, but involve qualitative shifts in how children think and reason in their own way according to their age. The stages are :-

- Sensorimotor Stage (0-2 years)
- Preoperational Stage (2-7 years)

- Concrete Operational Stage (7-11 years)
- Formal Operational Stage (12 years and older)



As Mokshit is 2 years and 3 months old. He is in between the end of Sensorimotor Stage and starting of Preoperational Stage i.e. Symbolic Function Stage (2 - 4 years)
As per my observation :-

Cognitive theory	Mokshit's Cognitive Development
★ Children realize that they are separate beings from the people and objects around them	He knows that people are distant from him and he has started recognizing his mother, father, sister and grandparents {like Nana, Nani and Dada, Dadi are different}

<p>★ Learn that things continue to exist even when they cannot be seen</p>	<p>He sometimes feels that anything which he remembers is in the same place only.</p> <p>For instance :-</p> <ul style="list-style-type: none"> ● When he sees his father leaving for the office through the main door, he says goodbye. But after a while, he goes back to the main door and starts looking for him again. ● He likes to play peekaboo with his sister. He knows some of the spots where his Didi hides. Whenever they play the game, he immediately goes to the spots he already knows where to find her. But even when his sister is at school, he still goes to the same spots to look for her.
<p>★ Increase in vocabulary and the ability to use language to express thoughts and ideas</p>	<p>His vocabulary is increasing.</p> <p>He knows the alphabets, numbers, shapes, and colors, and has started identifying and naming objects accordingly.</p> <p>For instance :-</p> <ul style="list-style-type: none"> ★ He loves exploring his sister's colors and toys, and now he can name objects such as shapes (like circle, triangle), colors (like blue, black), and vehicles (like bus, truck). ★ He has also learned to name some fruits, such as grapes and apples. When he wants to eat them, he says their names.
<p>★ Children's Visual Memory will increase and they will have past recalls</p>	<p>His memory is expanding and he started recalling past locations. For instance:-</p>

	<ul style="list-style-type: none"> • When he visits a restaurant he has been to previously, he is able to recognize the location and recall specific details about it. He often points out familiar features, such as mentioning that there is a slide nearby.
★ Children are engaged in make-believe and pretending play games, that objects represent other things	<p>He has started playing pretend using objects to represent</p> <ul style="list-style-type: none"> • Like picking up a phone and pretending to talk to someone.

Conclusion

The preoperational stage in a 2-year-old is a period of rapid cognitive development, marked by the emergence of symbolic thought and language, but also by limitations in logical reasoning and perspective-taking.



Limitation in Logical Reasoning and Perspective Taking	Mokshit's Limitation in understanding
★ Pretend Play	He picks up a locked phone and pretends to have a conversation, showing his engagement in pretend play.
★ Language use	He knows the shape, size, and color of an apple, but a tomato with the same shape, size, and color is also identified as an apple by him

★ Egocentric behaviour	He enjoys playing peekaboo with his sister, although he does not always consider whether she is interested in playing at that moment
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As per Mokshit's learning and thinking skills, and his way of understanding things with a limitation of logic, we can say that :- Yes, Jean Piaget's theory of cognitive development can be related to children. His theory describes how children's thinking evolves through distinct stages, each characterized by different ways of understanding the world.