

# Developmental Psychology



This article describes the developmental stages of children and adolescents.

## Emotional / Moral Development

### Toddler < 6 years

- The child is content when all basic needs are satisfied and everything is in order.
- He cries when he is not comfortable.

### Ameisli 6 - 8 years

- The child perceives *üvia* feelings more than *üvia* words. The sensation of feeling is very pronounced.
- The child strives for self-sufficiency: a love of adventure, enjoyment of physical activities, loose contacts with peers, recognition of rules and orders (authority-oriented), positive relationship with parents and leaders
- It is proud of its own achievements.

### Young Learners 9 - 12 years

- The child has a positive attitude towards life, is enthusiastic and open to new things
- He is increasingly aware of his feelings and learns to express them verbally.
- He develops the ability to put himself in another person's shoes.
- A pronounced sense of truth and justice is developed.
- The need for acceptance and recognition among peers and leaders is present.
- An identification with one's gender and its role-appropriate behavior takes place.
- A sense of adventure is present.

## Teens 13 - 16 years

- The teen is in the period of strong feelings and emotions.
- The feelings are unstable and often overtake the mind and will.
- He no longer wants to be treated like a child.
- He wants to experience the limit of the body. Sensory experiences are lived out intensely.
- A self-reflection takes place (search for the self).
- He often has outwardly a brusque, repulsive behavior, but inwardly a huge longing to be accepted and understood.
- There is a cliquing that takes place.

## Young adults 17 - 20 years

- An emotional independence from parents and other adults is sought.

# Cognitive Development

## Toddler <6 years

- Blick contact
- 1. smile
- Perpetition
- First speaking

## Ameisli 6 - 8 years

- referring to himself
- jumpy
- lives in the moment
- Exuberant imagination and fantasy - high creativity
- can concentrate for about 20 - 30 minutes
- Fairy tales and reality merge
- Can reverse action in mind
- Experiencing and thinking involves the whole child

## Young learners 9 - 12 years

- Thirst for knowledge, asks for details like cause and effect
- Thinks vividly and concretely
- Increase in reality-based, scientific thinking
- Ready to learn areas of interest
- Thinking about one's own dangers
- True is what exists, what does not exist is not true

## Teenie 13 - 16 years

- can draw logical conclusions
- sees connections
- questions critically
- Ability to be self-critical
- Tending towards black - white - painting
- True is what I see as true. I want to experience the truth itself / nachprüfen.

## Faith Development

### Toddler < 6 years

- Everything the child experiences with and in its parents, it converts into basic religious experiences. It adopts the form and content of their faith without thinking about it.
- The child inevitably forms an idea of God on the basis of its own sensory and emotional experiences.

### Ameisli 6 - 8 years

- Sündenbewusstsein noch ausgeprägt
- Expressed concept of good and Böse - guilty conscience
- Interested in heaven, angels, eternity, birth, ...
- Miracles of Jesus and fairy tales are possible side by side
- Careful of figurative language, they take it one on one
- Child does not doubt the existence of God

## Young Learners 9 - 12 years

- Ability to be clear about God's love and forgiveness - Ability to make a clear decision for Jesus
- Prefers true stories - identification with the hero
- Careful of miracle stories
- Often the child divides his life into a religious and everyday realm

## Teen 13 - 16 years

- critical questioning
- examining and adopting or rejecting values
- searching for one's own faith
- "Do I want to be devout, even if the world is different?"
- Often new yes to Jesus

## Young adults 17 - 20 years

- often crisis of faith among those raised religiously: Am I this way because I was raised this way, or do I want to be this way and live life accordingly?
- Partial adoption of values and behaviors of parents / educators

Tabelle Entwicklungspsychologie

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