PROMOTING PERSONAL AND PSYCHOLOGICAL DEVELOPMENT IN CHILDREN: OF WHAT GOOD IS IT TO GRADUATE THE MIND BUT TO LOSE THE PERSON?

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Personal and psychological development is the raison de etre of education. Consequently, we must examine the ethnographic, economic, cultural, and other contextual experiences, with which the child is absorbed, if not, held hostage. Unabashedly, all of these constructs need to be addressed by our communities, and, now, and, substantively, well. The purpose of this article is to implore readers to address personal and psychological development, and, to provide requisite stage theory and foundations for such stage transformations, the sine qua non of development and maturity. The specific, critical developmental theories to be addressed include emotional development, moral/ethical development, ego-identity development, and perspective-taking development. Personal and psychological development need not be entre deux guerres with academics. Optimally, school counselors and psychologists must move out of their offices and into the classrooms, modeling for teachers, and, facilitating with teachers, personal and psychological maturity, for everyone, through developmental curricula and principles, eventually, leading to its assimilation, by teachers, in a seamless process of education

To be healthy. To be housed. To be fed. To be safe. To be secure. To be . . . In the beginning, the exigencies of children appear to be basic; but, not entitled, upon birth. So, although, I believe that personal and psychological development is the raison de etre of education, the previous needs are tantamount, though not exclusive, to a foundation for such development. And, of course, this is not all; we must consider the ethnographic, economic, cultural, and other contextual experiences, with which the child is absorbed, if not, held hostage. Unabashedly, all of these constructs need to be addressed by our communities; and, now, and, substantively, well.

The purpose of this chapter is to implore readers to address personal and psychological development, and, to provide requisite stage theory and foundations for such stage transformations, the sine qua non of development and maturity. The specific, critical developmental theories to be addressed include emotional development, moral/ethical development, ego-identity development, and perspective-taking development.

Taking Dewey's notion of development as the aim of education, one step further, I believe that personal and psychological development must be the aim of education.

*To Jessica for her dedicated, loving work with children and to Katie, our wonderful, loving child.

By personal and psychological development; I am referring to some of the basic strands of human development, including emotional development, ethical/moral development, ego development, social development, spiritual development, multi-cultural development, cognitive development, aesthetic development, and career development. Contrary to cultural transmission and romantic tenets, these strands, are stage development models. Thus, they are hierarchical, in nature, and all persons can have the opportunity to grow and to develop, positively, through the various personal and psychological constructs. Children can, in essence, begin to construct and to develop their own emotions (yes, even happiness), moral/ethical reasoning, cognition, ego identity, etc., and I believe this to be much more critical than academic achievement (LeCapitaine, 1999).

Now, how do children develop, personally and psychologically? In keeping with the progressive educational ideology, we do so by engaging in meaningful interactions and experiences, by doing through cognitive dissonance (e.g., dilemmas, for example) and through critical, reflective thinking; through maturation and physical growth. Of course, this is not an exhaustive list. And, how do we make the "hidden curriculum," visible and viable, in order to foster personal and psychological development? Mosher and Sprinthall advocated "deliberate psychological education . . . the deliberate development of positive psychological growth for all children" (1970, 911-24). Not only is the curriculum explicit, but it is for everyone; development for all.

In *Schools as Developmental Clinics: Overcoming the Shadow's Three Faces* (LeCapitaine, 1999), I emphasized a "shadow" in education as having three major faces, two of which, include: (1) the hidden curriculum which promotes often inconsistent, random, hidden values and beliefs traditionally in the philosophical form of cultural transmission, i.e., school as is, as is, as is; and (2) the not-so-hidden curriculum which promotes a narrow list of academic subjects, at any price, as long as its constituents remain faithful to national standards of achievement, as measured by, standardized tests in a select number of academic areas. Of what good is it, to graduate the mind, but to lose the person?

Personal and Psychological Development

The progressive philosophy of education as embraced by Dewey (1963) holds education responsible for facilitating a child's interaction with the environment. "Unlike the romantics, the progressives do not assume that development is the unfolding of an innate pattern or that the primary aim of education is to create an unconflicted environment able to foster healthy development" (Kohlberg & Mayer, 1972, 451-96). Rather, and this is tantamount, the progressives define "development as a progression through invariant ordered sequential stages. The educational goal is the eventual attainment of a higher level of stage of development in adulthood" (Kohlberg & Mayer, 1972, 451-96). But what kind of development?

The "all" is a critical element in personal and psychological development. In many schools, the two primary service modalities for teachers, counselors, social workers, and school psychologists, are crisis intervention (usually for one person at a given time) and remedial programming for those students

who have a need to "catch-up" in one academic area or another. Some schools offer preventative programs to avert pregnancies, drug usage, conflict, etc.; but, again, only when the need arises. Very few, if any, schools, offer true developmental services, services which promote positive, age-appropriate curricula, for everyone; curricula that assist in normal, personal and psychological development throughout the life-span.

Making Development Counseling Curricula Viable

In order for elementary school counseling to be truly transformative, schools must be envisioned as developmental clinics (LeCapitaine, 1999, 2000), which have as their passion, personal and psychological development. This is not just warmed-over Dewey. This is a learning mandate. It is through aesthetic, ego, emotional, social, ethical, spiritual, multicultural, and cognitive development, that education and counseling, can be meaningful, magical, and, of course, transformative. It is through the systematic, well-derived, personally meaningful, curricular experiences that a child's person and psychology mature. Myna Shure, declares "we have found in our research that often kids who fail in math don't need more math. They need the ability to concentrate on the math they're getting. They're impeded by emotional blockage" (Sleek, 1997). And the instances go on, ad nauseum. *In Rethinking Our Classrooms*, Christensen boldly stated "Life's most important lessons are rarely taught in school," and, goes on to suggest that the terms "joy of schooling" and the "thrill of discovering something new" have been replaced by "rigor" and "getting tough" (p. 12).

"Good teachers move between moments of interventions and withdrawal, critique and encouragement" (Kohn, 1994, 5-6). So, it is with counselors, within the school environment. Ralph Mosher speaks of the "cycle" of curriculum development in which "we think about the students (across the strands of development, I may add), what we want them to know, or become, designing a systematic set of educational experiences (for personal and psychological growth) trying out those experiences . . . and evaluating the effect of the curriculum . . . on the students' knowledge, skills, or growth" (Mosher, 1979). Then, the cycle begins, anew, with the knowledge of what works and what does not work, vis a vis, the reflective counselor. So, it is for the counselor in developing and implementing, personal and psychological, programs, which foster emotional, social, ego, aesthetic, multicultural, and ethical/moral growth.

Emotional Development

Of all the strands of development, I believe that emotional development is the most critical. Goleman, in the American Psychological Association's Monitor, stressing a need to reverse the rise of childhood depression, violence and crime, . . . calls on parents and schools to teach social competence, or "emotional literacy," to children beginning at young ages" (Sleek, 1997). He goes on to say that he can "foresee a day when education will routinely include inculcating essential human competencies such as self-awareness, self-control and empathy, and the arts of listening, resolving conflicts and cooperation" (Sleek, 1997). Well, today, should be that day. We have the emotional development theory, curricular structure and guidelines, and, an array of

competent teachers, counselors, school psychologists, parents, social workers and other human service providers (LeCapitaine, 1999).

Dupont's Theory of Emotional Development

Prior to the advent of Dupont's emotional development theory, the focus on "emotion" and/or "affect" was primarily concerned with facial expressions (Tomkins, 1962; Izard, 1977), relationships with cognition (Arnold, 1960), and/or the environment (Lazarus; Ellis, 1962; Dupont, 1994); and the emphasis was not on development. So, accordingly, people may have assumed that happiness, sadness, anger, pride, etc., occurred essentially for the first time, at a certain age, and that was basically it; no change, no growth, no transformations, except through possible brain damage and the like; an emotion was an emotion was an emotion.

Henry Dupont views emotions as personal-social constructions comprising three components: a cognitive appraisal, an alteration of affect, and a terminal action; and, as such, can transform over the life-span of the individual. Thus, children construct their own emotions. For Dupont, a neo-Piagetian, it is the interaction, within a relationship between two persons, that is critical. Social experiences (and Vygotsky might well agree, Van Der Veer, 1996; Kitchener, 1996), then, are central to emotional development. Further, Dupont's theory of emotional development "postulate(s) that both our feelings and emotions, which are assumed to be constructions, are informed by our needs and values, and that our feelings and emotions change considerably in the course of our development. It also postulates that our consciousness is constructed as a product of our social experience, and that its acquisition plays a critical role in the development of our emotional maturity (Dupont, 1994).

Certainly, Dupont's constructivist model provides a foundation on which counselors can operate. In Emotional Development Theory and Applications (1994), he provides for the structure, guidelines, measurement and the many applications of his paradigm; and, I would suggest, strongly, that his seminal work be used as that foundation. Of course, the complete contents of Dupont's work need not be repeated here. Basically, as far as curricular experiences are concerned, early education can provide, for children, opportunities to identify feelings; observe feelings in others; asking others, parents, teachers, peers, about feelings; and discussing and role-playing experiences which focus on needs, values, feelings, and actions. Intermediate experiences would involve opportunities to role-play, to read, to watch pertinent videos, to observe, and to discuss with peers, the process of confronting emotional identity issues.

For Dupont, the emotional development stages mostly associated with children include: (1) the "getting and having" stage or, more formally, "Heteronomous I," where feelings are highly dependent upon adult approval and authority for that "getting and having"; (2) the "going and doing" stage, where children get adult approval to go and to do certain activities; Dupont calls this the "Heteronomous II" stage; (3) the "belonging" stage where feelings are closely associated with peers, peer interaction and comparing one's self with others; thus the "Interpersonal I" stage where role-taking is quite difficult; and (4) the "mutuality" stage

where some older children might attribute their feelings to genuine, mutual relationships where each person is sensitive to one another's feelings; as such, role-taking skills are highly developed; this stage is "Interpersonal II." In order to assess the emotional development of children, the Emotional Development Interview (EDI) may be used (Dupont, 1994). Essentially, the EDI measures the critical issues surrounding the core emotions of joy, anger, guilt, sadness, pride, and fear. From the assessment of each emotion, it is possible to identify the stage of emotional maturity related to each emotion, for, according to Dupont, "with development, emotions become cognitive constructions with a distinctive structure or logic for each emotion" (1994); corresponding to these structures are the stages of emotional development. Thus, we can observe the emotional development and maturity of children throughout their life span. I feel that I need to mention that the EDI is a powerful tool, not only, for assessing development, but also, for assisting the interviewees in recognizing their own development. Further, using the EDI, assists in clinical diagnosis and treatment, as well as, in curricular development and implementation.

Perspective-taking and Social Development

Critical to children's social development, friendships, self-understanding, are probably, a necessary but not sufficient condition, for emotional, ego, moral/ethical, aesthetic, multicultural maturity, and perspective-taking skills. Simply put, by Santrock (2000), "perspective-taking is the ability to assume another person's perspective and understand his or her thoughts and feelings"; but, perspective-taking skills are developmental, in nature, and the "structure of the levels of perspective can be used to analyze more fully the developmental aspects of the meaning children make of the issues that define their social relationships" (Selman, 1990). Further, Selman's theory helps to explicate how friendships are developed and, more importantly, valued. His developmental theory, also, includes five stages of perspective-taking. Accordingly, children's perspective-taking is associated with Selman's first three stages: (0) an "egocentric viewpoint" where children fail to differentiate between their thoughts and feelings and those of others; (1) "social-informational perspective-taking"; where children are cognizant that others have a social perspective (different or similar) but tend to focus on their own perspectives; and (2) "self-reflective perspective-taking where children are able to put themselves in one another's place, but only as a way of assessing others' perspectives and intentions"; they have not, yet, attained mutuality (Santrock, 2000; Selman, 1980; Lickona, 1976).

As such, to ascertain the child's level of perspective-taking is vital to the counseling relationship (as will be discussed later). How often do counselors ask children to take on the role of a peer, a parent, and/or a teacher, without realizing that those children may not be capable of such a task?

Identity Development

Loevinger (1997, 1983, 1976) argues that the ego is the "keystone" of personality development, with its mandate to give purpose and meaning to our lives. Further, the ego organizes and synthesizes our experiences, and, is said to be the set of implicit understandings about ourselves (Mosher,

1979). Unlike the basically non-developmental constructs of self-concept and, in most cases, self-esteem (see The Myth of Self-Esteem, by Hewitt, and, The Six Pillars of Self-Esteem by Brandon), the ego changes (i.e., transforms, thus, developmental) throughout the course of our existence as a "complexly interwoven fabric of impulse control, character, interpersonal relationships, conscious preoccupations, and cognitive complexity (Loevinger, 1997, 1976). In fact, Loevinger assesses the aforementioned five constructs in building her stages of ego development, and, in measuring a person's level of ego development. Although Loevinger tends to abhor attaching ages to stages and vice versa, the two modal stages for children appear to be the "self-protective" stage and the "conformist" stage. In the former stage, children tend to be concerned with short-term rewards and punishments. The milestone lies in the appearance of initial impulse control on the part of the child; the child does not want to "get caught." In the latter stage, the child begins to follow the rules of the group, not out of fear, but because he or she is identifying with the group and is concerned about the welfare of the group. The implications which will be discussed later, for counseling children, at these levels, are quite explicit.

Moral and Ethical Development

Lawrence Kohlberg's model of moral development, has, as its roots, Piaget's theories of moral development and cognitive development. Again, certain levels of cognitive development are a necessary, but not sufficient, condition for certain stages of moral development. In fact, Kohlberg's model is a cognitive reasoning model; a model for reasoning about justice and fairness. For Kohlberg, mature moral reasoning develops from "an active change in patterns of thinking brought about by experiential problem-solving situations that arise from interactions between the organism and the environment" (Hayes, 1994). Thus, the wide use of the dilemma to promote such development; and Kohlberg "was not really interested in whether the subject said 'eyes' or 'no' to this dilemma but in the reasoning behind the answer" (Crain, 2000).

According to Kohlberg, moral maturity progresses (transforms) through a universal, invariant sequence of six stages. For children, the stages would comprise: (1) "Punishment-Obedience" whereby children obey or conform, to authorities or rules, in order to avoid punishment. Things are "good" or "bad" and consequences are revered; (2) "Instrumental Hedonism" or "Individualism and Exchange" (Crain, 2000) where children act out of self-interest to fulfill needs; the stage is commonly referred to as the "you scratch my back, I'll scratch yours" stage; and the (3) "Good-boy-Good girl" orientation which characterizes children, usually older children, as acting according to what is "right" and pleasing, and, approved of, by others.

Again, acknowledging a child's level of moral maturity has many implications for counseling. The features of each childhood stage are quite explicit and, upon, presenting a meaningful dilemma to children, the counselor can readily, upon experience, determine a child's moral maturity.

Other Relevant Theories

Of course, there are many strands of critical, personal and psychological, development, and other germane, develop-

mental theories. They include aesthetic development (Parsons, Johnston & Durham, 1979; Benson, 1989; Franklin, 1994; Klein, 1994; Gardner, 1991); spiritual development (Sigelman, 1999; Fowler, 1991; Hanford, 1991; Dykstra & Parks, 1986); certain career developmental theorists (Super, 1984;, 1990; Tiedeman & Miller-Tiedeman, 1984); multicultural development (Herring, 1998; Tudge, Putnam, & Valsiner, 1996; American Association for Counseling and Development, 1991); women's identity development (Belenky, 1986; Brown & Gilligan, 1993; Gilligan, 1996; Gilligan, 1991); and Vygotsky's cognitive development (Vygotsky, 1978, 1962)

Developmental Principles to Foster Stage Transformations

Personal and psychological development has its roots in "deliberate psychological education" (Mosher & Sprinthall, 1970), a term used to implore counselors, school psychologists, and teachers, to make the "hidden curriculum" explicit. Once we establish this type of development as a mandate and decide to promote it explicitly, consciously, and in an organized manner, then, we need to make it viable, vis a vis, certain developmental principles.

Mosher and Sprinthall (1970) suggest a critical goal is to help the child to "know thyself"; and, this term brings about notions of self-awareness, respect for others, self-respect, etc., constructs which, I believe are the venue of personal and psychological development, that is, emotional, ego-identity, moral/ethical, and perspective-taking development. With all of this in mind, we can foster this development within classrooms, and small groups, through meaningful (LeCapitaine, 2000) role-taking; the use of dilemmas to promote dissonance and higher stage development; plus-one (stage) reasoning; by doing; by being involved in community work; and, of course, by integrating these principles in a continuous, conscious way (see Paisley & Hubbard, 1994) to name a few principles for advancing personal and psychological maturity.

More Implications

But, of what good is it to know a child's stage of development within a particular area within the area of personal and psychological development? Crain (2000), D'Andrea and Daniels (1992), and, Parr and Ostrovsky (1991) have addressed this question.

> Understanding developmental stages can help school counselors tailor their strategies to address the special needs of their clients. Effective strategies synchronize with the developmental readiness of the client. Failure to take developmental readiness into account can result in interventions that are poorly fitted to the client (i.e., the interventions may sabotage rapport with the client, may be so foreign to the client's frame of reference as to be meaningless, or may evoke resistance, which only aggravates the client's inappropriate behavior or hopelessness (Parr & Ostrovsky, 1991).

Further, "positive outcomes have been observed both in terms of clinical and research experiences when counselors intentionally use information generated from conducting a developmental assessment to

help tailor an individualized counseling approach with clients of different ages, cultural backgrounds, and levels of personal growth" (D'Andrea & Daniels, Forthcoming).

Yes, "there is enough research to suggest that 'knowing' a person's particular stage of development, within a given strand or construct, will aid, significantly, in determining very specific types of programs and interventions to be utilized by teachers, parents, counselors, psychologists, and other human service providers" (LeCapitaine, 1999).

Thus, if a counselor determines that a child's level of ego development (and corresponding levels of perspective-taking, emotional development, and moral/ethical development), is in the "impulsive" stage, then modeling, self-management training, and/or behavioral counseling may be appropriate; if the child is in the "self-protective" stage, then, reality therapy and/or behavior modification may be most fitting; and, if a child is in the "conformist" stage, then, role-playing, rational emotive therapy, and/or contracting may be most viable (D'Andrea & Daniels, 1992).

Personal and psychological development need not be entre deux guerres with academics. Optimally, school counselors will move out of their offices and into the classrooms, modeling for teachers, and, facilitating with teachers, personal and psychological maturity, for everyone, through developmental curricula and principles, eventually, leading to its assimilation, by teachers, in a seamless process of education.

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