

UNDERSTANDING EGOCENTRIC 1.5



**Ego
Centric
1.5**

What does 1.5 mean?



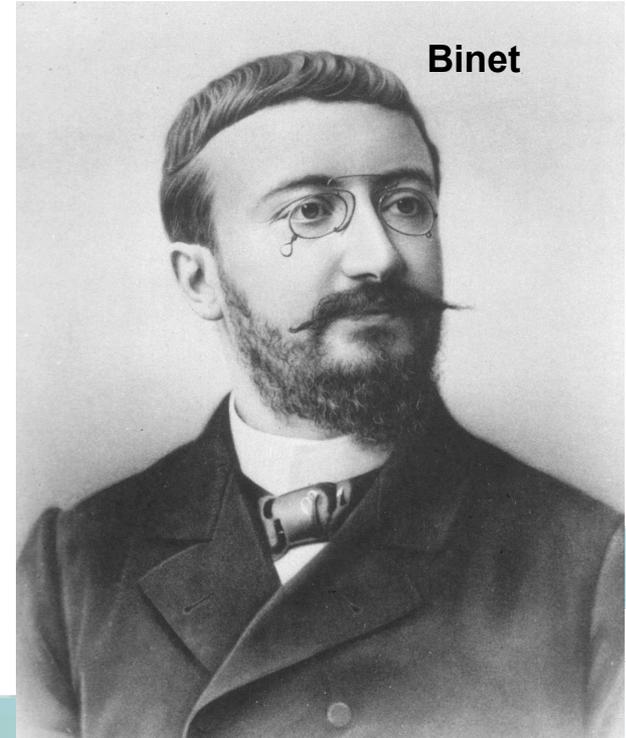
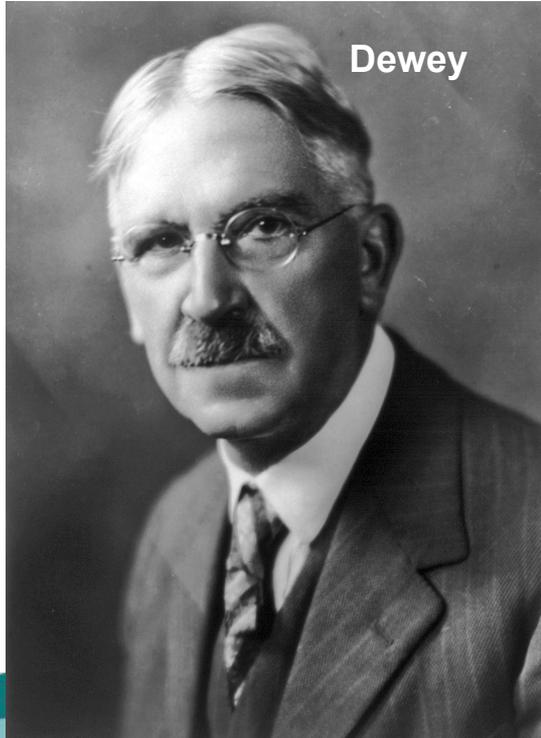
For a long time Western Society saw childhood as a social status that had varying rights and responsibilities to those of adulthood.

“Developmental theories presuppose that children have different capacities at different ages, yet children are frequently characterized as the polar opposites of adults: children are dependent, adults are independent; children play, adults work; children are emotional, adults are rational.”

“Their subordinate position is also evident in their interaction with adults. A child is expected to be deferential and obedient; a "naughty" child is one who defies adult authority.”

Read more: [Childhood - Modern Western Conception Of Childhood - Family, Definition, Development, Children, and Adults - JRank Articles](https://family.jrank.org/pages/232/Childhood-Modern-Western-Conception-Childhood.html#ixzz6UJiKYUSG)
<https://family.jrank.org/pages/232/Childhood-Modern-Western-Conception-Childhood.html#ixzz6UJiKYUSG>

Understanding how children learn and develop



Piaget - Cognitive Development



Human Development tracks a number of lines or contexts of development. It runs alongside the investigation into learning as it needs learning to occur for development to happen.

Piaget, researching with the new IQ test, saw that IQ didn't tell us the whole picture.

Children developed with qualitative differences, not like empty vessels. Their development was not about improving or becoming more complex, it was about distinctly different purposes and perspectives.

PIAGET'S THEORY COMPONENTS

Piaget's theory broke new ground by:

- focusing on children
- studying development rather than "learning"
- Is not assuming increase in complexity rather qualities difference
- required three components to be interacting for development to occur, Schema, Adaptation and Stages



1. SCHEMAS

Schemas are the basic building blocks of how we understand the world, "a cohesive, repeatable action sequence possessing component actions that are tightly interconnection and governed by a core meaning" Piaget 1952



2. ADAPTATION

Assimilation - use an existing schema first
Accommodation - existing schema doesn't work, change is needed
Equilibrium - follows disequilibrium when new information doesn't fit.



3. STAGES OF DEVELOPMENT

Stages are limited to childhood and focused on thinking:

- 1. Sensorimotor** - sense and action
- 2. Preoperational** - symbols and images / rules
- 3. Concrete Operational** - logical thinking and categories
- 4. Formal Operational** - hypothetical thinking and reasoning



Piaget's Stages of Cognitive Development



**Sensorimotor
Stage**

Birth to 2 yrs

**Preoperational
Stage**

2 to 7 yrs

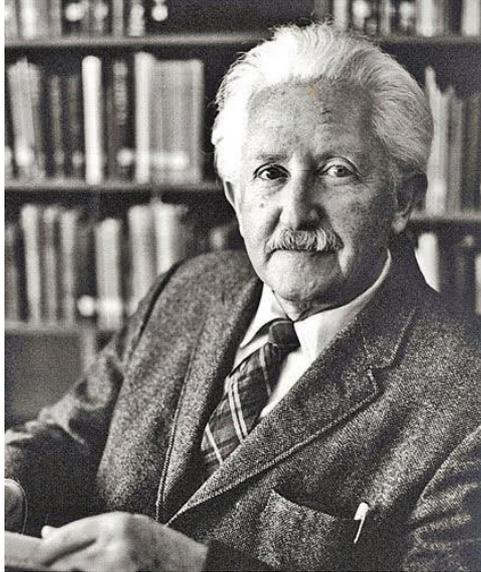
**Concrete
Operational
Stage**

7 to 11 yrs

**Formal
Operational
Stage**

12 and up

Erikson - Psychosocial Development



Erikson, coming after Piaget and Freud, believed that personality developed in stages too. Unlike Piaget, he saw that continuing throughout our lives. He also saw the stages increasing in complexity, development, in contrast to Piaget, instigated through a self (psycho) crisis of conflict with the rules around them (social).

He believed that if you didn't resolve these stages properly, it would lead to psychological ill health.

ERIKSON'S PSYCHOSOCIAL DEVELOPMENT FEATURES

STAGES



8 Stages that build onto each other in complexity. You can't skip a stage but you can leave the stage without resolution. Each stage gives us a "virtue" or character strength.

CONFLICT

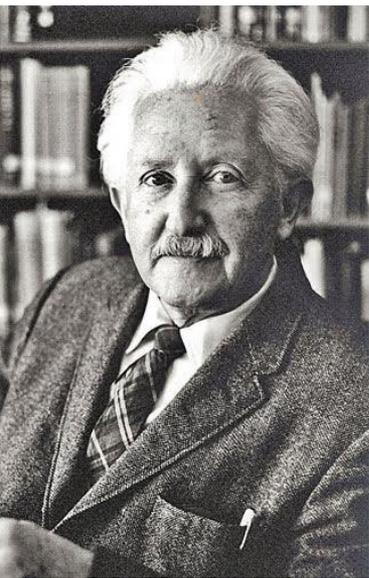


Conflict serves as a turning point in development, either successfully developing the required quality or failing to do so. You are always faced with two conflicting ideas.

MASTERY



The goal of competence motivates behaviours and action. If you mastery the skills of the stage you have good ego strength. Failure to do so leads to inadequacy.



Early Childhood
autonomy vs. shame and doubt

Preschool
initiative vs. guilt

Infancy
trust
vs.
mistrust

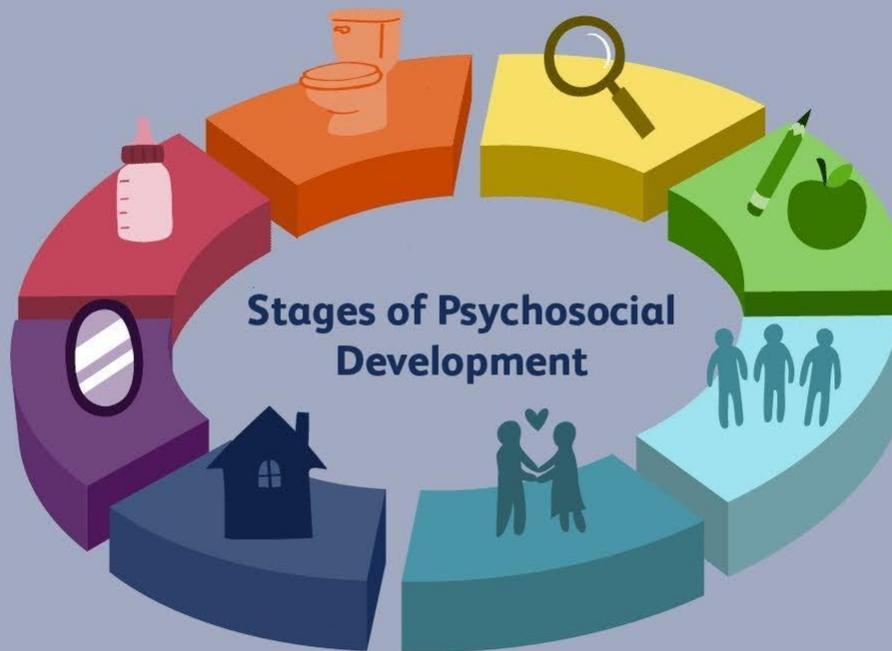
School Age
industry
vs.
inferiority

Maturity
ego integrity
vs.
despair

Adolescence
identity
vs.
role confusion

Middle Adulthood
generativity vs. stagnation

Young Adulthood
intimacy vs. isolation



Loevinger - Ego Development



At around the same time as Erikson, Jane Loevinger began looking at the role this “ego” had as its own developmental line.

How do I see myself > reflected in you

Unlike Erikson she didn't see a correlation to age in the adult years and development. She also created an incredible body of reference materials using Sentence Completion tests to interview 1000's of people to build her model. Erikson developed his from reflecting on already collated samples and responses.

This data set is the same one being used today by the researcher that we use.

Terri O'Fallon - Ego Development



Dr O'Fallon has made some big additions to the model, that have still to be properly peer reviewed but...they have been amazing for using with children as no other researcher in this field has developed out the earlier stages so well.

STAGES Matrix

The diagram shows the trajectory of the developmental person-perspectives. In this diagram, each person-perspective has two stage levels: an early-level, and a late-level. People taking early perspectives are learning the contours of a new perspective; the perspective is just occurring to them or happening to them. Robert Kegan (1994) says they are “had by” their perspective.

		Question 1: Is the object of awareness Concrete, Subtle, or MetAware?		Question 2: Is the experience Individual or Collective?		Question 3: Is the experience Receptive, Active, Reciprocal, or Interpenetrative?			
PP	TIER	SOCIAL PREFERENCE		LEARNING SEQUENCE		STAGE NAME			
1.0	Concrete	Individual	Receptive	1.0 Impulsive					
1.5	Concrete	Individual	Active	1.5 Egocentric					
2.0	Concrete	Collective	Reciprocal	2.0 Rule Oriented					
2.5	Concrete	Collective	Interpenetrative	2.5 Conformist					
3.0	Subtle	Individual	Receptive	3.0 Expert					
3.5	Subtle	Individual	Active	3.5 Achiever					
4.0	Subtle	Collective	Reciprocal	4.0 Pluralist					
4.5	Subtle	Collective	Interpenetrative	4.5 Strategist					
5.0	MetAware	Individual	Receptive	5.0 Construct Aware					
5.5	MetAware	Individual	Active	5.5 Transpersonal					
6.0	MetAware	Collective	Reciprocal	6.0 Universal					
6.5	MetAware	Collective	Interpenetrative	6.5 Illumined					

Terri O'Fallon - Ego Development

Is the object of awareness Concrete, Subtle, or MetAware?	
PP	TIER
1.0	Concrete
1.5	Concrete
2.0	Concrete
2.5	Concrete
3.0	Subtle
3.5	Subtle
4.0	Subtle
4.5	Subtle
5.0	MetAware
5.5	MetAware
6.0	MetAware
6.5	MetAware

Three distinct tiers based on the objects of your attention:

- **Concrete** - you can put a rope around it
- **Subtle** - you can put it in a category of meaning without seeing it
- **Metaware** - you can see how each of the objects are connected into more complex patterns

Is the experience
Individual or
Collective?

**SOCIAL
PREFERENCE**

Individual

Individual

Collective

Collective

Individual

Individual

Collective

Collective

Individual

Individual

Collective

Collective

Terri O'Fallon - Ego Development



Two distinct shifts based on the experiences that are the focus of your learning - you can see how this connects with the Erikson process

Individual - I am, Me, You

Collective - We, Us

Is the experience
Receptive, Active,
Reciprocal, or
Interpenetrative?

LEARNING SEQUENCE

Receptive

Active

Reciprocal

Interpenetrative

Receptive

Active

Reciprocal

Interpenetrative

Receptive

Active

Reciprocal

Interpenetrative

Terri O'Fallon - Ego Development



Two major changes in the ability to make choices and distinguish. They are slightly different based on if you are focused just on the “I” and “You” or the “We”

Individual - I am, You >

Receptive (can't distinguish)

Active (can distinguish and make active choice)

Collective - We, Us >

Reciprocal (can't distinguish, lost in you)

Interpenetrative (can distinguish within the group and make active choices)

STAGES Matrix

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or MetAware?

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Question 3:
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Receptive, Active,
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Where is your
child?

Where are you?

Different
strengths and
weaknesses at
each stage!

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A Concrete Individual is a flesh and blood human; the Concrete Collective is a Collective you can put a fence (Concrete boundary) around; the Concrete exterior relates to Concrete actions and Concrete physical development, such as brain development; and the Concrete interior relates to emotions you can see on the outside such as mad, sad, glad, etc., or is related to rules (shame as evidenced by feeling bad about breaking a rule, hurting someone, or damaging something).

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They now understand that they have a body that is theirs, and they identify with that body as “me”. However, they still can only see from their own Individual view, so often can be very confused about what is “mine” and “yours.” When they take something away from someone, they tend to have no remorse for the feelings of the other person because everything seems as if it is “mine.” If everything is there for the taking, and seems like “mine,” why the need for remorse?

It’s hard to understand or consider that there is “another way to experience it”



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They now feel mastery over their bodies and their senses. They can do things that they choose! They are able to not cry (sometimes) and not hit or yell (on a good day). The one thing that ruins this sense of mastery is YOU.

The other doesn't behave the way they expect. The other doesn't do what they would do.

The other is surely wrong

UNDERSTANDING EGOCENTRIC 1.5



Everything is “mine”

They only regret behaviors that cause them trouble.

*They engage in parallel play with others:
talking “at” and not “with”.*

They can’t see into the future, so they can’t
imagine consequences.

**Fight, Flight or Freeze - no external rules
yet**

HOW THIS IMPACTS ON OUR EXPECTATIONS



Everything is “mine”

Visible boundaries of ownership. They don't understand stealing.

They only regret behaviors that cause them trouble.

Not showing care or regret is normal. If you want them to regret it, disrupt their plans, You don't need to get angry, they are learning!

Fight, Flight or Freeze - no external rules yet

They can't follow rules, only visible and constantly reinforced boundaries

They engage in parallel play with others: talking “at” and not “with”.

They only give you attention if they want something. Friends are people who don't cause trouble to their plans

They can't see into the future, so they can't imagine consequences.

They need you to predict and keep them safe. They are not ready to do it. They can't make decisions based on what they “will” need

UNDERSTANDING EGOCENTRIC 1.5



They pair events, which supports magical thinking and luck e.g., a lucky penny.

Rely on external senses. Hyper-vigilance allows for Concrete intuitive manipulation

Feedback or correction feels like an attack because they can't predict well yet

They are focused around personal power, an incredibly important process to consolidate

By keeping them connected to others, we help them DECIDE to compromise and to think about others - to keep the connection

HOW THIS IMPACTS ON OUR EXPECTATIONS



They pair events, which supports magical thinking and luck e.g., a lucky penny.

They really think it was magic. The monsters ARE real. How else do people know about them?

Rely on external senses. Hyper-vigilance allows for Concrete intuitive manipulation

They are always listening and watching for how or why.

They are focused around personal power, an incredibly important process to consolidate

They need to make decisions to compromise, they need to have opportunities to follow through, they need to experience failure

By keeping them connected to others, we help them DECIDE to compromise and to think about others - to keep the connection

They still need lots of cuddles, conversations and love to feel connected. Words are not connection. Touch and sensory experiences are.

Feedback or correction feels like an attack because they can't predict well yet

Don't expect them to love feedback but don't entangle it in emotion unless you have to

BEST SUPPORT FOR 1.5



They love you
but are just
developing
most of the
ways of
understanding
that matter to
your adult life.



BEST SUPPORT FOR 1.5



Just keep them
connected through
consistent, reliable,
compassionate concrete
boundaries and love



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Sign up for the upcoming sessions, including Subtle Tier (yet to be announced)

Decorative wavy lines in shades of teal and light blue at the bottom of the slide.