

1. Relationships
 - a. Developing relationships with others helps children learn through emotional interactions (Brazelton & Greenspan, 2006, p. 14).
 - b. Through relationships with others, children develop morals and the skill of regulating moods, emotions, and behaviors (Brazelton & Greenspan, p. 15).
 - c. Regulation of emotions helps children learn to think abstractly and creatively solve problems (Brazelton & Greenspan, p. 16).
2. Development
 - a. Erikson theorized that there are eight stages of development.
 - i. Each stage brings on another “crisis”.
 - ii. Individuals do not have to solve a crisis before moving to another stage. Development brings on the next stage.
 - iii. A stage is more difficult if the crisis from the previous stage isn’t solved (Cross, 2001, p.2).
 - b. Ability is linked to a child’s ability to be successful at finding the positive balance between the positive and negative aspects of each stage: trust vs. mistrust, autonomy vs. self-doubt, initiative vs. guilt, competence vs. inferiority, identity vs. role confusion (Cross, p. 2-3).
3. Development and Gifted students academic and social growth
 - a. Gifted students often have the academic ability to understand social issues but lack the emotional ability to process and solve the issues.
 - b. Adult assistance can alleviate these students wavering into the negative facet of each developmental stage through interactions that help students solve the crises (Cross, 2008, p. 3-4).
 - c. Adults can help children and young adults through crises brought upon by development. Giftedness is linked to ability.
4. Service Learning and it’s Affects on Adults
 - a. Service learning can contribute to the cognitive growth of adults and civic responsibility of youth (Smith, 2008, p. 5 & 8).
 - b. Service learning can help adults move from instrumental and social knowing to self-authoring knowing.
 - i. Instrumental knowing individuals want to know what the service will do for them.
 - ii. Social knowing individuals are motivated because they think they will look good to others.
 - iii. Self authoring knowing individuals see a service opportunity as a pathway for growth in skills needed for the service.
 - c. Moral development maybe promoted through experiencing concern for others during service learning.
 - d. Research does not necessarily support building moral character. However, service learning has been seen to promote “ethic of care” (Smith, p. 9-10).
 - i. Ethic of care and generativity are similar in that individuals are learning to care for others.
 - ii. Generativity is the learning to care for the next generation. Service learning may promote expressions of generativity from adult learners (Smith, p. 10).
5. Service Learning and Developmental Stages

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- a. Service learning can promote growth in adult abilities to care for the next generation.
- b. Service learning can move adults from stages of performing service for one's own benefit to performing service to benefit others.
- c. Youth experiencing support from self-authoring adults can positively progress through Erikson's developmental stages becoming increasingly capable and autonomous.

Resources:

Brazelton, T., & Greenspan, S. I. (2006). Why children need ongoing nurturing relationships. *Early Childhood Today*, 21(1), 14-15.

Cross, T. L. (2001). Gifted children and Erikson's theory of psychosocial development. *Gifted Child Today*, 24(1), 54-55,61.

Smith, M. (2008). Does service learning promote adult development? Theoretical perspectives and directions for research. *New Directions For Adult And Continuing Education*, (118), 5-15.