

**Cover sheet**

Name: Amy Cox

Student Number: 2412700

Assignment title and number: Human Development ECEY4001

AI Cover Sheet

Part 1: Infographic. word count: 1,046

Part 2: The Concept of Holistic Child Development. Word count: 1003

Part 3: Maslow's significance in understanding child development. Word count: 943

Reference list

**AI Acknowledgment**

I acknowledge the use of Grammarly (<https://app.grammarly.com/?msockid=0ca9cc1d6deb64602d89d8da6cd36570>) on ( 1 December 2024) to check my work using the prompts:

1. Please check the following text for grammar, readability, and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before and after, the use of AI tools which I may be asked to produce as evidence.

This infographic aims to provide information surrounding Maslow and his theory of The Hierarchy of Needs.

### Physiological/ physical needs:

Maslow (1943) defines physiological needs as the first level of the pyramid; the pyramid represents all the needs a person requires to achieve what he refers to as 'self-actualisation'.

These needs are comparable to the needs of basic survival, such as eating, sleeping and breathing (50 minutes.com, 2015).

For example, Maslow (1943 cited in Burleson, 2014) suggests that if a child is focusing on food due to hunger, then that child would not be able to have their next need met until the hunger is satisfied.

These physiological needs serve as a channel for the other needs that follow.

However, Bronfenbrenner (1979, referenced in Sadownik, 2023, p 83-95) suggests that 'becoming oneself' is an ecological system or a sequence of 'nested structures', each one inside of the next and it is these structures that enable the development of a child. He believed it was the Child's environment that had a direct impact on their development; this could be likened to the physiological needs of Maslow's theory, suggesting the quality of the initial stages of a Child's life is paramount in making sure there is a solid foundation for the other needs to build upon.

### Safety and security:

Maslow's second pyramid tier is categorised as safety and security (Maslow, 1943). It is important to highlight that this encompasses not just physical security but emotional and financial security as well. According to Maslow (1943), the need for a child's safety can be seen on the surface. For example, a child will cry when they feel threatened, unsafe or taken ill. He also suggests that routines and rhythms help keep a child feeling safe and secure, and when there is a disruption to this, the child will require almost constant reassurance from their caregiver. It is suggested that it is from this need for safety that attachments are constructed between the child and caregiver.

However, according to Bowlby (1969, cited in Pound, 2005), his theory of attachment behaviour is something a child is born equipped with. A child's intuitive desire to seek out relationships stems from their need for security and safety, not from the physiological benefits that relationships can provide. He suggests that before a child can be fed, they first need to be safe, which starkly contrasts with Maslow's suggestion.

### Love and acceptance/belonging:

When the first two fundamental needs of the pyramid are met, Maslow (1943) suggests that children start to seek out love and connections with others. These connections can help foster a true sense of belonging. Maslow (1943) also says that these needs are not just simple needs but powerful motivators that could help one achieve one's full potential. The needs range from friendships and relationships to social connections. They help children form strong emotional bonds and feel accepted and validated, all of which Maslow (1943) says are crucial for emotional well-being. All are aiding in reaching the pinnacle of the pyramid in adult life.

Bowlby (1969, cited in Pound, 2005) further supports this, suggesting that the relationships children form help support them further in their adult lives. For example, if a child were to be ignored when in a state of anxiousness or fright, it is likely that as an adult, the child would not know how to manage these emotions, as they have never been shown how to do this through their loving connections. This could then negatively impact the person's sense of belonging and emotional well-being. Thus, negatively affecting their chances of meeting their next need.

### Self-esteem:

Maslow (1943) added two esteem sections to the pyramid: self-esteem and esteem from others. He categorised self-esteem as feelings of self-respect and feelings of self-worth. Esteem from others relates to our feelings of being valued, appreciated, and respected. Maslow suggested that all these, accumulated together, are vital for a person's psychological well-being. It is when these needs go unmet, that a person can start to feel helpless, leading to further feelings of frustration and lack of motivation.

Infants and children need these esteem needs to be met to aid them in developing positive relationships. They act as a foundational building block in ensuring individuals feel emotionally balanced and have a positive mental attitude.

Furthermore, Rogers (1957, referenced by PHILO-notes, 2022) supports Maslow with his Personality theory. He Suggests that if children receive unconditional positive regard in their early years, it could result in the child having stronger feelings of self-worth, thus becoming more confident and believing they are more capable as they move through life. He believed that if children received higher congruence between themselves and the people around them, it would lead to better self-worth, which helps build and support a healthy and productive life. Cementing the feelings of self-esteem.

### Self-Actualisation:

Maslow (1943, cited in Selva, 2017) describes self-actualisation as a person realising their entire ability and reaching their full potential. In other words, self-actualisation means becoming oneself. When a person reaches self-actualisation, they usually lack prejudice and now have a moral compass. They are free to be their authentic self and be true to themselves with their values, and beliefs. Maslow also noted that self-actualisation varies for everyone; it is not a one-shoe-fits-all scenario and will look different for everyone, depending on how they reach this stage.

Although Maslow originally built his theory of self-actualisation upon the work of Goldstein (1939, cited in Brown, 2020), it was Goldstein who first suggested that an individual is naturally drawn to work out their own potential and that this could then be considered as a motivator for self-actualisation, with all the other needs of the hierarchy organising themselves around this.

However, Rogers (1957, cited in Miller, 2019) suggests that only some reach the stage of self-actualisation and that it is not an innate desire for all individuals. He proposed it was not an end goal but how life begins for everyone.

In conclusion, Abraham Maslow was a pioneer in the field of human needs, well supported by other theorists who built on his original ideas. Although some differing views are present, theorists included here seem to come to the same conclusion: the environment and how the child's needs are met determine the course of their adult life.

## **Part 2: The concept of holistic child development**

Holistic child development comes from the idea that many areas surround a child's development. These range from physical and cognitive development to emotional and social development - in short, body, mind, and soul. When everyone who provides care for a child takes a holistic approach, it is hoped that the child grows to be a well-rounded individual with the skills needed to navigate life. This essay explores the concept of three areas of child development that intertwine with the holistic child.

### **Relationships**

Relationships can be described as the connections and interactions children form with someone who provides them with care. Positive relationships are essential to a child's holistic development. They help shape the child's view of the world and aid their ability to interact positively with others. Positive relationships and attachments run concurrently, which could be why Brodie (2018) suggests that consistent and honest relationships between a child and their caregiver are crucial in supporting emotional development. She indicates that relationships take time to develop, so for attachments to form, there needs to be time and opportunity.

Bronfenbrenner (1977, cited in Aubrey 2019) acknowledges the importance of positive relationships when discussing the microsystem that surrounds the child. The microsystem is the interactions between the child and the people closest to them. When these relations are constructive, positive behaviours follow, thus impacting the child efficaciously. This also feeds into Bronfenbrenner's (1977) mesosystem. This is the relationship between the individuals within the microsystem. When there are

positive relations among all those who provide the child with care, for example, parents and teachers, it can have a tremendous impact on supporting the child's holistic development.

This supports Maslow's (1943) hierarchy of needs theory, his views on love and belonging, as well as some aspects of safety. Can children feel safe and secure if they do not experience truly positive relationships? He also suggests that the rejection of these needs is the most common cause of children displaying antisocial and amoral behaviours. It also contributes to a high incidence of mental health disorders in young children (Maslow, 1977, referenced in Stoyanov, 2017).

It could be assumed that both theorists agree that children need healthy, loving, and good connections are essential for children's holistic development.

### **Safety**

Another important element that needs to be considered when exploring the concept of holistic child development is safety. Safety underpins all other aspects of a child's development and provides a solid basis for a child to feel confident about learning, developing, and exploring, without feeling they are in fear or distress (Harvard University, 2024). It is vital that a child feels safe to develop holistically because it allows them to flourish across other areas of development, such as social, emotional, and cognitive.

In 2014, The National Centre for Biotechnology Information (De Melloe *et al.*, 2014) studied child safety from the perspective of essential needs. They concluded that children who were raised in the presence of involved parents, were physically and emotionally protected, and were provided with experiences that stimulated their development were considered to develop and grow better than their peers who did not receive the same care.

Furthermore, Pestalozzi (1801, cited in Pound 2005) believed that security and safety at home were the foundation of children's happiness, which, in turn, supported their foundation for learning both in and out of their educational environment. This is in keeping

with Maslow (1943, referenced in The World of Work Project CIC, 2018), who believed that safety and security were among the first hierarchical needs that must be met for children to develop and reach their full potential. When referencing safety, Maslow clarified that all safety aspects, including emotional, physical, and health, were equally essential to support development.

## **Play**

Practitioners should consider play and opportunities when exploring holistic child development. Play is a vital component of holistic child development. It crosses multiple interconnected domains while supporting a child's growth. It is not simply categorised as a form of entertainment – it is a powerful tool that should be utilised in the approach to holistic development.

Play helps nurture a child's physical development, supporting their motor skills, coordination, balance and improving their fitness levels. Piaget (1963, cited in Amano, 2019) describes this development as 'schemas and operations', advising that children store all the information they learn from exploring the world around them and add it to their individual mental stores. It is also through Piaget's theory of constructivism that today's curriculum must ensure it enhances a child's logical and conceptual growth. The Welsh Assembly Government Play Policy (2002) says, 'it recognises the significance of play in a child's learning and development and the need for play to give opportunities for new learning experiences'.

Additionally, play helps support their cognitive development, such as problem-solving skills and concentration capacity. Play is also considered essential for supporting a child's social development, fostering a place for social skills and peer interactions to flourish while supporting their developing language and helping build their internal and external monologue. This is supported by Vygotsky (1986, cited in Aubrey, 2019) and his views on cultural tools.

Children use play to meet their basic needs, from physical survival to personal actualisation. Play sits across Maslow's hierarchy of needs entirely. At the base, it assists physical well-being and security and then goes onto fulfil a child's social requirements, helping achieve confidence and self-worth while strengthening ties within a community. Then, at the top of Maslow's hierarchy of needs,

play facilitates a child's self-actualisation by enabling children to explore and discover their individuality and true promise. It is these nurturing environments that children become exposed to that help support a holistic approach to child development (Brodie, 2024).

In conclusion, holistic child development can be achieved when everyone involved with the child embraces the same approach to their care, by ensuring a safe, supportive, fulfilling, and explorative environment; the holistic approach not only helps the here and now but also supports the future generations to be ready to lead fulfilling lives.

### **Part 3: Maslow's significance in understanding child development**

This essay will investigate Maslow's significance in understanding child development and its importance to practice. The aim is to explore deeper into three areas of development. When looking at Maslow's hierarchy of needs in child development, you can start to understand how a child's caregivers and those within society can help support children as they steer the challenges that come with growth and change.

#### **1. Transitions**

Transitions in early years practice refer to changes, primarily significant, that a child experiences when moving from one environment to another. They are viewed as a process of social structures that involve parents and practitioners alike. Most transitions can be a daunting and somewhat challenging experience for a child. However, they also provide an opportunity for adaptation, navigation, and learning (Welsh Government, 2014).

There are two areas of transition to consider: vertical transitions and horizontal. Vertical transitions are the transitions that can provide the most significant movement of change. For example, a child may be leaving home for their first day of school or progressing from a nursery to an infant setting. Horizontal transitions contrast with vertical ones. These are transitions that happen

within the same environment, such as moving classrooms or adapting to changes in the school setting. They do not appear as impactful as vertical transitions. However, every child reacts differently to changes (Vogler, 2008).

Furthermore, transitions span across all aspects of Maslow's hierarchy of needs. For example, during any transition, it is imperative that children have access to things that provide them with their basic needs. If a child feels sleepy or hungry during a transition, then they would be expected to struggle emotionally and socially with their new surroundings. Unhealthy, unsupported, and rushed transitions could also be detrimental to children's ability to view themselves in a positive manner and build confidence. Thus, it does not help support their emotional and social development (Towns, 2018).

## 2. Understanding the importance of basic needs

Understanding the importance of basic needs is vital for any Early Years Practitioner. Maslow (1943) describes basic needs as the foundational block that is needed for which other needs follow. When practitioners are educated on this, it helps support them to deliver premium care.

Early Years Practitioners can support children in their setting by using Maslow's hierarchy of needs as a scaffold. By ensuring they provide access to nutritious meals and snacks, opportunities to rest and encouragement of proper hygiene within a clean environment, they can be sure most, if not all, of their physiological needs are being met. This is also supported by the Welsh curriculum and the four purposes (2022). They suggest that the absence of these needs would result in the child not being able to focus and participate in the day's activities.

Furthermore, by providing them with a well-balanced diet and access to water, practitioners are helping to support the child's physical and cognitive development because if a child is experiencing feelings of hunger, they would not be able to focus and most likely become disengaged from their interactions and their learning process. The same is true for personal hygiene and the importance of ensuring appropriate hand washing within a clean and tidy environment. As already noted, another aspect of

Maslow's physiological needs is rest. A child cannot be expected to participate and focus on learning or play if they are tired (United Nations Children's Fund, 2017).

### 3. Building confidence and independence

The promotion of independence in the early years sector is a crucial aspect for practitioners and is vital in helping support a child's holistic development. The process children go through while finding confidence and gaining independence is largely connected with Maslow's Hierarchy of Needs (1943), as it is suggested that meeting a child's basic needs in their early development aids progression towards self-actualisation.

Independence is described as a child's ability to make decisions and perform tasks alone and is considered to be a crucial component in child development (Early Years Careers, 2023). Tasks such as feeding themselves, dressing and articulating verbal language all help build independence and confidence, thus aiding children in reaching their full potential or self-actualisation.

Furthermore, all aspects of holistic child development are supported when children can explore ways to gain independence. For example, when a child is learning to do a new puzzle or learning to zip up their coat, they are making decisions and problem-solving, supporting their cognitive development. As a result, this leads to a child feeling proud when they have achieved the desired outcome of the task. If the child is then positively reinforced by their caregiver (Skinner, 1938 cited in Gordan, 2014), it will aid feelings of pride. Proudness is backed by confidence and helps assist them emotionally and motivate them to continue.

It is suggested that emotionally secure children feel more confident to step outside their norm – promoting further independence. All this can also be linked to Vygotsky and his theory of the zone of proximal development and scaffolding (1978, cited in NeuroLaunch, 2024). When the enabler, or adults within the setting, scaffolds children in their decision-making, it gives children the confidence to explore further.

When children experience feelings of pride, building their confidence and independence, they can heed way to the pinnacle of Maslow's Hierarchy of Needs Pyramid.

In conclusion, when exploring the needs of child development against Maslow's Hierarchy of Needs, it is clear to see that his theory is interconnected throughout all areas of child development. It is also often backed by other theorists and is entwined within the government's policies. When caregivers support children holistically and use Maslow as a basis, they can ensure they are helping the children to the highest standards.

## **References**

- 50 Minutes.com (2015) *Maslow's Hierarchy of Needs: Understand the true foundations of human motivation*. Primento Publishing.
- Amanao, A. (2019) *John Piaget's Theory of Constructivism*. Available at: <https://www.bing.com/videos/riverview/relatedvideo?q=Piaget%20cognitive%20development%20theory%20references&mid=5E6444A5B63C4BEE126E5E6444A5B63C4BEE126E&ajaxhist=0> (Accessed: 23 November 2024).
- Aubrey, K. and Riley, A. (2019) *Understanding & using educational theories*. 2<sup>nd</sup> edn. Sage publishing.
- Brodie, K. (2018) *The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners*. Taylor & Francis Group, Oxford.
- Brodie, K. (2024) *Early Years TV with Kathy Brodie. Maslow's Hierarchy of Needs*. Available at: <https://www.earlyyears.tv/maslows-hierarchy-of-needs/> (Accessed: 24 November 2024).
- Burleson, S.E. and Thoron, A.C. (2014) 'Maslow's hierarchy of needs and its relation to learning and achievement'. *Gainesville: Department of Agricultural Education and Communication*. Available at: <https://journals.flvc.org/edis/article/download/131587/135186/236583>.
- Curriculum for Wales (2022) 'Welsh curriculum and four purposes' Available at: <https://hwb.gov.wales/curriculum-for-wales> (Accessed: 1 December 2024).
- De Mello, D. F., Henrique, N. C., Pancieri, L., Veríssimo, M.deL., Tonete, V. L., and Malone, M. (2014). 'Child safety from the perspective of essential needs.' 22(4), 604–610. Available at: <https://doi.org/10.1590/0104-1169.3651.2458>
- Early Years Careers. (2023) *EYFS and Child-Centred Learning: Fostering Independence and Curiosity*. Available at: <https://www.earlyyearscreers.com/eyc/early-years-practice/eyfs-and-child-centred-learning-fostering-independence-and-curiosity/> (Accessed: 1 December 2024).
- Gordan, M. (2014) 'A Review of B. F. Skinner's 'Reinforcement Theory of Motivation''. Available at: [A Review of B. F. Skinners Reinforcement Theory of Motivation-libre.pdf](#) (Accessed: 1 December 2024).

- Harvard University (2024) *Centre on the Developing Child*. Available at: <https://developingchild.harvard.edu/resources/8-things-remember-child-development/>. (Accessed: 22 November 2024).
- Maslow, A.H. (1943) 'A theory of human motivation', *Psychological review*, 50(4), pp. 370–396. Available at: <https://doi.org/10.1037/h0054346>.
- NeuroLaunch (2024) *Vygotsky's Theory of Cognitive Development Stages: A Comprehensive Exploration*. Available at: <https://neurolaunch.com/vygotsky-theory-of-cognitive-development-stages/> (Accessed: 1 December 2024).
- PHILO-notes (2022) *Carl Rogers's theory of personality: key concepts*. Available at: [https://www.youtube.com/watch?v=fuY3yXra--o&ab\\_channel=PHILO-notes](https://www.youtube.com/watch?v=fuY3yXra--o&ab_channel=PHILO-notes) (Accessed: 11 November 2024).
- Pound, L. (2005) *How children learn*. Step Forward Publishing.
- Sadownik, A.R (2023) *(Re)theorising More-than-parental Involvement in Early Childhood Education and Care. International Perspectives on Early Childhood Education and Development*. Springer Cham.
- Selva, J. (2017) *What is self-actualisation? Meaning, theories, and examples*. Available at: <https://positivepsychology.com/self-actualization/> (Accessed: 11 November 2024).
- Stoyanov, S. (2017). *An analysis of Abraham H. Maslow's theory of human motivation*. Macat International Limited.
- The Welsh Government (2002) *The Welsh Assembly Government Play Policy*. Available at: <https://play.wales/play-policy-legislation/current-policies/> (Accessed: 24 November 2024).
- The Welsh Government (2014) *Flying start transition: guidance for professionals*. Available at: <https://www.gov.wales/flying-start-transition-guidance-professionals> (Accessed: 30 November 2024).
- The World of Work Project CIC (2018) *Maslow's Hierarchy of Needs: A Simple Summary*. Available at: <https://worldofwork.io/2019/02/maslows-hierarchy-of-needs/> (Accessed: 23 November 2024).

- Towns, S. (2018) '*A sense of belonging: Why it matters for successful transition into secondary school*', Australian Educational Leader. Penrith, NSW, Australia: Australian Council for Educational Leaders, 40(2), pp. 43–45. Available at: <https://search.informit.org/doi/10.3316/informit.732473490700901>. (Accessed: 30 November 2024).
- United Nations Children's Fund. (2017) '*UNICEF's programme guidance for early years development*'. Available at: <https://www.unicef.org/media/107616/file/UNICEF-Programme-%20Guidance-for-Early-Childhood-Development-2017.pdf> (Accessed: 30 November 2024).
- Vogler, P. (2008) *Early Childhood Transitions Research: a review of concepts, theory, and practice*. Available at: [https://www.researchgate.net/publication/42798544\\_Early\\_Childhood\\_Transitions\\_Research\\_A\\_Review\\_of\\_Concepts\\_Theory\\_and\\_Practice/citation/download](https://www.researchgate.net/publication/42798544_Early_Childhood_Transitions_Research_A_Review_of_Concepts_Theory_and_Practice/citation/download) (Accessed: 30 November 2024).