

## Maslow's Hierarchy of Needs

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.



The expanded hierarchy of needs includes:

*Cognitive needs* – knowledge & understanding, exploration, need for meaning

*Aesthetic needs* – appreciation and search for beauty

*Transcendence needs* – the pursuit of faith, service to others

As we teach, we must look at the complete physical, emotional, social and intellectual qualities of the individual. We must fulfill basic needs and build upward. Maslow asserts that students must be shown that they are valued and respected in a supportive environment.

With increased personal responsibility for one's personal life, and with a rational set of values to guide one's choosing, people will begin to actively change the society in which they live. (Maslow, 1975)



## How We Grow and Develop

*When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things.* I Corinthians 13: 11

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Typical human development follows recognized stages of growth and development of the mind, body and spirit.

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### Piaget's Four Stages of Cognitive Development

Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world.

### Piaget's Theory

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

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