

ADOLESCENT PSYCHOSOCIAL DEVELOPMENT THEORIES AND PRACTICE

PREPARED BY

JOSEPH FORDE,
ANTHROPOLOGIST / RESEARCHER

&

DR ALVINA GROSU

PSYCHOLOGIST / CLINICAL SUPERVISOR

ALVINA@CULTUREWISE.IE

Diploma in Integrative Adolescent Psychotherapy

OBJECTIVES

to review the theories of adolescent development.

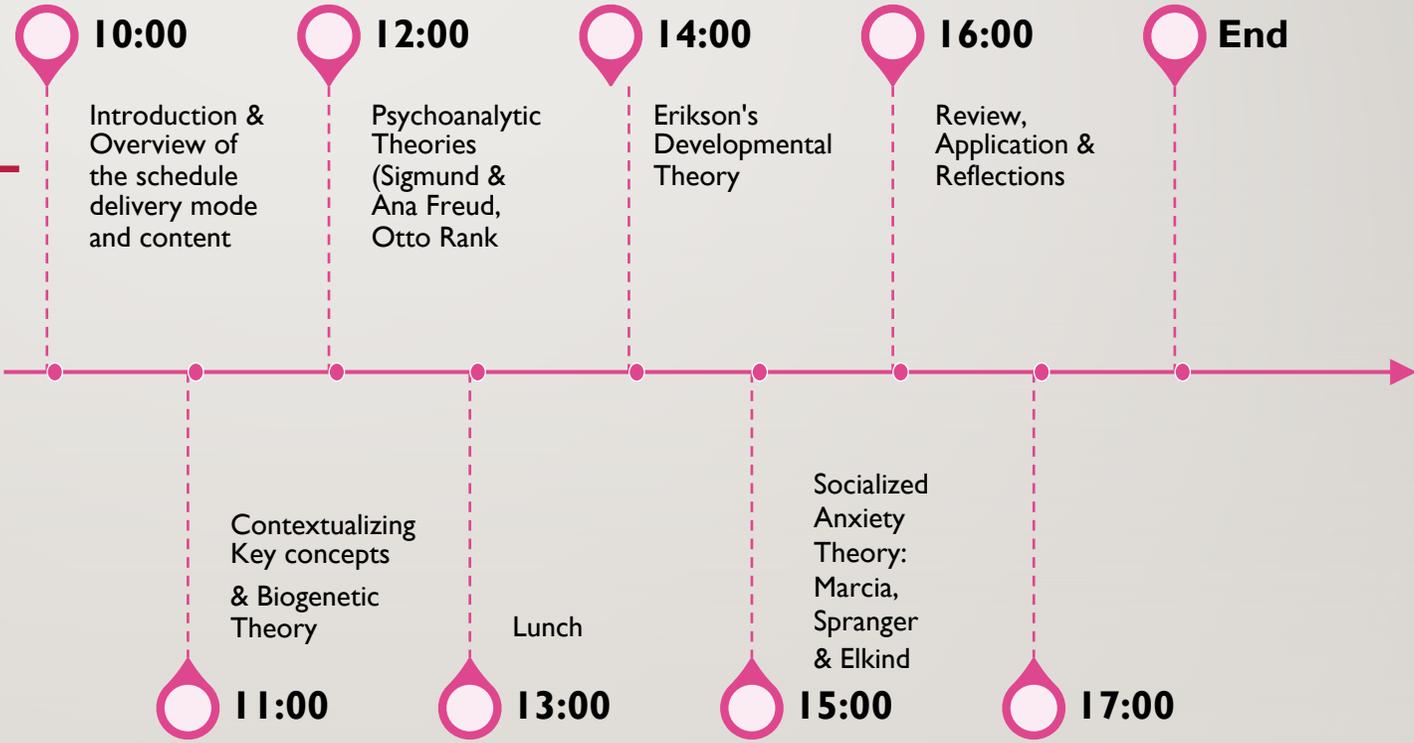
to inform evidence based reflective practice with a range of theories and techniques.

to trigger reflection related to theoretical underpinning of personal therapeutic styles.

to stimulate networking and sharing of experiences in relation to practical applications of knowledge.



SCHEDULE DAY 1



SCHEDULE DAY 2



EVOLUTION OF THE CONCEPT



“The state of growing up from childhood to manhood or womanhood . . . The period of life between puberty and maturity”

Random House Dictionary

Aristotle (384-322 BC) recorded what is known as adolescent physical development but there were only three stages of life: childhood, youth and old age. He stated ***“Youth are heated by nature as drunken men by wine”***

In the Renaissance, children stayed in school longer but adolescence was still not defined as a separate stage.

According to the English poet and playwright William Shakespeare (1564-1616), ***“It would be there no age between ten and three and twenty, or that youth would sleep out the rest: for there is nothing in the between but getting wenches with child, wronging the ancients, stealing, fighting”***
The Winters Tale

Globally, traditional societies have observed rites of passage signifying the emergence of young people from childhood to adulthood, no concept of adolescence intervened between stages.

ADOLESCENCE IN GEO-CULTURAL CONTEXT

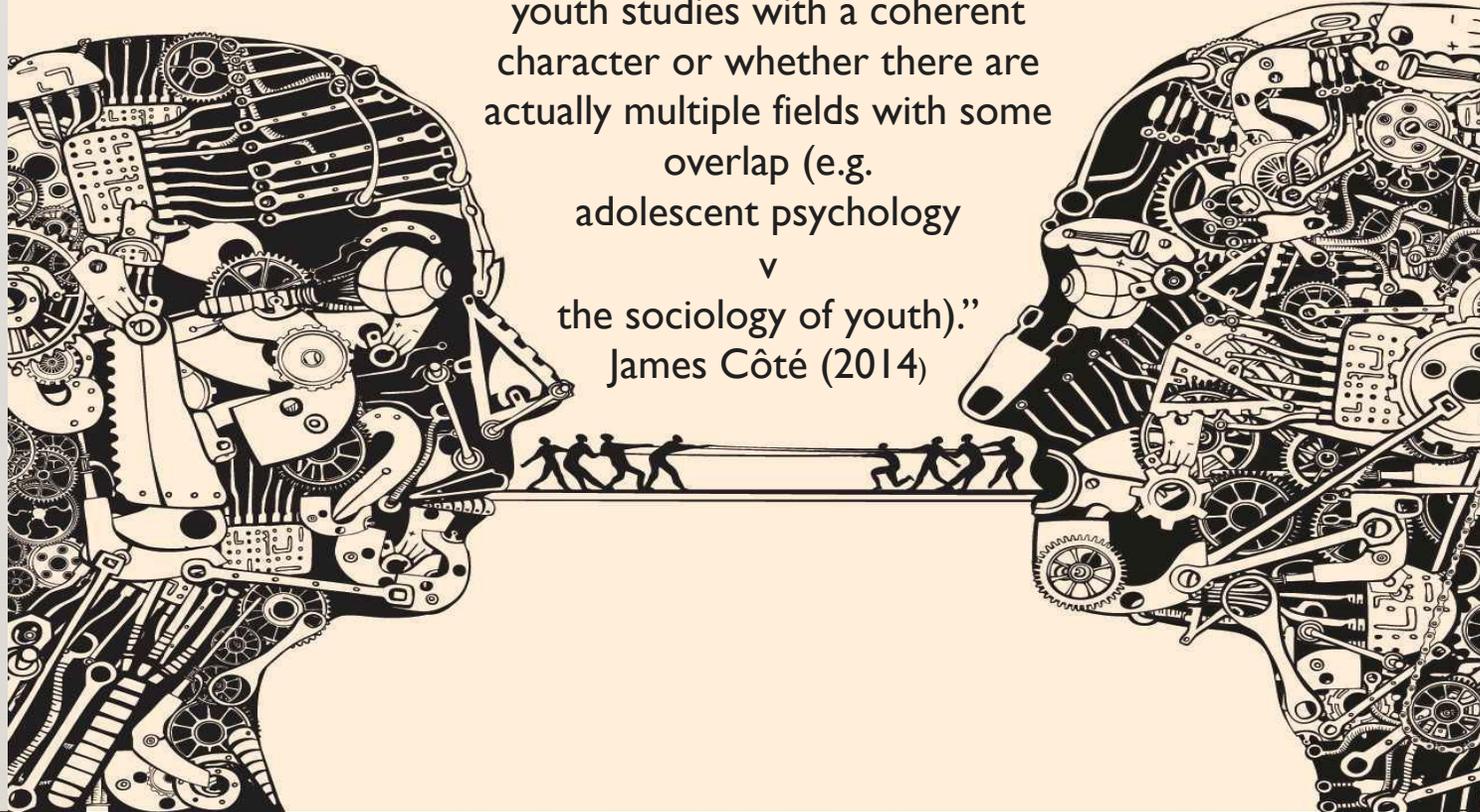
- In non-western societies this period between childhood and adulthood is typically 2-4 years;
- There is no defined stage of adolescence, but the period between childhood and adulthood often included unique
 - Visual markers (clothing, hairstyle, body decoration)
 - Pastimes like games/dancing,
 - Carnivals and festivals created by adults to help manage the sexual tension of this age group and to help socialize youth into the community.
- In contemporary western societies, the period of adolescence lasts between 10-15 years
 - A youth culture developed in the mid 1900s
 - The term teenager was coined in the 1940's as recognition that "adolescent" group was a distinct market segment with own behavior, tastes and opinions.



Recap on the metaphors

THEORITISATION OF YOUTH

Is there “really a distinct field of youth studies with a coherent character or whether there are actually multiple fields with some overlap (e.g. adolescent psychology
v
the sociology of youth).”
James Côté (2014)



PSYCHOLOGICAL SOCIOLOGICAL AND CULTURAL THEORIES OF YOUTH

Theorists approach adolescence from different perspectives or points of view. As a result there are many, sometimes oppositional theories of adolescent development.

Each theoretical perspective is based on particular assumptions and frameworks to explain adolescent development including:

- **Biogenetic**
- **Psychoanalytical**
- **Cultural**
- **Anthropological**
- **Social Constructivist**
- **Cognitive**
- **Social Cognition**
- **Ecological**

No one single theoretical perspective covers all aspects of adolescence. By examining particular contributions from several theoretical perspectives, one may be able to arrive at a more comprehensive and well-balanced understanding of adolescent behaviour.

Choose the one that appeals to you based on your intuition...

A Biogenetic Psychology Perspective

- **G. Stanley Hall** (1844-1924), was the first psychologist to advance a psychology of adolescence in its own right and to use scientific methods to study them.
- He defined this period to begin at puberty at about 12 or 13 years, and end late, between 22 years to 25 years of age.
- He described adolescence as a period of "**Sturm und Drang**," -- **storm and stress.**" Hall saw an analogy between the objectives of this group of young writers at the turn of the eighteenth century and the psychological characteristics of adolescence.



Sturm und Drang. A term used to describe a period in German literature, music and art, the period of sturm und drang includes the works of Schiller and the early writings of Goethe, Haydn and Mozart . It is characterised by idealism, commitment to a goal, revolution against the old, expression of personal feelings, passion and suffering. In contemporary times it might be best associated with teenage angst.

G. Stanley Hall (1844-1924)

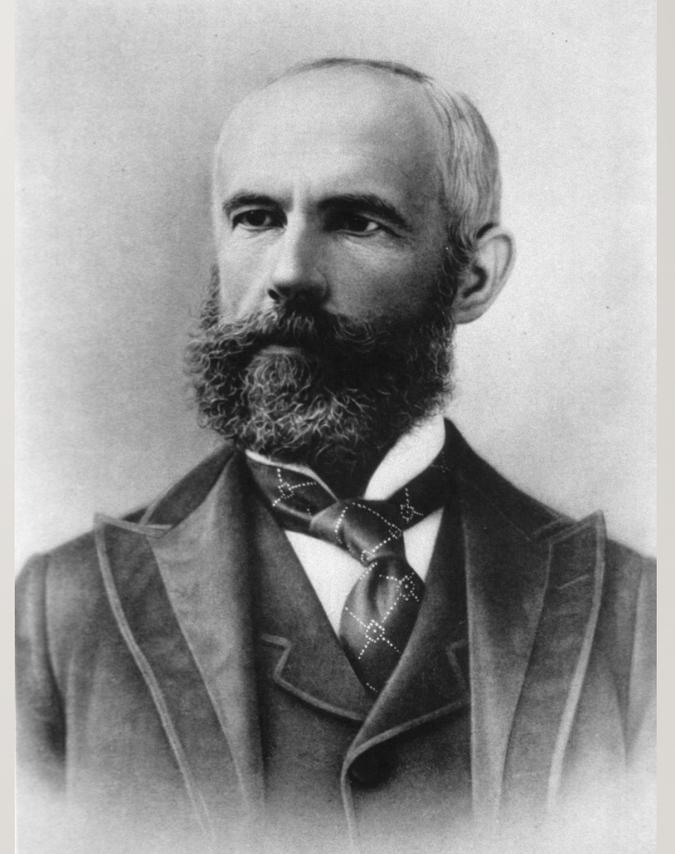
The law of recapitulation

Influenced by with Darwin's work on biological evolution, Hall proposed a theory of psychological evolution whereby the experiential history of the human species had become part of the genetic structure of each individual.

The individual relives the development of the human race from early animal, like primitivism, through a period of savagery, to the more recent civilized ways of life that characterize maturity.

Therefore, Hall described adolescence as a new birth, "for the higher and more completely human traits are now born" (Hall, 1916, xiii).

His theory is entitled "**Biogenetic Psychology of Adolescence**". [Video](#)



G. Stanley Hall (1844-1924)

For Hall, adolescence was characterised by a movement between contradictory tendencies – hence “storm and stress”

From

- Energy, exaltation, and supernatural activity
- Exuberant gaiety, laughter, and euphoria
- Egoism, vanity, and snobbery

To

- Indifference, lethargy, and loathing
- Dysphoria, depressive gloom, and melancholy
- Abasement, humiliation, and nervousness

Adolescents found themselves at a cross road between uninhibited Childhood, self centeredness and the idealism / altruism of later youth.

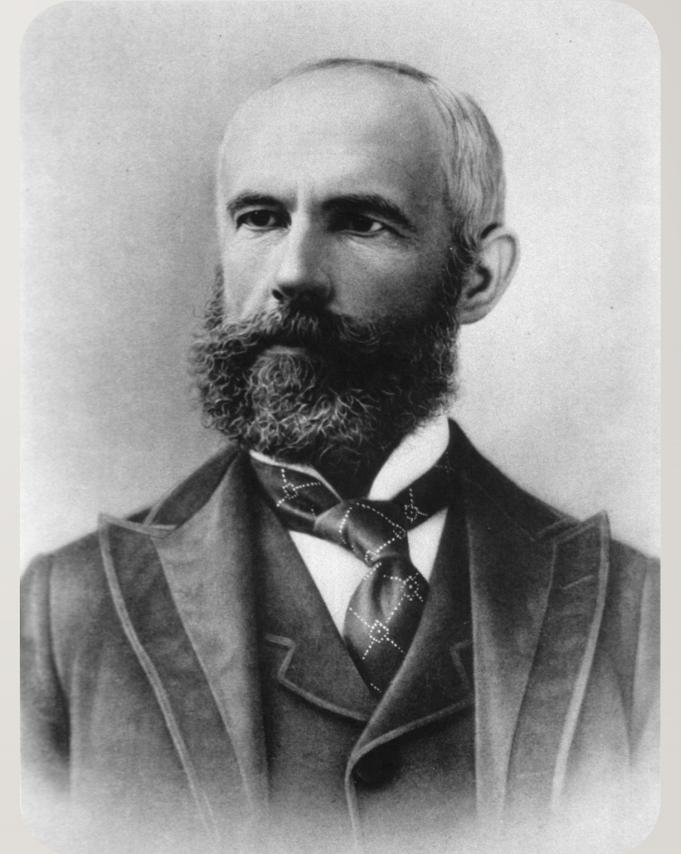
[Video](#)



G. Stanley Hall (1844-1924)

For Hall during adolescence :

- The qualities of **goodness and virtue** were never again has heightened or so pure,
- A desire for wanting **solitude** and **seclusion** was challenged by the urge for **socialisation** and **sexual investigation** .
- the influence of the **peer group** peaks.
- The adolescent also moves between the exhibition of **several personality traits** including exquisite sensitivity and tenderness at some points in time to callousness and cruelty at other times. Apathy and inertia also fluctuate with enthusiastic curiosity, along with the urge to discover and explore.
- There is a yearning for role models or **“idols”** and authority that does not exclude a revolutionary radicalism directed against any kind of authority.



“A century later, despite the wealth of evidence against Hall’s views about recapitulation and biological determinism, his mythical image of the inherently turbulent adolescent is still strongly reflected in popular culture and sometimes in the scientific literature”
(Schulenberg and Maggs 2001)

Sigmund Freud – Psychoanalytical Perspective

Freud did not focus on adolescent development only to discuss it in terms of psychosexual development.

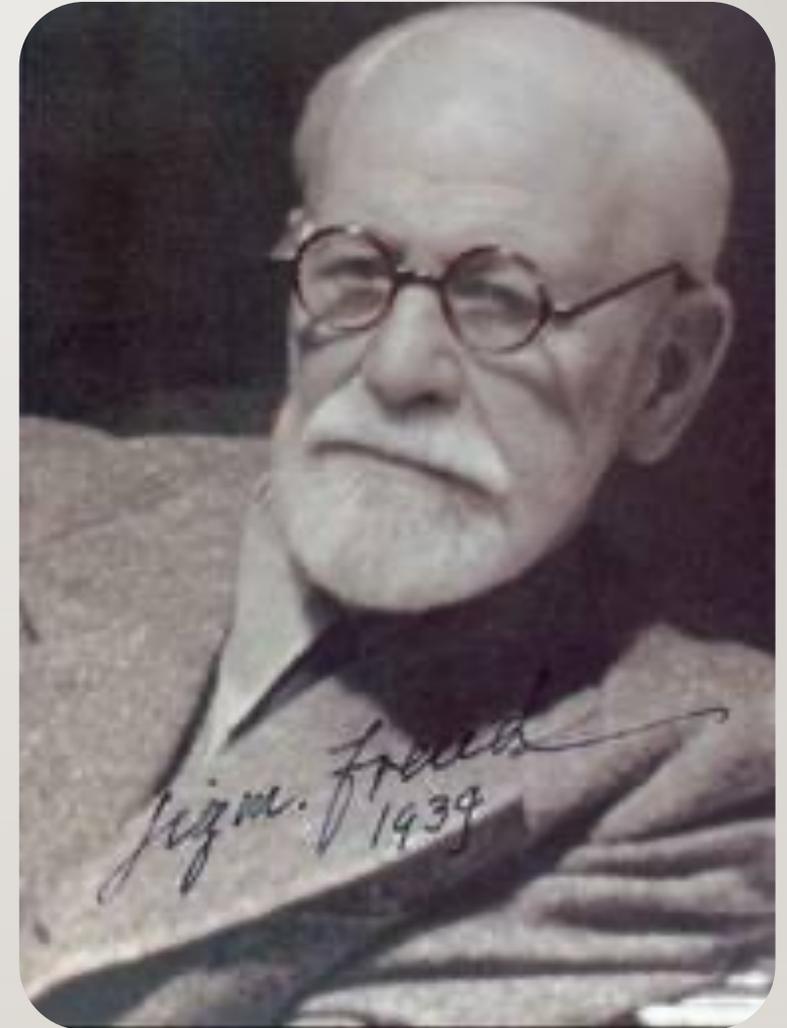
Like Hall's he viewed the period of adolescence as **phylogenetic** (related to or based on evolutionary development).

According to Freud and psychoanalytic theory, the stages of psychosexual development are genetically determined and are relatively independent of environmental factors.

Freud believed that adolescence was a **universal phenomenon** and included:

- behavioral, social and emotional changes;
- the relationships between the physiological and psychological changes,
- Changes and development of self-image.

He also stated that the **physiological changes are related to emotional changes**, especially an increase in negative emotions, such as moodiness, anxiety, tension and other forms of adolescent behavior.



Freud's Five Stages of Personality Development

Freud viewed people as existing in a state of perpetual internal conflict. The human psyche is a set of irreconcilable forces drawing on a limited amount of mental energy.

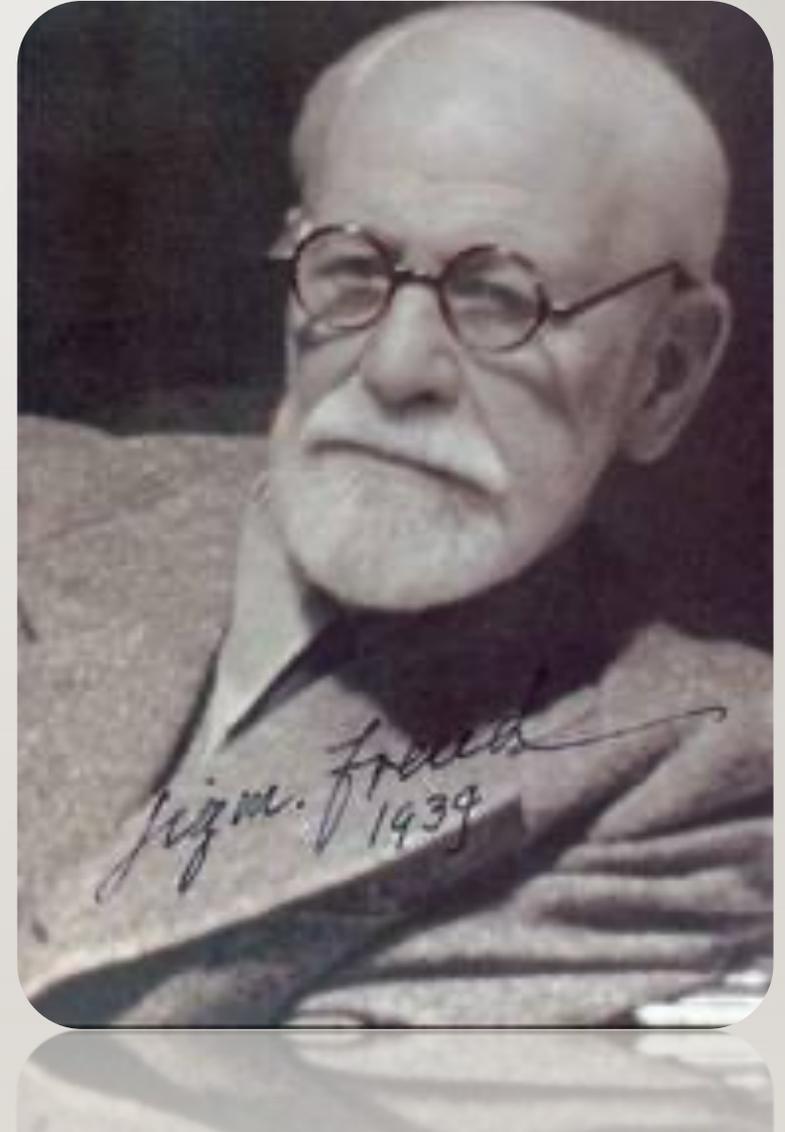
Oral – Anal – Phallic – Latency - Genital

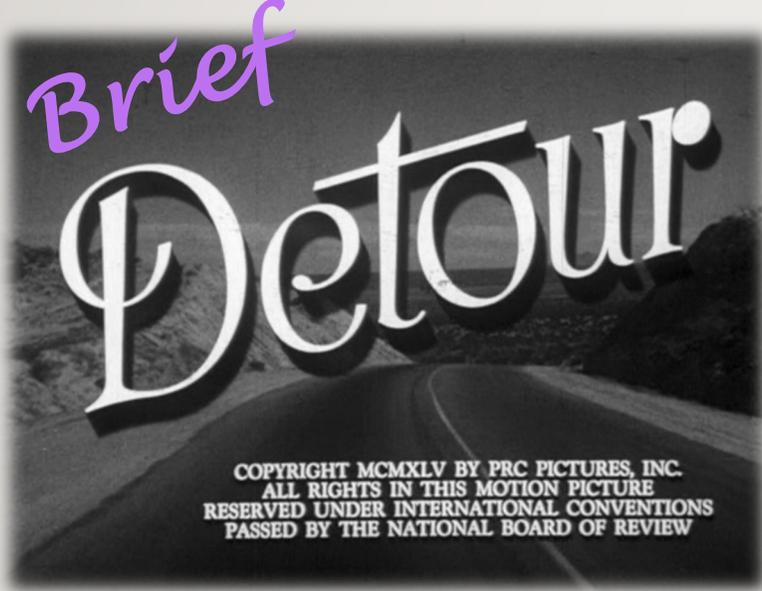
During each stage the individual becomes fixated on particular erogenous zone - pathologies arise when individuals do not progress or remain stuck on a particular fixation.

For a more detailed outline of Freud's personality types:

http://www.sagepub.com/upmdata/23240_Chapter_5.pdf

[Video](#)





[Video](#)

ID - EGO - SUPEREGO
ID - EGO - ZONEKEGO

According to Freud "You" are a product of how competing mental forces and structures interact. In its simplest form the "you" is pushed by desire, pulled by conscience. Our personalities therefore represent the power struggles going on deep within us.

Three main players carry all of this drama out

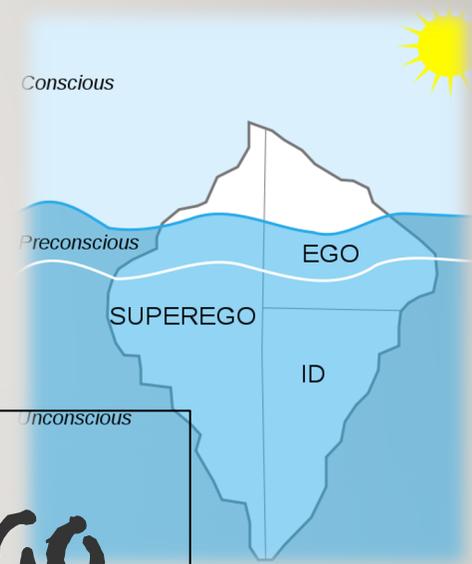
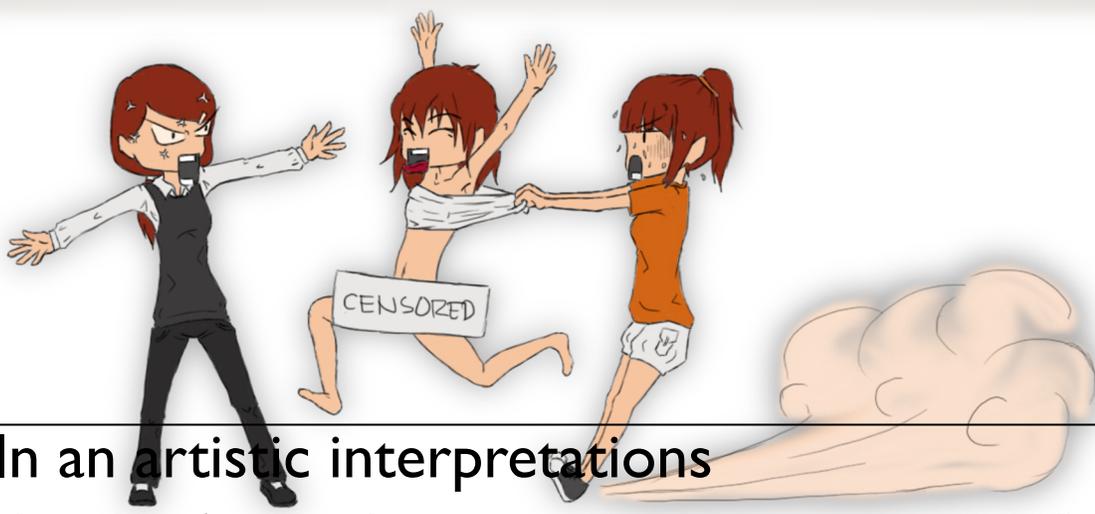
Id: The seat of our impulses (instinctual, unconscious, operates according to the pleasure principle)

Ego: Negotiates with the id pleasures and the superego (develops through interactions with the external world, can be weaker than id operates according to the reality principle)

Superego: Incorporates the values and morals of society. Each has its own idea of what the outcome of an action should be. Their struggles are fueled by powerful motives, and each one is out for itself.

Elaborative Links: <http://www.simplypsychology.org/psyche.html>

See also: <http://allpsych.com/psychology101/ego.html>



Video In an artistic interpretations

VISUALISING ID - EGO - SUPEREGO

Freud's theory of the personality



Otto Rank (1884-1939)

Part of psychoanalytical school and one of Freud's closest colleagues who later challenged his theory of personality development.

- Human nature not as repressed and neurotic, but as **creative and productive**.
- The unconscious is the storehouse for **past experiences** and impulses only to the degree that it acts in the present to influence behavior.
- Less emphasis on **instinctual forces** and instinctual behavior.
- More emphasis on the **role of the ego** and gave value to it only as a repressive force.
- Restored the **balance of power** in the psychic realm.
- Argued **sexuality** not the strongest determining factor in the developmental process.
- What he termed the **"Will"** can to some degree, control sexuality.
- Placed greater emphasis on **adolescent development** and viewed psychoanalytic theory based on consciousness and "will."
- It is during the shift from childhood to adolescence that a crucial aspect of personality development occurs - the change from **dependence to independence** (Muuss, 1975, p.47).

Elaborative Link: <http://ajp.psychiatryonline.org/data/Journals/AJP/3744/32.pdf>



Ranks' Conception of "The Will"

During the latency period, the "will" grows stronger, more independent, and expands to the point where it turns against any authority not of its own choosing.

The origin of the "will" goes further back to the oedipal stage when the individual encounters a social will, represented by parents and expressed in a centuries old moral code.

In early adolescence, the individual undergoes a basic change in attitude; he begins to oppose dependency, including

- The rule of external environmental factors (parents, teachers, the law, and so on)
- The rule of internal cravings, the newly awakening instinctual urges.

[Video](#)

"I mean by "Will" a positive guiding organization and integration of the self which utilizes creatively as well as inhibits the instinctual drives".



Ranks' Conception of “The Will”

Establishing **volitional independence**, which society values and requires, becomes an important but difficult developmental task for the adolescent.

This newly developed need for independence and the **struggle for independence** lie at the root of many adolescent personal relationships and their complications.

Rank sees no necessity for external sexual restrictions and inhibitions, since the struggle is one in which the individual's will strives for independence against domination by biological needs.

Elaborative Link: <http://www.atpweb.org/jtparchive/trps-13-81-02-113.pdf> All but especially on the will from p.117

[Video](#)



Anna Freud

Recognised **puberty** as a critical factor in character formation. She also places much emphasis on the relationship between the **id, ego and superego** in children and adolescents. Her emphasis on the ego in the psyche dynamics had a profound impact on Erikson. Key ideas include:

- The physiological process of sexual maturation plays a critical role in influencing psychological processes.
- This interaction results in the instinctual reawakening of the libidinal forces, which, in turn, can bring about psychological disequilibrium.
- The balance between ego and id during the latency period is disturbed by puberty, and internal conflict results.
- Thus, one aspect of puberty, the puberty conflict, is the endeavor to regain equilibrium.



Anna Freud

Primarily interested in dysfunctional or deviant behaviour in adolescents she identified two essential causes of these behaviours:

- 1) The id overriding the ego - in which she says no trace will be left of the previous character of the individual and entrance into adult life will be marked by a riot of uninhibited gratification of instincts.
- 2) The ego may be victorious over the id and confine it to a limited area, constantly checked by numerous defense mechanisms.

This was determined by

- The **strength of the id impulse**, which is determined by physiological and endocrinological processes during pubescence.
- The **ego's ability to cope** with or to yield to the instinctual forces. This in turn depends on the character training and superego development of the child during the latency period.
- The effectiveness and nature of the **defense mechanism** at the disposal of the ego.



ANNA FREUD



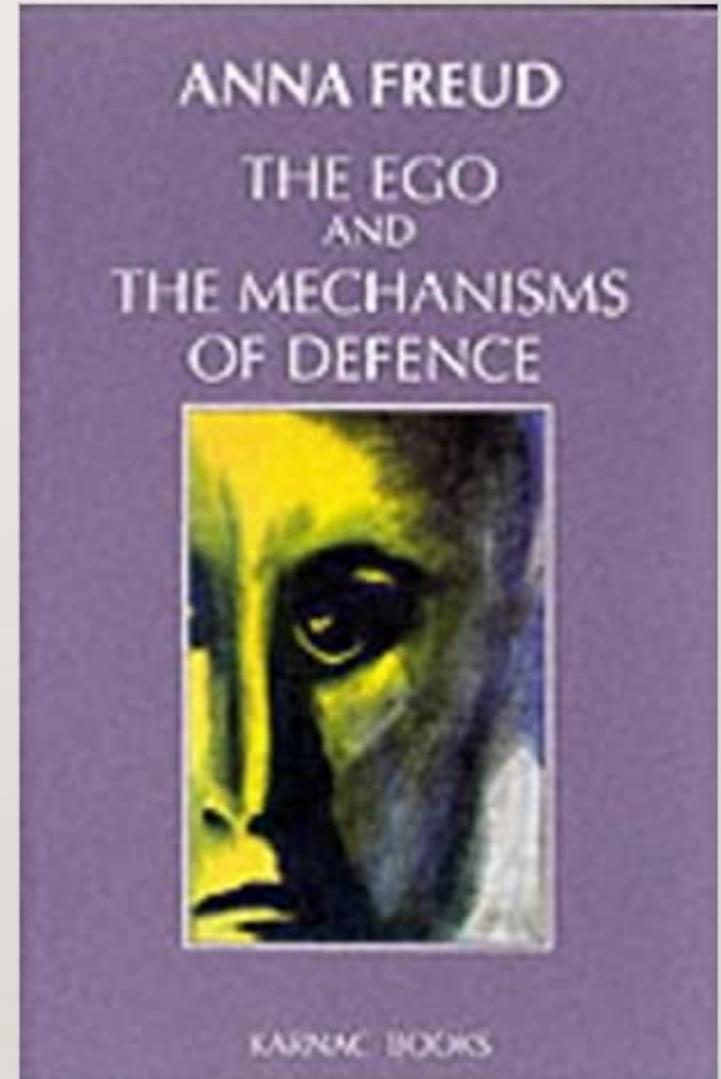
- ❖ Identified as the First voice of Ego-Psychology
- ❖ Best known for elucidating the Defence Mechanisms in the book – **EGO AND THE MECHANISM OF DEFENCE, 1936.**
- ❖ The **Identified Defence mechanisms** were –
 1. Regression
 2. Repression
 3. Reaction- Formation
 4. Isolation
 5. Undoing
 6. Projection
 7. Introjection
 8. Turning against the self
 9. Reversal
 10. Sublimation

Reflective discussion point

Among the many defense mechanisms the ego can use, Anna Freud considered few as typical of pubescence.

Which of the defense mechanisms would you attribute to adolescence??? Your adolescent self??? Your adult self???

[video](#)



Erikson's theory of personality

For Erikson identity supplanted the Freudian emphasis on sexuality . Erikson identified eight stages of development - see

http://www.intropsych.com/ch11_personality/eriksons_psychosocial_stages.html

Erikson theorised that these stages were biological but also recognised they were influenced by external environmental factors and historical context. Although a person's identity is established in ways that differ from culture to culture, the accomplishment of this developmental task has a common element in all cultures.

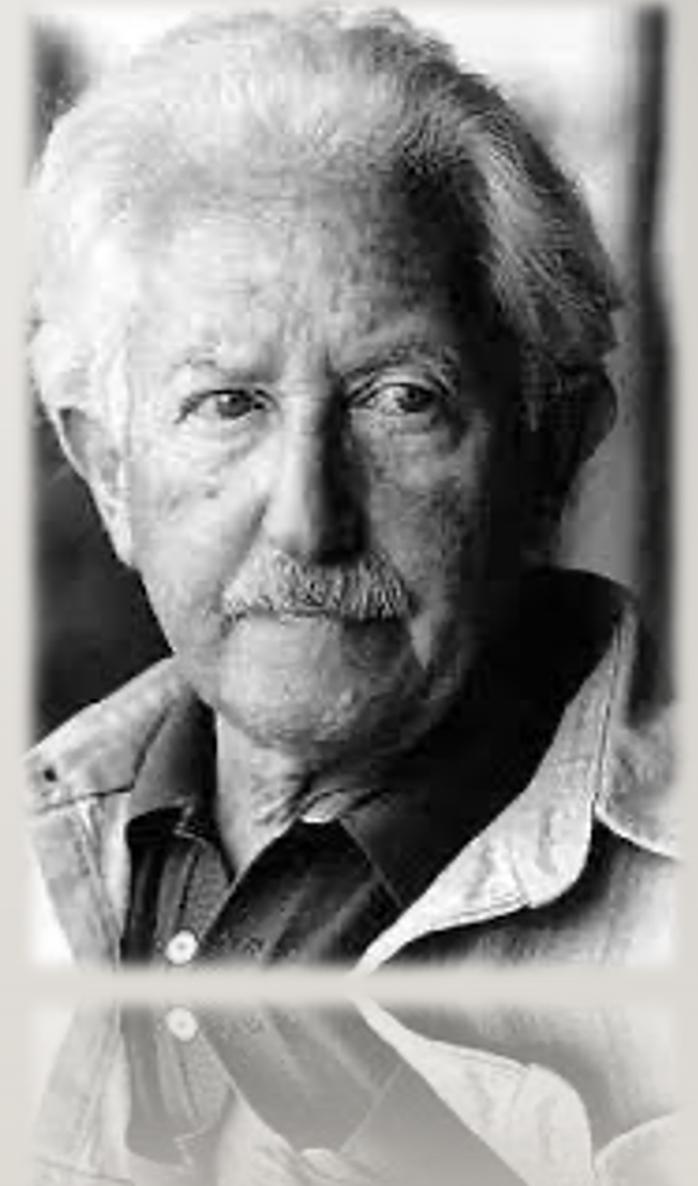
The crises that characterize each stage are specific to the forms of development taking place. In adolescence the conflict centres on:

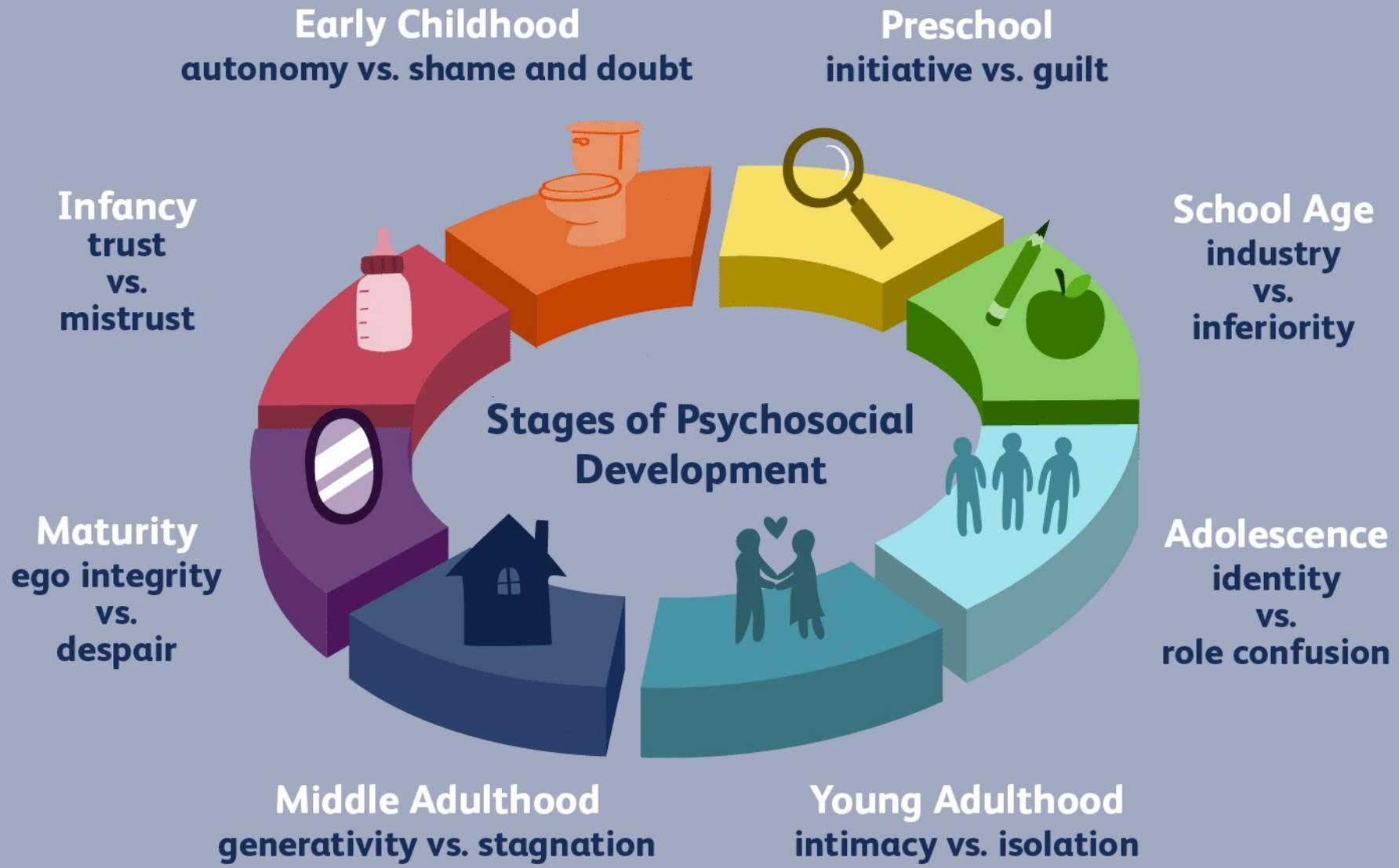
Identity V Role Confusion

The struggle centres acquisition of an ego-identity, and the identity crisis is the most essential characteristic of adolescence. If the adolescent can resolve this (psychic) conflict they will be able to form solid relationships with others during adulthood and more effectively manage the choices they face in adulthood (e.g. choices in education and working life) .

Elaborative Link: <http://academic.udayton.edu/jackbauer/Readings%20595/Kroger.pdf>

Full overview of identity and adolescence [Video](#)





Erikson's Theory of Personality - Youth

Stage	Basic Conflict	Important Events	Outcome
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence and accomplishment, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	A crucial period of transition from childhood to adulthood. Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships and commit to other people. Success leads to strong relationships, while failure results in loneliness and isolation.

[VIDEO](#)

What does this mean for the Adolescent?

- The adolescent has to make an assessment of his or her **assets and liabilities** and how they want to use them.
- Adolescents must **answer questions for themselves** about where they came from, who they are, and what they will become.
- They must effectively **find their Identity**, or a sense of sameness and continuity.
- According to Erikson, Identity is **not given to the individual by society**, nor does it appear as a maturational phenomenon; it must be acquired through sustained individual efforts.
- Unwillingness to work on one's own identity formation carries with it the danger of role diffusion, which may result in alienation and a lasting sense of isolation and confusion.
- They must acquire fidelity. Adhering to one's values contributes to a stable identity.

[Video](#)



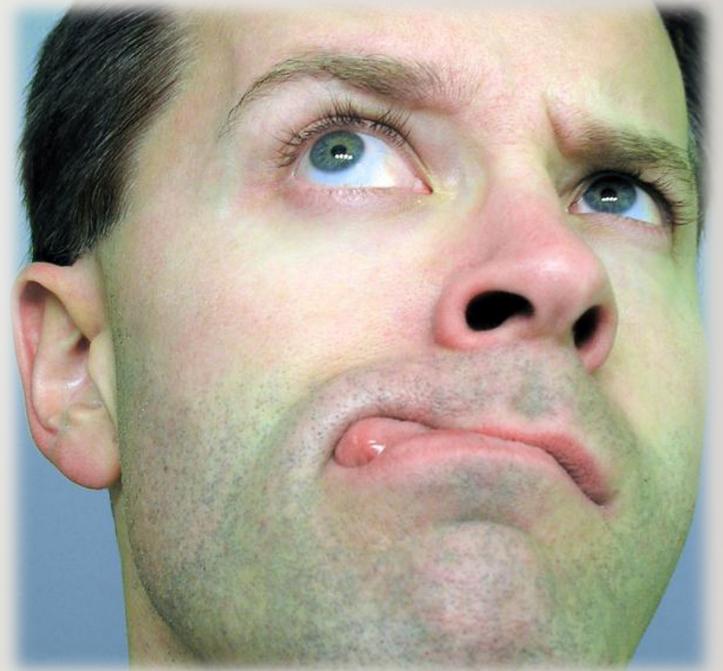
If Times they are a Changin'... (Erikson)

The search for an identity involves the production of a meaningful self-concept in **which past, present, and future are linked together.**

The **task is more difficult** in a historical period characterized by **social change**, and the past has lost its meaning and future has become less predictable.

According to **Erikson**, in a period of rapid social change, **the older generation** is no longer able to provide adequate role models for the younger generation. Even if the older generation can provide adequate role models, adolescents may reject them as inappropriate for their situation.

Therefore, Erikson believes that the **importance of the peer group** cannot be overemphasized. Peers help adolescents find answers to the question **"Who Am I?"** as they depend on social feedback as to what others feel and how they react to the individual.



This dependency on social feedback has a downside in that adolescents *"are sometimes morbidly, often curiously, preoccupied with what they appear to be in the eyes of others as compared with what they feel they are and with the question of how to connect to earlier cultivated roles and skills with the ideal prototypes of the day"* (Erikson).

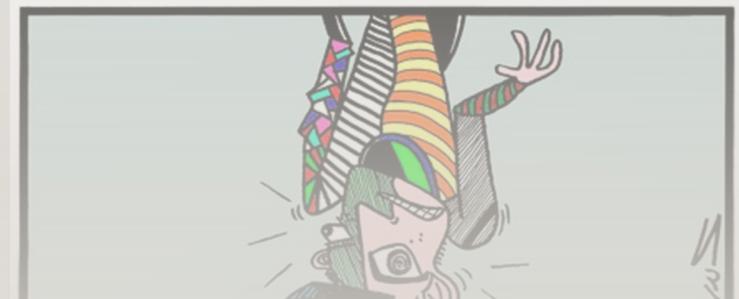
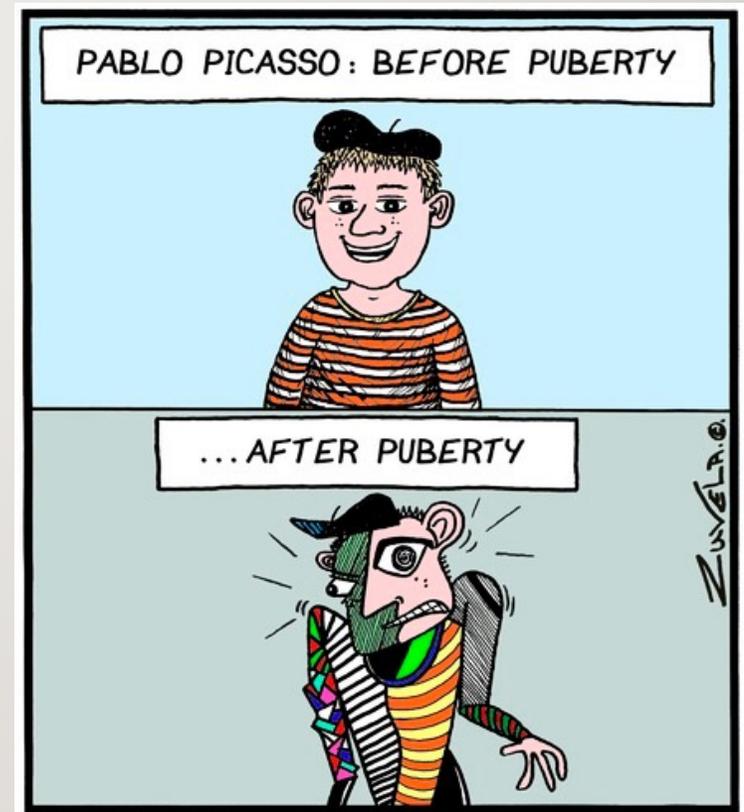
Elaborative Link: http://www.youtube.com/watch?v=e7qQ6_RV4VQ

The Biological Dimension (Erikson)

Pubescence, according to Erikson, is characterized by rapidity of **body growth, genital maturity, and sexual awareness.**

Because the latter two aspects are quite different from those experienced in earlier years, an element of **discontinuity** with previous development occurs during early adolescence.

Youth is confronted with a **"physiological revolution"** within himself that threatens his body image and interferes with the formation of an identity.



Vocational Identity (Erikson).

During the initial attempts to establish a vocational identity some role diffusion frequently exists. Adolescents at this stage hold glamorized and idealized conceptions of their vocational goals, and it **is not uncommon that goal aspirations are higher than the individual's ability or opportunities warrant.**



Frequently, vocational goal models are chosen that are attainable for only a few: movie stars, supermodels, rock musicians, athletic champions, car racers, astronauts, and other glamorized "heroes."

In the process the adolescent over **identifies with and idolizes "heroes" or role models** to the extent that he yields his own identity and presumes he has. At this point, according to Erikson, a youth **rarely identifies with his own parents** because they must separate their identity from that of their family

- they rebel against their dominance,
- their value system,
- their intrusion into their private life.

The adolescent must assert their autonomy in order to reach **maturity**

The Search for personal ideology or a philosophy of life. (Erikson)

that can serve to orient the individual. Such a perspective aids in making choices and guiding behavior.

A personal identity influences the adolescent for the rest of their life.

If the adolescent bows out and **adopts someone else's identity** or ideology, it is often less satisfactory than developing their own.

The adopted ideology rarely becomes personal and can lead to **foreclosure** in adolescent development.



"Credibility and competence? Sorry - we've searched everywhere and they don't seem to exist at this time."

„Credibility and competence? Sorry - we've searched everywhere and they don't seem to exist at this time.“



Positive Outcome of Adolescent Identity Crisis (Erikson)

The positive outcome of the identity crisis is dependent on the young person's willingness to accept his past and establish continuity with their previous experiences.

The adolescent must find an answer to the question:

"Who Am I?"

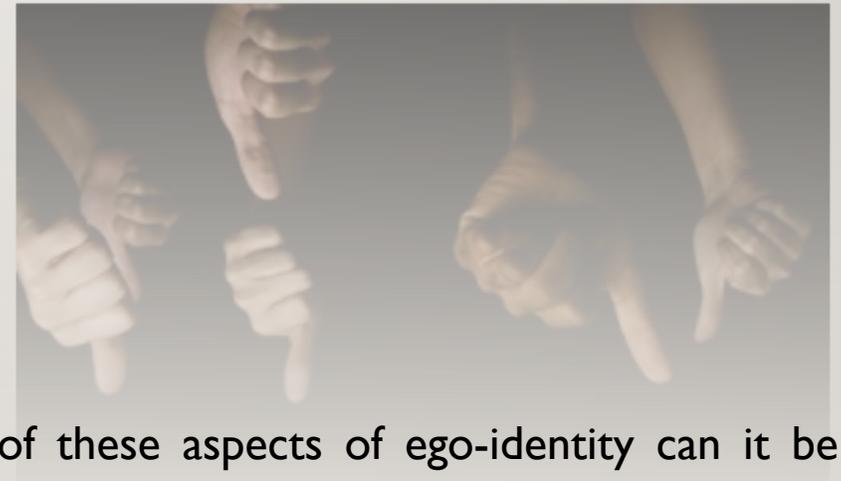
"Where am I going?“,

"Who am I to become?"

There must be a commitment to

- a system of values
- religious beliefs,
- vocational goals,
- a philosophy of life,
- an acceptance of one's sexuality

Only through the achievement of these aspects of ego-identity can it be possible for the adolescent to move into "adult maturity," achieve intimacy of sexual and affectional love, establish deep friendships, and achieve personal self-abandon without fear of loss of ego-identity.



Negative Outcome of Adolescent Identity Crisis (Erikson)

If the adolescent fails in his search for an identity, he will experience

- self-doubt
- role diffusion and role confusion;
- may indulge in self-destructive one-sided preoccupation or activity.

Such an adolescent may continue to be morbidly preoccupied with what others think of them, or may withdraw and no longer care about themselves and others.

This leads to ego diffusion, personality confusion and can be found in the delinquent and in psychotic personality disorganization.

In its most severe cases, according to Erikson, identity diffusion can lead to suicide or suicide attempts. Once the personal identity is established, then the adolescent can move on to find intimacy or isolation in interpersonal relationships .



James Marcia – Four Identity Statuses

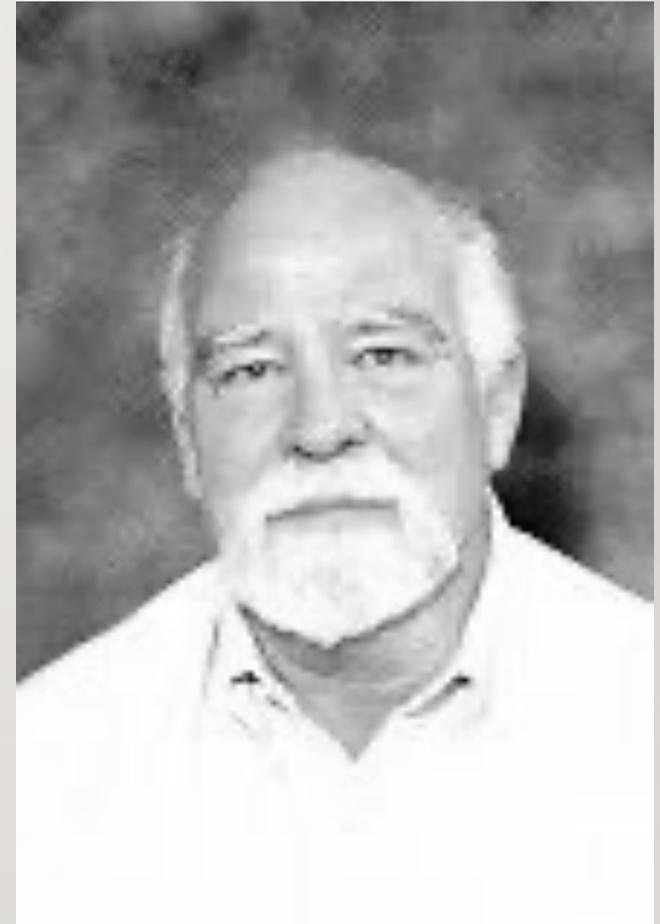
Crisis and Commitment.

"Crisis refers to times during adolescence when the individual seems to be actively involved in choosing among alternative occupations and beliefs."

"Commitment refers to the degree of personal investment the individual expresses in an occupation or belief" (Marcia)

Marcia expanded on Erikson's work by dividing the identity crisis into four states - **Identity Foreclosure** - **Identity Moratorium** – **Diffusion and Confusion** - **Identity Achievement** . Marcia stressed that these are **not** stages, but rather processes that adolescents go through. All adolescents will occupy one or more of these states, at least temporarily. But, because these are not stages, people do not progress from one step to the next in a fixed sequence, nor must everyone go through each and every state. Each state is determined by two factors:

1. Is the adolescent committed to an identity?
2. Is the individual searching for their true identity? [Video](#)



Elaborative Links:

www.springer.com/cda/content/.../cda.../9781441979872-cl.pdf

<http://socialscientist.us/nphs/psychIB/psychpdfs/Marcia.pdf>

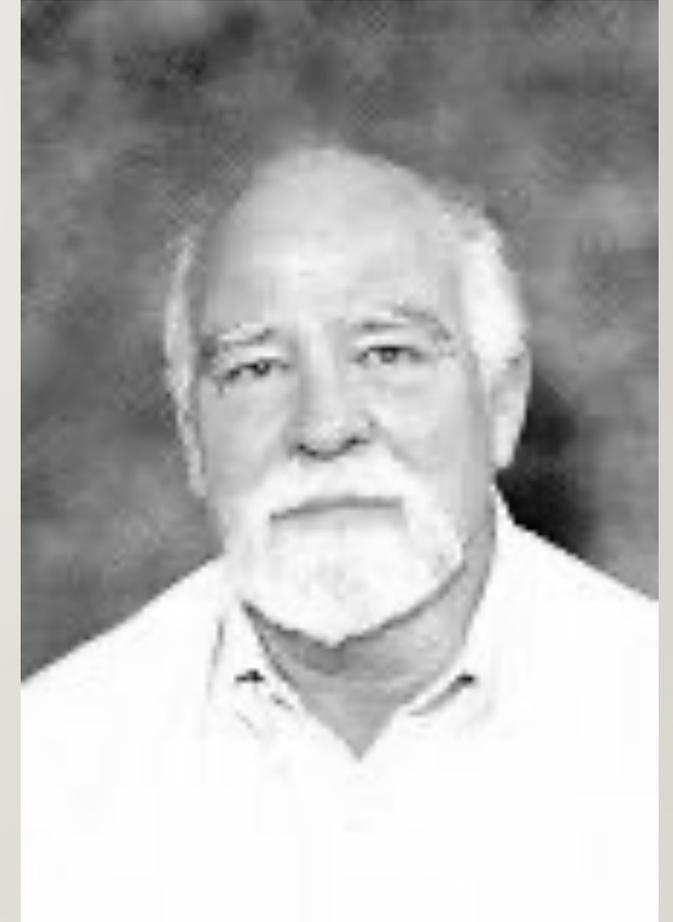
Marcia's Four "Statuses" of Adolescent Identity Development

Identity Foreclosure – means that the adolescent blindly accepts the identity and values that were given in childhood by families and significant others. The adolescent's identity is foreclosed until they determine for themselves their true identity. The adolescent in this state is committed to an identity but not as a result of their own searching or crisis.

Identity Moratorium – adolescent has acquired vague or ill-formed ideological and occupational commitments; he/she is still undergoing the identity search (crisis). They are beginning to commit to an identity but are still developing it.

Diffusion – the state of having no clear idea of one's identity and making no attempt to find that identity. These adolescents may have struggled to find their identity, but they never resolved it, and they seem to have stopped trying. There is no commitment and no searching.

Identity Achievement – the state of having developed well-defined personal values and self-concepts. Their identities may be expanded and further defined in adulthood, but the basics are there. They are committed to an ideology and have a strong sense of ego identity. [Video](#)



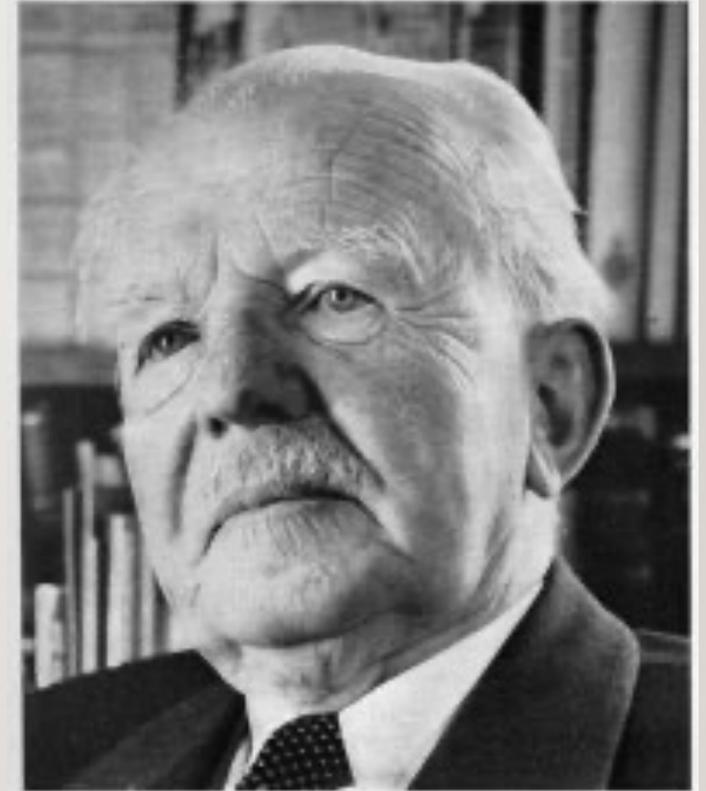
Eduard Spranger (1882-1963)

Geisteswissenschaftliche (“cultural science”)

Theory of Adolescence

Spranger was one of the few psychologist who devoted his attention almost completely to the study of adolescence.

- The self does not fully experience the meaning of his own development.
- Many of the phenomena of consciousness have a purposeful meaning only if one learns to understand them as developmental phenomena.
- Adolescence is not only the transition period from childhood to physiological maturity, but - more important - it is the age during which the relatively undifferentiated mental structure of the child reaches full maturity.
- During adolescence a more definite and lasting hierarchy of values is established.
- According to him, the **"dominant value direction"** of the individual is the profound determiner of personality (Spranger, 1928)



AUS DEM VERMÄCHTNIS EDUARD SPRANGERS
AN DIE UNIVERSITÄTSBIBLIOTHEK TÜBINGEN
1963

1893

VN DIE UNIVERSITÄTSBIBLIOTHEK TÜBINGEN
AUS DEM VERMÄCHTNIS EDUARD SPRANGERS

Elaborative Links:

<http://www.yorku.ca/tteo/Teo2000Spranger.pdf>

http://www.academia.edu/646213/Wilhelm_Dilthey_1833_1911_and_Eduard_Spranger_1882_1963_on_the_developing_person (see all but esp. from p.86 on Youth)

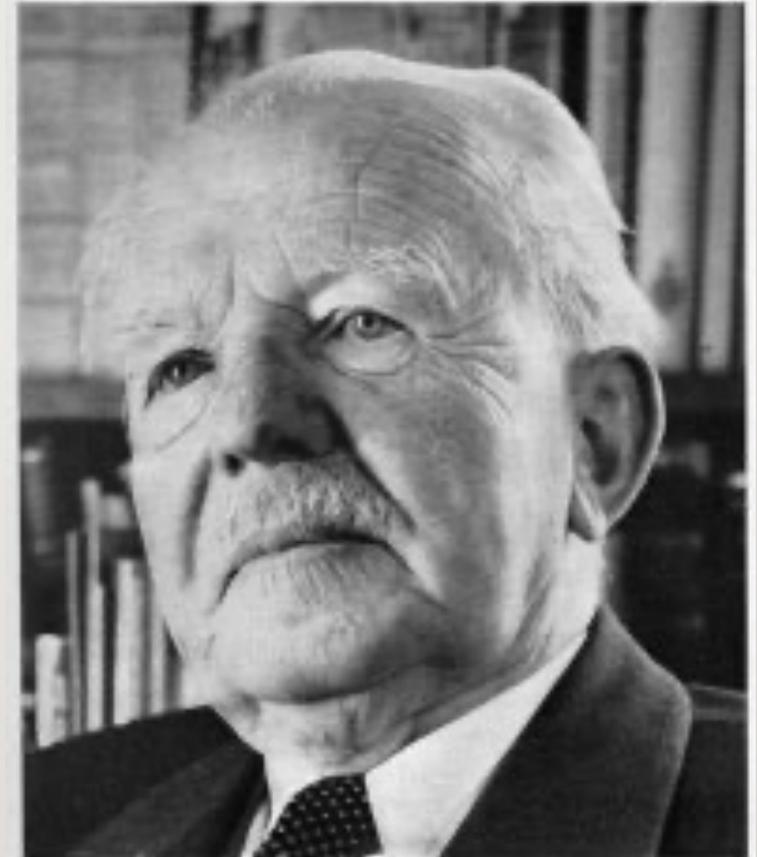
Eduard Spranger (1882-1963)

Spranger's Three Developmental Patterns

The **first pattern** is experienced as a **form of rebirth** in which the individual sees himself as another person when he reaches maturity. Like G. Stanley Hall, Spranger believes that this is a period of storm, stress, strain, and crisis, and results in basic personality change. It has much in common with a religious conversion, also emphasized by Hall.

The **second pattern** is a slow, **continuous growth** process and a gradual **acquisition of the cultural values** and ideas held in the society, without a basic personality change.

The **third pattern** is a growth process in which the individual **actively participates**. The youth consciously improves himself and **contributes to his own development**, overcoming obstacles and crises by his own energetic and goal-directed efforts. This pattern is characterized by self-control and self-discipline, which Spranger related to a personality type that is striving for power.



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1883

VON DER UNIVERSITÄTSBIBLIOTHEK TÜBINGEN
VOR DEM VERMÄCHTNIS EDUARD SPRANGERS

Adolescence and Socialized Anxiety

Allison Davis (1902-1983) : Viewed development as a continuous process of learning socially acceptable behaviour by means of **reinforcement and punishment** – effectively a process of socialisation. Acceptable and unacceptable behaviour are defined by each society, or its socializing agents, the subgroups, social classes, or castes. Cultural behaviour is acquired through social learning.

Understanding the effects of social learning on adolescents is the crucial issue in Davis' theory.

A measure of successful socialization can be connected to the amount of **imposed or learned anxiety** the teen is exposed to in his environment .

Socialized Anxiety serves as a motivating and reinforcing agent in the socialization process: it brings about "anticipation of discomfort" and becomes a behaviour-controlling mechanism.

If an individual's socialized anxiety becomes strong enough, it will serve as an impetus toward mature, responsible, normal behaviour. It is implied that if socialized anxiety is too weak or too strong, the attainment of mature behaviour is less likely .



Socialized Anxiety: is the tension and discomfort individuals feel that can motivate or influence behaviour

Leaving Cert students often feel anxious about being accepted in college or university, this anxiety motivates them to study harder in their final year in school

Adolescence and Socialized Anxiety

The goals of socialization differ from culture to culture and from social class to social class within a culture.

Social anxiety becomes attached to various forms of behaviour depending upon the expectations, values, and definition of what is normal in a given social class.

EXAMPLE: middle class child acquires moral values, needs, and social goals different from those of the lower or upper class child. Furthermore, since the middle class is more concerned with normality, success, morality, and status, the amount of socially instilled anxiety is greater than in the other classes.

“Adolescents with a strongly developed social anxiety, therefore, usually strive for the approved social goals most eagerly and learn most successfully” (Davis 1944)

[Video](#)



Davis recognised that while socialised anxiety can be an important factor for successful maturation into adulthood it can also have negative effects leading to tension and distress and in certain socio-cultural situations to anti-social behaviour.

Robert Havighurst's Developmental Tasks of Adolescence

Havighurst's envisioned adolescence as the achievement of a series of developmental tasks that had to be achieved at certain points which included:

- Skills
- Knowledge
- Functions
- Attitudes

These tasks were acquired through

- **Physical maturation:** For example, learning to walk, talk, and behave acceptably with the opposite sex during adolescence; adjusting to menopause during middle age
- **Social expectations:** For example, learning to read or learning the role of a responsible citizen.
- **Personal efforts:** For example, those that emerge from the maturing personality and take the form of personal values and aspirations, such as learning the necessary skills for job success.

"The developmental-task concept occupies middle ground between two opposed theories of education: the theory of freedom—that the child will develop best if left as free as possible, and the theory of constraint—that the child must learn to become a worthy, responsible adult through restraints imposed by his society. A developmental task is midway between an individual need and societal demand. It assumes an active learner interacting with an active social environment"
(Havighurst 1971)

[Video](#)

Elaborative Links: <http://ezranasumekto.files.wordpress.com/2011/07/robert-havighurst.pdf>
<http://www.peoi.net/Courses/Coursesen/nursepractice/ch/ch6a.html>

Developmental Tasks of Adolescence:

- Achieving new and more mature relations with age-mates of both sexes
- Achieving a masculine or feminine social role
- Accepting one's physique and using the body effectively
- Achieving emotional independence of parents and other adults
- Preparing for marriage and family life
- Preparing for an economic career
- Acquiring a set of values and an ethical system as a guide to behavior;
- Developing intellectual skills and concepts necessary for civic competence
- Developing an ideology and Building conscious values in “harmony with an adequate scientific world picture”
- Desiring and achieving socially responsible behavior

Developmental Tasks of Early Adulthood:

- Selecting a mate
- Achieving a masculine or feminine social role
- Learning to live with a marriage partner
- Starting a family
- Rearing children
- Managing a home
- Getting started in an occupation
- Taking on civic responsibility
- Finding a congenial social group

[Video](#)

Successful mastery of these tasks will result in adjustment and will prepare the individual for the harder tasks ahead.

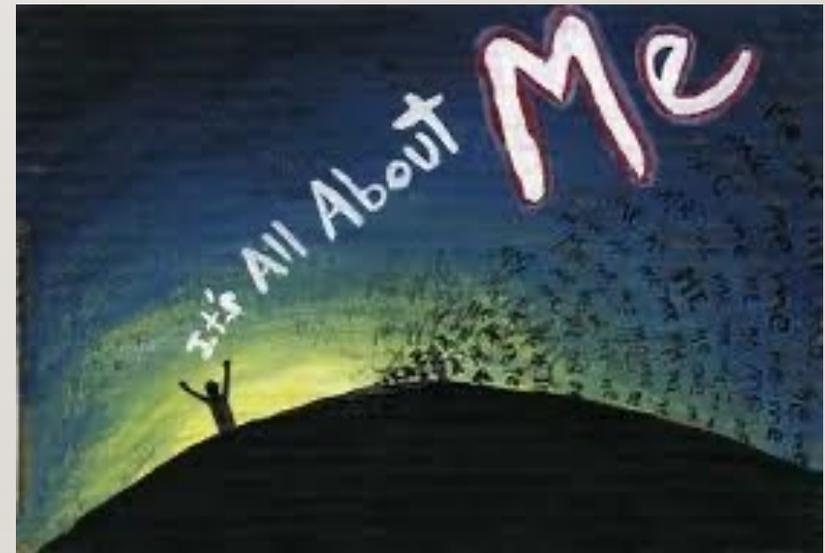
Failure in a given developmental task will result in a lack of adjustment, increased anxiety, social disapproval, and the inability to handle the more difficulty tasks to come

David Elkind: Adolescent Egocentrism

Greatly influenced by Piaget, Elkind posited a number of components to adolescent behaviour:

- The most prominent feature is egocentrism (heightened self awareness and self consciousness – think everyone is watching and scrutinizing them)
- The primary feature is the immaturity of the thinking process and underdeveloped reasoning abilities evidenced by their tendency to be argumentative .
- Indecisiveness due to an exaggerated self consciousness - tend to keep many options open.
- Teens can be both idealistic and critical – envisioning an ideal world and criticising the real world when it falls short .
- Have a tendency to feel invincible or invulnerable – which can lead to risky behaviors.

[Video](#)



Elaborative Link: <http://www.jstor.org/discover/10.2307/1127100?uid=3738232&uid=2&uid=4&sid=21103386179987>

David Elkind: Adolescent Egocentrism

For Elkind, the most prominent feature of adolescence is egocentrism, which is the heightened self-awareness and self-consciousness that is apparent among many individuals in this life stage.

Teenagers tend to believe that others are interested in them as much as they are interested in themselves. Elkind called this phenomenon the **imaginary audience**.

Teenagers imagine a captive audience of observers watching and scrutinizing their every action and thought. The drama that unfolds before the imaginary audience is called the personal fable.

Elkind defines it as the belief by adolescents that they are special, or unique, and somehow above reproach and the rules that govern the rest of society. Often, these personal fables are so complex that teenagers see them as the reason why others, like their parents, may not fully understand them or their behaviour.

[Video](#)



“Egocentrism”:

heightened self-awareness and self-consciousness

“Imaginary audience”:

phenomenon in which an individual believes that he or she is the centre of other people’s attention

“Personal fable”:

a personal drama that unfolds before an imaginary audience

Schedule

Day 2



Kurt Lewin (1890-1947)

Was a pupil of the early Gestalt school of psychologists (looked at the human mind and human behaviour as a whole) at the University of Berlin.

Lewin's theory on adolescence (outlined in *Field Theory and Experiment in Social Psychology* (1939) **is conceptually different from other theories.**

His field theory explains and describes the dynamics of behaviour of the individual adolescent without generalizing about adolescents as a group. His constructs help to **describe and explain, and predict the behaviour of a given individual in a specific situation.**

Field theory attempted to integrate biological and sociological factors, which are frequently considered contradictory (for example, the nature vs. nurture issue).

“...the psychological influence of environment on the behaviour and development of the child is extremely important“. He argued "psychology in general [is regarded] as a field of biology" (Lewin, 1935) [Video](#)



Gestalt - *"There are wholes, the behaviour of which is not determined by that of their individual elements, but where the part-processes are themselves determined by the intrinsic nature of the whole. It is the hope of Gestalt theory to determine the nature of such wholes"*
(Wertheimer, 1924)

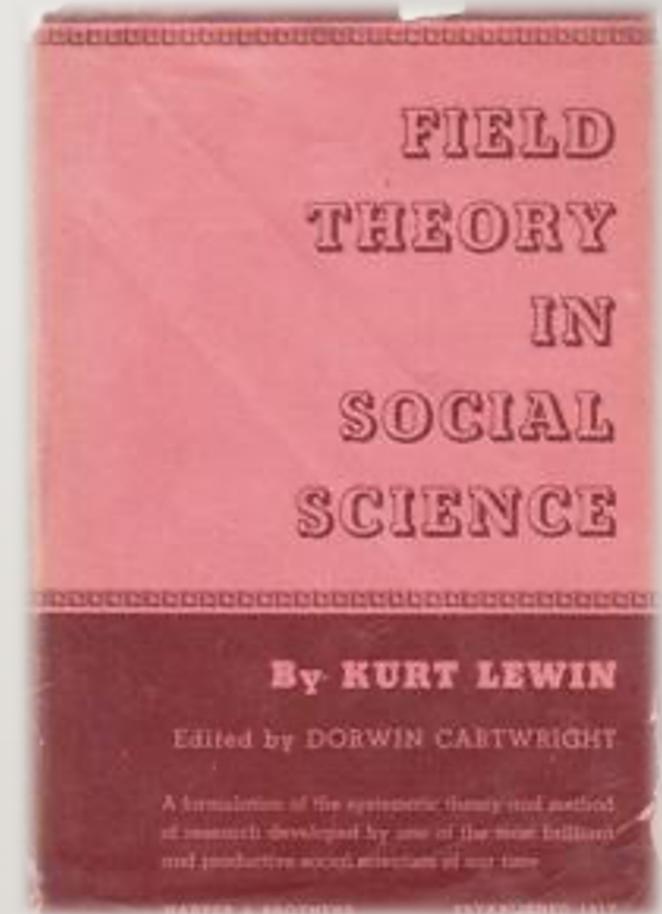
Lewin's Field Theory

While he emphasised distinctive individual behavioural patterns, Lewin also outlined key features and characteristics of adolescent development that seem to be common to all adolescents. Field theory defines adolescence as a period of transition from childhood to adulthood.

This transition is characterized by

- Deeper and far-reaching changes,
- A faster rate of growth,
- Differentiation of the life space as compared with the preceding stage of late childhood.
- The individual enters a cognitively unstructured region that results in uncertainty of behaviour.

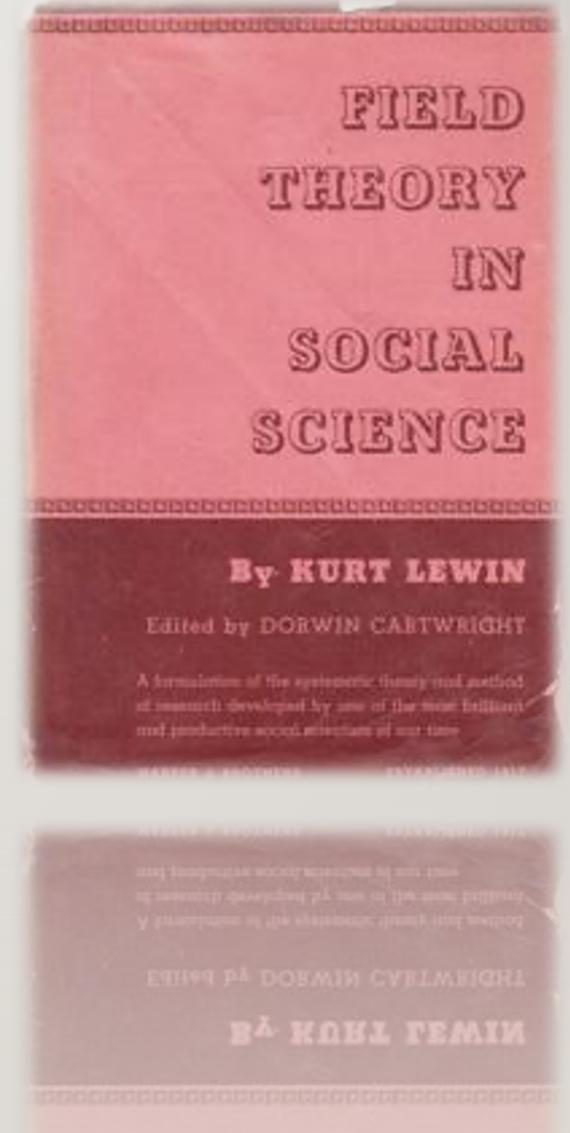
Transition from childhood to adulthood is obviously a universal phenomenon, since children become mature adults in all societies. However, the shift from childhood to adulthood can occur in different patterns. It can take the form of a sudden shift, such as has been observed in primitive societies in which the puberty rites end childhood and signify the beginning of adulthood.



Lewin's Field Theory

According to Lewin, there are also cultural differences in adolescent behaviour. He attributes these differences to several factors:

- The **ideologies, attitudes, and values** that are recognized and emphasized;
- The way in which different activities are seen as **related or unrelated** (for example, religion and work are more closely related in Mennonite society than in American society as a whole);
- The **varying length of the adolescent period** from culture to culture and from social class to social class within a culture.
- The degree to which the **child group and the adult group are differentiated** in a given culture has far-reaching consequences for adolescent behaviour. The more clearly they are separated, the more difficult the transition.



Between a Rock and Hard Place?

Fundamental to Lewin's theory of development is the view that adolescence is a period of transition in which the adolescent must change his "group membership".

While both the child and the adult have a fairly clear concept of how they fit into the group, the adolescent belongs partly to the child group, partly to the adult group, **without belonging completely to either group.**

Parents, teachers, and society reflect this lack of clearly defined group status; and their ambiguous feelings toward the adolescent become obvious when they treat him at one time like a child and at another time like an adult.

Difficulties arise because certain childish forms of behaviour are no longer acceptable. At the same time some of the adult forms of behaviour are not yet permitted either, or if they are permitted, they are new and strange to the adolescent.



The adolescent is in a state of **"social locomotion"** since he is moving into an unstructured social and psychological field.

Goals are no longer clear, and the **paths to them are ambiguous** and full of uncertainties--the adolescent may no longer be certain that they even lead to his goals.

Since the adolescent does not yet have a clear understanding of his social status, expectations, and obligations, his behaviour reflects this uncertainty.

For example, the adolescent is confronted with several attractive choices that at the same time have boundaries imposed by the adult world. Driving a car, smoking pot, dropping acid, having sexual relations are all possible goals. However, they are also inaccessible because of parental restrictions, legal limitations, or the individual's own internalized moral code.

Since the adolescent is moving through a rapidly changing field, he does not know the directions to specific goals and is **open to constructive guidance, but he is also vulnerable to persuasion and pressure.**



Lewin - Self Image, Biological Development and Behaviour

During the normal developmental process, body changes are so slow that the self-image remains relatively stable. The body image has time to adjust to these developmental changes so that the individual knows his own body.

During adolescence changes in body structure, body experience, and new body sensations and urges are more drastic so that even the well-known life space of the **body image becomes less familiar, unreliable, and unpredictable.**

The adolescent is preoccupied with the normality of his body and how his body is perceived by others; he is concerned about and may actually be disturbed by his body image. Because the body is especially close to and vital to one's feelings of attractiveness, stability, security, and one's sex role, negative feelings about one's own body are related to a negative self-concept and may **lead to emotional instability.** Because of these various uncertainties adolescent behaviour is characterized by an increased **plasticity of personality.** [Video](#)



Elaboration on Lewin's Theory

Roger Barker was a founder of environmental psychology and wrote *Somatopsychological Significance of Physical Growth in Adolescence* (1953).

Barker uses the field theory to illustrate the effects of physiological changes on behaviour during adolescence. According to Barker body dimensions, physique, and endocrinological changes occur at an accelerated speed during adolescence as compared to the preadolescent years. As a result, some corresponding psychological situations occur.

First, "**new psychological situations**" arise during adolescence; and second, experiential psychological situations will take place in which "**overlapping of the psychological field**" occurs.

According to Barker, in the US, the child group is clearly separated from the adult group, for whom different forms of behaviour are accepted. Children have a social position equivalent to that of a minority group; this increases the difficulty of moving from one group to the other. The possibility of moving from one social group to the other is determined informally by one's physique: **looking like an adult makes it easier to get adult privileges.**

Somatopsychology is usually defined as the study of the psychological impact of a disease or disability, in this case it refers to the psychological impact of the unique growth patterns during adolescence.

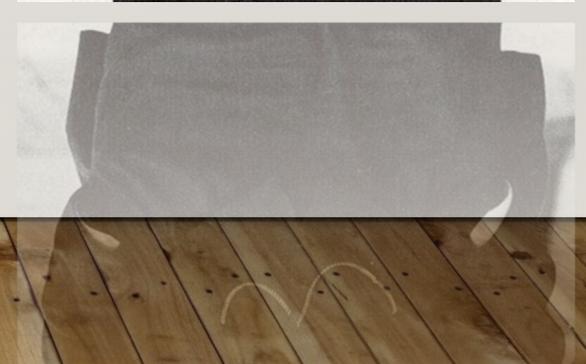


Jean Piaget's Cognitive Theory of Adolescent Development

Piaget's theory has been characterised as genetic epistemological theory provided many central concepts in the field of developmental psychology and concerned the growth of intelligence.

His theory concerns the emergence and construction of schemas (schemes of how one perceives the world) in developmental stages when children are acquiring new ways of mentally representing information.

The theory is considered "**constructivist**" meaning that, **unlike nativist** theories (which describe cognitive development as the unfolding of innate knowledge and abilities) and **unlike empiricist** theories (which describe cognitive development as the gradual acquisition of knowledge through experience), it asserts that we construct our cognitive abilities through self-motivated action in the world.



Components

There are three basic components to Piaget's Cognitive Theory

Schemas

Defined as the building blocks of knowledge.

Adaptive Processes that enable the transition from one stage to another

- Equilibrium
- Assimilation
- Accommodation

Four Stages of Development:

- Sensorimotor,
- Preoperational,
- Concrete operational
- Formal operational



Elaborative Link: <http://www.simplypsychology.org/piaget.html>
<http://www.youtube.com/watch?v=nEsrPu3YUEs>

Stages of Development

Piaget divided schemas that children use to understand the world through four main periods, roughly correlated with and becoming increasingly sophisticated with age:

Sensorimotor period (years 0–2)

<http://www.peoi.net/Courses/Coursesen/nursepractice/contents/frame6d.html>

Preoperational period (years 2–7)

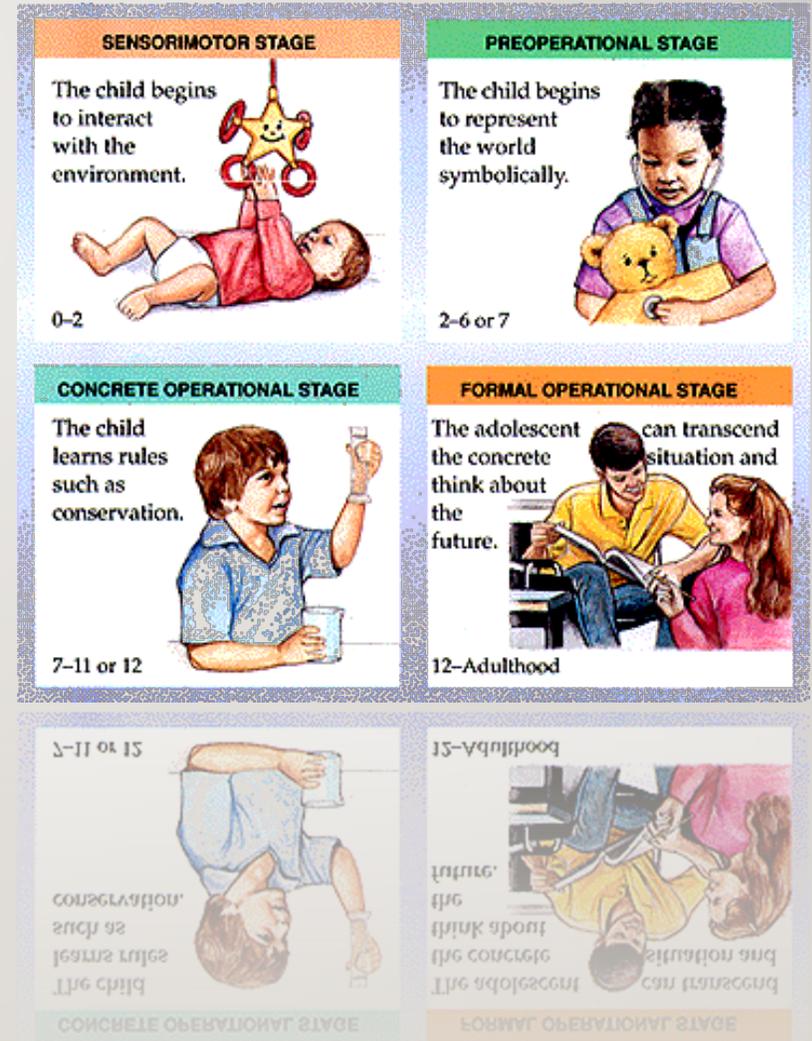
<http://www.peoi.net/Courses/Coursesen/nursepractice/contents/frame6d.html>

Concrete operational period (years 7–11)

<http://www.peoi.net/Courses/Coursesen/nursepractice/contents/frame6d.html>

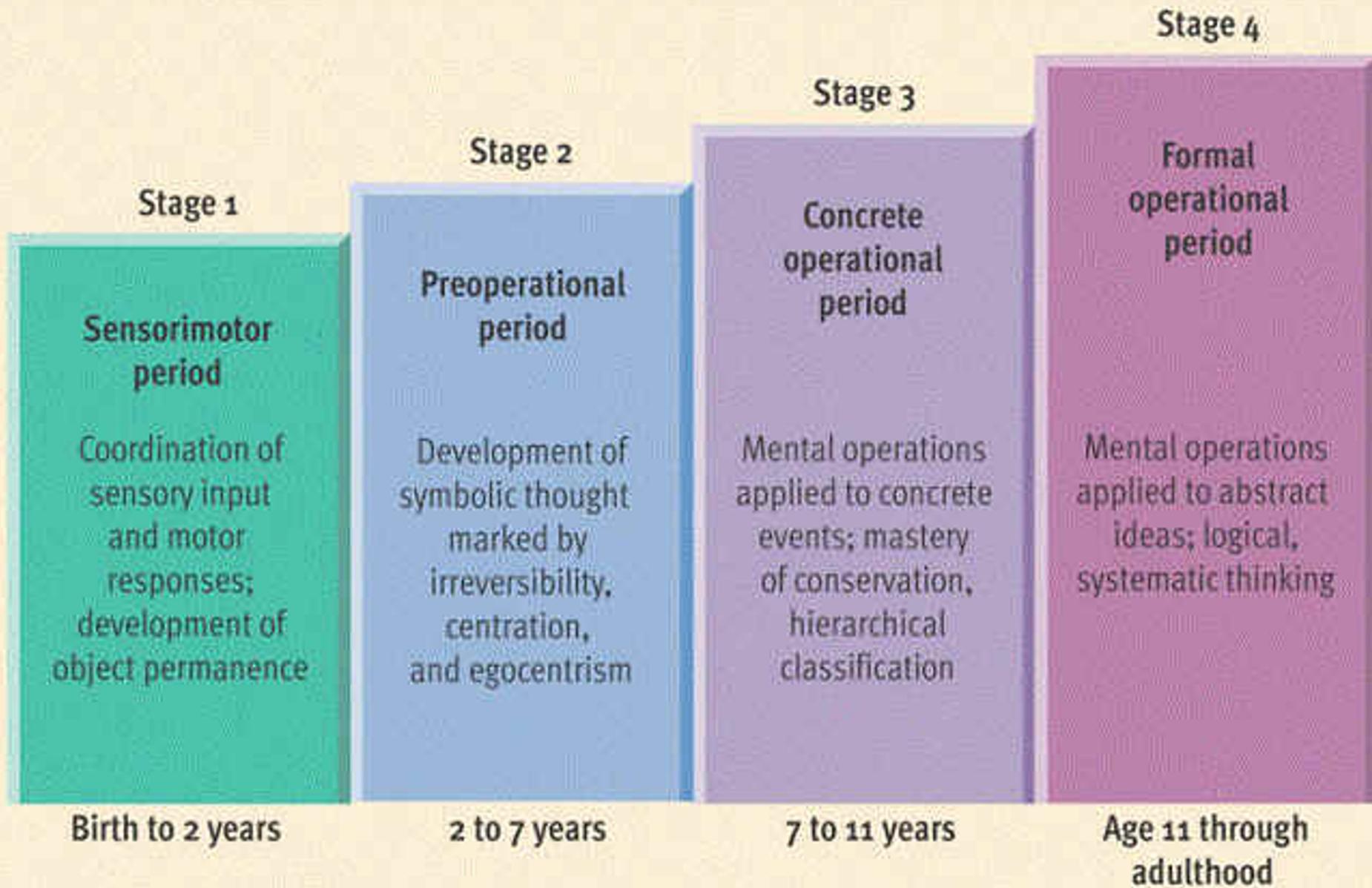
Formal operational period (years 11 and up)

<http://www.peoi.net/Courses/Coursesen/nursepractice/contents/frame6d.html>



Elaborative Link: <http://www.youtube.com/watch?v=TRF27F2bn-A>

[Video](#)



Piaget and Adolescence

The concept of **egocentrism** is central to Piaget's theory.

The first and most pronounced period of egocentrism occurs toward the end of the sensorimotor stage.

The second occurs toward the end of the preoperational stage and is reflected in a "lack of differentiation both between ego's and other's point of view, between the subjective and the objective".

According to Piaget, the final form of egocentrism occurs at the transition from the concrete to the formal stage as a result of enlarging the structure of formal operations.

This high level egocentrism takes the form of a naive but exuberant idealism with unrealistic proposals for educational, political, and social reforms, attempts at reshaping reality, and disregard for actual obstacles. "The adolescent not only tries to adapt his ego to his social environment but, just as emphatically, tries to adjust the environment to his ego"



[video](#)

Cognitive Development during Adolescence

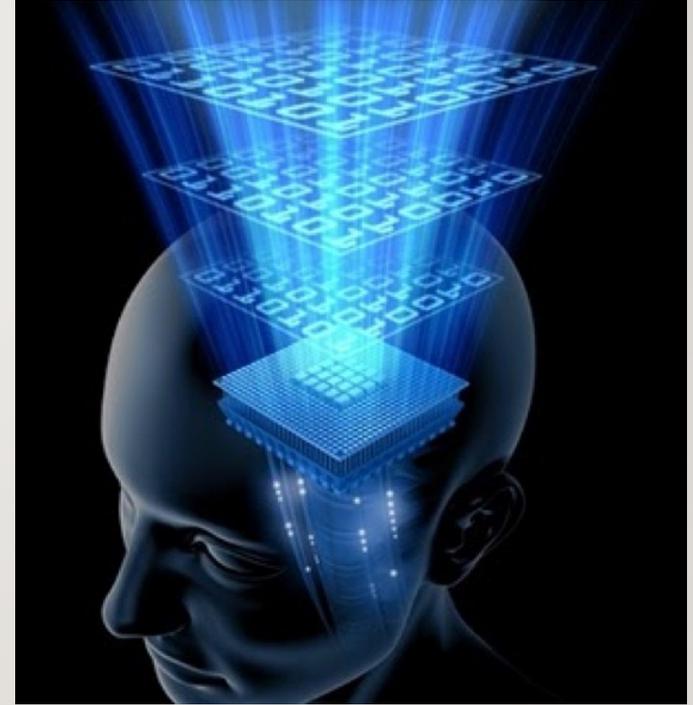
While the child at the concrete operational stage becomes able to reason on the basis of objects, the adolescent begins to reason on the basis of verbal propositions. He can make hypothetical deductions and entertain the idea of relativity.

"Formal thought reaches its fruition during adolescence. An adolescent, unlike the child, is an individual who thinks beyond the present and forms theories about everything, delighting especially in consideration of that which is not" (Piaget, 1947).

The adolescent can not only think beyond the present, but can analytically reflect about their own thinking.

The adolescent thinker can leave the real objective world behind and enter the world of ideas. They are able to control events in their mind through logical deductions of possibilities and consequences.

[Video](#)



From Reality to Possibility – The Adolescent Mind

Even the direction of his thought processes change. The preadolescent begins by thinking about reality and attempts to **extend thoughts toward possibility**.

The adolescent, who has mastered formal operations, begins by thinking of all logical possibilities and then considers them in a systematic fashion; reality is secondary to possibility. (Example where the teenage entertains the possibility of the glass being broken by the feather)

"The most distinctive property of formal thought is this reversal of direction between *reality* and *possibility*... formal thought begins with a theoretical synthesis implying that certain relations are necessary and thus proceeds in the opposite direction... This type of thinking proceeds from what is possible to what is empirically real" (Inhelder and Piaget, 1958).

This reversal of the direction of thought between reality and possibility constitutes a turning point in the development of the structure of intelligence, since it leads to an equilibrium that is both stable and fixed.

Formal operations allow the adolescent to combine propositions and to isolate variables in order to confirm or disprove his hypothesis. He no longer needs to think in terms of objects or concrete events, but can carry out operations of symbols in his mind.



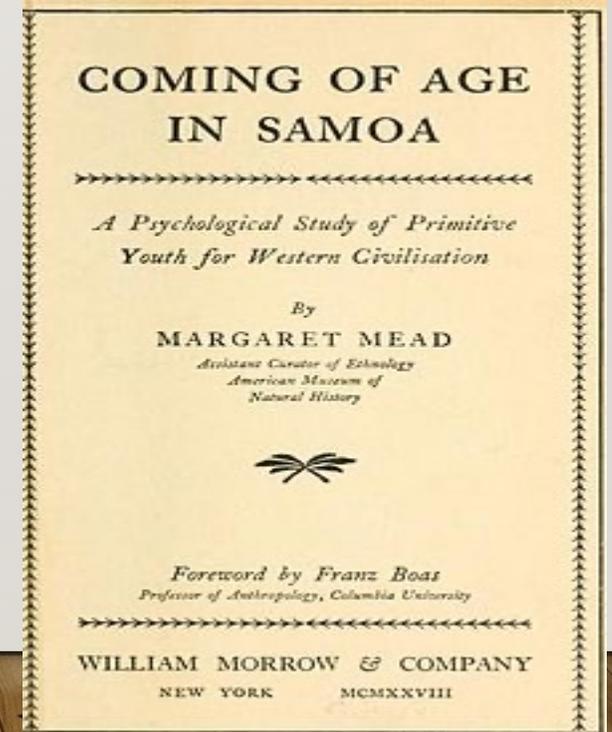
The Cultural Anthropological Perspective

Margaret Mead: Questioned the idea adolescence is a biologically determined period of storm and stress as advocated by Hall or whether it was more a reaction to social and cultural conditions.

To resolve the controversy Mead conducted research in Pago Pago- Samoa in the West Indies in 1925. The goal of research was to determine whether adolescent turmoil was a universal product of puberty, and hence biologically determined, or could be modified by culture.

In *Coming of Age in Samoa* she established that the characteristics of adolescence are ontological or culturally specific and not universal. In essence **they are a product of civilization**. Therefore if Storm and Stress exists it is a cultural phenomenon related to the discontinuity of roles and responsibilities between childhood and adulthood.

While Mead did not develop a specific theory of adolescent development her findings on the importance of social institutions and cultural factors in human development as well as her descriptions of the rituals of pubescence and adolescent experiences in primitive societies was a crucial contribution to adolescent developmental theory. [video](#)



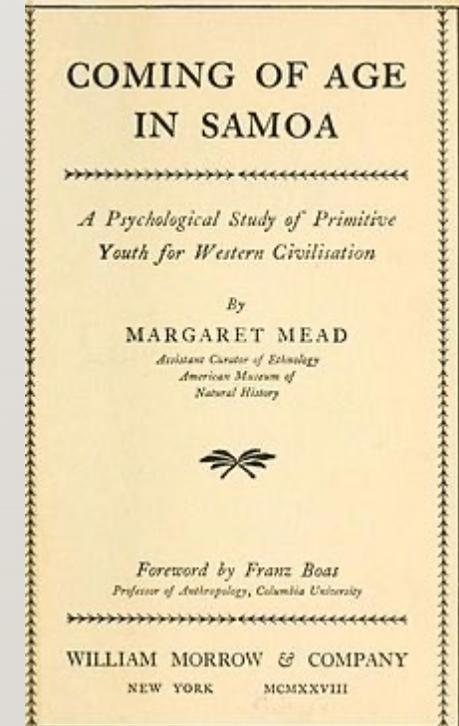
The Cultural Anthropological Perspective

Margaret Mead - *Coming of Age in Samoa*

She characterized Samoan adolescence as the antithesis of modern American youth culture which was distinguished by turmoil sexual frustration storm and stress. In contrast Samoan adolescence was characterized as:

- Carefree
- Unpressured
- Harmonious interpersonal interactions
- A lack of deep feeling being the very framework of all their attitudes towards life
- Without jealousy and stress
- Shortened effects of love and hate, jealousy and revenge, sorrow and bereavement.

Mead's perspective was challenged by an Australian anthropologist, Derek Freeman, in his book titled 'Margaret Mead and Samoans: The Making and Unmaking of an Anthropological Myth' published in 1983. Freeman spent a total of six years in Western Samoa in the 1940s and the 1960s doing his research among the Samoans (though in different population than Mead). According to Freeman's [1983] findings, the Samoans were more violent, sexually repressed, and fearful than what Mead had reported.



Mead on the contrast between primitive and modern culture:

Mead maintains that the major task facing adolescents today is the search for a meaningful identity.

This task is immeasurably more difficult in a modern democratic society than in a primitive society which she attributed to a number of factors:

- The behaviour and values of parents no longer constitute models, since they are outmoded as **compared with the models provided by the mass media**.
- The adolescent in the process of freeing the self from dependency on parents is not only unresponsive, but frequently **antagonistic to their value system**.
- The adolescent has been taught to **evaluate his behaviour against that of his age-mates (peers)**, he now discards his parents' value system and exchanges it for the standard of his peers.
- Rapidity of social change, exposure to various secular and religious value systems, and modern technology make the world appear to the adolescent **too complex, too relativistic, too unpredictable, and too ambiguous** to provide him with a **stable frame of reference**.



Mead on the contrast between primitive and modern culture:

- adolescents in modern culture had lost the "psychological moratorium," or what she described as the "as if" period during which youth could tentatively experiment without being asked to show "success" and without final emotional, economic, or social consequences. The loss of such a period of uncommitted experimentation, during which youth can find itself makes it difficult to establish ego-identity.
- As a substitute, for psychological identity, youth utilizes peer group symbols to establish a semi-identity of deprived and/or semi criminal groups.
- She argued that education also has become functional and "success" oriented.
- Consequently, the goals and values of adolescents are directed toward success, security, immediate gratification of desires, conformity, and social acceptance with little room for experimentation, idealism, utopianism, and personal martyrdom.

Mead states that "failure to adopt our educational and social system...may be held responsible for some of the sense of self-alienation, search for negative identities, and so forth, characteristic of this present group of young people".



Mead on the Modern Family:

Mead also criticizes the American family for its too **intimate organization** and its crippling effect on the emotional life of the growing youth. She believes that too **strong family ties handicap** the individual in his ability to live his own life and make his own choices.

Even though Mead objects to the pattern of the American family that **produces conformity and dependency** in its children, she considers the family a tough institution and demonstrates that it is nearly universal.

She advocated a tolerant family system in which **"father says 'yes' and mother says 'no' about the same thing** and in which the adolescent can disagree with his parents without a resulting loss of love, self-respect, or increase of emotional tensions.



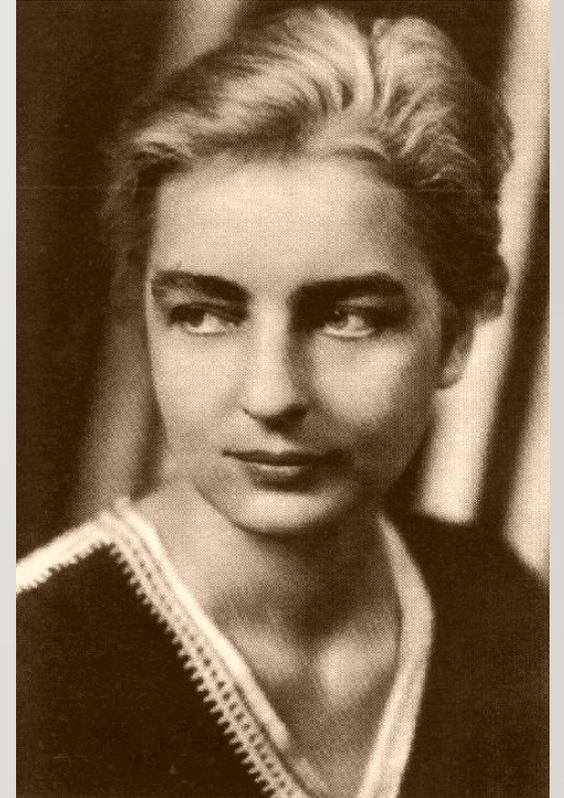
"it would be desirable to mitigate, at least in some slight measure, the strong role which parents play in children's lives, and so eliminate one of the most powerful accidental factors in the choices of any individual life" (Mead)

Ruth Benedict

Continuities and Discontinuities in Cultural Conditioning (1954), provides an explicit theory of development from a cultural anthropological point of view which she relates directly to Mead's study of adolescence in Samoa. It is from these theoretical writings that a systematic statement about the **importance of cultural factors** in the developmental process was summated.

Continuity: Where a child is given (cultural) information and responsibilities that apply directly to his or her adult behaviour. Where there is continuity development is a gradual, fluid transformation in which **adult competencies are built on childhood accomplishments**.

Discontinuity : Occurs when children are barred from behaviour allowed in adult or where **children are expected to unlearn behaviour** learned in childhood that is considered inappropriate in adulthood. Changes in behaviour, often constituting a discontinuity, are expected as the individual moves from primary to secondary school, from college into the labour market, and from denial of sexuality before to sexual responsiveness following marriage.



Elaborative Link: [http://dtserv3.compsy.uni-jena.de/_c1257bfd0042e28a.nsf/0/02A7E433C1A84335C1257C0D00304D49/\\$FILE/Benedickt%20\(1934\)%20-%20Patterns%20of%20Culture.pdf](http://dtserv3.compsy.uni-jena.de/_c1257bfd0042e28a.nsf/0/02A7E433C1A84335C1257C0D00304D49/$FILE/Benedickt%20(1934)%20-%20Patterns%20of%20Culture.pdf)
http://people.umass.edu/cox/cultural_relativism.pdf

Cultural Relativism

Also developed by Benedict but closely related to Mead's work, emphasizes the importance of social institutions and cultural factors in human development and describes the rituals of pubescence as well as adolescent experiences in primitive societies.

What is morally good = What is habitual

Benedict also says that most of what is normal is merely habitual. In turn, "**Normality . . . is culturally defined.**" So she is clearly saying that what is habitual depends on social conditioning within the culture.

Benedict says that **what is habitual is synonymous with whatever is normal** (whatever is **socially agreeable to the majority** of people raised in that society). But she **also** says that whatever is acceptable as normal due to social conditioning **is moral**. (For example, if racism is moral in one's society, then it is moral to engage in the racist practices that are normal in the society.). This position is **ethical relativism**, the idea that moral goodness is to be equated with cultural norms.

"We do not any longer make the mistake of deriving the morality of our locality and decade directly from the inevitable constitution of human nature. We do not elevate it to the dignity of a first principle. We recognize that morality differs in every society, and is a convenient term for socially approved habits. Mankind has always preferred to say, "It is morally good," rather than "It is habitual," and the fact of this preference is matter enough for a critical science of ethics. But historically the two phrases are synonymous." (Benedict)

Leta Stetter Hollingworth (1886-1939)

Was also influenced by cultural anthropologists, her work represents a complete rejection of Hall's theory of Storm and Stress and Spranger's conceptualisation of developmental patterns.

Hollingworth emphasised the idea of continuity of development and the gradualness of change during the adolescent period. She indicates that She challenged the idea that there were distinct stages and sharp dividing lines among the different "epochs," "stages", and "phases of development."

She also asserted that the sudden change in social status that results from puberty initiation rites and ceremonies of primitive people has become confused with the biological changes of organic development. She believed that there is **no connection between the biological changes and the changes in social status**. She attributes these changes to social institutions and ceremonies.



"the child grows by imperceptible degrees into the adolescent, and the adolescent turns by gradual degrees into the adult" (Hollingworth, 1928).

Karl Mannheim 1893 –1947

German sociologist Karl Mannheim was one of the first theorists to investigate and study the differences between generations and how they affect the development of values in the individual.

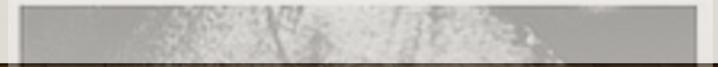
His main belief was that younger generations cannot be socialized properly due to a disparity between the ideals they have learned from older generations and the social realities they experience in their lifetime. These two divergent forces make it impossible for the adolescent to be perfectly socialized.

Mannheim claimed that **young people learn important values from their parents and local communities**. He also believed that the entire group comes to share similar core ideals and will continue to hold these values throughout their collective lifetime.



Karl Mannheim

Karl Mannheim



Fresh Contact and Social Location

As young people become aware of and experience the world around them, they begin to see and view society differently from the older generations before them. This personal interpretation and understanding is what Mannheim calls **fresh contact**. As young people mature and give personal meaning to their surroundings, they are able to form value systems from their own experiences that do not necessarily align with views of other generations.

Mannheim also developed the idea of **social location** for a generational group. Social location refers to the influence birth year has on an individual's consciousness. Individuals of the same generation share the same social context and occupy a common space in history. These shared elements create a generational connection or consciousness and greatly influence the individual's attitudes, values, and views, which are synonymous with those of that generation. Social action and social views throughout an individual's lifetime will be inextricably linked to those of his or her generation .

An example of social location are the so-called **“Millennials”** or the **“Millennial Generation”** includes people who were born after 1991 and grew up in an era of expanding globalization and cultural diversity as well as technological advances, including the advent of the Internet and wireless communication. The millennials have grown up in a world of economic recession and are acutely aware of the global crisis we are facing with the environment. Millennials share some guiding values.

In general, they are:

- optimistic and moral
- confident, with well-developed self-esteem
- culturally aware and diverse
- skilled networkers and technologically connected
- aware of their civic duty
- receptive to change
- global citizens

Strauss-Howe Generational Theory

American historians William Strauss and Neil Howe identified a repeating cycle in generational values. They identified four different generational archetypes, or universal symbols or patterns.

Strauss and Howe claim that generational values alternate between four distinct eras, which they call “**turnings**”. These eras produce generations of individuals who share the same values and outlook on life. They named the four turnings

- The prophet
- Nomad,
- Hero,
- Artist generations

According to their theory, during each 80-year period, each of four turnings emerges, becomes popular, and gives way to the next



For another generational perspective (Traditionalists, Baby Boomers, Generation X, Generation Y (and Generation Z) see:

<http://www.un.org/staffdevelopment/pdf/Designing%20Recruitment,%20Selection%20&%20Talent%20Management%20Model%20tailored%20to%20meet%20UNJSPF's%20Business%20Development%20Needs.pdf>

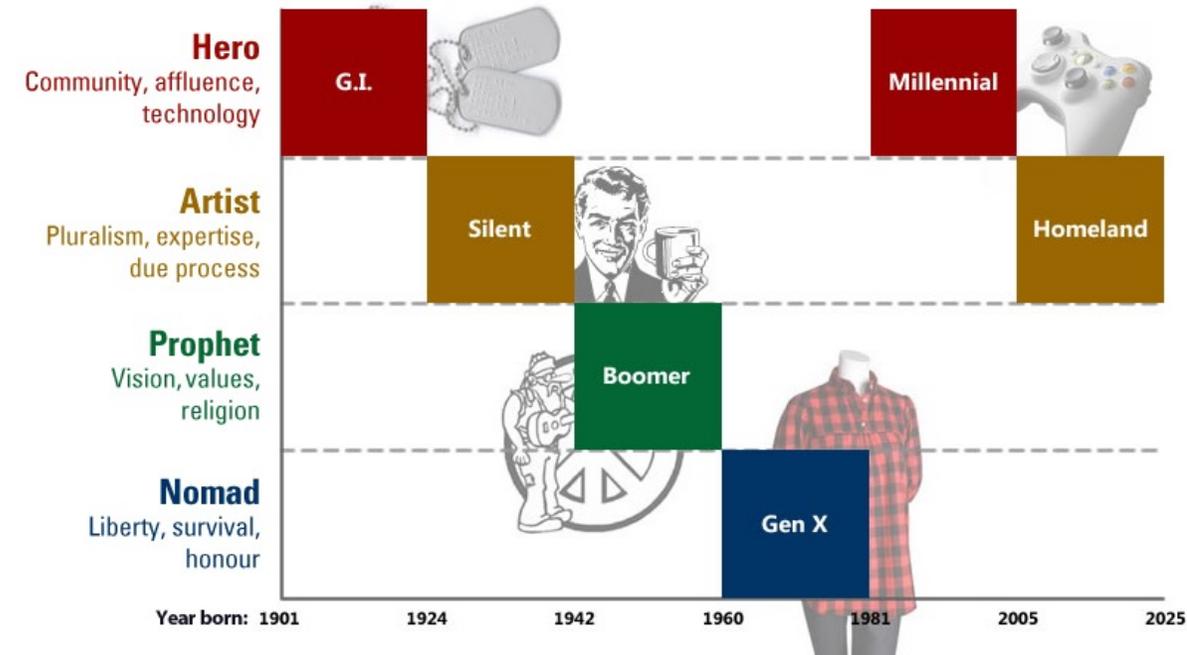
The Four Generational Cycles (US)

The cycle always begins with a generation in a period of **crisis**. During the crisis, society rallies to deal with an overwhelming social, economic, or political issue that has the potential to radically alter social institutions and structures.

An example of this would be **the Silent generation** that grew up under the destruction of World War II. According to Strauss and Howe, children born during a crisis such as this grow up to be inner-directed. As one generation grows up, another is preparing to hit the social scene.

Just as the end of World War II ushered in the age of optimism and prosperity in the Western world, the passive Silent generation gave rise to the **baby boom generation**. Driven to rebuild society after the devastation of World War II, the baby boom generation left its lasting mark on North American society with their idealism.

Howe/Strauss Generational Archetypes and Generations



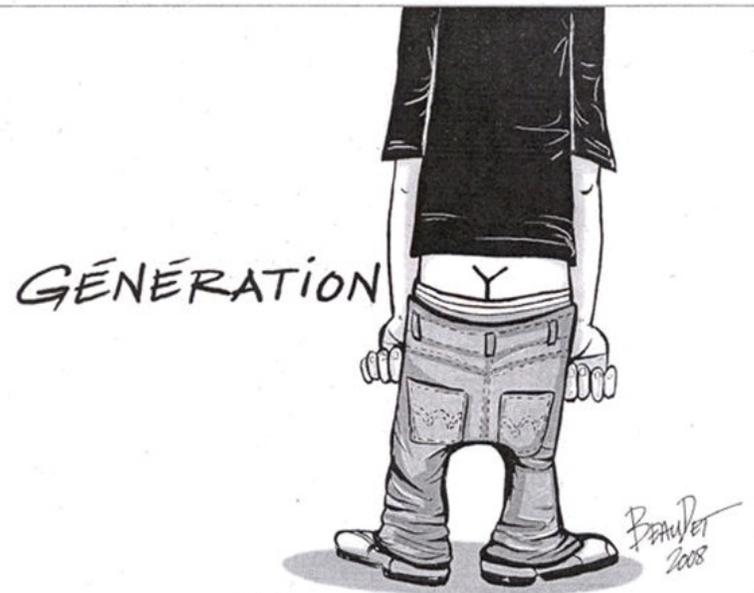
It wasn't long, however, before the baby boom idealism gave way to a period of economic hardship and a generation's disillusionment with social structures and institutions. The children growing up in the shadow of the baby boomers are known as **Generation X**.

Finally, as the 80-year cycle comes to an end, the latest generation to come of age is the millennial generation or **Generation Y**. This generation witnessed the violence of 9/11 and the ongoing war on terrorism that has left its mark on global culture to this day.

[Video](#)



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Generation	Archetype	Characteristics
G. I. Generation (1901–1924)	Hero	Optimistic Determined to overcome hardship
Silent Generation (1925–1942)	Artist	Passive
Baby Boom Generation (1943–1960)	Prophet	Driven to rebuild society Idealistic
Generation X (1961–1981)	Nomad	Disillusioned with social structures and institutions
Millennial Generation or Generation Y (1982–2004)	Hero	Optimistic and confident Resilient



Lawrence Kohlberg

Cognitive-Developmental Approach to Adolescent Morality

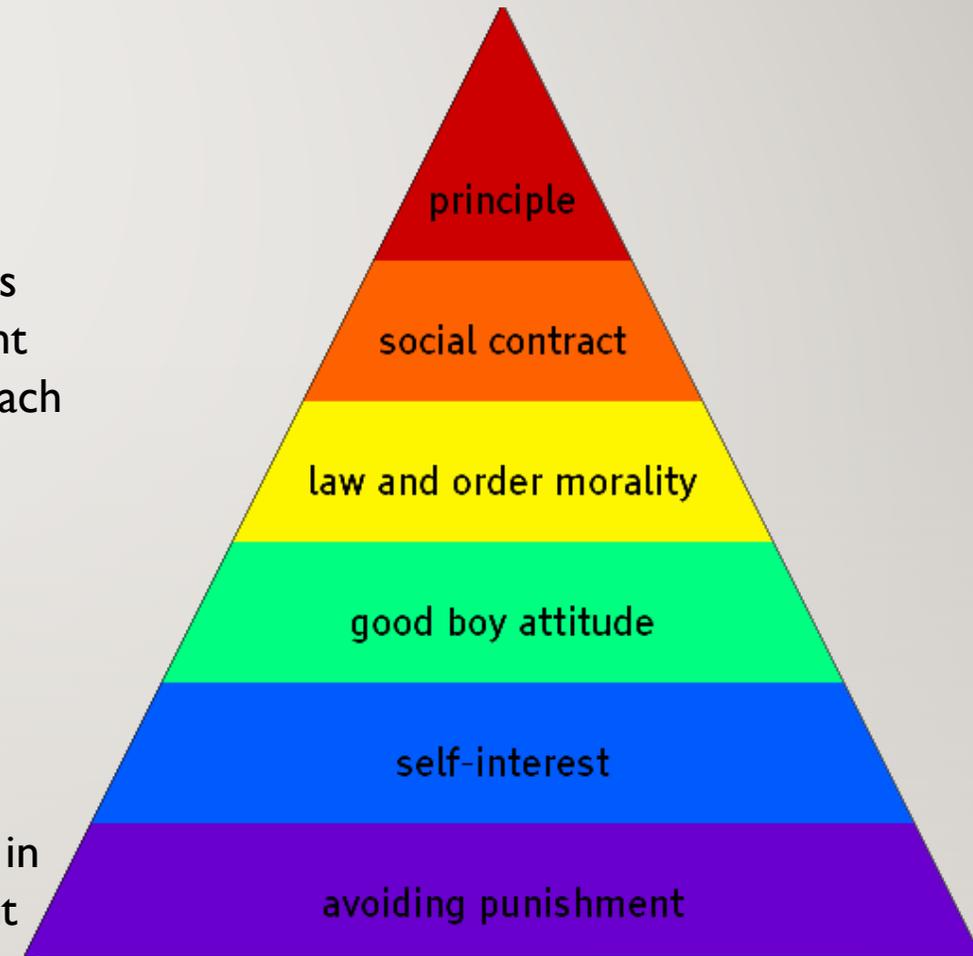
For Kohlberg, cognitive development precedes moral development. Morality is an idea of justice that is primitive, undifferentiated, and social as the adolescent moves through specific stages of moral thinking. In some individuals, it may reach an awareness of universal values and ethical principles.

Kohlberg distinguishes three basic levels of moral development:

- The preconventional or premoral level
- The conventional level
- Postconventional or autonomous level

Morality is an idea of justice that is primitive, undifferentiated, and egocentric in young children. This becomes more sophisticated and social as the adolescent moves through specific stages of moral thinking; it may reach, in some individuals, an awareness of universal values and ethical principles.

[Video](#)



Elaborative Link:

<http://pegasus.cc.ucf.edu/~ncoverst/Kohlberg's%20Stages%20of%20Moral%20Development.htm>

Kohlberg's Theory of Moral Development

Level/Stage	Age Range	Description
I: Obedience/Punishment	Infancy	No difference between doing the right thing and avoiding punishment
I: Self-Interest	Pre-school	Interest shifts to rewards rather than punishment – effort is made to secure greatest benefit for oneself
II: Conformity and Interpersonal Accord	School-age	The “good boy/girl” level. Effort is made to secure approval and maintain friendly relations with others
II: Authority and Social Order	School-age	Orientation toward fixed rules. The purpose of morality is maintaining the social order. Interpersonal accord is expanded to include the entire society
III: Social Contract	Teens	Mutual benefit, reciprocity. Morally right and legally right are not always the same. Utilitarian rules that make life better for everyone
III: Universal Principles	Adulthood	Morality is based on principles that transcend mutual benefit.

[Video](#)

Elaborative Link: <http://www.psychologynoteshq.com/kohlbergstheory/>

Bronfenbrenner's Ecological Approach To Human Development

Ecology investigates the complex system of interlinked and interdependent relationships of our biological and social environment

What is Ecology?

It is illustrated by the following:



Humble bees are apparently indispensable to the fertilization of red clover, since no other bee can reach the nectar in that particular variety. The number of humble bees in any district depends in a great measure on the number of field mice, which destroy their combs and nests. It is estimated that more than two-thirds of them are thus destroyed throughout the country. Near villages and small towns the nests of humblebees are more numerous than elsewhere and this is attributed to the number of cats that destroy the mice. Thus next year's crop of purple clover in certain parts of England depends on the number of bumblebees in the district, the number of humblebees depends upon the number of field mice, the number of field mice upon the number and enterprise of the cats.

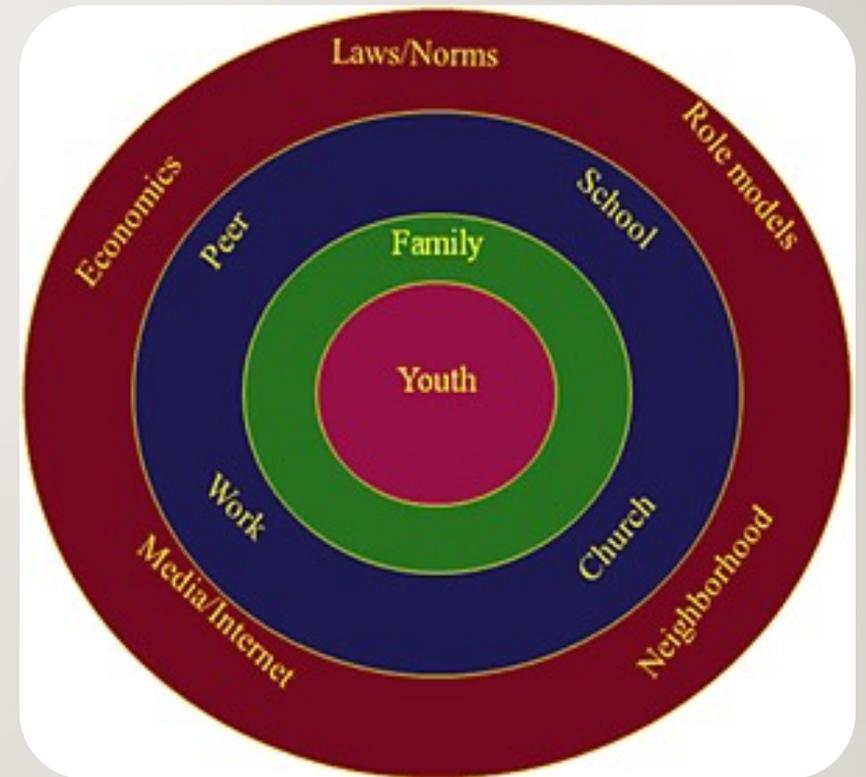
How does this apply to human and adolescent Development ?

Social interactions, like biological interactions, are always part of a larger ecological system. For each individual adolescent, a continuously interacting set of complex social relationships exists that go well beyond simple one-to-one relationships.

The problem has been in identifying and conceptualizing this multiplicity of sociocultural and environmental factors. Bronfenbrenner attempted to address this issue.

Various people exert influences on an individual; different ecological systems are in a continuous and complex interaction.

Bronfenbrenner argues that to understand human development, we need to go beyond directly observable or measurable behavior involving one or two people in a laboratory setting and expand our perspective to **"the examinations of multi person systems of interaction [taking] "into account aspects of the environment beyond the immediate situation containing the subject"**



Bronfenbrenner - The Ecological Model

The question then becomes how adolescents adjust to an ever-changing, interrelated social and cultural environment

Bronfenbrenner (1977) developed his theory of the "ecological model," which **Garbarino** (1985) applied to adolescent development.

This ecological model contributes to an understanding of the sociocultural environment by identifying four major structural systems and describing the nature of their interactions:

- **Microsystem,**
- **Mesosystem,**
- **Exosystem,**
- **Macrosystem.**

[Video](#)



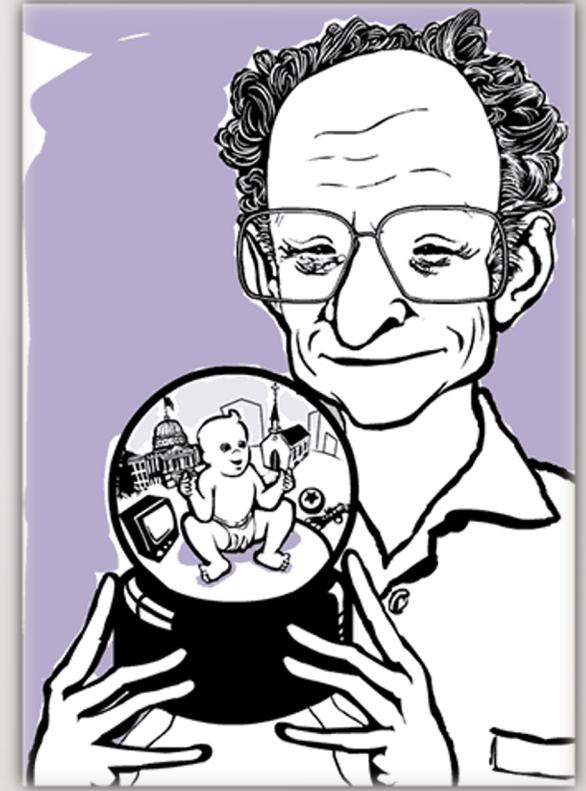
The Microsystem

“...a microsystem is the complex of relations between the developing person and environment in an immediate setting containing that person (e.g., home, school, workplace, etc.)” (Bronfenbrenner, 1977)

The microsystem of an adolescent consists of a social network of interpersonal relationships involving direct face-to-face interactions with people with whom he or she has a **lasting relationship**, who are influential in his or her life, and who, in turn, are influenced by the adolescent.

For most adolescents, the **family** is the primary microsystem, usually followed in importance by **friends** and **school**. Other microsystems could include the siblings (as part of the family), teachers (as part of the school), **neighbours**, **church members**, and other **social groups** with whom the adolescent might have **enduring personal and social relationships**.

The microsystems change, since time and experience constantly change people. In addition, individuals may move in and out of important social settings; hence certain microsystems may become more or less significant for an adolescent as he joins a club, stops attending church, and so on. Furthermore, the adolescent himself is changing as a function of development.



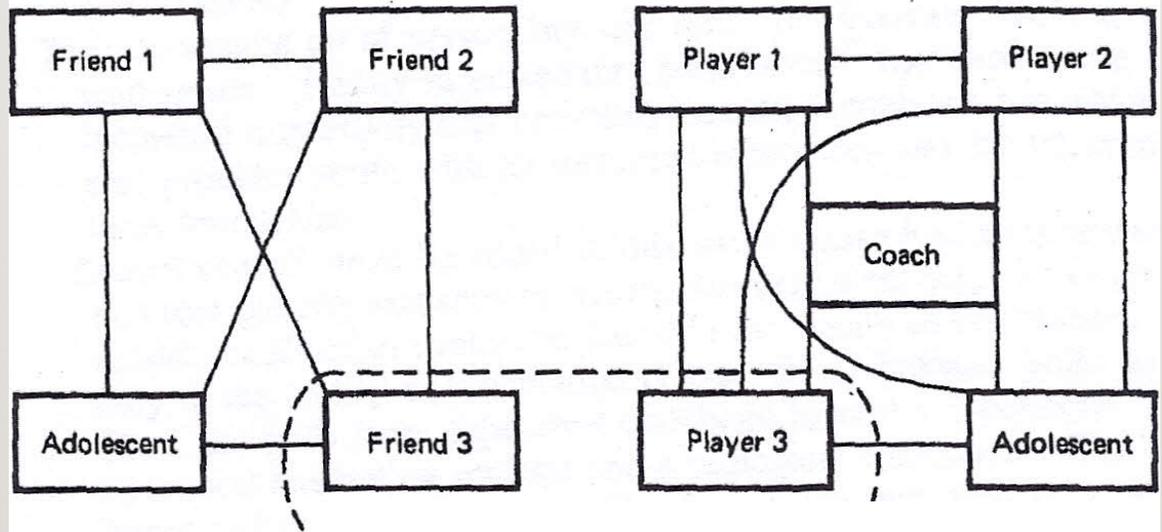
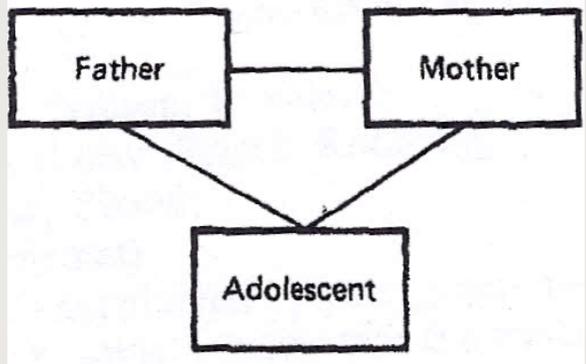
The Microsystem

As development progresses, the **complexity of the microsystem increases**, The child's progression from a self-contained classroom in elementary school to a different social group in secondary school illustrates this phenomenon most clearly.

The peer microsystem during adolescence becomes more differentiated and more influential with potential positive or negative effects. The peer group provides powerful social rewards in terms of status, prestige, friendship, popularity, and acceptance. However, the peer micro system can also assert a powerful negative influence by encouraging or rewarding such detrimental behavior as cheating, stealing, smoking, drinking, drug use, and irresponsible sex.

A healthy microsystem is one that is based on reciprocity in which, for example, parents concur with the reasonable requests of their adolescents and the adolescents reciprocate by honoring the reasonable requests of their parents. When reciprocity breaks down, as in the parent-adolescent communication pattern, the quality of the microsystem declines. A microsystem rich in information, with questions answered, exploration and experimentation encouraged, and guidance provided enhances learning and development and leads to opportunities for success later in life. In these respects it is in marked contrast to an information-poor and exploration-inhibiting microsystem.





Friends

Sports Team

Same Individual

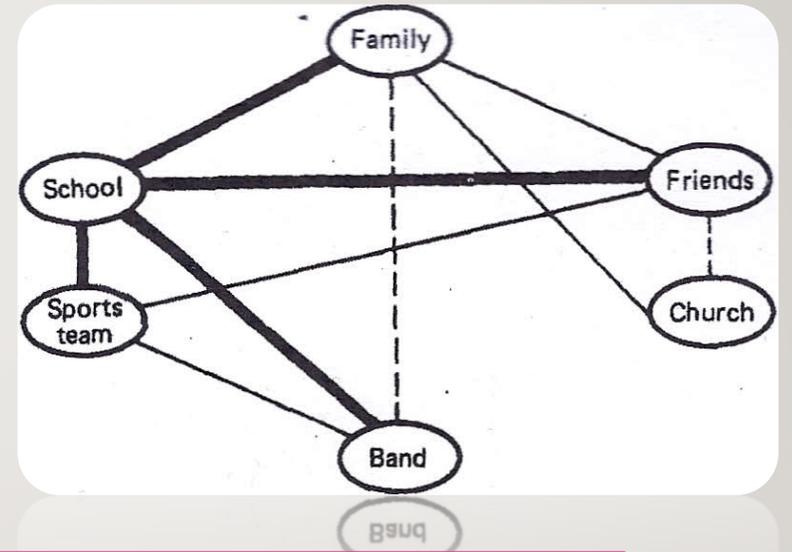
The Microsystem. An adolescent belongs to a number of different microsystems. Depicted are a family microsystem, a friends microsystem, and a sports-team microsystem. One person can play a role in more than one microsystem. For example, friend 3 is also player 3.

The Mesosystem.

“A mesosystem comprises the interrelations among major settings containing the developing person at a particular point in his or her life. . . . A mesosystem is a system of microsystems” (Bronfenbrenner, 1977)

The mesosystem is composed of a network of relationships between the various microsystems in a person's life. The richness (or impoverishment) of the mesosystem is determined by the number and the quality of such interrelating links. For a twelve-year-old, these connecting links may consist of several microsystems, such as family, school, friends, football team, and dance classes etc.

A mesosystem analysis would look at the quality, frequency, and influence of such interactions as family experiences and school adjustment, certain family characteristics and conformity to peer pressures, etc.

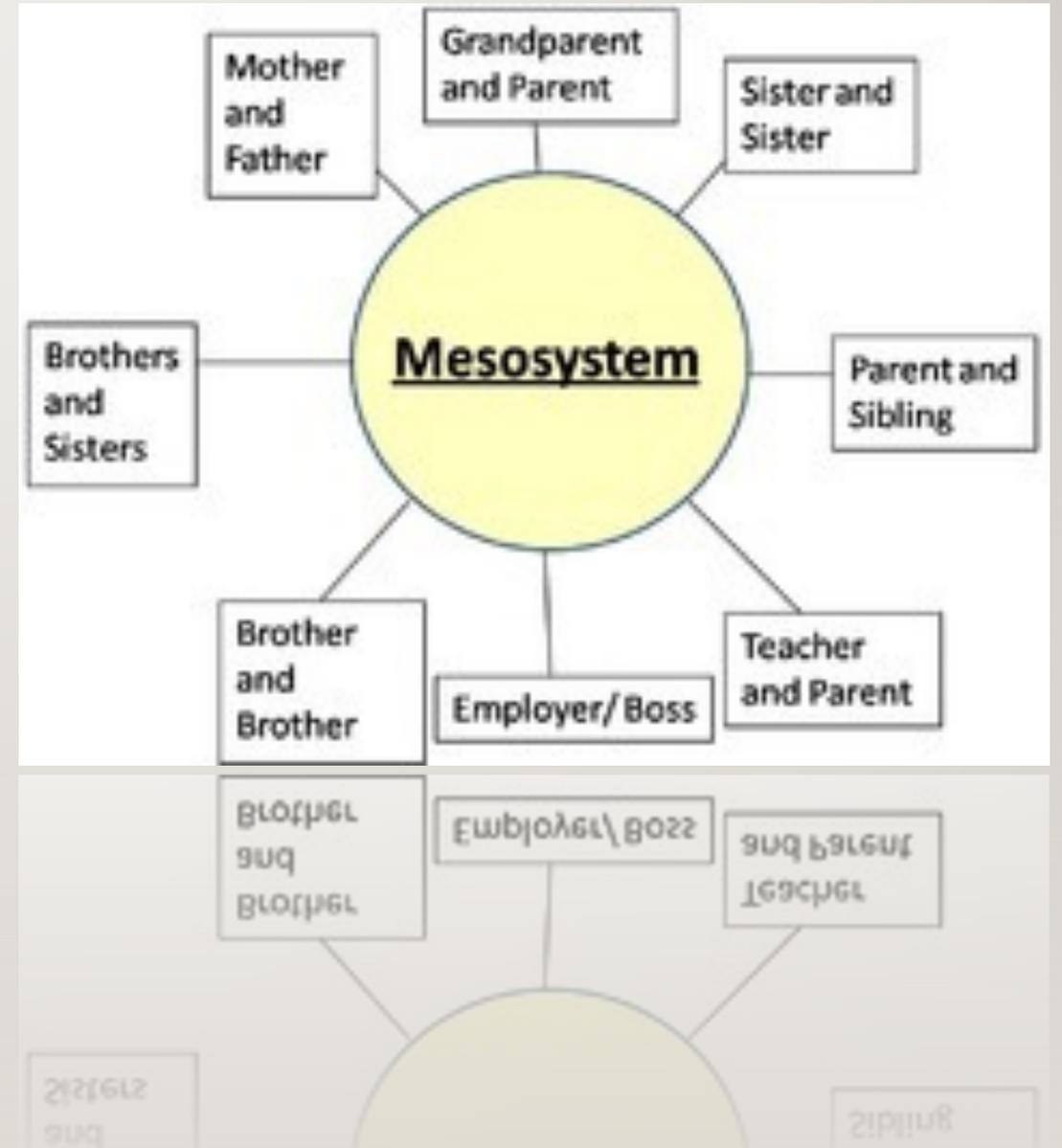


The Mesosystem. The interacting microsystems constitute the mesosystem. Some microsystems may be more heavily interrelated with others (e.g., family-school, school-band, school-team, etc.), while others may only show limited interaction (e.g., friend-church, family-band, etc.). Finally, there may be relatively little interaction, as, for example, between church and band or church and sports team.

The Mesosystem

Like the microsystem, the mesosystem is concerned with actual interpersonal relationships, but **the focus is on the linkage or the relationship between different microsystems.**

A microsystem and a mesosystem can operate in a **congruent** way to reinforce each other, or they may be quite **divergent**. For example, the values of parents and peers may be either in accordance or in opposition. Obviously, a congruent system of values exerts a more powerful and consistent influence.



The Mesosystem - Risks and Problems:

An analysis of the relationships between microsystem and mesosystem reveals the potential for problems and risk:

An Impoverished Mesosystem, there are no or only a few meaningful linkages between existing microsystems. For example:

- Parents who do not know their adolescent child's friends
- Parents who have no contact with the school and show no interest in their child's schoolwork
- The adolescent's personal friends who do not attend the same school

Different Microsystems endorse different Values: Potential risks occur if different microsystems endorse divergent values. For example, the peer group may glamorize, encourage, and reward drinking (or smoking, drug use, early sexual behavior) while parents and church may view these behaviors negatively, disapproving or punishing them. In a more general sense, parents may disapprove of the values, attitudes, and behaviors of their child's friends and restrict his or her opportunities to socialize with these friends. When basic values between different microsystems diverge, tensions arise in the mesosystem; as a result, the individual feels pulled in different directions, lives with stress, has to make a choice between the sets of values, or has "to pretend" that he or she follows both.

The mesosystems is in conflict with exo- and macrosystems:

Problems will arise if the mesosystem, composed of interlinking microsystems, endorses or reinforces deviant or delinquent behavior that is in conflict with the exo- and macrosystems. For example, consider a situation in which both parents and peers encourage illegal activities to succeed, e.g. selling drugs, burglary or driving without a license etc.

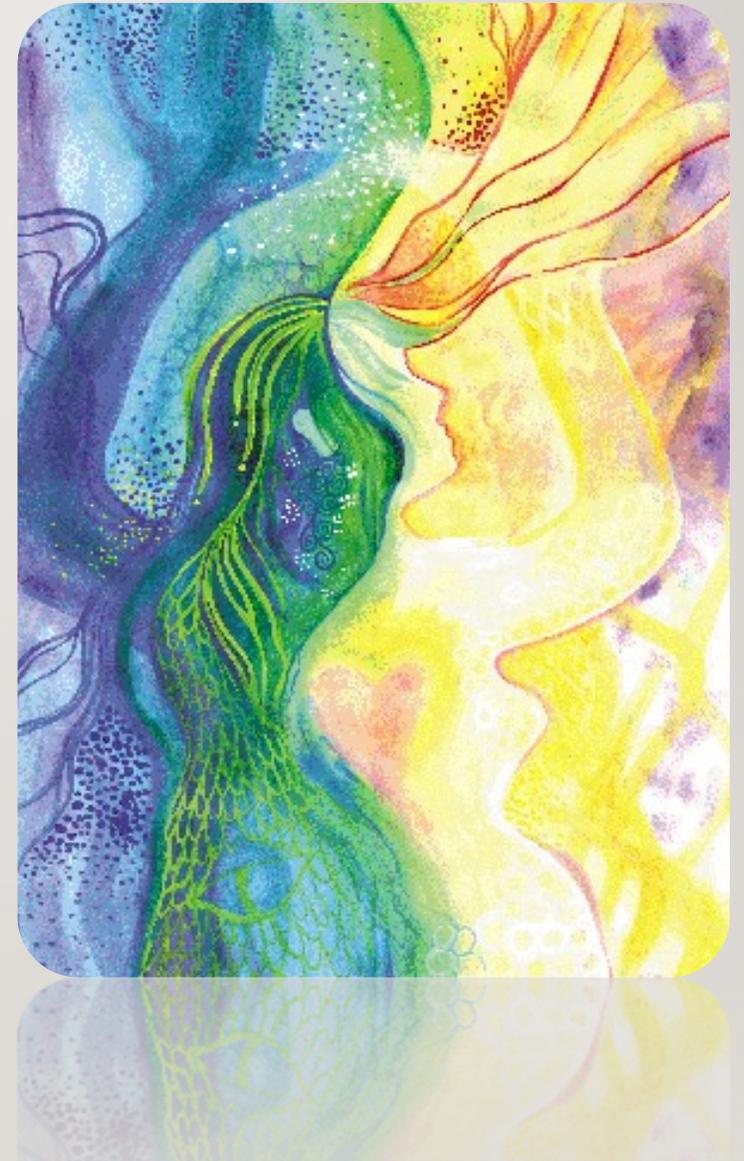


Ecological Transition

Bronfenbrenner speaks of an "ecological transition" in which part of a mesosystem gets disrupted because old micro systems become defunct or new ones emerge. Such ecological transitions may involve for example :

- Move from primary to secondary school,
- Move from one geographical location to another
- parental divorce

All these changes would require - with the exception of the family - a whole new mesosystem. Children of army officers as well as those whose fathers' work calls for frequent relocation often experience this kind of "ecological transition." While some children quickly adapt and fit into new mesosystems, others suffer in the process. The well-being of the family microsystem seems to play a major role in determining whether such an ecological transition is smooth or difficult.



The Exosystem

"An. exosystem is an extension of the mesosystem bracing other specific social structures, both formal and informal, that do not themselves contain the developing person but impinge upon or encompass the immediate setting in which that person is found ..." (Bronfenbrenner, 1977).

The exosystem is defined as the larger community in which the adolescent lives; although he or she does not directly participate in exosystem decision making, these decisions do have a direct and sometimes an indirect (via the parents or the school) influence on the adolescent.

Examples of social settings and institutions that make up part of an exosystem include the school board, the local government, a parent's employer, the mass media, the transportation system, churches, civic groups, industry, and so on.



The exosystem **may impoverish or enrich** the quality of the micro- and the mesosystems of an adolescent through exosystem decisions that affect what an adolescent can or cannot do.

For example: the superiors in the parents' workplace may decide to move a parent from the East Coast to a new position on the West Coast, a decision that may have a profound influence on the micro- and the mesosystems of the adolescent and his relationship to other people and groups. This can act in far more subtle ways however - The parents' working conditions, their roles in the workplace, their level of responsibility, and the degree of their participation in decision-making processes all have-as several studies have demonstrated-a direct influence on the parents' efforts to socialize their offspring.

Decisions about services at governmental level also have direct and indirect effects on adolescents . For example, the local government might open or close a youth center or swimming pool, thus affecting available recreational resources.

In most instances he or she is relatively powerless vis-a-vis the exosystem.

Later as adolescents grow older and participate more in community affairs, they do acquire more influence; at that point, part of the **exosystem would become the mesosystem** of these adolescents. Obviously, adults must question whether or not exosystem decisions are made with the adolescent's best interest in mind. Often they are not, because budgetary or political considerations carry more weight

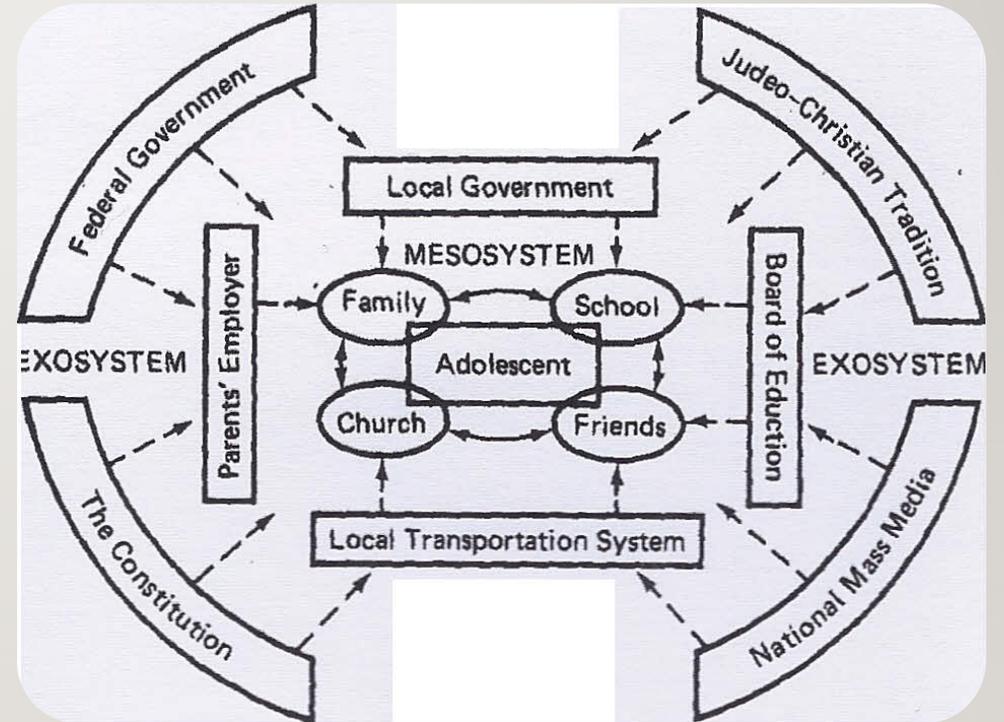


The Macrosystem

The macrosystem consists of a broadly based "cultural blueprint that underlies the organization of institutions" (Garbarino, 1985: 60) in a given society.

Although the macrosystem does not impinge directly on the life of the individual adolescent, it contains a societal ground plan for the ecology of human development.

Of considerable importance, the macrosystem almost never receives systematic study except in anthropological research. The macrosystem includes a core of general cultural, social, legal, political, religious, economic, and educational values.



Through legal and economic measures, the macrosystem **determines who is an adolescent** and distinguishes between adolescence and adulthood, although local subgroups (exosystems) may modify some of these criteria.

Short of a violent revolution or military conquest, the macrosystem changes slowly. Nevertheless, industrialisation, urbanisation, democratisation, equal-rights legislation, and women's liberation exemplify such fundamental though slow changes in the macrosystem.

These kinds of changes have been studied in anthropology in particular. Mead who we discussed above identified three qualitative patterns of cultural development in the transformation of cultural macrosystems.

- Postfigurative
- Cofigurative
- Prefigurative



Examples of Macrosystem

When one refers to the concepts like Judeo-Christian culture, a communist country, Catholicism, capitalism, an industrial country, a constitutional democracy, the Protestant work ethic, a monarchy, and so on, one is referring to concepts that have a macrosystem quality.

Historical, social, technological, cultural, and subcultural forces (wars, treaties, and legislation) shape and modify the macrosystem.

Macrosystem values, in turn, find expression in what is considered **fashionable and permissible**. The macrosystem determines standards of physical attractiveness and what is appropriate (and inappropriate) behavior for each sex. It can influence health practices by, for example, increasing social and legislative restrictions on smoking or encouraging the advertisement and use of condoms to avoid AIDS and teenage pregnancy



OBJECTIVES

to review the theories of adolescent development.

to inform evidence based reflective practice with a range of theories and techniques.

to trigger reflection related to theoretical underpinning of personal therapeutic styles.

to stimulate networking and sharing of experiences in relation to practical applications of knowledge.

THANK YOU!

Go raibh mile maith agaibh!

