

# Psychological & Behavioral Changes of Adolescence



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# Objectives



Review the attachment theory and its impact on the development of personality.



Understanding different psychological theories and their clinical implication.



Appreciate the different virtues and crisis during psychosocial development..

((اللهم انفعني بما علمتني، وعلمني ما ينفعني، وزدني علماً))  
((اللهم اشرح صدري ويسر امرى واحلل عقدة من لساني يفتموا تولى))



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# Attachment

## Attachment/ bonding/ temperament definition:

Emotional tone developed between a child and its caregiver, evidenced by seeking and clinging behavior. Developed during the **first two years of life** / **within first year**.

### Attachment behaviour

maintenance of **physical** contact between mother and child when child is hungry, frightened or in distress (coined by Bowlby).

### Bonding

The intense **emotional** and psychological relationship a mother develops with her baby, often through early **skin-to-skin contact**. Differs from attachment as others do not often seek out baby as source of security.

### Temperament

Constitutionally based individual differences in emotion, motor reactivity and self-regulation that demonstrate **consistency across situations and over time**. Biologically based: hereditary, neural and hormonal factors affect response to environment. Can be modulated by environmental factors and parental response.

## Attachment styles : Male slides

### Attachment styles

#### Secure

Children typically receive more consistent and developmentally appropriate parenting through most of their life. Believed to experience their caregivers as emotionally available and appear to be more exploratory and well adjusted. Parents are more likely to maintain these aspects through a divorce.



#### Insecure

Believed to result from a young child's perception that the caregiver is not consistently available

##### -Insecure/avoidant-

children are more anxious, clingy, and angry with parent. Parents themselves are often insecurely attached in their own families—unable to provide consistency, emotional responsiveness, and care. Children have a difficult time with divorce, more likely to become rejecting.



##### -Insecure/ambivalent-

children generally raised with disorganized, neglecting and inattentive parenting. Parents even less able to provide stability after divorce. Children become clingy and inconsolable, act out, suffer mood swings and become over sensitive to stress.



##### -Disorganized-

believed to be experiencing the need for proximity to the caregiver with apprehension in approaching the caregiver. Can appear to be "dazed" or apprehensive around caregiver.



#### Pic from female slides

##### Attachment styles

- Secure**
  - Healthy communication style
  - Able to ask for help when needed
  - Can self-regulate emotions
- Anxious**
  - Clinginess
  - Fear of abandonment
  - Needs constant reassurance
- Avoidant**
  - Difficulty expressing emotions
  - Tends to emotionally withdraw from others
  - Unwilling to ask for help
- Disorganized**
  - Inconsistent characteristics of anxious and avoidant styles
  - Fear of rejection
  - but difficulty with intimacy
  - Low self-worth

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

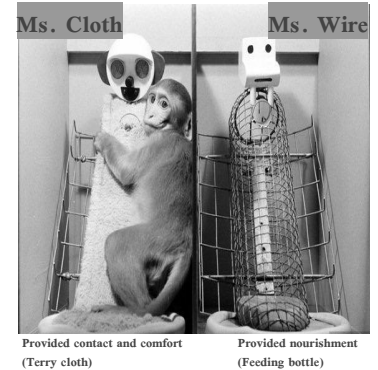
## Harlow :



Studied social learning and effect of social isolation on rhesus monkeys.

He placed newborn monkeys with a **wire mother and feeding bottle** and a **terrycloth mother without feeding bottle** (one variations). Monkeys spent more time with terrycloth mom except when hungry (and would return quickly after feeding). When they were frightened, they would show intense clinging behaviour and appeared to be comforted by terrycloth monkey, whereas those with wire mother gained no comfort and appeared disorganized.

**Results:** infant attachment is not just secondary to feeding, all monkeys unable to adjust to life, had difficulty mating, and did not mother own children.



هارلو في تجربته استخدم القرود بسبب قرب طبيعتها و تصرفاتها واسلوب تفكيرها من البشر، فحط بوكسين واحد القرود مع تمثال للام مكون من اسلاك ومعها رضاعة والثاني تمثال الام وعليه ملابس (بدون رضاعة) بحيث يشوف هل ال attachment يعتمد بس على الرضاعة ولا احساس الطفل بوجود امه. فلاحظ القرود اللي مع ملابس الام كان يستغرق اوقات اكثر عندها ومايفارقها الا اذا جاع راح ياكل ومباشرة يرجع لها لانه يحس بالامان معها اكثر، عكس الثاني. فاستنتج ان ال attachment مايعتمد بس على الرضاعة والتغذية.

## Bowlby :

- Suggested that attachment constituted a central motivating force and that mother-child attachment was an essential medium of human interaction.
- Believed **attachment had important consequences for later development and personality functioning** “attachment behavior”.
- Believed attachment was essentially “**monotropic**” but that an infant could form attachment to father and other caregivers as well.

monotropic= one person (which is usually their mother, so having a good attachment with their mom will make them develop a good emotional and social skills and have an impact throughout their lives. But that doesn't deny the importance and role of other caregivers as father..

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

Ainsworth :  Video from female slides

- **Strange Situation Procedure.**
- Investigate **how attachments might vary between children.**
- Found that interaction between mother and baby during attachment period significantly influences baby's current and future behaviors.
- Confirmed that **attachment serves to reduce anxiety** in strange situation procedure.
- Secured base effect: enables a child to move away from the attachment figure and explore the environment.
- **Maternal sensitivity and responsiveness:** main determinants of secure attachment.
- **Infant temperament:** main determinant of type of insecurity (avoidant, anxious and ambivalent).
- Found male infants are less likely to have secure attachments and are more vulnerable to changes in maternal sensitivity than female infants.
- Found the attachment of firstborn child is decreased by the birth of a second, but it is decreased much more if the firstborn is 2-5 years of age when the younger sibling is born.
- Also depends on mother's own sense of security, confidence and mental health.
- According to Ainsworth, disorganization is a severe form of insecure attachment and a possible precursor of severe personality disorder and dissociative phenomena in adolescence and early adulthood.

## Female slides

Both tables

### -Thought of self-

-Thought of others-

	Positive	Negative
Positive	<b>Secure</b> Comfortable with intimacy & autonomy	<b>Preoccupied</b> Preoccupied with relationships Seeking validation from others
Negative	<b>Dismissive</b> Dismissing of intimacy & strongly independent	<b>Fearful</b> Fearful of intimacy & socially avoidant

### -According to experiment above -

	Secure	Resistant	Avoidant
Separation anxiety	Distressed when mother leaves.	Intense distress when the mother leaves.	No signs of distress when the mother leaves.
Stranger anxiety	Avoidant of stranger when alone, but friendly when the mother is present.	The infant avoids the stranger- shows fear of the strangers.	The infant is okay with the stranger and plays normally when the stranger is present.
Reunion behaviour	Positive and happy when mother returns.	The infant approaches the mother, but resists contact, may even push her away.	The infant shows little interest when the mother returns.
Other	Use the mother as safe base to explore their environment.	The infant cries more and explores less than the other two types.	The mother and stranger are able to comfort the infant equally well.
% of	70%	15%	15%

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

## Piaget's stages of cognitive development :

Female slides

### Piaget's Stages of Cognitive Development

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

Male slides

Period of Development	Cognitive Spatial Stages	Cognitive Achievements
Gestational		Fetus can "learn" sounds and respond differently to them after birth
Infancy: Birth to 2 years	<b>Sensorimotor</b>	Infants "think with their eyes, ears and senses"
Birth - 1 month	Reflective, egocentric (refuted by current research)	Can learn to associate stroking with sucking
4 - 8 months	Secondary circular: looks for objects partially hidden	Can learn to suck or to produce certain visual displays to mimic
8 - 12 months	Secondary circulation coordinated: peek-a-boo, finds hidden objects	Can remember for one month periods
12 - 18 months	Tertiary circular; explores properties and drops objects	Memory improves
18 months - 2 years	Mental representation, make-believe play, memory of objects	Body parts used as objects Can stick one object within another Remembers hidden objects Drops objects over crib Knows animal sounds, names objects
Early Childhood: 2-5 y	<b>Preoperational</b>	<b>Preschoolers use symbols</b>
	Egocentric: "I want you to eat this too" Animistic: "I'm afraid of the moon" Lack of hierarchy: "where do these blocks go?" Centration: "I want to know, not after dinner" Irreversibility: "I don't know how to go back to that room" Transductive reasoning: "see how to go that way because that's the way daddy goes"	<b>Development of language and make-believe</b> No sign of logic 3y - can count 2-3 objects, know colors and age 4y - can fantasize without concrete props 5-6y - get humor, understand good and bad, can do some chores
Middle childhood 6-11 y	<b>Concrete operational</b>	<b>Children begin to think logically</b>
	Hierarchical classification - arrange cars by types Reversibility - can play games backward and forward Conservation - lose two dimes and look for same Decentration - worry about small details, obsessive Spatial operations: likes models for directions Horizontal decalage - conservation of weight, logic Transitive inference - syllogisms, compare everything, brand names important	7-11y - good memory, recall, can solve problems Understand conservation of matter (from milk same as melted) Can organize objects into hierarchies Children seem rational and organized
Adolescence: 11-19y	<b>Formal operational</b>	<b>Abstraction and reason</b>
	Hypothetical deductive reasoning; adolescent quick thinking or excuses Imaginary audience; everybody is looking at them Personal fable; inflated opinion of themselves Prosocial thought; love	Can think of all possibilities

## Mahler's separation-individuation:

### -Normal autism (birth-2m)

Periods of sleep outweigh periods of arousal in a state reminiscent of intrauterine life

### -Symbiosis (2-5m)

Developing perceptual abilities gradually enable infants to distinguish the inner from the outer world; mother-infant is perceived as a single fused entity.

### -Differentiation (5-10m)

Progressive neurological development and increased alertness draw infants' attention away from self to the outer world.

Physical and psychological distinctiveness from the mother is gradually appreciated

### -Practicing (10-18m)

The ability to move autonomously increases children's exploration of the outer world

### -Rapprochement (18-24m)

As children slowly realize their helplessness and dependence, the need for independence alternates with the need for closeness. Children move away from their mothers and come back for reassurance.

### -Object Constancy (24+)

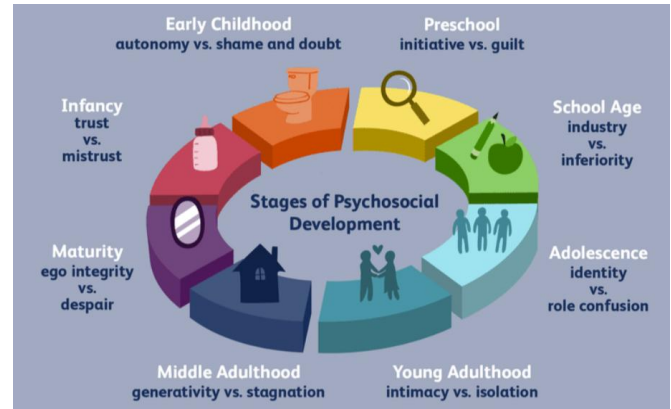
Successful completion of this phase marks the development of an internalized mental model of the mother.

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

## Erik Erikson's theory of psychosocial development:

Important

Age	Virtue	Psychosocial Crisis	Significant Others/Relationship	Existential Questions
0-2 years	Hopes	Basic Trust vs. Mistrust	Mother	Can I Trust the World?
2-4 years	Will	Autonomy vs. Shame and Doubt	Parents	Is It Okay To Be Me?
4-5 years	Purpose	Initiative vs. Guilt	Family	Is It Okay For Me To Do, Move and Act?
5-12 years	Competence	Industry vs. Inferiority	Neighbors, School	Can I Make It In The World Of People And Things?
13-19 years	Fidelity	Identity vs. Role Confusion	Peers, Role Model	Who Am I? What Can I Be?
20-39 years	Love	Intimacy vs. Isolation	Friends, Partners	Can I Love?
40-64 years	Care	Generativity vs. Stagnation	Household, Workmates	Can I Make My Life Count?
65-death	Wisdom	Ego Integrity vs. Despair	Mankind, My Kind	Is It Okay To Have Been Me?



## Psychosexual Development Theory by Freud :

Stage	Age	Id's Pleasure Focus	Signs in Adulthood that the Id Won
Oral	Birth-18 months	Oral gratification Sucking breast/bottle Placing things in mouth	Overeating Smoking Nail-biting
Anal	18 months – 3 yrs	Bowel Pleasure Resistance of Toilet Training	Meanness Resentment of Authority Neatness
Phallic	3-6 yrs	Awareness of sex organs Love-hate relationship with same-sex parents	Selfishness Manipulative Poor opposite sex relationships
Latency	6 yrs – puberty	Same-sex friends, few opposite sex friends	Lack of close friends
Genital	Adolescence	Dating and Marriage Sexual energy	Guilt about sexuality Feelings of inadequacy Poor sexual relationships

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

## COMPARISON OF STAGES OF DEVELOPMENT :

Male slides

Instinctual Phases	Separation-Individualization	Object Relations	Psychosocial Crises (Erikson)
Oral	Autism, symbiosis	Primary narcissism, need-satisfying	Trust or mistrust
Anal	Differentiation, practicing, rapprochement	Need-satisfying, object constancy	Autonomy or shame, self-doubt
Phallic	Object constancy, Oedipal complex	Object constancy, ambivalence	Initiative or guilt
Latency	-	-	Industry or inferiority
Adolescence	Genitality, secondary individualization	Object love	Identity or identity confusion
Adulthood	Mature genitality	-	Intimacy or isolation, generativity or stagnation, integrity or despair

## Major changes during puberty:

Female slides

### Major changes during puberty

#### Biological

- Brain development
- Hormonal changes

#### Psychological

- The emergence of abstract thinking.
- The growing ability of absorbing the perspectives or viewpoints of others.
- Increased ability of introspection.
- The development of **personal and sexual identity**.
- The establishment of a system of values.
- Increasing **autonomy from family** and more personal independence
- Greater **importance of peer relationships**.
- The emergence of skills and coping strategies to overcome problems and crises



# MCQ's

Q1- According to Piaget's stages of cognitive development, when does preoperational stage start?

A- one years

B- 2 years

C- 7 years

D- 12 years

Q2- The beginning to think logically start at which phase?

A- sensorimotor

B- preoperational

C- formal operation

D- concrete operation

Q3- The ability of child to move start at the age of?

A- 3m

B- 20m

C- 2y

D- 10m

Q4- According to attachment theory, what is the main determinant of the type of insecurity (avoidant, anxious, and ambivalent)?

A- Maternal sensitivity and responsiveness

B- Infant temperament

C- Psychological crisis

D- Attachment behavior

Q5- Negative thought of self and other is consider which one of the following?

A- Secure

B- Dismissive

C- Fearful

D- Preoccupied

Q6- Which attachment style is characterized by dismissing intimacy and being strongly independent?

A- Secure

B- Dismissive

C- Fearful

D- Preoccupied



**You did a great job!!**

**Answers: 1-B 2-D 3-D 4-B 5-C 6-B**

اللهم صل على محمد، وعلى آل محمد، كما صليت على آل إبراهيم، وبارك  
على محمد، وعلى آل محمد، كما باركت على آل إبراهيم، إنك حميد مجيد

# TEAM LEADER

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