

# **Lecture 52: Psychological behavioral changes in puberty (Psychiatry)**

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**What do you know about adolescence?**

# ATTACHMENT

## ATTACHMENT/BONDING/TEMPERAMENT DEFINITIONS

Emotional tone developed between a child and its caregiver, evidenced by seeking and clinging behavior, developed within one 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 mothers 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

- 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
  1. *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
  2. *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 oversensitive to stress.
  3. *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.

# 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 variation). 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.

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

## *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  
Coined term “attachment behaviour”
- Believed attachment was essentially “monotropic” but that an infant could form attachment to father and other caregivers as well

# CONTRIBUTING THEORISTS TO ATTACHMENT THEORY

## *Ainsworth*

- Found that interaction between mother and baby during attachment period significantly influences baby's current and future behaviour
- 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

# PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Period of Development	Cognitive Spatial Stages	Cognitive Achievements
<b>Gestational</b>		<b>Fetus can "learn" sounds and respond differently to them after birth</b>
<b>Infancy: Birth to 2 years</b>	<b>Sensorimotor</b>	<b>Infants "think with their eyes, ears and senses"</b>
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 music
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 stack one object within another Remembers hidden objects Drops objects over crib Knows animal sounds, names objects
<b>Early Childhood: 2-5 y</b>	<b>Preoperational</b> Egocentrism – "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 it now, not after dinner" Irreversibility: "I don't know how to go back to that room" Transductive reasoning: "we have to go that way because that's the way daddy goes"	<b>Preschoolers use symbols</b> <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
<b>Middle childhood 6-11 y</b>	<b>*Concrete operational</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	<b>Children begin to think logically</b> 7-11y – good memory, recall, can solve problems Understand conservation of matter (frozen milk same as melted) Can organize objects into hierarchies Children seem rational and organized
<b>Adolescence: 11-19y</b>	<b>Formal operational</b> Hypothetical-deductive reasoning: adolescent quick thinking or excuses Imaginary audience: everybody is looking at them Personal fable: inflated opinion of themselves Propositional thinking: logic	<b>Abstraction and reason</b> Can think of all possibilities



# MAHLER'S SEPARATION-INDIVIDUATION

Normal autism (birth-2 mos)

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

Symbiosis (2-5 mos)

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

Differentiation (5-10 mos)

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 (10-18 mos)

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

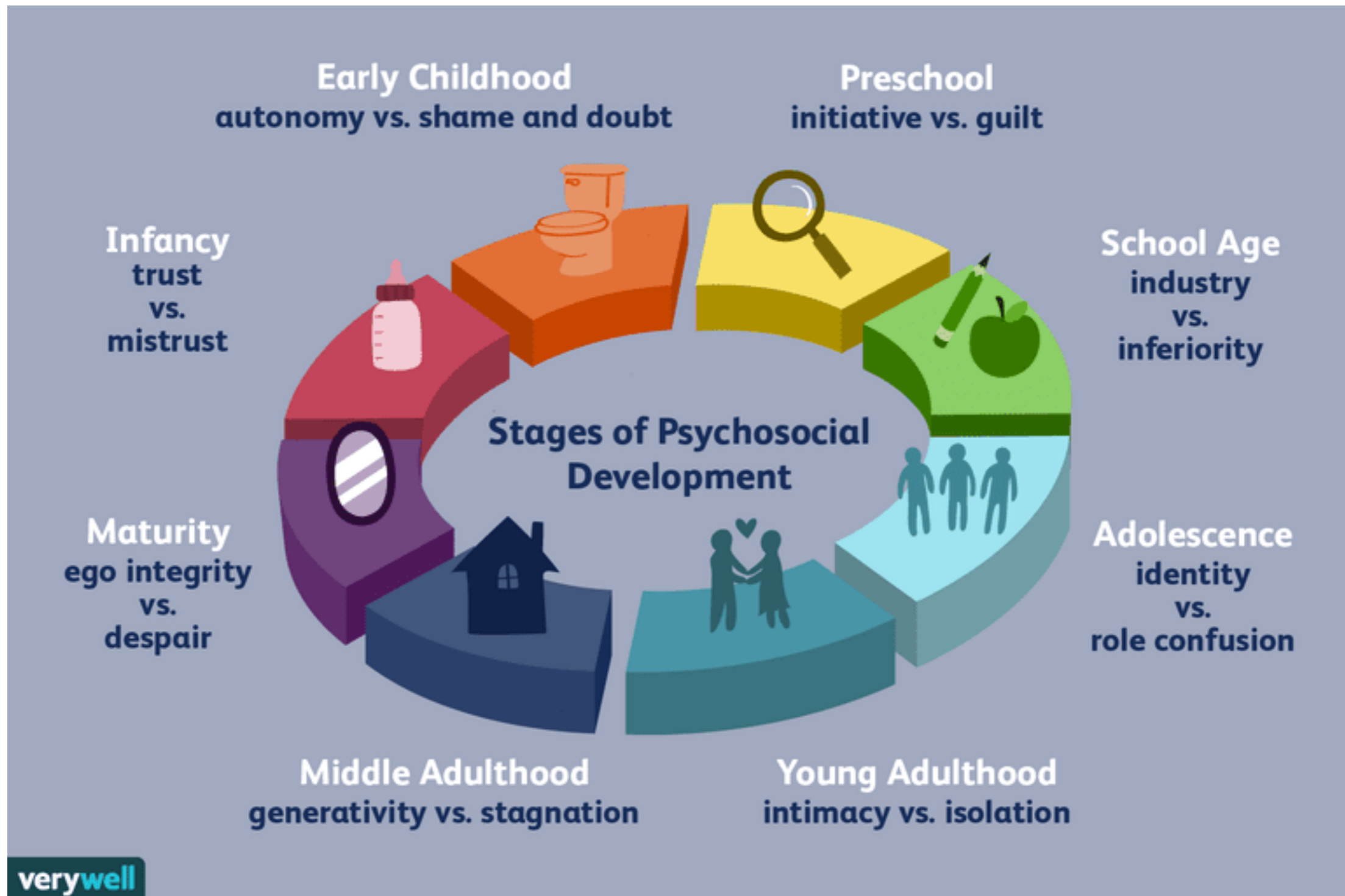
Rapprochement (18-24 mos)

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.

# Erik Erikson's theory of psychosocial development

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?

# Erik Erikson's theory of psychosocial development



# 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

# COMPARISON OF STAGES OF DEVELOPMENT

<b>Instinctual Phases</b>	<b>Separation-Individuation</b>	<b>Object Relations</b>	<b>Psychosocial Crises (Erikson)</b>
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 individuation	Object love	Identity or identity confusion
Adulthood	Mature genitality	-	Intimacy or isolation, generativity or stagnation, integrity or despair

**What do you know about adolescence?**

**Thank you...**