









Psychological & Behavioral changes of Adolescence

Editing File



-  **Important**
-  **Dr's notes**
-  **Only in male slides**
-  **Only in female slides**
-  **Extra information**
-  **Reference from Dr.**

Objectives:

- **Know the adolescence definition.**
- **Know the physical changes in adolescence.**
- **Know the behavioral changes in adolescence.**
- **Know the emotional changes in adolescence.**
- **Know the cognitive changes in adolescence.**
- **Know the social changes in adolescence.**

What is Adolescence?

- **Adolescence** is a period of global & pervasive **شاملة** changes and not a matter of developmental crisis.
- Most of adolescents pass through it smoothly.
- Averagely, it expands between 12 & 18 years of age. **Can range from the age of 10 till 20 .**
- The period of adolescence lasts till the individual becomes a young man or woman (Bridge to the reproductive life).

Context of adolescent development **What are the major factors influencing development?**

- **Family** main factor

إذا كان تأثير الأسرة الإيجابي حاضر تقل نسبة تأثر المراهق بالمحيط الخارجي من أصدقاء وغيره، وعلى العكس تمامًا إذا كان دور الأهل غائب يكون التأثير الأكبر للأصدقاء

- **Peers & Friends**

- **School**

- **Media**

Adolescent development

- Physical development

- Cognitive development

- Social development

- Emotional development

Physical development **What are the major factors influencing physical development?**

- Puberty
- Primary Sexual characters (**menarche and nocturnal ejaculation** الاحتلام)
- Secondary Sexual characters (**appearance of hair, enlargement of breast, acne, mustache for male..**)
- Increased hormonal release (**testosterone, estrogen and growth hormone**)
- **Fast & disproportionate growth** One of the greatest problems teenagers face is their body image. **Normally, limbs grow faster than trunk yet they think that this makes their body look disproportionate. Enlarged nose that comes with age is also a factor that affects their precipitance of how they look.**
- **Health status** **Unhealthy diet, some girls become anorexic, boys can enter into body building even though their bodies are not ready.**

Psychosocial consequences of physical changes

- Embarrassment **of their looks**
- Sensitivity to criticism
- Social Isolation
- Sadness
- Irritability

Cognitive development a result of hormonal changes and adjustment reactions ردات الفعل

- **Formal operational thinking**
- **Day dreams** increases in adolescence because of : fear from future and stress
- IQ and special talents IQ rate is at its highest during childhood and it doesn't change/increase during adolescence. However, special skills and talents can appear during adolescence
- Attention and concentration they increase at adolescence but they can be distributed from day dreams
- Perception & deep meanings التفكير الفلسفي يظهر في هذه المرحلة وقد يكون هو سبب عناد المراهقين عندما يطلب منهم شيء
- Memorizing قدرة الحفظ لذات الحفظ دون التدبر والفهم هي أعلى عند الأطفال عكس المراهق والبالغ يكون عندهم الحفظ بالربط والفهم
- Idealism
- **Independence**
- **Identity** identity crisis (they start to doubt themselves) and they seek to know their identity ماهو قادر يتعرف على طموحه او ميوله ف بسهولة يتأثر ويغير قراراته

Social development

"The conflict between the need to belong to a group and the need to be seen as unique individual is the dominant struggle of adolescence". **Skipped by girls Dr**

We have 2 main problems in Social relationship during adolescence:

- 1- Relationship with parents أكثر وأول علاقة تتأثر 2- Relationship with peers

★ The table below is very important

Early Adolescence (12-14 yrs)	Mild Adolescence (14-16 yrs)	Late Adolescence (16-18 yrs)
<p>أسوأ مرحلة لان المراهق يعتقد ان اهله مايفهمون ومن جيل قديم وبالتالي اي شيء يقولونه أهله يعاند وتبدأ المشاكل</p> <p>علاقة المراهق والأهل تكون في أسوأ احوالها في هذه المرحلة، وبالمقابل علاقته مع الاصحاب تكون جيدة جدا</p> <p>Away from family & close to friends (main influence)</p>	<p>في هذه المرحلة يكتشف المراهق أن نظراته عن اهله نوعا ما غلط، وافكارهم صحيحة ولكن كرامته ماتسمح له بالتنازل فنجد علاقته جيدة احيانا و احيانا لا وتبدأ تتكون هويته</p>	<p>في هذه المرحلة يبدأ يتقبل نصائح أهله وتوجيهاتهم ولكن ليس بالضرورة يطبق النصائح او يتم التحكم به</p> <p>علاقة المراهق والأهل تكون في أفضل احوالها في هذه المرحلة، وبالمقابل علاقته مع الاصحاب تكون اخف</p> <p>Improve relationship with family</p>

Emotional development

- **Anger outburst & easily provoked**
- Extreme and inconsistent
- Impulsivity & recklessness
- **Looking for self-assertion** يحاولون يظهر انهم واثقين بأنفسهم
- **Authority resistance** معارضة الأهل، المدرسين، اخوانهم اكبار وبالتالي تزيد المشاكل
- **Critical Comments**
- **Love & romance**

Relationship related to love & romance :

من الطفولة إلى سن ١٢ : نلاحظ البنات يلعبون مع الاولاد لان في هذه المرحلة لا يوجد تفرقة بين الجنسين عند الأطفال

في بداية المراهقة بعد سن ال ١٢ : يبدأون البنات يجلسون لحال والاولاد لحال، مع وجود نفور واشمزاز من الجنس الآخر مثلا: الاخت تتضايق من اخوها والعكس

في منتصف المراهقة: يبدأ التقبل مع الاستمتاع بالحديث عن الجنس الآخر مثلا: تميل الفتاة للتحدث مع صديقتها عن أخ أو قريب لها "أخ الصديقة". وعند الأولاد كذلك ولكن بما أن هذا التصرف مرفوض مجتمعياً من قبلهم يصبح حديثهم عن فتيات مشهورات مثلا ولكن يبقى هدف الطرفين الأساسي في هذه المرحلة ليس تكوين علاقات منتهية بالزواج او تحتوي على مشاعر حقيقية إلا أنها علاقات تلبية غريزتهم لا أكثر

في نهاية المراهقة: يظهر اهتمام وانجذاب حقيقي وتبدأ مشاعر الغرام والحب الحقيقية بين الجنسين بأهداف مستقبلية كالزواج وتكوين الاسرة وغيره

Skills needed preadolescence Female only

What can be done "by the family" during childhood for a happy adolescence?

- **Preparation:** values, self-discipline, taking responsibility تربيتهم على القيم والرقابة الذاتية وتعودهم على تحمل المسؤولية
- Understanding
- Resilience المرونة
- Respect
- Friendship/Love expression مهم جدا اظهار الحب للمراهق من قبل الأهل حتى لا يحصل عليه من طرق خاطئة
- Social skills

Skipped by Dr.

Attachment Male only

- **Attachment:** 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

Skipped by Dr.

Attachment styles Male only

- **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 over-sensitive 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.

Skipped by Dr.

Contributing theorists to attachment theory Male only

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

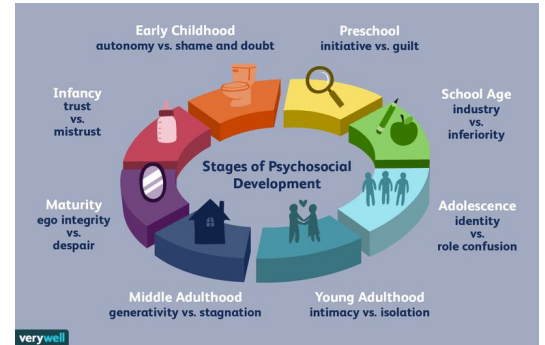
Dr : Read only

Mahler's Separation - Individuation

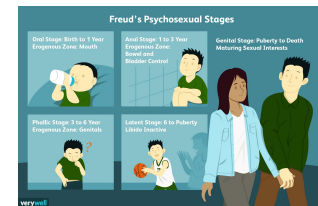
- **Normal autism (birth-2 mos)**
 - Periods of sleep outweigh periods of arousal in a state reminiscent of intrauterine life.
- **Symbiosis (2-5 mos)**
 - Developing perceptual abilities gradually enable infants to distinguish the inner from the outer world; mother-infant is perceived as a single fused 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 focus on age in red

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	Adolscence	Dating and Marriage Sexual energy	Guilt about sexuality Feelings of inadequacy Poor sexual relationships

This table was explained by the girl's Dr with emotional development.

Comparisons Of Stages of development

Instinctual Phases	Separation-Individuation	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 individuation	Object love	Identity or identity confusion
Adulthood	Mature genitality	-	Intimacy or isolation, generativity or stagnation, integrity or despair

MCQs :

1. According to Piaget's stages of cognitive development, when does adolescence start?

- | | | | |
|-------------|------------|-------------|-------------|
| A. 11 years | B. 6 years | C. 15 years | D. 19 years |
|-------------|------------|-------------|-------------|

2. A 17 year old girl was referred to Emergency because of an attempt to suicide. After talking to her, she states that her parents are divorced and one of her friends advised her to take some drugs to let go of her depression. According to factors influencing adolescents development, what could be true?

- | | | | |
|--|---|---|----------|
| A. Media can have the upper hand influence | B. Family support defect can lead to bad peer influence | C. Lacking of values & absence of one of parents can confuse a teen when comes to judging | D. B & C |
|--|---|---|----------|

3. Which of the following is false regarding cognitive development?

- | | | | |
|--|--|--|---|
| A. Memorizing is the best during childhood | B. Concentration is interrupted by day dreams in adolescence | C. IQ level increases with adolescence | D. Breaking laws in adolescence can be due to deep interpretation of orders |
|--|--|--|---|

4. Which of the following is important to avoid bad peer influence?

- | | | | |
|---|---|--|---|
| A. Showing love and support from family | B. Isolation of teen from contacting different people | C. Controlling the content of social media | D. Punishment if a teen showed bad behavior |
|---|---|--|---|

5. A 10 year old boy starts to show unusual anger when his parents ask him to do something. According to this brief history, what could be the cause behind his sudden change of mood

- | | | | |
|---------------------------|--|--|---------------|
| A. Early onset of puberty | B. Such behavior is normal to occur prior to physical changes of puberty | C. Peer influence and lack of family attention | D. Drug abuse |
|---------------------------|--|--|---------------|

G d Luck!

Team leaders

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دعاء قبل المذاكرة

اللهم ارزقني قوة الحفظ وسرعة الفهم وصفاء الذهن اللهم الهمني الصواب في الجواب
وبلغني اعلى المراتب في الدين والدنيا والآخرة واحفظني واصلحني واصلح بي الامه

دعاء بعد المذاكرة

اللهم اني استودعك ما قرأت و ما حفظت و ما تعلمت
فرده عند حاجتي إليه انك على كل شيء قدير



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