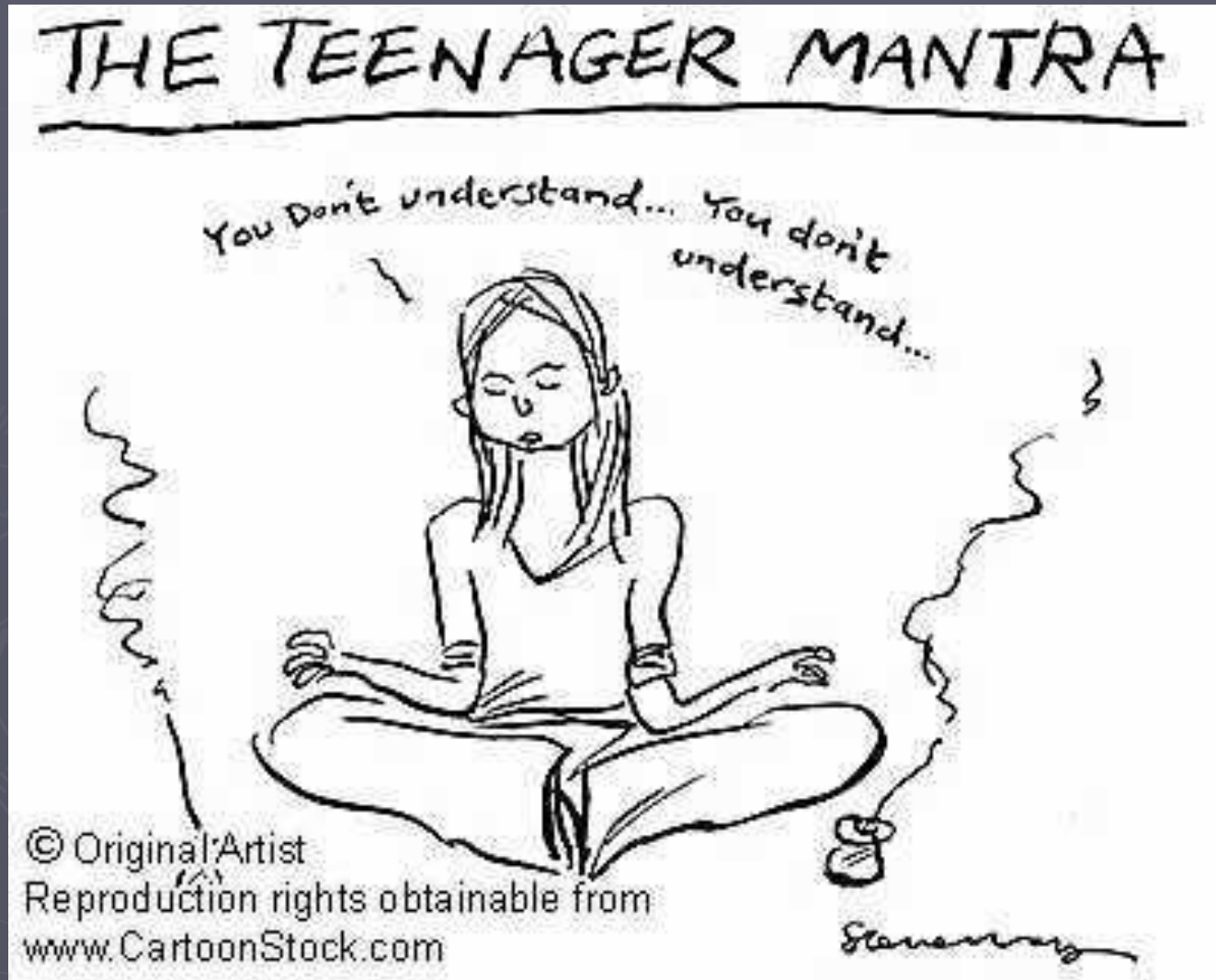
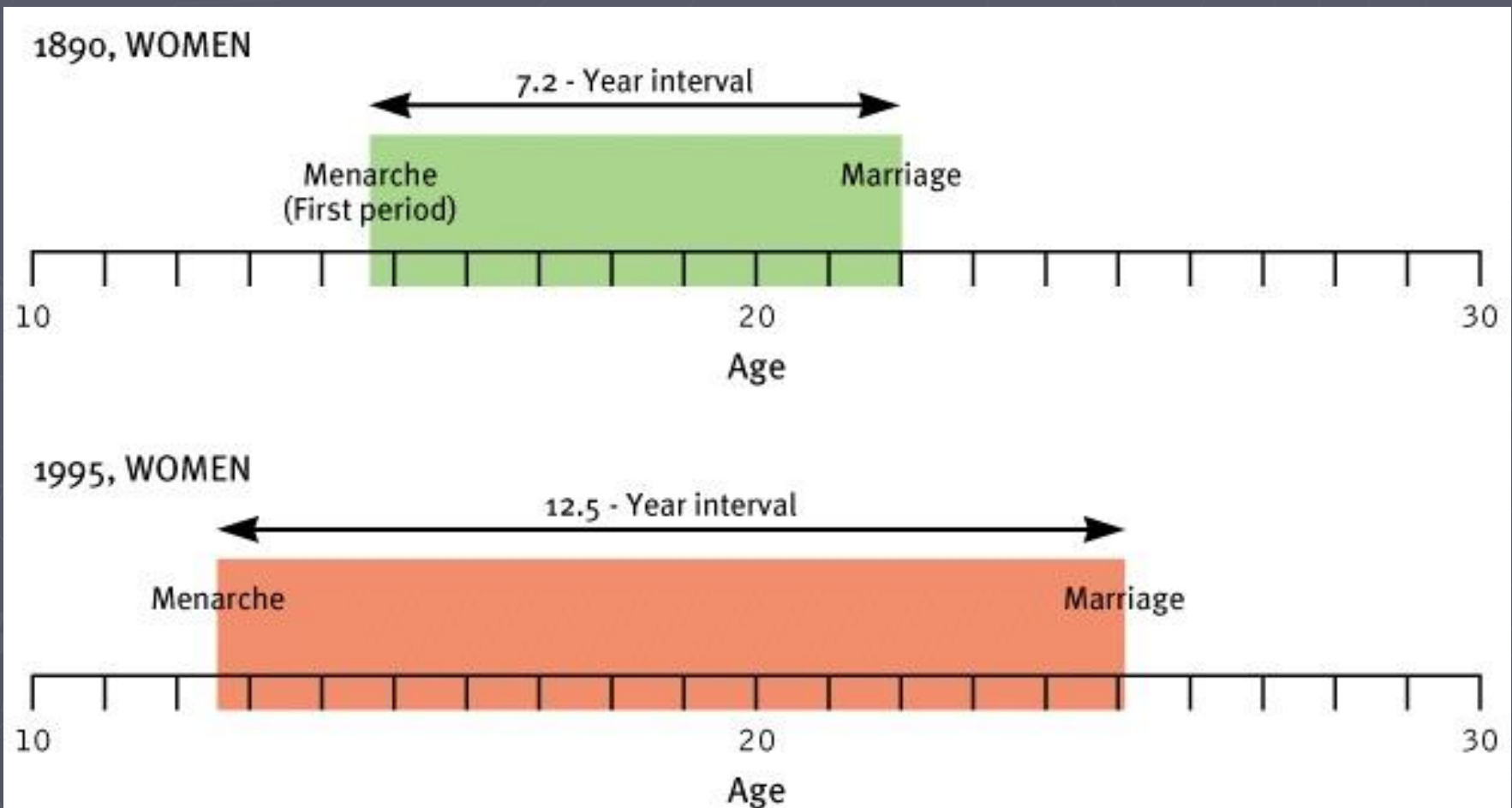


# ADOLESCENT DEVELOPMENT



# Is adolescence getting longer or shorter?



# Physical Development - puberty

- ▶ Puberty: sexual maturation and rapid physical changes, physically able to reproduce.
- ▶ The landmarks: Menarche for females, first ejaculation for males.
- ▶ Average height from childhood to adolescence
  - Different for males and females
  - Childhood: boys tend to be slightly taller than girls
  - Puberty begins earlier for females than males causing females to be slightly taller than males through the early years of puberty

# SOCIAL DEVELOPMENT

## ▶ SOCIALIZATION

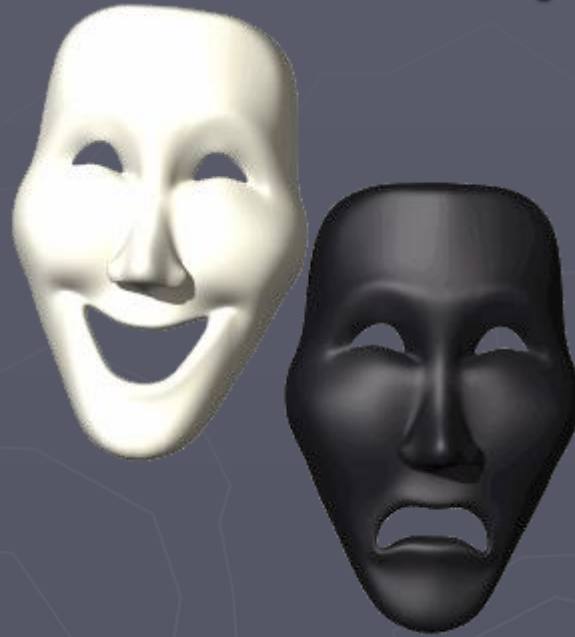
- Learning the rules of society, when to apply rules, and when to bend them
- Acquiring an identity: member of society, member of social categories, member of a family
- Learning to live w/ other people
  - ▶ Others have rights and you have limitations

# How might timing differences in the onset of puberty affect an adolescent socially?

- Boys who mature early: social advantage, become leaders, sports stars, more confidence
- Girls who mature early: often feel embarrassed, tend to date older boys, often have a difficult time w/ boys their own ages
- Boys who mature late: social disadvantage, more likely to be picked on, feelings of inferiority
- Girls who mature late: tend to be less quarrelsome and bossy, get along with peers more easily



# Social Development



Its all about forming  
an identity!!!



# Erik Erikson

- ▶ Thought our personality was influenced by our experiences with others.
- ▶ 8 Stages of Psychosocial Development, each stage centers on a social conflict.
- ▶ Positive resolutions to conflicts builds foundation for healthy development.



# ***Trust vs. Mistrust***

***Age***

***Important  
Event***

***Description***

Birth - 18  
months

Feeding


Infants form a loving, trusting relationship with parents; they may also learn to mistrust parents and others.

Basic  
Strength:  
***Hope***







# *Autonomy vs. Shame and Doubt*

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
18 months - 3 Years  Basic Strength: <b><i>Will</i></b>	Toilet Training  	Child's energies are directed toward physical skills: walking, grasping, and toilet training. The child learns control along with a healthy dose of shame and doubt.

# *Initiative vs. Guilt*

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
3 - 6 Years  Basic Strength: <i>Purpose</i>	Independence  	Child becomes more assertive, takes more initiative, becomes more forceful.

# ***Industriousness vs. Inferiority***

<i><b>Age</b></i>	<i><b>Important Event</b></i>	<i><b>Description</b></i>
<p data-bbox="19 521 540 606">6 - 12 Years</p> <p data-bbox="19 799 569 1120">Basic Strength: <i><b>Competence</b></i></p>	<p data-bbox="647 521 927 606">School</p> 	<p data-bbox="1188 521 1845 1406">The child must deal with demands to learn new skills while risking a sense of inferiority and failure</p>

# Primary influence on resolution

## Stages 1-4

- Largely determined by others (Parents, teachers, peers)

## Stages 5-8

- Individual has more control over environment
- Individual responsibility for crisis resolution in each stage.

# The adolescent mind...

- ▶ Cognitive Development (Which stage?)
  - Adolescents can think in more abstract terms (hypothetical situations)
  - RATIONALIZATION:
    - ▶ Explaining why something happened in a way that preserves their self-esteem (what else is that an example of?)
      - Egocentrism

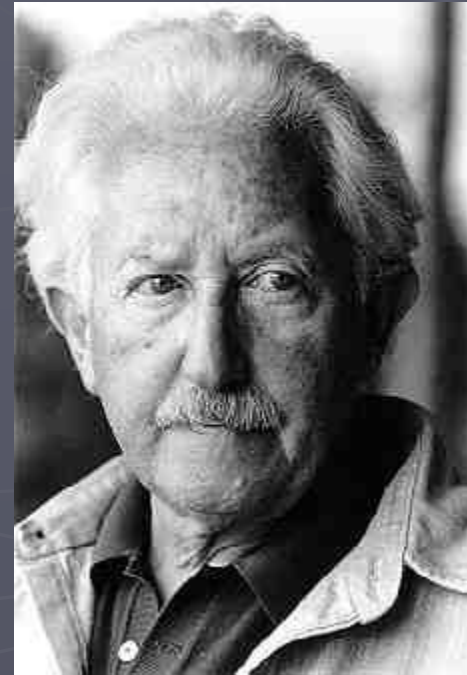


# Personal Development

- ▶ Adolescents tend to be idealistic
  - Compare the hypothetical to real life
    - ▶ Why not quit your job?
  - Messiah complex - believe they can save the world from evil.
  - Problems adolescents develop
    - ▶ Invulnerability
    - ▶ Indecisive
    - ▶ Feelings that adults do not measure up
    - ▶ 80% have committed crimes for which they could have been arrested

# Identity

- ▶ One's sense of self.
- ▶ The idea that an adolescent's job is to find oneself by testing various roles.



# Consider your current sense of identity...

- ▶ Write down 10 different answers to the following question:
  - “Who am I?”
    - ▶ You may respond in terms of your roles and responsibilities, groups you belong to, religious beliefs, personality traits, needs, feelings, behaviors, hobbies, etc.
    - ▶ List only those which are really important. Those that if lost, would make a real difference in your sense of identity.
    - ▶ Now, consider each one individually, and imagine what your life would be like if it was no longer true.
      - Eg: if you wrote down son/daughter, how would your role change with the death of a parent?
    - ▶ After consideration, rank them in the order of importance to who you feel you are. (Consider the adjustment required if you “lost” the item.)

# Personal Development

## ► Identity development

- Erikson's theory of identity crisis
- Be unique vs. fitting in
- Social identity tends to form around one's distinctiveness.
- Include everything about themselves and express it in a socially acceptable way
- Children live in the present / adolescents think about the future

# Identity Statuses - Marcia

- **Identity-achievement** individuals have considered several occupational choices and reevaluated past beliefs—they've gone through a crisis period—and they've committed to an occupation and an ideology, whether or not their decisions conflict with parental wishes.
- **Identity-diffusion** subjects lack commitment; they may or may not have experienced a crisis period. Clearly, they have not decided on an occupation, nor are they much concerned about it. They are uninterested in ideological matters or they take a smorgasbord approach in which they sample from all.
- **Identity-moratorium** adolescents are still in the crisis period, unable to make a commitment. In their struggle, they are attempting some compromise among parental wishes, society's demands, and their own capabilities.
- **Identity-foreclosure** individuals have made a commitment without experiencing a crisis. The line between parental goals and their own is unclear. They are becoming what others have intended for them. Their personalities may be marked by rigidity; if faced with a situation in which parental values were nonfunctional, they might feel extremely threatened.



# *Identity vs. Role Confusion*

*Age*

*Important  
Event*

*Description*

13-21 years  
Adolescence

Peers

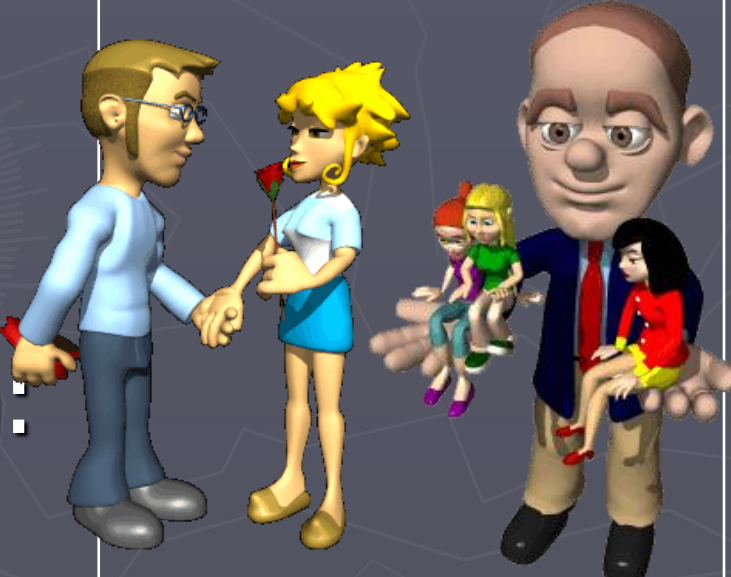
Teens must achieve self-identity while deciphering their roles in occupation, politics, and religion.

Basic  
Strength:  
*Fidelity*







# *Intimacy vs. Isolation*

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
21-39 years (Young Adult) Basic Strength: <b>Love</b>	Relationships 	The young adult must develop marriage-seeking relationships while combating feelings of isolation.

# *Generativity vs. Stagnation*

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
40-65 years (Middle Adult) Basic Strength: <i>Care</i>		Assuming the role of parents signifies the need to continue the generations while avoiding the inevitable feeling of failure.

# *Integrity vs. Despair*

<i>Age</i>	<i>Important Event</i>	<i>Description</i>
65+ years (Late Adult) Basic Strength: <b><i>Wisdom</i></b>	Life Reflection 	Acceptance of one's lifetime accomplishments and sense of fulfillment.



# Personal Development

## ► Contributions of Erikson

- Personality develops throughout life
- Identity crisis in adolescence
- Realizes impact of social, cultural, personal, situational forces in forming personality.

## ► Criticisms of Erikson

- Identity crisis may only apply to those affluent enough to explore identities
- Point out that he studied mostly troubled / disturbed adolescents.
  - Adolescents chosen at random appear to be progressing smoothly through adolescence and do not experience a crisis.