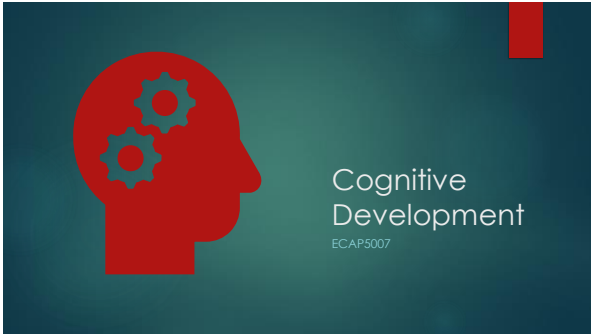
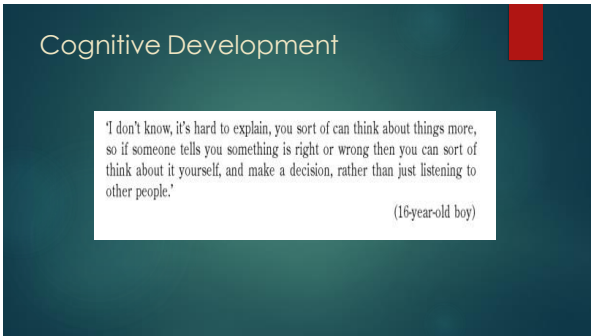
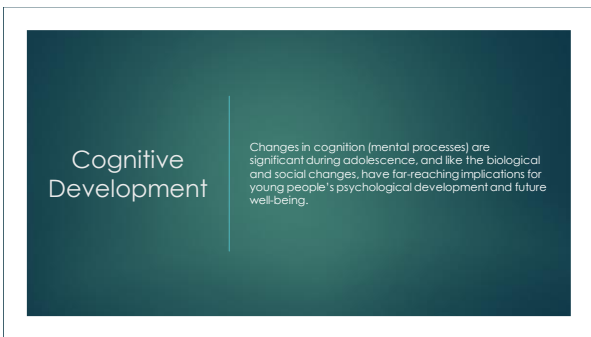




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Focal Points

In adolescence, individuals become better able to think about what is possible instead of thinking of only what is real.

Adolescents develop the ability to think in abstract terms.

Thinking becomes more multidimensional, rather than limited to a single issue.

Adolescents are also able to think in relative rather than absolute terms as is the case with children.

4

Are adolescents argumentative?

The media portrays an image that adolescent individuals are more argumentative than children, especially when it comes to their relationship with their parents.

Do you agree with this portrayal? Why?



5

Cognitive Development

Cognition: those aspects of the mind (i.e. attention, memory, emotion) related to the acquisition, modification, and manipulation of knowledge in particular contexts (Bjorklund, 1999).

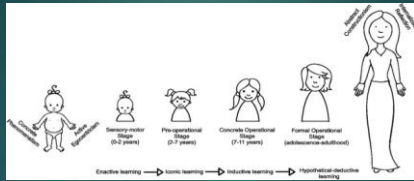
Knowledge: Declarative ("knowing that")
Procedural ("knowing how")
Conceptual ("knowing why")

Cognitive processes: Reasoning (e.g. deductive, inductive, analogical, problem-solving, encoding, learning, and retrieval)

Meta-cognition: the ability to reflect upon and evaluate one's own knowledge or someone else's knowledge (Moshman, 1998).

6

Piaget (1896-1986)



7

Piaget



*Sanrock, J. (2011). Adolescence (10th Ed). London: McGraw Hill.

8

Piaget - Cognitive Development

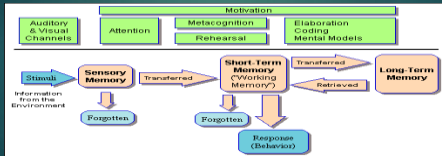
Piaget's Formal Operations Stage (key points):

- Ability to think abstractly
- Ability to use formal logical rules
- Ability to use experimental methods
- Skills start to emerge at about 12, but not fully developed until about 15
- Weak cross-cultural support especially in cultures that do not value the scientific method

9

Information-Processing Theory

Emphasizes that individuals manipulate information, monitor it, and strategize about it.



10

Information-Processing Theory



The goal of informational-process theory is to explain how the mind manages information.



Central = Theory and study of memory.

Encoding
Storage
Retrieval

11

Information-Processing Theory

Gradual changes in the ability to take in, use, and store information (key aspects):

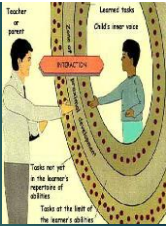
- Improvement in spatial, verbal and math skills
- Increased memory capacity
- Size of knowledge base large enough to allow wide application
- Improved "multi-tasking"
- Growth of meta-cognition

12

Socio-cultural Cognitive Theory

Vygotsky (1896–1934)

- ❑ Cognition cannot be separated from its social (cultural) environment.
- ❑ Cognitive skills are mediated by language, and forms of discourse.
- ❑ Cognitive skills have their origins in social relations and culture.



13

Social Cognition

David Elkind (1967)

Adolescent egocentrism

Personal fable (overdifferentiation of feelings and notion of uniqueness)
– The Diary of a Young Girl, Anne Frank (1947), Catcher in the Rye (Salinger, 1994).

Enhanced self-consciousness

Impression formation

14

The “Imaginary Audience” (Elkind, 1967)

A psychological construct where imaginary observers constantly monitor one behavior

Often leads to the construction of elaborate scenarios about other’s thoughts

Observers are thought to focus on whatever is most important to the adolescent at that moment



15

Cognitive Development (summary)

Cognitive skills development are influenced by learning environment, individual interests, and motivation.

"There is no single driver of cognitive change during this stage, but rather a multitude of both internal and external factors which underlie a complex developmental process" (Coleman, 2011, p. 45).

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Cognitive Development (summary)

Emotions may now be triggered by abstract ideas, anticipated future events, and recalled past events.

Emotional responses to interpersonal relationships intensify.

Enhanced cognitive abilities allow for recognition of the complex, multiple, and multiply determined emotions of self and others.

17

Challenges facing those involved with adolescents

Communication – adolescents may often fail to heed common sense or adult warnings because they simply may not be able to understand and/or accept reasons that seem logical and reasonable to adults.

Do not assume that you and an adolescent are having the same understanding of a conversation.



18

Challenges facing those involved with adolescents

To appreciate consequences of risky behaviour, one has to have the ability to think through potential outcomes and understand the permanence of consequences, due to an immature prefrontal cortex, adolescents are not skilled at doing this (yet).

Adolescents do not take information, organize it, and understand it in the same way that adults do — they have to learn how to do this.

19

Challenges facing those involved with adolescents

During this time of development, adolescents need adult mentors and role-models who can demonstrate how to make more rational (thought out) decisions and how to control emotions in a safe environment.

Adult mentors and role-models can support young people to handle complex social situations involving strong emotions – such as social anxieties, romantic relationships, academic pressures, desires for immediate gratification vs. long term goals, moral dilemmas, and success/failure (Steinberg, 1993).



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