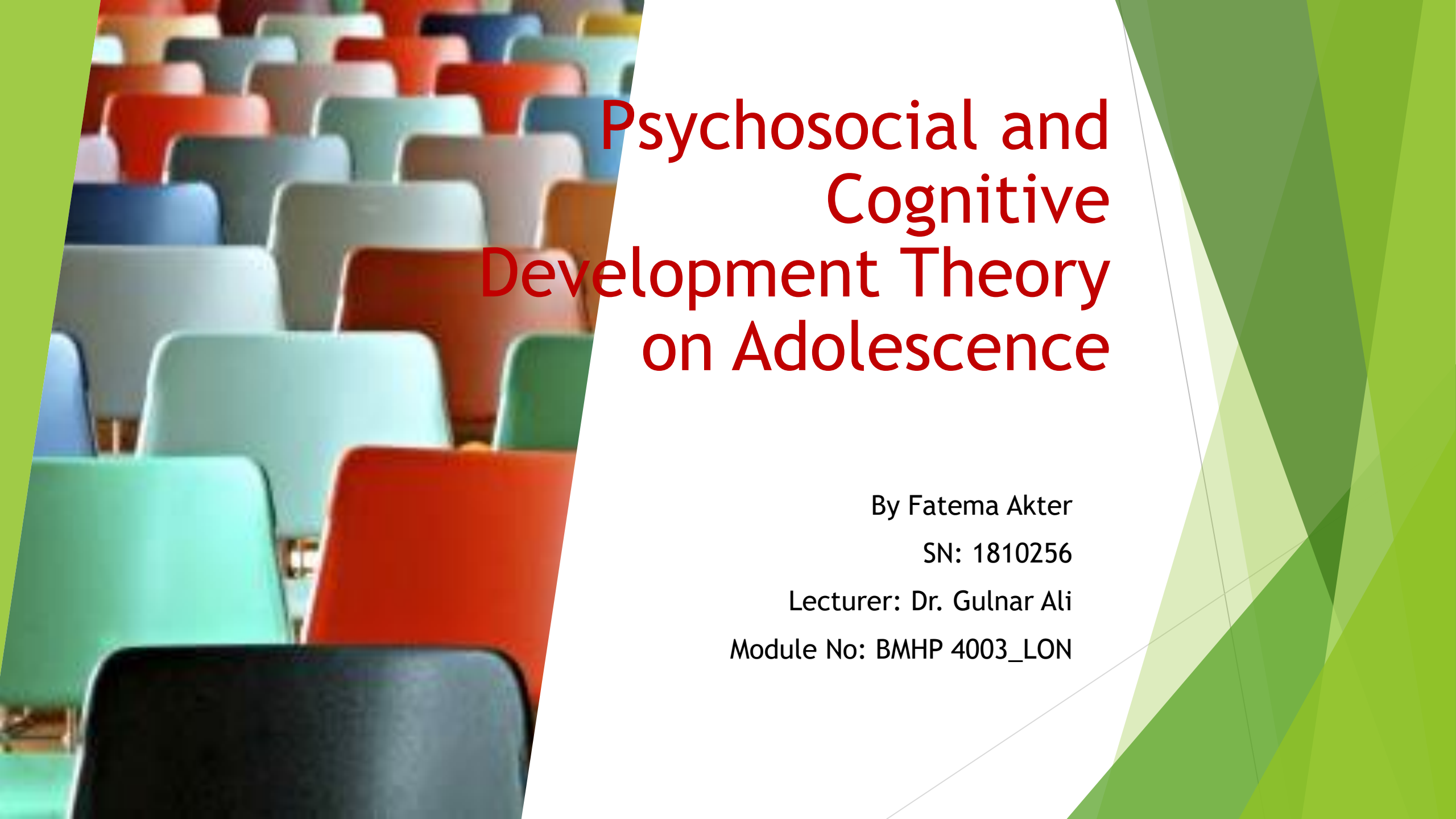




Psychosocial and Cognitive Development Theory on Adolescence

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Aim and Objectives

Aim	To introduce effective life span development theories on adolescence by outlining the stages and considerations that need to be made
Objective 1	To outline the stages of adolescence
Objective 2	To analyse its developmental theories through exploring Erikson's and Piaget's theories.
Objective 3	To explain psychosocial and cognitive developmental theories are developed by them through considering different focuses in their studies and assumptions.
Objective 4	To present the relevance of the theory in recent times.

Developmental Theories of Adolescence

Theories of Adolescence (Muuss, R., et.al., 1996; Rice and Dolgin, 2002)		
Developmental Area	Primary Theorist	Main Focus
Biological	G. Stanley Hall, Arnold Gesell, James Tanner	Focus of the period is physical and sexual development determined by genes and biology.
Psychological	Sigmund Freud, Anna Freud	Focus on adolescence as a period of sexual excitement and anxiety.
Psychosocial	Erik Erikson	Focus is on identity formation; adolescents struggle between achieving identity and identity diffusion.
Cognitive	Jean Piaget	Focus is on formal operational thought; moving beyond concrete, actual experiences and beginning to think in logical and abstract terms.
Ecological (interaction between individual and environment)	Urie Bronfenbrenner	Focus is on the context in which adolescents develop; adolescents are influenced by family, peers, religion, schools, the media, community, and world events.
Social Cognitive Learning	Albert Bandura	Focus is on the relationship between social and environmental factors and their influence on behavior. Children learn through modeling.
Cultural	Margaret Mead, Carol Gilligan	Focus is on the culture in which the child grows up.

Erickson's Psychosocial development theory

	Age Group	Crisis	(+) outcome	(-) Outcome
1	0-1 year Infant,	Basic trust v Mistrust	Hope	Fear and suspicion
2	2 year Toodler	Autonomy v Shame and doubt	Independence/ personal will	Shame, doubt
3	3-5 year, Pre-schooler	Initiative v Guilt	Purpose	Inadequacy
4	6-12 years (Schooler)	Industry v Inferiority	Competence	Inferiority
5	12-18 years (Adolescence)	Identity v Role confusion	Fidelity	Rebellion
6	18-40 yr (Young Adults_	Intimacy v Isolation	Love	Isolation and unhappiness
7	40-45 (Middle age)	Generativity v Stagnation	Care	unproductive
8	65+ (Older Age)	Integrity v Despair	Wisdom	dissatisfaction

Adolescence Development

- ▶ Teenagers are individuals with a unique personality and interests, there are also numerous developmental issues that just about every teen faces during the early, middle and late adolescent years
- ▶ According to Department of Clinical and Social Sciences in Psychology
- ▶ As per Smetana. J. et al (2006), Adolescence begins with biological changes and ends with cultural understanding.
- ▶ They defined adolescence in three different stages namely:
 - ❖ Early adolescence (10-13 years)- Drastic biological changes like puberty
 - ❖ Mid-adolescence (14-17 years)- Lack of definition within the knowledge
 - ❖ Late adolescence (18-20 years)- Further brain development.
- ▶ However, research suggest that brain does not mature until mid-twenties.
- ▶ **Erikson explained a person experiences a psychosocial crisis which could be positive (Fidelity) or negative outcome (Rebellion) for personality development.**

Three basic elements of Piaget's Cognitive theory

Schema	Adaptation process	Stages of Cognitive development
Intelligent behaviour/	Assimilation- existing schema to deal with objects	Sensory motor
Way of organising things/	Accommodation - to adapt ways to deal with	preoperational
Knowledge of behaviour	Equilibrium-growth with leaps and bounds	Concrete operational Formal operational

Relevance of Piaget's theory

Piaget focused on formal operational thought where teenagers move beyond concrete and actual experiences Rice & Dolgin(2002).

- ▶ The adolescents behaviours and attitudes are considered into five comprehensive zones which are as follows, Spano. A. (2004):
 - ▶ (a) moving toward independence
 - ▶ (b) future interests and cognitive development;
 - ▶ (c) sexuality;
 - ▶ (d) physical changes; and
 - ▶ (e) ethics and self-direction.

Erikson and adolescence

- ▶ Erik Erikson focussed on identity formation, and how adolescents struggle to form an identity, Spano. A. (2004).
- ▶ Identity formation and identity confusion are present in adolescence which are marked as crucial in Erikson's bipolar personality aspects, Zilanawala. A. (2017).
- ▶ Identity: a consistent definition of one's self as a Unique individual in terms of roles , attitudes, beliefs and aspirations
- ▶ With the growth, teenagers are influenced by outside factors such as: parents, peers, community, culture, religion, school, world events and the media.
- ▶ For example: Increased peer pressure and the desire to fit into society can lead to excessive alcohol consumption and substance abuse that can lead to poor health, NHS health Scotland(2017).
- ▶ To deal with any adolescence psychosocial or cognitive development problem they can approach local facilities like Talking therapies and CBT (Cognitive Behaviour Therapy)

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