

How to Study Adolescence

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How to Study Adolescence

I-Introduction

Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

II-THE SCIENTIFIC STUDY OF ADOLESCENT DEVELOPMENT

THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

THE SECOND PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

The Emerging Structure of the Field of Adolescent Development

**The Study of Adolescence as a Sample Case for Understanding
Plasticity and Diversity in Development**

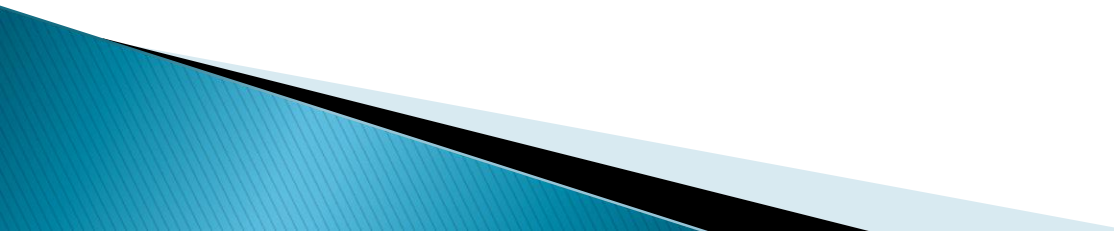
III-Developmental Systems Models of Human Development

IV-Integrating Developmental Systems Theory in the Study of Adolescence

V-Applying the Developmental Systems of Adolescence: Perspectives About Research and Application

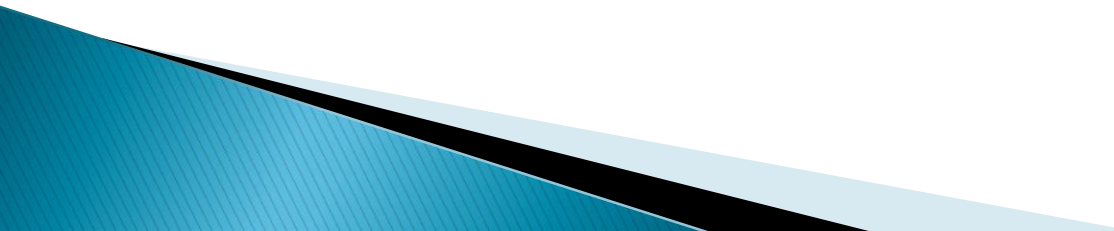
Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

There are numerous manifestations of the severity and breadth of the problems besetting the youth, families, and communities.

- 1–Drug and alcohol use and abuse
 - 2–Unsafe sex, teenage pregnancy, and teenage parenting
 - 3–School under-achievement, school failure, and dropout
 - 4–Delinquency, crime, and violence.
 - 5–Lack of job prepared-ness
 - 6–Challenges to their physical health.
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Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

How did we reach this precarious point in the quality of the health of youth every where ?

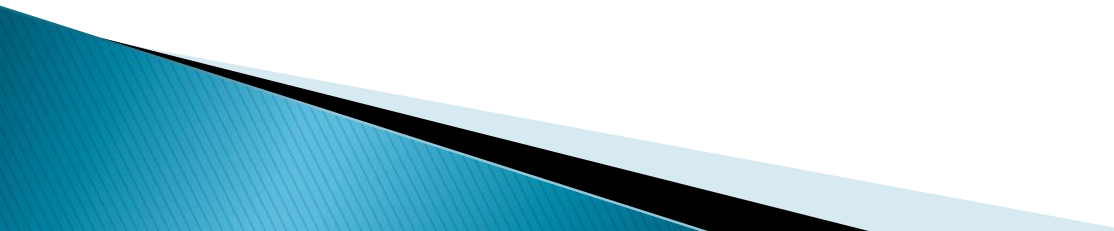


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For too long scholars followed a model that

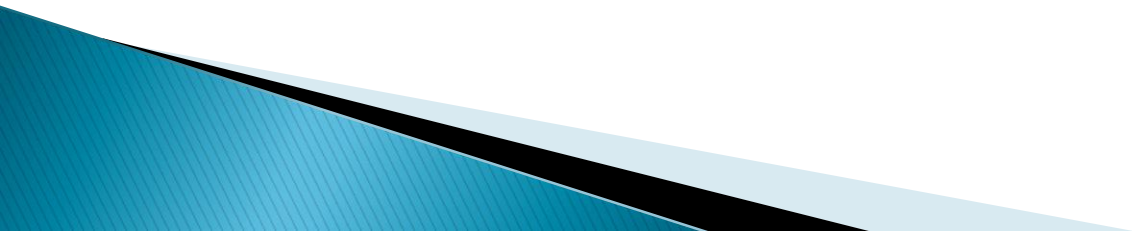
- 1–separate basic science from application
- 2–disembedded the adolescent from his or her context and treated the variables that were presumed to influence the behavior and development of youth as if they could be studied and understood in a

**decontextualized, reductionist
manner.**



Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

3–Thus, the conception of developmental process in this model often involved causal splits between
**individual and context,
organism and environment,
nature and nurture.**



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Theories based on this model emphasized either

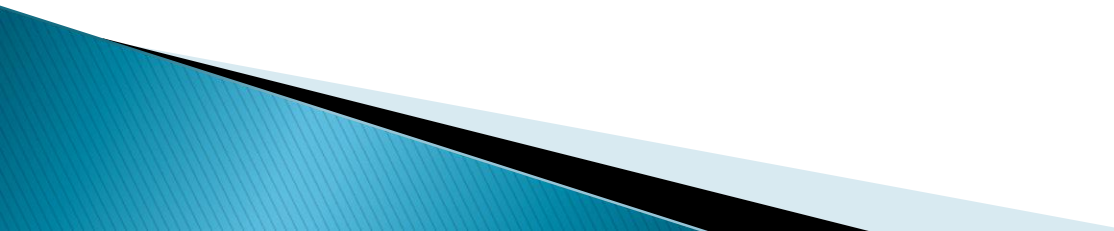
- predetermined organismic bases of development, as in attachment theory, ethological theory, behavioral genetics psychoanalytic theory, and neopsychanalytic theory,

- or environmental, reductionist, and mechanistic bases of behavior and behavior change.

Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

Conclusion

Scholars studying human development have for too long used a theoretical model of human development that was not able to be deployed usefully in understanding the relational nature of development and of the synthesis between basic and applied concerns legitimated by relational models of development.



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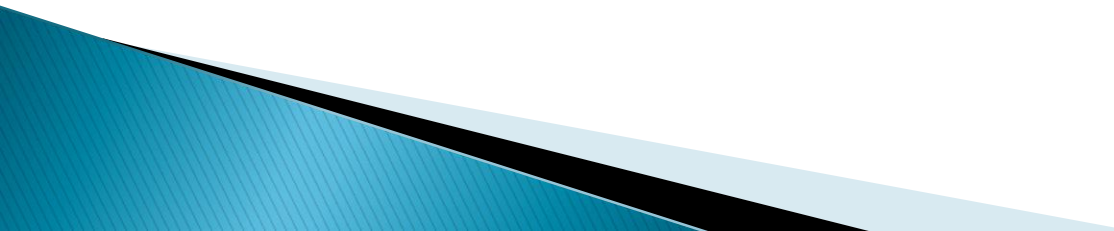
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THE SCIENTIFIC STUDY OF ADOLESCENT DEVELOPMENT

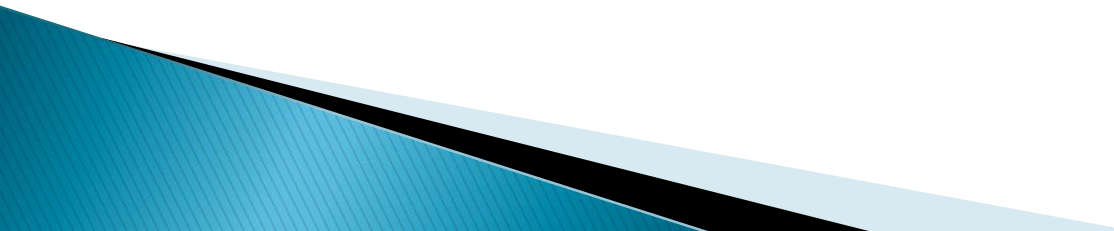
- ▶ More than 2000 years ago Aristotle described **three successive, 7-year periods** (infancy, boyhood, and young manhood) prior to the person's attainment of full, adult maturity.
 - ▶ In the 15th century the first use of the term *adolescence* appeared. The term was a derivative of the Latin word *adolescere*, which means to grow up or to grow into maturity
 - ▶ The 20th century, the scientific study of the second decade of life was born. The history of the scientific study of adolescence has had two overlapping phases and is, on the cusp of a third.
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THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ 1904 G. Stanley Hall, with his work *Adolescence*, initiated the scientific study of adolescence. Fancying himself as the “Darwin of the mind” Hall sought to translate the ideas of Ernst Haeckel, (embryologist) , into a theory of life span human development. Haeckel advanced the idea of **recapitulation: recapitulation:** The adult stages of the ancestors comprising a species’ evolutionary (phylogenetic) history were repeated in compressed form as the embryonic stages of the organism’s ontogeny

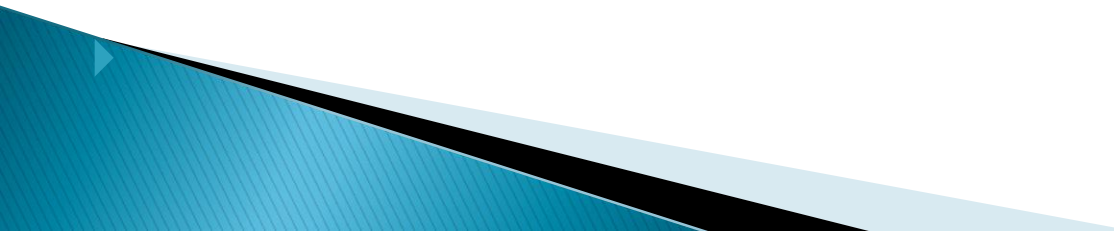
THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

Hall extended Haeckel's idea of recapitulation beyond the prenatal period in order to fashion a theory of human behavioral development. **To Hall, adolescence represented a phylogenetic period when human ancestors went from being beastlike to being civilized.** Hall saw adolescence as a period of storm and stress, as a time of universal and inevitable upheaval.

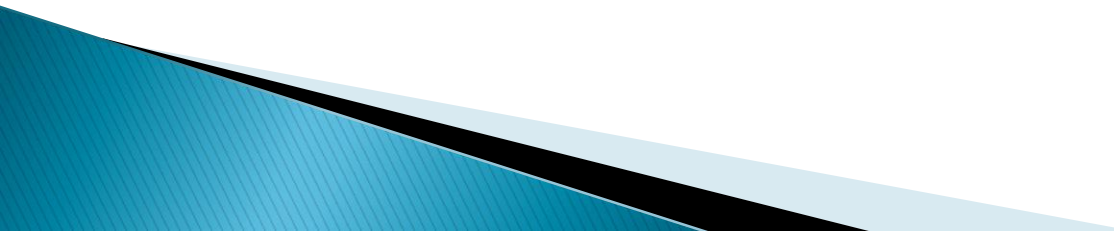


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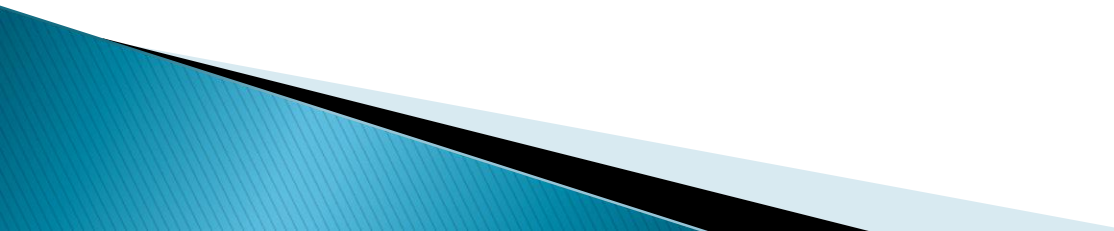
Other theorists of adolescent development used a conceptual lens comparable to Hall's, biological reductionism and his deficit view of adolescence.

- ▶ Anna Freud, saw adolescence as a biologically based and universal developmental disturbance.
 - ▶ Erikson (1950) viewed the period as one in which an inherited maturational ground plan resulted in the inescapable psychosocial crisis of identity versus role confusion.
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THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ The developmental theory of cognition proposed by Piaget involved a more integrative view of nature and nurture, the predominant focus of his ideas was on the emergence of formal logical structures and not on the adolescent period per se.
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THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ Basic theoretical and empirical advances in several areas have permitted the advance of research on adolescence.
 - ▶ life-span developmental psychology
 - ▶ life-course sociology
 - ▶ social support, stress and coping, and cognitive development
 - ▶ important contributing areas in the biomedical sciences include endocrinology and adolescent medicine.
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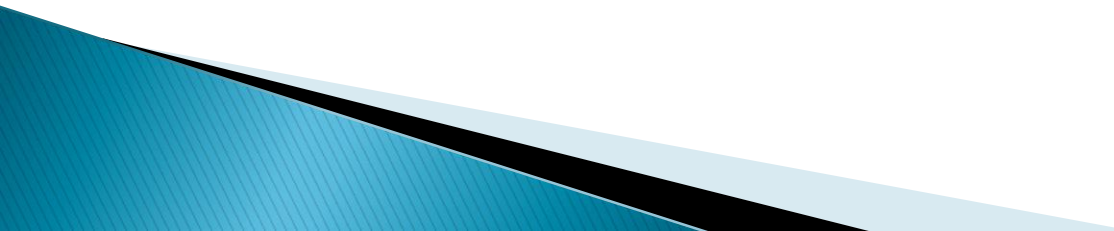
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THE SECOND PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ From the late 1970s the adolescent period has come to be regarded as an ideal *natural ontogenetic laboratory* for studying key theoretical and methodological issues in developmental science.
 - ▶ There are several reasons for the special salience of the study of adolescent development to understanding the broader course of life span development.
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THE SECOND PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ 1–First, the years from approximately 10 to 20 not only include the considerable physical and physiological changes associated with puberty but also mark a time when the **interdependency of biology and context in human development is readily apparent.**

THE SECOND PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

- ▶ **2–The multiple individual and contextual transitions into, throughout, and out of this period, involving the major institutions of society (family, peers, schools, and the workplace).**
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A–The integrated designed and natural ecology was of major interest because its study was regarded as holding the key to

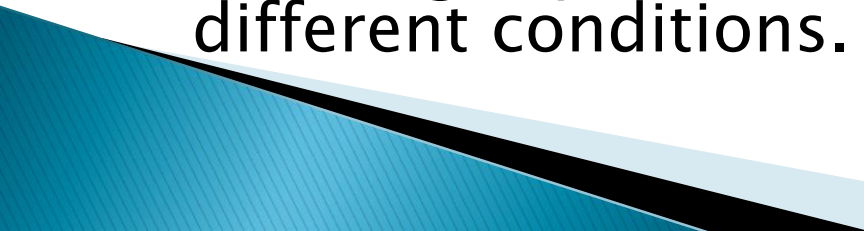
1–Understand the **system of relations between individuals and contexts** that is at the core of the study of human development

2–Provid evidence that theories about the character of **interacting developmental system** are more useful in accounting for the **variance** in human ontogeny than are theories whose grounding is either exclusively in nature or exclusively in nurture.

The Emerging Structure of the Field of Adolescent Development

The Study of Adolescence as a Sample Case for Understanding Plasticity and Diversity in Development

B–Understanding the bases, parameters, and limits of the **plasticity of human development**.

- 1–An optimistic view about the potential for interventions into the course of life to enhance human development, to improve life outcomes, gave force to the idea that positive development could be promoted for all.
 - 2–Plasticity meant also that particular instances of human development found within a given sample or period of time were not necessarily representative of the **diversity** of development that might potentially be observed under different conditions.
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The Emerging Structure of the Field of Adolescent Development

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C–Need to develop and deploy methods that could **Simultaneously study changes in the multiple levels of organization involved in the development of diverse individuals and contexts.**

1–Multivariate longitudinal designs were promoted as key to the study of the relatively plastic developmental system.

2–The development of empirical tools, such as
–change–sensitive measures
–sophisticated data analysis techniques, and strategies

such as triangulation of observations within and across both quantitative and qualitative domains of inquiry.



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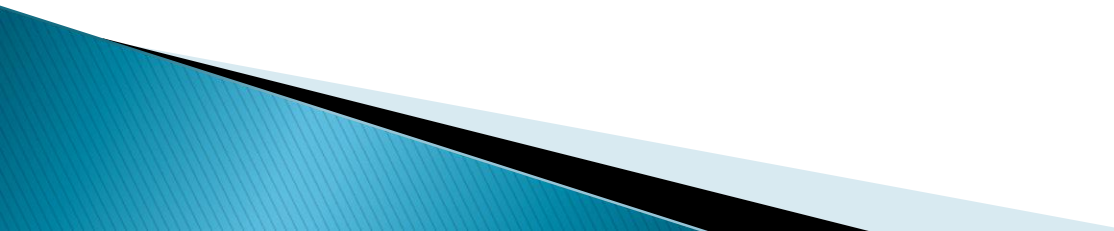
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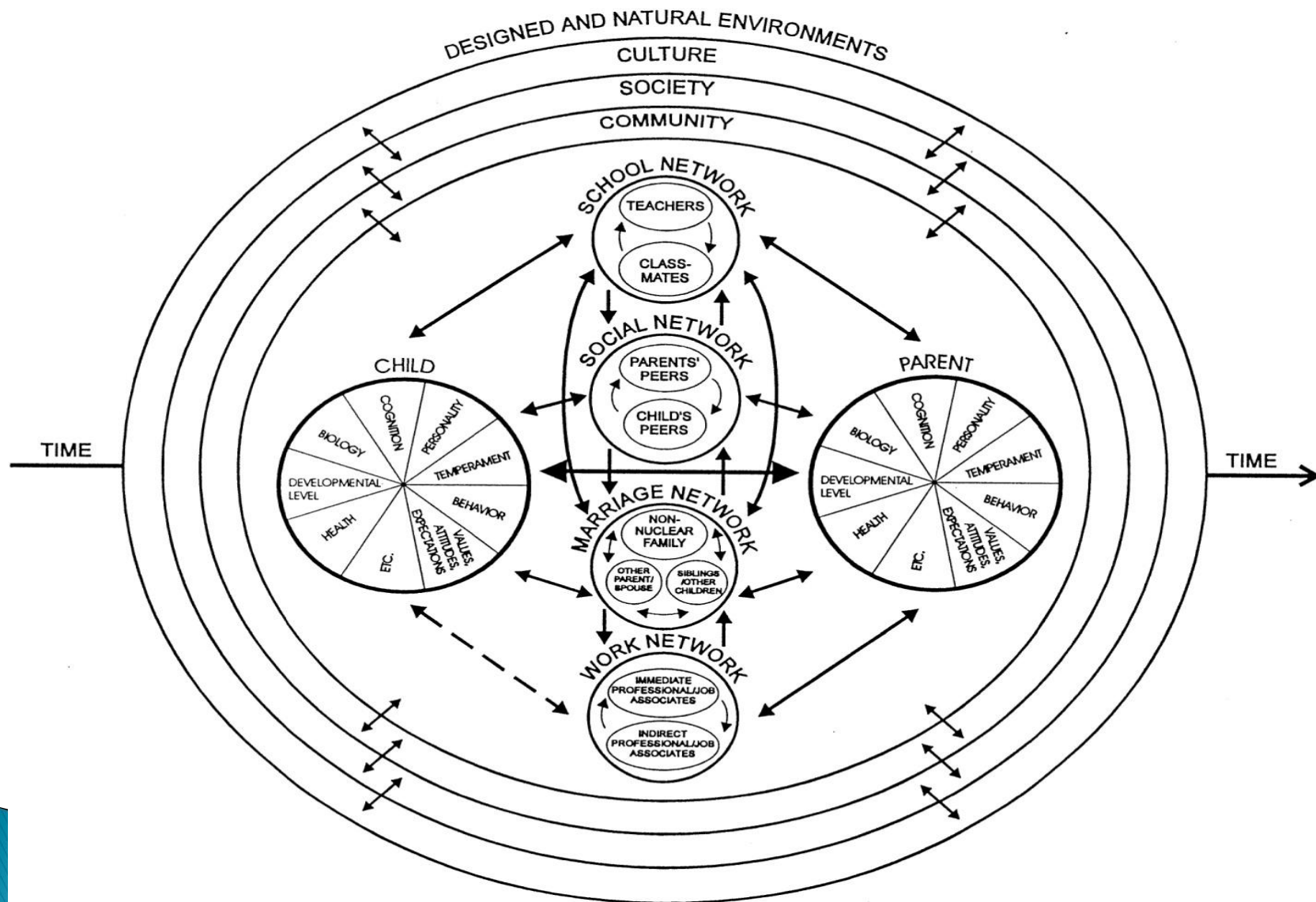
1 –The stress in contemporary developmental theories is on a “healing” of the nature nurture split and on accounting for how the integrated developmental system functions.



Developmental Systems Models of Human Development

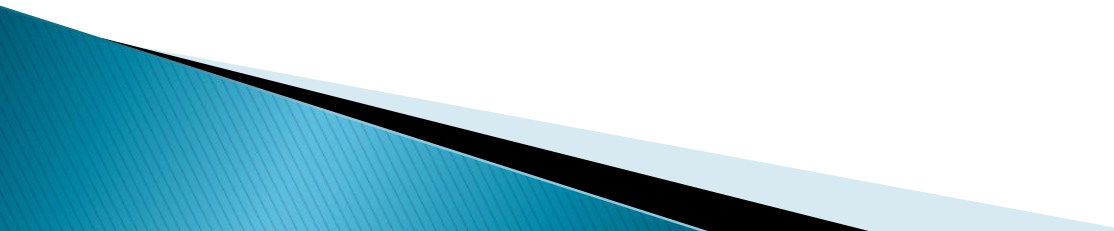
2–It is characterized by an increase of complexity or organization at all levels of analysis (molecular, sub-cellular, cellular, and organismic) as a consequence of horizontal and vertical coactions among its parts, including organism–environment coactions.





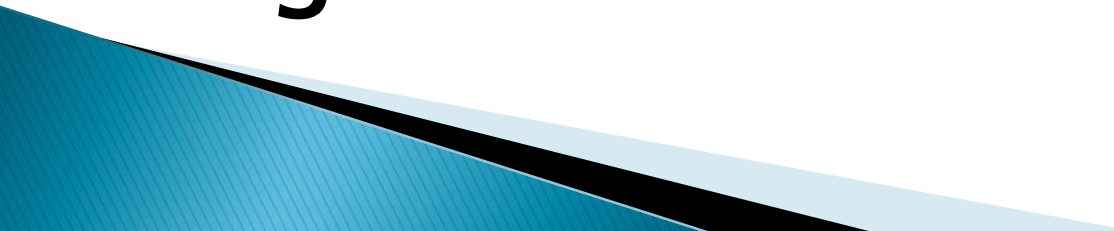
Developmental Systems Models of Human Development

3–Contemporary developmental theory and research is associated with theoretical ideas stressing that the systemic dynamics of individual–context relations provide the bases of behavior and developmental change.



Developmental Systems Models of Human Development

4–It emphasizes that systematic and successive change (i.e., development) is associated with alterations in the dynamic relations among structures from multiple levels of organization



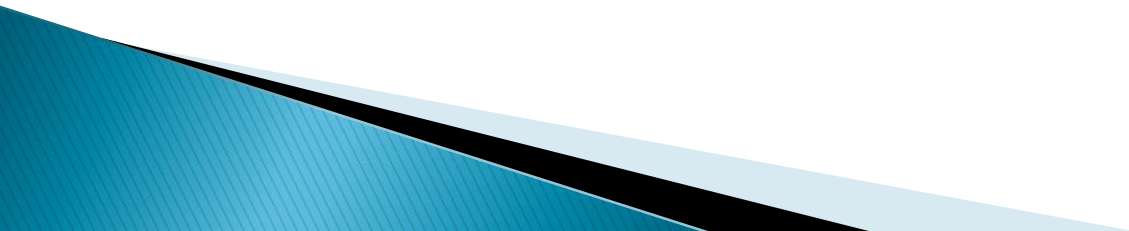
Developmental Systems Models of Human Development

**Four interrelated, “fused”,
assumptive dimensions constitute
the power of contemporary
theories of human development.**

- ▶ Accordingly, it is useful to discuss these dimensions to illuminate the key theoretical and methodological issues pertinent to understanding how biological, psychological, and contextual processes combine to promote behavior and development in adolescence.

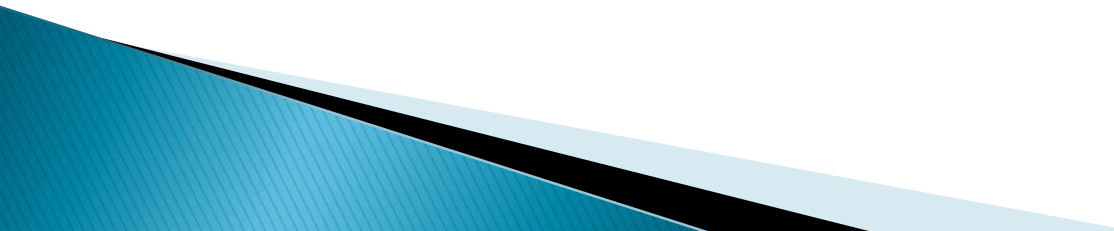
Developmental Systems Models of Human Development

- 1–Change and Relative Plasticity**
- 2–Relationism and the Integration of Levels of Organization**
- 3–Historical Embeddedness and Temporality**
- 4–Limits of Generalizability, Diversity, and Individual Differences**

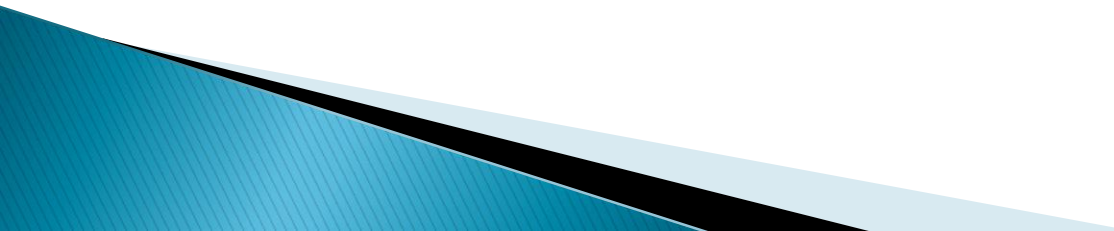


Developmental Systems Models of Human Development

1 –Change and Relative Plasticity 1

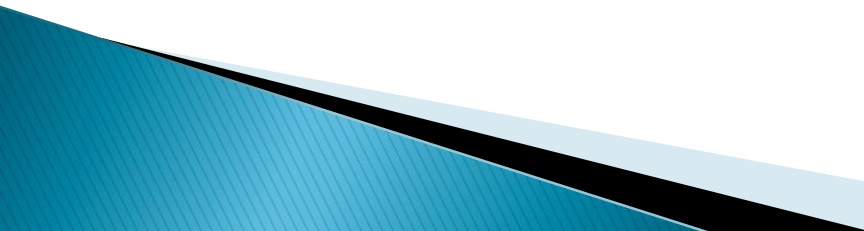
- ▶ Contemporary theories stress that the focus of developmental understanding must be on systematic *change*.
 - ▶ This focus is required because of the belief that the potential for change exists across the life span. Although it is also assumed that systemic change is not limitless (e.g., it is constrained both by past developments and by contemporary contextual conditions),
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1 –Change and Relative Plasticity 2

- ▶ Contemporary theories stress that *relative plasticity* exists across the life span, although the magnitude of this plasticity may vary across ontogeny.
 - ▶ There are important implications of relative plasticity for the application of developmental science.
 - ▶ For instance, the presence of relative plasticity legitimates a proactive search in adolescence for characteristics of youth and of their contexts that, together, can influence the design of policies and programs promoting positive development.
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Developmental Systems Models of Human Development
2-Relationism and the Integration of Levels of Organization1

Contemporary theories stress that the bases for change, and for both plasticity and constraints in development, lie in the relations that exist among the **multiple levels of organization that constitute the substance of human life**. These levels range from :

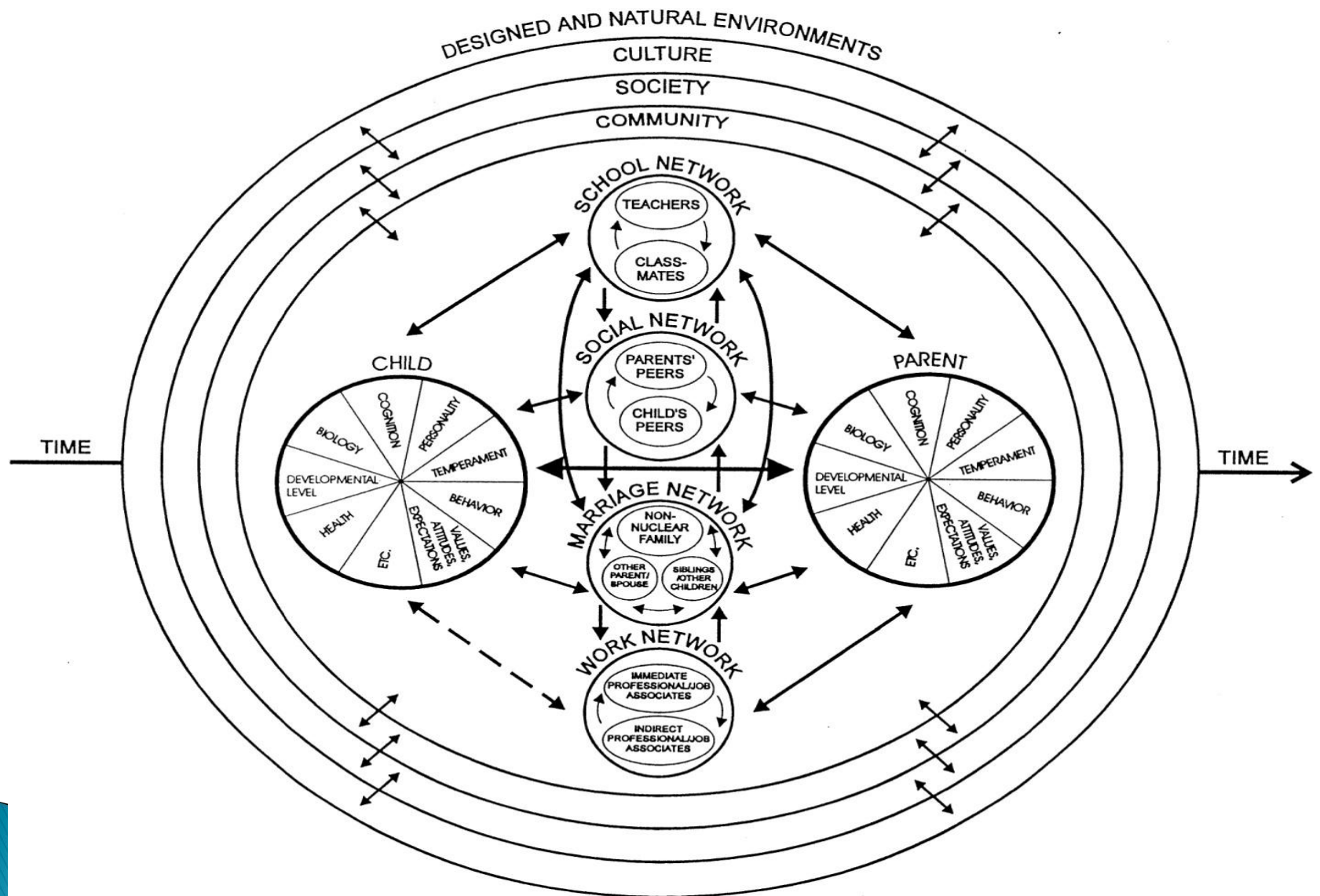


Developmental Systems Models of Human Development
2-Relationism and the Integration of Levels of Organization2

- ▶ The inner biological level,
- ▶ The individual or psychological level
- ▶ The proximal social relational level (involving dyads, peer groups, and nuclear families)
- ▶ The socio-cultural level (including key macroinstitutions such as educational, public policy, governmental, and economic systems)
- ▶ The natural and designed physical ecologies of human development.

These levels are structurally and functionally integrated, thus requiring a systems view of the levels involved in human development.

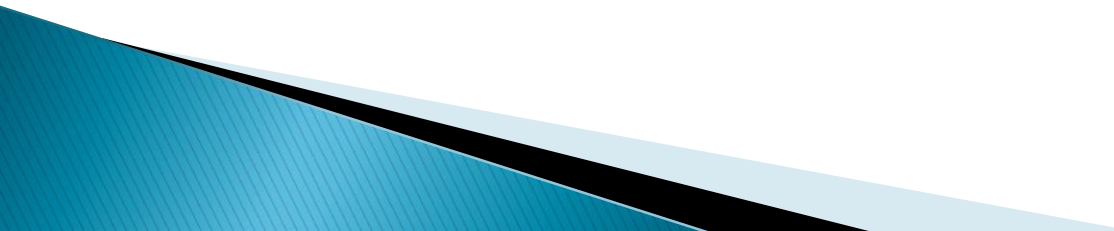


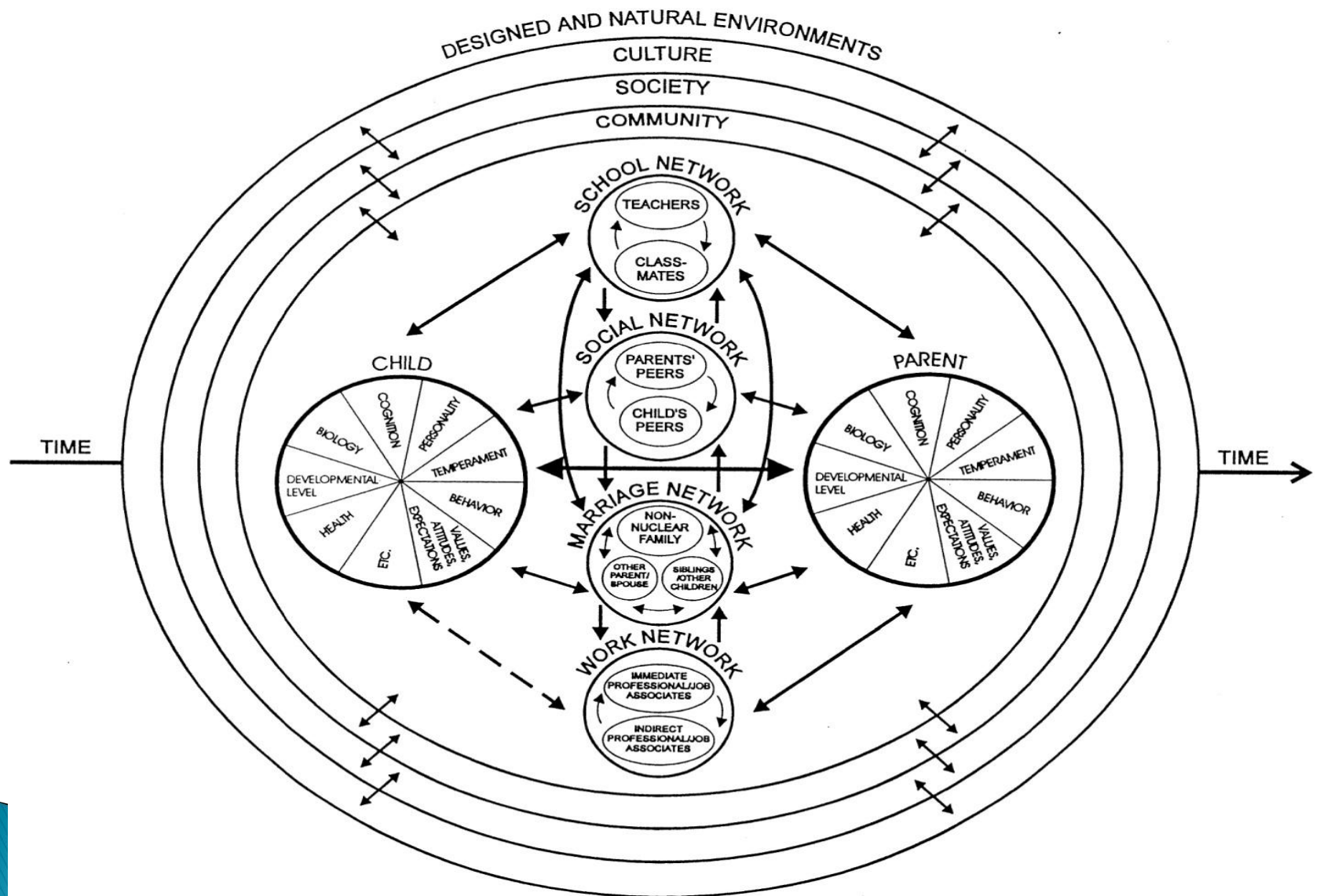


Developmental Systems Models of Human Development

2-Relationism and the Integration of Levels of Organization-3

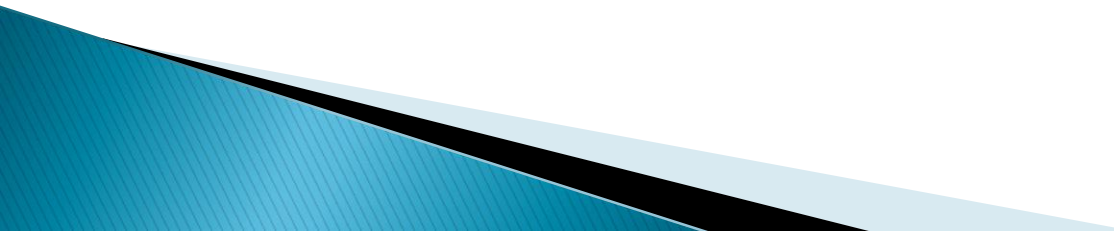
Variables associated with any level of organization are structured in relationship to variables from other levels; the qualitative and quantitative dimensions of the function of any variable are shaped as well by the relations that variable has with those from other levels.





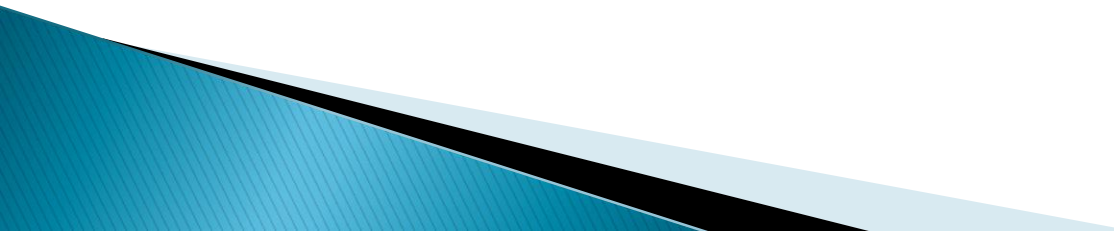
Developmental Systems Models of Human Development

3–Historical Embeddedness and Temporality –1

- 1–The relational units of analysis of concern in contemporary theories are understood as change units.
 - 2–The change component of these units derives from the ideas that all of the biological, psychological, and social and physical ecological levels of organization involved in human development **are embedded in history, that is, they are integrated with historical change.**
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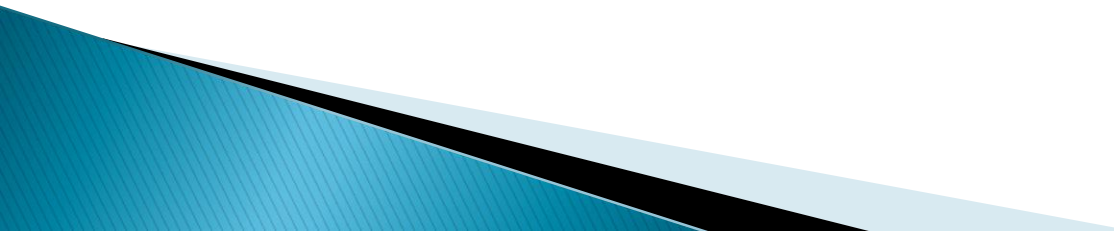
Developmental Systems Models of Human Development

3–Historical Embeddedness and Temporality –2

- 3–Relationism and integration mean that no level of organization functions as a consequence of its own isolated activity.**
 - 4–Each level functions as a consequence of its fusion (structural integration) with other levels. History (i.e., change over time) is incessant and continuous, and it is a level of organization that is fused with all other levels.**
 - 5–This linkage means that change is a necessary, inevitable feature of variables from all levels of organization. In addition, this linkage means that the structure, as well as the function, of variables changes over time.**
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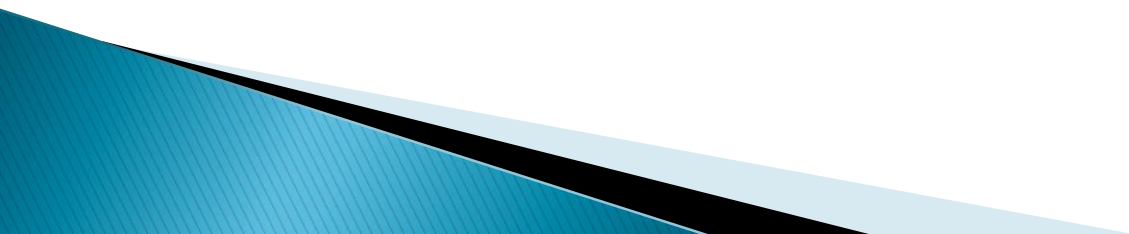
Developmental Systems Models of Human Development
3–Historical Embeddedness and Temporality –3

5–The concept of evolution can be applied to functional changes. In turn, at more macro levels of organization, many of the historically linked changes in social and cultural institutions or products are evaluated in the context of discussions of the concept of progress.



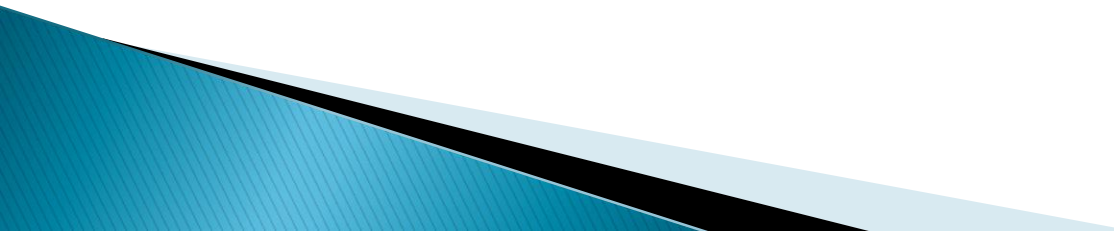
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3–Historical Embeddedness and Temporality –4

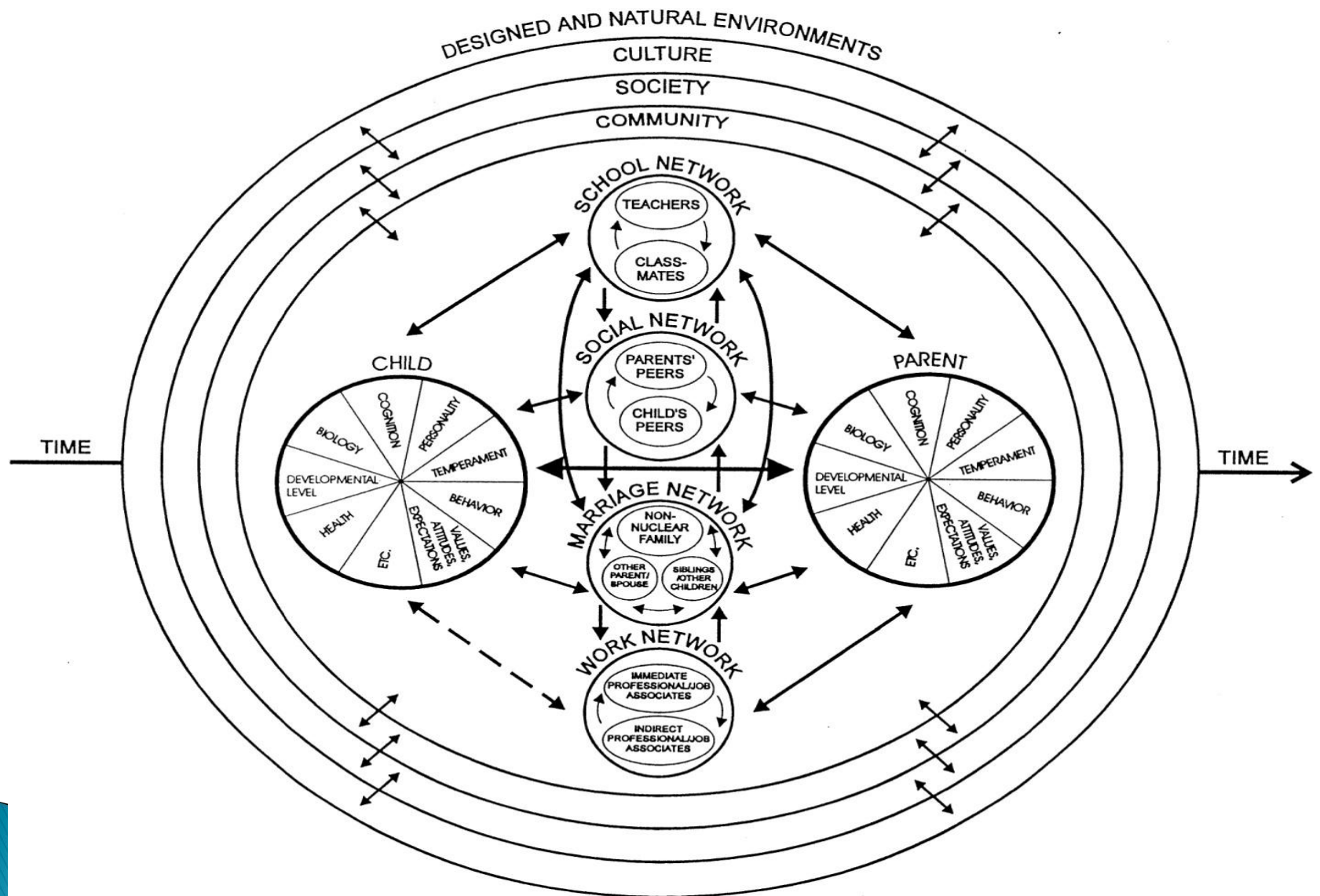
6–The continuity of change that constitutes history can lead to both intra individual (or, more generally, intra–level) continuity or discontinuity in development, depending on the rate, scope, and particular substantive component of the developmental system at which change is measured.



Developmental Systems Models of Human Development
3–Historical Embeddedness and Temporality –7

In sum, because historical change is continuous, temporality is infused in all levels of organization. This infusion may be associated with different patterns of continuity and discontinuity across people. The potential array of such patterns has implications for understanding the importance of human diversity.





Developmental Systems Models of Human Development

4–Limits of Generalizability, Diversity, and Individual Differences –1

1–The temporality of the changing relations among levels of organization means that changes that are seen

- within one historical period (time of measurement)**
- or with one set of instances of variables from the multiple levels of the ecology of human development**

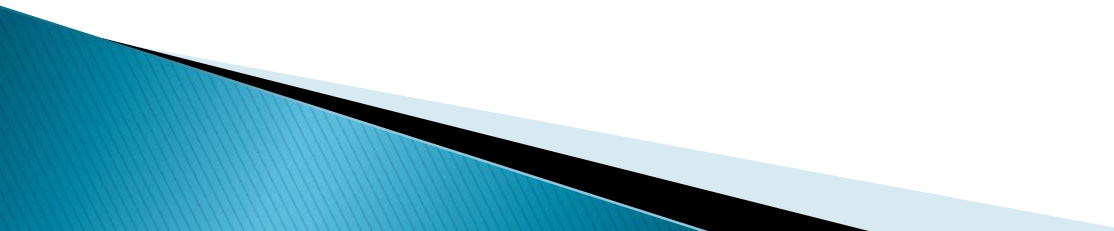
may not be seen at other points in time.

What is seen in one data set is only an instance of what does or could exist.

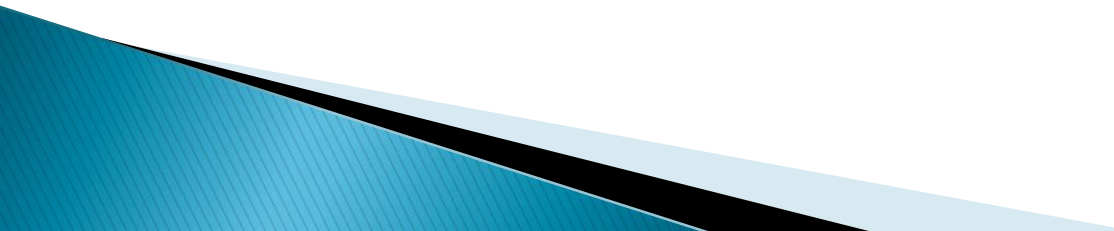


Developmental Systems Models of Human Development

4–Limits of Generalizability, Diversity, and Individual Differences –2


- 2–Accordingly, contemporary theories focus on diversity of people, relations, settings, and times of measurement.**
 - 3–Diversity is the exemplar of the presence of relative plasticity in human development.**
 - 4–Diversity is also the best evidence that exists of the potential for change in the states and conditions of human life.**
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5-Individual differences within and across all levels of organization are seen as having core, substantive significance in the understanding of human development.



6-The individual structural and functional characteristics of a person constitute an important source of his or her development.

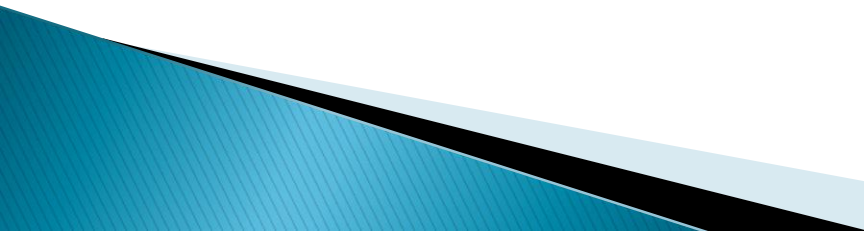
7-The individuality of each person promotes variation in the fusions he or she has with the levels of organization within which the person is embedded.



Developmental Systems Models of Human Development

4-Limits of Generalizability, Diversity, and Individual Differences –5

Example: The distinct actions or physical features of a person promote differential actions (or reactions) in others toward him or her.

- ▶ These differential actions, which constitute feedback to the person, shape at least in part further change in the person's characteristics of individuality.
 - ▶ For example, the changing match, congruence, or goodness of fit between the developmental characteristics of the adolescent (e.g., regarding temperament) and of his or her context (e.g., the temperamental styles or behavioral demands of teachers, parents, or peers) provide a basis for consonance or dissonance in the ecological milieu of the youth.
 - ▶ The dynamic nature of this interaction constitutes a source of variation in positive and negative outcomes of developmental change.
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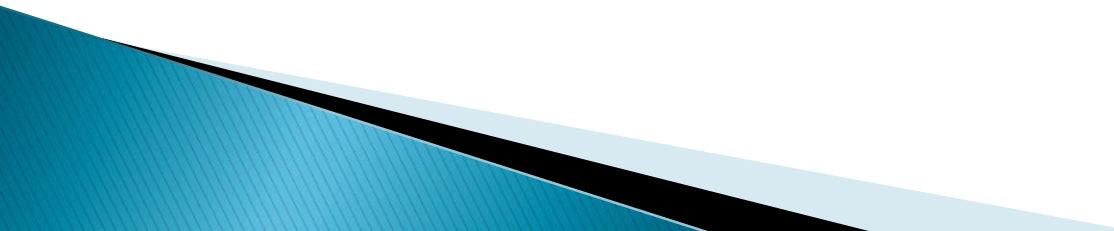
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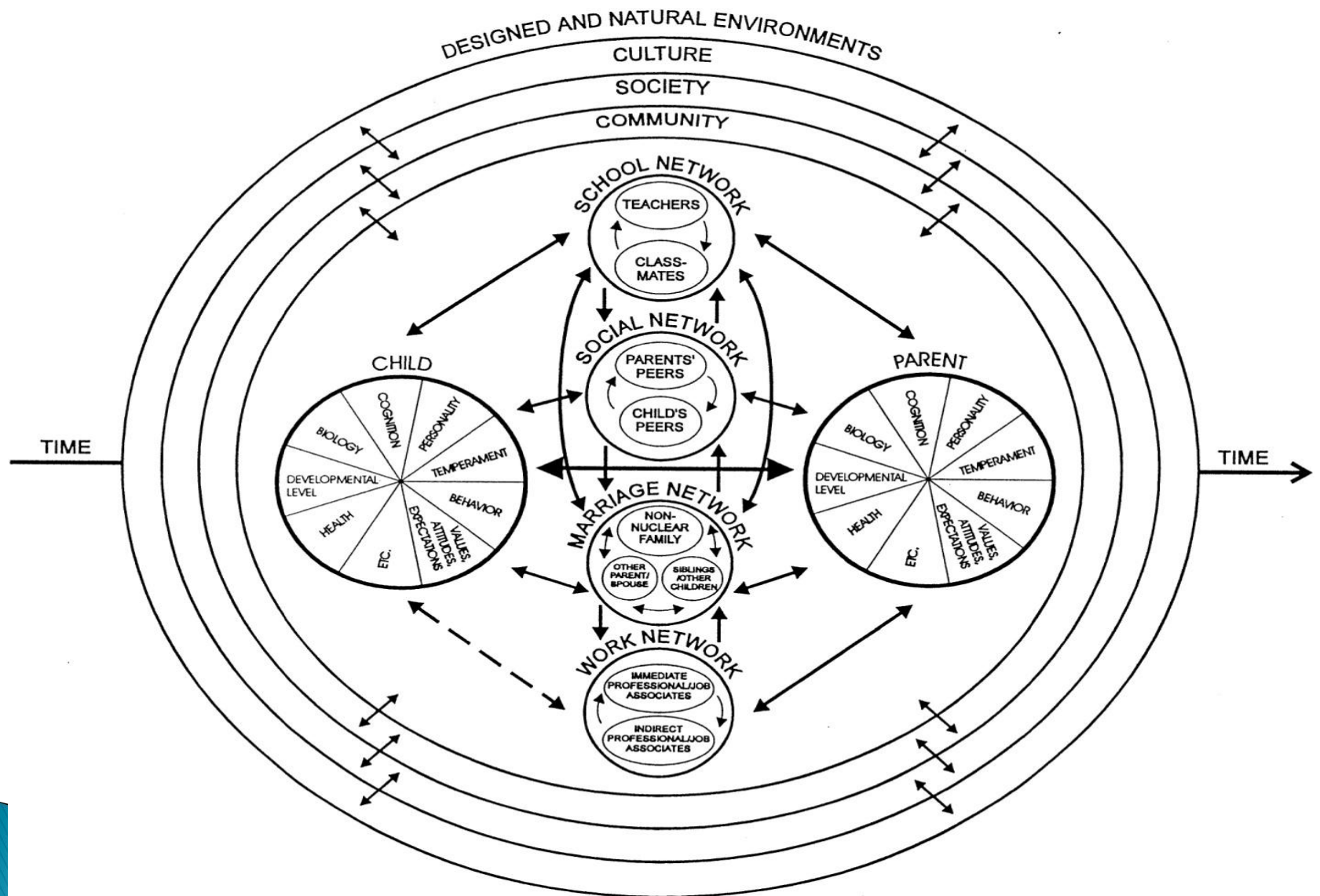
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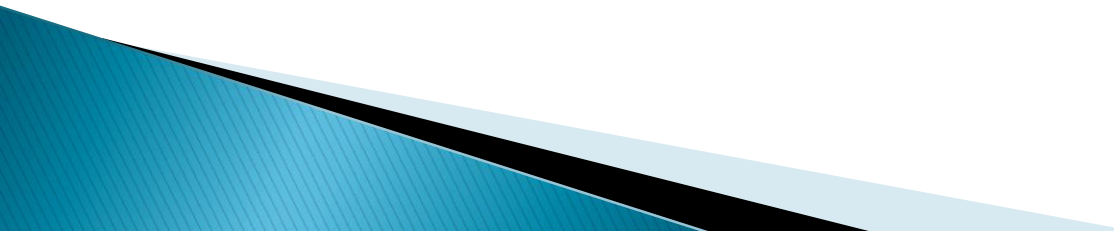
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Integrating Developmental Systems Theory in the Study of Adolescence

- ▶ All levels of organization integrated within the developmental system change. Therefore, from the perspective of developmental systems theory in general, or of developmental contextualism more specifically, **adolescents and their families, communities, and societies develop, showing systematic and successive changes over time.**
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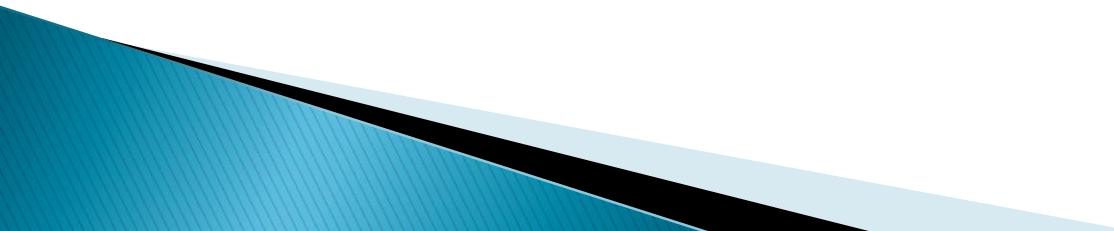
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- ▶ These changes are interdependent. Changes within one level of organization (developmental changes in personality or cognition within the adolescent) are reciprocally related to developmental changes within other levels (involving changes in parenting practices or spousal relationships within the familial level of organization).
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Integrating Developmental Systems Theory in the Study of Adolescence

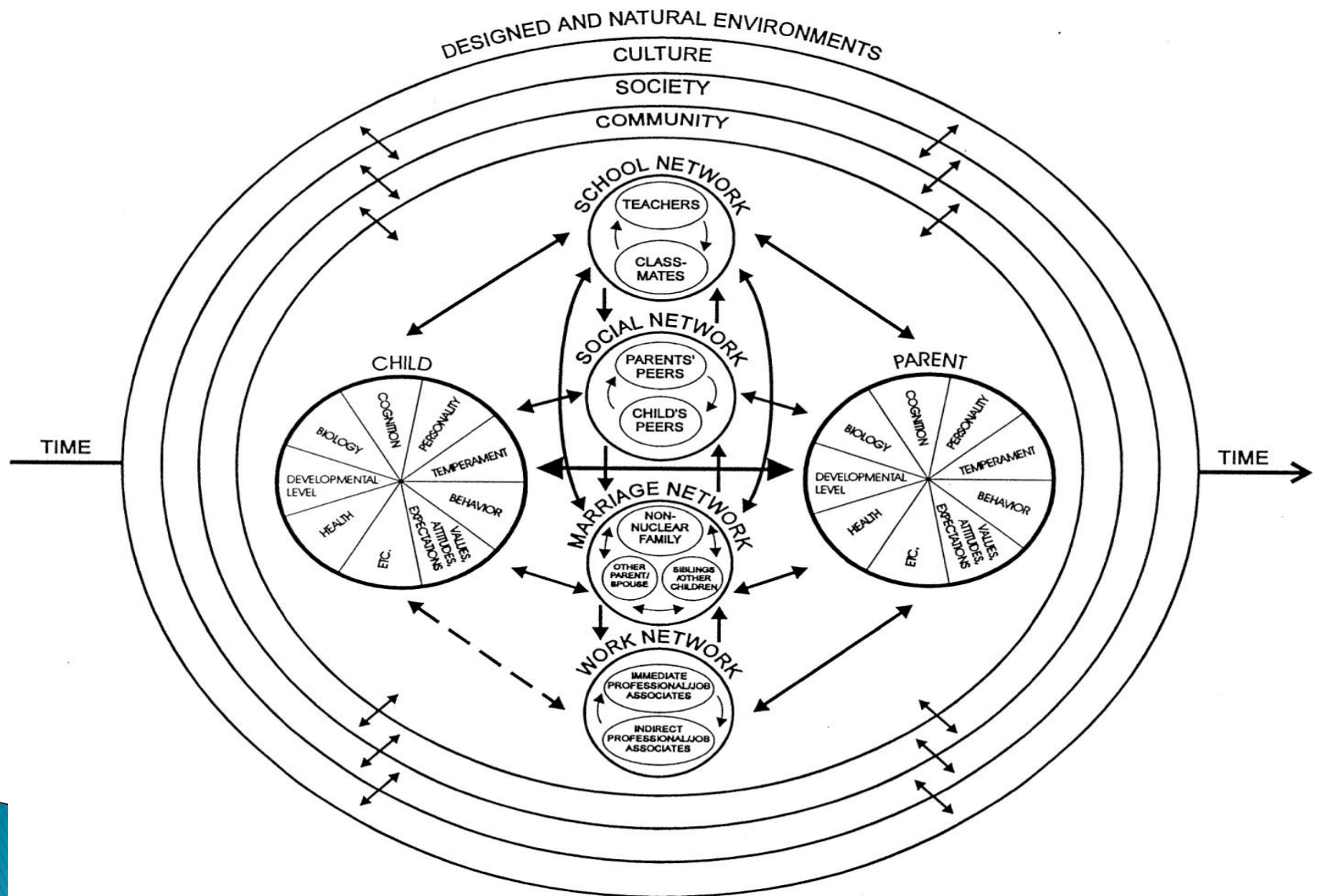
- ▶ The reciprocal changes among levels of organization are both products and producers of the reciprocal changes within levels.

For example, over time, parents' "styles" of behavior and of rearing influence adolescents' personality and cognitive functioning and development. In turn, the interactions between personality and cognition constitute an emergent "characteristic" of human individuality that affects parental behaviors and styles and the quality of family life.

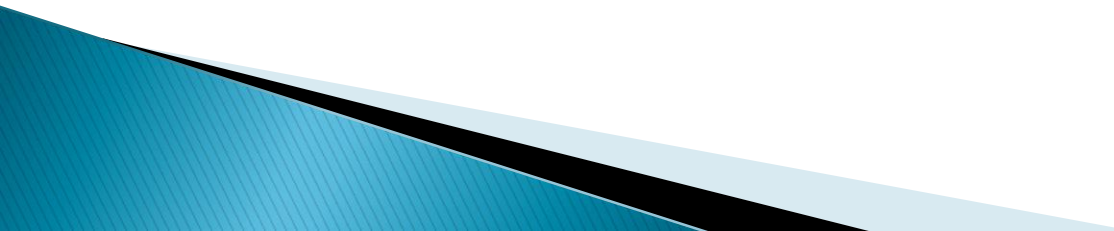


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- ▶ Given that adolescent development is the outcome of changes in this developmental system, then, for the ontogeny of the young person, **the essential process of development involves changing *relations* between the developing youth and his or her changing context.**

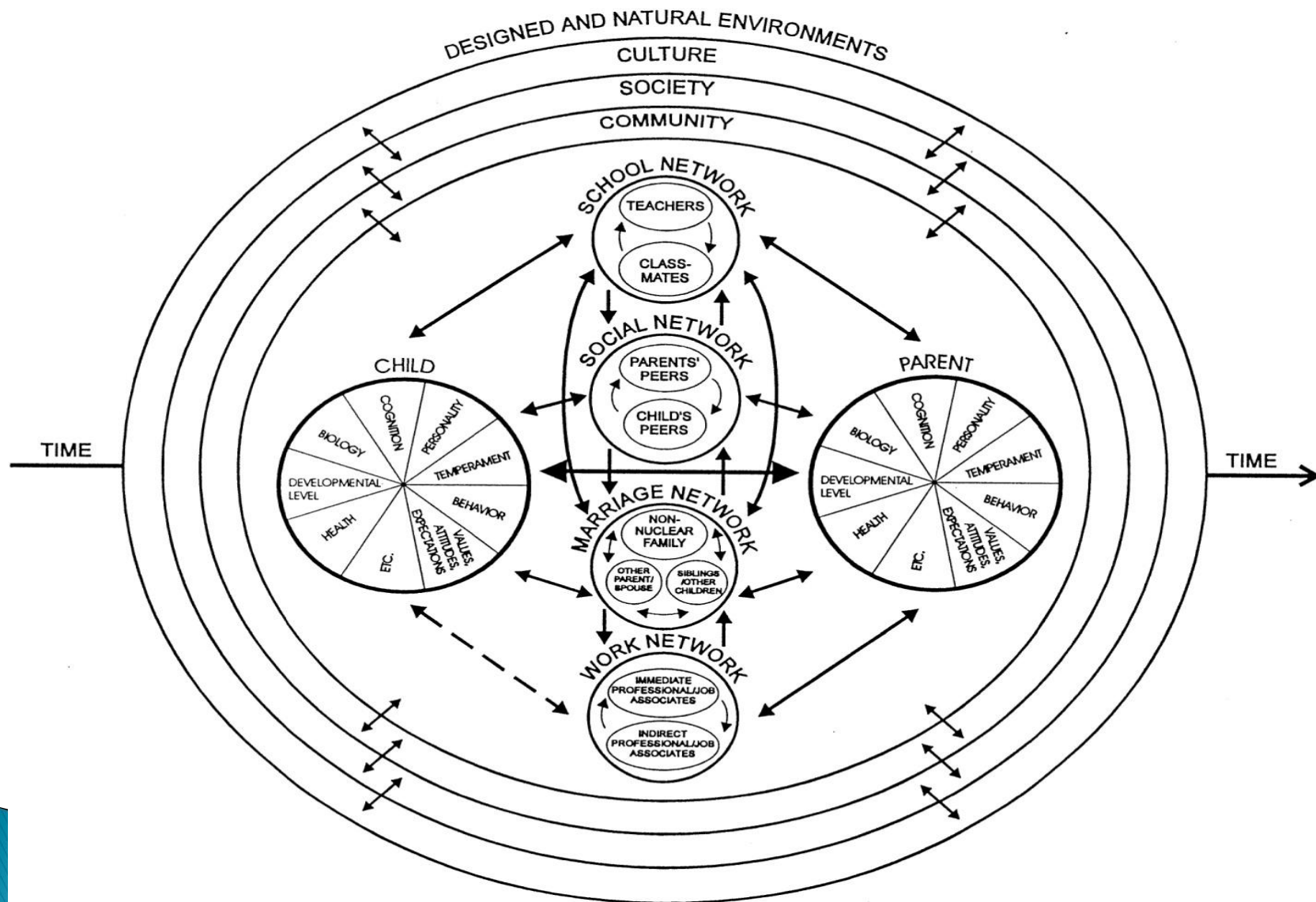


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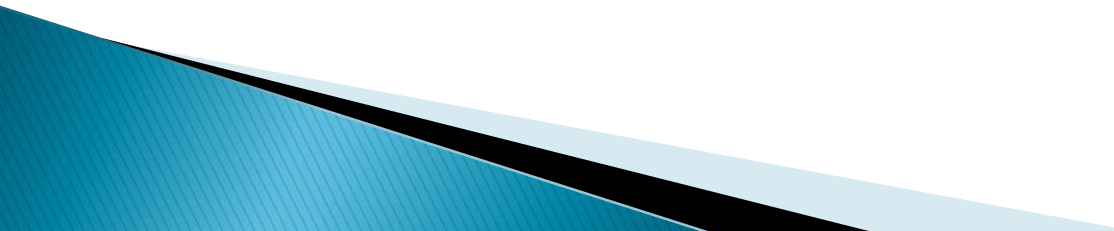
- ▶ Similarly, for any unit of analysis within the system (the family studied over its life cycle or the peer group or classroom, studied over the course of a school year) the same developmental process exists. That is, development involves changing *relations* between that unit and variables from the other levels of organization within the human development system.
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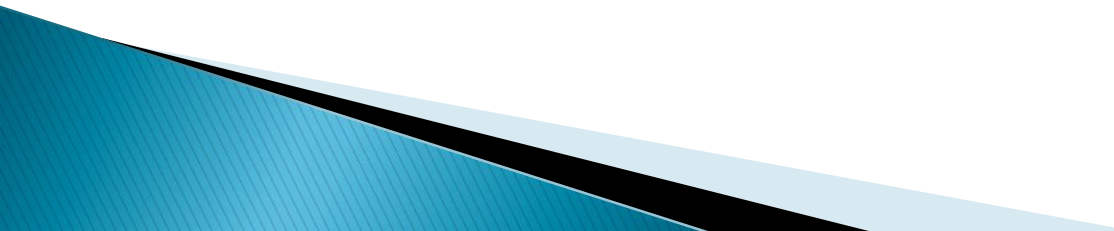
- ▶ These associations underscore the view that the concept of development is a relational one: Development is a concept denoting systemic changes (organized, successive, multilevel, and integrated changes) across the course of life of an individual.



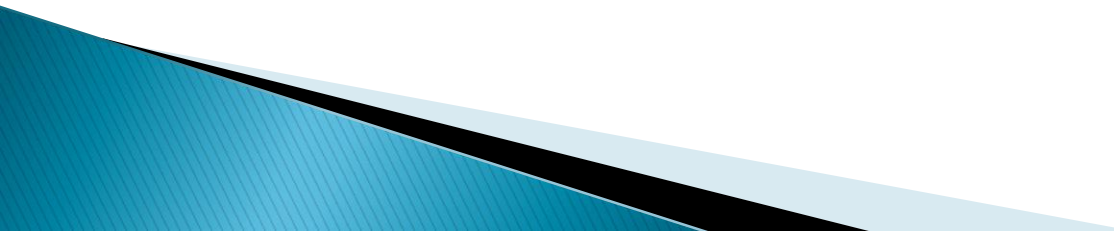
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- ▶ The adolescent's intra-individual characteristics, such as his or her physiological status and developmental attributes regarding characteristics of cognition, personality, and temperament, are not disconnected from his or her behavioral and social context (in this example, a parent's) functioning, and development.
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- ▶ The inner and outer worlds of the adolescent are fused and dynamically interactive. In addition, of course, the same may be said of the parent and, in fact, of the parent–adolescent relationship. Each of these focuses—adolescent, parent, or relationship—is part of a larger, enmeshed system of fused relations among the multiple levels that compose the ecology of human life.
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Integrating Developmental Systems Theory in the Study of Adolescence

- ▶ Both parent and adolescent are embedded in a broader social network and each person has reciprocal reactions with this network.
 - ▶ This set of relations occurs because both the adolescent and the parent are much more than just people playing only one role in life. The adolescent may also be a sibling, peer, and student; the parent may also be a spouse, worker, and adult child. All of these networks of relations are embedded within a particular community, society, and culture.
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Study of adolescence

I-Introduction

Unprecedented historically levels of physical, behavioral, and social health risks besetting youth.

II-THE SCIENTIFIC STUDY OF ADOLESCENT DEVELOPMENT

THE FIRST PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

THE SECOND PHASE OF THE SCIENTIFIC STUDY OF ADOLESCENCE

The Emerging Structure of the Field of Adolescent Development

**The Study of Adolescence as a Sample Case for Understanding
Plasticity and Diversity in Development**

III-Developmental Systems Models of Human Development

IV-Integrating Developmental Systems Theory in the Study of Adolescence

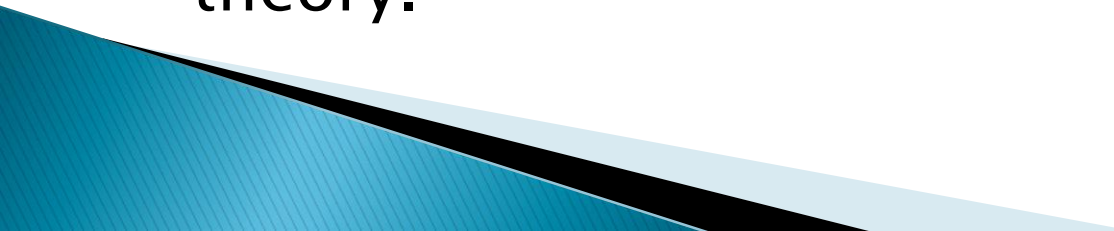
V-Applying the Developmental Systems of Adolescence: Perspectives About Research and Application

Applying the Developmental Systems of Adolescence: Perspectives About Research and Application

Conclusions

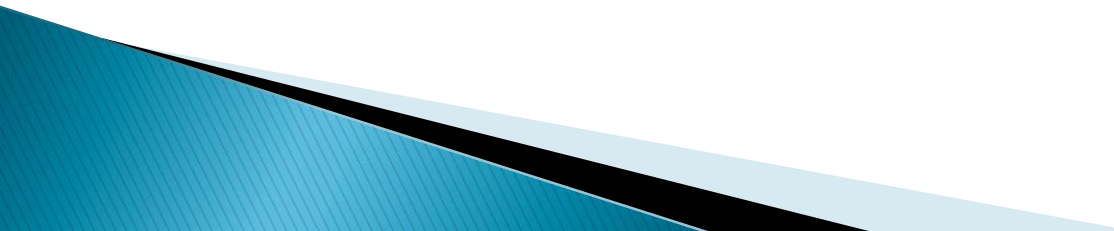
A developmental systems perspective leads us to recognize that if we are to have an adequate and sufficient science of adolescent development, we must integratively study individual and contextual levels of organization in a relational and temporal manner.

By integrating policies and programs sensitive to the diversity of our communities and our youth, and by combining the assets of our scholarly and research traditions with the strengths of our young people, we can improve on the often-cited idea that there is nothing as practical as a good theory.



Actual phase of adolescent study
ADOLESCENCE AS A FIELD OF SCIENTIST- PRACTITIONER-POLICY
MAKER COLLABORATION

The emphases on individual-context relations, developmental systems, plasticity, diversity, longitudinal methodology, and application made the study of adolescence an excellent example ,wherein conceptual and empirical work was and still undertaken with a collaborative orientation to make a contribution both to research and to society.



Actual phase of adolescent study
ADOLESCENCE AS A FIELD OF SCIENTIST- PRACTITIONER-POLICY
MAKER COLLABORATION

The future of civil society in the world rests on the young.
Adolescents represent the generational cohort that must be prepared to assume the quality of leadership of self, family, community, and society that will maintain and improve human life.

