

## Behavioural Psychology

- ▶ Maslow, a humanist. We know of his hierarchy of needs; Maslow approached the study of personality by focusing on subjective experiences, free will, and the innate drive toward self-actualization.
- ▶ DSM V (Diagnostic and Statistical Manual of Mental Disorder). The DSM V helps to diagnose and differentiate all mental health conditions, including personality disorders but in Australia today, it is now being seen as too formulaic and the focus is now on a person's functioning.



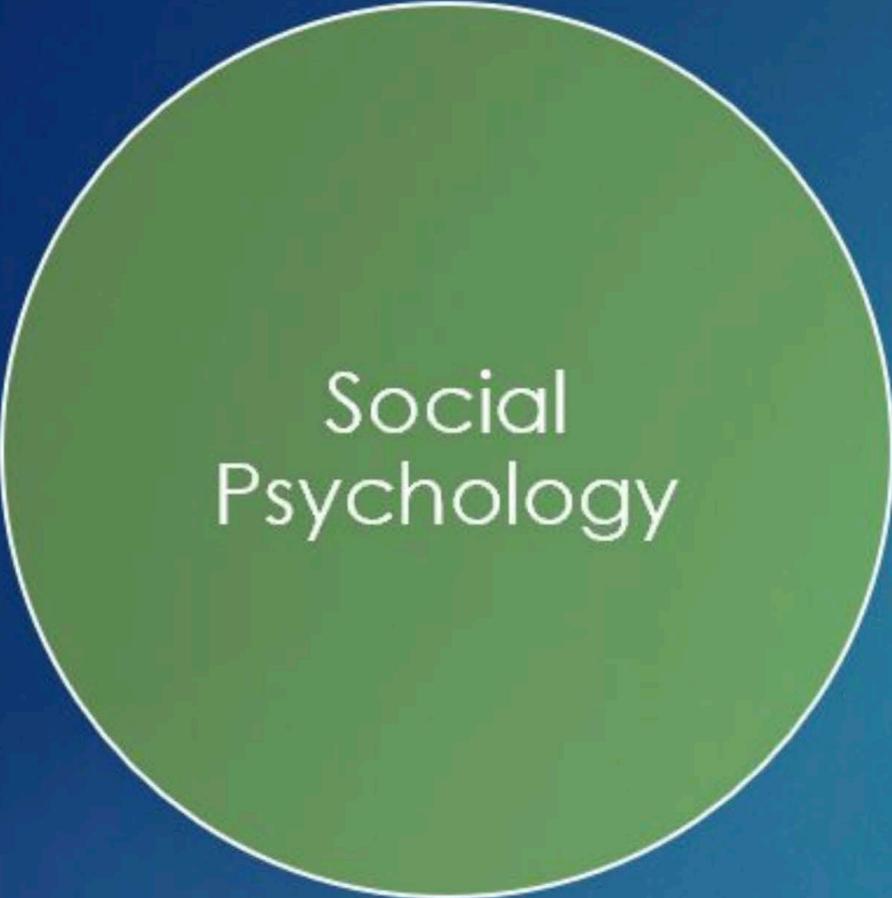
## Cognitive Development

- ▶ Freud's Psychosexual development Theory provides for 5 stages.
- ▶ Jean Piaget's Theory of Cognitive Development focusses on how youngsters develop their theories of the world & outlines 4 stages of cognitive development with more abstract thought being a characteristic of the formal operational stage between ages 12 & 15. You can't expect 12 year olds to cope with tasks and concepts that 16 year olds can deal with. Or 16 year olds to cope with concepts 18 year olds can deal with.



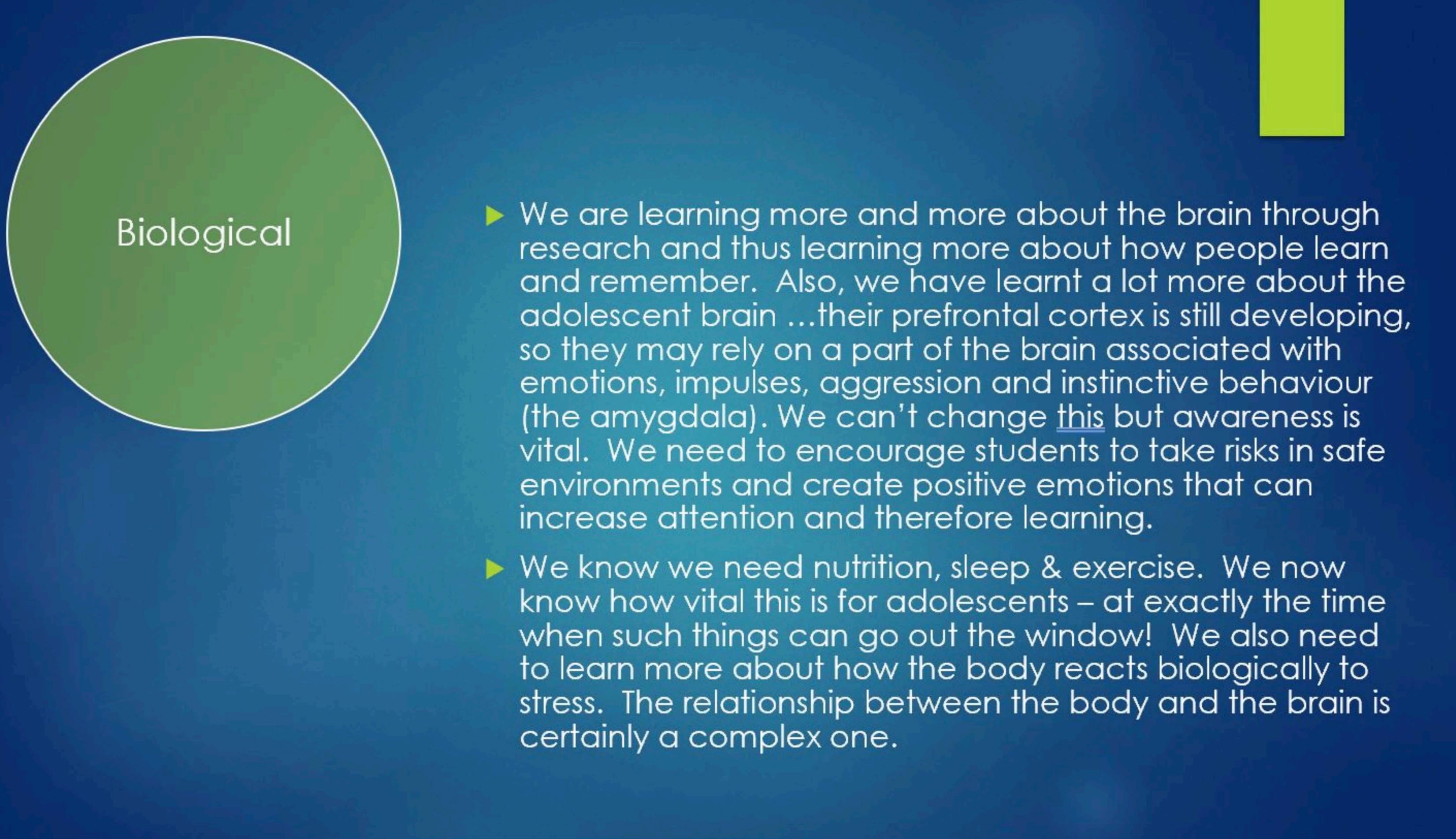
## Personality Type

- ▶ Various – largely based on genetics.
- ▶ There are many theories re personalities. One tool we all know of is Myers Briggs – loosely based on Carl Yung's psychological types. Myers Briggs helps individuals think about their preferences; it doesn't, of course, suggest fixed categories.



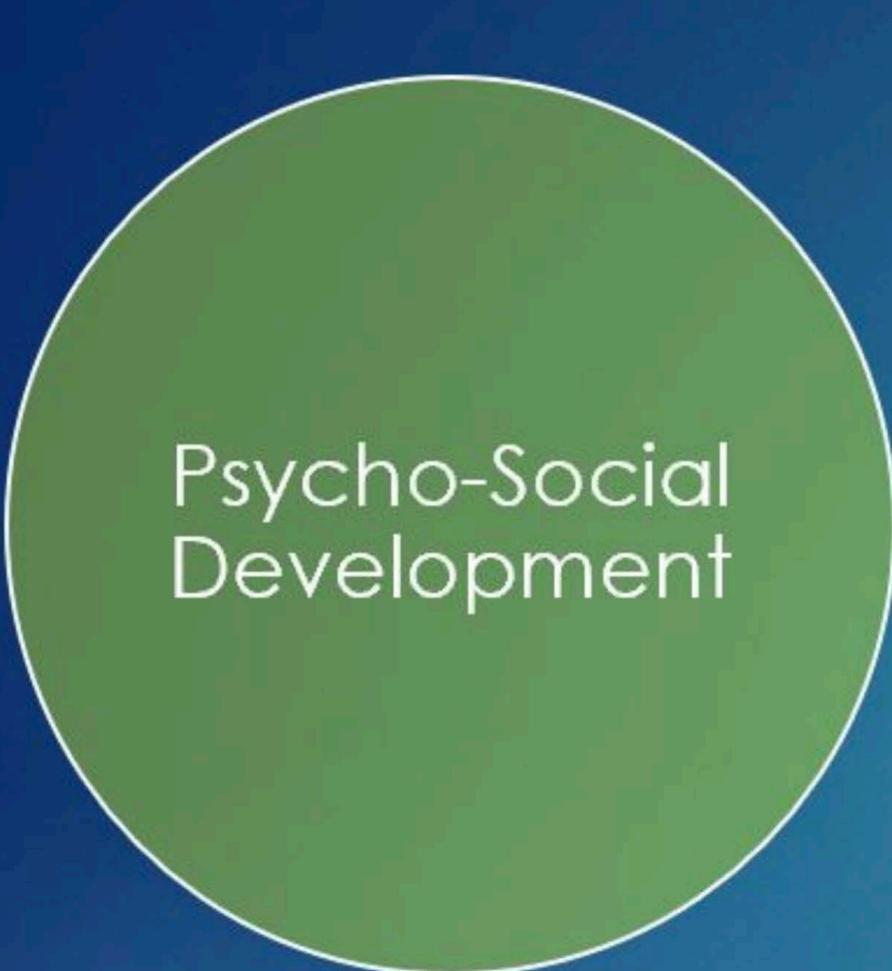
## Social Psychology

- ▶ Social Psychology – looks at how individuals perceive, influence, and relate to others. Some of the topics include attribution, persuasion, prejudice, social perception, conformity, social influence, empathy, attachment theory, group dynamics (including family). This is an area that suggests that teachers should have knowledge of students' cultural and educational background and their family situations.



## Biological

- ▶ We are learning more and more about the brain through research and thus learning more about how people learn and remember. Also, we have learnt a lot more about the adolescent brain ...their prefrontal cortex is still developing, so they may rely on a part of the brain associated with emotions, impulses, aggression and instinctive behaviour (the amygdala). We can't change this but awareness is vital. We need to encourage students to take risks in safe environments and create positive emotions that can increase attention and therefore learning.
- ▶ We know we need nutrition, sleep & exercise. We now know how vital this is for adolescents – at exactly the time when such things can go out the window! We also need to learn more about how the body reacts biologically to stress. The relationship between the body and the brain is certainly a complex one.



## Psycho-Social Development

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- ▶ Psycho-social development – Erikson's 8 stages of psychosocial development focus on the resolution of different crises to become a successful, complete person. They are trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and integrity vs. despair. Identity /role confusion and intimacy/isolation are stages faced as teenagers. (in semi-retirement, perhaps I am facing integrity vs despair!)