Psychology Question

Name

Professor

Institution

Course

Date

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**Changes in the Study of Child and Adolescent Development**

Knowledge has significantly expanded on child and adolescent development due to the research base, which focused on determining change areas. New studies have offered perspectives on behaviors linked with childhood to adolescence as a transition in the second decade of life, insights into the process involving the timing of puberty, and various dimensions of childhood and adolescence. In addition, the theoretical assumptions on child and adolescent development have changed as people continue to mature.

According to human development, child and adolescent development are experienced by dramatic changes. They include the period of emotional growth, rapid physical growth, increase in analytical capability, cognitive development, and hormone (endocrine) changes. Scientists believe that the changes linked with childhood and adulthood are determined by biological influences, hence viewing it as a time of stress and storm that passes through them. Therefore, the idea of adolescence being classified by the assumption of turmoil and conflict unavoidable impacts has been removed. However, it prevented some children and adolescents from receiving the support they wanted based on their required services.

The adolescent is still viewed as a period in which there are more complex challenges and taking biology as the factor influencing child and puberty behavior, adjustment, and development. With this regard, the services providers, members of the society, and parents can promote healthy development among children and teens and help them through intervening issues when there is a problem (Vijayakumar et al., 2018). The theories of adolescents are also developed to ensure they support the scientific evidence that gives opinions about child and adolescent development. Without checking the cultural and social contexts, it's hard to understand the consequences in child and adolescent development as they fit how the young people develop and grow without excluding economic and social conditions and societal and familial values of each child.

**Theoretical Perspectives**

The first perspective is symbolic interactionism which guides the sociologists to check the details and symbols of everyday life, how people connect, and the meaning of the symbols. The origin of symbolic interactionism is from Max Weber's assertion, and George Mead made the perspective famous in the United States. The symbolic interactionist perspective acts according to how people interpret the symbols after they have a meaning from the symbols.

The second perspective is functionalism. It defines the community's aspects as interdependent and assists in social functioning (Germov, 2019). For example, the state or the government offers children education, and parents pay tax which the nation depends on to ensure it runs smoothly. Hence, the family depends on children to read from school and have jobs in the process; they become taxpaying and law-abiding citizens. Edward Titchener introduced the perspective, and it runs with the belief that society is combined with social consensus.

The third perspective is the conflict theory. It originated from Karl Marx's writings that focused on class struggles, which distinguishes the perspective from functionalism and symbolic interactionism as Marx's reports present the community differently. Conflict theory emphasizes the ever-changing, conflicted, and negative society's nature (Ansari, 2019). Conflict theory encourages social change and challenges the status quo of the community.

The fourth perspective is humanism. Under human perspective ensures human behavior is good and focuses on empathy. The philosophy emphasizes what makes an individual unique from others, and individuals can learn how they can improve their self-actualization and self-image (Ryan et al., 2018). Abraham Maslow founded the perspective.

Finally, we have the psychodynamic perspective, which originated from Sigmund Freud. The philosophy focuses on unconscious psychological processes. It approves that the experiences a child has are necessary for shaping their adult personality. It runs with the assumption that individuals sub conscious mind is necessary in propelling human behavior that feelings and thoughts can determine.

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