

Vanguard University  
School for Professional Studies  
Degree Program

“ADOLESCENT PSYCHOLOGY”  
PSYD 321

Student Guide

## **COURSE DESCRIPTION**

A study of the study of the period of life from puberty to the emergence from the teens to young adulthood, emphasizing the physical, mental, emotional, social, spiritual, and personality development of the individual. Diversity issues are considered.

## **VANGUARD UNIVERSITY EDUCATIONAL TARGETS AND GOALS**

Course content and activities have been designed to meet Vanguard University's Educational Targets and Goals in the areas of Intellectual Engagement, Professional Excellence, and Responsible Stewardship. The complete list of Targets and Goals follows.

### **INTELLECTUAL ENGAGEMENT**

Students will

- Learn to think critically and evaluate evidence rationally
- Acquire and continue to use skills for learning
- Utilize research methods for the expansion of knowledge and problem solving
- Integrate learning with Christian faith and living and
- Develop the ability to communicate the fruits of learning and research clearly and effectively.

### **SPIRITUAL FORMATION**

Students will

- Understand Christian existence as a journey that integrates human experience with personal faith
- Gain an appreciation for the value of participation in communities of believers and
- Develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility

### **PROFESSIONAL EXCELLENCE**

Students will

- Understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences
- Develop lifelong skills for communicating and performing professionally
- Achieve technological competence in acquiring and processing information
- Acquire interpersonal ability to work harmoniously with others, and
- Internalize a strong sense of professional ethics

### **AESTHETIC EXPRESSION**

Students will

- Understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation
- Gain an awareness, understanding, appreciation, and expression of the fine and performing arts and
- Develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment

### **RESPONSIBLE STEWARDSHIP**

Students will

- Adopt a lifestyle of personal health and well-being
- Appreciate the value of family and other meaningful relationships
- Exhibit the responsibilities of citizenship in society
- Gain a global outlook in caring for the environment and in promoting social justice and economic empowerment and
- Promote the church's mission through community service

### **SOCIOCULTURAL RESPONSIVENESS**

Students will

- Demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures
- Develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society and
- Celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

## **STUDENT LEARNING OUTCOMES**

The student will demonstrate a competent knowledge base in the following areas.

1. Be able to discuss theories of adolescent development
2. Form an opinion of the best theory of adolescent development
3. Understand correlational and experimental methods
4. Be familiar with the process of physical development
5. Be able to discuss Piaget's cognitive development theory
6. Understand controversies and issues in intelligence
7. Understand emotional development
8. Be familiar with gender issues
9. Be familiar with stages of moral and spiritual development
10. Be able to discuss self-esteem
11. Understand the role of the family in development
12. Understand the role of peers in development
13. Understand the role of schools in development
14. Understand the role of poverty, culture, and ethnicity in development
15. Develop and demonstrate small group interaction skills
16. Develop and demonstrate oral communication skills
17. Develop and demonstrate critical thinking skills

**TEXTS AND MATERIALS****Required texts:**

Santrock, J. W. (2008). Adolescence (13<sup>th</sup> ed.). Boston, MA: McGraw Hill  
ISBN: 9780073370675

**Student resources are available on the McGraw Hill website. Resources include handouts, exercises, and other supplemental and learning materials. No user name or password is required. <http://www.mhhe.com/santrocka13e>**

**Lecture Notes:**

Lecture notes are included in this syllabus and on-line as a learning aid. All material corresponds with the chapters in *Adolescence* (Santrock, 2010). Lecture outlines are adapted from Santrock's *Adolescence* (2010), and credit is given to this author. These outlines are intended to supplement, not replace reading of the textbook.

## STUDENT EVALUATION

Students in this course will be evaluated by the university's 4.0 grading system. Grades will be assigned based on the points earned in the class as follows:

<b>Percentages</b>	<b>Points</b>	<b>Grade</b>	<b>Significance</b>	<b>GPA</b>
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

### E-ssignments

1. Trend Analysis (week 1)	100 points
2. Sleep Research (week 1)	100 points
3. Ethnic Identity in Adolescence (week 2)	100 points
4. National Prevention Network Factsheet (week 2)	100 points
5. Social Skills Training in Adolescence (week 3)	100 points
6. Adolescence Web Site Review (week 3)	100 points
7. Peer and Romance Psych Info Search (week 4)	100 points
8. National Dropout Prevention Center (week 4)	100 points
9. Careers Working with Adolescents (week 5)	100 points
10. Risk-taking Inventory (week 5)	<u>100 points</u>

Total: 1000 points

**Late Work:** The policy set by SPS is that no late work will be accepted. If, due to extreme circumstances, a professor accepts a late assignment, that assignment will be subject to point deduction to be determined by the professor.

**Emergency E-ssignment** – If a link for an e-ssignment is not working, you should immediately contact the professor for this course. If the problem cannot be quickly resolved, then you may be asked to complete the “Emergency e-ssignment” instead. Please do not complete this e-ssignment unless directed to do so. This e-ssignment is located at the end of the Week 5 assignments, immediately following E-ssignment # 10.

<b>WEEK ONE</b>
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**Assignments:****Read: Santrock, Chapters 1, 2, and 3****Submit: E-ssignment 1: Trend Analysis and E-ssignment 2: Sleep Research****E-ssignment #1 – Trend Analysis**

Popular media often suggest that adolescents are engaging in more risky behavior than ever before. Is this really true? This E-ssignment will show you how to do a trend analysis for a wide range of risky behaviors for adolescents in numerous U.S. cities. You will need to go to the following web site: <http://apps.nccd.cdc.gov/yrbss>. Information on this web site is provided by the Centers for Disease Control and Prevention.

On the left side of the screen you will see a map of the United States. You may select any state you wish for which data is available.

After you have selected your state, you will be presented with three drop-down menus and a “Go” button to run the analysis. The first two drop-down menus concerning questions and location should be left “as is”. The third drop-down menu is titled “year”. You should go into this menu and select “all years.”

You should then hit the “Go” button, and the trend analysis will be run for you.

The results will display a wide range of questions that relate to risky behaviors and how their incidence has changed. In your e-ssignment, you will need to report the trend for any three items across a minimum of three years. The following is an example of how this should be reported. This example question may not be used as one of your three reported trends.

Question: “Rarely or Never Wore a Seatbelt”

1993	1999	2009
21.7%	13.3%	9%

The data show a decrease in this behavior over time. This indicates that more high school students that reside in Nevada are wearing seatbelts as compared to previous years.

**E-ssignment #2 – Sleep Research**

Everyone is generally aware that sleep is important, but there are special considerations regarding the sleep needs of adolescents. The purpose of this second e-ssignment is to allow you to better understand the unique sleep needs of teens by reading a recent report published by the National Sleep Foundation. The report can be found at [www.sleepfoundation.org](http://www.sleepfoundation.org).

In the search box located in the upper right corner of the web page on the web site you should type in “adolescent sleep needs and patterns.” Then, press enter or click “go”. The Adolescent Sleep Needs and Patterns Report will appear as a downloadable link. Click on this link. A short summary of the report will appear. At the end of the summary is a link to read the full report now. When you click on this link the full report will appear.

Your e-ssignment essay should be 1 ½ - 2 typed pages, and will need to include the following:

What ages are included in this report? How much sleep do adolescents need?  
What are two of the consequences of poor sleep? What are two ways that schools can promote healthy sleep patterns? How much sleep on average do you get on weeknights? How do you feel your sleep effects your life? What are two behaviors that you could change that would promote better sleep?

<b>WEEK TWO</b>
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**Assignments :****Read: Santrock, Chapters 4 and 5****Submit: E-ssignment 3: Ethnic Identity in Adolescence and E-ssignment 4: National Prevention Network Factsheet.****E-ssignment #3 – Ethnic Identity in Adolescence**

Adolescence is a period of self-discovery and identity formation. One important component of personal identity is one's ethnic identity. For this E-ssignment you will need to read an article titled "Ethnic identity and Adolescence." This article is available at the following web address: <http://edweb.sdsu.edu/people/CGuanipa/ethnic.htm>. This article is by Carmen Guanipa-Ho of San Diego State University and Jose A. Guanipa of Francisco de Miranda University.

Your essay should be 1 ½ - 2 typed pages, and should begin with a paragraph summarizing the key points of the article. The second paragraph should include definitions of identity, ethnicity, and ethnic identity. Lastly, you should reflect on your own ethnic identity including information on how it was formed.

**E-ssignment #4 – National Prevention Network Factsheet**

The purpose of many of the research studies on adolescence is to find ways to help improve the lives of teens. For this e-ssignment, you will be creating a public service flyer. To begin this e-ssignment, you should first take the opportunity to view actual government pamphlets. This will give you an idea of what is available and help you structure your own outreach flyer. The web site that you should visit is as follows: <http://www.cdcpin.org/scripts/search/matlSearch.aspx>

On this site you will need to first click "pamphlet" under format and "English" under languages. You may select any topic from the drop-down menu that is of interest to you. You should only select to view documents that are "downloadable."

After examining these pamphlets, you will need to create your own 1-page public outreach flyer. It should be directed toward a teen audience on a topic relevant for teenagers. You should include on your flyer the problem that is being addressed, a minimum of 3 potential solutions to the problem, and at least 2 sources that teens could use to either learn more about the problem or to obtain help. These may be actual addresses and phone numbers of agencies or web addresses. You should plan to include a graphic on your flyer (clip art, photo, etc..) to capture the attention of your audience.

**WEEK THREE****Assignments:****Assignments:**

**Read: Santrock, Chapters 6, 7, and 8**

**Submit: E-ssignment 5: Social Skills Training in Adolescence and E-ssignment 6: Adolescence Web Site Review.**

**E-ssignment #5 – Social Skills Training in Adolescence**

One of the ways that researchers inform colleagues as well as the general public is through research presentations. For this e-ssignment, you will be watching a presentation of research regarding social skills training for adolescents who have autism. The noted researcher is Dr. Marjorie Soloman of the UC Davis MIND Institute. Individuals with autism often have difficulties with a theory of mind (understanding the perspective of others). This is relevant for moral development and empathy as discussed in the chapters assigned for this week as well as for social skills such as those discussed in this research presentation. The program is available on the Mind Institute website, but loads more slowly than the youtube posting, and so I have included that as the link. Her presentation includes a review of many of the major developmental theories and includes both a discussion of typical and atypical adolescent development. After watching the video, you will need to submit a 1-2 double spaced typed review. Please include both a summary of the main points in the presentation that includes at least three developmental terms (include the definition of the terms), and your reaction/opinion of the importance or relevance for this research.

<http://www.youtube.com/watch?v=yyDhXchWMIY>

**E-ssignment #6 – Adolescence Web Site Review**

There are thousands of sites regarding Adolescence on the web. One such web site that aims to educate parents is The National Parenting Center. There is nothing inherently wrong with gaining information from web sites, however it is important to be able to critically evaluate such information. For this e-ssignment you will review two articles on the National Parenting Website. The web address is [www.tnpc.com](http://www.tnpc.com). Click on articles. Scroll down the page and click on the adolescence link. You will see dozens of short articles by medical doctors and psychologists on a variety of adolescent topics. You may select any two that interest you. Your paper should be 1-2 double spaced pages in length. You should begin each review by stating the name and author of the article and providing a summary of the report. You should then provide a critique of each article using your knowledge of concepts and theories from this class. A minimum of three concepts (including short definitions) should be included in each review.

**WEEK FOUR****Assignments:****Read: Santrock, Chapters 9 and 10****Submit: E-ssignment 7: Peer and Romance Psych Info Search and E-ssignment 8: National Dropout Prevention Center.****E-ssignment #7 – Peer and Romance Psych Info Search**

As I'm sure you know, there are many popular media reports on both the topic of adolescent peer relationships and adolescent romance. It is important to be able to research topics in adolescence firsthand rather than from the condensed (and sometimes erroneous and biased) reports of others. This e-ssignment will give you the opportunity to read and review a research article that you choose on the topic of either adolescent peer or romantic relationships. The article will need to come from the PsychInfo database which is available at the library here at Vanguard.

To search you will need to go to [www.vanguard.edu/library](http://www.vanguard.edu/library) and click into the PsychInfo database. Here you can enter your search term and select "full text". If you are off campus a username and password are required; please contact Vanguard's IT department for assistance.

For the first part of your E-ssignment, you will need to copy and paste your article into a word document – be sure to put your name at the top of the page. Next you will need to include a review. The first paragraph should indicate why you selected the topic and article that you did. The second paragraph should be a summary of the article. The next two paragraphs should critique the article based on your knowledge of concepts and theories from this class.

**E-ssignment #8 – National Dropout Prevention Center**

The National Dropout Prevention Center has numerous resources that may be used to help at-risk youth remain in school and graduate. Your task for this e-ssignment is to select five strategies that you feel would be effective in keeping at-risk adolescent youth in school. You should not only list each of the five strategies, but also to back up your decision with theory from this course.

In order to access this web page, you should first go to the website [www.dropoutprevention.org](http://www.dropoutprevention.org). You will then need to click into the website by clicking on "National Dropout Prevention Center/Network" in the middle of the page. Once you are into the website, there will be as long list of links along the left-hand side of the page. Under the "Resources" section, there is a link for "Effective Strategies." You should

click on this link. A description of effective strategies for dropout prevention will be provided.

**WEEK FIVE****Assignments:**

**Read: Santrock, Chapters 11, 12, and 13**

**Submit: E-ssignment 9: Careers Working with Adolescents and E-ssignment 10: Risk-taking.**

**E-ssignment #9 - Careers Working with Adolescents**

There are many careers that involve working with teens. The on-line learning center for your text provides several related links. You have the option of going to [http://highered.mcgraw-hill.com/sites/0073370673/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0073370673/information_center_view0/)

Click on student Edition and then Careers in Adolescence. For this assignment you will need to research one that interests you. This e-ssignment will be approximately 1-2 double spaced pages in length. In your first paragraph you should clearly state the career and the reason that you may be interested in this position. In the second paragraph you will need to state training or education needed for the job and specifically how you could obtain this training. For example, if a MSW were required, you would need to list a specific University that offers this degree. You should also search for actual jobs and list one current job advertisement. Lastly, you should include one web-site reference for a professional organization that is relevant to this career.

**E-ssignment #10 – Risk-taking Inventory**

Much of the research on Adolescence comes from questionnaires and surveys that are designed to assess characteristics and self-reported behavior. This e-ssignment requires you to take an on-line questionnaire regarding risk-taking and review this survey based on your knowledge of research methods and the concepts presented in this class.

Go to the following web site: [www.queendom.com/tests](http://www.queendom.com/tests).

Under “Tests”, Click on “Attitude and Lifestyle” Tests.

Some of the tests will appear below the link, but you will not see all of them until you actually click on attitudes and lifestyles tests. You will be taking the Risk Taking test (What Type of Risk Taker are You?). T

There are two pages of tests, so you may need to go to the second page to find this one. Click on “take the test” to get started. Answer each question as it applies to you. At the end of the test you will receive a free snapshot report; you should not pay to purchase the full report as the snapshot is sufficient for this assignment.

Copy and paste the snapshot into a word document and include your name.

This will be the first page of your e-ssignment. On the second page you will include a

review of this test. Your review should include complete answers to the following questions: Do you think the test accurately assessed your level of risk-taking? Do you think this test could be used with adolescents? Why might this attribute be important to assess with adolescents? How might the test be improved? What action would you recommend for an adolescent who scored high in this attribute?

**\*\*\*\*\* Emergency E-ssignment \*\*\*\*\***

**Create Your Own E-ssignment**

As of the posting of this course, all links were verified and tested as active and usable – but if you are reading this, it means that you are having some difficulty. This e-ssignment was created to replace one of the others in the event of some kind of technical failure. Please e-mail me with your problem and receive approval prior to completing this e-ssignment.

I am continually looking for ways to improve my courses, and e-ssignments are an integral component of this class.

I would like for you to complete the following:

1. Tell me what your favorite E-ssignment was and why.
2. Tell me what your least favorite E-ssignment was and why

Create a new E-ssignment. This may be used for future classes, so I am really looking for your creative ideas here. The E-ssignment should fit with the topics discussed in this class and it should be described in detail – both how to do the e-ssignment as well as how it should be completed and submitted. Good luck and thanks!

**LECTURE GUIDES****WEEK ONE****Chapter 1 – Introduction (Santrock, 2010)****I. Historical Perspective**

- A. Early History – In early Greece, both Plato and Aristotle commented on the nature of youth. It wasn't until the beginning of the twentieth century that the scientific exploration of adolescence began.
- B. The Twentieth Century – An important period in the development of adolescence.
  - The Turn of the Century – It was believed that even adolescents that appear calm are experiencing turmoil within.
    - 1. G. Stanley Hall – The father of the scientific study of adolescence. The period of 12 to 23 is filled with storm and stress; charged with conflict and mood swings. He was influenced by Darwin, and believed that biology was influential.
    - 2. Margaret Mead's Sociocultural View of Adolescence – She studied Samoan adolescents and believed that experience of adolescence was sociocultural. Her work is controversial because Samoan adolescence appears more stressful than she found, and ours seems less stressful than Hall found.
    - 3. The Inventionist View – Adolescence is a sociocultural creation. During this period, there was a decline in apprenticeships, changing labor laws, and mandatory public school education.
    - 4. Further Changes in the Twentieth Century – Adolescents became more permissive during the 20's; other influences include the depression, WWII in the 40's, a stronger orientation toward education in the 50's, Vietnam in the 60's, and today's youth are heavily influenced by the media.
- C. Stereotyping Adolescents – A broad category that reflects our impressions of people. There are many stereotypes about adolescents, and many are negative. Researcher Joseph Adelson referred to “the adolescent generalization gap” as the widespread generalizations about adolescents that have developed that are based on a limited, often highly visible, group of adolescents.
- D. A Positive View of Adolescence – Offer found that worldwide, adolescents have a healthy self-image.

1. Old Centuries and New Centuries – Older centuries emphasized a negative view – today “positive psychology” emphasizes a more positive view.
2. Generational Perceptions and Memories – Perceptions are often based on personal experience and the media (neither may be accurate).

## II. Today’s Adolescents

- A. The Current State of Adolescents – Best (increased life expectancy and computers) and worst (increased risks) for adolescents. What adolescents need is legitimate opportunities (positive risk taking). Today, messages are both powerful and contradictory. Contexts (Bronfenbrenner) also influence development. “Contexts” are the settings in which development occurs.
- B. Social Policy and Adolescent’s Development – Social Policy is a national government’s course of action designed to influence the welfare of its citizens. We need better education and health care for adolescents. Some believe that there is generational inequity- the unfair treatment of younger members of an aging society in which older adults pile up advantages by receiving inequitably large allocations of resources, such as social security. However adults can then focus on their children rather than their parents.

III. The Global Perspective – Many of our theories come from Western culture, and this certainly influences both what we study and how we interpret our findings. However, rapid global change and awareness is closing this gap.

IV. The Nature of Development – Development is defined as the pattern of continuity and change across the lifespan.

### A. Processes and Periods

1. Biological, Cognitive and Socioemotional Processes are not really separate.
  - a. Biological – Physical changes
  - b. Cognitive – Individual thinking and intelligence
  - c. Socioemotional – Emotions, relationships, personality, and the role of contexts in development.
2. Periods of Development - Childhood, Adolescence, and Adulthood
  - a. Childhood – Prenatal, infancy, early, middle and late childhood
  - b. Adolescence – Defined as the developmental period of transition from childhood to early adulthood; it involves biological, cognitive, and socioemotional changes. Keep in mind the continuity of development between childhood and adolescence.
  - c. Adulthood – Early (early 20’s through the 30’s – establish personal and economic independence), middle (entered 35-45, exited 55-65; transmitting values to the next generation), late adulthood (decreasing strength and income)

B. Developmental Transitions – Two important transitions we will consider are from childhood to adolescence and from adolescence to adulthood.

1. Childhood to Adolescence – Changes (biological, socioemotional, and cognitive). Also changes in sexual maturation. Onset is marked by puberty
2. Adolescence to Adulthood – The marker for the transition is determined by cultural standards and experiences. The transition has been referred to as emerging adulthood. It has also been referred to as youth. The period is defined as a time of personal and economic temporariness. Determining when an individual becomes an adult is difficult. Possible markers are full-time work, family, self-responsibility, and decision making. In developing countries, marriage is often a significant marker.

C. Developmental Issues

1. Nature and Nurture – Whether development is primarily influenced by nature (genes ) or nurture (environmental influences). Extreme environments can depress development, however basic growth tendencies are genetically driven.
2. Continuity and Discontinuity – Is development a slow continuous process, or is there rapid growth into a qualitatively distinct stage?
3. Early and Later Experience – Focus on the degree to which early experiences (especially early in childhood) are the key determinants of personality. Some people in other parts of the world do not believe this.
4. Evaluating the Developmental Issues – It is unwise to take an extreme position on anything.

### The Science of Adolescent Development

I. Theories of Development – A theory is an interrelated, coherent, set of ideas that helps explain and make predictions. 4 main theories will be discussed: psychoanalytic, cognitive, behavioral/social learning, and ecological. The theories are complementary, and many psychologists take an eclectic approach.

A. Psychoanalytic Theories – Influenced by Freud and the idea of the unconscious mind. Early experiences are crucial to development.

1. Freud's Theory – A theory of personality – There are types.

Personality Structure – id, ego, and super-ego (formed through identification). Adolescent's lives are filled with tension and conflict.

Defense Mechanisms – The ego uses defense mechanisms to distort reality and protect itself from anxiety. Repression underlies them – the unacceptable id impulses are pushed out of awareness. Anna Freud believed that anxiety was a normal part of adolescent development, and that defense mechanisms provide insight into this development. Defense mechanisms are unconscious, and not necessarily unhealthy.

Psychosexual Stages – oral (0 – 1 ½), anal (1 ½ - 3), phallic (3-6;

Oedipus complex), latency (6-12; socialization), and genital. The first three involve a crisis that must be resolved for libido energy to be carried forward.

2. Revisions of Freud's Theory – Less emphasis on sexuality and more emphasis on the ego (e.g. Erikson's view of self and identity). Recently also an emphasis on culture as well. Freud would not have viewed culture as especially important.

Feminist-Based Criticisms of Freud's Theory – Women want power in societies that repress them and want to be like men in that way – not wanting a penis.

3. Erikson's Theory – Motivation for behavior is affiliation, rather than sexual. The focus is on the ego – the self, and he believed that development occurred throughout life; this caused a rift between Erikson and Freud. Erikson proposed eight developmental stages (with a developmental task similar to Freud's crisis at each stage). The difference was that the crisis was social rather than sexual. The following are the 8 stages: The focus in adolescence is Identity.

1. Trust vs. Mistrust (age 0 to 1)
2. Autonomy vs. Shame and Doubt (1-3)
3. Initiative vs. Guilt (3-5)
4. Industry vs. Inferiority (6 – puberty)
5. Identity vs. Identity Confusion (Adolescence 10-20)
6. Intimacy vs. Isolation (Early Adulthood; 20's and 30's)
7. Generativity vs. Stagnation (Middle Adulthood; 40's and 50's)
8. Integrity vs. Despair (Late Adulthood; 60's through death)

Solution is a balance, for example we should not trust everyone.

4. Evaluating The Psychoanalytic Theories – Psychoanalytic theories give us the importance of early development, importance of family relationships, personality as understood developmentally, the unconscious mind, and from the neo-Freudians, changes throughout the lifespan. Criticisms include too much of an emphasis on sexuality and the unconscious mind, and the use of case studies and difficulty studying the concepts scientifically.

#### B. Cognitive Theories – Emphasize conscious thought processes.

1. Piaget's Theory – Individuals actively construct their understanding of the world and they go through 4 stages of cognitive development. Piaget placed an importance in understanding how we cognitively organize information in our world, and how we adapt new information to what we already know. Our thinking progresses through 4 stages (each is qualitatively different, not just knowing more). Some of his concepts include cognitive disequilibrium, accommodation, assimilation, and schemas.

1. Sensorimotor Stage – (0-2) The infant constructs an understanding of the world by coordinating sensory experiences with physical actions.
2. Preoperational Stage – (2-7) The child begins to represent the world with words and images – symbolic thinking. Can use symbols, but cannot perform operations on them.
3. Concrete Operational Stage – (7-11) Reason logically about concrete events. Cannot solve algebra, but can manage simple math.
4. Formal Operational Stage – (11-Adulthood) Can think about alternatives and develop hypotheses. Research has not supported that all adults achieve this level, and not in all cultures.

2. Vygotsky's Theory – A sociocultural theory that emphasizes language and learning from others (social). He believed that cognitive skills need to be understood developmentally, cognitive skills are mediated by language (language helps us to convey knowledge and to understand and solve problems), and cognitive skills are embedded in our social relations with others and our culture.

3. The Information Processing Approach – This approach examines how we process information; how it is encoded, stored, and retrieved. A computer analogy is often used. As we mature, we get better at processing. Some research on older adult waitresses seems to support this. They were better at multi-tasking.

4. Evaluating the Cognitive Theories – A positive view of development (positive psych. is big today), emphasis on active construction and understanding, and detailed descriptions of problem solving. Criticisms include lack of attention to unconscious processes, does not adequately describe developmental changes, Piaget's stages seem to appear earlier than he thought, and we reach the final stage later than he thought.

C. Behavioral and Social Cognitive Theories – Both consider the environment. Behavioral focuses more on the sole effect of the environment, and social cognitive examines the interaction of person (personality), environment, and cognitive factors and how they may influence each other.

1. Skinner's Behaviorism – Emphasizes the importance of environmental contingencies and observable responses. (AKA Black box. The mind is there, but not important to understanding behavior). Rewards and punishments

(positive and negative reinforcement increase behavior; punishment decreases behavior) shape our behavior.

2. Social Cognitive Theory – Behavior, the environment, and the person are all important in understanding development. Bandura proposed reciprocal determinism, where these 3 factors all influence each other. Michel emphasized personal cognitive factors.

3. Evaluating the Behavioral and Social Cognitive Theories – Scientific research is utilized, focus on environmental determinants of behavior (personal and cognitive too). Criticisms include too little emphasis on cognition, developmental changes, and too much emphasis on environmental determinants.

D. Ecological, Contextual Theory – Urie Bronfenbrenner has a view of development that focuses strongly on the contextual environment.

1. Bronfenbrenner's Theory - Bronfenbrenner proposes that development occurs within 5 contextual systems. In order to understand a person's development, we need to examine their environment.

1. Microsystem – The setting in which an individual lives (home, school, peers, neighborhood); has a direct effect on the individual. The individual also helps change the setting (kind of like reciprocal determinism).
2. Mesosystem – Relationships between Microsystems (e.g home and school). Problems at home can influence problems at school and vice versa – again like reciprocal determinism.
3. Exosystem – Where social settings where the person does not have an active role influence them. Ex. mom has to work, and this effects the kids.
4. Macrosystem – Culture
5. Chronosystem – Environmental events over the lifespan; sociohistorical conditions.
6. Bioecological – Biological influences on the individual. (recently added).

Evaluating Ecological Contextual Theory – Strengths are that historical conditions are considered, the influence between contexts is discussed, and different influences of systems are considered. However there is little attention given to biology or cognition.

E. An Eclectic Theoretical Orientation – We have discussed the strengths and weakness of the various approaches. It is good to consider them together, because often a strength of one is a weakness of another. Select and uses the best from each theory. In addition to the major theories there are also numerous mini-theories.

## II. Research in Adolescent Development – How adolescent development (and other areas as well) are studied.

Why Research on Adolescent Development is Important - Personal experience may not be accurate, comprehensive, or apply generally. It can be used to stimulate research.

The Scientific Research Approach – Scientific research reduces biases and is based on the scientific method (the problem is conceptualized (operational definition.), collect data, form conclusions, and revise theory). It is very important to consider the sample when generalizations are made. One must also consider if the data are correlational. Also, one study is not enough – meta-analyses that combine the results of many studies are better.

The Field of Adolescent Development Research – Research on adolescence is increasing as reflected in journal articles. The format includes an abstract, introduction, method, results, discussion, and references.

### A. Types of Research

Participants – Who will they be; representative samples, and generalizations to populations. Samples should be random. Stratified random may also be used.

#### 1. Descriptive Research

1. Observation – May be in a lab or naturalistic setting; obtrusive or unobtrusive, and this also should be considered when you evaluate research results.
2. Interviews and Questionnaires
3. Standardized Tests – For example, the MMPI. Consider the sample that the test was generalized on.
4. Physiological Measures – For example, an MRI. This research – especially in adolescent development is extremely hot right now.
5. Case Studies – In depth with one individual or small group. Freud used this. May be used to generate hypotheses.

2. Correlational Research– No cause and effect. Shows strength and direction of the relationship.

3. Experimental Research – The Independent Variable ( IV) is varied across conditions, the Dependent Variable (DV) is measured. There is typically a control and experimental group. Also random assignment to the control and experimental group is important.

### B. Time Span of Research

1. Cross-sectional – Studying people of different ages at one time.
2. Longitudinal – Following individuals over time.

## III. Facing up to Research Challenges

- A. Conducting Ethical Research – Adolescents must give their informed consent (describe my research). Confidentiality must be ensured, and participants should be debriefed.

Minimizing Bias – Bias may be due to gender or to culture or ethnicity.

**Chapter 2 – Puberty, Health, and Biological Foundations (Santrock, 2010)**

I. Puberty – Defined as a period of rapid physical maturation involving hormonal and bodily changes that take place primarily in early adolescence. Usually occurs at the beginning of adolescence and ends long before adolescence is ended.

A. Determinants of Puberty –

1. Heredity – Puberty is strongly influenced by heredity (we don't begin puberty at age 3 or age 30).
2. Hormones – Defined as powerful chemicals secreted by the endocrine glands and carried through the body by the blood stream (slower acting, but longer lasting than electrical). Estrogens (Estradiol) are the main class of female hormones. Androgens (e.g. testosterone) are the main class of male sex hormones. Puberty occurs when sex hormones rise. Men and women have both.
3. The Endocrine System – The pituitary gland in the brain produces growth hormones and sends signals for other glands to produce hormones. The hypothalamus interacts with the pituitary and regulates hormones. The adrenal gland above the kidneys also releases hormones. And finally, the gonads (sex glands; testes in males and ovaries in females) are important to the development of secondary sex characteristics. Regulated like a thermostat (too low, it goes on).
4. Weight, Body Fat, and Leptin – It is believed that a critical body mass must be achieved in order for puberty to begin (overweight girls enter puberty sooner, underweight girls may not menstruate at all); may also delay puberty in boys. Perhaps because if underweight cannot bear children. A certain percentage of body fat may also be needed. The hormone Leptin may also be involved. Leptin is a brain protein that seems to regulate body fat through appetite control.

B. Growth Spurt – Most rapid rate of growth since infancy; the average beginning is 9 for girls and 11 for boys; the peak is 11.5 and 13.5. There is also a significant weight gain; 50% of body weight is gained during adolescence. There are also changes in shape (widening of the hips in girls and shoulders in boys).

C. Sexual Maturation – For males changes occur in the following order (increase in penis and testicle size, appearance of straight pubic hair, minor voice change, spermarche, kinky pubic hair, armpit hair, more voice change, and the growth of facial hair). For girls (Either the breasts enlarge or pubic hair occurs, armpit hair; menstruation occurs late in the cycle). Menstrual cycles may be irregular, and girls may not ovulate every cycle. There are wide variations in the onset of puberty.

D. Secular Trends in Puberty – Secular Trends refer to patterns over time. There has been a trend toward an earlier onset of puberty; this is likely due to better health care and nutrition. An increase in childhood obesity may also play a role.

E. Psychological Dimensions – More research on females.

1. Body Image – Adolescents become preoccupied with their bodies, and girls are less satisfied (in part due to increased body fat). Girls may be motivated to be too thin.

2. Hormones and Behavior – Hormones may play a small role in variable emotions, but mainly due to reactions about their changing bodies and environments.

3. Menarche and the Menstrual Cycle – The reactions of girls are milder than predicted and slightly positive (an indication of maturity). Early-maturing girls had more negative reactions.

4. Early and Late Maturation – Early maturing boys may have a stronger sense of identity, early maturing girls had more problems in school, earlier dating, and earlier sexual experiences.

Complexity of On-Time and Off-Time Pubertal Events – On-time depends on the context. For example, on-time for a gymnast may still be perceived negatively. The views of others matter, and girls are happier when they are in sync with their peers.

5. Are Puberty's Effects Exaggerated? – Although there are individual variations, and there are certainly changes in sexual behavior – for example – the effects of puberty may be less strong than originally thought; all periods of life have stresses. There are also cognitive and social changes, not just biological, and everything should be considered within a social context.

F. Pubertal Timing and Health Care – Generally, only those early or late come to the attention of a physician (hormonal treatment may be recommended for one who is very late), however it might be a good idea for many to discuss their puberty with a physician who is competent in treating adolescents. They may be more willing to discuss, it is also good to get into the practice of talking with a physician about sexual issues.

II. The Brain – With the newer research techniques (MRI), this is an extremely hot topic right now). The brain is still growing and changing during adolescence.

MRI – Magnetic Resonance Imaging can now be used to study the development of healthy brains. MRIs allow researchers to see how the brain actually functions – what parts of the brain use energy when performing certain tasks. Those images in which brain activity is measured are called “functional” because they measure how the brain performs tasks rather than simply mapping out the structure of the brain; MRIs do not require harmful dyes or radiation.

- A. Neurons – Nerve cells; information is received from the dendrites and sent on down the axon to the next cell. The textbook discusses the growth of axons and the blooming and pruning of synapses.
- B. Brain Structure – Another research study for evidence of brain changes in adolescence was presented in your text; this was also MRI research. Participants (adolescents and adults) were asked to view pictures of faces displaying fearful expressions. In adolescents, the emotional information was processed more in the amygdala than in the frontal lobe, the reverse occurred for adults. This may help explain differences in reasoning ability found between adolescents and adults.
- C. Experience and Plasticity – Examines to what extent the environment effects the brain, and how much the brain can regenerate or recover from injury
  - 1. Deprived and Enriched Environments – Deprived environments are related to depressed brain activity.
  - 2. Can New Brain Cells be Generated in Adolescence? – Yes – in adulthood too.
  - 3. Can the Adolescent’s Brain Recover from Injury? – Yes, the earlier an injury occurs, the more likely the recovery will be successful.
  - 4. Brain Development and Education – We are learning information that may one day be applied to education, but we don’t have enough of an understanding at this point.

### III. Evolution, Heredity, and Environment

#### A. The Evolutionary Perspective

- 1. Natural Selection and Adaptive Behavior – Natural selection is the evolutionary process that favors individual’s with stronger genes. Adaptive behavior is a modification of behavior that promotes an individual’s survival in their habitat.
- 2. Evolutionary Psychology – This field emphasizes the importance of adaptation, reproduction and survival of the fittest in explaining behavior.
- 3. Evolutionary Developmental Psychology – Applying evolutionary psychology specifically to development. Ex. Rough and tumble play by boys prepares them to be hunters. Evolved mechanisms are not always adaptive in contemporary society.
- 4. Evaluating Evolutionary Psychology – Biology accounts for a wide range of possibilities, but there are other critiques as well.

#### B. The Genetic Process

- 1. DNA and the Collaborative Gene – Chromosomes are the structures that contain the DNA. DNA is a complex molecule; short segments of DNA are what are referred to as genes. Genes work together (collaborate) to produce proteins and traits.
- 2. Genotype and Phenotype – Genotype refers to the actual genetic

material, phenotype refers to how the genes are expressed. Ex. You have genes that help determine height, but suppose you were malnourished, your phenotype would be the actual expression.

### C. Heredity-Environment Interaction

1. Behavior Genetics – The study of the degree and nature of behavior's hereditary basis. Twin and adoption studies are used to examine this. This is kind of like the nature/nurture question.
2. Heredity-Environment Correlations
  1. Passive Genotype-environment Correlations – When biological parents who are biologically related provide the environment for the child. Ex. parents give both genes and environment in this case.
  2. Evocative Genotype-environment Correlations – The genotype elicits effects in the environment. Ex. cute kid.
  3. Active (niche-picking) Genotype-environment Correlations – you seek out environments that fit.
3. Shared and Non-shared Environments – There are both shared (siblings common experiences) and non-shared (unique experiences, such as friends).
4. The Epigenetic View – development is a result of constant interactions between heredity and the environment.
5. Conclusions About Heredity and Environment – Both are important.

**Chapter 3 – The Brain and Cognitive Development (Santrock, 2010)**

## I. The Cognitive Developmental View –

## A. Piaget's Theory – We'll review all, then specifically, adolescence.

1. Cognitive Processes– Piaget believed that we all (adolescents included) actively construct our cognitive world. We organize and adapt our experiences to what we know. Here are some important concepts:
  1. Schema – A concept or framework that exists in the individual's mind to organize and interpret information.
  2. Assimilation – When individuals incorporate new information into existing knowledge.
  3. Accommodation – An adjustment to new information.
  4. Equilibration – The mechanism by which we change.
2. Stages of Cognitive Development – Age related; qualitatively different.
  1. Sensorimotor – (0-2) Constructs understanding through sensory experiences and motor actions. Object permanence is attained.
  2. Preoperational Thought – (2-7) More symbolic thought; represent with words, images, and drawings.
  3. Concrete Operational Thought - (7-11) – Reasoning can now be applied to specific, concrete examples. Conservation (liquid) is attained.
  4. Formal Operational Thought – (emerges at 11-15) Last stage. Abstract, idealistic, and logical thought. Metacognition (thinking about thinking). Hypothetical-deductive reasoning is attained. The ability to develop hypotheses and decide the best way to solve a problem.

Research shows that this stage may not be as homogenous and complete as Piaget believed. Researches may now divide this stage up into two sub-stages: early and late formal operational thought. In the early stage seemingly limitless alternatives and hypotheses are created. In the later part of the stage the adolescent refines these and develops better ways to test them. Stage 1 is kind of like brainstorming.

Also, adolescents seem to reach this stage much later than he initially believed, and some adults do not achieve it per Piaget's standards at all (cultural research). Also, this reasoning may be used in some domains and not others, and even those at this level may not always use this level of thinking. There is also considerable individual variation as to when this is achieved.

Adolescents (and others as well) are building on their existing schemas, so it is important to find out what these are and build on them. Also, learning occurs best when we interact with our environment. Also, information may be presented in a way that is too formal and abstract for most adolescent thinkers who may

still be mainly at the concrete operational stage.

3. Evaluating Piaget's Theory – Piaget really pioneered cognitive development, and he did it through observation. We also know that people develop gradually through stages. Some criticisms include: stages appear earlier and later than thought, all aspects of a stage do not necessarily emerge simultaneously, some children can be trained to think at a higher level (Piaget did not think this was possible), culture and education exert stronger influences than he believed. Neo-Piagetians give more attention to how children process information (memory, attention, and strategies).

4. Cognitive Changes in Adulthood – In adulthood we see more realistic and pragmatic thinking. Thinking also becomes more reflective.

5. Is There a 5<sup>th</sup>, Postformal Stage – Some theorists (not Piaget) believe that young adults can enter a 5<sup>th</sup> stage. Postformal Thought involves understanding that the correct answer to a problem can require reflective thinking, the correct answer can vary from situation to situation, and that the search for truth is never-ending. This is new, and still being researched.

B. Vygotsky's Theory - Knowledge is situated and collaborative (culture and learning from others).

Zone of Proximal Development – Refers to the range of tasks that are too difficult for an individual to master alone, but that can be mastered with the guidance or assistance of adults or more skilled peers. Formal schooling, but also parents, peers, media and the community all help impart knowledge.

1. Exploring Some Contemporary Concepts

1. Scaffolding – Changing the level of support over the course of a teaching session.
2. Cognitive Apprenticeship – An expert stretches and supports the novice's understanding of the culture's skills. Evaluates when the learner is ready to take the next step and supports learning.
3. Tutoring – Involves a cognitive apprenticeship. May also occur between peers.
4. Cooperative Learning – Students work in small groups to help each other learn (these concepts can also be applied to people of other ages).
5. Reciprocal Teaching – Students take turns leading a small group discussion. This can also occur between a teacher and student and is similar to scaffolding.

A criticism of Vygotsky is that he overemphasized the role of language.

2. Evaluating Vygotsky's Theory - Both views are constructivistic (we construct our view of the world). A key difference is that Piaget is more cognitive and Vygotsky is more social.

II. The Information-Processing View – Both a facet of development (our ability to process information changes) as well as a framework for understanding cognition.

Cognitive Resources – Both biology and experience contribute – as does the type of task and environment in which the task occurs.

1. Thinking – Information processing; perceiving, encoding, and storing information about the world.

Mechanisms of Change – Changes in cognitive skills occur due to the following four mechanisms: encoding (getting the information into memory), automatization (ability to process info. with little effort – such as driving), strategy construction (understanding how the information relates to what we know), and generalization (applying the knowledge to other situations – what I hope happens with the information you learn in this class). Cognitive load is reduced.

Attention and Memory –

Attention – Attention is the concentration and focusing of mental effort; it is both selective and shifting. We can shift attention even without an external stimulus.

Memory – Memory is the retention of information over time.

1. Sensory Register – Very brief – not mentioned in the text.
2. Short-term Memory – Limited in duration and capacity; increases to about 7 plus or minus 2. Abbreviated as STM.
3. Working Memory – Basically the same as STM, but some like this term better because it sounds more active.
4. Long-term Memory – Relatively permanent memory system; it is likely that this improves in adolescence as well.

Executive Functioning – Once we have information, we need to use it.

1. Decision Making – The ability to make decisions also improves throughout adolescence. It is important to understand how adolescents make decisions in real-world situations. Studies from Brazilian school children show deficits in transfer of learning. Adolescents need opportunities to engage in role-playing and group exercises. Parents may also guide adolescents by including them in their decisions.

2. Reasoning – logical thinking that uses induction and deduction to reach a conclusion. Inductive is going from the specific to the general (sample to population).

Deductive reasoning is going from the general to the specific (developing a hypothesis from a theory).

3. Critical Thinking – Critical Thinking involves thinking reflectively and productively and evaluating the evidence. Critical thinking increases with age (but a

study showed it occurred in only 43% of 11<sup>th</sup> graders – still only one study). Critical thinking improves because improvements in information processing free up more cognitive resources, breadth of knowledge continues to improve, and they have better strategies. Critical thinking is centrally important in schools, but they need to also consider teaching critical thinking in practical situations, rather than just formal logic – critical thinking can be taught as embedded in subject matter rather than separately.

4. Creative Thinking – The ability to think in novel ways and come up with unique solutions to problems. Not the same as intelligence (beyond 120, not correlated.). Convergent thinking produces one correct answer and is typical of intelligence tests; divergent thinking produces many answers to the same question and is reflective of creativity. The following are strategies for helping adolescents to become more creative: have them brainstorm, environments that stimulate creativity, don't over-control, encourage intrinsic motivation, play with ideas, introduce them to creative people, and talk with them about creative people. When we become absorbed in an activity, this is flow.
5. Expertise – An expert's knowledge is organized around concepts or chunks of information. For example, chess players plan several moves ahead.
6. Metacognition and Self-Regulatory Learning
  - a. What is Metacognition – Metacognition is knowing about knowing. For example, how do you know when you have studied enough for an exam?
  - b. Exploring Strategies and the Self-Regulation of Strategies – Some strategies work better for some students than others. Students need not only to be taught strategies, but the strategies need to be effective for them, and they need to recognize when and how to use them.
  - c. Self-Regulatory Learning – consists of the self-generation and self-monitoring of thoughts, feelings, and behaviors to reach a goal. The goal can be academic or socio-emotional. High-achieving students are better at goal-setting. We need to be able to monitor our own progress toward our goals.

III. The Psychometric / Intelligence View – Emphasizes the importance of individual differences in intelligence and advocates intelligence testing. Intelligence tests cannot be directly measured, and we haven't agreed on what it is. Intelligence is generally defined as problem-solving skills and the ability to learn from life's everyday experiences (this is why verbal is considered part of IQ – we have been exposed, so if we are intelligent, our verbal knowledge should be high; an aptitude, not an achievement test).

Intelligence Tests – Controversial – what is IQ; what do we do with the results?

The Binet Tests – Devised by Binet in 1904 to assess French school children that could not learn in school. Mental age refers to one's mental development relative to others. Intelligence Quotient was mental age divided by 100. The

test was revised at Stanford, and is referred to as the Stanford-Binet. Scores approximate a normal distribution.

The Weschler Scales – Also commonly used to assess IQ. Different tests are used for young children.

The Use and Misuse of Intelligence Tests – Biases in testing are problematic.

Theories of Multiple Intelligences – Is intelligence one general ability, or a number of specific abilities?

Factor Approaches – Binet was g-factor; Weschler's tests have separate performance and verbal components. Even early on, people disagreed.

Gardner's Theory of Multiple Intelligences – Verbal, mathematical, spatial, body kinesthetic, musical, interpersonal, intrapersonal (understanding oneself), and naturalist (understanding nature). Each is unique, because each can be destroyed by brain damage, and individuals can be competent in one or a few, but low on others.

Sternberg's Triarchic Theory – Three forms are: analytical, creative, and practical. Students high in different areas look different in school; it is important to balance instruction to teach all three types.

Emotional Intelligence – A form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. One researcher believes that adolescent competence is better understood by emotional intelligence which consists of emotional self-awareness, managing emotions, reading emotions, and handling relationships. Research in this area is still very new (the concept was presented in the early 1990's).

Do People Have One Intelligence or Many Intelligences? – Broader view is more inclusive of individuals with different abilities, but is music intelligence? There is not enough research support, and what would we want this research to show?

Controversies and Cultural/Ethnic Comparisons in Intelligence – Tests may be biased and inappropriately used.

The Influence of Heredity and the Environment – Is intelligence primarily a result of genes or the environment? People seem to be scoring higher as a result of schooling, however this doesn't really answer the question. There does seem to be a strong genetic component, however environment is also very important.

Cultural and Ethnic Comparisons – Minorities score lower and this seems due to the environment. When culture improves learning conditions, scores increase. Attempts have been made to create culture-free (Raven Matrices) and culture fair tests with limited success.

The Use and Misuse of Intelligence Tests – We need to be cautious

both in our interpretation and application (self-fulfilling prophecies). Even the classification of mental retardation involves more than an IQ score.

IV. Social Cognition – How individuals reason about their social world.

Adolescent Egocentrism – The heightened self-consciousness of adolescents, reflected by a belief that everyone is interested in them (imaginary audience) and that they are unique (personal fable).

Perspective Taking – The ability to assume another's perspective and understand their thoughts and feelings.

**WEEK TWO****Chapter 4 – The Self, Identity, Emotions, and Personality (Santrock, 2010)**

I. The Self – As we have mentioned before, developing a unique sense of identity is a big part of adolescence.

A. Self-Understanding

1. What is Self-Understanding – Self-Understanding is defined as our cognitive understanding of ourselves. We use it to develop and understand our identity.
2. Dimensions of Adolescents' Self-Understanding – Adolescents' self-understanding differs from younger children.
  1. Abstract and Idealistic – They see themselves as better than others.
  2. Differentiated – We understand ourselves in context -- we are not always a certain way, it depends on the situation.
  3. The Fluctuating Self – The self fluctuates across time and situations.
  4. Contradictions Within The Self – Ex. seeing themselves as both ugly and attractive.
  5. Real and Ideal, True and False Selves – Adolescents are more likely to see discrepancies between their real and ideal selves. Rogers saw too big a gap, as a sign of maladjustment. The purpose of therapy was to come to accept our real selves -- not to change to our ideal. For adolescents, the discrepancy may be more normal. Part of the ideal self is the possible self – this is both what we would like to become as well as what we are afraid of becoming.
  6. Social Comparison – Adults are more likely than children to use social comparison - and we use this as adults as well.
  7. Self-conscious – Adolescents are more likely than children to be self-conscious. They are more introspective – and more likely to use their friends as mirrors to discover who they are.
  8. Self-protective – Adolescents sense of self is vulnerable, and they do their best to protect it. For example, mechanisms, such as denial are now more likely to be used.
  9. Unconscious – Adolescents are cognitively able to understand that they possess an unconscious mind.
  10. Self-integration – Adolescents may try out different roles, and behave differently in different situations, but as they get older they develop a more congruent sense of self. They are more likely to detect – and be trouble when they act inconsistently.
  11. Conclusions – The adolescent goes through a process whereby s/he is confronted by contradictory self-descriptions, attempts to resolve these, and forms a coherent sense of identity.

3. Self-understanding and Sociocultural Contexts – Our different selves also depend on the social context and role that we are in. For example, our roles can differ depending on where we are and what we are doing (e.g. school vs. home). They also depend on our role (e.g. student, son, or daughter). And, people may create their identity including their ethnic and social background.

#### B. Self-esteem and Self-concept -

##### 1. What are Self-esteem and Self-concept?

Self-Esteem – is your global sense of self-worth. Self-concept is like self-esteem, but it only pertains to a particular area of your life; for example, you have an academic self-concept.

2. Measuring Self-esteem and Self-concept – Your book states that for many years measures were designed and given to adults with little attention to adolescents. Your book is mainly accurate, but for self-esteem, this isn't true. The most widely used scale was designed for and used with adolescents. There now are separate measures, but many researchers still use the Rosenberg self-esteem scale.

3. Are Some Domains More Salient Than Others to Adolescent's Self-esteem?  
Perceived physical appearance and peer relations

4. Parental and Peer Influences on Self-esteem – Research supports that adolescents with higher self-esteem tend to have parents warm and supportive and authoritative in their parenting style.

5. Consequences of Low Self-esteem – Low self-esteem is related to depression, eating disorders, and suicide.

6. Increasing Adolescents' Self-esteem – 4 ways to increase self-esteem: identify the domains that are important, emotional and social support, achievement, and good coping skills. Self-esteem is highest when adolescents are competent in areas that are important to them. Emotional and social support is also crucial – if the parents cannot provide this, then someone else needs to. Adolescents can be taught to use effective coping skills.

## II. Identity –

### A. Erikson's Ideas on Identity –

1. Revisiting Erikson's Views On Identity and the Human Life Span- Identity vs. Identity Confusion – is Erikson's fifth developmental stage that occurs during adolescence. Adolescents examine who they are and search for a sense of identity. Psychosocial Moratorium is Erikson's term for the gap between childhood securing and being an autonomous adult. During this period, the task for adolescents is to figure out who they are. Adolescents who are not successful at this stage may either socially withdraw or lose their identity to a crowd; in either event, they do not have their own identity.

2. Personality and Role Experimentation – Adolescents try out a variety of personalities and roles during the psychological moratorium. Identity includes

many components including political orientation, religiosity, career path, intellectual identity, sexual identity, etc.

3. Some Contemporary Thoughts on Identity – Identity formation does not begin or end with adolescence. Identity can be resolved in adolescence, but the issue can reemerge later.

B. The Four Stages on Identity – James Marcia believes that there are four ways of resolving the identity crisis. They differ depending on the following two factors: crisis – the adolescent chooses among alternatives. Commitment is when adolescents commit to show a personal investment in what they are going to do.

1. Identity Diffusion – They have not experienced a crisis or made a commitment.
2. Identity Foreclosure – There is no crisis, but the adolescent makes a commitment. For example, just taking on what the parents expect.
3. Identity Moratorium – There is a crisis, but commitments have not been made.
4. Identity Achievement – The adolescent has gone through a crisis (explored alternatives) and made a commitment.

C. Developmental Changes – Some researchers believe that those who develop positive identities go through periods of moratorium followed by achievement (MAMA cycles) throughout their lives.

D. Family Influences on Identity – Families that promote individuality and Connectedness tend to promote healthy identity development. Individuality involves self-assertion and separateness (being able to communicate how we are different from others). Connectedness involves sensitivity to others views and permeability (the openness to others views).

E. Cultural and Ethnic Aspects of Identity –

1. Erikson's View – Erikson was very sensitive to the importance of a cultural identity.
2. Adolescence: A Special Juncture – Adolescents that are in minority groups must confront their minority status, often for the first time, in adolescence.
3. Defining and Exploring Ethnic Identity – Ethnic identity – is defined as an enduring, basic aspect of the self that includes a sense of membership in an ethnic group and the attitudes and feelings related to that membership.
4. Helm's Model of Ethnic Identity Development – Four stages of ethnic identity development: preencounter (the dominant culture is preferred; the ethnic culture may be disliked), encounter (recognizing that their identity must be found and that they will never fit into the mainstream culture), immersion/emersion (complete endorsement of the minority group and rejection of the dominant culture), and internalization/commitment

(integrating personal and ethnic identities; people actively commit to engaging in behaviors to help eliminate discrimination).

5. Contexts – Social contexts, such as SES, also influence ethnic identity development. Many low SES neighborhoods have few opportunities to help guide adolescents.

- F. Gender and Identity Development – Gender may also influence identity development. For example, what domains and interests are important to us may correlate w/ gender.

### III. Identity and Intimacy -

Intimacy – Forming intimate relationships with others; Erikson’s 6<sup>th</sup> crisis, faced in young adulthood. Those who do not successfully complete this stage may be faced with isolation. It is important that identity is achieved first so that one does not lose oneself in relationships with others.

#### 5 Styles of Interaction:

1. Intimate Style – one or more deep and long-lasting love relationships.
2. Pre-intimate Style – mixed emotions about commitment – love without obligations.
3. Stereotyped Style – superficial relationships
4. Pseudointimate Style – long-lasting sexual attachment with little depth or closeness.
5. Isolated Style - Little or no attachment

#### 3 Levels of Relationship Maturity –

1. Self-focused level – perspective of relationship is how it affects oneself.
2. Role-focused level – Perceiving others as individuals in their own right begins to develop, but the perspective is limited and may be stereotypical.
3. Individuated-connected level – The highest level of relationship maturity where there is an understanding of oneself and consideration of others.

- C. Loneliness – Many adolescents feel lonely. A lack of time spent with females is correlated with loneliness – for both males and females. Lonely individuals are often lacking in social skills and have lower self-esteem. The transition to college can lead to loneliness for some young adults.

Emotional Isolation – arises when an individual lacks an intimate attachment relationship.

Social Isolation – When a person lacks a sense of integrative involvement. For example, feeling a part of the community.

It is common for adolescents to experience both types of loneliness, and forming new relationships can help with this problem.

**Chapter 5 – Gender (Santrock, 2010)**

I. – What is Gender? – Sex refers to the biological characteristics of being male or female; gender refers to the sociocultural and psychological dimensions of being male or female. One aspect of gender are gender roles; these are sets of expectations for how males and females should think, act, and feel.

II. Biological, Social, and Cognitive Influences on Gender – How do biology, social environments, and cognitive processes influence gender development?

Biological Influences- Centered around pubertal changes.

Pubertal Change and Sexuality – With puberty, adolescents incorporate sexuality into their gender schemas and behavior. During puberty, adolescents are trying to discover their sexual identity, and initially, behaviors are very stereotypical for both sexes. Although puberty leads to sexuality, how this sexuality becomes a part of gender identity and how it influences behavior depends on social and cultural influences.

Freud and Erikson – Anatomy is Destiny – Biology determines your gender behavior. Freud believed that gender and sexual behavior was unlearned. Critics see us as more free to choose our gender roles.

Evolutionary Psychology and Gender – Evolutionary psych. produced our gender differences. Men are more aggressive because they needed to compete for women as mates. Women prefer men who can provide. This also is used to explain why men prefer younger women, and women older men. Cross-cultural differences go against this type of argument.

Social Influences – Differences between the gender behavior of males and females may also be socially influenced. Women may prefer men that make more because women typically make less.

Parental Influences – Parents also influence the gender development of their children – by example, and also social influences. Boys are usually allowed more freedom. Parents may have different expectations for sons than daughters.

Social Cognitive Theory of Gender – Gender development occurs through observation and imitation of gender behavior – parents are ready examples of this; they can reward gender behaviors that are appropriate and punish others. One fairly recent change is the number of mothers that work outside the home; this can lead to less traditional views and less stereotyped views of women.

Peers – Before adolescence, children learn about gender behavior from their same-sex peers.

School and Teacher Influences – Boys are given more attention, and are more likely to be diagnosed with learning disorders; there is also more expectation

for boys to achieve. Girls begin school scoring higher and end scoring later. Teacher expectations may be subtle, but dramatically influence students.

Mass-Media Influences – Gender role stereotypes are also carried by the mass media (Tinkerbell thought her hips were too wide, and she is fairy!). Girls are portrayed as needing to be very thin to be attractive, and intelligence is often devalued. There is also reason to believe that television may be especially appealing to adolescents – they have very idealistic thinking, and there are many idealistic characters on TV. Heavy TV viewing has been shown to be related to more traditional gender roles.

Cognitive Influences – There are 2 main cognitive theories:

Cognitive Developmental Theory – Once we perceive ourselves as male or female, we organize our concepts around this. Children like to categorize and their gender and gender behavior is no exception. By about age 6, children have achieved gender constancy (a girl is a girl no matter how she dresses). We also can choose our gender behavior

Gender Schema Theory – A schema is a cognitive framework that organizes information. A gender schema organizes our cognitive world in terms of male and female. Finally, gender schema theory states that we are motivated to conform to gender-based stereotypes and sociocultural standards – we internalize these concepts into our schemas. We are not always conscious of how these concepts influence our behavior.

### III. Gender Stereotypes, Similarities, and Differences

Gender Stereotyping – Gender stereotypes are defined as broad categories that reflect our impressions and beliefs about females and males. They are our beliefs about what a typical member of a category is like. As with all stereotypes, they can influence our behavior and may be difficult to change.

Sexism is prejudice and discrimination based on negative stereotypes – treating someone unfairly just based on their gender. A distinction is sometimes made between old-fashioned and modern sexism; differential treatment would be an example of old-fashioned and not supporting policies to help women is considered a more modern form of sexism.

Gender Similarities and Differences – The general consensus is that males and females are really very much alike. And remember, these are averages.

1. Physical / Biological Differences – Females throughout life are healthier; males have twice the risk of coronary heart disease and higher blood pressure; women have more body fat on average than males.
2. Cognitive Differences – It has long been believed that males tend to have better math and spatial ability, and females have better verbal ability, but there is much disagreement on these matters – research is contradictory.

3. Socioemotional Differences – Areas that have been studied include relationships, aggression, emotion, and achievement. In relationships there is a difference between rapport talk (conversational language that focuses on relationships) and report talk (talk that provides information). Males prefer report talk, and females prefer rapport talk. Another difference between males and females is that males are more physically aggressive.

Gender Controversy – Psychologists are not all in agreement as to the size or importance of gender differences.

Gender in Context – When we consider gender differences, we also need to consider the context of the behaviors. The example in the book involves differences in helping behavior -- the type of help needed determines whether males or females are more likely to help. Context is also an important determinant of when and where males and females will display emotions.

#### IV. Gender-Role Classification

Traditional Gender Roles – Male characteristics were generally more valued than feminine characteristics. Traditional gender roles are especially prominent in other countries, and are often harmful to women. Women may make far less and be relegated to lower status positions. They may consequently receive less education and generally have less power.

Androgyny – is defined as the presence of a high degree of desirable feminine and masculine characteristics by the same individual. There are more androgynous individuals now than in the past. The Bem Sex Role Inventory is often used to study gender roles. An individual may have a feminine, masculine, androgynous, or undifferentiated (low on both) gender-role orientation. Androgynous individuals have been described as more adaptive and healthy – in our culture. Those who are undifferentiated are worse off. Attempts to change orientation have had mixed success.

Traditional Masculinity and Problem Behaviors in Adolescent Males – Some traditionally masculine behaviors (like premarital sex, driving fast) are also risky. Males with strong traditional beliefs may be at greater risk. Protective family factors include family rules and church attendance. Males also need to interact with males (fathers) that are positive role models. Males also need to be able to learn to manage their emotions more effectively.

Gender-Role Transcendence – Some theorists believe that masculinity, femininity, and androgyny should be replaced with a concept of gender-role transcendence this is belief that an individual's competence should be understood on an individual basis.

V. Developmental Changes and Junctures – What changes in adolescence may influence gender roles?

Early Adolescence and Gender Intensification – The gender intensification hypothesis states that there is increased pressure to conform to stereotyped conceptions of male and female in early adolescence. Basically, we may later depart from traditional views, but in order to depart, we first must know what they are. As adolescents grow older, their gender conceptions become less stereotyped.

Is Early Adolescence a Critical Juncture for Females? – In early adolescence, girls may realize that feminine qualities such as intimacy are not valued by society. Self-esteem issues may result.

**WEEK THREE****Chapter 6 – Sexuality (Santrock, 2010)****I. Exploring Adolescent Sexuality**

A. A Normal Aspect of Adolescent Development – Developing sexuality is a normal part of adolescence.

1. A Bridge Between the Asexual Child and the Sexual Adult – Although there are potential risks that we will discuss, most make the journey to being a sexual adult with healthy attitudes and behaviors.
2. The Sexual Culture – Sex is explicitly portrayed in the media, and yet we look negatively on teens having sex. There is a definite tension and contradiction that exists there.
3. Developing a Sexual Identity – Involves sexual orientation and understanding how to manage sexual feelings.
4. Obtaining Information About Adolescent Sexuality – One way is through audio; so that adolescents only interact with the computer. We run the risk that only those with liberal attitudes will respond, and there is always the possibility that the information we are given is false.

**B. Sexual Attitudes and Behavior**

1. Heterosexual Attitudes and Behavior
2. The Progression of Adolescent Sexual Behaviors – Sexual behavior usually progresses leading up to sexual intercourse. Of a study of high school students who reported not having sexual intercourse, 25 percent of males and 15% of females reported having had oral sex. Adolescents may believe that this behavior is less risky.
3. Adolescent Heterosexual Sexual Behavior – Trends and Incidence – The trend of adolescents who say they have engaged in sexual intercourse has increased, especially for women. Males are more likely to report that they have had sex. As stated in your text, 8/10 and 7/10 boys are virgins at age 15. The average age for sexual intercourse is a little over 16 for boys and 17 for girls. However remember, timing varies from culture to culture and from person to person.
  1. Adolescent Female and Male Sexual Scripts – a stereotyped cognitive pattern for how one should behave sexually. It is expected that males will make advances and females should set limits.
  2. Risk Factors for Sexual Problems – There is a confluence of risk, sexual risk-taking is associated with other risk taking. Use of alcohol and drugs increases the risks, and younger adolescents are less likely to use contraceptives and more likely to be harmed if they catch an STD (both in terms of delaying treatment and because their systems are still so immature).

4. Homosexual Attitudes and Behavior
  1. A Continuum of Heterosexuality and Homosexuality – People can vary from strictly homosexual to strictly heterosexual behavior. Twins are more likely to be homosexual, but not all, so it can't be entirely biologically determined.
  2. Causes of Homosexuality – (stated above)
  3. Gay or Lesbian Identity in Adolescence – very little research, but some adolescents as young as 12 identify themselves as gay.
  4. Disclosure – The first person told is usually a friend.
  5. Discrimination and Bias – Homophobia (irrational negative feelings) may result in discriminatory actions. Homosexuals may not only be devalued by others, but themselves as well.
5. Self-Stimulation – There is less of a stigma today. No STD risks associated with masturbation, but mutual masturbation can have STD consequences and may lead to sexual intercourse.
6. Contraceptive Use – Your book talks about the two types of risk as being unwanted pregnancy and STD's, however there may also be emotional and spiritual consequences to consider. A sexually active adolescent who does not use contraception has what percent chance of pregnancy within 1 yr? (90%). Even those who use contraceptive may not use them consistently or correctly, and younger adolescents are less likely to use. Adolescents in other countries are more likely to use contraceptives.

## II. Adolescent Sexual Problems –

### Adolescent Pregnancy –

Incidence and Nature of Adolescent Pregnancy – About 200,000 girls will have a child before their 18<sup>th</sup> birthday, and although births are declining, this may also be due to abortions.

Consequences of Adolescent Pregnancy – Adolescents are more likely to have low birthweight babies, can you guess why this is so? (malnutrition, they are growing themselves). Mothers may drop out of school further compounding the problem.

Cognitive Factors in Adolescent Pregnancy – Although adolescents may be aware of risks such as pregnancy, they may not believe that it can happen to them, it is therefore necessary to provide more than just facts. Many won't have the cognitive skills necessary to consider alternatives and imagine what life would really be like for them if they were to become / or get their partner pregnant.

Adolescents as Parents – Children are more likely to be premature with low birthweight and have a number of related problems. They have more physical, and emotional problems. They are also less likely to have a father involved in their life.

Reducing Adolescent Pregnancy – Sex education, community involvement experiences. Girls inc. was discussed in your text briefly. It is also very important to stress abstinence.

Sexually Transmitted Diseases – Diseases contracted primarily through sexual content. Approximately 25% of adolescents may become infected with an STD each year.

Types –

Gonorrhea – One of the most common; caused by a bacterium; can lead to sterility.

Syphilis – Also caused by a bacterium; treated w/ antibiotics; can also be transmitted to the fetus after the 4<sup>th</sup> month.

Chlamydia – The most common. It is highly contagious. Women have a 70% chance of getting it in a single sexual encounter with an infected partner.

Genital Herpes – Incurable. Caused by viruses.

AIDS – Caused by a virus that attacks the body's immune system. There have been 4,000 cases of adolescents and 26,000 reported to the CDC in young adults, but many of these were most likely infected in adolescence. In other countries, the problem is even more of an epidemic. Your book states that in Kenya 25% of adolescents 15-19 are infected with AIDS -- and this can be passed to the infant.

Transmission of HIV – Transmitted by sexual contact, the sharing of needles, blood transfusions, and children born with AIDS.

Prevention – Adolescent peers can serve as effective models.

### Forcible Sexual Behavior and Sexual Harassment

Forcible Sexual Behavior – Sexual behavior with one who does not give consent. Legal definitions vary (e.g. whether or not husbands can rape wives). Date rape with someone the victim knows is quite prevalent. So many consequences can result including suicide attempts. Counseling can be very helpful.

Sexual Harassment – There are two types of sexual harassment that can occur in educational settings.

1. Quid pro quo sexual harassment – a school decision (such as a grade) is based on the student's willingness to engage in unwelcome conduct.
2. Hostile environment sexual harassment – persistent unwelcome behavior that limits the student's ability to learn.

### III. Sexual Knowledge and Sex Education -

Sexual Knowledge - Adolescents are inundated with sexual knowledge from the media and other sources, but these are not necessarily sexual facts. For example over 40% of adolescents surveyed either did not think that you could get an STD from oral sex or weren't sure that you could.

Sources of Sex Education – Parents need to be more involved. Adolescents who discuss sex with their parents are less likely to be sexually active. Both males and females are more likely to talk with their mothers.

Sex Education in Schools – HIV and AIDS are discussed as is an increasing focus on abstinence. However, adolescents also need more than just factual education. Certainly, when compared to other countries, there is a difference in the use of contraceptives, but we shouldn't just be concerned with STDs and pregnancy, but with moral and emotional well-being as well.

### Sexual Well-Being, Social Policy, and Adolescents

Sexual Well-Being and Developmental Transitions – The following issues have been targeted for further examination: timing of behaviors, co-occurrence of health-related behaviors, contextual factors (such as poverty), age of first sexual experiences, and the relationship between gender and sexuality.

Social Policy and Adolescent Sexuality – Services and educational programs need to target youth before they become sexually active.

**Chapter 7 – Moral Development, Values, and Religion (Santrock, 2010)**

I. What is Moral Development? – Moral development – is defined as thoughts, feelings, and behaviors regarding standards of right and wrong. There is an intrapersonal dimension (basic values of the self) and an interpersonal dimension (regarding interactions with others). This chapter examines moral thought (and the development of morals), moral actions (because we don't always behave in line with our values), moral feelings, and finally moral education.

## II. Moral Thought -

Piaget's Ideas and Cognitive Disequilibrium Theory – Piaget was interested in how the thought process of children develops, and that included their moral development.

Piaget believed in 2 stages of moral development

1. Heteronomous morality – Defined as the first stage of moral development in Piaget's theory (age 4-7). Justice and rules are conceived of as unchangeable properties in the world, removed from the control of people.

Children at this stage believe in immanent justice (when a rule is broken, punishment will immediately follow).

Only consequences are considered --- two plates unintentionally broken is worse than one plate intentionally broken, because intentions do not matter.

2. Autonomous morality – Defined as the second stage, displayed by older children (10 and up). The child becomes aware the rules and laws are created by people and that one should be judged based on intentions as well as consequences.

Moral development – according to Piaget, children advance morally by interacting with their peers – not adults. It is through peer interactions that they learn perspective-taking and negotiation – with adults the rules are just handed down.

Cognitive Disequilibrium Theory – A researcher named Hoffman built on Piaget's ideas. He believed that adolescents and young adults are exposed to many views and this causes them to reconsider and evaluate their beliefs. They develop their own moral system.

Kohlberg's Ideas on Moral Development – Kohlberg devised moral dilemma scenarios and then evaluated children's responses. He believed that moral development occurred through a series of stages. Ex. expensive drug stolen scenario. As children develop morally, their moral thoughts become more internalized --- this means that their behavior comes more under the control of their own values than external rewards and punishments.

Preconventional Reasoning – The lowest level; no internalization of moral values, behavior is controlled by rewards and punishments.

Conventional Reasoning – Some morals are external (parents and the laws of society) still, but others have been internalized. Children younger than 9 are usually at this stage. Adolescents reason at this stage.

Postconventional Reasoning – The highest level; morals are completely internalized. The person has considered alternatives and decided on their own moral code. Young adults may reason at this stage. This stage occurs later than Kohlberg imagined.

Influences on the Kohlberg Stages – Kohlberg believed that cognitive development was tied to moral development. Moral development could be encouraged by presenting information just slightly above their level of moral understanding - this creates disequilibrium and encourages moral development.

Why is Kohlberg's Theory Important for Understanding Moral Development in Adolescence? It is the major theory, and includes social and cognitive development.

#### Kohlberg's Critics

Moral Thought and Moral Behavior – Moral thought does not always relate to moral actions, which his theory does not consider.

Assessment of Moral Reasoning – Kohlberg relied on a single method of responses to scenarios – not even real life situations that adolescents might encounter. The responses are also difficult to score.

Culture and Moral Development – Some have criticized his scenarios to reflect cultural bias. Moral beliefs are very tied to the culture.

Gender and the Care Perspective – Carol Gilligan believes that Kohlberg focuses more on a justice perspective (males) than on a care perspective that might more closely reflect the moral reasoning of females.

Reasoning in Different Social Cognitive Domains – The moral domain (values, fairness, welfare of others) involves issues of justice, the social-conventional domain focuses on interpersonal relationships, and the personal domain focuses on moral issues of personal choice and personal goals.

### III. Moral Behavior -

**Basic Processes** – Just like with other types of behavior, learning theory and social learning theory are important. Adolescents are more likely to engage in more behavior based on rewards and punishments, and are influenced by models. Rewards and models need to be consistent in order to be most effective.

**Social Cognitive Theory of Moral Development** – Defined as the theory that distinguishes between moral competence (the ability to produce moral behaviors) and moral performance (performing those behaviors in specific situations). Competence includes the knowledge of moral behavior as well as the ability to act on it. Behavior is influenced by rewards. People may act more or less morally depending on the situation.

**Altruism** – is defined as an unselfish interest in helping another person. People are more altruistic. Reciprocity and exchange may be involved. Also, **forgiveness** is considered to be an aspect of altruism. Forgiveness occurs (by definition) when an injured person releases the injurer from possible behavioral retaliation.

### IV. Moral Feelings – The role of emotions in moral development

**Psychoanalytic Theory** – The superego is the moral branch of personality that develops in the phallic stage in response to the Oedipus complex. The superego has 2 components

1. **Ego ideal** – Includes ideal standards approved by parents
2. **Conscience** – Includes behaviors disapproved of by parents.

**Child-Rearing Techniques** – Both Piaget and Kohlberg did not believe that parents were especially important in moral development (Freud did). Parents provide some guidance through role models, but interactions with peers are most important. Child-rearing techniques have also been examined in terms of their role in moral development. The following three discipline techniques have been examined:

1. **Love Withdrawal** – parent removes love as discipline
2. **Power Assertion** – Control over the child's resources
3. **Induction** – Parent uses reason and explanation.

**Empathy** – Defined as reacting to another's feelings with an emotional response that is similar to the other's response. Perspective-taking is needed. This skill is often used in therapy. Adolescents and adults vary in their ability.

**The Contemporary Perspective** – Both positive (empathy) and negative (guilt) feelings contribute to moral development.

## V. Moral Education

- A. The Hidden Curriculum – This term is used to refer to the moral atmosphere that is a part of every school. Teachers serve as models whether they plan to or not.
- B. Character Education – Is defined as a direct moral education approach that involves teaching students a basic moral literacy to prevent them from engaging in immoral behavior or doing harm to themselves or others.
- C. Values Clarification – is defined as an educational approach that focuses on helping people clarify what their lives are for and what is worth working for. Students are encouraged to define their own values and understand others' values. The difference here is that the values are left up to the student.
- D. Cognitive Moral Education – students should learn to value democracy and justice.
- E. Service Learning – defined as a form of education that promotes social responsibility and service to the community. This benefits the adolescents and the recipients of their help.

## VI. Values, Religion, and Cults

- A. Values – Beliefs and attitudes about the way things should be. Self-fulfillment is a decent goal, but it is bad for it to be an adolescent's only goal.
- B. Religion – Children do tend to adopt the teachings of their upbringing. And, achievement is linked to church attendance for lower-income students.
  - Developmental Changes – As children mature cognitively, they are also better able to understand more deeply, religious ideas and beliefs.
  - Religiousness and Sexuality in Adolescence – Religion discourages premarital sex; adolescents who attend church may hear these messages and be exposed to teens with similar values.

Cults – They are often led by a charismatic leader, destroy the individual's freedom of thought, and isolate them. Energy is directed inward rather than outward.

## Chapter 8 – Families (Santrock, 2010)

I. The Nature of Family Processes - Numerous processes and relationships occur within families; ex. parent-child, siblings, and even with other individuals, such as grandparents. Additionally, processes can be direct (parent interacts with an influences the child) or indirect (the parents interactions with each other impact the child).

A. Family Interactions – Reciprocal Socialization is the process by which children and adolescents socialize parents, just as parents socialize them. Relationships are interactive, this is why many therapists prefer to treat the entire family. Synchrony (mentioned in the text) refers to the carefully coordinated interaction between the parent and the child in which they are attuned to each other's behavior. This term is more commonly referred to regarding interactions between parents (or others) and infants.

B. The Developmental Construction of Relationships - As we grow, we develop models of relations with others. There are basically two different views: the continuity view that believes that early parenting establishes how we relate to each other throughout our life, and the discontinuity view that our way of relating to others changes over time and depends on the type of relationship.

1. The Continuity View – Early attachment theory is important. How we relate to parents early in life determines how we relate to others later. Research has shown a relationship between secure attachment and later a similar relationship with a partner. An example of this is father-daughter relationships
2. The Discontinuity View – The emphasis here is change and growth in relationships over time. Relationships differ from each other (ex. child-parent is different from peers, different from a romantic partner) and we grow and change the way we relate to others. Ex. we are more egalitarian with peers than with parents. This view doesn't deny the influence of early relationships, however growth and change is stressed.

With father-daughter, this implies that those with poor relationships aren't doomed to repeat them with a future romantic partner.

C. Maturation –

1. Adolescent Changes – Changes in adolescents, such as puberty, can influence family relationships. For example, conflict between mothers and daughters is highest during puberty (but still over non-major issues).

Cognitive changes, such as logical reasoning and idealistic thought can also influence family relationships.

2. Parental Changes – Changes that parents are experiencing can also impact family relationships and their relationships with their adolescents.

Ex. here can include work shifts, marital concerns, and health problems.

The age of the parents also seems to matter.

D. Sociocultural and Historical Changes – These can also influence family processes. Ex. war. Television and the internet have also greatly changed the way families can relate to each other.

E. Cognition and Emotion – These are also important to understanding family processes. Cognitions involve both adolescent's changing cognitive skills as well as their parent's cognitions, including beliefs about their adolescent's development. Emotions are also important, since parents try to teach youth to express their emotions in socially appropriate ways.

II. Parent-Adolescent Relationships – Parents often have different styles in raising their adolescents – usually similar to how they raised them as children.

Parents as Managers - Parents need to manage – or rather regulate and keep tabs on their adolescent's activities.

Parenting Techniques – Baumrind's 4 styles of parenting adolescents – you may remember authoritarian, authoritative, and permissive – here subdivided into neglectful and indulgent. These apply to all of childhood and teaching in the classroom as well. Many parents use a combination of techniques, however research studies usually place general styles into one of these categories.

Authoritarian – A restrictive punitive style; firm limits, control, and little verbal exchange. This is associated with socially incompetent behavior in adolescents.

Authoritative – Encourages independence, but places limits and controls. Here, parents are managers. This is associated with socially competent behavior.

Permissive – Indulgent or Neglectful – Both are associated with a lack of self-control. There aren't rules, so they do not learn to follow them.

Neglectful – Parents are very uninvolved.

Indulgent – Parents are highly involved, but not demanding or controlling. The adolescents do not learn to control their behavior.

Parent-Adolescent Conflict – It is commonly believed that there is a generation gap – that the values and attitudes of adolescents are different from their parents. Your book indicates that this is a stereotype – well, yes and no. It is implied in the text's

statement that stereotype means that this is incorrect. Actually, stereotypes are based upon our experiences and serve as cognitive short-cuts – there is usually a grain of truth to them. Here as well, that is the case. Adolescents may not really differ much in their beliefs, but they may claim that they are different, and this helps them to separate from their parents and forge their own identity

Conflict escalates in early adolescence, but primarily revolves around simple, daily activities (dress and curfew); and may be more common with mothers. It rarely involves major dilemmas, and is not as stressful as Hall believed.

About 20% experience severe conflict, but this often occurred before adolescence. The book points out that some cultures have less conflict.

### Autonomy and Attachment – wings and roots

1. Autonomy – Increased independence in adolescence
  1. The Complexity of Adolescent Autonomy – May be revealed in only some activities; emotional autonomy
  2. Gender – Boys are given more independence.
  3. Parental Attitudes – Adolescent's with authoritarian parents have less autonomy.
  4. Culture, Demographic Factors, and Adolescent Autonomy – Expectations for the timing of autonomy vary across cultures.
  5. Developmental Transition in Autonomy Involved in Going Away to College - More independence; freshman more dependent
  6. Adolescent Runaways – Generally, but not all low SES; not necessarily living on the street.
  7. Conclusions – Adolescents should gradually be given autonomy in some areas first.
2. Attachment and Connectiveness – Even with autonomy, adolescents should still be psychologically connected to their parents. Ainsworth's attachment in early childhood can be examined as it relates to adolescence.
  1. Secure and Insecure Attachment – Secure, in infancy, cry when the mother leaves in a strange situation and then greet her happily when she returns. Secure attachment has been related to self-esteem and social competence in adolescents – and also to positive adult relationships.
  2. Dismissing/Avoidant Attachment – An insecure category where the individual dismisses the importance of the relationship (the infant doesn't care when the mother leaves).
  3. Preoccupied/Ambivalent Attachment – The infant may be clingy and refuse to explore; the mother is not a secure base. Adolescents may feel angry.
  4. Unresolved/Disorganized Attachment – Characterized by a high level of fear and disorganization; abuse or death of parent.

5. Conclusions – Healthy adolescents remain connected to their parents.

III. Sibling Relationships – Their role in social development --- but they also play a role in physical, cognitive, and spiritual development too.

Sibling Roles – More than 80% of us have one or more siblings. Sibling relationships include conflict, helping, learning cooperation and compromise, emotional and social support.

Developmental Changes – Although there is still a higher level of conflict (than other relationships), it is lower than in childhood.

Birth Order – Although there are some correlations, birth order doesn't predict many adolescent behaviors. First-borns' are described as more dominant, verbal, and achieve greater academic success. Later children can be middle children or last-born.

IV. The Changing Family in a Changing Society – There is a wide variety of family structures, many mothers work and ¼ of children will spend time in a step family.

Effects of Divorce –

Adolescents' Adjustment in Divorced Families – Divorce is related to poorer adjustment.

Should Parents Stay Together For The Children's Sake? – Very difficult and controversial. Divorce may relieve daily stress, but economic hardship and potential conflict between parents may also result.

How Much Do Family Processes Matter in Divorced Families? – It is very important that parents work together to get along. Ex. a mother realizing the importance of time with dad – is he a good father regardless of how she feels about him.

What Factors are Involved in the Adolescent's Individual Risk and Vulnerability in a Divorced Family? – Previous functioning does matter, as does their age; preschool children seem to be at high risk for future problems; early adolescence is also a difficult time. Divorce also seems to be more negative for boys.

What Role Does Socioeconomic Status Play in the Lives of Adolescents in Divorced Families? – Women tend to get custody and to have a substantially reduced income.

Stepfamilies – Research has identified 3 different types

Types of Step Families –

1. Family Structure Types – stepmother (is introduced), stepfather, or blended (both parents bring children from a previous marriage).

2. Relationship Types – Neo-traditional soon look like a family with no divorce, matriarchal (mother continues to take charge), and romantic (create instant happy family – doesn't work well).
3. Adjustment – Like children from divorced families, children from step-families have more adjustment problems. There may be boundry ambiguity over who should be performing what roles.

#### Working Parents

Working Mothers – May provide a good model for adolescents; the situation of the family (SES) seem to matter more than merely working.

Latchkey Adolescents – They are largely unsupervised for hours each day, and lack of proper monitoring can lead to problems.

Relocation – Can be stressful due to the importance of peer relations.

Unemployment – Not necessarily negative, but poverty is a big problem.

Culture and Ethnicity – Ethnic families can differ in support, family relations, etc. SES is usually lower – with accompanying negative effects. But, there are positive social support advantages as well.

#### Gender and Parenting

The Mother's Role – Mothers do more family work.

The Father's Role – The role of the father has changed, and he is expected to be more involved and more emotional than in the past. Adolescent's social development needs a caring father

Partners in Parenting – Parents need good communication and mutual respect. When child-care responsibilities are more equitable, mothers feel less stress.

- V. Social Policy and Families – Adolescents have traditionally been neglected in community programs and social policies. Some of that is changing. Some programs include those geared toward after-school, academic enrichment, cultural programs, art and music, and collaboration with employers.

**WEEK FOUR****Chapter 9 – Peer and Romantic Relationships (Santrock, 2010)**

Peers – Children or adolescents who are of about the same age or maturity level.

I. The Nature of Peer Relations – Peer relationships are very important to adolescents, because it is one way that they separate from parents and work toward establishing their own identities. We can learn about ourselves by comparing ourselves to others, and that isn't just true of adolescents, but of adults as well. Does anyone here work in a situation – perhaps at a school or church – where they can observe adolescent peer groups? What have you noticed? What do they do? What do they talk about? What is the gender composition?

A. Peer Group Functions –

1. Developmental Changes in Peer Time – As children get older they spend more and more time with their peers. This is important because we learn by comparing ourselves to similar others, and we usually can't get that within the family.
2. Are Peers Necessary For Development? – Common sense as well as research says “yes”. It is important not only for social development, as indicated in the text, but for physical and cognitive development as well. Adolescents often talk about problems with their peers (cognitive) and very often engage in physical sports with those of similar age and ability.
3. Positive and Negative Peer Relations – Peer influences can be both positive or negative. For example, some are rejected or neglected by their peers.

B. Family-Peer Linkages - Parents and peers are not usually from separate worlds, as was previously thought; they are connected in a number of ways. Parents influence the peer group through the neighborhoods they live in and the schools the adolescents attend. This may be more of a “choice” for some than others. Parents can also model ways of relating to peers. Also secure attachment is related to positive peer relations. Culture may also be a mediating factor.

C. Peer Conformity – Conformity occurs when individuals adopt the attitudes or behaviors of others because of real or imagined pressures from them. Again, this is not necessarily a bad thing. For example, we need some social conformity – we often look to others to determine how to act. So, conformity can be positive or negative.

D. Peer Statuses – Many adolescents strive to be popular (even parents may try to help). Sociometric studies are often used to study friendship groups.

1. Popular Children – Frequently nominated as a best friend and rarely disliked by their peers. These children give out reinforcements (can you think of any),

listen, maintain open lines of communication – phone and e-mail, are happy, concerned for others, and are self-confident. Generally, those more physically attractive and intelligent are more popular, however the correlation with attractiveness is low. Average looking children may be popular or unpopular depending on other factors.

2. Neglected Children–Infrequently nominated as a best friend; not disliked.
3. Rejected Children – Infrequently nominated as a best friend, and actively disliked. These children may be aggressive or have other difficulties, such as children and adolescents with ADHD.
4. Controversial Children – Frequently nominated as a best friend and as being disliked.

E. Social Cognition – The social information that adolescent’s possess, and how they process social information in social interactions. As children grow older they develop more social skills. Popular adolescents are usually better at social strategies; for example, knowing how to make and keep friends. A study found that aggressive boys were more likely to interpret aggression when the intent was ambiguous. Our group home study suggested that this was true for both boys and girls.

F. Emotional Regulation in Peer Relations – Successful peer relations require the ability to regulate emotions. An aspect of this is ego-control.

G. Conglomerate Strategies For Improving Social Skills – These use a combination of strategies to help adolescents improve their social skills. We can coach adolescents on their social strategies, anger management (emotional regulation), and strategies to gain and keep friends. Social skills training is usually more effective with younger children. Can you guess why? They can be taught to work together – with sports for example.

H. Bullying – Victims of bully’s have been found to have parents who are intrusive, demanding, and unresponsive with their children; they tended to be anxious and overprotective, but this is not always true. And these results are correlational, so what does this tell us? Bully’s parents tended to be authoritarian or permissive. Both victims and bully’s can suffer consequences. Short-term the victims may be anxious and depressed, the self-esteem damage can be long-term. Bully’s are more likely to become criminals. What can be done: have older peers serve as monitors, develop school sanctions, help get them into friendship groups, involve the community as well.

## II. Friendship –

Its Importance – Friendship serves the following functions:

Companionship

Stimulation – Cognitive

Support – Time, resources, and assistance

Ego support – positive feedback from others aids identity formation  
Social comparison  
Intimacy/Affection

Sullivan's Ideas – Harry Stack Sullivan was an important researcher who studied adolescent friendships. Close friendships are important, they help with well-being and identity. Emotional well-being depends on close friendships. Friends become increasingly depended on to meet our needs – this is good in the separation from parents that needs to occur eventually (our parents aren't with us forever). Friendships become more intimate during adolescence, and this provides further opportunity to develop social skills. This also relates to cognitive skills – perspective taking requires both.

Intimacy and Similarity – Two important characteristics of friendship

1. Intimacy – Intimacy in Friendship is narrowly defined as self-disclosure; the sharing of private thoughts. Girls refer to intimate conversations more than boys do. Loyalty becomes important in friendships.
2. Similarity – Friends are generally similar (so are marriage partners). Friends tend to have similar values in important domains, and like the same activities, they also may have the same achievement values.

Mixed-Age Friendships – There is a correlation (remember what this means) with a tendency for younger kids who have older friends to also engage in early delinquent and sexual behavior. In one study, it was found that early-maturing girls found friends who were biologically similar (and older), and also more likely to engage in deviant behaviors.

### III. Adolescent Groups – Both formal and informal

Group Function and Formation – Groups meet a number of needs, personal needs, friendship, information, companionship, and identity. All groups have norms (rules – both formal and informal – that the group follow) and roles (positions in the group that define how one should behave).

Children Groups and Adolescent Groups – Adolescent groups differ from children groups in a number of ways. They usually have more diverse members (not just neighborhood or family play groups). Opposite sex participation also increases.

Ethnic and Cultural Variations – SES influences group affiliation. Ethnic minorities may rely more on peer groups.

Cliques and Crowds – Both become more important in adolescence.

1. Cliques – Cliques are defined as small groups that range from 2-12 and average 5- 6.

2. Crowds – A crowd is larger substructure than cliques. May be part of a crowd based on reputation, and may not necessarily spend much time here. Ex. the jocks (not all jocks spend time together). Norms are still important to this group, and crowds are correlated with drug use and deviant behavior.
  1. The influence of crowds is not necessarily negative
  2. The influence is not uniform for all adolescents.
  3. Developmental changes – shifts in crowds and importance

Youth Organizations – Serve about 30 million youth each year. The orientation varies – ex. career groups, political, ethnic, character building, etc. Girls Inc, is another example. Adolescents who participate have higher self-esteem and come from families with higher incomes. About 50% of adolescents do not participate at all. Delinquency is also reduced for those who participate -- especially in after-school activities.

#### IV. Dating and Romantic Relationships

Functions of Dating – Dating for fun is a relatively recent phenomenon – most adolescents are not looking for a marriage partner. Dating can serve the following 8 functions:

- Recreation – for fun
- Status and Achievement – popularity
- Socialization – Learning to get along
- Learning about intimacy
- Sexual experimentation
- Companionship
- Identity Formation
- Mate selection

Types of Dating and Developmental Changes – Early on, dating is more about identity formation than sexual needs. Usually, dating begins with mixed-sex groups. Cyberdating (remember historical perspective) is also occurring. Most start dating between 14 and 15 (about the same for boys and girls). Early romantic involvement in girls was correlated with lower academic achievement. The average length of the relationship increases with age. In early adolescence, they spend more time thinking about the opposite sex, by twelfth grade they are spending much time together.

Culture and Dating – Values, ethnic, and religious beliefs can determine the timing and norms for dating. Dating can be a source of conflict for immigrant families.

Male and Female Dating Scripts – Girls tend to describe relationships as more romantic- -- boys as physical attraction. Dating scripts are cognitive models that adolescents and adults use to guide and evaluate dating interactions. First dates tend to be highly scripted along gender lines. Adolescents learn about scripts, and vary in the extent to which they follow them.

Emotion and Romantic Relationships – Adolescents can become very emotional about romantic relationships. Adolescents in a relationship report greater mood swings, and are at a greater risk for depression.

Romantic Love and Its Construction – Romantic love has a strong sexual component and often predominates the early part of a relationship (many never get beyond this point due to break-up). Affectionate love is also called companionate love, and occurs when an individual desires to have another person near and has a deep caring and affection for that person. Similarity, physical attractiveness, and intimacy are all important ingredients of relationships a good attachment from childhood also positively influences relationships, as does observations of parental love--- what about God's love. In research it is usually referred to as Agape.

Girls from divorced families were more likely to marry men like their father (perhaps less opportunity to work through issues). Parents are more likely to monitor their daughter's dating. Siblings and peers are also important resources for dating.

**Chapter 10 – Schools (Santrock, 2010)**

I. The Nature of Adolescents' Schooling – Almost all adolescents are in school, and over half will continue their education in some way.

A. Approaches to Educating Students –

1. Historical Aspects of Educating Students – Historically, adolescents joined the labor force and learned as apprentices, however in the twentieth century education became mandatory – the number of high school grads increased by 600%! Curriculum generally includes general education, college prep, and some vocational training, art, music and sports (when budgets allow). Some think that there should be more work-related experience. In the back-to-basics movement of the 1980's, the stress was on intellectual skills in basic subjects, such as math, English, and science. This approach believes that we shouldn't be concerned with adolescent's social and emotional lives. What do you think the focus of the function of schools should be? We have less school hours and days than many other countries.

2. Cross-Cultural Comparisons – Most industrialized countries mandate education, and most have a middle and high school. Japan requires testing as does Iran. Curriculum is similar, however we offer sports and the languages taught differ. Some other differences are discussed in your text.

3. Contemporary Approaches to Student Learning – Educators have long considered the best way to educate children and adolescents, and there are a number of approaches.

Direct instruction Approach – A teacher-centered approach characterized by teacher direction and control, mastery of academic skills, high learning expectations, and maximum time spent learning tasks. Some from the back-to-basics view favor this approach. However, you can stress the basics without this type of learning model.

Cognitive Constructivist Approaches – Approaches that emphasize the adolescent's active, cognitive construction of knowledge and understanding; an example of Piaget's theory. For example, a Piagetian approach would allow students to further their cognitive understanding and learning through hands-on learning. For example, science experiments.

Social Constructivist Approaches – Approaches that focus on collaboration with others to produce knowledge and understanding. An example is Vygotsky's learning – scaffolding. We learn by interacting

with others with tasks. An example of this would be peer tutoring, or working with a mentor.

Which approach do you think is best and why? Critics of direct instruction argue that learners are too passive, critics of the other two argue that the basics are neglected.

4. The APA's Learner-Centered Principles – The APA has published 14 learner centered principles that focus the learning process on students – and how they best learn. They include developmental, cognitive, and social factors. Included is a focus on individual differences in learning.

5. Social Policy - The Carnegie Council on Adolescent Development issued a set of 8 principles for transforming adolescents education.

1. Create Communities for Learning – smaller teams of teachers and students, so that learning is more cooperative and less impersonal.
2. Teach a Core of Common Knowledge – Depth and quality of knowledge within subject areas.
3. Provide an Opportunity for all Students to Succeed – Teach students of diverse abilities and include cooperative learning.
4. Strengthen Teachers and Principals –
5. Prepare Teachers for the Middle Grades –
6. Improve Academic Performance Through Better Health and Fitness –
7. Engage Families in Adolescent Education
8. Connect Schools with Communities

B. Schools' Changing Social Developmental Contexts – In preschool, there are one or two teachers, in elementary school, peers become more important. In middle school there is the shift to many classroom experiences and the school as a whole rather than just a classroom.

II. Transitions in Schooling – Transitions include elementary school to middle, middle to high, and high school to college or work.

Transition to Middle or Junior High School – This can be stressful because the change is so dramatic and puberty changes are also occurring at this time. They experience the top dog phenomena which is the circumstance of moving from the top position in elementary to the lowest position in the middle school. There is usually a drop in school satisfaction during this time regardless of grades. Schools can help by providing more support, less anonymity, and less complexity. Support from parents and friends are also associated with better adjustment.

What Makes a Successful Middle School? – The ability to adapt to individual differences in social, cognitive, and physical development. For example, small groups where teachers, students, and peers can better interact. Additional suggestions from the Carnegie report include lowering student-counselor ratios, more flexible teaching (team and integrated) rather than rigid 50 min. blocked segments, and boosting health and fitness. The Carnegie suggestions are being implemented in “Turning Points” schools.

Transition From High School To College – The top-dog phenomenon repeats. The school structure is even larger and more impersonal. There is also an increased focus on academic achievement. There is more time to choose electives and explore identity through activities. There is reduced interaction with parents as peers become increasingly important. One study found that college students away from home were more affectionate with their parents. Why do you think this might be so? Going to college may also provide individuals with the opportunity to postpone marriage and family.

Going to college is a major decision, and the Carnegie Council also believes that schools need to help more with this process. Private schools do. College freshmen may experience a great deal of stress, and some are not happy with the decision they made. Sixteen percent of freshmen reported feeling overwhelmed; they may fear failure.

High School Dropouts and Non-college Youth – Dropping out of high school is associated with much lower income, and the deficiencies also impact social well-being.

High School Dropout Rates – Over the years, the rate has dropped, and it is now at about 15%. However the 15% is an average, it is much higher for ethnic minorities. For example, about 35% of Latinos (age 20-21) have dropped out of school. And the graduation rate for Native Americans is about 10%! In Riverside, CA, there is Sherman Indian High School. Youth come from reservations and attend boarding school.

The Causes of Dropping Out – School-related, economic, family, peer, and personal. Most cite school-related reasons, however the family reasons are often cited by Latino youth due to cultural reasons. Lower SES is associated with the drop-out rate, and males are more likely to drop out.

Middle-school students may drop out as well. These students tended to come from low SES families where the parents had low educational expectations. They also had greater disciplinary problems, lower grades, and lower self-esteem.

Reducing the Dropout Rate and Improving the Lives of Non-college Youth – It seems important to bridge the gap between school and work; even high

school grad have problems with this (some schools have vocational programs – like my sister’s training). Most of the focus is on college-bound students. There are programs aimed at increasing the rate of those going on to college. Your book cites Lang’s offer of college tuition to an elementary school class. 75% should have dropped out, instead, 90% graduated and 60% went on to college! Expectations and assistance really can make a difference. Other approaches include: guarantees of assistance, school volunteer programs (youth meet adults from the community), and vocational training.

### III. Schools, Classrooms, Teachers, and Parents

**Size and Climate of Schools** – This includes school and classroom size.

**School Size and Classroom Size** – No systematic relation between school size and academic achievement has been found. However, large impersonal schools may not be as responsive (offer rewards), and low-responsive schools have higher crime rates. So, there may still be a need for lower class size. Reducing class size does relate to increased achievement, and this is especially true for the younger grades, and those with special needs or from low SES backgrounds.

**Classroom Climate** – A positive atmosphere in the classroom is needed, and there are two general ways to achieve this: authoritative strategies and effective group management.

#### Classroom Styles

Authoritative Strategy of Classroom Management – Encourages students to be independent, but still monitors them. They communicate well verbally, and care for their students. They do set and enforce limits. Students in this situation become active self-regulated learners. They manage well, and reward students effectively. Expectations also matter greatly. Rosenthal effect.

Authoritarian Strategy of Classroom Management – Focus is on keeping order rather than on learning. Students tend to be passive learners.

Permissive Strategy of Classroom Management – The students have autonomy, but they have little support and have difficulty achieving goals. There is also little classroom control.

#### School Styles

Schools can also have a climate of learning. Schools are more effective if they have positive expectations.

**Person-Environment Fit and Aptitude-Treatment Interaction** – As I’m sure you know, some adolescents learn well just listening to an instructor speak, others do not. Person-environment fit refers to the match between an adolescent's learning style and their learning environment. In education we formally refer to this as the Aptitude-treatment interaction (ATI) – this interaction refers to the interaction of the

characteristics of the adolescent (such as learning style and personality) and the characteristics of the learning environment (such as classroom style). For example, research has shown that high-achievement oriented students learn better in a flexible classroom environment, low-achievement oriented students need structure.

#### Teachers and Parents -

Interactions with Teachers – Although teachers vary in their style, good teachers have several characteristics in common: enthusiasm, ability to plan, warmth, flexibility, and attention to individual differences. Teachers of adolescents understand that they will test limits, and that they need to be firm, but caring. Student-teacher relationships tend to be less positive in middle school as compared to elementary.

Parents and Schools – Although it is believed that parents should be less involved in adolescent's schooling (as they take more responsibility), parents can and should still be involved to some extent. They can serve as advocates for their children, schools may serve to educate parents in a number of areas (including adolescent development). Parents can encourage schoolwork at home and provide enriching opportunities.

#### IV. Socioeconomic Status and Ethnicity in Schools

Socioeconomic Status – SES has a profound impact on learning. Students from low SES homes may not have resources at home, parents who can help them, may not even receive proper nutrition and care (let alone a computer in the home), and to make matters worse, the schools in low income neighborhoods fewer resources and more inexperienced teachers (if you had seniority, where would you want to teach?). Even the school buildings may need repair, and textbook supply is always a problem – you know how much texts cost, imagine the cost for each child for each subject.

Ethnicity – Schools across the nation are still segregated to some extent – those that have the opportunity to transfer may not wish to be bussed that far. There is also a big discrepancy between the diversity of students and the diversity of teachers (most teachers are not minorities). A special concern is that teacher may have low expectations for students – and we know what a negative impact that can have, They may also reward poorer performances which hurts students because they need accurate feedback.

These are some suggestions for improving diversity in the classroom:

1. Jigsaw Classroom
2. Encourage positive inter-ethnic relations (e.g. clubs)
3. Encourage and teach perspective taking
4. Encourage students to think critically about cultural issues and teach culture
5. The school and community should work together
6. Teachers as cultural mediators (being sensitive to cultural differences and not permitting racist comments in the school.

## V. Adolescents Who Are Exceptional – Those who have disabilities or are gifted

- A. Who Are Adolescents with Disabilities? – Special services include speech and language, mental disabilities, and emotional disturbances. Asperger’s Syndrome.
- B. Learning Disabilities - Individuals with disabilities may have difficulty listening, concentrating, learning, or thinking. About 3X as many boys as girls have disabilities. By definition, those with disabilities must have an academic problem. Instruction can help many of these difficulties.
- C. Attention Deficit Hyperactivity Disorder – A condition in which individuals (children, adolescents, and even adults) may have difficulty with inattention, hyperactivity, and impulsivity. More than half of all special needs children fall into this category. It occurs much more often in boys, and there is much controversy over diagnosis. Causes are not definitive, but it seems to be genetic at least in part. Many take medication to improve activity level and concentration (stimulants have the reverse effect).
- D. Educational Issues Involving Adolescents with Disabilities – Legally, all students need to be educated, and many students with disabilities are now mainstreamed into the classroom. Special training for teachers is provided.

Public Law 94-142 - The Education for All Handicapped Children Act. All students will receive a free public education.

Individuals With Disabilities Education Act (IDEA) – Gives the mandate for services including testing, individualized education programs (IEP), and a least restrictive environment (this has led to mainstreaming).

Least Restrictive Environment – A setting as similar as possible to other children.

Inclusion – Educating a child or adolescent with special education needs full-time in a general school program. This has replaced the term “mainstreaming”

- E. Adolescents Who Are Gifted – Have above-average intelligence (over 130) and/or superior talent in some domain (art or music for example). Some critics argue that some adolescents in gifted programs really aren’t “gifted” but bright and cooperative.

Three characteristics of adolescents who are gifted: Precocity (high ability in a given area), marching to their own drummer (learn differently, require less support and direct instruction), and have a passion to master (driven to master the domain in which they have high ability. They can also excel at information processing in that domain.

When not challenged they may skip classes and be disruptive. Four options for gifted adolescents are special classes, enrichment in the regular classroom, mentor and apprenticeship programs, and work/study in the community.

Some gifted children do not become gifted adults, because they lose their intrinsic motivation. Teachers play a role in this.

**WEEK FIVE****Chapter 11 – Achievement, Work, and Careers (Santrock, 2010)**

## I. Achievement –

A. The Importance of Adolescence in Achievement – Adolescents become more concerned about achievement as they forge their identities and look to the future. They may be considering college and/or future careers and what they need to achieve to attain their goals in the future.

## B. Achievement Processes

1. Intrinsic and Extrinsic Motivation – Intrinsic motivation is defined as internal motivational factors such as self-determination, curiosity, challenge, and effort. It is like internal motivation, and intrinsic motivation can actually decrease when extrinsic motivation is present. Extrinsic motivation refers to external motivators such as reward and punishment. An example of undermining intrinsic motivation comes from a study that showed that young children who initially enjoyed coloring were less likely to enjoy coloring after they had been given external rewards for their efforts.

1. Self-Determination and Personal Choice – When adolescents are given choices, their intrinsic motivation increases. It is important for adolescents to set their own goals and take responsibility.
2. Optimal Experiences and Flow – Optimal life experiences are characterized by “flow” – this is when people have a sense of mastery and become completely absorbed in an activity. For flow to occur the challenge cannot be too easy or too difficult.

2. Attribution – Attribution theory states that we are motivated to understand the underlying causes of our behavior in order to make sense of it. There are 3 dimensions of causal attributions (three things we consider when trying to figure out the cause/reason for our or others behavior:

1. locus – was the behavior due to something inside or outside the individual.
2. stability – extent to which the cause stays the same or changes
3. controllability – extent to which the individual can control the cause

Those who perceive their failures as being internal, stable, and uncontrollable, are likely to experience lower self-esteem. Attributions can be changed when achievement situations are presented that help adolescents to attribute their failures to lack of effort rather than ability; models should also be presented that are shown overcoming obstacles to achieve success.

3. **Mastery Motivation** – In response to difficult or challenging tasks, adolescents may show mastery motivation (they focus on the task and generate solution-oriented strategies); others show a helpless orientation (these individuals focus on their inadequacies; this undermines performance).
4. **Self-Efficacy** – Defined as the belief the belief that one can master a situation and produce positive outcomes (I believe I can do it).
5. **Goal-Setting, Planning, and Self-Monitoring** –Self-efficacy, and achievement improve when adolescents set goals that are specific, short-term and challenging. If goals are too high, then the adolescent will likely experience failure which will lower their self-efficacy, and perhaps self-esteem as well. Adolescents who self-monitor their progress toward goals tend to be higher achieving.
6. **Anxiety** - Anxiety is defined as a vague, highly unpleasant feeling of fear and apprehension. Some students worry constantly, and this impairs their ability to achieve. Replacing anxious thoughts with positive thoughts can reduce anxiety.

### C. Ethnicity and Culture

1. **Ethnicity** – There is much diversity within ethnic groups. For example, some Asian students are high achieving, while others are not. SES predicts academic achievement better than ethnicity.
2. **Culture** – Asian teachers spend more classroom time teaching math. The number of days spent in school also differs; Asian students are in school an average of 240 days per year as compared to 178 days in America.

### D. Motivating Hard-to-Reach, Low-Achieving Adolescents

1. **Low Achievers with Low Ability** – Guide them in setting learning goals and provide them with support to achieve them.
2. **Adolescents with Failure Syndrome** – Failure syndrome is having low expectations for success and giving up at the first sign of difficulty. They differ from low achievers who fail despite putting forth their best effort. Self-efficacy training can help; they need to continue and put forth their best effort.
3. **Self-Handicapping Individuals** – Self-handicapping strategies provide alternative explanations to low ability in the event of a failure performance. For example, an individual may not study for an exam, if the person then fails the exam they can attribute the failure to lack of study rather than lack of ability. To help self-handicapping individuals need to set realistic goals, and learn to associate effort with achievement.

II. Career Development – The following three theories describe career development in adolescents.

Theories of Career Development –

Ginzberg's Developmental Theory – This theory states that children and adolescents go through three stages with respect to making a career choice. In the first stage, called “fantasy”, they consider all career alternatives (e.g. children saying they want to be an astronaut or a movie star). In the second stage, called “tentative”, adolescents evaluate their capabilities and values as they think about career choices. In the final stage, called “realistic”, the individual develops more focus and eventually selects a career.

Super's Self-Concept Theory – Donald Super's theory is called career self-concept theory. This theory states that adolescents first form a career self-concept. They fit their ideas about work with their already existing global self-concept.

Holland's Personality Type Theory – Holland believes that it is important to match an individual's personality with their career choice. He considers six personality types (you will not be required to memorize them).

Criticism of Career Choice Theories - Some argue that they are too simplistic, and there is too little data. Also, career choices are not set in adolescence. Individuals may consider and change careers throughout their lives.

Cognitive Factors – Cognitive development is related to identity development – including a career identity. Adolescents (and adults as well) need assistance understanding the requirements of various jobs.

#### Social Contexts -

1. Socioeconomic Status – Education is the ticket out for lower SES students.
2. Parents and Peers – Parents need to adequately challenge adolescents and guide them. Peers with higher standards can also positively influence adolescents.
3. School Influences – Schools and teachers can exert a powerful influence on adolescents career development. Unfortunately, career guidance is limited.
4. Gender – Some careers are still very gender stereotyped.
5. Ethnic Minority Adolescents – There is a special concern due to the relative lack of positive role models in careers.

#### III. Work -

Sociohistorical Context of Adolescent Work – Today few adolescents work full time. More than nine of every ten will receive a high school diploma. Today the majority of adolescents work part-time. Male adolescents work more hours and are paid more per hour than female adolescents.

Advantages and Disadvantages of Part-time Work in Adolescence – Advantages may include learning to budget, gain work skills, and time management skills, however there are drops in grades when adolescents work more than 20hrs, per week.

The Transition from School to Work - There are a number of resources that can ease the transition from school to work. Some of these include the following: internships, community and neighborhood services, vocational education, career information, and incentives.

**Chapter 12 – Culture (Santrock, 2010)****I. Culture and Adolescence –**

A. What is Culture? – Culture is defined as the behavior, patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation. It is a very broad concept, and we'll consider the importance of culture to adolescence and caution in making cross-cultural comparisons.

**Features of cultures:**

Ideals and values guide people's behaviors

Culture is made by people and transmitted across generations

People react emotionally when their cultural values are violated

People (including adolescents) may change in their acceptance of cultural norms

Culture includes SES and Ethnicity

SES is defined as a grouping of people with similar occupational, educational, and economic characteristics. There is a difference between a grad student making 10 grand a year and a low income worker making the same money. Money alone does not define SES.

Ethnicity – is defined as a dimension of culture based on cultural heritage, nationality, race, religion, and language.

B. The Relevance of Culture to the Study of Adolescence – Children may grow up isolated, but in adolescence, they are exposed to a wide variety of individuals from different cultures. There also may be clashes of cultures that adolescents must deal with between their desire to be a part of the American culture and their cultural heritage.

We must be careful when we take what we know from American psychology (and other fields as well) and apply it to other cultures.

Ethnocentrism – Is the tendency to favor one's own group over other groups. For example, Americans are what we term "individualistic", as compared to collectivistic, and we tend to think of individual rights as more important than the group. The tendency to favor the in-group is a normal social psychological phenomenon. However, we need to be careful of our bias when we evaluate other groups.

We believe that what happens in our own culture is correct, perceive that our ways would also be good for others, behave in ways that favor our own cultural group, like our own group and dislike others.

Your text talks about defining humanity in reference to one's own cultural group.

This is in part an in-group bias, however in cases where groups war, there is also a tendency to dehumanize the enemy – it makes them easier to destroy.

Another reason that it is relevant to study culture is that we are all now part of a connected global culture. We need to be able to understand and interact well with each other.

C. Cross-Cultural Comparisons – Beginning with Mead, and the Samoan people – Mead believed that not all adolescents experience storm and stress.

Cross-cultural Studies – are studies that compare one culture with another. We can then examine the extent to which cultures are similar or different.

1. Achievement – Adolescents in the US and other industrialized countries are very achievement oriented. In the US, Latinos are more family (collectivistic) and less achievement oriented. Understanding one another's culture can help us relate better. Imagine that you were a teacher and a Latino youth mentioned dropping out of school to better support his family. What might you say to him? Knowing his culture perhaps you could stress his improved ability to help his family when he graduates, rather than focusing on the importance of education for himself.

2. Sexuality – Culture also plays a role in sexuality, and cultures differ in their beliefs toward adolescent sexuality and sexual behavior. Some are very rigid, others encourage sexual expression from a young age.

D. Models of Cultural Change – People can be introduced to new cultures – for example moving to a new country, and researchers have studied cultural change.

There are 2 basic processes of change that occur when there are transitions within and between cultures.

Assimilation – The absorption of an ethnic minority group into the dominant group. This usually results in loss of culture for the ethnic minority. Their behavior and values become those of the dominant group.

Acculturation – Defined as cultural change that results from continuous firsthand contact between two distinct cultural groups. People become part of the dominant culture while still maintaining their ethnic cultural identity.

Alternation Model – This model assumes that it is possible for an individual to know and understand two different cultures, and can alter their behavior to fit the social context they are in at the time. Differs from the first two, in that there is more of a positive relationship with both cultures.

Multicultural Model – People can maintain their culture while working with those of other cultures to meet national or economic needs. In this model, people are accepting of, but not a part of the other culture. This model encourages maintaining one's own culture while interacting with and learning about the other culture – including learning their language. International business is a good example of this.

E. Rites of Passage – Defined as ceremonies or rituals that mark an individual’s transition from one status to another, especially into adulthood. Many cultures have rites of passage, but the American culture does not have anything well-defined. There are some initiation ceremonies such as confirmation and bar mitzvah, and the high-school graduation ceremony; some adolescents also consider sex to be a rite of passage.

II. Socioeconomic Status and Poverty – SES, remember, is the grouping of people with similar occupational, educational, and economic opportunities.

The Nature of Socioeconomic Status - Individuals have different levels of opportunity, finances, and power. This is true for adolescents as well --- based on the family’s SES

Socioeconomic Variations in Families, Neighborhoods, and Schools – Families, schools, and neighborhoods have SES characteristics. There are SES variations in terms of income and even parenting styles (higher SES, more authoritative). Lower SES adolescents read less and watch more television, and they are more at risk for a number of risky behaviors. Those living in poverty may experience more violence both within homes, as well as neighborhoods and schools.

Poverty – Many of our children and adolescents are living in poverty, which is defined as economic hardship.

The Nature of Poverty - About 17% of adolescents overall, and about 40 of African American and Latino adolescents live in poverty, who are more likely to experience poverty for longer, and to live in poorer neighborhoods. Poverty includes issues related to poor health and nutrition, violence, exposure to environmental toxins, and being raised in single-parent households. They may be living from paycheck to paycheck, and include adolescents who are homeless. Children exposed to prolonged poverty have been shown to have lower IQ’s.

Feminization of Poverty – refers to the fact that more women than men live in poverty. Women make less, and are more likely to have child custody. Some programs target both the children of poverty as well as providing support to the parents.

Mentor programs – One of the 3 main factors of resiliency is a caring adult. Students with a mentor are more likely to graduate from high school. There are programs that can help break the intergenerational transmission of poverty.

III. Ethnicity – Refers to the cultural heritage, national characteristics, race, religion, and language of individuals. Those in the minority, such as recent immigrants often suffer from low SES and language barriers.

Ethnicity Issues –

Ethnicity, SES, Differences, and Diversity – Researchers have a difficult time understanding influences of ethnicity because it is usually very difficult to separate out the effects of SES. Minorities may be lower in are more likely to live in poverty. However even minorities who are middle class can suffer discrimination and prejudice. Research has not found that lower SES is strongly associated with lower self-esteem.

When working with adolescents we need to encourage perspective taking. While what others in another culture or ethnic group do may not seem right for us, but we need to consider it from their perspective; it may be functional for them.

Diversity does not equal deficit. In a dominant culture it is easy to perceive difference as being wrong. Some benefits might include the support from extended families.

It is also important to realize that ethnic groups are not homogenous. Individuals differ in many ways from each other.

Prejudice, Discrimination, and Bias – Prejudice is defined as an unjustified negative attitude toward an individual because of the individual's group membership. Even though we may try not to be biased, discrimination and prejudice can be subtle and damaging. For example, the use of tests that are culturally biased – not only IQ, but school testing as well.

Adolescence: A Special Juncture for Ethnic Minority Individuals- Adolescents may, for the first time, consider what their ethnicity means and how it is viewed by the dominant culture. The White culture devalues ethnic minorities, and this is a problem. For example, look at television, and the role models, or lack of role models available. The struggle for ethnic minority adolescents includes balancing the values of the dominant and ethnicity culture and deciding how they fit in (identity issues).

Ethnic Minority Adolescents –

African American Adolescents – A very large group that is distributed throughout the social classes, however there are living with low SES. There are many misconceptions that should be dispelled.

The majority of African American adolescents do not have serious problems. They stay in school, do not use drugs, and will lead productive lives despite disadvantage. The majority also do not reside in ghettos or inner cities, however there are those that do. The number in the middle class has been increasing.

Community and religion are very important – in keeping adolescents on-track. The social support network is essential. Although, many live in one-parent

households, the extended family and social network help to provide support. Grandparents may also reside in the household and provide support.

Latino Adolescents – Latino Americans are about 15% of the US population, the majority are Mexican Americans. They have one of the lowest educational levels – language is a barrier in many families.

Chicano – defined as the name that politically conscious Mexican American adolescents give themselves, reflecting the combination of their Spanish-Mexican-Indian heritage and Anglo influence.

The church and family are also important (many, but not all are Catholic). Traditionally the father is the authority figure, and the women provide affection and care.

Asian American Adolescents – They are the fastest growing segment of the American adolescent population. There is considerable diversity within this group (Japanese, Chinese, Filipino, and Vietnamese). Characteristics also include family loyalty. There is a high expectation for success and education. There can be conflict with the American, more individualistic culture.

Native American Adolescents – There are about 100,000, with about 15,000 in boarding schools like Sherman Indian High School in Riverside. About 90% are enrolled in school, but they are at high-risk for a number of problems. They have the lowest standard of living, highest pregnancy rate, highest drop-out rate, and highest suicide rate of any ethnic group.

The United States and Canada: Nations with Many Cultures -

IV. Television and Other Media – Many adolescents spend more time in front of the television than with their parents. The exposure and persuasive influence of the media is staggering.

Functions and Use of Media –

Entertainment

Information

Sensation – sensation seekers enjoy television

Coping – as a form of escape

Gender-role modeling – Adolescents may learn about gender-appropriate behavior from the media.

Youth Culture Identification – There is a world culture that connects all adolescents through the media.

Adolescents spend about a third of the time being exposed to media (even listening to music counts, which may explain why this value is so high).

In Adolescence, time spent listening to music, movie going, and video watching increases. They are also more likely to read the newspaper. There are of course, individual differences.

Television – Television can be positive (exposure to different lifestyles and cultures and education), but often the negative aspects (such as correlation with aggression) are examined. Researchers argue that those watching television could be reading, exercising, or socializing instead. Television promotes violence and rarely shows consequences of actions (the Friends characters never get STD's, and statistically one of them probably should have with all the people they have slept with). Ethnic minority groups are underrepresented and misrepresented.

Television's Functions – stated above

Television and Violence – Television has shown to be related to and a cause of violence. Television can teach aggressive acts, sensitize us to violence, and television rarely shows the consequences of violent behavior.

Television and Sex – Watching sexual content on television can have a number of consequences including attitudes and sexual behavior. Men who watch pornography are less satisfied with their partners. Whether television influences behavior depends on many other factors in the adolescents lives.

The Media and Music – Amazingly, most music cds are purchased by those under age 24. Listening to music is an important aspect of adolescent culture. However, a lot of music has disturbing messages.

Technology, Computers, and the Internet – It is essential that adolescents develop computer skills, however there are risks involved as well.

The Internet – Most adolescents use the internet to surf, e-mail and chat. The risks include both the access to inappropriate information, and the potential for danger through contacts made via e-mail or in chat rooms. Experts suggest having the computer in the family room where use can be monitored, and many service providers will block certain sites.

Technology and Sociocultural Diversity – It is a concern that those in the lower SES classes will fall even farther behind due to lack of appropriate technology, such as a computer in the home.

Technology and Education –Although many schools have computers, they are not always used effectively to teach students - - the teachers may not have the necessary training with the use of this technology.

Social Policy and the Media – The following social policy initiatives were made by the Carnegie Council: encourage socially responsible programming, make the media more adolescent friendly (appropriate content in programming), teach adolescents in

school to critically evaluate media messages, increase media promotions of good health, and allow adolescents views to be more represented in the media.

**Chapter 13 – Adolescent Problems (Santrock, 2010)****I. Exploring Adolescent Problems**

- A. Biological Factors – From a biological perspective problems are biological. Ex. depression treated with antidepressants.
- B. Psychological Factors – Adolescents may have distorted thoughts, problems with relationships, etc.
- C. Sociocultural Factors – Adolescent problems may also be related to the culture. Sociocultural factors include SES and poverty.
- D. The Biopsychosocial Approach – This approach considers that all three: biological, psychological, and sociocultural factors may all contribute to whether or not an adolescent develops problems.
- E. The Developmental Psychopathology Approach – This approach is defined as the area of psychology that focuses on describing and exploring the developmental pathways of problems. The approach tries to find the links between early and later behaviors. Two types of behaviors are discussed: internalizing problems (when problems are turned inward such as anxiety and depression) and externalizing problems (acting out); girls are more likely to internalize and boys are more likely to externalize.
- F. Characteristics of Adolescent Problems – Adolescent problems vary in their type, severity, and whether or not they persist into adulthood. Predictors of adolescent problems are called risk-factors, and they include low SES, poverty, and ineffective parental monitoring. There are also protective factors that reduce the likelihood of problems.
- G. Resilience – Adolescents are termed as resilient when they overcome adverse circumstances. Factors related to resilience include IQ, having an a caring adult, and physical attractiveness.

**II. Problems and Disorders****Drugs and Alcohol**

**Why Do Adolescents Take Drugs?** – Why do you think adolescents do drugs? Answers may include escape, peer pressure, curiosity, pleasure, to reduce tension. Tolerance (a greater amount of the drug is needed to produce a similar effect), physical dependence and psychological dependence can result. Also, similar to STD's, the harmful effects on the body are worse than for older adults.

Trends in Overall Drug Use – Use was higher in the 60's and 70's, declined in the 80's, then increased again in the early 90's (has leveled off). The US has the highest rates of adolescent drug use of any industrialized nation.

Alcohol - The most widely used drug by adolescents.

1. Effects of Alcohol on Adolescents' Behavior and Brain Activity – Alcohol is a depressant that slows brain activity; it can damage and kill body tissues and brain cells. Intellectual and motor functioning become impaired. Your text shows adult brain scans on pg. 447 of adults who were or were not alcohol users in adolescence. Even if they later quit, there appears to be lasting damaging consequences on the brain.
2. Adolescent Alcohol Use and Abuse – Some might really question a distinction between these two. Males are more likely to engage in binge drinking.
3. Risk Factors in Adolescents' Alcohol Abuse – Risk factors for use and abuse include heredity, family influences, peers, and personality characteristics. The peer group is very important. But, peers can also be a positive influence; they can be used as positive role models in helping teens to avoid alcohol. The transition to college can be a critical time for alcohol abuse (ex. frat parties); the culture can be very accepting of alcohol use. Most will decrease alcohol use as they leave college and move into more adult roles.

Hallucinogens – Alter perceptual experiences.

1. LSD – A strong hallucinogen with negative side effects. The hallucinations can be terrifying.
2. Marijuana – A milder hallucinogen that can stay in the body with effects for several days. Motor ability, cognitive functioning, and perception of time can be impaired. There is also a link with birth defects.

Stimulants – Increase the activity of the CNS. Can temporarily lift mood, but when the effects wear off the user can feel depressed.

1. Cigarette Smoking – Smoking often begins in adolescence, with the peer group playing an important role. One third of adolescents smoke by the end of high school. The problem (similar to STDs and alcohol) is that even if they later quit, the damaging effects can be permanent; lung cancer is more likely even if they quit later. Programs to help adolescents quit need to be focused on more than just the facts. Teens can know the risks and still engage in the behavior. Again, peer mentor programs have shown to be effective.
2. Cocaine – Also a stimulant; risks include heart attacks, strokes, and seizures.
3. Amphetamines – Pep pill, for example, diet pills. They usually contain caffeine.

4. Ecstasy – A stimulant that has hallucinogenic effects. Tolerance builds up rapidly.

Depressants – Slow down the CNS. They are also highly addictive and can lead to withdrawals. Barbituates and opiates are examples. Heroin is very physically addictive and can lead to painful withdrawal symptoms.

Anabolic Steroids – Drugs derived from testosterone that promote muscle growth and lean body mass. They have been abused by athletes and risks include high blood pressure and severe mood swings and irritability.

Factors in Adolescent Drug Abuse – Most adolescents will try some form of drug. Risk factors include parents who do not set and enforce limits. Schools can help with early intervention programs, trained teachers, social skills training, peer-led programs, and specialized programs aimed at high-risk groups.

Juvenile Delinquency – Is defined as a broad range of child and adolescent behaviors that include socially unacceptable behavior, status offenses, and criminal acts.

What is Juvenile Delinquency – (defined above). Index offenses are considered criminal acts regardless of whether they are committed by children or adults, whereas status offenses are offenses by children due to their age (e.g. underage drinking); laws also differ depending on the state.

Antecedents of Juvenile Delinquency – Negative self-identity, low self-control, low expectations, a neighborhood with a high crime rate (this provides many negative models), low achievement, low SES, and low parental monitoring and support.

Violence and Youth – Physical and verbal assaults and bullying are common in schools. Despite Columbine, most school violence occurs in poverty stricken inner cities. A small minority of youth kill, and researchers believe that they may lack a spiritual center – really... One way to curb violence is through conflict resolution training in schools; this is most effective when every student in the school is educated in this way.

Depression and Suicide – Depression is more common among girls (they are more likely to ruminate -- do you know what that is?, face more discrimination, and enter puberty earlier. Boys are more likely to be successful when they attempt suicide.

Depression – may indicate a mental disorder. In major depressive disorder, an individual experiences a major depressive episode and depressed characteristics such as lethargy and hopelessness for at least two weeks or longer; daily functioning becomes impaired. The DSM 4 characteristics are listed on page 464 of your text. Depression often goes undiagnosed in adolescence because we expect teens to be moody. Teens are more at-risk if they have a depressed parent.

Suicide – It is the third leading cause of death among adolescents, and many more contemplate or attempt. Highly stressful experiences and drug use can precede an attempt. These adolescents usually have low self-esteem and high self-blame.

Eating Disorders – Especially prominent among young women. Correlates include adolescents who have been dissatisfied with their body image, do not have a positive relationship with both parents, and who are sexually active with their boyfriends.

Obesity – About 14% of adolescents are considered obese based on their BMI. This is a problem, because 80% of obese adolescents become obese adults.

Both heredity and environmental factors are involved.

Anorexia Nervosa and Bulimia Nervosa –

Anorexia Nervosa – Pursuit of thinness through starvation. They weigh less than 85% of normal, have an intense fear of gaining weight, and have a distorted body image. It usually begins in the early to middle teen years and may follow dieting and stressful events. Most are competitive and high achieving; this is a way to gain control. Our culture of thinness contributes to this problem. About 70% of patients recover fully.

Bulimia Nervosa – This eating disorder involves cycles of bingeing and purging. Many are of normal weight, making it difficult to detect. It usually begins in late adolescence or early adulthood.

### III. Interrelation of Problems and Prevention / Intervention

There is a confluence of risk among risky behaviors. Programs aimed at helping adolescents should have the following characteristics: intensive individualized attention, community support, and early identification and intervention.

#### Exploring Adolescent Health

A. Adolescence: A Critical Juncture in Health -- Many of the behaviors that we have as adults (even bad health habits) begin in adolescence. A couple of the reasons for poor health habits include the fact that they are generally in good health. They also do not believe that bad things (such as disease) can happen to them. This is a good time for individuals to develop good health habits and avoid bad ones.

B. Risk-Taking Behavior – Teens are at risk, in part, because the limbic system (involved in pleasure seeking and emotion) develops earlier than the frontal lobe (self-regulation). We need to find ways to regulate and monitor teens rather than teach them skills they may not be ready to use.

- C. Health Services – Adolescents see private physicians less often than any other age group. Many health care providers do not discuss sensitive issues (such as contraceptive use with their adolescent patients).
- D. Leading Causes of Death – The three leading causes of death in adolescence are accidents, homicide, and suicide.
- E. Emerging Adult's Health

Nutrition – Males have higher energy needs. Some adolescent and adult bodies burn energy faster. BMR (basal metabolic rate) is the minimum amount of energy an individual uses in a resting state; this declines through adolescence. Obesity is a concern since 80% of adolescents become obese adults. There is also a problem with overall nutrition (ex. iron in girls).

#### Exercise and Sports

Exercise – Studies show that adolescents do not get enough exercise; students in PE actually exercise very little. Exercise is related to higher grades and less stress (this is true of adults as well). Adolescents exercise less and eat more junk food. Some blame TV, what do you think?

Sports – Can have positive or negative impact. Although generally less likely to engage in drugs and delinquency, some use performance-enhancing drugs and injuries are not uncommon since adolescents appear more developed than they are.

Sleep – Many adolescents do not get enough sleep. There is a shift in which melatonin is secreted later. They stay up later and wake up early, creating a sleep debt. Early school starting times may not help adolescents learn effectively.

Health Services – They use physician services at a lower rate, and there are not enough physicians with special training to meet their needs; this is especially true for minorities and those living in poverty.

Leading Causes of Death – The three leading causes of death are accidents, homicide, and suicide.