

limbic system the genetic process evolutionary psychology
risk-taking Bandura GxE sleep
Biological Processes Health
Puberty Physical Growth nutrition body image Brain
Epigenetic View exercise and sports neuroscience development
Information Processing attention secular trends
developmental brain plasticity Executive Function mindfulness
social neuroscience Social Cognition Cognitive Stages
Developmental Transitions Intelligence Cognitive processes
early and later experience Early Adolescence Theories Erikson longitudinal research social policy

ADOLESCENCE

nature and nurture cohort effects
Contexts Fifteenth Edition Developmental Change
Research Methods cross-cultural research Emerging scientific journals character education
careers in adolescent development creative thinking Personality Adulthood Culture metacognition
Identity Gender ADHD Processes Family Moral Development Sexuality
adolescent egocentrism Bronfenbrenner risk factors in adolescent Erikson decision making Schools
culture self-esteem spirituality/religion sexuality work sexual identity SES Self
attachment romantic relationships training parents Socioemotional Processes siblings
Peers changing family in a changing social world friendship
Juvenile Delinquency mindset parent-adolescent conflict intrinsic motivation
self-efficacy immigration Drug Use career development poverty coping with stress
Adolescent and Emerging Adult Problems
resilience McGraw-Hill Create developmental psychopathology approach
diversity emerging adult lifestyles
Depression and Suicide body

JOHN W. SANTROCK

Interrelation of Problems developmental cascades improving middle schools
depression and suicide antecedents of delinquency parent and peer influences connecting with careers exercise
Reflect: Your Own Personal Journey of Life connecting with research connecting with adolescents and emerging adults with careers exercise
Prevention/Intervention developmental connection connecting with health and well-being self-esteem Eating Disorders

ADOLESCENCE

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ADOLESCENCE

Fifteenth Edition

JOHN W. SANTROCK

University of Texas at Dallas





ADOLESCENCE, FIFTEENTH EDITION

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To my daughters, Tracy and Jennifer, who, as they matured, helped me appreciate the marvels of adolescent development.

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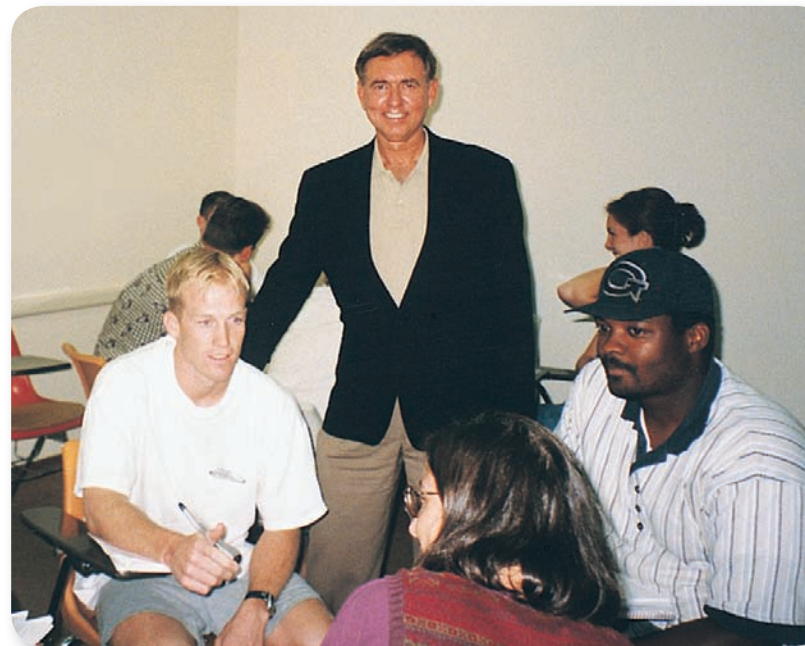
about the author

John W. Santrock

John Santrock received his Ph.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the program in Psychology and Human Development at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses.

John has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John also has authored these exceptional McGraw-Hill texts: *Psychology* (seventh edition), *Children* (thirteenth edition), *Child Development* (fourteenth edition), *Life-Span Development* (fourteenth edition), *A Topical Approach to Life-Span Development* (seventh edition), and *Educational Psychology* (fifth edition).

For many years John was involved in tennis as a player, a teaching professional, and a coach of professional tennis players. At the University of Miami (Florida), the tennis team on which he played still holds the NCAA Division I record for most consecutive wins (137) in any sport. His wife, Mary Jo, has a master's degree in special education and has worked as a teacher and a realtor. He has two daughters—Tracy, who also is a realtor, and Jennifer, who is a medical sales specialist. He has one granddaughter, Jordan, age 21, currently an undergraduate student at Southern Methodist University, and two grandsons, Alex, age 8, and Luke, age 7. In the last decade, John also has spent time painting expressionist art.



John Santrock, teaching an undergraduate class.

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When I wrote the Preface for the first edition of *Adolescence* in 1980, I never envisioned I would be sitting here today in 2013 writing the Preface for the book's fifteenth edition. It is extremely gratifying that more undergraduate students in the world continue to learn from this text than any other. As with adolescent development, there have been major changes and transitions across the 15 editions. Over the course of these 15 editions, the field has become transformed from one in which there were only a handful of scholars (mainly in the United States) studying adolescent development to the thousands of researchers around the world today who are making enormous strides in our understanding of adolescence and emerging adulthood. Over the course of the last three and a half decades, I have seen not only a dramatic increase in the quantity of research studies on adolescence and emerging adulthood but an equally impressive increase in the quality of research. For example, today there are far more high-quality longitudinal studies that provide important information about developmental changes from childhood through emerging adulthood than there were several editions ago. In addition, there is increasing concern about improving the quality of life for adolescents, resulting in more applied research and intervention efforts.

Having taught an undergraduate class on adolescent development every year for three decades, I'm always looking for ways to improve my course and text. Just as McGraw-Hill looks to those who teach the adolescence course for input, each year I ask the 50 to 75 students in my adolescent development course to tell me what they like about the course and the text, and what they think could be improved. What have my students told me lately about my course, this text, and themselves?

Today more than in earlier decades, one word highlights what students have been talking about in the last several years when I ask them about their lives and observe them: **Connecting**. Connecting and communicating have always been important themes of adolescents' lives, but the more I've talked with students recently, the more the word *connecting* comes up in conversations with them.

In further conversations with my students, I explored how they thought I could improve the course and the text by using *connecting* as a theme. Following is an outgrowth of those conversations focused on a *connections* theme and how I have incorporated it into the main goals of the fifteenth edition of the text:

1. **Connecting topical processes in development** to guide students in making *topical connections* across different aspects of adolescent development.
2. **Connecting research to what we know about development** to provide students with the best and most recent *theory and research* in the world today about adolescence and emerging adulthood.
3. **Connecting development to the real world** to help students understand ways to *apply* content about adolescence and emerging adulthood to the real world and improve the lives of youth. The goal is to motivate them to think deeply about *their own personal journeys of youth* and better understand who they were, are, and will be.

MAKING

Connections

Connections play a key role in student learning and are a driving force behind *Adolescence*.

Connecting Topical Processes in Adolescent Development

* **Developmental Connections** highlight links across topics of adolescent development *and* connections between biological, cognitive, and socioemotional processes.

* **Connect** questions within chapters and in the Review, Connect, and Reflect sections allow students to practice making connections among development topics.

developmental **connection**

Technology

When media multitasking is taken into account, 11- to 14-year-olds spend an average of almost 12 hours exposed to media per day. Chapter 12, p. 420

Connecting Research to What We Know about Adolescent Development

* **Connections with Research** describes a study or program to illustrate how research in adolescent development is conducted and how it influences our understanding of the discipline.

* **Leading experts** in the field provided detailed input on the content and provided key insights on new research and findings in their fields of study.

* **The most current coverage of research**—with extensive new discussions of research studies and more than 1,000 citations from 2011–2014.



Connecting Adolescent Development to the Real World

* **Connecting with Health and Well-Being** describes the influence of development in a real-world context on topics that include increasing adolescents' self-esteem (Chapter 4), effective sex education (Chapter 6), parenting moral children and adolescents (Chapter 7), strategies for emerging adults and their parents (Chapter 8), effective and ineffective strategies for making friends (Chapter 9), and coping strategies in adolescence and emerging adulthood (Chapter 13).

* **Connecting with Careers and the Careers in Adolescent Development** appendix profile careers that require education and training in various areas of human development to show students where knowledge of human development could lead them.

* **Connecting with Adolescents and Connecting with Emerging Adults** share personal experiences from real adolescents and emerging adults.

* **Reflect: Your Own Personal Journey of Life** in the end-of-section reviews in each chapter asks students to reflect on some aspect of the discussion in the section they have just read and connect it to their own life.

* **Connecting with Resources for Improving the Lives of Adolescents** at the end of each chapter describes numerous resources such as books, Web sites, and organizations that provide valuable information for improving the lives of adolescents in many different areas.

* **Self-Assessments** in the Online Learning Center (www.mhhe.com/santrocka15e) allow students to explore their own experiences. For example, for Chapter 4, the self-assessment exercises include Exploring My Identity; for Chapter 8, How Much Did My Parents Monitor My Behavior During Adolescence?; and for Chapter 11, Evaluating My Career Interests.



expert consultants

Adolescent development has become an enormous, complex field, and no single author, or even several authors, can possibly keep up with all of the rapidly changing content in the many different areas of adolescent development. To solve this problem, author John Santrock sought the input of leading experts about content in a number of areas of adolescent development. These experts provided detailed evaluations and recommendations in their area(s) of expertise.

The following individuals were among those who served as expert consultants for one or more of the previous eight editions of this text:

Susan Harter

Charles Irwin

Elizabeth Susman

James Marcia

Nancy Guerra

Gerald Patterson

Catherine Cooper

Reed Larson

Lawrence Walker

Bonnie Halpern-Felsher

Peter Benson

Valerie Reyna

Ruth Chao

Shirley Feldman

Kathryn Wentzel

Joseph Allen

Nancy Galambos

L. Monique Ward

Lisa Crockett

John Gibbs

Jane Kroger

Daniel Lapsley

John Schulenberg

Wyndol Furman

Lisa Diamond

Moin Syad

Bonnie Leadbetter

James Rest

Diane Halpern

Allan Wigfield

Daniel Keating

Pamela King

Luc Goosens

Following are biographies and photos of the expert consultants for the fifteenth edition of this text, who, like the expert consultants for the previous fourteen editions, literally represent a Who's Who in the field of adolescent development.



Valerie Reyna Dr. Valerie Reyna is one of the world's leading experts on the development of the adolescent's brain and on cognitive development in adolescence. She obtained her Ph.D. in experimental psychology at Rockefeller University. Currently she is a faculty member in human development, psychology, cognitive science, and neuroscience (IMAGINE program) at Cornell University. Dr. Reyna also is currently co-director of the Cornell University

Magnetic Resonance Imaging Facility and of the Center for Behavioral Economics and Decision Research. She created fuzzy-trace theory, a model of memory and decision-making that is widely applied in law, medicine, and public health. Her recent work has focused on numeracy, medical decision making, risk communication, risk taking, neuroimaging, neurobiological models of development, and neurocognitive impairment and genetics. Past president of the Society for Judgment and Decision Making, she is a Fellow of numerous scientific societies and has served on scientific panels of the National Science Foundation, National Institutes of Health, MacArthur Foundation, and National Academy of Sciences. Dr. Reyna also is currently an associate editor for *Psychological Science* and *Developmental Review*.

"John Santrock's text covers a vast range of topics in adolescence, with an impressive clarity and the latest, up-to-date references. For example, many people still believe that there are no important differences between adolescents and young adults, but John Santrock's text cites the latest research showing that there are such differences, and he explains how they matter for teen risk taking. He also has a keen appreciation for topics that interest students, such as choosing a career or finding a purpose in life. Dr. Santrock's critiques are also especially helpful—for example,

pointing out myths about so-called 'left-brained' and 'right-brained' individuals, that the implications of brain science for education are overblown, that Piaget's stages have wide age variability (if they exist at all), and that intelligence tests have important limitations. . . . the additions to Chapter 3 (The Brain and Cognitive Development) are excellent (e.g., stress and decision making; prosocial values predicting longitudinal declines in risk taking). It is remarkable how up-to-date this textbook remains, due to regular updating of references. I always learn something new when I read it, even in my areas of specialization."

—Dr. Valerie Reyna



Bonnie Halpern-Felsher Dr. Bonnie Halpern-Felsher is a leading expert on adolescent sexual development and adolescent problems. She currently is a professor in the Division of Adolescent Medicine, Department of Pediatrics, University of California—San Francisco. Dr. Halpern-Felsher is also the director of research for the Adolescent Medicine Fellowship, co-director of the General Pediatrics Fellowship, and is a faculty member at

UCSF's Psychology and Medicine Postdoctoral Program, The Center for Health and Community, The Center for Tobacco Control Research and Education, the UCSF Heller Diller Family Comprehensive Cancer Center, and the Robert Wood Johnson Scholars Program. She is a developmental psychologist whose research has focused on cognitive and psychosocial factors involved in health-related decision making, perceptions of risk and vulnerability, health communication, and risk behavior; and she has published in each of these areas. She has been especially interested in studying sexual decision making and reproductive health, including

identifying cognitive and psychosocial predictors of adolescent sexual behavior. Dr. Halpern-Felsher has been the principal investigator or co-principal investigator on several grants concerning adolescent and young adult risk behavior. She has served as a consultant to a number of community-based adolescent health promotion programs and has been an active member on several national campaigns to understand and reduce adolescent risk behavior.

“The narrative regarding adolescent and young adult pubertal development, health, and biological development reflects the latest perspectives in the field. . . . The chapter does an outstanding job laying out the issues and providing key areas for thought. I really like the sections in which the reader is asked to reflect on his or her personal experiences and views. This is relevant to any subject of study during college, but especially adolescent development, which requires some reflection and perspective to fully understand. . . . Overall, the chapter is fantastic!” —Dr. Bonnie Halpern-Felsher



Elizabeth Trejos-Castillo Dr. Elizabeth Trejos-Castillo is an expert on the cultural aspects of adolescent development. She currently is a professor in human development and family studies at Texas Tech University and an international adjunct faculty member in the Department of Psychology at Universidad CES in Medellin, Colombia. Dr. Trejos-Castillo obtained her Ph.D. from Auburn University. Her research interests mainly focus on risk-taking and adjustment in youth as well as generational, individual, and contextual effects in adolescent development. Her research approach is rooted in psychology, sociology, and human development using cross-cultural and evidence-based research methodologies. Dr. Trejos is an associate editor of the *Journal of Early Adolescence*. She also recently was given the President's Excellence in Teaching Award at Texas Tech University.

“I sincerely would like to express my gratitude to John Santrock for inviting me to review Chapter 12 (Culture). It is not only an honor but a privilege to be able to read the chapter before it is included in Adolescence, fifteenth edition. When I was a student years ago, John Santrock's books introduced me to development across the lifespan; however, it was Adolescence which won my heart. Today, as an educator and as a researcher in the field of adolescence, my admiration and respect for his work and his commitment to educating our future professionals, practitioners, and the public in general has grown only deeper. . . . An impressive feature of this chapter is the up-to-date literature included—most references are not even two years old or are currently in press!—as well as the discussions of relevant topics (such as acculturation, immigration, ethnic identity, generational effects, diversity, etc.). I particularly like how these challenging topics are presented and supported in the book with interesting studies/findings that lend themselves very well to class discussion, additional individual research, class projects, and other similar exercises.” —Dr. Elizabeth Trejos-Castillo



John Schulenberg Dr. John Schulenberg is one of the world's leading experts on substance use and abuse in adolescence and emerging adulthood. He currently is professor of developmental psychology, research professor at the Institute for Social Research and Center for Human Growth and Development, and associate director of the Survey Research Center, all at the University of Michigan.

Dr. Schulenberg has published widely on several topics concerning adolescence and the transition to adulthood, focusing on how developmental tasks and transitions are related to health risks and adjustment difficulties. His current research examines the etiology and epidemiology of substance use and psychopathology, focusing on risk factors, course, co-morbidity, and consequences during adolescence and the transition to adulthood. He is co-principal investigator of the NIDA-funded national Monitoring the Future study concerning substance use and psychosocial development across adolescence and adulthood. Dr. Schulenberg collaborates on two international interdisciplinary projects involving long-term studies to address key questions about life course pathways. His work has been funded by NIDA, NIAAA, NICHD, NIMH, NSF, and the Robert Wood Johnson Foundation. For these and other institutes and foundations, he has served on numerous advisory and review committees, including chairing the NIH Psychosocial Development and Risk Prevention (PDRP) Study Section. Dr. Schulenberg is on several editorial boards and has guest-edited special issues of *Addiction*, *Applied Developmental Science*, *Development and Psychopathology*, and *Journal of Longitudinal and Life-course Studies*. He is a Fellow of the American Psychological Association and president-elect of the Society for Research on Adolescence.

“This (Chapter 11, Achievement, Work, and Careers) is another excellent chapter. . . . What I like here is how well the chapter unfolds and keeps things interesting (various poems, developmental connections) and integrated (connecting ideas across the chapter and with other chapters). All seems nicely up-to-date and all topics seem very relevant. . . . Thanks for the opportunity to read and review this excellent chapter (Chapter 13, Problems in Adolescence and Emerging Adulthood)—once again. I find that I learned a lot. I reviewed the previous version of this chapter and I see that this chapter continues to evolve in a very positive and compelling way. . . . this chapter likely does very well in terms of engaging college students and conveying current themes and research on the problems of adolescents and emerging adults.” —Dr. John Schulenberg



Bradford Brown Dr. Bradford Brown is one of the world's leading experts on adolescent peer relationships. He currently is professor of human development at the University of Wisconsin—Madison, where he has been chair of the Department of Educational Psychology. He received a Ph.D. in human development from the University of Chicago. Dr. Brown is especially well known for his work on peer groups and peer pressure, including their influence on school achievement, social interaction patterns, and social adjustment. He is a former editor of the *Journal of Research on Adolescence* and a past member of the Executive Council of the Society for Research on Adolescence. Dr. Brown is the co-editor or co-author of five books, including *The Development of Romantic Relationships in Adolescence*, *The World's Youth*, and *Linking Parents and Family to Adolescent Peer Relations*. He also recently co-edited the three-volume *Encyclopedia of Adolescence*. Dr. Brown has served as a consultant for numerous groups, including the Carnegie Council on Adolescent Development, the National Campaign to Prevent Teen Pregnancy, the National Academy of Sciences Board on Science Education, National Academy of Sciences Board on Children, Youth and Families, and the Blue Ribbon Schools program of the U.S. Department of Education.

“Here’s what I like: Efforts to connect material across chapters; the mix of information from scientific research and boxed material capturing personal experiences or examples; a very readable text—informative yet easy to digest; an effort to get across major points without losing readers in excessive details about research studies; attention to possible differences across cultures; attention to possible changes across development.” —**Dr. Bradford Brown**



Elizabeth Susman Dr. Elizabeth Susman is one of the world’s leading experts on puberty and adolescent development. She currently is the Jean Phillips Shibley Professor of Biobehavioral Health in the Department of Biobehavioral Health at Pennsylvania State University. Her research program integrates behavioral endocrinology and developmental psychology. The research focuses on how developmental, neuroendocrine transitions are related

to changes in emotions and antisocial behavior during the reproductive transitions of puberty and pregnancy. Her early research on gonadal and adrenal hormones and antisocial behavior, cognition, and emotional development was the first to address the relations between hormones and behavior in youth. Dr. Susman’s research has been funded by the National Institute of Mental Health, the MacArthur Foundation, National Institute of Justice, William T. Grant Foundation, and Johnson and Johnson. She has been associate editor of the *Journal of Research on Adolescence* and consulting editor for a wide range of research journals.

“As in the past, it has been a pleasure to review Dr. Santrock’s book. His writing is excellent and the flow of material makes for easy reading. The student readers will enjoy the content as well as the format.”
—**Dr. Elizabeth Susman**



Joseph Allen Dr. Joseph Allen is a leading expert on parent-adolescent and adolescent peer relationships. He currently is professor of clinical, developmental, and community psychology at the University of Virginia, where he is also director of clinical training. He obtained his Ph.D. from Yale University and did postdoctoral work at Harvard University. Dr. Allen has conducted program evaluation research documenting 50 percent reductions in teen

pregnancy rates among youth participating in volunteer service programs. He has explored family and peer interaction processes in adolescence that predict long-term qualities of social functioning in young adulthood. Most recently he has been examining an approach to enhancing the quality of the secondary school classroom as a setting for youth development that coaches teachers in applying principles of adolescent social development to their interactions with students. Dr. Allen has been a recipient of the Spencer Foundation Fellowship, served as a William T. Grant Faculty Scholar, and chaired the NIMH Study Section on Child and Adolescent Risk and Prevention Research. His research has been funded by the National Institute of Mental Health, Spencer Foundation, the William T. Grant Foundation, and the Lily Foundation. He currently is an associate editor for *Child Development*.

“... the chapter (Chapter 8, Families) does a good job of capturing the most important ideas in the field. ... I thought it was quite a worthy effort.” —**Dr. Joseph Allen**



Robert Roeser Dr. Robert Roeser currently is a professor of psychology and human development in the Department of Psychology at Portland State University in Portland, Oregon. He received his Ph.D. from the Combined Program in Education and Psychology at the University of Michigan. Subsequently, Dr. Roeser was a William T. Grant Foundation Faculty Scholar and a United States Fulbright Scholar in India. His research focuses on

school as a primary cultural context of adolescent development, and on the professional development of teachers. His current research examines how mindfulness training can be used to cultivate the positive development of adolescents and teachers alike. Dr. Roeser also recently established the Culture and Contemplation in Education Laboratory at Portland State University.

“I think the chapter (3, The Brain and Cognitive Development) is well written and addresses the challenges well. ... I like the holistic approach that mixes the conceptual, the self-reflective, and the prose. ... I like the developmental connections sections. ... I am happy that Dr. Santrock has provided such a readable overview of our important neuroscientific understanding of changes during adolescence.” —**Dr. Robert Roeser**



Darcia Narváez Dr. Darcia Narváez is one of the world’s leading experts on moral development. She obtained her Ph.D. from the University of Minnesota and is currently professor of psychology at the University of Notre Dame. She has contributed to more than 100 publications, including editing or authoring seven books and several curriculum books. Recently she has turned her research attention to the importance of early parenting for optimal biopsychosocial development, including compassionate morality. Dr. Narváez also is editor of the *Journal of Moral Education* and she writes a blog for *Psychology Today* called “Moral Landscapes.”

“The chapters (Chapter 3, The Brain and Cognitive Development, and Chapter 7, Moral Development, Values, and Religion) provide a succinct overview of research in the field. I would be eager for my students to read this text. John Santrock masterfully integrates a great deal of information into highly readable chunks. Great for any novice and even those who know something.” —**Dr. Darcia Narváez**



Seth Schwartz Dr. Seth Schwartz is a leading expert on identity development and family processes in adolescence and emerging adulthood. He obtained his Ph.D. in developmental psychology from Florida International University. Dr. Schwartz currently is a professor in the Center for Family Studies at the University of Miami (Florida) School of Medicine. Dr. Schwartz’s research focuses on personal and cultural identity, acculturation, family functioning, and positive and negative psychosocial outcomes in adolescence and emerging adulthood. He is the senior editor of the *Handbook of Identity Theory and Research*, has written or edited more than 150 scholarly publications, and has been awarded three major grants from the National Institutes of Health.

“The chapter (8, Families) is very good.” —**Dr. Seth Schwartz**

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content revisions

Numerous content changes were made in each of the 13 chapters in *Adolescence* (fifteenth edition). Here are some of the main ones.

Chapter 1: Introduction

- Coverage of a recent study of Asian American ninth- and tenth-graders' engagement in purpose and its link to daily family assistance, social role fulfillment, and extracurricular activities (Kiang, 2012)
- Updated statistics on the increasing percentage of U.S. children and adolescents under 18 years of age living in poverty, especially in African American and Latino families (U.S. Census Bureau, 2012)
- Discussion of a recent research study of more than 11,000 adolescents mainly living in middle- and upper-income families focused on their fears of their future, with the greatest fear involving not being able to pursue the vocational training or academic studies they desired (Seiffge-Krenke, 2012)
- Expanded coverage of the cognitive changes that characterize adolescence, especially more effective executive function in areas such as monitoring and managing cognitive resources, engaging in cognitive control, and delaying gratification
- Description of a recent study that found at-risk youth enter emerging adulthood slightly earlier than the general population of youth in the United States (Lisha & others, 2012)
- New discussion of a recent research review and analysis on resilience in the transition to adulthood that highlighted the importance of planning ahead, delaying gratification, and making positive choices, as well as the significance of close relationships, especially with supportive romantic partners, close friends, and mentors (Burt & Paysnick, 2012)
- New section on where research on adolescent development is published that describes the research journal process and identifies leading journals on adolescent development.
- Expanded coverage of cultural and ethnic bias, including the increasing importance of studying Latino and Asian American adolescents and their families' acculturation level, generational status, and biculturalism (Gauvain, 2013; Schwartz & others, 2012)
- Description of a recent study of more than 46,000 children and adolescents in 34 countries that found obesity was linked to earlier menarche (Currie & others, 2012)
- Inclusion of information about a recent study of more than 15,000 girls in China that revealed menarche occurred much earlier for urban than rural girls (Sun & others, 2012)
- Addition of information about recent research that indicated severity of childhood sexual abuse was associated with early onset of menarche (Boynton-Jarrett & others, 2013)
- Discussion of a recent study that found U.S. boys are entering puberty a year earlier than previously thought, along with criticisms of the study (Herman-Giddens & others, 2012)
- Coverage of a recent study that found a linear increase in having a positive body image for both boys and girls as they moved from the beginning to the end of adolescence (Holsen, Carlson Jones, & Skogbrott Birkeland, 2012)
- Update on Anne Petersen's career with a description of the new foundation—Global Philanthropy Alliance—she recently created to support young African social entrepreneurs in improving families and communities
- Updated data on the percentage of adolescents who reported that they had eaten vegetables on five or more days in the last seven days (Eaton & others, 2012)
- Expanded description of the need for specialized training of adolescent health-care personnel
- Coverage of a recent study that found delivery of preventive health-care services to emerging adults was generally low and that males were getting fewer services than females (Lau & others, 2013)
- Discussion of a recent study that revealed adolescents who perceived their parents as strong monitors and rule setters were less likely to engage in risky driving (Mirman & others, 2012)
- Description of a recent study that found decreases in frequency of family meals for four categories of adolescents from 1999 to 2010: girls, middle school students, Asian American adolescents, and youth from low SES backgrounds (Neumark-Sztainer & others, 2013)
- Updated content on exercise rates for U.S. adolescents with national data from 2011 (Eaton & others, 2012)
- Description of a recent study of young adolescents that found regular exercise was associated with higher academic achievement (Hashim, Freddy, & Rosmatunisah, 2012)
- Discussion of a recent study of depressed adolescents with low levels of exercise that revealed a 12-week exercise intervention lowered their depression (Dopp & others, 2012)

Chapter 2: Puberty, Health, and Biological Foundations

- Includes some content changes based on feedback from leading expert consultants Bonnie Halpern-Felsher and Elizabeth Susman
- Revised definition of puberty to include brain-neuroendocrine processes (Susman & Dorn, 2013)

- Coverage of a recent research review that concluded screen-based activity is linked to a number of adolescent health problems (Costigan & others, 2013)
- New section on the role of peers in adolescent exercise, including a recent research study that indicated female and male adolescents' physical activity was linked in various ways with their friends' physical activity (Sirard & others, 2013)
- Discussion of a recent review that indicated peer/friend support, presence of peers and friends, friendship quality and acceptance, peer crowd affiliation, and peer victimization were associated with adolescents' physical activity (Fitzgerald, Fitzgerald, and Aherne, 2012)
- Description of a recent study that found a daily morning running program for three weeks improved adolescents' sleep quality, mood, and concentration (Kalak & others, 2012)
- Inclusion of updated data on the percentage of adolescents who participate on a sports team, including new gender and ethnicity comparisons (Eaton & others, 2012)
- Description of a recent study revealing that among a number of activities, team sports participation was the best predictor of lowering the risk for being overweight or obese in adolescence (Drake & others, 2012)
- Coverage of a longitudinal study that found regardless of how much students studied each day, when the students sacrificed sleep time to study more than usual, they had difficulty understanding what was taught in class and were more likely to struggle with class assignments the next day (Gillen-O'Neel, Huynh, & Fuligni, 2013)
- Addition of information about epigenetic mechanisms involving the actual molecular modification of the DNA strand as a result of environmental inputs in ways that alter gene functioning (Feil & Fraga, 2012)
- New *Connecting with Adolescents and Emerging Adults* insert: Am I an "I" or "We"? that highlights the difficulty of establishing a unique identity when you are a twin, especially an identical twin
- Updated coverage of the concept of $G \times E$, which involves the interaction of a specific measured variation in the DNA sequence and a specific measured aspect of the environment (Bihaqi & others, 2012; Petersen & others, 2012)
- Discussion of a recent meta-analysis that found the short version of the 5-HTTLPR serotonin gene was linked to higher cortisol stress reactivity (Miller, Wankerl, & others, 2013)
- Expanded material on conclusions about heredity and environment interaction based on David Moore's (2013) recent comments about the complexity of biological systems and how too often their connections with behavior have been oversimplified
- Added material on context-induced brain plasticity and connections of brain development and information processing to changes in self-understanding in adolescence based on leading expert Robert Roeser's comments
- New discussion of a recent study of adolescents from Mexican backgrounds that found those with stronger family obligation values showed decreased activation in the brain's regions involving reward sensitivity, which was linked to less real-life risk-taking behavior, and increased activation in the brain's regions involving cognitive control, which was associated with better decision-making skills (Telzer & others, 2013b)
- New section, "The Neuroconstructivist View," that describes an increasingly popular perspective on the brain's development (Diamond, 2013; Westermann, Thomas, & Karmiloff-Smith, 2011; Peltzer-Karppf, 2012)
- New commentary about increased myelination in late adolescence and emerging adulthood allowing greater connectivity between brain regions, especially the important connection between the prefrontal cortex and the limbic system, which is linked to greater emotional control (Giedd, 2012)
- Updated and revised emphasis on the broader influence of changes in the limbic system and its role in both emotion processing and experience of rewards, including a revised version of Figure 3.3 on changes in the adolescent brain (Steinberg, 2012)
- New closing statement for the section on brain development in adolescence underscoring the correlational nature of most research studies and suggesting the need for caution in interpreting the research in any causal manner
- Description of a recent study of 9- to 14-year-olds that found faster processing speed was linked to better oral reading fluency (Jacobson & others, 2011)
- Expanded discussion of the educational implications for knowledge about the development of the brain in adolescence to include these potential areas of change: managing one's thoughts, engaging in goal-directed behavior, and controlling emotions (Bradshaw & others, 2012)
- Updated and revised introduction that emphasizes the increasing interest in the importance of executive function in adolescence
- New discussion of a 30-year longitudinal study that found children who were better at inhibitory control at 3 to 11 years of age were more likely to still be in school, engage in less risk-taking behavior, and be less likely to take drugs in adolescence (Moffitt, 2012; Moffitt & others, 2011). In this study, thirty years after initially being assessed as children, as adults they also had better physical and mental health than their counterparts who had been less effective at inhibitory control as children.
- New material on the debate about how much benefit is derived from placing various cognitive processes under the broader, umbrella-like construct of executive function
- New discussion of recent research indicating that adolescents make riskier decisions in stressful than in nonstressful situations,

Chapter 3: The Brain and Cognitive Development

- Includes some content changes recommended by leading expert Valerie Reyna

but that the extent to which they make risky decisions in stressful contexts is associated with the type of risk taker they are (impulsive, calculated, or conservative) (Johnson, Dariotis, & Wang, 2012)

- Expanded coverage of the dual-process model of decision making to include material on the importance of adolescents quickly getting the gist of a dangerous situation, which can cue personal values that will reduce the likelihood adolescents engage in risky decision making (Chick & Reyna, 2012)
- Inclusion of information about how adolescents who have a higher trait level of inhibition (self-control) and find themselves in risky situations are less likely to engage in risky decision making (Chick & Reyna, 2012)
- Expanded introduction to critical thinking, including more detailed examples of critical thinking
- New section on mindfulness and its role in adolescents' critical thinking
- New coverage of the recent view that mindfulness is an important mental process that can help adolescents improve a number of cognitive and socioemotional skills (Roeser & Zelazo, 2012; Zelazo & Lyons, 2012)
- Description of a recent study that found a higher level of mindfulness attention awareness was associated with cognitive inhibition in young adolescents (Oberle & others, 2012)
- New discussion of *contemplative science*, a cross-disciplinary term that involves the study of how various types of mental and physical training (such as mindfulness, yoga, meditation, and tai chi) might enhance adolescents' development (Roeser & Zelazo, 2012)
- Expanded description of what metacognition involves (Dimmitt & McCormick, 2012)
- Discussion of a recent research review that concluded more than 1,000 genes may influence an individual's intelligence (Davies & others, 2011)
- New information from a recent research review about the environment's role in intelligence that is reflected in the 12- to 18-point gain children make when they are adopted from lower-SES to middle-SES homes (Nisbett & others, 2012)
- New coverage of recent information about the reduction in the IQ gap between African Americans and non-Latino Whites (Nisbett & others, 2012)
- New *Connecting with Adolescents* box: "Are Social Media an Amplification Tool for Adolescent Egocentrism?"
- New entry in Resources for Improving the Lives of Adolescents: *The Adolescent Brain* edited by Valerie Reyna and others (2012). A number of experts contribute ideas about linking the development of the adolescent brain to various dimensions of learning and cognitive functioning.
- New entry in Resources for Improving the Lives of Adolescents: *Child Development Perspectives* (2012, Vol. 6, Issue 2). A number of articles address the recent interest in executive function in adolescence and how cognitive and physical training can improve adolescents' development

Chapter 4: The Self, Identity, Emotion, and Personality

- Expanded material on changes in self-understanding in emerging adulthood, including new sections on self-awareness (Hull, 2012) and multiple selves (Markus & Kitayama, 2012)
- New section on understanding others in adolescence
- New discussion of developmental changes in perceiving others' traits in adolescence
- New section on perspective taking in adolescence, including recent research on gender differences (Smith & Rose, 2011) and relational aggression (Batanova & Loukas, 2011)
- New section on social cognitive monitoring in adolescence
- Description of a recent study that found preexisting gender differences in self-esteem (higher for males) narrowed between the ninth and twelfth grades (Falci, 2012). In this study, adolescents from higher-SES backgrounds had higher self-esteem than their low-SES counterparts.
- Coverage of a recent study that found adolescents with low self-esteem had lower life-satisfaction at 30 years of age (Birkeland & others, 2012)
- Discussion of a recent study that found individuals in their late teens were more likely to be identity achieved than those in their early teens, and that girls were on more advanced developmental trajectories for identity achievement than were boys (Meeus & others, 2012)
- New section: "Identity and Peer/Romantic Relationships" (Galliher & Kerpelman, 2012)
- Description of recent research that found an open, active exploration of identity when comfortable with close friends was linked to the positive quality of the friendship (Doumen & others, 2012)
- Inclusion of recent research indicating that friends were often a safe haven for exploring identity in adolescence, providing a potential testing ground for trying out self-disclosures with others (McLean & Jennings, 2012)
- New material on how adolescents and emerging adults in a romantic relationship are both in the process of constructing their identities and each providing the other with a context for identity exploration (Pittman & others, 2011)
- Extensive updating and expansion of the discussion of cultural and ethnic identity, including recent cross-cultural comparisons of identity development between North American and East Asian countries (Chen & Berman, 2012; Schwartz & others, 2012)
- New discussion of how identity development takes longer in Italy, likely because many Italian youth live at home with their family until 30 years of age and older (Crocetti, Rabaglietti, & Sica, 2012)
- New coverage of Seth Schwarz and his colleagues' (2012) recent view that individuals who have grown up as a member of an ethnic minority group or immigrated from another country are more likely to include cultural dimensions in their identity than non-Latino Whites in the United States who have grown up in the majority culture

- Discussion of recent research indicating that Latino high school and college students were more likely to say that cultural identity was an important dimension of their overall self-concept than were non-Latino White students (Urdan, 2012)
- New description of reasons why growing up in impoverished conditions may preclude adolescents from engaging in identity pursuits stimulated by a college education and experiences (Oyserman & Destin, 2010; Schwartz & others, 2012)
- Much expanded coverage of gender and identity (Galliher & Kerpelman, 2012)
- New material on females being more likely to have a higher level of identity formation, including having more elaborate self-representations in their identity narratives and greater likelihood of engaging in identity exploration related to dating (Pittman & others, 2012)
- Coverage of a recent study that found different links between identity statuses and the length of friendships in female and male emerging adults (Johnson, 2012)
- New discussion of the role that advancing cognitive skills such as abstract thinking and self-reflection have on adolescents' increased motivation to consider the meaning of their ethnicity, as well as how their greater independence from parents places them in contexts where they are likely to experience stereotyping and discrimination (Brody, Kogan, & Chen, 2012; Potochnick, Perreira, & Fuligni, 2012)
- Description of a recent study that found Asian American adolescents' ethnic identity was associated with high self-esteem, positive relationships, increased academic motivation, and lower levels of depression over time (Kiang, Witkow, & Champagne, 2013)
- Coverage of a recent study that found a positive ethnic identity helped to buffer the negative effects of discrimination experienced by Mexican American adolescents (Umana-Taylor & others, 2012)
- New description of gender comparisons in emotion between U.S. and Asian or Asian American adolescents (Brody, 1997; Flynn, Hollenstein, & Mackey, 2010)
- New section on emotion regulation
- Discussion of a recent study of young adolescents that linked their use of a cognitive appraisal strategy that involves changing how one thinks about a situation to regulate its emotional impact to having a positive self-concept, which in turn was associated with fewer internalized problems (Hsieh & Stright, 2012)
- Coverage of a recent study that revealed depressive symptoms often preceded the use of suppression (Larsen & others, 2013)
- Inclusion of a recent meta-analysis that found conscientiousness, but no other Big Five personality factor, was linked to college students' grade point averages (McAbee & Oswald, 2013)
- Description of a recent study of emerging adults that found conscientiousness was linked to fewer delays in studying (Klimstra & others, 2012)
- New entry in Resources for Improving the Lives of Adolescents: Susan Harter's (2012) second edition of *The Construction of the Self*.
- New entry in Resources for Improving the Lives of Adolescents: Seth Schwartz & others, "Identity Development, Personality, and Well-Being in Adolescence and Emerging Adulthood." In I. B. Weiner & others (Eds.) (2013), *Handbook of Psychology*, Vol. 6. New York: Wiley.
- New entry in Resources for Improving the Lives of Adolescents: Rebecca Shiner & Colin DeYoung, "The Structure of Temperament and Personality." In P. D. Zelazo (Ed.) (2013), *Handbook of Developmental Psychology*. New York: Oxford University Press.

Chapter 5: Gender

- Updated description of gender differences in the brain (Giedd, 2012)
- New discussion of greater acceptance of masculine girls who are described as tomboys than feminine boys who are described as sissies (Pasterski, Golombok, & Hines, 2011)
- Inclusion of information from a recent analysis of men's magazines that found more than 50 percent of their advertisements reflected hyper-masculine beliefs and that some of the magazines included at least one hyper-masculine belief in 90 percent of their ads (Vokey, Tefft, & Tysiaczny, 2013)
- Coverage of a recent gender stereotyping study of 6- to 10-year-olds who reported that math is mainly for boys (Cvencek, Meltzoff, & Greenwald, 2011)
- New commentary about girls showing better self-control (controlling impulses and focusing attention, for example) than do boys (Else-Quest & others, 2006; Hyde & Else-Quest, 2013)
- Description of a recent research review focused on girls' negative attitudes about math and the negative expectations that parents and teachers have for girls' math competence (Gunderson & others, 2012)
- Coverage of a recent research review that found having a stronger masculine gender role was linked to better spatial ability for males and females (Reilly & Neuman, 2013)
- Much expanded and updated discussion of same-sex education, including its dramatic increase in recent years (NASSPE, 2012)
- Inclusion of two recent research reviews, both of which concluded there have been no benefits of same-sex education for low-income youth of color (Goodkind, 2013; Halpern & others, 2011)
- New discussion of possible benefits of same-sex education exclusively for African American males and discussion of the successful Urban Prep Academy for Young Men in Chicago that opened in 2010, in which 100 percent of its first graduates enrolled in college (Mitchell & Stewart, 2013)
- Updated data on the continuing gender gap in reading and writing for U.S. students (National Assessment of Educational Progress, 2012)

- Expanded and updated coverage of media influences on gender (Near, 2013)
- Description of recent research that found male teachers perceived boys more positively and viewed them as more educationally competent than did female teachers (Mullola & others, 2012)
- Discussion of a recent meta-analysis of children’s emotional expression that found a small overall gender difference with girls showing more positive and internalizing emotions; however, this gender difference became more pronounced with age, increasing during middle and late childhood and adolescence (Chaplin & Aldao, 2013)
- New description of the gender difference in girls and boys indicating that girls emphasize affiliation and collaboration more than do boys (Leaper, 2013)
- New entry for Resources for Improving the Lives of Adolescents: J. S. Hyde & N. Else-Quest (2013). *Half the Human Experience* (8th ed.). Boston: Cengage.
- Description of a recent intervention study, including its components, with adolescent girls living in a high-risk, low-income setting that was effective in reducing their at-risk sexual behavior (Morrison-Beedy & others, 2013)
- Inclusion of recent research indicating that a greater age difference between sexual partners in adolescence was associated with less consistent condom use (Volpe & others, 2013)
- Discussion of recent research on U.S. 15- to 19-year-olds with unintended pregnancies resulting in live births that found 50 percent of these adolescent girls were not using any type of birth control when they got pregnant and 34 percent believed they could not get pregnant at the time (Centers for Disease Control and Prevention, 2012a)
- Description of a recent study that found emerging adults who were enrolled in college or who had graduated from college reported having fewer casual sex partners than those without a high school degree (Lyons & others, 2013)
- New commentary about the increase in “hooking up” during college (Lewis & others, 2013)

Chapter 6: Sexuality

- Inclusion of recent research on Korean boys that found those at high risk for Internet addiction were more likely to have experienced sexual intercourse (Sung & others, 2013)
- Updated data on the sexual activity of U.S. adolescents through 2011, including gender and grade level percentages of ever having had intercourse, being currently sexually active, having had sexual intercourse before age 13, and having had sexual intercourse with four or more persons (Eaton & others, 2012)
- Description of a recent analysis of the sexual initiation patterns of more than 12,000 adolescents in the National Longitudinal Study of Adolescent Health (Haydon & others, 2012)
- Updated data (2011) on the percentage of African American, Latino, and non-Latino White male and female adolescents who ever have experienced sexual intercourse (Eaton & others, 2012)
- Description of a recent study that found the following: of adolescent girls who initiated vaginal sex before oral-genital sex, 31 percent reported having a teen pregnancy, whereas of those who initiated oral-genital sex first only 8 percent reported having a teen pregnancy (Reese & others, 2013)
- Discussion of a recent study that confirmed early engagement in sexual intercourse is associated with high-risk sexual factors (becoming pregnant or causing a pregnancy, for example) as well as dating violence (Kaplan & others, 2013)
- Coverage of recent research in low-income neighborhoods that found caregiver hostility was linked to early sexual activity and sex with multiple partners, while caregiver warmth was related to later sexual initiation and a lower incidence of sex with multiple partners (Gardner, Martin, & Brooks-Gunn, 2012)
- Coverage of a recent study that revealed a high level of impulsiveness was linked to early adolescent sexual risk-taking (Khurana & others, 2012)
- Coverage of a recent study that found sexual risk factors increase in emerging adulthood with males engaging in more of these risk factors than females (Mahalik & others, 2013)
- Discussion of recent research that revealed parent-child closeness was linked to fewer sexual risk factors in emerging adult African American males (Harris, Sutherland, & Hutchinson, 2013)
- Description of a recent study that reflects the uncertainty in the sexual relationships of emerging adults: More than half of daters and cohabiters reported a breakup followed by a reunion (Halpern-Meekin & others, 2013)
- New content on the recent provocative book, *Premarital Sex in America* by Mark Regenerus and Jeremy Uecker (2011), that concludes emerging adults’ sex lives are often free, temporary, and self-rewarding, a pattern described as producing sexual regrets and diminished emotional well-being for many women
- Coverage of a recent study of 15-year-olds that found sexual minority status was associated with depression mainly via peer harassment (Martin-Storey & Crosnoe, 2012)
- Updated statistics on the continuing decline in overall adolescent pregnancy rates in the United States and the decline in all ethnic groups, including updates in Figure 6.5 and Figure 6.16 (Hamilton & Ventura, 2012)
- Expanded and updated discussion of rape, including recent data indicating that 8 percent of U.S. ninth- to twelfth-grade students reported that they had been physically forced to have sexual intercourse against their will (Eaton & others, 2012)
- Inclusion of new data indicating that 10 percent of high school students reported being hurt by a boyfriend or a girlfriend in the past year (Centers for Disease Control and Prevention, 2012c)
- Discussion of a longitudinal study that found older adolescents’ engagement in dating violence was linked to a history of earlier aggression at age 6 and age 12 (Makin-Byrd, Bierman, & Conduct Problems Prevention Research Group, 2013)

- Description of a recent coach-delivered intervention study with more than 2,000 male high school athletes that revealed the information provided to the athletes (recognition of abuse, gender-equity behavior, and intention to intervene if observing abuse) was effective in increasing their intention to intervene if they witnessed abuse (Miller & others, 2012)
- New content from a recent study that assessed sixth-grade students' knowledge and curiosity about sex-related topics, including some questions they asked that reflect their lack of sexual knowledge (Charmaraman, Lee, & Erkut, 2012)
- Discussion of a recent survey of sex education teachers in Minnesota regarding structural barriers, concerns about parents, students, and administrators, and restrictions on what they could teach (Eisenberg & others, 2013)
- Coverage of a recent study of abstinence-plus programs that found sex education about abstinence and birth control was associated with healthier sexual behaviors than no instruction at all (Lindberg & Maddow-Zimet, 2012)

Chapter 7: Moral Development, Values, and Religion

- Revisions and updates of chapter based on feedback from leading expert Darcia Narváez
- Updated and expanded coverage of the personality domain and domain theory in the introduction of moral development, including expanded examples of domains
- New coverage of Darcia Narváez and Tracy Gleason's (2013) analysis of recent research on cohort effects that shows a decline in moral reasoning in college students
- Expanded discussion of why adolescents are more likely to engage in prosocial behavior than children are (Eisenberg, Spinrad, & Morris, 2013)
- Discussion of a recent study that found mothers', but not fathers', authoritative parenting was associated with adolescents' engagement in prosocial behavior one year later (Padilla-Walker & others, 2012). However, in this study, there was a stronger link between adolescents engaging in prosocial behavior initially with this behavior subsequently followed by an increase in authoritative parenting one year later.
- Inclusion of a recent research study revealing that forgiveness varied when encountering a transgressing peer based on whether the peer was liked or disliked (Peets, Hodges, & Salmivalli, 2013)
- Description of a recent study that found expressing gratitude was linked to a lower level of depressive symptoms in adolescents (Lambert, Fincham, & Stillman, 2012)
- Coverage of a recent study of Chinese adolescents that found those who had a higher level of gratitude were less likely to engage in suicidal ideation and suicide attempts (Li & others, 2012)
- Discussion of a four-year longitudinal study that found the most grateful adolescents had a stronger sense of meaning of life, were

more satisfied with their lives, were happier and more helpful, and had a lower level of negative emotions and were less depressed than the least grateful adolescents (Bono, 2012)

- New commentary about how we still do not have adequate research information about how youth perceive prosocial norms and the influence of school policies and peers on adolescents' prosocial behavior (Siu, Shek, & Law, 2012)
- New description of Daniel Hart and his colleagues' (Hart, 2005; Hart & others, 2011) discussion of the difficulties poor urban youth have in developing a moral identity because of the contexts in which they live
- Expanded information about the domain theory of moral development and the distinction between moral, social conventional, and personal domains (Smetana, 2011a, b, 2013; Turiel, 2010, 2013)
- New description of links between family processes and adolescent moral development including recent research indicating that Mexican American youth who valued traditional familism had stronger prosocial tendencies (Calderon-Tena, Knight, & Carlo, 2011)
- Coverage of a recent study of parenting techniques and adolescent moral development in which parental induction, as well as expression of disappointed expectations, was considered more appropriate by adolescents (Patrick & Gibbs, 2012). In this study, parental induction was linked to a higher level of adolescents' moral identity.
- Updated coverage of Nancy Eisenberg and her colleagues' (2013) view on parenting strategies that are likely to be linked to children behaving morally
- New discussion of a recent study that found adolescents' volunteering activity in the community was linked to higher levels of identity achievement (Crocetti, Jahromi, & Meeus, 2012)
- Description of a recent study that revealed adolescents' volunteer activities provided opportunities to explore and reason about moral issues (van Goethem & others, 2012)
- Updated data on trends in the percentage of first-year college students who attend religious services (Pryor & others, 2012)
- Updated information about the values of first-year college students as reflected in the relative importance they place on developing a meaningful philosophy of life versus becoming well off financially (Pryor & others, 2012)
- Coverage of a recent meta-analysis of adolescents that found that their spirituality/religiosity was positively linked to their well-being, self-esteem, and three of the Big Five factors of personality (conscientiousness, openness, and agreeableness); in this meta-analysis, spirituality/religion was negatively associated with risk behavior and depression (Yonker, Schnabelrauch, & DeHaan, 2012)
- Description of a recent study of religious identity and religious participation of adolescents from different ethnic groups (Lopez, Huynh, & Fuligni, 2011)
- Inclusion of a recent study that found parents' religiousness during youths' adolescence was positively linked to youths' own religiousness during adolescence (Spilman & others, 2013)

- New coverage of the role of peer relations in adolescent religiosity, including recent research on Indonesian adolescents' religiosity, links to their friends' and peer network associates' religiosity, and antisocial behavior (French, Purwono, & Rodkin, 2012)
- New entry in Resources for Improving the Lives of Adolescents: M. Killen & J. Smetana (Eds.) (2013). *Handbook of Moral Development*. Leading experts discuss recent trends in theory and research on moral development.
- Coverage of a recent study that found parental conflict during children's kindergarten years was linked to higher emotional insecurity later in childhood, which in turn was associated with adjustment problems in adolescence, such as depression and anxiety (Cummings & others, 2012)
- New material on parent-adolescent conflict in immigrant families, such as Latinos and Asian Americans, that focuses on core cultural values with the conflict not always appearing in open conflict but occurring in underlying internal feelings (Fulgini, 2012; Juang & Umana-Taylor, 2012)

Chapter 8: Families

- Includes some content changes based on recommendations from expert consultant Joseph Allen
- Expanded coverage of reciprocal socialization and the bidirectional effects of parents and adolescents on adolescent outcomes, including recent interest in the role of genetic and epigenetic factors in such outcomes (Beach & Whisman, 2013; Brody & others, 2013; Deater-Deckard, 2013; Harold & others, 2013)
- Discussion of recent research indicating that a positive family climate when the adolescent was in the seventh grade was linked to the adolescent's degree of positive engagement with a marital partner almost 20 years later (Ackerman & others, 2013)
- Description of a recent study that revealed a high level of parental monitoring within a context of parental warmth was linked to positive academic outcomes for ethnic minority adolescents (Lowe & Dotterer, 2013)
- Inclusion of recent research on more than 36,000 eighth- and tenth-graders that showed a higher level of parental monitoring was associated with lower alcohol and marijuana use, with the effects strongest among female adolescents and adolescents with the highest risk-taking profile (Dever & others, 2012)
- Discussion of a recent study that found a higher level of parental monitoring in the twelfth grade was linked to lower alcohol dependence in the first year of college (Kaynak & others, 2012)
- New research on U.S. and Chinese young adolescents that found adolescents' disclosure to parents was linked to a higher level of academic competence (better learning strategies, autonomous motivation, and better grades) over time (Cheung, Pomerantz, & Dong, 2012)
- Description of a recent study that revealed authoritative parenting was linked to increased self-disclosure and fewer problems in adolescents (Low, Snyder, & Shortt, 2012)
- Discussion of a recent study of Chinese adolescents that found authoritative parenting was positively linked to parent-adolescent attachment, which in turn was associated with higher levels of adolescent self-esteem, autonomy, and peer attachment (Cai & others, 2013)
- Description of a recent study that revealed that joint parental involvement predicted a lower level of adolescent risk taking, and a lower level of adolescent risk taking predicted higher joint parental involvement (Riina & McHale, 2013)
- New discussion of a study that found a higher level of parent-adolescent conflict was related to peer-reported aggression and juvenile delinquency (Ehrlich, Dykas, & Cassidy, 2012)
- New commentary about variations in outcomes for adolescent autonomy and control depending on contexts and cultural groups (McElhaney & Allen, 2012)
- Coverage of a longitudinal study of adolescents and emerging adults from 13 to 23 years of age that revealed adolescents' autonomy from peer influences predicted long-term success in avoiding problematic behavior but also more difficulty in establishing strong friendships in emerging adulthood (Allen, Chango, & Szewedo, 2013)
- Discussion of a recent study that found regardless of where they were born, Mexican-origin adolescent girls living in the United States expected autonomy at an earlier age than their parents preferred (Bamaca-Colbert & others, 2012)
- Coverage of recent research on Mexican immigrant mothers' and their U.S.-born 13- and 14-year-old daughters' expectations for the daughters' autonomy at 15 years of age (Romo, Mireles-Rios, & Lopez-Tello, 2013)
- Retitling of "Adolescent Runaways" section to "Adolescent Runaways/Homeless Youth" to acknowledge increased use of the term "homeless youth" (Kidd, 2012)
- Description of a large-scale study of 16- to 34-year-olds in England that found that among those who had run away from home prior to 16 years of age, substantial percentages had been bullied, experienced violence at home, and experienced unwanted sexual intercourse (Meltzer & others, 2012). Also in this study, the runaways were three times more likely to have thought about or attempted suicide.
- New material on the role that peers can play in adolescents running away from home, including a recent study that linked peer deviance to running away (Chen, Thrane, & Adams, 2012)
- Coverage of a recent large-scale study of adolescents that revealed the odds of pregnancy in the next year were 1.7 times greater for runaways, and that the likelihood of pregnancy for runaway youth was increased when there was a history of sexual assault and romantic involvement (Thrane & Chen, 2012)
- Discussion of a recent meta-analysis of 127 research studies on stability and change in attachment from infancy to adulthood (Pinquart, Feussner, & Ahnert, 2013)
- Description of a recent study of emerging adults that found helicopter parenting was positively linked to parental involvement and other aspects of positive parenting, such as guidance and disclosure, and negatively related to parental granting of

autonomy and school engagement (Padilla-Walker & Nelson, 2012)

- Expanded discussion of sibling relationships, including the importance of perceptions of equality and fairness (Campione-Barr, Greer, & Kruse, 2013; Campione-Barr & Smetana, 2010)
- Discussion of a recent study that found having an older sibling who engages in externalizing problem behavior is a risk factor for a younger sibling to also engage in that behavior (Defoe & others, 2013)
- Description of a recent study that revealed adding the contribution of older siblings' problem behavior at age 16 to younger siblings' problem behavior at age 13 reduced the protective influence of authoritative parenting and increased the importance of youth disclosure (Low, Snyder, & Shortt, 2012)
- Inclusion of information from a recent meta-analysis that indicated less sibling conflict and greater sibling warmth were associated with fewer internalizing and externalizing problems (Buist, Dekovic, & Prinzie, 2013)
- Coverage of a recent study that found adolescent girls from divorced families displayed lower levels of romantic competence, but that their mothers' coherent account of their own romantic experiences alleviated the negative link of divorce to daughters' romantic behavior (Shulman & others, 2012)
- Description of recent research that found family obligation was associated with Asian American adolescents' adjustment and helped to buffer the negative influence of financial stress in lower-income families in the later high school years (Kiang & others, 2013)
- New material indicating that many U.S. adoptions now involve other family members (aunts/uncles/grandparents): 30 percent of U.S. adoptions are made by relatives and slightly more than 50 percent of U.S. adoptions involve the foster care system (Ledesma, 2012)
- New description of research that found adopted adolescent girls were more likely to engage in earlier sexual initiation and had more conduct disorder symptoms than did non-adopted girls (Brooker & others, 2012)
- Coverage of recent research indicating that parents and their emerging adult/young adult children have more contact with their parents than earlier generations did, with the connection especially accelerating in the first decade of the twenty-first century (Fingerman & others, 2012)

Chapter 9: Peers, Romantic Relationships, and Lifestyles

- Includes some content changes recommended by leading expert Bradford Brown
- Description of a recent study that found autonomy from peers in adolescence produces mixed outcomes in emerging adulthood: (1) avoidance of problem behavior but (2) greater difficulty in establishing strong friendships (Allen, Chango, & Szewedo, 2013)

- Coverage of a recent study that found children who associated with prosocial peers at age 9 had a higher level of self-control at age 10 and children who associated with deviant peers at age 9 had a lower level of self-control at age 10 (Meldrum & Hay, 2012)
- Expanded discussion of negative influences of peers that includes sexual activity and self-injury outcomes (Coley & others, 2013; You & others, 2013)
- New research that indicated low parental control was associated with higher delinquency in adolescence through its link to deviant peer affiliation (Deutsch & others, 2012)
- Description of a recent meta-analysis that revealed the link between mother and peer attachment was much stronger than the association between father and peer attachment (Gorrese & Ruggieri, 2012)
- Coverage of a recent study that found when parents prohibited adolescents from contacting deviant peers it actually was associated with increased deviant peer contact, which in turn was linked to higher delinquency (Keijsers & others, 2012)
- Inclusion of recent research with young adolescent Latinas that found a peer-resistance skill-building program involving avatar-based reality technology was effective in strengthening the girls' peer-resistance skills and reducing their tendencies to be pressured into risky situations (Norris & others, 2013)
- Description of a recent study that revealed peer rejection was linked to depression in adolescence (Platt, Kadosh, & Lau, 2013)
- New discussion of a recent study that found adults show more advanced social cognition than adolescents in two areas: (1) theory of mind, and (2) emotion recognition (Vetter & others, 2013)
- New section, "Other-Sex Friendships," that includes information about girls reporting that they have more other-sex friendships than do boys
- Inclusion of information on parents likely monitoring their daughters' other-sex friendships more than those of their sons and recent research indicating that a higher level of parental monitoring led to fewer other-sex friendships, which in turn was associated with a lower level of subsequent alcohol use for girls but not for boys (Poulin & Denault, 2012)
- Updated and expanded coverage of the positive outcomes of positive friendship relationships in adolescence (Kendrick, Jutengren, & Stattin, 2012; Tucker & others, 2012; Way & Silverman, 2012)
- New discussion of a recent study that assessed individual difference and peer relations factors that contributed to loneliness in adolescence (Vanhalst, Luyckx, & Goossens, 2013)
- Description of a recent study that found adolescents who were identified with certain crowds had more internalizing behavior problems, while adolescents who identified with other crowds had more externalizing problems (Doornwaard & others, 2012)

- Coverage of a recent meta-analysis that found a number of gender differences in adolescent girls' and boys' friendships (Gorrese & Ruggieri, 2012)
- Inclusion of information about a recent study that found girls' friendships were more positive than were boys' friendships (Kenney, Dooley, & Fitzgerald, 2013)
- New research that revealed in countries where family values are more important (India, for example), peer acceptance was less important for adolescents' life satisfaction than in countries that place more importance on independence from the family (United States and Germany, for example) (Schwarz & others, 2012)
- Description of recent research that indicated adolescents with a stronger romantic involvement were more likely to engage in delinquency than their counterparts with a lower level of romantic involvement (Cui & others, 2012)
- Coverage of a recent study that revealed young adolescents who had negative relationships with their parents turned to romantic relationships for intimacy and support, which in turn provided the opportunity for early sexual initiation (de Graaf & others, 2012)
- Discussion of a recent study revealing that greater attachment insecurity with parents and peers in adolescence was linked to having a more anxious attachment style at age 22 (Pascuzzo, Cyr, & Moss, 2013)
- New *Connecting with Emerging Adults* box: "Is Online Dating a Good Idea?" (Nickalls, 2012; Steinberg, 2011)
- New content on a longitudinal study that found links between adolescents' personality traits, beliefs about marriage, and romantic relationships in early adulthood (Masarik & others, 2013)
- Discussion of a recent study that found adolescent girls from divorced families had lower levels of romantic competence in dating relationships but that this negative outcome was alleviated for families in which mothers effectively communicated about their own romantic experiences during adolescence (Shulman & others, 2012)
- Coverage of another large-scale survey that found many singles reported that they were looking for love, but either were ambivalent about getting married or did not want to get married (Match.com, 2012)
- Description of a recent study that found cohabiting relationships were characterized by more commitment, lower satisfaction, more negative communication, and more physical aggression than dating (noncohabiting) relationships (Rhoades, Stanley, & Markman, 2012)
- New commentary on recent research indicating that the link between premarital cohabitation and marital instability in first marriages has weakened in recent cohorts (Copen, Daniels, & Mosher, 2013; Manning & Cohen, 2012; Reinhold, 2010)
- Discussion of a recent study that found the marriages of couples who had cohabited without being engaged were less likely to survive to the 10- and 15-year marks than the marriages of their counterparts who were engaged when they cohabited (Copen, Daniels, & Mosher, 2013)
- Updated data on the age at which young adults get married for the first time, which has continued to rise for both men and women (Pew Research Center, 2011)
- Description of a recent large-scale analysis of a number of studies that concluded married individuals have a survival advantage over unmarried individuals, and that marriage gives men more of a longevity boost than it does women (Rendall & others, 2011)
- Coverage of a recent study that found the effectiveness of a marital education program was enhanced when the couples had a better level of communication prior to entering the program (Markman & others, 2013)
- Expanded discussion of the negative effects of divorce on adults' rates of physical illnesses, suicide, motor vehicle accidents, and alcoholism (Braver & Lamb, 2013)
- New description of gender differences in the process and outcomes of divorce for adults, including better emotional adjustment by women (Braver & Lamb, 2013)

Chapter 10: Schools

- New discussion of Robert Crosnoe's (2011) recent book, *Fitting In, Standing Out*, that describes how the conformity demands of complex peer cultures in high school undermine students' academic achievement
- Updated and expanded discussion of high school dropout rates, including recent data for 2011 and revised Figure 10.1 (National Center for Education Statistics, 2012)
- New discussion of the controversy in determining accurate school dropout rates
- Updated data on the percentage of first-year college students in the United States who feel overwhelmed with all they have to do (Pryor & others, 2012)
- New discussion of the importance of parental involvement in young adolescents' learning, including the research of Eva Pomerantz and her colleagues (Cheung & Pomerantz, 2012; Pomerantz & Kempner, 2013; Pomerantz, Kim, & Cheung, 2012) that focuses on comparisons of U.S. and Chinese children and their parents
- Coverage of recent research indicating that Chinese mothers exerted more psychological control over their children than did U.S. mothers (Ng, Pomerantz, & Deng, 2013)
- Updated statistics on the percentage of students with various disabilities who receive special education services in U.S. schools (Condition of Education, 2012)
- New discussion of characteristics of bullies (Espelage & Holt, 2012)
- Coverage of a recent study that found having supportive friends was linked to lower levels of bullying and victimization (Kendrick, Jutengren, & Stattin, 2012)
- New discussion of cyberbullying (Donnerstein, 2012; Wright & Li, 2013)
- Description of a recent study that found engaging in cyberaggression was associated with loneliness, lower self-esteem, fewer

- mutual friendships, and lower peer popularity (Schoffstall & Cohen, 2011)
- Coverage of three recent meta-analyses that revealed engaging in bullying during middle school was associated with an increase in antisocial and criminal behavior in adolescence and adulthood (Kim & others, 2011; Losel & Bender, 2011; Ttofi & others, 2011)
 - Inclusion of recent research indicating that cyberbullying contributed to depression above and beyond the contribution of involvement in traditional types of bullying (Bonanno & Hymel, 2013)
 - Discussion of recent research that found a higher level of depression and suicide in children who were the victims of bullying (Fisher & others, 2012; Lemstra & others, 2012)
 - Description of a recent longitudinal study of more than 6,000 children that found a link between bullying/victimization and suicidal ideation (Winsper & others, 2012)
 - Coverage of a recent study that found victims of peer bullying were more likely to develop borderline personality symptoms (Wolke & others, 2012)
 - Description of a recent study linking bullying and moral disengagement (Obermann, 2011)
 - Discussion of a recent study that asked former victims of bullying what actually made the bullying stop (Frisen, Hasselblad, & Holmqvist, 2012)
 - New information about the teaching practices and strategies that are linked to positive student outcomes (Roehrig & others, 2012)
 - Coverage of two recent studies that found intensive participation in after-school programs or extracurricular activities was associated with fewer internalized problems for adolescents living in homes characterized by domestic violence (Gardner, Browning, & Brooks-Gunn, 2012)
 - Discussion of a recent study that found the more adolescents participated in organized out-of-school activities, the more they were characterized by positive outcomes in emerging adulthood (Mahoney & Vest, 2012)
 - New commentary about more than 100 million adolescents in developing countries not attending secondary schools, with adolescents girls in these countries less likely to be in secondary schools than boys were (Paris & others, 2012)
 - Updated data on the percentage of students who receive special education services and the areas in which they receive those services (Condition of Education, 2012)
 - Expanded discussion of the possible misdiagnosis of ADHD, including details of a recent experimental study that found clinicians overdiagnosed ADHD, especially in boys (Bruchmiller, Margraf, & Schenider, 2012)
 - New description of some developmental outcomes in adolescents with ADHD, including increased risks for dropping out of school, adolescent pregnancy, substance abuse problems, and engaging in antisocial behavior (Chang, Lichtenstein, & Larsson, 2012; Von Polier, Vioet, & Herpertz-Dahlman, 2012)
 - New content regarding the percentage of children diagnosed with ADHD who still show ADHD symptoms in adolescence (Sibley & others, 2012) and adulthood (Buitelaar, Karr, & Asherton, 2010)
 - Updated coverage of executive function deficits in children with ADHD and their links to brain functioning (Dunn & Kronenberger, 2013; Langberg, Dvorsky, & Evans, 2013)
 - New description of the increasing concern that children who are given stimulant drugs such as Ritalin or Adderall are at risk for later substance abuse, although current evidence is mixed on this concern (Groenman & others, 2013; Molina & others, 2013)
 - Discussion of recent research indicating that mindfulness training can be effective in improving the attention of adolescents who have ADHD, at least in the short term (van de Weijer-Bergsma & others, 2012)
 - New estimate of the percentage of children who are categorized as being gifted (Ford, 2012)
 - New commentary about the underrepresentation of African American, Latino, and Native American children in gifted programs and the reasons for the underrepresentation (Ford, 2012)
 - New entry in *Resources for Improving the Lives of Adolescents: Schools as Developmental Contexts During Adolescence* (Eccles & Roeser, 2013)
 - New entry in *Resources for Improving the Lives of Adolescents: APA Educational Psychology Handbook* (Vols. 1–3) (2012), edited by Karen Harris & others. Washington, DC: American Psychological Association.

Chapter 11: Achievement, Work, and Careers

- Includes some content changes based on recommendations by leading expert John Schulenberg
- Coverage of a recent study of 34 high school classrooms that revealed students who perceived their classrooms as allowing and encouraging autonomy in the first several weeks of the semester were more engaged in their classrooms throughout the course (Hafen & others, 2012)
- Updated information about recent research by Carol Dweck and her colleagues (Dweck, 2012; Good, Rattan, & Dweck, 2012; Job, Dweck, & Walton, 2010; Miller & others, 2012) exploring how a growth mindset can prevent negative stereotypes from undermining achievement and how will-power is a virtually unlimited mindset that predicts how long people will work and resist temptations during stressful circumstances.
- New discussion of a recent meta-analysis that found a malleable, growth mindset predicted whether individuals would have a higher level of self-regulation, which in turn was related to their goal attainment (Burnette & others, 2013). Also in this meta-analysis, having a malleable, growth-oriented mindset was linked to the extent to which individuals developed

mastery-oriented strategies, whereas having a fixed mindset was associated with developing helpless strategies.

- New section—“Sustained Attention, Effort, and Task Persistence”—in the coverage of important processes in adolescent achievement
- Description of a recent study in which task persistence in early adolescence predicted career success in middle age (Andersson & Bergman, 2011)
- New coverage of Barry Zimmerman and his colleagues’ (Zimmerman, 2002; Zimmerman & Kitsantas, 1997; Zimmerman & Labuhn, 2012) three-phase model of self-regulation in achievement
- New discussion of the importance of delaying gratification in reaching goals, especially long-term goals (Cheng, Shein, & Chiou, 2012; Schlam & others, 2013)
- Inclusion of information about how mentoring may be especially important for immigrant adolescents who live in neighborhoods with few college graduates, and discussion of the AVID program (Urdu, 2012)
- Description of a recent study that revealed low self-efficacy and low self-regulation predicted whether college students would procrastinate or not (Strunk & Steele, 2011)
- New section, “Perfectionism,” that describes the problems that can arise when adolescents and emerging adults strive to be perfect and not make any mistakes (Gotwals & others, 2013; Stairs & others, 2012)
- Description of a recent study that found being too self-critical was more maladaptive for college students with perfectionistic tendencies than those whose high standards were self-generated as personal standards (Dunkley, Berg, & Zuroff, 2012)
- Discussion of a recent study that indicated perfectionism was linked to suicidal ideation and that perceiving oneself as a burden to others may be involved in this link (Rasmussen & others, 2012)
- Inclusion of recent research that found intolerance of uncertainty was a key cognitive factor in the connection between perfectionism and the strength of obsessive-compulsive symptoms (Reuther & others, 2013)
- Coverage of young adolescent male soccer players that revealed authoritative parenting on the part of both parents was linked to a healthier orientation in achieving high standards in the sport than was authoritarian parenting (Sapiela, Dunn, & Holt, 2011)
- Discussion of two recent studies of the negative influence of self-handicapping on learning strategies, self-efficacy, test anxiety, emotional exhaustion, lowered personal accomplishment, and grades (Akin, 2012; Gadbois & Sturgeon, 2011)
- New material on working longer hours in adolescence being linked to heavier drinking, especially in single-parent families (Rocheleau & Swisher, 2012)
- New discussion of youth in high-poverty areas who have difficulty finding work and a recent study of such youth in Baltimore that found gender differences in their attempts to find work (Clampet-Lundquist, 2013)

- Expanded and updated coverage of work/career-based learning that describes four main models: career academies, technical preparation programs, early college high schools, and school-based enterprises (Perry & Wallace, 2012)
- New commentary about how many individuals are working at a series of jobs and many work in short-term jobs (Greenhaus & Callanan, 2013)
- New discussion of the role of culture in careers, including a recent 18-country study that found adolescents in all 18 countries strongly feared that they would not be able to pursue the profession they desired in the future and that they would be unemployed at some point in the future (Seiffge-Krenke, 2012)
- New commentary about how there is a mismatch in some countries, such as Italy and Spain, for youth between the high number of university graduates and relatively low demand for these graduates in the labor market (Tomasik & others, 2012)
- Coverage of a recent study of individuals from 18 to 31 years of age that found maintaining high aspirations and certainty over career goals better insulated individuals from unemployment in the severe economic recession that began in 2007 (Vuolo, Staff, & Mortimer, 2012)

Chapter 12: Culture

- Discussion of a recent study across 62 countries that found aggressive behavior was higher in individualist than in collectivist countries (Bergmuller, 2013)
- Updated data on the percentage of U.S. children and adolescents living in poverty (U.S. Census Bureau, 2012)
- New discussion of the New Hope Project’s work-based, anti-poverty intervention that had positive effects on adolescents’ future orientation (Purtell & McLoyd, 2013)
- Description of a recent study that found neighborhood affluence, but not family wealth, was linked to adolescent problems (Lund & Dearing, 2013)
- Revised and updated information about diversity, especially ethnic identity and immigration, based on feedback from leading expert Diane Hughes
- Updated and expanded introduction to immigration and adolescent development that describes the complexity of immigration (Crosnoe & Fuligni, 2012)
- New coverage of two models of immigration—immigrant risk model and immigrant paradox model—and the conclusion that research supports both models to some degree (Crosnoe & Fuligni, 2012)
- Expanded and updated coverage of the stressful and difficult experiences that children and adolescents in many immigrant families face, including children in undocumented families (Yoshikawa, 2012)
- Coverage of a recent study that found following their immigration Mexican American adolescents spent less time with their families and identified less with family values (Updegraff & others, 2012)

- Discussion of a recent study of immigrant families from Mexican backgrounds that revealed family obligation values were associated with higher substance use by adolescents (Telzer, Gonzales, & Fuligni, 2013). However, in this study, family assistance behaviors were linked to higher adolescent substance use in homes with high parent-adolescent conflict.
- Discussion of a recent study that found the longer youth who had immigrated from the Dominican Republic lived in the United States, the higher their risk for suicide or suicide attempts (Pena & others, 2012)
- Description of how many ethnic/immigrant families focus on issues associated with promoting children's and adolescents' ethnic pride, knowledge of their ethnic group, and awareness of discrimination (Rogers & others, 2012; Simpkins & others, 2013)
- Inclusion of recent research indicating that parents' education before migrating was strongly linked to their children's academic achievement (Pong & Landale, 2012)
- Description of recent research that indicated first-generation immigrant adolescents had more internalizing problems than second-generation immigrant adolescents (Katsiaticas & others, 2013)
- Discussion of recent research on ethnic minority students' transition to college that found their perception of being discriminated against decreased over time but their perception that their ethnic group is not valued and respected by society increased over time (Huynh & Fuligni, 2012)
- Expanded and updated introduction to media use including the recently created term *screen time* that encompasses the wide range of media/computer/communication/information devices that adolescents now use (Bickham & others, 2013; Stamatmakis & others, 2013)
- Coverage of a recent study that found the more young adolescents engaged in screen time, the lower their academic achievement was (Syvaaja & others, 2013)
- Discussion of recent research indicating that greater screen time was associated with adolescent obesity (Mitchell & others, 2013)
- Inclusion of recent research linking higher levels of screen time at 4 to 6 years of age with increased obesity and low physical activity from preschool through adolescence (te Velde & others, 2012)
- Description of a new study of 8- to 12-year-old girls that found a higher level of media multitasking was linked to a lower level of social well-being while a higher level of face-to-face communication was associated with a higher level of social well-being, which was indicated by social success, feeling normal, and having fewer friends whom parents perceived as a bad influence (Pea & others, 2012)
- Description of a recent study that found heavy media multitaskers were more likely to be depressed and have social anxiety than their counterparts who engaged in a lower level of media multitasking (Becker, Alzahabi, & Hopwood, 2013)
- Inclusion of recent research indicating that individuals often engaged in media multitasking because they were less capable of blocking out distractions and focusing on a single task (Sanbonmatsu & others, 2013)
- Much expanded coverage of video games, including research that substantiates the negative effects of playing violent video games (DeWall, Anderson, & Bushman, 2013) but also indicates positive child outcomes for prosocial skills after playing prosocial video games (Gentile & others, 2009), improved visuospatial skills (Schmidt & Vandewater, 2008), and weight loss for overweight adolescents following video game playing that requires exercise (Bond, Richards, & Calvert, 2013)
- New commentary that far more studies of video game playing by adolescents have focused on possible negative rather than positive outcomes (Adachi & Willoughby, 2013)
- Discussion of a recent study that found violent video game playing by emerging adults was linked to lower empathic concern (Fraser & others, 2012)
- Description of a recent experimental research study that found overweight adolescents lost more weight following a 10-week competitive condition that involved playing the Nintendo Wii EA Sports Active video (Staiano, Abraham, & Calvert, 2012)
- New coverage of a research review on children's and adolescents' TV viewing and creativity that concluded that overall there is a negative association of TV viewing and creativity but that there is an exception when children and adolescents watch educational TV content designed to teach creativity through the use of imaginative characters (Calvert & Valkenberg, 2011)
- Discussion of the recent increase in the number of text messages by adolescents (average of 60 per day in 2013, up from 50 in 2012) (Lenhart, 2012)
- New material on sexting, including a recent study that found emerging adults who engage in sexting are more likely to report recent substance use and high-risk sexual behavior (Benotsch & others, 2013)
- Discussion of a recent study of university students' use of Facebook and how patterns of use that focused on maintaining existing relationships versus seeking new relationships were linked to different outcomes for social adjustment and loneliness (Yang & Brown, 2013)
- New entry in Resources for Improving the Lives of Adolescents: *Future Families: Diverse Forms, Rich Possibilities* by leading developmental psychologist Ross Parke (2013), who explores the increasing diversity of family forms, including immigrant families and the cultural contexts of families.
- New entry in Resources for Improving the Lives of Adolescents: *Realizing the Potential of Immigrant Youth* edited by Ann Masten and her colleagues (2012), in which leading international scholars describe contemporary research and outline promising strategies for promoting immigrant youths' development.

Chapter 13: Problems in Adolescence and Emerging Adulthood

- Discussion of a recent study that revealed earlier incidence of internalizing and externalizing problems in childhood was associated with problematic behaviors in adolescence (Englund & Siebenbruner, 2012)
- Coverage of a recent cross-cultural study of adolescent stress in 20 countries that found similar perceived stressfulness in different domains across the countries with the highest perceived stress involving parents and school, the lowest related to peers and romantic relationships (Persike & Seiffge-Krenke, 2012)
- Description of a recent study that found acculturative stress was linked to body image disturbance in Latino college students through an emphasis on the high status of a thin body (Menon & Harter, 2012)
- Discussion of a recent research review that emphasizes two main types of changes in coping in adolescence: (1) An increase in coping capacities, such as greater self-reliance and increases in planful problem solving and cognitive strategies; and (2) an improvement in the deployment of specific coping strategies targeted to different types of stressors (Zimmer-Gembeck & Skinner, 2011)
- Updated coverage of the Monitoring the Future study's assessment of drug use by secondary school students with 2012 data on U.S. eighth-, tenth-, and twelfth-graders (Johnston & others, 2013)
- Inclusion of recent research indicating that mothers' and fathers' alcohol use was linked to earlier alcohol use by their children (Kerr & others, 2012)
- Description of a recent research review that concluded in addition to acquiring a best friend who smokes, initiation of smoking in adolescence was linked to getting into trouble in school, poorer grades, and delinquency (Tucker & others, 2012). In this review, escalation of smoking in adolescence was predicted by depressive symptoms.
- Discussion of a recent study that found when the mother of an adolescent's friend engaged in authoritative parenting the adolescent was less likely to binge drink, smoke cigarettes, or use marijuana than when the friend's mother engaged in neglectful parenting (Shakya, Christakis, & Fowler, 2012)
- Updated material on college students' drinking habits including new data on extreme binge drinking and the recent decline in college drinking (Johnston & others, 2012)
- Updated content on pregaming and its link to substance abuse in emerging adults (Khan & others, 2012)
- Description of research that found the onset of alcohol use before age 11 was linked to a higher risk of alcohol dependence in early adulthood (Guttmanova & others, 2012)
- Discussion of recent research that linked authoritative parenting with lower adolescent alcohol consumption (Piko & Balazs, 2012) and parent-adolescent conflict with higher consumption (Chaplin & others, 2012)
- Description of a recent study that found a higher level of parental monitoring in the last year of high school was linked to a lower risk of dependence on alcohol, but not marijuana, during the first year of college (Kaynak & others, 2013)
- Discussion of recent research on the role of parental monitoring and support during adolescence in reducing criminal behavior in emerging adulthood (Johnson & others, 2011)
- Coverage of two recent studies indicating that older siblings' substance use is associated with their younger siblings' substance use (Kendler & others, 2013; Whiteman, Jensen, & Maggs, 2013)
- Updated research on a confluence of peer factors that are linked to adolescent alcohol use (Cruz, Emery, & Turkheimer, 2012; Patrick & Schulenberg, 2010)
- Coverage of a recent study that found for both African American and non-Latino White adolescents, low parental control predicted delinquency indirectly through its link to deviant peer affiliation (Deutsch & others, 2012)
- Description of recent research that revealed authoritative parenting increased youths' perception of the legitimacy of parental authority and that youths' perception of parental legitimacy was associated with a lower level of future delinquency (Trinkner & others, 2012)
- Discussion of recent research on the role of parental monitoring and support during adolescence in reducing criminal behavior in emerging adulthood (Johnson & others, 2011)
- Coverage of a recent study that found low rates of delinquency from 14 to 23 years of age were associated with an authoritative parenting style (Murphy & others, 2012)
- Discussion of a recent meta-analysis of five programs for reducing the recidivism of juvenile offenders, which concluded that family treatment was the only one that was effective (Schwalbe & others, 2012)
- New description of a recent study that found poor academic performance and reduced attachment to school at age 15 predicted a higher level of criminal activity at 17 to 19 years of age (Savolainen & others, 2012)
- Discussion of recent research on African Americans that revealed adult depression was associated with a combination of growing up in a family characterized by conflict and low socioeconomic status (Green & others, 2012)
- Coverage of a recent study that linked adolescent depression at 16 to 17 years of age to a number of problems 10 years later in early adulthood (Naicker & others, 2013)
- Description of a recent study that indicated co-rumination increased internalizing symptoms in youths' friendships (Schwartz-Mette & Rose, 2013)
- Coverage of a recent research review that concluded treatment of adolescent depression needs to take into account the severity of the depression, suicidal tendencies, and social factors (Clark, Jansen, & Cloy, 2012)
- Updated description of U.S. adolescents' serious consideration of suicide, whether they had made a suicidal plan, and whether they had attempted suicide in the last 12 months (U.S. Department of Health and Human Services, 2012)

- Discussion of recent research that revealed family discord and negative relationships with parents were associated with increased suicide risk by depressed adolescents (Consoli & others, 2013)
- Coverage of a longitudinal study that found emerging adults were more likely to engage in suicidal behavior when they had been the victims of bullying in early adolescence (Copeland & others, 2013)
- Inclusion of recent research indicating that Latina adolescents' suicidal ideation was associated with having a suicidal friend, as well as lower perceived parental and teacher support (De Luca, Wyman, & Warren, 2012)
- Description of recent research indicating that adolescent girls who were the victims of dating violence were at higher risk for suicidal behavior (Belshaw & others, 2012)
- Discussion of recent research indicating that adolescents who engaged in suicidal ideation perceived their family functioning to be significantly worse than did their caregivers (Lipschitz & others, 2012)
- Coverage of a recent study that found adolescent girls, but not boys, who perceived themselves to be overweight were at risk for engaging in suicidal ideation (Seo & Lee, 2012)
- Inclusion of recent research revealing that college students with more severe depression and a higher level of hopelessness were at risk for engaging in suicidal ideation (Farabaugh & others, 2012)
- New discussion of a recent study that revealed a link between use of online appearance-oriented media by female college undergraduates and eating pathology (Bair & others, 2012)
- Updated data on trends in adolescent obesity from 1999–2000 to 2009–2010 showing increased rates of obesity in boys but not in girls during this time frame (Ogden & others, 2012)
- Inclusion of a recent national survey that found for 18- to 23-year-olds, the percent of individuals who were obese increased from 13.9 percent to 14.4 percent from 2008 to 2012 (Gallup Poll, 2012)
- Description of recent research that found adolescents who were often/sometimes bullied by their peer group had a higher risk of obesity at 21 years of age (Mamun & others, 2012)
- Discussion of a recent study that discovered when adolescents' caregivers lost weight so did their adolescents (Xanthopoulos & others, 2013)
- Coverage of a recent study that revealed adolescents and young adult females who were overeaters or binge eaters were twice as likely as their peers to develop depressive symptoms across the next four years (Skinner & others, 2012)
- Description of a recent study indicating that among a number of activities, team sports participation was the best predictor of lowering the risk for being overweight or obese in adolescence (Drake & others, 2012)
- Discussion of a recent three-month experimental study that found both aerobic exercise and resistance exercise without caloric restriction were effective in reducing abdominal fat and insulin sensitivity compared with a no-exercise control group (Lee & others, 2012)
- New coverage of parental strategies for helping overweight and obese children and adolescents lose weight (DiLonardo, 2013; Matthiessen, 2013; Moninger, 2013)
- New commentary about links between anorexia nervosa and obsessive thinking about weight and compulsive exercise (Hildebrandt & others, 2012; Simpson & others, 2013)
- New description of the perfectionistic tendencies of anorexics and bulimics (Lampard & others, 2012)
- New discussion of the likely brain changes in adolescents who are anorexic (Kaye & others, 2013; Trace & others, 2013)
- Description of a recent study of adolescents and young adults that found dieters were two to three times more likely than nondieters to develop binge eating problems over a five-year period (Goldschmidt & others, 2012)
- New commentary about binge eating disorder being recognized as a psychiatric disorder for the first time in the fifth edition of the American Psychiatric Association's classification of disorders in 2013
- New description of cognitive behavior therapy often being an effective treatment of bulimia nervosa (Hay, 2013)
- New discussion of a recent fMRI study that found the areas of the brain involved in self-regulation and impulse control, especially the prefrontal cortex, showed diminished activity in individuals with binge eating disorder (Balodis & others, 2013)
- Updated coverage of outcomes for the Fast Track delinquency intervention study through age 19 that found the program was successful in reducing juvenile arrest rates (Conduct Problems Prevention Research Group, 2011, 2013; Miller & others, 2010)

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Adolescent development has become an enormous, complex field, and no single author can possibly be an expert in all areas of the field. To solve this problem, I have sought the input of leading experts in many different areas of adolescent development. The experts have provided me with detailed recommendations of new research to include. The panel of experts is literally a *Who's Who* in the field of adolescent development. The experts' photographs and biographies appear on pp. xvii–xix.

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instructor and student resources

The resources listed here may accompany *Adolescence*, fifteenth edition. Please contact your McGraw-Hill representative for details concerning policies, prices, and availability.

For the Instructor

The Online Learning Center The instructor side of the Online Learning Center at <http://www.mhhe.com/santrocka15e> contains the Instructor's Manual, Test Bank files, PowerPoint slides, Image Gallery, and other valuable material to help you design and enhance your course. Ask your local McGraw-Hill representative for your password.

The *Instructor's Manual*, revised by Patti Tolar at the University of Houston, is a flexible planner with an introduction to each chapter, outline, suggested lecture topics, classroom discussion and activities, critical thinking exercises, research articles, essay questions, and video and film recommendations.

Create Craft your teaching resources to match the way you teach! With McGraw-Hill Create™, www.mcgrawhillcreate.com, you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in three to five business days or a complimentary electronic review copy (eComp) via email in about one hour. Go to www.mcgrawhillcreate.com today and register. Experience how McGraw-Hill Create empowers you to teach your students your way.



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Test Bank and Computerized Test Bank, revised by Paul Schwartz at Mt. St. Mary College, has questions specifically related to the main text, including multiple-choice, short-answer, and essay questions, many of which are applied assessment.

PowerPoint Slides, revised by Patti Tolar, University of Houston, cover every chapter and concept presented in the text.

McGraw-Hill's Visual Assets Database for Development ("VAD") McGraw-Hill's Visual Assets Database for Development (VAD 2.0) (www.mhhe.com/vad) is an online database of videos for use in the developmental psychology classroom, created specifically for instructors. You can customize classroom presentations by downloading the videos to your computer and showing the videos on their own or insert them into your course cartridge or PowerPoint presentations. All of the videos are available with or without captions. Ask your McGraw-Hill representative for access information.

Student Resources

Online Learning Center The Online Learning Center at <http://www.mhhe.com/santrocka15e> offers a wide variety of student resources. Multiple-choice and matching tests for each chapter reinforce key principles, terms, and ideas, covering all the major concepts discussed throughout the text. Entirely different from the test items in the Test Bank, the questions have been written to quiz students but also to help them learn. Key terms from the text are reproduced in a glossary of key terms where they can be accessed in alphabetical order for easy reference and review. Decision-making scenarios present students with the opportunity to apply the information in the chapter to realistic situations and to see what effects their decisions will have. Streamable online videos reinforce chapter content.

McGraw-Hill Contemporary Learning Series *Annual Editions: Human Development.* This reader is a collection of articles on topics related to the latest research and thinking in human development. Annual Editions are updated regularly and include useful features such as a topic guide, an annotated table of contents, unit overviews, and a topical index.

Taking Sides: Clashing Views on Controversial Issues in Adolescent Development Current controversial issues are presented in a debate-style format designed to stimulate student interest and develop critical-thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript.

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ADOLESCENCE

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INTRODUCTION

chapter outline

1 The Historical Perspective

Learning Goal 1 Describe historical perspectives on adolescence

Early History
The Twentieth and Twenty-First Centuries
Stereotyping of Adolescents
A Positive View of Adolescence

2 Today's Adolescents in the United States and Around the World

Learning Goal 2 Discuss the experiences of adolescents in the United States and around the world

Adolescents in the United States
The Global Perspective

3 The Nature of Development

Learning Goal 3 Summarize the developmental processes, periods, transitions, and issues related to adolescence

Processes and Periods
Developmental Transitions
Developmental Issues

4 The Science of Adolescent Development

Learning Goal 4 Characterize the science of adolescent development

Science and the Scientific Method
Theories of Adolescent Development
Research in Adolescent Development





Jeffrey Dahmer's senior portrait in high school.



Alice Walker.



Dr. Michael Maddaus counseling a troubled youth.

Jeffrey Dahmer had a troubled childhood and adolescence. His parents constantly bickered before they divorced.

His mother had emotional problems and doted on his younger brother. He felt that his father neglected him, and he had been sexually abused by another boy when he was 8 years old. But the vast majority of people who suffered through a painful childhood and adolescence do not become serial killers as Dahmer did. Dahmer murdered his first victim in 1978 with a barbell and went on to kill 16 other individuals before being caught and sentenced to 15 life terms in prison.

A decade before Dahmer's first murder, Alice Walker, who would later win a Pulitzer Prize for her book *The Color Purple*, spent her days battling racism in Mississippi. Born the eighth child of Georgia sharecroppers, Walker knew the brutal effects of poverty. Despite the counts against her, she went on to become an award-winning novelist. Walker writes about people who, as she puts it, "make it, who come out of nothing. People who triumph."

Consider also the changing life of Michael Maddaus (Broderick, 2003; Masten, Obradovic, & Burt, 2006). During his childhood and adolescence in Minneapolis, his mother drank heavily and his stepfather abused him. He coped by spending increasing time on the streets, being arrested more than 20 times for his delinquency, frequently being placed in detention centers, and rarely going to school. At 17, he joined the Navy and the experience helped him to gain self-discipline and hope. After his brief stint in the Navy, he completed a GED and began taking community college classes. However, he continued to have some setbacks with drugs and alcohol. A defining moment as an emerging adult came when he delivered furniture to a surgeon's home. The surgeon became interested in helping Michael and his mentorship led Michael to volunteer at a rehabilitation center and then to get a job with a neurosurgeon. Eventually, he obtained his undergraduate degree, went to medical school, got married, and started a family. Today, Michael Maddaus is a successful surgeon. One of his most gratifying volunteer activities is telling his story to troubled youth.

What leads one adolescent like Jeffrey Dahmer, so full of promise, to commit brutal acts of violence and another, like Alice Walker, to turn poverty and trauma into a rich literary harvest? How can we attempt to explain how someone like Michael Maddaus can turn a childhood and adolescence shattered by abuse and delinquency into a career as a successful surgeon while another person seems to come unhinged by life's minor hassles? Why is it that some adolescents are whirlwinds—successful in school, involved in a network of friends, and full of energy—whereas others hang out on the sidelines, mere spectators of life? If you have ever wondered what makes adolescents tick, you have asked yourself the central question we explore in this book.

preview

Adolescence, 15th edition, is a window into the nature of adolescent development—your own and that of every other adolescent. In this first chapter, you will read about the history of the field of adolescent development, the characteristics of today’s adolescents in the United States and the rest of the world, and the ways in which adolescents develop.

Historical Perspective

LG1

Describe historical perspectives on adolescence

Early History

The Twentieth and Twenty-First Centuries

Stereotyping of Adolescents

A Positive View of Adolescence

What have the portraits of adolescence been like at different points in history? When did the scientific study of adolescence begin?

EARLY HISTORY

In early Greece, the philosophers Plato and Aristotle both commented about the nature of youth. According to Plato (fourth century B.C.), reasoning doesn’t belong to childhood but rather first appears in adolescence. Plato thought that children should spend their time in sports and music, whereas adolescents should study science and mathematics.

Aristotle (fourth century B.C.) argued that the most important aspect of adolescence is the ability to choose, and that self-determination is a hallmark of maturity. Aristotle’s emphasis on the development of self-determination is not unlike some contemporary views that see independence, identity, and career choice as the key themes of adolescence. Aristotle also recognized adolescents’ egocentrism, commenting once that adolescents think they know everything and are quite sure about it.

In the Middle Ages, children and adolescents were viewed as miniature adults and were subjected to harsh discipline. In the eighteenth century, French philosopher Jean-Jacques Rousseau offered a more enlightened view of adolescence, restoring the belief that being a child or an adolescent is not the same as being an adult. Like Plato, Rousseau thought that reasoning develops in adolescence. He said that curiosity should especially be encouraged in the education of 12- to 15-year-olds. Rousseau argued that, from 15 to 20 years of age, individuals mature emotionally, and their selfishness is replaced by an interest in others. Thus, Rousseau concluded that development has distinct phases. But his ideas were speculative; not until the beginning of the twentieth century did the scientific exploration of adolescence begin.

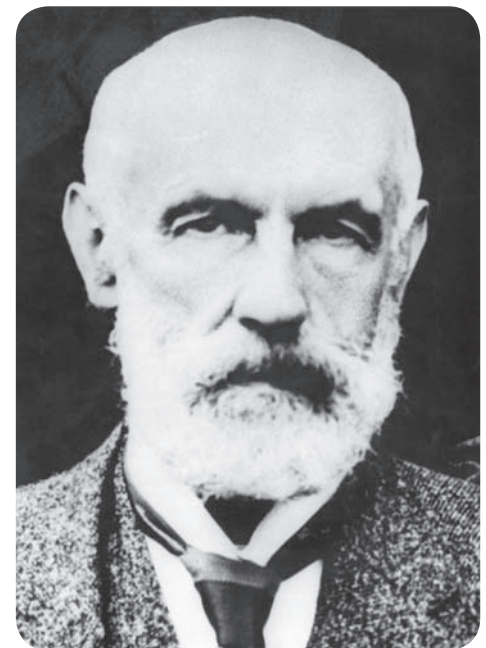
THE TWENTIETH AND TWENTY-FIRST CENTURIES

The end of the nineteenth century and the early part of the twentieth century saw the invention of the concept we now call adolescence. Between 1890 and 1920, a number of psychologists, urban reformers, educators, youth workers, and counselors began to develop the concept. At this time, young people, especially boys, were increasingly viewed as passive and vulnerable—qualities previously associated only with adolescent females. When G. Stanley Hall’s book on adolescence was published in 1904 (see the next section), it played a major role in restructuring thinking about adolescence.

G. Stanley Hall’s Storm-and-Stress View G. Stanley Hall (1844–1924) pioneered the scientific study of adolescence. In 1904, Hall published his ideas in a two-volume set: *Adolescence*. Hall was strongly influenced by Charles Darwin, the famous

In no order of things is adolescence the simple time of life.

—JEAN ERSKINE STEWART
American Writer, 20th Century



G. Stanley Hall, father of the scientific study of adolescence.



Margaret Mead (left) with a Samoan adolescent girl. Mead found that adolescence in Samoa was relatively stress-free, although recently her findings have been criticized. *How does Mead's view of adolescence contrast with Hall's view?*

storm-and-stress view G. Stanley Hall's concept that adolescence is a turbulent time charged with conflict and mood swings.

inventionist view The view that adolescence is a sociohistorical creation. Especially important in this view are the sociohistorical circumstances at the beginning of the twentieth century, a time when legislation was enacted that ensured the dependency of youth and made their move into the economic sphere more manageable.

evolutionary theorist. Applying Darwin's view to the study of adolescent development, Hall proposed that development is controlled primarily by biological factors.

The **storm-and-stress view** is Hall's concept that adolescence is a turbulent time charged with conflict and mood swings. In his view, adolescents' thoughts, feelings, and actions oscillate between conceit and humility, good intentions and temptation, happiness and sadness. An adolescent might be nasty to a peer one moment and kind the next moment; in need of privacy one moment but seconds later want companionship.

Hall was a giant in the field of adolescence. He began the theorizing, systematizing, and questioning that went beyond mere speculation and philosophizing. Indeed, we owe the beginnings of the scientific study of adolescence to Hall.

Margaret Mead's Sociocultural View of Adolescence Anthropologist Margaret Mead (1928) studied adolescents on the South Sea island of Samoa. She concluded that the basic nature of adolescence is not biological, as Hall envisioned, but rather sociocultural. In cultures that provide a smooth, gradual transition from childhood to adulthood, which is the way adolescence is handled in Samoa, she found little storm and stress associated with the period. Mead's observations of Samoan adolescents revealed instead that their lives were relatively free of turmoil. Mead concluded that cultures that allow adolescents to observe sexual relations, see babies born, regard death as natural, do important work, engage in sex play, and know clearly what their adult roles will be tend to promote a relatively stress-free adolescence. However, in cultures like the United States, in which children are considered very different from adults and adolescents are restricted from full participation in society, the period is more likely to be stressful.

More than half a century after Mead's Samoan findings were published, her work was criticized as biased and error-prone (Freeman, 1983). Current criticism states that Samoan adolescence is more stressful than Mead suggested and that delinquency appears among Samoan adolescents just as it does among Western adolescents. Despite the controversy over Mead's findings, some researchers have defended Mead's work (Holmes, 1987).

The Inventionist View Although adolescence has a biological base, as G. Stanley Hall argued, it also has a sociocultural base, as Margaret Mead maintained. Indeed, sociohistorical conditions contributed to the emergence of the concept of adolescence. According to the **inventionist view**, adolescence is a sociohistorical creation. Especially important in this view of adolescence are the sociohistorical circumstances at the beginning of the twentieth century, a time when legislation was enacted that ensured the dependency of youth and made their move into the economic sphere more manageable. These sociohistorical circumstances included a decline in apprenticeship; increased mechanization during the Industrial Revolution, which raised the level of skill required of laborers and necessitated a specialized division of labor; the separation of work and home; age-graded schools; urbanization; the appearance of youth groups such as the YMCA and the Boy Scouts; and the writings of G. Stanley Hall.

Schools, work, and economics are important dimensions of the inventionist view of adolescence. Some scholars argue that the concept of adolescence was invented mainly as a by-product of the movement to create a system of compulsory public education. In this view, the function of secondary schools is to transmit intellectual skills to youth. However, other scholars argue that the primary purpose of secondary schools is to deploy youth within the economic sphere. In this view, American society conferred the status of adolescence on youth through child-saving legislation (Lapsley, Enright, & Serlin, 1985). By developing special laws for youth, adults restricted their options, encouraged their dependency, and made their move into the world of work more manageable.

Historians now call the period between 1890 and 1920 the "age of adolescence." In this period, lawmakers enacted a great deal of compulsory legislation aimed at youth. In virtually every state, they passed laws that excluded youth from most employment and required them to attend secondary school. Much of this legislation included extensive enforcement provisions. Two clear changes resulted from this legislation: decreased employment and increased school attendance among youth. From 1910 to 1930, the number of 10- to 15-year-olds who

were gainfully employed dropped about 75 percent. In addition, between 1900 and 1930 the number of high school graduates increased substantially. Approximately 600 percent more individuals graduated from high school in 1930 than in 1900. Let's take a closer look at how conceptions of adolescence and experiences of adolescents changed with the changing times of the twentieth century and beyond.

Further Changes in the Twentieth Century and the Twenty-First Century

Discussing historical changes in the way individuals have experienced adolescence involves focusing on changes in generations. A *cohort* is a group of people who are born at a similar point in history and share similar experiences as a result. For example, individuals who experienced the Great Depression as teenagers are likely to differ from their counterparts who were teenagers during the optimistic aftermath of World War II in the 1950s. In discussing and conducting research on such historical variations, the term **cohort effects** is used, which refers to influences attributed to a person's time of birth, era, or generation, but not to actual chronological age (Schaie, 2012). Let's now explore potential cohort effects on the development of adolescents and emerging adults in the last half of the twentieth century and the early part of the twenty-first century.

1950s to 1970s By 1950, the developmental period referred to as adolescence had come of age. It encompassed not only physical and social identities but a legal identity as well, for every state had developed special laws for youth between the ages of 16 and 20. Getting a college degree—the key to a good job—was on the minds of many adolescents during the 1950s, as was getting married, starting a family, and settling down to the life of luxury displayed in television commercials.

Although adolescents' pursuit of higher education continued into the 1960s, many African American adolescents not only were denied a college education but received an inferior secondary education as well. Ethnic conflicts in the form of riots and sit-ins became pervasive, and college-age adolescents were among the most vocal participants.

Political protests reached a peak in the late 1960s and early 1970s when millions of adolescents reacted violently to what they saw as the United States' immoral participation in the Vietnam War. By the mid-1970s, the radical protests of adolescents began to abate along with U.S. involvement in Vietnam. Political activism was largely replaced by increased concern for upward mobility through achievement in high school, college, or vocational training. Material interests began to dominate adolescents' motives again, while ideological challenges to social institutions began to recede.

During the 1970s the feminist movement changed both the description and the study of adolescence. In earlier years, descriptions of adolescence had pertained more to males than to females. The dual family and career objectives that female adolescents have today were largely unknown to female adolescents of the 1890s and early 1900s.

Millennials In recent years, generations have been given labels by the popular culture. The most recent label is **Millennials**, which applies to the generation born after 1980—the first to come of age and enter emerging adulthood in the new millennium. Two characteristics of Millennials stand out: (1) their ethnic diversity, and (2) their connection to technology. A recent analysis also described Millennials as “confident, self-expressive, liberal, upbeat, and open to change” (Pew Research Center, 2010, p. 1).

Because their ethnic diversity is greater than that of prior generations, many Millennial adolescents and emerging adults are more tolerant and open-minded than their counterparts in previous generations. One survey indicated that 60 percent of today's adolescents say their friends include someone from diverse ethnic groups (Teenage Research Unlimited, 2004). Another survey found that 60 percent of U.S. 18- to 29-year-olds had dated someone from a different ethnic group (Jones, 2005).

Another major change that characterizes Millennials is their dramatically increased use of media and technology (Gross, 2013; Levinson, 2013). According to one analysis,

They are history's first “always connected” generation. Steeped in digital technology and social media, they treat their multi-tasking hand-held gadgets almost like a body part—for better or worse. More than 8-in-10 say they sleep with a cell phone glowing by the bed, poised to disgorge texts, phone calls, e-mails, songs, news, videos, games, and wake-up jingles. But

developmental connection

Technology

When media multitasking is taken into account, 11- to 14-year-olds spend an average of almost 12 hours exposed to media per day. Chapter 12, p. 420

cohort effects Characteristics related to a person's date of birth, era, or generation rather than to his or her actual chronological age.

Millennials The generation born after 1980, the first to come of age and enter emerging adulthood in the new millennium. Two characteristics of Millennials stand out: (1) their ethnic diversity, and (2) their connection to technology.



sometimes convenience yields to temptation. Nearly two-thirds admit to texting while driving (Pew Research Center, 2010, p. 1).

As just indicated, there likely are both positive and negative aspects to how the technology revolution is affecting youth. Technology can provide an expansive, rich set of knowledge that, if used in a constructive way, can enhance adolescents' education (Taylor & Fratto, 2012). However, the possible downside of technology was captured in a recent book, *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*, written by Emory University English professor Mark Bauerlein (2008). Among the book's themes are that many of today's youth are more interested in information retrieval than information formation, don't read books and aren't motivated to read them, can't spell without spellcheck, and have become encapsulated in a world of iPhones, text messaging, Facebook, YouTube, MySpace, *Grand Theft Auto* (the video's introduction in 2008 had first-week sales of \$500 million, dwarfing other movie and video sales), and other technology contexts. In terms of adolescents' retention of general information and historical facts, Bauerlein may be correct. And, in terms of some skills, such as adolescents' reading and writing, there is considerable concern—as evidenced by U.S. employers spending \$1.3 billion a year to teach writing skills to employees (Begley & Interlandi, 2008). However, in terms of cognitive skills such as thinking and reasoning, he likely is wrong, given that IQ scores have been rising significantly since the 1930s (Flynn, 2007; Flynn & Blair, 2013). Further, there is no research evidence that being immersed in a technological world of iPhones, Facebook, and YouTube impairs thinking skills (Begley & Interlandi, 2008). We will have much more to discuss about intelligence in Chapter 3 and about technology in Chapter 12.



Another concern about the current generation of adolescents was voiced in *The Path to Purpose* by leading expert on adolescence William Damon (2008). Damon argues that many American adults have become effective at finding short-term solutions to various tasks and problems to get through their lives, and they are instilling the same desire for immediate gratification and shortsighted thinking in their children and adolescents. In Damon's view, although these short-term solutions (such as getting homework done, getting a good grade on a test tomorrow, and making a team) are often necessary adaptations to a situation, they can distract adolescents from thinking about their life purpose by exploring questions such as "What kind of person do I want to be?" "What do I want to do with my life?" "Why should I try to be successful?" Damon further emphasizes that parents can help to remedy this problem by presenting their adolescent sons and daughters with options and guiding them through choices, as well as talking with them about paths, themes, and issues in their own lives that they find meaningful and communicating how they have coped with setbacks and dilemmas. A recent study of Asian American ninth- and tenth-graders revealed that engagement in purpose on a daily basis was linked to daily family assistance (doing simple chores such as helping to make dinner), social role fulfillment (feeling like a good son or daughter), and participating in extracurricular activities (Kiang, 2012). Adolescent leisure time was negatively related to purpose in this study.

developmental connection

Identity

Damon argues that too many youths today are indecisive and aren't making adequate progress toward identity resolution. Chapter 4, p. 145

We will expand on Damon's concept of the path to purpose later in the text in our discussions of identity exploration (Chapter 4); moral development, values, and religion (Chapter 7); and achievement and careers (Chapter 11).

We have considered the important sociohistorical circumstances surrounding the development of the concept of adolescence, evaluated how society has viewed adolescents at different points in history, and examined several major changes that characterize the current generation of adolescents. Next we will explore why we need to exercise caution in generalizing about the adolescents of any era. As you read about the stereotyping of adolescents, think about how the book we just described—*The Dumbest Generation* (Bauerlein, 2008)—might reflect this stereotyping.

stereotype A generalization that reflects our impressions and beliefs about a broad group of people. All stereotypes refer to an image of what the typical member of a specific group is like.

STEREOTYPING OF ADOLESCENTS

A **stereotype** is a generalization that reflects our impressions and beliefs about a broad category of people. All stereotypes carry an image of what the typical member of a specific group is like. Once we assign a stereotype, it is difficult to abandon it, even in the face of contradictory evidence.

Stereotypes of adolescents are plentiful: “They say they want a job, but when they get one, they don’t want to work.” “They are all lazy.” “All they think about is sex.” “They are all into drugs, every last one of them.” “Kids today don’t have the moral fiber of my generation.” “The problem with adolescents today is that they all have it too easy.” “They are so self-centered.” Indeed, during most of the twentieth century and the beginning of the twenty-first century, adolescents have been portrayed as abnormal and deviant rather than normal and nondeviant. Consider Hall’s image of storm and stress. Consider, too, media portrayals of adolescents as rebellious, conflicted, faddish, delinquent, and self-centered. Especially distressing is that, when given evidence of youths’ positive accomplishments—that a majority of adolescents participate in community service, for example—many adults either deny the facts or say that they must be exceptions (Youniss & Ruth, 2002).

Stereotyping of adolescents is so widespread that adolescence researcher Joseph Adelson (1979) coined the term **adolescent generalization gap**, which refers to generalizations that are based on information about a limited, often highly visible group of adolescents. Some adolescents develop confidence in their abilities despite negative stereotypes about them. And some individuals (like Alice Walker and Michael Maddaus, discussed at the beginning of this chapter), triumph over poverty, abuse, and other adversities.

A POSITIVE VIEW OF ADOLESCENCE

The negative stereotyping of adolescents is overdrawn (Lerner & others, 2013). In a cross-cultural study, Daniel Offer and his colleagues (1988) found no support for such a negative view. The researchers assessed the self-images of adolescents around the world—in the United States, Australia, Bangladesh, Hungary, Israel, Italy, Japan, Taiwan, Turkey, and West Germany—and discovered that at least 73 percent of the adolescents had a positive self-image. The adolescents were self-confident and optimistic about their future. Although there were some exceptions, as a group the adolescents were happy most of the time, enjoyed life, perceived themselves as capable of exercising self-control, valued work and school, expressed confidence in their sexuality, showed positive feelings toward their families, and felt they had the capacity to cope with life’s stresses—not exactly a storm-and-stress portrayal of adolescence.



Have adolescents been stereotyped too negatively? Explain.

adolescent generalization gap Adelson’s concept of generalizations being made about adolescents based on information regarding a limited, often highly visible group of adolescents.

In case you're worried about what's going to become of the younger generation, it's going to grow up and start worrying about the younger generation.

—ROGER ALLEN

Contemporary American Writer

Old Centuries and New Centuries For much of the last century in the United States and other Western cultures, adolescence was perceived as a problematic period of the human life span in line with G. Stanley Hall's (1904) storm-and-stress portrayal. But as the research study just described indicates, a large majority of adolescents are not nearly as disturbed and troubled as the popular stereotype suggests.

The end of an old century and the beginning of the next has a way of stimulating reflection on what was, as well as visions of what could and should be. In the field of psychology in general, as in its subfield of adolescent development, psychologists have looked back at a century in which the discipline became too negative (Seligman & Csikszentmihalyi, 2000). Psychology had become an overly grim science in which people were too often characterized as being passive victims. Psychologists are now calling for a focus on the positive side of human experience and greater emphasis on hope, optimism, positive individual traits, creativity, and positive group and civic values, such as responsibility, nurturance, civility, and tolerance (King, 2013, 2014).

Generational Perceptions and Misperceptions Adults' perceptions of adolescents emerge from a combination of personal experience and media portrayals, neither of which produces an objective picture of how typical adolescents develop (Feldman & Elliott, 1990). Some of the readiness to assume the worst about adolescents likely involves the short memories of adults. Adults often portray today's adolescents as more troubled, less respectful, more self-centered, more assertive, and more adventurous than they were.

However, in matters of taste and manners, the youth of every generation have seemed radical, unnerving, and different from adults—different in how they look, how they behave, the music they enjoy, their hairstyles, and the clothing they choose. It is an enormous error to confuse adolescents' enthusiasm for trying on new identities and indulging in occasional episodes of outrageous behavior with hostility toward parental and societal standards. Acting out and boundary testing are time-honored ways in which adolescents move toward accepting, rather than rejecting, parental values.

Positive Youth Development What has been called positive youth development (PYD) in adolescence reflects the positive psychology approach. Positive youth development emphasizes the strengths of youth and the positive qualities and developmental trajectories that are desired for youth (Benson & Scales, 2011; Scales, Benson, & Roehlkepartain, 2012). Positive youth development has especially been promoted by Jacqueline Lerner and her colleagues (2009, 2013), who have recently described the "Five Cs" of PYD:

- *Competence*, which involves having a positive perception of one's actions in domain-specific areas—social, academic, physical, career, and so on
- *Confidence*, which consists of an overall positive sense of self-worth and self-efficacy (a sense that one can master a situation and produce positive outcomes)
- *Connection*, which is characterized by positive relationships with others, including family, peers, teachers, and individuals in the community
- *Character*, which comprises respect for societal rules, an understanding of right and wrong, and integrity
- *Caring/compassion*, which encompasses showing emotional concern for others, especially those in distress

Lerner and her colleagues (2009, 2013) conclude that to develop these five positive characteristics, youth need access to positive social contexts—such as youth development programs and organized youth activities—and competent people—such as caring teachers, community leaders, and mentors. We will further explore youth development programs in Chapter 9, and in Chapter 13 we will examine Peter Benson's emphasis on the importance of developmental assets in improving youth development, which reflects the positive youth development approach.

connecting with adolescents

Wanting to Be Treated as an Asset

“Many times teenagers are thought of as a problem that no one really wants to deal with. People are sometimes intimidated and become hostile when teenagers are willing to challenge their authority. It is looked at as being disrespectful. Teenagers are, many times, not treated like an asset and as innovative thinkers who will be the leaders of tomorrow. Adults

have the power to teach the younger generation about the world and allow them to feel they have a voice in it.”

—Zula, age 16
Brooklyn, New York

Which perspective on adolescent development does this comment appear to take?

The movement toward a positive view of youth development recently has emphasized thriving (Benson & Scales, 2011; Lerner & others, 2013). A national study of more than 1,800 15-year-olds that focused on adolescent thriving examined the importance of identifying and supporting adolescents’ sparks, defined as their deep passions or interests (Scales, Benson, & Roehlkepartain, 2012). In this study, the 15-year-olds who had accumulated a stronger level of sparks, who experienced opportunities in relationships to nurture those sparks (such as supportive relationships with adults), and who felt a sense of empowerment (assessed by asking adolescents to name the things they wanted the next U.S. president to deal with) were more likely to be characterized by positive individual outcomes (such as higher grade point averages and leadership skills) and interest in making prosocial contributions (such as volunteering and ethnic respect).

developmental connection

Youth Development

Many youth activities and organizations provide adolescents with opportunities to develop positive qualities. Chapter 9, p. 315

Review Connect Reflect

LG1 Describe historical perspectives on adolescence

Review

- What was the early history of interest in adolescence?
- What characterized adolescence in the twentieth century, and how are adolescents changing in the twenty-first century?
- How extensively are adolescents stereotyped?
- What are the benefits of a positive view of adolescence?

Connect

- How have the social changes of the twentieth century, as described in this section, influenced society’s views of adolescence?

Reflect Your Own Personal Journey of Life

- You likely experienced some instances of stereotyping as an adolescent. What are some examples of circumstances in which you think you were stereotyped as an adolescent?