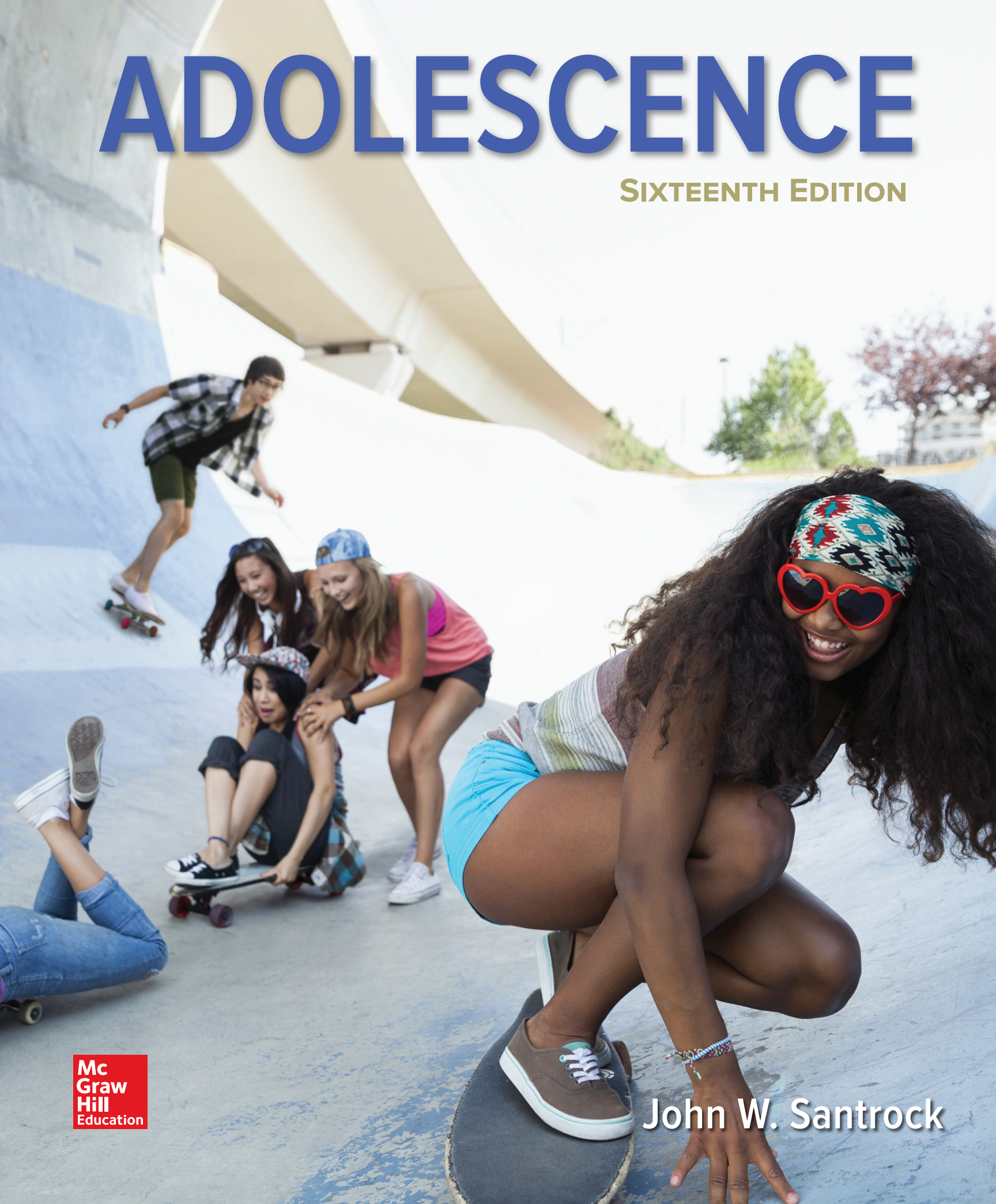
ADOLESCENCE

Sixteenth Edition



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ADOLESCENCE

Sixteenth Edition

JOHN W. SANTROCK

University of Texas at Dallas

Mc Graw Hill Education

ADOLESCENCE, SIXTEENTH EDITION

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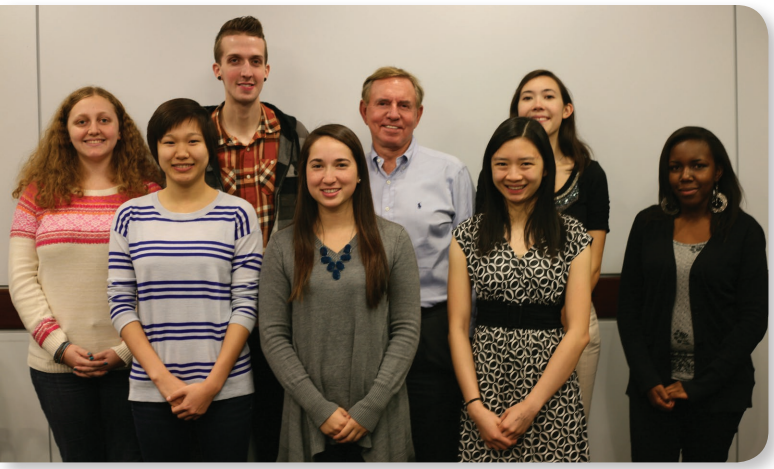
about the **author**

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 in the School of Behavioral and Brain Sciences at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses. He has taught the undergraduate course in adolescence once or twice a year for more than three decades.



John Santrock (back row middle) with the 2015 recipients of the Santrock Travel Scholarship Award in developmental psychology. Created by Dr. Santrock, this annual award (now in its sixth year) provides undergraduate students with the opportunity to attend a professional meeting. A number of the students shown here attended the Society for Research in Child Development meeting in 2015.
Courtesy of Jessica Serna

John has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research has focused on children and adolescents in divorced families, and his father custody research is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. He also has conducted research on social cognition, especially the influence of affectively-toned cognition on self-regulation. John also has authored these exceptional McGraw-Hill texts: *Psychology* (7th edition), *Children* (13th edition), *Life-Span Development* (15th edition), *A Topical Approach to Life-Span Development* (8th edition), and *Educational Psychology* (5th edition).

For many years, John was involved in tennis as a player, teaching professional, and coach of professional tennis players. At the University of Miami (FL), 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. She created the first middle school behavioral disorders special education program in Clarke County, Georgia. He has two daughters—Tracy and Jennifer—both of whom are now Realtors. In 2015, Jennifer was inducted into the SMU Athletic Hall of Fame. He has one granddaughter, Jordan, age 23, who just completed the MBA program at Southern Methodist University and is now working at Ernst & Young in Dallas. He also has two grandsons, Alex, age 10, and Luke, age 9. In the last decade, John also has spent time painting expressionist art.

Dedication:

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

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 periods and different areas in this field. To solve this problem, author John Santrock has sought the input of leading experts about content in a number of areas of adolescent development. These experts have 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 editions of this text:

Susan Harter
Valerie Reyna
John Schulenberg
Charles Irwin
Ruth Chao
Wyndol Furman
Elizabeth Susman
Shirley Feldman
Lisa Diamond
James Marcia
Kathryn Wentzel
Moin Syed
Bonnie Halpern-Felsher
Joseph Allen
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James Rest
Daniel Lapsley
Luc Goosens
Seth Schwartz
Brad Brown
Candice Feiring
Daniel Offer
Harold Grotevant
James Byrnes
Duane Buhrmester
Lorah Dorn
Jerome Dusek
Elizabeth Trejos-Castillo
Robert Roeser
Darcia Narváez

Following are the expert consultants for the sixteenth edition, who (like those of previous editions) literally represent a *Who's Who* in the field of adolescent development.

Su Yeong Kim Dr. Kim is a leading expert on cultural, ethnic, and family dimensions of adolescent development. She obtained her undergraduate degree at Arizona State University and her Ph.D. at the University of California—Davis. She currently is a professor in the Department of Human Development and Family Sciences at the University of Texas—Austin. The main focus of Dr. Kim's research is the intersection of family and cultural contexts in the development of adolescents of immigrants to the United States. Among her research interests are acculturation, tiger parenting, and language brokering in immigrant families (especially Chinese American and Mexican American). Dr. Kim is a Fellow in Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race) of the American Psychological Association and also a Fellow in the Association for Psychological Science. She also has been a recipient of the Young Scientist Award from the International Society for the Study of Behavioral Development. Dr. Kim is on the editorial board of a number of research journals, including *Journal of Family Psychology* and *Journal of Youth and Adolescence.*

"I recommend this Adolescence *textbook by John Santrock to all of my colleagues. The Connections theme, where he connects topical processes in development to the real world, truly makes the . . . research material come alive for students. The use of developmental connections is particularly effective in tying concepts across chapters of the book. The coverage of the latest research on the topics is truly impressive, showing John Santrock's command of the burgeoning and fast-paced research on adolescence. The addition of over 1,000 new citations published in the last several years makes this updated text truly on pace with the current pulse of the field of adolescence."* —**Su Yeong Kim** *University of Texas—Austin*

Photo by Megan Mullaney

James A. Graham Dr. Graham is a leading expert on the community aspects of ethnicity, culture, and development. He obtained his undergraduate degree from Miami University and received masters and doctoral degrees in developmental psychology from the University of Memphis. Dr. Graham's current position is Professor of Psychology, The College of New Jersey (TCNJ). His research addresses the social-cognitive aspects of relationships between group and dyadic levels across developmental periods in community-based settings. Three interdependent dimensions of his research program examine (1) populations that are typically understudied, conceptually limited, and methodologically constrained; (2) development of empathy and prosocial behavior with peer groups and friends; and (3) developmental science in the context of community-engaged research partnerships. Currently, he is Coordinator of the Developmental Specialization in Psychology at TCNJ. For a decade, Dr. Graham taught graduate courses in psychology and education in Johannesburg, South Africa, through TCNJ's Graduate Summer Global Program. He is the co-author of *The African American Child: Development and Challenges* (2nd ed.). Dr. Graham has presented his work at a variety of international and national conferences and has published articles in a wide range of journals, including *Social Development*, *Child Study Journal*, *Behavior Modification*, *Journal of Multicultural Counseling and Development*, and *American Journal of Evaluation*.

"John Santrock provides a comprehensive review and the most up-to-date research in the field of adolescence. I am impressed with the author's sensitivity to the impact of culture, ethnicity, socioeconomic status, and gender on adolescent socialization in our incredibly multicultural society. This text is another winner for John Santrock." —**James Graham** *The College of New Jersey*

Photo courtesy of James Graham

Valerie Reyna Dr. Reyna is one of the world's leading experts on the development of the adolescent's brain and cognitive development. She obtained her Ph.D. from Rockefeller University. Currently, she is a faculty member in human development, psychology, cognitive science, and neuroscience (IMAGINE program) at Cornell University. Dr. Reyna also currently is 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 the neuroscience of risky decision making and its implications for health and well-being, especially in adolescents; applications of cognitive models and artificial intelligence to improving understanding of genetics (in breast cancer, for example); and medical and legal decision making (about jury awards, medication decisions, and adolescent culpability). Past President of the Society for Judgment and Decision Making, she is a Fellow of numerous scientific societies and has served on the scientific panels of the National Science Foundation, National Institutes of Health, and National Academy of Sciences. Dr. Reyna is the incoming Editor of *Psychological Science in the Public Interest* and also has been an associate editor for *Psychological Science* and *Developmental Review*. Reyna has received many years of research support from private foundations and U.S. government agencies, and currently serves as principal investigator of several grants and awards (such as from the National Institutes of Health). Her service has included leadership positions in organizations dedicated to equal opportunity for minorities and women, and on national executive and advisory boards of centers and grants with similar goals, such as the Arizona Hispanic Center of Excellence, National Center of Excellence in Women's Health, and Women in Cognitive Science (supported by a National Science Foundation ADVANCE leadership award).

". . . the additions to the chapter 'The Brain and Cognitive Development' were excellent. It is remarkable how up-to-date this textbook remains (due to regular updating of references). I always learn something when I read it, even in my areas of specialization. . . . John Santrock's text covers an impressive array of important topics in adolescent development, with an impressive clarity and the latest, up-to-date references. . . . He also has a keen eye for the topics that interest students, such as choosing a career or finding a purpose in life." —**Valerie Reyna** *Cornell University*

Photo courtesy of Cornell University and Valerie Reyna

Allan Wigfield Dr. Wigfield is one of the world's leading experts on the roles of motivation, achievement, and schools in adolescent development. He obtained his Ph.D. from the University of Illinois and a post-doctoral degree from the University of Michigan. Dr. Wigfield currently is Professor in the Department of Human Development, Distinguished Scholar-Teacher, and University Honors Faculty Fellow at the University of Maryland. His research focuses on the development of motivation across the school years in different areas. In recent years his research has focused on motivation for reading and classroom interventions to improve reading motivation, engagement, and comprehension. Dr. Wigfield's research has been supported by grants from a number of agencies and organizations, including the National Science Foundation. He has authored more than 125 peer-reviewed journal articles and book chapters on the development of motivation and other topics, and has edited four books and six special issues of journals on the development of motivation, and the development of reading comprehension and motivation. Dr. Wigfield has been Associate Editor of both the *Journal of Educational Psychology* and *Child Development.* He is a Fellow of Division 15 (Educational Psychology) of the American Psychological Association, the Association for Psychological Science, and the American Educational Research Association. He has won national awards for his research and teaching. Recently, he was the lead author on the achievement motivation chapter for *Handbook of Child Psychology and Developmental Science* (7th ed.) (2015).

"I appreciate the two separate chapters John Santrock devotes to the topics of achievement and then schooling and work. Many of the other adolescent texts give short shrift to motivation, and John's is the best in this regard. . . . The strengths are the clear writing, many of the examples that bring things to life, and attention to theory. . . . Many of his citations are very recent, which is a great strength of the material that I was sent." —**Allan Wigfield** *University of Maryland*

Photo courtesy of Allan Wigfield

Kate C. McLean Dr. McLean is a leading expert on adolescent and emerging adult identity development. She obtained her Ph.D. from the University of California—Santa Cruz and currently is a professor of Psychology at Western Washington University, having previously been on the faculty at the University of Toronto. Her research focuses on how individuals develop a storied understanding of self, or a narrative identity. She is especially interested in individual differences in narrative identity and how they are linked to adjustment and well-being, as well as the social contexts of identity development. Her current projects include the intersection between personal and cultural master narratives, and the role of family stories in identity development. Dr. McLean serves on the board of the Association for Research in Personality and is the newsletter editor for APA's Division 7 (Developmental Psychology). She is also an Associate Editor for the *Journal of Adolescent Research, Journal of Research in Personality,* and *Memory.* Dr. McLean is the co-editor of the *Oxford Handbook of Identity Development* (2015) and the author of the forthcoming book (from Oxford University Press), *The Co-authored Self: Family Stories and the Construction of Personal Identity.*

"The strengths of this book include topical connections. It is only when students see how central cognitive development is to the increasing intricacy of social relationships, for example, that they begin to understand the full-fledged complexity of development. This text encourages and scaffolds students in making these connections. The applications also are critical. Many students want to use the knowledge they gain in developmental classes, and the support this text provides for this translation is excellent. . . ." —**Kate C. McLean** *Western Washington University*

Photo by Lewis Jones

Jennifer Connolly Dr. Connolly is one of the world's leading experts on the socioemotional aspects of adolescent development, especially peer and romantic relationships. She obtained her doctoral degree in Clinical Psychology from Concordia University and is currently a Professor of Clinical-Developmental Psychology and the Director of the Undergraduate Psychology Program at York University in Toronto. Dr. Connolly's research focuses on peer and romantic relationships and their emergence during adolescence and emerging adulthood. Normative developmental pathways, relationship problems including bullying and dating violence, and vulnerable youths' relationships are topics she is currently studying. Dr. Connolly has published extensively in such journals as *Journal of Research on Adolescence*, *Child Development*, and *Journal of Adolescence*.

"I think the chapter (Peers, Romantic Relationships, and Lifestyles) is excellent. . . . This chapter provides extensive coverage of current theory and research on peer relations, including excellent coverage of romantic relationships in the emerging adult years. The literature cited is up-to-date. The narrative reporting of the evidence is accurate and unbiased. The writing is clear and the ideas are easy to follow. . . . I would add that the chapter is written in an engaging manner which I think students will respond to favorably. The integration of pauses for personal reflection will be well received by students and course instructors alike. . . . This will be especially true for the sections on emerging adulthood and hence it is good to provide structure for these reflections." —**Jennifer Connolly** *York University*

Photo courtesy of Jennifer Connolly

Eva S. Lefkowitz Dr. Lefkowitz is one of the world's leading experts on sexual health in adolescence and the transition to adulthood. She obtained her Ph.D. from the University of California—Los Angeles in Developmental Psychology and is currently a professor in Human Development at Pennsylvania State University. She uses a developmental perspective to examine sexual behaviors and attitudes during adolescence and the transition to adulthood. Dr. Lefkowitz emphasizes the importance of recognizing the multidimensional aspects of sexual health, considering physical, cognitive, emotional, and relational aspects of health and well-being. She has been a principal investigator, co-investigator, or faculty mentor on projects funded by numerous agencies and organizations, including the National Institute of Child Health and Development. Dr. Lefkowitz has published more than 50 peer-reviewed articles and 7 book chapters, as well as a recent edited volume of *New Directions in Child and Adolescent Development*. She held leadership roles in the Society for Research on Adolescence (SRA) and the Society for the Study of Emerging Adulthood (SSEA), including chairing the SRA membership committee and consensus committee, and serving on the Founding Board of the SSEA. Dr. Lefkowitz has served as Associate Editor for *Developmental Psychology*, on the editorial board for *Emerging Adulthood*, and as a reviewer for 25 other journals.

"Yes, the perspective seems balanced, and the chapter overall covers the most important/prominent topics in the area of adolescent sexuality. . . . I appreciate the sex positive framing. Great that there are some recent citations on sex and the Internet. The chapter is overall very readable and summarizes past research quite well. Thanks for the opportunity to read it. I enjoyed it, and it pointed me toward some references I wasn't familiar with. —**Eva Lefkowitz** *Pennsylvania State University*

Photo by Eric Loken

Sam Hardy Dr. Hardy is a leading expert on moral development and identity development. He received his Ph.D. in developmental psychology from the University of Nebraska-Lincoln, and completed a post-doctoral degree in lifespan development and longitudinal data analysis at the University of Virginia. He is currently a psychology professor at Brigham Young University. Dr. Hardy works at the intersection of developmental and personality psychology, with expertise in adolescent social and personality development. His research focuses on investigating the ways in which morality, identity, and religiosity develop, interrelate, and predict positive and negative behaviors in adolescents and young adults. Dr. Hardy has published widely on these topics in scientific journals. He also is currently on the editorial boards for *Developmental Psychology, Journal of Research on Adolescence, Journal of Youth and Adolescence,* and *Journal of Moral Education.*

"A key strength of this text that makes it stand out from all other texts is its coverage of positive topics such as moral development, values, and religion/spirituality. These are increasingly hot topics in the field that receive almost no attention in other books. There is a whole chapter on them in John Santrock's book. Another strength is his process of revising the text, where he solicits feedback from leaders in the field to make sure he is accurate and current." —**Sam Hardy** *Brigham Young University*

Brigham Young University Photo by Mark Philbrick.

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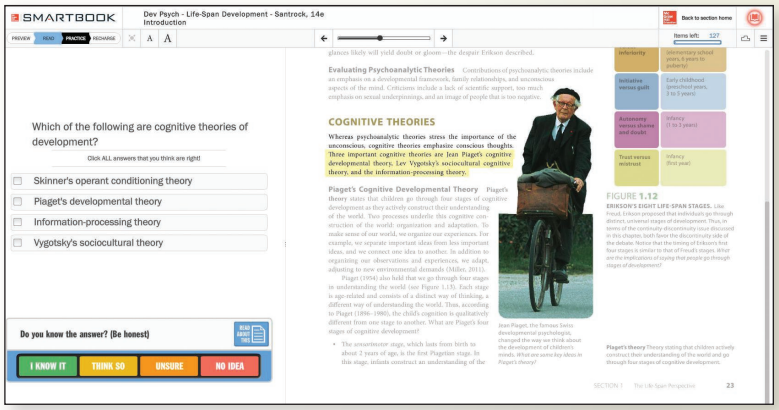

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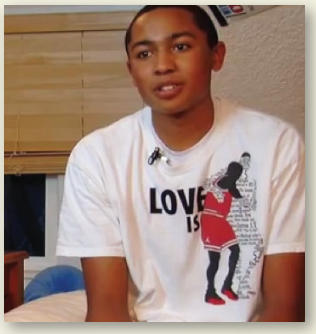


Current Research, Guided by Experts

With more than 1200 research citations and reviewed by experts in the field, Adolescence provides the most thorough and up-to-date information on issues related to today's adolescents and emerging adults.

connecting with adolescents

Are Social Media an Amplification Tool for Adolescent Egocentrism?

Are teens drawn to social media to express their imaginary audience and personal fable's sense of uniqueness? One analysis concluded that amassing a large number of friends (audience) may help to validate adolescents' perception that their life is a stage and everyone is watching them (Psychster Inc., 2010). Also, a recent study found that Facebook use does indeed increase self-interest (Chiou, Chen, & Liao, 2014).

A look at a teen's home Twitter comments may suggest to many adults that what teens are reporting is often rather mundane and uninteresting. Typical tweets might include updates like the following: "Studying heavy. Not happy tonight." or "At Starbucks with Jesse. Lattes are great." Possibly for adolescents, though, such tweets are not trivial but rather an expression of the personal fable's sense of uniqueness.

Might social media, such as Facebook, increase adolescent egocentrism?
© David J. Green-lifestyle themes/Alamy

What do you think? Are social media, such as Facebook and Twitter, amplifying the expression of adolescents' imaginary audience and their personal fable's sense of uniqueness? (Source: Psychster Inc., 2010)

preface

Making Connections . . . From My Classroom to *Adolescence* to You

When I wrote the Preface for the first edition of *Adolescence* in 1980, I never envisioned I would be sitting here today in 2015 writing the Preface for the book's sixteenth 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 16 editions. Over the course of these many 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. When I wrote early editions of *Adolescence*, there were no discussions of such topics as adolescents' brain development, decision making, self-regulation, attachment, self-efficacy, religious and spiritual development, and immigration because research on those topics in the adolescent years had not yet been conducted.

Across 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 also 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 two to four times 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 70 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?

More than ever before, 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 sixteenth edition:

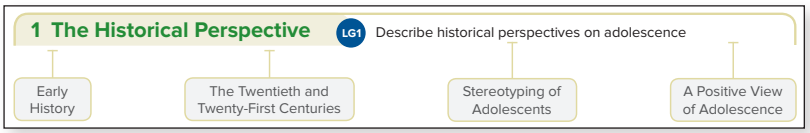
1. **Connecting with today's students** To help students learn about adolescent development more effectively.
2. **Connecting research to what we know about development** To provide students with the best and most recent *theory and research* in the world today about adolescence and emerging adulthood.
3. **Connecting topical processes in development** To guide students in making *topical connections* across different aspects of adolescent development.
4. **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; and to motivate them to think deeply about *their own personal journeys of youth* and better understand who they were, are, and will be.

Connecting with Today's Students

In *Adolescence,* I recognize that today's students are as different in some ways from the learners of the last generation as today's discipline of life-span development is different from the field 30 years ago. Students now learn in multiple modalities; rather than sitting down and reading traditional printed chapters in linear fashion from beginning to end, their work preferences tend to be more visual and more interactive, and their reading and study often occur in short bursts. For many students, a traditionally formatted printed textbook is no longer enough when they have instant, 24/7 access to news and information from around the globe. Two features that specifically support today's students are the adaptive ebook, Smartbook (see page xvi), and the learning goals system.

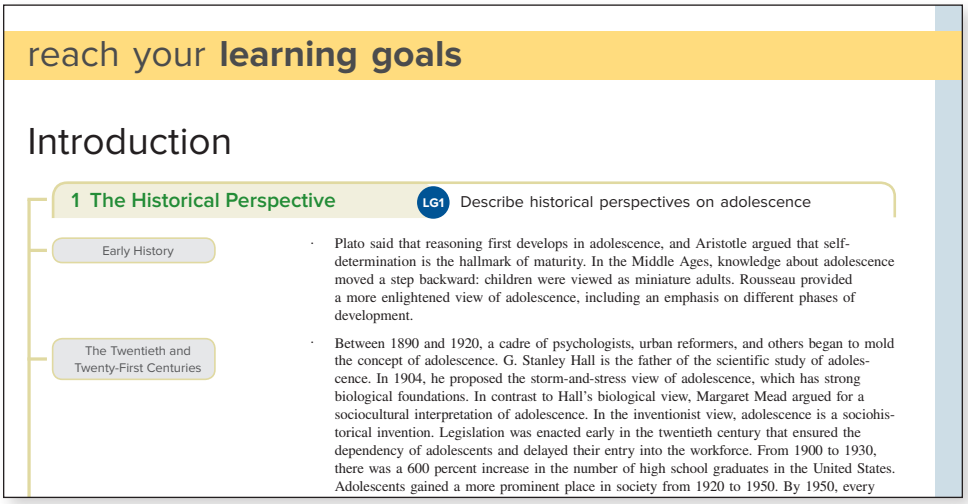
The Learning Goals System

My students often report that the adolescent development course is challenging because of the amount of material covered. To help today's students focus on the key ideas, the Learning Goals System I developed for *Adolescence* provides extensive learning connections throughout the chapters. The learning system connects the chapter opening outline, learning goals for the chapter, mini-chapter maps that open each main section of the chapter, *Review, Connect, Reflect* questions at the end of each main section, and the chapter summary at the end of each chapter.



The learning system keeps the key ideas in front of the student from the beginning to the end of the chapter. The main headings of each chapter correspond to the learning goals that are presented in the chapter-opening spread. Mini-chapter maps that link up with the learning goals are presented at the beginning of each major section in the chapter.

Then, at the end of each main section of a chapter, the learning goal is repeated in *Review, Connect, Reflect,* which prompts students to review the key topics in the section, connect to existing knowledge, and relate what they learned to their own personal journey through life. *Reach Your Learning Goals,* at the end of the chapter, guides students through the bulleted chapter review, connecting with the chapter outline/learning goals at the beginning of the chapter and the *Review, Connect, Reflect* questions at the end of major chapter sections.


reach your **learning goals**

Introduction

1 The Historical Perspective — LG1 — Describe historical perspectives on adolescence

Early History

- Plato said that reasoning first develops in adolescence, and Aristotle argued that self-determination is the hallmark of maturity. In the Middle Ages, knowledge about adolescence moved a step backward: children were viewed as miniature adults. Rousseau provided a more enlightened view of adolescence, including an emphasis on different phases of development.

The Twentieth and Twenty-First Centuries

- Between 1890 and 1920, a cadre of psychologists, urban reformers, and others began to mold the concept of adolescence. G. Stanley Hall is the father of the scientific study of adolescence. In 1904, he proposed the storm-and-stress view of adolescence, which has strong biological foundations. In contrast to Hall's biological view, Margaret Mead argued for a sociocultural interpretation of adolescence. In the inventionist view, adolescence is a sociohistorical invention. Legislation was enacted early in the twentieth century that ensured the dependency of adolescents and delayed their entry into the workforce. From 1900 to 1930, there was a 600 percent increase in the number of high school graduates in the United States. Adolescents gained a more prominent place in society from 1920 to 1950. By 1950, every

Connecting Research to What We Know about Development

Over the years, it has been important for me to include the most up-to-date research available. The tradition of obtaining detailed, extensive input from a number of leading experts in different areas of life-span development continues in this edition. Biographies and photographs of the leading experts in the field of adolescent development appear on pages xii–xiv, and the extensive list of chapter-by-chapter highlights of new research content are listed on pages xxii–xxxiii. Finally, the research discussions have been updated in every area and topic. I expended every effort to make this edition of *Adolescence* as contemporary and up-to-date as possible. To that end, there are more than 1,200 citations from 2013, 2014, 2015, and 2016.

Connecting Developmental Processes

Too often we forget or fail to notice the many connections from one point or topic in development to another.

developmental **connection**

Brain Development

Might there be a link between changes in the adolescent's brain and risk taking and sensation seeking? Connect to "The Brain and Cognitive Development."

Developmental Connections, which appear multiple times in each chapter, point readers to where the topic is discussed in a previous or subsequent chapter. *Developmental Connections* highlight links across topics and age periods of development *and* connections between biological, cognitive, and socioemotional processes. These key developmental processes are typically discussed in isolation from each other, and students often fail to see their connections. Included in the *Developmental Connections* is a brief description of the backward or forward connection.

Also, a *Connect* question appears in the section self-reviews—*Review, Connect, Reflect*—so students can practice making connections between topics. For example, students are asked to connect the discussion of autonomy and attachment to what they have already read about emotional development.

Connecting Development to the Real World

In addition to helping students make research and developmental connections, *Adolescence* shows the important connections between the concepts discussed and the real world. In recent years, students in my adolescence course have increasingly told me that they want more of this type of information. In this edition, real-life connections are explicitly made through the chapter opening vignette, *Connecting with Health and Well-Being*, *Connecting with Adolescents, Connecting with Emerging Adults,* and *Connecting with Careers*.

Each chapter begins with a story designed to increase students' interest and motivation to read the chapter. For example, the chapter on moral development introduces you to Jewel Cash, an emerging adult who was raised by a single mother in a Boston housing project and has become a vocal and active participant in improving her community.

Connecting with Health and Well-Being describes the influence of development in a real-world context on topics including increasing adolescents' self-esteem, effective sex education, parenting moral children and adolescents, strategies for emerging adults and their parents, effective and ineffective strategies for making friends, and coping strategies in adolescence and emerging adulthood.

Connecting with Adolescents and ***Connecting with Emerging Adults*** share personal experiences from real adolescents and emerging adults. ***Connecting with Resources for Improving the Lives of Adolescents*** at the end of each chapter describes numerous resources such as books, websites, and organizations that provide valuable information for improving the lives of adolescents in many different areas.

Connecting with Careers profiles careers ranging from an educational psychologist to a family and consumer science educator, a marriage and family therapist, and a career counselor.

connecting with health and well-being

How Can We Raise Moral Children and Adolescents?

Parental discipline contributes to children's moral development, but other aspects of parenting also play an important role, including providing opportunities for perspective taking and modeling moral behavior and thinking. Nancy Eisenberg and her colleagues (Eisenberg, Spinrad, & Knafo, 2015; Eisenberg, Spinrad, & Morris, 2014; Eisenberg & Valiente, 2002) suggest that when parents adopt the following strategies they are more likely to have children and adolescents who behave morally:

- Are warm and supportive, use inductive reasoning, and engage in authoritative parenting
- Are not punitive and do not use love withdrawal as a disciplinary strategy
- Use inductive discipline
- Provide opportunities for the children and youth to learn about others' perspectives and feelings
- Involve children and youth in family decision making and in the process of thinking about moral decisions
- Model moral behaviors and thinking themselves, and provide opportunities for their children and youth to do so
- Provide information about what behaviors are expected and why
- Foster an internal rather than an external sense of morality
- Help children and youth to understand and regulate negative emotion rather than becoming overaroused

Parents who show this configuration of behaviors likely foster concern and caring about others in their children and youth, and create a positive parent-child relationship. A recent study found that adolescents' moral motivation was positively linked to the quality of

What are some parenting characteristics and practices that are linked with children's and adolescents' moral development?

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study, securely attached children's willing, cooperative stance was linked to positive future socialization outcomes such as a lower incidence of externalizing problems (high levels of aggression, for example) (Kochanska & others, 2010b).

Recently, an interest has developed in determining which parenting strategies work best when children and adolescents are confronted with situations in which they are exposed to values outside the home that conflict with parental values (Grusec, 2006). Two strategies that parents often use in this regard are cocooning and prearming (Bugental & Goodnow, 2006). Cocooning occurs when parents

connecting with adolescents

Rochelle Ballantyne, Chess Star

Rochelle Ballantyne, a Stanford University student who grew up in Brooklyn, New York, is close to becoming the first female African American to reach the level of chess master (Kastenbaum, 2012). Born in 1995, she grew up in a single-parent family in a lower-income context. Her grandmother taught her to play chess because she didn't want Rochelle's impoverished background to prevent her from reaching her full potential. Rochelle was fortunate to attend I.S. 318, an inner-city public middle school where the chess team is one of the best in the United States. Rochelle has won several national chess championships and she is a rising star in the world of chess. Rochelle's motivation and confidence are reflected in her comment: "When I push myself, then nothing can stop me."

Rochelle Ballantyne, chess champion from Brooklyn, New York, is a rising star in the world of chess. *How might her ability to process information about chess be different from that of a novice chess player?*

© First Run Features/Courtesy Everett Collection

The careers highlighted extend from the Careers Appendix that provides a comprehensive overview of careers in adolescent development to show students where knowledge of adolescent development could lead them.

Part of applying development to the real world is understanding its impact on oneself. An important goal I have established for my adolescence course and *Adolescence* is to motivate students to think deeply about their own journey of life. To further encourage students to make personal connections to content in this edition, *Reflect: Your Own Personal Journey of Life* appears in the end-of-section reviews in each chapter. This feature involves a question that asks students to reflect on some aspect of the discussion in the section they have just read and connect it to their own life. For example, students are asked:

- *What are some examples of circumstances in which you think you were stereotyped as an adolescent?*
- *How was your adolescence likely similar to, or different from, the adolescence of your parents and grandparents?*

In addition, students are asked a number of personal connections questions in the photograph captions.

connecting with careers

Grace Leaf, College/Career Counselor and College Administrator

Grace Leaf is a counselor at Spokane Community College in Washington. She has a master's degree in educational leadership and is working toward a doctoral degree in educational leadership at Gonzaga University in Washington. Her college counseling job has involved teaching, orientation for international students, conducting individual and group advising, and doing individual and group career planning. Leaf tries to connect students with their own goals and values and helps them design an educational program that fits their needs and visions. Following a long career as a college counselor, she is now vice-president of instruction at Lower Columbia College in Washington.

For more information about what career counselors do, see the Careers in Adolescent Development appendix.

Grace Leaf counsels college students at Spokane Community College about careers.
Courtesy of Grace Leaf

Content Revisions

A significant reason why *Adolescence* has been successfully used by instructors for fifteen editions now is the painstaking effort and review that goes into making sure the text provides the latest research on all topic areas discussed in the classroom. This new edition is no exception, with more than 1,200 citations from 2013, 2014, 2015, and 2016.

New research highlights include very recent studies linking attachment styles to relationship issues in adolescence and emerging adulthood; more precise discoveries about the adolescent's changing brain; expanded and updated information about the importance of families in children's and adolescents' moral development; and links between parenting styles and adolescent academic achievement.

Below is a sample of the many chapter-by-chapter changes that were made in this new edition of *Adolescence.*

Chapter 1: Introduction

- New coverage of Laurence Steinberg's (2014) view, as discussed in his recent book, *Age of Opportunity*, that while the majority of adolescents are making the journey through adolescence to adulthood in a positive manner, too many are not; in support of his view, he describes such problems as the much lower achievement of U.S. adolescents compared with their counterparts in many other countries, a drop in U.S. college graduation rates, high levels of alcohol abuse, too many adolescent girls becoming pregnant by age 20, and the tripling of adolescent obesity rates in recent decades.
- Updated statistics on the percentage of U.S. children and adolescents under 18 years of age living in poverty, including data reported separately for African American and Latino families (De Navas-Walt & Proctor, 2014).
- Inclusion of information from a recent national survey that found 45 percent of U.S. 18- to 29-year-olds considered themselves between adolescence and full-fledged adulthood, but through their twenties they steadily increased their description of themselves as full-fledged adults (Arnett, 2012).
- Two new additions to the end-of-chapter section, Resources for Improving the Lives of Adolescents: (1) Laurence Steinberg's (2014) *Age of Opportunity: Lessons from the New Science of Adolescent Development,* and (2) Jeffrey Arnett's (2014a) *Emerging Adulthood* (2nd ed.).

Chapter 2: Puberty, Health, and Biological Foundations

- Includes some content changes based on feedback from leading expert Elizabeth Susman.
- Description of a recent study of 9- to 17-year-old boys that found testosterone levels peaked at 17 years of age (Khairullah & others, 2014).
- Coverage of a recent study in which DHEA concentrations increased 24 months before breast development in girls (Biro & others, 2014).
- Inclusion of recent research that documented the growth of the pituitary gland during adolescence and found that its volume was linked to circulating blood levels of estradiol and testosterone (Wong & others, 2014).
- New section that evaluates the potential roles of leptin and kisspeptins in pubertal onset and change (Roa & Tena-Sempere, 2014; Skorupskaite, George, & Anderson, 2014).
- Inclusion of a recent study of United Kingdom undergraduates that found 35 percent of females but only 8 percent of males expressed moderate or marked concern with their body image (El Ansari, Dibba, & Stock, 2014).
- Description of a recent research review that concluded there is insufficient quality research to confirm that changing testosterone levels in puberty are linked to adolescent males' moods and behavior (Duke, Balzer, & Steinbeck, 2014).
- Discussion of recent research that found early-maturing girls engaged in sexual intercourse earlier than late-maturing girls and had more unstable sexual relationships (Moore, Harden, & Mendle, 2014).
- Coverage of a recent study that found late-maturing boys had a more negative body image in the early high school years than early-maturing boys (de Guzman & Nishina, 2014).
- Inclusion of a recent analysis of the health status and health outcomes of U.S. adolescents and young adults across the last decade that found few indicators changing in this time frame, although there were improvements for adolescents and young adults in rates of unintentional injury, assault, and tobacco use, and for adolescents in levels of sexual/reproductive health (Park & others, 2014).
- Updated information about the continuing drop in vegetable and fruit consumption by U.S. adolescents through 2013 (Kann & others, 2014).
- Coverage of a recent analysis that found family dinners in France were more likely to emphasize fruits and vegetables than were family dinners in the United States (Kremer-Sadlik & others, 2015).
- Description of a 10-year longitudinal study that revealed the more frequently adolescents ate family meals the less likely they were to be overweight or obese in early adulthood (Berge & others, 2015).
- New national data on the percentage of adolescents who eat breakfast every day of the week (Kann & others, 2014).
- Inclusion of recent research in which increased screen time was linked to increased consumption of food and beverages with low nutritional quality and decreased consumption of fruits and vegetables (Falbe & others, 2014).
- Updated data on gender and ethnic variations in adolescent exercise rates for U.S. adolescents, including updated Figure 9 (Kann & others, 2014).
- Updated national data on the percentage of U.S. adolescents who participated on at least one sports team, including gender and ethnic variations (Kann & others, 2014).
- Description of recent research that found highly physically fit adolescents had better connectivity between brain regions

than did less physically fit adolescents (Herting & others, 2014).

- Coverage of a recent meta-analysis that concluded fathers play a more important role in the physical activity levels of their adolescent sons than in those of their adolescent daughters (Yao & Rhodes, 2015).
- Updated data on the percentage of adolescents who participate in a physical education class daily (Kann & others, 2014).
- Discussion of recent research indicating that adolescents who get less than 7.7 hours of sleep per night have more emotional and peer-related problems, higher levels of anxiety, and higher levels of suicidal ideation (Sarchiapone & others, 2014).
- Inclusion of a longitudinal study of more than 1.1 million Swedish males that found 18-year-olds who had lower levels of cardiovascular fitness had increased risk of developing early-onset dementia and mild cognitive impairment 42 years later (Nyberg & others, 2014).
- New commentary noting that recent research indicates that exercise can be effective in reducing ADHD symptoms (Kamp, Sperlich, & Holmberg, 2014).
- Coverage of a recent study in which daughters' participation in sports was related to both parents' exercise habits while sons' participation was linked only to fathers' exercise habits (Sukys & others, 2014).
- Coverage of a study that found high school girls' participation in sports increased from 1971 to 2012 (Bassett & others, 2015).
- Inclusion of recent research indicating that triad risk factors were prevalent among female high school athletes but that knowledge of the female athlete triad was low among athletes and their coaches (Brown, Wengreen, & Beals, 2014).
- Discussion of recent research that found a lack of information about the female athlete triad among college coaches as well (Frideres, Mottinger, & Palao, 2015).
- Inclusion of recent national data on the percentage of U.S. ninth- to twelfth-graders who got 8 hours or more of sleep on school nights (Kann & others, 2014).
- Coverage of a national study that confirmed adolescents get less sleep as they get older, that adolescent sleep generally declined from 1991 to 2012, that girls were less likely to get 7 or more hours of sleep per night than boys, as were ethnic minority, urban, and low-SES adolescents (Keyes & others, 2015).
- Inclusion of recent research in which sleep problems in adolescence were associated with a lower level of working memory and in turn this lower level of working memory was linked to greater risk taking (Thomas & others, 2014).
- New discussion suggesting that adolescents' sleep debt is linked to their electronic media use, caffeine intake, changes in the brain, and early school starting times (Owens, 2014).
- Description of a recent study connecting early school starting times to a higher vehicle crash rate among adolescent drivers (Vorona & others, 2014).
- Inclusion of the recent recommendation by the American Academy of Pediatrics that schools institute start times from 8:30 to 9:30 a.m. to improve students' academic performance and quality of life (Adolescent Sleep Working Group, AAP, 2014).
- Updated content on the number of genes that humans have and a recent prediction that humans likely have fewer than 20,000 genes (Abyzov & others, 2013; Ezkurdia & others, 2014).
- New description of recent research on how exercise and nutrition can modify the behavior of genes (Lindholm & others, 2014; Ma & others, 2015).
- New content on how sleep deprivation can influence gene expression in negative ways such as increased inflammation, expression of stress-related genes, and impairment of protein functioning (Da Costa Souza & Ribeiro, 2015).
- Coverage of a recent research review that concluded the young scientific area of gene x environment (G x E) interaction is plagued by difficulties in replicating results, inflated claims, and other weaknesses (Manuck & McCaffery, 2014).
- New entry in Resources for Improving the Lives of Adolescents: David Moore's (2015) recent book, *The Developing Genome*, which provides valuable information about the epigenetic view and suggests that genetic explanations of development too often have been overblown.

Chapter 3: The Brain and Cognitive Development

- New discussion of increased focal activity in a brain region and increasing connectedness across regions as adolescents develop (Markant & Thomas, 2013).
- New content on the view of neuroscientist Mark Johnson and his colleagues (Johnson, Jones, & Gliga, 2015) that development of the prefrontal cortex likely orchestrates the functions of many other brain regions during development.
- Coverage of a recent study in which working memory deficits at age 15 were linked to a higher level of risk-taking behavior at age 18 (Thomas & others, 2015).
- Discussion of Robert Sternberg's (2014b) recent definition of intelligence as the ability to adapt to, shape, and select environments.
- Updated descriptions of the most recent versions of the Wechsler scales of intelligence (Syeda & Climie, 2014).
- Discussion of a recent study in which emotional intelligence abilities were linked to academic achievement above and beyond cognitive and personality factors (Lanciano & Curci, 2014).
- New section entitled "The Neuroscience of Intelligence."
- Inclusion of recent research indicating that a distributed neural network involving the frontal and parietal lobes is linked to higher intelligence (Vahktin & others, 2014).
- New Figure 17 indicating the areas of the brain associated with higher intelligence.
- Inclusion of information from a recent meta-analysis of processing speed that confirmed processing speed increases through the childhood and adolescent years (Verhaeghen, 2013).

- New research indicating that children with learning disabilities in reading and math have working memory deficits (Peng & Fuchs, 2015).
- Inclusion of Robert Sternberg's (2014b) commentary about how research on the brain's role in intelligence has been more productive in producing answers to some questions than to others.
- Description of a recent meta-analysis of 53 studies conducted since 1972 that found IQ scores have been rising about 3 points per decade since that year and that the rate of increase in IQ scores does not seem to be diminishing (Trahan & others, 2014).
- Description of a recent analysis that concluded the underrepresentation of African Americans in STEM subjects and careers is linked to practitioners' expectations that they have less innate talent than non-Latino Whites (Leslie & others, 2015).
- Expanded content on whether social media might serve as an amplification tool for adolescent egocentrism and coverage of a recent study that found Facebook use increases self-interest (Chiou, Chen, & Liao, 2014).
- New entry in Resources for Improving the Lives of Adolescents: *The Neuroscience of Decision Making* (2014) edited by Valerie Reyna and Vivian Zayas, which describes many research and social implications of adolescents' risky decision making.

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

- Some changes made based on recommendations from leading expert Kate McLean.
- Inclusion of recent research involving Hong Kong secondary school students in which the main content of hoped-for selves focused on school and career (Zhu & others, 2014). In this study, girls had more strategies for attaining positive possible selves than did boys.
- Description of a recent study that found low and decreasing self-esteem during adolescence was linked with adult depression two decades later (Steiger & others, 2014).
- New content on how most studies of self-esteem are correlational in nature and discussion of a recent longitudinal study of adolescents in which self-esteem predicted subsequent changes in social support but not the reverse (Marshall & others, 2014).
- Coverage of recent research indicating that inflated praise, although well intended, may cause children with low self-esteem to avoid important learning experiences, such as tackling challenging tasks (Brummelman & others, 2014).
- New section on self-regulation in adolescence with special emphasis on its important role in achievement and health (Casey, 2015; Wigfield & others, 2015).
- New discussion of effortful control as a key aspect of self-regulation and a recent study that found effortful control at 17 years of age predicted academic persistence and educational attainment at 23 to 25 years of age (Veronneau & others, 2014).
- Coverage of some factors that might help adolescents develop better self-regulation and some factors that might inhibit their development of self-regulation (McClelland & others, 2015).
- New description of child and adolescent precursors to adult health and longevity, including the view of Nancy Eisenberg and her colleagues (2014) that early development of self-regulation fosters conscientiousness later in life, both directly and through its link to academic motivation/success and internalized compliance with norms.
- Updated and expanded discussion of the narrative approach to identity (McAdams & McLean, 2013; Pasupathi, 2015; Singer & Kasmark, 2015).
- Coverage of a recent study that examined identity domains using both identity status and narrative approaches with the interpersonal domain (especially dating and friendship aspects) frequently mentioned (McLean & others, 2015). In the narrative approach, family stories were common.
- Inclusion of recent research in which planfulness was a consistent predictor of engagement in identity exploration and commitment (Luyckx & Robitschek, 2014).
- Expanded description of why college often produces some key changes in an individual's identity (Arnett, 2014; Arnett & Fishel, 2013).
- Extensive revision, updating, and organization of the discussion of the Big Five factors of personality, including a separate description of each factor.
- Description of recent research that found individuals high in openness to experience are more likely to engage in identity exploration (Luyckx & others, 2014) and have superior cognitive functioning across the life span (Briley, Domiteaux, & Tucker-Drob, 2014).
- Inclusion of research in which individuals high in conscientiousness were less stressed and had better health (Gartland & others, 2014).
- Coverage of recent research indicating that individuals high in extraversion had fewer sleep problems (Hintsanen & others, 2014) and a more positive sense of well-being (Soto & others, 2015).
- Discussion of research in which adolescents who were high in agreeableness and conscientiousness engaged in fewer counterproductive workplace behaviors (absenteeism, substance abuse on the job, and theft, for example) 18 years later (Le & others, 2014).
- Description of recent research linking high levels of neuroticism to a variety of negative outcomes, including higher rates of drug dependence (Valero & others, 2014) and lower levels of well-being 40 years later (Gale & others, 2013).
- New entry in Resources for Improving the Lives of Adolescents: *Oxford Handbook of Identity Development* edited by Kate McLean and Moin Syed (2015), in which most of the leading experts in adolescent and emerging adult identity development provide contemporary reviews of research and theory.

Chapter 5: Gender

- Updated research on the lack of benefits when students attend same-sex schools (Bigler, Hayes, & Liben, 2014; Leaper & Brown, 2015; Pahlke, Hyde, & Allison, 2014).
- Description of the most recent National Assessment of Educational Progress report (2014) in which girls continue to have higher reading achievement scores than boys do.
- Updated data on the gender difference in dropping out of school (National Center for Education Statistics, 2014).
- Coverage of a recent national U.S. survey indicating that females' rate of college attendance has exceeded that of males since 1996 (Pew Research Center, 2014).
- New discussion of the lack of research on effects of social media on girls' and boys' body image concerns, and a recent review that argued a special research interest should be the effects of social media on adolescent girls' body images and eating disorders (Perloff, 2014).
- Inclusion of recent research in which parents were provided content about the value of encouraging their adolescents to take math and sciences for improving future career opportunities (Harackiewicz & others, 2012). Adolescents whose parents were given these materials took more math and science courses in high school, especially daughters of college-educated mothers.
- Coverage of a longitudinal study in which preschool relational aggression predicted adolescent relational aggression for girls but not for boys (Nelson & others, 2014).
- New description of a gender difference involving empathy in which girls show more empathy in childhood and adolescence than do boys (Christov-Moore & others, 2014).
- Inclusion of information from a meta-analysis in which females are better than males at recognizing nonverbal displays of emotion (Thompson & Voyer, 2014).
- Two new entries in Resources for Improving the Lives of Adolescents: "Gender Similarities and Differences" by Janet Shibley Hyde (2014) and "Analysis and Evaluation of the Rationales for Single-Sex Schooling" by Rebecca Bigler, Amy Hayes, and Lynn Liben.

Chapter 6: Sexuality

- Discussion of a recent study in which adolescents' music video consumption was linked to asking for and having received sexting messages (Van Ouytsel, Ponnet, & Walrave, 2014).
- New content on the special concern about sexting, including a recent national study of the percentage of adolescents who send and receive sexual pictures (Ybarra & Mitchell, 2014).
- Inclusion of recent research indicating the presence of sexual scripts in heterosexual emerging adults for sex drive, physical and emotional sex, sexual performance, initiation and gateway scripts, and sexual evaluation (Sakaluk & others, 2014).
- New coverage of a recent study of young adult men that found two main sexual scripts: (1) a traditional masculine "player" script, and (2) a script that emphasized mutual sexual pleasure (Morrison & others, 2015).
- Updated national data on the percent of adolescents at different age levels who have engaged in sexual intercourse, including gender and ethnic variations, with updates in Figures 1 and 2 (Kann & others, 2014).
- Description of a recent Swedish study of more than 3,000 adolescents indicating that sexual intercourse prior to age 14 was linked to a number of risky sexual behaviors at age 18 (Kastbom & others, 2015).
- Coverage of recent research in which Spanish-speaking immigrant youth engaged in more sexual risk behaviors than English-speaking immigrant Latino youth, native Latino youth, and non-Latino White youth (Haderxhanaj & others, 2014).
- Inclusion of a recent study that found difficulties and disagreements between Latino adolescents and their parents were linked to the adolescents' early sexual initiation (Cordova & others, 2014).
- Discussion of a recent study that revealed adolescent females who skipped school or failed a test were more likely to have frequent sexual intercourse and less likely to use contraceptives (Hensel & Sorge, 2014).
- Description of a recent meta-analysis in which the link between impulsivity and risky sexual behavior in adolescence was more characteristic of females than males (Dir, Coskunpinar, & Cyders, 2014).
- New research indicating that adolescent males who play sports engage in more risky sexual behavior while adolescent females who play sports engage in less risky sexual behavior (Lipowski & others, 2015).
- Coverage of recent research indicating that 40 percent of 22-year-olds reported recently having had a casual sex partner (Lyons & others, 2015).
- Inclusion of recent research of more than 3,900 18- to 25-year-olds that found having casual sex was negatively linked to well-being and positively related to psychological distress (Bersamin & others, 2014).
- New discussion of a recent study of almost 8,000 emerging adults that found males had more permissive sexual attitudes, especially regarding casual sexual encounters, than did females (Sprecher, Treger, & Sakaluk, 2013).
- Description of recent research in which frequent viewing of pornography by college students was associated with a higher incidence of hooking up and a higher number of different hookup partners (Braithwaite & others, 2015).
- Inclusion of a recent study that revealed 20 percent of first-year college women students engaged in hooking up at least once during the school year and that certain characteristics were linked with a likelihood of hooking up (Fielder & others, 2013).
- New commentary about "friends with benefits" and the high level of casual sex that is now common among emerging adults (Owen, Fincham, & Manthos, 2013).
- New discussion of possible sexual health risks for sexual minority youth (Morgan, 2014).
- New coverage of a recent study of 15- to 20-year-olds in which bisexual and lesbian youth had an earlier sexual

debut and had more male and female sexual partners than their heterosexual counterparts (Tornello, Riskind, & Patterson, 2014). In this study, bisexual women reported more sexual risk behavior than lesbian or heterosexual women.

- Updated and expanded description of physical and mental health risks of sexual minority youth (Rosario & others, 2014).
- Inclusion of recent research that found a higher rate of substance use and suicidal ideation and attempts in sexual minority youth, especially when they lacked connections with adults at their school (Seil, Desai, & Smith, 2014).
- Coverage of a recent research review of more than 300 studies that concluded bisexual youth have higher rates of suicidal ideation and attempts than their gay, lesbian, and heterosexual counterparts (Pompili & others, 2014).
- Discussion of a recent study of more than 72,000 youth (more than 6,200 of them sexual minority youth) in which the sexual minority youth had a higher incidence of suicidal ideation, planning, and attempts than the heterosexual youth (Bostwick & others, 2014).
- Description of a recent study that revealed family support was linked to a decreased risk of suicide attempts in sexual minority youth (Reisner & others, 2014).
- Updated data on the percentage of adolescents who use contraceptives (Kann & others, 2014).
- 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 Figures 4 and 5 (Martin & others, 2015).
- Inclusion of a recent cross-cultural study of adolescent pregnancy rates in 21 countries (Sedgh & others, 2015).
- New coverage of recent research on the negative interactions of adolescent mothers with their infants and an intervention program that improved mothers' behaviors and children's outcomes (Guttentag & others, 2014; Riva Crugnola & others, 2014).
- Description of recent research that indicated higher levels of maternal education were linked to children's reading and math achievement through the eighth grade but the achievement of adolescent mothers' children never reached the levels of non-adolescent mothers' children (Tang & others, 2015).
- Coverage of a recent study of long-term life outcomes in a number of areas for African American teen versus nonteen mothers and fathers (Assini-Meytin & Green, 2015).
- Inclusion of recent research that found a substantial decrease in the percentage of abortions obtained by U.S. adolescents from 2002 to 2011 (Pazol & others, 2014).
- Discussion of a recent research review of 150 intervention studies conducted from 2001 to 2013 identifying three elements of intervention programs that were the most successful at reducing HIV in adolescents: (1) an enabling environment, (2) information and service provision, and (3) social support (Hardee & others, 2014).
- New description of the U.S. government's Teen Pregnancy Prevention (TPP) program directed by the recently created Office of Adolescent Health (Koh, 2014).
- Inclusion of a recent meta-analysis that revealed 60 percent of rape victims do not acknowledge their rape, with an especially high percentage not acknowledging rape in the college years (Wilson & Miller, 2015).
- Coverage of a recent national study of involvement in various types of adolescent relationship abuse, such as psychological abuse, sexual abuse, and sexual harassment (including online sexual harassment) (Taylor & Mumford, 2015).
- Description of an effective intervention program, "Shifting Boundaries," that reduced the frequency of dating violence victimization in young adolescents (Taylor, Mumford, & Stein, 2015).
- New entry in Resources for Improving the Lives of Adolescents: "Positive and Negative Outcomes of Sexual Behaviors," edited by Eva Lefkowitz and Sara Vasilenko (2014), which provides a contemporary look at a wide range of adolescent sexuality topics.

Chapter 7: Moral Development, Values, and Religion

- Some changes made to chapter based on feedback from leading expert Sam Hardy.
- New section on Jonathan Haidt's (2013) criticism of Kohlberg's view of moral reasoning as always conscious and deliberate, noting Kohlberg's lack of attention to the automatic, intuitive precursors of moral reasoning.
- New section on the criticism that Kohlberg's moral development theory ignores the importance of emotion in moral thinking.
- Expanded and updated discussion of the importance of families in children's and adolescents' moral development (Dunn, 2014; Eisenberg, Spinrad, & Knafo, 2015; Thompson, 2014).
- Discussion of a recent study that found empathy increased from 12 to 16 years of age (Allemand, Steiger, & Fend, 2015). Also in this study, adolescent girls showed more empathy than did their male counterparts, and adolescent empathy predicted a number of social competencies (adult empathy, communication skills, and relationship satisfaction, for example) two decades later.
- New coverage of the role empathy can play in prosocial behavior (Eisenberg, Spinrad, & Morris, 2014).
- Inclusion of recent research in which sympathy in childhood predicted increases in moral reasoning and social justice values in early adolescence (Daniel & others, 2014).
- Expanded discussion of contemporary views of conscience to include its roots in close relationships, construction from advances in self-understanding and understanding of others, and links to affective feelings (Thompson, 2014).
- Expanded and updated discussion of the view of Sam Hardy and his colleagues (Hardy & others, 2014a, b) regarding the role of morality in identity formation.
- Inclusion of recent research with college students in which moral identity predicted all five health outcomes assessed (anxiety, depression, hazardous alcohol use, sexual risk taking, and self-esteem) (Hardy & others, 2014b).

- Description of a recent study in which a higher level of moral identity was found to possibly reduce the negative effects of moral disengagement and low self-regulation (Hardy, Bean, & Olsen, 2015).
- Added commentary noting that the point of conducting research on moral exemplars is to study the ideal endpoint of moral development.
- Expanded description of social domain theory based on the views of Judith Smetana (2013) and Eliot Turiel (2014, 2015).
- New content involving Darcia Narváez's (2010, 2014) recommendation that moral education in schools give more attention to sustaining climates that include a positive learning environment and caring contexts.
- Coverage of a recent study on how extensively children and adolescents cheat and factors involved in whether they cheat (Ding & others, 2014).
- Updated information about the goals of first-year college students in relation to the relative importance they place on developing a meaningful philosophy of life versus becoming very well-off financially (Eagan & others, 2014).
- Coverage of a recent national poll that found 30 percent of U.S. individuals younger than 30 years of age have no religious affiliation, the highest percentage since the Pew Research Center (2012) began polling this topic in 2007.
- Inclusion of recent research that found youth generally thought about spirituality in positive ways (James, Fine, & Turner, 2012). In this study, 10- to 18-year-olds' self-ratings of spirituality were linked to the 5 Cs of Positive Youth Development.
- Description of a recent study that found when youth attend religious services with their parents, this activity increases the positive influence of parenting on their psychological well-being (Petts, 2014).
- Inclusion of two new entries in Resources for Improving the Lives of Adolescents: "Prosocial Development" by Nancy Eisenberg, Tracy Spinrad, and Ariel Knafo (2015); and "The Nature and Functions of Religious and Spiritual Development in Childhood and Adolescence" by Pamela King and Chris Boyatzis (2015).

Chapter 8: Families

- Some changes made based on feedback from leading expert Su Yeong Kim.
- Coverage of a recent study that revealed a low level of parental monitoring was linked to sexual risk taking in Iranian high school students (Ahmadi & others, 2013).
- Description of a recent study that revealed low parental monitoring was associated with adolescent depression (Yap & others, 2014).
- Inclusion of recent research indicating that low parental monitoring was a key factor in predicting a developmental trajectory of delinquency and substance use in adolescence (Wang & others, 2014).
- New research on 10- to 18-year-olds in which lower disclosure to parents was linked to antisocial behavior (Criss & others, 2015).
- New discussion of fathers' and mothers' roles in adolescent development, including recent research on adolescents in two-parent non-Latino White and African American families, with special attention given to the important contribution fathers can make to adolescents' development (Lam, McHale, & Crouter, 2012; Stanik, Riina, & McHale, 2013).
- Description of a recent research review that concluded the negative effects of father absence are especially found for these outcomes: lower rates of high school graduation, problems in socioemotional development in children and adolescents, and adult mental health problems (McLanahan, Tach, & Schneider, 2013).
- Coverage of a recent study in which high levels of parent-adolescent conflict were associated with lower levels of adolescent empathy throughout the six years of the study (Van Lissa & others, 2015).
- Inclusion of recent research in which a higher level of parent-adolescent conflict was associated with higher levels of anxiety, depression, and aggression, and lower self-esteem (Smokowski & others, 2015).
- Description of a recent study of homeless youth in Chicago and San Francisco that found they had high rates of psychological disorders (especially mood disorders, antisocial personality disorder, and substance-related disorder) (Quimby & others, 2012).
- Revised definition of secure attachment that includes different age periods rather than focusing only on infancy.
- Coverage of a recent study of adolescents and emerging adults from 15 to 20 years of age that found insecure attachment to mothers was linked to becoming depressed and remaining depressed (Agerup & others, 2015).
- Inclusion of recent research that found avoidant attachment predicted suicidal behavior in adolescents (Sheftall, Schoppe-Sullivan, & Bridge, 2014).
- Description of a recent study in which insecure attachment with mothers and fathers was linked to a lower level of parents' knowledge about adolescents' whereabouts (Jones & Cassidy, 2014).
- Discussion of a recent meta-analysis that found a lower percentage of U.S. college students are securely attached and a higher percentage are insecurely attached than in the past (Konrath & others, 2014).
- Inclusion of recent research in which secure attachment in adults was linked to fewer sleep disruptions than insecure avoidant or anxious attachment (Adams & McWilliams, 2015).
- Description of a recent study that found newlywed spouses were more likely to engage in infidelity when either they or their partner had an anxious attachment style (Russell, Baker, & McNulty, 2013).
- Discussion of a recent study in which individuals who had experienced their parents' divorce were more at risk for engaging in a suicide attempt during their lifetime (Alonzo & others, 2014).
- Inclusion of recent research that revealed children were more likely to have behavior problems if the post-divorce family environment was less supportive and less stimulating, their

mother was less sensitive and more depressed, and if their household income was lower (Weaver & Schofield, 2015).

- Coverage of a recent study that found middle-aged adults positively supported family responsibility to emerging adult children but were more ambivalent about providing care for aging parents, viewing it as both a joy and a burden (Igarashi & others, 2013).
- Inclusion of recent research that found U.S. divorce rates increased from 1990 to 2008, with the increase due to a doubling of the divorce rate in individuals over 35 years of age, while the divorce rate remained stable or declined in the youngest couples (Kennedy & Ruggles, 2014).
- Description of a 7 percent increase in the divorce rate from 1997 to 2009 in Norway (Reiter & others, 2013).
- Discussion of a recent study of 14- to 17-year-olds in Spain in which those living in non-divorced intact families who perceived the presence of a high degree of marital conflict between their parents engaged in more and higher-risk sexual activity than their counterparts living in divorced families (Orgiles, Carratala, & Espada, 2015).
- New research indicating that parental divorce during childhood was linked to worse cohabiting/marital relationships from 16 to 30 years of age, but that these associations were influenced by a variety of factors, including childhood sexual abuse and lower SES status of the child at birth (Fergusson, McLeod, & Horwood, 2014).
- Description of recent research on almost 3,000 adolescents that revealed a negative association of the father's, but not the mother's, unemployment on the adolescents' health (Bacikova-Sleskova, Benka, & Orosova, 2014).
- New content indicating that an increasing number of adoptions in the next decade will come from the child welfare system (Grotevant & McDermott, 2014).
- Coverage of a recent research review that concluded children who are adopted are more likely than those growing up with biological parents to have problems in three areas: externalized, internalized, and attentional (Grotevant & McDermott, 2014).
- New coverage of a longitudinal study on the positive outcomes of contact for birth mothers, adoptive parents, and birth children (Grotevant & others, 2013).
- Discussion of a recent longitudinal study that revealed when adopted children reached adulthood, adoptive parents described open adoption positively and saw it as serving the child's best interests (Siegel, 2013).
- Inclusion of recent research that found more positive parenting in adoptive gay father families and fewer child externalizing problems in these families than in heterosexual families (Golombok & others, 2014).
- Description of recent research in which both self-reports and observations indicated that lesbian and gay couples shared child care more than heterosexual couples, with lesbian couples being the most supportive (Farr & Patterson, 2013).
- Coverage of recent research on Mexican American adolescents in which having family obligation values was linked to lower substance use, which was due in part to less association with deviant peers and a higher level of adolescent disclosure to parents (Telzer, Gonzales, & Fuligni, 2014).
- New entry in Resources for Improving the Lives of Adolescences: *Getting to 30: A Parent's Guide to the 20-Something Years* by Jeffrey Arnett and Elizabeth Fishel (2014).

Chapter 9: Peers, Romantic Relationships, and Lifestyles

- Some changes made based on feedback from leading expert Jennifer Connolly.
- Description of a recent study that compared the effects of parent, teacher, and peer events and found that negative peer events (fighting or arguing with a peer, for example) were most likely to account for maintaining depressive symptoms across a two-year period in early adolescence (Herres & Kobak, 2015).
- Discussion of a longitudinal study from 13 to 23 years of age in which 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, & Szwedo, 2014).
- Coverage of a recent study in which having friends who engage in delinquency is associated with early onset and more persistent delinquency (Evans, Simons, & Simons, 2015).
- Inclusion of recent research in which college students with risky social networks (friends who drink, for example) were ten times more likely to engage in alcohol abuse (Mason, Zaharakis, & Benotsch, 2014).
- Expanded discussion of how parents influence their adolescents' peer relations (Pallini & others, 2014).
- Discussion of a recent study in which adolescents' dating popularity was associated with their peer popularity (Houser, Mayeux, & Cross, 2015).
- Coverage of a recent study that indicated low peer status in childhood was linked to an increased probability of being unemployed and having mental health problems in adulthood (Almquist & Brannstrom, 2014).
- Description of a recent study of 13- to 23-year-olds that revealed early adolescent pseudomature behavior was associated with a desire to be popular with peers (Allen & others, 2014). In this study, pseudomature behavior was linked to long-term problems in close relationships, substance abuse, and a higher level of criminal behavior.
- Discussion of a recent study of young adolescents in which anger displays and depression were linked to being unpopular with peers (Martinez & others, 2014).
- New developmental connections between increased concern about bullying in adolescence and increased dating violence and acquaintance rape in adolescence and emerging adulthood.
- Inclusion of recent research involving Malaysian adolescents that found those who felt lonely were more likely to show symptoms of depression (Kaur & others, 2014).
- Inclusion of recent research supporting a normative three-stage sequence of the development of romantic relationship and two off-time sequences (early starters and late bloomers) (Connolly & others, 2013). In this study, the early starters

had more externalizing symptoms while the on-time and late bloomers did not show any indications of maladjustment.

- Discussion of recent research indicating that an increasing number of children are growing up in homes in which their parents never got married and that this is far more likely to occur when the mother has a low level of education (Gibson-Davis & Rackin, 2014; Pew Research Center, 2015).
- Updated statistics on the number of U.S. adults who are cohabiting, which increased to 7.8 million in 2012 (Vespa, Lewis, & Kreider, 2013).
- New research that found the risk of marital dissolution between cohabitors and those who married without previously cohabiting was much smaller when they cohabited in their mid-twenties or later (Kuperberg, 2014).
- Updating of marriage statistics in the United States (U.S. Census Bureau, 2013).
- Updating of the dramatic increase in online matchmaking, with more than 41 million people in the United States having tried online matchmaking in 2014, up from about 6 million in 2006 (statisticbrain, 2014).
- Coverage of a recent study that explored what U.S. never-married men and women are looking for in a potential spouse (Wang, 2014).
- Discussion of recent research that found newlyweds who had a high level of general dispositional optimism had higher marital satisfaction across the first year of the marriage while newlyweds who had a higher level of specific relationship optimism had more marital problems across this time frame (Neff & Geers, 2013).
- New discussion of recent research in which individuals who had higher numbers of relationships prior to marriage were less likely to have a high-quality marriage (Rhoades & Stanley, 2014).
- Coverage of a recent study that found couples who participated in premarital education had higher marital quality (Rhoades & Stanley, 2014).
- New commentary about Russia having the highest divorce rate in the world (UNSTAT, 2011).
- Discussion of a recent study that revealed a heightened state of romantic love in young adults was linked to stronger depression and anxiety symptoms but better sleep quality (Bajoghli & others, 2014).
- New discussion of a recent national study of more than 19,000 individuals that found more than one-third of marriages now begin with online contact and that these marriages are slightly less likely to break up and are characterized by slightly higher marital satisfaction than marriages that begin in offline contexts (Cacioppo & others, 2013).
- Inclusion of content from a recent Pew Research Center (2015) poll of 40- to 50-year-old U.S. women that found those with a master's degree or higher educational attainment first became mothers at age 30 but their counterparts with a low level of education first became mothers at age 24.
- Coverage of a recent study in which low levels of agreeableness and conscientiousness, and high levels of neuroticism and openness to experience, were linked to daily experiences over time that negatively impacted relationship quality and eventually led to a marital breakup (Solomon & Jackson, 2014).
- Description of a recent study in Finland that found divorce rates peak approximately 5 to 7 years into a marriage and then the rate gradually declines (Kulu, 2014).
- New entry in Resources for Improving the Lives of Adolescents: "Friendships, Romantic Relationships, and Other Dyadic Peer Relationships in Childhood and Adolescence: A Unified Relational Perspective" by Wyndol Furman and Amanda Rose (2015).

Chapter 10: Schools

- New coverage of the recently developed Common Core Standards Initiative to provide more detailed guidelines and milestones for students to achieve at each level, and a discussion of the controversy the Standards have generated (Common Core State Standards Initiative, 2014).
- Discussion of a recent study of more than 19,000 individuals from 18 to 25 years of age that found those who dropped out of high school were more likely than high school graduates to smoke cigarettes daily, report having attempted suicide in the previous year, and be arrested for larceny, assault, and drug possession or sales (Maynard, Salas-Wright, & Vaughn, 2015).
- Updated data on school dropouts showing a continuing decline in rates for various ethnic groups (Child Trends, 2014; National Center for Education Statistics, 2014).
- Updated content on how overwhelmed U.S. college students are with all they have to do (Eagan & others, 2014).
- Updated and expanded coverage of how much more money college graduates earn than high school graduates per year and in a lifetime (Daly & Bengali, 2014).
- Updated description of countries that had the highest percentages of adults with a college education and the highest percentages of young people who were expected to graduate from college in a recent year, and the reasons why the United States has a lower standing in these percentages than in the past (OECD, 2014).
- Description of recent research that found a decline in U.S. but not Chinese young adolescents' sense of responsibility to parents across the seventh and eighth grades was linked to how much the young adolescents valued school and engaged in academic achievement (Qu & Pomerantz, 2015).
- New coverage of Eva Pomerantz' (2014) parenting recommendations related to students' motivation in school.
- Inclusion of recent research indicating that having supportive friends was linked to a lower level of bullying and victimization (Kendrick, Jutengren, & Stattin, 2012).
- Coverage of a recent meta-analysis in which positive parenting behavior was related to a reduced likelihood that an adolescent would become either a bully/victim or a victim at school (Lereya, Samara, & Wolke, 2013).
- Discussion of recent research revealing higher rates of depression and suicide in children who are the victims of bullying (Undheim, 2013; Yen & others, 2014).

- Description of a recent study that found peer victimization in the fifth grade was linked to worse physical and mental health in the tenth grade (Bogart & others, 2014).
- Inclusion of information from a recent meta-analysis that found both negative and positive parenting practices were linked to bullying and victimization (Lereya, Samara, & Wolke, 2013).
- Discussion of a recent analysis that concluded bullying can have long-term effects, including difficulty in establishing long-term relationships and difficulties at work (Wolke & Lereya, 2015).
- New research review that found interventions that focused on the whole school, such as Olweus', were more effective in reducing bullying than interventions involving classroom curricula or social skills training (Cantone & others, 2015).
- Expanded and updated discussion of the costs and benefits of bullying in the context of the peer group, including a longitudinal study that revealed short-term benefits for bullies in the peer group (Reijntjes & others, 2013).
- Description of a recent study that indicated peer victimization during the elementary school years was a leading indicator of internalizing problems in adolescence (Schwartz & others, 2015).
- Discussion of a recent meta-analysis that revealed being the victim of cyberbullying was linked to stress and suicidal ideation (Kowalski & others, 2014).
- Inclusion of information from a recent meta-analysis in which traditional bullying occurred twice as much as cyberbullying and that those who engaged in cyberbullying were often likely to have also engaged in traditional bullying (Modecki & others, 2014).
- Coverage of recent research that found cyberbullying was more strongly associated with suicidal ideation than traditional bullying (van Geel, Vedder, & Tanilon, 2014).
- Inclusion of recent research in which cyberbullying contributed to depression and suicidal ideation above and beyond the contribution of traditional types of bullying (Bonanno & Hymel, 2013).
- Coverage of a longitudinal study in which adolescents experiencing social and emotional difficulties were more likely to be both cyberbullied and traditionally bullied than to be traditionally bullied only (Cross, Lester, & Barnes, 2015).
- Coverage of a recent study that found immigrant adolescents who participated in extracurricular activities improved their academic achievement and increased their school engagement (Camacho & Fuligni, 2015).
- Discussion of a recent Australian study that found extracurricular participation in the eighth grade was linked to a lower likelihood of binge drinking through the eleventh grade (Modecki, Barber, & Eccles, 2014).
- Updated data from the 2011–2012 school year on the percentage of students who receive special education services and the areas in which they receive those services, including updated Figure 2 (Condition of Education, 2014).
- New coverage of the recent research interest focused on the possibility that neurofeedback might reduce the level of ADHD symptoms in children (Gevensleben & others, 2014; Steiner & others, 2014a, b).
- New information about how neurofeedback works, including links between EEG patterns and the main brain region involved in using neurofeedback with children with ADHD.
- Description of a recent experimental study that found biofeedback was effective in reducing ADHD symptoms and also improved children's academic performance (Meisel & others, 2013).
- New coverage of the possibility that exercise might improve the functioning of children with ADHD, including recent research indicating that a single 20-minute bout of moderately intense aerobic exercise improved the neurocognitive functioning and inhibitory control of children with ADHD (Pontifex & others, 2013).
- New description of reasons why aerobic exercise might reduce negative symptoms in children with ADHD (Chang & others, 2012).
- Updated data on the percentage of time students with disabilities spend in the general classroom, which revealed that the percentage reached the highest level (61 percent) since it was first assessed (Condition of Education, 2014).
- New entry in Resources for Improving the Lives of Adolescents: "Children at School" by Robert Crosnoe and Aprile Benner (2015), which provides a contemporary perspective on the importance of the social aspects of schools and notes that current social policy focuses mainly on the academic aspects.

Chapter 11: Achievement, Work, and Careers

- Discussion of two recent studies that documented the importance of autonomy support, self-determination, and intrinsic motivation in increasing adolescents' exercise (Christiana & others, 2014; Gourlan, Sant, & Boiche, 2014).
- New discussion of recent research in which underachieving high school students who read online modules about how the brain changes when people learn and study improved their grade point averages (Paunesku & others, 2015).
- Description of a longitudinal study of university students in which a nonlimited theory of mind predicted better self-regulation and higher grades (Job & others, 2015).
- New section on delay of gratification that describes Walter Mischel and colleagues' classic research using the marshmallow task (Mischel & Moore, 1973) and longitudinal studies that link delay of gratification in young children to a number of academic, achievement, and health outcomes in adolescence, emerging adulthood, and adulthood (Mischel, 2014; Moffitt, 2012; Zayas, Mischel, & Pandey, 2014).
- Discussion of recent research on how parents' and adolescents' achievement expectations are linked to achievement outcomes (Wang & Benner, 2014).
- Inclusion of recent research in which positive expectations of 10th-grade students, their parents, and their English and math teachers predicted their educational attainment four years later (Gregory & Huang, 2013).

- New description of the lower academic expectations parents and teachers have for African American adolescent boys than for African American adolescent girls (Rowley & others, 2014).
- Coverage of a recent study in which older adolescents who spent a larger part of their life in poverty showed less persistence on a challenging task (Fuller-Roswell & others, 2015).
- Inclusion of recent research indicating that the superior academic performance of Asian American children was due to their greater effort and not to advantages in tested cognitive abilities or sociodemographic factors (Hsin & Xie, 2014).
- New discussion of recent research on some negative outcomes of authoritarian parenting on Chinese-American immigrant children (Zhou & others, 2012).
- New coverage of recent research by Su Yeong Kim and her colleagues (2013) that found supportive parenting was a more common style than tiger parenting with Chinese American adolescents and that supportive parenting was more likely to be associated with positive developmental outcomes than was tiger parenting.
- New coverage of two recent books on the strong disciplinary orientation of Chinese parents: *Battle Hymn of the Tiger Mom* (Chua, 2011) and *Tiger Babies Strike Back* (Keltner, 2013).
- Inclusion of recent research in which parents' perfectionism was linked to their children's and adolescents' higher anxiety level (Affrunti & Woodruff-Borden, 2014).
- Description of a recent study that found high school students with paid part-time jobs were more likely to drink alcohol, binge drink, and use marijuana (Leeman & others, 2014).
- Updated data on the percentage of full-time and part-time college students who work while attending college (National Center for Education Statistics, 2013).
- New coverage of the unemployment rate of recent college graduates and the high percentage who have to take jobs that do not require a college degree (Center for Economic and Policy Research, 2014; Gabor, 2014).
- Coverage of a national survey in which 50 percent of U.S. high schools had student-to-counselor ratios of more than 250 to 1 (Radford & Ifill, 2009).
- Updated information about the types of jobs that will be the fastest growing through 2022 in the United States (Occupational Outlook Handbook, 2014/2015) and inclusion of this handbook as a new entry in Resources for Improving the Lives of Adolescents.
- New entry in Resources for Improving the Lives of Adolescents: "Development of Achievement Motivation and Engagement" by Allan Wigfield and others (2015) that provides information about many aspects of theories, research, and applications focused on adolescent achievement.
- New entry in Resources for Improving the Lives of Adolescents: *The Marshmallow Text: Mastering Self-Control* by Walter Mischel (2014). A leading psychologist describes many aspects of self-control and delay of gratification in the lives of children, adolescents, and adults, including many strategies for improving these cognitive skills.

Chapter 12: Culture

- Some changes made in this chapter based on expert consultant Su Yeong Kim's comments.
- Discussion of a recent study that found from 1990 to 2007, 18- to 65-year-old Chinese increasingly included individualistic characteristics in their descriptions of what constitutes happiness and subjective well-being (Steele & Lynch, 2013).
- Coverage of a longitudinal study from 1970 to 2008 which found that although China is still characterized by collectivistic values, the frequency of words used in China that index individualistic values has increased (Zeng & Greenfield, 2015).
- Updated statistics on poverty levels in U.S. families with children and adolescents, including data for ethnic groups and single-mother-headed households (De Navas-Walt & Proctor, 2014).
- Description of recent research that found youth in upwardly mobile, upper-middle-SES families are more likely to engage in drug use and have more internalized and externalized problems (Luthar, Barkin, & Crossman, 2013).
- Inclusion of recent research with youth that revealed living in neighborhoods where poverty increased from the time they were 11 to 19 years of age was associated with an increase allostatic load, except when the youth experienced high emotional support (Brody & others, 2014).
- Coverage of a recent intervention program (the Positive Action program) that was used with third- to eighth-graders in 14 schools in low-income areas of Chicago (Lewis & others, 2013). Compared with a control group, students in the intervention program engaged in lower rates of violence-related behavior and received fewer disciplinary referrals and school suspensions.
- Discussion of a recent study of more than 500 high school students living in low-income areas of Los Angeles who were selected through a random admissions lottery to attend high-performing charter schools, which resulted in the students doing better on standardized tests of math and English and being less likely to drop out of school (Wong & others, 2014).
- Updated biography of Carolyn Suárez-Orozco in *Connecting with Careers*.
- Description of a recent study of Chinese American and Korean American adolescents in which the adolescents often served as language brokers for their immigrant parents and this brokering was associated with other aspects of parent-adolescent relationships and adolescent outcomes (Shen & others, 2014).
- Inclusion of recent research by Su Yeong Kim and her colleagues (2015) that found Chinese American adolescents with a Chinese-oriented father have a faster decline over time in their grade point average, as well as associations of other aspects of acculturation with student outcomes.
- Coverage of a recent study of Chinese American adolescents in which a discrepancy in parent-adolescent American orientation was linked to parents' use of unsupportive parent techniques, which in turn was related to an increased sense of parent-adolescent alienation, which was further

associated with lower academic success and a higher level of depression in adolescents (Kim & others, 2013).

- Description of a recent research review that concluded mental health outcomes (depression and anxiety, for example) were the most commonly reported associations with racial discrimination (Priest & others, 2013).
- Discussion of a recent study of Dominican American, Chinese American, and African American sixth- to eighth-graders in which Chinese Americans and boys perceived that they experienced more racial discrimination than did African Americans and girls (Niwa, Way, & Hughes, 2014).
- Coverage of a recent study of more than 2,300 18- to 30-year-old African American and Latino college students that revealed perceived ethnic group discrimination was linked to depressive symptoms in both ethnic groups; however, having a positive ethnic identity lowered the depressive symptoms for Latino but not African American students (Brittian & others, 2015).
- New information from a research review with details about the complexities of why media multitasking can interfere with learning and driving (Courage & others, 2015).
- Inclusion of a recent study of more than 10,000 9- to 16-year-olds that found each hour-per-day increase in use of television, electronic games, and DVDs/videos was linked with increased consumption of foods with low nutritional quality (Falbe & others, 2014).
- Inclusion of recent research with 9- to 11-year-olds that revealed a higher number of screens in the child's bedroom was associated with a higher likelihood of obesity (Chaput & others, 2014).
- Coverage of a recent research review that concluded more extensive screen time was linked to negative sleep outcomes, especially for computer use, video games, and mobile devices (Hale & Guan, 2015).
- Discussion of a recent study in which playing violent video games was associated with a higher degree of desensitization to violence (Brockmyer, 2015).
- Coverage of a recent study in which playing action video games improved attentional control (Chisholm & Kingstone, 2015).
- Discussion of a recent study that found video game consumption was linked to rape myth acceptance through connections with interpersonal aggression and hostile sexism (Fox & Potocki, 2015).
- Description of a recent research review that found when children's and adolescents' screen time exceeded two hours a day, they were more likely to be overweight or obese (Atkin & others, 2014).
- Inclusion of recent research in which duration of screen time was linked to depression and anxiety (Maras & others, 2015).
- Description of recent research that revealed excessive Internet use by adolescents was linked to not getting adequate sleep (Suris & others, 2014) and to elevated blood pressure (Cassidy-Bushrow & others, 2015).
- Inclusion of recent research in which a higher degree of parental monitoring of media use was linked to a number of positive outcomes (more sleep, better school performance, less aggressive behavior, and more prosocial behavior) (Gentile & others, 2014b).
- New entry in Resources for Improving the Lives of Adolescents: "Children and Socioeconomic Status" by Greg Duncan, Kathryn Magnuson, and Elizabeth Votruba-Drzal in R.M. Lerner (Ed.), *Handbook of Child Psychology and Developmental Science* (7th ed.).
- New entry in Resources for Improving the Lives of Adolescents: *The African American Child* (2nd ed.) by Yvette Harris and James Graham (2014) that covers many aspects of the lives of African American children and adolescents.
- New entry in Resources for Improving the Lives of Adolescents: *Media and the Well-Being of Children and Adolescents* by Amy Jordan and Daniel Romer (Eds.) (2014).

Chapter 13: Problems in Adolescence and Emerging Adulthood

- Coverage of a recent study in which parental psychiatric status, offspring personality at 11 years of age, and offspring internalizing and externalizing symptoms predicted the subsequent development of major depressive disorder (Wilson & others, 2014).
- Description of a recent study in which externalizing problems increased during adolescence and then declined in emerging adulthood (Petersen & others, 2015).
- Discussion of recent research in 21 countries that revealed adolescents' stress levels were highest with parents and at school while their lowest stress levels occurred with peers and romantic partners (Persike & Seiffge-Krenke, 2012, 2014).
- Inclusion of recent research in which having a positive outlook was the most important cognitive factor associated with a decrease in adolescents' depression severity during the 36 weeks after they began taking antidepressant medication (Jacobs & others, 2014).
- Updated data from the Monitoring the Future study on national trends in the use of various drugs by eighth, tenth, and twelfth graders (Johnston & others, 2015).
- Description of recent research on adolescents indicating that neighborhood disadvantage was linked to a higher level of alcohol use two years later, mainly through a pathway that included exposure to delinquent peers (Trucco & others, 2014).
- Coverage of a recent study in which low parental knowledge of adolescents' peer relations and behavior, and friends' delinquency predicted adolescent substance abuse (McAdams & others, 2014).
- Discussion of a recent study that found early onset of drinking and a quick progression to drinking to intoxication were linked to drinking problems in high school (Morean & others, 2014).
- New coverage of adolescents' use of E-cigarettes, including a description of their characteristics and their inclusion in the University of Michigan Monitoring the Future study for the first time in 2014 (Johnston & others, 2015). In this study, E-cigarette use surpassed tobacco cigarette use by U.S. adolescents.

- New content on synthetic marijuana, including a description of its characteristics and its declining use by U.S. adolescents from 2011 to 2014 (from 11 to 6 percent annual use) (Johnston & others, 2015).
- New research that revealed early- and rapid-onset trajectories of alcohol, marijuana, and substance use were associated with substance use in early adulthood (Nelson, Van Ryzin, & Dishion, 2015).
- Inclusion of research on a recent intervention study that found a combination of a parent program and a teacher development program led to a reduction in the incidence of conduct disorder in African American boys from low-income backgrounds (Dawson-McClure & others, 2015).
- Discussion of a recent study in which youth with conduct disorder that began in childhood had more cognitive impairment, psychiatric problems, and serious violent offenses than youth with conduct disorder characterized by the onset of antisocial behavior in adolescence (Johnson & others, 2015).
- Description of a recent study in which parental monitoring and youth disclosure in the fall of grade 6 were linked to a lower level of delinquency in grade 8 (Lippold & others, 2014).
- Inclusion of recent research in which mothers' reports of their sons' impulsiveness at 15 years of age predicted the sons' arrest record up to 6 years later (Bechtold & others, 2014).
- Discussion of a recent research review indicating that prevention programs focused on the family context were more effective in reducing persistent delinquency than were individual and group-focused programs (de Vries & others, 2015).
- Recent research that found mild to moderate levels of early adolescent depressive behaviors were associated with negative developmental outcomes in emerging adulthood (Allen & others, 2014).
- New information from a research review that concluded SSRIs show clinical benefits for adolescents at risk for moderate and severe depression (Cousins & Goodyer, 2015).
- Updated data on trends in suicidal behavior in U.S. adolescents (Kann & others, 2014).
- Inclusion of recent research in which both depression and hopelessness were predictors of whether adolescents would repeat a suicide attempt across a six-month period (Consoli & others, 2015).
- Description of a recent study in which adolescents with an insecure avoidant attachment style had a higher incidence of suicide attempts (Sheftall, Schoppe-Sullivan, & Bridge, 2014).
- Coverage of recent research that found peer victimization was linked to suicidal ideation and suicide attempts, with cyberbullying more strongly associated with suicidal ideation than traditional bullying (van Geel, Vedder, & Tanilon, 2014).
- Inclusion of recent research indicating that authoritative parenting was linked to fewer adolescent suicide attempts, while rejecting/neglecting parenting was associated with a greater likelihood of adolescent suicide attempts (Donath & others, 2014).
- Description of a recent study that revealed playing sports predicted lower suicidal ideation in boys and that venting by talking to others was associated with lower suicidal ideation in girls (Kim & others, 2014).
- New discussion of the lack of a national study of suicide rates in sexual minority adolescents and inclusion of recent research in Boston indicating that suicidal ideation and attempts were higher in adolescents living in neighborhoods with a higher rate of crimes against gay, lesbian, and bisexual adolescents (Duncan & Hatzenbuehler, 2014).
- Description of a recent study in which more recent and frequent substance use among young adolescents increased the likelihood of suicidal ideation and attempts in African American youth (Tomek & others, 2015).
- Updated data on the increasing percentage of U.S. adolescents who are obese (Ogden & others, 2014) and developmental changes in obesity from kindergarten to early adolescence (Cunningham, Kramer, & Narayan, 2014).
- Inclusion of a recent international study of adolescents in 56 countries that found fast food consumption was linked to higher body mass index (Braithwaite & others, 2014).
- Description of a recent study in which adolescents who ate meals with family members were less likely to be overweight or obese as adults (Berge & others, 2015).
- New discussion of the likely brain changes in adolescents who are anorexic (Fuglset & others, 2015).
- Inclusion of recent research indicating that anorexic adolescents have an elevated level of perfectionism (Lloyd & others, 2014).
- Discussion of a recent study that indicated family therapy was effective in helping anorexic adolescent girls to gain weight over the course of one year (Gabel & others, 2014).
- Coverage of a recent study that found bulimics have difficulty controlling their emotions (Lavender & others, 2014).
- Description of a recent study that revealed being overweight or obese increased from 25.6 percent for college freshman to 32 percent for college seniors (Nicoteri & Miskovsky, 2014).
- Inclusion of recent results from the Fast Track early intervention study, which found that the early intervention was effective in reducing rates of violent and drug crimes at age 25 and increasing well-being at age 25 (Dodge & others, 2015).
- Update on the Add Health study that now includes interview data with individuals into the adulthood years and is called the National Longitudinal Study of Adolescent to Adult Health (2015).
- New entry in Resources for Improving the Lives of Adolescents: *Ordinary Magic* by leading expert Ann Masten (2014a), which describes multiple pathways that children and adolescents can follow to become resilient in the face of numerous adversities, such as homelessness, wars, and disasters.
- New entry in Resources for Improving the Lives of Adolescents: *Help Your Teenager Beat an Eating Disorder* (2nd ed.) by leading experts James Lock and Daniel Le Grange (2015).
- New entry in Resources for Improving the Lives of Adolescents: National Longitudinal Study of Adolescent to Adult Health (2015). The website for this study provides access to many studies involving the adolescent problems discussed in this chapter.

Online Instructor Resources

The resources listed here accompany *Adolescence,* 16th edition. Please contact your McGraw-Hill representative for details concerning the availability of these and other valuable materials that can help you design and enhance your course.

Instructor's Manual Broken down by chapter, these include chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, and critical thinking questions.

Test Bank and Computerized Test Bank This comprehensive Test Bank includes multiple-choice and essay questions. Organized by chapter, the questions are designed to test factual, applied, and conceptual understanding. All test questions are compatible with EZ Test, McGraw-Hill's Computerized Test Bank program.

PowerPoint Slides These presentations cover the key points of each chapter and include charts and graphs from the text. They can be used as is, or you may modify them to meet your specific needs.

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EXPERT CONSULTANTS

As I develop a new edition, I consult with leading experts in their respective areas of adolescent development. Their invaluable feedback ensures that the latest research, knowledge, and perspectives are presented throughout the text. Their willingness to devote their time and expertise to this endeavor is greatly appreciated. The Expert Consultants who contributed to this edition, along with their biographies and commentary, can be found on pages xii–xiv.

REVIEWERS

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chapter 1

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

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Jeffrey Dahmer's senior portrait in high school.
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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."

Alice Walker.
© Noah Berger/AP Images

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.

Dr. Michael Maddaus, counseling a troubled youth.
Courtesy of Dr. Michael Maddaus

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

This edition of *Adolescence* 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.

1 The 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?

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

—Jean Erskine Stewart
American writer, 20th century

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.

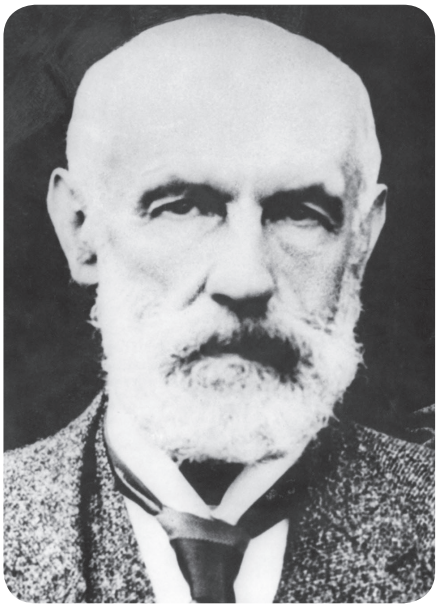
Aristotle (fourth century B.C.) argued that the most important aspect of adolescence is the ability to choose, and that self-determination is a hallmark of maturity. Aristotle's emphasis on the development of self-determination is not unlike some contemporary views that see independence, identity, and 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 evolutionary



G. Stanley Hall, father of the scientific study of adolescence.
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Anthropologist Margaret Mead in the Samoan Islands. *How does Mead's view of adolescence differ from G. Stanley Hall's?*
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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).

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.

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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 in the 1950s during the optimistic aftermath of World War II. In discussing and conducting research on such historical variations, the term **cohort effects** is used, which refers to influences attributed to a person's year 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 depicted 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.

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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).

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. Connect to "Culture."

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 people 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 (Calvert, 2015; Lever-Duffy & McDonald, 2015; Smaldino & others, 2015). 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 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

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

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& 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, 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 the chapter on "The Brain and Cognitive Development" and about technology in the chapter on "Culture."

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. Connect to "The Self, Identity, Emotion, and Personality."

We will expand on Damon's concept of the path to purpose later in this edition in our discussions of identity exploration; moral development, values, and religion; and achievement and careers.

Although a majority of adolescents are making the journey of life from childhood to adulthood through adolescence in a competent manner, far too many are not. Laurence Steinberg (2014), in a book titled *Age of Opportunity*, called attention to some of the problems today's American adolescents are experiencing: U.S. adolescents' achievement in a number of academic areas, such as math and science, is far lower than their counterparts in many countries, especially Asian countries; the United States no longer has the highest college graduation rate and recently was not even in the top ten; approximately 20 percent of U.S. high school seniors engage in alcohol abuse; almost one-third of U.S. adolescent girls become pregnant by the age of 20; and adolescent obesity has increased threefold in recent decades. As we discuss adolescent development in other chapters, we will address problems such as these in much greater detail.

So far in this chapter 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.

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

Have adolescents been stereotyped too negatively? Explain.

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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.

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

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.

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, 2016).

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

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; Bowers & others, 2014). Positive youth development has especially been promoted by Jacqueline Lerner, Richard Lerner, and their colleagues (2009, 2013, 2015), 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, 2015) 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 the chapter on "Peers, Romantic Relationships, and Lifestyles." In the chapter on "Problems in Adolescence and Emerging Adulthood," 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?

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?

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

LG2 Discuss the experiences of adolescents in the United States and around the world

Adolescents in the United States

The Global Perspective

You should now have a good sense of the historical aspects of adolescence, the stereotyping of adolescents, and the importance of considering the positive aspects of many adolescents' development. Now let's further explore the current status of adolescents.

ADOLESCENTS IN THE UNITED STATES

Growing up has never been easy. In many ways, the developmental tasks today's adolescents face are no different from those of adolescents 50 years ago. For a large majority of youth, adolescence is not a time of rebellion, crisis, pathology, and deviance. Rather, it is a time of evaluation, decision making, commitment, and finding a place in the world.