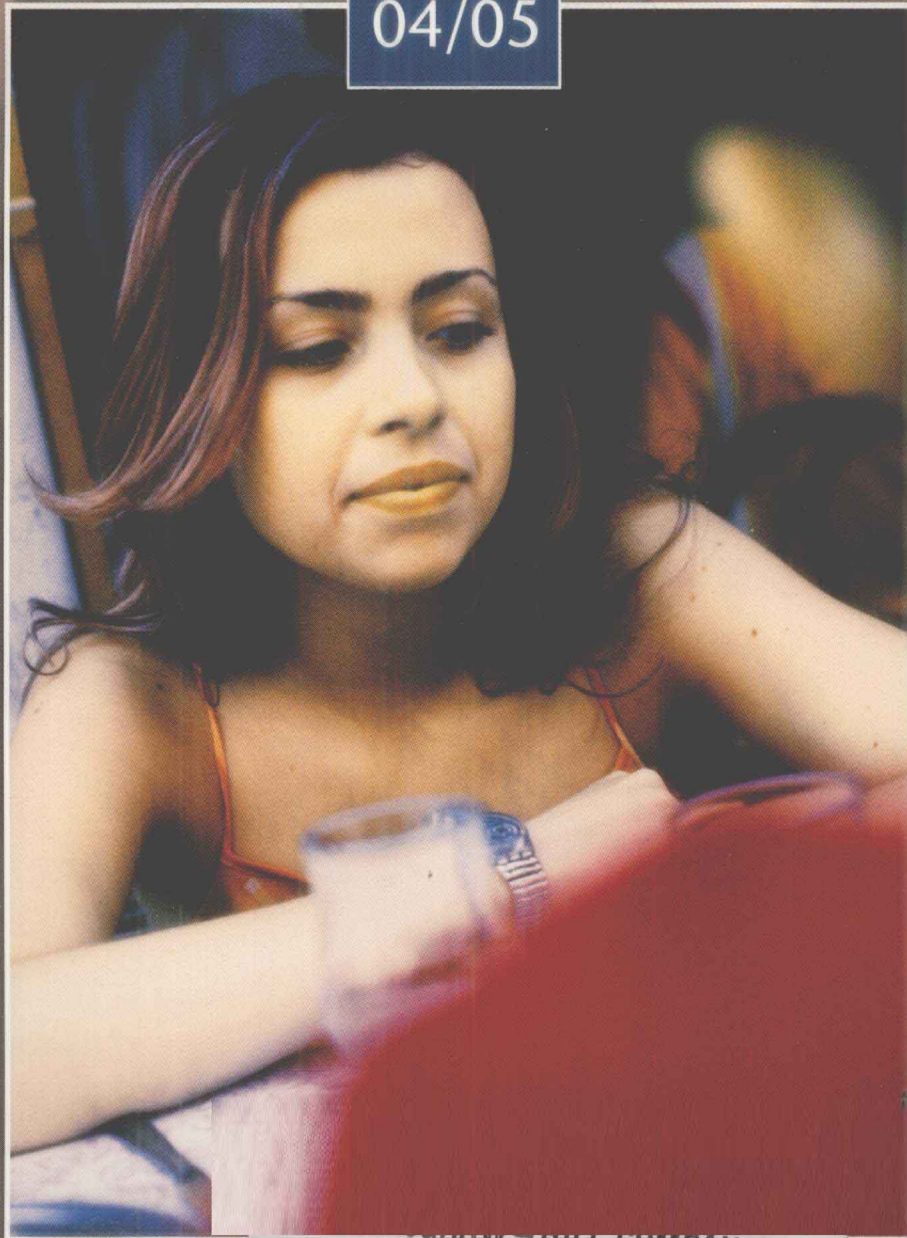


ANNUAL EDITIONS

Adolescent Psychology

04/05



A·N·N·U·A·L E·D·I·T·I·O·N·S

Adolescent Psychology

04/05

Fourth Edition

EDITOR

Karen G. Duffy

State University of New York, Geneseo

Karen G. Duffy obtained her Ph.D. in psychology from Michigan State University. She is a Distinguished Service Professor, emeritus, at the State University of New York, Geneseo. Dr. Duffy has practiced as a family mediator and Employee Assistance Program specialist as well as serves on several community boards for human and social services. She is an editor for other Annual Editions as well as author of books in other areas of psychology.

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Fourth Edition

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Editors/Advisory Board

Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

No longer a child and not yet an adult, adolescents find themselves caught in the middle. Popular culture often depicts adolescence as a period of raging hormones, emotional upheaval, rejection of parents, and blind conformity to peers. One goal of this anthology is to present a more balanced picture of adolescence, including both positive and negative aspects of this developmental period. I chose articles that address time-less adolescent issues such as puberty, the identity crisis, and the establishment of independence from parents. I also chose articles that discuss contemporary issues affecting adolescents, their parents, and the professionals who interact with them. For example, articles examine violence in schools, use of the Internet, academic dishonesty, and global culture. I also made an effort to include readings that focus on effective strategies and interventions for helping adolescents—particularly at-risk adolescents—through this transition period.

This anthology is arranged into eight units. The units cover issues related to the fundamental biological, cognitive, and socioemotional changes of adolescence as well as the contexts of adolescent development (e.g. family, school, peer groups, and work). In keeping with the perspective that the ecological context or "environment" of adolescent development is crucial to understanding it, I also incorporated articles that examine the impact of socioeconomic, gender, culture, and other contexts on adolescent development. Unit 1 explores adolescence in historical and contemporary perspectives. Unit 2 examines the biological and psychological impact of puberty. Unit 3 discusses issues related to cognitive growth and education, while unit 4 addresses

identity and socioemotional development. Unit 5 covers family relationships during adolescence, and unit 6 focuses on peers and youth culture. Teen sexuality issues are examined in unit 7. Finally, problem behaviors, like teen suicide, are included in unit 8.

Many of the readings present issues I hope will spur classroom debate. Are standardized tests ensuring that high schools have met educational standards? Are today's teens too image-conscious? Is the internet a safe place for meeting people? Should sex education stress abstinence or safe sex?

I hope that the articles of *Annual Editions: Adolescent Psychology* are thought-provoking, interesting, and foster understanding of adolescent development. I also would like to know what you think of this edition. Please take a few minutes to complete the article rating form at the back of this volume. Anything can be improved, so I need your feedback to improve future editions of *Annual Editions: Adolescent Psychology*.



Karen G. Duffy
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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Academic dishonesty

17. The New Cheating Epidemic

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21. Introduction: Identity Development Through Adulthood

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3. On (not) "Coloring in the Outline" (Transformations from Youth Through Relationships)
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13. Challenges and Suggestions for Safe Schools
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8. Adolescent Neurodevelopment and Psychopathology

Cheating

17. The New Cheating Epidemic

Cognition

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31. Global Teen Culture—Does It Exist?

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45. Prevention of Eating Disorders: Tips for Parents: From Anorexia Nervosa and Related Eating Disorders, Inc.

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24. Fostering Social-Emotional Learning in the Classroom

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45. Prevention of Eating Disorders: Tips for Parents: From Anorexia Nervosa and Related Eating Disorders, Inc.

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30. Parent-Adolescent Communication About Alcohol, Tobacco, and Other Drug Use
45. Prevention of Eating Disorders: Tips for Parents: From Anorexia Nervosa and Related Eating Disorders, Inc.

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36. The Sex Lives of Teenagers

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31. Global Teen Culture—Does It Exist?

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40. Q. Should Congress Be Giving More Financial Support to Abstinence-Only Sex Education? NO: Withholding Information About Contraception and Teaching Only Abstinence puts Sexually Active Teens at Risk

Psychopathology

8. Adolescent Neurodevelopment and Psychopathology
42. More than Moody: Recognizing and Treating Adolescent Depression
43. Aggression and Antisocial Behavior in Youth

Puberty

4. The Future of Adolescence: Lengthening Ladders to Adulthood
5. Developmental Markers in Adolescence: Implications for Studies of Pubertal Processes
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4. The Future of Adolescence: Lengthening Ladders to Adulthood
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43. Aggression and Antisocial Behavior in Youth
44. Ecstasy: It's the Rave
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13. Challenges and Suggestions for Safe Schools
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17. The New Cheating Epidemic
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24. Fostering Social-Emotional Learning in the Classroom
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38. What to Tell Kids About Sex
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44. Ecstasy: It's the Rave

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23. The Dynamics of Self-Esteem: A Growth-Curve Analysis

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20. Girls Rule
25. Gendered Reminiscence Practices and Self-Definition in Late Adolescence

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38. What to Tell Kids About Sex
39. Q. Should Congress be Giving More Financial Support to Abstinence-Only Sex Education? YES: Abstinence Is Working To Decrease Teen Pregnancy and Is Building Character Among Our Nation's Youth
40. Q. Should Congress Be Giving More Financial Support to Abstinence-Only Sex Education? NO: Withholding Information About Contraception and Teaching Only Abstinence puts Sexually Active Teens at Risk

Sexuality

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40. Q. Should Congress Be Giving More Financial Support to Abstinence-Only Sex Education? NO: Withholding Information About Contraception and Teaching Only Abstinence puts Sexually Active Teens at Risk

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24. Fostering Social-Emotional Learning in the Classroom

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28. Support Network Eases Problems for Parents and Out-of-Control Teens

Stress

28. Support Network Eases Problems for Parents and Out-of-Control Teens
29. Learning to Chill: Overloaded at School and Overscheduled at Home, Stressed-Out Kids—with Their Parents' Blessing—Are Saying "Enough"!

Students

11. Are Students Failing School or Are Schools Failing Students? Class Cutting in High School
12. Sense of Belonging to School: Can Schools Make a Difference?
14. Best Practices in Transition Programs

Suicide

41. Understanding Adolescent Suicide: A Psychosocial Interpretation of Developmental and Contextual Factors

Technology

1. A World of Their Own
15. Technology in the Classroom: How it is Changing (and Not Changing) Learning.
35. Close Online Relationships in a National Sample of Adolescents

Terrorism

46. The Effects of Terrorism on Teens, Perceptions of Dying: The New World is Riskier Than Ever

Testing

16. Test Drive
20. Girls Rule

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Adolescent Psychology 04/05

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

Health Information Resources

<http://www.health.gov/nhic/>

Here is a long list of toll-free numbers that provide health-related information.

Knowledge Exchange Network (KEN)

<http://www.mentalhealth.org/aboutken/index.htm>

The CMHS National Mental Health Services Exchange Network (KEN) provides information about mental health via toll-free telephone services.

Mental Health Net

<http://mentalhelp.net/>

A comprehensive guide to mental health online, featuring 6,300 individual resources, can be found at this site.

Psychnet

<http://www.apa.org/topics/homepage.html>

Access *APA Monitor*, the American Psychological Association newspaper, APA Books on a wide range of topics, PsychINFO (an electronic database of abstracts on over 1,350 scholarly journals), and HelpCenter here.

UNIT 1: Perspectives and Adolescence

Facts for Families

http://www.aacap.org/info_families/index.htm

The American Academy of Child and Adolescent Psychiatry provides concise, up-to-date information on issues that affect teenagers and their families. Fifty-six fact sheets include teenagers' issues, such as coping with life, sad feelings, inability to sleep, or not getting along with family and friends.

The Opportunity of Adolescence

<http://www.winternet.com/~webpage/adolescencepaper.html>

This paper considers adolescence as the turning point in life—after which the future is redirected and confirmed. Discussion on the opportunities and problems of this period to the individual and society, using quotations from Erik Erikson, Jean Piaget, and others, is presented.

UNIT 2: Puberty and Biology

Biological Changes in Adolescence

<http://inside.bard.edu/academic/specialproj/darling/adolesce.htm>

This site offers a discussion of puberty, sexuality, biological changes, cross-cultural differences, and nutrition for adolescents.

UNIT 3: Cognitive Growth and Education

At-Risk Children and Youth

<http://www.ncrel.org/sdrs/areas/at0cont.htm>

North Central Regional Educational Laboratory (NCREL) offers this list of resources. Critical issues include rethinking learning for students at risk, linking at-risk students to integrated services, providing effective schooling for students at risk, and using technology to enhance engaged learning.

UNIT 4: Identity and Socioemotional Development

ADOL: Adolescence Directory On-Line

<http://education.indiana.edu/cas/adol/adol.html>

This is an electronic guide to information on adolescent issues. Some of the issues concern conflict and violence, peer mediation, mental health problems, and health issues.

UNIT 5: Family Relationships

CYFERNET: Cooperative Extension System's Children, Youth, and Family Information Service

<http://www.cyfernet.org/>

CYFERNET provides hundreds of complete online publications featuring practical, research-based information in six major areas.

Help for Parents of Teenagers

<http://www.bygpub.com/parents/>

In addition to discussing the book, *The Teenager's Guide to the Real World*, and how it can help parents, this site lists other book sources and Web sites for parents and teens.

Stepfamily Association of America

<http://www.stepfam.org>

The problems that surround step-parenting and stepchildren are discussed at this site. Just click on Facts and Figures and then on FAQs to reach many aspects of adolescent adjustments based on the type of family in which they live.

UNIT 6: Peers and Youth Culture

Higher Education Center for Alcohol and Other Drug Prevention

<http://www.edc.org/hec/>

This U.S. Department of Education site has interactive discussion forums and a Just for Students section.

Justice Information Center (NCJRS): Drug Policy Information

<http://www.ncjrs.org/drgswww.html>

National and international World Wide Web sites on drug policy information are provided on this NCJRS site.

National Clearinghouse for Alcohol and Drug Information

<http://www.health.org/>

This is an excellent general site for information on drug and alcohol facts that relates to adolescence and the issues of peer pressure and youth culture.



UNIT 7: Teenage Sexuality

American Sexual Behavior

<http://www.norc.uchicago.edu/online/sex.pdf>

This article, "American Sexual Behavior," discusses trends, sociodemographics, and risky behavior.

CDC National AIDS Clearinghouse

<http://www.cdcnpin.org/>

This complete source on AIDS includes "Respect Yourself, Protect Yourself," which are public service announcements that target youth.

Welcome to AboutHealth

<http://www.abouthhealth.com/>

This health site includes information about sexuality, HIV and AIDS, peer pressure, and other information to help adolescents. Sites include In Our Own Words: Teens & AIDS, Risky Times, and links to other sites.

UNIT 8: Problem Behaviors and Interventions

Mental Health Net: Eating Disorder Resources

<http://eatingdisorders.mentalhelp.net/>

This is a very complete list of Web references on eating disorders, including anorexia, bulimia, and obesity.

Mental Health Risk Factors for Adolescents

<http://education.indiana.edu/cas/adol/mental.html>

This collection of Web resources is useful for parents, educators, researchers, health practitioners, and teens. It covers abuse, conduct disorders, stress, and support.

Questions & Answers about Child & Adolescent Psychiatry

<http://www.aacap.org/about/q&a.htm>

The American Academy of Child & Adolescent Psychiatry attempts to answer questions related to feelings and behaviors that cause disruption in the lives of children and young adults and the people around them.

Suicide Awareness: Voices of Education

<http://www.save.org/>

This is one of the Internet's most popular sites that address the issue of suicide. It provides detailed information on suicide along with material from the organization's many education sessions.

Youth Suicide League

<http://www.unicef.org/pon96/insuicid.htm>

This UNESCO Web site provides international suicide rates of young adults in selected countries.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Perspectives and Adolescence

Unit Selections

1. **Harnessing the Energies of Youth**, Isaac C. Lamba
2. **On (not) “Coloring in the Outline” (Transformations from Youth Through Relationships)**, Linda C. Powell
3. **The Future of Adolescence: Lengthening Ladders to Adulthood**, Reed Larson

Key Points to Consider

- Do you think various generations of adolescents (e.g. from the 1940s, 1960s, 1990s) are more alike than they are different? How so?
- What recent cultural and social changes have altered the way today's teens think and act?
- When in a person's development does the individual emerge as an adult rather than an adolescent?
- What do you think is the driving force behind today's adolescents: family, schools, pop culture, world events, or something else?
- How has technology altered the way teens interact with each other and the rest of the world?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Facts for Families

http://www.aacap.org/info_families/index.htm

The Opportunity of Adolescence

<http://www.winternet.com/~webpage/adolescencepaper.html>

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UNIT 1

Perspectives and Adolescence

Three articles in this section examine what defines adolescence.

Unit Overview

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1. **Harnessing the Energies of Youth**, Isaac C. Lamba, *UN Chronicle*, September/November 2002

This special United Nations report addresses **global concerns about children and youth**. **Political agendas** around the world as well as **wars, epidemics**, and other issues that affect youth are discussed. The conclusion is that children need to be listened to to ensure their participation in their futures.

3

2. **On (not) "Coloring in the Outline" (Transformations from Youth Through Relationships)**, Linda C. Powell, *Journal of Social Issues*, Spring 2003

This article is the introductory article for a series on adolescents, particularly the **violence and injustice** they perceive. Through youthful "voices" the authors discuss certain themes such as the centrality of schools and the interactive roles of justice and development.

6

3. **The Future of Adolescence: Lengthening Ladders to Adulthood**, Reed Larson, *The Futurist*, November/December 2002

Adolescence is the threshold to **adulthood**. Are today's adolescents prepared to become adults? The Study Group on Adolescence in the 21st Century says "yes". In fact, many adolescents rise to the challenge despite **increased risks** and **greater demands** on them than past generations.

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UNIT 2

Puberty and Biology

Five selections in this section consider what impact puberty has on the maturing adolescent.

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4. **Developmental Markers in Adolescence: Implications for Studies of Pubertal Processes**, Lorah D. Dorn, Ronald E. Dahl, Douglas E. Williamson, Boris Birmaher, David Axelson, James Perel, Stacy D. Stull, and Neal D. Ryan, *Journal of Youth and Adolescence*, October 2003

Studies of **puberty** are inconsistent because of differences in the measures of samples used. Various studies show that early, late, or average **maturation** might be best. The present study that (longitudinally) followed both boys and girls suggests that no single measure best captures the **biological or psychosocial maturation processes of puberty**.

20

5. **Early Puberty**, *Fathering Magazine*, February 27, 2003

Early or late puberty can be difficult on adolescents. How to determine the beginning of puberty remains an important question because of the sexualization of childhood in America. How **parents** can cope better with their changing adolescent is also discussed in this article.

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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.

6. **Adolescent Neurodevelopment and Psychopathology**, Elaine F. Walker, *Current Directions in Psychological Science*, February 2002
Adolescence is a **high-risk period** for the onset of **psychopathology** such as schizophrenia. Adolescent **hormone production** and its subsequent influence on **brain development** offers one plausible mechanism for the onset of psychopathology during adolescence.

31

7. **Why do Kids Eat Healthful Food? Perceived Benefits of and Barriers to Healthful Eating and Physical Activity Among Children and Adolescents**, Jennifer A. O'Dea, *Journal of the American Dietetic Association*, April 2003

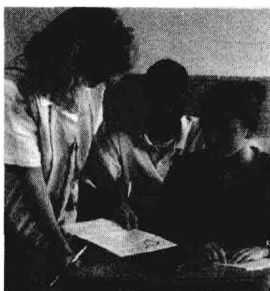
Students up to the age of 17 were interviewed to discover what they perceive as the **benefits of physical activity and good diet**. Students identified fitness, better sports performance, and enhanced endurance among other benefits. The researchers also elicited information on **barriers to a better lifestyle** and suggest that schools and parents can intervene to do more.

35

8. **Body Image: How Do You See Yourself?**, Kathiann M. Kowalski, *Current Health 2*, March 2003

Kowalski defines and elaborates upon the concept of **body image**. She also discusses why body image is important to adolescents. She places much blame on **the media** for adolescents' worrying too much about weight and appearance.

40



UNIT 3

Cognitive Growth and Education

The dynamics encountered by adolescents as they learn to cope with society and educational experiences are discussed in the nine articles in this section.

Unit Overview

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Part A. School Issues

9. **Are Students Failing School or Are Schools Failing Students? Class Cutting in High School**, R. Kirk Fallis and Susan Opatow, *Journal of Social Issues*, Spring 2003

Boredom may lead to **class cutting, school alienation, and even violence**. Rather than treating each individual case with punishment, **schools** need to see these phenomena in a **systemic manner**. Then and only then will **student concerns** be taken into account and decreases in cutting classes and dropping out of school be witnessed. The authors include data from the study to support their viewpoints.

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10. **Sense of Belonging to School: Can Schools Make a Difference?**, Xin Ma, *Journal of Educational Research*, July/August 2003

Recent waves of **school violence** by disenchanted youth have piqued interest in the roles of schools and of student membership in the educational community. When schools and teachers emphasize a **sense of belonging by and for students**, schools become better learning environments.

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11. **Challenges and Suggestions for Safe Schools**, Katherine T. Bucher and M. Lee Manning, *The Clearing House*, January/February 2003

School violence includes—but is not limited to—actual **violence, bullying, sexual harassment, extortion, threats, and other forms of intimidation**. All of these behaviors harm schools and students. The intensity of violence has also increased as evidenced from data presented by Bucher and Manning. In the face of all of this, administrators are being asked to make schools safer. Eight suggestions for **making schools safer** are shared.

65

12. **Best Practices in Transition Programs**, Nicole M. Deschenes and Hewitt B. Clark, *The Brown University Child and Adolescent Behavior Letter*, June 2001

The Individuals with Disabilities Act provides a national mandate to help high school **students with disabilities**. Such students may face more difficulty with independence, emotions, and personal behaviors than other students. Studies reveal that many of these students do not successfully **transition to adulthood**. **Schools** need to do more to accommodate their needs.

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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.

13. **Technology in the Classroom: How it is Changing (and Not Changing) Learning.**, *School Planning and Management*, March 2002
Because ***schools*** are so media-oriented and interactive due to ***new technologies***, school administrators wonder whether ***the traditional classroom*** will disappear. According to this article, no traditional schools will be with us a long time. Much can be done to increase the comfort level of teachers and students with the new technologies.

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Part B. Measuring and Explaining Academic Performance

14. **The New Cheating Epidemic**, Anne Marie Chaker, *Redbook*, April 2003
Cheating in high school and middle ***school*** is on the increase, and parents and teachers wonder what to do about it. Why cheating occurs and how to curb it are central themes in this article.

76

15. **Television Viewing and Academic Achievement Revisited**, Franklin T. Thompson and William P. Austin, *Education*, Fall 2003
The authors review the literature on the way television viewing affects school performance. Several findings in the literature are fairly robust, but whether viewing negative programming causes ***poor academic achievement*** or poor achievement causes negative TV watching remains to be seen.

80

16. **Studies Reveal Strengths, Weaknesses in Improving Rates of High School Graduation and College Completion for Low-Income and Minority Students**, Bill Hemmer, *The America's Intelligence Wire*, October 24, 2003
Americans consider a college degree crucial to a good future and a good career. Many students, however, do not ***transition*** well or at all from ***public school to college***. A large number of such students are ***minority students***. What schools can do to plug the leak in this educational pipeline is the focus of this article.

85

17. **Girls Rule**, Jodi Wilgoren, *The New York Times Upfront*, March 5, 2001
Girls perform better than ***boys*** in school and enroll in college in larger numbers than do boys. Girls also outdistance boys on many ***standardized tests***. Why girls academically surpass boys and how ***schools*** can make these situations more equitable are discussed in this article.

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UNIT 4 Identity and Socioemotional Development

Five articles in this section look at how an adolescent copes with self-esteem, establishing a sense of identity, emotional development, and emotional intelligence.

Unit Overview

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18. **Introduction: Identity Development Through Adulthood**, Jane Kroger, *Identity*, January 2, 2002

Erikson's theory of identity formation in adolescence has inspired thousands of psychological writings. Many authorities have elaborated further on Erikson's theory. This review of ***adolescent identity development*** provides an excellent introduction to the main topic of this unit—identity.

93

19. **Coming of Age in a Multicultural World: Globalization and Adolescent Cultural Identity Formation**, Lene Arnett Jensen, *Applied Developmental Science*, July 1, 2003

Adolescents are growing up in an increasingly diverse world, thus causing the development of ***multicultural identities***. How ***cultural identity*** forms, and the advantages and disadvantages of such an identity, are revealed by Jensen.

95

20. **The Dynamics of Self-Esteem: A Growth-Curve Analysis**, Scott A. Baldwin and John P. Hoffmann, *Journal of Youth and Adolescence*, April 2002
Is **self-esteem** in adolescence static or dynamic? Does it stay the same or does it change? A study of this subject provides data supporting the position that self-esteem or **self-worth** is dynamic. Family and life events account for its changeability. 103
21. **Fostering Social-Emotional Learning in the Classroom**, Linda K. Elksnin and Nick Elksnin, *Education*, Fall 2003
Many students face **socio-emotional problems in school**. **Schools**, therefore, have become centers for teaching **social skills** as well as traditional academic subjects. The authors explain first what **emotional intelligence** is and how it can be fostered in the classroom to help those students who are especially vulnerable to socio-emotional difficulties. 114
22. **Gendered Reminiscence Practices and Self-Definition in Late Adolescence**, Avril Thorne and Kate C. McLean, *Sex Roles: A Journal of Research*, May 2002
Are patterns of **threatening events** similar for teenage boys and girls? Researchers examined life-threatening events in **childhood** to determine whether these events are related to **self-definition or identity** in **adolescence**. For some **memories**, the boys and girls responded similarly; for other memories, their **reminders** were different. 119

UNIT 5

Family Relationships



In this section, four articles examine how much influence family life has on adolescent development.

- Unit Overview** 129
23. **Friends Forever**, Karen Fanning, *Scholastic Choices*, September 2002
This article reveals research that shows most **teens** are not in a **state of conflict with their parents**. On the contrary, polls confirm that many families with adolescent members function well and interact happily with one another. 132
24. **Support Network Eases Problems for Parents and Out-of-Control Teens**, Stephanie Dunnewind, *Knight-Ridder/Tribune News Service*, January 21, 2003
When teens are out of control, **parents** feel helpless. This article reviews how **support groups** function for parents of teens who are using drugs, cutting school, shoplifting, or committing violence. 134
25. **Learning to Chill: Overloaded at School and Overscheduled at Home, Stressed-Out Kids—with Their Parents' Blessing—Are Saying "Enough!"**, Susan Schindehette, Joanne Fowler, Margaret Nelson, and Jill Westfall, *People Weekly*, September 23, 2003
Today's adolescents are busier than ever as they strive to please parents, teachers, and peers. Why today's **youth are so busy** and **distressed** is covered in this article. Some families are saying "enough is enough". 136
26. **Parent-Adolescent Communication About Alcohol, Tobacco, and Other Drug Use**, Michelle A. Miller-Day, *Journal of Adolescent Research*, November 2002
Fewer than half of all adolescents engage in **conversations about substance use** with their **parents**. When they do communicate about this issue, most youth turn to their **mothers**. Often the "talk" is nested in other conversations. This approach may not be the best approach; a heart-to-heart **discussion solely about illicit drugs and other substances** may be better. 139

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.



UNIT 6

Peers and Youth Culture

Three articles in this section consider the extent that gender roles, peer group pressure, drugs, and mass media influence the socialization of an adolescent.

Unit Overview

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27. **Global Teen Culture—Does It Exist?**, *Brand Strategy*, January 2003

Teenagers live in a shrinking world. While some of their interests—such as rap music and video games—seem particularly unique to this age group and especially to American youth, more teens around the world are seeking the same youth culture as well as products related to it. **Marketers**, in fact, are hoping to penetrate the teen consumer marketplace in multiple countries with the same universal products.

149

28. **New Research Explores Effects of Rap Music on Adolescents**, *The Brown University Child and Adolescent Behavior Letter*, June 2003

Is **rap music** good or bad? In other words, what influence do the titillating words of rap music have on **youths** and their peer culture? Several studies are highlighted in this report. The music that adolescents listen to has both bad and good effects in that it helps form the **communal environment** they share with one another.

151

29. **Close Online Relationships in a National Sample of Adolescents**, Janis Wolak, Kimberly J. Mitchell, and David Finkelhor, *Adolescence*, Fall 2002

This excellent research article discusses the number of **teens online** as well as whether the teens have met face-to-face with their online associates. This article also elucidates who the associates are and whether these **internet contacts** have resulted in good or bad experiences for the teens.

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UNIT 7

Teenage Sexuality

Five articles in this section discuss how adolescents view sexual behavior and the importance of sex education.

Unit Overview

162

30. **The Sex Lives of Teenagers**, Lynn Ponton, *The Brown University Child and Adolescent Behavior Letter*, October 2001

The author suggests that all teens have **sex lives**, even if only through fantasy. Ponton discusses teen **attitudes toward sex**, **the culture of teen sexuality**, and the impact of **risk-taking**, and provides a list of questions and topics for adults concerned about teens' sex lives.

165

31. **Know Sexual Identity, Homosexual Adjustment Issues Before Counseling GLBT Youth**, Arthur Lipkin, *The Brown University Child and Adolescent Behavior Letter*, December 1999

Gay, **lesbian**, and other adolescents who are not exclusively heterosexual often feel **harassed and stigmatized** and therefore experience adjustment problems. Given this, they sometimes turn to an adult—teacher, parent, or counselor—who may not have the skill to assist them. How to help such teens is central to this article.

167

32. **What to Tell Kids About Sex**, Kay S. Hymowitz, *Public Interest*, Fall 2003

Sex education is a controversial subject. Sex education programs have recently morphed into **comprehensive sexuality education programs** that appear more permissive than earlier programs that emphasized **abstinence** and conservatism.

169

33. **Q. Should Congress be Giving More Financial Support to Abstinence-Only Sex Education? YES: Abstinence Is Working To De-**

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.

crease Teen Pregnancy and Is Building Character Among Our Nation's Youth, Kathleen Tsubata, *Insight on the News*, November 10, 2003
There are many forces that promote sexuality to teens in this day of *HIV*. Only *abstinence education programs* can keep our youth out of harms way.

175

34. **Q. Should Congress Be Giving More Financial Support to Abstinence-Only Sex Education? NO: Withholding Information About Contraception and Teaching Only Abstinence puts Sexually Active Teens at Risk**, Cory Richards, *Insight on the News*, November 10, 2003

This article presents the opposite viewpoint from the previous article. *Abstinence programs* do not appear to be working. Can it be that we are ignoring the fact that teens are already sexually active and therefore facing associated risks?

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UNIT 8

Problem Behaviors and Interventions

In this section, six articles address some of the problems faced by today's adolescents. These include drug abuse, violence, steroid use, suicide, and alienation.

Unit Overview

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35. **Understanding Adolescent Suicide: A Psychosocial Interpretation of Developmental and Contextual Factors**, Pedro R. Portes, Daya S. Sandhu, and Robert Longwell-Grice, *Adolescence*, Winter 2002

Why *adolescent suicide* occurs is unknown, although several risk factors have been identified. Perhaps the failure to construct a *healthy identity* leads to suicide. Portes and his associates explore this idea using *Erikson's theory of identity development*.

183

36. **More than Moody: Recognizing and Treating Adolescent Depression**, Harold S. Koplewicz, *The Brown University Child and Adolescent Behavior Letter*, December 2002

Depression in adults was often misdiagnosed and mistreated in the past. Today, professionals are more aware that *adolescents* can also suffer from depression. Depression may be a viable explanation for *teen violence*.

188

37. **Aggression and Antisocial Behavior in Youth**, Daniel F. Connor, *The Brown University Child and Adolescent Behavior Letter*, September 2002

Violence and aggression in adolescents and children is all too common. The causes are complex and diverse. This article raises the issue of *psychopathology* as the root cause of such violence.

190

38. **Ecstasy: It's the Rave**, Dixie Dennis and Michael Ballard, *The High School Journal*, April/May 2002

Use of the drug *Ecstasy*—which is on the rise—results in physiological and psychological change. *High school staff* must be aware of this growing trend and recognize both the protective and risk factors among their students.

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39. **Prevention of Eating Disorders: Tips for Parents: From Anorexia Nervosa and Related Eating Disorders, Inc.**, *The Brown University Child and Adolescent Behavior Letter*, March 2002

We live in a "thin" obsessed world. *Eating disorders* are striking American teens with alarming frequency. It is much easier to *prevent such disorders* than it is to cure them. This job usually falls to *parents*.

197

40. **The Effects of Terrorism on Teens, Perceptions of Dying: The New World is Riskier Than Ever**, Bonnie L. Halpern-Felsher and Susan G. Millstein, *Journal of Adolescent Health*, May 2002

After September 11, 2001, American adults became acutely aware of the *risks of dying*. The same held true for adolescents. This study shows that fear of *terrorist activities* heightened fear of other death-related risks in teens. Thus, the researchers found a *generalization effect* that makes the world seem riskier than ever to our adolescents.

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Test Your Knowledge Form

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Article Rating Form

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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.