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# Adolescent Psychology

01/02



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## Adolescent Psychology

*Third Edition*

01/02

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## EDITORS

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*Kutztown University of Pennsylvania*

**Eileen Astor-Stetson**  
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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.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com> to tell us what you think.


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 transition. We chose articles that address timeless adolescent issues such as puberty, the identity crisis, and establishing independence from parents. We also chose articles that discuss contemporary issues affecting adolescents, parents, and professionals who interact with adolescents. For example, articles examine violence in schools, use of the Internet, nontraditional families, working adolescents, and steroid use. We made an effort to include readings that focus on effective strategies and interventions for helping adolescents through this transition period, particularly at-risk adolescents.

We have organized this anthology 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 (family, school, peers, work). In keeping with this perspective that the ecological context of adolescent development is crucial to understanding, we also incorporated articles that examine the impact of socioeconomic, gender, ethnic, and cultural influences on adolescent development. Unit 1 looks at adolescence in historical and contemporary perspectives. Unit 2 examines the biological and psychological impact of puberty. Unit 3 explores issues related to cognitive growth and education, and unit 4 addresses identity and socioemotional development. Unit 5 covers family relationships during adolescence, while unit 6 focuses on peers and youth culture. Teen sexuality issues are examined in unit 7. Prob-

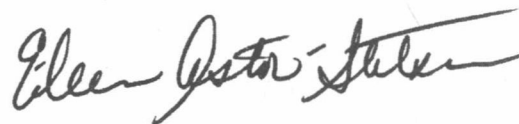
lem behaviors like teen violence, drug use, and suicide are included in unit 8.

Many readings present controversial topics that we hope will spur classroom debate. For example, Are mandatory exit exams a good solution for ensuring that high school students have met educational standards? Do adolescents today have a harder time establishing an identity? Do we blame the media too much for the problems of today's adolescents? Should sex education programs stress abstinence or condom use?

We hope that the articles in this third edition of *Annual Editions: Adolescent Psychology* will be thought-provoking and interesting for the reader and that the readings will result in a deeper understanding of adolescent development. We would like to thank the reviewers who made comments on previous editions and we would also like to know what you think. Please take a few minutes to complete the article rating form in the back of this volume. Anything can be improved, and we need your help to improve future editions of *Annual Editions: Adolescent Psychology*.



Anita M. Meehan  
Editor



Eileen Astor-Stetson  
Editor

# Contents

## To the Reader

### Topic Guide

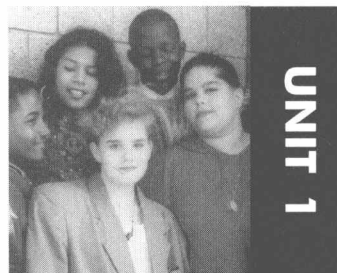
#### Selected World Wide Web Sites

## Overview

1. **The Rise and Decline of the Teenager**, Thomas Hine, *American Heritage*, September 1999. iv  
The term "teenager" appeared for the first time in 1941 on the heels of the Great Depression when the lack of jobs resulted in the majority of young people enrolling in **high school**. Teens were now seen as a discrete group: one that had no clear **identity** and did not make meaningful contributions to society. 2
2. **The Way We Weren't: The Myth and Reality of the "Traditional" Family**, Stephanie Coontz, *National Forum*, Summer 1995. 4  
Despite myths to the contrary, there never has been a "**traditional**" **American family**. Since the founding of this country, American families have varied, reflecting economic and social conditions of the time. 6
3. **Adolescence: Pathologizing a Normal Process**, Michael D. Newcomb, *Counseling Psychologist*, July 1996. 8  
Our current understanding of adolescence focuses on pathology. Michael Newcomb proposes an alternate view—one that emphasizes understanding the adolescent's development of **independence and identity** in the context of familial, school, and societal influences. 18

## Overview

4. **Inside the Teen Brain**, Shannon Brownlee, *U.S. News & World Report*, August 9, 1999. 22  
Until recently, neuroscientists mistakenly believed that the brain was fully developed by **puberty**. However, current research indicates that an enormous amount of neurological development occurs during the teen years. These changes in development may be related to adolescents' moodiness and their problems with making good decisions. 26
5. **Yesterday's Precocious Puberty Is Norm Today**, Jane E. Brody, *New York Times*, November 30, 1999. 28  
The onset of **puberty** in girls is occurring approximately a year earlier than was previously reported. Girls should be educated about **menstruation** and sex earlier than parents may realize. Those white girls who begin breast development before age 7 and those black girls who do so before age 6 should be evaluated for early puberty. 33
6. **The 1997 Body Image Survey Results**, David M. Garner, *Psychology Today*, January/February 1997. 35  
The responses of 3,452 women and 548 men to a 1996 survey on **body image** were analyzed. In this report, the effects of age, gender, the media, and exercise were discussed. Overall, women were more dissatisfied with their bodies than were men, and **di-eting** was very common—even in girls as young as 9 years old.



## Perspectives on Adolescence

Three articles in this section examine what defines adolescence.



## Puberty and Biology

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



## Cognitive Growth and Education

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

7. **Adolescent Male Athletes: Body Image, Diet, and Exercise**, Pamela S. McKay Parks and Marsha H. Read, *Adolescence*, Fall 1997.  
**Body image, dieting, and attitudes toward exercise** of cross-country runners and football players were compared. Results indicated that football players were more satisfied with their bodies and had healthier attitudes toward eating than did runners. The importance of educating boys to value the type of body they have was discussed in this essay. 46
  8. **A Study of White Middle-Class Adolescent Boys' Responses to "Semenarche" (The First Ejaculation)**, James H. Stein and Lynn Whisnant Reiser, *Journal of Youth and Adolescence*, Volume 23, Number 3, 1994.  
This study presents survey and interview data from adolescent males' recollections of their first ejaculation. **Semenarche** is more invisible and is less of a **rite of passage** for adolescent males than **menarche** is for females. Subjects reported few negative feelings about the experience, but they did feel unprepared. 51
  9. **The Consequences of Insufficient Sleep for Adolescents: Links between Sleep and Emotional Regulation**, Ronald E. Dahl, *Phi Delta Kappan*, January 1999.  
Although research indicates that sufficient sleep is essential for optimal functioning, many experts believe that most adolescents do not get the amount of sleep that they need. Sleep deprivation may result in problems with **mood, attention, and academic performance**. 57
- Overview** 62
- A. SCHOOL ISSUES**
10. **Musings in the Wake of Columbine: What Can Schools Do?** Mary Anne Raywid and Libby Oshiyama, *Phi Delta Kappan*, February 2000.  
Students who view their **school as a community** behave better and care more about other students. To create this perspective, schools should be small and teachers must emphasize **moral, social, and emotional growth**. School staff and students must commit to being responsible for each other. 64
  11. **Mommy, What's a Classroom?** Bill Roorbach, *New York Times Magazine*, February 2, 1997.  
Home schooling is an **educational alternative** that is gaining popularity now that it is legal throughout the United States. Concern centers on ensuring the **educational quality of home schools** and the appropriate **social development** of home schoolers. 68
  12. **The LD Label for Relatively Well-Functioning Students: A Critical Analysis**, Michael Gordon, Lawrence Lewandowski, and Shelby Keiser, *Journal of Learning Disabilities*, November/December 1999.  
The increased prevalence of students being labeled **learning disabled** has led experts to question what the LD label actually means, and what are appropriate interventions for LD students. 75



13. **Good Mentoring Keeps At-Risk Youth in School,** 80

Bridget Murray, *APA Monitor*, September 1995.

Research suggests that the use of **mentors** can be an effective **intervention** for youths who are **at risk** of being high school **dropouts**. Successful mentors can be adults or older schoolmates, but at least one study indicates that a poor mentor-student relationship can increase the likelihood of the student's dropping out of school.

**B. MEASURING AND EXPLAINING COGNITIVE PERFORMANCE**

14. **Schools the Source of Rough Transitions,** Beth Azar, 82

*APA Monitor*, June 1996.

**Middle schools and junior high schools** are organized very differently from elementary schools. The well-documented **drop in academic motivation and achievement** that occurs during transitions to new school settings may be partially related to a mismatch between the needs of **early adolescence** and the middle school environment.

15. **The Cheating Game,** Carolyn Kleiner and Mary Lord, 84

*U.S. News & World Report*, November 22, 1999.

Surveys indicate that **cheating in high schools and colleges** is rampant. Experts attribute the causes of cheating to parents who do students' work for them, schools that tolerate cheating, and students who feel that there are no other ways to meet the demands of school.

16. **Gender Gap in Math Scores Is Closing,** Bridget 90

Murray, *APA Monitor*, November 1995.

Bridget Murray discusses both **biological and environmental factors** that potentially affect **mathematics achievement**.

**Overview** 92

17. **The Moral Development of Children,** William Damon, 94

*Scientific American*, August 1999.

Theories emphasizing biology, learning, and cognition have tried to account for the **development of morality** in children. In fact, many factors influence moral development, including family, school, and community.

18. **Raising Better Boys,** Geoffrey Canada, *Educational* 101

*Leadership*, December 1999/January 2000.

Boys are much more likely than girls either to **commit acts of violence or to be victims of violence**. To raise better boys, we must provide them with appropriate **mentors**, expose them to values that will help them grow **morally**, and teach them tolerance of others.

19. **Ethnicity, Identity Formation, and Risk Behavior** 105

**among Adolescents of Mexican Descent,** Arik V. Marcell,

*The Education Digest*, April 1995.

Arik Marcell proposes that an understanding of the **ethnic identification** and degree of acculturation of youth of **Mexican descent** provides insight into outcomes such as school success, gang behavior, and drug use.



## 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.



## Family Relationships

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



## Peers and Youth Culture

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

20. "I'm Just Who I Am," Jack E. White, *Time*, May 5, 1997. 108

The developmental task of **identity formation** is compounded for adolescents who are **multiracial**. American society as a whole also needs to cope with the increasing number of multiracial citizens. Golfer Tiger Woods's background is used as an illustration.

21. **The EQ Factor**, Nancy Gibbs, *Time*, October 2, 1995. 111  
**Personality** and **emotional qualities** may be better predictors of academic, occupational, and social success than traditional types of intelligence as measured by **IQ tests**.

### Overview 116

22. **Adolescence: Whose Hell Is It?** Virginia Rutter, *Psychology Today*, January/February 1995. 118

Despite society's stereotypes, adolescents are not normally hostile and rebellious. Rather, if there are **problems in a family**, it is frequently because **parents** are facing their own crises involving marriage, work, and power.

23. **How Teens Strain the Family**, Murray Dubin, *Philadelphia Inquirer*, November 16, 1994. 125

Although most teens and most parents turn out fine, different kinds of problems may be faced by **single-parent families** compared to intact families and by **mothers as compared to fathers**.

24. **"Don't Talk Back!"** Richard M. Lerner and Cheryl K. Olson, *Parents*, December 1994. 128

As **young adolescents** mature in their **thinking abilities**, they are more likely to argue with their **parents** about almost anything.

25. **Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image**, Lee A. Beaty, *Adolescence*, Winter 1995. 130

Masculine **self-image and peer relationships** of middle school boys with **fathers** present in the home were compared with middle school boys with **absent fathers**. Boys with absent fathers were found to have both poorer masculine self-image and poorer peer adjustment.

26. **Gay Families Come Out**, Barbara Kantrowitz, *Newsweek*, November 4, 1996. 134

The number of children with at least one **gay parent** seems to be increasing. Although not extensively studied, the research to date indicates that these children are at no more risk of psychological problems than are the children of heterosexuals. However, these families frequently face discrimination and prejudice.

### Overview 138

27. **The Truth about Tweens**, Barbara Kantrowitz and Pat Wingert, *Newsweek*, October 18, 1999. 140

Tweens, **children between ages 8 and 14**, are frequently more sophisticated than were previous generations. However, today's tweens are more likely to be growing up with two working parents or in single-parent households. Experts fear tweens are not getting enough adult guidance and may be overly influenced by **peers and media**.

**28. Teen Jobs: How Much Is Too Much?** Jon Marshall, 145  
*The Christian Science Monitor*, November 21, 1997.

A **part-time job** may help students develop independence and a sense of responsibility. However, working over 20 hours a week may interfere with school work and with participation in **extra-curricular activities**. In addition, part-time jobs rarely provide adolescents with skills that will be valuable in their futures.

**29. Inside the Crazy Culture of Kids Sports,** Andrew 147  
Ferguson, *Time*, July 12, 1999.

Children's **sports** have become highly competitive, time consuming, and expensive commitments. Although many children and parents enjoy participation, other parents become overly competitive, and children may be at risk for injury and stress.

**30. Stop Blaming Kids and TV: Who Us?** Mike Males, 153  
*The Progressive*, October 1997.

Recent research indicates that the **media** has less influence on the behavior of adolescents than is commonly believed. Adolescents' use of drugs, alcohol, and tobacco is predicted far better by whether adults in their households use those substances.

**31. The Secret Life of Teens,** John Leland, *Newsweek*, May 156  
10, 1999.

With greater access to the **Internet**, more teens are spending time alone with their computers. Quite often parents do not know what their teen is doing online or how to evaluate the activity. Experts suggest that parents should keep computers in family rooms and monitor the sites that their children visit.

**32. Teen Tobacco Wars,** Marianne Lavelle, *U.S. News & 160*  
*World Report*, February 7, 2000.

Antitobacco activists believe that tobacco companies target adolescents: the majority of smokers start before age 18. How to **prevent adolescents from smoking** is not clear. Antismoking advertisements, increased taxes on cigarettes, and antismoking ordinances are all being used to discourage adolescent smoking.

**Overview** 162

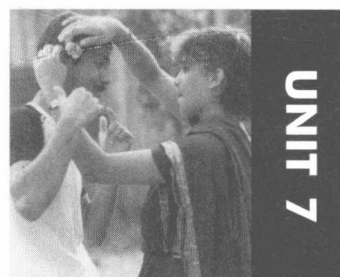
**A. SEXUAL ATTITUDES AND BEHAVIOR**

**33. Too Young to Date?** Debra Morgenstern Katz, *Parents*, 164  
October 1995.

How should parents handle their **young adolescents' desire to date**? Although dating should be discouraged in preteens if possible, keep lines of communication open and discuss issues troubling the adolescent honestly and calmly, Debra Morgenstern Katz suggests.

**34. A Clack of Tiny Sparks,** Bernard Cooper, *Harper's*, 166  
January 1991.

Bernard Cooper's memoir recounts his acknowledgement of his own **homosexuality** the year he was 14. His descriptions of his attempts at a heterosexual make-out party and his friends' contemptuous misinformation about gays highlight the isolation he felt.



UNIT 7

## Teenage Sexuality

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



35. **The Neglected Heart: The Emotional Dangers of Premature Sexual Involvement**, Thomas Lickona, *American Educator*, Summer 1994.

The obvious problems with **teenage sex** are pregnancy and disease; the less obvious hazards are the psychological and emotional consequences.

36. **Boys Call Me Cow**, Charol Shakeshaft, Laurie Mandel, Yolanda M. Johnson, Janice Sawyer, Mary Ann Hergenrother, and Ellen Barber, *Educational Leadership*, October 1997.

The authors of this report found that although **harassment** of students by **peers in middle school** is pervasive, few students report it to adults. When the students did report it, their complaints tended to be minimized, and no action was taken to discourage harassment. Strategies for decreasing harassment are suggested.

37. **Trends in Sexual Activity among Adolescent American Women: 1982-1995**, Susheela Singh and Jacqueline E. Darroch, *Family Planning Perspectives*, September/October 1999.

**Sexual behavior of adolescent females** was investigated in 1982, 1988, and 1995. In general, significant increases in sexual activity were found between 1982 and 1995. There were fewer changes between 1988 and 1995. Differences in sexual activity associated with age, **race/ethnicity**, and income were also discussed.

## B. SEX EDUCATION

38. **Reflections on Two Decades of Research on Teen Sexual Behavior and Pregnancy**, Douglas Kirby, *Journal of School Health*, March 1999.

During the past 20 years, research on sexual activity in adolescence has increased in its scientific rigor. The factors predicting **high-risk sexual activity** and the **effectiveness of intervention strategies and education** were evaluated in light of this research.

39. **Key Skill for Teen Parents: Having Realistic Expectations**, Bridget Murray, *APA Monitor*, September 1995.

Programs for **teen mothers** emphasize child care, staying in high school, and preparing for a future job. The programs train mothers in effective techniques for parenting. Teens are also given school credit and career counseling. Some teen-parenting programs that work are responsible for significantly lower rates of child abuse, others for improved school performance.

40. **Young Adults and AIDS: 'It Can't Happen to Me,'** Nathan Seppa, *APA Monitor*, January 1997.

Although the rate of **HIV infection is increasing among heterosexual young adults**, condom use by this population is not consistent. Psychologists propose that impediments to condom use include difficulty in communicating with one's partner, embarrassment about purchasing condoms, and discontinuance of condom use in an ongoing relationship.

## Overview

204

41. **Programs Go beyond "Just Saying No,"** Bridget Murray, *APA Monitor*, November 1995. 206

New **drug-abuse** prevention programs are attempting to create a fabric that integrates adolescents, parents, **schools**, and communities. It is hoped that these programs will increase adolescents' involvement in school while incorporating parental and community values.

42. **Courtroom Justice for Teens—by Teens,** 209

Kathiann M. Kowalski, *Current Health* 2, April/May 1999. Teen courts that are staffed by teen attorneys, teen judges, and teen juries are being used increasingly to try **adolescents charged with misdemeanors**. Sentences generally involve community service. The teens serving in a legal capacity rarely go on to commit crimes themselves.

43. **Looking for Trouble,** Jodie Morse, *Time*, April 24, 2000. 211

Criminal profiling, including use of Mosaic software, a threat-assessment instrument, is being used to **predict which school-age children may commit acts of violence**. Critics believe that these methods will not only be ineffective but that their use will violate the privacy of students.

44. **Never Too Buff,** John Cloud, *Time*, April 24, 2000. 215

Increasing numbers of American men are developing an "Adonis complex": They wish to have the kind of perfect, muscular body that is portrayed by the **media**. **Dissatisfaction with their own bodies** may lead men to compulsive exercise, use of supplements, and illegal use of **steroids**.

45. **Escaping from the Darkness,** Howard Chua-Eoan, 218  
*Time*, May 31, 1999.

As many as 5 percent of preteens and teenagers may suffer from **clinical depression**. Which of these children should receive antidepressant medications, and for how long, is a debated issue. In this essay, Howard Chua-Eoan provides cases demonstrating the pros and cons of the use of antidepressants.

46. **Adolescent Attraction to Cults,** Eagan Hunter, 222  
*Adolescence*, Fall 1998.

Adolescents who are alienated from their families, who are pressured to excel, and who do not have clear values may be attracted to **cults**. Eagan Hunter proposes that helping adolescents **develop clear identities** and realistic goals may protect them from cult influences.

## Index

225

## Test Your Knowledge Form

228

## Article Rating Form

229



## 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.

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### EDITORS

#### **Anita M. Meehan**

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Anita M. Meehan is professor of psychology at Kutztown University of Pennsylvania. She received a B.A. from Wilkes College with majors in psychology and elementary education and an M.A. and Ph.D. in developmental psychology from Temple University. Her research interests have focused on cognitive and social development. Most recently, she published and presented work on gender schemas and sex-role development.

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# Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to adolescent psychology students and professionals. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon (🌐) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Achievement</b>	12. LD Label for Relatively Well-Functioning Students 14. Schools the Source of Rough Transitions 15. Cheating Game 16. Gender Gap in Math Scores Is Closing 28. Teen Jobs 🌐 10, 11	<b>Extracurricular Activities</b>	7. Adolescent Male Athletes 11. Mommy, What's a Classroom? 28. Teen Jobs 29. Inside the Crazy Culture of Kids Sports 31. Secret Life of Teens 🌐 10, 12, 14
<b>AIDS</b>	35. Neglected Heart 38. Reflections on Two Decades of Research on Teen Sexual Behavior and Pregnancy 40. Young Adults and AIDS 🌐 2, 25, 26, 27	<b>Fathers</b>	25. Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image 🌐 18, 19
<b>Autonomy/Independence</b>	3. Adolescence: Pathologizing a Normal Process 28. Teen Jobs 🌐 6, 7, 8, 16, 17	<b>Gender Differences</b>	16. Gender Gap in Math Scores Is Closing 🌐 12, 14, 18, 22, 23, 29, 30
<b>Body Image/Attractiveness</b>	6. 1997 Body Image Survey Results 7. Adolescent Male Athletes 25. Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image 44. Never Too Buff 🌐 6, 9, 22, 25, 26	<b>Homosexuality</b>	26. Gay Families Come Out 34. Clack of Tiny Sparks 40. Young Adults and AIDS 🌐 1, 22, 23, 24, 25, 26, 27, 32, 34
<b>Dating</b>	33. Too Young to Date? 🌐 13, 14, 23, 25, 26, 27	<b>Identity</b>	1. Rise and Decline of the Teenager 3. Adolescence: Pathologizing a Normal Process 17. Moral Development of Children 19. Ethnicity, Identity Formation, and Risk Behavior among Adolescents of Mexican Descent 20. "I'm Just Who I Am" 46. Adolescent Attraction to Cults 🌐 6, 7, 8, 14, 15, 23
<b>Defining Adolescence</b>	1. Rise and Decline of the Teenager 2. The Way We Weren't 3. Adolescence: Pathologizing a Normal Process 22. Adolescence: Whose Hell Is It? 🌐 6, 7, 8, 14, 15, 32	<b>Juvenile Delinquency</b>	1. Rise and Decline of the Teenager 10. Musings in the Wake of Columbine 18. Raising Better Boys 42. Courtroom Justice for Teens 43. Looking for Trouble 🌐 10, 21, 23
<b>Depression</b>	45. Escaping from the Darkness 🌐 1, 30, 32, 33, 34	<b>Media Influence</b>	6. 1997 Body Image Survey Results 27. Truth about Tweens 30. Stop Blaming Kids and TV 31. Secret Life of Teens 44. Never Too Buff 🌐 20, 22, 23, 24, 25, 26, 27
<b>Divorce</b>	23. How Teens Strain the Family 25. Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image 🌐 18	<b>Mentoring</b>	13. Good Mentoring Keeps At-Risk Youth in School 18. Raising Better Boys 🌐 10
<b>Drugs and Alcohol</b>	41. Programs Go Beyond "Just Saying No" 44. Never Too Buff 🌐 2, 20, 21, 22, 23, 31, 34	<b>Middle Schools</b>	14. Schools the Source of Rough Transitions 🌐 10
<b>Early Adolescence</b>	5. Yesterday's Precocious Puberty Is Norm Today 8. Study of White Middle-Class Adolescent Boys' Responses to "Semenarche" 14. Schools the Source of Rough Transitions 24. "Don't Talk Back!" 27. Truth about Tweens 33. Too Young to Date? 🌐 6, 7, 9, 25, 27	<b>Moral Development</b>	10. Musings in the Wake of Columbine 15. Cheating Game 17. Moral Development of Children 18. Raising Better Boys 21. EQ Factor 35. Neglected Heart 🌐 14, 15, 24, 25, 26, 27
<b>Eating Disorders</b>	7. Adolescent Male Athletes 🌐 9, 29, 30, 34		

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Multicultural Issues</b>	2. Way We Weren't 19. Ethnicity, Identity Formation, and Risk Behavior among Adolescents of Mexican Descent 20. "I'm Just Who I Am" 37. Trends in Sexual Activity among Adolescent American Women 40. Young Adults and AIDS • <b>6, 9, 10, 13, 14, 15, 23, 27</b>		
<b>Nature vs. Nurture Issues</b>	16. Gender Gap in Math Scores Is Closing 37. Trends in Sexual Activity among Adolescent American Women • <b>10, 12, 15, 22, 23, 31</b>		
<b>Parenting</b>	2. Way We Weren't 22. Adolescence: Whose Hell Is It? 23. How Teens Strain the Family 24. "Don't Talk Back!" 25. Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image 26. Gay Families Come Out • <b>1, 6, 7, 10, 14, 17, 18</b>		
<b>Peers</b>	25. Effects of Paternal Absence on Male Adolescents' Peer Relations and Self-Image 27. Truth about Tweens 29. Inside the Crazy Culture of Kids Sports 36. Boys Call Me Cow • <b>6, 13, 22, 23, 25</b>		
<b>Physical Health</b>	5. Yesterday's Precocious Puberty Is Norm Today 9. Consequences of Insufficient Sleep for Adolescents 32. Teen Tobacco Wars • <b>2, 6, 9, 22, 27</b>		
<b>Puberty</b>	4. Inside the Teen Brain 5. Yesterday's Precocious Puberty Is Norm Today 8. Study of White Middle-Class Adolescent Boys' Responses to "Semenarche" 9. Consequences of Insufficient Sleep for Adolescents 14. Schools the Source of Rough Transitions • <b>6, 9, 14, 15, 24</b>		
<b>Rites of Passage</b>	8. Study of White Middle-Class Adolescent Boys' Responses to "Semenarche" • <b>22, 23, 24, 25, 26, 27</b>		
<b>School</b>	1. Rise and Decline of the Teenager 10. Musings in the Wake of Columbine 11. Mommy, What's a Classroom? 13. Good Mentoring Keeps At-Risk Youth in School 14. Schools the Source of Rough Transitions		
		<b>Self-Esteem</b>	15. Cheating Game 16. Gender Gap in Math Scores Is Closing 36. Boys Call Me Cow 41. Programs Go Beyond "Just Saying No" 51. Looking for Trouble • <b>6, 10, 11, 12, 15, 16</b>
		<b>Sex Education</b>	43. Raising Better Boys • <b>6, 7, 8, 9, 14, 15</b> 35. Neglected Heart 37. Trends in Sexual Activity among Adolescent American Women 38. Reflections on Two Decades of Research on Teen Sexual Behavior and Pregnancy 40. Young Adults and AIDS • <b>24, 25, 26, 27</b>
		<b>Sexual Behavior</b>	33. Too Young to Date? 34. Clack of Tiny Sparks 35. Neglected Heart 37. Trends in Sexual Activity among Adolescent American Women 38. Reflections on Two Decades of Research on Teen Sexual Behavior and Pregnancy 40. Young Adults and AIDS • <b>24, 25, 26, 27</b>
		<b>Sexual Harassment</b>	36. Boys Call Me Cow • <b>15, 28, 29, 30, 33</b>
		<b>Single Parents</b>	23. How Teens Strain the Family • <b>16, 17</b>
		<b>Suicide</b>	45. Escaping from the Darkness • <b>32, 33, 34</b>
		<b>Teen Parents/Pregnancy</b>	35. Neglected Heart 38. Reflections on Two Decades of Research on Teen Sexual Behavior and Pregnancy 39. Key Skill for Teen Parents • <b>24, 25, 26, 27</b>
		<b>Theories of Intelligence/Testing</b>	16. Gender Gap in Math Scores Is Closing 21. EQ Factor
		<b>Violence</b>	1. Rise and Decline of the Teenager 10. Musings in the Wake of Columbine 18. Raising Better Boys 30. Stop Blaming Kids and TV 42. Courtroom Justice for Teens 43. Looking for Trouble • <b>22, 23, 31, 34</b>
		<b>Work</b>	28. Teen Jobs

## ● AE: Adolescent Psychology

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

**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

#### 1. Ask NOAH About: Mental Health

<http://www.noah.cuny.edu/illness/mentalhealth/mental.html>

This enormous resource contains information about child and adolescent family problems, mental conditions and disorders, suicide prevention, and much more.

#### 2. Health Information Resources

<http://nhic-nt.health.org/Scripts/Tollfree.cfm>

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

#### 3. 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.

#### 4. Mental Health Net

<http://mentalhelp.net>

This is a comprehensive guide to mental health online, featuring 6,300 individual resources.

#### 5. Psychnet

<http://www.apa.org/psychnet/>

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.

### Perspectives on Adolescence

#### 6. Adolescence: Change and Continuity

<http://www.personal.psu.edu/faculty/n/x/nxd10/adolesce.htm#top>

At this site, students who took a course, *The Transition to Adulthood*, at Pennsylvania State University offer an excellent series of areas to explore concerning basic domains, such as biological, cognitive, and social changes; contexts, such as family changes during adolescence, family influences, school, and work; and issues, such as identity development, intimacy, psychosocial problems, and more.

#### 7. Facts for Families

[http://www.aacap.org/info\\_families/index.htm](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 friends.

#### 8. The Opportunity of Adolescence

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

This paper calls adolescence the turning point, after which the future is redirected and confirmed, and goes on to discuss the opportunities and problems of this period to the in-

dividual and society, using quotations from Erik Erikson, Jean Piaget, and others.

### Puberty and Biology

#### 9. Biological Changes in Adolescence

<http://www.personal.psu.edu/faculty/n/x/nxd10/biologic2.htm>

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

### Cognitive Growth and Education

#### 10. 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.

#### 11. Cognitive Changes in Adolescence

<http://www.personal.psu.edu/faculty/n/x/nxd10/cognitiv.htm#top>

Helpful articles, with related Web addresses, are available at this site. The first is "Adolescents: What Are They Thinking?" The second is "How Do Cognitive Changes during Adolescence Affect the Parent/Child Relationship?"

### Identity and Socioemotional Development

#### 12. AAUW's Initial Research

<http://www.aauw.org/2000/sgsa.html>

The American Association of University Women shares its research online. Abstracts include "Shortchanging Girls, Shortchanging America" and other reports that can then be ordered.

#### 13. 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.

#### 14. CYFERNET-Youth Development

<http://www.cyfernet.mes.umn.edu/youthdev.html>

Excellent source of many articles on youth development, including impediments to healthy development.

#### 15. Socioemotional Development

<http://www.valdosta.peachnet.edu/~whuitt/psy702/affsys/erikson.html>

Erik Erikson's concepts are outlined here, followed by examples for the use of secondary school teachers in encouraging identity formation in their students.