

Seventh Edition

Adolescence



LAURENCE STEINBERG

Adolescence

Laurence Steinberg
Temple University

Seventh Edition



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ADOLESCENCE

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Preface

In 1976, the first time I was asked to teach a semester-long course in adolescent development, my graduate advisor, John Hill—who at that time had been teaching adolescent development for ten years—took me aside. “Getting them to learn the stuff is easy,” John said, smiling. “Unfortunately, you’ll only have about three weeks to do it. It’ll take you ten weeks just to get them to unlearn all the junk they’re sure is true.”

He was right. I would present study after study documenting that turmoil isn’t the norm for most adolescents, that most teenagers have relatively good relationships with their parents, that adolescence isn’t an inherently stressful period, and so on, and my students would nod diligently. But five minutes later someone would tell the class about his or her cousin Billy, who had either run away from home, attempted to set his parents’ bedroom on fire, or refused to say a word to either his mother or his father for eight years.

As most instructors discover, teaching adolescent development is both exhilarating and exasperating. Every student comes into class an expert; for many of them, adolescence wasn’t very long ago. No good instructor wants to squelch the interest and curiosity most students bring with them when they first come into a class. But no conscientious teacher wants to see students leave with little more than the preconceptions they came in with and an even firmer conviction that social scientists who study human development are out of touch with the “real” world.

One of my other mentors, Urie Bronfenbrenner, once wrote that the science of child development had found itself caught between “a rock and a soft place”—between rigor and relevance. Teachers of adolescent development find themselves in the same boat. How do you present scientific research on adolescent development in ways students find interesting, believable, relevant, and worth remembering when the term is over? I hope this book will help.

ABOUT THE SEVENTH EDITION

Adolescent development was barely a separate field of study in the early 1980s. About the time of the publication of the first edition of *Adolescence* in 1985, however, the study of development during the second decade of the life cycle suddenly became a hot topic. New journals devoted exclusively to the study of adolescence began publication; established journals in the field of child development became deluged with submissions on adolescence; more and more well-trained scholars specializing in the study of adolescent development appeared on the scene. During the 17 years between the publication of the first and sixth editions of this text, our understanding of adolescent development expanded dramatically, and this expansion has continued at an even more rapid pace since the last edition was published three years ago.

The current edition of this textbook reflects this new and more substantial knowledge base. Although the book’s original organization has been retained, the material in each chapter has been thoroughly updated and revised. More than 800 new studies have been cited since the sixth edition alone—studies that my research assistants and I selected from the several thousand we read to prepare for this edition.

In some areas of inquiry, issues that were unresolved at the time of the earlier editions have been settled by newer and more definitive studies. In many cases, conclusions that had been tentatively accepted by the field were abandoned in favor of more contemporary views. For instance, when the first edition went to press, most scholars conceived of various aspects of problem behavior—drug use, unprotected sex, delinquency, for example—as being more or less independent phenomena, and theorists went out of their way to treat these issues under separate headings. In the past two decades, however, our theories of adolescent problem behavior have changed substantially, because the weight of the

evidence now indicates that many of the various problem behaviors associated with adolescence are indeed highly interrelated. New theories linking these problem areas to one another and drawing a distinction among internalizing, externalizing, and substance abuse problems necessitated discussing them in a different fashion. Accordingly, *Adolescence* was revised to reflect this change in perspective, and Chapter 13, “Psychosocial Problems in Adolescence”—devoted entirely to psychosocial problems—was added to the third edition. This chapter has been retained and substantially updated in the current edition, with expanded coverage of approaches to intervention and prevention.

In many areas of inquiry our knowledge has grown dramatically in the past three years. Readers will find expanded sections in this edition about hormonal influences on behavior, brain growth and intellectual development, behavioral genetics, decision making and risk taking, neighborhood and community effects on development, juvenile justice, romance and dating, sexual behavior, teen employment, the mass media and the Internet, violence and aggression, and depression and other types of internalizing problems. These additions, corrections, and expansions are natural responses to the development of new knowledge in a dynamic, growing scientific field.

Perhaps the greatest expansion of knowledge during the past decade has been about adolescents from ethnic minority groups and from parts of the world other than North America. This has permitted increased coverage of the ways in which the course of development during adolescence is affected by economics, ethnicity, and culture. Whereas some authors choose to present this material in a separate chapter on ethnicity or culture, I am not convinced that this is the best way to help students understand when, how, and why patterns of adolescent development vary across class, ethnicity, and region. Moreover, the literature on psychological development of ethnic minority and non-American adolescents expanded so rapidly during the last five years that it would be impossible to provide adequate coverage of this material in just one chapter. I weave information on ethnicity and culture throughout *every single chapter*, focusing not only on ethnic differences in development, but on similarities that cut across adolescents from different social and cultural backgrounds. Indeed, I was surprised to read so many studies that indicated that influences on adolescent development were far more similar than different across ethnic and cultural groups.

This edition of *Adolescence* drops a feature that ran throughout the last several editions. In those editions, a box entitled “The Sexes” in each chapter considered in detail whether a particular pattern of adolescent development is different for boys and for girls. In rereading many of these boxes, I came to the conclusion that some of the material had become dated. For instance, sex differences in cognitive functioning and in school achievement have all but disappeared, and the very questions that sparked so much passionate interest 20 years ago seem like distant memories today. Rather than having an obligatory box on sex differences in each chapter, then, in this edition I have integrated information about sex differences directly into the main body of text when the material is current and appropriate. There are extensive discussions of sex differences in depression, in dating relationships, and in the impact of pubertal maturation, for instance.

I’ve retained the second set of boxed inserts that was initially added to the fourth edition in response to the positive feedback I’ve received from readers. Although most instructors (and virtually all students) who have used this text have enjoyed its “dejaargonized” writing style, some felt that including more information about research design and methods would be useful. Each chapter in this edition contains a boxed feature entitled “The Scientific Study of Adolescence,” which examines in detail one particular study discussed in that chapter and teaches students about an important aspect of research methods, design, or statistics. Among the topics covered in this series are, for example, the difference between an independent and dependent variable, the meaning of a statistical interaction, how researchers use electronic beepers to study adolescents’ moods, why correlation is not causation, statistical power, the Q-Sort procedure, and the use of meta-analysis in examining a research literature.

ADOLESCENT DEVELOPMENT IN CONTENT

If there is a guiding theme to *Adolescence*, it is this: Adolescent development cannot be understood apart from the context in which young people grow up. Identity crises, generation gaps, and peer pressure may be features of adolescent life in contemporary society, but their prevalence has more to do with the nature of our society than with the nature of adolescence as a period in the life cycle. In order to understand how adolescents

develop in contemporary society, students need first to understand the world in which adolescents live and how that world affects their behavior and social relationships. I have therefore devoted a good deal of attention in this book to the contexts in which adolescents live—families, peer groups, schools, neighborhoods, and work and leisure settings—to how these contexts are changing, and to how these changes are changing the nature of adolescence.

ORGANIZATION

The overall organization of this book has not changed since the last edition. Specifically, the chapters about psychosocial development during adolescence are separate from those about the contexts of adolescence. In this way, the psychosocial concerns of adolescence—identity, autonomy, intimacy, sexuality, and achievement—are presented as central developmental concerns that surface across, and are affected by, different settings.

This book contains an introduction and 13 chapters, which are grouped into three parts: the fundamental biological, cognitive, and social changes of the period (Part One); the contexts of adolescence (Part Two); and psychosocial development during the adolescent years (Part Three). The Introduction presents a model for studying adolescence that was developed by the late John Hill and that serves as the organizational framework for the text. I have found the framework to be extremely helpful in teaching adolescent development, and I highly recommend using it. However, if the model does not fit with your course outline or your own perspective on adolescence, it is possible to use the text without using the framework. Each chapter is self-contained, and so it is not necessary to assign chapters in the sequence in which they are ordered in the text. However, if you choose to use the model presented in the Introduction, it may be helpful to follow the text organization.

THEORY AND METHODS

One of the things you will notice about *Adolescence* when you thumb through the contents is that the ubiquitous chapters about “theories of adolescence” and “research methods” are missing. The chapter titles are indeed missing, but the material isn’t. After teaching adolescence for many years, I am convinced that stu-

dents seldom remember a word of the chapters about theory and methods because the information in them is presented out of context. Therefore, although there is plenty of theory in this text, it is presented when it is most relevant, in a way that shows students how research and theory are related. At the beginning of the chapter on intimacy, several perspectives on close relationships (e.g., attachment theory; Sullivan’s perspective on psychosocial development) are presented, and then the relevant research is examined. Similarly, the research methods and tools employed in the study of adolescence are discussed in the context of specific studies that illustrate the powers—or pitfalls—of certain strategies. Many of these research issues are spotlighted in the boxed material on “The Scientific Study of Adolescence,” which appears in each chapter. Overall, my approach has been to blend theory, research, and practical applications in a way that shows students how the three depend on each other. For students unfamiliar with theories in developmental psychology, I have included a brief overview of this material in the Introduction.

LEARNING AIDS

I have included three types of learning aids in this edition of *Adolescence* that are designed to help students get the most out of their reading: periodic summaries of chapter material, labeled “Recap,” and “Food for Thought” questions, both of which are placed at key points in each chapter, and a feature called “Web Researcher,” developed by Dr. Nancy Darling at Bard College, which prompts students to research some aspect of adolescent development on the Internet. These are designed to help students both retain what they’ve read and think critically about the nature of adolescence while they are reading.

SUPPLEMENTS

For the Instructor:

Instructor’s Manual—by Nancy Darling, Bard College, and Andrew R. Burns, Bard College

This comprehensive and thoroughly integrated manual provides ideas, information, and support for both returning instructors and new instructors. New features include an *Instructor-to-Instructor* section to describe how the chapter fits into the overall arc of the text by identifying common sources of student confusion and

highlighting key areas of student interest. *For Returning Instructors* is a brief section that highlights new text material and notes what has been eliminated to help plan and organize the course. Also included in each chapter is a discussion of the Web Researcher feature at the end of the chapter. One or more suggested lecture topics have been added to each chapter as well. The Instructor's Manual is available electronically in the Instructor's Resource CD-ROM and on the password-protected Instructor's Online Learning Center.

Test Bank—by Anita Rosenfield, Yavapai College

This complete Test Bank includes a wide range of conceptual multiple-choice and essay questions. The Test Bank is available only on the Instructor's Resource CD-ROM as a Computerized Test Bank (Mac/IMB) and also in Word and Rich Text formats.



Online Learning Center

This site includes a secured Instructor Edition that stores your essential course materials to save you prep time before class. With just a couple clicks you can access the Instructor's Manual and presentation materials. The Instructor Edition also contains the text's PowerPoint Presentation, selected video clips from the McGraw-Hill Visual Asset Database, and Web Researcher activities. You will also find PowerWeb content within the OLC to give you faster access to real-world material specific to your discipline. These resources and more can be found by logging on to the website at www.mhhe.com/steinberg7.

 **McGraw-Hill's Visual Assets Database (VAD) for Lifespan Development**—by Jasna Jovanovic, University of Illinois, Urbana-Champaign

McGraw-Hill's Visual Assets Database is a password-protected online database of hundreds of multimedia resources for use in classroom presentations, including original video clips, audio clips, photographs, and illustrations—all designed to bring to life concepts in developmental psychology. In addition to offering ready-made multimedia presentations for every stage of the lifespan, the VAD's search engine and unique "My Modules" program allow instructors to select from the database's resources to create their own customized presentations, or "modules." These customized presentations are saved in an instructor's folder on the McGraw-Hill site, and the presentation is then run directly from the VAD to the Internet-equipped classroom.

PowerWeb

PowerWeb offers you a great way to make coursepacks. Instead of searching through newspapers and magazines, you can point and click your way through PowerWeb for articles that complement your text. Print them out or direct your students to them electronically. Either way, you save prep time while bringing the very latest real-world coverage to your course. PowerWeb articles are recommended by professors like you, which means you won't get all the clutter that results from most Web searches.

For the Student:



Online Learning Center

As you study, you can refer to the site's Student Edition for the Student Study Guide revised by Robert Pred, Temple University. Also on the site, you'll find the Web Researcher activities, video clips, an interactive glossary, and much more. You can also access PowerWeb content to see chapter topics illustrated in the real world. Before taking an exam, you can point and click your way through the chapter summary, take self-grading quizzes, and work through interactive exercises. These resources and more can be found by logging on to the website at www.mhhe.com/steinberg7.

ACKNOWLEDGMENTS

Revising a textbook at a time when so much new information is available is a challenge that requires much assistance. Over the years my students have suggested many ways in which the text might be improved, and I have learned a great deal from listening to them. I am especially grateful to Margo Noel Gardner, who ably tracked down and organized much of the new research published in the three years between editions; and to several colleagues, including:

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Laurence Steinberg

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About the Author



Laurence Steinberg,

Ph.D., is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. He graduated from Vassar College in 1974 and from Cornell University in 1977, where he received his Ph.D. in human development and family studies. He is a Fellow of the American Psychological Association and former President of the Society for Research on Adolescence.

Dr. Steinberg's own research has focused on a range of topics in the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform, and juvenile crime and justice. He has been the recipient of numerous honors, including the John P. Hill Award for Outstanding Contributions to the Study of Adolescence, given by the Society for Research on Adolescence, the Society for Adolescent Medicine's Gallagher Lectureship, and the American Psychological Association's Urie Bronfenbrenner award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. Dr. Steinberg also has been recognized for excellence in research and teaching by the University of California, the University of Wisconsin, and Temple University, where he was honored in 1994 as one of that university's Great Teachers.

In addition to *Adolescence*, Dr. Steinberg is the author or coauthor of more than 200 scholarly articles on growth and development during the teenage years, as well as the books *You and Your Adolescent: A Parent's Guide for Ages 10 to 20* (with Ann Levine); *When Teenagers Work: The Psychological and Social Costs of Adolescent Employment* (with Ellen Greenberger); *Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis* (with Wendy Steinberg); *Studying Minority Adolescents: Conceptual, Methodological, and Theoretical Issues* (coedited with Vonnie McLoyd), *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do* (with Bradford Brown and Sanford Dornbusch), the *Handbook of Adolescent Psychology* (coedited with Richard Lerner), and *The Ten Basic Principles of Good Parenting*. ●

For Wendy and Ben

Introduction

Adolescent Development in Context

A Multidisciplinary Approach to Adolescence

The Boundaries of Adolescence

Early, Middle, and Late Adolescence

A Framework for Studying Adolescent Development

The Fundamental Changes of Adolescence

- The Scientific Study of Adolescence:
The Boundaries of Adolescence

The Contexts of Adolescence

Psychosocial Development During Adolescence

Theoretical Perspectives on Adolescence

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