Cornell Professional Development
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A016 Adolescent Development
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Overview

• Theories and research findings on adolescence
• Discussion of case study: Distilling My Korean-American Identity
• More theories and research findings
• Discussion of case study: Running Hurdles and implications for teaching
Brain Development

• Sleep cycle in adolescents
  Melatonin released later in day
• How teenage brain processes emotions
  Frontal lobes vs. amygdala
• Frontal lobe development mature at age 25
Cognitive Development

Characteristics of adolescent thinking:
1. Abstract
2. Metacognition
   Elkind—imaginary audience
3. Possibilities
   Idealism
   Hypothetical-deductive reasoning
4. Multidimensional
Cognitive Development

Characteristics of adolescent thinking (con’t)

5. Perry
   - Dualism
   - Relativism
   - Commitment in relativism
Identity

Erikson

- Identity is main issue during adolescence
  - Who am I? Who will I become?
- Psychosocial moratorium

Identity is western idea
Marcia’s Identity Statuses

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High: Identity Achieved</td>
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<tr>
<td>Low</td>
<td>High: Identity Moratorium</td>
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</tbody>
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Identity Development in Nondominant Groups

Identity development is more complicated for adolescents in nondominant groups:

• Racial and ethnic minorities
• Girls and women
• Gay, lesbian and bisexual adolescents
Racial and Ethnic Identity Development

Cross

• Pre-encounter
• Encounter
• Immersion/emersion
• Internalization
• Internalization/commitment
Small Group Discussions

Distilling My Korean-American Identity
Achievement Motivation

- Psychological aspects of achievement
- Dweck’s motivational process model
Dweck’s motivational process model
Specific components and their relationship to behavior

<table>
<thead>
<tr>
<th>Theory of Intelligence</th>
<th>Goal Orientation</th>
<th>Confidence in Intelligence</th>
<th>Behavior Pattern</th>
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</thead>
<tbody>
<tr>
<td>Entity Theory--Intelligence is fixed</td>
<td>Perform. Goal--gain positive judgments</td>
<td>If HIGH $\Rightarrow$</td>
<td>Mastery oriented</td>
</tr>
<tr>
<td>Incremental Theory—Intelligence is malleable</td>
<td>Learning Goal—increase competence</td>
<td>If HIGH or LOW</td>
<td>Mastery oriented</td>
</tr>
</tbody>
</table>
Dweck’s Research Findings

- Bright girls are particularly vulnerable to learned helpless pattern
- Training low-achieving students to attribute failure to lack of effort (rather than lack of ability) can improve persistence in the face of obstacles
Small Group Discussions

- Running Hurdles
- Implications for Teaching
- Evaluations
Autonomy

• Self-governing, responsibility for self
• Formerly psychologists thought developing autonomy meant detaching from adults
• Current research shows that healthy development of autonomy involves close relationships with parents and adults
• Parenting/teaching styles related to development of autonomy
# Parenting/Teaching Styles

<table>
<thead>
<tr>
<th>Demand</th>
<th>Responsive</th>
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</thead>
<tbody>
<tr>
<td>high</td>
<td>authoritative</td>
</tr>
<tr>
<td>low</td>
<td>permissive (indulgent)</td>
</tr>
</tbody>
</table>
Research Findings on Adolescent Behavior Associated with Parenting/Teaching Styles

- Authoritarian
  Social incompetence
  Anxious about social comparison
  Difficulty initiating activity
  Poor communication skills
  Low autonomy
- Dependent
- Passive
- Less intellectually curious
Research Findings (con’t)

- Authoritative
  Social competence
  Self-reliant
  Socially responsible
  High autonomy
  Self-assured
  Adaptive
  Creative
  Curious
  Successful in school
Research Findings (con’t)

• Indifferent
  Socially incompetent
  Impulsive—poor self-control
  Delinquent behavior

• Indulgent
  Social incompetence
  Lack of self-control
  Has trouble with rules and regulations
  Less mature
  More irresponsible
  More conforming to peers
  Lack of leadership
Components of Authoritative Parenting

- Warmth and acceptance
- Autonomy granting
- Moderate amounts of behavioral control—limit setting, monitoring
Sex Differences in Response to Maturational Timing

- Early maturing boys
  Better self image
  More popular
  More problem behaviors
  More smoking, use of drugs, alcohol
  Earlier sexual activity
Sex Differences in Response to Maturational Timing

- Early maturing girls
  - Poorer self-image
  - Higher rates of depression, anxiety, eating disorders, panic attacks
  - More popular with boys
  - More problem behaviors
  - More smoking, use of drugs, alcohol
  - Earlier sexual activity
  - More school underachievement