I. Chapter Overview

1. Adolescents and Society
   - Historical Views
   - Adolescents in Modern Society

2. Biological Theories of Adolescent Development
   - G. Stanley Hall
   - Sigmund Freud
   - Modern Theories of Biological Development

3. Puberty
   - The Growth Spurt
   - Sexual Development
   - Brain Development
   - The Neuro-Hormonal System
   - The Timing of Puberty
   - Puberty and Health

4. Cognitive Development
   - Piaget's Theory of Formal Operations
   - Information-Processing Approaches
   - Sociocultural Approaches

5. Moral Development
   - Kohlberg's Theory of Moral Reasoning
   - Gilligan's Theory of Moral Reasoning
   - Parent and Peer Contributions to Moral Development
   - Cultural Variations in Moral Reasoning
   - The Relation Between Moral Reasoning and Moral Action

6. Implications

II. Key Concepts to Emphasize

III. Connections to Text: Central Issues and Theories
   - Continuity vs. discontinuity
Adolescence is characterized by remarkable changes in physical and intellectual development, presenting challenges whose specifics depend on the particular society.

1. ADOLESCENTS AND SOCIETY

- Virtually all societies recognize adolescence as an important transition requiring special attention. In philosophy and literature through the ages, adolescence has been seen as a period of unique peril and promise.
- Industrialization led to increased attention to adolescence because it led to urban youth problems and to a need for a more educated workforce.
- Prolonged education and delayed marriage and childbearing are common in many contemporary societies. Consequences for young people include increasing reliance on parents for support, an extended period of identity exploration, and feelings of being unprepared for the roles and responsibilities of adulthood.

Apply, Connect, Discuss

Provide some personal examples of how social and cultural tensions to be both childlike and adultlike affected your adolescence. To what extent might these examples be associated with contemporary social and cultural issues facing adolescents and their families?

2. BIOLOGICAL THEORIES OF ADOLESCENT DEVELOPMENT

- G. Stanley Hall saw adolescence as a time of “storm and stress” and as evolutionarily corresponding to a period beyond the biologically predetermined past, with adolescents thus representing the future of the species.
- Sigmund Freud saw adolescence as the beginning of the genital stage of psychosexual development and its main task as reestablishing the balance among the id, ego, and superego that was upset by the upsurge of sexual excitation at puberty.
- Modern biological approaches focus on evolutionary implications of such aspects as delayed maturation followed by the growth spurt at puberty, a pattern unique to humans and evolutionarily advantageous.
Apply, Connect, Discuss
From a biocultural perspective, why might it be advantageous to develop advanced social, economic, and cognitive skills and abilities prior to, rather than after, reaching sexual maturity?

3. PUBERTY

- Puberty refers to the biological developments that lead to physical maturity and capacity for reproduction.
- The growth spurt is one of the first signs of puberty.
- In girls, the development of primary sex characteristics, or reproductive organs, includes the maturation of the ovaries, which leads to ovulation, typically beginning after menarche, the first menstrual period. In boys, it includes the maturation of the testes, which leads to sperm production and to semenarche, the first ejaculation. Development of secondary sex characteristics, beginning with breast buds in girls and pubic hair in both sexes, provides evidence that puberty is underway.
- Significant brain developments in adolescence include changes to the cortex and limbic system. The cortex, especially the prefrontal cortex, which is associated with higher forms of reasoning and decision making, undergoes a period of rapid synaptic growth and pruning. The limbic system, associated with the experience and interpretation of emotions, undergoes a period of myelination and synaptic pruning.
- The timing of puberty, earlier for girls than for boys, varies widely as a result of complex interactions between genetic and environmental factors. Caloric intake may be among the crucial environmental factors, as a certain level of body fat may be required for the onset of puberty; thus, nutritional improvements may have led to the secular trend of decline over the decades in the average age of puberty. However, “overnutrition,” that is, diets excessively high in calories, has been identified as a source of recent trends toward earlier pubertal onset in many industrialized and developing countries.
- Although adolescence is generally a time of good health, its astronomical growth rates place new demands on the body, creating special needs for nutrition, sleep, and physical activity—needs that all too often are not fully met.
- Puberty has profound social and psychological consequences, which are influenced by cultural beliefs and values. For cultural reasons, puberty may tend to be more psychologically difficult for girls than for boys especially if its timing is early rather than on time or late.

Tables

14.1 Tanner’s stages of pubertal development
14.2 Chronological age at onset of puberty for girls and boys
14.3 Risks associated with early puberty
14.4 Earlier puberty: Theories and speculation
14.5 Nutrients of concern in the average diet of adolescents
Apply, Connect, Discuss

Research on adolescent brain development has raised questions about whether teens are capable of making mature decisions and understanding the consequences of their actions. In general, do you think adolescents should be held less accountable than adults for bad decisions? Do you think they should be held less accountable than adults for serious crimes?

What might be done to protect girls from the negative consequences of early maturation? Consider various contexts of prevention, including families, schools, and culture.

4. COGNITIVE DEVELOPMENT

- According to Piaget, adolescence is marked by the emergence of a capacity for formal operational thinking, for relating sets of relationships to each other. Formal operational thinkers can reason by systematically manipulating variables and can use hypothetical-deductive reasoning, judging an argument based on logical form alone.
- Sociocognitive conflict—cognitive conflict rooted in social experience—may be particularly useful for promoting formal operational thinking. Rather than being a universal stage, formal operational thinking appears to depend on certain experiences and to not be consistently used by those who do use it.
- Information-processing approaches attribute adolescents’ more systematic thinking to increased working memory capacity and to the use of more powerful problem-solving strategies.
- Epistemic development, involving how individuals reason about the nature of truth and knowledge, takes different forms during adolescence: The objectivist theory of knowledge; the subjectivist theory of knowledge; and the evaluativist theory of knowledge.
- Sociocultural approaches demonstrate the role of social interactions in scaffolding its development of adolescent thinking.

Tables:
14.6 Piaget’s stages of development

Figures:
14.8 Combination of chemicals task
14.9 Game of dominoes

Boxes:
Peacekeeping in a virtual classroom
Apply, Connect, Discuss

Present evidence for and against the argument that it is appropriate for adolescents to be tried in court as adults. What is your own opinion on this matter? Why? Defend your position using research presented in this section.

6. MORAL DEVELOPMENT

- According to Lawrence Kohlberg, moral reasoning at stage 4 ("law-and-order morality") appears during adolescence, although reasoning at stage 3 ("good-child morality") remains more typical. Kohlberg believed that postconventional reasoning (based on principles) is relatively rare.
- Carol Gilligan, taking a feminist approach, argued that Kohlberg had emphasized a morality of justice at the expense of a morality of care.
- Although Kohlberg's approach showed significant differences between cultures in members' moral reasoning, cross-cultural studies taking other approaches suggest that differences between cultures are few and that the shift to postconventional reasoning is widespread. Social domain theory, one such approach, shows the importance of separating issues of morality from issues of social convention and personal choice.
- Parents and peers make important but distinct contributions to adolescents' moral development.
- Adolescents' actions do not always accord with their morals, perhaps reflecting inconsistent societal standards, as well as adolescents' different definitions of issues as belonging to moral versus personal choice and social convention domains. Perspective taking and prosocial reasoning encourage moral behavior.

Tables:
- 14.7 Kohlberg's six moral stages
- 14.8 Items pitting one kind of consideration against the other

Figures:
- 14.10 Mean percentage of U.S. citizens at each of Kohlberg's stages
- 14.11 Age trends in moral reasoning of boys in small, isolated villages

Apply, Connect, Discuss

Suppose you want to facilitate moral development in juvenile delinquents participating in a counseling program. How would you go about this from a Kohlbergian perspective? How would you do this from the perspective of social domain theory? In each case, consider whether your intervention programs would work with the teens one-on-one, or in family or peer groups.

II. Key Concepts to Emphasize

1. ADOLESCENTS AND SOCIETY

A main point in the adolescents and society section is that the “storm and stress” often associated with adolescence is not a new phenomenon. From Aristotle to Shakespeare, history provides many
examples of a stage of development similar to what we now call adolescence. You might assign students to watch one of the various movies made from Shakespeare’s play “Romeo and Juliet” to identify features of adolescence identified in the text. They can then come to class with a review of their movie and a written summary of how it relates to what was identified in the text.

2. BIOLOGICAL THEORIES OF ADOLESCENT DEVELOPMENT

The section on biological approaches to adolescence begins with a review of Hall’s view of adolescence as a time of “storm and stress.” The description features his view of adolescence as the consequence of evolutionary processes. Students can be asked to discuss in small groups their opinions about whether adolescence is a time of “storm and stress” and how well the evolutionary model applies. This section also returns to Freud. If your class discussions concerning earlier stages of development featured Freud’s theoretical model, then a return to that model may help students better understand his overarching theory.

3. PUBERTY

The section on puberty provides opportunities to highlight the transactional nature of development. The growth spurt that accompanies adolescence represents a clear example of discontinuity in development. It is also a clearly observable example of discontinuity and as such can serve as the focus on a comparative study. Students might go to a middle school and attempt to chart the variations in size and growth of the students. The differences in the growth spurt and body changes for males and females provide an opportunity to discuss the transactional relationship between nature and nurture as well as individual differences.

This chapter provides a good opportunity to return to some of the concepts regarding brain development that were covered previously. During adolescence, there are dynamic changes across the brain. The cerebral cortex goes through significant changes as does the limbic system. The synaptogenesis and synaptic pruning that occur are similar to that as was described in infancy. This is therefore a period where there is tremendous opportunity for growth but also significant risks.

The many changes that occur with sexual development add to the discontinuity in development found in adolescence. The confusion caused for the individual experiencing these changes can be discussed as a further contributor to the potential “storm and stress” of adolescence.

The brain development section should be highlighted as this represents a relatively new area of research. *Time* magazine (May 10th, 2004) includes an excellent summary of current research on the secrets of the teen brain. It provides a graphic of the brain showing the nerve proliferation and pruning that occur during adolescence as well as a summary of the changes that occur in all regions of the brain. It emphasizes the role of hormones as they impact the developing brain and also “dumb decisions” that lead to risky behavior.

The section on the neuro-hormonal system is new to this addition and represents an up to date summary of how the hormonal shifts that occur with puberty are linked with neuronal changes. The hypothalamic-pituitary-gonadal (HPG) axis are described as forming a highly complex system of hormonal communication associated with the onset of puberty. Figure 14.6 can be used to exemplify this complex system as it depicts the impact of kisspeptin, a recently discovered small protein that plays a role in activating the HPG axis.

The evidence concerning timing of puberty and the contributions of genetics and the environment can be presented to illustrate the effects on our basic biologic functions. The influence of nutrition and stress as well as the trend for a decrease in age of onset point again to the transactional relationship between nature and nurture. The section on puberty and health provides a good
opportunity to return to the importance of nutrition and if you are teaching traditional college students, the information on nutrition may be particularly important as their own dietary practices may be reflected in what is presented here. Tables 14.3 and 14.4 can be discussed to emphasize the complex outcomes related to early onset of puberty.

4. COGNITIVE DEVELOPMENT

You may want to compare and contrast Piagetian models with information-processing and socio-cultural perspectives featured here. The variability in thinking observed for formal operational thinking led Piaget to make claims similar to a sociocultural perspective. Earlier disagreements about universality are replaced here by the agreement that forms of reasoning are context-specific. Piaget did not make this claim with earlier stages of development. To help students understand the differences between the models, you can feature first Piaget's combination of liquids problem (Figure 14.8), and the dominoes discussion presented in the sociocultural section. You can group the students into small groups, assign them one of these viewpoints, and require them to summarize each of the major claims of these perspectives in a chart form.

5. MORAL DEVELOPMENT

To emphasize Kohlberg's stages of moral development, students can be asked to write examples of answers to the Heinz dilemma that reflect each of the six stages. While some are provided in the text, students should be encouraged to develop other examples (see Handout 14.11).

Students can also be encouraged to compare and contrast other views on moral development by developing a chart that summarizes the main points of Kohlberg's theory, feminist approaches to moral reasoning, parent and peer contributions to moral development, and cultural variations in moral reasoning. This can be done in a Jigsaw format by assigning small groups to each of these perspectives and then having them share their conclusions to the group as a whole.

III. Connections to Text: Central Issues and Theories

This chapter provides opportunities to draw connections to the key themes for this text and the frameworks presented in Chapter 1. These connections can be drawn in lectures, class discussions, or activities.

CONTINUITY VS. DISCONTINUITY

Remind students to review the section on continuity and discontinuity in Chapter 1 before participating in discussions or completing the activity.

Evolutionary and ethological approaches to the study of adolescence focus on comparisons between humans and other species. Social similarities are noted between species and are examples of continuity. The evolution of distinctive periods within the human species has identified discontinuities between humans and other species. For example, the growth spurt humans experience with the onset of puberty is not found in other species. Bogin, who identified this unique aspect of human development, says this distinct stage confers an advantage on adolescents as they have the opportunity to practice adult skills before they begin reproducing.

The many physical changes that occur with puberty are examples of developmental discontinuity. The body begins to function in a distinctly different fashion after the hormonal changes of puberty. In addition to the changes described in the text, a qualitative shift in functioning is marked by a change in sleep schedules due to a change in body rhythm that occurs with adolescence. This shift...
is reviewed in the supplemental reading by A. R. Wolfson and M. A. Carskadon. The distinctive nature of this change as well as its implications for the daily schedules of teens is nicely summarized in this reading.

**NATURE VS. NURTURE**

This chapter provides several opportunities to discuss the complex interplay between “nature” and “nurture” as they impact development. Remind students to review the section on nature and nurture in Chapter 1 prior to discussion.

The body changes that accompany puberty lead **teenage boys to be stronger than girls**. Boys can also exercise longer than girls and exert more force per ounce of muscle than girls of the same size. Though males are, in a sense, favored in this regard, females are described as being, on average, healthier, living longer, and being better able to handle long-term stress than males. The text does not attempt to account for the causal factors behind these differences beyond the basic changes in physical makeup, but these changes can be related to nature and nurture. To further expand on this idea, students can be asked to hypothesize possible causal factors for the differences between males and females by thinking back over the differences noted between the sexes throughout the entire text. From differences in play, interaction style, patterns of identification, and so on, differences between the sexes have been highlighted throughout the text. This material may assist students in engaging in creative thinking to try to identify causal relationships.

The section on early puberty provides another good opportunity to return to the theme of nature/nurture. Table 14.4 nicely displays physical psychological factors (nature) and socioeconomic factors (nurture) that contribute to earlier puberty.

**PLASTICITY**

Teen physical development can be connected back to the plasticity theme as it represents a sensitive stage in development. There are a variety of developmental outcomes that are associated with puberty marking it as a unique marker in development. The research on brain development also is a good example of plasticity as it shows how the adolescent may be particularly vulnerable to the effects of drugs and alcohol, much as a fetus was described as being vulnerable to the effects of teratogens.

**INDIVIDUAL DIFFERENCES**

Though a general trend in women’s decreasing **body image satisfaction** after puberty was noted, individual and group differences were also noted in response to body changes. Multiple factors that may account for these trends, such as individual differences, the media, cultural contexts, and school are discussed. Activities can be conducted to help understand these differences. A support group for teens experiencing eating disorders may further elaborate on the factors that lead some individuals to experience this disorder. An examination of the media, including popular TV shows and magazines, can serve to confirm the portion of the text describing “ideal” female attributes. Students can be asked to review the media and look for examples of ideal and alternate role models. Students can be asked to hypothesize why some women appear to be swayed by these ideals while others do not. The influence of cultural differences can be further elaborated upon by talking with members of different cultures about what body sizes are attractive to them. The interviewees can also be asked to identify what they think accounts for these different cultural values. A final activity that can be conducted is to visit schools and see if different levels of acceptance are found. Students can also be asked to develop hypotheses on what accounts for these different levels of acceptance.
There are somewhat substantial individual differences in the onset of puberty as well as differences in the effects of late and early maturation. To emphasize this, students can be asked to summarize the material on these topics. They can also attempt to identify factors that account for these individual differences and trends (see Handout 14.10).

THEORIES

To summarize their understanding of adolescent development, students can be asked to return to the grand theories and state what each would focus on in order to explain the developmental changes that occur in the physical and cognitive areas of development. Handout 14.12 would help organize this activity.

IV. Guide to the Supplements

Worth Publishers has a variety of supplemental tools to assist instructors in their courses. There are supplemental readings grouped according to each section of the course. Multiple video clips can be found to support a student's understanding of the material in this chapter. The Tool Kit includes an excellent sampling of video clips with associated activities that can be completed outside class and turned in for instructor review. Refer to the introductory chapter for this Instructor's Resource manual for ideas on how to use these supplements across the text.

The supplemental videos include information on puberty including the impact of the timing of puberty and gender differences. There is also a comparison of concrete-operational thinking and formal-operational thinking. A clip on initiations among the Chokwe and related peoples is also included.

Episode Three of “The Secret Life of the Brain: The Teenage World: A World of Their Own” supports the material on changes in the brain that occur during adolescence. It shows the vulnerability of the brain during this period of growth as described in the text by depicting the influence of addictive drugs and the onset of schizophrenia which strikes most often during adolescence.

V. Activities to Enhance Learning (homework, in-class activities, discussion questions)

The preface introduced a variety of activities that an instructor can use to enhance learning. These include homework which a student can complete outside class and then turn in for grading or review. The results of these homework activities can also be reviewed during a class session. The activities found on the Tool Kit lend themselves to review and discussion in class. Also, the Apply, Connect, Discuss sections of this chapter lend themselves well to in-class activities. A few examples of activities will be presented here specific for this chapter, but we also give you a reminder to review the activities described in the preface for other activities that you can use to enhance the learning of the material in this chapter.

HOMEWORK

• Select one of the studies described in the text and review the original study. Summarize the hypothesis, methods, results, and conclusions for this study. Do you agree with the summary of the study as presented in the text? What is the basis for your position?
The book *Reviving Ophelia* by Mary Pipher (1994) includes many case examples of difficulties experienced by teenage girls. This material can be used to delve more deeply into the issues of teenage girls, eating disorders, and poor body image.

Obtain heights and weights from a class of 2nd, 5th, 8th, and 11th graders. Chart the means and ranges of heights and weights for the students in each class. What patterns are noted within and between the groups of students?

Contact a local support group for individuals with eating disorders. Ask them what factors they have found to contribute to eating disorders and also what treatments they have found to be effective. How does what they report fit with what was presented in the chapter?

Observe a teen engaged in a complex problem-solving task or game at home. Then have them describe how the characteristics noted in their observation fit with the material in the text (see Handout 14.3).

Think of a complex daily task you encounter, for example, arranging your children’s schedule or your homework, school, and work schedules. What properties of formal-operational thinking are evident in your problem solving related to this task?

Interview an adolescent and ask him/her to describe ways in which his/her thinking exemplifies the characteristics that distinguish adolescent thinking from thinking typical of middle childhood. Also, ask how his/her thinking varies on these dimensions according to the content and context of the situation (Handout 14.4).

### IN-CLASS ACTIVITIES

- Have students discuss in small groups whether they identify themselves as a late maturer or early maturer. Ask them to discuss how well do their personal experiences fit with those described in the text. Also ask them to discuss what do they think accounts for any differences they find in their personal experience.

- The text states that “many individuals who are capable of formal-operational thought do not employ formal-operational strategies in all situations.” Have the students generate a list of the situations in which they employ formal-operational thought and those in which they do not. Also, ask them to describe what explains these variations in the use of operational thought. Then, have them engage in a pair-share activity to compare and contrast what they have written. Have students share to the group as a whole and discuss what was shared to reach consensus on common themes.

- Set up the combination of liquids task in your classroom. Either have pairs complete this together or ask for a series of volunteers. Have classmates keep track of performance and then see if your class reflects the pattern described in the text where only 30–40% of students are able to successfully complete this task. Ask students to discuss why they think their classmates either did or did not successfully complete the task and how this fits with what the text says about the need to focus on “specific forms of reasoning associated with particular types of tasks and cultural practices.”

- Bring in a variety of popular snack items or ask the students to bring in some of their favorite snack foods. Have the students review the list of ingredients on each item and then rank the items from least to most nutritious in terms of the nutritional concerns listed in Table 14.5. You can also ask students to review the nutritional ingredients for fast food items and rank those as well.
DISCUSSION QUESTIONS

The following questions require the student to summarize, analyze, and evaluate material from the text.

• Describe the connections between biological and social changes in adolescence.
• What hormonal changes occur in males and females at the onset of puberty?
• What are secondary sex characteristics?
• What factors influence the timing of puberty?
• What impact does the timing of puberty have on later life?
• What forms of cultural and gender bias are thought to be reflected in Kohlberg's stages of moral development?
• How did Piaget's views on cognition in adolescence fit with a sociocultural perspective on cognitive development?
• What is the nature of formal-operational thinking in everyday tasks?

VI. Handouts

The handouts and activity forms for this chapter are listed below.

14.1 Advance Organizer
14.2 Key Terms
14.3 Observation Guide
14.4 Interview Guide
14.5 Apply, Connect, Discuss: Being Childlike versus Adultlike
14.6 Apply, Connect, Discuss: Early Maturation
14.7 Apply, Connect, Discuss: Teen Decision Making
14.8 Apply, Connect, Discuss: Protection for Girls
14.9 Apply, Connect, Discuss: Trying Adolescents as Adults
14.10 Apply, Connect, Discuss: Facilitating Moral Development
14.11 Individual Differences in the Onset of Puberty
14.12 Examples of Kohlberg’s Stages of Moral Development
14.13 Adolescent Development and Grand Theories
<table>
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<tr>
<th>Chapter Outline</th>
<th>Key points and questions</th>
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<tbody>
<tr>
<td>1. Adolescents and Society</td>
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  Parent and Peer Contributions to Moral Development  
  Cultural Variations in Moral Reasoning  
  The Relation Between Moral Reasoning and Moral Action |
| 6. Implications |  
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**Handout 14.2**

**Understanding the Key Terms**

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<thead>
<tr>
<th>Key terms</th>
<th>Define in your own words here</th>
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<tr>
<td>growth spurt</td>
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<td>puberty</td>
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<td>primary sex characteristics</td>
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<td>menarche</td>
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<td>semenarche</td>
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<td>secular trend</td>
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<td>formal operations</td>
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<td>hypothetical-deductive reasoning</td>
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<td>sociocognitive conflict</td>
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<td>morality of care</td>
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<td>emerging adulthood</td>
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<td>prefrontal cortex</td>
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<td>limbic system</td>
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<td>hypothalamic-pituitary-gonadal (HPG) axis</td>
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<td>hypothalamus</td>
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<td>endocrine system</td>
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<td>sex hormones</td>
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<td>leptin</td>
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<td>kisspeptin</td>
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<td>precocious puberty</td>
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<td>objectivist theory of knowledge</td>
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<td>evaluativist theory of knowledge</td>
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Review the material on pp. 530–539 describing the characteristics that distinguish adolescent thinking from the thinking typical of middle childhood. Then observe an adolescent engaged in a problem-solving task or game at home or school. Look for examples of these characteristics as the teen completes the task.

**Examples from your observation**

Hypothetical-deductive reasoning

Epistemic reasoning

Decision making competence

Generating and evaluating possible results of moves in a game or task

*If possible, complete the interview activity with this student as well (see Handout 14.4).
Interview Guide

Review the material on pp. 530-539 describing the characteristics that distinguish adolescent thinking from the thinking typical of middle childhood. Then interview an adolescent and ask him/her to describe ways in which his/her thinking illustrates these characteristics and how he/she believes her thinking has changed in each area from his/her thinking in middle childhood. Also, ask how his/her thinking varies on these dimensions according to the content and context of the situation.

Examples and variations

Hypothetical-deductive reasoning

Epistemic reasoning (objectivist, subjectivist, or evaluativist theories of knowledge)

Decision making competence

Generating and evaluating possible results of moves in a game or task
Handout 14.5

Apply, Connect, Discuss

Provide some personal examples of how social and cultural tensions to be both childlike and adultlike affected your adolescence. To what extent might these examples be associated with contemporary social and cultural issues facing adolescents and their families.
Apply, Connect, Discuss

From a biocultural perspective, why might it be advantageous to develop advanced social, economic, and cognitive skills and abilities prior to, rather than after, reaching sexual maturity?
Research on adolescent brain development has raised questions about whether teens are capable of making mature decisions and understanding the consequences of their actions. In general, do you think adolescents should be held less accountable than adults for bad decisions? Do you think they should be held less accountable than adults for serious crimes?
Handout 14.8

Apply, Connect, Discuss

What might be done to protect girls from the negative consequences of early maturation? Consider various contexts of prevention, including families, schools, and culture.
Handout 14.9

Apply, Connect, Discuss

Present evidence for and against the argument that it is appropriate for adolescents to be tried in court as adults. What is your own opinion on this matter? Why? Defend your position using research presented in this section.
Handout 14.10  Apply, Connect, Discuss

Suppose you want to facilitate moral development in juvenile delinquents participating in a counseling program. How would you go about this from a Kohlbergian perspective? How would you do this from the perspective of social domain theory? In each case, consider whether your intervention programs would work with the teens one-on-one or in family or peer groups.
Handout 14.11  Individual Differences in the Onset of Puberty

Review the material in the text regarding the onset of puberty as well as the section on the consequences of early and late maturation. Summarize the following:

What individual differences were described regarding the onset of puberty?

What individual differences were noted for the consequences of early and late maturation?

What factors account for these individual differences?
Handout 14.12  Examples of Kohlberg’s Stages of Moral Development

Kohlberg identified six stages of moral development. He assessed stages of moral development by asking for responses to a moral dilemma. His most famous dilemma is the “Heinz dilemma” as presented below. Read the dilemma and then write responses to it that would fit within each of Kohlberg’s stages of moral development.

In Europe, a woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging $2,000, ten times what the drug cost him to make. The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could get together only about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said “no.” The husband got desperate and broke into the man’s store to steal the drug for his wife. Should the husband have done that? Why?

<table>
<thead>
<tr>
<th>Stage of moral development</th>
<th>Examples</th>
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<tr>
<td>Stage 1:</td>
<td>Heteronomous morality</td>
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<tr>
<td>Stage 2:</td>
<td>Instrumental morality</td>
</tr>
<tr>
<td>Stage 3:</td>
<td>Good-child morality</td>
</tr>
<tr>
<td>Stage 4:</td>
<td>Law-and-order morality</td>
</tr>
<tr>
<td>Stage 5:</td>
<td>Social-contract reasoning</td>
</tr>
<tr>
<td>Stage 6:</td>
<td>Universal ethical principles</td>
</tr>
</tbody>
</table>
Handout 14.13  

**Adolescent Development and the Grand Theories**

*Which aspects of adolescent physical and cognitive development might each theory focus on?*

**Psychodynamic**

**Behaviorism**

**Piaget's constructivism**

**Vygotsky's sociocultural approach**

*Which perspective do you find most compelling?*