Adolescence

TWELETH EDITION

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John W. Santrock

Adolescence

TWELFTH EDITION



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JOHN W. SANTROCK

University of Texas at Dallas

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BRIEF CONTENTS

Chapter 1	Introduction 2
Appendix	Careers in Adolescent Development 48
Chapter 2	Puberty, Health, and Biological Foundations 52
Chapter 3	The Brain and Cognitive Development 90
Chapter 4	The Self, Identity, Emotions, and Personality 132
Chapter 5	Gender 168
Chapter 6	Sexuality 196
Chapter 7	Moral Development, Values, and Religion 238
Chapter 8	Families 272
Chapter 9	Peer and Romantic Relationships 316
Chapter 10	Schools 356
Chapter 11	Achievement, Work, and Careers 392
Chapter 12	Culture 426
Chapter 13	Problems in Adolescence and Emerging Adulthood 462

ABOUT THE AUTHOR

JOHN W. SANTROCK

Received his Ph.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the psychology department at the University of Texas at Dallas. He has been a member of the editorial boards of *Developmental Psychology and Child Development*. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. John has also authored these exceptional McGraw-Hill texts: *Child Development*, Eleventh Edition; *Children*, Tenth Edition; *Life-Span Development*, Eleventh Edition; *Essentials of Life-Span Development*, First Edition. *A Topical Approach to Life-Span Development*, Fourth Edition; *Human Adjustment*, First Edition; and *Educational Psychology*, Third Edition.

For many years, John was involved in tennis as a player, teaching professional, and coach of professional tennis players. He has been married for more than 35 years to his wife, Mary Jo, who is a realtor. He has two daughters—
Tracy, who is studying to become a financial planner at Duke University, and Jennifer, who is a medical sales specialist at Medtronic. He has one granddaughter, Jordan, age 16, and two grandsons, Alex age 3 and Luke, age 2. Tracy recently completed the New York Marathon, and Jennifer was in the top 100 ranked players on the Women's Professional Tennis Tour. In the last decade, John also has spent time painting expressionist art.



John Santrock, teaching an undergraduate class.

It is very gratifying that more undergraduate students in the world continue to learn about the field of adolescent development from this text than from any other. As with adolescent development, there have been major changes and transitions across these twelve editions. Most texts that are in their twelfth edition don't change that much. However, because research in the field of adolescent development has expanded so dramatically in recent years, I have made a number of significant changes in the twelfth edition. I have been writing various editions of this text since the late 1970s and seen the field transformed from one in which there were only a handful of scholars studying adolescent development to the thousands of researchers today who are making enormous strides in our understanding of development in adolescence and emerging adulthood. Over the course of the last three decades, I have seen not only a dramatic increase in the quantity of research studies on adolescence and emerging adulthood, but an equally impressive increase in the quality of research. For example, there are far more high-quality, published longitudinal studies that provide important information about developmental changes from childhood through emerging adulthood than even five years ago. As a result of the research growth in our field, the twelfth edition of Adolescence represents the most extensive changes and new research of any of the previous ten revisions.

MAIN CHANGES IN THE TWELFTH EDITION

The main changes in the twelfth edition are (1) reduction in the number of chapters from 15 to 13, (2) substantial increase in material on emerging adulthood, (3) much expanded coverage of health and well-being, (4) movement of brain discussion from the chapter on puberty to the beginning of the chapter on cognitive development and increased coverage of brain development, and (5) extensive research updating.

Reduction in Number of Chapters from 15 to 13

Instructors and reviewers indicated that a 13-chapter text is easier to complete during the course of a term than a 15-chapter text. To accomplish this reduction in chapters, Chapters 1 and 2 in the eleventh edition were combined into a single chapter (Chapter 1). Some of the content, such as Freud's theory, was reduced at the request of adopters and reviewers. Also, Chapter 15 in the previous edition ("Health, Stress, and Coping") was

deleted in favor of integrating and expanding the discussion of health throughout the text.

Substantial Increase in Material on Emerging Adulthood

There has been a dramatic increase in research on emerging adulthood (approximately 18 to 25 years of age), and every chapter in this edition of *Adolescence* devotes more space to the new research and thinking about emerging adulthood. Here is a brief description of some of the new coverage of emerging adulthood:

- Chapter 1: New coverage of Arnett's (2006) recent description of five main themes of emerging adulthood; new *Through the Eyes of Emerging Adults* insert on a 24-year-old's view of his life (Jayson, 2006); new material on changes in risk taking in emerging adulthood (Schulenberg & Zarrett, 2006); and new description of an emerging adult's life in the chapter-opening story
- Chapter 3: New discussion of Labouvie-Vief's (2006) view on how cognitive development changes in emerging adulthood
- Chapter 4: New coverage of self-esteem in emerging adulthood (Galambos, Barker, & Krahn, 2006); new description of James Cote's (2006) view on identity development in emerging adulthood; new section on identity development in emerging adulthood (Phinney, 2006), and new *Through the Eyes of Emerging Adults* insert on developing an identity before intimacy (Kroger, 2007)
- Chapter 6: Coverage of a recent study on college women's sexual experiences (Gilmartin, 2006); new Through the Eyes of Emerging Adults insert, Christine's Thoughts About Sexual Relationships; research on link between goal setting by college women and sexual decision making (Moore & Davidson, 2006); longitudinal research on early adolescent sexual activity and problems in emerging adulthood (Cornelius & others, 2006); new section, further Exploration of Heterosexual Attitudes and Behavior in Emerging Adults (Lefkowitz & Gillen, 2006); new research on adolescents' characteristics and their likelihood of having problems as adults (Oxford & others, 2006); inclusion of recent research on sexual harassment of college women (American Association of University Women, 2006)

- Chapter 7: New cross-cultural data on emerging adults' religious values (Lippman & Keith, 2006)
- Chapter 8: New section, Attachment in Emerging Adults (Mikulincer & Shaver, 2007); new section, Emerging Adults' Relationships with Their Parents (Aquilino, 2006); new discussion of strategies for emerging adults and their parents (Furman, 2005); new Through the Eyes of Emerging Adults insert, College Students Reflect on Growing Up in a Divorced Family (Clarke-Stewart & Brentano, 2006); and new coverage of the emerging adult outcomes of growing up in divorced and stepparent families (Hetherington, 2006)
- Chapter 9: New section, Friendship in Emerging Adulthood, including recent research (Collins & van Dulmen, 2006); new section, Emerging Adult Lifestyles; inclusion of recent data on the percentage of emerging adults who are single and married; new coverage of cohabitation in emerging adulthood (Kenney & McLanahan, 2006); and new material on divorced emerging adults
- Chapter 11: New section, College Advising and Your Major; recent data on the work profiles of U.S. college students (National Center for Education Statistics, 2006); and new section, Work in Emerging Adulthood, including recent research and analyses (Hamilton & Hamilton, 2006; Setterson & others, 2005)
- Chapter 12: New section, The Online Social Environment of Adolescents and Emerging Adults, including coverage of MySpace and Facebook
- Chapter 13: New coverage of coping strategies in emerging adulthood; new discussion of resilience in emerging adulthood (Masten & Obradović, 2007); new material on mental health in emerging adulthood (Schulenberg & Zarrett, 2006); updated and expanded description of drug use in emerging adulthood (Park & others, 2006); new discussion of connections between early/late onset of delinquency and problems in emerging adulthood (Schulenberg & Zarrett, 2006); and new discussion of depression in emerging adulthood (Schulenberg & Zarrett, 2006)

Integrated and Expanded Coverage of Health and Well-Being

The topic of adolescent and emerging adult health and well-being has emerged as a major area of study in recent years. This has occurred because adolescence and emerging adult-hood are increasingly recognized as critical junctures in development. At the request of adopters and reviewers, I changed the discussion of health and well-being in three ways: (1) deleted previous Chapter 15, "Health, Stress, and Coping"; (2) integrated coverage of health, stress, and coping throughout the book; and (3) expanded the material on health and well-being.

Content on health, stress, and coping that was previously in Chapter 15 is now mainly in Chapter 2 ("Puberty, Health, and Biological Foundations," which now includes the topics of health, exercise, nutrition, and sleep) and Chapter 13 ("Problems in Adolescence and Emerging Adulthood," which now includes the topics of stress and coping, as well as eating disorders). Adopters told us that in many cases they weren't able to get to the health, stress, and coping chapter (Chapter 15) and requested that the material be integrated into earlier chapters so they would be able to cover these important topics.

In the effort to expand coverage of health and well-being, a new feature that appears once in each chapter is *Health and Well-Being*, an interlude that focuses on some aspect of the health and well-being of adolescents and emerging adults related to the topic being discussed in the chapter. Among the *Health and Well-Being* interludes are:

- Chapter 1: Changes in Emerging Adulthood (Schulenberg & Zarrett, 2006)
- Chapter 3: The Personal Fable and Adolescent Adjustment (Aalsma, Lapsley, & Flannery, 2006)
- Chapter 6: Toward Effective Sex Education
- Chapter 8: Strategies for Emerging Adults and Their Parents (Furman, 2005)
- Chapter 9: Strategies for Reducing Loneliness
- Chapter 13: Coping Strategies in Adolescence and Emerging Adulthood

Other examples of the expanded discussion of health and well-being of adolescents and emerging adults are:

- Chapter 1: Expanded opening story of Michael Maddaus, who got his life together in emerging adulthood following a troubled childhood and adolescence, and a new section on resilience and emerging adulthood (Masten, Obradović, & Burt, 2006)
- Chapter 2: New section on body art (Suris & others, 2007); discussion of eight research studies from 2006 on body image and body dissatisfaction during adolescence; coverage of social capital and risk taking (Young-blade & others, 2006); description of exercise patterns of youth from the National Youth Risk Survey (MMWR, 2006); expanded coverage of sleep (Fuligni & Hardway, 2006); and research on the positive benefits of sports participation (Fredricks & Eccles, 2006)
- Chapter 3: New discussion of adolescent egocentrism and adjustment
- Chapter 4: Coverage of recent longitudinal study on self-esteem (Trzesniewski & others, 2006); and new research on parenting and identity development in college students (Luyckz & others, 2006)
- Chapter 5: New research on gender differences and stress (Uhart & others, 2006)
- Chapter 6: Coverage of recent research on college women's sexual experiences (Gilmartin, 2006); goal setting and responsible sexual decision making (Moore

& Davidson, 2006); two longitudinal studies on early sexual experience/characteristics of adolescents and problems in emerging adulthood (Cornelius & others, 2006; Oxford & others, 2006); expanded coverage of risk factors in adolescent sexual activity (Marin & others, 2006); friendship and condom use (Henry & others, 2007); early condom use (Shafi, Stovel, & Holmes, 2007); Centers for Disease Control and Prevention (2007) reccomendation for use of a vaccine to fight off HPV and cervical cancer; positive and negative aspects of adolescents with different sexual orientations (Busseri & others, 2006); and cross-cultural research review of sex education programs (Kirby, Laris, & Rolleri, 2007)

- Chapter 7: Expanded coverage of research on service learning (Nucci, 2006); character education programs (Berkowitz & others, 2006); and religious interest and problem behavior (Sinha, Cnaan, & Gelles, 2006)
- Chapter 8: Recent research on family functioning and academic achievement in African American boys (Mandara, 2006); sibling conflict and adjustment (Kim & others, 2007); outcomes for emerging adults from divorced and stepparent families (Hetherington, 2006); working parents and adolescent adjustment (Crouter, 2006); how ethnic minority families deal with stress (Kagitcibasi, 2007); coparenting conflict (Feinberg, Kan, & Hetherington, 2007); research on secure attachment and its outcomes (Allen & others, 2007)
- Chapter 9: New research on antisocial peer affiliation and links to other problems (Connell & Dishion, 2006); cohabitation (Manning, Longmore, & Giordano, 2007); premarital education (Stanley & others, 2006); and whether there is a best age to get married (Furstenberg, 2007)
- Chapter 10: New coverage of effectively managing class-rooms (Evertson & Weinstein, 2006); new section on the benefits of extracurricular activities (Fredricks & Eccles, 2006); recent research on links between bullying and negative developmental outcomes (Brunstein & others, 2007); new description of Jonathan Kozol's (2005) recent book, *The Shame of the Nation*; and new research on the benefits of exercise for individuals with ADHD (Ferrando-Lucas, 2006)
- Chapter 11: Recent research on mentoring Latino youth (Buchanan & others, 2006); and new section on work in emerging adulthood (Hamilton & Hamilton, 2006)
- Chapter 12: Recent experimental study an effective poverty intervention (Huston & others, 2006); updating of material on acculturation and adolescent problems (Gonzales & others, 2007); and recent research on racial discrimination and adolescent problems (DeGarmo & Martinez, 2006)
- Chapter 13: New coverage of coping strategies; new section on resilience in adolescence and emerging adulthood (Masten & Obradović, 2007); new coverage of continuity

and discontinuity in mental health problems in adolescence and emerging adulthood (Schulenberg & Zarrett, 2006); updated U.S. data on adolescent drug use (Johnston & others, 2007); cross-cultural comparisons of U.S. and European adolescents' drug use (Hibell & others, 2004); recent research on adolescent drug use (Dodge & others, 2006); recent research on juvenile delinquency (Nation & Heflinger, 2006); expanded coverage of developmental changes in depression in adolescence and emerging adulthood (Schulenberg & Zarrett, 2006); recent research on eating disorders (Bulik & others, 2007; Kirsch & others, 2007); new discussion of the role of after-school programs in obesity prevention (Story, Kaphingst, & French, 2006); updated coverage of Joy Dryfoos' analysis of successful programs to prevent/intervene in adolescent problems (Dryfoos & Barkin, 2006); and description of recent research involving the Fast Track intervention program (Dodge & the Conduct Problems Prevention Research Group, 2007)

Movement of Brain Discussion to Chapter 3 and Expansion of This Topic

A number of adopters and reviewers recommended that we move the coverage of the brain to the chapter on cognitive development and expand the discussion of brain development. Thus, Chapter 3 is now titled "The Brain and Cognitive Development," with coverage of the brain now opening this chapter, resulting in more attention to this rapidly increasing area of interest in adolescent development. Also, we examine the intriguing topic of whether research on the brain can be used to decide whether an adolescent should be given the death penalty (Ash, 2006).

Extensive Research Updating

As indicated earlier, research in the field of adolescent development is rapidly expanding. Here are the ways that I conveyed the improving research foundation of the field:

Contemporary Research Citations As an indication of the breadth of updating in the twelfth edition of this book, it includes more than 1,600 twenty-first-century citations, including more than 800 from 2006, 2007, and 2008. You will find substantial research updating in each of the 13 chapters of *Adolescence*, twelfth edition.

Expert Consultants Adolescence has become an enormous, complex field, and no single author can possibly be an expert in all areas of the field. To solve this problem, I have sought the input of some of the world's leading experts in different areas of adolescent development. The experts provided me with detailed recommendations on new research to include in every chapter. The expert consultants, whose photographs

and biographies appear on pages xiv-xvi of the Preface, for the twelfth edition of *Adolescence* were:

Lorah Dorn, University of Cincinnati

Daniel Keating, University of Toronto Susan Harter, University of Denver

Diane Halpern,
Claremont McKenna College
L. Monique Ward,
University of Michigan
Lawrence Walker,
University of British
Columbia
Ruth Chao, University of
California-Riverside
Jennifer Connolly,
York University
Allan Wigfield,
University of Maryland

John Schulenberg, University of Michigan Chapter 2: Puberty, Health, and Biological Foundations

Chapter 3: The Brain and Cognitive Development

Chapter 4: The Self,
Identity, Emotions, and
Personality

Chapter 5: Gender

Chapter 6: Sexuality

Chapter 7: Moral Development, Values, and Religion

Chapter 8: Families; Chapter 12: Culture Chapter 9: Peer and

Romantic Relationships Chapter 10: Schools;

Chapter 11: Achievement, Work, and Careers Chapter 13: Problems in Adolescence and

Emerging Adulthood

 New section on resilience in emerging adulthood, including Ann Masten's recent research (Masten, Obradović, & Burt, 2006)

New Health and Well-Being interlude, Changes in Emerging Adulthood (Schulenberg & Zarrett, 2006)

 New Through the Eyes of Emerging Adults, Chris Barnard, a 24-year-old emerging adult (Jayson, 2006)

 New recommendation of a recently published book on adolescent problems and strategies for preventing and intervening in them (Dryfoos & Barkin, 2006)



Chapter 2 PUBERTY, HEALTH, AND BIOLOGICAL FOUNDATIONS

- At the request of adopters and reviewers, material on adolescence as a critical juncture in health, nutrition, exercise and sports, and sleep were moved to this chapter because many of them indicated that they wanted the health material integrated into chapters instead of in a final chapter, which they often did not get to in teaching their course
- Expanded and updated coverage of adrenarche and gonadarche (Dorn & others, 2006)
- Also at the request of adopters and reviewers, the material on the brain was moved to the beginning of Chapter 3 (now titled "The Brain and Cognitive Development") to more closely connect the development of the brain and cognition in adolescence
- New section on the determinants of puberty, Weight at Birth and in Infancy, including a description of recent research studies (Dunger, Ahmed, & Ong, 2006; Ibanez & de Zegher, 2006)
- New section on the determinants of puberty, Sociocultural and Environmental Influences, including links between pubertal timing and culture, socioeconomic status, father absence, and conflict (Bogaert, 2005)
- New section, Body Art, that describes the increased use
 of tattooing and body piercing by adolescents and college
 students (Armstrong, Caliendo, & Roberts, 2006;
 Deschesnes, Fines, & Demers, 2006; Suris & others, 2007)
- Coverage of eight recent research studies on body image and body dissatisfaction during adolescence that focus on ethnicity, appearance, developmental changes, mental health problems, health, and the best and worst aspects of being a boy or a girl (Bearman & others, 2006; Dyl, Kittler, & Hunt, 2006; Gillen, Lefkowitz, & Shearer, 2006; Grabe & Hyde, 2006; Neumark-Sztainer & others, 2006; Nishina & others, 2006; Schooler & others, 2004; Zittleman, 2006)
- Description of recent study on life events, hormones, and aggression in young adolescent girls (Graber, Brooks-Gunn, & Warren, 2006)
- Discussion of 39-year longitudinal study on links between early/late maturation in boys and success, as

CHAPTER-BY-CHAPTER CONTENT CHANGES

Substantial changes and updating of content occurred in every chapter of the book. Here are some of the main content changes in each chapter:



Chapter 1 INTRODUCTION

- At the request of adopters of reviewers, material in Chapters 1 and 2 of the previous edition has been combined in this single chapter.
- Reduced coverage of some theories, including Freud's theory
- Expanded opening story to include Michael Maddaus, who got his life together in emerging adulthood following a troubled childhood and adolescence
- New coverage of changes in youth in the late twentieth and early twenty-first centuries, including technology and diversity issues
- Updated and expanded discussion of emerging adulthood, including Arnett's (2006) recent description of five main themes of emerging adulthood

xxi

- well as problem behavior, in mid-life (Taga, Markey, & Friedman, 2006)
- New Health and Well-Being interlude, Health-Care Consultation for Early and Late Maturers
- Discussion of recent research on activities, resources, and relationships that are related to adolescents' healthenhancing behaviors (Youngblade & Curry, 2006)
- Coverage of recent research study on social capital and adolescent risk-taking behavior (Youngblade & others, 2006)
- Updated statistics on causes of death in U.S. adolescents (National Center for Health Statistics, 2005)
- Inclusion of recent data from the 2005 National Youth Risk Survey on high school students' decreased intake of fruits and vegetables (MMWR, 2006)
- Discussion of recent data from the 2005 National Youth Risk Survey on adolescents' exercise patterns, with a special focus on gender and ethnic variations (MMWR, 2006)
- Update on how little adolescents exercise during physical education classes (Cawley, Meyerhoefer, & Newhouse, 2006)
- Description of results from the recent National Sleep Foundation (2006) survey on adolescent sleep patterns
- Coverage of two recent research studies that linked sleep deprivation in adolescence to health-compromising behaviors (Chen, Wang, & Jeng, 2006; Fuligni & Hardway, 2006)
- Discussion of recent study finding a decline in physical activity from 12 to 17 years of age and a link between physical activity and having a physically active friend (Duncan & others, 2007)
- Updated research on the female athlete triad (Beals & Hill, 2006, 2007; Nichols & others, 2006)
- Description of three recent studies that confirmed the positive benefits of sports participation in adolescence (Fredricks & Eccles, 2006; Nelson & Gordon-Larsen, 2006; Simpkins & others, 2006)
- Reduction of material on evolutionary developmental psychology to keep the focus more on adolescent development
- · Reduction of material on heredity
- Updated material on the specification of the number of genes that humans possess (21,774) (Ensembl Human, 2007)
- Coverage of recent study on how stress hormones can inflict DNA damage (Flint & others, 2007)



Chapter 3

THE BRAIN AND COGNITIVE DEVELOPMENT

New title for chapter ("The Brain and Cognitive Development"), with the material from the brain moved from the physical development chapter to this chapter to more closely connect the development of the brain

- and the development of cognition, at the request of adopters and reviewers
- Extensive expansion, revision, and updating of brain development in adolescence with a new section: Brain Structure, Cognition, and Emotion
- New Figure 3.2, which vividly shows the brain's myelination and white matter
- New discussion of the implications of the recent research on brain development in adolescence for the legal system, including whether this research can be used to decide whether an adolescent should be given the death penalty (Ash, 2006)
- Update on brain development and education (Bransford & others, 2006)
- Updated and revised criticism of Piaget's view of formal operational thought (Kuhn & Franklin, 2006; Wigfield, Byrnes, & Eccles, 2006)
- Discussion of Gisela Labouvie-Vief's (2006) recent view of how cognitive development changes in emerging adulthood
- New coverage of Michael Pressley's research on how secondary schools spend inadequate time teaching strategies to students (Pressley & Harris, 2006; Pressley & others, 2004)
- New section, Domain-Specific Thinking Skills (Mayer & Wittrock, 2006)
- At the request of adopters and reviewers, considerable reduction in the material on the psychometric/intelligence view
- New *Health and Well-Being* interlude on the personal fable and adolescent adjustment (Aalsma, Lapsley, & Flannery, 2006).



Chapter 4

THE SELF, IDENTITY, EMOTIONS, AND PERSONALITY

- Discussion of recent study of emerging adults and selfesteem (Galambos, Barker, & Krahn, 2006)
- Description of longitudinal study linking low self-esteem with a number of problems in adulthood (Trzesniewski & others, 2006)
- New coverage of James Cote's (2006) view on identity development in emerging adulthood
- New section on self-understanding in emerging adulthood that highlights Labouvie-Vief's (2006) view and research
- New discussion of the recent interest in expanding Marcia's concepts of identity exploration and commitment to include more in-depth exploration and ongoing evaluation of one's commitment (Goossens, 2006; Luyckx, 2006)
- New coverage of the narrative approach to assessing identity changes and the role that life events and meaning-making play in the development of an identity (McAdams, Josselson, & Lieblich, 2006; McLean & Pratt, 2006; Pals, 2006)

- New description of recent research on parents' psychological control and identity development of college students (Luyckx & others, 2006)
- New section, Ethnic Identity in Emerging Adulthood, based on Jean Phinney's (2006) recent ideas
- New Through the Eyes of Emerging Adults, Developing an Identity Before Intimacy (Kroger, 2007)
- Discussion of recent research on ethnic identity in African Americans (Yip & others, 2006)
- Coverage of recent research on a link between identity and intimacy (Montgomery, 2005)
- Description of recent research revealing a link between conscientiousness and higher-quality friendship and peer relationships (Jensen-Campbell & Malcolm, 2007)



Chapter 5 GENDER

- New coverage of differential socialization of adolescent boys and girls by mothers and fathers (Bronstein, 2006)
- Description of recent research on gender stereotyping of emotions (Durik & others, 2006)
- Coverage of recent research on gender differences in the HPA axis following stress (Uhart & others, 2006)
- Updating of discussion of relational aggression (Young, Boye, & Nelson, 2006)
- Description of gender differences in self-disclosure and active listening (Leaper & Friedman, 2007)
- Expanded and updated coverage of gender similarities and differences in school achievement (Halpern, 2006)
- Description of recent national scores involving gender comparisons in mathematics, science, and reading (National Assessment of Educational Progress, 2005)
- Updated coverage of trends in gender differences in first-year college perceptions of whether a woman's place should be in the home (Pryor & others, 2005)
- New Careers in Adolescent Development profile, Cynthia de las Fuentes, College Professor and Counseling Psychologist
- Expanded discussion of cultural differences in gender, including recent cross-cultural comparison of gender and education (UNICEF, 2003, 2007)
- New Health and Well-Being interlude, Guiding Adolescents' Gender Development



Chapter 6 SEXUALITY

- Coverage of recent national survey on trends in sexual activity in U.S. ninth- to twelfth-graders from 1991 to 2005 (MMWR, 2006)
- Description of recent research on patterns of TV viewing by high school students and links to their sexual stereotyping and sexual experience (Ward & Friedman, 2006)

- Discussion of a recent in-depth study of college women's sexual experiences (Gilmartin, 2006)
- New Through the Eyes of Emerging Adults, Christine's Thoughts About Sexual Relationships (Gilmartin, 2006)
- Discussion of a link between goal setting by college women and responsible sexual decision making (Moore & Davidson, 2006)
- New section, Oral Sex, that describes the dramatic increase in oral sex during adolescence, as well as recent research (Bersamin & others, 2006)
- Description of longitudinal study from 10 to 12 years of age to 25 years of age involving early sexual intercourse and problems in emerging adulthood (Cornelius & others, 2006)
- Expanded and updated coverage of risk factors in adolescent sexual activity, including recent studies on boys having a girlfriend by the seventh grade linked to an increased risk of being sexually active in the ninth grade (Marin & others, 2006), low levels of parental monitoring being related to sexual risk taking (Wight, Williamson, & Henderson, 2006), amount of time spent home alone and perception that peers have had sex being associated with early initiation of sex (Buhi & Goodson, 2007), and the role of weak self-regulation and risk proneness in risky sexual behavior (Crockett, Raffaelli, & Shen, 2006)
- New section, Further Exploration of Heterosexual Attitudes and Behavior in Emerging Adults (Lefkowitz & Gillen, 2006)
- Coverage of recent study on casual sex and depressive symptoms in emerging adult women and men (Grello, Welsh, & Harper, 2006)
- Inclusion of information about a recent large-scale study of the positive and negative aspects of adolescents with different sexual orientations (Busseri & others, 2006)
- Discussion of recent longitudinal study on adolescent contraceptive use (Anderson, Santelli, & Morrow, 2006)
- Inclusion of recent research on factors involved in inconsistent contraceptive use by African American female adolescents living in low-income circumstances (Davies & others, 2006)
- Updated description of the reduction in U.S. adolescent pregnancy rates (Child Trends, 2006)
- Discussion of recent research on the Baby Think It Over simulation doll with primarily ninth-grade Latinas (de Anda, 2006)
- New coverage of the dramatic increase in children and adolescents in sub-Saharan Africa who have become orphans because their parents died of AIDS (UNICEF, 2006)
- New mention of recommendation by the Centers for Disease Control and Prevention (2007) that all 11- and 12-year-old girls be given a vaccine that helps to fight off HPV and cervical cancer
- Description of longitudinal study of the characteristics of adolescents that were related to their likelihood of having problems as emerging adults (Oxford & others, 2006)

- Revised and updated discussion of sources of sexual information to include the Internet and concerns about the accuracy of information adolescents have access to
- Description of recent study linking friends' sexual intercourse without condoms to adolescents' subsequent engagement in sexual intercourse without condoms (Henry & others, 2007)
- Discussion of longitudinal study on links between condom use during first sexual intercourse and sexual activity later in adolescence (Shafii, Stovel, & Holmes, 2007)
- Coverage of recent research on communication between parents and adolescents/emerging adults about sex (Lefkowitz & Espinosa-Hernandez, 2006; Lefkowitz & Stoppa, 2006)
- New description of how politically charged abstinenceonly and comprehensive sex education programs are in the United States
- Coverage of recent research on the sexual harassment of college women (American Association of University Women, 2006; Huerta & others, 2006)
- Inclusion of information about the low frequency of parent-adolescent communication about sex in China (Zhang & others, 2007)
- Description of a recent research review of 86 sex education programs around the world, with two-thirds of them being linked to lowering sexual risk-taking behavior in youth (Kirby, Laris, & Rolleri, 2007)
- Discussion of recent criticisms of abstinence-only sex education programs (Santelli & others, 2006)
- New Health and Well-Being interlude, Toward Effective Sex Education



Chapter 7

MORAL DEVELOPMENT, VALUES, AND RELIGION

- New chapter-opening Images of Adolescent Development, Jewel Cash, a 16-year-old teenage dynamo and community involvement exemplar
- Deletion of Piaget's view of moral development because it pertains to child development rather than adolescence
- Description of the neo-Kohlbergian view of DIT researchers (Thoma, 2006)
- Updated summary of experts' conclusions about gender and Gilligan's approach to moral thinking (Hyde, 2005, 2007; Walker, 2006)
- New Health and Well-Being interlude, Parenting Moral Children and Adolescents
- New discussion of cocooning and pre-arming as strategies for encouraging the development of moral values in adolescents (Grusec, 2006; Padilla-Walker & Thompson, 2005)
- New material on two conditions that improve the likelihood that service learning will generate positive outcomes for youth (Nucci, 2006)

- New section in the discussion of moral education, An Integrative Approach, based on the recent ideas of Darcia Narváez (2006)
- Description of research on outcomes of character education programs and the most common strategies used in effective programs (Berkowitz & others, 2006)
- Updated and expanded discussion of service learning (Hart, Atkins, & Donnelly, 2006)
- Updating of national survey on the values of U.S. college students (Pryor & others, 2005)
- Analysis of recent cross-cultural data from the World Values Survey on emerging adults' religious interest (Lippman & Keith, 2006).
- Expanded and updated coverage of the positive role of religion in adolescent development (Cotton & others, 2006)
- Expanded discussion of the link between identity development and spirituality (Templeton & Eccles, 2006)
- Description of a recent large-scale random sample connecting religiosity in adolescents to lower levels of problem behaviors (Sinha, Cnaan, & Gelles, 2007)
- Expanded and updated coverage of parents' roles in adolescents' religious development (Oser, Scarlett, & Bucher, 2006)
- New recommended sources for information about moral development and spiritual development in adolescents (Lapsley & Narváez, 2006; Roehlkepartain, King, & Wagener, 2006)



Chapter 8 FAMILIES

- New description of recent research on parental management, including routine, and African American adolescents' achievement and competence in school (Taylor & Lopez, 2005)
- Discussion of recent study on discrepancies in non-Latino White and Chinese American adolescents' perceptions of an ideal parent and actual parents (Wu & Chao, 2005)
- New coverage of a recent research review on family functioning and the academic achievement of African American boys (Mandara, 2006)
- Discussion of longitudinal study on coparenting conflict and adolescent outcomes (Feinberg, Kan, & Hetherington, 2007)
- Description of recent research studies linking secure attachment in adolescence with positive outcomes (Allen & others, 2007; Mayseless & Scharf, 2007)
- New section, Attachment in Emerging Adults, including a recent research review and conceptualization by leading experts Mario Mikulincer and Phillip Shaver (2007)
- New section, Emerging Adults' Relationships with Their Parents (Aquilino, 2006)
- New coverage of recent longitudinal study on different leaving home patterns of emerging adults and