**KSS Psych 11 Adolescent Development Notes**

**Learning Objectives** – What physical changes occur in adolescence that mark the transition to a mature young adult? – What factors cause the physical changes associated with puberty? – How do physical changes affect adolescent’s psychological development?

**Pubertal Changes**

Signs of Physical Maturation Puberty consists of two changes that mark the change from childhood to young adulthood.

– Dramatic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, weight, and body fat distribution.

– Changes in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that mark sexual maturity, as well as secondary sexual characteristics such as body and facial hair, and the growth of the breasts.

**Physical Growth**

– During the adolescent growth spurt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gain as much as \_\_\_ pounds a year and \_\_\_\_\_\_\_\_\_\_\_\_\_ pounds.

– Girls begin the growth spurt about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

– Girls start the growth spurt at about age \_\_\_\_\_ and reach mature stature at 15. – Boys begin at about \_\_\_\_ and reach maturity stature at about 17.

**Sexual Maturation**

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the organs of reproduction. They include the ovaries, uterus, and vagina in girls and the scrotum, testes, and penis in boys.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ denote physical signs of maturity that are not directly linked to reproduction. They include the breasts and the width of the pelvis in girls, and facial hair and broadening of shoulders in boys.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the onset of menstruation in girls. • First menstrual cycles are usually irregular and without ovulation.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the first spontaneous ejaculation of sperm-containing fluid. • First ejaculations usually contain few sperm. Sufficient sperm to fertilize an egg may take months or years to develop.

**Mechanisms of Maturation**

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ produces hormones to the pituitary gland, triggering growth hormones. The pituitary stimulates other glands to produce estrogen in girls and testosterone in boys. The timing of puberty and related events is genetically regulated and is affected by health and nutrition. Menarche occurs earlier in countries where nutrition and health care are better.

**Psychological Impact of Puberty Body Image**

– Teenagers are very attentive to physical changes, which take place very rapidly and are dramatic.

– Girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of their appearance and are likely to be dissatisfied. Boys are more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Response to Menarche and Spermarche**

-Girls tend to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by first menstruation but irritated by the messiness. Usually share the news with mothers and friends right away.

– Boys’ reactions are less well documented. They are usually more pleased if they know about it beforehand. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Moodiness

– Increase in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are associated with greater irritability and impulsivity, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

– Moodiness has been found to be more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Recreational activities are more associated with good mood and adult-regulated activities with negative mood.

Rate of Maturation

– Rate of maturation may have significant consequences for adolescents.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ usually benefits boys, but not girls.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had more negative feelings about their physical development, while boys tend to have more positive feelings.

**Health**

**Learning Objectives**

– What are the elements of a healthy diet for adolescents? Why do some adolescents suffer from eating disorders?

– Do adolescents get enough exercise? What are the pros and cons of participating in sports in

**Nutrition**

Teenagers need fairly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of growth and metabolism rates being high.

– Girls need approximately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per day.

– Boys need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ daily. Most teens consume sufficient calories but often not in balanced, nutritional meals. In the U.S. 1 of every 7 children is overweight. – Heredity and metabolism rates are factors.

Obese youths can lose weight.

– Successful programs focus on eating habits and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behavior.

– Success is rooted in monitoring their eating, exercise, and sedentary behavior. Short-term goals are set in each area.

– Parents are trained to help set realistic goals and to use behavioral principles in meeting them.

**Anorexia & Bulimia**

– Anorexia is a disorder marked by a persistent refusal to eat and an irrational fear of being overweight. • Have distorted body image. • As many as \_\_\_\_\_\_\_\_\_\_ of adolescents with anorexia die.

– Bulimia consists of binge eating and purging by vomiting or with laxatives.

• Bingeing may occur as many as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per week.

• Adolescents with bulimia cannot stop eating.

**Physical Fitness**

– Adolescents rarely get enough exercise.

– Many adolescents engage in organized sports. Many more boys participate than girls.

– Sports have been shown to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and initiative, as well as help learn about cooperation and team-work.

– A problem associated with sports \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performance. Steroids are used to enhance muscle size, strength and recovery from injury. As many as 5-10% of boys use steroids.

Threats to Adolescent Well-Being 1 of 1000 U.S. adolescents dies yearly. Most from auto accidents or firearms. Accidental deaths often stem from decisions to engage in higher risk behaviors. Adolescents and adults reason-out risk similarly. However, the weight given to specific risks may vary greatly. Adolescents may give greater weight to the social consequences of choices.

**Information Processing During Adolescence**

**Learning Objectives**

– How does information processing become more efficient during adolescence? – Why is adolescent thinking sometimes not as sophisticated as it should be?

How Does Information Processing Improve in Adolescence? For Information-Processing theorists, adolescence is not a separate stage. Instead, it is seen as a rapidly changing transition from childhood cognition to young adulthood. Changes do take place in certain areas of cognitive development.

**Working Memory & Processing Speed**

– Speed of cognitive processing and memory capacity both achieve adult levels during adolescence. – Adolescents process information very efficiently.

Content Knowledge

– During adolescence, children become as knowledgeable as adults in certain domains. – This enhances performance in some areas and assists them in understanding and learning in new areas.

**Strategies and Metacognitive Skill**

– Adolescents become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at recognizing and developing strategies for specific tasks and for monitoring the strategy for their effectiveness. – They may develop master plans for studying in school. (do you?)

Limits on Information Processing - While information processing ability increases during adolescence, this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they use these abilities effectively. Choices may play a role in effective processing. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ processing may be used because it is easier.

**Reasoning About Moral Issues**

Learning Objectives

– How do adolescents reason about moral issues?

– Is moral reasoning similar in all cultures?

– How does concern for justice and caring for other people contribute to moral reasoning? – What factors help promote more sophisticated reasoning about moral issues?

**Kohlberg’s Theory How do people reason about moral dilemma?** (e.g., Les Miserable, Heinz, )

In response to a story of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, people pass through three levels each with two *stages (I.e., there are six stages)*

Kohlberg’s Theory In response to a story of a moral dilemma, children pass through these stages:

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: Moral reasoning is based on external forces.

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_orientation is believing that authority figures know what is right and wrong.

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ orientation consists of looking out for their own needs.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- look to society’s norms for moral guidance.

• In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, children are guided by the aim of winning the approval of others.

• In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, adolescents believe that social roles, expectations, and laws are for the good of all people.

– At the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, morals are based on a personal moral code.

• In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, laws and expectations are good as long as they benefit all group members. If not, they are invalid.

• At the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, people choose ethical principles such as justice, compassion, and equality. These may be in conflict with society’s expectations and laws.

**Support for Kohlberg’s Theory**

– Kohlberg wrote that people progress through the stages in only the order listed.

– \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ show that people do not skip stages and do not regress.

– Research demonstrates links between levels of moral reasoning and moral action.

• Higher levels are associated with causes and following beliefs. Lower levels are associated with delinquency.

**Cultural Differences in Moral Reasoning**

Kohlberg’s theory puts emphasis on higher level’s emphasis on individual rights and justice, reflecting western Judeo-Christian values. The principles reflected in other countries and cultures may be different and affect resolutions of moral dilemmas. Eastern cultures often put caring for others and familial obligations above individual rights.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** argues that the emphasis on justice is more applicable to men than women, even in the western cultures. The primary emphasis for women is caring. The highest principle is for the alleviation of social and global problems.

– Stage One- Preoccupation with one’s own needs.

– Stage Two- Caring for others.

Stage Three- Emphasis of caring in all human relationships and denunciation of violence/exploitation.

**Promoting Moral Reasoning** Children advance through contact with those at higher stages. Kohlberg found that discussion of morality can help children see short-comings in moral reasoning.