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Chapter 1 : Physical, Cognitive & Psychosocial Development | calendrierdelascience.com

Adolescence is a time of dramatic physical and cognitive development. During the middle school, high school and early college years, individuals develop from children to young adults.

Although they may be the same size as their parents, young adults are still developing physically, emotionally, socially and sexually. Each individual follows his or her own trajectory to full maturity, as genetics, experience and environment all affect development.

Physical Development Physically, 17-year-olds usually look mature. Many have reached their full adult height and have fully-developed physical and sexual characteristics. Both display adult muscle mass. Some males in the later teens are still growing, however, and may continue to add inches or pounds until they are 21, according to the State Adolescent Health Resource Center. Young adults are typically healthy, although the Palo Alto Medical Foundation notes some may be dealing with chronic diseases or medical problems such as diabetes, asthma, obesity, sleep disorders, sexually transmitted infections or hearing loss from media players.

Cognitive Development Cognition -- the ability to think, reason and make decisions -- is one area where young adults are still developing. Young adults can comprehend abstract concepts, having a better grasp of consequences and personal limitations than adolescents. Although brain structure is the same for both sexes, connectivity in the brain differs, according to a study from the Perlman School of Medicine at the University of Pennsylvania ; women can often think more intuitively, while men may be better at following directions. The researchers note that these differences typically become more pronounced in young adulthood.

Emotional Development Emotionally, young adults are beginning to move into adult relationships with their parents and other adults. Although they still develop strong friendships, the peer group has less influence on their decisions than when they were in their early to middle teens. SAHRC notes that part of their emotional development is the ability to develop romantic and sexual relationships. Gender identity and sexual orientation may be more fluid at this time of life, as young adults experiment. Young adulthood is often the time of the first serious romance, sexual experimentation or true intimacy and marriage. At this life stage, the individual is also developing and strengthening personal values, which may be similar to or different from those of their parents.

Social Development Young adults often experiment with different roles, according to the Child Development Institute. Young adults are often idealistic and may become involved in social issues such as inequality or the environment. They may also volunteer or work in community development activities.

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Chapter 2 : Cognitive Development

Adolescence is the period of development that begins at puberty and ends at emerging adulthood; the typical age range is from 12 to 18 years, and this stage of development has some predictable physical milestones.

Micki Caskey, Vincent A. Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, to year-olds, experience rapid and significant developmental change. Understanding and responding to the unique developmental characteristics of young adolescents is central among the tenets of middle level education. Tenets of This We Believe addressed: Educators who value working with this age group and are prepared to do so Curriculum that is relevant, challenging, integrative, and exploratory Organizational structures that support meaningful relationships and learning During the 20th century, early adolescence gained acceptance as a distinctive period of development. Stanley Hall , American psychologist, identified early adolescence i. Other notable psychologists and theorists Flavell, ; Havighurst, ; Piaget, , advanced the credibility of early adolescence and developmental stage theory. Research suggests distinctive characteristics of young adolescents with regard to their physical, cognitive, moral, psychological, and social-emotional development, as well as spiritual development Scales, While examining these developmental characteristics of young adolescents, two cautions warrant consideration. First, developmental characteristics are overlapping and interrelated; each affects another characteristic. These categorizations vary and are relatively arbitrary Scales, Many factorsâ€”race, ethnicity, gender, culture, family, community, environment and the likeâ€”influence development. Cognizant of these cautions, a summary of developmental characteristics follows. Physical Developmental Characteristics Physical development refers to bodily changes including growth, improved gross and fine motor skills, and biological maturity. In early adolescence, the young adolescent body undergoes more developmental change than at any other time except from birth to two years old. Because bones are growing faster than muscles, young adolescents often experience coordination issues. The onset of puberty is an intense developmental period with hormones signaling the development of primary sex characteristics genitalia and secondary sex characteristics e. Girls tend to mature one to two years earlier than boys Caissy, The increased adrenal hormone production affects skeletal growth, hair production, and skin changes Dahl, The young adolescent brain undergoes remarkable physical development. The prefrontal cortexâ€”an area of the brain that handles executive functions such as planning, reasoning, anticipating consequences, sustaining attention, and making decisionsâ€”continues to develop. Adults can provide accurate information, respond to questions, and encourage young adolescents to consult credible resources Scales, Schools can support physical development by offering responsive educational opportunities for young adolescents. Schools also need to provide a programs that encourage adequate exercise and healthy lifestyles, b access to plenty of water and nutritious food during the school day, c appropriate instruction concerning the risks of alcohol and drug use, teenage pregnancy, and sexually transmitted diseases. When young adolescents avoid physical activity due to concerns about body image Milgram, , teachers can incorporate movement in classroom activities, minimize peer competition, and interrupt comparisons between early and late maturing youth. Intellectual Development Intellectual development refers to the increased ability of people to understand and reason. In young adolescents, intellectual development is not as visible as physical development, but it is just as intense Stevenson, ; Strahan et al. Typically, young adolescents are eager to learn about topics they find interesting and usefulâ€”ones that are personally relevant Brighton, During early adolescence, youth develop the capacity for abstract thought processes Elkind, ; Flavell, ; Piaget, , though the transition to higher levels of cognitive function varies considerably across individuals. Young adolescents typically progress from concrete logical operations to acquiring the ability to develop and test hypotheses, analyze and synthesize data, grapple with complex concepts, and think reflectively Manning, Similarly, they are increasingly able to think through ideological topics, argue a position, and challenge adult directives

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Brighton, ; Stevenson, Additionally, they appreciate more sophisticated levels of humor Stevenson, To make sense of the world around them, young adolescents, as learners, build upon their individual experiences and prior knowledge Piaget, Intellectually, young adolescents seek opportunities to explore the varied facets of their environment Brighton, They also tend to be inquisitive about adults and are often keen observers of adult behavior Scales, Implications for Practice Teachers need to consider the intellectual developmental differences of young adolescents when planning learning experiences. In addition, young adolescents need teachers who understand and know how they think Stevenson, To foster intellectual development, these youth need to interact directly with their worldâ€”through discourse and hands-on experience with peers and adults Stevenson, Similarly, young adolescents need to learn and engage in democratic principles Brighton, Teachers can also provide forums for them to examine the reasons for school, home, and societal rules. As adult role models, teachers can guide young adolescents to connect intellectual thought and moral reasoning. During early adolescence, many of the attitudes, beliefs, and values that young adolescents develop remain with them for life Brighton, They move away from blanket acceptance of adult moral judgment to the development of their own personal values; however, they usually embrace the values of parents or key adults Scales, As noted, the increased capacity of young adolescents for analytical thought, reflection, and introspection characterizes the connection between their intellectual and moral development. As they progress into the interpersonal conformity stage of moral development Kohlberg, , young adolescents begin to reconcile their understanding of people who care about them with their own egocentricity Roney, They transition from a self-centered perspective to considering the rights and feelings of others Scales, Gender affects how adolescents approach moral dilemmasâ€”males view moral issues through a justice lens and females use an interpersonal care lens Gilligan, They also begin to view moral issues in shades of gray rather than only in black and white. While young adolescents start to consider complex moral and ethical questions, they tend to be unprepared to cope with them. They can organize instructional experiences that foster critical thinking skills and higher levels of moral reasoning. For example, teachers plan assignments that help students to incorporate their thoughts and feelings in writing Scales, Teachers can engage young adolescents with activities that require consensus building and application of democratic principles; teacher advisory programs and service learning can foster teamwork and build community Brighton, In addition, teachers can design experiences for students to examine moral dilemmas and contemplate responses Scales, Further, teachers can develop scenarios that prompt young adolescents to examine concepts of fairness, justice, and equity. School programs or curricula can include a focus on societal issues such as the environment, poverty, or racial discrimination. Acknowledged as a legitimate domain of human development, spiritual development is rarely referenced in education. Understandably, concerns about the separation of church and state and First Amendment rights prompts educators to avoid this aspect of human development Brighton, Nevertheless, the exclusion of spiritual domain limits the prospect of developmentally responsive education Lingley, Acceptance of the spiritual domain in middle level education is important. Young adolescents often want to explore spiritual matters, develop connections between self and others, and gain a sense of themselves and the world Scales, Implications for practice will depend on commitments to educating the whole child. Psychological Development During early adolescence, psychological development is characterized by identity formation and the quest for independence. Young adolescents experience two stages of identity formation: Identity development depends on the degree of exploration and commitment to an identity see Marcia, They may experience an increased awareness of their ethnic identity as well Scales, As young adolescents expand their affiliations to include family and peers, feelings of conflict may arise due to competing allegiances Wiles et al. The search for identity and self-discovery may intensify feelings of vulnerability, as they become attuned to the differences between self and others Scales, Typically, early adolescence is intense and unpredictable Scales, They are often self-conscious and highly sensitive to criticism of their perceived personal shortcomings Scales, Emotionally-charged situations may trigger young adolescents to resort to childish behaviors, exaggerate simple events, and vocalize naive opinions or one-sided arguments. Their emotional

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variability makes young adolescents at risk of making decisions with negative consequences Milgram, and believing that their experiences, feelings, and problems are unique Scales, Young adolescents need frequent opportunities to explore and experiment with various roles and experiences within the classroom context. Teachers can provide educative experiences such as role-playing, drama, and reading that foster identity formation. In addition, teachers can incorporate opportunities for student choice and self-assessment. Likewise, teachers can acknowledge the importance of friendships and explain that shifting peer allegiances are normal Scales, To foster successful experiences for every young adolescent, schools need to provide organizational structures such as teaming and advisory programs. These structures help to ensure that every young adolescent is known well by at least one adult and has regular occasions to experience positive relationships with peers. Young adolescents need opportunities to form relationships with adults who understand them and who are willing to support their development. Young adolescents deserve school environments that are free from harsh criticism, humiliation, and sarcasm. In early adolescence, social-emotional maturity often lags behind physical and intellectual development. Young adolescents have a strong need to belong to a group— with peer approval becoming more important and adult approval decreasing in importance Scales, As young adolescents mature socially and emotionally, they may experience conflicting loyalties to peer group and family Wiles et al. Young adolescents often experiment with new behaviors as they seek social position and personal identity Scales, They are also torn between their desire to conform to the peer group norms and their aspiration to be distinctive and independent Brighton, Young adolescents experience a variety of peer associations— positive and negative. During early adolescence, youth typically widen their circle of friends Brighton, and may experience feelings of romantic or sexual attraction Scales, Issues of sexual orientation and identity can also arise at this time Brighton, Negative peer associations, particularly bullying, also become more prevalent in the middle school years. Young adolescents tend to emulate their esteemed peers and non-parent adults. Young adolescents may be rebellious toward their parents and adults, yet tend to depend on them Scales, Young adolescents also frequently test the limits of acceptable behavior and challenge adult authority. They may overreact to social situations, ridicule others, and feel embarrassment Scales, Teachers can design cooperative learning activities and collaborative experiences for young adolescents to interact productively with peers Scales, Schools play a key role in providing young adolescents with educative programs that promote freedom and independence within a safe space. School districts need to support programs that interrupt negative peer interactions, particularly bullying, that impedes the healthy development of youth. Practitioners, parents, and others who work with young adolescents need to be aware of both subtle and obvious changes in developmental characteristics. Such changes can give adults insights into the challenges facing young adolescents and illuminate possible reasons for shifts in their abilities and behaviors. The middle school founders e.

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Chapter 3 : Adolescent Physical Development

developmental transition between childhood and adulthood entailing major physical, cognitive and psychosocial changes puberty process by which a person attains sexual maturity and the ability to reproduce.

Cognitive Development in Adolescence What is cognitive development? This growth happens differently from ages 6 to 12, and ages 12 to 18. Children ages 6 to 12 years old develop the ability to think in concrete ways. These are called concrete operations. This includes how to: This age group does more complex thinking. This type of thinking is also known as formal logical operations. They include the ability to: This means thinking about possibilities. Reason from known principles. This means forming own new ideas or questions. Consider many points of view. This means to compare or debate ideas or opinions. Think about the process of thinking. This means being aware of the act of thought processes. How cognitive growth happens during adolescence From ages 12 to 18, children grow in the way they think. They move from concrete thinking to formal logical operations. Each child moves ahead at his or her own rate in ability to think in more complex ways. Each child develops his or her own view of the world. Some children may be able to use logical operations in schoolwork long before they can use them for personal problems. The ability to consider possibilities and facts may affect decision-making. This can happen in either positive or negative ways. Types of cognitive growth through the years A child in early adolescence: Uses more complex thinking focused on personal decision-making in school and at home Begins to show use of formal logical operations in schoolwork Begins to question authority and society standards Begins to form and speak his or her own thoughts and views on a variety of topics. You may hear your child talk about which sports or groups he or she prefers, what kinds of personal appearance is attractive, and what parental rules should be changed. A child in middle adolescence: Has some experience in using more complex thinking processes Expands thinking to include more philosophical and futuristic concerns Often questions more extensively Often analyzes more extensively Thinks about and begins to form his or her own code of ethics for example, What do I think is right? Thinks about different possibilities and begins to develop own identity for example, Who am I? Thinks about and begins to systematically consider possible future goals for example, What do I want? Thinks about and begins to make his or her own plans Begins to think long-term Uses systematic thinking begins to influence relationships with others A child in late adolescence: Uses complex thinking to focus on less self-centered concepts and personal decision-making Has increased thoughts about more global concepts, such as justice, history, politics, and patriotism Often develops idealistic views on specific topics or concerns May debate and develop intolerance of opposing views Begins to focus thinking on making career decisions Begins to focus thinking on emerging role in adult society How you can encourage healthy cognitive growth To help encourage positive and healthy cognitive growth in your adolescent child, you can: Include him or her in discussions about a variety of topics, issues, and current events. Encourage him or her to share ideas and thoughts with you. Encourage him or her to think independently and develop his or her own ideas. Assist him or her in setting goals. Compliment and praise him or her for well-thought-out decisions. Assist him or her in re-evaluating poorly made decisions.

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Chapter 4 : Stages of Development in Adolescents | How To Adult

cognitive, physical, social, emotional, and behavioral aspects of "normal" adolescent development to help guide professionals working with adolescents in many.

Cognitive Development What is cognitive development? Cognitive development refers to the development of the ability to think and reason. They are called concrete because they are performed in the presence of the objects and events being thought about. Adolescence marks the beginning development of more complex thinking processes also called formal logical operations including abstract thinking thinking about possibilities , the ability to reason from known principles form own new ideas or questions , the ability to consider many points of view according to varying criteria compare or debate ideas or opinions , and the ability to think about the process of thinking. What cognitive developmental changes occur during adolescence? During adolescence between 12 and 18 years of age , the developing teenager acquires the ability to think systematically about all logical relationships within a problem. The transition from concrete thinking to formal logical operations occurs over time. Each adolescent progresses at varying rates in developing his or her ability to think in more complex ways. Each adolescent develops his or her own view of the world. Some adolescents may be able to apply logical operations to school work long before they are able to apply them to personal dilemmas. The ability to consider possibilities, as well as facts, may influence decision-making, in either positive or negative ways. Some common indicators indicating a progression from more simple to more complex cognitive development include the following: During early adolescence, the use of more complex thinking is focused on personal decision making in school and home environments, including the following: The early adolescent begins to demonstrate use of formal logical operations in schoolwork. The early adolescent begins to question authority and society standards. The early adolescent begins to form and verbalize his or her own thoughts and views on a variety of topics, usually more related to his or her own life, such as: Which sports are better to play Which groups are better to be included in What personal appearances are desirable or attractive What parental rules should be changed Middle adolescence. With some experience in using more complex thinking processes, the focus of middle adolescence often expands to include more philosophical and futuristic concerns, including the following: The middle adolescent often questions more extensively. The middle adolescent often analyzes more extensively. The middle adolescent thinks about and begins to form his or her own code of ethics for example, What do I think is right? The middle adolescent thinks about different possibilities and begins to develop own identity for example, Who am I? The middle adolescent thinks about and begins to systematically consider possible future goals for example, What do I want? The middle adolescent thinks about and begins to make his or her own plans. The middle adolescent begins to think long-term. During late adolescence, complex thinking processes are used to focus on less self-centered concepts as well as personal decision-making, including the following: The late adolescent has increased thoughts about more global concepts such as justice, history, politics, and patriotism. The late adolescent often develops idealistic views on specific topics or concerns. The late adolescent may debate and develop intolerance of opposing views. The late adolescent begins to focus thinking on making career decisions. The late adolescent begins to focus thinking on emerging role in adult society. What encourages healthy cognitive development during adolescence? The following suggestions will help to encourage positive and healthy cognitive development in the adolescent: Include adolescents in discussions about a variety of topics, issues, and current events. Encourage adolescents to share ideas and thoughts with you. Encourage adolescents to think independently and develop their own ideas. Assist adolescents in setting their own goals. Compliment and praise adolescents for well-thought-out decisions. Assist adolescents in re-evaluating poorly made decisions for themselves.

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Chapter 5 : Adolescent Development | Noba

Cognitive development means the growth of a child's ability to think and reason. This growth happens differently from ages 6 to 12, and ages 12 to Children ages 6 to 12 years old develop the ability to think in concrete ways. These are called concrete operations. These things are called.

A stronger and more robust surveillance system is needed to provide the data to understand and plan for the health and well-being of children. References 1 Education Encyclopedia. Stages of growth in child development. Life course health development: A new approach for addressing upstream determinants of health and spending. Neuroscience, molecular biology, and the childhood roots of health disparities: JAMA ; 21 , Effortful control, executive functions, and education: Affect regulation and the origin of the self: The neurobiology of emotional development. Neural activity and the growth of the brain. Cambridge University Press; Brain development during the preschool years. From neurons to neighborhood: The science of early childhood development. The effects of poverty on childhood brain development: School readiness and later achievement. The development of children ages 6 to Research Advances and Promising Interventions. The National Academies Press. Building a New biodevelopmental framework to guide the future of early childhood policy.

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Chapter 6 : Early and Middle Childhood | Healthy People

Piaget's last stage of cognitive development in which the adolescent becomes capable of abstract thinking. Piaget's proposed stage of formal operations does not take into account such developments as accumulation of knowledge & expertise, gains in info processing, and growth of metacognition.

Study of Death and Dying Physical Development: Age 12–19 Adolescence—the transition period between childhood and adulthood—encompasses ages 12 to 19. It is a time of tremendous change and discovery. During these years, physical, emotional, and intellectual growth occurs at a dizzying speed, challenging the teenager to adjust to a new body, social identity, and expanding world view. Perhaps no aspect of adolescence is as noticeable as the physical changes that teenagers experience. Within the span of a few years, a dependent child becomes an independent and contributing adult member of society. Puberty is the time of rapid physical development, signaling the end of childhood and the beginning of sexual maturity. Although puberty may begin at different times for different people, by its completion girls and boys without any developmental problems will be structurally and hormonally prepared for sexual reproduction. The speed at which adolescents sexually mature varies; the beginning of puberty in both genders falls within a range of 6 to 7 years. Eventually, though, everyone catches up. Hormones are responsible for the development of both primary sex characteristics structures directly responsible for reproduction and secondary sex characteristics structures indirectly responsible for reproduction. Examples of primary sex characteristics are the penis in boys and the uterus in females. An example of secondary sex characteristics is the growth of pubic hair in both genders. During childhood, males and females produce roughly equal amounts of male androgen and female estrogen hormones. At the onset of puberty, the pituitary gland stimulates hormonal changes throughout the body, including in the adrenal, endocrine, and sexual glands. The timing of puberty seems to result from a combination of genetic, environmental, and health factors. An early sign of maturation is the adolescent growth spurt, or a noticeable increase in height and weight. The female growth spurt usually begins between ages 10 and 14, and ends by age 16. The male growth spurt usually begins between ages 12 and 16, and ends by age 18. Girls generally begin puberty a few years earlier than boys, somewhere around ages 11 to 12. Increasing levels of estrogen trigger the onset of puberty in girls. They grow taller; their hips widen; their breasts become rounder and larger; hair grows on the legs, under the arms, and around the genitals; the labia thicken; the clitoris elongates; and the uterus enlarges. Around the age of 12 or 13, most girls today begin menstruating, or having menstrual periods and flow. The onset of menstruation is termed menarche. At this time, females can become pregnant. Increasing levels of the hormone testosterone trigger the onset of puberty in boys around ages 12 to 14. Boys become taller, heavier, and stronger; their voices deepen; their shoulders broaden; hair grows under the arms, on the face, around the genitals, and on other parts of the body; the testes produce sperm; and the penis and other reproductive organs enlarge. At this time, boys can impregnate sexually mature girls. Teenage boys may also experience the harmless release of semen during sleep, termed nocturnal emissions or wet dreams. These and other changes, including the timing of sexual maturation, can be sources of great anxiety and frustration for the blossoming youth.

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Chapter 7 : Physical & Cognitive Development of Adolescents | Healthfully

Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, to year-olds, experience rapid and significant developmental change.

Describe major features of physical, cognitive, and social development during adolescence. Understand why adolescence is a period of heightened risk taking. Be able to explain sources of diversity in adolescent development. Adolescence Defined Adolescence is often characterized as a period of transformation, primarily, in terms of physical, cognitive, and social-relational change. Adolescence has evolved historically, with evidence indicating that this stage is lengthening as individuals start puberty earlier and transition to adulthood later than in the past. Puberty today begins, on average, at age 10–11 years for girls and 11–12 years for boys. This average age of onset has decreased gradually over time since the 19th century by 3–4 months per decade, which has been attributed to a range of factors including better nutrition, obesity, increased father absence, and other environmental factors Steinberg, Completion of formal education, financial independence from parents, marriage, and parenthood have all been markers of the end of adolescence and beginning of adulthood, and all of these transitions happen, on average, later now than in the past. In fact, the prolonging of adolescence has prompted the introduction of a new developmental period called emerging adulthood that captures these developmental changes out of adolescence and into adulthood, occurring from approximately ages 18 to 29 Arnett, This module will outline changes that occur during adolescence in three domains: Within the social domain, changes in relationships with parents, peers, and romantic partners will be considered. For both boys and girls, these changes include a growth spurt in height, growth of pubic and underarm hair, and skin changes e. Boys also experience growth in facial hair and a deepening of their voice. Girls experience breast development and begin menstruating. These pubertal changes are driven by hormones, particularly an increase in testosterone for boys and estrogen for girls. Cognitive Changes Dopamine is a neurotransmitter in the brain that produces feelings of pleasure. During adolescence, people tend to do whatever activities produce the most dopamine, without fully considering the consequences of such actions. CC0 Public Domain, <https://www.khanacademy.org/a/adolescence-cognitive-changes> Cognitive changes during adolescence include a shift from concrete to more abstract and complex thinking. Such changes are fostered by improvements during early adolescence in attention, memory, processing speed, and metacognition ability to think about thinking and therefore make better use of strategies like mnemonic devices that can improve thinking. The difference in timing of the development of these different regions of the brain contributes to more risk taking during middle adolescence because adolescents are motivated to seek thrills that sometimes come from risky behavior, such as reckless driving, smoking, or drinking, and have not yet developed the cognitive control to resist impulses or focus equally on the potential risks Steinberg, The result is that adolescents are more prone to risky behaviors than are children or adults. Social Changes Parents Although peers take on greater importance during adolescence, family relationships remain important too. One of the key changes during adolescence involves a renegotiation of parent–child relationships. As adolescents strive for more independence and autonomy during this time, different aspects of parenting become more salient. Peers Peer relationships are a big part of adolescent development. The influence of peers can be both positive and negative as adolescents experiment together with identity formation and new experiences. During adolescence, peer groups evolve from primarily single-sex to mixed-sex. Peers can serve both positive and negative functions during adolescence. Negative peer pressure can lead adolescents to make riskier decisions or engage in more problematic behavior than they would alone or in the presence of their family. For example, adolescents are much more likely to drink alcohol, use drugs, and commit crimes when they are with their friends than when they are alone or with their family. However, peers also serve as an important source of social support and companionship during adolescence, and adolescents with positive peer relationships are happier and better adjusted than those who

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are socially isolated or have conflictual peer relationships. Crowds are an emerging level of peer relationships in adolescence. Romantic relationships Adolescence is the developmental period during which romantic relationships typically first emerge. Initially, same-sex peer groups that were common during childhood expand into mixed-sex peer groups that are more characteristic of adolescence. Although romantic relationships during adolescence are often short-lived rather than long-term committed partnerships, their importance should not be minimized. However, sexuality involves more than this narrow focus. Thus, romantic relationships are a domain in which adolescents experiment with new behaviors and identities.

Behavioral and Psychological Adjustment Identity formation Theories of adolescent development often focus on identity formation as a central issue. Marcia described identity formation during adolescence as involving both decision points and commitments with respect to ideologies e. He described four identity statuses: Foreclosure occurs when an individual commits to an identity without exploring options. Identity diffusion occurs when adolescents neither explore nor commit to any identities. Moratorium is a state in which adolescents are actively exploring options but have not yet made commitments. Identity achievement occurs when individuals have explored different options and then made identity commitments. Building on this work, other researchers have investigated more specific aspects of identity. For example, Phinney proposed a model of ethnic identity development that included stages of unexplored ethnic identity, ethnic identity search, and achieved ethnic identity.

Aggression and antisocial behavior Early, antisocial behavior leads to befriending others who also engage in antisocial behavior, which only perpetuates the downward cycle of aggression and wrongful acts. According to the theory, early starters are at greater risk for long-term antisocial behavior that extends into adulthood than are late starters. Late starters who become antisocial during adolescence are theorized to experience poor parental monitoring and supervision, aspects of parenting that become more salient during adolescence. Late starters desist from antisocial behavior when changes in the environment make other options more appealing. However, as they continue to develop, and legitimate adult roles and privileges become available to them, there are fewer incentives to engage in antisocial behavior, leading to desistance in these antisocial behaviors.

Anxiety and depression Developmental models of anxiety and depression also treat adolescence as an important period, especially in terms of the emergence of gender differences in prevalence rates that persist through adulthood Rudolph, Starting in early adolescence, compared with males, females have rates of anxiety that are about twice as high and rates of depression that are 1. Although the rates vary across specific anxiety and depression diagnoses, rates for some disorders are markedly higher in adolescence than in childhood or adulthood. Anxiety and depression are particularly concerning because suicide is one of the leading causes of death during adolescence. Developmental models focus on interpersonal contexts in both childhood and adolescence that foster depression and anxiety e. Family adversity, such as abuse and parental psychopathology, during childhood sets the stage for social and behavioral problems during adolescence. Adolescents with such problems generate stress in their relationships e. These processes are intensified for girls compared with boys because girls have more relationship-oriented goals related to intimacy and social approval, leaving them more vulnerable to disruption in these relationships. Anxiety and depression then exacerbate problems in social relationships, which in turn contribute to the stability of anxiety and depression over time.

Academic achievement during adolescence is predicted by interpersonal e. Academic achievement is important in its own right as a marker of positive adjustment during adolescence but also because academic achievement sets the stage for future educational and occupational opportunities. The most serious consequence of school failure, particularly dropping out of school, is the high risk of unemployment or underemployment in adulthood that follows. High achievement can set the stage for college or future vocational training and opportunities. Certain features of adolescence, particularly with respect to biological changes associated with puberty and cognitive changes associated with brain development, are relatively universal. But other features of adolescence depend largely on circumstances that are more environmentally variable. For example, adolescents growing up in one country might have different opportunities for risk taking than adolescents in a different country, and supports and sanctions for

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different behaviors in adolescence depend on laws and values that might be specific to where adolescents live. For example, early puberty that occurs before most other peers have experienced puberty appears to be associated with worse outcomes for girls than boys, likely in part because girls who enter puberty early tend to associate with older boys, which in turn is associated with early sexual behavior and substance use. For adolescents who are ethnic or sexual minorities, discrimination sometimes presents a set of challenges that nonminorities do not face. Finally, genetic variations contribute an additional source of diversity in adolescence. That is, particular genetic variations are considered riskier than others, but genetic variations also can make adolescents more or less susceptible to environmental factors. For example, the association between the CHRM2 genotype and adolescent externalizing behavior aggression and delinquency has been found in adolescents whose parents are low in monitoring behaviors Dick et al. Thus, it is important to bear in mind that individual differences play an important role in adolescent development. Conclusions Adolescent development is characterized by biological, cognitive, and social changes. Social changes are particularly notable as adolescents become more autonomous from their parents, spend more time with peers, and begin exploring romantic relationships and sexuality. Adjustment during adolescence is reflected in identity formation, which often involves a period of exploration followed by commitments to particular identities. Adolescence is characterized by risky behavior, which is made more likely by changes in the brain in which reward-processing centers develop more rapidly than cognitive control systems, making adolescents more sensitive to rewards than to possible negative consequences. Despite these generalizations, factors such as country of residence, gender, ethnicity, and sexual orientation shape development in ways that lead to diversity of experiences across adolescence. Society for Research on Adolescence website with links to podcasts on a variety of topics, from autonomy-relatedness in adolescence, to the health ramifications of growing up in the United States. The National Longitudinal Study of Adolescent to Adult Health Add Health is a longitudinal study of a nationally representative sample of adolescents in grades in the United States during the school year.

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Chapter 8 : Physical Development: Age 12–19

Video: Changes in Cognitive Development During Adolescence Adolescence is a period of great change. Changes in the way teenagers think can cause them to do things like argue with adults.

Stages of Development in Adolescents By Nathan Fisher ; Updated September 26, Children face many challenges during the stages of adolescent development. During the preteen and teenage years, adolescents go through many physical and psychological changes on their way to adulthood. From emotional and cognitive growth to sexual and social awareness, the stages of development of adolescents present both children and parents with many challenges. While there are standard guidelines for adolescent development, it is important to understand that each child is an individual and will develop at her own pace. Physical Development During early adolescence from 11 to 13 years of age, children develop body hair, increased perspiration and oil production on the skin, often resulting in acne. Boys will begin rapid growth, in height and weight, show maturation of sexual organs, and their voice begins to deepen. In early adolescences, most girls begin to develop breasts, develop wider hips and begin menstruation. In the middle-adolescent years, between 14 to 15 years of age, growth will typically slow for girls; they will become fully developed in the latter adolescent years of 16 to 19. Boys will continue to grow in height and weight through late adolescences, up until their early 20s, in some cases. Cognitive Development According to the United States Department of Health and Human Services, during the early adolescent years, children develop a growing capacity for abstract thought. The ability to use perceptive reasoning increases and children develop a stronger capacity for morality. In the early adolescent years, most children will focus on the present, without giving the future much regard. During middle adolescence, children will start developing a greater interest in the future, setting goals as they begin to look inward, as they examine themselves. As teens enter late adolescence, they will develop a greater capacity for moral reasoning and an ability to postpone gratification, as they begin to understand the need to work toward future goals. Adolescents will begin to examine their future in terms of their relationships with their parents and peers. This often leads to feelings of confusion as teens struggle to figure out how they fit into the world. As adolescents become more aware of their identity, they will begin to question authority, frequently becoming rebellious to authority, such as with parents and teachers. During adolescence, teens develop a greater wish for privacy and will often distance themselves from others. In late adolescence, teens often develop more serious relationships, including deep romantic involvement. Transitioning From High School As adolescents prepare to enter the adult world, they are not always ready for the challenges that await them. In a longitudinal study, psychologists Norman Amundson, William Borge and Elizabeth Tench discovered that by their final year of high school, adolescents frequently expressed optimism at leaving school and entering the workforce or college. However, approximately a year after graduation, many had issues with depression and self-esteem, which appeared to be tied to their perceived success at work or school.

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Chapter 9 : Feldman, Development Across the Lifespan, 6e

Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that.

About Teen Hypochondriacs Adolescence is a time of dramatic physical and cognitive development. During the middle school, high school and early college years, individuals develop from children to young adults. Their bodies mature sexually and their minds acquire the ability to engage in increasingly complex thinking, including speculative thought, intense introspection and metacognition--thinking about thought itself. These changes present major challenges and opportunities for adolescents as they develop into young men and women. Physical Development Girls enter the major physical changes of adolescence earlier than boys. According to the U. Department of Health and Human Services, girls experience a growth spurt between the ages of 9. Girls can begin to develop breasts as early as age 8 and have fully developed breasts between the ages of 12 and In boys, the testicles and penis may begin to enlarge as early as age 9, and genitals are typically adult-sized by the age of 16 or Wet dreams, which mark the beginning of puberty for boys, begin between the ages of 13 and As the Department of Health and Human Services notes, adolescents must deal with the embarrassment and awkwardness of disproportionate body parts. In addition, they must makes sense of their emerging sexuality, incorporate it into their sense of who they are in the world and begin to engage in intimate relationships. Abstract Thinking During adolescence, young people develop the ability to engage in abstract thinking. Jean Piaget, a Swiss developmental psychologist, hypothesized that it is in adolescence that humans achieve the fourth and final stage of cognitive development: As explained by Grace J. It involves thinking about possibilities as well as comparing reality with things that might or might not be. Implications of Abstract Thinking There are many implications of this major step in cognitive ability. As adolescents develop the ability to compare what is to what could be, they often become critical of their parents and social institutions. They become conscious of political issues and social injustice. Ironically, at the same time, their ability to analyze their own thoughts leads to a highly egocentric worldview. They may fail to distinguish between their own concerns and those of others. Craig; About the Author Scott Barbour has been working professionally as an editor and writer since He has compiled anthologies and written books on a variety of topics for Gale and ReferencePoint Press. Cite this Article A tool to create a citation to reference this article Cite this Article.