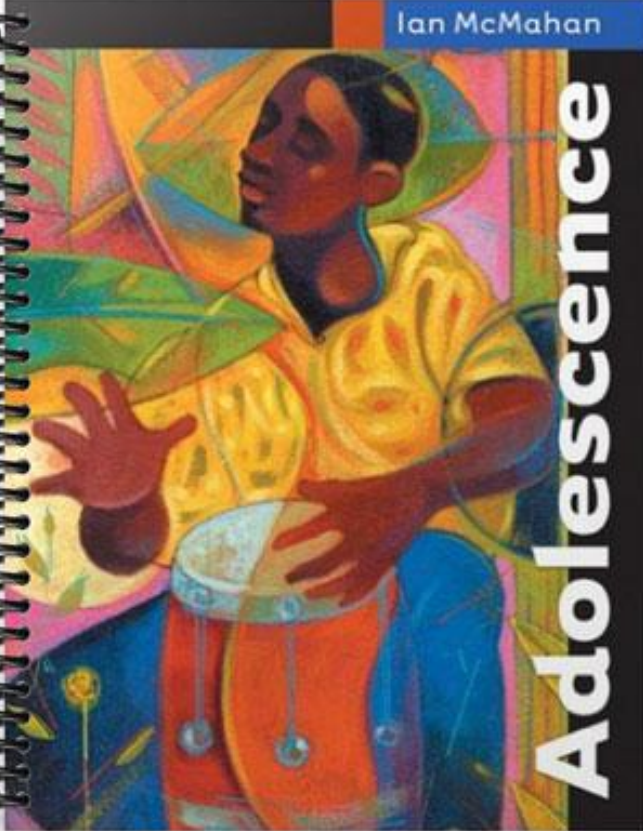


TEST BANK

Ian McMahan



Adolescence

Instructor's Manual and Test Bank

for

Adolescence

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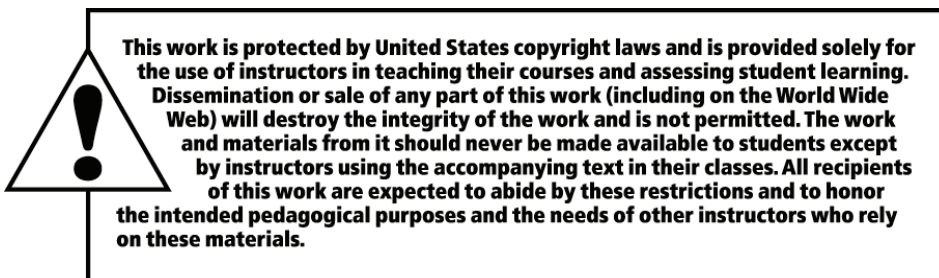
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ISBN-13: 978-0-205-64808-5

ISBN-10: 0-205-64808-8

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 12 11 10 09 08



Introduction

If you teach a course in adolescence and you have chosen the first edition of *Adolescence* as your textbook, I dedicate this manual to you. In it I try to put in one convenient place the sorts of information you may want to refer to often as you plan and teach your course.

Each chapter of the text is treated individually. First in each section is a list of the specific learning objectives your students will be focusing on while studying that chapter. A detailed outline lets you grasp at a glance the structure and content of the chapter. This is followed by a comprehensive summary. The key terms that students will encounter in studying the chapter are listed and defined, in the order in which they come up in the chapter.

For each chapter, several topics for class discussions are suggested. Many of these pose questions that are personally relevant to students' lives and experiences. Others evoke critical thinking or encourage students to extend what they are learning beyond the immediate context. These also appear in the text, under the rubric of Connect the Dots. This means students will enter the discussion having already devoted some thought to the topic.

An additional feature, Writing in the Spotlight, is part of each chapter presentation in the manual. This is a series of optional assignments that stimulate students to compose narratives of various kinds on topics keyed to the individual chapter. Instructors whose institutions have adopted a Writing Across the Curriculum goal will find the Writing in the Spotlight feature particularly welcome, but everyone will find it a dramatic way to make concepts and information in the course more obviously relevant for students.

Available together with or separately from this manual is the *Test Bank* that I personally constructed to reflect the approach of the book. The multiple choice and essay questions are both informational and conceptual. They cover the material in each chapter and are keyed to specific page numbers and learning objectives. The *Test Bank* is also available in electronic format, together with an integrated suite of test creation tools for Windows and Macintosh.

You should also be aware of *MyPsychKit*, an interactive online learning tool keyed specifically to *Adolescence*. Here students can watch relevant video clips, find links to relevant web resources, construct decks of electronic flashcards, and take interactive practice quizzes with instant, informative feedback. A passcard for *MyPsychKit* is included with each copy of *Adolescence*.

Overview of the Book's Structure

The way the book is organized grows directly out of its emphasis on an ecological systems approach.

Part One: Introduction surveys the territory and provides a foundation for the rest of the book. *Chapter 1: Adolescence, Past, Present, and Future*, introduces students to the history of adolescence and describes demographic, economic, and social factors that affect its present and future. *Chapter 2: Adolescence in Theory and Research*, presents the ideas that have most influenced research on adolescence, describes the techniques that are used to gather empirical information about adolescents, and explores ways to understand and critically evaluate research findings.

Part Two: Adolescent Changes presents the biological, physical, and cognitive developments that are common to adolescents in general. *Chapter 3: Puberty and Growth*, describes the hormonal, physical, and sexual changes that help define adolescence and the ways individual adolescents, their parents, and their culture respond to these changes, presents the ways the brain changes during adolescence, and discusses health issues raised by these developments. *Chapter 4: Cognitive Changes* explores approaches to understanding adolescent thinking that include Piaget's cognitive developmental theory and its recent variants, information processing, ideas about intelligence, and metacognition.

Part Three: Adolescent Contexts moves outward from the individual adolescent to the successively embedded contexts in which development takes place. *Chapter 5: Parents and Families* explores the position of adolescents within the family system, the effects of parenting styles, attachment, and conflict, the role of siblings, and family diversity in today's society. *Chapter 6: Peers* examines the growing importance of peers and peer influence during adolescence, explores the nature of social status and popularity, and describes the evolution of social groups such as cliques and crowds. *Chapter 7: School and Work* examines the effects of educational policy, school size and climate, teacher attitudes and expectations, racial segregation, and school choice, describes the role of extracurricular programs and activities, and weighs some pluses and minuses of teen employment. *Chapter 8: Community, Culture, and Media* discusses ways that community values and cultural attitudes affect adolescent development, examines the effects of minority status, social class, and poverty, and describes the rapidly growing impact of media on adolescents.

Part Four: Adolescent Issues takes a detailed look at four social/psychological issues that assume particular importance during adolescence. *Chapter 9: Achievement* explores the ways family, friends, school, culture, ethnic background, and social class affect how adolescents deal with and feel about achievement-related activities. *Chapter 10: Gender* describes current ideas about gender development, examines gender differences in adolescence, and discusses how different social contexts influence gender. *Chapter 11: Identity* discusses the ways adolescence promotes the development of the self concept, self esteem, and a coherent sense of identity, and describes the evolution of moral judgment and a moral identity. *Chapter 12: Intimacy* considers

three crucial aspects of personal involvements during adolescence, close friendships, romantic relationships, and sexuality.

Part Five: Adolescent Problems and Prospects presents both difficulties and positive opportunities that are characteristic of adolescence. *Chapter 13: Problems* examines the causes, prevalence, and ways of dealing with externalizing problems, such as delinquency and substance use, and internalizing problems, including eating problems, depression, and suicide. *Chapter 14: Positive Prospects* discusses the importance of coping and resilience, examines the internal and external resources that promote thriving and positive development, and considers the question of how adolescents can become happier.

I hope that you find this Instructors' Manual useful and that it helps you enrich your students' encounter with the field of adolescence. If you have any comments, suggestions, or corrections to offer, please send them to me at: Adolescence@ianbooks.com.

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Chapter 1

Adolescence: Past, Present, Future

Chapter-at-a-Glance

<i>Detailed Chapter Outline</i>	<i>Instructor's Manual</i>	<i>Test Bank</i>	<i>PowerPoint</i>	<i>MyPsychKit</i>
Themes and Approaches Structure of This Book Learning Strategies				
Who Is an Adolescent? Two Sorts of Transitions Phases and Task	DISCUSSION TOPIC 1			
Adolescence Across History Earlier Times Nineteenth Century America 20th Century America American Teens Today	DISCUSSION TOPIC 2			
Adolescents in a Global Age Old, Young, and In-Between A Shrinking Globe Signals to the Crowd	DISCUSSION TOPIC 3			
Where Is Adolescence Going? Schooling for All? Moving to the City Virtuous and Vicious Cycles HIV/AIDS Survival and Growth	DISCUSSION TOPIC 4			

Learning Objectives

After studying the chapter, students should be able to answer the following questions.

- LO1.1 What are the major themes of the book?
- LO1.2 What strategies will help you gain more from using the book?
- LO1.3 How are normative transitions different from idiosyncratic transitions?
- LO1.4 What are the three phases of adolescence and how are they linked to different tasks or goals?
- LO1.5 What are the major similarities and differences between adolescence in earlier times and today?
- LO1.6 Why was the 20th century called “The Age of Adolescence?”
- LO1.7 What major issues do American teens face today?
- LO1.8 How does the shape of a society’s population pyramid affect its adolescents?
- LO1.9 What is meant by *globalization*?
- LO1.10 Why do teens find it important to be in on current fashions?
- LO1.11 What are the effects on teens of staying in school longer?
- LO1.12 What are the benefits and dangers of urbanization?
- LO1.13 How do virtuous and vicious circles work?
- LO1.14 How has the HIV pandemic affected adolescents in different parts of the world?
- LO1.15 What do adolescents need to survive and flourish?

Chapter Summary

Major themes of the book:

- An ecological systems approach—looking at the ways an adolescent’s development affects, and is affected by, changes in the family, the peer group, the school, and broader social and cultural contexts
- The role of stage-environment fit, which concerns whether the systems that affect adolescents keep pace with their changing needs and capacities
- The influence of cultural diversity and globalization on adolescents around the world
- Practical applications of social science knowledge for teens and those who deal with teens
- The benefits of becoming educated consumers of adolescent research by learning about the theories, methods, and basic findings in the field
- The potential for positive development among adolescents
- Strategies that can help students learn and retain material more effectively include active learning and deep processing

Where we say adolescence begins and ends depends on whether we are considering physical and sexual development, family relationships, educational rules, social customs, or legal codes.

Adolescents go through a variety of important transitions. Some transitions, such as puberty or a first date, are normative, in that everybody goes through them at roughly the same time. Others, such as moving to a new town or undergoing a parental divorce, are idiosyncratic, or particular to that adolescent.

Early adolescence lasts from around 11 to 14. Middle adolescence goes from about 15 to 18. Late adolescence extends from around 19 to 22 and blends into emerging adulthood. Each of these stages is linked to developmental tasks that teens are expected to carry through at that point in their lives.

In different historical periods, adolescence has had many different as well as similar features.

Adolescent boys in ancient Greece and Rome were generally educated to be soldiers and citizens, while girls were trained to be wives and mothers. The Greek philosophers Plato and Aristotle pointed out that adolescents were neither still children nor yet adults and should be treated according to their own particular nature.

In preindustrial Europe, life-cycle service meant that many young people left their families to spend adolescence in a different household as apprentices and servants.

The 18th century philosopher Rousseau helped change European attitudes toward children and adolescents by his belief that they should be valued for themselves. He also portrayed adolescence as a time of great storm and stress. This idea became widely accepted and is still held by many, although evidence suggests it is a great exaggeration.

As America industrialized, during the 19th century, adolescents made up much of the workforce in the new factories and mills. As teens moved to the cities, where they were less supervised, fears of a “youth problem” led to child labor laws, social welfare organizations directed at young people, and compulsory school attendance.

The 20th century in America has been called the “Age of Adolescence.” High school attendance soared, and as teens spent more time with other teens, they began to see themselves as a separate group, with their own pastimes, slang, and ways of dressing. The Baby Boom that followed World War II led to a huge but temporary increase in the proportion of adolescents in the population beginning in the late 1950s.

Today’s teens in America confront many social changes and issues. Changes in the ways families are made up, and especially the increase in single-parent families, have an important impact on teens. This is associated with a growing importance of the peer group. And of the many troubling issues adolescents must grapple with, few are more urgent than the question of sexuality.

In an increasingly global age, many social and economic factors have a profound influence on how children experience adolescence and how it affects their lives.

The problems and possibilities that adolescents face are partly shaped by their place in the population. In less developed economies, children and adolescents typically make up half or more of the population, and their needs place a huge burden on scarce resources. In developed societies, there are proportionally fewer teens, which may mean that their needs compete with those of other age groups and get less attention.

Globalization has meant that ideas, fashions, music and arts, and social changes spread quickly among adolescents in different parts of the world. Wearing, doing, and listening to what is currently hot serve as signals to others that one is part of the group.

What is the future likely to hold for adolescents?

A cycle of social changes that affected American adolescents during the 20th century is having impact on those in other societies around the world. As teens stay in school longer, they tend to put off marrying

until later and to have fewer children. Girls with more education enter the workforce in greater numbers and begin to see their social role in more egalitarian ways.

In less developed societies, great numbers of adolescents migrate from the countryside to the city or to more developed nations. This urbanization offers many positive possibilities for growth but also poses serious personal, social, and health risks.

The worldwide epidemic of HIV/AIDS has particularly severe consequences for adolescents, especially in those regions, such as sub-Saharan Africa, that have been hardest hit.

Adolescents are the hope of the future for every society. What they need to flourish is well known, but whether and how well those needs will be met is an unanswered question.

Integrated Teaching Outline

1. Themes and Approaches

- a. Structure of This Book
- b. Learning Strategies

2. Who Is an Adolescent?

- a. Two Sorts of Transitions
→ DISCUSSION TOPIC 1
- b. Phases and Task

3. Adolescence Across History

- a. Earlier Times
 - i. Preindustrial Europe*
 - ii. Rousseau and the Enlightenment*
 - iii. Nineteenth Century America*
- b. 20th Century America
 - i. A new focus on teens*
 - ii. The Baby Boom*
→ DISCUSSION TOPIC 2
- c. American Teens Today
 - i. Families in Flux*
 - ii. The Role of Peers*
 - iii. The Issue of Sexuality*

4. Adolescents in a Global Age

- a. Old, Young, and In-Between
- b. A Shrinking Globe
 - i. The Process of Globalization*
 - ii. Branding the World*
→ DISCUSSION TOPIC 3
- c. Signals to the Crowd

5. Where Is Adolescence Going?

- DISCUSSION TOPIC 4
- a. Schooling for All?
- b. Moving to the City
- c. Virtuous and Vicious Cycles
- d. HIV/AIDS
- e. Survival and Growth

Key Terms

Ecological systems (p. 4)	Middle adolescence (p. 9)
Stage-environment fit (p. 5)	Late adolescence (p. 9)
Cultural diversity (p. 5)	Developmental tasks (p. 9)
Globalization (p. 5)	Inventionism (p. 9)
Applications (p. 5)	Life-cycle service (p. 11)
Educated consumers (p. 5)	Storm and stress (p. 11)
Positive development (p. 5)	Age stratification (p. 13)
Active learning (p. 6)	Peers (p. 15)
Deep processing (p. 6)	Consumerism (p. 15)
Normative transitions (p. 8)	Population pyramids (p. 17)
Idiosyncratic transitions (p. 8)	Urbanization (p. 21)
Early adolescence (p. 9)	

Topics for Classroom Discussions

TOPIC 1

Think about the important transitions from your own adolescence. Which ones were normative, and which were idiosyncratic? Which of the normative transitions took place at about the same age for you as for your friends and classmates, and which were earlier or later? How do you think the timing affected the way you experienced the transitions?

TOPIC 2

Have any of your friends or relatives of earlier generations talked about their experiences as adolescents? How did they see their place in society as teens? What problems seemed particularly important? How did they act with parents and peers? How important were the media (music, radio, television) in their lives?

TOPIC 3

Are adolescents today exploited by fads created by manufacturers and advertising firms? Are those firms doing a service for teens by creating goods they want? What are some examples of current fads and fashions among teens, and why are they popular?

TOPIC 4

Consider the list of the skills and attitudes today's adolescents need for healthy development. How did you yourself acquire those qualities? What people, settings, and experiences were especially helpful? Were there issues that held you back or got in your way? Can you think of ways to encourage these qualities in adolescents either from less advantaged segments of our society or in less developed countries?

Writing in the Spotlight

Creative writing assignment

Imagine that you are a reporter for the *Galactic Herald*. Your assignment is to write a colorful feature story about the peculiar creatures called adolescents, found only on the planet Sol-III (also known as Earth). Unfortunately, your visa from the UN didn't come through in time. You are forced to stay in sublunar orbit and rely on intercepted television and radio broadcasts and wireless Internet traffic for information about your subject. Based on the information you are likely to gather in that way, write your report. What do these adolescents look like? How do they spend their time? What are their main concerns? What is their place or role in the larger population?

Chapter 1

Adolescence: Past, Present, Future

Chapter-at-a-Glance

<i>Detailed Chapter Outline</i>	<i>Instructor's Manual</i>	<i>Test Bank</i>	<i>PowerPoint</i>	<i>MyPsychKit</i>
Theories About Adolescence Biological and Evolutionary Theories Psychoanalytic Theories Cognitive Theories Learning and Social Cognitive Theories Social and Anthropological Theories Ecological and Developmental Systems	DISCUSSION TOPIC 1-2			
Finding Out About Adolescence: The Scientific Approach A Scientific Attitude A Scientific Method	DISCUSSION TOPIC 3			
Research Techniques Types of Research Strategies for Studying Development	DISCUSSION TOPIC 4			
Research Issues and Concerns The Ethics of Research Underrepresented Groups	DISCUSSION TOPIC 5			
Becoming an Educated Consumer What Is the Source? Is the Finding Reliable? How <i>Big</i> Is the Effect? Can the Results Be Generalized? What About Cause and Effect?	DISCUSSION TOPIC 6			

Learning Objectives

After studying the chapter, students should be able to answer the following questions.

- LO2.1 What assumptions do biological and evolutionary theories make about development?
- LO2.2 What do psychoanalytic theorists see as the primary tasks of adolescence?
- LO2.3 What aspect of adolescent development is the greatest concern of cognitive theories?
- LO2.4 Where do learning and social cognitive theories expect to find the major source of influence on behavior?
- LO2.5 What is the central focus of social and anthropological theories of adolescence?
- LO2.6 How do adolescents interact with the contexts and influences that affect them?
- LO2.7 What are the two crucial elements in a scientific attitude?
- LO2.8 What are the most important goals of the scientific method?
- LO2.9 What steps in research make the results more accurate, objective, and dependable?
- LO2.10 How do the strategies for studying development differ?
- LO2.11 What ethical concerns should researchers be sensitive to?
- LO2.12 Why is it important to gather more information about underrepresented groups?
- LO2.13 What should students pay attention to when evaluating a source of information?
- LO2.14 What makes a finding reliable?
- LO2.15 How does one judge the practical meaning of an effect?
- LO2.16 What aspects of a study indicate that the findings can safely be generalized?
- LO2.17 What kinds of research tell us about cause and effect relationships, and what kinds do not?

Chapter Summary

In our study of adolescence, theories direct our attention to certain facts and tell us how those facts fit together. Research methods help assure us that the facts we gather are accurate, objective, and dependable.

The theories that have had a major influence during the last century differ in which aspects of adolescent development they set out to explain; what kinds of explanations they offer; and how much importance they give to different sorts of causes or influences.

In his biological theory, G. Stanley Hall saw storm and stress as inevitable for adolescents. More current ideas of evolutionary psychology try to explain different behaviors in terms of their reproductive fitness.

Psychoanalytic theories place great importance on the way the libido or sex drive is expressed in the childhood psychosexual stages and the Oedipus complex (Sigmund Freud); on the ways the adolescent tries to control this drive through defense mechanisms (Anna Freud), and on the psychosocial stages that are linked to personal and sexual development (Erikson).

Cognitive theories emphasize the changes in an adolescent's thinking ability and the implications of those changes. Piaget saw adolescents moving into the cognitive stage of formal operations, which increases their capacity to think abstractly, systematically, and hypothetically. Vygotsky was more interested in the ways adolescents make greater use of social relationships in their learning. Information processing approaches try to chart the steps adolescents take in solving problems and to understand the ways their problem-solving becomes more efficient and accurate through use of metacognition.

Learning or operant conditioning theory focuses on the ways the external consequences of an action, or

reinforcement, change the likelihood that the action will be repeated. Social cognitive theory, in contrast, stresses the role of learning by watching what others do and what happens to them.

Social and anthropological approaches concentrate on the ways adolescence is similar and different across widely varying cultures and societies.

Bronfenbrenner's ecological theory and Lerner's developmental systems theory see the adolescent as developing at the center of a network of interacting influences, being acted on by those influences but also playing an active role in determining which influences will be most important and what their effect may be.

Among our ways of knowing about the world, the scientific approach has a special place because it is not subjective. This approach combines an attitude and a method.

A scientific attitude assumes that our knowledge of some subject is never final and complete. Accordingly, it requires an open mind to new ideas and propositions. At the same time, both new and old ideas are regarded with a skeptical attitude that asks what evidence there is to support them.

A scientific method for gathering information is systematic and objective, whether used in the physical or the social sciences. One model is hypothesis testing, in which a theory is used to generate a prediction, which is then tested against reality.

Investigators have developed many tools for collecting clear, accurate information about adolescence. Once the group to be studied, or population, is defined, a representative sample is selected. The results from this sample can then be generalized to the population. Research approaches include historical research, ethnographic studies, naturalistic observation, case studies, surveys, and interviews. The Experience Sampling Method enlists participants themselves, who note their activities, mood, and so on when signaled.

Correlational studies examine how closely two or more characteristics are related to one another. A positive correlation indicates that the two factors tend to move in the same direction, while a negative correlation indicates that they tend to move in opposite directions. While a correlational study can document the connection between the factors, it does not prove that a change in one factor causes the other to change.

In an experiment, the factor that is thought to be the cause (the independent variable) is manipulated or changed, and any corresponding change in the dependent variable is observed or measured. If appropriate controls are used, an experiment can show a cause and effect relationship between the variables.

Strategies for studying development, or change over time, include cross-sectional research, in which adolescents drawn from different age groups or cohorts are studied at the same time; longitudinal studies, which involve looking at the same group of adolescents at several points over time; and sequential research, which takes the different age groups in a cross-sectional study and follows them longitudinally over time.

Those who use research techniques to gather information about others need to be alert to the possible effects of the experience on participants and be sure to protect their well being, dignity, and privacy.

Until fairly recently, females, members of ethnic minorities, and those from lower socioeconomic groups have been underrepresented in research on adolescence. The result was a subtle but pervasive gender bias, as well as ethnic, cultural, and class bias in the ways investigators thought about adolescents and the

conclusions they drew.

Ingroup bias is a tendency to think of members of one's own group more as individuals but to see those of other groups more in terms of their group membership.

The vast amount of information available in an increasingly wired world makes it essential to learn how to judge the worth, reliability, and importance of reported findings and statements about adolescence.

The most reliable sources are reputable journals and comprehensive handbooks in the field and articles on new developments in major newspapers. The Internet is full of valuable information as well as worthless misinformation.

Findings that are in line with those of other studies are generally more likely to hold up than those that are new and startling.

A relationship or difference may be statistically significant — that is, likely to be real — and still be so small as to have no practical importance.

The more the participants in a research project are similar to some other group, the more likely it is that the results can be extended or generalized to the other group.

An educated consumer of research information should know how to recognize a correlational study and keep in mind that the results of such studies do not show cause-effect relationships.

Integrated Teaching Outline

1. Theories About Adolescence

- a. Biological and Evolutionary Theories
 - i. Recapitulationism and Adolescents*
 - ii. Evolutionary Psychology*
- b. Psychoanalytic Theories
 - i. Sigmund Freud*
→ DISCUSSION TOPIC 1
 - ii. Erik Erikson*
- c. Cognitive Theories
- d. Learning and Social Cognitive Theories
→ DISCUSSION TOPIC 2
- e. Social and Anthropological Theories
- f. Ecological and Developmental Systems

2. Finding Out About Adolescence: The Scientific Approach

- a. A Scientific Attitude
- b. A Scientific Method
→ DISCUSSION TOPIC 3

3. Research Techniques

- a. Types of Research
 - i. Populations and Samples*
 - ii. Historical Research*
 - iii. Ethnographic Studies*
 - iv. Observation*
 - v. Case Studies*
 - vi. Surveys and Interviews*
 - vii. Correlational Studies*
→ DISCUSSION TOPIC 4
 - viii. Experiments*
- b. Strategies for Studying Development
 - i. Cross-sectional Research*
 - ii. Longitudinal Research*
 - iii. Sequential Research*

4. Research Issues and Concerns

- a. The Ethics of Research
- b. Underrepresented Groups
 - i. Gender, Ethnic, Cultural, and Class Bias*
→ DISCUSSION TOPIC 5
 - ii. Ingroup Bias*

5. Becoming an Educated Consumer

- a. What Is the Source?
- b. Is the Finding Reliable?
→ DISCUSSION TOPIC 6
- c. How Big Is the Effect?
- d. Can the Results Be Generalized?
- e. What About Cause and Effect?

Key Terms

Evolutionary psychology (p.)	Representative (p.)
Reproductive fitness (p.)	Generalizable (p.)
Biological determinism (p.)	Ethnographic study (p.)
Libido. (p.)	Naturalistic observation (p.)
Psychosexual stages (p.)	Experience Sampling Method (p.)
Oedipus complex. (p.)	Correlational study (p.)
Defense mechanisms (p.)	Positive correlation (p.)
Psychosocial stages (p.)	Negative correlation (p.)
Cognitive stages (p.)	Experiment (p.)
Formal operations (p.)	Independent variable (p.)
Information processing (p.)	Dependent variable. (p.)
Metacognition (p.)	Cross-sectional study (p.)
Operant conditioning (p.)	Cohorts (p.)
Social cognitive theory (p.)	Longitudinal study (p.)
Ecological theory (p.)	Sequential study (p.)
Developmental systems theory (p.)	Informed consent (p.)
Social sciences (p.)	Gender bias (p.)
Hypothesis testing (p.)	Ingroup bias (p.)
Population (p.)	Statistical significance (p.)
Sample (p.)	

Topics for Classroom Discussions

TOPIC 1

What would Freud say is the most important emotional task of adolescence? If an adolescent does not seem to be carrying out that task successfully, what advice do you think a Freudian might give?

TOPIC 2

Suppose an adolescent is developing problems, such as poor school performance, substance use, or aggressiveness. If you were a social cognitive psychologist, where would you be likely to look first for an explanation of these problems? Why?

TOPIC 3

Can you think of a time recently when you used some version of the hypothesis testing approach to try to answer a question? Knowing what you now know about this approach, are there steps you skipped that you should have taken? Does this affect how confident you are about the conclusions you reached?

TOPIC 4

Have you have come across any examples recently in which a correlation was presented in a way that implied a cause and effect relationship between the correlated factors? Were you misled by it?

TOPIC 5

Suppose adolescents from various ethnic, cultural, and class backgrounds are different from White middle-class adolescents in some way. Why do you think researchers, policy makers, and others might tend to see those differences as indicating a problem? What impact might that have on programs for adolescents from underrepresented groups?

TOPIC 6

Have you ever come across some amazing information on the Internet, only to decide later that you simply didn't believe it? What awakened your doubts, and what did you do to try to check them out?

Writing in the Spotlight

Here are a few typical topics in the field of adolescence:

- conflicts between parents and adolescents;
- adolescents and risky behavior;
- the effects of being a younger sibling;
- sources and effects of popularity in high school;
- can intelligence be raised?

Choose one that strikes you as especially interesting or important (or another topic that you find even more interesting).

Now imagine that you need to explain what you know about your topic. Write at least three general statements that would be part of your explanation. Based on one or more of your statements, develop a hypothesis. In other words, make some sort of concrete prediction about information or relationships that could be observed or measured.

How do you think you might go about testing your hypothesis? What kinds of information would tell you if the hypothesis is correct? What results would *disprove* your hypothesis? What ways can you think of to gather the information you would need?