

Preface

In 1976, the first time I was asked to teach a semester-long course in adolescent development, my graduate advisor, John Hill—who at that time had been teaching adolescent development for 10 years—took me aside. “Getting them to learn the stuff is easy,” John said, smiling. “Unfortunately, you’ll only have about 3 weeks to do it. It’ll take you 10 weeks just to get them to unlearn all the junk they’re sure is true.”

He was right. I would present study after study documenting that turmoil isn’t the norm for most adolescents, that most teenagers have relatively good relationships with their parents, that adolescence isn’t an inherently stressful period, and so on, and my students would nod diligently. But five minutes later someone would tell the class about his or her cousin Billy, who had either run away from home, attempted to set his parents’ bedroom on fire, or refused to say a word to either his mother or his father for eight years.

As most instructors discover, teaching adolescent development is both exhilarating and exasperating. Every student comes into class an expert; for many of them, adolescence wasn’t very long ago. No good instructor wants to squelch the interest and curiosity most students bring with them when they first come into a class. But no conscientious teacher wants to see students leave with little more than the preconceptions they came in with and an even firmer conviction that social scientists who study human development are out of touch with the “real” world.

One of my other mentors, Urie Bronfenbrenner, once wrote that the science of child development had found itself caught between “a rock and a soft place”—between rigor and relevance. Teachers of adolescent development find themselves in the same boat. How do you present scientific research on adolescent development in ways students find interesting, believable, relevant, and worth remembering when the term is over? I hope this book will help.

ABOUT THE SIXTH EDITION

About the time of the publication of the first edition of *Adolescence* in 1985, the study of development during the second decade of the life cycle suddenly became a hot topic. New journals devoted exclusively to the study of adolescence began publication; established journals in the field of child development became deluged with submissions on adolescence; more and more well-trained scholars specializing in the study of adolescent development appeared on the scene. During the 14 years between the publication of the first and fifth editions of this text, our understanding of adolescent development expanded dramatically, and this expansion has continued at a rapid pace since the previous edition was published three years ago.

The sixth edition of this textbook reflects this new and more substantial knowledge base. Although the book’s original organization has been retained, the material in each chapter has been significantly updated and revised. Nearly 700 new studies have been cited since the fifth edition alone.

Our knowledge about adolescent development has grown dramatically in the past three years. Readers will find expanded sections in this edition about behavior genetics and adolescent development, brain growth and development, adolescent decision making and risk taking, neighborhood and community effects on development, sibling relationships, juvenile crime and justice, the impact of parental remarriage and postdivorce custodial arrangements, romance and dating, adolescents’ use of the mass media and the Internet, school violence and aggression, and depression. These additions, corrections, and expansions are natural responses to the development of new knowledge in a dynamic growing scientific field.

Perhaps the greatest expansion of knowledge during the past decade about development during the second decade of life has been about adolescents growing up in poverty, about adolescents from ethnic minority

groups, and about adolescents from parts of the world other than North America. This has permitted increased coverage of the ways in which the course of development during adolescence is affected by economics, ethnicity, and culture. Instead of presenting this material in boxed inserts or in a separate chapter, however, I have incorporated this information into the text in order to show when and how patterns of adolescent development vary across class, ethnicity, and region.

This edition of *Adolescence* retains a feature that ran throughout the past several editions. A box entitled “The Sexes” in each chapter considers in detail *whether* a particular pattern of adolescent development is different for boys and for girls. I emphasize the word *whether* here, for in many instances the scientific evidence suggests that the similarities between the sexes are far more striking than the differences. Some of the topics I examine are whether or why there are sex differences in the impact of early pubertal maturation, in cognitive abilities, in rates of depression, in relations with mothers and fathers, in intimacy, in math and science achievement, and in the nature of the transition into adulthood.

A second set of boxed inserts is continued here in response to the positive feedback I’ve received from readers. Although most instructors (and virtually all students) who have used this text have enjoyed its “dejargonized” writing style, some felt that including more information about research design and methods would be useful. Each chapter in this edition contains a boxed feature entitled “The Scientific Study of Adolescence,” which examines in detail one particular study discussed in that chapter and teaches students about an important aspect of research methods, design, or statistics. Among the topics covered in this series are, for example, the difference between an independent and a dependent variable, the meaning of a statistical interaction, how researchers use electronic beepers to study adolescents’ moods, why correlation is not causation, statistical power, the Q-Sort procedure, and the use of meta-analysis in examining a research literature.

ADOLESCENT DEVELOPMENT IN CONTEXT

If there is a guiding theme to *Adolescence*, it is this: Adolescent development cannot be understood apart from the context in which young people grow up. Identity crises, generation gaps, and peer pressure may be features of adolescent life in contemporary society, but

their prevalence has more to do with the nature of our society than with the nature of adolescence as a period in the life cycle. In order to understand how adolescents develop in contemporary society, students need first to understand the world in which adolescents live and how that world affects their behavior and social relationships. I have therefore devoted a good deal of attention in this book to the contexts in which adolescents live—families, peer groups, schools, neighborhoods, and work and leisure settings—to how these contexts are changing, and to how these changes are changing the nature of adolescence.

ORGANIZATION

The overall organization of this book has not changed since the last edition. Specifically, the chapters about psychosocial development during adolescence are separate from those about the contexts of adolescence. In this way, the psychosocial concerns of adolescence—identity, autonomy, intimacy, sexuality, and achievement—are presented as central developmental concerns that surface across, and are affected by, different settings.

This book contains an introduction and 13 chapters, which are grouped into three parts: the fundamental biological, cognitive, and social changes of the period (Part I); the contexts of adolescence (Part II); and psychosocial development during the adolescent years (Part III). The Introduction presents a model for studying adolescence that was developed by the late John Hill and that serves as the organizational framework for the text. I have found the framework to be extremely helpful in teaching adolescent development, and I highly recommend using it. However, if the model does not fit with your course outline or your own perspective on adolescence, it is possible to use the text without using the framework. Each chapter is self-contained, so it is not necessary to assign chapters in the sequence in which they are ordered in the text. However, if you choose to use the model presented in the Introduction, it may be helpful to follow the text organization.

THEORY AND METHODS

One of the things you will notice about *Adolescence* when you thumb through the contents is that the ubiquitous chapters about “theories of adolescence” and “research methods” are missing. The chapter titles are indeed

missing, but the material isn't. After teaching adolescence for many years, I am convinced that students seldom remember a word of the chapters about theory and methods because the information in them is presented out of context. Therefore, although there is plenty of theory in this text, it is presented when it is most relevant, in a way that shows students how research and theory are related. At the beginning of the chapter on intimacy, for example, Sullivan's perspective on intimacy (and on psychosocial development in general) is presented, and then the relevant research is examined. Similarly, the research methods and tools used in the study of adolescence are discussed in the context of specific studies that illustrate the powers—or pitfalls—of certain strategies. Many of these research issues are spotlighted in the boxed material on "The Scientific Study of Adolescence," which appears in each chapter. Overall, my approach has been to blend theory, research, and practical applications in a way that shows students how the three depend on each other. For students unfamiliar with theories in developmental psychology, I have included a brief overview of this material in the Introduction.

LEARNING AIDS

I have included three types of learning aids in this edition of *Adolescence* that are designed to help students get the most out of their reading.

- **Recaps** follow coverage of key concepts within each chapter. These summaries highlight the important information that students have just read.
- **Food for Thought** questions, which appear within each chapter, are designed to help students both retain what they've read and think critically about the nature of adolescence while they are reading.
- A **Web Researcher** question concludes each chapter by challenging students, in a step-by-step process, to use the Internet in order to bring together and apply concepts they've just read about.

SUPPLEMENTARY MATERIALS

Please consult your local McGraw-Hill representative to learn about the availability of supplements that accompany *Adolescence*, 6th edition.

For the Instructor

- **Instructor's Manual/Test Bank** LEAVE TWO LINES FOR THE AUTHOR AFFILIATIONS – TO FOLLOW This comprehensive manual continues to be a valuable resource for both new and seasoned instructors. New Instructor's Manual features include a Total Teaching Package Outline, which combines a traditional chapter outline with instructions on exactly how and where to use all of the supplementary materials McGraw-Hill offers. The accompanying test questions have been extensively revised to include not only multiple-choice and essay questions but also fill-in-the-blank and true-or-false questions. Each item is designated as factual, conceptual, or applied, as defined by Benjamin Bloom's Taxonomy of Educational Objectives, and is also linked explicitly to specific learning objectives.

- **Computerized Test Bank on CD-ROM** LEAVE ONE LINE FOR AUTHOR NAME and AFFILIATION – TO FOLLOW This CD-ROM is a Macintosh/Windows hybrid that works on either platform, offering the complete set of test items included in the printed Test Bank. The enhanced electronic format affords an instructor maximum flexibility in editing and selecting test questions.

- **Instructor's Resource CD-ROM** This teaching tool offers you the opportunity to customize McGraw-Hill materials to create your lecture presentations. Resources included on the CD-ROM are the Instructor's Manual, Computerized Test Bank, PowerPoint presentation slides, and the Image Database with a fully functioning editing feature. You can add your own lecture notes to the CD-ROM and can organize the images to correspond to your particular classroom needs.

- **On-line Learning Center** This extensive website, designed to accompany *Adolescence*, offers an array of resources for both instructor and student. PowerPoint presentations, author-selected images from the database with a fully functioning editing feature, Web Links, recommended readings, and the innovative, chapter-concluding Web Researcher feature, can all be found by logging on to the text site at <http://www.mhhe.com/steinberg6>.

- **McGraw-Hill's Developmental Supersite** This comprehensive site serves as a portal through which in-

structors and students can access each text-specific on-line learning center as well as many universally useful teaching and study tools. Visit us at <http://www.mhhe.com/developmental>.

- **Annual Editions – Adolescent Psychology** Published by Dushkin/McGraw-Hill, this is a collection of articles on topics related to the latest research and thinking in adolescent development. These editions are updated annually and contain helpful features, including a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide containing testing materials to accompany the Annual Edition is also available.

- **PageOut – Build Your Own Course Web Site in Less Than an Hour.** You don't have to be a computer whiz to create a website. Especially with an exclusive McGraw-Hill product called PageOut.™ It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. www.pageout.net

- **PowerPoint™ Lectures** Available on the Internet and as part of the Instructor's Resource CD-ROM, these presentations are designed to enhance both large- and small-section lectures by including visual representations of key chapter material. You have the option of modifying these presentations or using them as they are. <http://www.mhhe.com/steinberg6>

For the Student

- **Study Guide** LEAVE ONE LINE FOR AUTHOR The revised Study Guide includes learning objectives, a chapter outline and brief overview, and a wide variety of quizzing tools, such as multiple-choice, fill-in-the-blank, and true-or-false questions complete with answer keys. This new edition presents many ways for students to track their progress, such as with a practice midterm and final exam with answer key and a self-evaluation form at the end of each chapter. Recommendations for further readings are also included, as well as critical thinking exercises, which can be used as useful study group tools.

- **PowerWeb** This dynamic website, accessible by using a password card shrink-wrapped for free with each new copy of *Adolescence*, 6th Edition, offers a suite of original web-based materials for the adolescent devel-

opment course. PowerWeb is the first Internet tool to help students learn how to research on-line. The site offers daily and weekly course updates, access to key articles on important course topics, and self-assessment built into the site.

- **On-line Learning Center** The official website for the text contains chapter outlines, practice quizzes that can be e-mailed to the professor, links to relevant websites, recommended readings, interactive crosswords and flashcards, and the text's new, chapter-concluding Web Researcher feature. Log on to <http://www.mhhe.com/steinberg6>.

- **McGraw-Hill's Developmental Supersite** This comprehensive website serves as a portal through which instructors and students can access each text-specific on-line learning center, as well as many universally useful teaching and study tools. Visit us at <http://www.mhhe.com/developmental>.

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Laurence Steinberg