Adolescent Development

Piaget
"Formal Operational" Period
Ability to understand and construct abstract theoretical thoughts without concrete evidence
Issues: Personal identity, independence, intellectual and emotional changes, peer pressure

Erikson
Identity vs. Role Diffusion (who I am and my place in society)
Intimacy vs. Isolation (lasting personal relationships and feeling connected with others)

Rapp, Melanie. "Adolescent Development: an emotional roller coaster." In <u>Young Adults and Public Libraries.</u> ed. by Mary Anne Nichols and C. Allen Nichols. Greenwood, 1998. pp. 1-10.

Three developmental stages:
Early Adolescence (12-14) – peer groups; emotional distance from parents; rapid growth, especially in girls; interest in sex
Middle Adolescence (14-17) – self-discovery, performance oriented, relationships are vital
Late Adolescence (17-19) – career focus, physical distance from parents, self-sustaining living,

Rogers, JoAnn. ed. Libraries and Young Adults. Libraries Unlimited, 1979.
Adjustments to physical changes of puberty
Development of a sense of identity and a system of values
Development of independence from parents and caretakers
Establishment of effective social and working relationships with same- and opposite-sex peers
Preparation for vocation.

Havighurst, Robert J. <u>Developmental Tasks and Education.</u> 3rd edition. David McKay Co., 1972.

Eight developmental tasks:
1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behavior.
8. Desiring and achieving socially responsible behavior.

Hall, G. Stanley. <u>Adolescence: its psychology.</u> 2 vols. D. Appleton, 1904.

Adolescence as "antithetic impulses."
- overactivity and sluggishness
- euphoria and despondence
- egotism and self-abasement
- selfishness and altruism
- seclusiveness and gregariousness
- sensitivity and callousness
- radicalism and conservatism
- preconsciousness and foolishness

Konopka, Gisela. "Requirements for Healthy Development of Adolescent Youth." *Adolescence.* 4 (Fall 1973): 301.

Adolescence as the "move into the true interdependence of men."
Characteristics:
- audacity and insecurity
- loneliness
- psychological vulnerability
- mood swings
- peer group need
- need to be argumentative and emotional

Moore, Joseph. "Adolescent Spiritual Development: stages and strategies." *Religious Education.* 83
(Winter1988): 83-100.

Stage 1 – Purgative Stage (cleansing oneself of a false sense of self, especially low self esteem)
Stage 2 – Illuminative Stage (seeing oneself as God sees one – no defenses, decreasing self-
preoccupation)
Stage 3 – Unitive Stage (at one with creation)

Elliott, G. R. and S. S. Feldman. "Capturing the Adolescent Experience." In At the Threshold, The Developing
Adolescent. ed. by S. S. Feldman and G. R. Elliott. Harvard University Press, 1990.

Core developmental tasks:
- becoming emotionally and behaviorally autonomous
- dealing with emerging sexuality
- acquiring interpersonal skills for dealing with the opposite sex and mate selection
- acquiring education and other experiences needed for adult work
- resolving issues of identity and values

Stover, L. T. and E. Tway. "Cultural Diversity and the Young Adult Novel." In Reading Their World. ed. by V.
R. Monseau and G. M. Salvner. Boynton/Cook, 1992.

Concerns of adolescents:
- defining oneself outside the family
- coming to terms with new view of "parents as not perfect"
- determining an individual set of moral, ethical, religious, and political principles
- coming to terms with developing sexuality and physical body changes
- developing positive relationships with opposite sex
- thinking about future and career options and marriage
- forging a niche in society

Carnegie Council on Adolescent Development, Task Force on Youth Development and Community Programs.
Great Transitions: preparing adolescents for a new century. Carnegie Corp., 1995.

Essential Requirements for Healthy Adolescents:
- find a valued place in a constructive group
- form close, durable human relationships
- feel a sense of personal self-worth
- achieve a reliable basis for making informed choices
- know support systems and how to use them
- show constructive curiosity
- find ways of being useful to others
- believe in a promising future with real opportunity
- master social skills and conflict resolution skills
- cultivate problem-solving habits
- acquire technical and analytical ability to participate in global economy
- become an ethical person
- learn responsible citizenship

- respect diversity

Fenwick, Elizabeth and Tony Smith. <u>Adolescence.</u> DK Publishing, 1994.

Milestones in Adolescent Development:
Early Adolescence (11-14) – concern about appearance increases, independence from family becomes more important, rebellious/defiant behavior, importance of friends and peer group, ego dominates view of all issues
Middle Adolescence (15-16) – becoming less self-absorbed, making own decisions, experimenting with self image, seeking new experiences, developing morals and values, making lasting relationships, becoming sexually aware, maturing skills and interests
Late Adolescence (17-18) – viewing world idealistically, involved in world outside home and school, stabilizing relationships, adults as equals, independence

Jones, Patrick. Connecting Young Adults and Libraries. Neal-Schuman, 1998.
Gaining Independence
Library Responses: library cards, library instruction, volunteerism, advisory groups, music collection
Managing Excitement
Library Responses: programming, YA area, magazines, games, adjust expectations
Developing Identity
Library Responses: reader's advisory, share a personal interest, writers' programs, artists' programs, individual service.
Seeking Acceptance
Library Responses: space, positive experience, outreach, meeting special needs, "correct the behavior not the person"