

Preface

Studying Adolescence in Context

The key goal of this text is to help students understand how the context in which adolescents come of age shapes the way in which they develop. Adolescent development cannot be understood apart from the context in which young people live and grow up—families, peer groups, schools, neighborhoods, and work and leisure settings. Perhaps the greatest expansion of knowledge during the past two decades has been about adolescents from ethnic minority groups, from families that have recently immigrated to a new culture, and from parts of the world other than North America. The tenth edition of *Adolescence* integrates discussions of ethnicity and culture throughout every chapter, focusing not only on ethnic differences in development but also on similarities that cut across adolescents from different social, economic, and cultural backgrounds. A new feature called “**Making the Cultural Connection**” asks students to contemplate how particular findings might (or might not) change if the research were carried out in a different cultural context.



Thinking Critically to Make Connections

In addition to “Making the Cultural Connection,” three other sets of questions added throughout the text ask students to think more deeply about particular research findings. “**Making the Personal Connection**,” asks students to think about their own adolescent experience in the context of the research. “**Making the Scientific Connection**” asks students to contemplate a finding’s scientific implications. “**Making the Practical Connection**” challenges students to think about how a finding might inform policy or practice. Many instructors may want to use these questions as a launching pad for class discussions or as essay questions on examinations.

Analyzing the Latest Research

Adolescence strives to provide students with the most current, most thorough coverage of the scientific literature on adolescent development. The tenth edition includes more





than 800 new studies from over 60 scientific journals from the fields of psychology, education, neuroscience, sociology, psychiatry, criminology, economics, law, medicine, and public health. Studies that break new ground (like studies of brain development), change the way the field thinks (like studies of why aggressive adolescents are often popular), or update existing findings with more recent samples or newer methods (like studies of Internet use) are included to give students the opportunity to review and analyze the latest information the field has to offer.

About the Tenth Edition

The material in each chapter has been thoroughly updated. Several years ago, I came to the conclusion that it was unwise to include any important material in a boxed insert, because instructors told me that students often skipped over these. I haven't seen any evidence since then that has persuaded me to return to using boxes, and in fact I've heard that today's instructors are even more negative about them than they had been in the past. Based on positive feedback I've received from users, I've retained the use of interim summaries—called “Recaps.”

Organization and Learning Aids

The overall organization of this book has not changed since the previous 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 1); the contexts of adolescence (Part 2); and psychosocial development during the adolescent years (Part 3). The Introduction presents a model for studying adolescence that serves as both the organizational framework for the text and an overview of some of the basic disciplinary perspectives on the period. 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, and so it is not necessary to assign chapters in the sequence in which they are ordered in the text. Most users of this book assign the chapters in the order in which they appear, but some assign the chapters in a sequence that pairs an aspect of psychosocial development with the context that most influences it (for example, “Schools” with “Achievement,” or “Peer Groups” with “Intimacy”), and that has worked well for them.

Theory and Methods

Although the Introduction reviews how different disciplines (such as psychology, sociology, anthropology, and history) approach the study of adolescence, it does not provide detailed examinations of particular theories or research methods. My preference is to integrate material on theory and methods 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 instance, several perspectives on close relationships (for example, attachment theory and Sullivan's perspective on psychosocial development) are presented, and then the relevant research is examined. Similarly, the research methods and tools employed in the study of adolescence are discussed in the context of specific studies that illustrate the powers—or pitfalls—of certain strategies.

Chapter-by-Chapter Changes

In addition to over 800 new research citations, the tenth edition of *Adolescence* features updated and expanded coverage of key issues in development in every chapter. A new feature, “Making the Connection,” replaces the “Food for Thought” feature and focuses on the application of research findings to everyday life,

social policy, and practice, and on the ways in which adolescent development may be affected by cultural context. Below we present a complete list of changes in each chapter:

Chapter 1

Thorough update of all content (more than 70 new citations)

Expanded discussions of causes of the decline in the age of puberty

Expanded discussion of adolescent sleep

Expanded discussion of adolescent obesity

Expanded discussion of eating disorders

Addition of discussion of the impact of puberty on brain development

Addition of material on body dissatisfaction among boys

Chapter 2

Thorough update of all content (more than 60 new citations)

Expanded discussion of structural and functional brain development in adolescence

Addition of material on “the social brain”

Addition of discussion of dual systems models of decision-making

Chapter 3

Thorough update of all content (more than 40 new citations)

Addition of discussion of the impact of Hurricane Katrina on mental health

Expanded discussion of neighborhood effects

Expanded discussion of impact of exposure to violence

Chapter 4

Thorough update of all content (more than 70 new citations)

Expanded discussion of familism

Addition of material on adolescents with lesbian or gay parents

Addition of material on adolescents in foster care

Chapter 5

Thorough update of all content (more than 60 new citations)

Expanded discussion of bullying

Expanded discussion of cyberbullying

Expanded discussion of the causes and consequences of having antisocial friends

Addition of material on victims’ responses to bullies, and their effectiveness

Chapter 6

Thorough update of all content (more than 40 new citations)

Expanded discussion of changes in No Child Left Behind under President Obama

Expanded discussion of learning disabilities

Addition of material on ADHD

Chapter 7

Thorough update of all content (more than 60 new citations)

Added discussion of why student employment has declined in the last decade

Revised discussion of youth unemployment to reflect the recent recession

Expanded discussion of impact of violence in the media on adolescent behavior

Updating of statistics on Internet use

Addition of extensive discussion of the impact of the Internet on adolescent development, including Internet addiction

Expansion of discussion of the impact of social networking sites

Chapter 8

Thorough update of all content (more than 60 new citations)

Extended discussions of ethnic identity development and discrimination

Material on gender role development has been modified to be consistent with newer research indicating that adolescent males and females are not all that different

Chapter 9

Thorough update of all content (more than 40 new citations)

Added discussion of the brain science of peer influence

Added material on civic engagement

Expansion of coverage of religious development

Chapter 10

Thorough update of all content (more than 50 new citations)

Addition of material on the neuroscientific bases for individual differences in interpersonal functioning

Addition of material on social networking and the quality of friendships

Extended discussion of co-rumination

Expansion of discussion of attitudes toward dating relationships

Expanded discussion of dating violence

Chapter 11

Thorough update of all content (more than 70 new citations)

Dropped material on restrictive and permissive societies
Added material on genetic influences on sexual risk taking

Added material on transgender youth

Expanded discussion of LGBT youth

Chapter 12

Thorough update of all content (more than 40 new citations)

Added discussion of social and personality contributors to academic success

Added discussion of importance of parental expectations

Added table showing results of international achievement comparisons

Chapter 13

Thorough update of all content (more than 130 new citations)

Updated all statistics on prevalence and demographic differences in substance abuse, crime, and depression

Updated diagnostic criteria tables to be consistent with the new DSM-V

Added discussion of callous-unemotional traits and conduct disorder

Expanded discussion of the biological underpinnings of chronic antisocial behavior

Added discussion of non-suicidal self-injury

Supplements

FOR THE INSTRUCTOR

The supplements for the tenth edition have been carefully revised and updated. The instructor resources for the new edition include an Instructor's Manual, Test Bank, and PowerPoint presentations for each chapter. All of these supplements can be found on the text's password-protected Online Learning Center at www.mhhe.com/steinberg10e. Ask your McGraw-Hill representative for access information.

FOR THE STUDENT

The student Online Learning Center features chapter-by-chapter multiple choice, true/false, and essay questions that allow students to test their understanding of the text. For access go to www.mhhe.com/steinberg10e.



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Laurence Steinberg

We have set Acknowledgements on a separate page to fill pages.
Please let me know if we should set it into one column.