

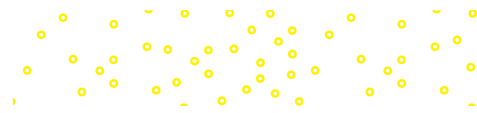
JOHN W. SANTROCK

ADOLESCENCE

Eighteenth Edition



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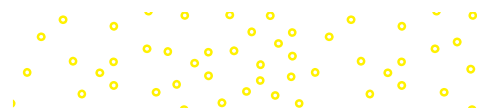


ADOLESCENCE

Eighteenth Edition

JOHN W. SANTROCK

University of Texas at Dallas





ADOLESCENCE, EIGHTEENTH EDITION

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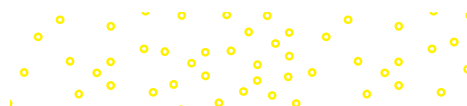
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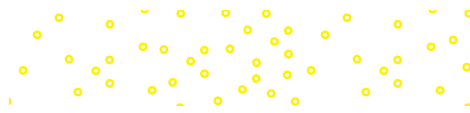
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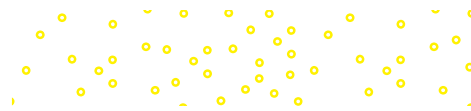


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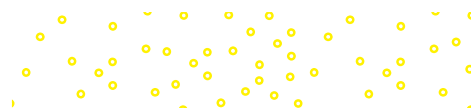
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guide to diversity, equity, and inclusion

Special attention is given to diversity, equity, and inclusion (DEI) in this new edition, including updating preferred pronouns and terminology and ensuring that the citations of studies and researchers represent diverse and global populations and topics. Following is a chapter-by-chapter list of the related topics along with new content and revisions involving DEI issues and research.

Chapter 1: Introduction

- Edits made based on comments by leading diversity expert James Graham
- Replacement of the label “Latino” with the gender-neutral and more inclusive “Latinx”
- Significant reorganization, expansion, and updating of main section, “Social Contexts,” to include more content on culture, socioeconomic status, ethnicity, and gender
- Updated data on the percentage of U.S. children and adolescents 17 years of age and younger from different ethnic groups in 2017 and projected to 2050, with dramatic increases in Latinx and Asian American children (ChildStats.gov, 2018)
- Coverage of a recent research review of 3- to 19-year-old U.S. children and adolescents in which variations in socioeconomic status (SES) were linked to different levels of psychopathology (Peverill & others, 2021)
- New commentary on the racism and discrimination many children and adults continue to experience in the United States and around the world and a new Developmental Connection on “Culture”
- New coverage of transgender adolescents
- Updated poverty rates showing a considerable drop in poverty from 2018 to 2019 for African American, Latinx, and Asian American children and adolescents, including a much larger drop than for non-Latinx White children and adolescents (Semega & others, 2020). Also, the lowest poverty rate in 2019 occurred for Asian American children and adolescents (Semega & others, 2020).
- New commentary on the importance of considering the intersection of culture, socioeconomic status, ethnicity, and gender, especially because when combined they can create systems of power and privilege as well as oppression and discrimination
- Section on minimizing bias in gender research and culture/diversity research
- Image comparing a group of all non-Latinx adolescent boys and a group of diverse adolescents from different ethnic groups to illustrate the importance of obtaining diverse samples in research on adolescents

Chapter 2: Puberty, Health, and Biological Foundations

- Cross-cultural comparisons indicating earlier pubertal onset in recent years
- Gender differences in adolescents’ body images, with body image being more problematic for girls due to media portrayals that idealize slenderness
- Description of recent research with adolescents indicating associations of cognitive control with SES (Brieant & others, 2021)
- New coverage of the roles of poverty and ethnicity in health disparities in adolescents, including evidence that a number of factors are involved (Perrin & others, 2020)
- New discussion of health disparities that characterize Latinx and African American adolescent hospitalizations due to COVID-19 (Kim & others, 2020)
- Inclusion of new data on persistent health disparities in health coverage and health conditions that involve ethnicity (Carratala & Maxwell, 2020; U.S. Health and Human Services Office of Minority Health, 2020)
- *Connecting with Careers* box on Bonnie Halpern Felsher, a university professor of pediatrics who also serves as a mentor for underrepresented adolescents
- Inclusion of recent research indicating ethnic disparities in exercise during adolescence (Underwood & others, 2020)
- Discussion of a recent World Health Organization study of 11- to 17-year-olds’ physical activity in 146 countries that concluded 81 percent of the adolescents were engaging in insufficient physical activity (Guthold & others, 2020)
- Inclusion of a recent comparison of the roles of gender and SES in adolescents’ exercise levels in 52 countries (Bann & others, 2020)
- Coverage of the female athlete triad
- Inclusion of a recent large-scale study of adolescents in the United States, the United Kingdom, and the Netherlands in which 51.5 percent reported getting less than 8 hours of sleep per night and 18 percent indicated that they experienced daytime sleepiness (Kocevska & others, 2021)

Chapter 3: The Brain and Cognitive Development

- Coverage of how depressed brain activity has been found in children and adolescents who grow up in a deprived environment (Turesky & others, 2020)
- Inclusion of recent research showing that children in a Romanian orphanage experienced significant brain damage but that those who were subsequently placed in stable foster

care showed improved brain development at 16 years of age (Debnath & others, 2020)

- Discussion of a recent longitudinal study in which 11- to 18-year-olds who lived in poverty had diminished brain activity at 25 years of age (Brody & others, 2017). However, the adolescents whose families participated in a supportive parenting intervention did not show this diminished brain activity at 25 years of age.
- New photograph and caption describing how in 2020, across the United States and many countries around the world, the Black Lives Matter protests attracted many adolescents from diverse backgrounds, then asking whether this involvement might be linked to adolescents' ability to reason hypothetically and to evaluate what is ideal and what is real, thereby increasing their likelihood of participating in such protests
- Content on how culture and education exert stronger influences on development than Piaget envisioned (Kirmayer & others, 2021; Riccio & Castro, 2021)
- Description of Vygotsky's social constructivist cognitive theory that emphasizes the importance of developing the skills that are needed for success and adaptation within one's own culture
- Inclusion of a recent study in which mindfulness training reduced the anxiety, stress, and depression of Latinx adolescents (Clarke & others, 2021)
- *Connecting with Adolescents* box featuring Rochelle Ballantyne, who became one of the top African American female chess stars as an adolescent, including an update on her subsequent enrollment in law school at New York University
- Discussion of a recent survey of 102 experts on intelligence around the world that found most supported the concept of general intelligence (G) (Rindermann, Becker, & Coyle, 2020)
- New commentary about the ethnic intelligence gap that has existed—and continues to exist—and how it is influenced by racism and discrimination (such as lower levels of family wealth, increased segregation of schools, limited access to healthcare, and lower teacher expectations for minority group children and adolescents)
- Coverage of stereotype threat, which refers to anxiety that one's behavior might confirm a negative stereotype about one's group, such as a particular ethnic group (Chin & others, 2020)
- Expanded and updated content on the Flynn effect, with decreases in intelligence recently emerging in Scandinavian countries
- New content on how IQ gains continue to occur in the United States and developing countries such as Romania (Gunnesch-Luca & Iliescu, 2020)
- New main section on bilingualism, including content on cultural variations in students' likelihood of learning a second language
- Discussion of a recent research analysis across a number of countries that found bilingual children consistently had better executive function than monolingual children (Schirmbeck, Rao, & Maehler, 2020)

- New description of bilingualism in adolescence, with research indicating that bilingualism is linked to superior information processing in a number of areas (Antovich & Graf Estes, 2020)

Chapter 4: The Self, Identity, Emotion, and Personality

- Inclusion of recent research on Mexican-origin adolescents living in the United States that found the dimension of exploitativeness at 14 years of age predicted a number of problems at age 16 (drug use, delinquency, conduct disorder, and sexual intercourse) (Wetzel, Atherton, & Robins, 2021). Also, in this study, there was little association of the superiority dimension of narcissism to problem behaviors.
- Coverage of a recent study of Mexican-origin youth living in the United States that found a reciprocal relation between self-esteem and academic achievement at ages 10, 12, 14, and 16 (Zheng & others, 2020)
- Description of a recent study conducted in Brazil, Portugal, and Spain that found parental warmth was a key factor in adolescent self-esteem in all three countries (Isabel Martinez & others, 2020)
- Inclusion of research indicating that regardless of neighborhood context and economic advantage or disadvantage, self-regulation predicted adolescents' academic achievement (Davisson, Hoyle, and Andrade, 2021)
- Inclusion of a recent study of Mexican-origin adolescents exploring the factors in their lives that were linked to different levels of effortful control (Atherton, Lawson, & Robins, 2020)
- Greatly expanded and updated coverage of ethnic and racial identity based on feedback from leading expert Kevin Cokley
- Discussion of a recent study of Latinx emerging adults that revealed the bicultural harmony component of bicultural identity development was associated with lower levels of psychological stress (Cano & others, 2021)
- New coverage of racial identity
- Inclusion of recent research on 13- to 17-year-old African American girls' racial socialization indicating that pride was linked to positive feelings about being Black while depression was linked to oppressive messages about Black women (Stokes & others, 2020)
- Description of a recent study of 11- to 12-year-olds that found more frequent discrimination from peers was linked to lower ethnic-racial commitment (Del Toro, Hughes, & Way, 2021)
- Coverage of a recent study of adolescents that revealed on days when adolescents reported more negative peer ethnic/racial interaction, they had lower school engagement (Wang, 2021). Also in this study, on days when adolescents reported more positive peer ethnic/racial interaction, they engaged in more prosocial behavior.
- Inclusion of a recent research review of Latinxs that concluded perceived discrimination was linked to poorer mental health but that having a greater sense of ethnic pride attenuated this link (Andrade, Ford, & Alvarez, 2021)

- New discussion of the singular concept of ethnic-racial identity (ERI) (Atkin & others, 2021)
- Description of a recent study of young Cherokee adolescents' ERI that revealed both girls and boys reported strong positive attitudes about being a Cherokee (Hoffman, Kurtz-Coates, & Shaheed, 2021). However, youths' perceptions that others hold Cherokees in high regard decreased across the years.
- Coverage of a recent study that revealed enhanced resilience against discrimination in Latinx youth who had experienced greater ethnic family socialization and had engaged in ethnic identity exploration and resolution (Martinez-Fuentes, Jager, & Umaña-Taylor, 2021)
- Discussion of a recent study of adolescent girls in low-income families that found lower levels of negative emotion in girls who had experienced higher levels of emotional support from their mothers and peers (Cui & others, 2020)

Chapter 5: Gender

- Extensive revisions and updates based on leading expert Sabra Katz-Wise's feedback and comments
- Description of recent research that revealed adolescents' motivational beliefs at the start of high school were associated with STEM achievement and course-taking throughout high school and their college major choices seven years later (Jiang, Simpkins, & Eccles, 2020)
- New commentary noting that categories such as gender and ethnicity intersect and can reinforce systems of power, privilege, and discrimination
- Coverage of a recent study of the inequities experienced in relation to ethnicity/race and gender in the graduate programs of chemistry departments in the 100 top-ranked STEM programs in U.S. universities (Stockard, Rohlfing, & Richmond, 2021)
- Discussion of a recent study of seventh-graders that found girls' perception that teachers had gendered expectations favoring boys over girls was linked to girls having lower math expectations and lower math achievement (McKellar & others, 2019)
- New discussion of the term *two-spirit* that is used by some indigenous North Americans to refer to individuals who are perceived as having both male and female spirits within them
- Extensively edited, expanded, and updated coverage of transgender individuals
- Description of recent research that confirmed victimization and discrimination predicted increased suicidal ideation while community connection reduced suicidal ideation in transgender individuals (Rabasco & Andover, 2021)
- Coverage of a recent study of transgender individuals in which gender affirmation was associated with a lower rate of suicide ideation and psychological distress while gender discrimination was linked to a higher rate of suicide ideation and psychological distress (Lelutiu-Weinberger, English, & Sandanpichai, 2020)
- Inclusion of a recent study that found a majority of transgendered individuals experienced discrimination in the last year and those who encountered greater discrimination were more likely to develop depression and anxiety symptoms (Puckett & others, 2020)
- New commentary acknowledging that because trans individuals experience considerable discrimination, it is important that society provide a more welcoming and accepting attitude toward them (Vargas, Huey, & Miranda, 2020)
- Coverage of a recent study that found psychotherapy targeting internalized stigma and non-affirmation experiences can be effective in reducing gender-related stress and increasing resilience (Budge, Sinnard, & Hoyt, 2021)
- New *Connecting with Careers* feature on psychotherapist Dr. Stephanie Budge, a leading expert on transgender research and issues (Budge, 2021)

Chapter 6: Sexuality

- Discussion of a recent study of young adolescents conducted at 14 sites across four continents that found consistent evidence for a sexual script of boys' social gains for having girlfriends and girls' risk for having boyfriends (Moreau & others, 2018)
- Updated national data (2019) from the Youth Risk Behavior Surveillance study on the timing of sexual intercourse in U.S. adolescents, including ethnic variations and the percentage of adolescents who have had sexual intercourse prior to 13 years of age (Underwood & others, 2020)
- Description of a recent study of urban, predominately Latinx and African American adolescents that found talk with extended family members about sexual protection was linked to adolescents having fewer sexual partners, while talk about risks involved in sex was associated with having more sexual partners (Grossman & others, 2020)
- Discussion of a recent study indicating ethnic disparities in adolescent girls' level of developmental assets (internal and external) and attitudes and behaviors conducive to delaying sexual activity (Messer & others, 2021)
- Coverage of a recent study of 18- to 25-year-old sexual minority women in which alcohol use was associated with a greater likelihood of engaging in future hookups and those who reported having more minority stress subsequently hooked up with more partners (Jaffe & others, 2021)
- Inclusion of recent research involving prevalence of suicidal thoughts in sexual minority adolescents (including gender variations) (Feigelman & others, 2020).
- Coverage of recent research on the percentage of adolescents who use condoms when they have sex, including ethnic variations (Szucs & others, 2020)
- Updated data on ethnic variations in rates of adolescent pregnancy, which continue to drop among ethnic minority adolescents (Martin & others, 2021)
- Inclusion of a recent Canadian study that found SES variations in adolescent mothers involving rates of mental health issues and substance use (Wong & others, 2020)
- New description of the effectiveness of pre-exposure prophylaxis (PrEP), including its recent approval for adolescents (Whitfield & others, 2020)

- Update on rates of chlamydia infection in the United States, with the highest rates continuing to occur in the 15- to 24-year-old age group, including new data on ethnic differences in chlamydia rates (Centers for Disease Control and Prevention 2021)
- New *Connecting with Careers* box on Dr. Maria Eva Trent, one of the world's leading adolescent reproductive health specialists, whose research especially focuses on underserved urban adolescent girls
- New coverage of a recent study of sexual assault in sexual minority college students (Eisenberg & others, 2021)
- New content on the "Me Too" (or "#MeToo") movement and the importance of providing safe contexts for women to openly discuss their experiences of sexual harassment (Yecies & others, 2020)
- Update as of October 2020 on the number of states that require sex education and/or HIV education (Guttmacher Institute, 2020)
- New entry in *Improving the Lives of Adolescents and Emerging Adults* on Dr. Maria Trent and her colleagues' insightful analysis of the influence of race on various aspects of child and adolescent health and recommended interventions for reducing racism. This article was requested by the American Academy of Pediatrics and states their position on addressing racism.

Chapter 7: Moral Development, Values, and Religion

- Opening vignette on Jewel Cash, an African American adolescent who grew up in a Boston housing project and was strongly motivated to promote changes that would improve her community
- Inclusion of content on the importance of considering the failure of Kohlberg's cognitive theory to describe cultural variations in moral development
- New main section, "Culture," in the coverage of contextual influences on adolescents' moral development
- Description of differences in behavior between WEIRD (Western, Educated, Industrialized, Rich, and Democratic) cultures that emphasize individual rights and independent behavior and non-WEIRD cultures that are characterized by duty-based communal obligations and collective, interdependent behavior
- Inclusion of research indicating that familism is especially important in Mexican American and Latinx families. In one study, young adolescents in Mexican American families who strongly endorsed familism values had higher scores on measures of prosocial tendencies (Knight & others, 2014).
- Discussion of differences in morality within a culture, such as comparisons of people in lower- and higher-SES contexts
- Increased emphasis on the importance of cultural variations in adolescent religion and the view that a "one-size-fits-all" approach fails to take this variation into account (Jensen, 2021)
- Coverage of recent research with Thai adolescents indicating that they report an increasing boredom with the country's

dominant religion, Buddhism, mainly because there is nothing new in it (McKenzie, 2019)

- Description of a study of religious participation among adolescents in different ethnic groups (Lopez, Huynh, & Fuligni, 2011)

Chapter 8: Families

- New main section, "Sociocultural and Historical Influences," that highlights major cultural and historical changes that have affected and are affecting adolescents and their families, including decreases in neighborhood and family support systems, increased mobility of families from one location to another, increased numbers of Latinx and Asian American immigrant adolescents and their families, dramatic increases in media use by adolescents and their family members, and increased restlessness and uneasiness among adults
- New content on China's one-child policy that was instituted in 1980 to limit population growth, then revised in 2016 to a two-child policy and in 2021 to a three-child policy
- Updated statistics on divorce rates in the United States and comparisons with other countries (U.S. Census Bureau, 2019; OECD, 2019)
- Inclusion of recent research indicating gender variations in same-gender and heterosexual parenting competence with adolescents (Farr & Vazquez, 2020a)
- Coverage of a UK longitudinal study of gay father, lesbian mother, and heterosexual parent families when their children reached early adolescence that found little difference between the three family styles but indicated that better parenting quality and parental mental health were linked to fewer adolescent problems (McConnachie & others, 2021)
- Deletion of section, "Culture and Ethnicity," in this chapter because of significant overlap with coverage of families in the "Culture" chapter

Chapter 9: Peers, Romantic Relationships, and Lifestyles

- Inclusion of a study in which increasing and chronic loneliness of Latinx high school students was associated with academic difficulties (Benner, 2011). In this study, support from friends buffered the negative relation of loneliness to academic difficulties.
- Content indicating that there are more than 400 national youth organizations in the United States, including ethnic groups such as Indian Youth of America
- Discussion of youth organizations that provide intensive educational enrichment programs for at-risk minority students
- Inclusion of main section on peer relations: "Socioeconomic Status and Ethnicity"
- New description of a recent study of young adolescents that revealed for non-Latinx Whites and Asian Americans, higher academic achievement was associated with having same-ethnic friends, while for African Americans and Latinxs, higher academic achievement was linked with having cross-ethnic friends (Chen, Saafir, & Graham, 2020)

- Coverage of main section on peer relations: “Culture”
- Content indicating that in some countries, adults restrict adolescents’ access to peers (Chen, Lee, & Chen, 2018). For example, in many areas of rural India and in Arab countries, opportunities for peer relations in adolescence are severely restricted, especially for girls. If girls attend school in these regions of the world, they are usually educated in sex-segregated schools.
- Discussion of a recent study of Latina emerging adults in which lower friend support was linked to their loneliness (Lee & others, 2020)
- Inclusion of main section, “Romantic Relationships in Sexual Minority Youth” (Diamond & Alley, 2018; Savin-Williams, 2018)
- Coverage of the roles of ethnicity and culture in romantic relationships
- New data indicating ethnic variations in single adults (Brown, 2020)
- Inclusion of a recent national poll indicating that in 2020 there was an increase of almost 25 percent in young people who said they were open to dating someone of a different ethnic group, and over a 10-year period this proportion increased by 58 percent (Match.com, 2020). Also, 74 percent of Generation Z adults and 66 percent of millennials said they wanted to know if their date supports Black Lives Matter.
- New comparison of the number of single adults in the United States compared with other countries, with the fastest growth in the number of single adults occurring in developing countries such as India and Brazil
- New content on cohabitation increasing in China and Taiwan but remaining rare in Japan and South Korea
- New content and data on the recent increases in percentages of newlyweds and all married people who are married to someone from a different ethnic group (Livingston & Brown, 2017)
- New comparison of age at first marriage in a number of developed countries, with individuals in Sweden getting married latest and those in Israel and Turkey earliest (OECD, 2019)
- Coverage of a recent study that found men had a higher level of marital satisfaction than women across a number of countries (Sorokowski, Kowal, & Sorokowska, 2019). In this study, marital satisfaction was similar among Muslims, Christians, and atheists.
- Inclusion of main section, “Gay and Lesbian Adults”
- Coverage of misconceptions about gay and lesbian couples
- Discussion of a recent study in which adults in same-sex relationships experienced levels of commitment, satisfaction, and emotional intimacy that were similar to those of adults in different-sex relationships (Joyner, Manning, & Prince, 2019)

Chapter 10: Schools

- Chapter-opening vignette focusing on a former at-risk student who is now a math teacher and a recent Florida Teacher of the Year, African American Henry Brown. Brown engages his students by teaching real-world math skills.
- Updated data on school dropout rates, including those of ethnic minority groups, which continue to drop considerably (National Center for Education Statistics, 2020)
- Photograph and description of students spending time in the computer room at the Ahfachkee School on the Big Cypress Reservation of the Seminole Tribe in Florida. This school has reduced its dropout rate by providing a challenging and caring environment for students, as well as emphasizing strong connections with families.
- Content indicating that the average U.S. high school dropout rates mask some very high dropout rates in low-income areas of inner cities. For example, in high-poverty areas of some cities such as Detroit, Cleveland, and Chicago, dropout rates can reach 50 percent or higher.
- Discussion of the successful dropout prevention program Talent Search, which provides low-income high school students with mentoring, academic tutoring, and training on test-taking and study skills, as well as career development coaching, assistance in applying for financial aid for college, and visits to college campuses
- Coverage of the impressive results of “I Have a Dream” (IHAD), an innovative, comprehensive, long-term dropout prevention program
- Inclusion of a study focusing on African American families that examined links between mothers’ reports of family management practices, including routine and achievement expectations, and adolescents’ school-related behavior (Taylor & Lopez, 2005)
- Description of research by Eva Pomerantz and her colleagues (Pomerantz, Cheung, & Qin, 2012; Pomerantz & Grolnick, 2017; Wei & others, 2020) indicating that the more involved parents are in their children’s learning, the higher the level of achievement their children will attain. East Asian parents are far more involved in their children’s and adolescents’ learning than are U.S. parents.
- Description of a recent study of more than 15,000 U.S. high school students that documented bullying experiences of sexual minority and heterosexual adolescents (Webb & others, 2021)
- Inclusion of a recent study of more than 150,000 12- to 15-year-olds in low- and middle-income countries that found victims of bullies were characterized by obesity-related factors such as anxiety-induced sleep problems, no physical exercise, sedentary behavior, and fast food consumption (Smith & others, 2021)
- Coverage of a recent study conducted in 48 countries worldwide in which being the victim of a bully was a risk factor for suicidal behavior in 47 countries (Koyanagi & others, 2019)
- Inclusion of major section, “Culture,” that focuses on culture and schooling
- Main section, “Socioeconomic Status,” discussing SES variations in adolescents’ schooling
- *Connecting with Adolescents* interlude featuring African American teacher Tommie Lindsey, who teaches competitive

forensics (public speaking and debate) at Logan High School in Union City, California. In U.S. schools, forensics classes are mainly offered in affluent areas, but most of Lindsey's students come from impoverished or at-risk backgrounds. His students have won many public speaking honors.

- Inclusion of content on poverty interventions with very low-income students (Albert & others, 2020). In a recent intervention with first-generation immigrant children attending high-poverty schools, the City Connects program was successful in improving children's math and reading achievement at the end of elementary school (Dearing & others, 2016).
- Content on an important effort to improve the education of children growing up in low-income conditions, Teach for America (2021), a nonprofit organization that recruits and selects college graduates from universities to serve as teachers. The selected members commit to teaching for two years in a public school in a low-income community.
- *Connecting with Careers* feature on Ahou Vaziri, Teach for America Instructor
- Main section, "Ethnicity," focusing on numerous aspects of ethnic minority students' experiences in schools
- Coverage of Jonathan Kozol's classic book, *The Shame of the Nation*, that focuses on the inequities ethnic minority students experience in schools
- Description of a number of strategies for improving the school experiences of ethnic minority students
- Inclusion of James Comer's community-based team approach as the best way to educate students
- Discussion of multicultural education
- Main section, "Cross-Cultural Comparisons," focusing on how U.S. secondary schools differ from those in many other countries
- Update on the Global Student Laboratory Project in which students around the world collaborate on various projects (Globallab, 2021)
- Coverage of cross-cultural comparisons of the percentage of students who obtain post-secondary degrees
- Description of a study conducted before and after schools closed in March 2020 because of the COVID-19 pandemic that indicated student achievement in math decreased by approximately 50 percent after schools closed, with the decrease greatest in low-income zip code areas (Chetty & others, 2020)
- Content on how students with sensory and learning difficulties, such as those who are deaf or blind, as well as those who have a learning disability or ADHD, do not learn as effectively online as they do in a classroom (Centers for Disease Control and Prevention, 2020)
- Updated data on the percentage of children with a disability who are receiving special education services in different disability categories (National Center for Education Statistics, 2020)
- Description of recent research conducted in 2018 by the Centers for Disease Control indicating that among 3- to 17-year-olds, ethnic variations occurred in ever having a

learning disability or having attention deficit hyperactivity disorder (ADHD) (Zablotsky & Alford, 2020)

- Inclusion of recent research indicating that African American children and adolescents with ADHD are often underdiagnosed, while those engaging in disruptive behavior are often overdiagnosed (Fadus & others, 2020)
- Coverage of recent research indicating SES variations in development of ADHD and other aspects of brain functioning (Machlin, McLaughlin, & Sheridan, 2020)
- Discussion of the concern that ethnic minority children and adolescents are underrepresented in gifted programs (Ford, 2016)

Chapter 11: Achievement, Work, and Careers

- Changes made in response to feedback from leading expert Sandra Graham
- Chapter-opening vignette of immigrant adolescents indicating that not all Asian American immigrants come from well-to-do families and that some are not academically successful and need more support
- Coverage of research indicating that believing that math ability can be learned helped to protect females from negative gender stereotyping about math (Good, Rattan, & Dweck, 2012)
- Description of recent research that revealed having a growth mindset helped to protect women's and minorities' outlook when they chose to confront expressions of bias toward them (Rattan & Dweck, 2018)
- Content on special concerns being voiced about the lower academic expectations parents and teachers have for many ethnic minority adolescents (Rowley & others, 2014)
- Inclusion of a recent study of Mexican-origin parents and their adolescents in which parents' educational expectations when their children were in seventh grade were linked to their adolescents' educational expectations in ninth and eleventh grades (Aceves & others, 2020). Also in this study, seventh-grade students' educational expectations predicted their perceived academic competence in the ninth and eleventh grades.
- *Connecting with Careers* profile of Jaime Escalante, a Latinx immigrant who became an outstanding math teacher and took on the specific challenge of improving the math skills of Latinx adolescents
- New content on how teacher expectations need to provide students with wise feedback—written evaluations that communicate high expectations rather than phony praise or benign neglect. Students who are at increased risk for academic underperformance or failure, such as low-SES students and students of color, may misinterpret teacher feedback as a lack of confidence in their academic ability and thus need reassurance that the teacher has high expectations for their achievement and confidence that they can improve their learning.
- Description of recent research with ninth- and tenth-grade Latinx students in which natural mentoring quality was linked to the Latinx adolescents' development of a more

positive ethnic identity, which in turn was associated with a stronger belief in the economic value of education (Sanchez & others, 2020)

- Discussion of one of the largest mentoring programs in the United States, Big Brothers/Big Sisters (BBBS), which pairs caring volunteer mentors with at-risk youth (Larose & others, 2018). Research indicates that this mentoring program has been successful in improving adolescents' academic achievement.
- Content on how mentoring may be especially important for immigrant adolescents who live in neighborhoods with few college graduates (Flye, 2017). In some mentoring programs, such as AVID (Advancement Via Individual Determination), immigrant adolescents are taken to local colleges where they meet immigrant mentors and guest speakers who are college students or graduates (Watt, Huerta, & Martinez, 2017).
- Coverage of a study in which African American male high school students who participated in an AVID program were more likely to enroll in rigorous courses such as advanced placement and honors classes (Taylor, 2016)
- Main section, "Ethnicity and Socioeconomic Status," that describes how too often research on ethnicity has not investigated or controlled for socioeconomic status and that when deficits occur in research with ethnic minority adolescents, the results often are due to socioeconomic status rather than ethnicity
- Content on how regardless of their ethnic background, students from middle- and upper-income families fare better than their counterparts from low-income backgrounds on a host of achievement factors, including expectations for success, achievement aspirations, and recognition of the importance of effort, for example (Zhang & others, 2020)
- Description of how an especially important factor in the lower achievement of students from low-income families is lack of adequate resources at home, such as an up-to-date computer or even any computer at all, to support students' learning (Schunk, Meece, & Pintrich, 2014)
- Coverage of a longitudinal study that revealed African American children or children from low-income families benefited more than children from higher-income families when they did homework more frequently, had Internet access at home, and had a community library card (Xia, 2010)
- Description of a research review that concluded increases in family income for children in poverty were associated with higher achievement in middle school, as well as greater educational attainment in adolescence and emerging adulthood (Duncan, Magnuson, & Votruba-Drzal, 2017)
- Discussion of how for too many ethnic minority adolescents, the presence of stereotype threat (anxiety that one's behavior might confirm a negative stereotype about one's group) can harm their motivation. For example, in a recent study, African American and Latinx 13- to 17-year-olds experienced higher stereotype threat in high school mathematics classrooms than their non-Latinx White peers did (Seo & Lee, 2021).
- Inclusion of findings from the 2019 Trends in International Mathematics and Science Study (TIMSS), a comparison of

math and science achievement in a number of countries, in which East Asian countries took 19 of the top five spots in fourth- and eighth-grade science and fourth- and eighth-grade math. Singapore was number one in three of the four comparisons.

- Description of research conducted by Harold Stevenson and his colleagues on factors that help to explain why U.S. adolescents do much worse than Asian adolescents on achievement tests
- Discussion of Asian American "tiger mothers" who maintain tight control of their adolescents' achievement and recent research indicating a more positive influence when Asian American mothers show more warmth toward their adolescents
- Coverage of a recent longitudinal study in which adolescents' gender stereotypes became much more traditional from the ninth to eleventh grades (Starr & Simpkins, 2021). Also, parents were three times more likely to say that boys are better at math/science than girls are. And adolescents' math/science gender stereotypes were related to their math/science identity, which in turn was linked to their STEM outcomes in high school.
- Discussion of a recent study of tenth graders indicating that, in line with math stereotypes about male and female students, believing an "innate" math ability was associated with lower ability self-concept and intrinsic motivation in girls but not in boys (Heyder, Weidinger, & Steinmayr, 2021)
- Inclusion of a recent research review that found STEM secondary school interventions were more successful when they involved repeated or sustained engagement activities and when they combined an inclusive curriculum with teaching strategies that emphasized female role models (Prieto-Rodriguez, Sincok, & Blackmore, 2020)
- Description of recent research in which college students who perceived that their STEM professors endorsed a stronger fixed rather than growth mindset reported reduced feelings of belonging in class, more negative affect, and greater imposter feelings, which in turn predicted more dropout intentions, less end-of-semester interest in STEM careers, and lower grades (Muenks & others, 2020)
- Content mentioning the challenges that youth in high-poverty neighborhoods often face when looking for work. Joblessness is a common feature of such neighborhoods, as are poor-quality schooling and high crime rates.
- Inclusion of section, "Profiles of Adolescent Work Around the World"
- Sections that focus on how culture and socioeconomic status influence adolescents' career interests
- *Connecting with Careers* profile on Armando Ronquillo, a Latinx high school counselor/college advisor

Chapter 12: Culture

- Revisions made based on feedback from leading experts Margaret Beale Spencer, Deborah Vietze, Sandra Graham, Elizabeth Trejos-Castillo, and Melinda Gonzalez-Bracken

- New chapter-opening vignette about two Latinx undocumented adolescents, their struggle with school when they came to the United States, and how a Latina counselor at the school helped them become better adjusted academically and socially
- Expanded coverage of what the term *culture* means, including content on how everyone has a culture, with multiple examples provided
- Description of a recent study that indicated mask use during the COVID-19 pandemic was higher in collectivist countries than in individualist countries (Lu, Jin, & English, 2021)
- Inclusion of a recent study of African American and non-Latinx White children and adolescents that found African American children and adolescents had higher levels of individualism (Smith & others, 2020). Also in this study, adolescents with collectivist values were less likely to engage in delinquent behavior, while those with individualist values were less likely to behave in prosocial ways.
- Coverage of a recent study in which lower SES was linked to less cortical surface area in the brains of adolescents as well as less effective working memory (Judd & others, 2020). The SES factor most responsible for the lower level of brain functioning was less parental education.
- Inclusion of a recent Chinese study that found low family SES was linked to children's low academic achievement, especially in conjunction with low parental academic involvement in children's lives (Zhang & others, 2020)
- Description of a recent Australian study that revealed SES variations in adolescents' ability to achieve a healthy physical fitness level (Peralta & others, 2019)
- Discussion of a longitudinal study that found lower SES in childhood was linked to lower cognitive function and more cognitive decline in middle and late adulthood (Liu & Lachman, 2020)
- Inclusion of a recent Swedish study in which high-SES individuals were more likely to have completed 12 or more years of school by 20 years of age than low-SES individuals (Lindberg & others, 2021)
- Coverage of a recent meta-analysis that concluded low SES is a meaningful contributor to the development of lower cognitive ability and achievement (Korous & others, 2021)
- Description of a recent Japanese study that indicated adolescents in low-SES families had more health-related problems than adolescents in middle- or high-SES families (Okamoto, 2021)
- New coverage of excessive pressure to excel, especially in affluent contexts, being recently listed as one of the four main risk factors for adolescent mental health problems, with the other three risk factors being poverty, trauma, and discrimination (Luthar, Kumar, & Zilmer, 2020)
- New content on recent research by Suniya Luthar and her colleagues (Luthar, Ebert, & Kumar, 2020) focusing on risk factors and outcomes for adolescents attending high-achieving schools
- Description of recent research on adolescents in high-achieving schools that revealed a link between students' engagement in social comparison and increased levels of internalizing symptoms (Luthar & others, 2020)
- Updated data on the percentage of children and adolescents under the age of 18 living in poverty, which decreased to 16.2 percent in 2018 (Children's Defense Fund, 2020)
- Updated data on variations in ethnic minority adolescents living in poverty, figures that reflect a decrease in 2018 (Children's Defense Fund, 2020)
- Inclusion of a recent study that indicated higher poverty levels from 0 to 9 years of age were associated with reduced inhibitory control in emerging adulthood (23 to 25 years of age) (Evans, Farah, & Hackman, 2021). Also contributing to this link was a lower level of maternal responsiveness during adolescence.
- Coverage of a recent study in which higher poverty levels from 0 to 9 years of age were linked to the following developmental trajectories from 9 to 24 years of age: (1) higher levels of internalizing problems that diminished more slowly with maturation; (2) higher levels of externalizing problems that increased more rapidly over time; (3) reduced task persistence; and (4) higher levels of chronic stress that increased more rapidly over time (Evans & De France, 2021)
- Updated data on the percentage of single-mother families living in poverty (34 percent), which was nearly 5 times the poverty rate of two-parent families (6 percent) (U.S. Census Bureau, 2019)
- New commentary noting that despite the extensive challenges and difficulties that low-income families face, many low-income parents guide their children and adolescents to become resilient and flourish (Masten, 2021b; Masten & others, 2021). They rear children and adolescents who have positive friendships; maintain good relationships with parents, teachers, and other adults; earn good grades in school; attend college; and pursue positive career paths (Wilson-Simmons, Jiang, & Aratani, 2017).
- New opening commentary in the section on ethnicity focusing on the importance of not using a deficit model in studying ethnic minority adolescents and recognizing not just stressors in their lives but also positive aspects of their lives (Perrin & others, 2020)
- New content on the immigrant paradox and recent research supporting this concept (Zhang, Bo, & Lu, 2021)
- Coverage of a recent study in which immigrant children who were separated from their parents had lower levels of literacy and higher levels of psychological problems than those who had migrated with their parents (Lu, He, & Brooks-Gunn, 2020). Also in this study, a protracted period of separation and prior undocumented status of parents further increased the children's disadvantages.
- New discussion of research by Yoonsun Choi and her colleagues (Choi & Hahn, 2017; Choi & others, 2020a, b, c) on generational differences in Filipino Americans and Korean Americans, as well as younger-generation Asians' belief that older-generation Asians place too much emphasis on education

- New content on multi-ethnic individuals and the discrimination they often encounter (Tan & others, 2019; Woo & others, 2020)
- New content acknowledging that ethnic minority adolescents who have a positive ethnic identity are more likely to experience positive outcomes (Umaña-Taylor & others, 2020)
- New discussion of a recent study of Latinx families that revealed parents' educational expectations for their seventh-graders were linked to their perceived academic competence as ninth-graders (Aceves & others, 2020)
- Updated statistics indicating that Latinx immigrants are increasingly graduating from college, reaching the highest level in 2018 (28 percent for those in the United States for 5 years or less, compared with only 11 percent in 2000 and 14 percent in 2014) (Noe-Bustamante, 2020)
- Inclusion of recent research linking familism to Latinx youths' academic motivation (Stein & others, 2020)
- New discussion of a recent study in which Latinx adolescents showed enhanced resilience against discrimination encounters when they had more family ethnic socialization experiences and engaged in greater identity exploration and resolution (Martinez-Fuentes, Jager, & Umaña-Taylor, 2021)
- New main section, "Racism and Discrimination"
- New coverage of the Black Lives Matter movement and the George Floyd killing in Minneapolis as well discussion of past and current racism and discrimination in the United States
- New content noting that in 2021, a number of hate crimes involving physical attacks on Asian Americans occurred
- Inclusion of recent research with African American, Latinx, and Asian American college students that revealed stable peer discrimination across three years and increased discrimination by professors over the three years (Toro & Hughes, 2020). Also in this study, discrimination by peers and professors was linked to lower grades, less likelihood of graduating on time, and less school satisfaction.
- New content on the Native American ethnic group population's long history of experiencing discrimination and racism, along with commentary that this history often has received inadequate attention (NETWORK, 2021)
- Coverage of recent efforts by an increasing number of Native American activists at colleges and universities who are pushing their schools to do more to atone for past wrongs (Marcelo, 2021). The call for college and universities to increase their support of Native American students comes at a challenging time because the COVID-19 pandemic has especially made education difficult for Native American students, who already had the lowest college graduation rates of any ethnic group (Burki, 2021; Tsethlikai & others, 2020).
- New discussion of how to talk with children and adolescents about racism, based on the Intentional Parenting for Equity and Justice program proposed by Diane Hughes and her colleagues (Hughes, Fisher, and Cabrera, 2020)

- Recommendation of a recent book that helps BIPOC parents talk with their children and youth about race: *The ABCs of Survival* (National Black Child Family Institute, 2021)
- Inclusion of new end-of-chapter entry recommending *Social Science-Based Pathways to Reduce Social Inequality in Youth Outcomes and Opportunities at Scale* (2021) by Andrew Nalani, Hirokazu Yoshikawa, and Prudence Carter, which draws on initiatives from the social sciences to discuss six pathways that may create solutions for reducing youth inequality

Chapter 13: Problems in Adolescence and Emerging Adulthood

- Coverage of acculturative stress, which refers to the negative consequences that result from contact between two different cultural groups. Many individuals who have immigrated to the United States have experienced acculturative stress.
- New discussion of a recent research review of refugee children and adolescents that concluded their mental health problems were related to pre-migration individual risk factors, such as exposure to war-related trauma, as well as post-migration family factors, such as parental mental health issues and impaired parenting (Scharpf & others, 2020)
- Inclusion of a recent study in which Latinx adolescents experienced more depressive symptoms when both the adolescents and their parents were experiencing high levels of acculturative stress (Wu & others, 2020)
- Description of a recent study in which neighborhood poverty was linked to adolescent delinquency, especially through maternal stress and adverse childhood experiences (Wang, Choi, & Shin, 2020)
- Updated data on the percentage of U.S. adolescents who seriously consider suicide or attempt suicide each year, including gender and ethnicity variations (Underwood & others, 2020)
- Discussion of a recent study that found in 32 of 38 countries assessed, early sexual intercourse (at 12 to 15 years of age) and having sexual intercourse with multiple partners were linked to increased suicide attempts (Smith & others, 2020)
- Content indicating that adolescent problems are linked to the social contexts of family, peers, schools, socioeconomic status, poverty, and neighborhoods (Suter, Beycan, & Ravazzini, 2021)
- Discussion noting that although delinquency is less exclusively a phenomenon of lower socioeconomic status than it was in the past, some characteristics of the low-SES culture might promote delinquency (Gold, 2020)
- Description of a recent study in which neighborhood poverty was linked to delinquency in adolescence, especially through maternal stress and adverse childhood experiences (Wang, Choi, & Shin, 2020)
- Content mentioning that getting into and staying out of trouble are prominent features of life for some adolescents in low-income neighborhoods. These adolescents may sense that they can gain attention and status by performing

antisocial actions, and they may observe many adults who engage in criminal activities. Quality schooling, educational funding, and organized neighborhood activities may be lacking in these communities (Nishina & Bellmore, 2018).

- *Connecting with Careers* feature on Rodney Hammond, health psychologist, who worked extensively with adolescents living in poverty and those from low-income ethnic minority backgrounds to help them improve their lives
- Content on the role of cultural contexts in adolescent suicide attempts
- Inclusion of recent cross-cultural comparisons of 15- to 19-year-olds that indicated the highest suicide rates occurred in New Zealand, followed by Iceland, and that the lowest rates occurred in Greece and Israel (OECD, 2017a)
- Coverage of a recent cross-cultural study of more than 130,000 12- to 15-year-olds that revealed in 47 of 48 countries surveyed, being a victim of bullying was associated with a higher probability of attempting suicide (Kovanagi & others, 2019)
- Description of the National Youth Risk Behavior Surveillance Survey that revealed ethnic and gender variations in being overweight or obese (Kann & others, 2016)
- Coverage of a recent survey of 35 countries that indicated U.S. 15-year-olds had the highest obesity rate (31 percent), while 15-year-olds in Denmark had the lowest obesity rate (10 percent) (OECD, 2017b)
- Inclusion of a longitudinal study on an intervention with young children from low-income families in Head Start that involved a social-emotional learning program and an interactive reading program. The intervention resulted in significant reductions in conduct problems, emotional symptoms, and peer problems compared with a control group of children who did not receive the intervention (Bierman & others, 2021).
- Description of the Perry Preschool program, operated by the High Scope Foundation in Ypsilanti, Michigan, that serves as an excellent model for the prevention of delinquency, pregnancy, substance abuse, and dropping out of school and has had a long-term positive impact on its students (Schweinhart & others, 2005; Weikert, 1993)
- Discussion of the Fast Track program that attempts to reduce the risk of juvenile delinquency and other problems (Conduct Problems Prevention Research Group, 2007, 2015, 2019)

about the author

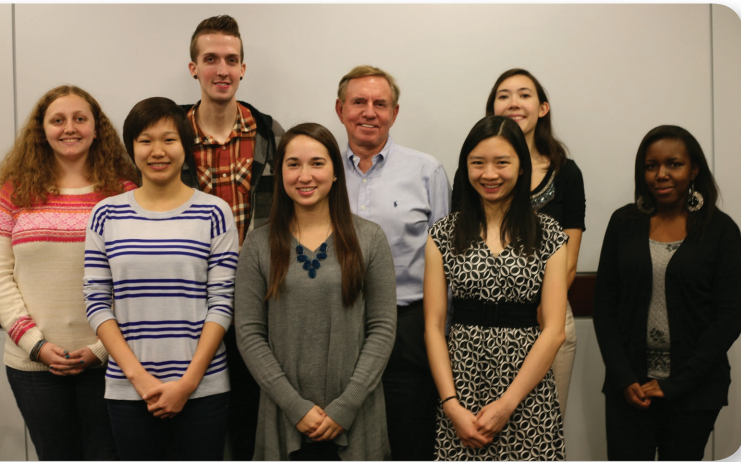
John W. Santrock

John Santrock received his Ph.D. from the University of Minnesota in 1973. He taught at the University of Charleston and the University of Georgia before joining the program in Psychology in the School of Behavioral and Brain Sciences at the University of Texas at Dallas, where he currently teaches a number of undergraduate courses. He has taught the undergraduate

Also in 2019, Dr. Santrock and his wife, Mary Jo, created a permanent endowment that will provide academic scholarships for 6 to 10 undergraduate psychology students a year, with preference given to those majoring in developmental psychology.

John has been a member of the editorial boards of *Child Development* and *Developmental Psychology*. His research has focused on children and adolescents in divorced families, and his father custody research is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. He also has conducted research on social cognition, especially the influence of affectively-toned cognition on self-regulation. John also has authored these exceptional McGraw Hill texts: *Psychology* (7th edition), *Child Development* (15th edition), *Children* (15th edition), *Life-Span Development* (18th edition), *A Topical Approach to Life-Span Development* (11th edition), and *Educational Psychology* (7th edition).

For many years, John was involved in tennis as a player, teaching professional, and coach of professional tennis players. At the University of Miami (FL), the tennis team on which he played still holds the NCAA Division I record for most consecutive wins (137) in any sport. His wife, Mary Jo, has a master's degree in special education and has worked as a teacher and a Realtor. She created the first middle school behavioral disorders special education program in Clarke County, Georgia. He has two daughters—Tracy and Jennifer—both of whom are Realtors. Jennifer was inducted into the SMU Athletic Hall of Fame and the Southwest Conference Athletic Hall of Fame. He has one granddaughter, Jordan, age 30, who completed the MBA program at Southern Methodist University and works for Ernst & Young in Dallas. He also has two grandsons, Alex, age 16, and Luke, age 15. In the last decade, John also has spent time painting expressionist art.



John Santrock (back row middle) with recipients of the Santrock Travel Scholarship Award in developmental psychology. Created by Dr. Santrock, this annual award provides undergraduate students with the opportunity to attend a professional meeting. A number of the students shown here attended the Society for Research in Child Development meeting.
Courtesy of Jessica Serna

course in adolescence once or twice a year for more than three decades and has received the University's Teaching Award. In 2010, Dr. Santrock created the UT-Dallas Santrock undergraduate travel scholarship, an annual award that is given to outstanding undergraduate students majoring in developmental psychology to enable them to attend research conventions. In 2019, he created an endowment that will permanently provide the travel awards for students at UT-Dallas in future decades.

Dedication:

To my daughters, Tracy and Jennifer, and to my grandchildren, Jordan, Alex, and Luke, who, as they have matured, have helped me to appreciate the marvels of adolescent development.

expert consultants

Adolescent development has become an enormous, complex field, and no single author, or even several authors, can possibly keep up with all of the rapidly changing content in the many periods and different areas in this field. To solve this problem, author John Santrock has sought the input of leading experts about content in a number of areas of adolescent development. These experts have provided detailed evaluations and recommendations in their area(s) of expertise.

The following individuals were among those who served as expert consultants for one or more of the previous editions of this text:

Susan Harter
Valerie Reyna
John Schulenberg
Charles Irwin
Ruth Chao
Wyndol Furman
Elizabeth Susman
Ritch Savin-Williams
Shirley Feldman
Lisa Diamond
James Marcia
Kathryn Wentzel
Moin Syed
Bonnie Halpern-Felsher
Joseph Allen
Nancy Guerra

Gerald Patterson
Nancy Galambos
Peter Benson
Catherine Cooper
L. Monique Ward
Bonnie Leadbetter
Reed Larson
Lisa Crockett
Allan Wigfield
Lawrence Walker
Pamela King
Daniel Keating
Diane Halpern
Jane Kroger
John Gibbs
James Rest

Daniel Lapsley
Luc Goosens
Seth Schwartz
Brad Brown
Candice Feiring
Daniel Offer
Harold Grotevant
James Byrnes
Duane Buhrmester
Lorah Dorn
Jerome Dusek
Elizabeth Trejos-Castillo
Robert Roeser
Darcia Narváez

Following are the expert consultants for the eighteenth edition, who (like those of previous editions) literally represent a *Who's Who* in the field of adolescent development.



Margaret Beale Spencer Dr. Margaret Beale Spencer is one of the world's leading experts on the development of individuals from ethnic minority backgrounds, including aspects such as ethnic identity and sociocultural contexts that influence inequality, discrimination, vulnerability, and resilience. She currently

is the Charles L. Grey Distinguished Service Professor in Comparative Human Development, the Marshall Field IV Professor of Urban Education in the Department of Comparative Human Development, and Professor of Life Course Human Development at the University of Chicago.

A developmental psychologist, Dr. Spencer is also an alumna of the Committee on Human Development at the University of Chicago. Before returning to the University of Chicago, she was the endowed Board of Overseers Professor and Director of the Interdisciplinary Studies of Human Development (ISHD) Program and faculty member in the Graduate School of Education at the University of Pennsylvania (Psychology in Education Division). Additionally, Dr. Spencer was director of the University of Pennsylvania's Center for Health Achievement Neighborhood Growth and Ethnic Studies (CHANGES), and also was the inaugural director of the W. E. B. Du Bois Collective Research Institute.

Dr. Spencer's Phenomenological Variant of Ecological Systems Theory (P-VEST) provides an identity-focused cultural ecological perspective that frames the roles of gender, race, culture, and context in influencing human development. Recognizing the universality of human vulnerability, the theory addresses resiliency, identity, and competence in diverse humans situated both in the United States and around the world.

"I continue to value and enjoy John Santrock's textbooks; thus, I value the invitation and appreciate the opportunity to provide input. . . . Like prior editions, the entire volume continues to be incredibly important, particularly given the current historical moment. . . . Your text continues to

afford students the resources needed for tolerating the uncomfortableness expected." —**Margaret Beale Spencer** University of Chicago

(photo: Courtesy of Ven Sherrod)



Daniel Lapsley Dr. Daniel Lapsley is one of the world's leading experts on adolescents' cognitive and moral development. Professor Lapsley is the ACE Collegiate Professor and former chair of the Department of Psychology at the University of Notre Dame.

Dr. Lapsley's research focuses on various topics in adolescent social cognitive and personality development, including adolescent invulnerability and risk behavior, narcissism, separation-individuation, self, ego and identity development, and college adjustment. Dr. Lapsley also studies the moral dimensions of personality and other topics in moral psychology and has written on moral identity and moral and character education. He teaches courses on Adolescent Development, Lifespan Development, Educational Psychology, and Research Methods.

Professor Lapsley is the author or editor of seven books, including *Personality, Identity and Character: Explorations in Moral Psychology* (co-edited with Darcia Narváez; 2009); *Character Psychology and Character Education* (co-edited with F. Clark Power; 2005); *Moral Development, Self, and Identity* (co-edited with Darcia Narváez; 2004); and *Moral Psychology* (1996; translated into Korean and Mandarin Chinese). He has published over 120 articles and chapters on various topics in adolescent development and educational psychology, and he currently serves on the editorial boards of the periodicals *Applied Developmental Science*, *Educational Psychologist*, and the *Journal of Early Adolescence*.

" . . . I am in awe of John's ability to pull together vast literatures to tell a lucid, straightforward story about adolescent cognitive development. The chapter (The Brain and Cognitive Development) seems updated and fresh,

nothing seems amiss, everything is accurate. This chapter is an amazing, lucid summary of some of the foundational themes in adolescent cognitive development. It ranges appropriately, horizontally as it were, over traditional (Piaget-Vygotsky, information-processing) and newer topics (the brain, neuroscience). It also ranges vertically from very basic things (neurons, schemas, assimilation-accommodation, ZPD, for example) to some more recent research (Grossman on wisdom, for example). Putting myself into the mindset of a student, I found the narrative easy to follow, easy to track the main points. There are numerous pedagogical supports along the way. Returning to my usual mindset as an instructor, I found the narrative does a lot of the work for me in the sense that it takes care of business in an informative but meaty way, well-anchored to the literatures.”

—Daniel Lapsley University of Notre Dame

(photo): Courtesy of Daniel Lapsley



Elizabeth Trejos-Castillo Dr. Elizabeth Trejos-Castillo is a leading expert on the influence of culture and ethnicity on adolescent development. She is the C.R Hutcheson Professor in Human Development and Family Sciences at Texas Tech University. Dr. Trejos-Castillo serves as Fulbright Liaison at the Office of

International Affairs and Faculty Fellow at the Office of the Provost at Texas Tech University.

Dr. Trejos-Castillo’s research focuses on the development of risk-taking behaviors, toxic stress, trauma, and resilience in vulnerable youth, with an emphasis on ethnic minorities and underserved populations in cross-cultural and cross-national populations. She has edited two books: *Handbook of Foster* (2018) and *Youth: Practices, Perspectives, Challenges* (2013) and has published over 45 research papers and book chapters.

Dr. Trejos-Castillo is also an International Adjunct Professor in Applied Social Sciences at the State University of Ponta Grossa, Paraná-Brazil and in Medicine, Biostatistics & Epidemiology and Psychology at CES University, Medellín-Colombia (South America). She has more than 25 years of experience working within the local community, with statewide partners, and with international collaborators supporting the resilience and well-being of vulnerable youth.

“For all chapters, the narrative and perspective reflect the latest research. I particularly appreciate the incorporation and discussion of recent international studies that allow the audience to get a global perspective on adolescent development in context. The chapters are well balanced. Across the chapters reviewed, diversity is properly addressed. I appreciate the inclusive language and tone of the narrative used throughout the chapters. I feel those invite students to have an open dialogue and would help facilitate having important and difficult discussions in the classroom (in-campus/virtual). The cases and story inserts, the overview, the description of concepts and scholarship, and the review/connect/reflect guide separating the main sections of each chapter makes the content easy to digest, follow, and understand. Youths’ descriptions of experiences, thoughts, emotions, and so on are a great addition to the book by elevating the voices of youth and highlighting their unique world views, challenges, and more importantly, their strengths. The chapters cover a great breadth of knowledge across different fields related to adolescent development as well as provide a global perspective of youth and emerging adults’ development in context.”—Elizabeth Trejos-Castillo Texas Tech University

(photo): Courtesy of Elizabeth Trejos-Castillo



Deborah Vietze Dr. Deborah Vietze is a Professor of Psychology and Urban Education at the City University of New York, the largest urban university system in the United States comprising 25 campuses offering undergraduate, graduate, and post-graduate degrees. It houses 17 Ph.D. specializations in psychology

with over 200 psychology faculty. Dr. Vietze earned a Ph.D. in psychology from Columbia University, specializing in psychometrics and evaluation, in 1979. For the past forty years, her research has focused on the developmental significance of social identity for health and social development in underserved populations. Research with graduate students has explored the nature of power dynamics in social relations, the influence of perceived discrimination and optimal life experience on social identity, and the self-concept’s influence on environmental conservation. She is currently working with students on the coming-out process among gay men, and African American English use effects on identity formation. Dr. Vietze served on the American Psychological Association’s team representing the APA at the United Nations, working to bring the science and applications of psychology to the permanent missions at the UN and nongovernmental organizations (NGOs) working on problems of global concern. Dr. Vietze received the APA Achievement Award for Excellence in Integrating Research and Service for Ethnic Minority Populations and the C. Everett Koop Public Health Award for health-related services research. She was one of ten original National Institute of Mental Health Graduate Research Fellows and an APA Minority Research Fellow (1975 to 1978). She was also a member of the 2000 National Academy of Sciences committee that reviewed the science of early development for the public. She has served on many professional advisory committees and community boards and written extensively for journals and edited books. She is the co-author of *The Psychology of Diversity: Beyond Racism and Prejudice*.

“Ideas are well developed, and the organization of the Culture chapter is logical. The text is well-developed, researched, and organized. As an admirer of previous editions of *Adolescence*, I see that this one is substantially updated. In terms of diversity, the chapter did a great job looking at other cultures and comparing cultures related to adolescents’ development. In addition, the chapter also discussed different significant minority ethnic groups and how adolescents are raised differently in each of them.”—Deborah Vietze The City College of New York

(photo): Courtesy of Deborah Vietze



Valerie Reyna Dr. Reyna is one of the world’s leading experts on adolescent brain development and cognitive development. She obtained her Ph.D. from Rockefeller University. Currently, she is the Lois and Melvin Tukman Professor of Human Development at Cornell University, as well as director of the Cornell

University Human Neuroscience Institute and co-director of the Center for Behavioral Economics and Decision Making.

Dr. Reyna created fuzzy-trace theory, a model of memory and decision-making that is widely applied in law, medicine, and public health. Her recent work has focused on the neuroscience of risky decision making and its implications for health and well-being, especially in adolescents; applications of cognitive models and artificial intelligence to improving understanding of genetics (in breast cancer, for example); and medical and legal decision making (about jury awards, medication decisions, and adolescent culpability).

President-elect of the Society for Experimental Psychology and Cognitive Science and past president of the Society for Judgment and Decision Making, she is a Fellow in numerous scientific societies and has served on scientific panels of the National Science Foundation, National Institutes of Health, and National Academy of Sciences. Dr. Reyna is editor of *Developmental Review*, former editor of *Psychological Science in the Public Interest*, and has been an associate editor for *Psychological Science*. She has received many years of research support from private foundations and U.S. government agencies and currently serves as principal investigator of several grants and awards from organizations such

as the National Science Foundation. Her service has included leadership positions in organizations dedicated to equal opportunity for minorities and women, and membership in national executive and advisory boards of centers and grants with similar goals, such as the Arizona Hispanic Center of Excellence, National Center of Excellence in Women's Health, and Women in Cognitive Science (supported by a National Science Foundation ADVANCE leadership award).

"It is remarkable how up-to-date this textbook remains (due to regular updating of references). I always learn something new when I read it, even in my areas of specialization. The new references are well-integrated into the flow of the prose, too. The material on exercise and cognition is quite topical and is presented in a deeper way than typically conveyed in textbooks, but it is still very accessible. Including the material on neuroscience, the adolescent brain, decision making, and recent theories of adolescent development (such as fuzzy trace theory) really sets this textbook apart with respect to its currency and excellence. The emphasis on empirical research is appropriate, especially well-controlled experiments, but the text also includes socially relevant survey research. The 'connections' sections are excellent." —**Valerie Reyna** Cornell University
(photo): Courtesy Cornell University



Dale Schunk Dr. Schunk is one of the world's leading experts on adolescent schooling, achievement, and motivation. He is Professor of Education in the School of Education at the University of North Carolina at Greensboro. His research specializations are learning, motivation, and self-regulation. Dr. Schunk's current topics of interest include developing self-regulation in college undergraduates and changes in self-efficacy in response to instructional and social influences.

Dr. Schunk is a Fellow in Division 15 (Educational Psychology) of the American Psychological Association and past president of that division. Dr. Schunk is also a Fellow in the American Educational Research Association and is listed in *Who's Who in America*. His text *Learning Theories: An Educational Perspective* is in its eighth edition, and his text *Motivation in Education* is in its fourth edition. He has published articles in leading research journals, including the *Journal of Educational Psychology*, *Educational Psychologist*, *Educational Psychology Review*, and *Contemporary Educational Psychology*. Dr. Schunk recently was honored with the Barry Zimmerman Award for Career Achievement by the AERA Studying and Self-Regulated Learning Special Interest Group.

"The narrative for the 'Schools' chapter reflects the current and important research in the field. There are many references published in the last 5 to 10 years. The chapter is well-framed and written. Diversity is addressed very well. I'm impressed that several research studies cited were conducted outside the U.S. The many suggestions for teachers are excellent, and I like the Review-Reflect-and Connect sections. The vignettes with teachers are a strength. This is an excellent chapter. . . . The 'Achievement, Work, and Careers' chapter definitely reflects the latest and most important research. The chapter has a clear framework and is well written and clear." —**Dale Schunk** University of North Carolina-Greensboro
(photo): Courtesy of Maria K. DiBenedetto



Melinda Gonzales-Backen Dr. Gonzales-Backen is an expert in the formation of ethnic-racial identity and other cultural processes among Latinx adolescents and families. She obtained her Ph.D. in Family and Human Development from Arizona State University. She is currently an Associate Professor in the Department of Family and Child Sciences at Florida State University.

Dr. Gonzales-Backen's research focuses on the psychosocial well-being of Latinx youth and families. Specifically, Dr. Gonzales-Backen is interested in how cultural stressors (such as discrimination and acculturative stress), cultural strengths (ethnic identity and familial ethnic socialization, for example), adolescent development, and family processes intersect to predict adolescent adjustment. She is currently a member of the editorial boards of the *Journal of Youth and Adolescence* and *Cultural Minority and Ethnic Diversity Psychology*. Her research has been published in leading research journals such as *Child Development*, *Developmental Psychology*, and *Family Process*.

"The narrative and perspective reflect the latest and most important research in the field. Both chapters ('Families' and 'Culture') provide a nice breadth of literature from leading scholars in the field. The research is nicely summarized. My students greatly benefit from the examples throughout the textbook. These include described scenarios and direct quotes from adolescents. The integration of diversity throughout the text has improved over the past few editions." —**Melinda Gonzales-Backen** Florida State University
(photo): Courtesy of Sarah Graves



Sandra Graham Dr. Graham is one of the world's leading experts on children's and adolescents' achievement and motivation with special attention to ethnicity. She currently holds the position of Distinguished Professor in the Department of Education at UCLA and the University of California Presidential Chair in Education and Diversity. She obtained a BA from Barnard College, an MA in History from Columbia University, and a PhD in Education from UCLA. Her major research interests include the study of academic motivation and socioemotional development in children and adolescents of color, especially African American youth, with a particular emphasis on development in school contexts that vary in racial/ethnic diversity.

Professor Graham has published widely in developmental, social, and educational psychology journals. Among her awards, she is a recipient of the Distinguished Scientific Contributions to Child Development Award from the Society for Research on Child Development and the E. L. Thorndike Career Award for Distinguished Contributions to Educational Psychology, Division 15 of the American Psychological Association. Recently, Dr. Graham was elected to the National Academy of Education. She also is a Fellow in the American Psychological Association, Association of Psychological Science, and the American Educational Research Association.

—**Sandra Graham** University of California-Los Angeles
(photo): Courtesy of Sandra Graham



Germine Awad Dr. Germine Awad is an Associate Professor in the Department of Educational Psychology at the University of Texas at Austin. Dr. Awad's scholarship is characterized by three interrelated areas of inquiry: prejudice and discrimination, identity and acculturation, and more recently, body image among women of color. She has also written in the area of multicultural research methodology.

The majority of Dr. Awad's research is guided by the questions "What factors lead to discrimination against ethnic minorities?" and "What impacts perceptions of experienced discrimination?" The two populations that she has primarily focused on are Arab/Middle Eastern Americans and African Americans. Although overt discrimination toward ethnic minorities has decreased over the years, the practice of more covert, subtle forms of prejudice remains. The events of September 11, 2001, however, reintroduced more explicit forms of prejudice towards Arab/

Middle Eastern Americans, and those perceived to be Muslim, complicating the dialogue on discrimination in the United States.

Dr. Awad is concerned with how prejudicial attitudes and ideology impact attitudes towards ethnic minorities generally and within specific domains such as the workplace and higher education. In addition, she examines how racial/ethnic identity and acculturation impact ethnic minorities' perception of discrimination. Most recently, she has expanded her identity and acculturation research to the study of body image concerns among women of color.

—**Germine Awad** *University of Texas-Austin*

(photo): Courtesy of Germine Awad



Kevin Cokley Dr. Kevin Cokley holds the Oscar and Anne Mauzy Regents Professorship for Educational Research and Development in the College of Education at the University of Texas at Austin. He is a Fellow of the University of Texas system and University of Texas Academy of Distinguished Teachers, Director of the Institute for Urban Policy Research & Analysis, and Professor of Educational Psychology and African and African Diaspora Studies.

Dr. Cokley's research and teaching can be broadly categorized in the area of African American psychology, with a focus on racial identity and understanding the psychological and environmental factors that impact African American students' academic achievement. Dr. Cokley studies the psychosocial experiences of African American students and students of color and is currently exploring the impostor phenomenon and its relationship to mental health and academic outcomes.

Elected to Fellow status in the American Psychological Association for his contributions to ethnic minority psychology and counseling psychology, Dr. Cokley is the recipient of the Charles and Shirley Thomas Award for mentoring ethnic minority students. He holds the title of Distinguished Psychologist and received the Scholarship Award from the Association of Black Psychologists.

—**Kevin Cokley** *University of Texas-Austin*

(photo): Courtesy of Kevin Cokley



Sabra L. Katz-Wise Dr. Sabra L. Katz-Wise is an Assistant Professor in Adolescent/Young Adult Medicine at Boston Children's Hospital (BCH), in Pediatrics at Harvard Medical School (HMS), and in Social and Behavioral Sciences at the Harvard T. H. Chan School of Public Health. She also co-directs the Harvard SOGIE (Sexual Orientation Gender Identity and Expression) Health Equity Research Collaborative and is a Senior Faculty Advisor for the BCH Office of Health Equity and Inclusion.

Dr. Katz-Wise's research investigates sexual orientation and gender identity development, sexual fluidity, health inequities related to sexual orientation and gender identity in adolescents and young adults, and psychosocial functioning in families with transgender youth. She is currently working on an NIH-funded community-based study to develop an intervention to support families with transgender youth.

In addition to research, Dr. Katz-Wise is involved with advocacy efforts at BCH to improve the workplace climate and patient care for LGBTQ individuals, including her leadership role on the Queer Council for the BCH Rainbow Alliance Diversity and member of the BCH Equity, Diversity, and Inclusion Council. She also serves on the HMS LGBT Advisory Committee and is a Faculty Fellow in the HMS Sexual and Gender Minority Health Equity Initiative.

—**Sabra Katz-Wise** *Boston Children's Hospital*

(photo): Courtesy of Sabra Katz-Wise