

MODULE 51 ADOLESCENCE: PHYSICAL AND COGNITIVE DEVELOPMENT

ADOLESCENCE

- Your story is still being written. ADOLESCENCE, or the years spent morphing from child to adult ... starts with the physical beginnings of sexual maturity and ends with the social achievement of independent adult status.
- G. Stanley Hall, one of the 1st psychologists to describe adolescence, believed that the tension between biological maturity and social dependence creates a period of “storm and stress.”
- Adolescence is a time of vitality without the cares of adulthood... SO STOP TRYING TO GROW UP!
- Adolescence begins with puberty. It is not only when we mature that counts, but how people react to our physical development.
- As teens mature, their frontal lobes also continue to develop. The developments bring improved judgment, impulse control, and long-term planning. During this transition, adolescence will seek thrills and rewards, but they can't yet locate the brake pedal controlling their impulses. The frontal lobe will finish developing by about age 25.

COGNITIVE DEVELOPMENT

- During Jean Piaget's formal operations period, the adolescent applies their new abstract reasoning tools to the world around them. They may think about what is ideally possible and compare that with the imperfect reality of their society, their parents, and even themselves.
- Two crucial tasks of childhood and adolescence are discerning right from wrong and developing character. To be a moral person is to think morally and act accordingly.
- Piaget believed that children's moral judgments build on their cognitive development.
- Lawrence Kohlberg sought to describe the development of moral reasoning. Founded the ideas of preconventional, conventional, and postconventional.

Level 1	Pre-conventional	<p>Stage 1 (obedience and punishment driven) What is right and wrong is determined by what is punishable. Moral action is essentially the avoidance of punishment</p>
		<p>Stage 2 (self-interest driven) What is right and wrong is determined by what brings rewards and what people wants. Other people's wants and needs come into the picture, but only in a reciprocal sense.</p>
Level 2	Conventional	<p>Stage 3 (interpersonal accord and conformity driven) Being moral is being 'a good person in your own eyes and those of others'. What the majority thinks is right is right by definition.</p>
		<p>Stage 4 (authority and social order obedience driven) Being good means 'doing one's duty'-showing respect for authority and maintaining the social order. Laws are unquestionably accepted and obeyed.</p>
Level 3	Post-conventional	<p>Stage 5 (social contract driven) Individuals are viewed as holding different opinions and values. Laws are regarded as social contracts rather than rigid dictums. Although laws should be respected, individual rights can sometimes supersede these laws if they become too destructive or restrictive.</p>
		<p>Stage 6 (universal ethical principles driven) Moral action is determined by our inner conscience, and may or may not be in agreement with public opinion or society's laws. Moral reasoning is based on abstract reasoning using universal ethical principles. Ethical actions are not instrumental or a mean to something else: they are an end in themselves.</p>

- Psychologist Jonathan Haidt believes that much of our morality is rooted in moral intuitions. Gut feelings and feeling elevation reinforce the want to continue moral reasoning.
- Morality involves doing the right thing, and what we do also depend on social influences.

BE ABLE TO ANSWER: Describe Kohlberg's 3 levels of moral reasoning.

PRACTICE FRQ: Describe how the ideas of Lawrence Kohlberg and Jonathan Haidt differ in regard to the development of morality.