

| | Early Girls: 11 – 13 Boys: 12 – 14 | Middle Girls: 13 – 16 Boys: 14 – 17 | Late Girls: 16 – 19 Boys: 17 – 19 |
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| General (Period of high moodiness) | <ul style="list-style-type: none"> • Mood swings • Great highs & great depressions | <ul style="list-style-type: none"> • Mood swings • Great highs & great depressions | <ul style="list-style-type: none"> • Mood swings • Great highs & great depressions |
| Physical Development (Sexual maturation) | <ul style="list-style-type: none"> • Puberty: onset of physical & sexual development • Confusion • Sense of loss of control • Fear & anxiety • Experimentation with body begins | <ul style="list-style-type: none"> • These are the “classical” teenagers • Body changes • Intense sexual feelings develop • This is the stage of “puppy love” • Dating begins & becomes primary • Average age (16 or younger) by which 50% of adolescents have had first sexual experience • Risk of high pregnancy | <ul style="list-style-type: none"> • Physical changes leveling off & ending • Less confusion regarding body & changes • Greater sense of self-control • Better, more realistic sense of self; looks, body image, how one compares to others • Sexual behavior more prominent |
| Cognitive Development (How adolescents think) | <ul style="list-style-type: none"> • Time of concrete thinking • World is “here & now,” the present • The “future” is now, not tomorrow, not next week • Unable to plan or think into the future | <ul style="list-style-type: none"> • Abstract thinking begins • Connections between “today” & “tomorrow” begin • Intellectual curiosity develops • Period of experimentation • Period of idealistic thinking • Period of being a “know-it-all” • Feelings of omnipotence & no fear of death | <ul style="list-style-type: none"> • Adult thinking has developed • Future goals more clearly & realistically defined • Ability to think abstractly has developed |

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| Psycho-Social Development: Identity (personality) | <ul style="list-style-type: none"> • “Am I normal?” • “What am I turning into?” • “I’m not ready for this.” • Beginning to look outside of the family for self-definition | <ul style="list-style-type: none"> • Friends, rather than parents, define who you are, what you do, and what’s “cool” • Egocentric – “I satisfy me!” • Identify changes from day-to-day, from friend-to-friend, and from group-to-group | <ul style="list-style-type: none"> • Arriving at concept of self as an adult • Need to accept the self that has emerged • Reflecting back to earlier years to gain better picture of present self • Decreased importance of peer group; individual is now primary self-identified and less other-identified |
| Psycho-Social Development: Integrity (Values) | <ul style="list-style-type: none"> • Own values not defined; values are still those of parents, but beginning to be questioned • Right and wrong still seen as black and white issues; grays do not exist • Internal control not developed • Clear limits and boundaries are necessary | <ul style="list-style-type: none"> • This is the time for developing and testing own values. To do this, kids must reject parental values; as a result, this is a time of great conflict with parents and other adults | <ul style="list-style-type: none"> • Refining and clarifying of values – large swings and inconsistencies less common • Internal controls which are based upon moral principals and conscience are now more fully developed |

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| Intimacy (Sexual Relationships) | <ul style="list-style-type: none"> • Same sex play begins • Intimacy is defined through “best friends” and peer group membership • Friends begin changing because of variations in rate of development • Cliques develop | <ul style="list-style-type: none"> • Pairing begins • Sexual activity begins • Friends and peer group are the core of life • “Love object” is the most important thing in the world | <ul style="list-style-type: none"> • Pairing more realistic and less changeable • Mating begins • Relationships more stable and increasingly based upon “real” people and real qualities • Peer group membership is important but one-to-one relationships are more important • Movement from “I” to mutuality and real sharing • Satisfaction of other(s) can be as important as satisfaction of self |
| Independence | <ul style="list-style-type: none"> • Friends begin coming more important than family • Complaints about lack of privacy begin and increasing “alone” time (time away from parents) and time with friends begin • Fluctuation between clinging to adults and rebelling against them | <ul style="list-style-type: none"> • Classic rebellion against and conflict with family • Separation continues in earnest • Period where most parents feel that they “can’t win” and that they “can’t do anything right” | <ul style="list-style-type: none"> • Separation from parents becomes complete (psychologically, if not physically) • Beginning of self-sufficiency and care |