

***PARENTING FOR EMOTIONAL GROWTH:
A TEXTBOOK***

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TEXTBOOK

UNIT 6

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Students in Grades K Thru 12.* Registration Number: **TXu 680-613**

UNIT 6

ADOLESCENCE: (13 TO 22 YEARS)

***PARENTING EDUCATION FOR EMOTIONAL GROWTH:
A TEXTBOOK***

UNIT 6

ADOLESCENCE: FROM 13 TO 22 YEARS

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UNIT 6: ADOLESCENCE

6.1 PHYSICAL DEVELOPMENT THAT DETERMINES WHAT THE ADOLESCENT CAN DO

Adolescence is the period when the transformation of the child into the adult occurs. It stretches from about 13 to about 22 years of age. The body obtains nearly the height, breadth, and weight of the adult-to-be. The bones, muscle mass, secondary sex structures, attain the physical form of the adult. Some filling out occurs during early adulthood, but the largest growth of these physical features occurs during adolescence. Not as visible as the remarkable enlargement of the physical structures and of the secondary sex characteristics, is a continuing significant maturation of the brain evidenced especially in new cognitive (intelligence) functioning.

Now as before, physical development is optimized when the adolescent feels valued, loved and respected, is well enough rested and fed and self-care is adequate. As before, emotional stress can affect physical maturation as well as function of bodily systems. These principles apply now, have before, and before and will in the future. We now know that stress can adversely affect the functioning of the immune system, weaken the individual's ability to resist and fight to infectious diseases; and it is also well known to cause a number of physical ailments such as headaches, gastrointestinal symptoms, heighten allergic reactivity, and more.

6.111 HUMAN DEVELOPMENT: Degree of Adaptive Capability/ Degree of Helplessness

Progressively, all the bodily systems underlying adaptive capability mature. This is especially so for the bone structure and musculature which stand out in their enlargement and increasing power. This is so in both male and female. The bone structure especially, which gives frame, height and volume to the body approaches its eventual adult size. The musculature develops jointly although somewhat lagging behind the development of bone structure. Notable in the male are the enlargements and empowering of the chest and shoulder areas as well as the upper leg and calf. Not only do these multiply enormously the adolescent's power, but with it also comes greater functional capability, a contribution made to adaptation by maturation of the brain. Physically, the body now becomes progressively as capable to function in the service of adaptation as the human is capable of. To be sure, this development is progressive with the largest increase in size and mass coming from mid adolescence through late adolescence. The adolescent, even from early adolescence on becomes fully capable of self care including toileting, feeding, and carrying out work required for home as well as for school. Physical functions that

serve socialization are such that the adolescent can communicate and interact self-reliantly.

We want to emphasize that although this large growth and development approaches the adult form already from mid adolescence on, it is not accompanied by a psychological and emotional maturation typical of adulthood. That is, while the adolescent physically approaches becoming an adult, there is still a large degree of emotional and psychological maturation and development which needs to occur in her to attain adult psychological functioning and capacity to adapt. Here, the adolescent himself/herself is often deceived by his/her own physical maturation and development to believe that he/she is capable of adult emotional and psychological adaptation. Although many adolescents are aware of this, many are not.

6.112 CHILD REARING: Degree of Adaptive Capability/ Degree of Helplessness

A good diet, well balanced in proteins and carbohydrates, that is consisting of reasonably lean meats, vegetables and fruit, are essential for growth that occurs during adolescence. Foods that are high in fats, salt and sugar are likely to contribute to adding bodily fat rather than enlarging bones and muscles. Junk foods are now well known to be more detrimental to health and development of the body than they are nutritious. Regulation of eating by parents can be enormously beneficial to the growing adolescent. This is especially secured when eating becomes a family gathering time. Of course, given the demands on both children and adults to work outside the home (in school and in the work place) the possibility for such family eating together occurs only in the morning and in the evening. The many benefits of such family gatherings at mealtime consist not only of regulation of eating habits and the securing that the adolescent is eating a reasonable diet, but it also brings with it, a time of family socializing, time for reportage of daily events and an opportunity for family togetherness. More on that in subsequent sections.

Insuring that the adolescent gets sufficient rest is not a simple matter. On the one hand, the adolescent progressively needs to be relied upon to know how much time he or she needs to put to doing homework, a matter of large consequence as the adolescent reaches 10th, 11th and 12th grades and beyond. On the other hand, going out and coming home very late on a school night, a 16 year old coming home at 12 a.m. for example, needs the attention of the parents for caring guidance and well meaning and firm limit setting.

Similarly physical self care and toileting, may need parental guidance and reminders at appropriate times. To assure health care parental guidance is imperative and often required during early adolescence and should no longer be required during late adolescence. Adolescents are not likely to want to go for a doctor's visit when ill, or may even refuse to go to the hospital in some emergency situations. For instance, a 15 year old girl who woke up during the night with intense abdominal pain resisted her father's

insistence that they go to the hospital. Reasonably coerced to go against her wishes, the doctor's examination in the emergency room picked up an acute appendicitis for which the 15 year old was operated on that same night. Indeed, the surgeon found a highly inflamed appendix which could have created very serious consequences had surgery been significantly delayed. Obviously, not all instances of acute abdominal pains are of this nature, nonetheless the parent of the adolescent will at times need to assume authority under conditions of health emergencies and impose on the resistant teenager the need for medical care.

We now know perhaps better than we did 20 years ago of the enormous advantages of physical exercise for physical health. Although most adolescents get exercise routinely in school, those who are not involved in some sport activity might do well to begin to develop some exercise routine of which there now of course are many, including stretching exercises, weight resistance exercises, endurance exercises as running, bicycling, etc. All of these enhance the healthy development of bony structure and the musculature and render the adolescent more effective in adaptive capability, lessening his/her degree of helplessness.

6.121 HUMAN DEVELOPMENT: Cognitive Functioning

It has long been known that a large increased capability for learning occurs during adolescence. Studies in the development of intelligence, especially those carried out by Jean Piaget, a Swiss psychologist, show that from early adolescence on and especially from mid adolescence on students become capable of abstract reasoning, a critical function in thinking, learning, explanation, and problem solving. By abstract reasoning, we mean the ability to infer a phenomenon from observing another, and also we mean the ability to condense a larger amount of information into a smaller rendition of it drawing from the larger mass of information its essential components. These are, of course, basic steps required for all kinds of problem solving, and for intellectual and theoretical type thinking. In short, these capacities increase intelligence and are essential for advanced learning and training for the many professions in our society. Biologists and physicians assume that this increased intelligence functioning is the result of further maturation of the largest part of the brain known as the frontal lobes. This part of the brain is the one most believed to distinguish human beings from other mammals. To be sure, there is much about this development which we still do not understand. For instance, some intelligence theorists have said that it is in mid to late adolescence that a human being achieves his or her highest potential development of intelligence. That is, they assume that the individual does not become more intelligent beyond this point but does continue to acquire new information, develop new skills, and achieve greater functional intelligence capability. We cannot be certain that the capacity for increasing intelligence does not continue into adulthood.

6.122 CHILD REARING: Cognitive Functioning

The same principles of child rearing apply for facilitating and enhancing the development of brain structured function as for the overall physical development of the adolescent. We want to add that it would be wise to assume that the more one facilitates the adolescent's functioning in thinking, as is of course achieved by learning in school, doing homework and studying, that such functioning may enhance the actual maturation of the brain and the components of the nervous system that serve intelligence functioning. Clearly, this assumption is hypothetical; we cannot yet be certain whether making certain demands on the brain to function actually enhances the development of that part of the brain which carries out this function. We do now know that parts of the central nervous system need to be activated (made to function) in order to develop both in their structure and in their functioning. For instance, physicians know that an infant who is born with crossed eyes, because he or she sees a double picture when looking at something, will suppress vision in one of the eyes in order to obliterate the double image the infant sees. The experience of seeing double is very unpleasant. Quite automatically a very young child will suppress the vision from one eye. One of the serious consequences of this suppression of vision in the one eye is that the eye structure which makes seeing possible will break down, will atrophy (which means diminish in size and function) and that eye will lose the ability to see. Because the eye is not made to function as it is suppose to, the organ loses its ability to function. Whether such a principle can be applied to the development of brain which serves intelligence it has not been ascertained and therefore is only an assumption. It might however be wise to assume that facilitating an adolescent's ability to use his/her ability to think, intelligence functioning, might not only make the adolescent more capable of learning but may in fact help to secure a more optimal development of its intelligence central nervous system apparatus. This of course only requires parental guidance in the adolescent's study habits, in making as pleasant and rewarding as possible the adolescent's efforts to learn, to study, and to do his/her homework.

6.131 HUMAN DEVELOPMENT: Sexual-Reproductive System

Part and parcel of, and highly determining of the bodily changes in the adolescent as a whole, is the remarkable development of secondary sex characteristics. These body structures develop fully over the course especially of mid adolescence into late adolescence. Many an early adolescent may already be quite fully developed with regard to these features of the body. Physically, the 18 year old looks like a man, like a woman. The genetic (preprogrammed within the genes to develop at this time) and hormonal factors responsible for the development of these secondary sex characteristics clearly influence the shape of the bony frame of the female and the male, the muscular distribution as well as the fat deposit distribution which give the human body its male and

female shapes.

There are clear differences in the shape of the male and the female body. With regard to the bones, on average the male frame is taller than the female; with regard to the pelvis, the female pelvis is broader than the male's, we can assume because (1) the female pelvis must have the space to contain an enlarging uterus during pregnancy and (2) the opening at the bottom of the pelvic "cradle" must be large enough to allow the passage of the baby at birth. Fatty tissue distribution also varies between male and female, a larger amount of fat being deposited in the hips of the female as compared to the male. The muscular distribution varies as well, with the male chest and shoulder as well as the legs having larger muscle mass than in those of the female. Hair distribution varies as well with the facial hair becoming progressively heavier in the male than in the female.

The primary sexual organs and the secondary sexual characteristics are well known to differ in male and female. In both male and female a further development of the external genitals occurs, being accompanied in the female by remarkable internal developments with regard to the ovaries, the uterus, and the vagina. The mammary glands (the breasts) of course also undergo growth in the female at a variable rate, beginning in prepuberty in some girls but until early adolescence in others. The full development of these does not occur until mid adolescence and in some adolescent girls not until late adolescence.

Functionally, the reproductive system also now achieves its adult potential. It begins in some girls and boys in prepuberty, attempts to begin in those who did not begin earlier during early adolescence and progressively stabilizes during mid adolescence. In girls, menstruation which has not already occurred in prepuberty, usually occurs in early adolescence, this being indicative of the maturation of the ovaries and their production of egg cells. In the male, the production of sperm, the male cell required for reproduction, becomes produced from early adolescence on. Both these developments in the female and the male generally produce the capability of achieving orgasm, which in the male is essential for the discharge of sperm. It is not clear whether orgasmic capability occurs prior to the time of prepuberty-early adolescence.

6.132 CHILD REARING: Sexual-Reproductive System

Here again a good diet, enough rest, a good program of exercise, and reasonable hygiene are essentials for supporting healthy development. Much anxiety is experienced by the adolescent with regard to the development of the body as a whole, but especially in the area of the development of their physical sex characteristics. A boy whose body during early adolescence does not develop apace with those of his peers may experience much distress, feelings of inferiority, and much worry about his body not being normal in development and function. On the other hand, boys who tend to mature well in advance of their peer group, those whose beards begin to show earlier than others and whose voices change quite earlier than those of the peer group, may also experience some anxiety about their precocious development. In girls, early menstruation and early breast

development may cause many a girl to be self conscious, not feel ready for these early maturations; and, equally if not more problematic the late maturation of both breasts and menstruation may be experienced as alarming, indicative to the young adolescent of there being something wrong and become a source of shame and even humiliation.

In all these, parents can be enormously helpful in being sympathetic, allowing the child to register, verbalize such feelings of distress or anxiety and where necessary getting a medical opinion regarding developments that are delayed especially, but also developments that occur too precociously. Here, of course, too precociously would mean say a girl 8 or 9 who begins to menstruate and/or develop breasts which would most likely have been attended to by parents during that era. Most commonly, distress, anxiety, and shame seem to occur with delayed maturation of these secondary sex characteristics which may bring a feeling of doubt about oneself, an experience which can be lessened significantly by attentive, sympathetic parents who encourage communication within the family. Here as elsewhere parents who have any questions should not hesitate to consult physicians, remembering that indeed an ounce of prevention is generally worth more than a pound of cure.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

As in the rest of this curriculum, the model of adolescence which we use is that proposed by psychiatric-psychoanalytic theorists of development. There is some disagreement among these theorists with regard to when adolescence ends and early adulthood begins. Our plan is to follow the model which proposes that adolescence covers the age period from about 13 years to about 22 years of age. This model proposes that early adulthood overlaps with late adolescence, early adulthood extending from 18 to 22 years of age until about 28 to 32 years of age. We will consider adolescence as consisting of three subphases: early adolescence extending from about 13 years of age to about 15, mid adolescence extending from about 15 to 18 and late adolescence extending from about 18 to 22. Our aim is not to suggest exact years for these subphases; we hold as do many clinical experts that each child has his/her own schedule of maturation. Nor do we believe that these subphases are sharply delineated from one another, be it from early adolescence to mid adolescence or from mid to late adolescence; rather, we consider these to flow into one another, constituting an overall continuous adolescent phase of development. All in all, of course, all development is continuous, one phase flowing into the next rather than being sharply delineated from the next.

Adolescence then, is that phase of human development during which the child progressively, gradually, complexly becomes an adult. It takes about 10 years to traverse this period of development. Vast as the physical and the endocrinological (hormonal) developments and changes are, so too the psychological-emotional maturation and developments are rich, complex, and remarkable.

Indeed, adolescence is now recognized as perhaps the most taxing, the most demanding for all, the adolescent, the parents, as well as society. Consider some of the problems schools encounter with their adolescent population, and regrettably, even law enforcement agencies. Psychodynamic (especially) psychoanalytic developmentalists say that it is especially due to a cluster of inter-related developments emerging from within the prepubertal youngster himself/herself that these difficulties, these demands made on both the adolescent, the parents and society arise. Perhaps foremost is the very challenging pressures within the teenager to establish himself/herself as an entity with an inner sense of being an individual, having a sense of cohesiveness and organization of a self capable of adapting to the demands of life and society. Erik Erikson proposes that a major task of adolescence is the development of "ego (adaptive self) identity".

The development of the self of course has its beginnings in the earliest weeks of life and has evolved, step wise in complexity and in organization to the present. One of the major differences now as compared to earlier in this process of becoming a self is the large changes within the self brought about by the need to decentralize the relationship to the parents in the child's emotional life. The parents who up to now have been the most significant individuals to whom the child has been attached and who have most impacted on the child's emotional life must during adolescence be placed gradually at a less central place in the child's emotional life, to make room for and prepare to place center stage a selected peer with whom the eventual young adult will begin a lifelong relationship,

namely a mate. Preservation of the species requires this. The parents, who will forever retain a highly meaningful relationship to the child, are now viewed by the progressively developing adolescent as less omnipotent, powerful, becoming relatively reduced in size so to speak and the relationship to them less central, i.e., less all-influential, less governing of the self. If this is not gradually achieved by the adolescent, the chances are strong that the placement of a selective peer at the center of one's life in young adulthood will not be possible. Biologists assume that the preservation of the species is best insured by the mixing of genes from young adult members; this combined with sociological and religious incest taboos makes it necessary for each child to lessen the centrality of the parents in one's emotional life and to make place in his/her emotional life for a peer, a mate, the future co-parent of the individual's future children.

A number of factors play a part in bringing about the key changes which occur in the young person during this major developmental period. These bring with them a jarring loose of what to the present has become stabilized within the child, those long established inner developments, patterns of adaptation and behavior. We shall address in the sections that follow, this necessary jarring loose of existing stabilized developments and the changes that occur in the sections which follow.

Foremost among the changes that occur are (1) changes in the self as well as in human relationships, with revisions of concepts of the self associated with the decentralization of the parents as the foremost relationships to progressively heightening centralization of peer relatedness, an achievement which will culminate in early adulthood with the selection of a mate. (2) There are important changes in sexual-reproductive life of large consequences to the development of the self and relationships. (3) With the enormous enlargement of the physical self there are significant changes in aggressive behavior and in the further development of means to optimize and mediate aggression. (4) There are also changes in overall adaptive capability, including especially the increased capability for learning and problem solving, as well as for finding one's place in the social group (society), and in the relative increasing degree of self-reliance and changes in dependence on others. And, (5) there are important changes in the development of conscience formation. Each of these will be taken up and detailed in their respective sections which follow.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.21 THE ADOLESCENT'S ABILITIES TO ADAPT -- Part I

Much adaptive capability has already developed. Considering this development using the psychosocial model of Erik Erikson, that of adaptive-self identity, here is the developmental ground covered by the child entering adolescence. During the first year of life much effort was put into the development of basic trust, essential for the infant's sense of well-being. Those who fail in the achievement of a sufficient sense of basic trust are burdened with a sense of basic mistrust which can more or less significantly undermine the infant's sense of well-being. Bear in mind that in considering this development we are speaking of establishing a foundation for the development of personality and how the individual child will be able to adapt to his/her inner and outer life, upon which the quality and character of his/her personality development will depend. We may consider this as the foundation upon and out of which the child's adaptive capabilities will be built.

During the second and third years, with a good inner sense of basic trust established, the toddler moves to a new adaptive level, that of developing a solid emerging sense of autonomy. Where this sense of a feeling of autonomy fails a sense of shame will be experienced by the toddler.

Then, during the 3 to 6 years period the well functioning child, the child well supported and appreciated in his or her environment will develop a sense of initiative. A good sense of basic trust, a good sense of autonomy, facilitate the development of a good sense of initiative. Major obstacles to the development of a good sense of initiative come from poor earlier adaptive capabilities as well as from significant problems in adapting to the 3 to 6 years period resulting in an intense sense of guilt. Such a sense of guilt interferes more or less heavily with the child's growing ability to adapt to life outside as well as to emotional life within himself/herself.

During the elementary school years and the pre-pubertal period, from ages 6 to 12 or so, Erikson emphasizes the development of a sense of industry versus a sense of inferiority. During this developmental era, the child's adaptive capability are most forged by the child's experiences in school and at home with regard to a child's growing ability to carry out tasks required in each situation. The feeling that "I can work effectively", "I can do what is required to achieve the goals assigned to me" not only promote the establishment of a sense of industry but, like in the earlier phases, contributes greatly to the overall sense of self esteem and self confidence. The inability to carry out the work required to achieve tasks assigned to the self, the inability to attain goals established by the child or by the adults around him/her, will lead to a sense of not being able to meet the requirements for performance and result in a sense of inferiority. This, of course, undermines the child's self esteem and self confidence.

The youngster on the threshold of adolescence has characteristic ways of coping with stress, with frustrations and disappointments, with anxiety, depression, anger and

hostility, which are familiar to the self as well as those around her/him. Characteristic modes, typical reactions to events, are well known to all. So too, characteristic patterns of working, whether at school, in doing homework, with chores at home, all are well known to the self, to parents, siblings, teachers, and even classmates and neighborhood peers. Equally, ways of coping with internal fantasies and conflicts, more or less known by the child and those in his immediate environment, are quite stable by now especially organized by obsessive-compulsive modes of adaptation typical of the elementary school years era. Now with entry into adolescence, new demands are made on the youngster which challenge these established and well known ways of coping. Erikson proposed that the overall task for adaptation of adolescence is the development of a Sense of Identity versus a Sense of Identity Diffusion. Many challenges which we shall describe in the sections which follow call for revisions in adaptation, not complete by any means, but nonetheless quite substantial. Increasingly during adolescence, the self experiences the need for revisions in ways of coping which increasingly by late adolescence regain stability and cohesiveness. This leads to an increasingly formed sense of self with well delineated features, as a progressively further defined sense of being a male or female, a student motivated toward college or a learner of a trade, one who does effective work (when successful), a music lover, or a book reader, or a basketball player, etc. This self is surrounded by specific people with whom he/she has a typical relationship, with parents, siblings, specific friends, commonly ones with similar interests, hopes and ambitions. Where adaptation does not progress successfully, this stabilizes too with a resulting feeling of inadequacy in one's adaptive functioning (generally or in specific areas such as in school learning), and with a sense of diffusion in one's identity.

In the 3 sections that follow we address key aspects of the adolescent's adaptive system. As we have done in earlier Units, we shall take up other major aspects which pertain to our adaptive system as the state of dependence/self-reliance, the development of defense mechanisms, and other major adaptive capabilities (sublimation, empathy and altruism) after we have discussed major areas of emotional experience which strongly influence adaptive functioning, e.g., the evolving of the self and relationships, the development of the sexual-reproductive self and the development of aggression. To be sure, one could look at those processes that serve adaptation in ways different than we employ. We have worked with the model we have used here for several decades and find that it richly explains what can be most useful for parents and parents-to-be to know. It explains important aspects of experience which spell out not only the steps by which development progresses but also lays out ways in which parents and parents-to-be can understand their growing child and therewith better know how to facilitate, indeed to optimize that development and the child's ability to love, work, and play as a healthy, productive, and constructive member of society.

We emphasize that although the 13 to 22 year old's ability to adapt constructively is now most determined by her/his own inner up-to-the-present developed capabilities, parents can still be enormously helpful to their children during adolescence. The parents' greatest opportunities to help their children become emotional healthy and adapt productively come during their children's early years of life, the earlier their efforts, the more influential they are. But much opportunity presents nonetheless during

adolescence.

6.2111 HUMAN DEVELOPMENT: Sleep-Wake Patterning, Dreams, Night Terrors

Along with the loosening of some adaptive patterns, in many a teenager wake-sleep patterns are subject to some change. Generally the early adolescent seems to need one to two hours less sleep than he or she did in the few years before. This is most evident in the increased resistance to going to bed at the same hour as in the past few years. This becomes even more marked during mid and late adolescence. Then, however, socialization factors and, for some, the increased demands of homework may play a large part in the resistance to going to bed as early as before.

In addition, mild and more troublesome sleep disturbances occur as well. As before, physical and emotional stressors play their part as sleep disturbers. These are essentially the same as those that have created problems for the child in prior years. Among physical disturbers of sleep are illnesses, allergies, excessive noise, too much light. Among the psychological stressors are the numerous concerns about the self, relationships, school, with regard to the child's own performance; parental strife, arguments, even of course, separations and divorces. The last may weigh heavily on the child's mind and be experienced painfully which disrupts sleep both in terms of going to sleep and in waking (often due to disturbing dreams) during the night.

Dreams, that nightly event in every person's sleep, become disturbers primarily when they awaken the adolescent during the night. They may of course also account for the adolescent's "bad mood" in the morning; "getting up on the wrong side of the bed" is usually caused by disturbing dreams. In some instances where dreams are regularly disturbing, the adolescent may be anxious at bedtime and may have difficulty falling asleep, "lest I have bad dreams". The occasional teenager who has night terrors will experience these with equal disturbance as in earlier years. Again, night terrors are distinguished from dreams by virtue of their occurring during deep sleep, in contrast to dreams which occur during light sleep ("rapid eye movement" or REM sleep), and contents of the night terror cannot be remembered whereas those of dreams often can. Also, now as before, night terrors are much more disturbing emotionally than dreams to the adolescent and are more likely than bad dreams to create going to sleep problems, again, due to the fear of having a night terror. In addition to these issues that disturb sleep several specific to adolescents must be added as well.

One of the uniquely specific and typical sleep problems which occurs commonly during early and mid adolescence is the difficulty in falling asleep due to the highly conflicted issue of masturbation. Most adolescents have some conflict about their newly rediscovered masturbation. We say rediscovered because manipulations of the genitals associated with erotic sensations are common during the 3 to 6 years of age (see Section 3.23 and 3.2311). Many a young adolescent who is highly conflicted about masturbation may find the struggle to not masturbate, the self imposed prohibition against

masturbation, to interfere with his/her falling asleep. The large inner pressure to masturbate pushing against the child's own prohibition against it creates a conflicted emotional state which makes falling asleep difficult. The nature of this problem will be further discussed in Sections 6.23 and 6.2311.

A second specific to early adolescence sleep problem comes from the recently developed ability to recognize that one's own life is finite. It is not until about 10 to 12 years of age that children seem to fully and truly understand the fact that each of us eventually dies. It is usually during the prepubertal and the early adolescent years that this new awareness creates enormous anxiety in a number of children. Some young adolescents associate going to sleep with dying, find the experience shocking and terrifying. "What if I don't wake up?" Is this not indeed included in the prayer many children have learned from early life on: "Now I lay me down to sleep....if I die before I wake, pray the Lord my soul to take." Of course, the religious intentions in this good prayer are well meant. Nonetheless the words themselves bespeak what becomes terrifying to many a young teenager and may interfere with the young adolescent's ability to fall asleep.

As we said earlier, in mid and late adolescence many a youngster seems to need less sleep, seeming to have more energy, more interest in wake life, be responsive to more demands of time by external sources, especially the peer group's interests and activities. Here, the increased importance of peer relationships, both same sex friendships as well as sexual interested peers are significant stimulators of excitement in wake life. This, is of course at times contradicted by many a mid to late teenager needing to sleep late on Sundays when evening social activities come to a close for the weekend.

In addition, in many a school committed mid and late adolescent, heavily loaded with homework, will particularly at times when papers are due or during examinations may manage to stay awake well into the night, working in preparation for the next day's assignments. Some teenagers seem to be able to manage with only several hours of sleep quite capably.

6.2112 CHILD REARING: Sleep-Wake Patterning, Dreams, Night Terrors

Parents can be enormously helpful to their young teenagers in helping them maintain a reasonable schedule of activity, getting whatever work needs to be done in reasonable time before the hour to go to bed, in insisting that the young teenager get into bed by a certain hour, having allowed for the time required for toileting and preparation for bed. A young adolescent may resist going to bed for the various reasons indicated in the prior section. In addition to those noted in the prior section, among psychological stressors, residual separation anxieties may also make going to sleep a more difficult undertaking.

Parents can be helpful in securing that physical disturbers, too much noise, too much light, too much traffic in areas where the adolescent sleeps, are sufficiently reduced. Equally in times of illness, as well as in youngsters with allergies, due attention to the discomforts of being ill can be attended to by parents, following prescriptions

recommended by physicians, allowing for some longer period of comforting in order to help the young teenager fall asleep. Now as before, some talking prior to going to sleep about anything that is weighing on the young teenager's mind can be very comforting and sedating. The parent who has talked with the child when he/she was very young and has continued to do so up to now has a better chance of the teenager now talking to that parent. This is a time, however, when even in very good relationships the young adolescent may not want to be comforted by parents before bedtime -- a factor due to the young adolescent's need to feel more self-reliant and individuated from the parents.

A somewhat different strategy is needed in securing the young teenager's getting to sleep satisfactorily and on time as compared to the handling with mid and especially the late adolescent. With the young teenager, following the kind of approach we just stated above, there is also the issue of talking with the young teenager about specific worries and concern the youngster may have. This applies also especially to those young teenagers who are able to express the fear of not waking up from their sleep. Clearly this is a true concern given that the young adolescent has only recently become fully aware of this possibility and it takes time for the child come to terms with this fact and to defend psychologically against conscious awareness of this issue at all waking moments. Ridiculing such fear will not decrease and will not be helpful to the young teenager. Generalizing that we are all subject to this anxiety and to this reality, reassurance can be attained by talking about the fact that we all die at some point but that happily this usually does not happen until very much later in life now a days when people are in their 70's and older on average. Where this sleep disturber persists for weeks professional consultation may be the best way to approach this problem.

The question of helping a young teenager reduce his/her conflicts about masturbation is a much more difficult matter. Young teenagers are very embarrassed, made very anxious at the prospect of talking about masturbation with their parents. Interestingly, the sex education which children receive in school is an avenue to which youngsters are much more receptive to gathering the information about healthy sexual life which they need. In the best usual instance where a child is able to talk about sexual matters it is best for sons to talk to their fathers and daughters to talk to their mothers about such matters. Clearly the adolescent who is able to talk to a parent about the normality of masturbation is advantaged, although, we repeat, commonly it is not easy for young teenagers to talk to their parents about sexual matters. This, by the way, is one good reason why sex education by the parents is best begun during the elementary school years, and even better when brought up by the child, during the 3 to six years period. What we have in mind here, is that commonly 5 year olds will ask where a baby comes from. This is a magnificent opportunity for parents to give the child information that is true, appropriate to the child's age, and as explanatory as possible. During the elementary school years it may be advantageous from time to time to bring up questions of sexuality, sexual behavior, child-birth, etc. At times appropriate to a given subject, such discussion may be introduced by the parents. In early adolescence an attempt to introduce sexual questions may be welcomed by some young teenagers, but equally frequently will be resisted by the teenager due to anxiety in talking with parents about this subject. We repeat that young teenagers seem much more receptive to information given to them

about sexuality as part of their education in school than that then given by parents. Of course, it is with peers that young teenagers most seek to gain information about sexuality and are most likely to discuss matters more freely. That unfortunately may not always be the best source of information since erroneous information is commonly imparted by young adolescents to one another, although, that is not always the case. Some young adolescents, talking together, may be truly very helpful with one another. More on this in Section 2.312. In brief, problems in falling asleep due to conflicts about masturbation are not an area where parents can be very helpful.

With regard to the mid adolescent, the task of the parents to getting the 15 to 17 year old to get to bed on time, to secure an environment conducive to sleep, one where there is little noise, little light, becomes a more difficult task. This is especially so during mid adolescence, when the adolescent is in a conflict with parents over autonomy and where some degree of rebellion against the parents' wishes and dictates are prominent. Nonetheless, it is useful for parents, where needed, to repeat to the mid adolescent that he/she needs enough sleep, to try to help organize his/her work responsibilities in such a way as to be able to get to bed at a decent hour. For instance, getting one's homework done first and then if time remains watching some television is a much better plan than to watch television for one hour first and then get started on one's homework. Of course, exceptions can be made for special TV programs of the adolescent's preference. It is important that parents listen to the adolescent's reasoning, be reasonable themselves, and work to facilitate the adolescent's success in his or her efforts to act responsibly. It is still enormously useful for a parent to help the mid adolescent plan, but to do so with a softer approach, with recognition of the adolescent's growing need for autonomy, self-direction, and self control. It is quite reasonable to demand in as positive a tone as possible, to positively insist, that the adolescent be reasonable, plan adequately, and get to bed at a reasonable time.

Even a mid adolescent may prior to going to bed want to talk about how things were during the day; parents are wise to respond to this opportunity to communicate with their mid teenager given that talking about things, communicating about matters that are of much importance to the teenager are always beneficial to both teenager and parents, that it tends to make the relationship more valued by the adolescent. This kind of interaction is not at all contradictory to the mid adolescent's need for autonomy and his/her shift from the centrality of relatedness from the parents to peers.

As most parents of teenagers quickly find out setting limits for out of the house activities becomes an area of conflict in most families, in most parent-child relationships. Indeed, where there is no push on the part of the mid adolescent to stay out beyond the hours prescribed by and agreed to with the parents, one needs to wonder if too much anxiety is experienced by the adolescent in forming relationship with peers. Let us talk about both. First, most adolescents will tend to want to come home later when out with peers than is prescribed by the parents. It is common that if a sixteen year old is told to be home by 11 or 12 o'clock on Friday night or Saturday night that this time line will be breached by coming home later. It is well to have some benign confrontations on such issues, for the parents to insist that the adolescent comply with going to bed time and therefore coming home by the agreed upon or prescribed time; the degree to which limit

setting and even punishing is used must be determined by the particular adolescent in question. We shall discuss further in Section 6.24.

The adolescent who never challenges the parents' dictate that the youngster be home by 11 or 12 o'clock needs parental attention. Parents need to consider the possibility that their mid adolescent may have more than average anxiety about social interaction; they should try without coercion to get the mid adolescent to talk about what may cause his or her anxiety. Not uncommonly, of course, anxiety is created in mid-adolescents by some of the activities that go on such social occasions including particularly the uses of alcohol and drugs, and/or the exposure to and need to deal with sexual activity for which the mid adolescent youngster may not feel ready.

With regard to the late adolescent, the 18 to 22 year old, parental concern about the adolescent's comings and goings now requires for the parents to retreat from this issue, allowing the 18, 19 year old to determine when is a proper hour to come home, when is a reasonable hour to get to sleep, etc. By this time guidance should no longer be necessary and parents are wise to recognize the limits of their authority over their late adolescent/young adult offspring. Except in problematic situations, such as in late adolescents involved in the use of drugs and alcohol, limit setting by parents is unwarranted and often tends to create more problems than it solves. This does not mean that parents cannot make suggestions to their late adolescents, make recommendations, challenge some of their behaviors, and let their thoughts be known to the late adolescent; quite the contrary these can be very useful. What needs to be understood is that the parents authority no longer has the influence it had earlier and it may cause much resentment in the late adolescent (see also Section 6.2412).

When mid adolescents and late adolescents still living in the home have bad dreams, invitations for them to talk about these dreams can be very useful, although here as in other instances, coercion to talk about dreams is not desirable. Where mid adolescents and late adolescents are able to talk about their dreams, these at times are recognized by that mid or late adolescent as revealing some of the individual's concerns which they may not have been so aware of in their wake hours. Given that dreams are an expression of our worries as well as our wishes, these can be very informing to the dreamer. It is also because dreams do contain in disguised forms the contexts of some of our wishes and worries, that parents should not coerce revealing of these dreams. In both mid adolescence and late adolescence, the presence of night terrors are disconcerting and if they are frequent, professional attention is warranted since these most usually reflect, as we currently understand these, unconscious worries with which the mid or late adolescent is not able to deal satisfactorily.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.2121 HUMAN DEVELOPMENT: Affects

The full range of affects (emotions) develops, from exhilaration, joy, happiness, romantic love, to deep humiliation, and despair which may now lead to suicidal ideas and acts. These can now be experienced at their most intense potentials. For instance, curiosity about unknown experiences and things may never be more intense; excitement about novel experience may reach a peak which may never again be replicated in adulthood; romantic love will never be more intensely felt nor all-consuming as it was for Romeo and Juliet; Romeo was 17; Juliet, 14/15. Shame and guilt also may be intense and lead to troubling consequences; and rage and hate can reach a point now which may never be exceeded in adulthood.

It is important to know, however, that although the capability now exists to experience the full range of affects and to experience these at their peak intensities, that at the same time such emotional experiencing may not last long and may surprising quickly be replaced by even opposite feelings. For instance a 15 year old may be in a pleasant, friendly mood in the morning, and by 3 p.m. be in despair because he got a poor grade on an exam, or was rebuffed by a girl he thought was open to his indications of interest; or, a 16 year old boy wildly in love with a girl on April 15, may on May 2 be suddenly in love with another girl. So too with many a girl. Shifts in emotional experiencing and in moods is a well known feature of adolescence.

However, this shift in moods is usually superimposed on a more predictable mood state in each adolescent, during each phase, early, mid, or late adolescence. The degree to which the adolescent feels loved and valued in the family, even the mid and late adolescent who is pushing outwardly from the relationships from her/his parents, to that degree will her/his basic prevailing mood, his mood state, be positive, with feelings of love stable, and feelings of rage and hate transient and occasional only. The degrees to which the now adolescent has in earlier years succeeded in adapting, in developing good learning skills in school, in tolerating and accepting well enough the rules by which he or she plays within family and with peers, to these degrees will the basic mood be positive, irritability, anger, hate and rage be moderate, transient and only occasional. It is on this basic, predominating mood, that fluctuations of emotional states occur.

The further development of affects generally is moderate during early adolescence, accelerates especially in mid adolescence and begins to slow down and affects stabilize better in late adolescence. This seems to apply to the entire range of feelings.

Curiosity, interests in unknown experiences, include the whole range of experiences. For instance, it is usually in early adolescence that interest and curiosity mount with regard to sexuality, while this interest continues in mid adolescence and brings with it much excitement. Interest and curiosity now also intensify in many adolescents around specific subjects in school, be it in history, in biology, or in math. In many also religious ideas, social issues now can get some bright and sensitive mid teenagers excited, stirred

up, eloquently debating and stubbornly, angrily arguing.

Romantic love, fully experienced and openly expressed generally is observable in many a mid adolescent. Many early adolescents may feel embarrassed and anxious when they experience a hint of love interest. They may deny interest in a girl or a boy. But gradually during the 13 to 15 years period, they will acclimate to these more intense and complex feelings. Adults are wrong if they assume that teenagers don't know what love is. One of the great psychologists, poets and writers William Shakespeare, was psychologically quite right when he made Romeo 17 and Juliet 14/15, and so in love that to lose one another led them to suicide; they died because they were unable to sustain the prospect of living without the other.

Indeed, associated with the maturation of sexual feelings, gradually feelings of love organize especially around affectionate love in combination with sensual love. Affectionate love for parents continues to be influenced by their status as primary relationships. This is influenced especially by its having been so for a long time, and because the adolescent's continuing dependency on them for all kinds of needs, as well as the current ability on the part of the parents to be supportive, respecting, helpful, and loving to the adolescent. As we shall detail in Section 6.23, during adolescence, whatever residual (usually unconscious) romantic love feelings the adolescent may have for his/her parents will be more fully resolved and free the adolescent to turn to peers with significantly vital love feelings.

Side by side with the enormously important capability for experiencing romantic love feelings, the affectionate love for peers, that of a secondary but nonetheless important relationship, takes the form we speak of as "platonic". Both currents of love feelings, the affectionate love feelings and the sensual love feelings progressively organize during adolescence, especially so during the middle and late phases. This is significantly determined by both the biopsychological maturing of the sexual reproductive system (detailed in Section 6.23) and the quality of relationships (detailed in Section 6.22). While sexual pressure has its powerful influence now, it does not of itself produce sensual love feelings. For sensual love feelings to be possible, in contrast to simply lust, the ability to experience affectionate love must be sufficiently developed.

Feelings of shame and guilt may reach high intensities during adolescence. Shame is especially easily induced in early and mid adolescence for a number of reasons. Foremost, shame is experienced when the adolescent does not do well as he/she hoped for in areas valued by him/her. Such feelings will occur in relation to performance on tests or report cards, in public arenas such as in sports, etc. Shame is also often experienced in early teen years if physical features of development are delayed such as physical height, the development of breasts in girls, the appearance of facial hair in boys, or, in other instances, if excessive weight is uncontrollably accumulated. Guilt is more variable especially during mid adolescence when it may at times be unrealistically intense and at other times be equally unrealistically non-existent. More on this in Section 6.26.

Rage and hate also tend to peak in mid and late adolescence. Like the other emotions felt in mid adolescence, outbursts of hate and rage may be short-lived, as if the mid adolescent's sensitivity buttons have been pushed. However, in the large number of children who have been traumatized over a long period of time, as by abusing or rejecting

mother and/or father, or by depreciating social conditions, their rage and hate may be constant, a most serious detrimental affective (emotional) condition. This is a key factor in the formation of gangs, most commonly organized by and consisting of such mid and late phase adolescents. Just as adults are mistaken if they think teenagers don't know what love is, they are equally wrong if they think teenagers are not capable of intense hate and rage feelings which can lead not only to gang warfare, but also to intense despair and self hate which can lead to suicide.

While it is so that adulthood will forge further developments, mellowing, stabilizing, and with growing adaptive capability raise the threshold of as well as decrease the fluctuations of emotional reactivity, the full complement of human emotions is developed during adolescence. The exception is in that domain of emotions which the adult experiences in the course of becoming and being a parent. New to human experience then is the feeling a woman gets in being pregnant, a male gets toward his pregnant wife, and each gets toward their offspring from infancy through the many years of their offspring's growth and development. The feelings experienced on becoming and being a parent, feelings of parental love and responsibility, require a substantial degree of maturation for their full experiencing, a maturation that comes with young adulthood.

Unfortunately, when pregnancy occurs in the early teen years, the feelings of the male toward his sexual partner who is now pregnant usually do not have the emotional characteristics which come during adult years. That is, the 13 to 18 year old boy, like the girl of his age, is age-appropriately preoccupied with his (her) self-development. This includes (1) the establishing of the self-identity -- and in fact, it is partly in efforts to establish the sexual component of his self identity that the boy pursued, with such vigor, experiencing the sexual act which has now led to the girl he pursued being pregnant --, (2) securing the progressive shift from parents to peers, putting much time and energy into establishing peer acceptance and relatedness, while also (3) ascertaining his ability to become autonomous and age-adequately self-reliant, (4) gradually stabilizing his emotional reactivity, and ups and downs, as well as (5) putting much time and energy into consuming efforts to learn and continue to develop all kinds of work and adaptive skills. The maturation which comes with having sufficiently mastered all these tasks, readies the male human being emotionally for the tasks of family formation. These tasks include the ability to invest emotionally in a mate and in a baby, to feel able to love them as they need, and to be able to tolerate the frustrations and disappointments that may come with a baby who is irritable, cries more and needs much more attention and loving care than was anticipated. The young father must have a sufficient store of emotional energy to feel paternal and give to wife and baby the emotional support they need. The tasks of adolescence make it virtually not feasible to be affectively, emotionally able to stably, continually and reliably-enough give to the peer and the high emotional investment needing baby.

The same, indeed more, is needed of the young mother. In the early and mid adolescent females who are pregnant as well as the young teen mothers, the enormous preoccupations with need for time, the emotional energy and work demands of adolescent developmental tasks, usually rob the very young mother of sufficient ability to experience her baby with the kind of emotional love and caregiving feelings the baby requires. This

includes the powerful need to protect, nurture, care for the baby and to assume responsibility for all the baby's needs, physical, emotional, and adaptive -- developmental, and more, all on a 24 hour basis. The demands for affective, emotional experiencing are great.

6.2122 CHILD REARING: Affects

One of the cardinal factors which makes adolescence difficult for parents in their work of parenting comes from the adolescent's affective reactivities. The fluctuations of emotional reaction are often bewildering to parents, often take them by surprise, and commonly create difficulties for parents in maintaining their reasonable composure and reasonable degree of reactivity. It is well known that adolescents, especially early adolescents due to the instability of their emotional states, the mid adolescent because of the intensity of emotional reactions superimposed on an increasing need for autonomy at times to the point of rebellion, each create their own degrees of difficulty for parents. Although we have emphasized that the shift in emotional state is common in adolescents and that these states may not last too long, this is not always the case. Many an adolescent may experience difficult moods over extended periods of time. Moods of depression and despondency if they last too long must be taken seriously by parents and may require professional consultation. It is not our intention to be alarming; but it is essential for parents to know that such moods may have serious consequences.

We repeat that parents are mistaken if they believe that from mid adolescence on adolescents do not know what love is or do not know what hate and rage are. Of course, not all affective reactions are troublesome. It is equally important that parents share in the pleasures that their adolescents experience as well as make themselves available to their adolescents in times of difficulty. For instance, the adolescent's curiosity about unknown experiences, the anxiety or the excitement these may create, are emotional experiences well deserving of the parents' attention and shared curiosity, concern or excitement. Being there for the adolescent who is having a positive emotional experience will make the adolescent feel more comfortable in turning to the parents when experiences are very painful. The adolescent's curiosity in a subject, his/her excitement about a novel experience, should be considered by the parent as an opportunity to help the adolescent adapt constructively. Where the curiosity and excitement are of a constructive nature, such as the curiosity and excitement about algebra, or biology, or of another culture, these are an opportunity for the parents to support the adolescent's wish to learn. On the other hand, curiosity about the use of alcohol and drugs, when expressed by the adolescent is an opportunity for the parent to inform, to remind the adolescent of the serious negative possible consequences of acting on that curiosity. While curiosity is what leads writers, scientists, philosophers, all into new areas of exploration; there are indeed instances where curiosity "killed the cat", instances where curiosity has led to injury, damage and pain of enormous proportions.

Expressions of interest on the part of a 13 year old boy for a girl or a 13 year old girl

for a boy is an opportunity for parents to gently, sensitively facilitate and guide the early adolescent into negotiating such feelings and dealing constructively with such interests. It is an opportunity for the parents to talk about the unique pleasures of loving and the possible risks and even the enormous pains of disappointment. Early adolescents are sensitive to what the parents say about their early romantic interests in a peer, and teasing and ridiculing may be hurtful and lead the early adolescent to not share his/her novel experiencing with the family. Not uncommonly, such early adolescents may be teased by siblings, younger and older, and will need refereeing from parents. The revealing of romantic love feelings by mid adolescents and late adolescents, while not as acutely sensitive as with the early adolescent, nonetheless requires respect, and constructive attention by the parents. It is well for parents to bear in mind that romantic love is a powerful emotional experiencing which can enrich a relationship even in mid and late adolescence and pave the way for having such feelings in that eventual relationship which will lead to matehood and a lifelong marriage. To be sure, recommendation of caution are warranted; but these can be made in a positive manner, in a manner that makes romantic love feel more safe rather than risky. Good judgment, respect for the object of that romantic love can be encouraged while caution is recommended as well.

Shame is an extremely painful feeling. Parents are well to be attentive to it when they see it in their early adolescent around the questions of their physical development. Again, parents' ability to put himself/herself in the place of the adolescent and consider how that young adolescent feels, that is, the parent's ability to empathize, as always is enormously useful in guiding the parent in how to deal with their painfully shamed youngster. Telling a 14 year old boy who is growing much more slowly than his peers that he is tall enough, or blatantly lying and saying that he is as tall as his peers, cannot help the early adolescent in that it will discredit what the parents tell him. It is far better to sympathetically draw attention to the child's strengths, the skills, capabilities, areas of attractiveness that are truly part of that youngster. Similarly the 14 year old girl whose breast are quite large or quite small, or who has not yet menstruated about which she feels painfully ashamed and worried, also requires sensitivity on the part of both mother and father. Fathers are best to not get into specifics of the girl's physical state while remarking on her strengths, her talents, abilities, skills, true areas of attractiveness and beauty. A mother can here advantageously take opportunity to sympathetically talk with her embarrassed daughter about her feelings. She too can point to the girl's true assets with pleasure and love and recommend patience with the youngster's delayed development. We shall discuss such concerns further in Section 6.2312.

With mid adolescent and the late adolescent, parents are advised to take seriously feelings of shame pertaining to the adolescent's physical state, or shame with regard to performance in school or in the peer group and to address these with sensitivity and genuine concern. Obviously, further shaming will only compound matters and make life much more painful for the adolescent.

The early, mid, or late adolescent who exhibits too much anger, too frequent outbursts of hostility and hate, clearly needs attention, and often the sooner the better. In their efforts to handle their adolescent's hate and rage reactions, it is well for parents to bear in mind that feelings of anger in adolescence as well as at all other ages result from

experiences that have caused them pain or displeasure. So too, feelings of hostility, hate and rage result from experiences that are felt as extremely painful, resulting from events we experience as excessively unpleasurable and therefore, that to undo such feelings of hostility, hate, and rage, it is essential that parents look to the causes for these, namely to look for events, conditions and circumstances which cause excessive displeasure to their adolescent. In other words, while addressing the expressions of hostility, hate, and rage, it is also important to address the underlying causes for, the underlying conditions of excessively unpleasurable experiencing which arouse these very difficult affects in adolescents. More on this in Section 6.24.

Special concern should be experienced by parents of adolescents who direct their hostility especially toward themselves, whether it is evidenced in self hurtful acts, or it is evidenced in long periods of depression and despondency. In such cases professional consultation is always better achieved and lead to less serious consequences when done early rather than late.

Parents will bring credit to themselves when they are able to duly recognize the young person's experiencing of feelings, emotional states and moods can be powerfully felt. Parents gain their adolescents' appreciation and respect as well as recognition of the meaning of the parents' own feelings, when they feel the parents sympathetic with the adolescents' experiencing. Adolescents are quite vulnerable to their parents' reactions and attitudes toward them in spite of the fact that many an adolescent may act as if invulnerable and untouchable by a parent's comments or attitude. In this, it is important for parents to remember that while a 16 year old may be over 6 feet tall that he is still very unsure of himself, as is the well developed very attractive 16 year old girl, and that in spite of their adult like appearance, they are still significantly unsure of themselves, doubting of their abilities (even in the face of good performance in school, in sports or the arts) and that they are far from having a stable self esteem, confidence, and self respect. It is also well to bear in mind that the feelings the adolescent shows can be very informing, often telling the parent things the adolescent may not be aware of or may be unwilling to put into words. It is well to remember that the feelings we show are a window into how we feel inside.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.2131 HUMAN DEVELOPMENT: Cognitive, Play and Fantasy Activities

Cognitive Activity:

A new era in thinking ability begins in early adolescence, the ability for abstract thought, to infer meaning beyond that which is immediately visible, to condense a large mass of information into its essentials. This remarkable ability is critical for reasoning, for predicting outcome, for complex problem solving, and for theorizing -- whatever the field, be it math, science, philosophy, etc. The development of this ability peaks in mid to late adolescence and the application of this type thinking to work enlarges. In late adolescence, further exercising of it leads to increasingly sophisticated skills in reasoning, problem solving and theorizing. Now the quality of intellectual work becomes college level and with the acquisition of more and more information and technical skills reaches the threshold of professional capability level.

During this era, especially from mid adolescence on, the cognitive abilities in the process of developing lead the mid adolescent in the direction of work congenial to his/her abilities to think which will have lifelong implications. To be sure, input toward becoming a baseball star, an auto mechanic, a teacher, a doctor has input from very early on in life; this is especially so due to identifications with a particular person meaningful to the child and/or interests which spontaneously from early childhood on became part of problem solving and sublimation. We assume that the degree to which the mid adolescent finds herself/himself capable of meeting the demands of the schoolwork typically programmed during high school is significantly determined by the development of good or not so good cognitive capability. The mid adolescent whose struggle to understand, to meet the intellectual academic demands made of him/her will be disheartened about pursuing continuing education along professional lines and will wisely channel his/her interests into trade level thinking performance. Those who excel will no doubt, unless significant emotional problems interfere with it, be propelled and motivated by their inner capabilities to pursue post high school and even post college education. Of course, social and socioeconomic obstacles are known to often create discouragement in even very capable adolescents, to promote a pessimistic outlook for future possibilities, and disrupt the adolescent's continuing efforts to exercise innate intellectual capabilities to his/her advantage.

It is probably never too late to develop new skills in anything. We do not know enough to say otherwise. But the early adolescent who does not keep apace with school expected level of skills development will eventually find meeting the demands of advancing schoolwork more and more difficult. The pre-high school years are critical for the establishment of individual study skills. Still though, such study skills can be developed even during late high school and have been known to develop in young adults who never put significant effort into high school studies; some adults, coming face to

face with the realities of life, have determined to make new efforts and have succeeded in developing significant cognitive study skills during adulthood.

Patterns of study are pre-requisite for good ability to do the homework that will pile up in school. Of course, developmental factors and experiential factors may both interfere with the ability to concentrate on school work especially so in doing homework in which, of course, the effort to concentrate and think has to be self imposed. Among developmental factors that may interfere with the early and mid adolescent's efforts to study are the continuing stirrings of sexual feelings, stirrings difficult to control, difficult to suppress when the need to concentrate and study are at hand. As time passes, the ability to put aside sexual preoccupations improves and concentration and study improve. Experiential factors that may interfere with concentration and study capabilities include any sources of worry, anxiety, be they familial in origin, peer related, or even performance related. Again and again we have found the fear of not being able to perform well to become an interferer with a capable adolescent's ability to concentrate and study. And then, the more the adolescent has difficulty doing work due to insufficient skills development, the more the chances he/she will fantasize (daydream) and further impede efforts to study and learn.

Of course, the development of cognitive skills plays its large part in the development of other skills as well. There comes a point in any locomotor (movement) coordination when intellectual skills play their part. For instance, in all sports be it basketball, football, or tennis, movement coordination can be more or less skillfully negotiated by means of quick thinking and problem solving. Similarly whether it is playing a musical instrument, doing a theatrical performance, a dance routine, these too are enriched by intellectual capability. Similarly the artist who paints or sculpts is using much more than just technical motor skills. At a certain point the development of such skills, motor coordination skills are integrated with intellectual, especially problem solving skills in elevating performance to higher and higher levels. Much of this occurs during mid and late adolescence.

Play Activity:

Adolescence is by far the age period of group play activity. Interestingly, animal behaviorists who study monkeys and apes have virtually defined adolescence in these primates by the fact that this is the era and the developmental phase when peer activity in the form of play is at its highest. In these primates, especially monkeys, the adolescent population can virtually be identified in looking at a mass of monkeys by selecting those that seem to be doing most of the running around, often chasing each other in clearly a playful manner. In a very similar sense, during adolescence in humans, peer relatedness achieves a new level of importance that we shall discuss in Section 6.22. We can assume that play activity in adolescents becomes a vehicle for important social interaction within the peer group. In fact play now becomes a major vehicle for socialization.

Play, interaction with the peer group is rewarding; but it is also taxing, often anxiety producing, frustrating, disappointing, infuriating, and even at times very worrisome. It is very pleasant to be an accepted member of a group, to play successfully, to be approved

for one's participation in play. But it is frustrating to not perform at the level one wishes to perform and to not win in games, it is very hurtful to be ridiculed, it is infuriating to be scapegoated, and it is worrisome to do things in play which may get one into trouble. Here, problems may arise from the mid adolescent and the late adolescent's disappointment in his/her own performance; and the negative reactions may equally come from how the peer group reacts to the adolescent's performance. The adolescent may be ridiculed by peers but may also ridicule himself or herself; she or he may be infuriated by peers but she or he may also infuriate peers and feel rejected.

The general term play as we use it consists of a number of activities. There are games, there are group activities, and most importantly there are specifically social groupings. There is also one-on-group play and one-on-one play.

Games, especially in the form of sports, fulfill the enormously important function not only of bringing a group of similarly interested and similarly skilled individuals together, but especially in further firming up rules and regulations by which individuals in the group interact with each other. Smaller group games, non-skilled specific games such as board games like Monopoly, Trivial Pursuit, etc., are less dependent on specific abilities but nonetheless function by rules and regulations which continue the process of learning to play, interact in socially acceptable ways.

Another crucial aspect of group games as well as one on one such as in chess and checkers, is the question of winning and losing. Due to the relatively age-appropriately not yet stable self esteem of young adolescents, winning and losing is very challenging to the self. Teenagers who have the good fortune of feeling loved, respected, appreciated within their families and are developing emotionally and intellectual well, will have a more stable sense of inner value, inner self respect and have a higher and age-appropriate more stable sense of self esteem. Those who are not as fortunate, adolescents who for years have been traumatized in one way or another, who have been depreciated, who have met with a number of failures in school, in peer relations, and especially those who have suffered rejections within their own families, will have a much less stable, and much lower level of self esteem. The fact is, as we shall describe further in Section 6.26, no adolescent's self esteem is very stable. The level and degree of psychological development during adolescence makes for much -- albeit increasingly less -- uncertainty about the self, perhaps much promise but a long distance to go before inner conviction of efficiency, capability, and strength becomes truly stable. That will not happen until early to mid adulthood. Therefore, tolerating losing is a difficult task for the adolescent, even for the adolescent who is emotionally quite healthy. Losing in a game will present the early, the mid and even the late adolescent with the difficult task of tolerating the degree of loss in self esteem, a degree of loss of self valuing that comes with losing in play. Mental health professionals speak of this as a narcissistic injury, an injury to the adolescent's healthy self-regard and self love. And on the other hand, boosts of healthy narcissism, raises self value and self esteem come with winning as is readily visible in sports, even in adults. In this, then, games in adolescence are enormously important, are a workshop for forging a better sense of self-value and self esteem, and make their very meaningful contribution to total development and emotional health.

Another common group process in adolescence is that built around peers with

common performance, sublimational interests. Musical groupings, theater, dance, are all vehicles for "play", creative activity (sublimation) and for socialization. Here too there is much potential reward but also much that is experienced as taxing for the individual. Feelings of achievement, pleasure, elation as well as anxiety, frustration, disappointments, and even intense anger and despair may accompany these activities. These may all be produced by the adolescent's own performance or the reaction of peers in the group. Here too, rules and regulations are observed, in fact, are part and parcel of the ability to work as a group, as an ensemble, be it an orchestra or instrumental quartet, a theater performance or dance performance.

There are also other types of social groupings such as the group of friends the adolescent becomes a part of; those who are outside of this group may view it as a clique. Such groups are very meaningful to the mid and late adolescent and contain a unique dimension for the adolescent. This group tends to be more intimate, peers at times revealing to each other their most intimate thoughts, feelings, and experiences, whereby they serve the critical function of forging pathways to intimacy in relationships. This is apart from sexual intimacies; rather these pertain to complaints about the family, the exchange of worrisome thoughts of a more personal nature, etc. To be sure, some groupings of this kind tend to be more superficial and have shorter lives; however, some groups of friends from high school may maintain relationships well into adulthood.

Other forms of organized social groupings may be school based, such as the Debating Society, the Spanish Society, etc. Others are organized under the roof of religious institutions such as Catholic Youth, Bnai Brith Youth Groups, Methodist Youth Groups, etc. And then there are also the community organized groups such as the Scouts.

An important social group is that regularly organized in the form social events we all know as "parties". These of course have a unique importance especially from mid adolescence on in providing an environment and opportunity for social interaction between males and females. These group events present opportunities for mutual acquaintance between adolescent girls and boys acting both as determiner and facilitator of what conduct is and is not acceptable. In this it organizes the adolescent's introduction to the universe of male and female social interaction. Of course, such parties are not the only setting in which social interactions between male and female are possible; in fact, school is that foremost domain. Nonetheless, at parties conduct not permissible in school is sought out and both prescribed and prohibited. Conduct toward alcohol, drugs, become organized both in the direction of moderating and restricting their use and, regrettably, for some in the direction of promoting and facilitating their use. Similarly socially condoned or restricted sexual activity occurs in both positive and negative directions. That is to say, it is positive where early adolescents, mid adolescents and late adolescents prescribe for each other sexual behavior which is reasonable for their age, which is cautious and mutually respecting. Negative is the setting where caution, respect and thoughtfulness are put aside for the sake of immediate gratification at times at high cost to the individuals involved. More on this in Section 6.23.

Under the label of play we also include solitary play, namely attention given to a collection say of stamps, rocks, butterflies; the writing of poetry, reading, art work, all sublimations and therefore valuable for the individual adolescent.

Many factors pertain specifically to adolescents. Among these, however, few are more important than the telephone and the question of a car. From early adolescence on the telephone becomes a unique facilitator for peer communication and peer relatedness. The adolescent uses the telephone for quick access to friends, for communicating with a friend under restricted conditions (such as not being able to go out on school nights), and even for important intimacies and communicating under conditions of high anxiety. Take for instance, a mid or late adolescent wanting to ask a girl to a party. Asking face to face is quite more difficult for most adolescent boys than it is to ask without being seen. While the telephone serves us all exceedingly well in different ways, for few is it more useful than for the adolescent.

The importance of transportation is of course quite clear to everyone. For the adolescent living in a suburban community, transportation is even more problematic than it is for inner city dwellers for whom distances are not as long and public transportation accommodations far better. In addition however, the car has a large emotional evaluation for the late adolescent for a multiplicity of reasons. Among them, is the power experienced by the late adolescent in driving so powerful a machine; so too is the degree of freedom and capability it gives the late teenager in getting from one place to another; and it is valued for the feasibility for accommodating a couple on a date. Needless to say, family economics are powerfully determining of the feasibility of making a car accessible to a mid or late adolescent. So too is the degree to which that adolescent can be trusted, is known to be responsible, to use good judgment, as co-determiners of whether or not a family car can be made available to that adolescent. It is well known how important having a car at one's disposal acquires for many an adolescent. This, of course, like the telephone, is not a necessity for adolescent successful living; but it too is experienced as a facilitator for communication with peers and social interaction.

Fantasy Activity:

By far the largest time given to fantasy is solitary time. While fantasies also are carried out with others, most fantasy life is an individual activity. The large developmental tasks of adolescence are fodder for fantasy activity. Daydreams, one of the preferred and most frequent private activities, become a method for testing one's wishes, imagining the narrative or course of an event of major importance that causes anxiety, fear of disappointment and of failure. Such trial mental and usually very emotional run-throughs give the adolescent an opportunity to sharpen his/her eventual actual trials; and they test ways of taking such events on, give opportunity to consider what efforts to make and what their consequences might be, the possibilities of success and failure. Again, we emphasize the positively adaptive function of fantasy in everyone's life, and especially so during adolescence.

As before, the fantasies of adolescents are of all kinds; heroic deeds, masterful performance and conquest, successes of all kinds, pleasures and gratifications, sexual undertakings, etc. In traumatized adolescents acts of violence, retaliation and revenge, are common. In such adolescents, as well as in even moderately conflicted adolescents, sexual fantasies may also be hurtful, torturing of others and even self-hurtful and

humiliating.

As before, although a principal means of problem solving and of testing reality, fantasy (daydreaming especially) may interfere with work, especially with listening attentively enough in class or in concentrating in doing homework. It is in doing homework especially that daydreaming can be disruptive because the adolescent is alone in this effort, with no external reminders to pay attention or inhibit daydreaming.

Fantasies can also become shared with others and become subjects for discussion. This sharing of course can reflect thoughts and concerns at varying levels of intimacy. Intimacies can be shared to a substantial degree with friends and become a source of mutual exploration and exchange of ideas. Such exchanges can also serve to forewarn against action that could cause problems as much as it can serve to encourage undertakings which cause the individual anxiety. For instance, a 16 year old encouraging his 15 year old friend to try to get on the school basketball team might be just the push needed by that 15 year old to pull himself together and gather the courage to try out. Of course, humor, jokes often also allow the expression of fantasies with ideas that cause anxiety and are tested on the peer group for their reaction which may both condone or prohibit acting on such ideas.

One of the most important functions fantasy activity serves in addition to those already stated, is its implementation in creative activity. Dancers, writers, painters, all are facilitated in their work by the play of fantasies in the creative process required for these activities. All in all then fantasy activity is an integral part of adaptation and is amply put to use in the developmental challenges which the individual adolescent faces.

6.2132 CHILD REARING: Cognitive, Play, and Fantasy Activities

Cognitive Activity:

Parents are presented with many challenges in the course of rearing their children; this is no less the case for the parent of the adolescent. With regard to the development of new cognitive capabilities, thinking capabilities, it is important for parents to know that a new stride in thinking capability unfolds during early adolescence and continues variably in individuals through mid and late adolescence. How to facilitate, support, and guide the adolescent in developing these new and increasingly powerful skills? Given that higher education creates more opportunities for adaptation to life, to the job market, to improving one's socioeconomic status through work and providing an income, parents need to think most seriously of the status of their adolescent's cognitive, thinking activities. This is of course best and most exercised in efforts required by schoolwork and in doing homework. Attention to the adolescent's school performance, to the degree of difficulty in doing homework, preparing for tests, in doing school projects, to the quality of report cards, all will inform the parents and give signs to the adolescent of parental support, which will in turn facilitate the adolescent's acceptance of parental guidance. There are many instances when parents have to demand greater effort on the

part of the early, mid and even late adolescent to perform in academic settings.

In addition, communication within the family, exploring the family members' activities of the day at the dinner table, as well as before dinner and before bedtime is an important way by which, through reportage and discussion parents can facilitate the adolescent's communicating better and better. It is wise to discuss, and therewith encourage thinking around issues of importance to adolescence, namely their experiences in school, their experiences with peers, their hopes and their ambitions, etc. Parents can also be enormously helpful in securing an environment in which studying can be done. This means providing sufficient space (even if very small, like part of the kitchen table) for study, with good enough lighting for reading, the elimination of unnecessary noises and sounds that interfere with a specific adolescent's ability to study.

It is especially important for parents who in their own development were not encouraged to work hard in school, to work hard at developing skills in sports, music, etc., to come to terms with the fact that they can increase their own children's potential future chances for life improvement by making serious efforts to learn in school and in constructive out of school activities.

Looking for and encouraging a teenager's innate potentials, talents, can be most rewarding both for the adolescent and the parents. A teenager who is known to be talented in sports, to show talent in music or in art should be supported by the parents, encouraged, and provisions made to facilitate the development of these skills and talents.

It is well for parents to know that it is probably never too late to develop new skills. The earlier these are developed, of course, the more secure their development in adolescence. But even where work skills, learning skills have been insufficiently developed up to this age, it is essential for parents to make major efforts from early adolescence on to encourage and facilitate the development of skills and the ability to persist in work efforts. It is common for parents to have to demand of the adolescent to try harder and to work persistently, often against a good deal of resistance on the part of the adolescent. Insufficiently developed skills makes work much more difficult and thereby increases resistance to making the effort. Parents should not underestimate the frustration children experience when they cannot perform, when they feel incompetent to do what is required for academic performance. Scolding, depreciating, yelling, harsh punishment, tend not to help very much. Support, encouragement, persistence in reasonably-dosed demands are much more likely to succeed. Attention is going to be needed by the parent; adolescents who have difficulty in studying due to having insufficiently developed their skills to do so, will find studying extremely difficult and parental attention will be necessary and may be very rewarding. The parent must consider the fact that a hard pressed early adolescent or mid adolescent may not be truthful about the homework that is required and it is important that parents, in these as more benign cases, be in touch with the school, find out what the work requirement is, and cooperate with school authorities. It can be very helpful for parents to inquire of their adolescent how the homework is going, to explore whether or not the adolescent can work alone successfully, whether there is much daydreaming that interferes with studying, etc. Again, encouragement, supporting good efforts being made and work well done, are much more helpful than yelling, depreciating, scolding the adolescent who is

having difficulty. Consultations with schools can be invaluable in helping parents help their adolescents effectively. The cost of time and energy the parent gives to helping his/her adolescent study better, stay in school, make efforts to develop all kinds of skills, academic and extracurricular, will in the long run pay itself off many times over.

Play Activity:

It is important that parents recognize that play activity in adolescence even more than before becomes a major vehicle for socialization, for developing successful one on one as well as group interaction. It is equally important for parents to realize that play, one on one and in groups is highly rewarding, but that it usually also is very taxing on the adolescent. Group interaction can bring with it much anxiety, the fear of not being accepted by the peers; it can be frustrating, disappointing, infuriating, even depressing. It is well for parents to explore how group activity has gone for the adolescent and to make space and time for the adolescent's reporting, complaining, asking questions, and exploring ways of solving problems in peer relationships.

One of the greatest gifts parents can make to their adolescents, one which can bring many returns, is for parents to attend sport events, musical events, theatrical, dance events in which their adolescent is participating. Complimenting an adolescent for performance that is good, for good efforts that are made to excel, can be enormously beneficial, raise self esteem, reinforce efforts and enhance the possibility of success.

Helping the teenager tolerate loss in games, or win heartily but also considerately and generously, may be a minor task with some adolescents but a large one with others. With adolescents who have difficulty losing, patience, reassurance, the demand for compliance with rules, these all done in a supportive and positive tone are more likely to be successful than is depreciation, ridiculing, scolding and insulting.

One of the largest areas of concern for parents of adolescents, from early adolescence on but especially in mid and late adolescence, is their adolescent's involvement in parties, in their handling of sexual activities and especially in their use of alcohol and drugs. To be able to skillfully explore with a young adolescent and mid adolescent how a party went, what was done there, how the adolescent handled challenges of drugs, alcohol and sex can be done well. Here, those parents who have treated their children in the course of growing up with respect, attention and have supported their efforts to grow, will by far have greater access to their adolescents at this critical time than parents whose relationships with their now adolescents are replete with past problems, hostilities and conflicts. Quite especially, parents who from early on in life have made a point of talking with their children, of listening to what their children say, of answering their questions, will have already developed lines of communications with their now adolescent and will much more readily have access to essential information about their adolescent's behavior than will parents who have not made efforts to talk to and listen to their children from early on in life. We cannot overemphasize the fact that if parents want their adolescents to talk to them about important matters that they begin to talk and listen to their children from earliest childhood on. Parent-child communication begins at the child's beginning of life and is best ensured when it is

exercised over the years.

We have emphasized throughout these materials that a respecting and loving attitude toward one's children is much more likely to succeed than a depreciating and intimidating or hostile attitude in whatever efforts a parent makes in rearing his/her child. We want to emphasize that this includes being able to make reasonable demands and where necessary to impose limits on behavior which is unacceptable, be it that it may be hurtful to the child, to others, or socially unacceptable. Here again, where limits are needed to prevent an adolescent from engaging in sexual activity that is beyond his/her years, or to indulge in alcohol and drugs, firm, strong, but nonetheless positively stated limits are indicated. Telling a 16 year old that he is "sure to amount to nothing if he continues his boozing with his good for nothing friends" is depreciating and insulting; it will lead to anger, resentment, and shame and/or defiance. It may even lead to hate toward the parents. Telling such a 16 year old that the parents are disturbed and concerned by his drinking more than 2 cans of beer at that party; that he does not have the parents' approval to drink more; that he is expected to use better judgment about alcohol, drugs and sex, will probably be felt as unpleasant and as a reprimand. If it is felt as a put-down it will not be because the parents were too hostile; it is more like to be due to the 16 year old pushing for more autonomy and a stronger sense of self and this adolescent's trying to shake off parental autonomy. Here hate toward the parents will not be generated in the adolescent.

Just as it is encouraging for parents to be present at performances in which their adolescent participates, such as in sport activities or in musical or other events, so too is it helpful for parents to be attentive to their adolescents' collections, or writings, or art work, or to inquire about the book he/she is reading (even if it is one the parent has not read) and to applaud these activities and where indicated to help the adolescent secure opportunities for himself/herself in pursuing such interests. For instance, an adolescent with significant talent in art can be encouraged to participate in extracurricular art classes given in many communities. So too, adolescents with significant skills in sports, be it baseball, tennis, football or soccer, should be encouraged and opportunities to do so reasonably facilitated.

Let us add a word here about some of the major virtues of encouraging the development of skills and talents in sports and the arts. Developing a talent adds richly to one's sense of identity and self. Developed enough, such an ability leads to the feeling "I can play tennis", or the cello, or "I am a baseball player", or an artist. By this it adds a degree and sense of inner order and organization. Also, it gives a sense of accomplishment and capability, a sense of "I can do things". Equally important especially during adolescence is that these activities are a highly constructive channel for the utilization of energies not exhausted by school work and the demands of home. Because these are major channels for sublimation, they provide the adolescent with a built-in way to discharge excessive loads of sexual feelings and excitement as well as of occasional overloads of anger and hostility. Therefore, parents are wise and promote good mental health when they encourage, support, and facilitate their children and adolescents participation in such organized group activities.

Parents are understandably often irritated by their adolescent's spending much time on the telephone. It is well for parents to make their claim to the telephone since they

should have rights to its use at least equal to those of their adolescents. However, it is important for parents to recognize that the telephone is a very helpful medium for the adolescent's relationships with peers; in fact the phone is at times more economical of time and is at times even better than face to face communication. For example, the fact that 16 year old John can be on the telephone with his friend Mark for one half hour at 9:30 in the evening from home as compared to having to go to Mark's home to talk with him, can see the advantages to this situation for the adolescent who is not permitted to go out of the house on school nights. So too exchanges of ideas about homework over the telephone can be very helpful to the adolescent. The telephone can also be a quick relief from some of the stresses experienced in the home, be they stresses coming from unpleasantness that has developed between parents themselves or from a vigorous effort at doing homework which was taxing. All in all, the telephone may be one of the least expensive ways of making it possible for adolescents who are not allowed out on school nights to briefly enough communicate with a friend on a matter experienced by the adolescent as being of much importance.

And then, consider the anxiety experienced by a 16 year old boy who wants to ask a girl he likes to a party, or a girl, 16, who wants to let a boy know of her interest in him and smartly chooses to do so by saying she wants to discuss a homework assignment. Having to just look at the other person while making his or her wishes known may be mortifying enough to give up the idea. The telephone allows the caller at least to not be looked at when extremely anxious. The protection of the telephone can make the adolescent more brave in the face of one of the largest sources of anxiety during adolescence: declaring one's (sexual) love interest in a peer.

Parents are well advised to use their judgment in permitting their adolescent use of the family car. The degree to which they can trust their adolescent to be careful, use good judgment, be responsible, should all contribute to the parents' determination as to whether or not the adolescent may have use of the car. Adolescents have survived for centuries without cars and while many adolescents nowadays do have such privileges, it is not a requirement for an adolescent's mental health that a car be made available to him/her. The use of a car should be considered a privilege and be contingent on trust in the adolescent to be a responsible driver.

Fantasy Activity:

For the most part, the adolescent's fantasy life is in the adolescent's private domain. It is not wise for parents to intrusively explore the adolescent's fantasies except where they are outrightly expressed by the adolescent himself/herself. If an adolescent expresses a fantasy openly to a parent, discussion of it with sensitivity, respect, and no pressure or digging, are very wise. If an adolescent reports a dream it is wise to show interest in it, to even encourage the adolescent to consider what it may mean without the parent's attempting to give it meaning dogmatically. In parents' attempting to interpret their children's dreams, they are wise to be tentative, only suggesting a possible meaning. Also, in preparation for an event which may cause an adolescent a good deal of anxiety, parents can be useful in gently enough inquiring about the preparations the adolescent is

making for the event, with an open mind and no preset ideas to explore how an event might best be prepared for and what the adolescent's fantasized reactions to its outcome might be.

It is well for parents to know that many an adolescent will test some of his/her fantasies through the use of humor, of jokes, and that these may be an effort to bribe guidance from the parents' reactions as to what is acceptable and unacceptable. And, as we have done before we would caution parents to take very seriously the expression of the adolescent's wishes with regard to his/her future, what he/she would like to become in terms of work, and to experience these as opportunities to encourage their adolescent's efforts to make for himself/herself a future that is workable and rewarding.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.22 THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

It is a remarkable, now well known fact that humans need good relationships from early on in life in order not only to form good relationships later but also to develop a healthy sense of self. We now know this to be the case for all mammals, not just humans, for apes and monkeys, for goats and dogs. Furthermore we know this to also be the case for bird species and wonder if we may not assume this to be so for other animal life as well. It makes much sense that this would be the case given the necessity for one on one relationships with animals of one's own species for the purpose of reproduction and the preservation of that species. All animals need the collaborative effort of their individual members of the species in order to survive and adapt to the world in which we all live. Such collaboration requires the formation of relationships and with it insure the survival of the individual.

In Unit 1 we detailed how the infant comes to know those members of the species to whom she/he is most important, by whom the infant is most valued, and due to built-in, inborn tendencies and capabilities, forms a profoundly important attachment to those members of the species most invested in the infant's survival, namely the infant's own mother and father. We detailed the relevance and importance of this attachment to the development of the infant, this being most represented in the development of Basic Trust versus Basic Mistrust which make it possible for the young infant to develop a sense of being worthy of love and protection side by side with expecting the environment to provide those needs basic to survival and to a sense of well being. Where basic mistrust becomes organized, these of course are lacking.

In Unit 2 we detailed the unfolding of the attachment of the infant to the parents from an inner sense of being one with those to whom the infant is attached, to progressively and gradually developing not only a recognition of separateness, but indeed a valuing of that separateness, of that beginning sense of being an entity unto oneself, who is also closely emotionally engaged in a relationship with those most valued by the child. Here we emphasize the importance of the developing sense of self, of autonomy, which are positively experienced in contrast to a sense of self which is unworthy of being cared for and gives the child a sense of shame. We have emphasized that this healthy Sense of Autonomy versus a Sense of Shame are significantly contributed to by the quality of the earlier established sense of basic trust vs. a sense of basic mistrust.

In Unit 3 we detailed the enormously important development of a complex pattern of interrelating with two highly valued individuals, namely one's mother and one's father. This new context of relating is powerfully influenced by the child's emerging and beginning sexuality. This important development now further organizes the sense of self as a sexual self, namely a sense of feeling like and of being a boy or a girl. This contribution of sexuality and gender formation to the development of self bring with it the complex interrelationship with a parent of the same sex and the parent of the other

sex, we identified in Unit 3 as the child's "family romance". With this, a remarkable enlarging of the child's emotional experiencing brings with it highly positive and at the same time a somewhat troublesome internal conflict. Where the child deals with this new challenge successfully, it brings with it enormously important adaptive as well as interrelational developments. As we detailed in Unit 3 what the child experiences as his/her family romance leads to the development within the child of a Sense of Initiative, a sense of being able to make things happen in a meaningful way versus a Sense of Guilt, a sense of having bad and unacceptable feelings and being not deserving of caregiving, love and respect. Through this age we have emphasized the development of self, of the relationships with one's mother and father, and detailed its complex unfolding and the enormously beneficial internally organized, developments that follow from these.

In Unit 4 we detailed the widening of the child's relationships to now include the formation of relationships outside of the nuclear family, beginning the critical step of becoming a member of society at large, interacting with members of the child's society, both the adult world but especially the world of peers. Of course, children prior to the early elementary school years have already made many contacts with peers, be it in the home with siblings, in daycare or nursery school with classmates. Nonetheless, the less than 6 year old child's need for nurture, organizing identifications with care-giving persons, and developing and consolidating sense of separateness and individuality, make for the child's ascribing to others greater authority and power than he or she will ever after. Indeed, many developmentalists hold the view that "others" are far more determining of the child's personality during the first 6 years of life than they will thereafter.

The interrelations with peers from the elementary school years on acquire a new level of meaning superimposed on the fundamental and basic relationships with the family. Experiencing oneself as developmentally similar, equal in age, capability, and achievement, feeling oneself a peer to others and experiencing others as peers, now acquires new importance. Highly important for the development of self as an entity comes now the developing Sense of Industry, a sense of inner capability to adapt, to work, to learn, and to function at a higher adaptive level than before. Those children who do not succeed well in dealing with the tasks of the elementary school years, develop an inner Sense of Inferiority which brings with it enormously painful experiencing and a lowering of self value and self esteem. Such feelings will be experienced not only in the context of the child's individual functioning but also in the context of the child's relationships with peers and functioning in the peer universe. This basic development of a Sense of Industry versus a Sense of Inferiority is carried into the prepubertal years, during the era we detailed in Unit 5. During the prepubertal years, the peer universe is going to begin to undergo a second critical change due, in substantial part, to the beginning changes in the self produced by the maturation of the sexual-reproductive system, and the modifications it produces in the child's body, beginning the transformation from childhood into adulthood.

Now, during adolescence this second major change in peer relatedness occurs with significant consequences to the developing sense of self and of relationships. It now becomes a task for the adolescent to begin the very long process, nearly a decade long,

whereby the centrality occupied by the child's mother and father now becomes somewhat diminished bringing with it a heightening in importance of the relationships to peers. In large part this is due to the necessity of preparing for adaptation in adulthood, where the peer will achieve sufficient importance to become a mate with whom the individual will share the rest of his or her life and with whom the new generation will be created. Without the shift in importance to the self of the relationship to one's mother and father to a heightening in importance of the relationship with peers, the preservation of the species would be in jeopardy. Again it is for the continuation of the survival of the species that such changes occur in the growing individual. During adolescence large steps are taken toward decreasing the centrality to oneself of the relationships to the parents of childhood and making the peer a high priority relationship which in adulthood will culminate in the selection of a mate and the start of one's own family.

With young adulthood, as the stresses and strains of establishing oneself in peer relatedness and then selecting a mate decrease, a re-stabilization of relatedness to parents at a different level of emotional meaning occurs. The character of relatedness to one's parents of adulthood is powerfully determined now by the quality of the past relatedness which existed. Where good relationships have a long history, the revised relationship to parents is maintained, at a mellowed level of love, respect and mutual pleasure. Relationships with siblings that are positive, progressively stabilized in young adulthood to a new level of constancy, with patterned schedules of communication and visits, and in consequence a heightening of the importance of sibling based family relatedness. Where, on the other hand, relationships to parents have long been painfully troubled, especially where they have been burdened with excessive hostility and rejection, in young adulthood, these will re-stabilize at a level of much reduced importance while often still bringing with them painful feelings of resentment and rejection. The same can be said for relationships to siblings, indeed in some families sibling relationships regrettably becoming non-existent.

6.2211 HUMAN DEVELOPMENT: The Development of Self and Human Relationships

The Self:

Foremost as we have emphasized, the further development of the self continues, now much as before, to be organized reciprocally by the character and qualities of the relationships, the self experiences which occur during the long course of adolescence. Each of us, in healthy emotional life, is deeply bound to specific, powerfully meaningful others. Even in our periods of deepest aloneness, when one is most by oneself, as well as of loneliness, when one most painfully misses another, specific others occupy an important place in our minds, in our emotional life which gives to our sense of self highly specific meaning.

Erikson has defined the major task for developing that inner organized capacity of

experiencing oneself and one's abilities to adapt to life as being the development of a cohesive, increasingly integrated Sense of Self-Identity vs. a bewildering, more or less disorganized Sense of Identity-Diffusion. The process of disengaging, relatively speaking, from the parents in the process of decentralizing them, brings with it a powerful thrust toward further organizing, strengthening, indeed further evolving of oneself as a distinct individual. This process of further individuation includes an increasing sense of self responsibility including new attention to hygiene, to one's dress, to one's taking on the tasks assigned such as in school, at home, in the peer group. It also brings with it the responsibility for one's own actions and reactions. With this increasing sense of self responsibility comes a sense of heightened self reliance. Of large importance for the adolescent is the increasing control over her or his inner feelings including feelings of healthy assertiveness and competitiveness, feelings of hostility and even rage, and, to be sure, over feelings of sexual excitement and the fear of yielding to inner as well as external sexual pressures.

This brings with it a continuation of the sense of industry clearly exercised by the increasingly large demands made on the adolescent from early adolescence, through mid and late adolescence by school, as well as by home and the peer group. Nowhere, of course, is this more essential than in meeting the demands made from school. But this equally applies to the demands from a job position, even if limited in scope, hours and in challenge. So too this applies to those areas of extra curricular interests be it in sports, or in special talents as in the arts. Being able to be a worker, to perform well is especially important to a sense of self reliance, of capability, and is a major contributor to the quality of the adolescent's self esteem.

From early adolescence on, the large anxiety of anticipating the demands made on the self by high school, of gaining governance over one's enlarging bones and muscle mass, of the pressing powerful sexual thrust typical of adolescence, all in all then from a state of uncertainty, a relative sense of not being in control of one's inner life and of self doubt, passing through mid adolescence and the increasing recognition of being able to meet these large demands from all aspects of the individual's life, through late adolescence with its much firmer establishment of self responsibility and self reliance, gradually, progressively, a sense of cohesive individuality establishes itself. Of course where success is modest, where failures are too frequent, such a cohesive sense of self will not be established and lead, rather, to a sense of identity diffusion with its attendant poor self regard, self esteem, and self confidence.

During this era, significantly contributing to a sense of self identity that is cohesive versus one that is not, is the adolescent's progressive integration of the sense of one's sexual self, the young girl's growing acceptance of her newly developing sense of adult-form femaleness and the male's accepting his sense of increasingly adult-form maleness. We are all familiar with how the powerful demands made by sexual feelings on the adolescent can create all kinds of problems including the highly difficult problems created by premature parenthood. The enormous tasks of becoming a self during one's adolescence require the extensive use of emotional energy. Premature parenthood, due to the energies and efforts required by parenthood, creates an exceedingly taxing and doubly burdening set of tasks which commonly make it virtually impossible to achieve fully

healthy adolescence and competent parenthood at the same time. Parenthetically, the problem of premature parenthood creates not only a virtually unfeasible challenge for the adolescent parent but creates an even greater difficult situation for the young child born to the young teenager. More on this in Section 6.23.

Highly contributory to the quality of the sense of self-identity is the success with which the relationships to the parents can be progressively decentralized and how the developing of relationships to peers succeed. From both vantage points, the relationships to parents and to peers, a large contribution to the sense of self comes not only from the degree to which these relationships are negotiated more or less successfully by the adolescent, but also by how much the adolescent feels the parents are able to accept this decentralization, and how much the peer can accept this new importance of himself or herself to another. It is well to bear in mind that one of the most difficult aspects of forming relationships with peers during this era of development arises from the fact that the peer does not come into the self's world with a readiness to unconditionally love, assure respect, offer affection, empathy and an ability to listen which parents bring to their relationship to their child. The peer has to be won over, has to be engaged with consideration for the peer while at the same time expecting consideration from the peer. The child tends to expect parents to love unconditionally, to respect and take care of him or her. Adolescents usually know only too well that this is not the case with peers. The adolescent indeed has to win over the peers' interest, respect, friendship and affection. This is not an easy task for all concerned.

Relationships:

To parents:

Adolescence brings with it an enormous vitality, an enormous upsurge of strength and vigor, with this an upsurge of healthy aggression, and it also brings with it a powerful thrust of sexual interest. As these become experienced toward the parents, it creates substantial difficulty for the adolescent as well as the parents. For instance it would be highly problematic for a 15 year old boy to become sexually interested in his mother. So too would it be highly problematic for a 16 year old girl to become sexually interested in her father. We shall detail this further in Section 6.23. For now suffice it to say that such feelings cannot be permitted to attain their target and that they need to be redirected toward appropriate others. Happily, the appropriate others most usually selected are others from the peer group. The same can be said for healthy aggressive feelings of competitiveness, and to a degree also of anger and hostility. Namely, to prove oneself better than one's mother or one's father brings with it much feeling of danger, of guilt and even shame. These natural and healthy aggressive feelings are seeking expression and here too, directing these toward others safeguards to self against such feelings of guilt and shame. Indeed, set up in relationships to others, healthy assertiveness, healthy competitiveness and even anger and hostility are more easily tolerated in relationships to those others who are peers. All in all then the early adolescent and certainly the mid adolescent recognizes both at a level of awareness (consciously) and even at a level of

which he/she is not aware (unconsciously), the value and reasonableness of pulling away from the parents and turning more and more to selected peers. In order to achieve this, given the normal resistance there is in each of us to grow and move on with life, many an early adolescent but especially a mid adolescent will push his/her parents away at times clumsily, awkwardly, at times with hostility and even hate creating thereby feelings of anger, hostility and rejection in the parents which, of course, sets up a very difficult situation.

Where the relationships to the parents have long been quite positive, these episodes of pushing the parents away will be experienced as less threatening, less dangerous, less foreboding of family disintegration. Episodes of tension, conflict and rejection, often will give way then to episodes of repairing, of reconciling, and allow the progress of pushing the parents away to occur step by step, bit by bit. Where, on the other hand, the relationships to parents have for a long time been overloaded with hostility, whether parents have not sufficiently respected the child and the child not sufficiently come to respect the parents, episodes of pushing the parents away may take the form of intense hostility, depreciation of the parents, even rebellion and violence which has dire consequences for both the adolescent and the parents. Some degree of adolescent rebellion seems to occur in most adolescents. The frequency of such episodes, their intensity, the persistence of this rebellion, is highly variable and more likely to occur where much hostility exists in relationships and insufficient permission is given to the adolescent's need to individuate from the parents.

Relationships to Peers:

To Siblings:

The relationships to siblings continue to be a multifaceted one. A sibling is both a member of the family and a peer. In a sense we are experienced in both spheres of relatedness. This gives siblings an advantage although at times this is experienced as a disadvantage. It is especially experienced as an advantage where the relationship to siblings is positive, has a long history of having been able to get along albeit with episodes of rivalry and hostility, but in the overall the relationship has been good. Age plays its part here in that the early adolescent is not as likely to be turned to by the mid adolescent for council on how to relate to peers in school, to teachers, how to negotiate a difficult interaction during a ball-game in which the mid adolescent participates, etc. The converse however is expectable, namely that the early adolescent may on occasion ask the mid or late adolescent how to negotiate a problematic interaction with a peer or with a teacher; or may simply take example from how the older sibling behaves in certain situations. There is a problematic instance where a mid-adolescent may focus interest and attention on a younger sibling especially an early adolescent, and that is in the domain of sexual curiosity and interest. We shall address this question further in Section 6.23. On the negative side of sibling relatedness is the often found displacement upon siblings of hurt feelings, of hostility, etc., which come from other sources (e.g., parents, a teacher, or hostile peers) with which the older adolescent may have difficulty dealing.

To Non-Sibling Peers:

It is especially here that the tasks that confront the adolescent are large. Peer relatedness is experienced in several contexts. There is the relationship of the adolescent to the peer group; the relationship of the adolescent one on one, predominantly of a non-sexual nature; and one on one of a sexual nature. Of course, there are some instances of group experiencing of a sexual nature as well.

Early in adolescence of most concern is the need to establish a relationship with the peer group with some explorations into one on one predominantly non-sexual relationship. This task brings with a good deal of anxiety in the early adolescent due mostly to the fear of rejection, to the fear of being a less valued member of the group, to fear of being humiliated in performance, etc. The adolescent knows that the peer does not come into the relationship prepared to accept, respect, and value the other. Of course, the early adolescent whose relationships within the family have predominantly been positive will expect the ability of interaction and relatedness; the peer who has experienced much rejection and hostility in the family relationships is more likely to be highly guarded and expect further injury from the peer group. Interestingly though, some early adolescents who come to find greater acceptance by one or more peers than she or he experienced in the family, will find this new world of relatedness a highly promising, exhilarating, and highly valued source of relationships.

Adolescents, discovering that peers both in a group and one on one offer a more rewarding and sympathetic relationship than he or she has known at home, may make very good use of this discovery and bring about a significant modification in the character of his or her relationships even to the point of over-riding conflicted and hostile relationships with family members. Some very creative and positively disposed individuals in early adolescence may bring a true turnabout in their relatedness. Of course, the advantage still will go to the early adolescent whose relationships with the family has a long history of being loving, respecting, overall highly rewarding.

One on one relationships for the early adolescent will be more tentative. There is a degree of difficulty in one on one relationships which can be masked in relationships to the peer group. It is more difficult to hide one's vulnerabilities, one's reactions in a one on one relationship than it is in a one on group relationship. This is so because there is greater opportunity for intimacy in one on one relationships which makes them experienced at a more intense and meaningful level. Again here, past relationships will significantly determine what the early adolescent expects from another peer.

During early adolescence one on one sexual relationships tend to occur mostly at a fantasy or mental level and do not actually become activated. Most commonly it is through the relatedness to the peer group that sexual activity becomes introduced, most commonly with "party games" which tend to be of an introductory nature. Of course, there are instances where such group activity goes beyond the introductory level with sometimes highly problematic consequences.

The mid adolescent also places much importance in the peer group experience, in self to peer group relationships. But now there will be an increase in the importance of

the predominantly non-sexual one on one relationship and there will also be an substantial increase in the organization and the efforts toward generating a one on one sexual relationship. We do not mean that some early adolescents do not get involved in sexual relationships with a peer. Quite the contrary, this is in fact, where problems of premature pregnancy creates its greatest degree of difficulty. On average, which is what we are attempting to present, the early adolescent will not be ready for a sexual one on one relationship; that usually does not begin until mid adolescence. During mid adolescence one on one sexual relatedness achieves a large level of importance and significantly influences the behaviors of mid adolescent girls and boys toward one another. More on this in Section 6.23.

During late adolescence the peer group continues to exert a significant influence on the adolescent. So too, one on one non-sexual relationships continue to be important, to become a vehicle for much exploration and discussion of human interaction, the meaning of life, religion, philosophic ideas, and much more. Such occur also of course in the context of a group. With regard to one on one sexual relationships, these now achieve central importance and increasingly some degree of stability, continuity, may occur in some such relationships. It is especially during late adolescence that the peer should have achieved a high level of importance, the emotional investment in a peer achieving significant meaningfulness, all preparatory for spending the rest of one's life interacting predominantly with a mate and peers of one's own generation, creating one's family and one's society.

Relationships to Non-Familial Adults:

For many a mid and late adolescent one or several teachers may achieve a level of importance which may have an influence for many years to come. Even in adulthood a particular teacher will be remembered as having been especially meaningful in a positive way to the individual. Regretfully, of course, in some instances a teacher may be a source of enormous pain and also be remembered as such for many years to come.

Also, in many a mid adolescent a figure from literature, or from the world of science, or a sports figure may become idealized and provide the mid adolescent with an image, with goals, similar to this idealized figure which may have enormous importance to the organization of the individual's self image and actual life. Many a mid adolescent will identify with a renowned scientist or sports figure and decide to become a scientist or a sports professional. The same of course can be said for an admired neighbor, aunt or uncle, etc.

At a less self organizing but nonetheless of importance to the self, is the idol from the music world or the movies which draws much interest from the peer group and becomes a source of much mutual excitement, preoccupation, and activity.

6.2212 CHILD REARING: The Development of Self and Human Relationships

The Self:

It is most important that parents know the enormous tasks that face the adolescent, and especially those that pertain to the shift from the parents being at the center of the adolescent's life, to making the peer a highly valued individual in order to make the continuation of a full life possible. Parents must be aware of the great difficulty the adolescent experiences in developing the high level of self responsibility, self reliance, self control over internal pressures and feelings and that these may at times be experienced by the adolescent as bewildering and anxiety producing. It is, at least in part, the enormity of the tasks of adolescence that make for the adolescent's frequent mood changes. These result in large part from feelings of inadequacy, feelings of anxiety about being accepted, about being able to acquire the necessary self reliance and self responsibility toward becoming an adult, as well as from the hurt feelings that come from rejections in peer relationships as well as feelings of humiliation at not performing as well as the adolescent wishes. Furthermore, it is important for parents to recognize that achieving the desired goals the adolescent sets for himself/herself usually does not occur in a straight line; rather there are periods of success and there are times of disappointment and failure. Bearing this in mind, parents will be able to be sympathetically supportive of their adolescent's continuing efforts to acquire that increased sense of self responsibility, self reliance, self control required for the development of a cohesive sense of self-identity.

Usually, the early adolescent has acquired skills to do the work required in school, work assigned to be done at home, and meet some of the demands for chores performance within the home. Certainly the mid adolescent should be experiencing an increasing sense of being able to do what she/he needs to do to consolidate the sense of industry of which he/she is capable. Nonetheless many an early adolescent and even some mid adolescents will continue to require the supervision of parents for performing these tasks, for making efforts even in the face of increasing degrees of difficulty (particularly in terms of homework and studying for tests) some even asking for help, others not asking for help but needing it, and it is the parent's responsibility to attempt to determine when such help is needed even if not asked for. As before, perhaps even more so now than before, parents must use good judgment in the way they impose demands for task performance, be it at home or in school, and not be too restrictive or over controlling of the adolescent. This is especially because the thrust to autonomy, the need to become self reliant and capable of doing things on one's own will be thwarted by parental over-control. This is where adolescent rebellions particularly come from. That is, when parents are overly controlling of their mid adolescent, when they are blind to the adolescent's need for autonomy and to govern himself/herself and all that comes with these.

Much delicacy is required on the part of the parent in helping their early adolescents especially in tolerating their changing sexual self identity, tolerate disappointments, delays in development, and in self care. Some mid adolescents too will require parental understanding (empathy) and sympathy in their efforts to gain increasingly greater comfort with their developing sexual self image.

Sensitivity to and alertness to interactions of a sexual nature between the adolescent and his/her siblings can be enormously protective and helpful to the growing adolescent. On the other hand, insensitivity to issues of parent-adolescent sexual interaction, or sibling sexual interaction, may have long lasting harmful consequences that can be quite substantial. More on this in Section 6.23.

In developing relationships with peers early adolescents, mid adolescents and even late adolescents secure a better sense of self as well as strengthen the chances of forming meaningful relationships with peers in later years. All in all parents continue to be major contributors to the adolescent's developing sense of self, empathy (putting oneself in the adolescent's position and trying to ascertain how the adolescent feels), understanding, sympathy, patience can all enormously contribute to the adolescent's stabilizing a healthy sense of self that is cohesive and well organized. Unfortunately, hostility from parents, lack of respect for the adolescent, disregard for the adolescent's well being can still have highly detrimental effects on the adolescent's developing sense of self.

Relationships to Others:

To Parents:

The parent who recognizes that his/her adolescent's efforts to push away from childhood may at times be offensive, clumsy, even at times painful to the parent, is more likely to be able to help his/her teenager behave in more reasonable ways toward the parent, moderate the expressions of rejection and push away with less hostility.

Probably one of the most challenging aspects of parenting with the mid and especially the late adolescent is the setting of limits appropriate to the age, and setting in such a way as to not overly stir adolescent rebellion reactions. In setting limits, stating the intent of the limits on the well being of the adolescent is much more constructive than to insist that the adolescent do what the parents says; "Because I said so", or "Because I'm your father -- mother". To assert authority in setting limits should come only after efforts to set limits without exerting authority fails. Mid-adolescents who flaunt parental guidance in the face of doing injury to themselves, be it in the overuse of alcohol or drugs, or in peer group behavior challenging to the police and the neighborhood, will need a more authoritative and even authoritarian limit setting approach. Indeed punishment may be needed here. In this though the way can become very rough; success is not always insured; further rebellion may be instigated. Where parents truly have difficulty in guiding their adolescents, professional consultation may be very helpful and be more successful when school authorities or the police are not yet brought into the act. Parents who are attentive to what their adolescents are doing and who take over when such taking over is needed will be more protective of their adolescents. It is important to recognize the adolescent's needs for individuality, for developing self reliance, for developing self confidence; but this does not mean that one should allow one's adolescent to do things that are self destructive, destructive to others, or clearly show poor judgment. Here, even in the face of rebellion, parental authority will have to be exercised. More on this in Section 6.24.

Relationships to Peers:

Siblings:

Parents will continue to be needed in helping to settle arguments between siblings, in stopping acts of hostility by one sibling to another, will often still be needed to mediate and to referee at times when the siblings are not able to settle their differences before things get out of hand. In the subsequent sections we shall discuss parents' handling sexual activity between siblings (Section 6.2312) and acts of hostility toward one another (Section 6.2412).

To Non-Familial Peers:

It is very useful for parents to come to know the peers their adolescent becomes involved with. The best way for parents to do this is to make the adolescent's home open to his/her peers. There is no better arena for parents to observe, get to know what kind of friends the adolescent is making than to have them come into the adolescent's own home where they can be seen, heard, experienced as individual human beings. Most adolescents value bringing peers home when that is made possible and is positive. Adolescents can become very fond their peers' parents.

Even though they may not say so, adolescents, especially early adolescents and even some mid adolescents truly welcome their parents input, observations, guidance in relating to their peers. Here, we caution parents to act like parents and not try to act like their adolescent's friend, peer, or buddy. Adolescents need parents, continue to need parental guidance; and most do not accept their parents' attempting to act like adolescents themselves, but in the way the parents dress, the language they adopt, or the things they do. This does not contradict the adolescent's need to decentralize the relationship with their parents; they nonetheless need parents who continue to be parents even if a necessary change in the centrality of their relationship to them has to be achieved.

Relationships to Non-Familial Adults:

It is a mixed matter whether or not adolescents want their own parents to become acquainted with adults whom their adolescent has befriended or really admires. What we mean is that while on the one hand adolescents welcome their parents meeting people they admire, teachers whom they respect highly, at the same time they seem at times embarrassed on such meetings, at times fearing that the parents are going to say something "stupid" to the adult the adolescent admires. This is simply part of the adolescents need to temporarily devalue his/her parents in order to let go of the long admired parents of childhood and feel competent and comfortable enough as an individual person, as a person moving toward becoming an adult.

We close this section with the note that while it is extremely difficult for parents to be decentralized from their mid and late adolescent's life, it is essential for the adolescent

to go on, make a life for himself/herself, make his/her own family and create his/her own society. The relationships to parents continue where these relations have been good over the years. Parents continue then to have large importance to their offspring although clearly that relationship is now structured in a different way. This may be one of the periods for parents which is most difficult for them by virtue of their having to let go of their adolescents as their "children" approach adulthood, and parents recognize the importance of the change in their relationship with their offspring, an experience that is at times very difficult for them, often more for mothers than for fathers. In fact this development is so difficult and takes so much effort that parents need to begin the process of letting their adolescents more or less gradually distance themselves several years before the adolescent is "scheduled" to leave home by virtue of his/her going on to college or to other work.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.23 SEXUAL-REPRODUCTIVE LIFE

Adolescent experience and adaptation is in large part organized by the progressive evolving of sexual-reproductive development. Everyone knows that sexual development especially occurs during adolescence, that sex is a principle adolescent preoccupation, and that adolescent sexuality is a principle concern of the adult community. The problems created by early adolescent pregnancy and parenthood are a major concern for parents and families, schools, and society.

We assume that the first levels of adolescent's organization are governed by those physical changes that basically modify the child's body into the adult-form body. Hand in hand with skeleto-muscular changes (see Section 6.1), programmed and hormonally influenced secondary sex characteristics account for this basic modification. These include the enlarging and maturing of the genitals, the visible emerging of pubic, facial and underarm hair, breast development in the female, and voice changes in the male. Not visible but very important are the changes in those parts of the reproductive system, namely ovaries in girls and testicles in boys, which make reproduction possible. In girls, ovaries begin to produce egg cells that monthly, cyclically, are released from the ovaries and pass into and through the reproductive system channels. From there when no fertilization (i.e., no sperm penetrates an egg cell) and, therefore, no impregnation occurs, the egg cell and the uterus layers generated to embed the fertilized egg cell are discharged vaginally in menstruation. In males the testicles now begin to produce sperm which accumulate in the seminal vesicles (sacs) and are discharged when these sacs contract during ejaculation. This is when adolescent masturbation, conscious and acknowledged, generally begins.

These many processes bring with them specific sensations, feelings, and reactions by each young adolescent. The changes, feelings and reactions these processes bring about have both universal and individual meaning to the young adolescent. This is so because the feelings stir up fantasies that are co-influenced by past fantasies and experiences as well as by present experiences in the home and in the peer group. These fantasies become organized, acquire a significant degree of stability, and make a large contribution to the young adolescent's sexual experiencing. As these fantasies, sensations, feelings and reactions become typical they have a significant influence over the state of well-being or disturbance in the early adolescent.

All in all, early adolescence arises out of prepuberty (see Unit 5) and constitutes the period when the physical adult-form sexual self develops and adult-form sexual life becomes ready to begin. We must emphasize that the adolescent is still a good 5 to 10 years away from being psychologically ready to begin adult sexual life.

From the sexual-reproduction standpoint, mid adolescence (adolescence proper) is the major period for adapting to the bodily sexual changes in progress. This is when the transition from the centrality of the relatedness to parents progresses to heightening the

meaning of peers to the self; this is when this transition is most set in motion. This is in large part produced by the powerfully driven search for sexual gratification which achieves a stronger and higher level than that of early adolescence. Mid adolescence is a period of sexual introduction, testing, learning, a period of trial and error. It is a major and new encounter with growing up and with what will become adult life.

Late adolescence is a time of consolidation of the physical and emotional developments brought about by adolescence; late adolescence flows into young adulthood. The search for sexual gratification and relatedness to a specific peer becomes more focused and more emotionally organized; this is setting the stage for the future programming of a new family, with a well-selected life mate and partner.

We emphasize again that one of the great problems of present day life is produced by the uneven development of the physical capability of becoming a parent and the long delayed emotional readiness and capability for parenthood. To be sure, for centuries early adolescents became parents. Even today there are societies where 13 and 14 year old girls are expected to begin the procreation of the new generation. In Western culture psychological developmentalists tell us that adult experiencing and functioning generally does not begin until about 8 to 10 years later than early adolescence. In fact, these professionals inform us that adolescent development of itself takes about 8 to 10 years, that it brings with it enormous challenges and tasks of development. One of the major factors which make the readiness for parenthood insufficient during adolescence is that adolescent development itself requires much attention to the self. Because so much psychological energy has to be committed to self development, and that the turning inwardly required by the demands of adolescent development make difficult the capability to fully be other-person oriented, as is required for adequately taking care of a child, all in all, this factor leads to an insufficiency of emotional energy to fully, adequately achieve both tasks at one time. The normally self-preoccupied adolescent is generally not able to be attentive to the needs and demands of a young child, demands that require much energy, attention, selflessness, and responsibility. It is the equivalent of attempting to carry on two full time jobs, one of which, parenting, is a 24 hours a day job. This is why in part at least, in Western culture, early teen pregnancy is associated with a large percentage of child abuse, child neglect, and other problems. It is because the self has not obtained the evolution to being a parent that these problems arise. The healthy emotional investment in the self required by adolescent development, the sufficient disengagement from the adolescent's own parents and the sufficient ability to emotionally invest in a peer, the overall ongoing development from child to adult, make it that the adolescent is not psychologically, not emotionally ready, by at least 5 to 10 years, for what her/his body is now capable of: parenthood.

6.2311 HUMAN DEVELOPMENT: Sexual-Reproductive Life

Early Adolescence (12-15 years):

The prepubertal hormonal changes which induce the genetically preprogrammed anatomical and physiological changes in the youngster develop most dramatically during this period. All bodily components of the reproductive system now begin to attain their adult form, although not yet a fully developed adult form. In girls, the ovaries become functional, and with this the menstruation period becomes more or less cyclically regulated. In boys, the testicles now produce sperm which contained in seminal fluid can be discharge at will. These impact on the young adolescent emotionally powerfully, and determine the contents of wishes, fantasies, and the character of much of their behavior. Hormones influence the state and threshold of sexual arousal, intensify reactivity to sexual stimuli, and lead to involuntary and virtually uncontrollable preoccupation with sexual thoughts, feelings, and activity.

Although these feelings and thoughts bring with them much interest and excitement, they also induce much fear and anxiety. Fear and anxiety are due to (1) the novelty, intensity, constant activation of adolescent sexual excitation; (2) the uncertainty that reaction to this excitation can be contained, modulated and controlled; (3) that one will be rejected and thought of badly by parents, by peers, and the by religious community; (4) that harm will be done to the self by one's own actions (especially by masturbation) or by the action of others. Anxiety is due to the contents of the fantasies associated with sexual excitations, fantasies that are often experienced as unacceptable and as threatening to the self. These fantasies are now activated by external events (such as peer discussions, jokes, sexual behaviors of all kinds, television, movies, books, etc.) and by internal events (that is, current ideas and fantasies which resonate with and arise from past fantasies, memories, and events). Current fantasies may operate at a conscious level (one is aware of these) and, according to what psychoanalysts say, at an unconscious level (one is not aware of these at the time). Psychoanalysts tell us that unconscious fantasies can be powerfully determining of conscious fantasies and behavior. That unconscious experiencing occurs and unconscious fantasies exist is uncovered by the process psychoanalysts use in their work, that is the process of free association²³.

Psychoanalysts tell us that intense anxiety can be caused in young adolescents (1) by any high level emotional reactivity which the young adolescent experiences as unmanageable; (2) by current unconscious fantasies which threaten the self (such as being jealous of an admired peer, or being rejected by a person whose approval one seeks); and (3) by the reactivation of repressed unconscious fantasies²⁴.

²³ Free association consists of allowing oneself to say whatever comes to one's mind, or when working with young children, to observe whatever the child enacts spontaneously with play facilitating toys (puppets, a doll house, board games) as well as with pencil, crayons, and paints.

²⁴ Repressed means to be actively pushed into one's unconscious mind; unconscious means that sector of experiencing which is kept out of awareness; and fantasies means ideas, scenes, produced by one's imagination.

According to studies of both adults and adolescents, psychoanalysts tell us that the major repressed unconscious fantasies which create problems for the adolescent come from the family romance fantasies which are incompletely resolved and given up, and which due to then experienced intense anxiety have become repressed; that is, it is as if these fantasies have been put out of awareness, into cold storage, but they keep pressing for expression into real life (see Unit 3, Section 3.23).

Especially because the 12 to 15 years of age young adolescent is relatively still centrally attached to the parents of his or her childhood that, increasingly powerful sexual excitations now biologically and psychologically stirred in him or her resonate with and reactivate repressed family romance fantasies. Brought out of cold storage, these old fantasies have retained their old meanings and residual vitality and currently reinforced by the new sexual vitality of early adolescence, these fantasies now produce a feeling of danger of experiencing sexual feelings toward her or his own parents which the young adolescent experiences as bad, shameful, and even evil. This is a major reason why currently reactivated fantasies give rise to anxiety. In fact, this anxiety contributes positively toward activating the process of separating further from the parents of childhood and heightens the importance of and the turning toward peer relatedness, lending a hand in initiating the long process of searching for a mate among the peer population.

Thus this earliest period of adolescence, by virtue of the powerful upsurge of the adult-form sexuality is perhaps internally, within the youngsters own mind, the most emotionally challenging to adaptation during the long decade of adolescence.

Sexual Behaviors:

Many an early adolescent will become very conscious of the way she/he dresses. While this is more a preoccupation of the mid and late adolescent, some 14 and 15 year olds will be very attentive to what clothes they put on themselves. Also many become preoccupied with their physical appearance including their hair, their face, and begin to spend more time tending to their appearance. Many a 14 year old will also begin to carry herself or himself in ways that are actually erotic if not seductive. This may occur at certain times only or it may be constant. Actual seductiveness may be facilitated in specific situations, such as at parties, in school, and tend to occur in the presence of specific people. Among these, parents, older siblings, as well as younger siblings may sometimes be such a person.

In general, sexual behaviors and activities with peers tend at this age to be exploratory in character. It is not uncommon at this age for first sexual explorations to occur with same sex peers. The reason for such same sex peer explorations invariably comes from anxiety experienced at carrying out such explorations with a peer of the other sex. In early adolescence, sexual exploratory activity is usually facilitated by group process and most commonly undertaken at parties. Of course, early adolescents more often than may be assumed are induced into sexual activity by individuals older than themselves including, late adolescents and even adults. Unfortunately, such acts are never carried out with the early adolescent's best interest in mind.

Masturbation in both boys and girls becomes common at this age. It is usually spontaneously discovered or learned about from peer interaction. Mental health professionals assert that masturbation is a normal sexual activity which has constructive adaptive functions. That is, masturbation is a benign way of discharging potentially trouble-producing high levels of sexual excitation. High intensities of sexual excitation tend to be disruptive of adolescent behavior, as we shall discuss shortly, and tend to not diminish spontaneously. Young adolescents often make efforts to not become sexually excited. They soon discover how difficult for them this is; in fact, it is only by the use of certain psychic defense mechanisms such as inhibition and denial that sexual excitation can truly be controlled during early and mid adolescence. The average healthy adolescent tends not to use such defense mechanisms to prevent sexual stimulation to extremes and, therefore, from time to time need to dispose of accumulated sexual excitation which becomes disruptive of adaptive behavior and functioning such as being attentive in class or doing homework. This they do by means of masturbation.

It is also important to understand that masturbation is invariably associated with specific fantasies. It is exactly those fantasies which create most conflict around sexuality that become associated with masturbatory activity. This line of thought allows the assumption that masturbation is adaptive in helping the early adolescent further resolve those components of their fantasies which they find most prohibitive, most unwanted, shame inducing, and even evil.

Defensive Behaviors:

It is from the vantage point that sexuality in early adolescence brings with it conflicts, shame and guilt, fear and anxiety, that it is important for parents to understand their early adolescent's struggle with sexuality. The task is so difficult for the early adolescent that a number of psychic defensive operations become used by the early adolescent to protect himself/herself against sexual feelings and fantasies. Some go so far as to attempt the desexualization of themselves. Most commonly in early adolescence this is done by dressing sloppily, by maintaining sloppy physical hygiene which makes them repugnant to themselves and to others.

This is also the point at which diet becomes a factor for many an early adolescent. This can go both in the direction of excessive weight gain to mask the physical changes which become visible or it may go in the opposite direction, namely of excessive weight loss or insufficient food intake out of a fear of facilitating those physical changes, if not indeed, to prevent these physical changes from occurring. These defensive operations may also be brought into action during mid adolescence. Generally speaking, whether in the direction of weight gain or in the direction of weight loss, the effort is to mask or inhibit the development of secondary sex characteristics. It is now well known in our society that eating problems, when they begin in early or mid adolescence, are in part induced by anxiety associated with the development of those sexual characteristics which define our sexual self.

Another manifestation of an adolescent's efforts at self de-sexualization is the adolescent's holding on to preadolescent ways of behaving and acting. Here efforts are

made to remain an elementary school-age person and not move into adolescence. Such young adolescents will tend to be more comfortable with elementary school-age kids and shy away from their own peer group.

Another form of psychic defense against anxiety caused by early adolescence sexual experiencing manifests itself in hyper-sexualization, in over responding to the sexual experiencing. This kind of mechanism is actually the product of anxiety about sexuality but takes on the feature of proving to oneself that one is not afraid of the sexuality by being prematurely sexually active. This is similar to an individual undertaking to do something of which the person is frightened in order to prove one is not; some even do so in an exaggerated way such as in doing stunts on motorcycles, skydiving and the like. To be sure, some activities that originate in overcoming a fear such as motorcycle stunts and skydiving can in and of themselves at some point become highly pleasurable and be truly enjoyed by those who do them. In terms of sexuality, however, some hyper-sexualizations may occur in precocious sexual self presentations such as a 14 year old girl who perhaps unaware but nonetheless by her own efforts gives the appearance of being 18 years old. Other hyper sexualizations are carried out in actual sexual behavior, engaging even in sexual intercourse at a very young age, all as a means of trying to overcome anxiety associated with sexuality. Of course, other factors operate here as well such as hoping for attention, love and affection which the young adolescent may not be getting at home. Commonly though not always, such precocious sexual heightened activity is associated with delinquency, which virtually by definition, refers to an adolescent who has painful and problematic experiences at home, in the family.

The Influence of the Challenge of Sexuality on Other Tasks of Adolescence:

It is quite common for sexual excitation in early and mid adolescents to interfere with their ability to study, sometimes even in school, but quite commonly in the evening while attempting to do homework. Such interference may be costly by being excessively disruptive and may be remedied by the early adolescent himself or herself by several means. Among the most common of these is masturbation. But another very common and very productive way of dealing with the potential interference of heightening sexual excitation is by means of turning one's attention and that sexual energy into activities of quite a different kind. This, may lead some adolescents to channel enormous efforts into studying, into heightening school learning, putting such sexual energies by means of the transformation we know as sublimation, to extremely good use. Others may channel some of their sexual energy into other types of creative endeavors such as sports, music, dance, art, etc. This of course is most feasible in those early adolescents who have already engaged in such creative activities, including good school performance, and thereby are able to solve one of the major problems of adolescence in one or more such most constructive ways.

The large problem created by the sexual burst of excitation typical of early and mid adolescence also positively influences the process of becoming an individual, distancing the self gradually, progressively, away from the parents toward the peer group. Thus the obligatory shift from the central position occupied by one's mother and father in early

childhood to progressively valuing the peer is facilitated by the inner pressure of sexual stimulation and the steps taken to achieve gratification of it. Where the shift from parents to peers is activated too rapidly, it may contribute to adolescent rebellion especially during mid adolescence. Where the shift is encumbered by excessive sexual inhibition, excessive sexual anxiety, excessive guilt and shame over sexual feelings, the process of leaving the parents of childhood may be slowed to the detriment of healthy normal developmental progress.

Mid Adolescence or Adolescence Proper (From About 14 to About 18 Years of Age:

Overall, the processes set in motion during early adolescence now further unfolds, becomes organized and begins to stabilize. There is progressive mastery of sexual inner pressures, reactivities, with a decrease in high levels of anxiety and a beginning accommodation to the experience of peer directed sexuality. There are still vulnerabilities, trials and errors of interaction especially with members of the other sex, but these experiences become relatively integrated into overall adaptation. Seductiveness is better organized, facilitated and part of adolescent experiencing, and has lost the nearly mortifying feeling and initial awkwardness it brought in early adolescence.

With a decrease in fear and anxiety about sexuality, fantasies become more tolerable and an integral part of the adolescent's sexual experiencing. More and more, the fantasies tend to focus on peers or other-than parent adults. Where the process of adolescence is progressing satisfactorily, there is further resolution of those residual unconscious fantasies arising from the old family romance and their power is increasingly reduced. With this the adolescent experiences a greater degree of comfort with his/her sexual fantasies and activities.

With this as well, the relationship shift to peers is well underway. Peer relations tend to continue to focus on the peer group but with it there is an increase in a one on one interest in peers of the other sex. In some mid adolescents one on one experiencing may be powerfully intense, and relatedness to that peer significantly valued, organized, and highly selective. Nonetheless commonly, and at times surprising to many a parent and even to peers, such intense one on one attachment and valuation can be quickly interrupted, brought to a close and be shifted to another person surprisingly rapidly. The specificity, stability of attachment and relatedness which the young adult becomes capable is usually not yet part of the mid adolescent's capabilities.

Sexual Behaviors:

The state of dress is now quite predictably governed by peer group influence. It is impressive how adolescents can agree to wear the same style and kind of clothes. That dress is important to the self concept which organizes anew in adolescence.

Actual seductiveness is not only more comfortable but also becomes more selective. Here however, it creates problems when it is directed toward siblings and toward parents.

Masturbation in mid adolescence tends to be more stable for each individual adolescent. The novelty it was for the early adolescent is no longer, a coming to terms

with it to a greater or lesser degree has evolved and it commonly brings with it somewhat less anxiety, shame and guilt. The frequency of masturbation varies with individual adolescents given the various needs and ways of coping each adolescent develops. Overall, there tends to be a lessened degree of anxiety, shame and guilt about masturbation, although full freedom from anxiety, guilt and shame are not achieved.

Both in peer group contexts such as parties and other social events, sexual behavior is to a significant degree part of the social behavior of each adolescent, the degree of freedom in sexual expression, the degree of comfort with its reasonable expressions, varying with adolescents depending on their individual patterns of and success in coping. Sexual behaviors one on one vary among adolescents as well; however, one can expect a greater degree of comfort with a gradual development of strategies for engagement in sexual contact, which is much influenced by prior experiences, their prior degree of success versus their prior degree of embarrassment, shame, and rejection. Adolescents are exquisitely sensitive to feeling rejected by other sex peers, a factor which plays a major part in governing their venturing into interaction with peers of the other sex.

Defensive Behaviors:

Where de-sexualization has stabilized, this is now a more serious problem especially where de-sexualization is harsh. For instance, stabilized excessive weight gain, or excessive weight loss may now become problematic. To be sure, excessive weight loss is much more alarming, and rightly so, given that it can become significantly self destructive and in 6 to 10 percent of teenagers can lead to death. On the other hand, weight gain is only too common in mid adolescents but is not dangerous; its major problem now arises from the emotional and physiological (habitual body functioning) patterning of weight accumulation, stabilizing excessive eating habits, which although not life threateningly problematic during mid adolescence often become problematic in adulthood when excessive weight creates various life-threatening problems.

Defensive hyper-sexualization is also problematic, especially when it leads to promiscuity, to mid-adolescent pregnancy, and even to sexually transmitted diseases.

Influence on Other Tasks of Self Development:

While sexual preoccupation may still interfere with concentration and study, it tends to be better organized in mid adolescence both by virtue of the accommodation the adolescent has achieved over his/her sexual experiencing, but also by the greater push to concentrate and study required by the remarkable intensification of demands made of the students during high school. Those fortunate adolescents who for years have been developing skills in learning, in sports, in music, in dance, in art, etc., are able to put much sexual energy into the service of these activities, much to the adolescent's advantage. Parents and especially teachers know the remarkable enlargement of learning capability evident during mid adolescence. It is well to know that the transformation of sexual feelings, the channeling of sexual feelings into creative activities brings a remarkable contribution to these.

In terms of the increasing sense of self and the progressive organization of self identity, stabilization of sexual feelings and experiencing make a major contribution to the character of that self as the adolescent comes to know himself/herself. Indeed parents and peers come to know the individual in significant part as a male individual with such and such sexual features, or a female individual with such or such sexual features. Hand in hand with this greater consolidation of the self's identity is the gradual shift to peers which increasingly is gaining emphasis, value, and governs the individual's behavior. That shift is now, and should be well underway. Where indeed such a shift is not sufficiently underway, professional attention may be very helpful and prevent later problems.

Late Adolescence (From About 18 to 22 Year of Age):

Many 18 year olds leave home. This is so especially for those who go on to college. But it also occurs with adolescents who do not, who join the work force and venture into starting life on their own. There is a continuing integration of sexual experiencing and reactivity, strategies for interaction with other sex peers, with further mastery in all aspects of sexual experiencing. Of course, some late adolescents may experience more anxiety than others and not have organized their sexual lives as comfortably and be less well prepared for sexual relatedness than others. Generally, fear and anxiety about sex itself is pretty well mastered, feelings and attitudes about it are no longer significantly disruptive of adaptive functioning. To be sure, some fear and anxiety about engaging in a love relationship with a new peer cannot be surprising. Here the anxiety does not arise from sexuality per se but rather from fears of rejection by the peer in whom this new love-sexual interest has developed.

Sexual fantasies on average do not create problems for late adolescents; the exception among normal fantasies are the occasional fantasy in which transgressions of a variety of kinds experienced as unacceptable to the self are imagined. For instance, fantasies about a good friend's girlfriend/boyfriend will create conflict and be troublesome.

Many late adolescents are now able to form a one on one relationship that can achieve notable stability, continuity over time, and lead to a serious engagement for years. Obviously, many late adolescents marry and begin their own families. On the other hand, many late adolescent-young adults highly motivated to pursue careers may, in large part because of the investment of emotional energies in their work, put off involvement at full depth of commitment but are able to engage in a meaningful if only transitional sexual relationship.

Sexual Behaviors:

The state of dress, characteristic behaviors in interaction, one on one and with peers, tend to be stable for the individual, quite well known to the self and even to those around him/her. Seductiveness is better modulated, better controlled by now, serving the individual where needed in engagement with peers.

Masturbation continues to be implemented as a means for reducing sexual tensions, accumulated sexual excitations, especially so where a reliable sexual relationship is not yet attained. Given the large number of late adolescents who are not yet committed to a single romantic-sexual relationship, masturbation is an established phenomenon of late adolescence.

Defensive Behaviors:

Mental health professionals assert that sexualization of the self is a requirement by late adolescence. That is to say, whatever way one decides to organize one's sexual experiencing, be it, to be highly sexually active or, on the contrary, to be highly ascetic, not involved in sexual interactions, the issue of one's sexual identity has to be defined by late adolescence for a sufficiently healthy progression into adulthood. In this sense, organizing one's sexual experiencing along lines of being sexually active in relationships or celibate (not engaging in sexual relationships), what is essential for progression into adulthood is that one's sexual identity should be organized in a way acceptable to the self. What may prevent healthy progression into adulthood (as a psychological level of development) is where a high level of conflict about one's sexual identity remains. Whether the sexual orientation is heterosexual, oriented in one's sexual choice to a person of the other sex, or homosexual, oriented toward a person of the same sex, psychologically, the acceptance within the self of a sufficiently defined sexual orientation, accepting the self as a specific sexual self, is essential to untroubled progression into adulthood emotionally. Mental health professionals find that where there is a significant delay in the progression from late adolescence into adulthood that such a delay results from (1) the inability to accept a sexual orientation and definition, or (2) from delays in the process of individuating and making the shift from the centralized position of the parents in one's life to making a peer be so centralized. Therefore, where decentralization efforts continue to produce substantial problems, difficulty in adaptation to adulthood may be expected to occur. To a degree, certain long existing efforts to de-sexualization such as those that result in weight gain, may continue without excluding the capacity for sexual relationship which is age-adequate. It is especially on the side of excessive weight loss, namely in the condition known as anorexia, that continuing problems in one's sexual identity and in sexual relatedness may continue. Therefore, even though excessive weight gain and retention, as well as the problem known as bulimia, may continue to represent some internal adaptive difficulty, they do not necessarily exclude the capability for forming good loving sexual relationships.

Hyper-sexualization in late adolescence continues to represent a relative degree of difficulty in mediating sexuality in relationships. At this time such hyperactivity in sexuality may reflect more a difficulty in the ability to form love relationships, rather than to form sexual relationships. That is to say, the problem here may be less in how to deal with one's sexuality than how to form a steadfast, continuing, sufficiently emotionally engaged relationship with another person. So that here, the problem is more in terms of trusting another person sufficiently, being able to commit oneself emotionally to a single individual for a long time, rather than due to excessive anxiety about sexuality.

Influence on Other Tasks of Late Adolescence:

Again, assuming a greater degree of comfort with one's sexuality also leads one to assume that sexuality has become better integrated with other major tasks of late adolescent development and may be expected to no longer interfere substantially with the ability to concentrate for the purpose of study, for the purpose of repairing an automobile engine, nor any other undertaking which requires the individual's attention and focus.

By now as well, creative endeavors, be it in sports, in the arts, are generally contributed to by channeling some of the late adolescence sexual pressures and energies into these areas of experience. It is especially in the arts that the amalgamation of sexual feeling, experiencing and pressure becomes integrated into the overall artistic effort, be it an effort at producing a new work or at performance such as in music, dance, or theater.

In terms of its influence on the process of separating from the parents of one's childhood to a sufficient degree to allow the emotional investment of a peer at a new level, a level which can make future mate-hood possible, during late adolescence this should reach a level of sufficiency so that leaving home is not experienced as excessively painful and engagement in peer relationships is sufficiently facilitated to make these readily possible. We do not mean by this that no anxiety in forming relationships with new peers should be present. There always is some anxiety, of a greater or lesser degree, in meeting people for the first time, and especially in the domain of expressing a love-sexual interest in another person. There it is especially the fear of rejection that creates the anxiety. All in all, during late adolescence, during the period from 18 to about 22, living away from one's parents should be comfortably feasible, progressively so, and living in the world of peers should be comfortable enough to not to be overly preoccupied with it. We do find that late adolescents who have been unable to sufficiently attain this shift in the centrality of relatedness, may experience inordinate difficulties living on their own or in a group setting such as in college, to the degree that the anxiety produced by this insufficient development may interfere with their ability to work, to form relationships, and to play. In such cases, professional help can be most useful in facilitating the necessary progression and development into adulthood.

6.2312 CHILD REARING: Sexual-Reproductive Life

Parents' worries about their adolescents' sexual experiencing is among the major concerns they have about their adolescents. Mothers and fathers equally probably worry more about their adolescent daughter's sexual activities than about anything else regarding adolescent daughters. Whatever factors may be involved here, one of the foremost sources of worry for parents is that their too young daughters may become pregnant. It is because parents know only too well the risks inherent in premature engagement in sexuality and especially in the problems created by teenage pregnancy, with the disruptions of adolescent development and the heavy burdens placed on the

adolescent by a young child, that parents' worry uniformly about this possibility.

It seems to us that a mistake is made by parents who fail to recognize how significantly anxious their adolescent offspring are about sexuality and that it is this, namely anxiety, rather than the great promises of sexual gratification which propel some adolescents into premature sexuality, putting themselves at risk for some of its highly negative consequences. To be sure, the pressure of sexual excitation is very large and adolescents need parental guidance and, quite commonly, limit setting. But it is important to recognize that premature engagement in sexual activity and especially excessive sexual activity often, though not always, are the product of feeling insufficiently valued, in great need of acceptance by peers, all in all due to uncertainty about oneself, to an insufficient feeling of being worthy of trust and love, all of which need parental attention while at the same time parents make efforts at guiding and where needed limit setting. There are exceptions here. For instance, even in very loving families where parents are attentive and responsible, an attractive and precocious adolescent girl who draws the attraction and attention of adolescent boys several years older than herself may be swept into premature sexual activity, even into promiscuity, by her insufficiently developed ability to master her own sexual appetite and the gratification that comes from fervent male attention. In such cases, professional help may prove helpful in preventing problems and premature developmental closure.

Early Adolescence:

Parent must realize how stressful this period of development is for their young teenagers. It may be helpful for parents to think of their early adolescents as human beings whose bodies are developing far ahead of their emotional development. Breasts are developed, menstruation has begun, a loving father has said to his daughter on learning that she has started to menstruate: "Wow Janet, I understand you're a woman today." Indeed, said with affection, with admiration for the magnificence of human life, and in an effort to help the early adolescent accept her evolving sexuality. But, how far from being a woman psychologically, emotionally, is Janet? In other words, it creates an imbalance in the child's experiencing. The body is way ahead of emotional development, and this imbalance brings with it a great deal of uncertainty about the self, anxiety, even embarrassment and at times shame.

The anxieties the early adolescent experiences can be lessened by skillful, sensitive discussions of all aspects of sexual life. An attitude found very useful in speaking with children and teenagers about sexuality is to speak of it as a natural biological phenomenon, a universal biological function that serves the preservation of the species. To speak of sexuality as a biological phenomenon will be helpful when it is also acknowledged that this is a sensitive topic, one that creates anxieties and conflict in the early adolescent. When sexuality is talked about as if there were nothing to be anxious about, or as if there is nothing to feel uncomfortable about in a discussion of sexual matters between a father and his daughter or a mother and her son, this attitude can cause problems. It is simply not true that parents talking with their own children and adolescents about this biological phenomenon brings with it no anxiety.

In terms of this, it is especially important for parents to tolerate the possibility proposed, indeed affirmed, by psychoanalysts that every child experiences a family romance; this would guide the parent to be cautious in her/his approach to the early adolescent about matters of sexuality. (It may be fruitful to review the Section on Sexuality in Unit 3 at this time).

For a father to walk about the house in his underwear creates anxiety and stress in most early adolescent girls due to the experience of seductiveness contained in such behavior, even when the father does not consider his behavior to be seductive. The early adolescent girl, and even boys, will experience that behavior differently than is intended by the father. Similarly, a mother who comes to breakfast in a negligee, which by definition means that it will be sexually revealing, must realize that her early adolescent son and even daughter will be made uncomfortable by the inherently erotic exhibition that comes with wearing a negligee. Sleeping wear, underwear, cannot be equated with bathing suits even when bathing suits are more revealing than the underwear or the sleeping wear. This lies in the fact that these clothing have varying meanings for each of us. Underwear is more suggestive of being undressed than are bathing suits, even bikinis. We have learned this in the mental health clinical situation.

Parents who recognize the anxieties in the early adolescent as coming from the intensity, the constant activation now of sexual excitation, the uncertainty on the part of the early adolescent that she/he will be able to contain and control her/his sexual behavior, that the early adolescent fears parental disapproval for having sexual thoughts, fantasies and wishes, and the fact that harm may come to the self from sexual experiencing, that parent will better be able to appreciate the burdens experienced by the early adolescent. Respect for this anxiety is essential. The best way to mitigate this anxiety is to take occasion to talk about sexual matters, to answer whatever questions the early adolescent may ask, without badgering the adolescent, without forcing the adolescent to listen to a lecture about masturbation. Humor can at times be used constructively. Ridiculing is never constructive. Shaming may be useful only in extreme conditions but is usually not helpful for the early adolescent. Making the adolescent feel guilty about whatever manifestations of their sexual feelings, fantasies, and wishes they have will tend to create problems about sexuality rather than help contain the early adolescent's sexual exploitations. The same can be said for mid and late adolescence.

It is uncommon for early adolescents, or mid adolescents for that matter too, to state to their parents the content of their sexual fantasies. Where by chance the content of such a fantasy is revealed, it is well for the parents to address the content of these fantasies in a benign, and reassuring manner. One of the opportunities that will present itself under such conditions is for parents to be able to reassure their early and even their mid adolescents about the fact that all human beings, each of us, occasionally experiences fantasies we find unacceptable, whether it is that the fantasies are sadistic, or that we experience them to be of a sexually unacceptable character, which becomes a source of fear to the early and mid adolescent that there is something terribly wrong with him/her. Again, a passing comment about the naturalness of some objectionable fantasies may be reassuring to an early adolescent or mid adolescent who may experience a great deal of shame, guilt, and anxiety about his/her own sexual development. Fantasies not

acceptable according to "natural" sexual tendencies, occur to every human being at one time or another, and invariably cause some anxiety, shame, and even guilt. Given the many efforts the early adolescent and the mid adolescent make to cope with their sexual feelings, especially those that continue to be linked to the family romance, it is not surprising that all kinds of methods will be used to bypass, to find other ways of deriving sexual gratification than by using the fantasies that arise directly from the family romance. We cannot understate the importance of the experience of the family romance in early childhood which continues in early and mid adolescence to have some residual influence where the adolescent has not fully enough resolved or given up any hope of family romance gratification. It is especially in the face of remaining fantasies arising from the old family romance, that so much anxiety is experienced in the face of sexual feelings.

In fact, it is because every early adolescent still carries some residual fantasies coming from the earliest childhood wishes, the boy's wish to marry his mother, the girl's wish to marry her father, that some sexual events that occur in families bring with them such a harmful potential. What we have in mind here are the times when a parent engages in sexual activity with his/her own child, be it as a child, as an early adolescent, or for that matter a mid adolescent. It is now well known that on too many occasions incestuous events (sexual activity between family members other than husband and wife) occur which bring with them significant negative consequences. To be sure this is an unpleasant topic to consider. But consider it we must because of the harmful effects it brings to the child, to the adolescent. Mental health professionals tell us that according to their clinical experience and according to the few studies on the subject which currently exist, that the majority of children, including early adolescent, and mid adolescent, who are subjected to incestuous activity will suffer lifelong problems in their own subsequent sexual lives, suffer difficulties in forming loving and trusting relationships, and suffer from vulnerabilities to excessive shame and guilt for many years. Incestuous activity involving parents are the most detrimental. Incestuous activities involving stepparents take second place in harm done to the child or early adolescent. It is well to know that a stepfather to stepdaughter, most commonly the early adolescent stepdaughter, is the most frequent form of incestuous activities reported. This is especially so where the stepfather suffers also from alcoholism. Incestuous activities by familial adults can also be harmful to many an adolescent. Quite possibly the most common form of incestuous activity is that which occurs between siblings. Although the most common, (studies are insufficient to give us firm data on these matters) their detrimental impact is not as large, although in a significant percentage of cases the harmful effects can be highly detrimental to later adaptation and may be lifelong.

This discussion of incestuous activity is difficult for parents as well as for children to consider. Nonetheless, we take it on because this is an area where preventing inappropriate sexual events from happening is a relatively easy matter. Mental health professionals have often found that sexually abusing adults whose subjects are children tend to rely on false assumptions which are believed to make their behavior possible. That is, a father assumes "This will do her no harm", or "She won't know what I am doing to her", or "She won't remember...", etc., using such falsifications makes it possible

for many such parents and step-parents to engage in sexual activities with their children. We feel that when parents know what harm incestuous activity may bring to their children, they are far more likely to abstain from such behavior toward their own children and that they may be more benevolently vigilant in protecting their adolescent children from incestuous activities between siblings.

With regard to incestuous activity between siblings, it is not necessary to be harsh, to be punitive, to be overly alarmed by such activity. Rather, it will be sufficient in most cases to set limits in a constructive way, stating that the limit is set to protect against harmful later consequences, and also seeing to it that even where it is necessary for siblings to share a bedroom, that dress codes are reasonably observed, bathroom use reasonably respected, and that sexual activities are not permitted between siblings.

Handling Sexual Behaviors in the Early Adolescent:

We have already suggested that bathroom use be governed in a reasonable manner, recognizing the early adolescent's need for privacy, and the need to be protected against excesses of undress in the family. In some homes, parents insist, for philosophic or other reasons, that allowing nudity can work to the child's developing a healthy attitude toward self and sex. In such cases it is important to be attentive to the early adolescent's reaction to this state of dress or undress, and to be honest and sensitive about the degree to which nudity can be carried out. Early adolescents will find it overly stimulating, will feel inordinately uncomfortable, and will attempt to accommodate to the family's wishes by using defense mechanisms which may in the long run be troublesome. For example, the early adolescent who deals with his or her own reaction with a feeling: "There must be something wrong with me that I get sexually excited when nobody else in the family seems to" and will then attempt to deny his or her own experiencing with the possible result that this adolescent will from here on question his or her own perceptions of things, his or her own reading of how other people are behaving, and not trust his/her own intuitions, observations, and understandings.

From the vantage point of what kind of dress, what kind of outfit to wear, the early adolescent should be given a substantial choice in what to wear. Clearly if the dress is too sexually explicit, parents have the responsibility of offering guidance by not allowing certain clothing to be worn to school, etc.

An item of much consequence to preadolescent and early adolescent girls is the question of when to begin to wear a bra. Parents are well advised to go along with their preadolescent and early adolescent's wishes in this regard. Arguing that an early adolescent is not ready to wear a bra when the youngster wishes to wear one is not advantageous. The cost of such an item is much less than the emotional consequences which may come to it for some young girls, for example the feeling of not being noticed, the feeling of one's developing sexuality not being meaningful, which may have a determining consequence for the way the adolescent feels later. Similarly of course, mothers can be very helpful to their daughter's handling her menstrual period, by talking about the experience in reasonable, positive ways, as well as about what to wear and how to take good care of herself. Some early adolescents find the use of tampons difficult to

accept because they require intrusion into the vagina, something for which many early adolescent girls are not ready.

Seductiveness on the part of the early adolescent must be handled with sensitivity, thoughtfulness, and respect. That is to say, seductiveness has a place in life, where it can be quite beneficial in engaging another person into a relationship desired by the later adolescent and even the adult. Seductiveness need not be equated with sinfulness; it is an expression of sensuality for which there is an appropriate time and place. Seductiveness on the part of early adolescents toward the parents needs to be gently rebuffed at times with comments such as: "That makes me feel uncomfortable. When you get a bit older I am sure that some very nice girl/boy will appreciate and value that behavior. Your my son/daughter; this is not appropriate behavior between us. Save it for some lucky girl/boy." Obviously these words are only an example of setting an appropriate limit on seductiveness toward parents by early adolescents without being insulting, without rejecting the child's developing sexuality, without being offensive to the youngster. To be sure the early adolescent will react with embarrassment to such admonition by the parent. One of the ways the early adolescent may react is to say that this was not at all what the adolescent was doing, that there is something wrong with the parent for thinking so. Nonetheless, it is important that parents sort out whether the behavior is seductive, and if it is to set a reasonable limit on it. The same can be said for seductive behavior between siblings; similar comments can be made indicating that it is not appropriate with a sibling, but someday it will be appropriate with a boyfriend/girlfriend.

Parents who make their home welcoming for their children's peers are at significant advantage in knowing what kinds of peers their children associate with. Furthermore, it will make it possible for the parents to see at least some of the activities that go on between these peers and how their adolescent tends to behave with peers. Judgment needs to be used to determine what kind of behaviors may be allowed and not allowed, what may be precocious sexual exploration or what may be excessively inhibited interaction. For instance, learning that one's 13 year old son was too shy to kiss a girl in the course of some party game of a benign nature, a parent may wish to gently address this issue, gently explore whether this is due to some benign shyness or whether it is due to an overly critical attitude toward sex with unreasonable depreciation of it arising from anxiety experienced by the early adolescent. Here again, where behavior becomes too explicit, or becomes too vulgar, it is well for parents to gently but firmly set limits and guide their child in this important area of life experience.

With regard to masturbation, the parents' responsibilities are limited to not allowing masturbatory activity to be public. Beyond that, masturbatory activity is the private domain of the early adolescent, and is an area where the parent should not intrude. We are speaking here of solitary masturbation; group masturbation or other precocious sexual group activities requires limits by the parents given that such group activity may push the early adolescent to proceed to premature sexual interaction. Normal, solitary masturbation, is an area where the early adolescent requires privacy. It is well for parents to bear in mind that sexuality creates enormous problems for the young adolescent and that masturbation is the safest and least problem producing means for reducing high levels of sexual excitation which can not be discharged through creative channels. With

regard to discussions about masturbation these can usefully be offered in a sensitive way, but the parent should be ready to retreat from such discussion when the early adolescent indicates an unwillingness to talk about this with the parent. This is exactly why good sex education in schools is needed: because teenagers often are too conflicted and embarrassed to talk with their own parents about sex and masturbation, due to their repressed family romance fantasies which involve these same parents (see Section 6.2311).

Handling Defensive Behaviors:

Efforts at de-sexualizing the self can be reasonable and require no intervention on the part of the parents. Abstaining from dressing especially attractively is not remarkable nor is it indicative of a major problem with sexuality. Too sloppy dress on the other hand, and sloppy body hygiene, do call for some discussion bearing in mind that underlying such too sloppy dress and too sloppy hygiene may be due to a high level of anxiety about sexuality where sensitive discussion may be very helpful. It is well for parents to be attentive to excessive weight gain and especially to excessive weight loss. Excessive weight gain, which often serves to mask the body's sexual features (see Section 6.2311), should be talked about as a medical issue -- it can eventually aggravate life threatening problems. Here parents should not only try to sensitively make sex a less threatening issue for their young teenager; they can also help by encouraging better eating patterns, with foods selection and eating smaller portions of most foods.

It is especially in cases of excessive weight loss that parents cannot reduce their own early adolescent's anxiety about their developing sexuality, their developing body; and this is where professional consultation becomes necessary. It is important for parents to know that excessive weight loss, medically called anorexia, can be harmful to the early adolescent's evolving reproductive system, that it often interferes with regulating the menstrual cycle, that it does bring about imbalances in hormones, and, furthermore, that ultimately it may become a fatal illness, since about 10% of early and mid adolescent anorexics die. It is, therefore, a quite serious illness and needs medical attention. As with any other question parents would have, it is far wiser to consult a physician on questions the parents have pertaining to their early adolescent's health than to wait too long, when it is only too obvious that medical help is needed.

Defensive hyper-sexualization in early adolescents require parental attention. Excessively seductive behavior, excessively seductive dressing require parental guidance. Of course, where the parent- adolescent relationship is quite positive such limit setting will be useful, helpful, and probably effective. Where there are significant problems between the early adolescent and his/her parents, greater difficulty will be encountered in offering guidance and in setting limits and may lead to rebellious behaviors that can become quite problematic. Early adolescents whose hyper-sexualization is not attended to by the parents may lead the early adolescent into all kinds of difficulties, and where the adolescent-parent relationship is poor, may facilitate the way to delinquency, most commonly expressed in girls by precocious and promiscuous sexual overactivity.

Optimizing the Influence of Sexuality on Other Tasks of Adolescent Development:

Where sexual preoccupation interferes with the ability to study, to concentrate, it is well for parents to try to help their early adolescent organize their study habits toward greater effectiveness. This will mean securing a sufficiently isolated study area, with good enough lighting, the reasonable reduction of noises in the apartment or house, and with occasional checking how the studying is going as well as looking at the work once it is done. It is also well to be available to the early adolescent for questions regarding work assignments that create problems and to help the adolescent while at the same time encouraging greater effort in doing the work on her/his own. The parent needs to use judgment in determining when to encourage the youngster to work alone and when to respond to the adolescent's request for help.

It is useful to know that some early adolescents find being alone too difficult and interferes with their efforts to concentrate. Some may find the sound of a radio to provide them with just the degree of not being alone needed to be able to concentrate and study. It is important for parents to sort out whether the use of music is interfering with studying or whether it is facilitating studying. Where total silence creates a feeling of intense loneliness, a softly (i.e., not too loud) playing radio may facilitate the early adolescent's ability to study. Discussions about this with the adolescent are warranted and the adolescent ought to have a voice in deciding whether or not a radio is helpful or interferes with the youngster's efforts. Television, on the other hand, because it uses two sensory modalities, both hearing and seeing, does interfere with concentrating on homework and it is well for parents to not allow the use of television while doing homework.

Asking how the work is going when the young adolescent comes out for a glass a milk and a cracker, checking if the work is done before the early adolescent goes to bed, showing an interest in the adolescent's work efforts, all help the adolescent. Of course, unless it is warranted, over-concern may undermine the youngster's self confidence. Therefore, beware of nagging, of being too intrusive, of not allowing the adolescent sufficient autonomy to decide how to best proceed in doing the work required.

It is important that parents support their children's study and creative endeavors given that excessive sexual energy, sexual pressure can be channeled into these. Activities such as studying and learning but also involvement in sports, art, playing an instrument, etc., which provide the child with a remarkable channel for the discharge of all kinds of emotional energies, is a highly desirable channel for parents to support, encourage, cultivate. Again, this is best achieved by being interested in those activities where the child has particular talents and has learned skills over time. Of course attending school related events, be it parents' visiting night, or school and extracurricular sports events, musical, dance events all are highly supportive of the early adolescent and may be the largest contribution parents can make to their children's interests in these activities.

One of the factors parents are well to know about the emergence of adult-form sexuality in their early adolescents is that it contributes to the important and difficult task of distancing the self from the mother and father of early childhood and shifting the

valuation of relationships more and more to the peer group. This is difficult for parents. It is difficult to feel a lessening degree of importance the parent exerts on the child. Nonetheless, it is important that the parents help their child achieve this so that he/she can go on into the world, make his/her own life possible within the generation to which the early adolescent belongs. It is therefore important that parents allow the adolescent to push away from them from time to time, to turn more and more to peers. This is why allowing the use of the telephone for contact with peers is useful; why allowing the child to spend time with his/her peers after school is useful; why welcoming the early adolescent's peers into the home is important. It is well for parents to ascertain whether that pushing away is too rapid, too harsh, too hostile; rebellions need to be dealt with actively, thoughtfully, gently and firmly, in non-depreciating ways; they are not easy and professional help may and can be very helpful. Similarly where the shift to peers is not beginning, where the 14 and 15 year old tends to not form relationships with peers, tends to never complain about going out with the parents, exploration by the parents is warranted. That is, they should look to why the early adolescent is resisting pushing away from the parents and moving toward peers sufficiently. To be sure, some early adolescents will be slower at activating this shift in relatedness than others. No alarm is required here. It is however well, for parents to think about this, keep their eyes open to the question, and make occasion for talking with their adolescent about this issue when appropriate and feasible.

Handling Mid and Late Adolescent Behaviors:

It is important for parents to accept the fact that more and more during mid adolescence and late adolescence they will have less and less authority over their growing children's behaviors. Still, however, they can be helpful, can guide, can even set limits when necessary. Parents should expect the adolescent to progressively gain mastery over his/her sexual behaviors, feelings about his/her own sexual development, and they can expect a greater degree of adaptive capability. Interestingly, the adolescent will have a low tolerance for overt sexual behavior between the parents. Although adolescents are best protected by knowing that mother and father have a good love relationship which includes sexual activity, they are most uncomfortable in hearing any discussion of parental sexual activity, and many mid and even late adolescents have an adverse reaction to the idea of their parents having a sexual life with each other.

Most mid and late adolescence progressively then stabilized in their patterns of dealing with their sexuality, including their bathroom traffic, their state of dress, their seductiveness with parents and with siblings. Nonetheless, some mid adolescents still venture into behaviors that require parental guidance, as well as parental limits. This is especially so in the area of seductive behaviors and state of dress behaviors. By this age this matter should be clear to the mid-adolescent and where some lapses in reasonable behavior occur, parental limits continue to be enormously helpful. Limits can be set firmly, the same rules being stated as have been repeated before even if these become tiresome and annoying. Parents should recognize that it is not that they have not been understood which is leading to a repetition of unacceptable behavior, but rather that there

is a continuing degree of insufficient mastery over sexual pressures that are activating the mid adolescent's behavior. Of course, where the seductive behavior leads to sexual activity, that is then incestuous activity, parental efforts have to be more vigorous, more persistent, and more continuing vigilance is required. It is critical to sort out the degree to which the mid and late adolescent needs and deserves the privilege of privacy, and where this privacy may facilitate incestuous activity, and, indeed, whether or not this is going on. Adolescents need privacy in much of their activities be it toileting, dressing, homework, and even in social activities. Nonetheless where there are signs of sibling seduction and erotic interaction, privacy is going to have to be monitored and even intruded upon, and it is well that this be clearly established. It is well for parents to bear in mind that sibling sexual interaction may begin well before mid adolescence, or it may begin in mid or even late adolescence and that parental help is usually needed to stop it. When such activity is found, or is believed may be occurring, discussion of the problems such activity often causes can be enormously helpful in resolving such unacceptable behaviors. Discussions that are respectful, explanatory, where strictures are clearly stated, are far more effective than scolding, humiliating, and insulting.

With regard to mid adolescence and late adolescence sexual behaviors with their peers, parental judgment, sensitivity, judiciousness are essential. What is appropriate for a mid-adolescent? It is appropriate for a mid adolescent to engage in kissing, in petting activities, it is more questionable whether sexual intercourse is appropriate for the adolescent 15 to 18 years of age. In Western culture it is not uncommon for mid adolescents to engage in sexual activity to the point of sexual intercourse. To deny that such occurs is only inviting un-preparedness on the part of the mid adolescent, is naive, and robs the parent of being helpful to the mid adolescent. Not every mid adolescent will be ready for intercourse. It is no more reasonable to insist that a person by the age of 18 must have had intercourse as it is to hold the view that no person 16 should have intercourse. Parents will never be able to control whether or not their 16 or 18 year old has intercourse or whether they should or should not do so. It is helpful to allow the topic to surface in discussions when it arises spontaneously, usually most easily in terms of what other adolescents are doing, so that sexual behaviors need not be unduly kept hidden from parents out of fear of disapproval and rejection. These matters are not easy for parents and adolescents to discuss, but humor, talking about other adolescents, commenting to behaviors seen and heard about other adolescents, can be guiding to one's own children.

Allowing sexual activity in the home is of course a matter of individual parental choice. Once parents have a standard to which they want to hold that can be made known to the adolescent in due time. It is well to again emphasize that the balance between allowing age appropriate sexual behaviors to be carried out in the home and disallowing behaviors that are felt to be premature for one's own mid adolescent is left to the parents, but that parents are advantaged when what is permitted happens at home rather than elsewhere. There is a wide range of what is felt to be reasonable by parents and each family must determine its own standards of sexual conduct.

A word on masturbation. Mid and late adolescent masturbation is none of the parents' business; such activity is strictly reserved for the privacy of the adolescent.

Where defensive behaviors remain within reasonable range, be it some degree of reserve, some degree of over-channeling sexual energies into creative activities, these are benign and of no concern for parents. It is where the mid- or late-adolescent's inhibitions against sexual behavior are too great, or the behaviors too loose, that parental attention needs to be paid to these and concern judiciously expressed. Of course, excessive weight loss, again, features as among the most worrisome of the defensive operations against one's sexual development and here professional help is warranted.

Sexual development, pressures and concerns continue to influence other tasks of development. Parental support continues to be helpful with regard to the adolescent's efforts at doing homework, at concentrating and studying. Interest in the adolescent's school-work and other creative activities will help him/her fend off interference from sexual excitement and arousal. Approval of good work, approval of good a grade, of a good report card, of a successfully achieved project, continue to be important to mid and late adolescents. Making the honor roll, being selected for a prize, all deserve applause and benefit the adolescent. Attending performances, be it in sports, in theater, in music, all are enormously supportive, appreciated, and enhance the adolescent's creative efforts.

With regard to the development of self, the movement away from the centralization of the parents and the shift toward peers need to be permitted by parents, at times even under relatively unpleasant conditions. For instance, inviting a 16 year old to come to dinner with the family may at times lead to rejection of such invitations by the mid adolescent. Some parents are offended by such a refusal, not realizing the need for the mid adolescent to disengage from certain family activities which place the parents at the center of that activity. Some parents find it difficult to tolerate the fact that the mid adolescent would prefer to spend the evening with his girlfriend, or her boyfriend, than stay for a gathering with some family members who are visiting from out of town. Such refusals on the part of the mid adolescent, and the late adolescent, are however, part of their effort to push away from the parents, pulling closer toward peers, an activity in which they need parental permission and even approval. Where a 17 year old never refuses to spend an evening with the family, seems insufficiently engaged in relationships with peers, attention to this matter is warranted. Where parents feel they cannot address the issue satisfactorily themselves professional consultation can be very helpful.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.24 AGGRESSION

We remind the reader that there are several models of aggression. In many ways they are quite similar; however, on some important points they differ. Aggressive behavior is complex, has different forms, and efforts to explain the nature of these different forms of aggression has given birth to the various models we have. Some view the different forms aggression takes to mean that these are actually different phenomena and should not all be identified as aggression; and others view these to be various forms one particular phenomenon takes that is, that aggression has several forms.

The model we use holds that there are 3 major trends in aggression. First, there is aggression that is neither destructive nor hostile, this form being nondestructive aggression and serves autonomy and assertiveness. For instance, to protect her or his sense of self, the adolescent will frequently assert his/her thoughts, explanations of certain events, and insist sometimes even to the point of being angry that his/her explanation is the right one. Putting one's foot down on an issue on the part of the parent is not hostile, but it is also aggressive and constructive, it is assertive. The second major trend in aggression is identified as nonaffective destructiveness, so labeled because there are acts of destructiveness that are not motivated by hostile feelings. For instance, in the animal kingdom, hunting, chasing and capturing a smaller animal is not motivated by anger toward that animal nor even by the pleasure of the chase, but rather it is due to the need to feed oneself. We all need food in order to survive. In the process of getting the food we need and in the process of eating and digesting that food, we are breaking down existing structure (in this case an organism) in order to derive from that structure what we need for the purpose of survival. This type of destructiveness is essentially then not motivated by hostile feelings, but by hunger and the powerful inner push to survive. The third major trend in aggression is that most familiar to all of us and which most immediately comes to mind when we speak of aggression, and that is hostile destructiveness. This trend in aggression covers the range from feelings of hostility to hate and rage. The model of aggression we use holds that hostile destructiveness is always produced by experiences of excessive unpleasure. Excessive unpleasure, or what is experienced as excessively bad feelings, is experienced when physical or emotional pain goes beyond that point of tolerance we experience as being "too much", like when one feels "this is more than I can take". It is just in this fact that the model we employ is useful and of large importance to each of us but especially so for parents. It is that hostile destructiveness is a trend in aggression, a form of aggression which results from the experiences we each have; we are not born with hostile feelings, they are generated in us by the experiences of excessive pain we have, whether that pain is physical, but especially when that pain is of an emotional kind. This means then that parents can facilitate their child becoming a very hostile person and equally so, they can facilitate their child's becoming a person fairly free from large loads of hostility.

One of the more sticky problems for this model is this. Anger, hostility, hate, and rage are of course on a continuum: all are feelings on the same line of experience, all are feelings of aggression. However, the model we use assumes anger to be part of nondestructive aggression, of reactions in the self to the thwarting of one's autonomy, which intensifies feelings of nondestructive aggression, feelings of assertiveness, and will, if that thwarting of autonomy continues, lead to angry assertiveness. But this thwarting of autonomy will not lead to the stirring of hostile feelings until that thwarting is experienced by the self as going beyond the point of tolerance, to the point of "this is too much". At this point, the aggression experienced becomes hostile destructiveness. Thus, anger is part of the nondestructive aggression trend, whereas hostility is part of the hostile destructive trend. Experience thus determines when the nondestructive aggression trend yields to or becomes the hostile destructive trend. This should not be too surprising given as we said at the outset that aggression is a family of feelings, that there are different forms aggression takes which is what makes it so difficult to explain what it is and why there are a number of models which attempt to explain it. Hostility does differ from anger. It is not only a more intense feeling, most important is that it creates a different set of reactions, and motivates hostile acts, whereas anger does not. And, the more intense both the reactions and the acts which follow from it the more one goes from hostility to hate and then to rage.

Manifestations of aggression, nondestructive aggression and hostile destructiveness, the two trends that concern us most, are significantly determined by the size of the individual. It is doubtful that a 2 year old child can budge a 100 pound weight; it is probable that the average 12 year old can perhaps budge it; and it is certain that the average 17 year old can do so. It is more likely that the average 17 year old boy will have less difficulty doing so than the average 17 year old girl. It is also likely that none of us would fear the hostility or rage experienced by a 2 year old, would probably have some misgivings about what a 12 year old is capable of if enraged, and might well, and maybe wisely be frightened by an enraged 17 year old. Although the 17 year old female's hostility and rage could be alarming, that of the 17 year old male would probably be more frightening. All of these are determined by the physical size, mass and strength of the child or adolescent's physical height and breadth, and muscle mass.

We also noted that maleness and femaleness is, on average, a factor which influences the quality of expressions of aggression. Contributing here is the increased production of hormones associated with sexual development and with the overall bodily development that comes during adolescence. We now know that in the male, higher levels of certain hormones, known as steroids which pertain to sexuality, as well as specifically male hormones like testosterone, are produced in larger quantities in males than in females. These have been found to be involved in the increase in size and the total muscle mass of the individual. In fact it is now well known that athletes have used steroids just for the purpose of increasing muscle mass, weight and strength; and we also know the serious problems this use of abnormal levels of hormones create. We can assume that the heightened productions of these hormones also contribute to the differences in aggression patterns of discharge found in males as compared to females. Differences in the discharge patterns of aggression in females and males have been noted from the third

year of life on. This difference in patterns of aggression discharge is further accentuated by the physical, hormone-induced changes that occur during adolescence.

6.2411 HUMAN DEVELOPMENT: Aggression

The principle bodily systems which determines the character of the expression of aggression is the bone structure and the muscular system which overlays it. The bone structure grows ahead of the muscular mass to a variable degree depending on the individual adolescent. During early adolescence much growth is set in motion in the bone structure. Muscle mass follows by a year, two, and more. Mid adolescence is the period of most rapid muscular growth. While further growth occurs beyond 18 years of age, its rate is usually slower although that is, of course, variable. It is also well known that muscle mass can be built up by physical exercise in both male and female though, in significant part due to steroids and sexual hormones such build up is more facilitated in the male than in the female.

The impact of these bodily changes in size, muscle mass and strength is critical to the experience of aggression, to the experience of nondestructive aggression as well as hostile destructiveness, and varies along the lines already indicated in males as compared to females. We want to emphasize that the differences in male and female with regard to the experience of aggression lies more in the expression, in the discharge pattern of nondestructive aggression and hostile destructiveness. That is to say, females are capable of equal degrees of expressions of autonomy, of assertiveness as well as of hostility, hate and rage as are males. Their modes of expressing these differ, most clearly in the expressions of the assertiveness or the hate tending to be more motorically (by means of the muscular system) expressed in males than in females. The tendency in males is more in the direction of discharging both assertiveness and hostility using the weight and strength of the muscles, in large bodily movements such as in striking with the fist or pushing with one's entire body; whereas in the adolescent girl, the equally intense assertiveness or hostility tends to be expressed in the many other ways humans are capable of other than by means of large muscle mass acts. For instance, a 15 or 17 year old girl who feels much hostility toward a particular other person is more likely to express this hostility verbally, with much facial expression, with much feeling tone, rather than with the threat of physical violence. Needless to say, these statements are simply generalizations and we all know of exceptions to these.

A few more generalizations regarding aggression during adolescence before we look more specifically to early, mid and late adolescence. All experiences that cause intense hurt feelings will generate hostile destructive feelings toward the person or persons who cause this hurt. The degree to which the adolescent has already experienced intense hurts in the family, in school, with peers, will co-determine current reactions of hostile destructiveness, current hurts and narcissistic injury. For instance, the "I'll show them" reaction which increasingly is experienced as the body grows larger and more powerful,

can lead to very productive outcomes. For instance, working harder at making better grades or at hitting a ball can be very productive. Of course, where the "I'll show them" is associated with open feelings of revenge, these may lead to harm and hurtful outcomes for the individual adolescent. Indeed, whether or not the "I'll show them" and similar reactions lead to efforts that are constructive versus to efforts that are destructive is going to be significantly determined by the overall status of feeling loved, respected and cared for in contrast to in large part feeling unloved, rejected, and depreciated.

Given that when we experience high levels of hostile feelings, and hate toward those we value and love cause guilt, such feelings create problems for the individual. Of course, these often cannot be expressed directly as fantasized and wished. A 15 year old boy or an 18 year old boy may feel furious and wish to physically lash out at his father or his mother, but for a number of reasons, including the fear of causing damage, feelings of guilt, fear of retaliation, the fear of being thrown out of the house, etc., will prevent such wishes from being directly expressed. Where hostile feelings toward one's father and mother during adolescence have long been and now continue to be especially provoked with intensity, certain defense mechanism are going to be employed, common among which are displacement (to discharge the hostile feelings toward someone or something other than the person who instigated them) and generalization (to ascribe to all men what is experienced at the hands of the father, or ascribed to all women what is experienced at the hands of the mother, or indeed ascribed to all human beings the tendency to be hurtful, rejecting and hating). Both displacement and generalization can lead to prejudice, as well as to antisocial behavior and delinquency. Where relationships have been very hostile, adults now can become devalued as never before.

Prejudice is most commonly an attitudinal, emotional and verbal expression of defensively modified hate and rage. It has, however, also led to acts of delinquency toward the person or persons who are the object of the prejudice. All of these are rationalized, distortedly justified, and condoned by the self. Where prejudices exist in a family, these are likely to become internalized during the 6 to 10 years period. Where it has not, prejudice can become organized during adolescence. Where it has not become organized during the Elementary School years, it tends to more readily emerge and stabilize in mid adolescence in both males and females. This occurs by means of several major defense mechanisms. First, by identification with the attitudes of a specific valued person or with the attitudes and mores of the selected peer group. These may already become evident during the elementary school years. Where the origin is not family based, in adolescence, such identifications come from sources outside the family and can become organized and stabilize. Second, by displacement; as noted before, due to high levels of guilt at experiencing hate and rage toward the parents who are still valued by the young adolescent, this hate and rage will become intolerable. It will then be moved; from being felt toward the parents the hate is attached to individuals other than these parents. This may happen in those adolescents whose relationship to their parents are extremely painful but who also love and value them. It is to avoid the painful feelings of guilt, the dread of being rejected by these loved and needed parents, that such displacements of hate occurs. Third, through generalization, the hate is attached to types of individuals, to all men, or to an ethnic group or racial group other than one's own.

Antisocial behavior and delinquency arise in part due to the displacement and generalization of hate and rage onto persons and things, feelings of hate and rage being expressed physically toward these. Such behaviors usually become organized in the self from early adolescence on. Where it becomes a stable aspect of personality, it does so especially during mid and late adolescence. In males especially it usually expresses itself in acts of destructiveness and violence against persons and property. In females, it is quite commonly expressed by means of sexual acting out although, females too, may powerfully express their hate by means of acts of violence, often toward other persons.

Antisocial behavior and delinquency can occur on an individual basis, and of course can occur in the context of a group. Where such behavior becomes organized in a group, it may lead to gang formation especially during mid and late adolescence.

During Early Adolescence:

Both nondestructive aggression and hostile destructiveness will be activated by the demands made on the early adolescent in several major contexts: the demands made by the early adolescent himself/herself, by family experiencing, by school and work, and by peer relatedness.

The early adolescent will put much effort into achieving, attempting to master, the many challenges confronting him/her from these various sources, be it attempting to master increasing physical skills, assignments made in school, or attempt to organize stressful experiences in family, meet the demands made on him/her for initiative and leadership in peer relations, each of which require the input of nondestructive aggression in order to achieve mastery. Where the individual's efforts fall short of what she/he hopes for, a greater or lesser degree of hurt will be experienced which, if intense enough, will generate hostile feelings toward the self in the form of shame and guilt. In addition, where much anxiety is experienced in association with bodily changes, if such anxiety becomes intense, it will be experienced as excessively unpleasurable, and will generate hostility toward the self with which the early adolescent will have to cope. It is not uncommon for an early adolescent to be very pained by his/her developing body, by the disappointments transitional development states produce. For instance, with bones developing ahead of the musculature, there is a tendency for boys and girls in preadolescence and in early adolescence to at times appear awkward, clumsy, "skinny", etc. Such experiences can cause youngsters inordinate pain, shame, feelings of inferiority, which if intense enough will generate hostility toward the self which becomes quite burdensome for the early adolescent.

As the demands of school increase especially with entry into high school, healthy nondestructive aggression will be implemented in the service of learning, at struggling to understand, pushing oneself to do the work one needs to do, try and try again, be it in academic performance, in an artistic effort, in an effort at mastering a skill in sports, etc. Where achieving one's goals are too frequently frustrated, do not come up to desired expectations by the self as well as by family, these may generate hostility, again toward the self as well as toward others. It is common that an early adolescent will become very frustrated with himself/herself for not being able to concentrate enough to do his/her

homework.

Families too can contribute to the generation of hostility within the early adolescent by the stresses of family life such as where conflicts exist between the parents, or between the self and the parents. Early adolescents who frequently run into conflict with their parents over doing their homework or home chores will experience a good deal of hostility and will have the burden of dealing with that hostility.

The important shift toward peers also brings with it demands of all kinds on the self. There are demands by the peer group for initiative, for leadership; there will be competition for leadership; there will be at times enormously unpleasant demands for accommodation to the peer group and indeed even compliance to the wishes of the group. Forming relationships with peers is often an unpleasant task, often brings with it a good deal of distress, frustration and disappointment, and then unavoidably anger if not hostility.

During Mid and Late Adolescence:

The demands made on the early adolescent are equally made during mid and late adolescence. The demands made by the self for performance, achievement, success in all aspects of adolescent life be it one's own physical development, one's own efforts to master academic, artistic, sportive, capabilities, these become even more taxing during mid and late adolescence. As self identity becomes better organized, firms up, the efforts put into the structuring of that self identity require healthy aggression especially evident in the constant efforts required by development, by the acquisition of skills and capabilities, by the effort invested toward the development of reasonable self control, all requiring large amounts of healthy nondestructive aggression. So too, the disappointments, frustrations, anxieties, hurts accompanying the organizing and development of the self, when intense, can all generate hostility.

Dealing with family relationships, depending on the degree of stress, the degree of interpersonal conflict with the parents the mid adolescent is pushing away from, these too not only implement healthy aggressive energies but will also be occasions for the generation of hostile feelings where these stresses and conflicts become too painful, too frequent, too intense. The same can be said for peer relationships, especially so in terms of the anxieties, disappointments, frustrations that accompany efforts to form a one on one relationship of a romantic and sexual kind. The hurt experienced by a rejection in such context can be intense and will bring hostility with it which will be directed toward the self as well as toward the person who is doing the rejecting.

All in all, both major trends in aggression will become amply exercised. The efforts the early, mid and late adolescent put into meeting the demands made on them will be fueled by healthy nondestructive aggression, and the freer this aggression is from conflict inducing hostility, the more will such healthy aggression be available to the individual adolescent to make the efforts required for mastery. The more the adolescent encounters disappointment, frustration, narcissistic injury, high levels of anxiety, shame and guilt, the more will hostility be generated in that adolescent, create internal conflict as well as conflict in relationships, often interfering with the ability to work, and create no end of

problems for the adolescent. Excessive loads of hostility during adolescence become an enormous burden for the adolescent and may have dire consequences to the degree to which it interferes with the ability to work successfully, the degree to which it creates conflict and produces prejudice, antisocial and delinquent behaviors.

6.2412 CHILD REARING: Aggression

For many parents, sex in their adolescent features as a major concern. But not far behind, are the problems created for parents by the aggression and aggressive behaviors that they find in their adolescents. In some families, regrettably, concerns about hostility and hate surpass the parents' concerns about sex in their adolescent, creating an inordinately difficult problem for parents.

With regard to helping their adolescents with their aggression, two things especially need to be borne in mind. First, is that the young adolescent, like the parents, has to deal with not only his/her own aggression but with that of the parents as well. Furthermore, the adolescent has to deal with the aggression he/she experiences at the hands of peers as well as even in school. In other words, aggression, especially hostility, with which the adolescent and the parent must deal has multiplicity of arenas which become cumulative, for each of them.

The second thing to bear in mind is that aggression is complex. There is a positive trend and a negative trend in aggression. The positive side, the nondestructive trend, is essential for adaptation, for making efforts to achieve all kinds of skills and goals, and it fuels initiative, autonomy, and assertiveness. This needs to be supported in adolescents, be facilitated, be recognized for the constructive energies it makes available to the self. On the other hand, there is a trend in aggression that is destructive not only of others but of the self as well. Hostility creates a significant burden in the self. It creates the burden of defending against wishes to destroy those the adolescent loves and values, it brings about feelings of guilt, it requires of the adolescent to exert controls over the discharge of such aggression, and according to what mental health professionals tell us, hostility when excessive will lead to efforts on the part of the individual to inhibit it and frequently will bring with it the inhibition of healthy aggression (assertiveness). When adolescents attempt to control hostility that is excessive by inhibiting it, they are unable to selectively inhibit only the hostile aggression, they tend to inhibit all aggression. Furthermore, where the hostility is excessive and the inhibition has to be strong, it may inhibit other aspects of life as well including the establishing of relationships, the ability to study, and the ability to be creative. Therefore, the consequences to the adolescent of excessive hostility are far reaching. As parents it is important to know this. All in all then, there is an aspect of aggression which parents need to support, facilitate and protect; and on the other hand there is aggression, namely hostility, hate and rage, which parents need to help their adolescent contain, control, and where possible decrease.

Protecting the integrity of healthy aggression can be achieved by supporting constructive uses of aggression such as in studying well, in making efforts to develop

skills in sports or in the arts, and by complimenting achievement, encouraging effort where the adolescent becomes frustrated and disappointed in himself/herself, and the like. Helping to decrease the experience of hostility is best secured, first of all, by trying to not induce unnecessary hostility in one's adolescent, that is, to not hurt the adolescent, not insult, depreciate or shame the adolescent. Secondly, one can help decrease the hostility experienced by talking with the adolescent about what is causing the adolescent pain, what is making the adolescent angry, and allowing him/her to express feelings of hostility in reasonable ways and to talk about these as well. Thirdly, by benevolent limit setting in the expression of hostility, parents can help the adolescent better contain and control the hostility he/she feels. And fourth, where parents find that they cannot sufficiently help their adolescents with large loads of hostility, it is well to consider professional consultation and where needed intervention.

We should also emphasize that parents need to be aware of the fact that hostility may not only be directed toward others, toward society, toward things, but that it may be directed toward the self. This is manifested in self-defeating behaviors or in acts hurtful to the self, be it causing physical self-injury or most seriously, in suicidal threats and acts. Needless to say, suicidal threats and acts, acts of self-mutilation, need professional attention. Also important, self-directed hostility can often express itself in depression. Occasional depression is unavoidable in adolescents and although it requires parental attention and sympathy, does not need professional consultation. Where depression is intense and persistent, or occurs with great frequency, professional consultation is indicated and is usually enormously helpful.

A major avenue where parents can be helpful in the prevention or the lessening of experiencing hostility in their adolescents, is in being attuned to, and being attentive to experiences in their adolescents which cause a great deal of unpleasure. This includes whether the unpleasure comes from excessive frustration, excessive disappointment, excessive rejection, whether these are produced by the self or by others, and to talk with their adolescent about these various experiences in sympathetic ways, with the aim to understand, be helpful and be sensitive to adolescent's vulnerabilities. Talking to the adolescent about his/her high expectations, encouraging strong effort but also encouraging reasonableness in goals, can be enormously helpful. So too can drawing attention to the adolescent's assets, strengths, helping the adolescent tolerate his/her shortcomings, lack of perfection, delays in development, all can be helpful. To offer help where needed in improving performance be it academic, be it in sports or in the arts, all can be helpful. Being open to complaints about family problems, about the relationship between the adolescent and the parent, between siblings, and talking about these in honest, tolerant, but also expecting reasonableness, can be enormously helpful in lessening both the production and the accumulation of hostility within the adolescent. The parent who is able to apply the well-known "golden rule", to do to the adolescent as he/she would want to have done unto himself/herself, will fare far better than the parent who never applies this rule to his/her parenting. Although this applies to parenting from the time the child is an infant, nowhere is it more imperative than during adolescence, when the parent faces the adolescent's efforts to push the parents away in order to individuate satisfactorily. Parents who fail to respect their adolescents invite pushing

away that is harsh, hostile, and which may have serious disruptive consequences to the relationship between the youngster and the parent.

With regard to the excesses of hostility in adolescence, such as the emergence in early adolescence of prejudice, of antisocial and delinquent behaviors, parents are well to be attentive to these as early as they become apparent. It is far easier to deal with problems of this kind when they are in the making than when they establish and can consolidate during mid and late adolescence. Because these problems tend to result from excessive hostile feelings toward the parents, help in dealing with them early may require professional consultation and intervention. This is especially so in antisocial and delinquent behavior. Many of us believe this should also be the case with the development of prejudice. Unfortunately, prejudice may go unattended to in families where parents hold significant prejudices themselves. While some degree of preference for one's own ethnic and racial group is understandable, its heightened experiencing, its use as vehicle for discharging hostility can have seriously noxious consequences, as we all know only too well. It is well for parents to tend to expressions of prejudice given the destructive influence it invariably has in society. With regard to prejudice as well as antisocial behavior, it is well for parents to bear in mind that these are behaviors in which how the parents behave makes a meaningful contribution to how the adolescent behaves. Clearly, a father who cheats in business, in social interactions with others, is not going to be successful in demanding that his adolescent son or daughter not cheat with him. Parents who are explicitly and clearly prejudice be it toward ethnic groups, racial groups, religious groups, cannot be surprised if their adolescents begin to express prejudices in areas that do not please the parents. For instance, a parent who is prejudice toward Catholics cannot be shocked if his son becomes prejudiced toward Blacks, Italians, etc.

Parents will find dealing with their adolescents' hostility, hate, and, where it occurs, rage, to be extremely challenging. But it is important that they undertake it, with professional help if necessary, given the serious consequences it may have if unattended on their adolescent's eventual personality consolidation and therewith their adulthood and the rest of their lives. We want to also emphasize, that parents can be enormously helpful even to their mid and late adolescents in helping them contain the expressions of their hostile destructiveness as well as in supporting their constructive aggression, in supporting their efforts to adapt to adolescence, to continue to develop skills and the ability to work, and to reach for their goals.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.25 THE ADOLESCENT'S ABILITIES TO ADAPT -- Part II

Adaptation, physical adaptation and emotional-psychological adaptation, are the concern of our entire parenting effort. How to help our children learn to adapt constructively, healthily, is what good parenting is all about. The aim of this curriculum can be said to be to help parents rear their children so that they are most capable of adapting constructively to life; to this end, we have in Section 6.21 and will in this section as well, address factors that pertain specifically to adaptation. In Section 6.21 we talked about the overall task of this developmental period which is the establishing within the self of a cohesive sense of self identity rather than one of identity diffusion; we also talked about age-appropriate sleep and wake patterning, the continuing evolving of affects, of the varied emotions of which adolescent becomes capable, and we also talked about the critical evolving of new capacities in thinking, problem solving, understanding and organizing one's approach to learning more and more difficult school materials. As in other units we have put off several other aspects of adaptive functioning until we covered factors in the adolescent's development on which these latter adaptive functions depend. That is, we wanted to elaborate on the major developments of adolescents' sexuality and of their aggression, before we took up the development of dependence and self-reliance, the continued use and emergence of new defense mechanisms aimed at protecting the self against intolerable feelings, and the development of the most elevated of adaptive functions, those of sublimation, empathy and altruism. These yield the best of human functioning for social adaptation, for the formation of relationships, and for the ability to work and play.

In this section, then, we shall address the continuing development of the balance of dependence on the one hand and self-reliance on the other. We shall examine these dual tracks, dependence and self-reliance, as we have in prior units in terms of dependence "On Whom" and "For What", drawing attention to the critical shift which occurs in the dependence-self-reliance equation during adolescence. We shall also address the continuing use of normal psychological defenses set up against the experience of anxiety and other painful affects. And we shall address the major organizing spurts that occur in adolescence in sublimation, empathy, and altruism.

6.2511 HUMAN DEVELOPMENT: Dependence and Self Reliance

Self-reliance increases dramatically during adolescence, especially during mid and late adolescence. As we have emphasized in discussing the developments of sexuality and aggression, during adolescence is when the youngster travels from childhood into adulthood. Adolescence is an approximately 10 year developmental period, during which

all bodily systems and functions gradually evolve into their adult form. With the enormous increase in body size, body strength, motor skills, ability to think more complexly, these all make for a remarkable increase in self-reliance, which powerfully contributes to the sense of self-identity.

Of course, the early adolescent begins the thrust towards self-reliance which by late adolescence in major respects achieve its adult form. As we have noted before, in Western culture, full self-reliance is significantly delayed due to the demands made on young people by society for further training, for further reliance on both parents and learning institutions for the development of skills nowadays required for work in our society. Internally, however, the achievement of self-reliance is in many late adolescents at the threshold of being as fully developed as it will become.

Nonetheless, major dependencies continue. Of course, they continue because, at least in part, for some of our basic needs we human beings are dependent upon others throughout the course of our lives. For instance, those built-in human needs, that human condition, the need for love, the need to love, the need for relationships, these make us dependent on another for gratification of these needs. This need for deeply felt relationships none of us outgrow if one is a healthy adult human being.

Then in addition, major dependencies are structured by mores in our society, which demand further development for the purpose of work. Adolescents are encouraged to grow further, to extend their education and prepare for secure, rewarding jobs in an increasingly more technologically developed society. These make for continuing dependencies in several spheres, for physical needs adolescents still need parental support, for educational needs adolescents also need not only parental support but also the support of a school system.

Continuing to use the dependence/self-reliance model we have used in prior units, that developed by Parens and Saul, let us look at the categories of needs, namely the dependencies For What, the physical needs, the emotional needs, the adaptive functional needs; and looking at each, let us take into account their dependencies On Whom.

For Physical Needs:

With regard to early adolescence, except in unusually difficult circumstances of family breakdown, early adolescents continue to be fully dependent on their parents for shelter, for food and clothing, for healthcare. Here there is little change from the pre-adolescent years of development.

For mid adolescence, although the push to self-reliance and autonomy increases dramatically, societal demands for further education for a large portion of our adolescents, holds them dependent for the purpose of achieving this education. Most mid adolescents, therefore, in Western culture, continue to be fully dependent on their families for shelter, for healthcare, for food and in general for clothes. Those mid adolescents who have part-time jobs may accumulate sufficient funds to occasionally buy themselves some items of clothes and the like. For the most part though we continue to assume dependence on the family for such physical needs.

The late adolescent who goes on to college or for further training in skilled work,

will continue to be reliant on their parents and training institutions for shelter, for healthcare, as well as for food and clothing. Here again, the late adolescent who has some earning capability by virtue of part-time work may contribute toward his/her own support for food and clothing. Of course, the late adolescent who immediately joins the work force may, if fortunate enough establish for himself/herself the ability to self-reliantly provide for his/her own shelter, food and clothing and even healthcare. Of course, economic factors may prove unfavorable for a significant percentage of such late adolescents, interfering then, with their ability to become self-reliant.

Emotional Needs:

First, those lifelong obligatory dependencies normal to all human for emotional gratification remains as powerful now as before. Indeed, these needs govern significantly adolescent behavior as the adolescent progresses in that major undertaking of effecting the shift from the parents occupying a central position in the emotional life of the adolescent to making the peer more central, more the individual from whom basic emotional gratification is going to be sought.

In early adolescence, of course the parents continue to occupy a significantly central position for the gratification of such emotional needs, the need for being loved and loving, the need for emotional support, the need for comforting, for approval, for feeling valued. The mid adolescent is more fully thrust into the shift of turning to a peer or peers for the critical emotional needs of love, at times for sexual gratification, and for approval and valuation. Although the parents continue to play an important part in the mid adolescent for love and valuation, the effort to individuate from the parents brings with it a relative diminution in the degree to which the mid adolescent will expect these basic emotional needs to be met by his/her parents. The late adolescent, still further effects the shift to the peers, spending a good deal of time and emotional energy in the search for a one on one relationship with a peer usually of the other sex for the need to love and the need for love, the need for sexual gratification, for companionship, mutual support, and for friendship of a very special nature.

It is especially in this sphere, in terms of the changes in emotional needs, that a major change occurs during adolescence. The two critical changes in adolescence with regard to dependence/self-reliance, are that the adolescent becomes increasingly more self-reliant than before, and secondly, that the search for the gratification of emotional needs shifts from the dependency on the parents for this gratification to a dependency on the peers. Here again then when problems occur with this shift, when it progresses insufficiently especially during mid and late adolescence, the adolescent will not progress satisfactorily along these two major changes in dependence/self-reliance. A boy will remain a "Mama's boy", a girl "Daddy's girl", or such adolescent may turn to peers making demands on them that are too "parentifying" rather than peer on peer.

Adaptive Functional Needs:

These continue especially due to the demands of our increasingly technological and

knowledge and information loaded society. On the one hand, in factories robots are replacing even skilled laborers; on the other hand, jobs now require more and more knowledge, more and more training than was the case even two decades ago. Preparation for constructive adaptation in today's society requires the learning of new skills, increasing one's knowledge, in many instances extending well beyond even late adolescence. This is especially so for the increasingly large number of individuals who enter the professions. A high school education is now believed to provide the individual with very limited skills, and to be enough for only the most modest adaptation in our world. Indeed, early and mid adolescence are critical years for the consolidating of the basic skills for learning, for acquiring information, for developing student work performance, problem solving and created thinking patterns.

In early adolescence, the need for guidance lies both within the school, of course, but also continuous within the family. Many an early adolescent continues to require support in doing homework, in performing chores needed at home, and can benefit greatly from guidance by means of modeling, by the parents doing effective work themselves, but also by means of discussing ways of addressing tasks more effectively. In addition limits may be needed especially in early adolescence to perform work in due time, under reasonable conditions, and effectively enough.

The early adolescent will be dependent on teachers for information, for learning all kinds of facts, for learning methods to carry out projects (be it homework, preparing for tests, for reports, for projects); they also need teachers for developing methods for further understanding which are built into the different subjects the early adolescent takes, be it English, history, algebra, etc., and to learn increasingly complex methods for problem solving especially built into math, science, and classroom discussions. They will also need help in furthering skills in extra-curricular activities such as sports, music, art, dance, theater. And many will also in addition, outside of school, depend on community and religious organizations, for furthering their knowledge and skills.

We cannot leave out the increasing use to which peers are put by for the early adolescent the purpose of gaining information, which at times regrettably becomes misinformation such as on matters as sex and social conduct; on the development of skills in sports, in music, etc., and even in academic functioning. After all, this is an age when an early adolescent will call another one to discuss matters of homework, often facilitating thereby social interaction in a most constructive way.

The mid adolescent will bring about a shift in his/her reliance on others. There will be a decreased tendency to need the parents for the purpose of getting homework done; although, of course, some mid adolescents who have difficulty in school may never develop satisfactory homework achieving patterns which may or may not yield to continuing parental effort in getting them to do better. The mid adolescent, however, will continue to be fully reliant on teachers for the same kinds of adaptive functional skills as during early adolescence and even before. This will apply both to classroom materials as well as to extra-curricular activities. The mid-adolescent peer will acquire a greater degree of importance in the acquisition of information on how to behave socially, be the recipient and the donor of information about the meaning of life, religious ideas, sex information, the use of alcohol and drugs, and idealism. In these the acquisition of this

information, the opinions stated by peers may supersede those of the parents, sometimes regrettably to the disadvantage of the mid-adolescent.

The shift continues in late adolescence, where teachers will continue to be prime sources of information, of learning of facts and methods for problem solving and understanding, as well as in the domain of continuing to develop skills in sports, arts, etc. To be sure, parents will still be consulted by 18 to 22 year olds regarding important life decisions, seeking guidance on what to do with regard to solving specific personal problems, and with regard to professional choices, etc. But peers acquire yet more importance in being a sounding board for or in being the provider of information on all subjects.

In families where relationships are favorable, siblings will now come to occupy an increasingly important place to the late adolescent as both a peer and a family member. Some siblings who up to late adolescence have had a moderate degree of difficulty with each other may bring about a change in their relationship and become friendlier, turn to each other more frequently for consultations on all kinds of matters, social, academic, future professional, etc.

In sum then, during adolescence the individual becomes more and more self reliant although dependencies on others continue for (1) those obligatory need for others all humans have throughout life, and (2) due to their continuing need even in late adolescence in Western culture for further education and preparation for work.

6.2512 CHILD REARING: Dependence and Self Reliance

In growth promoting parenting it is essential to sort out how to treat the early adolescent, the mid-adolescent, and the late adolescent recognizing that the late adolescent is on the threshold of adulthood. For parents to know how to negotiate, how to deal with their adolescent's increasing self reliance while at the same time continuing to be significantly dependent on the parents for all of the need categories we have defined, is at times not an easy task. The early adolescent is pushing to become independent, may make demands which may at times be annoying to the parent for wanting to reject limits imposed by the parents due to their judgment of what is age appropriate. Yet, even within minutes, the independence demanding early adolescent may need parental help for the performing of the task, for doing homework, for answering a question she or he is struggling with. The temptation to flaunt into the adolescent's face the feeling of being so independent and yet being truly still so dependent is something parents need to protect against. It is not helpful to flaunt the early adolescent's continuing dependency when he or she tries to become self reliant; it may be experienced by the early adolescent as hurtful and undermine his or her feelings of age-appropriate self reliance. The parent will be most helpful who is able to tolerate the shifts in mood, the shifts in feeling self-reliant and of feeling dependent which at times shift fairly rapidly in the early adolescent. Offering affection when the early adolescent indicates a wish for such contact, offering guidance when the adolescent asks

for guidance or shows clear evidence of needing guidance, balanced with allowing the early adolescent distance, self governance of be it the expression of affection, of doing of homework, or home chores, is essential. Parents have to determine whether their early adolescent needs more support from them, or needs less support from them; needs more guidance and limit setting, or needs less guidance and needs less limit setting. For instance, an early adolescent who is timid in taking on certain responsibilities can be encouraged by parents both by suggesting ways of coping, balanced with allowing the adolescent to try to cope on her or his own. The adolescent who is venturing too quickly, too carelessly, too recklessly in the direction of asserting his or her autonomy and self reliance, will need parental limits to protect and secure an adequate and successful degree of self reliance rather than a problem inducing self reliance. It is important to take your early adolescent's cues as to when to let her or him alone, when to offer help, when to insist on help, when to set limits, and indeed when to punish if necessary, preferably to punish by means of privilege withdrawal. Let us briefly emphasize that physical punishments of children, and especially of adolescents, is asking for serious trouble. This is so because physical punishment is invariably experienced by adolescents as highly narcissistically injurious, highly injurious to the feeling of self and self esteem; furthermore it is the easiest way to induce adolescent rebellion.

It is also well for parents to recognize that mid and late adolescents will continue to need their show of affection, of respect, of encouragement, and of approval for work well done. The late adolescent may have greater difficulty asking for these positive reinforcements; it is up to the parents to offer them in reasonable doses under desirable conditions, at appropriate moments. It is well to bear in mind that even adults want approval, affection, respect, and applause for a job well done.

It is also important for parents to be able to tolerate the progressive turn to teachers and especially to peers by their adolescents, increasingly so by the mid and especially the late adolescents, rather than turning solely or even primarily to parents for information and guidance as they did when they were younger. It is not an easy task for parents to let go of their parenting functions with their mid and late adolescents. To be sure they continue to be needed as parents, in fact even by the adult offspring. But it is going to be at times experienced as being put aside, perhaps at times even as "You turn to your friends more than to us". The parent may feel this but it will be very difficult for the adolescent to perceive it. To a degree, however, this is necessary for the adolescent to become an adult. It is especially in the area of being depended upon, that parents have to learn to allow their adolescents to need them less as they learn better and better to cope with life on their own and by turning to peers and other adults.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.2521 HUMAN DEVELOPMENT: Defense Mechanisms

Throughout development, the tasks of development are arduous. Each developmental stage has its particular large tasks which it imposes on the growing child and which the child must master to be able to develop progressively. As the child encounters new demands made on him/her by both internal maturation, as well as by external sources, parents, families, peers, school, etc., the child frequently feels anxious due to feelings of inadequacy, incompetence, or due to anticipating rejection in relationships, or due to feeling insufficiently attractive, intelligent, skilled; or the growing child has feelings of depression resulting from failures, losses of people and things she or he value highly; all of these bring with them feelings at times experienced as intolerable by the child. It is under conditions like these that we all use psychic defense mechanisms, to protect ourselves against feeling these pains too intensely.

The tasks presented to the self by adolescence are just as large as those that occurred before. Now they come from the large maturation of the body, from sexuality, from heightened capabilities of aggression, from the necessary shift in centralization of peers while decentralizing the importance of the parents, the challenges of school, and to be sure the challenges of being accepted in the peer group, all of which make very large demands on the adolescent and the adolescent's parents, and bring frequent occasions for anxiety, depression, shame, guilt, all feelings the adolescent experiences as unbearable. Many defense mechanisms have been developed, been used, and continue to be used as they are felt needed by the self for the purpose of tolerable adaptation.

We must emphasize that the decision to use a defense mechanism is generally not a conscious one. The adolescent will not say: "I'm feeling a lot of anxiety now, therefore, I'm going to use denial". The implementation of denial will be brought into play by an internal process going on outside of one's awareness. A defense mechanism works, when it makes one not aware of the intense anxiety or other painful feeling one is experiencing. This is why we implement defense mechanisms at an unconscious level and why they then work effectively for us. We all know that most of us cannot make defense mechanisms work consciously. For example, most of us may say: "Well, I'm just not going to let my failing this test bother me." Or, "I'm not going to let Jane's not wanting to go to the Prom with me bother me!" For most of us, it will not work; we will feel that pain.

As we have emphasized before, although defense mechanisms are necessary for us because there are very painful times for each of us, their overuse may become problematic and may in fact lead to the development of emotional symptoms such as phobias (fear of things or of doing things), or denial about things being dangerous (acting as if one does not feel anxiety and therewith not taking due precautions), or avoidance of homework (staying away from homework which causes anxiety, and therewith not giving oneself the opportunity to master the assigned work), in such ways defense mechanisms

by their overuse or their inappropriate use may prevent one from adapting most effectively.

The adolescent has by now learned and will typically use a cluster of defenses including the entire gamut developed to date, avoidance, denial, obsessive compulsive maneuvers (organizing behavior in rigidly routinized or ritualistic ways) repression (putting out of awareness), inhibition (stopping an action, force or process), reaction formation (the turning of a feeling or a state of being into its opposite or into another feeling), etc. But some new ones are now developed as well. These are due to the increasing thought capabilities, problem solving capabilities of which the adolescent is now capable. These newer defenses include intellectualization, de-sexualization and hyper-sexualization that we shall now describe.

Intellectualization as a defense mechanism is to make logical and reasonable something that one has felt or done which the individual truly feels is not so. It takes from the exercise of one's imagination and inventiveness. Another way of explaining intellectualization is to speak of it as rationalization. It is a more or less creative act to make something that one finds unacceptable acceptable by giving it a different meaning than one truly knows it to be. Obviously intellectualization works only when the self accepts this deception. One can also see here a variation of falsifying or even of lying. It is important to recognize that this defense mechanism requires an ability to invent, to reason, to change a perception at will. This defense mechanism is made possible by the heightening of intellectual function of which the mid adolescent especially begins to be capable. Of course some bright early pre-adolescents develop such capabilities as well.

De-sexualization that we described in Section 6.2311, is a defensive operation set in motion to mask or hide the visibility of one's developing sexuality. This operation, like all other defense mechanisms, operates at an unconscious level (out of awareness). Thus, the de-sexualization is due both for the self as well as for others. De-sexualization, excessive weight gain, excessive weight loss, include then not only an inhibition of sexual feelings but also a dramatic change of the body's normal developing shape. Similarly, sloppy dressing, sloppiness in physical hygiene, effect an inhibition of sexuality by means of making oneself look unattractive or smell unattractively.

Hyper-sexualization is often also the result of experiencing a great deal of anxiety in the face of one's sexual feelings. Here what the adolescent is doing is to effect the opposite of what he/she is feeling, namely "I am not afraid of my sexual feelings, see, I can act on them anytime I want". This is turning what an individual is afraid of into being something he/she is not afraid of. Here rather than being a reactive formation, we consider this to be a counter-phobic (against being afraid of) strategy.

We should also add as we shall in the next section that the uniquely magnificent defense of sublimation gets a marked burst of development during adolescence, especially during mid adolescence.

6.2522 CHILD REARING: Psychic Defense Mechanisms

It is important to again emphasize that because defense mechanisms are instituted by processes in the mind of which the individual is not aware, that it is they are unconscious, these defense mechanisms do not lend themselves to being influenced by outside sources, this includes even one's conscious efforts, and especially the efforts of one's parents or other people. In terms of the limited degree to which we can consciously prevent a defense mechanism from being activated, it is only after one has become conscious (aware) that one is using such a defense mechanism that one may be able to have some influence over not using it. This, however, requires a good deal of mental work on our part. Again, parents cannot be helpful to their children in terms of the defense mechanisms they use. They can however be helpful in the following ways.

First and foremost, parents who understand that we all use defense mechanisms to protect ourselves against feelings, thoughts, fantasies which we find unacceptable or too painful, such parents are likely to know that something is troubling their child, be it a young child or an adolescent when they see evidence of one of the defense mechanisms we have mentioned. For instance a parent who finds a mid adolescent denying that he/she is the one who ate that last piece of cake, will be alerted to the fact that there is some anxiety which the adolescent is experiencing with regard to eating, overeating, or taking the last piece of cake that was left.

Similarly the parent who recognizes in his/her adolescent's continuing intellectualization that he/she can do her homework in much less time than the parent believes would be feasible, will know that there is some inner pressure to make short shrift of the homework, be it that the homework is causing too much difficulty for the adolescent or that the adolescent wants to quickly dispose of the homework in order to be able to get on the telephone to talk to a friend or to watch a television program. The parent who will look for some anxiety or some stress experienced by the adolescent will be far advantaged in helping that adolescent than will be the parent who simply assumes that the adolescent is lazy, and just wants to have fun. To be sure adolescents want to have fun; but they also want to feel good about the work they do; unless there is a cultural or a social group bias against it, they want to get decent grades. Here again, the adolescent who intellectualizes that getting good grades is for eggheads, or for nerds, may very well be dealing with painful feelings of inadequacy, of incompetence, of not being intelligent enough but will transform and try to lessen this very painful feeling by depreciating it. The parent who understands this will be able to address the adolescents feelings of inferiority, explore ways of being able to help that adolescent, rather than scold that adolescent, again, for being lazy and just wanting to play.

By the way, parents can of course match their adolescent's in cleverness. For instance when an adolescent uses intellectualization, it is well for the parent to take note of the creativity the adolescent used in developing that intellectualization, but to note how much better it would be if the adolescent put some of his/her intelligence to work in doing homework rather than by inventing bizarre explanations to protect himself/herself against feelings of embarrassment or anxiety. It is well to complement the adolescent's intellectual capacity while encouraging him/her to make greater efforts at overcoming a difficult homework assignment.

Of course de-sexualization and hyper-sexualization will be helped only if their

underlying cause is understood. Therefore, parents who recognize that it is their adolescents' anxieties about their sexuality which is causing them to not bathe, dress sloppily, gain weight excessively can look for an opportune moment to address these anxieties sensitively and thoughtfully. This will take sensitivity, timing, a gradual approach, a supportive attitude, and repetition. Humor can help; teasing often does not. In ways as these the parent will be able to be helpful to the adolescent who is using defense mechanisms that are really fairly troublesome.

There are times though when the parents' best efforts don't work. Professional help may be needed. No where is this more the case than when the desexualization takes the form of excessively loss. Here, scolding about excessive exercising, scolding about making oneself throw up or about taking laxatives to lose weight does not help. Recognizing the inordinate source of anxiety these early and mid adolescents experience and the parents' recognizing their inability to help their child, seeking professional consultation is warranted and much more effective. Of course, setting limits as best as the parent can either against excessive weight loss strategies or against hypersexualization, excessive sexual activity, setting limits can be helpful; where setting limits does not work, professional consultation is needed.

Again, it is enormously important for parents to understand that when one experiences anxiety, or depression, or shame or guilt, that one cannot help having such feelings. Such feelings cannot just be wished away. This is why we need to use defense mechanisms to protect ourselves. This is also why parents who are sensitive to their children's experiencing, and who understand that feelings are involuntary, will no doubt be able to more constructively help their adolescents deal with these feelings than parents who do not understand such facts, who ascribe their youngster's behaviors to laziness, badness or stupidity or weakness.

And, as we have emphasized all along, those parents who are able to talk with their adolescents, early, mid and late adolescents, will be highly advantaged in their ability to help their adolescents overcome some of their anxieties. Listening sympathetically, respectfully, taking occasion to talk to one's adolescent, can be enormously rewarding not only in enhancing the relationship with one's adolescent but also in helping the adolescent reduce his/her anxieties. We must caution, as we have before, that in their efforts to be helpful, by talking and trying to understand what the adolescent is experiencing, that the parent not be unduly intrusive, not press the adolescent to talk about private and difficult feelings. The same holds for the adolescent as for the younger child, that is, parents who are too busy to listen to and talk with their children are losing out on opportunities to be helpful to them. Furthermore if they are too busy to listen to their children they are also probably too busy to pay attention to things which warrant their attention and there again, they will not be able to be helpful to their adolescents.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.2531 HUMAN DEVELOPMENT: Other Adaptive Capabilities

It is well to bear in mind that the experiences which cause the child and now the adolescent to feel anxiety, sadness and depression, shame and guilt, are feelings which lead them not only to develop defense mechanisms but also that these enhance the development of those magnificent adaptive capabilities so much needed for an enriching of life, for the facilitation of relatedness and optimizing our place in society. These latter adaptive capabilities are empathy, altruism, and sublimation. Of course, these began early in life, but they and are dramatically continued in adolescence due to major spurts in their further evolving, organization, and stabilization. As they progress through early and mid adolescence they may fluctuate; an increase in empathy may occur and soon after be replaced by a blindness of understanding and tolerance of others' feelings side by side with marked narcissistic (self) preoccupation; a heightened sense of altruism may follow the most blatant selfishness and greed; an act of elevated sublimation today, and tomorrow the raw expression of unmodified feelings. It is especially in late adolescents that, influenced by the experiences of early life and the already traversed phases of adolescence, that the quality of each of these functions stabilizes and becomes part of the individual's personality.

Empathy:

Social-mindedness emerges during adolescence, from early adolescence on but especially during mid adolescence coming on the shoulders of the heightened interest in the peer group. With this heightened interest in the peers, social group experiencing becomes especially organized. To be sure such organization already is given significant structure from experience in family life. But this new need to be aware of, become interested in, learn how to cope with and live in the social group, brings with it a new level of social mindedness. We all know the idealizations that occur in adolescence, from early adolescence on but especially during mid and late adolescence, the lofty goals, ambitions, hopes -- even to change the world. As the old parental world needs to be given up, in part this is achieved by devaluing it, by devaluing mother and father and devaluing the things for which they stand. This is the time when all the flaws in the parents become enlarged. Their injustices, their "stupidities", become especially recognized, and indeed, even intensified, enlarged and exaggerated. Against this deflation of the parents, an elevated view of what the world can be comes into view for many an adolescent, and serves many an adolescent to forge a path to some kind of improvement in one or more of the many aspects of life. Looking at this, the ability to feel what others feel, what the peer feels, what the peer and the world at large feels grows further, and the capacity for such reflection on what others may experience achieves a remarkable degree of development and will gradually and progressively stabilize. By mid and certainly by late

adolescence this capacity for putting oneself in another person's shoes is developed nearly to the degree it is likely to achieve in adulthood. Of course, some experiences of adulthood will enlarge the capacity for empathy, high among these being the becoming a parent, and having one's own baby which often draws from many an adult an increased capacity for empathy. By late adolescence however, one knows the degree to which a particular individual will be capable of empathy.

Altruism:

As social-mindedness grows, it facilitates the development of altruism, a feeling of wanting to do for others, for the peer group especially, but then for society at large too. In turning away from the parents, the adolescent takes with him/her the feelings and attitudes toward others and those expected from others that were developed within the relationships to the parents and the family. Concern for parents now turns to concern for others, even when, on the face of many an adolescent's behavior one sees inconsiderateness toward parents -- which is in the service of separating from them by their devaluation; perhaps without that devaluation they could not left.

Sublimation:

This remarkable mechanism which underlies and greatly contributes to creativity gets a remarkable developmental thrust during adolescence. Early adolescence brings the emergence of inclinations toward creative writing, poetry especially in some; it also brings with it emotional expressions through bodily activity, such as in sports, gymnastics, dancing, music-making. These, especially in mid adolescence, acquire large meaning to the adolescent. It is an especially productive defensive operation in that it helps to channel much overload of sexual and aggressive energies into creative pathways. The enlarging body and musculature, the heightened pressure of defending against sexual wishes and fantasies as well as frustrations and hostility, feelings which create a large burden for the self, when well organized and well channeled can fuel sublimation of remarkable potential.

Combined with increases in social-mindedness which so enrich the capacities for empathy and altruism, the intellectual abilities now possible in adolescence also lead to the organization of goals and ambitions for the future which are enriched by creative ideas and can set the stage for a human being's life work. For instance, the idea of becoming a teacher, becoming a doctor, becoming a minister, priest or rabbi, all amalgamate the capacities for empathy, altruism and sublimation.

6.2532 CHILD REARING: Other Adaptive Capabilities

Most parents tend to recognize the value of the ability to be altruistic, the ability to effect sublimation, the ability to empathize in their adolescents. Those parents who do

not value these adaptive capabilities in their adolescents tend to be individuals who had been considerably harmed by their own life experiences, especially in their early childhood. It is by valuing these that parents can be most helpful in enhancing their adolescents' abilities to develop these important functions. By showing approval, complementing empathic behavior, altruistic behavior, where these are reasonably carried out is an essential statement of support of such behaviors. By applauding sublimational achievements, by admiring creative work, effective playing in sports, attending sports events or artistic events in which the adolescent participate all encourage sublimation in the adolescent. For instance, one young man remembers with pleasure how a relative of his but not his parents came to several of his sporting events a number of years back. Another adult still expresses great disappointment that her family did not attend a particular artistic performance in which she featured as an adolescent. Clearly the first adolescent's experience was supportive of his efforts, whereas the second was not.

Another way of course in which parents support their adolescents' sublimation, empathy and altruistic efforts is in modeling these. That is, to the degree that mother and father tend to be capable of empathy, tend to be altruistic, these serve as models to the adolescent and encourage the adolescent through identifications to enlarge these functions within himself or herself. Given the large advantage this brings to the adolescent in becoming a social being, and eventually becoming a parent, clearly supporting adolescent's efforts in developing these functions can be enormously gratifying.

6.2 EMOTIONAL AND BEHAVIORAL DEVELOPMENT

6.26 CONSCIENCE FORMATION

Let us briefly review the formation of conscience up to adolescence. During the first three years of life, the infant's emerging sense of morality is based on feeling that the child is being "good" or "bad". The earliest roots of conscience set in from near the end of the first year of life. These consist of internalization of parental dictates and prohibitions: "Do this"; or "Don't do that" but which, importantly, are often followed with: "Good girl" or "Bad boy". These dictate follow-throughs bring immediate reactions of feeling approved and self-loving or, the converse, feelings of being rejected and of self hating.

During the three to six years period, the major conscience organizing development occurs which, according to psychoanalysts, arise from the experiences of the child's family romance (see Section 3.26). Now the child develops an internal (in his/her own mind) system of standards which begins to direct and control the child's behavior from within. For instance, now, the well enough cared for five year old will feel: "Wanting to hurt my baby sister is bad" which takes on the meaning that it is not "right" to do this, that it is "wrong" to want to do such a hostile thing. Of course, parental influence, dictates and prohibitions still have great power over the child's behaviors and will continue to be internalized. These will now add to what, during this developmental period becomes a strongly influential inner system of control over behavior, feelings, and fantasies.

The crucial emotional experience at this age which leads to the organization of conscience as an internal controlling agency of behavior, is the wish to hurt and/or be rid of the loved parent whom the child experiences as a rival for the romantically (sexually influenced) idealized other parent, generally the parent of the other sex than the child's (see Sections 3.23 through 3.2311). It is the shocking and bewildering wish to and fantasy of getting rid of a beloved, valued and needed parent, which leads the child to experience intense feelings of guilt. This guilt results from the feeling of doing something felt to be terrible, awful, something which is now judged by the child to be "wrong". This is a new ability, a new basic sense of morality; it is not just being good versus being bad; it is doing and being "right" versus doing something and being "wrong". This new ability brings with it a new level of being and of feeling about and within oneself.

Now such intense feelings of guilt and the impending doom (anxiety) such feelings bring with them, leads the four to six year old child to institute within himself/herself this inner system of functions aimed to control feelings of wanting to harm and destroy others, wishes to transgress against others, which powerfully begins to govern the child's behavior in accord with a sense of doing what is right and of not doing what is deemed by the child to be morally wrong. The child's self-esteem now receives a powerful input from this internal source of experiencing.

Side by side with this right and wrong system which produces feelings of feeling loveable as compared to feeling guilty, self hating, and deserving of punishment, a complementary system develops which holds up standards for the self of ideal behavior. This organizes in the child's mind into the ideal kind of person I want to be and holds this up as a standard for the child's behavior. This part of the conscience produces feelings of healthy self-love when the child's behavior comes close to the ideal standard, or painful shame and self-rejection when the child's behavior is far removed from the ideal standard.

This remarkable development of an internal system of morality and standards of conduct is first fully though only youthfully organized during the three to six years period. That is, the functioning is at a very young age, that is, the judgment is that of a three to six year old; but all the basic parts of this twin system are developed and in place.

During the six to ten years period this twin system stabilizes, being further organized by the tendency in children this age to organize experience in obsessive-compulsive ways. Patterning ways of dealing with daily events, with chores in school and at home, in games with others -- governed by rules and regulations -- gives further organization to the child's governing system for acceptable behaviors and ideal conduct. The family relationships continue to dominantly influence conscience development. But now, relationships to the peer world acquires meaning apart from the influence and governance of adult supervision.

In the *Lord of the Flies*, author Golden insightfully portrays how six to twelve year olds' abilities and inclinations to construct systems of social organization can govern the peer group's behaviors. In the *Lord of the Flies*, free from any supervision due to a shipwreck from which a group of only perhaps 25 six to twelve year olds survived, they are isolated on an island, and very soon organize themselves into an effectively functioning, authoritarian society molded by their age-appropriate juvenile sense of morality and standards of self conduct. The group kills a wild pig whose head is then mounted on a stake and becomes the *Lord of the Flies*, a totem that gives authority to the self-appointed elders of the group. These pre-pubertal elders settle their rank of authority by means of a fight between the two most able to assume leadership of the group. Although fear governs the "subjects" of these older few, some degree of democratic rule develops and this small society of six to twelve year olds survives thoroughly satisfactorily, until rescued by their adult world. Like so many capable writers whose works reveal important psychological insights, Golden has grasped the growing although still very youthful sense of morality and standards for ideal-self behavior of which six to twelve year olds become capable. The gradual-ness of this developing process was well illustrated in this insightful novel in that it was the elders of this group who were most equipped to adaptively and morally govern. Of course this was significantly also due to their size and strength; but it also was determined by their abilities to organize, set rules for conduct, standards for behaviors, and judgment of these -- although, all at a juvenile level appropriate for their age, which tends to be harsh and still substantially determined by all or none, good versus bad type of thinking.

During adolescence a gradual loosening of the child's conscience occurs, and a restructuring of it progressively takes place. Several critical inter-related factors

contribute to this loosening, revision, and restructuring of conscience during adolescence: (1) the process of further individuation by bringing about a decreased influence of mother and father, also brings with it a decrease in the importance of what they stand for and what they say. (2) The simultaneous heightened influence of the peer group furthers the sorting out of the parental moral code and code for ideal behavior which has become internalized, leading to revisions of these under the influence of the peer group's code for morality and ideal behavior. (3) The re-emergence of sexual feelings toward the parents, remnants of the old family romance, create a conflict and anxiety against which the adolescent protects himself by in part depreciating these parents, thereby lessening the sexual attachment to them and with it lessening the influence of the parents' morality and code for ideal behavior. And (4) the upsurge of strength and power associated with the enlarging body, while positively increasing the adolescent's self esteem also brings with it fear of the adolescent's own increasingly powerful hostility and hate which then institutes an effort to develop stronger and better internal controls. These then, contribute to a modification of conscience in the direction of strengthening it.

6.2611 HUMAN DEVELOPMENT: Conscience Formation

We shall address the development of morality and of ideal self behaviors simultaneously. During the 13 to 21-22 years period, conscience, consisting both of conscience proper and the standards for the ideal self, undergoes loosening, major revision and re-structuring.

The Part Played by Individuation:

In the service of establishing a cohesive sense of self, a stable self identity, the process of individuation leads the adolescent to push away from the parents of early childhood. He or she must continue to relate to others, even intimately; but must at the same time develop a self with well enough defined boundaries, wishes, fantasies, hopes, goals, etc. This brings with it some review of the family's moral codes and standards for behavior. And in many instances, some more or less extensive revisions are made. Most determining of how large the revisions will be is how much mother and father are valued, how much the adolescent feels respected, loved and approved of by the parents. The less this is so, the easier it is to reject the parents' morality and ideal behavior codes.

In early adolescence, this process will just be getting started. It is especially during mid and late adolescence that these revisions occur, brought about especially by the influence of the peer group on the individual.

The Influence of the Peer Group:

Perhaps the most powerful factor leading to the revisions in question is the shifting

relative decentralization of primacy of the relationships from the parents of childhood to the peer group. Although the peer group progressively becomes all important, it does not achieve the level or quality of emotional investment attached in past years to the parents. The most profound influence of the peer will not occur until adulthood, with the selection of a mate. The emotional attachment to the parents, although progressively devalued during adolescence to a greater or lesser degree is never fully dissolved or reduced to meaninglessness. In part, this is due to the power of the earliest attachments and emotional investments the child makes in the parents which at their core are relatively unchangeable. But in order to become a sufficiently individuated, self-reliant person, the parents need to be devalued lest their hold on the self makes separation from them too painful and too anxiety producing. One of the ways this devaluation is achieved, is by questioning and re-examining the standards of morality and the standards for ideal self behaviors constructed in early life by internalizing those of the parents, these taken into oneself by means of identification with them. The centrality of this identification is only relatively lessened, least so in good past and current family relatedness, making room for new identifications, these especially so with peers, which bring them their own standards of morality and ideal behaviors. Where during the process of decentralization the parents are least rejected, peers will be selected in accord with the adolescent's existing standards of morality and ideal behaviors. Where parents are most rejected, the more harsh, depreciating and disorganized the standards of morality and ideal-self behaviors, and the less the concern for the welfare of self as well as others. Here too, these negative attitudes will influence peer group selection.

The era of most restructuring of conscience are mid and late adolescence. This is, of course, the time period when the parent-decentralizing shift to peers is most active. Full stability of conscience is not achieved until adulthood. Although increasingly stably structured during mid and late adolescence, however, this still is not the end of the evolving of one's conscience. Such development in fact continues, being influenced by the relationships to one's mate and to one's work/professional peers well into mid-adulthood. Interestingly too, the event of becoming a parent, of having one's own children, brings from late adolescent-young adulthood on a new sense of responsibility which influences our moral sense of obligation. This occurs even in individuals who as children were maltreated, abused and rejected; but in such cases, their past hostility and hate toward those most central to them may become displaced onto their mate and their children, their identifications with abusive parents then undermining the inherent sense of obligation we all feel toward our children.

The influence of the peer occurs in two primary forms, one on one and in relation to the peer group. In each context, fearing rejection is a powerful determiner of compliance and of the degree to which the peer group influences the individual adolescent. Although both forms have a steady influence on the self, during mid adolescence, the peer group tends to have a greater impact on the self; during late adolescence, the one on one relationship tends to gradually outweigh the influence of the group.

The adolescent is fully capable of the governing feelings of guilt and shame. Guilt, that reaction within the self which is felt when the adolescent does not comply with the morality aspect of conscience, and shame, which in turn is experienced by the adolescent

when he/she does not comply with the standards for ideal behavior, these feelings are powerfully determining of what we do. During this era of loosening the influence of parent-derived moral standards and of adopting, sometimes only temporarily, peer group standards, causes of guilt and shame will vary from time to time. This is especially so where relationship based parental moral codes are most easily discarded. Where relationships have been good and socially positive, parental moral codes tend to be more stable, and socially negative moral conduct will be most resisted. This will lead to greater stability of what causes guilt and thus better control socially negative moral conduct. Guilt and shame, the negative conscience reactions in each of us, guide, control, and influence what we do.

Moral conduct is complex and, as we mature, is influenced by our own judgment. This at times works well; at times, not; and at other times yet, one is not certain. For instance, the condoning by authority during times of war of the killing of other people, would under different circumstances be experienced by the late adolescent and adult individual as impossible to do. Somewhat similarly, when out with peers, a 15 year old may engage in law breaking acts, be it in damaging property, shoplifting, and such behavior be rationalized, condoned by the group and accepted as morally permissible, if not in fact righteous and deserved. This influence of the peer group on behavior will to a greater or lesser degree influence the individual adolescent with regard to his/her attitude toward schoolwork, in extracurricular activities such as sports, parties, etc; it will also influence the adolescent in sexual behavior, in the use of alcohol and drugs, and in other pro-social as well as antisocial activities. In many instances, this force will also be exercised in one on one adolescent relationships, especially where one adolescent is highly needing of the approval of the other.

The Influence of Extrafamilial Adults:

Selected teachers, idealized adults (from movies, sports figures, scientists, etc.), community leaders as clergy, may variably impact on an adolescent, especially a mid adolescent in such a way as to add a significant frame for idealized behaviors which become incorporated as part of the ideal self. Some mid adolescents, in this way have come to a determination of what ambitions they have, what goals they set for themselves, even pursuing careers on the basis of such newly internalized ideal-self figures.

The Influence of the Upsurge of Sexual Feelings:

Another major contributor to conscience revision comes from the re-emergence during early adolescence of unresolved, not fully enough disposed of sexual feelings and fantasies normally attached to the parents during childhood. The remaining fantasies from the 3 to 6 years of age period which hold such feelings, create a more or less intense internal conflict which in the average normal adolescent is dealt with by a relative depreciation of the parents. This facilitates the disengagement of such sexual feelings from these parents. This is what in the mid or late adolescent girl's reaction to an adult man's passing or continuing expression of sexual interest in her gives meaning to the

expression that "He's a dirty old man!".

These feelings and fantasies will tend to be most activated during early adolescence in association with pubertal bodily changes, hormonally increased sexual stimulation, and the re-emergence of these feelings at that time. This will give a further push to disengagement from the parents and with it a diminution in the power of their prior contribution to the development of conscience in the adolescent. During mid adolescence this process should be well underway if not indeed well achieved, thereby opening further the revision of dictates and rules of conduct earlier internalized in the intense relationship with parents of early childhood.

The Contribution of The Development in Aggression:

And yet another contribution to conscience revision comes from the heightened physical strength and power that comes with the adolescent's growth into the adult-form bodily self. This brings with a very positive increase in self esteem, in feelings of competence and of the self as a strong and powerful individual. But at the same time, feelings of hostility and hate in both adolescent boys and girls are now increasingly experienced as more threatening. This sets in motion another revision of conscience with an eventual refining and strengthening of internal dictates of morality and ideal self behavior. In well cared for adolescents it will lead to prohibitions against the overt expression of hostile feelings, further consolidating socially acceptable problem solving strategies of handling adversity and coping with it better. In rejected adolescents, the depreciated valuation of others (produced by the generalization to all others, or to special others, being experienced as rejecting and causing of pain and problems), diminishes further socialization within the conscience.

The influence of increasing aggressive power will be most felt during the early and mid adolescent periods. Especially as the body achieves its larger muscular potential during mid adolescence, will negative feelings of aggression make the demand for higher and more effective ways of controlling one's discharge of hostility. By late adolescence this process should be well underway if not already mastered.

Thus, quite large psychological, emotional, and experiential factors combine to bring about a progressive restructuring of conscience during adolescence, of both its component morality system and its system of ideal self behaviors.

6.2612 CHILD REARING: Conscience Formation

The influence parents can have during their offspring's adolescence is now limited. Those parents who over the years made effort to rear their children in growth-promoting ways, with love, respect, sufficient emotional availability and attention, will benefit from the relatively stronger positive influence they will have now, as they have before. Parents whose relationships with their children in the course of their development has been poor will have much less leverage in influencing their adolescent's behavior and with it

influencing the revision of conscience which occurs during this developmental period. In other words, given the decreasing influence parents have on the development of conscience of their adolescents, as with those who have talked and listened to their children from infancy on, those who have set limits with their children in protective, guiding, respecting and reasonable ways, those who have been emotionally available, loving and respecting of their children from early on in life, will have a large advantage in continuing to have an input during this era of conscience revision. First, those earlier internalizations coming from identifications with their parents will have greater stability than will those of parents whose relationships with their children have been laden with hostility and hate. Secondly, during these times of fluctuation where parental influence will be decreased and peer influence increased, parents who have a positive relationship with their adolescent will be more readily able to counter the negative influences coming from the peer group which will be impacting, often with pressure, on their adolescent.

This general principle will apply both in terms of the adolescent's thrust to separate from the parents of childhood in the process of individuation, as well as with regard to the adolescent's effort at shifting his/her valuation and interest to the adolescent peer in preparation for an eventual the relationship to a mate in adulthood.

Parents can continue to optimize the development of conscience in their adolescent by supporting the adolescent's efforts to achieve successful separation and individuation. Parents who, due to difficulties of their own, resist the adolescent's efforts to individuate may unwittingly facilitate the development of adolescent rebellion in their child. Another undesirable consequence to not supporting the adolescent's effort to individuate further may be an arrest in that developmental process, with the adolescent's not being able to form age appropriate relationships with peers, cling to the relationship with mother and father and not prepare adequately for adulthood.

But parents can, of course, and should, continue to influence their adolescent's relationships with peers. This is especially in the areas of not only facilitating those activities with peers that are constructive and growth promoting but in setting reasonable limits with behaviors that clearly are suggestive to the parents of not being constructive and healthily adaptive. This is especially the case in instances where early adolescents and mid adolescents become involved in antisocial, delinquent, over-sexualized, abuses of alcohol and drugs, etc., by means of appropriate, respecting but firm limits.

Parents of adolescents are highly advised to not use physical force in the implementation of punishment where punishment is needed to bring about a stopping of behavior disapproved of by the parents. Punishments with adolescents should be restricted to the withdrawal of privileges. Physical punishment tends to offend the adolescent more than it restricts or succeeds in getting the message across to the rebelling adolescent. The upshot of physical punishment invariably tends to facilitate a downhill course in the relationships with the parents, making the parents even less effective in influencing their adolescent's unwanted behaviors.

As always, parents can facilitate the development of moral behavior as well as the development of setting goals for oneself that are desirable, by reasonably complimenting where compliments are deserved for acts of charity, of desirable moral conduct, of making efforts to structure certain goals and achievement. But parents must be sure that

the compliments are deserved and are not offered when unwarranted, unearned, or undeserved. Complimenting, which is enormously helpful to the adolescent's continuing efforts at adaptation and growth, should not be given when unearned or undeserved because of the risk of the adolescent's not valuing complimenting which comes cheaply.

Parents are well to bear in mind that how they themselves behave both in terms of morality and in terms of ideal-self behaviors in their own life activities, become models and probably one of the strongest contributors to the child as well as the adolescent's behaviors. By continuing identification with their parents, the parents' behaviors will be adopted by their adolescents even at a time when such identification with the parents is at a minimum, namely during mid and possibly late adolescence. Whatever the adolescent's efforts to separate from the parents, their behavior will be taken into account and will continue to have some degree of impact on their adolescent's character formation.

The parents input in their adolescents' sexual lives have been discussed in Section 6.2312, and the parents input in their adolescents handling their aggression has been discussed in Section 6.2412, and what was said in the those sections applies here in terms of the input of parental behavior to the adolescent's conscience formation.