



Bridging the Gap

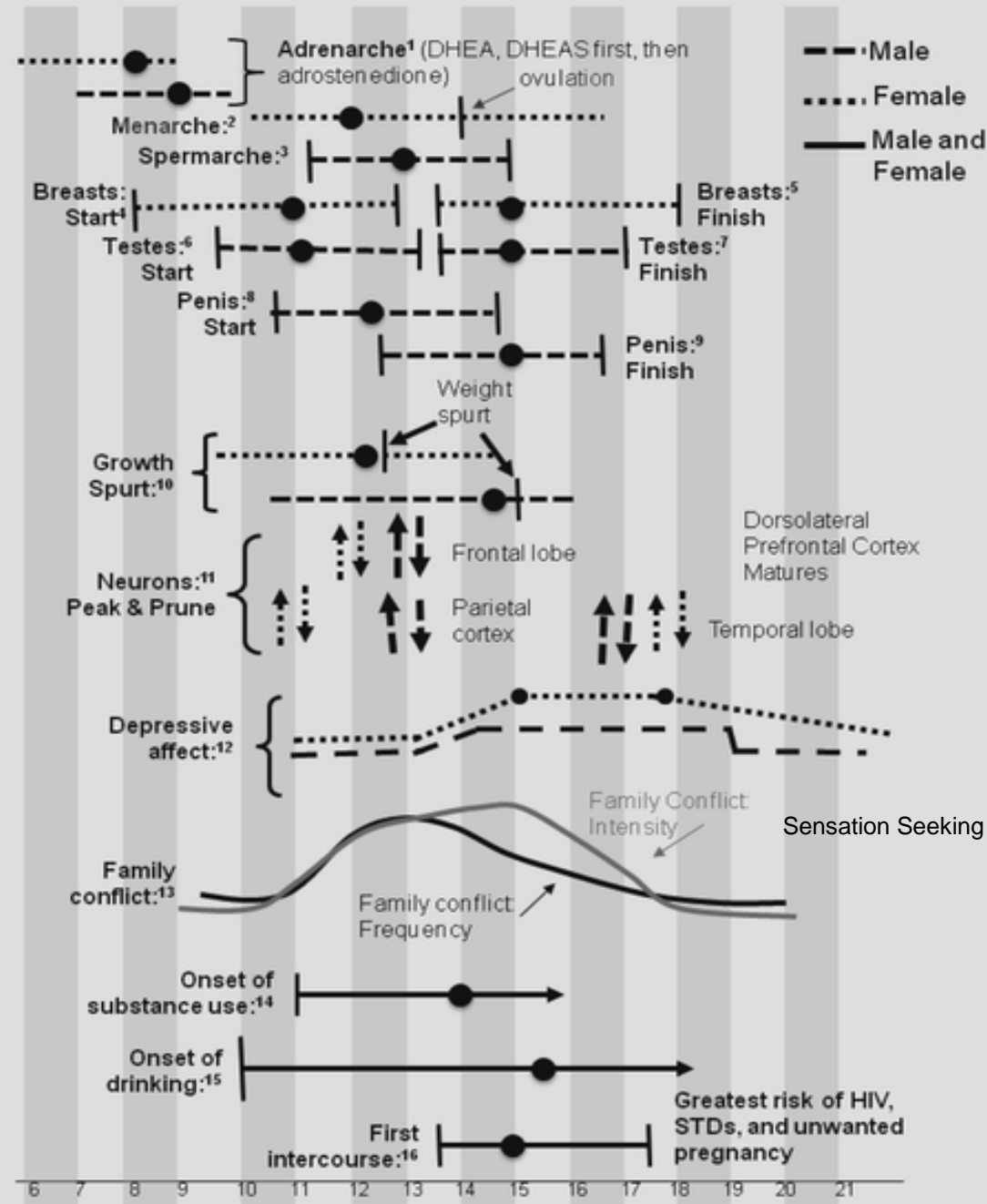
Helping 9th Graders Navigate the High School Years

James G. Wellborn, Ph.D.

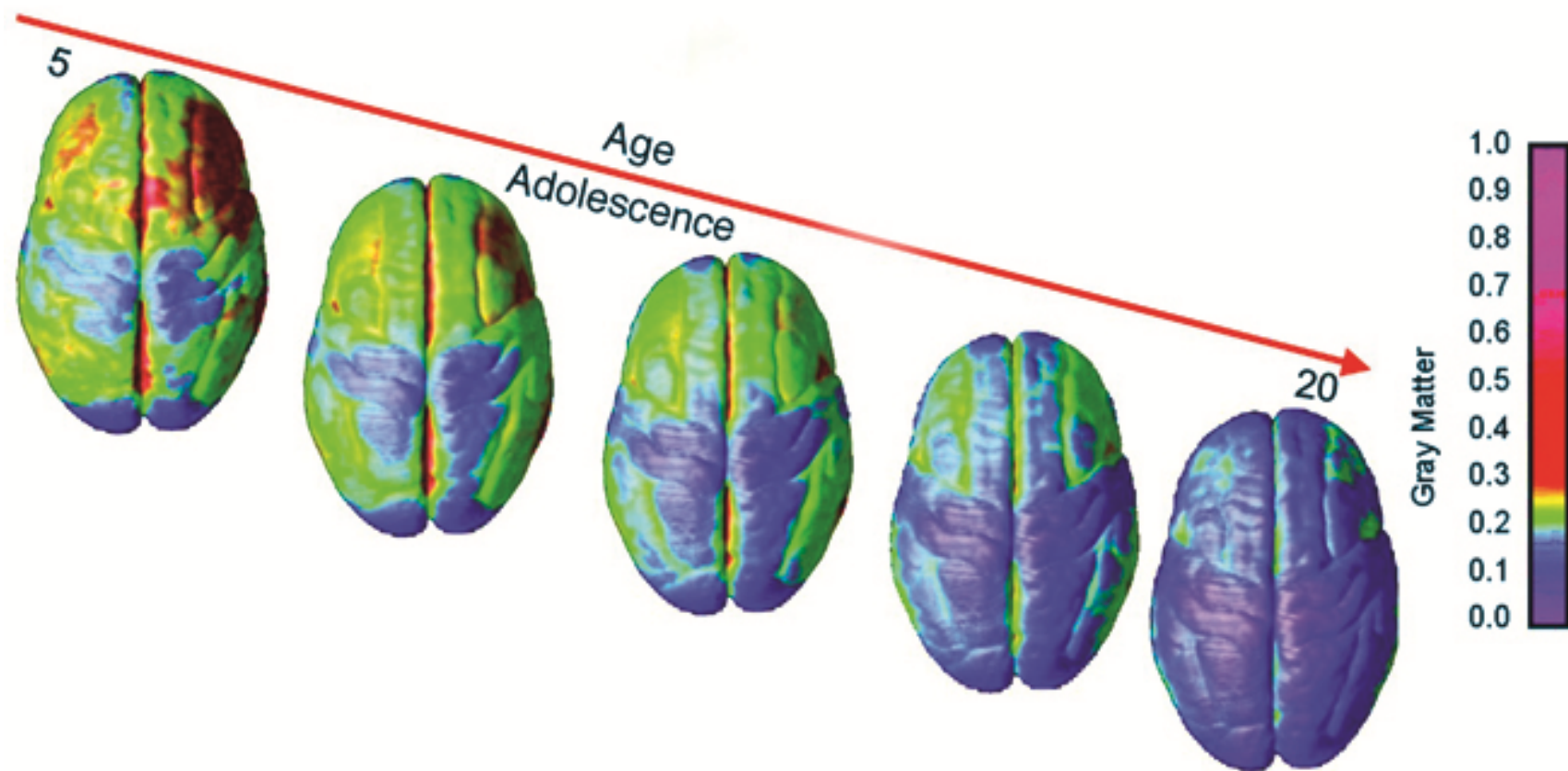


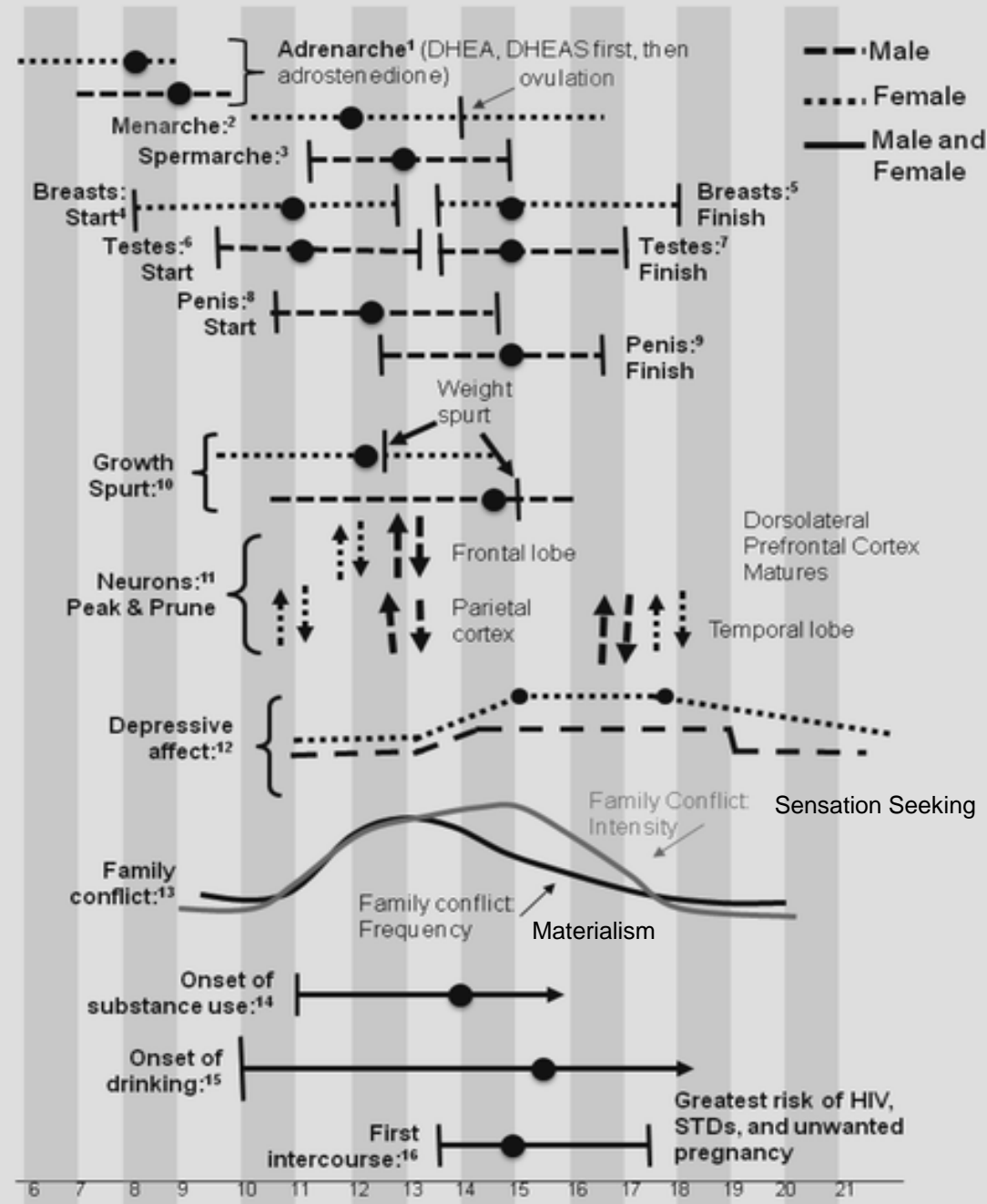
A vibrant landscape featuring a lush green field in the foreground, a dense line of green trees in the middle ground, and a bright blue sky with scattered white clouds and a prominent sun in the upper center. The word "Nature" is overlaid in the center of the image.

Nature

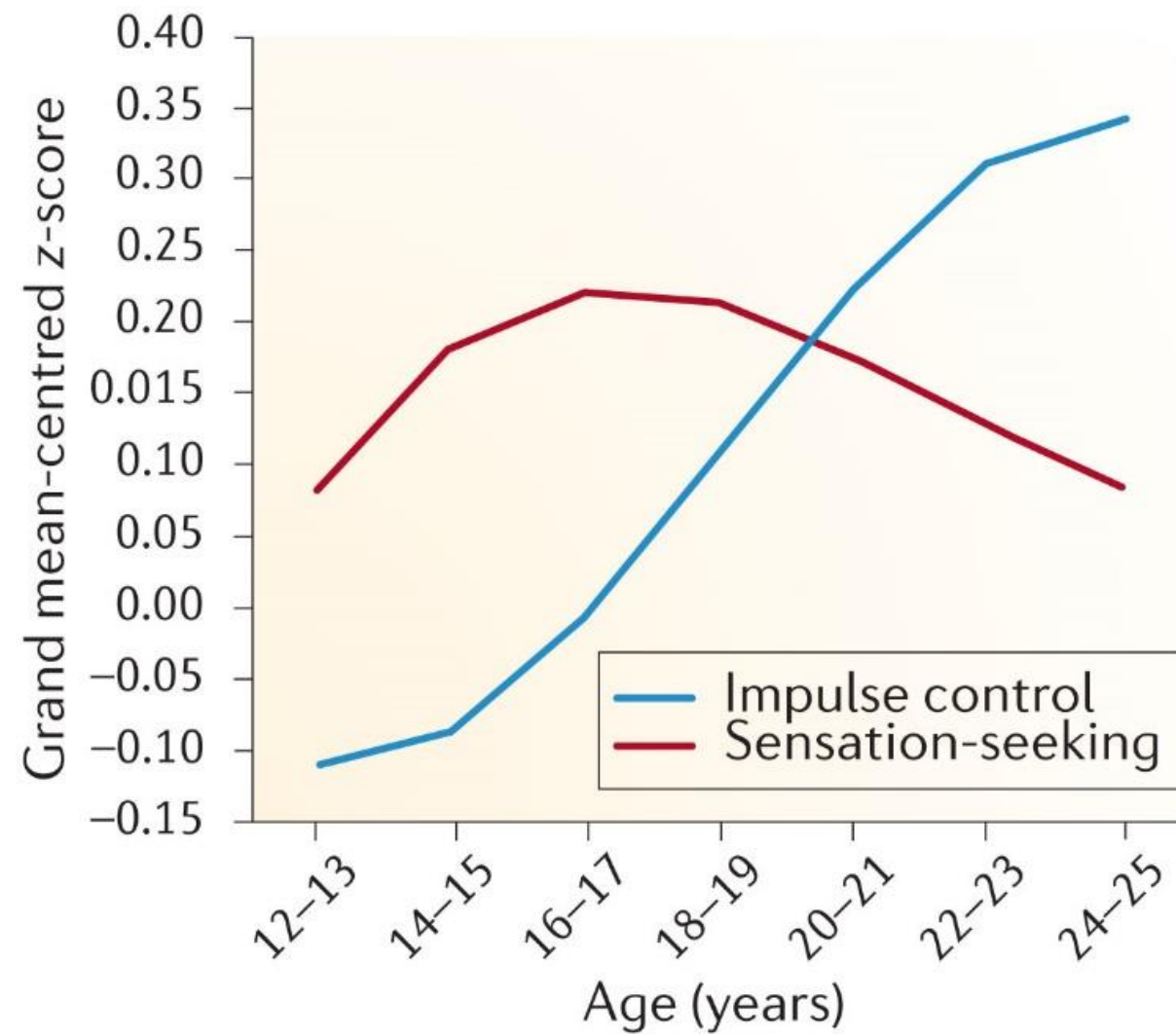


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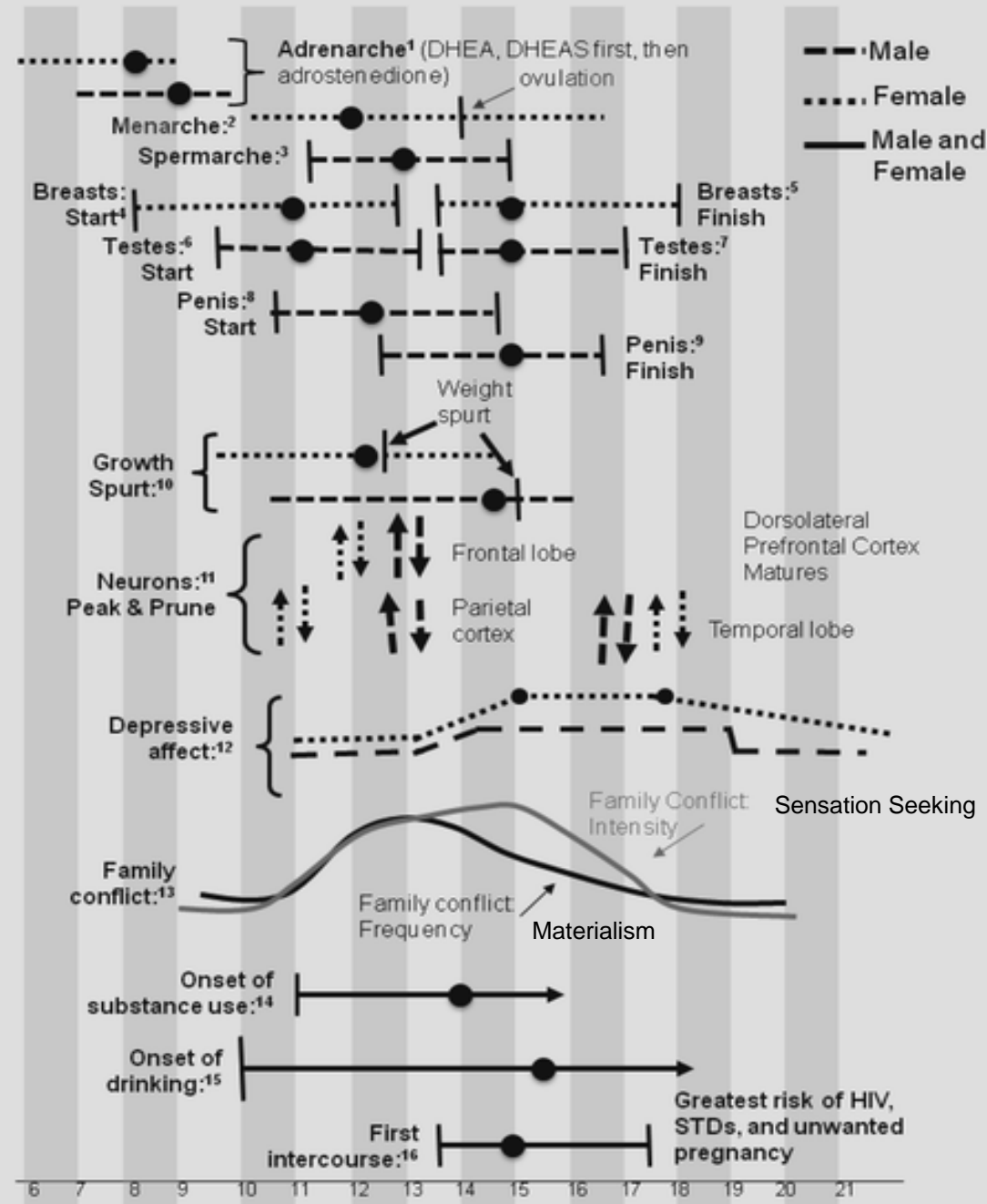


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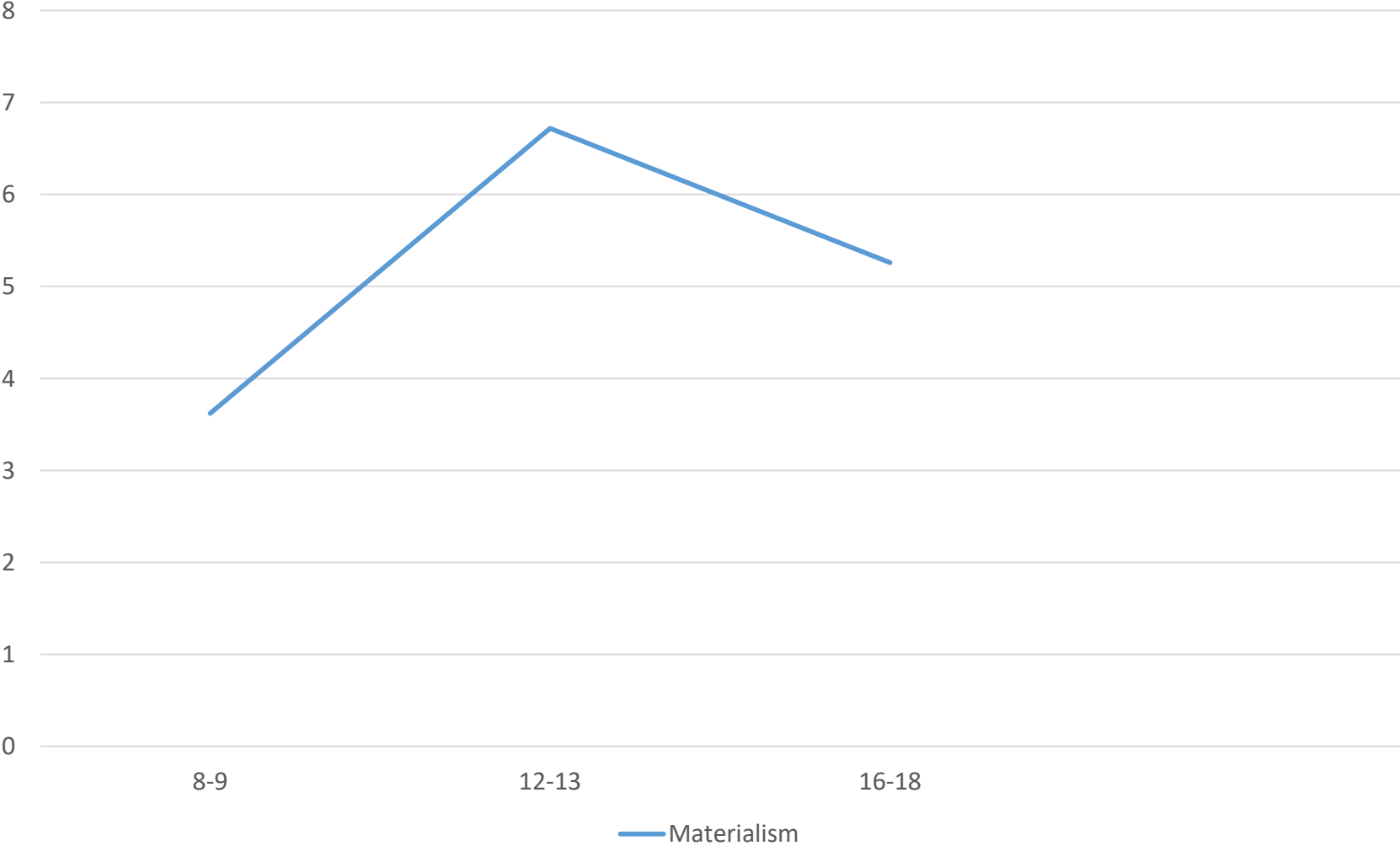
Nature Reviews | Neuroscience

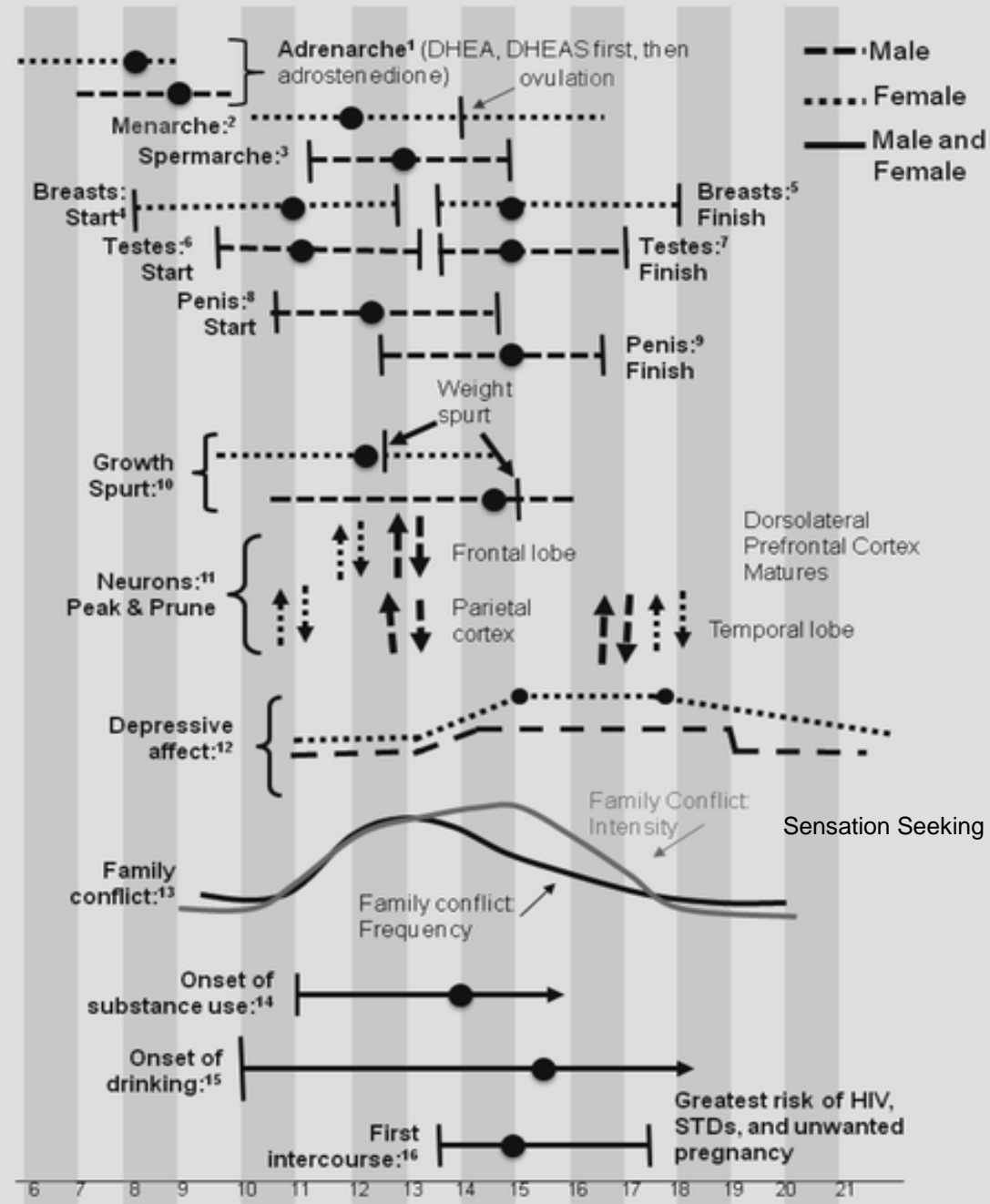
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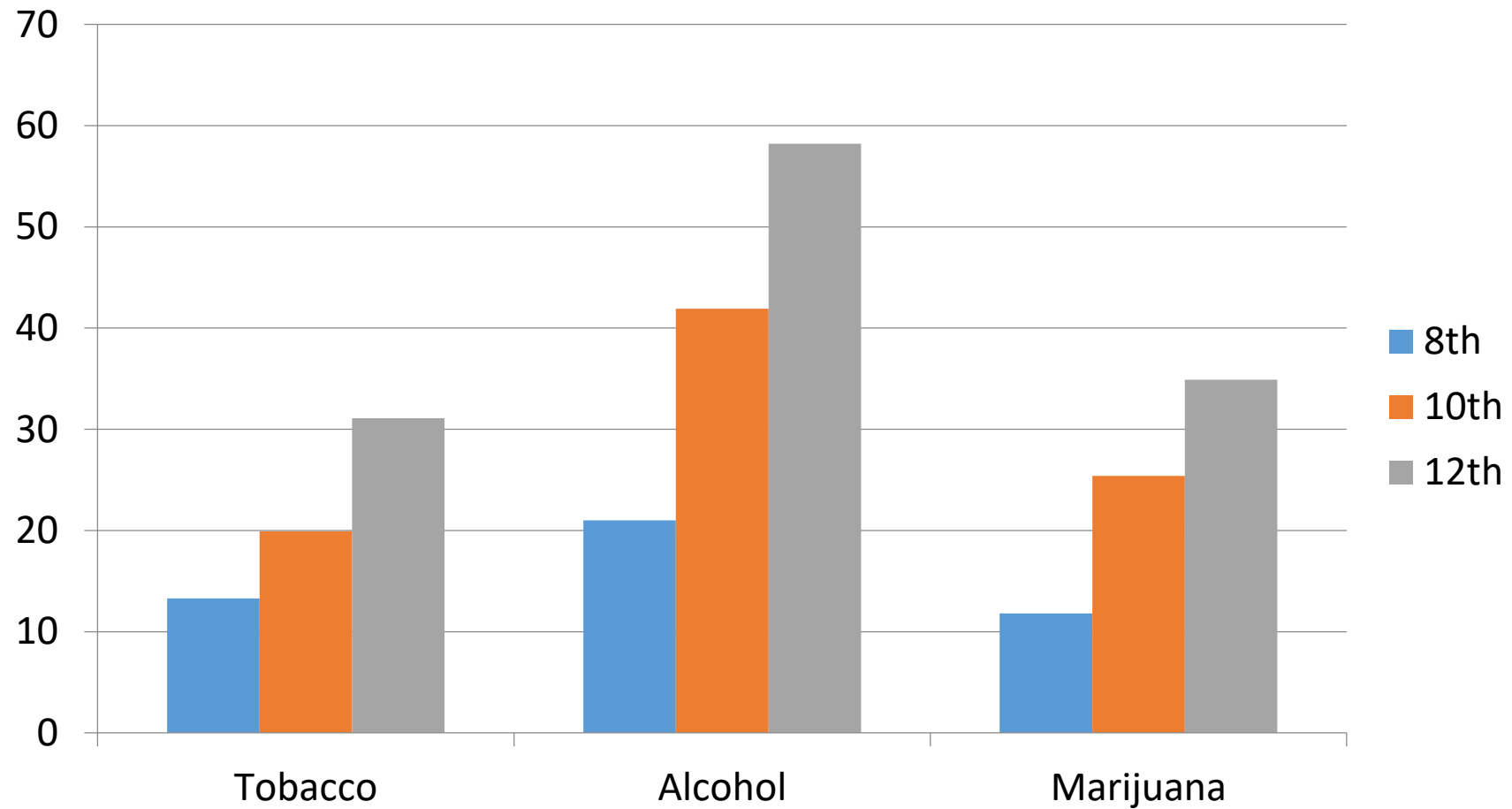
Materialism

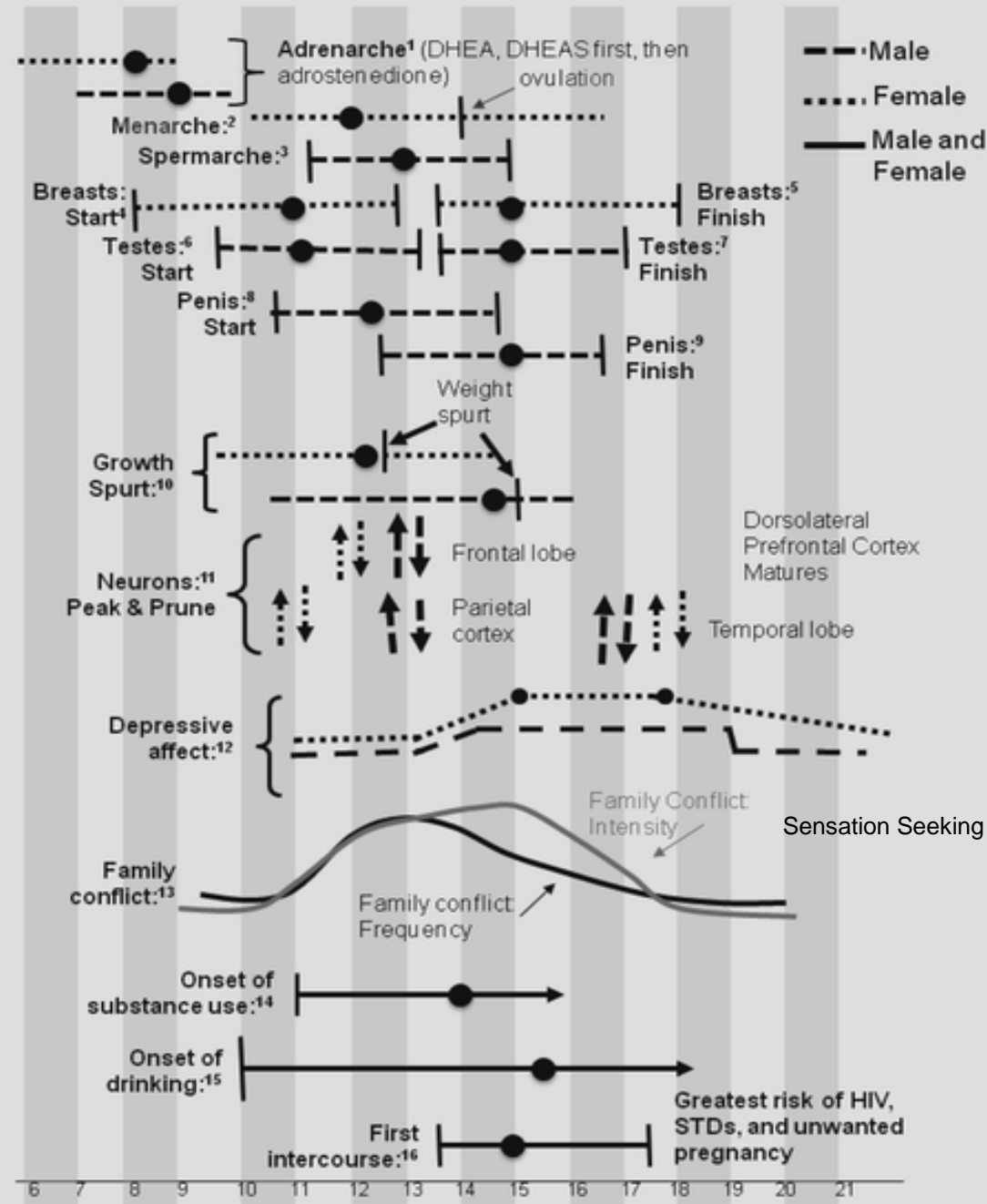




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Annual Use

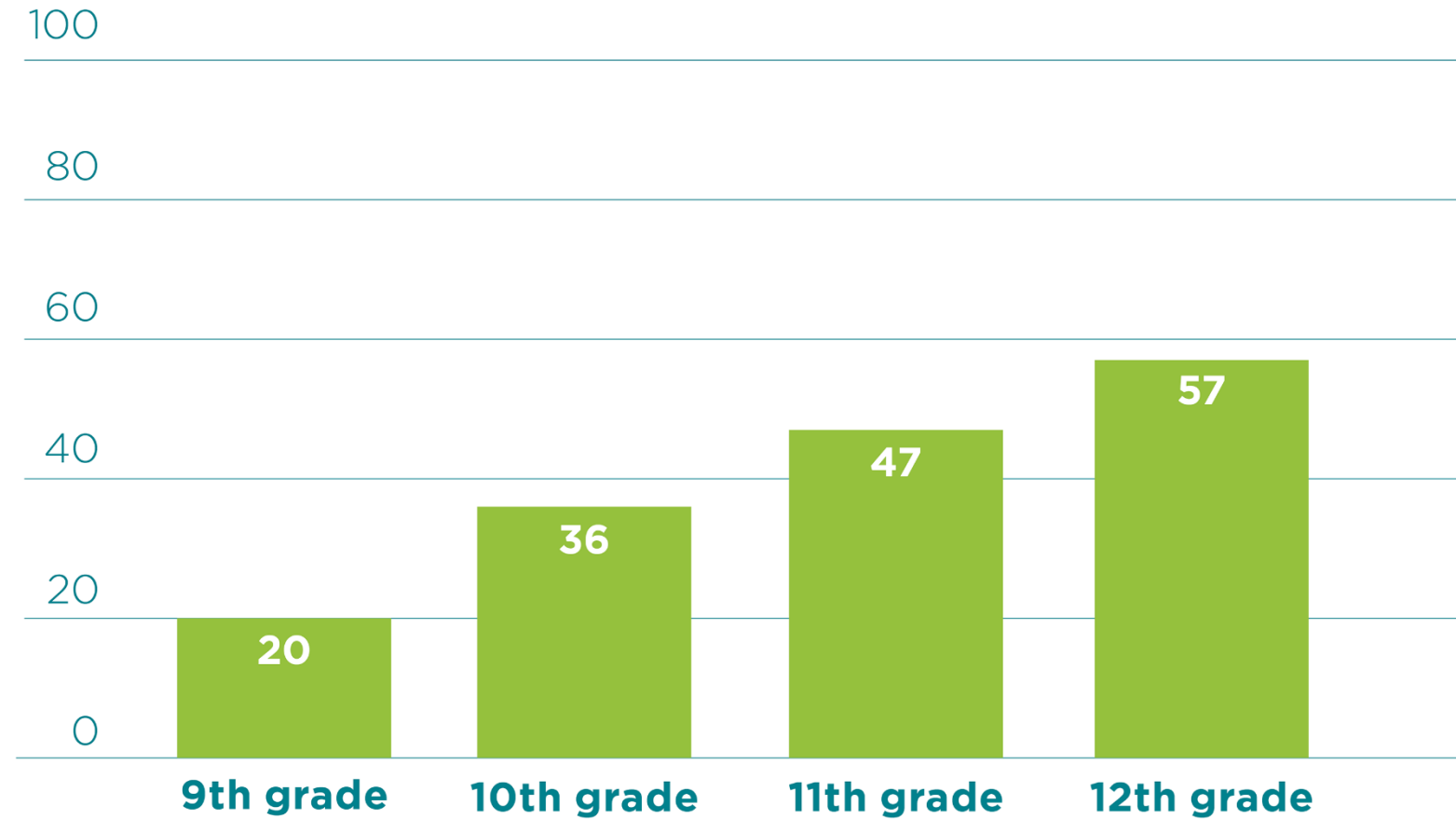




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By the time they are in 12th grade, the majority of U.S. high school students have had sexual intercourse

% of students in 2017 who have ever had sex



SOURCE: [guttmacher.org](https://www.guttmacher.org)

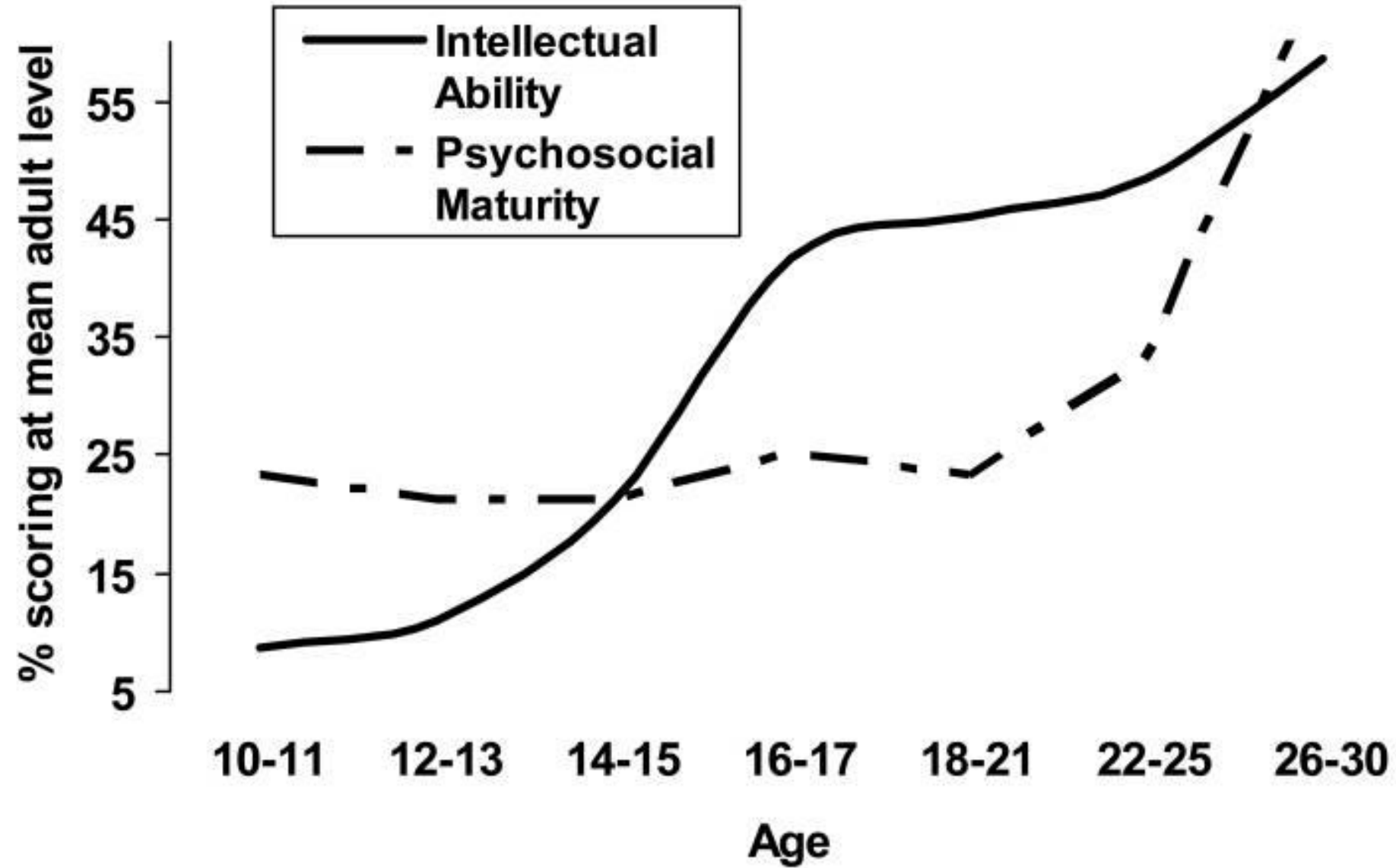


Figure 1. Proportion of individuals in each age group scoring at or above the mean for 26- to 30- year-olds on indices of intellectual and psychosocial maturity. From [Steinberg et al., 2007](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2396566/).
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2396566/>

Piaget's Theory

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

Characteristics of Concrete Operational Thought

Can use operations, mentally reversing action; shows conservation skills

Logical reasoning replaces intuitive reasoning; but only in concrete circumstances

Not abstract (can't imagine steps in algebraic equation, for example)

Classification skills – can divide things into sets and subsets and reason about their interrelations



Characteristics of Formal Operational Thought

Abstract

Adolescents think more abstractly than children. Formal operational thinkers can solve abstract algebraic equations, for example.

Idealistic

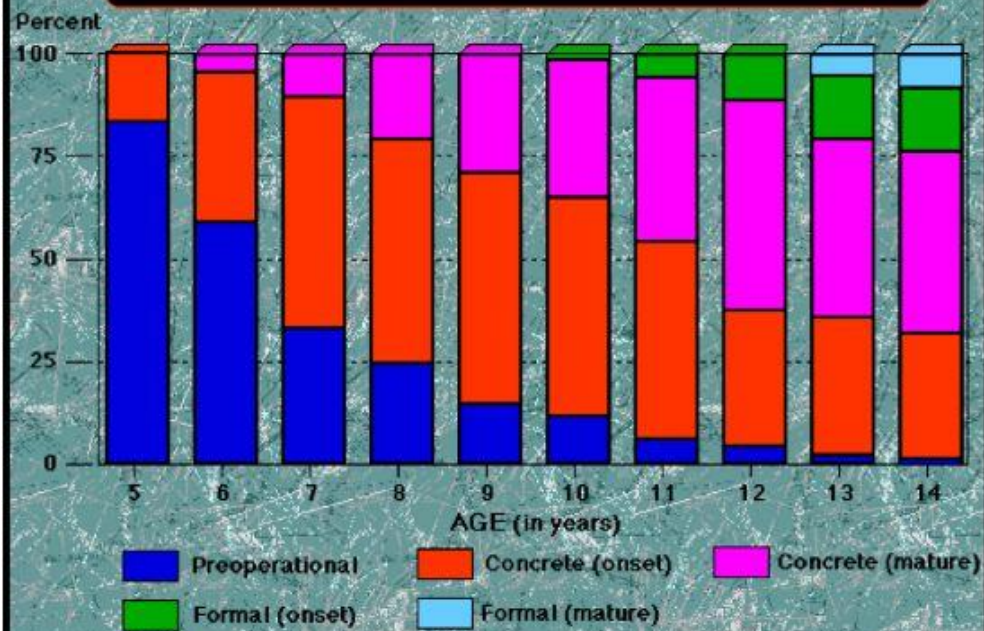
Adolescents often think about what is possible. They think about ideal characteristics of themselves, others, and the world.

Logical

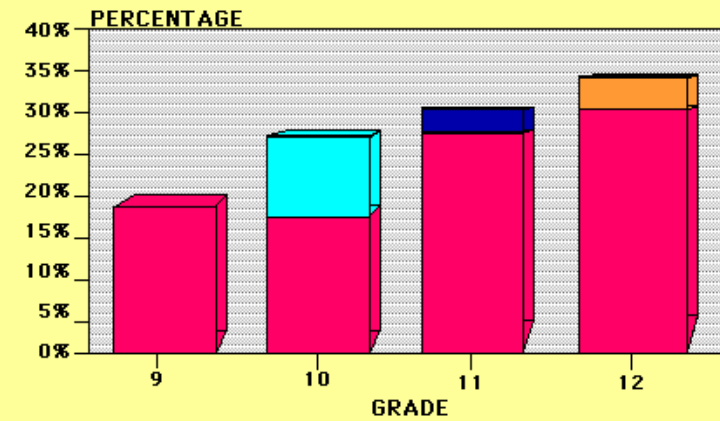
Adolescents begin to think more like scientists, devising plans to solve problems and systematically testing solutions. Piaget called this type of logical thinking hypothetical-deductive reasoning.



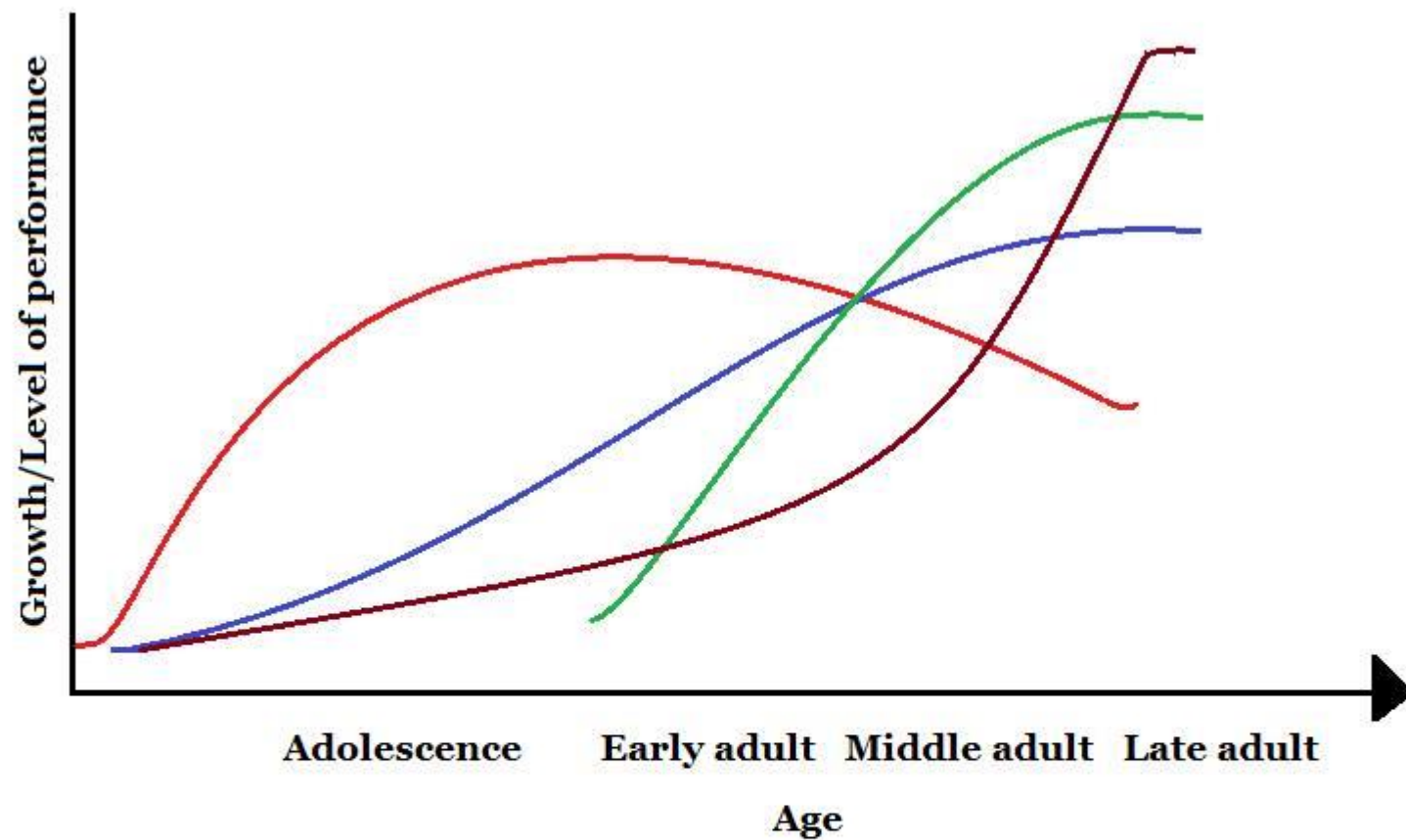
Percent of Students in Piagetian Stages



Attainment of Formal Operational Thinking by High School Students



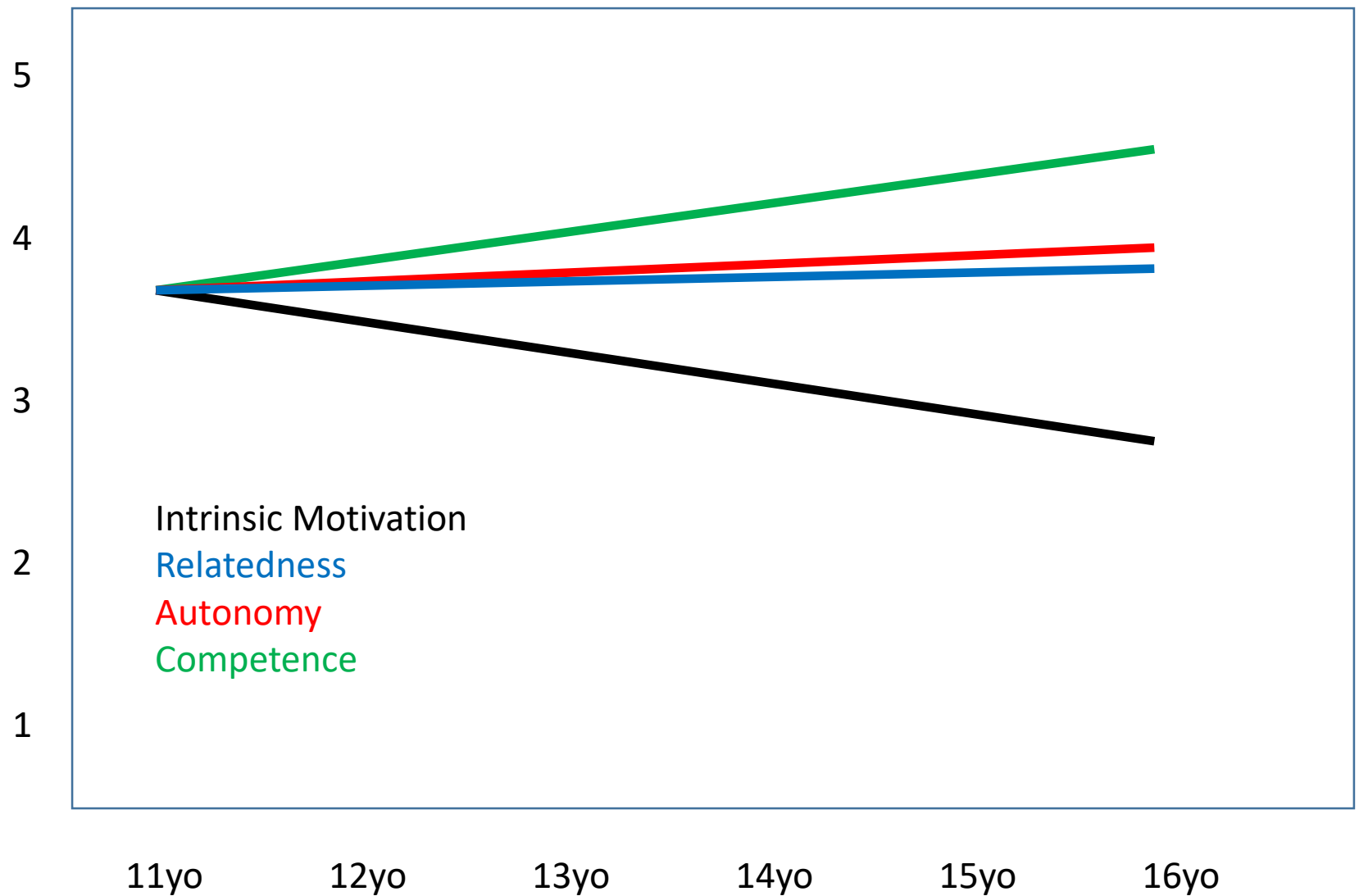
Source: Renner and others (1976)



KEY

- Avocational Knowledge
- Occupational Knowledge
- Traditional Assessment of Gc
- Intelligence-as-Process (Gf)

Academic Motivation During Adolescence



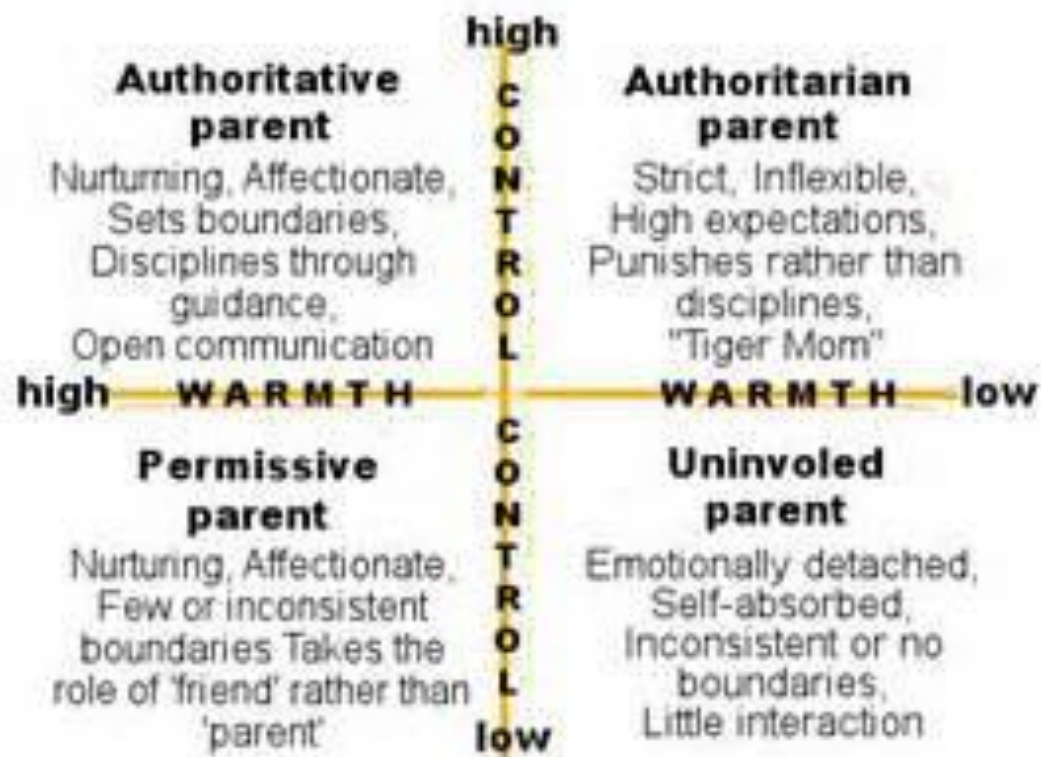
Dispositional Characteristics

- ☐ Gregariousness
- ☐ Sensation Seeking
- ☐ Shy/cautious
- ☐ Sociability
- ☐ Optimism
- ☐ Pessimism
- ☐ Self-control
- ☐ Highly Sensitive
- ☐ Reward oriented
- ☐ Low responsivity to punishment
- ☐ Bull Headed



Nurture

PARENTING STYLES

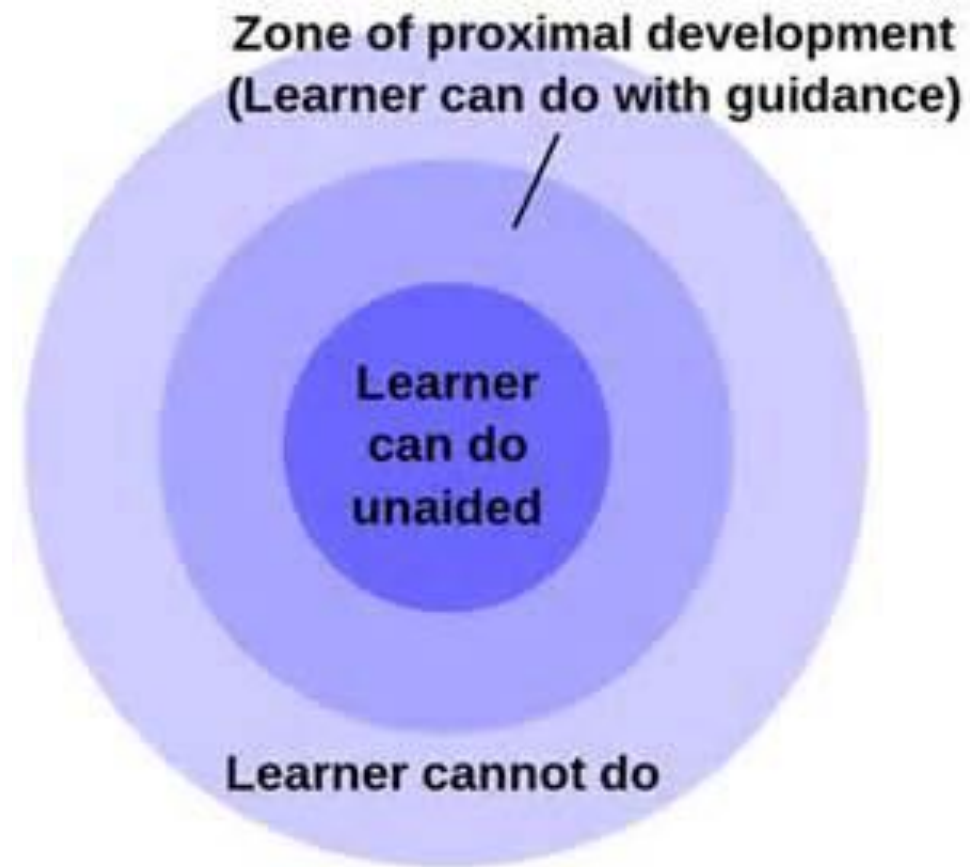


Family Life Cycle Stages (from Gladding, 2009)

Family Life Cycle Stage	Major Task	Second-Order Changes in Family Status Required to Proceed Developmentally
Leaving home: single young adults	Disconnect & reconnect with one's family while being own person	Differentiation of self in relation to family of origin Development of intimate peer relationships
Joining of families through partnership	Adjustment & adaptation	Formation of partner system Realignment with family & friends to include partner
Families with young children	Accepting new members into the system	Adjusting system to make space for children Joining in child rearing & realignment with family
Families with adolescents	Flexing boundaries for children's independence & grandparent's frailties	Shifting of relationships for adolescent to move on Refocus on midlife career issues Shift toward caring for elders
Launching children & moving on	Accepting exits from & entries to family system	Renegotiation of partnership as dyad Realignment of relationships Dealing with disability & death
Families in later life	Accepting shifting generational roles	Maintaining functioning while facing senescence Support for more central role of middle generation Dealing with loss

Galinsky's Model of Parenting Development

Image-Making	Pregnancy	<ul style="list-style-type: none">✦ Begin to imagine themselves as parents
Nurturing	Birth to Age 2	<ul style="list-style-type: none">✦ Become emotionally attached to the child✦ May question relative worth of other priorities
Authority	Age 2 to Ages 4–5	<ul style="list-style-type: none">✦ Determine rules✦ Clarify role as authority figure
Interpretive	Ages 4–5 to Age 13	<ul style="list-style-type: none">✦ Rethink their role as parents✦ Decide what knowledge, skills, and values the child needs
Interdependent	Adolescence	<ul style="list-style-type: none">✦ Establish boundaries✦ Find disciplinary methods appropriate for teens
Departure	Child Leaves Home	<ul style="list-style-type: none">✦ Evaluate their parenting



DATING RELATIONSHIPS



A world map where the landmasses are filled with a dense, colorful mosaic of various social media and technology icons. The icons include logos for Facebook (f), Twitter (t), YouTube (Y), LinkedIn (in), RSS (RSS symbol), and many others. The background is a light blue gradient, and the overall effect is a global network of digital communication.

Social Media





SCAFFOLDING

SCAFFOLDING

- Structure
- Monitoring
- Choice
- Accountability
- Character

STRUCTURE

High

Variable

Low

MONITORING

Occasionally



Regularly



With Cause

CHOICE



Limited



Wide Range



Freedom

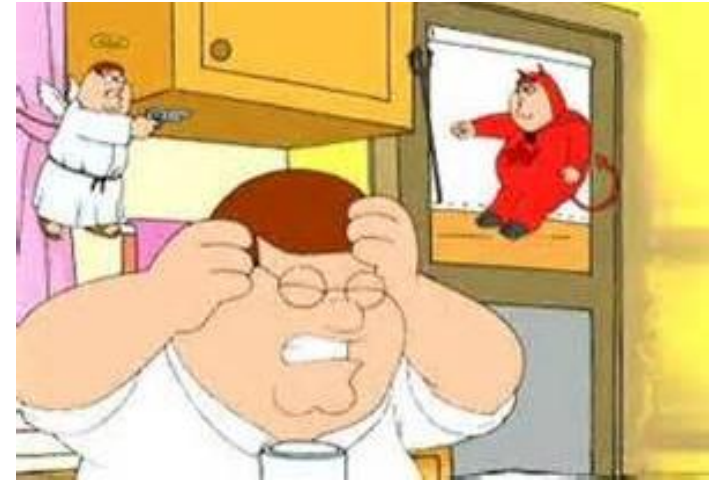
ACCOUNTABILITY



Kid TO
Parent



Kid AND
Parent



Kid
(with Parent)

CHARACTER



Trust



Responsibility



Integrity



“You’re A Teenager Now”

STRUCTURE	High
MONITORING	Regularly
CHOICE	Limited
ACCOUNTABILITY	Kid TO Parent
CHARACTER	Trust



“You’re Almost A Young Adult”

STRUCTURE	Variable
MONITORING	Occasional
CHOICE	Wide Range
ACCOUNTABILITY	Kid AND Parent
CHARACTER	Responsibility



“You’re A Young Adult Now”

STRUCTURE	Low
MONITORING	With Cause
CHOICE	Freedom
ACCOUNTABILITY	Kid (with Parent)
CHARACTER	Integrity

Normal Parenting Issues

- ☐ **Frequent arguments**
- ☐ **Slacking off on schoolwork**
- ☐ **Avoids responsibilities**
- ☐ **Talks back**
- ☐ **Mild name calling**
- ☐ **Experimentation with A&D**
- ☐ **Occasional yelling (1-2xmos)**
- ☐ **Sibling conflict**
- ☐ **Normative rule breaking**
- ☐ **Surly and uncommunicative**
- ☐ **Pushes limits**
- ☐ **Alone time 20%**

Extreme Parenting Issues

- ☐ Emotional or Mental Health Issues
- ☐ Extreme personality disposition
- ☐ Persistent academic failure
- ☐ Persistent lying, esp when insignificant
- ☐ Ignores or dismisses punishment
- ☐ Curses parents
- ☐ Threats, intimidation or assault
- ☐ Constant arguments
- ☐ Screaming arguments
- ☐ Criminal behavior
- ☐ Repeated substance use/abuse
- ☐ Pervasively negative interactions
- ☐ Physically fights with peers
- ☐ Parents won't quit making it worse
- ☐ Abuse of pot or alcohol/use of illicit drugs

Resources

- www.DrJamesWellborn.com
- www.JamesGWellbornPhD.com
- **Parenting Teens Newsletter**
www.drjameswellborn.com/newsletter
- **Blogs**
www.DrJamesWellborn.com
click on the “Articles” tab

Presentation Evaluation

www.drjameswellborn.com/survey

