PERENNIAL PROBLEM:

What to do about Nurturing Human Development

CONTINUING PARENTING CONCERN:

Promoting Healthy Parent-Child Relationships

RELATED CONCERN:

Basic Human Needs and Safety

DESIRED RESULTS FOR STUDENTS:

Students will examine the basic human needs of children.

LEARNER OUTCOMES: Students will:

1. Become aware of basic human needs in their own lives.
2. Examine basic needs of human beings, specifically those of children and parents.
3. Consider the desired results when children's and parents' basic needs are met.
4. Analyze alternative ways which parents can meet the needs of their children.
5. Analyze the effects (consequences) of met and unmet needs on the lives of children.
6. Begin to understand the role that human needs play in parenting.

SUPPORTING CONCEPTS:

A.   Maslow's Hierarchy of Needs

B.   Impact Parenting Has on Meeting the Needs of Children

C.   Children's Needs vs. Parent's Needs

BACKGROUND INFORMATION:

People are all different, but they are also very much alike. One way they are alike is that they all have the same basic needs. This is true for both children and their parents.

One perspective on human needs is given by Abraham Maslow, a psychologist, who spent much of his life studying human needs. Maslow was part of a humanistic view and approach to the study of human behavior. Humanistic psychology is a value orientation that holds a hopeful, constructive view of human beings and of their substantial capacity to be self-determining. It is guided by a conviction that intentionality and ethical values are strong psychological forces, among the basic determinants of human behavior. This conviction leads to an effort to enhance such distinctly human qualities as choice; creativity; the interaction of the body, mind and spirit; and the capacity to become more aware, free, responsible, life-affirming, and trustworthy.

Maslow categorized what he considered to be basic human needs and placed them into a certain order, or in a hierarchy. Maslow believed that people must first meet their needs at the lower levels before they can meet their needs at the higher levels, including needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic

needs, the person does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on.

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Maslow's basic needs are as follows:

1. **Physiological Needs:** These are biological needs. They have to do with the maintenance of the human body. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction. The costs of meeting physical needs are expensive for parents, but they come as part of the job and they need to be prepared to handle them.

2. **Safety/Security Needs:** When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Safety needs are about putting a roof over our heads and keeping us from harm. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure. For both children and adults, it can include having security in a routine, having a place to live free from danger, freedom from adverse weather conditions, criminals, etc. For adults it may mean security from financial problems, which may cause people to buy health, fire or home insurance. Children often display the signs of insecurity and the need to be safe.

3. **Love, Affection, and Belongingness:** When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging. The need for love is important to human survival, especially in the very young. Without love, babies may die. Parents' love should be given freely and constantly to each child. Children need to know they are loved for who they are. The knowledge they are loved gives them a sense of security, which helps them feel good about themselves and helps them develop self-confidence.

4. **Esteem Needs:** When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world.

5. **Self-Actualization Needs:** When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." It is the instinctual need of humans to make the most of their abilities and to strive to be the best they can.

Maslow describes self-actualizing people as follows:

- They embrace the facts and realities of the world (including themselves) rather than denying or avoiding them.
- They are spontaneous in their ideas and actions.
- They are creative.

- They are interested in solving problems; this often includes the problems of others. Solving these problems is often a key focus in their lives.
- They feel a closeness to other people, and generally appreciate life.
- They have a system of morality that is fully internalized and independent of external authority.
- They have discernment and are able to view all things in an objective manner.

In short, self-actualization is reaching one's fullest potential.

Jensen and Kingston (1986) indicate that the removal of security or the deprivation of physical needs has a negative impact on children and can produce lasting effects. The writers say that "even the failure to provide conditions conducive to sleep has negative psychological effects. Chronically malnourished children experience growth retardation not only physically, but also psychologically. Improper and adverse housing conditions such as overcrowding, poor lighting, and inadequate space have been shown to have adverse psychological effects, especially on children. Failure to meet physical needs does not simply result in temporary discomfort, but may impede necessary psychological development. Physical neglect may manifest itself indirectly through a neglected child's behavior. Children who appear lazy, tired, and indifferent may, in actuality, be suffering from poor eating habits." (Jensen and Kingston, 1986). Children's fears because of poor clothes or inadequate housing may even need to be recognized and attempts made to alleviate these fears.

While unmet physical needs impede psychological development, there is research to indicate that those provisions are not enough. Having safety, health care, and physical necessities alone does not ensure proper development of psychological and social needs.

It seems important to remember that while parents have a responsibility to meet the needs of their children, they also have needs of their own which must be met. There will be times when the needs of the parents will conflict with the needs of children.

With this in mind, parents will often need to make difficult decisions in order to meet the needs of their children adequately. Specific decisions parents may face in providing for children are those related to housing, clothing, food, education, health, safety, self-esteem, child care providers, friends, career, and many others.

Teacher Preparation:

1. Reflect on your own childhood. What were the basic needs you had? Were they met? Who met them? How has the meeting of those needs or the lack of them affected you as an adult?

2. How can you help your students to become aware of the needs children have (including individual needs) and ways to meet those needs?

Note: TM in the activities refers to transparency master and SM refers to student master.

DIRECTED ACTIVITIES:

Supporting Concept A: Basic Human Needs

1. **"Needs Vs. Wants":** Project the "Family Circus" cartoon (TM-1) on a screen with an overhead projector. Have a couple of students interpret what they think the meaning is. Students will most likely have used the word "need" in their interpretation. In groups of 3 or 4, have students create some definitions for the words "needs" and "wants." Have

them compare their definitions with the rest of the class and then come up with one definition from the whole class.

- What are the differences between these terms?

In the same small groups, have them make a list of needs and a list of wants. (Possible needs/wants: self-fulfillment, latest hair style, variety, acceptance, air and water, self-worth, belongingness, high school diploma, recreation, good health, religion, housing, friendships, food, music lessons, love, vacation to Hawaii, job training, clothing, new
stereo.) As a total group, refer to the lists of needs they identified for themselves and for parents.

- Are any of these really "wants" instead of "needs"?
- Do you think all people agree as to whether they are needs or wants? Why or why not?
- What are some factors that influence what we sometimes interpret as "needs" instead of "wants"?

Assign students to find an advertisement or the words of a song which illustrate how people are meeting their needs and/or satisfying their wants.

- What are the messages in the song or advertisement? Share it with the class.
- How do these examples give us messages about what needs are OK to have?
- How do these messages influence our wants? Our actions?
- How might they affect our parenting?
(*Awareness of Context, Alternative Approaches, Consequences of Action*)

2. **Reflection:** Help students become aware of the needs that people have by asking them to reflect on their own lives up to this time. Have them individually make a list of all the needs they can think of that they have had up to this time. After they have had time to write, ask students to name some of them. Write them on the board. Discuss:

- Have all of your needs been met?
- Can you think of some times when certain needs have not been met?
- How does it affect you when some of your needs are not met?
- What are some long-term effects when people's needs are not met?
- Who has met your needs?

In groups of 3 or 4, have students make a list of needs their parents might have.

- Do all of their needs get met?
- Who meets their needs?
- How might it affect you (their children) when their needs are not met?
(*Awareness of Context, Consequences of Action*)

3. **"Examples":** Consider the following examples that influence needs and wants:

a. How does growing up in a family that teaches children how to negotiate and problem-solve influence a person's need for acceptance?

b. How does watching 30 hours of prime-time TV and the advertisements influence a person's feelings of self-worth?

c. How does growing up not part of the majority culture influence the self-esteem or belongingness when the majority of media depicts only one culture? *(Awareness of Context)*

4. **"Maslow's Hierarchy"**: Project a transparency of "Maslow Notes" (TM-2) on an overhead. Cover up the notes section and explain that this is one person's theory on the needs of humans. Give examples and explain the hierarchy. Have students add to the examples and discuss possible disagreements or limitations they see in this theory.

   Go over the notes with the students. Once the students have gone over the notes have the students get out a piece of paper and take the "Mighty Maslow" quiz (SM-1) to assess their comprehension of the theory.

   Once the students have begun to show an understanding of the theory assign the "Maslow Poster Assignment" (SM-2).

5. **"Individual Differences"**: Ask Students:
   - Are everyone's needs the same?
   - How are they alike and different?

   Use Maslow's Hierarchy to consider how the following individual circumstances might affect someone's needs:

   a. A teenager?
   b. A person newly emigrated from Southeast Asia?
   c. A male teenager whose father has always wanted him to be a pro-football player?
   d. A teenager who has been told by her family that she is ugly?
   e. A teenager who has been an incest victim?
   f. A teenage mother?
   g. A teenage father?

   - What basic needs are most important to you?
   - Did your grandparents have similar needs?
   - How is it different now than it was for people 50 years ago?
   - How do our needs affect our choice of food? Housing? Career?
   - What is the goal for all persons regarding basic needs?
   - What are possible effects on a person when basic needs are not met?
   - What are influences and factors from outside the home which affect whether or not basic needs can be met?

   (Awareness of Context, Desired Results, Consequences)

6. **"Case Studies"**: Have students analyze the needs for two family situations given below. In each case, ask the following questions:

   - What are the needs? Whose needs are they?
   - How and who will/can meet these needs?
   - If these needs are not met, what will be the result?

Case Study #1:
Mary, age 35, divorced, has custody of her three school-age children. They live in a rented apartment. Mary has a full-time job.

Case Study #2:
Larry is 40, Sue is 37. They are married and the parents of Steven, age 16, and Lori, age 13, who is severely retarded. Larry is employed full-time and Sue is a full-time homemaker.
(Consequences of Action, Alternative Approaches, Awareness of Context)

Support Concept B: Impact that Parenting has on Meeting the Basic Needs of Children

7. **"Needs of Children":** Ask students to list basic and important needs of children. (These will be similar to their own needs listed at the beginning of the unit.) Have them identify some needs of children by choosing one of the following:

    A. Find newspaper articles that illustrate some needs children have.

    B. Find excerpts from novels or children's books which illustrate the needs of children.

    - What are some needs of children and teenagers identified in these articles or books?
    - What are some ways these needs can be met?
    (Awareness of Context, Alternative Approaches)

8. **"Independence":** One need a child has is "Independence." The students might reflect on their own experience in considering why it is important for them to be independent. Review Erik Erikson's eight stages of social-emotional development using a class text or an online resource. Discuss:

    - What does striving for independence look like in a toddler?
    - What does striving for independence look like in a teenager?
    - What kinds of independence are they each striving for?
    - How are these two ages similar and different as they strive for independence?

    Review R. J. Havinghurst's stages of adolescent development (SM-3).

    - When is it important for children to begin to be independent?
    - Why is it important for children to explore independence while young?
    - In what ways do parents resist children becoming independent?
    - How have you experienced independence?
    - How would it be different if your parents were richer? Poorer?
    - How would it be different if you were of a different culture? From a rural or urban area?
    - What would happen in family situations if parents ignored the needs of their child?
    - What are the consequences when the young don't gain independence?
    - What are the long-term and short-term consequences of meeting a child's needs?
    (Awareness of Context, Alternative Approaches, Consequences of Action, Desire Results)

9. **"Health Needs":** Invite a pediatrician or someone from the medical field to talk about meeting a child's health care needs. He or she should cover the following questions:

- How does a parent insure that a child grows up healthy?
- How does a parent know if a child needs medical care? Immunizations? Dental care? When to call the doctor? How do you know what doctor to call?
- Who decides how much sleep a child needs? The child or the parent?
- What other health needs do children have?
- Are health needs the same for all ethnic groups or cultures?
- How might family income affect health care for children?

(Awareness of Context, Desired Results, Alternative Approaches)

10. **"Safety Needs"** To answer the question, "What makes a home and environment safe for infants and children?" have students read in textbooks ways of keeping a home and environment safe for children. View current video on child safety/child proofing. Each student could make a small poster (construction paper size) to illustrate one way to protect children's safety needs. Have students share their posters with the rest of the class.

Every community may harbor those who prey on innocent children. To protect children without needlessly frightening them or being overprotective is a challenge. It is best to warn children about possible harm in a calm reassuring way so a child is prepared, not frightened. Have students identify personal safety strategies (Pair-Think-Share). These might include:

- ✓ Why it is not safe to play in vacant lots, alleys, parks, or school grounds.
- ✓ It is always best to have a buddy to play with, rather than being alone.
- ✓ How to help a child know if someone is a stranger, i.e., does this person know my name? Do I know his/her name? Have I ever seen this person before? Do I know where he lives?
- ✓ Emphasize that you or another responsible adult must always know where they are.
- ✓ Talk about having a family code word.
- ✓ Teach children a song to know their telephone number.
- ✓ Teach children about the emergency number 911.
- ✓ Remind children not to tell callers that their parents are not home.
- ✓ Role play situations – "What would you do if…?"
- ✓ Help children memorize their first and last name and the first and last name of their parents.
- ✓ Teach children their home address.
- ✓ Have children draw maps of where they live.
- ✓ Teach children about boundaries
- ✓ Teach children to scream, "This is not my Daddy (Mommy)" and to run toward groups of people if a stranger tries to lure them away.
- ✓ Assure children that they have the right to say "no" to anyone, even parents, family or friends, if someone wants to see or touch private parts of the body.
- ✓ Take a walk through the child's neighborhood and point out safe places to run to for help.

Students could be given an assignment to create a page on safety that could be incorporated into a class coloring/activity book to teach children about these guidelines. Interested students could plan a puppet show to teach children about these guidelines. The puppet show could be presented in the on-campus Child Development Center.
(Awareness of Context, Desired Results)

11. **"Food Needs":** Students may be given reading assignments to examine what the literature says about the food needs of children. Find the USDA "my pyramid" online as a resource. Discuss with students:

- Who decides what a child eats?
- What is the desired result when it comes to feeding children?
- How can these results be accomplished?
- What are the consequences of these various methods?
- Who beside parents are responsible for feeding children? (Childcare centers, schools, babysitters, etc.)

(Desired Results, Awareness of Context, Alternative Approaches, Consequences of Action)

12. **"Special Needs":** Some children have special needs which parents must consider. Invite a guest speaker (social worker, school psychologist, or parents of children with special needs) to speak to the class. Ask presenters to discuss some special needs of children that will affect how those needs are met. (Some examples could be allergies, blindness and visual handicaps, emotional handicaps, autism and Aspergers, learning disabilities, physical handicaps, etc.)

- How are these needs different from those of other children?
- How does that affect parenting?
- What are some local, state, and national resources related to helping these children?

Supporting Concept C: Children's Needs VS. Parent's Needs

13. **"Parent's Needs":** In groups of 3 or 4 have students discuss and brainstorm responses to the following questions and then share their ideas with the class:

- What needs do parents have?
- How are their needs met? By whom?
- How do their personal needs influence their decisions in parenting?
- Should parents deny their needs in order to meet the needs of their children?
- How is one's emotional state related to the ability to cope with the responsibilities of being a parent?
- How might parent-child relationships be affected by how the parents' basic needs are being met?

(Awareness of Context, Alternative Approaches, Consequences of Acti0n)

14. **"Parent Panel":** Invite 4 or 5 parents to class to talk about how they balance meeting the needs of their children vs. their own needs.
(Awareness of Context, Alternative Approaches, Desired Results)

RESOURCES:

Amundson, N.E., Borgen, W.A., and Tench, E., *Personality and Intelligence in Career Education and Vocational Guidance Counseling.* In D.H. Saklofske and M. Zeidner (Eds.) International Handbook of Personality and Intelligence, New York: Plenum.

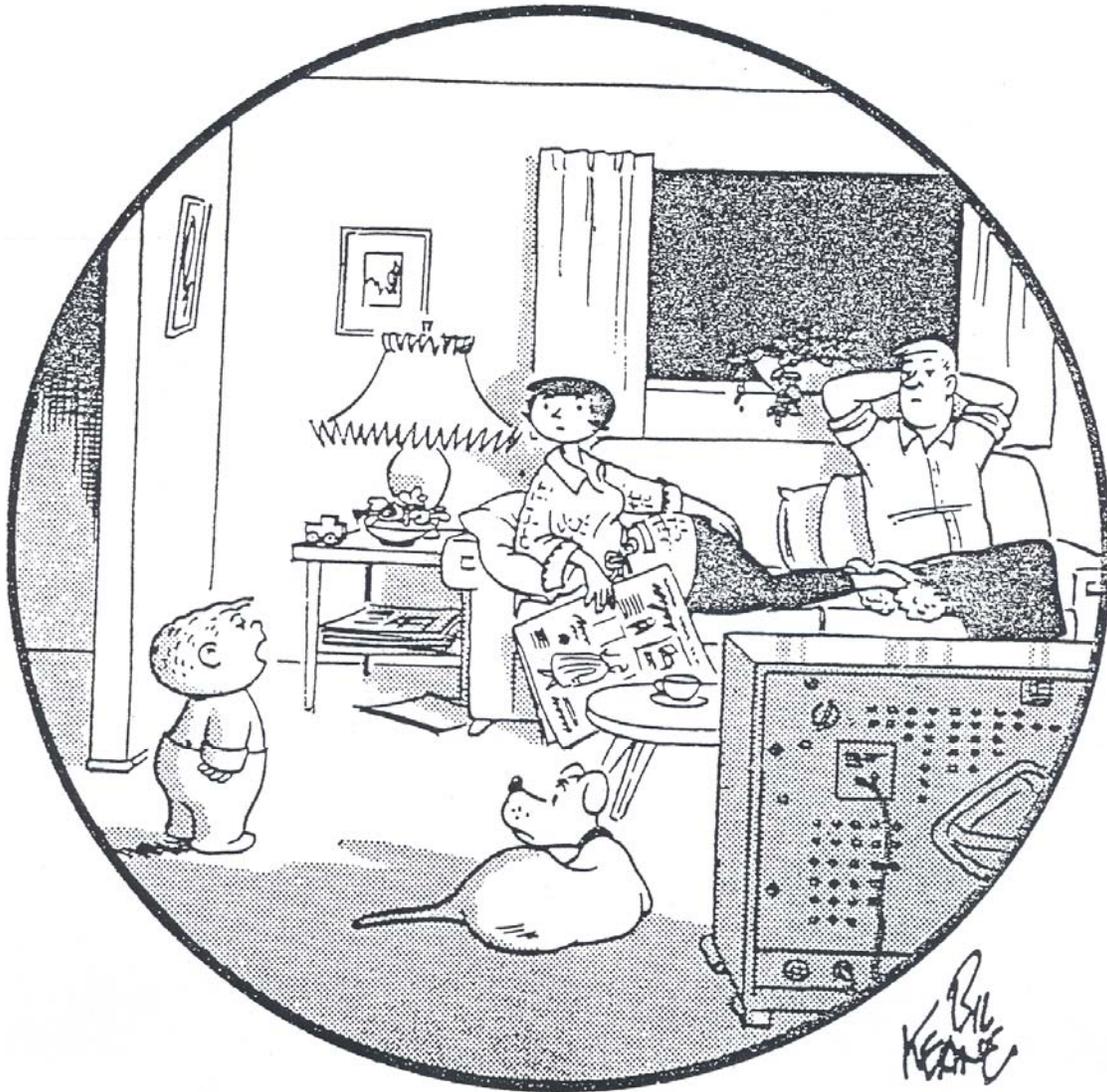Erikson, E.H. (1968). *Identity: Youth, and Crisis.* New York: W.W. Norton.

Havighurst, R.J. (1952). *Developmental Tasks and Education,* New York: David McKay.

Jensen, L.C. and Kingston, M. (1986). *How Organization is Developed in the Home* (pp. 162-173). *Parenting.* New York: Holt, Rinehart and Winston.

Maslow, A. (1954). *Higher and Lower Needs. Motivation and Personality.* New York: Harper and Row.
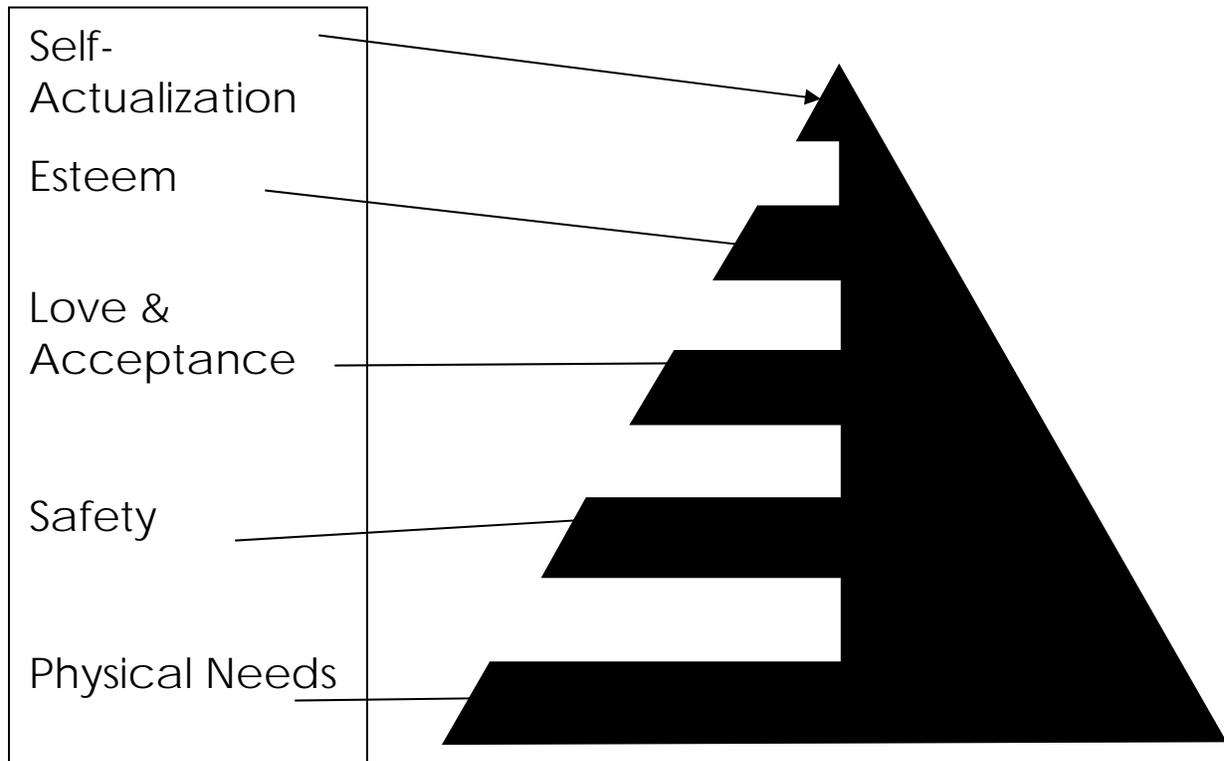
McGinley, H. (1983). Every person has needs, (pp 7-16). *Caring, Deciding and Growing.* Lexington: Ginn and Company.

FAMILY CIRCUS

"I don't feel so good. I think I need a hug."

Maslow's Hierarchy of Needs—

Self-
Actualization

Esteem

Love &
Acceptance

Safety

Physical Needs

- There is an order of needs that people pass through.

- The order (levels) are needs and not wants.

- It is normal to need what is in the various levels.

(For example, it is normal to want to be popular and win medals and ribbons for achievement in the senior year of high school.)

<u>Motivating Needs-</u> *needs* that have not been satisfied.

- Money is a non-motivating need.

- Basic needs are related to the body and to feelings and are motivating needs.

- Esteem needs and self-actualization are strongly related to motivation.

- Self-Actualization is Maslow's category for higher-level needs (the needs to grow and feel fulfilled as a person).

The Hierarchy of Needs-

- **Level I - Physiological needs-** the most basic human needs. They include food, water, and comfort.

- **Level II - Safety needs-** the desires for security and stability, to feel safe from harm.

- **Level III - Social needs-** the desires for affiliation. They include friendship and belonging.

- **Level IV - Esteem needs** - the desires for self-respect and respect or recognition from others.

- **Level V - Self-actualization needs-** the desires for self-fulfillment and the realization of the individual's full potential.

True or False. Place a "T" for True or an "F" for False.

1. _____ Social needs are motivating factors according to Maslow.

2. _____ To reach the level of "Social or Love Needs," a person must pass through and satisfy
       the level of "Esteem Needs."

3. _____ Fair treatment and freedom from prejudice are needs and not wants.

4. _____ To grow and be healthy you must give love as well as accept and receive love.

5. _____ Esteem needs are closer to self-actualization than are love needs.

6. _____When a person satisfies a "want," a need takes the place of the "want."

Match each numbered item below with the appropriate level of needs from the list. They are not in order.

a. Social/Love needs   d. Safety/Security needs

b. Esteem needs   e. Basic/Physiological needs

c. Self-actualization needs

7. ____Which need, according to Maslow, is developing your highest potential?

8. ____Which need is most closely associated with rest?

9. ____Which need is most closely related to recognition of hard work at a person's job?

10. ____Reputation is most closely associated with which need in Maslow's Hierarchy?

11. ____Freedom from war is most closely associated with what level of Maslow's Hierarchy?

12. ____Fair treatment and freedom from prejudice are related most closely to which level of
       Maslow's Hierarchy?

13. ____Giving of yourself, creativity, and appreciating the work of others is most closely
       associated with which level of Maslow's Hierarchy?

14. ____You are a boss and have an employee who is a loner, does not talk with others,
       belongs to no clubs, and has no relatives in the town where you work. What level
       might the employee be on according to Maslow?

15. ____An organized environment is most closely associated with which level of Maslow's
       Hierarchy?

16. ____Respect of humans, as well as animals, is most closely related to which level of Maslow's
       Hierarchy?

17. ____Viewing mistakes as learning experiences is most closely related to which level of Maslow's Hierarchy?

18. ____What is the ultimate goal in life according to Maslow?

19. List two non-motivating needs.

20. A boss who recognizes/honors an employee who had helped another employee could be assisting the employee to satisfy any of three of the levels of Maslow's Hierarchy. **List the three possibilities.**

Mighty Maslow Quiz - KEY

<u>**True or False. Place a "T" for True or an "F" for False.**</u>

1. **T** Social needs are motivating factors according to Maslow.

2. **F** To reach the level of "Social or Love Needs," a person must pass through and satisfy the level of "Esteem Needs."

3. **T** Fair treatment and freedom from prejudice are needs and not wants.

4. **T** To grow and be healthy you must give love as well as accept and receive love.

5. **T** Esteem needs are closer to self-actualization than are love needs.

6. **F** When a person satisfies a "want," a need takes the place of the "want."

Match each numbered item below with the appropriate level of needs from the list. They are not in order.

   a. Social/Love needs   d. Safety/Security needs

   b. Esteem needs   e. Basic/Physiological needs

   c. Self-actualization needs

7. **C** Which need, according to Maslow, is developing your highest potential?

8. **E** Which need is most closely associated with rest?

9. **B** Which need is most closely related to recognition of hard work at a person's job?

10. **B** Reputation is most closely associated with which need in Maslow's Hierarchy?

11. **D** Freedom from war is most closely associated with what level of Maslow's Hierarchy?

12. **D** Fair treatment and freedom from prejudice are related most closely to which level of Maslow's Hierarchy?

13. **C** Giving of yourself, creativity, and appreciating the work of others is most closely associated with which level of Maslow's Hierarchy?

14. **D** You are a boss and have an employee who is a loner, does not talk with others, belongs to no clubs, and has no relatives in the town where you work. What level might the employee be on according to Maslow?

15. **D** An organized environment is most closely associated with which level of Maslow's Hierarchy?

16. **C** Respect of humans, as well as animals, is most closely related to which level of Maslow's Hierarchy?

17. __C__ Viewing mistakes as learning experiences is most closely related to which level of Maslow's Hierarchy?

18. __C__ What is the ultimate goal in life according to Maslow?

19. List two non-motivating needs.
Money and status

20. A boss who recognizes/honors an employee who had helped another employee could be assisting the employee to satisfy any of three of the levels of Maslow's Hierarchy. **List three.**
Esteem / Love / Self-actualization

Maslow Poster Assignment

❑ You will be creating a small poster.

❑   Your poster needs to meet the following Assignment Criteria.

Assignment Criteria:

✓ Explain Maslow's Hierarchy of Human Needs through pictures.

✓ Poster must be neat and creative.

✓ On the back of the poster must be a written explanation of the poster, or you may attach a separate piece of paper with the explanation. The write up must be in complete sentences with proper grammar and sentence structure.

Adolescent Development

Each teenager is an individual with a unique personality and special interests, likes and dislikes. In general, however, everyone faces a series of developmental tasks during the adolescent years.

A teenager's development can be divided into three stages - early, middle, and late adolescence. The normal feelings and behaviors of adolescents for each stage are described below:

EARLY (12-14 years)

MOVEMENT TOWARD INDEPENDENCE
- *Struggle with sense of identity*
- *Moodiness*
- *Improved abilities to use speech to express one's self*
- *More likely to express feelings by action than by words*
- *Close friendships gain importance*
- *Less affection shown to parents, with occasional rudeness*
- *Realization that parents are not perfect; identification of their faults*
- *Search for new people to love in addition to parents*
- *Tendency to return to childish behavior, fought off by excessive activity*
- *Peer group influences interests and clothing styles*

CAREER INTERESTS
- *Mostly interested in present and near future*
- *Greater ability to work*

SEXUALITY
- *Girls ahead of boys*
- *Same-sex friends and group activities*
- *Shyness, blushing, and modesty*
- *Show-off qualities*
- *Greater interest in privacy*
- *Experimentation with body (masturbation)*
- *Worries about being normal*

ETHICS AND SELF-DIRECTION
- *Rule and limit testing*
- *Occasional experimentation with cigarettes, drugs, and alcohol*
- *Capacity for abstract thought*

MIDDLE (14-17 years)

MOVEMENT TOWARD INDEPENDENCE
- *Self-involvement, alternating between unrealistically high expectations and poor self-concept*
- *Complaints that parents interfere with independence*
- *Extremely concerned with appearance and with one's body*
- *Feelings of strangeness about one's self and body*
- *Lowered opinion of parents, withdrawal of emotions from them*
- *Effort to make new friends*

- *Strong emphasis on the peer group with the group identity of selectivity, superiority and competitiveness*
- *Periods of sadness as the psychological loss of parents takes place*
- *Examination of inner experiences, which may include writing a diary*

CAREER INTERESTS
- *Intellectual interests gain importance*
- *Some sexual and aggressive energies directed into creative and career interests*

SEXUALITY
- *Concerns about sexual attractiveness*
- *Frequently changing relationships*
- *Movement towards heterosexuality with fears of homosexuality*
- *Tenderness and fears shown towards opposite sex*
- *Feelings of love and passion*

ETHICS AND SELF-DIRECTION
- *Development of ideals and selection of role models*
- *More consistent evidence of conscience*
- *Greater capacity for setting goals*
- *Interest in moral reasoning*

LATE (17-19 years)

MOVEMENT TOWARD INDEPENDENCE
- *Firmer identity*
- *Ability to delay gratification*
- *Ability to think ideas through*
- *Ability to express feelings in words*
- *More developed sense of humor*
- *Stable interests*
- *Greater emotional stability*
- *Ability to make independent decisions*
- *Ability to compromise*
- *Pride in one's work*
- *Self-reliance*
- *Greater concern for others*

CAREER INTERESTS
- *Higher level of concern for the future*
- *Thoughts about one's role in life*

SEXUALITY
- *Concerned with serious relationships*
- *Clear sexual identity*
- *Capacities for tender and sensual love*

ETHICS AND DIRECTION

- ***Capable of useful insight***
- ***Stress on personal dignity and self-esteem***
- ***Ability to set goals and follow through***
- ***Acceptance of social institutions and cultural traditions***
- ***Self-regulation of self-esteem***

Teenagers will naturally vary slightly from the descriptions above, but the feelings and behaviors listed for each area are, in general, considered normal for each of the three stages. The mental and emotional problems that can interfere with these normal developmental stages are treatable.

If a teenager seems very different from the descriptions presented here, it may be appropriate to consult a mental health professional.

Source: Information taken from American Academy of Child Psychiatry materials.