

## **DEVELOPMENTAL PROFILE FOR 10TH-12TH GRADE STUDENTS AGES 15-18**

### **Physical Development**

- Physiological (body) development is generally complete.
- Nearly all students have acquired secondary sexual characteristics (body hair, breasts, etc.).
- Height in males may continue to develop, but body definition is generally set.
- Acceptance of the body and external body appearance is occurring, and new emphasis on dress and enhancing appearance is typical.
- Emphasis on sexuality and appreciation by the opposite sex are common and signal an acceptance of recent growth and change.
- Primping and discussion of trends that are "in" is age appropriate.
- Anxiety about the body or inability to accept body changes may result in obsessive attention to diet, weight building, or exercise.

### **Emotional Development**

- The dramatic effort to find the "lost" self becomes more rational and less intense.
- There is an emerging sense of self-identity (who and what the person is becoming).
- The need to be one type of person in order to please peers lessens and a sense of self-integrity (comfortableness with true self) begins to formulate.
- A "second person perspective" may truly emerge helping the person to recognize other needs outside of the self.
- Self-reliance becomes important.
- There is a deepening need to reach out, give of the self and meet the needs of less fortunate others.
- Those who have been overindulged may have a new sense of hardship due to an inability to get outside of self and put another first.
- The adolescent is more able to take "no" for an answer without feeling a sense of personal loss or anger.

### **Philosophical/Moral Development**

- The student may begin to see himself or herself beyond adolescence as a member of the community or society. If so, then moral reasoning will focus on protecting the society and following community guidelines.
- The later adolescent stage of being part child and part adult is evidenced by two paths. The less mature stance is, "I've got to be me." The more mature stance is, "For the good of all." The latter stance indicates a readiness to join the adult community.
- Classical literature may help with consolidation of personal growth and curtail a sense of loneliness or isolation.
- Laws may take on a new meaning as a source of security and honor.
- There may be recognition of the need to establish a belief system for the self that is not a reflection of childhood or of peers. There is a growing sense of importance for meeting the needs of a best and good society.

### **Social Development**

- The need for peer approval uses much of the student's energy.
- Students who are holding to group membership as personal identification may be less dependent or take leadership roles in the group or "gang".
- The self is more defined as a self and less dependent on external acceptance.
- Family conflict may lessen due to a growing developmental stability in the child, but conflict will resume if a basic appreciation for each member as a person is not achieved or practiced.
- Some youngsters are now looking to intimacy for definition and gratification of sexual drives.
- World of work becomes very real for those who do not plan for college.

- Integration of social concerns into self-identify may lead to "citizen of the world" perception for some.

### **Intellectual/Cognitive Development**

- Formal operations are in effect in both mathematical and verbal domains (mental operations can be performed without concrete objects and abstract thinking begins).
- Reasoning ability and logic give a sense of pleasure.
- Thoughts and ideas appear to be ways to solve problems and facilitate change.
- A feeling of idealism/optimism often blooms. The student often wishes to "change the world" based on ideas and the sheer will to make a difference and solve problems.
- Systematic and sequential reasoning become easy and fulfilling.
- Synthesis (the ability to make sense of a great deal of information) becomes easier and rewarding.