**Autonomy**

* is often confused with rebellion, and becoming an independent person is often equated with breaking away from the family.

**Emotional Autonomy**: The establishment of more adultlike and less childish close relationships with family members and peers.

**Behavioral Autonomy:** The capacity to make independent decisions and to follow through with them.

**Cognitive Autonomy:** The establishment of an independent set of values, opinions and beliefs.

**Detachment:**

* **DEF:** In psychoanalytic theory, the process through which adolescents sever emotional attachment to their parents or other figures
* There is no evidence that this bickering significantly diminishes closeness between them in any lasting way, instead it is modified.
* This is an important distinction, for it means that emotional autonomy during adol. involves a transformation, not breaking off of family

Relationships.

* Adol. can become emotionally autonomous from their parents without becoming detached from them

**Individuation:** The progressive sharpening of an individual’s sense of being an autonomous, independent person. Begins during infancy and

Continues on

* Does not involve stress and turmoil rather relinquishing childish dependencies on parents in favor of a more mature, more responsible

And less dependent relationship

**De-idealization:** Is the beginning, not the end of a long process that gradually leads adol to adopt more realistic views of their parents.

**Psychological Control:** Parenting that attempts to control the adol emotions and opinions.

* Research had found, adol who feel the most autonomous-that is, those who are most likely to feel that they have been granted enough

Freedom by their parents-are not the ones who have severed relationships at home. The EXACT OPPOSITE IS TRUE: Autonomous adol

Report that they are close to their parents, enjoy doing things with their families have few conflicts with their moms and dads and feel free

To turn to them for advice.

* Parents who use a lot of enabling accept their adolescent and at the same time help the teenager to develop and state his or her own ideas

Through questions, explanations and the tolerance of differences of opinion.

**Parenting Styles:**

* **Authoritative**: (friendly, fair, firm) Foster independence, responsibility and self esteem
* **Authoritarian:** (Excessively harsh) View child‘s increasing emotional independence as rebellious disrespectful and they may resist their adol

Growing need for independence rather than accepting it.

* **Indulgent:** (excessively lenient) - These parents do not provide sufficient guidance for their children and as a result the kids do not acquire

Adequate standards for behavior.

* **Indifferent**: (aloof to the point of neglectful) ^ above is also true.

**The Development of Behavioral Autonomy:** The ability to act independently-is seen both inside and outside the family in relationships, peers & w/parents

Immediate Rewards- choose the one that benefits them most today. 600 today or 1000 in a month ( ie)

* Adol are less likely than adults to think about the long term implications of their decisions, more likely to focus on their

Decisions, more likely to focus on immediate consequences and less able to understand the ways in which other peoples

Positions may bias their interests.

* There is a period where adol may think like adults but still act immature.
* Parent’s opinions are more powerful; Peers are more influential. Adol are more likely to conform to their **peer’s** opinions

When it comes to short, day to day and social matters. This is particularly true during jr. high and early h.s years. **Parents**

**Are more influential when** it comes to long term matters: educational plans, occupations, values, religion, & ethics.

* Conformity to peers is higher during middle adol than later adol.
* Girls are less susceptible to peer pressure than boys, as are black adol. Asian adol in contrast seem especially susceptible

To peer pressure perhaps consistent with greater importance of group over the individual in Asian cultures.

* Adol from **Authoritative** are less susceptible to antisocial peer pressure, both they may be **more susceptible** to the influence

Of positive peers.

* Detachment from parents, rather than attachment from peers, is harmful.
* Need a balance = too much room for autonomy= bad, not enough = bad.

**Piagetian view:** Cognitive developmental perspective, is on changes in structure and organization rather than changes in its content.

Shifts in the type of moral reasoning that individuals use in making decisions they reach or the actions they take as result.

* **Pro-social Behavior:** Behaviors intended to help others.
* **Pre-conventional Moral reasoning**: The 1st level of moral reasoning, which is typical of children and is characterized by

Reasoning that is based on reward and punishment associated w/ different courses of action.

* **Conventional Moral Reasoning**: 2nd level which occurs during late childhood and early adolescence and is characterized by

Reasoning that is based on the rules and conventions of society.

* **Post-conventional Moral Reasoning:** Society’s rules and conventions are seen as relative and subjective rather than as

Authoritative also called principal moral thinking. (Rare)

* **Moral Disengagement:** Rationalizing immoral behaviors legitimate, as a way of justifying one’s own bad acts.
* **Religiosity**: The degree to which one engages in religious practices
* **Spirituality:** The degree to which one places importance on quest for answers to questions about god and the meaning of life.