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Because the incidence of an abnormal SAD score was higher in individuals with more severe hearing losses, the target population for a second study was all of the hearing aid recipients in the London area (except for those included in the first survey) whose average sensorineural hearing loss was 60 dB or greater; 58 of those eligible participated. They were administered audiometry, standard tests of speech perception, an interview providing self-assessment of perceived handicap, and not only the SAD but also the Eysenck Personality Questionnaire. The only departure from established norms on the personality dimensions was that the 35 females tested were low in extraversion, but since the 53 males were not, Thomas concludes that this sex-linked introversion has little to do with hearing loss per se, so that

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Adolescence: A Multidisciplinary View

Richard M. Lerner and Terry T. Foch (Eds.)
Biological–Psychosocial Interactions in Early Adolescence

Review by
Jacquelyne S. Eccles and Christy Miller

According to the editors, this book explores “current theory and research about the nature and extent of biological-psychological interactions in early adolescence,” using a multidisciplinary approach (p. 1). Lerner and Foch argue that the rich interplay of biological, psychosocial, and cultural influences on development during adolescence necessitates, as well as provides, a unique opportunity for “multidisciplinary, theoretical and empirical collaboration.” They also stress the importance of a life-span perspective in analyzing the early adolescent period. Authors of the various chapters were selected because they exemplify this multidisciplinary life-span approach in either their theoretical or empirical work. In general the book does a reasonably good job of meeting its goals. It is quite informative regarding conceptual models, methodology, and the relations among a wide variety of input and outcome variables. And much of the work is truly multidisciplinary.

The first half of the book contains five theoretical chapters. Three of these (Lerner and Foch; Lerner; and Petersen) provide general multidisciplinary models for understanding adolescence within a life-span, biopsychosocial framework. All three give an excellent introduction to the complexity of development during this period, the importance of contextual and bidirectional effects, and the value of a goodness-of-fit perspective to understanding social development during this period. The other two chapters introduce two new perspectives: behavioral genetics (Plochin and Fulker) and sociobiological (MacDonald). Both offer interesting introductions to their fields, but they are less developed in terms of their immediate applicability to general research on American adolescence due, primarily, to the current status of empirical work in these fields.

The second half of the book contains nine empirical chapters, each of which summarizes the authors’ current work. Five chapters (Brooks-Gunn; Crockett and Petersen; Dornbusch, Gross, Duncan, and Ritters; Lerner, Kuchler, East, Lerner, and Lerner; and Simmons, Carlton-Ford, and Blyth) report on either cross-sectional or longitudinal studies of early adolescent psychosocial development, primarily in the school and peer context. Two chapters report on hormonal effects on physical and psychosocial changes (Comite et al.; Nottelmann et al.; one (Newcombe and Dubas) reviews evidence of the association between puberty timing and cognitive ability; and one (Hill and Holmbeck) summarizes research on family adaptation to early adolescent development.

There are two main drawbacks to the book as a whole: (a) the book’s themes are not drawn together particularly well across the chapters, and (b) the empirical biological perspective, when it is presented, is not as well integrated as one would hope into the bio-psycho-social perspective outlined so coherently in the chapters by Lerner and Foch; Lerner; Petersen; and Brooks-Gunn.

The first drawback represents a problem common to many edited volumes. It is best illustrated by comparing the first and second halves of the book to each other. The first half of the book outlines a number of interesting theoretical frameworks that could be used in the study of bio-psycho-social interactions during adolescence. Some of these models are accompanied by useful methodological suggestions and implications that can be used both to formulate one’s own research and to evaluate the research of others. The second half of the book is comprised of nine empirical reports. By and large, these chapters are quite interesting and informative. Unfortunately, the data presented are rarely tied explicitly to the theoretical formulations outlined in the first half. Although a few of the authors do this, several do not. Since most of these chapters have implicit relevance to the models presented in the first half of the book, it would have been helpful for the authors in each of the empirical chapters to discuss their findings in terms of the various theories outlined in Part 1.

The second problem reflects, I believe, the state of the art: There is still very little truly multidisciplinary work on early adolescence that involves both biologists and social scientists. Nevertheless, we were struck with the major strides in this direction represented particularly well by the work discussed in the chapters by Brooks-Gunn; Nottelmann et al.; Petersen; and Lener et al. We were also struck by the impressive multidisciplinary work in the other chapters involving both social and psychological factors. This type of work is particularly well represented in the chapters by Dornbusch, et al.; Hill and Holmbeck; and Simmons, which outline the importance of family dynamics, maturational timing, and school transitions for early adolescent psychological development. The impact of contextual effects on the meaning of biological maturation is also nicely illustrated in the chapter by Brooks-Gunn. Thus, although the inner-biological aspects of early adolescent development are not as well integrated into the empirical models, the chapters, by and large, do provide theoretically rich, multidimensional approaches that exemplify the life-span perspective outlined by Lerner and Foch; Lerner; and Petersen in their introductory chapters.

In reading the book, one is given a sense of the multitude of psychological variables that are potentially related to the biological process of puberty. For those who might have a narrow definition of biological and psychosocial development at adolescence, this book will be a mind-broadening experience. Biological
variables discussed include pubertal status (sometimes further broken down into development of the various secondary sexual characteristics), pubertal timing, athleticism, abnormal pubertal development, hormonal development, physical attractiveness, height, and weight. Psychosocial variables discussed include attitudes toward menstruation, eating disorders, self-image, body image, aspiration to adult roles, deviant and problem behavior, dating, depression, relationships with parents and peers (same and opposite sex), cognitive abilities, school achievement, educational aspirations, moods, bed-wetting, family decision-making practices, independence, and involvement with extracurricular activities.

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CONTEMPORARY PSYCHOLOGY, 1988, Vol. 33, No. 12
Adolescence: A View from Multidisciplinary Perspectives

Author's note: The current chapter is an excerpt from "Adolescence: A View from Multidisciplinary Perspectives," a comprehensive work edited by Michael Lerner and Christopher S. Everts. This excerpt explores the complex interplay of biological, psychological, social, and cultural factors in the development of adolescents. It highlights the interdisciplinary nature of research in this field, emphasizing the importance of collaboration among various disciplines to provide a holistic understanding of adolescent development.

The chapter delves into the multifaceted aspects of adolescence, drawing from perspectives in psychology, sociology, biology, and education. It underscores the significance of considering adolescents within their broader social and historical contexts.

Key themes include the impact of technology on adolescent identity, the role of peer relationships in shaping social behavior, and the psychological challenges faced by adolescents during this transitional phase. The discussion is grounded in empirical research, offering insights into the adaptive and maladaptive outcomes associated with adolescent development.

In summary, "Adolescence: A View from Multidisciplinary Perspectives" serves as a foundational resource for students, researchers, and practitioners in the field of adolescent development, offering a nuanced exploration of the factors that influence adolescent growth and development.
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