As always, elect a recorder. The recorder should post your decisions to the “Adolescence” forum in WebCT. Use the following format”

Group name: members present
Decisions:

Adolescence Case Studies

Early Adolescence

Your 14-year-old daughter has become a problem recently. She has always been a good student, helpful around the house, active in sports activities, and has always shown good judgment in making decisions. Since last summer, she has become part of a new peer group. Although the peer group is made up of basically good kids, lately they and your daughter have been getting into some trouble. They were caught drinking beer one evening in a public park. On several occasions your daughter has arrived home later than was agreed, and at least twice in the last three weeks she has not been where she was supposed to be (she told you one thing, but did something else.)

This peer group is very important to your daughter. Her best friend since grade school is also a member of this group. She tells you that she knows that many of the things they do are wrong, but she doesn’t feel that she can tell them what do. She’s afraid they won’t like her anymore. As a group, decide what you could to do to help your daughter. Draw on all that you have learned about this stage of life, moral development, and any other principles from earlier chapters in the course. In all cases, base your counsel with theory, not opinion or emotion.

Later Adolescence

Your 21-year-old son is still living at home. He has a job at a local fast-food restaurant and makes enough money to pay for his car and to provide his own spending money. He does not contribute to household expenses or his own clothing. He was a B-student in high school and does not want to work in the restaurant as a career, but he is not sure what he wants to do. He spends most of his free time with his friends from high school who are still in town. Although you do not object to your son living with you and he is helpful around the house, you are concerned that he is delaying making some important choices. As a group, arrive at some conclusions about his current development and what you would like to do about your son. Draw on all that you have learned about this stage of life and any other principles from earlier chapters in the course. In all cases, base your counsel with theory, not opinion or emotion.
You may have read about the young woman who was abducted from her home in Utah. Consider this excerpt of an article taken from the *Los Angeles Times* about the incident. Working as a group and using your reading as a guide, what might you say to the Smart family to help them understand Elizabeth’s behavior within the context of this stage of development. What might they anticipate based on your reading of this chapter and prior chapters.

**The Controversy on Elizabeth Smart: "Experts Say Teen's Compliance Was Not Brainwashing"**

by Benedict Carey (Los Angeles Times, March 15, 2003)

Specialists in the psychology of abuse and persuasion say survival, not mind control, could explain the girl's behavior. She didn't once call home, or contact friends, though she knew those closest to her feared the worst. She walked around freely, close to her own neighborhood, and apparently never made an effort to reach out for help. And when finally rescued, Utah teenager Elizabeth Smart did something that seems beyond comprehension: She denied her identity.

That a competent, thoughtful, normal teenager could act so compliantly in her own kidnapping has prompted speculation about cult-like programming and mind control. Although no one knows how her captor, self-styled prophet Brian David Mitchell, treated the teenager, there seems only one explanation. "She was brainwashed," her father, Edward Smart, told reporters.

Yet experts on the psychology of persuasion and abuse say notions of mind control are not necessary to explain the girl's behavior. Some of the possible motives are straightforward, others are bound with the unique pressures of adolescence and personality development.

Mitchell took Smart from her home at knifepoint, in the middle of the night, according to the family. She was yanked from a life of suburban affluence and forced to live as a vagabond. From the evidence it appears she had very little say in even the smallest decisions while captive, such as what she wore and what she ate. By the time an escape opportunity came along -- Smart was seen several times in Salt Lake City, not far from her parents' neighborhood -- the captive may have turned her fear and disorientation into attachment to the adults who had control over her well-being.

The effect of Mitchell's religious pretensions cannot be ignored. Normally, converting someone to a belief system requires a dense network of fellow believers to teach values and rituals, as well as exert social pressure. Mitchell and his wife were only two people. Yet the forcefulness of their
beliefs may have been enough to sway a girl of 14 years, just mature enough to comprehend spiritual ideas but not experienced enough to judge them skeptically, experts say.

From the standpoint of human social development, the teen years are a unique period when children are pushing away from their parents' influence and -- at the same time -- finding their place in the family's religious and cultural traditions. Raised in a tradition with strong emphasis on respect for elders and authority figures, Smart may have had some predisposition to respect religious authority, however bizarre and intimidating Mitchell may have been, experts say. "Religious traditions leave deep imprints on people, even if they are not entirely aware of them, and during moments of extraordinary stress we may begin to apply those codes of behavior to survive," said Hecht. To label this stew of adaptation, self-protection and spiritual yearning as mind control distracts attention from the upsetting emotions that children of kidnappings can feel, therapists say. Assuming she was "brainwashed" allows the family to gloss over the emotions that must have tormented her, emotions that Elizabeth must come to terms with eventually, experts say. "The question is how the family deals with them, and how resilient the child is," said Linda Bortell, a child psychologist in South Pasadena.