

# Training Module

# Culture & Adolescent Development

*Presented by*

**Kaleidoscope Family Solutions, Inc**

*July 2014*

## **Today we will discuss:**

---

*Culture*

*SES & Poverty*

*Ethnicity*

*Media & Technology*

**And the roles they play in adolescent development.**

## **Culture Revisited**

---

**Culture:** the behavior patterns, beliefs and all other products of a specific group of people that are passed on from generation to generation

### **Individualism**

- Priority to personal goals
- Promote values that serve self
- Pleasure, achievement, competition, freedom
- Achievement is for individual - power, status, & competition
- Independent
- Privacy, sleep alone, bath alone
- Cognitive dissonance is common
- Less contact between mother and child
- Self-concept described in personal traits

## **Collectivism**

- Priority to group goals
- Values promote group
- Security, obedience, harmony, personalized relationships
- Achievement is for the group
- Interdependent
- Co-sleeping, co-bathing
- Cognitive dissonance is infrequent
- More mother-child contact
- Holding, cuddling, hugging
- Self-concept described in group affiliations

## **Categories of Culture**

---

### **Individualistic**

- Western cultures
- U.S.
- Canada
- Great Britain

### **Collectivistic**

- Eastern cultures
- China
- Japan
- India
- Thailand
- Mexico

## **Values parents hold in raising children and adolescents.**

---

### **Individualistic**

- Personal choice
- Intrinsic motivation
- Self-esteem
- Self-maximization

### **Collectivistic**

- Connectedness to family and other close relationships
- Orientation to the larger group
- Respect and obedience

## Criticisms

- We all need both a positive sense of self and to be connected with others
- Individualism...
  - Individualism (in psychology) may undermine our basic need to be connected
  - Higher crime, suicide, drug abuse, teen pregnancy, divorce, abuse of children, mental health concerns
- These concepts are very broad and may be overly simplistic
  - Families often value and teach a combination

## Childhood to Adulthood

---

- Rites of Passage: ceremonies or rituals that mark an individual's transition from one status to another, such as the entry to adulthood
- Very elaborate and dramatic in some cultures
  - Symbolic separation from parent (mother)
  - Symbolic death and rebirth
  - To gain access to adult specific activities
  - Seem to be declining due to exposure to Western culture in Africa
  - Native American girls have a coming-of-age ceremony to support girls in adolescence (pivotal possibly vulnerable time in development)
- Western cultures lack formal rites of passage

## Western Rites of Passage

---

- Graduating high school
- Bat mitzvah, bar mitzvah, confirmation, social debuts
- Sexual intercourse
- Driver's license
- Voting
- Drinking
- Absence of clarity or consistency - attainment of adult status is ambiguous

## **Socioeconomic Status**

---

*Important to look at cultures within cultures.*

- **SES:** a grouping of people with similar occupational, educational, and economic characteristics
  - Vary in power, influence, and prestige
  - Power to attain occupations or education
  - Difference in abilities to obtain or control resources
- **Low, middle, and upper**
  - **Low SES:** low-income, working class, blue collar
    - Factory worker, manual labor, welfare recipient
  - **Middle SES:** middle-income, white collar
    - Sales, manager, professional (doctor, lawyer, teacher, etc.)
  - **Upper SES:** top of their field, corporate executives, political leaders, wealthy individuals.

## **SES & Adolescent Development**

---

*Where they live.*

*Where they go to school.*

*What they are able to do (sports, activities, vacations).*

### **Lower SES Parents**

- Want children to conform to society
- Expect to have authority over children
- Use physical punishment more
- More directive & less conversational

### **Higher SES Parents**

- Concerned with developing "initiative", motivation, and delay of gratification
- Children are encouraged to discuss and participate
- Less likely to use physical punishment
- Less directive & more conversational

### **Lower SES Children & Adolescents**

- Low SES tends to be a broad risk factor
- At risk for low achievement
- At risk for emotional problems
- Social maladaptation, depression, peer conflict, juvenile delinquency
- At risk for dropping out of school
- However, this is NOT true for ALL adolescents from low SES backgrounds
- Positive educational outcomes for adolescents has been linked with high parental educational aspirations

### **Higher SES Children & Adolescents**

- Face challenges too
- High rates of substance abuse
- Males have higher adjustment difficulties than females

## **Poverty**

---

### **Defined as economic hardship**

#### **Family structure & ethnicity**

- 42% female-headed households
- 8% married couple households
- 33% AA, 27% Latino, 10% non-Latino white

**In 2006, 17% of children under 18 were living in poverty (increasing)**

## Poverty: Psychological Effects

---

- Poor are powerless
- Vulnerable to disaster (financial)
- Range of alternatives is restricted
- Lack of education and lack of prestige
- More conflict in the home, less social support
- Authoritarian parenting
- Watch more TV, less access to books, computers
- Schools are inferior, less monitoring by parents
- Environment is often dirty, polluted, and dangerous

## Ethnicity

---

### Cultural heritage, nationality characteristics, race, religion, and language

- Ethnic minority
- Ethnic diversity continues to grow
- High rates of immigration
  - Many stressors
  - Adolescent problems connected with acculturation due to conflicting with parents and cultural heritage

## Adolescence & Ethnic Minority Youth Development

---

**Special juncture** - awareness of ethnic and cultural differences

### Ethnic identity development

- Aware of how majority culture views own culture
- Aware of how own culture views majority culture
- Aware of negative appraisals, conflicting values, and restricted opportunities can impact choices and plans for future
- Minority culture? Majority culture? Bi-cultural identity?

## **We must consider...**

---

### **Ethnicity & SES**

### **Differences & Diversity**

### **Prejudice, Discrimination, Bias**

**We have many cultures. Can we learn something from other countries that have many cultures?**

## **Media**

---

- Television - more time than in ANY other activity
- Media multitasking is a trend (text, iPod, ...)
- Playing video games tends to peak in early adolescence, then decline
- As adolescents age
  - TV watching and playing video games decreases
  - Music listening & computer increases

## **Social Policy & Media**

---

- Encourage responsible programming
- Support public efforts to make the media more adolescent-friendly
- Encourage media literacy programs
- Increase media presentations of health
- Expand opportunities for adolescent's views to appear in the media





**Kaleidoscope Family Solutions Inc.**

**Cultural & Adolescent Development**

Training Module Post Test

Name: \_\_\_\_\_ Date \_\_\_\_\_

1. Define Cultural Diversity:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Cultural diversity may be vital for the long-term survival of: \_\_\_\_\_.

3. Culture is a set of distinctive spiritual, material, intellectual and emotional features of society or a social group. **True or False**

4. Adapting to different cultural beliefs and practices requires \_\_\_\_\_ and a \_\_\_\_\_ for others viewpoints.

5. Name one of the five elements that Cross, T., Bazron, B., Dennis, K., and Isaacs, M. (1989) list as essential elements that contribute to an institution's or agency's ability to become more culturally competent:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Name one of the four challenges for providers and cultural competency in healthcare, listed by Meyer CR.(1996):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Provide your own story of Cultural Diversity:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_