

# Adolescence worksheet



**ASSIGN  
BUSTER**

University of Phoenix Material Development in Adolescence and Late Adulthood Worksheet Use the Learn Psychology text, the University Library, and/or other resources to answer the following questions. Your response to each question should contain at least 150 words. 1. Puberty can be a difficult time for adolescents. What are some of the challenges they face? Is it a time of change affecting the physical, mental, emotional and social well-being of children between the ages of 11 and 14 years.

These changes are necessary as preteens evolve into teens and later adults. The challenges would be starting a menstrual cycle, deeper voice, and peer pressure. Girls will usually be don't started what is known as a period every month and boys voices will begin to change. Then as for both of them they will be faced with a lot of peer pressure whether it smoking, partying, or sex. Most teen will face the and have to chose when it comes to adolescents. 2. How and when is peer pressure harmful? Can it ever be helpful? Why?

Peer pressure is harmful when someone is trying to persuade you to do something bad that you don't or shouldn't be doing. Like doing drunks when you tell someone you onto want to do drugs and they just constantly beg or try to do whatever they can to make you take them, that's called harmful peer pressure. Yes peer pressure can be helpful and a the reason why is because sometimes some of us have something good going for ourselves and then something get in the way and tries to stop it an some of us let it instead of pushing right on through and that's when the opposite peer pressure come in.

If you going to college and you find out that your pregnant that don't mean that you not go to college , your friend will tell you that you can do it and till take care of your baby there is many options you should listen and take that kind of peer pressure into consideration because it Just could help you get through. 3. What types of changes occur in the brain in late adulthood?

Scaffolding is protective of cognitive function in the aging brain, and available evidence suggests that the ability to use this mechanism is strengthened by cognitive engagement, exercise, and low levels of default network engagement. There are declines with age in speed of processing, working memory, inhibitory function, and long-term memory, s well as decreases in brain structure size and white matter integrity. Len the face of these decreases, functional imaging studies have demonstrated, somewhat surprisingly, reliable increases in preferential activation.

To account for these Joint phenomena, we propose the scaffolding theory of aging and cognition . Stack provides an integrative view of the aging mind, suggesting that pervasive increased frontal activation with age is a marker of an adaptive brain that engages in compensatory scaffolding in response to the challenges posed by declining neural structures and function. 4. Why is novel problem-solving particularly difficult in late adulthood? It hard because finding and identify the problem is where you would have to begin.

Though most of our intellectual abilities increase or remain stable throughout early and middle adulthood, once beyond the age of 60 everyone experiences a decline in all of our five primary mental abilities. Although thinking processes become slower and less sharp once a person reaches late

adulthood, there is much individual variation in these declines, and each particular cognitive ability shows a different range of age-related decline for each separate individual.