

Characteristics of Tasks and Stages of Typical Adolescence

Table 2.1

Developmental Task	Stage of Typical Adolescence		
	Early (10–13F; 12–14M)	Middle (13–16)	Late (16–20)
Acceptance of the Physical Changes of Puberty	<ul style="list-style-type: none"> Physical changes occur rapidly but with wide range of person-to-person variability Self-consciousness, insecurity, and worry about being different from peers 	<ul style="list-style-type: none"> Pubertal changes almost complete for girls; boys still undergoing physical changes Girls more confident; boys more awkward 	<ul style="list-style-type: none"> Adult appearance, comfortable with physical changes Physical strength continues to increase, especially for males
Attainment of Independence	<ul style="list-style-type: none"> Changes of puberty distinguish early adolescents from children, but do not provide independence Ambivalence (childhood dependency unattractive, but unprepared for the independence of adulthood) leads to vacillation between parents and peers for support 	<ul style="list-style-type: none"> Ability to work, drive, date; appearance of more maturity; dependency lessens and peer bonds increase Conflict with authority, limit testing, experimental and risk-taking behaviors at a maximum 	<ul style="list-style-type: none"> Independence a realistic social expectation Continuing education, becoming employed, getting married—all possibilities that often lead to ambivalence about independence
Emergence of a Stable Identity	<ul style="list-style-type: none"> Am I OK? Am I normal? How do I fit into my peer group? Paradoxical loss of identity in becoming a member of a peer group 	<ul style="list-style-type: none"> Who am I? How am I different from other people? What makes me special or unique? 	<ul style="list-style-type: none"> Who am I in relation to other people? What is my role with respect to education, work, sexuality, community, religion, and family?
Development of Cognitive Patterns	<ul style="list-style-type: none"> Concrete operational thought: present more real than future; concrete more real than abstract Egocentrism Personal fable Imaginary audience 	<ul style="list-style-type: none"> Emerging formal operations: abstractions, hypotheses, and thinking about future; personal interests and identity emerging 	<ul style="list-style-type: none"> Formal operations: thinking about the future, things as they should be, and options; consequences can be considered

Sources: Adams, Montemayor, and Gullotta (1989); Elkind (1974); Inhelder and Piaget (1958); Mitchell (1979)

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Characteristic Expectations and Problems of Older School-Age Students with Language Disorders

Table 6.1

	Expectations	Problems
Cognition	<p>To be at the formal operational level</p> <p>To observe, organize, and categorize data from an experience</p> <p>To identify problems, suggest possible causes and solutions, and predict consequences</p> <p>To place concepts into hierarchical order</p> <p>To find, select, and utilize data on a given topic</p>	<p>Often remain concrete operational thinkers</p> <p>Make chaos out of order</p> <p>May not recognize a problem when it exists; if so, do not view more than one solution</p> <p>Often cannot place concepts in a hierarchy</p> <p>Have limited strategies for finding, selecting, and utilizing data</p>
Metalinguistics	<p>To demonstrate conscious awareness of linguistic knowledge</p> <p>To talk about and reflect on various linguistic forms</p> <p>To assess communication breakdowns and revise them</p>	<p>Have difficulty bringing awareness to categories and relations in all aspects of language</p> <p>Do not know the labels for talking about language during formal education</p> <p>Do not have an awareness of breakdowns; if so, lack repair strategies</p>
Comprehension/Production of Linguistic Features	<p>To comprehend all linguistic features and structures</p> <p>To follow oral directions of three steps or more after listening to them one time</p> <p>To use grammatically intact utterances</p> <p>To have a vocabulary sufficient for expressing ideas and experiences</p> <p>To give directions with clarity and accuracy</p> <p>To get information or assistance by asking questions and to respond appropriately to questions</p> <p>To comprehend and produce the slang and jargon of the hour</p>	<p>Misunderstand advanced syntactical forms</p> <p>May not realize that directions are being given and/or have difficulty following multistep (3⁺ step) directions</p> <p>Use sentences that are fragmented and that do not convey intended messages</p> <p>Have word-retrieval problems and often use low-information words</p> <p>Unclear and/or inaccurate directions leave listeners confused</p> <p>May know what questions or answers to give, but do not know how to do so tactfully</p> <p>Do not comprehend or produce slang/jargon, thus are ostracized from their most desired group</p>

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Table 6.1–Continued

	Expectations	Problems
Discourse	<p>To produce language that is organized, coherent, and intelligible</p> <p>To follow adult conversational rules for speakers (e.g., maintaining a topic, initiating a topic)</p> <p>To be effective listeners during conversation without displaying incorrect listening habits</p> <p>To make a report, tell or retell a story, and explain a process in detail</p> <p>To listen to lectures and to select main ideas and supporting details</p> <p>To analyze critically other speakers</p> <p>To express attitudes, moods, and feelings and to disagree appropriately</p>	<p>Use many false starts and verbal mazes</p> <p>Consistently violate the rules of conversation</p> <p>Often have poor listening skills</p> <p>Fail to use organizational frameworks or narrative structure, thus leaving their listeners confused</p> <p>Often do not grasp the essential message of a lecture</p> <p>Make arbitrary, illogical, and impulsive judgments</p> <p>Have abrasive conversational speech</p>
Nonverbal Communication	<p>To follow nonverbal rules for kinesics</p> <p>To follow nonverbal rules for proxemics</p>	<p>Violate the rules for bodily movements and misinterpret gestures and facial expressions</p> <p>Violate the rules for social distance</p>
Reading	<p>To decode and comprehend from printed symbols in various academic, social, and vocational situations</p> <p>To read fluently across a variety of genres (e.g., narratives and expository text) and across a variety of disciplines</p> <p>To read fluently for a variety of purposes (e.g., to be informed, to be persuaded, to be entertained)</p>	<p>Do not consistently and/or efficiently decode and comprehend words, sentences, and discourse in a meaningful way; may lack phonological awareness skills and alphabetic letter knowledge</p> <p>Do not alter reading strategies across genres and disciplines</p> <p>Do not adjust reading strategies to accommodate the writer's purpose</p>
Writing	<p>To produce cohesive written language required in various academic, social, and vocational situations by organizing, planning, composing, and editing</p> <p>To spell fluently</p>	<p>Do not consistently and/or efficiently generate written language that conveys intended messages; tend not to plan or edit writing</p> <p>Do not know and/or apply spelling rules or the exceptions to these rules</p>

Conversational Analysis Profile	APPROPRIATE	INAPPROPRIATE	NOT OBSERVED
	ROLE OF LISTENER		
Vocabulary/Syntax			
Main Ideas*			
Nonjudgmental manner			
Feedback			
ROLE OF SPEAKER Language Features			
Syntax			
Questions			
Figurative language			
Nonspecific language			
Precise vocabulary			
Word-retrieval skills*			
Verbal mazes			
False starts			
Paralanguage Features			
Suprasegmental features			
Fluency*			
Intelligibility*			
Communication Functions			
To give information			
To get information			
To describe an event			
To persuade a listener			

	APPROPRIATE	INAPPROPRIATE	NOT OBSERVED
To express one's beliefs			
To indicate readiness			
To problem-solve			
To entertain			
Conversational Rules			
Verbal (Topics/Turns)			
Initiation			
Topic choice			
Topic maintenance			
Topic switch			
Turn-taking*			
Repair/Revision			
Interruptions			
Verbal (Politeness)			
Quantity			
Sincerity			
Relevance			
Clarity			
Tactfulness			
Nonverbal			
Gestures			
Facial expressions			
Eye contact			
Proxemics			

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Total Number of Items

Total Number of Items Marked "Not Observed"

Total Number of Items Rated

_____ Number Rated as Inappropriate ÷ _____ Number of Items Rated × 100 = _____ %

*If consistent problems are evident in this area, conduct additional assessment.