Encyclopedia of Adolescence

Roger J. R. Levesque
Editor

Encyclopedia of Adolescence

Second Edition

With 59 Figures and 84 Tables

Springer

Editor

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Preface to Second Edition

Like this encyclopedia's first edition, this one responds to the incredibly rapidly growing research on adolescence. That growth comes from many directions. Research on adolescence comes from not only developmental science but also criminology, medicine, public health, sociology, and many disciplines within psychological science as well as research focusing on social institutions dealing with youth, such as child welfare, educational and justice systems. No discipline owns the study of adolescence, a reality that creates a compelling need for this compendium.

Given the nature of the study of adolescence, this edition continues the effort to reach its broad, multidisciplinary audience by providing cutting-edge analyses of what researchers know (and do not know) about adolescent development. As such, the entries center on distinct developmental dimensions of the period of adolescence as well as on how adolescence relates to other developmental periods. As with the first edition, this one draws from four major areas of research: "self, identity, and development in adolescence," "adolescents' social and personal relationships," "adolescents in social institutions," and "adolescent mental health." In doing so, this edition continues to push and create new boundaries shaping our understanding of adolescents and their place in society.

Reflecting the field's dramatic growth, the new edition integrates more than 350 new or updated entries into the original group that contained well over 700 entries. Given the nature of research relating to those topics, the entries necessarily vary in length. Shorter entries provide readers with what we know about emerging topics. For more established areas of research, longer entries give readers more comprehensive analyses written by researchers who have published on the topics. Put another way, when areas of study have expert researchers who have studied the topics and produced substantial research, experts review that research (often their own) and offer what they deem important and worth further study. The point is of significance – leading experts on specific topics wrote the majority of entries, a high number that is a testament to the field's dramatic growth, expansive reach, and need for readily accessible documentation.

A massive undertaking like this one does not come to life without the contributions of literally hundreds upon hundreds of researchers and dozens of support staff. Unlike the first edition, this one particularly benefited from the contributions of several undergraduate assistants, particularly those of Jordan

Lenchitz. Working with such gifted students, authors and support staff affirmed my belief that the future of research relating to adolescence is in good hands and made me grateful for the opportunity to take stock of current research that lays a foundation for that promising future.

Bloomington, Indiana
November 2017

Roger J. R. Levesque

Preface to First Edition

On behalf of my fellow advisory board members, authors, and the reference publishing staff at Springer, I welcome you to the *Encyclopedia of Adolescence*.

This comprehensive, five volume reference features more than 700 substantive essays covering a broad spectrum of topics central to our understanding of the adolescent period. The majority of these essays are authored by established researchers who have published empirical work and commentaries specifically on their essays' topics. In addition to these essays, the volumes contain shorter essays that provide analyses of key terms, concepts, theories, and legal doctrines that relate to the current empirical understanding of adolescence. Together, these essays are meant to provide readers with a broad sense of research relating to adolescence. They also are meant to highlight important social and policy issues needed to understand more fully the period of adolescence and its peculiar place in society.

The complexity of adolescent life, as well as the diverse and numerous disciplines seeking to understand it, certainly challenges efforts to create a succinct yet comprehensive compendium. The broad diversity of topics and their relationships make it difficult to do justice to topics while, at the same time, not repeat materials in other essays. In response to these challenges and difficulties, the essays' topics were developed by envisioning four major groups of topics. Given the topics' centrality to this project, it is worth highlighting their nature and general content.

The first group deals with the *self, identity and development in adolescence*. This cluster of essays covers research relating to identity (from early adolescence through emerging adulthood), basic aspects of development (biological, cognitive, social, etc.), as well as foundational developmental theories. In addition, this group of essays focuses on various components of identity, such as those relating to gender, sexual, civic, moral, racial, spiritual, and religious aspects of individuals' social and psychological sense of who they are.

Essays relating to *adolescents' social and personal relationships* constitute the second group of topics. Essays within this broad area of research focus on the nature and influence of a variety of important relationships. The essays focus, for example, on families, peers, friends, sexual and romantic partners as well as significant nonparental adults.

The third cluster of topics centers on *adolescents in social institutions*. Essays in this category address the influence and nature of important institutions that serve as the socializing contexts for adolescents. These major institutions include schools, religious groups, justice systems, medical and other therapeutic contexts, cultural contexts, media, economic statuses, social services and youth organizations.

The fourth and final cluster of topics involves *adolescent psychopathology and mental health*. This group of topics focuses on the wide variety of human thoughts, feelings and behaviors relating to mental health, from psychopathology to thriving. Major topic examples in this group include deviance, violence, crime, delinquency, pathology (DSM), normalcy, risk, victimization and positive youth development.

The ability to categorize hundreds of topics into reasonably distinct groups proved considerably useful. Most notably, it helped avoid being overwhelmed by the enormity of the task, as several hundred potential topics were culled from journals, books, and a variety of other sources that report on the adolescent period (e.g., media outlets, government reports, and professional association's mission statements and resources). By identifying and assisting in sorting topics, the approach produced the most systematic and comprehensive compendium of empirical findings relating to the period of adolescence. Purposefully included among these topics are some that have yet to be explored empirically as much as might have been expected. Those less explored topics are presented to offer researchers areas in need of further study, highlight important research gaps, and provide an authoritative view of the extent to which current research supports images and views of adolescents. It is hoped that the depth and breadth of this endeavor will serve well students, educators, researchers and practitioners seeking authoritative information about the period of adolescence, in terms of what we know, do not know, and should know.

Bloomington, Indiana

Editor-in-Chief
Roger J. R. Levesque, J.D., Ph.D.

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Roger J. R. Levesque, J.D., Ph.D., is Professor of Criminal Justice and (Affiliate) of Law at Indiana University in Bloomington, Indiana. He received his J.D. from Columbia University School of Law and his Ph.D. in Cultural and Developmental Psychology from the University of Chicago. In addition to authoring over 50 articles and book chapters, Professor Levesque has published over a dozen books, most of which deal with the legal regulation of adolescence and family life. His books have earned awards from the Society for Research on Adolescence as well as the American Psychology and Law Society. The Association for Psychological Science (APS) (previously the American Psychological Society) has elected him Fellow in recognition of his outstanding contributions to developmental science; and the American Psychological Association (APA) has elected him Fellow in recognition of his contributions to the fields of psychology and law, family policy, as well as social issues (three separate divisions). Professor Levesque currently serves as Editor-in-Chief of Springer's *Journal of Youth and Adolescence* as well as *Adolescent Research Review*. In addition, he serves as editor of Springer's highly successful *Advancing Responsible Adolescent Development* book series.

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