

Fifteenth Edition

Adolescence

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Chapter 10: Schools

Outline

- Approaches to Educating Students
 - Contemporary Approaches to Student Learning
 - Accountability
- Transitions in Schooling
 - Transition to Middle or Junior High School
 - Improving Middle Schools
 - The American High School
 - High School Dropouts
 - Transition from High School to College
 - Transition from College to Work

Chapter 10: Schools

Outline

- The Social Contexts of Schools
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- Adolescents Who Are Exceptional
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Preview

- In youth, we learn
- An important context for learning is school
- Schools not only foster adolescents' academic learning, they also provide a social arena where peers, friends, and crowds can have a powerful influence on their development
- Our exploration of schools in this chapter focuses on approaches to educating students, transitions in schooling, the social contexts of schools, and strategies for educating adolescents who are exceptional

Approaches to Educating Students

- Contemporary Approaches to Student Learning
- Accountability

Contemporary Approaches to Student Learning

- The constructivist approach is a learner-centered approach which emphasizes the importance of individuals actively constructing their knowledge and understanding with guidance from the teacher
 - Students should be encouraged to explore their world, discover knowledge, reflect, and think critically with careful monitoring and meaning guidance from the teacher (McCombs, 2010; Eby, Herrell, & Jordan, 2011)
 - Today, constructivism may include an emphasis on collaboration – students working with each other in their efforts to know and understand (Slavin, 2011)

Contemporary Approaches to Student Learning

- The direct instruction approach is a structured, teacher-centered approach that is characterized by:
 - Teacher direction and control
 - High teacher expectations for student's progress
 - Maximum time spent by students on academic tasks
 - Efforts by the teacher to keep negative affect to a minimum
- An important goal is maximizing student learning time (Borich, 2011)

Contemporary Approaches to Student Learning

- Advocates of the constructivist approach argue that the direct instruction approach turns students into passive learners and does not adequately challenge them to think in critical and creative ways (Abruscato & DeRosa, 2010)
- The direct instruction enthusiasts say that the constructivist approaches do not give enough attention to the content of a discipline and that constructivist approaches are too relativistic and vague

Contemporary Approaches to Student Learning

- Some experts in educational psychology believe that many effective teachers use both approaches rather than either exclusively (Bransford & others, 2006)
- Some circumstances may call more for a constructivist approach, others a direct instruction approach

Accountability

- Since the 1990s, the U.S. public and governments at every level have demanded increased accountability from schools
 - One result has been the spread of state-mandated tests to measure just what students had or had not learned (Popham, 2011)
 - This approach became national policy in 2002 when the No Child Left Behind (NCLB) legislation was signed into law
- Advocates argue that statewide standardized testing will have a number of positive effects, including improved student performance

Accountability

- Critics argue that the NCLB legislation is doing more harm than good (Yell & Drasgow, 2009)
 - Using a single test as the sole indicator of students' progress and competence presents a very narrow view of students' skills (Lewis, 2007)
 - Each state is allowed to have different criteria for what constitutes passing or failing grades on tests designated for NCLB inclusion
 - In a recent analysis of state-by-state comparisons, many states have taken the safe route and kept the standard for passing low (Birman & others, 2007)

Transitions in Schooling

- Transition to Middle or Junior High School
- Improving Middle Schools
- The American High School
- High School Dropouts
 - High School Dropout Rates
 - The Causes of Dropping Out
 - Reducing the Dropout Rate
- Transition from High School to College
- Transition from College to Work

Transition to Middle or Junior High School

- The transition to middle or junior high school can be difficult and stressful for many students (Anderman & Dawson, 2011; Eccles & Roeser, 2011; Howe & Richards, 2011)
 - The transition takes place at a time when many changes—in the individual, in the family, and in school—are occurring simultaneously
 - When students make the transition, they experience the top-dog phenomenon: moving from being the oldest, biggest, and most powerful students in elementary school to being the youngest, smallest, and least powerful students in the middle or junior high school

Transition to Middle or Junior High School

- The transition is less stressful when students have positive relationships with friends and go through the transition in team-oriented schools in which 20 to 30 students take the same classes together (Hawkins & Berndt, 1985)
- There can also be positive aspect of the transition (Bellmore, Villarreal, & Ho, 2011)

Improving Middle Schools

- In 1989 the Carnegie Council on Adolescent Development issued an extremely negative evaluation of U.S. middle schools, *Turning Points: Preparing American Youth for the Twenty-First Century*
 - The conclusion was reached that
 - Most young adolescents attend massive, impersonal schools
 - Learn from seemingly irrelevant curricula
 - Trust few adults in school
 - Lack access to health care and counseling

Improving Middle Schools

- *Turning Points 2000* continued to endorse the recommendations set forth in *Turning Points 1989* (Jackson & Davis, 2000)
 - New recommendations were added to reflect the increasing emphasis on challenging students and having higher academic expectations for them

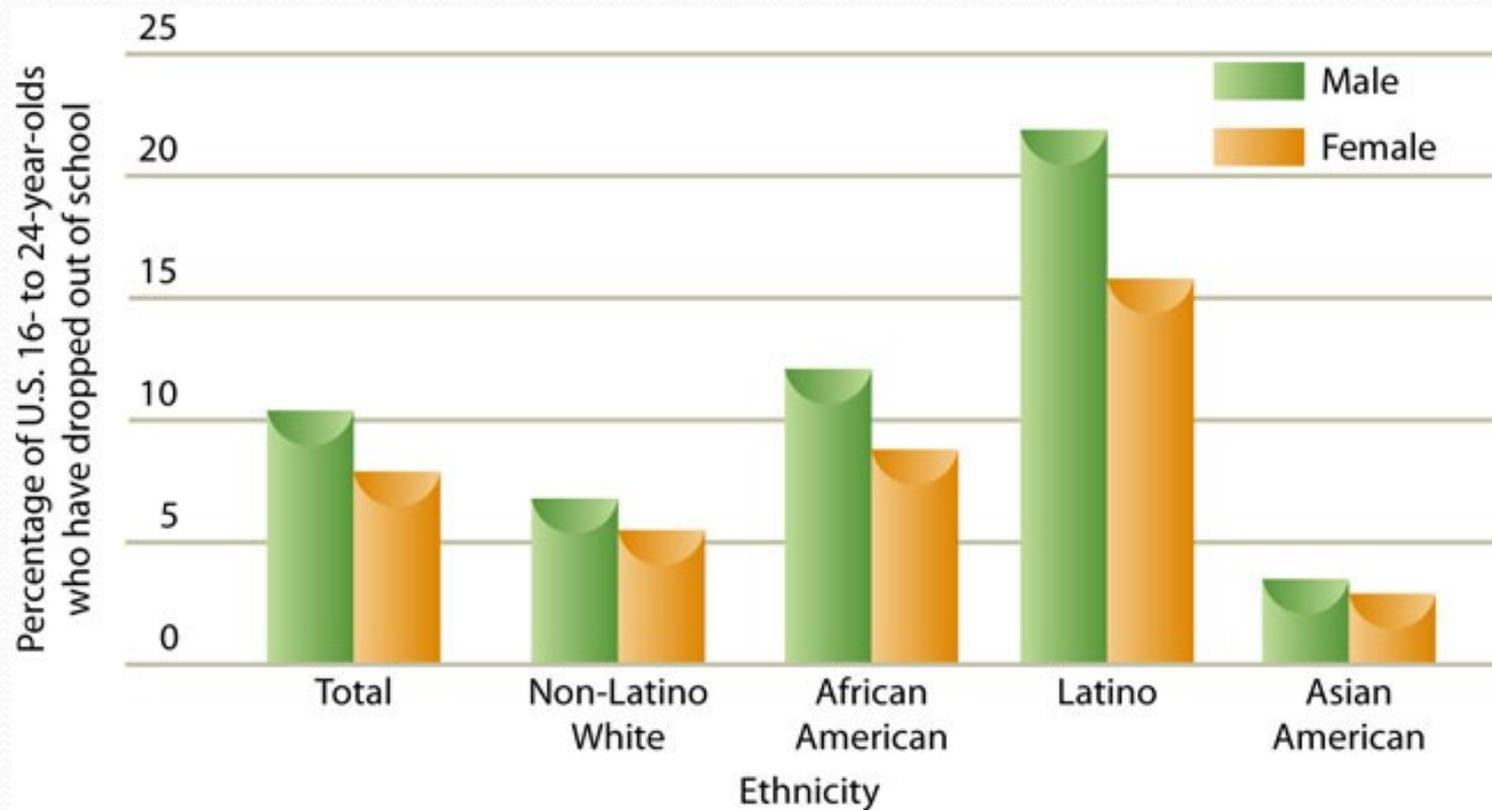
The American High School

- Many high school graduates are not only poorly prepared for college, they also are poorly prepared for the demands of the modern, high-performance workplace (Smith, 2009)
- The National Research Council (2004) made a number of recommendations for improving U.S. high schools
 - Especially emphasized was the importance of finding ways to get students more engaged in learning
 - The council said urban high schools are too often characterized by low expectations, alienation, and low achievement

High School Dropouts

- Dropping out of high school has been viewed as a serious educational and societal problem for many decades
- High school dropout rates
 - In the last half of the 20th century and the first several years of the 21st century, U.S. high school dropout rates declined (National Center for Education Statistics, 2010)
 - Dropout rates vary by ethnicity and gender

Figure 10.1



High School Dropouts

- The causes of dropping out
 - Students drop out of school for school-related, economic, family-related, peer-related, and personal reasons
 - School-related problems are consistently associated with dropping out of school (White, 2010)
 - Students from low-income families are more likely to drop out than those from middle-income families
 - Many dropouts have friends who are also dropouts
 - Approximately 1/3 of girls drop out for personal reasons, such as pregnancy or marriage

High School Dropouts

- Reducing the dropout rate
 - A review of school-based dropout programs found that the most effective programs provided early reading programs, tutoring, counseling, and mentoring (Lehr & others, 2003)
 - They also emphasized the importance of creating caring environments and relationships and offered community-service opportunities
 - Early detection of children's school-related difficulties, and getting children and youth engaged with school in positive ways, are important strategies for reducing the dropout rate

Transition from High School to College

- The transition from high school to college parallels the transition from elementary to middle or junior high school in many ways:
 - Replays the top-dog phenomenon
 - Involves a move to a larger, more impersonal, school structure
 - Interaction with peers from diverse geographical and sometimes more diverse ethnic backgrounds
 - Increased focus on achievement and performance and their assessment
 - The transition can have positive aspects

Transition from High School to College

- Today's college students experience more stress and are more depressed than in the past (Pryor & others, 2010)
 - The pressure to succeed in college, get a great job, and make lots of money were pervasive concerns of students in this study

Transition from College to Work

- Having a college degree is a strong asset
 - College graduates can enter careers that will earn them considerably more money in their lifetimes than those who do not go to college
 - Income differences between college graduates and high school graduates continue to grow (*Occupational Outlook Handbook, 2010–2011*)
- The transition from college to work is often a difficult one
 - Accelerated technical and occupational change in the future may make it even more difficult for colleges to provide training that keeps up with a fluid and shifting job market

The Social Contexts of Schools

- Changing Social Developmental Contexts
- Classroom Climate and Management
- Person-Environment Fit
- Teachers, Parents, Peers, and Extracurricular Activities
 - Teachers
 - Parents and Schools
 - Peers
 - Extracurricular Activities
- Culture
 - Socioeconomic Status and Ethnicity
 - Cross-Cultural Comparisons

Changing Social Developmental Contexts

- The social context differs at the preschool, elementary, and secondary level
 - In preschool and elementary school, the classroom is the major context
 - As children move into middle or junior high schools, the school environment increases in scope and complexity (Elmore, 2009)
 - The social field is the school as a whole rather than the classroom
 - The student in secondary schools is usually aware of the school as a social system and may be motivated to conform and adapt to the system or to challenge it (Minuchin & Shapiro, 1983)

Classroom Climate and Management

- It is important for classrooms to present a positive environment for learning (Charles, 2011; Jones, 2011)
 - Two effective general strategies for creating positive classroom environments are:
 - Using an authoritative strategy
 - Effectively managing the group's activities
- Authoritative strategy of classroom management:
Encourages students to be independent thinkers and doers but still involves effective monitoring

Classroom Climate and Management

- The authoritative strategy contrasts with two ineffective strategies
 - Authoritarian strategy of classroom management: Restrictive and punitive, with the focus mainly on keeping order rather than on instruction and learning
 - Permissive strategy of classroom management: Offers students considerable autonomy but provides them with little support for developing skills or managing their behavior

Classroom Climate and Management

- A well-managed classroom (Larrivee, 2009):
 - Fosters meaningful learning but also helps prevent academic and emotional problems from developing
 - Keeps students busy with active, appropriately challenging tasks
 - Has activities that encourage students to become absorbed and motivated and learn clear rules and regulations
- Secondary school students' problems can be more long standing and more deeply ingrained, therefore more difficult to modify, than those of elementary school students (Weinstein, 2007)

Person-Environment Fit

- Some of the negative psychological changes associated with adolescent development might result from a mismatch between the needs of developing adolescents and the opportunities afforded them by the schools they attend (Anderman, 2011; Anderman & Dawson, 2011)
- Eccles (2004, 2007) argues that a lack of fit between the middle/junior high environment and the needs of young adolescents produces increasingly negative self-evaluations and attitudes toward school

Person-Environment Fit

- There is less research on the transition from middle school to high school
 - The existing research suggests that it can produce similar problems (Eccles & Roeser, 2009)
- Middle school and junior high school students benefit when teachers think of ways to make their school settings more personal, less formal, and more intrinsically challenging

Teachers, Parents, Peers, and Extracurricular Activities

- Teachers
 - Competent teachers of adolescents have a good understanding of their development and know how to create instruction materials that are appropriate for the developmental levels of the adolescents in their classroom (Wentzel, 2010)

Teachers, Parents, Peers, and Extracurricular Activities

- Parents
 - Family management practices are positively related to grades and self-responsibility and negatively to school-related problems (Taylor, 1996)
 - Maintaining a structured and organized family environment
 - Establishing routines for homework, chores, bedtime, etc.
 - High expectations for achievement

Teachers, Parents, Peers, and Extracurricular Activities

- Parental involvement is minimal in elementary school, and even less in secondary school (Casas, 2011)
- Epstein's (2001, 2005, 2007a, 2007b, 2009) recommendations for increasing parental involvement in adolescents' schooling:
 - Families have a basic obligation to provide for the safety and health of their adolescents
 - Schools have a basic obligation to communicate with families about school programs and the individual progress of their adolescents
 - Parents' involvement at schools needs to be increased

Teachers, Parents, Peers, and Extracurricular Activities

- Peers
 - Middle schools are structured in a way that encourages students to interact with larger numbers of peers on a daily basis (Wentzel, 2009; Wentzel & Watson, 2011)
 - Peer statuses have been studied in relation to school success
 - Being popular or accepted by peers is usually associated with academic success, whereas being rejected by peers is related to more negative academic outcomes (Bellmore, Villarreal, & Ho, 2011; Wentzel, 2009)

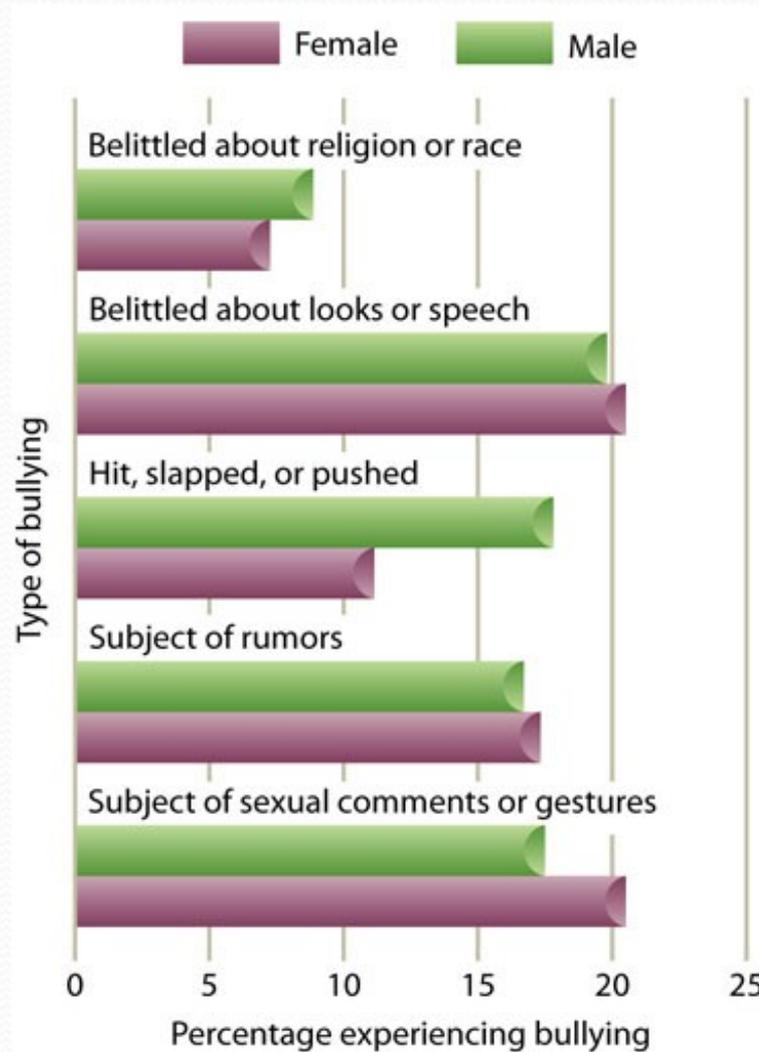
Teachers, Parents, Peers, and Extracurricular Activities

- Bullying
 - Significant numbers of students are victimized by bullies (Espelage, Holt, & Poteat, 2010; Guerra, Williams, & Sadek, 2011; Salmivalli, Peets, & Hodges, 2011)
 - Boys are more likely to be bullies than girls, but gender differences regarding victims of boys is less clear (Salmivalli & Peets, 2009)
 - Boys and younger middle school students are most likely to be bullied (Nansel & others, 2001)
 - Anxious, socially withdrawn, and aggressive children are often the victims of bullying (Hanish & Guerra, 2004)
 - 70% to 80% of victims and their bullies are in the same school classroom (Salmivalli & Peets, 2009)

Teachers, Parents, Peers, and Extracurricular Activities

- Many bullies are not rejected by the peer group (Peeters, Cillessen, & Scholte, 2010)
- Bullies and their victims in adolescence were more likely to experience depression and engage in suicide ideation and attempt suicide than their counterparts who were not involved in bullying (Brunstein, Klomek, & others, 2007)
- A recent meta-analysis of 33 studies revealed a small but significant link between peer victimization and lower academic achievement (Nakamoto & Schwartz, 2010)
- A dramatic increase in *cyberbullying*—bullying on the Internet—has occurred recently (Fredstrom, Adams, & Gilman, 2011)

Figure 10.2



Teachers, Parents, Peers, and Extracurricular Activities

- Friendship
 - Having friends, especially friends who are academically oriented and make good grades, is related to higher grades and test scores in adolescents (Cook, Deng, & Morgano, 2007; Witgow & Fuligni, 2010)

Teachers, Parents, Peers, and Extracurricular Activities

- Extracurricular activities
 - Participation in extracurricular activities is linked to (Barber, Stone, & Eccles, 2010; Eccles & Roeser, 2011; Fredricks, 2011; Kort-Butler & Hagewen, 2011):
 - Higher grades
 - School engagement
 - Less likelihood of dropping out
 - Improved probability of going to college
 - Higher self-esteem
 - Lower rates of depression, delinquency, and substance abuse

Teachers, Parents, Peers, and Extracurricular Activities

- Adolescents benefit from a breadth of extracurricular activities more than they do when they focus on a single extracurricular activity (Morris & Kalil, 2006)
- The more years adolescents spend in extracurricular activities, the stronger the link is with positive developmental outcomes (Fredricks & Eccles, 2006)
- The quality of the extracurricular activities matters (Blomfield & Barber, 2011; Mahoney & others, 2009)

Culture

- Socioeconomic status and ethnicity
 - Critics argue that schools have not done a good job of educating low-income, ethnic minority adolescents and emerging adults to overcome the barriers to their achievement (Stulberg & Weinberg, 2011)
 - The education of students from low-income backgrounds
 - Many adolescents in poverty face problems that present barriers to their learning (Eccles & Roeser, 2011; McLoyd & others, 2009)

Culture

- Compared with schools in higher-income areas, schools in low-income areas (Eccles & Roeser, 2011; Entwistle, Alexander, & Olson, 2010):
 - Are more likely to have more students with low achievement scores
 - Low graduation rates
 - Small percentages of students going to college
 - Are more likely to have young teachers with less experience
 - More noncredentialed or nonqualified teachers
 - More substitute teachers who regularly fill in
 - Are more likely to encourage rote learning
 - Don't provide adequate support for English language learners

Culture

- Living in economically disadvantaged families during adolescence may have more negative achievement outcomes than corresponding circumstances in childhood (McLoyd & others, 2009)

Culture

- Some innovative programs indicate that improving certain characteristics of schools can enhance the achievement of adolescents from economically disadvantaged backgrounds (McLoyd & others, 2009)
 - Smaller class sizes, longer classes, creating more advisory sessions, and allotting more time for teachers to explore teaching methods were linked with higher levels of achievement in high school (Tung & Ouimette, 2007)

Culture

- Ethnicity in schools
 - More than one-third of all African American and almost one-third of all Latino students attend schools in the 47 largest city school districts in the United States
 - Many of these inner-city schools are still segregated, are grossly underfunded, and do not provide adequate opportunities for children to learn effectively

Culture

- Even outside inner-city schools, school segregation remains a factor in U.S. education
 - Almost one-third of all African American and Latino students attend schools in which 90% or more of the students are from minority groups (Banks, 2008)
- The school experiences of students from different ethnic groups vary considerably (Banks, 2010; Nieto, 2010; Rowley, Kurtz-Costes, & Cooper, 2010)

Culture

- U.S. schools are doing an especially poor job of meeting the needs of America's fastest-growing minority population—Latinas (Ginorio & Huston, 2011)
 - The high school graduation rate for Latinas lags behind that for any other ethnic minority group, except Native Americans

Culture

- Strategies for improving relationships among ethnically diverse students:
 - Turn the class into a jigsaw classroom, in which students from different cultural backgrounds are placed in a cooperative group in which they have to construct different parts of a project to reach a common goal
 - Encourage students to have positive personal contact with diverse other students
 - Encourage students to engage in perspective taking
 - Help students think critically and be emotionally intelligent about cultural issues
 - Reduce bias
 - View the school and community as a team
 - Be a competent cultural mediator

Culture

- Multicultural education: Education that values diversity and includes the perspectives of a variety of cultural groups
 - Its proponents believe that children and youth of color should be empowered and that multicultural education benefits all students (Banks, 2010; Grant & Sleeter, 2011)
 - An important goal is equal educational opportunity for all students
 - Multicultural education grew out of the civil rights movement of the 1960s and the call for equality and social justice for women and people of color (Spring, 2010)

Culture

- Cross-cultural comparisons
 - Countries vary considerably in their ability to fulfill the mission of quality, universal education (Feinstein & Peck, 2008)
 - Secondary schools in different countries share a number of features but differ on others
 - Most countries mandate that children begin school at 6 to 7 years of age and stay in school until they are 14 to 17 years of age
 - Most secondary schools around the world are divided into two or more levels, such as middle school (or junior high school) and high school

Culture

- The United States and Australia are among the few countries in the world in which sports are an integral part of the public school system
- Schools vary in curriculum
 - For example, in Brazil, students are required to take Portuguese and four foreign languages

Culture

- Cross-cultural comparisons
 - College attendance around the world
 - Canada has the largest percentage of 18- to 21-year-olds enrolled in college (41%)
 - The greatest increase in college attendance is taking place in Africa
 - In many developing countries, the relatively few students who graduate from high school cannot usually afford to pursue higher education (Welti, 2002)

Adolescents Who Are Exceptional

- Who Are Adolescents with Disabilities?
 - Learning Disabilities
 - Attention Deficit Hyperactivity Disorder
 - Educational Issues Involving Adolescents with Disabilities
- Adolescents Who Are Gifted
 - Characteristics of Children Who Are Gifted
 - Nature/Nurture and Domain-Specific Giftedness
 - Education of Children and Youth Who Are Gifted

Who Are Adolescents with Disabilities?

- For many years, public schools did little to educate adolescents with disabilities
- In the last several decades, federal legislation has mandated that all children and adolescents with disabilities receive a free, appropriate education
 - Increasingly, these students are being educated in the regular classroom

Who Are Adolescents with Disabilities?

- There has been a significant increase in the percentage of children and youth 3 to 21 years of age in the United States who receive special education or related services (National Center for Education Statistics, 2010):
 - 1976–77: 8.3%
 - 2000–01: 13.3%
 - 2007–08: 13.4%
 - Students with a learning disability were by far the largest group of students with a disability to be given special education

Figure 10.3

Disability	Percentage of All Children in Public Schools
Learning disabilities	5.2
Speech and language impairments	3.0
Mental retardation	1.0
Emotional disturbance	0.9

Learning Disabilities

- Adolescents with learning disabilities have difficulty in learning that involves understanding or using spoken or written language
 - The difficulty can appear in listening, thinking, reading, writing, or spelling
 - Also may involve difficulty in doing mathematics

Learning Disabilities

- From the mid-1970s through the mid-1990s, there was a dramatic increase in the percentage of U.S. students receiving special education services for a learning disability (National Center for Education Statistics, 2010)
 - Some experts say that the dramatic increase reflected poor diagnostic practices and over-identification
 - Teachers sometimes are too quick to label children with the slightest learning problem as having a learning disability

Learning Disabilities

- About three times as many boys as girls are classified as having a learning disability
- Approximately 80% of students with a learning disability have a reading problem (Shaywitz, Gruen, & Shaywitz, 2007)
- Researchers are using brain-imaging techniques in an effort to reveal brain regions that might be involved in learning disabilities (Shaywitz, Gruen, & Shaywitz, 2007)
- Many interventions have focused on improving reading ability (Bursuck & Damer, 2011; Rosenberg, Westling, & McClesky, 2011)

Figure 10.4



Attention Deficit Hyperactivity Disorder

- ADHD is a disability in which children or adolescents consistently show one or more of these characteristics— inattention, hyperactivity, and impulsivity—over a period of time
- The number of children and adolescents diagnosed and treated for ADHD has increased substantially, by some estimates doubling in the 1990s
 - The disorder occurs as much as four to nine times more in boys than in girls

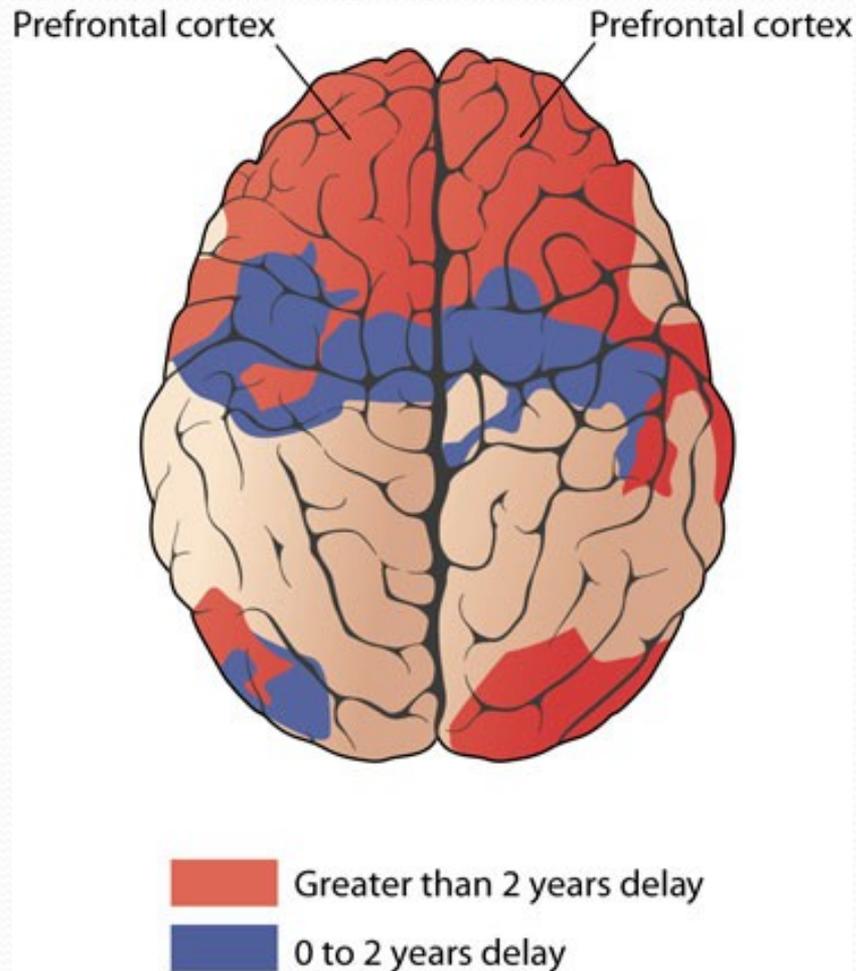
Attention Deficit Hyperactivity Disorder

- Some experts attribute the increase mainly to heightened awareness of the disorder; others are concerned that many children and adolescents are being incorrectly diagnosed (Parens & Johnson, 2009)

Attention Deficit Hyperactivity Disorder

- Causes and course of ADHD
 - Definitive causes of ADHD have not been found
 - A number of causes have been proposed (Farone & Mick, 2010), including:
 - Genetic inheritance of a predisposition (Durstun, 2010)
 - Brain damage during prenatal or postnatal development (Linblad & Hjern, 2010)
 - The development of brain-imaging techniques is leading to a better understanding of the brain's role in ADHD (Hoeksema & others, 2010)

Figure 10.5



Attention Deficit Hyperactivity Disorder

- The increased academic and social demands of formal schooling, as well as stricter standards for behavioral control, often illuminate the problems of the child with ADHD
- Recent estimates suggest that ADHD decreases in only about one-third of adolescents
- Increasingly, it is being recognized that these problems may continue into adulthood (Miller, Nigg, & Faraone, 2007)

Attention Deficit Hyperactivity Disorder

- Treatment of ADHD
 - Stimulant medication such as Ritalin or Adderall is effective in improving the attention of many children with ADHD
 - It usually does not improve their attention to the same level as children who do not have ADHD (Stray, Ellertson, & Stray, 2010)
 - Behavior management treatments are effective in reducing the effects of ADHD (Fabiano & others, 2009)
 - Critics argue that many physicians are too quick to prescribe stimulants for children with milder forms of ADHD (Marcovitch, 2004)

Educational Issues

- Until the 1970s most U.S. public schools either refused enrollment to children with disabilities or inadequately served them
 - In 1975, Public Law 94-142, the Education for All Handicapped Children Act, required that all students with disabilities be given a free, appropriate public education
 - In 1990, Public Law 94-142 was recast as the Individuals with Disabilities Education Act (IDEA)

Educational Issues

- IDEA spells out broad mandates for services to children with disabilities of all kinds (Friend, 2011), including evaluation and eligibility determination, appropriate education and an individualized education plan, and education in the least restrictive environment

Educational Issues

- Individualized education plan (IEP): A written statement that spells out a program that is specifically tailored for a student with a disability
- Least restrictive environment (LRE): A setting that is as similar as possible to the one in which children who do not have a disability are educated
- Inclusion: Educating a child with special education needs full-time in the regular classroom (Valle & Connor, 2011)

Educational Issues

- Many legal changes regarding children with disabilities have been extremely positive (Kavale & Spaulding, 2011; Rosenberg, Westling, & LcLeskey, 2011)
 - However, some leading education experts argue that some children with disabilities may not benefit from inclusion in the regular classroom

Adolescents Who Are Gifted

- Adolescents who are gifted have above-average intelligence (usually defined as an IQ of 130 or higher) and/or superior talent in some domain, such as art, music, or mathematics
- Programs for the gifted in most school system select students who have intellectual superiority and academic aptitude

Adolescents Who Are Gifted

- Characteristics of children who are gifted
 - Children and youth who are gifted are not maladjusted (Terman, 1925)
 - Three criteria that characterize adolescents who are gifted (Winner, 1996):
 - Precocity
 - Marching to their own drummer
 - A passion to master

Adolescents Who Are Gifted

- Nature/Nurture and domain-specific giftedness
 - Giftedness is a product of both heredity and environment (Sternberg, 2011a, 2011b)
 - Individuals who are gifted recall that they had signs of high ability in a specific area at a very young age, prior to or at the beginning of formal training (Howe & others, 1995)
 - Individuals with world-class status in the arts, mathematics, science, and sports all report strong family support and years of training and practice (Bloom, 1985)

Adolescents Who Are Gifted

- Individuals who are highly gifted are typically not gifted in all domains
 - Research on giftedness is increasingly focused on domain-specific developmental trajectories (Horowitz, 2009; Winner, 2009)
 - During the childhood and adolescent years, the domain(s) in which individuals are gifted usually emerges

Adolescents Who Are Gifted

- Education of children and youth who are gifted
 - An increasing number of experts argue that the education of students who are gifted in the United States requires a significant overhaul (Davidson & Davidson, 2004; Colangelo, Assouline, & Gross, 2004)
 - Underchallenged students who are gifted can become disruptive, skip classes, and lose interest in achieving
 - A number of experts argue that too often students who are gifted are socially isolated and underchallenged in the classroom (Karnes & Stephens, 2008; Sternberg, 2011a, 2011b)
 - Winner (1996, 2006) stresses that American education will benefit when standards are raised for all students

E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for *Adolescence*, 15th edition at:

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