## YOUNG ADULT DEVELOPMENT

WHAT THE RESEARCH TELLS US

#### A. RAE SIMPSON

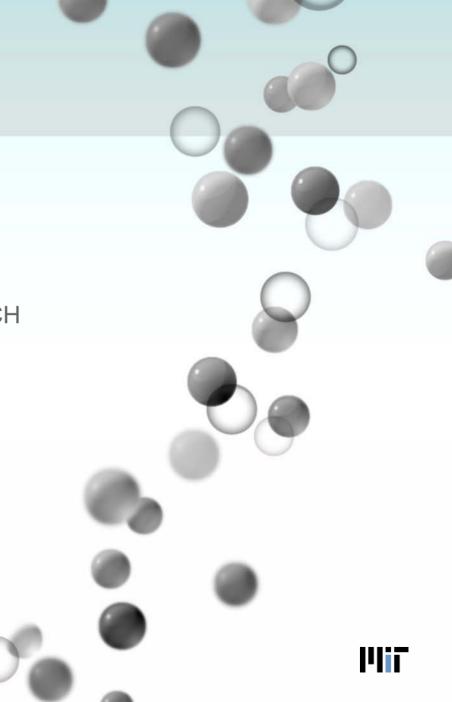
Program Director, Parenting Education & Research Massachusetts Institute of Technology



## OVERVIEW

#### HIGHLIGHTS FROM THE RESEARCH

- Developmental changes
- Brain changes
- Influences on development



## THEORISTS & RESEARCHERS

Michael Basseches • Marcia Baxter Magolda • Mary Belenky et al. • Benjamin S. Bloom et al. • Uri Bronfenbrenner • Arthur Chickering • Michael Commons • Erik Erikson • Kurt Fischer • James Fowler • Carol Gilligan • Howe & Strauss "Millenials" • Robert Kegan • Kitchener & King • Lawrence Kohlberg • Daniel Levinson • Jane Loevinger • William Perry • Jean Piaget • George Valliant • Leo Vgotsky

Шī

# BETWEEN ADOLESCENCE & MATURE ADULTHOOD

- YOUNG ADULTHOOD
- EMERGING ADULTHOOD Jeffery Arnett
- FRONTIER OF ADULTHOOD MacArthur Research, Network

l'l'i

THE NOVICE PHASE Daniel Levinson

### MAJOR DEVELOPMENTAL SHIFTS

**PH**ir

- ADOLESCENCE Early & middle teens
- YOUNG ADULTHOOD Late teens & early twenties
- LATER ADULTHOOD Mid twenties & after

### ADOLESCENCE

#### EARLY & MIDDLE TEENS

- Abstract thinking
- Increased intensity of emotion
- Increased sensation-seeking
- Sensitivity to alcohol & drugs
- Changes in sleep cycle



#### LIMITATIONS

- Right & wrong thinking
- "Instrumental" focus
- Emotional regulation



## YOUNG ADULTHOOD

#### LATE TEENS & EARLY TWENTIES

- Greater complexity of thinking
- Critical thinking
- More integration of cognitive & emotional
- Relationships based on shared values, mutuality
- Respect for diversity
- Modified risk-taking
- Decisions based on future consequences
  & impact on others



### LIMITATIONS CONTINUED

- Abstract principles
- Following vs. shaping rules & roles
- External vs. internal basis for decisions



## LATER ADULTHOOD

#### MID TWENTIES & AFTER

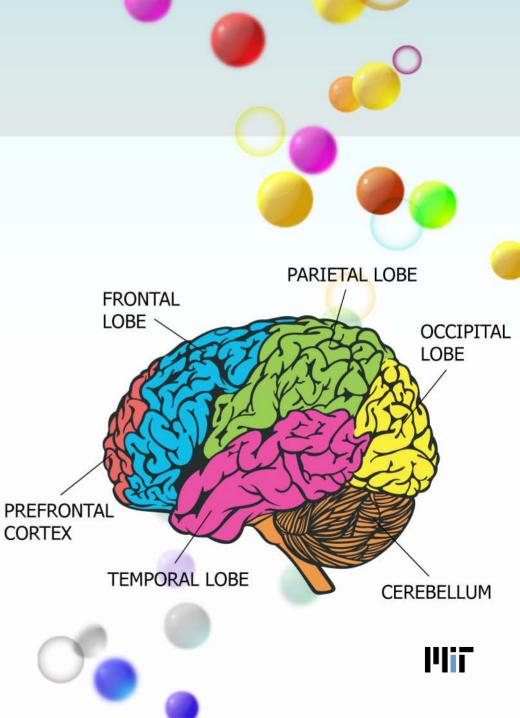
- Greater complexity of thinking
- Shaping vs. following rules & roles
- Solving "ill-structured" problems
- Big picture thinking
- Self-correction, self-evaluation
- Internalized commitment of relationships & work
- Evaluation of external expectations





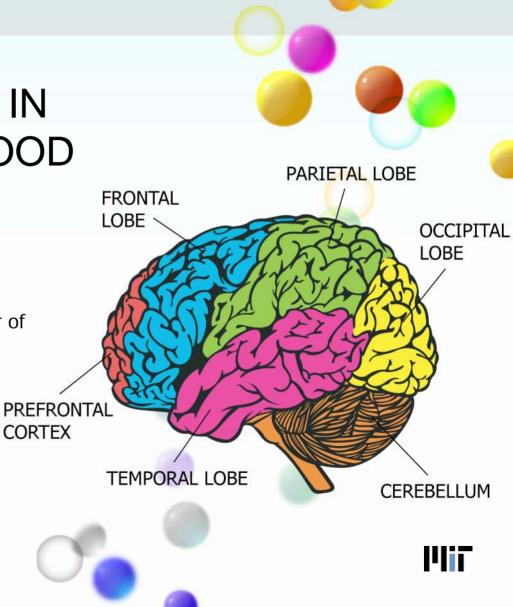
## **BRAIN CHANGES**

- Adolescence
- Young adulthood
- Later adulthood?



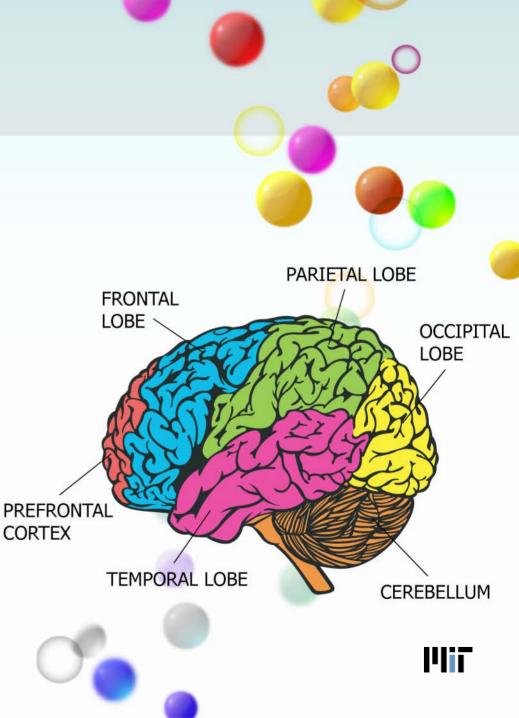
## BRAIN CHANGES IN YOUNG ADULTHOOD

- PREFRONTAL CORTEX Myelination: Adding white matter Synaptic Pruning: Decreasing number of connections
- CONNECTIONS AMONG REGIONS



### EXECUTIVE SUITE

- Calibration of risk & reward
- Problem-solving
- Prioritizing
- Thinking ahead
- Self-evaluation
- Long-term planning
- Regulation of emotions



#### CAVEATS

- Not automatic
- Roles for both nature & nurture

- Periods of equilibrium
- Intermediate steps
- Uneven across areas

#### DEVELOPMENTAL RANGE

- OPTIMAL Spurts
- FUNCTIONAL Gradual



## INFLUENCES ON LEVEL OF FUNCTIONING

- Emotional arousal: "cold cognition" vs.
  "hot cognition"
- Alert vs. sleepy
- Familiarity of context
- Familiarity of content
- Practice
- Support



# INDIVIDUAL & CULTURAL VARIATION

- Age, education, gender
- Abuse, neglect, trauma
- Race, ethnicity, sexual identity
- Temperament
- Family background, parenting style
- Illness
- Learning disabilities
- Substance abuse
- Areas of concentrated interest
- Cultural background



### INFLUENCES ON DEVELOPMENT

If I were asked to... summarize my reading of centuries of wise reflection on what is required of an environment for it to facilitate the growth of its members, I would say this: people grow best where they continuously experience an ingenious blend of support and challenge; the rest is commentary.

Robert Kegan, In Over Our Heads



## POSITIVE INFLUENCES

#### CHALLENGING OLD THINKING

- Faculty & other adult interactions
- Diversity of peers
- Interdisciplinary & integrative approaches
- Out of classroom experience
- Instruction in cognitive skills, e.g. critical thinking



## POSITIVE INFLUENCES

#### PROVIDING SUPPORT FOR GROWTH

- Matching level of challenge with ability
- Scaffolding, balance of structure & flexibility
- Safety net, monitoring
- Tincture of time



## THREE TIERS OF INFLUENCE

- Support optimal functioning
- Foster growth toward next steps
- Set the stage for ongoing development



#### A. RAE SIMPSON

CONTACT RAE: MIT Center For Work, Family & Personal Life P: 617.253.1592 F: 617.253.2609 Email: <u>rsimpson@mit.edu</u> hrweb.mit.edu/worklife



