

# Education

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## COLLEGE ENTRANCE EXAMINATIONS

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*College entrance examinations have been used since the 1920s in the United States to assist college administrators in making admissions decisions. The two most widely used exams are the ACT and the SAT. Although college entrance exams are useful in predicting first-year college grades, some critics of the tests have argued that the score gaps between racial and ethnic groups may be more reflective of cultural bias in the assessments than actual differences in cognitive ability. An increasing number of colleges are adopting 'test-optional' admission policies, changing longstanding practices surrounding standardized testing.*

### Introduction

College entrance exams are standardized tests designed to predict student grades in the first year of college. Because research has shown that students' scores on these assessments are related to their grade point averages as college freshmen, many US colleges and universities use these scores as a source of information for selection and admissions decisions. In addition, college entrance exam scores are used for decisions about financial aid, scholarships, and placement into remedial course work. Some schools have 'test-optional' policies and do not require applicants to submit a college entrance exam score. These policies have been growing in popularity for over a decade, and underwent a sudden and significant increase during the 2020 COVID-19 pandemic.

The most commonly used college entrance exams in the United States are the SAT Reasoning Test and the ACT. ACT test takers are largely residents of the Midwest and the South, while SAT test takers tend to be residents of the Northeast and West, although most institutions will accept scores from either assessment. In 2019, nearly 1.8 million high school students completed the ACT, and about 2.2 million completed the SAT. However, following a



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brief suspension of standardized testing in 2020, the number of test takers declined. In 2022, only 1.35 million completed the ACT, and 1.7 million completed the SAT.

### The SAT

Before the development of the SAT Reasoning Test, information used to make college admissions decisions varied widely. Many elite institutions selected the children of alumni or graduates from highly ranked preparatory schools for admission. Some colleges did have entrance exams; however, these differed from college to college, so students interested in multiple institutions had to take multiple exams. The aim of the SAT as designed by its developers, the College Entrance Examination Board (later the College Board), was to provide a standardized way to assess students' aptitude for college-level work, regardless of previous education or family lineage and, consequently, to select students for admittance on the basis of their own merits.

The SAT Reasoning Test, developed in the 1920s and originally called the Scholastic Aptitude Test, has evolved over the years. It was originally designed to measure aptitude, or an individual's innate ability to perform well in school. Critics of the test argued

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## FINDING THE RIGHT COLLEGE

*Choosing a college that is right for you may be the first important decision you make as a young adult. Take time to review the websites and reviews of possible colleges or universities you would be interested early in your junior or senior year of high school. Visit as many campuses as possible, so you can get an insider view of life at the college or universities you have chosen to apply to. Ask to sit in on a class during your campus visit, so you can observe professor/student interaction and overall classroom environment. Finally, visit the college or universities' financial aid office. Confirm your interest in attending that particular college, and ask about any possible scholarships or grants that may be available to you.*

### Introduction

Finding the college that is right for you is usually the first big decision you make as an adult. It is a decision that needs to be well thought out, as you will be spending the next few years of your life at the college you choose. Most college guidebooks

will suggest applying to 7 or 8 schools, chunked into three groups. Group one are your "safe schools", or colleges you know you will get into based on admissions criteria. Group two are termed "fit schools", and are colleges you have a very good chance of being admitted to. Group three are your "reach schools", which are more selective schools that you may get into.

In thinking about colleges or universities you would like to attend, the following criteria is important to consider:

**Location:** If you plan to live on campus, do you prefer an urban, rural, or suburban environment? Although you will be spending most of your time at classes inside the campus, it is also important to think about how everyday life may be outside campus. If you choose a school in an urban area, you may have to quickly get used to subway schedules and crowds. However, in urban areas, there are usually lots of museums, libraries, and historical sites, in other words a lot to do and see outside of campus. In a rural area, there may be little access to public transportation, and more farmland than anything. If you crave quiet and easy access to the natural world, a school in a rural area may be the way to go.

If you plan on commuting, how far is your commute? Are you commuting by car, bus, or subway? Commuting is a great way to save money on room and board if the school of your choice is close to your home. Many colleges and universities are known as "commuter schools", because they have a high number of commuter students as compared to



Brainstorming



College search tools  
online



College  
fairs

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# Families

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## ADOLESCENTS AND INCARCERATION

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*Adolescents who break the law and get locked up have needs different from those of adult criminals. How juveniles are treated in courts and in lock-up differs from state to state. The experience of incarceration may profoundly affect a teen's future. Being informed and preparing for how to cope with this experience may ease the transition from the free world to confinement and motivate the adolescent to be hopeful and positively future-oriented when he or she is released.*

### Introduction

The purpose of incarceration and the purported goals for detainees have evolved over time. Generally there are four main purposes of incarceration: punitive, with the goal of depriving criminals of freedom as a way of making them pay a debt to society; incapacitation, the removal of criminals from society so they can no longer commit crimes; deterrence, the idea of incarceration serving as an alert to people who are thinking about committing a crime, warning them that they will be locked up if they act on their thoughts; and finally, rehabilitation, a process designed to change criminal behavior by providing education and job training, as well as mental health counseling and help with addictions. This article describes juvenile incarceration and offers thoughts on how best to survive such an experience.

### Incarceration of Juveniles

In early American culture, juveniles who committed crimes were treated much the same as adults, with the Puritan emphasis on obedience and discipline. While children under the age of 7 were considered not to have the maturity to be held criminally responsible, those from ages 7 to 14 could be presumed responsible. By age 14 it was assumed that the child was intellectually capable of intent to commit a



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crime and therefore subject to trial and punishment as an adult. With the growing influence of the Enlightenment, there was a recognition of the special needs of children who commit crimes and a belief that nonpunitive means should be used to help them. Massachusetts enacted legislation in 1870 that required separate hearings for juveniles, and a similar law followed in New York in 1877. Other states followed with more progressive laws, and in 1938 the federal government passed the Juvenile Court Act, a set of principles that included the idea that children should be given opportunity to reform and that it is indeed the state's responsibility to rehabilitate children according to a system of justice that recognizes the individualized needs of the child. In order to avoid the stigma of criminality, young adjudicated offenders were termed "delinquent" rather than "criminal." Today 47 states define a child subject to juvenile court jurisdiction as someone who 17 years of age and under. In 2020, Vermont became the first state to extend the age to 18. Georgia, Texas, and Wisconsin are the only three states in the US that automatically prosecute 16-year-olds as adults. However, in other states, such as Florida, while 16- and 17-year-olds are not automatically tried as adults, prosecutors have the authority to charge youth as

intense anger and outrage. The addict often recoils in the face of such an emotional onslaught and will nervously try to avoid the drug or not get caught taking the drug. Inevitably, because the addiction or abuse is not being treated, its remission is brief; when it resurfaces, it will again be met by family outrage. The addict will then respond as before: recycling the pattern of abuse.

The third reaction, collaboration, can move family members from being contributors to and enablers of the problem to recognizing that, in the face of the disease, the family has become diseased itself; symptoms are often manifested in a long and varied series of unhelpful, maladaptive, dysfunctional responses that attempt the impossible: Remove the cause of the addiction, try to control the addiction, and find a cure for the addiction.

Engagement initially requires the emotional and psychological detachment from the addict and his or her disease. Genetic loading and family history notwithstanding, family members (often slowly) come to understand that they did not cause the disease, that they cannot (and have never been able to) control the disease, and that they cannot cure the disease.

### Treatment for Families

Just as families have primary ways of reacting to their drug-abusing members, they also have fairly predictable developmental stages in reacting to these members. In the beginning, as an addict's behavior becomes harder to hide, family members begin to notice that something is wrong.

Family members will feel concerned and worried and will begin genuine attempts to look out for the troubled member's welfare. Families ask, remark, comment, suggest, and obtain promises of reduced or controlled use. Families will protect, make excuses, and try to carry on their normal lives. Slowly, as these efforts only prolong the addiction and delay treatment, families experience extreme emotional dissonance and self-doubt. Families become confused about whether they are tolerating addiction, enabling addiction, or just protecting themselves.

At this stage, families are immersed in the addiction, and treatment becomes necessary, even if the addict refuses. Often family members will employ a strategy of emotional or physical avoidance, a form of denial that parallels that of addicts.

For addicts and their families, substance addictions are treatable diseases. As families accept the realities of the addiction, they can begin to make real changes. For most families, the treatment of choice will be a family-centered, twelve-step program such as Al-Anon or Nar-Anon. Individual family members may get their own treatment by meeting with a mental health specialist skilled at recognizing common dysfunctional family responses. As the family tends to its own health, it gets healthier. With the right kind of help comes healing, and the family can start to return to a normal way of life.

Family life involves intense emotions (good and bad), so it is almost impossible for families to have an engaged response without outside guidance, direction, and support. Help for families coping with addicted members is wide ranging. It comes in the form of twelve-step groups such as Al-Anon and Nar-Anon. Also available are licensed behavioral health care professionals who specialize in substance abuse treatment or specialized treatment centers or programs.

In addition to being an example of those invested in their own recovery, families can be huge catalysts for aiding the addicts' treatment and recovery processes. Ideally, the family should respond to the addiction with support and noninterference.

The role of the family is critical; its reactions will either promote health or enable disease. Though they may never have abused substances themselves, family members should accept that they are coping with more than the substance abuse habits of an individual member. They are facing a family disease, and they should seek help accordingly.

—Eugenia F. Moglia,  
Paul Moglia

### Resources for Parents and Teens

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part in building a strong foundation of love and acceptance in the parent-child relationship.

### Importance

LGBTQIA+ teens are at a higher risk for sexually transmitted infections, psychiatric conditions like depression and anxiety, suicide, smoking, drug use, sex work, and homelessness when compared to their straight peers. The risk of suffering any of those negative outcomes is higher still in LGBTQIA+ teens who do not feel accepted by their family.

A Gallup poll from 2020 of Gen Z (those born between 1996 and 2009, inclusive) shows that 15% of teens identify as LGBTQIA+. This is compared to 9% of Millennials and 2% of Baby Boomers. This number is projected to rise in future generations. Since teen experimentation with both sexual behavior and gender identity will rise, it is of growing importance that parents recognize how to have conversations with their teens regarding these issues.

### Terminology

LGBTQIA+ is the currently preferred acronym for people of non-cisgendered, non-heteronormative sexual orientation and gender identity. Beginning with just gay and lesbian, the acronym has expanded in the last 50 years to Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual/Ambisexual/Ally and the “+” including many more such as pansexual, demisexual, etc. To parents otherwise unfamiliar with these terms, this language can appear daunting and difficult to use, but using inclusive terminology is the first step in creating a safe and welcoming environment for teens to communicate openly with their parents. Parents who become

familiar with these terms and use them with neutral language help reassure teens that their parents are open-minded and can be trusted allies.

A person’s sex refers to the genitalia a person is born with. Males are born with a penis and testicles. Females are born with a vagina, uterus, and ovaries. This is separate from, but often related to, gender identity and gender expression, which are the ways in which we perceive our gender roles and how those roles fit in with the rest of society.

Sexual orientation is described in various ways. Sexual orientation refers to the sexual or romantic attraction that individuals feel for others. Heterosexual or straight refers to men or women who have sexual or romantic feelings towards women or men, respectively. Homosexual, or a generalized “gay” is an umbrella term for all others. Gay refers to men who have sexual or romantic feelings for men. Lesbian refers to women who have sexual or romantic feelings for women. Bisexual refers to men or women who have sexual or romantic feelings for both men and women. Pansexuals are individuals who are attracted to all sexes and genders, which is specifically inclusive of trans individuals. Demisexuals are individuals who only experience sexual feelings and attraction after developing a close emotional connection. Asexuals are individuals who do not focus on sex as a cornerstone of their human connections, though still may engage in sexual activity. Questioning individuals are those who are not yet sure about their sexual orientation. And lastly, ambisexuals are individuals who have changing sexual orientations and wish to remain fluid in their expression of sexual orientation.

Gender Identity, previously referred to as sexual identity, is the gender someone uses to identify themselves, and gender expression is how they express that gender in society. These definitions are often harder for people to grasp than sexual orientation. Heteronormative or cisgendered refers to what people often typically picture of men or women. They embody cultural practices typically associated with masculinity and femininity. A cisgendered man is a man who will outwardly express themselves as a man by engaging in things society often attributes to men. A cisgendered woman is a woman who will outwardly express themselves as a woman by engaging in things society often attributes to women. Trans men are those raised as female but who identify as men. Trans women are those raised as male but who

One gave you a nationality, the other gave you a name.  
 One gave you a seed of talent, the other gave you an aim.  
 One gave you emotions, the other calmed your fears.  
 One saw your first sweet smile, the other dried your tears.  
 One gave you up... that's all she could do.  
 The other prayed for a child and God led her straight to you.  
 And now you ask me, through your fears,  
 the age-old question unanswered throughout the years...  
 Heredity or environment, which are you the product of?  
 Neither, my darling... neither.  
 Just two different kinds of love.

~ Author Unknown ~

—Lauren Behrman

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## TEEN PREGNANCY

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*Teen pregnancy is a concern because the outcomes are often problematic for both mothers and children. These unplanned pregnancies place them at social, educational, and occupational disadvantage. Although the rates of teen pregnancy have been declining, the rates in the U.S. are among the highest in the developed world. Abstinence and effective*



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*contraceptive use are essential goals that need to be reinforced by sexuality education, parents, and peers.*

### Introduction

The topic of adolescent pregnancy has received more attention than any other aspect of sexuality during this developmental period. There are several reasons for this emphasis. First, adolescent pregnancy is almost always unplanned and unwanted. Second, the outcome of teen pregnancy is not positive in most cases. Finally, rates of teen pregnancy in the United States have been some of the highest in the developed world for many years. For all these reasons, there has been significant interest in understanding the factors associated with adolescent pregnancy in hope of reducing some of the problems associated with it.

### Teen Pregnancy in the United States

According to the most recent statistics, the rate of teen pregnancy in the United States is one of the highest in the developed world. For 15- to 19-year-olds, teen birth rates continued to decline from 17.4 per 1,000 females in 2018 to 16.7 per 1,000 females in 2019. Approximately one in four of these pregnancies end in abortion. Although these are alarming statistics, there is some bright news. Rates of teen pregnancy in the United States have been steadily declining since the 1990s when the rates were twice as high. In the United States, the decline in teen pregnancy is attributed to two trends: more teens are waiting longer to initiate sexual activity and, most importantly, contraceptive use among teens has increased significantly.

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## ASTHMA

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*Asthma is a common disease characterized by inflammation of the lung airways. When this occurs, a combination of processes causes the symptoms of asthma: the airways of the lung swell, cells of the surface of lung airways produce mucus, smooth muscles that wrap around the airways contract, and these altogether cause narrowing of the airways. These changes in the structure of the airways cause signs and symptoms of asthma which include chest tightness, cough, wheezing and trouble with breathing (breathlessness). The diagnosis of asthma will be based on a doctor's complete history taking, physical examination and diagnostic studies. The most effective prevention strategies based on evidence are patient education, control of environmental factors (triggers), and consistent and correct use of preventive medication.*

### Introduction

Asthma is a common disease affecting the lung airways. According to the Centers for Disease Control and Prevention (CDC), approximately 26 million people, including 4.8 million children in the United States had asthma in 2022. According to the CDC, there were 1.5 million emergency department visits in 2019. In economic terms, the medical expense per person with asthma was \$3,266 per year from 2008 to 2013 and it was responsible for \$81.9 billion in terms of medical costs, lost school and work days. The symptoms of asthma include wheezing, chest tightness, breathlessness (shortness of breath) and coughing, particularly at night or early morning. These

symptoms can be controlled by avoiding asthma triggers and using medications appropriately. The diagnosis of asthma is made by taking a careful history and a thorough physical examination. It can sometimes require a special test of breathing called pulmonary function test. An asthma action plan developed with your doctor will assist in controlling the condition. This action plan includes monitoring symptoms, lung function and medications. Based on CDC findings, the most effective prevention strategies for asthma based on evidence are patient education, control of environmental factors (triggers), and consistent and correct use of preventive medication.

### What Is Asthma?

Asthma is a lung disease characterized by inflammation of the airways. The inflammation can cause narrowing of the airways. Inflammation is a protective mechanism of the body but it can also cause a disease such as in asthma when the inflammation is prolonged (chronic in nature) and easily triggered by some substances in the environment. Asthma can also be triggered by exercise.

During inflammation, the airways of the lung swell, cells of the surface of lung airways produce mucus, smooth muscles that wrap around the airways contract, and these altogether cause narrowing of the airways. These changes in the structure of the airways cause signs and symptoms of asthma which include chest tightness, cough, wheezing and trouble with breathing.

### Signs and Symptoms

Chest tightness is often felt like squeezing on the chest. Cough in asthma happens in the early morning or at night which makes it hard to sleep.







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## VACCINES

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*A vaccine is a suspension of immunogens (molecules that produce an immune response or stimulate production of antibodies) such as weakened or dead pathogenic (disease-causing) cells or cellular components. The act of administering a vaccine, or immunization, is called vaccination. Persons who receive a vaccine are considered immunized against a particular pathogen. Vaccines may contain a pathogen, suspending fluid, adjuvants, excipients, and preservatives.*

### Introduction

Several types of vaccines are given to humans. These types include live attenuated, inactivated, component or subunit, toxoid, deoxyribonucleic acid (DNA), and recombinant vector vaccines. Live attenuated vaccines contain altered bacteria or viruses that do not cause disease. Inactivated or killed vaccines contain killed bacteria or inactivated viruses that do not cause disease. Component or subunit vaccines contain parts of the whole bacteria or viruses. Toxoid vaccines contain toxins (or poisons) produced by the pathogen that have been made harmless. DNA and recombinant vector vaccines are investigational. Some vaccines are combinations of pathogens for different diseases, such as the measles, mumps, and rubella (or MMR). Most vaccines are administered by injection into the muscle (intramuscular); however, some may be given into the skin (subcutaneous), by mouth, or into the nose (intranasal).



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Active immunity is classified as natural (after pathogen exposure and infection) or acquired (after vaccination). Passive immunity is also classified as natural (across the placenta during pregnancy) or acquired (injection of antibodies or immunoglobulins pooled from several donors). Immunoglobulins are prepared antibodies that are given to a person who has already been infected or who is at risk of acquiring an infection, thereby providing passive immunization. In this case, the immune system does not need to produce antibodies protecting the body.

Herd immunity occurs when most of, but not all, the people in a given population are immune to a pathogen. If there is an outbreak or exposure to a pathogen, those who are immune will sometimes protect those who are not immune from getting the disease; however, those who are not immune are still more likely to get the disease and spread it to others.

A vaccine is given to intentionally expose the immune system to a pathogen in a safe, controlled manner, so that the immune system can react and develop antibodies to that pathogen or antigen. Antibodies are large proteins that help fight infection and control disease. Many antibodies disappear after destroying the invading antigens, but the cells involved in antibody production remain and become memory cells. Memory cells "remember" the original antigen and then defend against it if the antigen attempts to reinfect a person. This protection is called immunity. Therefore, after sufficient antibodies have been developed, the immune system that is re-exposed to that pathogen will react within minutes to hours; the pathogen will be destroyed

there are sufficient water resources to sustain food production, water resource management policies must change.

### **Other Natural Resource Issues**

Other global natural-resource issues concern extractions from the Earth: minerals, precious metals, and gems such as diamonds; oil and gas drilling; and coal mining. Some of the methods used for these extractions and the consequences of accidents and spills have raised the global consciousness about their impact on the environment. A search for renewable resources to replace many of these nonrenewable resources is under way within the global community.

Also controversial is the negative environmental impact of outdated rangeland management techniques, uncontrolled timber harvesting, forest destruction, and mismanaged disposal and dumping. Many developed nations suffer from wasteful consumerism and overuse of natural resources, such as those that provide energy. Government structures to foster conservation are lacking in most developing countries, and in many industrialized nations government leaders and the public are unwilling to make genuine efforts to conserve vital and dwindling natural resources, especially if they negatively impact economic growth. Scientists predict that these abuses of the environment and overuse of natural resources can no longer continue at their present rate if we want to preserve the future of humanity.

### **Economics and Conservation**

Government and resource management plays an important part in the balancing of resource conservation and resource exploitation. Continued growth in the use of a nonrenewable resource can occur only for a number of years before the resource is depleted. As a resource becomes scarce, the price increases, making it less affordable and reducing the rate of consumption. This is a self-regulating process that makes conservation more practical as resources become scarcer in a market-driven system.

Effective conservation programs often require governmental influence, regulation, or incentives. Since most resources are associated with property, governmental agencies that regulate land, businesses, and private citizens all make decisions that

affect resource consumption. The general aim of many decision makers is to maximize the return on investments; conservation must therefore be profitable within a reasonable time for people to practice it voluntarily. In a free enterprise system, resource exploitation produces income from the land and provides much of the incentive for land ownership. Thus, resource exploitation is likely to win out over conservation if there are no incentives to conserve.

Conservation practices must be congruent with economics. Conservation programs are not effectively executed when economic necessity or opportunity intervenes. For the most part, conservation is good for the economy over the long term, because it improves the efficiency of production systems. However, because modern economic growth has not been balanced and has not conserved natural resources, more drastic measures may be necessary to control future growth.

One of the more controversial proposals to combat economic growth issues facing the environment are taxes on carbon-related energy sources. Another highly debated policy recommendation is over emission trading, or cap-and-trade. Controlled ownership of resources through vehicles such as trusts to avoid depletion of natural resources—mostly nonrenewable resources—is another proposal being debated. Those involved in national and global political and social debate must become serious in reaching a consensus for resolving the many environmental issues facing the world and recommend sustainable policies that bring together economists and environmentalists in working for the same achievable goals regarding future growth. However, no matter what policies are eventually adopted, one of the main goals of balancing economic growth with conservation must be continued public awareness. The public and organizations are more likely to become supportive partners for sustainable economic growth if they are provided with not only information on economic growth and its effect on the environment, but also feasible, market-driven solutions.

### **Assessing the Future**

Experts attempting to assess the future of natural resources are divided in their opinions. Positions range from optimistic to direly pessimistic to somewhere between the two extremes. Those who believe that technology can and will solve human problems

allowed to be part of the disciplinarian team. While this may have advantages, it can appear confusing to teens who need clear disciplinarian guidelines and structure.

—Dinelia Rosa, PhD

### Resources for Parents and Teens

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## EMOTIONAL INTELLIGENCE

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*Life is a quest for achieving maximum human potential. Emotional intelligence is the gateway for accomplishing those milestones and the simultaneous shifting of social adjustments – wins and losses. Our response to variable situations, relationships, and events requires special attention and looking inward as well as outward.*

*You have to navigate your emotional storms at the same time others are navigating theirs. This is especially true for adolescents. You are experiencing new intense emotions that require adjustments. Old behaviors are no longer working for you. It's all very confusing and the rush of hormones intensifies leaving you in a whirlwind of emotions. One day you feel like it's all good – the next morning you see your girlfriend walking down the hall holding hands with someone else.*

*Emotional intelligence (EI), sometimes abbreviated Emotional Quotient (EQ) is another way to approach the transition from child to later stages. Effective adolescents address basic (EI) qualities that enhance student performance and relationships. In addition, these skills improve*

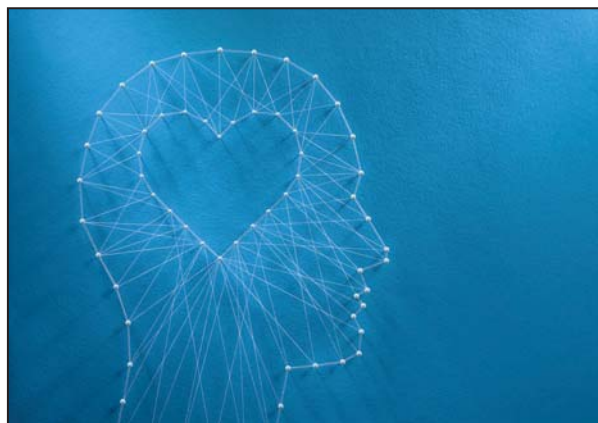


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*personal development and emotional control. You have to train your mind. Positive emotional intelligence skills can result through learning and application.*

*Humans develop strategies to cope with feelings and have no problem initiating them. Some behaviors reap rewards in the short term. However, as we mature, emotional outbursts that seemed acceptable at one stage of development are no longer tolerable. You find yourself in turmoil with parents, friends, teachers, and others even though you achieve high scores on all your intelligence tests and your teachers praise your academic achievements.*

*In truth, we remain a work in progress. It's never too late to learn how to navigate our path with improved results. We learn as infants and toddlers that crying, screaming, and throwing tantrums serves to have our needs met. Witness the wide range of emotions and related behaviors while observing young children in the toy department or passing a candy counter. A spontaneous eruption is often all that is required when seeking immediate gratification. Practice better responses to intense feelings.*

*Emotional intelligence allows you to look outside yourself and have some understanding of how your behavior impacts others. Rudeness simply suggests an attempt for a weak person to appear strong. E.I. encourages you take time to look at a situation from their point of view. In addition, you modify your behaviors to create a positive climate that benefits everyone – including yourself.*

### Introduction

Why is developing emotional intelligence important? Emotional intelligence is sweeping the nation as the new gold standard for personal achievement. Many problems can be solved by exploring alternative emotional responses to the same event or events.