



Complete this notetaking guide as you read. It is my goal that you will demonstrate what you have learned in the past few weeks by documenting here the connections with our course readings. I don't have a specific number of things I am looking for but I think 1-3 per chapter would be a good goal (that is overall, so if you have 20 chapters maybe you have 6 physical, 3 social, 7 emotional, and 4 cognitive. Of course this is on the low end. As you think about working towards an "A" consider how you might really be critical when finding examples. Also, you don't have to find one in every chapter, you might find none in one chapter and three in another).

<u>Physical Development</u>		<u>Social Development</u>	
<p><i>What you noticed/read (include pg #:)</i></p> <ul style="list-style-type: none"> Stacy's eating disorder officially ignites when Owen comments on her eating habits/weight (53). She comments on the decreasing size of her stomach due to starvation. Stacy feels sexually towards someone in her church (41). 	<p><i>Connection to B&K and course readings (include pg #):</i></p> <ul style="list-style-type: none"> The author's eating disorder is a result of mental illness and low self esteem. However, from a physical perspective, "Early physically maturing females may experience low self-esteem because they are so different from their peers: they're heavier," etc (19). This insecurity is heightened when someone who she regards highly makes a comment about 	<p><i>What you noticed/read (include pg #:)</i></p> <ul style="list-style-type: none"> Stacy is not popular and she is tormented by her peers (28-29). She gets a boyfriend who is a senior in high school while she is only 14 (51). Her BPD causes unstable relationships, which is why many of Stacy's relationships are described as temporary. People are constantly in and out of her life. <ul style="list-style-type: none"> Stacy's friend Zoe ditches her 	<p><i>Connection to B&K and course readings (include pg #):</i></p> <ul style="list-style-type: none"> "If a middle-schooler feels targeted or isolated, that can have a psychological ripple effect," reveals the article "6 ways to help your child thrive socially in middle school" by Phyllis Fagell. The fact Stacy is bullied as a young adolescent contributes to her mental illness. Young adolescents engage in activities that would prompt adult

	<p>her weight.</p> <ul style="list-style-type: none"> • It is necessary that young adolescents have the appropriate and plentiful food intake for healthy development (B&K 21). Stacy, sadly, does not experience, which is reflected in her malnourished appearance and weight. • B&K discusses how hormones lead to sexual interest in young adolescents (18). 	<p>after a petty argument.</p> <ul style="list-style-type: none"> • Stacy begins purposefully dressing different than her peers and representing herself uniquely 	<p>disapproval and would “impress” their peers, as proven in the AMLE “Developmental Characteristics of Young Adolescents” article. Although this is extremely frowned upon by society and she is a victim in the situation, at the time it may seem to her that this is cool and exciting.</p> <ul style="list-style-type: none"> • Although this is caused by her mental illness, the constant shifting of friends and friend groups in Stacy’s life relates to the young adolescent trait of fleeting relationships, as highlighted in the article “Six Ways to Help Your Child Thrive Socially in Middle School.” • This relates to both the search for the identity aspect of young adolescence as well as the desire to be independent, “rebellious” so to speak (“Developmental Characteristics of Young Adolescents”). •
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<u>Emotional Development</u>		<u>Cognitive Development</u>	
<p><i>What you noticed/read (include pg #:)</i></p> <ul style="list-style-type: none"> Stacy experiences emotions very strongly from a young age. Her brother's birth, leading to her mother's neglect, further ignites her mental illness(es) (first around page 15, continuous throughout the book). "Now I was fighting my own war, inside my own head. I didn't need other people at all anymore. It was just me and anorexia, all alone" (84-85). "I flipped through my identities like a card catalog" (25). Stacy constantly compares herself to Tommy's (boyfriend at the time) ex-girlfriend who is "skinnier" and "prettier" (147). Owen tells her to lose weight, and his attraction to her is responsible for her 	<p><i>Connection to B&K and course readings (include pg #):</i></p> <ul style="list-style-type: none"> Both of these examples from the book shine light on young adolescent sensitivities and insecurities. Specifically, young adolescent emotions are impacted by the degree of acceptance of the people who matter to them, including parents (B&K 57). This quote relates to emotional development in how young adolescents tend to privatize themselves, "young adolescents have an increased need for privacy... self-consciousness is at its highest levels" (B&K 44). Young adolescents are constantly dealing with bouts of self-discovery and figuring out their identity, almost definitive of this 	<p><i>What you noticed/read (include pg #:)</i></p> <ul style="list-style-type: none"> Impulse spending (121) Stacy has been diagnosed with multiple mental illnesses throughout her life, namely and accurately borderline personality disorder. Stacy attempts to commit suicide on a livestream due to all the emotional turmoil she has experienced (196). She has a phase with religion and becomes intensely infatuated with Christianity (32). Talking about a classmate, Stacy writes "Jessica, who lives on a farm, gleefully began bringing dead mice to school, securing her acceptance into the popular clique by tormenting me with them" (28). Stacy writes insults that are spewed at her from 2 of her friends all over her arms (76). She feels 	<p><i>Connection to B&K and course readings (include pg #):</i></p> <ul style="list-style-type: none"> Stacy's impulse spending is a result of her mental illness; however, this is also applicable to the young adolescent tendency to take risks. This was highlighted in the TED Talk "How Risk Taking Changes a Teenage Brain." AMLE's Developmental Characteristics text reads that "Typically, early adolescence is intense and unpredictable (Scales, 2010). Young adolescents have a tendency to be moody, restless, and may exhibit erratic and inconsistent behavior including anxiety, bravado, and fluctuations between superiority and inferiority." These are staple characteristics of young adolescence, to which Stacy

<p>happiness</p> <ul style="list-style-type: none"> • She also feels pressured to have sex with him (54). • Stacy attempts to commit suicide on a livestream due to all the emotional turmoil she has experienced (196). • “I believed by age eleven that I was horribly ugly and undeserving of human companionship” (27). 	<p>stage of life (B&K 45).</p> <ul style="list-style-type: none"> • This is another example of Stacy’s crippling lack of self esteem (as mentioned on page 44 of B&K), which leads her to commit self-destructive acts. These self-destructive tendencies are also a reflection of a lack of emotional stability (same page). • Young adolescents’ appearance is very important to them and they surround themselves with people who amplify their self esteem (despite the toxicity, or how it may <i>seem</i> like a self esteem boost, but it’s actually harmful) (B&K 44-45). • While this is a predatory act on the part of Owen, it relates to how “Young adolescents may also seek and engage in dangerous identity search activities such as... sexual encounters” (B&K 45). • Page 45 of B&K, 	<p>superior in intellect compared to her peers, though simultaneously harbors an abundance of insecurities (79).</p>	<p>adheres, however these traits are more prolonged for her as they are a part of her mental illness and the way her brain works.</p> <ul style="list-style-type: none"> • This scene in the story also connects to young adolescent cognitive development in the impulsive risk-taking sense. • Her religious nature at this point is at a young age, and relates to young adolescent cognitive development in the spiritual sense, as highlighted in the AMLE article about developmental characteristics. It is typical for people to become fixated on something at this age range as they navigate their place in the world and who they are as a person. • This scene is a reflection of a quote from the AMLE article mentioned above, stating how “young adolescents search for an adult identity
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	<p>as previously mentioned, discusses the lack of control among young adolescents and their emotions, which can lead them to act rashly and recklessly, potentially harming themselves.</p> <ul style="list-style-type: none"> • This is an example of extreme self esteem issues, which is again common among this age group (though not always at this level). 		<p>and adult acceptance, they strive to maintain peer approval (Kellough & Kellough, 2008).”</p> <ul style="list-style-type: none"> • Young adolescents “are often self-conscious and highly sensitive to criticism of their perceived personal shortcomings (Scales, 2010).” Stacy internalizes these criticisms so much that she feels the need to write them on herself as a constant reminder. • This again relates to the “fluctuations between superiority and inferiority” explained by AMLE.
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What do you notice, what do you wonder? What wonderings do you have about YA development, schooling, middle schools, etc. ?

My chosen book revolves mostly around emotional development, as a result of the author’s mental illness and trauma. Readers are exposed to the extremities of emotional development, which can very well happen to young adolescents, but the aspects of development are not always severe as what is shown in the novel. I wonder about the amount of mental health resources available in schools for students. I personally believe the amount I’ve experienced and witnessed is much less than satisfactory. We need to have these resources so students can thrive and not have to suffer in silence at such a vulnerable time in their lives.

