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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). .

<table>
<tr><th colspan="2">Physical Development</th><th colspan="2">Social Development</th></tr>
<tr>
<td>What you noticed/read (include pg #:)
Chapter 2
● "Although I now look at old photographs of myself and see a cute little blonde girl not disfigured or hideous in any way"(1:37).
○ Stacey was made fun of and picked on leading to a very negative self image while growing up, she was also very hard on herself
● "At night I lay in bed unable to sleep and thoughts of the day's torment filled me up like a thick black honey. They stuck to my innards and my brain and they gagged me"(2:20).
● "And then I would have to punish myself. The punishments involved things like sitting outside in my dog's little red plywood house, or drinking from a bowl on my hands and knees. It was terribly degrading, but if I degraded myself then I could soothe myself again"</td>
<td>Connection to B&K and course readings (include pg #):
Chapter 2
● "Their perceptions become their realities" (15, WEMSTSK).
● "Sleep deprivation may also lead to mood disorders in which feelings are more intense, which may lead to difficulty controlling emotions"(24, WEMSTSK).
Chapter 3
● "Researchers note that about one percent of female adolescents have Anorexia Nervosa(22, WEMSTSK).
Chapter 4
● "Social pressures may also affect</td>
<td>What you noticed/read (include pg #:)
Prologue
● "Two women pass me and giggle. I notice their reflections in the dressing table mirror, and proceed to record every detail of their appearance and conversation" (2:12).
○ Stacy was an observer and learned how to act from watching others
● "I was that kid, the weird kid, the strange girl, the crazy one" (5:38).
○ Identity search happening, but major comparison between peers during this time
Chapter 1
● "The fact that my mother had no friends became a matter of increasing concern to me. I didn't like that she didn't go to the</td>
<td>Connection to B&K and course readings (include pg #):
Prologue
● "Young adolescence sets into motion a search for identities: social, sexual, gender, ethinic, cultural, familial, socioeconomic, and spiritual, all related to who they think they are and who they want to become" (33).
Chapter 1
● "When asked who was the most important person in their life, young adolescents we interviewed almost universally picked one or both of their parents"(38).
Chapter 2
● "Peers offer feedback on clothes, appearance,</td>
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(4:04). ○ *Punishments when things went wrong, or when she was brutally bullied at school she wouldn't sleep and would submit herself to inhumane conditions* ● *"I whispered comforting things to her like "I kind of want to take care of you"(4:23).* **Chapter 3** ● *"I prayed for two things: the will to starve, and Michael's love" (2:27).* ○ *Hard fall into the illness of anorexia that quickly took over Stacy's life, and daily thoughts* ● *"There was nowhere else in my life where the rules were clear. There certainly weren't at home where my father expressed anger by screaming and hitting, and my mother by ignoring me completely. I never knew what was going to set my parents off on any given day, and I never knew how to act at school"(15:15).* ○ *Type of neglect from her parents, and the mention of physical abuse which we know can cause problems for adolescents developmentally* **Chapter 4** ● *"I'm hungry,'' I said. Cheeks on fire. I sensed I had done something very very wrong. I sensed that something was about to dramatically change. He didn't answer. I slowed down. When he finished his fries I still had some left. He looked at the wrapper then up at me. I got up to throw it away, and he smiled approvingly"(11:20).* ○ *First instance where she felt she had to watch what she ate, and became very*	*eating habits, particularly among females" (22, WEMSTSK).* ● *"Researchers note that about one percent of female adolescents have anorexia" (22, WEMSTSK).* ○ *Anorexia started in my opinion very early for Stacy, and it truly started with somethin g so simple as a snide comment, which had damaging effects on her body later on*	*movies. I felt sorry for her and didn't want to leave her side" (14:01).* ○ *Fear of being the only importance in parents life, and focusing on them* **Chapter 2** ● *"Because I made the mistake of telling someone at recess that I was going home after school one day to play mad science, and that I had a special pair of inventing pants with inventing suspenders that I wore to do so the popular girls at my school relentlessly teased me"(1:32).* ○ *Stacy was picked on often, and picked unconventional ways of expressing herself where her differences were not embraced but made fun of* ● *"That afternoon I found a dead mouse in my lunch box. Torturing me was currency. I began to think my only worth was as a catalyst which others could become popular"(5:35).* **Chapter 3** ● *"I was still a compulsive reader and I sucked at sports. Therefore, even if I hadn't had premature acne my popularity would still have had a ceiling" (2:45).* ○ *Didn't fit in with what was deemed "cool", left as if she filled the assigned role of outcast*	*behavior, and every other significant issue. Peer feedback permits young adolescents to gauge their new patterns of behavior in search of what fits" (36).* ● *"It becomes a room full of pitfalls, danger signs and safe havens situated carefully in familiar territory. Every student throughout the day, moves cautiously on "safe" paths from room to room. They will not read in another level's territory. They will not mix; everyone knows their place"(35, WEMSTSK).* **Chapter 3** ● *"This network of statuses and levels is ever present in middle schools. While some students may not be directly aware of it, they always have a subconscious understanding of where they fit"(35)* ● *"As students age from 11 to 15, they rely more on friends than parents for companionship. personal worth, and significant relationships (Santrock 2013)" (35).*

uncomfortable with food on a daily basis ○ *Start of anorexia nervosa*			
<u>Emotional Development</u>		**<u>Cognitive Development</u>**	
What you noticed/read (include pg #:) **Prologue** ● *"This is what I live for, it is what I have to believe to survive"(5:28).* ○ *Stacy lives very much in extremes, but it's common to see mood swings or large drastic statements* **Chapter 1** ● *"When she told me she was going to have another baby I felt a profound sense of relief. There would be someone else to split the job of entertaining her" (15:20).* ○ *Never really felt that motherly connection after her mom's miscarriage more so there to help make her mother "feel" better* ● *"So that I wouldn't bother her, or see her cry, I hid in my room picking out fantasy mothers in the JC Penny catalog" (18:00).* ○ *Frequent fantasies of other lives with fake people, escape from reality* ● *"This is how my mother came to belong profoundly, and definitely to my brother"(23:24).* ○ *Stacy has a brothers, and feels like many children do that the attention has permanently shifted* **Chapter 2** ● *"I believed by age 11 that I was horribly ugly and undeserving of human companionship. I will never understand why school girls need to choose one among them to be the outcast, but that*	*Connection to B&K and course readings (include pg #):* **Prologue** ● *"This period of transition between dependence and independence results in a multitude of needs and a dramatic change in self-concept"(43, WEMSTSK).* **Chapter 1** ● *"Early adolescents struggle with the conflict inherent in the need to depend on parents for support as they move towards independence"(38, WEMSTSK).* **Chapter 2** ● *"Young adolescents' feelings of inadequacy and attempts to gain control over their constantly changing environments prompt much of their inappropriate behavior. Lashing out against others is often the chosen path for self protection" (56, WEMSTSK).* ● *Chapter 3* ● *" The search for identity often revolves around*	*What you noticed/read (include pg #:)* **Prologue** ● *"I am trying on Identities again"(1:20).* ○ *Identity development, and trying to discover who she is* ● *"Make me crippled I prayed at night, make me like Suszana, make it able to be seen. Give me bright shiny crutches with grey plastic cuffs, and free me from living in this brain" (8:42).* ○ *Wanting her pain to be physical, and the want to have an experience* ● *"I was diagnosed in this order: bulimia, major depression, Attention deficit disorder (briefly 1993), bipolar, anorexia, borderline personality disorder. The first and last were the most accurate" (11:47).* ○ *First list given of all her diagnosis'* **Chapter 1** ● *" But because I could picture my mother holding one and sobbing because I was dead. If I died she would have no one"(14:32).* ○ *Thinking about thinking, and creating false realities or outcomes* ● *" I became obsessed with classification as if by making enough lists, and*	*Connection to B&K and course readings (include pg #):* **Prologue** ● *"Middle school is a period of cognitive transition where students move back and forth between concrete and formal operational thought" (30, WEMSTSK).* ● *"The imbalance caused by adolescent brain development translates into a desire for novel experiences often driven by over-emotional behaviors, including the possibility of experimenting with drugs and alcohol, sexual encounters, and other delinquent activities (Blerk 2012)"(31, WEMSTSK).* **Chapter 1** ● *"Hence middle school students' sudden preoccupation with life plans and their concern for the world around them"(29).* ● *"Such thinking may not lead to understanding and may in fact lead to frustration. They may even worry about why they are thinking about their thinking"(29).* ● *"Middle level students are certain that no one has ever*

was the role I was given"(1:55).
    - *Negative self conversation, self image because this identity is still building*
- *" I had to be even meaner to myself than they were. The old no one can hurt me more than I can hurt myself. This is how the bad dog came to live inside me" (3:01).*
    - *To hurt her feelings more than anyone else ever could, to treat herself so bad that whatever anyone else did it could not compare*
- *"Girls were not supposed to get as angry as I did" (3:20)*
    - *Very emotional, what she called red rage, and the inability to control what she was feeling*

Chapter 3

- **"***Although I considered myself a devout servant of Christ I was still somehow able to overlook the fact that lusting after a married man was a sin, and became possessed with a fervent desire to fuck my youth group leader"(1:48).*
    - *The crossroads of what you know and what you hope to be true, a very hard concept to swallow while growing up*
- *Whatever it was that would take away the invisible sin of the bad dog that made my mother ignore me and made my father fly into rages" (6:32).*
    - *Prayed often for a different outcome with her family, blamed the bad dog instead of taking personal ownership*

Chapter 4

- *"If Michael was the first man I desired, Owen was the first I*

trying out new ideas and behaviors that would have seemed incomprehensible only a year before" (46, WEMSTSK).
- *"These statistics reveal that adolescent females need equal opportunities to reach their potential needs for happy and healthy lives, and a supportive journey through middle school is an essential component" (53, WEMSTSK).*

Chapter 4

- *"Studies reveal the significance of strong relationships between adolescents and caring adults to reduce risk-taking behaviors" (32, WEMSTSK).*

putting everything in the right order, and calling everything exactly the right name I could save both my mother and myself" (19:08).
    - *Formal operational thought, and categorizing and places everything in the coordinating boxes*
- *"I spent most of my time in Sconston one of the many fantasy worlds I created, hospital, mad science lab, a reality I called burronie in which I was an orphan girl who wore a square danced CanCan and lived among the weeds and wildflowers in the empty field behind our house"(24:50).*
    - *Escaping reality, and creating her own one, where she could be whoever she wanted without any labels*
- *"I learned to disappear, this is how it started. (25:18).*
    - *Trying to comes to terms with identity, and fighting with those concepts*

Chapter 2

- *"The only way to combat them was with the secret rituals I developed. I rubbed my toes frantically in figure eights on my sheets, flexing and releasing my calf muscles in time and chanted in a whisper to calm the pounding and the howling. My brain turned against me." (2:36).*

thought the thoughts they are thinking or felt the feelings they are feeling" (31, WEMSTSK).
- *"Students develop the capabilities to think in hypothetical ways about abstract ideas as well as to generate and test hypotheses systematically" (29,WEMSTSK).*
- *"Concrete Operational thought: Arrange objects in order from large to small or small to large. Conceptually combine objects to form categories" (28, WEMSTSK).*

Chapter 2

- *"Moving from concrete to formal thought: Using more precise language in speech and writing. Enjoying problem solving on their own. " (30, WEMSTSK).*
    - *Deeper questions about the world, and the want to discover and find out answers herself*
    - *Found a love for Jesus, and formulated formal thought around religion*

craved with the intensity that makes you want to kick somebody, or eat them or invent a new language to describe what they do to you" (0:45). ○ *First time feeling lust, or maybe what she thought as love, sexual awakening-identity*		○ *Created rituals that made sense, and were a common theme seen as a comfort.* ● *"Although I suspected there were better things for a mentally distrubed 13 year old to do than logging so many hours kneeling in prayer that they got rug burns. For the first time my brain was filled with something rather than my own misery"(11:25).* ○ *Took to religion and in place spent time inside praying for others because it was better than just listening to her thoughts* ● *"My childhood was a time in which a slow and thorough plow went trawling through my heart digging irrevocable trenches. I filled them the only way I knew how with Jesus" (11:48).* ○ *Instead of trying to deal with her childhood or cope with methods she turned to religion, but that's also because in their own there was not much else*	

What do you notice, what do you wonder? What wonderings do you have about YA development, schooling, middle schools, etc. ?

- **Heavy tone focused on mental health and Stacey's (main character/ writer) struggle with adapting and understanding herself through her adolescence**
- **So far it does not mention any school interaction with her and the inability to have friends, what can you do as an educator to ensure that you're creating a healthy, and inclusive environment?**
- **How can we be more informed on how to teach students with a disability? Invisible or visible?**
- **I wonder a lot about school involvement in regards to a student like Stacy, she doesn't tend to delve**

into much details, but what parts of school would/ should be there in assisting her?
    - **I always think that educators can almost be expected to catch too much, what else can we implement to allow students to reach us when in crisis mode?**
- **Can we talk more about grading because for myself the topic is so general in some cases, or very broad, how can we implement grades without it taking over as the purpose of the class?**

School Involvement

Chapter 1

- "In first grade I won a frozen rabbit for making up the best poem for my teachers husbands food packing company" (1:02)
    - Won for her artistic abilities

Chapter 2

- "Because I preferred reading to recess, and drawing to sports"(2:20)
- "My fear of the bad dog as well as my terror of being bullied led me to invent as many excuses as I could to miss school" (3:30).
- "Paranoid mouse" incident, Stacey said that she would not tell the teachers because it would have only worked against her/ made things worse

Chapter 6

- Stacy wanted to take part in the quiz bowl, but bombed the test which her least favorite teacher was greeting
    - That was the first time she had wrote a suicide note, and made plans

Chapter 7

- Graduated High school, went to Governor's school for a summer , and then decided to go back after London

Chapter 8:

- Study abroad in London
- Focused less on school, and more so had manic episode
- Starts college at Governor's school with a scholarship
    - Dates Tommy, boy from high school
    - Doesn't finish college, and dumps Tommy

Chapter 10

- Took more bible group study classes instead of school, and got multiple jobs to help move to Ohio