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An investigation of gender and age differences in academic motivation and classroom behavior in adolescents

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This study investigated gender and age related differences in academic motivation and classroom behavior in adolescents. Eight hundred and fifty-five students (415 girls and 440 boys) aged 11-16 (M age=13.96, SD =1.47) filled in a questionnaire that examined student academic motivation and teachers completed a questionnaire reporting student classroom behavior. Interestingly, early adolescent boys (11-12 years) self-reported academic motivation was significantly more closely associated with reports of student classroom behavior completed by teachers. However, a surprising result was the significant drop in girls adaptive motivation from early to mid-adolescence (13-14 years) and a significant increase in mid-adolescence (13-14 years). Furthermore, teachers reported a significant increase in negative classroom behavior in mid-adolescent and late adolescent girls (15-16 years). The need to further understand the association between academic motivation and classroom behavior at different stages in adolescence and to design interventions to improve classroom behavior is deliberated.

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Disentangling developmental stages from environmental affordances: Empirical evidence for a stress model of object permanence development

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Recent models of object permanence regard the development of the object permanence complex as a necessary consequence of neural circuit maturation. The modulation of object permanence relationship development by environmental stressors has rarely been considered apart from a few instances in the early pre-Piagetian literature. Here, we considered the question: How does environmental stress modulate the onset of child developmental stages and can positive stress be harnessed to shorten systemic and neural latencies of child development? In a clinical setting, we assessed objective permanence in four age groups (6-12 months, 12-18 months, 18-24 months, 24-36 months) using the WOTSA (Waterson Objective Testing Standard Assessment) and assessed the prevalence of stressors using standard post-hoc qualitative techniques such as LASOQ. We find a strong and statistically significant ($p < 0.001$, $F = 3.12$, $df = 32$) relationship between stress and WOTSA scores. We validated neural maturation using a standard EEG probe and find a positive relationship between WOTSA and EEG correlated coherence. We interpret our findings in terms of Misher's model and consider social, environmental and parental implications.

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