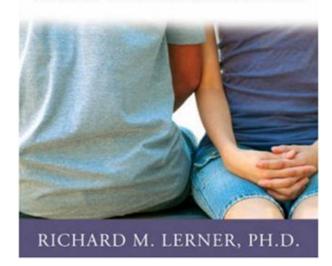
Groundbreaking Research Reveals Everything You Think You Know About Teens Is Wrong

THE GOOD TEEN

RESCUING ADOLESCENCE FROM THE
MYTHS OF THE STORM AND STRESS YEARS



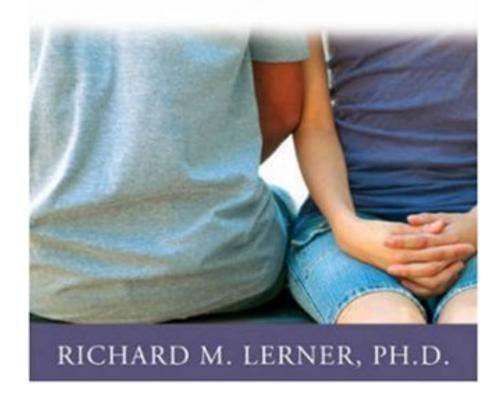
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Review

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"With unchallengeable research and analysis, Dr. Richard Lerner's terrific and very important book, The Good Teen, totally refutes and rejects the fear and demonization of teenagers so prevalent in America today-and shows us how we must recognize the treasure that teens are and work to develop fully their great

potential, for the teens themselves and for our society."

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"There is no one in America today who understands teenagers better than Richard Lerner. The Good Teen overflows with gem-like insights based on Lerner's own groundbreaking research, his "positive youth" perspective, and his own experience as a caring and successful parent. Readers will find lots of useful advice about questions that arise everyday in contemporary family life. "

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"This outstanding book, written by one of the nation's leading authorities on adolescent development, is a critical read for all interested in youth. It merges scholarship with anecdote to produce a volume that is as informative as it is engaging. For any parent, youth worker, educator or health professional as well, The Good Teen provides valuable insights that debunk the myth that this is an age of storm and stress."

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Who says the teen years have to be terrible?

Although the word teenager has become synonymous with trouble, the evidence is clear: Adolescents have gotten a bad rap—and this according to a landmark eight-year study of 4,000 teens from twenty-five states. In The Good Teen, acclaimed researcher Richard M. Lerner sets the record straight. The book:

- Explores the academic origins of "the troubled teen," dismantling old myths and redefining normal adolescence
- Presents the five characteristics of teen behavior that are proven to fuel positive development—Competence, Confidence, Connection, Character, and Caring—and specific ways parents can foster them
- Envisions our children as resources to be developed, not problems to be fixed
- Clearly shows parents what to do when things really go wrong—all teens, no matter how troubled they seem, can be helped
- Encourages new thinking, new public policies, and new programs that focus on the strengths of teens

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Sales Rank: #847415 in Books
Brand: Three Rivers Press
Published on: 2008-08-05
Released on: 2008-08-05
Original language: English

• Number of items: 1

• Dimensions: 8.00" h x .56" w x 5.18" l, .65 pounds

• Binding: Paperback

• 272 pages

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3 of 3 people found the following review helpful.

Outstanding

By Adrian Fonseca

The book was great, it gave me a lot of great ideas and inside stuff I didn't know about what teens are going through in these time. The books is great and I would recomend it even if your child is just a little one.

1 of 1 people found the following review helpful.

Not all teens are trouble

By doctorpat

This is a well-written book including research on the status of teens today. Its premise is that most teens behave well, but are subject to prejudice. They are treated as if we expect problems. Rather than say our teenagers are okay when they are not doing bad things, which demoralizes them and blinds us to who they are, we should show them the respect of expecting good, applauding their strengths, and helping them with their weaknesses, as with people of other ages. Suggestions are given for ways in which parents and also schools and the larger society can better support teenagers. Although much of it seems like common sense, the ideas are not really widely held. It is worth reading.

1 of 1 people found the following review helpful.

This is written for non-professionals. I use this in ...

By PSusan

This is written for non-professionals. I use this in my college teaching of adolescent development and with students doing internships with adolescents. It is very effective at breaking though the notion that there's something wrong with being adolescent during adolescence. That is, it breaks the notion that problems during adolescence are normal and will resolve on their own without long term negative effects. It breaks the notion that adolescents no longer need guidance, support, companionship, and approval from adults. It makes very clear that adolescents are not yet adults. It identifies what is still lacking and what sorts of experiences are needed to develop those things. It's less effective (by itself) in teaching specifically what adolescents need us to do. There are, however, other resources for the activities, experiences, and interactions that promote adolescents' developing what they will need to begin early adulthood (18-25) well.

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