

consider the relationship between speed, distance, and time in planning a trip. They can detect logical consistency or inconsistency in a set of statements and evaluate a system or set of values in a more analytic manner. For instance, they question the parent who insists on honesty in the youngster but at the same time cheats on an income tax report or expense account.

In adolescence, young people begin to consider both their own thinking and the thinking of others. They wonder what opinion others have of them, and they are able to imagine the thoughts of others. With this capacity comes the ability to differentiate between others' thoughts and their own and to interpret the thoughts of others more accurately. They are able to understand that few concepts are absolute or independent of other influencing factors. As they become aware that other cultures and communities have different norms and standards from their own, it becomes easier for them to accept members of these other cultures, and the decision to behave in their own culture in an accepted manner becomes a more conscious commitment.

Moral Development (Kohlberg)

Although younger children merely accept the decisions or point of view of adults, adolescents question absolutes and rules, and they view moral standards as subjective and based on points of view that are subject to disagreement. There are occasions when social conventions are questioned and principles of justice, caring, and quality of life take precedence over established social norms. Aspects of conventional and **principled moral reasoning** are present in adolescence and used at different times in different situations.

Late adolescence is characterized by serious questioning of existing moral values and their relevance to society and the individual. Adolescents can easily take the role of another. They understand duty and obligation based on reciprocal rights of others and the concept of justice that is founded on making amends for misdeeds and repairing or replacing what has been spoiled by wrongdoing. However, they seriously question established moral codes, often as a result of observing that adults verbally ascribe to a code but do not adhere to it.