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| To be able to predict when adaptations occur, there must be knowledge of the processes involved in adaptation decisions. This "knowledge" is information on "steps in the process, decision rationales, handling of uncertainties, choices of adaptation types and timing, conditions that stimulate or dampen adaptation, and the consequences or performance of adaptation strategies or measures." These decisions can be undertaken by private individuals, local communities, national governments, and international organizations. In our experiment, we are focusing on how private individuals make decisions that effect their adaptations. They make decisions based on what is best for the situation they are in. This shows how a decision that would be made by an individual in one environment may not be the same decision they would make in a different environment. This reflects our upcoming experiment because in college, they are free to make decisions without repercussions. This is an adaptation reflecting the research presented above.  People react to change in a similar way they react to traumatic events. The reaction process has four stages: denial, anger, mourning, and adaptation. The final stage, adaptation is the step where the person accepts the need to change and get on with their life. The duration of time in each stage is different for each person, but studies show that however small, people do go through these steps when reacting to a change. When adapting, people have a need to know what is happening to them and how it will affect them. Since sometimes this is in the form of information, empathy, reassurance, and feedback, gossiping and griping are common occurrences. Scott Adams, the writer of Dilbert, says that people "hate change." The reason for this is because change makes us "stupider because our relative knowledge decreases every time something changes." People avoid communicating with others when they are changing because doing so means dealing with issues such as feelings.  A man by the last name of Chickering theorizes on the development of a college student. He describes a series of developmental phases through which an individual moves during the life cycle. Each phase is created by the convergence of a particular growth phase and certain tasks. Chickering�s theory of student development focuses on the college student. He presents a model of student development derived from his research on undergraduates and the works of others. He has postulated seven vectors of development rather than the developmental tasks or developmental stages used by other theorists. The seven vectors are as follows: achieving competency, managing emotions, developing autonomy, establishing identity, freeing of interpersonal relationships, developing purpose in life, and developing integrity. These concerns exist all along in a person�s life, but they become much more important during the college years and students work on resolving different vectors at different points in time. The resolution can be positive or negative and either way it will affect the future vectors.  Chickering�s theory states why students change so much when they leave for college. They are in the most developmental years, so their minds are trying to figure out a way to grow and achieve the kind of life they want to. While in high school, they feel they have their entire life ahead of themselves. But once in college, they are leading themselves into their future lives. What they do in college will effect them forever. But Chickering also points out that while they are trying to follow the seven vectors, it does not always work out because they are off on their own, living as they never have before. This is why college students the first few years tend to lose some maturity instead of gain it.    ([Intro1](http://docs.google.com/introduction.html))([Intro2](http://docs.google.com/intro2.html))([Intro3](http://docs.google.com/intro3.html))([Intro4](http://docs.google.com/intro4.html))  [[Home](http://docs.google.com/home.html)][[Introduction](http://docs.google.com/introduction.html)][[Hypothesis](http://docs.google.com/hypothesis.html)][[Procedure](http://docs.google.com/procedure.html)][[Data](http://docs.google.com/data.html)][[Conclusions](http://docs.google.com/conclusions.html)][[Bilio/Links](http://docs.google.com/biblio.html)]  [[2002 Projects](http://docs.google.com/AP2002/index.html)][[2001 Projects](http://docs.google.com/index.html)][[2000 Projects](http://docs.google.com/AP2000/index.html)][[1999 Projects](http://docs.google.com/AP99/index.html)][[1998 Projects](http://docs.google.com/AP98/index.html)] |