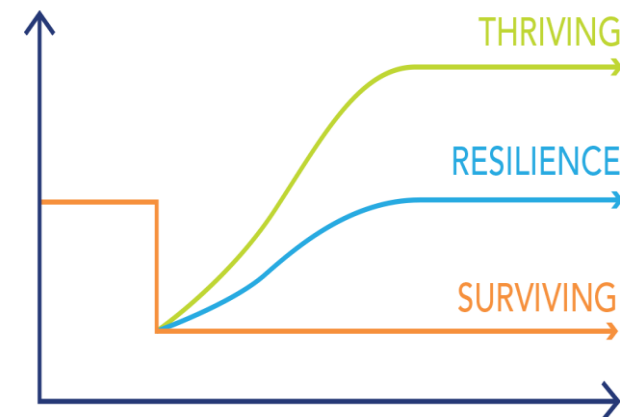




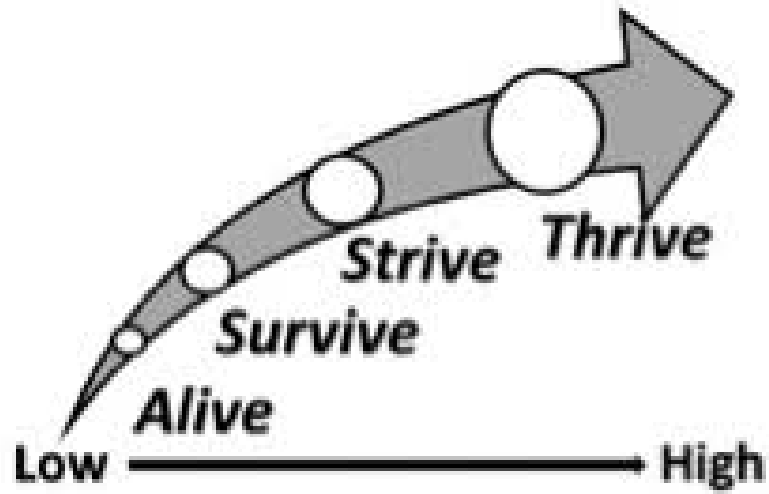
Promoting a "Surviving" Versus "Thriving" Approach to Adolescent Development



Mary-K O'Sullivan
LMFT, LADC, LPC



*All pictorial reinforcements of the concepts in this presentation are the sole property of their creators as listed in the citations. The presenter implies no ownership nor creation of their content.



Objectives

Upon completion of this workshop:

Participants will be able to describe the difference between survival mode and thriving

Participants will be able to describe at least two ways that they can help adolescents thrive

Participants will be able to describe at least one way in which they can measure the effectiveness of their work to help adolescents thrive and be prepared for adulthood



The 5 Pillars of Psychology

BIOLOGICAL

Biopsychology
/Neuroscience

Sensation

Consciousness

COGNITIVE

Perception

Thinking

Intelligence

Memory

DEVELOPMENTAL

Learning

Lifespan
Development

SOCIAL & PERSONALITY

Social

Personality

Emotion

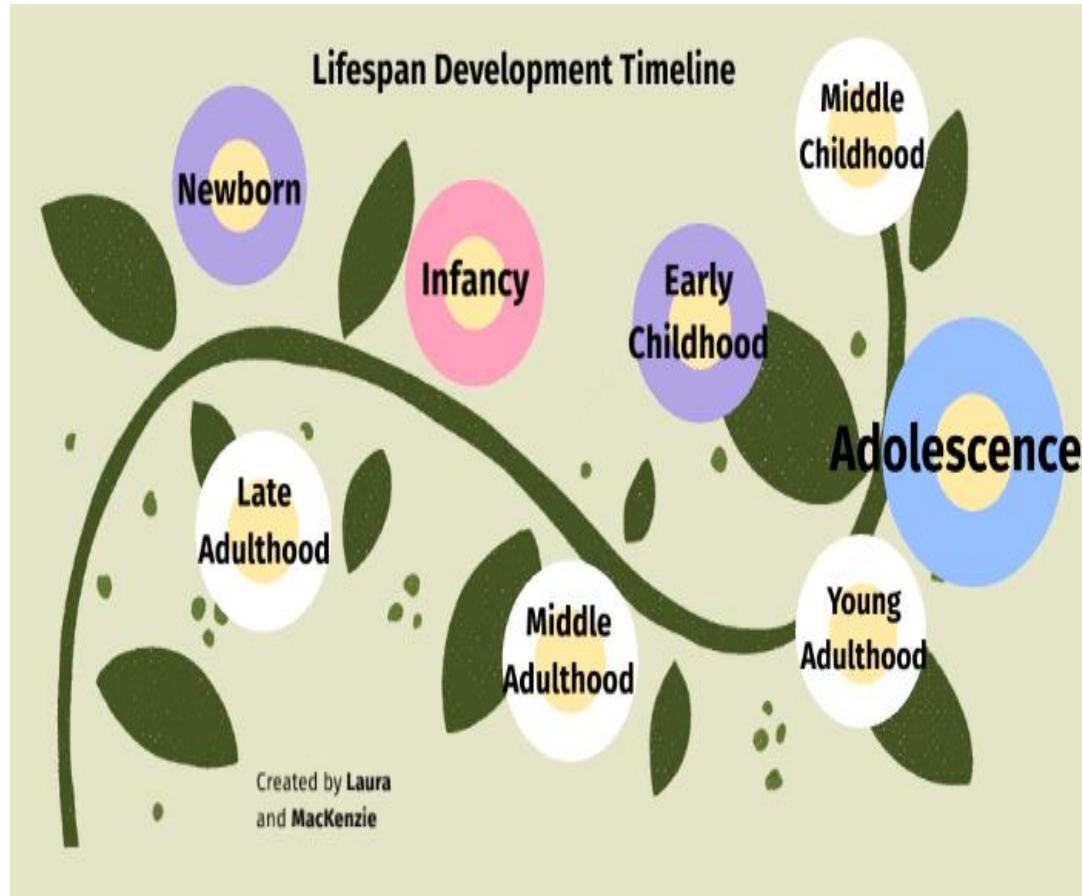
Motivation

MENTAL & PHYSICAL HEALTH

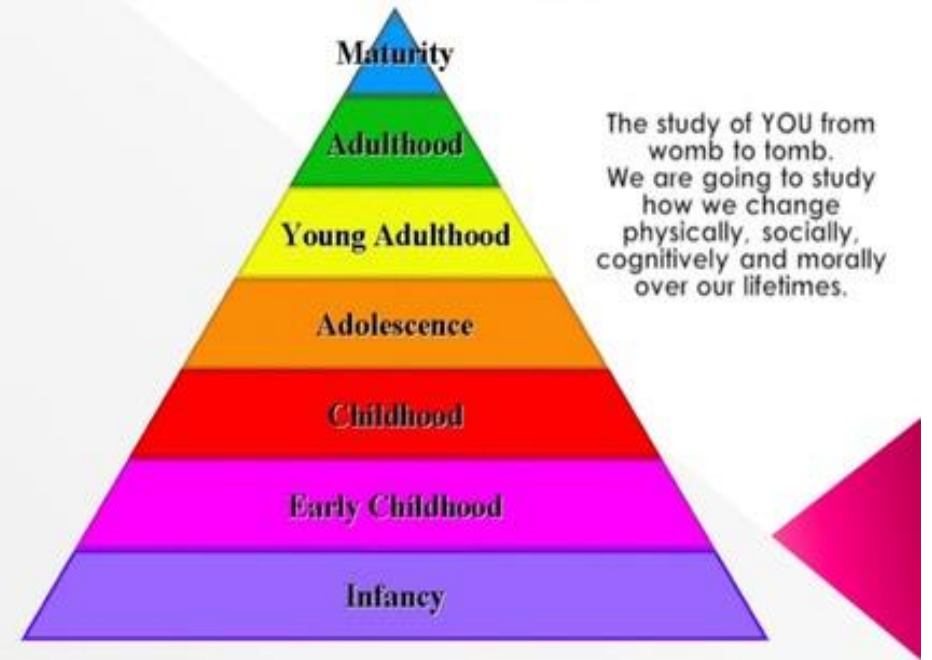
Abnormal

Therapies

Stress,
Lifestyle, and
Health



Developmental Psychology



In The Nature Versus Nurture Question Behavior Is Primarily Defined By Nurture

**People Are Not Born
With Problematic
Behavior They Are
Taught It OR Not
Taught Coping
Mechanisms**

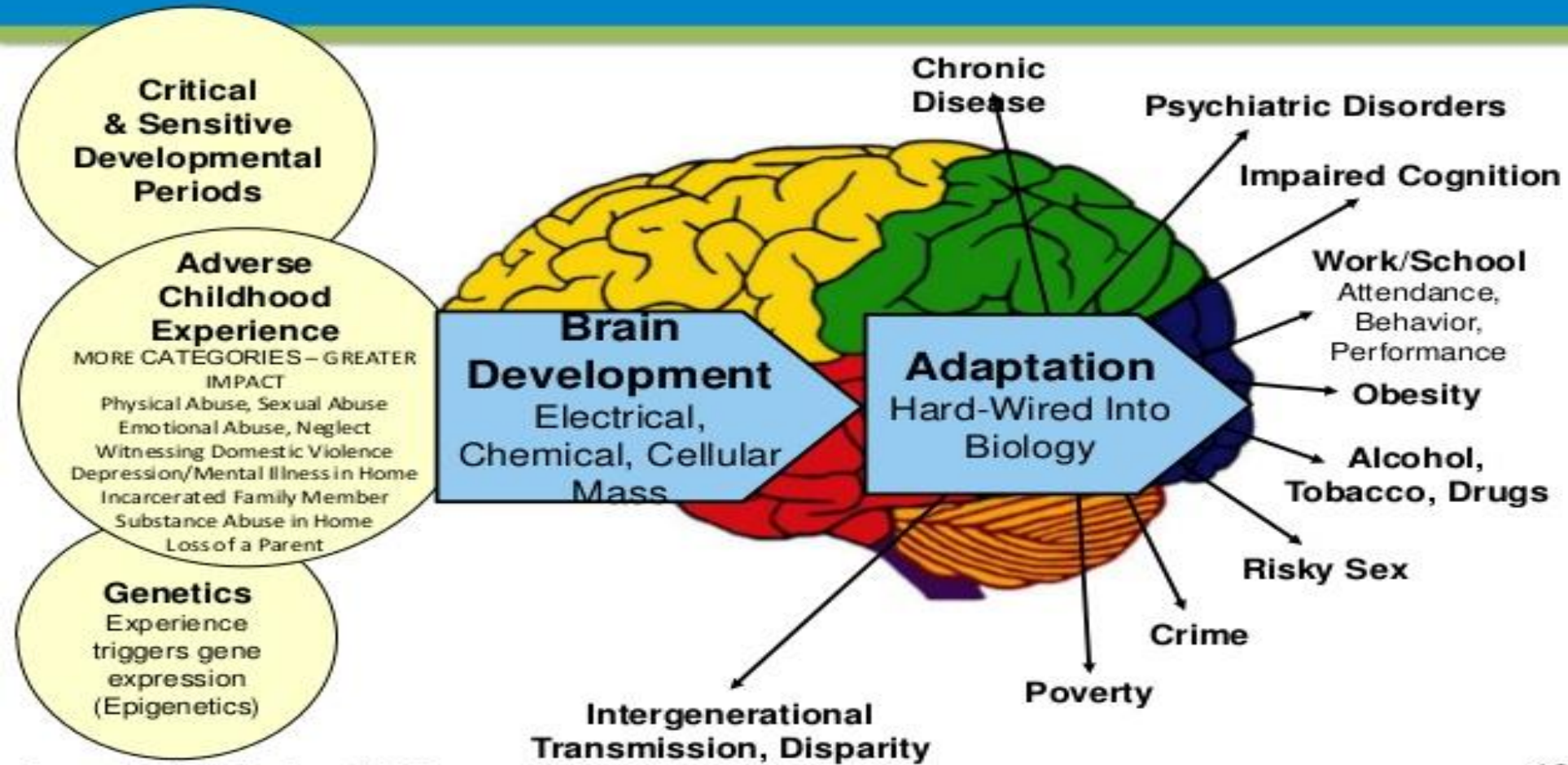


From The Moment of Our Birth

- **We begin weaving the tapestry of our lives**
- **Many holes will occur when we encounter challenges**
- **Some holes will be large and cause permanent vulnerability to the tapestry**
- **Some will be smaller and will cause no noticeable damage**
- **In each case, we will choose whether to move on and keep “weaving” or to stop the tapestry’s growth at the point of the damage**
- **This choice is usually decided by the amount of pain versus the presence of coping skills; behavior is the demonstration of this**



Lifespan Impacts of ACEs



Source: Family Policy Council, 2012

Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



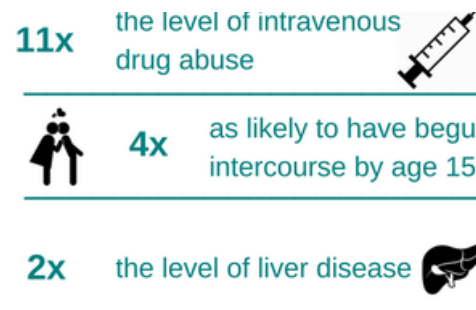
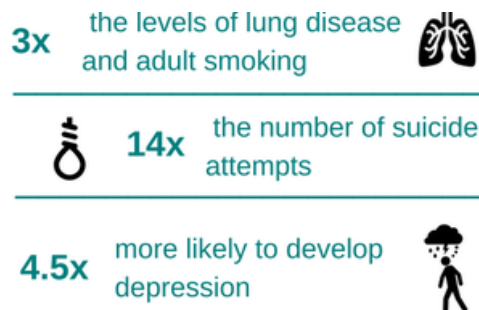
People with 6+ ACEs can die

20 yrs

earlier than those who have none



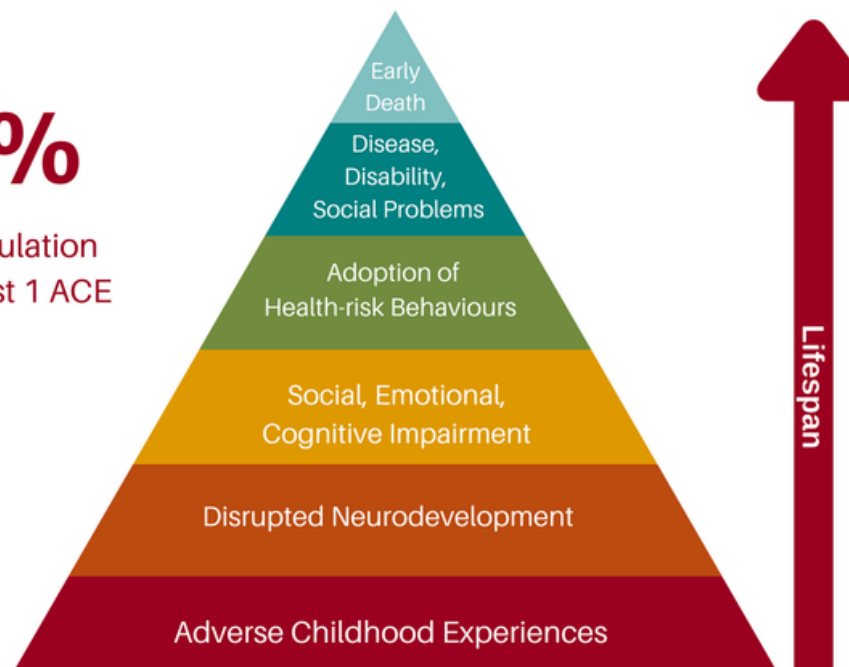
1/8 of the population have more than 4 ACEs



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE





**Developmental Stage that Transitions the
Child to an Adult**


Adolescence

**Age Range is between 10 – 24 and referred
to as “teenagers,” “adolescents,”
“youth,” and “young people”**

Adolescence



Adolescence is defined as the transition from childhood to adulthood or the psychological, social and emotional changes that accompany puberty

A photograph of a bridge at night, illuminated with vibrant, multi-colored neon lights (red, orange, yellow, green, blue, and purple) that create a rainbow-like reflection on the water below. The bridge has a curved arch design. The background is dark, suggesting a night sky.

Adolescence is the Developmental Bridge Between Childhood and Adulthood

**One of the Most Important Tasks of
This Maturation Phase is the
Transition From Concrete
(Black/White) Thinking
to Abstract Thinking (Shades of
Grey)**

**This Includes Being Able To Predict
Outcomes of Choices **BEFORE** They
Are Made**

**Focus is Upon Developing Adult
Coping Skills and Abstract Problem
Solving in Varying Situations**



CONCRETE THOUGHT:
The Statue of Liberty



ABSTRACT THOUGHT:
Freedom, Justice, Liberty



Developmental Milestones

- **Biological Changes**
- **Intellectual Development**
- **Cognitive Development**
- **Social Development**
- **Identity Formation**
- **piritual Connection**

**Emotionally
Vulnerable Is
Predominant
In
Adolescence**

**Transition
From
Childhood
Dependence
To Adult
Independence**



**Escalates Quickly
Has Emotional Insensitivity
Peaks At A Higher Emotional Level
Is Slow To Return To Baseline**

Crisis Survival Skills

What is a crisis?

- High stress situations with the POTENTIAL for very NEGATIVE outcomes
- Crises are short-term
- Crises create intense pressure for QUICK RESOLUTION



DBT Distress Tolerance The **STOP** Skill

Stop
Take a step back
Observe
Proceed

I CAN'T
STAND IT!

Crisis Survival Skills

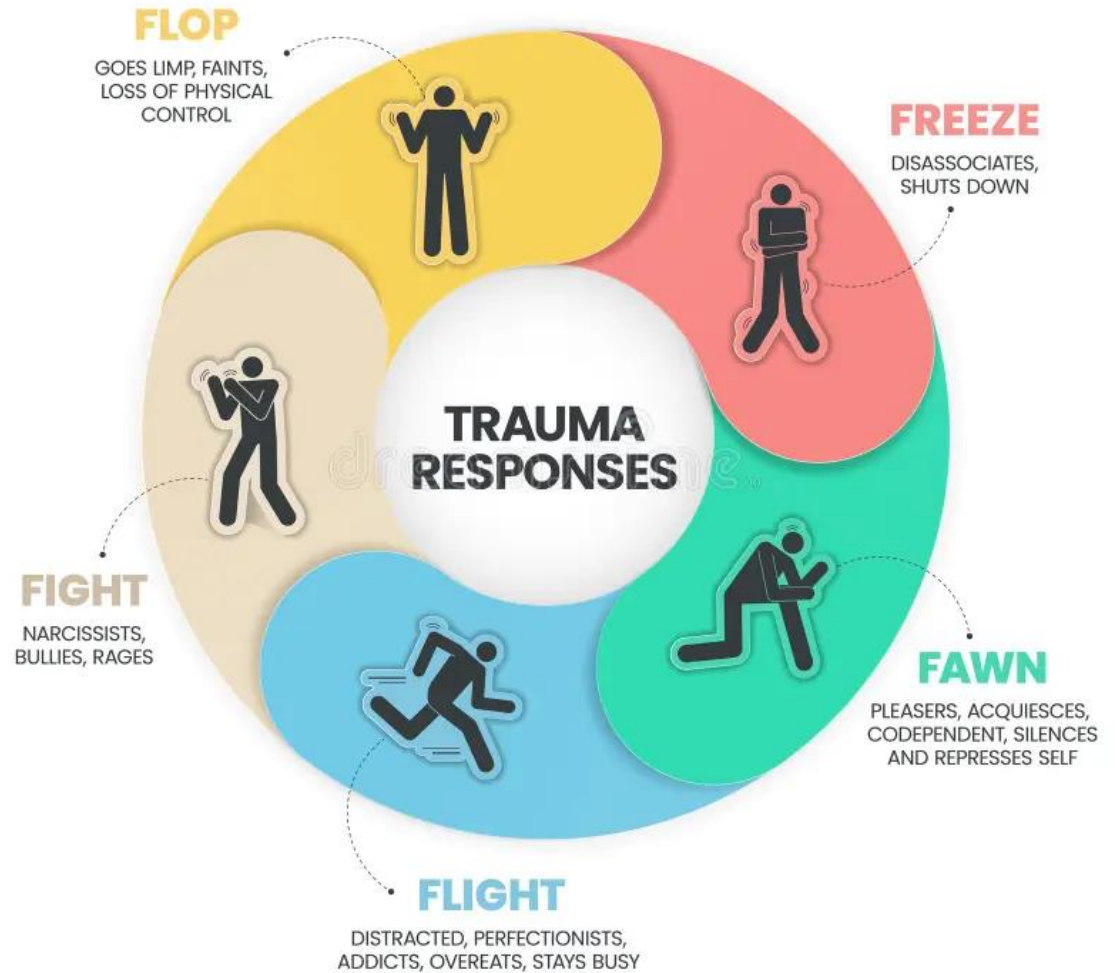
Thriving versus surviving thinking is a combination of fight/flight/freeze biochemistry and environmental experiences

To overcome impulsive "threat response" behaviors, individuals must learn skills that postpone immediate reactions to allow for thinking processes for better choices

Coping Skills are often thought of as a menu of skills to be taught in the same way to everyone. That is why

"assertiveness training" and "anger management" groups don't work for many

Coping skills are part of, and affected by, a person's psychological make up, personality traits, and environmental experiences



Maslow's Hierarchy of Needs

Self-actualization

morality,
creativity,
spontaneity,
problem solving,
lack of prejudice,
acceptance of facts

Esteem

self-esteem,
confidence, achievement,
respect of others, respect by others

Love/Belonging

friendship, family, sexual intimacy

Safety

security of body, of employment, of resources,
of morality, of the family, of health, of property

Physiological

breathing, food, water, sex, sleep, homeostasis, excretion

THRIVING
Better Decisions
Each Day For
QUALITY of Life

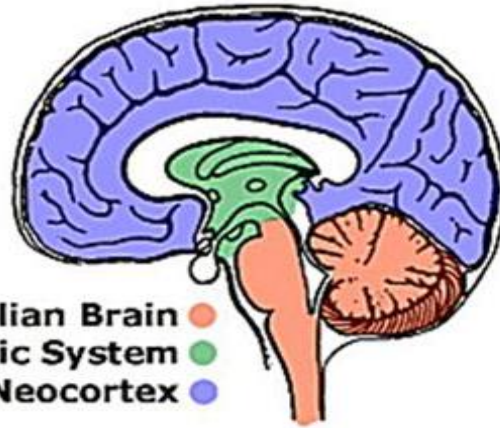
SURVIVING
Will Awake Each
Day – Focus Is
Quantity of Life

What Causes “Acting Out” Attitudes and Behaviors

**Focusing On Things You
Cannot Change Or
Control**

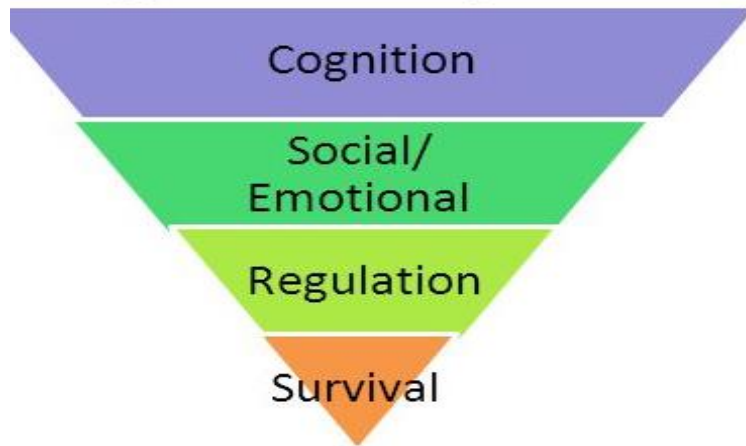
**Not Having The Skills Or
Knowledge To Change
What You Can Control**

Trauma & Brain Development

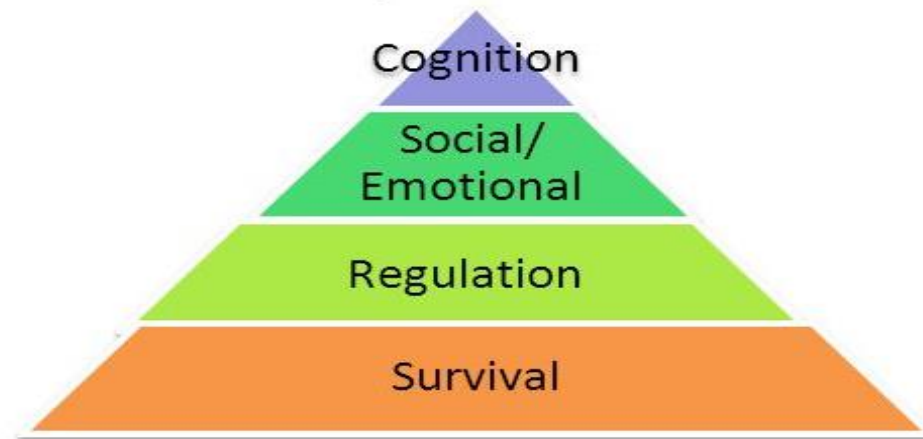


Reptilian Brain
Limbic System
Neocortex

Typical Development



Developmental Trauma



dapted from Holt & Jordan, Ohio Dept. of Education

The Vulnerable “Survival” Adolescent Brain

**The Amygdala Contributes
to:**

Impulsive Behavior

Inappropriate Behavior

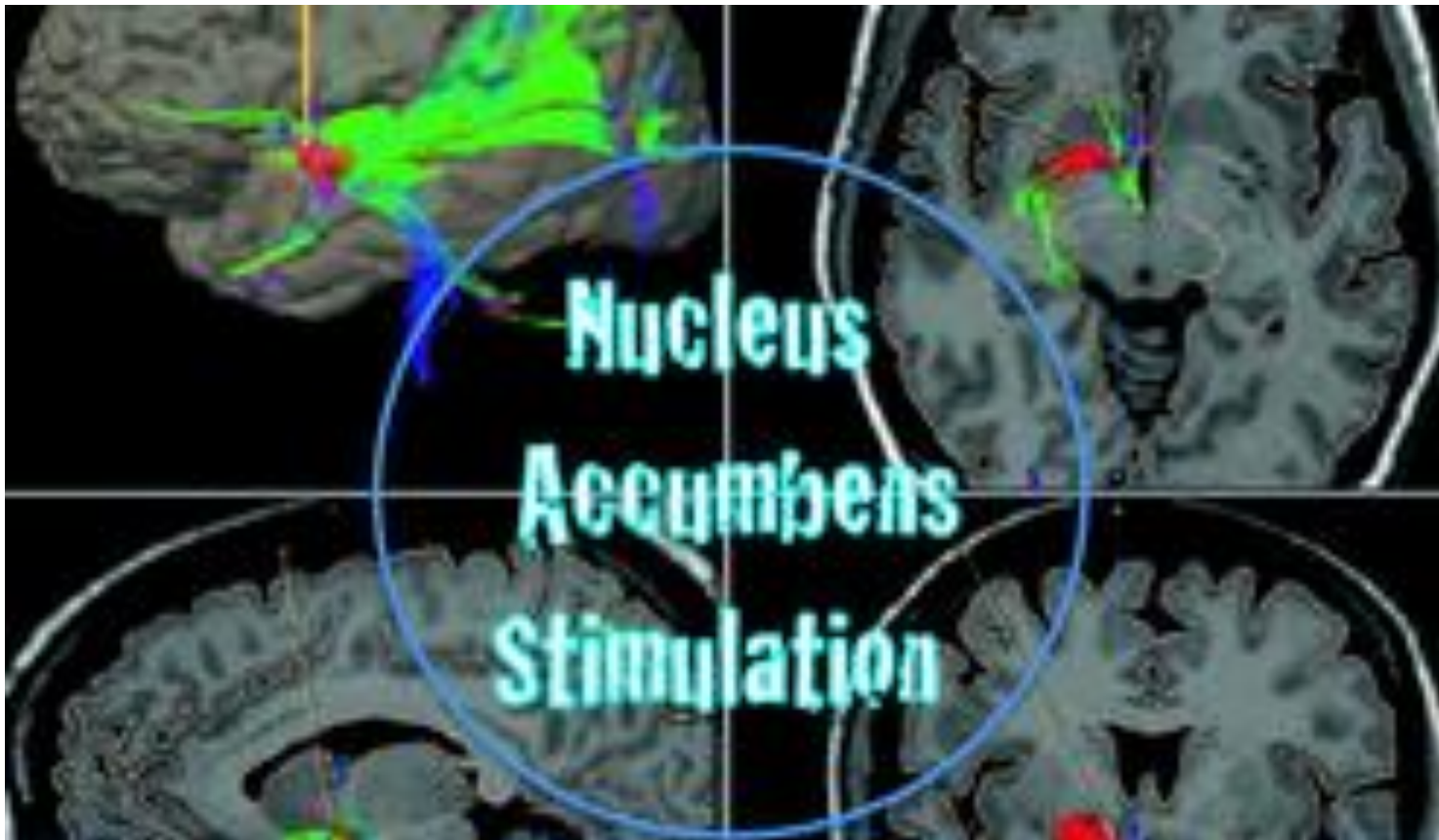
**Missed Social & Emotional
Cues**

Miscommunication

**Contributes to Rapid &
Highly Emotional
Responses**



The Vulnerable Adolescent Brain



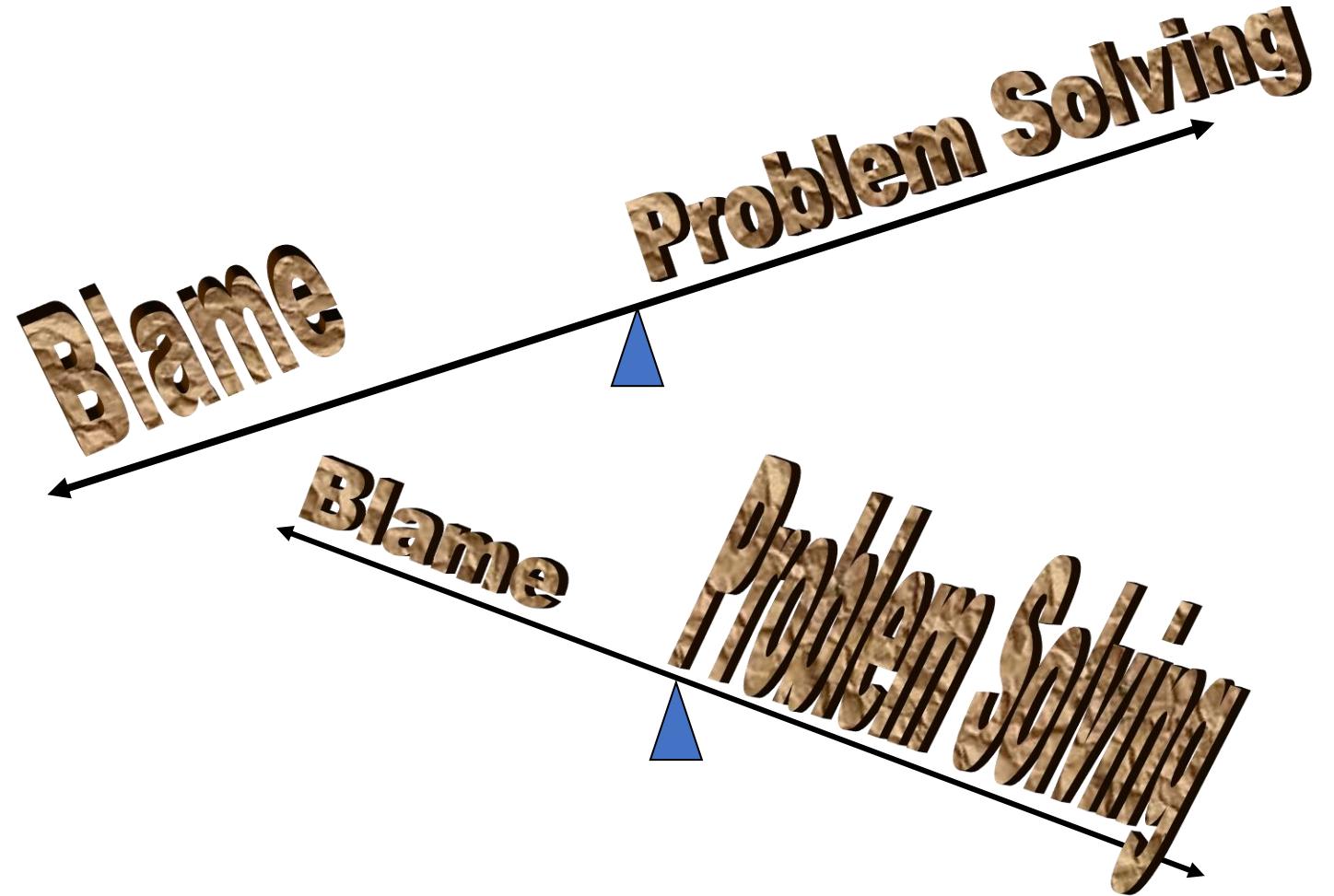
Nucleus Accumbens promotes the drive for new experiences

Seeks activities with low effort for high yield

Enhances Maturity

Pushes Away from Family to Outside World

Conflict Is A Part of Life



Therefore What Would Normally Be Processed As A Challenge By Most Is Reacted To As A Threat



A Venn diagram with three overlapping circles. The top-left circle is red and labeled 'Intelligence Quotient (IQ)'. The top-right circle is green and labeled 'Emotional Intelligence (EQ)'. The bottom circle is red and labeled 'Personality'. The circles overlap in various combinations, and a central area where all three overlap contains a simple line drawing of a smiling face. The entire diagram is set against a light gray background with a large, faint circular border.

Intelligence Quotient (IQ)

- no change
- stable over lifetime

Emotional Intelligence (EQ)

- flexible
- able to change

Personality

- doesn't change
- stable over lifetime

**Balanced performance
& decision making**

IQ

Self awareness

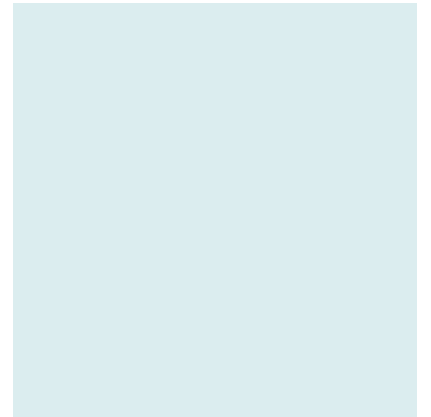
Motivation

Self management

Social skills

Empathy

EQ



Question 1:

In my group of friends, I am generally aware of how each person feels about the other people in our social circle

Strongly Agree (4)

Agree (3)

Disagree (2)

Strongly Disagree (1)



Question 2:

When I am upset, I can usually pinpoint exactly why I am distressed

Strongly Agree (4)

Agree (3)

Disagree (2)

Strongly Disagree (1)



Question 3:

Which of the following statements best describes you?

I have an easy time making friends and getting to know new people (4)

I get along well with others, but I have to really get to know someone before they become a true friend (3)

I find it difficult to meet people and make friends (2)

I cannot make friends (1)



This is what happens when you leave a vicious Rottweiler alone with two kittens



Question 4:

While there are some things that I would like to change, I generally like who I am

Strongly Agree (4)

Agree (3)

Disagree (2)

Strongly Disagree (1)



Question 5:

**When I make mistakes, I
often berate and criticize
myself and my abilities**

**Often (1)
Sometimes (2)
Rarely (3)
Almost Never (4)**

Question 6:

**I feel uncomfortable in
emotionally charged situations**

Strongly Agree (1)

Agree (2)

Disagree (3)

Strongly Disagree (4)



Question 7:

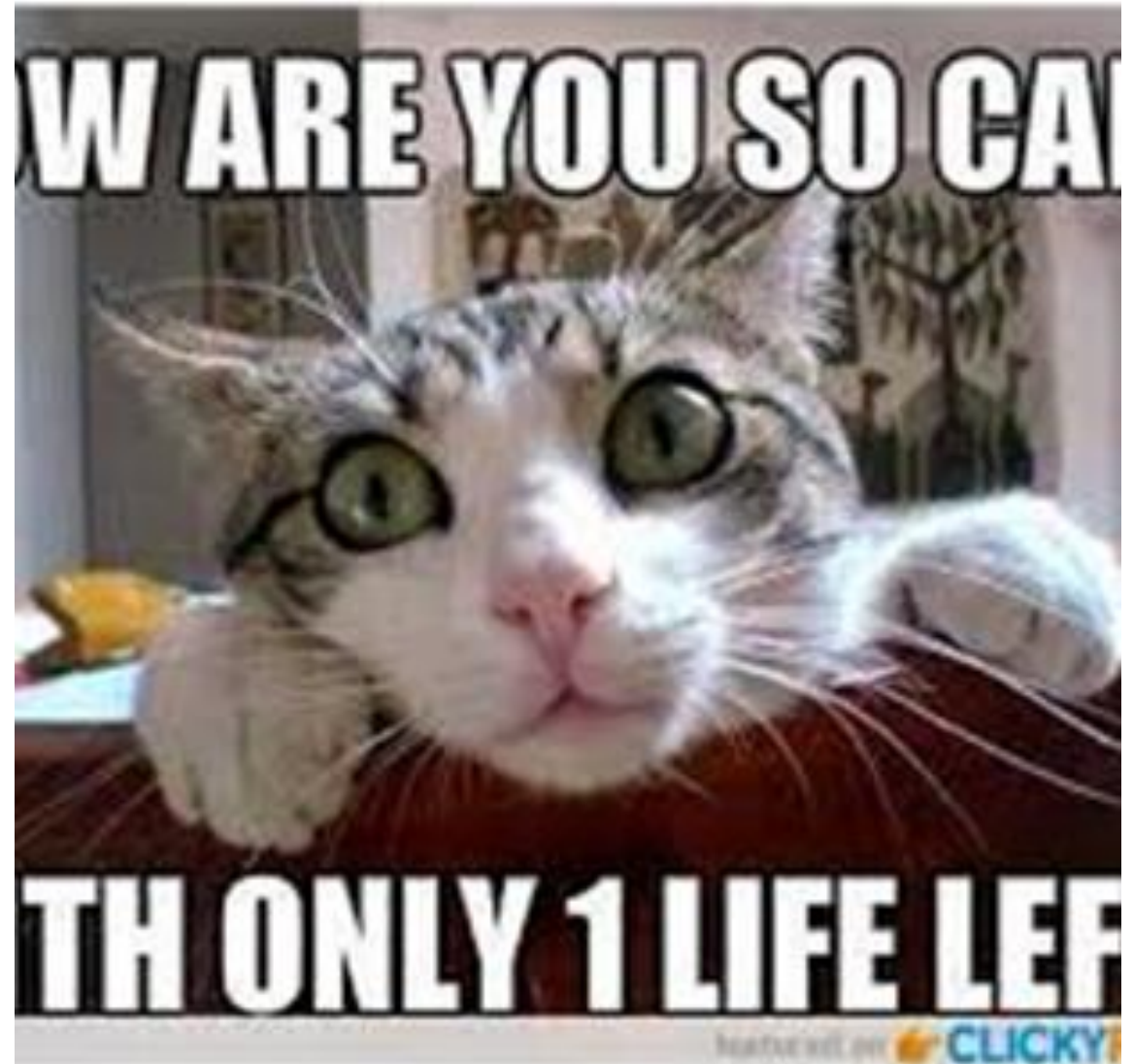
I am generally aloof and detached until I really get to know a person

Strongly Agree (1)

Agree (2)

Disagree (3)

Strongly Disagree (4)



Question 8:

**I tend to overreact
to minor problems**

Often (1)

Sometimes (2)

Rarely (3)

Almost Never (4)



Question 9:

**I tend to avoid
confrontations. When
I am involved in a
confrontation, I
become extremely
anxious**

Strongly Agree (1)

Agree (2)

Disagree (3)

Strongly Disagree (4)





Question 10:
**I feel confident about my
own skills, talents, and
abilities**

Strongly Agree (4)
Agree (3)
Disagree (2)
Strongly Disagree (1)



**The More
People I
Meet, the
More I Like
My Dog.**

Question 11:
**I would describe myself as
a good judge of character**

Strongly Agree (4)
Agree (3)
Disagree (2)
Strongly Disagree (1)

Question 12:

When I am facing an unpleasant task, I tend to:

- Make a plan and work on it a little each day (4)**
- Get it over with as soon as possible (3)**
- Put it off until the last minute (2)**
- Don't do it at all (1)**



Question 13:

During a heated argument, I am more likely to:

Stop the fight and agree to a short break before resuming the discussion (4)

Shut down and stop responding to the other person (3)

Give in and apologize in order to quickly end the argument (2)

Start insulting the other person (1)





He's close.
I can smell him.

Question 14:

**When making an
important decision, I
tend to:**

- Follow my instincts (4)**
- Rely on direction from
other people (3)**
- Go with the easiest
option (2)**
- Guess randomly (1)**

Question 15:

You have invested a lot of time and energy into a project for one of your classes. While you feel confident about your work, your instructor gives you a C+ on the project. How do you deal with this situation?

Decide the class is stupid and stop putting forth your best efforts (1)

Berate and criticize your own work (2)

Confront the professor and ask for a better grade (3)

Think about ways you could improve the project and apply these ideas to future schoolwork (4)



Question 16:

One of your best friends has suffered a miscarriage. How do you respond?

Allow your friend to express her feelings and offer your support (4)

Spend time with her, but avoid talking about her loss (3)

Convince her to go out with some friends to get her mind off it (2)

Give her some time to herself (1)



**Don't even think about it...
Don't U dare...
Don't do it!!!**



YUCK!!!

Question 17:

One of your co-workers has a habit that annoys you. The problem seems to be getting worse each day. How do you respond?

Tell your co-worker what is bothering you (4)

Make a complaint about the behavior to your supervisor (3)

Talk about your coworker behind his back (2)

Suffer in silence (1)

Pitbull Attack

Question 18:

You've been feeling stressed out at work and haven't finished projects as quickly as you should. When your boss suddenly assigns you another large project, how do you feel?

- Anxious about getting all the work done (4)**
- Overwhelmed by the task before you (3)**
- Angry that your boss hasn't noticed how overworked you are (2)**
- Depressed and sure that you can never finish it all (1)**





Scoring

- **65 – 72 High EQ**
- **57 – 64 Above Average EQ**
- **49 – 56 Average EQ**
- **48 and Lower: Below Average EQ**



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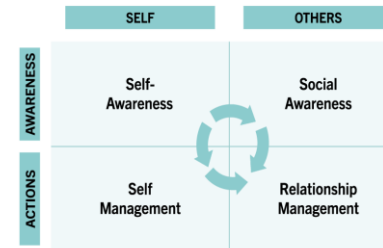


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Characteristics of People With Low EQ

- **Difficulty Apologizing**
- **Reacting Versus Responding**
- **Missing Non-verbal Cues**
- **Difficulty With Empathy**
- **Not Self-aware**
- **Hate Criticism (Don't Process Constructive Criticism)**
- **Overreacting To Emotions**
- **Ignoring Other's Feelings**
- **Blaming Others**
- **Avoiding Conversations**
- **Can't Handle Conflict**
- **Gossiping**
- **Dominating Conversations**
- **Being Judgmental**
- **Interrupting**
- **Passive Aggressiveness**
- **Holding Grudges**
- **Difficulty Keeping Friends**
- **Not Reading The Room**

4 Core Competencies of Emotional Intelligence



Characteristics of a low EQ Person

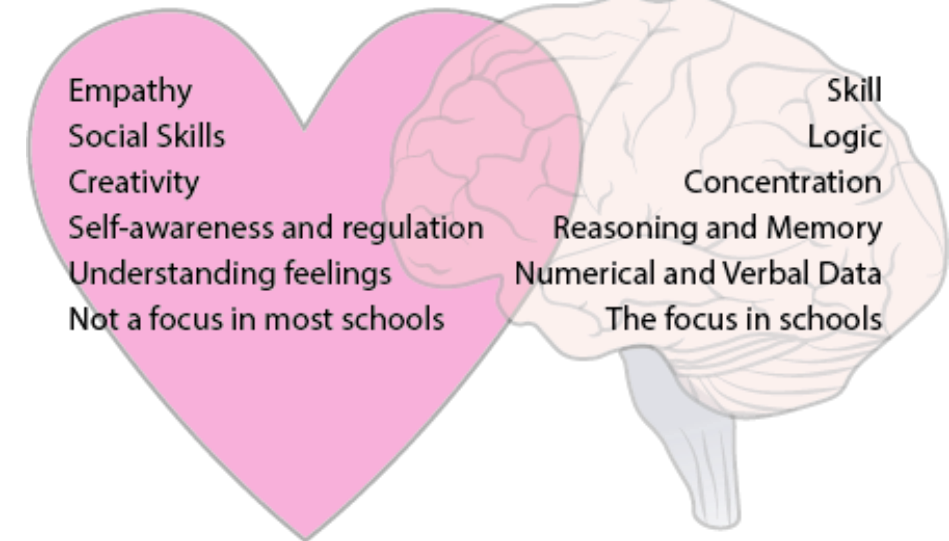
"If only I had a different job"
 "If only I had finished graduation"
 "If only I had been handsome/beautiful ..."
 "If only my spouse had stopped drinking ..."
 "If only I had been born rich and famous..."
 "If only I had good contacts..."
 "If only I had better friends ..."
 "If only I had married someone else ..."

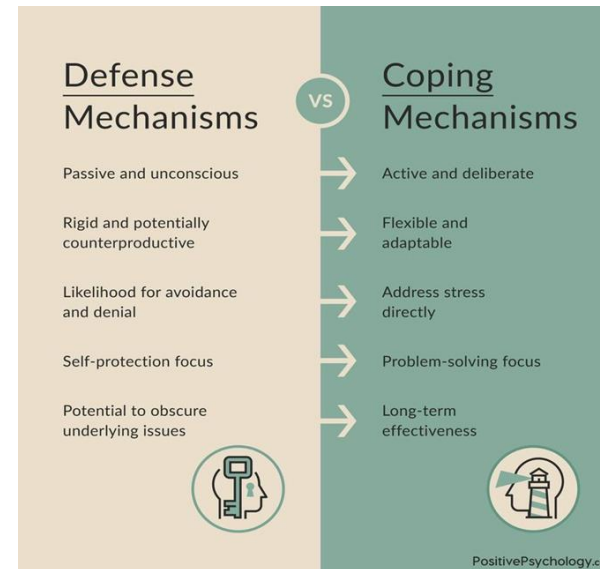
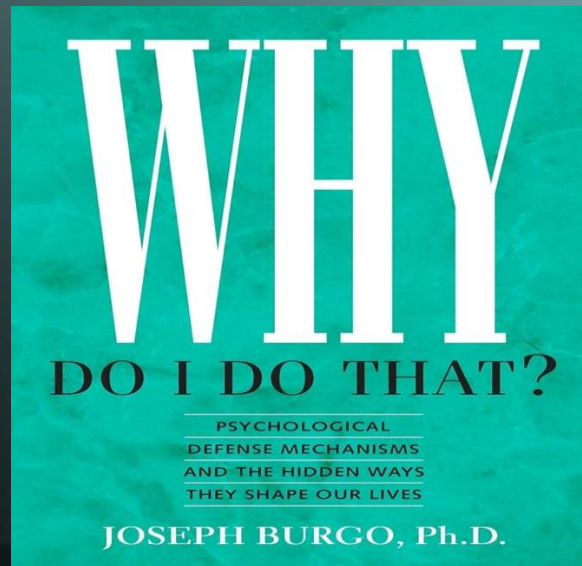


EQ

vs.

IQ





Coping Mechanisms and Defense Mechanisms

HOW ARE COPING MECHANISMS AND DEFENSE MECHANISMS DIFFERENT?

Some may confuse [defense mechanisms](#) with coping mechanisms. Although these two concepts share some similarities, they are, in fact, different.

Defense mechanisms mostly occur at an [unconscious](#) level, and people are generally unaware they are using them. One's use of coping mechanisms, on the other hand, is typically conscious and purposeful.

Coping mechanisms are used to manage an external situation that is creating problems for an individual. Defense mechanisms can change a person's internal psychological state.

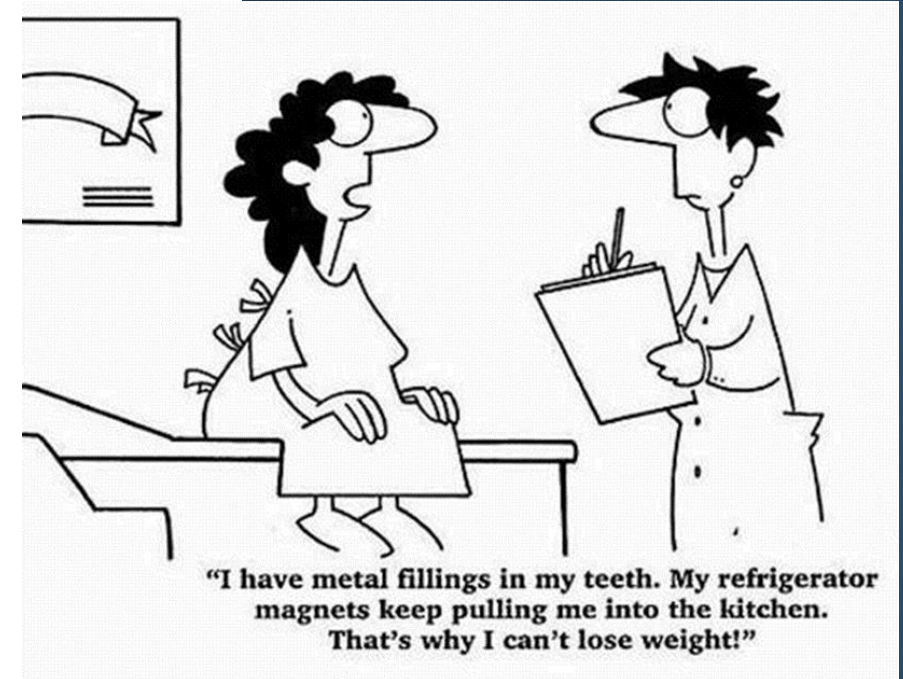
DEFENSE MECHANISMS

How do defense mechanisms work?

The purpose of ego defense mechanisms is to protect the mind/self/ego from anxiety and/or social sanctions and/or to provide a refuge from a situation with which one cannot currently cope

Why do people use these defense mechanisms?

In order to deal with conflict and problems in life, Defense mechanisms operate at an unconscious level and help ward off unpleasant feelings (i.e. anxiety) or make good things feel better for the individual.



PRIMITIVE DEFENSE MECHANISMS

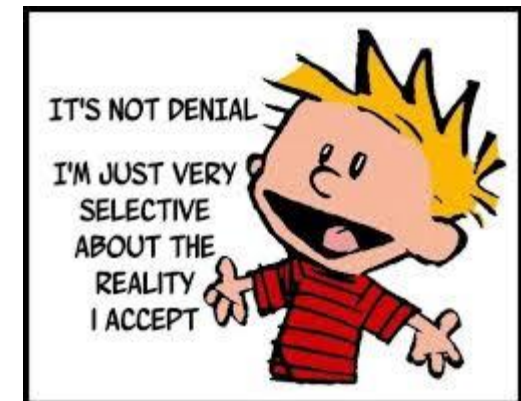
Denial

Denial is the refusal to accept reality or fact, acting as if a painful event, thought or feeling did not exist

It is considered one of the most primitive of the defense mechanisms because it is characteristic of early childhood development

Many people use denial in their everyday lives to avoid dealing with painful feelings or areas of their life they don't wish to admit

For instance, a person who is an alcoholic will often simply deny they have a drinking problem, pointing to how well they function in their job and relationships



PRIMATIVE DEFENSE MECHANISMS

Regression

Regression is the reversion to an earlier stage of development in the face of unacceptable thoughts or impulses

For an example, an adolescent who is overwhelmed with fear, anger and growing sexual impulses might become clingy and start exhibiting earlier childhood behaviors he has long since overcome, such as bedwetting

An adult may regress when under a great deal of stress, refusing to leave their bed and engage in normal, everyday activities





PRIMITIVE DEFENSE MECHANISMS

Acting Out

Acting Out is performing an extreme behavior in order to express thoughts or feelings the person feels incapable of otherwise expressing

Instead of saying, "I'm angry with you," a person who acts out may instead throw a book at the person, or punch a hole through a wall

When a person acts out, it can act as a pressure release, and often helps the individual feel calmer and peaceful once again

For instance, a child's temper tantrum is a form of acting out when he or she doesn't get his or her way with a parent

Self-injury may also be a form of acting-out, expressing in physical pain what one cannot stand to feel emotionally

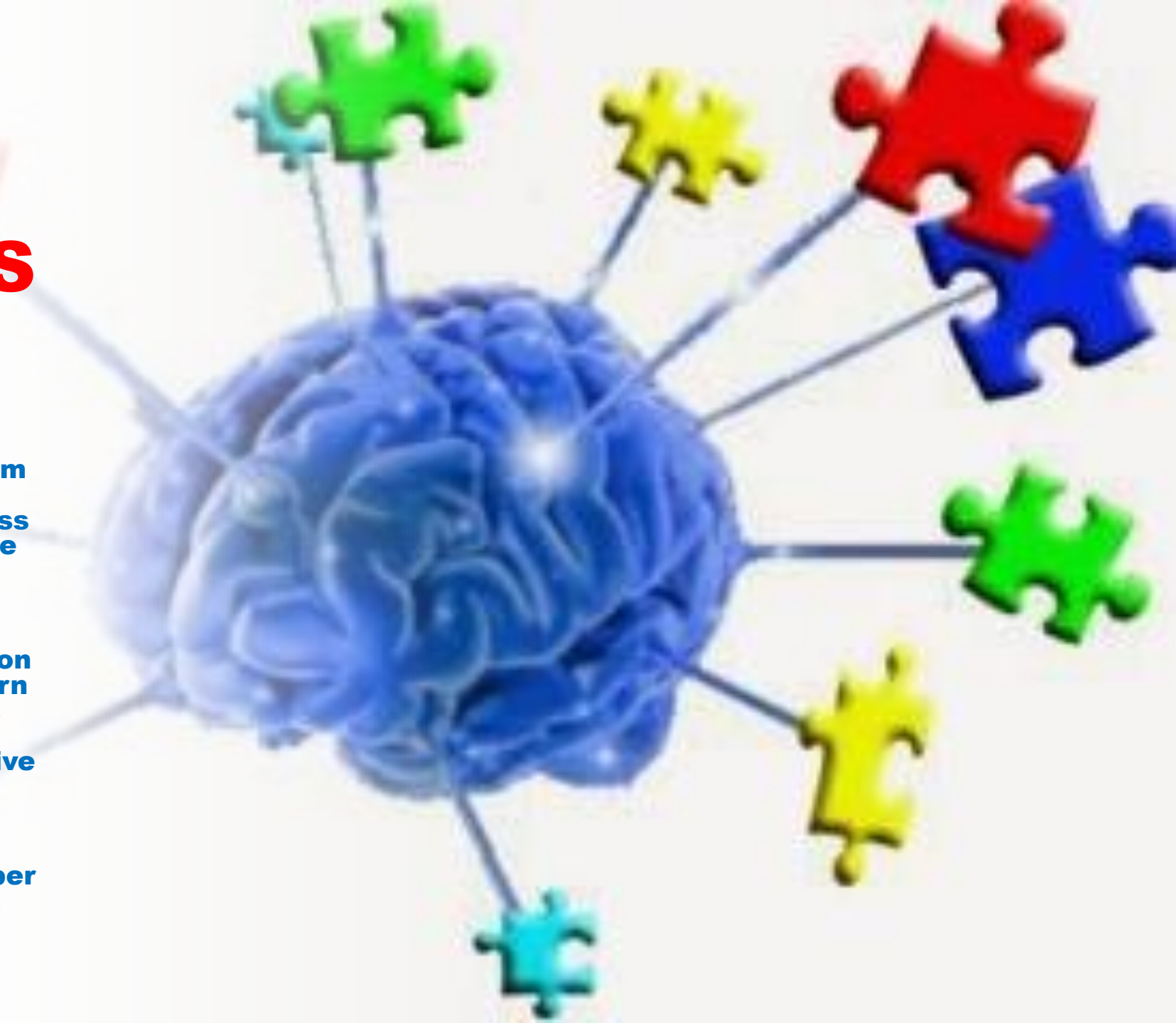
PRIMITIVE DEFENSE MECHANISMS

Compartmentalization

Compartmentalization is a lesser form of dissociation, wherein parts of oneself are separated from awareness of other parts and behaving as if one had separate sets of values

An example might be an honest person who cheats on their income tax return and keeps their two value systems distinct and un-integrated while remaining unconscious of the cognitive dissonance

“I follow a ‘Code of Honor’ as a member of the military except when I drink underage and drink and drive”



PRIMITIVE DEFENSE MECHANISMS



Projection

Projection is the misattribution of a person's undesired thoughts, feelings or impulses onto another person who does not have those thoughts, feelings or impulses

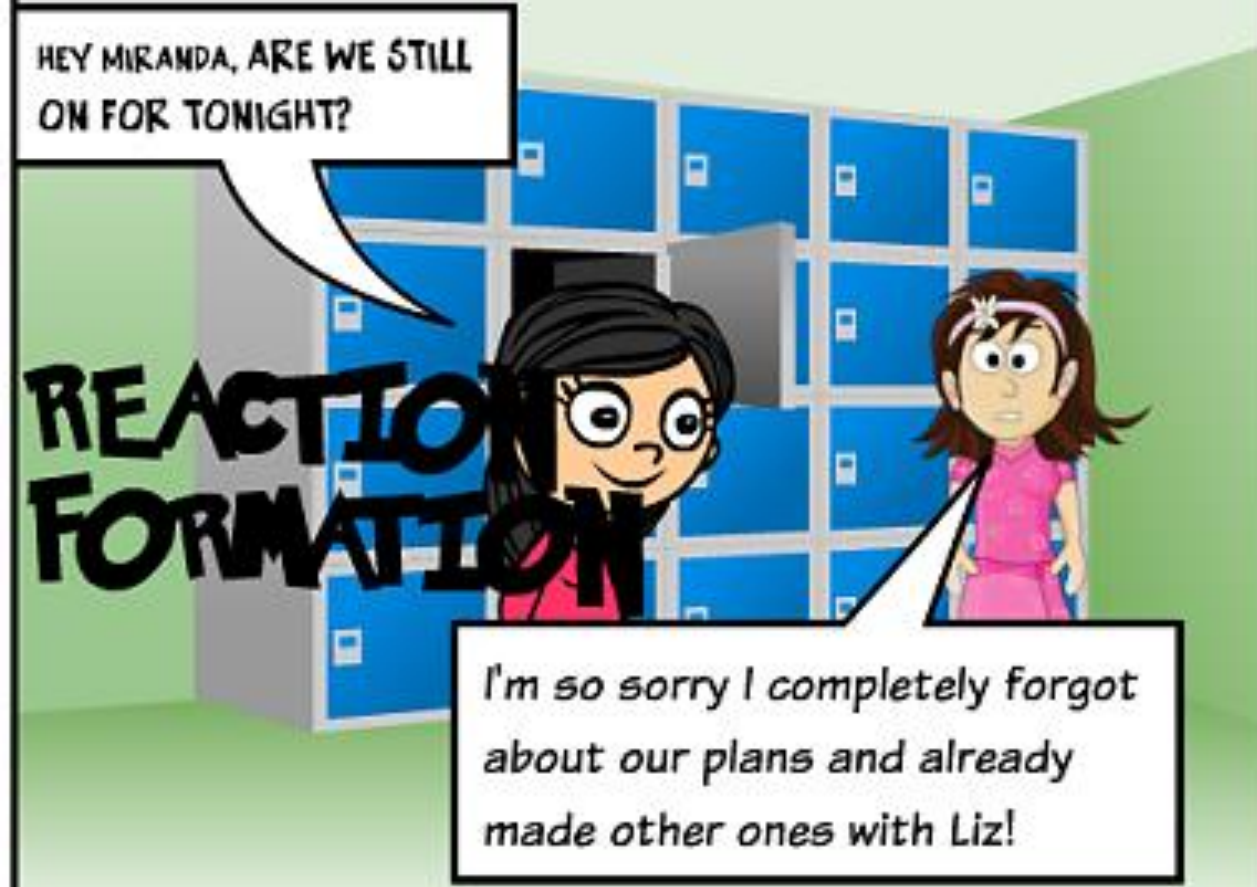
Projection is used especially when the thoughts are considered unacceptable for the person to express, or they feel completely ill at ease with having them



For example, a spouse may be angry at their significant other for not listening, when in fact it is the angry spouse who does not listen

Projection is often the result of a lack of insight and acknowledgement of one's own motivations and feelings





PRIMITIVE DEFENSE MECHANISMS

Reaction Formation

Reaction Formation is the converting of unwanted or dangerous thoughts, feelings or impulses into their opposites

For instance, a woman who is very angry with her boss and would like to quit her job may instead be overly kind and generous toward her boss and express a desire to keep working there forever

She is incapable of expressing the negative emotions of anger and unhappiness with her job, and instead becomes overly kind to publicly demonstrate her lack of anger and unhappiness

Coping Mechanisms

**Are Resources That
Are Both Internal and
External**

**Can Include Skills,
Knowledge,
Personality Traits**

**Can Be Innate or
Learned**

**Can Be Beneficial or
Problematic**

**It's About Can The
Person (Capability)
Rather Than Are They
(Choice)**





A Venn diagram consisting of three overlapping circles. The left circle is blue and labeled 'REASONABLE MIND'. The right circle is pink and labeled 'EMOTION MIND'. The central intersection of all three circles is purple and labeled 'WISE MIND'. Each circle contains a descriptive sentence below its title.

REASONABLE MIND

**FACTS AND LOGIC ARE IN
CONTROL WITHOUT
EMOTIONS, SUCH AS LOVE**

WISE MIND

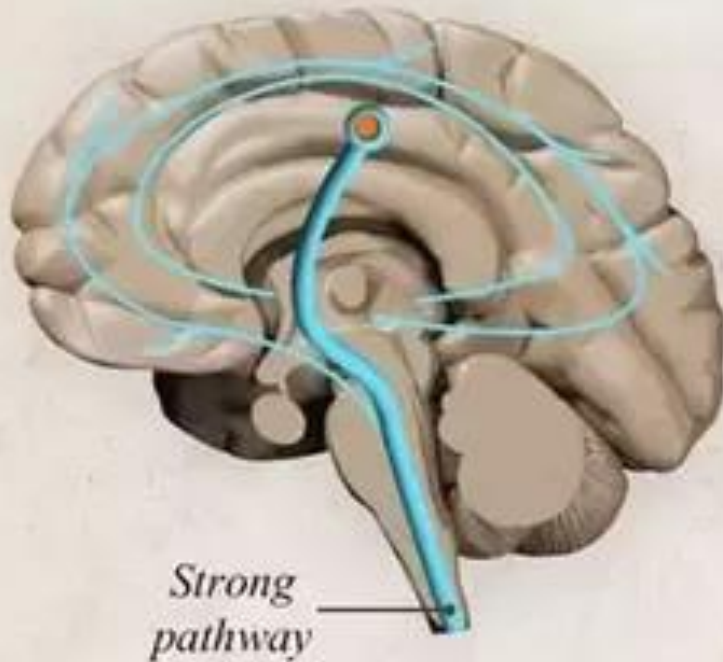
**KNOWLEDGE, EXPERIENCE,
COMMON SENSE**

EMOTION MIND

**EMOTIONS CONTROL
THINKING AND BEHAVIOUR
WITHOUT REASON**

Pathways

Neural pathways **connect relatively distant areas of the brain or nervous system**, each pathway is associated with a particular action or behavior.



Every time we think, feel or do something, we **strengthen this pathway**. **Habits are travelled pathways** – our brain finds these things easy to do.

Neuroplasticity



New thoughts and skills **carve out new pathways**.



Repetition and practice **strengthen these pathways**, forming new habits.



Old pathways **get used less and weaken**.

With **repeated and direct attention** towards a desired change, we all have the ability to **rewire our brain**.

LESS PRIMATIVE DEFENSE MECHANISMS

Repression

Repression is the unconscious blocking of unacceptable thoughts, feelings and impulses

The key to repression is that people do it unconsciously, so they often have very little control over it

“Repressed Memories” are memories that have been unconsciously blocked from access or view

Because memory is very malleable and ever-changing, it is not like playing back a DVD of your life

The DVD has been filtered and even altered by your life experiences, even by what you’ve read or viewed





LESS PRIMITIVE DEFENSE MECHANISMS

Displacement

Displacement is the redirecting of thoughts feelings and impulses directed at one person or object but taken out upon another person or object.

People often use displacement when they cannot express their feelings in a safe manner to the person they are directed at.

The classic example is the man who gets angry at his boss but can't express his anger to his boss for fear of being fired. He instead comes home and starts an argument with his wife.

The man is redirecting his anger from his boss to his wife.

LESS PRIMATIVE DEFENSE MECHANISMS

Intellectualization

Intellectualization is the overemphasis on thinking when confronted with an unacceptable impulse, situation or behavior without employing any emotions whatsoever to help mediate and place the thoughts into an emotional, human context

Rather than deal with the painful associated emotions, a person might employ intellectualization to distance themselves from the impulse, event or behavior

For instance, a person who has just been given a terminal medical diagnosis, instead of expressing their sadness and grief, focuses instead on the details of all possible medical procedures



*I failed because
my teacher
HATES ME*

Rationalization

LESS PRIMITIVE DEFENSE MECHANISMS

Rationalization is putting something into a different light or offering a different explanation for one's perceptions or behaviors in the face of a changing reality

For instance, a woman who starts dating a man she really, really likes and thinks the world of is suddenly dumped by the man for no reason

She reframes the situation in her mind with, "I suspected he was a loser all along"

LESS PRIMATIVE DEFENSE MECHANISMS



Undoing



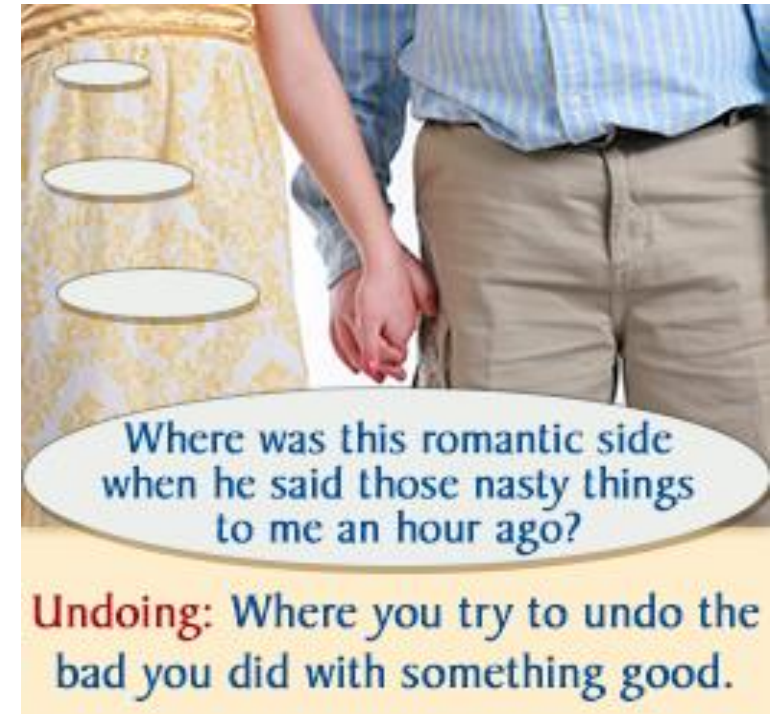
Undoing is the attempt to take back an unconscious behavior or thought that is unacceptable or hurtful



For instance, after realizing you just insulted your significant other unintentionally, you might spend then next hour praising their beauty, charm and intellect



By “undoing” the previous action, the person is attempting to counteract the damage done by the original comment, hoping the two will balance one another out



Stage of Coping Development

Dependent/Unaware

Individuals rely on others and are not aware of their own status and needs



Stage of Coping Development

Dependent/Aware

Individuals rely on others but are aware of their own status and needs



Your Problem

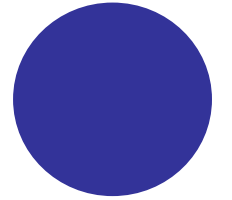


Our Solutions

Stage of Coping Development

Independent/Aware

***Individuals rely on
self and are aware of
his/her own status
and needs***





Stage of Coping Development

Interdependent/Aware

Individuals rely on self and others in a mutual exchange of beneficial support, trust, and sharing of resources

Four Skill Sets For Four Different Problems (DBT)

Mindfulness:
**for confusion and lack of focus or
attention**

Distress Tolerance:
for acting without thinking; impulsivity

Emotion Regulation:
**for intense mood changes with little
control**

Interpersonal Effectiveness:
**for saying “no”, asking for what you
want and managing relationships
better**

Four Areas Of Emotional Intelligence

Self Awareness	Self Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> *Know your story & how it affects you *Make peace with your past *Know your beliefs, your emotions & your behavior patterns *Know your relationship patterns 	<ul style="list-style-type: none"> *Learn skills for breathing & relaxation *Complete your basic emotional healing work *Learn skills for soothing & motivating yourself *Maintain healthy eating & exercise 	<ul style="list-style-type: none"> *Understand nonverbal social signals *Develop a positive view of others *Understand basic human emotional needs *Understand "games" & personal integrity 	<ul style="list-style-type: none"> *Develop skills for reflective listening & empathy *Learn skills for healthy assertiveness *Learn conflict resolution skills *Develop skills for support & affirmation of others

ACCEPTANCE

MINDFULNESS

Being aware of the present moment without judgement

DISTRESS TOLERANCE

Managing a crisis without worsening the situation, accepting reality as it is

CHANGE

EMOTIONAL REGULATION

Understanding and reducing vulnerability to emotions, changing emotions

INTERPERSONAL EFFECTIVENESS

Getting needs met, maintaining relationships, increasing self-respect in relationships

Question:
**How much should I
change?**

Answer:
The Middle Path

- **Finding the Middle Path is about finding the balance between ACCEPTANCE and CHANGE**
- **Identify the dialectic**
 - **I am fine as I am and I need to change.**
 - **I understand your opinion and I disagree with it.**
 - **All different points of view about a situation are partly true and partly false.**
 - **I do not have all the truth, so I need to be open to what others have to say.**

I AM ENOUGH.

I am full of sparkle & compassion. I genuinely want to make the world a better place. I love hard. I practice kindness. I'm not afraid of the truth.

I am loyal, adventurous, supportive, and surprising.

I am a woman. I am enough. I make mistakes, but I own them and learn from them. Sometimes I make a lot of mistakes.

- Molly Mahar

heartrevealed.tumblr.com

Healthy Relationships



DBT INTERPERSONAL EFFECTIVENESS SKILLS:

A KEY TO HEALTHY RELATIONSHIPS



MATURE DEFENSE MECHANISMS

Suppression

SASH

Mature Defence Mechanisms



Defence Mechanism	Definition	Example
Suppression	Voluntarily pushing uncomfortable ideas or feelings out of the conscious mind	A student consciously chooses not to think about upcoming exams until a few days prior to the exams
Altruism	Negative feelings about oneself are alleviated by helping other people	A Mafia boss makes a large donation to charity
Sublimation	Replacing a socially unacceptable desire with an action that is similar, but is socially acceptable	A man who has violent thoughts decides to pursue a career as a butcher
Humour	Focusing on the humorous aspect of an uncomfortable or adverse situation	A nervous patient jokes about an upcoming operation



MATURE DEFENSE MECHANISMS

Sublimation

Sublimation is simply the channeling of unacceptable impulses, thoughts and emotions into more acceptable ones

For instance, when a person has sexual impulses they would like not to act upon, they may instead focus on rigorous exercise

Refocusing such unacceptable or harmful impulses into productive use helps a person channel energy that otherwise would be lost or used in a manner that might cause the person more anxiety

Sublimation can also be done with humor or fantasy

Humor, when used as a defense mechanism, is the channeling of unacceptable impulses or thoughts into a light-hearted story or joke

Humor reduces the intensity of a situation and places a cushion of laughter between the person and the impulses

Fantasy, when used as a defense mechanism, is the channeling of unacceptable or unattainable desires into imagination

For example, imagining one's ultimate career goals can be helpful when one experiences temporary setbacks in academic achievement

Both can help a person look at a situation in a different way, or focus on aspects of the situation not previously explored

**"Today me will live
in the moment
unless it's unpleasant
in which case
me will eat a cookie"**

Cookie Monster

VIA 9GAG.COM



MATURE DEFENSE MECHANISMS

Compensation

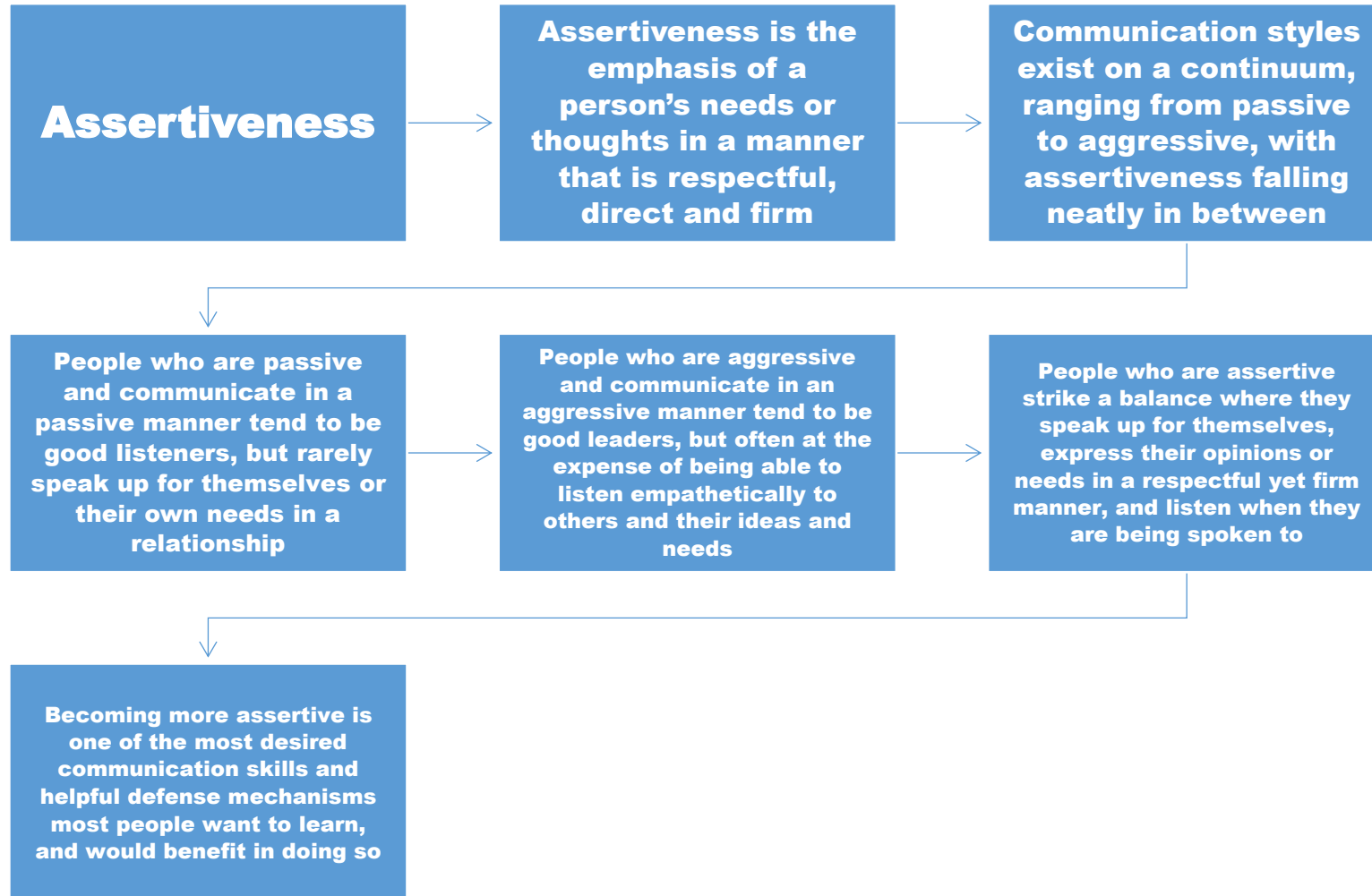
Compensation is a process of psychologically counterbalancing perceived weaknesses by emphasizing strength in other arenas

By emphasizing and focusing on one's strengths, a person is recognizing they cannot be strong at all things and in all areas in their lives

For instance, when a person says, "I may not know how to cook, but I can sure do the dishes!" they're trying to compensate for their lack of cooking skills by emphasizing their cleaning skills instead

When done appropriately and not in an attempt to over-compensate, compensation is defense mechanism that helps reinforce a person's self-esteem and self-image

MATURE DEFENSE MECHANISMS



**No one can
make you
feel inferior
without your
consent.**

Barriers To Success



Lack of Confidence: The client does not feel able to use the skill. Cues are the client has never tried to use the skill in the specified circumstances, gives many reasons for not trying, 'forgets' to use the skill, and/or cannot explain problems in using the skill (e.g. expressing feelings of defeat, fear or being overwhelmed)

Lack of Knowledge: The client does not have the information that is required to use the skill as needed. A cue is the client saying "I don't know ____"

Lack of Forethought: The client does not think beforehand about arrangements that are required to use the skill as needed. The barrier is lack of mental preparation. A cue is the client identifying lack of time or unresolved issues as the problem.

Lack of Resources: The client does not have people, places or things that are required to use the skill as needed. A cue is the client attributing the reason for the problems to 'not having something'

