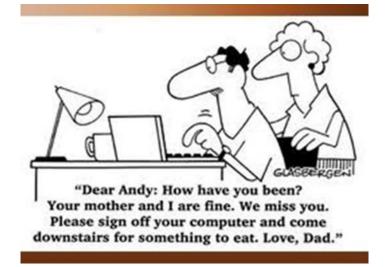
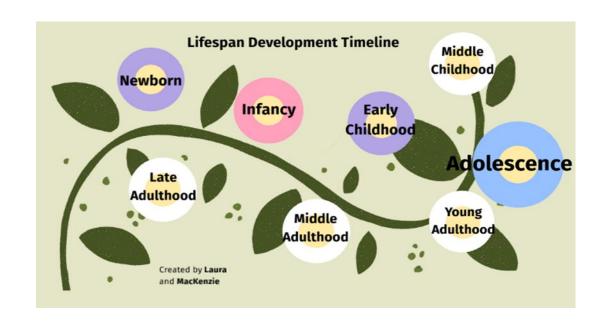
Mary-K O'Sullivan LMFT, LADC, LPC

Adolescent
Decision-making
and
Engagement
Strategies







*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 or creation of their content.

Learning Objectives

Participants will be able to state the developmental stages, and goals of each, for adolescent and young adult clients Participants will be able to state how brain development and brain chemistry contribute to the adolescent and young adult decision-making

Participants will be able to articulate an overview of the learning styles that impact the engagement and decision-making processes

Participants will be able to list the major diagnostic categories, and environmental factors, that can impact and complicate the maturation process



Personal Responsibility

People Should Be Held Accountable For Only What They Are CAPABLE Of Changing Explanation

DOES NOT = Excuse

We Stop Problem

Solving/Self-Exploration
When We Say This



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

Influential Factors

Systemic Ring:

Messages From the Larger World (TV, Movies, Social Media, Magazines, etc.)



Messages From Our World (Family, Friends, Colleagues, Community)

Intrapsychic Ring:

Internal Messages We Give Ourselves

Each of These are Responsible For Unrealistic Expectations of Ourselves and Others Based Upon Many Factors



Adolescent Context Developmental Stages

What Role Do Peers Play in the Development Process of Adolescents?

(10-14?) (15-18?) (19-25)

What Role Does School Play in the Development Process of Adolescents?

(10-14?) (15-18?) (19-25)

What Role Does Community Play in the Development Process of Adolescents?

(10-14?) (15-18?) (19-25)

What Role Does Family Play in the Development Process of Adolescents?

(10-14?) (15-18?) (19-25)





Developmental Milestones

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

ASSUMING NO LEARNING OR MENTAL HEALTH ISSUES, WE LEARN



10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we both SEE and HEAR
70% of what is DISCUSSED with others
80% of what we EXPERIENCE personally
95% of what we TEACH to someone else



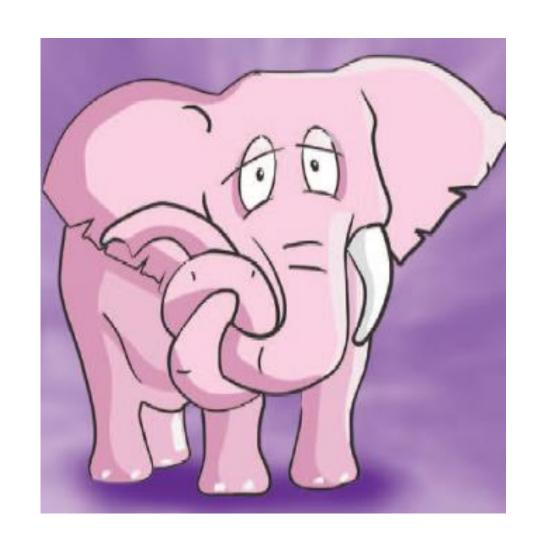


William Glasser

IF WE ARE SIMPLY TOLD INFORMATION WE FORGET

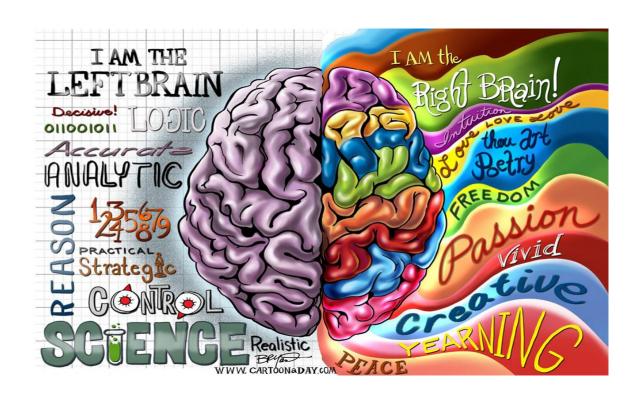
41.8% after 20 Minutes
55.8% after 1 Hour
66.3% after 24 Hours
84.6% after 6 Days
98.9% after 1 Month

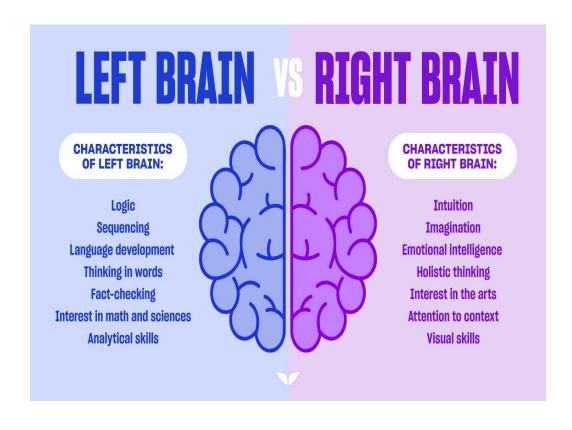
Texas Education Agency



Teaching New Skills Must Be Repetitive But Not Redundant

They Must Load To Learning Styles of Both Left and Right Brain Learners







VIDEO





CONCRETE THOUGHT:

The Statue of Liberty



ABSTRACT THOUGHT:

Freedom, Justice, Liberty





There is NO WAY magic isn't involved here!





Puberty Effects Adolescents

- Physically and psychologically the same way
- 2. Physically in the same way, but not psychologically
- 3. Physically in the same way but the age of onset has specific psychological effects
- 4. In the same way because the psychological and physical onset is the same for all adolescents



The timing of puberty is affected by

- 1. Heredity
- 2. Nutrition
- 3. Stress
- 4. All of the above

From a Cognitive Standpoint Adolescents Develop the Capacity to:

- 1. Think logically about hypothetical situations
- 2. Think about concrete relationships
- 3. Think logically about realistic situations
- 4. Relate previously unrelated thoughts



Growing a Grown-up Brain

Scientists have long thought that the human brain was formed in early childhood. But by scanning children's brains with an MRI year after year, they discovered that the brain

Gray matter: Nerve

fibers that make up

cell bodies and

the bulk of

the brain's

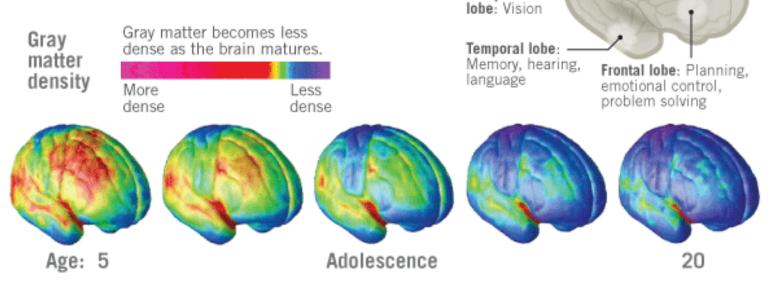
computing power.

Occipital

Parietal lobe:

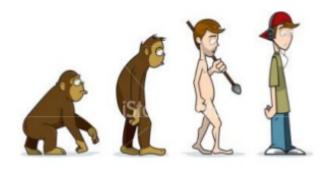
Spatial perception

undergoes radical changes in adolescence. Excess gray matter is pruned out, making brain connections more specialized and efficient. The parts of the brain that control physical movement, vision, and the senses mature first, while the regions in the front that control higher thinking don't finish the pruning process until the early 20s.



Source: "Dynamic mapping of human cortical development during childhood through early adulthood," Nitin Gogtay et al., Proceedings of the National Academy of Sciences, May 25, 2004; California Institute of Technology

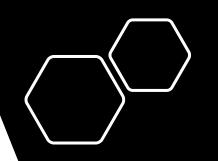
So how does the brain mature after adolescence?



There is evidence that these changes continue **WELL** after the teenage years.

In a study of young adults, the frontal lobes showed **large** changes up to the age of 30!

This suggests that frontal lobe maturation is important for **adult cognition**.



When a teenager exhibits unjustified concern about being the focus of attention of others is called

- 1. Egotistical thinking
- 2. Egocentrism
- 3. Self-consciousness
- 4. An imaginary audience





Please Remove PEER PRESSURE From Your Vocabulary

It Holds The Incorrect People Responsible

It Is A Misnomer

Desire For PEER ACCEPTANCE Is The Issue That Creates Conformity and Poor Decision-making In Groups

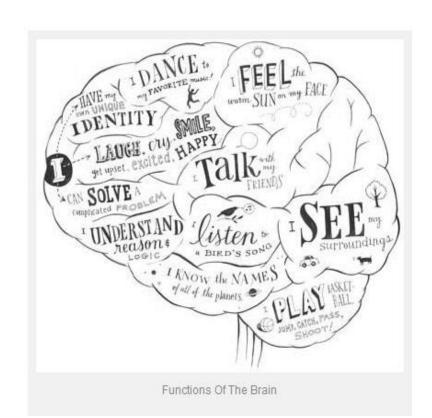
The Brain

The brain is the center of the human nervous system, controlling our thoughts, movements, memories and decisions.

The brain contains billions of nerve cells that send and receive information around the body.

The human brain is over three times as big as the brain of other mammals that are of similar body size.

Each side of the brain interacts largely with just one half of the body, but for reasons that are not yet fully understood, the interaction is with opposite sides, the right side of the brain interacts with the left side of the body, and vice versa.



The Brain

The human brain is protected by the skull (cranium), a protective casing made up of 22 bones that are joined together.

The brain of an adult human weighs around 3 pounds (1.5 kg). Although it makes up just 2% of the body's weight, it uses around 20% of its energy.

The brain is suspended in Cerebrospinal fluid, effectively floating in liquid that acts as both a cushion to physical impact and a barrier to infections.



Aggregation

This is how the brain cells are placed precisely where they need to be during the brain development process

This process can be interrupted if the mother's physical health is impacted by:

Alcohol
Drugs
Chronic Stress
(Trauma Chemistry)



Cognitive Skills of the Brain

FRONTAL LOBE

- Initiation
- · Problem solving
- Judgment
- · Inhibition of behavior
- · Planning/anticipation
- Self-monitoring
- Motor planning
- Personality/emotions
- Awareness of abilities/limitations
- Organization
- Attention/concentration
- Mental flexibility
- Speaking (expressive language)

PARIETAL LOBE

- · Sense of touch
- Differentiation: size, shape, color
- · Spatial perception
- Visual perception
 Academic skills (reading)

OCCIPITAL LOBE

- Vision
- Reading (perception and recognition of printed words)

TEMPORAL LOBE

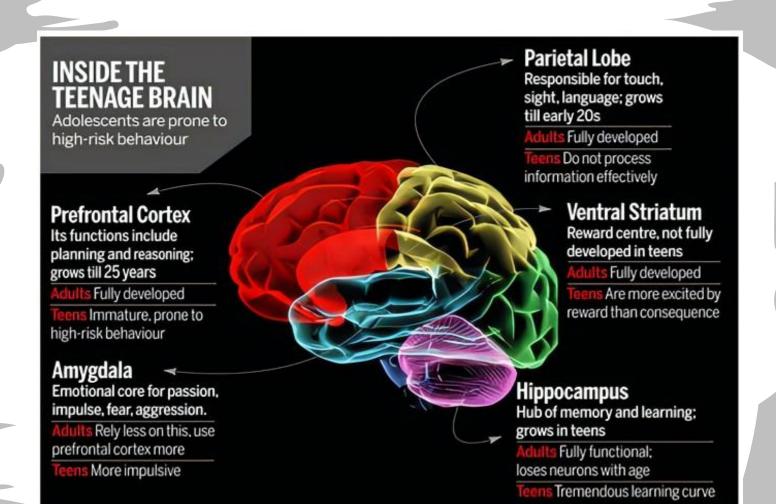
- Memory
- Hearing
- Understanding language
- (receptive language)
- Organization and sequencing
- Musical awareness

BRAIN

- Breathing
- Heart Rate
- Swallowing
- Reflexes to seeing and
- hearing (startling response)
- Controls sweating, blood pressure, digestion, tem perature (autonomic nervous system)
- Affects level of alertness
- Ability to sleep
- Sense of balance (vestibular function)

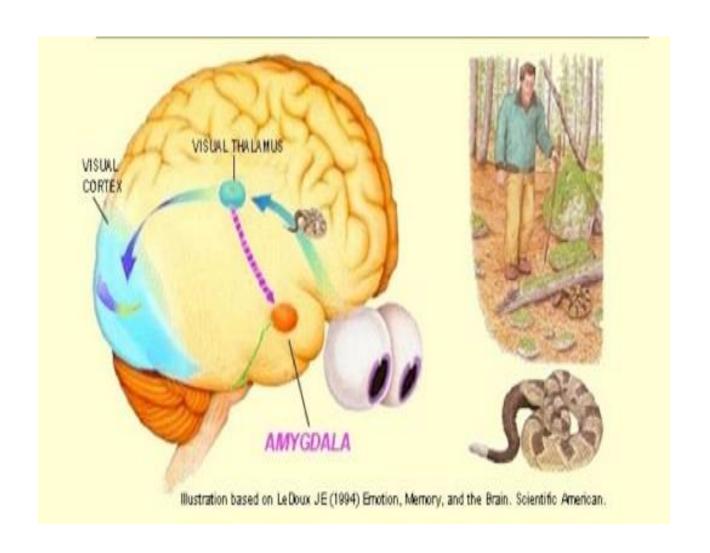
CEREBELLUM

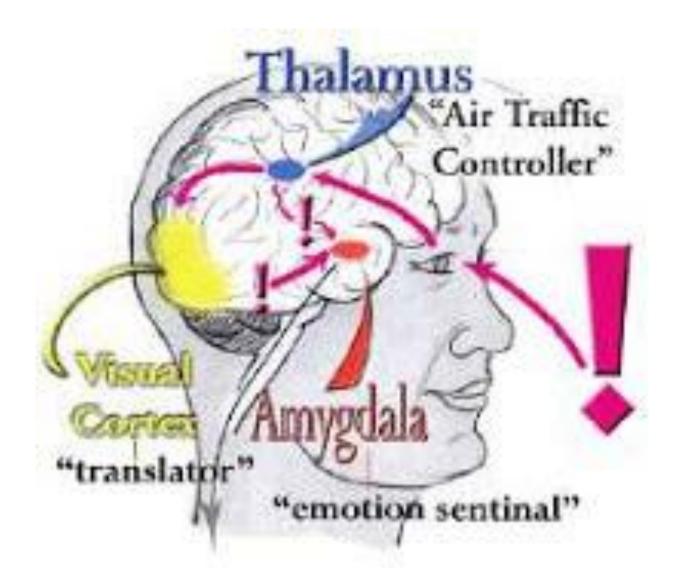
- Coordination of voluntary movement
- Balance and equilibrium
- Some memory for reflex motor acts



Amygdala

Involved in signaling the cortex of motivationally significant stimuli such as those related to reward and fear in addition to social functions such as mating.





The Vulnerable Adolescent Brain

The Amygdala Contributes to:

Impulsive Behavior

Inappropriate Behavior

Missed Social & Emotional Cues

Miscommunication

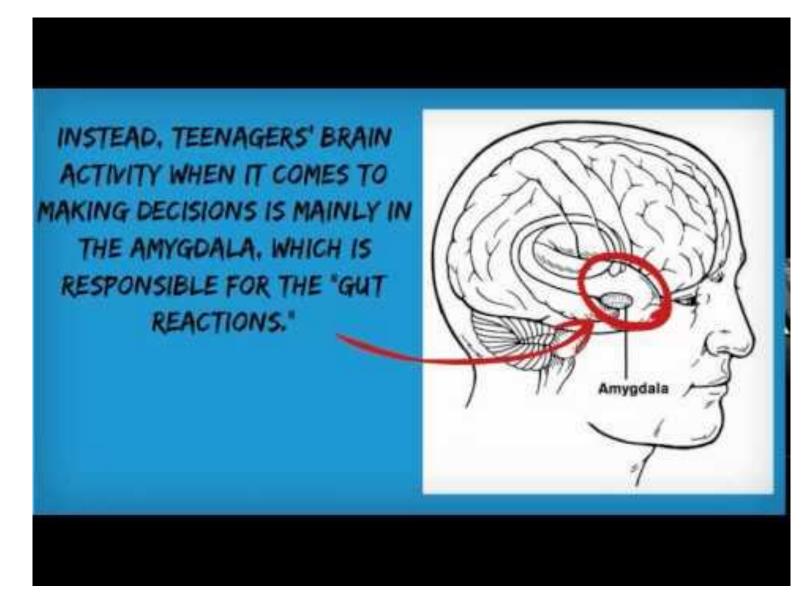
Contributes to Rapid & Highly Emotional Reponses

"Knee Jerk"

and

"Why Did You?"....
"I Don't Know"

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



Brain Maturation



Nucleus Accumbens (highly active in adolescence)

- Pleasure center
- Active during pleasurable activities, including feeding, sex, and drug use
- Plays a major role in



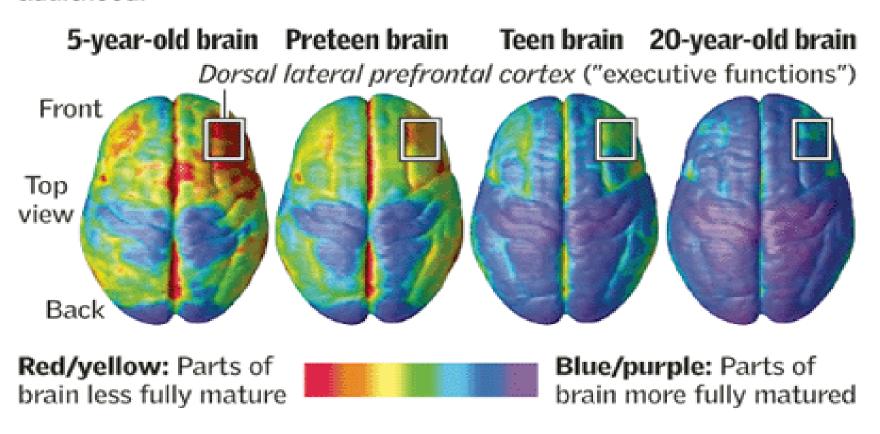
Prefrontal Cortex

(matures late adolescence or early adulthood)

- Impulse control
- Decision-making
- Organizing and planning
- Abstract thought, rational thinking
- Attention, focus
- Working memory

Judgment last to develop

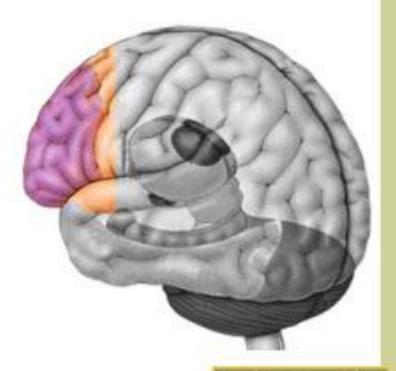
The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:



Teen Brain Development

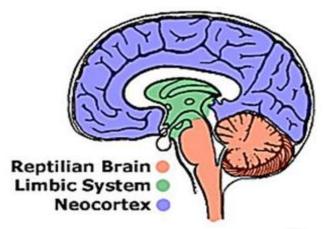
What does the prefrontal cortex (the "Executive Center") control?

- Sound decision making
- Empathy
- Considering consequences
- Regulating emotions
- Self-awareness
- Morality





Trauma & Brain Development



Typical Development

Cognition

Social/ Emotional

Regulation

Survival

Developmental Trauma

Cognition

Social/ Emotional

Regulation

Survival

dapted from Holt & Jordan, Ohio Dept. of Education

Early Trauma Effects Later Decision-making

Experiences

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



20 yrs

earlier than those who have



have more than 4 ACEs



the levels of lung disease and adult smoking



the level of intravenous drug abuse



11x

as likely to have begun intercourse by age 15



more likely to develop depression



the number of suicide

2x the level of liver disease



Adverse childhood experiences are the single greatest unaddressed public health

threat facing our nation today



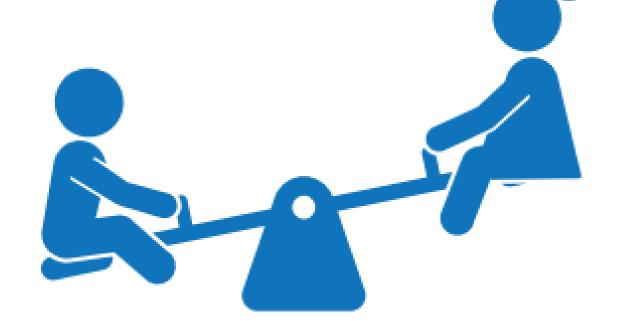
Dr. Robert Block, the former President of the American Academy of



Adverse Childhood Experiences

NEGATIVE

Inactivity
Obesity
Depression
Neglect
Trauma
Drugs of abuse



POSITIVE

Nutrition
Stimulation
(sensory, other)
Exercise

Activity
Affection

Source: The Human Early Learning Partnership at the University of British Columbia



In the mid 1800's the family fulfilled which functions for the teenager

- 1. Adolescents were an economic asset to families for work
- 2. Parents taught jobs to the same sex children
- Families created a sense of social stability and identity
- 4. All of the above



"excellent", "excellent", "ADDELLE HE PORTON FOR HEAVEN'S SAKE, DON'T YOU EVER FEEL LIKE REBELLING A BIT??

Peers tend to influence more _____, parents tend to influence more _____.

- 1. Decision making; basic values
- 2. Superficial behavior; basic values
- 3. Basic values; superficial behavior
- 4. Basic values; cultural mores

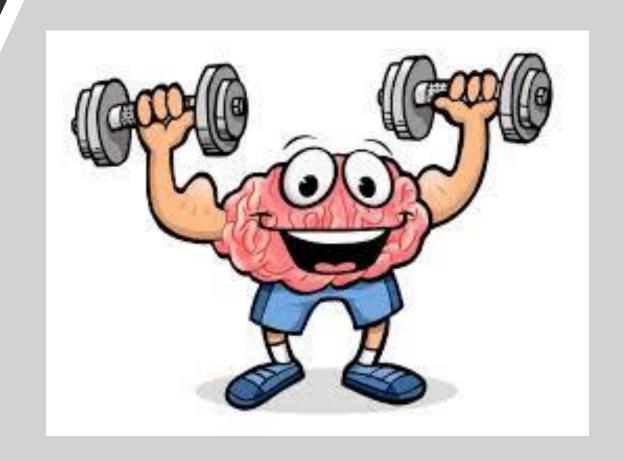


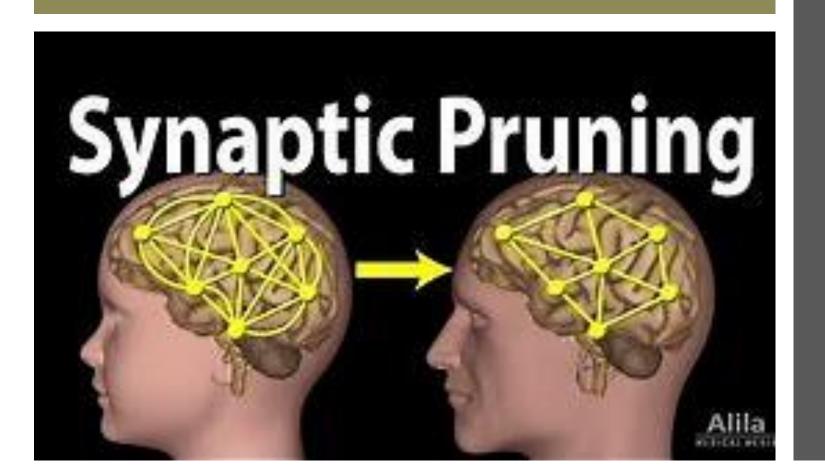
The Effective Brain

GROWTH: Potential for Learning

PRUNING: Efficiency

MYELINATION: Speed

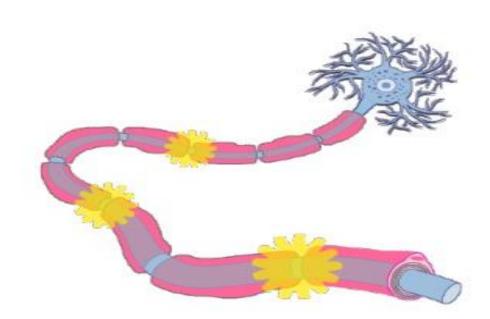




Adolescent Brain Development: Myelination

 The second change is in myelination; in adolescence, it is not finished. The last part of the brain to myelinate is the frontal lobes. And myelination is not complete in the frontal lobes of the brain until around 18 to 20 or later.

 Myelination on a neuron allows it to operate more efficiently.



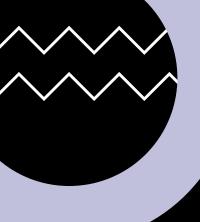
What Is Neuroplasticity?

Neuroplasticity **Pathways** Neural pathways connect relatively distant areas of the brain or nervous New thoughts and system, each pathway is associated skills carve out new with a particular action or behavior. pathways. Repetition and practice strengthen these pathways, forming new habits. Old pathways get used Strong less and weaken. pathway Every time we think, feel or do something, e strengthen this pathway. Habits are With repeated and direct attention travelled pathways - our brain finds towards a desired change, we all have these things easy to do. the ability to rewire our brain





"Young man, go to your room and stay until your frontal lobes finish forming."



The peer group becomes increasingly important to teenagers because

- 1. They have a greater understanding of others
- 2. They have a great capacity for mutual understanding
- 3. They have an increased capacity for intimacy and true friendship
- 4. All of the above



Lifestyle Issues That Create Chronic Problems

- Dishonesty
- Intolerance
- Disrespect
- Irresponsibility
- Substance Abuse
- Predatory Behavior





Disruptive, Impulse-Control, and Conduct Disorders

(Now Combined in One Chapter)

- Oppositional Defiant Disorder
- Intermittent Explosive Disorder
- Conduct Disorder
- Antisocial Personality Disorder
- Pyromania
- Kleptomania
- Other Specified
 Disruptive, Impulse Control, and Conduct
 Disorder
- Unspecified Disruptive, Impulse-Control, and Conduct Disorder

Many factors influence whether a young person tries alcohol or other drugs.

AVAILABILITY



Access to alcohol or drugs in school, neighborhood, community, family

PEERS



Substance use among friends

MENTAL HEALTH



Depression, anxiety, ADHD

PERSONALITY



Poor impulse control, high need for excitement

ATTITUDE



Belief that substance use is harmless, or will help youth fit in or feel better

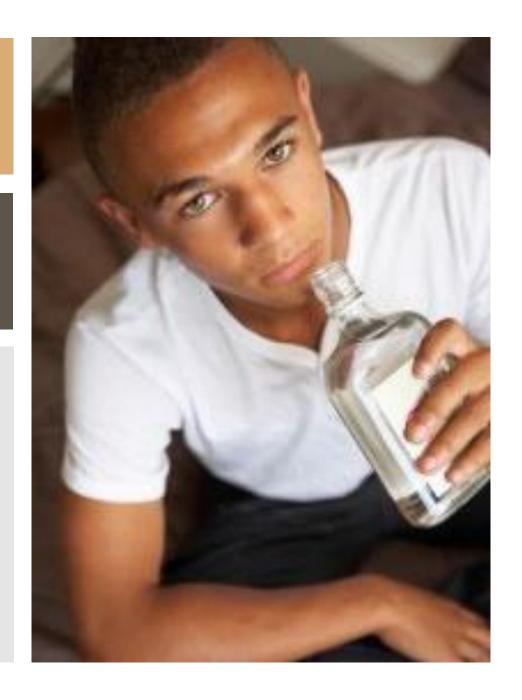
TRAUMA



Violence, physical/sexual abuse, other distress

Substance Use Behaviors Common In Adolescents

- Social Life Revolves Around Using
- Change of Friends
- Accidents/ Driving Arrests
- Mood Swings
- Sexual Dysfunction Complaints That Life Is "a mess"
- Reverse Tolerance
- Frequent Cancellation of Treatment Appointments
- Solitary Use
- Drinking With Strangers
- Lack of Ceremonial Use
- Frequent/Unexplained Job Changes





Unexplained Alteration In Family System

High Level of Family Conflict

Secretive Behavior

Financial Problems

Unexplained Injuries

Malnutrition

Heavy Cough Unexplained

Burns on Hands, Lips, Fingers

Frequent Infections

Decreased Interaction With Family Members

Sleep Disturbances

Confusion & Memory Loss

Engagement, Engagement, Engagement



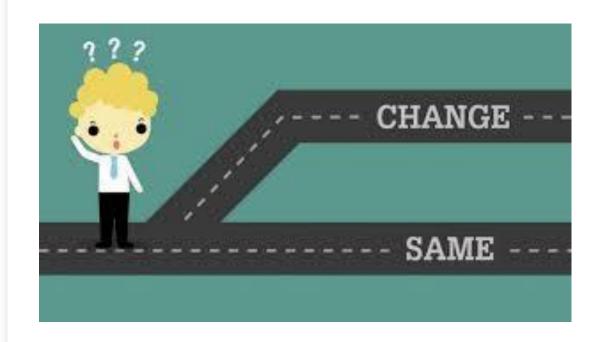






Remember That "ANGER" | 5 Always A Secondary Response There Is Always a **Primary Trigger**

Emotion	Detects
Fear	Threat
Sadness	Threat
Interest	Opportunity
Anger	Threat
Joy	Opportunity
Disgust	Threat
Shame	Threat
Surprise	Opportunity or Threat





Focus Only Upon What Is In the Client's Control and What He/She Is Capable Of

Minimize Power Struggles



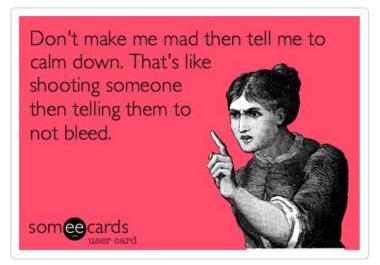
Through

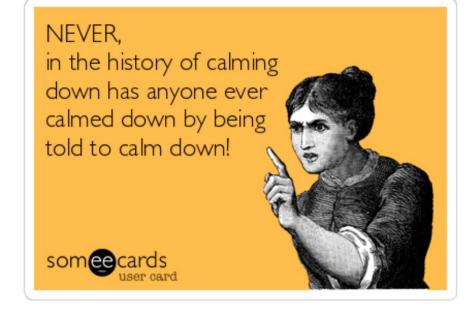
Conversation NOT Confrontation



Avoid the "Calm Down" Trap







Try Instead

"I Can See That You Are Upset, How Can I Help?"



Validation

Communicating to someone else that you have an understanding of what they were thinking and/or feeling at the time of a decision and that it made sense from their point of view at the time.

It does not mean that you agree with it. It just means that you can empathetically understand it.

The dialog and "validation pivot":

"I Understand That From Your Perspective and Experience _____ Makes Sense; however, let's look at some other options that might have a better outcome (don't have the current consequence)









Behavioral RehearsalsSwitch Roles

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'



