ADOLESCENT DEVELOPMENT

THEORY TO PRACTICE WHEN WORKING WITH

YOUNG PEOPLE

DR. MARY MAGEE TIME OUT
TRAINING

GROUP RULES

1. Taking Care – information; language; presentation

2. Responsible adults – participation, mobile phones

3. Questioning

4. Challenge

THEORIES OF HUMAN DEVELOPMENT – SO WHAT?

!! KEY PHYSICAL MARKERS

!! COGNITIVE DEVELOPMENT-
   THINKING & UNDERSTANDING

!! PERSONALITY DEVELOPMENT

!! ATTACHMENT THEORY

!! UNDERSTANDING NEEDS; SELF-
   ESTEEM

Case Study Considerations

- **Cognitive** – what is their level of understanding – making sense of their world? Consider **Piaget**

- **Personality** – issues of early learning. Range of relationships in their world. **Erickson:**

- **Attachment** – skills in forming relationships? Experiences with family and development of belief system – **Bowlby; Holmes; Bartholomew**
  Development of self-esteem how does the young person perceive themselves / present themselves?

- **Needs development** – What are their dreams & fears? **Maslow's** framework. Risks in their life. Capacity to cope – resilience

- **Learning Theory** – social learning; Conditioning theory; use of punishment; managing behaviours; **Berne & TA**
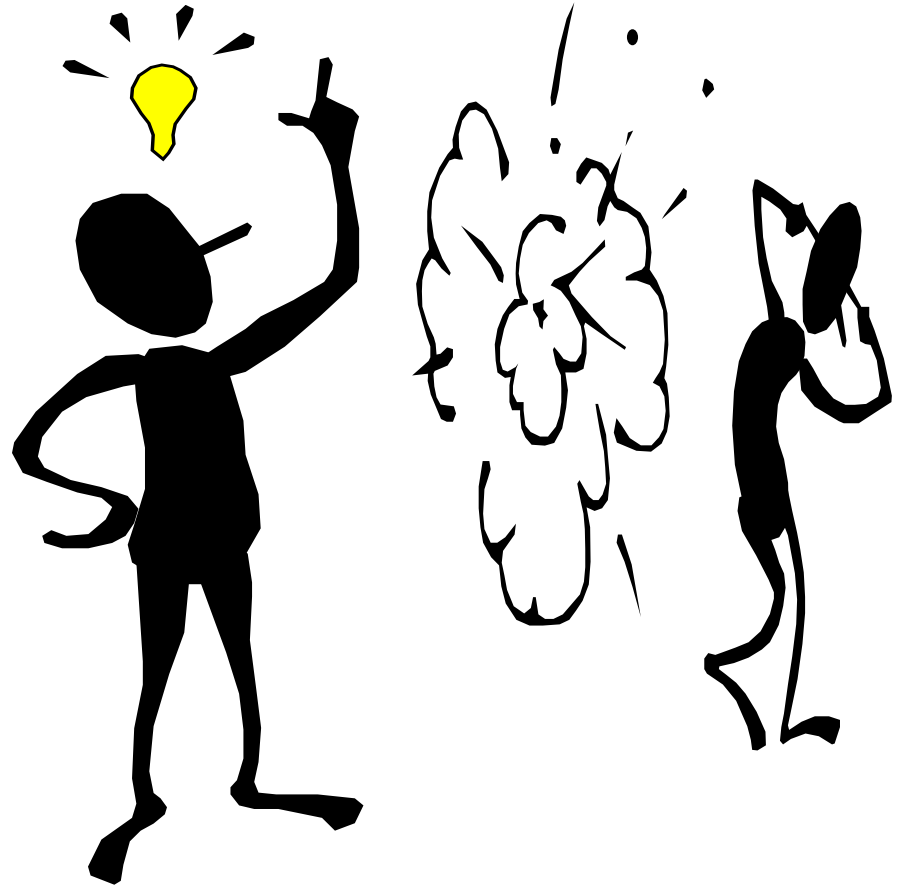
- **What theory helps your interaction**?

COMMUNICATION COMPONENTS

- **Message**
- **Audience**
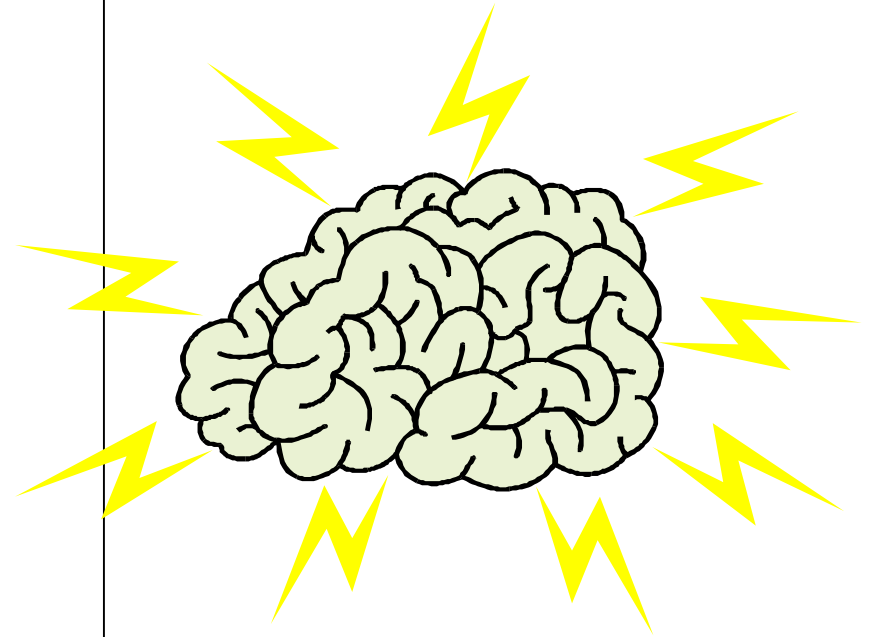- **Medium**

ADOLESCENT THINKING.

FORMAL OPERATIONAL.

- LOGICAL & HYPOTHETICAL;

- PAST, PRESENT & FUTURE.

- FLEXIBILITY.

- CLASHES IN STYLES.

THINKING STYLES: ELKIND (1981).

Formal Operational Stage: -
(adolescence into adulthood)

- PSEUDOSTUPIDITY
- IMAGINARY AUDIENCE.
- PERSONAL FABLE
- APPARENT HYPOCRISY.

THE WORK OF ERICKSON; stages and positive outcomes

PSYCHO-SOCIAL DEVELOPMENT

- Trust vs. Mistrust leading to hope
- Autonomy vs. Doubt leading to will power / strength
- Initiative vs. Guilt leading to purpose
- Industry vs. Inferiority leading to competence
- Identity vs. Role Confusion leading to devotion and fidelity
- Intimacy vs. Isolation leading to love
- Generativity vs. Stagnation leading to care
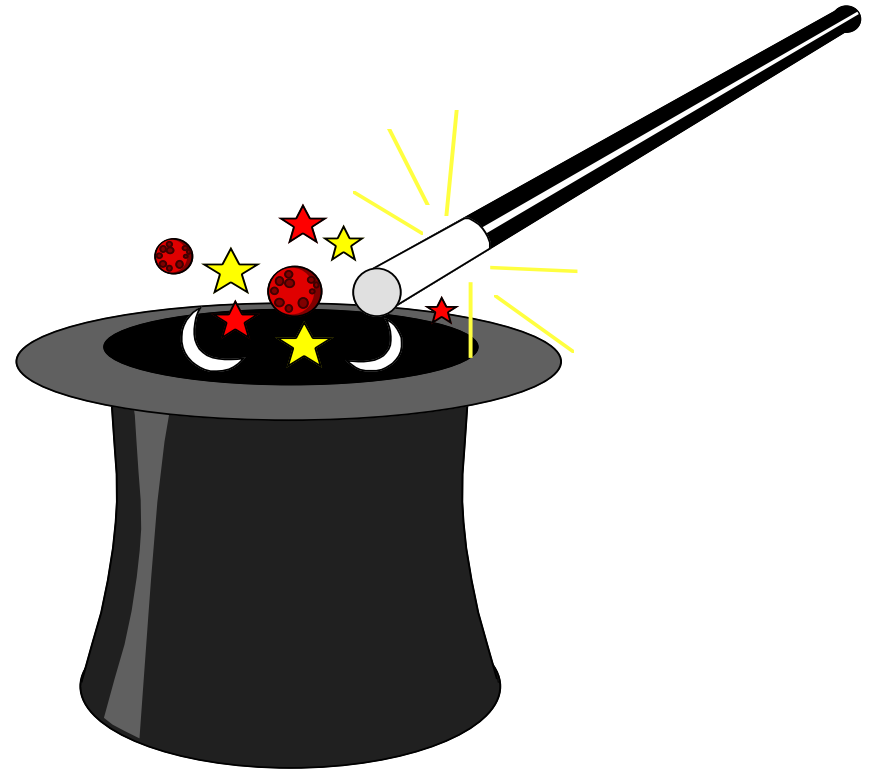- Integrity vs. Despair leading to wisdom
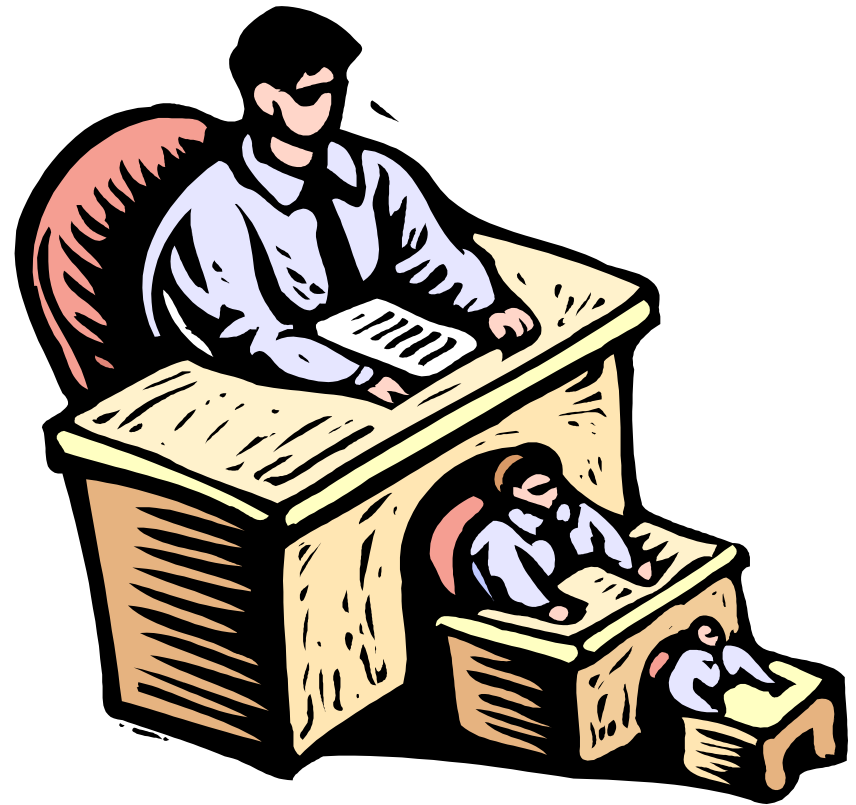
WORK OF ERIKSON

!! PSYCHOSOCIAL MORATORIUM

!! IDENTITY vs. CONFUSION LEADING TO FIDELITY

!! CRITICAL ROLE OF SELF- ESTEEM.

KEY MESSAGE FOR YOUNG PEOPLE

- I want you to be SAFE

- You are VALUED

- You are a GOOD PERSON

MODEL OF SELF & MODEL OF OTHERS: (Bartholomew: 1990)

- Positive self, low dependence, positive others and low avoidance = SECURE

- Negative self, high dependence, positive others and low avoidance = PREOCCUPIED

- Positive self, low dependence, negative others and high avoidance = DISMISSING

- Negative self, high dependence, negative others and high avoidance = FEARFUL.

Attachment Theory – applied in …practice
(D. Wilkins; 2013).

- Questions such as 'what does the child's attachment relationships enable them to do (or not)' or 'how might the child perceive themselves and others because of their experiences of attachment relationships' are of considerably more value than asking about the 'strength' or 'weakness' of an attachment relationship or even whether it is secure or insecure.

- Mind-mindedness is the ability or willingness of a carer to understand and interpret their child's behaviour with reference to internal states.

- One of the key lessons from attachment theory is surely that simply knowing people over time can be a powerful way of supporting them and effecting change
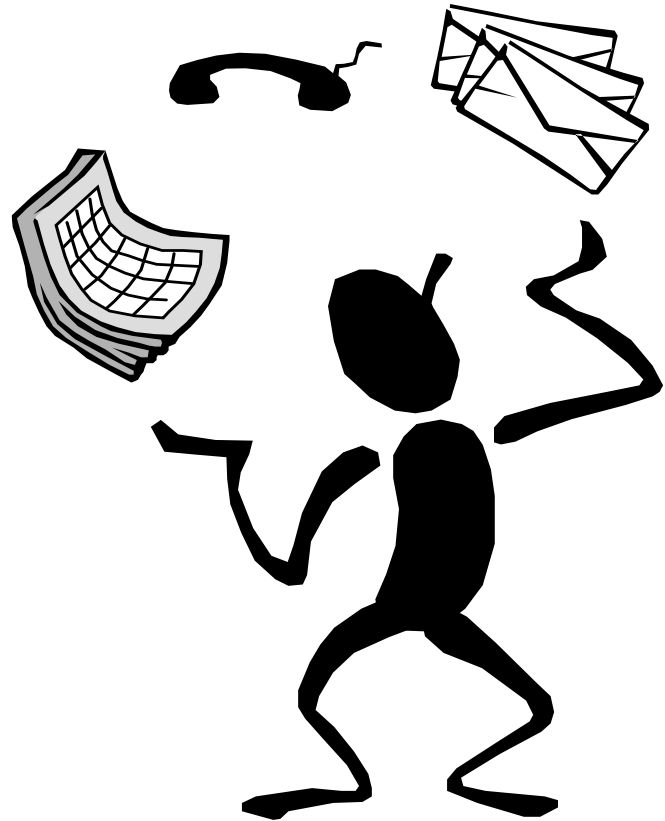
Dr Mary Magee Time Out Training

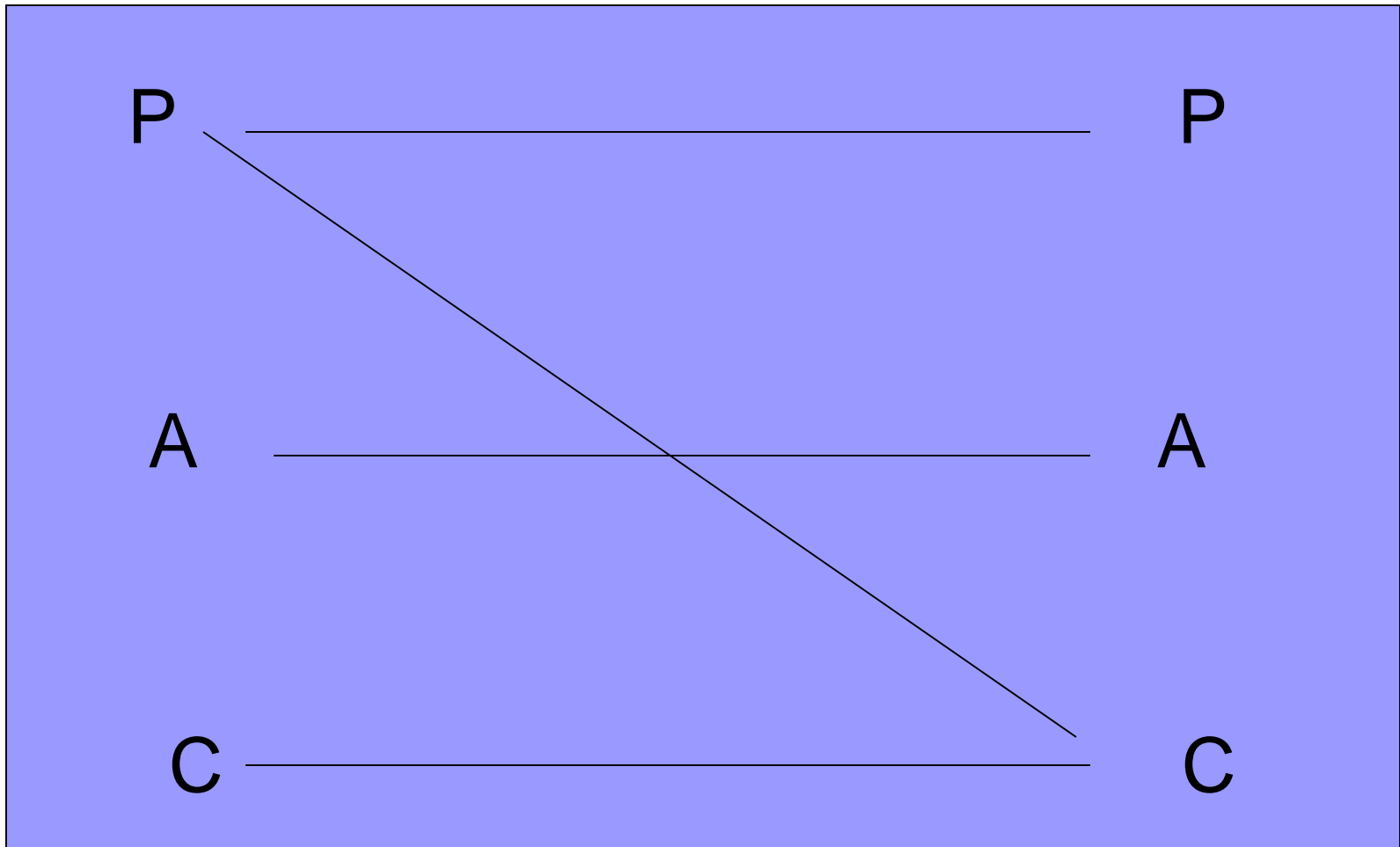# TRANSACTIONAL ANALYSIS

The Work of Eric Berne

DR. MARY MAGEE TIME OUT TRAINING

DEVELOPMENT OF ROLES

- PARENT - caring; nurturing, sarcastic; patronising.

- ADULT - problem-solving; rational; assertive.

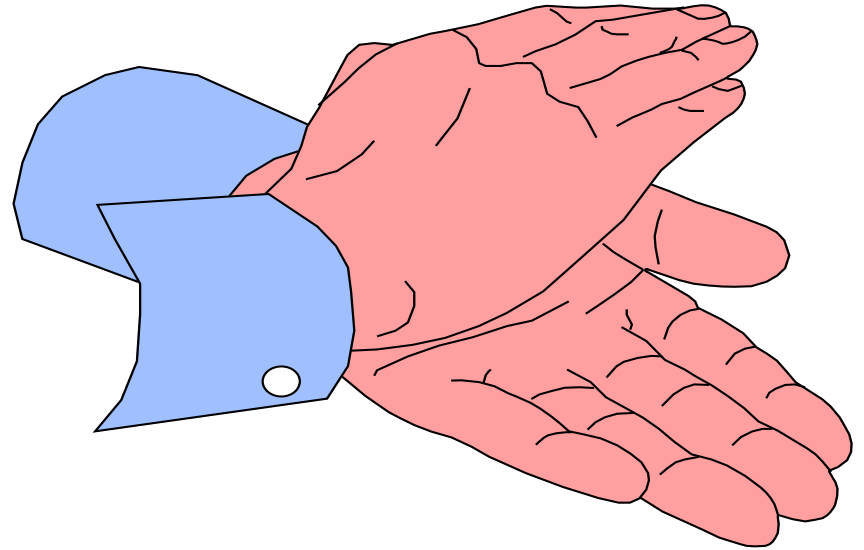- CHILD - fun-loving; romantic, care free; huffing; vulnerable

TRANSACTIONS
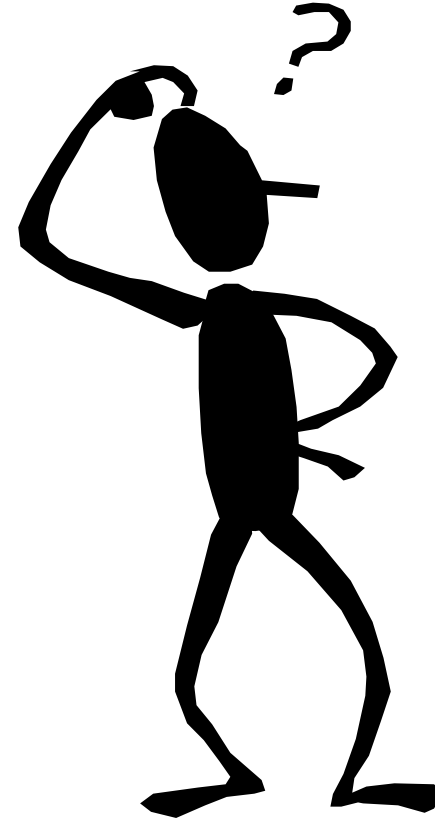

DR. MARY MAGEE TIME OUT
TRAINING

STARTING POINT

* I'm O.K. -
   you're not O.K.
* I'm not O.K. -
   you're O.K.
* I'm not O.K. -
   you're not O.K.
* I'm O.K. -
   you're O.K.

SELF ESTEEM (T. Humphreys)

!! PHYSICAL SELF.

!! EMOTIONAL SELF.

!! INTELLECTUAL SELF.

!! BEHAVIOURAL SELF.

!! SEXUAL SELF

!! SOCIAL SELF.

!! CREATIVE SELF.

DR. MARY MAGEE TIME OUT TRAINING

WORK OF MASLOW

Self-actualisation

Aesthetic

Symmetry & Order

Cognitive

Self-esteem

Love & Belonging

Safety

Physiological

Developing Coping Mechanisms

1. Encourage & promote thinking skills.
2. Develop sense of humour.
3. Care which promotes warmth.
4. Praise.
5. Friendships.

6. Autonomy.
7. Sense of purpose and the future.
8. High expectations.
9. Coherent narrative of life.
10. Secure attachments.
11. Communities and wider groups.