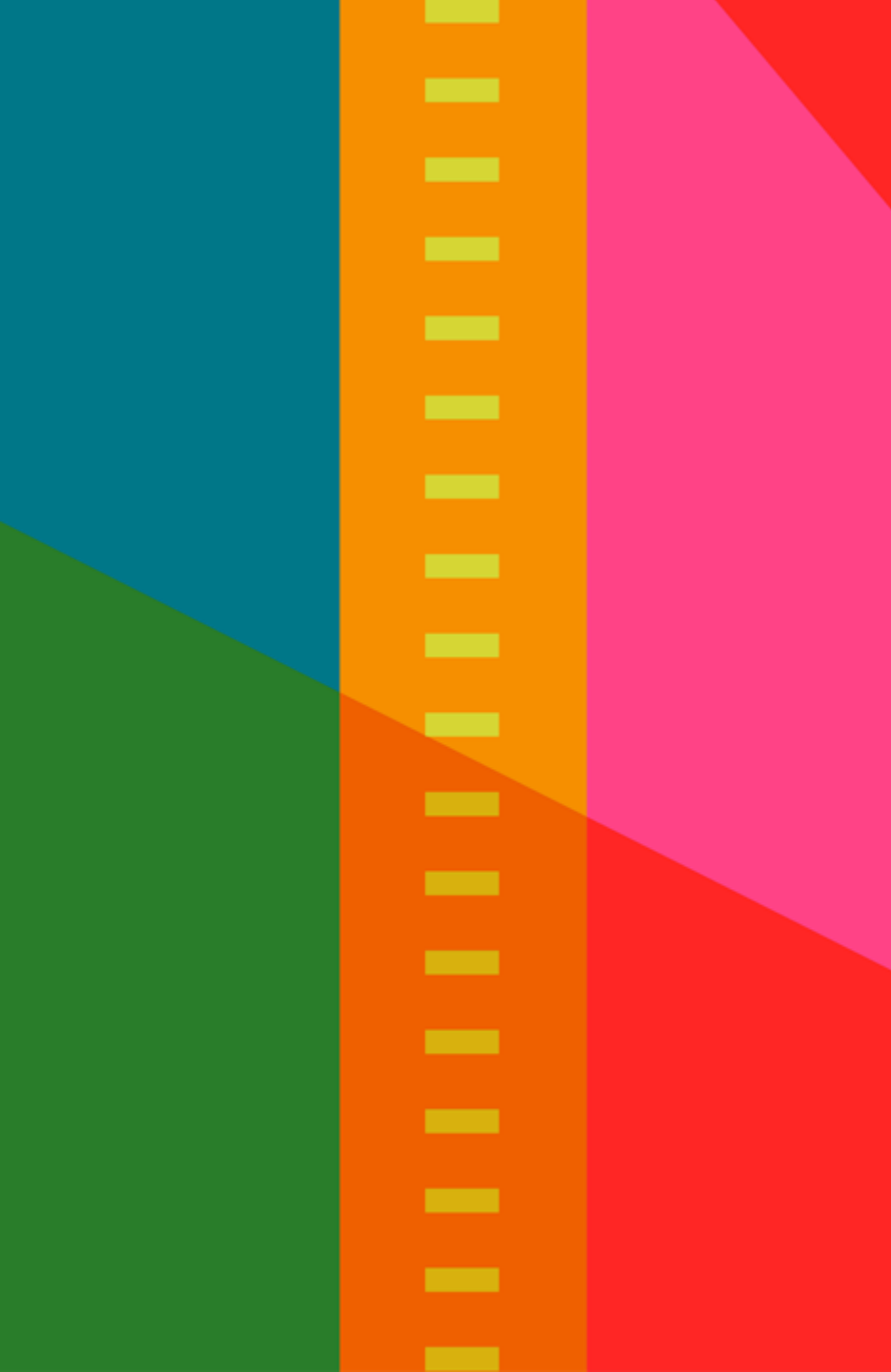




FY 24-25 Training Series

Focus Today: The Adolescent Period (Part 2)

*In partnership with
Pajaro Valley Prevention and
Student Assistance, Inc.*

Presented by:
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www.respondmindfully.com

Disclaimer about Training & Meditation Practices

- I am a coach and educator, not a mental health therapist. I am trauma and healing-informed practitioner. This workshop is therapeutic in nature, but not therapy.
- Stop any practice if it's not helpful to you.
- Education can be an important complement to medical care; however, it is never a substitute for diagnosis, treatment, or care of disease by a medical provider.

Thanks for signing the electronic waiver.

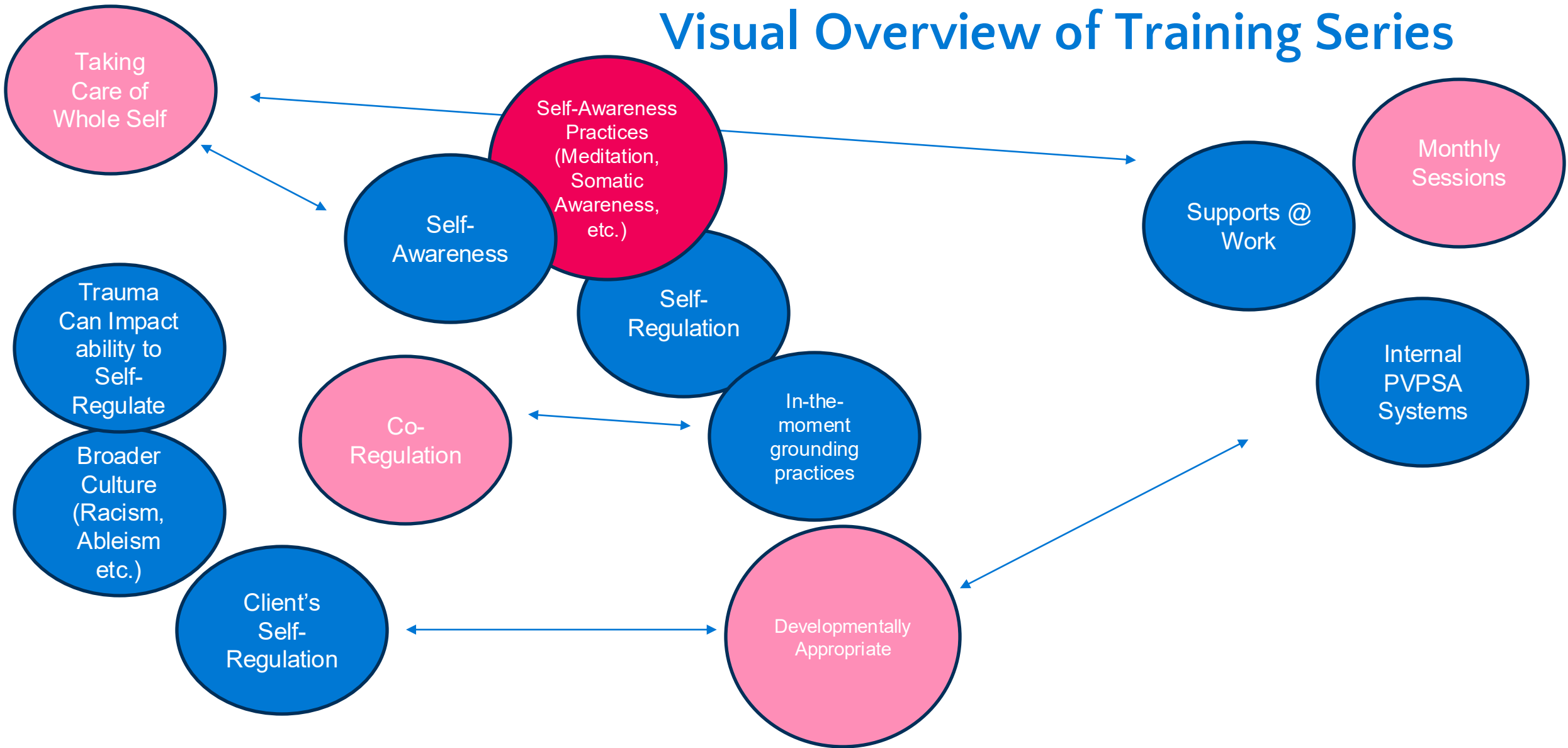


Community Vibe and Learning Space

Any new folks?

- **No advice giving from others (*we are here to primary learn about ourselves*). *If you want advice, please ask. If you want to comment, pause.***
- Speak up or take a step back.
- What is said here, stays here. Learning can move beyond this space.
- Expect non-closure. Good news: we have monthly sessions!
- Keep in mind that there is a difference “knowing” something and following through with a new habit or practice. Approach this training from a curiosity stance, and with humility.
- **As it relates to self-awareness and mindfulness, it’s learned best by practicing and modeling – we’ll get more into that later. Notice if you are trying to over-intellectualize.**
- This is your training. Your experience is more important than slides; *I will move us forward, if needed.*

Visual Overview of Training Series



Transition Practice

(Self-Awareness & Self-Regulation)

Facilitate and Allow Ease & Self-Compassion

How was that practice? What did you notice?

Any "ahas" or insights since last session?



Review: *Developmentally Appropriate (DA)*

- It can be applied lifelong, especially relevant for the periods of early childhood, middle childhood and adolescents due to unique ways brains, bodies, relationships and culture impact at these stages.
- To be DA, we must understand some basic human universals about the following inter-connected learning domains:
 - Cognition
 - Social-Emotional
 - Physical / Brain Development
- The professional's work is to understand that learning is inter-connected (domains impact each other), and **modeling is how teens learn**
 - Helpful adults scaffold learning, development and growth
 - Involves and engages parents/caregivers
- Behavior has meaning and it's purposeful. Usually, there is a need that is unmet.
- Culture/s impacts behavior and all domains of learning.
- Relationship-based approaches key at all times. When children feel seen and understood, they are more likely to listen and trust.
- Professionals who aware of the Hidden Curriculum, often help teens in deeper ways (i.e., they are aware and intentional about what they 'teach' beyond what is on the worksheets or 'care plan')



Pair Reflection

- What do you most remember about social-emotional changes between ages 13–19?
- What are some memories that highlight to you how unique this developmental period is?



Big Picture: One Theory

Erikson's Psychosocial Stages

Stage	Basic Conflict	Virtue	Description
Infancy 0–1 year	Trust vs. mistrust	Hope	Trust (or mistrust) that basic needs, such as nourishment and affection, will be met
Early childhood 1–3 years	Autonomy vs. shame/doubt	Will	Develop a sense of independence in many tasks
Play age 3–6 years	Initiative vs. guilt	Purpose	Take initiative on some activities—may develop guilt when unsuccessful or boundaries overstepped
School age 7–11 years	Industry vs. inferiority	Competence	Develop self-confidence in abilities when competent or sense of inferiority when not
Adolescence 12–18 years	Identity vs. confusion	Fidelity	Experiment with and develop identity and roles
Early adulthood 19–29 years	Intimacy vs. isolation	Love	Establish intimacy and relationships with others
Middle age 30–64 years	Generativity vs. stagnation	Care	Contribute to society and be part of a family
Old age 65 onward	Integrity vs. despair	Wisdom	Assess and make sense of life and meaning of contributions

Spirituality and Religion

Spiritual grounding may be integral to the quest for identity.

Most adolescents agree with most of their parents' religious beliefs.

Adolescents commonly become less devout.

Many adolescents question organized religion and embrace spirituality.

Ethnic and Heritage

In the United States, about half of all adolescents are of African, Asian, Hispanic, Pacific Islander or Indigenous heritage.

Establishing a solid **ethnic identity** is especially difficult for adolescents who are multiracial.

When children move past concrete operational thought, they seek to understand their heritage.

Understanding heritage helps promote cross-cultural healing and connections for all teens.



Family

Family closeness may be crucial.

Communication
Support
Connectedness
Control

Parental monitoring: Parents' ongoing awareness of what their children are doing, where, and with whom



Sex Ed

Most U.S. parents want up-to-date sex education for their adolescents.

Timing and content vary by state and community.
Sex education varies by nations.

Abstinence-only programs were not successful.

Adolescent sexual behavior is strongly influenced by peers, especially when parents are silent, forbidding, or vague.

Adolescents choose friends whose sexual inclinations are similar to their own and then talk about it.

Many adolescent couples don't discuss issues such as pregnancy and STIs.



Tech and Relationships

Sexting: Sending sexual messages or photographs (usually of one's naked body) via phone or computer

Cyberbullying: When people try to harm others via electronic means, such as social media, cell phone photos, or texts

Relationship stopping: Does technology interfere with human interaction?

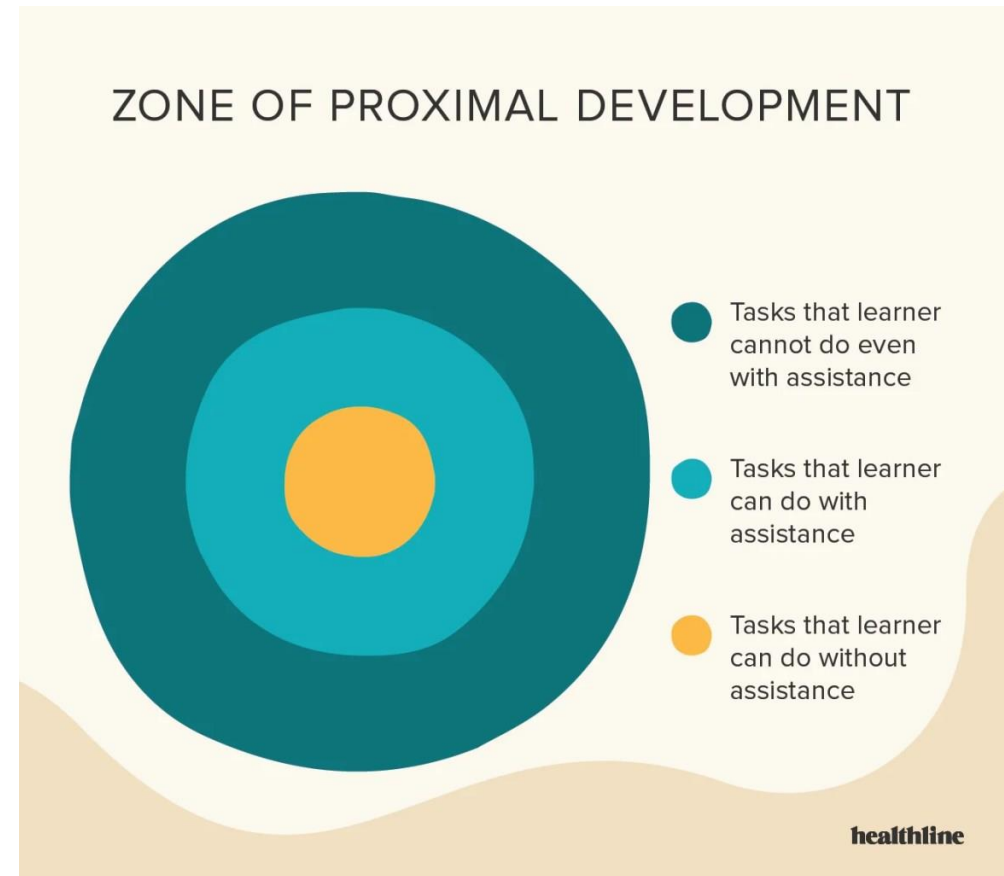


Co-Regulation

- We use research to develop more curiosity, connection, and trust.
- This is less about what you say, *but how you say it and what you do.*
- If teens don't feel Safe and Engaged, it's hard for them to reflect and analyze.
- Behavior has meaning.

Responding in Ways that Support Growth

- What can you do to scaffold development?
- What to do in the moment?
- What to encourage at home and school?
- What supports do you need?

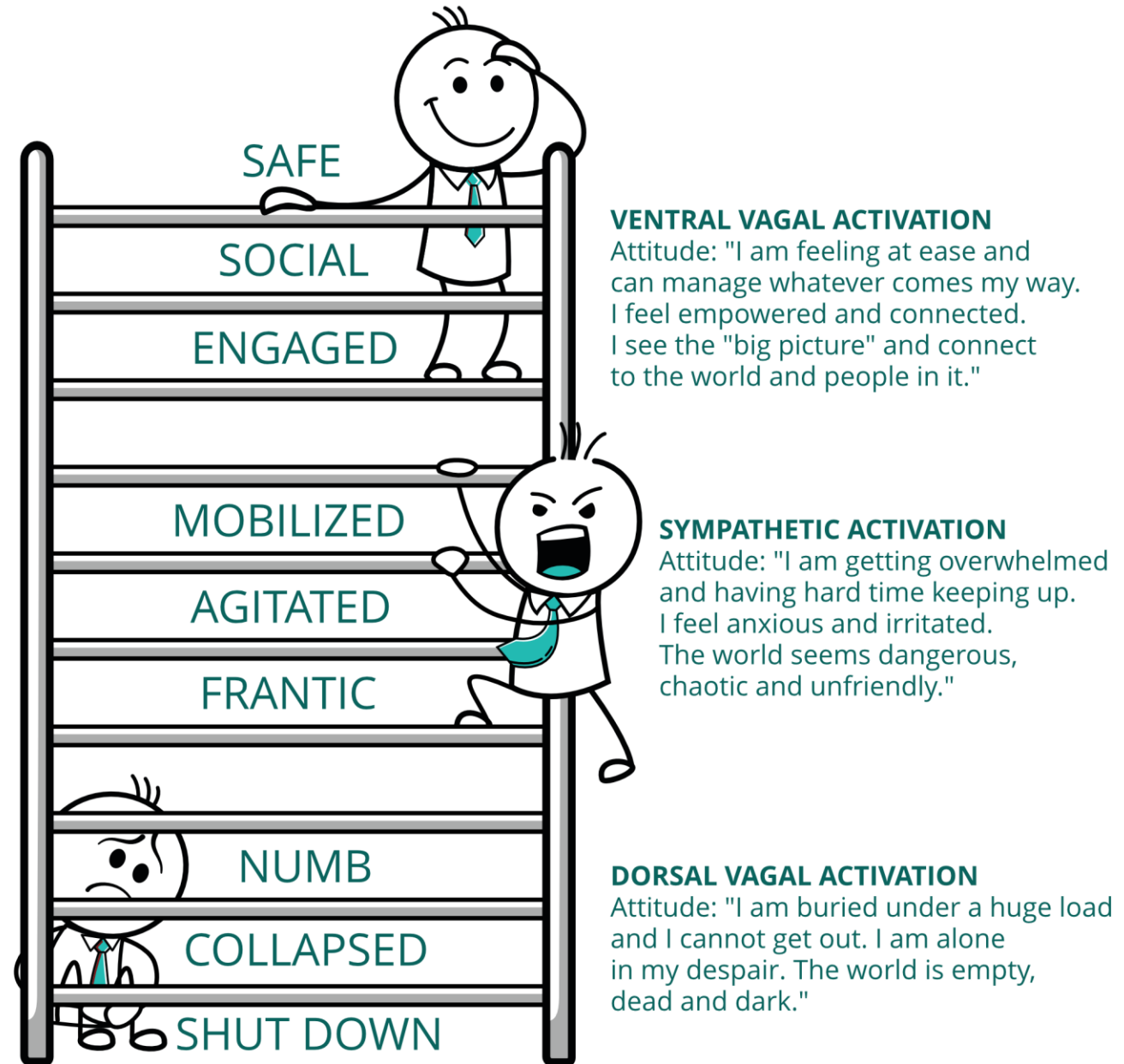


AUTONOMIC NERVOUS SYSTEM AS A LADDER

When we self-regulate, we are helping teen develop their self-regulation skills.

Pair share: What is a group interactions where you noticed it was hard to stay safe, social and engaged?

How would the Mindful Framework have helped?



In summary:

- Teen's social-emotional development is inter-connected to all facets of growth, including brain, body and cognitive.
- It's critical that we acknowledge and support parts of development that we often oversee.



Transition & Goodbye

What is sticking with you?
What will you try to practice?

Questions: Oscar@RespondMindfully.com

Resources: www.respondmindfully.com/pvpsa



Upcoming Sessions

- ✓ • Mindfulness Meditation 202
- ✓ • Lifestyle Medicine Science
- ✓ • Somatic Awareness
- Co-Regulation (March 13)
- ✓ • Developmentally Appropriate Practice:
- ✓ • Early Childhood/Preschool-Focused
- Developmentally Appropriate Practice:
- ✓ • Middle Childhood
- ✓ • Developmentally Appropriate:
Adolescence
- Social-Cultural Awareness
- Equity, Ableism and Neurodivergence
- Mindful Communication
- Conflict and Difficult Conversations