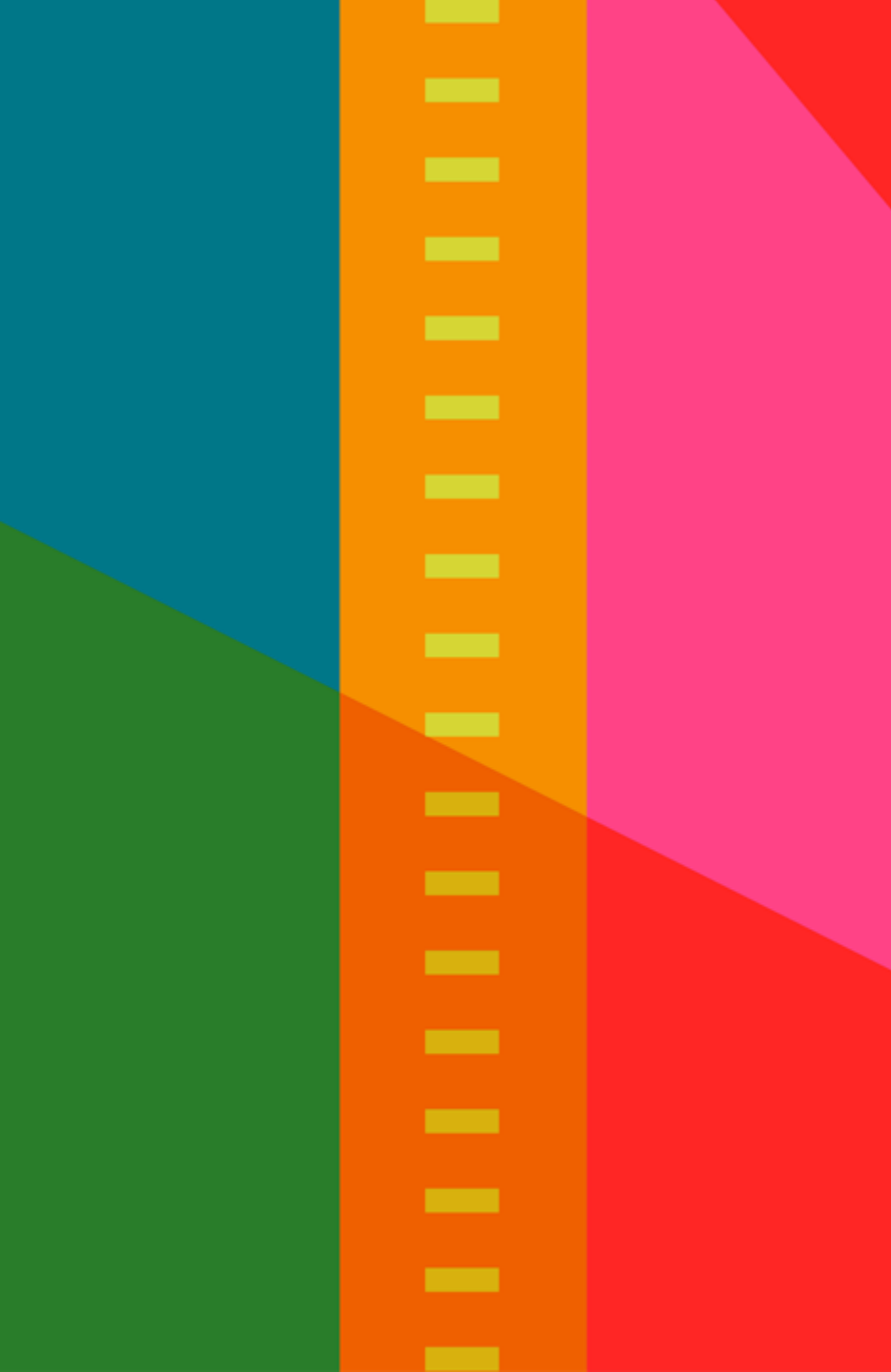




FY 24-25 Training Series

Focus Today:
The Adolescent Period (Part 1)

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

Presented by:
Oscar Flores, M. Ed., ACC, CMT-P, IFEC-TMHP
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.

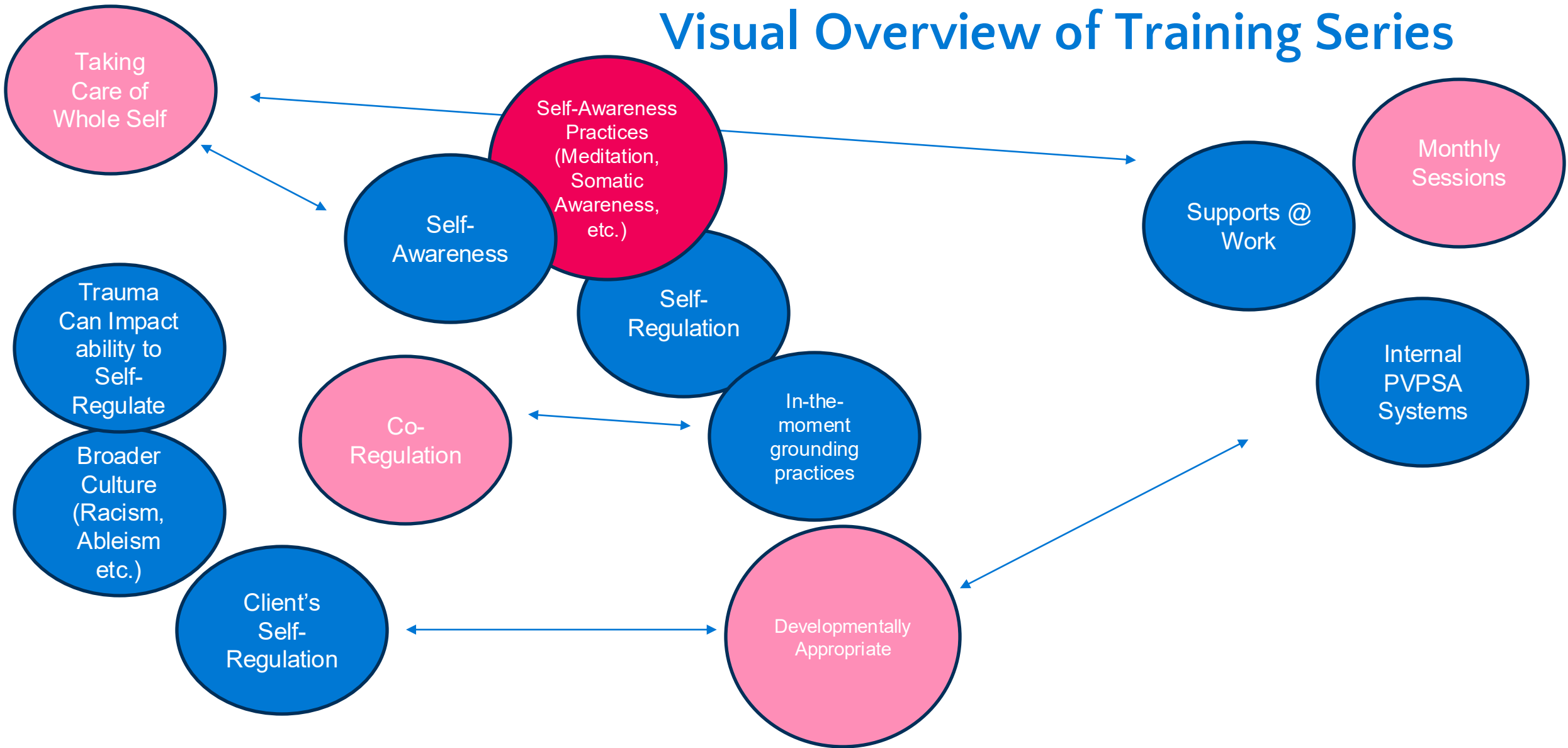


Community Vibe and Learning Space

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)

Moment to Moment Awareness and Gratitude

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 physical growth, development, and changes between ages 13–19?
- What are some memories that highlight to you how unique this developmental period is?



Big Picture: One Theory

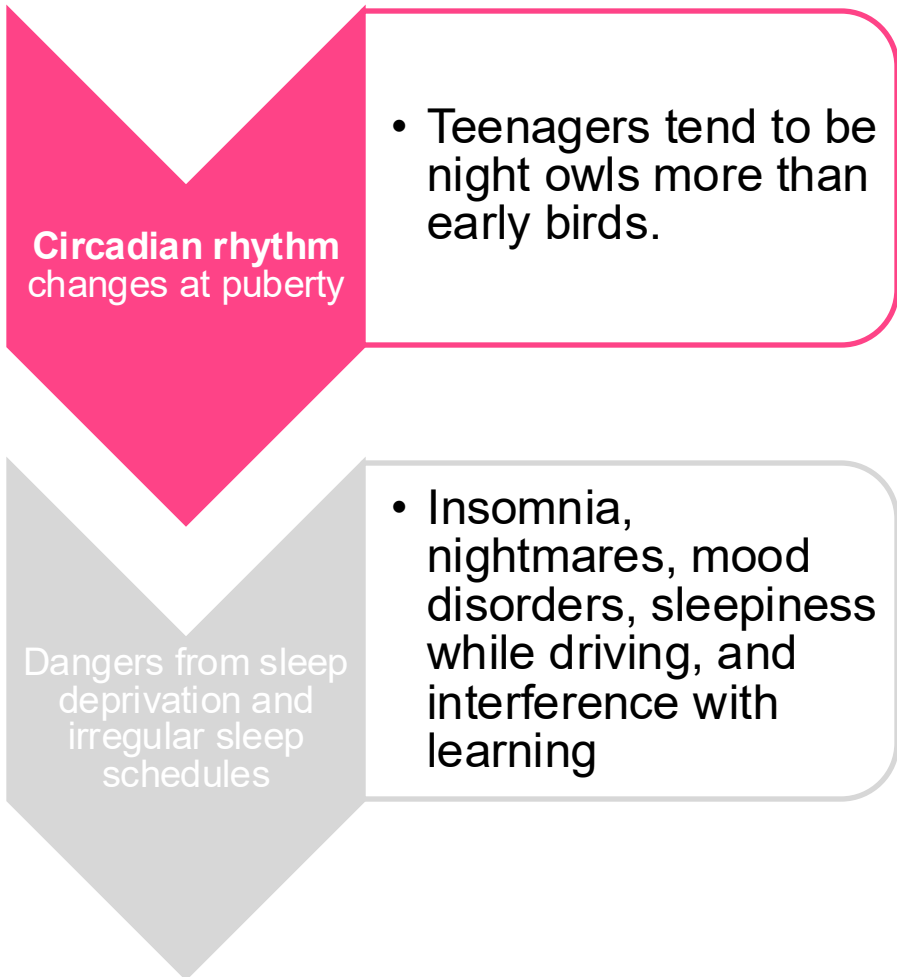
Piaget's Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

The Psychology Notes Headquarters - <https://www.PsychologyNotesHQ.com>

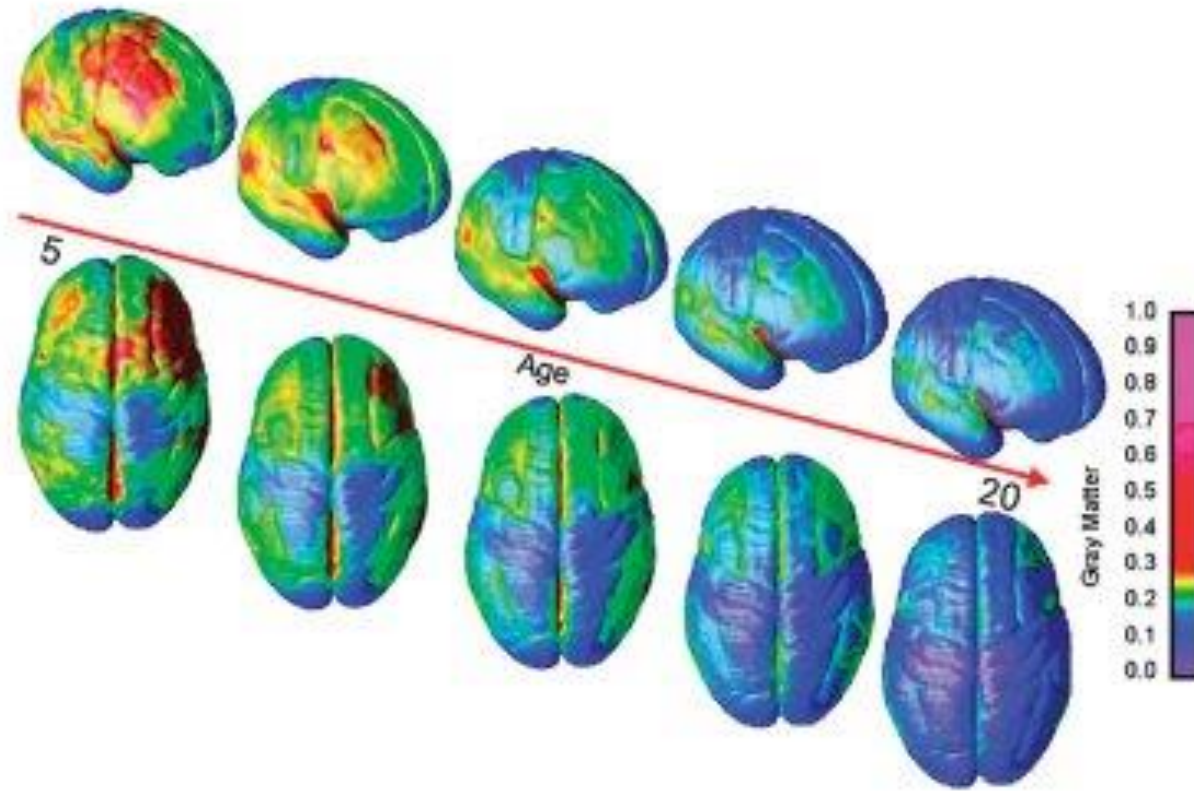
Physical and Brain Development

- Steady maturation of prefrontal cortex
- When stress, arousal, passion, sensory bombardment, drug intoxication, or deprivation is extreme, the adolescent brain is overtaken by impulses that might overwhelm the cortex
- fMRI brain scans reveal that emotional control is not fully developed until adulthood because the prefrontal cortex is less connected to the limbic system.
- Heightened arousal in brain reward centers (nucleus accumbens)



May Look like an Adult, But Not Really

Right Lateral and Top Views of the Dynamic Sequence of Gray Matter Maturation over the Cortical Surface



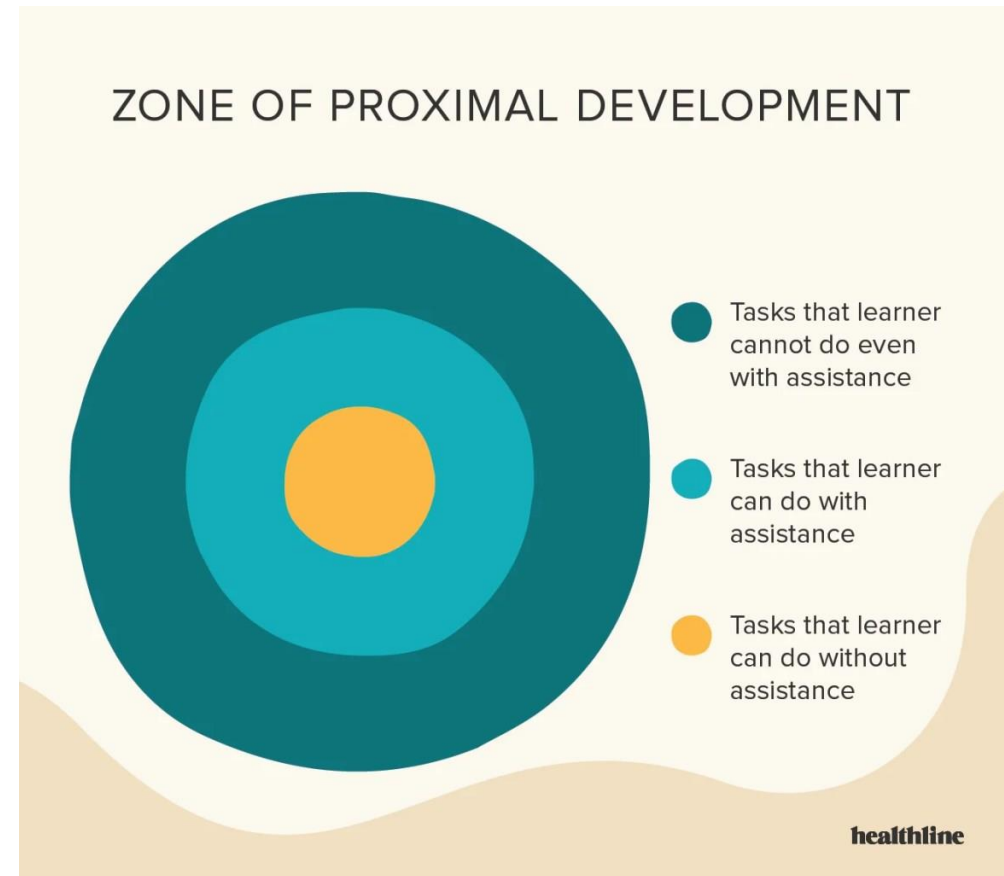
Gogtay, Nitin; Giedd, Jay N.; Lusk, Eveline; Hayashi, Katalin M.; Cowen, John, Dwaning, Vahid, A. Cathenne, ...; Ungerleider, Leslie G. (2004). Dynamic mapping of human cortical development during childhood through early adulthood. *Proceedings of the National Academy of Sciences of the United States of America*, 101(21), p. 8178. Copyright © 2004 National Academy of Sciences, U.S.A.

Toxic Stress and Puberty Onset

- Pubertal hormones begin to accelerate between ages 8 and 14; visible signs of puberty appear a year later.
- Children who have a relatively large proportion of body fat experience puberty sooner.
- Long-term direction of onset of puberty reveals a secular trend over the past three centuries.
- Each generation has experienced puberty earlier and has grown taller.
- Puberty arrives earlier when there is on-going stressors and/or toxic stress
- Early puberty
 - Increases rate of emotional and behavioral problem
 - Linked to teen pregnancy and later health issues
 - Tension with peers if puberty is too early or late
 - Is related to socio-economics, especially as it relates to nutrition

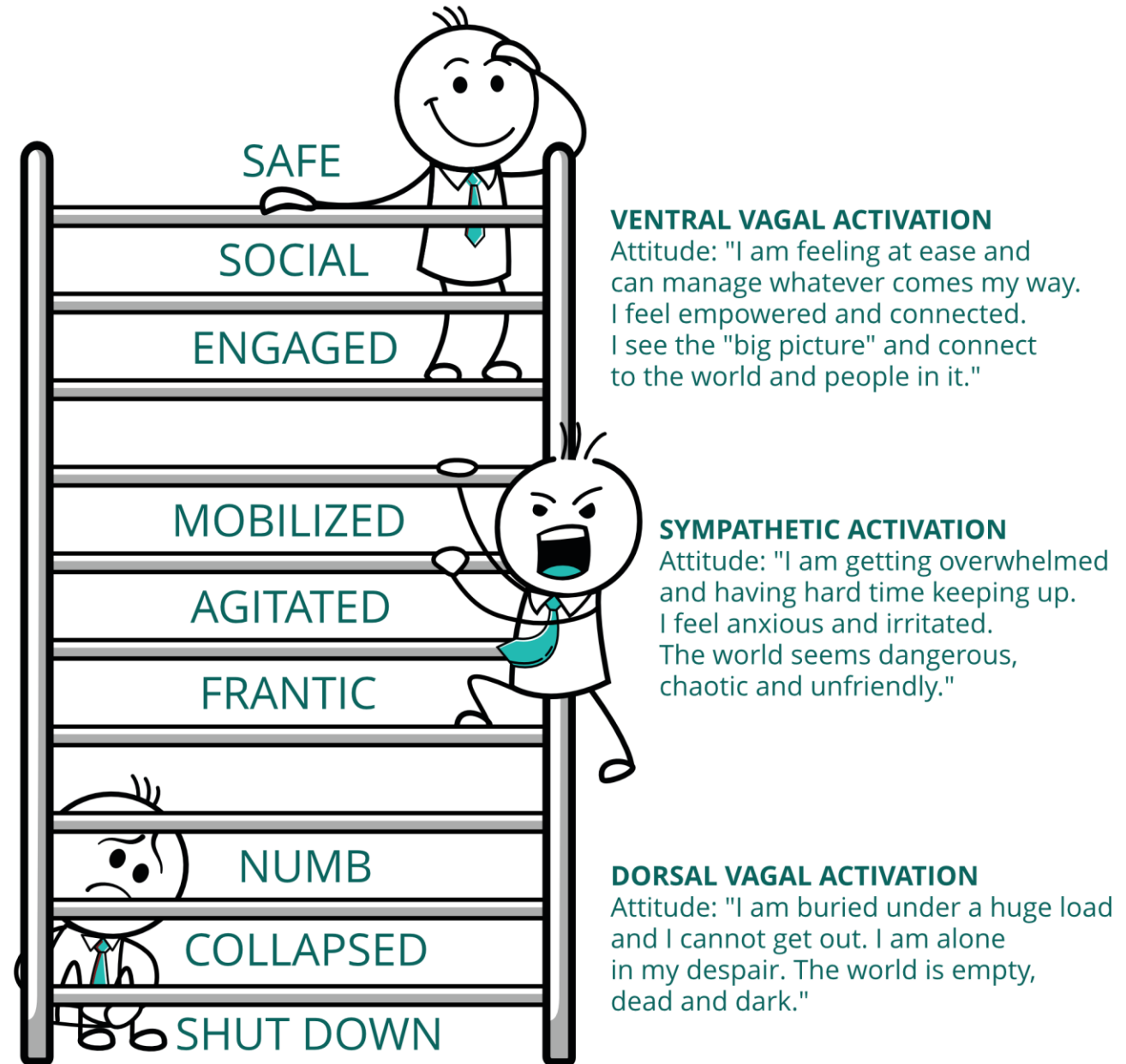
Responding in Ways that Support Growth

- 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?



Adults Struggle with Self-Regulation Too

Mindful Tool: Autonomic Ladder



Yes, and Practice

How was that practice? What did you notice about yourself?

This can be done as a meditation or in the moment grounding.



Co-Regulation

- This is less about what you say, ***but how you say it and what you do.***
- "Everyone take a deep breath..." -----> *Not always most effective*
- Without being Safe and Engaged, it's hard to notice how and what you do.

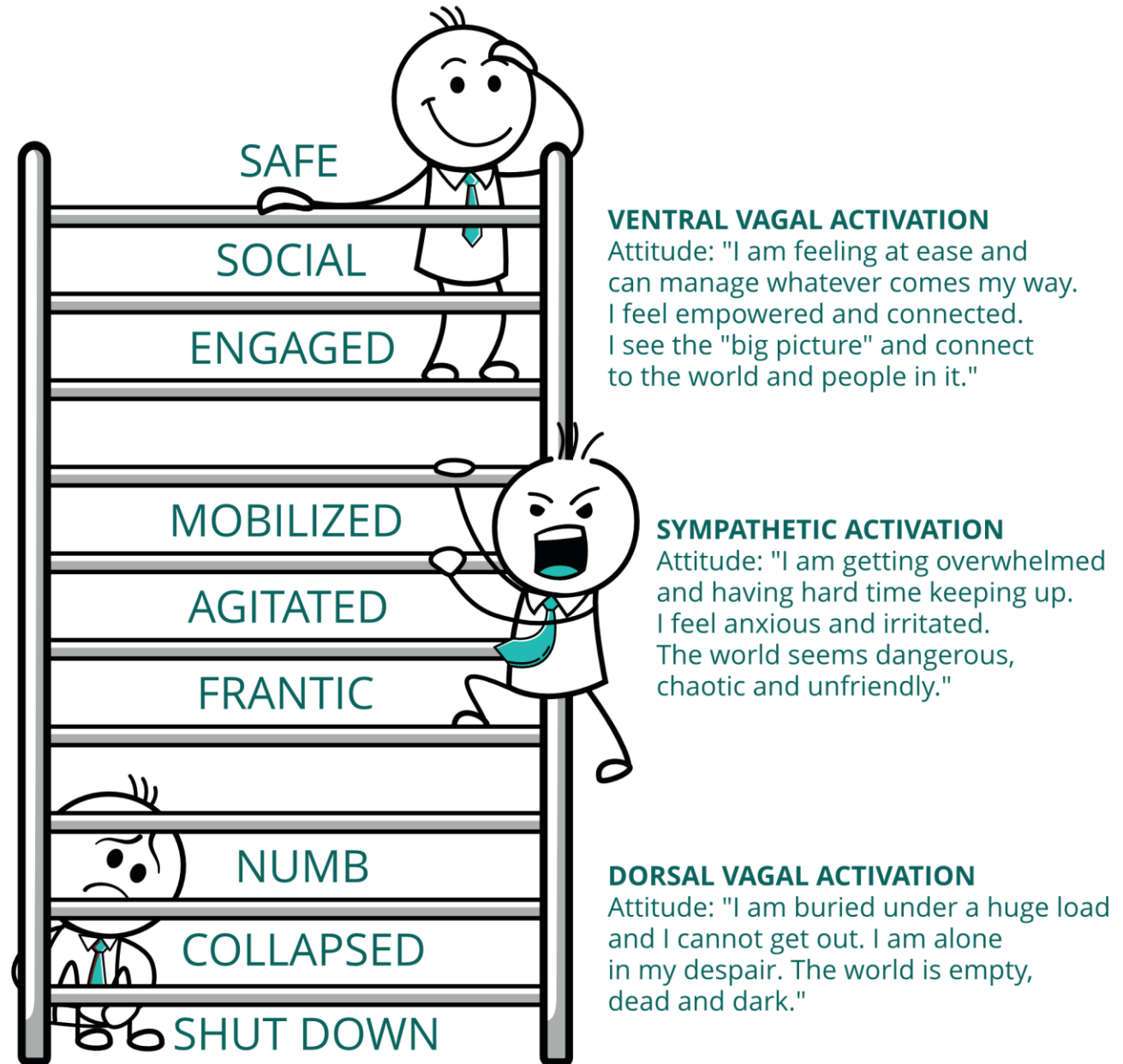
What I say, how I
say it, what I do.

Take a deep breath (before
saying something)

Notice your nonverbals.

Acknowledge what happened.

"Ahhh. Yes, this tough, I wish
there was something better for
us to do. Lets chat later about
this."

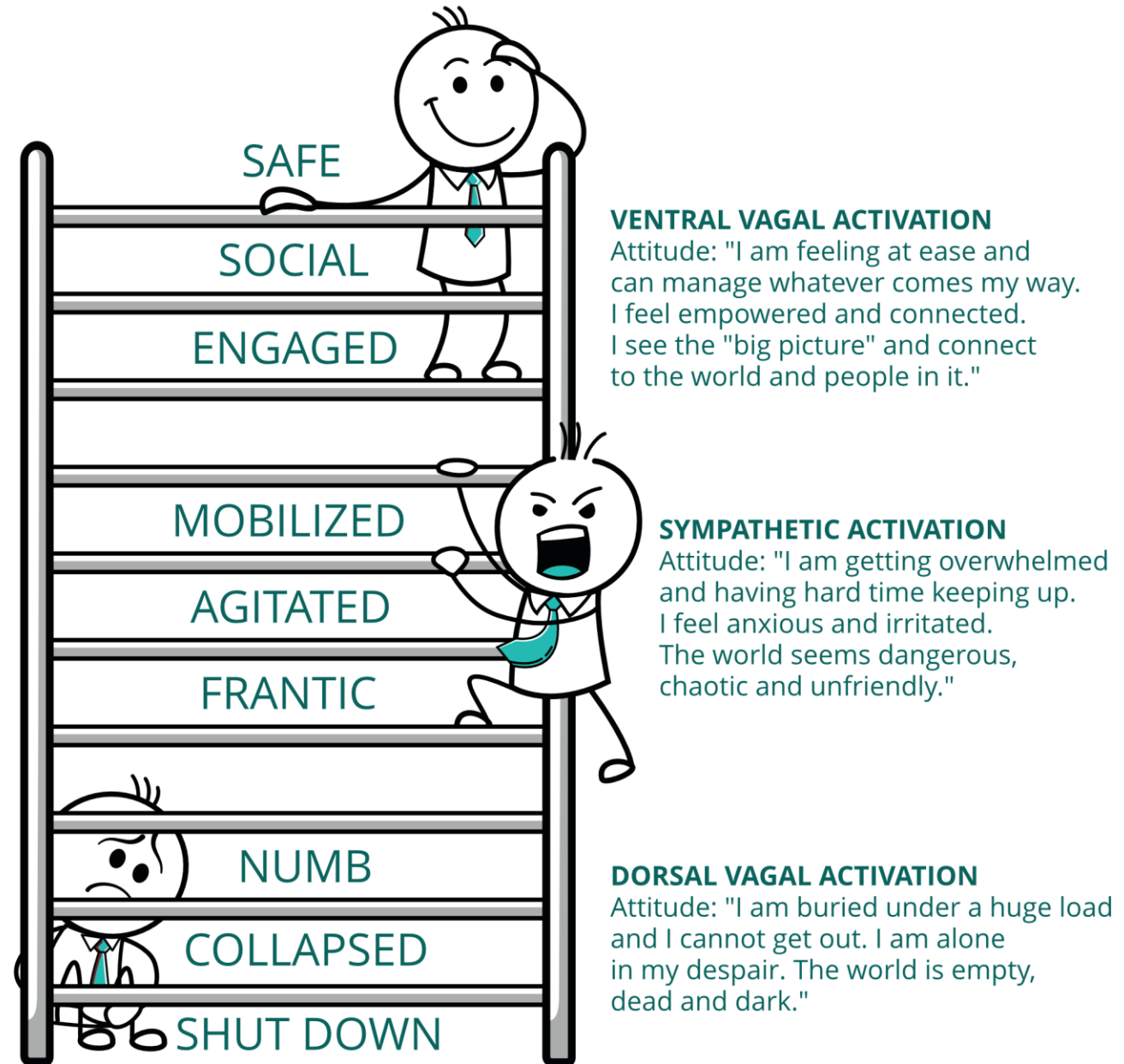


AUTONOMIC NERVOUS SYSTEM AS A LADDER

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 physical and brain development is inter-connected to all facets of growth, including social and behavioral.
- 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