



**BETWEEN CHILDHOOD AND
ADULTHOOD**
*SURVIVING AND THRIVING THROUGH
ADOLESCENCE*

Dan Shapiro, M.D.
Developmental and Behavioral Pediatrics
drdanshapiro@gmail.com
www.raisingyourchallengingchild.com

WHAT BRINGS YOU HERE?

- Problem situations?
- Problem behaviors?
- Worries/ fears?
- Frustration/ anger?
- Sadness/ grief/ desperation?
- Hope? What new doors are open?



TOUGH ISSUES

(FROM M. BRADLEY, YES, YOUR TEEN IS CRAZY!)

- Friends, peer influence
- Appearance: hair, clothes, body art, etc.
- Chores, jobs
- Disrespectful talking, swearing, aggression, rage
- Driving, curfews, running away
- Media: internet, music, video games, cell phones, etc.
- Religion
- School achievement, attendance
- Supervision, privacy, safety
- Drugs: alcohol, pot, others
- Sex, dating, STDs, pregnancy, LGBTQ
- Parent depression, anxiety, marital stress, divorce, remarriage, single parenting



PERSPECTIVE

- “The trick to forgetting the big picture is to look at everything close up.”
— Chuck Palahniuk
- “We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses.”
— Abraham Lincoln



G. STANLEY HALL



ADOLESCENCE: ITS PSYCHOLOGY AND ITS RELATIONS
TO PHYSIOLOGY, ANTHROPOLOGY, SOCIOLOGY, SEX,
CRIME, RELIGION AND EDUCATION (G. STANLEY
HALL, 1904)

- Adolescence is a new birth, for the higher and more completely human traits are now born.
- Normal teens often pass through stages of passionate cruelty, laziness, lying and thievery.
- The teens are emotionally unstable and pathic. It is a natural impulse to experience hot and perfervid psychic states, and it is characterized by emotionalism. We see here the instability and fluctuations now so characteristic.
- There is no more wild, free, vigorous growth of the forest, but everything is in pots or rows... The pupil is in the age of spontaneous variation which at no period of life is so great. He does not want a standardized, overpeptonized mental diet. It palls on his appetite.



WOW, HAS THE WORLD EVER CHANGED!

○ “Everything in pots and rows” no more

- Drugs: alcohol, pot, and others
- Sex
- Violence
- Media: internet, video games, TV, movies
- Stress: academic and socioeconomic



○ Nature and Nurture

- Dramatic changes of adolescence are the same as ever
- It's the world of today's adolescents that's dramatically different: “a wild, free, vigorously growing forest”



ADOLESCENCE = CHANGE

- Puberty = biological changes
- Adolescence = psychosocial changes



OUTLINE

- About adolescence
 - Pubertal/biological changes
 - Adolescent/ psychosocial changes
 - Individual differences
 - Period of risk
 - Period of opportunity
- Empathy, motivation, and collaborative problem solving
- Behavior management



PUBERTAL/BIOLOGICAL CHANGES

- Reproductive system
 - Girls
 - Boys
- Not just reproductive system
 - Skeletal
 - Soft tissues
 - Cardiovascular
 - Respiratory
 - Neurological
 - Neuropsychological



REPRODUCTIVE SYSTEM IN GIRLS

○ Thelarche

- puberty onset getting earlier
- range 8-13 years of age
- breast buds, often asymmetric

○ Pubarche

- pubic hair
- height spurt

○ Menarche

- onset menses
- usually about two years after thelarche
- average: 12-13 years of age
- at first, anovulatory and irregular



REPRODUCTIVE SYSTEM IN BOYS

- Pubarche
 - 9.5-13.5 years, enlargement of testes
 - Pubic hair, coarsening/reddening of scrotal skin
- Spermarche:
 - Penis lengthens, ejaculation
- Secondary changes
 - Gynecomastia in 60% (resolves in 70% in one year; 90% in two years)
 - Height spurt and facial hair growth
 - Lengthening of vocal cords, lowering of voice

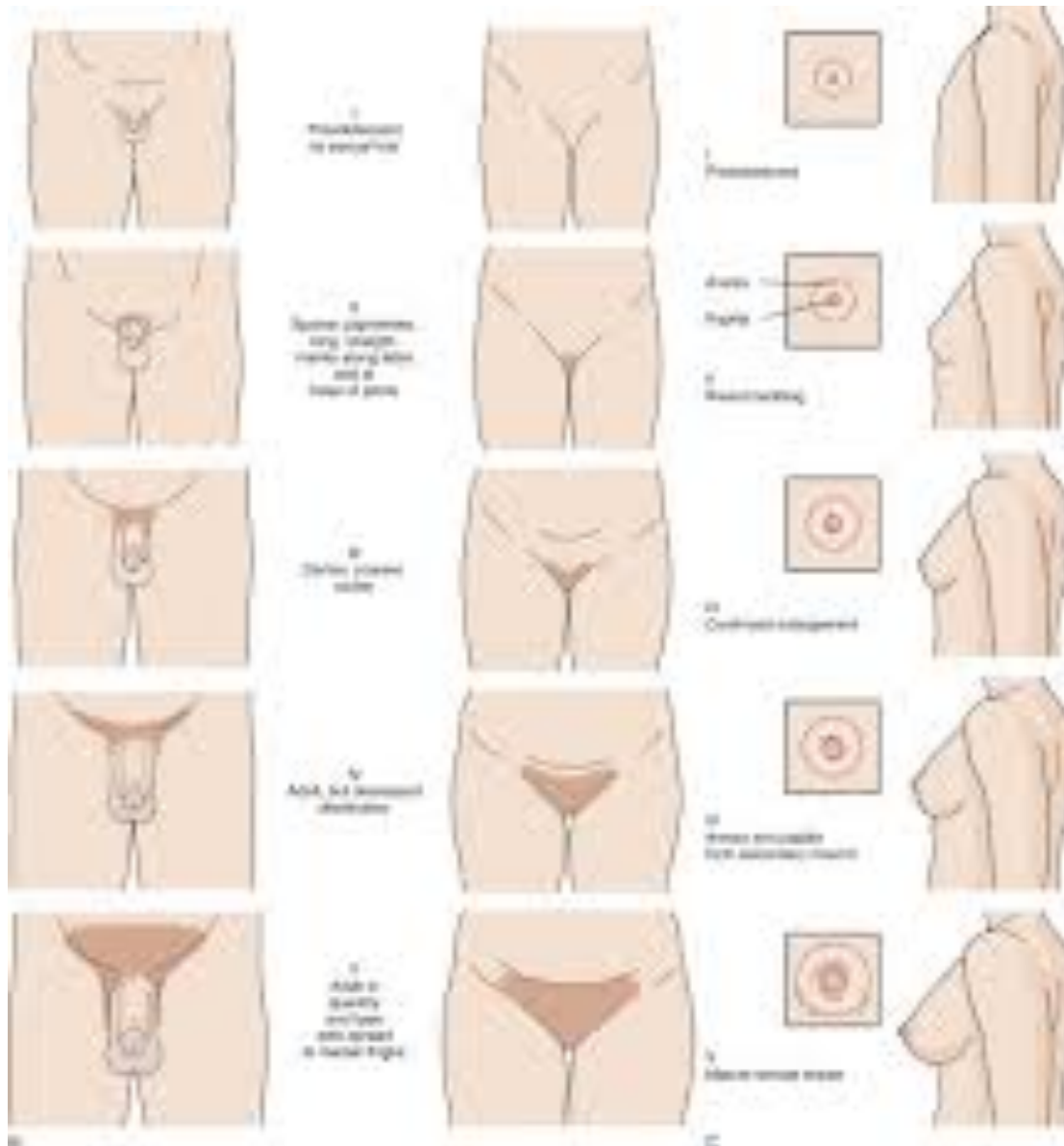


SKELETAL CHANGES IN PUBERTY

- Thicker skull bones
 - more prominent forehead, brow, and jaw
- Longer long bones
 - height spurt



TANNER STAGES



SOFT TISSUE CHANGES IN PUBERTY

- Fat and mass
 - girls
 - boys
- Decreased lymphoid tissue



CARDIOVASCULAR CHANGES IN PUBERTY

- Heart twice as large
- Rate stops decreasing
- Blood pressure and RBC count increases
 - then plateaus in girls



RESPIRATORY CHANGES IN PUBERTY

- Lung size and capacity increases
- Respiratory rate decreases



NEUROLOGICAL CHANGES IN PUBERTY

- EEG gradually changes
 - from predominantly low frequency waves of childhood
 - to alpha rhythm of adulthood



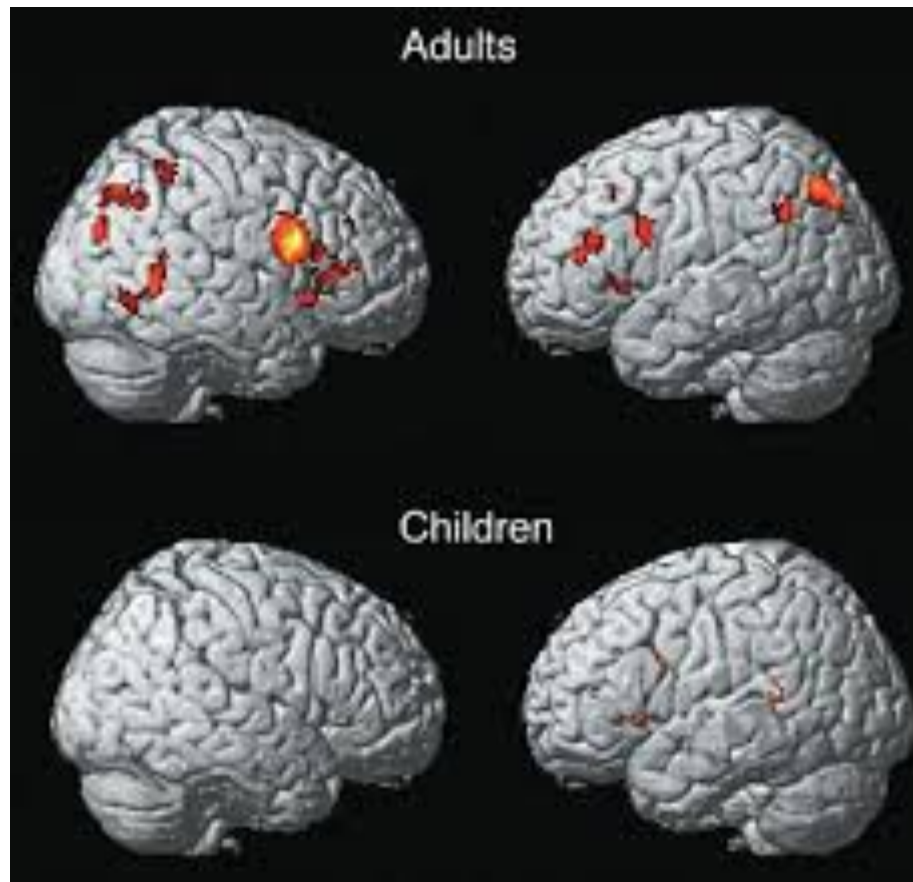
NEUROPSYCHOLOGICAL CHANGES



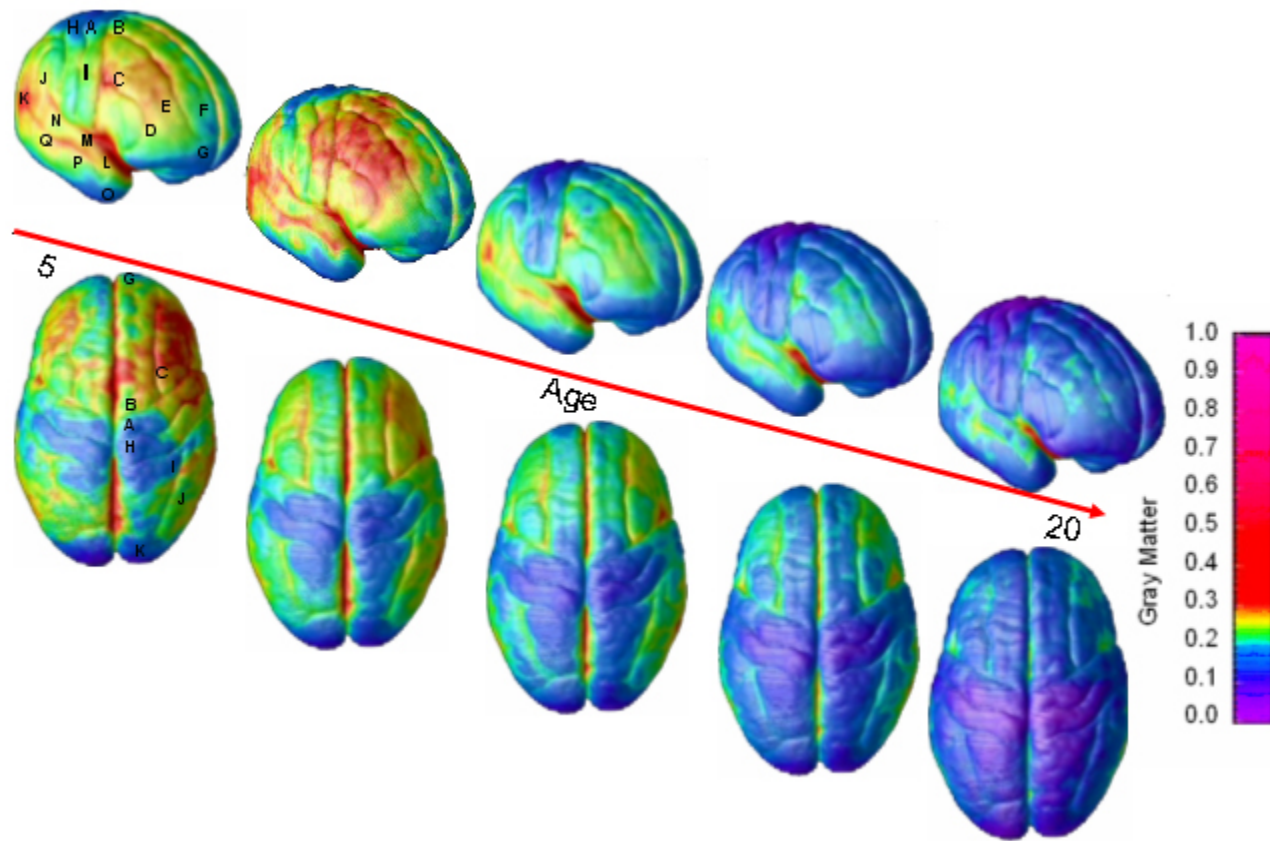
- New brain research (MRI studies)
 - Prefrontal cortices remain unfinished through the 20s
 - Good news: Things get better
 - “Emotional brain” (limbic system and excitatory systems) fires much faster than the “rational brain” (prefrontal cortex and inhibitory systems)
 - Bad news: Adolescents are more like big children than small adults
- Adopting a “developmental mindset”
 - “Executive Dysfunction of Adolescence”
 - “Mood disorder of Adolescence”



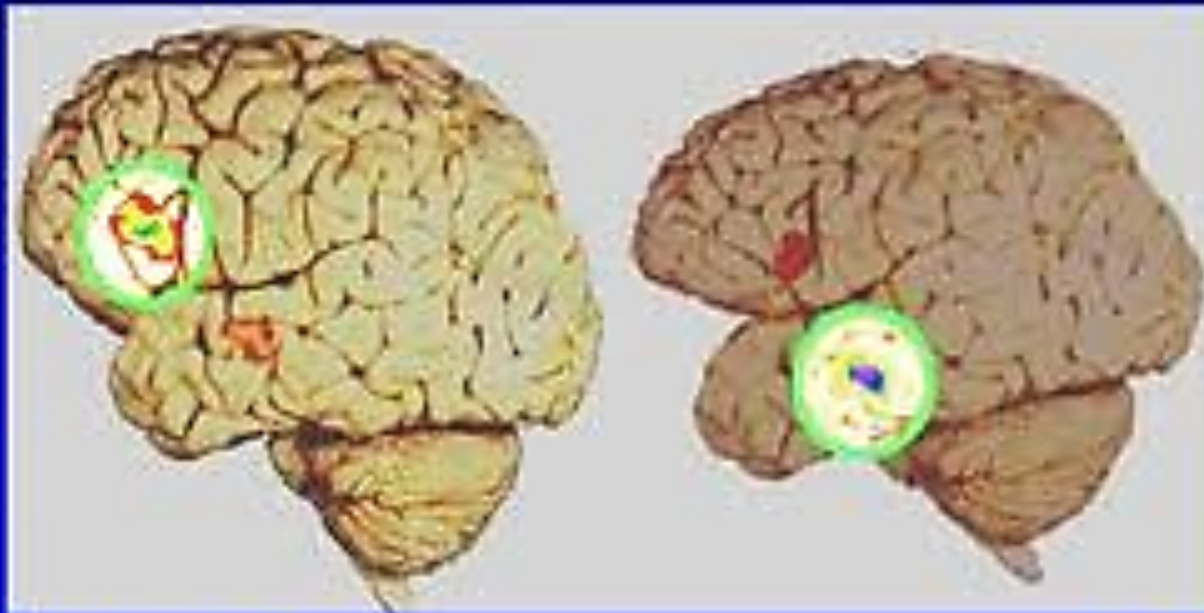
MRI OF CHILD VS. ADULT BRAIN



MRI OF THE ADOLESCENT BRAIN



When Reading Emotion...
**Adults Rely More on the Frontal Cortex
While Teens Rely More on the Amygdala**



Deborah Engelson, PhD, 2001

NIDA




ADOLESCENT PSYCHOSOCIAL CHANGES

- Cognitive
- Sexual
- Interpersonal
- Cultural/ Familial
- Erikson's "Life Stages of Crisis / Conflict Resolution"



COGNITIVE (PIAGET)

- Infancy to childhood
 - Sensory-motor
 - Preoperational
- Adolescence to adulthood.
 - Concrete operations
 - simple
 - concrete
 - self-centered
 - Formal operations 
 - complex reasoning/ cognitive flexibility
 - abstract and symbolic/ forming and testing hypotheses
 - “other”-centered



PIAGET'S FORMAL OPERATIONS

- Political, moral, social and philosophical concepts
- Analogies, inductive and deductive reasoning, inferential thinking
- Ability to “think about thinking”: metacognition, meta-language, meta-attention
- Process of problem solving
- Performance analysis
- Higher level memory skills, language skills, analytical thinking, organization skills, writing skills



SEXUAL CHANGES



- Self-exploration
- Mutual exploration
- Genital play
- Sexual orientation (hetero, homo, bi)
- Gender assignment vs. identity
- Dating
- “Outercourse”: touching, kissing, petting
- Intercourse: oral, anal, vaginal



INTERPERSONAL CHANGES

○ Peterson and Leffert

- Pre-conformist (family influence)
- Conformist (peer influence)
- Independent thinking (post-conformist)



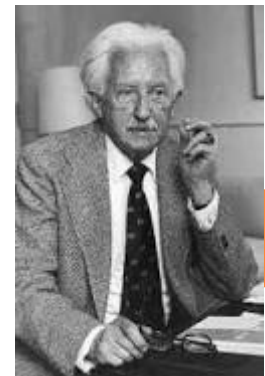
CULTURAL/ FAMILIAL FACTORS

- Expectations
 - education
 - age of marriage
- Economic status
- Family configuration
 - birth order
 - same-sex parents
 - single parents
 - marital discord/ divorce
 - Illness/ death
- School
- Peer culture
- Modern culture (again): sex, drugs, violence, media, stress



ERIKSON'S 8 LIFE STAGES OF CRISIS RESOLUTION **AND ADOLESCENCE**

1. Trust vs. Mistrust (birth to 18 months)
2. Autonomy vs. Shame and Doubt (2 to 3 years)
3. Initiative vs. Guilt (3 to 5 years)
4. **Industry vs. Inferiority (6 to 11 years)** —————>
5. **Identity vs. Role Confusion (12 to 18 years)** —————>
6. **Intimacy vs. Isolation (19 to 40 years)** —————>
7. Generativity vs. Stagnation (40 to 65 years)
8. Ego Integrity vs. Despair (65 to death)



STAGE 4: PRE/ EARLY ADOLESCENCE

INDUSTRY VS. INFERIORITY

- Preadolescent enters school
- Needs to cope with new social and academic demands
- Needs to learn through experience
- “Can I win recognition performing outside of home?”
 - success: sense of competence
 - failure: feelings of inferiority, social withdrawal



STAGE 5: EARLY/ MID-ADOLESCENCE

IDENTITY VS. CONFUSION

- Need for autonomy, individuation, privacy, sense of self; separate from family
- Influences outside the family; horizontal/ peer / “second” family
- Experimentation, exploration, risk-taking, limit-testing, questioning rules and authority
- Invulnerability/ idealized views re: social, religious, political issues
- Trying on roles, “Who am I?”; physically, vocationally, socially, spiritually, etc.
 - success: ability to stay true to yourself
 - failure: role confusion and weak sense of self



STAGE 6: LATE ADOLESCENCE

INTIMACY VS. ISOLATION

- Form intimate loving relationships with others
- Fuse newly established identity with another person
- Develop empathy, commitment
- Further separate from family (but with undercurrents of dependence during times of stress)
 - success: strong relationships
 - failure: loneliness, perhaps destructive wishes (targeted at those who threaten success or are different)



BEYOND DEVELOPMENTAL GENERALIZATIONS:
INDIVIDUAL DIFFERENCES

- Behavioral Style/ Temperament
- Sensory
- Social-emotional
- Skills
- Environment/ Life Stresses
- Physical Health



“GOODNESS OF FIT” (CAREY)

- Parent ↔ teen
- Grandparent ↔ teen
- Teacher ↔ teen
- Doctor ↔ teen
- Peers ↔ teen



ADOLESCENCE

- Period of risk
- Period of opportunity



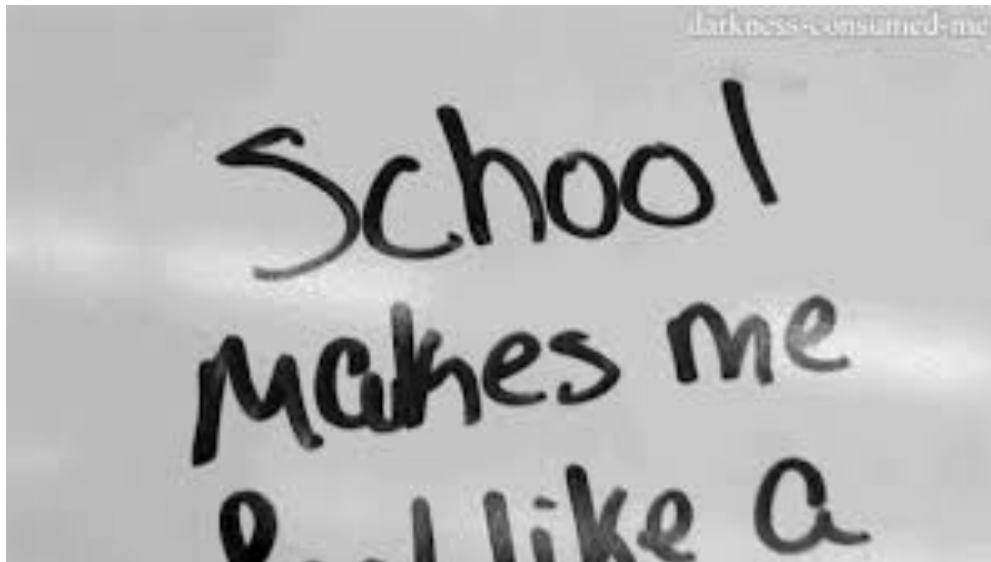
ADOLESCENCE AS A PERIOD OF RISK

- School
- Healthy life habits
- Sex
- Injury
- Substance use
- Mental health
- Family



SCHOOL RISK

- Poor school performance



HEALTH LIFE HABITS RISK

- Exercise
- Nutrition
- Electronics/ “screen addiction”
- Sleep



SEX RISK

- Sex education
- Sexually Transmitted Diseases
- Rape
- Early/ unwanted pregnancy



INJURY RISK

- Motor vehicle accidents
- Drunk driving
- Physical fights
- Homicide



SUBSTANCE ABUSE RISK

- Alcohol
- Marijuana
- Other Illicit drugs
- Nicotine
- Prescriptions drugs- adhd meds, pain meds



MENTAL HEALTH RISK: “NORMAL INSANITY OF ADOLESCENCE” VS. TRUE DISORDERS

- “Oppositional Defiant Disorder”
- “Conduct Disorder”
- Mood Disorder: Depression, Bipolar, Anxiety
 - self-injury
 - suicide
 - eating disorder: obesity, anorexia, bulimia
- ADHD

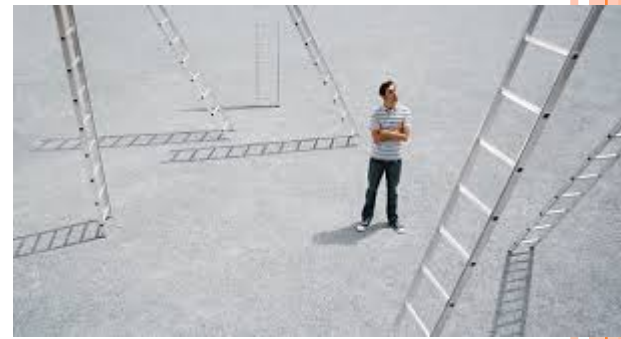


FAMILY RISK

- Family communication
- Family connectedness
 - Increased power struggles/ intensity
 - Increased avoidance/ withdrawal
 - Increased marital/ sibling stress



PERIOD OF OPPORTUNITY



- Consolidate independent life skills
- Assume increased responsibility
- Good friendships and positive peer influences
- Opportunity to specialize
 - vocations and avocations
 - mentors/ apprenticeships/ internships
- Beyond high school/ transition to adulthood
 - college: bachelors, associate, vocational, community
 - military, Ameri-corps, Peace Corps
 - gap years
 - job market
- “What is my purpose in life?”
 - spirituality, morality, community service



“ESSENCE” OF ADOLESCENCE

- *Emotional spark*
- *Social engagement*
- *Novelty seeking*
- *Creative explorations*

“...positive and necessary core aspects of who adolescents are – and who they might become as adults...a time of great importance that should be not just survived but nurtured.”

- *Daniel Siegel,*
- *Brainstorm: The Power and Purpose of the Teenage Brain*



PARENT TRAINING/ BEHAVIOR MANAGEMENT BASICS

- “There’s just one thing...
 - Before we do Child and Adolescent Psychiatry, we have to do Adult Psychiatry.”
 - Before you take the baby’s pulse, take your own.”



Perhaps the greatest skill for a parent today is learning not to be hurt, truly understanding that what teenagers say and scream means nothing other than that they are teenagers and this is how teenagers today behave, understanding that what they say and what they do in no way diminishes who you are and what you do. Your teenage children cannot diminish you unless you allow them to.

--Anthony E. Wolf, Get Out of My Life, but First Could You Drive Me and Cheryl to the Mall



WHAT KIND OF PARENT DO YOU WANT TO BE? (HOW WILL YOUR TEEN FEEL?)

- Permissive (lost)
- Authoritarian (fear, anger)
- Authoritative (respect)



Next time you're in a position to discipline, ask yourself, *What is the message I'm sending here: I will judge and punish you? Or I will help you think and learn?*

- Carol Dweck, Mindsets



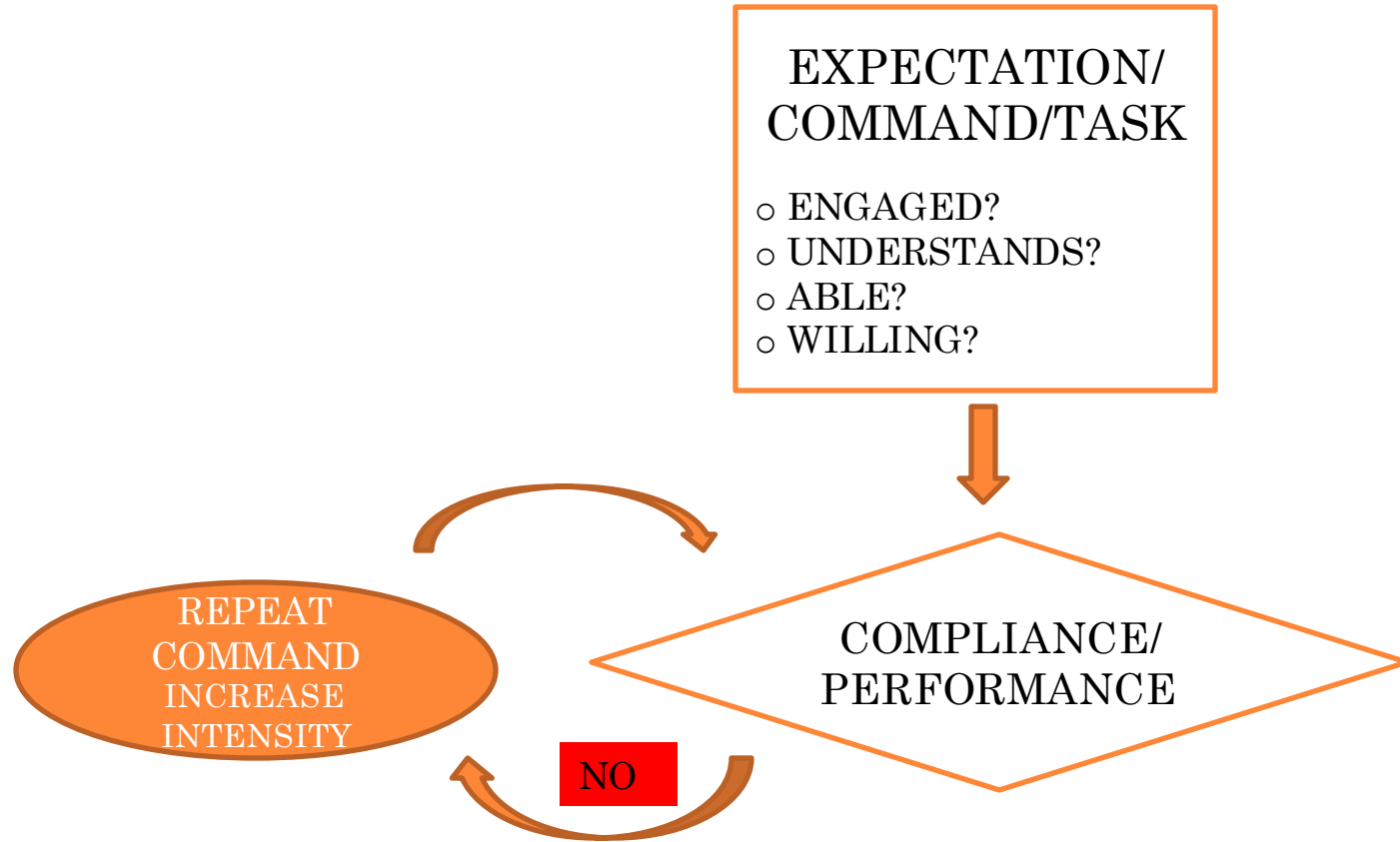
TAKE CARE OF YOURSELF

TAKE CARE OF YOUR MARRIAGE

- Lewinsohn, “Coping with Depression” on-line course
- Burns, Feeling Good Handbook
- Chronis-Tuscano, U of MD Parent Course



THE POWER STRUGGLE



ROSS GREENE'S PHASES TO EXPLOSION

- Phase I - *"vaporlock," or "brainlock," or "short circuiting."*
- Phase II – *"crossroads"*
- Phase III – *"meltdown"*

(See Ross Greene,
The Explosive teen)



ROSS GREENE'S PHASE I

- *"Vaporlock," or "brainlock," or "short circuiting."*
- Environmental demand to shift gears
- Frustration
- Rational thinking begins to breakdown



ROSS GREENE'S PHASE II

- “*Crossroads*”
- Either maintenance of good communication and resolution of the crisis or further deterioration of rational thinking

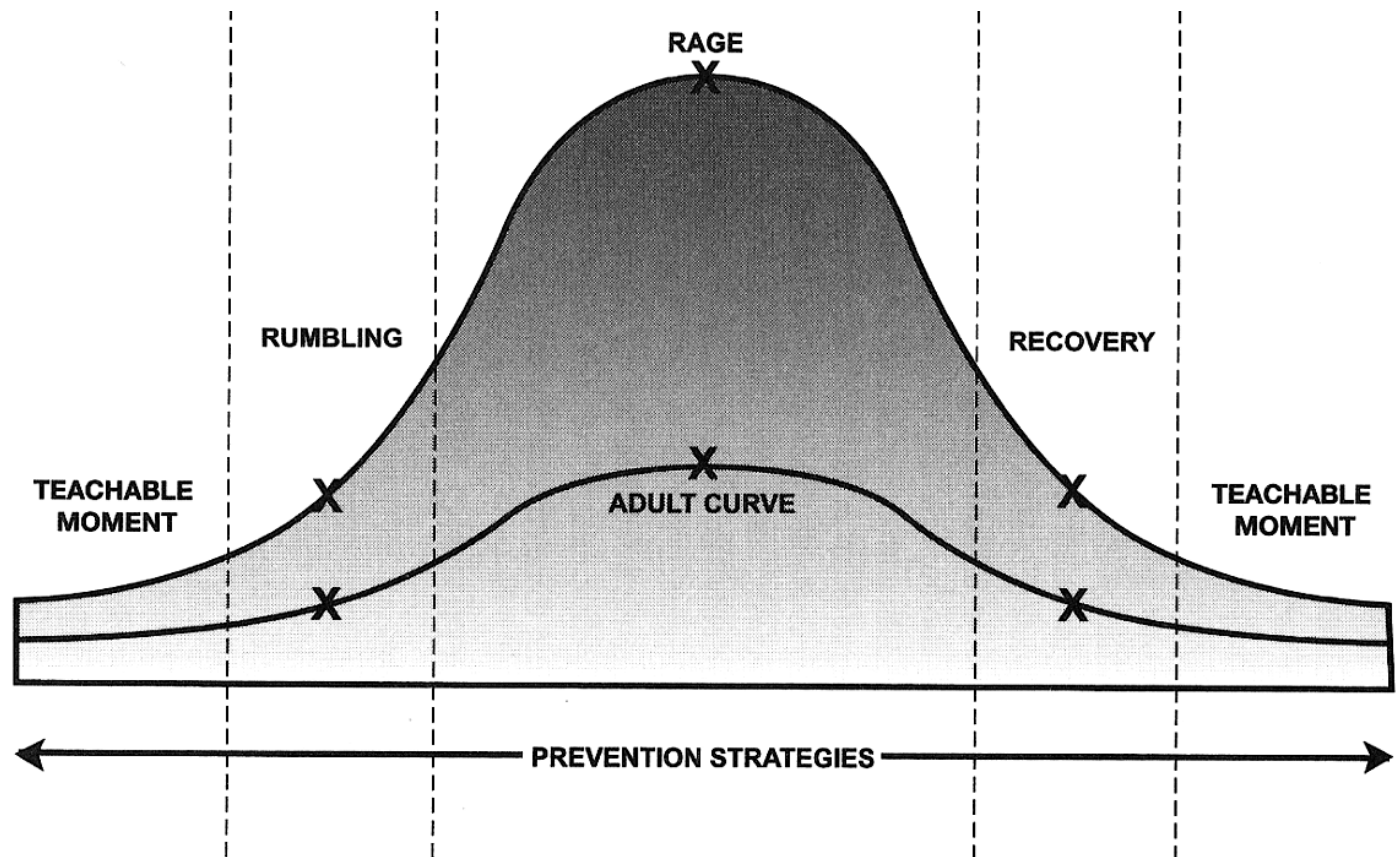


ROSS GREENE'S PHASE III

- *“Meltdown”*
- Disintegrative rage or neural hijacking
- Intervention at this point is never productive
- “Inflexibility plus inflexibility” leads to further meltdown



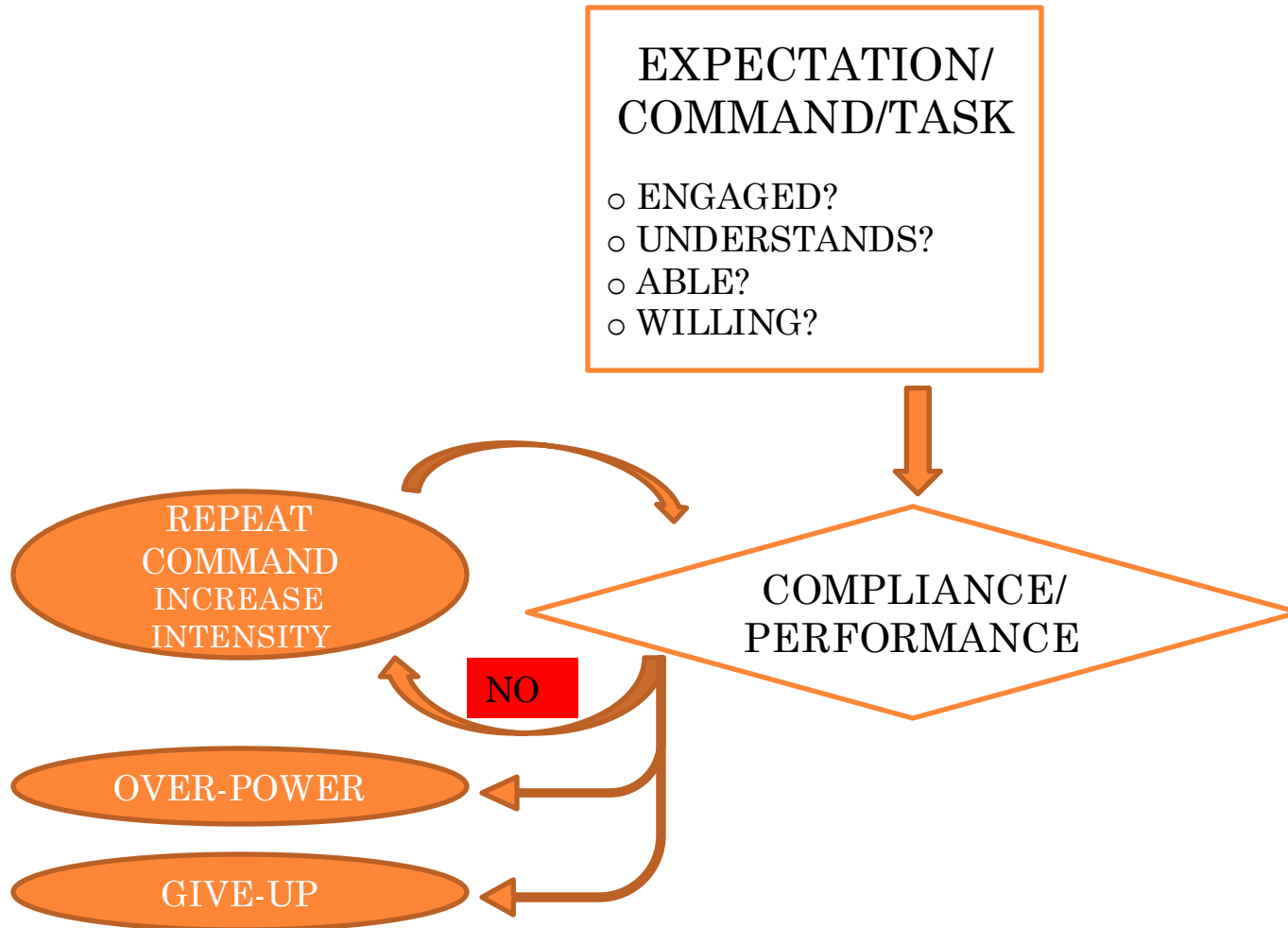
SMITH MYLES' RAGE CYCLE (IT TAKES TWO TO TANGO)



(See Brenda Smith Myles, Difficult Moments)



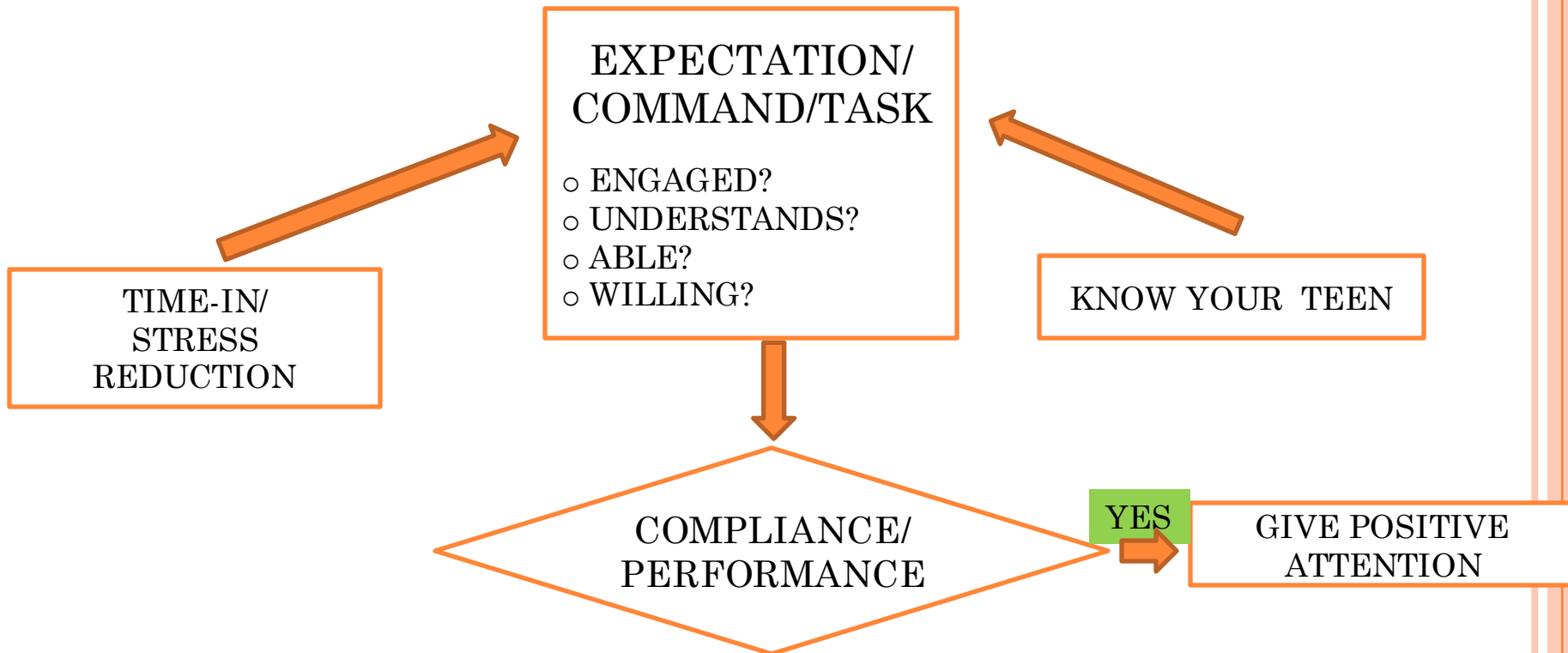
POWER STRUGGLES NEVER END WELL



(See Russell Barkley, The Defiant teen)

PROACTIVE STRATEGIES

GETTING TO “YES”



(See Thomas and Chess, Know Your teen)

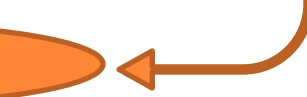
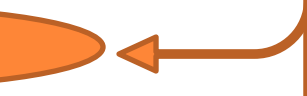


REACTIVE STRATEGIES DEALING WITH "NO"

EXPECTATION/
COMMAND/TASK

- ENGAGED?
- UNDERSTANDS?
- ABLE?
- WILLING?

COMPLIANCE/
PERFORMANCE



REPEAT
COMMAND
INCREASE
INTENSITY

OVER-POWER

GIVE-UP

PENALTY

EMPATHY,
I PROBLEM-SOLVE

IGNORE

IMMEDIATE
NON-EMOTIONAL
NON-VERBAL

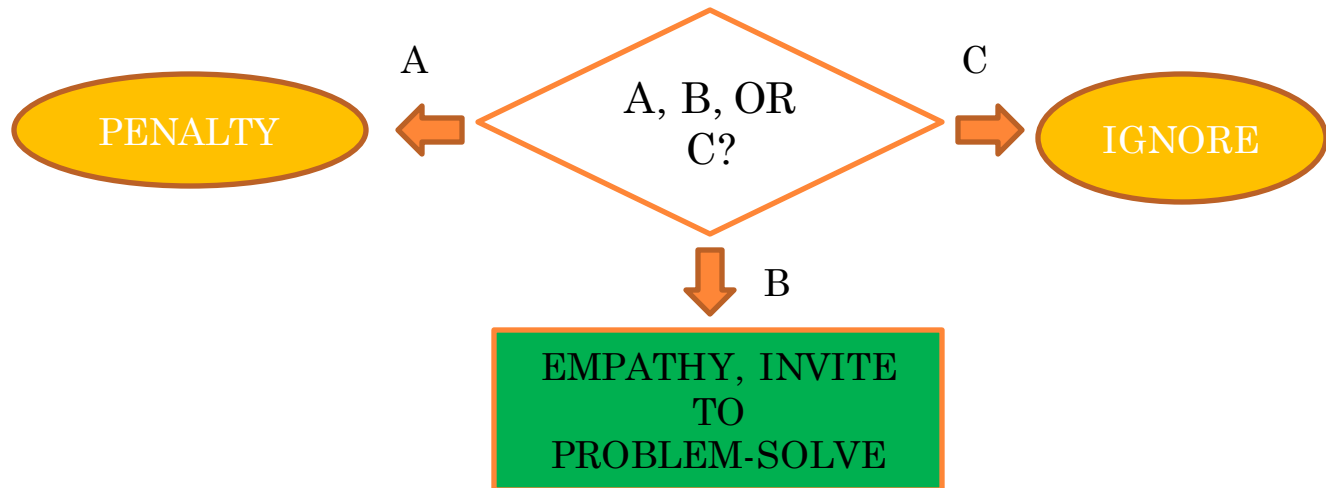
IMMEDIATE
NON-EMOTIONAL
NON-VERBAL



A DEVELOPMENTAL PERSPECTIVE

○ Goal:

- Less A and C
- More B



YOUR BEHAVIOR MANAGEMENT TOOL KIT

(*BASED LARGELY ON BARKLEY AND ROBIN,
YOUR DEFIANT TEEN, 2ND EDITION*)

- Relationship building
 - Time-in
 - Respect, approval, recognition, and praise
 - Ignoring attention-getting bids from your teen
 - Empathy and active listening
 - Breaking bad communication habits
 - Collaborative Problem Solving
 - Replacing negative beliefs and unrealistic expectations
- Contingency management
 - Effective commands
 - Point systems/ Behavior contracts/ Penalties
 - Grounding
 - 911/ Mental Health/ Law Enforcement System



TIME-IN

- Get off the negative
- Build the relationship
 - *With Teens, “If you can’t beat ‘em, join ‘em”:*
 - *car-rides*
 - *music*
 - *sports*
 - *movies/ TV*
 - *electronics*
 - *Other ideas???????????*



HOW TO DO TIME-IN

- Get 1-on-1
- Get relaxed
- Get into whatever your teen wants to do
- Give custom-designed positive attention
- No questions, no commands, no teaching
- Each teen, each adult
- Get a plan



SOME MORE BASICS

- Catch 'em being good
 - Respect
 - Approval
 - Recognition
 - Praise
- Ignoring attention-getting bids from your teen



EMPATHY AND ACTIVE LISTENING



WHY EMPATHY?

- Staying out of power struggles
- Helping the teen feel understood
- Teaching the language of emotion
- Modeling compassion
- Gaining traction for collaborative problem solving



“WHEN SKIDDING OFF AN ICY ROAD”

HOW TO RESPOND EMPATHICALLY

- Do not drive normally! The road is not ok!
- Take the foot off the gas and the break
- Turn the wheels in the direction of the skid
- Let the car slow down
- See if you have regained enough traction to gradually turn the car back on the road

Other metaphors: martial arts, kayaking



FOUR GENERAL PRINCIPLES OF MOTIVATIONAL INTERVIEWING

1. Express empathy, establish rapport
2. Roll with resistance, avoid argumentation
3. Develop discrepancy between wants/ reality, values/ behavior; elicit ambivalence
4. Give direct help resolving ambivalence but support self-determination, self-efficacy



MI VS. CONFRONTATION

- Reluctance to change is natural, normal, and fluctuating; not pathological
- Resolution of ambivalence and genuine motivation to change is:
 - elicited but self-directed and free
 - not imposed, dictated, or coerced
- Tone is quiet, accepting, and reflective listening; not impatient or argumentative
- Partnership roles; not expert/recipient



BREAKING BAD COMMUNICATION HABITS

Negative	Positive
Insults	States the issue
Interrupts	Takes turns
Criticizes	Notes good and bad
Gets defensive	Calmly disagrees
Lectures	Keeps it short and to the point
Looks away	Makes eye contact



BREAKING BAD COMMUNICATION HABITS (CONTINUED)

Negative	Positive
Slouches	Sits up straight
Uses sarcasm	Talks in normal tone
Goes silent	Says what he/she feels
Denies	Accepts responsibility
Commands, orders	Asks nicely
Yells	Uses normal tone of voice



BREAKING BAD COMMUNICATION HABITS (CONTINUED)

Negative	Positive
Swears	Uses emphatic but respectful language
Throws tantrum/ loses temper	Cools it, counts to 10, takes a hike
Nags	Asks once or twice
Dredges up the past	Focuses on the present
Takes adversarial position	Listens, tries to understand other's perspective



“*STEPS*” TO PROBLEM SOLVING

- Say what the problem is.
- Think about all possible solutions.
- Examine each possible solution.
- Pick the best solution.
- See how it works.



SAY WHAT THE PROBLEM IS

- *Avoid pessimistic generalizations*
- *Avoid irrational thinking*
- *Define the problem situation in specific, solvable terms*
- *Think in shades of gray*



DISTORTED THOUGHTS OF PARENTS

(FROM BARKLEY AND ROBIN, YOUR DEFIANT TEEN, 2ND EDITION)

- Ruination
 - Freedom equals disaster
- Perfectionism
 - Teens should behave flawlessly all the time
- Malicious intent
 - Teens misbehave deliberately to anger or get even
- Blind obedience
 - Teens should do everything parents command
- Constant appreciation
 - Teens should express gratitude for everything



MORE REALISTIC PARENT THOUGHTS

- Nobody's perfect: grades, speeding tickets, homework, chores, mistakes
- Teens need to strive for independence; some space and rebellion is healthy
- Teens feel stressed, moody, and need a break
- Teens may not always feel motivated and might need external reinforcers
- Teens are still not adults; inexperienced, impulsive, egocentric
- Teens learn what they see; maybe they learned some bad habits from me
- Teens sometimes take their parents for granted (and that's ok)



DISTORTED THOUGHTS OF TEENS

- Ruination
 - Any parent restrictions are catastrophic
- Unfairness
 - Any restrictions are unfair, especially if more stringent than peers
- Autonomy
 - Teens can handle and should have total freedom
- Blind obedience
 - Parents should do whatever teens ask
- Constant appreciation
 - Parents should be openly and constantly grateful for every little thing



MORE REALISTIC TEEN THOUGHTS

- Life isn't always fair
- My friends are loyal (no matter what my parents do to mess up my social life)
- Maybe I do mess up sometimes
- Maybe I do need to accept some help sometimes
- Nobody really has complete freedom
- Maybe I should take more responsibility about some things
- Do I really want to mess up my own body?
- How much they love me should not really depend on how many material things they give me



THINK ABOUT ALL POSSIBLE SOLUTIONS

- *Brainstorm*
- *Anything goes*
- *No comments*



EXAMINE EACH POSSIBLE SOLUTION

- *Predict outcomes*
- *Rate possible solutions*
- *Be realistic*
- *Accept different opinions*



PICK THE BEST SOLUTION

- *Encourage self-determination*
- *Seek consensus*



SEE HOW IT WORKS

- *Anticipation*
- *Experimentation*
- *Evaluation*
- *Modification*
- *Re-evaluation*



GENERAL PRINCIPLES OF CONTINGENCY MANAGEMENT

- Be clear and specific
 - Rights and gifts vs. privileges
 - Consequences
- Increase freedom and increase responsibility
- Be proactive
- Be consistent
- Be strong



CONTINGENCY MANAGEMENT

- Effective commands
- Point systems/ behavior contracts/ penalties
 - Home-school behavior charts
 - Consequences that work for adolescents:
 - Cell phone/ internet; minutes and monitoring
 - Allowance (all income earned)
 - Car keys
 - Social restrictions: curfew, specific places, other parent present
 - Monitoring: GPS tracking, drug testing
 - Other??
- Grounding (not too long; hours- days; not weeks)
- When home contingency management fails:
 - Residential mental health treatment
 - Juvenile Justice vs. Adult Law Enforcement system



IF YOU THINK THAT YOU MIGHT NEED
HELP,
GET IT!

- Pediatrician
- Psychologist
- Social worker
- School counselor
- Clergy
- Psychiatrist



TRUE EMERGENCIES

- Suicidal activities or threats
 - Assault or serious threats of assault
 - Drug overdoses
 - Psychotic behaviors
- First-aide?
 1. Calm things down
 2. Try to get agreement to go the emergency room for help
 3. If necessary, call 911



HOW TO GET YOUR TEEN TO A COUNSELOR (IN ORDER OF PREFERENCE)

1. Explain need (parent, family; not just teen)
 2. Give choices
 3. “Just try it and then decide.”
 4. “What are you afraid of?”
 5. Bribe (payment)
 6. Penalty (cut back curfew)
- From Bradley, Yes, Your Teen is Crazy!



KEEP THE LONG VIEW

“Time is on the side of loving parents, if they can just ride out the tempest. It turns out that love is the magic, after all.”

From Bradley, Yes, Your Teen is Crazy!



RECOMMENDED READING

- Robin, ADHD and Adolescence
- Ginot, Between Parent and Teenager
- Faber and Mazlish, How to Talk So Kids (Teens) Will Listen and Listen So Kids (Teens) Will Talk
- Barkley, Robin, Your Defiant Teen, 10 Steps to Resolve Conflict and Rebuild Your Relationship
- Wolf, Get Out of My Life, but First Could You Drive Me and Cheryl to the Mall
- Bradley, Yes, Your Teen is Crazy! and Yes, Your Parents are Crazy!
- Daniel Siegel, Brainstorm: The Power and Purpose of the Teenage Brain

