



ECHO IDAHO: **K12 Behavioral Health**

Current Changes in Youth Development

April 23rd, 2024

Dr. Joy Jansen, PhD & Dr. KC Knudson, DO

None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Learning Objectives

- Understand the difference between functional development and social-emotional development
- Better recognize stages of social-emotional development, and the impact that it can have on functioning in the classroom
- Learn about some of the most common ways that this may be approached from a pharmacologic perspective

Your Child's Early Development is a Journey

These are just a few of many important milestones to look for. For complete checklists for your child's age visit www.cdc.gov/Milestones or download CDC's free *Milestone Tracker* app.



What is Psychosocial Development?

- Psycho = mind, brain, personality
- Social = external relationships and environment
- This was influenced by Sigmund Freud
 - Incorporated cultural and social aspects as well
- Outlines are development in stages that occur from infancy into adulthood
 - Each stage involves a psychosocial crisis of two opposing emotional states
 - Looking for balance and to identify any challenges
- Initially brought to light by Erik Erikson
 - American child psychoanalyst

Stage 1: Infancy (Birth to 18 months)

- Psychosocial Crisis: Trust vs Mistrust
- Relationships: Mother/Caregiver
- Conflict: Feeding and Being Comforted
- Basic Virtue: Hope/Fear

Stage 1: Infancy (Birth to 18 months)

Trust

- Caregiver is reliable, consistent, nurturing
- World is safe
- People are reliable, dependable and affectionate

Mistrust

- Caregiver fails to provide consistent, adequate care
- Mistrust and insecurity
- Anxiety

Stage 2: Early Childhood (18 mos. - 3 yrs.)

- Psychosocial Crisis: Autonomy vs. Shame and Doubt
- Relationships: Parents
- Conflict: Toilet training/Independence
- Basic Virtue: Will

Stage 2: Early Childhood (18 mos. - 3 yrs.)

Autonomy

- Child is encouraged and supported
- Child becomes more confident and secure
- More comfortable with decision making, exploring, and developing sense of self control

Shame and Doubt

- Overly controlled or criticized
- Feel ashamed and doubt abilities
- Decreased confidence, fear of trying new things, and sense of inadequacy

How does this manifest in school?

- Child struggles with feeling inadequate in the classroom even when they demonstrate skills equivalent to their peers
- Become overly dependent on others
 - “I need help”
 - “I can’t do this’
 - “This is too hard”
- Lack self-esteem

How can we help?

- Spent a lot of time early on providing reassurance
- Encourage independent learning (after instruction) for a period of time before help is given
 - I.e. “I want you to work on this for ten minutes and then I will come and see how things are going”
- Celebrate the “wins,” especially when checking back
- Give them choices, particularly if they are feeling “paralyzed” by being asked a question
 - i.e. Rather than asking “what do you want to do?” ask “Do you want to do x or y?”

Stage 3: Preschool (3 -6 years)

- Psychosocial Crisis: Initiative vs. Guilt
- Relationships: Family
- Conflict: Exploration and Discovery
- Basic Virtue: Purpose

Stage 3: Preschool (3 -6 years)

Initiative

- Caregiver encourage child to take initiative
 - Planning activities, accomplish tasks, face challenges
- Child able to assert control
- Think for themselves, formulate and execute plans

Guilt

- Caregiver discourages independent activities
 - Efforts to do so are dismissed or criticized
- Self-doubt
- Lack of initiative/unmotivated

How does this manifest in school?

- Reduced interaction with peers at school
 - Always take on a supporting role rather than a lead role
- Hesitate to raise their hand in class, even with valid questions
 - May fall behind in classes due to lack of understanding
 - Unable to put their learning into their own hands
- Creativity may be inhibited

How can we help?

- At the onset, foster an environment of learning and growth
 - Encourage questions, engagement and participation
- May be helpful to speak with each student independently at the start of the year to gauge their comfort level
- If student is uncomfortable asking questions in front of the class, provide an alternative
 - Approach them directly
 - Ask them to come to your desk to ask questions in a more individualized format
- Be proactive when deficits are identified
- Try not to assume and ask questions of the learner to gauge their understanding of the material and then seek to identify the barriers

Stage 4: School Age (6 – 11 years)

- Psychosocial Crisis: Industry vs. Inferiority
- Relationships: School, Teachers, Friends, Neighborhood
- Conflict: Achievement and Accomplishment
- Basic Virtue: Competence

Stage 4: School Age (6 – 11 years)

Industry

- Encouraged by parents and teachers to develop skills
- Develop sense of competence and belief in self/skills
- Learn to work and cooperate with others and can use their skills to complete tasks

Inferiority

- Receive negative feedback or are not allowed to demonstrate skills
- Feel they aren't good enough
- Feel efforts aren't valued
- Lack of self-confidence
- Feelings of inadequacy

How does this manifest in school?

- Children are learning some of the most foundational skills
 - Reading, writing, arithmetic
- Teachers take a more prominent role here
- Peer group also more significant
 - Major source of self-esteem
- Child/student feels the need to win approval
 - Developing specific competencies (prove they can do what peers can → This even happens in the classroom)
 - Develop sense of pride in their accomplishments (The “wins” we talked about earlier)
- Lack of achievement = Failure to launch/inability to see potential

How can we help?

- Provide many opportunities to learn, achieve and demonstrate their competencies
 - Perhaps start by doing this more individually to help the student gain confidence → then small groups → then the entire class
- Promote a variety of learning opportunities
 - Projects, presentations (life skills, problem-solving)
 - collaboration with peers (teamwork)
- Frequently provide feedback
 - Ensure that balance is struck between positive feedback and constructive criticism
 - Have you ever heard of the feedback sandwich?
- Help them cope with failure
 - Normalize this (i.e. share personal experiences, stories of others)
 - Make sure parents are aware so that they can help support you

Stage 5: Adolescence (12 – 18 years)

- Psychosocial Crisis: Identity vs. Role Confusion
- Relationships: Peers, groups, influences
- Conflict: Resolving Identity/Direction, “Becoming a grown up”
- Basic Virtue: Fidelity

Stage 5: Adolescence (12 – 18 years)

Identity

- Adolescents supported in exploration and freedom to explore different roles
- Emergence with strong sense of self and independence/control
- Involves exploring interests, values, goals
- Forms their own unique identity

Role Confusion

- Adolescents restricted and not given space to explore or they find this process too overwhelming
- Being unsure of one's place in the world
- Questioning values and future direction
- Struggles to identify their purpose
- Confusion about personal identity

How does this manifest in school?

- Looking at the future regarding careers, relationships, families
- May start to experience with different roles, activities, behaviors
 - This is when we may start to see some teenagers “acting out”
 - Parents, teachers, mentors can struggle with this
- Students may explore their sexuality
 - Gender preferences, gender identity
- Social relationships reign supreme
 - May recognize these relationships as healthy or toxic
 - Value opinion of their friends more than parents/teachers

How can we help?

- Reinforce concepts of accepting others, even when there may be ideological differences
- Help them through this period of self exploration
 - Consider having a career fair
 - Taking quizzes that begin to help them identify careers that might be a good fit for them
 - Encourage discussion with a guidance/career counselor
- This is a time when youth are particularly vulnerable to mental health issues, lack of identify can propagate this
 - Don't hesitate to refer to counselor or mental health provider for evaluation/treatment
- Accept students and ensure that you are providing a safe space for this development/exploration

A Word About Medications

Note that many students are prescribed medications for various reasons. As students go through these stages of development, it can be delicate and sometimes intervention is needed/required

Most commonly used medications in school-aged children include:

- Stimulants (Adderall, Concerta, Ritalin, etc...)
 - Used to help with attention and focus, hyperactivity, impulsivity
- Alpha agonists (guanfacine, clonidine)
 - Used for hyperactivity, impulsivity, mild aggression/distress tolerance
- SSRI's (Prozac, Zoloft, Lexapro)
 - Used for depression, anxiety, panic

Key Points

- A child's developmental age does not always represent chronological age
- It is critical to determine a student's developmental stage when identifying interventions and the approach you will use
- Medication Intervention may be appropriate, particularly in situations where you recognize a student is in distress and experiencing functional impairment

References

- Bee, H. L. (1992). *The developing child*. London: HarperCollins.
- Erikson, E. H. (1950). *Childhood and society*. New York: Norton.
- Meeus, W., van de Schoot, R., Keijsers, L., & Branje, S. (2012). Identity statuses as developmental trajectories: A five-wave longitudinal study in early-to-middle and middle-to-late adolescents. *Journal of Youth and Adolescence*, 41, 1008-1021.
- Rosenthal, D. A., Gurney, R. M., & Moore, S. M. (1981). From trust on intimacy: A new inventory for examining Erikson's stages of psychosocial development. *Journal of Youth and Adolescence*, 10(6), 525-537.
- Vogel-Scibilia, S. E., McNulty, K. C., Baxter, B., Miller, S., Dine, M., & Frese, F. J. (2009). The recovery process utilizing Erikson's stages of human development. *Community Mental Health Journal*, 45, 405-414.
- Gross, R. D., & Humphreys, P. (1992). *Psychology: The science of mind and behavior*. London: Hodder & Stoughton.'
- Simply Psychology. (2024, January 25). *Erikson's Stages of Development*. <https://www.simplypsychology.org/erik-erikson.html>
- Chua, J. (2014, September 26). *Erikson's 8 stages of Psychosocial Development* [Slide show]. SlideShare. <https://www.slideshare.net/enigmaticwave/eriksons-8-stages-of-development>

Session Resources

- Session resources coming soon!



Check back after the session for resources that were referenced in the presentation or session chat and patient case recommendations.