

LEIGH HOUSE ADOLESCENT UNIT

‘Riding the Storm of Adolescence’

Understanding Adolescent Development through VdT MoCA



Aim of the Session

➡ To explore how theories of normal adolescent development relate to the Model of Creative Ability Levels.



Task

- ➡ What do you remember about your adolescence?
- ➡ How would you describe it?
- ➡ What were the things that influenced you (good and bad)?



MoCA tells us.....

- ➡ Human development is sequential
- ➡ Steps cannot be omitted
- ➡ Individual's have an innate drive to encounter and master
- ➡ Growth occurs when individuals are challenged



Development is influenced by:

- ➡ Physical and psychological capacity
- ➡ Learned skills
- ➡ Life experiences
- ➡ Resources
- ➡ Opportunities



Assessment within Adolescent Mental Health

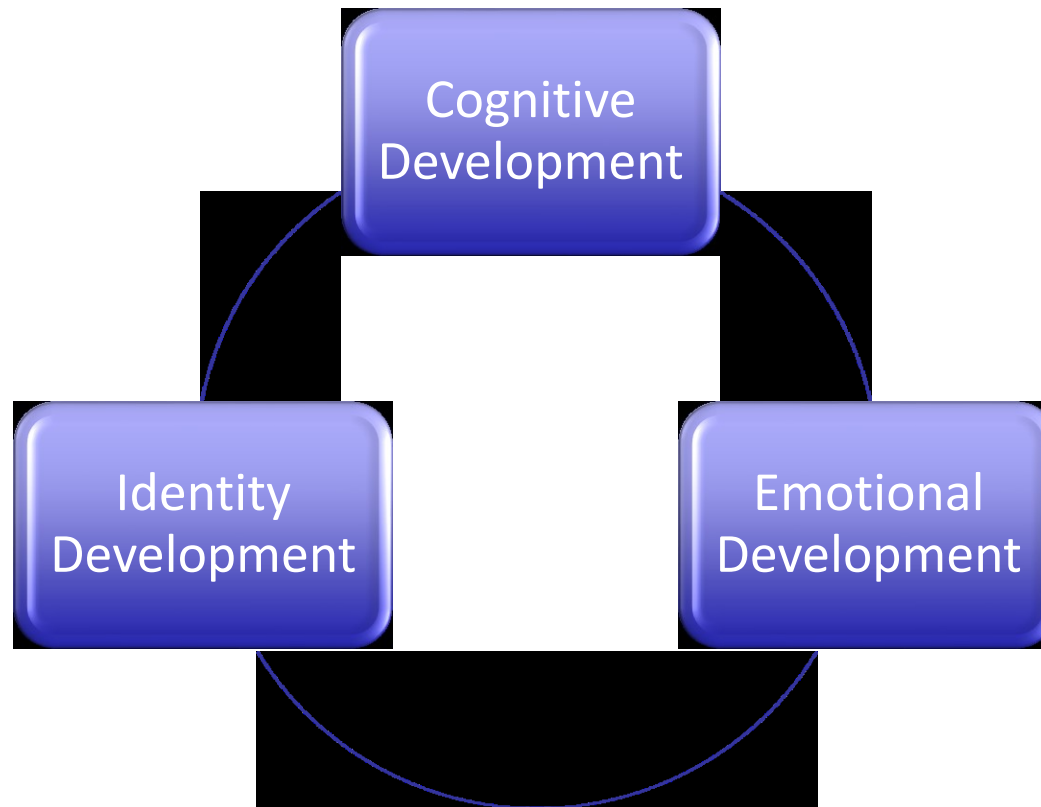
➡ Task Assessment

➡ History:

- Age and developmental stage
- Level prior to onset of illness
- Life experiences
- Resources and opportunities



Normal Adolescent Development



Cognitive Development

- Area of brain that seeks pleasure and reward is well developed
- Prefrontal cortex is maturing – responsible for organizing, making judgments, controlling impulses
- Connections between different parts of the brain are increasing
- Impact of hormonal changes



Piagetian Cognitive Development

STAGE	AGE	DESCRIPTION
Sensorimotor	0 – 2	Understand the world in terms of sensory information.
Pre-operational	2 – 6	Can classify things into groups. Infer what others are thinking: theory of mind.
Concrete operational	6 – 12	Can use logic. Less egocentric. Tends to view things as 'black or white'
Formal operational	12 +	Most sophisticated stage of thinking and mainly governed by formal logic



Formal Operational (12yrs +)

- Use logic and develop hypotheses to solve abstract problems
- Generate all possibilities from a specific situation
- Approach a problem in a systematic fashion
- Consider contrary to fact information
- Use combinatory logic



Cognitive Development & MoCA

- 🌀 Early Teens = Self-Presentation/Passive
 - Basic skills but still requiring support
- 🌀 Mid Teens = Passive
 - Ability erratic/poor generalisation of skills
 - Awareness of a range of factors
 - Identify problems but initiative poor
- 🌀 Late Teens = Imitative
 - Good organisational/work skills
 - Good judgment of situations
 - Aware of other's shortcomings



Cognitive Development- Case Example

➡ TD, Psychosis, low average cognitive ability,
attends special school

➡ Self pres

➡ Aims:



Identity

- ➡ 3 primary components (Harter, 83)
- Self-evaluation –judging self against others
 - Self-regulation – ability to persist in goals
 - Self-knowledge – knowledge about own strengths and weaknesses
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Identity Development

Erikson (1969)

➡ Adolescence “identity v role confusion”

➡ Who am I?

➡ Where do I belong?

➡ Where am I going?

- Anxiety
- Difficulty making decisions and choosing roles
- May over-identify with a ‘hero’ or ideal



Identity Development & MoCA

🌀 Early Teens = Self-Presentation/Passive

- Dependent on carers
- Developing likes/dislikes

🌀 Mid Teens = Passive

- Easily influenced by others
- Ideals and morals are more evident
- Self-evaluation is poor

🌀 Late Teens = Imitative

- Less dependent on carers
 - Some individuality evident
 - Improved self-evaluation
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Case Example

- ➡ SS, 17 years old, presenting after suicide attempt, with depression and emerging personality disorder
- ➡ Impact of mental health difficulties on Identity development



Emotional Development

- ➡ Emotional regulation develops
- ➡ Social situations impact on emotional displays
- ➡ Increase prevalence of extreme emotions(Cohen, et al. 93).
- ➡ Learning emotions through reinforcement, modelling and labelling
- ➡ Development of complex emotions



Emotional Development & MoCA

- Early Teens = Self-Presentation/Passive
 - Recognising feelings in others
 - Transient, superficial friendships
 - Occasional displays of aggression
 - Mid Teens = Passive
 - Increased emotional repertoire
 - More control
 - Late Teens = imitative
 - Manage emotions in a range of situations
 - Mature relationships
 - More complex social skills
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Case Example

- ➡ AH, 12 years old, Anorexia nervosa
- ➡ Impact of eating disorder on emotional development:
 - Identification and expression of emotions
 - Difficulty coping with strong emotions



Tasks of Normal Adolescence (Havighurst 1951)

- ➡ Adjusting to physical changes
- ➡ Independence from parents
- ➡ Personal value system
- ➡ Vocational goals
- ➡ Socially appropriate behaviour
- ➡ Stable peer relationships



Advantages of Using MoCA within Adolescent Mental Health

- ➡ Better understanding of normal development in context of MH problems
- ➡ Clearer expectations of social norms
- ➡ Importance of 'just right challenge'



Lunch Club



References

- 🌀 Brodzinsky, D et al (1986) Lifespan Human Development (3e). Holt, Rinehart & Winston:NewYork.
- 🌀 Kaplan, P.(1991) A Child's Odyssey: Child and Adolescent Development (2e). West Publishing Company: St Paul.
- 🌀 Crouch, R; Alers, V. (2005) Occupational Therapy in Psychiatry and Mental Health (4e). Whurr: London.

