

Transition: Child and adolescent development



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You don't need to perform so they know how good you are, you need to love them so they know how good they are.



Overview

- Self concept, self esteem and self efficacy
- Agents of socialization
- Transitions and the primary care giver's responsibility
- Circle of courage



Self-concept



- Belief about one's self
- Helps create an identity
- Many adolescent patient struggle to articulate belief statements about themselves
- Many adolescent patients tend to accept the images they have of themselves based on negative comments made by others.
- Many patients present with a low self-concept, which puts them at risk of engagement in undesirable behaviors

Self-esteem

- Feelings one has of self
- Many patients experience issues with low self-esteem
- Many patients seek alternate, unhealthy means in which to boost self-esteem
- Seeking unhealthy means in which to increase self-esteem results in a false self-concept
- Low self-esteem influences irrational cognitive distortions
- Irrational cognitive distortions place patients at increased risk of mood and anxiety issues



Self Efficacy

- One's beliefs of competence at performing specific tasks
- Self-efficacy expectations are agent of socialization specific
- Many patients struggle to identify a meaningful competence
- Low self-efficacy expectations influence decisions around engaging in behaviors which manifest change
- Low self-efficacy can serve as a self-fulfilling prophecy

COMPETENCE



Transition and parenting

- Early childhood: 2.5 - 7 year olds
- Middle childhood: 7 - 11 years old
- Adolescence: 12+ years old



Transitions and parenting: Early childhood

- Struggle for independence
- Language acquisition
- Understand more than they can express
- Play is primary method of learning



Transition and parenting: Middle Childhood

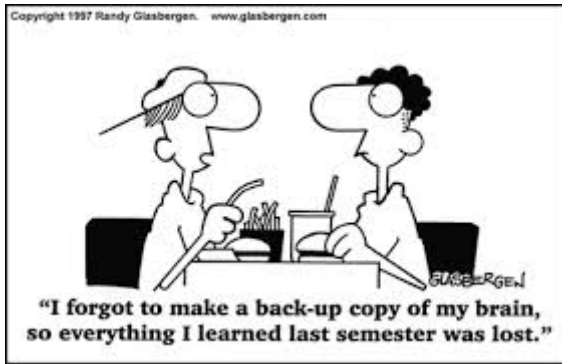


- Cognitive progression from the concrete to the abstract
- Increased independence from parents and family
- Consistent activity schedule important
- Domestic expectations
- Validate and normalize
- Healthy eating
- Adequate sleep



Transition and parenting: Adolescence

- The adolescent brain



- Adolescent vulnerabilities and stressors
- Parental emotional intelligence
- Activity and sleep important



Circle of Courage

- Spirit of generosity
- Spirit of independence
- Spirit of belonging
- Spirit of mastery



Agents of Socialization Protective factors: Home

- Love, warmth, care, support and respect
- Parental awareness
- Supervision
- Validation and normalization
- High yet realistic expectations
- Boundaries
- Discipline (teachable moments)
- Consequences and follow-through



Agents of Socialization Protective factors: School

- Strong leadership
- Focus on learning and problem solving
- Opportunities for success
- High expectations
- Close supervision
- Inclusive cultures throughout the school
- High levels of parental involvement
- Affection from teachers and administrators



Agents of Socialization Protective factors: Community

- Inclusive community
- Easily accessible parks, gyms, recreational centers, fields and playgrounds
- Accessibility of healthier food choices
- Community focus on obesogenic environment modification
- Civic leaders presence and involvement



Agents of Socialization Protective factors: Peers

- Peers know to each other's parents
- Genuine
- Inclusive
- Provision of mental and emotional support
- Involvement in pro-social activities
- Shared views against bullying, substance use and violence.



Agents of Socialization Protective factors: Technology

- Parental awareness around websites visited
- Parental awareness around videogames being played
- Engagement in age-appropriate gaming
- Age-appropriate website viewing
- Clear boundaries, expectations regarding screen time



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