Introduction

- A developmental perspective
- Typical adolescent concerns
- Implications for counseling

Agenda

- A developmental perspective
- Typical concerns/issues for adolescents
- Counseling implications
- Discussion of reading
- Personalizing typical concerns and implications for counseling adolescents
- Discuss progress on presentations

Primary source for presentation is Vernon (1993). Counseling Children and Adolescents
### A Developmental Perspective

- **Three key theorists:**
  - Havighurst -- Developmental tasks
  - Erickson -- Psycho/social stages of development
  - Maslow -- Hierarchy of needs

### Havighurst -- Developmental Tasks of Adolescence

- Accepting physical makeup and acquiring a masculine or feminine sex role
- Developing appropriate relations with age mates of both sexes
- Becoming emotionally independent of parents and other adults
- Achieving the assurance that one will become economically independent
- Determining and preparing for a career

### Havighurst -- Developmental Tasks of Adolescence

- Developing the cognitive skills and concepts needed for academic, social, and career competence
- Understanding and achieving socially responsible behavior
- Preparing for marriage and family
- Acquiring values that are harmonious with an appropriate scientific world picture

### Erickson’s Stages of psychosocial development

- Two stages associated with adolescence
  - Industry vs Inferiority (ages 6-12)
    - Acquiring skills and completing tasks
    - Developing sense of competence
Two stages associated with adolescence

- Identity vs Role Confusion (ages 13-19)
  - integrating social roles, emerging sexual feelings, and a sense of who they have been up to this point in their lives
  - determining an occupation and developing values and vision for future

Maslow’s Hierarchy of Needs

- Physiological--hunger, thirst, shelter
- Safety--security, protection, structure, limits, freedom from fear and anxiety
- Belonging and love--feeling accepted and wanted

Maslow’s Hierarchy of Needs

- Esteem and respect--recognition by others of competence and accomplishments
- Self-actualization and cognitive understanding--recognizing one’s unique potential (this stage usually not accomplished during adolescence)

Typical Issues and developmental concerns

- 11-14 year olds
  - Fear of unknown concerning sexuality
  - Fear of being unpopular
  - Fear of being selected first (having to lead a team or group)
11-14 year olds

- Fear of being selected last (implying being disliked or unpopular)
- Fear of not being able to complete homework, schoolwork, project
- Extreme concern over emotional happiness/unhappiness

15-18 year olds

- Fear of sexuality (based on lack of information concerning sex)
- Fear that another peer will vie for the person they are dating
- Fear of being ridiculed in class when asked to speak or demonstrate

15-18 year olds

- Fear that adults will interpret roles for them (they seek to define themselves in relation to peers and their own values and goals)
- Fear of inadequate vocational or academic training

Manifestation of typical concerns

- Alcoholism & drug abuse
- Depression, anxiety, anorexia, suicide
- Lack of self control, irresponsibility, absenteeism, violence
Counseling Implications

- Developmental goals (ASCA)
  - Gaining self awareness
  - Developing positive attitudes
  - Making healthy choices and effective decisions

Developmental goals (continued)

- Respecting others
- Gaining responsibility
- Developing relationship skills
- Resolving conflicts

Counseling Implications

- Change process
- Learning style
- Brief counseling

Change process

- Planning
- Implementation
- Evaluation
### Planning Stage
- Exploring and defining problem
  - Need for “Safe” environment
  - Developing trust
- Five steps of planning stage
- Designing the intervention
  - Vernon’s 17 tips

### Implementation Stage
- Trial implementation-homework
- Step by step implementation
- Full implementation

### Evaluation Stage
- Checking for results
- Recycling process
- Continuous and “in flight” adjustments can be made

### Learning style
- Techniques that emphasize other than verbal-talk therapy are needed to address different learning styles
  - Art therapy, imagery, bibliotherapy, psychodrama, role play, music, games, activities, computers. P.56-65
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<tr>
<th><strong>Brief Counseling</strong></th>
<th><strong>Personalizing typical concerns and implications for counseling</strong></th>
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<tr>
<td>- Focus is on problem solving</td>
<td>- Students recall their early and middle adolescence and reflect on typical concerns and implications for counseling adolescents</td>
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<td>- Problems are taken at face value vs symptom of some deep and fundamental deficit in the student or family</td>
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<td>- Interventions attempt to interrupt old responses and provide new ways of responding to presented difficulties.</td>
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