

DEVELOPMENT OF ADOLESCENT SELF

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The most important thing in life
is to be yourself.



UNLESS YOU CAN BE BATMAN.
ALWAYS BE BATMAN.

Overview

- **Developmental & Symbolic Processes**
 - Adaptation
 - Macro
 - Micro
- **Building Symbolic Worlds And Selves**
 - Frames
 - Relatable You*
 - Pliance Traps*
 - RGB
 - Noticing Processes*
 - Creating Conversations*
 - Symbol Wars – Angels and Demons*

• **Information Sources – Symbolic Engineers**

- Credibility of the Speaker
- Developmental Streams
- Individual
 - Three Selves
- Group
 - Power of Information*
 - Bullied or Fit In?*
 - How we shape our clients – Latest Theory About ‘Self’*
 - Inside-Outside do a Perspective Taking Exercise – what is going on*
 - Group Selection – why does it matter so much to us???*
- Society/Cultural

• **What is happening in Adolescents?**

Adapting to Adolescence

- Self'ing'
 - Self as Context
 - Kindness and Compassion
- Valuing
 - Valuing Self
 - Valuing Relationships
 - Valuing World

Where we have been

- * Grand theories (e.g. Hall' s storm and stress, Erikson' s identity development.....)
- * assume there was a normative development
- * and this would allow us to specify what is “normal” and what is “abnormal
- * world view - mostly formism or organicism
- * They omitted the variability of individual development
- * And the importance of interaction - between individual and the environment.

The new grand theory

- * Developmental neuroscience
 - * contributed enormously to our understanding of adolescents
 - * but we can go too far
 - * attribute adolescence to a developing brain, a brain that is less than an adult's

CBS

- * World view is functional-contextualism
 - * Contextual
 - * Behavioural
- * In CBS, every aspect of human development is an interaction between the individual and their context.
 - * Context is everything other than the behaviour of interest
 - * Adolescent brains are influenced by context (insert ref)

CBS view

- * Evolution science can help us to create a wholly interactive view of adolescence
 - * Evolution hampered by
 - * The naturalistic fallacy (that nature instructs how we 'ought to be')
 - * we can and do influence evolution, we can take ourselves where we want to go
 - * The genetic determinism fallacy (that genes determine how we are)
 - * we now know that genes do not determine our behavior
 - * there are four dimensions of inheritance - genetic, epigenetic, behavioral, and symbolic

CBS view

- * All behaviour is purposeful
 - * therefore, adolescent behaviours are likely to be purposeful,
 - * use evolutionary principles to create positive change
 - * variation - develop new behaviour when old one does not serve intended purpose
 - * selection - engage them in the most useful behaviour for their purpose
 - * retention - keeping them engaged in the behaviours
 - * do all this at the individual and group level

Does adolescence have a purpose?

- * physical maturation
 - * beginning with the biological changes of puberty, and
- * cognitive and social maturation
 - * linked to brain development, learning and experiences obtained within an environmental context
- * our task is to consider two things
 - * the environment we evolved in (EEA)
 - * AND the present day environment

Does adolescence have a purpose?

- * Adolescence seen across 187 countries (Schlegel & Barry, 1991)
 - * shared characteristics –
 - * risk taking,
 - * Love of novelty,
 - * sensation seeking,
 - * and changes in peer and family relationship

Adapting to environment

- * Traditional societies - adolescence was a 2-4 year period,
 - * physical maturation key indicator
 - * learnt adult roles from adults
 - * spent time caring for small children and babies
 - * lived in larger family and community groups
- * majority of their waking hours with adults of the same sex –
 - * in 66% of 161 cultures for boys and in 84% of 160 cultures for girls
 - * For boys, the father was the single most important agent in 79% of 173 cultures, while the mother is the most important for girls in 85% of 171 cultures.

Adapting to environment

- * In just a few hundred years we have changed adolescence
 - * Now lasts 10 years,
 - * They spend more time than ever with peers, rather than adults
 - * % of children with one parent?
 - * Most of their adolescence is spent with people 12-18 months in age range
 - * Families are smaller and more transient
 - * Internet and television sources of information

Does adolescence have a purpose?

- * Adolescents can behave in ways that adults think is risky, thoughtless, or foolish
- * i.e declare themselves unique - whilst simultaneously conforming slavishly to their peers

An example – is risk purposeful?

- * Non-human animal studies
- * Adolescent animal behaviours include: risk taking, sensation seeking, and a preference for novelty (Spear, 2004)
- * For example, three age groups of mice were introduced to an elevated maze that had no protective walls and a risk of falling (Laviola, Macri, Morley-Fletcher, & Walter, 2003)
 - * juvenile and adult mice avoided the maze, showing heightened stress response to it.
 - * adolescents were attracted to the dangerous maze and didn't display any heightened anxiety levels to it.
- * Adolescent mice love theme parks too!

Risk taking in context

- * Animal research - risk and attraction to novelty is needed to leave safe surroundings to mate, especially for males (Spear, 2004)
- * Risk has trade-off costs - attraction to novelty exposes animals to life threatening situations (Kelley, et al., 2004; Spear, 2004)

Risky today?



Risk today

- * We have risk that doesn't look risky - fast cars, FB
 - * Three-quarters of teen deaths are due to preventable causes, i.e. risk taking (Kelley, et al., 2004)
 - * Adolescent rats have heightened sensitivity to nicotine and alcohol. Makes them more vulnerable to self-administration in adulthood (Kelley, et al., 2004; Laviola, et al., 2003)
- * Viewing risk as functional in some contexts, allows us to provide an environment that makes room for risk taking that is, less risky.

An example – is risk purposeful?

- * Risk taking might not ONLY be maladaptive, it might be adaptive too
 - * it hasn't been selected out
 - * so what function does it serve?
 - * how do we work WITH the function
 - * how can we find ways to help them express it?
 - * what are the trade-offs?
 - * how do our interventions manage this?

Developmental & Symbolic Processes

Three Ways We Process Information

- Pairing Stimuli (aka Classical Conditioning)
- Feedback (aka Operant Conditioning)
- Symbolically (aka Rule Governed Behaviour)

Classical

- Explanation:
- Information Domain: Direct Experience (AKA 'the' world)
- What you see in the history of a person classically conditioned
 - They can sense the stimuli
 - They value (biologically) the outcome

THE FIRST FC UNITS: PAVLOV

- Cause can be found outside the organism
- In **1901** a Russian Physiologist Ivor Pavlov noticed that if he rang a bell his dogs salivated....

US -> UR UNPREDICTABLE -> ANXIETY

CS + US -> UR DAD + UNPREDICTABLE -> ANXIETY

CS -> CR DAD-> ANXIETY

Respondent Conditioning: First Things First



US

UR

Reflexive: No learning necessary
Survival value

So What's Respondent Conditioning?



UCS



UCR



NS

After repeated pairings of UCS + NS...

What was once neutral
comes to have particular psychological properties



CS



CR

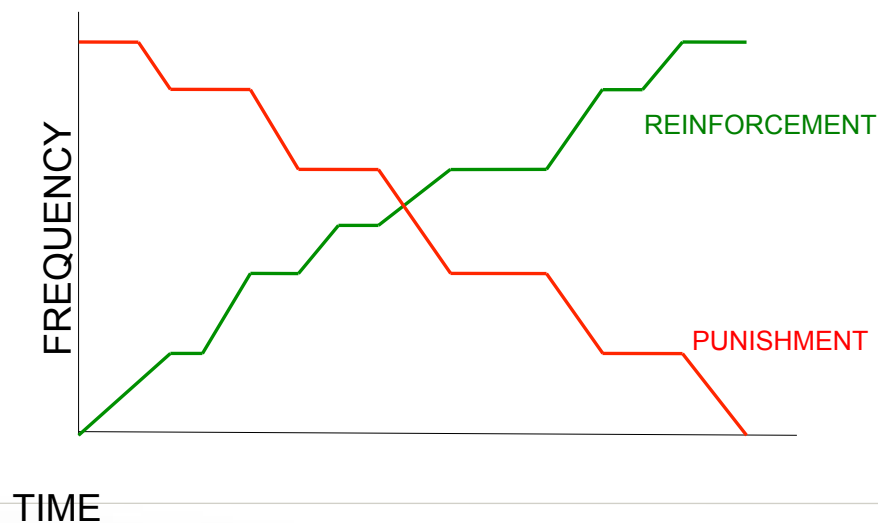
Operant

- Explanation:
- Information Domain: Direct Experience (AKA 'the' world)
- What you see in the history of a person classically conditioned
 - They can sense the incoming and feedback stimuli
 - They value (biologically/psychologically) the directly sensed outcome

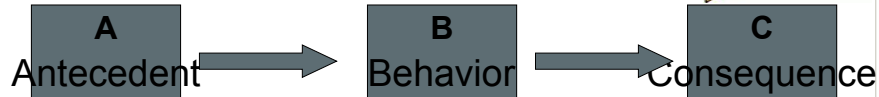
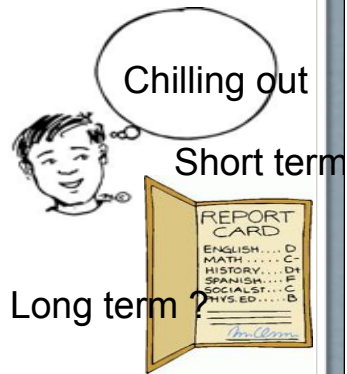
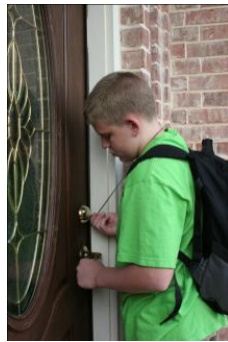
EXAMPLES: BREAKING BEHAVIOUR INTO ABC'S

A	B	C
HEAR SOMEONE SAY "HI"	SAY HI BACK	SEE THEM SMILE
MAN POINTS IN THE AIR	FOLLOW HIS POINT	SEE A PLANE
TEACHER SAYS "DO THIS" AND CLAPS HANDS	CLAP YOUR HAND	GET A STICKER
ON THE PAGE IS WRITTEN '5+4'	YOU WRITE '9'	GET A TICK
THERAPIST LOOKS AT A CUP	PICK UP THE CUP SHE LOOKS AT	FIND A LOLLY!

2 TYPES OF CONSEQUENCES



The A-B-Cs of Operant Conditioning



The Action/Learning Space: Experiential

The Lions in the Field

- *Classically conditioned (long grass paired with lions)*
 - *Drawback = you needed to HAVE these experiences/near misses*
- *Operant (running into long grass has been punished)*
 - *Drawback = you needed to have had run into long grass.... AND BEEN PUNISHED!*

LIONS IN THE FIELD?



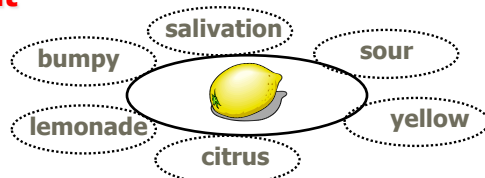
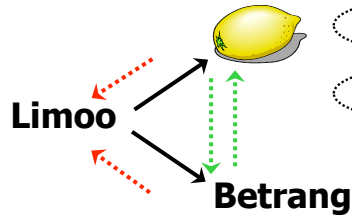
Rule Governed/Symbolic

- Explanation: Where stimuli are presented to us that influence us through relational/symbolic networks. *No direct experience is needed to be altered by these stimuli.*
- Information Domain: Symbolic Community (AKA 'Us')
- What you see in the history of a person's RGB
 - They can sense the incoming stimuli (a lot of them)
 - They value the *source* of the symbols (eg gestures, words)
 - The symbols in a frame with other symbols (ie what they can 'understand')

RELATIONAL FRAME THEORY

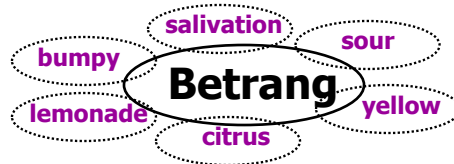
RELATIONAL NETWORKS IN ACTION

1. Mutual Entailment



3. Transformation of Functions

2. Combinatorial Entailment



LIONS IN THE FIELD?



A Lion can Kill you! There is a lion in there!



SUMMARY

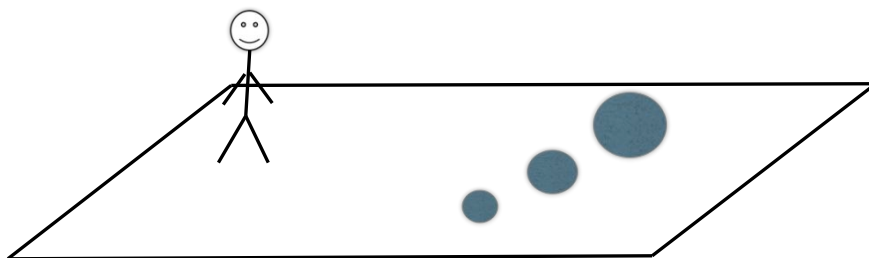
- We dance with our world as context interacts with our history and biology to shape and evolve on going responses and learning.
- There are three processes we interact with
 - Classical
 - Operant
 - Symbolic
- The first two are accurate and give precise adaptive information.
- The latter is fast and allows for enormous complexity in learning. The adaptive value may not be accurate though.

Building our Symbolic World and Self

How Symbolic Processes Build

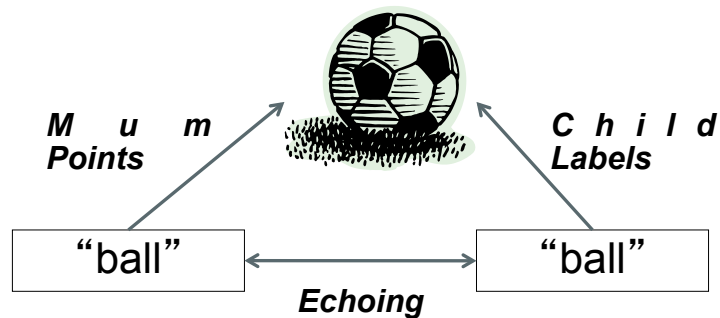
- Symbolic processes build upon one another.
- From basic frames we learn more advanced one.
- As they build we get increasingly more advanced symbolic 'worlds' that give us enormous prediction and influence over future events.

The Physical World and You



The 1st frame: “Things have names and names have meanings”

- Joint Attention and Social Referencing



Crel = Mum pointing

Cfunc = whats this?

Stimuli being related the sound “ball” and visual of the ball.

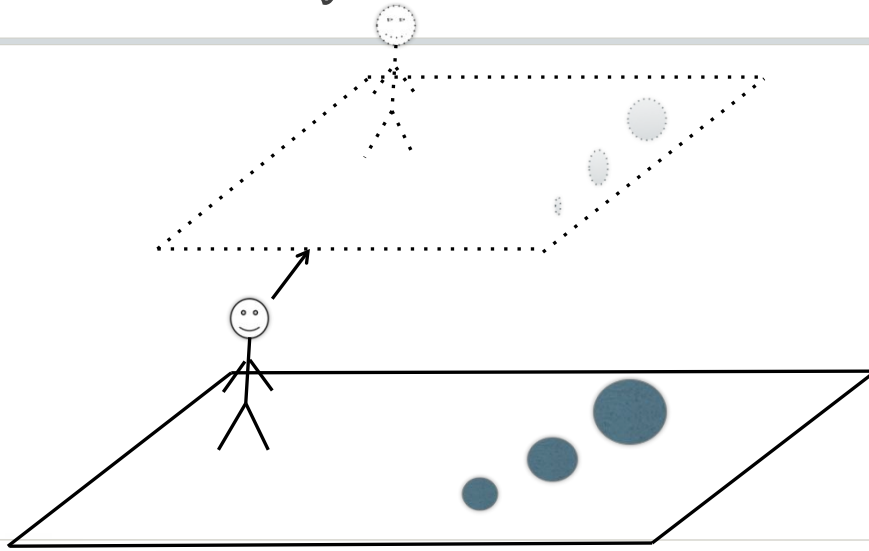
Frame being used “coordination”

Form of teaching/information being used “Joint attention”

What I learn to do

- Following lots of example where mum tells me those names when I can sense the object I can eventually;
- UNDERSTANDING: Identify and understand how what people are talking about applies to ‘things’.
 - Mum can now say - “Milk?” and I can turn to approach without seeing the bottle. (Plus I get the emotional/physical response I used to get from seeing it!)
- INFLUENCE: Manipulate those in the symbolic world;
 - HL: “Milk!”

The Symbolic World



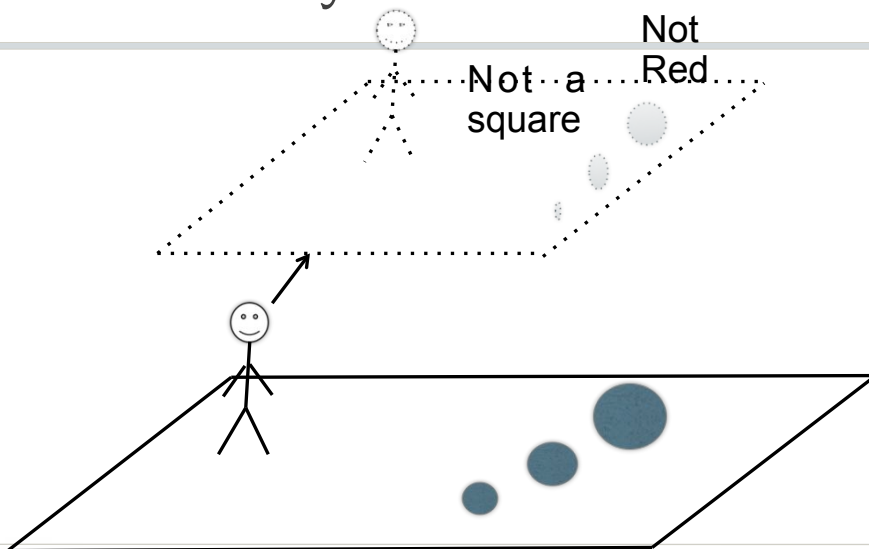
The Next Frame: 'Not'

- I learned that things can be defined by what they are not.
- For example, I learned that if mum says to pick up 'red' and I pick up something else she says "not red" and I grab the other thing and she says "good girl!"

What I learn to do

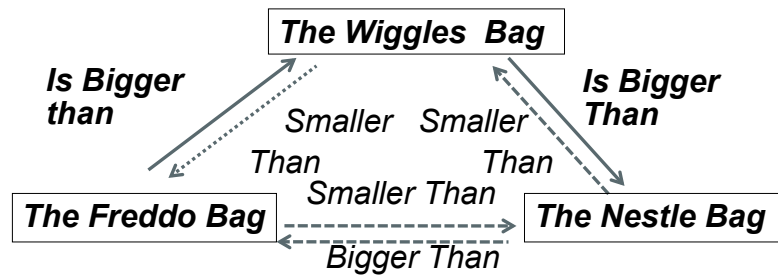
- Following lots of example where mum I can sense the object I can eventually;
- UNDERSTANDING: Use a learning skills called “Fast-mapping”. I now learn from just from working out new labels without anyone telling me!
- INFLUENCE: I can work out new ideas without needing them paired or coordinated

The Symbolic World



The 3rd Frame: 'Size Matters'

- Comparatives

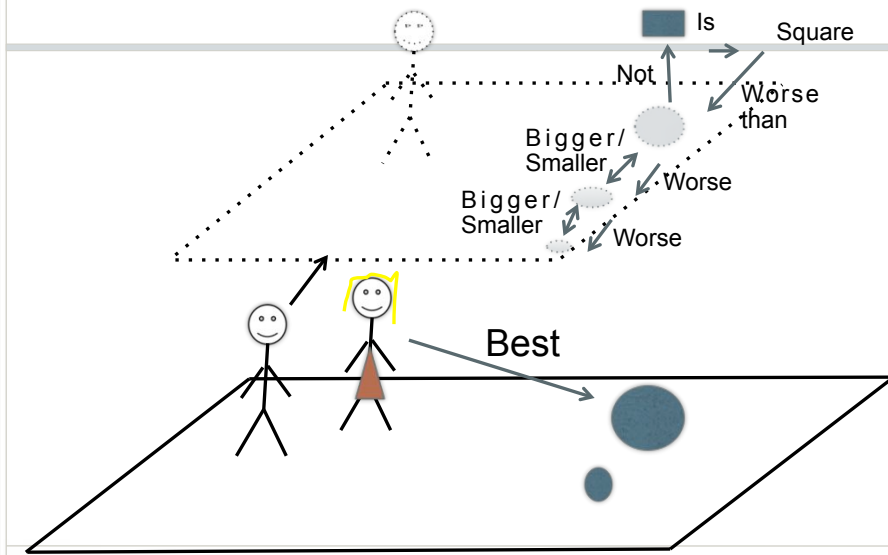


Crel = Mum pointing and saying X is bigger than Y, other times saying Y is smaller than X.
Cfunc = which do you want? (requiring DRR)
Stimuli being related: the sound "bigger" and words representing those objects
Frame being used "comparative"
Form of teaching/information being used 'Coordinated Information using 'is''

What I learn to do

- Following lots of example where mum keeps labeling and asking for objects based on how they physically relate I can eventually
- UNDERSTANDING: Tell how I should respond to things based on how I am told they relate in terms of physical and other dimensions.
 - *The ocean is rougher than the pool. Where do you want to swim?*
 - *John is a worse runner than Jane. Who is do you want on your team?*
- INFLUENCE: I can make decisions now. "I'll take Jane"

The Symbolic World



The 4th Frame: “Space has a language”

- Other key relations are prepositions and positional terms such as ‘in/on/under’ etc.
- Yet again we see relations that are taught via many multiple exemplars in the *physical* world are soon moved to the abstracted level and become part of the *symbolic* world
- “John is top of the class” “She is last in her grade”
- **Harper Ley:** “I am the first thing in mums mind”

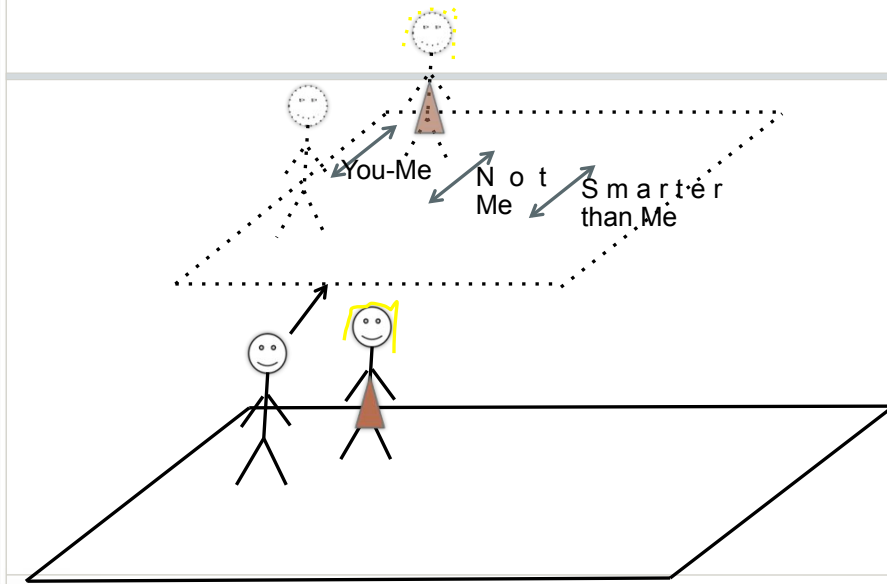
The 5th Frame: “The world of groups”

- Things are grouped to help us organise knowledge.
- This is great for academic and society. For example; we talk about animals, plants, fruit and vegetables and how they relate in arbitrary ways.
- By classifying we can respond differently to a stimuli based on how they relate.
- **Harper Ley:** Girls who have dads are called “daughters’ Men who have daughters are called ‘dads’ .

The 6th Frame: “We are not alone”

- The first frame that does not have any literal existence.
- ‘I’ am only ‘I’ to me, to ‘you’ I am ‘you’ !!!!
- The first frame where the relational terms utilise *perspective* words
 - I, you, me, ours
 - This, That
 - Here, there
- **Harper Ley:** “I am your daughter, you are my father”, “I am over here in the play pen, you are over there in the study”

The Symbolic World

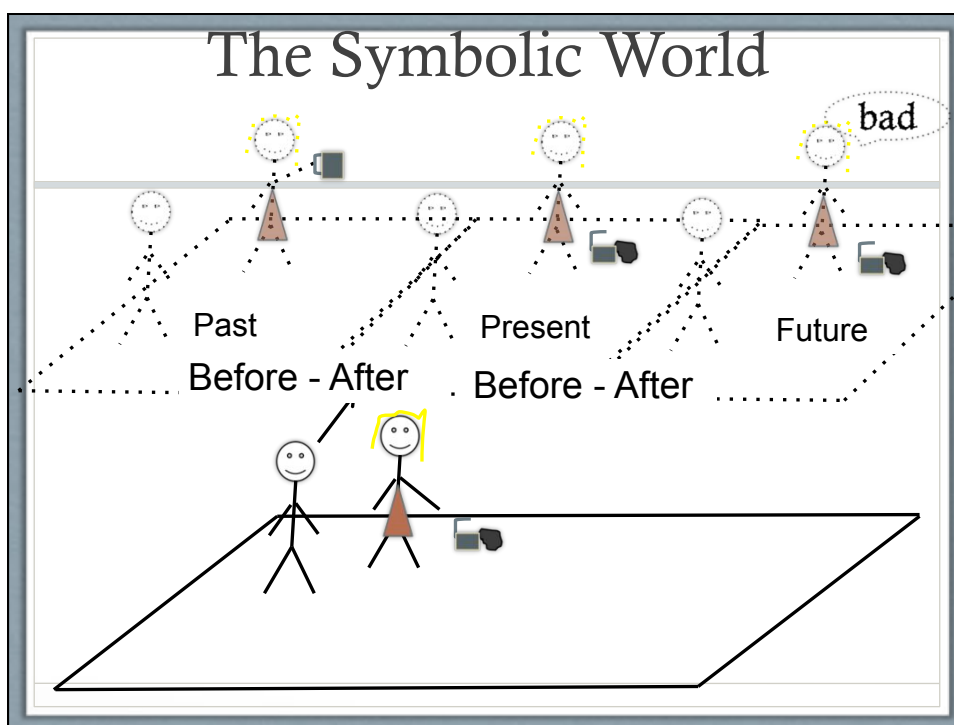


Famous Study: RFT takes on Borat's Cousin!

- Baron Cohen showed us that ASD children regularly fail Theory of Mind Tasks.
- When we examine those task a person must be able to use the following frames and Crels;
 - I-YOU
 - HERE-THERE
 - NOW-THEN
- Example Study (Rehfeldt, Dillen, Ziomek & Kowalchuk, 2007)

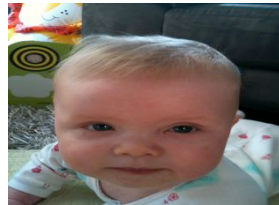
The 7th Frame: “Time is a new playground”

- Time does not exist.
- It is a concept that we learn to explain to each other and use.
- We have time ‘anchors’ like breakfast, night time or 5 O’ clock.
- We navigate around them with relational terms for time.
 - “After school we are going to the shops”
 - Therefore, before the shops we will be at school”



Update on Harper's Skills

- **Mum:** “She is constantly asking ‘when’, she wants to always know what’s happening next!”
- **Harper Ley:** I used to live in the moment and react if I arrived somewhere I did not like. Now I can react before it even happens!

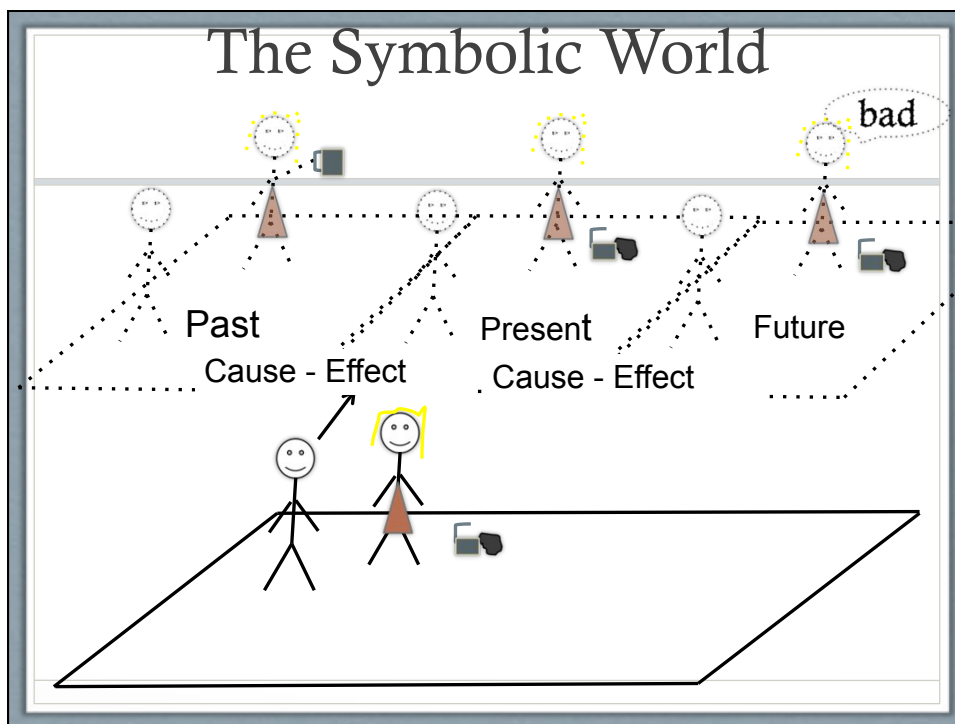


The 8th Frame: “I can predict the future”

- Rain *causes* floods.
- Dad being late *makes* mum angry
- Gravity *makes* things fall
- Having the latest shoes *makes* you cool.
- I got told off *because* I did not pack
- The *result* of not packing up is that I got told off

Harper Ley Learns the Power of “WHY”

- **Harper-Ley:** “Now I can work out how changing one event will change another *without* ever experimenting! Learning from experience is for dummies stuck in the 2nd world”
- **Harper-Ley:** “I can even explain why I do things. For example grandma tells me that I have tantrums because I get angry. So now I work hard not to get angry”



The Symbolic World

- The frames have built upon each other to have explosive potential.
- We literally 'lose control' of the relations eliciting relations.
- A small comment can literally explode ideas exponentially and change how you perceive the context right in front of you...

Exercise

- *Relatable YOU*

* Pick 3 numbers between 1 and 9

1. no good	1. ugly	1. weak
2. unliked	2. disappointment	2. unliked
3. unpopular	3. disgusting	3. unloved
4. imposter	4. broken	4. imposter
5. ordinary	5. has something wrong with her/him	5. ordinary
6. bad	6. useless	6. bad
7. unhelpful	7. boring	7. not worth it
8. dumb	8. invisible	8. dumb
9. stupid	9. doesn't belong	9. stupid

* Complete this sentence

* [your name] is _____ because _____

Or this....

1. relaxed	1. intelligent	1. serious
2. attractive	2. kind	2. shy
3. carefree	3. considerate	3. caring
4. compassionate	4. optimistic	4. strong
5. patient	5. organized	5. helpful
6. energetic	6. adventurous	6. thoughtful
7. funny	7. ordinary	7. generous
8. happy	8. clever	8. creative
9. honest	9. sensible	9. wise

relatable you



- * [your name]
- * is _____
- * because _____

- Formal personality descriptors cannot account for this –
 - it is the contextual cue – *is* –
 - and the evaluative frame - *because*

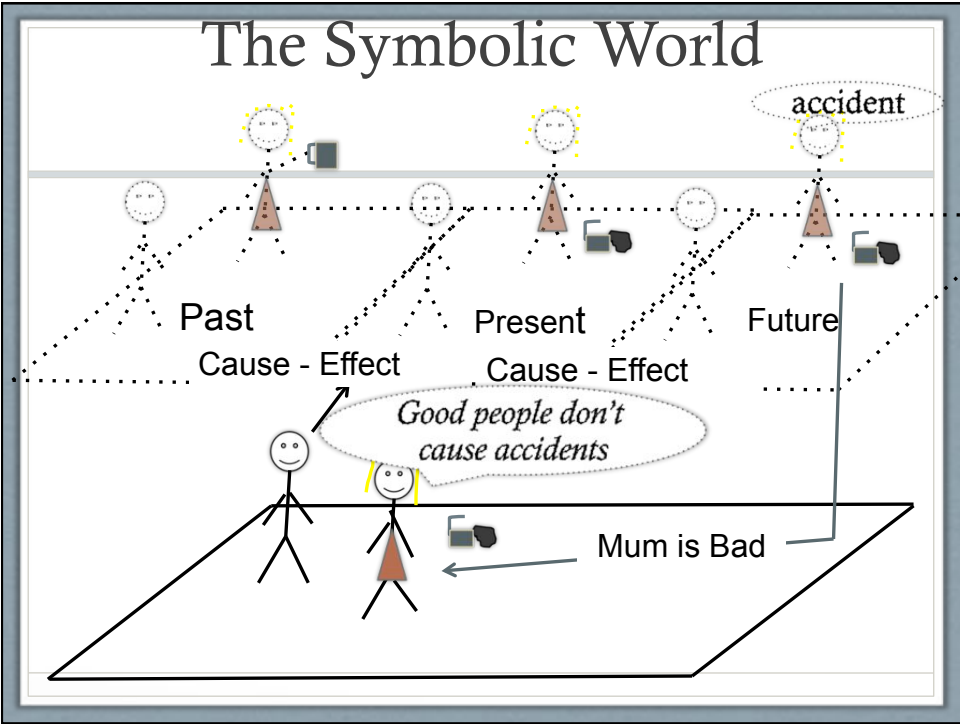
Exercise

Symbolic Applications: RGB

- Frames are 'carried' across from speaker to listener in the form of rules.
- There are 3 types;
 - Pliance: Where one is reinforced by the authority figure for following the rule
 - Tracking: Where one is reinforced by the consequence of following the rule.
 - Augmentals: Where rules alter the value of reinforcement.

Rule Governed Behaviour

- Can make us 'contingency insensitive'
- Ply's make us inflexible
- Tracks make as adaptive
- Augmentals allow us to express value statements that continue to alter the value of stimuli



- Symbol wars

HANK GREEN – WE ARE ALL SCARED YOU TUBE CLIP

YOU

- You create you
- Other people create you (inside their heads)
- Terrifying

The Symbolic Engineers: Information Sources

LIVING IN THE WORLD – THE 'ACTION' SPACE



ACTION



FEEDBACK

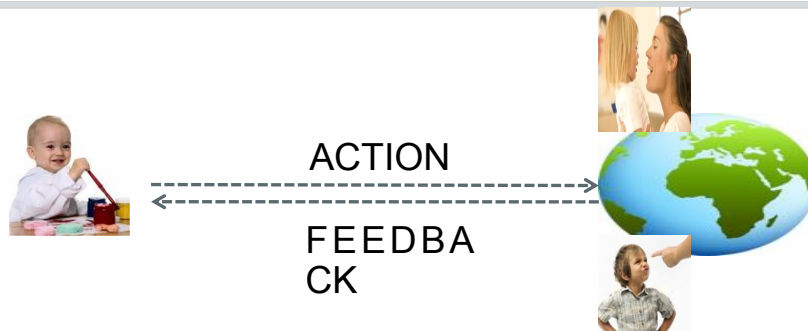


Learning through the Action Space

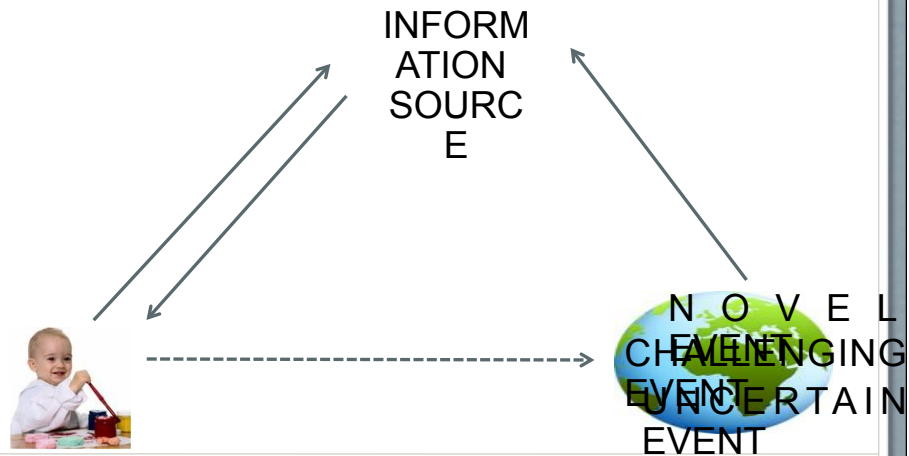
- Uses Classical and Operant conditioning
- *VERY accurate*
- Incredibly slow.
- Lacks precision
- Can not give sophisticated feedback for planning.
- Dangerous.....

- We get around these limitations by also getting informed by our 'verbal' community

LIVING IN THE WORLD – THE 'ACTION' SPACE

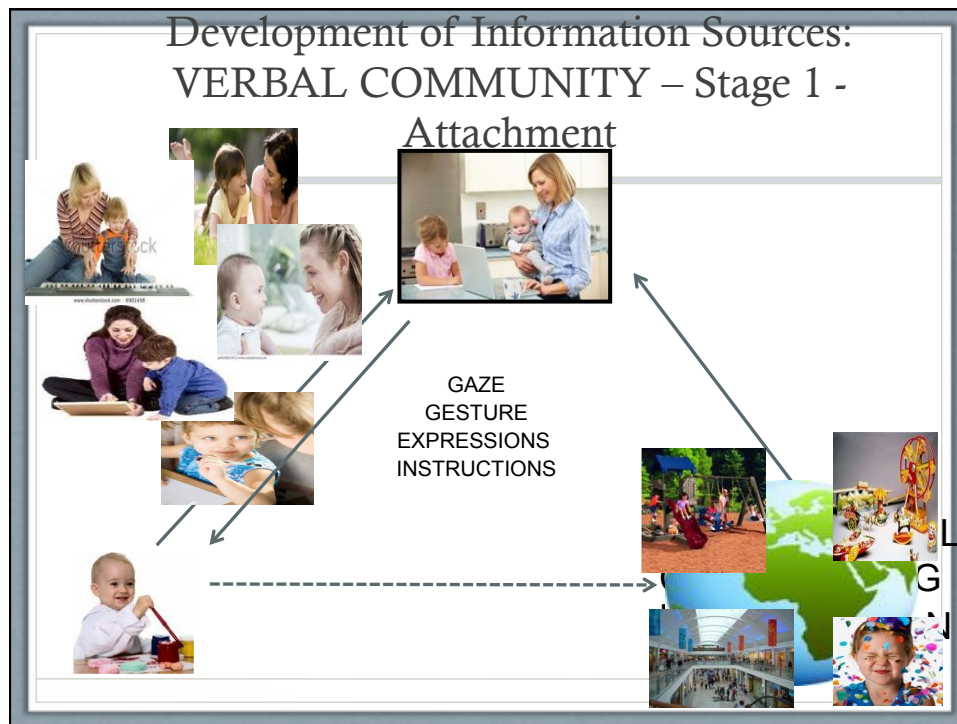


HOW WE GET 'INFORMED'



UNCERTAIN SITUATION STUDIES

- Common test for Attachment
- Common test for ASD
- Social referencing and Joint Attention pivotal for cooperative relations



Theory of Mind: Understanding Other

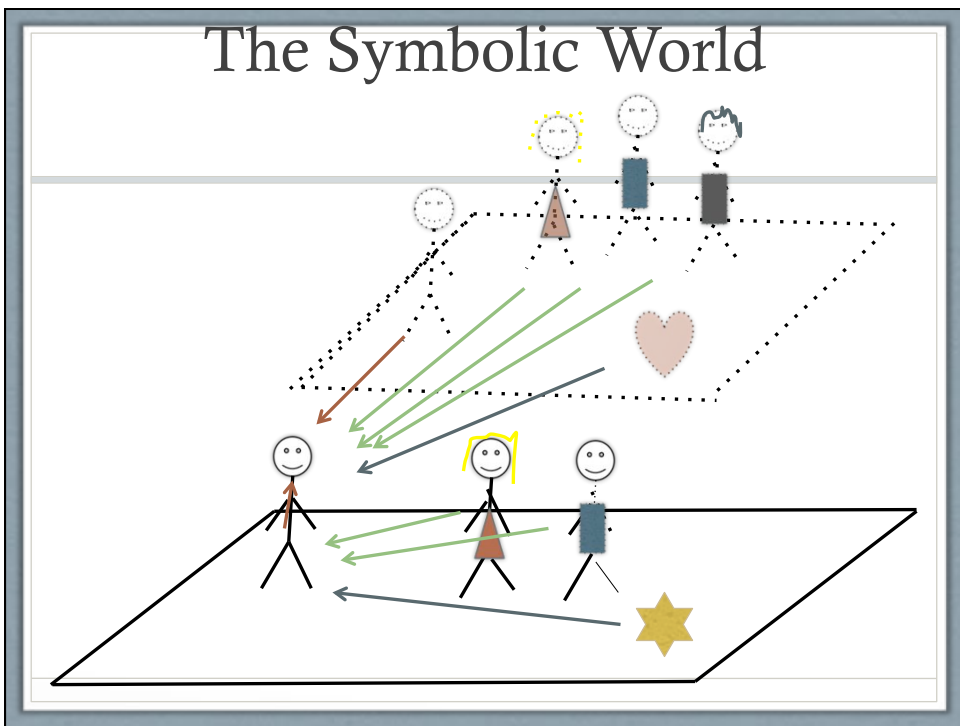
- As these skills go on the child learns to be aware of the ways in which a person senses the environment.
- Eventually they develop a 'theory' of how they perceive it.
- The former is logical, The latter is a projection
- Sadly, as we'll see later, our reliance on theory of mind is both promoted and sought. Yet we rarely are taught it 'our own theory' and soon see our perceptions of others thoughts as conclusive.
- Never the less we understand others and we understand they *inform* us.

1st Information Source: Mother

- Mother (attachment)
 - Caregivers
- Classically Conditioned (paired with Milk/Touch)
- Operant Conditioned (paired with Social Referencing)
- Symbolically Conditioned
 - 'Mother' coordinated with 'safe' 'knowing' 'authoritative'
 - 'Mother' comparative 'more than'
 - 'Mother' hierarchy including peer, strangers, teachers is top (circle of security)

Life Long Information Source: Self

- People start to conceptualise themselves as a self.
 - Speaker as Listener
 - 'I think'
 - 'I believe'
 - 'I know'
- People start to talk to themselves;
 - "Why does she always give me the brush off?"
- People draw conclusions and make their own rules.
 - "She hates men. That's why she does not like me. I will never talk to her again."
- People become their own information source....!
- Will probably be like the person they found credible (if they are listening to them'selves')



Criteria for being an Information Source

- Must be Credible
 - By symbols (ie you represent an 'expert' etc)
 - By experience (ie you have been right in the past)
- Cues of credibility
 - Symbols
 - Membership (expert), Comparatives (knows more than), Causal (has the power to make it happen)
 - Experience (could be symbolic)
 - Tone of voice, expression on face, etc – *(good social referencing cues basically)*

Becoming Credible

- Function of learning is to be better able to predict and control/influence our world as we perceive it.
- If you facilitate (experience learning) or represent (symbolic learning) this goal you become *credible*.
 - *Turn left at the kitchen and you will see the toilets... (vs Max Singapore experiment)*
 - *If you want children with Asperger's Disorder to look at you then every time the glance up you should glance down. The slowly move your eyes up to their as they more confidently initiate.*
 - *I have been doing this for 15 years. I am an expert.*

Developmental Streams

- A collection of stimuli and responses put in place by our biology and culture to capture and direct learning processes.
 - Attachment – to create value for information sources in verbal community (as well as nurture etc)
 - Play
 - Cause and Effect – teaches physics (operant) and planning (symbolic)
 - Role play – teaches symbolic cues of role in our verbal community
 - Etc
 - Social
 - Family systems and routines – teaches social structures
 - Peer – teaches social structures with different authority (info sources)
 - Belonging - narrative
 - Cultural
 - Institutions
 - **Narratives**

Words do hurt – youtube clip

how we use verbal interactions with others?

- What relations might she have derived?
 - did she apply them to her 'self'
 - consider repetitions
 - her response to aversives

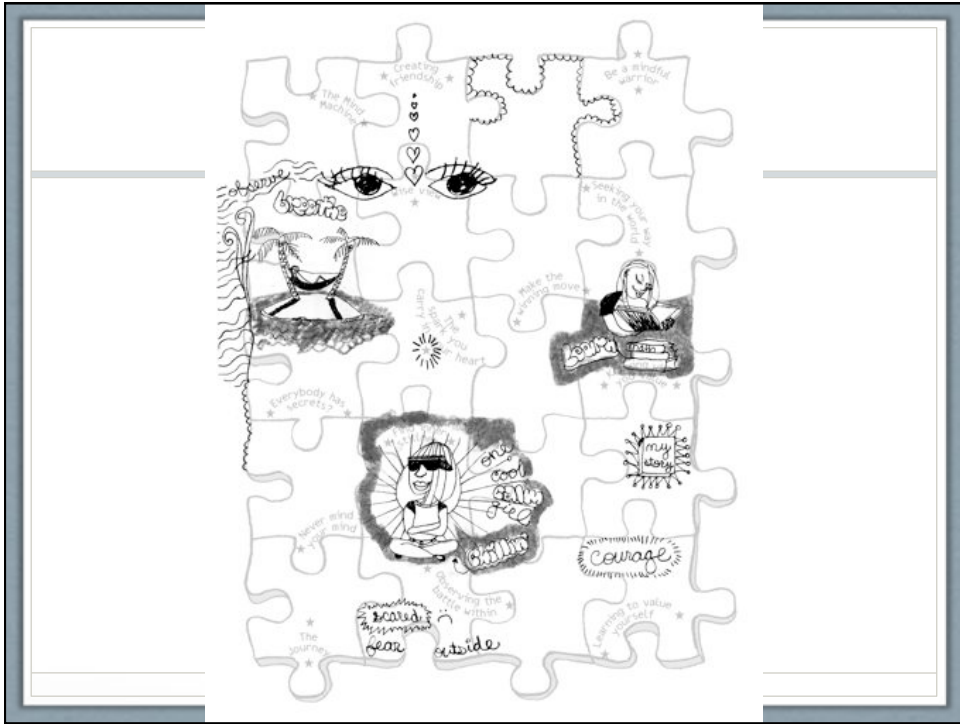
how we use verbal interactions with others?

- What about after the video was made?
 - news, facebook, blog, now thousands of copycats
 - effect of moving toward rather than away from difficulties

Exercise:

- Discuss how you went through these streams





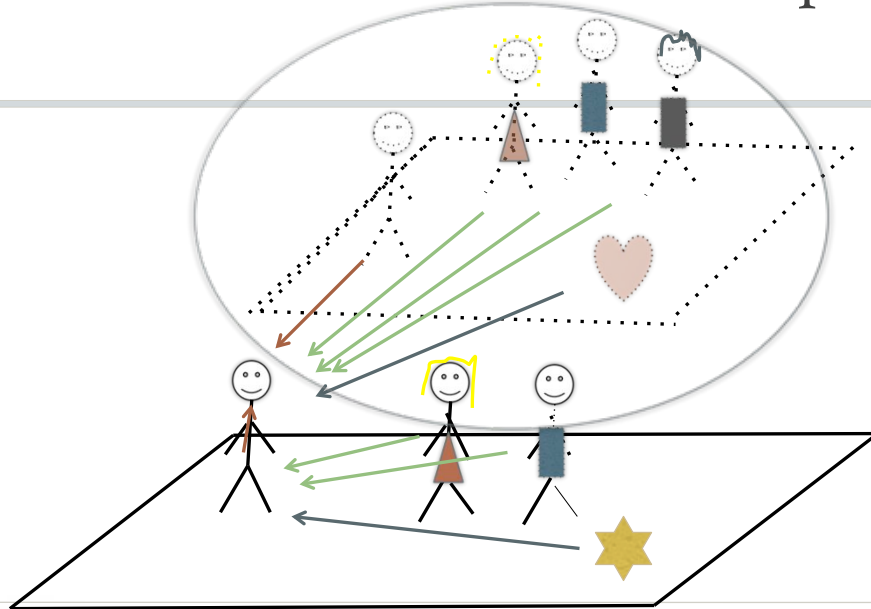
Sources of 'other' Across The Lifespan

- Other

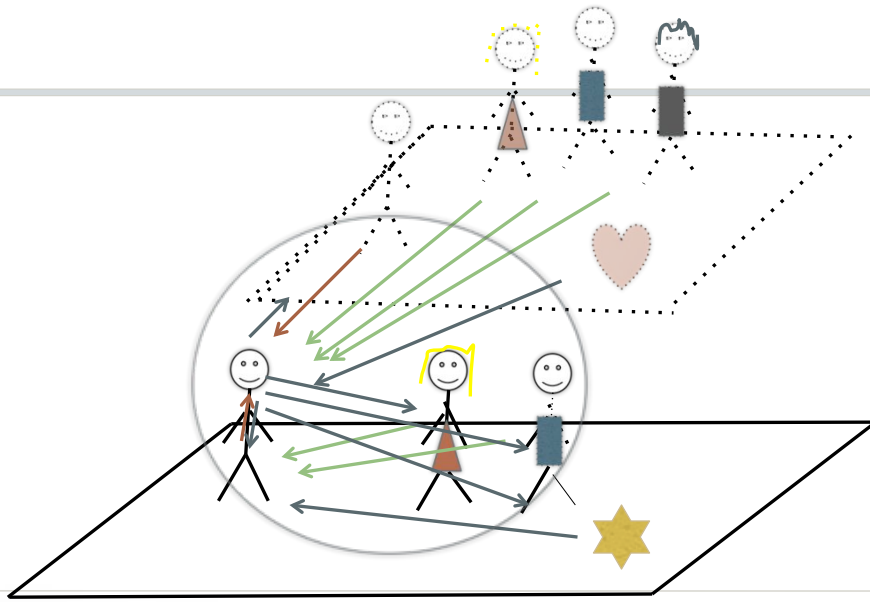
Sources of 'Self' Across The Lifespan

- As we get older hopefully we start to realise we have many 'selves'
- In ACT we know these as the 'three selves'
- Knowing the 'selves' allows us to alter how our 'self' information source can effect us or lock us in to inflexible thinking.

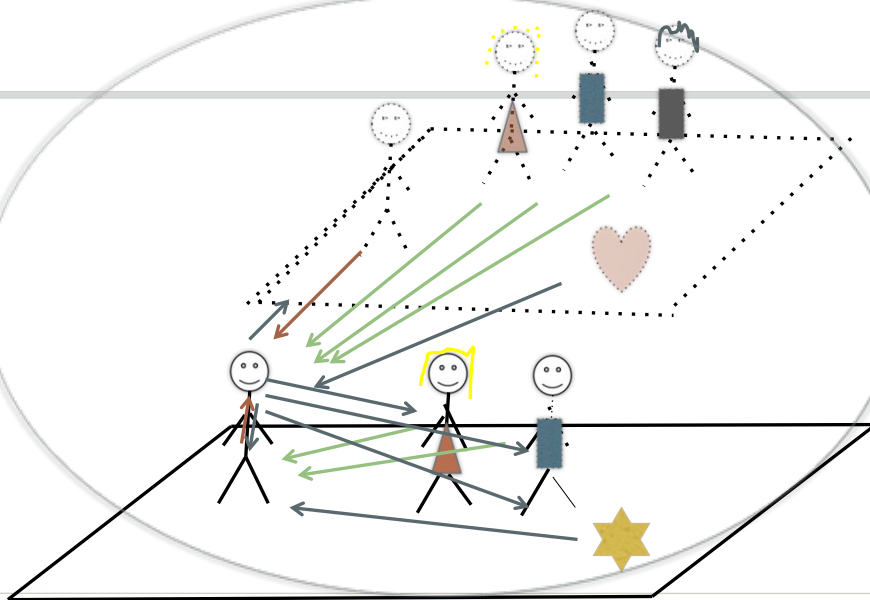
Three Selves: Self as Concept



Three Selves: Self as Process



Three Selves: Self as Context



Engineers of our Symbolic Worlds

World – Carries symbols that grow more sophisticated over aging (from cool school bag to car to garden)

Other – Changes with credibility across lifespan. Mum is everything. Then she shares with teachers. Then they are dumped and peer group are all. Then they get trumped by boss and thos holding your career.

Self (speaker as listener) – Knows self physically, then the story/concept of self, the sees how they shape their perceptions from their experiences and own thinking. Eventually noticing themselves noticing and see they are ‘all of it’ and swing between all selves.

Three selves

Writing - content, process, context

Haiku style – use metaphor

1 – choose content, symbols of self - “I am”

2 –process, in the moment noticing

3 – use metaphor to make a contextual self

"Not Darin"

Listening, attentive audience,
laughing, feeling connected,
loosening

There is no 'Darin' - the reality of
the yogi

unworthy -
a journey through summers
more than words alone

Instructions:
first - choose content
second - juxtapose with
process

The strive for perfection...

A million sleepy awakenings &
gentle slumber,

Filled with the daily struggle
towards tomorrow's dawn

• Cry ~

A river flowing always

to the sea:

Swim

Depressed

A sunflower in the meadow of life

What is Happening in Adolescence

Adapting Adolescents

- Bio Reinforcers are expanding
- Social Reinforcers are tightening down to peer/group based.
- RBG pliance and tracking and get confused
- RGB Augmental dramatically alter
- Information sources altered (symbolic – operant reasons).
- Self becomes an information sources over and above all else. Experiential avoidance AND insensitivity.
- Pivotal Frames that are not usefully - applied evaluative, hierarchy, diectics, causal (narrative)

Adolescence is not the
problem,
or is it?

Humans are prosocial

- E. O. Wilson argues that humans are a eusocial species
 - we live in groups that go across generations
 - we support and cooperate with each other (Wilson, 2012)
- The most successful species on the planet are eusocial
 - humans
 - and insects

Humans are prosocial

- Solo individuals would be at the mercy of the wilderness. We needed others to survive, we needed a group to belong to, and when we worked as a group we began to achieve feats that were far beyond the capacity of an individual.
- Cooperation and altruism became essential and our cooperative group genes were passed down through the generations.
- We are genetically geared to experience connection, empathy and compassion.

Multiple levels of influence

- * Not just “individual” adolescents, we are a group species
- * evolved to co-operate
 - * connection, empathy, and compassion
 - * groups that “play well together” are more likely to survive and enrich society (Sloan Wilson, 2007; Wilson, 2012)
- * Use ACT to strengthen adolescents within their family, peer group, school, and community

Groups expose us to altruism and cooperation

- * For millions of years adolescents grew in mixed age groups.
 - * Learning from adults, of all ages including elderly
 - * Caring for babies and children
- * A few hundred years on
 - * Most of their waking hours are with same age peers (12-18 months apart)
 - * Families are smaller, more disconnected, less time with adults.
 - * Many of us never cared for a baby until we had our own
- * We have no evidence this is better or worse
- * CBS take the assumption that nurturing groups matter for development of families, peers, schools, and communities

Selfish individual vs. the altruistic group member

- * Where socialization doesn't matter, the strongest survive - i.e. non social animals
- * Humans are different, we survive because we use our individual qualities to strengthen our group
- * AND we are also self-oriented, and our needs can conflict with the group needs
 - * dominance, aggression and bullying have short term gains
 - * aggressive individuals are more likely to be shunned or avoided by their social groups (Coie & Dodge, 1998)

Selfish individual vs. the altruistic group member

- * Aggression and prosocial behavior may serve the same function –
 - * increase an individual's status and power
- * Our role, create contexts
 - * Where adolescents are reinforced **and can see others** reinforced for prosocial behavior
 - * Where the symbolic world is built on tracking and augmentals (values)
 - * being explicit about caring, cooperation, and altruism
 - * While also considering their need to be strong, assertive, risk taking, sensation seeking adapters!

Caution!!

- * There is no ONE way of adapting
- * For example, puberty has been occurring earlier in the West.
 - * Diet is correlated with increases in body fat, which is associated with earlier puberty (Herman-Giddens, 2006)

Caution!

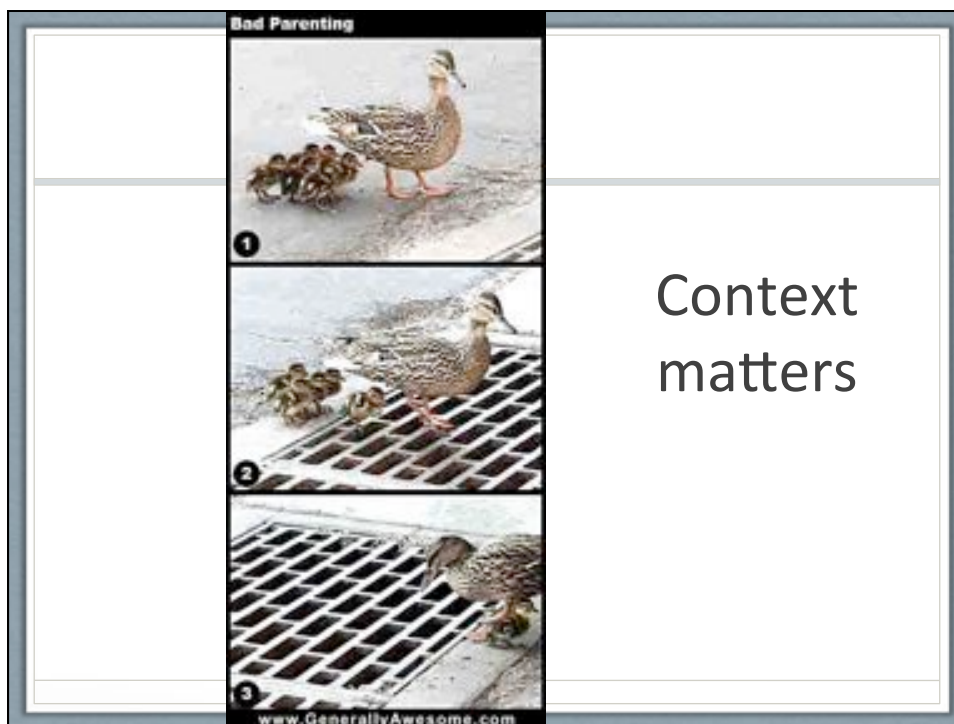
- * There is no ONE way of adapting
- * Early puberty
 - * Also more likely when the family environment is harsh, or when the biological father is absent.
 - * Question - how might this be adaptive?
- * Caution ourselves not to over interpret

The is no ONE way of adapting

- * Early puberty
 - * What are the trade offs?
 - * Early maturing girls behave in ways that are considered outside the social and cultural norms.
 - * They are at greater risk of sexual abuse, are more likely to have multiple partners and less stable relationships (Ellis et al., 2012).
- * In other words their behavior tends to look maladaptive

What does all this mean for ACT?

- * See our interventions – contextually and functionally
- * Context must support our interventions
 - * i.e. problem solving will fail if it is rarely modelled, or not reinforced by the context
 - * telling them not to take risks, without considering their need for exploration and novelty
- * Consider individual needs and group needs



- * Our social context depicts adolescents as deficient, as less than adults
 - * They are not the problem,
 - * They will adapt
- * Question - how can we create contexts that are values based, prosocial
 - * taking evolution where we want it to go

Function matters



Sanjiwani.net.au

<http://www.contextualpsychology.org/>

an instant help book for teens

get out of your mind & into your life for teens

a guide to living an extraordinary life

- * recognize your **strengths**
- * let go of **anxiety** and **self-doubt**
- * make lasting **friendships**
- * live your **dreams**

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