

# Adolescent Development

September 21, 2016

10:00-11:00am



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Center of Excellence for Family Planning

# Welcome & Introductions

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CAI

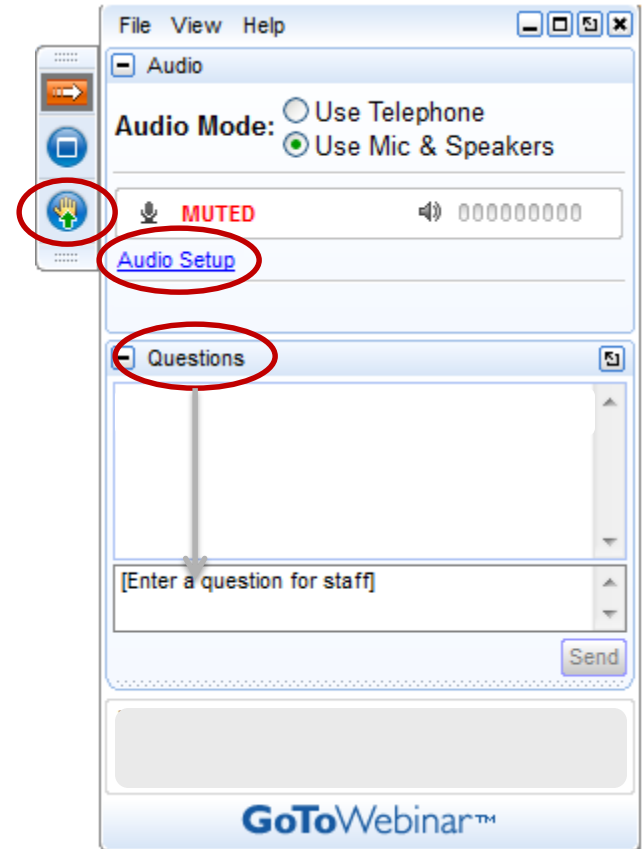
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# Logistics

- Panel
- Typed questions
- Technical difficulties?
  - *Call 1-888-259-8414*



# IMPORTANT NOTICE

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- By joining this session, you automatically consent to such recordings
- Please note that any such recordings may be subject to discovery in the event of litigation

# Objectives

As a result of this training, participants will be able to:

- Describe the timeline of brain development
- Identify adolescents' developmental stages
- Examine how healthcare providers can adapt outreach and clinic systems to meet the unique needs of adolescent clients

# CATCHING UP WITH ADOLESCENCE



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# Adolescence: It starts with ...

Puberty, a complex process driven by hormones produced by the sex organs

Highly variable:

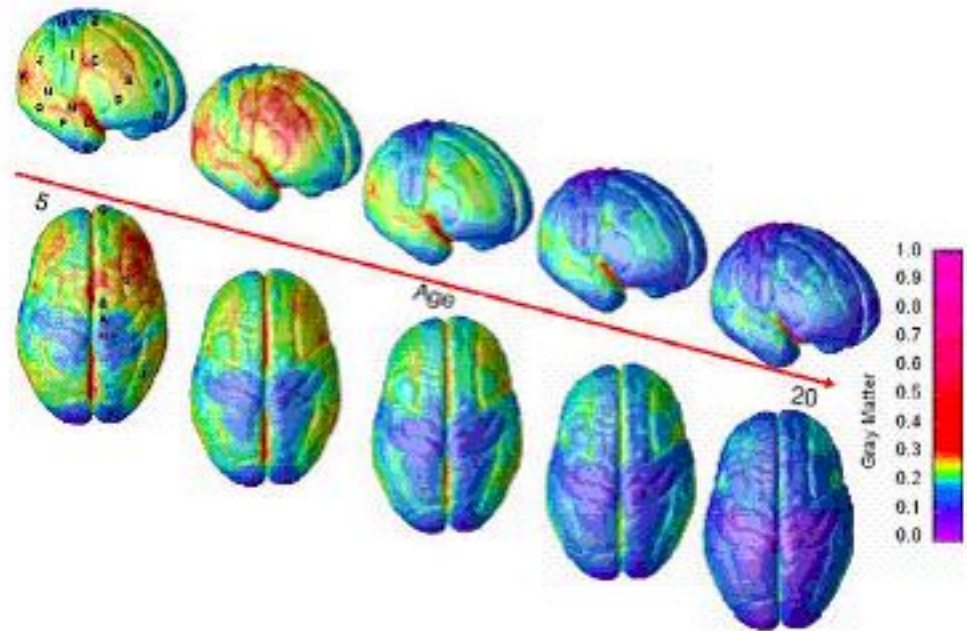
~ Girls 8-10

~ Boys 10-12



# Timeline of Brain Development

- Birth to age 3: Time of rapid intellectual, emotional & physical growth of brain & brain “wiring”
- By age 6: 95% of brain development completed
- By age 10-12: 2<sup>nd</sup> major brain growth spurt
- Adolescents (ages 13-20s): Pruning and organizing





# Every brain is built like a community

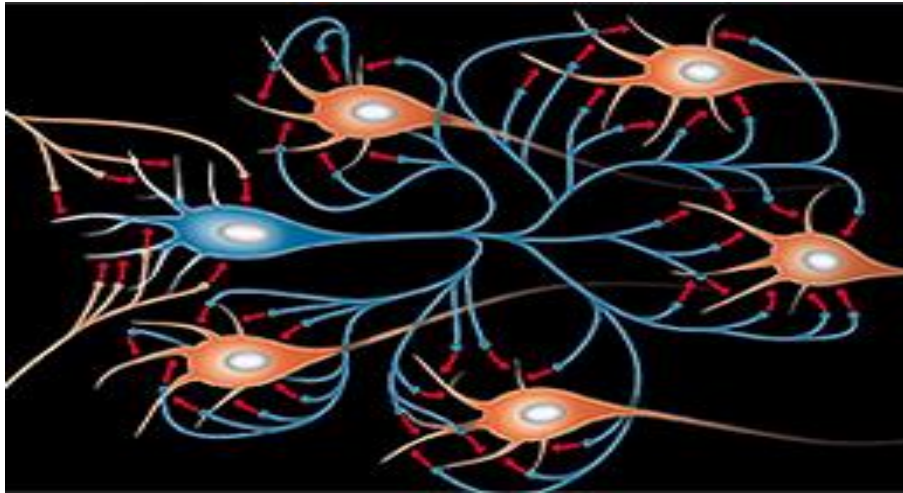


- Cells (neurons) are the building blocks of different structures within the brain (gray matter)
- Nerve fibers/tracts form the highways between them
- Major critical regions are built first, then joined together, then specialized
- Stimulation and activity molds how strongly each pathway works (plasticity)

The Developing Brain: Implications for Youth Program. 2014

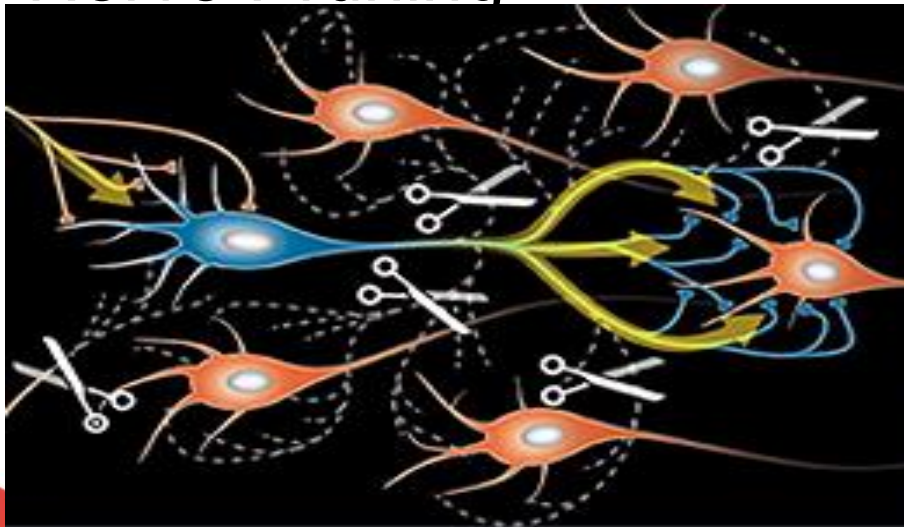
<http://www.childtrends.org/our-research/the-kristin-anderson-moore-lecture-series/>

# Nerve Proliferation



Tree growing  
branches  
and shoots

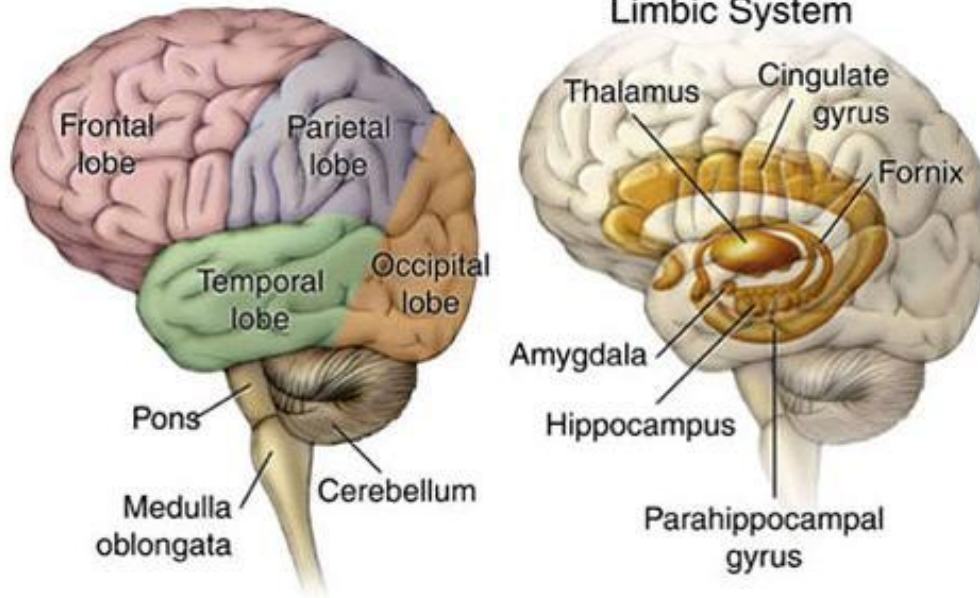
# Nerve Pruning



Nerves that  
fire together

Get wired  
together!!!

# Limbic System

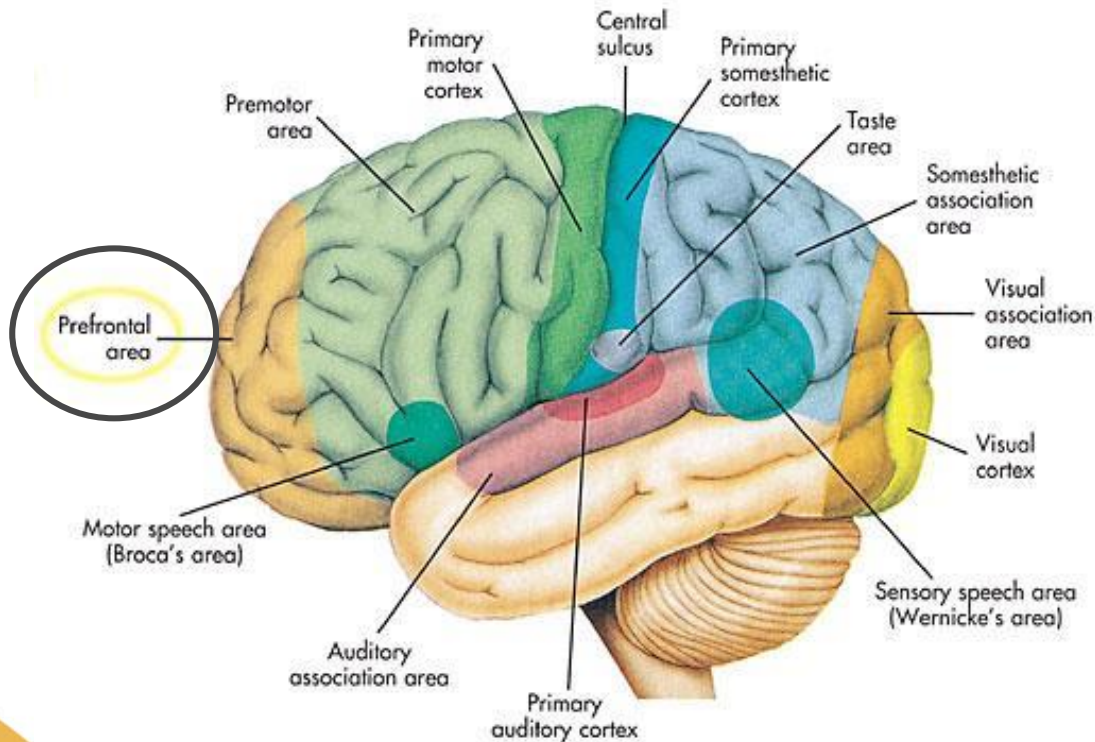


Emotion and reward center:

- Arousal
- Desire
- Fear
- Grief

**Hot Cognition**

# Prefrontal Cortex



## Reasoning Center

- Planning
- Attention
- Judgment
- Reflection
- Impulse control
- Second thought
- Working memory
- Modulating mood
- Response flexibility
- Goal-directed

# Maturation Imbalance

- Adolescent cognitive skills and capacities are comparable to adults
- Reasoning and impulse control not yet fully development
- When the emotional (limbic) system is aroused, pleasure and reward seeking will be dominant



# Adolescent Social Brain



Along with firing up the reward center puberty causes changes in other regions of the brain that oversee reactions to other people

- Adolescents are more likely to “misinterpret” facial expressions

See anger, rather than fear →  
respond with fight/flight

- Over-interpret social cues from peers

# Tasks of Adolescence

Adjust to maturing bodies and feelings

Develop/apply abstract thinking skills

Develop/apply more complex perspective taking

Renegotiate relationship with adults



Develop/apply new coping skills

Take on increasingly mature roles and responsibilities

Identify moral standards, values and beliefs

Develop identity (different aspects)

Form friendships that are close and supportive

Understand/express more complex emotional experiences

# Development in Multiple Domains

Cognitive

Social

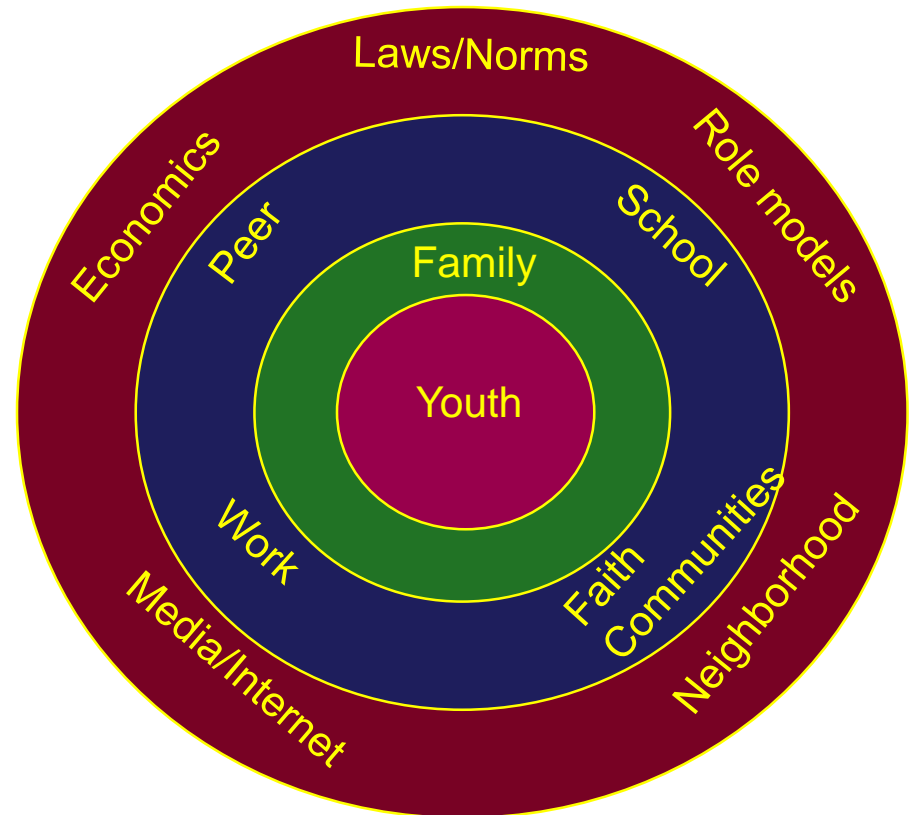
Physical

Spiritual

Sexual

Emotional

Moral



[http://www.actforyouth.net/resources/pyd/pyd\\_1-3\\_stages.pdf](http://www.actforyouth.net/resources/pyd/pyd_1-3_stages.pdf)



# Best Practices in Serving Adolescents in Healthcare Settings



# Reaching Adolescents



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## Best Practices:

- Engage traditional and non-traditional organizational partners who are currently serving adolescents
- Identify and engage youth and community members who are representative of populations served in program planning and delivery
- Develop tailored outreach strategies that are specific to each targeted sub-population (e.g., males, pregnant and parenting teens)

# Reaching Adolescents



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## Best Practices:

- Use social media to increase awareness of where and how to access services
- Use technology to remind clients of their visits to reduce no-shows
- Identify, engage, and retain peers/community health workers to connect community members to services and serve as liaisons between clients and the agency

# Reaching Adolescents



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## Best Practices:

- Track the effectiveness of your outreach efforts:
  - Use of tokens to identify linked client
  - Tracking via patient portals
  - Data-sharing agreements

# Linking Adolescents to Care



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## Best Practices:

- Develop a system to facilitate the referrals process
  - Identify key contacts that can meet the client on the day of their visit
  - Offer clinic tours so that adolescents become familiar and comfortable with the setting and staff, prior to their visit
- Develop mechanisms to track whether clients are keeping their appointments
  - Data-sharing agreements
  - Follow-up calls

# Adapting Clinic Systems



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## Best Practices:

- Offer same-day and walk-in appointments
- Offer alternative hours (e.g., evenings, weekends)
- Implement efficiencies to decrease cycle time (ideal average: 45-60 minutes)
- Communicate and reinforce confidentiality protections to adolescents and young people
- Offer no-cost and low-cost care
  - Maximize the Family Planning Benefit Program (FPBP)
  - Bill private insurance, when appropriate, to preserve Title X funds for clients with no other payment source

# Adapting Clinic Systems



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## Best Practices:

- Use the Quick-Start method for initiating hormonal contraception and LARC
  - Have systems in place to assure same-day access
- Offer LARC to all adolescents and young people
- Offer hormonal contraception to adolescents and young adults without pre-requisite exams and testing (e.g., pelvic exam, breast exam, STI testing)

# Adapting Clinic Systems



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## Best Practices:

- Dispense an annual or 6-month supply of hormonal contraception
- Dispense emergency contraception (EC) on demand and without restriction
- Provide EC to females and males for future use
- Adhere to current cervical cancer and STI screening guidelines
- Offer expedited partner treatment (EPT) for the treatment of uncomplicated STIs



# Providing Services to Clients



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- At **every** stage of development, it is important to:
  - Avoid complexity and medical jargon
  - Be genuine
  - Use affirmations
  - Avoid judgments

# Providing Services to Clients: Early Adolescence



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- Effective communication with early adolescents
  - Be concrete
  - Use pictures, visual aids, and other materials
  - Validate feelings
  - Avoid long-term focus

# Providing Services to Clients: Middle Adolescence



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- Effective communication with middle adolescents
  - Ask, “What have you heard about...” before giving information
  - Emphasize working together
  - Normalize experiences (e.g., changes in body, expectations, relationships, challenges)

# Providing Services to Clients: Late Adolescence



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- Effective communication with late adolescents
  - Discuss impact of behaviors on others
  - Encourage goal setting
  - Discuss long-term impact of behaviors (i.e., benefits and challenges)
  - Encourage abstract thinking
  - Provide more detailed explanations

# Staff Training and Comfort



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## Best Practices:

- Assure all staff understand and follow current evidence-based practices in adolescent sexual and reproductive health care
  - Provide training opportunities, as needed
- Train all staff on:
  - Minors' rights and confidentiality
  - Adolescent development and how it impacts health behaviors
  - Providing services that meet the sexual orientation and gender identity preferences of LGBTQ clients

# Staff Training and Comfort



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## Best Practices:

- Institute a team-based care model
- Update all job descriptions to include “working with adolescents and young people”
- When partnering with other organization, educate their staff about your available services and policies

# SUMMARY

# Resources

McNeely, C. et al. 2009.

The Teen Years Explained: A Guide to Healthy Adolescent Development. Johns Hopkins University School of Public Health

<http://www.jhsph.edu/adolescenthealth/includes/Interactive%20Guide.pdf>





# Resources

## Brain Facts

[www.brainfacts.org](http://www.brainfacts.org)

## Teen Brain - Frontline Special on PBS

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain>

## ACT for Youth – [www.actforyouth.net](http://www.actforyouth.net)

### Adolescent Development (including toolkit)

<http://www.actforyouth.net/adolescence>

### Youth Development

[http://www.actforyouth.net/youth\\_development/](http://www.actforyouth.net/youth_development/)

### Professional development for youth workers

[http://www.actforyouth.net/youth\\_development/professionals/](http://www.actforyouth.net/youth_development/professionals/)

# Questions?

