



*Healthy minds for healthy lives*

**YOUNG ADULT LIBRARIANS PRESENTATION**

**APRIL 26, 2017**

**ADOLESCENT BEHAVIORS:**

**IDENTIFYING SYMPTOMS**

**STRATEGIES FOR REDIRECTING BEHAVIORS**

**MANAGING CRISIS SITUATIONS**

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## ADOLESCENT BEHAVIOR

### Developmental Stage

Adolescents are at the stage of Psycho-social development known as Identity vs Role Confusion. Focus at this time is on working toward independence, developing a sense of self and personal identity; figuring out who they are, exploring areas of interests and skills/abilities and negotiating struggles with social interactions, fitting in and developing a sense of morality—what's right and wrong.

### Typical behaviors during this stage of development include:

- Changing one's appearance- trying different styles, looks
- Physical awkwardness, more self-conscious about appearance
- Withdrawal from family life-separating from family and spending more time with peers
- Increased oppositional behaviors and defiance toward parents and other authority figures
- Increase in arguments and conflicts at home (other settings as well) - **CALL RESULT IN INCREASED OPPOSITIONAL BEHAVIORS WITH OTHERS**
- Emotional ups and downs, increase in moodiness due to hormonal changes
- More focus on self, can seem to be self-absorbed
- Exploring/trying new ideas, new sports, hobbies etc.
- Exploring areas of interests developing new skills and abilities
- Searching for new role models outside of family
- Strong focus on peer group, wanting to fit it

## SYMPTOMS OF POTENTIAL MENTAL HEALTH ISSUES IN TEENS

MANY OF THESE SYMPTOMS OVERLAP W/ TYPICAL ADOLESCENT BEHAVIOR + IT IS DIFFICULT TO DIAGNOSE BY LOOKING AT BEHAVIOR ALONE ONLY  
ONE SETTING (I.E. THE LIBRARY) IF A PARENT SEEMS RECEPTIVE IT MAY BE HELPER TO SPEAK W/ HIM/HER ABOUT EXHIBITED SYMPTOMS

### ADHD

- Difficulty paying attention/easily distracted
- Inattention to details/careless mistakes
- Impatience
- Trouble listening/trouble finishing work
- Difficulty with organization/loses things frequently
- Seems to be "on the go"
- Interrupts or intrudes on others
- Trouble following multiple adult instructions

### OPPOSITIONAL DEFIANT DISORDER

- Frequent temper tantrums
- Excessive arguing with adults
- Often questions rules
- Active defiance/refusal to comply with adult rules and requests
- Deliberate attempts to annoy or upset others
- Difficulty accepting responsibility for behavior/blames others

### DEPRESSION

- Frequent sadness, tearfulness, crying
- Decreased interest in activities or inability to enjoy previous favorite activities
- Hopelessness
- Persistent boredom; low energy
- Isolation from family and peers
- Low Self-esteem
- Difficulty communicating feelings or emotions
- Increased irritability, anger or hostility
- Frequent somatic complaints
- Major changes in eating and sleeping patterns
- Thoughts or expressions of self-harm or self-destructive behavior



# STRATEGIES/SUGGESTIONS FOR ADDRESSING BEHAVIOR CHANGE

Adolescents need and enjoy:

Structure, Leadership, Responsibility, Creativity, Approval, Affirmation, Positive Challenges

## Adolescents Need Structure

Rules should be clear, consistent.

Include Consequences as well as Rewards - INCENTIVE FOR GOOD BEHAVIOR

If possible have adolescents be part of identifying rules and consequences/rewards for

behavior. This allows them to have role and can increase sense of responsibility to comply with

*INVOLVING TEENS IN LEADERSHIP ENHANCES SELF-ESTEEM, WHICH  
LESSENS OPPOSITIONAL BEHAVIOR.*

## Develop A Contingency Model

Create a strategy or plan where appropriate behavior can be reinforced. For example, provide

ticket/token for positive behaviors that can be utilized for raffle drawing at the end of the week

for a gift certificate, etc

Or Reward could be informal role at library, more time on the computer, etc

## Avoid Power Struggles

Review rules, suggest alternative behaviors, encourage problem solving strategies

Talk with or redirect adolescents separately, apart from peer group if possible, as peer approval can be a motivator for oppositional responses.

## Look for /Create Opportunities to Develop Rapport

Explore the idea of weekly or every other week group for idea sharing,

Easier to re-direct behavior or set limits when have rapport with an adolescent

*WHEEL A TEEN COULD ASK ABOUT SUBSTANCE ABUSE OR DOMESTIC VIOLENCE & HAVE ENCOURAGE THEM/ TRY TO COLLECT THEM W/ SCHOOL SOCIAL WORKER OR COUNSELOR. IT WOULD BE HELPFUL TO CONTACT W/ SCHOOL STAFF SUCH AS SOCIAL WORKERS + COUNSELORS, + RESOURCE OFFICES.*

## Create Visual Reminders /Aids Regarding Rules.

Adolescents as well as those with ADHD or ASD respond better to visual aids.

Have adolescents take active role in creating visuals if possible regarding limits rules; or creating posters, or art that can be place in library areas.

## Giving Instructions/Reminders One Step at a Time

For Adolescents with either ADHD or ASD issuing instructions one step at a time can be more helpful than giving multiple requests at once.

## Look for Opportunities to Identify Strengths and Provide Affirmation

Many adolescents are feeling awkward, self-conscious and trying to find their areas of strength. Look for opportunities to provide reinforcement or affirmation if an adolescent has completed a task or has been helpful to someone else etc. → SEE HANDOUT "101 PHRASES OF PRAISE"

## Develop Opportunities for Positive Challenges with Reward for Completion

Example: 21 Day Gratitude Challenge → SEE ATTITUDE CHECK/CHALLENGE HANDOUT  
Random Acts of Kindness Challenge → SEE WEBSITE OF RESOURCE PAGE  
→ SEE WEBSITE OF RESOURCE PAGE

## Managing a Crisis

### Verbal De-escalation

- This is a method that we use during a potentially dangerous, or threatening situation in an attempt to prevent an individual from harming us, themselves or others.
- There are 2 types of Interventions we can use in these situations:

#### • Non-Verbal Interventions

- Body language, Facial Expressions, Level of Eye Contact, Gestures, Posture, Movement

MARK HEAD  
CONTROLLED HAND  
GESTURES + FACIAL  
EXPRESSIONS TO  
CONVEY YOU ARE CALM  
+ READY TO HELP

- Respect personal space.

- Convey a willingness to help.

- Convey that you are in control.

- Indicate you are open, receptive and willing to help the individual in distress

#### • Verbal Interventions

- Components

- 1. Tone

- 2. Volume

- 3. Cadence

~~STRESS~~

SPEAKING IN A LOW, CALM VOICE CAN HELP  
CALM DOWN SOMEONE WHO IS YELLING

VERBAL INTERVENTION TIPS

- DO
- Remain Calm
  - Treat with Respect
  - Keep it simple
  - Validate Feelings
  - Follow Through
  - Listen
  - Be open Minded
  - Give Undivided Attention
  - Get Assistance

- DON'T
- Overreact
  - Argue
  - Make false promises
  - Over Complicate
  - Presume to know
  - Get in Power struggle
  - Judge
  - Fake Attention
  - De-Escalate

*REALLY LISTEN w/ INTEREST + EMPATHY*

*RESPECT IS LOST WHEN THERE IS NO FOLLOW THROUGH*

Tips For Verbal Interventions

- Identify yourself
- Offer to help
- Encourage verbalization
- Identify the problem
- Provide Reassurance
- Try to solve the problem
- Provide Alternatives
- It is ok to not have all the answers

*GET ALL START @ BOARD*



## Self-Assessment

- How am I reacting?
- Am I composed?
- Am I thinking clearly?
- Am I taking any baggage into this interaction?
- Do I have a plan in case this interaction goes poorly?

What are you bringing to the situation?  
 How can you improve?

- The ability to stay in control of one's own behavior without taking acting out behavior personally.
- Our goal is not only to keep them and ourselves safe but also to help them gain control over their behavior so these episodes are not repeated endlessly.

### Rational Detachment

- Internal or external causes of behavior over which staff have little or no control.

### Precipitating Factors

BE KIND TO THE EXPERIENCES YOU BRING TO YOUR INTERACTIONS - LEAVE IT AT THE DOOR! TEAMS ALSO BRING THEIR OWN EXPERIENCES, SO GIVE SPACE

- Staff behaviors and attitudes effects the individual & the individual's behaviors and attitudes effect staff.

### Integrated Experience

Need for Hospitalization

- Child is an imminent and substantial risk of physical harm to the person himself as manifested by behavior evidencing serious threats of, or attempts at suicide:
- Child is an imminent and substantial risk of physical harm to others as manifested by behavior or threats evidencing homicidal or other violent behavior
- Child is an imminent and substantial risk of physical harm to the mentally disabled person as manifested by behavior which has created a grave, clear and persistent risk to his physical health and safety.

The Providence Center Emergency # (401) 274-7111

Will contact w/ a CITIZENAL  
24 HRS. CITIZENALS ARE AVAILABLE

RECITES. IF YOU SUSPECT ALL  
CITIZENALS ARE AVAILABLE TO COME  
TO ASSIST TO TALK TO TEES.

CALL COULD BE A HOME VISIT.  
CONTACT THE PRO. CENTER AND THEY  
WILL CONTACT YOU

FOR IMMEDIATE SAFETY THREAT  
TO SET OF CHILDS CALL 911

## References/Resources

American Academy of Child and Adolescent Psychiatry, Facts for Families

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

Random Acts of Kindness for Young Adults

<http://www.yaisa.ala.org/thehub/2016/02/11/reality-scoop-random-acts-of-kindness-for-ya/>

Substance Abuse and Mental Health Services Administration (Free Materials)

<https://www.samhsa.gov/>

The Gratitude Pledge

[www.GratitudeChallenge.com](http://www.GratitudeChallenge.com)

# 101 Phrases of Praise

I love you.	You're great.	Great job.	Terrific.
Thanks so much.	Super work.	Outstanding.	I'm so proud of you.
Fabulous.	Perfect.	You're getting there.	Wonderful.
You make me happy.	You're special.	Lean on me.	Thanks for helping.
You can do it.	Excellent.	You're super.	Great smile.
That's a great idea.	You're the best.	Way to go.	Good for you.
You're delightful.	You did it.	Right on.	Great.
Thanks for sharing.	Looks good.	Marvelous.	I trust you.
You're getting better.	Fantastic.	You deserve a star.	You've improved.
Very good.	I'm impressed.	Exceptional.	You're an angel.
You're fun.	Thanks for caring.	You're a big help.	You're very responsible.
You're a real pal.	You're a super listener.	You're a joy.	You're tops.
You're considerate.	Nice work.	You're a gem.	Dynamite.
Hurray for you.	I listen to you.	You're on your way.	You've made progress.
You're neat.	You're a champ.	Beautiful.	Great imagination.
You'll get it.	Keep up the good work.	You're very brave.	You're special.
Good sport.	Sounds great.	You've got what it takes.	You're #1.
How clever.	How thoughtful.	How original.	You're on the mark.
You're a real friend.	You're the greatest.	I've got faith in you.	Keep trying.
Much better.	Well done.	I support you.	Thanks for being honest.
Great idea.	How artistic.	What careful work.	Exceptional.
Very nice of you.	I like you.	That's neat.	Great try.
You've got it now.	Wonderful imagination.	You're right.	You're sweet.
Great answer.	You've got heart.	Delightful idea.	You deserve a kiss.
You brighten my day.	Super job.	You're so smart.	What a great kid.
You're such a smart kid.			

Adapted From: *Parent-Child Interaction Therapy* by Hembree-Kigin, T. & Bodiford McNeil, C., 1995.  
Harborview 03

4/26/17  
YAGT  
FROM: CARRIE  
PARENTAL  
ON: TEEJ  
BEHAVIOR

**THE GRATITUDE CHALLENGE**  
tiny\*prints

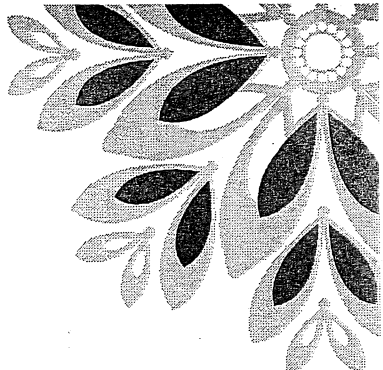

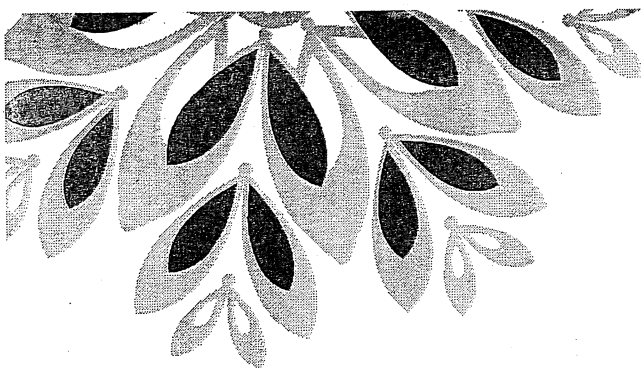
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

With a hopeful outlook, I, \_\_\_\_\_, promise to fulfill the terms of The Gratitude Challenge. Over the next 21 days, I pledge to complete the activities on my gratitude calendar, including writing journal entries, taking photos and connecting with friends. I promise to take note of life's little blessings and to give thanks for the relationships, experiences and opportunities that make my life unique. From this day forward, I commit to living on the brighter side of life.

**THE GRATITUDE PLEDGE**

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BEHAVIOR

PRESENTATION  
PROV. CENTER  
VART  
4/26/17



**TAKE NOTE. GIVE THANKS.**

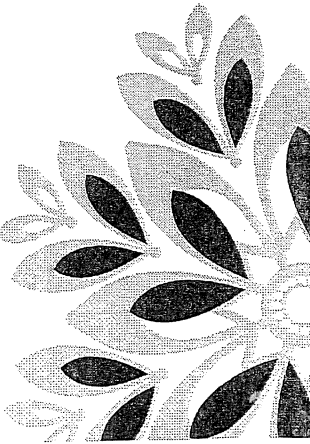
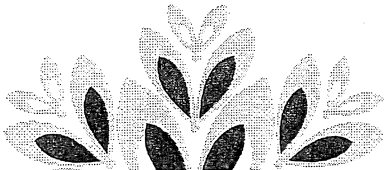
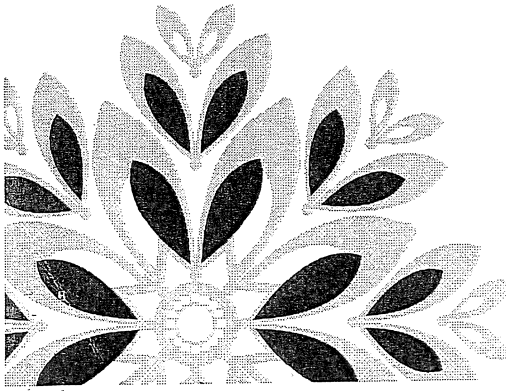
[WWW.GRATITUDECHALLENGE.COM](http://WWW.GRATITUDECHALLENGE.COM)

sponsored by **tiny\*prints**

Welcome to The Gratitude Challenge, a 21-day project created to help you take note of the brighter side of life.

At Tiny Prints, we believe that sharing gratitude for everyday experiences can revitalize our commitment to living life in a sensational way. As a result, we invite you to spend a few minutes each day appreciating all of life's little blessings through the following list of tasks.

Many of the activities will ask you to write down things for which you feel grateful. Please feel free to do so in any medium available to you, whether that's in a journal or on a personal blog. Remember to attend to each item on its assigned day, and don't skip ahead! It's important to be present and perform each directive at its own pace.



# TAKE NOTE. GIVE THANKS.

WWW.GRATITUDECHALLENGE.COM

sponsored by **tiny\*prints**

WEEK 1:

BE GRATEFUL FOR WHAT YOU HAVE

DAY  
1

Today you start The Gratitude Challenge. Sign the contract and make a commitment to take note and give thanks for the next 21 days. Express why you accepted this challenge and what you hope to achieve from it.

DAY  
2

Use the alphabet as a fun and quick format for making a list of things for which you feel grateful. Share this list with your social network through email, a blog post or a Facebook or MySpace page.

DAY  
3

Write about something you feel grateful for in your life today.

DAY  
4

Write a short message of thanks for some of the "negative" things in your life.

DAY  
5

Take five minutes to write about how grateful you are for all of the wonderful things that you currently have in your life. Don't long for what you don't possess—instead, take stock of all the blessings you already enjoy.

DAY  
6

Take a few minutes to call someone you haven't talked to in a while. Tell them how much you appreciate them.

DAY  
7

Take a picture of one thing, person, place or specific moment that makes you feel grateful. Share it with your social network.

# TAKE NOTE. GIVE THANKS.

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WEEK 2:

BE GRATEFUL FOR EVERYTHING AROUND YOU

DAY  
8

Send thank you notes to five people who deserve a little recognition.

DAY  
9

Enjoy the people around you. Take a moment to appreciate their unique talents, abilities and personalities.

DAY  
10

Pick one of your five senses to focus on each day. Take note of how many gifts come to you via that single port of entry. Write about this experience.

DAY  
11

Try to see the world through the eyes of a child. Think about the things you take for granted on a daily basis, and then express gratitude for everything down to the basic necessities that sustain your current life.

DAY  
12

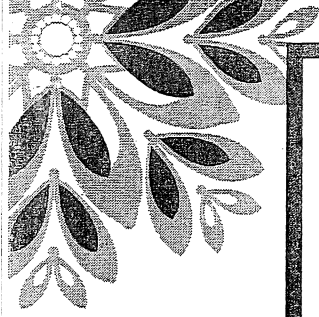
Today, make the effort to live life with a positive outlook. Restrain from criticizing the people around you. Dare to see the glass half full. Listen more than you speak. Give freely of yourself. Practice kindness at every opportunity.

DAY  
13

Pick three friends or family members you see regularly. View their actions and gestures through a positive lens, assuming their goodness and witnessing their best intentions.

DAY  
14

It's been two weeks since you started The Gratitude Challenge. Write about how The Challenge has changed your perspective thus far.





# TAKE NOTE. GIVE THANKS.

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WEEK 3:

BE GRATEFUL FOR WHO YOU ARE

DAY  
15

Take the time to focus on yourself. Appreciate and give thanks for your unique personality, skills and talents.

DAY  
16

Stand in front of the mirror for five minutes and focus on at least five things that you love about yourself. Write them down in your journal.

DAY  
17

Write about something you feel grateful for in your life today.

DAY  
18

For the past three days, you have focused on appreciating what makes you unique. Write about all the things that make you so lovable. Take a moment to appreciate your personal style, talents and charm.

DAY  
19

Have confidence in all the choices you have made today and be grateful for being able to believe in yourself.

DAY  
20

As The Challenge winds down, write a thank you note to yourself. Thank yourself for taking the time to stop and focus on all the little things for which you feel grateful.

DAY  
21

Reflect on the 21 days of The Gratitude Challenge and what this process has meant to you.