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REHAB
Rehabilitation and Integration into Society of Drug Addicted Adults and Their Families

Madde Bağımlısı Yetişkinlerin ve Ailelerinin Rehabilitasyonu ve Topluma Yeniden Kazandırılması Projesi

2016-1-TR01-KA204-036384- Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for adult education

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Adolescence Problems and Adolescent Communication

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WHAT IS ADOLESCENCE?

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A special stage in human where growth in the body and in height is observed,

hormonal

sexual

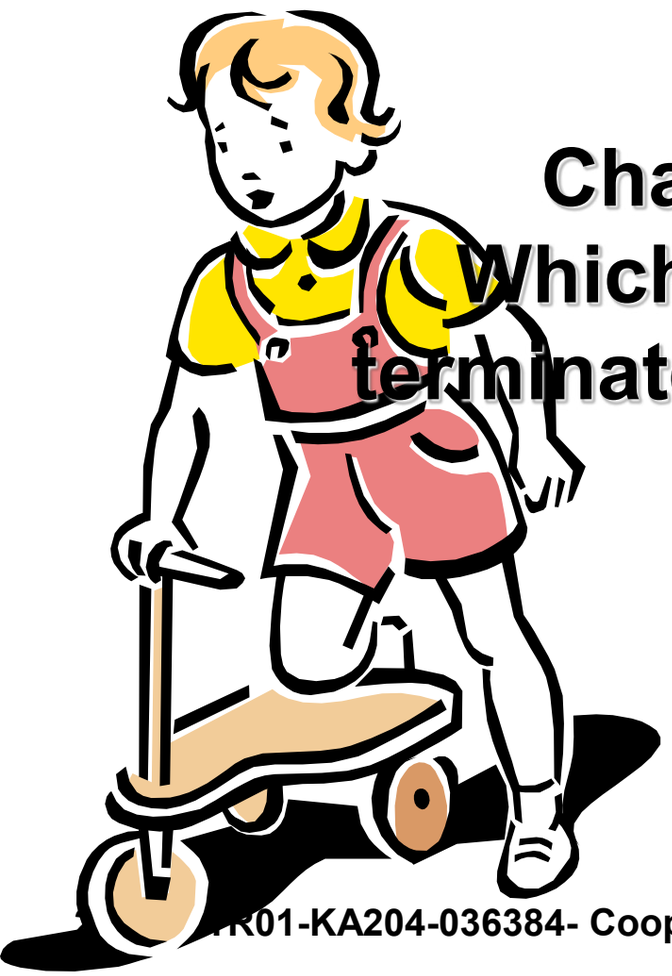
social

emotional

personal

mental

Changes and developments come up,
Which is thought to start with puberty and terminated when bodily growth come to an end.



SATGES OF EDOLESCENCE

3 main stages;

A- Beginning of adolescence:

11-14 ages of girls

13-15 ages of boys

B-Middle of Adolescence:

14-16 ages of girls

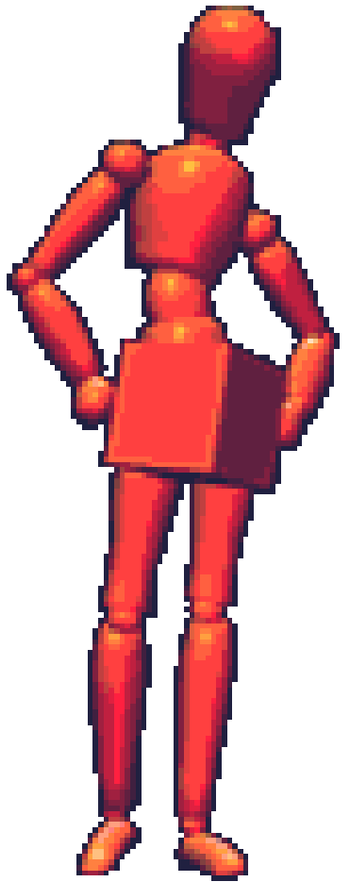
15-17 ages of boys r

C-Ends of adolescence:

17-21 ages

Changes in Adolescence

- ❑ Physical changes
- ❑ Mental changes
- ❑ Emotional changes
- ❑ Social changes



PHYSICAL CHANGES

There is not a standard growth curve for the adolescents.

Growth rates and durations varies from person to person, and according to the regional conditions.

For instance, girls grow more rapidly.

- Body grows quickly, and develops

Inability to adjust voice

Sudden weight changes-weight gain- diathesis

Sticking to the mirror…

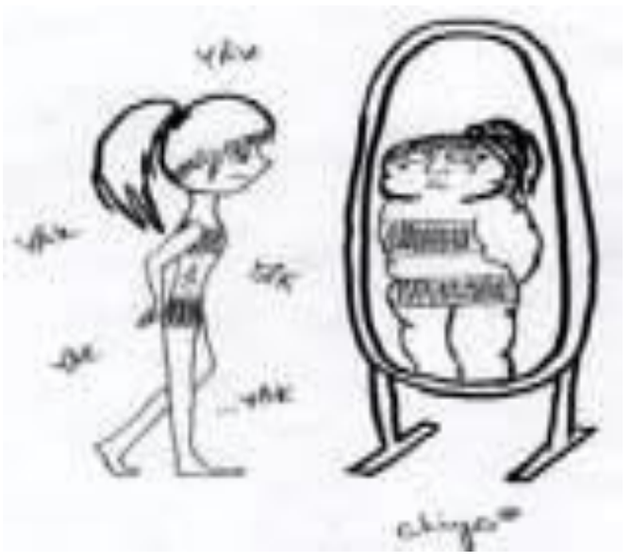
- Increase in the muscles and fat deposition gets started.

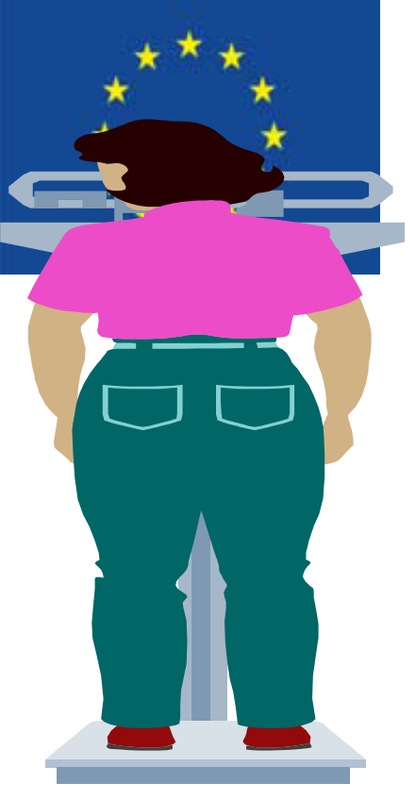
Difficulty in controlling his/her power

Rapid fatigue

Pustulation

Sleeping and eating changes...





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Increase in height and weight accelerate
Sweating increases
Decrease in the body resistance

Increased appetite is observed, Passion for eating junk foods grows,

Rapid growth in the hands and feet
(The body can not be controlled fully in this situation. E.g.: clumsiness)

Increase of the changes may cause certain physiological disturbances.
(Back pain, leg pains....)

Attention deficit

Causes of attention problem,

- **Great portion of the energy in the body is consumed by growth hormone**
- **In the process of bodily and emotional development, inability to make sense of and to acknowledge**

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YOU HAVE GROWN AS MUCH AS MY HEIGHT BY....

Bodily development takes place more rapidly then social and emotional development, and this fact gives rise to coarse-sized, childlike individuals to appear before us.

Prime source of the troubles is that parents observe the bodily development and generalise development rate to all of the fields.

Adolescents should be expected to behave and to think like adults only when the period comes to an end.

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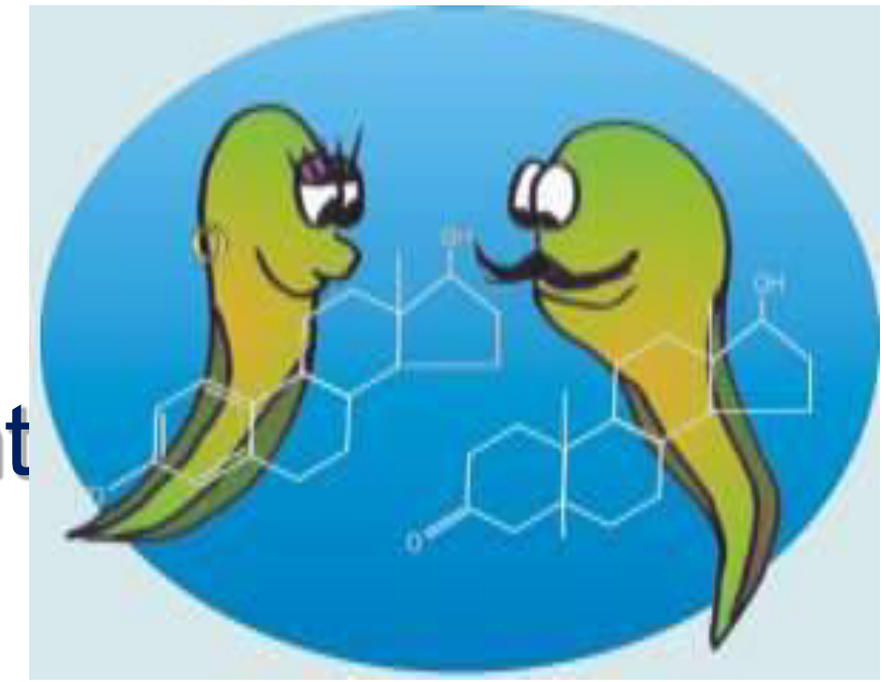
- Due to the hormones and sexual differentiation of the body, characteristics of female and male appear.



- pubescence,
- Breast and thighs become evident
- Beards,
- Formation of face and shoulders transform the body from childhood to adulthood.

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COGNITIVE DEVELOPMENT

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Cognitive development

- In adolescence period, individuals reach to the level of adults in terms of logical thinking
- Begins to understand the necessity of rules in social relation,
- Begins to adapt critical approach to social rules and traditions.
- Begins to understand cause and effect relations between the events more clearly.
- Thinks abstractly, makes generalisation and reaches logical conclusions.

Cognitive development

- Can utilise the opportunities offered to himself/herself.
- Determine his/her ideas and set great goals for himself/herself.
- The request for arranging his/her behaviours and life develops
- He/she has acquired the skill of contemplating an issue in many aspects.
- Can treat his/her positon and thoughts with a critical approach.
- Can emphasize.
- Tries to distinguish the right and wrong.

Cognitive development

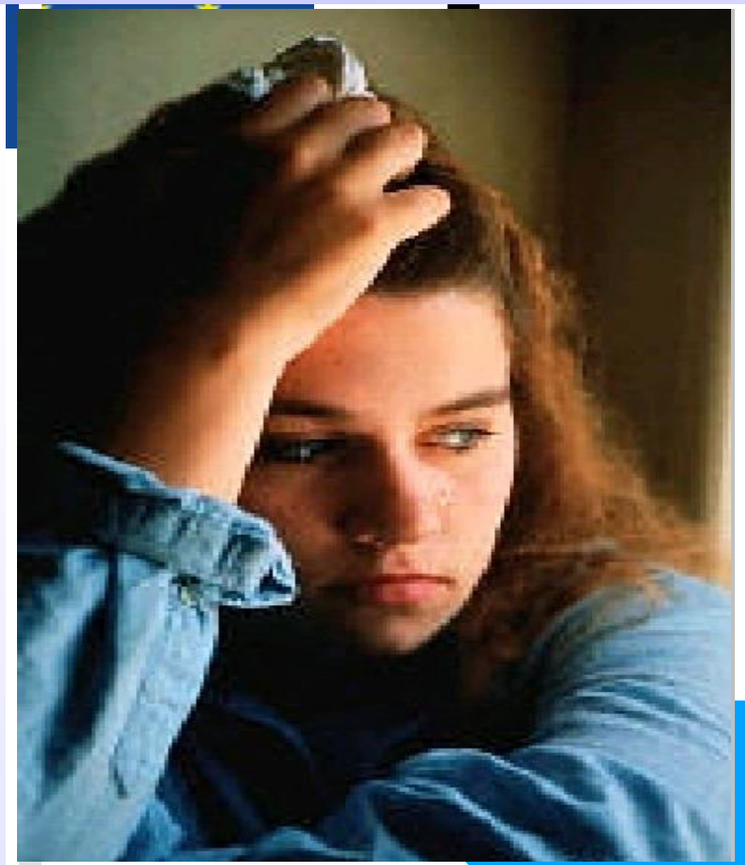
- Tries to find his/her own rights, and for this matter, accepts to come into conflict with the persons around.

- When adolescent learns what kind of person he will be, watches behaviours of the peoples around and of his family.

- When adolescent learns what kind of person he will be, watches behaviours of the peoples around and of his family.

- Experience the extremes instead of routine.

- The behaviours such as taking risk, acting in secrecy, eagerness, inability to say NO to his/her peers, to humour, to question the rules and traditions, to aspire to prohibited things, to challenge are observed.



EMOTIONAL DEVELOPMENT

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The thoughts about self-perceiving become intense.

Who am I?

What traits do I posses?

For what kind of personality I am suitable?

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Emotions have impacts on entire life of the adolescent

- Embarrassment and unsociability,
- Excessive dreaming, fall in love,
- Uneasiness, disturbance, discontentment,
- Getting angry rapidly, rapid exaltation,
- Pessimism.
- Desire to be alone

Emotions have impacts on entire life of the adolescent

Quest for independence. It is the best way for the adolescent to gain his/her independency by maintaining affiliation to his/her home and to the beloved ones.

To feel himself/herself worthy,

To be strong, to make contact with strong persons,

To need safety, order and rule,

Endeavour to claim his/her rights, satisfy his/her curiosity.

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Emotions have impacts on entire life of the adolescent

- Easy change in mood
- Crying due to a small cause
- Autism
- Irritability
- Discomfort
- Boy are more nervous then the girls, reveals his/her emotions by shouting, crying, by making gesticulation.
- A small touchiness mal urge adolescent to believe that he is not loved by anyone

- Falling in love is a dominant feeling in this period. He sometime reveal this to opposite sex, and sometimes may prefers dissimulation.

- Feelings are shared mostly with the friends

- Positive feelings the adolescent experienced are protected through writing poetry, narration or to diarise.

- Girls reach emotional maturity earlier then the boys and can control their emotions.

- There may be appetite and sleeping pattern disorders

Conflictive feelings

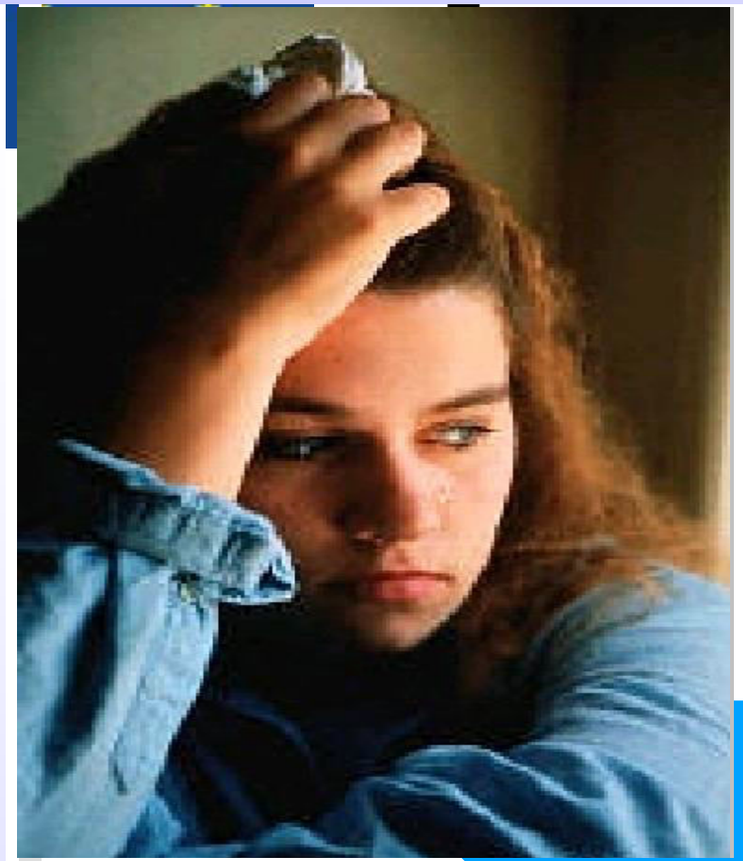
- Expectation and behaviours conflict

Juvenile is extremely egoist. Yet, he may also display altruistic behaviours, which are completely adverse to this.

He may resist to the authority, attach to the person to the bitter end whom he is committed.

- **Although he wish to be treated with kindly and respectfully, he may behave against others rudely and hardly.**

- **While he is very optimistic, buckling down to everything, and being inexhaustible; he might be introverted and maladaptive.**



SOCIAL DEVELOPMENT

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Social Development

Social process which starts in the family, shifts to the school and group of friends.

Trying to get free from the childish affiliation to the family,
Identity seek,
Wish for gaining respect and status,
The relationships, established and collapsed quickly,
impressibility,
The effort to attraction attention, to play a part,

The efforts of those individuals, who entered puberty, for making themselves accepted among the community may sometimes leads to behaviours and reactions which they don’t want.

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Social Development

- They perceive themselves as;
- lonely,
- examined,
- criticised, and
- a person who is talked over.

They have the belief that,

- They are deary and special;
  - They will not die,
  - Not to be injured,
  - Not to be caught,
  - Not get into trouble.

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Social Development

Common characters;

•Whether or not they are picked out by their peers and opposite sex,

• being considered as important and being liked,

•Acceptance by the social environment

•Behaviours of appraising themselves according to popularity

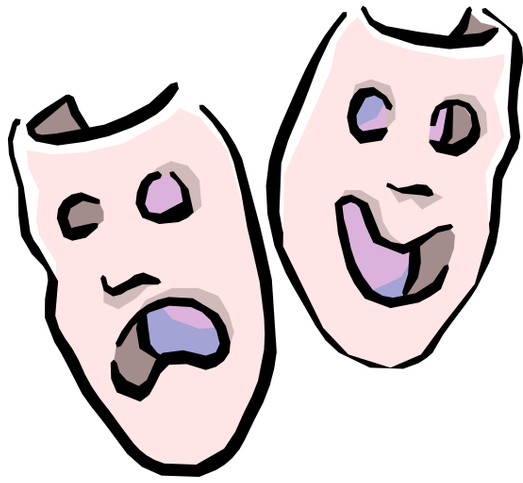
The most important think in this period is **friendship**.

Friends become a land to stand on in gaining independence from the family.

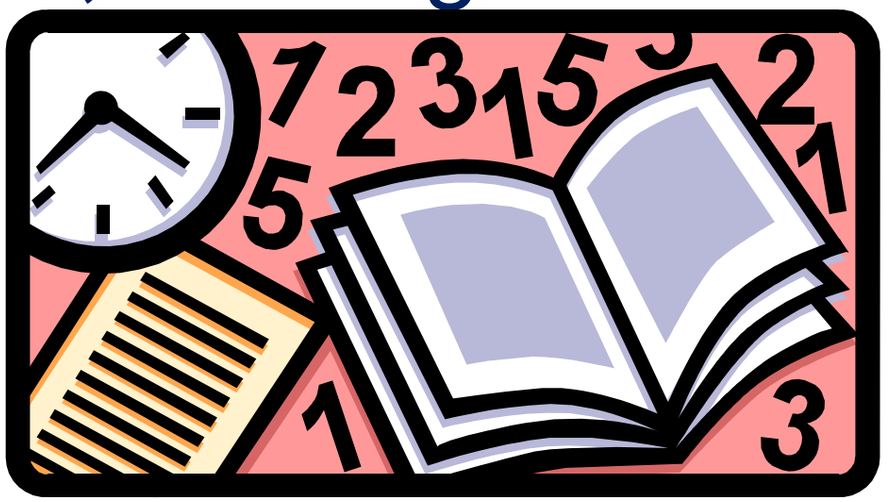
To belong to a group is quite important feeling for social development.

GENERAL CHARACTERISTICS OF ADOLESCENCE

- Feelings display quick rise and fall
- Have quick rejoice, quick upset
- Have a quick temper,
- To make fuss.
- Their reactions are unpredictable



GENERAL CHARACTERISTICS OF ADOLESCENCE



- Interest in the courses diminishes, working order deteriorate.
- Request increase.
- It is the era of independency
- Likes risky environments
- Considers the rights vested wit him are insufficient.
- Display sudden reactions to family, want to give dusty answers.

GENERAL CHARACTERISTICS OF ADOLESCENCE

- Criticise the family
- Throw the inconsistency between the advices and behaviours in one's face.
- Behave in a manner not liked by teacher/parents.
- Resist to the demands of parents
- Comes up against parents just for the sake of defiance.
- Likes talking nonsense, enjoys to defend some unnecessary ideas.

The goals in the adolescence

- Try to know new body and accept it,
- Adopt the role of man and woman in the society,

- Develop intimacy with peers in both sex,
- Get free from childish bond with the family ,

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Processes in the adolescence

- To feel himself/herself Constant, permanent and dear

- To develop wisdoms, ethics, ideologies,

- To cope all the time with exam anxiety, and being obliged to succeed.

THOUGHTS AND RISKS IN ADOLESCENCE

- The feelings that I am under control, being examined, criticised and talk about, prevail.

- I got a raw deal
- My environment does not embrace me, I am worthless.

THOUGHTS AND RISKS IN ADOLESCENCE

- I am special, dearie, strong,
- The belief that no bad thinks happen to him.

(it is supposed that accident, death, pregnancy, addiction, defeat, being deceived and dumped… never come over us.)

This thought makes substance abuse easier

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DANGER!

They tend to have negative attitudes and habits due to the traits of knowing himself and asserting himself.

(Smoking, alcohol, substance, internet etc.)

THOUGHTS AND RISKS IN ADOLESCENCE

- Living the extremes for not to be ordinary
- Impatience, inability to say no to peers.
- Question the rules, authority, traditions

Aspire for and stand up to the

prohibition.

THOUGHTS AND RISKS IN ADOLESCENCE

- To attach to the passion, to get desperate in case of rejections.
- To think to harm himself in despair,

to think wrongfully that the life has become insignificant.

- To go wrong for the sake of attracting attention.

- To demonstrate inexperience and high strength, bravery

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Solution:

Right communication- ability to solve problem

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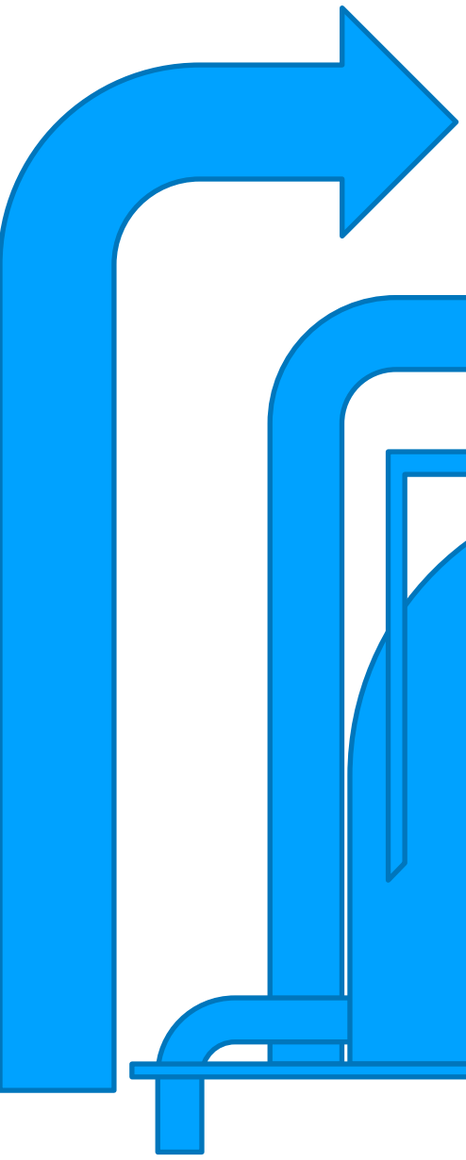
WHAT IS COMMUNICATION?

- **Communication is:**
  - **The process in which <u>kknowledge or news originating from a unit</u>**
  - **<u>reaches to the counter unit,</u>**
  - **<u>and creates an impact there,</u>**
- **<u>then this impact turns back to the first unit.</u>**

THE PLACE OF ENVIRONMENT IN SUCCESSFUL COMMUNICATION WITH THE ADOLESCENT

- What is the message required to be conveyed?
- When is the appropriate time?
- What is the most appropriate media?
- Who is the most appropriate person?
- Why the subject communication is required?

BASICS OF THE COMMUNICATION



Source(person/body, conveying the idea)

Message(signal requested to be conveyed)

Coding/ *Decoding

Channel(whole natural and artificial mediators)

Perception/Filter/Sieve

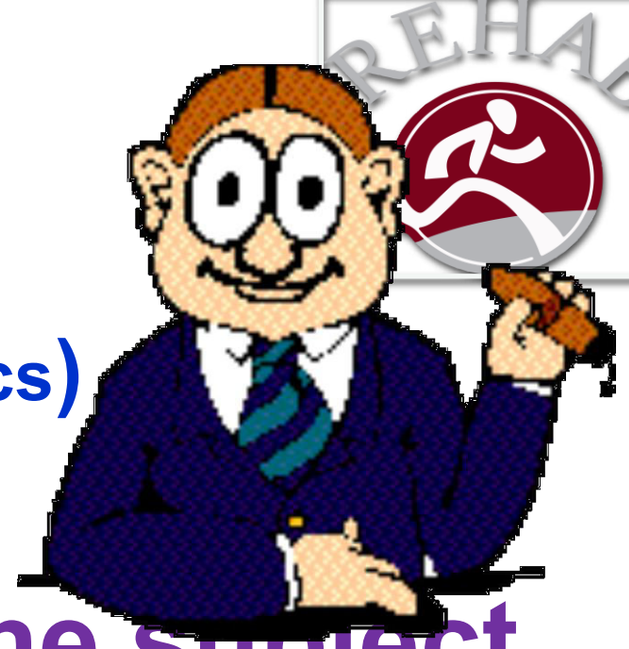
Receptor(responding person/group)

Feedback(response given to the message)

Noise(effect correctness and reliability, exist in all phases)

* **Coding:** converting the message to be appropriate for communication

SOURCE (characteristics)



- His knowledge and skill about he subject
- His attitude towards the subject and receptor
- Coding feature
- Communication ability
- His recognitions
- His self confidence
- His personality structure

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SOURCE (characteristics)

- Being reliable, prestigious, attractive and strong
- Aspect of his beliefs and value judgements
- His social role and status
- Socio-cultural life and difference of opinion
- Being eager to communicate with the student
- Being receptor when required

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PERCEPTION(FILTER)

Valuation styles of sender and receiver for the messages which reached to themselves.

- Perception is the process of hearing, organising, understanding and evaluation of the knowledge related to the environment of the persons.

MESSAGE

- Message is the condition where opinions, requests and data of the sender are converted to symbols.

- Sender and receiver assign the meaning to the symbols.

- If the meanings assigned by the sender and perceived by the receiver are appropriate to each other an effective communication is at stake.

MESSAGE (Characteristics)

- It must be clear
- Understandable
- Be communicated on time
- Must follow true route
- Limit of impact must be evaluated well
- Must be supported by behaviours
- Must not produce additional meaning

Attributes

Significance

Correctness

Reality

Clarity and comprehensibility

TRUE COMMUNICATION

- To speak with body language, not to judge the person facing us,
- To ask clearly, not to resent, not to be offended

- To show sincerity and honesty,
- To know ourselves in receiving the secret and conveying it.

TRUE COMMUNICATION

- To express by establishing cause-effect relation,

- To be able to put yourself in juvenile's positon,

- To test underlying intention, to convey loyalty-love in a right manner,

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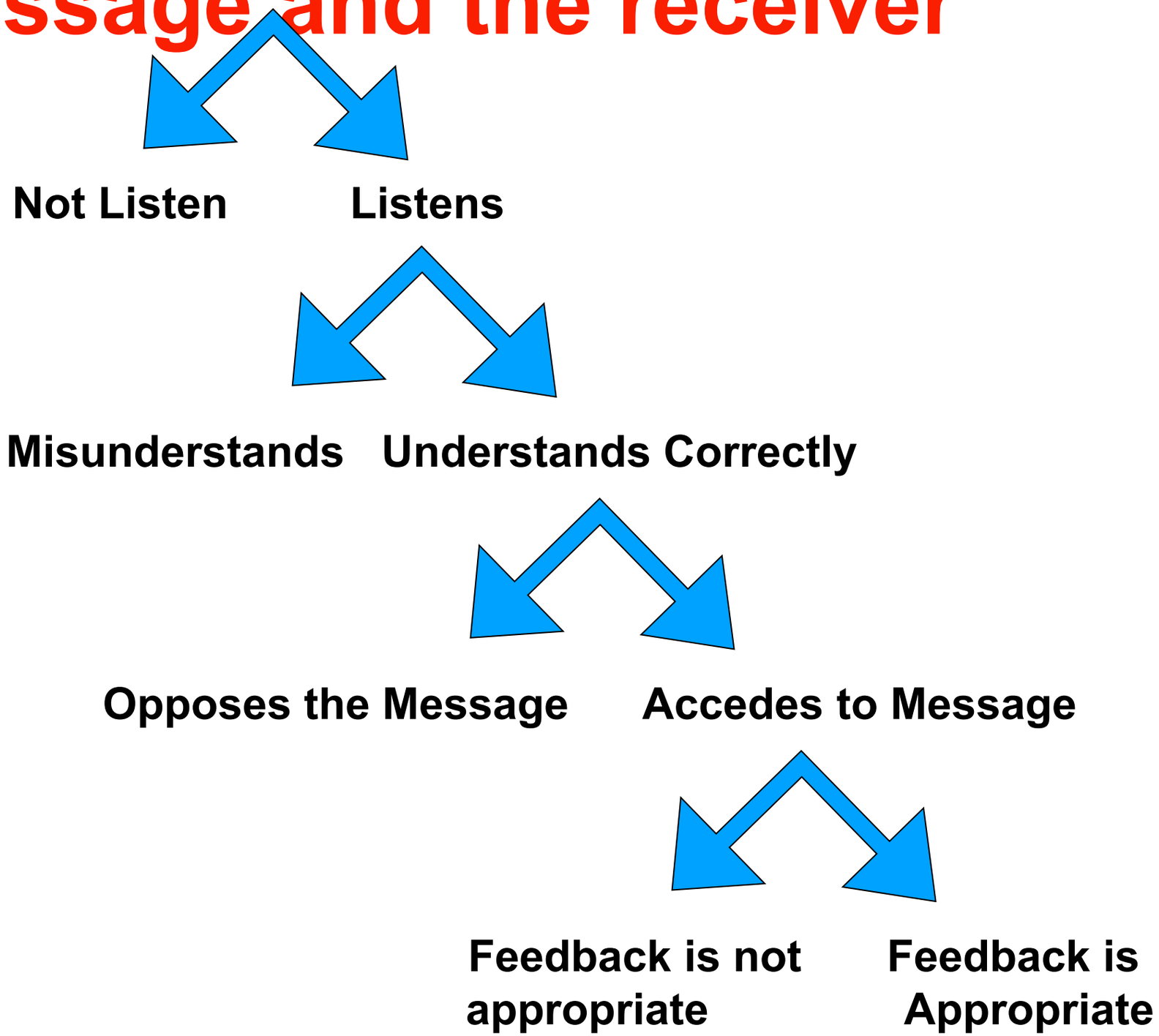
Relation between the conveyed message and the receiver



OBSTACLES FOR COMMUNICATION

There are differences between;

- **You thought/**

  Want to say/

  Supposed you said/

  You said

The things the person before you wanted to hear/

What he heard/

What he wanted to understand/

What supposed to understand/

What he understood.

So, there are at least 9 reasons for the peoples to misunderstand each other.

TRUE COMMUNICATION

- Being able to continue communication without taking it a matter of pride, using humour, through excusing if needed.
- Recognise your feeling honestly;

To come clean that did we get angry- felt ashamed, accused- held a grudge….

- To stop the communication when worried.

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FOR AN HEALTHY COMMUNICATION

WE SHOULD ABSTAIN FROM

THE TALKING MISTAKES.

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TALKING MISTAKES

- Giving advice, offering solution: “Do not like that, do this.”
- Guiding: “Instead of worrying, sit down and do your homework.”
- judgement: “You already take the easy way out all the time.”
- Criticising: “You behave childishly.”
- Giving bad name: “Idiot, stupid”

TALKING MISTAKES

- Asking question – inquire: “Why? What did he say to you?”
- Diagnosing: “Indeed, I know why did you behave in this way”
- Analysing: “Actually, your trouble is something else.”
- Alleviation: “Let it go, never mind.”
- Relieving: “It will be ok, don’t worry.”
- Change the subject: Talk about another subject.

WE MAKE THE TEENAGER, WHO WANTS TO EXPLAIN HIS TROUBLE BEFORE US, EXPERIENCE THE FOLLOWING FEELINGS;

- Not being understood,
- Become defensive,
- To feel hard done-by,
- Getting angry,
- Put up resistance,
- Desperation etc.

Whereas, teenager needs to be listened, and feel that he is accepted.

It will never be so difficult to communicate with a teenager who knows that he is understood, accepted and loved unconditionally.

Let us seek answers for these questions

How long do I talk with my child without giving him right to talk?

Do I correct or oppose him when I think that his opinions are wrong, for those issues which don’t have more importance.?

Do I ironize him or try to get back on him through my words or by my mode of talking?

Do I ever answer my child although I don’t understand what he say?

Do I give him nickname which are not regarded as praise, intentionally or unintentionally?

- Let us not afraid of establishing communication.
- The main problem is lack of communication.

I was an adolescent someday,

Yet, there had been no one,

Who would have explained these things, and

Talked about me!

Ohhh!. Those Days

References

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