

BHIPP RESILIENCE BREAKS

Supporting Adolescents During COVID-19



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Who We Are – Maryland BHIPP



Offering support to pediatric primary care providers through free:

- Telephone consultation (855-MD-BHIPP)
- Resource & referral support
- Training & education
- Regionally specific social work co-location (Salisbury University and Morgan State University)
- Project ECHO®

Coming soon!

- Direct Telespsychiatry & Telecounseling Services
- Care coordination

*Supported by Maryland Department of Health,
Behavioral Health Administration*



Meet The Presenters



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Session Learning Objectives

By the end of this session, learners will be able to:

1. Identify 2 developmental theories that are relevant to adolescent development.
2. Identify 2 milestones of adolescent development.
3. Name 3 resources and/or strategies to promote adolescent health and well-being during COVID-19.



Disclosures

- No commercial or financial interests to disclose



- “At no other time in life do human beings develop so rapidly, in so many different ways. The teen years are when children grow to full adult size, become capable of reproducing, develop thinking skills that allow them to philosophize about life and plan complex events, and develop the emotional capacity to empathize with and make great sacrifices for others.” — Clea McNeely & Jayne Blanchard

<https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/docs/TTYE-Guide.pdf>





Developmental Theories Relevant to Adolescence



Piaget's Stages of Cognitive Development

Erikson's Stages of Psychosocial Development

Formal Operational Stage Milestones (12 & up):

Youth begin to:

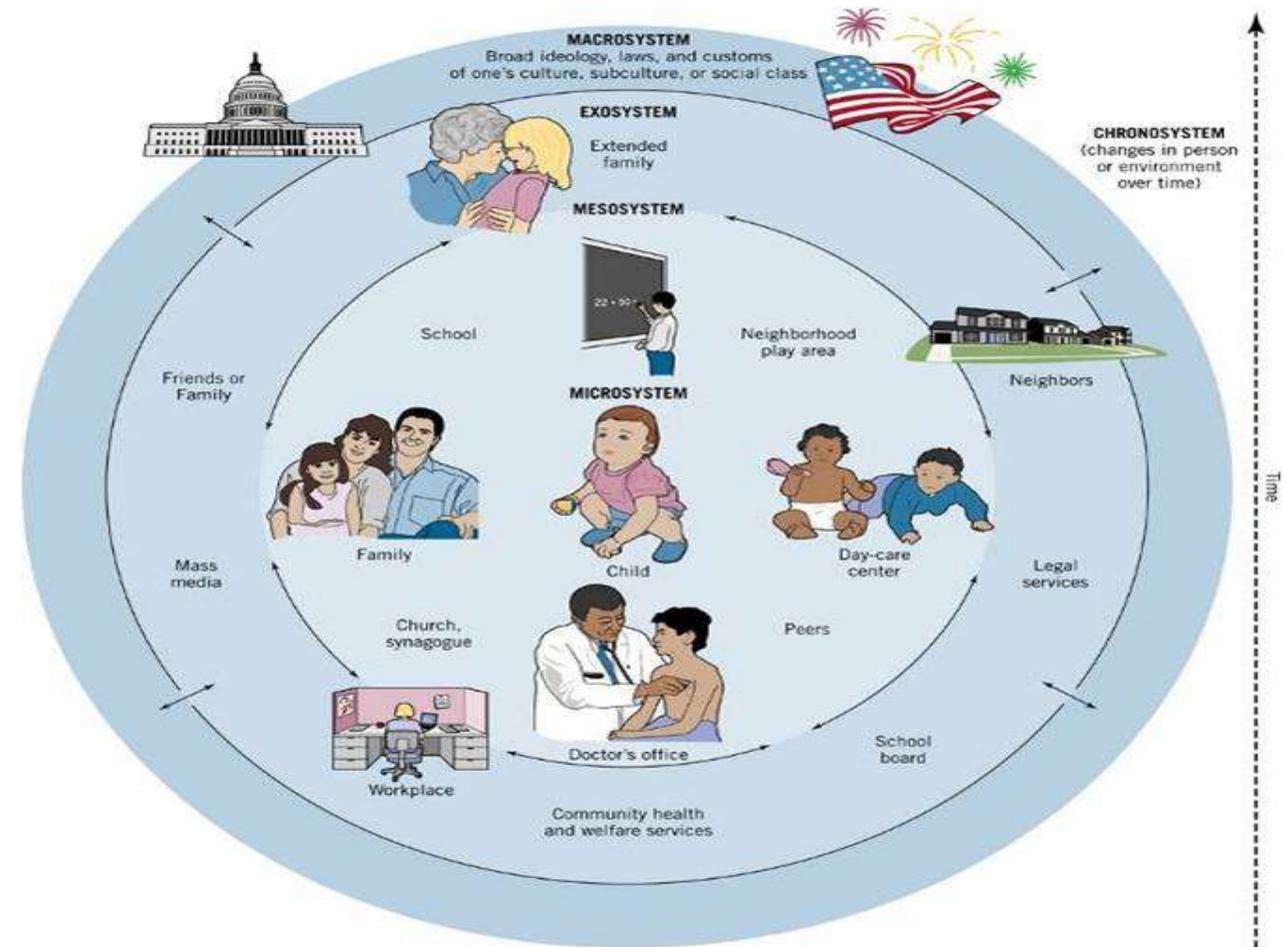
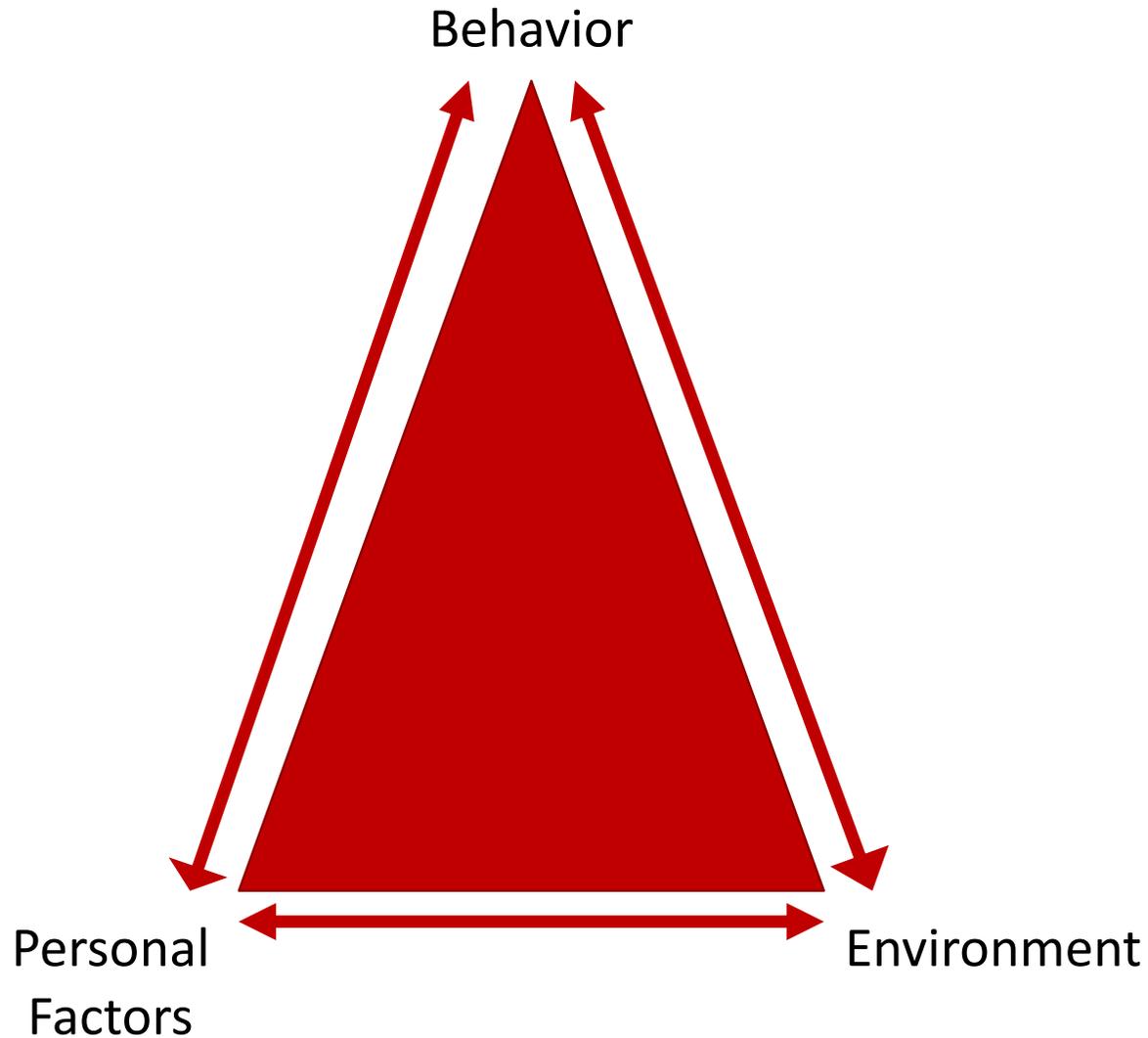
- think abstractly and reason about hypothetical problems
- think more about ethical, moral, social, and political issues
- use deductive logic/reasoning from a general principle to specific information

Stage: Psychosocial Crisis	Virtue	Age (years)
1: Trust vs Mistrust	Hope	0–1.5
2: Autonomy vs Shame	Will	1.5–3
3: Initiative vs Guilt	Purpose	3 – 5
4: Industry vs Inferiority	Competency	5 – 12
5: Identity vs Role Confusion	Fidelity	12-18
6: Intimacy vs Isolation	Love	18-40
7: Generativity vs Stagnation	Care	40 – 65
8: Ego Integrity vs Despair	Wisdom	>65



Albert Bandura: Social Learning Theory

Bronfenbrenner: Social Ecological Theory



Key Developmental Milestones Across Adolescence



Maryland BHIPP



Key Developmental Milestones: Early Adolescence (Ages 10-14 years)

Physical development:

- Rapid physical growth and body changes
- Puberty starts
- Uneven growth can lead to awkward appearance
- Intense concern about body image
- Comparing self to peers to determine what's "normal"

Sexuality:

- Shyness, modesty
- Greater interest in privacy
- Emerging sexual feelings & desire for exploration
- Experimentation with body
- Contact with opposite sex mainly in social groups

https://www.actforyouth.net/resources/rf/rf_stages_0504.cfm

<https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/docs/TTYE-Guide.pdf>

<https://sites.google.com/a/umn.edu/sahrc-3-22-17/home/health-development-1>

Cognitive skill:

- Concrete, here and now thinking dominates
- Increasing ability to apply learning to new tasks
- Understanding of cause/effect is underdeveloped
- Interest in learning life skills from adults
- Risk taking may emerge

Psychosocial:

- Struggle w/ sense of identity
- Increased moodiness
- Increased ability to verbally express self
- Feelings expressed in action more than words
- Friendships and peer groups gain importance
- Begin to individuate from parents, but parents still make decisions

Key Developmental Milestones: Middle Adolescence (Ages 15-17 years)

Physical development:

- Continuing physical and sexual changes
- Concern about appearance/body image
- Appetite, energy level, and sleep changes

Sexuality:

- Sexual drives emerge
- Explore dating and attracting others
- Frequently changing relationships
- Feelings of love and passion

Cognitive skill:

- Growth in abstract thought
- New thinking skills (e.g. thinking about options)
- Cause/effect better understood
- Risk taking may emerge
- Increased perspective taking skills
- Revert to concrete thought under stress

Psychosocial:

- Self involvement alternates between high expectations and poor self-concept
- Complains parents interfere w/ independence
- Effort to make new friends; strong emphasis on new peer group
- Periods of conflict and sadness in interactions w/ parents due to individuation

https://www.actforyouth.net/resources/rf/rf_stages_0504.cfm

https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_docs/TTYE-Guide.pdf

<https://sites.google.com/a/umn.edu/sahrc-3-22-17/home/health-development-1>

Key Developmental Milestones: Late Adolescence (Ages 18-24)

Physical development:

- Most development complete
- Greater acceptance of physical appearance

Sexuality:

- Clear sexual identity
- Concerned with serious relationships and potential for physical & emotional intimacy

Cognitive skill:

- Abstract thought established
- Can think about the future, consider possibilities
- Able to hold and manipulate abstract ideas
- Increased perspective taking and empathy
- Philosophical and idealistic

Psychosocial

- Firmer identity and stable interests
- Feeling “in-between” adolescence & adulthood
- Ability to make independent decisions & compromise
- Greater emotional stability
- Renegotiate parent-child roles
- More mature peer relationships

https://www.actforyouth.net/resources/rf/rf_stages_0504.cfm

https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_docs/TTYE-Guide.pdf

<https://sites.google.com/a/umn.edu/sahrc-3-22-17/home/health-development-1>

A note about adolescents and risk taking

- More than any other age, teenagers are prone to take risks, seek fun, excitement, sensation
- Why do teens take risks?
 - Growth spurt of adolescent brain (starts in puberty)
↑ skill efficiency
 - Frontal Lobe: Cognitive control & decision-making still under construction
 - ↑ Activity in limbic system (emotional brain):
Pleasure and sensation seeking increase
 - While cognitive skills are comparable to adults...
 - Lack decision-making experience of adults
 - When emotions aroused, reward seeking dominates



How is COVID-19 affecting adolescent development?

- Missed opportunities to:
 - Participate in key school events (e.g., prom, graduation)
 - Celebrate important birthdays (e.g., becoming a legal adult at 18) with others
 - Visit colleges
 - Participate in summer internships or jobs
 - Spend time w/ friends and romantic partners to initiate or strengthen relationships
- Other unexpected changes including:
 - Increased concerns about their and others safety
 - Increased time spent with family
 - Loss of in-person education
 - Possible financial stress due to missed opportunities for work
 - Loss of independence
 - Disconnection from peers

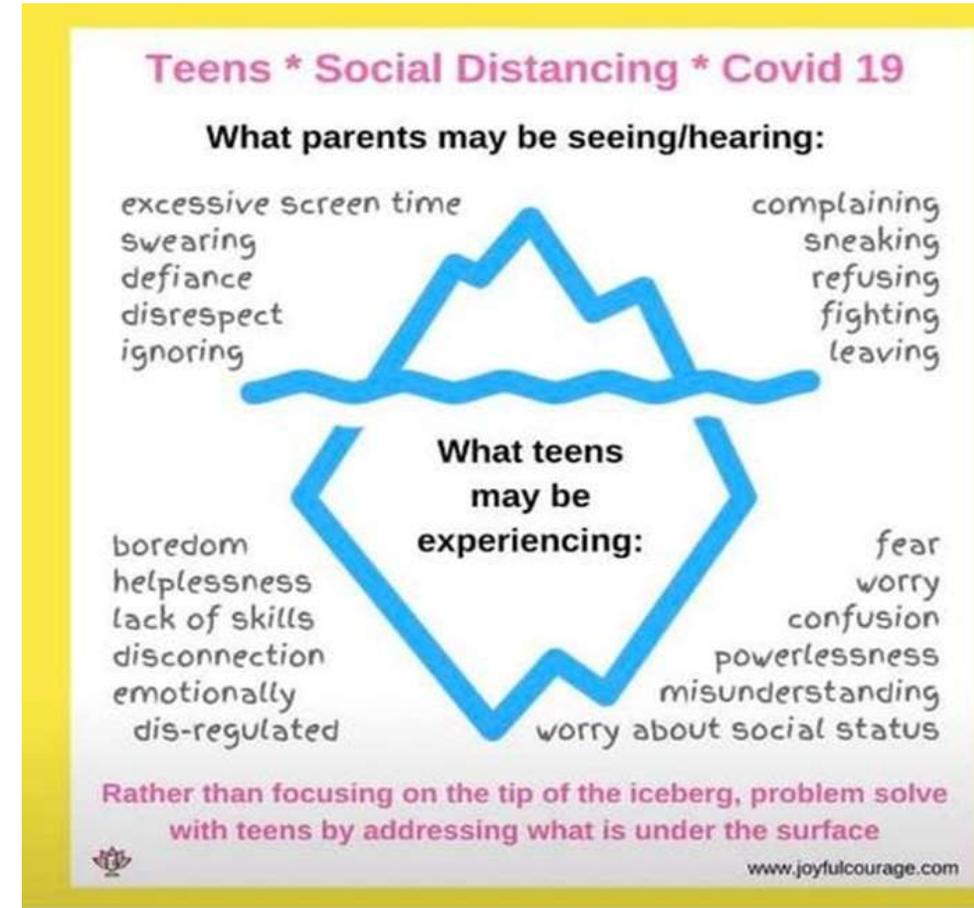
<https://hub.jhu.edu/2020/05/11/covid-19-and-adolescents/>

<https://www.chop.edu/news/health-tip/missing-milestones-can-affect-mental-health-in-teens>



How is COVID-19 affecting adolescent development?

- All adolescents may experience ↑ feelings of:
 - Loss
 - Disappointment
 - Loneliness
 - Sadness
 - Anger/frustration
 - Boredom
 - Anxiety about how their and their families future will be affected
 - Loss of motivation to keep working towards goals
- When economic downturns affect adult unemployment and mental health, youth at ↑ risk for mental health problems
- Adolescents with mental health problems may have worsening symptoms



<https://hub.jhu.edu/2020/05/11/covid-19-and-adolescents/>

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Recognizing signs of a more serious problem....

1 in 8 adolescents/young adults affected by depression each year

Signs of Depression in Adolescents

- Frequent sadness, tearfulness, crying
- Decreased interest in activities used to enjoy
- Hopelessness
- Low energy, persistent boredom
- Social isolation, poor communication
- Heightened sensitivity to rejection/ failure
- Trouble concentrating/making decisions
- Easily overwhelmed
- Increased irritability, anger, hostility
- Frequent physical complaints (e.g., headaches, stomachaches)
- Insomnia or sleeping too much
- Increased or decreased appetite
- Difficulty with relationships
- Suicidal thoughts or actions
- Self-destructive behavior

<https://www.childstats.gov/americaschildren/>

<https://www.mayoclinic.org/diseases-conditions/teen-depression/symptoms-causes/syc-20350985>

<https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/docs/TTYE-Guide.pdf>

<https://nyulangone.org/news/checking-your-teenagers-mood-during-covid-19-pandemic>



Recognizing signs of a more serious problem....

Nearly 1/3 of adolescents have an anxiety disorder

Signs of an Anxiety Disorder in Adolescents

- Excessive fears and worries
- Difficulty controlling worries
- Restlessness or feeling keyed up
- Excessive wariness and vigilance
- Overly shy and socially withdrawn
- Overly restrained or overly emotional
- Easily fatigued
- Increased Irritability
- Frequent physical complaints (e.g., stomachaches, muscle tension)
- Trouble falling asleep or staying asleep
- Physical responses to stress may also include panic symptoms (e.g., sweating, hyperventilating)
- Avoidance of usual activities
- Refusal to engage in new activities



Recognizing signs of a more serious problem....

Lifetime prevalence of adolescent substance abuse/dependence is 11.4%

Signs of a Substance Use Problem in Adolescents

- Frequent intoxication
- Substance use before or during expected activities (e.g., school)
- Concealing drugs/alcohol in room
- Carelessness w/ grooming
- Sleep and eating habit changes
- Poor school performance
- Change in peer group
- Loss of interest in favorite activities
- Dangerous behaviors (e.g. getting in fights, driving while impaired)
- Cravings for specific substance

<https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/frequently-asked-questions/what-are-signs-drug-use-in-adolescents-what-role-can-parents-play-in-getting-treatment>
<https://childmind.org/guide/substance-use-disorder/>



How can we help teens cope with COVID-19?

- Talk with teens about how they are feeling; validate feelings without judging
 - “I know its frustrating not to be able to see your friends. Lets think of some ways you can stay connected with them besides in person”
 - “I know its disappointing that you did not get to celebrate graduation with your friends in person. Lets think of other ways to celebrate”
- Increase knowledge about COVID-19 by:
 - Sharing trusted facts about virus and managing media exposure
 - Discussing strategies for keeping themselves and loved ones safe, including why social distancing is necessary
 - “While you may feel fine, its possible to be a carrier of the virus without symptoms”
 - “We can’t know for sure who your friends have been exposed to and while you may be comfortable taking that risk, you are also bringing it back to our house”



How can we help teens cope with COVID-19?

- Encourage creative ways of celebrating milestones and connecting with friends while still social distancing:
 - Drive by or virtual celebrations
 - Writing letters or emails
- Encourage parents to talk and problem-solve with rather than on the teen's behalf so teens feel part of the process
- Encourage future oriented thinking and planning



Strategies for Promoting Mental and Physical Well-being during COVID-19

Encourage parents to spend 1: 1 time with teens.

Some ideas for this time:

- Talk with them; they pick the topic
- Cook a favorite meal or bake together
- Exercise together
- Connect w/ family and friends via social media
- Play a board game together
- Start a new family tradition together

Help teens to maintain healthy habits and keep routines:

- Keep consistent schedule for sleep & wake times – adolescents need 9-10 hours/night
- Encourage physical exercise regularly (e.g., take walks)
- Encourage eating at regular intervals and when possible making healthy choices

<https://hub.jhu.edu/2020/05/11/covid-19-and-adolescents/>

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting>

<https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/>



Strategies for Promoting Mental and Physical Well-being during COVID-19

Take a Pause

1-minute relaxation activity that you can do whenever you are feeling stressed or worried



Step 1: Set up

- Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
- Close your eyes if you feel comfortable.



Step 2: Think, feel, body

- Ask yourself, "What am I thinking now?"
- Notice your thoughts. Notice if they are negative or positive.
- Notice how you feel emotionally. Notice if your feelings are happy or not.
- Notice how your body feels. Notice anything that hurts or is tense.



Step 3: Focus on your breath

- Listen to your breath as it goes in and out.
- You can put a hand on your stomach and feel it rise and fall with each breath.
- You may want to say to yourself "It's okay. Whatever it is, I am okay."
- Then just listen to your breath for a while.



Step 4: Coming back

- Notice how your whole body feels.
- Listen to the sounds in the room.



Step 5: Reflecting

- Think 'do I feel different at all?'
- When you are ready, open your eyes.

Other Mindfulness & Relaxation techniques

- Help teens with radical acceptance:
 - "It's ok to feel mad or scared right now. So many people are having the same feelings I am and that is ok."
- Listening to music
- Drawing or coloring and maintain focus on the colors and designs
- Yoga or meditation

<https://kidshealth.org/en/teens/meditation.html>

<http://mindfulnessforteens.com/guided-meditations/>



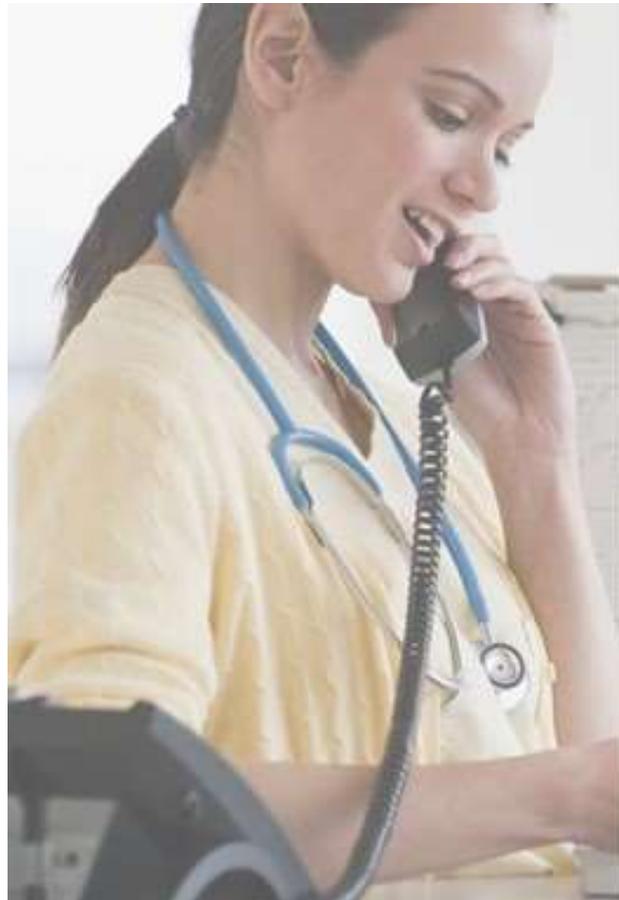
Teenagers and Loosening of Social Distancing Restrictions

- Encourage the families you work with to:
 - Start making the family's plan for reopening
 - Openly discuss re-opening with teens; validate concerns and give teens a voice in plans/rules
 - Remind teens of facts about COVID-19 and how safety measures affect the family
 - Help teens make connection that being safe now helps in long run
 - Make increased independence a reward for demonstrating safe behaviors
 - Help teens prepare for peer pressure to not socially distance

https://childmind.org/article/teenagers-and-reopening/?utm_source=newsletter&utm_medium=email&utm_content=Teenagers%20and%20Reopening&utm_campaign=Weekly-06-23-20



BHIPP is Available to Provide Support to PCPs During Coronavirus



BHIPP is open.

The BHIPP phone line remains open during this challenging time to support primary care clinicians in assessing and managing the mental health needs of their patients.

1-855-MD-BHIPP
(1-855-632-4477)

www.mdbhipp.org



Ways to Connect:

- Visit our COVID-19 Resource Page:
www.mdbhipp.org
- Sign up for our newsletter:
<https://mdbhipp.org/contact.html>
- Follow us on Facebook:
<https://www.facebook.com/MDBHIPP/>
- Follow us on Twitter:
<https://twitter.com/MDBHIPP>



Discussion Questions

- What successes or evidence of resilience are you seeing so far among the adolescents that you work with?
- What are the challenges that you are encountering in your work with adolescents? Would you like to pose any of these to the group for support and problem-solving?

