

YPMHA

Engaging with Taiohi

Agenda

1200 -12 15 Welcome and whakawhanaungatanga

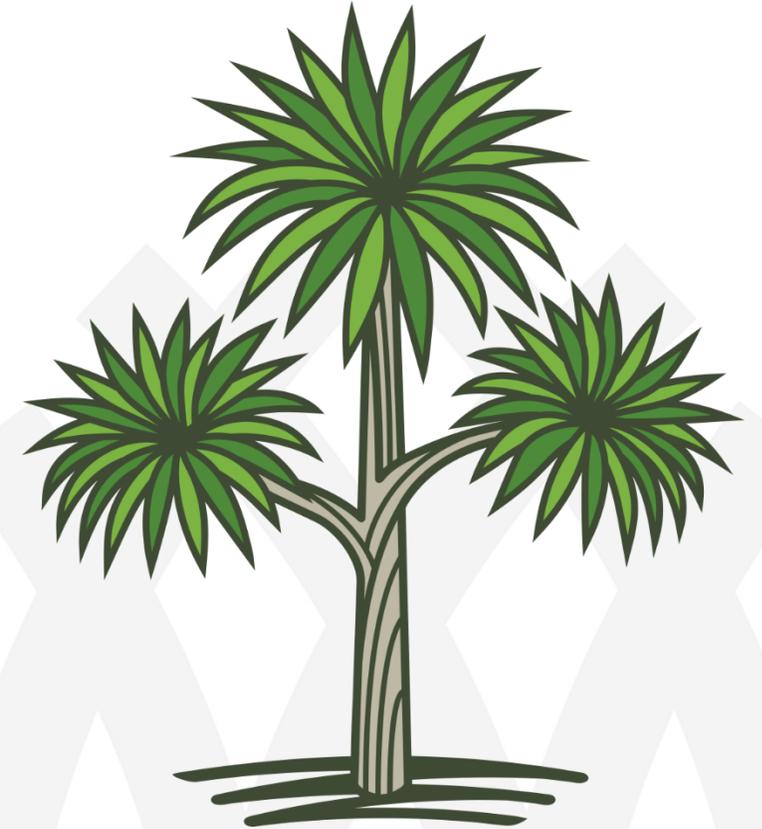
1215 - 1245 – Key considerations/foundations Bron P & Stace

1245 – 1330 Youth Engagement Romy & Vira

1330 – 13 40 Break

1340 – 1415/20 – Trauma – Teagan and Stace

1420 – Final questions/comments Evaluation and close.



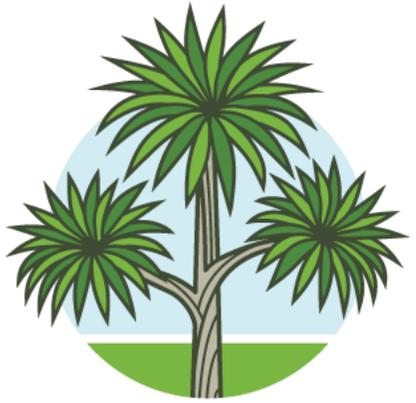
Ngā whāinga ako | Learning objectives

- Understanding of key developmental concepts and how to implement into clinical practice
- Understand key topics for taiohi in Aotearoa
- Knowledge and skills for engaging with taiohi ages 12 – 24
- Understanding of trauma from a cultural lens and how to implement into your mahi with taiohi

NB this is a 101 course to introduce these topics we recommend attending next training and review our eLearning's.

- LOL
- AFK
- TBH
- IKR
- OMG
- CBK





Foundations

in Infant, Child, Youth and Whānau Mental Health

Te Hauora Hinengaro

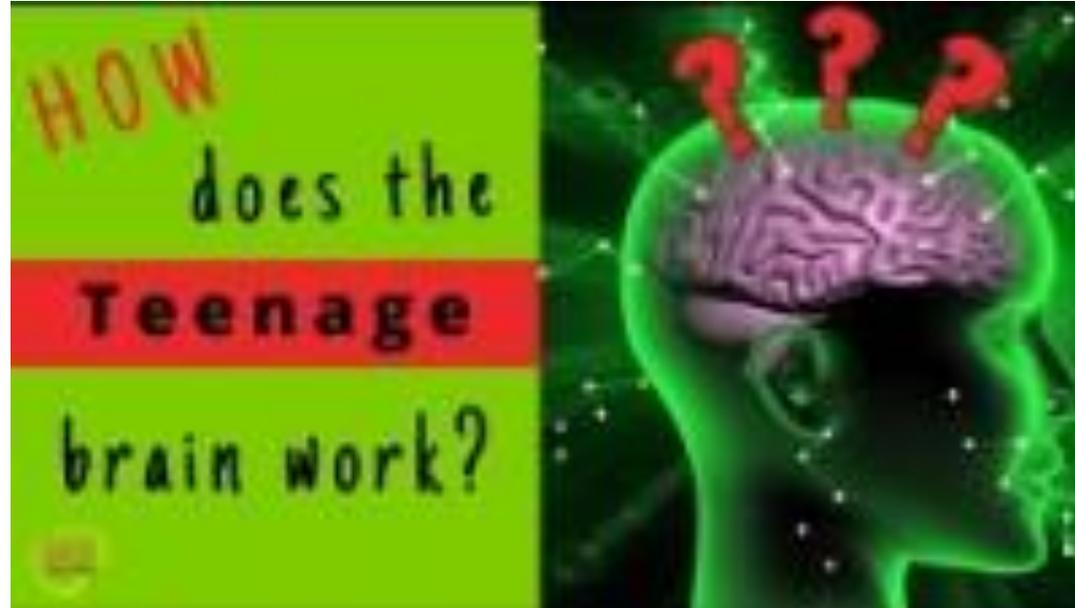
o ngā Kōhungahunga, ngā Tamariki me ngā Taiohi

FOUNDATIONS ICAMH 1
**Pēpi | Infant
Mental Health**

Part 1 (of 3)

Whanaketanga Development

The teenage brain during puberty (video)



The Teenage brain during puberty, explained | How does the teenage brain work? (5:26)
<https://youtu.be/CFgYR204xXE>

Whanaketanga | Development

emotional | ā-ngākau

physical | ā-tinana

social | ā-pāpori

cognitive | ā-hinengaro

spiritual | ā-wairua



Whanaketanga | Development

- Age ranges
- Room 1 - 12 – 14
- Room 2 - 15-18
- Room 3 - 18 -24

emotional | ā-ngākau

physical | ā-tinana

social | ā-pāpori

cognitive | ā-hinengaro

Developmental stages

FIGURE 3: STAGES OF ADOLESCENT DEVELOPMENT AND PRACTICE TIPS



Whanaketanga ā-tinana | Physical development

Puberty:

- Girls 11 - 14 years
- Boys 12 - 15 years

Growth Spurt:

- Girls 11 - 14 years
- Boys 13 - 17 years



Whanaketanga ā-hinengaro | Cognitive development

- Thinks hypothetically to plan behaviour
- Thinks logically about possible outcomes
- Thinks about thought, which leads to self-analysis
- Insight, perspective taking about other's perspectives
- Systematic problem-solving

Whanaketanga ā-pāpori | Social development

Young (12 – 14):

- Psychologically distance self from parents
- Identify with peer group; social status largely related to group membership
- Social acceptance depends on conformity to observable traits or roles
- Need to be independent from all adults
- Ambivalent about sexual relationships
- Sexual behaviour is exploratory

Whanaketanga ā-pāpori | Social development

Middle (15 – 17):

- Friendships based on loyalty, understanding, trust
- Self-revelation is first step towards intimacy; conscious choices about which adults to trust
- Respect honesty and straightforwardness from adults
- May become sexually active
- Morality: Golden rule; conformity with law is necessary for good of society

Whanaketanga ā-ngākau | Emotional development

Young adolescence (12-14):

- Self-conscious about physical appearance and early or late development
- Body image rarely objective, negatively affected by physical and sexual abuse

- Emotionally labile
- Engages in activities for intense emotional experience
- Engages in risky behaviour
- Blatant rejections of parental standards; rely on peer group for support.

Whanaketanga ā-ngākau | Emotional development

Middle adolescence (15-17):

- Examination of others' values, beliefs
- Forming identity by organising perceptions of one's attitudes, behaviours, values into coherent 'whole'
- Identity includes positive self-image comprised of cognitive and affective components
- Additional struggles with identity formation include minority or bi-racial status, being an adopted child, gay/lesbian identity



Whanaketanga ā-wairua | Spiritual development

Taha Wairua

- What does this mean for young people?
- The capacity for faith and wider communication.
- Health is related to unseen and unspoken energies.
- The spiritual essence of a person is their life force. This determines us as individuals and as a collective, who and what we are, where we have come from and where we are going.
- A traditional Māori analysis of physical manifestations of illness will focus on the wairua or spirit, to determine

Whanaketanga ā-Hinengaro Cognitive Development

Whanaketanga ā-hinengaro | Cognitive development



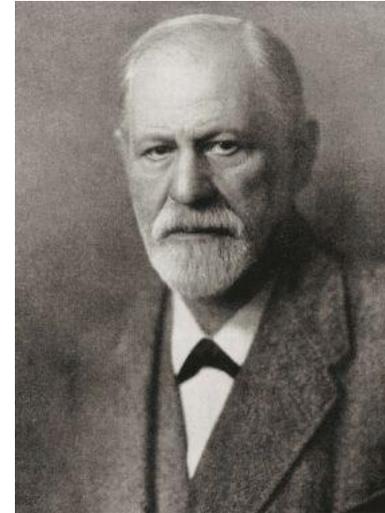
Jean Piaget



Erik Erikson



Lev Vygotsky



Sigmund Freud



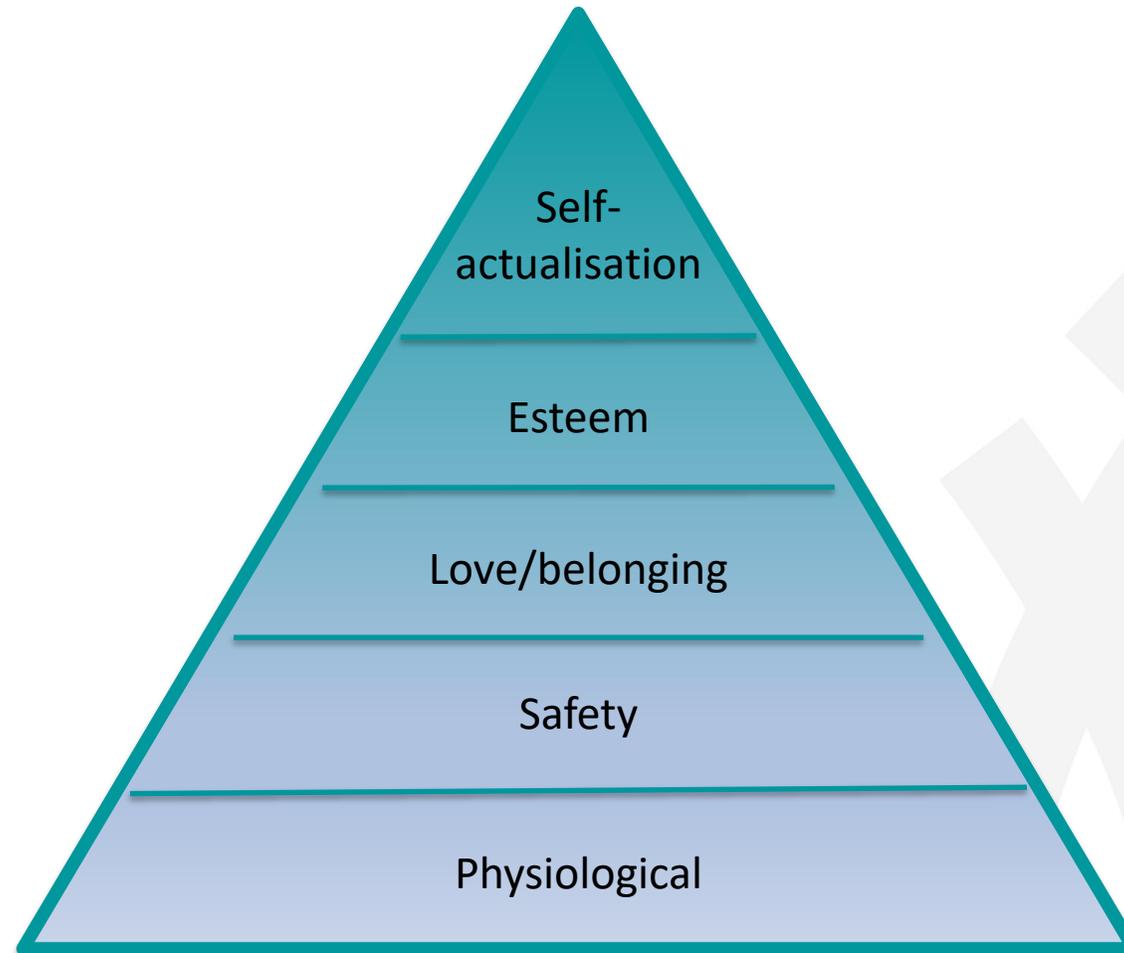
Abraham Maslow

Erik Erikson

0-1 years	Trust vs Mistrust
1-3 years	Autonomy vs Shame / Doubt
3-6 years	Initiative vs Guilt
6-13 years	Industry vs Inferiority
Adolescence	Identity vs Role Confusion
Early Adulthood	Intimacy vs Isolation
Middle Age	Generativity vs Stagnation
Old Age	Integrity vs Despair



Maslow's Hierarchy of Needs





Maslow Model Rewired



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Ūkaipō Attachment

Attachment

- One of the key processes involved in emotional development is attachment.
- Attachment was first described by the British child psychiatrist John Bowlby as:

“A strong affectional or emotional tie that binds a person to an intimate companion”



Classification of Attachment: Mary Ainsworth

Secure (60%)	Anxious/ avoidant (15%)
Ambivalent/ resistant (15%)	Disorganised (10%)

Attachment



The Attachment Theory: How childhood affects life <https://youtu.be/WjOowWxOXCg>

Tōna Āhua Temperament

Tōna Āhua | Temperament

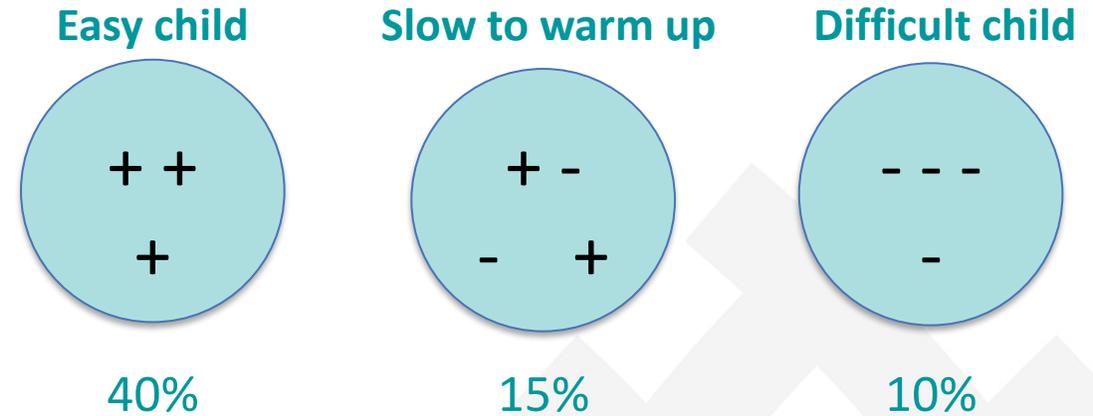


Temperament refers to the aspects or traits of a child's personality, such as introversion or extroversion, that are innate (rather than something we learn).

Although genetically based, temperament is probably influenced by environmental factors, like many other aspects of development.

Thomas and Chess

Thomas and Chess (1977, 1980) believe that there are three basic types or clusters of temperament:



- An **easy child** is generally positive in mood, quickly establishes regular routines in infancy and adapts easily to new experiences.
- A **difficult child** tends to react negatively and cry frequently, engages in irregular daily routines and is slow to accept new experiences.
- A **slow-to-warm-up child** has a low activity level, is somewhat negative, shows low adaptability to new situations or change and displays a low intensity of mood.

Robert Cloninger

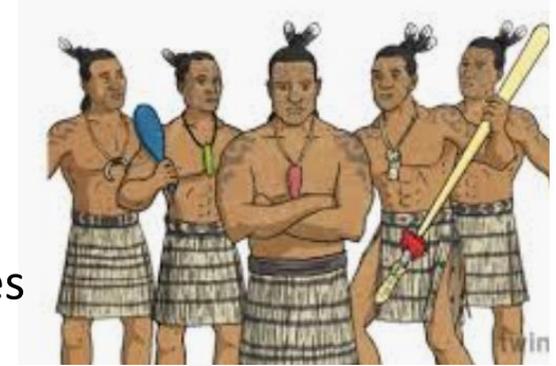
Robert Cloninger is an American psychiatrist and geneticist whose model of temperament is informed by genetics, evolution and psychobiology.

He identified the following four dimensions which are independently inherited and are classed as being high or low:

1. Harm avoidance
2. Novelty seeking
3. Persistence
4. Reward Dependent

Group activity: Māui

Māui was the pōtiki (last born) of his mother's tamariki. As a baby Māui was raised by his grandfather after his mother gave him to the sea. He was a very active and playful child who showed courage and confidence in himself in times of challenge.



Māui loved to play tricks on people, often to the annoyance of his whānau. He fooled his grandmother into giving him all of her magical fingernails made of fire which he hid in the trees for later; and would frequently shape-shift, disguising himself as different animals to confuse people.

When Māui was reunited with his mother and siblings he spent the introduction being coy. He was not always popular with his older siblings because he often outperformed them and quickly became their mother's favourite son. Even when all his older brothers ridiculed his ideas, Māui stuck to his guns and fished up the North Island – Te Ika Nui a Māui.

Later in life, Māui achieved some amazing accomplishments for the benefit of humanity. He went on to establish time systems by slowing down Tamanui-te-Rā (the sun), brought fire to the world, and nearly defeated death itself.

Ngā Āhuatanga o Ia Rā?

What is Normal?

So... What is 'normal'?

- To understand what may be 'abnormal' or a 'problem', you need to understand what is 'normal'.
- One way of assessing behaviour is to ask, "What would most parents or children do in such circumstances?"
- Age and context are important factors in trying to decide what is normal or abnormal behaviour.
- Conventional behaviours can be defined differently amongst different cultures.
- Our own personal experiences and families may also influence how we evaluate others' behaviour.

Ngā Ahurea Takitahi, Takitini Hoki

Individualistic & Collectivistic Cultures

Interpreting behaviour

Scenario:

Sara's mum has to look after her own mother who has been in hospital after a nasty fall.

Sara (aged 2½) will still be at home with her dad and two older siblings.

Her dad is taking the time off work to spend with her so she is not too unsettled by her mum's absence.



Teenage Sara

Scenario:

The subject of staying out late on a school night comes up between Sara (aged 13) and her mother.



Ngā Huatau Māori Matua | Māori Core Concepts (video)



Ethics and Law of Compulsory Psychiatric Treatment in Māori: <https://youtu.be/d8oqH5MT-k4>

Ngā Pūnaha ā-Whānau

Families and Family Systems