

Enhance Your Approach to Working with Teens

**Understanding Adolescent Brain Development and
Nonverbal Communication Bias**



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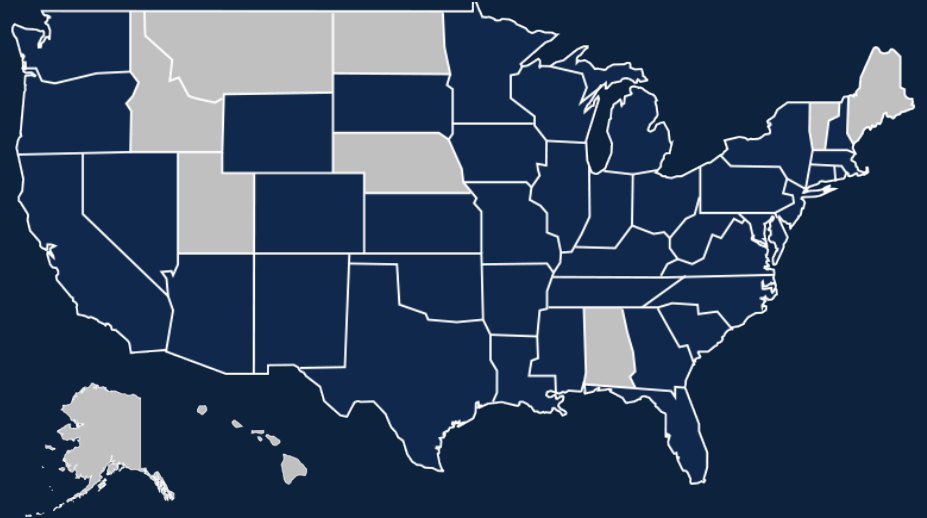


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ADOLESCENT HEALTH INITIATIVE

The Adolescent Health Initiative (AHI) provides training, technical assistance, and coaching to health care providers, health systems, and organizations across the country to improve adolescent-centered care.

Our vision is to transform the health care landscape to optimize adolescent and young adult health and well-being.



WHAT TO EXPECT

- Being An Askable Adult, Nonverbal Communication Bias, Adolescent Brain Development
 - Training Your Team
 - Additional Resources
- 

WHAT IS A SPARK?

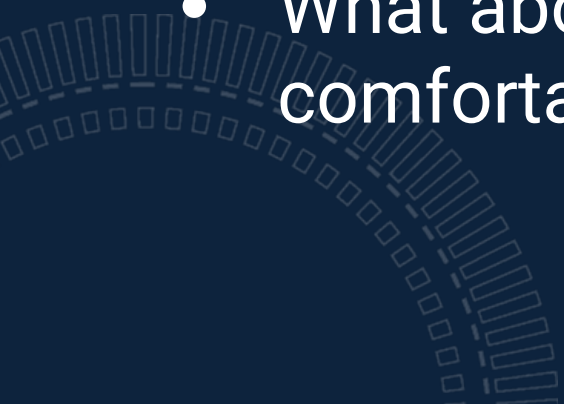


UNDERSTANDING ADOLESCENT BRAIN DEVELOPMENT AND NON-VERBAL COMMUNICATION BIAS



REFLECTION

Think back to when you were a teenager and needed support from an adult.

- Who did you feel comfortable talking to?
 - What about that person made you feel comfortable?
- 

HOW TO BE ASKABLE

- Convey warmth through body language
- Use a nonjudgmental tone of voice
- Ask open-ended questions
- Practice active & reflective listening
- Do not make assumptions

- Give affirmations; do not deny, criticize, or shame
- Make sure conversation focuses on adolescent
- Provide clear information, no opinions
- Discuss confidentiality

PERSONAL GROWTH



REFLECTION

When you are feeling tired, stressed, or in a hurry, in what ways might you appear un-askable to youth?

In these moments, how can you be more askable?



COMMUNICATION GOES BOTH WAYS



WHAT MIGHT TEENS CONVEY TO US?



ADULT BIAS

Are providers less likely to discuss contraception with obese teens?



Tammy Chang, Matthew M. Davis, Yasamin Kusunoki, Elizabeth J. Ela, Kelli S. Hall, Jennifer S. Barber. Sexual Behavior and Contraceptive Use among 18- to 19-Year-Old Adolescent Women by Weight Status: A Longitudinal Analysis. *The Journal of Pediatrics*, (2015)

STOPWATCH

:36



S.C. Alexander, J.D. Fortenberry, K.I. Pollak, T. Bravender, J.K. Davis, T. Ostbye, et al. Sexuality talk during adolescent health maintenance visits
JAMA Pediatrics, 168 (2014), pp. 163–169

COMMUNICATION BIAS

BIAS:

- “prejudice, tending to base decisions on personal opinion”

UNCONSCIOUS BIAS:

- Everyone does it
- People are usually not aware of it



ADULT BIAS

Who might people be more likely to have concerns about drug use?



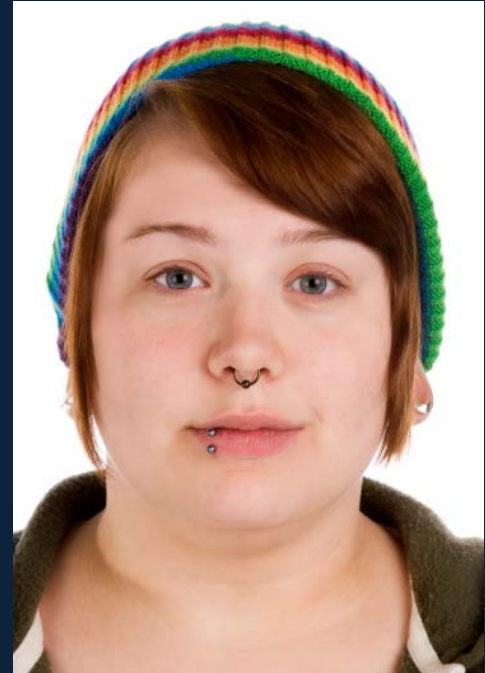
ADULT BIAS

Who might people be more likely to make a negative comment to if this patient was late for an appointment?



ADULT BIAS

Who might people be more likely to have concerns about depression?



ADULT BIAS

Who might people be more likely to offer extra help with payment options to?



ADULT BIAS DISCUSSION

Drug use?



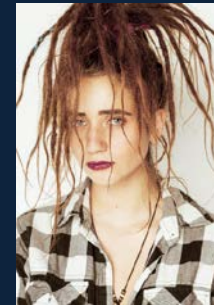
Negative comment/late for appointment?



Depression?



Help navigating payment?



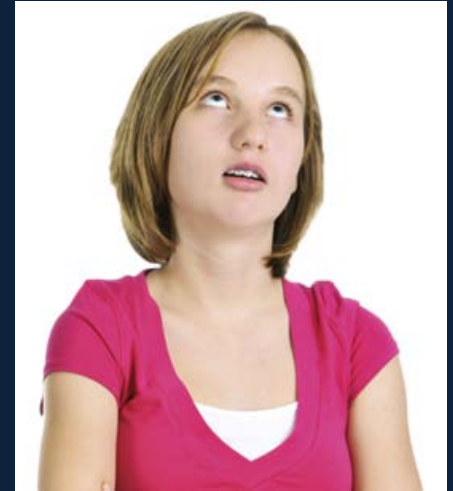
NONVERBAL CUES = BODY LANGUAGE



FACIAL EXPRESSIONS



EYE CONTACT



PERSONAL SPACE



HAND GESTURES/POSTURE



NONVERBAL COMMUNICATION GOES BOTH WAYS



What might we be conveying?

FACES



Baird, A. A., Gruber, S. A., Fein, D. A., MASS, L. C., Steingard, R. J., Renshaw, P. F., ... & Yurgelun-Todd, D. A. Functional magnetic resonance imaging of facial affect recognition in children and adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38(2), 195-199. (1999).

LATE FOR AN APPOINTMENT

You are a teen and you're running late for your appointment. You walk up to the front desk and see this person.

How do you feel?



LATE FOR AN APPOINTMENT



LATE FOR AN APPOINTMENT



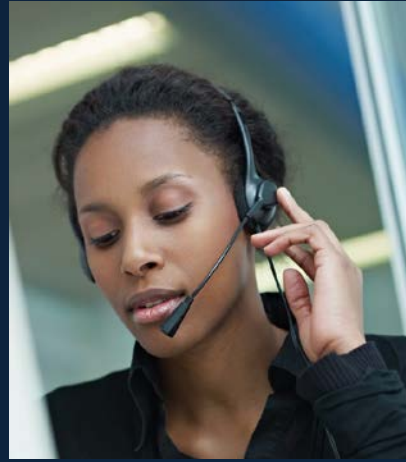
LATE FOR AN APPOINTMENT



LATE FOR AN APPOINTMENT



LATE FOR AN APPOINTMENT



MULTIPLE PARTNERS

You are a teen and have just disclosed that you have had multiple partners. This is the expression of your provider.

How do you feel?



MULTIPLE PARTNERS



MULTIPLE PARTNERS



MULTIPLE PARTNERS



MULTIPLE PARTNERS



MULTIPLE PARTNERS



ADOLESCENCE IS A VITAL PHASE



Adolescence is an essential stage of life, and its developmental characteristics are a natural part of the way the brain is changing.

DISCUSSION

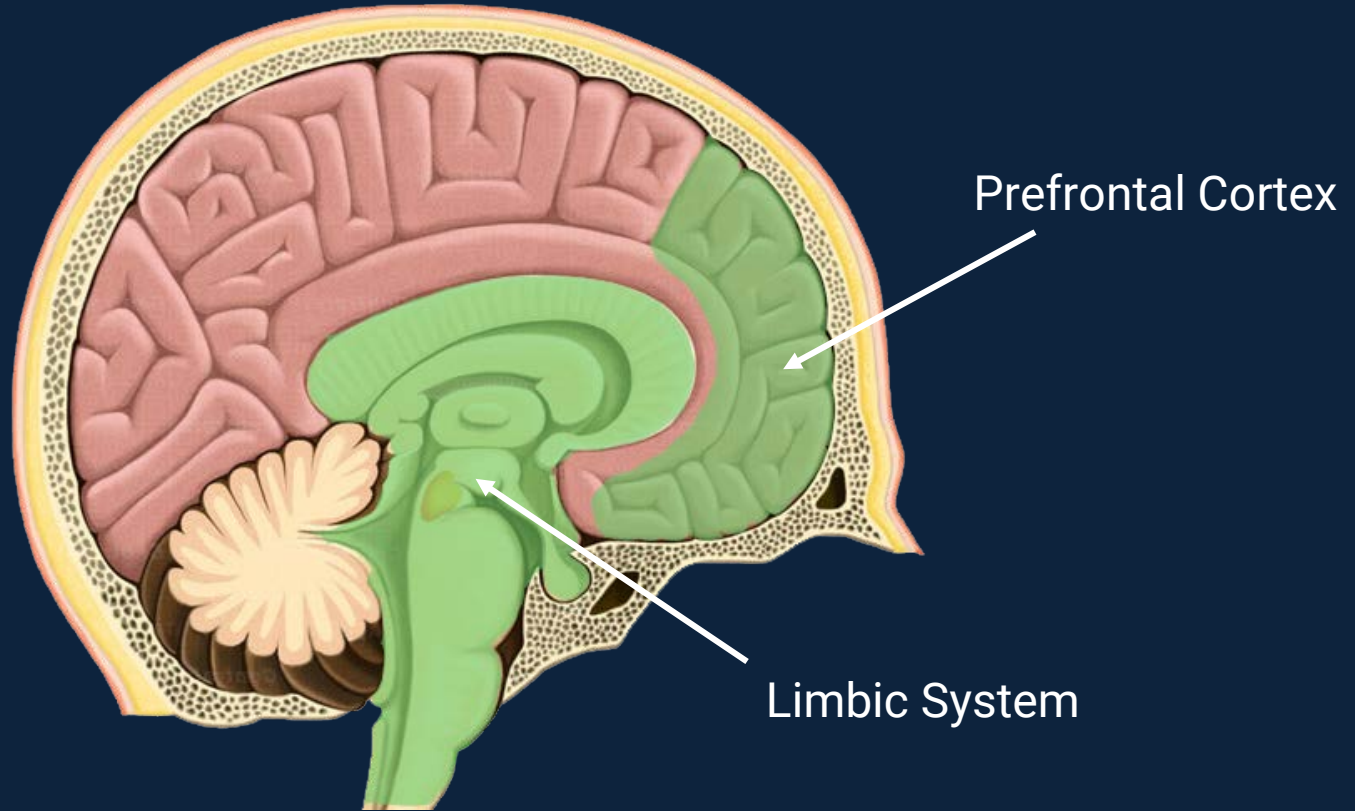
What are some adolescent behaviors or characteristics that could be seen as positive? What could be seen as frustrating?

Which adolescent behaviors or characteristics do you notice most in a clinical setting?

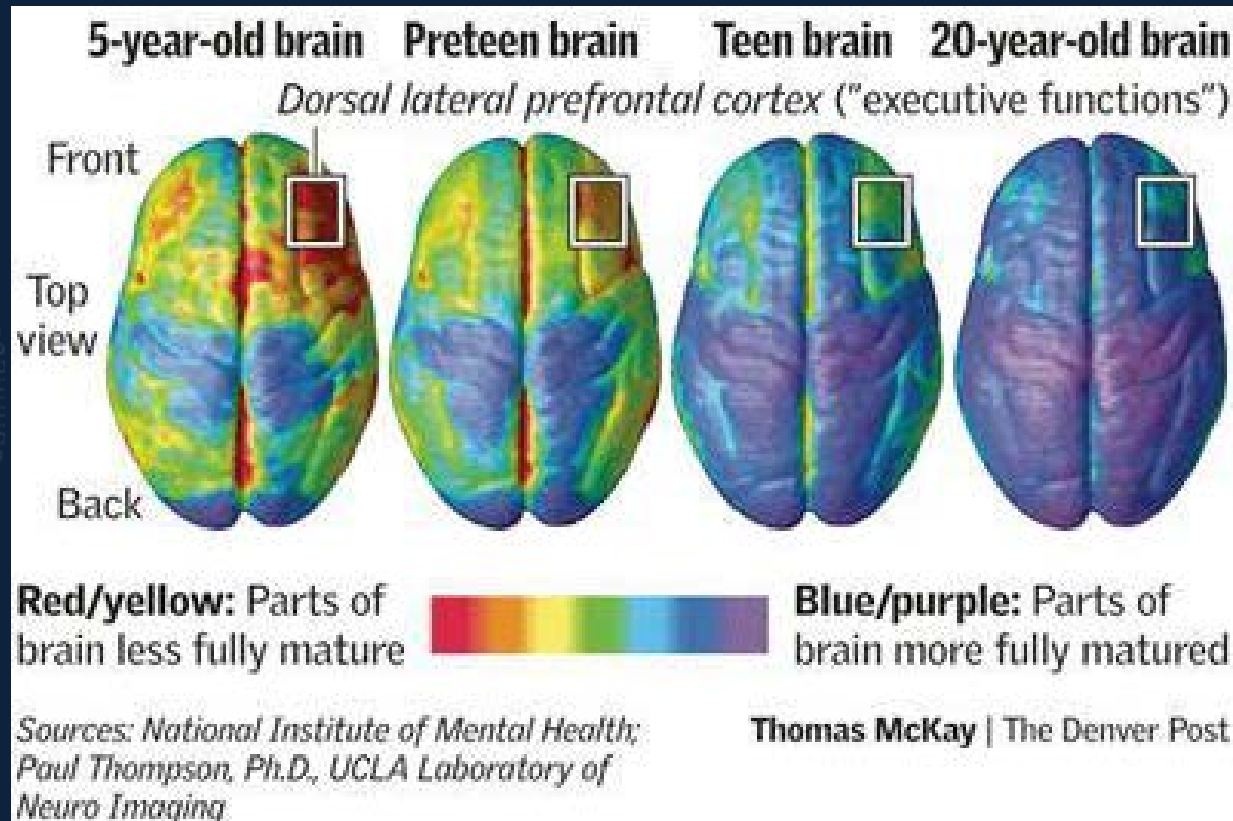
Which do you find most challenging? Most rewarding?



BRAIN DEVELOPMENT



BRAIN DEVELOPMENT



DEVELOPMENTALLY APPROPRIATE BEHAVIORS



DEVELOPMENTALLY APPROPRIATE BEHAVIORS



Playingmom.com



raisingincrediblekids.com



WHAT CAN WE DO?



CASE SCENARIO: SHAYLA

You work at the front desk. 16 year-old Shayla is 10 minutes late for her appointment, and she comes up to the front desk to check in. She does not look up at you, but instead, she stands at the desk and appears to be texting. In an upbeat voice, you say, "Hello! Do you have an appointment?"

She continues to look at her phone, frowns, and keeps texting while you wait. Finally, she looks up and says, "What?"



BEYOND GUT REACTIONS

Case Scenarios: Challenging Adolescent Interactions

Scenario	Gut Feeling	Negative Assumptions	Alternative Explanation/ Developmental Characteristics
<p>1. You work at the front desk. 17 year-old Shayla is 10 minutes late for her appointment, and she comes up to the front desk to check in. She does not look up at you, but instead, she stands at the desk and appears to be texting. In an upbeat voice, you say, "Hello! Do you have an appointment?" She continues to look at her phone, frowns, and keeps texting while you wait. Finally, she looks up and says, "What?"</p>	<ul style="list-style-type: none">• Annoyed• Mad	<ul style="list-style-type: none">• Her text is not important• This generation doesn't have manners	<ul style="list-style-type: none">• Maybe her dad's car didn't start, she had to take the bus, and her mom is texting her telling her to come home and watch her little brother• Developmentally – she's more aware of her own needs than others'

BEYOND GUT REACTIONS

Scenario	Gut Feeling	Negative Assumptions	Alternative Explanation/ Developmental Characteristics
<p>2. Darren's wearing saggy pants, and his shirt says, "<i>Please tell your boobs to stop staring at my eyes.</i>" His mother is standing next to him. When you ask him a question, he shrugs and grunts. His mother says, "Darren! They're talking to you! Speak up!" Then she turns to you and says, "Can you please tell my son that he needs to answer you and respect adults?"</p>			



SPARK MODEL

SPARK MODEL

5-10 min Hook

5-8 min Key Concepts

5-8 min Application

1-2 min Sparkler/Theme for the Month

HOW TO DELIVER A SPARK



SPARK FACILITATION

FACILITATE

To make easier

FACILITATOR

A person who effectively and efficiently:

- Guides without directing
- Brings about change without disruption
- Assists people and groups in constructing their own learning.

ADULT LEARNING PRINCIPLES

ADULT LEARNERS...

1. Need to know what they need to know
2. Have a deep need to be self-directing
3. Have a deep reservoir of experience that is a rich resource for learning- both for themselves and others
4. Become motivated to learn something when they experience a need to learn it order to cope with real-life needs, interests, or problems
5. Attach more meaning to learnings they gain from experience than those they acquire passively. They prefer problem-solving over subject centered learning.

SPARK MATERIALS

- PowerPoint Slides
- Facilitator Script
- Participant Handouts
- Sparklers (follow-up activities)



Adolescent Brain Development

Explore with your team how adolescent brain development impacts interactions between young people and adults in a clinical or community-based setting.

SPARK SCRIPT



Supplies

- 💡 Laptop, projector or screen, speakers, copies of the handout for all participants, writing utensils.
-

Intro/Hook 🕒 (10 minutes)

🖥️ TITLE SLIDE

💬 Today we're going to do a 20-minute mini-training, also called a Spark, to look at ways we can best meet the needs of the youth we serve. This Spark is on Being Youth-Friendly.

- 💡 Introduce yourself/yourselves.

🖥️ TEENS SPEAK

💬 To get started, let's hear from teens directly. This three-minute video focuses on how a health care setting can be more welcoming to young people, and many of the points could apply to other types of youth-serving organizations.

As you watch, keep these questions in mind: What can the consequences be when youth **don't** feel comfortable accessing services? What are the consequences when they **do** feel comfortable?

- 💡 Click link on the slide to play video, or use: <https://youtu.be/vAu5ad827I8>.

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SPARKLERS

Jada

Jada is 15 and is being seen because her mother wants her to begin birth control, since her mother found out that Jada has been having sex. Every time you talk to her, Jada starts laughing. At first, you just repeat what you say so she can hear you, but she keeps laughing, which is making it hard for you to communicate with her.



1. WHAT IS YOUR GUT FEELING?

2. WHAT NEGATIVE ASSUMPTIONS DO YOU THINK ADULTS MIGHT MAKE ABOUT THIS TEEN'S BEHAVIOR?

3. WHAT ALTERNATIVE EXPLANATIONS MIGHT THERE BE, OR WHAT DEVELOPMENTAL CHARACTERISTIC MIGHT BE AT WORK?

NEXT STEPS FOR SPARKS



- [Review menu of Spark topics](#)
- Think about your setting
- Connect with AHI
- Schedule a Spark!





OTHER RESOURCES AVAILABLE TO YOU!



Starter Guides



Health Center Resources



Videos



Consulting and Technical Assistance

Adolescent Vaccinations and Human Pappillomavirus (HPV)

Download Today!

Voices of Transgender Adolescen...

Listen to transgender and gender non-conforming youth share their health care experiences and ways the system can be improved.

WE'RE HERE FOR YOU

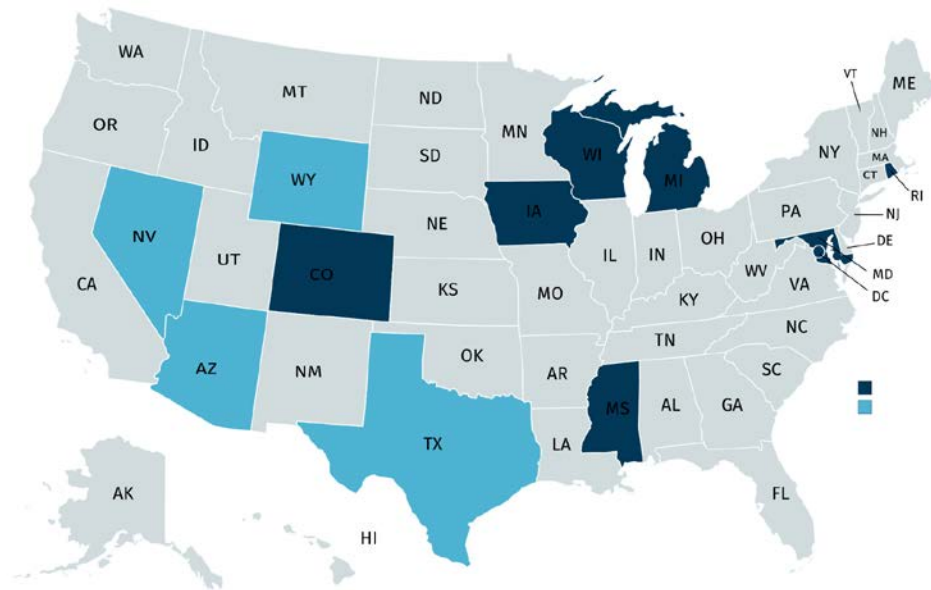
- As in, you can ask us anything.
- Really.
- Don't worry if this takes a minute to sink in.
- We're not going anywhere.
- Take your time.
- And if we don't hit the mark, let us know.

ADOLESCENT HEALTH INITIATIVE
transforming adolescent and young adult health

www.AdolescentHealthInitiative.org



ADOLESCENT-CENTERED ENVIRONMENTS



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THANK YOU!

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HEALTH INITIATIVE

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