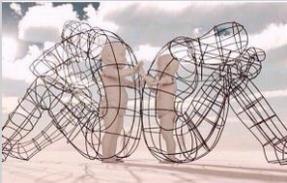



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Rage Age:
How to Reach and Connect with
Angry Adolescent Girls
 Ana Schlosser, M.S., R. Psych (provisional),
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September 12, 2017 6:30 - 8:30 pm

RAGE AGE:
How to Reach and Connect with
Angry Adolescent Girls



Adolescence: Then and Now
How Have Times Changed

- ✗ **Safety: Real and Perceived**
- ✗ **Expectations: Theirs and Ours**
 - ✗ Define roles in family, who's job is what
- ✗ **Relationship to Authority**
- ✗ **Perception of Future**
 - ✗ bring hope to kids
- ✗ **Family: Communications/Time**
- ✗ **Electronics and Technology**
 - ✗ Undermines the parental bond, distorts connection/engagement
- ✗ **Peer Culture: The "Generations Gap"**
 - ✗ 2nd fam. of friends and technology is becoming more powerful
- ✗ **Misogyny/Feminism**
 - ✗ Boys born more emotional but stifle as they get older
 - ✗ Girls voice doesn't matter as much as they get older

Why We Worry

- × Culture Harms Them
 - × Media messages: can't rely on others, only happy w/stuff, be thin etc
- × They harm themselves
- × Interaction between self-culture
- × 25% have severe problems (DSM Dx)
- × Another 25% in Significant Pain (need intervention)
- × More than half emerge okay
- × ¾ doing well by late adolescence
- × If you see these girls as oppositional you pull rank and attempt to control them and or the situation and they resist, if you see them as wounded you treat them differently
- × BALANCE CONCERN WITH HOPE



Alone and Lonely

- × Girls are alone more than 20% of their wake time
- × Less than 10% of time outside school with friends (happiest then)
- × 12th Graders have 50% more alone time than 6th graders
- × Many girls are alone over 6hrs+ a day
- × Too much solitude=poor outcomes
- × The more a kid is alone the more problems they have
 - × Isolation is detrimental to mental health
- × **Therapy is not an after school activity**
 - × Kids need areas of competence & connection with peers and caring adults, Preferably parents-not us (professionals).
- × Parents who worry about their kids should be worried
- × Gender differences on how problem solve

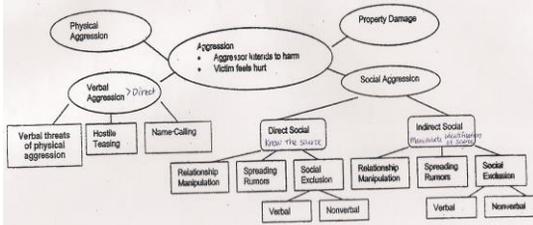


Quality vs Quantity

- × Average Mother spends 30 min or less with her kids
- × Average Father spends 15 min or less with his kids
- × Average Family spends 2-3 nights a week for dinner for 20min or less
- × Email and Texting are a NOT a substitute for creating connections.
- × There are NO SUBSTITUTES for person to person contact.
- × Person to Person, Brain to Brain, <3 to <3 = Limbic



AGGRESSION model



Parents Participate, Instigate, and Tolerate.
 Parents only care if their children are included and not excluded

Executive Functioning

- × **BEHAVIORAL and EMOTIONAL REGULATION**
 - Adult Solution=Alt Schools...you've shown us you can't so do it on your own
 - × Initiate: Begin a task on own
 - × Shift: Move from one task/situation to another
 - × Foster/trauma kids can't
 - × Modulate: Express and Regulate emotions during tasks
 - × In order to problem solve must not be emotionally reactive
 - × Inhibit: Stop inappropriate actions, not react to impulse
 - × ADHD kids can't do this...not won't but can't
- × **METACOGNITION:**
 - × Plan: Anticipate future events, develop steps
 - × Organize: Establish/Maintain order (TA, BF/AF School checkin)
 - × Working Memory: Hold relevant information in mind
 - × Monitoring: Self (interpersonal awareness/self-regulation); Task (working-checking); attend to behavior/revise

Brain Development

- × **Adolescent Brain developing through 20's**
 - × They suffer from Not enough cortex (until early 20's)
- × **Undergoes profound role modeling**
 - × It is not adolescents responsibility to regulate parents anxieties
 - × Use it or lose it-what you do you become good at (+ or -)
 - × How do you do it if no one practices with you
- × **Reckless experimentation founded in hormones, struggle to individuate and now in BRAIN changes**
- × **Cortical connections get wiped out**
- × **Problem Solving goes "Limbic" (emotional)**

Identity Development

- × Scholastic Close Friends
- × Being Alone Athletic
- × Physical-Looks* Romantic Appeal
- × Behavior/Conduct Family Ties
- × Cultural Identity Unify/Identify self
- × Job
- × Social
- × Emerging Story/"The Story of Me" (narrative)
- × Persona Work- **Authenticity**/Role exercise



Social Development

We are the architects of our own Personalities
-Erikson

- × Erikson: Trust (1-2), Autonomy (2-3), Initiative (4-6), Industry (6-12), Identity (13-19)....
- × Eg: youth who move alot need timelines to integrate their identity or they will become 'stuck' when victim of abuse or witnessing abuse of someone they are bonded to.
- × Multiple Attachments are beneficial
- × These girls have Greater Complexity of Relationships
- × They Drive towards intimacy (often sex) to "feel felt"
- × Egocentrism vs Need of Others
- × Social Cognition
- × Imaginary Audience, Personal Fable
- × Social Development and the Internet



Emotional Development

- × EMOTIONAL EXPERIENCE:
- × Help them to...
 - × Recognize Feelings
 - × Name Feelings
 - × Understand Meaning of Feelings
 - × Manage Multiple Feelings
 - × Conflicting Feelings
- EMOTIONAL EXPRESSION
- EMOTIONAL REGULATION
- LIMBIC RESONANCE



SECURE LOVE: CAN I DEPEND ON YOU?



- They suffer from "Not enough mom/dad/gma" etc
- × Parents themselves must experience it in order to give it
- × 1 person cannot do this alone
- × Often the source of marriage problems (5 Love languages series by Gary Chapman)
- × These kids search environments to find secure love
- × Need SECURE LOVE-parents have to experience it in order to give it. We have to treat them (clinic vs home). If we don't give parents secure love they can't give their kids secure love and they will undo anything we do for the child. Often out of jealousy.



Earned Secure Love



- × Develop a strong sense of "me"
- × Whoever creates a story of them influences the child's story of themselves (someone to create it, hold it, share it, tell it to)
- × Adolescents try on meanings of various selves
- × Tx/Counselors expected to fix the problem. Instead, help them "know" the problem
- × Emotional Resonance= affective mirroring
- × Anger Knowing vs Anger Management
- × "tell me the story about..., what matters to you today..., how do you feel about yourself today..., Life Books, I wonder if you feel..., you have reasons to feel angry but you cant hurt others because you are hurting"



Maslow's Hierarchy of Needs



- × Viscerogenic: (physical and common to all people)
 - Physiological: Survival, food, water, rest, procreation
 - Safety: survival and stability
- × Psychogenic: (vary in intensity from person to person)
 - Esteem: Achievement and recognition
 - Cognitive: Knowledge and understanding
 - Aesthetic: Order and Beauty
 - Self Actualization: realization of potential
 - Belongingness: affiliation with others and acceptance from others
- IMPACTED BY PARENT-CHILD TEMPERAMENTS
- Rogers' need for Positive Regard (others are worthwhile & important)
- Rogers' need for Self Regard (we receive positive regard from others)



Need / Trust Cycle

3 Brains

- ✘ Brain Stem 0-15mths- Arousal-Reptile-Behaviors: hit, kick, scream,run,hide,freeze,confused
 - ✘ Their Need: Am I safe?
 - ✘ Techniques: Notice them, have Routines, Breathing, Stretching, Exercise, Relaxation, Laughter
- ✘ Amygdala 15-48 mths- Emotional- Horse-Skills: Guilt, name calling, "victim" stancing, revenge, whining, negativity, judging, blaming
 - ✘ Their Need: Am I loved?
 - ✘ Techniques: notice, eye contact, discuss, give choices
- ✘ Cortex 48mths-5yrs- Thoughtful-Human-Stimulation: Allow access to problem, solving skills that teachers can facilitate
 - ✘ Need: What can I learn from this?
 - ✘ Technique: problem solve, options, conflict resolution
- ✘ 3 main ways of coping: shut down (freeze), cuss you out (fight), avoid (flight)
- ✘ Girls and most adolescents will do one of the following:
 - ✘ Move against others, towards others and/or away from others



NEED/TRUST CYCLE

NEED-CRIED-NO RESPONSE-NO TRUST

- ✘ By time cortex registers they are already 90% upset/aroused
- ✘ Other people can trigger the lack of trust
- ✘ You need to remind them, "it's different now"
- ✘ They end up in hospitals/jails contained because the need co-attach.
- ✘ They cant do independent living before they've experience dependent living.
- ✘ Help them find the connection between who they are and who they want to be. Their experiences help shape their direction but not dictate it.
- ✘ Elie Wiesel "Night"/Frankl .. "what we find meaningful and how we make it meaningful. With meaning we experience Joy, hope, love, contentment, purpose, safety, responsibility, competence, worth etc.."



Building Blocks of TRUST

- × Boundaries
- × Reliability
- × Accountability
- × Vault
- × Integrity
- × Non-judgemental
- × Generosity



Social Aggression (Research Based)

- × Associated with Physical Aggression
- × Both Victims and Perps at high risk
- × Media and Media Literacy
- × Almost universal in experiences of adult women
- × Socially adequate girls rarely engage in social aggression. Girls who are socially aggressive ALWAYS mis-read social cues and cling to the neg.
 - × Eg: "she was staring at me"
- × We are wired Biologically to be and seek love
 - × Inconsistent modeling= unsatisfied= take what you can get
 - × Eg: Harlow Monkeys



Social Aggression Interventions

- × Sensitize Parents to marital model
 - × Identify the way conflict is managed in the home
 - × Starts with the parents, they need to think about how conflict and problem solving is exhibited in their home,
- × Social-cognitive interventions
- × Assertiveness training/groups
 - × The world will not fall apart if they state what they need/want
- × Harnessing girls' distaste for social aggression
- × Focus on "Lonely girls", use floater girls
- × Provide belonging opportunities (extracurricular, volunteer work etc)



More Social Agg. Interventions

- × Teach specific peers to defend victims
- × Structured activities/competition
- × Teach girls to interrupt malicious gossip
- × Address girl-fighting when you see it
- × Support “Mean Girls” with empathic responses
- × Find the “floater” who has worth in many groups
- × 40 year old women and adolescent girls are not that different...support moms of mean girls
- × Our education system sets up for winners/losers, smart/dumb, good/bad, popular/outcasts...create ways to mix the two



Cutting & Self Harm

(A western problem)

- × Dissatisfaction with Body/Self, borderline, PTSD, ED's, Substance Abuse, other self destructive behavior
- × Socially encouraged practice, increasing among college
- × Higher among gay/bisexual, inpatient as high as 60%
- × Coping Strategies: feelings of self loathing, endorphins “addiction theory”, Dissociation, Anger turned inward (environments response), self punishment, trauma re-enactment, survivor guilt, dissociation, Repair Rituals (take care of self), pleasure-thrill seeking (“relief” girls, “rush” boys), 4% for attention (tends to occur in environments where dealt with punitively)



Self Harm Interventions: Empathic Stance

- × Validate Beliefs
- × Understand cycle (CBT & DBT Frame)
- × Understand this is a solution to another problem
- × Know when she doesn't self harm and how she got through it
- × How does harming work for her or have meaning for her
- × Safety, Distraction, Substitution, Triggers, Self Care, Limits
- × 9-15min rule...if they can get thru an urge for 9-15min without self harming their more than likely going to be able to not cut
- × Therapy for feelings AND thoughts
- × Teach new methods of coping:
 - Finding words and someone to hear them
 - Externalize the illness-bi-directional voice (narrative)



Suicide Attempt Interventions

- × Thorough Mental Status
- × Current Assessment of Intent
 - × Before Act: finding out about plans, access, expectations, engagement
 - × Therapeutic Stance-It helps you and protects you...A log story
 - × Make connections b/w external events and internal pressure so she doesn't feel crazy
- × Find bright shining moments and her definitions/purposes
 - × Self care, gray thinking—suicide and self harm are adult terms
- × Safety Assessment
 - × After Act: Severity, Communication, Reactions, safety planning
 - × Safety Contracts: Specific statement about not to kill self, specific duration of time, contingency plans (who to call and numbers), statement of treatment goals, responsibilities of each signatory
 - × DO NOT OVER RELY ON CONTRACTS-IT'S JUST A PIECE OF PAPER! The best management technique is the relationship



Assess her Anger: Seeing Behavior as Communication

- × Who else is she angry at?
- × How is her behavior effective?
- × How has she attempted to express it in the past?
- × What was the response? By us, family, friends etc
- × When did she start? Is it new? Is it the same as then?
- × Do we respond by responding or reacting?
- × What is happening to create the anger?
- × What else is she feeling?
- × What would she like to have happen?
- × What IS going to happen?
- × How effective is the communication?
- × Will she need to escalate, suffer more to get what she needs?
- × Would I respond the way she is? Why?



Systems in an UpRoar

- × Home
- × School
- × Work
- × Community
- × Media/Social Policy



T.E.A.M Approach

- × Treatment: All Types
- × Education: A Good Plan
- × Advocacy: Who Speaks
- × Mentoring: Key Ingredient
 - × Parents and The Team
 - × ADD: Adult Deficit Disorder-not enough parent
- × Monetary system, don't be the glue, connect them and train them to be their own advocate (child and parent), teach them to be the parent, Helicopter parenting



Talk to "THE HAND"
who are 5 people who hold them up and hold them down



Parents/Home

- × How we Limit ourselves
 - × "Therapeutic Parenting"
 - × Adolescents are Fragile
 - × We might upset them, we might interfere with autonomy
 - × Limits Force Conformity
 - × She'll be an adult soon, she has to learn on her own
 - × They have to Learn on their Own
- × Monitoring
 - × Who, What, When, Where, Why, Home, Outside
- × Expectations
 - × Clear, Concise, Attainable, Skills & Resources, External Structure, Support, realistic



Parents/Home Cont.....

- × Set Routines and Rituals
- × Communication opportunities
- × Stimulation
- × Love (show and share)
- × The Steady Hum-create consistency and predictability
 - × predictable, expected
- × Normal Conflict-need to make mistakes to learn how to navigate them
 - × Reading Subtext-what does it mean, what is really going on
 - × Not taking it personally
 - × Family Projection-what they do they do to me
 - × Co-Parent and parent the parent



Adolescent Attachment

- × Autonomy and Relatedness
- × Secure Base revisited
- × Multiple attachments
- × Developmental Trauma
- × “My Voice Will Go With You”
- × Creation of Self-in-Relation
- × Limbic Resonance

- × Don't be hijacked! Don't negotiate! Let them own it!
- × A mother is as happy as her least happy child
- × A child is as happy as her mother



School Issues to be addressed

- × Equal Opportunity
- × Crowding
- × Social Supports
- × Harassment
- × Conformity/Rebellion
- × Attachment and Belonging
- × Trauma and Learning disability
- × Schools and Treatment Teams

× Middle school kids are in most chaos*



Community Can Help

- × Organizations
- × Work
- × Sports
- × Recreation
- × Other Organizations
- × Friendship and Mobility
- × Community Mental Health



Referral Questions

- × When is girl anger a problem?
- × Impact of local options?
- × Who decides it's a problem?
- × Competing agendas/Different Philosophies of the helpers involved?
- × The late adolescents?
- × Disengaged Families?
- × The reluctant adolescent: How to invite inevitable resistance?
- × Multiculturalism and "problems"



Treatment Planning

- × Case Summary
- × Diagnostic Considerations
- × Empathic Story
 - × What is her story, give her credit
- × Counter-transference
 - × (what is getting in your heart about their story...manage yourself)
- × Teams: Helping Hands
- × Competencies
 - × What do they want to do, what do they love
- × Reasons for Hope and Faith
- × Something New to Do



Confidentiality?

- × How much privacy do girls want or need?
- × Flexible Confidentiality (Taffel)
- × Emphasis on bringing girls and parent(s) together
- × Girls mark the issues they don't want shared rather than therapist promising nothing will be shared
- × Exceptions and Rules
 - × No secrets policy?



Harm Reduction is the key

- × Originated with failure of "Just Say No" philosophy
- × The Best Should NOT be the Enemy of the Good
- × Can be applied to range of adolescent problems
- × Reduce anticipation of positive effects, explain negative effects, promote self esteem, social skills
- × Gets adolescents to make choices, take responsibility, for their behavior
- × Pleasures in healthy alternatives
- × Choice them to death..it makes them have to think
 - × "That's an interesting choice, what made you make that choice, would you make that choice again, what came out of that choice, what gave you the idea to make that choice...."



Crisis Intervention

- × Stay in the "Here and Now"
 - × This is a moment in time, one day you'll look back and...
- × Evaluate current predicament
 - × Hospitalization can buy you time
- × Develop contract for work
 - × Must have a relationship with the client in order to do this
- × Coherent narrative and crisis
- × Set Real Time Frames
- × The "hairs on the neck" test
 - × Go with Gut feelings...teach them to also. Often they have lost the ability to experience that feeling
- × Deal with Parents who help and don't



DUH! Files of Psychology

- × Kids who have unresolved trauma history are always scanning/reacting to negativity in the environment regardless of if its reality or perception. They will always go with perception.
- × Kids who are able, do better in every way-DUH!
- × Adults who are socially isolated as children are dysfunctional as parents-DUH!
- × Success of adult life depends on socialization more than academics in child's school life-DUH!
- × More the dad is involved the better the kids do-DUH!



15 "Helper" Guidelines

- × **1-Keep Promises if you make them**
 - × Fosters reliance and trust
- × **2-Admit Mistakes and Apologize to them**
 - × "Rupture and Repair"
- × **3-HOLD HOPE for them until they can**
- × **4-Trust the Process**
 - × Realize things are always going on
- × **5-Be Authentic with your best Self**
 - × Tell them "What you get from me is my best self" then do it
- × **6-Identify Choices, teach them joy in Choices**
- × **7-Don't get bogged Down by Facts**
 - × Story telling and fact finding-liberate from the truth
 - × Help them feel...not just relive their trauma by sharing facts



15 Guidelines cont....

- × **8-Therapy ends (for now)**
 - × I hope you like the new you, I've changed by knowing you
- × **9-Try Something Different (think outside the box)**
- × **10-Offer your words**
 - × Rather than asking how they felt offer them feelings
- × **11-Expectations meet development**
- × **12-Build Teams so you arent the only one who is the champion for the student**
- × **13-Empathy, Empathy, Empathy**
 - × Adoring eyes
- × **15-All Trauma is Recent if it hasn't been resolved**
- × **16-You (helper) are more Important than you think**



THOUGHTS FOR THE DAY

- × Seeing hope in behavior, find shades of gray thinking
- × Grieving losses, Personas, Meaning making
- × The toxic culture, Counter-transference
- × Concrete Operations, Limbic Resonance/Heart Literacy
- × Being part of teams and create other teams
- × Individual/Family Therapy, Supporting Parents
- × Genograms/Sociograms/Ecograms
- × Parenting “Life” and “Extreme”
- × Therapy in Bio-Psycho-Social-Cultural Frames
- × NEVER be the Extracurricular Activity in a girl’s Life



Intervention Wrap Up Feelings & Thoughts in Action

- × Communicate Directly
- × Know and Name feelings
- × Rights in Relationships
- × Desire and Ambivalence
- × Oppositionality and adult persona
- × Safety and stay connected
- × Identify: Creating a coherent Narrative
- × Self-Esteem Building
- × Communications Skills/ Family Communication
- × Social Skills Development
- × Affect Tolerance (In self and Others) narcissistic parents, em. regulators of parents
- × Cognitive: Problem solving, rehearsing, modeling
- × Parent Training and Support
- × Coaching/Mentoring
- × Medication
- × Adoring Eyes



RESULTS: What makes it work?

- × Set Agenda
- × Identify Whose Problem is it to fix-set roles?
- × Know Adolescent Development
- × Understand/Define Limits of Confidentiality
- × Discuss Benefits of Harm Reduction
- × Personal Factors
- × Understand from their point of view, not OUR view



What We Think and Do Matters!

- × Less than 7% of progress with these girls is due to the mode of Therapy
- × The relationship You have with her has great impact on her success
- × The **BELIEF** you can be helpful has the most impact on **HER SUCCESS**



The Power of YOU

- × Never underestimate who you are or could be in the life of a child
- × Be a holder of HOPE
- × Repair Ruptures
- × If they have someone to be close to and something to be proud of/love they're gonna be okay!
- × Bettelheim:-
 "We all survive on Trust and Hope, Not on Fact"
 Check out web for more info:
 The Society for Safe and Caring Schools & Communities



THANK YOU for attending!

- × Please complete evaluations

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