

JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE

Adolescent Development and Behavior



PARTICIPANT GUIDE

Juvenile Justice Training Academy

Texas Juvenile Justice Department

11209 Metric Blvd | Building H

Austin, Texas 78758

512.490.7913

www.tjjd.texas.gov

juvenilejusticetrainingacademy@tjjd.texas.gov



JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE

ADOLESCENT DEVELOPMENT AND BEHAVIOR

February 1, 2018

Developed by Juvenile Justice Training Academy

Texas Juvenile Justice Department

11209 Metric Blvd | Building H

Austin, Texas 78758

Phone ♦ 512.490.7600 | Fax ♦ 512.490.7601

TABLE OF CONTENTS

INTRODUCTION 5

SECTION I: DEVELOPMENTAL BENCHMARKS 5

SECTION II: DELINQUENCY 10

SECTION III: SUPPORT STRATEGIES 11

FINAL THOUGHTS 12

This page intentionally left blank.

INTRODUCTION

This course will discuss adolescence and its typical developmental benchmarks. It will explain how behavior during this time can lead to delinquency and strategies we can use when working with adolescents in the juvenile justice system.

OBJECTIVES

1. Identify typical developmental benchmarks juveniles experience during adolescence.
2. Examine how adolescent development influences behavior and delinquency.
3. Outline strategies juvenile justice professionals can use to empower juveniles during these critical areas of development.

SECTION I: DEVELOPMENTAL BENCHMARKS

Understanding adolescent development provides juvenile justice professionals with:

- Insight into why teens do what they do
- Greater opportunity for building trust and rapport

ACTIVITY: LET'S REMINISCE

Instructions: Reflect on when you were a teenager and answer the following questions in the space provided.

How did you feel about yourself as a teenager?

How did you make friends?

What things did you do to exercise your independence from your parents?

What groups were you involved with?

How did you feel most of the time?

Did you exhibit behavior you have since changed your mindset about?

Adolescent Benchmarks include the following areas of development:

- **Physical** |
- **Social** |
- **Behavioral** |
- **Emotional** |
- **Cognitive**

| Physical Development

- 3 Levels of Adolescent Growth
 - Early Adolescent | 11-13 years
 - Middle Adolescence | 14-18 years
 - Late Adolescence | 19-21 years

Adverse Childhood Experiences (ACEs) directly impacts developmental delays and health risks later in life.

Male development | Puberty begins between 9-15 years, usually two years later than girls

- Muscle, heart, and lungs enlarge
- Increase in red blood cells
- Testicles and scrotum grow | Penis lengthens
- Night time secretions | Wet dreams
- Strength, speed, and endurance increase
- Height increases
- Voice changes
- Chest, arm pit, pubic, leg, facial hair growth

Female development | Puberty begins between 8-13 years, usually two years earlier than boys

- Fat deposits in hips, legs, arms
- Breast development
- Menstrual cycle
- Gradual improvement with strength, speed
- Height increases
- Voice changes
- Arm pit, pubic, leg hair growth

Challenges with physical development

– BOYS | Early Bloomers

- Assumed to be more mature
- Assigned leadership roles
- Valued by peers in sports

– Late Bloomers

- Self-consciousness | embarrassment due to size
- Lower self-esteem
- Possible depression, maladaptive behavior

– GIRLS | Early Bloomers

- Assumed to be more mature
- Associate with older crowd
- Begin dating earlier, may lead to pressure to engage in sexual experiences

– Late Bloomers

- Awkward around peers | self-conscious
- Depression or low self-esteem
- Possible anxiety | eating disorders
- Poor body image

| Social Development

Typical social identity includes:

- Building and maintaining friendships
- Recognizing identity
- Making independent decisions
- Attending various social events

Social awkwardness or lack of social skills may lead to:

- Isolation
- Substance use
- Truancy
- Aggression
- Skewed view of media images

| Behavioral Development

- Ability to relate to others
- Defer gratification
- Better judgment with decision-making
- Develop realistic view of self

Healthy Risk Taking

- Pushing the body
- Expanding the mind
- Nurturing the spirit

Dangerous Risk Taking

- Addictions
- Reckless driving
- Gang activity

WHY?

- Peer pressure
- Media
- Boredom | excitement

| Emotional Development

- Learning how to deal with stress
- Management of emotions

Self-identity may conflict with what others perceive, leading to inability to manage self-esteem.

| Low self-esteem may develop into:

- Depression
- Insecurity
- Unrealistic expectations
- Shyness

Juveniles must develop the following skills during emotional development:

- | | |
|--|---|
| <ul style="list-style-type: none">▪ Recognize and manage emotions<ul style="list-style-type: none">• Articulate feelings▪ Develop empathy<ul style="list-style-type: none">• Stress how others must cope with stressors | <ul style="list-style-type: none">▪ Resolve conflict constructively<ul style="list-style-type: none">• Explain why they are feeling a certain way▪ Appreciate teamwork<ul style="list-style-type: none">• Work with diverse viewpoints |
|--|---|

| Cognitive Development

- Adolescent brain rapidly making connections
- Ability to solve problems
- Abstract thinking

ACTIVITY: NAME THAT SPECIALIST

Instructions: Circle the type of doctor appropriate for each scenario.

Scenario

- | | | | | |
|----|--|-------------|--------------|--------------|
| 1. | Emily recently saw her friend get shot. She needs to talk to someone about her feelings and develop coping strategies to deal with what she saw. | Neurologist | Psychologist | Psychiatrist |
| 2. | David is depressed because his girlfriend recently broke up with him. It has been two months and he has not gotten out of his funk. He has a counselor but it does not seem to be working. | Neurologist | Psychologist | Psychiatrist |
| 3. | John recently hit his head while skateboarding and requires brain surgery. | Neurologist | Psychologist | Psychiatrist |

Two parts of the brain affect adolescent development.

- Prefrontal cortex | Responsible for executive function, such as judgment, planning, strategizing
- Amygdala | Emotional memory

NOTES

SECTION II: DELINQUENCY

Delinquent behavior often caused by:

- Poor decision making
- Failure to think about the future
- Succumbing to peer pressure
- Dangerous risk taking
- Lack of self-control
- Lack of self-identity

I can't control my feelings, but I hate how my feelings control me.

NOTES

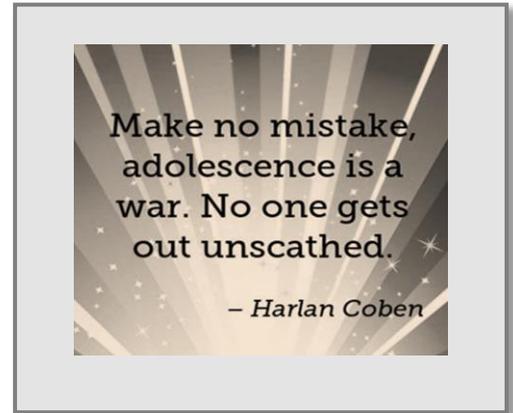
SECTION III: SUPPORT STRATEGIES

- Promote resiliency
 - Strengths highlighted
 - Encourage connections with others
- Identify interests
 - Self-esteem improvement
 - Provide resources, if able
- Avoid adultism
 - Actively listen without judgment
 - Validate juvenile feelings
- Make appropriate referrals
 - Refer based on needs
 - Counseling or mediation management
- Encourage exercise | physical activity
 - Reduces cortisol levels
 - Increases positive body image
- Advocacy
 - Partner with other stakeholders
 - Team approach

NOTES

FINAL THOUGHTS

- Adolescence is a time of rapid change, often the cause of impulsivity and flawed decision making.
- Lack of maturation in the brain may lead juveniles to the juvenile justice system.
- Despite behavior caused by adolescent development, juveniles, along with a strong support system, can transition to adulthood with the ability to cope appropriately.



NOTES
