



Preparing for Young Adulthood: Fostering Mental Health and Independence

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Workshop Wednesday: Preparing for Young Adulthood: Fostering Mental Health and Independence

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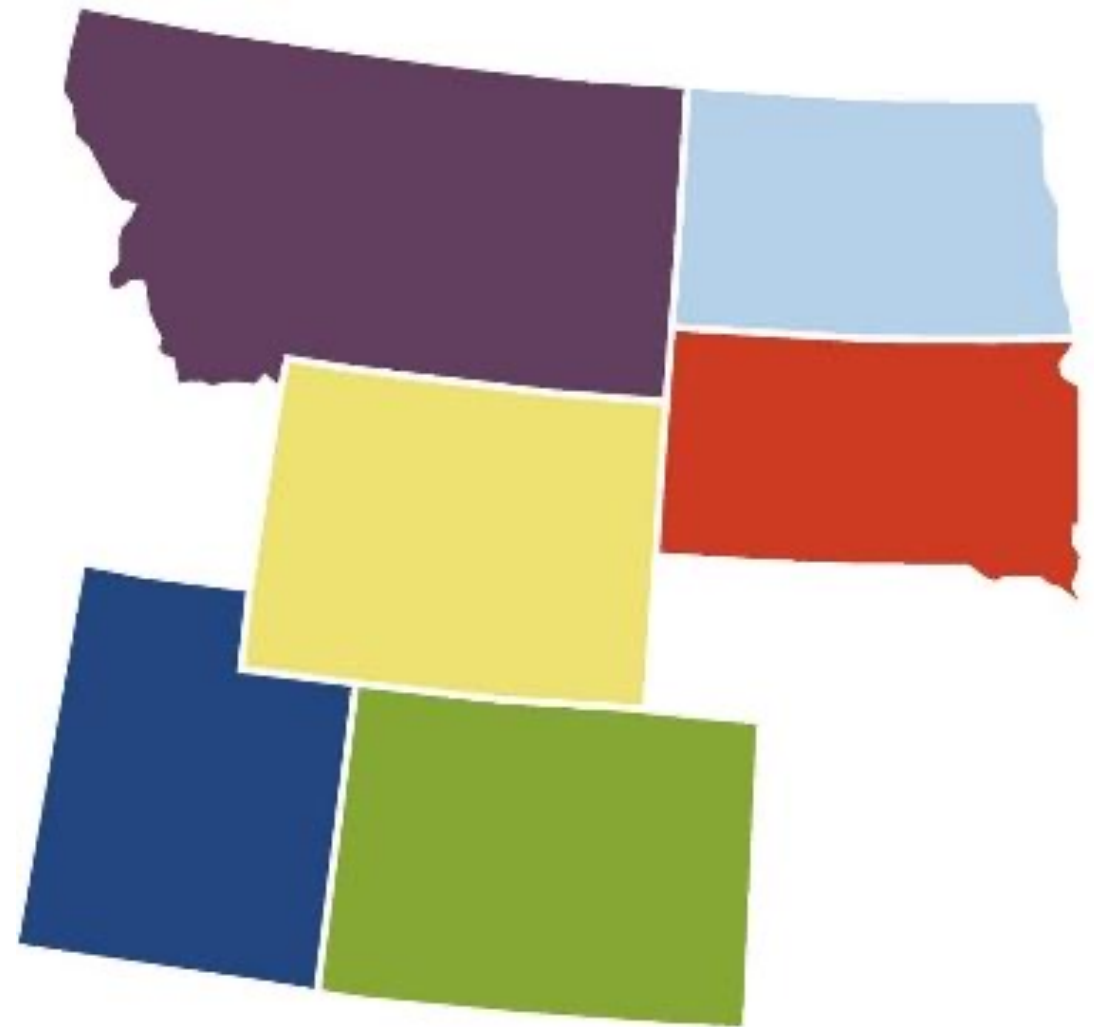
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The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use, and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

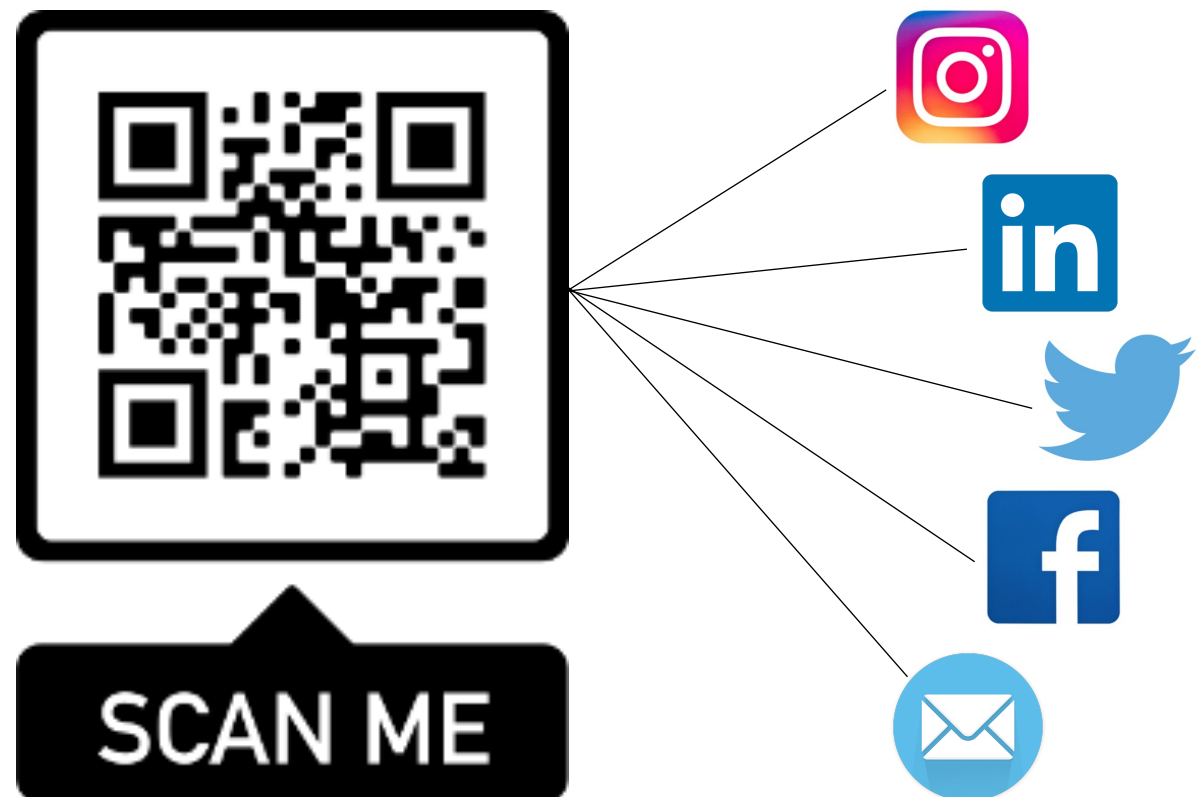
**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

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 **NewYork-Presbyterian**
Youth Anxiety Center



Thanks To:

Anne Marie Albano, PhD, ABPP
NYP Youth Anxiety Center
Columbia University Clinic for
Anxiety and Related Disorders
(CUCARD)

CUCARD

The Columbia University Clinic
for Anxiety and Related Disorders



Agenda

Introduction to Anxiety

Developmental milestones of adolescence and young adulthood

The role of parents and schools

Assessing & fostering independence

Anxiety is a basic human emotion

Anxiety is:

- ✓ Adaptive
- ✓ Natural
- ✓ Occurs automatically
- ✓ Signals Danger



Anxiety **URGES** us to
Fight, flee, or freeze

Normative Anxiety Throughout Development

Toddlers
(0-2yo)

- Strangers, separation from parents, large looming objects

Preschool
(3-6yo)

- Dark, animals, separation, strangers, supernatural beings

School age
(6-12yo)

- Tests, school performance, death, lightning, injury

Adolescence &
Young Adulthood

- Relationships, appearance, future, school, world events, health

When to be Concerned about Anxiety (or any other emotion)

Healthy

- Reasonable
- Manageable
- Mobilizing
- Time limited

Concerning

- Excessive
- Uncontrollable
- Paralyzing/Restricting
- Chronic

Anxiety Disorders: A Growing (Up) Problem

	12-month Prevalence Rate
Preschoolers	3% to 6.5%
Preadolescents	12%
Adolescents	15%
Young adults (19-29yo)	22.3%
<hr/>	
Anxiety Age of Onset	
< 15 years old	54.5%
< 26 years old	85%

Why?

Emotional changes are *expected and normal* throughout development

Tasks of development trigger emotional reactions

Complex cognitive skills develop

Social comparison skills are formulated

Peer-group approval becomes important

Academic demands increase

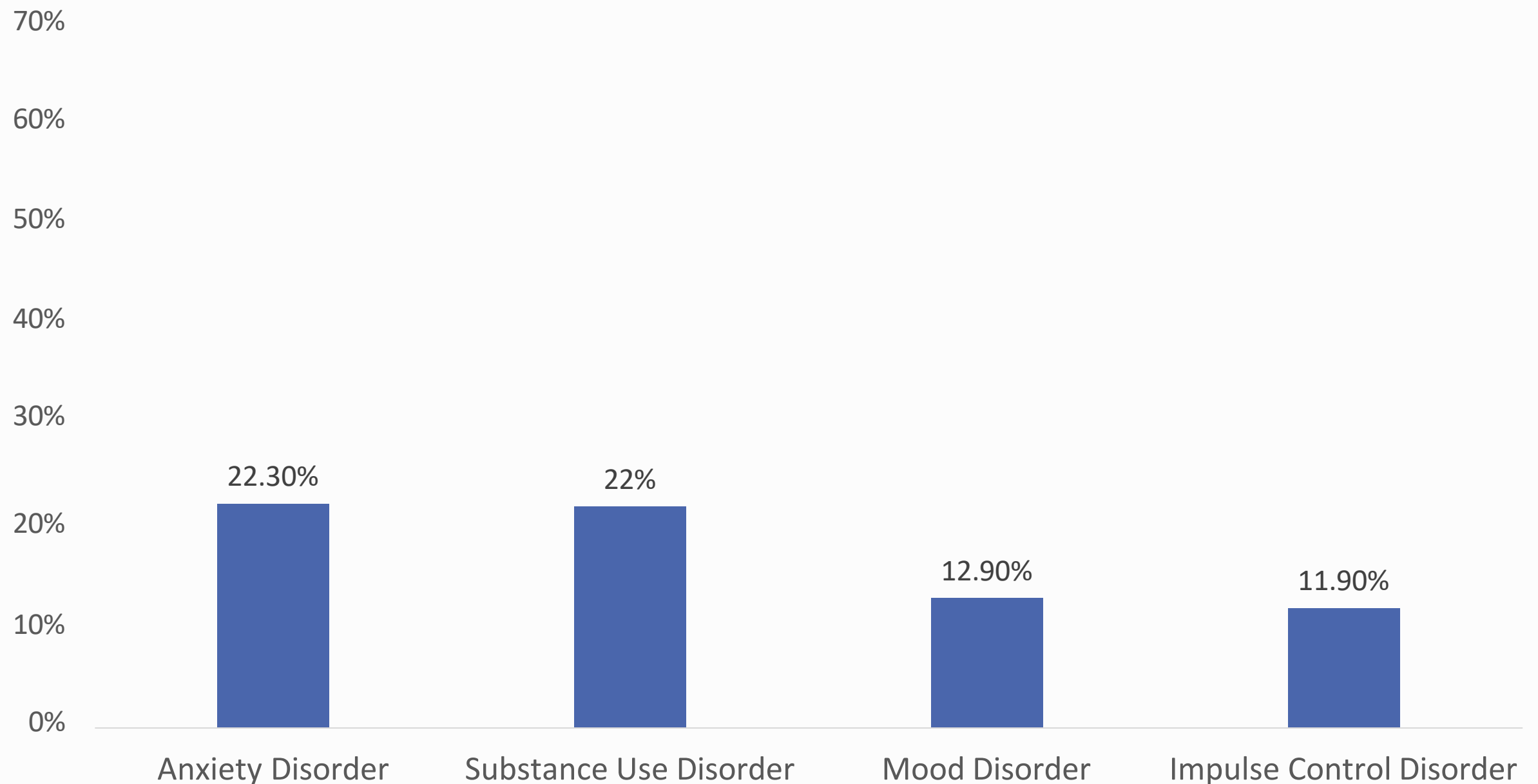
“Next steps” happen continuously and often concurrently



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Modern Day Stressors

Prevalence Rates for Psychiatric Disorders: 18-29 yo (n=9282)



Consequences of Anxiety and Mood Disorders in Adolescence

Peer relationships suffer

Academic decline – school refusal / drop out?

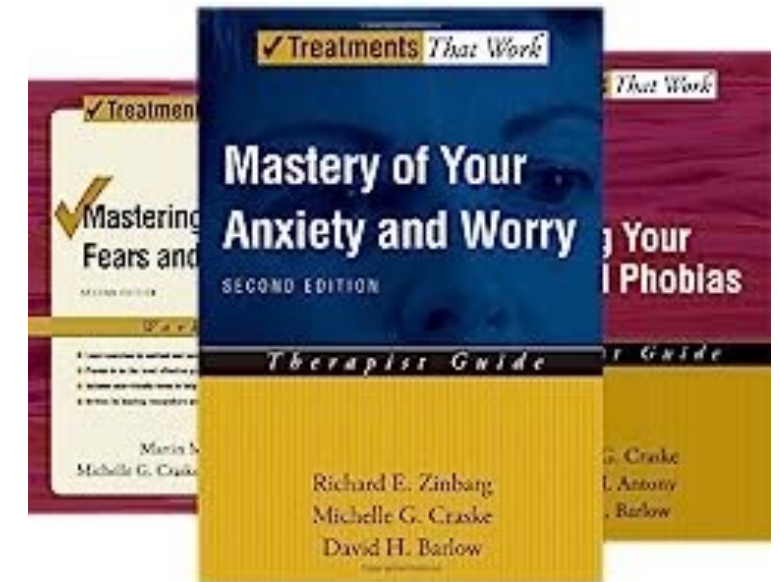
Lower self esteem, self-efficacy

Limited independent functioning

Family struggles

Comorbidity builds quickly over time

Failure to achieve developmental milestones



Evidence-based treatment is vital...but how else can we help?



Focus on development

Assess

- Social-Emotional development

Address

- The contexts within which youth live

Prepare

- Youth for the transition to post-high school

We all know the main milestones of childhood...

Language

Toileting

Motor

Social



Then what?



Jeffrey Jensen Arnett (2000) & Emerging Adults (18-29)



- Identity exploration
- Self-Focus
- Possibilities
- Instability
- Feeling in between
- Occurring in all developed countries across socioeconomic groups

Cultural Shifts: Young Adulthood in the 21st Century

More involved lifestyle

Cell phones /
technology allow for
constant parent/child
contact

Youth can stay on parent
health insurance through
age 26

More youth enter college
after HS ~~or~~ enter
workforce

More youth ~~returning~~ to live
at home after college
due to financial concerns
/ employment ~~in~~

Marriage is ~~later~~ than
prior generation

**Can encourage freedom/flexibility OR foster
dependency and inability to move forward**

Key Developmental Measures

- Independence
- Identity
- Responsibility
- Socialization



Independence



Behavioral independence

- Completes tasks on own
- Takes initiative
- Asserts self to meet needs

Emotional independence

- Express thoughts/feelings
- Soothe self when ~~a~~ with disappointment or challenge
- Seek advice appropriately

Independence



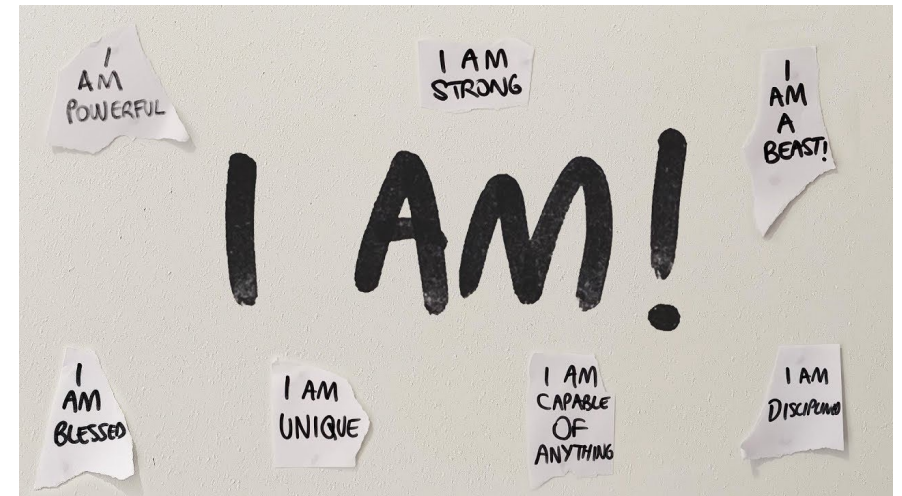
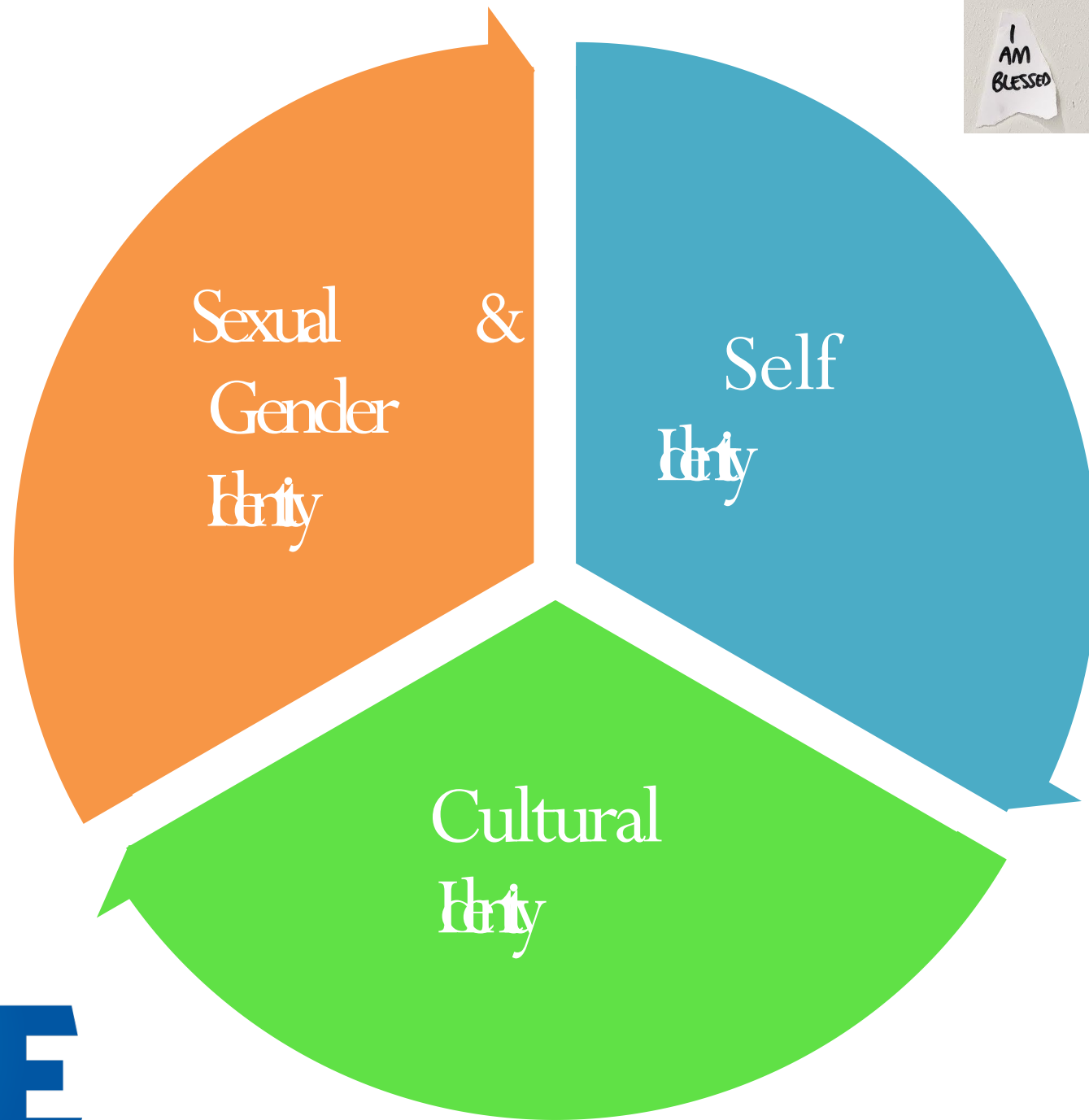
Financial independence

- Open/manage own account
- Earn & save own money
- Pay rent/bills

Living independently

- Potentially in stages
 - Dorm, ~~on~~ independent

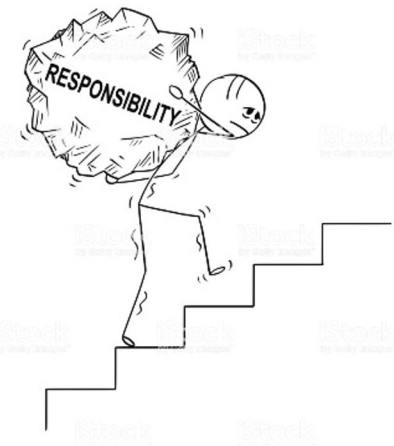
Identity Formation



VOTE



Responsibility



Personal self-care

- Regulate sleep; eat balanced diet
- Hygiene; laundry
- Manage medication and doctors' appts



Complete educational/vocational requirements

- Register for classes; create resume; apply for jobs
- Manage time and workload
- Seek guidance when necessary



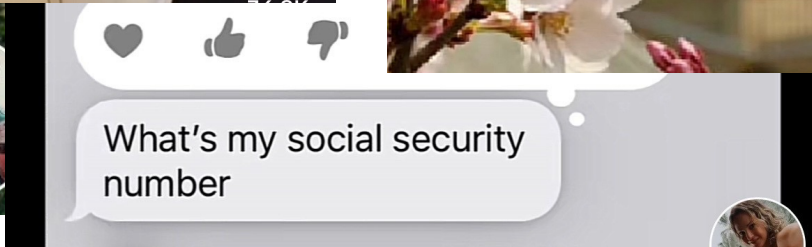
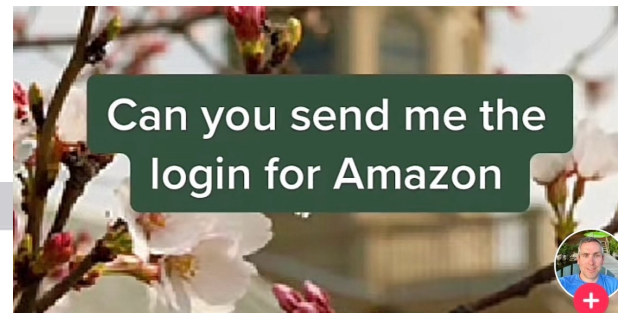
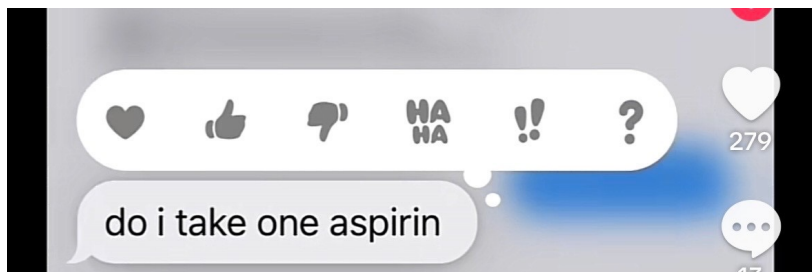
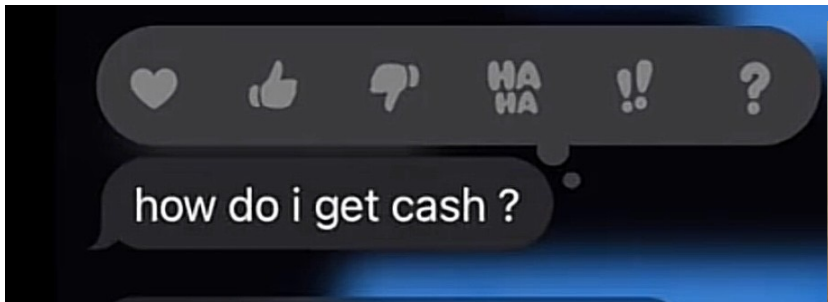
Manage money responsibly

- Manage budget
- Purchase own food, clothing, etc.
- Manage own banking

Socialization

- Make and maintain long term ~~fr~~
- Pursue healthy and meaningful ~~on~~ relationships
- Maintain family relationships
- Form adult relationship with ~~part~~
- Travel alone or with peers
- Participate in cultural and civic ~~ev~~





Your replies: What areas of independence do young people in your community struggle with?

friendships

self care

managing social media

communicating with adults

determining goals

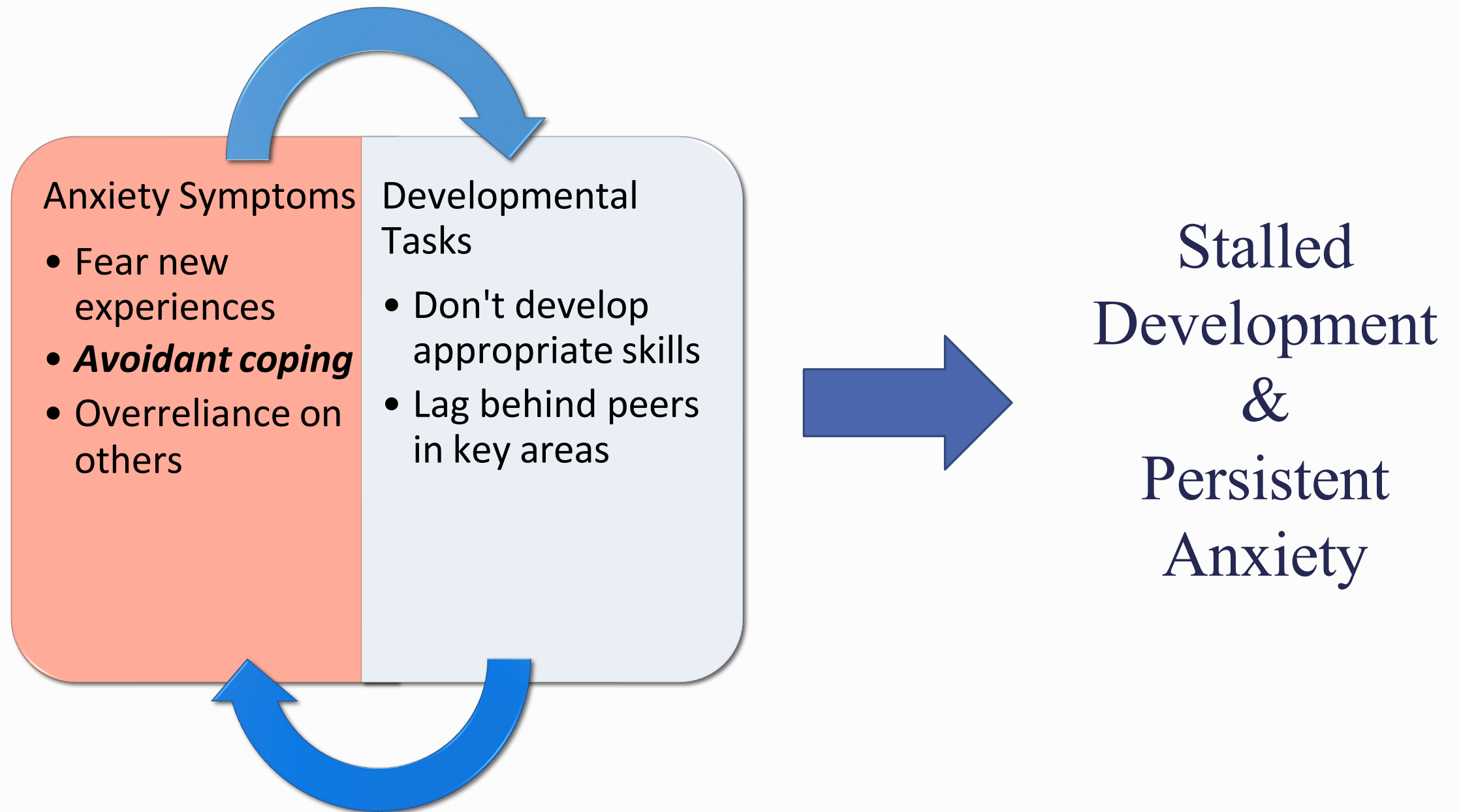
time management

substance use

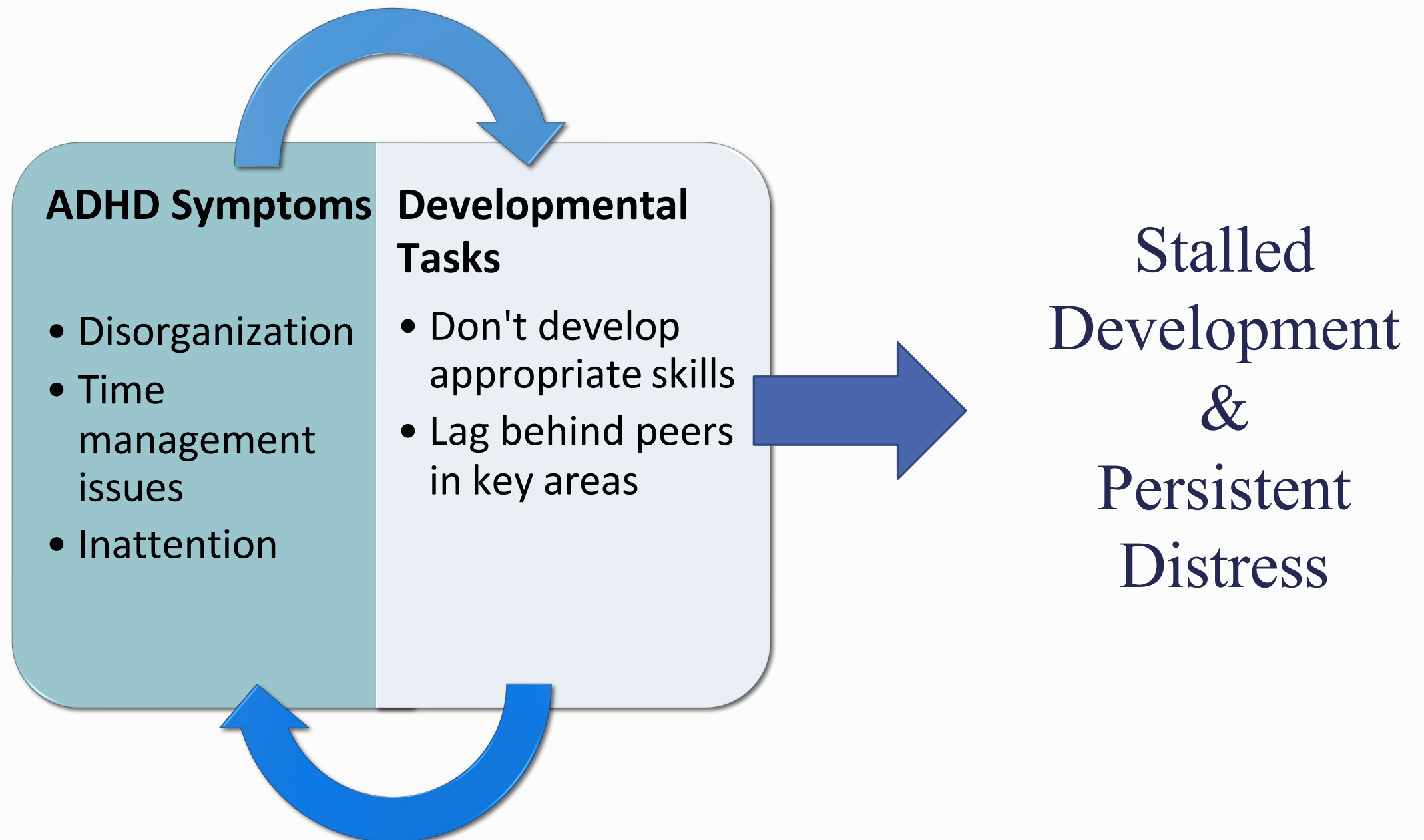
managing money

emotion regulation

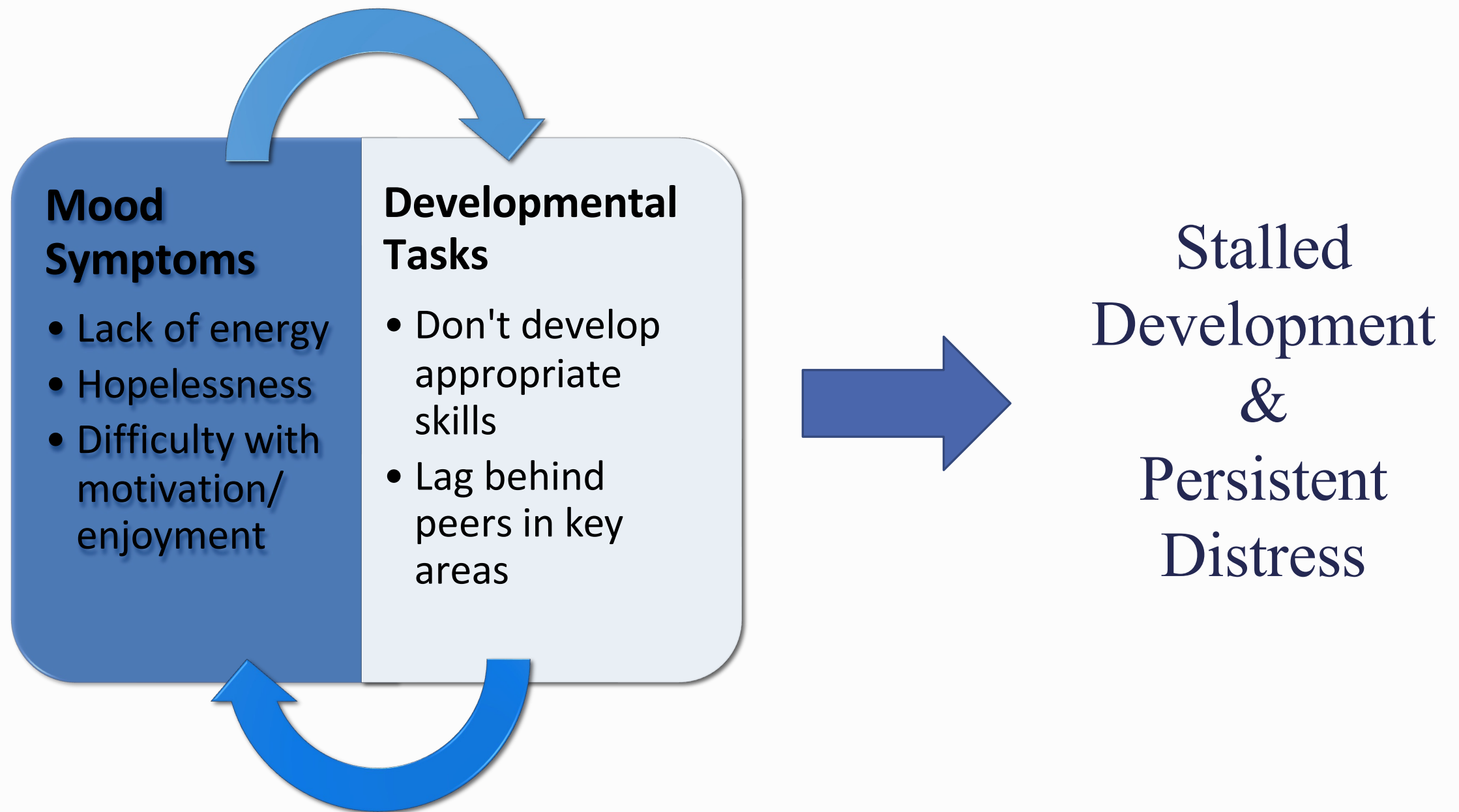
What if Anxiety Is Excessive?



Not Just Anxiety...



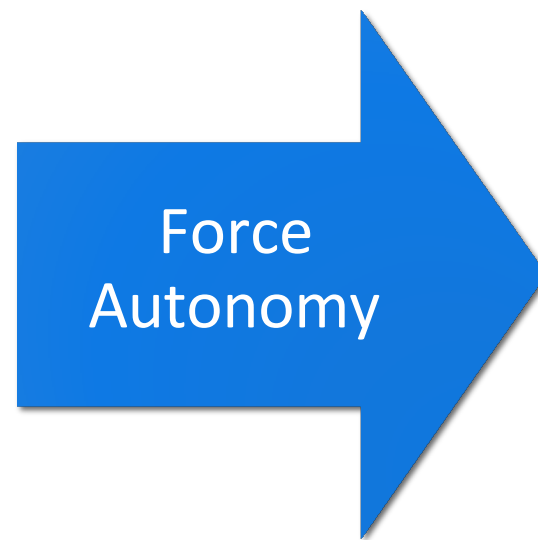
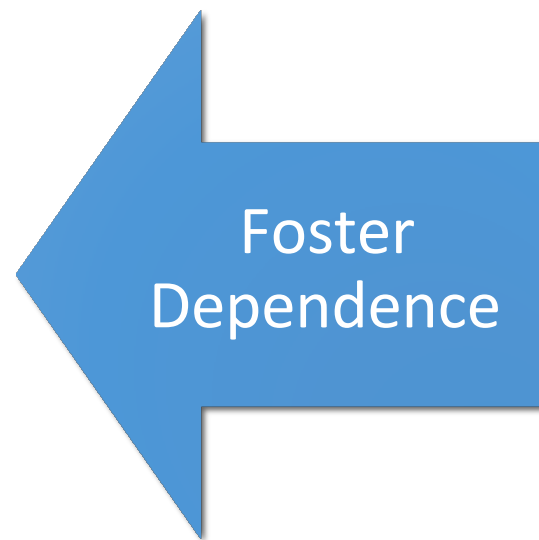
Not Just Anxiety...



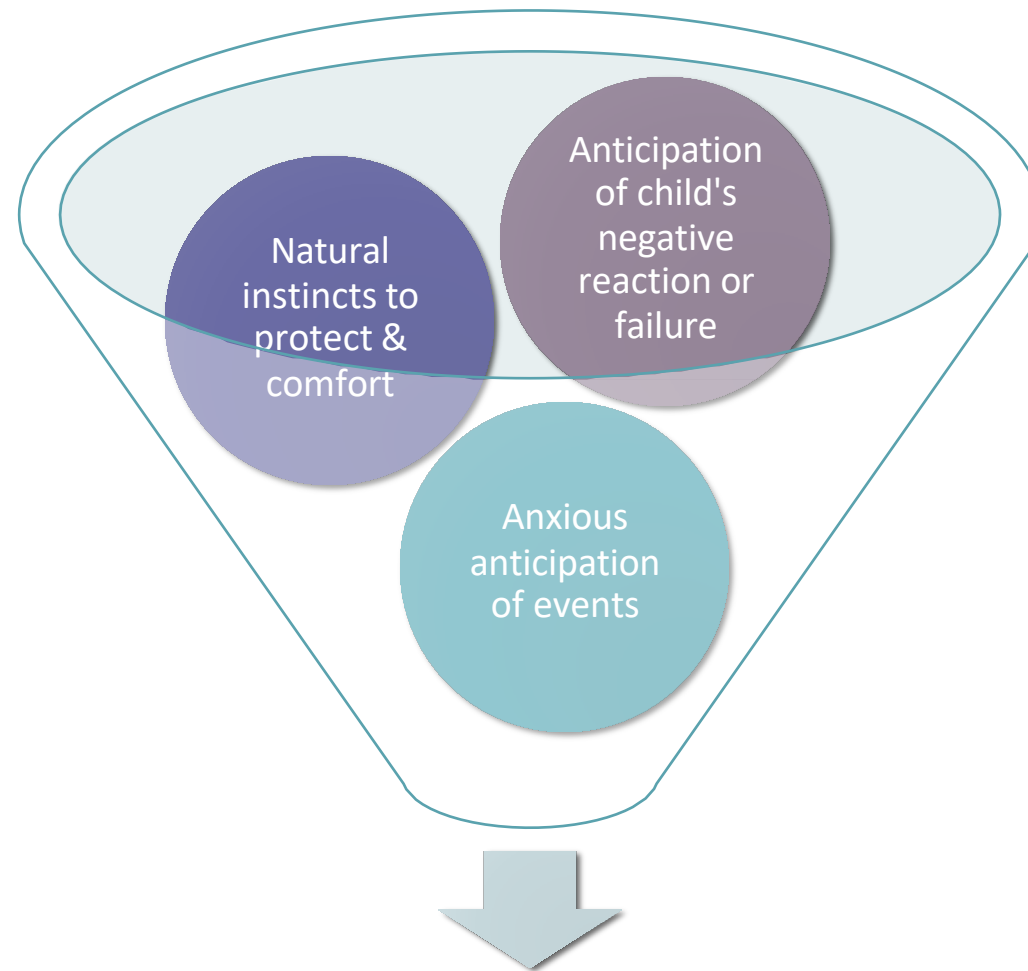
Your replies: *What gets in the way of youth development/independent functioning in your community?*



What role do parents and schools play?



A common trap



Overprotection Trap

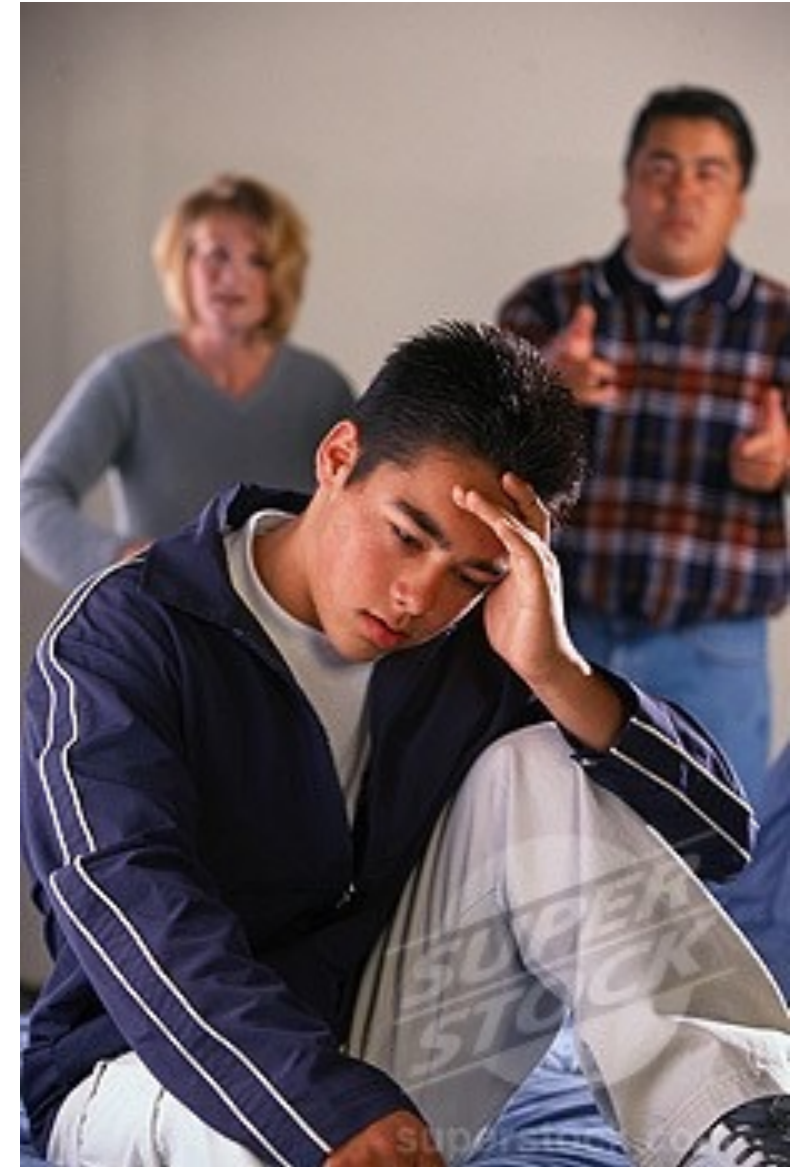
How it starts...

- “Go on, Johnny....pet the dog!”
 - Johnny isn’t sure about this
 - He hesitates
 - The tears start to well up
 - “I don’t want to....”
- Dad/Mom swoop in and take him away.....and Johnny feels much, much better

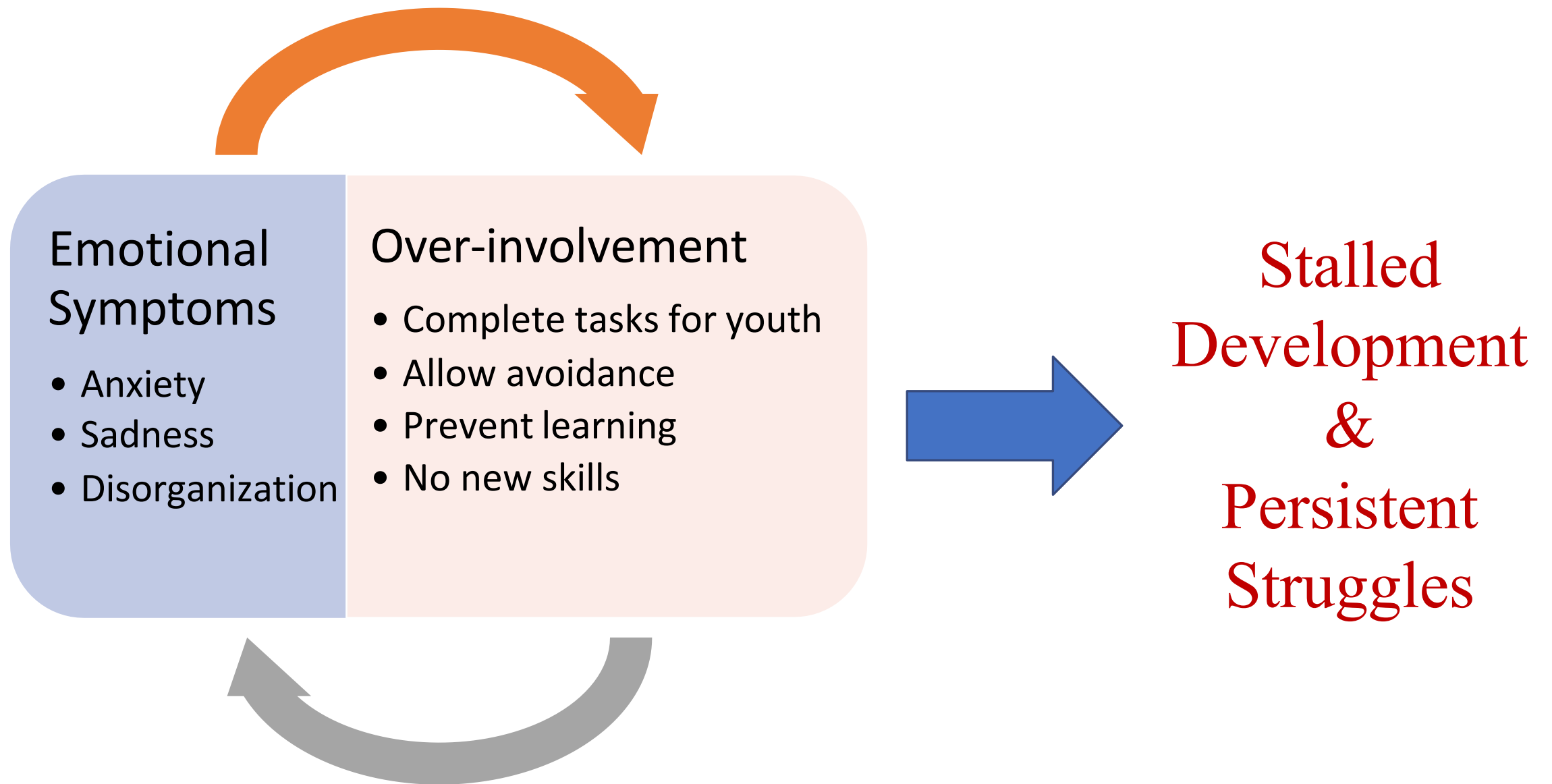


Turns into...

- “Come on, Mary....submit that application!”
- “Alex, we asked you three times already. Text your coach about the game tomorrow!”
- “Fine... I’ll do it for you **just this once!**”

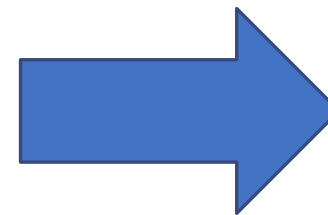


Relationship between Emotional Symptoms & Over-involvement



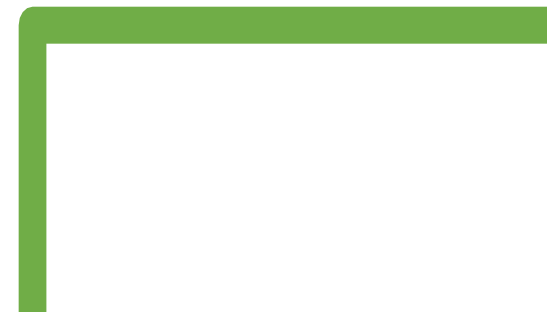
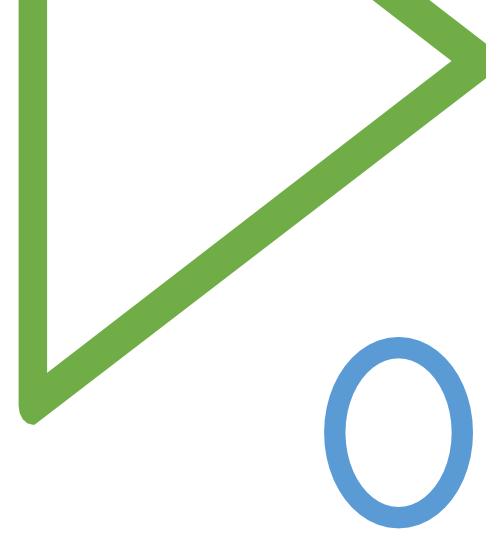
Under-involvement is a problem, too

- Lack of support, scaffolding, or modeling →
- pressure to figure it out alone
- limited education about important life skills
- limited practice with new skills



Stalled
Development
&
Persistent
Struggles

Assessing Developmental Milestones



Assess Youth Development

Task	Dependent <i>Lots of Help</i>	In Transition <i>Some Help</i>	Independent <i>On own</i>
Waking up			
Getting dressed			
Picking out clothes			
Completing HW			
Dealing with teachers			
Organizing belongings			
Managing friendships			
Making meals (breakfast/lunch)			
Brushing teeth			
Showering			
Completing chores			
Uses public transportation			

Assess Youth Development

Task	Dependent <i>Lots of Help</i>	In Transition <i>Some Help</i>	Independent <i>On own</i>
Waking up	X		
Getting dressed			X
Picking out clothes		X	
Completing HW		X	
Dealing with teachers	X		
Organizing belongings	X		
Managing friendships		X	
Making meals (breakfast/lunch)		X	
Brushing teeth		X	
Showering			X
Completing chores		X	
Uses public transportation	X		

DH 9/18/17

<u>Domain</u>	<u>Dependent</u>	<u>In Transition</u>	<u>Independent</u>
★ Emotion Regulation	- soothing - advice-seeking (X)		- express self
Behavioral Independence	- reminders to send emails - Edits/proofreads emails (X)		- Drives into city!
★ Personal Self-care		- mom helps w/ diet (X) - mom s/T wakes me up	- laundry ☺
★ Personal Healthcare	- Dad calls to refill meds - mom reminds to take meds (X)		- schedule own appts - express thoughts, feelings
Manage Money			(X)
Sexual Identity / Romantic Relationships			(X)
Self-Identity			(X)
Long-term Friendships		- parents nag me to hang out more (X)	- set own plans - maintain friendships
Live Independently	(X)	- used to live in dorm	
Financial Independence	(X)		(X) managed work/classes
Completes Educational Requirements			↓
Vocational Goals	- Need help taking next steps	(X) - practice interview	- know what I want

Middle School / Early High School Goals

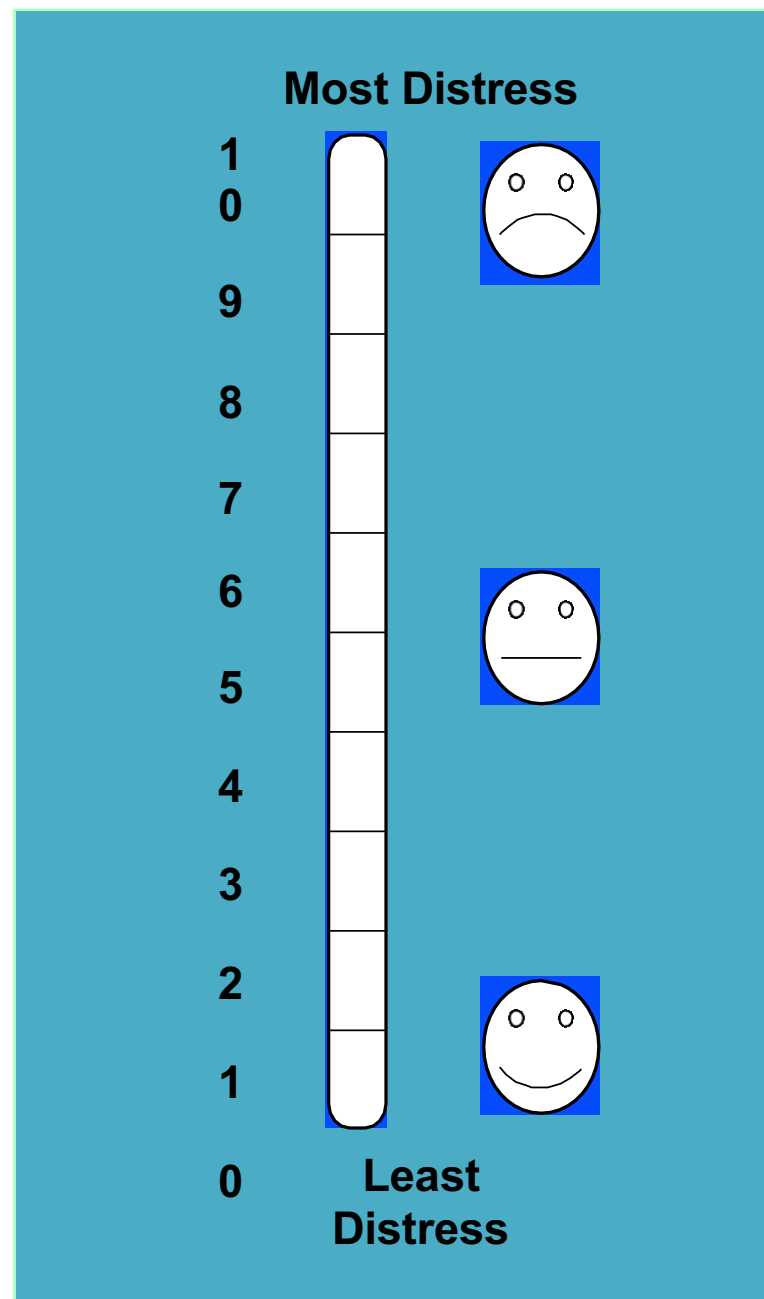
<u>Situation</u>	<u>Goal Achieved?</u>
Asking the teacher for extra help to discuss a grade	Not yet
Asserting myself with a teacher in the classroom	Not yet
Asking a friend to do a sleepover	Yes
Going to the doctor's on my own for annual exam	Not yet
Getting to know 1 or 2 new people in my class	Yes
Sitting with other students at lunch	Not yet
Joining an after school club or activity	Yes
Calming myself down when upset by someone or something	Not yet
Using public transportation on my own to get to school	Not yet
Getting up on time by myself	Yes

Late High School Goals

<u>Situation</u>	<u>Goal Achieved?</u>
Going to a college interview out of town on my own	Not yet
Asserting myself with a teacher	Not yet
Planning, buying and making my own meals for the month	Yes
Going to the doctor's on my own	Yes
Arranging for my own transportation to an in-town event	Yes
Handling my own checking account	Not yet
Calling to arrange an interview (job, college or internship)	Yes
Doing my own laundry	Yes
Taking driving lessons	Yes
Getting my driver's permit	Yes

Developmental Hierarchy

Distress Thermometer (SUDS) Developmental Hierarchy



Situation	SUDS
Asking teacher for grade change	10
Asking teacher a question	8
Going to doctor's office for annual exam	7.5
Calming myself down	7
Making plans with a friend	6
Waking up on my own	5
Picking out own clothes	2

Ideas for practice

Ordering in cafes -
send something
back, make a
special request

Phone calls

Emails

Grocery shopping;
preparing meals

Ask for directions
or help from a
teacher, boss,
coach

Driving lessons

Job interviews

Stores (interacting
with clerks; making
decisions)

Filling out
paperwork

Navigating public
transportation

Goal Setting and Contracting

One goal our family wants to focus on is: _____

Some small steps to achieve independence in this goal are:

1. _____
2. _____
3. _____
4. _____

An achievable goal for this week is: _____

Caregiver's job: _____

Young adult's job: _____



Skills for Youth

Realistic thinking skills

Time management skills

Delay of gratification

Emotion regulation strategies

Positive health behaviors (exercise, diet, sleep hygiene)

Problem solving skills

Social skills

Opportunities to learn and mess up

Adult support, but not overprotection!

Working with Parents



First Step: Manage your own distress!

- Parent emotions are transferred and modeled for the child
- Learn to recognize parent triggers
- Self-soothe: BREATHE
- Stick with realities
- Educate about development
- Be patient and compassionate
- Take care of parent needs!

Rather
than give
advice,
swoop in,
or
criticize....

- *Hmmm, that does sound tricky. What options are you considering for next steps?*
- *How would you like to handle this?*
- *How can I support you in taking the first step?*
- *What if you saw a friend with this problem? What advice would you give them?*

Empathize & Encourage

Empathize

Show child that you hear him and understand his concern
Demonstrate calm, accepting attitude towards child
Encourages open communication
Helps child identify and label feelings and thoughts

Encourage

Express confidence in child's ability to cope
Remind child of past successes and inherent strength
Engage child in problem solving

Empathize and Encourage

- "I understand how challenging this situation is for you. I'm here for you and believe in your ability to overcome it."
- "You've always shown resilience in the face of challenges. It's okay to take a break right now. I know you'll be able to keep pushing forward soon."
- "I know you're worried about talking to your teacher about your math grade. That can be hard. You've managed tough conversations before. I know you can handle it again."

YOU CAN DO IT.



Parenting and Teacher “Do’s”

- Be a “coping model”
- Praise small steps
- Express confidence in the youth
- Resist urges for over-involvement
- Collaborate on first steps
- Set limits and goals and stick to them
- Provide prompts and reminders for coping skills
- Give more chances to try, try again
- Manage your own distress!



“Don’ts”

- Agree with or model anxiety
- Model “mastery” only
- Reinforce avoidance
- Accommodate by completing tasks for the youth
- Criticize the youth for experiencing anxiety or being lazy when depressed
- Focus on the negative
- Praise for the sake of praising

- For schools----go light on accommodations and limit the time they are in effect:
 - *Janie will take her exams in a separate room for the next month while she works towards her goal of taking exams in class.*



Ready to thrive?

Assumes responsibility for self care

Manages age-appropriate developmental tasks

Anticipates next steps

Effectively problem solves

Healthy reliance on supports

Recognizes when to seek help

For more information

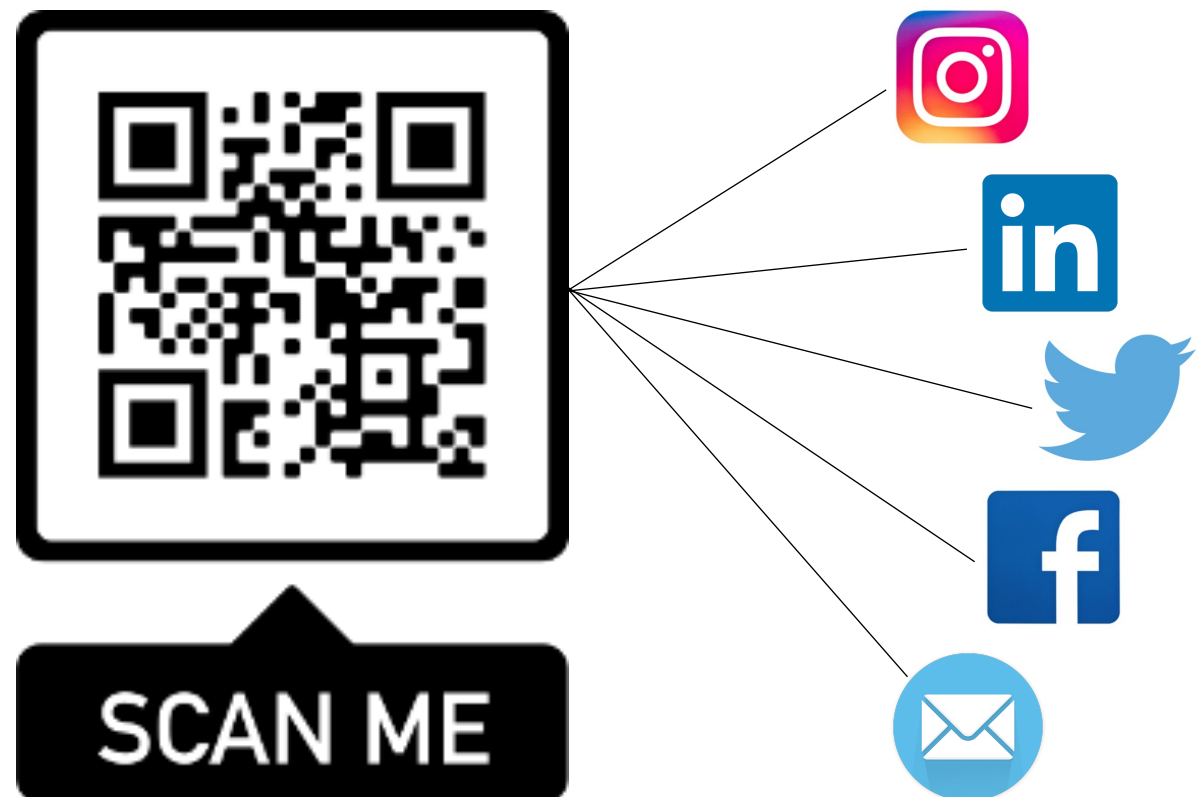
- www.effectivechildtherapy.org
 - Excellent site with videos for parents about childhood behavioral and mental health conditions
- www.anxietycanada.com
 - Downloadable app (MindShift) and plenty of handouts and information about anxiety
- www.adaa.org
 - Anxiety & Depression Association of America, consumer and professional organization with great resources

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you!



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THANK YOU!

