Understanding Developmental Stages: Engaging, Equipping, and Empowering Youth

Comprehensive Community Services (CCS)
Coordinated Services Team Initiative (CST)
Joint Statewide Meeting

Children's System of Care

Jonathan I. Cloud
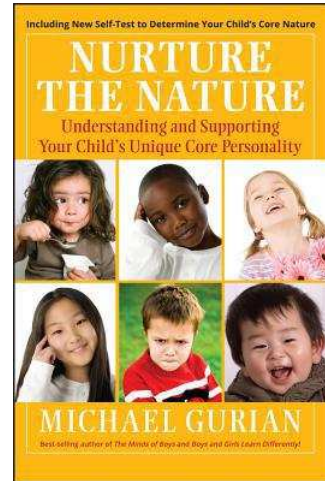White Pine Consulting

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What We'll Cover

- **Developmental Potential**
- **Developmental Stages**
- **Developmental Thriving**
- **Developmental Tasks**
- **Engaging, Equipping, Empowering**

We Come Into the World With a Specific Developmental Potential

- **Every child comes into this world with assets (and liabilities) that are hardwired and unique to them as individuals. Those unique selves gradually emerge taking months, years, decades to express themselves and grow.**

- **Now we have scientific proof that a specific temperament, talent set, personality, and way of being is inborn in each child, a specific nature (or authentic self) that is the child's base of operations – the deep beginning place of his or her path of success.**

Kazimierz Dabrowski's Concept of Developmental Potential
(Causes One to Explore One's Possibilities)

Developmental Potential creates crises characterized by strong inner disturbances that produce discontent with "what is" and a quest to realize "what ought to be;" a realization of the "possibility of one's higher self."

Personality
Agency, Autonomy, Drive, Will to Make Meaning

Talent Set
Gifts, Sparks, Innate Abilities

Temperament
Sensory, Emotional, Cognitive, Intuitive Ways of Responding

The Stages of Psychological Development

Higher Possibilities

Serving: Fulfilling your destiny by leaving a legacy and using your gifts in service to the world. 7

Integrating: Aligning with others who share your values and purpose to make a difference in the world. 6

Self-actualising: Becoming fully who you are by finding your sense of purpose and leading a values-driven life. 5

Individuating: Letting go of the aspects of your parental and cultural conditioning that prevent you from becoming who you really are. 4 **Transitioning Into Adulthood**

Differentiating: Finding ways to be admired and recognized by your parents and peers by excelling at what you do best. 3

Conforming: Keeping safe and nurtured by those around you by being loyal to your family, kin, colleagues, and culture. 2

Lower Possibilities

Surviving: Satisfying your physiological needs by learning how to stay alive, keep fit and healthy, and staying free from harm. 1

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The Challenge

- **On average, psychological development stops at the Differentiating Stage ("finding ways to be admired and recognized").**
- **Exploration at this stage is limited to possibilities in the external world, based on cognitive functioning that explores and builds knowledge about one's external world.**
- **Exploration at higher stages expands to possibilities within one's self, one's potentials. When well-being is supported, this produces thriving (i.e., higher stages).**
- **CCS and CST supports well-being so that behavioral health problems don't thwart exploring and thriving.**
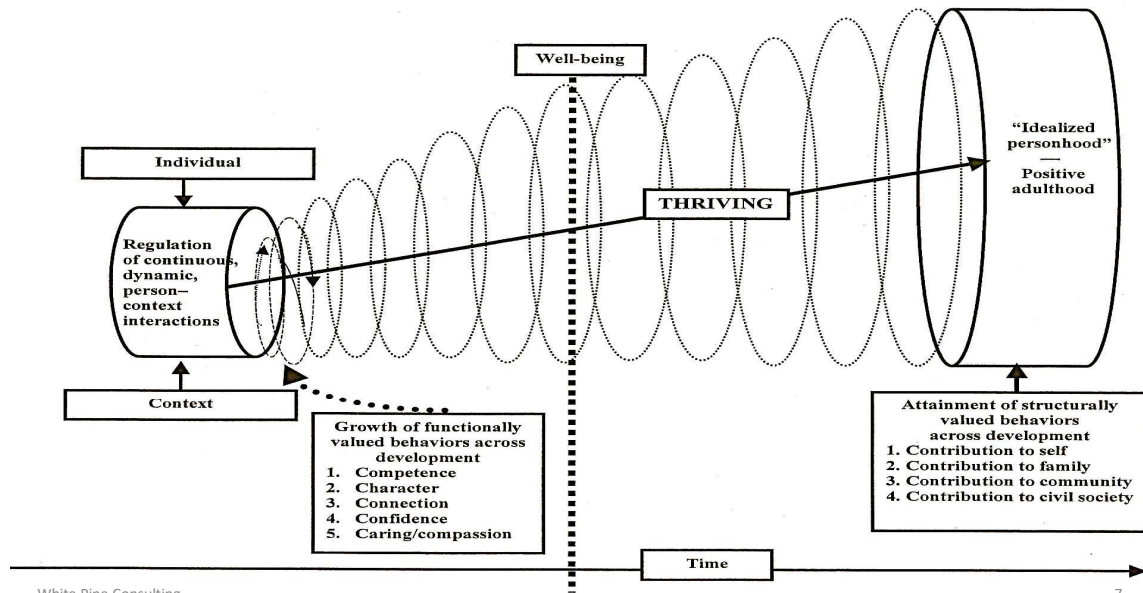
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Transitioning Into Adulthood is About Attaining Higher Stages of Psychological Development
(Lerner, et al., 2008; modified, expanded)

Well-being

Individual

THRIVING

"Idealized personhood"
—
Positive adulthood

Regulation of continuous, dynamic, person—context interactions

Context

Growth of functionally valued behaviors across development
1. Competence
2. Character
3. Connection
4. Confidence
5. Caring/compassion

Attainment of structurally valued behaviors across development
1. Contribution to self
2. Contribution to family
3. Contribution to community
4. Contribution to civil society

Time

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Supporting Developmental Tasks
(Erik Erikson's Model of Psychosocial Development)

Stages	Developmental Crises	Developmental Tasks	Virtues (Thriving)
Infancy (Age Birth-1)	Trust vs Mistrust	Learning to rely on other key people	Hope (Connecting)
Early Childhood (Age 1-3)	Autonomy vs Shame and Doubt	Learning it's okay to be who one is	Will (Confidence)
Preschool Age (Age 3-6)	Initiative vs Guilt	Learning it's okay to take action; impact things	Purpose (Contributing)
School Age (Age 6-12)	Industry vs Inferiority	Learning one can make it, can succeed	Competence

Supporting Developmental Tasks
(Erik Erikson's Model of Psychosocial Development)

Stages	Developmental Crises	Developmental Tasks	Virtues (Thriving)
Adolescence-Early Emerging Adulthood (Age 13-19)	Identity vs Role Confusion	Learning who one is and one's best possible self	Fidelity (Character)
Emerging to Early Adulthood (Age 20-30)	Intimacy/Solidarity vs Isolation	Learning to devote oneself to well-being of others	Love/Devotion
Middle Adulthood (Age 31-65)	Generativity vs Self-Absorption	Learning to care for others; empathy; concern	Caring/Compassion
Older Adulthood (Age 66-Beyond)	Integrity vs Despair	Learning one's true value/worth; one's legacy	Wisdom

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Engaging, Equipping, Empowering

Engage (Assessment Process re: DHS 36.16 and Service Planning and Delivery re: DHS 36.17)

Stabilize and identify and address behavioral health and other barriers to successfully undertaking developmental tasks.

Outcome: Improved Self-Regulation (Recovery)

Equip (May Include Recovery Team re: DHS 36.16(7))

Transfer knowledge, skills, attitudes, and resources for undertaking developmental tasks.

Outcome: Improved Self-Concept (Change)

Empower (Progress re: DHS 36.17 (3); Discharge re: 36.17(5))

Develop personal life and well-being goals and plans, and supports for attaining them.

Outcome: Improved Self-Efficacy (Growth)

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CCS and CST Practices for Consideration

Engage	Equip	Empower
1. Enrollment	6. Self-Care/Recovery Training	12. Life Planning
2. Assessment	7. Employment Training	13. Team/Group Planning
3. Service Planning	8. Life Skills Training	14. Civic and Social Action
4. Service Delivery	9. Self-Development Training	15. Transition Planning
5. Social Activities	10. Team-Building	
	11. Parent Support	

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Understanding Developmental Stages

"I want us to envision that what children go through has to do with finding a place in the world for their specific calling. They are trying to live two lives at once, the one they were born with and the one of the place and among the people they were born into."

"All of a sudden and out of nowhere a child shows who she is, what he must do. These impulsions of destiny frequently are stifled, so that calling appears in the myriad symptoms of difficult, self-destructive, accident-prone, 'hyper' children – all words invented by adults in defense of their misunderstanding."

James Hillman
The Soul's Code: In Search of Character and Calling

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