



# Social, Emotional and Moral Development

Information for anyone who lives and/or works with children and young people.

#TheLink

#PositivemindsPositive Futures

## Age 15 to 19 years

### Developmental tasks

- To create own personal identity based upon the integration of values and sense of self in relation to society, others, the opposite sex, the future, vocation, ideas and the cosmos.
- To establish independence from the family

### Indicators Related to Developmental Lag

- Depression
- Suicide attempts
- Sense of isolation
- Lonliness
- Impulsivness
- Extreme rebellion
- Denial of feelings
- Poor hygiene
- Fantasy as an escape from problems
- Alcohol/drug abuse
- Anorexia nervosa, bulimia, obesity
- Sexual activity to provide missing nurturance Prostitution,
- Stealing
- Pathological lying
- Psychosis
- Truancy
- Running away
- Pregnancy
- Juvenile delinquency
- Cults
- Early marriages that are likely to fail
- Hatred and rejection of family.

Normal Characteristics	Suggested behaviour for effective parenting
May lack information or self-assurance about personal skills and abilities.	Facilitate appointment with school counsellor.
Seriously concerned about the future; beginning to integrate knowledge leading to decisions about the future.	Encourage talking about and planning their future.
Relationships with parents range from friendly to hostile.	Try to maintain a good relationship; be respectful and friendly.
Sometimes <u>feels</u> that parents are "too interested."	Try not to pry.
Usually has many friends and few confidants; dates actively; varies greatly in level of maturity; may be uncomfortable, or enjoy activities, with opposite sex; may talk of marriage.	Recognise and accept current level of interest in opposite sex. Encourage experiences with a variety of people, e.g., younger, older, different cultures.
May appear moody, angry, lonely, impulsive, self-centred, confused, and stubborn.	Accept feelings- dont overact; jointly establish limits, but don't revert to childhood restrictions.
Has conflicting feelings about dependence/independence.	Avoid ridicule of inconsistent behaviours. Accept needs for separation.
Is confused and disappointed about discrepancies between stated values and actual behaviours of family and friends; experiences feelings of frustration, anger, sorrow and isolation.	Be sensitive to youth's feelings and thoughts. Try to bring them out in the open. Understand your own perspectives relating to values.
May be interested in sex as as response to physical emotional urges and as a way to participate in the adult world (but not necessarily an expression of mature intimacy).	Don't moralise. Accept sexual experimentation as normal and healthy, although discourage them from unprotected coital sex. Provide correct information on human sexuality, venereal disease, HIV and AIDS, birth control, intimacy, and safe types of sexual experimentaton.  Communicate your feelings about sexual relations. Be open to discussion and appreciate possible differences in values and needs.

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