

Developmental and Multicultural Frameworks: Working with Youth in Context

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Starting Point

- How can I better empathize with challenging youth and families?
- How do youth learn and adapt over the course of time?
- How do youth make sense of the expectations in their world?
- How can I affect the therapeutic relationship?
- How can I promote positive youth trajectories?

Objectives

1. Describe development, culture, and context to emphasize their importance when intervening with adolescents
2. Provide case examples to highlight interventions with youth in context
3. Provide suggestions and resources for personal and professional development

Objectives

1. Recognize the developmental, cultural, and contextual factors that affect interventions
2. Self-identify area(s) for further multicultural development

Context of intervention

- Recognize points of identity development
- All interactions are multicultural
- An understanding of power and privilege is key

- A general understanding of youth development
- A general understanding of culture and context
- Service provider's own self-development

(Bernard & Goodyear, 2009)

Nature of Development

- Change over the lifespan that results from **ongoing transactions between an individual and biological, psychological, and sociocultural factors**, which are also changing over time
- Development moves along a pathway; **current functioning is connected to past and future functioning**
- Times of enormous developmental transition are full of opportunities for growth, but also risks for vulnerability

Youth Development

- Tasks of adolescence
 - Transition to secondary schooling
 - Academic achievement
 - Involvement in extracurricular activities
 - Formation of close friendships within and across gender
 - Formation of a cohesive sense of self-identity
 - Increase in psychological autonomy
- Earlier developmental tasks
 - Attachment to caregiver
 - Differentiation of self from environment
 - Academic achievement
 - Engagement in
 - Development of peer relationships

(Cicchetti & Rogosch, 2002; Masten & Coatsworth, 1998).

What are the processes of culture?

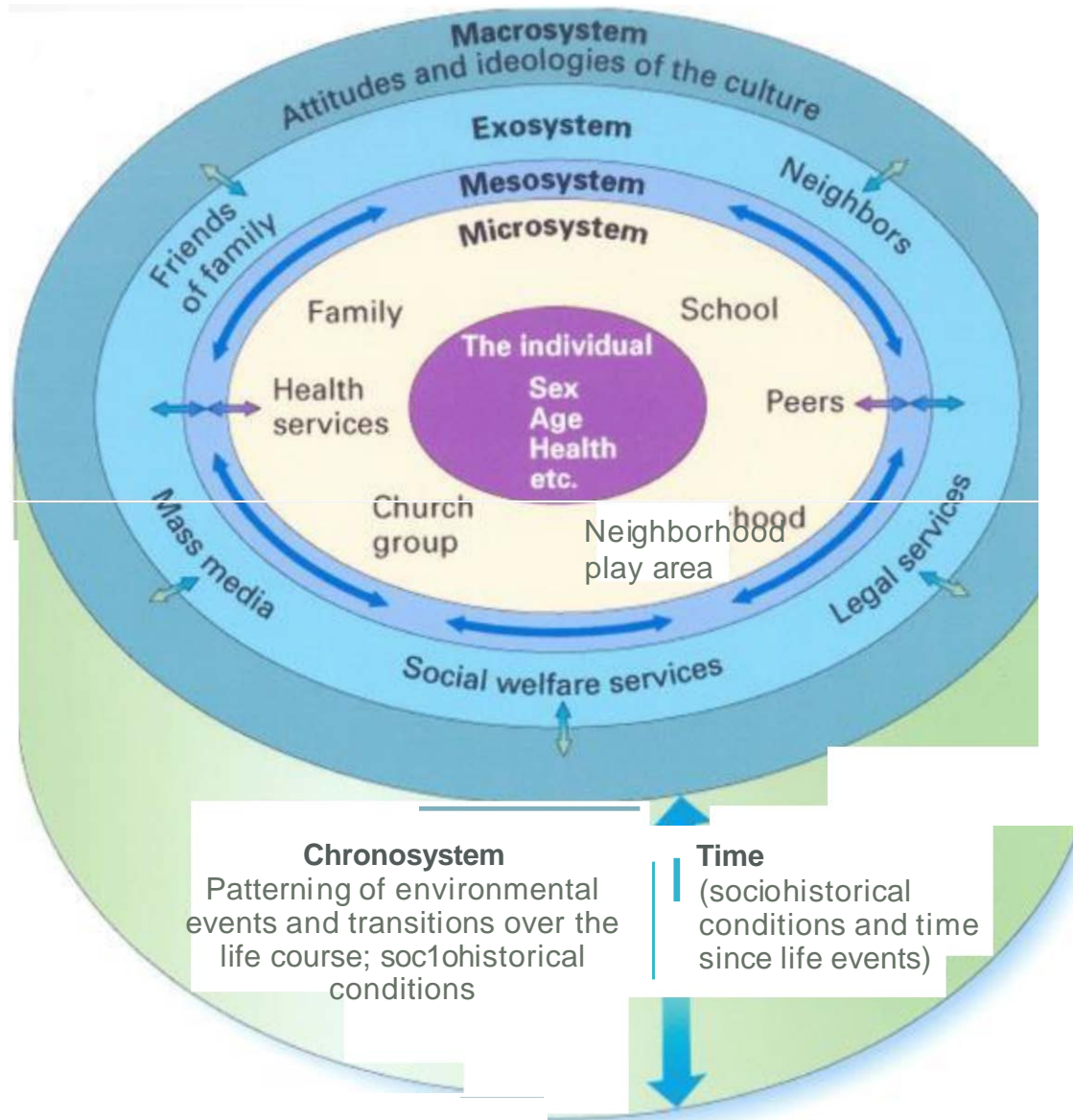
- Systems of knowledge, **values**, concepts, rules, and practices that are learned and passed through infinite interactions across generations. **A way of life**
- Language, religion and spirituality, family structures, life-cycle stages, ceremonial rituals, customs, moral and legal systems
- Transmits **coping abilities** and **knowledge** of **human capacity for adapting** to circumstances
- Provides **a sense of belonging**, how one **should behave**, what one **should be doing**

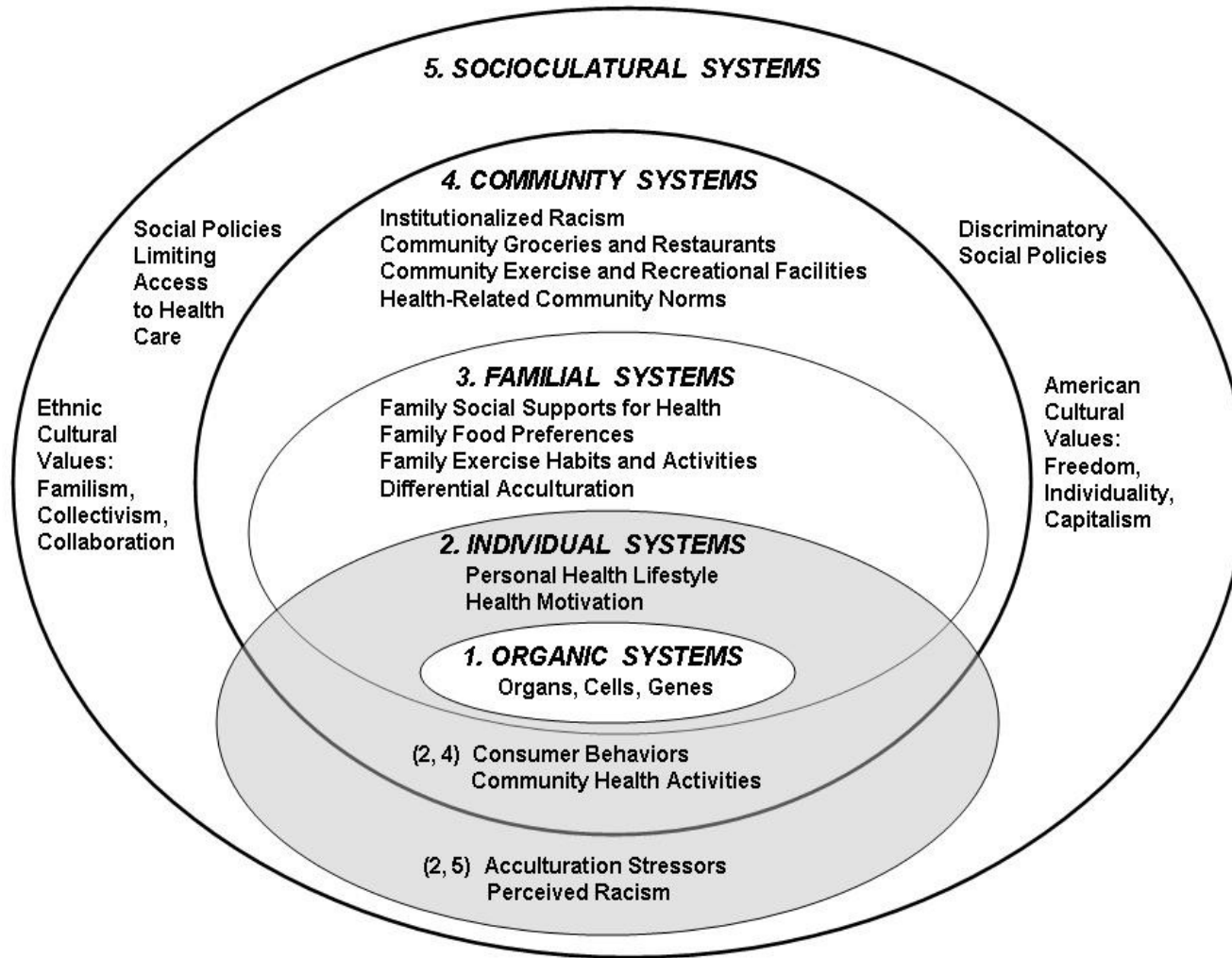
What are the processes of culture?

- Socially transmitted beliefs, institutions, value systems, behavior patterns, arts, symbols
- Social aspects of human contact, including socialization, negotiation, protocol, and conventions
- The shared ways in which people perceive, interpret, and understand the world around them
- **Spoken** and **unspoken** expectations

Culture and Context

- Age
- Skin color
- Ethnicity
- Gender
- Education
- Social class
- Immigration
- Acculturation
- School
- Health care
- Juvenile justice
- Discrimination
- Prejudice
- Oppression





(Castro, F. G., Shaibi, G. Q., & Boehn-Smith, E., 2009. Ecodevelopmental contexts for preventing type 2 diabetes in Latino and other racial/ethnic minority populations. *Journal of Behavioral Medicine*, 32, 89-105.)

Development in Context

- Central to understanding development in context are the role of **language, sense of self, and ethnic and racial socialization** (Koss-Chioino & Vargas, 1999)
- Each context carries expectations about a certain level of optimal functioning
- Sensitivity to the complexity inherent in social expectations
- “We are all in the business, knowingly and unknowingly, of making mental demands” (Kegan, 1994, p. 10).

Development in Context¹⁴

- Socially Oppressed
 - Groups (SOG)
 - Female
 - Person of color
 - Gay/Lesbian/Bisexual
 - /Transgendered
 - Non-European
 - American
 - Person with a Disability
 - Working Class
- Socially Privileged Groups
 - (SPG)
 - Male
 - White
 - Heterosexual
 - European American
 - Physically Abled
 - Middle to Upper Class

The Heuristic Model of Nonoppressive Interpersonal Development (Ancis & Ladany, 2010)

Means of Interpersonal

Functioning^(Ancis & Ladany, 2010)

1. Adaptation

- Minimal awareness and understanding of the oppressive forces within society as well as one's role in perpetuating cycles of oppression and privilege

2. Incongruence

- Dissonance regarding beliefs about oppression and privilege; may have awareness of unjust societal forces, but minimize participation in and responsibility for them

3. Exploration

- Active attempts to understand the nature of oppression and privilege as it pertains to personal experiences and relationships with others

4. Integration

- Multicultural integrity--active commitment to recognizing one's responsibility; advocate for nonoppression by using awareness and understanding

Assessment

Considerations

- **Questions**
 - Do you feel like being alone?” or “Tell me about the times when you like to be by yourself.”
 - “Why do you get angry?” or “Sometimes I get really mad about little things and big things. What are some of the things you get mad about?”
- **Observations**
- **Theories of normal/typical development**
- **Phenomenology and ethnography**
- **Creativity and imagination**

Resources

- Self-assessment of multicultural competencies for clinical practice
- DSM-V Cultural formulation guidelines
- *Working with Latino Youth: Culture, Development, and Context* (Joan D. Koss-Chioino & Luis A. Vargas, 1999)