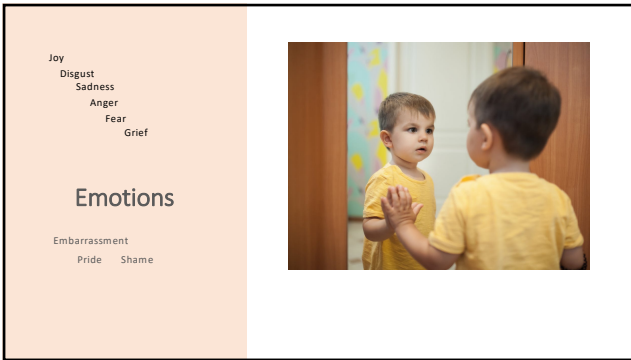
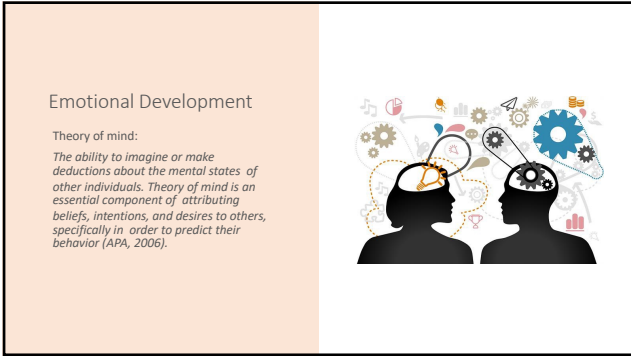




1



2



3

Emotional Development

Emotional expression & dissemblance:

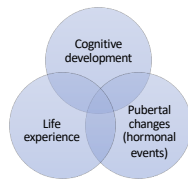
By ages 3-4 children have some appreciation of the fact that it is not always accepted to express how you feel, and that their culture has rules for the appropriate display of certain emotions (Cole, 1986).



4

Emotional Development

Influences on adolescent emotional development:



5

Cognitive Development

- Emotions may now be triggered by abstract ideas, anticipated future events, and recalled past events.
- Emotional responses to interpersonal relationships intensify.
- Enhanced cognitive abilities allow for recognition of the complex emotions of self and others.

6



Puberty/Hormonal events

- The emotional changes brought on by hormonal fluctuations represent an experience largely unique to the adolescent period.
- Increased negative affect.
- Contextual variables contribute as much or more to the emotional experience of adolescents than actual hormone fluctuations.

7

Negative affect

- Adolescents experience greater extremes of emotion, with a bigger range between higher and lower moods (Larson & Asmussen, 1991).
- Poor mood and depressive symptoms are associated with a cognitive style – negative automatic thoughts, hopelessness, helplessness, and a tendency to worry (Garber et al. 1993).
- Shame is an important facet of the adolescent emotional experience.

8

Negative affect

- Girls are more likely to report increased salience of shame, guilt and self-directed hostility, particularly in interpersonal contexts (Duarte et al. 2017).
- Boys report an increase in feelings of contempt. Their experience of negative emotion is related more to achievement than interpersonal life.

9

Life Experience

- High risk for emotional difficulties exists for adolescents who go through the normative events of pubertal onset and life transitions, and simultaneously experience other changes like family disruption, relocation to a new community or initiation of dating (Simmons & Blyth, 1997).
- Adolescents report emotional distress related to feeling pressure to engage in sexual activity and/or "to be in love" (Rosenblum & Lewis, 2005).



10

Emotional skills & competencies

Mixed emotions (ambivalence)

Emotional dissemblance (false self-behaviour)

Empathy (being able to discern others' emotions)

11



Emotional Competence

Aims:

- Emotional self-regulation
- Coping strategies
- Cognitive skills
- Emotional literacy
- Managing anger and interpersonal stress

12



Emotional Competence

How:

- Increase relaxation response (tension reduction techniques)
- Cultivate mindfulness and body awareness (e.g., physical activities, yoga, dance, nature connection)
- Self-reflection (keeping a journal)
- Positive thinking
