



Emerging Adulthood: A Developmental Perspective

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April 24, 2023



Welcome

There are no potential conflicts of interest to declare.

Administrative and financial support for this presentation was provided by the Society for Clinical Child and Adolescent Psychology (APA Division 53).



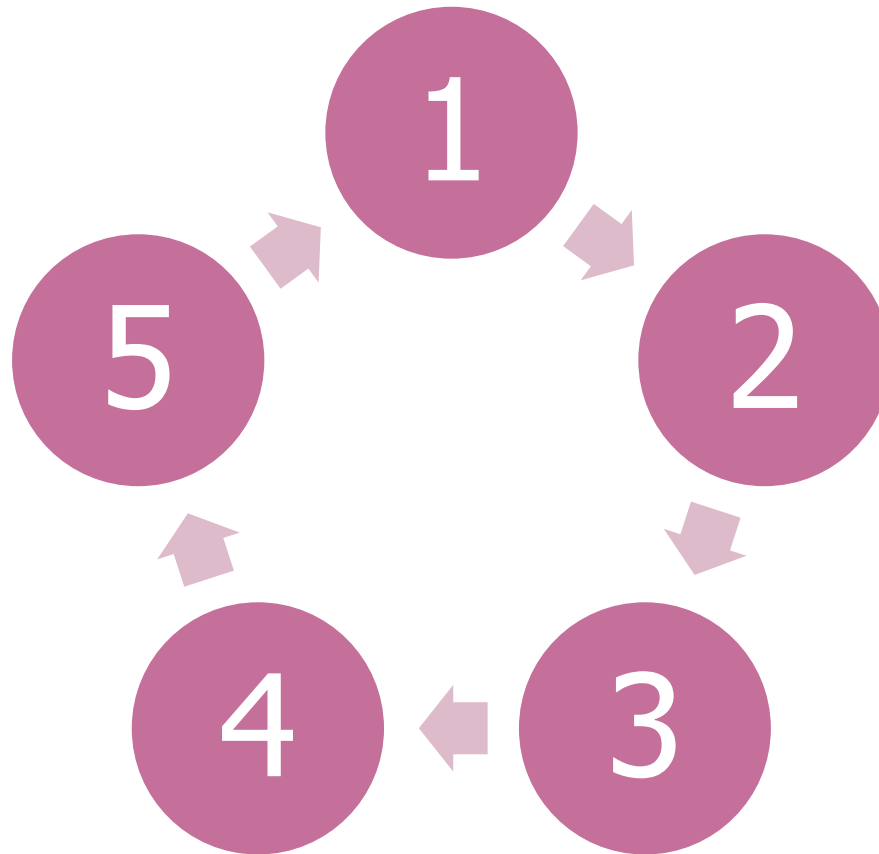
Learning Objectives

Identify three social, economic, and technological trends that have changed the transition from adolescence to early adulthood in a postindustrial society

Explain why emerging adulthood can be characterized as both a time for reflection, optimism, and exploration and a time of high risk for social and psychological difficulty;

Describe two approaches to the organization and delivery of psychological services to better meet the needs of young people making the transition from adolescence to early adulthood.

Why the Attention to Emerging Adulthood? Five Intersecting Trends





#1. Why the Attention?

A Changing Social Context

- **Contraception**
- **Social norms**
 - **Family planning**
 - **Premarital sexual relations**
 - **Cohabitation**
 - **Births outside marriage**
- **Delayed marriage**
- **Cohabitation**
- **Delayed parenthood**
- **Births outside marriage**



#1. Why the Attention?

A Changing Economic Context

- **Globalization**
- **Technology**
- **Higher education**
- **Higher cost of living**

#1. Why the Attention? A Changing Legal Context

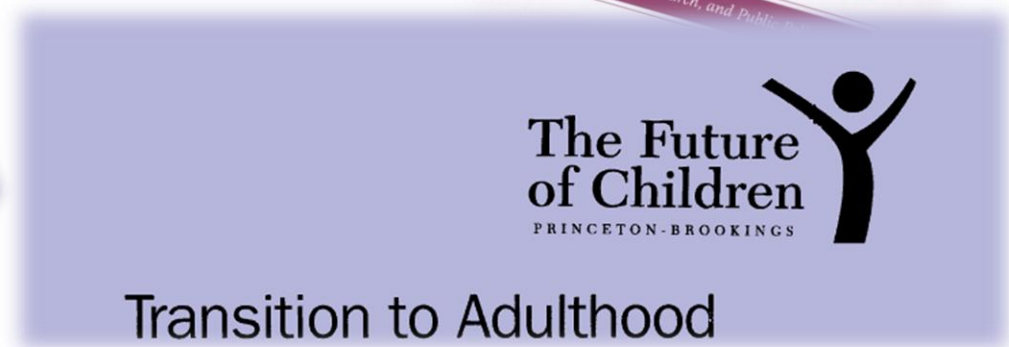
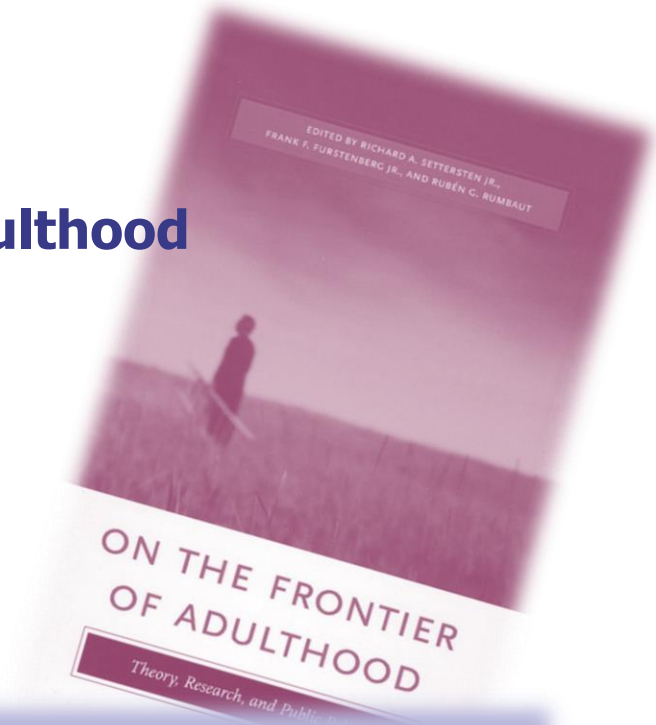
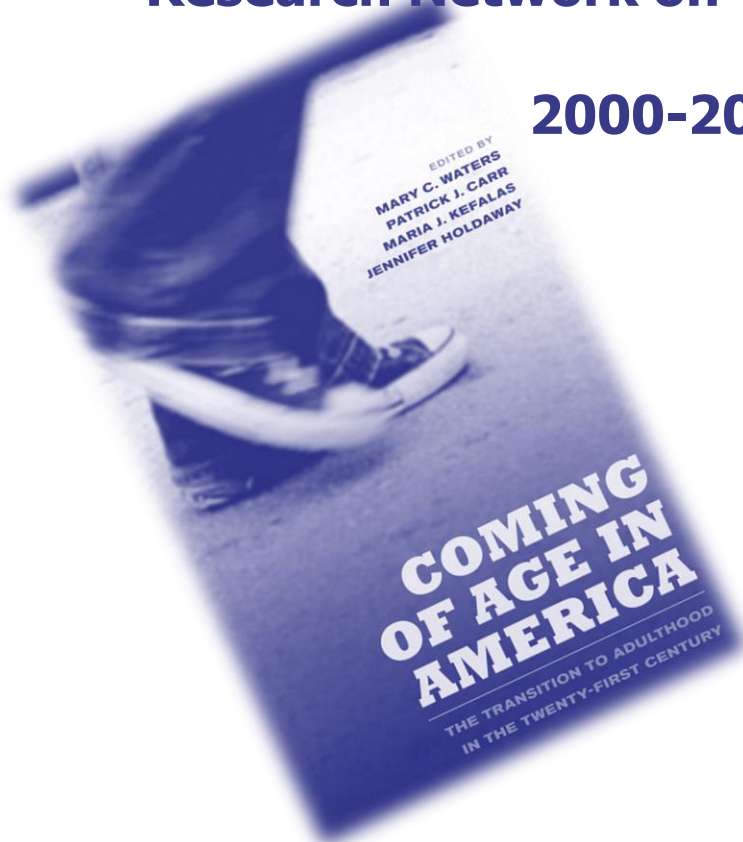


#1. Why the Attention? A Changing World

MacArthur Foundation

Research Network on Transitions to Adulthood

2000-2008



Transition to Adulthood



#2. Why the Attention?

Emerging Adulthood as a Distinct Developmental Phase

Adolescence

Early
Adulthood

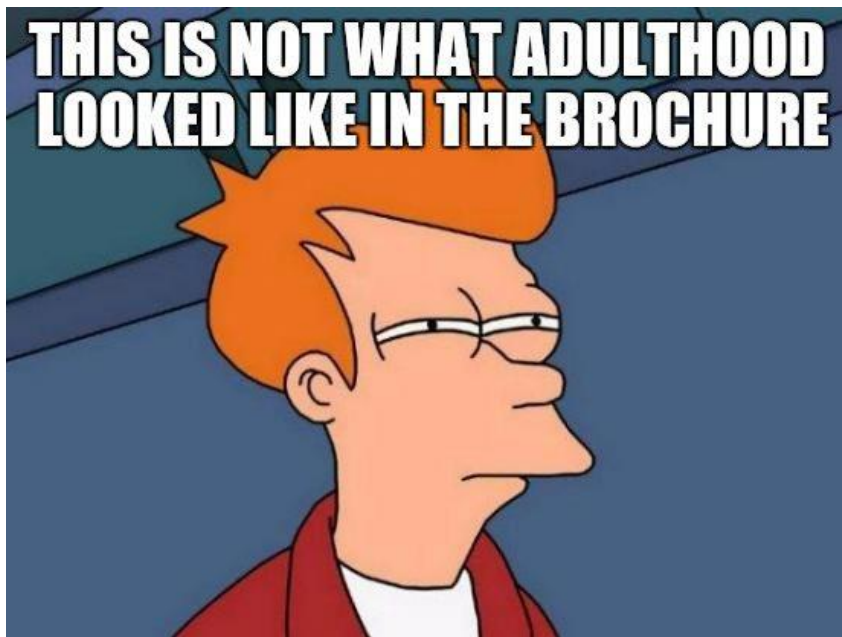
Adolescence

Emerging
Adulthood

Early
Adulthood

#2. Why the Attention?

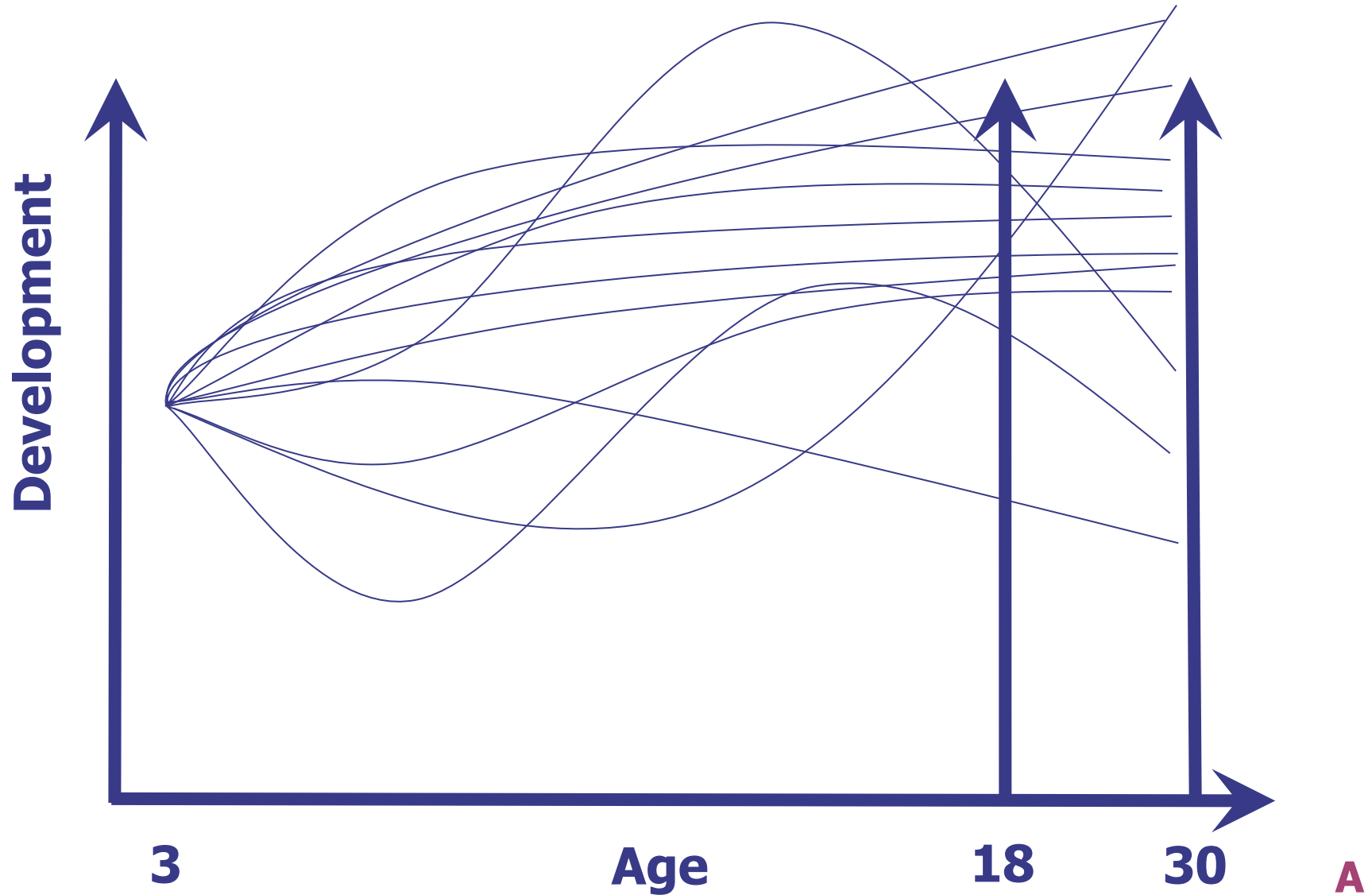
Emerging Adulthood as a Distinct Developmental Phase



- An age of feeling in-between adolescence and adulthood
- An age of identity exploration
- An age of possibilities
- An age of self-focus
- An age of instability

Deeply impacted by culture and sociodemographic variables

#3. Why the Attention? Development Continues



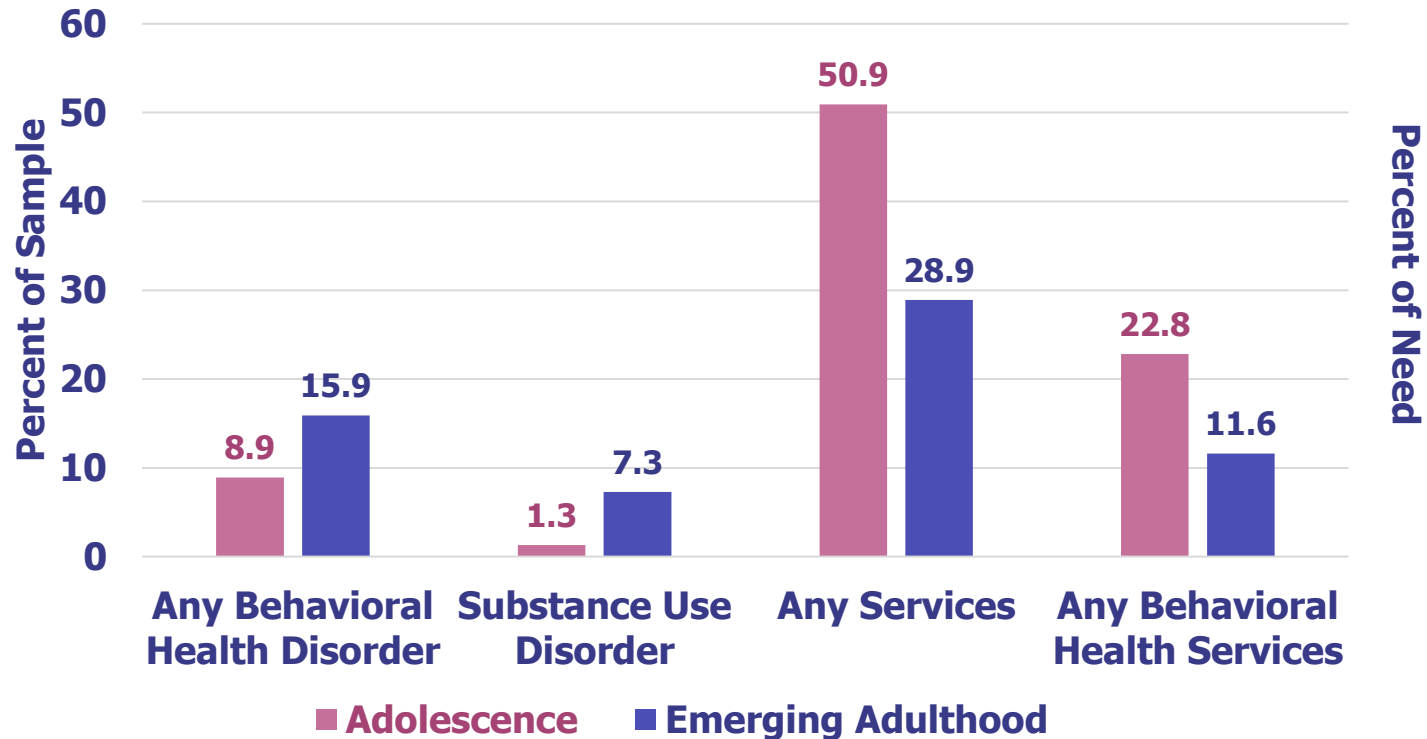
#3. Why the Attention? Development Continues



Arnett, 2000

#4. Why the Attention? Emerging Adulthood as a Time of Risk

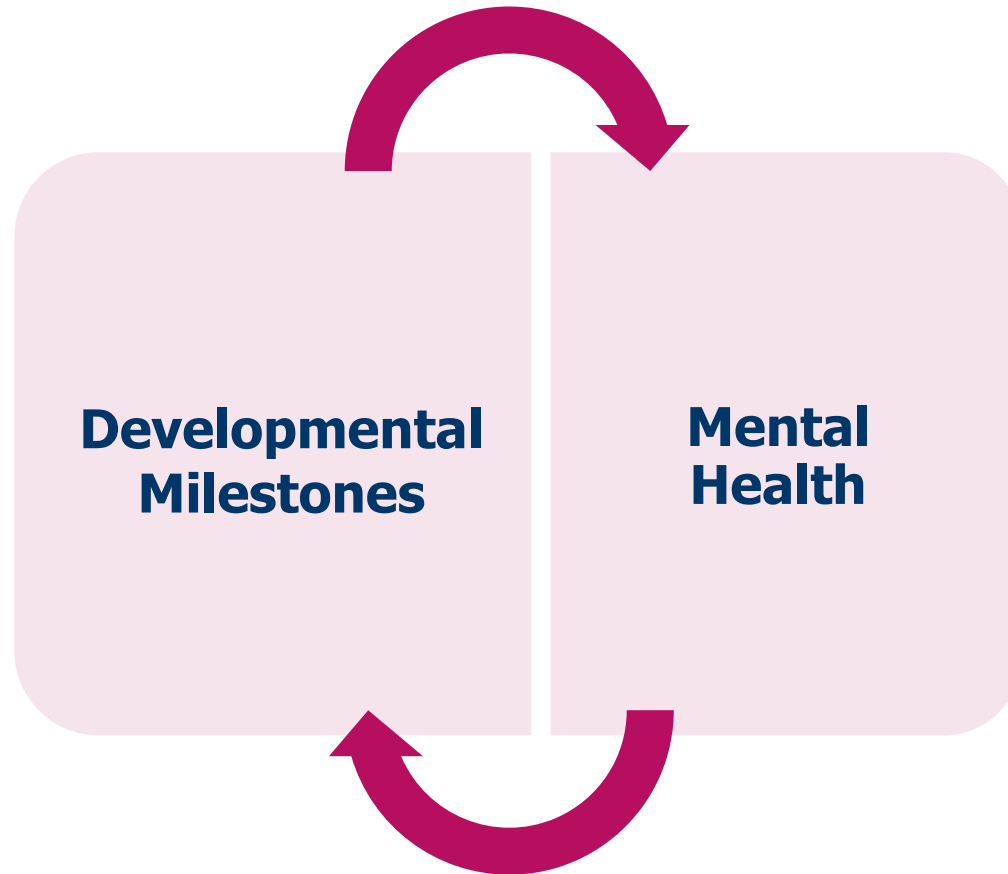
Help-Seeking for Behavioral Health Problems



Copeland et al. (2015) Increase in untreated cases... *Psychiatric Services*, 66(4), 397-403.

#4. Why the Attention?

Emerging Adulthood as a Time of Risk





#4. Why the Attention?

Emerging Adulthood as a Time of Risk

On the surface, then, emerging adulthood looks like a positive development...giving adolescents and emerging adults a greater amount of choice and freedom.

[However,] **without guiding structures** to give meaning to the potential choices people face, realistic and informed choices [may] become **burdensome for many young persons.**

This situation may be especially critical for... **teens from disadvantaged backgrounds, those with psychiatric challenges, and so forth.**

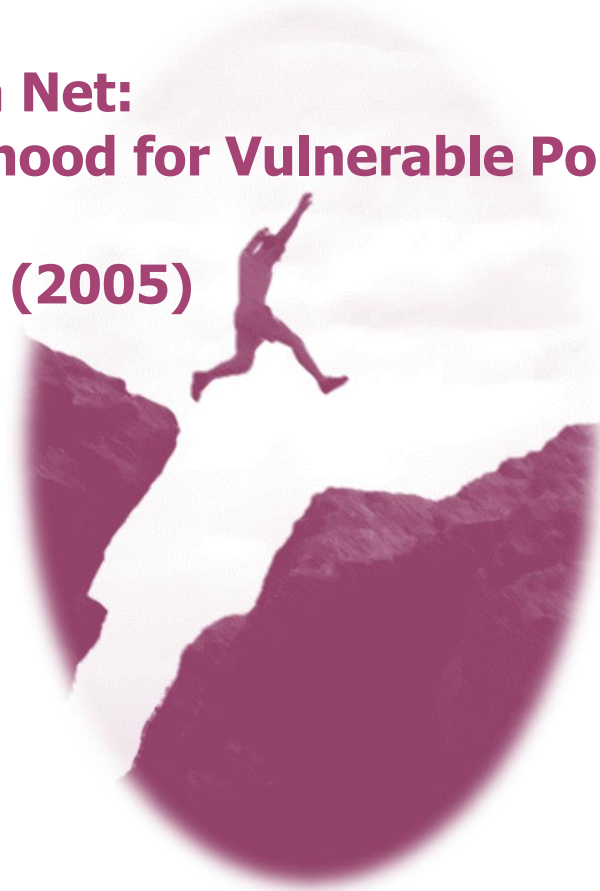
James Côté, 2006

#5. Why the Attention?

Concern about Systemic Transitions

**On Your Own Without a Net:
The Transition to Adulthood for Vulnerable Populations**

D. Wayne Osgood et al. (2005)



MacArthur Foundation

Research Network on Transitions to Adulthood



#5. Why the Attention? Concern about Systemic Transitions

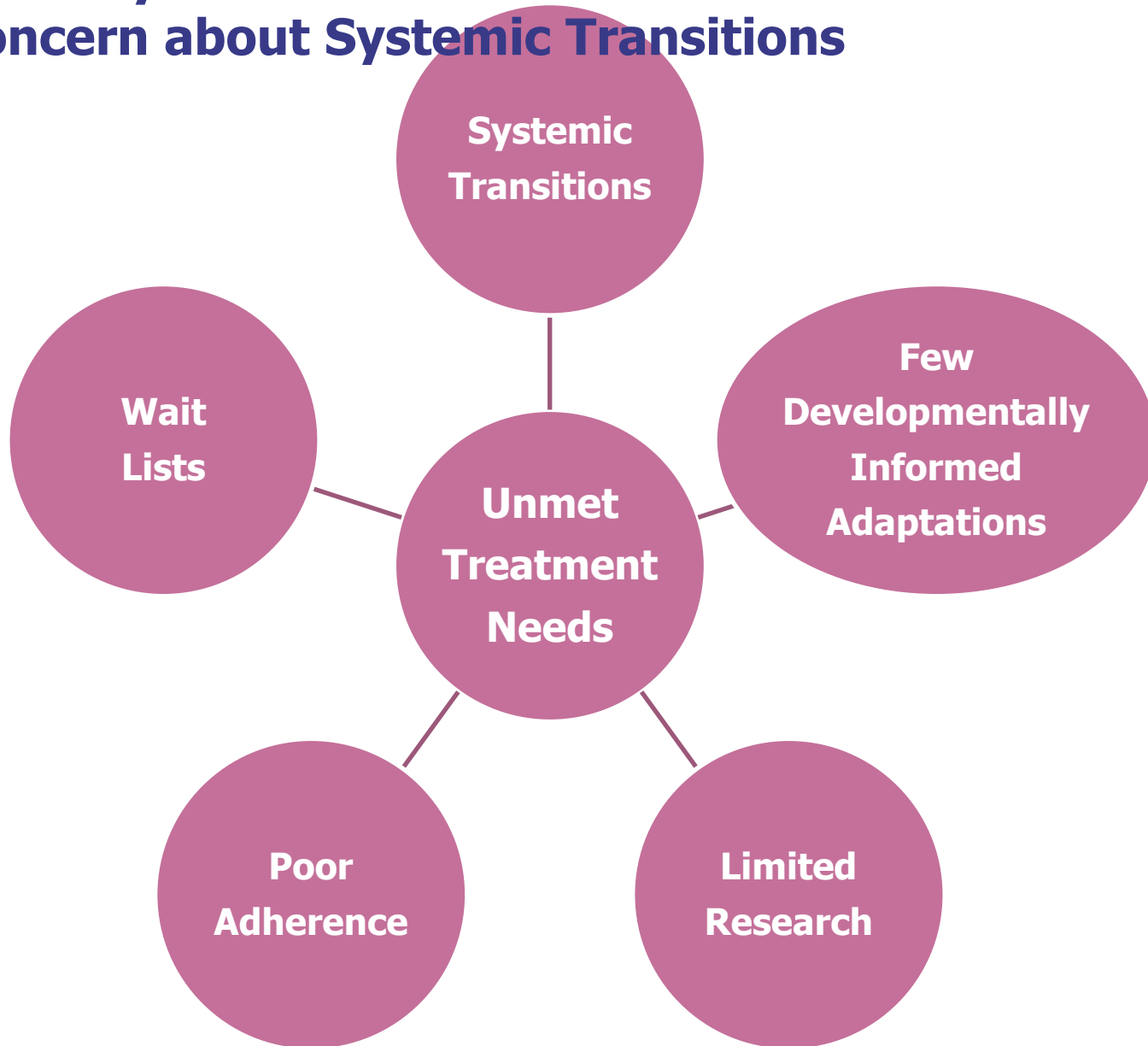
Child/Adolescent System

- **High School**
- **High School**
- **Special Education**
- **Pediatric Healthcare**
- **Child Mental Health**
- **Child Welfare**
- **Juvenile Justice**
- **Civil Legal/Dependent**
- **Social Service/Child**

Adult System

- **Post-Secondary**
- **Workplace**
- **?**
- **Primary Healthcare**
- **Adult Mental Health**
- **?**
- **Criminal Justice**
- **Civil Legal/Independent**
- **Social Service/Adult**

#5. Why the Attention? Concern about Systemic Transitions





Bridging the Gap for Emerging Adults: Developmental Perspectives on Clinical Intervention

Keep the Development in Developmental Psychopathology

Emerging adulthood may be a turning point in development.

Emerging adulthood may represent an opportunity for a developmental reframe.

Clinical intervention must be a comprehensive, strategic, developmentally informed series of professional efforts pursued collaboratively with the client to decrease psychopathology and promote developmental competence.



Bridging the Gap for Emerging Adults: Developmental Perspectives on Clinical Intervention

- Carefully plan for systemic transitions**
- Stretch the age limits for pediatric systems**
- Define developmental criteria for transition**
- Add developmentally informed programming**
- Outreach to emerging adults**
- Target specific populations**
- Build transitional programs**
- Locate services in alternate locations**
- Create integrated service centers**
- Create lifespan clinics for special populations**



Bridging the Gap for Emerging Adults: Ethical Considerations

How do we evaluate and expand emerging adults' capacity to understand and exercise their rights and responsibilities as an adult?

What is the ethical thing to do when a young adult may need an alternate or collaborative decision maker?

How do we acknowledge and ethically manage risk for harm to self and others?



Bridging the Gap for Emerging Adults: A New Area of Professional Competence and Practice

Adolescence

**Emerging
Adulthood**

**Early
Adulthood**

**Child
Clinicians**

**EA
Clinicians**

**Adult
Clinicians**

Becoming an Emerging Adult at Montefiore (BEAM)

The BEAM program aims to develop, implement, and evaluate developmentally-informed policies and interventions for emerging adults with a wide range of presenting concerns. Our goal is to offer assessment, treatment, consultation, education and training to improve our ability to meet the needs of emerging adults as they present to, and transition among, clinics across our health system....



Becoming an Emerging Adult at Montefiore (BEAM)

Emerging Adult Self-Assessment Questionnaire

Directions: We are trying to get sense of how prepared you feel to transition into adulthood and specifically, into an adult treatment clinic. Please rate how ready or prepared you feel today in terms of:

	Not at all	A little bit	Somewhat Fairly	Very Much	Completely
Emotional Independence (e.g., knowing what you are feeling, how to express yourself, how to deal with difficult emotions)	0	1	2	3	4
Financial Independence (e.g., supporting yourself financially, living on your own, managing your bank account, knowing your own insurance information)	0	1	2	3	4
Identity (e.g., knowing your own values and goals)	0	1	2	3	4
Progress in work/school (e.g., feeling that you are making progress or are where you need to be in terms of work or school)	0	1	2	3	4
Social Independence (e.g., feeling comfortable making your own friends, initiating spending time with friends, able to maintain friendships)	0	1	2	3	4
Tasks of daily living (e.g., making your own decisions, time management, making and sticking to a budget, preparing your own food)	0	1	2	3	4
Able to manage my own treatment (e.g., attending sessions on your own, remembering to take your medications, calling your therapist to reschedule when you need to)	0	1	2	3	4
Overall (e.g., in general, how ready do you feel to be an adult?)	0	1	2	3	4
Comments:					



Becoming an Emerging Adult at Montefiore (BEAM)

Developmental Hierarchy

- Filling out a job application**
- Calling an old boss to ask for a reference**
- Researching job options**
- Meeting new people independently**
- Reminding my parents not to cook for me**
- Going to the grocery store on my own**
- Preparing my own meals**





Being an Emerging Adult at Montefiore (BEAM)

Specialty Programming

- **College Readiness Group**
- **What's Next Group**
- **Virtual Town Hall**
- **Voter Registration Drive**
- **Resource Sharing**

Becoming an Emerging Adult at Montefiore (BEAM)



Evidence-Based Practice in Child and Adolescent Mental Health



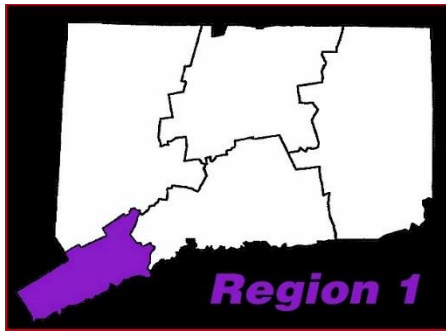
ISSN: 2379-4925 (Print) 2379-4933 (Online) Journal homepage: <http://www.tandfonline.com/loi/uebh20>

Scaffolding and Support Beams: Clinical and Administrative Tools for Emerging Adult Programs

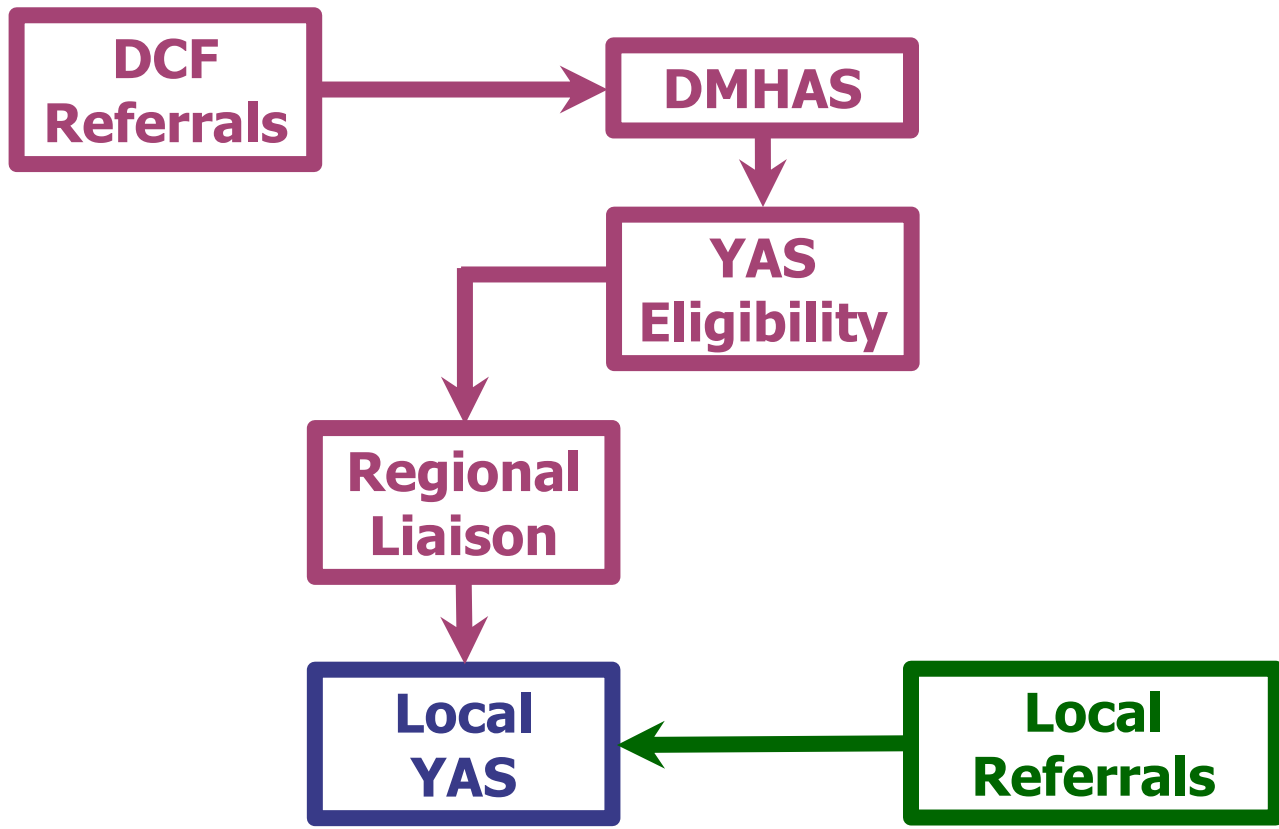
Amy Kranzler, Sandra S. Pimentel & Amanda Zayde

To cite this article: Amy Kranzler, Sandra S. Pimentel & Amanda Zayde (2018): Scaffolding and Support Beams: Clinical and Administrative Tools for Emerging Adult Programs, Evidence-Based Practice in Child and Adolescent Mental Health, DOI: [10.1080/23794925.2018.1551092](https://doi.org/10.1080/23794925.2018.1551092)

Connecticut DMHAS Young Adult Services: A Statewide Network



Connecticut DMHAS Young Adult Services: A Statewide Network





Connecticut DMHAS Young Adult Services: A Statewide Network

- **18 to 24 years of age**
- **Serious and persistent psychiatric difficulty**
- **High-risk behavior**
- **Complex treatment needs as a young adult**
- **Previous involvement with the child welfare system**
- **Interest in an intensive ambulatory program**



Connecticut DMHAS Young Adult Services: A Statewide Network

- **Complex treatment needs**
 - **Clinical**
 - **Medical**
 - **Vocational-educational**
 - **Occupational therapy**
 - **Residential support**
 - **Social**
 - **Recreational**
 - **Family**
 - **Psychosexual**
 - **Parenting**
 - **Legal**
 - **Risk management**



The DV 53 EA SIG

Goals of the EA SIG

- **Education and outreach**
- **Clinical interventions**
 - **Defining best practices**
 - **Prevention and early intervention**
 - **Attention to intersecting and minoritized identities**
- **Research**
- **Diversity, equity, and inclusion**
- **Advocacy and collaboration**



The DV 53 EA SIG

Leadership Team

Chair: Chelsea VanderWoude, PhD

Vice-Chair: Kelly Schloredt, PhD

Secretary: TBD

Members at Large:

- **Communication: Aijia Yao, MA**
- **DEI: Hana-May Eadeh, MA**
- **Education: Joseph DeLuca, PhD**
- **Membership: Traci Kennedy, PhD**
- **Practice: Arielle Linsky, PhD**
- **Research: Erica Musser, PhD**
- **Student: Angela Pollard, MS**
- **Mentors: Thomas McMahon, PhD and Amanda Zayde, PsyD**



The DV 53 EA SIG

Join the EA SIG at:

<https://sccap53.org/emerging-adulthood-special-interest-group>

Questions?



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<https://sccap53.org/emerging-adulthood-special-interest-group>

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