**MODULE II**

**COMPLEXTIES IN ADOLESCENCE**

**Adolescence**

Adolescence is a period beginning with the onset of puberty and ending when individuals assume adult roles and responsibities. It has traditionally been viewed as starting of puberty, a rapid spurt in physical growth accompanied by sexual maturation, and as ending with the adult life. It is very difficult to point out the exact range of adolescence period in terms of chronological years. Adolescence is the significance period of intensive growth and development with respect to children’s physical, emotional, cognitive, social and sexual aspects of their personality. This is the stage of grate stress and strains. They are said to be quite touchy, moody and sensitive.

**2.1. Characteristics of Adolescence**

Some of the special characteristics of adolescence with reference to their needs and problems are given below:

* Perplexity with regard to somatic variation: The beginning of adolescence is signaled by a sudden increase in the rate of physical growth. While the growth spurts occurs for both sexes, it starts earlier for girls, than for boys and that will lead to the further development to reach the adult maturity. Primary and secondary sexual characteristics appear and start to function. They want to be reasonably satisfied with one’s physical appearance and it is one of the important tasks for them.
* Intensification of self-awareness: Self- conscience is extremely developed in adolescence.it is the time for self-expression, self- decoration, wants to be the center of attraction and heroes in the group. They are found to be self-assertive and confident than before.
* Intensification of Sex-consciousness: Sudden functioning of sexual glands, secretion of sexual hormones and awaking of strong sexual instinct make them more aware of their sexual role.
* Independence vs Dependence: Adolescence is the boundary line of childhood, so that the individual need to be dependent but the social circle is widened and s/he want to be independent, this conflict is a common characteristics od adolescent age.
* Peer group relationship: Peer group relationship plays a substantial role in the adolescent life. S/he shifts away from parents and elders and spend much of her/his time with the friends. They value the suggestions and opinions of peers and want to impress them.
* Idealism VS Realism: they have high interest in ideals. That influence their attitude and behaviour pattern. In search of idealism they move away from realism. Lack of experiences make them unrealistic and sometimes that will end in real conflicts.
* Vocational Choice and Need of Self- Support: An Adolescent’s strong desire is to achieve self –sufficiency and become independent like an adult.it is a period of taking decisions about their career.
* Rational thinking: Adolescents become capable of logical thinking. Scientific inquiry, Problem solving capacity and abstract thinking are some of the signs of this age.
* Emotional Changes: Adolescents are wildly emotional that they experience huge swings in mood and turbulent outbursts of emotions.

**2.2. Needs and Problems of adolescence:**

1. During the period of adolescence there will be rapid physical development. In order to have a well balanced body there should be nutritive food and proper physical exercise. So they should be induced to take interest in physical education and different kinds of games.

2. The extreme imagination and sentimentality of adolescents can be used to induce them to learn literature, music and art. They create their own worlds of fantasy and live there temporarily, abandoning the real world. Their excessive imagination manifests itself in the form of day-dreaming. This tendency can be exploited by making them express it through literature, music, painting.

3. There will be development of mental abilities to think, solve problems, and to evaluate. In order to develop them fully, adolescents should be given material for thought and problems to solve.

4. Sexual development is one of the most significant characteristic of this period. A very strong sexual tendency is seen in adolescents. They are very eager to collect information regarding sex from different sources. They get misinformation from obscene literature and their misconceptions and wrong notions about sex will make them develop a negative attitude towards it. Due to the rapid physiological changes both boys and girls are found to be in very embarrassing situations owing to their lack of knowledge of the basis and causes of all physiological changes. They should be given sex education both by parents and teachers. The provision of sex education should be made from the early life of the child. It is the responsibility of parents to inculcate good habits in their children and provide sex education. The second agency which can be given this duty is teacher.

 It should be given a non-emotional title as Personal relations of Life Adjustment or health and hygiene, Sex education should form an integral part of our curriculum. Various topics of sex education should be incorporated in subjects like science, home-science etc. psychology and sociology etc. The problems of sex impulse can also be solved by inducing them to develop interest in various kinds of games and sports, art, painting, dancing, singing etc. (Sublimation)

5. The tendencies of here worship and idealization are very strong in adolescents. This tendency can be used so as to inculcate a proper character and personality in the adolescent’s mind. Adolescents should be made to read the books which deal with the lives of great men and the interesting works of great man and the interesting works of great novelists and psychologists. Besides these, the teacher should himself represent the highest ideal to be imitated.

6. Adolescents want to be extroverts : They are happy to spend a larger part of their time in the companies of their friends and in the activities going on in their surroundings. This interest can be exploited by inculcating good qualities such as love, social mindedness, honesty and discipline. They can be taught to maintain good relations with others by making them indulge in group work.

7. Adolescents want to live in the groups of their friends and their influence on the development of their personality is no less important. It is unpsychological to prevent them from being among their friends. But parents and teachers should discourage them from mingling with bad friends. They should be encouraged to mingle with good friends. Thus their gregarious instinct has to be satisfied.

8. There should be provision for religious and value education. The essence of all religions is morality. This will help them to mould good character and not to engage in in disciplinary activities. The emphasis should be given to ideals and values.

9. There is a tendency on the part of adolescents to rebel against the traditions and customs prevailing in their societies. The teacher can channel this rebellious instinct to good use. He must teach them how to differentiate between bad traditions and good traditions and criticize the bad ones. They can be taught to imbibe the spirit of nationality internationality and world love.

10. There is a strong desire of achieving independence in adolescents. So interest in life career becomes a ‘great concern’ to them. What occupations should they choose, how they earn their livelihood are some questions, which they seek answers. So there is a need of vocational guidance and vocational education.

11. Adolescents want to achieve self-acceptance, realistic self-esteem and pride in themselves. They want others to respect them and accept them as worthwhile human beings. Hence both teachers and parents should be very careful when they deal with adolescents. They should never stand in the way of adolescents legitimate attempts to reach their goals. Instead, they should help them to overcome the barriers and reach to the goals. Parents and teachers should be sympathetic, affectionate and loving them. They must be prepared to recognize them and give them status. They should give them pieces of good advice in a spirit of friendship. Over strictness on the part of teachers and parents is harmful. It will create tensions and frustrations in adolescents. They should be given the freedom of self-expression and self -determination. Whenever they go wrong, they must be given necessary directions in a friendly manner. They can be made to understand and appreciate adult values and attitudes by giving them appropriate work experience. Parents and teachers should try to help them to find out solutions to their problems through free discussions.

**2.3. Problems of Adolescents**

* **Information Overloading:**

It is a situation in which one gets more information than s/he can deal with at one time and become tired and confused. In other words it is the stress induced by reception of more information than is necessary to make a decision (or that can be understood and digested in the time available) and by attempts to deal with it with outdated time management practices. Information overload is a description given to the phenomenon where so much information is taken in by the human brain that it becomes nearly impossible to process it. Teenagers are living in a world where they are constantly attached to headphones, and focused on multiple screens, resulting in their brains not having time to absorb anything and constantly doing more than one thing poorly rather than one thing properly.Jonathan B. Spira says that“We have become far more proficient in generating information than we are in managing it, and we have also built technology that easily allows us to create new information without human intervention.” Information overload (also known as infobesity or infoxication) refers to the difficulty of a person can have understanding an issue and making decisions that can be caused by the presence of too much information. The term is popularized by Alvin Toffler in his bestselling book ‘Future Shock’ (1970).Information overload occurs when the amount of input to a system exceeds its processing capacity. Decision makers have fairly limited cognitive processing capacity. Consequently, when information overload occurs, it is likely that a reduction in decision quality will occur.

Information technology may be a primary reason for information overload due to its ability to produce more information more quickly and to disseminate this information to a wider audience than ever before. In the modern information age, information overload is experienced as distracting and unmanageable information such as email spam, email notifications, instant message, tweets and Facebook updates in the context of the work environment. Social media has resulted in "social information overload," which can occur on sites like Facebook,and technology.

Reasons for Information Overload: It is the product of the desire to know and to be a part of things, knowledge. As the variety of available communication systems has increased, the information overload also increased. Another reason is more students and other individuals engaged in research intensive activities, so that they need more information. Watching television, computer and other electronic medias can cause information overload. The ease of information access online is contributing to information overload.

**General Causes of Information Overload are:**

* A rapidly increasing rate of new information.
* The ease of [duplication](https://en.wikipedia.org/wiki/Copying) and [transmission](https://en.wikipedia.org/wiki/Data_transmission) of data across the Internet.
* An increase in the available channels of incoming information (e.g. telephone, e-mail, instant messaging, RSS (Rich Site Summary: publish frequently updated information: Blog entries, news headlines, audio, video)
* Ever-increasing amounts of [historical information](https://en.wikipedia.org/w/index.php?title=Historical_information&action=edit&redlink=1) to dig through
* Contradictions and inaccuracies in available information
* A lack of a method for comparing and processing different kinds of information
* The pieces of information are unrelated or do not have any overall structure to reveal their relationships
* The widespread access to the Web
* The ease of sending e-mail messages to large numbers of people
* As information can be duplicated for free, there is no variable cost in producing more copies
* Poorly created information sources (especially online), which:
	+ not simplified or filtered to make them shorter
	+ are not written clearly, so people have to spend more time understanding them
	+ contain factual errors or inconsistencies – requiring further research

**Symptoms which accompany IOL:**

* Increased cardiovascular stress, due to a rise in blood pressure,
* Weakened vision (siting a Japanese study which predicts a nearly universal near-sightedness in the close future)
* Confusion and frustration
* Impaired judgment based upon overconfidence,
* Decreased benevolence to others due to an environmental input glut
* No relaxation time
* Problems related with the memory and short attention span
* Feel tired constantly
* No regular exercise
* “Unconscious back up” of information loaded
* Discomfort in body, problems related with borne and spinal cord

**Solutions for the problem:**

* Spending less time on gaining information that is nice to know and more time on things that we need to know now.
* Focusing on quality of information, rather than quantity. A short concise e-mail is more valuable than a long e-mail.
* Learning how to create better information (this is what Info-engineering is about). Be direct in what you ask people, so that they can provide short precise answers.
* Single-tasking, and keeping the mind focused on one issue at a time.
* Spending parts of the day disconnected from interruptions (e.g. switch off e-mail, telephones, Web, etc.) so you can fully concentrate for a significant period of time on one thing.
* Schedule breaks: Take a break away from the computer. This gives brain a breather, and helps to regain perspective. The quiet time can help to making a good decision.
* Set limits: Because the Internet is available 24/7, can consume information for hours. Limit how long you scan for information. Filter your sources, focusing only on the high-quality ones.
* Keep your virtual and physical spaces clutter-free: Make sure your computer files and desk are ‘clear, well-organized and ready to handle overflow.’
* Set the goal for the information searching.
* Decide whether really need the information.
* Consume only the minimal effective dose.
* Don’t procrastinate by consuming too much information.
* **Substance of Abuse:**

Substance abuse, also known as drug abuse and substance use disorder, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others. Widely differing definitions of drug abuse are used in public health, medical and criminal justice contexts. This is one of the main evil captured today’s generation and statistics shows that 120 million users of hard drugs such as cocaine, heroin, and other synthetic drugs, drug use disorders resulted in 1,27,000 per year and alcohol use disorders resulted in an additional 139,000 deaths. Drugs most often used are [alcohol](https://en.wikipedia.org/wiki/Ethanol), [substituted amphetamines](https://en.wikipedia.org/wiki/Substituted_amphetamine), [barbiturates](https://en.wikipedia.org/wiki/Barbiturate),[benzodiazepines](https://en.wikipedia.org/wiki/Benzodiazepine) ([alprazolam](https://en.wikipedia.org/wiki/Alprazolam), [lorazepam](https://en.wikipedia.org/wiki/Lorazepam), diazepam and [clonazepam](https://en.wikipedia.org/wiki/Clonazepam)),[cocaine](https://en.wikipedia.org/wiki/Cocaine), [methaqualone](https://en.wikipedia.org/wiki/Methaqualone), [cannabis](https://en.wikipedia.org/wiki/Cannabis), [opioids](https://en.wikipedia.org/wiki/Opioids).

**Top Reasons Why Teens Abuse Substances are:**

1) Stress

2) Social Acceptance and/or Low Self-Esteem

3) Self-Medication

4) Misinformation

5) Easy Access

6) Media Influence

7) Peer group pressure

8) Broken Family conditions

9) Environmental influence

10) Curiosity

There are physical, mental, emotional and social problems caused by substance abuse.

* Health problems
* Social problems
* Morbidity
* Injuries
* Sexual problems and deviations
* Violence
* Deaths
* Motor vehicle accidents
* Homicides
* Suicides
* Physical Dependence
* Mental problems and illness
* Criminal offences
* Economic problems
* Poverty
* Problems with the law
* Loss of interest in favorite activities
* Violent behavior
* Withdrawal
* Depression
* Poor hygiene

Declining academic grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. Substance abuse affects teen brain development by interfering with neurotransmitters and damaging connections within the brain and reducing the ability to experience pleasure. It creates several problems with memory and causing missed opportunities during a period of heightened learning potential. Substance abuse produce ingraining expectations of unhealthy habits into brain circuitry also inhibits the development of perceptual abilities. They result from the financial losses and distress suffered by alcohol- and drug-related crime victims, increased burdens for the support of adolescents and young adults who are not able to become self-supporting, and greater demands for medical and other treatment services forthese youth**.**

Signs of substance abuse could be**:** Absenteeism, change in Behavior, Change in Academic Performance, Problems controlling mood and behavior, Neglected Physical Appearance, Weight loss, Peer concern, bruises and other marks on arms or other vein-laden areas (neck, behind knees), bloodshot eyes, sniffling nose, dilated pupils, etc. To save them we should provide suitable pharmacological assistance, social services, behavioral therapies and medical services.

To protect and save the individuals from substance abuse by giving them:

* Individual care
* Counselling
* Involvement in co-curricular activities
* Involvement in community activities
* Social support from community members
* Strong attachments to family
* All lead to higher self -esteem and less risk taking behaviors
* Get the help from authorities & law
* Conduct awareness programme
* **Suicidal Tendencies:**

Suicide is the process of purposely ending one's own life . Although suicide in children under 10 years of age is extremely rare, suicidal thoughts and acts are quite common even in pre pubertal children. Self-harm is defined as a compulsion or impulse to inflict physical wounds on one’s body motivated by a need to cope with unbearable psychological distress or regain a sense of emotional balance.

There are some risk factors which may leads to suicide. They are:

* Psychiatric disorders, particularly depression
* Poor child-parent relationships
* Sexual exploitation
* Experience of violence (family violence, bullying)
* Suicide of a first degree relative
* Loss of dear ones
* Feeling of loneliness
* Failures in life
* Substance abuse
* Childhood abuse (sexual, physical and emotional)
* Relationship problems
* Depression
* Serious fights with parents or friends
* Overambitious nature

Important protective factors from suicidal tendencies are healthy family, community/social factors, school environment and peer group relations. The positive personal strengths like Temperament, Attitude, Outlook on life, Religious beliefs also help a person to go forward in life in spite of difficulties. Cognitive flexibility, Interpersonal Problem solving skills, Hopefulness, Treatment of psychiatric disorders are also play a major role in protection of a person’s mental strength.

The warning signs help the care taker to give more attention of the individual and protect them from harm themselves. The warning signs include the following:

* Sudden changes in behaviour
* Changes in pattern of sleeping and eating
* Loss of interest in usual activities
* Withdrawal
* Experiencing a humiliating event
* Feelings of guilt or hopelessness
* Inability to concentrate
* Talk on suicide
* Give away important possessions

As a teacher we have the responsibility to help our students to build up a positive outlook of life. It is needed to train them to handle the problems of life and stress hopefully, in order to help the individual who has suicidal tendencies we could adopt different methods save the person from dangerous zone. The first step in establishing a meaningful relationship with adolescents is connecting with them and engaging them in the relationship. Another important strategy is Active listening which means to be attentive to the adolescents in order to understand the meaning behind their stories or conversations. Give them the feeling that ‘I am cared’, ‘I am precious’ through words as well as deeds. Train them in Stress management strategies. Help them to regain or develop self -esteem/self -confidence. If needed provide family therapy and medical help.

* **Depression:**

Depression is different from normal sadness in that it engulfs day-to-day life, interfering with ability to work, study, eat, sleep, and have fun.it is the feelings of helplessness, hopelessness, and worthlessness are intense.in other words depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being.Depression affects every person differently. Some people will experience a few symptoms, while others will experience many.

**Causes and risk factors of depression:**

* Loneliness
* Lack of social support
* Recent stressful life experiences
* Family history of depression
* Relationship problems
* Financial strain
* Early childhood trauma or abuse
* Alcohol or drug abuse
* Unemployment or underemployment
* Health problems or chronic pain

**Signs of Depression are given below:**

1. Persistent sadness, emptiness or anxiety.
2. Feelings of hopelessness, pessimism, guilt, worthlessness or helplessness.
3. Fatigue, decreased energy or feeling “slowed down.”
4. Loss of interest or pleasure in hobbies and activities that were once enjoyed.
5. Restlessness or irritability.
6. Difficulty in concentrating, remembering or making decisions.

7. Sleep disturbances, such as insomnia, early-morning waking or oversleeping.
8. Eating and weight changes,such as appetite and weight loss or overeating and weight gain.

9. Thoughts of death or suicide, including actual suicide attempts.
10. Persistent physical symptoms that don’t respond to treatment, such as headaches, chronic pain and digestive disorders.

**Some common warning signs of depression among teens:**

* Sadness or hopelessness
* Irritability, anger
* Withdrawal from friends and family
* Loss of interest in activities
* Changes in eating and sleeping habits
* Sloppy appearance
* Sudden drop in grades
* Restlessness and agitation
* Spending a lot of time in their room
* Lack of enthusiasm and motivation
* Fatigue or lack of energy
* Difficulty in concentrating
* Thoughts of death or suicide
* Over reacting to criticism
* Dramatic weight loss or weight gain

**Problems Caused by Depression:** Depression causes many problems in physical, mental, cognitive, academic and social levels of the children. The major problems are listed below:

* *Slipping grades* —difficult to concentrate and focus, sleep problems, fatigue and low energy.
* *Substance abuse* —use of drugs or alcohol as a way to self-medicate and cope with the depression.
* *Eating disorders* — Anorexia, bulimia and binge eating are often signs that undiagnosed depression exists.
* *Internet addiction* — tries to escape from their problems and withdraw from friends and family by excessively using the computer.
* *Self-injury* — Cutting, burning and other kinds of self-mutilation almost always indicate a person is depressed.
* *Reckless behavior* — engages in high-risk behaviors, such as reckless driving, unsafe sex and binge drinking.
* *Violence* — Self-hatred and suicidal thoughts can sometimes lead to violence and rage.
* *Suicide attempts* — Serious depression can lead to talk about or attempt suicide. This should not be dismissed as “attention-getting” behavior. Suicide attempts should always be taken very seriously.

We can help the individual s tp recover from their depression by helping them to develop a healthy lifestyle, Build balanced emotional skills or seek professional help. Practicing simple meditation techniques, Yoga and acupuncture could help to restore balance by reconnecting the mind and body. Another means for recover from depression is keeping the healthy, balanced diet which include low sugar, simple carbohydrates and fat, adding foods high in folic acid. Major depression often requires medications such as antidepressants in order to regain control of emotions. Exercise is more than just good for the body; it’s also good for mind. Exercise helps to boost a person’s mood by stimulating various feel-good brain chemicals that leave the feelings of happier and more relaxed. Exercise also takes the mind off worries, boosts energy level, and promotes better sleep.

* **Sexual Abuse:**

Sexual abuse, also referred to as molestation, is forcing undesired [sexual behavior](https://en.wikipedia.org/wiki/Sexual_behavior) by one person upon another. When that force is immediate, of short duration, or infrequent, it is called [sexual assault](https://en.wikipedia.org/wiki/Sexual_assault). The offender is referred to as a sexual abuser or (often pejoratively) molester. **Sexual abuse** is unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent. Most victims and perpetrators know each other. Immediate reactions to sexual abuse include shock, fear or disbelief. The term also covers any behavior by any adult towards a child to stimulate either the adult or child sexually. When the victim is younger than the [age of consent](https://en.wikipedia.org/wiki/Age_of_consent), it is referred to as [statutory rape](https://en.wikipedia.org/wiki/Statutory_rape) or [child sexual abuse](https://en.wikipedia.org/wiki/Child_sexual_abuse). Child sexual abuse is a form of [child abuse](https://en.wikipedia.org/wiki/Child_abuse) in which a child is abused for the sexual gratification of an adult or older adolescent. It includes direct [sexual contact](https://en.wikipedia.org/wiki/Human_sexual_activity), the adult or otherwise older person engaging indecent exposure (of the genitals, female nipples, etc.) to a child with intent to gratify their own sexual desires or to intimidate or groom the child, asking or pressuring a child to engage in sexual activities, displaying [pornography](https://en.wikipedia.org/wiki/Pornography) to a child, or using a child to produce child pornography. Effects of child sexual abuse include [shame](https://en.wikipedia.org/wiki/Shame) and [self blame](https://en.wikipedia.org/wiki/Self-blame), [depression](https://en.wikipedia.org/wiki/Major_depressive_disorder), [anxiety](https://en.wikipedia.org/wiki/Anxiety), [post-traumatic stress disorder](https://en.wikipedia.org/wiki/Post-traumatic_stress_disorder), [self-esteem](https://en.wikipedia.org/wiki/Self-esteem) issues, [sexual dysfunction](https://en.wikipedia.org/wiki/Sexual_dysfunction), [chronic pelvic pain](https://en.wikipedia.org/wiki/Chronic_pelvic_pain), [addiction](https://en.wikipedia.org/wiki/Substance_dependence), [self-injury](https://en.wikipedia.org/wiki/Self-injury), [suicidal ideation](https://en.wikipedia.org/wiki/Suicidal_ideation), [borderline personality disorder](https://en.wikipedia.org/wiki/Borderline_personality_disorder), and propensity to [re-victimization](https://en.wikipedia.org/wiki/Re-victimization) in adulthood. Child sexual abuse is a risk factor for attempting suicide. Much of the harm caused to victims becomes apparent years after the abuse happens.

Globally, approximately 18–19% of women and 8% of men [disclose](https://en.wikipedia.org/wiki/Self-report_study) being sexually abused when they were children. The gender gap may be caused by higher victimization of girls, lower willingness of men to disclose abuse, or both. Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often fathers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbors; strangers are the offenders in approximately 10% of child sexual abuse cases. Most child sexual abuse is committed by men; women commit approximately 14% of offenses reported against boys and 6% of offenses reported against girls. Child sexual abuse offenders are not [pedophiles](https://en.wikipedia.org/wiki/Pedophile) unless they have a primary or exclusive sexual interest in prepubescent children.

Child sexual abuse involves:

* + sexual touching of any part of the body, clothed or unclothed, including using an object
	+ assault by penetration, including rape or penetration of the mouth with an object or part of the body
	+ encouraging a child to engage in sexual activity, including sexual acts with someone else
	+ making a child strip or masturbate
	+ intentionally engaging in sexual activity in front of a child
	+ not taking proper measures to prevent a child being exposed to sexual activities by others
	+ meeting a child following sexual [grooming](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/), with the intent of abusing them
	+ taking, making, allowing someone to take, distributing, showing or advertising indecent images of children
	+ paying for the sexual services of a child
	+ encouraging a child into prostitution or pornography
	+ Showing a child images of sexual activity, including photographs, videos or via webcams.

There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse. Contact abuse is where an abuser makes physical contact with a child, including penetration. Non-contact abuse covers other acts where the abuser doesn't touch the child, such as [grooming](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/), [exploitation](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/), persuading children to perform sexual acts over the internet and flashing.

**The warning signs:**
Child sexual abuse isn’t always easy to spot. The perpetrator could be someone familiar for a long time or trust, which may make it even harder to notice. Consider the following warning signs:

* **Physical signs:**
* Difficulty walking or sitting
* Bloody, torn, or stained underclothes
* Bleeding, bruises, or swelling in genital area
* Pain, itching, or burning in genital area
* Frequent urinary or yeast infections
* **Behavioral signs**
* Shrinks away or seems threatened by physical contact
* Exhibits signs of [depression](https://rainn.org/get-information/effects-of-sexual-assault/depression) or [post-traumatic stress disorder](https://rainn.org/effects-of-sexual-assault/post-traumatic-stress-disorder)
* Expresses suicidal thoughts, especially in adolescents
* [Self-harms](https://rainn.org/get-information/effects-of-sexual-assault/self-harm)
* Develops phobias
* Has trouble in school, such as absences or drops in grades
* Changes in hygiene, such as refusing to bathe or bathing excessively
* Returns to regressive behaviors, such as thumb sucking
* Runs away from home or school
* Overly protective and concerned for siblings, or assumes a caretaker role
* Nightmares or bed-wetting
* Inappropriate sexual knowledge or behaviors

As a Teacher one must give awareness about sexual abuse to in the students. Proper sex education, scientific classes about body development, awareness programmes and workshop etc: should conduct in schools. Teacher should provide the knowledge and guidelines for problem recovery.

**2.3. Management of Adolescent problems- Role of Teacher**

Role of education especially that of teacher’s in brining balance in the different dimensions of their developmental stage is important.

* They should be made to learn the ways of healthy living and guidance should be provided for caring their health. The parents should made aware of the physical weakness deformities and illness of their children and necessary provision for the treatment should be made in schools or hospitals.
* Teachers should seek cooperation of parents in making the atmosphere of the homes suitable for emotional, moral and physical development of the children.
* Provide adequate provisions for co- curricular activities
* Follow child centered, dynamic, progressive, and active instructional strategies
* Teachers should understand and approachable for them
* Moral and religious training should be provided
* Social commitment values should inculcate through various activities and student organizations
* Give individual attention and nurturing
* Provide appropriate learning experience for their cognitive level
* Be sympathetic and attentive to their needs and problems
* Give vocational guidance and help
* Be a role model for them
	1. **Helping Adolescents for better adjustment**

The needs of the adolescents have to be satisfied and their problems realized in a proper way in order to help them in their growth and development process. It should be a combined effort by parents, teachers, children and the society. The followings are some suggestions to help the adolescents for better adjustment.

1. To have proper knowledge about the adolescent psychology
2. Provide proper environment for growth and development
3. Rendering proper sex education
4. Handle the problems and needs of adolescents with utmost care and understanding.
5. Training of emotions and satisfaction of emotional needs
6. To take care the special interest, curiosity, wants of the adolescents
7. Providing religious and moral education
8. Arrange vocational education programmes
9. Arrange guidance services and counselling facilities
10. Teach them stress management techniques and methods
11. Accompany them in their struggles and conflicts with sympathy
12. Give awareness about the ‘problems and traps’ of this stage
13. Provide scientific knowledge of sex roles and special characteristics
14. Cultivate social commitment and awareness
15. Teach them the meaning and relevance of cultural practices and customs of the society.

**2.5. Stress and Coping Strategies**

Modern life is full of frustrations, deadlines, and demands. For many people, stress is so commonplace that it has become a way of life. Stress isn’t always bad, though. Stress within the comfort zone can help the individual to perform under pressure, motivate to do the best, even keep individual safe when danger looms. But when stress becomes overwhelming, it can damage the health, mood, relationships, and quality of life.

Stress is the pressure or tension exerted on a material object or a person. [Richard Lazarus](https://en.wikipedia.org/wiki/Richard_Lazarus) and Susan Folkman suggested in 1984 that stress can be thought of as resulting from an “imbalance between demands and resources” or as occurring when “pressure exceeds one's perceived ability to cope”. Stress is body’s way of responding to any kind of demand or threat. When the person feel threatened, the nervous system responds by releasing a flood of stress hormones, including adrenaline and cortisol, which rouse the body for emergency action. The heart pounds faster, muscles tighten, blood pressure rises, breath quickens, and your senses become sharper. These physical changes increase the strength and stamina, speed of reaction time, and enhance the focus.This is known as the “fight or flight” stress response and the body’s way of protecting you. When working properly, stress helps to stay focused, energetic, and alert. In emergency situations, stress can save our life—by giving us extra strength to defend the self, for example, or spurring to slam on the brakes to avoid an accident. Stress can also help to rise to meet challenges. Stress is what keeps the person on toes during a presentation at work, sharpens concentration when attempting the game-winning free throw, or drives to study for an exam. But beyond the comfort zone, stress stops being helpful and can start causing major damage to the mind and body.

**Types of stress:**

(1 Acute stress: Acute stress is the most common form of stress among humans worldwide. Acute stress deals with the pressures of the near future or dealing with the very recent past. While this is the case in some circumstances, it is also a good thing to have some acute stress in life. Running or any other form of exercise is considered an acute stressor. Some exciting or exhilarating experiences such as riding a roller coaster is an acute stress but is usually very enjoyable. Acute stress is a short term stress and as a result, does not have enough time to do the damage that long term stress causes.

(2)Chronic stress: [Chronic stress](https://en.wikipedia.org/wiki/Chronic_stress) is unlike acute stress. It has a wearing effect on people that can become a very serious health risk if it continues over a long period of time. Chronic stress can lead to memory loss, damage spacial recognition and produce a decreased drive of eating. The severity varies from person to person and also sex difference can be an underlying factor. Women are able to take longer durations of stress than men without showing the same maladaptive changes. Men can deal with shorter stress duration better than women can but once males hit a certain threshold, the chances of them developing mental issues increases drastically.

**Positive stress or Eustress** (also called good stress) is when the perception of a stressful situation as an opportunity that will lead to a good outcome. This positive expectation is in contrast to Negative stress or Distress when the stressor is a threat that will have a poor outcome. A eustress or positive response to a stressor motivates to deal with a challenge or accomplish a task. It helps the individual to face what the person has to face or fix what have to fix. In the end, eustress can lead the individual to feelings of satisfaction and accomplishment, well-being and wholeness. Examples of eustress where the person is likely to meet a situation with a positive outlook and hope includes:

* A desired physical activity such as weight training
* Winning in sports competition
* Taking an examination
* Planning a vacation
* Labor and delivery
* Meeting a work deadline
* Managing the daily, repetitive stress of a job etc:

**Response to Stress:** The latest research into the brain shows that we, as mammals, have three ways of regulating our nervous systems and responding to stress.

* **Social engagement** is our most evolved strategy for keeping ourselves feeling calm and safe. Since the *vagus* nerve connects the brain to sensory receptors in the ear, eye, face and heart, socially interacting with another person—making eye contact, listening in an attentive way, feeling understood—can calm down and put the brakes on defensive responses like “fight-or-flight.” When using social engagement, one can think and feel clearly, and body functions such as blood pressure, heartbeat, digestion, and the immune system continue to work uninterrupted.
* **Mobilization**, otherwise known as the fight-or-flight response. When social engagement isn’t an appropriate response and we need (or think we need) to either defend ourselves or run away from danger, the body prepares for mobilization. It releases chemicals to provide the energy need to protect the self. At the same time, body functions not needed for fight or flight—such as the digestive and immune systems—stop working. Once the danger has passed, the nervous system calms the body, slowing heart rate, lowering blood pressure, and winding back down to its normal balance.
* **Immobilization**. This is the least evolved response to stress and used by the body only when social engagement and mobilization have failed. Sometimes the person may [traumatized](http://www.helpguide.org/home-pages/ptsd-trauma.htm) or “stuck” in an angry, panic-stricken or otherwise dysfunctional state, unable to move on. In extreme, life-threatening situations, may even lose consciousness, enabling to survive high levels of physical pain. However, until the individual able to arouse the body to a mobilization response, nervous system may be unable to return to its pre-stress state of balance.

**Effects of Stress Overload**

The body’s autonomic nervous system often does a poor job of distinguishing between daily stressors and life-threatening events. When we repeatedly experience the fight or flight stress response in our daily life, it can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, speed up the aging process and leave you vulnerable to a host of mental and emotional problems.Health problems are caused by stress includes pain of any kind, heart disease, digestive problems, sleep problems, depression, weight problems, autoimmune diseceses, skin conditions etc:

The following are some of the common warning signs and symptoms of chronic stress. The more signs and symptoms have noticed that much closer to the stress overload.

**Cognitive Symptoms**: Memory problems, Inability to concentrate, Poor judgment, Seeing only the negative, Anxious or racing thoughts, Constant worrying

**Emotional Symptoms**: Moodiness, Irritability or short temper, Agitation, inability to relax, Feeling overwhelmed, Sense of loneliness and isolation, Depression or general unhappiness

**Physical symptoms**: Aches and pains, Diarrhea or constipation, Nausea, dizziness, Chest pain, rapid heartbeat, Loss of sex drive, Frequent colds.

**Behavioural symptoms**: Eating more or less, Sleeping too much or too little, Isolating yourself from others, Procrastinating or neglecting responsibilities, Using alcohol, cigarettes, or drugs to relax, Nervous habits (e.g. nail biting, pacing)

**The Causes of Stress**

The situations and pressures that cause stress are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on the person or forces him/her to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion. Of course, not all stress is caused by external factors. Stress can also be self-generated, for example, when you worry excessively about something that may or may not happen, or have irrational, pessimistic thoughts about life.

Stressors are divided in two: External and Internal causes

Common external causes of stress: Major life changes, Work or school, Relationship difficulties, Financial problems, Being too busy, Children and family.

Common internal causes of stress, Children and family, Chronic worry, Pessimism, Negative self-talk, Unrealistic expectations/Perfectionism, Rigid thinking, lack of flexibility, All-or-nothing attitude.

### Methods to Avoid or Reduce Stress

Stress is a fact of life for most people. One may not be able to get rid of stress, but can look for ways to lower it.

* Learn better ways to manage the time. Persons may get more done with less stress if they make a schedule. Think about which things are most important, and do those first.
* Find better ways to cope. Look at how you have been [dealing with stress](http://www.webmd.com/balance/ss/stop-stress-now). Be honest about what works and what does not. Think about other things that might work better.
* Take good care of yourself. Get plenty of rest. Eat well. Don't smoke and avoid alcohol.
* Try out new ways of thinking. When you find yourself starting to worry, try to stop the thoughts. Or write down the worries and work on letting go of things you cannot change. Learn to say "no."
* Speak up. Not being able to talk about the needs and concerns creates stress and can make negative feelings worse. Assertive communication can help a person to express how feel in a thoughtful, tactful way.
* Ask for help. People who have a strong network of family and friends manage stress better.
* Sometimes stress is just too much to handle alone. Talking to a friend or family member may help, see a counselor if needed.

## Stress Management

## Stress Management is the process of using different methods to Reduce, Prevent, and Cope with Stress. It refers to the wide spectrum of techniques and [psychotherapies](https://en.wikipedia.org/wiki/Psychotherapy) aimed at controlling a person's levels of [stress](https://en.wikipedia.org/wiki/Stress_%28psychological%29), especially [chronic stress](https://en.wikipedia.org/wiki/Chronic_stress), usually for the purpose of improving everyday functioning. Stress management is all about taking charge: of the lifestyle, thoughts, emotions, and the way one person deal with problems. No matter how stressful is the life seems, there are steps one can take to relieve the pressure and regain control. We all respond to stress differently so, there’s no “one size fits all” solution to managing stress. But when one feel like the stress in the life is out of control, it’s time to take action. Stress management can teach the healthier ways to cope with stress, help to reduce its harmful effects, and prevent stress from spiraling out of control again in the future. Stress management involves changing the stressful situation when the person can, changing the reaction when one can’t, taking care of the self, and making time for rest and relaxation. The first step is to recognize the true sources of stress in the life. The following are some suggestions for stress management:

**(1) Engage socially:** Social engagement is the quickest, most efficient way to rein in stress and avoid overreacting to internal or external events that you perceive as threatening. There is nothing more calming to the nervous system than communicating with another human being who makes to feel safe and understood. This experience of safety—as perceived by your nervous system—results from nonverbal cues that you hear, see and feel.

* Reach out to a colleague at work
* Help someone else by volunteering
* Have lunch or coffee with a friend
* Ask a loved one to check in with you regularly
* Accompany someone to the movies or a concert
* Call or email an old friend
* Go for a walk with a workout buddy
* Meet new people by taking a class or joining a club

**(2) Get moving.** Physical activity plays a key role in managing stress. Activities that require moving both your arms and your legs are particularly effective. Walking, running, swimming, dancing, and aerobic classes are good choices, especially if you exercise mindfully (focusing your attention on the physical sensations you experience as you move). Focused movement helps to get your nervous system back into balance. If you’ve been traumatized or experienced the immobilization stress response, getting active can help you to become "unstuck."

* Put on some music and dance around
* Take pets for a walk
* Walk or cycle to the grocery store
* Use the stairs at home or work rather than an elevator
* Park the car in the farthest spot in the lot and walk the rest of the way
* Pair up with an exercise partner and encourage each other as you workout
* Play ping-pong or an activity-based video game with kids
* Reach out to family and friends and connect regularly in person

**(3) Set aside relaxation time**. [Relaxation techniques](http://www.helpguide.org/articles/stress/relaxation-techniques-for-stress-relief.htm) such as yoga, meditation, and deep breathing activate the body’s relaxation response, a state of restfulness that is the opposite of the fight or flight stress response.

**(4) Eat a healthy diet**. Well-nourished bodies are better prepared to cope with stress. Start your day with a healthy breakfast, reduce your caffeine and sugar intake, add plenty of fresh fruit and vegetables, and cut back on alcohol and nicotine.

**(5) Get plenty of sleep**. Feeling tired can increase stress by causing you to think irrationally. Keep your cool in stressful situations by [getting a good night’s sleep](http://www.helpguide.org/articles/sleep/how-to-sleep-better.htm).

**(6) Avoid unnecessary stress:** When handling the predictable stressors, one can either change the situation or change the reaction. When deciding which option to choose in any given scenario, it’s helpful to think of the four A's: avoid, alter, adapt, or accept.

**(7) Learn how to say “no”** – Know your limits and stick to them. Whether in your personal or professional life, taking on more than you can handle is a surefire recipe for stress. Distinguish between the “shoulds” and the “musts” and, when possible, say “no” to taking on too much.

**(8) Avoid people who stress you out** – If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.

**(9) Take control of the environment** – If the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

**(10) Alter the situation**: If you can’t avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.

**(11) Express the feelings instead of bottling them up.** If something or someone is bothering be more assertive and communicate your concerns in an open and respectful way.

**(12) Be willing to compromise.** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you’ll have a good chance of finding a happy middle ground.

**(13) Adapt to the stressor:** How you think can have a profound effect on your stress levels. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. Regain your sense of control by changing your expectations and attitude to stressful situations.

**(14) Reframe problems.** Try to view stressful situations from a more positive perspective.

**(15) Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

**(16) Adjust the standards:**Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”

**(17) Accept the things one cannot change:** Acceptance may be difficult, but in the long run, it’s easier than railing against a situation you can’t change.

**(18) Don’t try to control the uncontrollable.** Many things in life are beyond our control—particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

**(19) Look for the upside.** When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

**(20) Learn to forgive.**Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

 **(21) Do something you enjoy every day.**Make time for leisure activities that bring you joy

**(22) Keep the sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress.

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| If the methods of coping with stress aren’t contributing to the greater emotional and physical health, it’s time to find healthier ones. No single method works for everyone or in every situation, so experiment with different techniques and strategies are needed. Focus on what makes a person feel calm and in control. |

**Unhealthy ways of coping with stress:** These coping strategies may temporarily reduce stress, but they cause more damage in the long run: Smoking, [Drinking too much](http://www.helpguide.org/articles/addiction/alcoholism-and-alcohol-abuse.htm), Bingeing on junk or comfort food, [Zoning out for hours in front of the TV or computer](http://www.helpguide.org/articles/addiction/internet-and-computer-addiction.htm), Withdrawing from friends, family, and activities, [Using pills or drugs to relax](http://www.helpguide.org/articles/addiction/drug-abuse-and-addiction.htm), Sleeping too much, Procrastinating, Filling up every minute of the day to avoid facing problems, Taking out your stress on others (lashing out, angry outbursts, physical violence).

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