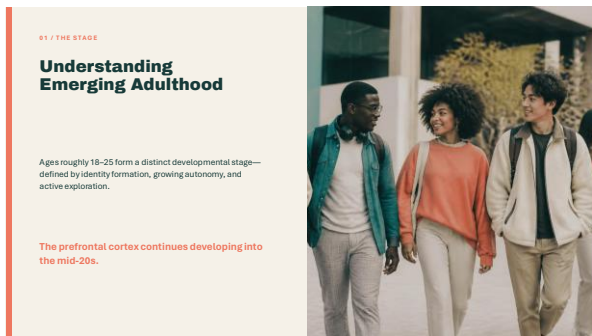
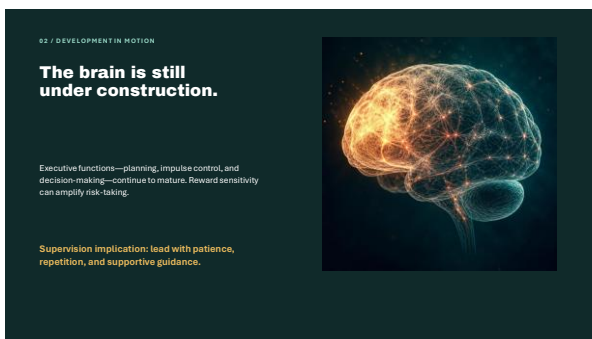




1



2



3



Identity is explored in real time.

Career, values, relationships—and the limits around them—are all being tested.

- 1 Identity exploration
- 2 **Autonomy seeking**
- 3 Boundary testing
- 4 Social + neural risk factors

4

From compliance to capability

TYPICAL

Rules → consequence

Strict direction and immediate consequences can trigger resistance and conceal the skill gap.

Resistance

DEVELOPMENTALLY INFORMED

Guide → practice → reflect

Guided choices and self-regulation practice create engagement, ownership, and durable growth.

Engagement + growth

5

Engagement is designed, not demanded.

BARRIERS

Mistrust
Conflicting priorities
Inconsistent motivation

FACILITATORS

Personal relevance
Autonomy support
Positive supervisor relationships

Tailor the invitation to the developmental need.

6

Four moves that meet the moment

01 Goals with identity

Align goals to who they are becoming.

02 Motivational interviewing

Evoke reasons for change; do not prescribe them.

03 Flexible clarity

Adapt rules while keeping expectations visible.

04 Peer connection

Use group support to normalize growth.

7

Communication that earns buy-in

Listen for meaning before moving to solutions.

Active listening + empathy

Respectful, nonjudgmental language

Collaborative problem-solving

Explain the why

8

Behavior change is a cycle of support

Rapport + readiness

Progress + feedback

1

2

3

4

Achievable goals

Reinforce + revise

5-MINUTE PAIR-SHARE

Think of a young person you supervise. Which step in the cycle is the current point of leverage, and what is one small action you could take this week? Share with a partner, then be ready to name one insight.

Debrief - What made the step easier or harder to identify?

9

Structure gives the frame. Flexibility makes it fit.

STRUCTURE

Consistent rules
Accountability
Clear consequences

FLEXIBILITY

Adapt to individual needs
Allow meaningful autonomy
Support growth

Balance builds responsibility—and the independence to sustain it.

10

Supervise for who they are becoming

1. Recognize brain + identity development

2. Tailor to the individual

3. Communicate with empathy

4. Balance accountability + autonomy

5. Build skills for lasting independence

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63 / DEVELOPMENT IN MOTION

Recognizing Readiness Signals

Readiness can appear through shifts in language, questions, and willingness to engage.



Moving from "why" to "how"



Seeking input on decisions

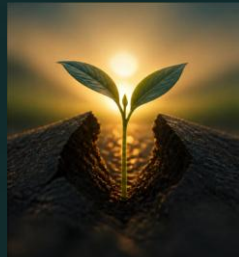


Returning to conversations



Showing curiosity about consequences

Supervision implication:
Readiness is observable—adjust support intensity when signals appear.



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03 / DEVELOPMENT IN MOTION

The Role of Failure in Development

Safe-to-fail experiences allow the brain to practice, adapt, and grow—building confidence and decision-making capacity.

Attempt

Mistake

Reflection

Retry

- Avoid rescuing too quickly.
- Allow struggle within supportive bounds.
- Use reflection to turn setbacks into learning.

Supervision Implications: create the conditions for safe challenge so learners build independence and decision-making capacity.

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03 / DEVELOPMENT IN MOTION

Managing Emotional Intensity

High-stakes situations can feel especially intense during emerging adulthood. Rejection sensitivity may shape how emotions are expressed and expressed.

SUPERVISION MOVES

♥

Name emotions without dismissing them. Validate what they feel—without minimizing or rushing to fix.

👤

Separate the person from the behavior. Address choices and impact while preserving worth and connection.

🧘

Model emotional regulation. Use grounding, breathing, and perspective-taking out loud.

💬

Create space to vent before problem-solving. Listen fully first—then collaborate on next steps.

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03 / DEVELOPMENT IN MOTION

Motivation Myths and Realities

MYTH		REALITY
01 External consequences drive change.	→	Autonomy support and intrinsic motivation help sustain it.
02 One conversation creates commitment.	→	Repetition and practice build new patterns.
03 Motivation is fixed.	→	Motivation shifts with context, trust, and relevance.

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03 / DEVELOPMENT IN MOTION

Supervision Moves for Conflict

1

Name the pattern:

"This is the third time we've had this tension."

2

Get curious:

"What's happening for you right now?"

3

Collaboratively reframe:

"How could we handle this differently?"

4

Plan together:

"What would help?"

This resolves the immediate issue while teaching conflict resolution.

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03 / DEVELOPMENT IN MOTION

Cultural and Systemic Context

Identity exploration occurs within systemic constraints involving race, class, gender, and access. These forces shape opportunities, choices, and well-being.

SUPERVISION PRACTICES

Ask about context. Invite exploration of how systems and culture are showing up.

Name structural barriers. Acknowledge how inequities can limit options and create strain.

Avoid pathologizing responses. Recognize that stress, mistrust, and anger can be reasonable responses to oppression.

PRINCIPLE: Center their expertise on their own experience.

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03 / DEVELOPMENT IN MOTION

When the Supervision Relationship Breaks Down

Rupture is not failure—it's normal test of whether the relationship is genuine.

What matters most is not perfection, but repair.

Repair models accountability and resilience.

FOUR REPAIR STEPS

1

Acknowledge the rupture without defensiveness.
Name what happened and its impact.

2

Take responsibility for your part.
Own your impact—no excuses.

3

Explain what you're learning.
Share insights and commitment to grow.

4

Invite co-created repair.
Ask what would help rebuild trust and move forward together.

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QUESTIONS • DISCUSSION

**Thank you for
your attention.**

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