

July 16, 2021

E-MOTION - potential of
hypersensitivity

2018-1-PL01-KA201-051033

Final conference



„Theoretical and methodological advances in the study of high sensitivity in children”

Alicante, 16 July 2021

Practical implications of the results of qualitative research - Focus Groups

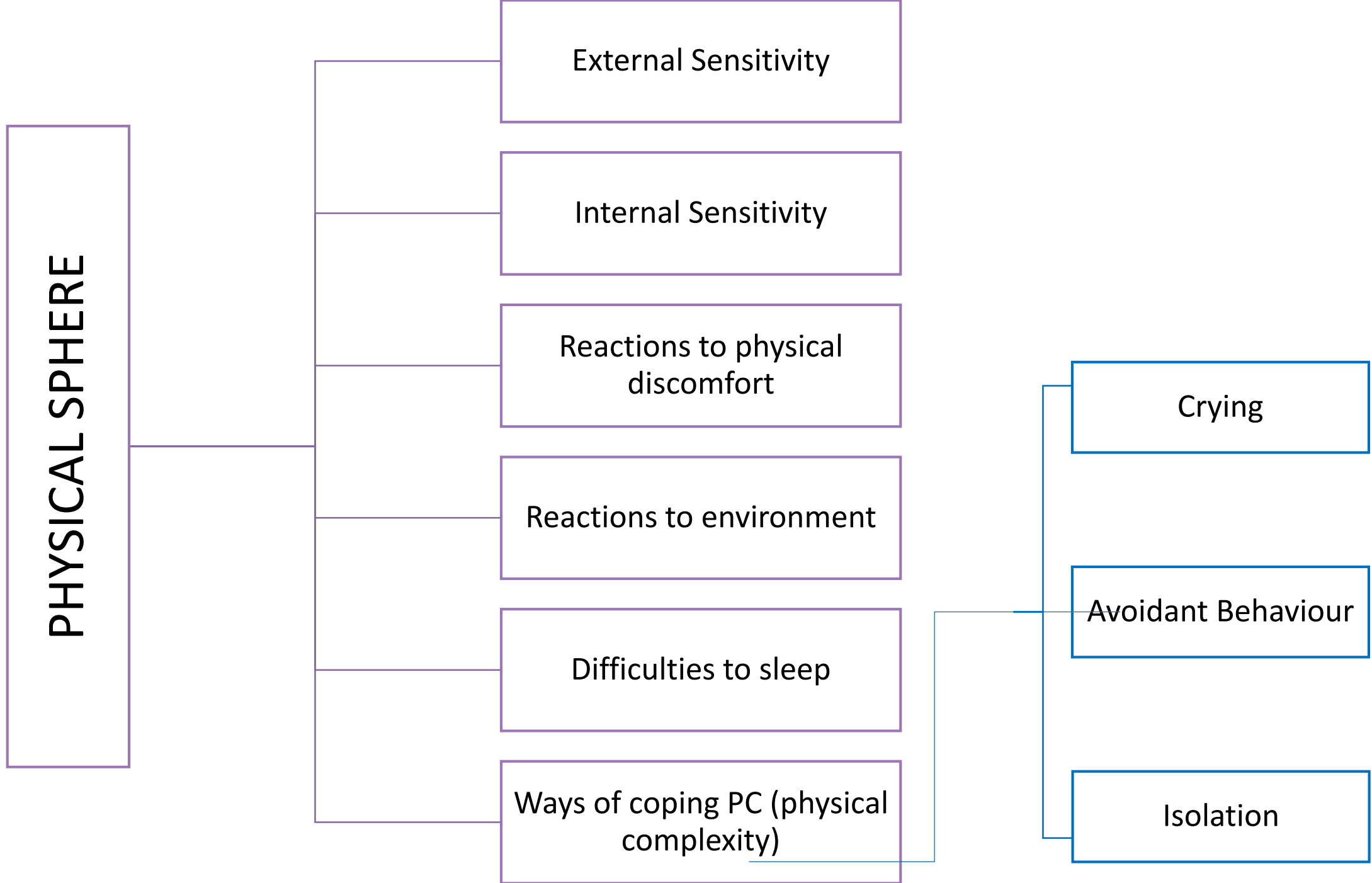
W. Poleszak, PhD

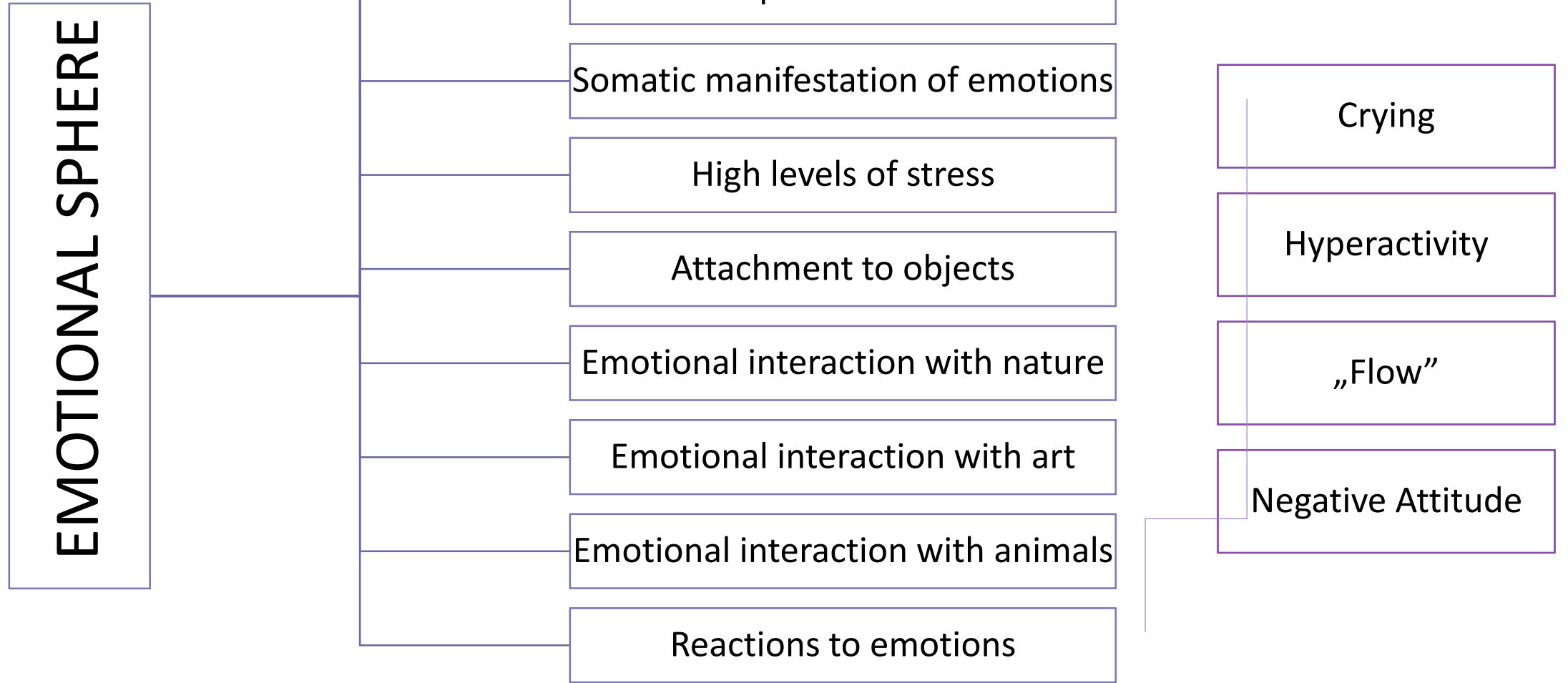
University of Economics and Innovation in Lublin

Structure

- **Focus groups interviews results** (for parents of children in preschool and early school-age)
- Impact of high sensitivity in the implementation of developmental tasks
- The impact of high sensitivity to developmental crises
- Experience from the therapeutic practice

Focus groups interviews results (for parents of children in preschool and early school-age)





SOCIAL SPHERE

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graph LR; SS[SOCIAL SPHERE] --- R1[Roles in groups]; SS --- R2[Time for group integration]; SS --- R3[Distraction by social interactions]; SS --- R4[Mental block in time or results situations]; SS --- R5[Lack of communication of needs/problems]; SS --- R6[Intense reactivity to social rewards and punishment]; SS --- R7[Ways of coping SS (social situations)]; R7 --- R8[Fear and Anxiety]; R7 --- R9[Avoiding conflicts]; R7 --- R10[Thinking about their faults]; R7 --- R11[Social support];
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Roles in groups

Time for group integration

Distraction by social interactions

Mental block in time or results situations

Lack of communication of needs/problems

Intense reactivity to social rewards and punishment

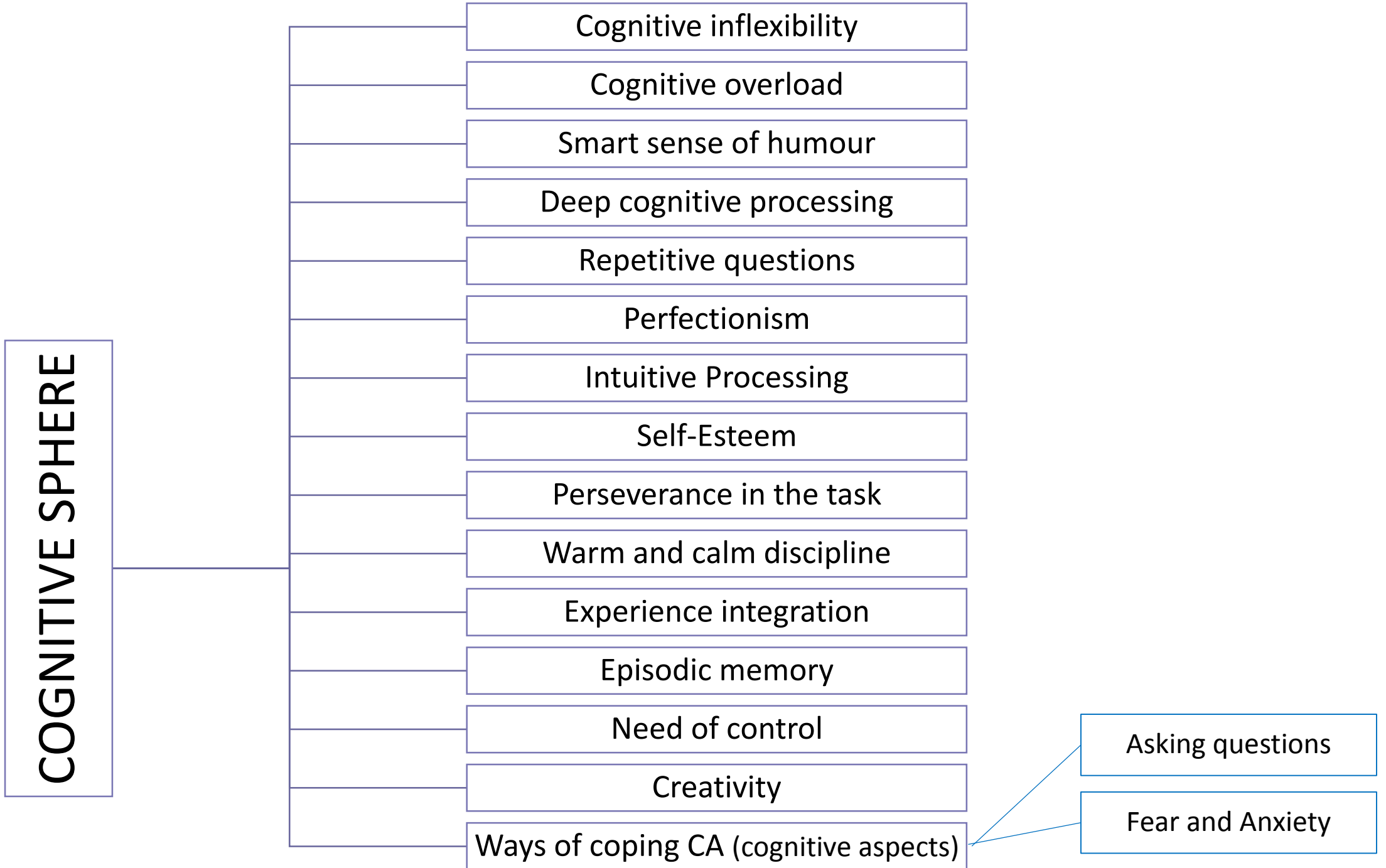
Ways of coping SS (social situations)

Fear and Anxiety

Avoiding conflicts

Thinking about their faults

Social support



Impact of high sensitivity in the implementation of developmental tasks

The developmental task

"A developmental task is a task which arises at or about a certain period of life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks"

Havighurst, R. J. (1948). Developmental tasks and education. University of Chicago Press.

The developmental task

Developmental tasks may arise from physical maturation, from pressures of cultural processes, or from the emerging personality, usually from the interaction of these factors.

Understanding of these tasks is useful to improve proper support for adequate development of highly sensitive individuals

The developmental tasks:

- The developmental tasks of :
 - infancy
 - early childhood,
 - middle childhood,
 - **adolescence,**
 - early adulthood,
 - middle age,
 - later maturity

their nature, their biological, psychological, and cultural basis, and their educational implications

Stages of psychosocial development according to the theory of E. H. Erikson

infancy (age 0-1 years old) sense of **trust** - a sense of **distrust**,

early childhood (2-3 years of age) sense of **autonomy** - sense of **shame**,

age of play (4-5 years) sense of **initiative** – sense of **guilt**,

school age (6-12 years of age) sense of **adequacy** - feeling of **inferiority**,

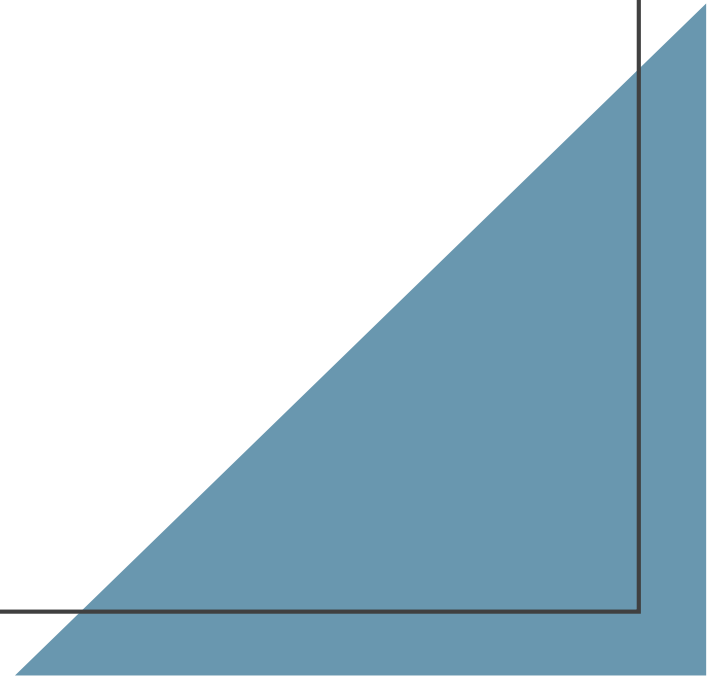
adolescence (13-18 years of age) sense of **identity** - **identity confusion**,

early adulthood (19-25 years of age) sense of **intimacy** - a sense of **isolation**,

adulthood (26-40 years of age) sense of **generativity** - sense of **stagnation**,

maturity (over 41) a sense of **integration** - a sense of **despair**.

The impact of high sensitivity to developmental crises



A decorative graphic featuring a large purple circle on the left side of the slide. To its right is a teal triangle pointing downwards. At the bottom, there are several teal and purple shapes, including a teal line, a teal arc, and a purple semi-circle.

Developmental crisis

a life-changing event, such as marriage or retirement, that often is encountered during the typical course of development and that requires significant psychological, behavioral, or other adjustments. Also called maturational crisis; normative crisis.

Erik Erikson's concept of psychosocial development

Development results from the interaction between internal possibilities and external cultural and social demands.

During his/her life, an individual must successfully develop eight development crises, i.e. dilemmas resulting from new tasks set by the environment. At each stage, a person can emerge victoriously stronger or he/she can reach the maximum and lose the gains of a given area - which then disturbs him/her throughout his/her life.

The result of going through a given stage of development depends on human activity (the further, the more) and on the educational environment (the further, the less).

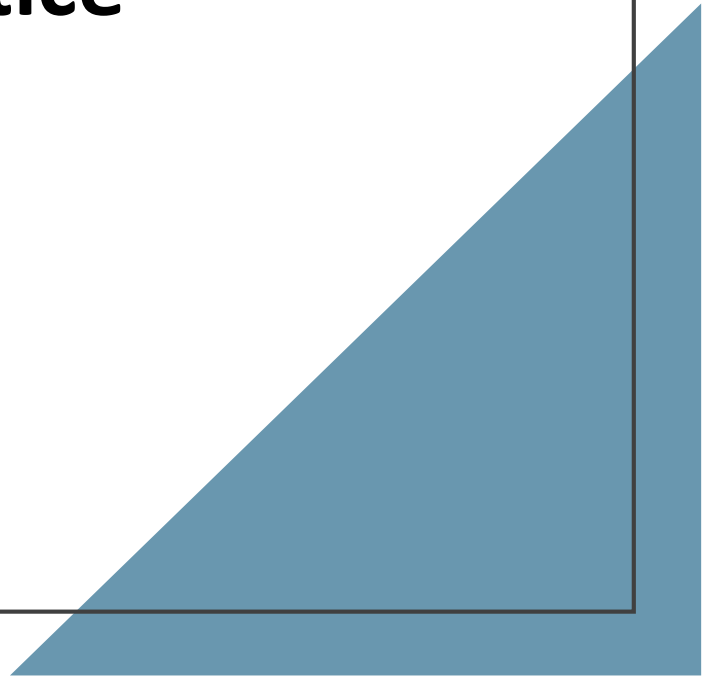
Characteristics of selected stages of school age

Age	Expandable feature of the Ego	Development tasks	Some activities in this stage
6-12	Diligence versus sense of inferiority	<ul style="list-style-type: none">• Social cooperation• Self-assessment• Acquiring school skills• Team play. <p>A sense of competence with awareness of own limitations.</p>	<p>Assimilation of the basic cultural skills and standards along with school skills and the way they are used.</p> <p>Education plays an important role in perception of oneself as a student.</p>

Characteristics of selected stages of adolescence

Age	Expandable feature of the Ego	Development tasks	Some activities in this stage
13-18	Identity versus uncertainty role	<ul style="list-style-type: none">• Physical maturation• Social relationships with both sexes• Identity regarding the sexual role• Emotional development• Participation in peer groups• Autonomy towards parents• Internalized morality• Profession and job choices. <p>Being faithful to yourself - a consistent experience personal success and social and self-acceptance</p>	<p>Assimilation of the self-concept itself, developmental changes resulting from puberty, defining your sexual and social identity, searching for the meaning of life and shaping the system values, choice of interests and work, individuation and separation, independence and enjoying it.</p> <p>Unconditional self-acceptance.</p>

Experience from the therapeutic practice



Two cases of therapeutic work with highly sensitive people

Girl, 15 years old, elementary school student, artistically and linguistically gifted.

Symptoms:

depressed mood, suicidal thoughts, isolation in peer relationships, low self-esteem, severe school stress.

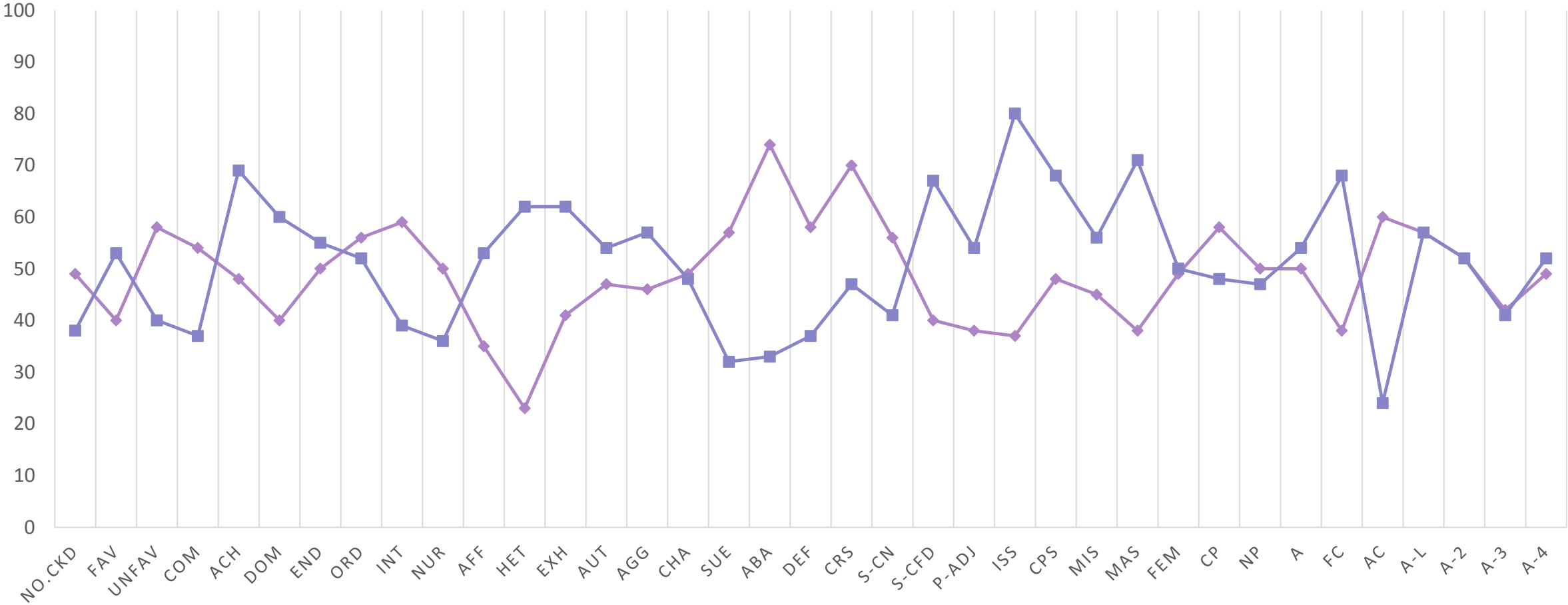
Boy, 19 years old, student, successful athlete at the national level of competitions.

Symptoms:

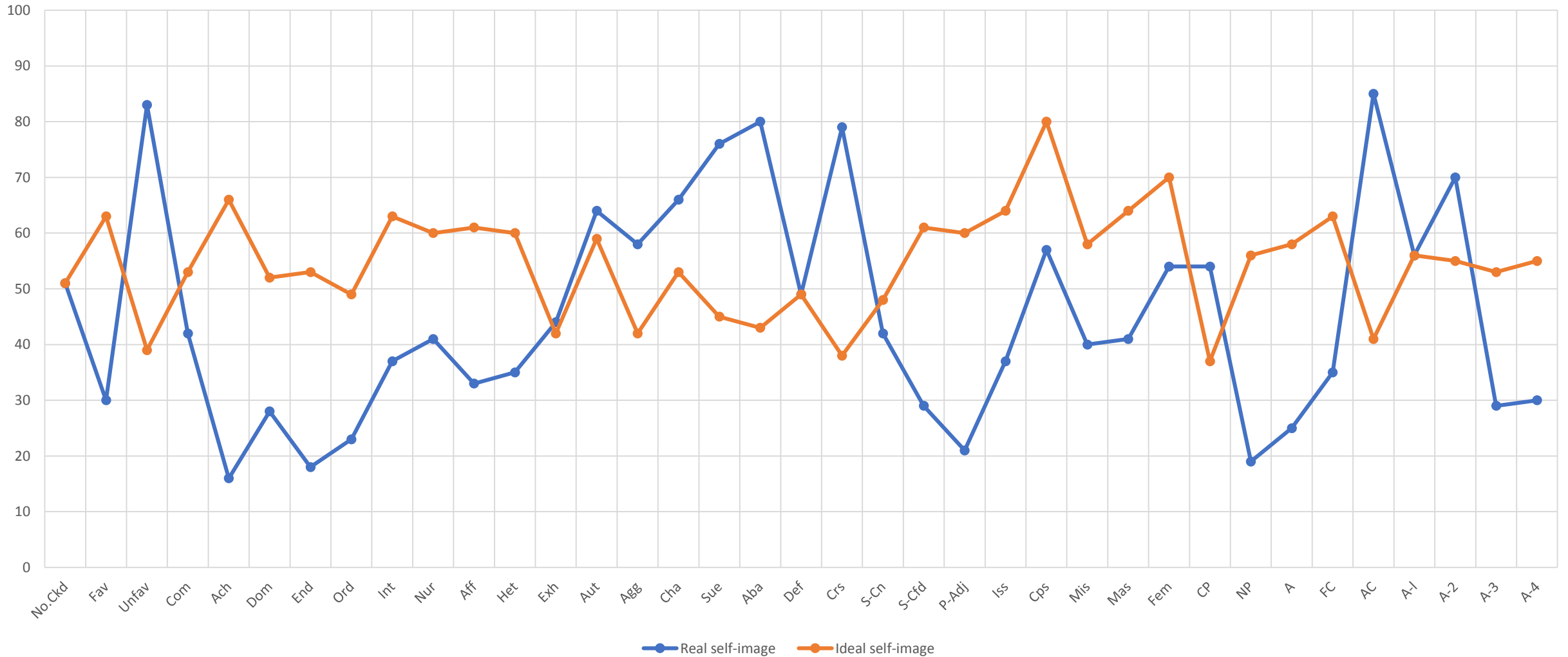
severe fear of injury, psychosomatic pains, depressed mood, very low self-esteem, crisis regarding a sports career.

GIRL, 15 YEARS OLD

Real self-image Ideal self-image



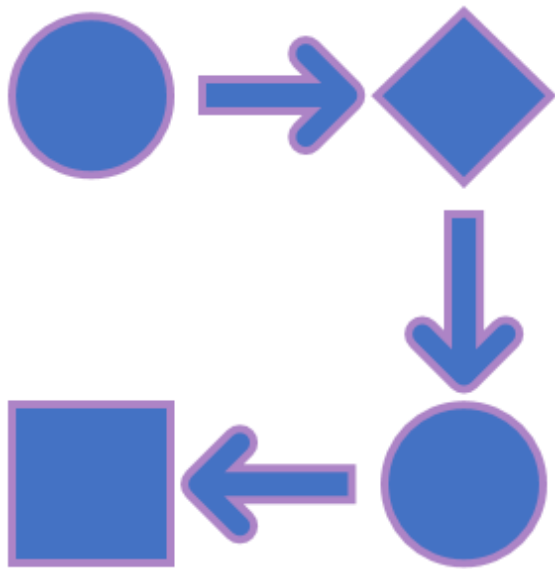
Boy, 19 years



Main causes of difficulties in the implementation of developmental tasks

- Focus on the negatives and ignore the positive qualities
- Excessive concentration on failures and analyzing them all the time
- Low and inadequate self-esteem
- Negative mechanisms of motivation
- Fixation on ideals and omitting personal achievements
- Comparing yourself with others
- Blocked development trends





Conclusions

- All of the above difficulties are related to the characteristics and responses of highly sensitive people.
- The implementation of development tasks depends on environmental loads as well as protection factors and risk factors for the immediate environment.
- Relatively little support brings impressive results in therapeutic work.



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EXPERT PSY
we speak psychology



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Thank you for your attention!

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