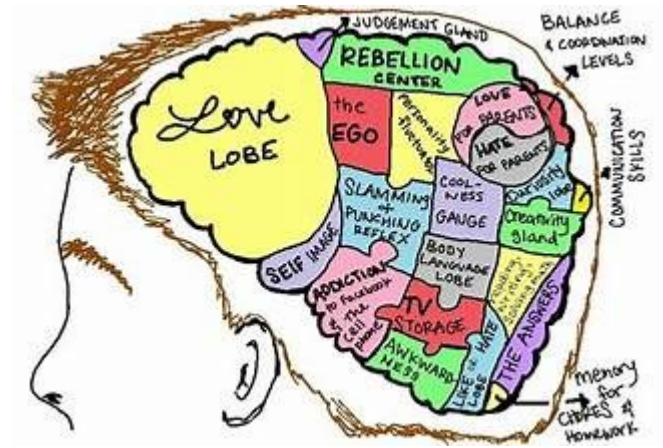


TEEN MENTAL HEALTH

**Nikki Campbell, Director of Pupil Services
&
Tiffany Peery, Therapist at Bluebird Counseling and Wellness**

COMMON TEEN MENTAL HEALTH ISSUES

- Self-esteem
- Taking good/calculated risks
- Brain development
- Interpersonal difficulties
- Adjustment to phase of life issues (divorce, adoption, re-marriage, death)
- Academic underachievement/motivation
- Anger Management
- Parenting/Family/Sibling Conflict
- Abuse and neglect



COMMON TEEN MENTAL HEALTH & NEUROLOGICAL DISORDERS

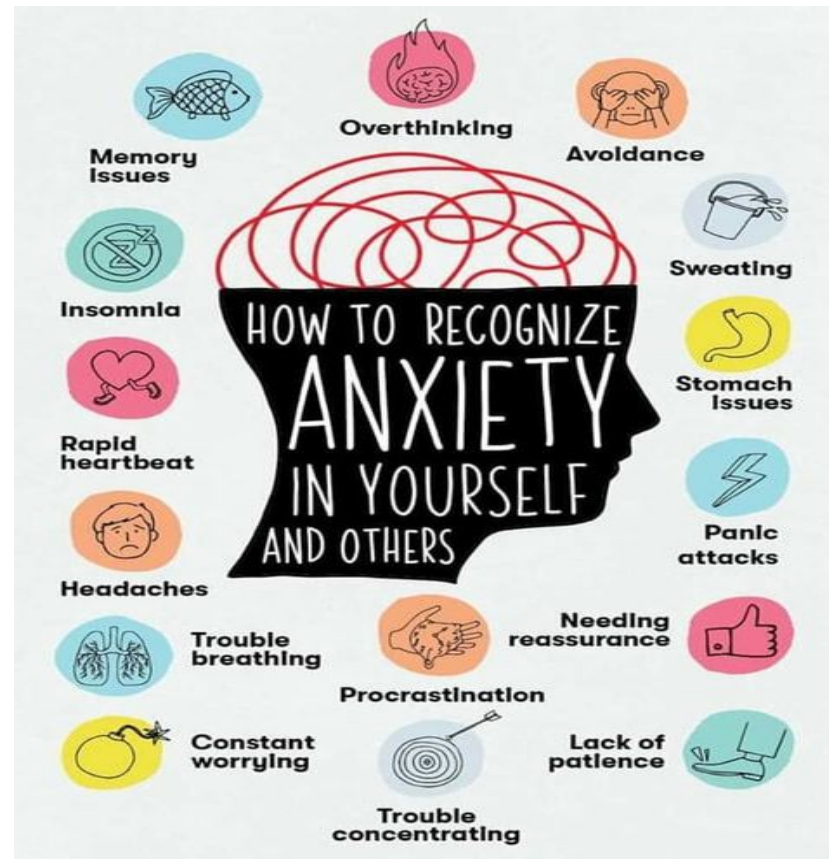
- Anxiety/Panic /Agoraphobia
- Autism
- Chemical Dependence
- Conduct Disorder/Oppositional Defiant Disorder
- Depression/Persistent Depression
- ADHD (Attention Deficit Hyperactivity Disorder)
- Mania, Bi-polar I or II disorder in older teens
- Suicidal Ideation/Non-suicidal injury
- OCD (obsessive-compulsive disorder)
- Eating Disorders
- Grief and Trauma/PTSD

What would be most helpful for your mental health? (Choose 3)

	14-18 year-old	19-24 year-old	Total
Access to mental health professionals	53%	57%	54%
Mental health breaks or absences as part of school or work	53%	45%	51%
Learn how to support my mental health during my daily life	48%	46%	47%
Support from other young people	44%	36%	41%
Environments where people can be open about their mental health	29%	33%	30%
Tools to help myself	25%	31%	27%
Train adults to support my mental health	24%	22%	24%
Train my peers to understand and talk about mental health	15%	16%	15%

WHAT IS ANXIETY?

- Anxiety is a normal natural response to a perceived threat or negative outcome or event.
- It is common and normal for children to feel anxious about a variety of different things throughout their development.
- It becomes a disorder when it affects functioning.



ANXIETY

A normal reaction to stress or difficult times..

Triggered by a specific stressor.

Has a start and ending point.

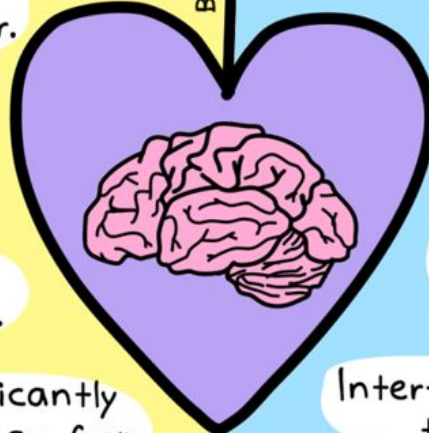
Can be helpful or motivational.

Lessens significantly or disappears away from stressful situations.

Relaxing often helps you feel better.

A response to toxic situations.

BlessingManifesting



ANXIETY DISORDERS

Often comes out of nowhere.

Intense or disproportionate emotional response.

Ongoing and lasts weeks or months.

Interferes with day-to-day life.

Physical symptoms like sweating, trembling, lightheadedness, racing heart.

Feels impossible to control or manage.

GENERALIZED ANXIETY DISORDER

- Worry a lot about everyday things
- Have trouble controlling worries or feelings of nervousness
- Feel restless, keyed up, and have trouble relaxing.
- Have a hard time concentrating (often mistaken for ADHD)
- Easily startled
- Have trouble falling asleep or staying asleep or feel easily tired or are tired all of the time
- Report headaches, stomachaches, or unexplained pains
- Feel irritable or on “edge” (could be mistaken for ODD)
- Sweat a lot, feel light-headed or out of breath
- Panic-fight/flight/freeze

**Source: The National Institute of Mental Health www.nimh.nih.gov*

IMPACT OF ANXIETY

For some children fear and anxiety can have a significant impact on:

- School Performance
- School Attendance
- A Child's Ability to Make and Maintain Friends
- Participation in Activities
- Ability to Make Decisions
- Family Relationships

*Source: Strategies to Support Anxious Children in the Classroom/WayAhead.org.au



WHAT IS DEPRESSION & WHAT CAUSES IT?

- According to the American Psychiatric Association “Depression causes feelings of sadness and/or loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.”
- Childhood depression may be the result of a combination of factors. These risk factors alone may not account for the mood disorder, but they might play a role.
- Risk Factors include:
 - Physical health.
 - Stressful events. Changes at home, at school, or with friends
 - Environment. Like a chaotic or stressful home life, Family history.
 - Biochemical imbalances. Uneven levels of certain hormones may impact how the brain works.

WHAT DOES DEPRESSION LOOK LIKE?



- Feeling Sad, hopeless, or irritable a lot of the time
- Showing changes in energy – being tired and sluggish or tense and restless a lot of the time
- Showing changes in eating patterns – eating a lot more or a lot less than usual
- Showing changes in sleep patterns – sleeping a lot more or a lot less than normal
- frequent expression of physical illness, such as headaches or stomach aches
- reduced concentration or having a hard time paying attention
- decline in performance at school
- expressing negative thinking (self-critical comments or complaining)
- Not wanting to do or enjoy doing fun things
- Feeling worthless, useless, or guilty
- Showing self-injury and self-destructive behavior

HOW DO I KNOW IF A CHILD NEEDS PROFESSIONAL HELP FOR ANXIETY OR DEPRESSION

- **Interference:** Anxiety becomes problematic when it significantly interferes in daily activities of the child and/or family. At school, they may be unable to complete tasks, be avoidant of class activities, or may miss class often.
- **Age Appropriateness:** Anxiety is problematic when it is not age appropriate (ex. Separation Anxiety at age 6 versus age 10)
- **Distress:** Children with problematic anxiety experience high levels of distress. Questions to consider: Is the child becoming very upset when faced with fearful situations? Are they enduring fearful activities with a high level of distress?
- **Length of Time:** Students may need more support if anxiety is constant and persists for a significant amount of time. (ex. Anxiety while away for a week at camp vs. anxiety over several weeks impacting sleeping, daily tasks, etc.)

LACK OF MOTIVATION AND MENTAL ILLNESS

- The most common sign of depression and anxiety in children is the loss of interest or pleasure in doing enjoyable activities.
- Occasional anxiety is a normal part of life
- Youth with an anxiety disorder find it more difficult to control their anxiety and stay focused on daily tasks

WHAT DOES LACK OF MOTIVATION LOOK LIKE?

- sleeping in or sleeping during the day.
- not cleaning up after themselves
- not doing important school work.
- not practicing good hygiene.
- When does it become a concern?
 - When a child has a lack of motivation in tasks and hobbies that they enjoy
 - When the lack of motivation impacts them negatively over a long period of time
 - When you notice a sudden mood change in your child.



NOTICE A LACK OF MOTIVATION?



- **Define Your Concerns!**
 - What Behaviors are you seeing that make you think they aren't engaged?
- **"I'm Bored" What does that really mean?**
 - What do they really mean when they are saying they are bored? Are they really bored or are they just frustrated and aren't defining they're feelings properly?
- **Talk to the teacher or parent**
 - Teachers and parent communication can be very important when determining if they are seeing the same issues and working together to address them
- **Is this normal for their learning process?**
 - In many cases when a child or teen is learning something new there can be anxiety or fear associated with it which can look like a "lack of motivation" instead of laziness.

WAYS TO ENCOURAGE MOTIVATION IN CHILDREN/TEENS

- **Be available for them**
 - Be around for the child, especially when younger and engage them in different activities, instead of being in front of a screen
- **Get Children to believe in themselves**
 - Encourage children to have a goal and pursue it.
- **Be a Role Model**
 - Children tend to imitate what they see, be it good or bad so it's imperative to set an example
- **Teach children the need to do what they don't like to do**

WAYS TO ENCOURAGE MOTIVATION IN CHILDREN/TEENS

- **Set rules and expectations**

- Teach children in a calm, positive manner the importance of discipline, keeping to limits set, cooperation and helping each other is important.

- **Allow children to be bored.**

- If children complain of boredom, ask them to think of something to do or entertain themselves that doesn't involve screen time.

- **Avoid telling children that they are lazy**

- If you repeatedly tell a child that they are lazy but never show them an alternative way to thinking or behaving than you are conditioning them to believe it's out of their control.

- **Positive Reinforcement with Verbal Affirmations**

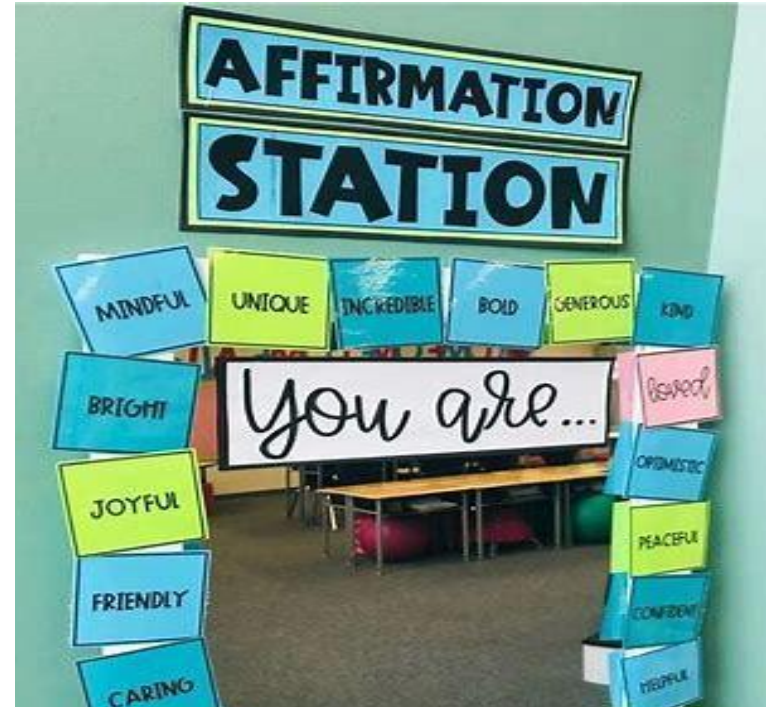
- Focus on the behaviors you want to see and point out when you see them doing good.

HOW TO HELP YOUR CHILD COPE AT HOME

- Acknowledge and normalize your child's fear and talk about it with them
- Do not minimize feelings
- Utilize active listening skills and don't rush to resolve or problem solve fears
- Show your child affection
- Be a good role model
- Share your own healthy coping skills
- Encourage them to talk about their anxieties with a professional if it is causing distress on a daily basis
- Make time each day to check in with your child
- Encourage healthy sleep, physical activity, nutrition.

ENCOURAGE POSITIVE SELF-TALK

- Self-talk is what we say to ourselves in our heads
- Students with anxiety may engage in negative self-talk
- Examples of Positive Self-Talk
 - “I can do it!”
 - “I am brave enough to try this!”
 - “I will try my best!”
 - “It's okay to make mistakes.”
 - “It’s okay to ask for help.”



TRAUMA

ACES DEFINITIONS

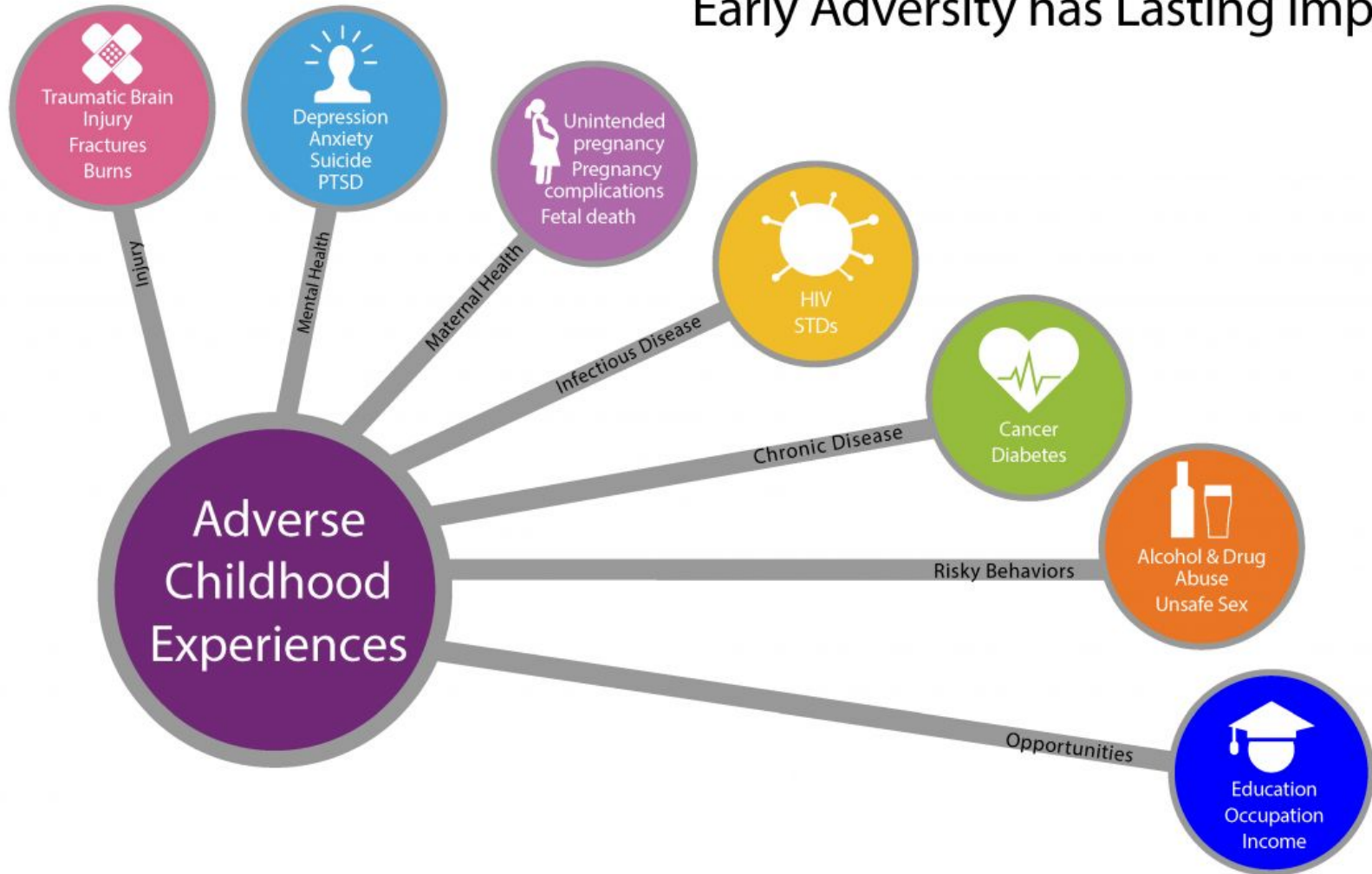
All ACE questions refer to the respondent's first 18 years of life.

ACEs: The 10 Areas of Trauma

1. Psychological Abuse
2. Physical Abuse
3. Sexual Abuse
4. Emotional Neglect
5. Physical Neglect
6. Loss of a Parent (for any reason)
7. Mother Treated Violently
8. Substance Abuse
9. Mental Illness
10. Criminal Behavior in the Household

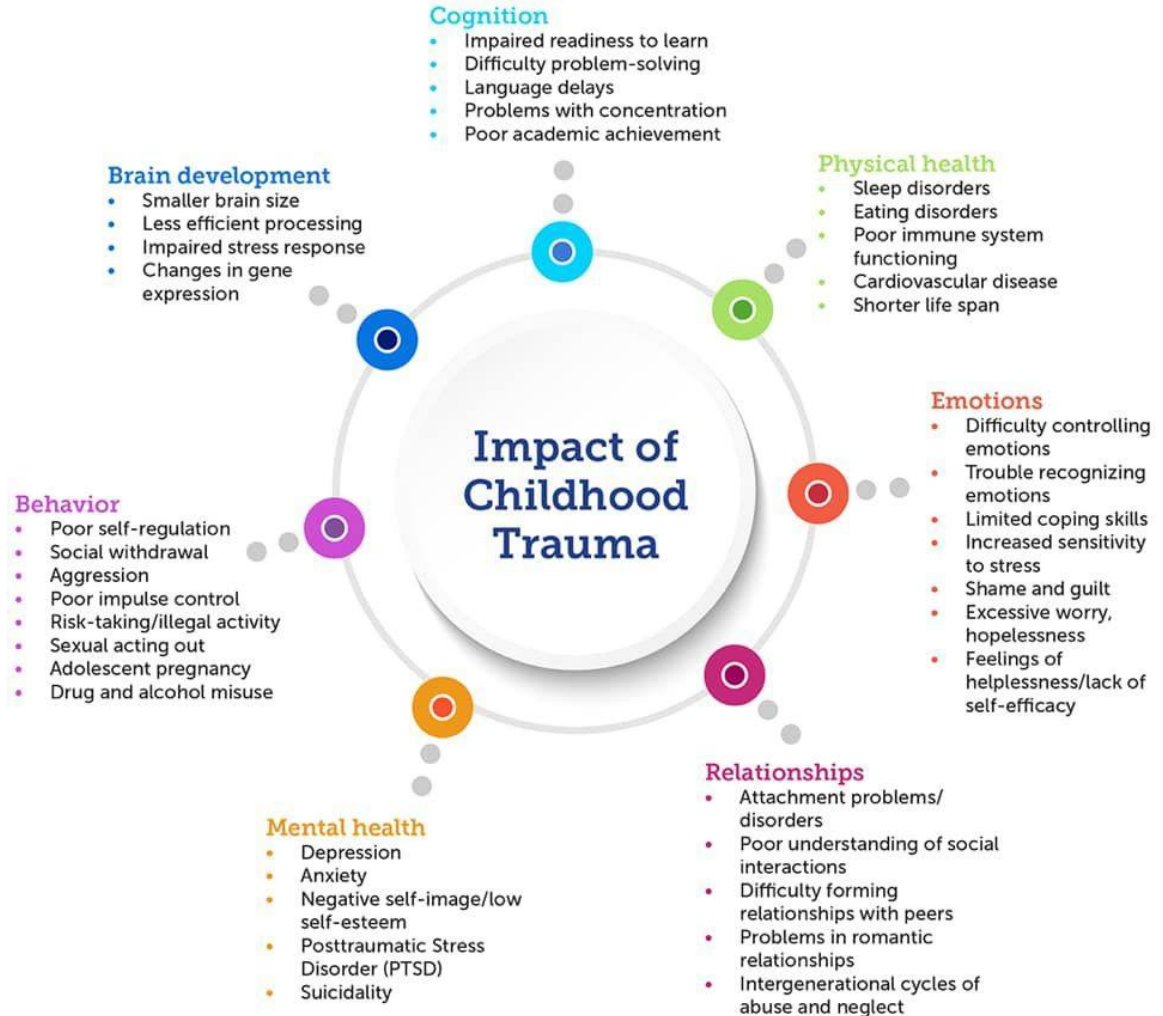
The questions are described on the ACE website
www.cestudy.com

Early Adversity has Lasting Impacts



EFFECTS OF TRAUMA

Impact of Childhood Trauma



Parenting to prevent and heal ACEs

(Adverse Childhood Experiences)



Donna Jackson Nakazawa, *Childhood Disrupted: How Your Biography Becomes Your Biology & How You Can Heal*

"The main point is this: No matter how old you are – or how old your child may be, there are scientifically supported and relatively simple steps that you can take to reboot the brain, create new pathways that promote healing, and come back to who it is you were meant to be."

NURTURE & PROTECT KIDS AS MUCH AS POSSIBLE



Be a source of safety and support.

MOVE AND PLAY

Drum, Stretch, Throw a ball, Dance. Move inside or outside for fun, togetherness and to ease stress.

MAKE EYE CONTACT

Look at kids (babies, too). It says, "I see you. I value you. You matter. You're not alone."

SAY, "SORRY"

We all lose our patience and make mistakes. Acknowledge it, apologize, and repair relationships. It's up to us to show kids we're responsible for our moods and mistakes.



GIVE 20-SECOND HUGS

There's a reason we hug when things are hard. Safe touch is healing. Longer hugs are most helpful.



SLOW DOWN OR STOP

Rest. Take breaks. Take a walk or a few moments to reset or relax.

HUNT FOR THE GOOD



When there's pain or trauma, we look for danger. We can practice looking for joy and good stuff, too.

BE THERE FOR KIDS

It's hard to see our kids in pain. We can feel helpless. Simply being present with our kids is doing something. It shows them we are in their corner.

HELP KIDS TO EXPRESS MAD, SAD & HARD FEELINGS

Hard stuff happens. But helping kids find ways to share, talk, and process helps. Our kids learn from us.



KEEP LEARNING

Understand how ACEs impact you and your parenting.

More tips & resources for parents on back.

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!

OTHER STRATEGIES—

1. I've had enough to eat:



2. I slept well last night:



3. I feel safe at home:



4. My body feels good:



5. I have friends:



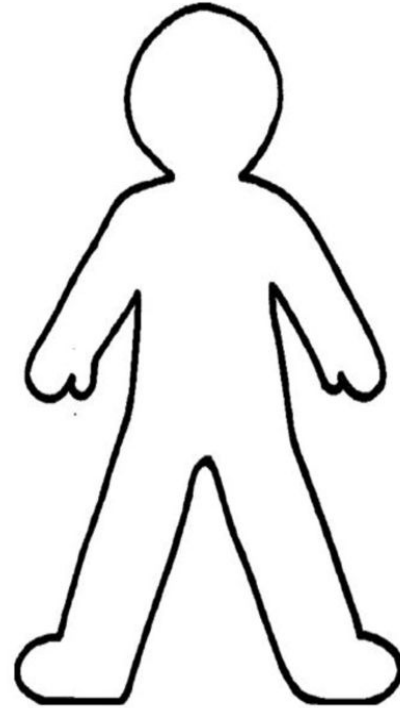
6. My family is:



7. My ride to school was:



8. What I need the most right now:



A child's behavior is NOT always what it seems

What we see: Behavior

What we don't see:
What's under the surface



- Inattentive
- Disruptive
- Tired
- Grumpy
- On edge
- Not completing assignments
- Pushing away friends
- Being obsessive about social media
- Isolating
- Fidgeting
- Talking out of turn

De-escalation Strategies

Act calm even if you're not.

Give a choice.

Use humor to lighten the mood.

Ask them to draw a picture.

Say, "I see where you are coming from."

Talk about something they like.

Try to understand their perspective.

Let the person talk without interrupting.

Avoid needing to get the last word.

Remind them they are not in trouble.

Say, "I'm here for you."

Ignore the behavior if you can.

Say, "What would help you right now?"

Offer to change something you are doing.

Let them take a walk or get a drink.

INTERVENTION 3

VISITING EMOTIONS

WHERE IS THE EMOTION VISITING?

Is it inside your belly or close to your heart?
Is it heavy on your back or in your mind way up far?

HOW DOES THE EMOTION LOOK?

Is it small or is it big?
Short, medium or tall?
Does it shine or is it cloudy and dark?
What colors fill it, if it has colors at all?

HOW DOES THE EMOTION FEEL?

Is it heavy or light?
Soft, hard, or fuzzy?
Hot or is it cold?
Sharp, smooth, or bumpy?
Is it a faint feeling or does it take hold?

HOW DOES THE EMOTION SOUND?

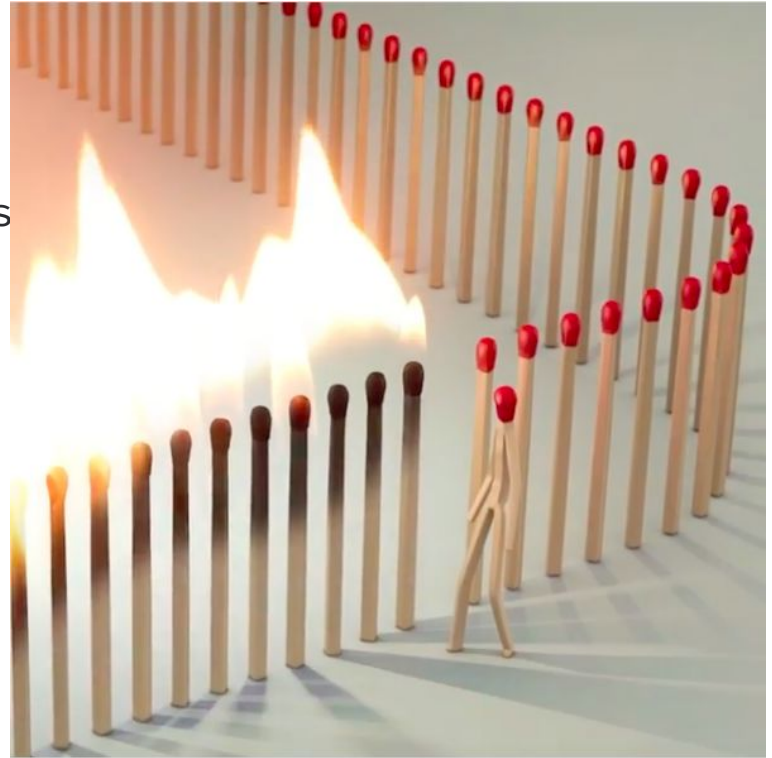
Is it yelling loud or whispering?
Is it fierce, confident or shy?
Does it speak to you clearly?
Or does its voice quietly fade by?

WHAT IS THE EMOTION SAYING?

Is it reminding you of something you know deep within?
Is it telling you something new?
What message is it delivering to brave and kind you?

WAYS TO PREVENT BURNOUT

1. Familiarize yourself with the signs of burnout
2. Build a support system
3. Make time for well-being



THANKS!

Any questions?

mental
health



RESOURCES

Refer to School Counselor or Social Worker who can assist with a referral to mental health resources if needed.

Mental Health, Addiction and Recovery Services
Board of Lorain County Navigator Line: (440)
240-7025

Ohio Crisis Text Line: 4HOPE to 741 741

