

adolescent mental health

Parenting to Wellness

Parent Workbook and Syllabus

Delivery Type 2: Supplemental Stand Alone

This encompasses the formation of a new group of families that consists of individuals who have participated in a Thrive Initiative core, universal parenting program.



Summary of Training

Use this summary to keep track of your homework due dates and meeting dates, times, and location(s).

Thrive Initiative Account and Course Registration

| | |
|----------|--|
| Due Date | |
|----------|--|

Intake and Introduction Meeting *(Meeting: 60 min/Homework)*

| | |
|----------|---|
| Date | |
| Time | |
| Homework | Complete the Module's Introduction and Part 1 |
| Due Date | |

Supplemental Module Meeting 1: Discussion of the Module's Introduction and Part 1 *(Meeting: 60 minutes/Homework)*

| | |
|----------|--|
| Date | |
| Time | |
| Homework | Complete Parts 2 and 3 and the Wrap-Up |
| Due Date | |

Supplemental Module Meeting 2: Discussion of Parts 2 and 3 and the Module's Wrap-Up *(Meeting: 60 minutes/Homework: optional)*

| | |
|---------------------|---|
| Date | |
| Time | |
| Homework (optional) | Visit the Thrive Initiative's website for additional parenting resources: https://thrive.psu.edu |

Supplemental Module Registration

Complete these steps prior to the Intake and Introduction meeting.

Create a Thrive Initiative Account and Register for the Course

- Use this link to access the Thrive Initiative’s website: <https://thrive.psu.edu/>.
- Navigate to and select “Modules.”
- Select “Supplemental Modules” in the drop-down menu.
- Identify the module on Adolescent Mental Health, and select the “Learn More” button.
- A new web page will open. Select the blue button that reads “Get this course.”
- A pop-up box will ask you to login or sign up. If you do not have an existing account, select the “Sign up” button.
- In the pop-up box, enter your first name, last name, and an email address. Next, create a username and password. Select your military affiliation, and check that you are not a robot; then, click the blue “Create account” button.



Tip: To help you remember your username, you may want to use your email address as your username.

- You will now be able to login and access the Thrive parent-education programs. Click “Login” at the top of the web page. In the pop-up box, enter your username and your password; then, click on the blue “Login” button.
- After you login, you will be able to view the course catalog (upper right-hand corner) and select the supplemental module you would like to participate in.
- Select the blue “Go to Course” button to start the online supplemental module.

If you have any difficulty registering for an account or accessing a Thrive Initiative parent-education program or supplemental module, we would be happy to assist you!



The Thrive Initiative Team can be emailed at thrive@psu.edu.



Phone inquiries can be directed to **1.877.382.9185**.

Intake and Introduction Meeting



Intake and Introduction Meeting *60 minutes*
Homework

| | |
|---------------|--|
| Date | |
| Time | |
| Link/Location | |



Step 1: Attend Meeting

- Review the supplemental module welcome materials provided by your facilitator.
- At the first meeting, your facilitator will provide an overview of the program and ensure you have access to the Thrive Initiative website and supplemental module.

Step 2: Complete Homework [For Supplemental Module Meeting 1]

Please complete the following activities in preparation for the next meeting:

- _____ Complete the *Adolescent Mental Health: Parenting to Wellness* supplemental module's Welcome and Introduction.
- _____ Complete Part 1: Psychoeducation
- _____ Download and review the materials mentioned from the Parent Toolkit resources in the supplemental module.
- _____ Prepare to discuss the topics addressed in the Welcome and Introduction and Part 1 during the *next meeting* by answering the questions in *Step 3: Prepare Community-Building Activities/Discussion Questions*. If you have any questions you would like to ask during the discussion, note them in Step 4.

Step 3: Prepare Community-Building Activities/Discussion Questions

Write your responses in the blue boxes on the next few pages as you prepare for the *next meeting*. During the *Supplemental Module Meeting 1* group discussion, record your notes in the magenta boxes.

As you complete the questions and activities, recognize that understanding and implementing the information we are learning will not happen immediately. You will need to use the strategies and skills you have learned throughout **Adolescent Mental Health: Parenting to Wellness** consistently and make them part of your everyday life in order to see desired changes in your child's or your reactions or behaviors. Keep practicing what you have learned!

Each time you meet with the other program participants as a group, share and celebrate the small, short-term, positive changes you see in your interactions with your child. Also, consider what the long-term benefits may be for your family as you continue to use the skills and strategies you have learned and are learning in the **Adolescent Mental Health: Parenting to Wellness** module.



? Supplemental Module Introduction (Adolescent Mental Health): Interaction and Discussion Questions

In the supplemental module's introduction, you learned that mental health concerns, such as anxiety, depression, or behavior disorders, impact millions of children every year in the United States. Having good mental health is as important as having good physical health, and, while teenagers are prone to mental health challenges, they do possess great capacity for growth and resilience because their cognitive abilities and adaptive coping skills are still evolving.

- A. What developmental changes (i.e., physical, cognitive, emotional) have you observed in your adolescent?
- B. How has your adolescent adjusted to these changes? That is, have you noticed your child using any coping skills or strategies to help your child deal with his or her developmental changes?
- C. How have you adjusted to the changes you have seen (or are now observing) in your adolescent?

Reflection:



Group discussion notes:



Part 1 (Psychoeducation): The Three Ds Interaction and Discussion Questions

Part 1 looked at various indicators that can help you identify what behaviors are normal and what behaviors could be more serious and may need to be addressed.

- A. Consider a behavior your child has displayed recently that may be of concern to you, and use the Three D's to help you understand if the behavior is typical or if it may require some further examination or intervention.
- B. Was this exercise helpful for you? How so?
- C. Are there any behaviors that your adolescent or teen has displayed that concern you?

Reflection:



Group discussion notes:



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions - Depression

Familiarizing yourself with the signs and symptoms of different mental health concerns that are common in adolescence may help you determine when to seek help for your child.

Part 1 looked at depression and highlighted the fact that experiencing a depressive episode is highest during puberty. Signs of depression in adolescents can include rapid mood changes (e.g., crying spells, lashing out), insomnia or sleeping too much, or losing interest in activities they once enjoyed.

- A. Do you notice your child exhibiting any non-typical or concerning behaviors that cause you concern and may indicate your child needs support?

Reflection:



Group discussion notes:



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions – Anxiety Disorders

Next, part 1 examined anxiety disorders. Everyone experiences stress, worry, and anxiety. However, there may be cause for concern when worries occur almost daily, are hard to manage, and interfere with daily life. Anxiety can also be experienced as physical symptoms, like stomach aches, headaches, restlessness, or muscle tension, and it can interfere with one's ability to concentrate. Individuals may be more irritable or more easily annoyed when they are experiencing anxiety. In addition, they may also have sleep problems, like insomnia or waking often during the night.

- A. Do you notice your child exhibiting any non-typical or concerning behaviors that cause you concern and may indicate your child needs support?

Reflection:




Group discussion notes:



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions – Obsessive-Compulsive Disorder

Part 1 also explored obsessive compulsive disorder (OCD), which, for adolescents, may present as unwanted thoughts, images, urges (obsessions), repetitive behaviors, touching or counting objects, or redoing actions (compulsions).

 *Note: OCD is relatively rare in the population compared to other disorders, such as depression and anxiety disorders, which makes it difficult to recognize and diagnose.*

- A. Do you notice your child exhibiting any non-typical or concerning behaviors that cause you concern and may indicate your child needs support?

Reflection:

 *Group discussion notes:*



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions – Eating Disorders

The next concern Part 1 examined was eating disorders. The three most common eating disorders are anorexia nervosa, bulimia nervosa, and binge-eating disorder.

- A. What are the differences among these eating disorders?
- B. What are some of the signs of eating disorders discussed in the module?
- C. What health complications can result in an individual who has an eating disorder?
- D. Do you notice your child exhibiting any non-typical or concerning behaviors?

Reflection:



Group discussion notes:



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions – Attention-Deficit/Hyperactivity Disorder

Part 1 also explored attention-deficit/hyperactivity disorder (ADHD). Teens diagnosed with ADHD-predominantly hyperactivity/impulsivity presentation display hyperactive behaviors (e.g., fidgeting, excessive talking, high energy) and impulsive behaviors (e.g., interrupting or blurting out statements, spur-of-the-moment decision-making).

Adolescents diagnosed with ADHD-predominantly inattentive presentation may have difficulty focusing their attention, managing their time, and getting organized. Some teenagers are diagnosed with ADHD-combined presentation since they have difficulty with hyperactivity, impulsivity, and inattention.

- A. Do you notice your child exhibiting any non-typical or concerning behaviors that cause you concern and may indicate your child needs support?

Reflection:



Group discussion notes:



Part 1 (Psychoeducation): Problems Associated with Mental Health Interaction and Discussion Questions – Disruptive and Rule Breaking Disorders

Part 1 next looked at disruptive and rule breaking disorders. Adolescence is a period of time when the teenager and those close to them (e.g., parent, siblings) may experience increased conflict. However, there are important boundaries to recognize between what is normal (e.g., talking back and minor rule breaking) and what is problematic (e.g., breaking rules, being aggressive toward others and animals, lying to manipulate, stealing from others).

- A. Do you notice your child exhibiting any non-typical or concerning behaviors that cause you concern and may indicate your child needs support?

Reflection:

 *Group discussion notes:*



Part 1 (Psychoeducation): The Alabaster Family: Interaction and Discussion Questions

In the supplemental module, you were introduced to the Alabaster family: Remi (father), Fern (mother), Kiara (age 14), and Stefan (age 10). So far, we have learned a few things about Kiara (e.g., athletic, involved in extracurriculars, displayed strong emotions as a child, acts shy with new people, bubbly and outgoing with friends). At the end of Part 1, we caught up with the Alabaster family and got updates on Kiara's well-being.

- A. What typical behaviors of adolescence do you see in Kiara?
- B. Do you notice Kiara exhibiting any non-typical behaviors that may be cause for concern, such as signs or symptoms of a potential mental health challenge?


Reflection:



Group discussion notes:



Step 4: Prepare Additional Questions for Supplemental Module Meeting 1

 Note any additional questions you may have for the group or the facilitator.

Reflection:

 *Group discussion notes:*

Supplemental Module Meeting 1



**Discussion of Introduction and
Part 1**

60 minutes

Homework

| | |
|---------------|--|
| Date | |
| Time | |
| Link/Location | |



Step 1: Attend Meeting

Return to Introduction Meeting, *Step 3: Prepare Community-Building Activities/Discussion Questions* to discuss the activities and questions on the previous pages as a group. If new ideas are mentioned during the group meeting, note them in the magenta boxes under your prior homework responses.



To engage in discussion, go back to the homework you completed after the Intake and Introduction Meeting.

Step 2: Complete Homework [For Supplemental Module Meeting 2]

Please complete the following activities in preparation for the next meeting:

- _____ Complete Part 2: Parents' Role in Helping Child Return to Wellness

- _____ Complete Part 3: Parental Self-Care

- _____ Complete Wrap-Up.

- _____ Download and review the materials mentioned from the Parent Toolkit resources in the supplemental module.

- _____ Prepare to discuss the topics addressed in Parts 2 and 3 and the Wrap-Up during the *next meeting by answering the questions in Step 3: Prepare Community- Building Activities/Discussion Questions*. If you have any questions you would like to ask during the discussion, note them in Step 4.

Step 3: Prepare Community-Building Activities/Discussion Questions

Write your responses in the blue boxes on the next few pages as you prepare for the *next meeting*. During the *Supplemental Module Meeting 1* group discussion, record your notes in the magenta boxes.



? Part 2 (Parents' Role in Helping Child Return to Wellness): Using I Statements to Express Mental Health Concerns Interaction and Discussion Questions

In Part 2, you created an I statement for the Alabaster Family.

A. Brainstorm an additional I statement in the box below.

Reflection:

 *Group discussion notes:*



Part 2 (Parents' Role in Helping Child Return to Wellness): Seeking Mental Health Services for Your Child Interaction and Discussion Questions

In Part 2, you learned about indicators that may prompt you to seek professional help for your child.

- A. Does your child exhibit any behaviors that you believe may require professional support?
- B. Were you able to identify 2 to 3 resources you can contact to inquire about assistance for your child?
- C. Has anyone contacted a resource? Does anyone want to share about their experience?

Reflection:

 *Group discussion notes:*



? **Part 2 (Parents' Role in Helping Child return to Wellness): Addressing Safety Concerns with Your Child: Interaction and Discussion Questions**

Starting a conversation about mental health with your adolescent can be difficult. In Part 2, you were encouraged to brainstorm what you would like to say to your child about your concerns.

- A. Would anyone like to share their drafted conversation starter? Has anyone addressed concerning behaviors with their child? If so, would you like to share about that experience?

Reflection:

 *Group discussion notes:*



Part 2 (Parents' Role in Helping Child return to Wellness): Ensuring Safety and Learning Coping Strategies: Interaction and Discussion Questions

Part 2 described the steps you can take at home to help you and your child feel safer in the face of suicidal ideation, self-harm, substance abuse, or other behaviors that threaten your teen's safety.

- A. Were you able to identify and discuss with your child some situations that could trigger harmful thoughts and feelings? If so, would anyone like to share what happened in that discussion?
- B. What, if any, changes did you make around your home to make the environment safer for all members of your family?
- C. What activities or strategies did you brainstorm that your child to use to help them calm down, relax, and feel better when they feel an emotional crisis coming on?
- D. Did anyone create a coping toolkit that your teen can access in a time of need? If so, would you like to share what that toolkit included?
- E. A Family Safety Plan Template is provided in the module. Did anyone use this resource? If so, what did you include in the plan?

Reflection:



Group discussion notes:



Part 3: Parental Self-Care Taking Care of Yourself: Interaction and Discussion Questions

In Part 3, you learned that taking time to care for yourself and prioritize your needs may help decrease the risk of burnout, alleviate the physical and mental health burdens of stress, and supply us with renewed energy.

- A. What self-care strategies did you identify that may work for you?
- A. What are some ways you can ensure you get the help you need, so you can practice self-care strategies?

Reflection:

 *Group discussion notes:*



Part 3 (Parental Self-Care): Modeling Healthy and Helpful Strategies Interaction and Discussion Questions

Parents will probably feel a variety of strong emotions as they realize their child is struggling with his or her mental health. These emotions may include shame, guilt, and fear. You were introduced to strategies that you could use to help you cope with your emotions, such as appealing to your interests (e.g., create art, listen to calm music), moving your body (e.g., exercise, dance), engaging in rhythmic body movements (e.g., bounce a ball, handle a fidget toys, yoga, swing, walk), and using breathing and mindfulness exercises.

- A. Which emotion, if any, do you find the most challenging for you to cope with?
- B. What emotion myths resonate the most with you? How do you challenge those beliefs?
- C. Have you demonstrated any of the unhelpful behaviors related to emotions that you have had?
- D. What, if any, strategies have you used to help you cope with your emotions?

Reflection:



Group discussion notes:



Wrap-Up: Reaching Emotional Wellness with your Child Discussion Questions

Parenting a child who is struggling with emotional or behavioral problems can be confusing, stressful, and emotionally draining. In the Wrap-Up, you had the opportunity to work on a coping plan template with your child and any other family members who may have wanted to join you.

- A. What kinds of activities did you brainstorm in your coping plan? What about your child? Are there any activities that you can do together?
- B. What statements did you write down that you could use to help you feel better? What statements did your child select?
- C. Did you and your child identify someone whom you could go to for help or for distraction? Are any of these individuals also listed on you or your child's Circle of Support?
- D. What did you list as the most important things in your life? What did your child or another family member share?

Reflection:



Group discussion notes:



? Wrap-Up: Wrap-Up Module Discussion Summary Questions


- A. Which topic discussed in the supplemental module was the most beneficial to you as a parent ? Why?
- B. What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for your child or your family?
- C. What has changed in your interactions with your child since before you started completing the supplemental module?
- D. Have you noticed a difference in the way your child is responding to your parenting?

Reflection:

 *Group discussion notes:*



Step 4: Prepare Additional Questions for Supplemental Module Meeting 2

 Note any additional questions you may have for the group or the facilitator.

Reflection:

 *Group discussion notes:*

Supplemental Module Meeting 2



**Discussion of Introduction and
Parts 2 and 3 and the Wrap-Up
and Resource Sharing**

60 minutes

Homework

(optional)

| | |
|---------------|--|
| Date | |
| Time | |
| Link/Location | |



Step 1: Attend Meeting

Return to *Supplemental Meeting 1, Step 3: Prepare Community-Building Activities/Discussion Questions* to discuss the activities and questions on the previous pages as a group. If new ideas are mentioned during the group meeting, note them in the magenta boxes under your prior homework responses.



To engage in discussion, go back to the homework you completed after Meeting 1.

Step 2: Complete Homework [optional]

Consider registering for additional Thrive Initiative universal parenting programs or supplemental modules.

- Information about the Thrive Initiative universal parenting programs can be accessed at <https://thrive.psu.edu/>.
- Supplemental modules can be accessed at <https://thrive.psu.edu/modules/supplemental/>.

Visit the Thrive Initiative website at <https://thrive.psu.edu> to access additional resources and materials.

