

Supporting your daughter's emotional well being



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6th Nov 2017

WGHS



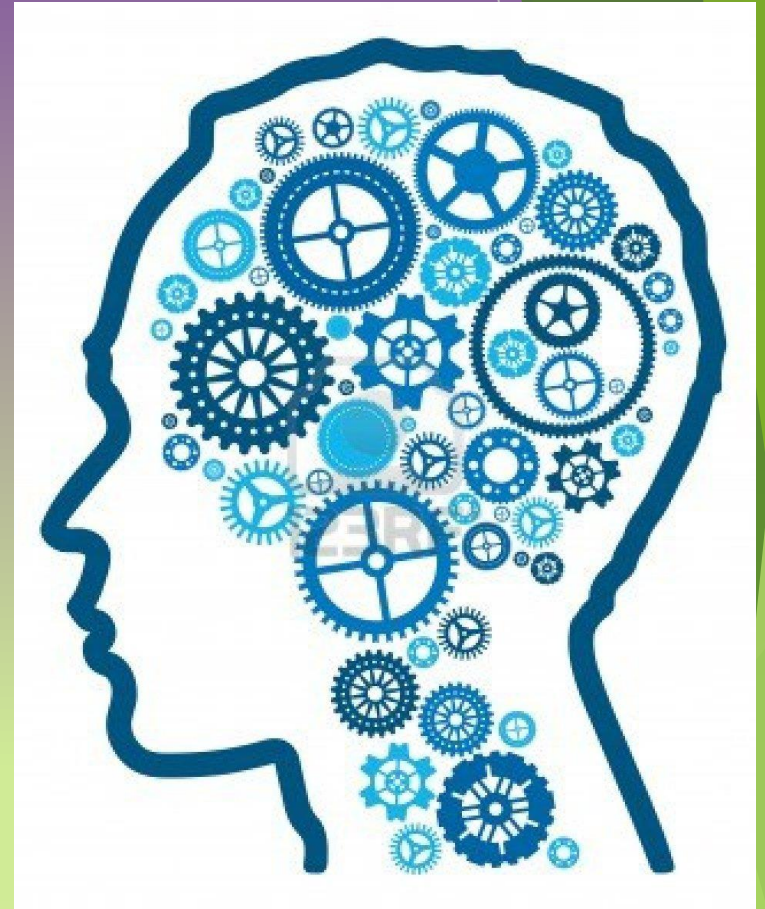
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Being Healthy....



Social, Emotional and Mental Health - SEMH



Prevalence

- ▶ 1. How many adults with mental health problems were diagnosed in childhood?
A. More than a quarter B. More than a third C. More than half
- 2. How many children and young people are known to suffer from severe depression?
A. Nearly 30,000 B. Nearly 80,000 C. Nearly 100,000
- 3. How many children and young people aged 5 - 16 suffer from a diagnosable mental health disorder?
A. 1 in 5 B. 1 in 8 C. 1 in 10 D. 1 in 12
- 4. What is the percentage increase of the number of young people admitted to hospital because of self harm?
A. 58% B. 68% C. 78% D. 88%



“[My fans] know that I’ve struggled with depression, and that helped them get over theirs. Miley Cyrus

I was sceptical [about having cognitive behavioural therapy] at first because I’d never had therapy, but not being able to leave the house [because of panic attacks] was so debilitating. Ellie Goudling

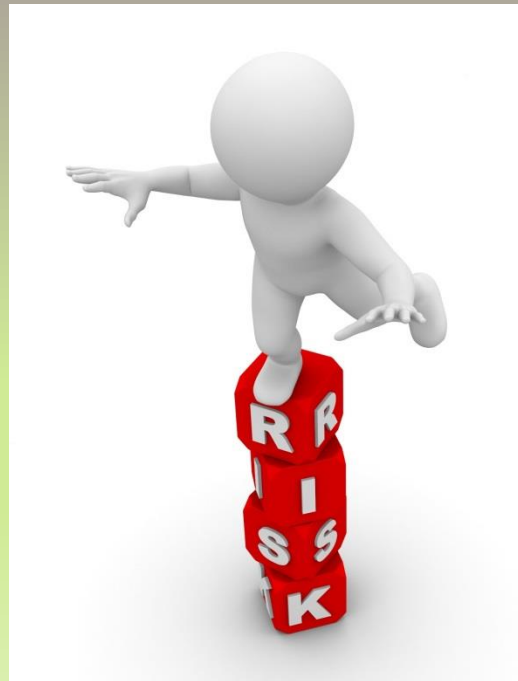


‘I was angry, cynical and had this deep sadness like an anchor dragging everywhere I go. I just didn’t feel like fighting anymore. Lady Gaga

knowing I had been treated so disrespectfully for no other reason than I was gay, I just went into this deep, deep depression. Ellen Degeneres



Risk factors



- ❖ Long term physical health
- ❖ Having a parent who has had a mental health problem (either diagnosed or undiagnosed), problems with substances or has been in trouble with the law
- ❖ Experiencing loss and bereavement following the death of a loved one
- ❖ Having parents who have separated or divorced, or having relationship problems
- ❖ Severe bullying or abuse
- ❖ Living with financial difficulties
- ❖ Discrimination
- ❖ Young Carer
- ❖ Long-standing educational stresses and difficulties



School/ Community Level

- Discrimination/ Bullying
- Relationships
- Local/ National issues
- Educational problems

Family

- Relationships
- Parental factors/ needs
- Family Dynamics
- Health
- Financial problems
- Life Events

Individual

- Female
- Temperament/ Personality
- Skills and Abilities
- Relationships
- Physical Health

What is pertinent to this time in your daughters life and development?

- Transitional Year
- Personal Development
- Physiological Development
- Social Pressures
- Academic Pressures

The teenage brain!

The National Institute of Mental Health - [www. Nimh.nih.gov](http://www.Nimh.nih.gov)



If something's not quite right...

- Encourage talking - if it feels 'awkward'...
- QT - Talk whilst -eating/cooking/shopping/exercising together
- Be genuine and listen
- Show empathy first- share your own experiences (but try not to compare) - try to solution find straight away - just 'be' and 'feel' with them
- Use approaches and techniques together - e.g. mindfulness, emotion coaching
- Offer choices and let them chose who they go to for help - family member, friend, adult in school, GP

Online guidance and resources youngminds.org.uk

What the girls would like you to know...

10 - Show an interest

9 - Try to understand

6 - Don't stop noticing

7 - Adjust expectations

8 - Let it go...

What the girls would like you to know...

4 - Don't
compare us

3 - Stay calm

1 - Let us chill
out

2 - Listen to
us and
value what
we say

5 - Feel our
pain...Empathise

Protective Factors

Positive

Engagement

Relationships

Meaning

Accomplishment

(Seligman)

Around exams...

- ✓ Accept this is going to be a stressful time for the whole family - expect outbursts and try to remain calm
- ✓ Try to not forget that if things don't go well - it's disappointing for your daughter too...be kind, show empathy, share their emotions before trying to 'fix' it...
- ✓ Try and work with your child and support them rather than policing them- let them have some control/ influence
- ✓ Be clear that avoiding things they find difficult will not be helpful in the long run - find solutions together. Help to break the overwhelming mountains into achievable mole hills
- ✓ Encourage children to talk to you if they are really worried they haven't done enough work. Reassure them that if they do not get their expected grades, there will be other opportunities ahead, and they should just do their best.
- ✓ Praise and recognise EFFORT

Around exams...

- ✓ Nurture - Try to make sure they eat healthy snacks regularly, and drink enough so they don't get dehydrated - pop your head in to see how they are doing and bring them a drink/snack
- ✓ Adjust 'normal' expectations re: e.g. house chores, family activities and responsibilities
- ✓ It is important for their brains to have some 'down time' to help process their learning and release some endorphins...it's OK for them to do some socialising/ relaxing
- ✓ Exercise is also a good way to relax, even just a walk - go together?
- ✓ Respect their body clocks and revision style (provided its effective for them) - try to understand
- ✓ Plan something nice for when it's all over - give them something to look forward to and reward them for trying hard (Don't sanction poor results!)

Thanks for coming

