

Family Connection



MAKING ACHIEVEMENT POSSIBLE

Agenda



- **Starting the Day Off Right!**
 - Having a Good Night's Sleep
 - Breakfast- increase your child's concentration in school
- **Stress**
 - What it is and how to cope stress
 - Breathing Exercise
- **Family the First Support System**
- **When Things Happen**
- **Money!**

Nutrition and Sleep



- Did you know that your teenager's brain is changing?
- Teenagers need 8-9 hours of sleep each night.
 - Insufficient sleep has been associated with:
 - ✦ Poorer mental health &
 - ✦ Reduced academic performance in teenagers.

(Steinberg, 2008, p. 41-44 & 74)
- Did you know that what your child eats can effect how they perform in school?
 - Avoid
 - ✦ Refined sugars, high fat content, processed food
 - Add
 - ✦ Whole foods, grains, vegetables, and fruits

My Teen is Changing



- Adolescence is a time of great change
 - Brain development – growth and pruning
 - ✦ New connections are being created
 - Pathways strengthened and unused pathways are “trimmed”
 - Puberty
 - ✦ Hormone changes
 - ✦ Resulting physical changes
 - ✦ Self-image
 - ✦ Feedback from others
 - ✦ Changes in behavior

Stress



- **Stress is not always bad**
 - Deadlines, danger, focus
- **Letting stress pile up**
 - The daily stressors of life can have a bigger impact than large events
- **Perception and Control**
 - Knowing you can effectively handle your stressors
- **Ways to deal effectively with stress**
 - How to you recognize stress in your own life?
 - Write 5 things you do to relieve stress
 - What works for you?

Types of Stressors



- **External Stressors**
 - Life Events
 - Ongoing Circumstances
 - Daily Hassles

(Flanagan, 1990, p.23)

- **Internal Stressors**
 - Body
 - Behavior
 - Faulty Learning

(Everly & Lating, 2002, p. 25)

Perception and Control



- **External Locus of Control**
 - Perceive we have little to no influence over stressors (external/internal)
 - ✦ Can lead to increased anxiety and depression, while negatively impacting an individual's health
- **Internal Locus of Control**
 - Perceive some measure of influence/control over stressor (external/internal)
 - ✦ Individuals experience lower anxiety and stress response activation
- **Exercise**

Coping Styles



(Lazarus & Folkman, 1984)

- **Proactive**
 - Acting on the environment
 - Think ahead and taking steps to limit stress
- **Internal**
 - Emotional reflection
 - ✦ Being aware of how you are perceiving the situation.
- **Reactive**
 - Perceived lack of control
 - Passive and behavior reactions

Managing Stress



- Exercise regularly
- Practice relaxation response daily
- Be aware of attitude and perception (role they are playing)
- Realistic expectations
- Life – feel in control
 - Make decisions, talk about what you can control, & schedule
- Time with people you love
- Balance
 - Don't forget about things that make life worth while
- What works for you?
 - Know your own limits with stress

Breathing Exercise



- **Instruction:**
 - Place one hand on your abdomen, just beneath your rib cage.
 - Inhale slowly and deeply through your nose or mouth from the “bottom” of your lungs. Imagine an inner tube around your midsection. If you are breathing from your abdomen, your diaphragm moves downward and your hand will rise. Your chest should only move slightly.
 - Inhale for a count of seven, hold for two seconds, then exhale completely for another count of seven. While you exhale allow your whole body to just let go and imagine all your worries being exhaled with your breath.
 - Do about ten deep breaths, keeping your breathing smooth and regular.
 - If you start to feel lightheaded, stop for 15-20 seconds, then start again.

When Life Changes



- Crises result in change
 - Types of Crises
 - ✦ The unexpected
 - Job loss, death, housing, lotto
 - May need to deal with many kinds of changes at once
 - Loss, new responsibilities
 - Be flexible
 - ✦ A developmental crisis
 - Retirement, marriage, puberty
 - Can create stress in the family
 - ✦ A structural crisis
 - The family resists change

Getting Through a Crisis



- Don't allow stress to drive the situation
- Accept that dealing with the crisis will be hard
- Avoid blaming one another
- Keep communication open
- Be patient with each other
- Use your stress coping skills
- Strengthen your outside support systems

Teens and Suicide



- According to the APA, suicide is the third leading cause of death among those 15-24 years of age
- Suicide is Preventable!
- Learn to recognize the signs
- Be ready to talk to your teen

Recognizing the Warning Signs



American Psychological Association <<http://www.apa.org/research/action/suicide.aspx>>

- Talking about dying
- Recent loss
- Change in personality
- Change in behavior
- Change in sleep patterns
- Change in eating patterns
- Low self esteem
- No hope for the future

What Next?



- **Ask the question!**
 - Be nonjudgmental
 - Be ready for the answer
- **Don't be afraid of putting ideas in your child's head**
 - People who are considering suicide are often relieved to be able to talk about their feelings openly
- **What do I do if the answer is “yes”?**
 - Ask them to talk with someone who can help them through this
 - Offer to go with them
 - Do not leave them alone
 - Be ready to call 911

On & Off Campus Resources



- On Campus

- Nancy Speaks/Rika Moya
- Dr. Zimmerman
- Dr. Herrera

- Off Campus

- Red Book
 - ✦ <<http://www.avys.av.org/redbook.php>>
- Handouts

Homework



- Make a list of support systems in your life
- Make a list of community resources that you would be willing to use in a crisis
- During the next week- write down things you did to strengthen communication in your family