"Our society tends to shame or ignore those with mental illness, and I want to change that."

— Demi Lovato

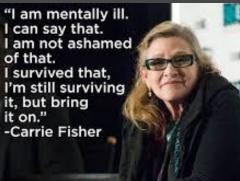




NATIONAL BESTSELLER

HERE'S THE DEAL







ROBIN WILLIAMS 1951-2014





## TYPICAL OR TROUBLED

#### MENTAL HEALTH EDUCATION FOR TEACHERS

PRESENTED BY SCHOOL COUNSELORS

PLAY VIDEO- <a href="https://afsp.org/our-work/education/more-than-sad/">https://afsp.org/our-work/education/more-than-sad/</a>

# Understanding Mental Health Disorders

Match the symptoms/characteristics to the disorders...

**ANXIETY** ADHD

DEPRESSION EATING DISORDER

AUTISM BIPOLAR DISORDER



# Understanding Mental Health Disorders

Symptoms/characteristics associated with mental health disorders can also be "typical" of adolescence, especially in stressful situations.

The difference is in the **frequency**, **duration**, **and severity/intensity** of the symptoms.

ANXIETY
DEPRESSION
AUTISM



ADHD OCD BIPOLAR

# **Statistics**



- 1 in 4 people are or will be affected by a mental health disorder in their lifetime
- 90% of those who develop a mental health disorder show warning signs during their teen years
- For children & adolescents, 1 in every 5 has a mental health disorder
- 11% of youth (ages 9-17) have a major mental health disorder
- □ Suicide is the 2<sup>nd</sup> leading cause of death for 15-24 year-olds and it's on the rise for teens.

# OUT OF 5 adolescents has a diagnosable mental health disorder only ever receive the help they need

### There is HOPE!

Research shows that early recognition, intervention, and treatment of mental disorders make a positive difference in a teen's life - potentially preventing a suicide attempt, or a death by suicide.

## WHEN YOU SUFFER FROM DEPRESSION SADNESS NOTHING SADNESS SELF-LOATHING A -ANXIETY HOPELESSNESS-GUILT ISOLATION -WHAT PEOPLE WHAT I **ACTUALLY FEEL** THINK I FEEL

More than Sad



"I don't know what to do with my stress."

#### Risk factors **Protective factors** Difficult temperament • Easy temperament Warning Child Low self-esteem • Good social and emotional skills Negative thinking style . Optimistic coping style signs Family disharmony, instability or break up . Family harmony and stability **Family** Harsh or inconsistent discipline style . Supportive parenting Parent/s with mental illness or substance abuse • Strong family values Peer rejection • Positive school climate that enhances School School failure . belonging and connectedness Poor connection at school Difficult school transition Involvement with caring adult Life Events Death of a family member • Support available at critical times Emotional trauma • Discrimination • Participation in community networks Isolation • Access to support services Social Socioeconomic disadvantage . Economic security Lack of access to support services . Strong cultural identity and pride

#### **Resiliency factors**

#### We can help! ACT

- Teach social-emotional skills
- Encourage empathy
- Teach coping skills/ stress management
- Foster optimism and growth mindset
- Find a way to connect with your students
- Offer support
- Make your class, our school, a positive place

# What to do



- NOTICE the warning signs. Ask yourself:
  - Typical teenage "growing pains" or real mental health problem?
  - Are signs frequent? Severe/intense?
- TALK to the student.
  - Provide reassurance that there is help.
- ACT: communicate with school counselor or administration

# Mental Health Resources





**Ending the Silence** #It'sOK2Ask #It'sOK2Talk







AY SOMETHING







## Walk with Team: Curry Cares

Register to walk and/or donate at www.afsp.org

