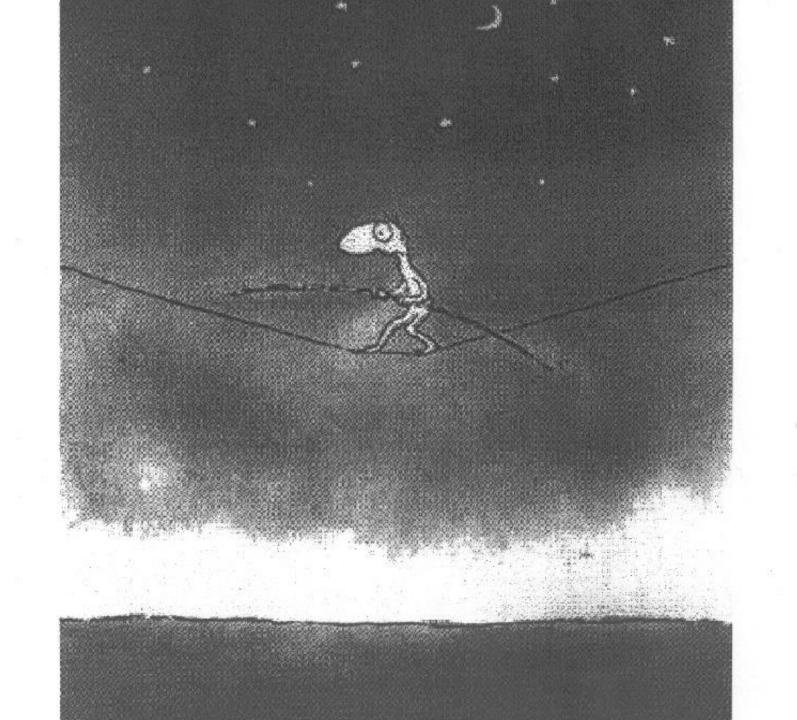
#### Managing the Senior Years:

setting sights for success, managing stress and

troubleshooting when the going gets tough



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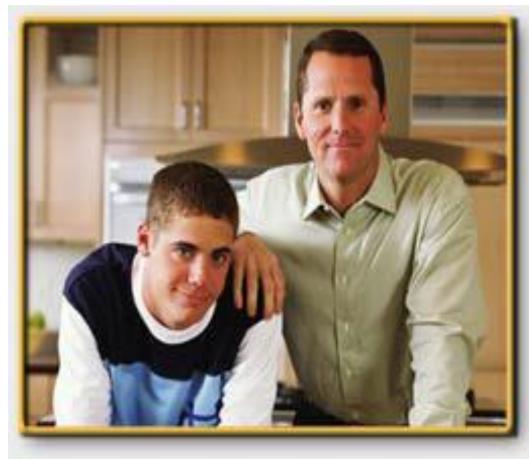


## The four stages of parenting

#### Hold me tight

- Put me down
- Leave me alone

Let me go



## You know your teenager!.. ADAPT to the individual & listen non-judgementally



#### Adolescent brain development



- Teenage years: synaptic pruning ++++ (leading to greater refinement and specialization)
- Brains are not fully **efficient** until about 18-25 years of age
- One of the last areas to develop is the frontal area (judgement, impulse control and prediction):
  - "teenagers' brains are all tuned up for emotions, fighting, running away and romance, but not so well tuned up for planning, controlling impulses and forward thinking" (Fuller, May 2008)

#### **Prolonged transition to adulthood**

- Onset of puberty is earlier
- Longer to attain independence
- Longer period of study
- Living at home longer (25% of 20-34 y. olds continue to live at home)
- Older having children

## **Typical interferences and setbacks**

- Relationship problems
- Worry about the future. Internalized pressure
- Family stressors
- Loss of interest in school/ outcomes
- Additional interests and responsibilities (parttime job; sport; getting a license; parties!
   ...alcohol and substance use)
- Mobile phone and computer use
- Illness (acute/ chronic)
- Mental health difficulties

## Mental health problems in teenagers

- One third will experience significant Mental Health problems before the age of 25 years
- 45% of young adults feel their peers are having more rewarding life experiences than them
- Of those with mental health difficulties, approx. 23% will access Mental Health help
- Most need support to seek help

#### So what's different about Years 11 & 12?

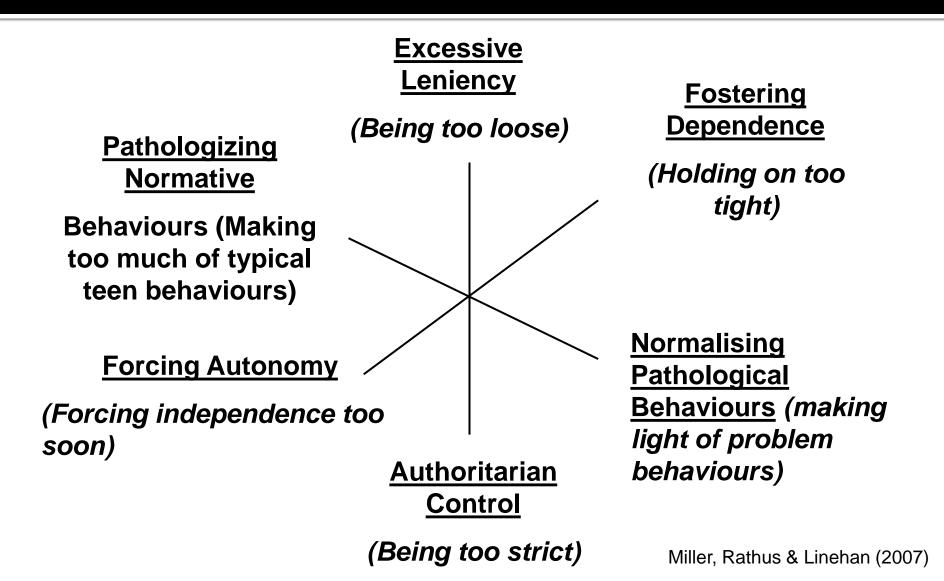
- "It really matters!" "This is important"
- "As long as they do their best"
- "I want them to have options/ choices"
- "They're wasting so much time"
- "They could miss out"

• "I don't place pressure on them. They do it themselves"

## Common dilemmas.....

- Quests for identity and autonomy
  - e.g. Power struggles; going out; rules; personal space needs
- Family relationship issues
  - e.g. Family values; sibling relationships
- Concerns re: safety
  - e.g. Risk taking; smoking; alcohol; substance use; sex
- Mental health issues
  - eg. Stress/ anxiety; low mood; anger/ irritability
- Academic and social concerns
  - e.g. Friends/ social relationships; school work; career choice

#### Parent - adolescent dilemmas





## Impact of social media: FoMO

- 53% of young people connect to social media in the 15 mins before sleep
- 37% connect within 15 mins. of waking up
- 24% connect during breakfast
- Pressure for constant connection ( contributes to poor sleep; relationship problems)

#### **Three fundamental principles**

#### Change is gradual

#### Create and use experiences

Build on strengths

**Milton Erickson** 

#### .... Predictable, stable and well-planned



#### ... and then there's real-life



#### ... and sometimes they have their own ideas!



#### ...but it may be better than this...

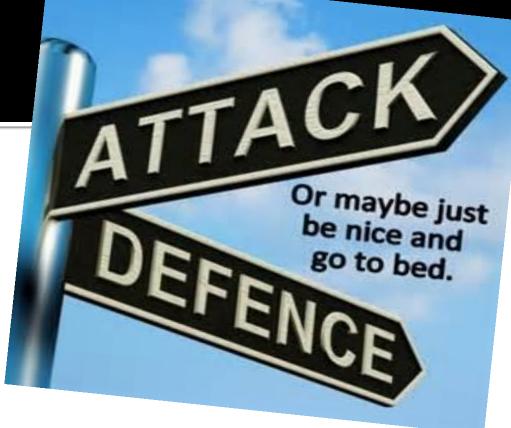


## **First principles**

- Communicate/ stay connected (with your teenager; with school staff; other parents)
- Know the HSC assessment timetable

 Keep a BALANCED perspective (stay attuned to your teenager's behaviour; attitude; mood and language). Encourage activities apart from HSC preparation

#### PICKYOUR BATTLES



#### TIMING IS EVERYTHING

Adjust expectations

## Some general suggestions...

- Do NOT panic (whatever the issue!)
- Be PATIENT ("evolution not revolution")



- Be predictable/ consistent AND flexible
- Adapt to the *INDIVIDUAL* teenager (avoid comparisons)
- Model managing UNCERTAINTY

Practice forgiveness (try having some FUN!!)

## Also consider....

- Allowing quiet (down-time) periods
- Increasing tolerance and practical help during high stress periods (e.g. Trials)
- Supporting academic demands by reading texts and discussing content, watching HSC films, reading essay drafts, etc..... IFYOUR TEENAGER REQUESTS IS OK WITH THIS!

## It sometimes feels like.....



# Try to see....the *vulnerability* behind the behaviour



## Is it "can't" or "won't" ?



I don't know if she's
 "anxious or depressed" or if she's just being
 "stubborn/ lazy/ procrastinating"

 I can never decide whether to be firm and MAKE him try to do it, or keep GIVING IN and just stay being supportive

# I DON'T KNOW WHAT TO DO WITH HOW I'M FEELING

## **Basic requirements**

- Adequate sleep
- Healthy food
- Exercise



- Routines
- Limits regarding risk taking (safety)
- VALIDATION... Emotional availability



#### **HOPE and HUMOUR**

## alive in the relationship



## A FEW "DON'T s" .....

- Become aggressive or lose control
- Attack the person rather than the behaviour
- Send "compliment sandwiches"
- Try not to "nag"
- Make your affection / time / interest <u>contingent</u> on demonstration of good behaviour or good marks
- Bring up the past (repeatedly)/ forecast future failure



## When should I worry?

- Sad ++ Irritable ++ Angry ++ Worried ++
- Falling grades ++
- Overly focused on weight/ physical appearance
- Persistent change in sleep and/or appetite
- Socially isolated/ withdrawn
- Frequent conflicts/ arguing ++
- Increased risk-taking/ alcohol/ substance use



#### When they seem troubled....AVOID...

- Seeking to "blame" someone or something
- Thinking that they're faking it
  (minimizing)
- Making `fun' of their emotional difficulties

## Where to seek help if needed?

- **G.P.**
- School Counsellor
- Child and Youth Mental Health Service (CYMHS) (NSW Dept. Health)
  - Hornsby Kuring-gai: 9485 6155
  - North Shore: 9462 9222
- Private therapists/ Psychiatrists
  - APS: 1800 333 497
- The internet parenting/ MH advice web-sites
- In a crisis Emergency Dept. (Hospitals)

#### .... and make sure you look after yourself !..... so you can be available to look after your teenager.



#### THANK YOU and BEST WISHES FOR THE FUTURE !