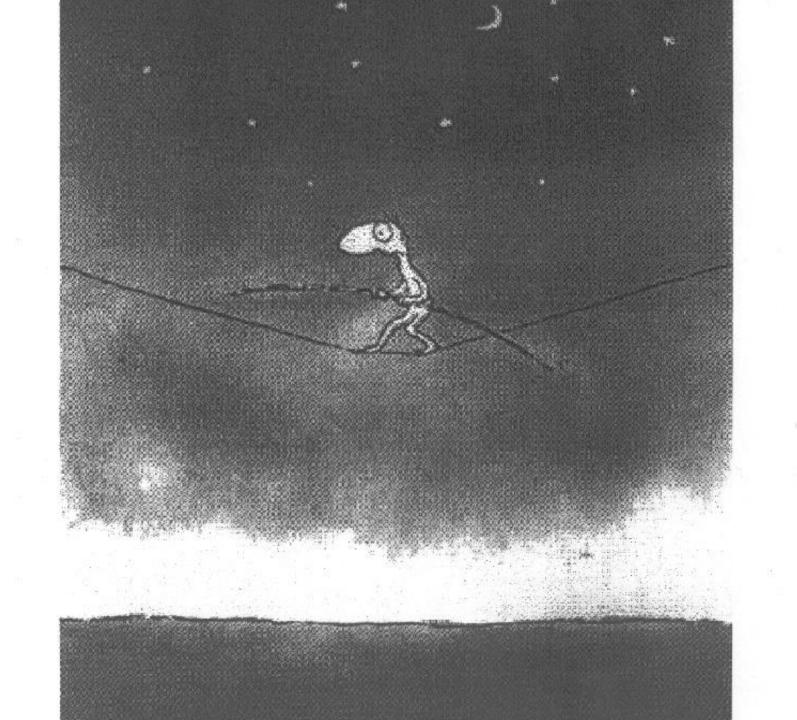
Managing the Senior Years:

setting sights for success, managing stress and

troubleshooting when the going gets tough



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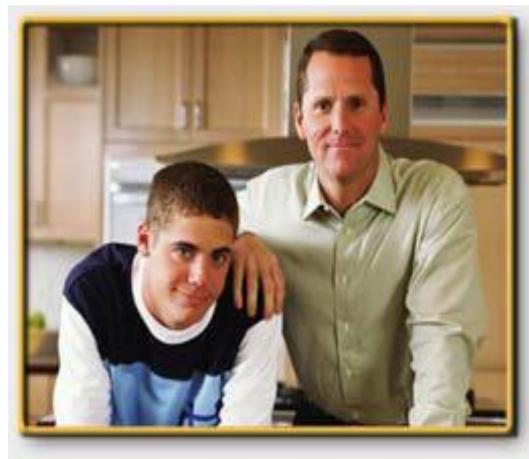


The four stages of parenting

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?

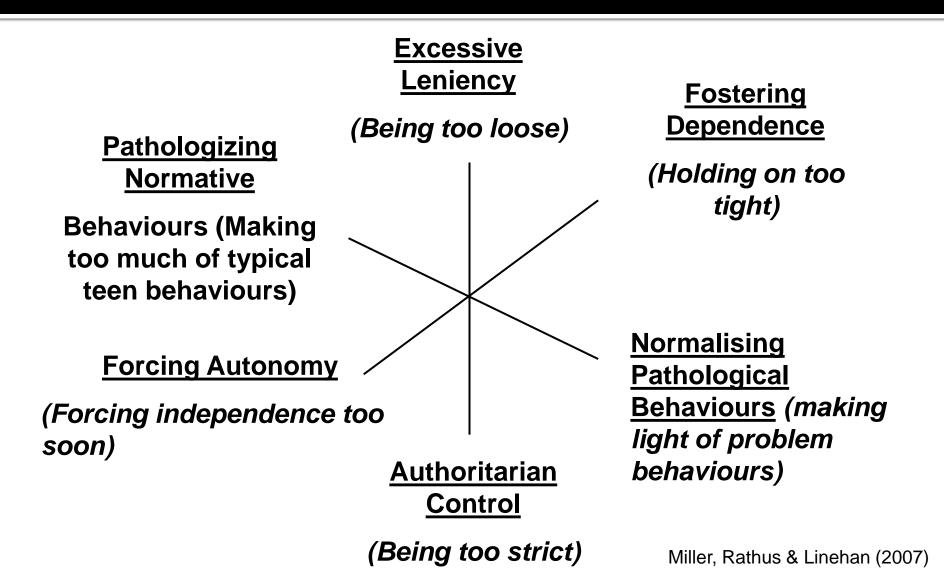
- "It really matters!" "This is important"
- "As long as they do their best"
- "I want them to have options/ choices"
- "They're wasting so much time"
- "They could miss out"

• "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...

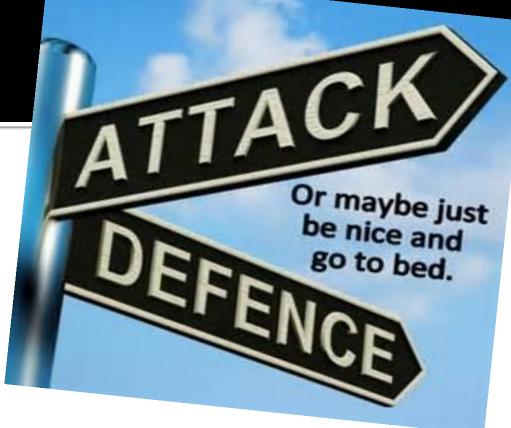


First principles

- 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 !