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Mental Health Parent Event

What every child needs

Peter Piñón, MS, LPC-S
Counselor | Coach

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Mental Illness in the US Each Year

1 in 6 Children & Adolescents (6-17)

(https://www.nami.org/About-Mental-Illness/Mental-Health-Conditions)

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NAMI
National Alliance on Mental Illness

Mental Illness in the US Each Year

1 in 6 Children & Adolescents (6-17)

1 in 5 Adults

(https://www.nami.org/About-Mental-Illness/Mental-Health-Conditions)

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NAMI
National Alliance on Mental Illness

What does mental illness look like?

A mental illness is a condition that affects a person's thinking, feeling, behavior or mood.

These conditions deeply impact day-to-day living and may also affect the ability to relate to others.

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What does mental illness look like?

Mental Illness

Difference

- A significant difference in thinking, feeling, and doing from others in the culture

Dysfunction

- Thinking, feeling, and doing that is not healthy and helpful

Distress

- Experiencing mental, emotional, and/or physical pain

Danger

- Threat to self and/or others

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What does mental health look like?

The ability to identify, evaluate, and manage your thoughts, emotions, behaviors, and relationships.

The benefits of mental health can impact and influence other areas of life (school, work, finances, etc.).

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What does mental health look like?

Mental health

Normality
- Thinking, feeling, and doing within normal range of those in the culture

Function
- Thinking, feeling, and doing that is healthy and helpful

Adaptability
- Managing and coping with mental, emotional, and/or physical pain

Safety
- Protecting self and others

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The Minds Connected Framework

- **Awareness**
  - Sensing and perceiving someone or something
- **Evaluation**
  - Determining the value, quantity, quality, or level of someone or something
- **Management**
  - Taking charge or care of someone or something to accomplish a goal

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The Minds Connected Framework

The Default Cycle

1 **Phase 1:**
Limited Awareness

2 **Phase 2:**
Limited Evaluation

3 **Phase 3:**
Limited Management

Survive Mode

The Decision Cycle

1 **Phase 1:**
Increased Awareness

2 **Phase 2:**
Increased Evaluation

3 **Phase 3:**
Increased Management

Thrive Mode

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The Connected Brain Model

Bottom and top connection

Survive Mode

Core > Cortex = Survive Mode

Key Functions

1. Emotions
2. Memory
3. Evaluation
4. Motivation
5. Attachment
6. Physical Regulation
7. Fight, flight, freeze

Core

(Limbic System)

Cortex

Thrive Mode

Cortex x Core = Thrive Mode

Key functions

1. Problem-solving
2. Decision-making
3. Emotional Management
4. Empathy
5. Creativity
6. Insight
7. Social Intelligence

(See works by Daniel J. Siegel)

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The GPS System

Goals

- Something you want to do, accomplish, or achieve
-
-

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Common parental goals

Educational

❑**Literacy and Numeracy**:
- Parents commonly hope their children will achieve basic literacy and numeracy skills.

❑**Academic Success**:
- Many parents wish for their children to excel in school and to pursue higher education.

❑**Critical Thinking**:
- Parents often hope their kids will develop strong problem-solving and critical-thinking skills.

Mental and Emotional

❑**Self-Esteem**:
- A common goal is for children to develop a healthy sense of self-esteem and self-worth.

❑**Resilience**:
- Parents often wish their children to be emotionally resilient and able to handle adversity.

❑**Happiness**:
- Above all, many parents express the simple wish that their children be happy in life.

Social

❑**Good Relationships**:
- Many parents hope their children will form strong, healthy relationships with family and friends.

❑**Communication Skills**:
- Effective communication is often high on the list of skills parents want their kids to develop.

❑**Empathy and Compassion**: Parents frequently aim for their children to be kind, empathetic, and understanding toward others.

Moral and Ethical

❑**Honesty**:
- Many parents prioritize the teaching of honesty and integrity.

❑**Responsibility**:
- Parents often aim for their children to be responsible and accountable for their actions.

❑**Ethical Behavior**:
- Parents commonly want their children to have a strong moral compass and ethical reasoning skills.

Health

❑**Physical Health**:
- Parents typically want their children to be physically healthy and active.

❑**Mental Health**:
- Increasingly, awareness is growing around the importance of mental health, and many parents aim for their children to have strong mental well-being.

❑**Nutrition**:
- Proper nutrition is often a focus, with parents wanting their children to have balanced, healthy diets.

Skills and Talents

❑**Discover Interests**:
- Parents often wish for their children to find and cultivate their own interests and talents.

❑**Self-Sufficiency**:
- Basic life skills like cooking, cleaning, and budgeting are often on the list of things parents hope their children will learn.

❑**Career Success**:
- Many parents aim for their children to find fulfilling and economically sustainable careers.

Cultural and Spiritual

❑**Cultural Heritage**:
- Parents may wish for their children to understand and appreciate their cultural or ethnic background.

❑**Spiritual Growth**:
- Depending on the family's belief system, spiritual growth might also be a significant goal.

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The GPS System

Goals

- Something you want to do, accomplish, or achieve

Problems

- Something that causes difficulty or distress

-

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Illness = Syndrome

A syndrome is group of symptoms

A symptom is an issue or problem

Syndrome

Illness, injury, or disorder

Symptom
(Issue)

Symptom
(Issue)

Symptom
(Issue)

Symptom
(Issue)

Symptom
(Issue)

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Anxiety Symptoms Checklist

In the past 7 days, have your child experienced any of the following?

Cognitive (Thinking/Believing)

- ❑ Thoughts of bad things happening, such as family tragedy, ill health, loss of a job, or accidents
- ❑ Spending lots of time making decisions, putting off making decisions, or preparing for situations, due to worries

Emotional/Physical (Feelings)

- ❑ Feeling moments of sudden terror, fear, or fright
- ❑ Feeling anxious, worried, or nervous
- ❑ Feeling a racing heart, sweaty, trouble breathing, faint, or shaky
- ❑ Feeling tense muscles, on edge or restless, or having trouble relaxing or trouble sleeping

Behavioral (Doing/Not doing)

- ❑ Avoiding, or not approaching or entering, situations about which you worry
- ❑ Leaving situations early or participated only minimally due to worries
- ❑ Seeking reassurance from others due to worries
- ❑ Needing help to cope with anxiety

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Depressive Symptoms Checklist

In the last 7 days, have your child experienced any of the following?

Cognitive (Thinking/Believing)

- ❑ "Feeling" bad about yourself—or that you are a failure or have let yourself or your family down
- ❑ Trouble concentrating on things like school work, reading, or watching TV
- ❑ Thoughts that you would be better off dead or of hurting yourself in some way

Emotional/Physical (Feelings)

- ❑ Feeling down, depressed, irritable, or hopeless
- ❑ Trouble falling or staying asleep, or sleeping too much
- ❑ Feeling tired or having little energy
- ❑ Poor appetite, weight loss, or overeating

Behavioral (Doing/Not doing)

- ❑ Little interest or pleasure in doing things
- ❑ Moving or speaking so slowly that other people could have noticed
  Or the opposite—being so fidgety or restless that you have been moving around a lot more than usual

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Traumatic Stress Symptoms Checklist

Since the traumatic event, has your child experienced any of the following?

Cognitive (Thinking/Believing)

- ❑Having "flashbacks," that is, you suddenly acted or felt as if a stressful experience from the past was happening all over again
- ❑Trying to avoid thoughts that reminded you of a stressful experience
- ❑Being "super alert," on guard, or constantly on the lookout for danger

Emotional/Physical (Feelings)

- ❑Feeling very emotionally upset when something reminded you of a stressful experience
- ❑Having a very negative emotional state (for example, you were experiencing lots of fear, anger, guilt, shame, or horror) after a stressful experience
- ❑Feeling jumpy or easily startled when you hear an unexpected noise

Behavioral (Doing/Not doing)

- ❑Trying to avoid feelings or physical sensations that reminded you of a stressful experience
- ❑Losing interest in activities you used to enjoy before having a stressful experience
- ❑Being extremely irritable or angry to the point where you yelled at other people, got into fights, or destroyed things

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The GPS System

Goal

- Something you want to do, accomplish, or achieve

Problem

- Something that causes difficulty or distress

Solutions

- Something you do or a process you follow to solve a problem

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The GPS System

Goals	Problems	Solutions
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

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Mental Health Parent Event

What every child needs

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Core Values

Value

★The worth, importance, or helpfulness you believe someone or something has

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Values List

Circle all that apply

Abundance
Acceptance
Accomplishment
Accountability
Accuracy
Achievement
Adaptability
Adventure
Affection
Alertness
Ambition
Assertiveness
Attentive
Authenticity
Awareness
Balance
Beauty
Boldness
Bravery
Brilliance
Calmness
Capable
Careful
Caring
Certainty
Challenge
Charity
Cleanliness
Clarity
Clever
Comfort
Commitment
Communication
Community
Compassion
Competence
Confidence
Connection
Consistency
Contentment
Contribution
Control
Cooperation
Courage
Courtesy
Creativity
Credibility
Curiosity

Decisiveness
Dedication
Dependability
Determination
Devotion
Dignity
Discipline
Diversity
Efficiency
Empathy
Endurance
Energy
Enjoyment
Enthusiasm
Equality
Ethics
Excellence
Experience
Expertise
Exploration
Fairness
Faith
Fame
Family
Fearlessness
Faithfulness
Fitness
Focus
Foresight
Forgiveness
Freedom
Friendship
Fun
Generosity
Gentleness
Giving
Goodness
Grace
Gratitude
Growth
Happiness
Hard work
Harmony
Health
Honesty
Honor
Humility
Humor
Imagination
Independence
Individuality
Innovation
Insight
Inspiration
Integrity
Intelligence
Intuitive
Joy
Justice
Kindness
Knowledge
Lawful
Leadership
Learning
Logic
Love
Loyalty
Mastery
Maturity
Meaning
Moderation
Motivation
Obedience
Openness
Optimism
Order
Organization
Originality
Passion
Patience
Peace
Playfulness
Positivity
Power
Productivity
Professionalism
Prosperity
Purpose
Quality
Recognition
Respect
Responsibility
Restraint
Results
Rigor
Security
Self-actualization
Self-control
Self-development
Self-reliance
Self-respect
Selflessness
Sensitivity
Serenity
Service
Sharing
Silence
Simplicity
Sincerity
Skillfulness
Solitude
Speed
Spirituality
Stability
Status
Stewardship
Strength
Structure
Success
Support
Surprise
Sustainability
Teamwork
Temperance
Thankfulness
Thorough
Thoughtful
Timeliness
Tolerance
Toughness
Tradition
Tranquility
Transparency
Trustworthy
Understanding
Uniqueness
Unity
Vision
Vitality
Wealth
Welcoming
Wisdom

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Core Values List

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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Core Values

	Need 1: Connection	Need 2: Competence
Option 1	Value 1: Connection	Value 2: Competence
Option 2	Value 1: Competence	Value 2: Connection

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Core Values and Goals

	Need 1: Connection	Need 2: Competence
Option 1	Goal 1: Connection	Goal 2: Competence
Option 2	Goal 1: Competence	Goal 2: Connection

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Parenting Styles

Two Core Mental and Emotional Needs

CONNECTION

COMPETENCE

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Parenting Styles

Two Core Mental and Emotional Needs

CONNECTION

Enabling: Kind BUT not Firm Permissive Indulgent and lenient Rescuing Overly protective Excusing behavior	**Empowering:** Kind AND Firm Authoritative Respectful leadership Relational and assertive Empowering for growth Mutual communication
Escaping: Not Kind AND not Firm Negligent Disinterested Uninvolved/absent Passive Submissive	**Enforcing:** Not Kind BUT Firm Authoritarian Controlling Bossy "Because I said so." Dictatorship Punitive

COMPETENCE

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Parenting Styles

Two Core Mental and Emotional Needs

10

High

Kind
Connection,
Love,
Support,
Flexibility,
Nurture,
& Warmth

Low

0

Enabling: Kind BUT not Firm Permissive Indulgent and lenient Rescuing Overly protective Excusing behavior	**Empowering:** Kind AND Firm Authoritative Respectful leadership Relational and assertive Empowering for growth Mutual communication
Escaping: Not Kind AND not Firm Negligent Disinterested Uninvolved/absent Passive Submissive	**Enforcing:** Not Kind BUT Firm Authoritarian Controlling Bossy "Because I said so." Dictatorship Punitive

Low — **Firm** — High

10

Competence, Limits, Structure, Boundaries, Accountability, Responsibility, & Rules

(Inspired and adapted from Baumrind, 1991 & 2013)

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Parenting Styles

Two Core Mental and Emotional Needs

What's your style?

Enabling Connection only	**Empowering/ Enabling** Connection, THEN Competence	**Empowering** Connection AND Competence	**Empowering/ Enforcing** Competence, THEN Connection	**Enforcing** Competence only

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Reflection questions

What were your most influential leaders' default styles?

- Leader 1: ☐Empowering ☐Enabling ☐Enforcing ☐Escaping
- Leader 2: ☐Empowering ☐Enabling ☐Enforcing ☐Escaping
- Leader 3: ☐Empowering ☐Enabling ☐Enforcing ☐Escaping

What is your default style with your children?

- ☐Empowering ☐Enabling ☐Enforcing ☐Escaping

What is your default style with yourself?

- ☐Empowering ☐Enabling ☐Enforcing ☐Escaping

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DECA Model

D

Step 1: Describe your situation

Step 2: Determine your goal(s)

Step 3: Define your problem(s) tentatively

E

Step 4: Express your emotions and feelings

Step 5: Explore possible solutions

Step 6: Evaluate the pros & cons of the best solutions

C

Step 7: Choose a solution to try

Step 8: Create an action plan

Step 9: Check on progress periodically

A

Step 10: Adjust solution(s) and/or action steps as necessary

Step 11: Acknowledge and celebrate progress and completed goals.

Step 12: Allow yourself to go back Step 1 if you get stuck

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DECA Model Worksheet

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DECA Model Worksheet

D

Step 1: Describe your situation

Question: What is the situation?

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DECA Model Worksheet

D

Step 2: Determine your goal(s)

Question: What are your goal(s)?

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DECA Model Worksheet

D

Step 3: Define your problem(s) tentatively

Question: What problem(s) could be here?

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DECA Model Worksheet

E

Step 4: Express your emotions and feelings

Question: What emotions or feelings need to be expressed?

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DECA Model Worksheet

E

Step 5: Explore possible solutions

Question: What solutions could help?

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DECA Model Worksheet

E

Step 6: Evaluate pros & cons of the best solutions

Questions: What are the best solutions? What are the pros and cons of each?

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DECA Model Worksheet

C

Step 7: Choose a solution to try

Question: What solution do you want to try?

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DECA Model Worksheet

C

Step 8: Create an action plan

Question: What action step(s) could you take?

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DECA Model Worksheet

C

Step 9: Check on progress periodically

Question: What progress has been made?

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DECA Model Worksheet

A

Step 10: Adjust solution(s) and/or action steps as necessary

Question: What needs to be adjusted or changed?

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DECA Model Worksheet

A

Step 11: Acknowledge and celebrate progress and completed goals.

Question: What can you acknowledge and celebrate?

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DECA Model Worksheet

A

Step 12: Allow yourself to go back Step 1 if you get stuck

Question: Should you go back to step 1 (or any other step)?

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What action steps do you want to take?

1. _____

2. _____

3. _____

4. _____

5. _____

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Downloadable Resources

1. Event handout
2. Free course
3. Blogs
4. Referrals

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