



**friendsofyouth**

# **Influence the Choice & TECH Teen Talk**

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**12.07.2021**



# teen talk agenda

- I how to talk with your teen
- II protective factors and risk factors
- III seasonal affective disorder

# how to talk with your teen

## Utilizing Motivational Interviewing Strategies

*“MI is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion.” (Miller & Rollnick, 2013, p. 29)*

# how to talk with your teen

- Open-ended questions
- Make affirmations
- Use reflections
- Use summarizing
- Express Empathy
- Develop discrepancy
- Roll with resistance
- Support self efficacy

Table 3 Five Core Skills of Motivational Interviewing

Core Skill	Description	Example
Open-ended questions	Ask questions that allow patient flexibility in responses	<i>What are the healthiest foods you eat?</i>
Affirmations	Positive comments on patient's behaviors or motivations	<i>You've made a lot of effort to include more exercise in your weekly schedule!</i>
Reflections	Mirroring the patient's "meaning" of statement	Patient: <i>I am sick of having to keep track of my blood sugar.</i> Clinician: <i>Diabetes is hard to manage and you're getting frustrated.</i>
Summarizations	Provide overview of important components of what patient has communicated	<i>To summarize our conversation so far, you feel good about the progress you've made in improving your oral hygiene, but you're experiencing a few barriers, such as fear of going to the dentist.</i>
Informing and advising	With permission, elicit from patient about what he/she wants to learn more about, then provide information, and elicit about how patient	<i>Would it be alright if I provide more information about sleep hygiene? What would you like to learn more about? Ok ... [provide</i>

# protective factors

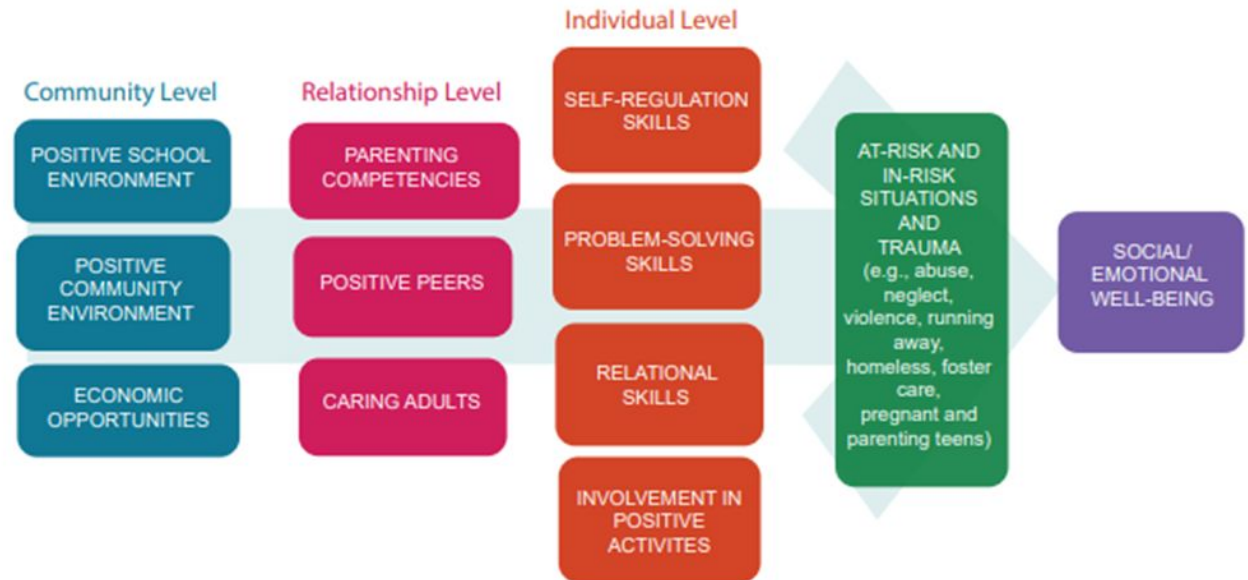
## individual skills

- Self regulation skills
- Relational skills
- Problem-solving skills

## how parents/adults can contribute to wellbeing:

- Competencies of the parent/guardian
- Wellbeing of parents and other caregivers
- Presence of a caring adult
- Positive relationships with peers

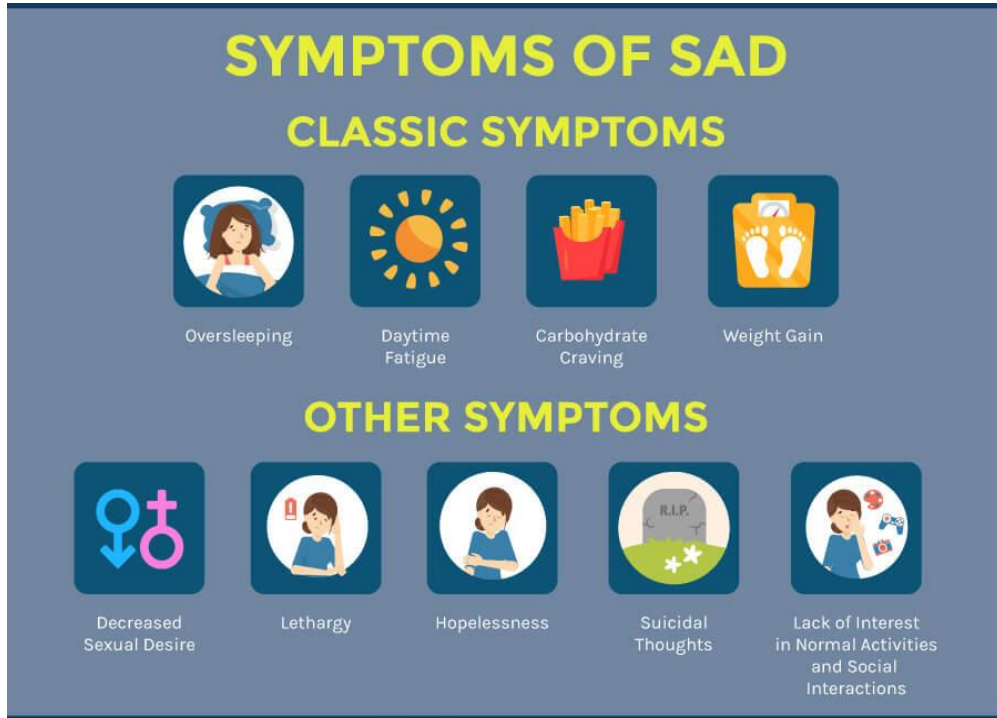
Conceptual General Model: Personal Environment Dynamic



## how community can contribute to wellbeing:

- Positive school environment
- Positive community environment
- Economic opportunities
- Racial identity and cultural identity and engagement

# seasonal affective disorder



- A type of depression that begins in late fall or early winter and dissipates in the summer, lasting 4-5 months per year
- Must have symptoms of major depression including
  - feeling depressed for most of the day
  - problems with sleep
  - low energy
  - feeling hopeless or worthless
  - changes in appetite and weight
  - frequent thoughts of suicide
- To be diagnosed with SAD, must have major depressive symptoms, must occur during specific seasons for at least 2 consecutive years and depressive episodes must be more frequent than at other times of the year in the person's life.
- If someone is experiencing SAD, it is important to get them help right away through therapy (Friends of Youth, school supports, private therapists, etc.), the National Suicide Prevention Hotline (1-800-273-TALK) or the Crisis Line (866-427-4747)