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Parent Guide: Helping Your Child Identify Emotions

💡 Recognizing Emotional Cues

Children often express emotions differently than adults.
Look for these signs:

- ✓ **Body language:** Hunched shoulders, fidgeting, facial expressions
- ✓ **Behavioral changes:** Sleep disturbances, appetite changes, withdrawal
- ✓ **Verbal expressions:** What they say (or don't say) about feelings

💬 Daily Emotion Check-ins

Try these conversation starters:

- "What was the best part of your day? The hardest part?"
- "I noticed you seemed [emotion] when [situation]. How were you feeling?"
- "On a scale of 1-10, how was your day? What made it that number?"

🏠 Creating an Emotion-Friendly Home

Do's

- Validate all emotions ("It's okay to feel angry")
- Label your own feelings ("I'm feeling frustrated right now")
- Use media (movies, books) to discuss characters' emotions
- Create a "feelings vocabulary" with visual cues

Don'ts

- Dismiss feelings ("You shouldn't feel that way")
- Rush to fix problems before acknowledging emotions
- Force children to talk when they're not ready
- Overreact to emotional displays

Statistics

TASK
COMPLETION
RATE

78%

↑ 12% increase
since last month



SESSIONS
ATTENDED

8/10

✓ Perfect
attendance last 4
weeks



PHQ-9 SCORE
TREND

14 → 10

↓ 4 point
improvement



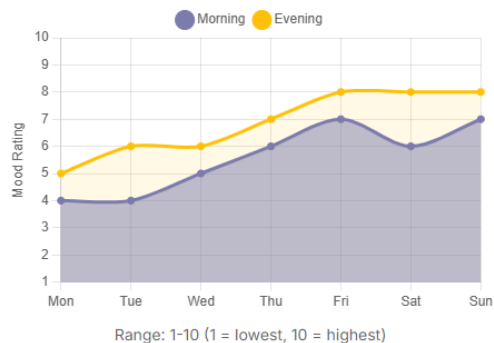
AVG. MOOD
RATING

6.4/10

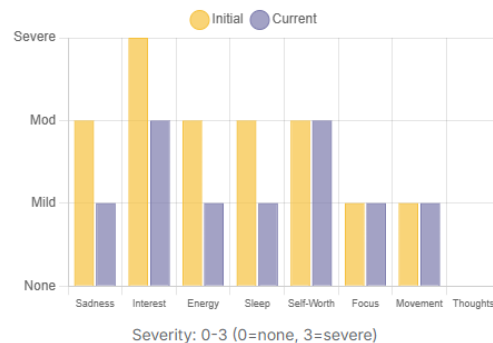
↑ 1.8 point
improvement



Weekly Mood Tracking



Symptom Severity Breakdown



Diagnostic overview

🕒 14:00 - 15:00 In Progress

🎯 Goal of Diagnostic

To assess the current state of depression, establish rapport with the adolescent and family, and develop an initial understanding of mood patterns and triggers.

👁️ Observations

[✎ Edit](#)

“ Patient appears withdrawn with minimal eye contact. Speech is slow and quiet. Reports feeling "tired all the time" and has lost interest in previously enjoyed activities. Parent reports significant decline in academic performance and social withdrawal over past 3 months. ”

☰ Assessment Progress

- ✓ 1. Initial depression screening completed
- ✓ 2. Family history assessment
- 3. School functioning evaluation
- 4. Suicide risk assessment

✓ Differential Diagnosis



Potential Diagnosis	Supporting Evidence	Contradicting Evidence	Probability
Major Depressive Disorder	<ul style="list-style-type: none">Persistent low moodAnhedoniaSleep disturbanceConcentration difficultiesPHQ-9 score of 14	<ul style="list-style-type: none">None significant	<div>High</div>
Adjustment Disorder with Depressed Mood	<ul style="list-style-type: none">Recent school change (6 months ago)Symptoms emerged after change	<ul style="list-style-type: none">Symptom severity exceeds typical adjustment disorderDuration longer than expected	<div>Medium</div>
ADHD (attention deficit)	<ul style="list-style-type: none">Concentration difficultiesAcademic performance decline	<ul style="list-style-type: none">No pre-existing attention issuesConcentration problems emerged with mood symptomsNo hyperactivity/impulsivity	<div>Low</div>
Social Anxiety Disorder	<ul style="list-style-type: none">Social withdrawalDiscomfort in peer situations	<ul style="list-style-type: none">Previously socially engagedSocial withdrawal appears secondary to moodNo specific fear of evaluation	<div>Low</div>