**As children enter into teens they experience not only physical changes but also face emotional and social changes which influences their thinking and decision making skills. These could be considered as phase of life issues. However one needs to evaluate the frequency and the intensity of the problem and accordingly seek professional intervention.**

**Some common concerns they come across are listed below.**

**ANXIETY**

Experiencing occasional anxiety is a normal part of life. However, people with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations. Often, anxiety disorders involve repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks).

If your feelings of anxiety are extreme, last for at least 6 months, and are interfering with your life, you may have an anxiety disorder.

These feelings of anxiety and panic interfere with daily activities, are difficult to control, are out of proportion to the actual danger and can last a long time. You may avoid places or situations to prevent these feelings. Symptoms may start during childhood or the teen years and continue into adulthood.

**STRESS**

Stress can be defined as any type of change that causes physical, emotional or psychological strain. Stress is your body's response to anything that requires attention or action. Everyone experiences stress to some degree. The way you respond to stress, however, makes a big difference to your overall well-being.

One should seek medical attention if there is a feeling of being overwhelmed, if one is using drugs or alcohol to cope, or if there are thoughts about hurting oneself. The primary care provider can help by offering advice, taking a family doctor’s appointment or referring to a therapist.

**DEPRESSION:**

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. You may have trouble doing normal day-to-day activities, and sometimes you may feel as if life isn't worth living.

To be diagnosed with depression, the symptoms must be present for at least two weeks. More than just a bout of the blues, depression isn't a weakness and you can't simply "snap out" of it. Depression may require long-term treatment. But don't get discouraged. Most people with depression feel better with medication, psychotherapy or both.

**BULLYING**

Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions.

It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

There are things you can do if you are being bullied:

* Stay calm
* Stand up straight and say “Leave ME Alone”
* Hold your hand out and say “STOP IT”
* If speaking up seems too hard or not safe, walk away and stay away. Don’t fight back. Find an adult to stop the bullying on the spot.
* Seek adult help – teacher or parent
* Do not participate in the harassment of the victim

There are things you can do to stay safe in the future, too.

* Talk to an adult you trust. Don’t keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
* Stay away from places where bullying happens.
* Stay near adults and other kids. Most bullying happens when adults aren’t around.

**CYBER BULLYING**

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Some cyberbullying crosses the line into unlawful or criminal behavior.

YOU CAN:

* Always think about what you post. Being kind to others online will help to keep you safe.
* Keep your password a secret only let your parents have your passwords.
* Privacy settings let you control who sees your posts.
* Keep your parents in the loop. Listen to what they have to say about what is and isn’t okay to do.
* Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, [report it](https://www.stopbullying.gov/cyberbullying/how-to-report).

## Stand Up for Others

**When you see bullying, there are safe things you can do to make it stop.**

* **Talk to a parent, teacher, or another adult you trust.**
* **Be kind to the kid being bullied.**

**Social communication disorder (SCD)**

One’s acquisition and use of spoken and written language is problematic, and responses in conversation are often difficult.

It is characterized by a persistent difficulty with verbal and nonverbal communication that cannot be explained by low cognitive ability. Symptoms seen are:

* Greeting others inappropriately
* Failing to alter communication styles
* Talking over others
* Telling stories in disjointed manner

| **I can help myself by..** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| finding the language that I am comfortable to talk in. | Being supportive and encouraging | Speech and language therapist |
| applying all- sensory learning | Sharing ideas | Developmental paediatric neurologist. |
| making a journal of language learning | helping to form the Journal |
| making an attempt to speak |

**Disruptive mood dysregulation disorder (DMDD**).

It is characterized by severe and recurrent temper outbursts that are grossly out of proportion to the situation in intensity or duration.

The outbursts occur, on average, three or more times each week for a year or more.

Symptoms seen are:

* An irritable or angry mood most of the day, almost every day.
* Severe temper outbursts (verbal or behavioural), these usually happen three or more times per week.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Being aware of triggers  Noticing the physical reaction to the triggers (eg: clinging of fist, teeth, restlessness, fidgety..etc) | Using a calm and low tone | Psychologist |
| Pausing and thinking of ways to divert your attention | Helping them to identify their triggers | Psychiatrist |
| Counting backward numbers | Noticing and reinforcing positive behaviour |
| practicing the Dragon breathing | Validating their feelings |
| Using your 5 senses to identify objects around you. | Setting boundaries |

**Autism spectrum disorder (ASD)**

is a neurological and developmental disorder that affects social interactions, communication skills, learning skills, and behavior in varied social situations.

Symptoms seen are:

* Not maintaining an eye contact or lacking smile when doing so
* Not reacting or inconsistently reacting when their name is called out
* Hypersensitivity to noise or one sensory input
* Being lost in own thoughts
* Hitting or biting themselves
* Not using gestures while communicating
* Inability to make friends
* Repetitive body movements or repeating their own sentences

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Not applicable. | Going in for early diagnosis and intervention which is essential | Occupational therapist |
| Having consistency in providing a routine being supportive of a routine | Speech therapist |
| Utilising free time in the area of their strength. | Behavioural therapist |
| Meeting sensory needs | Remedial educational programme |
| Social skill training |
| Play therapist |
| Family therapist |

**Attention deficit/hyperactivity disorder (ADHD) -**

is **a medical condition that affects one’s attention and self-control**. Because of ADHD, one may have a harder time staying focused. ADHD can also make one more fidgety than others at their age. one diagnosed with ADHD might have a tough time controlling one’s behaviour and get into trouble.

Symptoms seen are:

* Having trouble staying focused in tasks or play
* Appear not to listen, even when spoken to directly
* Trouble with task organization and time management
* Blurting out answers, interrupting the questioner
* Having difficulty waiting for his or her turn
* Interrupting or intruding on others' conversations, games or activities

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Planning and following a basic routine | Being a part of a Support group | Occupational therapist |
| Including physical activities in your daily routine | Respecting their routine and avoiding distraction | Speech therapist |
| Taking help for incomplete work. | Giving clear, simple instructions | Behavioural therapist |
| Breaking task into manageable smaller task | Setting realistic and achievable goals | Remedial educational programme |
| Having only task essential things | Praising positive behaviour | Family therapist |
| Being aware of your attention span and take short breaks in-between activities | Helping them plan a healthy diet | Psychologist |
| Monitoring your diet | Psychiatrist |

**Posttraumatic Stress Disorder (PTSD)**

is **a mental health condition brought on by a trauma**. One may be diagnosed with PTSD if one has been through a trauma, and if one’s stress symptoms are severe and last long after the trauma is over. Therapy can help recover from PTSD.

Symptoms seen are:

* Insomnia or nightmares (often but not always relating to the traumatic event/s).
* Trouble concentrating.
* Avoiding thoughts, feelings, locations, and people associated with the traumatic event/s (isolation).
* Flashbacks, or the sensation that the event is happening again.
* Hypervigilance.
* Irritability.
* Guilt.
* Inability to enjoy old hobbies.
* Low mood

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Having 3 things that you would like to do | Maintaining a pleasant environment | Psychologist |
| Being close to nature- walking, looking flowers, birds, feeling the wind, clouds | Avoiding reminders of traumatic events | Psychiatrist |
| Maintaining a diary or audio- journal. | Being patient and respectful | Licenced mental health professional |
| Focusing on breathing | Being a good listener and accepting without judging | Clinical social worker |
| Trying grounding technique |

**Specific Learning Disorder**

No longer limits learning disorders to reading, mathematics and written expression. Rather, the DSM-5 criteria describe shortcomings in general academic skills and provide detailed specifiers. Just as in DSM-IV, dyslexia is included in the descriptive text.

Symptoms seen are:

* Unable to blend syllables to make coherent sounds
* Slow to learn new skills
* Trouble grasping basic math concepts
* Finding it difficult to tell time and remember a certain sequence
* Persistent difficulties in reading, writing, arithmetic or mathematical reasoning
* Inaccurate and slow reading and difficulty with spelling
* Problems with grammar, punctuation or organization while writing
* Difficulty in remembering number facts

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Breaking task into smaller steps | Presenting the information according to their learning styles | Special educator |
| Understanding your learning style | Positive reinforcement | Counsellor |
| Following strategies taught. | Probing regularly to understand better. |
| Finding different ways – asking for help, using the internet or online apps. | Taking professional help |

**Eating disorders**

Previously listed among Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence are now listed in the Feeding and Eating Disorders chapter. They include pica, rumination and avoidant/restrictive food intake disorder.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Not applicable | Using positive statements | Neurologist |
| Follow the dr. says | Keeping meal time as stress-free as possible | Psycho therapist |
| Finding good information and Sharing facts | Dietitian and nutritionist |
| Mental health professional |

**Substance Addiction**

Substance use disorder is a mental health condition in which one uses substances [drugs or alcohol] in unhealthy ways. This can include addiction, using substances in ways that interfere with normal life, and doing dangerous things because of the substance.

People diagnosed with substance use disorder have trouble in managing routine tasks, work or relationships because of their use of substances eg. drugs or alcohol. They also develop tolerance to substances, which means that they need to use more of the substance.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Accepting that you have addiction | Educating yourself with information about addiction and its causes. | Psychiatrist |
| Seeking professional help | Offering support and love | Psychologist |
| Appreciating the benefits of soberity | Encouraging them to explore new interest, so that they are engaged , guiding them to seek professional help |

**Gaming Addiction**

Gamer Addiction is **an obsession with video game playing that usually begins in elementary and middle school**. Video game addiction, also called internet gaming disorder, is a condition characterized by severely reduced control over gaming habits, resulting in negative consequences in many aspects of your life, including self-care, relationships, school and work.

Any activity or habit that becomes all-consuming and negatively impacts your daily functioning can cause significant mental, social and physical health issues. It’s important to seek medical care if you think your video game habits are taking over your life.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Setting time limit for play and follow it gradually. | Helping them understand that there is a problem. | Therapist |
| Keeping phones and other gadgets out of the bedroom so you won’t play at night. | Being sensitive and guiding them to follow the time limit. | Paediatrician |
| Doing other activities every day, including exercise. | Helping them explore different interest and hobbies. | Psychologist |

**Panic Attack**

Panic disorder is a common and treatable disorder. People diagnosed with panic disorder have unexpected and repeated periods of intense fear or discomfort, along with other symptoms such as a racing heartbeat or feeling short of breath. These periods are called "panic attacks" and last minutes to hours.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Pausing and staying where you are. | Respecting and validating their feeling. | Psychiatrist |
| Practicing breathing exercises. | Encouraging them in light conversation, unless they say they don’t wish to speak. | Psychologist |
| Calming exercises- cold-water bath, holding ice-cubes on your pulse- points, listening to soothing music, watching/ visualising- positive peaceful images. | Instructing/guiding them calmly. | Clinical social worker |
| Reminding yourself that this too shall pass. | Noting the frequency/ severity of the attack. |
|  | Getting in touch with the doctor if required. |

**Conduct Disorder - CD**

Conduct disorder is a pattern of behaviour in which a child repeatedly does things that harm others or breaks social norms and rules. They are diagnosed with CD when they intentionally hurt people or animals, destroy property, steal things and/or defy rules.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Not applicable | Talking to a professional- family therapy | Psychiatrist |
| For Significant adults of new setting- giving more attention to good behaviours/strength, being positive and being clear and consistent with the rules and boundaries set. | Psychologist |
| Family therapist |

**Oppositional defiant disorder (ODD)**

People diagnosed with ODD have a well-established pattern of behaviour problems, with symptoms including arguing with authority figures, refusing to follow rules, blaming others for their mistakes, being unusually angry and irritable, and more. One can have these symptoms from time to time. What distinguishes ODD from normal oppositional behaviour is how severe it is, and how long it has been going on for.

| **I can help myself by…** | **I can help others by..** | **Professionals to contact** |
| --- | --- | --- |
| Not applicable | Understanding and learning more about the behaviour | Family therapist |
| Trying to remain calm and building a positive environment. | Psychologist |
| Modelling and Praising positive behaviour | Psychiatrist |

**Survey questionnaire.**

* 1. **Name**
  2. **Age**
  3. **Class**
* **This website is useful. Yes/No**
* **I find this website user friendly. Yes/No**
* **I am satisfied with the information provided on this website. Yes/No**
* **I would recommend this website to my family and friends. Yes/No**
* **I am going to use this website in future. Yes/No**

**HELPLINES**

**you can get in touch with the CARE department at :** [**care@bcseast.org**](mailto:care@bcseast.org)

**to write in your concerns**

**or**

**to take an appointment**

**other HELPLINES:**

1. [**http://www.aasra.info/helpline.html**](http://www.aasra.info/helpline.html)
2. **kiran 18005990019 [24/7]**
3. **Samaritans 8422984528/29/30 email -** [**talk2samaritans@gmail.com**](mailto:talk2samaritans@gmail.com)
4. **https://findahelpline.com/in**

**MAIN PAGE [SUGGESTION]**

**Welcome \_\_\_\_\_\_\_\_\_\_[name of the person] to the All’s Well webpage.**

**We appreciate you taking this initiative towards your mental wellness.**

**This webpage can be used by:**

**Individuals [taking help for self]**

**Care Givers [helping others]**

**Why us?**

**Scientifically Proven Strategies**

**Researched Data**

**Backed by Mental Health Professionals**

**Empowering Self**

**special features**

**Journaling**

**Binary beats**

**PLEASE NOTE:**

1. **KINDLY SEE THAT ALL PAGES HAVE THE OPTIONS AVAILABLE IN UNIFORM**
2. **FOR THE DISORDER PAGES**
   1. **PAGE COLOUR- KEEP RAINBOW COLOURS AND KEEP A FONT COLOUR THAT WILL GO THROUGH ALL THE COLOURS - IF USING LIGHTER SHADE THEN BLACK FONT WILL GO WELL**
   2. **SPELL CHECK** 
      1. **POST TRAUMATIC STRESS DISORDER**
   3. **PLACE THE FOLLOWING AT THE END OR THE BEGINNING AND MAINTAIN WHITE BACKGROUND AS IT IS BASIC INFORMATION** 
      1. **STRESS**
      2. **DEPRESSION**
      3. **ANXIETY**
      4. **BULLYING**
      5. **CYBER BULLYING**